



**Economic Adjustment Committee
Education Growth Site Visit to Fort Benning, GA**

29 January 2008



BACKGROUND

PURPOSE: This effort will seek to better understand the impacts of growth at selected Army installations on local educational agencies (LEAs, more commonly referred to as school districts). The purpose of this trip is to provide program stakeholders with on-the-ground knowledge of issues surrounding mission growth, improve communications among all partners, and identify any gaps/lags in capacities. The stakeholders include the U.S. Department of Education (ED), the Department of the Army (Army), the Office of the Secretary of Defense, states, local communities, and LEAs.

During this site visit, you will meet with representatives from each of these stakeholders; discuss issues with the installation commander or their representative; discuss issues with the affected LEAs and community leaders; and tour a local school.

BACKGROUND: The Office of Economic Adjustment (OEA), part of the Department of Defense, is sponsoring this trip through its role as staff for the Economic Adjustment Committee, which consists of 22 Federal agencies with roles in economic adjustment.

LEAs near growing installations may face challenges, particularly in accurately projecting and funding requirements for new school construction or expansion. Congress has expressed concerns, in hearings and in recently published reports, about community plans and capacities to build new infrastructure, including new classrooms, to accommodate growing installations.

Representatives from ED, Army, DoD Education Partnership Directorate, and OEA conducted a technical visit to the Fort Benning community on November 8, 2007 to establish the foundation for your visit. This Senior Leadership trip to Fort Benning is the fourth of four initial trips. The previous trips that have been completed are listed below.

- Fort Drum, New York; October 16, 2007
- Fort Riley, Kansas; October 23, 2007
- Fort Bliss, Texas; October 29, 2007

**Site Visit Schedule for Fort Benning
Tuesday, 29 January 2008**

Time	Event
5:30 AM- 7:30 AM	Transit via Mil Air from Washington, DC to Lawson Army Airfield
7:30 AM- 8:00 AM	In transit to Columbus State University, Cunningham Center
8:00 AM- 8:45 AM	Working breakfast and informal discussion with installation, community, and LEA leaders
8:25 AM- 8:45 AM	Senior Leadership coordination meeting
8:45 AM- 9:00 AM	Welcoming statements from installation and community leaders; Brief Introductions
9:00 AM- 9:15 AM	Statement(s) from Senior Leadership Team about site visit purpose, method and goals
9:15 AM- 10:30 AM	Installation and regional briefing on planned growth; community and LEAs invited; Discussion session
10:30 AM- 10:45 AM	Morning Break
10:45 AM- 12:15 PM	LEA Briefing to Senior Leadership; Discussion session
12:15 PM- 1:00 PM	Lunch at Cunningham Center provided by culinary class from Jordan High School
1:00 PM- 1:15 PM	Transit to Hardaway High School
1:15 PM- 3:00 PM	School tour and roundtable discussion with LEA leader, principal, teacher, military parents
3:00 PM- 3:15 PM	Afternoon Break
3:15 PM- 3:45 PM	Transit to Fort Benning
3:45 PM- 4:45 PM	Tour of installation, Senior Leaders and staff (by van or bus), ending at Lawson Army Airfield
4:45 PM- 5:00 PM	Embark Military Air at Lawson Army Airfield
5:00 PM- 7:30 PM	Travel via Military Air to Washington, DC

**Economic Adjustment Committee
Education Growth Senior Leadership Visit
to
Fort Benning, Georgia
January 29, 2008**

EXECUTIVE SUMMARY

Representatives of the Economic Adjustment Committee (EAC) met with leaders from Fort Benning and the surrounding communities on January 29, 2008, to increase understanding about the impacts of growth at Fort Benning on local schools. The EAC operates under the authority of Executive Order 12788, January 15, 1992, as amended, and coordinates federal interagency and intergovernmental assistance to help communities respond to economic impacts caused by significant Defense program changes.

The Senior Leaders represented the White House Office of Intergovernmental Affairs, Department of Education, Army Headquarters, Office of the Deputy Under Secretary of Defense for Military Community and Family Policy (MC&FP), and the Office of Economic Adjustment (OEA). Local participants represented Fort Benning, local educational agencies (LEAs) from nine nearby counties, the Department of Defense Dependent Schools located on Fort Benning, and the States of Georgia and Alabama. A list of participants is provided at Attachment 1.

Key discussion points that emerged from the Senior Leadership visit are as follows:

- Fort Benning will grow as a result of BRAC 2005, Army Modular Force and Global Defense Posture Realignment initiatives, and the planned increase in the size of the Army due to Transformation. The installation expects its population to increase by about 5,100 new permanent military personnel, about 1,700 civilian employees, and its daily training load by about 8,757 military trainees/TDY students. Additionally, the valley Partnership believes and estimated 3500 more contractor personnel are also expected.
- Growth at Fort Benning will occur off post because the number of housing units on post is not scheduled to change. The majority of school age children growth will occur in the surrounding communities. Fort Benning only has elementary and middle school capability. There are 6 elementary and 1 middle school. All high school age children attend off-Post schools. Currently there are approx. 2,200 children enrolled in on-post schools. Ft Benning has a capacity of approximately 3,300 total students. So, this means that Ft. Benning could handle up to 1,100 additional elementary and middle school age children.
- Fort Benning and the Valley Partnership had different estimates for the number of military personnel and civilians relocating to Fort Benning, and had different conventions for counting contractor employees. As a result, the two also had varying estimates for the anticipated in the number of school aged children associated with the installation's growth.

- The State of Georgia provides roughly 60 percent of required school construction funding and pays a portion of some operating costs. The State of Alabama does not provide comparable funds.
- The State of Georgia allows local jurisdictions to enact special purpose local sales taxes with revenues dedicated to school construction. This is a benefit particularly to LEAs in areas with relatively greater economic activity, and, therefore, sales subject to the tax. Alabama does not have comparable options.
- LEAs in Alabama face extraordinary challenges in building new schools. They must obtain approvals from their county, state legislature, and the federal judiciary (to comply with a consent decree) before they can place a referendum to raise school construction funds before their voters.
- Teacher certification is an important issue, especially for military spouses. Military spouses face different state certifications when they move, making it difficult to teach in their new place of residence without additional course work and/or exams. Administrators stated that No Child Left Behind teacher standards are causing some special education teachers to leave and preventing other qualified teacher from teaching special education students.
- Parents, teachers, and administrators note the importance of having a sufficient number of counselors, especially those who can work with the children of deployed military members.
- High school students at Fort Benning can apply to attend any high school in the local area, a benefit that is welcomed by their parents.

MEETING SUMMARY

Growth of the number of military personnel and Department of Defense (DoD) civilian employees at many Army bases around the nation will present a variety of growth-related challenges for local communities. The impact on local schools is part of the challenge. Federal and state partners, communities, installations LEAs must develop and implement plans for the infrastructure and operating resources that will be required due to the arrival of hundreds or thousands of new military dependent school-aged children over the next several years.

The Economic Adjustment Committee, defined in Executive Order 12788, as amended, conducted a Senior Leadership visit to the Fort Benning community on January 29, 2008. The purpose of the Senior Leadership visit was to provide program stakeholders with on-the-ground knowledge of issues surrounding military mission growth, improve communications among all partners, identify any gaps or lags in school capacities, and to establish the foundation for a subsequent consideration of education issues related to mission growth by the entire EAC.

The Senior Leaders represented the White House Office of Intergovernmental Affairs, Department of Education, Army Headquarters, MC&FP, and OEA. Local

participants represented Fort Benning, local educational agencies (LEAs) from nine nearby counties, the Department of Defense Dependent Schools located on Fort Benning, and the States of Georgia and Alabama. A complete list of participants is provided at Attachment 1.

Meetings for the Senior Leadership visit were held at the Cunningham Center at Columbus State University and at Hardaway High School, both located in Columbus, Georgia.

Welcoming Statements

MG Walter Wojdakowski, Commander, Fort Benning, convened the meeting and welcomed the participants. He highlighted the strong cooperation between Fort Benning, the Valley Partnership, and the broader Bi-State community, and the fact that almost all growth at Fort Benning will occur off-post given the fixed number of housing units available on post.

Mr. Patrick O'Brien, OEA Director, thanked the installation and the community. He stated that the purpose of the Senior Leadership site visit was to observe how Fort Benning and the surrounding community absorbed mission growth impacts on K-12 education, and to share the lessons learned with other installation communities, and with the EAC member agencies in Washington. Mr. O'Brien stated that the Senior Leadership visit to Fort Benning follows previous Senior Leadership visits to Forts Drum, Riley, and Bliss. He highlighted the importance of identifying innovative solutions to address gaps and lags in the resources required to manage growth. He noted the fact that in recent history the Defense Department has never undertaken the magnitude of growth currently underway. He also discussed the factors that make Fort Benning's growth challenges unique, particularly the involvement of two states and many local jurisdictions. He stressed the importance of hearing the community's needs so that they can be discussed and influence policy development in Washington.

The other members of the Senior Leadership also give brief introductory remarks. The Senior Leadership team was comprised of the following individuals:

- Ms. Janet Weir Creighton (Deputy Assistant to the President, Director of Intergovernmental Affairs)
- Ms. Elizabeth Dial (Special Assistant to the President for Intergovernmental Affairs)
- Mr. Keith Eastin (Assistant Secretary of the Army for Installations and Environment)
- Mr. Michell Clark (Assistant Secretary of Education for Management and Chief Human Capital Officer)
- Ms. Kerri Briggs, (Assistant Secretary of Education for Elementary and Secondary Education)
- Ms. Barbara Sisson (Director, Installation Services, Office of the Assistant Chief of Staff for Installation Management)
- Ms. Taffy Corrigan (Director, Education Partnership Directorate, MC&FP)

Mr. Drew Ferguson, Chair of the Valley Partnership Joint Development Authority, then welcomed the Senior Leadership. He stated that the Chattahoochee Valley was an unusual region that crossed state lines, and that issues coming into play included: BRAC; Auburn University's growth as a research center; a new Kia automobile plant will have approximately 5,500 manufacturing jobs (in West Point, Georgia); between 40-50,000 new jobs in the region; AFLAC Insurance headquarters; and significant growth in eastern Alabama. He stated that in general, resources were already stretched thin in the area for schools and teachers, and asked the Senior Leadership to help with schools for military families.

Fort Benning – Installation Briefing

MG Wojdakowski presented a briefing on missions and planned growth at Fort Benning (see attachment 2). Fort Benning is transforming from the home of the Infantry School to the Army Maneuver Center of Excellence. He stated that about 32 percent of the housing on post was vacant, and two-thirds of the Fort Benning population lived off-post. On-post housing is in the process of being renovated or replaced, with no net increase in housing units. The Armor School will relocate from Fort Knox to Fort Benning by 2011, increasing the number of training courses offered from 61 to 92. He stated that most of the trainees come through Fort Benning unaccompanied, that is, without their families.

MG Wojdakowski's briefing stated that when the personnel movements are complete, military personnel assigned to Fort Benning will increase from 16,322 to 20,320 (an increase of 3,986); civilian personnel will increase from 3,056 to 4,169 (+1,113); and students (military trainees attending courses on the installation) will increase from 32,308 to 46,146 (+13,856).

Note: After the Senior Leadership visit the Valley Partnership the following change to the estimate trainee load -- students (military trainees attending courses on the installation) will increase from 13,938 to 22,695 per day (+8,757).

Valley Partnership Joint Development Authority Briefing

Mr. Gary Jones of the Valley Partnership Joint Development Authority presented a briefing on growth at Fort Benning (see attachment 3). He stated that regionalism is the key to success for the lower Chattahoochee Valley and highlighted the frequent communication and close working relationship with Fort Benning. The region is a 10-county area surrounding Fort Benning. Growth factors at Fort Benning include the following:

- Ranger XXI
- BRAC
- Global Defense Global Defense Posture Realignment (GDPR)
- Army Modular Force
- Global War on Terror support
- Installation operations

According to his briefing, Fort Benning is gaining approximately 5,125 Soldiers, 1,658 Department of the Army Civilians, and 3,500 contractors. (Note that these

estimates are higher than those presented in MG Wojdakowski's briefing.) The total increase is estimated at 28,776 new personnel and dependents at Fort Benning. Mr. Jones's briefing stated that a total 7,653 dependent school-age students will be coming to the Fort Benning area, including those of defense contractors.

Ms. Sisson asked why the ratio of school aged children to contractor personnel (0.9 school aged children per contractor) is higher than the factors used for military and civilian personnel. Mr. Jay Brown, BRAC Coordinator for Fort Benning, stated that this factor assumes that a higher proportion of contractors are married and have more children.

Mr. Brown stated that 7,600 school-age children were estimated to be coming to Fort Benning, with 3,010 of them military dependents. He estimated 1,493 additional students in addition to the 3,010 military-dependents, for a total of 4,503 students, exclusive of contractors.

Mr. O'Brien noted the differences in the estimates of incoming school aged children from the Army and the Valley Partnership, and highlighted the importance for the entire community of a shared understanding of agreed-upon estimates, or understanding the factors that drive different estimates. (Note: A group of the attendees from Fort Benning, Army headquarters, and the community met over lunch to discuss the varying estimates.)

Mr. Jones also noted that Fort Benning has an estimated \$110 million monthly payroll, the largest in the area. Other economic drivers in the area include AFLAC Insurance (headquartered in Columbus, GA) and the Kia auto manufacturing plant under construction. He discussed the Regional Growth Management Plan, which would have subordinate county-level plans. He noted the Joint Land Use Study underway.

State Sen. Ed Harbison of Georgia State Senate District 15 asked about healthcare issues. Mr. Jones stated that a study on healthcare had just started. Sen. Harbison also highlighted the importance of the Interstate Compact on Educational Opportunity for Military Children.

Mr. Jones emphasized the importance of cooperation between the public and private sectors, and stressed the importance of having adequate school space available as new students arrive. He quoted MG Wojdakowski, "Coordination and synchronization continue to be our greatest strengths."

Mr. Craig Pouncey, the Assistant State Superintendent for Alabama Department of Education, noted that Alabama works well with Georgia organizations to prepare for transformation at Fort Benning.

Local Education Agency Briefing

Dr. Robin Pennock, Deputy Superintendent for Muscogee County Schools, and Dr. Larry DiChiara, Superintendent for Phenix City Schools, presented a briefing on behalf of the affected LEAs (see attachment 4).

Dr. Pennock stated that the LEAs near Fort Benning have been cooperating on growth since 2005. She stated that in 2006, Dr. John Phillips, Superintendent of Muscogee County Schools, testified before Congressional committees and held meetings with Congressional staff, OEA, the Office of Management and Budget, and the Association of Defense Communities. She stressed that the region is seeking assistance only with respect to growth associated with Fort Benning and not that related to other economic development.

Dr. Pennock stated that projecting school construction needs is an art. It involves close cooperation with planning agencies and is affected by the number and character of new housing developments, such as their price, size, and location. She said that standard planning factors were 1.5 school aged children per household, with 50 percent at the elementary school level, and 25 percent each at the middle and high school levels.

Dr. Pennock also stated that finding enough contiguous land to build a school is sometimes a challenge in the area. She also stated that if the district owns the land, then it takes between two and two-and-a-half years to build a new school.

Dr. Pennock and Dr. DiChiara highlighted the fact that state procedures for new school construction are different in Georgia and Alabama. Dr. DiChiara stated that school construction plans must undergo review by a federal judge under a consent decree, which adds time and complexity.

Dr. Pennock presented a separate slide for on how growth at Fort Benning was estimated to affect each LEA. Each slide stated current enrollment, projected enrollment, projected increase in military dependent students, and capacity.

Mr. Pouncey stated that public education in Alabama is funded mainly through income and sales taxes. Therefore, school revenues are linked to the general health of the Alabama economy. He stated that local tax revenues must grow by 10 percent to deliver today's level of resources in 2010. He stated that current growth is 2 percent per year. He added that they were preparing for a legislative session that would be allocating a state education budget that would be \$500 million dollars less than is currently allocated. He added that local funding sources must pay for most operating needs, with no state funding available for utilities, maintenance, and construction, etc. Attached are the line item allocations and specific areas of expenditures. Based on Alabama accountability standards, school districts are required to spend 100% of the allocated funds in the areas that they are earned. Any funds that are not used properly are required to be reimbursed to the state once the deficiency has been recognized through the annual audit process. This leaves zero flexibility in the use of state funds. Mr. Pouncey further stated that other than an occasional state supported bond issue, most of the capital expenditures that districts incurred for building new schools or adding on to existing schools were a financial obligation of the local district.

Mr. Pouncey explained that to arrange for a new school in Alabama, school boards must seek permission from the county commission to raise additional revenue, then need to have a bill passed in the Alabama legislature, and obtain approval from the federal judge overseeing the consent decree before local authorities can place a referendum for additional taxes before the local voters. He concluded that LEAs in Alabama face huge challenges in building new schools, and that financial relief is needed

to provide the schools necessary means to accommodate growth at Fort Benning. Two of the three systems that will be affected have reached their limit based on current revenue to incur any further debt without having an identifiable new revenue source.

Dr. DiChiara stated that LEAs are expected to utilize fully all possible resources at their disposal. Classroom space is used to the maximum. Each building is canvassed for all possible teaching spaces. Attendance zone changes are employed when feasible, as are portable classrooms. He noted that although the area will receive economic benefits over the long term, he is concerned about the short term ability to meet school requirements.

Dr. Pennock stated that Muscogee County has an aggressive school building program. In Georgia, counties can issue bonds and enact Special Purpose Local Option Sales Tax (SPLOST), which provides dedicated funds for school capital construction. SPLOSTs can be in effect for up to 5 years, or until a set amount of revenue has been collected.

Muscogee County passed SPLOSTs in 1997 and 2003. For 1997 SPLOST, \$140,053,427 was raised by a one-cent tax. The SPLOST, combined with \$20,092,913 of other local funds, leveraged \$38,699,417 from Georgia School Construction Fund, for a total of \$188,031,616.

For the 2003 SPLOST, \$118,370,443 has been collected to date. The anticipated total collection is \$148,720,000. Four new were schools constructed (the last is opening January 2008). Renovations including reroofing and HVAC are being done at 52 existing schools, with \$38 million for technology infrastructure including WAN and LANs, modern computers in classrooms, wireless labs in middle and high schools, and equity in technology throughout the district.

Mr. Stuart Bennett, Georgia Chief Deputy Superintendent of Schools, stated that Georgia has an aggressive construction school construction program. Schools average 15 to 17 years old. Each year, Georgia performs a growth projection for the coming five years. The state legislature funds more than \$300 million per year for capital outlays; last year the amount was \$400 million. Typically, the State of Georgia pays 58 to 60 percent of the total cost, with the LEA paying the balance. He stated that although Georgia can advance some funds in limited cases, the state mostly waits until students arrive before money starts to flow. He added the military dependent students in Georgia are eligible for the Hope scholarship, this pays for most tuition costs at state colleges and universities. Mr. Bennett also stated that the State grants up to 10 days of "attendance relief" -- excused absence for children of military families. The State pays 20 to 30 percent of transportation costs. He concluded that federal funding could be used to leverage state construction dollars.

Ms. Corrigan asked about home-schooled students. Dr. Pennock replied that only a few military families in the area home-school their children. In Muscogee County, 92 percent of the students attend public schools. Ms. Corrigan asked about charter schools and telecommuting.

Dr. Pennock replied that they are open to these options, but conduct virtual classes mainly for credit recovery. Also, high school children in particular need a good

social group. Dr. DiChiara stated that the Alabama state constitution does not allow charter schools.

Asked whether local authorities could generate the cost share required for construction, Dr. Pennock noted that it depended upon the location. Muscogee County is a regional shopping hub that generates sales tax revenues, but rural outlying counties would not be able to generate enough SPLOST revenue.

In response to a question from Mr. O'Brien about whether a second count of military students might provide a more accurate number, i.e., the approach taken in Kansas, Dr. Pennock responded that a second count would be desirable as more military dependent students arrive.

Dr. DiChiara stated that in Alabama, State funding for LEAs is paid one year in arrears. For a count conducted in 2007, money would be received in 2008. LEAs must therefore finance the first year of growth on their own.

Mr. O'Brien and Mr. Eastin asked if advancing Impact Aid payments would be helpful. Dr. DiChiara and Dr. Pennock stated it would be welcome, but would not provide a great deal of relief because of the relatively small size of the Impact Aid they receive relative to their overall budget.

Mr. Ferguson stated that consolidated governments in Georgia such as the City of Columbus can also raise school operating funds through a local option sales tax.

Ms. Susan Andrews of Harris County Schools said that the Harris County recently passed a SPLOST for \$14 million. They cannot go back for another SPLOST until 2011, and can't go to the state for funds because they have already been advanced money.

Ms. Flora Lindsey of Talbot County stated that it is a low-wealth district, but passed a second SPLOST to build one elementary school.

Mr. Richard McCorkle of Marion County Schools said that Marion County is also a low-wealth district that has taxpayer support but difficulties in generating funds. They had previously co-built a high school with adjacent Webster and Sly Counties, but these other counties have subsequently built their own, leaving unused school capacity on the sparsely populated side of Marion County.

Mr. Jimmy Martin, superintendent of the Chattahoochee School system, said that Chattahoochee County is a low-wealth district. About 54 percent of the high school students are Fort Benning residents. Chattahoochee County has a request for bids open to build 12 new rooms at the high school. Its SPLOST expires in March 2008, with a new SPLOST going into effect two days after that. He stated, however, that a county with only 2,000 residents has a difficult time raising the level of funds needed for school construction through a SPLOST. The county has never voted down debt, but they have reached their debt limit. He stated that he expects school enrollments to double in the next five years. A charter school was started but funds are dwindling for it.

Ms. Creighton asked if special needs students are mainstreamed into regular classes. In Georgia, they are. About 14 percent of the students in Muscogee County and 12 percent in Phenix City are special needs students.

Representative Debbie Buckner of the Georgia House of Representatives noted that there is less local funding available for school construction, and asked if there was federal money available, or any hope for upfront funds. Mr. O'Brien stated that there were no federal funds for school construction currently, and that a key purpose of the Senior Leadership visit was to assess local capacities and the need for such funding. OEA will discuss the findings of the Senior Leadership visits with the EAC member agencies and the Office of Management and Budget.

Lunch from Jordan High School's Culinary Arts Academy

Students from the Culinary Arts Academy at Jordan High School prepared an impressive, healthy, and delicious lunch for the Senior Leaders and local participants.

Round Table Discussion at Hardaway High School with LEA Leaders, Principal, Teachers, and Military Parents

The Senior Leadership team then traveled to Hardaway High School for a short tour and a roundtable discussion with military parents.

Parents stated that maintaining student to teacher ratios and alleviating overcrowded classrooms are concerns related to growth. Some classrooms are now "bursting at the seams," and growth will only exacerbate this problem.

Parents and soldiers were asked how they got information on potential new schools. Parents replied they got information on prospective schools from friends. The primary concern of military parents who are changing locations is where their children will go to school. Parents also go online to find information schools, teachers, etc. School district websites were a resource they used. Some parents would meet with principals to ask questions. One parent used her realtor to help find the best schools in the area when she moved.

The LEAs have open enrollment for military dependent high school students. Students can apply to magnet school and a variety of academies.

Parents indicated they felt DODEA schools were better than some public schools and challenged their children more. One parent noted a vast difference in academic standards compared with other states, and was concerned about the availability of reciprocity for credits earned.

Parents were asked about their experiences, whether good or bad. One parent commented that at Fort Hood, Texas, students had access to bilingual education and physical education. This was not the case in Georgia. Some parents noted that they had little to no support or feedback from schools with low military dependent enrollment. Parents noted the stress that arose from a mid-year move to a new assignment.

MG Wojdakowski noted that there would be no new DODEA schools built at Fort Benning and stated that high schools will still be open enrollment even after students from Fort Knox arrive.

Parents also voiced their thoughts on their experience in other states and LEAs. One parent noted that the school their child attended in Georgia was more challenging than the previous one in Hawaii. Another parent felt the North Carolina school their child attended was better than the one in Georgia. Another parent noted that in Virginia, public school transportation was not available and in-school violence was a concern.

Parents asked if the influx of students would affect educational quality and opportunities. One parent suggested a standard national curriculum to address the differences experienced during moves, but it was noted that curriculum was a state and local function.

Parents also noted that teacher certification between states was an important issue. Dr. DiChiara gave an example of a teacher with long experience who left to teach education at the university level for several years, and could not get recertified immediately after returning to the elementary school classroom. Special education teachers were leaving due to the certification requirements (for grade level and subject area) resulting from the No Child Left Behind Act.

Military parents responded enthusiastically to the proposal for spouses and children to be able to take advantage of unused GI Bill benefits.

Ms. Briggs asked parents what they would like to change. Some parents requested more counselors, and noted the need for regular discussion forums for children of deployed soldiers. Parents also requested better nutritional guidelines for cafeteria food. They noted that a breakfast program was subsidized for all districts by the Department of Agriculture, but that the breakfast choices were not nutritious.

A “train the teachers” approach was suggested, to train teachers to work with children of deployed soldiers and recognize their unique challenges. Partners in Education programs could help teach about the military. Counselors and teachers need to be aware of deployed parents. Parents also noted that physical education, proper nutrition, and more bilingual education opportunities were important. Parents also felt that the military should have a say in curriculum issues for schools with a high percentage of military dependent students.

The participation of students (military trainees) from the Western Hemisphere Institute for Security Cooperation (WHINSEC) was seen as a positive impact at Hardaway High School (an international baccalaureate magnet school). Another positive impact was the ability to have video conferencing and phone calls on school grounds between students and deployed parents.

Hardaway Principal, Mr. Matt Bell, noted that his facility was built and designed for 1,200 students and that the current enrollment exceeded 1,400.

The Senior Leaders thanked the group for their contributions for the meeting and the session adjourned.

Fort Benning Installation Tour

The Senior Leaders saw the recently completed new exchange complex and discussed plans for expanding and/or replacing Martin Army Community Hospital.

Adjournment

After completing the installation tour, the Senior Leaders adjourned.

Attachments

Attachment 1: List of Attendees

Attachment 2: Installation Briefing

Attachment 3: Valley Partnership Brief

Attachment 4: LEA Briefing

Attachment 5: Information Requested by the Senior Leadership

Attachment 6: Responses to Requested Data

Attachment 1: List of Attendees

Name	Title	E-mail address	Telephone number
<i>Ms. Janet Weir Creighton</i>	Deputy Assistant to the President for Intergovernmental Affairs		
<i>Ms. Elizabeth Dial</i>	Special Assistant to the President for Intergovernmental Affairs	edial@doc.gov	(202) 482-8017
<i>Mr. Michell Clark</i>	Assistant Secretary of Education for Management	michell.clark@ed.gov	(202) 260-7337
<i>Ms. Kerri Briggs</i>	Assistant Secretary of Education for Elementary and Secondary Education	kerri.briggs@ed.gov	(202) 401-0113
<i>Mr. Keith Eastin</i>	Assistant Secretary of the Army for Installations and Environment	Keith.eastin@us.army.mil	(703) 692-9800
<i>Ms. Barbara Sisson</i>	Director, Installation Services, OACSIM	Barb.sisson@us.army.mil	(703) 601-7490
<i>Ms. Taffy Corrigan</i>	Director, Education Partnership Directorate, MC&FP		
<i>MG Walter Wojdakowski</i>	Commanding General, Fort Benning	Walter.wojdakowski1@us.army.mil	(706) 545-5111
<i>HON. Jeff Hardin</i>	Major, Phenix City, Alabama	mayor@ci.phenix-city.al.us	(334) 448-2706
<i>Mr. Davis D. Tindoll, Jr.</i>	Director, Southeast Region, Installation Management Command	Dave.Tindolljr@us.army.mil	(404) 464-0756
<i>COL Keith Lovejoy</i>	Garrison Commander, Fort Benning	Keith.lovejoy@us.army.mil	(706) 545-1500

<i>Joseph Davis</i>	Assistant Director, Alabama Department of Homeland Security	Joe.davis@dhs.alabama.gov	(334) 956-7250
<i>Mr. Craig Pouncey</i>	Assistant State Superintendent of Education, Alabama Department of Education	cpouncey@alsde.edu	(334) 242-9755
<i>Dr. Larry DiChiara</i>	Superintendent, Phenix City School District	ldichiara@pcboe.net	(334) 298-0534
<i>HON. George Bundy</i>	State Representative, Alabama House of Representatives		
<i>BG (Ret) Phillip Browning</i>	Executive Director, Georgia Military Affairs Coordination Committee	PBrowning@gov.state.ga.us	(404) 656-9755
<i>Drew Ferguson</i>	Chairman, Valley Partnership Joint Development Authority	ferguson.drew@ccbg.com	(706) 645- 6202
<i>COL David Ling</i>	Chief of Staff, Fort Benning	David.Ling@us.army.mil	(706) 545-5251
<i>HON. Seth Harp</i>	Senator, Georgia State Senate	sethharp@aol.com	(404) 463-3931
<i>HON. Ed Harbison</i>	Senator, Georgia State Senate	eharbison@legis.state.ga.us	(404) 656-0074
<i>HON. Debbie Buckner</i>	Representative, Georgia House of Representatives	debbie.buckner@house.ga.gov	(706) 269-3630 (Home) (404) 656-6372 (Atlanta Office)
<i>Stuart Bennett</i>	Georgia Chief Deputy Superintendent of Schools	stbennet@doe.k12.ga.us	(404) 651-7562
<i>Dr. Robin Pennock</i>	Deputy Superintendent, Muscogee County Schools	rpennock@mcsdga.net	(706) 748-2034

<i>Dr. Dell McMullen</i>	Superintendent, Fort Benning DODEA	Dell.McMullen@am.dodea.edu	(706)545-8244
<i>Dott Bass</i>	Talbot County Board of Education	dbass@talbot.k12.ga.us	(706) 573-8183 (706) 665-2535
<i>Flora Lindsey</i>	Talbot County School System	flindsey@talbot.k12.ga.us	(706) 665-8528 (706) 665- 4205
<i>Dr. Stephen Nowlin</i>	Lee County, Alabama Interim Superintendent	nowlin.stephen@lee.k12.al.us	(334) 745-9770
<i>Jane Huntley</i>	E. Alabama Inservice Committee: Auburn University (sharing information with Senator Little)	lytlebf@auburn.edu jhuntley3776@charter.net	(334) 844-5028
<i>Susan Andrews</i>	Harris County Schools	andrews-s@harris.k12.ga.us	(706) 628- 4206
<i>Jerry Newman</i>	Muscogee County, Fort Benning		(706) 689- 4873
<i>Bill Stembridge</i>	Office of Senator Saxby Chambliss, Georgia	bill_stembridge@chambliss.senate.gov	(478) 241-1417
<i>John Mitchell</i>	Columbus Bank and Trust Company Chair, Military Affairs Committee, Civilian-Military Council	johnmitchell@columbusbankandtrust.com	(706) 644-2056 (706) 405-8561 (cell)
<i>Stella Shulman</i>	Chair, The Jordan Company Chamber	ses@thejordanco.com	(706) 649-3013
<i>Rob Doll</i>	Rob Doll Autos	nissanmrc@aol.com	(706) 568-6971
<i>Andrew Billing</i>	Office of Senator Johnny Isakson, Georgia	andrews_billing@isakson.senate.gov	(770) 661-0999
<i>Susan Johnson</i>	Office of the Under Secretary of Defense for Military Community and Family Policy	susan.johnson@hq.dodea.edu	(703) 588-3216
<i>Catherine Schagh</i>	Office of the Elementary and Secondary Education, U.S. Department of Education	catherine_schagh@ed.gov	(202) 260-3858
<i>Christie Smith</i>	Office of the Assistant Chief of Staff for Installation Management	christie.smith2@hqda.army.mil	(703) 604-2450
<i>P.K. Tomlinson</i>	Office of the Assistant Chief of Staff for Installation Management	pamela.tomlinson@hqda.army.mil	(703) 601-1931
<i>Mr. Bryant Monroe</i>	Office of Economic Adjustment	Bryant.monroe@wso.whs.mil	(703) 604-5150
<i>Mr. Gary Willis</i>	Office of Economic Adjustment	gary.willis@wso.whs.mil	(703) 604-5164
<i>Mr. Michael Berger</i>	Booz Allen Hamilton	berger_michael@bah.com	(703) 902-6801
<i>Dr. David Wilson</i>	Booz Allen Hamilton	wilson_david@bah.com	(703) 377-1433
<i>Mr. Roberto Ramos</i>	Booz Allen Hamilton	ramos_roberto@bah.com	(410) 297-4838

Attachment 2: Installation Briefing

The collage features various military scenes: soldiers in formation, a tank, soldiers in a city, a tank on a street, a soldier with an American flag, a soldier in a ghillie suit, a soldier on a horse, a soldier with a rifle, a tank firing, a tank in a desert, a soldier in a helmet, a soldier in a winter setting, a soldier with a rifle, a soldier in a blue uniform, and a soldier in a green uniform. A blue shield-shaped logo with a sword and the text 'FOLLOW ME' is positioned in the upper left. A yellow, red, and blue triangular logo with the text 'THE ARMOR SCHOOL' is in the upper right. The text 'Home of the Infantry' and 'Future Home of the Maneuver Center of Excellence' is written in a large, white, serif font with a black outline. Below this, 'Fort Benning, Georgia' is written in a smaller, white, serif font with a black outline. At the bottom, the text 'US Army Maneuver Center of Excellence' is written in a large, white, sans-serif font. The date 'September 2007' is in the bottom left corner. The logos for 'THE ARMOR SCHOOL' and 'FOLLOW ME' are repeated in the bottom right corner.

Home of the Infantry
Future Home of the
Maneuver Center of Excellence
Fort Benning, Georgia

US Army
Maneuver Center of Excellence

September 2007



Training

Agenda



Support to Operational Forces



Future Vision



Fort Benning Core Competencies



Support to
the
Operating
Force

Training
Infantrymen
to Fight and
Win

Determine
Infantry
Requirements
for the Future

The Infantry Soldier is and will remain the bedrock of our Nation's fighting force. Fort Benning is the foundation of the Infantry, producing trained Soldiers and adaptive leaders imbued with the Warrior Ethos



US Army Maneuver Center of Excellence



Training Soldiers... Training Leaders





Infantry Center & School



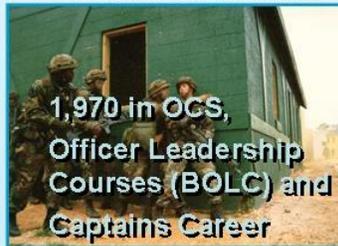
61 Courses

Training:

- 7 Days a Week

- 52 Weeks a Year

= 108,000± Soldiers Trained to Standard





Armor School Training



The Home of Mounted Warfare



Typical Day 8,000 Soldiers in Training



12,000 in Officer/
NCO Leader Courses

57 Courses

Training:
- 7 Days a Week
- 50 Weeks a Year

**= 30,000± Soldiers
Trained to Standard**



7,000 in New
Recruit Training



3,800 in
Armor (19K)
OSUT

2,800 in
Mechanic
(63A/M) OSUT



3,900 in
Scout (19D)
OSUT



Maneuver Center Training (2011)



Typical Day 23,700 Soldiers in Training



600 in Ranger and RSLC



1800 in Airborne

92 ± Courses → Training:

- 7 Days a Week = 135,000 ± Soldiers
- 52 Weeks a Year Trained to Standard



17,100 in New Recruit Training



3600 in Officer/ NCO Leader Courses



600 in Branch Functional Courses



Support to Operational Units

75th Ranger RGT



3rd BCT, 3rd ID



Deployed

14th CSH



92nd MP BN



Deployed

MTC



11th EN BN



13th CSSB



CRC



Deployed

TRAIN - DEPLOY - REDEPLOY - RESET

MCOE Migration Projected Daily Population

Does not include
Contractors
or Dependents

Fort Knox
3,255 MIL / 1,007 CIV / 8,757 Students / 13,019 TOTAL

Other
 ✓SOCOM (75th RGR Regt)
 290 MIL / 0 CIV / 290 TOTAL
 Discretionary Moves (Vet Clinic,
 Blood Donor Center, 3rd MP Grp (CID))
 101 MIL/12 CIV// 113 Total
 391 MIL/12 CIV/403 Total

AFRC Columbus
0 MIL / 9 CIV / 9 TOTAL

Fort Benning				
	MIL	CIV	Student	Total
Current	16,322	3,056	12,930	32,308
Growth	3,986	1,113	8,757	13,856
Endstate	20,320	4,169	21,687	46,164

Fort Jackson
Drill Sergeant School
20 MIL / 0 CIV / 20 TOTAL

Fort Gillem (43rd ECS)
0 MIL / 85 CIV / 85 TOTAL

GDPR
 ✓92nd MP Bn HHD
 73 MIL/0 CIV/73 Total
 463rd & 13th MP Co's
 352 MIL/0 CIV/ 352 Total
 497th Mvmt Control Team
 21 MIL/0 CIV/21 Total
 286th MP Det (CID)
 21 MIL/0 CIV/21 Total
 467 MIL/0 CIV/ 467 Total

Inactivate / Disestablish

✓ 498 th Med Co (Air Amb)	149 MIL/0 CIV/149 Total
✓ 608 th Ordnance Co	183 MIL/0 CIV/183 Total
✓ 1/30 th Inf Bn	779 MIL/0 CIV/779 Total
✓ 36 th Engr Grp (Constr)	81 MIL/0 CIV/81 Total
✓ 361 st Trailer Transfer Det	16 MIL/0 CIV/16 Total
✓ HHB, DIVARTY	6 MIL/0 CIV/6 Total
✓ Battery A, Target Acquisition	6 MIL/0 CIV/6 Total
104 th Trans Co	177 MIL/ 0 CIV/177 Total
1,397 MIL/0 CIV/1,397 Total	

AMF
 ✓3rd/1st CAV
 379 MIL/0 CIV/ 379 Total
 ✓362nd Eng Co (MRBC)
 185 MIL/0 CIV/185 Total
 507th Sustainment Brigade
 130 MIL/0 CIV/ 130 Total
 ✓11th Engineer Battalion
 371 MIL/0 CIV/ 371 Total
 ✓24th Ammo Plt
 53 MIL/0 CIV/ 53 Total
 69th Trans Co (Mdm Trk)
 172 MIL/ 0 CIV/ 172 Total
 1,290 MIL / 0 CIV / 1,290 TOTAL

MIL / CIV / TOTAL
 BRAC - Red
 AMF - BLUE
 GDPR - Green
 Other - Black

As of: 25 Jan 08

AMF = loss of 107 personnel

✓ Represents action already completed

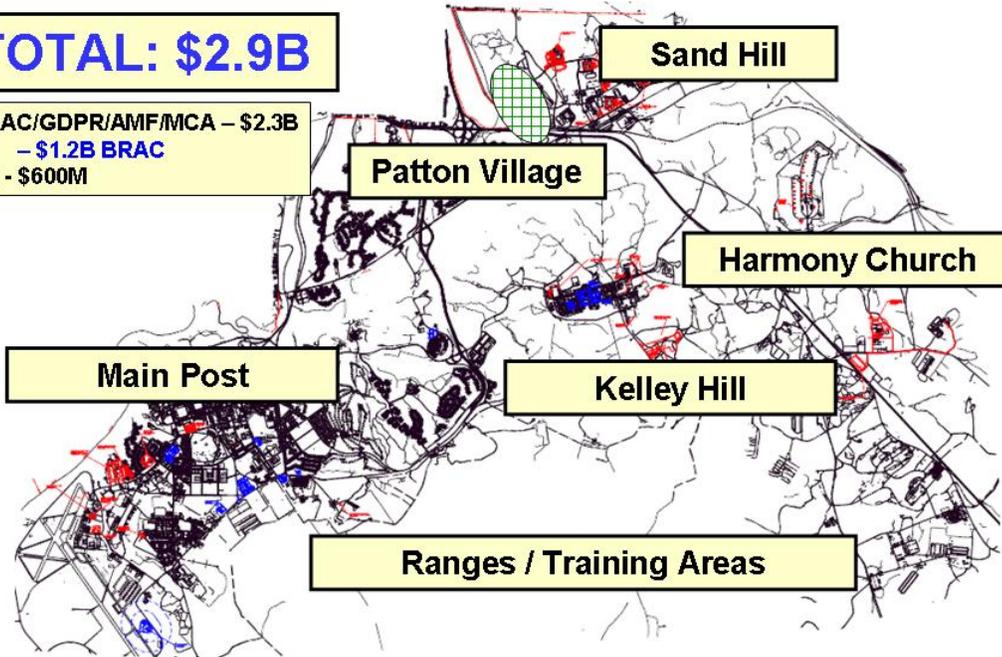


Major Construction (2006-2016)

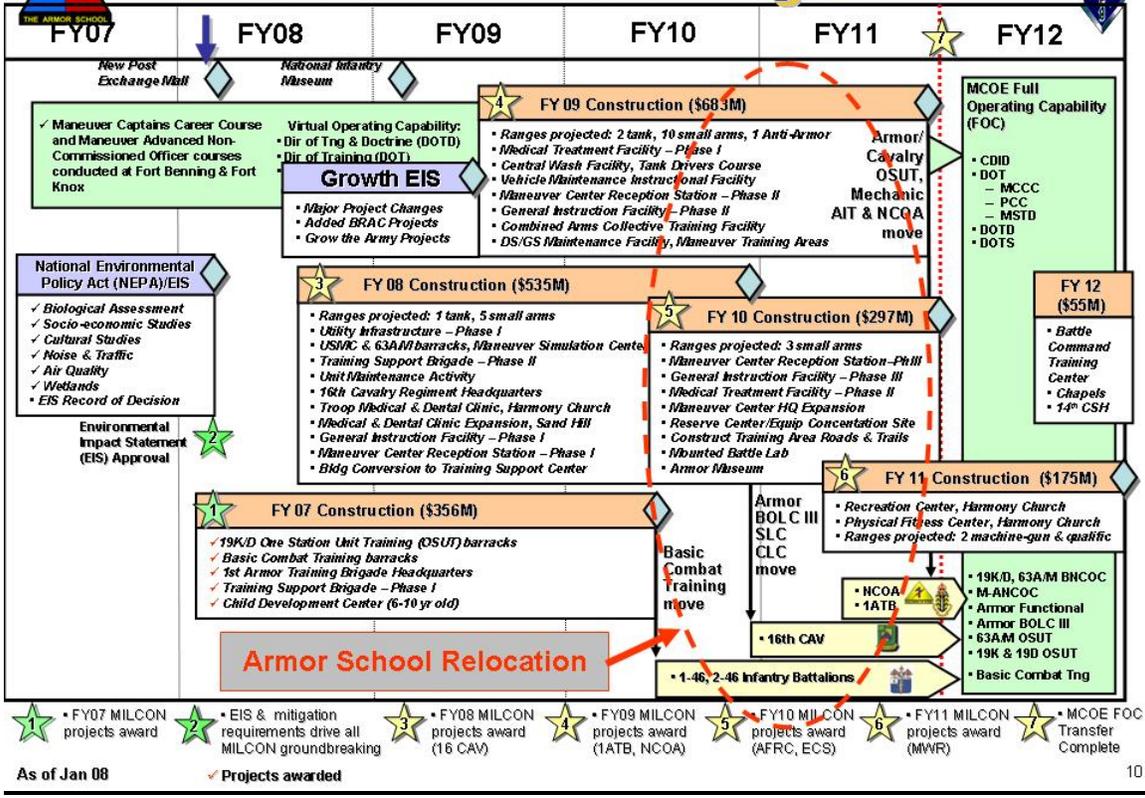


TOTAL: \$2.9B

•BRAC/GDPR/AMF/MCA – \$2.3B
– \$1.2B BRAC
RCI - \$600M



MCOE MILCON Program





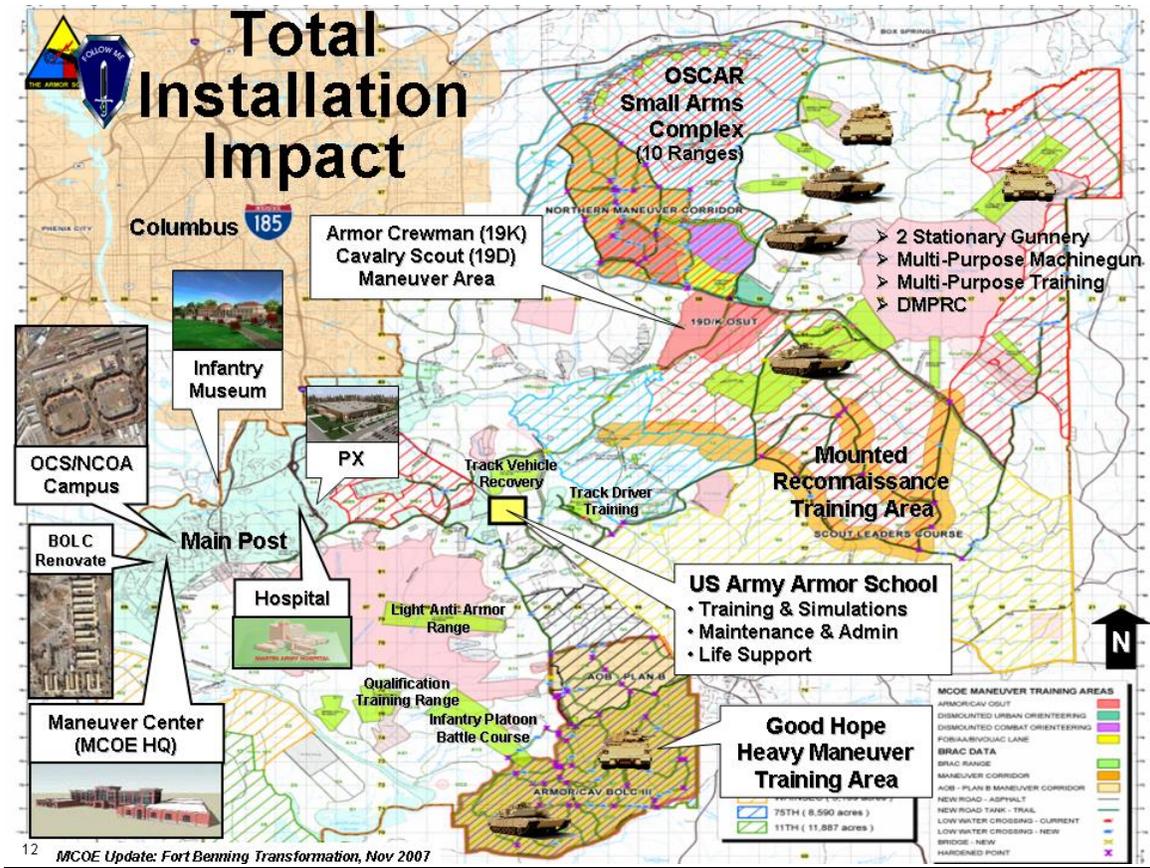
Residential Communities Initiative (RCI) Development Program



- End state of 4,200 homes (no BRAC related increase from current inventory)
- New Homes **2,377** (37 at Dahlongega)
- Renovating **272** historic homes, **1,290** non-historic
- Building 4 Village Centers,
1 Neighborhood Center,
1 Welcome Center, 2 Cabanas
and 6 outdoor swimming pools
- 5% handicap accessible



Typical New Unit: 1800 SF (3 or 4 bedroom), 2 Car Garages, Off-street parking, Interior storage, Eat-in kitchen, Computer nook, Fiber technology plan, Energy Star® homes, 9-foot ceilings on first floor, Walk-in closets, Wash sink in garage





Direct Impact to the Community



- REGIONAL PARTNERS**
- Alabama Department Of Economic And Community Development
 - Alabama Development Office
 - Alabama Industrial Development Training (Institute Of ADPSE)
 - EDAW, Inc - Joint Land Use Study (JLUS) Partner
 - Fort Benning, Alabama And Georgia
 - Fort Benning Futures Partnership
 - Georgia Department Of Community Affairs
 - Georgia Department Of Economic Development
 - Georgia Department Of Technical And Adult Education
 - Georgia Quick Start
 - Georgia Economic Developers Association
 - Georgia Military Affairs Coordinating Committee
 - Greater Columbus Georgia Chamber Of Commerce
 - Lee-Russell Alabama Council Of Governments
 - Lower Chattahoochee Regional Development Center
 - Middle Flint Regional Development Center
 - Seven Rivers Coalition
 - Southeast Alabama Regional Planning And Development Commission
 - Valley Partnership Joint Development Authority

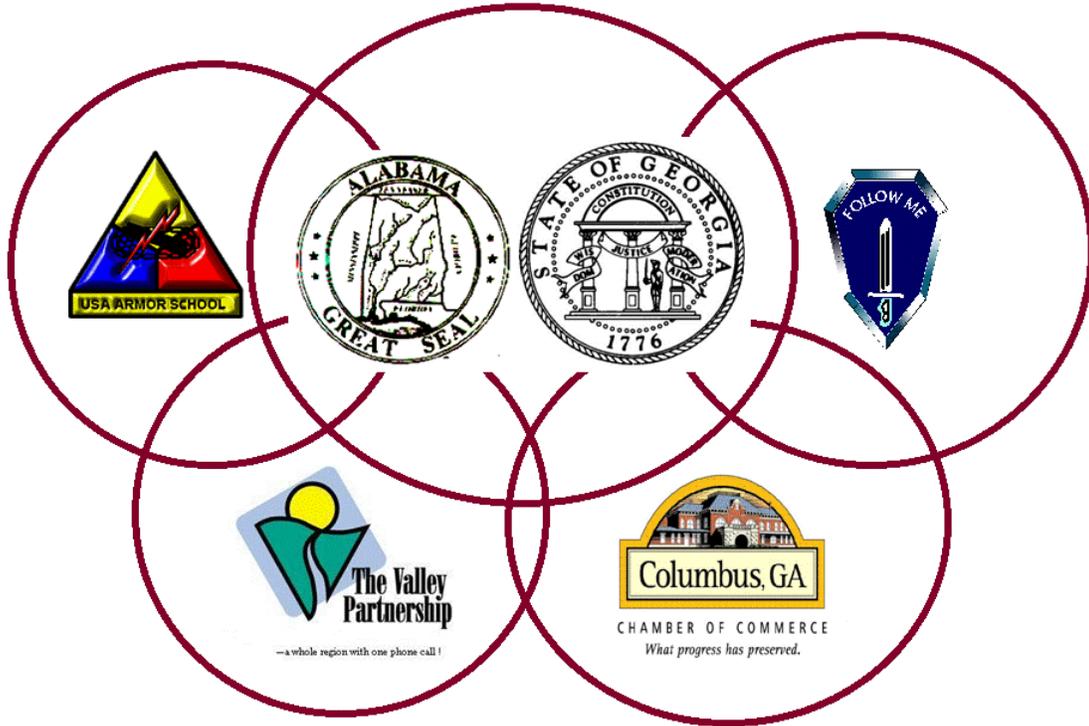
- **\$2.9 billion in new construction**
- **11,000 to 13,000 new jobs**
- **Total growth is approximately 25,000 to 30,000 Soldiers, civilians, contractors, family members, and retirees**

**Chattahoochee Valley Bi-State Regional
Base Realignment And Closure
(BRAC)
Overview and Update**

29 January 2008

**“Coordination and Synchronization Continue To Be Our Greatest Strengths”
Major General Walter Wojdakowski
Commanding General
Fort Benning, Alabama and Georgia**

