



**Economic Adjustment Committee  
Education Growth Site Visit to Fort Carson, CO**

3-4 June 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 are conducting a site visit to the Fort Carson community on June 3-4, 2008. 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
- Fort Benning, Georgia and Alabama; January 29, 2008

## EAC Site Visit Schedule for Fort Carson June 3-4, 2008

### June 3, 2008

Time	Event	Location
8:15 AM- 8:30 AM	Load bus for meeting departure	Residence Inn Colorado Springs South
8:30 PM- 9:00 PM	Transit to Meeting Location	
9:00 AM- 9:15 AM	Welcoming statements from installation and community leaders; Brief introductions	Penrose House
9:15 AM- 9:30 AM	Statement(s) from Site Team about project purpose, method, agenda and goals	
9:30 AM- 10:30 AM	Installation briefing on planned growth, community and LEAs invited	
10:30 AM- 10:45 AM	Morning Break	
10:45 AM- 12:00 PM	LEA briefing to Site Team	
12:00 PM- 12:30 PM	Lunch	
12:30 PM- 1:15 PM	Community briefing; Working Lunch	
1:15 PM- 2:15 PM	Discussion Session regarding planned installation growth, community and LEAs invited	
2:15 PM- 2:30 PM	Break- move to bus for installation tour	
2:30 PM- 4:30 PM	Tour of installation and local areas	Fort Carson
4:30 PM- 5:00 PM	Transit to hotel	Residence Inn Colorado Springs South

### June 4, 2008

Time	Event	Location
8:30 AM- 8:45 AM	Load bus for morning departure	Residence Inn Colorado Springs South
8:45 AM- 9:15 AM	Transit to local school	Abrams Elementary School
9:15 AM- 9:45 AM	Tour a local school	
9:45 AM- 10:00 AM	Break	
10:00 AM- 12:00 PM	Roundtable discussion with LEA leader, principal, teachers and military parents	
12:00 PM- 12:15 PM	Adjourn	
12:15 PM- 12:30 PM	Break before loading onto bus	
12:30 PM- 1:00 PM	Transit to Hotel	Residence Inn Colorado Springs South

**Economic Adjustment Committee  
Education Growth Senior Staff Visit  
to  
Fort Carson, Colorado**

**June 3-4, 2008**

**EXECUTIVE SUMMARY**

Representatives of the Economic Adjustment Committee (EAC) met with leaders from Fort Carson and the surrounding communities on June 3-4, 2008, to increase understanding about the impacts of growth at Fort Carson 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 EAC Senior Staff represented the Department of Education, Army Assistant Chief of Staff for Installation Management (ACSIM), Office of the Assistant Secretary of the Army for Manpower & Reserve Affairs (M&RA), DoD Education Activity (DoDEA) and the Office of Economic Adjustment (OEA). Local participants represented Fort Carson, Colorado Springs School District, Harrison School District, Fountain-Fort Carson School District, Widefield School District, City of Colorado Springs, City of Fountain, Pikes Peak Area Council of Governments (PPACG), Senator Ken Salazar's Office, Congressman Doug Lamborn's Office, State Senators, State Representatives, and other local officials. A complete list of participants is provided at Attachment 1.

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

- Student increases have been smaller than anticipated given Fort Carson's growth, but there is concern regarding the timing of when families will be moving to the area. The fear is that additional growth will occur at an unplanned time which could result in a shortage of teachers and school facilities.
- Funding for public education in the State of Colorado is complex, with varying state and local contributions to school operating and capital costs. Mission growth at Fort Carson will increase the numbers of students in public schools, which will ultimately affect both state and local funding allocations.
- There has been an atypical increase in children with autism and significant special needs. Fountain-Fort Carson School District doubled its autism rate in one year. It is possible that these families are drawn to this area because Fort Carson is an Army compassion assignment and because of the close proximity of Children's Hospital in Denver.

- The school districts have observed student behavior issues related to their parents' deployments. Some students have had to deal with their parents being deployed for the third time and this can be a challenging situation for the students, teachers, counselors, and administrators.
- Students often have difficulty transitioning between schools due to varying standards and curriculum, especially at the state level.
- The State of Colorado authorizes a second count of military students each February to count those who arrive after the first count in September. This helps the nearby school districts obtain additional funding based a more accurate count of their enrollments.
- The LEAs presented a list of conclusions and requests for the attendees: Fund a \$12 million elementary school on Fort Carson; waive requirement to meet the tax effort to qualify for heavily impacted funds; move Army families as much as possible in the summer; allow districts to use current year pupil count for Impact Aid and DoD Supplemental Funding; reinstate Impact Aid construction funding; assist with large increase in special needs population, either by providing additional funds or limiting the number of students with significant needs in one location so they can be better served; provide mental health support for children and their families; and continue working with school districts to provide accurate information on growth.

## **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 and local educational agencies (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 Staff visit to the Fort Carson community on June 3-4, 2008. The purpose of the Senior Staff 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 EAC Senior Staff represented the Department of Education, Army Assistant Chief of Staff for Installation Management (ACSIM), Office of the Assistant Secretary of the Army for Manpower & Reserve Affairs (M&RA), DoD Education Activity (DoDEA) and the Office of Economic Adjustment (OEA). Local participants represented Fort Carson, Colorado Springs School District, Harrison School District, Fountain-Fort

Carson School District, Widefield School District, City of Colorado Springs, City of Fountain, Pikes Peak Area Council of Governments (PPACG), Senator Ken Salazar's Office, Congressman Doug Lamborn's Office, State Senators, State Representatives, and other local officials. A complete list of participants is provided at Attachment 1.

Meetings for the Senior Staff visit were held at the Penrose House, which is located in Colorado Springs. The Senior Staff also met with military parents, teachers, and administrators at Abrams Elementary School, which is located on Fort Carson.

### **Welcoming Statements**

Mr. Rob MacDonald, Executive Director of Pikes Peak Area Council of Governments, convened the meeting and welcomed the participants. He introduced the community leaders that were present and each stated their welcome to the group.

Mr. Gary Willis, Economic Adjustment Committee and Office of Economic Adjustment, thanked the installation and the community. He stated that the purpose of the Senior Staff visit was to observe how Fort Carson 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. He highlighted the importance of identifying innovative solutions to address gaps and lags in the resources required to manage growth. Mr. Willis gave a brief overview of the four previous EAC visits to Fort Drum, Fort Riley, Fort Bliss and Fort Benning, and an upcoming visit to Fort Bragg.

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

- Ms. Cathy Schagh, Director, Impact Aid (Office of Elementary and Secondary Education, U.S. Department of Education)
- Ms. P.K. Tomlinson, Chief, Soldier Support Branch (Soldier & Family Readiness Division in the office of the Assistant Chief of Staff for Installation Management)
- Ms. Susan Johnson, Assistant Deputy, Child & Youth Services and Family Member Education (Office of the Assistant Secretary Army, Manpower & Reserve Affairs)
- Ms. Christie Smith, Chief, Operations Division, Operations Directorate (Army Chief of Staff, Installation Management)
- Ms. Kathy Facon, Educational Partnership Directive, (DoD Education Activity)
- Mr. Gary Willis, Economic Adjustment Committee and Office of Economic Adjustment (Office of the Secretary of Defense)

### **Fort Carson Briefing To Senior Staff and Discussion**

Mr. Hal Alguire, Director, Directorate of Public Works, delivered a presentation on behalf of the installation that discussed the impact of planned growth at Fort Carson.

The following key points were discussed during the presentation, which is provided as Attachment 2:

- Mr. Alguire provided a brief history of Fort Carson. He highlighted the uniqueness of the Colorado Springs area, which has a large Air Force and Army population.
- Mr. Alguire stated that Fort Carson is preparing for the arrival of the 4<sup>th</sup> Infantry Division from Fort Hood, Texas in 2009, which will bring an estimated 5,160 soldiers and 7,580 family members. The Grow the Army Initiative will bring in an additional approximately 4,900 soldiers and 7,440 family members in 2011.
- Mr. Alguire stated that they are building 404 new homes and currently have 2,664 units available. The end state of homes available is 3,060. The installation is looking to the community to provide housing. They perform housing surveys to determine the number of the homes available in the area, and then the installation housing makes up the rest. Approximately 30 percent of soldiers are housed at Fort Carson. Representative Michael Merrifield asked about the housing survey that goes out to the community and COL Gene Smith responded that the survey is due to be completed in July 2008. COL Smith also stated that he believed that there will be sufficient housing in the area to accommodate Fort Carson's growth.
- Mr. Alguire stated that there are 3 elementary schools (total capacity of 2,060) and one middle school (capacity of 1,300) on post. Fort Carson is the fifth largest military retiree community in the U.S. and the second largest employer in Colorado. The expansion of Fort Carson will bring potentially \$1.9 billion annually to the State of Colorado.
- COL Smith stated that since September 11, 2001, Fort Carson has had one unit preparing to deploy, one unit deployed, and one unit just returning from deployment, and that this has an impact on the soldiers' families. The families face the question of remaining at Fort Carson or moving home to be closer to family. When the soldiers return they take block leave and sometimes pull their children out of school, which affects the education of the child.
- Ms. Christie Smith, Chief, Operations Division, Operations Directorate, Army Chief of Staff, Installation Management asked about construction funds. COL Smith said that Fort Carson's military construction funding is about \$1.6 billion thus far, but that he expects it to increase to a total of \$1.9 billion as additional facilities are authorized and funded.
- Rob MacDonald highlighted as a success story the \$70 million road interchange at Gate 20, which leveraged federal, state, and local resources.
- Ms. Susan Johnson, Assistant Deputy, Child & Youth Services and Family Member Education, Office of the Assistant Secretary Army for M&RA, asked what number of families do not reside at Fort Carson. COL Smith responded that he does not know the exact percentage, but imagines that it is lower than most

installations because Colorado Springs is a nice place to live and most families want to come to Fort Carson.

- Mr. Willis asked about the growth numbers shown in Mr. Alguire's presentation. COL Smith stated that they are from the Army Stationing and Installation Plan (ASIP) and that they use standard family planning numbers to project into the future rather than collect data separately. Mr. Willis asked if the installation collects separate data from the LEAs to compare past school enrollment numbers. Netty Eastlake, Deputy Director, Directorate of Family Morale, Welfare and Recreation responded that the installations uses only the ASIP projections. Mr. Willis stated that a comparison of actual students with ASIP projections would be helpful for future planning.
- COL Smith stated that the "Choice" program and home schooling can present issues with predicting school enrollment. Colorado has a public school choice program where parents may choose from public schools within and outside of their designated school districts as long as there is space available. This adds to the complexity of planning for growth in the Fort Carson and surrounding areas.

### **LEA Briefing To Senior Staff and Discussion**

Ms. Cheryl Walker, Superintendent of Fountain-Fort Carson School District, delivered a presentation on behalf of the affected LEAs that discussed the impact of planned growth at Fort Carson on the school districts. The following key points were discussed during the presentation, which is Attachment 3:

- Ms. Walker stated that there are five school districts that are most likely to be affected by the growth at Fort Carson. The five districts are: Fountain-Fort Carson; Widefield; Harrison; Cheyenne and Colorado Springs. She expects Fountain-Fort Carson and the Widefield districts to absorb about half of the expected school growth. She discussed the initiatives that the LEAs have done so far to prepare for the growth. The State of Colorado passed the Interstate Compact and approved a second state enrollment count of military students so that the schools can receive funding for children that arrive after October 1. They held community forums at Fort Hood, Texas, to provide the families relocating to Fort Carson with information on where to live and help them feel comfortable with the move. The LEAs also participate in various, DoD, ED, town hall, and Colorado Defense Mission Coalition meetings.
- Ms. Walker said that there is concern regarding the timing of when the families will be moving to the area. She stated that thus far, student growth has been much lower than originally anticipated. She stated that Fountain-Fort Carson district enrollment has increased by 8 percent, with about 25 percent of the expected growth at Fort Carson complete. The fear is that the additional growth will occur at an unplanned time, which could result in a shortage of teachers and facilities.

- Ms. Walker stated that school funding in Colorado is comprised of a One Day Membership Count, a Second Military Dependent Count (see Attachment 4), a Levy Override and a Bond Levy. An overview of Colorado school finance is provided as Attachment 5.
- Ms. Walker stated that they would like to use the current year pupil count for determining Impact Aid received rather than the prior year count. Another issue for the LEAs is that the DoD Supplemental funding for growing districts was eliminated and changes to the formulas to determine Impact Aid funding resulted in a \$400,000 per year loss. Also, assessed value in the Fountain-Fort Carson district went up, so mill levy went down, which resulted in the loss to the district of \$4 million a year.
- Mr. John Morse, State Senator, stated that on average, it takes four taxpayers to fund every one child in the public schools. Property taxes cover a certain amount and then the state covers the rest. As property taxes decrease the more the state has to put in to get to the \$6,800 per child average, which cuts funding in other areas. He also stated that bonds to build new schools are limited.
- Ms. Walker stated that another issue is that the while the districts may today have adequate school space and facilities, growth may change this quickly, and it may be difficult to build before the growth occurs.
- Ms. Walker stated that a mill levy freeze is currently the subject of litigation in the State of Colorado, with ultimate resolution requiring a decision by the state Supreme Court.
- Ms. Walker stated that the districts are in need of new teachers, especially math, science and special education positions, which are difficult to fill. There has been an atypical increase in children with autism and significant special needs. Fountain School District doubled their autism rate in one year. Ms. Walker suspects that these families may be drawn to this area because Fort Carson is a compassion assignment for the Army and because Children's Hospital is located nearby in Denver.
- COL Smith stated that the districts also see many student behavior issues related to deployments. Some students have had to deal with their parents being deployed for the third time. It is challenging for the teachers to have to deal with these sensitive situations. The challenge is helping the installation partner with the school districts to address the issues.
- Ms. Walker presented a breakdown by school district, which showed the percentage of students that will go to each district. This data came from the PPACG's Growth Management Plan. Mr. Rob O'Connor, Military Impact Planning Program Manager for PPAGC, stated that they looked at new housing being built to determine the percentages. Ms. Smith asked if the percentages shown matched the current picture. Ms. Walker responded that this is not the case.

- Mr. Dave Roudebush, Assistant Superintendent of Fountain-Fort Carson, reviewed the detailed district capacity numbers. He stated that troop and family projections from Fort Carson and demographic assumptions were utilized to project student impacts on area districts by grade level.
- Dr. Roudebush stated that Fountain-Fort Carson can absorb the first wave of students, which is attributed to BRAC, but not the second wave which is attributed to Grow the Army. Fountain-Fort Carson's class sizes will increase if it does not receive assistance for the second wave. For example: Fountain-Fort Carson elementary schools in 2009 are operating at 97 percent capacity, after the first wave 100 percent capacity, after the second wave 117 percent capacity, and in FY 2013 at 120 percent capacity. Fountain-Fort Carson owns and operates all the schools on Fort Carson. The on-post elementary capacity will be exceeded with the first wave.
- Dr. Roudebush also presented the school district's additional impacts on building capacities. One additional impact is that Fort Carson is a compassion assignment location for the Army. Autistic students have increased 97 percent in the past 3 years and there has been a 28 percent increase in the overall special needs students in the past 3 years. Nationally, the ratio of autistic children to others is 1:150; at Fountain-Fort Carson, the ratio is 1:68. Converting classrooms to meet the special needs populations and all day Kindergarten mandates will have an impact on school facility requirements.
- Dr. Roudebush stated that since 1995, Fountain-Fort Carson District has built approximately \$35 million of facilities to meet the needs of military students. Senator Morse asked if the capacity issues are not just Army growth, but other "baseline" growth in the local area. Dr. Roudebush stated that the Army growth is a key contributing factor and is estimated separately from baseline growth. Senator Morse stated that the Army is changing the way they do business, and may keep troops in one location for a longer period of time, which means the families will stay longer. Senator Morse asked if this would make the growth that the schools are expecting even higher. Mr. Roudebush stated that they have not looked at this quantitatively, but intuitively would assume that the high schools would experience an increase in overcrowding.
- Ms. Walker stated that sometimes the district-wide numbers are deceptive because a school district can have a school in an older area that is under capacity, but people are not moving into that particular area. Families want schools near where they live.
- Ms. Walker also stated that due to the way that the State of Colorado funds public education, the economic growth associated with Fort Carson's expansion will not necessarily result in increasing financial resources for the affected school districts.
- Dr. Roudebush concluded with a list of conclusions and requests for the attendees: fund a \$12 million elementary school on Fort Carson; waive requirement to meet the tax effort to qualify for heavily impacted funds; move

Army families as much as possible in the summer; allow districts to use current year pupil count for Impact Aid and DoD Supplemental Funding; reinstate Impact Aid construction funding; assist with large increase in special needs population, either by providing additional funds or limiting the number of students with significant needs in one location so they can be better served; provide mental health support for children and their families; and continue working with school districts to provide accurate information on growth.

- Ms. Walker clarified to Mr. Willis that the \$12 million estimate to build the new elementary school is construction cost. Mr. Willis asked if the LEAs had looked at soft cost impacts such as: training new teachers, new bus routes, more counselors, etc. Ms. Walker stated that they will receive funding for those impacts through baseline costs, and that construction costs are more the issue. Senator Morse asked what the overall impacts are to the community. Mr. O'Connor stated that the growth assessment is ongoing but that they will have shortages in counseling and psychiatry.
- Senator Morse stated that the state will feel a budget pinch. The State now funds at 65 percent of the \$6,800 average per pupil cost, where in the past it funded around 40 percent. He stated that Colorado ranks among the lowest states in the country in taxes per income dollar.

### **Community Briefing To Senior Staff and Discussion**

Mr. O'Connor delivered a presentation on behalf of the community that discussed the Fort Carson Regional Growth Plan. Education was one of many impact areas assessed in the Plan. The following key points were discussed during the presentation which is provided as Attachment 6:

- Mr. O'Connor stated that Fort Carson is expected to receive over 16,000 new troops and over 23,000 new family members between FY06-FY13. El Paso County is expected to absorb most of the growth as estimates show the county growing by 105,623 people between 2006 and 2013. The plan projects that 30 percent of the three county (El Paso, Fremont, and Pueblo) growth between 2006 and 2013 is attributed to Fort Carson.
- Mr. O'Connor stated that two key questions are: how many are coming? and when will they come? The impacts of the expected 5,000 new soldiers that were to arrive in FY 2007 are not immediately apparent. This is possibly due to the effects of deployments and the timing of family relocations.
- Mr. O'Connor stated that 93 percent of the soldiers and families moving to Fort Carson will live within 20 miles of Fort Carson, and 76 percent will live off post. The housing forecast plays a critical role in forecasting where students will attend school.

- Mr. O'Connor stated that there is a shortage of child care providers in southern Colorado Springs near Fort Carson. The community is exploring options for increasing child care services.
- Mr. O'Connor stated that for the growth plan they used a higher multiplier (1.8 dependents per soldier) for families than what the Army uses. Mr. Willis requested the Mr. O'Connor provide a description of the methodology for their projections.
- Mr. O'Connor stated that information provided by Fort Carson and the Army is sufficient for "order of magnitude" decisions, but that having an up-to-date, agreed upon set of projections would be useful for the future.
- Mr. MacDonald stated that a block grant program to affected communities should be considered. He stated that it would be desirable to provide federal resources, while giving the local community the flexibility to decide how to allocate them among competing needs, such as education, transportation, health, etc. He expressed concern that channeling federal resources through existing federal programs could present hurdles to communities if aren't already familiar with the applicable eligibility criteria and application procedures.
- Susan Johnson stated how valuable these sessions have been, and how the Army leadership has already benefited from the input provided, and will benefit from the information discussed at Fort Carson.

### **Fort Carson Installation and Community Tour**

The Senior Staff saw a large amount of new construction, from operational facilities to housing, on Fort Carson. The tour included a drive by an old hospital site with 60 buildings that can possibly be a location for a new school.

### **Abrams Elementary School**

The Senior Staff traveled by bus to Abrams Elementary School on June 4, 2008. After a short tour of the school, a discussion was held with military parents, teachers, and administrators representing Abrams Elementary, Mountainside Elementary, Patriot Elementary, and Fountain-Fort Carson High School. The following issues were discussed:

- Parents complimented the supportive environment in District 8 (Fountain-Fort Carson School District), particularly in dealing with the unique circumstances surrounding military families. Teachers, administrators, and parents consider the diversity of the student body to be a great asset in enhancing the learning environment at District 8.
- Special attention was paid to supporting children with special needs, and parents felt that the district was currently able to provide the proper assistance for their special needs children. It was noted by several parents that Fort Carson was one

of the locations they requested to be stationed, because of the schools district's resources for providing services to special needs children.

- Parents, teachers, and administrators suggested that additional resources were needed to help students cope with the stress resulting from having a deployed parent. Members of the Abrams faculty commented that last year at times 80 percent of the student body had a deployed parent. Faculty members stated that students who had deployed parents often had difficulty focusing on school work around the periods of time surrounding a parent's departure and return from deployment. Parents were complimentary of deployment support groups in the schools.
- Additional resources were needed to assist faculty in identifying students in distress, as well as helping them cope with turmoil related to a family member's deployment. More training for teachers on dealing with students with deployed, deploying, and returning military parents would be useful. Some teachers would like to have mental health professionals available on short notice to augment the school's own resources.
- Parents, teachers, and administrators noted that students often had difficulty transitioning between districts due to varying standards and curriculum. Teachers and administrators were willing to work with the students in order to keep them from falling behind. For example, some high school students are allowed to graduate from District 8 using the graduation requirements from their former state of residence. But teachers and administrators were not able to prevent all student from suffering from the adverse affects of transferring schools. Parents also noted that programs such as full day kindergarten were free in other locations, but could costs from \$75 to \$150 in District 8.
- In response to the concerns involving the transition of students between different geographic assignments, Susan Johnson stated that DoD had recently unveiled a new program that allowed parents and teachers to research curriculum at school districts nationwide. Student On-line Achievement Resources (SOAR) is intended to help students bridge gaps in curriculum between districts. Ms. Johnson also noted that Johns Hopkins had recently published a study on the DoD website, which included training for teachers and administrators on how to help students cope with the stress of having a deployed parent.
- Parents noted that it would be helpful to know what programs were available at each school, on the installation, and in the community. This was especially crucial in cases involving special needs children, and for parents who don't live on the installation.
- As Fort Carson prepares for growth related to BRAC 2005 and the "Grow the Army" initiative, parents, teachers, and administrators are concerned that the district's current to ability to provide education for Fort Carson and the surrounding communities will be compromised due to overwhelming growth in the student population. Administrators highlighted the lack of capacity in

## **Adjournment**

After completing the school tour and discussion, the Senior Staff adjourned.

## **Information Requested by the Senior Staff**

<b>Information Requested</b>	<b>Description</b>
Legislation authorizing the second count of military students (Gary Willis)	A copy of the legislation authorizing the second count of military students. See Attachment 4.
Information on School Finance in Colorado (Gary Willis)	A more detailed explanation of school finance in the State of Colorado. See Attachment 5.
Bond limits in Colorado (Gary Willis);	Mr. Willis asked State Senator John Morse to provide information on state limits. Issues are discussed in Attachment 5.
Lags in property tax revenues (Gary Willis);	State Senator Morse noted that the increasing number of children in local schools could put pressure on mandatory state education spending if property tax revenues lag. Cheryl Walker agreed to provide more detail. See Attachment 7.
Methodology for projecting school growth in PPACG Growth Management Plan (Gary Willis);	Rob O'Connor stated that he would provide the methodology. (The methodology is described in the "Education Working Paper" published by PPACG in December 2007; need to follow up with PPACG to see if there is an update) See Attachment 8.

## **Attachments**

Attachment 1: List of Attendees

Attachment 2: Installation Briefing

Attachment 3: Local Educational Agency Briefing

Attachment 4: Colorado State Education-Related Legislation to Assist Military Impacted Schools and Military Families

Attachment 5: Understanding Colorado School Finance and Categorical Program Funding

Attachment 6: Community Briefing

Attachment 7: TABOR and Education Funding Explanation

Attachment 8: Student Forecast Methodologies

**Attachment 1: Senior Staff Site Visit to Fort Carson, Colorado  
3 June 2008**

<u>Name</u>	<u>Office</u>	<u>Phone</u>	<u>E-mail</u>
PK Tomlinson	Asst. Chief of Staff Installation Mgmt – Army	(703) 601-1931	<a href="mailto:pamela.tomlinson@hqda.army.mil">pamela.tomlinson@hqda.army.mil</a>
Susan Johnson	ASA MRA – Army	(703) 693-7240	<a href="mailto:susan.johnson@us.army.mil">susan.johnson@us.army.mil</a>
Cathy Schagh	USED	(202) 260-3858	<a href="mailto:catherine.sehagh@ed.gov">catherine.sehagh@ed.gov</a>
Christie Smith	Army Chief of Staff, Installation Mgmt	(703) 604-2450	<a href="mailto:christie.smith@hqda.army.mil">christie.smith@hqda.army.mil</a>
Kathleen Facon	DODEA – MCFE	(703) 588-3191	<a href="mailto:kathy.facon@whq.dodea.edu">kathy.facon@whq.dodea.edu</a>
Gary Willis	OEA	(703) 604-5164	<a href="mailto:gary.willis@wso.whs.mil">gary.willis@wso.whs.mil</a>
Netty Eastlake	OFMWR, Ft. Carson	(719) 526-0404	<a href="mailto:netty.eastlake@us.army.mil">netty.eastlake@us.army.mil</a>
Steve McCoy	Ft. Carson	(719) 526-9865	<a href="mailto:steven.mccoy2@us.army.mil">steven.mccoy2@us.army.mil</a>
Mary Thurman	D-11	(719) 491-4829	<a href="mailto:thurmme@d11.org">thurmme@d11.org</a>
Tyler Stevens	GMF/DDACG	(719) 447-0810	<a href="mailto:gmfmayor@tymosaco.net">gmfmayor@tymosaco.net</a>
Steven Cox	City Management	(719) 385-5900	<a href="mailto:scox@springsgov.com">scox@springsgov.com</a>
John Morse	State Senate	(719) 302-5697	<a href="mailto:john.morse.senate@state.co.us">john.morse.senate@state.co.us</a>
Kevin Smelker	Harrison School OESTE	(719) 519-2033	<a href="mailto:ksmelker@hsdz.org">ksmelker@hsdz.org</a>
Dave Roudebush	District 8	382-1310	<a href="mailto:droud@fcc8.org">droud@fcc8.org</a>
Carmelita Holien	Army	(719) 524-0642	<a href="mailto:carmelita.holien@us.army.mil">carmelita.holien@us.army.mil</a>
COL Smith	CTC Ft. Carson	(719) 526-5600	<a href="mailto:eugene.smith@carson.army.mil">eugene.smith@carson.army.mil</a>
COL McLaughlin	Ft. Carson		
Rick Bengtsson	EPCOHS	(719) 444-5535	<a href="mailto:richardbengtsson@elpaluco.com">richardbengtsson@elpaluco.com</a>
Greg Welch	District 8	(719) 630-4338	<a href="mailto:g.welch@ffc8.org">g.welch@ffc8.org</a>
Cheryl Walker	District 8	(719) 382-1311	<a href="mailto:c.walker@ffc8.org">c.walker@ffc8.org</a>
Stan Richardson	District 3	(719) 391-3001	<a href="mailto:richardsons@usd3.kiz.co.us">richardsons@usd3.kiz.co.us</a>
Don Shiverdecker	District 3	(719) 391-3008	<a href="mailto:shiverdeckerd@usd3.kiz.co.us">shiverdeckerd@usd3.kiz.co.us</a>
Jim Felice	District 3	(719) 391-3024	<a href="mailto:felicejim@usd3.kiz.co.us">felicejim@usd3.kiz.co.us</a>
Craig Blewitt	City of Colo Spgs	(719) 385-5428	<a href="mailto:cblewitt@springsgov.com">cblewitt@springsgov.com</a>
Jackie Harriman	DSLO	651-9266	<a href="mailto:jackieharriman@aol.com">jackieharriman@aol.com</a>
Jeu Showeds	City of Fountain	382-5409	<a href="mailto:jhou_adelphia1@comcast.net">jhou_adelphia1@comcast.net</a>

Dale Anderson	Congressman Lamborn	520-0055	<a href="mailto:dale.anderson@mail.house.gov">dale.anderson@mail.house.gov</a>
Rep. Looper	Colo House of Reps	(303) 866-2946	<a href="mailto:marsha.looper.house@state.co.us">marsha.looper.house@state.co.us</a>
Rep. Merrifield	Colo House of Reps	(303) 866-2932	
Angela Joslun	Senator Salazar's Ofc	(202) 224-5852	
Hal Alguire	Ft. Carson DPW	(719) 244-1152	<a href="mailto:hal.alguire@us.army.mil">hal.alguire@us.army.mil</a>
Jan Tannor	D11 BOE	661-5983	<a href="mailto:tannerjj@gmail.com">tannerjj@gmail.com</a>
Brian Binn	CSCC	575-4325	<a href="mailto:brian@csc.org">brian@csc.org</a>
David L. Jones, COL	OEA	(703) 604-5159	<a href="mailto:david.jones@wso.whs.mil">david.jones@wso.whs.mil</a>
Michael Berger	Booz Allen	(703) 902-6801	<a href="mailto:berger_michael@bah.com">berger_michael@bah.com</a>
Emily Moldenhauer	Booz Allen	(410) 297-2334	<a href="mailto:moldenhauer_emily@bah.com">moldenhauer_emily@bah.com</a>
Josh Mitchell	Booz Allen	(703) 377-8244	<a href="mailto:mitchell_joshua@bah.com">mitchell_joshua@bah.com</a>



Attachment 2: Installation Briefing

# Fort Carson

## “The Mountain Post”



*“Best Hometown in the Army”*





# Agenda



- **Fort Carson**
  - History
  - Units Past and Present
  - Geographic Location
- **Garrison Mission**
- **Who We Are**
  - Support Provided
  - Fort Carson's Impacts
  - Units
  - Growth
- **Military Construction**
  - Unit Siting Locations
  - 43<sup>rd</sup> & 47<sup>th</sup> IBCTs
- **Training Areas & Ranges**
- **What's Not Changing**



# Fort Carson



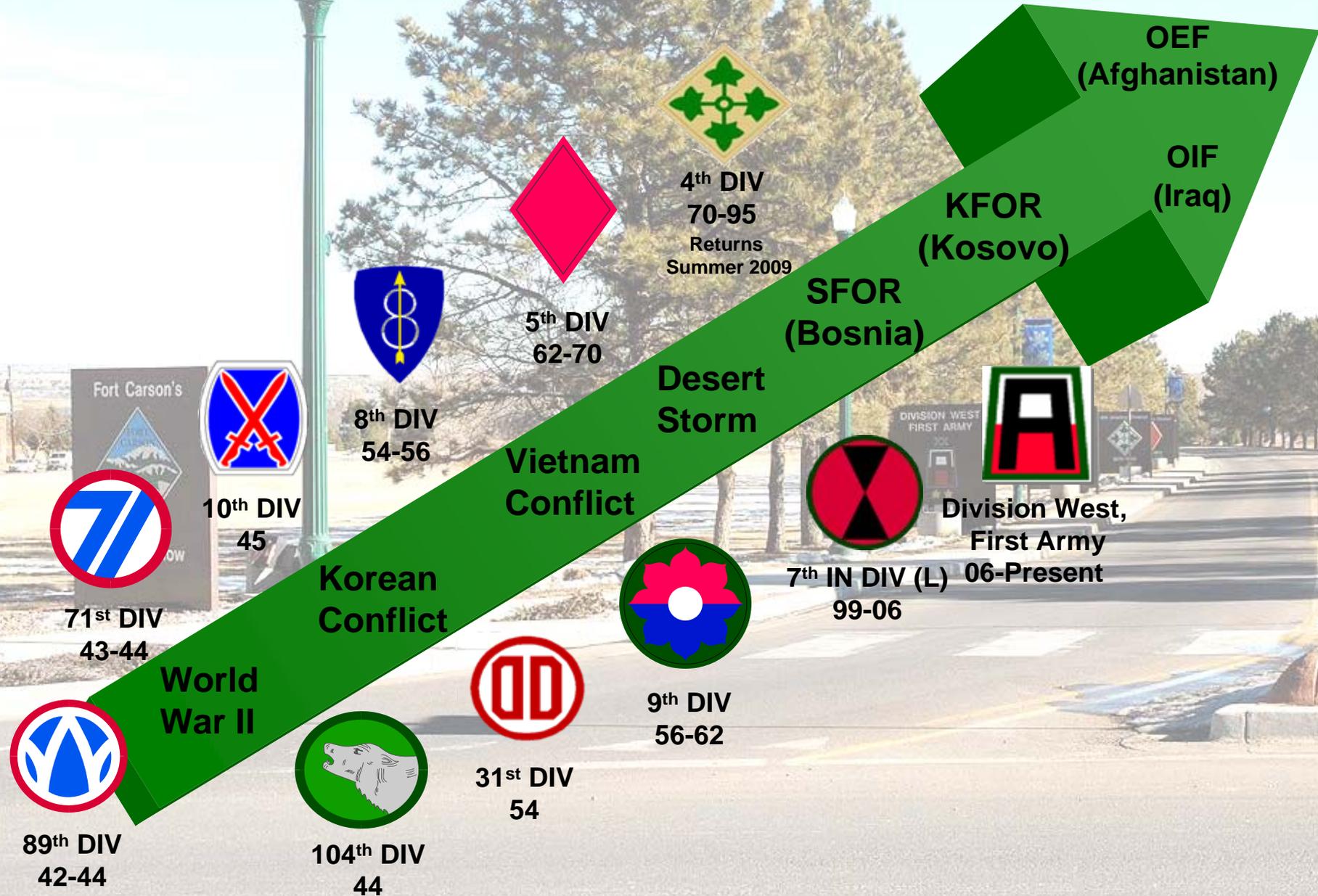
- Started with Japan's attack on Pearl Harbor December 7, 1941
- Announced that Colorado Springs selected as site for an Army Camp on January 6, 1942
- Installation named Camp Carson honoring Brigadier General Christopher "Kit" Carson



