

Assistance to Local Educational Agencies for Defense Dependents' Education (*Update*)

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I. EXECUTIVE SUMMARY

Section 574 of the John Warner National Defense Authorization Act for Fiscal Year (FY) 2007, as amended, requires the Secretary of Defense to identify the projected changes in military dependent students by installation as a result of force structure changes, relocation of military units or the closure or realignment of installations under base closure laws. Section 574 also requires a plan for outreach to be conducted for assisting affected local educational agencies (LEAs) along with recommendations from the Office of Economic Adjustment (OEA) for assisting impacted LEAs. The original intent of the report was to understand and alleviate the impact of the 2005 Base Realignment and Closure (BRAC) on LEAs, which was completed in September of 2011. While evidence of growth was realized based on Federal Impact Aid (FIA) data between 2006 and 2012, the total number of military dependents declined for the first time in school year (SY) 2012–13. Projection data from the Military Departments confirm the decrease, which can be expected in the future.

This is the ninth such annual Department of Defense (DoD) update to Congress. Contributors to this report include the Military Departments, the Department of Education (ED), OEA, and the Office of Military Community and Family Policy. Military department projections for SY 2015–16 show a loss of nearly 7,000 military dependent students (military, civilian and contractors) at the 63 installations reported, compared with a loss of about 4,000 during SY 2014–15 at 40 installations. This is the second year in a row that projections show a substantial loss in military dependents. The projected change by school year is included by state (Appendix 1), Military Service (Appendix 2), and by growth and loss (Appendix 3).

This year's update also includes an analysis of seven years (SY 2006–07 through 2012–13) of FIA data to identify the states and LEAs most impacted by the military (Tables 1–3) as well as those states and LEAs that have experienced the most growth and loss (Tables 4–6). FIA is currently the only data source identifying the LEAs military dependent students attend. The key data point from the most recent year of data is a total one year loss of 26,000 military dependent students. This loss of students erases nearly all of the growth over the past seven years of military dependent students. Only 50 LEAs gained more than 40 students from SY 2011–12 to 2012–13, while 126 LEAs lost 40 or more military dependent students.

This update concludes with a plan for outreach to LEAs, highlighting initiatives that enhance: 1) the ability of impacted LEAs to provide quality educational services for military dependent students and 2) the educational opportunities and outcomes of military dependent students.

The Department will continue its deliberate efforts to build relationships between local communities, military installations, LEAs and state and Federal partners to improve the educational opportunities of military dependent students. Although elementary and secondary education in the United States is generally under the jurisdiction of the state and local governments, DoD recognizes the need for strong partnerships between the Federal Government entities, states and schools. These partnerships have proven crucial to helping public education systems provide for the unique needs of military dependent students.

II. INTRODUCTION

Section 574(c) of the John Warner National Defense Act for FY 2007 (P.L. 109–364), as amended, (20 U.S.C. 7703b note), requires the Secretary of Defense to provide an annual update to the report to provide assistance to LEAs that experience projected growth or loss in the enrollment of military dependent students when the projected growth or loss is a result of force structure changes, relocation of military units or the closure or realignment of military installations under the base closure laws.

This report addresses the following:

- The identification of the total projected number of military dependent students who are anticipated to arrive at and depart from military installations as a result of force structure changes, relocation of military units 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 and departing from each such installation; and
 - The anticipated schedule of such arrivals and departures by school year.
- Such recommendations as the OEA and DoD consider appropriate for means of assisting impacted LEAs in accommodating increases in enrollment of military dependent students as a result of such an event.
- A plan for outreach to be conducted for affected LEAs, commanders of military installations, members of the Armed Forces and civilian personnel of DoD regarding information on the assistance to be provided to LEAs that experience growth in the enrollment of military dependent students as a result of any of the aforementioned events.

To provide a more complete picture of the growth and loss experienced by states and LEAs, FIA data on military dependent students in LEAs was used to examine student growth and loss trends between SY 2006–07 through 2012–13. This data revealed the LEAs and states associated with the military installations that experienced the most growth and loss of military dependent students. FIA is the only source of data to examine the actual changes of military dependent students at LEAs.

There are approximately 1.2 million dependents of active-duty Service members. Over 650,000 school-age dependents live within the continental United States; of these, fewer than 25,000 attend DoD schools in the United States. The vast majority of military dependent students attend public schools operated by LEAs. Data from the FIA Program reveal 597 LEAs that reported enrollment of military dependent students. The Department is committed to ensure that support is provided during times of mission growth and loss as well as in times of relative stability.

III. NUMBER OF STUDENTS TRANSITIONING

While the majority of military personnel moves stemming from force structure changes, relocation of military units, or the closure or realignment of military installations under the base closure laws are complete, student growth data provided by the Military Departments reveal that some projected military dependent student growth and loss is still occurring.

Military Departments' Dependent Student Projections Summary

For this update, only installations with projected growth or loss of more than 40 military dependent students are provided. This is due to the fact that the projections are estimates, and any less than 40 would not constitute a significant growth or loss of military dependent students. According to the Military Departments, there are 63 installations that are projected to grow or lose more than 40 military dependent students. The United States Army has 11 installations on the list; the United States Air Force, 24; the United States Marine Corps, 4; and the United States Navy, 24. Overall, 18 installations are projected to gain military dependent students, while 45 are reported to experience reductions.

Military Department projections for SY 2015–16 show a loss of nearly 7,000 military dependent students (military, civilian and contractors) at the 63 installations reported, compared with a loss of about 4,600 students during SY 2013–14 at 40 installations. The projected change by school year is included by state (Appendix 1), Military Service (Appendix 2) and by projected growth and loss (Appendix 3).

Formula for Projecting Growth for SY 2015–16

The projected growth and loss data are delineated by states (Appendix 1), by Military Department (Appendix 2) and by growth (Appendix 3). The projections in Appendices 1–3 reflect the projected military dependent student growth and losses in SY 2015–16. As in prior years, the following guidance was provided to each of the Military Departments for use in determining the numbers of students transitioning:

- *Military Dependent Student:* (a) Defined as an elementary or secondary school student who is a dependent of a member of the Armed Forces, (b) an elementary or secondary school student who is a dependent of a civilian employee of the DoD, and (c) an elementary or secondary school student who is a dependent of personnel who are not members of the Armed Forces or civilian employees of the DoD but are employed on Federal property.
- *Installation:* Those installations located in the 50 states, the District of Columbia, and the territories. If the installation has joint forces, the military department responsible for the installation shall report the total gain and or loss of military dependent students.
- *School Year:* Refers to the school year that begins in the fall of 2015 and ends in the spring of 2016.

DoD started the analysis with the same assumptions from past years to calculate the number of military dependent students per military member and DoD civilian for each year of this report:

- 48% of military members or DoD civilians have a child,

- 1.6 children per military member or DoD civilian (average), and
- 62% of children are school age.

The Military Departments were provided the opportunity to adjust the formula to reflect their individual demographics. The Marine Corps adjusted the formula for the number of students per military member to provide a more accurate projection based on the actual percentage of Service members with children (30.53%), the average number of children (1.92) and percentage of school-age children (54.08%). All three factors were calculated from the data provided by Defense Manpower Data Center.

The projected number of students suggests that every student will accompany the military member. However, many factors affect a military family's decision to move and/or when to move to new locations. The following factors may influence whether a 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 station date occurring after the school year begins: family members, to alleviate transition challenges, may choose to stay at a location until the completion of the current school year; and
- The quality of education at the new location.

The projected number of civilian/contractor students suggests that DoD civilians and contractors 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.

IV. DEPARTMENT OF DEFENSE OFFICE OF ECONOMIC ADJUSTMENT (OEA) INPUT

The influx of military dependent students from the Department's BRAC 05 actions across our military installations is complete, and the OEA has concluded its efforts over the last nine years to assist local officials in planning the necessary expansions to public service facilities, including schools, for meeting requirements generated by this growth. Based on these efforts, the following recommendations are presented for any future actions that may again result in a local influx of military dependent students:

1. The Department needs to provide maximum advance information and support to states and local governments, including LEAs, so they can plan for necessary adjustments in local public services and facilities.
2. The affected jurisdictions should prepare as soon as possible a fiscal impact analysis and growth management strategy in collaboration with the local installation and then continually update both throughout the period of growth. Often, the areas of impact reach beyond schools to include housing, transportation and other infrastructure. The OEA should assist these efforts, technically and financially (upon a determination of eligibility), as deemed necessary.
3. When such an influx is expected to seriously affect the economy of a community, or the financial capacities of the LEA, every practical consideration shall be given to implementing the action in a manner that will minimize the local economic impacts.
4. Based on many successful efforts from our growth portfolio, LEAs and local installation commands should maintain an ongoing dialogue to address the many areas of concerns that can arise in the education of military dependent children, including capacities, capabilities, deployment support, operations and maintenance, impact aid and investments. This last matter is a nearly universal challenge wherever a LEA must fund activities on an installation in the absence of a tax base that extends to the facilities on-post.

V. MILITARY-CONNECTED LEAS GROWTH AND LOSS AS REPORTED FOR FEDERAL IMPACT AID (FIA)

This year's update includes FIA data from SY 2006–07 to 2012–13. FIA provides the actual enrollment data on military dependent students in LEAs, and comparing multiple years of data allows for trend analysis. The FIA data was used to determine how many total military dependents are in LEAs for each year, the LEAs and states with the highest concentrations of military dependent students with those LEAs and states that experienced the most growth and loss of military dependent students. Examining FIA data is especially beneficial because it allows for analysis of actual growth and loss of military dependents, rather than relying on projections. .

The FIA Program is one of the oldest Federal education programs, and it compensates LEAs for the loss of property tax revenue due to the existence of tax-exempt Federal properties. To receive Impact Aid funding, LEAs are required to conduct an annual survey of the Federally-connected student population (which includes military dependent students—students from active-duty families, DoD civilians and DoD contractors) and report the data on each category of Federally-connected student to the ED Impact Aid Office. Only those students reported for FIA that are connected to the military and DoD were used for this analysis. The enrollment data is only collected and reported by the LEA and not at the school level.