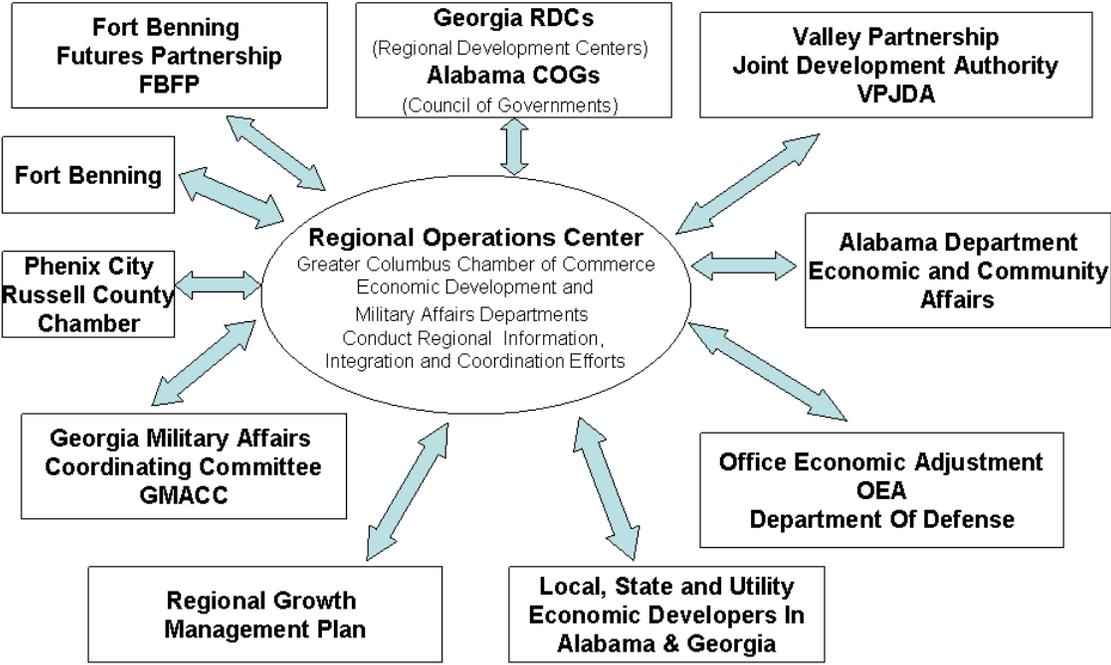
Regionalism Is The Key



Regional Growth Management Area



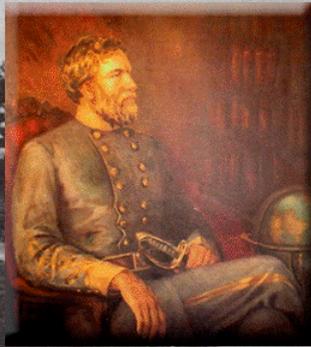
Regional Economic and Military Growth Integration



Established In 1918

FORT BENNING GA.
NO HUNTING
NO FISHING
OR TRESPASSING
**UNITED STATES
MILITARY RESERVATION**
SPEED LIM
40 MILE
PER HOUR

BG Henry Lewis Benning



Enduring Mission



**Train For The
Rigors of Combat**



US Army Maneuver Center of Excellence



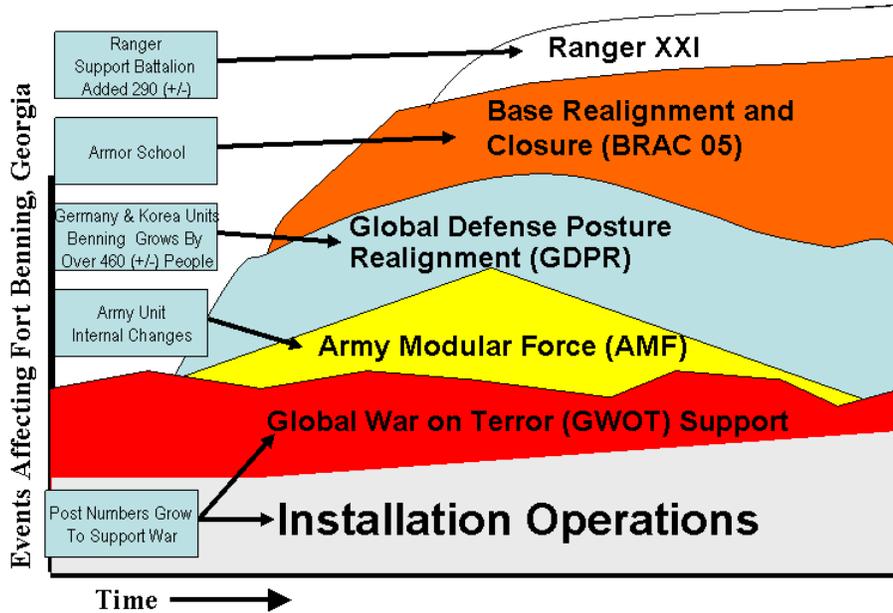
THE ARMOR SCHOOL

Training Soldiers... Training Leaders



Fort Benning Growth Factors

Some 24 Separate Initiatives Impacting Fort Benning



...an Opportunity to Set Conditions for Change

U. S. Army Approved Growth Estimates

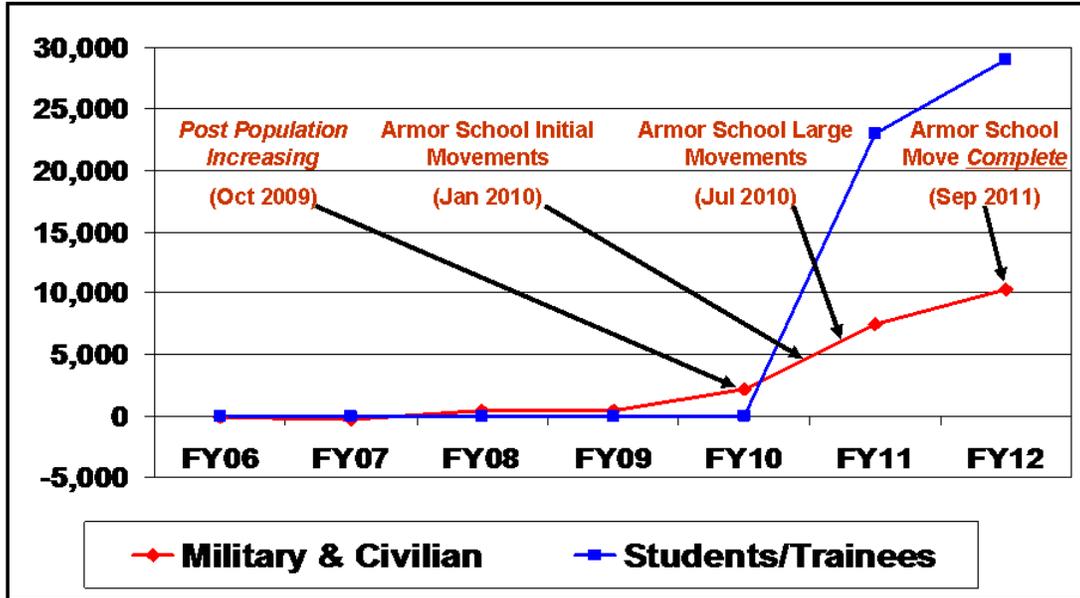
As Of May 2007

(24 January 2008)

	Number Jobs	Number Spouses	Number Children	Number School Age Children	Number Total
Military Service Members: Permanent Change Of Station	5,125	3,396	4,781	3,010	13,302
Civilians: Permanent Change Of Station	1,658	1,326	1,990	1,493	4,974
Contractors	3,500	2,800	4,200	3,150	10,500
	Population +	Spouses +	Children	=	Total Growth
Total	10,283	7,522	10,971	7,653	28,776

Preparing For Growth Timeline

(23 January 2008)





Fort Benning Impact Summary

Population Profile



Supported Population	Strength
Soldiers	39,411
Civilians and Contractors	8,690
Family Members	52,472
Alumni	19,907 +/-
Daily Supported Population (May Soon Include Retirees In Atlanta MSA)	120,480

Economic Impact

- One Of The US Army's Largest Training Installation
 - Premier Deployment Platform Deploying Soldiers, Civilians, And Units Anywhere In The World By Air, Rail, Or Sea.
 - Trains Members Of All The Armed Forces And Numerous Federal Agencies.
 - 108,000 Trained Per Year– Armor School Increases Another 30,000 (+)
 - Army Growing End Strength of 35,000, Could Add 10,000 (+/-) More Trainees Annually
 - Fort Benning – Salary \$110 Million Monthly
 - Fort Benning Contracts \$250 Million Monthly
 - BRAC & Other Force Changes Bring Another \$25-\$35 Million Monthly
-

Jobs and \$\$ for the Region

- **Fort Benning Growth**
 - 10,283 new jobs
 - \$ 2.9 Billion capital investment
 - **Kia**
 - 3,000 new jobs
 - \$1.2 Billion capital investment
 - **Aflac**
 - 2,000 new jobs
 - \$100 Million capital investment
-

PREPARING FOR GROWTH

Initial Regional Financial Impact

You Will Hear, Fort Benning Growth Is Army Stuff And We Will Never See Any Of It

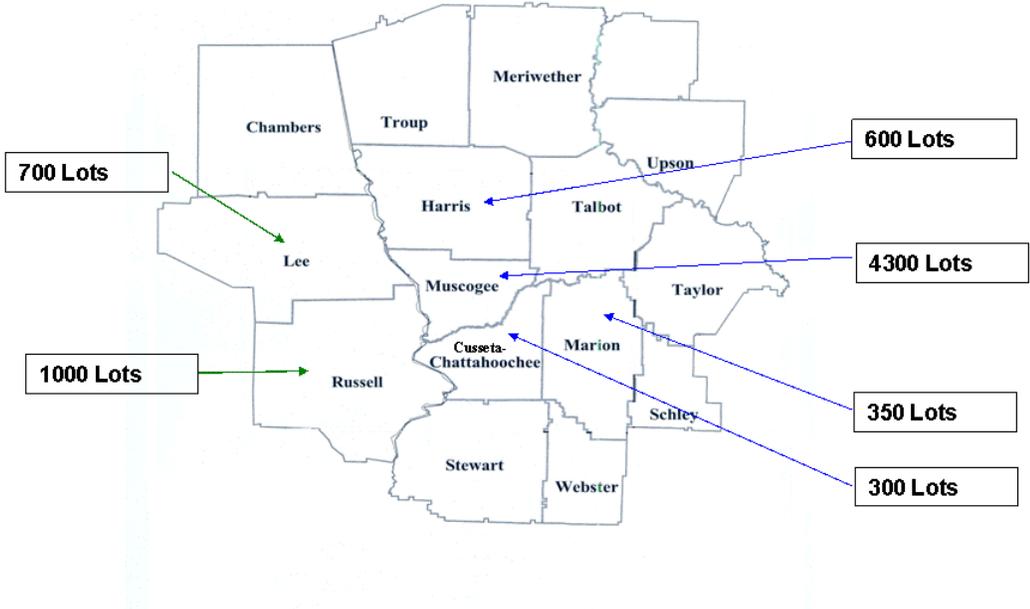
- **Clark Realty 50 Year, Fort Benning Housing Contract**
 - Last Calendar Year Provided \$34,000,000 Into Region's Economy
 - **Interchange At US 27 And I-185**
 - Alexander Construction Company Awarded \$17,000,000 Contract
 - **I-185 Widening Project (Along I-185 From Saint Mary's Road To US 27 & I-185 Intersection)**
 - Robinson Paving Awarded \$51,624,000 Contract
 - **Regional Contracts Already Exceed \$100,000,000**
-

Fort Benning's Residential Communities Initiative (RCI) Development Program

- End State Of **4,200** Homes--does Not Include BRAC
 - New Homes **2,377**
 - Renovating **272** Historic And **1,290** Non-Historic Homes
 - Building 4 Village Centers, 1 Neighborhood Center, 1 Welcome Center And 6 Outdoor Swimming Pools

 - Housing Capacity On Fort Benning Will **NOT** Increase
-

Regional Housing Future Growth Preparation



Focus To Prepare For Bi-State Growth

“Coordination and Synchronization Continue To Be Our Greatest Strengths”

- Education
 - Economic Impact
 - Encroachment
 - Funding Sources Developed To Support Growth
 - Healthcare
 - Housing
 - Legislative Support
 - Public Services
 - Social Services
 - Strategic Communications
 - Transportation
 - Utilities
 - Workforce Development
-

Preparing For Growth

“Coordination and Synchronization Continue To Be Our Greatest Strengths”

Major General Walter Wojdakowski

Commanding General

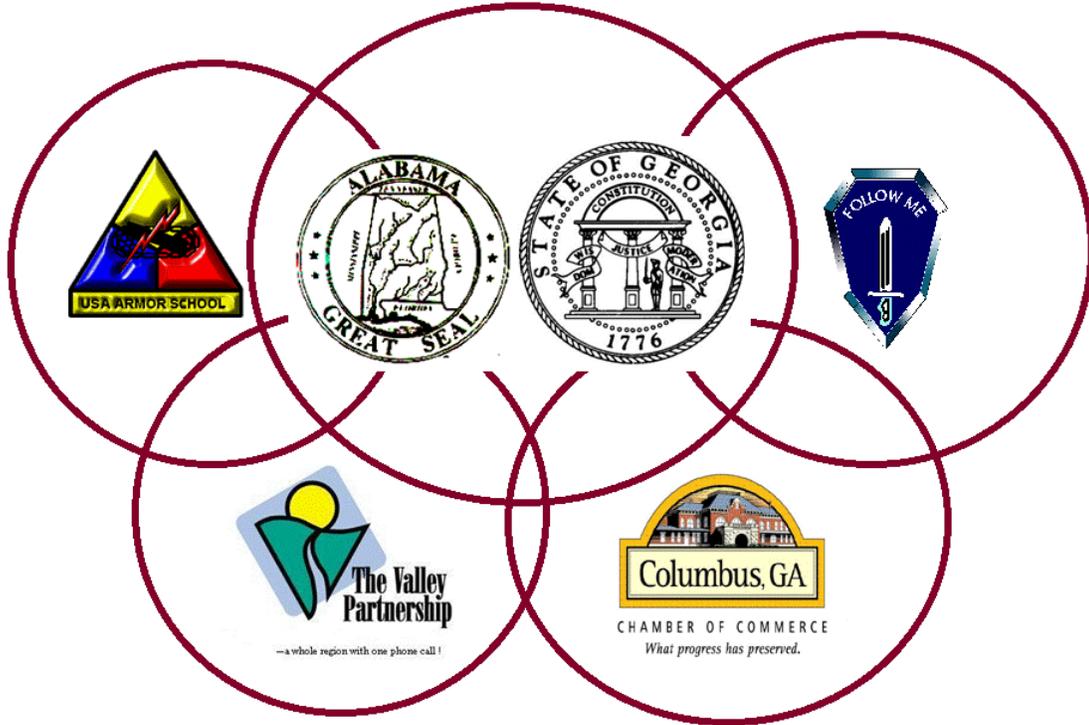
Fort Benning, Alabama and Georgia

- The Bi-State Area Addresses A Defense Industry Regional Economic Development Project Reflecting Thousands Of New Jobs And Billions In New Investment
 - This Unprecedented Bi-State Growth Phenomenon Requires Innovation, Initiative, Out Of The Box Thinking And Fast Focused Turn Around Results
 - Normal Planning Processes Or Business As Usual Will Fail
 - Our Strength Is Cooperation And Coordination Within The Chattahoochee Valley Region With Fort Benning, Bi-state Counties, Fort Benning Futures Partnership, Valley Partnership Joint Development Authority, And Agencies Of Both States Working Hard To Have Little To No Duplication Of Valuable Volunteer Or Governmental Efforts
 - Resolution Will Be Through Teaming With The Body Politic And Private Sector, But One Cannot Accomplish Without The Other
-

Regionalism Is The Key

***“Coordination and Synchronization Continue To Be
Our Greatest Strengths”
Major General Walter Wojdakowski
Commanding General
Fort Benning, Alabama and Georgia***

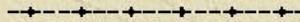
?? Questions ??



Attachment 4: LEA Briefing

*Education in the
Chattahoochee Valley and
Ft Benning Growth*

29 January 2008



***BACKGROUND OF VALLEY
EFFORTS***



Summer, 2005

The Chattahoochee Valley school districts (five in Georgia; three in Alabama) meet to discuss their joint challenges regarding the unprecedented growth which will come due to federal action.

The eight school districts band together to produce a document outlining their current capacities versus expected growth.



LEAs Involved

Chattahoochee County, GA

Harris County, GA

Marion County, GA

Muscogee County, GA

Talbot County, GA

Lee County, AL

Phenix City, AL

Russell County, AL

LEAs Being Added

- ✦ Barbour County, AL
- ✦ Sumter County, GA
- ✦ Stewart County, GA

Regional Growth Management Area



August, 2005

- ✦ The eight Boards of Education approve a joint application to the U.S. Department of Education, asking for assistance with school construction needs brought on by military growth.
- ✦ Education officials meet regularly with the Ft Benning Futures Partnership to coordinate efforts. Key point: Numbers are always those approved by Ft Benning.

November, 2005

- ✦ Superintendents and other administrators from the eight Chattahoochee Valley districts, as well as representatives from the DODEA system at Ft Benning, the Alabama and Georgia State Departments of Education and Phenix City government travel to Washington, DC for meetings with Georgia and Alabama representatives.



January, 2006

✦ Dr. John Phillips, Superintendent of Muscogee County, convenes a meeting in Atlanta for representatives from other “big gainer” installations nationwide. As a result of this meeting, the “Seven Rivers” coalition is formed to bring forward the challenges facing public school systems adjacent to military installations slated to experience dramatic growth.



Winter, 2006

✦ Members of the Seven Rivers Coalition continue to work with their own Senators and Representatives, as well as key committee chairs in Washington DC.

✦ Dr. Phillips testifies twice before House subcommittees as spokesperson for the Seven Rivers Coalition.



2006-2007

Efforts continue to raise awareness of the school construction issues facing Seven Rivers systems.

Additional representatives from other big gainer installation areas contact Dr. Phillips to be included in the Coalition's efforts (e.g., Ft. Knox, KY; Maryland installations.)



✦ Meetings are held with
State Departments of
Education and
Governors'
Representatives
Members of House of
Representatives and
Senate
Representatives from
OEA
Representatives from
OMB
Association of
Defense Communities



Fall, 2007

Coordination efforts continue with federal, state and local agencies

Numbers for military growth are refined by further work with Ft. Benning personnel.

All numbers are revised by LEAs to reflect

latest Ft Benning-approved numbers.

✦ Throughout, the Chattahoochee Valley Districts have used ONLY numbers approved by Ft. Benning.



Sample

Housing Construction and Potential School Implications

Yellow = \$150k or less
Red = \$150K to \$220k
Green = \$220K to \$275k
Blue = over \$275k
Each Circle represents a potential need for one or more schools



PROJECTION OF FACILITY NEEDS: METHODOLOGY

Determine projected student growth in a given school attendance zone

Identify number of new housing units proposed or in current development as identified by City or County Planning Divisions

Number of projected students is equal to 1.5 per household with distribution of 50% to elementary, 25% to middle and 25% to high school



PROJECTION OF FACILITY NEEDS, continued

Determine projected school enrollment based on this formula

Current enrollment plus projected growth in zone is then determined

Determine space needs

Compare projected enrollment to the building capacity specified by state Facility Plans

Determine number of classrooms needed



Steps and Timelines for School Construction

Secure financing (bonds or sales taxes passed)

✦ Acquire adequate land

Elementary: 10+
acres

Middle: 20+ acres

High School: 50
acres *at a minimum*; 75
preferred



✦ Simultaneously, secure architect and design school. It is difficult to use “canned” or cookie-cutter plans, as sites vary dramatically

✦ Georgia: After approval of site and plans by State Department of Education, bids can be let and construction will begin

✦ Alabama: The State Building Committee and Department of Education both must pass on the plan.

- ✦ In both states, the federal government must be involved if the district operates under any court order.



- ✦ Timelines for Actual Construction if land has already been acquired and all approvals granted:
 - Elementary: One year minimally
 - Middle: One year minimally
 - High School: Two years minimally



Preparing For Growth Timeline

-5,000 0 5,000 10,000 15,000 20,000 25,000 30,000 FY06 FY07 FY08
FY09 FY10 FY11 FY12 **Military & Civilian Students/Trainees** *Post*
Population Increasing (Oct 2009) Armor School Move Complete (Sep 2011)
Armor School Begins Initial Movements (Jan 2010)



Points for Consideration for Following Slides

✦ “Load Factor” is equal to the LEA
Enrollment divided by capacity.

Capacity can be misleading, as empty
seats are not evenly distributed throughout a
system

Growth itself does not distribute equally

- ✦ States can impose class size limits, with which LEAs must conform or risk loss of funding or accreditation
- ✦ Some growth has already occurred and is reflected in the numbers presented in the following summaries.
- ✦ All projections are in accordance with Ft Benning numbers

OVERVIEW OF EACH LEA



Muscogee County Schools, GA

✦ Current Enrollment: 32,763

2013 Projected Enrollment: 45,227

Total Growth, 2007-2013: 12,464

Mil/DoD Growth 2007-2013 (39% of Total) 4,876

System Capacity 2013: 37,085

Number Over Capacity: 8,142

Schools Needed: 8.9 Schools

Schools Needed: (Mil/DoD only): 3.48 Schools

Percent in Temporary Buildings: 22%

Construction Cost for 8.9 Schools: 154.9 million

Military/DoD Portion: 59.2million



Chattahoochee County Schools, GA

✦ Current Enrollment: 783

2013 Projected Enrollment: 2,506

Total Growth, 2007-2013: 1,723

Mil/DoD Growth 2007-2013 (59% of Total) 1,022

System Capacity 2013: 1,140

Number Over Capacity: 1,366

Schools Needed: 1.3 Schools

Schools Needed: (Mil/DoD only): .76 Schools

Percent in Temporary Buildings: 120%

Construction Cost for 1.3 Schools: 31 million

Military/DoD Portion: 20.8 million



Harris County Schools, GA

✦ Current Enrollment: 4,730

2013 Projected Enrollment: 6,619
Total Growth, 2007-2013: 1,889
Mil/DoD Growth 2007-2013 (27% of Total) 519
System Capacity 2013: 5,000
Number Over Capacity: 1,619
Schools Needed: 2.2 Schools
Schools Needed: (Mil/DoD only): .6 Schools
Percent in Temporary Buildings: 32%
Construction Cost for 2.2 Schools: 44.1 million
Military/DoD Portion: 9.7 million



Marion County Schools, GA

✦ Current Enrollment: 1,578

2013 Projected Enrollment: 1,769
Total Growth, 2007-2013: 191
Mil/DoD Growth 2007-2013 (75% of Total) 144
System Capacity 2013: 2,058
Number Over Capacity: 0
Schools Needed: 0 Schools
Schools Needed: (Mil/DoD only): 0 Schools
Percent in Temporary Buildings: 0
Construction Cost for Schools: N/A
Military/DoD Portion: N/A



Talbot County Schools, GA

✦ Current Enrollment: 654

2013 Projected Enrollment: 980
Total Growth, 2007-2013: 326
Mil/DoD Growth 2007-2013 (39% of Total) 144
System Capacity 2013: 1,250
Number Over Capacity: 0
Schools Needed: 0 Schools
Schools Needed: (Mil/DoD only): 0 Schools
Percent in Temporary Buildings: 0
Construction Cost for Schools: N/A
Military/DoD Portion: N/A



Lee County Schools, AL

✦ Current Enrollment: 9,892

2013 Projected Enrollment: 10,704
Total Growth, 2007-2013: 812
Mil/DoD Growth 2007-2013 (96% of Total) 777
System Capacity 2013: 9,700
Number Over Capacity: 1,004
Schools Needed: 1.1 Schools
Schools Needed: (Mil/DoD only): 1.0 Schools
Percent in Temporary Buildings: 10%
Construction Cost for 1.1 Schools: 21.2 million
Military/DoD Portion: 19.3 million



Phenix City Schools, AL

★ Current Enrollment: 5,900

2013 Projected Enrollment: 7,866
Total Growth, 2007-2013: 1,966
Mil/DoD Growth 2007-2013 (39% of Total) 766
System Capacity 2013: 6,319
Number Over Capacity: 1,547
Schools Needed: 1.6 Schools
Schools Needed: (Mil/DoD only): .6 Schools
Percent in Temporary Buildings: 24%
Construction Cost for 1.6 Schools: 30.9 million
Military/DoD Portion: 11.6 million



Russell County Schools, AL

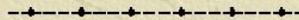
★ Current Enrollment: 3,741

2013 Projected Enrollment: 5,017
Total Growth, 2007-2013: 1,276
Mil/DoD Growth 2007-2013 (39% of Total) 383
System Capacity 2013: 4,400
Number Over Capacity: 617
Schools Needed: .9 Schools
Schools Needed: (Mil/DoD only): .18 Schools
Percent in Temporary Buildings: 14%
Construction Cost for 1 School: 20.2 million
Military/DoD Portion: 3.7 million

Total Regional View

* Current Enrollment:	40,508
– 2013 Projected Enrollment:	56,626
– Total Growth, 2007-2013:	16,118
– Mil/DoD Growth 2007-2013 (47% of Total)	7,653
– Number Over Capacity:	13,894
– Schools Needed:	14.6 Schools
– Schools Needed: (Mil/DoD only):	6.9 Schools
– Percent in Temporary Buildings:	21%
– Construction Cost for 14.6 Schools:	281.8 million
– Military/DoD Portion:	133.2 million

A Tripartite Partnership



✦ Systems expect to utilize fully all possible resources at their disposal

- Classroom space used to the maximum
- Each building canvassed for all possible teaching spaces (“Algebra on the Stage”)
- Attendance zone changes employed when feasible
- Portables employed
 - Issues with parental perception, safety, loss of instructional time and technology
 - Average of \$10,000 to provide Internet to portables
- Scheduling possibilities reviewed: Extended Day (Double Sessions) and Extended Year

✦ Local taxing authorities have been called upon and will in all probability continue to be called upon to meet local needs.

✦ This includes

- Referenda to issue bonds
- In Georgia: Special Purpose Local Option Sales Tax elections (SPLOST)
- SPLOST: Five year maximum, one cent for school construction and renovation *only*. The SPLOST expires after five years OR whenever projected revenue is collected, whichever comes first.

✦ As an example, Muscogee County passed SPLOSTS in 1997 and 2003.

✦ In the 1997 SPLOST:

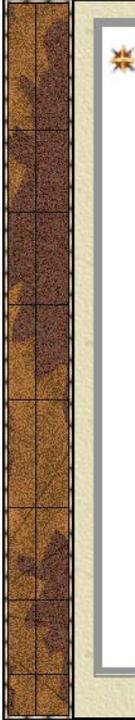
- 246 instructional units were built as additions to 34 existing schools.
- Renovations only at 6 more schools
- 8 new schools constructed
- \$140,053,427 raised by One Cent Tax
- \$20,092,913 of local money also used
- \$38,699,417 earned from GFSIC (GA School Construction Funds)
- TOTAL: \$188,031,616

✦ In the 2003 SPLOST:

- \$118,370,443 has been collected to date
- Anticipated total collection is \$148,720,000
- Four new schools constructed (the last is opening this month)
- Renovations including reroofing and HVAC are being done at 52 existing schools
- 38 million for technology
 - Infrastructure including WAN and LANs
 - Modern computers in classrooms and wireless labs in middle and high schools
 - *Equity* in technology throughout the district

- ✦ In Alabama, districts must rely on bonded indebtedness, authorized by the voters.
- ✦ In BOTH states, there are millage caps placed on districts.

***THE LOCAL CITIZENRY IS
DOING ITS SHARE!***



✦ States can do their share

– Georgia: One of the best school construction supports in the nation

- Even at that, as an example, Muscogee County has garnered the following amounts in state construction money:

- 2005: None
- 2006: 3,236,091
- 2007: 1,258,070
- 2008: 122,857 (projected)
- Average area building costs have risen dramatically (See next slide)
-

– Alabama: Provides no support for school construction from the state level



Typical Building Costs for School Construction in This Area

- Costs cited occurred in Muscogee County School District, reported per square foot
- Fox Elementary (2001) \$77
- North Columbus Elementary (2006) \$114
- Veterans Memorial Middle (2007) \$140
- Eagle Ridge Elementary (2007) \$169
- Rigdon Road Elementary (2008) est \$178



The Remaining Partner is the Federal Government

- Military Impact Aid is appreciated, but does not begin to offset any “bricks and mortar” costs. As an example, MCSD receives the following as Military Impact Aid:
 - For FY 07, \$1,418,356 dollars of Impact Aid was received for 6,942 federally connected students.



Here is a 11-Year History of Impact Aid in Phenix City Schools

1998:	34,928	2003:	36,062
1999:	23,218	2004:	33,934
2000:	22,193	2005:	50,513
2001:	25,398	2006:	37,823
2002:	37,668	2007:	46,041

Impact Aid Offsets Some Operational Costs

- ✦ INSERT PRO FORMA FOR MUSCOGEE

- ✦ The Chattahoochee Valley School Districts are not seeking any help with operational costs, although MCSD analyses show that the growth in FTE and Military Impact Aid funding due to increased numbers will offset only around 50% of increased operational costs
- ✦ Operational costs include personnel; textbooks, instructional and media materials; technology hardware and software; and increased maintenance, transportation and other support services.



- The Chattahoochee Valley School Districts are not seeking any help with costs associated with normal, non-federally connected growth issues.
- All districts have been careful to tailor their requests to numbers produced by and/or approved by Ft. Benning personnel only.



Conclusion

- The Chattahoochee Valley School Districts realize that our dilemma regarding federally-initiated growth falls into the category of “what a wonderful problem to have.”
- All are excited about the expanded opportunity to work with Ft Benning and most especially to serve the children of its personnel

✦ Our challenge remains in providing the best education possible for all students in Chattahoochee Valley Schools.

The special mission of the Chattahoochee Valley Schools is simple: To provide the finest education to the children of our nation's military. We will do our part and more. We ask for support to insure that all teachers and children have adequate classroom space in which to teach and learn as we face unprecedented federal growth in our schools.

Attachment 5: Information Requested by Senior Leadership

Information Requested	Description
Projected increase in K-12 student population (Mr. O'Brien)	A description of the projected increase in the number of school aged children that is agreed upon by Fort Benning and Army Headquarters, with comments from the Valley Partnership.
State of Georgia's contribution to school capital funds (Mr. O'Brien)	A brief description of how the State of Georgia contributes to the construction, expansion, or renovation of public schools.
State of Alabama's processes for funding new school construction and expansion (Mr. O'Brien)	A description of the process through which school construction and expansion are funded and approved in the State of Alabama. The description should clearly describe roles for the local educational agencies, counties, cities, the state legislature, the governor, and other relevant factors, such as consent decrees.
State of Alabama public education fiscal status and funding practices	A summary of current fiscal conditions for the Alabama State Department of Education and LEAs near Fort Benning, plus a brief description of how the State of Alabama funds LEA expenses (which operating costs receive state funds; the lag between incurring expenses and receiving state reimbursements, etc.)
Teacher recruitment	A description of the challenges, if any, of recruiting teacher in LEAs near Fort Benning. Highlight teacher certification issues, if any.
Student to teacher ratios in Alabama and Georgia	Provide state mandated student to teacher ratios in each state.
Potential to provide matching funds	A description of state and local abilities to provide matching funds should federal funds for school construction or expansion become available. Discuss funding mechanisms (special taxes) and capacities.

Q1: SCHOOL AGE CHILDREN PROJECTIONS

Attachment 6: Responses to Requested Data

QUESTION

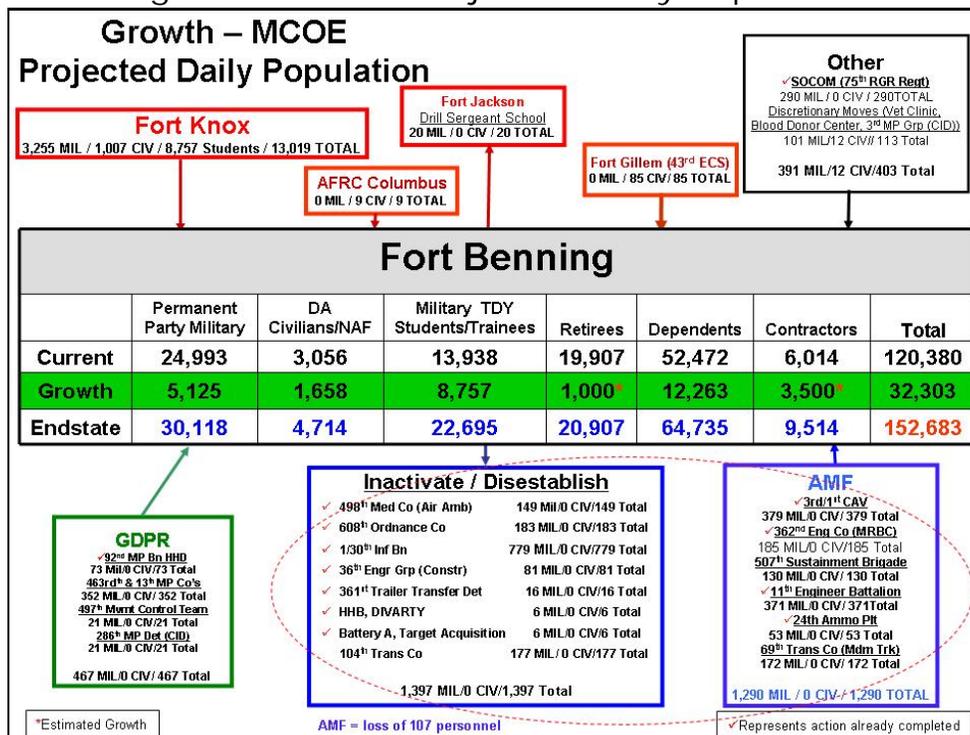
Describe the projected increase in the number of school aged children that is agreed upon by Fort Benning and Army Headquarters.

Include comments from the Valley Partnership Joint Development Authority (VPJDA) and the Local Education Authorities (LEAs).

RESPONSE

Fort Benning will grow as a result of BRAC 2005, conversion to Army Modular Force, Global Defense Posture Realignment, and the planned increase in the size of the Army due to Transformation. The installation expects its population to increase by 5,125 new permanent military personnel, 1,658 civilian employees, and its daily training load by 8,757 military trainees/TDY students. Additionally it is estimated some 3,500 more contractor personnel will move to the region in support of these initiatives. Fort Benning population growth projections are depicted by cause (BRAC 2005 actions are in shown in red, AMF in blue and GDPR in green) and type in Figure 1 - MCOE Projected Daily Population.

Figure 1 – MCOE Projected Daily Population



Q1: SCHOOL AGE CHILDREN PROJECTIONS

The projections for military and civilian Department of the Army employees listed in Figure 1 are consistent with the most current revision to the Army Stationing and Installation Plan (ASIP). ASIP is the official Army database of populations on Army installations worldwide. It is based on the Structure and Manpower Allocation System (SAMAS) and The Army Authorization Document System (TAADS) as well as other official Army data sources.

Contractor growth is estimated based on consideration of existing workforce data, projected increases, and the volume of planned construction over time. The current estimates for contractor growth (3,500) consists of 1,000 (Garrison, MEDDAC & DENTAC contractor increases); 1,000 associated with transformation growth due to BRAC directed organizational relocations (U.S. Army Armor School, Equipment Concentration Site, etc.); and 1,500 construction related contractors between programmed RCI and BRAC construction.

During the Economic Adjustment Committee Education Growth Site Visit to Fort Benning, GA on January 29, 2008, there was a discrepancy identified between the school age children growth anticipated by the community and what the Army was tracking. A working level meeting was held to resolve the discrepancy. The following personnel met to develop a consensus on what the school age children projections for Fort Benning would be due to Army transformation related initiatives.

Attendees:

- Jay Brown, Fort Benning BRAC Program Manager
- Gary Jones, Senior VP of the Columbus Chamber of Commerce/Valley Partnership
- Bryant Monroe, Project Manager, Office of Economic Adjustment, Department of Defense
- Susan E. Johnson, Associate Director, Legislation and Policy, Department of Defense Education Activity Educational Partnership Directorate
- PK Tomlinson, Assistant Deputy, Child & Youth Services and Family Member Education
- Christie Smith, Chief, Operations Division, Operations Directorate, ACSIM

Consensus - Fort Benning Region School Age Children Population Growth:

Local communities need to plan in advance for increased school aged children population. DOD, HQDA, Fort Benning, GA State and local communities are in agreement that the increased Fort Benning, GA population causes a 7,133 increase in school-aged children. This total is comprised of 3,983 from federal employees (military and civilian) and of 3,150 from contractor personnel. Only federally affiliated employee school-age children (totaling 3,983) are included in

Q1: SCHOOL AGE CHILDREN PROJECTIONS

federal education impact aid. Figure 2 - Fort Benning School Age Children Growth represents the projected number of active duty military, DA civilians, contractors, and school age children.

Figure 2 - Fort Benning School Age Children Growth

U. S. Army Approved Growth Estimates					
(29 January 2008)					
Growth Categories	Number Jobs	Number Spouses	Number Children	Number School Age Children	Number Total
Military Service Members: Permanent Change Of Station	5,125	2,973	4,780	3,021	12,878
Government Civilians: Permanent Change Of Station	1,658	1,236	1,274	962	4,168
Contractors	3,500	2,800	4,200	3,150	10,500
	Population +	Spouses +	Children	=	Total Growth
Total	10,283	7,009	10,254	7,133	27,546

January 29, 2008

Q1: SCHOOL AGE CHILDREN PROJECTIONS

METHODOLOGY

Calculations used to arrive at the School Age Children Growth estimates as shown in Figure 3 – Fort Benning School Age Children Growth Calculations are detailed as follows:

0.484 : Benning non-cadre military multiplier

- = 48% of soldiers' households having children
- x 1.6 children per household (ASIP/Army national standard)
- x 63% of children being of school age (ASIP/Army national standard)

0.65 : Benning cadre military multiplier

- = 48% of households having children
- x 2.14 children per household (5 yrs of historical data on Ft Benning.)
- x 63% of children being of school age (ASIP/Army national standard)

0.58 : Benning DoD civilian multiplier

- = 48% of households having children
- x 1.6 children per household (ASIP/Army national standard)
- x 75% of children being of school age (Georgia Dept of Education, justified based on the existence of pre-K and Kindergarten requirements state-wide.)

0.9 : Benning contractor multipliers

- = 80% of households having children (Local historical data)
- x 1.5 children per household (Local historical data)
- x 75% of children being of school age (Georgia Dept of Education)

Figure 3 – Fort Benning School Age Children Growth Calculations

Population Category	Anticipated Growth	Student Growth Factor	Projected School Age Children Growth
MILITARY			
Other Military Growth	1,870	0.484	905
Training Base Cadre (Armor School)	3,255	0.65	2,116
Subtotal	5,125		3,021
CIVILIAN			
Government Civilians	1,658	0.58	962
Subtotal	6,783		962
Active Duty Military/ Government Civilian Total	6,783		3,983
CONTRACTORS			
	3,500	0.9	3,150
TOTAL GROWTH	10,283		7,133

Q1: SCHOOL AGE CHILDREN PROJECTIONS

Based on the total projected growth in school age children (PreK-12) in the Fort Benning region, Figure 4 shows the expected distribution of school age children growth by grade.

Note:

- The distribution for Alabama school districts calculations are based on Army-wide distribution factors.
- The distribution for Georgia schools must also take into account the portion of the overall estimated total that will be distributed to Pre-K, and is calculated based on the current distribution of students by grade in the associated Georgia districts. (Factors do not add due to rounding.)

Figure 4 – Projected Growth Distribution by Grade

Grade	Alabama		Georgia		Totals
	Factor	Sub-Totals	Factor	Sub-Totals	
Pre-K	N/A	N/A	3%	166	166
K-1	20%	318	15%	831	1,150
2-3	18%	287	16%	887	1,173
4-5	17%	271	14%	776	1,046
6-7	15%	239	16%	887	1,125
8-9	13%	207	16%	887	1,094
10-11	10%	159	15%	831	990
12	7%	111	6%	332	444
TOTALS		1,592		5,541	7,133

Q1: SCHOOL AGE CHILDREN PROJECTIONS

Current distribution of projected school age children growth across the LEAs within the Fort Benning region is shown in Figure 5.

Figure 5 – Distribution of Projected Growth by LEA

State	School District	Current Enrollment	2013 Projected Enrollment	Total Growth, 2007-2013	Percent Growth Distribution	Mil/DoD Growth 2007-2013	Mil/DoD Growth 2007-2013 (% of Total)
GA	Chattahoochee County	783	2,506	1,723	12%	845	49%
GA	Harris County	4,730	6,619	1,889	6%	429	23%
AL	Lee County	9,892	10,704	812	9%	642	79%
GA	Marion County	1578	1,769	191	2%	119	62%
GA	Muscogee County	32,763	45,227	12,464	56%	4,030	32%
AL	Phenix City	5,900	7,866	1,966	9%	633	32%
AL	Russell County	3,741	5,017	1,276	4%	317	25%
GA	Talbot County	654	980	326	2%	119	37%
TOTALS		60,041	80,688	20,647	100%	7,133	35%

CONCLUSION

The projected growth numbers shown in Figures 1-5 are the current best estimates by HQDA, Fort Benning, and the Local Education Authorities (LEAs) that support the military and civilian population working on Fort Benning.

Points of Contact:

- Mr. Jay Brown, Fort Benning
- Ms. Christie Smith, DA-ACSIM
- Mr. Gary Jones, The Valley Partnership Joint Development Authority.

Q2: STATE OF GEORGIA CAPITAL FUNDING

QUESTION

Briefly describe how the State of Georgia contributes to the construction, expansion, or renovation of public schools.

RESPONSE

Every school system in the state of Georgia is required to have a local facilities plan. This plan projects the enrollment of the system five years in the future. Every educational facility is listed in the plan and has all classroom additions, renovations, and modifications listed by facility. It also contains proposed new educational facilities.

There are formulas applied to the local facilities plan to determine which identified needs are eligible for State Capital Outlay earnings. The plan concludes with summary pages that list each facility and its identified needs, the portion of those needs eligible for State Capital Outlay funding and the portion of those needs that will be at local cost.

The State eligible need for each of the 180 school systems is totaled to get a State capital outlay need. Every year, the State legislature appropriates up to \$200,000,000 for regular capital outlay earnings and an additional \$100,000,000 for systems that grow in enrollment by at least 65 students and 1.5 % of the total population. A ratio between the entire State need and each school system's needs is calculated. The system receives that ratio amount of the funds appropriated that year by the State legislature.

Following on the next page are the Laws (20-260, 20-261, and 20-262) that address the State Capital Outlay Program:

Point of Contact

- Mr. Stuart Bennett, GA DOE

Q2: STATE OF GEORGIA CAPITAL FUNDING

GEORGIA CODE
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*** Current through the 2007 Regular Session ***

TITLE 20. EDUCATION
CHAPTER 2. ELEMENTARY AND SECONDARY EDUCATION
ARTICLE 6. QUALITY BASIC EDUCATION
PART 10. CAPITAL OUTLAY FUNDS

O.C.G.A. § 20-2-260 (2007)

§ 20-2-260. (For effective date of repeal, see note) Capital outlay funds generally

(a) It is declared to be the policy of the State of Georgia to assure that every public school student shall be housed in a facility which is structurally sound and well maintained and which has adequate space and equipment to meet each student's instructional needs as those needs are defined and required by this article.

(b) As used in this Code section, the following words or terms shall have the following meanings:

(1) "Addition" refers to square footage of room floor space for instructional or other purposes added to an existing educational facility, whether physically connected thereto or a separate structure located on the same site.

(2) "Annual debt service" is defined as expenditures for the annual retirement of debt for capital outlay construction projects for educational facilities and shall include the interest on the principal as well as the principal of the debt.

(3) "Capital outlay" includes, but is not necessarily limited to, expenditures which result in the acquisition of fixed assets, existing buildings, improvements to sites, construction of buildings, construction of additions to buildings, retrofitting of existing buildings for energy conservation, and initial and additional equipment and furnishings for educational facilities.

(4) "Construction project" refers to the construction of new buildings, additions or expansion of existing buildings, relocation of existing buildings or portions thereof, renovation or modernization of existing buildings or structures, and procedures and processes connected thereto, related to educational facilities.

(5) "Educational facilities" shall include buildings, fixtures, and equipment necessary for the effective and efficient operation of the program of public education required by this article, which, without limiting the generality of the foregoing, shall include

Q2: STATE OF GEORGIA CAPITAL FUNDING

classrooms, libraries, rooms and space for physical education, space for fine arts, restrooms, specialized laboratories, cafeterias, media centers, building equipment, building fixtures, furnishings, related exterior facilities, landscaping and paving, and similar items which the State Board of Education may determine necessary. The following facilities are specifically excluded: swimming pools, tracks, stadiums, and other facilities or portions of facilities used primarily for athletic competition and the central and area administrative offices of local units of administration.

(6) "Educational facilities survey" is defined as a systematic study of present educational facilities and a five-year forecast of future needs.

(7) "Entitlement" refers to the maximum portion of the total need that may be funded in a given year.

(7.1) "Exceptional growth" means that growth experienced by an exceptional growth system under the calculations specified in subparagraph (j)(2)(A) of this Code section.

(8) "Full-time equivalent student count" is defined as the average of the two full-time equivalent counts pursuant to subsection (d) of Code Section 20-2-160 for a school year.

(9) "Local funds" refers to funds available to local school systems from sources other than state and federal funds except any federal funds designed to replace local tax revenues.

(10) "Local school system's 1 percent local sales tax wealth" is defined as the funds in dollars generated or which could be generated during the year by a 1 percent sales tax.

(11) "Local wealth factor" is defined as the average of the property tax wealth factor and the sales tax wealth factor. The property tax wealth factor is determined by dividing the local school system's net equalized adjusted property tax digest per weighted full-time equivalent student by the state-wide net equalized adjusted property tax digest per weighted full-time equivalent student. The sales tax wealth factor is determined by dividing the local school system's 1 percent local sales tax wealth per weighted full-time equivalent student by the state-wide 1 percent sales tax wealth per weighted full-time equivalent student.

(12) "Net equalized adjusted property tax digest" is defined as the equalized adjusted property tax digest furnished pursuant to Code Section 48-5-274, reduced in accordance with paragraphs (1) and (2) of subsection (a) of Code Section 20-2-164.

(13) "Physical education facility" is defined as any facility which is designed for an instructional program in physical education and shall exclude any spectator stands, lobbies, public restrooms, concession areas, or space normally identified to serve only the interscholastic athletic program in which the school may participate.

(14) "Renovation" or "modernization" or both refers to construction projects which

Q2: STATE OF GEORGIA CAPITAL FUNDING

consist of the installation or replacement of major building components such as lighting, heating, air-conditioning, plumbing, roofing, electrical, electronic, or flooring systems; millwork; cabinet work and fixed equipment; energy retrofit packages; or room-size modifications within an existing facility, but excluding routine maintenance and repair items or operations.

(15) "Required local participation" is defined as the amount of funds which must be contributed by local school systems from local funds for each construction project.

(16) "Unhoused students" is defined as those students who are not housed in school facilities which are structurally sound with adequate space as defined by the state board.

(17) "Weighted full-time equivalent student count" is defined as the most recent weighted full-time equivalent count as defined in paragraph (8) of subsection (a) of Code Section 20-2-165.

(c) The State Board of Education shall adopt policies, guidelines, and standards, pursuant to Chapter 13 of Title 50, the "Georgia Administrative Procedure Act," that meet the requirements specified in this Code section. The state board's responsibilities shall include the following:

(1) To adopt policies, guidelines, and standards for the annual physical facility and real property inventory required of each local school system. This inventory shall include, but not be limited to: parcels of land; number of educational facilities; year of construction and design; size, number, and type of construction space; amount of instructional space in permanent and temporary buildings; designations for each instructional space in permanent and temporary buildings occupied by designated state approved instructional programs, federal programs, or local programs not required by the state; local property assessment for bond purposes; outstanding school bonds and annual debt service; and buildings and facilities not in use or rented or leased to individuals or other agencies of government, or used for other than instructional programs required by this article, each identified by its current use. Department of Education staff shall annually review, certify the accuracy of, and approve each local school system's inventory;

(2) To adopt policies, guidelines, and standards for the educational facilities survey required of local school systems. The educational facilities survey shall be initiated by written request of a local board of education. The request may suggest the number of teams and the individuals constituting such teams to participate in the survey. However, it shall be the responsibility of the Department of Education to constitute the makeup of the necessary teams. Said teams shall exclude local residents; employees of the local board of education, the servicing regional educational services agency, and other educational centers and agencies servicing the local board; and individuals deemed unacceptable by the local board. The state board shall establish and maintain qualification standards for participants of survey teams. Each educational facilities survey shall include, but not be limited to, an analysis of population growth and development patterns; assessment of existing instructional and support space; assessment of existing educational facilities;

Q2: STATE OF GEORGIA CAPITAL FUNDING

extent of obsolescence of facilities; and recommendations for improvements, expansion, modernization, safety, and energy retrofitting of existing educational facilities. The Department of Education staff shall review and certify as to the accuracy of each educational facilities survey. The state board shall approve or reject the recommendations of the survey team and shall establish appeal procedures for rejected surveys;

(3) To adopt policies, guidelines, and standards for educational facilities construction plans. Local school system facilities construction plans shall include, but not be limited to, a list of construction projects currently eligible for state capital outlay funds, if any; educational facilities projected for abandonment, if any; educational facilities projected as needed five years hence; proposed construction projects for modernization, renovation, and energy retrofitting; proposed construction projects for the purpose of consolidating small, inefficient educational facilities which are less than the minimum size specified in subsection (q) of this Code section; and other construction projects needed to house the instructional programs authorized by provisions of this article;

(4) To adopt uniform rules, regulations, policies, standards, and criteria respecting all location, construction, equipping, operating, maintenance, and use of educational facilities as may be reasonably necessary to assure effective, efficient, and economical operation of the schools and all phases of the public education program provided for under the provisions of this article. Such matters shall include, but not be limited to, the method, manner, type, and minimum specifications for construction and installation of fixtures and equipment in educational facilities; space requirements per student; number and size of classrooms; allowable construction costs based on current annual construction cost data maintained by the Department of Education; and other requirements necessary to ensure adequate, efficient, and economical educational facilities. The state board shall adopt policies or standards which shall allow renovation costs up to the amount of new construction of a replacement facility, provided that the renovated facility provides comparable instructional and supportive space and has an extended life comparable to that of a new facility. Except for satisfying the most recent life safety codes, facilities which are undergoing renovation, modernization, or additions shall otherwise meet requirements applicable to them prior to renovation, modernization, or additions, provided that such additions do not increase the student capacity of the facility substantially above the capacity for which it was designed;

(5) To develop a state-wide needs assessment for purposes of planning and developing policies, anticipating state-wide needs for educational facilities, and providing assistance to local school systems in developing educational facilities plans. The state-wide needs assessment shall be developed from, among other sources, vital statistics published by the Department of Human Resources, census data published by the Bureau of the Census, local school system educational facilities and real property inventories, educational facilities surveys, full-time equivalent student projection research, and educational facilities construction plans; shall reflect circumstances where rapid population growth is caused by factors not reflected in full-time equivalent student projection research; and shall give priority to elementary school construction. In addition, the state board shall develop a consistent, systematic research approach to full-time equivalent student

Q2: STATE OF GEORGIA CAPITAL FUNDING

projections which will be used in the development of needs within each local unit. Projections shall not be confined to full-time equivalent resident students but shall be based on full-time equivalent student counts which include full-time equivalent nonresident students, whether or not such full-time equivalent nonresident students attend school pursuant to a contract between local school systems. The full-time equivalent projection shall be calculated in accordance with subsection (m) of this Code section. The survey team will use such projections in determining the improvements needed for the five-year planning period. The state board shall also develop schedules for allowable square footage and cost per square foot and review these schedules annually. The cost estimate for each recommended improvement included in the plan shall be based on these schedules. Any increase in cost or square footage for a project beyond that allowed by state board schedules for such projects shall be the responsibility of the local school system and shall not count toward present or future required local participation. The schedules for allowable square footage and cost per square foot shall be specified in regulations by the State Board of Education;

(6) To adopt policies, standards, and guidelines to ensure that the provisions of subsections (e), (f), (g), (h), (i), (j), and (k.1) of this Code section relating to uses of state capital outlay funds, state and local share of costs, entitlements, allocation of capital outlay funds, advance funding for certain construction projects, exceptional growth construction projects, and consolidation of schools across system lines are carried out;

(7) To review and approve proposed sites and all architectural and engineering drawings and specifications on construction projects for educational facilities to ensure compliance with state standards and requirements, and inspect and approve completed construction projects financed in whole or in part with state funds, except construction projects under supervision of the Georgia State Financing and Investment Commission. The state board may designate selected local units of administration which have staff qualified for such purposes to act on behalf of the Department of Education in such inspections, when the project is not under the direction of the Georgia State Financing and Investment Commission;

(8) To coordinate construction project reviews with the state fire marshal's office and the Department of Human Resources;

(9) To provide procedures whereby local school systems may revise their educational facilities plans or the priority order of construction projects requested to reflect unforeseen changes in locally identifiable needs, which revisions shall be approved by the State Board of Education, providing that such revisions meet state and local building codes, fire marshal certification, architectural requirements, and minimum size requirements under subsection (q) of this Code section; and

(10) To adopt uniform rules, regulations, policies, standards, and criteria respecting all location, construction, equipping, operating, maintenance, and use of education facilities which are used as schools and that are historic landmarks and which are registered as historic landmarks with the National Register of Historic Places or the Georgia Register

Q2: STATE OF GEORGIA CAPITAL FUNDING

of Historic Places or are certified by the state historic preservation officer as eligible for such registration and the expenditure of capital outlay funds otherwise available to a school system for such purposes.