1809-1868

- Born in Kentucky, spent his childhood on the Missouri Frontier
- Commanded during the Civil War
- He left the Post in 1867 and died at Fort Lyons, Colorado in 1868
- Kit Carson memorial dedicated June 27, 2000  
\*Memorial Artist - Rusty Phelps

# A Rich Heritage: Major Commands Past and Present





# Geographic Location



Approximately 150 miles SE from FT Carson



# Garrison Mission & Vision



- **Our Mission: A professional team of teams dedicated to sustainable hometown management, community well-being, and mission readiness**
- **Our Vision: Best Hometown in the Army**

## **Mountain Post Mission**

- **Train Warriors for Combat**
- **Provide services to care for our Soldiers and their Families**
- **Prepare for the arrival of 4th ID and other units to Fort Carson**



# Who We Are



## Size

- **Fort Carson City: 7,000 Acres**
- **Training Area: 138,303 Acres**
- **Square Miles: 219 sq mi**
- **Would Rank 39<sup>th</sup> City with Largest Land Area in U.S.**  
**(#50 Colorado Springs – 186 sq mil)**
- **Buildings: 2,179 bldgs; ~ 13M SF (includes Housing)**





# Who We Are

## Population (as of Jan 08)

- **Military 18,158....23,200 by 2009**
- **Family Members 27,600.....35,270 by 2009**
- **Total....45,758 Military & Family Members**
- **Would Rank 15<sup>th</sup> Largest City in Colorado**  
**(#14 Loveland, CO – 50,608 & #15 Southglen, CO – 43,520)**
- **Civilian Employees 4,500**





# Who We Are



## Family Housing

- 2,664 units (housing 10,223 people; 16% of our military families)
- Building 404 phased completion starting 2QFY08(3,060 units; 24% of our military families)



*Junior Enlisted Housing*



# Who We Are



## Community Services

- Fire & Emergency Services – 3 stations
- Schools
  - 3 Elementary Schools (capacity = 2,060)
  - 1 Middle School (capacity = 1,300)
- Evans Army Community Hospital
- Dental Services

Emergency Communication Center



Fort Carson Middle School





# Mountain Post Support



- Evans Army Community Hospital
  - 78 Bed Hospital
  - 3 Family Medicine Clinics
  - 3 Dental Clinics
  - Warrior Transition Unit
- Morale Welfare and Recreation
  - 4 Gyms/Fitness Centers
  - 1 Wellness Center
  - 63 MWR Facilities
  - 4 Child Care Centers
  - 1 Youth Services Facility
  - Army Community Services
  - 3 Family Service Centers
- 5 Chapels





# Fort Carson's Impact



- **5<sup>th</sup> Largest Military Retiree Community in the U.S.**
  - **2nd Largest Employer in Colorado**



## Population Data (As of Dec 07):

18,158 approximate Active Duty Military  
18,940 Retirees (Colorado Springs)

## Economic Impact (Based on FY07 Data):

Military Payroll	<b>\$1.048B</b>
Civilian Payroll	<b>\$129.4M</b>
Local purchases/GPC	<b>\$169.7M</b>
Utilities	<b>\$15.8M</b>
Military Construction	<b>\$222.8M</b>
Tuition assistance/Grants	<b>\$4.8M</b>
Rent & Lease Payment	<b>\$94K</b>
TRICARE Payments	<b>\$45.2M</b>
<b>Total:</b>	<b>\$1.636B</b>

**Fort Carson expansion brings potentially \$1.9 billion**



# Fort Carson Units



U.S. Army Garrison  
Fort Carson



Division West  
First Army



FORSCOM  
Mission Support  
Element



2d Brigade, 4th Infantry DIV  
(Mechanized)



3d Brigade, 4th Infantry DIV  
(Mechanized)



4d Brigade, 4th Infantry DIV  
(Light)



43d Area Support Group



10th Special Forces Group  
(Airborne)



1-6 Cav SQN



4th Engineer BN



71st EOD Group



759th MP BN



10th CSH



MEDDAC



DENTAC



VETCOM



1st Mobilization Unit



5025th Garrison Spt Unit



13th Air Support Ops



Army World Class  
Athlete Program



5th Armored Brigade



11th Brigade, West



Naval Reserve Center



Colorado ARNG



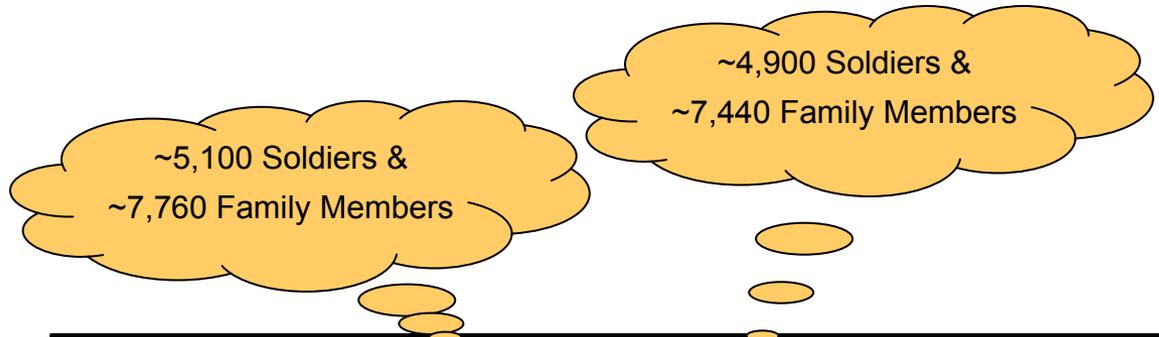
Fort Carson  
U.S. Army  
Reserve Center



U.S. Army  
Field Spt Bn



# Fort Carson's Growth

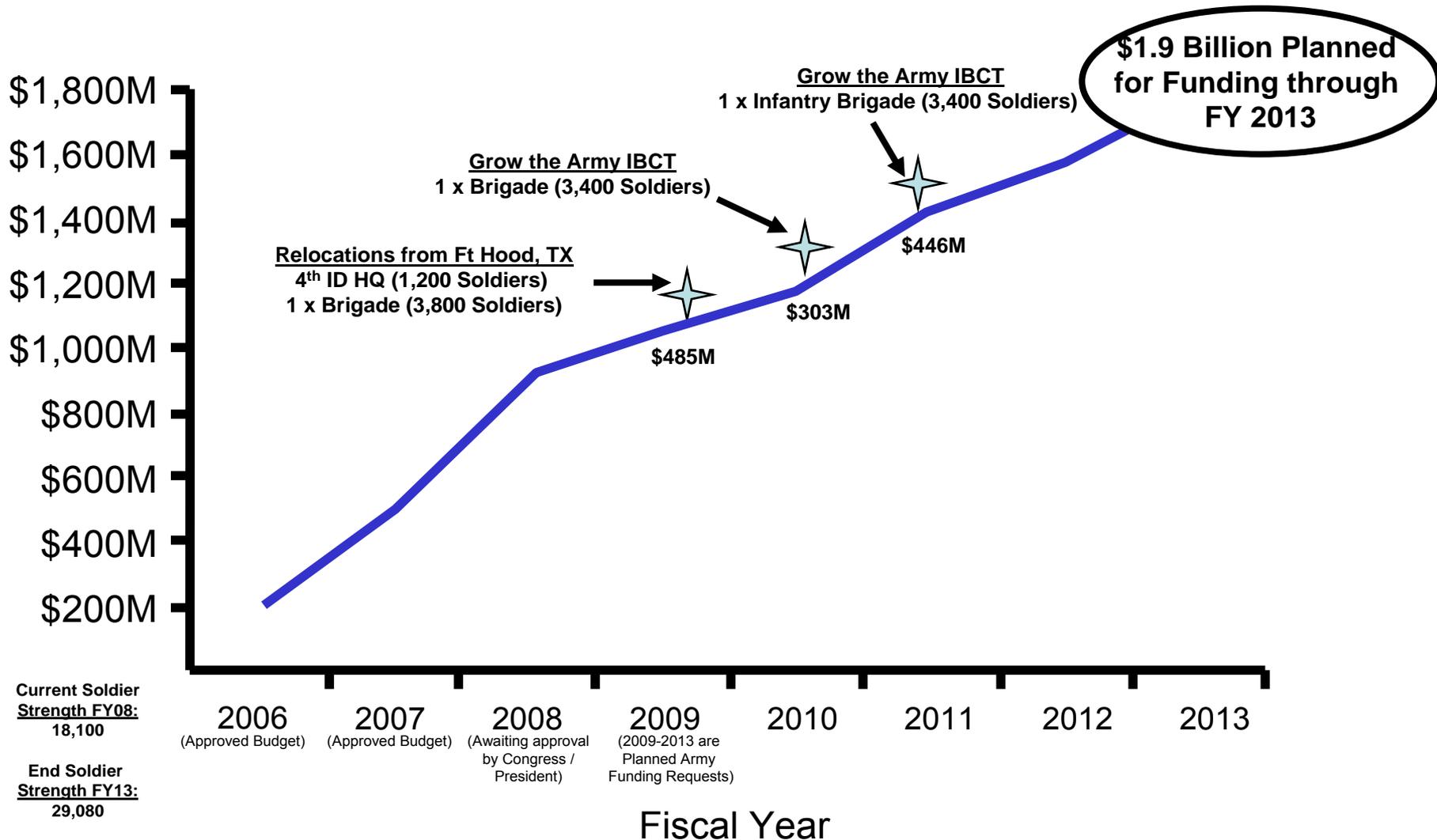


	2008	2009	2011	2013
Military	18100	23200	28100	28700
Family Members	27500	35260	42700	43620
Total	45600	58460	70800	72320

- 2009 - Arrival of 4<sup>th</sup> Infantry Division
  - 4<sup>th</sup> Infantry Division HQ & 1<sup>st</sup> Brigade, 4<sup>th</sup> ID
- 2011 - Grow the Army Initiative
  - New Infantry Brigade Combat Team



# Fort Carson Federally Funded Military Construction Program





# Fort Carson Solar Array



- Largest solar array on an Army Post; Sixth largest solar project in the United States
- Built on 12 acres of landfill; completed in December 2007
- 2-megawatt system will annually produce enough power for 540 Fort Carson homes
- Approximately 2.3 percent of Fort Carson's total load
- Governor Bill Ritter presented Fort Carson with the "Excellence in Renewable Energy Award for 2007"
- Fort Carson vision is to be a sustainable installation, with our long-term energy goal is to sustain all facility mobility systems from renewable sources by 2027
- The project is privately owned and sponsored by several companies:
  - 3 Phases Energy Services
  - Sun Technics
  - Western Area Power Administration
  - Xcel Energy and Morgan Stanley





# Fort Carson Water Conservation



- Fort Carson annual potable water use reduced from over 1,050 MGal to 600 MGal since FY02 (43% reduction)
- Water Conservation Efforts attributed to:
  - Reuse of wastewater (non-potable); 80 MGal used per year to irrigate the golf course
  - Installation of rain sensors
    - √ Over 90 sensors installed in two year period (2003-2004)
    - √ Reduced water use by approximately 80,000 KGal/year
  - Facility improvements
    - √ Waterless urinals new standard (about 100 installed to date)
    - √ Purchasing energy efficient clothes washers for barracks; using 50% less water
    - √ Annual water policy letter signed by Garrison Commander limits watering to three days per week





# Warrior Family Community Partnership



## What Ft Carson Provides

- ✓ Sports Coaches
- ✓ Boy Scout Leaders
- ✓ PTA Members
- ✓ Joint Contracts
- ✓ Health Services
- ✓ Educational Partnerships
- ✓ Military Child Education Coalition
- ✓ Leading Sustainability Partnership (environmental stewards)
- ✓ Support of Community Events



## Community Events

- Blood Drive
- Armed Forces Activities
- Colorado State Games
- Paralympics
- Pikes Peak or Bust Rodeo
- Colorado State Fair
- Street Breakfast
- Thanksgiving/Christmas Meals for Homeless
- Disaster Response Teams
- Fire / Rescue Cooperative Agreement



Color Guard

Memorial Park  
"Honor Those Who Served"



The Street Breakfast



Blood Drive



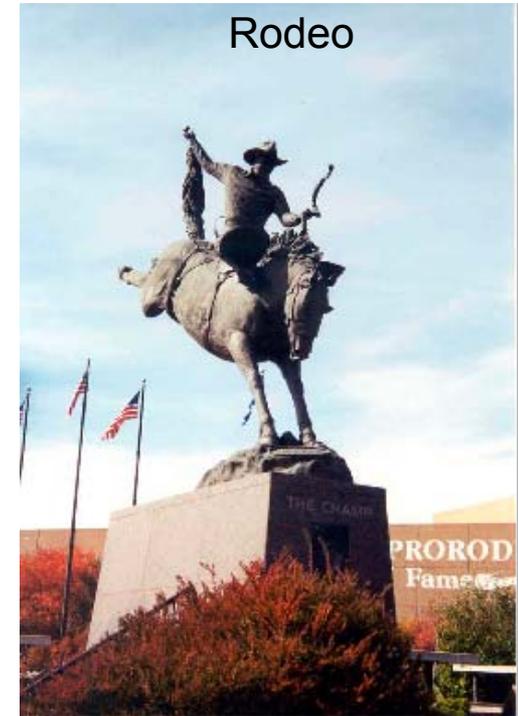


# Warrior Family Community Partnership



## What Ft Carson Receives

- ✓ Home Front Support
- ✓ Commercial sponsorships of MWR events
- ✓ Pikes Peak or Bust Rodeo Proceeds
- ✓ Private Foundation to build Ft Carson Historical Center
- ✓ Pikes Peak Area Council of Governments
- ✓ Highly qualified labor pool
- ✓ Quality, affordable housing
- ✓ Community Donations
- ✓ A great Quality of Life





# What Is Not Changing



## *The Soldier is the Centerpiece of The Army*

- ✓ We train Warriors for combat
- ✓ We care for Soldiers and Families
- ✓ Traditions reflected in our unit's lineage and honors





FORT  
CARSON

# Questions

THE  
MOUNTAIN  
POST

Attachment 3: LEA Presentation

*LEA Presentation for  
EAC Site Visit*



June 3, 2008



# *Topics for EAC*

- Overview
- What We Have Done
- School Funding in Colorado
- Timing, Funding Issues and Tax Policy
- Staffing
- Student Related Issues
- Growth and Capacities
- Conclusion and Requests

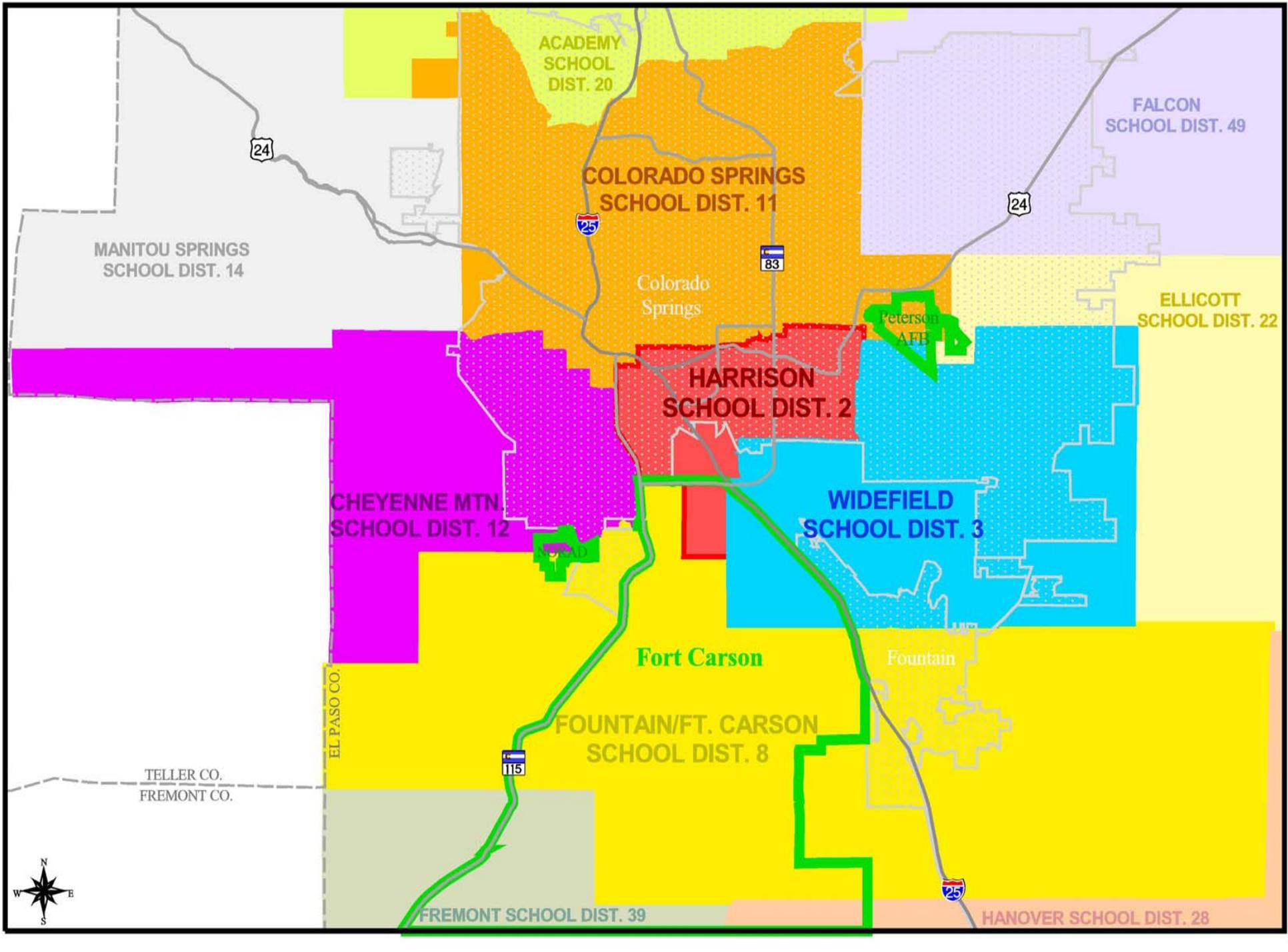




# *OVERVIEW*

- Community Support
- Military Influence
- Growth Challenges
- Impacted Districts





ACADEMY SCHOOL DIST. 20

COLORADO SPRINGS SCHOOL DIST. 11

FALCON SCHOOL DIST. 49

MANITOU SPRINGS SCHOOL DIST. 14

Colorado Springs

ELLICOTT SCHOOL DIST. 22

Peterson AFB

HARRISON SCHOOL DIST. 2

CHEYENNE MTN. SCHOOL DIST. 12

WIDEFIELD SCHOOL DIST. 3

ROAD

Fort Carson

Fountain

FOUNTAIN/FT. CARSON SCHOOL DIST. 8

TELLER CO. FREMONT CO.

EL PASO CO.

FREMONT SCHOOL DIST. 39

HANOVER SCHOOL DIST. 28



# *WHAT WE HAVE DONE*

- Interstate Compact
- Second State Count
- Fort Hood Community Forums
- DoD, DoED, DoDEA Meetings
- Town Hall Meetings
- CDMC – Colorado Defense Mission Coalition

# *SCHOOL FUNDING IN COLORADO*

- One Day Membership Count
  - At Risk Population
  - Cost of Living
  - Size
- Second Military Dependent Count
- Mill Levy Override – Maximum of 125% of prior year
- Bond Levy – Construction Funding

•  
•  
•

## *TIMING, FUNDING ISSUES, TAX POLICY*

- Impact Aid – Prior year pupil count
- DoD Supplemental – Funding for growing districts eliminated
- Impact Aid Construction – Formula funding eliminated, \$400,000 per year lost
- Heavily Impact Funding - \$4M per year lost
- Timing of Families Relocating – Fear that additional growth will occur at an unplanned time

# *STAFFING*

- Large number of new teachers needed; many in hard-to-fill positions such as math, science and special education.

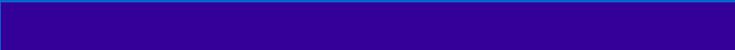
•  
•  
•

## *STUDENT RELATED ISSUES*

- Atypical increase in children with autism and significant special needs.
- Student behavior issues related to numerous deployments.



# *GROWTH AND CAPACITIES*



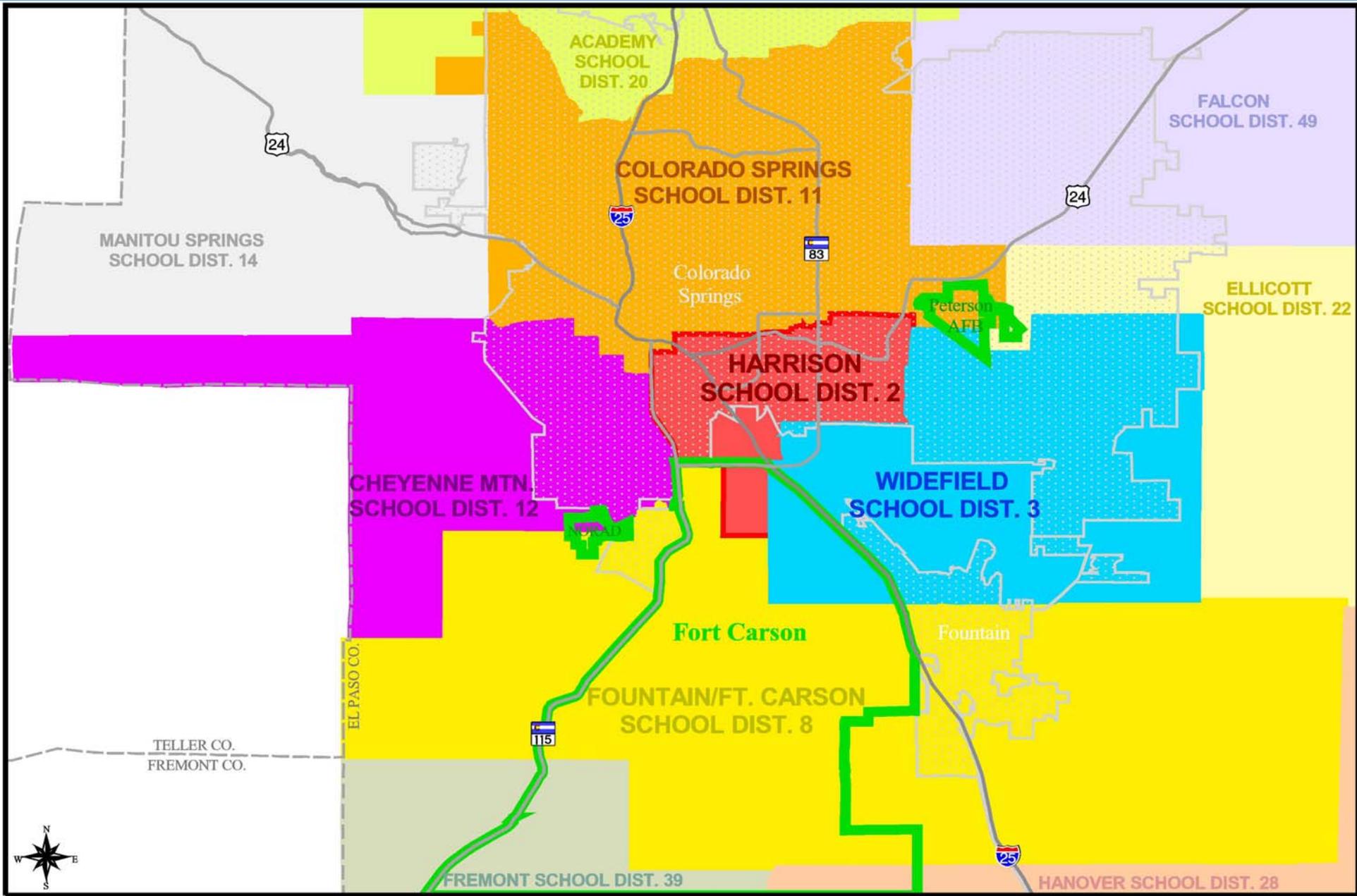
# *DISTRICT'S CAPACITIES*

- There are 17 different school districts that serve the educational needs of students in El Paso County
- Of those districts five schools districts will feel the greatest impact of the Fort Carson population increase.

•  
•  
•

# *DISTRICT'S CAPACITIES*

- Fountain-Fort Carson (D-8) 32.7%
- Widefield (D-3) 27.0%
- Colorado Springs (D-11) 14.8%
- Harrison (D-2) 12.3%
- Cheyenne Mountain (D-12) 3.5%





## *DISTRICT'S CAPACITIES*

- Utilizing troop and family projections from Fort Carson and demographic assumptions, EDAW projected student impacts on area districts by grade level.



SY 08/09

SY 09/10

		Oct-Dec 08	Jan-Mar 09	Apr-Jun 09	Jul-Sep 09	Oct-Dec 09	Jan-Mar 10	Apr-Jun 10
	FY 07	FY 08 Q1	FY08 Q2	FY08 Q3	FY08 Q4	FY 09 Q1	FY09 Q2	FY09 Q3
Soldiers Assigned to FCCO	18284	18284	18284	18169	18174	18397	18397	19395
Soldiers Physical at FCCO	13488	10858	12165	12050	12055	11999	11999	12649
Family Members (1.52)	27792	27792	27792	27617	27624	27963	27963	29480
Total Military Family	46076	46076	46076	45786	45798	46360	46360	48875
School Aged of Military	8847	8847	8847	8791	8793	8901	8901	9384
Elementary Students	3981	3981	3981	3956	3957	4006	4006	4223
Middle School Students	3096	3096	3096	3077	3078	3115	3115	3284
High School Students	1769	1769	1769	1758	1759	1780	1780	1877

	SY 10/11				SY 11/12					
	Jul-Sep 10	Oct-Dec 10	Jan-Mar 11	Apr-Jun 11	Jul-Sep 11	Oct-Dec 11	Jan-Mar 12	Apr-Jun 12	Jul-Sep 12	Oct-Dec 12
	FY09 Q4	FY10 Q1	FY10 Q2	FY10 Q3	FY10 Q4	FY11 Q1	FY11 Q2	FY11 Q3	FY11 Q4	FY12
Soldiers Assigned to FCCO	23203	23203	23203	23203	23557	23557	23557	23557	28004	28632
Soldiers Physical at FCCO	15133	15133	15133	15133	15364	15364	15364	15364	18264	18264
Family Members (1.52)	35269	35269	35269	35269	35807	35807	35807	35807	42566	43521
Total Military Family	58472	58472	58472	58472	59364	59364	59364	59364	70570	72153
School Aged of Military	11227	11227	11227	11227	11398	11398	11398	11398	13549	13853
Elementary Students	5052	5052	5052	5052	5129	5129	5129	5129	6097	6234
Middle School Students	3929	3929	3929	3929	3989	3989	3989	3989	4742	4849
High School Students	2245	2245	2245	2245	2280	2280	2280	2280	2710	2771

# *DISTRICT'S CAPACITIES*

SY 2008-2009 / FY 2009

	Elementary K-5 / K-6	Middle 6-8 / 7,8	High 9-12
Fountain-Fort Carson (D8)	97	82	107
Widefield (D3)	88	74	80
Colorado Springs (D-11)	89	92	95
Harrison (D-2)	75	90	112
Cheyenne Mountain (D-12)	137	123	113

# *DISTRICT'S CAPACITIES*

SY 2009-2010 / FY 2010

	Elementary K-5 / K-6	Middle 6-8 / 7,8	High 9-12
Fountain-Fort Carson (D8)	100	85	113
Widefield (D3)	91	77	82
Colorado Springs (D-11)	90	92	95
Harrison (D-2)	76	91	114
Cheyenne Mountain (D-12)	138	124	114

# *DISTRICT'S CAPACITIES*

SY 2010-2011 / FY 2011

	Elementary K-5 / K-6	Middle 6-8 / 7,8	High 9-12
Fountain-Fort Carson (D8)	113	96	127
Widefield (D3)	100	83	88
Colorado Springs (D-11)	91	94	96
Harrison (D-2)	79	94	117
Cheyenne Mountain (D-12)	141	127	116

# *DISTRICT'S CAPACITIES*

SY 2011-2012 / FY 2012

	Elementary K-5 / K-6	Middle 6-8 / 7,8	High 9-12
Fountain-Fort Carson (D8)	117	101	135
Widefield (D3)	49	86	92
Colorado Springs (D-11)	92	94	97
Harrison (D-2)	80	95	119
Cheyenne Mountain (D-12)	142	128	117

# *DISTRICT'S CAPACITIES*

SY 2012-2013 / FY 2013

	Elementary K-5 / K-6	Middle 6-8 / 7,8	High 9-12
Fountain-Fort Carson (D8)	120	104	140
Widefield (D3)	114	95	101
Colorado Springs (D-11)	92	95	97
Harrison (D-2)	80	96	121
Cheyenne Mountain (D-12)	143	129	118

# *DISTRICT'S CAPACITIES*

- Additional impacts to building capacities
  - All Day Kindergarten
  - Fort Carson's designation as a compassion assignment
    - Autistic students – Nationally 1:150 Post 1:68
    - Autistic students have increased 97% in the past 3 yrs.
    - 28% increase in overall special needs students in the past 3 yrs.

# *DISTRICT'S CAPACITIES*

- Buildings will need to convert general purpose classrooms to meet the special needs populations and all day Kindergarten mandates.
- This will accelerate the district's capacity issues.
- Current and projected privatized housing on Post will also accelerate reaching/exceeding capacities.

# *DISTRICT'S CAPACITIES*

- Fountain-Fort Carson S.D. 8 owns and operates all of the schools on Fort Carson.
- Fountain-Fort Carson S.D. 8's on Post elementary capacity will be exceeded with the first wave.
- Since 1994 District 8 has built approximately \$35M of facilities to meet the needs of military students.

•  
•  
•

# *CONCLUSION AND REQUESTS*

1. Fund \$12M elementary school on Fort Carson.
2. Waive requirement to meet the tax effort to qualify for heavily impacted funds.
3. Move families as much as possible in the summer.
4. Allow districts to use current year pupil count for impact aid and DoD supplemental funding. Reinststate impact aid construction funding.

•  
•  
•

## *CONCLUSION AND REQUESTS*

### *continued*

5. Assist with large increase in special needs population, either by providing additional funds or limiting the number of students with significant needs in one location so they can be better served.
6. Provide mental health support for children and their families.
7. Continue working with school districts to provide accurate information on growth.

**Attachment 4: Colorado State Education-Related Legislation  
to Assist Military Impacted Schools and Military Families**

- HB 07-1232 Military Dependent Supplemental Pupil Enrollment Aid  
Allows a second count day (on February 1) for eligible school districts to apply for state funding for active duty military students who enroll in school after the official count day of October 1. Schools receive half of original count day funding for second count students. However, the program may not be funded in future years.  
Enacted in 2007
- HB 08-1162 Military Spouse Interim Authorization for Employment in a Public School  
Allows interim authorization (certification) for active duty military spouses who are teachers, special services providers, principals or administrators and licensed in another state but have not yet completed Colorado licensing requirements. Allows school districts to employ military spouses with interim authorization for up to two years.  
Signed by Governor 3/19/08
- HB 08-1317 Creation of an Interstate Compact on Educational Opportunity for Military Children  
Directs the Governor to enter into a compact to remove barriers to educational success for children of military families because of frequent moves and deployments. Covers a range of educational issues to facilitate transfers from schools in other states and achieve educational success for military students, addressing entrance/age requirements; attendance, scheduling, sequencing, grading and course content requirements; qualification and eligibility for educational, extracurricular academic, athletic, and social programs; on-time graduation; uniform collection and sharing of information between member states; and promoting flexibility and cooperation between educational systems, parents, and students.  
Sent to Governor for signature.

**Attachment 5:**

# UNDERSTANDING COLORADO SCHOOL FINANCE AND CATEGORICAL PROGRAM FUNDING



**July 2007**



**Colorado Department of Education  
Public School Finance Unit  
201 East Colfax Avenue  
Room 508  
Denver, CO 80203  
[www.cde.state.co.us](http://www.cde.state.co.us)**

## **PUBLIC SCHOOL FINANCE ACT OF 1994** **(C.R.S. Article 54 of Title 22)**

The Public School Finance Act of Colorado is a formula used to determine state and local funding amounts for the state's 178 school districts and the Charter School Institute. Approximately \$5.1 billion is distributed annually. Total Program is a term used to describe the total amount of money each school district receives under the school finance act.

### **DETERMINING TOTAL PROGRAM** (C.R.S. 22-54-104)

#### ***A) Counting Pupils***

Funding is based on an annual October pupil count. Each school district counts pupils in membership as of the school day nearest October 1 (the official count day). Districts are given an opportunity to provide documentation that a student re-established membership by October 31<sup>st</sup> for a student who may be absent on the official count day.

Generally, pupils in grades 1 through 12 are counted either as full-time or part-time depending upon the number of scheduled hours of coursework. Kindergarten, preschool special education, and a limited number of at-risk preschool (see Colorado Preschool and Kindergarten Program discussion below) pupils are counted as part-time. Beginning in FY 2007-08, students enrolled in the "Fast College, Fast Jobs" program (see Fast College, Fast Jobs" Program discussion below) who are enrolled in at least 12 credit hours of higher education courses are counted as a .85 FTE. All other students in the program are counted as full time.

For most school districts, funding is based on the number of pupils counted in the current school year. However, for a district with an enrollment fluctuating from year to year, funding is based on an average of up to three prior years' October pupil counts and the current year's October pupil count. As such, the impact of annual enrollment variances on funding is softened.

Beginning in FY 2003-04, the funded pupil count is defined as the district's "On-line Pupil Count" plus the district's Colorado Preschool and Kindergarten Program Pupil Count plus the higher of current year enrollment or the average of 2, 3, or 4 years enrollment. Pupil enrollment shall include any pupil enrolled during FY 2001-02 in an on-line program.

HB04-1362 established the State Charter School Institute. The Institute will have twelve charter schools in FY 2007-08. The institute charter school enrollment is added to the funded pupil count and on-line pupil enrollments of the "accounting district". The accounting district is defined as school district within whose geographic boundaries an institute charter school is physically located.

School district funded enrollments in budget year 2007-08 are projected to range from 59.5 full-time equivalent (FTE) pupils to 81,443.3 full-time equivalent (FTE) pupils.