There are other limitations of FIA data. An increase or decrease in students within a state or LEA could be a result of multiple factors beyond the movement of military families due to force structure changes, realignment of military units, and BRAC law. These include:

- More or fewer military families sending their students to public schools (versus private and homeschooling),
- More or fewer LEAs choosing to apply for FIA,
- The relocation of military members to or from overseas locations, and
- Increased efforts of the Military Departments to communicate with military families about the importance of filling out the FIA Survey Forms has resulted in increased reporting by LEAs and thus the amount of funding to those LEAs.

Although anecdotal evidence suggests some LEAs do not apply for FIA due to the administrative costs, they do have an incentive to thoroughly collect this data because their FIA funding allotment relies on student counts. Even with some limitations, FIA is the only source of data on where military dependent students attend school and can provide valuable information on growth and loss trends.

Total Military Dependents in LEAs

In the previous six years, only one year (2009) saw a decrease in military dependents in LEAs. Overall growth from 2008 to 2013 totaled 33,320 dependents. However, last year's total number of military dependent students decreased in LEAs by 25,830, negating most of the growth of the previous six years. Whatever the cause, it has had a significant impact on many LEAs and may

be a source of anxiety for LEAs in the future, impacting budgets, staffing and producing excess school capacity.

Table 1: Total Military Dependents in LEAs

Year	Total	Growth/(Loss)
FY 2008	565,567	--
FY 2009	561,251	(4,316)
FY 2010	568,271	7,020
FY 2011	585,472	17,201
FY 2012	596,807	11,335
FY 2013	598,887	2,080
FY 2014	573,057	(25,830)

Growth and Loss in Military Dependent Students by State

To display a complete picture of the trend of growth and loss of military dependent students, FIA data was compiled by state. Providing the data by state shows the macro picture of which states are the most military-impacted and the states that have grown or lost students over these school years. This context is valuable in identifying where most of the military dependent students are as well as linking state patterns to trends in LEAs. It is expected that the states with the most military dependent students would also have the LEAs most greatly impacted by the presence of military dependent students, and due to the large presence of military dependent students, a significant portion of the growth would also occur in those states.

Three tables are included to explain the state-level status of military dependent students across all states, the District of Columbia, Puerto Rico and Guam. Table 2 provides the number of military dependent students in each state. Table 3 shows that Virginia and Texas continue to be the top two military-connected states with the most number of children, but both have lost 3,000 dependents over the past year. While 7 of the top 10 states still show increases in students from SY 2006-07 to 2012-13, most lost students over the past year. The data reveals that two-thirds of all military dependent students are in ten states.

When sorting the same data by total enrollment growth over the past 6 years (Table 4), included are 6 states from the top 10 military-connected states, while 4 others (Kansas, Louisiana, New York and Guam) also join the list. Six of the 10 states that grew the most from SY 2006-07 to 2012-13 lost students over the past year and the four that grew gained dependents sparingly.

Compared to 3 states last year, all 10 states that lost the most dependents lost over 1,000 students, with Alaska losing over 2,000 and New Mexico losing over 3,000. Both states experienced large decreases in enrollment over the past year.

Table 2: Military-Connected States Sorted Alphabetically

#	State	SY2006-07	SY2007-08	SY2008-09	SY2009-10	SY2010-11	SY2011-12	SY2012-13	Total	Change
1	Alabama	14,399	14,510	14,333	14,823	15,324	16,298	15,441	1,042	7%
2	Alaska	11,407	10,974	11,949	12,708	12,272	11,336	9,343	(2,064)	-18%
3	Arizona	9,110	9,482	9,312	9,989	11,454	9,872	9,324	214	2%
4	Arkansas	2,440	2,448	2,493	2,431	2,585	2,647	2,343	(97)	-4%
5	California	49,299	47,146	48,110	49,725	49,126	48,974	48,138	(1,161)	-2%
6	Colorado	17,049	17,377	17,061	20,373	22,273	22,735	22,041	4,992	29%
7	Connecticut	1,979	1,943	1,857	1,768	1,849	1,811	1,918	(61)	-3%
8	Delaware	427	402	360	318	325	375	414	(13)	-3%
9	District of Col.	889	748	691	622	481	363	333	(556)	-63%
10	Florida	36,248	34,781	33,754	34,729	35,077	36,095	35,504	(744)	-2%
11	Georgia	32,652	32,185	33,575	32,967	32,598	32,525	31,960	(692)	-2%
12	Guam	725	1,239	2,486	790	793	925	2,023	1,298	179%
13	Hawaii	24,285	24,136	22,944	23,893	23,972	25,348	24,342	57	0%
14	Idaho	1,840	1,804	1,727	1,768	1,616	1,456	1,449	(391)	-21%
15	Illinois	5,438	5,423	5,466	5,802	5,556	5,500	5,244	(194)	-4%
16	Indiana	513	504	531	517	503	540	500	(13)	-3%
17	Kansas	8,950	9,922	9,650	10,754	10,982	10,878	10,921	1,971	22%
18	Kentucky	4,598	4,654	4,635	4,974	5,820	5,207	3,922	(676)	-15%
19	Louisiana	6,116	6,129	5,518	6,387	7,939	8,431	8,496	2,380	39%
20	Maine	1,651	1,350	1,157	795	553	335	264	(1,387)	-84%
21	Maryland	22,092	22,958	25,647	26,421	27,674	27,456	25,658	3,566	16%
22	Massachusetts	608	449	443	472	434	417	492	(116)	-19%
23	Michigan	99	110	119	119	116	180	150	51	52%
24	Minnesota	26	33	24	24	11	25	12	(14)	-54%
25	Mississippi	4,017	3,809	3,753	3,591	3,960	4,086	2,916	(1,101)	-27%
26	Missouri	6,111	6,185	5,986	6,789	6,555	6,887	6,944	833	14%
27	Montana	1,371	1,230	1,156	1,503	1,445	1,392	894	(477)	-35%
28	Nebraska	4,044	3,984	4,016	4,090	4,619	4,512	4,011	(33)	-1%
29	Nevada	4,784	4,253	3,273	4,450	4,687	4,012	2,977	(1,807)	-38%
30	New Hampshire	68	78	38	43	29	39	46	(22)	-32%
31	New Jersey	3,009	2,925	2,802	2,747	2,798	2,889	2,547	(462)	-15%
32	New Mexico	7,228	6,833	6,284	5,186	6,256	5,063	3,718	(3,510)	-49%
33	New York	5,573	5,729	6,459	6,588	7,049	7,303	7,297	1,724	31%
34	North Carolina	36,083	36,712	39,278	40,453	42,126	42,607	41,986	5,903	16%
35	North Dakota	2,636	2,437	2,184	2,198	2,171	2,015	1,636	(1,000)	-38%
36	Ohio	5,147	4,608	4,463	4,835	4,607	4,297	4,103	(1,044)	-20%
37	Oklahoma	17,634	17,181	17,336	17,440	17,641	18,056	16,512	(1,122)	-6%
38	Oregon	128	25	141	132	20	11	125	(3)	-2%
39	Pennsylvania	1,001	1,070	802	759	812	928	881	(120)	-12%
40	Puerto Rico	1,441	1,246	252	603	692	314	39	(1,402)	-97%
41	Rhode Island	1,591	1,640	1,546	1,480	1,387	1,374	1,429	(162)	-10%
42	South Carolina	11,399	11,139	11,502	10,994	10,958	10,638	9,693	(1,706)	-15%
43	South Dakota	1,424	1,020	1,030	1,088	1,394	1,068	1,072	(352)	-25%
44	Tennessee	10,902	10,813	11,245	11,992	11,482	11,981	9,571	(1,331)	-12%
45	Texas	60,428	62,052	63,150	65,660	66,019	66,831	63,539	3,111	5%
46	Utah	10,403	9,284	9,555	9,362	7,791	9,289	9,316	(1,087)	-10%
47	Virginia	88,366	88,943	90,010	91,461	94,041	93,566	90,902	2,536	3%
48	Washington	25,395	24,721	25,810	26,485	27,154	27,377	27,436	2,041	8%

49	West Virginia	105	326	86	91	104	353	118	13	12%
50	Wisconsin	925	875	821	821	878	823	723	(202)	-22%
51	Wyoming	1,547	1,411	1,450	1,462	1,405	1,444	1,360	(187)	-12%
TOTAL		565,600	561,236	568,270	585,472	597,413	598,884	572,023	6,423	1%

Table 3: Top 10 Military-Connected States in SY 2012–13

#	State	SY2006-07	SY2007-08	SY2008-09	SY2009-10	SY2010-11	SY2011-12	SY2012-13	Growth	Change
1	Virginia	88,366	88,943	90,010	91,461	94,041	93,566	90,902	2,536	3%
2	Texas	60,428	62,052	63,150	65,660	66,019	66,831	63,539	3,111	5%
3	California	49,299	47,146	48,110	49,725	49,126	48,974	48,138	(1,161)	-2%
4	North Carolina	36,083	36,712	39,278	40,453	42,126	42,607	41,986	5,903	16%
5	Florida	36,248	34,781	33,754	34,729	35,077	36,095	35,504	(744)	-2%
6	Georgia	32,652	32,185	33,575	32,967	32,598	32,525	31,960	(692)	-2%
7	Washington	25,395	24,721	25,810	26,485	27,154	27,377	27,436	2,041	8%
8	Maryland	22,092	22,958	25,647	26,421	27,674	27,456	25,658	3,566	16%
9	Hawaii	24,285	24,136	22,944	23,893	23,972	25,348	24,342	57	0%
10	Colorado	17,049	17,377	17,061	20,373	22,273	22,735	22,041	4,992	29%
TOTAL		391,897	391,011	399,339	412,167	420,060	423,514	411,506	19,609	5%