(d) In order to qualify for and receive state capital outlay funds in accordance with provisions of subsections (g) and (h) of this Code section, each local school system must meet the following conditions and requirements:

(1) Prepare and annually update the real property inventory in accordance with provisions of subsection (c) of this Code section;

(2) Complete a local educational facilities plan in accordance with provisions of subsection (c) of this Code section. Each proposed construction project shall be identified according to the purposes for capital outlay funds as provided in subsection (e) of this Code section. Each local school system shall specify the order of importance of all proposed construction projects, giving priority to elementary school construction projects. When two or more local school systems agree on the need for a consolidation project pursuant to subsection (e) of this Code section, the estimated construction cost shall be prorated to the participating local school systems and included with their identification of needs in accordance with the proportion of the number of students to be served from each local school system;

(3) Prepare and annually update the local educational facilities needs in accordance with provisions of subsection (c) of this Code section;

(4) Complete a comprehensive educational facilities survey at least once every five years in accordance with provisions of subsection (c) of this Code section in order to formulate plans for educational facilities to house adequately the instructional program authorized by this article. Prior to initiating the survey, the local school system must file a written request with the State Board of Education that a survey be done in its behalf and recommending the individuals who will conduct it. The cost of the survey shall be paid from local funds;

(5) Submit requests for capital outlay funds to the Department of Education;

(6) Submit descriptions of proposed educational facility sites and all architectural and engineering drawings and specifications for educational facilities to the Department of Education for review and approval in accordance with provisions of subsection (c) of this Code section;

(7) Revise the local educational facilities plan and priority order of requested construction projects in accordance with provisions of subsection (c) of this Code section;

(8) Provide required local participation; and

(9) The Bryan County and Laurens County school systems shall be considered sparsity

Q2: STATE OF GEORGIA CAPITAL FUNDING

systems under Code Section 20-2-292 due to barriers which divide each of the systems for the purpose of capital outlay funding. The State Board of Education shall not apply base size criteria or require other criteria under Code Section 20-2-292 to Bryan County and Laurens County when qualifying requested construction projects under this Code section.

(e) State capital outlay funds for educational facilities appropriated in accordance with provisions of this Code section shall be used for the following purposes:

(1) To provide construction projects needed because of increased student enrollment or exceptional growth or to replace educational facilities which have been abandoned or destroyed by fire or natural disaster and which shall consist of new buildings and facilities on new sites or new additions to existing buildings and facilities, or relocation of existing educational facilities or portions thereof to different sites;

(2) To provide construction projects to renovate, modernize, or replace educational facilities in order to correct deficiencies which produce educationally obsolete, unsafe, inaccessible, energy inefficient, or unsanitary physical environments;

(3) To provide construction projects for new additions to existing educational facilities or relocation of existing educational facilities or portions thereof to different sites in order to house changes in the instructional program authorized and funded under provisions of this article or new educational facilities on new sites or new additions to existing ones as a result of internal population shifts or changes in attendance zones within the local school system;

(4) To provide construction projects to consolidate educational facilities which have fewer pupils than required for the minimum school population specified in subsection (q) of this Code section or which are too expensive to renovate or modernize due to obsolescence or location and which shall consist of new educational facilities on new sites, new additions to existing sites, or relocation of existing educational facilities or portions thereof to different sites;

(5) To provide construction projects to consolidate the total student populations in elementary, middle, or high schools across local school system lines. In such projects, there shall be no requirement to include a vocational wing as defined within the high school structure but neither shall such vocational wing be excluded for funding purposes;

(6) To reimburse local school systems for current principal payments on local indebtedness for state approved construction projects for educational facilities. No local school system may request funds for the purposes of this paragraph unless and until all construction projects identified in its construction plan for the purposes of paragraphs (1) through (5) of this subsection have been completed;

(7) To provide construction projects to renovate or modernize facilities which are historic landmarks and are registered as historic landmarks with the National Register of

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Historic Places or the Georgia Register of Historic Places or are certified by the state historic preservation officer as eligible for such registration in order to correct deficiencies which produce educationally obsolete, unsafe, inaccessible, energy inefficient, or unsanitary physical environments; provided, however, that local school boards shall be required to use the facility which is or is eligible to be a historic landmark as a public school. Notwithstanding any other provisions of this Code section and without regard to location or obsolescence, the state board shall allocate funds to renovate and modernize historic landmark facilities which meet the requirements of this paragraph in an amount which is the lesser of the cost of new construction to replace the historic landmark or the actual cost of such renovation and modernization; provided, however, that the renovated facility has an extended life comparable to that of a new facility; and provided, further, that the local school system shall provide the remaining necessary capital outlay funds to renovate the facility in accordance with all other requirements of this Code section. No lottery proceeds shall be appropriated from the Lottery for Education Account to fund any project or purpose authorized by this paragraph;

(8) To provide construction projects that serve cooperative efforts between local school systems and postsecondary institutions; and

(9) To provide construction projects that use prototypical designs approved by the Georgia State Financing and Investment Commission, including designs which incorporate elements that create a quality learning and teaching environment.

(f) The state and each local school system shall provide capital outlay funds for educational facilities in accordance with this subsection as follows:

(1) The required local participation shall be no more than 20 percent nor less than 8 percent of the eligible project cost as determined by the local ability ratio. The local ability ratio is determined by multiplying the local wealth factor by 20 percent. At the time a local school system applies to use entitlement earnings, a system may earn an additional 2 percent reduction in the required local participation for each new construction project that uses a Georgia State Financing and Investment Commission prototypical design with the project managed under the direction of the Georgia State Financing and Investment Commission. Regardless of the above, no local school system's required local participation shall be less than 6 percent nor greater than 20 percent of the cost of an eligible construction project except as provided in paragraph (2) of this subsection; and

(2) The state shall participate in no more than 25 percent of the cost of construction projects related to damage to educational facilities caused by fire or natural disaster.

(g)

(1) In order to determine a reasonable total funding level for the purposes stated in subsection (e) of this Code section, excluding funds provided for exceptional growth pursuant to subsection (j) of this Code section, and to establish a fair and equitable

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distribution of funds to local school systems, the State Board of Education shall annually determine a level of authorization. Starting with fiscal year 2003 applications for funds and for each fiscal year thereafter, the new authorization level may equal zero but shall not exceed \$200 million, adjusted annually to reflect the changes in the current annual construction cost data maintained by the Department of Education pursuant to paragraph (4) of subsection (c) of this Code section. For purposes of deliberations with the Governor and the General Assembly regarding the amount of state funds to be appropriated, calculations shall be made for at least three levels below the \$200 million maximum authorization, adjusted as specified in this paragraph.

(2) In setting the annual authorization level under this subsection, the state board shall consider any previously authorized but unfunded amounts together with the total estimate of funds needed for school facilities in the state. Such total state facilities needs pursuant to this subsection shall be computed by summing the following:

(A) The total facility improvement needs included in the most recent five-year educational facilities plan, excluding exceptional growth construction projects which shall be requested under subsection (j) of this Code section, which has been reviewed by a survey team and approved by the state board. Such needs shall annually be adjusted downward for projects financed by either state or local funds and shall annually be adjusted upward or downward to reflect changes in the full-time equivalent student counts but shall not be otherwise adjusted upward except upon approval of a new or revised five-year plan pursuant to subsections (c) and (d) of this Code section; and

(B) The sum of the annual debt service payments for the five-year period of the latest survey (that used in subparagraph (A) of this paragraph), excluding payments for postsecondary facilities, athletic facilities, administrative facilities, or other projects not included in the approved five-year plan pursuant to subsections (c) and (d) of this Code section. Such payments shall annually be adjusted upward or downward for the remaining portion of the five-year period for changes in the annual debt service payments resulting from local financing of projects covered by the state board approved plan.

(3) Each local school system shall be entitled to a portion of the total authorization set by the state board annually under this subsection based on the ratio of that local school system's needs as computed in paragraph (2) of this subsection to the total of all local school systems' needs. In addition to the annual entitlement, the local school system is eligible to receive any entitlement accrued from previous years for which state funds have not yet been received. Any change in the method of determining entitlements in subsequent years shall in no way affect the amount of previously accrued entitlements.

(4) In order to determine the amount of state funds to be requested for a given fiscal year under this subsection, total new and accrued entitlements must be compared to the state portion of the current cost estimates of the projects approved in the educational facilities plan in priority order. Such comparison shall be made for each of the incremental entitlement levels required in paragraph (1) of this subsection. In the event that projects requested for funding exceed the total state entitlements and required local

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participation, local school systems may elect to contribute additional local funding. Local funds contributed in excess of required local participation on state eligible project costs may be credited toward earning entitlement for state eligible project costs pursuant to subparagraph (B) of paragraph (2) of this subsection to the extent of the state eligible needs identified in the local facilities plan. The State Board of Education shall adopt rules that define the conditions and the extent of the crediting of local funds contributed toward such entitlement.

(5) The final level of entitlements actually authorized by the state board for a fiscal year shall be that level which is consistent with the Appropriations Act for that year.

(h) (For effective date of repeal, see note.) A local school system may receive state capital outlay funds for one construction project under the advance funding category to meet educational facilities needs due to the following:

(1) Extraordinary growth of student population in excess of the capacity of existing facilities;

(2) Destruction of or damage to educational facilities by fire or natural disaster, limited by the provisions of paragraph (2) of subsection (f) of this Code section;

(3) Replacement of educational facilities which have been certified as hazards to health or safety;

(4) Projects, in priority order, which would otherwise require more than three years of the combined annual entitlement and required local participation amounts, estimated in accordance with the total entitlement intended for authorization by the State Board of Education; and

(5) Projects for consolidation of schools across local school system lines which have costs that exceed the combined annual entitlements of the participating local school systems. Such projects shall meet, with the exception of paragraph (2) of this subsection, the following conditions to qualify for advanced funding:

(A) The local school systems have specifically requested funding under this subsection prior to submission of the annual budget request for the state board to the General Assembly;

(B) Annual entitlements accrued under subsection (g) of this Code section have offset any advanced funding previously granted, except that no more than three years of combined entitlements of the participating local school systems shall be required to offset advance funding for consolidation projects pursuant to paragraph (5) of subsection (e) of this Code section;

(C) The projects to be funded are not in addition to projects funded for local school systems under the provisions of subsection (g) of this Code section in a given year; and

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(D) The required local participation and all other procedural requirements of this Code section are met.

(i) Local school systems may receive capital outlay funds for construction projects to consolidate or reorganize schools under an advance funding category; provided, however, that each construction project meets the following conditions:

(1) A school size and organizational study has been completed by the Department of Education;

(2) The local school system has adopted a comprehensive plan to reorganize so that each school within the system funded under this subsection shall meet or exceed the minimum sizes specified in subsection (q) of this Code section or contain all the students within the local school system for the respective school level; provided, however, that nothing contained in this subsection shall be construed so as to require an existing school to change its current grade configuration;

(3) The local facilities plan to implement this reorganization or consolidation of schools has been approved by a comprehensive survey team and the State Board of Education;

(4) The project proposed for advance funding must be accomplished in order for the reorganization or consolidation to be implemented; provided, however, that the proposed project may include renovation and modification of existing facilities, as well as additions to existing facilities and construction of new facilities if the reorganization or consolidation cannot be implemented until these activities have been completed;

(5) The combined project total would otherwise require more than three years of the combined annual entitlement and required local participation, with said combined annual entitlement and required local participation amount estimated in accordance with the total entitlement intended for authorization by the state board;

(6) A schedule for funding the activities required to effect the reorganization or consolidation has been developed as a part of the organizational study, incorporated into the local facilities plan, and approved by the local board of education and the state board, and the funding for those activities required to effect the reorganization or consolidation will be scheduled over a one to five-year period;

(7) The project to be funded is not in addition to projects funded for a given local school system under the provisions of subsection (g) of this Code section for the fiscal year in which it is to be funded; and

(8) The required local participation and all other procedural requirements of this Code section are met.

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(j)

(1) (For effective date of repeal, see note.) In order to determine a reasonable funding level under this subsection and to establish a fair and equitable distribution of funds to local school systems for construction projects needed because of exceptional growth, the State Board of Education shall annually determine a level of authorization. For a given fiscal year, the new authorization may equal zero but shall not exceed \$100 million. For purposes of deliberations with the Governor and the General Assembly regarding the amount of state funds to be appropriated, calculations shall be made for at least three levels below the \$100 million maximum authorization.

(2) In setting the annual authorization level for exceptional growth funding, the state board shall consider any previously authorized but unfunded amounts under this subsection together with the total estimate of funds needed for school facilities as a result of exceptional growth as computed under subparagraph (A) of this paragraph. The annual entitlement for each school system experiencing exceptional growth shall be computed as follows:

(A) The average of each school system's average full-time equivalent count for the three most recently completed school years ("most recent average") will be compared to the average of that system's average full-time equivalent count for the three most recently completed school years prior to the most recently completed school year ("earlier average"). If there is an increase in a school system's most recent average of at least 1.5 percent and at least 65 average full-time equivalent counts over that system's earlier average, that system will be an exceptional growth system. For each such exceptional growth system with an increased average count of at least 65 average full-time equivalent counts after the above calculation, the amount of such increase will be divided by the total such increase for all exceptional growth systems under this subsection to provide the ratio of each system's growth to the total growth of all systems with exceptional growth; and

(B) Each of the school systems identified as being an exceptional growth system under subparagraph (A) of this paragraph shall be entitled to a portion of the total entitlement authorization set by the General Assembly annually for exceptional growth based on each system's relative exceptional growth to the sum of exceptional growth for all systems as determined in subparagraph (A) of this paragraph. The entitlement for each school system shall be determined annually by multiplying each system's ratio of need to the total need for exceptional growth by each of the program authorization levels required in paragraph (1) of this subsection. In addition to the annual entitlement, the local school system is eligible to receive any entitlement accrued under this subsection from previous fiscal years for which state funds have not been received. Any method of determining entitlements in subsequent years shall in no way affect the amount of previously accrued entitlements.

(3) The level of entitlement approved by the General Assembly and authorized by the state board shall not be greater than a total level of entitlement which, when divided by

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the sum of exceptional growth for all school systems with exceptional growth, provides a cost per average exceptional growth full-time equivalent student that is not greater than the average of construction costs per full-time equivalent student for elementary school, middle school, and high school construction as provided in paragraph (5) of subsection (c) of this Code section, the average of which three costs shall be reduced by the local participation required by subsection (f) of this Code section.

(4) In order to determine the amount of state funds to be requested for a given fiscal year under this subsection, total new and accrued entitlements under this subsection must be compared to the state portion of the current cost estimates for all projects approved for exceptional growth. Such comparisons shall be made for each of the incremental entitlement levels required in paragraph (1) of this subsection. In the event that funding requested for new construction for exceptional growth exceeds the total state entitlements earned for exceptional growth and the required local participation, local school systems may elect to contribute additional local funding. Local funds contributed in excess of required local participation on state eligible project costs may be credited toward earning entitlement for state eligible project costs pursuant to subparagraph (g)(2)(B) of this Code section to the extent of the state eligible needs identified in the local facilities plan. The State Board of Education shall adopt rules that define the conditions and the extent of the crediting of local funds contributed toward such entitlement.

(5) The final level of entitlements actually authorized by the state board for a fiscal year shall be that level which is consistent with the Appropriations Act for that year.

(6) Local school systems may receive state capital outlay funds for exceptional growth projects if that system experienced exceptional growth and the following conditions are met:

(A) The local school system has specifically requested funding under this subsection prior to the submission of the annual budget request for the state board to the General Assembly;

(B) Any construction project submitted to utilize growth entitlement shall include construction of at least three new instructional units. If sufficient growth entitlement is not currently available for all of the new instructional units needed under this subsection, additional local funds or entitlements available to meet construction needs identified in the school system's facilities plan pursuant to subsection (g) of this Code section may be combined with any entitlement available for exceptional growth pursuant to this subsection for the purpose of completing all construction needs identified at a school. Entitlements earned under this subsection shall not be withheld, recalculated, or otherwise reduced for any construction project approved under subsection (g) of this Code section. Exceptional growth entitlement shall be utilized for construction of new instructional units at an existing school or for new schools only for those schools which, following the completion of such construction, meet the minimum size specified in subsection (q) of this Code section. Other funding sources must be utilized for any renovation or modification activities which may be needed; and

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(C) The local participation required under subsection (f) of this Code section and all other procedural requirements of this Code section are met.

(k) The State Board of Education shall request separate appropriations for each of the following categories:

(1) Regular entitlements pursuant to subsection (g) of this Code section;

(2) Regular advance funding projects pursuant to paragraphs (1) through (4) of subsection (h) of this Code section;

(3) Construction projects resulting from the consolidation of schools across local school system lines pursuant to paragraph (5) of subsection (h) of this Code section;

(4) Construction projects resulting from merger of local school systems pursuant to subsection (a) of Code Section 20-2-291;

(5) Advance funding projects for consolidation or reorganization of schools pursuant to subsection (i) of this Code section; and

(6) Exceptional growth construction projects pursuant to subsection (j) of this Code section.

(k.1) Prior to a local board of education's submitting a funding request to the State Department of Education for State Board of Education approval for a construction project which involves the closing of any existing school or schools and the construction of new classrooms or schools resulting in the transporting of students to another new or existing school to which will be assigned the students in the school or schools to be closed and prior to a local board of education's utilizing any local school tax funds, including but not limited to proceeds of general obligation bonds, for any such construction project, and prior to a local board of education's decision becoming effective to close any existing school where such closing results in the transporting of students from the school to be closed to any new or existing school or schools even though no additional capital funding is required as a result of the assignment thereto of those students from any school to be so closed, the local board of education shall conduct the following:

(1) The board of education must schedule and hold two public hearings and provide an opportunity for full discussion of the local board of education's proposal to close such school or schools;

(2) The public hearings shall be advertised in a local newspaper of general circulation which shall be the same newspaper in which other legal announcements of the board of education are advertised and shall include, but not be limited to:

(A) Identification of each school to be closed and location of each new or existing

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school to which the students in the school or schools to be closed will be reassigned;

(B) Proposed size of each new school in terms of number of students and grade configuration;

(C) Proposed expansion of existing schools designed to accommodate students being reassigned from the school or schools to be closed;

(D) Total cost, including breakdown for state and local shares, for school construction projects required to house students being reassigned from the school or schools to be closed. Local costs shall include identifying proposed sources of funds, whether from bond referendum proceeds or other sources; and

(E) Plans for use or disposal of closed school property.

(3) The board of education shall request formal, written comments or suggestions regarding the system's organizational pattern or school sizes and shall allow appropriate discussion during the public hearings;

(4) Any person who is qualified and registered to vote for a member of a local board of education and who resides within the school district under the management of that board may file with that board a notice of intent to file a petition pursuant to this paragraph and may sign any such petition. That petition shall be for the purpose of expressing opposition to the decision of such board to close any school listed for closure in the advertisement published pursuant to paragraph (2) of this subsection. That notice of intent shall be filed within 30 days after the second hearing under paragraph (1) of this subsection to discuss any such school closing. That petition must be filed with such board of education within 60 days after notice of intent to file such petition has been received by such board. Within ten days after such petition has been so received, that board shall transmit the petition to the election superintendent of the political subdivision which levies ad valorem taxes for educational purposes for that local board of education. Such election superintendent shall validate the signatures on the petition against the official list of voters who are qualified to sign such petition. If the petition so validated contains the signatures of at least 25 percent of the number of electors who were registered and qualified to vote at the last preceding general or special election for members of that local board of education, that board shall be so notified in writing by that election superintendent;

(5) Within 15 days after receiving notification that a petition containing the required number of signatures has been validated under paragraph (4) of this subsection, the local board of education shall so notify in writing any person who filed with the board a notice of intent to file that petition and notify each such person of the rights of the petitioners to select a delegation thereof under this paragraph. Within 20 days after receiving such notice, the petitioners must select from their number a delegation of no more than ten members, of whom six shall be parents of students in the schools to be closed, and notify the board of the names and addresses of those delegation members. The chairperson of

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the local board shall notify the selected delegation of petitioners of the date, time, and place for meeting to address their differences regarding the school closings. The local board of education and the delegation of petitioners shall resolve whether any or all of the schools proposed to be closed should be closed and report the final decision agreed upon by the board and a majority of the delegation of petitioners within 60 days from the date the board received notification that the petition was validated. The report shall be transmitted to the election superintendent who validated such petition and to the State Board of Education;

(6) If no such decision is agreed upon or reported as provided in paragraph (5) of this subsection, the election superintendent who validated the petition shall be required to call and conduct a special election for the purpose of submitting for approval or rejection the proposed school closing actions of the board of education to the electors of the school district under the management of such board. That special election shall be called and conducted as provided under Title 21 for the county or municipality which levies ad valorem taxes for educational purposes for that board. The election superintendent shall cause the date and purpose of the election to be published once a week for two weeks immediately preceding the date thereof in the official organ of the county in which lies the legal situs of such board. The ballot shall have written or printed thereon the following:

"() YES Shall the action of the board of education of
(name of county or
() NO independent board) be approved which provides for the
closing of the following schools: (List each school to be closed as
specified in the advertisement referred to in the validated petition)?"

All persons desiring to vote for approval of the closings shall vote "Yes," and those persons desiring to vote for rejection of such closings shall vote "No." The expense of such election shall be borne by the county or municipality which levies ad valorem taxes for educational purposes for the school district under the management of such board of education. It shall be the duty of the election superintendent to certify the result of such election to such board of education, the Department of Education, and the Secretary of State; and

(7) If more than one-half of the votes cast on such question pursuant to paragraph (6) of this subsection are for approval of the school closings or if the local board and delegation of petitioners reached and reported a final decision agreeing upon the schools to be closed as provided in paragraph (6) of this subsection, state capital outlay funds may be awarded to that board for construction projects undertaken for the purpose of housing students to be reassigned from any such school to be closed, local funds may be used for such purposes, and the school closings approved may become effective even though no additional capital funding is required as a result of the assignment of students from a school so closed to a new or existing school; otherwise, such funds may not be awarded or used for such purposes and such school closings may not become effective for a period of four years from the date of the validation of the petition under paragraph (4) of this subsection, after which time the board of education shall be required to comply with

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paragraphs (1) through (6) of this subsection and this paragraph in order to obtain or use any funds for such purposes or close such schools.

(l) In the event the General Assembly is unable to appropriate the funds needed for a fiscal year to finance the total request of the State Board of Education under this Code section, the following priorities shall apply to the funds appropriated:

(1) Facility projects requested pursuant to subsection (g) and (j) of this Code section;

(2) Reserved;

(3) Facility projects requested pursuant to paragraphs (1) through (4) of subsection (h) of this Code section, subject to the following subpriorities:

(A) Facility projects needed to address extraordinary growth;

(B) Facility projects resulting from destruction or damage caused by fire or natural disaster;

(C) Facility projects needed to address hazards to health or safety; and

(D) Facility projects needed for unhoused students;

(4) Facility projects needed to effectuate local school system mergers pursuant to subsection (a) of Code Section 20-2-291;

(5) Facility projects requested pursuant to paragraph (4) of subsection (h) of this Code section, subject to the following subpriorities:

(A) Students housed in substandard or obsolete facilities;

(B) Facility projects designed to consolidate schools smaller than the minimum sizes specified in subsection (q) of this Code section; and

(C) Facility projects designed to meet state board requirements or for modernization;

(6) Facility projects needed to develop schools which will serve students across local school system lines pursuant to subsection (b) of Code Section 20-2-291; and

(7) Facility projects requested pursuant to subsection (i) of this Code section, subject to the same order of subpriorities specified in paragraphs (3) and (5) of this subsection.

(m) The State Board of Education shall implement a computerized student projection program for each school system in Georgia as a component of the state-wide comprehensive educational information system. The program shall be used in this subsection to forecast facility needs in each system by projecting full-time equivalent

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student counts for each grade level and shall be written in the educational facilities survey. The projection program methodology at least must correlate live-birth data to full-time equivalent student counts and project full-time equivalent student counts for each of the grades, including kindergarten, for each of the next five years using cohort survival.

(n) The State Board of Education shall request funds for capital outlay purposes as defined in subsections (a) through (j) of this Code section for each school system and project, giving priority to elementary school construction projects where practicable. For each project, the state board shall present to the Education and Appropriations committees of the House of Representatives and the Senate of the General Assembly by object of expenditure all costs contributing to the construction project. This itemization shall include, but not be limited to, architectural fees, new construction, modification, and renovation costs for the project. Itemization for additions, modifications, and renovations shall include type of classrooms by purpose, estimated square footages, and costs for hallways, restrooms, administrative offices, lunchrooms, and media centers. Costs for new facilities shall be budgeted by the current construction cost times the total square footage required.

(o) Any other provisions of this Code section to the contrary notwithstanding, when the board of education of a local school system has called and held a bond election to incur bonded indebtedness to construct a school or schools for the purpose of high school consolidation within the school system and a majority of the voters voting in said bond election voted against incurring such debt, then for a period of four school years immediately following the school year during which the bond election was held, the local school system shall not receive any funds for such purpose pursuant to the provisions of subsection (i) of this Code section. The provisions of this subsection apply to bond elections held at any time after January 1, 1989.

(p) Any system which has not submitted a plan for consolidation or reorganization of schools to the State Board of Education by July 1, 1992, shall not be allowed to request state funds under subsection (i) of this Code section. Any such plan submitted prior to July 1, 1992, which has been changed since its submission and approved by the State Board of Education pursuant to paragraph (9) of subsection (c) of this Code section shall not disqualify the local board from requesting and receiving funds to implement the changed plan under subsection (i) of this Code section unless, as a result of the change, any school in the plan will be less than the minimum size specified therefore in subsection (q) of this Code section. A change resulting in any school in the plan being less than such minimum size shall not result in the recalculation of entitlements or withholding of funds for any construction project in the plan unless:

- (1) That project involves a school which is less than such minimum size; and
- (2) Construction upon that project has neither been begun nor completed.

(q) Construction projects which are identified by the local board pursuant to subsections

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(c) and (d) of this Code section and which contain a projected full-time equivalent student count of more than 200 students in an elementary school, 400 students in a middle school, and 500 students in a high school, as defined in subsection (c) of Code Section 20-2-291, or which contain all the students within the local school system for such respective school level shall be eligible to receive full capital outlay funding under the conditions specified in subsections (g), (h), (i), and (j) of this Code section; provided, however, that nothing contained in this subsection shall be construed so as to require an existing school to change its current grade configuration.

(r) Notwithstanding any other provisions of this Code section, when the board of education of a local school system has called and held a bond election to incur bonded indebtedness to construct a school or schools for the purpose of high school consolidation or closing any school within the school system and a majority of the voters voting in said bond election voted against incurring such debt or a local board is under litigation to prevent a consolidation project under subsection (h) or (i) of this Code section or closing any school, whether funds have been allocated or not, the procedures established in subsection (k.1) of this Code section shall be followed.

(s)

(1) An appropriation for public school outlay for any one fiscal year that is in addition to the annual fiscal year appropriation for school capital outlay will be deemed a "special appropriation for school capital outlay" for purposes of this subsection when:

(A) The appropriation is to the Georgia State Financing and Investment Commission; and

(B) The Office of Planning and Budget confirms that a separate and substantial appropriation for public school capital outlay has been made during the same fiscal year to the board and Department of Education under another subsection of this Code section.

(2) The State Board of Education shall promulgate rules, policies, standards, and guidelines for the disbursement and application of any special appropriation for school capital outlay and these rules, policies, standards, and guidelines shall be utilized by the commission in making disbursements and overseeing applications of said special appropriation. The state board may provide for disbursement for any capital outlay purpose permitted by this Code section, unless purposes are stated more narrowly by the special appropriation, and may provide for amendments to facilities plans for the limited purpose of this paragraph. The board may set priorities among the permitted purposes and may require each school system to apply its portion first to such priorities.

(3) Each local school system shall be entitled to its portion of a special appropriation for school capital outlay based on the ratio of that system's needs to the total state-wide need. The state board will provide for the determination of need as provided in this subsection and as otherwise provided in this Code section. No need will be authorized which is not a permitted capital outlay purpose under this Code section.

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(4) In providing for disbursement, the state board will determine whether:

(A) To require local participation in capital expenditures funded by the special appropriation for school capital outlay. No local participation will be required which exceeds that otherwise required by this Code section; and

(B) To allow a special appropriation for school capital outlay to be applied to reimbursement of current principal payments on local indebtedness.

In making its determination, the board will consider the efficient and economical use of the special appropriation for school capital outlay and local revenues.

(5) In providing for disbursement and application of a special appropriation for school capital outlay, the state board and the Georgia State Financing and Investment Commission will not be subject to Chapter 13 of Title 50, the "Georgia Administrative Procedure Act."

HISTORY: Code 1981, § 20-2-260, enacted by Ga. L. 1985, p. 1657, § 1; Ga. L. 1987, p. 1169, § 1; Ga. L. 1991, p. 1531, § 5.1; Ga. L. 1992, p. 6, § 20; Ga. L. 1992, p. 1335, § 4; Ga. L. 1992, p. 3164, §§ 2-5; Ga. L. 1992, p. 3211, § 1; Ga. L. 1994, p. 1325, § 1; Ga. L. 1995, p. 10, § 20; Ga. L. 1996, p. 6, § 20; Ga. L. 1996, p. 1603, §§ 2-4; Ga. L. 1997, p. 1516, § 1; Ga. L. 1998, p. 1080, § 2; Ga. L. 2000, p. 618, §§ 43, 94; Ga. L. 2001, p. 148, § 13; Ga. L. 2005, p. 60, § 20/HB 95; Ga. L. 2006, p. 743, § 4/SB 515.

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O.C.G.A. § 20-2-261

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*** Current through the 2007 Regular Session ***

TITLE 20. EDUCATION
CHAPTER 2. ELEMENTARY AND SECONDARY EDUCATION
ARTICLE 6. QUALITY BASIC EDUCATION
PART 10. CAPITAL OUTLAY FUNDS

O.C.G.A. § 20-2-261 (2007)

§ 20-2-261. Common minimum facility requirements

(a) The State Board of Education shall establish common minimum facility requirements which each public school facility must meet in order to be certified for use in any component of the educational or recreational program of that school. Such minimum requirements shall include those provisions of law or state board policy on matters that relate to fire and physical safety; sanitation and health, including temperature and ventilation; minimum space, size, and configuration for the various components of the instructional program; and construction stability, quality, and suitability for intended uses.

(b) The State Board of Education shall adopt policies and procedures to ensure that each school facility meets minimum standards as determined by state board policy.

(c) A proposed plan of action which includes a list and description of each deficiency and time limits within which such deficiencies are to be corrected must be submitted to the State Board of Education for review and approval. Further, the state board shall have the authority, in accordance with Code Section 20-2-243, to withhold all or part of the state funds in support of this part from any local unit of administration refusing or failing to implement the plan of action for deficiency remediation approved by the state board.

(d) A local board of education shall be exempt from county and municipal assessments and fees for county and municipal building permits and inspections and exempt from county and municipal impact fees.

HISTORY: Code 1981, § 20-2-261, enacted by Ga. L. 1985, p. 1657, § 1; Ga. L. 1987, p. 1169, § 1; Ga. L. 1993, p. 541, § 1; Ga. L. 1995, p. 915, § 1.

Q2: STATE OF GEORGIA CAPITAL FUNDING

O.C.G.A. § 20-2-262

GEORGIA CODE
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*** Current through the 2007 Regular Session ***

TITLE 20. EDUCATION
CHAPTER 2. ELEMENTARY AND SECONDARY EDUCATION
ARTICLE 6. QUALITY BASIC EDUCATION
PART 10. CAPITAL OUTLAY FUNDS

O.C.G.A. § 20-2-262 (2007)

§ 20-2-262. (Repealed effective June 30, 2009.) Legislative findings; low-wealth capital outlay grants to local school systems; criteria for eligibility.

(a) The General Assembly finds that many local school systems in Georgia have relatively weak local tax bases and are unable to raise revenues sufficient to meet their facility needs. The General Assembly further finds that even with current levels of state capital outlay support, these systems must wait for years before they can accumulate funds to initiate construction projects that are needed immediately. For some systems, the availability of the local option sales tax does not resolve their problem, because their commercial tax base is as meager as their property wealth. The difficulty is compounded if the per capita income in the school system is low, because residents have less ability to take advantage of property tax and sales tax options to meet their facility needs. It is the intent of the General Assembly to provide for state capital outlay grants specifically targeted to low-wealth school systems, on a short-term basis, in order to help such systems initiate what they have been unable to accomplish with existing revenue sources.

(b) As used in this Code section, the terms "full-time equivalent student count" and "weighted full-time equivalent student count" shall have the same meaning as provided in Code Section 20-2-260.

(c) The State Board of Education shall provide eligible local school systems with low-wealth capital outlay grants as provided for in this Code section, subject to appropriation by the General Assembly. Such grants shall provide sufficient funds to cover 92 percent of the state eligible cost of the local school system's first priority project in the five-year facilities plan, as contained in the system's most recently approved local facilities plan. A local school system may qualify for a grant not to exceed 95 percent of the state eligible cost of the local school system's first priority project in the five-year facilities plan if the system uses a Georgia State Financing and Investment Commission prototypical design with the project managed under the direction of the Georgia State Financing and Investment Commission.

Q2: STATE OF GEORGIA CAPITAL FUNDING

(d) Local school systems which meet the following criteria shall be eligible for a low-wealth capital outlay grant:

(1) The amount of sales tax revenues per unit in the full-time equivalent student count of the local school system is less than 75 percent of the state-wide average sales tax revenues per unit in the full-time equivalent student count;

(2) The value of property per unit in the weighted full-time equivalent student count of the local school system is less than 75 percent of the state-wide average value of property per unit in the weighted full-time equivalent student count;

(3) The per capita income of residents of the local school district is less than 75 percent of the state-wide average per capita income level;

(4) The local school system's millage rate for maintenance and operation is at least 60 percent of the system's constitutional authority to recommend; or if the school system is not a recommending authority, the appropriations to the system represent a minimum of 60 percent of the amount that would be generated by a rate of 20 mills; or if the school system is eligible to receive local option sales tax proceeds for maintenance and operation purposes, the combination of property tax revenue and sales tax revenue represents a minimum of 60 percent of the amount that would be generated by a rate of 20 mills;

(5) A special purpose local option sales tax is in effect in the local school district or the local school system has in place a millage rate for debt service on bonds, or both; and

(6) The local school system is currently participating in advance funding from the state for capital outlay projects and will continue in that status for a minimum of one additional fiscal year beyond the fiscal year for which the grant is made.

HISTORY: Code 1981, § 20-2-262, enacted by Ga. L. 1999, p. 400, § 1; Ga. L. 2001, p. 148, § 14.

Q3: STATE OF ALABAMA CAPITAL FUNDING

QUESTION

Describe the process through which school construction and expansion are funded and approved in the State of Alabama. The description should clearly describe roles for the local educational agencies, counties, cities, the state legislature, the governor, and other relevant factors, such as consent decrees.

RESPONSE

Alabama school laws do not allow city and county boards of education to issue bonds. A city government is allowed to issue bonds for school improvements in a city board of education if approved by a vote of its citizens as described in the Alabama codes included on the pages that follow in this section.

Points of Contact

- Mr. Craig Pouncey and Ms. Kimi Riggins, Alabama DOE

Q3: STATE OF ALABAMA CAPITAL FUNDING

Code of Alabama Section 16-11-19

Bond issues. If for any reason the current income of the city board of education is inadequate to provide ample, appropriate and suitable grounds, buildings and equipment for all the needed schools of the city, the city board of education, on the recommendation of the city superintendent of schools, shall petition the city council or commission to call an election for the issuance of bonds on the credit of the city in an amount sufficient to provide ample, appropriate and suitable grounds, buildings and equipment for all the needed schools of the city, subject to the limitations set out in the constitution of the state, and the city council or commission shall call the election at the time requested in said petition. (*School Code 1927, §209; Code 1940, T. 52, §169.*)

A bond is an obligation in writing to pay a specified sum of money at a future date and ordinarily bears no specific person or entity in whose favor the promise is made. The Alabama Supreme Court concluded that the authority of the county commission to issue interest bearing warrants payable at stated times in the future for public works was not the issuance of bonds. A county warrant is the command of one duly authorized officer to another duly authorized officer to pay a specified amount to a designated person. A warrant is not assignable and hence no action can be brought by a transferee. A bond bears no such specific designation and therefore a transferee can bring an action. In 1987 the Alabama Supreme Court again affirmed that an essential characteristic of a “bond” is the nature of the contractual obligation inherent in and represented by the bond itself – that is a promise of obligation to pay money. Warrants, on the other hand, do not have this key feature. The conclusion of the Court was that no bonds could be issued without an authorization by the majority voters in an election. However, the Supreme Court of Alabama has held that the Alabama Constitution’s prohibition of a local government issuing debt without a vote by the people does not apply to interest bearing warrants. Therefore, while a bondholder has the power to sue on the contract represented by a bond, the holder, or transferee, or a warrant is denied this remedy.

However, over time the distinction between a bond and a warrant has grown even more clouded with the advent of federal rules. Prior to 1982, general obligation bonds were issued in bearer form. The owners of the bonds were literally the person who had them in their possession. With the passage of The Tax Equity and Fiscal Responsibility Act of 1982, the federal rules required that all city and county securities with maturities in excess of one year be issued in fully registered form. No record of bond or warrant issues was necessary. Coupons were attached to these financial instruments and represented the interest payments. At the time interest was due, the appropriate coupon was detached and presented to the paying agent. When the financial instrument matured, the instrument itself was presented to the paying agent and the principal was paid.

Q3: STATE OF ALABAMA CAPITAL FUNDING

Registration of financial instruments is necessary for maintaining tax-exempt status. Such registration prevents payment being made to unauthorized holders of the instruments and clarifies the beneficiary of the tax-exempt status. For federal tax-exempt status, the federal government does not recognize any difference between bonds and revenue warrants.

The Alabama Legislature provided that in any county where a special county tax shall have been approved by referendum or in any school district where a special school district tax shall have been approved by referendum, the respective county or city board of education could issue and sell school construction warrants:

Code of Alabama Section 16-13-90

Purposes for which warrants issued. In any county in which a special county tax shall have been voted under the constitution for such purpose or for school purposes generally, and in any school district in which a special district tax shall have been voted under the constitution for such purpose or for school purposes generally, the county board of education or the city board of education, as the case may be, with the approval of the State Superintendent of Education may issue and sell capital outlay warrants for the purposes of erecting, purchasing, altering, enlarging, improving, repairing and equipping school buildings and school playgrounds, and buildings for housing and repairing school buses, including sites for any such buildings and playgrounds; and for the purpose of purchasing school buses; and for the purpose of acquiring a school building already erected by another government body, which building is being transferred to the use and jurisdiction of the board issuing the warrants; or for any one or more of such purposes; issue and sell or exchange refunding warrants for the purpose of refunding any valid warrants heretofore or hereafter issued and constituting a preferred claim against the said tax, or, in the case of refunding warrants payable from the tax of a special school district which consists of a consolidation of two or more smaller special school districts, constituting a preferred claim against the tax of any of such smaller districts; provided, that the refunding warrants shall not be issued in an aggregate principal amount exceeding the sum of (i) the outstanding principal of such warrants being refunded, (ii) the interest accrued and unpaid thereon plus the interest to mature thereon until the date on which they are to be redeemed or paid, and (iii) the amount of any redemption premium required to be paid. Proceedings authorizing the issuance of refunding warrants under the provisions of this article shall identify the warrants being refunded, but no purchaser or holder of any such refunding warrant shall thereby be put upon inquiry or charged with notice of the nonexistence or invalidity of such refunded warrants, and the validity of such refunding warrants shall not be affected thereby. Warrants shall never be issued hereunder to an amount of principal and interest maturing in any fiscal year which, when added to the amount of principal and interest of all warrants then outstanding and constituting preferred

Q3: STATE OF ALABAMA CAPITAL FUNDING

claims against the said tax and maturing in said fiscal year, would exceed 80 percent of the annual proceeds of said tax, computed upon the basis of the last assessed valuation on which taxes were due and payable, of the county or of the district, as the case may be, as certified by the county tax assessor. (*Acts 1939, No. 186, p. 334, § 1; Code 1940, T. 52, §216; Acts 1986, Ex. Sess., No. 86-650, p. 33.*)

The maximum limit on warrants which can be issued by a local board of education is limited as follows: The amount of principal and interest maturing in any given fiscal year which when added to the amount of principal and interest of all warrants outstanding (those previously issued with the ad valorem tax of said tax pledged for payment) and constituting preferred claims against the said tax, cannot exceed 80 percent of the annual proceeds of said tax. In other words, the debt that can be charged to a given ad valorem tax is limited to 80 percent of the expected revenues from that tax.

When any warrant issue is proposed by a local board of education, an application for the issue must be filed with the State Superintendent of Education. The application must include any information which may be required. No approval can be granted which will jeopardize the operation of the 1995 Foundation Program and rules of regulations of the State Board of Education. No warrant issue can be approved when a prior warrant issue with a preferred claim of the proceeds of a specified tax is overdue and unpaid. The exception to this is when the proposed issue is to refund the overdue issue. Approval of the State Superintendent shall be written for the amount and general purpose of the issue. In addition, the State Superintendent may withhold approval of the issue should he not accept any of the terms and provisions of the issue.

No refunding warrant shall be approved by the State Superintendent unless the following conditions can be met:

- (1) An interest savings will result without extending the date of payment of the warrants to be refunded; or
- (2) Should the warrants not be refunded, the payment of the original warrants will prevent the board of education from operating schools the necessary school term; or
- (3) The extension of time of payment of warrants desired to be refunded is necessary in order to prevent the operation of the 1995 Foundation Program from being jeopardized; or
- (4) The proceeds of the tax pledged for payment of the warrants to be refunded are not or will not be sufficient to the regular payment of such original warrants.

The written approval of the State Superintendent of Education is conclusive determination that all necessary evidence has been presented to him and is a conclusive determination in favor of the validity of a proposed warrant issue. The State Superintendent may also make a determination of whether other warrants constitute a preferred claim against the pledged tax. While the State

Q3: STATE OF ALABAMA CAPITAL FUNDING

Superintendent shall in the matter of approval comply with any regulations of the State Board of Education, failure to comply shall not invalidate any warrants approved by him.

Capital outlay warrants shall be payable within the period of the usefulness of the improvement or property for which the warrants are issued as estimated by the local board of education. This estimate shall be conclusive. In no case shall a warrant be made payable on or before October 1, upon which date the special tax pledged for the payment of the warrant(s) become due and payable. All warrants shall be issued in substantially equal installments of principal and interest which shall begin in the next fiscal year after their date. If, however, there are other warrants outstanding which constitute a preferred claim against same ad valorem tax pledged, all or any part of the maturities of the outstanding warrants may be taken together with the maturities of the new warrants to provide for substantially equal installments of principal and interest.

Code of Alabama Section 16-13-120

The Legislature in 1953 passed an additional act authorizing the pledge of additional local taxes for payment of revenue anticipation warrants. The taxes which could be pledged included a special license tax, a special privilege tax, or a special excise tax and, in addition, the proceeds of any ad valorem tax which is apportioned by local act of the Legislature. The maximum time of maturity is 30 years. The warrants can be sold at public or private sale, and may be made redeemable prior to maturity at the option of the local board of education. The additional provisions pertaining to such an issue are the same as for the ad valorem warrants described previously. These warrants would also require prior approval by the State Superintendent of Education and cannot jeopardize the operation of the Foundation Program. The same requirements pertaining to approval of a refunding issue would also apply.

Code of Alabama Section 16-13-70

The Legislature in 1959 provided further for the issuance of interest-bearing tax anticipation warrants by local boards of education. These warrants could be for the purpose of paying the costs of erecting, acquiring, providing, constructing, purchasing, altering, enlarging, improving, repairing and equipping school buildings, school playgrounds, and buildings for housing and repairing schools buses, and for the purpose of purchasing school buses. These warrants would not be general obligations of the board of education, but would be payable as to both principal and interest solely from one of the following:

- (1) The proceeds of any ad valorem tax voted for the purpose of paying such warrants or for general school purposes;

Q3: STATE OF ALABAMA CAPITAL FUNDING

- (2) The proceeds of any ad valorem tax that may be paid, apportioned, or allocated to or for the benefit of a local board of education; and
- (3) The proceeds of any privilege, license, or excise tax or taxes may be paid, apportioned, or allocated to or for the benefit of the board of education.

In the proceedings of the local board of education in which the issuance of the warrants is authorized, the tax proceeds out of which the warrants are to be payable must be specified. The principal and interest due is thereby pledged in the amount necessary from these specified tax proceeds.

A further limitation was placed on warrants issued against the proceeds of any ad valorem tax. If the financial requirements of any proposed warrant issue in any fiscal year when added to the financial requirements of outstanding warrants which constituted a prior financial claim would exceed 80 percent of the annual proceeds of such ad valorem tax, then such proposed warrant issue could not be made. An exception was made in the case of the creation of an irrevocable trust fund consisting of case of direct general obligations of the United States of American which was established for retirement of all or part of any outstanding warrants of the board of education. The retirement of principal or interest which could be attributed to this trust fund could be excluded from the calculation of the cap of 80 percent of the tax proceeds of the pledged ad valorem tax.

Q4: ALABAMA FISCAL CONDITIONS

QUESTION

Provide a summary of current fiscal conditions for the Alabama State Department of Education and LEAs near Fort Benning, plus a brief description of how the State of Alabama funds LEA expenses (which operating costs receive state funds; the lag between incurring expenses and receiving state reimbursements (if any), etc.)

RESPONSE

Public education in Alabama is funded mainly through income and sales taxes. Therefore, school revenues are linked to the general health of the Alabama economy. Local tax revenues must grow by 10 percent to deliver today's level of resources in 2010. The current growth is 2 percent per year and Alabama has prepared for a legislative session that will allocate a state education budget that will be \$500 million dollars less than is currently allocated. Local funding sources must pay for most operating needs, with no state funding available for utilities, maintenance, and construction, etc.

Based on Alabama accountability standards, school districts are required to spend 100% of the allocated funds in the areas that they are earned. Any funds that are not used properly are required to be reimbursed to the state once the deficiency has been recognized through the annual audit process. This leaves zero flexibility in the use of state funds. Furthermore, other than an occasional state supported bond issue, most of the capital expenditures that districts incur for building new schools or adding on to existing schools are a financial obligation of the local district.

In order to arrange for a new school in Alabama, school boards must seek permission from the county commission to raise additional revenue, then need to have a bill passed in the Alabama legislature, and obtain approval from the federal judge overseeing the consent decree before local authorities can place a referendum for additional taxes before the local voters. Local Education Agencies (LEAs) in Alabama face huge challenges in building new schools, and that financial relief is needed to provide the schools necessary to accommodate growth at Fort Benning. Also, Alabama State regulations prevent any LEA from issuing debt that would require an amount in excess of 80% of available local revenue for which to cover any bonded indebtedness. Two of the three systems that will be affected (Phenix City and Russell County) have reached their limit based on current revenue to incur any further debt without having an identifiable new revenue source.

Q4: ALABAMA FISCAL CONDITIONS

Following are three tables that describe the line item allocations and specific areas of expenditures for Lee County, Russell County, and Phenix City school districts.