- ***Colorado Preschool and Kindergarten Program (C.R.S. 22-28-101)***

The Colorado Preschool and Kindergarten Program's main objective is to provide high quality early education support to children whose existing risk factors increase their chances of early school failure. Districts provide these services in partnership with families and other community resources serving families. In budget year 2007-08, funding is provided for the participation of up to 16,360 children (including up to 2,454 or 15% for full-day kindergarten pupils) who are eligible to be included in districts' funded pupil counts.

- **Fast College, Fast Jobs Program (C.R.S. 22-35.5-101)**

SB07-148 established a Fast College, Fast Jobs Pilot Program. Districts eligible to participate are those offering ninth through twelfth grades with a graduation rate of less than seventy-five percent. The program allows students to receive a high school diploma and an associate's degree or a career and technical education certificate within five years.

**B) Total Program** Funding to school districts is based on a per-pupil formula that calculates Total Program. For each pupil funded (see definition of "funded pupil count" above) in the October 1 pupil count, the formula provides a base per-pupil amount of money plus additional money to recognize district-by-district variances in: (a) cost of living, (b) personnel costs, and (c) size. The Total Program amount also includes additional funding for at-risk pupils. As these components vary among school districts, so do the expenses of the districts and, as such, the amount of Total Program funding provided.

**To calculate Total Program, use the following formula:**

Funded Pupil Count (October 1)	Times	Total Per- Pupil Funding	Plus	At-risk Funding	Plus	On-line Funding
--------------------------------	-------	--------------------------	------	-----------------	------	-----------------

- **Total Per-pupil Funding**

**Base Funding** -- the base amount of funding for each pupil is \$5,087.61 in budget year 2007-08. **To this amount is added funding based on the specific factors as outlined below to arrive at a Total Per-pupil Funding amount for each district.**

**Cost of Living Factor** -- the cost of living factor reflects the differences in the costs of housing, goods, and services among each of the 178 school districts in the state. Cost differences are reviewed every two years to allow for timely recognition of economic changes. This factor is index-based, with a range from 1.010 to 1.641 in budget year 2007-08.

The cost of living calculation changed in FY 2004-05, replacing inflation with the increase in household income level. A district's cost of living factor is increased based on its cost of living increase above the household income increase, rather than its increase above inflation.

**Personnel Costs Factor** -- the personnel costs factor varies by school district based on enrollment. For all districts, employee salaries and benefits represent the largest single expense. As such, the formula directs funding based on these costs, using historical information and incorporating the above cost of living factor. This factor is projected to range from 79.98% to 90.50% in budget year 2007-08.

**Size Factor** -- like the above personnel costs factor, the size factor is determined using an enrollment-based calculation and is unique to each school district. This factor is included to recognize purchasing power differences among districts and to reflect the expression of funding on a per-pupil basis.

"Smaller" districts (fewer than 4,023 pupils) receive greater size factors and, thus, increased funding than do "medium-sized or large" districts (greater than 4,023), which receive more moderate size factor adjustments.

A district with fewer than 500 pupils and in which a charter school operates receives an additional, compensating adjustment via an increased size factor designed to help mitigate the impacts of such an arrangement in a small district.

Size factors are projected to range from 1.0297 to 2.3601 in budget year 2007-08. Each size factor was reduced by .0045 in FY 2003-04.

**At-Risk Funding** -- Eligibility for participation in the federal free lunch program is used as a proxy of each school district's at-risk pupil population. Increased funding is provided to recognize that expenses among districts vary, as pupil populations vary, especially at-risk populations. For each at-risk pupil, a district receives funding equal to at least 12%, but no more than 30%, of its Total Per-pupil Funding (see prior discussion). As a district's percentage of at-risk population increases above the statewide average (roughly 31.24%), an increased amount of at-risk funding is provided.

A district receives funding for the greater of: (1) each *actual* pupil eligible for the federal free lunch program; or (2) a *calculated* number of pupils based on the number of grades 1-8 pupils eligible for the federal free lunch program as a percent of the district's entire population. Beginning in FY 2005-06 the definition of at-risk students was expanded to include students whose CSAP scores are not included in calculating a school's performance grade because the student's dominant language is not English and who are also not eligible for free lunch.

**On-Line Funding** -- Pupils enrolled in a district's on-line program are funded at the on-line per pupil amount of \$6,135, unless the student was enrolled in the district's on-line program in FY 2001-02; then a pupil is funded at the districts current per pupil funding amount as calculated below.

### **C) Minimum Total Program**

For budget year 2007-08, each school district is guaranteed Total Program funding consisting of the sum of \$6,275.42 per traditional pupil plus \$6,135 per online pupil. In FY 2007-08 minimum per pupil funding for traditional pupils was increased to represent 94.3% of the state average per pupil funding less on-line funding. In FY 2008-09, minimum per pupil funding for traditional pupils will equal 95% of the state average per pupil funding less on-line funding. In budget year 2007-08, eleven districts are projected to receive funding based on the Minimum Total Program provision.

### **D) Maximum Total Program**

Each school district's annual Total Program per pupil funding cannot exceed 125% of its prior budget year Total Program per pupil funding. For budget year 2007-08, no district is projected to reach this maximum limit.

### **E) Limitation on Increases in Total Program**

Each school district's annual revenue and spending growth is limited by its percentage of growth in pupil enrollment plus the rate (percentage) of inflation, in accordance with the Taxpayer's Bill of Rights (TABOR) state constitutional amendment. This limit initially may restrict a district's ability to accept the full amount of funding as determined by the Total Program formula calculation.

In such a case, to subsequently receive the full formula amount of funding, a district must certify to the Colorado Department of Education that receiving the full amount of Total Program funding would not violate its TABOR limit. A district may need to seek voter authorization for an increase to its TABOR limit before being able to make such a certification.

In budget year 2007-08, 3 districts will be required to comply with the certification process or risk not receiving over \$6 million of funding. The remaining 175 districts have received prior voter authorization and, thus, will receive the full formula amount of total program funding.

### **F) Illustration of Total Program Calculation**

In budget year 2007-08, Total Program funding for all 178 school districts is projected to range from \$6,275.42 per pupil to \$14,351 per pupil, with an average across all districts of \$6,658 per pupil.

**Low**

**High**

**On-Line**

Funded Pupil Count	2,223.0	65.8	1,155.8
Base Funding (BF)	\$5,087.61	\$5,087.61	\$5,087.61
Cost of Living (CL)	1.131	1.171	1.107
Personnel Costs (PL)	86.27%	80.02%	84.67%
Size (SZ)	1.0571	2.3364	1.1146
	-----	-----	-----
Total Per-Pupil Funding SZ*[(BF*CL*PL)+(BF*(1-PL))]	\$5,986	\$13,513	\$6,184
At-Risk Pupil Count	515.0	34.0	681.0
"Base" At-Risk Funding 12% * Total Per-pupil Funding	\$718	\$1,622	\$742
"Population" At-Risk Funding district % > state %	N/A	N/A	348.0
	-----	-----	-----
Total At-Risk Funding (included in Total Per-Pupil Funding)	\$369,929	\$55,134	\$690,117
On-Line Pupil Count.....	N/A	N/A	27.0
Per-Pupil Funding	N/A	N/A	6,135
Total On-Line Funding	N/A	N/A	\$165,645
Total Program Formula.....	\$13,676,614	\$944,302	\$7,836,705
Per-Pupil	\$6,152.33	\$14.351	\$6,780
Total Program Funding Guarantee	\$13,950,259	\$412,922	\$7,249,339
Minimum Total Program Guarantee	\$6,275.42	\$6,275.42	\$6,275.42
Total Program per Pupil.....	\$6,275.42	\$14,351	\$6,780

**G) Earmarked Revenue** (C.R.S. 22-54-105)

Each school district individually has the discretion, within the limits of existing law, to determine how its Total Program moneys are spent, with three exceptions required by the state in budget year 2007-08.

1. *Instructional Supplies and Materials* -- Each school district must budget a minimum of \$180 per pupil for instructional supplies and materials. Beginning in FY2006-07, if a district's expenditures for instructional supplies, materials and capital outlay exceeds the amount required to be budgeted in a given year, the district may subtract an amount equal to the amount of excess expenditures in that budget year from the amount required to be budgeted in the subsequent budget year.
2. *Capital and/or Insurance Reserves* -- Most school districts must budget a minimum of \$292 per pupil, not to exceed \$800 per pupil, for capital reserves or

for insurance reserves/other risk management activities. However, this revenue allocation is optional for any district with existing capital reserves in excess of \$1,460 per pupil (five years of the minimum allocation requirement).

For the 2007-08 budget year and each budget year thereafter, allows a school district that sells lands, buildings, or both, collects payment in lieu of the reservation or dedication of sites and land areas for schools, or collects payments or contributions as a result of a voluntary agreement with a developer and deposits the proceeds of the sale or the collection of payment or contributions into the district's capital reserve fund to reduce the total amount of per pupil revenues that the district is required to allocate to the fund by an amount equal to the amount of the sale proceeds deposited into the fund.

3. *Programs for At-Risk Pupils* -- Each school district must allocate at least 75% of its at-risk funding to school or district-wide instructional programs for at-risk pupils or to staff development associated with teaching at-risk pupils in each district.

## **DETERMINING LOCAL SHARE** (C.R.S. 22-54-106)

Two local sources of revenues are incorporated into the Public School Finance Act of 1994 (as amended): property taxes and specific ownership (vehicle registration) taxes. Funding for a school district's Total Program is provided first by local sources of revenues (the Local Share); if these local sources are insufficient to fully fund Total Program, state moneys fund any shortfall.

### **A) Property Taxes**

Each school district is required to impose a property tax levy to finance its Local Share of Total Program. The ability to raise money from property taxes varies widely among districts. Differences in tax bases (assessed property values) result in differences in revenues collected, using a given mill levy. Nonetheless, no district's property tax revenues are transferred to any other district; instead, moneys raised remain in the district which imposes the tax.

The county assessor determines the valuation of all property located within a district's boundaries (e.g. residential, commercial, agricultural, oil, and gas). The state is responsible for determining the valuation of public utilities within district boundaries. Regardless of property type, *assessed* valuation is based on a percentage of the property's *actual* value. For example, in budget year 2007-08, residential property is expected to have an assessed valuation equal to 7.96% of its actual value.

One mill of tax is the same as one-tenth of one percent (.001). Therefore, on residential property with an actual value of \$100,000 and, thus, an assessed valuation of \$7,960, each mill of tax raises \$7.96.

Beginning in FY 2007-08, legislation was passed to stabilize school district mill levies. The legislation caps mill levies at 27 mills and freezes mill levies for districts with mill levies of 27 mills or less. This legislation applies to the Total Program mill levy only. It does not affect override, bond, special building and technology, full-day kindergarten excess cost, or transportation mill levies. Additionally, this mill levy cap/freeze does not apply to districts that have not held a successful TABOR election (see discussion above).

The three school districts which have not held a successful TABOR election must levy the least/smallest mill resulting from the following three options: (1) the mill that it levied in the prior year; (2) the mill necessary to entirely pay for its Total Program and categorical programs, less any specific ownership tax revenues and minimum State Share funding received (see subsequent discussion); or (3) the maximum mill allowed by the TABOR constitutional amendment.

Statewide across all school districts, property taxes are projected to provide \$2,204 per pupil, or about 33.1% of Total Program funding.

### **B) Specific Ownership Taxes**

Vehicle registration taxes are collected by counties and are shared with school districts. Each district's Local Share includes an amount of specific ownership tax revenue equal to the prior budget year's actual amount received.

Statewide across all school districts, specific ownership taxes are projected to provide \$203 per pupil, or about 3.1% of Total Program funding.

## **DETERMINING STATE SHARE**

Funding from the state (State Share) is provided to each school district whose Local Share is insufficient to fully fund its Total Program. Payments of State Share moneys are made monthly to districts and are funded primarily from state income (personal and corporate) and sales and use tax revenues collected.

In budget year 2007-08, State Share financing to districts is projected to range from \$131 per pupil to \$11,402 per pupil. (Each district is guaranteed at least \$131.21 per pupil.)

Statewide across all school districts, State Share is projected to provide \$4,251 per pupil, or about 63.8% of Total Program funding.

## **OTHER FUNDING**

### ***Override Revenues*** (C.R.S. 22-54-108)

A school district may desire to spend more property tax revenues than authorized/required to fund its Total Program. In this event, a district must seek approval from its voters to raise and expend "override" property tax revenues via an additional mill levy. Override revenues also are permitted for a district whose budget year 1994-95 actual Total Program exceeded its budget year 1994-95 formula calculation (a "hold harmless" district).

A district's override revenues cannot exceed 20% of its Total Program or \$200,000, whichever is greater, plus an amount equal to the maximum dollar amount of property tax revenue that the district could have generated for FY 2001-02 in a Cost of Living Adjustment election. All override revenues come from increased property taxes; no additional state funding occurs. A district's authorization to raise and expend "override" revenues does not affect the amount of State Share funding which the district is eligible to receive.

### ***Capital/Building Needs***

Five distinct avenues through which a school district may meet its capital/building needs are discussed below.

1. ***Capital Reserve Fund*** (C.R.S. 22-45-103(c))-- Most districts are required to budget at least \$292 (but no more than \$800) per pupil to meet capital and/or insurance needs (see previous *Earmarked Revenue* discussion). Capital-related expenditures are allowed for: (1) acquisition of land, improvements, buildings, equipment, and furnishings and construction of new facilities and additions to existing facilities; (2) alterations and improvements to existing structures; (3) acquisition of school buses and certain other equipment; (4) installment purchase or lease agreements; and (5) software licensing

- agreements. In order for any expenditure to qualify as a "capital expenditure," an individual item must cost at least \$1,000 and any given project must cost at least \$2,500.
2. **Bonded Indebtedness** (C.R.S. 22-42-102) -- A district may hold an election to authorize it to issue bonds to meet its capital needs. Principal and interest payments on bonds are paid from increased property tax revenues generated by a separate, additional mill that the district must be authorized to levy. A district may not have outstanding bond debt in excess of 20% (25% for rapidly growing districts) of its assessed property valuation or 6% of its actual property value, whichever is greater.

School districts considering submitting a ballot question for bonded indebtedness to the electors of the district shall invite each charter school to participate in discussions regarding the possible submission of a ballot question. (See Charter School Section Below)

3. **Special Building and Technology Fund** (C.R.S. 22-45-103(1)(d)) -- A district may hold an election to authorize it to levy up to ten mills for not longer than three years. Moneys generated by this levy are available to fund the purchase of land, the construction, purchase, and maintenance of facilities, and the purchase and installation of building security, instructional, and informational technologies.
4. **Capital Construction Expenditures Reserve** (C.R.S. 22-54-117) **and School Renovation and Construction Fund** (C.R.S. 22-43.7-103) -- Through a competitive grant process, a district may apply for funding for capital construction, renovation, or technology. School Districts are required to provide matching funds. The funds cannot be used for athletic facilities.
5. **Loan Program for Capital Improvements in "Growth Districts"** (C.R.S. 22-2-125) -- A district which is identified as a "growth district" as defined above, is eligible to apply for a loan from the State Treasurer. This debt must be voter approved and if a property tax mill levy is the method of repayment, such levy must also be approved at the same time. At the time of the loan application, the district must specify the method of repayment and the terms of repayment may not exceed 10 years. The district must also have voter approval for a repayment period of longer than one year.

If a property tax mill levy will be used to repay the loan, the mill must be no more than 5 mills or a number of mills determined by dividing the latest statewide average per pupil assessed valuation (PPAV) by the latest PPAV of the growth district, whichever is less. If the district's PPAV is greater than the statewide average PPAV, the growth district may impose an additional property tax levy of no more than 1 mill.

## **Contingency Reserve (C.R.S. 22-54-117)**

The Colorado State Board of Education is authorized to approve emergency supplemental payments to assist school districts. Such payments are made at the discretion of the Board and following applicable statutory guidelines.

## **Charter School Funding (C.R.S. 22-30.5-112)**

Charter schools are funded based on the October 1 pupil count as reported to their school district. Charter schools receive 100% of the per pupil revenue for each pupil enrolled in the charter school. The district may charge the charter school for central administrative overhead costs for services actually provided to the charter school.

For charter schools in districts with more than 500 pupils, these central administrative overhead costs may not exceed 5% of district per pupil revenue (see illustration above) for each pupil enrolled in the charter school including on-line pupils.

For charter schools in districts with 500 or fewer pupils, these central administrative overhead costs may not exceed 15% of district per pupil revenue for each pupil enrolled in the charter school including on-line pupils.

A charter school who is an eligible small attendance center will receive 100% of the funding provided to the district for a small attendance center. (C.R.S. 22-54-122(4))

Charter schools that serve students who may be eligible to receive services provided through federal aid programs shall comply with federal reporting requirements to receive the federal aid.

### ***Charter School At-Risk Funding – new in FY 2004-05***

The alternate at-risk funding calculation applies only to charter schools that are newly created in FY 2004-05 or after; are in a district that has retained exclusive chartering authority; and the district has an at-risk percentage greater than 40%. The intent of the alternate at-risk funding calculation is to provide at-risk money based on the at-risk population served by the charter school.

The alternate at-risk funding formula is: (The accounting district's at-risk funding divided by the accounting district's funded pupil count) x (the district charter school's percentage of pupils eligible for free lunch divided by the accounting district's percentage of pupils eligible for free lunch) NOTE: THIS CALCULATION WORKSHEET IS POSTED ON THE SCHOOL FINANCE WEB PAGE.

### ***Charter School Capital Facilities Funding***

School districts considering submitting any question of contracting bonded indebtedness to the electors of the district shall invite each charter school to participate in discussions regarding the possible submission of a question. Each district is encouraged to voluntarily include funding for the capital needs of the charter schools in the district's question. A charter school that has capital construction needs may seek funding by requesting the district Board of Education to:

1) Include the charter school's capital construction needs in the district's ballot question for approval of bonded indebtedness; or 2) submit a special mill levy ballot question to the voters of the district, upon request of the charter school.

The special mill levy for Charter Schools shall not exceed 1 mill in any year or exceed 10 years in duration for a single ballot question, but multiple ballot questions may be submitted. Costs of the election shall be borne by each charter school to receive revenue from the mill levy in proportion to the pro-rata share, unless other cost-sharing arrangements are agreed upon, or if the district decides to bear some or all of the costs.

### ***Charter School Capital Construction Funding***

In FY 2007-08 State Education Fund moneys to be distributed to charter schools for capital construction is \$5 million. The funds will be distributed based on a per pupil share for all pupils enrolled in a "qualified charter school" that is not operating in a school district facility and half of the per pupil share for "qualified charter schools" operating in a school district facility and that has capital construction costs. No funding is provided to qualified charter schools operating in a school district facility that does not have capital construction costs.

# **Colorado School Finance - Categorical Program Funding**

## **Introduction**

In addition to the Total Program funding provided by the Public School Finance Act of 1994 (as amended), Colorado school districts may receive state funding to pay for specific programs designed to serve particular groups of students or particular student needs. Such programs often are referred to as "categorical" programs.

While there are many different programs which are funded, this brochure addresses the six primary categorical program areas which regularly receive state funding: English language proficiency education, gifted and talented education, small attendance centers, special education, transportation, and vocational education.

In budget year 2007-08, the state of Colorado will make available approximately \$210.9 million in support of these main categorical programs.

---

## **Small Attendance Centers (Article 54 of Title 22, CRS)**

In budget year 2007-08, it is estimated that roughly 897 pupils in Colorado will attend local schools each with less than a total of 200 pupils enrolled and each located 20 or more miles from any similar school (e.g., elementary) within the same school district.

Districts operating these "small attendance centers" face unique costs attributable to these remote locations. Accordingly, separate state funding is available to school districts facing these challenges. In budget year 2007-08, a total of \$961,817 is projected to be available to 11 school districts operating a total of 13 remote schools.

Allocation of these funds is determined via a formula which incorporates the respective district's total pupil population and the relative burden added by the presence of small attendance center pupils. The total estimated impact of these schools is roughly \$2.8 million. The available state funding will cover about 35% of this amount, while districts provide the remaining 65% from other available funds.

Mary Lynn Christel  
Senior Consultant  
(303) 866-6818  
[christel\\_m@cde.state.co.us](mailto:christel_m@cde.state.co.us)

## **English Language Proficiency Act (ELPA) (Article 24 of Title 22, CRS)**

Currently, it is estimated that 100,000 Colorado public school students (12% of total statewide enrollment) have dominant languages other than English and are functioning below grade level. These students enroll in public school districts speaking 208 different native languages. Spanish speaking students constitute 80% of ELPA-eligible students.

The English Language Proficiency Act (ELPA) recognizes that each of these students educational potential is severely restricted because a language other than English is his/her primary means of communication. Further, it recognizes that transitional programs will improve not only these students' English language skills but also their educational and career opportunities. As such, the Act provides funding to support school district programs for students who are limited-English proficient.

A school district may receive funding based on three classifications of eligible students: A, B, and C. Category A students speak languages other than English and do not comprehend or speak English. Category B students comprehend or speak some English, but their predominant comprehension or speech is in a language other than English. Category C students have dominant languages which are difficult to determine as they comprehend and speak English and at least one other language.

In budget year 2007-2008, state funding for this program is projected to total approximately \$7.2 million. Over 75% of this total is provided to districts to help fund programs for Category A and Category B students. The remainder is distributed to districts in support of programs for Category C students. For each eligible student in each district, the Act provides funding for a maximum of two years.

In budget year 2007-2008, it is estimated that the state ELPA funding amount will be provided on behalf of approximately one-half of the 100,000 identified students and will support roughly 20% to 25% of the total educational expenditures incurred by districts to address the English language proficiency needs of their students.

Morgan Cox  
Senior Consultant  
(303) 866-6784  
cox\_m@cde.state.co.us

---

## **Gifted and Talented Education (Article 20 of Title 22, CRS) & (Article 26 of Title 22, CRS)**

Colorado administrative units serve over 56,000 gifted and talented students in Colorado public schools, representing about 7% of the student population. The state Exceptional Children's Educational Act (ECEA) defines gifted students as those *"whose abilities, talents, and potential for accomplishments are so outstanding that they require special provisions to meet their educational needs... Gifted students are capable of high performance in any or a combination of these areas: general intellectual ability, specific academic aptitude, creative and productive thinking, leadership and human relations skills, visual and performing arts, and psychomotor."*

The ECEA statute allows administrative units the opportunity to develop and implement Gifted Education Program Plans unique to the needs of the gifted population within the administrative unit. To that end, administrative units use a variety of methods to deliver a continuum of services for gifted student education. Programming includes differentiated instruction, affective guidance and counseling and a variety of content options to meet the diverse areas of giftedness. Accountability for the achievement of gifted students is embedded in district and classroom assessment practices and reporting policies. Program accountability is a process of self-evaluation, state monitoring and accreditation requirements. Gifted student achievement data is disaggregated for instructional and informational purposes. All parents and students should have equal access to information and programming regarding Gifted Education in the local area.

In budget year 2007-08, state categorical funding for gifted and talented programs will be \$8 million. All administrative units are required to identify gifted students. The extent of gifted education programming is dependent upon local resources and State supplemental funds.

State funding may be used for salaries of licensed, endorsed teachers who work with gifted and talented students; staff development and training needed by personnel to address the educational needs of these students; and activities, materials, and equipment associated with the education of gifted and talented students.

To access state funding, an administrative unit must submit an annual plan which at a minimum outlines its: (1) definition of "gifted and talented" students; (2) procedures for identifying such students; (3) programming options and strategies; (4) evaluation and accountability plan; (5) personnel involved in the gifted educational programs; and (6) gifted education program budget.

Each administrative unit's budgetary commitment to gifted and talented student education must equal or exceed the amount of state funding it receives. It is estimated that in budget year 2007-08, administrative units will combine state funding with an additional \$33 million from local and other resources to provide educational programs for their gifted students.

Jacquelin Medina  
Supervisor ESS/Director Gifted Education  
Exceptional Student Leadership Unit  
(303) 866-6652  
[medina\\_j@cde.state.co.us](mailto:medina_j@cde.state.co.us)

---

## **Special Education (Article 20 of Title 22, CRS)**

The State Exceptional Children's Act (ECEA) outlines administrative unit (school districts and boards of cooperative educational services) responsibilities for providing special education programs for children with disabilities. The Act recognizes the need to provide educational opportunities to **all** children, and the benefits of providing a continuum of services in the least restrictive environment.

In budget year 2007-08, Colorado administrative units will serve approximately 83,200 students with disabilities, or about 10.7% of the total pupil enrollment. Administrative units will provide services to children between the ages of three and twenty-one who, by reason of one or more of the following conditions, are unable to receive reasonable benefit from general education: long-term physical impairment or illness, significant limited intellectual capacity, significant identifiable emotional disorder, specific learning disability, or speech or language impairment.

State ECEA funding of special education programs for children with disabilities is \$122 million for budget year 2007-08.

- Five hundred thousand dollars is available to administrative units specifically for costs incurred for children with disabilities that live in eligible facilities within their boundaries, and for whom (a) parental rights have been relinquished by the parents, (b) parental rights have been terminated by the court; (c) parents are incarcerated; (d) parents cannot be located; or (e) parents reside out of state, but the Department of Human Services has placed the children within the boundaries of the administrative unit, or (f) the children are legally emancipated.
- Two million dollars will be available for grants to administrative units for reimbursement of high costs incurred in providing special education services in the preceding school year. High costs are defined as the costs incurred by an administrative unit above a threshold amount.
- The remaining amount will be distributed as follows:
  - Administrative units will receive \$1,250 for each child reported by the administrative unit on December 1 of the previous year.
  - Administrative units will receive up to an additional \$6,000 for each child reported on its previous December 1 count with the following disabilities: vision disability, hearing disability, deaf-blind, significant identifiable emotional disability, autism, traumatic

brain injury, multiple disabilities, and significant limited intellectual capacity. This amount will be prorated based on the amount of the remaining appropriation.

State ECEA moneys can be used to pay for the salaries of special education instructional and support personnel, purchased services (including tuition payments to other administrative units and eligible facilities), supplies and equipment.

In budget year 2007-08, it appears likely that total special education costs will equal roughly \$700 million, or about 7% of total educational expenditures. State funding covers roughly 16% of special education costs; federal funding covers an additional 21% of these costs; other sources of funds cover about 1%; and local sources of funding cover the remaining 62% of the costs.

Charm Paulmeno  
(303) 866-6689  
[paulmeno\\_c@cde.state.co.us](mailto:paulmeno_c@cde.state.co.us)

---

## **Transportation (Article 51 of Title 22, CRS)**

In budget year 2007-08, school districts will provide transportation for an estimated 312,000 students from home to school, from school to home, and from school to school. Daily, about 41% of the total Colorado public school student enrollment uses district-provided transportation.

School districts employ a fleet of over 6,300 buses and small vehicles traveling approximately 61.8 million miles each year. Districts also may opt to contract with private entities to provide student transportation services or may pay parents to transport their children to and from school. Only one Colorado school district elects not to provide some level of transportation services for its students.

The Public School Transportation Fund provides state moneys annually to school districts to help defray student transportation expenses incurred. Moneys are provided to cover operating expenses such as driver salaries, fuel, and repairs. However, state funding generally is not available to cover capital costs such as school bus purchases. Payment to districts from the Public School Transportation Fund is provided on a reimbursement basis for the twelve-month period ending each June 30.

Each district is eligible to receive a \$0.3787 (37.87 cents) per-mile-traveled reimbursement. Further, each district may receive funding equal to 33.87% of its total costs remaining after the per-mile-traveled reimbursement (the "excess costs" reimbursement).

It is likely that school district total transportation expenses in budget year 2006-07 (for reimbursement in budget year 2007-08) will equal roughly \$173 million. Of this amount, approximately \$71.4 million will be eligible for state reimbursement using the per-mile-traveled and excess cost reimbursement formula above. In budget year 2006-07, state funding to reimburse school districts' prior-year transportation expenses equals \$44.6 million. State funding will cover only about 60% of districts' total reimbursement claims.

To make up such a shortfall, a school district generally relies upon other, local sources of revenues already available to it. However, a district may opt to generate additional local revenues to support its transportation program via an additional mill levy to generate increased property tax revenues or via a separate transportation user fee. The additional mill levy requires school board support and voter approval. Beginning in FY 2005-06, a district may impose a transportation user fee without prior voter approval. A district is required to have a school board resolution to establish the user fee schedule. Prior to adopting a resolution, the district must hold a public meeting and provide notice of the meeting at least 30 days prior to the meeting date. Currently, only nine districts have received voter approval to levy separate mills to generate increased

property tax revenues to help fund total transportation costs; no district has imposed a separate user fee.

Amanda Weaver  
(303) 866-6734  
[weaver\\_a@cde.state.co.us](mailto:weaver_a@cde.state.co.us)

---

## **Vocational Education (Article 8 of Title 23, CRS)**

Roughly 90% of Colorado school districts provide **career and technical** educational (CTE) opportunities to their students. Programs are designed to provide students with occupational skills and related knowledge to meet identified needs of business and industry. While these offerings are provided through local school districts, administration of state funding for these programs as well as program approvals and monitoring, research, and professional development are provided through the State Board for Community Colleges and Occupational Education.

In budget year 2007-08, state funding in support of school district-offered **career and technical** education programs is projected to total approximately \$21.2 million. Funding is provided on a per-pupil basis to districts to cover the cost of instructional personnel, supplies, equipment, and instructional services provided by cooperating agencies or institutions.

For State Board-approved programs, this funding is available to a school district if its CTE program costs exceed 70% of the per-pupil funding otherwise available to it via the Public School Finance Act of 1994. Specifically, the state covers 80% of the first \$1,250 of these "excess" costs, and 50% of any excess costs over \$1,250.

In budget year 2007-08, district CTE program expenses **are estimated at** approximately \$94 million, of which \$27.9 million will be eligible for state reimbursement. Available state funding will cover about 70.8% of the \$27.9 million, while districts provide the remaining 29.2% from other, local sources.

Jennifer Sobanet  
Associate Vice President for Compliance & Technical Support  
Colorado Community College System  
(303) 595-1569  
[Jennifer.sobanet@cccs.edu](mailto:Jennifer.sobanet@cccs.edu)

## **"Buyout" of Categorical Program Funding**

In limited instances, an individual school district may **not** receive state funding for these above categorical programs. Instead, it may be required to use **local** property tax revenues to fund these programs.

Specifically, a district may be capable of funding its entire Total Program using only specific ownership taxes, property taxes, and the minimum amount of State Share. In this case, such a district must fund the above categorical programs where possible by increasing its property tax mill. The district thus "buys out" state funding of these programs using the additional property tax revenues generated by the increased mill levy.

In budget year 2007-08, current projections indicate that one district will be required to buy out a portion of their state categorical program funding.