Table 4: Top and Bottom 10 Military-Connected States in Total Growth from SY 2006–07 to 2012–13

#	State	SY2006-07	SY2007-08	SY2008-09	SY2009-10	SY2010-11	SY2011-12	SY2012-13	Growth	Change
1	North Carolina	36,083	36,712	39,278	40,453	42,126	42,607	41,986	5,903	16%
2	Colorado	17,049	17,377	17,061	20,373	22,273	22,735	22,041	4,992	29%
3	Maryland	22,092	22,958	25,647	26,421	27,674	27,456	25,658	3,566	16%
4	Texas	60,428	62,052	63,150	65,660	66,019	66,831	63,539	3,111	5%
5	Virginia	88,366	88,943	90,010	91,461	94,041	93,566	90,902	2,536	3%
6	Louisiana	6,116	6,129	5,518	6,387	7,939	8,431	8,496	2,380	39%
7	Washington	25,395	24,721	25,810	26,485	27,154	27,377	27,436	2,041	8%
8	Kansas	8,950	9,922	9,650	10,754	10,982	10,878	10,921	1,971	22%
9	New York	5,573	5,729	6,459	6,588	7,049	7,303	7,297	1,724	31%
10	Guam	725	1,239	2,486	790	793	925	2,023	1,298	179%
TOTAL		270,777	275,782	285,069	295,372	306,050	308,109	300,299	29,522	11%
42	Mississippi	4,017	3,809	3,753	3,591	3,960	4,086	2,916	(1,101)	-27%
43	Oklahoma	17,634	17,181	17,336	17,440	17,641	18,056	16,512	(1,122)	-6%
44	California	49,299	47,146	48,110	49,725	49,126	48,974	48,138	(1,161)	-2%
45	Tennessee	10,902	10,813	11,245	11,992	11,482	11,981	9,571	(1,331)	-12%
46	Maine	1,651	1,350	1,157	795	553	335	264	(1,387)	-84%
47	Puerto Rico	1,441	1,246	252	603	692	314	39	(1,402)	-97%
48	South Carolina	11,399	11,139	11,502	10,994	10,958	10,638	9,693	(1,706)	-15%
49	Nevada	4,784	4,253	3,273	4,450	4,687	4,012	2,977	(1,807)	-38%
50	Alaska	11,407	10,974	11,949	12,708	12,272	11,336	9,343	(2,064)	-18%
51	New Mexico	7,228	6,833	6,284	5,186	6,256	5,063	3,718	(3,510)	-49%
TOTAL		119,762	114,744	114,861	117,484	117,627	114,795	103,171	-16,591	-14%

Growth and Loss in Military Dependent Students by LEA

To determine the growth and loss of military dependent students by LEA, six years of FIA data were compiled from SY 2006–07 through 2012–13. The purpose of this analysis is to identify the LEAs that actually grew or lost military dependent students over this six-year period. This analysis provides a more accurate picture of the impact of troop movements on the enrollment of military dependent students in LEAs that has occurred over the past six years.

Table 5 is sorted by total military dependent student enrollment to display the LEAs with the most military dependent students. These LEAs are generally associated with the states with the most military dependent students. Virginia has the most military dependent students and has 6 LEAs in the top 25 and Texas, with the second most, has 3 LEAs on the list, including the LEA with most military dependent students, Killeen Independent School District. Other states that made the top ten all have at least one LEA on the list.

Over the past year, the 25 LEAs with the most military dependent students lost about 4,000 of these students. Overall, according to the number of military dependents students one third of the population (227,000) is in these 25 LEAs.

Table 6 is sorted by the top 25 LEAs that experienced growth in military dependent students from over the most recent year (SY 2011-12 through 2012-13). The growth within these LEAs over the past year was modest, and contrasting it with the LEAs that lost the most over the past year (Table 7), the loss trends become even clearer. Only LEAs that had military dependent student enrollment in both SY 2006–07 and 2012–13 are included in Table 6.

Table 5: Top 25 Military-Connected LEAs in SY 2011-12 (Sorted by FIA Enrollment in SY 2012-13)

#	St.	Military Impacted LEA	SY 2006-07		SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		Change SY06-06 to 12-13	
			Total Mil.	% Mil.	Change	% Change												
1	TX	Killeen Independent School District	20,583	56%	21,692	56%	21,983	57%	22,623	57%	22,455	56%	22,083	54%	21,657	52%	1,074	5%
2	VA	Virginia Beach City School Board	21,587	30%	20,823	29%	20,658	29%	18,578	27%	20,684	30%	20,517	29%	19,891	29%	(1,696)	-8%
3	NC	Cumberland County Board of Ed.	15,926	30%	15,955	30%	16,364	30%	15,649	30%	15,997	31%	15,425	30%	14,968	28%	(958)	-6%
4	HI	Central Administrative School District	12,597	39%	12,553	39%	12,571	39%	13,077	40%	13,135	39%	14,077	42%	14,071	42%	1,474	12%
5	VA	Fairfax County Public Schools	13,053	8%	13,437	8%	14,111	8%	14,400	8%	14,169	8%	13,542	8%	13,462	8%	409	3%
6	CA	San Diego Unified School District	12,633	10%	12,356	10%	12,755	11%	12,872	11%	13,064	11%	12,691	11%	12,194	11%	(439)	-3%
7	NC	Onslow County Board of Education	8,663	37%	8,917	38%	9,493	40%	10,392	43%	10,576	44%	10,988	45%	11,015	44%	2,352	27%
8	VA	Chesapeake City School Board	9,510	24%	9,523	24%	9,747	25%	10,029	25%	10,187	26%	10,309	26%	10,339	26%	829	9%
9	FL	Okaloosa Co. School Board	8,598	28%	8,431	28%	8,247	28%	8,017	28%	8,102	28%	8,717	30%	8,832	30%	234	3%
10	VA	Prince William County School Board	6,116	9%	6,908	10%	7,336	10%	7,823	10%	8,158	10%	8,265	10%	8,268	10%	2,152	35%
11	TN	Clarksville-Montgomery Co. B. of Ed.	8,979	32%	8,771	31%	9,326	32%	10,011	34%	9,979	34%	10,153	33%	8,033	26%	(946)	-11%
12	TX	El Paso Independent School District	5,949	9%	6,379	10%	5,983	10%	6,348	10%	7,154	11%	7,782	12%	7,992	13%	2,043	34%
13	GA	Houston Co. Board of Education	7,789	31%	7,776	30%	7,401	28%	7,540	28%	7,605	28%	7,682	28%	7,838	28%	49	1%
14	MD	Anne Arundel Co. Public Schools	5,771	8%	6,103	8%	6,128	8%	5,982	8%	6,431	8%	6,652	9%	6,753	9%	982	17%
15	HI	Leeward Administrative School Dist.	7,074	18%	6,834	17%	5,981	15%	6,563	16%	6,750	16%	7,073	17%	6,299	15%	(775)	-11%
16	MD	St. Marys Co. Board of Education	4,967	30%	5,198	31%	5,367	32%	5,446	32%	6,116	35%	6,315	36%	5,954	34%	987	20%
17	VA	School Board for the City of Norfolk	6,324	18%	6,002	18%	5,756	17%	6,043	19%	6,057	19%	5,895	19%	5,729	19%	(595)	-9%
18	OK	Lawton School Dist.	6,846	40%	6,404	39%	6,357	39%	6,441	39%	6,439	40%	6,078	38%	5,715	36%	(1,131)	-17%
19	TX	Northside Independent School District	5,803	7%	5,708	7%	5,847	7%	5,904	6%	6,401	7%	5,461	6%	5,687	6%	(116)	-2%
20	FL	Hillsborough County Public Schools	4,379	2%	4,337	2%	4,224	2%	4,413	2%	4,969	3%	5,156	3%	5,536	3%	1,157	26%
21	WA	Clover Park School District #400	4,764	40%	5,025	41%	5,064	41%	5,108	42%	5,400	43%	5,524	44%	5,528	43%	764	16%
22	UT	Davis County School District	5,936	9%	4,776	7%	5,197	8%	4,999	8%	4,947	7%	5,092	8%	5,435	8%	(501)	-8%
23	KS	Geary Co. Unified School Dist. #475	4,048	62%	4,749	66%	4,836	68%	5,101	66%	5,588	70%	5,253	64%	5,419	67%	1,371	34%
24	VA	Stafford County Public Schools	5,395	21%	5,415	21%	5,427	21%	5,448	20%	5,579	21%	5,633	21%	5,370	20%	(25)	0%
25	CO	El Paso Co. School District #8 (Fountain Ft. Carson)	3,715	65%	4,176	68%	3,876	60%	4,818	70%	4,981	71%	5,175	72%	5,316	73%	1,601	43%

Table 6: Top 25 Military-Connected LEAs Sorted by Total Growth from SY 2011-12 to 2012-13