Points of Contact

- Mr. Craig Pouncey and Ms. Kimi Riggins, Alabama DOE

Q4: ALABAMA FISCAL CONDITIONS

State Department of Education FY 2008 Foundation Program

LEA Allocation Report - FINAL

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041 Lee County	FY 2008		FY 2007	Change
System ADM	9,884.00		9,712.50	171.50
Foundation Program Units				
Teachers	568.77		557.57	11.20
Principals	12.00		12.00	0.00
Assistant Principals	11.50		11.50	0.00
Counselors	19.00		19.50	-0.50
Librarians	18.25		18.25	0.00
Career Tech Directors	0.00		0.00	0.00
Career Tech Counselors	0.00		0.00	0.00
Total Units	629.52		618.82	10.70
Foundation Program (State and Local Funds)				
Salaries	28,766,951		26,150,242	2,616,709
Fringe Benefits	11,735,681		9,978,440	1,757,241
Other Current Expense (\$16,946/unit)	10,668,138	(\$15,209/unit)	9,629,585	1,038,553
Classroom Instructional Support				
Student Materials (\$525/unit)	330,498	(\$525/unit)	324,879	5,619
Technology (\$350/unit)	220,334	(\$181/unit)	216,588	3,746
Library Enhancement (\$200/unit)	125,904	(\$200/unit)	123,764	2,140
Professional Development (\$90/unit)	56,658	(\$90/unit)	55,693	965
Common Purchase (\$200/unit)	125,904	(\$100/unit)	123,764	2,140
Textbooks (\$75.00/adm)	741,303	(\$67.5/adm)	655,595	85,708
Total Foundation Program	52,771,371		47,258,550	5,512,821
State Funds				
Foundation Program - ETF	48,555,161		43,089,570	5,465,591
School Nurses Program	407,679		311,078	96,601
High Hopes	89,770		92,515	-2,745
Salaries - 1% per Act 97-238	287,670		261,503	26,167
Technology Coordinator	43,214		35,690	7,524
Transportation				
Operating Allocation	4,001,250		4,003,036	-1,786
Fleet Renewal (\$6,660/bus)	739,260	(\$5,864/bus)	639,176	100,084
Current Units (FY2008 Projected) (\$83,386/unit) *	980,619	(\$76,034/unit) *	834,319	146,300
Capital Purchase *	2,122,553		1,775,125	347,428
At Risk	354,427		386,075	-31,648
Preschool Program	44,308		22,067	22,241
Total State Funds	57,625,911		51,450,154	6,175,757
Local Funds				
Foundation Program (10.00 Mills)	4,216,210	(10.00 Mills)	4,168,980	47,230
Capital Purchase (.884 Mills)	375,596	(.827941 Mills)	345,386	30,210
Total Local Funds	4,591,806		4,514,366	77,440
<i>Monthly Allocation = (Foundation Program - ETF, School Nurse, High Hopes, 1% Salaries, Tech Coor, Transportation, At-Risk, and Preschool)</i>				
11 months	4,536,053		4,042,783	493,270
12th month	4,536,059		4,042,785	493,274

*Not included in monthly allocation of funds.

NOTE: Due to rounding, some line items may not calculate to exact dollar amount shown.

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057 Russell County	FY 2008		FY 2007	Change
System ADM	3,604.00		3,716.15	-112.15
Foundation Program Units				
Teachers	207.64		212.58	-4.94
Principals	6.00		6.00	0.00
Assistant Principals	3.00		3.50	-0.50
Counselors	6.50		6.50	0.00
Librarians	8.25		8.75	-0.50
Career Tech Directors	0.00		0.00	0.00
Career Tech Counselors	0.00		0.00	0.00
Total Units	231.39		237.33	-5.94
Foundation Program (State and Local Funds)				
Salaries	10,380,506		9,938,557	441,949
Fringe Benefits	4,275,903		3,811,413	464,490
Other Current Expense (\$16,946/unit)	3,921,242	(\$15,209/unit)	3,693,141	228,101
Classroom Instructional Support				
Student Materials (\$525/unit)	121,480	(\$525/unit)	124,598	-3,118
Technology (\$350/unit)	80,986	(\$181/unit)	83,065	-2,079
Library Enhancement (\$200/unit)	46,278	(\$200/unit)	47,466	-1,188
Professional Development (\$90/unit)	20,826	(\$90/unit)	21,360	-534
Common Purchase (\$200/unit)	46,278	(\$100/unit)	47,466	-1,188
Textbooks (\$75.00/adm)	270,300	(\$67.5/adm)	250,840	19,460
Total Foundation Program	19,163,799		18,017,906	1,145,893
State Funds				
Foundation Program - ETF	17,904,729		16,859,996	1,044,733
School Nurses Program	184,168		150,626	33,542
High Hopes	45,656		42,334	3,322
Salaries - 1% per Act 97-238	103,806		99,385	4,421
Technology Coordinator	43,214		35,690	7,524
Transportation				
Operating Allocation	2,421,420		2,364,977	56,443
Fleet Renewal (\$6,660/bus)	359,640	(\$5,864/bus)	281,472	78,168
Current Units (FY2008 Projected) (\$83,386/unit) *	0	(\$76,034/unit) *	28,373	-28,373
Capital Purchase *	799,425		716,069	83,356
At Risk	197,412		204,737	-7,325
Preschool Program	6,462		6,305	157
Total State Funds	22,065,932		20,789,964	1,275,968
Local Funds				
Foundation Program (10.00 Mills)	1,259,070	(10.00 Mills)	1,157,910	101,160
Capital Purchase (.884 Mills)	111,474	(.827941 Mills)	95,271	16,203
Total Local Funds	1,370,544		1,253,181	117,363
<i>Monthly Allocation = (Foundation Program - ETF, School Nurse, High Hopes, 1% Salaries, Tech Coor, Transportation, At-Risk, and Preschool)</i>				
11 months	1,768,377		1,660,151	108,226
12th month	1,768,377		1,660,156	108,221
*Not included in monthly allocation of funds.				
NOTE: Due to rounding, some line items may not calculate to exact dollar amount shown.			Run Time: 11:11 AM	
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184 Phenix City	FY 2008		FY 2007	Change
System ADM	5,636.50		5,377.00	259.50
Foundation Program Units				
Teachers	330.58		313.34	17.24
Principals	8.50		8.50	0.00
Assistant Principals	5.00		4.50	0.50
Counselors	10.50		10.50	0.00
Librarians	11.75		11.75	0.00
Career Tech Directors	0.00		0.00	0.00
Career Tech Counselors	0.00		0.00	0.00
Total Units	366.33		348.59	17.74
Foundation Program (State and Local Funds)				
Salaries	16,693,840		14,635,145	2,058,695
Fringe Benefits	6,820,200		5,604,606	1,215,594
Other Current Expense (\$16,946/unit)	6,207,998	(\$15,209/unit)	5,424,480	783,518
Classroom Instructional Support				
Student Materials (\$525/unit)	192,325	(\$525/unit)	183,012	9,313
Technology (\$350/unit)	128,216	(\$181/unit)	122,009	6,207
Library Enhancement (\$200/unit)	73,266	(\$200/unit)	69,718	3,548
Professional Development (\$90/unit)	32,969	(\$90/unit)	31,374	1,595
Common Purchase (\$200/unit)	73,266	(\$100/unit)	69,718	3,548
Textbooks (\$75.00/adm)	422,740	(\$67.5/adm)	362,951	59,789
Total Foundation Program	30,644,820		26,503,013	4,141,807
State Funds				
Foundation Program - ETF	28,904,100		24,945,993	3,958,107
School Nurses Program	256,507		195,067	61,440
High Hopes	45,332		47,932	-2,600
Salaries - 1% per Act 97-238	166,939		146,353	20,586
Technology Coordinator	43,214		35,690	7,524
Transportation				
Operating Allocation	1,720,046		1,578,847	141,199
Fleet Renewal (\$6,660/bus)	273,060	(\$5,864/bus)	216,968	56,092
Current Units (FY2008 Projected) (\$83,386/unit) *	998,130	(\$76,034/unit) *	1,300,797	-302,667
Capital Purchase *	1,270,191		1,044,993	225,198
At Risk	212,258		262,997	-50,739
Preschool Program	11,077		9,457	1,620
Total State Funds	33,900,854		29,785,094	4,115,760
Local Funds				
Foundation Program (10.00 Mills)	1,740,720	(10.00 Mills)	1,557,020	183,700
Capital Purchase (.884 Mills)	154,415	(.827941 Mills)	128,957	25,458
Total Local Funds	1,895,135		1,685,977	209,158
<i>Monthly Allocation = (Foundation Program - ETF, School Nurse, High Hopes, 1% Salaries, Tech Coor, Transportation, At-Risk, and Preschool)</i>				
11 months	2,632,239		2,273,577	358,662
12th month	2,632,245		2,273,583	358,662

*Not included in monthly allocation of funds.

NOTE: Due to rounding, some line items may not calculate to exact dollar amount shown.

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Q5: TEACHER RECRUITMENT CHALLENGES IN GEORGIA

QUESTION

Provide a description of the challenges, if any, of recruiting teachers in LEAs near Fort Benning. Highlight teacher certification issues, if any.

RESPONSE

Despite a variety of policy initiatives in recent years, the data on Georgia's teacher workforce illustrates a dire need to take bigger, bolder steps toward increasing the recruitment, retention, and equitable distribution of quality teachers throughout our state's public schools. The most recent data available shows that in FY 2005, teacher attrition in Georgia was 9.1 percent; however, the rate of attrition for newly hired teachers stands at 13.8 percent. An analysis of trend data reveals that over the past 15 years, teacher attrition in Georgia has been steadily increasing and may reach 9.8 percent by FY 2012. Without targeted interventions to curb the exodus of teachers from our state's classrooms, this trend will continue to negatively impact our educational system.

At a time when Georgia's new high school graduation rule will require that many schools increase their supply of mathematics and science teachers, a shortage of teachers in these subjects continues to plague Georgia. For at least the past six years, secondary math and science have remained on the state's list of critical teacher shortage fields. Without an adequate supply of educators, schools must often resort to placing unqualified teachers in math and science classrooms, thus increasing the occurrence of out-of-field teaching. In FY 2006, out-of-field teaching in Georgia increased in all four core subjects taught in high school. The highest incidence of out-of-field teaching occurred in the critical area of mathematics: of all math teachers in the state, 6.9 percent were not highly qualified in the subject.

(Above excerpt from Top Ten Issues to watch in 2008, Georgia Partnership for Excellence in Education)

The first challenge which the LEAs near Fort Benning face in teacher recruitment is location. Most teacher recruits are at the younger end of the age spectrum, and unless they are already from Columbus or are connected with the military which brought them here, it is difficult to attract a young person to our area when the excitement of Atlanta is 90 miles up the road. The LEAs in the area enjoy a very good relationship with Columbus State University, Troy University and Auburn University, all within one hour's drive of the Columbus area, but their current graduates do not suffice to meet current needs, let alone those which are projected following Fort Benning's anticipated growth.

Q5: TEACHER RECRUITMENT CHALLENGES IN GEORGIA

For example, as with all systems in the State of Georgia, vacancies are reported to the State's Professional Services Commission at regular times throughout the year. For the Muscogee system, whose total teaching force (certified) is approximately 2,500, the following vacancies were noted at the times indicated:

Vacancies reported to the PSC for 2007-2008 on the 30th day of school and 90th day of school.

- 9/26/2007 (30th day) Math-4; Science-1; Language Arts-1; Other-20
Total Vacancies – 27
- 12/20/2007 (90th day) Math-4; Science-2; Language Arts-3; Special Ed-3;
Other-17 Total Vacancies – 29

Muscogee County does have extensive recruiting efforts which, as the above statistics illustrate, enable the system to fill all but 1%+ of vacancies routinely. However, those universities which provide us with our greatest number of teaching candidates, Columbus State University, Troy University and Auburn University, are not planning to expand their teacher education programs. Therefore, anticipated teaching candidate needs will expand greatly, while the customary supply of teacher candidates will remain stable. The system will, therefore, need to invest significantly in expanded recruiting efforts, going to other sections of the country to recruit, especially for difficult to fill positions such as Mathematics and Special Education. This will increase the cost of recruiting dramatically.

In preparation for this effort, the system recently added one fulltime person in the Division of Human Resources whose total responsibility is recruitment. The smaller systems around Muscogee, also affected by the Ft Benning growth, will face the same challenges but will not be able to afford such a position.

A second challenge facing the LEAs is the issue of the No Child Left Behind requirement for highly qualified teachers. This NCLB requisite actually impacts every district in the United States. However, when a sudden surge of population growth occurs, the stakes become even higher. Most particularly, the field of Special Education has "highly qualified" requirements which are exceedingly difficult to meet. Basically, a teacher who teaches English to regular education students must be trained to a level of being highly qualified in English only. A Special Education teacher, however, may be in several different classrooms during the day. If that Special Education teacher is in English, Math and Social Studies, to be considered highly qualified, the Special Education teacher needs to be trained in ALL those subjects. This is virtually impossible for a teacher to attain.

For the record, the position of many educators in the field is that the Special Education teacher should be highly qualified in his/her field of expertise....which is Special Education. Since many different highly qualified

Q5: TEACHER RECRUITMENT CHALLENGES IN GEORGIA

requirements have to be met, the net result has been that many good candidates in Special Education seek regular education positions, especially after they have become highly qualified. The Special Education positions are always the most difficult to fill, and the highly qualified requirements only make this situation more complex and demanding. This entire situation will be exacerbated when the expected growth surge arrives and good candidates are needed from all fields, including Special Education.

Point of Contact:

- Dr. Robin Pennock, MCSD

Q6: TEACHER RECRUITMENT CHALLENGES IN ALABAMA

QUESTION

Provide a description of the challenges, if any, of recruiting teachers in LEAs near Fort Benning. Highlight teacher certification issues, if any.

RESPONSE

From an Alabama perspective, it is very difficult to recruit and keep teachers in our Alabama schools especially those school systems bordering other states. Most states pay their teachers more than Alabama. In Georgia, the legislature recently passed a classroom-size reduction act lowering the pupil-teacher ratios. Obviously, these additional teachers must come from somewhere. Alabama teachers are a prime target for Georgia school systems.

There is currently a teacher shortage which already makes it very tough to fill needed teaching slots. In Alabama, teachers and administrators may retire after 25 years of service. In Georgia, they must work a minimum of 30 years before they may retire. Alabama loses many very experienced and qualified teachers to surrounding states after they reach their 25th year in order to “double dip”. Fewer Georgia teachers come to Alabama because after 30 years in the classroom, many of them call it quits for good.

It seems as though Georgia and other surrounding states have more flexible teacher certification requirements than Alabama. We lose a lot of prospective teachers in Alabama due to certification issues. They seem to find a way in Georgia to certify teachers while Alabama follows a very strict federal consent decree that limits the flexibility to certify them. There also needs to be better reciprocity agreements between states in regard to teacher certification. Many military spouses with teaching credentials must jump through numerous and often unreasonable hoops in order to be certified to teach in a state where their spouse has been recently deployed to. There should be more flexibility given to these teachers due to their quality, the current teacher shortage, and the fact that they did not ask to be moved to another state, but are simply following orders.

Finally, No Child Left Behind laws make it very difficult for teachers to remain in the profession, especially when very qualified and experienced teachers are being told that they are not “Highly Qualified” because that do not meet a recently set standard. Case in point, we have teachers who have dedicated their professional lives to teach students with disabilities, being told that they are not highly qualified and will need to take additional coursework in the core subjects in order to teach their students who in many cases are emotionally disturbed, learning disabled, or mentally retarded. Instead of taking

Q6: TEACHER RECRUITMENT CHALLENGES IN ALABAMA

the coursework, many simply retire or leave the teaching profession to pursue other interests. Often times, we are our own worst enemies.

Point of Contact:

- Dr. Larry DiChiara, PCSD

Q7: STUDENT TO TEACHER RATIOS IN GEORGIA

RESPONSE

Student-Teacher ratios as defined by Georgia State code are described as follows.

Points of Contact:

- Mr. Stuart Bennett, Georgia DOE
- Dr. Robin Pennock, MCSD

Code: IEC 160-5-1-.08 CLASS SIZE.

(1) DEFINITIONS.

(a) **Areas of Exceptionality** – Areas of exceptionality with maximum class sizes are as follows. 1. S/L: Speech-Language Impairment 2. D/HH: Deaf/Hard of Hearing 3. LD: Specific Learning Disability 4. EBD: Emotional and Behavioral Disorder 5. MID: Mild Intellectual Disability 6. SID: Severe Intellectual Disability 7. MOID: Moderate Intellectual Disability 8. OI: Orthopedic Impairment 9. PID: Profound Intellectual Disability 10. VI: Visual Impairment 11. DB: Deaf-Blind 12. SED: Severe, Emotional and Behavioral Disorder 13. SDD: Significant Developmental Delay

(b) **Early Intervention Program (EIP)** – Program to serve students in grades K through 5 who are at risk of not reaching or maintaining academic grade level to obtain the necessary skills to reach grade-level performance in the shortest possible time as specified in Rule 160-4-2-.17 Early Intervention Program.

(c) **Gifted Advanced Content Delivery Model** – Achievement-grouped advanced classes in academic content areas. The curriculum is differentiated in content, pacing, process-skills emphasis, and expectation of student achievement to provide challenge for gifted learners. (Examples: middle school Algebra I; Honors/AP/IB courses)

(d) **Gifted Resource Class Delivery Model** – Classes for gifted students that emphasize interdisciplinary enrichment. Although the curriculum has academic content, the instruction focuses on thinking skills, problem solving, research and communication skills, and creative productivity. (Example: Elementary Pull-Out Enrichment Class)

(e) **Individual Class Size Funding Ratio** – The number of students needed to earn state funds, calculated on the base amount, to pay for a single class in each of the QBE formula programs.

(f) **Instructional Extension** – a state-funded instructional program beyond the regular school day to address the academic needs of low-performing students.

Q7: STUDENT TO TEACHER RATIOS IN GEORGIA

(g) **Maximum Individual Class Size** – Maximum number of students that may be taught by a teacher in a class segment. 2

(h) **Physical Classroom** — The maximum class size for grades K-3 is applicable to the physical classroom. The physical classroom is the space used for the purposes of instruction to students. By way of example, to have more than twenty-one students in a K-3 classroom will require a divider, temporary or permanent. Whether the partition is temporary or permanent, the system shall obtain the approval of the fire marshal and the Facilities Division at the Georgia Department of Education.

(i) **Remedial Education Program** – an instructional program designed for students in grades 6-12 who have identified deficiencies in reading, writing, and math as identified by Rule 160-4- 5-.01 Remedial Education

(j) **Resource Delivery Model** – Instruction for students with disabilities outside the regular classroom for three or fewer segments of the instructional day.

(k) **Self-Contained Delivery Model** – Instruction for students with disabilities in one area of exceptionality for four or more segments of the instructional day.

(2) REQUIREMENTS.

(a) Local boards of education and schools shall comply with maximum class sizes and schedules listed in Appendices A-F.

(b) Paraprofessionals may be used to increase class size only as provided in the appendices. Local boards of education shall ensure that state funds earned for paraprofessionals in kindergarten shall be used to provide paraprofessional services to all kindergarten classes.

(c) Local boards of education not complying with maximum class size requirements shall be subject to a loss of funding for the entire class or program that is out of compliance. A school shall not count for FTE purposes any class that exceeds the maximum class size as provided in the appendices. However, a school shall count vocational labs and remedial classes that exceed maximum class size only as regular classes, provided they do not exceed the maximum regular class size.

(d) The number of students taught by a teacher at any time after the first 15 school days of a school year may not exceed the maximum such number unless requested authorization for a specific larger number is approved by the State Board. The State Board may approve a request only in the limited circumstances where educationally justified and where an act of God or other unforeseen event led to the precipitous rise in enrollment within that system, or led to another occurrence which resulted in the local board's inability to comply with the maximum class size requirement. The State Board may approve requests for increases to maximum individual class sizes only. It shall not

Q7: STUDENT TO TEACHER RATIOS IN GEORGIA

approve requests for increases to system average class sizes and it shall not approve requests for language arts, math, science, or social studies in grades 9-12.

Code: IEC 160-5-1-.08 CLASS SIZE (continued)

(e) The maximum class size for the kindergarten and primary grades programs is defined as the number of students in a physical classroom. The maximum individual class size for all other purposes shall be defined as the maximum number of students that may be taught by a teacher in a class segment.

(f) Beginning with the 2007-2008 school year, each local board of education shall establish maximum class sizes for general education programs in mathematics, science, social studies, and language arts for grades 9 through 12 that shall not exceed the funding size by more than 39 percent (see Appendix A) and shall annually report to the state board and to each school council in its school system such class sizes established. Compliance with maximum class size requirements for all other subjects in grades 9-12 shall be determined by the system average for applicable programs and grades. Individual class size for such programs and grades shall not exceed the applicable maximum system average by more than two students.

Authority O.C.G.A. § 20-2-151(b); 20-2-152(a); 20-2-153; 20-2-154; 20-2-182(g), (h).

Adopted: August 9, 2007

Effective: August 29, 2007

Q7: STUDENT TO TEACHER RATIOS IN GEORGIA

Code: IEC 160-5-1-.08 , Appendix A – Regular and Vocational Programs

**Appendix A
Regular and Vocational Programs**

<u>Grade(s) Subject(s)</u>	<u>Funding Class Size</u>	<u>Maximum Individual Class Size</u>
Regular Kindergarten	15	18
Regular Kindergarten With full-time paraprofessional	15	20
Regular Grades 1-3 No Paraprofessional	17	21
Regular Grade 1-3 With full-time paraprofessional	17	21
Grades 4-5 English, Math, Science, Social Studies	23	28
Grades 6-8 English, Math, Science, Social Studies	23	28
Grades 6-8 Middle Schools – All academic classes as defined in Rule 160- 4-2-.05 Middle School Program Criteria	20	28

Q7: STUDENT TO TEACHER RATIOS IN GEORGIA

Code: IEC 160-5-1-.08 , Appendix A – Regular and Vocational Programs (continued)

<u>Grade(s) Subject(s)</u>	<u>Funding Class Size</u>	<u>Maximum Individual Class Size</u>
Fine Arts K-3	NA	33
Fine Arts & Foreign Language Instructional Programs Grades 4-5	NA	33
Fine Arts & Foreign Language Instructional Programs Grades 6-8	NA	33
Grades 4-8 All others (see exceptions)	23	33

Q7: STUDENT TO TEACHER RATIOS IN GEORGIA

Code: IEC 160-5-1-.08 , Appendix A – Regular and Vocational Programs (continued)

<u>Grade(s) Subject(s)</u>	<u>Funding Class Size</u>	<u>Maximum Individual Class Size</u>
Grades 9-12 English, Math, Social Studies, Science, Foreign Language	23	32*
<u>Grade(s) Subject(s)</u>	<u>Funding Class Size</u>	<u>Maximum System Avg. Class Size</u>
All other Subjects Grades 9-12	23	35
Vocational Labs	20	28
Remedial Grades 6-12 No paraprofessional	15	18
Remedial Grades 6-12 With full-time paraprofessional	15	24

*Local boards of education shall establish class size maximums for these courses which shall not exceed the funding size by more than 39 percent.

Q7: STUDENT TO TEACHER RATIOS IN GEORGIA

Code: IEC 160-5-1-.08 , Appendix A – Regular and Vocational Programs (continued)

Exceptions to Maximum Class-size for Grades K-12 shall be as follows:

	Course	Maximum Individual Class Size
(i)	Typing/Keyboarding	35
(ii)	Instrumental Music (e. g, band)	100
(iii)	Choral Music	80
(iv)	Physical Education No paraprofessional	40
	Physical Education With paraprofessional (Elementary schools)	54
(v)	Co-op Supervision	56

* Defined as class size by full-time equivalent reporting segment.

Q7: STUDENT TO TEACHER RATIOS IN GEORGIA

Code: IEC 160-5-1-.08 , Appendix C – Gifted and Alternative Programs

APPENDIX C Gifted and Alternative Programs

Class / Group Exception Plan	Funding Class Size	Maximum System Average Class Size
1. GIFTED		
(i) Elementary Resource (K-5)	12	17
(ii) Middle School Resource and Advanced Content (6- 8)	12	21
(iii) High School Resource and Advance Content (9 -12)	12	21

<u>Class / Group Exception Plan</u>	<u>Funding Class Size</u>	<u>Maximum System Avg. Class Size</u>
2. ALTERNATIVE PROGRAMS		
No paraprofessional	15	18
With full-time paraprofessional	15	24*

* The expectation is that a recommendation will be made that beginning with the 2008-2009 school year this will be reduced to 20.

Q7: STUDENT TO TEACHER RATIOS IN GEORGIA

Code: IEC 160-5-1-.08 , Appendix D – English to Speakers of Other Languages (ESOL)

APPENDIX D English to Speakers of Other Languages (ESOL)

Grade(s) Subject(s)	Funding Class Size	Maximum System Average Class Size	
		No Paraprofessional	With Paraprofessional
K-3	7	11	13
4-8	7	14	15
9-12	7	18	20

Q7: STUDENT TO TEACHER RATIOS IN GEORGIA

Code: IEC 160-5-1-.08 , Appendix E – Early Intervention Program (EIP)

APPENDIX E Early Intervention Program (EIP)

Self-Contained and Pull-out Models

<u>Grade(s) Subject(s)</u>	<u>Funding Class Size</u>	<u>Maximum System Avg. Class Size</u>
Kindergarten	11	14
Grades 1-3	11	14
Grades 4-5	11	14

Self-contained classes may be multi-grade level classes as long as the class size does not exceed the maximum class size.

Augmented Class Model-Kindergarten

A state certified early childhood /elementary teacher will work for a minimum of one segment (45 minutes) with no more than 14 Early Intervention Program students.

<u>Grade(s) Subject(s)</u>	<u>Funding Class Size</u>	<u>Maximum System Avg. Class Size</u>
Kindergarten	15	18
Kindergarten with full-time paraprofessional	15	20

A maximum of 14 EIP students may be in an augmented – class.

Q7: STUDENT TO TEACHER RATIOS IN GEORGIA

Code: IEC 160-5-1-.08 , Appendix E – Early Intervention Program (EIP) (continued)

Augmented Class Model – Grades 1-3

A state certified early childhood/elementary teacher will work for a minimum of one segment (45minutes) with no more than 14 Early Intervention Program students.

<u>Grade(s) Subject(s)</u>	<u>Funding Class Size</u>	<u>Maximum System Avg. Class Size</u>
Grades 1-3	17	21
Grades 1-3 with full-time paraprofessional	17	21

Augmented Class Model – Grades 4-5

<u>Grade(s) Subject (s)</u>	<u>Funding Class Size</u>	<u>Maximum System Avg. Class Size</u>
Grades 4- 5	23	30*

A maximum of 14 EIP students may be in an augmented class.

* The expectation is that a recommendation will be made that beginning with the 2008-2009 school year this will be reduced to 28.

Q7: STUDENT TO TEACHER RATIOS IN GEORGIA

Code: IEC 160-5-1-.08 , Appendix E – Early Intervention Program (EIP) (continued)

Reduced Class Model – Kindergarten

<u>EIP Students</u>	<u>Non-EIP Students</u>	<u>Maximum Total in Class</u>
1	14	15
2	13	15
3	11	14
4	10	14
5	9	14
6	7	13
7	6	13
8	5	13
9	3	12
10	2	12
11	1	12

A full-time paraprofessional may be used in the kindergarten models to increase class size by 2 students. The 2 additional students may be either EIP or regular students.

Reduced Class Model – Grades 1-3 **

<u>EIP Students</u>	<u>Non-EIP Students</u>	<u>Maximum Total in Class</u>
1	16	17
2	14	16
3	13	16
4	12	16
5	10	15
6	8	14
7	7	14
8	5	13
9	4	13
10	2	12

Q7: STUDENT TO TEACHER RATIOS IN GEORGIA

Code: IEC 160-5-1-.08 , Appendix E – Early Intervention Program (EIP) (continued)

Reduced Class Model – Grades 4-5 **

<u>EIP Students</u>	<u>Non-EIP Students</u>	<u>Maximum Total in Class</u>
1	22	23
2	20	22
3	18	21
4	16	20
5	14	19
6	12	18
7	10	17
8	8	16
9	6	15
10	4	14
11	2	13
12	1	13

** Paraprofessionals may not be used to reduce teacher/student ratio in grades 1-5.

Reading Recovery

The Reading Recovery Program may be used as a model for the Early Intervention Program.

<u>Funding Class Size</u>	<u>Maximum System Avg. Class Size</u>
11	14

Students served by Reading Recovery may be counted for one segment of EIP instruction for the entire year.

Q7: STUDENT TO TEACHER RATIOS IN GEORGIA

Code: IEC 160-5-1-.08 , Appendix F – Instructional Extension

APPENDIX F Instructional Extension

	<u>Funding Class Size</u>	<u>Maximum System Avg. Class Size</u>
After-school, Saturday, Summer, and inter – session programs	15	18

Q8: STUDENT TO TEACHER RATIOS IN ALABAMA

QUESTION

Provide state mandated student to teacher ratios in each state.

RESPONSE

The State of Alabama uses a recommended pupil to teacher ratio that serves only as a guide in controlling class enrollment. The recommended ratios by grade are:

- grades K-3 = 18:1;
- grades 4-6 = 26:1;
- grades 7-8 = 29:1;
- grades 9-12 = 29:1.

The ratios serve mainly as a guide and enrollment above the recommended pupil to teacher ratio will not require local school district to employ additional certified staff. What Alabama uses as a means of accountability is the requirement that all state funded positions that are earned at a school (or cost center as we term it) must be placed at that school.

State teaching units are earned based on funding divisor that is approved annually by the Alabama Legislature. Those divisors are:

- gradesK-3 = 13.8;
- grades 4-6 = 21.4;
- grades 7-8 = 20.1;
- grades 9-12 = 18.

An example of this is, if your enrollments in grades K-3 equals 200, then you divide that number by 13.8 which calculate into 14.49 state funded teaching positions. These positions also include Special Education and Career Tech, which has a separate weighted calculation that is applied based on enrollment.

Instructional Support units, which include Principal, Asst. Principal, Counselor, and Librarian, are awarded based on the schools enrollment and the 2000 SACS standards.

This explanation along with the following minutes from State Board meetings held on September 11, 1997 and January 8, 1998, should clarify how Alabama awards state funded positions.

Points of Contact

- Mr. Craig Pouncey and Ms. Kimi Riggins, Alabama DOE.

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and such other duties as the Board shall require of him from time to time in accordance with applicable provisions of law.

SECTION 7. TERMINATION BY MUTUAL AGREEMENT OF PARTIES: This Agreement may at any time be terminated by the mutual consent of the parties of this Agreement. The consent of the Board in such case may be given or expressed only by official action of the Board.

SECTION 8. TERMINATION BY UNILATERAL ACTION OF BOARD: Notwithstanding any other provision of this Agreement, the Board may at any time officially act, by majority vote of the whole board, to unilaterally terminate this Agreement and thereby terminate the employment of the Superintendent. Said action shall be at the sole and absolute discretion of the Board. Any termination pursuant to this section shall only be accomplished after 180 days notice to the Superintendent. In this event the State Superintendent shall be entitled to any unpaid salary exclusive of any and all benefits or contributions due under the balance of this contract.

If such action is for cause, as defined under Ala. Code § 16-3-25 (1975), then the State Superintendent shall be notified as provided in Ala. Code § 16-3-25 (1975) and be given an opportunity to be heard under said section. If termination thereafter is for cause, then no remuneration or any other benefit, financial or otherwise, shall accrue.

SECTION 9. TERMINATION BY UNILATERAL ACTION OF SUPERINTENDENT: This Agreement may at any time be terminated unilaterally by the Superintendent by providing 180 days written notice to the Board that he desires to terminate this Agreement.

SECTION 10. RENEWAL OF CONTRACT: The Board shall give the Superintendent a minimum of 180 days notice of its intent to renew or non-renew the Superintendent's contract.

SECTION 11. GOVERNING LAW: This Agreement shall be governed by and be construed in accordance with the laws of the State of Alabama.

Done this the _____ day of _____, 1997.

Edward R. Richardson
Superintendent of Education

The Alabama State Board of Education
By:

Its Vice-President

Governor James left the meeting at 11:08 a.m.

APPROVED TEACHER/PUPIL RATIO

Dr. Richardson said after much discussion, a compromise proposal had been developed between Dr. Hubbert, Executive Secretary, Alabama Education Association, and the Department of Education. He said not everyone was in agreement, but explained that while some systems might have difficulty meeting standards beyond the system's control, this proposal provided a provision to allow the State Superintendent to grant exceptions for any undue hardships.

Dr. Richardson said the proposed regulations would lower the teacher/pupil class ratio for grades K-3 to a maximum of 18 and 26 for grades 4-6 effective January 1998. Grades 7-12 would have a cap of 29 effective with the start of the 1998-99 school year.

On motion by Dr. Caylor and seconded by Mrs. Ray, Dr. Hall opened the floor for discussion.

Six people, varying from teachers to parents, spoke in favor of class size reduction by reducing the caps at four above the student divisors. Five people ranging from local superintendents to education agency spokespersons responded by offering an alternative proposal setting higher caps beginning with the 1998-99 school year.

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Q8: STUDENT TO TEACHER RATIOS IN ALABAMA

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Each of the Board members agreed class size should be lowered and proclaimed Dr. Richardson's courage and leadership. Several Board members did express some reservations with respect to consideration for space, moving too quickly without thinking of the children, not allowing systems to drown in red ink, and support for the State Superintendent to exercise the right to issue waivers for systems facing hardships. Dr. Richardson said all systems have been reviewed and surveyed mathematically. He said each superintendent faced different situations and agreed there might be some cost with the greatest number of exceptions made the first year if the proposal was implemented.

Mr. Byrne suggested to amend the motion to change the survey report date to January 1998 rather than April 1998. This report would be presented to the State Board to show the exceptions in place and whether the teacher/pupil ratios could continue to be implemented. Mr. Byrne said the survey report issued in January could be the guidelines for planning the next year. Mr. Higginbotham seconded the amendment.

Dr. Caylor suggested school systems could begin now hiring new teachers rather than waiting until January to implement the new plan.

Dr. Hubbert encouraged keeping the April 1998 date to assess any problems for changing the standards if necessary.

Mr. Byers felt uncomfortable in implementing this plan without a preliminary study to determine the outcome. He did not agree with governing more than half the schools by exceptions. Mr. Byers offered an amendment to Mr. Byrne's amendment proposing a study between the State Department and AEA implementing lower teacher/pupil ratios effective September 1998. Mrs. Bell seconded the amended amendment.

The following vote was recorded on Mr. Byers' amendment to the amendment to change the implementation date until the fall of 1998:

Byrne:	Yes
Higginbotham:	No
Bell:	Yes
Hall:	Yes
Paul:	No
Byers:	Yes
Ray:	No
Caylor:	No

The amendment to the amended motion failed on a 4-4 vote.

The following vote was recorded on Mr. Byrne's amendment to the motion to change the reporting date to the Board with respect to exceptions:

Byrne:	Yes
Higginbotham:	No
Bell:	No
Hall:	No
Paul:	No
Byers:	Yes
Ray:	Yes
Caylor:	No

The amendment to the motion failed on a 3-5 vote.

The following vote was recorded on the original motion to approve the proposed lower class size ratios:

Byrne:	Yes
Higginbotham:	Yes
Bell:	Yes
Hall:	Yes
Paul:	Yes
Byers:	No
Ray:	Yes
Caylor:	Yes

The motion passed on a 7-1 vote.

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Q8: STUDENT TO TEACHER RATIOS IN ALABAMA

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Mrs. Ray requested a consortium to develop a workable plan to provide the adequate funding necessary to implement these changes. Dr. Caylor seconded the request. The Board unanimously approved.

APPROVED TEACHER/PUPIL RATIO RESOLUTION

WHEREAS, the Alabama State Board of Education believes that small, manageable classes of students lead to improved instruction, especially in the early grades; and

WHEREAS, the Alabama State Board of Education supports the lowest attainable pupil-teacher ratios in all grades under the funding supplied by the enactment of the 1995 Foundation Program Plan; and

WHEREAS, the Alabama State Board of Education believes that SACS maximum pupil-teacher ratios designated to apply to eleven southern states are too large to facilitate quality education programs unique to Alabama; and

WHEREAS, the Alabama State Board of Education realizes and appreciates the unique situations present in each and every school regarding special populations of students, offering electives, and building a broad-based educational program on limited local tax funds, while also acknowledging that student migration varies greatly in Alabama and that some facilities are limited in additional space, to name only a few of the daily factors associated with managing a local school:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby proclaim the following timetable for limiting class size in the classrooms of public schools in Alabama, and that exceptions to this timetable and class size limitations contained within can only be authorized by the State Superintendent of Education after a review of each request on a case-by-case basis:

	SACS Standard	Alabama Limits, K-6, January 1998 K-12, Fall 1998
Self-Contained	(K) 1:25	(K) 1:18**
	1:26-30 w/aide	
	(1-3) 1:28	(1-3) 1:18**
	1:29-33 w/aide	
(4-8)	1:32*	(4-6) 1:26*
		(7-8) 1:29*
Non Self-Contained	(1-3) 1:30	(1-3) 1:18**
	(4-8) 1:32*	(4-6) 1:26*
	(9-12) 1:32/750 per week*	(7-12) 1:29/750 per week*

BE IT FURTHER RESOLVED, That the Alabama State Board of Education realizes that the adoption of this resolution is after the beginning of the 1997-98 school year and that for the most part class assignments and personnel decisions have been finalized in each local system, but the Alabama State Board of Education does recognize that with the third year of funding for the full phase-in of the Foundation Budget, schools should be able to implement these standards by January 1998 and the pupil-teacher ratios shall be in effect from that date forward, and

BE IT FURTHER RESOLVED, That the State Superintendent of Education will review waiver requests from local school districts on a case-by-case basis as long as the waiver requests individually include a remedy plan for implementing the pupil-teacher ratios within the local school district in whichever schools they occur; and

BE IT FURTHER RESOLVED, That the State Superintendent of Education shall conduct a statewide survey of school districts and schools therein and present a report to the State Board of Education by April 1998 to ascertain the exceptions to the pupil-teacher ratios instituted with third year Foundation Program Funds and if the pupil-teacher ratios can continue to be implemented as described in this resolution or whether the State Superintendent of Education shall recommend to the State Board of Education a modification of these adopted ratios.

* Does not include physical education, musical performing groups, ROTC, or typing. The limit for these subjects is 1,000 student contacts per week. High schools (grades 9-12), junior high schools (grades 7-9), unit schools (grades K-12), and area vocational centers shall also maintain the SACS standard of an overall student/total professional staff ratio of 21:1.

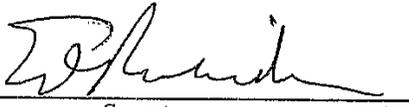
** Classes with aides will be reviewed as an exception by the State Superintendent of Education.

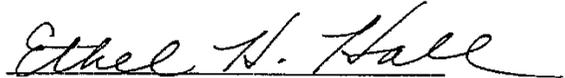
Q8: STUDENT TO TEACHER RATIOS IN ALABAMA

Minutes of the State Board of Education, State of Alabama
September 11, 1997

ADJOURNMENT

There being no further business to come before the Board at this time, the regular meeting of the State Board of Education for elementary/secondary education matters adjourned at 12:48 p.m., September 11, 1997.


Secretary


Vice President

Q8: STUDENT TO TEACHER RATIOS IN ALABAMA

Minutes of the State Board of Education, State of Alabama January 8, 1998

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Mr. Morton explained systems under financial constraints are ones that have given their best local effort but are in fact running low on local funds. He said these systems have utilized the materials and units but do not have the capacity to add to the budget. Mr. Morton recommended a waiver for systems operating under these conditions.

Mrs. Ray requested a separate list of the additional school systems requesting waivers. Mr. Morton felt most of the pending requests to be reviewed would be consistent with the school systems listed.

Mr. Morton said waiver requests were divided into three categories: (1) systems making a good effort to meet the September 11 resolution, i.e., hiring of teachers; (2) systems with good long-range implementation plans, i.e., on-going construction plan; and (3) systems with over sized classes with no remedy plan to meet the resolution. He said the latter would be checked first.

Dr. Hall asked what "Plan B" was should a system not provide the information as requested. Dr. Richardson replied the same procedure would be followed as for financial intervention — (1) contact the local superintendent and board president for a meeting; (2) explain the problem and allow time to respond; (3) if a positive response was not received, the State Superintendent is authorized to hold funds.

Dr. Richardson said these were the same policies as recommended in the resolution approved on September 11, 1997 with the addition of number seven. The policy recommendations are as follows:

1. Maintain the class size caps as previously stated by the State Board of Resolution adopted September 11, 1997.
2. Foundation units that are earned by a school must be used at that school unless all classes meet the pupil/teacher ratios of the September 11, 1997 State Board Resolution with any combination of federal, state and local teacher units. While not required, if LEAs elect to meet the prescribed ratios for any particular school through a combination of teacher units then the LEA may reassign state units to other schools.
3. Grades K-6 must recognize the correct divisors (K-3, 18-1; 4-6, 26-1) to meet the State Board Resolution.
4. Based on class size data collected during the Fall of 1998, the State Superintendents' FY 2000 Budget will include requests for any additional units needed.
5. Class size changes which may need to be made in January to address grossly overloaded classes, especially in grades K-3, will be handled on a class-by-class basis.
6. The State Superintendent may grant a waiver to an LEA for unusual situations/circumstances such as using state units from several schools to staff a school dedicated to serving students with disabilities, the staffing of a new school that did not exist the previous year, etc.
7. If a case arises where a local school system does not meet the State Board Resolution regarding class size or obtain an approved waiver, the State Superintendent is authorized to intervene and take action as appropriate to bring said local

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Q8: STUDENT TO TEACHER RATIOS IN ALABAMA

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system into compliance. The steps for intervention will follow those previously established and adopted for financial intervention.

Mr. Byers asked if waivers were being requested to transfer foundation units to other schools as well as maintaining the cap requirements. Dr. Richardson said yes and noted the strongest request from teachers was not to change classes in the middle of the year.

Dr. Paul asked who had the last word on waivers and whether there was an appeal process. Dr. Richardson responded the State Superintendent was the last word. He added if good faith efforts are made, then every attempt will be made to work with the systems.

Mr. Byrne asked if the Superintendent's position for implementation remained to require local systems to spend anything other than state money in order to meet the requirements.

Dr. Richardson said it was our intention not to count federal units or locally funded units and to stay with the state provided units. Mr. Byrne asked whether this should be added to the resolution. Dr. Richardson said there was no objection, but felt it would restrict the flexibility to push systems to meet the resolution requirements, i.e., insufficient thought to scheduling or assignment of teachers.

Mr. Higginbotham asked if there would be sufficient funds in the budget to help relieve some of the financial problems resulting from class size reduction. Dr. Richardson said there was some additional money that would be helpful, but there was not sufficient money to totally resolve the problem in this year's budget.

Mr. Byers asked if school systems would be exempted if the system felt they had legitimate class sizes based on academic record. Dr. Richardson said the data would be reviewed and local units checked. He agreed this should be a consideration by the Board in the fall.

Dr. Caylor emphasized the Board should be careful in their position and suggested moving forward to avoid possible intervention by the State Legislature.

Three people addressed the Board in favor of reducing class size.

Mr. Byers said he voted against the teacher/pupil ratio in September and would vote against the amended resolution today. He noted his reasons for dissension as follows: (1) the Board was wrong to determine class size issues for systems that are doing well; (2) poor public policy to approve a rule wherein 92% apply for waivers with murky standards, and (3) the requirements should be set for the next school year allowing time to work through the Legislature to amend the budget for the necessary funding.

On motion by Dr. Caylor and seconded by Mrs. Bell, the Board approved the September 11 resolution amending the Teacher/Pupil Ratio. Mr. Byers voted no.

**APPROVED BY THE
STATE BOARD OF EDUCATION
AT ITS MEETING ON
SEPTEMBER 11, 1997
AND AMENDED JANUARY 8, 1998**

RESOLUTION

WHEREAS, the Alabama State Board of Education believes that small, manageable classes of students lead to improved instruction, especially in the early grades; and

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Q8: STUDENT TO TEACHER RATIOS IN ALABAMA

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WHEREAS, the Alabama State Board of Education supports the lowest attainable pupil-teacher ratios in all grades under the funding supplied by the enactment of the 1995 Foundation Program Plan; and

WHEREAS, the Alabama State Board of Education believes that SACS maximum pupil-teacher ratios designated to apply to eleven southern states are too large to facilitate quality education programs unique to Alabama; and

WHEREAS, the Alabama State Board of Education realizes and appreciates the unique situations present in each and every school regarding special populations of students, offering electives, and building a broad-based educational program on limited local tax funds, while also acknowledging that student migration varies greatly in Alabama and that some facilities are limited in additional space, to name only a few of the daily factors associated with managing a local school:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby proclaim the following timetable for limiting class size in the classrooms of public schools in Alabama, and that exceptions to this timetable and class size limitations contained within can only be authorized by the State Superintendent of Education after a review of each request on a case-by-case basis:

		Alabama Limits, K-6, January 1998	
		<u>SACS Standards</u>	<u>K-12, Fall 1998</u>
Self-Contained	(K)	1:25 1:26-30 w/aide	(K) 1:18**
	(1-3)	1:28 1:29-33 w/aide	(1-3) 1:18**
	(4-8)	1:32*	(4-6) 1:26* (7-8) 1:29*
	Non Self-Contained	(1-3) 1:30 (4-8) 1:32* (9-12) 1:32/750 per week*	(1-3) 1:18** (4-6) 1:26* (7-12) 1:29/750 per week*

BE IT FURTHER RESOLVED, That the Alabama State Board of Education realizes that the adoption of this resolution is after the beginning of the 1997-98 school year and that for the most part class assignments and personnel decisions have been finalized in each local system, but the Alabama State Board of Education does recognize that with the third year of funding for the full phase-in of the Foundation Budget, schools should be able to implement these standards by January 1998 and the pupil-teacher ratios shall be in effect from that date forward, and

BE IT FURTHER RESOLVED, That the State Superintendent of Education will review waiver requests from local school districts on a case-by-case basis as long as the waiver requests individually include a remedy plan for implementing the pupil-teacher ratios within the local school district in whichever schools they occur, and

BE IT FURTHER RESOLVED, That the State Superintendent of Education shall conduct a statewide survey of school districts and schools therein and present a report to the State Board of Education by April 1998 to ascertain the exceptions to the pupil-teacher ratios instituted with third year Foundation Program Funds and if the pupil-teacher ratios can continue to be implemented as described in this resolution or whether the State Superintendent of Education shall recommend to the State Board of Education a modification of these adopted ratios.

* Does not include physical education, musical performing groups, ROTC, or typing. The limit for these subjects is 1,000 student contacts per week. High schools (grades 9-12), junior high schools (grades 7-9), unit schools (grades K-12), and area vocational centers shall also maintain the SACS standard of an overall student/total professional staff ratio of 21:1.

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** Classes with aides will be reviewed as an exception by the State Superintendent of Education.

AMENDMENT APPROVED BY THE STATE BOARD OF EDUCATION AT ITS MEETING ON JANUARY 8, 1998

AMENDMENT

WHEREAS, On September 11, 1997, the Alabama State Board of Education adopted a resolution expressing the belief that small manageable classes of students leads to improved instruction especially in the early grades, and;

WHEREAS, The Alabama State Board of Education continues to support the lowest attainable pupil/teacher ratios in all grades under the funding supplied by the enactment of the 1995 Foundation Program Plan, and;

WHEREAS, Policies regarding the further implementation of the September 11, 1997 Resolution are needed to further clarify and provide guidance to the local school systems throughout Alabama,

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does amend the Resolution adopted September 11, 1997 regarding class size and hereby proclaims the following policies to be applicable in the implementation of the resolution to attain small manageable classes of students and delegates to the State Superintendent of Education authority to implement these policies consistent with the September 11, 1997 Resolution, and the policies of this Board as follows:

1. Maintain the class size caps as previously stated by the State Board of Resolution adopted September 11, 1997.
2. Foundation units that are earned by a school must be used at that school unless all classes meet the pupil/teacher ratios of the September 11, 1997 State Board Resolution with any combination of federal, state and local teacher units. While not required, if LEAs elect to meet the prescribed ratios for any particular school through a combination of teacher units then the LEA may reassign state units to other schools.
3. Grades K-6 must recognize the correct divisors (K-3, 18-1; 4-6, 26-1) to meet the State Board Resolution.
NOTE: Some schools maintained the same ratios in K-6 which made K-3 overloaded in many instances.
4. Based on class size data collected during the Fall of 1998, the State Superintendents' FY 2000 Budget will include requests for any additional units needed.
NOTE: The issue of teachers and secretaries having to dispense medication also will require school nurses.
5. Class size changes which may need to be made in January to address grossly overloaded classes, especially in grades K-3, will be handled on a class by class basis.
6. The State Superintendent may grant a waiver to an LEA for unusual situations/circumstances such as using state units from several schools to staff a school dedicated to serving students

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Q8: STUDENT TO TEACHER RATIOS IN ALABAMA

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with disabilities, the staffing of a new school that did not exist the previous year, etc.

7. If a case arises where a local school system does not meet the State Board Resolution regarding class size or obtain an approved waiver, the State Superintendent is authorized to intervene and take action as appropriate to bring said local system into compliance. The steps for intervention will follow those previously established and adopted for financial intervention.

BE IT FURTHER RESOLVED, That the Alabama State Board of Education directs that this resolution shall be effective upon its adoption by the State Board and that the State Superintendent of Education shall carry out these policies and interpret the same in a spirit consistent with enhancement of the educational experience for students in Alabama public schools.

**ADOPTED RESOLUTION COMMENDING JANE B. SIMS
STATE DEPARTMENT OF EDUCATION
EMPLOYEE OF THE QUARTER
JANUARY - MARCH 1998**

On motion by Mrs. Bell and seconded by Mr. Byrne, the Board unanimously approved the following:

WHEREAS, Jane B. Sims has recommended and made many procedural changes that have saved money and increased productivity in Family and Consumer Sciences; and

WHEREAS, she set up a computerized database for more than 700 Family and Consumer Sciences teachers, which resulting in elimination of excess materials and files; and

WHEREAS, Ms. Sims accomplishes her work tasks in the most professional manner and assumes responsibility for completing jobs not noted in her job description.

WHEREAS, she exhibits a positive attitude and represents the department and community in a most professional manner:

NOW, THEREFORE, BE IT RESOLVED, That the Alabama State Board of Education does hereby commend Jane B. Sims for her selection as the State Department of Education Employee of the Quarter for January - March 1998, and expresses its appreciation for her exemplary service to the department, to this board and, ultimately, to the students of Alabama's public elementary and secondary schools.

**RECEIVED RESOLUTION FOR ADOPTION OF
FOREIGN LANGUAGES COURSE OF STUDY**

On motion by Mrs. Bell and seconded by Mr. Byrne, the Board unanimously received the following:

WHEREAS, Title 16, chapter 35, Section 3 of the Code of Alabama requires the State Courses of Study committee to prepare the contents of the courses of study for each grade of the elementary and secondary schools; and

WHEREAS, the reports of its recommendations with respect to the compulsory minimum content of courses of study and of recommended revisions of courses,

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Q9: STATE & LOCAL MATCHING FUNDS IN GEORGIA

QUESTION

Provide a description of state and local abilities to provide matching funds should federal funds for school construction or expansion become available. Discuss funding mechanisms (special taxes) and capacities.

RESPONSE

The State of Georgia funds capital outlay needs through the Capital Outlay Program as described in the response to the first question (Q1). School systems have the ability through referendum to impose a 1% sales tax and/ or general obligation bonds for capital improvements as cited below:

Local Option Sales Tax:

The State Capital Outlay Program is the State's method of distributing capital outlay funds to local school systems. Local systems apply for eligible projects as defined in their local facilities plan. Please refer to O.C.G.A. 20-260, 20-261, and 20-262 listed in the first question.

Local school systems through referendum can impose a 1% sales tax for capital projects. Systems may also through local referendum issue general obligation bonds for capital projects.