Vody Herrmann  
(303) 866-6845  
[herrmann\\_v@cde.state.co.us](mailto:herrmann_v@cde.state.co.us)

*The Colorado Department of Education does not discriminate on the basis of disability, race, color, religion, sex, national origin, or age, in access to, employment in, or provision of any of CDE's programs, benefits, or activities.*

*The following persons have been designated to handle inquiries regarding this policy:*

*Please contact either:*

*Patrick Chapman  
Colorado Department of Education  
1560 Broadway, Suite 1450  
Denver, CO 80202  
Phone: 303-866-6780  
E-mail: [chapman\\_p@cde.state.co.us](mailto:chapman_p@cde.state.co.us)*

*Wendi Kispert  
Colorado Department of Education  
201 East Colfax Avenue  
Denver, CO 80203  
Phone: 303-866-6815  
E-mail: [Kispert\\_w@cde.state.co.us](mailto:Kispert_w@cde.state.co.us)*

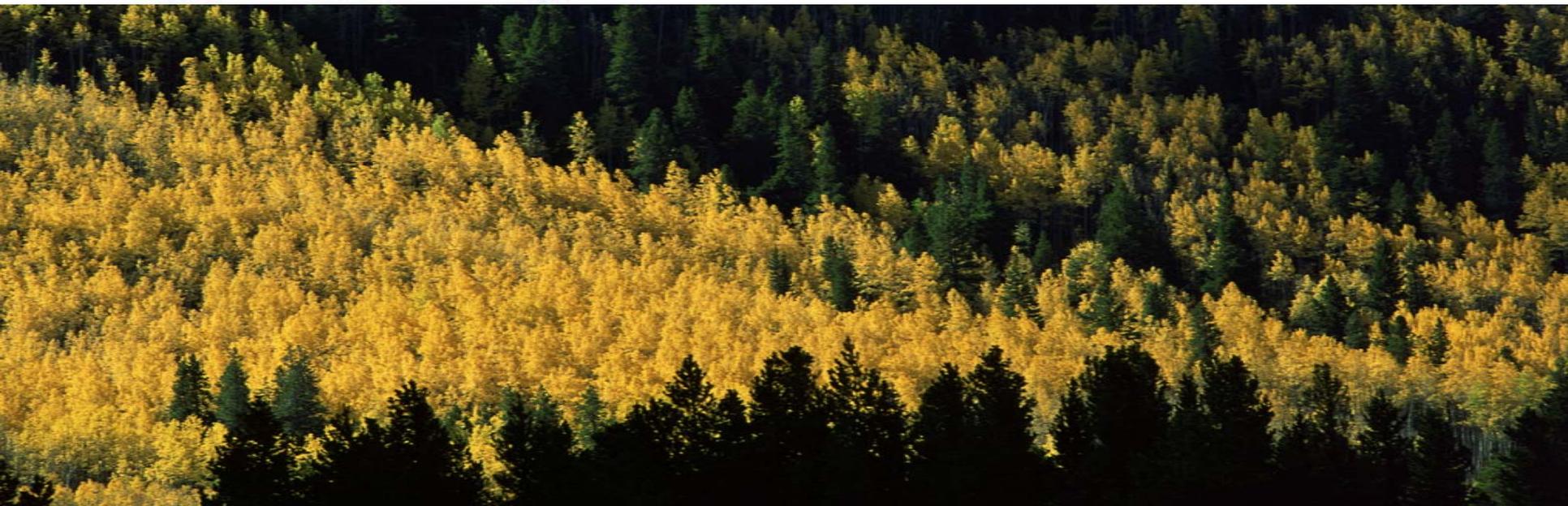
Attachment 6: Community Briefing



# Fort Carson

---

## Regional Growth Plan



**Economic Adjustment Committee**

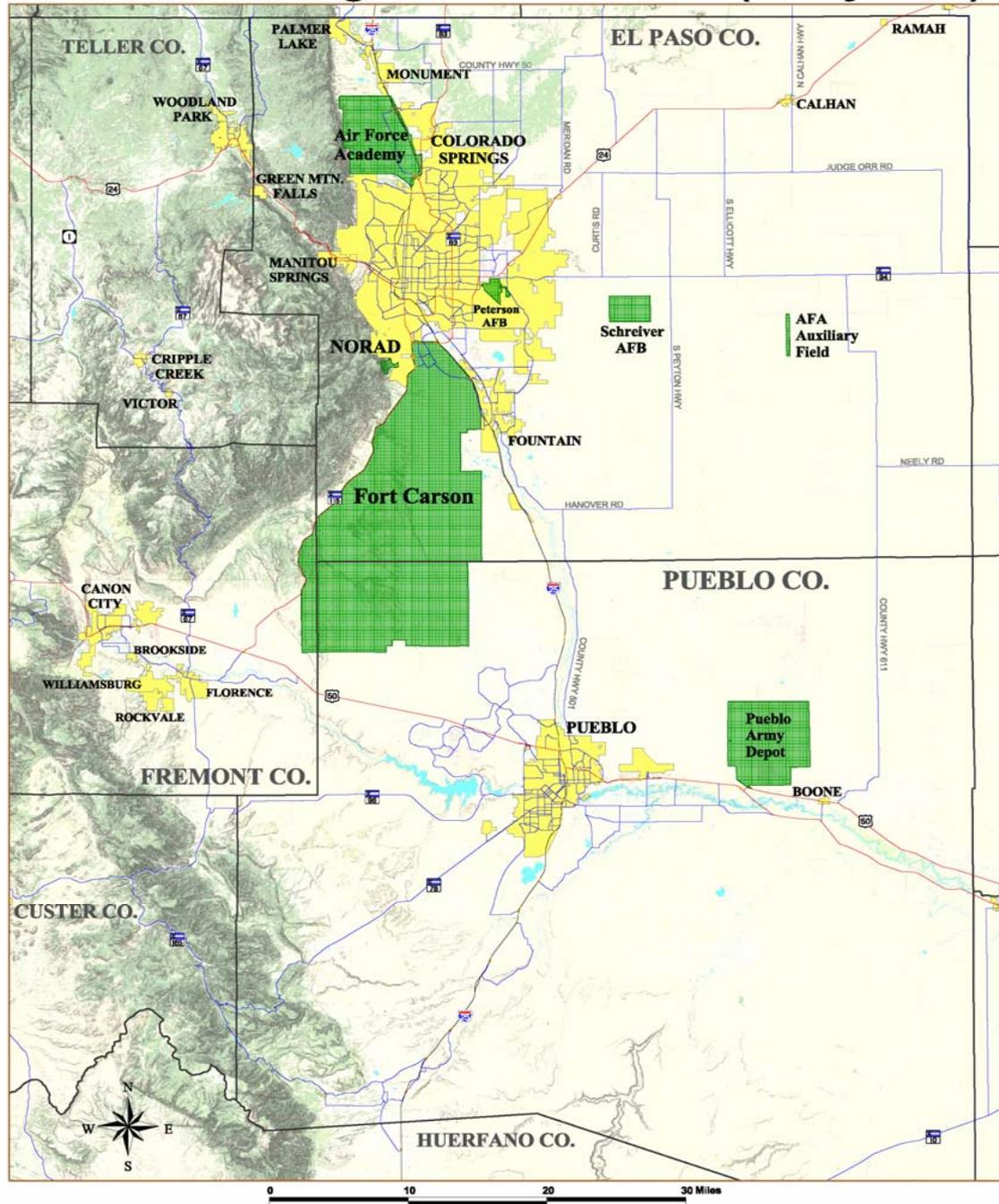
**Education Site Visit**

**June 3, 2008**



**Military Impact  
Planning**

# Fort Carson Regional Growth Plan (Study Area)





# **Planning for Fort Carson's Growth in a Regional Context**

- **Basic questions**
  - **Fort Carson as a component of the region's growth**
- **The growth plan approach and process**
- **Other impacts related to children and education**



# Basic Questions

**–How many?**

**–When are they coming?**

**–Where will they live?**

**–Where will their children go to school?**

# How Many?

## Fort Carson/Army Estimates

### Total *New* Population FY 06 - FY 13

- Over 16,000 new troops
- Over 23,000 new family members

### Total Fort Carson-related Population by FY 13

- Over 72,000 soldiers, civilians, and family members

# How Many?

## The Regional Context

### Forecast Regional Population (2006 – 2013)

El Paso County: 685,846 (+105,623)

Fremont County: 54,353 (+6,236)

Pueblo County: 172,624 (+ 19,381)

Total 3 Counties: 912,823 (+131, 240)

### Fort Carson Component

72,000 (+39,000) estimated total population due to  
Fort Carson

### Approximately

30% of 3-county *new* population growth (2006 – 2013)

11% of El Paso County total population by 2013

# How Many?

- **Estimates built on a series of assumptions**
  - **Authorized strengths of units**
  - **Number of married soldiers**
  - **Number of dependents per married soldier**
  - **Ages of children**
  - **Number of school age children**



# When Will They Come?

## The “Big” Years

- Officially over 5,000 new soldiers in FY 07
- Over 4,000 in FY 09
- Over 5,000 in FY 11- FY 12



# **When Will They Come?**

**Impacts of FY 07 +5,000**

**Not immediately apparent - Why?**

- **Affects of deployments**
- **Timing of family relocations**
- **Increasing DoD school enrollments and housing absorption should be lead indicators**



# Where Will They Live?

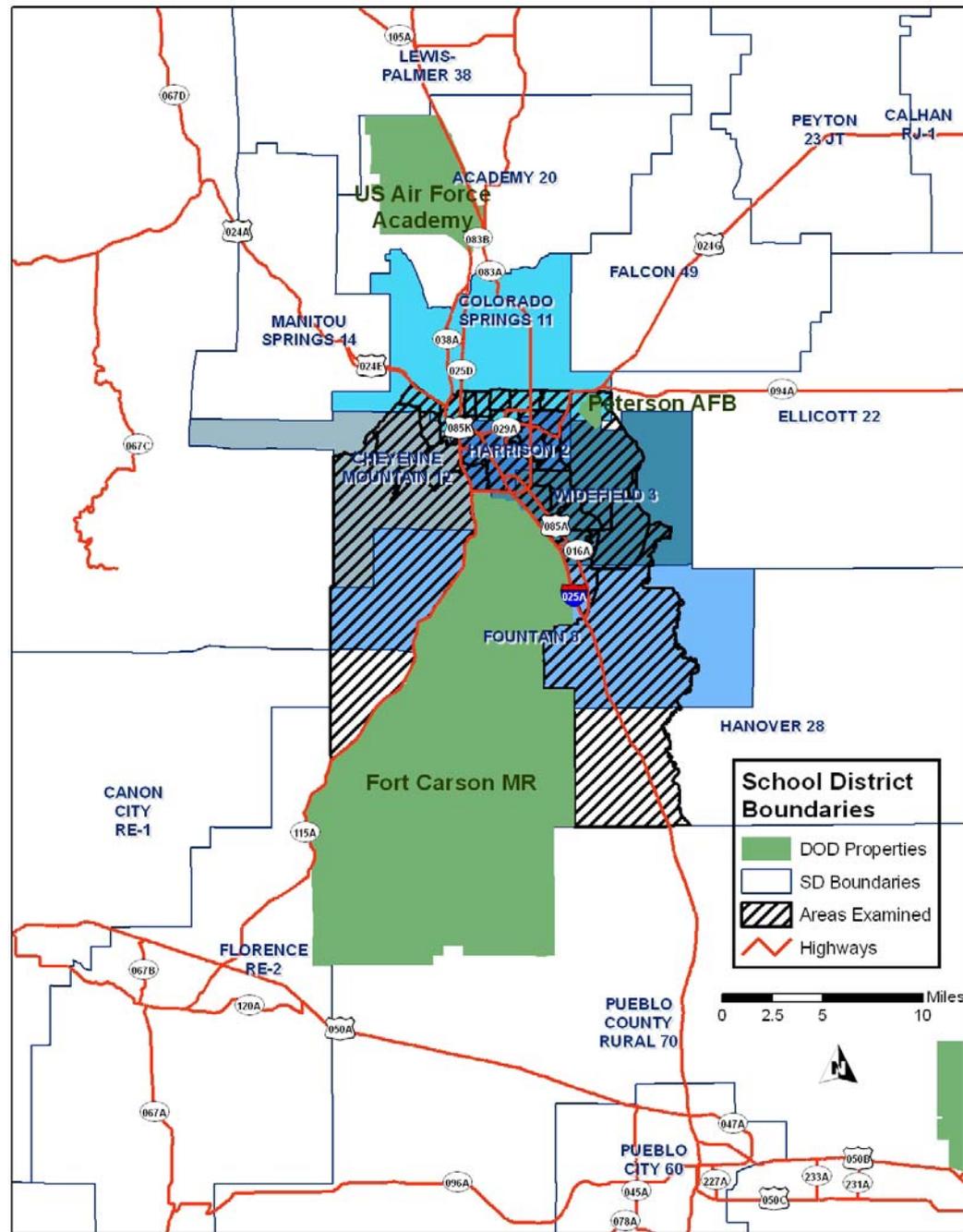
## Projected Off-Post Residential Locations

- **Sample of Zip Code Data for Fort Carson Personnel (2005)**
  - **64.5% Colorado Springs**
  - **32.7% Fountain and unincorporated El Paso County**
  - **2.4% Pueblo County**
  - **0.4% Fremont County**
- **Estimated 76% of Families will live off-post**
- **Approximately 93% will live within 20 Miles of Fort Carson**



# Where Will Their Children Go to School?

- **Housing forecast plays a critical role in the forecast of student population**
- **97% of the population growth will occur in areas adjacent to Fort Carson: southern Colorado Springs, Security/Widefield, and Fountain**
  - **Historic data indicates that over 65% of personnel live in Colorado Springs and 33% live in the Fountain/unincorporated El Paso County area**
- **Future housing growth is likely to focus on Fountain, unincorporated El Paso County, with some growth in southern Colorado Springs**





# **Growth Plan Approach and Process**

## **Impact Areas Assessed:**

- **Health & Behavioral Health**
- **Social Services**
- **Education**
- **Child Care**
- **Housing**
- **Economic Impact**
- **Transportation**
- **Public Safety**
- **Utilities**
- **Installation Compatibility**
- **Planning & Zoning**



# **Growth Plan Approach and Process**

- **Preliminary Draft available online at [ppacg.org](http://ppacg.org)**
- **Will be a web-based document**
- **Tool to enhance communication and coordination**
- **Continually updated and validated as growth process unfolds**
- **Emphasis on flexibility and adaptability**



# **Growth Plan Approach and Process**

## **Action Templates**

- **Issues**
- **Recommendations**
- **Identify Actions to Implement**
  - **Priorities**
  - **Partners**
  - **Timing**
  - **Costs Funding**

# Related Impacts

## Family Support:

- **Child Care**
- **Special Needs**
- **Social Services**
- **Health and Behavioral Health**
- **Affordable Housing**
- **Financial Health**

# Questions?

- Rob O'Connor 471-7080 x131
- [roconnor@ppacg.org](mailto:roconnor@ppacg.org)
- [ppacg.org](http://ppacg.org) / Military Impact

**Attachment 7: Colorado Education Funding**  
**Prepared for the Federal Economic Adjustment Committee by Senator John Morse,**  
**Colorado State Senate**

In 1992 Colorado voters approved an amendment to the Colorado Constitution that we refer to as TABOR. TABOR is an acronym for the Taxpayer's Bill of Rights. It is actually a huge misnomer, but it is what it is. TABOR is the most restrictive form of tax limitation currently in effect in any state in the country. In essence it does four things for every governmental entity in the state of Colorado including the State of Colorado:

1. Establishes a revenue limit.
2. Establishes a spending limit.
3. Requires that voters approve all tax increases.
4. It outlaws real estate transfer taxes.

First, the revenue limit. TABOR limits revenue growth so that revenues grow each year by no more than population growth plus inflation. So, for example, if we had \$100 of state revenue collections last year, we could have \$100 plus the growth rate and rate of inflation this year. Let's assume the combination of growth plus inflation was 4%. That means we could keep \$104 this year—anything more would require a TABOR refund. So, if we collected \$110, our refund would be \$6. There are mechanisms in state law to refund that money to taxpayers. It is not necessarily refunded to those who paid it, but it is refunded across the board—the state is not permitted to keep it unless there is a vote of the people to keep it.

Second is the spending limit. There was a statute on the State's books when TABOR passed that limited general fund spending growth to 6% each year. That means that if we spent \$100 in the general fund last year we can spend no more than \$106 this year, regardless of our collections. In my example so far we would have to dip into reserves to spend the extra \$2 as collections were only permitted to be \$104. If we don't have any or sufficient reserves, we are limited to only \$104 and we "ratchet down" to a the new lower base of \$104 instead of \$106. This works for both the revenue limit and the spending limit. So if we were permitted to collect \$104 and only \$102 came in, \$102 is our new base and next year we get to add population growth plus inflation to the \$102, not \$104. That \$2 difference in this example is lost forever.

The same thing is true on the spending side. If we are permitted to spend \$106, but have only \$104 to spend, \$104 becomes the new limit and next year we cannot spend more than \$110.24 instead of the \$112.36 we would have been permitted had we been able to spend \$106. Again, that \$2 is lost for ever and so is its compounding power.

This 6% spending limit applies to our general fund and it is nearly absolute. There are a few exceptions, but for the most part our spending can increase only 6%, assuming we have the revenue to support that 6% growth, regardless of what else is going on in our state that is demanding resources from the government. For example, it applies

regardless of the increase in the number of Medicaid patients, welfare recipients, or incarcerated inmates and regardless of any price increases—like gasoline.

In addition, based on a voter-approved state constitutional amendment, the legislature is required to increase spending on K-12 education by inflation plus one percent per year until June 30, 2011 and then we are required to increase it only by inflation. K-12 education currently constitutes about 41% of the state's general fund spending. So, if K-12 funding is required to go up 5% all by itself just for cost increase, an increase in the number of students can be devastating. This does not account for the other entitlement program increases. If our Medicaid utilization increases too, we can easily be in a position where the entire 6% budget growth is already consumed before we account for other areas in the budget.

So, how do we fix it? Simple, in theory. The Legislature asks the voters for a tax increase, as that is the third requirement of TABOR—all tax increases must be approved by the voters. The problem is voters don't like tax increases and rarely approve them. At the state level the voters have approved only one tax since 1991 - a tobacco tax on cigarettes and chewing tobacco passed in 2004. At the state level, we rarely ask for tax increases because the polling almost always shows they are completely un-passable. Our tax on gasoline in 1991 was \$0.22 per gallon. Today, it remains \$0.22 per gallon even though cars get more miles per gallon and inflation in construction costs has dwarfed its purchasing power.

Finally, TABOR outlawed real estate transfer taxes. It is often asked why this tax was deemed so offensive as to be rendered illegal while the taxes paid by most residents like income and sales taxes were left alone. The answer seems to be that TABOR's chief proponent, Douglas Bruce, is a real estate investor whose property holdings include apartment complexes. TABOR also changed property classifications, causing apartments to be assessed at the (much lower) residential rate rather than the commercial rate. It appears that, while passing a constitutional amendment to hamstring government, a little personal nest feathering was in order as compensation for all he was doing on behalf of the taxpayers.

Permit me to turn for a moment to school finance. Our current version of school finance was passed in 1994. Our constitution requires a thorough and uniform system of public education throughout Colorado. We accomplish this by providing a per pupil operating revenue (PPOR) rate that is applied statewide. Generally, we multiply that rate times the number of students in the district and that is the total funding available to the school district in question. Local property tax pays some of that amount and the State provides the rest.

The base level of funding is the same for each of our 178 school districts. For the fiscal year ending June 30, 2009, the base level is \$5,270. Most of this rate must grow by inflation plus one percent through June 30, 2011, and we call it the base.

There are two factors that can adjust a district's base level of funding: the size of the district and the number of at-risk students served by the district.

The size factor accounts for the fact that there are substantial fixed costs in running a school district and if your enrollment is low, your base rate does not adequately cover costs. As a result, we add to smallest school districts a factor of at least 1.5457 and to the largest districts a factor of 1.0297.

The at-risk factor is determined by the number of students in the district that are eligible for free lunch under the National School Lunch Act. The percentage of at-risk children is compared to the entire state's average and the difference is used to calculate the district's at-risk factor. Each district gets at least 12% additional funding to account for their at-risk kids, but no district gets more than 30%.

So a particular school district's PPOR can be calculated by adding the statewide base number to any of the add-ons the district receives. For fiscal 2009, the statewide average PPOR is \$6,904.

The students are counted on October 1<sup>st</sup> each year. In 2007, we changed this law slightly and permitted a second count day on February 1<sup>st</sup> to account for military students that move mid-year. We anticipate this will help the districts in El Paso county that are most impacted by the growth at Fort Carson.

In addition to the PPOR, the School Finance Act requires that the legislature also provide funding for several other categories of expenses. We call these "categoricals" and they include the following areas:

- Special Education
- Public School Transportation
- Vocational Education
- English Language Proficiency
- Small Attendance Centers
- Expelled, At-Risk, and Suspended Student Programs
- Comprehensive Health Education

The total amount spent on categorical funding must also increase by inflation plus one percent through June 30, 2011, and then by inflation after that, but the legislature gets to decide how that funding is split. So, for example, the legislature could decide to put the entire increase toward transportation.

Finally, our Constitution constrains the growth of property taxes. In 1981, we passed what we refer to as the Gallagher Amendment. It fixed the share of assessed value on residential property. So, although property values continue to increase, the assessed value does not; it declines. In 1984 our assessed value for residential property was 21%, today it is 7.96%. Even in years when it should increase to keep the share constant with non-residential assessments, it can't because under TABOR, passed in 1992, taxes cannot

increase without a vote of the people. So, non-residential assessment rates are now about 29% and residential assessment rates are 7.96%. As a result, Colorado's effective tax rate for the average home is now the lowest in the country.

The relevance to this discussion is that property tax is the source of local revenue to fund the PPOR that is paid to school districts. Whatever the local property taxes cannot fund must be paid by the state. As property taxes have declined, the state's share of education spending has increased. With our 6% annual spending limit, this can be extremely problematic. The State does not receive any property tax—all property taxes go to local governments in Colorado.

The bottom line is that Colorado has some conflicting constitutional provisions that make funding government services very difficult and very inflexible. That creates the challenges that make it difficult for Colorado's state and local governments to respond to Fort Carson growth by increasing our own spending to pay for additional costs.

**Attachment 8: Fort Carson Regional Growth Plan  
Updated School Capacity Projections for OEA/EAC Site Visit**

Because new demographic information (including the announcement of a Grow the Army Brigade) and updated school programming factors (such as full-day kindergarten) were not included in the original Growth Plan Education Working Paper, PPACG and the school districts, with the assistance of PPACG's consultant, EDAW, developed updated school capacity projections to the end state of 2013 to present to members of the Economic Adjustment Committee on June 3, 2008. The updated projections included additional information and revised assumptions, including the following:

- The most recent troop data and demographic projections from Fort Carson were incorporated.
- The most recent district capacity data, provided by school districts, and recent district decisions such as the provision of all-day kindergarten were incorporated.
- Utilization rates for the district capacity analyses – 90-93% for elementary and 85-90% for secondary, depending on the district – were incorporated.

October 1<sup>st</sup>, 2007 student enrollment data, used as the baseline for the updated analysis, include the dependents of over 5,600 troops that arrived by FY07 due to troop movements as directed by Base Realignment and Closure (BRAC), Integrated Global Presence and Basing Strategy (IGPBS), and Army Modular Force (AMF) directives. The differences in methodology for the original Education Working Paper and the EAC site visit are as follows:

*Table 1. Comparison between 9/12/07 and 5/08 inputs*

	<b>Fort Carson Growth Plan Demographic Projections (RKG 9/12/07)</b>	<b>Updated Projections (PPACG 5/08)</b>
Different Years	2007-2011	2008-2013
Different End-State Total of Troop Increase	11,400	10,463
Different End-State Total of DoD Civilian Increase	430	51
Different School-Age Children Multiplier	1*1.87*0.47*0.61	1*1.6*0.48*0.63
Different End-State Total of School-Age Children Increase for the Five Impacted Districts due to Troop Increases	5,372	4,781
Different October 1 <sup>st</sup> District Count Values	October 2006	October 2007
Different District Capacity (due to changes in permanent and temporary classrooms and all-day kindergarten)	2007 Inventory	2008 Inventory

Different District Capacity Utilization Rates	100% Functional Capacity	Functional capacities adjusted to 90-93% for elementary schools and 85-90% for secondary schools depending on the district.
-----------------------------------------------	--------------------------	-----------------------------------------------------------------------------------------------------------------------------

Sources: School districts provided the October 2007 enrollment and 2008 capacity inventory data. PPACG provided troop and civilian contractor inputs, annual projections, end-state totals and demographic multipliers.

**Assumptions**

With the above differences, the updated analysis attempted to keep as many assumptions constant between the two forecast / capacity analyses as possible, including the following:

- The projection and capacity analysis focused on the five most impacted school districts in the Fort Carson Regional Growth Plan Primary Housing Impact Areas. The percent of students allocated from Fort Carson and Baseline Growth to each of the five most impacted districts remained constant (Table 2).

Table 2. End-State Distribution of New Students from Baseline Growth and Fort Carson Troop Increase.

School District	Percent of Total Growth
Fountain-Fort Carson District 8	32.7%
Colorado Springs District 11	14.8%
Harrison District 2	12.3%
Widefield District 3	27.0%
Cheyenne Mountain District 12	3.5%

- An analysis was not conducted for Private Schools, Home Schools, or districts outside of the 5 most impacted districts.
- Forecasts calculate new students generated from growth at Fort Carson, as well as the addition of Baseline Growth that would occur regardless of Fort Carson troop increases.
- The number of estimated children per year is based on matriculation values, meaning the values shown for years 2009-2013 are the number of new students arriving each year plus the matriculated students from the previous year.
- Years in tables are shown as Federal Fiscal Years (October 1 – September 30) which is slightly different than the school districts’ fiscal year (July 1 – June 30). It is likely children will arrive at irregular intervals. However, for modeling purposes children are assumed to be added to their school district on a Federal Fiscal Year basis.
- Tables classify elementary school numbers spanning grades kindergarten through fifth or sixth grade depending on the district; middle school enrollment spans grades sixth or seventh through eighth grade depending on the district; and high school enrollment spans grades ninth through twelfth grade.
- Open enrollment or “school of choice” was not considered in the analysis.

It is anticipated that capacity projections will continue to be updated based on new troop and family data as the data are obtained.

## **Fort Carson Regional Growth Plan Student Forecast Methodology Used in Education Working Paper**

- Assume children added at beginning of school year for capacity projections
- Private/home school children were allocated as a percentage in each district, based on information from Colorado Department of Education and historic percentages within each district.
- Five key impacted school districts identified are based on current Fort Carson student enrollments and the Growth Plan's housing analysis which shows that the majority of Fort Carson families living off-post live in southern Colorado Springs, Fountain, and unincorporated El Paso County (mostly in Security/Widefield); It is assumed that future Fort Carson families living off-post will reside primarily in these areas, particularly where new housing will occur, i.e., the Fountain and Widefield areas, and it is estimated that only 4% of new Fort Carson students will live outside of these five districts.
- Over half of Fort Carson students will attend D-8 (32%) and D-3 (27%).
- Student projections are based on housing projections, demographics, and dependent multipliers in Demographics paper:
  - Children living on-post are assumed to attend D-8 schools.
  - Children of off-post homeowners are allocated to school districts based on housing development.
  - Children of off-post renters are allocated to school districts on a percentage basis, based on existing location of apartments and vacancy and rent studies.
- Total demand/capacity projections are based on both Fort Carson and baseline growth.
- The number of school-age children is based on DoD data, which suggest that approximately 32% of children dependents are under age 5 and approximately 5% are over 18. Therefore, of the 14,831 total children by FY 2011, 9,207 are forecasted to be school-age. Of the 9,207 school-age children, 5,991 are forecasted to be from Fort Carson growth and 3,216 are from baseline growth. (Baseline growth is based on Colorado Department of Local Affairs projections.)
- Children under age 5 are factored in to future-year projections for school enrollment. (See Table 4 – Education Working Paper, page 14.)
- Capacity projections are based on 100% utilization of available seats.
- Capacity projections cover the entire capacity within each district and do not take into account location of current/future schools.

**Economic Adjustment Committee  
Education Mission Growth Technical Visit  
to  
Fort Carson, Colorado**

**April 14, 2008**

**EXECUTIVE SUMMARY**

Representatives from Fort Carson; the Cheyenne Mountain, Fountain, Harrison, and Widefield School Districts; the Pikes Peak Area Council of Governments (PPACG); Senator Ken Salazar's Office; and the Office of Economic Adjustment (OEA) met on April 14, 2008, to increase understanding about the education growth impacts at Fort Carson on local schools. This meeting was a prelude to a subsequent visit by Senior Staff from the Department of Education, White House Office of Intergovernmental Affairs, Army, OEA, and perhaps other cognizant Federal organizations, currently planned for the week of June 2, 2008.

Key discussion points that emerged from the meeting are as follows:

- The school districts are preparing for growth due to the expansion at Fort Carson and general baseline growth in the area.
- The current growth management plan draft and education response does not include the impact on Fort Carson of the "Grow the Army" initiative.
- Projecting enrollment numbers is difficult for the school districts because of changes in the size and timing of military growth planned for the area.
- Colorado has a public school choice program where parents may choose from public schools within and outside of their designated school districts as long as there is space available. This adds to the complexity of planning for growth in the Fort Carson and surrounding areas.
- Three school districts in the area are going through school closures while others are seeing significant growth. There are different capacity issues within each district.
- The area has seen a significant increase of autistic and special needs children.
- The installation and the community will need to work closely together in the future in order to effectively plan for the military growth that is coming to the Fort Carson area. Fort Carson and the

- In the recent past, students associated with growth at Fort Carson have arrived in the local area many months later than was originally projected.

A more detailed meeting summary follows.

## **MEETING SUMMARY**

### **Background and Purpose**

Growth of the number of military personnel, Department of Defense (DoD) civilian employees, and contractors 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 the challenges. Working with 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 (EAC), Executive Order 12788, as amended, the Office of Economic Adjustment (OEA) organized a Technical Visit to the Fort Carson community on April 14, 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 EAC Senior Staff visit.

The Technical Visit brought together representatives from Fort Carson; the Cheyenne Mountain, Fountain, Harrison, and Widefield School Districts; Pikes Peak Area Council of Governments (PPACG); Senator Ken Salazar's Office; and OEA. A list of meeting participants is included at Attachment 1. The group met at the PPACG office in Colorado Springs, CO.

### **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 and Initial Discussions**

Mr. Gary Willis of OEA spoke with reference to the presentation at Attachment 3. He discussed the purpose of the Technical Visit, the Army base communities that have been visited thus far, partners, the upcoming EAC Senior Staff visit, and the fact the findings will be presented for consideration by the EAC. Mr. Willis emphasized the importance of discussing all relevant school-related issues, not just school construction. He also stressed that the upcoming EAC Senior Staff visit presented the opportunity for the community and school districts to substantiate whatever requests they might have for federal assistance.

Ms. Cheryl Walker of Fountain School District, asked if the company working on the ongoing growth management plan was working for OEA or the community. Mr. Paul Oskvarek of OEA responded by stating that the company was working for the community. Mr. Gary Willis of OEA, stated that a drill down to impacts on children has not been done, and because of this, the Senior Staff members on the upcoming EAC visit need to hear issues and concerns so decision makers in Washington, D.C. can be informed. Mr. Oskvarek commented that this is just an educational visit and does not provide recommendations, but rather seeks greater insight related to this question, “What do the school districts need?”

Mr. Willis responded to a question by Ms. Anne Oatman-Gardner that during the EAC visit, the officials need to hear about school-associated programs, such as after school programs that are run by private companies. Mr. Willis also stated that if the school districts believe the federal officials and should be looking at pre-kindergarten (as opposed to just K-12), then they need to convey that message. Ms. Walker stated that Pre-K is required for special needs students in Colorado, so the focus should be on Pre-K through 12<sup>th</sup> grade.

#### Growth Management Organization Perspective

Mr. Rob O’Connor from the Pikes Peak Area Council of Governments (PPACG), discussed the Fort Carson Growth Management Plan that has been in development for one year. The plan looked at 11 different issue areas including transportation, utilities education, and child care. The downfall to this comprehensive look is that more information is needed than what was able to be collected. The plan just gives an overview rather than an in-depth look. Mr. O’Connor stated that it was difficult to get reliable planning numbers, and baseline growth and installation growth combined complicates this issue. Two things that emerged from the growth plan were: 1. Every school district does detailed and effective planning; 2. Further down the road, districts need to share information with the PPACG. The PPACG relies on the districts to tell them where they are with enrollment and what they need.

Mr. O’Connor then identified some gaps from the plan including the fact that the plan does not address capacity issues or special education staffing issues, and that more special needs children are coming to Fort Carson in comparison to the general population. He stated that regionally, the area looks like it can handle the growth, but geographically, it depends upon where people choose to live, and this is hard to project. In sum, he stated that it is difficult to predict with precision which of the local communities will feel the greatest growth impacts.

Mr. O’Connor stated that the growth management plan uses some different factors than the Army for some projections. For example, the growth management plan assumes 1.8 dependents per soldier based on local experience, compared to 1.6 dependents per soldier used in the Army Stationing and Installation Plan (ASIP).

### Local Educational Agency Perspectives

Ms. Walker stated that full day kindergarten will start statewide in the coming years. Mr. Cooper added that three area school districts are going through closures. Mr. Kevin Smelker, of Harrison School District, stated that there are different capacity issues within each district. Certain areas are impacted more than others. COL David Jones of OEA asked if housing is used to look at certain area impacts. Mr. O'Connor replied that educational impacts are driven by future housing. There have been a number of foreclosures in the area and as a result builders are taking out fewer permits.

Mr. Cooper stated that the 25 mile radius seems too large. District 12 is only 9 miles long and they often have parents who live on or near post that want to "choice in." Mr. Cooper suggested that a geographic dividing line would be more suitable. His experience is that parents want their kids to go to schools closest to post to cut down commuting even though there are other schools that are only one mile north.

Ms. Walker gave an overview of the public school choice program. The program allows parents to send their child to any school as long as there is space available. Transportation is not provided however, so parents need to provide their own transportation. In her experience, the number of students that "choice in" equal the number that choice out so it equals out in the end. Around 10 percent of the student population chooses to participate in this program.

Mr. Jim Felice of Widefield School District, added that his district lost 411 more students than it gained through choice. Mr. Oskvarek stated that this choice program makes it very difficult for the schools to determine their numbers. Mr. Cooper added that some districts accept "Choice" students after October 1<sup>st</sup> (a state-wide count date) and some do not which makes it hard on the planners. He added that the program has the potential to create enrollment "surprises."

### Projection of Growth Discussion

Ms. Jan McConnell of Child and Youth Services at Fort Carson added that Fort Carson planned on adding students and then the troops didn't arrive as previously scheduled. When the troops did arrive mid school year, the school districts were frustrated. The Army didn't produce the soldiers when they said they would, which affects the community because of the planning that is involved. Ms. McConnell stated that the community needs to have a better window of troop arrival. COL Jones stated that it is hard to predict the movement of troops, and, in addition, that the Army sometimes doesn't know when dependents will arrive in the area. She also stated that the school districts perform two counts of military-related students, one in October and one in February.

Ms. Walker stated that the projected growth of students is 8,000 but she believes that projection is a little high. Ms. Walker also commented on capacities. She stated that is important to define capacity precisely. For example, the capacity

that school facilities are physically capable of holding is greater than the capacity that factors in the need to maintain appropriate student to teacher ratios.

Mr. O'Connor stated that they are building 400 family units on post and Ms. McConnell added that the post is planning to build 1,000 more new homes. Twenty-five homes will be opened up a month starting in May 2008. Ms. McConnell stated that more soldiers and families may choose to live on post because of the economic benefits (i.e., cost of gas and homes).

Mr. Willis asked if the installation feels comfortable with the projections that they have. Ms. McConnell stated the projections are sometimes uncertain. In the recent past, the troops didn't arrive when the installation thought they were going to. Ms. Angela Joslyn of Senator's Salazar's office asked if historically the projections have always been this difficult. Ms. Walker stated that before the war they could project within 10 kids.

Ms. Oatman-Gardner stated that given the uncertainty in projecting future enrollments, providing increased flexibility in existing authorities would help the school districts adapt to unexpected enrollment changes in a timely manner.

Ms. Kate Hatten stated that the analyses in the current growth management plan draft do not include growth at Fort Carson associated with the Grow the Army initiative, which was announced as the growth management plan effort was nearing completion. The Grow the Army initiative envisions bringing an additional 4,877 soldiers to Fort Carson, so there is a need to revisit some of the growth management plan analyses.

Mr. Smelker stated that he is concerned about the new housing on base because it is hard to plan for. His district program capacity staffs at 20:1 and this won't change. The inconsistency of data makes it difficult to plan.

Mr. Willis suggested to attendees that for the EAC Senior Staff visit they need to come together and speak as one voice and present the similarities among LEAs and identify the differences. He stated that it is critical to show the EAC Senior Staff that the community and the installation have their arms around the issues, be able to clearly discuss local and state educational capacities and responses to absorb projected and actual Army growth, delineate the military dependent student ratio per impacted LEA, and substantiate any needs for assistance.

Ms. McConnell stated that she accesses the DEERS (Defense Enrollment Eligibility Reporting System), which is the medical system of record, to pull the ages of children. She can pull the number and ages of children for the Brigade Combat Team at Fort Hood. This system gives a current profile of what units look like, which she believes is accurate to plus-or-minus 3 percent. Ms. McConnell stated that Fort Carson may grow by 1,000-3,500 civilians.