#	St.	Military Impacted LEA	SY 2006-07		SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 11-12		SY 2012-13		Change SY 2011-12 to 2012-13	
			Total Mil.	% Mil.	Change	% Mil.												
1	GU	Guam Public School System	725	2%	1,239	4%	2,486	8%	790	3%	793	3%	925	3%	2,023	6%	1,098	119%
2	FL	Hillsborough County Public Schools	4,379	2%	4,337	2%	4,224	2%	4,413	2%	4,969	3%	5,156	3%	5,536	3%	380	7%
3	UT	Davis County School District	5,936	9%	4,776	7%	5,197	8%	4,999	8%	4,947	7%	5,092	8%	5,435	8%	343	7%
4	WA	Bethel School District #403	1,713	10%	1,464	8%	1,645	9%	1,718	10%	1,807	10%	1,937	11%	2,212	12%	275	14%
5	FL	Bay County School Board	2,105	8%	2,030	8%	1,389	5%	1,869	7%	1,853	8%	1,978	8%	2,226	8%	248	13%
6	MD	Prince George's Co. Board of Education	834	1%	1,464	1%	1,071	1%	1,507	1%	1,267	1%	1,249	1%	1,487	1%	238	19%
7	TX	Northside Independent School District	5,803	7%	5,708	7%	5,847	7%	5,904	6%	6,401	7%	5,461	6%	5,687	6%	226	4%
8	TX	El Paso Independent School District	5,949	9%	6,379	10%	5,983	10%	6,348	10%	7,154	11%	7,782	12%	7,992	13%	210	3%
9	NC	Harnett Co. Board of Education	2,005	11%	2,208	12%	2,710	14%	2,907	15%	3,468	18%	3,852	20%	4,057	20%	205	5%
10	KS	Geary Co. Unified School District #475	4,048	62%	4,749	66%	4,836	68%	5,101	66%	5,588	70%	5,253	64%	5,419	67%	166	3%
11	SC	Beaufort County School District	901	5%	939	5%	1,039	5%	716	4%	1,270	6%	1,210	6%	1,367	7%	157	13%
12	GA	Houston Co. Board of Education	7,789	31%	7,776	30%	7,401	28%	7,540	28%	7,605	28%	7,682	28%	7,838	28%	156	2%
13	GA	Columbia Co. Board of Education	2,132	10%	2,183	10%	2,931	13%	3,301	14%	3,497	15%	3,551	15%	3,701	15%	150	4%
14	AL	Russell County Board of Education	177	5%	230	7%	302	9%	233	7%	371	11%	359	11%	506	14%	147	41%
15	CO	El Paso Co. School District #8 (Fountain Ft. Carson)	3,715	65%	4,176	68%	3,876	60%	4,818	70%	4,981	71%	5,175	72%	5,316	73%	141	3%
16	CA	Oceanside Unified School District	3,729	18%	3,858	19%	4,143	20%	4,135	20%	4,241	21%	4,346	22%	4,480	22%	134	3%
17	NY	Watertown City School Dist.	955	20%	1,001	22%	981	23%	922	21%	889	20%	1,048	24%	1,182	28%	134	13%
18	NM	Clovis Municipal Schools	796	10%	721	9%	574	7%	752	9%	852	10%	666	8%	794	9%	128	19%
19	CA	Chula Vista Elementary School District	2,880	11%	2,621	10%	2,489	9%	2,545	9%	2,758	10%	2,748	10%	2,874	10%	126	5%
20	TX	Burkburnett Independent School Dist.	1,230	33%	1,203	33%	1,127	31%	979	27%	802	24%	997	30%	1,118	33%	121	12%
21	NC	Carteret County Schools	380	5%	386	5%	951	12%	1,016	12%	1,218	14%	1,187	14%	1,304	15%	117	10%
22	FL	Okaloosa Co. School Board	8,598	28%	8,431	28%	8,247	28%	8,017	28%	8,102	28%	8,717	30%	8,832	30%	115	1%
23	CT	Groton Board of Education	1,474	29%	1,451	29%	1,422	28%	1,352	27%	1,304	27%	1,366	28%	1,479	29%	113	8%
24	TX	Abilene Independent School District	1,716	10%	1,713	10%	1,664	10%	1,587	9%	1,556	9%	1,317	8%	1,430	8%	113	9%
25	GA	Lowndes Co. Board of Education	929	10%	1,066	11%	1,121	12%	1,131	11%	1,138	11%	1,052	10%	1,153	11%	101	10%
Total			70,898	8%	72,109	9%	73,656	9%	74,600	9%	78,831	9%	80,106	9%	85,448	10%	5,342	7%

Table 7: Top 25 LEAs that Experienced the Largest Reductions in FIA Enrollment from SY 2011-12 to 2012-13

#	St.	Military Impacted LEA	SY 2006-07		SY 2007-08		SY 2008-09		SY 2009-10		SY 2010-11		SY 2011-12		SY 2012-13		Change SY 2011-12 to 2012-13	
			Total Mil.	% Mil	Total Mil.	% Mil	Change	% Mil										
1	TN	Clarksville-Montgomery Co. Board of Ed.	8,979	32%	8,771	31%	9,326	32%	10,011	34%	9,979	34%	10,153	33%	8,033	26%	(2,120)	-21%
2	TX	Schertz-Cibolo-Universal City ISD	2,550	27%	2,713	26%	3,033	27%	3,150	27%	3,473	28%	3,526	27%	2,078	15%	(1,448)	-41%
3	NM	Albuquerque School District #12	3,709	4%	3,611	4%	3,251	3%	2,899	3%	2,701	3%	2,508	3%	1,071	1%	(1,437)	-57%
4	AK	Anchorage School District	4,583	9%	4,416	9%	4,420	9%	4,366	9%	4,096	8%	3,332	7%	1,985	4%	(1,347)	-40%
5	KY	Christian County School District	739	8%	983	10%	846	9%	979	11%	1,073	11%	1,185	13%	24	12%	(1,161)	-98%
6	MD	Montgomery Co. Board of Education	1,533	1%	1,496	1%	1,280	1%	1,658	1%	1,786	1%	1,799	1%	836	1%	(963)	-54%
7	NV	Clark County School District	3,273	1%	2,729	1%	1,952	1%	3,087	1%	3,472	1%	2,942	1%	1,989	1%	(953)	-32%
8	HI	Leeward Administrative School District	7,074	18%	6,834	17%	5,981	15%	6,563	16%	6,750	16%	7,073	17%	6,299	15%	(774)	-11%
9	TX	San Felipe-Del Rio C.I. School District	949	9%	972	10%	891	9%	855	8%	821	8%	830	8%	128	1%	(702)	-85%
10	SC	Richland County School District #2	2,557	12%	3,024	13%	3,042	13%	3,329	14%	3,451	14%	3,278	13%	2,619	10%	(659)	-20%
11	VA	Virginia Beach City School Board	21,587	30%	20,823	29%	20,658	29%	18,578	27%	20,684	30%	20,517	29%	19,891	29%	(626)	-3%
12	CO	Colorado Springs School District #11	2,515	8%	2,351	8%	2,280	8%	2,700	9%	2,962	10%	2,913	10%	2,350	8%	(563)	-19%
13	OK	Moore School District	2,263	11%	2,291	11%	2,293	11%	2,258	11%	2,513	12%	2,655	13%	2,139	9%	(516)	-19%
14	CA	San Diego Unified School District	12,633	10%	12,356	10%	12,755	11%	12,872	11%	13,064	11%	12,691	11%	12,194	11%	(497)	-4%
15	VA	Isle of Wight County School Board	408	7%	462	8%	443	8%	457	8%	432	8%	659	12%	179	3%	(480)	-73%
16	NC	Cumberland County Board of Education	15,926	30%	15,955	30%	16,364	30%	15,649	30%	15,997	31%	15,425	30%	14,968	28%	(457)	-3%
17	TX	Lampasas Independent School District	657	19%	592	17%	650	19%	654	19%	587	17%	658	19%	216	6%	(442)	-67%
18	NE	Papillion School District #27	833	9%	838	9%	857	9%	848	9%	1,481	15%	1,414	14%	984	9%	(430)	-30%
19	TX	Killeen Independent School District	20,583	56%	21,692	56%	21,983	57%	22,623	57%	22,455	56%	22,083	54%	21,657	52%	(426)	-2%
20	AZ	Sierra Vista Unified School District #68	2,428	39%	2,484	40%	2,556	42%	2,536	43%	2,386	42%	2,284	41%	1,883	34%	(401)	-18%
21	GA	Liberty Co. Board of Education	5,283	48%	4,835	45%	4,958	45%	4,407	42%	4,353	41%	4,547	43%	4,146	41%	(401)	-9%
22	FL	Brevard Co. School Board	4,851	6%	4,697	6%	4,463	6%	4,328	6%	4,326	6%	4,408	6%	4,012	6%	(396)	-9%
23	AL	Phoenix City Board of Education	456	8%	567	10%	689	11%	726	12%	941	14%	1,119	17%	725	11%	(394)	-35%
24	ND	Minot AFB School District #160	1,450	100%	1,357	100%	1,290	100%	1,363	100%	1,442	100%	1,332	100%	952	100%	(380)	-29%
25	FL	Brevard Co. School Board	4,851	6%	4,697	6%	4,463	6%	4,328	6%	4,326	6%	4,408	6%	4,012	6%	(396)	-9%
Total			127,819	11%	126,849	11%	126,621	11%	126,896	11%	131,225	11%	129,331	11%	111,358	9%	(17,973)	-14%

VI. PLAN FOR OUTREACH

DoD has made considerable progress in reaching out to LEAs and in partnering with public and private entities—all with the goal of enhancing the opportunities and outcomes of military dependent students, including specific efforts tied directly to installations and LEAs that experience growth of military dependent students. Illustrations of the efforts include the following:

Department of Defense Initiatives

Interstate Compact on Educational Opportunity for Military Children

The Interstate Compact on Educational Opportunity for Military Children was developed in 2006 by DoD in coordination with the Council of State Governments. The Compact became active upon approval by the 10th state on July 8, 2008. The purpose of the Compact is to alleviate the significant school challenges encountered by military families due to frequent relocations in the course of their service. Mobility is an ongoing reality for military families, and movements resulting from force structure changes, relocation of military units or the closure or realignment of military installations under the base closure laws have made the Compact even more critical for military families and their dependents. The Compact reflects input from policy experts and stakeholders from eighteen different organizations, including representatives of parents; teachers; school administrators; military families; and federal, state and local officials. The Compact establishes guidelines that will facilitate the uniform treatment, at the state and local district level, of military dependent students transferring between school districts and states. As further validation of these guidelines, the Compact has been reviewed and enacted into law by all 50 states and the District of Columbia.

The Compact mission is to assist military dependent students in four key areas; enrollment, eligibility, placement and graduation as they transition from one school system to another. The Governors of the 50 member states and the District of Columbia have or will soon appoint a commissioner and state council who are critical to the resolution of any issues that may arise as a result of these transitions. The staff at the national office provides support and assistance to the commissioners and councils.