From the local perspective, Georgia is fortunate to have access to the Special Purpose Local Option Sales Tax (SPLOST) program, as described elsewhere by Georgia state officials. However, in practicality, several issues exist with SPLOST:

- A system is limited to a one cent sales tax for five years or for a stated amount, whichever comes first. It is often difficult to predict economic conditions over the course of, actually, six years. By the time a SPLOST is planned in detail, based on economic forecasts available at the time, at least one calendar year will have passed. The SPLOST is then posted according to OCR guidelines, which results in a minimum of another sixty days. Following the vote, the one cent collection does not begin for approximately ninety days. At that point, the five year collection clock actually begins. Therefore, the original estimate, upon which the SPLOST is built, really requires an accurate economic forecast at least five and more closely six years out. That is a challenge for even the most sophisticated economist.
- It is important to note that the 1997 SPLOST, passed by the Muscogee County School District, fell over seven million dollars short. There was a definite economic downturn beginning around 2000 and exacerbated by the

Q9: STATE & LOCAL MATCHING FUNDS IN GEORGIA

events of 11 September. The system itself ended up putting much more than seven million into the SPLOST projects from its General Fund.

- Also noteworthy, given the chance of falling short in SPLOST collections, is the fact that there is no way to exceed the SPLOST projections should the economy accelerate. Once the projection is made and stated, the SPLOST will cease when that amount is collected, should collections exceed expectations. Therefore, there is only a down side to missing the SPLOST revenue projection and no upside.
- Taken as an example, the Muscogee County School District has, between its 1997 SPLOST and its 2003 SPLOST (which will end in the autumn of 2008, considerably ahead of schedule due to an improved economy), has raised and expended funds as illustrated in the accompanying chart.

Q9: STATE & LOCAL MATCHING FUNDS IN GEORGIA

MUSCOGEE COUNTY SCHOOL DISTRICT				
ANALYSIS OF '97 AND '03 SPLOSTS ON STUDENTS				
As of December 31, 2007				
Completed 1-24-08				
Project Name	97 SPLOST	03 SPLOST	Total	REMARKS
Allen Elementary	2,226,214	513,837	2,740,051	3CR, A,M,PE, renovation, parking , reroofing, p HVAC & Door Rep
Arnold Middle	3,127,201		3,127,201	3CR, Ind. Arts lab, renovation plans for HVAC
Baker Middle	7,647,404		7,647,404	46 CR
Benning Hills Elementary	1,741,081	1,144,651	2,885,732	A,M, PE, renovation HVAC Kitchen
Blanchard Elementary	2,043,297	15,319	2,058,616	3CR, A,M,PE, renovation HVAC Kitchen
Bradley Museum		142,153	142,153	Roof Repairs
Brewer Elementary	600,226		600,226	6CR, renovation
Britt David Elementary	2,816,726		2,816,726	4CR, A,M,PE, Tech lab, renovation, parking , HVAC
Carver High	382,299	2,180,708	2,563,007	Converted lab, HVAC, reroofing
Clubview Elementary	3,087,883	1,200	3,089,083	3CR, M,A,PE, parking, renovation HVAC
Columbus High	2,971,858	7,421,121	10,392,979	Renovation of school and gym, paving
Cusseta Road Elem	2,525,992	530,503	3,056,495	4CR, renovation HVAC & Roof
Davis Elementary	3,205,911		3,205,911	3CR, renovation HVAC Classrooms
Dawson Elementary	2,085,477	208,733	2,294,210	7CR, A, M, PE, parking, renovation Reroofing, HVAC
Dimon Elementary	2,040,641	12,836	2,053,477	6CR, A,M, PE, renovation HVAC Upgrade
Double Churches Elem	1,371,727	279,981	1,651,708	6 CR renovation, HVAC Kitchen, Reroofing, HVAC Cls.
Double Churches Middle	7,819,426		7,819,426	44CR
Eagle Ridge Elem		13,952,013	13,952,013	44 IU
East Columbus Middle	7,846,415		7,846,415	43CR 4 classroom addition on hold
Eastway Elementary	2,609,410		2,609,410	Renovation Reroofing & HVAC
Eddy Middle	3,420,176		3,420,176	1CR, 3 labs, media, band room, renovation
Edgewood Elementary	2,765,239		2,765,239	4CR, A,M, PE, renovation HVAC
Forrest Road Elementary	1,868,444	425,562	2,294,006	6CR, A,M, PE, Tech lab, renovation HVAC Kitchen REF
Fort Middle	2,827,268		2,827,268	6CR, 2 labs, renovation
Fox Elementary	5,995,908		5,995,908	34CR
Gentian Elementary	2,425,015	26,132	2,451,147	7CR, A, M, PE, renovation HVAC, Reroofing
Georgetown Elementary	2,425,815		2,425,815	1CR, A, M, PE, renovation HVAC Kitchen, Reroofing
Hannan Elementary	408,846		408,846	4CR HVAC Classrooms
Hardaway High	6,332,100		6,332,100	1CR,Converted CR to labs (6), renovation Reroofing
Johnson Elementary	1,866,077	1,869,059	3,735,136	3CR, A, M, PE, renovation HVAC Kitchen
Jordan High	7,481,473	6,589,120	14,070,593	Convert old gym to 14 IU, Graphic Arts to Culinary+F4 a & Const
Kendrick High	6,295,543	4,254,444	10,549,987	4CR converted to labs, renovation, HVAC
Key Elementary	1,618,747		1,618,747	Kitchen, Counseling HVAC & Door replacement
Marshall Middle	4,253,613	2,086,165	6,339,778	Converted CR to labs, renovation HVAC, Reroofing Doors
Mathews Elementary	779,661	2,478,726	3,258,387	6 IU, renovation, HVAC
Midland Academy	6,232,429		6,232,429	43CR
Midland Middle	7,610,815		7,610,815	55CR
MLK Elementary	5,228,240		5,228,240	34CR
Muscogee Elementary	2,057,092	1,099,816	3,156,908	2 IU, M,A,PE, Kitchen, renovation, paving Roof, HVAC
North Columbus Elementary	1,172,215	7,800,002	8,972,217	44CR
Northside High	20,037,850	60,926	20,098,776	59CR
Reese Road Elementary	2,288,328		2,288,328	6CR, A,M, PE, parking, renovation Roof, HVAC Door
Richards Middle	1,984,060	829,057	2,813,117	6CR, 2 labs, renovation HVAC, Reroofing
Rigdon Road Elementary	4,062,079	6,322,642	10,384,721	41 IU, 3 tech labs
River Road Elementary	493,467	1,255,716	1,749,183	2 IU, renovation
Rothschild Middle	4,438,783		4,438,783	6 labs, renovations, parking HVAC,
Shaw High	6,608,833	697,172	7,306,005	2CR to labs, tech lab, paving, renovation, HVAC, renov Audit
South Columbus Elem	2,960,357		2,960,357	Convert 2CR to A, M, parking, renovation
Spencer High	3,074,691	773,122	3,847,813	4 labs, 2CR to labs, tech lab, renovations, paving, HVAC, C Audit
St. Marys Elementary	2,695,981		2,695,981	3CR, M, PE, Media, parking, renovation
Veterans Memorial Middle	1,167,732	12,076,314	13,244,046	42 IU
Waddell Elementary	2,105,200	7,802	2,113,002	2CR, A, M, PE, parking, renovatic, HVAC Kitch, Roof, HVAC
Wesley Heights Elem	2,000,972	28,661	2,029,633	2CR, A, M, PE, parking, renovatic, HVAC Kitch, Roof, HVAC
Wynnton Elementary	4,118,752	294,437	4,413,189	Kitchen, Media, A, M, PE, paving, renovation , HVAC Kite, Roof
Buses		1,517,537	1,517,537	
Technology		1,565,701	1,565,701	
Mildred L. Terry Library		36,512	36512	New Bldg Planning Stage
Road at Northside		1,658,540	1658540	New Road
Educational Services Center		169,553	169553	Planning Stage New Bldg.
Not Project Related	1146443	809,016		Not Project Related
SPLOST Totals	187,250,990	81,134,789	267,576,763	

Q9: STATE & LOCAL MATCHING FUNDS IN GEORGIA

Other issues which challenge a system in trying to avail itself of SPLOST revenue are that government entities, such as cities and/or counties, can also seek one cent sales tax revenue (Local Option Sales Tax – LOST). Therefore, voters are sometimes confused and left feeling slightly battered, as school systems and city/county governments can be pitted against each other in pursuit of the same penny of revenue or can be faced by a voting public which says “how many pennies are we to vote between these elected bodies?”

The 2003 SPLOST for MCSD will expire this year, at which time we plan to request another which will generate approximately \$200 million over the next five years. Specific allocation of these projected SPLOST funds will depend to some extent on community input into the process, but funding of projected school construction resulting from BRAC growth is an identified need. Should the upcoming SPLOST proposal fail, there is a minimum one year waiting period before it can be put before the voters for reconsideration.

In general, the SPLOST is only viable as a solution for the school construction cost requirements projected for Muscogee County, which is the retail center for the region. There has been insufficient revenue generated in the past through SPLOST for the other counties to meet their projected needs. A summary of current SPLOST conditions for the other Georgia counties servicing the children of military and civilian personnel at Fort Benning follows.

Cusseta-Chattahoochee

Local and State Capital Outlay funds are not available for Chattahoochee County to meet the projected pupil growth needs of Fort Benning. In August 2005, CCSD opened its new high school: the first in 36 years. This new facility was financed with State Capital advanced funding, using six years of the CCSD annual allocation, and a local fifteen year bond issue that is being defrayed by revenue from the SPLOST. The current SPLOST will run through 2013. A new SPLOST could begin March 2013.

Harris

Harris County School District is currently collecting on the third SPLOST passed by the voters. The current SPLOST began in 2007 and will end in 2012. Every SPLOST referendum and bond referendum ever requested in Harris County has been passed by the voters. We are anticipating that this SPLOST will result in \$16 million dollars total for the five-year period. This money is committed to projects that have been recently completed (a physical education facility at New Mountain Hill Elementary and a new gymnasium at Harris County Carver Middle School) or are under construction (new \$13 million dollar intermediate school being built in Cataula, Georgia). The intermediate school will

Q9: STATE & LOCAL MATCHING FUNDS IN GEORGIA

be ready for occupancy by August, 2009. It is being built for 675 students and will have 730 students on opening day!

Marion

The first SPLOST referendum passed in 1997 and the second was passed by the voters in 2002. Marion County has used some of the funds generated by the Special Purpose Local Option Sales Tax (SPLOST) to add to the primary school which opened in January, 1996, as well as to renovate and maintain school facilities at the middle and high schools. The proceeds from these have been used to add six classrooms plus an additional wing of fourteen classrooms to L. K. Moss Primary School.

Talbot

Talbot County School System passed its current SPLOST in November 2007. The SPLOST funds are designated to build a new elementary school, buy land and provide renovations on the current buildings. The total amount generated from SPLOST is approximately \$9 million. This does not include BRAC expansions. However given the current K-5 population, Talbot County will be able to absorb BRAC students as long as the population does not exceed a base size (450) school.

Points of Contact

- Mr. Stuart Bennett, GA DOE
- Dr. Robin Pennock, MCSD

Following on the next page are the Georgia Laws that address the One Percent Sales and Use Tax for Educational Purposes.

Q9: STATE & LOCAL MATCHING FUNDS IN GEORGIA

GEORGIA ONE PERCENT SALES AND USE TAX FOR EDUCATIONAL PURPOSES

Amendment to the Constitution.
No. 110 (House Resolution No. 728).

A RESOLUTION

Proposing an amendment to the Constitution so as to authorize the boards of education of county school districts and independent school districts to impose, levy, and collect a 1 percent sales and use tax for certain educational purposes; to provide for procedures, conditions, and limitations; to provide for the submission of this amendment for ratification or rejection; and for other purposes.

BE IT RESOLVED BY THE GENERAL ASSEMBLY OF GEORGIA:

SECTION 1.

Article VIII, Section VI of the Constitution is amended by adding at the end thereof a new Paragraph IV to read as follows:

"Paragraph IV. Sales tax for educational purposes. (a) The board of education of each school district in a county in which no independent school district is located may by resolution and the board of education of each county school district and the board of education of each independent school district located within such county may by concurrent resolutions impose, levy, and collect a sales and use tax for educational purposes of such school districts conditioned upon approval by a majority of the qualified voters residing within the limits of the local taxing jurisdiction voting in a referendum thereon. This tax shall be at the rate of 1 percent and shall be imposed for a period of time not to exceed five years, but in all other respects, except as otherwise provided in this Paragraph, shall correspond to and be levied in the same manner as the tax provided for by Article 3 of Chapter 8 of Title 48 of the Official Code of Georgia Annotated, relating to the special county 1 percent sales and use tax, as now or hereafter amended. Proceedings for the reimposition of such tax shall be in the same manner as proceedings for the initial imposition of the tax, but the newly authorized tax shall not be imposed until the expiration of the tax then in effect.

(b) The purpose or purposes for which the proceeds of the tax are to be used and may be expended include:

- (1) Capital outlay projects for educational purposes;
- (2) The retirement of previously incurred general obligation debt with respect only to capital outlay projects of the school system; provided, however, that the tax authorized under this Paragraph shall only be expended for the purpose authorized under this subparagraph (b) (2) if all ad valorem property taxes levied or scheduled to be levied prior to the maturity of any such then outstanding general obligation debt to be retired by the proceeds of the tax imposed under this Paragraph shall be reduced by a total amount of proceeds of the tax imposed under this Paragraph to be applied to retire such bonded indebtedness. In the event of failure to comply with the requirements of this subparagraph (b) (2), as

Q9: STATE & LOCAL MATCHING FUNDS IN GEORGIA

certified by the Department of Revenue, no further funds shall be expended under this subparagraph (b) (2) by such county or independent board of education and all such funds shall be maintained in a separate, restricted account and held solely for the expenditure for future capital outlay projects for educational purposes; or
(3) A combination of the foregoing.

(c) The resolution calling for the imposition of the tax and the ballot question shall each describe:

- (1) The specific capital outlay projects to be funded, or the specific debt to be retired, or both, if applicable;
- (2) The maximum cost of such project or projects and, if applicable, the maximum amount of debt to be retired, which cost and amount of net proceeds to be raised by the tax; and
- (3) The maximum period of time, to be stated in calendar years or calendar quarters and not to exceed five years.

(d) Nothing in this Paragraph shall prohibit a county and those municipalities located in such county from imposing as additional taxes local sales and use taxes authorized by general law.

(e) The tax imposed pursuant to this Paragraph shall not be subject to and shall not count with respect to any general law limitation regarding the maximum amount of local sales and use taxes which may be levied in any jurisdiction in this state.

(f) The tax imposed pursuant to this Paragraph shall not be subject to any sales and use tax exemption with respect to the sale or use of food and beverages which is imposed by law.

(g) The net proceeds of the tax shall be distributed between the county school district and the independent school districts, or portion thereof, located in such county according to the ratio the student enrollment in each school district, or portion thereof, bears to the total student enrollment of all school districts in the county or upon such other formula for distribution as may be authorized by local law. For purposes of this subparagraph, student enrollment shall be based on the latest FTE count prior to the referendum on imposing the tax.

(h) Excess proceeds of the tax which remain following expenditure of proceeds for authorized projects or purposes for education shall be used solely for the purpose of reducing any indebtedness of the school system. In the event there is no indebtedness, such excess proceeds shall be used by such school system for the purpose of reducing its millage rate in an amount equivalent to the amount of such excess proceeds.

(i) The tax authorized by this Paragraph may be imposed, levied, and collected as provided in this Paragraph without further action by the General Assembly, but the General Assembly shall be authorized by general law to further define and implement

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its provisions including, but not limited to, the authority to specify the percentage of net proceeds to be allocated among the projects and purposes for which the tax was levied.

(j) (1) Notwithstanding any provision of any constitutional amendment continued in force and effect pursuant to Article XI, Section I, Paragraph IV (a) and except as otherwise provided in subparagraph (j) (2) of this Paragraph, any political subdivision whose ad valorem taxing powers are restricted pursuant to such a constitutional amendment may receive the proceeds of the tax authorized under this Paragraph or of any local sales and use tax authorized by general law, or any combination of such taxes, without any corresponding limitation of its ad valorem taxing powers which would otherwise be required under such constitutional amendment.

(2) The restriction on and limitation of ad valorem taxing powers described in subparagraph (j) (1) of this Paragraph shall remain applicable with respect to proceeds received from the levy of a local sales and use tax specifically authorized by a constitutional amendment in force and effect pursuant to Article XI, Section I, Paragraph IV (a), as opposed to a local sales and use tax authorized by this Paragraph or by general law."

SECTION 2.

The above proposed amendment to the Constitution shall be published and submitted as provided in Article X, Section I, Paragraph II of the Constitution.

The ballot submitting the above proposed amendment shall have written or printed thereon the following:

"() YES Shall the Constitution be amended so as to authorize the boards of education of county school districts and independent school districts to impose, levy,
() NO and collect a 1 percent sales and use tax for certain educational purposes subject to approval in a local referendum?"

All persons desiring to vote in favor of ratifying the proposed amendment shall vote "Yes." All persons desiring to vote against ratifying the proposed amendment shall vote "No."

If such amendment shall be ratified as provided in said Paragraph of the Constitution, it shall become a part of the Constitution of this state.

Approved April 15, 1996.

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General Obligation Bonds O.C.G.A. 20-2-430, 20-2-431:

O.C.G.A. § 20-2-430

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*** Current through the 2007 Regular Session ***

TITLE 20. EDUCATION
CHAPTER 2. ELEMENTARY AND SECONDARY EDUCATION
ARTICLE 9. LOCAL PUBLIC SCHOOL FINANCES
PART 3. BOND ISSUES
SUBPART 1. COUNTY, DISTRICT, AND JOINT HIGH SCHOOL BONDS

O.C.G.A. § 20-2-430 (2007)

§ 20-2-430. Issuance and retirement of county schoolhouse bonds

When any county board of education shall deem it to the best interests of education in the county to incur any bonded debt for building, equipping, or purchasing sites for the building and equipping of schoolhouses pursuant to Article IX, Section V, Paragraphs I and IV of the Constitution of Georgia, the election required shall be called and held in the manner prescribed by Article 1 of Chapter 82 of Title 36, and the bonds shall be validated in the manner provided by Part 1 of Article 2 of Chapter 82 of Title 36. The purpose of this Code section is to permit and require the same procedure to be followed in the voting, issuance, levying of taxes for, and the retirement of bonds issued by county boards for building and equipping schoolhouses or purchasing sites therefore as is required in the case of municipalities and other county bonds; provided, however, that in any such election persons residing within territorial limits of independent school districts may not participate as qualified voters in the election, and should the election result favorably to the issuance of the bonds, the property located within the limits of an independent school district shall not be subject to taxation for the retirement of any bonds so issued.

HISTORY: Ga. L. 1919, p. 288, § 145; Ga. L. 1921, p. 221, § 2; Code 1933, § 32-1403; Ga. L. 1946, p. 206, § 23; Ga. L. 1983, p. 3, § 53.

Q9: STATE & LOCAL MATCHING FUNDS IN GEORGIA

O.C.G.A. § 20-2-431

GEORGIA CODE

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*** Current through the 2007 Regular Session ***

TITLE 20. EDUCATION

CHAPTER 2. ELEMENTARY AND SECONDARY EDUCATION

ARTICLE 9. LOCAL PUBLIC SCHOOL FINANCES

PART 3. BOND ISSUES

SUBPART 1. COUNTY, DISTRICT, AND JOINT HIGH SCHOOL BONDS

O.C.G.A. § 20-2-431 (2007)

§ 20-2-431. Division of county into schoolhouse districts; issuance and retirement of district bonds

(a) Whenever the county board of education of any county of this state deems it necessary for the purpose of securing proper school sites and buildings and to the best interest of education in the county, the county board shall have the power and authority to divide all of the territory of the county outside of independent school districts into local subdivisions to be known as local schoolhouse districts. Whenever the county board divides the county into local subdivisions, the entire county shall be so divided into separate subdivisions. The local subdivisions so set up and established shall be clearly and positively defined by the resolution passed by the county board establishing such subdivisions. The local subdivisions shall be marked off in the manner which the county board deems to be most advantageous to the school interest of the county. The county board shall act as officers of such local subdivisions and as such is authorized to incur bonded indebtedness for the purpose of purchasing school sites and for building and equipping, enlarging, and repairing schoolhouses, to include building and equipping, enlarging, and repairing lunchrooms and vocational and physical education buildings and facilities in and for such local subdivisions. The bonded indebtedness which the county board is authorized by this Code section to incur shall be incurred pursuant to Article IX, Section V, Paragraphs I and IV of the Constitution of Georgia. An election for bonds for such local subdivisions shall be called and held in the manner prescribed by Article 1 of Chapter 82 of Title 36, and the bonds shall be validated in the manner prescribed by Part 1 of Article 2 of Chapter 82 of Title 36. The purpose of this Code section is to permit and to require the same procedure to be followed in the voting, issuance, levying of taxes for, and the retirement of bonds issued by the county boards for local subdivisions established under this Code section for building and equipping, enlarging, and repairing schoolhouses, to include building and equipping, enlarging, and repairing lunchrooms and vocational and physical education buildings and facilities, or purchasing sites therefore as is required in the case of municipalities and other county bonds; provided, however, that where the county board divides the county into subdivisions and seeks to

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issue bonds for any one of the local subdivisions, persons residing outside of the local subdivision may not participate as qualified voters in the election. Should the election held in a local subdivision result favorably to the issuance of bonds for such local subdivision, the property located within such local subdivision as marked off and established by the county board shall be subject to taxation for the retirement of bonds issued by the county board for such local subdivision. The property located outside of such subdivision shall not be subject to taxation for the retirement of any bonds issued for the local subdivision.

(b) It is not intended that subsection (a) of this Code section shall in any way interfere with the county board issuing bonds on a county-wide basis as provided for in Code Section 20-2-430. The purpose of subsection (a) of this Code section is to give to the county board additional powers so that the county board may provide adequate school sites, buildings, and equipment in counties and under circumstances where county-wide bond issues for securing school sites and buildings and equipping schoolhouses prove inadequate and inequitable because of prior existing bonded indebtedness of local districts, or otherwise.

HISTORY: Ga. L. 1947, p. 1186, §§ 1, 2; Ga. L. 1949, p. 688, §§ 1, 2; Ga. L. 1983, p. 3, § 53.

Q10: STATE & LOCAL MATCHING FUNDS IN ALABAMA

QUESTION

Provide a description of state and local abilities to provide matching funds should federal funds for school construction or expansion become available. Discuss funding mechanisms (special taxes) and capacities.

RESPONSE

There are no matching funds available in Alabama without authorizing new taxes at the local level. In the case of Phenix City, this would require proper authorization by the city council. For Lee and Russell Counties, most additional tax options would require approval by a majority of the voters within the district.

Points of Contact

- Mr. Craig Pouncey, Alabama DOE
- Dr. Larry DiChiara, PCSD

**Economic Adjustment Committee
Education Mission Growth Technical Visit
to
Fort Benning, Georgia**

November 8, 2007

EXECUTIVE SUMMARY

Representatives from the U.S. Department of Education (ED); Army Headquarters (Army); Fort Benning; Congressman Sanford Bishop's Office; Governor Sonny Perdue's office; the State of Georgia Department of Education; Lee County, Russell County, Talbot County, and Phenix City [AL] Schools; Chattahoochee, Harris, Marian, and Muscogee County [GA] Schools; the Columbus [GA] Planning and Advisory Commission; the Greater Columbus Georgia Chamber of Commerce; and the Office of Economic Adjustment (OEA) met on November 8, 2007, to increase understanding about the education growth impacts at Fort Benning on local schools. This meeting was a prelude to a subsequent visit by Senior Leadership from the White House, ED, Army, OEA, and perhaps other federal organizations, planned for January 29, 2008.

Key discussion points that emerged from the meeting as follows:

- The school districts are preparing for growth due to the expansion at Fort Benning and economic growth in the region
- Multiple Army initiatives are driving this expansion
- The communities have taken a regional approach to dealing with expansion
- Local estimates of school-aged population growth due to the expansion exceed Army projections by over 33 percent
- Local school districts stated that they do not have enough capital funds to build schools to meet existing demand
- Local school districts said that the lag between student population growth and tax revenue growth is a challenge to local districts
- School administrators stated that support and engagement at the state level differs between Georgia and Alabama

A more detailed meeting summary follows.

MEETING SUMMARY

Background and Purpose

Growth of the number of military personnel and Department of Defense (DoD) civilian employees at many Army bases around the nation will present a variety of growth-related challenges for local communities. The impact on local schools is among

these challenges. Federal and state partners, communities, installations and local educational agencies must develop and implement plans for the infrastructure and operating resources that will be required due to the arrival of hundreds or thousands of new military connected school-aged children over the next several years.

Through the Economic Adjustment Committee, Executive Order 12788, as amended, the U.S. Department of Army (Army) and the U.S. Department of Education (ED), in partnership with the Office of Economic Adjustment (OEA), organized a technical visit to the Fort Benning community on November 8, 2007. The purpose of the technical visit was to provide program stakeholders with on-the-ground knowledge of issues surrounding military mission growth, improve communications among all partners, identify any gaps or lags in school capacities, and to establish the foundation for a subsequent Senior Leadership visit.

The technical visit brought together representatives from ED; Army; Military Community & Family Policy; Fort Benning; Congressman Sanford Bishop's office; Governor Sonny Perdue's office; the State of Georgia Department of Education; Lee County, Russell County, Talbot County and Phenix City Schools from Alabama; Chattahoochee, Harris, Marian, Muscogee, and Troup County Schools from Georgia; the Columbus [GA] Planning and Advisory Commission; the Greater Columbus Georgia Chamber of Commerce; and the Office of Economic Adjustment (OEA). A list of meeting participants is included at Attachment 1. The group met at the Greater Columbus Georgia Chamber of Commerce in Columbus, Georgia.

Meeting Summary

The meeting agenda is provided as Attachment 2. The following summary describes some of the key issues raised during the meeting.

Purpose of the Site Visits

Mr. Gary Willis of OEA spoke with reference to the presentation at Attachment 3. He discussed the purpose of the trip, the Army base communities to be visited initially, partners, technical and Senior Leadership visits, and the fact the findings will be presented for consideration by the Economic Adjustment Committee. He emphasized that the site visit was not connected with the initiative to "Grow the Army," but rather on education issues arising due to the growth already approved at Fort Benning.

Local Planning to Deal with Military Growth

Mr. Gary Jones of the Greater Columbus Georgia Chamber of Commerce (GC CoC) gave a presentation on the preparations by the Chattahoochee Valley Bi-State Region for growth in the community due to BRAC 2005. He stated that coordination with the installation was very good, and that local community planners spoke with the installation multiple times per day. The community is

approaching the challenge of growth from a regional perspective, which is particularly important given the multi-state character of the region. The Valley Partnership Joint Development Authority, a regional operations center run by the GC CoC and local Economic Development and Military Affairs Departments, has been established as a resource to local and national stakeholders for information distribution, coordination, and planning integration. In addition to the installation and local counties, other stakeholders include the Fort Benning Futures Partnership, The Valley Partnership Joint Development Authority, and the Seven Rivers Coalition. The Valley Partnership has received an OEA grant to prepare a regional growth management plan for counties in Alabama and Georgia that are affected by current and future growth at Fort Benning.

Estimates of School Impacts due to Military Growth

Mr. Jones led a discussion about the projected growth at Fort Benning and its potential impact on the local school population. Growth is coming from many sources in addition to BRAC, such as the Global Defense Posture Realignment (GDPR), transformation of the Army into a Modular Force (AMF), additional growth due to the Global War on Terror (GWOT), and the movement of a Ranger Support Battalion. The impact according to estimates provided by Mr. Jay Brown, contractor support for Fort Benning, is \$2.9 billion in MILCON through 2016, along with total growth of 20,000 to 30,000 soldiers, civilians, contractors, family members, and retirees.

There was discussion about differences in the estimates of total school-age children that will result due to the growth at Benning. Local estimates provided by Mr. Jones project a total to 10,238, whereas the Army numbers that he presented total to 7,653. Mr. Brown stated that the Army numbers were agreed upon by staff of the Army Assistant Chief of Staff for Installation Management (ACSIM); and that they were based upon the Army Stationing and Installation Plan (ASIP) projections of installation growth, which uses a nationwide average ratio of 0.484 students per service member, civilian employee, and contractor.

Mr. Brown stated that the larger number (10,238) was based upon student-to-parent ratios developed from 20 years of local historical data, rather than the Army's national average; and that it included pre-Kindergarten students, whereas the Army's ASIP methodology did not. Trainees who are at Fort Benning via a Permanent Change of Station (PCS) were also included in the local projections, although non-PCS trainees were not. BG [Ret.] Philip Browning, Executive Director of the Georgia Military Affairs Coordinating Committee (GMACC), suggested that the local communities develop very explicit sets of assumptions and methodologies to explain the differences in projections.

Mr. Jones continued by stating that the growth in student load would begin even before the BRAC action commenced, due to other Army initiatives. He stated that 22 transformation-related initiatives were affecting growth at Fort Benning in the 2007–2012 period. Fort Benning's Residential Communities Initiative (RCI)

development program will not change the total number of housing units on the post (4,200 when all demolition and new construction is complete in 2016), so new housing growth must be accommodated in the community. The community is addressing the opportunities and challenges of this growth by creating regional organizations to work in an integrated manner.

Mr. Jones also stated that Fort Benning and the community were participating in a Joint Land Use Study to develop recommended growth patterns that were consistent with military missions and the local communities' needs for economic development.

Local Educational Agency (LEAs) Perspectives

Dr. John Phillips, Supervisor of the Muscogee County Schools, led a discussion about the impact and planned responses of the LEAs. He stated that his county receives no state impact aid for military-related growth, and does not get local money until the child is actually in the school. This funding mismatch has precluded proactive facility construction. To become more proactive, local authorities began planning together in approximately 2005. Dr. Phillips highlighted the important role that the community's ability to provide a quality education plays in soldiers' quality of life.

Dr. Phillips said that annual Federal Impact Aid has ranged from \$0.8 million to \$1.8 million in the 2000-2007 period, but that the requirements for additional school capacity and operations in the region were approximately \$300 million. He reviewed the size of the local estimates of military-related student growth, and indicated that the LEAs have done their homework in looking for funding to meet the requirements prior to approaching the Federal government for assistance. In Georgia, local governments can set up a sales tax for a fixed 5-year period and fixed revenue ceiling to support schools. Two such taxes had passed locally, resulting in \$300 million in revenue to date, some of which went to build 12 new schools in the last few years. Mr. Stephen Nowlin, Interim Superintendent of Lee County [AL] Schools, noted that Alabama does not provide any state funding for capital outlays.

Dr. Phillips continued by saying that the LEAs have organized to work with the Federal government by creating the Seven Rivers Coalition, which includes LEAs nationwide that are affected by BRAC. The Coalition submitted an unsolicited proposal to the federal government to fund school construction that considered schools, space, teachers, technology, and related factors. The numbers in the unsolicited proposal have not been updated recently, although the projections have been reviewed.

Dr. Larry E. DiChiara, Superintendent of Phenix City [AL] Schools, said that "Hurricane BRAC" was about to hit, and that they needed Federal assistance to deal with it. He said they have gone into debt to deal with current requirements, and are not financially able to deal proactively with BRAC impacts. They are

seeking legislation to permit debt relief. Dr. DiChiara asked if the Federal government might be able to assist his district in getting more state government involvement in planning and financing for BRAC impacts on his schools. He noted that soldiers were building brand new schools in Iraq while his own students may have to be taught in portable buildings if the school district does not receive assistance. He concluded by noting that Phenix City is the fourth fastest growing district in the state of Alabama.

Ms. Shirley Jaeger, Assistant Superintendent of the Fort Benning Domestic Dependent Elementary and Secondary Schools (DDESS), stated that DDESS currently have 1,100 vacancies in Fort Benning's on-base schools. General Browning inquired about the impact of these vacancies on community space requirements. Mr. Brown stated that Fort Benning was updating on-base housing from 1–2 bedrooms to 3–4 bedrooms, and suggested that the resulting increase in student-age population would likely fill up the vacancies in DDESS. He stated that the DDESS schools were filled to capacity before the GWOT deployments started, and that that is where the vacancies came from. He estimated that about 30 percent of the on-post families leave during deployments. Mr. Jones stated that the Garrison Commander had recently stated that this departure pattern was changing.

Responding to a question about the unsolicited proposal, Ms. Elaine Gillispie, Field Representative for Congressman Sanford Bishop, said that the profiles on bonds and financing need to be updated, due primarily to increasing construction costs. Dr. Phillips noted that, in one local case, a school was built for \$8 million in one year, and in the next year a similar school required \$13 million to build. Dr. DiChiara said that, in Alabama, costs per square foot were high, but recently the cost had decreased.

Funding Issues

Responding to a question about classroom funding, Dr. Phillips stated that Georgia had imposed student-to-teacher ratio caps of 18:1 for kindergarten, 21:1 for Grades 1–3, 28:1 for Grades 4–8, and 28:1 waivable to 32:1 for high school. However, state funding is calculated assuming ratios of 15:1 for Kindergarten, 17:1 for 1–3, and 23:1 for 4–12.

Dr. DiChiara said that the Alabama State Government is focused on bringing industry into the state, but has not provided local planning and funding support for BRAC growth. Local authorities attempted to get a property tax increase to fund schools, but it was rejected by the voters. A statewide bond issue has been floated recently, but it is not BRAC-specific and deals with funding statewide. Mr. Nowlin concurred in the assessment of Alabama State lack of engagement on BRAC issues. He is operating with \$8 million in state bonds, \$12 million in cash, and \$1 million in projected cost cuts, far beneath his needs prior to BRAC. Ms. Lillian V. Baker, Interim Superintendent of Russell County [AL] School District,

stated that she has no money to build new schools, so she is putting extensions on existing schools where feasible.

Dr. Phillips said that funding for teachers, books, transportation, and furnishings come from local rather than state funding. These funds are based on student population. Since the costs for growth in the student population come up front, and the economic benefits come later, counties end up fronting the money, which puts a strain on tight county budgets.

Dr. Rusty Baker of Dixie Elementary School in Russell County stated that they have expansion requirements, but no funding for new schools. Dr. Susan Andrews of the Harris County School System also discussed funding shortfalls, and stated that she plans to open a new middle school this year that will be at capacity on the day it opens.

Recruiting Teachers

Dr. Phillips stated that Auburn University and Columbus State University are nearby, and provide a source of well-trained teachers from which to recruit, but that some teacher shortages still exist. Ms. Lynn Jackson, Associate Superintendent for Business Operations of the Georgia Department of Education, noted that for every 3,500 Education graduates, only 2000 actually enter the classroom due to pay concerns and other opportunities. Dr. DiChiara noted that Alabama's policy of allowing teachers to retire after 25 years has led to a loss of experienced teachers over the border (because they can collect retirement pay from Alabama while continuing to earn income by teaching in Georgia). He said that some experienced teachers had also decided to retire rather than to re-qualify under the new standards imposed by the No Child Left Behind (NCLB) Act.

Special Needs Students

Dr. Phillips noted that special-needs students created additional challenges. For example, one student might need treatment costing \$18,000 per month to be educated, and finding special-needs teachers remains difficult. He noted a dramatic upswing in autism recently, with 1:150 children being autistic nationally, and 1:120 in Georgia. Ms. Tawanna Brown, School Liaison Officer of Fort Benning, said that Fort Benning was a designated special needs post, and that the local schools might incur additional costs due to these special needs children.

Social Services

Dr. Phillips said that funding for counselors was based upon school population. However, he noted that Muscogee County funds twice as many counselors as the State of Georgia pays for. Dr. DiChiara noted that Alabama does not provide funding for any social services to the school districts.

Senior Leadership Visit Preparation

Mr. Willis proposed a date of November 29, 2007, for the Senior Leadership Visit. The group discussed the date and there were no objections. [Due to unexpected changes in Senior Leaders schedules, the Senior Leadership Visit was postponed until January 29, 2008]. The group also decided that it would be most desirable for the Senior Leaders to visit a middle or high school with a high proportion of military dependent children. Mr. Willis stated that he would organize two or three conference calls to help organize and plan the Senior Leadership visit.

Tour of Downtown Elementary School

After the meeting, the technical team toured the Columbus Downtown Elementary School. The tour lead, Ms. Tonya Douglass, said that the school's population consisted of students from around the county attending the school-within-a-school magnet academy; and students from the immediate geographic area, which included a substantial amount of low-income housing. The tour emphasized the innovative teaching methods, such as the Core Knowledge approach, and progress metrics that have contributed to the school's success.

Attachment 1: Meeting Attendance

<u>Name</u>	<u>Office</u>	<u>Phone</u>	<u>E-mail</u>
Phil Browning	Governor's Office (GMACC)	(404) 656-9755	pbrowning@gov.state.ga.us
Lynn Jackson	Georgia Department of Education	(404) 656-245	lyjackson@doe.k12.ga.us
Elaine Gillespie	Office of Rep. Sanford Bishop	(706) 320-9477	elaine.gillespie@mail.house.gov
Kenneth Cutts	Office of Cong. Sanford Bishop	(706) 320-9477	kenneth.cutts@mail.house.gov
Gary Jones	Columbus Chamber of Commerce	(706) 327-1566 ext. 17	gjones@columbusgachamber.com
Janeen Tucker	Columbus Chamber of Commerce	(706) 327-1566	jtucker@columbusgachamber.com
Tom Wyatt	Columbus Chamber of Commerce	(706) 327-1566 ext. 33	twyatt@columbusgachamber.com
Jennifer Allen	Muscogee County School District	(706) 748-2221	jallen@mcsdga.net
Myles B. Caggins	Muscogee County School District	(706) 748-2371	mcaggins@mcsdga.net
Susan C. Andrews	Supt. Harris County Schools	(706) 628-4206	andrews-s@harris.k12.ga.us
Jay Cox	Chattahoochee Co. Board of Ed.	(706) 989-3774	jcox@chattahoochee.k12.ga.us
Pam Timms	Chattahoochee County Schools	(706) 989-3774	ptimms@chattahoochee.k12.ga.us
Jimmy Martin	Chattahoochee County High School	(706) 989-3678	jmartin@chattahoochee.k12.ga.us
Dot Bass	Talbot County Family Connection	(706) 665-2535/573-8183	dbass@talbot.k12.ga.us
Cynthia Epps	Talbot County Board of Education	(706) 665-8577 ext. 191	cyepps@talbot.k12.ga.us
Flora M. Lindsey	Talbot County Board of Education	(706) 665- 8528 ext. 205	flindsey@talbot.k12.ga.us
Lillian V. Baker	Int. Supt., Russell Co. School Dist.	(334) 298-8791 ext. 15	bakerlv@russellcsd.net
Lloyd Frey	Russell County School District	(334) 298-8791 ext. 15	freyl@russellcsd.net
Larry E. DiChiara	Supt., Phenix City Schools	(334) 298-0534	ldichiara@pcboe.net
Stephen Nowlin	Int. Supt., Lee County Schools	(334) 754-9770	nowlin.stephen@lee.k12.al.us
Stuart Gibbs	Marion County Schools	(229) 649-2234	sgibbs@marion.k12.ga.us
Karl Douglass	Planning Advisory Commission	(706) 464-5275	karldouglass@aya.yale.edu
Jay Brown	Fort Benning Garrison Office	(706) 545-4729	john.w.brown@us.army.mil
Tawanna Brown	Fort Benning School Liaison Office	(706) 545-3062/595-8192	tawanna.brown@us.army.mil
Shirley Jaeger	Fort Benning DDESS	(706) 545-8230/566-4477	shirley.jaeger@am.dodea.edu
Larry Crane	Prolifica.org	(706) 562-0082	larrycrane@prolifica.org
Scott Anderson	Office of Management, DOE	(202) 401-5848	scott.anderson@ed.gov
Christie P. Smith	ACSIM	(703) 604-2450	christie.smith2hqda.army.mil

Catherine Schagh	Director, Impact Aid Program	(202) 260-3858	catherine.schagh@ed.gov
Kristen Walls-Rivas	Impact Aid Program	(202) 260-1357	kristen.rivas@ed.gov
Susan Johnson	DoD Education Agency	(703) 588-3216	susan.johnson@hq.dodea.edu
Gary Willis	OEA	(703) 604-5164	gary.willis@wso.whs.mil
COL David Jones	OEA	(703) 604-5159	david.jones@wso.whs.mil
Frank J. Barton	OEA	(703) 604-5132	frank.barton@wso.whs.mil
Michael Berger	Booz Allen Hamilton	(703) 902-6801	berger_michael@bah.com
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Attachment 2

Agenda Education Technical Site Visit to Fort Benning Community November 8, 2007

Time	Item	Leader
9:00 a.m. to 9:15 a.m.	Introductions	All
9:15 a.m. to 9:30 a.m.	Purpose of the Site Visits	OEA
9:30 a.m. to 10:00 a.m.	Growth Plans to 2010 and Beyond	Fort Benning Representative
10:00 a.m. to 10:30 a.m.	Growth Management Organization Perspective	Valley Partnership
10:30 a.m. to 10:45 a.m.	Break	All
10:45 a.m. to Noon	Local Educational Agencies Perspectives	LEA Representatives
Noon to 12:15 p.m.	Break	All
12:15 p.m. to 1:30 p.m.	Discussion of questions, issues, gaps, data, and Senior Leadership Visit	All
TBD	Lunch will occur after the morning sessions	
2:00 p.m. to 2:30 p.m.	"courtesy call" with garrison command	Willis, Jones, Barton
TBD	Installation & school district tour (TBD if time permits)	Federal Team
4:45 p.m. to 5:00 p.m.	Wrap-up	All
5:00 p.m.	Adjourn	All

Attachment 3: Fort Benning Presentation



FT Benning Education Site Visits
For Growth Impacted Locations
November 8, 2007



Education Site Visits

➤ Purpose

- ✓ *Provide program stakeholders with on-the-ground knowledge of issues surrounding mission growth, improve communications among all partners and identify any gaps/lags in capacities*

➤ Locations (*Initial visits to 4 installations*)

- ✓ *FT Drum (completed)*
- ✓ *FT Bliss (completed)*
- ✓ *FT Riley (completed)*
- ✓ *FT Benning*

➤ Partners

- ✓ *WHIGA, Army, Education, OEA, MC&FP*
- ✓ *LEAs, installations and State and local governments*
- ✓ *Others*

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Description of Effort



➤ 2 Phases

✓ *Technical Pre-Visits*

- Program staff participation - potential 2-3 day trip depending on location
- Introduction of stakeholders, fact finding for background for leadership visit

✓ *Senior Leadership Visits*

- Assistant Secretary-level 1-day
- Administration focus to assess local and state educational capacities to absorb projected/actual Army growth and identify any needs for assistance

➤ Findings presented for consideration by EAC

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Initial Sketch of School Expansion Needs Arising from Military Personnel Increases

**July 12, 2007
Fort Benning Excerpt**

Description of Effort



➤ **Focus**

- *10 installations with the currently projected largest Military personnel increases*

➤ **Profiles attempt to answer**

- *Available capacity and recent expansions including funding sources*
- *Anticipated expansions with funding requirements and potential sources, including shortfalls (both gaps and lags)*
- *Overall LEA concerns*

➤ **OEA**

- *Contacted 56 separate local educational agencies (LEAs)*
- *Tabulated information for 42 LEAs where, due to the increases in school-age dependents of Military, civilian and contractor personnel working for the installation, impacts are likely to be the greatest*

➤ **LEAs validated their information for profiles**

Profile List

Installation & Affected LEAs



Installation	# of LEAs
Ft. Benning (1)	8
Ft. Bliss	3
Ft. Bragg-Pope AFB	3
Ft. Carson	7
Ft. Drum	3
Ft. Knox	3
Ft. Lee	4
Ft. Lewis-McChord AFB (2)	6
Ft. Riley	2
Ft. Sill	3
TOTAL	42

1. Due to uncertainty over the numbers, we continue to track this
 - Community assumptions are not aligned with Army projections
2. Additional information required

Ft. Benning, GA

DODEA and 8 LEAs



➤ **Available Capacity and Recent Expansions**

- ✓ *DODEA – 900 available seats, slated to be absorbed by RCI housing*
- ✓ *LEAs - 1 HS, and 24 additional classrooms*
 - *\$10.42M – local bonds, sales tax and state capital funds*

➤ **Anticipated Expansions**

- ✓ *DODEA – none*
- ✓ *LEAs – 8ES, 5MS, 1MS-HS, and 255 additional classrooms*

➤ **Local Concerns**

- ✓ *Classroom space, operational costs and pupil transportation cost*
- ✓ *Use of DOD Supplemental Impact Aid and DOD Large Scale Rebasing Assistance*

➤ **LEAs estimate that 55% of total projected enrollment increases are due to military school age dependent growth**

➤ **Community projections are not aligned with the Army projections**



Next Steps

- **Continual Army update/refinements to growth schedules (including student projections) and need for coordination**
- **Link Service components with Education, MC&FP, and local initiative**
- **EAC site visit**
- **Continue community planning efforts supporting “heightened” focus on school assessments where necessary**
- **Offer school business planning and fiscal impact analysis at the LEA level**

Alabama Federal and State Officials

U.S. Senators: Hon. Jeff Sessions
Hon. Richard C. Shelby

U.S. Representatives: Hon. Mike Rogers, 3rd District

Governors: Hon. Bob Riley

Lieutenant Governors: Hon. Jim Folsom, Jr.

State Senators: Hon. T.D. "Ted" Little, 27th Senate District
Hon. Myron C. Penn, 28th Senate District

State Representatives: Hon. Mike Hubbard, 79th District
Hon. George Bandy, 83rd District

Georgia Federal and State Officials

U.S. Senators: Hon. Saxby Chambliss

Hon. Johnny Isakson

U.S. Representatives: Hon. Sanford D. Bishop, Jr., 2nd District

Hon. Lynn A. Westmoreland, 3rd District

Governors: Hon. Sonny Perdue

Lieutenant Governors: Hon. Casey Cagle

State Senators: Hon. Ed Harbison, 15th Senate District

Hon. Seth Harp, 29th Senate District

Hon. George Hooks, 14th Senate District

State Representatives: Hon. Clay Cox, 102nd District

Hon. Calvin Smyre, 132nd District

Hon. Carolyn Hughley, 133rd District

Hon. Mike Cheokas, 134th District

Hon. Lynmore James, 135th District

Hon. Buddy Carter, 159th District

Bureau of Economic Analysis Regional Facts 1995 – 2005 Russell , Alabama [01113]

Russell is one of 67 counties in Alabama. It is part of the Columbus, GA-AL (MSA). Its 2005 population of 49,371 ranked 25th in the state.

PER CAPITA PERSONAL INCOME

In 2005 Russell had a per capita personal income (PCPI) of \$24,291. This PCPI ranked 40th in the state and was 82 percent of the state average, \$29,623, and 70 percent of the national average, \$34,471. The 2005 PCPI reflected an increase of 6.4 percent from 2004. The 2004-2005 state change was 5.7 percent and the national change was 4.2 percent. In 1995 the PCPI of Russell was \$16,045 and ranked 47th in the state. The 1995-2005 average annual growth rate of PCPI was 4.2 percent. The average annual growth rate for the state was 4.3 percent and for the nation was 4.1 percent.

TOTAL PERSONAL INCOME

In 2005 Russell had a total personal income (TPI) of \$1,199,287*. This TPI ranked 28th in the state and accounted for 0.9 percent of the state total. In 1995 the TPI of Russell was \$823,574* and ranked 25th in the state. The 2005 TPI reflected an increase of 7.0 percent from 2004. The 2004-2005 state change was 6.4 percent and the national change was 5.2 percent. The 1995-2005 average annual growth rate of TPI was 3.8 percent. The average annual growth rate for the state was 4.9 percent and for the nation was 5.2 percent.

COMPONENTS OF TOTAL PERSONAL INCOME

Total personal income includes net earnings by place of residence; dividends, interest, and rent; and personal current transfer receipts received by the residents of Russell. In 2005 net earnings accounted for 65.8 percent of TPI (compared with 68.0 in 1995); dividends, interest, and rent were 10.2 percent (compared with 12.2 in 1995); and personal current transfer receipts were 24.0 percent (compared with 19.8 in 1995). From 2004 to 2005 net earnings increased 7.3 percent; dividends, interest, and rent increased 7.9 percent; and personal current transfer receipts increased 5.8 percent. From 1995 to 2005 net earnings increased on average 3.5 percent each year; dividends, interest, and rent increased on average 2.0 percent; and personal current transfer receipts increased on average 5.9 percent.

EARNINGS BY PLACE OF WORK

Earnings of persons employed in Russell increased from \$527,603* in 2004 to \$546,913* in 2005, an increase of 3.7 percent. The 2004-2005 state change was 6.4 percent and the national change was 5.6 percent. The average annual growth rate from the 1995 estimate of \$393,331* to the 2005 estimate was 3.4 percent. The average annual growth rate for the state was 4.8 percent and for the nation was 5.5 percent.

**Note: All income estimates with the exception of PCPI are in thousands of dollars, not adjusted for inflation.*

US Census Bureau State and County Quick Facts
Russell County, AL

People QuickFacts	Russell County	Alabama
Population, 2006 estimate	50,085	4,599,030
Population, percent change, April 1, 2000 to July 1, 2006	0.7%	3.4%
Population, 2000	49,756	4,447,100
Persons under 5 years old, percent, 2005	6.2%	6.5%
Persons under 18 years old, percent, 2005	25.1%	23.9%
Persons 65 years old and over, percent, 2005	13.6%	13.2%
Female persons, percent, 2005	52.3%	51.5%
White persons, percent, 2005 (a)	56.1%	71.4%
Black persons, percent, 2005 (a)	42.1%	26.4%
American Indian and Alaska Native persons, percent, 2005 (a)	0.3%	0.5%
Asian persons, percent, 2005 (a)	0.5%	0.8%
Native Hawaiian and Other Pacific Islander, percent, 2005 (a)	0.1%	0.0%
Persons reporting two or more races, percent, 2005	0.9%	0.9%
Persons of Hispanic or Latino origin, percent, 2005 (b)	2.2%	2.3%
White persons not Hispanic, percent, 2005	54.4%	69.3%
Living in same house in 1995 and 2000, pct 5 yrs old & over	56.9%	57.4%
Foreign born persons, percent, 2000	2.0%	2.0%
Language other than English spoken at home, pct age 5+, 2000	4.0%	3.9%
High school graduates, percent of persons age 25+, 2000	66.5%	75.3%
Bachelor's degree or higher, pct of persons age 25+, 2000	9.7%	19.0%
Persons with a disability, age 5+, 2000	11,881	945,705
Mean travel time to work (minutes), workers age 16+, 2000	24.6	24.8
Housing units, 2005	24,589	2,082,140
Homeownership rate, 2000	62.5%	72.5%
Housing units in multi-unit structures, percent, 2000	20.5%	15.3%
Median value of owner-occupied housing units, 2000	\$71,500	\$85,100
Households, 2000	19,741	1,737,080
Persons per household, 2000	2.49	2.49
Median household income, 2004	\$29,680	\$37,062
Per capita money income, 1999	\$14,015	\$18,189
Persons below poverty, percent, 2004	19.4%	16.1%
Business QuickFacts	Russell County	Alabama
Private nonfarm establishments, 2005	854	101,976
Private nonfarm employment, 2005	9,507	1,667,526
Private nonfarm employment, percent change 2000-2005	-14.8%	0.9%
Nonemployer establishments, 2004	2,642	266,585
Total number of firms, 2002	2,885	309,544
Black-owned firms, percent, 2002	S	9.3%
American Indian and Alaska Native owned firms, percent, 2002	F	0.9%
Asian-owned firms, percent, 2002	F	1.4%
Native Hawaiian and Other Pacific Islander owned firms, percent, 2002	F	0.0%
Hispanic-owned firms, percent, 2002	F	0.8%
Women-owned firms, percent, 2002	25.3%	26.4%
Manufacturers shipments, 2002 (\$1000)	256,472	66,686,220
Wholesale trade sales, 2002 (\$1000)	181,043	43,641,369
Retail sales, 2002 (\$1000)	324,840	43,784,342
Retail sales per capita, 2002	\$6,591	\$9,771
Accommodation and foodservices sales, 2002 (\$1000)	42,926	4,692,297
Building permits, 2006	677	32,034
Federal spending, 2004 (\$1000)	330,753	39,047,473
Geography QuickFacts	Russell County	Alabama
Land area, 2000 (square miles)	641.32	50,744.00
Persons per square mile, 2000	77.6	87.6
FIPS Code	113	1
Metropolitan or Micropolitan Statistical Area-	Columbus, GA-AL Metro Area	
<p>(a) Includes persons reporting only one race. (b) Hispanics may be of any race, so also are included in applicable race categories. FN: Footnote on this item for this area in place of data NA: Not available D: Suppressed to avoid disclosure of confidential information X: Not applicable S: Suppressed; does not meet publication standards Z: Value greater than zero but less than half unit of measure shown F: Fewer than 100 firms</p>		
Source: US Census Bureau State & County Quick Facts		

Bureau of Economic Analysis Regional Facts 1995 – 2005 Chattahoochee , Georgia [13053]

Chattahoochee is one of 159 counties in Georgia. It is part of the Columbus, GA-AL (MSA). Its 2005 population of 12,406 ranked 113th in the state.