Ms. McConnell stated that there is a difference between installation and ASIP numbers on the military population at Fort Carson. Fort Carson projects its endstate to be 29,107 soldiers, while the ASIP projects 27,775. Fort Carson shows their current military personnel population at 18,231 and the ASIP shows 16,962. She stated that the difference is meaningful, e.g., the difference is enough to justify two new child development centers. Ms. Oatman-Gardner stated that the growth started from a baseline of 12,600 military personnel, not 18,231. The area has already had realized one-third of the planned growth. Ms. McConnell stated that even though the troops are on the ground that doesn't mean that the families came with them.

Ms. McConnell stated that the 4<sup>th</sup> Infantry Division Headquarters and 1<sup>st</sup> BCT that is coming back from Iraq will go to Fort Carson, not back to Fort Hood.

The school districts reported that there are 20,655 federally-associated children in the school districts, which includes Catholic, private, and Christian schools. Ms. McConnell estimates that 70-75% of that number are Army children. The number does not differentiate between Army, National Guard and Reserves however.

Mr. Willis stated that other installations and LEAs perform actual student counts and inquired about local practices. Ms. O'Connell stated Fort Carson collects information on children as military personnel in- and out-process. Fort Carson also has a school liaison office that works with the LEAs, parochial and private schools, and parents who choose home schooling.

Mr. O'Connor stated that there is not a centralized source at Fort Carson that provides regular updates on housing (on/off post), personnel migrations, school-aged dependents, demographics, and related information that would be useful for community planning. For example, he did not have the most recent Fort Carson growth plan and personnel data that Ms. McConnell was working from. Also, there is also not a centralized location within the community to receive and disseminate this information.

Ms. Walker stated that the in-processing data that is collected on the installation is not useful unless it affects her school district (e.g., once the child signs up for school). She stated that long range planning for 5 years or more is almost impossible.

Ms. Walker also stated that their autistic population has doubled in the past year. Special needs numbers has also increased. Last year Fountain district grew by 400 kids and 25 percent were special needs population. Fountain seems to get more of the special needs population than other districts. Ms. McConnell stated that the resources in Denver might be a draw because of the children's hospital that was moved and expanded three years ago. Also, Fort Carson is an Army-designated compassionate assignment location, which may explain the growing proportion of special needs children.

Ms. Walker stated that the stress on families during deployments increases the need for counselors, and that staffing in Math and Science are an issue as the districts continue to grow. She also stated that there is a state program to help provide operating funds for military growth, but that the State of Colorado did not provide funding for the program this year, and that funding is unlikely for next year.

Plans for EAC Senior Staff Visit

Mr. Willis gave an overview of the EAC Senior Staff visit and the group proposed the week of June 2, 2008 at the PPACG. It was also decided that the following districts would be surveyed: Districts 2, 3, 8, 11, 12, and 49.

### Attachment 1: Meeting Attendance

<u>Name</u>	<u>Office</u>	<u>Phone</u>	<u>E-mail</u>
Walt Cooper	Cheyenne S.D. #12	(719) 475-6100	<a href="mailto:cooper@cmsd12.org">cooper@cmsd12.org</a>
Jim Felice	Widefield S.D. #3	(719) 391-3204	<a href="mailto:felicejim.wsd.k12.co.us">felicejim.wsd.k12.co.us</a>
Kate Hatten	PPACG	(719) 471-7080	<a href="mailto:khatten@ppacg.org">khatten@ppacg.org</a>
Angela Joslyn	Senator Salazar's Office	(719) 328-1100	<a href="mailto:angela_joslyn@yahoo.com">angela_joslyn@yahoo.com</a>
Jan McConnell	Fort Carson Child Youth Services	(719) 526-4188	<a href="mailto:jan.mcconnell@us.army.mil">jan.mcconnell@us.army.mil</a>
Annie Oatman-Gardner	Senator Salazar's Office	(719) 328-1100	<a href="mailto:annie_oatman_gardner@salazar.senate.gov">annie_oatman_gardner@salazar.senate.gov</a>
Rob O'Connor	PPACG	(719) 471-7080	<a href="mailto:roconnor@ppacg.org">roconnor@ppacg.org</a>
Kevin Smelker	Harrison S.D. #2	(719) 579-2033	<a href="mailto:ksmelker@hsd2.org">ksmelker@hsd2.org</a>
Cheryl Walker	Fountain S.D. #8	(719) 382-1300	<a href="mailto:cwalker@ffc8.org">cwalker@ffc8.org</a>
COL David L. Jones	OEA	(703) 604-5159	<a href="mailto:david.jones@wso.whs.mil">david.jones@wso.whs.mil</a>
Paul Oskvarek	OEA	(703) 604-5152	<a href="mailto:paul.oskvarek@wso.whs.mil">paul.oskvarek@wso.whs.mil</a>
Gary Willis	OEA	(703) 604-5164	<a href="mailto:gary.willis@wso.whs.mil">gary.willis@wso.whs.mil</a>
Michael Berger	Booz Allen Hamilton	(703) 902-6801	<a href="mailto:berger_michael@bah.com">berger_michael@bah.com</a>
Emily Moldenhauer	Booz Allen Hamilton	(410) 297-2334	<a href="mailto:moldenhauer_emily@bah.com">moldenhauer_emily@bah.com</a>

**Attachment 2: Technical Site Visit to Fort Carson Community  
April 14, 2008**

Draft Agenda

<b>Time</b>	<b>Item</b>	<b>Leader</b>
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 Carson Representative
10:00 a.m. to 10:30 a.m.	Growth Management Organization Perspective	Rob O'Connor
10:30 a.m. to 10:45 a.m.	Break	All
10:45 a.m. to 12:00	Local Education Agency Perspectives	LEA Representatives
12:00 noon to 12:15 p.m.	Break	All
12:15 p.m. to 1:30 p.m.	Discussion of questions, issues, gaps, data, and plans for EAC Senior Staff Visit	All
1:30 p.m. to 1:45 p.m.	Wrap-up	All
1:45 p.m.	Adjourn	All
TBD	Lunch will occur after the morning sessions	
TBD	Potential courtesy call with the garrison command (TBD)	TBD

NOTE: The agenda is a conceptual outline for the day's activities.

**Participants from DC Area**

Gary Willis, OEA  
COL David Jones  
Paul Oskvarek, OEA  
Michael Berger, Booz Allen  
Emily Moldenhauer, Booz Allen

**Participants from Fort Carson Area**

Garrison  
Rob O'Connor, PPAGC  
Fort Carson School Liaison  
LEA representatives (7 LEAs)  
Colorado Dept. of Education (CDE)  
Other Stakeholders

**Attachment 3: Presentation for Fort Carson Community**



**Helping Communities  
Help Themselves**

**Education Site Visits  
For Growth Impacted Locations  
April 2, 2008**



# Education Site Visits

---

## ➤ Purpose

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

## ➤ Locations (Initial visits)

- ✓ FT Drum (EAC visit completed 10/16/07)
- ✓ FT Riley (EAC visit completed 10/23/07)
- ✓ FT Bliss (EAC visit completed 10/29/07)
- ✓ FT Benning (EAC visit completed 1/29/08)
- ✓ FT Carson (pending)
- ✓ FT Bragg (pending)

## ➤ Partners

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

---

[www.oea.gov](http://www.oea.gov)

# Description of Effort

---



## ➤ 2 Phases

### ✓ *Technical Pre-Visits*

- Program staff participation – 1 day trip depending on location
- Introduction of stakeholders, fact finding for background for EAC visit

### ✓ *Economic Adjustment Committee (EAC) Visits*

- Senior Federal Staff- 2 days on the ground
- Federal focus to assess/document local and state educational capacities to absorb projected/actual Army growth and identify any needs for assistance

## ➤ Findings presented for consideration by (EAC)

---

[www.oea.gov](http://www.oea.gov)



# Initial Sketch of School Expansion Needs Arising from Military Personnel Increases

July 12, 2007

Fort Carson Excerpt

***NOT FOR EXTERNAL DISTRIBUTION***

# 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*



<b>Installation</b>	<b># of LEAs</b>
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
<b>TOTAL</b>	<b>42</b>

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. Carson, CO

## 7 LEAs



### ➤ Recent Expansions

- ✓ *LEAs - 8 ES (2 additions), 1 MS, 2 HS (1 addition)*
  - \$20M Federal (ED Impact Aid formula funds)
  - State and local taxes, bonding

### ➤ Anticipated Expansions

- ✓ *LEAs - 1 ES, 1 MS, 2 ES-MS combined, 1 HS*
  - \$20M State and local taxes, bonding
  - State provides 60-90% of operating funds

### ➤ Local Concerns

- ✓ *Future bonding needs in light of housing and school district location under CO "open enrollment" policy*
- ✓ *Arrival and deployment schedules, and future bond authorizations*
- ✓ *Use of DOD Supplemental Impact Aid and DOD Large Scale Rebasing Assistance*



# 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**

## Colorado Federal and State Officials – Fort Carson

**U.S. Senators:** Hon. Wayne Allard  
Hon. Ken Salazar

**U.S. Representatives:** Hon. Doug Lamborn (5th District)

**Governor:** Hon. August William “Bill” Ritter

**Lieutenant Governor:** Hon. Barbara O’Brien

### **State Senators:**

Hon Tom J. Wiens (District 4)  
Hon. David C. Schultheis (District 9)  
Hon. Bill Cadman (District 10)  
Hon. John P. Morse (District 11)  
Hon. Andrew McElhany (District 12)

### **State Representatives:**

Hon. Kent D. Lambert (District 14 – El Paso County)  
Hon. Douglas Bruce (District 15 – El Paso County)  
Hon. Larry G. Liston (District 16 – El Paso County)  
Hon. Stella Garza-Hicks (District 17 – El Paso County)  
Hon. Michael Merrifield (District 18 – El Paso County)  
Hon. Marsha Looper (District 19 – El Paso County)  
Hon. Amy Stephens (District 20 – El Paso County)  
Hon. Bob Gardner (District 21 – El Paso County)  
Hon. Victor Teller (District 45 – Teller County)

**Bureau of Economic Analysis Regional Facts 1995 – 2005**  
**El Paso County , Colorado [08041]**

El Paso County is one of 64 counties in Colorado. It is part of the Colorado Springs, CO Metropolitan Statistical Area. Its 2005 population of 564,857 ranked 1st in the state.

**PER CAPITA PERSONAL INCOME**

In 2005 El Paso had a per capita personal income (PCPI) of \$33,577. This PCPI ranked 20th in the state and was 90 percent of the state average, \$37,510, and 97 percent of the national average, \$34,471. The 2005 PCPI reflected an increase of 5.9 percent from 2004. The 2004-2005 state change was 4.7 percent and the national change was 4.2 percent. In 1995 the PCPI of El Paso was \$21,399 and ranked 20th 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 4.5 percent and for the nation was 4.1 percent.

**TOTAL PERSONAL INCOME**

In 2005 El Paso had a total personal income (TPI) of \$18,965,949\*. This TPI ranked 4th in the state and accounted for 10.8 percent of the state total. In 1995 the TPI of El Paso was \$10,052,519\* and ranked 4th in the state. The 2005 TPI reflected an increase of 7.3 percent from 2004. The 2004-2005 state change was 6.2 percent and the national change was 5.2 percent. The 1995-2005 average annual growth rate of TPI was 6.6 percent. The average annual growth rate for the state was 6.6 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 El Paso. In 2005 net earnings accounted for 73.5 percent of TPI (compared with 70.1 in 1995); dividends, interest, and rent were 15.5 percent (compared with 19.1 in 1995); and personal current transfer receipts were 11.1 percent (compared with 10.8 in 1995). From 2004 to 2005 net earnings increased 7.2 percent; dividends, interest, and rent increased 7.3 percent; and personal current transfer receipts increased 7.9 percent. From 1995 to 2005 net earnings increased on average 7.0 percent each year; dividends, interest, and rent increased on average 4.4 percent; and personal current transfer receipts increased on average 6.8 percent.

**EARNINGS BY PLACE OF WORK**

Earnings of persons employed in El Paso increased from \$14,556,849\* in 2004 to \$15,632,238\* in 2005, an increase of 7.4 percent. The 2004-2005 state change was 6.5 percent and the national change was 5.6 percent. The average annual growth rate from the 1995 estimate of \$7,929,309\* to the 2005 estimate was 7.0 percent. The average annual growth rate for the state was 7.1 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.*

USDOC, Bureau of Economic Analysis, April 26, 2007

**U.S. Census Bureau State and County Quick Facts**

<b>People QuickFacts</b>	<b>El Paso County</b>	<b>Colorado</b>
Population, 2006 estimate	576,884	4,753,377
Population, percent change, April 1, 2000 to July 1, 2006	11.60%	10.5% <sup>2</sup>
Population, 2000	516,929	4,301,261
Persons under 5 years old, percent, 2006	7.20%	7.20%
Persons under 18 years old, percent, 2006	26.00%	24.60%
Persons 65 years old and over, percent, 2006	9.20%	10.00%
Female persons, percent, 2006	50.30%	49.70%
White persons, percent, 2006 (a)	86.00%	90.10%
Black persons, percent, 2006 (a)	6.70%	4.10%
American Indian and Alaska Native persons, percent, 2006 (a)	1.10%	1.10%
Asian persons, percent, 2006 (a)	3.00%	2.60%
Native Hawaiian and Other Pacific Islander, percent, 2006 (a)	0.30%	0.10%
Persons reporting two or more races, percent, 2006	3.00%	1.80%
Persons of Hispanic or Latino origin, percent, 2006 (b)	12.90%	19.70%
White persons not Hispanic, percent, 2006	74.90%	71.70%
Living in same house in 1995 and 2000, pct 5 yrs old & over	40.40%	44.10%
Foreign born persons, percent, 2000	6.40%	8.60%
Language other than English spoken at home, pct age 5+, 2000	11.40%	15.10%
High school graduates, percent of persons age 25+, 2000	91.30%	86.90%
Bachelor's degree or higher, pct of persons age 25+, 2000	31.80%	32.70%
Persons with a disability, age 5+, 2000	70,710	638,654
Mean travel time to work (minutes), workers age 16+, 2000	22.3	24.3
Housing units, 2006	239,662	2,094,898
Homeownership rate, 2000	64.70%	67.30%
Housing units in multi-unit structures, percent, 2000	25.50%	25.70%
Median value of owner-occupied housing units, 2000	\$147,100	\$166,600
Households, 2000	192,409	1,658,238
Persons per household, 2000	2.61	2.53
Median household income, 2004	\$50,312	\$50,105
Per capita money income, 1999	\$22,005	\$24,049
Persons below poverty, percent, 2004	10.30%	10.20%
<b>Business QuickFacts</b>	<b>El Paso County</b>	<b>Colorado</b>
Private nonfarm establishments, 2005	15,511	1,510,701
Private nonfarm employment, 2005	208,214	19,362,641
Private nonfarm employment, percent change 2000-2005	-0.80%	1.2% <sup>1</sup>
Nonemployer establishments, 2005	41,161	401,092
Total number of firms, 2002	47,426	464,982
Black-owned firms, percent, 2002	2.00%	1.50%
American Indian and Alaska Native owned firms, percent, 2002	1.30%	0.80%
Asian-owned firms, percent, 2002	2.20%	2.30%
Native Hawaiian and Other Pacific Islander owned firms, percent, 2002	F	0.10%
Hispanic-owned firms, percent, 2002	4.80%	5.20%
Women-owned firms, percent, 2002	29.20%	29.10%
Manufacturers shipments, 2002 (\$1000)	3,774,765	34,661,144
Wholesale trade sales, 2002 (\$1000)	3,525,755	92,092,155
Retail sales, 2002 (\$1000)	6,079,111	52,226,983
Retail sales per capita, 2002	\$11,220	\$11,611
Accommodation and foodservices sales, 2002 (\$1000)	948,116	8,808,846
Building permits, 2006	4,424	38,343
Federal spending, 2004 (\$1000)	5,477,888	300,603,291
<b>Geography QuickFacts</b>	<b>El Paso County</b>	<b>Colorado</b>
Land area, 2000 (square miles)	2,126.45	103,717.53
Persons per square mile, 2000	243.1	41.5
FIPS Code	41	8
<b>Metropolitan or Micropolitan Statistical Area</b>	<b>Colorado Springs, CO Metropolitan Area</b>	
<p>1: Includes data not distributed by county.                  2: Colorado state total includes Broomfield city.                  (a) Includes persons reporting only one race.                  (b) Hispanics may be of any race,                  so also are included in applicable race categories.                  D: Suppressed to avoid disclosure of confidential information                  F: Fewer than 100 firms                  FN: Footnote on this item for this area in place of data                  NA: Not available                  S: Suppressed; does not meet publication standards                  X: Not applicable                  Z: Value greater than zero but less than half unit of measure shown</p>		
<p><b>Source: U.S. Census Bureau, <a href="http://quickfacts.census.gov/qfd/states/08/08041.html">http://quickfacts.census.gov/qfd/states/08/08041.html</a></b></p>		

## **Bureau of Economic Analysis Regional Facts 1995 – 2005 Teller , Colorado [08119]**

Teller is one of 64 counties in Colorado. It is part of the Colorado Springs, CO (MSA). Its 2005 population of 21,862 ranked 23<sup>rd</sup> in the state.

### **PER CAPITA PERSONAL INCOME**

In 2005 Teller had a per capita personal income (PCPI) of \$33,379. This PCPI ranked 21st in the state and was 89 percent of the state average, \$37,510, and 97 percent of the national average, \$34,471. The 2005 PCPI reflected an increase of 4.6 percent from 2004. The 2004-2005 state change was 4.7 percent and the national change was 4.2 percent. In 1995 the PCPI of Teller was \$23,106 and ranked 15th in the state. The 1995-2005 average annual growth rate of PCPI was 3.7 percent. The average annual growth rate for the state was 4.5 percent and for the nation was 4.1 percent.

### **TOTAL PERSONAL INCOME**

In 2005 Teller had a total personal income (TPI) of \$729,736\*. This TPI ranked 22nd in the state and accounted for 0.4 percent of the state total. In 1995 the TPI of Teller was \$395,398\* and ranked 22nd in the state. The 2005 TPI reflected an increase of 5.8 percent from 2004. The 2004-2005 state change was 6.2 percent and the national change was 5.2 percent. The 1995-2005 average annual growth rate of TPI was 6.3 percent. The average annual growth rate for the state was 6.6 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 Teller. In 2005 net earnings accounted for 76.1 percent of TPI (compared with 72.7 in 1995); dividends, interest, and rent were 13.6 percent (compared with 19.2 in 1995); and personal current transfer receipts were 10.3 percent (compared with 8.1 in 1995). From 2004 to 2005 net earnings increased 5.7 percent; dividends, interest, and rent increased 2.4 percent; and personal current transfer receipts increased 11.4 percent. From 1995 to 2005 net earnings increased on average 6.8 percent each year; dividends, interest, and rent increased on average 2.7 percent; and personal current transfer receipts increased on average 8.9 percent.

### **EARNINGS BY PLACE OF WORK**

Earnings of persons employed in Teller increased from \$280,857\* in 2004 to \$298,581\* in 2005, an increase of 6.3 percent. The 2004-2005 state change was 6.5 percent and the national change was 5.6 percent. The average annual growth rate from the 1995 estimate of \$165,434\* to the 2005 estimate was 6.1 percent. The average annual growth rate for the state was 7.1 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.*

## Fort Carson History

Fort Carson was established in 1942, following Japan's attack on Pearl Harbor. The city of Colorado Springs purchased land south of the city and donated it to the War Department. Construction began immediately and the first building, the camp headquarters, was completed January 31, 1942. Camp Carson was named in honor of the legendary Army scout, Gen. Christopher "Kit" Carson, who explored much of the West in the 1800's.

At the construction's peak, nearly 11,500 workers were employed on various construction projects at the new camp. Facilities were provided for 35,173 enlisted men, 1,818 officers and 592 nurses. Nearly all of the buildings were of the mobilization type construction with wood sided exteriors. The hospital was of the semi-permanent type concrete block and had space for 1,726 beds with an expansion capability of 2,000 beds. The 89th Infantry Division was the first major unit to be activated at Camp Carson. During World War II, over 100,000 soldiers trained at Camp Carson. Along with three other infantry divisions - the 71st, 104th and 10th Mountain - more than 125 units were activated at Camp Carson and more than 100 others were transferred to the Mountain post from other installations.

Nurses, cooks, mule packers, tank battalions, a Greek infantry battalion, and an Italian ordnance company - literally soldiers of every variety - trained at Camp Carson during the war years. Camp Carson was also home to nearly 9,000 Axis prisoners of war - mostly Italians and Germans. The internment camp at Camp Carson opened on the first day of 1943. These POWs alleviated the manpower shortage in Colorado by doing general farm work, canning tomatoes, cutting corn, and aiding in logging operations on Colorado's Western Slope. Between 1942 and 1956, pack mules were a common sight at Camp Carson. The first shipment arrived by train from Nebraska in July 1942. The mules were used by Field artillery (Pack) battalions to carry equipment, weapons and supplies over mountainous terrain. The most famous of these animals was Hambone, the pride of the 4th Field Artillery. For 13 years, he carried First Sergeants up Ute Pass to Camp Hale. Camp Hale, located near Leadville, Colorado was where the Army conducted cold weather and mountain warfare training. Hambone died in March 1971, and was buried with full military honors.

Activity at Camp Carson was greatly reduced following the end of World War II. By April 1946, the military strength at the Mountain Post had dropped General Christopher "Kit" Carson to around 600. It appeared that Camp Carson would be closed. With the onset of the Korean War however, activity once again increased. Many Reserve and National Guard units were called to active duty and stationed at Camp Carson during this time.

Camp Carson became "Fort Carson" in 1954. In the 1960s, mechanized units were assigned to the Mountain Post. At this time additional training land was

purchased, bringing the post to its current size of 140,000 acres. Throughout its history Fort Carson has been home to nine divisions. An additional training area, comprising 237,000 acres, was purchased in September 1983. Named the Piñon Canyon Maneuver Site, this training area is located approximately 100 miles to the southeast, and is used for large force-on-force maneuver training. Comprehensive maneuver and live fire training also occurs down range at Fort Carson.

Exercises and deployments continually hone the skills of the Fort Carson Soldiers. When not deployed, soldiers train annually at Piñon Canyon Maneuver Site and the National Training Center in California. Additionally, units participate in joint exercises around the world, including Central and South Africa, Europe, and Southwest Asia. In 2003, most Fort Carson units were deployed in support of Operations Enduring Freedom and Iraqi Freedom. Troops were also sent in support of the guard mission at Guantanamo Bay, Cuba. President George W. Bush addressed the troops and family members on November 24, 2003, in praise of the soldiers' determination and the sacrifices their families have made.

Throughout its history, Fort Carson soldiers and units have been very active supporting various community events throughout Colorado. Soldiers from the mountain post have conducted firefighting missions in local national forests, search and rescue missions throughout the state, and various other emergency operations. Twenty-four cities in Colorado have formal relationships with units at Fort Carson and the Mountain Post supports over 350 community events such as parades, concerts, and fairs every year. Fort Carson has a proud history of supporting the nation's call to arms. For more than five decades, Fort Carson has provided trained and ready soldiers to meet operational requirements. That heritage continues today at Fort Carson, the Mountain Post.

US Census Bureau State County Quick Facts

<b>People QuickFacts</b>	<b>Teller County</b>	<b>Colorado</b>
Population, 2006 estimate	22,243	4,753,377
Population, percent change, April 1, 2000 to July 1, 2006	8.2%	10.5%
Population, 2000	20,555	4,301,261
Persons under 5 years old, percent, 2006	5.0%	7.2%
Persons under 18 years old, percent, 2006	21.4%	24.6%
Persons 65 years old and over, percent, 2006	9.8%	10.0%
Female persons, percent, 2006	49.1%	49.7%
White persons, percent, 2006 (a)	95.0%	90.1%
Black persons, percent, 2006 (a)	1.0%	4.1%
American Indian and Alaska Native persons, percent, 2006 (a)	1.1%	1.1%
Asian persons, percent, 2006 (a)	0.7%	2.6%
Native Hawaiian and Other Pacific Islander, percent, 2006 (a)	0.1%	0.1%
Persons reporting two or more races, percent, 2006	2.1%	1.8%
Persons of Hispanic or Latino origin, percent, 2006 (b)	4.8%	19.7%
White persons not Hispanic, percent, 2006	90.6%	71.7%
Living in same house in 1995 and 2000, pct 5 yrs old & over	41.4%	44.1%
Foreign born persons, percent, 2000	1.8%	8.6%
Language other than English spoken at home, pct age 5+, 2000	4.0%	15.1%
High school graduates, percent of persons age 25+, 2000	94.0%	86.9%
Bachelor's degree or higher, pct of persons age 25+, 2000	31.7%	32.7%
Persons with a disability, age 5+, 2000	2,960	638,654
Mean travel time to work (minutes), workers age 16+, 2000	30.1	24.3
Housing units, 2006	11,909	2,094,898
Homeownership rate, 2000	80.9%	67.3%
Housing units in multi-unit structures, percent, 2000	6.4%	25.7%
Median value of owner-occupied housing units, 2000	\$162,000	\$166,600
Households, 2000	7,993	1,658,238
Persons per household, 2000	2.56	2.53
Median household income, 2004	\$53,787	\$50,105
Per capita money income, 1999	\$23,412	\$24,049
Persons below poverty, percent, 2004	7.2%	10.2%
<b>Business QuickFacts</b>	<b>Teller County</b>	<b>Colorado</b>
Private nonfarm establishments, 2005	741	151,070
Private nonfarm employment, 2005	5,424	1,936,264
Private nonfarm employment, percent change 2000-2005	2.4%	1.2%
Nonemployer establishments, 2005	2,651	401,092
Total number of firms, 2002	2,919	464,982
Black-owned firms, percent, 2002	F	1.5%
American Indian and Alaska Native owned firms, percent, 2002	F	0.8%
Asian-owned firms, percent, 2002	F	2.3%
Native Hawaiian and Other Pacific Islander owned firms, percent, 2002	F	0.1%
Hispanic-owned firms, percent, 2002	F	5.2%
Women-owned firms, percent, 2002	26.8%	29.1%
Manufacturers shipments, 2002 (\$1000)	NA	34,661,144
Wholesale trade sales, 2002 (\$1000)	12,837	92,092,155
Retail sales, 2002 (\$1000)	113,498	52,226,983
Retail sales per capita, 2002	\$5,258	\$11,611
Accommodation and foodservices sales, 2002 (\$1000)	117,526	8,808,846
Building permits, 2006	171	38,343
Federal spending, 2004 (\$1000)	74,640	30,060,329
<b>Geography QuickFacts</b>	<b>Teller County</b>	<b>Colorado</b>
Land area, 2000 (square miles)	557.06	103,717.53
Persons per square mile, 2000	36.9	41.5
FIPS Code	119	8
<b>Metropolitan or Micropolitan Statistical Area Colorado Springs, CO Metro Area</b>		
(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		

The ASIP derives the estimated number of military, civilian, and contractor school age dependents by applying statistically derived factors to the number of assigned personnel in each of these three categories. ASIP data represents *estimates* derived through application of the dependent factors, not actual counts.

### **Data Strengths and Limitations**

The data provided by the LEAs must be viewed with several key considerations in mind.

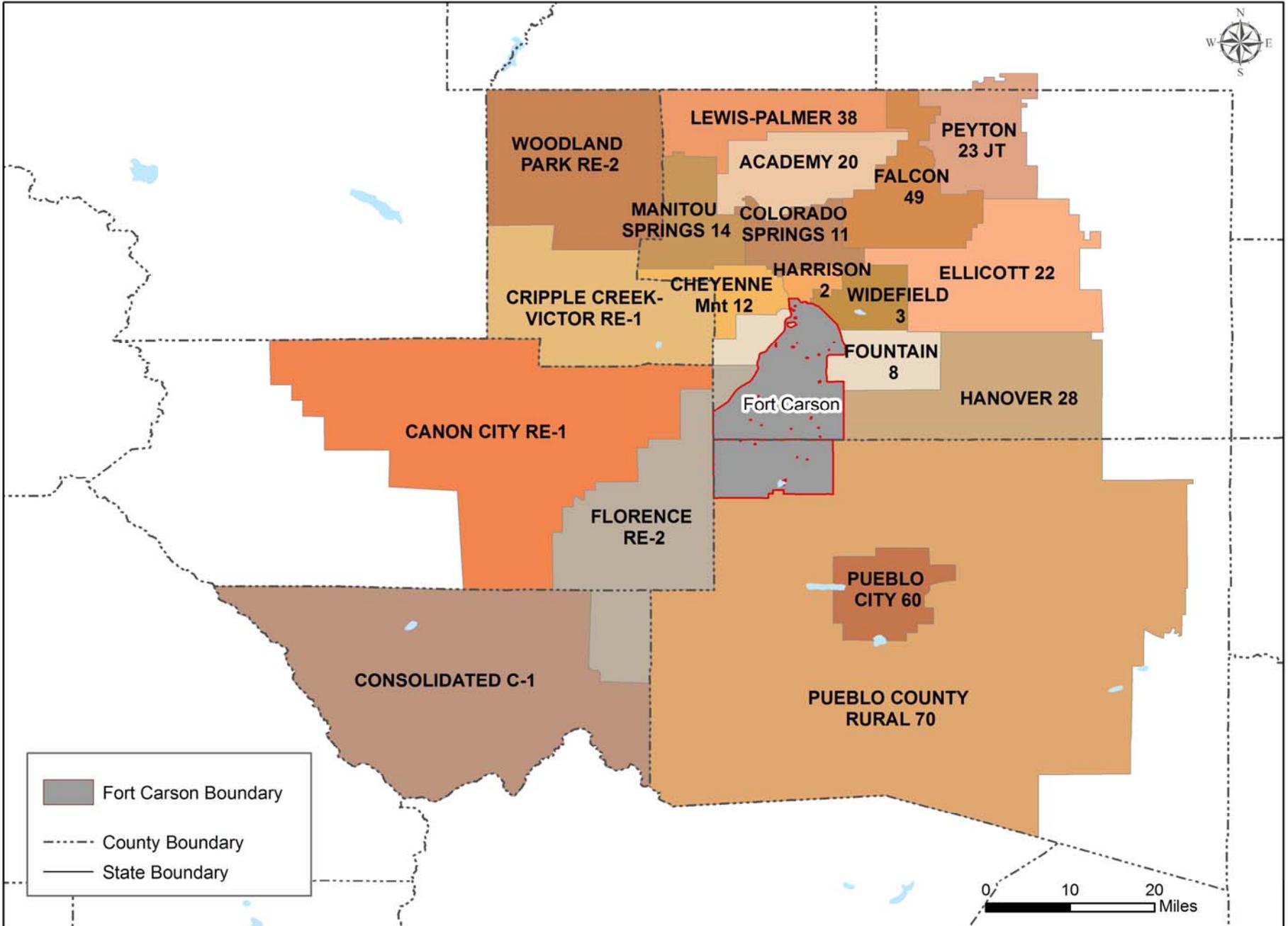
The summary in the spreadsheet that follows represents a combination of these five LEAs only. The installation, community and LEAs believe that the five LEAs will absorb most of the school growth from Fort Carson's expansion. Other LEAs, however, have Fort Carson dependents in their schools, and may also absorb growth from Fort Carson.

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. It is important to note that under the state of Colorado's school choice program, however, students may apply to and attend schools outside of their home district. Each LEA has a different number of students that they gain or lose through the choice program.

School enrollment actuals from the LEAs cannot be compared with the estimates provided by Fort Carson on a strict "apples-to-apples" basis. Fort Carson's estimates include all military personnel's school aged children (K-12), but some of these children will attend school outside of the five surveyed LEAs, for example, in different public school districts, private schools, or in home schools. For this reason, one may expect Fort Carson's estimated count of school aged children of military personnel to be higher than the sum of the five surveyed LEAs, which, indeed, it is for the projections of the years 2007 through 2013.

It is also the case that the LEAs count *military* students, not just Fort Carson students. Petersen Air Force Base, the Air Force Academy, and other DoD installations may also send their children to these same LEA schools. Not all of the military students counted in the LEA surveys, therefore, are necessarily students linked to Fort Carson. This would mean that the LEAs could actually report more military students than Fort Carson alone, which appears to be the case for 2003, 2004, and 2006.

# Local Education Agencies Within 25 Miles Of Fort Carson



## **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 Carson and five surrounding local educational agencies (LEAs). The Fort Carson community expects these LEAs—Colorado Springs, Fountain-Fort Carson, Harrison, Cheyenne Mountain, and Widefield—to absorb most of Fort Carson’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**

The five 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.

All five LEAs provided the information at the summary (K-12) level for all years. Colorado Springs, Cheyenne Mountain, Harrison, and Widefield provided total enrollment for the year 2000, but did not provide detailed breakdown for elementary, middle and high schools.

### **Data Collected from Fort Carson (Installation)**

Fort Carson also responded to a request for data for this project. The installation provided estimated total enrollments for 2003 through 2006 and other data requested. Our understanding is the estimates for 2003 through 2006 came from the ASIP (see definition below), rather than from actual counts from that period of time.

### **Data Collected from Army Headquarters**

The Office of the Assistant Chief of Staff for Installation Management (OACSIM) provided data on estimated school enrollment associated with Fort Carson. 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.” The ASIP has been updated since that time, and we will provide more recent ASIP data as required after the EAC staff visit.

Different District Capacity Utilization Rates	100% Functional Capacity	Functional capacities adjusted to 90-93% for elementary schools and 85-90% for secondary schools depending on the district.
-----------------------------------------------	--------------------------	-----------------------------------------------------------------------------------------------------------------------------

Sources: School districts provided the October 2007 enrollment and 2008 capacity inventory data. PPACG provided troop and civilian contractor inputs, annual projections, end-state totals and demographic multipliers.

**Assumptions**

With the above differences, the updated analysis attempted to keep as many assumptions constant between the two forecast / capacity analyses as possible, including the following:

- The projection and capacity analysis focused on the five most impacted school districts in the Fort Carson Regional Growth Plan Primary Housing Impact Areas. The percent of students allocated from Fort Carson and Baseline Growth to each of the five most impacted districts remained constant (Table 2).