Although DoD is not a party to the Compact, as a matter of policy, DoD has agreed to follow the provisions of the Compact relevant to DoD, to the extent permissible by law. Additionally, the Department of Defense Education Activity (DoDEA) serves as an ex-officio member of the Interstate Commission.

Through the Compact, LEAs have flexibility to waive, temporarily in some cases, requirements that are necessary to ensure the continuity of education for military dependent students. For example, unofficial or hand-carried education records can temporarily be used to enroll students in a receiving school, and students are able to matriculate to the next grade, based on the rules in the sending school, regardless if they meet the age eligibility requirements for the new school. Additionally, a receiving school must initially honor the placements of the previous school in Honors, Advanced Placement (AP), and other similar programs and can also waive some graduation requirements if similar courses have been successfully completed in other schools.

DoDEA Educational Partnership Grant Program

The DoD is committed to enhancing educational opportunities for all military-connected students. DoDEA received authority in Section 574 of the John Warner National Defense Authorization Act for FY 2007 to work collaboratively with the U. S. Department of Education to meet the educational and social-emotional needs of military-connected students who attend public schools. The DoDEA Educational Partnership Program executes this authority by sharing its experience, expertise and resources with highly-impacted public school districts.

DoDEA focuses efforts to increase student achievement and improve transition support services by providing military-connected public school districts with funds to develop and implement grant projects designed to meet such goals as improving academic performance, supporting the social and emotional needs of military connected students, enhancing and integrating technology and promoting advanced placement and virtual learning opportunities. The DoDEA Grant Program has grown to include 273 three-year projects, an investment of over \$346 million. The grants are reaching over 370,000 children from military families in over 1,500 public schools across the country.

In addition, a goal of the Educational Partnership Program grants are to provide funding to school districts with programs that help military-connected students reach graduation with the skills needed to either attend college or begin a fulfilling career. Approximately 80% of Educational Partnership Program projects have developed and implemented a college and career readiness practice, such as offering preparation support for college entrance exams, increasing enrollment in algebra in 8th grade, increasing enrollment in AP-level classes, offering online courses for credit recovery, focusing on increasing graduation rates/decreasing drop-out rates, and increasing achievement in courses leading to science, technology, engineering and mathematics (STEM) related careers. It is a requirement of all grants to include professional development activities that support project activities.

The Department has also leveraged support to expand access to AP mathematics, science, and English courses through the National Math and Science Initiative (NMSI). Since 2011, DoDEA has supported the inclusion of military-connected high schools in NMSI's Advanced Placement Training and Incentive Program. More than 15,000 students, teachers, and administrators at 50 schools benefit from the AP courses and incentives.

DoDEA requires grantees to periodically submit performance and financial reports. Data from these reports indicate significant progress, and DoDEA has been able to collect and share promising practices and strategies that are being implemented as a part of grant projects. Several publications have been developed to help schools meet the academic needs and/or social-emotional needs common to all military-connected students that result from frequent school changes. The publications include strategies that are designed to be replicated and tailored to the needs of each district, school or classroom. Some activities may be integrated into existing school initiatives or highlighted during professional development sessions. The guides include a series of reflective questions that can assist with professional development and/or implementation planning. The questions may help readers contextualize strategies in their own situation, finding similarities and differences and identifying next steps to implement the activity. This sharing of information has

fostered collaboration between military-connected school districts and maximized DoDEA's outreach efforts.

DoDEA Outreach and Resources for the Military Community and LEAs

In addition to the grant program, DoDEA facilitates outreach opportunities and provides a number of resources to LEAs and military communities to enhance and support educational continuity for military connected students. These resources have benefited LEAs that have experienced growth and other impacted LEAs as follows:

Students at the Center: A resource guide that provides educators with an understanding of the unique issues military dependent students face and provides the military community with information on public school systems. To date, over 25,000 Students at the Center guides have been distributed.

Keeping Students at the Center: Training modules designed to support school liaison officers (SLOs) by providing them information, tools, and resources.

Resources to Empower Students: Professional development provided to public school educators through a set of 16 Special Education (SPED) modules and face-to-face training. To date, DoDEA has distributed over 500 SPED module sets to LEAs and trained over 800 teachers and administrators from nine LEAs. Killeen Independent School District, TX; Fountain Fort Carson School District, CO (along with Falcon School District); and Onslow County, NC, all hosted a summer seminar and are on the list of top 25 military-connected LEAs that experienced growth from SY 2006–07 through 2010–11. Other LEAs that hosted seminars that are in the top 25 LEAs with the most military-connected students are Cumberland County, NC; Virginia Beach City Schools, VA; Okaloosa County, FL; Clover Park School District, WA; and Central Kitsap School District, WA.

FMA LIVE! Forces in Motion: A unique one-of-a-kind show that teaches students the basic principles of physics and connects the dots between STEM and the great job opportunities of the future. The show was created in 2004 by Honeywell Corporation and the National Aeronautics and Space Administration, with the goal of using innovative methods to instill a passion for innovation and technology within our future workforce. *FMA Live! Forces in Motion* partnered with DoDEA in 2013 by performing at military-impacted schools. The show uses live actors, hip-hop music and dance, larger-than-life demonstrations, and audience participation to inspire teachers and military students to embrace STEM education. To date, *FMA Live! Forces in Motion* has traveled over 100K miles to bring STEM to over 320K students at 900 middle schools in all 48 contiguous U.S. states, Mexico and Canada. Since 2013, the program has toured school districts in 5 of the top 10 military-connected states in SY 2012–13. Those LEAs that hosted tours are Fairfax County, VA; Duval County, FL; Clay County, GA; Fountain-Fort Carson, CO; Oceanside Unified, CA, and Richland District #2, SC.

Military and Family Life Consultant Program

In response to the increasing number of military children in non-DoDEA schools, DoD expanded the Child and Youth Behavioral Military and Family Life Counseling (CYB-MFLC) Program to support and augment military-connected public schools. This program is also utilized in DoDEA schools. The CYB-MFLCs provide non-medical support to faculty, staff, parents and children for issues amenable to short-term problem resolutions, such as school adjustment issues, deployment and reunion adjustments and parent/child communications. The CYB-MFLC Program is flexible to allow for increased and decreased support as there are emerging needs in schools, but there are currently over 700 MFLCs in nearly 1,000 military-connected schools serving over 200,000 military children.

Military Department Initiatives

United States Air Force

The Air Force SLO Program provides resources to assist families as they navigate through K–12 education processes. The organization objective is to assist parents and caregivers of school-age children understand local education communities and to educate school administrators, counselors and educators on military life style and how it impacts children.

Active-duty Air Force consists of over 312,000 (officer and enlisted), over 134,194 families with children and over 158,000 accounting for school-age children. School-age populations receive support from a) youth, afterschool and sponsorship programs through Child and Youth Services and b) Military Child Education/SLO support through the Airman and Family Readiness Centers. The Air Force SLO Program is staffed at all 82 installation SLOs (either as a full-time civilian or military designee) with assignment personnel at Major Command (MAJCOM) /Installation Support, Air Force Personnel Services and Headquarters.

The role of the installation SLO includes:

- Plan, organize and direct school-related activities by interprets and implementing Headquarters and MAJCOM guidance and policies as they pertain to military child education.
 - Receives and processes complaints/concerns elevated from parents, caregivers and school officials regarding issues related to the education of military-connected children.
 - Establish and coordinate reports to the base Community Action Information Board (CAIB) and work issues jointly with local public and private school districts that support military children, to include training opportunities for educators, parents and children.
- Responsible for identifying, coordinating and obtaining a variety of resources and services for Air Force family members who have physical, developmental, emotional and/or intellectual limitations.
 - SLOs work with Exceptional Family Member Program-Family Support (EFMP-FS) personnel to assist families with installation and community resources for families.

- Specialized Training of Military Parent training was provided to 43 installations, with information and training about laws, regulations and resource for military families of children with disabilities.
- Function as an intermediary and advocate between installation leadership, parents and school administrators.
 - Work with the Medical Treatment Center and/or military personnel assignment functions to provide command information and education, EFMP-FS tracking in *AFFIRST*, respite care; assist with installation consultation and referral, advocacy, marketing, committee chairmanship, coordination of recreational; and support group activities.
 - Attend multifunctional meetings to present concerns, solutions and suggestions to school board officials and base leadership and utilize the Integrated Delivery System and CAIB resources to address community issues relating to specific populations, Reserve and Guard, deployed member families, etc.
- Perform a variety of marketing and public relations strategies and administrative responsibilities related to military child education and EFMP support needs and services and determine appropriate methods for collecting data (i.e., from whom or where the data needs to be collected and by what method).
 - Develop and manage a system for compiling and analyzing questionnaire responses and feedback, collect data and conduct follow-ups as necessary to determine whether results have been achieved, and analyze and interpret data.
 - Prepare summary of evaluation results and briefs at CAIB or other meetings and prepare and present briefings to command and installation personnel concerning military child education and exceptional family member issue.
 - Participate in local Military Child Education and Exceptional Family Member training opportunities designed to enhance and develop staff personnel and military families.

United States Army

Army School Support Services has a unique and important role to play in supporting Soldier and Family well-being as well as preserving the all-volunteer force. Since 1998, as an outgrowth of the Army's landmark Secondary Education Transition Study, the Army has developed specific and targeted school support actions such as:

- SLOs with strong educational backgrounds and experience are located on each Army garrison. Currently, 93 SLOs provide support to Continental United States and Outside Continental United States Garrison Commanders, Army Families, and school districts. SLOs interact with over 3,000 schools in 374 school districts in order to support approximately 655,000 Army-connected

school-age children and youth. Additionally, Army SLOs serve all military-connected Families assigned to the installation regardless of Service affiliation.