PER CAPITA PERSONAL INCOME

In 2005 Chattahoochee had a per capita personal income (PCPI) of \$25,619. This PCPI ranked 50th in the state and was 83 percent of the state average, \$30,914, and 74 percent of the national average, \$34,471. The 2005 PCPI reflected an increase of 17.4 percent from 2004. The 2004-2005 state change was 4.3 percent and the national change was 4.2 percent. In 1995 the PCPI of Chattahoochee was \$11,712 and ranked 159th in the state. The 1995-2005 average annual growth rate of PCPI was 8.1 percent. The average annual growth rate for the state was 3.6 percent and for the nation was 4.1 percent.

TOTAL PERSONAL INCOME

In 2005 Chattahoochee had a total personal income (TPI) of \$317,833*. This TPI ranked 108th in the state and accounted for 0.1 percent of the state total. In 1995 the TPI of Chattahoochee was \$173,872* and ranked 114th in the state. The 2005 TPI reflected an increase of 8.9 percent from 2004. The 2004-2005 state change was 6.6 percent and the national change was 5.2 percent. The 1995-2005 average annual growth rate of TPI was 6.2 percent. The average annual growth rate for the state was 5.9 percent and for the nation was 5.2 percent.

COMPONENTS OF TOTAL PERSONAL INCOME

Total personal income includes net earnings by place of residence; dividends, interest, and rent; and personal current transfer receipts received by the residents of Chattahoochee. In 2005 net earnings accounted for 80.3 percent of TPI (compared with 79.9 in 1995); dividends, interest, and rent were 12.5 percent (compared with 13.5 in 1995); and personal current transfer receipts were 7.2 percent (compared with 6.6 in 1995). From 2004 to 2005 net earnings increased 7.0 percent; dividends, interest, and rent increased 23.7 percent; and personal current transfer receipts increased 8.2 percent. From 1995 to 2005 net earnings increased on average 6.3 percent each year; dividends, interest, and rent increased on average 5.4 percent; and personal current transfer receipts increased on average 7.1 percent.

EARNINGS BY PLACE OF WORK

Earnings of persons employed in Chattahoochee increased from \$974,668* in 2004 to \$1,131,397* in 2005, an increase of 16.1 percent. The 2004-2005 state change was 6.3 percent and the national change was 5.6 percent. The average annual growth rate from the 1995 estimate of \$516,277* to the 2005 estimate was 8.2 percent. The average annual growth rate for the state was 6.1 percent and for the nation was 5.5 percent.

**Note: All income estimates with the exception of PCPI are in thousands of dollars, not adjusted for inflation.*

US Census Bureau State and County Quick Facts
Chattahoochee County, GA

People QuickFacts	Chattahoochee County	Georgia
Population, 2006 estimate	14,041	9,363,941
Population, percent change, April 1, 2000 to July 1, 2006	-5.7%	14.4%
Population, 2000	14,882	8,186,453
Persons under 5 years old, percent, 2005	7.3%	7.6%
Persons under 18 years old, percent, 2005	27.7%	26.0%
Persons 65 years old and over, percent, 2005	2.3%	9.6%
Female persons, percent, 2005	36.2%	50.5%
White persons, percent, 2005 (a)	65.3%	66.1%
Black persons, percent, 2005 (a)	28.8%	29.8%
American Indian and Alaska Native persons, percent, 2005 (a)	0.8%	0.3%
Asian persons, percent, 2005 (a)	2.1%	2.7%
Native Hawaiian and Other Pacific Islander, percent, 2005 (a)	0.9%	0.1%
Persons reporting two or more races, percent, 2005	2.1%	1.0%
Persons of Hispanic or Latino origin, percent, 2005 (b)	10.7%	7.1%
White persons not Hispanic, percent, 2005	57.3%	59.6%
Living in same house in 1995 and 2000, pct 5 yrs old & over	15.4%	49.2%
Foreign born persons, percent, 2000	6.0%	7.1%
Language other than English spoken at home, pct age 5+, 2000	14.2%	9.9%
High school graduates, percent of persons age 25+, 2000	88.8%	78.6%
Bachelor's degree or higher, pct of persons age 25+, 2000	25.0%	24.3%
Persons with a disability, age 5+, 2000	1,006	1,456,812
Mean travel time to work (minutes), workers age 16+, 2000	14.3	27.7
Housing units, 2005	3,336	3,771,466
Homeownership rate, 2000	27.0%	67.5%
Housing units in multi-unit structures, percent, 2000	22.3%	20.8%
Median value of owner-occupied housing units, 2000	\$63,800	\$111,200
Households, 2000	2,932	3,006,369
Persons per household, 2000	3.41	2.65
Median household income, 2004	\$35,472	\$42,679
Per capita money income, 1999	\$14,049	\$21,154
Persons below poverty, percent, 2004	16.8%	13.7%
Business QuickFacts	Chattahoochee County	Georgia
Private nonfarm establishments, 2005	79	220,528
Private nonfarm employment, 2005	757	3,489,046
Private nonfarm employment, percent change 2000-2005	-43.8%	0.2%
Nonemployer establishments, 2004	282	610,966
Total number of firms, 2002	261	674,521
Black-owned firms, percent, 2002	F	13.4%
American Indian and Alaska Native owned firms, percent, 2002	F	0.7%
Asian-owned firms, percent, 2002	F	4.0%
Native Hawaiian and Other Pacific Islander owned firms, percent, 2002	F	0.0%
Hispanic-owned firms, percent, 2002	F	2.7%
Women-owned firms, percent, 2002	F	29.1%
Manufacturers shipments, 2002 (\$1000)	NA	126,156,636
Wholesale trade sales, 2002 (\$1000)	NA	201,091,040
Retail sales, 2002 (\$1000)	4,792	90,098,578
Retail sales per capita, 2002	\$248	\$10,551
Accommodation and foodservices sales, 2002 (\$1000)	D	12,740,423
Building permits, 2006	18	104,200
Federal spending, 2004 (\$1000)	284,686	55,152,911
Geography QuickFacts	Chattahoochee County	Georgia
Land area, 2000 (square miles)	248.77	57,906.14
Persons per square mile, 2000	59.8	141.4
FIPS Code	53	13
Metropolitan or Micropolitan Statistical Area-	Columbus, GA-AL Metro Area	
(a) Includes persons reporting only one race.		
(b) Hispanics may be of any race, so also are included in applicable race categories.		
FN: Footnote on this item for this area in place of data		
NA: Not available		
D: Suppressed to avoid disclosure of confidential information		
X: Not applicable		
S: Suppressed; does not meet publication standards		
Z: Value greater than zero but less than half unit of measure shown		
F: Fewer than 100 firms		
Source: US Census Bureau State & County Quick Facts		

Bureau of Economic Analysis Regional Facts 1995 – 2005 Harris , Georgia [13145]

Harris is one of 159 counties in Georgia. It is part of the Columbus, GA-AL (MSA). Its 2005 population of 27,697 ranked 60th in the state.

PER CAPITA PERSONAL INCOME

In 2005 Harris had a per capita personal income (PCPI) of \$36,416. This PCPI ranked 4th in the state and was 118 percent of the state average, \$30,914, and 106 percent of the national average, \$34,471. The 2005 PCPI reflected an increase of 7.6 percent from 2004. The 2004-2005 state change was 4.3 percent and the national change was 4.2 percent. In 1995 the PCPI of Harris was \$21,162 and ranked 15th in the state. The 1995-2005 average annual growth rate of PCPI was 5.6 percent. The average annual growth rate for the state was 3.6 percent and for the nation was 4.1 percent.

TOTAL PERSONAL INCOME

In 2005 Harris had a total personal income (TPI) of \$1,008,627*. This TPI ranked 46th in the state and accounted for 0.4 percent of the state total. In 1995 the TPI of Harris was \$441,522* and ranked 57th in the state. The 2005 TPI reflected an increase of 11.2 percent from 2004. The 2004-2005 state change was 6.6 percent and the national change was 5.2 percent. The 1995-2005 average annual growth rate of TPI was 8.6 percent. The average annual growth rate for the state was 5.9 percent and for the nation was 5.2 percent.

COMPONENTS OF TOTAL PERSONAL INCOME

Total personal income includes net earnings by place of residence; dividends, interest, and rent; and personal current transfer receipts received by the residents of Harris. In 2005 net earnings accounted for 74.6 percent of TPI (compared with 70.8 in 1995); dividends, interest, and rent were 14.7 percent (compared with 17.4 in 1995); and personal current transfer receipts were 10.6 percent (compared with 11.8 in 1995). From 2004 to 2005 net earnings increased 11.4 percent; dividends, interest, and rent increased 9.7 percent; and personal current transfer receipts increased 11.6 percent. From 1995 to 2005 net earnings increased on average 9.2 percent each year; dividends, interest, and rent increased on average 6.8 percent; and personal current transfer receipts increased on average 7.5 percent.

EARNINGS BY PLACE OF WORK

Earnings of persons employed in Harris increased from \$198,951* in 2004 to \$205,733* in 2005, an increase of 3.4 percent. The 2004-2005 state change was 6.3 percent and the national change was 5.6 percent. The average annual growth rate from the 1995 estimate of \$115,222* to the 2005 estimate was 6.0 percent. The average annual growth rate for the state was 6.1 percent and for the nation was 5.5 percent.

**Note: All income estimates with the exception of PCPI are in thousands of dollars, not adjusted for inflation.*

US Census Bureau State and County Quick Facts
Harris County, GA

People QuickFacts	Harris County	Georgia
Population, 2006 estimate	28,785	9,363,941
Population, percent change, April 1, 2000 to July 1, 2006	21.5%	14.4%
Population, 2000	23,695	8,186,453
Persons under 5 years old, percent, 2005	5.6%	7.6%
Persons under 18 years old, percent, 2005	23.0%	26.0%
Persons 65 years old and over, percent, 2005	11.6%	9.6%
Female persons, percent, 2005	50.1%	50.5%
White persons, percent, 2005 (a)	79.9%	66.1%
Black persons, percent, 2005 (a)	18.4%	29.8%
American Indian and Alaska Native persons, percent, 2005 (a)	0.4%	0.3%
Asian persons, percent, 2005 (a)	0.7%	2.7%
Native Hawaiian and Other Pacific Islander, percent, 2005 (a)	0.0%	0.1%
Persons reporting two or more races, percent, 2005	0.7%	1.0%
Persons of Hispanic or Latino origin, percent, 2005 (b)	1.7%	7.1%
White persons not Hispanic, percent, 2005	78.3%	59.6%
Living in same house in 1995 and 2000, pct 5 yrs old & over	56.0%	49.2%
Foreign born persons, percent, 2000	1.9%	7.1%
Language other than English spoken at home, pct age 5+, 2000	4.1%	9.9%
High school graduates, percent of persons age 25+, 2000	79.0%	78.6%
Bachelor's degree or higher, pct of persons age 25+, 2000	21.1%	24.3%
Persons with a disability, age 5+, 2000	4,429	1,456,812
Mean travel time to work (minutes), workers age 16+, 2000	29.9	27.7
Housing units, 2005	12,142	3,771,466
Homeownership rate, 2000	86.1%	67.5%
Housing units in multi-unit structures, percent, 2000	3.5%	20.8%
Median value of owner-occupied housing units, 2000	\$122,700	\$111,200
Households, 2000	8,822	3,006,369
Persons per household, 2000	2.66	2.65
Median household income, 2004	\$52,175	\$42,679
Per capita money income, 1999	\$21,680	\$21,154
Persons below poverty, percent, 2004	8.5%	13.7%
Business QuickFacts	Harris County	Georgia
Private nonfarm establishments, 2005	480	220,528
Private nonfarm employment, 2005	3,974	3,489,046
Private nonfarm employment, percent change 2000-2005	-7.5%	0.2%
Nonemployer establishments, 2004	2,284	610,966
Total number of firms, 2002	2,104	674,521
Black-owned firms, percent, 2002	S	13.4%
American Indian and Alaska Native owned firms, percent, 2002	F	0.7%
Asian-owned firms, percent, 2002	F	4.0%
Native Hawaiian and Other Pacific Islander owned firms, percent, 2002	F	0.0%
Hispanic-owned firms, percent, 2002	F	2.7%
Women-owned firms, percent, 2002	S	29.1%
Manufacturers shipments, 2002 (\$1000)	D	126,156,636
Wholesale trade sales, 2002 (\$1000)	D	201,091,040
Retail sales, 2002 (\$1000)	36,467	90,098,578
Retail sales per capita, 2002	\$1,451	\$10,551
Accommodation and foodservices sales, 2002 (\$1000)	24,968	12,740,423
Building permits, 2006	430	104,200
Federal spending, 2004 (\$1000)	107,613	55,152,911
Geography QuickFacts	Harris County	Georgia
Land area, 2000 (square miles)	463.69	57,906.14
Persons per square mile, 2000	51.1	141.4
FIPS Code	145	13
Metropolitan or Micropolitan Statistical Area-		
Columbus, GA-AL Metro Area		
<p>(a) Includes persons reporting only one race. (b) Hispanics may be of any race, so also are included in applicable race categories. FN: Footnote on this item for this area in place of data NA: Not available D: Suppressed to avoid disclosure of confidential information X: Not applicable S: Suppressed; does not meet publication standards Z: Value greater than zero but less than half unit of measure shown</p>		
Source: US Census Bureau State & County Quick Facts		

Bureau of Economic Analysis Regional Facts 1995 – 2005 Marion , Georgia [13197]

Marion is one of 159 counties in Georgia. It is part of the Columbus, GA-AL (MSA). Its 2005 population of 7,222 ranked 143rd in the state.

PER CAPITA PERSONAL INCOME

In 2005 Marion had a per capita personal income (PCPI) of \$25,479. This PCPI ranked 51st in the state and was 82 percent of the state average, \$30,914, and 74 percent of the national average, \$34,471. The 2005 PCPI reflected an increase of 7.1 percent from 2004. The 2004-2005 state change was 4.3 percent and the national change was 4.2 percent. In 1995 the PCPI of Marion was \$13,833 and ranked 153rd in the state. The 1995-2005 average annual growth rate of PCPI was 6.3 percent. The average annual growth rate for the state was 3.6 percent and for the nation was 4.1 percent.

TOTAL PERSONAL INCOME

In 2005 Marion had a total personal income (TPI) of \$184,010*. This TPI ranked 135th in the state and accounted for 0.1 percent of the state total. In 1995 the TPI of Marion was \$89,929* and ranked 147th in the state. The 2005 TPI reflected an increase of 8.5 percent from 2004. The 2004-2005 state change was 6.6 percent and the national change was 5.2 percent. The 1995-2005 average annual growth rate of TPI was 7.4 percent. The average annual growth rate for the state was 5.9 percent and for the nation was 5.2 percent.

COMPONENTS OF TOTAL PERSONAL INCOME

Total personal income includes net earnings by place of residence; dividends, interest, and rent; and personal current transfer receipts received by the residents of Marion. In 2005 net earnings accounted for 69.3 percent of TPI (compared with 65.3 in 1995); dividends, interest, and rent were 10.4 percent (compared with 14.4 in 1995); and personal current transfer receipts were 20.3 percent (compared with 20.4 in 1995). From 2004 to 2005 net earnings increased 7.6 percent; dividends, interest, and rent increased 2.8 percent; and personal current transfer receipts increased 14.8 percent. From 1995 to 2005 net earnings increased on average 8.1 percent each year; dividends, interest, and rent increased on average 4.0 percent; and personal current transfer receipts increased on average 7.4 percent.

EARNINGS BY PLACE OF WORK

Earnings of persons employed in Marion increased from \$74,598* in 2004 to \$75,051* in 2005, an increase of 0.6 percent. The 2004-2005 state change was 6.3 percent and the national change was 5.6 percent. The average annual growth rate from the 1995 estimate of \$57,625* to the 2005 estimate was 2.7 percent. The average annual growth rate for the state was 6.1 percent and for the nation was 5.5 percent.

**Note: All income estimates with the exception of PCPI are in thousands of dollars, not adjusted for inflation.*

US Census Bureau State and County Quick Facts
Marion County, GA

People QuickFacts	Marion County	Georgia
Population, 2006 estimate	7,276	9,363,941
Population, percent change, April 1, 2000 to July 1, 2006	1.8%	14.4%
Population, 2000	7,144	8,186,453
Persons under 5 years old, percent, 2005	7.1%	7.6%
Persons under 18 years old, percent, 2005	26.8%	26.0%
Persons 65 years old and over, percent, 2005	10.5%	9.6%
Female persons, percent, 2005	50.1%	50.5%
White persons, percent, 2005 (a)	64.0%	66.1%
Black persons, percent, 2005 (a)	33.9%	29.8%
American Indian and Alaska Native persons, percent, 2005 (a)	0.3%	0.3%
Asian persons, percent, 2005 (a)	0.5%	2.7%
Native Hawaiian and Other Pacific Islander, percent, 2005 (a)	0.5%	0.1%
Persons reporting two or more races, percent, 2005	0.8%	1.0%
Persons of Hispanic or Latino origin, percent, 2005 (b)	6.9%	7.1%
White persons not Hispanic, percent, 2005	58.4%	59.6%
Living in same house in 1995 and 2000, pct 5 yrs old & over	56.5%	49.2%
Foreign born persons, percent, 2000	5.0%	7.1%
Language other than English spoken at home, pct age 5+, 2000	6.5%	9.9%
High school graduates, percent of persons age 25+, 2000	65.4%	78.6%
Bachelor's degree or higher, pct of persons age 25+, 2000	8.9%	24.3%
Persons with a disability, age 5+, 2000	1,799	1,456,812
Mean travel time to work (minutes), workers age 16+, 2000	34.4	27.7
Housing units, 2005	3,210	3,771,466
Homeownership rate, 2000	78.1%	67.5%
Housing units in multi-unit structures, percent, 2000	4.8%	20.8%
Median value of owner-occupied housing units, 2000	\$70,400	\$111,200
Households, 2000	2,668	3,006,369
Persons per household, 2000	2.65	2.65
Median household income, 2004	\$30,059	\$42,679
Per capita money income, 1999	\$14,044	\$21,154
Persons below poverty, percent, 2004	21.6%	13.7%
Business QuickFacts	Marion County	Georgia
Private nonfarm establishments, 2005	91	220,528
Private nonfarm employment, 2005	1,445	3,489,046
Private nonfarm employment, percent change 2000-2005	-33.4%	0.2%
Nonemployer establishments, 2004	301	610,966
Total number of firms, 2002	367	674,521
Black-owned firms, percent, 2002	F	13.4%
American Indian and Alaska Native owned firms, percent, 2002	F	0.7%
Asian-owned firms, percent, 2002	F	4.0%
Native Hawaiian and Other Pacific Islander owned firms, percent, 2002	F	0.0%
Hispanic-owned firms, percent, 2002	F	2.7%
Women-owned firms, percent, 2002	51.5%	29.1%
Manufacturers shipments, 2002 (\$1000)	D	126,156,636
Wholesale trade sales, 2002 (\$1000)	D	201,091,040
Retail sales, 2002 (\$1000)	36,632	90,098,578
Retail sales per capita, 2002	\$5,112	\$10,551
Accommodation and foodservices sales, 2002 (\$1000)	D	12,740,423
Building permits, 2006	0	104,200
Federal spending, 2004 (\$1000)	39,701	55,152,911
Geography QuickFacts	Marion County	Georgia
Land area, 2000 (square miles)	367	57,906.14
Persons per square mile, 2000	19.5	141.4
FIPS Code	197	13
Metropolitan or Micropolitan Statistical Area-		Columbus, GA-AL Metro Area
<p>(a) Includes persons reporting only one race. (b) Hispanics may be of any race, so also are included in applicable race categories. FN: Footnote on this item for this area in place of data NA: Not available D: Suppressed to avoid disclosure of confidential information X: Not applicable S: Suppressed; does not meet publication standards Z: Value greater than zero but less than half unit of measure shown F: Fewer than 100 firms</p>		
Source: US Census Bureau State & County Quick Facts		

Bureau of Economic Analysis Regional Facts 1995 – 2005 Muscogee , Georgia [13215]

Muscogee is one of 159 counties in Georgia. It is part of the Columbus, GA-AL (MSA). Its 2005 population of 185,799 ranked 8th in the state.

PER CAPITA PERSONAL INCOME

In 2005 Muscogee had a per capita personal income (PCPI) of \$31,431. This PCPI ranked 12th in the state and was 102 percent of the state average, \$30,914, and 91 percent of the national average, \$34,471. The 2005 PCPI reflected an increase of 6.9 percent from 2004. The 2004-2005 state change was 4.3 percent and the national change was 4.2 percent. In 1995 the PCPI of Muscogee was \$19,636 and ranked 24th in the state. The 1995-2005 average annual growth rate of PCPI was 4.8 percent. The average annual growth rate for the state was 3.6 percent and for the nation was 4.1 percent.

TOTAL PERSONAL INCOME

In 2005 Muscogee had a total personal income (TPI) of \$5,839,849*. This TPI ranked 8th in the state and accounted for 2.1 percent of the state total. In 1995 the TPI of Muscogee was \$3,654,674* and ranked 7th in the state. The 2005 TPI reflected an increase of 7.3 percent from 2004. The 2004-2005 state change was 6.6 percent and the national change was 5.2 percent. The 1995-2005 average annual growth rate of TPI was 4.8 percent. The average annual growth rate for the state was 5.9 percent and for the nation was 5.2 percent.

COMPONENTS OF TOTAL PERSONAL INCOME

Total personal income includes net earnings by place of residence; dividends, interest, and rent; and personal current transfer receipts received by the residents of Muscogee. In 2005 net earnings accounted for 63.9 percent of TPI (compared with 64.8 in 1995); dividends, interest, and rent were 18.8 percent (compared with 19.0 in 1995); and personal current transfer receipts were 17.3 percent (compared with 16.1 in 1995). From 2004 to 2005 net earnings increased 7.2 percent; dividends, interest, and rent increased 8.0 percent; and personal current transfer receipts increased 6.8 percent. From 1995 to 2005 net earnings increased on average 4.7 percent each year; dividends, interest, and rent increased on average 4.6 percent; and personal current transfer receipts increased on average 5.5 percent.

EARNINGS BY PLACE OF WORK

Earnings of persons employed in Muscogee increased from \$4,512,043* in 2004 to \$4,810,574* in 2005, an increase of 6.6 percent. The 2004-2005 state change was 6.3 percent and the national change was 5.6 percent. The average annual growth rate from the 1995 estimate of \$2,984,247* to the 2005 estimate was 4.9 percent. The average annual growth rate for the state was 6.1 percent and for the nation was 5.5 percent.

**Note: All income estimates with the exception of PCPI are in thousands of dollars, not adjusted for inflation.*

US Census Bureau State and County Quick Facts
Muscoogie County, GA

People QuickFacts	Muscoogie County	Georgia
Population, 2006 estimate	188,660	9,363,941
Population, percent change, April 1, 2000 to July 1, 2006	1.3%	14.4%
Population, 2000	186,291	8,186,453
Persons under 5 years old, percent, 2005	8.1%	7.6%
Persons under 18 years old, percent, 2005	27.3%	26.0%
Persons 65 years old and over, percent, 2005	11.6%	9.6%
Female persons, percent, 2005	51.8%	50.5%
White persons, percent, 2005 (a)	49.3%	66.1%
Black persons, percent, 2005 (a)	46.4%	29.8%
American Indian and Alaska Native persons, percent, 2005 (a)	0.4%	0.3%
Asian persons, percent, 2005 (a)	2.0%	2.7%
Native Hawaiian and Other Pacific Islander, percent, 2005 (a)	0.2%	0.1%
Persons reporting two or more races, percent, 2005	1.7%	1.0%
Persons of Hispanic or Latino origin, percent, 2005 (b)	4.1%	7.1%
White persons not Hispanic, percent, 2005	46.3%	59.6%
Living in same house in 1995 and 2000, pct 5 yrs old & over	47.8%	49.2%
Foreign born persons, percent, 2000	4.7%	7.1%
Language other than English spoken at home, pct age 5+, 2000	8.1%	9.9%
High school graduates, percent of persons age 25+, 2000	78.9%	78.6%
Bachelor's degree or higher, pct of persons age 25+, 2000	20.3%	24.3%
Persons with a disability, age 5+, 2000	37,083	1,456,812
Mean travel time to work (minutes), workers age 16+, 2000	19.9	27.7
Housing units, 2005	81,008	3,771,466
Homeownership rate, 2000	56.4%	67.5%
Housing units in multi-unit structures, percent, 2000	27.6%	20.8%
Median value of owner-occupied housing units, 2000	\$84,000	\$111,200
Households, 2000	69,819	3,006,369
Persons per household, 2000	2.54	2.65
Median household income, 2004	\$35,130	\$42,679
Per capita money income, 1999	\$18,262	\$21,154
Persons below poverty, percent, 2004	17.1%	13.7%
Business QuickFacts	Muscoogie County	Georgia
Private nonfarm establishments, 2005	4,386	220,528
Private nonfarm employment, 2005	83,964	3,489,046
Private nonfarm employment, percent change 2000-2005	-2.9%	0.2%
Nonemployer establishments, 2004	9,106	610,966
Total number of firms, 2002	10,528	674,521
Black-owned firms, percent, 2002	26.1%	13.4%
American Indian and Alaska Native owned firms, percent, 2002	F	0.7%
Asian-owned firms, percent, 2002	3.2%	4.0%
Native Hawaiian and Other Pacific Islander owned firms, percent, 2002	F	0.0%
Hispanic-owned firms, percent, 2002	S	2.7%
Women-owned firms, percent, 2002	31.0%	29.1%
Manufacturers shipments, 2002 (\$1000)	2,420,654	126,156,636
Wholesale trade sales, 2002 (\$1000)	1,059,263	201,091,040
Retail sales, 2002 (\$1000)	2,329,515	90,098,578
Retail sales per capita, 2002	\$12,577	\$10,551
Accommodation and foodservices sales, 2002 (\$1000)	319,761	12,740,423
Building permits, 2006	1,102	104,200
Federal spending, 2004 (\$1000)	2,072,344	55,152,911
Geography QuickFacts	Muscoogie County	Georgia
Land area, 2000 (square miles)	216.26	57,906.14
Persons per square mile, 2000	862.5	141.4
FIPS Code	215	13
Metropolitan or Micropolitan Statistical Area- Columbus, GA-AL Metro Area		
(a) Includes persons reporting only one race. (b) Hispanics may be of any race, so also are included in applicable race categories. FN: Footnote on this item for this area in place of data NA: Not available D: Suppressed to avoid disclosure of confidential information X: Not applicable S: Suppressed; does not meet publication standards Z: Value greater than zero but less than half unit of measure shown F: Fewer than 100 firms		
Source: US Census Bureau State & County Quick Facts		

Bureau of Economic Analysis Regional Facts 1995 – 2005 Stewart , Georgia [13259]

Stewart is one of 159 counties in Georgia. It is not part of a Metropolitan Area. Its 2005 population of 4,878 ranked 151st in the state.

PER CAPITA PERSONAL INCOME

In 2005 Stewart had a per capita personal income (PCPI) of \$22,843. This PCPI ranked 95th in the state and was 74 percent of the state average, \$30,914, and 66 percent of the national average, \$34,471. The 2005 PCPI reflected an increase of 7.1 percent from 2004. The 2004-2005 state change was 4.3 percent and the national change was 4.2 percent. In 1995 the PCPI of Stewart was \$14,591 and ranked 143rd in the state. The 1995-2005 average annual growth rate of PCPI was 4.6 percent. The average annual growth rate for the state was 3.6 percent and for the nation was 4.1 percent.

TOTAL PERSONAL INCOME

In 2005 Stewart had a total personal income (TPI) of \$111,430*. This TPI ranked 150th in the state and accounted for 0.0 percent of the state total. In 1995 the TPI of Stewart was \$78,295* and ranked 150th in the state. The 2005 TPI reflected an increase of 5.5 percent from 2004. The 2004-2005 state change was 6.6 percent and the national change was 5.2 percent. The 1995-2005 average annual growth rate of TPI was 3.6 percent. The average annual growth rate for the state was 5.9 percent and for the nation was 5.2 percent.

COMPONENTS OF TOTAL PERSONAL INCOME

Total personal income includes net earnings by place of residence; dividends, interest, and rent; and personal current transfer receipts received by the residents of Stewart. In 2005 net earnings accounted for 56.8 percent of TPI (compared with 56.7 in 1995); dividends, interest, and rent were 11.8 percent (compared with 15.0 in 1995); and personal current transfer receipts were 31.3 percent (compared with 28.2 in 1995). From 2004 to 2005 net earnings increased 6.5 percent; dividends, interest, and rent increased 3.0 percent; and personal current transfer receipts increased 4.8 percent. From 1995 to 2005 net earnings increased on average 3.6 percent each year; dividends, interest, and rent increased on average 1.2 percent; and personal current transfer receipts increased on average 4.7 percent.

EARNINGS BY PLACE OF WORK

Earnings of persons employed in Stewart increased from \$33,172* in 2004 to \$34,965* in 2005, an increase of 5.4 percent. The 2004-2005 state change was 6.3 percent and the national change was 5.6 percent. The average annual growth rate from the 1995 estimate of \$34,953* to the 2005 estimate was 0.0 percent. The average annual growth rate for the state was 6.1 percent and for the nation was 5.5 percent.

**Note: All income estimates with the exception of PCPI are in thousands of dollars, not adjusted for inflation.*

US Census Bureau State and County Quick Facts
Stewart County, GA

People QuickFacts	Stewart County	Georgia
Population, 2006 estimate	4,754	9,363,941
Population, percent change, April 1, 2000 to July 1, 2006	-9.6%	14.4%
Population, 2000	5,252	8,186,453
Persons under 5 years old, percent, 2005	5.8%	7.6%
Persons under 18 years old, percent, 2005	23.7%	26.0%
Persons 65 years old and over, percent, 2005	18.6%	9.6%
Female persons, percent, 2005	51.7%	50.5%
White persons, percent, 2005 (a)	37.8%	66.1%
Black persons, percent, 2005 (a)	61.6%	29.8%
American Indian and Alaska Native persons, percent, 2005 (a)	0.2%	0.3%
Asian persons, percent, 2005 (a)	0.3%	2.7%
Native Hawaiian and Other Pacific Islander, percent, 2005 (a)	0.0%	0.1%
Persons reporting two or more races, percent, 2005	0.1%	1.0%
Persons of Hispanic or Latino origin, percent, 2005 (b)	1.8%	7.1%
White persons not Hispanic, percent, 2005	36.9%	59.6%
Living in same house in 1995 and 2000, pct 5 yrs old & over	65.6%	49.2%
Foreign born persons, percent, 2000	1.6%	7.1%
Language other than English spoken at home, pct age 5+, 2000	2.6%	9.9%
High school graduates, percent of persons age 25+, 2000	63.2%	78.6%
Bachelor's degree or higher, pct of persons age 25+, 2000	9.3%	24.3%
Persons with a disability, age 5+, 2000	1,488	1,456,812
Mean travel time to work (minutes), workers age 16+, 2000	28.6	27.7
Housing units, 2005	2,361	3,771,466
Homeownership rate, 2000	72.9%	67.5%
Housing units in multi-unit structures, percent, 2000	5.9%	20.8%
Median value of owner-occupied housing units, 2000	\$44,000	\$111,200
Households, 2000	2,007	3,006,369
Persons per household, 2000	2.48	2.65
Median household income, 2004	\$23,588	\$42,679
Per capita money income, 1999	\$16,071	\$21,154
Persons below poverty, percent, 2004	23.9%	13.7%
Business QuickFacts	Stewart County	Georgia
Private nonfarm establishments, 2005	85	220,528
Private nonfarm employment, 2005	597	3,489,046
Private nonfarm employment, percent change 2000-2005	-36.6%	0.2%
Nonemployer establishments, 2004	174	610,966
Total number of firms, 2002	243	674,521
Black-owned firms, percent, 2002	S	13.4%
American Indian and Alaska Native owned firms, percent, 2002	F	0.7%
Asian-owned firms, percent, 2002	F	4.0%
Native Hawaiian and Other Pacific Islander owned firms, percent, 2002	F	0.0%
Hispanic-owned firms, percent, 2002	F	2.7%
Women-owned firms, percent, 2002	F	29.1%
Manufacturers shipments, 2002 (\$1000)	NA	126,156,636
Wholesale trade sales, 2002 (\$1000)	D	201,091,040
Retail sales, 2002 (\$1000)	17,710	90,098,578
Retail sales per capita, 2002	\$3,471	\$10,551
Accommodation and foodservices sales, 2002 (\$1000)	D	12,740,423
Building permits, 2006	0	104,200
Federal spending, 2004 (\$1000)	47,518	55,152,911
Geography QuickFacts	Stewart County	Georgia
Land area, 2000 (square miles)	458.7	57,906.14
Persons per square mile, 2000	11.4	141.4
FIPS Code	259	13
Metropolitan or Micropolitan Statistical Area-	None	
<p>(a) Includes persons reporting only one race. (b) Hispanics may be of any race, so also are included in applicable race categories. FN: Footnote on this item for this area in place of data NA: Not available D: Suppressed to avoid disclosure of confidential information X: Not applicable S: Suppressed; does not meet publication standards Z: Value greater than zero but less than half unit of measure shown F: Fewer than 100 firms</p>		
Source: US Census Bureau State & County Quick Facts		

Bureau of Economic Analysis Regional Facts 1995 – 2005 Talbot , Georgia [13263]

Talbot is one of 159 counties in Georgia. It is not part of a Metropolitan Area. Its 2005 population of 6,639 ranked 147th in the state.

PER CAPITA PERSONAL INCOME

In 2005 Talbot had a per capita personal income (PCPI) of \$20,954. This PCPI ranked 133rd in the state and was 68 percent of the state average, \$30,914, and 61 percent of the national average, \$34,471. The 2005 PCPI reflected an increase of 2.5 percent from 2004. The 2004-2005 state change was 4.3 percent and the national change was 4.2 percent. In 1995 the PCPI of Talbot was \$14,331 and ranked 148th in the state. The 1995-2005 average annual growth rate of PCPI was 3.9 percent. The average annual growth rate for the state was 3.6 percent and for the nation was 4.1 percent.

TOTAL PERSONAL INCOME

In 2005 Talbot had a total personal income (TPI) of \$139,115*. This TPI ranked 145th in the state and accounted for 0.0 percent of the state total. In 1995 the TPI of Talbot was \$91,647* and ranked 145th in the state. The 2005 TPI reflected an increase of 3.4 percent from 2004. The 2004-2005 state change was 6.6 percent and the national change was 5.2 percent. The 1995-2005 average annual growth rate of TPI was 4.3 percent. The average annual growth rate for the state was 5.9 percent and for the nation was 5.2 percent.

COMPONENTS OF TOTAL PERSONAL INCOME

Total personal income includes net earnings by place of residence; dividends, interest, and rent; and personal current transfer receipts received by the residents of Talbot. In 2005 net earnings accounted for 58.3 percent of TPI (compared with 62.2 in 1995); dividends, interest, and rent were 15.4 percent (compared with 15.1 in 1995); and personal current transfer receipts were 26.3 percent (compared with 22.7 in 1995). From 2004 to 2005 net earnings increased 2.2 percent; dividends, interest, and rent increased 4.7 percent; and personal current transfer receipts increased 5.2 percent. From 1995 to 2005 net earnings increased on average 3.6 percent each year; dividends, interest, and rent increased on average 4.4 percent; and personal current transfer receipts increased on average 5.8 percent.

EARNINGS BY PLACE OF WORK

Earnings of persons employed in Talbot decreased from \$41,589* in 2004 to \$39,537* in 2005, a decrease of 4.9 percent. The 2004-2005 state change was 6.3 percent and the national change was 5.6 percent. The average annual growth rate from the 1995 estimate of \$23,130* to the 2005 estimate was 5.5 percent. The average annual growth rate for the state was 6.1 percent and for the nation was 5.5 percent.

**Note: All income estimates with the exception of PCPI are in thousands of dollars, not adjusted for inflation.*

US Census Bureau State and County Quick Facts
Talbot County, GA

People QuickFacts	Talbot County	Georgia
Population, 2006 estimate	6,605	9,363,941
Population, percent change, April 1, 2000 to July 1, 2006	1.6%	14.4%
Population, 2000	6,498	8,186,453
Persons under 5 years old, percent, 2005	6.4%	7.6%
Persons under 18 years old, percent, 2005	23.3%	26.0%
Persons 65 years old and over, percent, 2005	13.8%	9.6%
Female persons, percent, 2005	52.7%	50.5%
White persons, percent, 2005 (a)	42.6%	66.1%
Black persons, percent, 2005 (a)	56.7%	29.8%
American Indian and Alaska Native persons, percent, 2005 (a)	0.1%	0.3%
Asian persons, percent, 2005 (a)	0.3%	2.7%
Native Hawaiian and Other Pacific Islander, percent, 2005 (a)	0.0%	0.1%
Persons reporting two or more races, percent, 2005	0.2%	1.0%
Persons of Hispanic or Latino origin, percent, 2005 (b)	1.7%	7.1%
White persons not Hispanic, percent, 2005	41.3%	59.6%
Living in same house in 1995 and 2000, pct 5 yrs old & over	71.8%	49.2%
Foreign born persons, percent, 2000	0.7%	7.1%
Language other than English spoken at home, pct age 5+, 2000	1.9%	9.9%
High school graduates, percent of persons age 25+, 2000	64.8%	78.6%
Bachelor's degree or higher, pct of persons age 25+, 2000	7.9%	24.3%
Persons with a disability, age 5+, 2000	1,743	1,456,812
Mean travel time to work (minutes), workers age 16+, 2000	32.8	27.7
Housing units, 2005	3,053	3,771,466
Homeownership rate, 2000	82.6%	67.5%
Housing units in multi-unit structures, percent, 2000	3.9%	20.8%
Median value of owner-occupied housing units, 2000	\$57,700	\$111,200
Households, 2000	2,538	3,006,369
Persons per household, 2000	2.55	2.65
Median household income, 2004	\$28,830	\$42,679
Per capita money income, 1999	\$14,539	\$21,154
Persons below poverty, percent, 2004	18.9%	13.7%
Business QuickFacts	Talbot County	Georgia
Private nonfarm establishments, 2005	59	220,528
Private nonfarm employment, 2005	383	3,489,046
Private nonfarm employment, percent change 2000-2005	-18.7%	0.2%
Nonemployer establishments, 2004	459	610,966
Total number of firms, 2002	429	674,521
Black-owned firms, percent, 2002	F	13.4%
American Indian and Alaska Native owned firms, percent, 2002	F	0.7%
Asian-owned firms, percent, 2002	F	4.0%
Native Hawaiian and Other Pacific Islander owned firms, percent, 2002	F	0.0%
Hispanic-owned firms, percent, 2002	F	2.7%
Women-owned firms, percent, 2002	F	29.1%
Manufacturers shipments, 2002 (\$1000)	NA	126,156,636
Wholesale trade sales, 2002 (\$1000)	D	201,091,040
Retail sales, 2002 (\$1000)	6,529	90,098,578
Retail sales per capita, 2002	\$989	\$10,551
Accommodation and foodservices sales, 2002 (\$1000)	0	12,740,423
Building permits, 2006	20	104,200
Federal spending, 2004 (\$1000)	45,904	55,152,911
Geography QuickFacts	Talbot County	Georgia
Land area, 2000 (square miles)	393.21	57,906.14
Persons per square mile, 2000	16.5	141.4
FIPS Code	263	13
Metropolitan or Micropolitan Statistical Area-	None	
<p>(a) Includes persons reporting only one race. (b) Hispanics may be of any race, so also are included in applicable race categories. FN: Footnote on this item for this area in place of data NA: Not available D: Suppressed to avoid disclosure of confidential information X: Not applicable S: Suppressed; does not meet publication standards Z: Value greater than zero but less than half unit of measure shown F: Fewer than 100 firms</p>		
Source: US Census Bureau State & County Quick Facts		

Fort Benning History

Fort Benning is more than just a military post. It is both an integral community unto itself and a part of a larger community that includes Columbus, Georgia; Phenix City, Alabama; and the Chattahoochee Valley. As one of the largest Army installations, Fort Benning covers 184,000 acres and serves a daily population of about 100,000.

A Proud Heritage

Fort Benning, which is located south of Columbus, Georgia, on U.S. Highway 27 and I-185, is known as the "Home of the Infantry." It is here that the famed U.S. Army Infantry School was established and through the years gradually emerged as the most influential Infantry center in the modern world. Fort Benning and the Infantry School are so intertwined that is virtually impossible to trace the history of Fort Benning without recording the evolution of the School. From 1918 until the present, the development of Fort Benning and the School has remained fundamentally the same: "to produce the world's finest combat Infantrymen."

The Infantry School

The first successful and systematic training of the U.S. Infantry can be traced back to Valley Forge, Pennsylvania, in 1778. It was on this frozen ground that Lieutenant General Baron Friedrich Wilhelm von Steuben introduced a set of standard drill regulations and taught there to Washington's army. Some historians have referred to him as the "Father of the U.S. Infantry." His training manual was to remain the official manual of the U.S. Army for the next 33 years.

The War Between the States provided a grim picture of the training status of our Infantry forces. Neither the Union forces nor the Confederate forces were able to field well-trained and disciplined troops. Bloody battles like Shiloh, Fredericksburg, and Gettysburg reflected not only the lack of training and leadership, but also the fact that weapons used were far in advance of the tactics in which they were employed.

Due to his concern over the decline of good marksmanship in the Army, Lieutenant General Arthur MacArthur persuaded the Army to establish the School of Musketry at the Presidio of Monterey, California, on February 21, 1907. This may be called the beginning of the present Infantry School, and the event which led to the creation of Fort Benning.

In January 1913, the School of Musketry was transferred from Monterey, California, to Fort Sill, Oklahoma. However, the development of the school was interrupted shortly after it was transferred in order to send troops to the Mexican border to pursue Mexican bandits. Throughout the next four years, the School operated in a very limited capacity due to the severe manpower shortage throughout the Army.

With the outbreak of World War I, the need to expand our army became increasingly more apparent. The size of Fort Sill was not adequate for the training of both the Infantry and Artillery. A separate camp for training the Infantry had to be established.

On, May 21, 1918, the Adjutant General's Office appointed Colonel Henry E. Eames to head a board of officers to meet at Fort Sill for the purpose of selecting a site for the Infantry School of Arms.

Infantry School of Arms

On September 18, the Adjutant General directed that the Infantry School of Arms with all personnel, property and equipment move to Columbus, Georgia, by October 1, 1918. The first troops from Fort Sill arrived on October 6, 1918 and occupied a temporary camp three miles east

Information courtesy of: <https://www.benning.army.mil/infantry/index.asp>

of town on Macon Road. The next day the camp was officially opened. At the request of the Columbus Rotary Club, the camp was named in honor of Confederate General Henry Lewis Benning, a Columbus native considered to be the most outstanding Civil War officer from the area.

The search for a permanent location for the camp settled on a plantation site south of Columbus owned by Mr. Arthur Bussey. The Bussey land featured the kind of terrain considered ideal for training Infantrymen. The plantation would serve as the core of the camp, and the large frame house, known as Riverside, would serve as quarters for a long line of commanders.

After years of struggling for appropriations and attention from the makers of Army policy, Benning enjoyed a construction boom in the mid-1930's as a result of federal work projects during the great depression. The boom continued into the 1940s with the eruption of war in Europe. Troop strength swelled with the arrival of the First Infantry Division and the establishment of Officer Candidate School and Airborne training.

Today the U.S. Army Infantry School produces the world's finest Infantry combat leaders by preparing officers and enlisted Soldiers to perform Infantry duties required in both peace and war with the emphasis on the art of command and leadership.

The development of tactics, techniques and procedures to implement approved doctrine for Infantry units at brigade level and below is the job of the Infantry School. It also participates in the development, review and testing of doctrine and material for Infantry units.

General Benning

Henry Lewis Benning, for whom Fort Benning was named, saw careers as a Soldier, attorney, politician and Justice of the Georgia Supreme Court. A native of Georgia, Benning's career began in Columbus in 1835 when he set up residence and began practicing law. At the age of 39, two years after his unsuccessful campaign for Congress, he was elected associate justice of the Georgia Supreme Court. He was the youngest man to hold that office.

Benning was a staunch advocate of States Rights and took a prominent part in the conventions concerning secession prior to the War Between the States. With the start of the War Between the States, Benning recruited men to form the 17th Regiment of Georgia Volunteers. During the first year and a half of the war, he fought with General Robert E. Lee, and attained the rank of major general. Because of his coolness in battle, General Benning became known to his troops as "Old Rock." After the war, Benning returned to his law practice in Columbus. He died in 1875 at the age of 61.

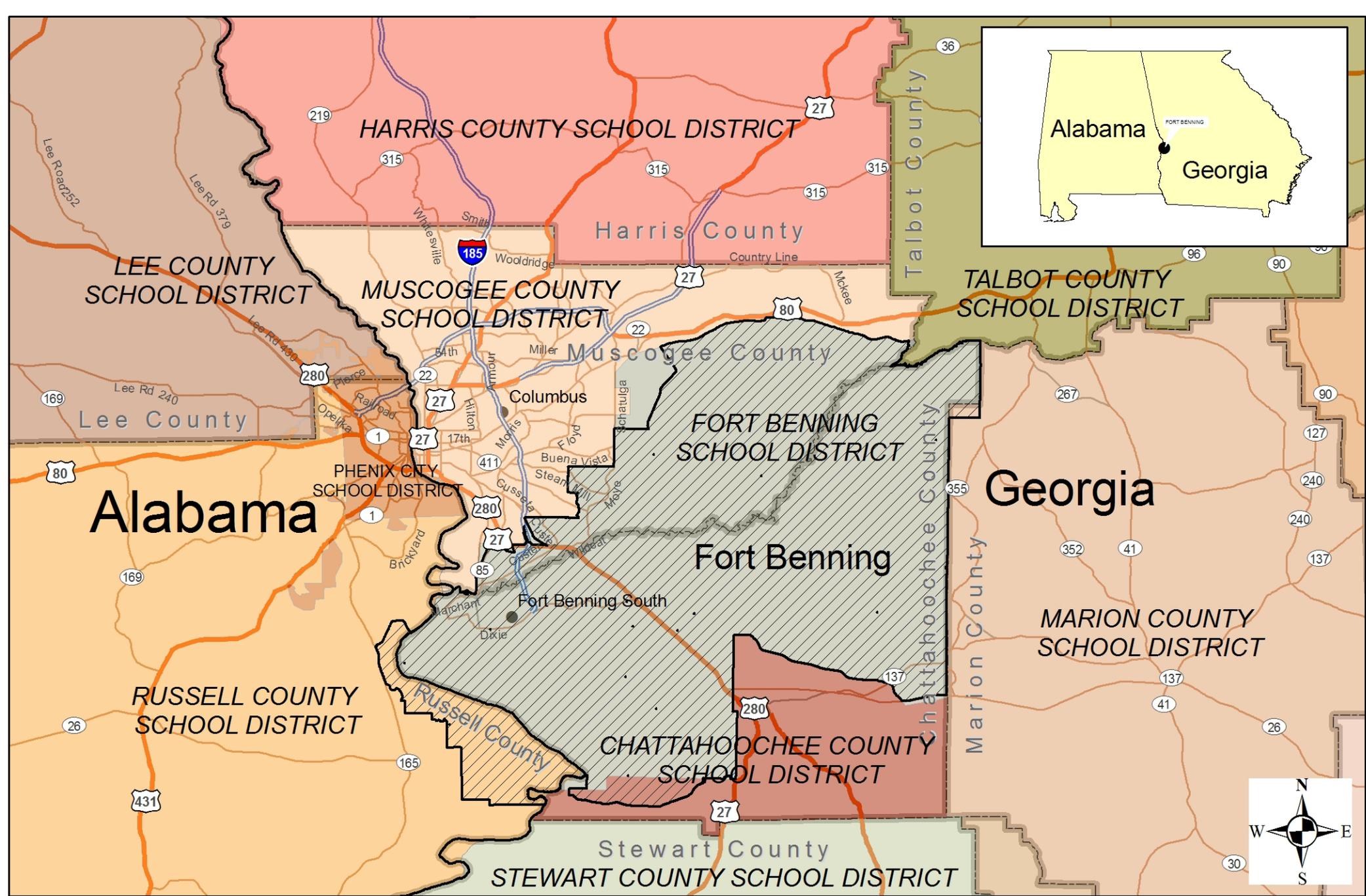
National Infantry Museum

The National Infantry Museum at Fort Benning houses thousands of interesting and unique items and reflects the role played by Infantrymen in the defense of the nation. More than two hundred years of proud history are on display.

The museum collection is continually growing. There are some 1,500 firearms ranging from the Revolutionary War to today's M16A2 rifle to two Gatling Guns and the nation's smallest atomic weapon, the Davy Crockett. The museum also has memorabilia of many distinguished Infantrymen.