Table 2. End-State Distribution of New Students from Baseline Growth and Fort Carson Troop Increase.

School District	Percent of Total Growth
Fountain-Fort Carson District 8	32.7%
Colorado Springs District 11	14.8%
Harrison District 2	12.3%
Widefield District 3	27.0%
Cheyenne Mountain District 12	3.5%

- An analysis was not conducted for Private Schools, Home Schools, or districts outside of the 5 most impacted districts.
- Forecasts calculate new students generated from growth at Fort Carson, as well as the addition of Baseline Growth that would occur regardless of Fort Carson troop increases.
- The number of estimated children per year is based on matriculation values, meaning the values shown for years 2009-2013 are the number of new students arriving each year plus the matriculated students from the previous year.
- Years in tables are shown as Federal Fiscal Years (October 1 – September 30) which is slightly different than the school districts’ fiscal year (July 1 – June 30). It is likely children will arrive at irregular intervals. However, for modeling purposes children are assumed to be added to their school district on a Federal Fiscal Year basis.
- Tables classify elementary school numbers spanning grades kindergarten through fifth or sixth grade depending on the district; middle school enrollment spans grades sixth or seventh through eighth grade depending on the district; and high school enrollment spans grades ninth through twelfth grade.
- Open enrollment or “school of choice” was not considered in the analysis.

It is anticipated that capacity projections will continue to be updated based on new troop and family data as the data are obtained.

# SCHOOL ENROLLMENT AND IMPACT AID FROM LOCAL EDUCATIONAL AGENCIES, FORT CARSON, AND ARMY HQ

Data Collected Through Surveys of 5 LEAs <i>(see Notes 1 &amp; 2)</i>	<i>Actual</i>							<i>Projected</i>						
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
<b>Total Enrollment</b> All Years (K-12)	59,929	60,363	61,372	61,132	61,060	58,770	60,558	59,917	59,508	62,400	63,375	66,123	67,251	68,951
DoD-related Enrollment														
Military	8,342	8,032	7,755	8,161	7,952	7,083	7,841	7,408	7,794	10,097	10,388	12,531	13,047	13,298
DoD-Civilian	-	-	-	-	-	-	-	476	526	610	635	711	739	761
DoD Contractor**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total DoD Enrollment	8,342	8,032	7,755	8,161	7,952	7,083	7,841	7,884	8,320	10,707	11,023	13,242	13,786	14,059
Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Enrollment	8,342	8,032	7,755	8,161	7,952	7,083	7,841	7,884	8,320	10,707	11,023	13,242	13,786	14,059
Fed as a fraction of total	14%	13%	13%	13%	13%	12%	13%	13%	14%	17%	17%	20%	20%	20%

<b>Impact Aid</b>														
Federal Impact Aid Received (\$M)														
Dept. of Education	\$ 6.32	\$ 6.38	\$ 6.40	\$ 13.02	\$ 12.45	\$ 9.48	\$ 17.24	\$ 9.29	\$ 9.10	\$ 11.21	\$ 11.47	\$ 13.42	\$ 13.89	\$ 14.12
DOD Supplemental Impact Aid	\$ -	\$ -	\$ 0.84	\$ -	\$ 0.39	\$ 0.42	\$ 0.61	\$ 0.55	\$ 0.60	\$ 0.60	\$ 0.60	\$ 0.60	\$ 0.60	\$ 0.60
DoD Large Scale Rebasings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Federal	\$ 6.32	\$ 6.38	\$ 7.24	\$ 13.02	\$ 12.84	\$ 9.90	\$ 17.85	\$ 9.84	\$ 9.70	\$ 11.81	\$ 12.07	\$ 14.02	\$ 14.49	\$ 14.72
State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Federal & State Impact Aid (\$M)	\$ 6.32	\$ 6.38	\$ 7.24	\$ 13.02	\$ 12.84	\$ 9.90	\$ 17.85	\$ 9.84	\$ 9.70	\$ 11.81	\$ 12.07	\$ 14.02	\$ 14.49	\$ 14.72
Impact Aid Per DoD Dependent Student	\$ 758	\$ 795	\$ 934	\$ 1,595	\$ 1,614	\$ 1,397	\$ 2,277	\$ 1,249	\$ 1,166	\$ 1,103	\$ 1,095	\$ 1,059	\$ 1,051	\$ 1,047

## Data Collected from Fort Carson

<b>Total Enrollment</b> All Years (K-12) <i>(see Note 3)</i>				7,738	7,480	9,966	7,453	10,113	10,053	12,517	12,688	14,840	15,144	15,169
-----------------------------------------------------------------	--	--	--	-------	-------	-------	-------	--------	--------	--------	--------	--------	--------	--------

## Data Collected from Army HQ

From the July 07 Army Stationing and Installation Plan (ASIP)	<i>Estimates</i>							<i>Projected</i>						
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
All Years (K-12) DoD-related Enrollment														
Military				6,482	6,171	8,622	6,096	8,846	8,793	11,226	11,397	13,549	13,853	13,909
DoD-Civilian				1,256	1,309	1,344	1,357	1,267	1,260	1,291	1,291	1,291	1,291	1,260
Total DoD Enrollment				7,738	7,480	9,966	7,453	10,113	10,053	12,517	12,688	14,840	15,144	15,169
<i>(see Note 4)</i>														

## Notes

1. See accompanying pages for detailed notes on data sources.
2. The five LEAs surveyed are Cheyenne Mountain, Colorado Springs, Fountain, Harrison, and Widefield DoD School Districts.
3. Fort Carson data for 2000 to 2002 will be obtained after site visit is complete.
4. Total DoD Enrollment does not include DoD Contractor data.

\*\* 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.

**Cheyenne Mountain School District 12**

**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
<b>Enrollment -- LEA Estimates</b>															
All Years (K-12)	Total Enrollment (see Note 1)	3,907	4,000	4,142	4,282	4,445	4,413	4,499	4,722	4,787	4,899	4,934	5,040	5,084	5,118
	DoD-related Enrollment														
	Military	234	241	222	256	317	330	363	371	380	469	481	564	584	593
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	234	241	222	256	317	330	363	371	380	469	481	564	584	593
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	234	241	222	256	317	330	363	371	380	469	481	564	584	593
	Fed as a fraction of total	6%	6%	5%	6%	7%	7%	8%	8%	8%	10%	10%	11%	11%	12%
<b>Capacity (Measured in seats available)</b>															
All Years (K-12)	Total LEA Capacity	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Load Factor (LEA Enrollment/Capacity)</b>		<b>101%</b>	<b>103%</b>	<b>107%</b>	<b>111%</b>	<b>115%</b>	<b>114%</b>	<b>116%</b>	<b>122%</b>	<b>124%</b>	<b>127%</b>	<b>128%</b>	<b>130%</b>	<b>131%</b>	<b>132%</b>
	Total Enrollment (see Note 2)	3,952	4,041	4,191	4,342	4,506	4,475	4,563	4,786	4,851	4,963	4,998	5,104	5,148	5,182
<b>Financial Information</b>															
	Total LEA Budget (\$M)	\$ 18.50	\$ 19.60	\$ 20.80	\$ 22.90	\$ 24.30	\$ 25.10	\$ 26.80	\$ 27.40	\$ 29.00	\$ 30.60	\$ 31.70	\$ 33.40	\$ 34.70	\$ 35.90
	Budget per enrolled pupil (\$K)														
	LEA	\$ 4.68	\$ 4.86	\$ 4.96	\$ 5.28	\$ 5.40	\$ 5.61	\$ 5.88	\$ 5.73	\$ 5.98	\$ 6.16	\$ 6.35	\$ 6.54	\$ 6.73	\$ 6.94
	Federal Impact Aid Received (\$M)														
	Dept. of Education	\$ 0.02	\$ 0.02	\$ 0.02	\$ 0.02	\$ 0.05	\$ 0.04	\$ 0.04	\$ 0.03	\$ 0.03	\$ 0.04	\$ 0.04	\$ 0.04	\$ 0.05	\$ 0.05
	DOD Supplemental Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	DoD Large Scale Rebasing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal	\$ 0.02	\$ 0.02	\$ 0.02	\$ 0.02	\$ 0.05	\$ 0.04	\$ 0.04	\$ 0.03	\$ 0.03	\$ 0.04	\$ 0.04	\$ 0.04	\$ 0.05	\$ 0.05
	State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal & State Impact Aid (\$M)	\$ 0.02	\$ 0.02	\$ 0.02	\$ 0.02	\$ 0.05	\$ 0.04	\$ 0.04	\$ 0.03	\$ 0.03	\$ 0.04	\$ 0.04	\$ 0.04	\$ 0.05	\$ 0.05
	Impact Aid as a fraction of LEA Budget	0.10%	0.11%	0.10%	0.09%	0.21%	0.16%	0.15%	0.11%	0.10%	0.12%	0.12%	0.13%	0.13%	0.13%
	Assessed Tax base per pupil (\$K)	\$ 246,878	\$ 282,006	\$ 288,875	\$ 272,758	\$ 278,325	\$ 311,532	\$ 320,282	\$ 366,723	\$ 378,556	\$ 389,913	\$ 401,610	\$ 413,658	\$ 426,068	\$ 438,850
	LEA or county	\$ 63.2	\$ 70.5	\$ 69.7	\$ 63.7	\$ 62.6	\$ 70.6	\$ 71.2	\$ 77.7	\$ 79.1	\$ 79.6	\$ 81.4	\$ 82.1	\$ 83.8	\$ 85.7

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b>
<b>FINANCE—</b>

\* 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:**

1. Enrollment data excludes Pre-K.
2. Enrollment date includes Pre-K.

Colorado Springs School District 11

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
<b>Enrollment -- LEA Estimates</b>															
All Years (K-12)	Total Enrollment	32,494	32,396	32,915	32,474	31,927	29,842	30,980	30,303	29,518	29,988	30,131	30,578	30,759	30,893
	DoD-related Enrollment														
	Military	2,315	2,233	2,143	2,143	2,022	1,897	1,826	1,555	1,500	1,877	1,925	2,276	2,361	2,402
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	2,315	2,233	2,143	2,143	2,022	1,897	1,826	1,555	1,500	1,877	1,925	2,276	2,361	2,402
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	2,315	2,233	2,143	2,143	2,022	1,897	1,826	1,555	1,500	1,877	1,925	2,276	2,361	2,402
	Fed as a fraction of total	7%	7%	7%	7%	6%	6%	6%	5%	5%	6%	6%	7%	8%	8%
<b>Capacity (Measured in seats available)</b>															
All Years (K-12)	Total LEA Capacity	32,018	32,018	32,018	32,018	32,018	32,018	32,018	32,018	32,018	32,018	32,018	32,018	32,018	32,018
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Load Factor (LEA Enrollment/Capacity)</b>		<b>101%</b>	<b>101%</b>	<b>103%</b>	<b>101%</b>	<b>100%</b>	<b>93%</b>	<b>97%</b>	<b>95%</b>	<b>92%</b>	<b>94%</b>	<b>94%</b>	<b>96%</b>	<b>96%</b>	<b>96%</b>
	Total Enrollment	32,494	32,396	32,915	32,474	31,927	29,842	30,980	30,303	29,518	29,988	30,131	30,578	30,759	30,893
<b>Financial Information</b>															
	Total LEA Budget (\$M)	\$ 148.7	\$ 159.1	\$ 164.8	\$ 168.4	\$ 170.0	\$ 176.0	\$ 192.0	\$ 200.7	\$ 228.4	\$ 239.0	\$ 247.4	\$ 258.6	\$ 267.9	\$ 277.1
	Budget per enrolled pupil (\$K)														
	LEA	\$ 4.58	\$ 4.91	\$ 5.01	\$ 5.18	\$ 5.33	\$ 5.90	\$ 6.20	\$ 6.62	\$ 7.74	\$ 7.97	\$ 8.21	\$ 8.46	\$ 8.71	\$ 8.97
	Federal Impact Aid Received (\$M)														
	Dept. of Education	\$ 0.46	\$ 0.47	\$ 0.35	\$ 0.47	\$ 0.38	\$ 0.46	\$ -	\$ -	\$ 0.16	\$ 0.20	\$ 0.21	\$ 0.24	\$ 0.25	\$ 0.26
	DOD Supplemental Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	DoD Large Scale Rebasing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal	\$ 0.46	\$ 0.47	\$ 0.35	\$ 0.47	\$ 0.38	\$ 0.46	\$ -	\$ -	\$ 0.16	\$ 0.20	\$ 0.21	\$ 0.24	\$ 0.25	\$ 0.26
	State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal & State Impact Aid (\$M)	\$ 0.46	\$ 0.47	\$ 0.35	\$ 0.47	\$ 0.38	\$ 0.46	\$ -	\$ -	\$ 0.16	\$ 0.20	\$ 0.21	\$ 0.24	\$ 0.25	\$ 0.26
	Impact Aid as a fraction of LEA Budget	0.31%	0.30%	0.21%	0.28%	0.22%	0.26%	0.00%	0.00%	0.07%	0.08%	0.08%	0.09%	0.09%	0.09%
	Assessed Tax base per pupil (\$K)	\$ 2,000,000	\$ 2,107,558	\$ 2,225,564	\$ 2,124,984	\$ 2,109,664	\$ 2,269,505	\$ 2,297,827	\$ 2,509,616	\$ 2,611,772	\$ 2,690,125	\$ 2,770,829	\$ 2,853,954	\$ 2,939,572	\$ 3,027,760
	LEA or county	\$ 61.5	\$ 65.1	\$ 67.6	\$ 65.4	\$ 66.1	\$ 76.1	\$ 74.2	\$ 82.8	\$ 88.5	\$ 89.7	\$ 92.0	\$ 93.3	\$ 95.6	\$ 98.0

<b>NOTES:</b>
<b>ENROLLMENT—</b>
Total enrollment includes pre-school as data
<b>CAPACITY—</b>
<b>FINANCE—</b>

\* 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.

**Fountain School District 8**

**Summary (K-12)**

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
<b>Enrollment -- LEA Estimates</b>															
All Years (K-12)	Total Enrollment (see Note 1)	4,803	4,959	5,057	5,407	5,697	5,739	5,934	5,925	6,337	7,367	7,673	8,650	9,041	9,326
	DoD-related Enrollment														
	Military	2,456	2,489	2,480	2,801	2,801	3,161	3,355	3,241	3,664	4,498	4,603	5,379	5,566	5,657
	DoD-Civilian								476	526	610	635	711	739	761
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	2,456	2,489	2,480	2,801	2,801	3,161	3,355	3,717	4,190	5,108	5,238	6,090	6,305	6,418
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	2,456	2,489	2,480	2,801	2,801	3,161	3,355	3,717	4,190	5,108	5,238	6,090	6,305	6,418
	Fed as a fraction of total	51%	50%	49%	52%	49%	55%	57%	63%	66%	69%	68%	70%	70%	69%
<b>Capacity (Measured in seats available)</b>															
All Years (K-12)	Total LEA Capacity	5,976	5,976	5,976	5,976	6,640	6,640	6,640	7,080	7,744	7,744	7,744	7,744	7,744	7,744
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Load Factor (LEA Enrollment/Capacity)</b>		<b>80%</b>	<b>83%</b>	<b>85%</b>	<b>90%</b>	<b>86%</b>	<b>86%</b>	<b>89%</b>	<b>84%</b>	<b>82%</b>	<b>95%</b>	<b>99%</b>	<b>112%</b>	<b>117%</b>	<b>120%</b>
	Total Enrollment (see Note 2)	4,866	5,125	5,195	5,545	5,879	5,963	6,166	6,152	6,584	7,614	7,920	8,897	9,288	9,573
<b>Financial Information</b>															
	Total LEA Budget (\$M)	\$ 24.5	\$ 26.8	\$ 29.4	\$ 31.8	\$ 33.4	\$ 35.8	\$ 37.8	\$ 39.6	\$ 44.9	\$ 53.5	\$ 57.4	\$ 66.4	\$ 71.4	\$ 75.8
	Budget per enrolled pupil (\$K)														
	LEA	\$ 5.0	\$ 5.2	\$ 5.7	\$ 5.7	\$ 5.7	\$ 6.0	\$ 6.1	\$ 6.4	\$ 6.8	\$ 7.0	\$ 7.2	\$ 7.5	\$ 7.7	\$ 7.9
	Federal Impact Aid Received (\$M)														
	Dept. of Education	\$ 5.3	\$ 5.4	\$ 5.6	\$ 12.1	\$ 11.6	\$ 9.0	\$ 17.2	\$ 9.3	\$ 8.7	\$ 10.7	\$ 10.9	\$ 12.8	\$ 13.2	\$ 13.5
	DOD Supplemental Impact Aid	\$ -	\$ -	\$ 0.8	\$ -	\$ 0.4	\$ 0.4	\$ 0.6	\$ 0.6	\$ 0.6	\$ 0.6	\$ 0.6	\$ 0.6	\$ 0.6	\$ 0.6
	DoD Large Scale Rebasing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal	\$ 5.3	\$ 5.4	\$ 6.4	\$ 12.1	\$ 12.0	\$ 9.4	\$ 17.8	\$ 9.8	\$ 9.3	\$ 11.3	\$ 11.5	\$ 13.4	\$ 13.8	\$ 14.1
	State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal & State Impact Aid (\$M)	\$ 5.3	\$ 5.4	\$ 6.4	\$ 12.1	\$ 12.0	\$ 9.4	\$ 17.8	\$ 9.8	\$ 9.3	\$ 11.3	\$ 11.5	\$ 13.4	\$ 13.8	\$ 14.1
	Impact Aid as a fraction of LEA Budget	21%	20%	22%	38%	36%	26%	47%	25%	21%	21%	20%	20%	19%	19%
	Assessed Tax base per pupil (\$K)	\$ 68,990	\$ 78,546	\$ 78,315	\$ 89,110	\$ 88,844	\$ 118,060	\$ 130,615	\$ 135,513	\$ 150,015	\$ 154,515	\$ 159,151	\$ 163,925	\$ 168,843	\$ 173,909
	LEA or county	\$ 14.4	\$ 15.8	\$ 15.5	\$ 16.5	\$ 15.6	\$ 20.6	\$ 22.0	\$ 22.9	\$ 23.7	\$ 21.0	\$ 20.7	\$ 19.0	\$ 18.7	\$ 18.6

\* 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:**

1. Enrollment data excludes Pre-K.
2. Enrollment date includes Pre-K.

**Summary (K-12)**

<b>NOTES:</b>
<b>ENROLLMENT—</b>
DOD Civilians
- not enough to count on impact aid section 8003 application
Projected Enrollment
- added delta NEW students plus baseline
Projected Military Enrollment
- added new Ft. Carson students only
DoD Contractor enrollment accounted for in total enrollment
<b>CAPACITY—</b>
- remains constant at 07-08 seats no additional construction no modular/portable buildings
- open new Elem school in 07-08
- opened new POST Middle school in 06-07
- open new POST Elem school in 03-04
<b>FINANCE—</b>
- actual audited exp for 2000 to 2007
- budgeted exp for 2008
- per pupil budget increase of 3% per yr for 2009 through 2013; LEA proposed budget = enrollment x per pupil exp
- 2009 - 2013 impact aid increase by same % as military student increase
- assessed value increase of 3% per yr

**Harrison School District 2**

**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
<b>Enrollment -- LEA Estimates</b>															
All Years (K-12)	Total Enrollment (see Note 1)	10,457	10,631	10,787	10,563	10,736	10,496	10,923	10,736	10,700	11,095	11,297	11,673	11,828	11,946
	DoD-related Enrollment														
	Military	1,714	1,495	1,409	1,401	1,278	201	930	940	950	1,264	1,303	1,596	1,666	1,700
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	1,714	1,495	1,409	1,401	1,278	201	930	940	950	1,264	1,303	1,596	1,666	1,700
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	1,714	1,495	1,409	1,401	1,278	201	930	940	950	1,264	1,303	1,596	1,666	1,700
	Fed as a fraction of total	16%	14%	13%	13%	12%	2%	9%	9%	9%	11%	12%	14%	14%	14%
<b>Capacity (Measured in seats available)</b>															
All Years (K-12)	Total LEA Capacity	12,915	12,915	12,915	12,915	12,915	12,915	12,915	12,915	12,915	12,915	12,915	12,915	12,915	12,915
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Load Factor (LEA Enrollment/Capacity)</b>		<b>81%</b>	<b>82%</b>	<b>84%</b>	<b>82%</b>	<b>83%</b>	<b>81%</b>	<b>85%</b>	<b>83%</b>	<b>83%</b>	<b>86%</b>	<b>87%</b>	<b>90%</b>	<b>92%</b>	<b>92%</b>
	Total Enrollment (see Note 2)	10,770	10,885	11,037	10,815	11,026	10,719	11,218	11,165	11,167	11,562	11,764	12,140	12,295	12,413
<b>Financial Information</b>															
	Total LEA Budget (\$M)	\$ 53.7	\$ 52.6	\$ 56.4	\$ 61.6	\$ 62.8	\$ 62.8	\$ 67.3	\$ 69.6	\$ 75.0	\$ 80.0	\$ 83.8	\$ 89.1	\$ 92.9	\$ 96.6
	Budget per enrolled pupil (\$K)														
	LEA	\$ 5.0	\$ 4.8	\$ 5.1	\$ 5.7	\$ 5.7	\$ 5.9	\$ 6.0	\$ 6.2	\$ 6.7	\$ 6.9	\$ 7.1	\$ 7.3	\$ 7.6	\$ 7.8
	Federal Impact Aid Received (\$M)														
	Dept. of Education	\$ 0.29	\$ 0.26	\$ 0.24	\$ 0.23	\$ 0.19	\$ 0.005	\$ -	\$ -	\$ 0.10	\$ 0.14	\$ 0.14	\$ 0.17	\$ 0.18	\$ 0.18
	DOD Supplemental Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	DoD Large Scale Rebasing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal	\$ 0.29	\$ 0.26	\$ 0.24	\$ 0.23	\$ 0.19	\$ 0.005	\$ -	\$ -	\$ 0.10	\$ 0.14	\$ 0.14	\$ 0.17	\$ 0.18	\$ 0.18
	State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal & State Impact Aid (\$M)	\$ 0.29	\$ 0.26	\$ 0.24	\$ 0.23	\$ 0.19	\$ 0.005	\$ -	\$ -	\$ 0.10	\$ 0.14	\$ 0.14	\$ 0.17	\$ 0.18	\$ 0.18
	Impact Aid as a fraction of LEA Budget	0.54%	0.49%	0.43%	0.37%	0.30%	0.01%	0.00%	0.00%	0.13%	0.18%	0.17%	0.19%	0.19%	0.19%
	Assessed Tax base per pupil (\$K)	\$ 476,021	\$ 487,382	\$ 555,153	\$ 532,099	\$ 483,521	\$ 490,285	\$ 516,792	\$ 518,545	\$ 566,694	\$ 583,695	\$ 601,206	\$ 619,242	\$ 637,819	\$ 656,954
	LEA or county	\$ 45.5	\$ 45.8	\$ 51.5	\$ 50.4	\$ 45.0	\$ 46.7	\$ 47.3	\$ 48.3	\$ 53.0	\$ 52.6	\$ 53.2	\$ 53.0	\$ 53.9	\$ 55.0

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b>
<b>FINANCE—</b>

\* 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:**

1. Enrollment data excludes Pre-K.
2. Enrollment date includes Pre-K.

**Widefield School District 3**

**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
<b>Enrollment -- LEA Estimates</b>															
All Years (K-12)	Total Enrollment (see Note 1)	8,268	8,377	8,471	8,406	8,255	8,280	8,222	8,231	8,166	9,051	9,340	10,182	10,539	11,668
	DoD-related Enrollment														
	Military	1,623	1,574	1,501	1,560	1,534	1,494	1,367	1,301	1,300	1,989	2,076	2,716	2,870	2,946
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	1,623	1,574	1,501	1,560	1,534	1,494	1,367	1,301	1,300	1,989	2,076	2,716	2,870	2,946
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	1,623	1,574	1,501	1,560	1,534	1,494	1,367	1,301	1,300	1,989	2,076	2,716	2,870	2,946
	Fed as a fraction of total	20%	19%	18%	19%	19%	18%	17%	16%	14%	22%	22%	27%	27%	25%
<b>Capacity (Measured in seats available)</b>															
All Years (K-12)	Total LEA Capacity	11,670	11,670	11,670	11,670	11,670	11,670	11,670	11,670	11,670	11,670	11,670	11,670	11,670	11,670
	% in temporary buildings	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%
<b>Load Factor (LEA Enrollment/Capacity)</b>		<b>71%</b>	<b>72%</b>	<b>73%</b>	<b>72%</b>	<b>71%</b>	<b>71%</b>	<b>70%</b>	<b>70%</b>	<b>78%</b>	<b>78%</b>	<b>80%</b>	<b>87%</b>	<b>90%</b>	<b>100%</b>
	Total Enrollment (see Note 2)	8,468	8,577	8,671	8,606	8,475	8,508	8,556	8,533	8,488	9,373	9,662	10,504	10,861	11,990
<b>Financial Information</b>															
	Total LEA Budget (\$M)	\$ 43.0	\$ 44.0	\$ 45.0	\$ 46.9	\$ 48.8	\$ 49.8	\$ 50.1	\$ 53.6	\$ 54.0	\$ 61.4	\$ 65.2	\$ 73.0	\$ 77.8	\$ 88.4
	Budget per enrolled pupil (\$K)														
	LEA	\$ 5.1	\$ 5.1	\$ 5.2	\$ 5.4	\$ 5.8	\$ 5.9	\$ 5.9	\$ 6.3	\$ 6.4	\$ 6.6	\$ 6.7	\$ 7.0	\$ 7.2	\$ 7.4
	Federal Impact Aid Received (\$M)														
	Dept. of Education	\$ 0.3	\$ 0.3	\$ 0.2	\$ 0.2	\$ 0.2	\$ 0.005	\$ -	\$ -	\$ 0.1	\$ 0.1	\$ 0.1	\$ 0.2	\$ 0.2	\$ 0.2
	DOD Supplemental Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	DoD Large Scale Rebasing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal	\$ 0.3	\$ 0.3	\$ 0.2	\$ 0.2	\$ 0.2	\$ 0.005	\$ -	\$ -	\$ 0.1	\$ 0.1	\$ 0.1	\$ 0.2	\$ 0.2	\$ 0.2
	State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal & State Impact Aid (\$M)	\$ 0.3	\$ 0.3	\$ 0.2	\$ 0.2	\$ 0.2	\$ 0.005	\$ -	\$ -	\$ 0.1	\$ 0.1	\$ 0.1	\$ 0.2	\$ 0.2	\$ 0.2
	Impact Aid as a fraction of LEA Budget	0.68%	0.59%	0.52%	0.50%	0.38%	0.01%	0.00%	0.00%	0.19%	0.22%	0.22%	0.24%	0.23%	0.21%
	Assessed Tax base per pupil (\$K)	\$ 180,000	\$ 184,156	\$ 202,501	\$ 210,537	\$ 207,259	\$ 211,542	\$ 238,991	\$ 253,112	\$ 289,386	\$ 298,068	\$ 307,010	\$ 316,220	\$ 325,706	\$ 335,478
	LEA or county	\$ 21.8	\$ 22.0	\$ 23.9	\$ 25.0	\$ 25.1	\$ 25.5	\$ 29.1	\$ 30.8	\$ 35.4	\$ 32.9	\$ 32.9	\$ 31.1	\$ 30.9	\$ 28.8

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b>
725 seats in temporary buildings
<b>FINANCE—</b>

\* 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:**  
 1. Enrollment data excludes Pre-K.  
 2. Enrollment date includes Pre-K.

Cheyenne Mountain School District 12

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 (excludes Pre-K)	3,907	4,000	4,142	4,282	4,445	4,413	4,499	4,722	4,787	4,899	4,934	5,040	5,084	5,118	
DoD-related Enrollment <b>FEDERAL COUNT</b>															
Military	234	241	222	256	317	330	363	371	380	469	481	564	584	593	
DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total DoD Enrollment	234	241	222	256	317	330	363	371	380	469	481	564	584	593	
Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Federal Enrollment	234	241	222	256	317	330	363	371	380	469	481	564	584	593	
Fed as a fraction of total	6%	6%	5%	6%	7%	7%	8%	8%	8%	10%	10%	11%	11%	12%	
<b>Capacity (Measured in seats available)</b>															
All Years (K-12) Total LEA Capacity	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869	3,869	
% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
<b>Load Factor (LEA Enrollment/Capacity)</b>	<b>101%</b>	<b>103%</b>	<b>107%</b>	<b>111%</b>	<b>115%</b>	<b>114%</b>	<b>116%</b>	<b>122%</b>	<b>124%</b>	<b>127%</b>	<b>128%</b>	<b>130%</b>	<b>131%</b>	<b>132%</b>	
Total Enrollment (includes Pre-K)	3,952	4,041	4,191	4,342	4,506	4,475	4,563	4,786	4,851	4,963	4,998	5,104	5,148	5,182	
<b>Financial Information (Actual \$ amounts, not rounded to \$K or \$M)</b>															
Total LEA Budget (\$M) <b>GENERAL FUND</b>	18,500,000	19,651,375	20,798,385	22,947,020	24,314,229	25,119,449	26,815,450	27,460,173	29,024,442	30,585,396	31,725,122	33,369,903	34,667,302	35,943,150	
Budget per enrolled pupil (\$K) <b>TOTAL MEMBERSHIP PK-12</b>															
LEA	4,681	4,863	4,963	5,285	5,396	5,613	5,877	5,738	5,983	6,163	6,348	6,538	6,734	6,936	
Federal Impact Aid Received (\$M)															
Dept. of Education	\$ 18,595.00	\$ 22,410.00	\$ 19,995.00	\$ 20,867.00	\$ 53,406.00	\$ 36,915.00	\$ 43,430.00	\$ 28,205.00	\$ 32,462.00	\$ 40,064.94	\$ 41,090.06	\$ 48,180.44	\$ 49,888.97	\$ 50,657.81	
DOD Supplemental Impact Aid															
DoD Large Scale Rebasing															
Total Federal	\$ 18,595.00	\$ 22,410.00	\$ 19,995.00	\$ 20,867.00	\$ 53,406.00	\$ 36,915.00	\$ 43,430.00	\$ 28,205.00	\$ 32,462.00	\$ 40,064.94	\$ 41,090.06	\$ 48,180.44	\$ 49,888.97	\$ 50,657.81	
State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Federal & State Impact Aid (\$M)	\$ 18,595.00	\$ 22,410.00	\$ 19,995.00	\$ 20,867.00	\$ 53,406.00	\$ 36,915.00	\$ 43,430.00	\$ 28,205.00	\$ 32,462.00	\$ 40,064.94	\$ 41,090.06	\$ 48,180.44	\$ 49,888.97	\$ 50,657.81	
Impact Aid as a fraction of LEA Budget	0.10%	0.11%	0.10%	0.09%	0.22%	0.15%	0.16%	0.10%	0.11%	0.13%	0.13%	0.14%	0.14%	0.14%	
Assessed Tax base per pupil (\$K)	246,878.460	282,006.660	288,875.850	272,758.730	278,325.450	311,532.380	320,282.020	366,723.290	378,556.008	389,912.688	401,610.069	413,658.371	426,068.122	438,850.168	
LEA or county	\$ 63,188.8	\$ 70,501.7	\$ 69,743.0	\$ 63,698.9	\$ 62,615.4	\$ 70,594.2	\$ 71,189.6	\$ 77,662.7	\$ 79,080.0	\$ 79,590.3	\$ 81,396.4	\$ 82,075.1	\$ 83,805.7	\$ 85,746.4	

\* 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.

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b>
<b>FINANCE—</b>

**Cheyenne Mountain School District 12**

**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
<b>Enrollment -- LEA Estimates</b>															
Elementary (K-5)	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	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Capacity (Measured in seats available)</b>															
Elementary (K-5)	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)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

\* 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.

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b>
<b>FINANCE—</b>

**Cheyenne Mountain School District 12**

**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
<b>Enrollment -- LEA Estimates</b>															
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	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Capacity (Measured in seats available)</b>															
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)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

\* 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.

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b>
<b>FINANCE—</b>

**Cheyenne Mountain School District 12**

**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
<b>Enrollment -- LEA Estimates</b>															
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	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Capacity (Measured in seats available)</b>															
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)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

\* 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.