- SLOs advise garrison command staff on matters related to schools, assist Army Families with school issues, communicate information and resources to Army Families and schools, support Army Families during school transitions, collaborate with school districts to build positive relationships and address issues that impact Army students, facilitate training for parents, schools and garrisons, foster reciprocal transition practices among school districts, and increase school transition predictability for Army Families.
- To ease student transitions to and from schools, Army SLOs facilitate and implement youth sponsorship programs in collaboration with school districts. SLOs also gather and share policies and resources to help Army Families who choose to homeschool their children.
- The Military Student Transition Consultant Program augments services provided to Army Families by garrison SLOs by placing a professional educator onsite in seven school districts to further support them.
- Parent training and parent advocacy cadres at 13 highly-impacted garrisons provide support and encouragement to Army parents to help their children learn, grow, develop and realize their full potential.
- The Army provides professional development opportunities to school districts to build staff and student resilience, awareness of education issues unique to military-connected students and skill in responding to military-connected student and Family needs. Key programs prepare educators to address the school transition concerns of mobile students, including students with special needs and teach educators, community professionals and Family members how to support military children during times of uncertainty, trauma and grief.
- Army provides research-based afterschool programs to youth 11–18 years old in 171 middle and high schools in communities with high concentrations of Army Families. These programs are designed to increase the number of Army youth who successfully achieve proficiency on required state assessments and to increase students' academic grades. Also included are credit recovery programs at selected schools that allow students to earn academic credits toward graduation and graduate on time with their peers.
- Academic support is provided to children and youth through online tutoring in mathematics, science, English, and social studies. Army School-Age Centers (grades K–5) and Youth Centers (grades 6–12) at each garrison include a Homework Center, creating a safe and familiar academic support environment before and after school.

Recognizing that the strength of Army Soldiers comes from the strength of their Families, Army School Support Services is dedicated to supporting Soldiers and their Families and providing excellent school support services to Army Families.

United States Marine Corps

The Marine Corps School Liaison Program (SLP) provides services to 64,250 Marine Corps school-age children, working with over 70 LEAs and in excess of 1,750 schools. These services are provided through a network of 24 school liaisons (SLs) serving the 17 major installations, regional commands, and the Headquarters. With this structure, the SLP provides input and direction at the national policy level, provides for appropriate representation at state and national organizations, and ensures efficient and effective program implementation that is consistent and predictable for Marine families as they transition. Their mission is to identify and coordinate community resources to reduce the impact of the mobile lifestyle on military school-age children and families; implement predictable support services that assist children/youth with relocations, life transitions, and achieving academic success; and to provide a wide range of resources that facilitate successful school transitions for parents, students, schools, commanders, and communities. This includes forming partnerships with schools, other agencies and installation units; assisting school districts in applying for available grants; disseminating information on supportive programs such as Tutor.com, Student Online Achievement Resources; and providing LEAs with information on the Interstate Compact on Educational Opportunity for Military Children, the State Common Core Standards, and the Federal Impact Aid Program. All SLs provide assistance to military-connected families who are stationed at their installations or reside in their catchment area regardless of service affiliation. Additionally, Marine Corps SLs work collaboratively with SLs of the other services to coordinate efforts in co-located geographical areas.

As the Marine Corps continues its programmed reductions from an end strength of 202,100 in FY 2011 to 188,000 in FY 2014, the regional and local commands have initiated dialogue with both the LEAs and local government to keep them apprised of the impact of this reductions. While in general, installations will suffer losses, three installations will see modest growth as new base functions are adopted. Communication has been in the form of briefings:

- Provide up-to-date statistics and information on force structure changes to state and local federal representatives and Departments of Education to assist in advocacy/support efforts on behalf of military students and LEAs.
- SLs provide command letters of support and implement communication campaigns focused upon increasing military family participation in the FIA Survey Card Program.
- SLs meet with LEAs to provide information and support for FIA and DoDEA Supplemental Impact Aid Programs.
- Advise the state Military Interstate Compact councils both on widespread patterns of challenges and successes with regard to implementation of the Compact.
- Inform, educate, and support efforts to create a mandatory military child identifier.
- Monthly civilian/Military council meetings hosted by the installation and attended by LEA staff contain base loading briefings on their agendas;

- Commanders are providing briefing at regularly scheduled meetings, are calling for special briefings, or attending school board meetings to provide superintendents and school boards with current information;
- SLs educate school administration, counselors, and teachers of the demanding obstacles, both academically and emotionally, confronting the mobile military school-age child.
- In the case of public schools on installations, housing reports and base loading are discussed with the LEAs for planning of school staffing and districting.

The SLP completed a program-wide review in FY 2012 using focus groups, parents and LEA surveys, and extensive data collection and analysis. As a result, Marine Corps Installation Command and the Director of Marine and Family Programs directed a change to balance the SL assets across all installations and align all installation SLs within Family Care Branch. These changes provide accessibility, consistency and predictability for parents seeking assistance from the SLs regardless of their geographical location.

United States Navy

The Navy entered its seventh year of providing SLOs in all communities serving United States Navy families. The primary focus of programming is established for Youth Sponsorship and for support of families with children having K–12 SPED needs. Navy established SLO programs under Navy Child and Youth Programs and focuses on K–12 issues to ease transition of children during changes of station, deployments, and SPED system navigation. The foundation and strength of these programs is found in the empowerment of commanders to work directly with state officials, local educators and community leaders.

For two hundred thirty-nine years, the Navy mission has been to provide an expeditionary force for forward force projection, supporting national command authority. The demands on active-duty and reserve Sailors and their families are challenging, with up to seventy percent of Sailors in some phase of a deployment cycle each year. In addition, up to one-third of our Navy families are moving between duty stations in any given calendar year, causing Navy children to attend six to nine different schools from kindergarten through 12th grade.

Current notional planning under the 2012–20 Strategic Laydown and Dispersal outlines the Navy strategic rationale for homeporting decisions in the 2020 timeframe. Plans are still in development for Navy leadership to present home porting recommendations to the Secretary of the Navy for existing and future operational decisions. All approved movements are reflected in data provided in this report.

To ensure that installations impacted by mission changes are “ready communities” in sending and receiving locations, Commander Navy Installation Command (CNIC), Navy Region Commanders, and Installation Commanders prepared plans to work with impacted installations located in the 50 states, the District of Columbia, or a U.S. commonwealth or territory. Affected Navy locations include Guam, Mayport, Groton, Newport News, Whidbey Island, San Diego, Washington D.C. and Hawaii.

Navy commanders at all levels continue to employ fifty-eight SLOs worldwide to work with State Educational Agencies (SEAs)/LEAs and national education policymakers. An important tool is the Interstate Compact on Educational Opportunity for Military Children (MIC3) that provides LEAs with coordinated, proactive support for all challenges including: enrollment, eligibility, placement, extracurricular activity, and graduation. Additionally, Navy commanders are the designated DoD lead with MC13 in a number of states.

Navy SLOs use seven core areas of programming to prepare a “ready community”: School Transition Support (moving between installations); Deployment Support (assistance to families experiencing all phases of deployment); Special Education System Navigation (providing focused support to families with children having special needs); Command, Educator, Community, Parent Communications; Home School Support; Partnerships in Education (PIE); and Postsecondary Preparations. The SLO is a key member of the team providing community capacity building to create the “Navy System of Care.” This system of care uses all installation resources and includes preparing families, educators and community support systems. Installations work closely with schools serving military children to provide in-school support, including increased use of Fleet and Family Support Program and Exceptional Family Member Program Liaison community partners in the schools.

Commander Navy Region Southeast used the CNIC reception model at Naval Station Mayport to support projected growth in SYs 2013–16. The reception plan included sending an installation/community cross-functional team (housing, family support, medical, child and youth, school liaison, school personnel and others) from Mayport to Norfolk to meet with Sailors and their families who were projected to arrive in Florida over the next two years. The reception team provided briefings, one-on-one meetings, needs assessments, opened ongoing communications and provided follow-up points of contact for future questions. Additionally, the tri-site area SLOs (Naval Air Station Jacksonville, Naval Station Mayport and Submarine Base Kings Bay) created a partnership with the University of North Florida that provides a “Military 101” course for exiting K–12 education interns.

Commander Joint Region Marianas (JRM) is challenged with providing support upon arrival of all four Services, including preparations for two large movements of U.S. Marine Forces Pacific (MARFORCPAC) in the “United States—Japan Roadmap for Realignment” and the U.S. Navy “Pivot to the Pacific.” JRM and MARFORCPAC have created an ongoing planning workshop to develop a comprehensive roadmap, including coordination with on-base and off-base partners. Additionally, JRM has trained school-based community teams to ensure a smooth take-off from the departing location and a soft landing in Guam.

SY 2013–14 reflected growth and positive impact for Navy School-Based Programs. Specifically, Navy Region Mid-Atlantic’s partnership with Old Dominion University provided interns to work with SLOs and educator teams in school-based transition centers. In addition to Navy funded training, grants are also provided to LEAs by DoDEA Education Partnership Branch, providing enhanced local execution of support to military families in Hampton Roads and the surrounding area.

Local partnerships include Old Dominion University at Hampton Roads, the University of Southern California in Navy Region Southwest, Joint Base Pearl Harbor Hickam with the State of Hawaii, and Navy Region Southeast with the University of North Florida. All of these are examples of outreach that provide Commanders and LEAs enhanced community capacity. The coordinated relationship building provides direct, flexible, real-time support to military families. Teams at Naval Air Station Jacksonville, Portsmouth Naval Shipyard, Navy Region Southwest, and Navy Region Mid-Atlantic were recently honored by receiving national recognition for their efforts as separate recipients of the Military Child Education Coalition 2014 Pete Taylor Award.

Navy leadership, both at the region and installation level, continues to show its commitment to Sailors and their family members by creating strong bonds with the local community. Commanders improved programming again in SY 2013–14 through open communications and strong community capacity building with SEA/LEAs. Navy installations now have a flexible network in place to quickly respond to current and future challenges encountered by military families.