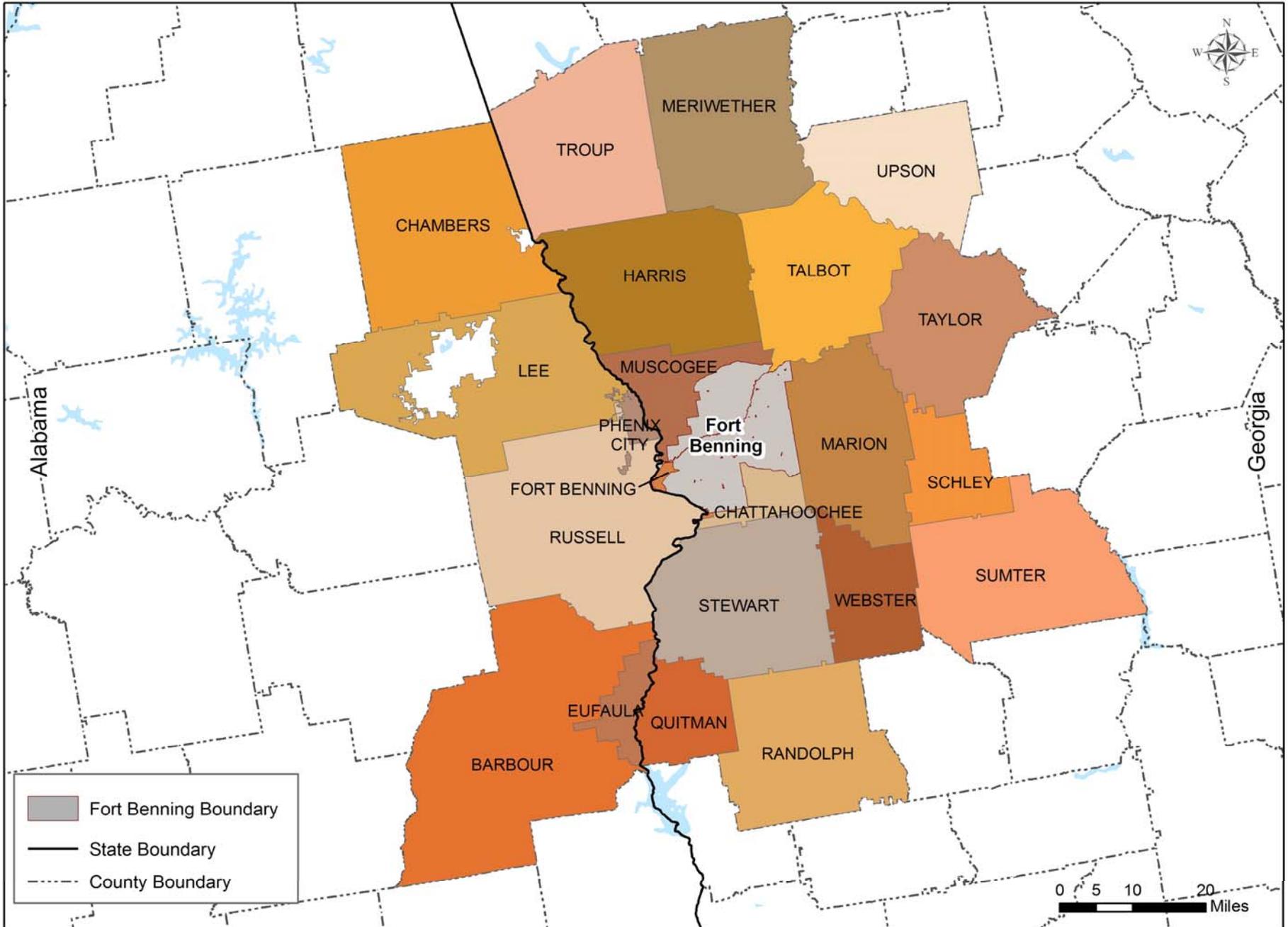
The museum features temporary displays of contemporary art works, military badges and equipment, and has established the Regimental Quartermaster Sales Store, a gift shop for the convenience of our visitors.

Information courtesy of: <https://www.benning.army.mil/infantry/index.asp>



Fort Benning Local Area

Local Educational Agencies Within 25 Miles Of Fort Benning



DATA ON SCHOOL ENROLLMENT AND IMPACT AID FROM LOCAL EDUCATIONAL AGENCIES AND THE ARMY

The spreadsheet that follows contains information on school enrollment and federal and state impact aid for Fort Benning and nine surrounding local educational agencies (LEAs). The Fort Benning community expects these LEAs—Chattahoochee, Harris, Marion, Muscogee, Talbot, Lee, Phenix City, and Russell County Schools, and the Department of Defense (DoD) operated schools located on Fort Benning—to absorb most of the installation’s growth. This overview provides a brief explanation of the data and its sources as well as known data strengths and limitations.

Data Collected Through LEA Surveys

All of the nine LEAs responded to a request for information that was sent for this project. The request asked the LEAs to provide actual enrollment and impact aid received from 2000 to 2006, and projected enrollment and impact aid for 2007 to 2013. The request asked the LEAs to provide detailed information on their total enrollment and the enrollment of associated school age dependents for Military, DoD civilian employees, and on-base contractors, as well as financial and tax-base data.

Overall, the LEAs generally provided the information. Russell and Lee Counties did not provide enrollment data for the year 2000, and the DoD schools on Fort Benning did not provide projections for 2012 and 2013. Lee and Marion counties did not provide information on assessed property values per student. The assessed values provided by Phenix City appeared to be total value, rather than value per student, and so were normalized in the spreadsheet by dividing by enrollment. Chattahoochee County was the only school district to receive DoD Supplemental Impact Aid and DoD Large Scale Rebasing Assistance (FY07) but the amounts were not included in their reporting. We will work with Chattahoochee to obtain this data

Data Collected from Fort Benning (Installation)

Fort Benning also responded to a request for data for this project. The installation provided K–12 enrollment for 2000 through 2013. This data set represents estimated enrollment from military personnel and Department of the Army civil service employees (but not contractors). The numbers for 2000 through 2006 are not actual counts, but come from the Army Stationing and Installation Plan (ASIP), which is described in the next paragraph. Fort Benning’s estimates for 2007–2013 were also derived from ASIP, but with a modification in years 2011–2013 that fixed growth to 3,983 above 2007 levels. The base reported that the Office of the Army Chief of Staff for Installation Management (OACSIM) agreed to these modifications based on pre-decisional stationing actions and locally developed school-age ratios. For this submission, Fort Benning used the October version of ASIP.

Data Collected from Army Headquarters

The Army's Office of the Assistant Chief of Staff for Installation Management (OACSIM) provided data on estimated school enrollment associated with Fort Benning. This data comes from the October 2007 version of the Army Stationing and Installation Plan (ASIP). According to Army Regulation 5-18, the ASIP is "the official Department of the Army database that reflects the authorized planning populations for Army installations. As such, ASIP Installation Reports are intended for use by Army planners and programmers as the basis for identifying installation support requirements."¹

The ASIP derives the estimated number of military, civilian, and contractor school age dependents by applying quantitative factors to the number of assigned personnel in these three categories. Fort Benning staff reports that they have been directed not to use estimates of school-aged children attributable to contractor employees; contractor-based estimates have been removed from the Army Headquarters data in the summary spreadsheet to provide a more direct comparison between Fort Benning's estimates and those from Army Headquarters. ASIP data represents *estimates* derived through application of the quantitative factors, not actual counts.

Data Strengths and Limitations

The summary table in the spreadsheet represents a summation over nine reporting LEAs. The installation, community and LEAs believe that the nine LEAs queried will absorb most of the school growth from Fort Benning's expansion. Other LEAs, however, have Fort Benning dependents in their schools, and may also absorb growth from the installation. Students generally attend school based on where they live, so the housing choices that new soldiers, civilians, and contractors will make in the coming years will largely determine which school districts will be affected by growth.

School enrollment actuals from the LEAs cannot be compared with the ASIP estimates provided by Fort Benning on a strict "apples-to-apples" basis. Fort Benning's numbers include military personnel's school-aged children (K-12), but some of these children will attend school outside of the nine surveyed LEAs: in different public school districts, private schools, or in home schools. Muscogee County's enrollment includes pre-K students, unlike the ASIP estimates, and also includes enrollment from DoD contractors embedded in the civilian numbers.

Actual enrollment data from some school districts are incomplete. Lee and Russell Counties did not provide estimates for the year 2000 (which would appear to be about 9,000 and 4,000 students respectively). Actual enrollments for 2000 should be

¹ Army Regulation 5-18, "Army Stationing and Installation Plan (ASIP)," 29 November 1993, paragraph 1-1. Available at http://www.apd.army.mil/pdffiles/r5_18.pdf

interpreted with these omissions in mind. That is, some of the increase in the “Total Enrollment” line in the section labeled “Data Collected from Surveys of Nine LEAs” for the 2000–2001 period represents a more complete accounting of total enrollment, rather than an actual increase in enrollment itself.

Lee, Russell, and Talbot counties did not report any historical DoD-related enrollment, but have significant DoD-related enrollment projections for 2007 and beyond. If this represents missing historical data, then it could explain much of the 10-percent increase in DoD-related enrollment from 2006 to 2007 in the Summary section.

Projections for 2012 and 2013 do not include data from the DoD Schools located on Fort Benning, which did not provide projections for these years. The reduction in total and federal enrollment for 2012 and 2013 is a reflection of this missing data, rather than a projected decline in enrollment. We will work with the DoD Schools to obtain this data for the final project files.

SCHOOL ENROLLMENT AND IMPACT AID FROM LOCAL EDUCATIONAL AGENCIES, FORT BENNING, AND ARMY HQ

Data Collected Through Surveys of 9 LEAs <i>(see Notes 1 & 2)</i>	<i>Actual</i>							<i>Projected</i>						
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total Enrollment All Years (K-12)	48,126	61,049	61,189	61,460	61,103	62,040	61,838	65,929	66,872	69,553	75,251	83,300	78,392	78,934
DoD-related Enrollment														
Military	6,332	6,509	6,486	6,893	6,550	6,349	6,089	6,858	7,754	8,266	9,768	12,845	9,318	9,648
DoD-Civilian	1,562	1,567	1,495	1,553	1,705	1,960	2,010	2,033	2,106	2,122	2,751	4,616	4,678	4,743
DoD Contractor**	-	-	-	-	-	-	-	-	21	21	248	928	928	928
Total DoD Enrollment	7,894	8,076	7,981	8,446	8,255	8,309	8,099	8,891	9,881	10,409	12,767	18,389	14,924	15,319
Other Federal Enrollment	36	47	35	31	47	37	42	41	41	41	41	41	41	41
Total Federal Enrollment	7,930	8,123	8,016	8,477	8,302	8,346	8,141	8,932	9,922	10,450	12,808	18,430	14,965	15,360
Fed as a fraction of total	16%	13%	13%	14%	14%	13%	13%	14%	15%	15%	17%	22%	19%	19%

Impact Aid															
Federal Impact Aid Received (\$M)															
Dept. of Education	\$ 0.87	\$ 1.27	\$ 1.59	\$ 1.67	\$ 1.87	\$ 1.44	\$ 1.46	\$ 1.57	\$ 1.56	\$ 1.57	\$ 1.91	\$ 2.91	\$ 0.38	\$ 2.91	
DOD Supplemental Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
DoD Large Scale Rebasing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Federal	\$ 0.87	\$ 1.27	\$ 1.59	\$ 1.67	\$ 1.87	\$ 1.44	\$ 1.46	\$ 1.57	\$ 1.56	\$ 1.57	\$ 1.91	\$ 2.91	\$ 0.38	\$ 2.91	
State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1.31	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Federal & State Impact Aid (\$M)	\$ 0.87	\$ 1.27	\$ 1.59	\$ 1.67	\$ 1.87	\$ 2.74	\$ 1.46	\$ 1.57	\$ 1.56	\$ 1.57	\$ 1.91	\$ 2.91	\$ 0.38	\$ 2.91	
Impact Aid Per DoD Dependent Student	\$ 110	\$ 158	\$ 199	\$ 198	\$ 227	\$ 330	\$ 180	\$ 177	\$ 158	\$ 150	\$ 149	\$ 158	\$ 26	\$ 190	

Data Collected from Fort Benning

Total Enrollment All Years (K-12)	7,880	7,750	7,802	7,963	8,085	7,897	7,795	8,103	8,403	8,560	9,452	12,086	12,086	12,086
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Data Collected from Army HQ

From the October 07 Army Stationing and Installation Plan (All Years (K-12))	<i>Estimates</i>							<i>Projected</i>						
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
DoD-related Enrollment														
Military	5,497	5,471	5,568	5,660	5,949	5,648	5,662	6,007	6,269	6,325	7,143	<i>(See Note 5)</i>		
DoD-Civilian	2,384	2,279	2,234	2,303	2,136	2,249	2,133	2,096	2,134	2,235	2,309			
Total DoD Enrollment	7,880	7,750	7,802	7,963	8,085	7,897	7,795	8,103	8,403	8,560	9,452	12,086	12,086	12,086

Notes

1. See accompanying pages for detailed notes on data sources.
2. The nine LEAs surveyed are Phoenix City, Muscogee, Harris, Lee, Marion, Russell, Talbot, and Fort Benning DDESS, and Chattahoochee School Districts.
3. n.a. = not available.
4. Total DoD Enrollment does not include DoD Contractor data
5. Fixed growth in years 2011-2013 to 3,983 above 2007 levels

** Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

Lee County School System

Summary (K-12)

Summary (K-12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
All Years (K-12)	Total Enrollment	-	9,064	9,181	9,234	9,301	9,494	9,673	9,892	9,957	9,957	10,144	10,704	10,704	10,704
	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	541	571	571	758	1,318	1,318	1,318
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	-	-	-	-	-	-	-	541	571	571	758	1,318	1,318	1,318
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	-	-	-	-	-	-	-	541	571	571	758	1,318	1,318	1,318
	Fed as a fraction of total								5%	6%	6%	7%	12%	12%	12%
Capacity (Measured in seats available)															
All Years (K-12)	Total LEA Capacity	6,518	7,878	8,878	8,878	8,878	8,878	9,190	9,550	9,700	-	-	-	-	-
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-	-	-	-
Load Factor (LEA Enrollment/Capacity)		0%	115%	103%	104%	105%	107%	105%	104%	103%	-	-	-	-	-
Financial Information															
	Total LEA Budget (\$M)	\$ -	\$ -	\$ -	\$ -	\$ 64.630	\$ 72.746	\$ 82.855	\$ 87.056	\$ 99.923	\$ -	\$ -	\$ -	\$ -	\$ -
	Budget per enrolled pupil (\$K)														
	LEA	\$ -	\$ -	\$ -	\$ -	\$ 6.949	\$ 7.662	\$ 8.566	\$ 8.801	\$ 10.035	\$ -	\$ -	\$ -	\$ -	\$ -
	Federal Impact Aid Received (\$M)														
	Dept. of Education	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	DOD Supplemental Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	DoD Large Scale Rebasing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal & State Impact Aid (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Impact Aid as a fraction of LEA Budget														
	Assessed Tax base per pupil (\$K)														
	LEA or county														

NOTES:
ENROLLMENT—
Contact Persons: Stephen Nowlin, Supt or Kimberly Dwyer - Interim CFO Phone: 334-745-9770
CAPACITY—
FINANCE—

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

Lee County School System

Elementary (K-5)

Summary (K-12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Elementary (K-5)	Total Enrollment		9,064	9,181	9,234	9,301	9,494	9,673	9,892	9,957	9,957	10,144	10,704	10,704	10,704
	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	541	571	571	758	1,318	1,318	1,318
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	-	-	-	-	-	-	-	541	571	571	758	1,318	1,318	1,318
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	-	-	541	571	571	758	1,318	1,318	1,318
	Fed as a fraction of total								5%	6%	6%	7%	12%	12%	12%
Capacity (Measured in seats available)															
Elementary (K-5)	Total LEA Capacity	6,518	7,878	8,878	8,878	8,878	8,878	9,190	9,550	9,700	-	-	-	-	-
	% in temporary buildings														
Load Factor (LEA Enrollment/Capacity)		0%	115%	103%	104%	105%	107%	105%	104%	103%					

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT— Figures reflect K-12, not K-5
CAPACITY—
FINANCE—

Lee County School System

Middle School (6-8)

Summary (K-12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Middle (6-8)	Total Enrollment														
	DoD-related Enrollment														
	Military														
	DoD-Civilian														
	DoD Contractor*														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Fed as a fraction of total														
Capacity (Measured in seats available)															
Middle (6-8)	Total LEA Capacity														
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)															

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Lee County School System

High School (9-12)

Summary (K-12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
High (9-12)	Total Enrollment														
	DoD-related Enrollment														
	Military														
	DoD-Civilian														
	DoD Contractor*														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Fed as a fraction of total							#							
Capacity (Measured in seats available)															
High (9-12)	Total LEA Capacity	-													
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)															

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Phenix City Public Schools

Summary (K-12)

Summary (K-12)

		Actual						Projected							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
All Years (K-12)	Total Enrollment	4,947	5,020	5,057	5,298	5,240	5,374	5,630	5,900	6,119	6,319	6,706	7,466	7,666	7,866
	DoD-related Enrollment														
	Military	152	157	144	222	197	261	284	274	285	285	397	733	733	733
	DoD-Civilian	145	113	91	124	168	172	172	182	190	190	265	489	489	489
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	297	270	235	346	365	433	456	456	475	475	662	1,222	1,222	1,222
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	297	270	235	346	365	433	456	456	475	475	662	1,222	1,222	1,222
	Fed as a fraction of total	6%	5%	5%	7%	7%	8%	8%	8%	8%	8%	10%	16%	16%	16%
Capacity (Measured in seats available)															
All Years (K-12)	Total LEA Capacity	5,347	5,360	5,357	5,548	5,440	5,494	5,650 #	6,000	6,319	6,319	6,319	6,319	6,319	6,319
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)		93%	94%	94%	95%	96%	98%	100%	98%	97%	100%	106%	118%	121%	124%
Financial Information															
	Total LEA Budget (\$M)	\$ 34.943	\$ 42.589	\$ 49.325	\$ 36.665	\$ 38.339	\$ 42.488	\$ 45.733	\$ 60.084	\$ 49.000	\$ 53.000	\$ 57.000	\$ 61.000	\$ 65.000	\$ 69.000
	Budget per enrolled pupil (\$K)														
	LEA	\$ 7.064	\$ 8.484	\$ 9.754	\$ 6.921	\$ 7.317	\$ 7.906	\$ 8.123	\$ 10.184	\$ 8.008	\$ 8.387	\$ 8.500	\$ 8.170	\$ 8.479	\$ 8.772
	Federal Impact Aid Received (\$M)														
	Dept. of Education	\$ 0.022	\$ 0.025	\$ 0.038	\$ 0.036	\$ 0.034	\$ 0.051	\$ 0.038	\$ 0.046						
	DOD Supplemental Impact Aid														
	DoD Large Scale Rebasing														
	Total Federal	\$ 0.022	\$ 0.025	\$ 0.038	\$ 0.036	\$ 0.034	\$ 0.051	\$ 0.038	\$ 0.046						
	State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -						
	Total Federal & State Impact Aid (\$M)	\$ 0.022	\$ 0.025	\$ 0.038	\$ 0.036	\$ 0.034	\$ 0.051	\$ 0.038	\$ 0.046						
	Impact Aid as a fraction of LEA Budget	0.06%	0.06%	0.08%	0.10%	0.09%	0.12%	0.08%	0.08%						
	Assessed Tax base per pupil (\$K)														
	LEA or county	\$252,124,120.0	\$289,896,080.0	\$289,769,260.0	\$301,070,940.0	\$328,953,380.0	\$355,318,720.0	\$374,127,370.0	\$401,674,130.0						

NOTES:
ENROLLMENT— These numbers reflect grades K-12. We do not have it broken down by individual grades.
Contact Person: Dr. Larry DiChiara, Supt Phone: 334-298-0534
CAPACITY— Our capacity fluctuates as we shift students and grades from school to school, and add classroom additions on at various schools.
FINANCE—

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

Phenix City Public Schools

Elementary (K-5)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Elementary (K-5)	Total Enrollment	4,947	5,020	5,057	5,298	5,240	5,374	5,630	5,900	6,119	6,319	6,706	7,466	7,666	7,866
	DoD-related Enrollment														
	Military	152	157	144	222	197	261	284	274	285	285	397	733	733	733
	DoD-Civilian	145	113	91	124	168	172	172	182	190	190	265	489	489	489
	DoD Contractor*														
	Total DoD Enrollment	297	270	235	346	365	433	456	456	475	475	662	1,222	1,222	1,222
	Other Federal Enrollment														
	Total Federal Enrollment	297	270	235	346	365	433	456	456	475	475	662	1,222	1,222	1,222
	Fed as a fraction of total	6%	5%	5%	7%	7%	8%	8%	8%	8%	8%	10%	16%	16%	16%
Capacity (Measured in seats available)															
Elementary (K-5)	Total LEA Capacity	5,347	5,360	5,357	5,548	5,440	5,494	5,650	6,000	6,319	6,319	6,319	6,319	6,319	6,319
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)		93%	94%	94%	95%	96%	98%	100%	98%	97%	100%	106%	118%	121%	124%

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
These numbers reflect grades K-12. We do not have it broken down by individual grades.
CAPACITY—
These numbers reflect grades K-12. Over the last 5-7 years, we have changed our grade reconfigurations in order to take advantage of empty seats. We have also added numerous classroom additions on at our schools.
FINANCE—

Phenix City Public Schools

Middle School (6-8)

Summary (K-12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Middle (6-8)	Total Enrollment														
	DoD-related Enrollment														
	Military														
	DoD-Civilian														
	DoD Contractor*														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Fed as a fraction of total														
Capacity (Measured in seats available)															
Middle (6-8)	Total LEA Capacity														
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)															

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Phenix City Public Schools

High School (9–12)

Summary (K–12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
High (9-12)	Total Enrollment	-													
	DoD-related Enrollment														
	Military	-													
	DoD-Civilian														
	DoD Contractor*														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Fed as a fraction of total														
Capacity (Measured in seats available)															
High (9-12)	Total LEA Capacity	-													
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)															

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Russell County School District

Summary (K-12)

Summary (K-12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
All Years (K-12)	Total Enrollment	-	3,872	3,868	3,838	3,725	3,961	3,724	3,741	3,851	4,097	4,497	4,949	5,017	5,017
	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	141	151	151	244	524	524	524
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	-	-	-	-	-	-	-	141	151	151	244	524	524	524
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	-	-	-	-	-	-	-	141	151	151	244	524	524	524
	Fed as a fraction of total								4%	4%	4%	5%	11%	10%	10%
Capacity (Measured in seats available)															
All Years (K-12)	Total LEA Capacity	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,100	4,400	4,400	4,400	4,400	4,400	4,400
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	3%	3%
Load Factor (LEA Enrollment/Capacity)		0%	94%	94%	94%	91%	97%	91%	91%	88%	93%	102%	112%	114%	114%
Financial Information															
	Total LEA Budget (\$M)	\$ 27.500	\$ 31.200	\$ 24.600	\$ 25.500	\$ 25.788	\$ 28.669	\$ 32.089	\$ 35.544	\$ 34.649	\$ 33.700	\$ 34.200	\$ 34.700	\$ 35.200	\$ 34.500
	Budget per enrolled pupil (\$K)														
	LEA		\$ 8.058	\$ 6.360	\$ 6.644	\$ 6.923	\$ 7.238	\$ 8.617	\$ 9.501	\$ 8.997	\$ 8.226	\$ 7.605	\$ 7.012	\$ 7.016	\$ 6.877
	Federal Impact Aid Received (\$M)														
	Dept. of Education	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.005	\$ 0.007	\$ 0.009	\$ 0.018	\$ 0.023	\$ 0.025	\$ 0.025
	DOD Supplemental Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	DoD Large Scale Rebasing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.005	\$ 0.007	\$ 0.009	\$ 0.018	\$ 0.023	\$ 0.025	\$ 0.025
	State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal & State Impact Aid (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 0.005	\$ 0.007	\$ 0.009	\$ 0.018	\$ 0.023	\$ 0.025	\$ 0.025
	Impact Aid as a fraction of LEA Budget	0%	0%	0%	0%	0%	0%	0%	0.01%	0.02%	0.03%	0.05%	0.06%	0.07%	0.07%
	Assessed Tax base per pupil (\$K)														
	LEA or county		\$ 30.6	\$ 29.8	\$ 32.4	\$ 35.3	\$ 38.1	\$ 44.9	\$ 48.4						

NOTES:
ENROLLMENT—
Contact Persons: Lillian Baker, Interim Supt Lloyd Frey, CFO - Phone: 334-298-8791
CAPACITY—
While elementary schools show capacity, there is no space remaining at Mt. Olive Elementary where we anticipate most of the growth.
FINANCE—

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

Russell County School District

Elementary (K-5)

Summary (K-12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Elementary (K-5)	Total Enrollment	-	1,718	1,752	1,694	1,691	1,951	1,705	1,729	1,912	1,928	2,151	2,291	2,291	2,291
	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	99	104	104	147	287	287	287
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	-	-	-	-	-	-	-	99	104	104	147	287	287	287
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	-	-	99	104	104	147	287	287	287
	Fed as a fraction of total								6%	5%	5%	7%	13%	13%	13%
Capacity (Measured in seats available)															
Elementary (K-5)	Total LEA Capacity	1,850	1,850	1,850	1,850	1,850	1,850	1,850	1,850	2,000	2,000	2,000	2,000	2,000	2,000
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)		0%	93%	95%	92%	91%	105%	92%	93%	96%	96%	108%	115%	115%	115%

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY— While elementary schools show capacity, there is no space remaining at Mt. Olive Elementary where we anticipate most of the growth.
FINANCE—

Russell County School District

Middle School (6-8)

Summary (K-12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Middle (6-8)	Total Enrollment		1,101	1,064	1,060	960	936	841	890	928	1,072	1,201	1,395	1,463	1,463
	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	21	24	24	49	119	119	119
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	-	-	-	-	-	-	-	21	24	24	49	119	119	119
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	-	-	-	-	-	-	-	21	24	24	49	119	119	119
	Fed as a fraction of total								2%	3%	2%	4%	9%	8%	8%
Capacity (Measured in seats available)															
Middle (6-8)	Total LEA Capacity	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	10%	14%	14%	
Load Factor (LEA Enrollment/Capacity)		0%	105%	101%	101%	91%	89%	80%	85%	88%	102%	114%	133%	139%	139%

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Russell County School District

High School (9–12)

Summary (K–12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
High (9-12)	Total Enrollment	-	1,053	1,052	1,084	1,074	1,074	1,178	1,122	1,011	1,097	1,145	1,263	1,263	1,263
	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	21	23	23	48	118	118	118
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	-	-	-	-	-	-	-	21	23	23	48	118	118	118
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	-	-	-	-	-	-	-	21	23	23	48	118	118	118
	Fed as a fraction of total								2%	2%	2%	4%	9%	9%	9%
Capacity (Measured in seats available)															
High (9-12)	Total LEA Capacity	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,350	1,350	1,350	1,350	1,350	1,350
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)		0%	88%	88%	90%	90%	90%	98%	94%	75%	81%	85%	94%	94%	94%

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Chattahoochee County Board of Education

Summary (K-12)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
All Years (K-12)	Total Enrollment	463	426	452	438	457	537	682	783	875	1,035	1,261	1,646	2,101	2,506
	DoD-related Enrollment														
	Military	-	-	28	76	71	62	153	205	242	280	360	535	660	990
	DoD-Civilian	-	-	4	15	14	14	22	33	46	62	88	143	205	270
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	-	-	32	91	85	76	175	238	288	342	448	678	865	1,260
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	-	-	32	91	85	76	175	238	288	342	448	678	865	1,260
	Fed as a fraction of total	0%	0%	7%	21%	19%	14%	26%	30%	33%	33%	36%	41%	41%	50%
Capacity (Measured in seats available)															
All Years (K-12)	Total LEA Capacity	740	740	740	740	740	980	980	980	980	1,140	1,140	1,140	1,140	1,140
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)		63%	58%	61%	59%	62%	55%	70%	80%	89%	91%	111%	144%	184%	220%
Financial Information															
	Total LEA Budget (\$M)	\$ 3.100	\$ 3.715	\$ 3.971	\$ 4.373	\$ 4.086	\$ 4.601	\$ 5.290	\$ 7	\$ 8	\$ 10	\$ 12	\$ 14	\$ 17	\$ 21
	Budget per enrolled pupil (\$K)														
	LEA	\$ 6.7	\$ 8.7	\$ 8.8	\$ 10.0	\$ 8.9	\$ 8.6	\$ 7.8	\$ 8.9	\$ 9.1	\$ 9.7	\$ 9.5	\$ 8.5	\$ 8.1	\$ 8.4
	Federal Impact Aid Received (\$M)														
	Dept. of Education														
	DOD Supplemental Impact Aid														
	DoD Large Scale Rebasing														
	Total Federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	State Impact Aid Received (\$M)														
	Total Federal & State Impact Aid (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Impact Aid as a fraction of LEA Budget	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Assessed Tax base per pupil (\$K)														
	LEA or county	\$ 93.2	\$ 104.4	\$ 118.4	\$ 112.2	\$ 96.4	\$ 78.7								

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—
total impact aid < .25 through 2006 \$1,240,000 is max tax capacity

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

Chattahoochee County Board of Education

Elementary (K-5)

Summary (K-12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Elementary (K-5)	Total Enrollment	310	305	317	301	303	321	316	309	327	355	415	525	595	650
	DoD-related Enrollment														
	Military				50	47	31	28	30	40	45	60	65	80	100
	DoD-Civilian				11	10	9	8	7	10	13	18	23	25	30
	DoD Contractor*														
	Total DoD Enrollment	-	-	-	61	57	40	36	37	50	58	78	88	105	130
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	61	57	40	36	37	50	58	78	88	105	130
	Fed as a fraction of total	0%	0%	0%	20%	19%	12%	11%	12%	15%	16%	19%	17%	18%	20%
Capacity (Measured in seats available)															
Elementary (K-5)	Total LEA Capacity	500	500	500	500	500	500	500	500	500	500	500	500	500	500
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Load Factor (LEA Enrollment/Capacity)	62%	61%	63%	60%	61%	64%	63%	62%	65%	71%	83%	105%	119%	130%

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Chattahoochee County Board of Education

Middle School (6-8)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Middle (6-8)	Total Enrollment	153	121	135	137	154	158	156	160	159	200	250	315	400	450
	DoD-related Enrollment														
	Military			28	26	24	27	26	27	27	35	50	70	80	90
	DoD-Civilian			4	4	4	5	5	6	6	9	10	20	30	40
	DoD Contractor*														
	Total DoD Enrollment	-	-	32	30	28	32	31	33	33	44	60	90	110	130
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	32	30	28	32	31	33	33	44	60	90	110	130
	Fed as a fraction of total	0%	0%	24%	22%	18%	20%	20%	21%	21%	22%	24%	29%	28%	29%
Capacity (Measured in seats available)															
Middle (6-8)	Total LEA Capacity	240	240	240	240	240	240	240	240	240	240	240	240	240	240
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)		64%	50%	56%	57%	64%	66%	65%	67%	66%	83%	104%	131%	167%	188%

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Chattahoochee County Board of Education

High School (9–12)

Summary (K–12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
High (9-12)	Total Enrollment	-					58	210	314	389	480	596	806	1,106	1,406
	DoD-related Enrollment														
	Military	-					4	99	148	175	200	250	400	500	800
	DoD-Civilian							9	20	30	40	60	100	150	200
	DoD Contractor*														
	Total DoD Enrollment	-	-	-	-	-	4	108	168	205	240	310	500	650	1,000
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	4	108	168	205	240	310	500	650	1,000
	Fed as a fraction of total	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	7%	51%	54%	53%	50%	52%	62%	59%	71%
Capacity (Measured in seats available)															
High (9-12)	Total LEA Capacity	-					240	240	240	240	400	400	400	400	400
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Load Factor (LEA Enrollment/Capacity)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	24%	88%	131%	162%	120%	149%	202%	277%	352%

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Fort Benning DDESS

Summary (K-12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- Installation Estimates															
All Years (K-12)	Total Enrollment	3,144	3,060	3,032	2,917	2,549	2,303	2,051	2,059	2,769	3,125	3,455	3,547		
	DoD-related Enrollment	.													
	Military	3,144	3,060	3,032	2,917	2,549	2,303	2,051	2,059	2,769	3,125	3,455	3,547		
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-		
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-		
	Total DoD Enrollment	3,144	3,060	3,032	2,917	2,549	2,303	2,051	2,059	2,769	3,125	3,455	3,547		
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-		
	Total Federal Enrollment	3,144	3,060	3,032	2,917	2,549	2,303	2,051	2,059	2,769	3,125	3,455	3,547		

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
Contact Person: Dr. Dell McMullen, Supt Phone: 706-545-7276
CAPACITY—
FINANCE—

Fort Benning DDESS

Elementary (K-5)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- Installation Estimates															
Elementary (K-5)	Total Enrollment	2,405	2,336	2,334	2,282	1,970	1,751	1,547	1,585	2,120	2,390	2,621	2,697	-	-
	DoD-related Enrollment														
	Military	2,405	2,336	2,334	2,282	1,970	1,751	1,547	1,585	2,120	2,390	2,621	2,697	n/a	n/a
	DoD-Civilian														
	DoD Contractor*														
	Total DoD Enrollment	2,405	2,336	2,334	2,282	1,970	1,751	1,547	1,585	2,120	2,390	2,621	2,697	-	-
	Other Federal Enrollment														
	Total Federal Enrollment	2,405	2,336	2,334	2,282	1,970	1,751	1,547	1,585	2,120	2,390	2,621	2,697	-	-

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Fort Benning DDESS

Middle School (6-8)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- Installation Estimates															
Middle (6-8)	Total Enrollment	739	724	698	635	579	552	504	474	649	735	834	850	-	-
	DoD-related Enrollment														
	Military	739	724	698	635	579	552	504	474	649	735	834	850	n/a	n/a
	DoD-Civilian														
	DoD Contractor*														
	Total DoD Enrollment	739	724	698	635	579	552	504	474	649	735	834	850	-	-
	Other Federal Enrollment														
	Total Federal Enrollment	739	724	698	635	579	552	504	474	649	735	834	850	-	-

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Fort Benning DDESS

High School (9-12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- Installation Estimates															
High (9-12)	Total Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD-related Enrollment														
	Military														
	DoD-Civilian														
	DoD Contractor*														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Harris County Schools

Summary (K-12)

Summary (K-12)

Enrollment -- LEA Estimates	Actual							Projected						
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
All Years (K-12) Total Enrollment	4,064	4,164	4,197	4,241	4,320	4,489	4,640	4,730	4,945	5,174	5,414	5,669	5,936	6,218
DoD-related Enrollment														
Military	-	-	-	-	-	-	-	-	42	164	349	384	384	384
DoD-Civilian	-	-	-	-	-	-	-	-	-	-	16	67	67	67
DoD Contractor*	-	-	-	-	-	-	-	-	-	-	18	68	68	68
Total DoD Enrollment	-	-	-	-	-	-	-	-	42	164	383	519	519	519
Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Enrollment	-	-	-	-	-	-	-	-	42	164	383	519	519	519
Fed as a fraction of total	0%	0%	0%	0%	0%	0%	0%	0%	1%	3%	7%	9%	9%	8%
Capacity (Measured in seats available)														
All Years (K-12) Total LEA Capacity	4,500	4,500	4,500	4,500	4,500	4,620	4,710	4,900	5,000	5,000	5,000	5,000	5,000	5,000
% in temporary buildings	1%	4%	4%	4%	4%	4%	4%	4%	6%	10%	11%	14%	15%	16%
Load Factor (LEA Enrollment/Capacity)	90%	93%	93%	94%	96%	97%	99%	97%	99%	103%	108%	113%	119%	124%
Financial Information														
Total LEA Budget (\$M)	\$ 26.10	\$ 28.02	\$ 29.90	\$ 29.43	\$ 30.93	\$ 33.78	\$ 40.12	\$ 41.06	\$ 43.93	\$ 47.01	\$ 50.30	\$ 54.00	\$ 57.00	\$ 62.00
Budget per enrolled pupil (\$K)														
LEA	\$ 6.4	\$ 6.7	\$ 7.1	\$ 6.9	\$ 7.2	\$ 7.5	\$ 8.6	\$ 8.7	\$ 8.9	\$ 9.1	\$ 9.3	\$ 9.5	\$ 9.6	\$ 10.0
Federal Impact Aid Received (\$M)														
Dept. of Education	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DOD Supplemental Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DoD Large Scale Rebasing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Federal & State Impact Aid (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Impact Aid as a fraction of LEA Budget	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Assessed Tax base per pupil (\$K)														
LEA or county	\$ 2,091.9	\$ 2,165.1	\$ 2,395.7	\$ 2,518.7	\$ 2,709.1	\$ 2,911.7	\$ 3,215.3	\$ 3,623.8	\$ 3,677.6	\$ 3,676.3	\$ 3,622.2	\$ 3,630.8	\$ 3,724.3	\$ 3,818.2

NOTES:
ENROLLMENT— Harris County High School was opened in 2000 for 1500 students. Currently it houses more than 1600 with an approximate growth of 7 percent annually. A second high school is a necessity within the next 7 years; however, the funds for this cannot be actualized except through a bond referendum which may occur, at the earliest in 2013. Contact Persons: Dr. Susan Andrews, Supt Stephen Johnston, CFO Phone: 706-628-4206
CAPACITY— All schools are currently operating at capacity. Each building, with the exception of Mulberry Creek, has portable classrooms even with the recent additions of new classrooms.
FINANCE— Total LEA K-12 budgets less Federal and debt service budgets Assessed tax base is based on net amount after M&O exemptions

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

Harris County Schools

Middle School (6-8)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Middle (6-8)	Total Enrollment	952	1,011	1,095	1,096	1,137	1,145	1,148	1,081	1,102	1,125	1,147	1,170	1,193	1,217
	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	-	17	65	139	153	153	153
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	6	27	27	27
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	7	27	27	27
	Total DoD Enrollment	-	-	-	-	-	-	-	-	17	65	152	207	207	207
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	-	-	-	-	-	-	-	-	17	65	152	207	207	207
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	0%	0%	2%	6%	13%	18%	17%	17%
Capacity (Measured in seats available)															
Middle (6-8)	Total LEA Capacity	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000
	% in temporary buildings	0%	10%	10%	10%	10%	10%	11%	10%	10%	10%	11%	15%	15%	15%
Load Factor (LEA Enrollment/Capacity)		95%	101%	110%	110%	114%	115%	115%	108%	110%	113%	115%	117%	119%	122%

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Harris County Schools

High School (9-12)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
High (9-12)	Total Enrollment	1,187	1,238	1,225	1,277	1,320	1,432	1,506	1,635	1,749	1,871	2,002	2,143	2,293	2,453
	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	-	17	66	140	154	154	154
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	7	27	27	27
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	7	27	27	27
	Total DoD Enrollment	-	-	-	-	-	-	-	-	17	66	154	208	208	208
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	-	-	-	-	-	-	-	-	17	66	154	208	208	208
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	0%	0%	1%	4%	8%	10%	9%	8%
Capacity (Measured in seats available)															
High (9-12)	Total LEA Capacity	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,600	1,700	1,700	1,700	1,700	1,700	1,700
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	6%	7%	16%	16%	20%	22%	25%
Load Factor (LEA Enrollment/Capacity)															
		79%	83%	82%	85%	88%	95%	100%	102%	103%	110%	118%	126%	135%	144%

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Marion County School System

Summary (K-12)

Summary (K-12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
All Years (K-12)	Total Enrollment	1,754	1,735	1,686	1,715	1,700	1,672	1,657	1,578	1,475	1,525	1,600	1,614	1,654	1,695
	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	-	4	-	35	105	-	-
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	-	-	-	-	-	-	-	-	4	-	35	105	-	-
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	-	-	-	-	-	-	-	-	4	-	35	105	-	-
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	7%	0%	0%
Capacity (Measured in seats available)															
All Years (K-12)	Total LEA Capacity	1,808	1,808	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058	2,058
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)		97%	96%	82%	83%	83%	81%	81%	77%	72%	74%	78%	78%	80%	82%
Financial Information															
	Total LEA Budget (\$M)	\$ 13.406	\$ 14.243	\$ 18.038	\$ 15.145	\$ 16.176	\$ 18.004	\$ 19.739	\$ 18.428	\$ 18.889	\$ 19.361	\$ 19.845	\$ 20.342	\$ 20.850	\$ 21.371
	Budget per enrolled pupil (\$K)														
	LEA	\$ 7.643	\$ 8.209	\$ 10.699	\$ 8.831	\$ 9.515	\$ 10.768	\$ 11.912	\$ 11.678	\$ 12.806	\$ 12.696	\$ 12.403	\$ 12.603	\$ 12.606	\$ 12.608
	Federal Impact Aid Received (\$M)														
	Dept. of Education														
	DOD Supplemental Impact Aid														
	DoD Large Scale Rebasing														
	Total Federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal & State Impact Aid (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Impact Aid as a fraction of LEA Budget	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Assessed Tax base per pupil (\$K)														
	LEA or county														

NOTES:
ENROLLMENT—
Contact Persons: Richard McCorkle, Supt Carlene McMickle, Admin Asst Phone: 229-649-2234
CAPACITY—
FINANCE—

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

Marion County School System

Elementary (K-5)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Elementary (K-5)	Total Enrollment	490	475	668	651	631	638	642	600	561	586	623	630	650	670
	DoD-related Enrollment														
	Military									4		17	50		
	DoD-Civilian														
	DoD Contractor*														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	4	-	17	50	-	-
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	-	-	-	4	-	17	50	-	-
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	3%	8%	0%	0%
Capacity (Measured in seats available)															
Elementary (K-5)	Total LEA Capacity	500	500	750	750	750	750	750	750	750	750	750	750	750	750
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)															
		98%	95%	89%	87%	84%	85%	86%	80%	75%	78%	83%	84%	87%	89%

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Marion County School System

Middle School (6-8)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Middle (6-8)	Total Enrollment	573	608	513	551	527	488	484	456	419	431	450	454	464	475
	DoD-related Enrollment														
	Military											9	27		
	DoD-Civilian														
	DoD Contractor*														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	9	27	-	-
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	-	-	-	-	-	9	27	-	-
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	6%	0%	0%
Capacity (Measured in seats available)															
Middle (6-8)	Total LEA Capacity	608	608	608	608	608	608	608	608	608	608	608	608	608	608
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)															
		94%	100%	84%	91%	87%	80%	80%	75%	69%	71%	74%	75%	76%	78%

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Marion County School System

High School (9–12)

Summary (K–12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
High (9-12)	Total Enrollment	691	652	505	513	542	546	531	522	495	508	527	530	540	550
	DoD-related Enrollment														
	Military	-										9	28		
	DoD-Civilian														
	DoD Contractor*														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	9	28	-	-
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	-	-	-	-	-	9	28	-	-
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	5%	0%	0%
Capacity (Measured in seats available)															
High (9-12)	Total LEA Capacity	700	700	700	700	700	700	700	700	700	700	700	700	700	700
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)															
		99%	93%	72%	73%	77%	78%	76%	75%	71%	73%	75%	76%	77%	79%

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Muscogee County School District

Summary (K-12)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
All Years (K-12)	Total Enrollment	32,916	32,910	32,944	33,055	33,069	33,502	33,115	32,763	33,456	35,140	39,459	45,227	45,227	45,227
	DoD-related Enrollment														
	Military	3,036	3,292	3,282	3,678	3,733	3,723	3,601	3,577	3,625	3,625	4,093	5,494	5,494	5,494
	DoD-Civilian	1,417	1,454	1,400	1,414	1,523	1,774	1,816	1,818	1,870	1,870	2,382	3,917	3,917	3,917
	DoD Contractor*	-	-	-	-	-	-	-	-	21	21	230	860	860	860
	Total DoD Enrollment	4,453	4,746	4,682	5,092	5,256	5,497	5,417	5,395	5,516	5,516	6,705	10,271	10,271	10,271
	Other Federal Enrollment	36	47	35	31	47	37	42	41	41	41	41	41	41	41
	Total Federal Enrollment	4,489	4,793	4,717	5,123	5,303	5,534	5,459	5,436	5,557	5,557	6,746	10,312	10,312	10,312
	Fed as a fraction of total	14%	15%	14%	15%	16%	17%	16%	17%	17%	16%	17%	23%	23%	23%
Capacity (Measured in seats available)															
All Years (K-12)	Total LEA Capacity	31,795	32,360	33,810	33,810	34,335	34,585	35,260	36,585	37,085	37,085	37,085	37,085	37,085	37,085
	% in temporary buildings	5%	4%	6%	6%	6%	6%	8%	7%	6%	6%	11%	22%	22%	22%
Load Factor (LEA Enrollment/Capacity)		104%	102%	97%	98%	96%	97%	94%	90%	90%	95%	106%	122%	122%	122%
Financial Information															
	Total LEA Budget (\$M)	\$ 197.532	\$ 246.363	\$ 269.095	\$ 271.295	\$ 273.351	\$ 296.675	\$ 311.949	\$ 264.004	\$ 269.588	\$ 283.158	\$ 317.960	\$ 364.439	\$ 364.439	\$ 364.439
	Budget per enrolled pupil (\$K)														
	LEA	\$ 6.001	\$ 7.486	\$ 8.168	\$ 8.207	\$ 8.266	\$ 8.855	\$ 9.420	\$ 8.058	\$ 8.058	\$ 8.058	\$ 8.058	\$ 8.058	\$ 8.058	\$ 8.058
	Federal Impact Aid Received (\$M)														
	Dept. of Education	\$ 0.848	\$ 1.249	\$ 1.552	\$ 1.634	\$ 1.838	\$ 1.385	\$ 1.418	\$ 1.522	\$ 1.556	\$ 1.556	\$ 1.888	\$ 2.887	\$ 0.360	\$ 2.887
	DOD Supplemental Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	DoD Large Scale Rebasing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal	\$ 0.848	\$ 1.249	\$ 1.552	\$ 1.634	\$ 1.838	\$ 1.385	\$ 1.418	\$ 1.522	\$ 1.556	\$ 1.556	\$ 1.888	\$ 2.887	\$ 0.360	\$ 2.887
	State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1.309	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal & State Impact Aid (\$M)	\$ 0.848	\$ 1.249	\$ 1.552	\$ 1.634	\$ 1.838	\$ 2.694	\$ 1.418	\$ 1.522	\$ 1.556	\$ 1.556	\$ 1.888	\$ 2.887	\$ 0.360	\$ 2.887
	Impact Aid as a fraction of LEA Budget	0.43%	0.51%	0.58%	0.60%	0.67%	0.91%	0.45%	0.58%	0.58%	0.55%	0.59%	0.79%	0.10%	0.79%
	Assessed Tax base per pupil (\$K)														
	LEA or county														

NOTES:

ENROLLMENT—
Includes Pre-K through 12 to be consistent with DoD related enrollment that is not sorted grade specific but only by each elementary, middle or high school.

DoD Civilian actual data includes contractors as this data has not been sorted separately.

CAPACITY—
Based on GDOE Facilities Plan

Contact Persons: Dr.Robin Pennock, Deputy Supt - Phone: 706-748-2034 or Myles Caggins, Chief Operations & Facilities Officer - Phone: 706-748-2371

FINANCE—
State Impact Aid received as one time Katrina Relief Fund payment

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

Muscogee County School District

Elementary (K-5)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Elementary (K-5)	Total Enrollment	15,893	15,832	15,671	15,677	15,557	15,828	15,775	15,650	15,997	16,839	19,000	21,882	21,882	21,882
	DoD-related Enrollment														
	Military	1,406	1,535	1,552	1,749	1,798	1,856	1,803	1,787	1,811	1,811	2,045	2,746	2,746	2,746
	DoD-Civilian	495	511	472	498	550	661	711	705	731	731	987	1,754	1,754	1,754
	DoD Contractor*									11	11	116	430	430	430
	Total DoD Enrollment	1,901	2,046	2,024	2,247	2,348	2,517	2,514	2,492	2,553	2,553	3,148	4,930	4,930	4,930
	Other Federal Enrollment	15	22	13	13	17	14	12	12	12	12	12	12	12	12
	Total Federal Enrollment	1,916	2,068	2,037	2,260	2,365	2,531	2,526	2,504	2,565	2,565	3,160	4,942	4,942	4,942
	Fed as a fraction of total	12%	13%	13%	14%	15%	16%	16%	16%	16%	15%	17%	23%	23%	23%
Capacity (Measured in seats available)															
Elementary (K-5)	Total LEA Capacity	15,531	16,046	16,296	16,296	16,496	16,746	17,421	18,096	18,596	18,596	18,596	18,596	18,596	18,596
	% in temporary buildings	6%	4%	6%	6%	6%	5%	7%	6%	4%	4%	6%	18%	18%	18%
	Load Factor (LEA Enrollment/Capacity)	102%	99%	96%	96%	94%	95%	91%	86%	86%	91%	102%	118%	118%	118%

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT— Includes Pre-K through 12 to be consistent with DoD related enrollment that is not sorted grade specific but only by each elementary school.
DoD Civilian actual data includes contractors as this data has not been sorted separately.
CAPACITY— Based on GDOE Facilities Plan
FINANCE—

Muscogee County School District

Middle School (6-8)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Middle (6-8)	Total Enrollment	7,421	7,723	7,883	7,986	8,006	7,967	7,765	7,441	7,614	8,035	9,114	10,557	10,557	10,557
	DoD-related Enrollment														
	Military	545	592	603	720	765	796	800	763	775	775	892	1,243	1,243	1,243
	DoD-Civilian	373	402	364	368	376	456	437	417	430	430	558	942	942	942
	DoD Contractor*									5	5	57	215	215	215
	Total DoD Enrollment	918	994	967	1,088	1,141	1,252	1,237	1,180	1,210	1,210	1,507	2,400	2,400	2,400
	Other Federal Enrollment	11	9	6	6	16	11	11	10	10	10	10	10	10	10
	Total Federal Enrollment	929	1,003	973	1,094	1,157	1,263	1,248	1,190	1,220	1,220	1,517	2,410	2,410	2,410
	Fed as a fraction of total	13%	13%	12%	14%	14%	16%	16%	16%	16%	15%	17%	23%	23%	23%
Capacity (Measured in seats available)															
Middle (6-8)	Total LEA Capacity	7,514	7,514	7,514	7,514	7,514	7,514	7,514	8,164	8,164	8,164	8,164	8,164	8,164	8,164
	% in temporary buildings	0%	0%	3%	3%	3%	5%	7%	7%	6%	6%	15%	27%	27%	27%
Load Factor (LEA Enrollment/Capacity)		99%	103%	105%	106%	107%	106%	103%	91%	93%	98%	112%	129%	129%	129%

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
DoD Civilian actual data includes contractors as this data has not been sorted separately.
CAPACITY—
Based on GDOE Facilities Plan
FINANCE—

Muscogee County School District

High School (9–12)

Summary (K–12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
High (9-12)	Total Enrollment	9,602	9,355	9,390	9,392	9,506	9,707	9,575	9,672	9,845	10,266	11,345	12,788	12,788	12,788
	DoD-related Enrollment														
	Military	1,085	1,165	1,127	1,209	1,170	1,071	998	1,027	1,039	1,039	1,156	1,505	1,505	1,505
	DoD-Civilian	549	541	564	548	597	657	668	696	709	709	837	1,221	1,221	1,221
	DoD Contractor*														
	Total DoD Enrollment	1,634	1,706	1,691	1,757	1,767	1,728	1,666	1,723	1,753	1,753	2,050	2,941	2,941	2,941
	Other Federal Enrollment	10	16	16	12	14	12	19	19	19	19	19	19	19	19
	Total Federal Enrollment	1,644	1,722	1,707	1,769	1,781	1,740	1,685	1,742	1,772	1,772	2,069	2,960	2,960	2,960
	Fed as a fraction of total	17%	18%	18%	19%	19%	18%	18%	18%	18%	17%	18%	23%	23%	23%
Capacity (Measured in seats available)															
High (9-12)	Total LEA Capacity	8,750	8,800	10,000	10,000	10,325	10,325	10,325	10,325	10,325	10,325	10,325	10,325	10,325	10,325
	% in temporary buildings	9%	9%	9%	9%	9%	9%	10%	10%	9%	10%	17%	26%	26%	26%
Load Factor (LEA Enrollment/Capacity)		110%	106%	94%	94%	92%	94%	93%	94%	95%	99%	110%	124%	124%	124%

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
DoD Civilian actual data includes contractors as this data has not been sorted separately.
CAPACITY—
Based on GDOE Facilities Plan
FINANCE—

Talbot County Schools

Summary (K-12)

Summary (K-12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
All Years (K-12)	Total Enrollment	838	798	772	742	724	690	666	654	682	718	760	877	935	980
	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	61	65	65	77	205	205	205
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	-	-	-	-	-	-	-	61	65	65	77	205	205	205
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	-	-	-	-	-	-	-	61	65	65	77	205	205	205
	Fed as a fraction of total					0%	0%	0%	9%	10%	9%	10%	23%	22%	21%
Capacity (Measured in seats available)															
All Years (K-12)	Total LEA Capacity					1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	800
	% in temporary buildings					0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)						58%	55%	53%	52%	55%	57%	61%	70%	75%	123%
Financial Information															
	Total LEA Budget (\$M)					\$ 6.436	\$ 6.090	\$ 6.788	\$ 7.850	\$ 7.244	\$ 7.800	\$ 8.013	\$ 8.253	\$ 8.500	
	Budget per enrolled pupil (\$K)														
	LEA					\$ 8.674	\$ 8.602	\$ 10.192	\$ 12.246	\$ 11.043	\$ 11.437	\$ 10.273	\$ 9.294	\$ 9.497	
	Federal Impact Aid Received (\$M)														
	Dept. of Education														
	DOD Supplemental Impact Aid														
	DoD Large Scale Rebasing														
	Total Federal														
	State Impact Aid Received (\$M)														
	Total Federal & State Impact Aid (\$M)														
	Impact Aid as a fraction of LEA Budget														
	Assessed Tax base per pupil (\$K)														
	LEA or county	\$1,870	\$2,001	\$2,691	\$3,276	\$3,499	\$3,748	\$4,379	\$4,552						

NOTES:
ENROLLMENT—
The projected enrollment for Tabot County is decreasing. The Georgia Department of Education has projected a decrease if 10 students per year.
Contact Person: Robert Patrick, Supt Phone: 706-665-8528
CAPACITY—
When the school consolidated, the elementary school was built for a capacity of 450 students. The middle and high school were not designed to be base size schools.
FINANCE—
Talbot County passed a renewal SPLOST in the November 2007 election. The estimated sales collection is \$4,000,000.00

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

Talbot County Schools

Elementary (K-5)

Summary (K-12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Elementary (K-5)	Total Enrollment	400	375	366	345	321	313	287	280	290	310	350	427	450	475
	DoD-related Enrollment														
	Military					-	-	-	38	42	42	77	127	127	127
	DoD-Civilian					-	-	-	-	-	-	-	-	-	-
	DoD Contractor*					-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	-	-	-	-	-	-	-	38	42	42	77	127	127	127
	Other Federal Enrollment					-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	-	-	-	-	-	-	-	38	42	42	77	127	127	127
	Fed as a fraction of total					0%	0%	0%	14%	14%	14%	22%	30%	28%	27%
Capacity (Measured in seats available)															
Elementary (K-5)	Total LEA Capacity					450	450	450	450	450	450	450	450	450	
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)						71%	70%	64%	62%	64%	69%	78%	95%	100%	

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Talbot County Schools

Middle School (6-8)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Middle (6-8)	Total Enrollment	215	200	199	190	188	185	183	164	165	178	180	200	220	230
	DoD-related Enrollment														
	Military								13	13	13	-	43	43	43
	DoD-Civilian														
	DoD Contractor*														
	Total DoD Enrollment	-	-	-	-	-	-	-	13	13	13	-	43	43	43
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	-	-	13	13	13	-	43	43	43
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	0%	8%	8%	7%	0%	22%	20%	19%
Capacity (Measured in seats available)															
Middle (6-8)	Total LEA Capacity					400	400	400	400	400	400	400	400	400	400
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)						47%	46%	46%	41%	41%	45%	45%	50%	55%	58%

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Talbot County Schools

High School (9–12)

Summary (K–12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
High (9-12)	Total Enrollment	223	223	207	207	215	192	196	210	227	230	230	250	265	275
	DoD-related Enrollment														
	Military	-							10	10	10	-	35	35	35
	DoD-Civilian														
	DoD Contractor*														
	Total DoD Enrollment	-	-	-	-	-	-	-	10	10	10	-	35	35	35
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	-	-	10	10	10	-	35	35	35
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	0%	5%	4%	4%	0%	14%	13%	13%
Capacity (Measured in seats available)															
High (9-12)	Total LEA Capacity	-				400	400	400	400	400	400	400	400	400	400
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)															
						54%	48%	49%	53%	57%	58%	58%	63%	66%	69%

* Mission Support Contractors: Non-government employees who perform one or more of the military missions on the base, and whose work tasks are virtually identical to government civilian employees or military personnel, expressed in full time equivalents.