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b>
<b>FINANCE—</b>

Colorado Springs School District 11

Summary (K-12)

Summary (K-12)

Enrollment -- LEA Estimates	Actual							Projected						
	2000	2001	2002	2003	2004	2005	2006	2007 ACTUAL	2008 ACTUAL	2009	2010	2011	2012	2013
All Years (K-12) Total Enrollment (includes Pre-K)	32,494	32,396	32,915	32,474	31,927	29,842	30,980	30,303	29,518	29,988	30,131	30,578	30,759	30,893
DoD-related Enrollment FEDERAL COUNT														
Military	2,315	2,233	2,143	2,143	2,022	1,897	1,826	1,555	1,500	1,877	1,925	2,276	2,361	2,402
DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total DoD Enrollment	2,315	2,233	2,143	2,143	2,022	1,897	1,826	1,555	1,500	1,877	1,925	2,276	2,361	2,402
Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Enrollment	2,315	2,233	2,143	2,143	2,022	1,897	1,826	1,555	1,500	1,877	1,925	2,276	2,361	2,402
Fed as a fraction of total	7%	7%	7%	7%	6%	6%	6%	5%	5%	6%	6%	7%	8%	8%
<b>Capacity (Measured in seats available)</b>														
All Years (K-12) Total LEA Capacity	32,018	32,018	32,018	32,018	32,018	32,018	32,018	32,018	32,018	32,018	32,018	32,018	32,018	32,018
% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Load Factor (LEA Enrollment/Capacity)</b>	<b>101%</b>	<b>101%</b>	<b>103%</b>	<b>101%</b>	<b>100%</b>	<b>93%</b>	<b>97%</b>	<b>95%</b>	<b>92%</b>	<b>94%</b>	<b>94%</b>	<b>96%</b>	<b>96%</b>	<b>96%</b>
Total Enrollment (includes Pre-K)	32,494	32,396	32,915	32,474	31,927	29,842	30,980	30,303	29,518	29,988	30,131	30,578	30,759	30,893
<b>Financial Information (Actual \$ amounts, not rounded to \$K or \$M)</b>														
Total LEA Budget (\$M) GENERAL FUND	148,722,899	159,130,614	164,831,606	168,363,651	170,024,831	175,996,659	191,964,254	200,724,054	228,424,139	239,023,056	247,367,741	258,568,621	267,902,138	277,141,317
Budget per enrolled pupil (\$K) TOTAL MEMBERSHIP PK-12														
LEA	4,577	4,912	5,008	5,185	5,325	5,898	6,196	6,624	7,738	7,971	8,210	8,456	8,710	8,971
Federal Impact Aid Received (\$M)														
Dept. of Education	\$ 459,064.00	\$ 467,389.00	\$ 347,228.00	\$ 467,043.00	\$ 376,595.00	\$ 460,760.00	\$ -	\$ -	\$ 156,527.00	\$ 195,867.45	\$ 200,876.32	\$ 237,503.63	\$ 246,373.50	\$ 250,651.90
DOD Supplemental Impact Aid														
DoD Large Scale Rebasing														
Total Federal	\$ 459,064.00	\$ 467,389.00	\$ 347,228.00	\$ 467,043.00	\$ 376,595.00	\$ 460,760.00	\$ -	\$ -	\$ 156,527.00	\$ 195,867.45	\$ 200,876.32	\$ 237,503.63	\$ 246,373.50	\$ 250,651.90
State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Federal & State Impact Aid (\$M)	\$ 459,064.00	\$ 467,389.00	\$ 347,228.00	\$ 467,043.00	\$ 376,595.00	\$ 460,760.00	\$ -	\$ -	\$ 156,527.00	\$ 195,867.45	\$ 200,876.32	\$ 237,503.63	\$ 246,373.50	\$ 250,651.90
Impact Aid as a fraction of LEA Budget	0.31%	0.29%	0.21%	0.28%	0.22%	0.26%	0.00%	0.00%	0.07%	0.08%	0.08%	0.09%	0.09%	0.09%
Assessed Tax base per pupil (\$K)	2,000,000,000	2,107,558,880	2,225,564,480	#####	2,109,664,257	2,269,505,750	2,297,827,470	2,509,616,910	2,611,772,019	2,690,125,180	2,770,828,935	2,853,953,803	2,938,572,417	3,027,759,590
LEA or county	\$ 61,549.8	\$ 65,056.1	\$ 67,615.5	\$ 65,436.5	\$ 66,077.7	\$ 76,050.7	\$ 74,171.3	\$ 82,817.4	\$ 88,480.7	\$ 89,706.7	\$ 91,959.4	\$ 93,333.6	\$ 95,567.9	\$ 98,007.9

<b>NOTES:</b>
<b>ENROLLMENT—</b> total enrollment includes pre-school as data
<b>CAPACITY—</b>
<b>FINANCE—</b>

\* 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.

Colorado Springs School District 11

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
<b>Enrollment -- LEA Estimates</b>														
Elementary (K-5) 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	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Capacity (Measured in seats available)</b>														
Elementary (K-5) 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)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

\* 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.

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b>
<b>FINANCE—</b>

Colorado Springs School District 11

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
<b>Enrollment -- LEA Estimates</b>															
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	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Capacity (Measured in seats available)</b>															
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)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

\* 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.

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b>
<b>FINANCE—</b>

Colorado Springs School District 11

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
<b>Enrollment -- LEA Estimates</b>															
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	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Capacity (Measured in seats available)</b>															
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)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

\* 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.

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b>
<b>FINANCE—</b>

Fountain School District 8

Summary (K-12)

	Actual								Projected					
	2000	2001	2002	2003	2004	2005	2006	2007 ACTUAL	2008 ACTUAL	2009	2010	2011	2012	2013
<b>Enrollment – LEA Estimates</b>														
All Years (K-12) Total Enrollment (excludes Pre-K)	4,803	4,959	5,057	5,407	5,697	5,739	5,934	5,925	6,337	7,367	7,673	8,650	9,041	9,326
DoD-related Enrollment <b>FEDERAL COUNT</b>														
Military	2,456	2,489	2,480	2,801	2,801	3,161	3,355	3,241	3,664	4,498	4,603	5,379	5,566	5,657
DoD-Civilian	-	-	-	-	-	-	-	476	526	610	635	711	739	761
DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total DoD Enrollment	2,456	2,489	2,480	2,801	2,801	3,161	3,355	3,717	4,190	5,108	5,238	6,090	6,305	6,418
Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Enrollment	2,456	2,489	2,480	2,801	2,801	3,161	3,355	3,717	4,190	5,108	5,238	6,090	6,305	6,418
Fed as a fraction of total	51%	50%	49%	52%	49%	55%	57%	63%	66%	69%	68%	70%	70%	69%
<b>Capacity (Measured in seats available)</b>														
All Years (K-12) Total LEA Capacity	5,976	5,976	5,976	5,976	6,640	6,640	6,640	7,080	7,744	7,744	7,744	7,744	7,744	7,744
% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Load Factor (LEA Enrollment/Capacity)</b>	<b>80%</b>	<b>83%</b>	<b>85%</b>	<b>90%</b>	<b>86%</b>	<b>86%</b>	<b>89%</b>	<b>84%</b>	<b>82%</b>	<b>95%</b>	<b>99%</b>	<b>112%</b>	<b>117%</b>	<b>120%</b>
Total Enrollment (includes Pre-K)	4,866	5,125	5,195	5,545	5,879	5,963	6,166	6,152	6,584	7,614	7,920	8,897	9,288	9,573
<b>Financial Information (Actual \$ amounts, not rounded to \$K or \$M)</b>														
Total LEA Budget (\$M) <b>GENERAL FUND</b>	24,479,678	26,823,380	29,414,628	31,796,759	33,425,616	35,849,624	37,750,558	39,587,193	44,941,799	53,531,662	57,353,544	66,361,454	71,356,204	75,752,124
Budget per enrolled pupil (\$K) <b>TOTAL MEMBERSHIP PK-12</b>														
LEA	5,031	5,234	5,662	5,734	5,686	6,012	6,122	6,435	6,826	7,031	7,242	7,459	7,683	7,913
Federal Impact Aid Received (\$M)														
Dept. of Education	5,262,709	5,372,157	5,556,882	12,063,163	11,643,740	8,967,731	17,200,633	9,263,501	8,712,025	10,695,057	10,944,719	12,789,842	13,234,479	13,450,853
DOD Supplemental Impact Aid	-	-	829,624	-	385,443	423,503	617,456	549,247	598,487	600,000	600,000	600,000	600,000	600,000
DOD Large Scale Rebasing	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal	5,262,709	5,372,157	6,386,506	12,063,163	12,029,183	9,391,234	17,818,089	9,812,748	9,310,512	11,295,057	11,544,719	13,389,842	13,834,479	14,050,853
State Impact Aid Received (\$M)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal & State Impact Aid (\$M)	5,262,709	5,372,157	6,386,506	12,063,163	12,029,183	9,391,234	17,818,089	9,812,748	9,310,512	11,295,057	11,544,719	13,389,842	13,834,479	14,050,853
Impact Aid as a fraction of LEA Budget	21%	20%	22%	38%	36%	26%	47%	25%	21%	21%	20%	20%	19%	19%
Assessed Tax base per pupil (\$K)	68,989,590	78,546,780	78,315,200	89,110,660	88,844,130	118,060,840	130,615,960	135,513,870	150,015,620	154,516,089	159,151,571	163,926,118	168,843,902	173,909,219
LEA or county	\$ 14,363.9	\$ 15,839.2	\$ 15,486.5	\$ 16,480.6	\$ 15,594.9	\$ 20,571.7	\$ 22,011.5	\$ 22,871.5	\$ 23,673.0	\$ 20,974.1	\$ 20,741.8	\$ 18,951.0	\$ 18,675.4	\$ 18,647.8

Summary (K-12)

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>DOD Civilians</b>
- not enough to count on impact aid section 8003 application
<b>Projected Enrollment</b>
- added delta NEW students plus baseline
<b>Projected Military Enrollment</b>
- added new Ft. Carson students only
DoD Contractor enrollment accounted for in total enrollment
<b>CAPACITY—</b>
- remains constant at 07-08 seats
no additional construction
no modular/portable buildings
- open new Elem school in 07-08
- opened new POST Middle school in 06-07
- open new POST Elem school in 03-04
<b>FINANCE—</b>
- actual audited exp for 2000 to 2007
- budgeted exp for 2008
- per pupil budget increase of 3% per yr for 2009 through 2013; LEA proposed budget = enrollment x per pupil exp
- 2009 - 2013 impact aid increase by same % as military student increase
- assessed value increase of 3% per yr

\* 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.

**Fountain School District 8**

**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
<b>Enrollment -- LEA Estimates</b>															
Elementary (K-5)	Total Enrollment	2,727	2,796	2,834	2,981	3,175	3,160	3,260	3,137	3,404					
	DoD-related Enrollment														
	Military														
	DoD-Civilian														
	DoD Contractor*														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	0%	0%	0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Capacity (Measured in seats available)</b>															
Elementary (K-5)	Total LEA Capacity	2,764	2,764	2,764	2,764	3,428	3,428	3,428	3,428	4,092					
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Load Factor (LEA Enrollment/Capacity)</b>		<b>99%</b>	<b>101%</b>	<b>103%</b>	<b>108%</b>	<b>93%</b>	<b>92%</b>	<b>95%</b>	<b>92%</b>	<b>83%</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>

\* 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.

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b> Eagleside opened 07-08 Patriot opened 03-04
<b>FINANCE—</b>

**Fountain School District 8**

**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
<b>Enrollment -- LEA Estimates</b>															
Middle (6-8)	Total Enrollment	1,076	1,080	1,100	1,218	1,260	1,276	1,313	1,285	1,363					
	DoD-related Enrollment														
	Military														
	DoD-Civilian														
	DoD Contractor*														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	0%	0%	0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Capacity (Measured in seats available)</b>															
Middle (6-8)	Total LEA Capacity	1,518	1,518	1,518	1,518	1,518	1,518	1,518	1,958	1,958					
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	<b>Load Factor (LEA Enrollment/Capacity)</b>	<b>71%</b>	<b>71%</b>	<b>72%</b>	<b>80%</b>	<b>83%</b>	<b>84%</b>	<b>86%</b>	<b>66%</b>	<b>70%</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>

\* 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.

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b> Carson Middle opened 06-07
<b>FINANCE—</b>

**Fountain School District 8**

**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
<b>Enrollment -- LEA Estimates</b>															
High (9-12)	Total Enrollment	1,000	1,083	1,123	1,208	1,262	1,303	1,361	1,503	1,570					
	DoD-related Enrollment														
	Military														
	DoD-Civilian														
	DoD Contractor*														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	0%	0%	0%	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Capacity (Measured in seats available)</b>															
High (9-12)	Total LEA Capacity	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694	1,694					
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	<b>Load Factor (LEA Enrollment/Capacity)</b>	<b>59%</b>	<b>64%</b>	<b>66%</b>	<b>71%</b>	<b>74%</b>	<b>77%</b>	<b>80%</b>	<b>89%</b>	<b>93%</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>	<b>#DIV/0!</b>

\* 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.

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b>
<b>FINANCE—</b>

Harrison School District 2

Summary (K-12)

		Actual						Projected							
Enrollment -- LEA Estimates		2000	2001	2002	2003	2004	2005	2006	2007 ACTUAL	2008 ACTUAL	2009	2010	2011	2012	2013
All Years (K-12)	Total Enrollment(excludes Pre-K)	10,457	10,631	10,787	10,563	10,736	10,496	10,923	10,736	10,700	11,095	11,297	11,673	11,828	11,946
	DoD-related Enrollment														
	FEDERAL COUNT														
	Military	1,714	1,495	1,409	1,401	1,278	201	930	940	950	1,264	1,303	1,596	1,666	1,700
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	1,714	1,495	1,409	1,401	1,278	201	930	940	950	1,264	1,303	1,596	1,666	1,700
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	1,714	1,495	1,409	1,401	1,278	201	930	940	950	1,264	1,303	1,596	1,666	1,700
	Fed as a fraction of total	16%	14%	13%	13%	12%	2%	9%	9%	9%	11%	12%	14%	14%	14%
<b>Capacity (Measured in seats available)</b>															
All Years (K-12)	Total LEA Capacity	12,915	12,915	12,915	12,915	12,915	12,915	12,915	12,915	12,915	12,915	12,915	12,915	12,915	12,915
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Load Factor (LEA Enrollment/Capacity)</b>															
		81%	82%	84%	82%	83%	81%	85%	83%	83%	86%	87%	90%	92%	92%
<b>Financial Information (Actual \$ amounts, not rounded to \$K or \$M)</b>															
	Total Enrollment(includes Pre-K)	10,770	10,885	11,037	10,815	11,026	10,719	11,218	11,165	11,167	11,562	11,764	12,140	12,295	12,413
	GENERAL FUND	53,733,778	52,576,438	56,359,919	61,575,734	62,765,974	62,802,868	67,264,505	69,589,267	74,973,710	79,954,457	83,791,883	89,064,133	92,907,317	96,612,955
	TOTAL MEMBERSHIP PK-12														
	LEA	4,989	4,830	5,106	5,694	5,693	5,859	5,996	6,233	6,714	6,915	7,123	7,336	7,557	7,783
<b>Federal Impact Aid Received (\$M)</b>															
	Dept. of Education	\$ 292,058.00	\$ 260,405.00	\$ 236,217.00	\$ 234,296.00	\$ 186,279.00	\$ 4,706.00	\$ -	\$ -	\$ 102,620.00	\$ 136,539	\$ 140,751	\$ 172,402	\$ 179,963	\$ 183,636
	DOD Supplemental Impact Aid														
	DoD Large Scale Rebasing														
	Total Federal	\$ 292,058.00	\$ 260,405.00	\$ 236,217.00	\$ 234,296.00	\$ 186,279.00	\$ 4,706.00	\$ -	\$ -	\$ 102,620.00	\$ 136,538.61	\$ 140,751.43	\$ 172,401.60	\$ 179,963.07	\$ 183,635.79
	State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal & State Impact Aid (\$M)	\$ 292,058.00	\$ 260,405.00	\$ 236,217.00	\$ 234,296.00	\$ 186,279.00	\$ 4,706.00	\$ -	\$ -	\$ 102,620.00	\$ 136,538.61	\$ 140,751.43	\$ 172,401.60	\$ 179,963.07	\$ 183,635.79
	Impact Aid as a fraction of LEA Budget	0.54%	0.50%	0.42%	0.38%	0.30%	0.01%	0.00%	0.00%	0.14%	0.17%	0.17%	0.19%	0.19%	0.19%
	Assessed Tax base per pupil (\$K)	476,021,000	487,382,160	555,153,380	532,099,890	483,521,130	490,285,520	516,792,920	518,545,080	566,694,320	583,695,150	601,206,004	619,242,184	637,819,450	656,954,033

Harrison School District 2

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
<b>Enrollment -- LEA Estimates</b>														
Elementary (K-5) 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	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Capacity (Measured in seats available)</b>														
Elementary (K-5) 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)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

\* 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.

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b>
<b>FINANCE—</b>

Harrison School District 2

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
<b>Enrollment -- LEA Estimates</b>															
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	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Capacity (Measured in seats available)</b>															
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)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

\* 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.

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b>
<b>FINANCE—</b>

Harrison School District 2

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
<b>Enrollment -- LEA Estimates</b>															
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	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Capacity (Measured in seats available)</b>															
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)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

\* 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.

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b>
<b>FINANCE—</b>

Widefield School District 3

Summary (K-12)

		Actual						Projected							
Enrollment -- LEA Estimates		2000	2001	2002	2003	2004	2005	2006	2007 ACTUAL	2008 ACTUAL	2009	2010	2011	2012	2013
All Years (K-12)	Total Enrollment (excludes Pre-K)	8,268	8,377	8,471	8,406	8,255	8,280	8,222	8,231	8,166	9,051	9,340	10,182	10,539	11,668
	DoD-related Enrollment <b>FEDERAL COUNT</b>														
	Military	1,623	1,574	1,501	1,560	1,534	1,494	1,367	1,301	1,300	1,989	2,076	2,716	2,870	2,946
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	1,623	1,574	1,501	1,560	1,534	1,494	1,367	1,301	1,300	1,989	2,076	2,716	2,870	2,946
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	1,623	1,574	1,501	1,560	1,534	1,494	1,367	1,301	1,300	1,989	2,076	2,716	2,870	2,946
	Fed as a fraction of total	20%	19%	18%	19%	19%	18%	17%	16%	14%	22%	22%	27%	27%	25%
<b>Capacity (Measured in seats available)</b>															
All Years (K-12)	Total LEA Capacity	11,670	11,670	11,670	11,670	11,670	11,670	11,670	11,670	11,670	11,670	11,670	11,670	11,670	11,670
	% in temporary buildings	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%	6%
<b>Load Factor (LEA Enrollment/Capacity)</b>		<b>71%</b>	<b>72%</b>	<b>73%</b>	<b>72%</b>	<b>71%</b>	<b>71%</b>	<b>70%</b>	<b>70%</b>	<b>78%</b>	<b>78%</b>	<b>80%</b>	<b>87%</b>	<b>90%</b>	<b>100%</b>
<b>Total Enrollment (includes Pre-K)</b>		<b>8,468</b>	<b>8,577</b>	<b>8,671</b>	<b>8,606</b>	<b>8,475</b>	<b>8,508</b>	<b>8,556</b>	<b>8,533</b>	<b>8,488</b>	<b>9,373</b>	<b>9,662</b>	<b>10,504</b>	<b>10,861</b>	<b>11,990</b>
<b>Financial Information (Actual \$ amounts, not rounded to \$K or \$M)</b>															
	Total LEA Budget (\$M) <b>GENERAL FUND</b>	43,000,000	44,000,000	45,000,000	46,853,712	48,837,592	49,829,534	50,075,884	53,585,011	54,000,000	61,419,211	65,212,353	73,022,177	77,769,105	88,428,793
	Budget per enrolled pupil (\$K) <b>TOTAL MEMBERSHIP PK-12</b>														
	LEA	5,078	5,130	5,190	5,444	5,763	5,857	5,853	6,280	6,362	6,553	6,749	6,952	7,160	7,375
	Federal Impact Aid Received (\$M)														
	Dept. of Education	350,757	367,501	345,508	368,817	340,841	391,719	558,955	390,528	220,525	337,403	352,161	460,728	486,851	499,744
	DOD Supplemental Impact Aid														
	DoD Large Scale Rebasing														
	Total Federal	350,757	367,501	345,508	368,817	340,841	391,719	558,955	390,528	220,525	337,403	352,161	460,728	486,851	499,744
	State Impact Aid Received (\$M)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Total Federal & State Impact Aid (\$M)	350,757	367,501	345,508	368,817	340,841	391,719	558,955	390,528	220,525	337,403	352,161	460,728	486,851	499,744
	Impact Aid as a fraction of LEA Budget	0.82%	0.84%	0.77%	0.79%	0.70%	0.79%	1.12%	0.73%	0.41%	0.55%	0.54%	0.63%	0.63%	0.57%
	Assessed Tax base per pupil (\$K)	180,000,000	184,156,070	202,501,800	210,537,960	207,259,240	211,542,210	238,991,240	253,112,360	289,386,010	298,067,590	307,009,618	316,219,907	325,706,504	335,477,699
	LEA or county	\$ 21,770.7	\$ 21,983.5	\$ 23,905.3	\$ 25,046.2	\$ 25,107.1	\$ 25,548.6	\$ 29,067.3	\$ 30,751.1	\$ 35,437.9	\$ 32,932.0	\$ 32,870.4	\$ 31,056.8	\$ 30,904.9	\$ 28,751.9

**Widefield School District 3**

**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
<b>Enrollment -- LEA Estimates</b>														
Elementary (K-5) 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	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Capacity (Measured in seats available)</b>														
Elementary (K-5) Total LEA Capacity														
% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
<b>Load Factor (LEA Enrollment/Capacity)</b>	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

\* 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.

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b>
<b>FINANCE—</b>

**Widefield School District 3**

**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
<b>Enrollment -- LEA Estimates</b>															
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	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Capacity (Measured in seats available)</b>															
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)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

\* 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.

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b>
<b>FINANCE—</b>

**Widefield School District 3**

**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
<b>Enrollment -- LEA Estimates</b>															
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	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!
<b>Capacity (Measured in seats available)</b>															
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)	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!

\* 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.

<b>NOTES:</b>
<b>ENROLLMENT—</b>
<b>CAPACITY—</b>
<b>FINANCE—</b>

## Local Education Agencies Profiles

### LEA

### Superintendent

#### **Cheyenne Mountain School District 12**

1775 LaCleda Street  
Colorado Springs, CO 80906  
(719) 475-6100  
<http://www.cmsd.k12.co.us/>

Walt Cooper, Ed.D.

High Schools: 1  
Junior High Schools: 1  
Elementary Schools: 6  
Charter Schools: 2

#### **Colorado Springs School District 11**

1115 N. El Paso Street  
Colorado Springs, CO 80903  
(719) 520-2000  
<http://www.cssd11.k12.co.us>

Dr. Terry N. Bishop

High Schools: 5  
Middle Schools: 8  
Elementary Schools: 41  
Alternative Schools: 7  
Charter Schools: 7

#### **Falcon School District 49**

10850 E. Woodmen Road  
Falcon, CO 80831  
(719) 495-3601  
<http://www.d49.org>

Grant Schmidt

High Schools: 5  
Junior High Schools: 3  
Elementary Schools: 9

#### **Fountain-Fort Carson School District 8**

10665 Jimmy Camp Road  
Fountain, CO 80817  
(719) 382-1300  
<http://www.ffc8.org>

Cheryl Walker

High Schools: 1  
Secondary Schools: 1  
Middle Schools: 2  
Elementary Schools: 7

**Harrison School District 2**  
1060 Harrison Road  
Colorado Springs, CO 80906  
(719) 579-2000  
<http://www.harrison.k12.co.us>

F. Mike Miles

High Schools:	2
Junior High Schools:	3
Elementary Schools:	14
K-8 Schools:	1
Alternative Schools:	3
Charter Schools:	4

**Widefield School District 3**  
1820 Main Street  
Colorado Springs, CO 80911  
(719) 391-3000  
<http://www.wsd3.org/>

Stan Richardson

High Schools:	3
Junior High Schools:	3
Elementary Schools:	9
Preschools:	2
Charter Schools:	1

## **Catherine Schagh**

Catherine Schagh is the Director of the Impact Aid Program in the Office of Elementary and Secondary Education.

Catherine has been with the Department since 1977 and has served the Impact Aid Program in numerous roles, including many years as an analyst in the Department's budget office and as a Division Director, prior to becoming Program Director. Her long experience and detailed knowledge of the program have made her a recognized expert on the Impact Aid Program. From December 1998 to February 2000, she also served as Team Leader for the initial implementation of the Class-Size Reduction Program.

Catherine is a current co-president of Annandale Business and Professional Women in Annandale, Virginia, and Treasurer of the Annandale BPW Investment Club.

## SUSAN E. JOHNSON

Susan Johnson serves as the Associate Director, Legislation and Policy, for the newly formed Educational Partnership Directorate, DoDEA. Established as a result of the John Warner National Defense Authorization Act 2007, DoDEA has been given expanded authority to work with military-impacted schools to ensure a quality education for all military children and facilitate transition of military students into and between public schools. The Legislation and Policy Office joins with and builds on the efforts of non-governmental organizations to create legislation and policy enhancements and understandings at both the state and national levels that positively impact military children's education and well-being. Ms. Johnson is also responsible for coordination of the DoD Impact Aid program for military-connected schools.



Prior to joining DoDEA in October 2007, Ms. Johnson served as the Assistant Deputy for Education and Transition in the Office of the Assistant Secretary of the Army for Manpower and Reserve Affairs, Department of the Army, Pentagon, Washington, DC. As the Secretary's educational advisor, she provided guidance and oversight for Army's post secondary education programs; the Army Career and Alumni Program, Army libraries, child and youth education; Army Well Being; and the National Science Center. She applied her expert knowledge of past and current Army policies, regulations, directives, research, and law to ensure the successful implementation, management, operation, and evaluation of education and transition programs throughout the Army — programs critical to recruiting, retention, and Army well-being.

In her role as the Army's primary advisor on education issues, Ms. Johnson was instrumental in the creation and implementation of eArmyU in 2000. Revolutionizing Army education, eArmyU combined civilian education programs with Internet advances to expand Soldier education opportunities, ensuring access to quality education, anyplace and anytime. Recognized as a online success model, the eArmyU program won 14 awards from many learning organizations.

She represented the Army Secretariat on educational and transition matters with the Office of the Secretary of Defense; other Services; federal, state, and local governmental agencies; and leaders of academic institutions and national organizations. Ms. Johnson served as the Army Secretariat representative for the DoD Dependents Education Council, the Federal Interagency Committee on Education, the Military Transition Consortium (Departments of Defense, Labor, Veterans Affairs, and Homeland Security), and the eArmyU Council of Academic Management.

Prior to joining the Army Secretariat staff in December 2000, Ms. Johnson served in a variety of Army and Air Force management positions both in the United States and Europe. Her career with DoD education spans the past thirty years and includes experience as a strategic planner, program administrator, professional staff developer, instructional designer, counselor, and teacher in adult education. She has received the Army Achievement Medal for Superior Civilian Service, the RAF Alconbury 1994 Civilian of the Year, and many performance awards.

She holds the Master of Science degree in Education and the Bachelor of Science degree in Mathematics and Zoology from the University of Tennessee.

## **GARY O. WILLIS**

Mr. Willis joined the Office of Secretary of Defense in 2003 and brings 20-years of private sector and local management experience in planning, procurement, finance, and media relations to the Federal government. Mr. Willis currently serves as a Project Manager with the Office of Economic Adjustment (OEA) and provides technical and grant assistance to communities impacted by Defense base realignment and closures (BRAC), encroachment, contract reductions, and growth. Additionally, Mr. Willis serves as OEA's liaison to the White House's Intergovernmental Affairs Office, DoD's Office of the Deputy Under Secretary for Civilian Personnel Policy, Office of the Deputy Under Secretary of Defense for Military Community & Family Policy, the Office of Management and Budget's National Security Division (where he worked on the President's 2006 Budget and DoD's FY06 Authorization bill); the Department of Labor, the Department of Education, and the Office of Personnel Management. He is also staff to the Economic Adjustment Committee.

Prior to joining OEA, Mr. Willis worked for the General Service Administration's (GSA) Public Building Services in Chicago, where he started his Federal career. At GSA, he served on the IRS Real Estate Procurement and Development Team and negotiated Federal leasing contracts and construction projects. Preceding his GSA service, Mr. Willis worked in the private sector with several major companies including State Farm Insurance, Jewel-Osco and CBS. Additionally, he worked for the city of Chicago during the Washington Administration and has assisted non-profit organizations in the development, marketing and sustainment of affordable housing. He has co-drafted manuals for communities on infrastructure pavement management systems, community economic analysis, and profiles for economic development studies.

Mr. Willis has a Bachelor of Arts in Communications from Roosevelt University in Chicago. He earned a Master of Urban Planning and Policy from the University of Illinois at Chicago (UIC), where he graduated Phi Kappa Phi, served as an elected UIC Senator, and sat on several committees including UIC's Budget Committee. Mr. Willis is a recipient of UIC's "Robert Mier Award for Planning," has presented at the Association of Collegiate Schools of Planning's Conference, and is an APA member. He is certified in Urban Planning & Development by UIC's Great Cities Institute, and is a 2003 Presidential Management Fellow.



**MAJOR GENERAL MARK GRAHAM**  
**Commanding General**  
**Division West, First Army and Fort Carson**  
**Fort Carson, Colorado 80913**

Major General Mark Graham became the commander of Division West and Fort Carson on 14 September 2007. He was commissioned a Second Lieutenant of Field Artillery on 22 December 1977 at Murray State University, Murray, Kentucky. Following the Field Artillery Officer Basic Course, Major General Graham was assigned to the 1-2nd Field Artillery, 8th Infantry Division, Baumholder, Germany. During this assignment, he served as a FIST Chief, Fire Direction Officer, Battery Executive Officer and Battalion Special Weapons Officer. Major General Graham has served in command and staff positions throughout the Army in the United States and overseas. His command assignments include: C Battery, Staff and Faculty Battalion, Field Artillery School Brigade, A Battery, 2-18th Field Artillery at Fort Sill, Oklahoma; 1-17th Field Artillery, Fort Sill, Oklahoma; Division Artillery, 40th Infantry Division (Mechanized), Los Angeles, California; 3rd Battlefield Coordination Detachment-Korea; and Deputy Commander/Assistant Commandant, U.S. Army Field Artillery Center and School, Fort Sill, Oklahoma.

Major General Graham has served in several operations, plans, and training staff assignments. These assignments include: G1, VII Corps Artillery, U.S. Army Europe and Seventh Army, Germany; S3, 2-29th Field Artillery, Germany; S3, Division Artillery, 1st Armored Division, Germany; Chief, Field Artillery Proponency Office, Fort Sill, Oklahoma; Chief, Field Artillery Branch, Alexandria, Virginia; Executive Officer to the Commander-in-Chief, United Nations Command/Combined Forces Command/U.S. Forces Korea; and Chief of Staff, U.S. Army Field Artillery Center and Fort Sill, Fort Sill, Oklahoma. His most recent position was as the U.S. Army North (Fifth Army) Deputy Commanding General, Fort Sam Houston, Texas.

A 1977 graduate from Murray State University with a Bachelors degree in Political Science, Major General Graham also holds a Masters of Business Administration degree from Oklahoma City University and a Masters degree in National Security and Strategic Studies from the National Defense University. His military schools include the U.S. Army Command and General Staff College and the National War College.

His awards and decorations include the Defense Superior Service Medal, Legion of Merit (2 Oak Leaf Cluster), Bronze Star Medal, Meritorious Service Medal (5 Oak Leaf Clusters), the Joint Service Commendation Medal, Army Commendation Medal (4 Oak Leaf Clusters), and the Army Achievement Medal.



**BRIGADIER GENERAL NORMAN H. ANDERSSON**  
**Deputy Commanding General**  
**Division West, First Army and Fort Carson**

Brigadier General Norman H. Andersson, United States Army Reserve, assumed duties as the Deputy Commanding General of Division West, First Army, Dec. 1, 2006. Prior to his current assignment at Fort Carson, BG Andersson served as the Deputy Commander for the 96th Regional Readiness Command, Fort Douglas, Salt Lake City, Utah.

Since his commissioning as a 2nd Lieutenant in June of 1974, BG Andersson has been stationed in the Federal Republic of Germany; Fort Belvoir, Va.; Fort Bragg, N.C.; Fort Douglas, Utah; and Fort Carson.

BG Andersson's key assignments include: Operations Training Officer, 70th Division (Training); Material Management Officer, 311th Corps Support Command; Maintenance Operations Officer, 311th Corps Support Command; Secretary of the General Staff; Operations Officer, 311th Corps Support Command; Operations Officer, 311th Corps Support Command; Chief, Plans Branch, 311th Corps Support Command; Commander, 419th Quartermaster Battalion (Water Supply); Academy Advisor (IMA), United States Space Command; Plans Officer (DIMA), U.S. Space Command; Commander, 5025th Garrison Support Unit; Commander; 5025th Garrison Support Unit, 7th Infantry Division, Fort Carson; and the Deputy Chief of Staff, G7, 96th Regional Readiness Command.

BG Andersson earned his Bachelor of Science from the United States Military Academy, West Point, in 1974. He earned a Master's in Civil Engineering from the University of Utah in 1988. His military education includes the Engineer Officer Basic and Advanced Courses, Atomic Demolition Munitions Officer Course, Airborne Course, Supply Management Officer Course, Joint Firepower Control Course, Command and General Staff College, the Reserve Component National Security Course, the Associate Logistics Executive Development Course, and the Army War College.

BG Andersson's awards and decorations include the Defense Meritorious Service Medal, Meritorious Service Medal with three Oak Leaf Clusters, Army Commendation Medal, Air Force Space and Missile Badge, Army Reserve Components Achievement Medal, the National Defense Service Medal, Space Missile Badge, and the Parachutist Badge.

BG Andersson is married and has one son.



**BRIGADIER GENERAL JAMES M. MILANO**  
**Deputy Commanding General - Maneuver**  
**4th Infantry Division**  
**Fort Carson, Colorado 80913**

Brigadier General James M. Milano is a 1979 Distinguished Military Graduate of Lafayette College in Easton, Pennsylvania where he earned a Bachelor of Science degree in Chemical Engineering. He began his career with the 2nd Armored Division at Fort Hood, Texas where he served as a Platoon Leader in 44th Chemical Company and in 1st Battalion 66th Armor, and as a Tank Platoon Leader and Company Executive Officer in 3rd Battalion 67th Armor. Following the Captains Career Course, Brigadier General Milano commanded Combat Support Company and then D Company in 2nd Battalion 72nd Armor, 2nd Infantry Division in the Republic of Korea.

He was next assigned to the Military District of Washington as the DCSOPS Plans Officer at Fort McNair, Washington, D.C. He was then stationed in Fulda, Federal Republic of Germany and served there as the Commander of A Troop, Squadron S3 in 1st Squadron, and Regimental Adjutant in the 11th Armored Cavalry Regiment. After two years in school at Fort Leavenworth, he served at Fort Riley, Kansas as the G-3 Plans Officer, Battalion Executive Officer in 2nd Battalion 34th Armor, and Brigade Executive Officer in the 1st Brigade, 1st Infantry Division. He then commanded the 4th Battalion 64th Armor in both the 24th and 3rd Infantry Divisions at Fort Stewart, Georgia. After completion of Senior Service College, Brigadier General Milano served as the G3, 1st Cavalry Division, with principal duty in Bosnia-Herzegovina for SFOR 4 and 5, and as the Chief, III Corps G3 Force Integration at Fort Hood, Texas. He then returned to Fort Riley, Kansas and was privileged to command the 1st Brigade Combat Team, 1st Infantry Division.