U. S. Department of Education Initiatives

The commitment to serve veterans, military families, and military-connected children continues and remains a priority for ED. In collaboration with our Federal agency partners, including DoDEA, ED's efforts aim to address the unique needs of military families and military-connected students, fostering access to high-quality and affordable educational programs and services.

ED's outreach to the military community in FY 2014 included visits by Arne Duncan, Secretary, U.S. Department of Education to Joint Base Pearl Harbor Hickam in March and the military-impacted community of Falcon, Colorado, in May. During the Secretary's visit to Joint Base Pearl Harbor Hickam, he held a panel discussion with military families to discuss issues facing military-connected students, particularly high mobility. In July, the Secretary participated in a discussion with General Frank J. Grass, Chief, National Guard Bureau, during the Military Child Education Coalition's 16th Annual Training Seminar, "Keeping the Promise: For The Sake of the Child," in Washington, DC. Highlighting the impact of implementing college- and career-ready standards, the Secretary noted that military-connected students who transfer from one State to another will be able to make that academic transition more smoothly. The Secretary also encouraged educators to capture and share what works in the unique circumstances of military-connected communities across the country. These site visits, discussions, and meetings help to regularly engage the military community in discussion around areas of interest for ED while utilizing the perspectives of military families, military-connected students, and veterans to help increase connections between ED policies and those they serve.

In April 2014, the deputy division director for ED's Office of Special Education Programs participated in a panel discussion at the Health Services for Children Foundation's Military Families Conference, "Military-Connected Children with Special Health Care Needs and Their Families." The panel presentation focused on the Individuals with Disabilities Education Act (IDEA), including providing military-connected children with disabilities who attend public schools with a free appropriate public education in the least restrictive environment, and how the services provided under IDEA may be different from services provided to children who receive services through DoDEA.

In addition, ED's Office of Early Learning participated on the Interagency Policy Board (IPB), composed of senior staff from ED, Health and Human Services (HHS), the Office of Management and Budget, and the White House Domestic Policy Council. The IPB is designed to improve collaboration, coordination, and alignment of early learning programs across the Federal Government. In the 2014 IPB meetings, the DOD Office of Family Policy shared information about how military-connected children may benefit from programs at ED and HHS. The IPB will continue meeting quarterly to work to: improve the quality, effectiveness, and coordination of Federally funded early learning programs, including those programs that affect military families and children; increase the coordination of research, technical assistance and data systems; and maximize the availability of resources for early learning.

As part of the Memorandum of Understanding between ED and DOD, ED's Military Affairs Team hosted a conference call in August 2014 that connected ED Regional Communication Officers with SLOs from each of the Military Services. Since there are over two million military-connected children, with 80 percent of these children attending public schools, it is important to coordinate interagency efforts to address the unique challenges these children face. SLOs serve as the primary point of contact for school-related matters for installation commanders and assist military-connected families in solving education-related problems, working in partnership with LEAs to increase student achievement for every military-connected child. The conference call fostered awareness and coordination between government officials that work directly with military-impacted LEAs on a daily basis.

The National Defense Authorization Act officially transferred full operation and administration of the Troops to Teachers program to DOD, with the provision that ED serve in an advisory capacity to DOD, disseminate information about the program to eligible schools, and provide DOD with information regarding teacher preparation programs and teacher shortage areas. A Memorandum of Agreement (MOA) was executed between the two agencies and signed in June 2013. As part of the MOA, ED continues this year to disseminate information highlighting the Troops to Teachers Program to all SEAs. The SEAs share this information with their LEAs and eligible schools. ED is preparing a report for DoD that will contain resources regarding teacher preparation and teacher quality issues. In addition, through ED's Transition to Teaching Program, a number of Service members have been prepared for a career in the teaching profession.

In FY 2014, three ED discretionary grant competitions—Charter Schools Program (CSP) Non-State Educational Agency grants, Child Care Access Means Parents in Schools, and Elementary and Secondary School Counseling Program—used the Secretary of Education's supplemental priority for military families to give preference to applicants focused on military-connected families. In addition, the Office of Special Education and Rehabilitative Services awarded a grant for the Military Parent Technical Assistance Center (PTAC) to Partnerships for Action, Voices for Empowerment. The purpose of the Military PTAC grant is to fund a cooperative agreement to establish and operate a Military PTAC. The Military PTAC will support Parent Training and Information Centers and Community Parent Resource Centers as they serve military parents of children with disabilities. ED's CSP office is developing the "Charter Schools and Military Communities – A Toolkit," which is designed to orient key stakeholders, including those interested

in establishing charter schools on military bases, to the steps that charter school developers need to take to open a successful charter school. The toolkit will be released by early 2015.

ED's Impact Aid Program provided timely, accurate payments to Federally impacted LEAs across the U.S. ED distributed \$509.9 million in FY 2014 Impact Aid funds to 454 LEAs across the country that enrolls military-dependent students. The Impact Aid Program's senior leadership fosters a positive relationship with military-connected LEAs through participation in conferences sponsored by the National Association of Federally Impacted Schools Association and the Military Impacted Schools Association. Participation in these events allows the Federally-connected LEAs to voice their questions and concerns related to program activities and provide valuable feedback to the program for future initiatives.

ED will continue its efforts on behalf of military families and work closely with DoDEA, other Federal agencies, and stakeholders with a vested interest in the education success of military-connected students, service members, and veterans. The Secretary of Education and ED senior leadership will advocate on behalf of this community and support Federal and state efforts that address their education needs.

VII. CONCLUSION

The projected student population figures given in this report represent a snapshot in time and will increase or decrease depending on: 1) mission requirements, 2) timely completion of infrastructure such as housing and utilities, and 3) 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.

Although the restructuring of military installations 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. DoD views this as shared responsibility among the military, supporting communities and families all working together toward a common goal.

Progress has been made on many fronts, and many initiatives are ongoing to provide assistance to LEAs that experience growth in the enrollment of military dependent students and to aid students during times of transition and deployment.

Quality of education available to military dependent students affects retention, readiness, and morale of our Nation's all-volunteer military. The Department is committed to influence and provide resources to ensure military dependent students achieve the academic success and have every opportunity for a quality educational experience. The Department is steadfast in its efforts to encourage and support relationships between local communities, military installations, LEAs, and

our state and Federal partners to address issues that impact the education and well-being of military dependent students and their families.

Appendices

Projections of Military Dependent Students Transitioning By State						
Service	Installation	State	SY 15/16			Total
			MIL	CIV	CTR	
USAF	JB Elemendorf-Richardson	AK	(50)	0	N/A	(50)
USA	Redstone Arsenal	AL	(89)	(202)	(10)	(301)
USA	Fort Rucker	AL	158	10	(32)	136
USA	Fort Huachuca	AZ	8	(114)	(102)	(208)
USAF	Luke AFB	AZ	(128)	0	N/A	(128)
USN	Camp Pendleton	CA	(575)	(15)	N/A	(590)
USN	Coronado	CA	77	(2)	N/A	75
USN	Point Mugu	CA	47	0	N/A	47
USN	JB San Diego	CA	310	5	N/A	315
USN	Seal Beach	CA	70	0	N/A	70
USMC	MCAGCC 29 Palms	CA	(299)	(4)	N/A	(303)
USA	Presidio of Monterey	CA	221	205	(3)	423
USAF	Beale AFB	CA	(260)	0	N/A	(260)
USAF	Edwards AFB	CA	(70)	(40)	N/A	(110)
USAF	Travis AFB	CA	(94)	0	N/A	(94)
USAF	USAF Academy	CO	(33)	(19)	N/A	(52)
USAF	Peterson AFB	CO	(51)	0	N/A	(51)
USN	Groton	CT	84	(3)	N/A	81
USAF	Delaware AFB	DE	(96)	0	N/A	(96)
USN	Jacksonville	FL	(49)	0	N/A	(49)
USN	Mayport	FL	92	4	N/A	96
USAF	Eglin AFB	FL	0	(62)	N/A	(62)
USA	Fort Gordon	GA	73	66	(34)	105
USAF	Moody AFB	GA	(299)	0	N/A	(299)
USAF	Robins AFB	GA	(68)	(24)	N/A	(92)
USN	Kanehoe	HI	(76)	0	N/A	(76)
USN	Kunia	HI	65	0	N/A	65
USAF	Scott AFB	IL	(26)	(29)	N/A	(55)
USN	Chicopee	MA	(55)	0	N/A	(55)
USAF	Hanscom AFB	MA	(23)	(20)	N/A	(43)
USN	Annapolis	MD	53	(4)	N/A	49
USA	Aberdeen Proving Ground	MD	(47)	(263)	(561)	(871)
USA	Fort Meade	MD	493	159	(28)	624
USAF	JB Andrews	MD	(41)	0	N/A	(41)
USAF	Whiteman AFB	MO	(55)	0	N/A	(55)
USAF	Malmstrom AFB	MT	(77)	0	N/A	(77)
USMC	MCAS New River	NC	(52)	0	N/A	(52)

Projections of Military Dependent Students Transitioning By State						
			SY 15/16			
Service	Installation	State	MIL	CIV	CTR	Total
USMC	Camp Lejeune	NC	(1,295)	(2)	N/A	(1,297)
USA	Fort Bragg	NC	(858)	7	(293)	(1,144)
USAF	Holloman AFB	NM	94	0	N/A	94
USAF	Nellis AFB	NV	(108)	0	N/A	(108)
USN	Ballston Spa	NY	(49)	0	N/A	(49)
USAF	Wright Patterson AFB	OH	0	(47)	N/A	(47)
USAF	Tinker AFB	OK	(263)	(27)	N/A	(290)
USAF	JB Charleston	SC	(155)	0	N/A	(155)
USN	Dallas	TX	(56)	0	N/A	(56)
USA	Fort Bliss	TX	(743)	(53)	(74)	(870)
USAF	Dyess AFB	TX	(99)	0	N/A	(99)
USAF	Hill AFB	UT	136	(23)	N/A	113
USN	Newport News	VA	(128)	0	N/A	(128)
USN	Norfolk	VA	(63)	(13)	N/A	(76)
USN	Quantico	VA	(41)	(1)	N/A	(42)
USN	Virginia Beach Little Creek	VA	(73)	0	N/A	(73)
USA	Fort Belvoir	VA	286	(68)	(129)	89
USAF	JB Langley-Eustis	VA	89	0	N/A	89
USN	Tacoma	WA	(56)	0	N/A	(56)
USN	Whidbey Island	WA	216	0	N/A	216
USA	JBLM-Lewis Main	WA	(376)	(356)	(15)	(747)
USN	Fort McCoy	WI	(55)	0	N/A	(55)
USN	Sugar Grove	WV	(23)	(38)	N/A	(61)
Total			(4,482)	(973)	(1,281)	(6,736)