NOTES:
ENROLLMENT—
CAPACITY—
FINANCE—

Fort Benning Local Educational Agencies

Alabama LEAs

Lee County School System

100 S. 6th Street
Opelika, AL 36803-0120
(334) 745-9770
Superintendent: Dr. Stephen Nowlin

High Schools:	4
Middle/Junior High/Intermediate Schools:	3
Elementary/Primary Schools:	5

Phenix City Board of Education

P.O. Box 460
Phenix City, AL 36868-0460
(334) 298-0534
<http://pcboe.net/>

Superintendent: Larry DiChiara

High Schools:	1
Middle/Intermediate Schools:	2
Elementary Schools:	6
Other Campuses:	4

Russell County School District

Russell County Board of Education
506 14th Street, P.O. Box 400
Phenix City, AL 36868-0400
(334) 298-8791
<http://www.russellcountyschools.org/index.htm>

Interim Superintendent: Lillian Baker

High Schools:	1
Middle/Intermediate Schools:	1
Elementary Schools:	5

Georgia LEAs

Chattahoochee County Schools

326 Broad Street

Cusseta, GA 31805

(706) 989-3774

<http://www.chattahoochee.k12.ga.us/>

Superintendent: Dalton Oliver

High School/Middle School:	1
Elementary School:	1
Other Campus:	1

Fort Benning DDESS District

GA/AL Schools

7441 Custer Rd.

Bldg 2670

Ft. Benning GA 31905

(706) 545-7276

<http://www.am.dodea.edu/benning/>

Superintendent: Dell McMullen

Middle School	1
Elementary School:	6

Harris County Schools

132 Barnes Mill Road

Hamilton, GA 31811

(706) 628-4208

www.harris.k12.ga.us

Superintendent: Susan Andrews

High Schools:	1
Middle/Intermediate Schools:	1
Elementary Schools:	4

Marion County Schools

P.O. Box 391

Buena Vista, GA 31803

(229) 649-5567

<http://www.marion.k12.ga.us/>

Superintendent: Richard R. McCorkle

High Schools:	1
Middle/Intermediate Schools:	1
Elementary Schools:	1

Muscogee County School District

1200 Bradley Drive

Columbus, GA 31901

(706) 748-2000

<http://www.mcsdga.net/>

Superintendent: Dr. John A. Phillips, Jr.

High Schools:	8
Middle/Intermediate Schools:	12
Elementary Schools:	35
Other Campuses:	9

Talbot County Schools

945 North Washington

Talbotton, GA 31827

(706) 665-8528

<http://www.talbot.k12.ga.us/index.html>

Superintendent: Robert W. Patrick

High Schools:	1
Middle/Intermediate Schools:	1
Elementary Schools:	6

Janet Weir Creighton

Deputy Assistant to the President
Director of Intergovernmental Affairs
Biography

On January 4, 2008, the President named Janet Weir Creighton to be Deputy Assistant to the President and Director of Intergovernmental Affairs. Ms. Creighton previously served as the Mayor of the City of Canton, Ohio. Prior to this, she served as Stark County Auditor and Stark County Recorder. She also served as President of the Ohio County Auditors and Public Director of the Federal Home Loan Bank Board for the 5th District. Ms. Creighton attended Ohio University.

Elizabeth H. Dial

Special Assistant to the President for Intergovernmental Affairs

Biography

Elizabeth H. Dial joined the White House in March 2007 as Special Assistant to the President for Intergovernmental Affairs. Elizabeth serves as a liaison to Governors and other state-wide elected officials and their staff members. Prior to joining the White House staff, Elizabeth served at the US Department of Commerce from January 2001 – March 2007, most recently as Director of Intergovernmental Affairs. Before moving to Washington, DC in 2001, she lived in Columbia, South Carolina, where she worked for then-Speaker of the South Carolina House of Representatives David H. Wilkins, as well as former Governor David M. Beasley and the late Governor Carroll A. Campbell, Jr. Born in Columbia, Elizabeth is a graduate of Columbia College where she received a Bachelor of Arts Degree in Public Affairs.

Mr. Keith Eastin

Assistant Secretary of the Army, Installations and Environment
Biography



Keith Eastin was sworn in as the Assistant Secretary of The Army for Installations and Environment on August 2, 2005. He has been engaged in the practice of environmental law and consulting for more than thirty years and has managed environmental projects and operations as a corporate officer, a high-level federal governmental official and a director of significant environmental practices of two Big-Four professional services firms. Most recently he served in the Department of State as Senior Consultant to the Iraq Ministry of Environment, as well as serving in a similar relationship with the Amanat Baghdad and its public works functions.

In addition to his work with the Department of State, his federal service includes Principal Deputy Assistant Secretary of the Navy where he supervised its real property and environmental matters and military construction for its installations worldwide. He also served as the Deputy Under Secretary of the U.S. Department of the Interior and its chief environmental counsel. In that role he organized and directed a team that conceived of and drafted the regulations providing for the Assessment of Damages to Natural Resources under Superfund and other acts.

As a consultant with PricewaterhouseCoopers and earlier with Deloitte & Touche, his work included activities at significant hazardous waste and Superfund sites nationwide. He advised clients on environmental disputes and controversies involving governmental agencies and enforcement. As a practicing attorney, he was a partner in a large national law firm and managed the firm's environmental group in Washington, was general counsel to two public companies, and worked with the American Arbitration Association where he mediated or arbitrated dozens of environmental and construction disputes.

He holds an AB and MBA from the University of Cincinnati and a JD from the University of Chicago.

Michell C. Clark

Assistant Secretary for Management and Chief Human Capital Officer Biography



Michell C. Clark is the Department of Education's Assistant Secretary for Management and Chief Human Capital Officer. He was nominated by President Bush on December 13, 2005, confirmed by the Senate on March 13, 2006, and was sworn in on March 17, 2006.

He was designated the acting assistant secretary for management, acting chief information officer and acting chief human capital officer, effective July 30, 2005. Prior to this designation, he served two years as deputy assistant secretary for management, providing the Department with budgetary guidance and leadership in all areas of information technology (IT) and security, including physical, personnel and computer network security. He concurrently served as the director of security services from March 17, 2003, through Nov. 12, 2004.

Prior to joining ED, Clark was employed with PricewaterhouseCoopers, L.L.P. headquartered in Fair Lakes, Va., for five years from 1998 to 2003. He served with PwC as the practice leader for its General Customer Relationship Management practice. Projects he managed included an e-Government assessment of Virginia's Department of Information Technology; an assessment for the former Immigration and Naturalization Service on integrating its Automated Biometric Identification System (IDENT) fingerprint data with the FBI's Integrated Automated Fingerprint Identification System; and a five-year e-Business plan for the Defense Contract Management Agency to support worldwide operations.

In 2001, Clark was a member of the electronic government advisory committee to the Joint Commission on Technology and Science, Virginia General Assembly.

Clark served 20 years in the U.S. Army, including one tour of duty directly supporting the chairman of the Joint Chiefs of Staff. He received his honorable discharge in June 1998 at the rank of lieutenant colonel.

During his last two years of service, the Army stationed Clark in the Pentagon's Program Analysis and Evaluation Directorate, where he worked on DOD budget issues, helping to coordinate both the Army's six-year \$365 billion fiscal program as well as several annual budgets.

In 1995 and 1996, Clark worked on security and strategic planning issues for all four branches of the armed services while at the Pentagon's Office of the Director of the Joint Staff. There, among other duties, he improved the quality and timeliness of security and logistics information provided to the secretary of defense and the president.

From 1993 to 1995 at the Pentagon, Clark had his most memorable assignment working for the Office of the Chairman of Joint Chiefs of Staff as the executive assistant to the director. He worked on security, political, strategic planning and defense issues for the four armed services and also directed the Physical and Personnel Security Divisions of the Joint Staff. He managed IT operations and security activities, including a Top Secret-Sensitive Compartmental Information (TS-SCI) computer network, and he supervised military and civilian personnel from all four services and established a new Joint Staff Directorate of 140 personnel to consolidate executive management functions.

From 1991 to 1993 at the Yongsan Garrison, in Seoul, South Korea, Clark worked for the Office of the Comptroller, running a functional review of its operations throughout the peninsula. As a part of that review, he developed and implemented a program to identify and streamline the operations and functions of the 8th Army in Korea. He implemented and directed a U.S. Forces, Korea command-wide Study Program to streamline base operations and functions that identified \$6.2 million in savings.

From 1990 to 1991, Clark attended the Command and General Staff College at Fort Leavenworth, Kan. In 1988, the Army sent him to Purdue University for two years, where he earned an M.S. degree in industrial engineering.

He began his Army career as a 1978 West Point graduate with a major in engineering. During his first ten years of service, he worked stateside for the Army in a number of posts. While stationed at Fort Lewis, Wash., he was an executive officer to a multidivisional branch providing comprehensive administrative support for more than 100,000 personnel. At Fort Greely, Alaska, he ran a full-service printing plant, processing more than 15,000 jobs per year. In his next post at the Reserve Components Personnel and Administration Center (RCPAC) in St. Louis, Mo., he managed a staff of 18 that anticipated, planned, and executed the personnel-related components of military operations for 15,000 soldiers while present at their home base and deployed to sites throughout the world. As a performance management and measurement chief at RCPAC, he also coordinated all high-level or sensitive information for an Army Field Operating Agency.

Clark is a frequent speaker on how government agencies, including the armed forces, can use technology to improve their business and procurement practices. He and his wife and two sons live in Woodbridge, Va.

Kerri L. Briggs

Assistant Secretary for Elementary and Secondary Education
Biography



Kerri L. Briggs is assistant secretary for elementary and secondary education. She was nominated by President Bush on March 6, 2007, and confirmed by the United States Senate on June 22, 2007. As assistant secretary, Briggs plays a pivotal role in policy and management issues affecting elementary and secondary education. She directs, coordinates and recommends policy for programs designed to assist state and local education agencies with: improving the achievement of elementary and secondary school students; helping ensure equal access to services leading to such improvement for all children, particularly children who are economically disadvantaged; fostering educational improvement at the state and local levels; and providing financial assistance to local education agencies whose local revenues are affected by federal activities.

Briggs had served as acting assistant secretary for planning, evaluation and policy development from Sept. 1, 2006, through January 2007. Before that, Briggs had served for one year as senior policy adviser in the Office of the Deputy Secretary, where she worked on K-12 policy and regulations pertaining to the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Act. In 2001, she joined the Department as a senior policy adviser in the Office of Elementary and Secondary Education, working for four years on the review and approval of state accountability plans for NCLB. She also helped write the original regulations and nonregulatory guidance for implementation of the law's accountability, assessment, flexibility and teacher quality provisions.

A native of Midland, Texas, Briggs moved as a young girl with her family to Houston, where she attended public schools. She earned her bachelor's degree in political science from Stephen F. Austin State University in 1989, and she did her postgraduate work at the University of Southern California, where she earned a master's and, later, a Ph.D. in education policy and organizational studies.

Briggs came to the Department after working for two years at the University of Texas Center for Reading and Language Arts in Austin, where she served as a research associate and as the director of evaluation.

The author of many articles on reading, charter schools and school-based management, Briggs was the co-editor of the 2003 book *Reading in the Classroom: Systems for Observation of Teaching and Learning* published by the P.H. Brookes Publishing Co., Baltimore, Md.

Briggs is currently the chair of the Junior League of Washington: Literacy Partnerships committee, of which she also served as vice chair from June 2005 through July 2006. She is also a board member for the Aged Women's Home of Georgetown.

Leslye Arsht

Deputy Under Secretary of Defense for Military Community and Family Policy
Biography

Leslye A. Arsht became the Deputy Under Secretary of Defense for Military Community and Family Policy (MC&FP) on February 26, 2006. She was selected for that position by Secretary of Defense Donald Rumsfeld.



She is responsible for policy, advocacy, and oversight for all community support to members and families particularly during high deployment and the Global War on Terrorism; quality of life issues; state liaison initiatives; family programs and the 24/7 1-800 family assistance service; child development and youth programs; military spouse career advancement; the off-duty, voluntary education program for military personnel; tuition assistance; Morale, Welfare, and Recreation; defense resale for commissaries and exchanges; the transition assistance program for separating service members; and family violence prevention and intervention. Included within the purview of this office is advocacy for quality education for all military students moving between schools and defense-wide policy responsibility for the Department of Defense Education Activity that serves approximately 100,000 students in 223 schools in 13 foreign countries, seven states, Guam, and Puerto Rico. Her oversight includes casualty and mortuary affairs and military funeral honors.

Ms. Arsht has been part of the Under Secretary of Defense for Personnel and Readiness (P&R) team since June 2004. Her focus since that time has been on education, military spouse career opportunities and employment for severely injured service members - all issues of importance to military families, and issues over which she will continue to have oversight in her new role as Deputy Under Secretary.

Prior to this most recent position, Ms. Arsht was appointed to be a senior advisor to Iraq's Ministry of Education. For nine months she aided in the reestablishment of Iraq's primary and secondary schools, developing a four year strategic plan and advising the new ministry as they began a national dialogue on curriculum reform. She was awarded the Joint Civilian Service Commendation award by Ambassador L. Paul Bremer for her service. In June 2005, Ms. Arsht was chosen as the grand prize winner of the Good Housekeeping Award for Women in the Government. Winners are chosen with the Center for American Women and Politics, a unit of the Eagleton Institute of Politics at Rutgers, the State University of New Jersey.

Ms. Arsht's career in communications and education policy spans over 30 years. She has been counselor to now U.S. Senator Lamar Alexander (R-Tenn) during his term as U.S. Secretary of Education; co-founder of a non-profit education consulting firm; and associate vice chancellor for news and public affairs at Vanderbilt University. She served as a deputy press secretary and deputy assistant to President Ronald Reagan from 1987-1989.

A native of Houston, Texas, Ms. Arsht is a graduate of the University of Houston.

Barbara A. Sisson, P.E.

Director, Installation Services
Office of the Assistant Chief of Staff for Installation Management
United States Army
Biography



Ms. Barbara A. Sisson is a native of Long Island, NY and was commissioned an Ensign, Civil Engineer Corps from the University of Notre Dame in 1980, graduating first in her NROTC class with a Bachelor of Science degree in Mechanical Engineering. She holds the distinction of being Notre Dame's first female Brigade Commander of the Battalion of Midshipmen. Ms. Sisson also holds a Master of Science degree in National Resource Strategy from the National Defense University, Industrial College of the Armed Forces and is a graduate of the DOD Senior Acquisition Course, Defense Acquisition University.

She has completed over 27 years of federal service, with roughly half of that time spent working in the government sector with U.S. Departments of Energy, Transportation and Defense. While her remaining service is divided equally between active duty and consulting engineering work in the private sector.

Ms. Sisson has served in numerous command leadership positions worldwide, most recently as the US Central Command Logistics Directorate (J4) Chief of Staff and Deputy Engineer. Her command positions included: Commander, Naval Mobile Construction Battalion 23, Ft. Belvoir, VA; Commander, Contingency Engineering Unit, Atlantic; Commodore, Third Naval Construction Regiment, Atlanta, GA; and Commander, Theater Contingency Engineering Management, US Southern Command, Miami, FL.

Additionally, Ms. Sisson's active duty assignments included tours with Navy Public Works Center, Norfolk, VA; Construction Battalions, Atlantic, in Little Creek, VA; and the Civil Engineer Corps Officer School, in Port Hueneme, CA where she was the first female officer instructor; and Professor of Facilities Management specializing in Public Works Management.

Ms. Sisson's civilian service positions included assignments with: Naval Facilities Engineering Command's Military Construction Division; U.S. DOE Field Management, Defense Programs, and Buildings, State and Community Programs, in the Office of Assistant Secretary for Energy Efficiency and Renewable Energy. Most recently she served as the Associate Administrator for Research, Demonstration and Innovation, with the U.S. Department of Transportation's Federal Transit Administration. She has also managed Readiness Reviews & Management Assessments and Marketing & Business Development of Energy Programs for Bechtel National, Inc. and Bechtel Infrastructure.

Ms. Sisson has numerous military decorations and civilian awards and is an avid runner who's completed twelve full marathons including nine Marine Corps Marathons and the 1990 Boston Marathon.

She resides in Fairfax Station, VA, with her husband, CAPT Kurt D. Sisson, CEC, USN (Ret), and their four children - Lindsay, age 24; Troy, age 23; Flint, age 15 and Grant, age 9.

Patrick J. O'Brien

Director of OEA

Biography

As Director of the Office of Economic Adjustment under the Secretary of Defense, Mr. O'Brien leads a talented team of project managers in assisting local economic adjustment efforts. Additionally, he manages the Defense Economic Adjustment Program and is the Executive Director of the President's Economic Adjustment Committee as it was recently updated by Executive Order to assist communities to respond to Defense base closures or realignments, contractor reductions, and base expansions.



He served as an OEA project manager for several local adjustment efforts from the previous '88, '91, '93, and '95 BRAC rounds, assisting various local efforts including those at Fort Ord, Loring AFB, Wurtsmith AFB, NTC San Diego, and Cameron Station. Additionally, he authored the OEA Community Guide to Base Reuse and several other technical resources for communities, and led different BRAC implementation policy reviews. He has demonstrated experience with all aspects of the BRAC process and has worked a range of issues, including: public-private initiatives; Federal real property disposal; local organization and business plan development; redevelopment planning; and, economic cost-benefit analyses.

Prior to joining OEA, he negotiated development packages of various sizes, reviewed labor policies, sized Federal loan participations, assisted distressed communities in evaluating proposed housing and economic projects, and crafted Executive legislative initiatives for the U.S. Department of Housing and Urban Development where he started his Federal career as a Presidential Management Intern. Preceding his tenure with the Federal government, Mr. O'Brien was an Assistant Business Developer for the City of Duluth, MN, where he assisted with the re-use of a closed air base; prepared marketing, finance, and business survey packages to assist local development efforts; and co-drafted the State's first enterprise zone bill. He also served as a citizen representative to the Duluth Joint Airport Zoning Board.

Mr. O'Brien has Bachelor of Arts degrees in Urban Affairs and Political Science from the University of Minnesota-Duluth, where he graduated "cum laude" and as a member of the Golden Key National Honor Society. He also received a Masters of Science degree in Public Management and Policy Analysis from the School of Urban and Public Affairs at Carnegie-Mellon University, where he graduated "with distinction," student-taught organizational management, and was elected to Pi Alpha Alpha. Mr. O'Brien is certified as an "Economic Development Finance Professional" by the National Development Council and graduated from the Federal Executive Institute's "Leadership for a Democratic Society."

Major General Walter Wojdakowski

Commanding General
Fort Benning, GA

Major General Wojdakowski graduated from the United States Military Academy, West Point in 1972. He has a Bachelor of Science Degree, a Master of Business Administration Degree and a Master of Military Arts and Sciences Degree. He is a member of the National Honor Society Phi Kappa Phi. His military education includes the Infantry Officer Basic and Advanced Courses, the Command and General Staff College, the School of Advanced Military Studies, and the Army War College.



Major General Wojdakowski served in company grade officer positions as a Platoon Leader, Scout Platoon Leader, Executive Officer, Ranger Instructor and Commander at Fort Lewis and at the Army Mountain Ranger Camp. He also was an Assistant Professor of Military Science at the University of Alaska-Fairbanks. As a field grade officer, he served as a Brigade S-3, Battalion Executive Officer and Chief, Tactical Operations III Corps G-3 at Fort Hood, Texas. He commanded the 3rd Battalion, 41st Infantry Regiment, Tiger Brigade, 2d Armored Division at Fort Hood and in DESERT SHIELD/DESERT STORM from 1989 to 1991. He was then assigned as the Senior Infantry Task Force Combat Trainer at the National Training Center, Fort Irwin, California. He commanded the 11th Infantry Regiment at Fort Benning, Georgia from July 1993 to July 1995.

Major General Wojdakowski's next assignment was as the Director of Training, 7th Army Training Command, USAREUR and he became the Commander, Operations Group, Combat Maneuver Training Center in Hohenfels, Germany on 1 May 1996. Major General Wojdakowski assumed the duties as Assistant Commandant of the Infantry School, Fort Benning, on 21 January 1997. In September 1998 he became Chief, Office of Military Cooperation, Kuwait at the U.S. Embassy in Kuwait City, Kuwait. In August 2000, he assumed duties as the ADC, 24th Infantry Division (Mech) (Fwd). In September 2002 he became the Deputy Commanding General, V Corps, and later served as Deputy Commanding General, Combined Joint Task Force Seven (CJTF-7), OPERATION IRAQI FREEDOM, Baghdad, Iraq. He relinquished that position upon redeployment to Germany in March 2004, where he served as the Acting V Corps Commanding General for five months and the V Corps Deputy Commanding General for another six months. In February 2005, he assumed the duties of the Deputy Commanding General, United States Army, Europe & 7th Army. On 12 August, 2005, MG Wojdakowski became the Chief of Infantry, Commandant, US Army Infantry School, and Commanding General, US Army Infantry Center & Fort Benning.

Major General Wojdakowski's awards include the Silver Star, the Defense Superior Service Medal, the Legion of Merit (with 3 oak leaf clusters), the Bronze Star Medal (with 1 oak leaf cluster), the Defense Meritorious Service Medal, the Meritorious Service Medal (with 2 oak leaf clusters), the Army Commendation Medal (with 2 oak leaf clusters), the Navy Commendation Medal, the Army Achievement Medal (with oak leaf cluster), the Combat and Expert Infantryman Badges, the Ranger Tab, and the Master Parachutist Badge.

He is married to the former Candy Cooper of Columbus, Georgia, and have two children: Steven, a Captain assigned to the 3rd ACR at Fort Hood; and Ami who works for a consulting firm in Washington DC.

Contact Information: Phone (706-545-5111)

Colonel Keith R. Lovejoy
Garrison Commander
U.S. Army Garrison, Fort Benning



Duty Description: Garrison Commander, USAGFB, responsible for the delivery of 49 installation base services at the Army approved common level of service. Supervises quality of life programs and other community-related activities. Assists the Chief of Staff in ensuring effective coordination, good working relationships, and horizontal integration between the installation staff, USAIC staff, CG's special staff, MSC staff, tenant units, TRADOC, FORSCOM, and SOCOM. Coordinates installation support requirements with SERO, IMA, and ACSIM. Mobilization station CDR responsible for RC deployment/redeployment. Installation Force Protection Officer. Lead agent for BRAC implementation.

Areas of Emphasis: Coordination of the Garrison Staff; Quality of life programs and other community-related activities; appearance and efficient operation of the installation; A-76 Studies and the conduct of affairs pertaining to the civilian employees of Fort Benning; Represent the Command Group at numerous off post councils, committees, and functions; Represents CG for Native American Tribe Activities; Installation Schools Officer; Installation's Antiterrorism/Force Protection Program; Main POC for dealing with local community, state, and congressional leaders.

- Assigned 01 August 2006
- Previous Service:
 - Director, Close Combat Test Directorate, Operational Test Command
 - 5th BN, 16th IN Regiment
 - Warrior Bde Exec Officer
 - Bde S4, 2nd Bde, 25th ID
 - 1/14 IN BN Executive Officer
 - Asst Professor of Military Science
 - 101st Military Intelligence BN
 - 5th BN, 16th IN Rifle Company Cdr
 - 1st Bde, 1st IN Div Bde Asst S3
 - 4th BN, 23rd IN (Light)
- Education:
 - IOBC
 - IOBC Advanced Courses
 - CAS3
 - CGSC
 - Army War College

Contact Information: Phone (706-545-1500)

Mr. James Walls

Deputy Garrison Commander

U.S. Army Garrison, Fort Benning

Mr. Walls entered the Army in 1976 where he served in a variety of command and staff positions at Fort Riley, Kansas, Virginia, Germany, England, and Georgia until his retirement in 1996.

After a brief stint with the 1996 Olympics, Mr. Walls returned to Fort Benning as the Deputy Garrison Commander; a position frequently compared to as a City Manager. Working for the Garrison Commander, their office oversees the activities of 14 directors who support the installation base structure. These directors are responsible for personnel, budget, law enforcement, safety, logistics, engineering, transportation, environment, contracting, communications, recreation facilities, childcare, and others. He holds a BS in Business Administration from Cameron University and a Masters in Human Resource Management from Troy State University. He is married to the former Terry Polsley and they have two daughters, April and Dana, who both live in Atlanta.

In closing, his office also works closely with the community on a variety of issues and activities.

Contact Information: Phone (706-545-6041)

Command Sergeant Major Joe Ulibarri

U.S. Army Infantry School, Fort Benning

CSM William "Joe" Ulibarri entered active enlisted service in January 1982. After completing Basic Training, Infantry AIT and Airborne Training he was assigned to 2nd Bn (Ranger), 75th Infantry at Fort Lewis, WA. While at the 2nd Ranger Battalion he served as a rifleman, rifle team leader, rifle squad leader, weapons squad leader and weapons platoon sergeant. He deployed on Operation Urgent Fury and won the Best Ranger Competition while assigned to the 2nd Ranger Battalion. In 1987-1989 he was a Ranger Instructor with the 4th Ranger Training Battalion at Fort Benning, GA. He returned to the Ranger Regiment in 1989 where he was a Reconnaissance Team Leader for Team 1, Ranger Reconnaissance Detachment (RRD). He deployed on Operation Just Cause while with RRD. He returned to the Ranger Training Brigade (7th Ranger Training Battalion, Fort Bliss, TX) in 1993 and he served as a Platoon Trainer and First Sergeant. In 1995 he went to Fort Hood, TX and was the First Sergeant for CO. E, 52nd Infantry (ABN)(LRS) until 1997. He returned to Fort Lewis, WA and was the SGM for Plans, Training and Mobilization until 1999. He went to the Sergeant Major Academy (Class 50) in 1999 and served as the Command Sergeant Major of the 1st Battalion (M) 8th Infantry Regiment from June 2000 until June 2002. CSM Ulibarri was the Command Sergeant Major for the 1st Battalion 501st PIR from July 2002 until June 2003. He became the 172nd SIB CSM in July 2003 and helped with the transition to 172nd Stryker Brigade Combat Team. The 172nd SBCT distinguished itself during Operation Iraqi Freedom between August 2005 and December 2006 and was awarded the Valorous Unit Award after 16 months of deployment in northern Iraq (Mosul) and Baghdad.



CSM Ulibarri's military schools include Airborne, Ranger, USMC Scout Swimmer, Static Line Jumpmaster, Combat Diver, Military Freefall, Military Freefall Jumpmaster, First Sergeants Course and all NCOES up to the Sergeants Major Academy. His Civilian Education consists of an AA from Pierce College and a BA in Psychology from St. Martin's College. His Military Awards include the Bronze Star Medal and the Legion of Merit. He is accompanied by his wife, the former Sue Schmidtke and his children Leeya-11, Julee -10, and Ben 9.

Contact Information: Phone (706-545-4633)

Command Sergeant Major Russell Sadler
U.S. Army Garrison, Fort Benning

Command Sergeant Major Russell Wentworth Sadler was born 29 January 1957 in ST Thomas, U.S. Virgin Island. He is a graduate of Charlotte Amile High School, St. Thomas V.I. He entered the United States Army on 1 November 1977, at Ft. Jackson, South Carolina. He completed Advance Individual training at Ft. Eustis, Virginia, as an AH-67 Attack Helicopter Repairman.

Command Sergeant Major Sadler's military education includes: Attack Helicopter Repairman Course, Airborne School, Air Assault School, Primary Leadership Course, Nuclear, Biological and Chemical School, Anti-Armor Leadership Course, Basic Noncommissioned Officer Course, Advance Noncommissioned Officer Course, Air Movement Operation, Equal Opportunity Leader Course, First Sergeant Course, Battle Staff Course and Class #47 of the United States Army Sergeants Major Academy. Command Sergeant Major Sadler also holds an Associate Degree in Professional Aeronautics from Embry Riddle University.

Command Sergeant Major Sadler's assignments include Platoon Sergeant A Co. 1/17 Cavalry, Fort Bragg, North Carolina; Platoon Sergeant 3/8th Cavalry, Mannheim, Germany; First Sergeant D Co. 3/7th Cavalry, Mannheim, Germany; First Sergeant 70th Transportation Battalion, Mannheim, Germany; Operations Sergeant 70th Transportation Battalion Mannheim, Germany; First Sergeant D Co. 3/227th Aviation Battalion, Hanau, Germany; First Sergeant HHC, 2/227th Aviation Battalion, Hanau, Germany; Command Sergeant Major for 3-101st and 7-101st Aviation Battalion Ft Campbell KY, Command Sergeant Major for 2-501st Aviation Battalion, Command Sergeant Major for 4th Brigade, 1st Armored Division Hanau, Germany and presently serving as the Garrison Command Sergeant Major for the U.S. Army Garrison, FT Benning, Georgia.

Command Sergeant Major Sadler's awards and decorations include: The Legion of Merit, Bronze Star (1st Oak Leaf Cluster), The Meritorious Service Medal (2nd Oak Leaf Cluster), Army Commendation Medal (7th Oak Leaf Cluster), Army Achievement Medal, and the Good Conduct Medal (9th Award).

Command Sergeant Major Sadler is married to the former Noreen P. Martin. They have two children, Russell II and Ryan.

Contact Information: Phone (706-545-2939)

Dr. Susan C. Andrews

Superintendent of Harris County Schools, Georgia
Biography



Dr. Susan Andrews graduated high school from Harris County High School before eventually making it back to become Superintendent of Harris County Schools, a position which she currently holds. She has a B.S.Ed. and an M.Ed. from Columbus State University, an Ed.S. from West Georgia College, and Ed.D. from Auburn University.

Dr. Andrews has served as a Classroom Teacher in grades 1, 3, 6, 7 and 8 in Harris County School System, a Co-Principal at Harris County Carver Middle School, Principal at Cataula Elementary School, Principal at Pine Ridge Elementary School, Assistant Superintendent of Curriculum and Instruction – Harris County School System. She currently serves as an Adjunct Professor at Columbus State University and Troy University, and as Superintendent of Harris County Schools.

Dr. Andrews is a lifetime member of the Georgia PTA, a member of the Board of Directors for First Peoples Bank, Pine Mountain, Georgia, United Way of Greater Chattahoochee Valley, and Chattahoochee Council of Boy Scouts. As well as being involved in numerous other committee service projects, Dr. Andrews is a member of 12 professional organizations including the Georgia Association of Educational Leaders, Georgia School Superintendents Association, and American Association of School Administrators.

In 2007, Dr. Andrews was recognized for her achievements with several awards including Georgia Superintendent of the Year, Columbus State University Distinguished Educator Award, and Columbus State University Distinguished Education Alumni Award. She was also one of four finalists for Nation Superintendent of the Year.

Dr. Andrews is married to Gilbert Andrews and they have two children. Tiffany Andrews Cartwright is a Graduate of the University of Georgia School of Law, and Matthew Andrews is employed by the U.S. Postal Service.

Dr. Larry E. DiChiara

Superintendent of Phenix City Schools, Alabama

Biography

Dr. DiChiara graduated from Auburn University with a B.S. in Special Education (Mental Retardation) in 1981. He received a Masters Degree from Auburn University in Mental Retardation in 1983, an Administrative Certification (K-12 principal) in 1985 from Auburn University, an AA certification (Superintendent) from Auburn University in 1994, and a Doctorate Degree in Educational Leadership from Auburn University in 2000.



Dr. DiChiara taught high school EMR, for 10 years at Loachapoka High School, during that time he led the varsity boys basketball team to win back to back State Championships in 1988 and 1989, and state runner-up in 1990. He then went on to become Principal at Loachapoka Elementary School for 2 years. He served as an Assistant Superintendent for the Lee County School System until 2003, and currently serves as the Superintendent of Phenix City Schools and is currently in 4th year on the job.

Dr. DiChiara is married to Gina with 3 boys: Nicholas 15, who attends Central High, Samuel 12, who attends PCIS, and Anthony 7, who attends Lakewood Elementary.

Dr. Dell W. McMullen

Superintendent of Fort Benning DDESS Schools, Georgia

Biography

2002 to Present

Superintendent

DoD, Domestic Dependent Elementary & Secondary Schools (DDESS), GA/ALA District

1994 to 2002

Superintendent

Fort Benning Schools, Fort Benning, Georgia

1990 to 1994

Assistant Superintendent for Curriculum

Fort Benning Schools, Fort Benning, Georgia

1987 to 1990

Principal, Frank R. Loyd School

Fort Benning Schools, Fort Benning, Georgia

1984 to 1987

Assistant Principal, Blanchard School

Muscogee County School District, Columbus, Georgia

1979 to 1984

Coordinator, Health Improvement Program

Muscogee County School District, Columbus, Georgia



Education and Training:

Brewton Parker College
Columbus College
Columbus College
Georgia State University
Auburn University

Mount Vernon, GA
Columbus, GA
Columbus, GA
Atlanta, GA
Auburn, AL

Assoc. Arts 1971
B.S. in Ed. 1973
Masters in Ed. 1976
Spec. in Ed. 1982
Doctorate in Ed. 1990

Community Involvement:

Girl Scout's Woman of Achievement
Columbus (Georgia) Mayor's Award for Community Leadership
Leadership Columbus Alumni
Columbus State University Outstanding Alumni
Columbus State University Hall of Fame Inductee
Board of Trustees, Columbus State University
Military Civilian Council
The Family Center Board of Directors

Dr. Stephen Nowlin

Superintendent of Lee County Schools, Alabama

Biography



Employment History

Aug. 2007-Present	Lee County Schools, Interim Superintendent
2006-2007	Madison City Schools, Interim Superintendent
1997-2006	Jacksonville State University, Tenured Associate Professor of Educational Administration
1992-2006	PEPE Administrator Evaluator and Trainer, Alabama State Department of Education
2000-2002	Interim Superintendent of Schools, Anniston, AL
1990-1997	Troy State University at Dothan, Assistant Professor of Educational Leadership
1986-1988	Tennessee State Department of Education Director, Tennessee Assessment Center for prospective principals Director, Career Ladder Extended Contract Program

Educational and Professional Training

Ed.D. Tennessee State University	1990	Educational Administration
Post-Graduate Work U.T.- Knoxville	1974-76	School Counseling
M.S. University of Tennessee at Martin	1972-73	Educational Administration and Supervision
B.S. University of Tennessee at Martin	1972	Science Education

Collinwood High School – Valedictorian, Collinwood, Tennessee

Community and University Service

Served on a State Department of Education task force to revise school administration preparation programs in Alabama, 2002

Developed annual First-Year Assistant Principals Institute at JSU, 2003

Prior to leaving for the Interim Superintendent's job, served as program area head for Educational Administration program area at JSU, 2000

Served on three dissertation committees at the University of Alabama in Tuscaloosa, with temporary appointment to the graduate faculty at UA, from 1999-2001

Observed the Blackboard software system at UAB and convinced JSU to purchase, 1999

Taught compressed video distance learning classes for five years to as many as thirteen simultaneous remote locations

Taught large internet classes, with most classes larger than 100 students, for four years

Evaluated several Alabama school superintendents, using the PEPE state evaluation process

Trained over one hundred superintendents and central office administrators to evaluate principals in Alabama's schools using PEPE in 1992-92, and again in 1999

Chairman, Dothan Family Services Center Education Committee, 1996

Former Family Services Center Board Member

Chair, Dothan 2000 Educational Goal 2 Committee

Dothan A+ Town Meeting Steering Committee

Dothan Area Chamber of Commerce Education Committee, Chairperson

Developed regional conference on Educational Technology in Troy and presented research on the topic – "Educational Technology in Other States"

Helped develop with colleagues from Auburn University, a statewide conference on "Alabama's Principal Certification Requirements"

Served on Education Committee of the Education Roundtable in Dothan

Robert W. Patrick

Superintendent of Talbot County Schools, Georgia
Biography

Robert Patrick currently serves as the Superintendent of Talbot County School District in Talbotton, Georgia. Previously he has served as an Interim Superintendent, a Middle School Principal, and Assistant Principal. He also served in the United States Air Force achieving the rank of Major before retiring from military service.

Mr. Patrick has an Education Specialist Degree in Educational Leadership from Ball State University. He has experience in general supervision of district-wide school operations, he also has specific expertise in human resources, instruction, standards and assessment, facility maintenance, transportation, budget, and policy development.



Dr. John A. Phillips, Jr.

Superintendent of Muscogee County School District, Georgia
Biography

**Education**

Post Doctoral, 2001 Southeastern Superintendents' Institute, The University of Georgia
Post Doctoral, 2000 The Harvard Seminar for Superintendents Harvard Graduate School of Education
Post Doctoral, 1997, 56th Annual Superintendents' Work Conference, Teachers College, Columbia University
Post Doctoral, 1995 Superintendents' Institute, University of Southern California
Post Doctoral, 1994 Superintendents' Academy, Lamar University
Post Doctoral, 1986 Superintendents' Institute, Vanderbilt University
Doctor of Philosophy Degree, Administration & Supervision, Georgia State University
Educational Specialist Degree, Administration & Supervision, Georgia Southern College
Master of Education Degree, Administration & Supervision, Georgia Southern College
Bachelor of Science Degree, Chemistry and Biology, St. Leo College

Professional Experience

January 2003 – Present
Superintendent of Muscogee County School District, Columbus, Ga.
Sept. 1998 – Dec. 2002
Superintendent, Bartow County School System, Cartersville, Ga.
March 1992 – August 1998
Superintendent, Eanes Independent School District, Austin, Texas
July 1984 – Feb. 1992
Superintendent, Rockdale County School System, Conyers, Ga.
Aug. 1968 – June 1984
Additional experience in Savannah, Chatham County, Gwinnett County and Marietta City Schools; served as science teacher, assistant principal at the elementary and junior high levels; principal at the elementary, middle and high school levels; assistant superintendent for instruction; and associate superintendent for system operations.
Thirty-eight years of experience as a professional educator.

Professional Organizations

American Association of School Administrators
Association for Supervision and Curriculum Development
Georgia Association of Educational Leaders (President for 2004-2005)
Georgia Parent - Teacher Association, Honorary Life Member
Georgia School Boards Association
Georgia School Superintendents Association
The Horace Mann League of the United States of America
Kappa Delta Pi
Large City Schools Superintendents, USA and Canada (President, 2007 to present)
Phi Delta Kappa
Professional Association of Georgia Educators
Southeastern Superintendent's Institute, University of Georgia
Urban Superintendents Association of America

Selected Awards

Man and Youth Award, Boys and Girls Clubs of the Chattahoochee Valley, July 2007

Outstanding Educator Award., Georgia Association of Educational Leaders, July 2007
Special Appreciation Award, Boys and Girls Clubs of the Chattahoochee Valley, July 2006
Black History Hero, South Columbus United Methodist Church, Feb. 2006
Professional Achievement Award, Saint Leo Alumni Association, March 2005
Lee Arrendale Award for Vocational Service, Bartow County Rotary Club, 2001
Professor of the Year, Cooperative Superintendency Program, University of Texas, 1997-98
Distinguished Professor Award, Cooperative Superintendency Program, University of Texas, 1996
Award for Commitment to Quality, The Greater Austin Quality Council, 1994
Jewish Community Friendship Award, Jewish Federation of Austin, 1994
National Advocate of the Year, American School Counselor Association, 1991
Superintendent of the Year, Georgia Association of Educational Leaders, 1990
Who's Who in American Education, The National Reference Institute Library of Congress, 1990
Top 100 Educators in North America, *Executive Educator*, 1990

Civic Contributions

Board of Directors for the Greater Columbus Georgia Chamber of Commerce
Board of Directors for the United Way of the Chattahoochee Valley
Board Member for the Muscogee Educational Excellence Foundation
Educator Preparation Program Council Member for Columbus State University
Member of Columbus Industry and Commerce Infrastructure Protection Committee
Member of The Rotary Club of Columbus
Economic Development Advisory Board Member, Greater Columbus Chamber of Commerce
Educational Leadership Advisory Board, Troy State University, Phenix City, Alabama
Ex-Officio Board of Directors of the Chattahoochee Valley Regional Library Systems
Advisory Board, Muscogee County Juvenile Drug Court, Columbus, Ga.
Executive Committee, Columbus South, Inc.
Executive Board of Directors, Boy Scouts of America, Chattahoochee Council

ECONOMIC ADJUSTMENT COMMITTEE EDUCATION GROWTH SITE VISIT

TALKING POINTS

It is clear that a successful response to an increase in Military-related dependents in local schools does not occur without a genuine partnership between the local installation, state and local education agencies, and the U.S. Department of Education.

It is equally important to recognize that a response to this student growth for any particular area must be flexible to adapt to the circumstances, including public and private sector, found at each location.

Current projected Department of Defense growth is unprecedented in the number of students and locations experiencing growth at one time. Accordingly, the purpose of this visit is to equip Federal officials with firsthand knowledge of successful local and state responses to student growth to date as well as to better understand those areas where gaps may exist or third party assistance may be necessary.

The “Defense Economic Adjustment Program,” as it is premised under Executive Order, relies upon a Federal inter-agency organization called the Economic Adjustment Committee (EAC), to directly support local efforts to respond to military growth and establishes a forum for the resolution of local adjustment issues.

Officials on this visit are hoping to gauge the true effects of the anticipated student growth, which can be influenced by several factors, including location, timing, and magnitude.

These visits are part of a more enduring partnership between the affected community and these Federal officials, a partnership that will continue to work with them into the future as the projected student growth occurs and is absorbed locally.

Some keys for local success that we would share:

- Partner with the local installation
- “Speak with one voice” through strong public and private leadership.
- Commit political and financial resources in support of the response.
- Take advantage of existing resources.
- Leverage public and private sector resources.
- Seek responses that are financially feasible.
- Coordinate with broader community development activities.
- Pace the effort so as to be responsive yet not premature nor over-extended.
- Understand the MILCON, mission growth processes.

Education Growth Site Visit to Fort Benning, GA Sample Questions and Answers

1Q: What is the purpose of the visit?

1A: The purpose of the Senior Leadership trip is to improve understanding and communication among all stakeholders about the impact of Army growth on local school districts.

2Q: Is one of the purposes of the trip to see if our community qualifies for federal school construction funds?

2A: The purpose of the trip is to improve understanding and communication about local school impacts, of which construction, expansion, and renovation are obviously among the most important. What the Senior Leadership take away from this trip will help inform future discussions about appropriate federal, state, and local roles in responding to growth at Army installations, including those roles for school-related capital projects.

3Q: Why did you decide to come to Fort Benning? Are there particular issues that the community or installation should be aware of?

3A: There are several Army installations that have growth planned in the near future, say between now and 2015, as a result of BRAC realignments, Army modularity, and the reassignment of troops from Europe and Korea to the U.S. Fort Benning is among them. The Economic Adjustment Committee (E.O. 12788, as amended) through the office of Economic Adjustment (OEA) has scheduled technical and Senior Leadership visits to four installations to initially understand and foster greater communication around the issue.

4Q: Is one of the purposes of the trip to see if our community and Fort Benning are appropriate locations for a new brigade under the “Grow the Army” initiative?

4A: No. The visit and this project are not connected in any way to the “Grow the Army” initiative.

5Q: Are Army Headquarters and Fort Benning working from the same number of projected school-aged children?

5A: One of the key purposes of this project, in its entirety, is to develop a better understanding of projections being used by Army Headquarters, Fort Benning, and the local educational agencies. The Senior Leadership visit is an essential step in building this understanding.

6Q: Are the Army’s models adequate for projecting the number of school-aged children? Do the models adequately account for demographic changes, such as more soldiers with older children, or deployments, when family members may not move to or remain at Fort Benning?

6A: One of the purposes of the visit is to learn more about how the Army and local school districts project enrollment.

7Q: How does the availability of housing affect the education of Fort Benning’s children?

7A: Where our kids live generally determines where they attend school. So there is a close relationship between where housing is available and suitable for military families and where their children will attend schools. School leaders have told us that the vast majority of the impact of growth at Fort Benning will be felt by three school districts in Alabama: Phenix City, Lee County, Russell County; and six school districts in Georgia: Muscogee County, Chattahoochee County, Harris County, Marion County, Talbot County and Fort Benning Domestic Dependent Elementary and Secondary Schools. Other school districts, however, could also be affected if military members choose to live within their jurisdiction.

8Q: What are the different federal agencies involved in this project?

8A: The White House Office of Intergovernmental Affairs Intergovernmental Affairs (IGA) serves as the President's liaison to state, local, and tribal governments.

The Office of the Assistant Secretary of Education for Elementary and Secondary Education promotes academic excellence, enhance educational opportunities and equity for all of America's children and families, and to improve the quality of teaching and learning by providing leadership, technical assistance and financial support.

The Office of the Assistant Secretary of Education for Management is a major contributor to the Department's commitment to excellence through its role as the Department's administrative component. OM is dedicated to promoting customer service; expanding staff performance capacity; using strategic approaches to management and the management of the Department's human capital; and providing a high-quality workplace for the Department.

The Office of Economic Adjustment (OEA) is part of the Office of the Secretary of Defense. OEA is the Department of Defense's primary source for assisting communities that are adversely impacted by Defense program changes, including base closures or realignments, base expansions, and contract or program cancellations.

The Office of the Under Secretary of Defense for Military Community and Family Policy is directly responsible for programs and policies which establish and support community quality of life programs on military installations for service members and their families worldwide.

The Office of the Assistant Secretary of the Army for Installations and Environment has responsibility for policy development, program oversight and coordination of a wide variety of Army activities including: design, construction, operations, maintenance and management of Army installations; privatization of Army family housing, real estate, utilities and other infrastructure programs; environmental compliance, clean-up and site disposal programs; and management of the Army's safety and occupational health programs.

The Office of the Assistant Chief of Staff for Installation Management (ACSIM) provides policy guidance and program management on all matters relating to overall management and resourcing of Army installations worldwide. It ensures the availability of efficient, effective base services and facilities.

Advance Team Contact Information

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706-323-2323

TRAVEL INFORMATION

FLIGHTS

Via military aircraft

Tuesday, January 29, 2008

Depart:	Washington, DC	5:30 a.m. (approximate)
Arrive:	Lawson Army Airfield	7:30 a.m. (approximate)

Tuesday, January 29, 2008

Depart:	Lawson Army Airfield	5:00 p.m. (approximate)
Arrive:	Washington, DC	7:30 p.m. (approximate)

HOTELS

Columbus Courtyard Marriott
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Hyatt Place Atlanta Airport South
1899 Sullivan Road
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