Brigadier General Milano served two years in the Pentagon on the Joint Staff as the Chief, J-5 Strategy Division, and as the Executive Assistant to the Vice Chairman of the Joint Chiefs of Staff. Following this he assumed duty at Camp Arifjan, Kuwait as the C3 for US Army Central Command/Coalition Forces Land Component Command (CFLCC). Brigadier General Milano's most recent assignment was as Director of Training, Army G3, the Pentagon, a position he held from September 2005 through September 2006. He assumed duty as the Assistant Division Commander for Maneuver at Fort Carson, Colorado, on 1 October, 2006.

Brigadier General Milano is a graduate of the Chemical Officer Basic Course, the Armor Officer Advance Course, the Combined Arms and Services Staff School, the U.S. Army Command and General Staff College, the School of Advance Military Studies, and the U.S. Army War College. He earned a Master of Science degree in Administration from Central Michigan University and a Master of Military Art and Science from the U.S. Army

Command and General Staff College.

His awards and decorations include the Defense Superior Service Medal, three awards of the Legion of Merit, the Bronze Star medal, six awards of the Meritorious Service Medal, three awards of the Army Commendation Medal, five awards of the Army Achievement Medal, the Armed Forces Expeditionary Medal, the Global War on Terrorism Expeditionary and Service Medals, the Korean Defense Service Medal, and the NATO Medal.

He is married and has two children.



**COLONEL JOHN A. HADJIS**  
**Chief of Staff**  
**Division West, First Army and Fort Carson**  
**Fort Carson, Colorado 80913**

Colonel Hadjis assumed his duties as the Chief of Staff of Division West, First Army on August 7, 2007. Before that he was commander of the 177th Armored Brigade, Camp Shelby, Mississippi.

COL Hadjis is a distinguished military graduate of the University of Kansas Reserve Officer Training Corps program and received a commission as an armor officer in 1982. From February 1983 to May 1984, he served with the 1st Battalion, 72nd Armor, Camp Casey, Korea, as a tank platoon leader, mortar platoon leader, and company executive officer. In June 1984, COL Hadjis reported for duty as a Scorpion Team Observer/Controller at the National Training Center, Fort Irwin, California. There he trained both tank and scout platoons during 40 mechanized infantry task force rotations. Assigned in April 1988 to the 24th Infantry Division at Fort Stewart, COL Hadjis served first as a planner for the 2nd Brigade, then as a company commander for first B Company, 1st Battalion, 64th Armor, and then HHC, 2nd Brigade. Following command, he served on the division staff as an assistant to the Secretary of the General Staff, aide de camp to the Commanding General, and force modernization officer.

From July 1995 to August 1999, COL Hadjis served with the 1st Armored Division as the Chief, G3, Current Operations, Executive Officer, 2nd Battalion, 68th Armor, S3 and Executive Officer, 2nd Brigade, 1st Armored Division, and finally Deputy G3, 1st Armored Division.

Assigned to Fort Hood, Texas from August 1999 to June 2003, COL Hadjis first commanded 3rd Battalion, 66th Armor, 4th Infantry Division, and then served as the Secretary of the General Staff, III Corps and Fort Hood. From July 2004 to July 2005 he served as Chief of Staff, Joint Task Force Guantanamo, Guantanamo Bay, Cuba.

Colonel Hadjis has deployed in support of national missions to Saudi Arabia and Iraq as part of Operations Desert Shield and Desert Storm, Bosnia Herzegovina for Operation Joint Endeavor, and Cuba in support of Operation Enduring Freedom.

He holds a Bachelor of Arts degree in Economics from the University of Kansas, a Masters in Public Administration from the University of Missouri at Kansas City, and a Masters in Strategic Studies from the Naval War College. His military education includes the Armor Officer Basic Course, the Field Artillery Officer Advanced Course, the Command and General Staff College, and the Naval War College.



**COLONEL B. SHANNON DAVIS**  
***Deputy Commander and Chief of Staff,***  
***United States Army Forces Command***  
***Mission Support Element***  
***Fort Carson, Colorado 80913***

Colonel Brooks Shannon Davis was commissioned Field Artillery from Eastern New Mexico University in 1976. After attending the Officer Basic and Field Artillery Cannon Battery Officer Course, he served in the U.S. Army Reserve until entering active duty in 1981. He then attended the Field Artillery Advanced Course and the Initial Entry Rotary-Wing Aviator Course with OH-58 Aero Scout and AH-1F Cobra transitions.

His first assignment in 1983 was with the 1st Armored Division, Illeshiem, Germany, where he served as Attack Helicopter Platoon Leader. After attending the Combined Arms and Services Staff School, Fort Leavenworth, Kan., he was assigned as Assistant Division Aviation Officer, 1st AD, Ansbach, Germany. His next assignment was with the 2nd Armored Cavalry Regiment as Air Cavalry Troop Commander. In 1987 he returned to Fort Rucker, Ala., where he served as AH-1F and AH-64 Platoon Leader and Instructor Pilot and 1-14th Aviation Battalion Executive Officer. In 1991 he assessed for the 160th Special Operations Aviation Regiment, Fort Campbell, Ky., where he commanded the AH-6 Light Attack Helicopter Company, 1st Battalion, 160th SOAR. In 1993 he attended the US Army Command and General Staff College and was assigned to the 1st Cavalry Division, Fort Hood, Texas, where he served as S3, 1-227th Attack Helicopter Battalion and Brigade Executive Officer, 4th Aviation Brigade. Colonel Davis then completed a Joint tour as Chief, Special Technical Operations Branch, J3, USCINCPAC, Camp Smith, Hawaii. He then commanded 4/3 Regimental Aviation Squadron, 3rd Armored Cavalry Regiment, Fort Carson, CO., and deployed the Squadron to Bosnia for SFOR 7. In 2001 he attended the Air War College at Maxwell AFB, Ala. He then served as the Senior Aviation Trainer at the Joint Readiness Training Center, Fort Polk, La., and as the Deputy Commander of Operations Group, JRTC. Colonel Davis commanded the 25th Aviation Brigade, 25th Infantry Division, Schofield Barracks HI and Joint Task Force Wings during Operation Enduring Freedom V in Afghanistan. Upon completion of brigade command he served as Chief of Staff, 7th Infantry Division, Fort Carson, Chief of Staff, III Armored Corps, Fort Carson, and Deputy Commander and Chief of Staff, 4th Infantry Division, Fort Carson, Colorado. Colonel Davis then deployed to Operation Iraqi Freedom, Baghdad, Iraq where he served as Chief, Baghdad Operations Command Advisor Team for Multi National CORPS Iraq. He is currently serving as the Deputy Commander and Chief of Staff, U.S. Army FORSCOM Mission Support Element, Fort Carson, Colorado.

Colonel Davis holds a bachelors degree in Business Administration from Eastern New Mexico University, a Masters in Aeronautical Science and Operations from Embry Riddle

Aeronautical University, and a Masters in Strategic Studies from the Air War College. His awards and badges include the Legion of Merit, Bronze Star Medal with Oak Leaf Cluster, the Defense Meritorious Service Medal, Meritorious Service Medal with Silver Oak Leaf Cluster, Air Medal with numeral two, Army Commendation Medal with two Oak Leaf Clusters, Army Achievement Medal with Oak Leaf Cluster, Combat Action Badge, Master Army Aviator Badge, and the Army Parachutist Badge.

Colonel Davis hails from Bovina Texas, and is married with two children.



**COLONEL EUGENE B. SMITH**

***Garrison Commander***

Colonel Eugene Smith entered the Army in 1981 as a Distinguished Military Graduate from Mississippi State University. He was commissioned as a second lieutenant in the Field Artillery.

Colonel Smith joins the Mountain Post team from his assignment as a member of the US Army War College faculty where he taught joint campaign studies and Homeland Security studies. Prior to serving on the War College faculty he served with the Coalition Forces Land Component Command as the Chief of Operations and Deputy Chief, Deep Operations Coordination Center, for the planning and execution of Operation Iraqi Freedom through July 2003.

Field Artillery assignments include Fire Support Officer and Battery Executive Officer in 2nd Battalion, 4th Artillery, 9th Infantry Division; Battalion Plans Officer and Alpha Battery Commander in 4th Battalion, 3rd Field Artillery, 2nd Armored Division (Forward), Federal Republic of Germany; and Battalion Operations Officer 2nd Battalion, 11th Field Artillery and Division Artillery Operations Officer, 25th Infantry Division. Colonel Smith commanded Headquarters Battalion, US Army Garrison, Fort Belvoir Virginia from 1999-2001.

Colonel Smith's joint assignments include J3, Operations, US Central Command and J7, Operational Plans and Interoperability Directorate, the Joint Staff.

Colonel Smith holds a Bachelor's and Master's Degree in Business Management and a Master's degree in Strategic Studies. Military Schools include Command and General Staff College, Armed Forces Staff College and the US Army War College.

Awards and Decorations include the Defense Superior Service Medal, the Bronze Star, the Defense Meritorious Service Medal, the Meritorious Service Medal with two oak leaf clusters, the Army Commendation Medal with one oak leaf cluster, the Army Achievement Medal with oak leaf cluster, the South West Asia Service Medal, the Global War on Terrorism Expeditionary Medal, the Global War on Terrorism Service Medal, the Overseas Service Ribbon (3) and the Joint Meritorious Unit Award with two oak leaf clusters.

Colonel Smith is married, and they have two children

**Mr. Steven J. McCoy**  
**Deputy Garrison Commander**

Steven J. McCoy is currently assigned as the Deputy Garrison Commander, Fort Carson, Colorado. Born in Minnesota but raised in Southern California Mr. McCoy began his federal career upon entry to the United States Army in June of 1970. After completing basic training at Fort Ord, California he served in the Logistics and Quartermaster fields at Fort Carson and in Germany until his honorable discharge in January of 1972. In April of 1973 he was employed by the Pueblo Army Depot where he served on a temporary basis in the Supply and Distribution Division until August 1973. In October 1973 Mr. McCoy was selected for a permanent position within the Maintenance Division of the Directorate of Logistics where he served for the next 24 years. During this period he served in a wide variety of positions eventually being promoted to first line supervisor, Division Chief, Deputy and ultimately as the Director of Logistics. His selection to the position of Deputy Garrison Commander was made in September of 1997.

During this period Mr. McCoy has received numerous honorary awards to include the Achievement Medal for Civilian Service, Commanders Award for Civilian Service, Superior Civilian Service Award and the Meritorious Civilian Service Award. In addition to these he has been the recipient of countless monetary awards for performance, Special Acts, and suggestions and has been voted by his peers as the Fort Carson Civilian Supervisor of the year on 2 different occasions.

Mr. McCoy graduated from high school in 1968 and then attended college in Southern California until his assignment to the United States Army. His federal education includes Organizational Leadership for Executives, Leader's Education and Development, Personnel Management for Executives, Seminar for New Manager's, and the Garrison Commander's Pre-command Course. In addition to these he is a graduate of a several different schools where he received training related to position duties and special assignments.

Mr. McCoy's hobbies include fishing, camping, and hiking.

Mr. McCoy married in Nov of 1971 in Furth, Germany. They have a daughter, son, and one grandson.



**COMMAND SERGEANT MAJOR TERRY G. YOUNG**  
**Division West, First Army and Fort Carson**  
**Fort Carson, Colorado 80913**

CSM Terry Young enlisted in the Army on 19 July 1982 as a Redeye MANPADS Crewman, MOS 16S. He took both Basic and Advance Individual Training at Fort Bliss, Texas.

CSM Young has served in every enlisted leadership position from Team Chief to Command Sergeant Major. Some of his previous assignments include Headquarters and Headquarters Company 197th Infantry Brigade Fort Benning, Georgia 1983 to 1984; Charlie and Alpha Batteries 1-62 ADA 25th Infantry Division (Light), Schofield Barracks, Hawaii 1984-1987; Stinger and Vulcan Platoon Sergeant in Headquarters and Alpha Batteries 101st Airborne Division (AASLT) Fort Campbell, Kentucky February 1987- January 1993; Platoon and Section Sergeant during Desert Shield and Storm Sep 1990-April 1991; Platoon Sergeant Delta Battery 5-3 ADA (B/A/S), 1ST Armored Division Wackernheim, Germany 1993-1995; Armor Operations Sergeant Major in 3rd Regional Training Brigade (AR) Fort Knox, Kentucky 1996-1998; Command Sergeant Major and First Sergeant of Headquarters and Bravo 3-62 ADA 10th Mountain Division (Light) 1999-2001, Command Sergeant Major of 1st BN 1st ADA, Fort Bliss, Texas from August 2002 to May 2004; deploying with the Battalion to Operation Enduring /Iraqi Freedom in support of 4ID in April 2003. CSM Young served as the Command Sergeant Major for 3D Brigade 75th Division at Fort Riley, Kansas from June 2004-Dec 2006 and Command Sergeant Major for 166th Aviation Brigade at Fort Riley, Kansas from Dec 2006- May 2007.

CSM Young's military education includes the Rappel Master Course, Advanced Sling Load Operations Course, Air Assault School, Senior Leaders Army Safety Course, Jungle Operations Training Course, Tropic Lightning Light Fighters Courses I and II, Primary Leadership Development Course, Basic Noncommissioned Officers Course, Advanced Non-Commissioned Officers Course, 1SGs Course and a graduate of Sergeants' Major Academy, Class 52.

CSM Young civilian education includes a Bachelor of Science Degree from Excelsior University and a Masters of Business Administration with an emphasis area of General Management from Touro University International.

CSM Young's awards and decorations include the Bronze Star Medal, the Meritorious Service Medal with five Oak Leaf Clusters, the Army Commendation Medal with four Oak Leaf Clusters, the Army Achievement Medal with nine Oak Leaf Clusters, the Good Conduct Medal 8th Award and the Air Assault Badge as well as numerous other service and campaign ribbons. CSM Young is also a member of the Ancient Order of Saint Barbara and the Honorable order of Saint Michael.

He is married and has one son.



**COMMAND SERGEANT MAJOR DAVID H. LIST**  
**United States Army Forces Command**  
**Mission Support Element**  
**Fort Carson, Colorado 80913**

Command Sergeant Major David H. List was born 06 January 1958 at the Military Hospital in Baumholder (Neubueke), Germany, where his father was serving as an armor crewmember in a tank battalion. CSM List followed in the footsteps of his father and enlisted in the U.S. Army in June of 1975. Upon graduation from Basic and AIT at Ft. Knox he was assigned as an M60A1/M114 armor/cavalry crewman in C Company and Scout Platoon, 2d Battalion, 37th Armor Regiment, 1st Armored Division at Erlangen, Germany. During his tour with the 37th Armor Regiment CSM List attained the rank of Sergeant and served successively as a loader, driver, gunner, tank commander and cavalry scout. Upon completion of his enlistment with A Company 1st Battalion, 8th Cavalry, Ft Hood, Texas, CSM List returned to his hometown and staying in the Army Reserves (76TH DIV) attended the New England Institute of Technology. CSM List reenlisted and was assigned to the 4th Battalion, 40th Armor Regiment, 4th Infantry Division at Fort Carson, Colorado where he again served as a tank commander and battalion scout. After a short twelve months at Ft. Carson, CSM List volunteered for duty with the 11th Armored Cavalry Regiment, Germany, where he was assigned to the 2nd Squadron, patrolling the East German border. Transitioning from the M60A3 to the M1 Abrams tank and graduating from the Master Gunner Course, CSM List served successively as a tank commander, scout, platoon sergeant, border operations NCOIC, troop/company and later squadron Master Gunner. After serving 7 years in the Black Horse Regiment, CSM List returned to the United States and was assigned to the Army Training Support Center as an M1 Abrams instructor. Returning to Germany in January of 1992, CSM List served with both the 2nd and 3rd Battalions of the 64th Armor Regiment in Schweinfurt as a tank/scout platoon sergeant and company First Sergeant. Returning to Ft Carson in 1994, CSM List served as the Battalion S2 NCOIC and Master Gunner. He then assumed duty as the 1SG of B Company, 2nd Battalion, 77th Armor Regiment, subsequently re-flagging to 1st Battalion, 68th Armor Regiment. Selected for Sergeant Major and transferred to Ft Hood, CSM List was initially assigned to the Test and Experimentation Command where he served as the Operations Sergeant. Upon promotion to Sergeant Major, CSM List served as the Operations Sergeant Major of the 3rd Battalion, 67th Armor before being selected to serve as the 2nd Brigade Combat Team Operations Sergeant Major. CSM List assumed duty as the 1st Squadron, 10th U.S. Cavalry Regiment Command Sergeant Major in June of 2001 where he served with the Squadron for 3 years, participating in OIF-1 leading the 4IDs attack into Iraq. In June 2004 CSM List assumed duty and deployed to OIF-5 as the 3HBCT, 4th ID Command Sergeant Major. He now serves as the Mission Support Element

CSM, Ft Carson, Colorado.

CSM List is a graduate of the Primary Noncommissioned Officers Course, Basic Noncommissioned Officers Course, Combat Lifesaver Course, NBC Course, M1/M1A1 Master Gunner Course, Advanced Noncommissioned Officers Course, the United States Army Sergeants Major Academy First Sergeants Course, the USASMA SGM and CSM Courses.

CSM List's awards and decorations include the Bronze Star Medal (1OLC), Meritorious Service Medal (5 OLCs), Army Commendation Medal (5 OLCs), Army Achievement Medal (7 OLCs), Good Conduct Medal (9th award), National Defense (with star device), Armed Forces Expeditionary Medal, Iraq Campaign Medal, Global War on Terrorism Expeditionary Medal, Global War on Terrorism Medal, Overseas Service Medal (with 6 device), Army Service Ribbon, NCO Professional Development Ribbon (with 4 device), Valorous Unit Award, the Combat Action Badge and Drivers Badge, track and wheel.

He is married and has one son.

## **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 Carson, CO Sample Questions and Answers**

**1Q:** What is the purpose of the visit?

**1A:** The purpose of the site visit 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 Federal partners 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 Carson? 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 Carson is among them. The Economic Adjustment Committee (E.O. 12788, as amended) through the office of Economic Adjustment (OEA) has scheduled technical and Federal Partner and staff visits to some of the 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 Carson 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 Carson 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 Carson, and the local educational agencies. The Federal Partner and staff 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 Carson?

**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 Carson’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 Carson will be felt by five school districts in Colorado: Cheyenne Mountain, Colorado Springs, Fountain, Harrison, and Weld. 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.

# Part 2

## Demographic Projections



The following is a demographic forecast of the authorized military personnel, civilian personnel, and their associated dependents that will be relocated to Fort Carson between 2007 and 2011. The new troops, civilians, and dependents will arrive at Fort Carson between 2007 and 2011 due to troop movements as directed by Base Realignment and Closure (BRAC), Global Defense Posture Realignment (GDPR), and Army Modular Force (AMF) directives.

It should be noted that this demographic forecast was developed in the spring of 2007 using the best available information at the time. Its purpose was not to serve as an accurate predictor of the actual number of additional military personnel authorized for Fort Carson from fiscal year (FY) 2007 through 2011. Rather, it was developed in order to provide a reasonable estimate and scenario for population growth that could then be used as the basis for projecting impacts in other resource areas such as housing, education, and transportation. As the actual growth attributable to Fort Carson continues to unfold and hard numbers on troop increases become available,

that information will be tracked and used to update these demographic projections as well as impacts in other resource areas.

In fact, the number of additional military personnel authorized for Fort Carson has already changed. In December 2007, the Pentagon announced an additional brigade of approximately 4,900 troops would be added to Fort Carson by 2013. The impact of these additional troops is not assessed in this Plan.

For these reasons the projected increase in military personnel through 2011 used in this document is referred to as the "Expected Growth Scenario". The "Expected Growth Scenario" assumes 11,400 additional troops will be authorized for Fort Carson (see Table 2.1). This number is based on information provided by officials at Fort Carson in early 2007 and will function as the projected total number of additional troops that will be authorized for the installation between 2007 and 2011 for the purposes of this Plan (see Table 2.1).

**Table 2.1 - Military Personnel Authorized for Fort Carson**

<b>Date</b>	<b>Expected Growth Scenario</b>
New Troops by FY 07	4,700
New Troops by FY 08	100
New Troops by FY 09	5,200
New Troops by FY 10	700
New Troops by FY 11	700
<b>Total Estimated Authorized Military Personnel</b>	<b>11,400</b>

Source: Fort Carson; RKG Associates for the Alternative Growth Scenario.

The overall goal of this analysis is to provide an "end state" as a basis for examining the long-term impacts of Fort Carson's growth on the region. For example, it is important to understand housing impacts at the conclusion of installation growth in order to answer questions such as: "Does the regional homebuilder community have the

capability of building the required number of dwelling units?" "Is there available developable land?" "What type of off-post housing can military personnel afford?"

Data from a survey of off-post housing conducted by Fort Carson in 2005 related to military personnel location indicate roughly 97 percent of personnel lived and worked in El Paso County, with less than 2.5 percent of personnel residing in Pueblo County, and less than 0.5 percent living in Fremont County. The regional housing supply (both current and future real estate development) suggests that the vast majority of housing will remain in El Paso County, specifically Colorado Springs, unincorporated El Paso County (specifically Security and Widefield) and the Fountain area. While Pueblo and Fremont counties will increase their housing supply, unless there is a dramatic change in housing affordability or a change in base commuting patterns, the location of future housing will most likely mirror recent housing trends.

The summary of the scenario for the forecast military personnel and dependents is presented below. For the "Expected Growth Scenario", the total gain in military personnel is estimated to be 11,400, with 21,287 military dependents, 430 civilian personnel, 692 civilian dependents, for a total population increase of 33,810, as presented in Table 2. 2.

which means that for every military personnel, it can be assumed that 1.87 additional dependents would be added to the community. (Please note that the figures presented in tables throughout this section, including multipliers, have been rounded.) If the average multiplier of 2.87 were applied to the "Expected Growth Forecast" with 11,400 troops proposed to be relocated to Fort Carson, this would thus represent a total population of 32,687 ( $11,400 \times 2.87 = 32,687$ ), with 21,287 dependents. For comparative purposes, the multiplier for civilian dependents based on 2000 U.S. Census data is 2.61.

The average multiplier of 2.87 is further refined in order to analyze the incoming troops and dependents in order to assess housing needs and demand for schools and other facilities. Thus, three groups of military personnel have been identified and are presented in Figure 2.1 with their respective percentages of the current Fort Carson personnel.

The first group, "E-1 to E-3" represents the smallest portion of the population (17 percent), and is made up of new recruits and Privates. The second group, "E-4 to E-6" includes mid-level enlisted personnel, but make up 59 percent of the current population of Fort Carson. The third group, "E-7 to E-9, Warrant Officers, and Officers" make up approximately 23 percent of the total population.

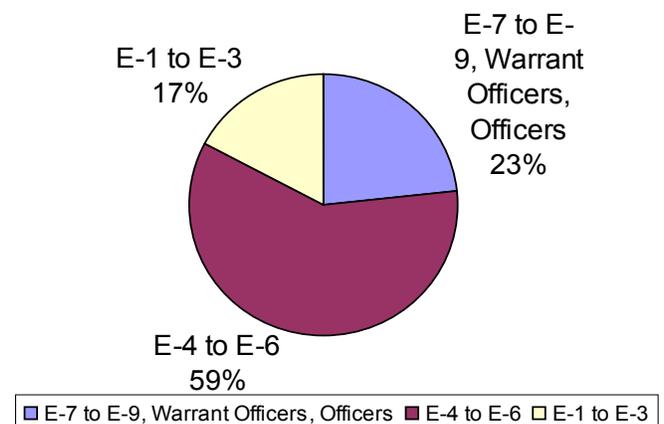
**Table 2.2 - Projection of New Personnel to Fort Carson – Expected Growth Scenario**

	Military Personnel	Military Dependents	Total Military Personnel and Dependents	Civilian Personnel	Civilian Dependents	Total Civilian Personnel and Dependents	Total Population
Number	11,400	21,287	32,687	430	692	1,122	33,810
Multiplier		1.87	2.87			2.61	

Source: RKG Associates, Inc., US Census, and Fort Carson.

The methodology used in this analysis is based on 2006 data provided by Fort Carson, including the existing number of military personnel by rank and paygrade, on-post housing data, off-post housing data, and the Basic Allowance for Housing (BAH) reports.

The key assumption in this demographic information is the dependent multiplier. This multiplier represents the number of dependents one military personnel member will contribute to the community and may consist of a spouse, children, and/or other family member. This multiplier represents an average of dependents, and is further refined by rank and group below. The average multiplier used in this analysis is 2.87,



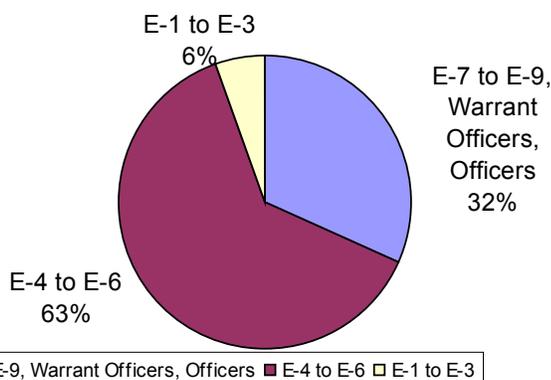
**Figure 2.1. Existing Military Personnel by Rank**

It is assumed that under the "Expected Growth Scenario", 11,400 troops will be relocated to Fort Carson. The troops will likely break down along similar groups, unless other information is made available that suggests otherwise. Table 2.3 presents the breakdown of troops by rank.

**Table 2.3 - Forecast New Military Personnel by Rank**

Rank	Expected Growth Scenario	
	Percent of Military Personnel	Allocation of Military Personnel
E7-Officers	23%	2,660
E4-E6	59%	6,769
E1-E3	17%	1,971
<b>Total Military Personnel</b>	<b>100%</b>	<b>11,400</b>

Source: RKG Associates



**Figure 2.2 - Military Dependents by Rank from Sample Data**

Table 2.4 presents the data used to analyze the breakdown of dependents. These breakdowns provide more detail for the allocation of dependents by rank. Thus, "E-7 to E-9s, Warrant Officers and Officers" appear to have dependent

ratios of 2.54, "E-4 to E-6" have dependent ratios of 1.97, and "E-1 to E-3" have much lower dependent ratios of 0.61. These multipliers may be rounded to 2.5, 2.0 and 0.6 in future analysis.

**Table 2.4 - Multipliers by Group**

Rank	Personnel On-Post		Personnel Receiving BAH		Total Personnel	Percent of Dependents by Rank	Assumed Dependents for Families with Dependents	Percent of Dependents by Rank	Implied Multiplier
	Barracks	On-Post Housing	Personnel W/Out Dependents	Personnel With Dependents					
	Office of Garrison Commander	Directorate of Public Works	Fort Carson BAH Report	Fort Carson BAH Report			Factor provided by RKG Associates		
O-8	0	0	0	0	0	0%	0	0%	
O-7	0	3	0	0	3	0%	9	0%	
O-6	0	10	1	46	57	0%	171	1%	
O-5	0	26	17	160	203	1%	569	2%	
O-4	0	34	40	251	325	2%	872	3%	
O-3	0	95	238	383	716	5%	1,462	5%	
O-2	0	50	144	114	308	2%	502	2%	
O-1	0	25	36	28	89	1%	162	1%	
W-5	0	2	1	4	7	0%	18	0%	
W-4	0	7	1	42	50	0%	150	1%	
W-3	0	25	6	69	100	1%	287	1%	
W-2	0	46	15	99	160	1%	443	2%	
W-1	0	6	5	44	55	0%	153	1%	
E-9	0	20	7	51	78	0%	217	1%	
E-8	0	65	29	227	321	2%	893	3%	
E-7	0	234	86	888	1,208	8%	3,432	12%	
<b>E-7 to E-9, Warrant Officers, Officers</b>	<b>0</b>	<b>648</b>	<b>626</b>	<b>2,406</b>	<b>3,680</b>	<b>23%</b>	<b>9,341</b>	<b>32%</b>	<b>2.54</b>
E-6	0	370	279	1,473	2,122	13%	5,637	19%	
E-5	764	598	294	1,689	3,345	21%	6,995	24%	
E-4	1,812	778	185	1,122	3,897	25%	5,811	20%	
<b>E-4 to E-6</b>	<b>2,575</b>	<b>1,746</b>	<b>758</b>	<b>4,284</b>	<b>9,363</b>	<b>59%</b>	<b>18,442</b>	<b>63%</b>	<b>1.97</b>
E-3	1,185	173	27	202	1,587	10%	1,147	4%	
E-2	567	97	6	50	720	5%	450	2%	
E-1	397	0	0	22	419	3%	67	0%	
<b>E-1 to E-3</b>	<b>2,149</b>	<b>270</b>	<b>33</b>	<b>274</b>	<b>2,726</b>	<b>17%</b>	<b>1,664</b>	<b>6%</b>	<b>0.61</b>
<b>Total</b>	<b>4,725</b>	<b>2,864</b>	<b>1,417</b>	<b>6,964</b>	<b>15,770</b>	<b>100%</b>	<b>29,447</b>	<b>100%</b>	<b>1.87</b>

Source: RKG Associates, Fort Carson As of Spring 2007.

These dependent ratios are then applied to the forecast expansion for the "Expected Growth Scenario" as presented in Table 2.5.

**Table 2.5 - Allocation of New Military Personnel and Dependents by Rank**

Rank	Percent of Military Personnel	Allocation of Military Personnel	Implied Multiplier	Allocation of Dependents	Total New Military Personnel and Dependents
<b>Expected Growth Scenario</b>					
E7-Officers	23%	2,660	2.54	6,752	9,413
E4-E6	59%	6,769	1.97	13,332	20,101
E1-E3	17%	1,971	0.61	1,203	3,174
<b>Total Military Personnel</b>	<b>100%</b>	<b>11,400</b>	<b>1.87</b>	<b>21,287</b>	<b>32,687</b>

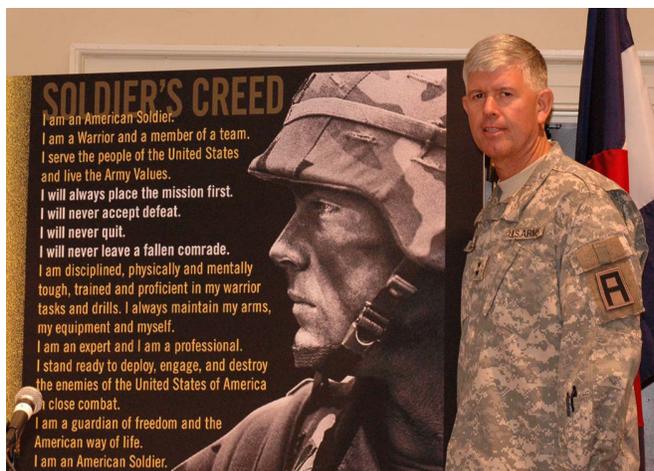
Source: RKG, Associates

Table 2.6 provides an annual breakdown of net military personnel and dependents for the "Expected Growth Scenario".

**Table 2.6 - Forecast New Personnel and Dependents by Year – Expected Growth Scenario**

Fiscal Year/ Rank	Additional Personnel	Allocation By Rank	Multiplier	Additional Dependents	Total New Residents	Cumulative Personnel	Cumulative Dependents	Cumulative Total
<b>FY 07</b>	<b>4,700</b>							
E7-Officers		23%	1,097	2.54	2,784	3,881		
E4-E6		59%	2,791	1.97	5,497	8,287		
E1-E3		17%	812	0.61	496	1,308		
Total			4,700		8,776	13,476	4,700	8,776
<b>FY 08</b>	<b>100</b>							
E7-Officers		23%	23	2.54	59	83		
E4-E6		59%	59	1.97	117	176		
E1-E3		17%	17	0.61	11	28		
Total			100		187	287	4,800	8,963
<b>FY 09</b>	<b>5,200</b>							
E7-Officers		23%	1,213	2.54	3,080	4,294		
E4-E6		59%	3,088	1.97	6,081	9,169		
E1-E3		17%	899	0.61	549	1,448		
Total			5,200		9,710	14,910	10,000	18,673
<b>FY 10</b>	<b>700</b>							
E7-Officers		23%	163	2.54	415	578		
E4-E6		59%	416	1.97	819	1,234		
E1-E3		17%	121	0.61	74	195		
Total			700		1,307	2,007	10,700	19,980
<b>FY 11</b>	<b>700</b>							
E7-Officers		23%	163	2.54	415	578		
E4-E6		59%	416	1.97	819	1,234		
E1-E3		17%	121	0.61	74	195		
Total			700		1,307	2,007	11,400	21,287
<b>End State</b>	<b>11,400</b>							
E7-Officers			<b>2,660</b>		<b>6,752</b>	<b>9,413</b>		
E4-E6			<b>6,769</b>		<b>13,332</b>	<b>20,101</b>		
E1-E3			<b>1,971</b>		<b>1,203</b>	<b>3,174</b>		
<b>Total</b>			<b>11,400</b>		<b>21,287</b>	<b>32,687</b>		

Source: RKG Associates, Inc. and Fort Carson.



As information related to troop authorization is updated through 2011, the Plan will be monitored and adjusted to examine impacts based on the actual troop population. It is vital that as the troops are authorized for and arrive at Fort Carson, an ongoing informational exchange occur on a quarterly or other consistent basis.

A regional organization working closely with Fort Carson can function as a conduit to provide information to the local and regional community. This type of periodic monitoring will require continued cooperation between military officials at Fort Carson and regional organizations such as the Pikes Peak Area Council of Governments (PPACG).

Military Dependent February 1 Pupil Count  
 FY 2007-08

District Code	County	District Name	Documentation	Actual Count	PPR	Total Funding
0980	El Paso	Harrison	Verified	45	6,790.90	<b>152,795.25</b>
0990	El Paso	Widefield	Verified	57	6,278.96	<b>178,950.36</b>
1000	El Paso	Fountain	Verified	300	6,278.96	<b>941,844.00</b>
1010	El Paso	Colorado Springs	Verified	54.5	6,509.48	<b>177,383.33</b>
1040	El Paso	Academy 20	Verified	76	6,284.87	<b>238,825.06</b>
1110	El Paso	Falcon	Verified	41	6,278.96	<b>128,718.68</b>
		Total Pupil Count		573.5		<b>1,818,516.68</b>