Projections of Military Dependent Students Transitioning By Service						
Service	Installation	State	SY 15/16			Total
			MIL	CIV	CTR	
USA	Redstone Arsenal	AL	(89)	(202)	(10)	(301)
USA	Fort Rucker	AL	158	10	(32)	136
USA	Fort Huachuca	AZ	8	(114)	(102)	(208)
USA	Presidio of Monterey	CA	221	205	(3)	423
USA	Fort Gordon	GA	73	66	(34)	105
USA	Aberdeen Proving Ground	MD	(47)	(263)	(561)	(871)
USA	Fort Meade	MD	493	159	(28)	624
USA	Fort Bragg	NC	(858)	7	(293)	(1,144)
USA	Fort Bliss	TX	(743)	(53)	(74)	(870)
USA	Fort Belvoir	VA	286	(68)	(129)	89
USA	JBLM-Lewis Main	WA	(376)	(356)	(15)	(747)
USAF	Moody AFB	GA	(299)	0	N/A	(299)
USAF	Tinker AFB	OK	(263)	(27)	N/A	(290)
USAF	Beale AFB	CA	(260)	0	N/A	(260)
USAF	JB Charleston	SC	(155)	0	N/A	(155)
USAF	Luke AFB	AZ	(128)	0	N/A	(128)
USAF	Edwards AFB	CA	(70)	(40)	N/A	(110)
USAF	Nellis AFB	NV	(108)	0	N/A	(108)
USAF	Dyess AFB	TX	(99)	0	N/A	(99)
USAF	Delaware AFB	DE	(96)	0	N/A	(96)
USAF	Travis AFB	CA	(94)	0	N/A	(94)
USAF	Robins AFB	GA	(68)	(24)	N/A	(92)
USAF	Malmstrom AFB	MT	(77)	0	N/A	(77)
USAF	Eglin AFB	FL	0	(62)	N/A	(62)
USAF	Scott AFB	IL	(26)	(29)	N/A	(55)
USAF	Whiteman AFB	MO	(55)	0	N/A	(55)
USAF	USAF Academy	CO	(33)	(19)	N/A	(52)
USAF	Peterson AFB	CO	(51)	0	N/A	(51)
USAF	JB Elemendorf-Richardson	AK	(50)	0	N/A	(50)
USAF	Wright Patterson AFB	OH	0	(47)	N/A	(47)
USAF	Hanscom AFB	MA	(23)	(20)	N/A	(43)
USAF	JB Andrews	MD	(41)	0	N/A	(41)
USAF	JB Langley-Eustis	VA	89	0	N/A	89
USAF	Holloman AFB	NM	94	0	N/A	94
USAF	Hill AFB	UT	136	(23)	N/A	113
USMC	MCAGCC 29 Palms	CA	(299)	(4)	N/A	(303)
USMC	MCAS New River	NC	(52)	0	N/A	(52)
USMC	Camp Lejeune	NC	(1,295)	(2)	N/A	(1,297)
USN	Camp Pendleton	CA	(575)	(15)	N/A	(590)
USN	Coronado	CA	77	(2)	N/A	75
USN	Point Mugu	CA	47	0	N/A	47

Projections of Military Dependent Students Transitioning By Service						
			SY 15/16			
Service	Installation	State	MIL	CIV	CTR	Total
USN	JB San Diego	CA	310	5	N/A	315
USN	Seal Beach	CA	70	0	N/A	70
USN	Groton	CT	84	(3)	N/A	81
USN	Jacksonville	FL	(49)	0	N/A	(49)
USN	Mayport	FL	92	4	N/A	96
USN	Kanehoe	HI	(76)	0	N/A	(76)
USN	Kunia	HI	65	0	N/A	65
USN	Chicopee	MA	(55)	0	N/A	(55)
USN	Annapolis	MD	53	(4)	N/A	49
USN	Ballston Spa	NY	(49)	0	N/A	(49)
USN	Dallas	TX	(56)	0	N/A	(56)
USN	Newport News	VA	(128)	0	N/A	(128)
USN	Norfolk	VA	(63)	(13)	N/A	(76)
USN	Quantico	VA	(41)	(1)	N/A	(42)
USN	Virginia Beach Little Creek	VA	(73)	0	N/A	(73)
USN	Tacoma	WA	(56)	0	N/A	(56)
USN	Whidbey Island	WA	216	0	N/A	216
USN	Fort McCoy	WI	(55)	0	N/A	(55)
USN	Sugar Grove	WV	(23)	(38)	N/A	(61)
Total			(4,482)	(973)	(1,281)	(6,736)

Projections of Military Dependent Students Transitioning By Growth						
Service	Installation	State	SY 15/16			Total
			MIL	CIV	CTR	
USA	Fort Meade	MD	493	159	(28)	624
USA	Presidio of Monterey	CA	221	205	(3)	423
USN	JB San Diego	CA	310	5	N/A	315
USN	Whidbey Island	WA	216	0	N/A	216
USA	Fort Rucker	AL	158	10	(32)	136
USAF	Hill AFB	UT	136	(23)	N/A	113
USA	Fort Gordon	GA	73	66	(34)	105
USN	Mayport	FL	92	4	N/A	96
USAF	Holloman AFB	NM	94	0	N/A	94
USA	Fort Belvoir	VA	286	(68)	(129)	89
USAF	JB Langley-Eustis	VA	89	0	N/A	89
USN	Groton	CT	84	(3)	N/A	81
USN	Coronado	CA	77	(2)	N/A	75
USN	Seal Beach	CA	70	0	N/A	70
USN	Kunia	HI	65	0	N/A	65
USN	Annapolis	MD	53	(4)	N/A	49
USN	Point Mugu	CA	47	0	N/A	47
USAF	JB Andrews	MD	(41)	0	N/A	(41)
USN	Quantico	VA	(41)	(1)	N/A	(42)
USAF	Hanscom AFB	MA	(23)	(20)	N/A	(43)
USAF	Wright Patterson AFB	OH	0	(47)	N/A	(47)
USN	Jacksonville	FL	(49)	0	N/A	(49)
USN	Ballston Spa	NY	(49)	0	N/A	(49)
USAF	JB Elemendorf-Richardson	AK	(50)	0	N/A	(50)
USAF	Peterson AFB	CO	(51)	0	N/A	(51)
USMC	MCAS New River	NC	(52)	0	N/A	(52)
USAF	USAF Academy	CO	(33)	(19)	N/A	(52)
USN	Chicopee	MA	(55)	0	N/A	(55)
USN	Fort McCoy	WI	(55)	0	N/A	(55)
USAF	Scott AFB	IL	(26)	(29)	N/A	(55)
USAF	Whiteman AFB	MO	(55)	0	N/A	(55)
USN	Dallas	TX	(56)	0	N/A	(56)
USN	Tacoma	WA	(56)	0	N/A	(56)
USN	Camp Pendleton	CA	(575)	(15)	N/A	(590)
USN	Sugar Grove	WV	(23)	(38)	N/A	(61)
USAF	Eglin AFB	FL	0	(62)	N/A	(62)
USN	Virginia Beach Little Creek	VA	(73)	0	N/A	(73)
USN	Kanehoe	HI	(76)	0	N/A	(76)
USN	Norfolk	VA	(63)	(13)	N/A	(76)
USAF	Malmstrom AFB	MT	(77)	0	N/A	(77)

Projections of Military Dependent Students Transitioning By Growth						
			SY 15/16			
Service	Installation	State	MIL	CIV	CTR	Total
USAF	Robins AFB	GA	(68)	(24)	N/A	(92)
USAF	Travis AFB	CA	(94)	0	N/A	(94)
USAF	Delaware AFB	DE	(96)	0	N/A	(96)
USAF	Dyess AFB	TX	(99)	0	N/A	(99)
USAF	Nellis AFB	NV	(108)	0	N/A	(108)
USAF	Edwards AFB	CA	(70)	(40)	N/A	(110)
USN	Newport News	VA	(128)	0	N/A	(128)
USAF	Luke AFB	AZ	(128)	0	N/A	(128)
USAF	JB Charleston	SC	(155)	0	N/A	(155)
USA	Fort Huachuca	AZ	8	(114)	(102)	(208)
USAF	Beale AFB	CA	(260)	0	N/A	(260)
USAF	Tinker AFB	OK	(263)	(27)	N/A	(290)
USAF	Moody AFB	GA	(299)	0	N/A	(299)
USA	Redstone Arsenal	AL	(89)	(202)	(10)	(301)
USMC	MCAGCC 29 Palms	CA	(299)	(4)	N/A	(303)
USA	JBLM-Lewis Main	WA	(376)	(356)	(15)	(747)
USA	Fort Bliss	TX	(743)	(53)	(74)	(870)
USA	Aberdeen Proving Ground	MD	(47)	(263)	(561)	(871)
USA	Fort Bragg	NC	(858)	7	(293)	(1,144)
USMC	Camp Lejeune	NC	(1,295)	(2)	N/A	(1,297)
Total			(4,482)	(973)	(1,281)	(6,736)



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DEPARTMENT OF DEFENSE EDUCATION ACTIVITY

