



**Economic Adjustment Committee
Education Growth Site Visit to Fort Bliss, TX**

29 October 2007



BACKGROUND

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

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

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

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

Representatives from ED, Army, DoD Education Partnership Directorate, and OEA conducted a technical visit to the Fort Bliss community on September 10, 2007 to establish the foundation for your visit. This Senior Leadership trip to Fort Bliss is the third of four initial trips. The Senior Leadership trip to Fort Drum was completed on October 16, 2007 and the Senior Leadership trip to Fort Riley was completed on October 23, 2007. The next Senior Leadership trip is planned for:

- Fort Benning, Georgia; the week of November 26-30 (exact date pending)

Site Visit Schedule for Fort Bliss

Sunday, 28 October 2007

Time	Event	Location
TBD	El Paso Marriott Hotel	El Paso, TX
TBD	Informal Dinner and Senior Leadership Planning Meeting	TBD

Monday, 29 October 2007

Time	Event	Location
6:30 AM- 7:00 AM	Depart for University of Texas El Paso Natural Gas Center via Protocol bus in transit to UTEP ¹	Hotel Lobby
7:00 AM- 8:00 AM	Breakfast and informal discussion with installation, community, and LEA leaders (30 minutes reserved for private leadership discussion)	Natural Gas Center
8:00 AM- 8:15 AM	Welcoming statements from installation and community leaders; Brief Introductions	Natural Gas Center
8:15 AM- 8:30 AM	Statement(s) from Senior Leadership Team about site visit purpose, method and goals	Natural Gas Center
8:30 AM- 9:45 AM	Installation briefing on planned growth; community and LEAs invited; Discussion session	Natural Gas Center
9:45 AM- 10:00 AM	Morning Break	Natural Gas Center
10:00 AM- 11:00 AM	LEA Briefing to Senior Leadership; Discussion session	Natural Gas Center
11:00 AM- 11:30 AM	Buffet Lunch	Natural Gas Center
11:30 PM- 12:00 PM	Transit to School	
12:00 PM- 1:30 PM	School tour and roundtable discussion with LEA leader, principal, teacher, military parents	Bliss Elementary School
1:30 PM- 1:45 PM	Afternoon Break	Bliss Elementary School
1:45 PM- 3:00 PM	Tour of installation, Senior Leadership Only (by van or bus)	Fort Bliss
2:30 PM- 3:00 PM	Senior Leaders Departing on the 3:55 p.m. will head to the airport (by van)	
3:00 PM- 3:30 PM	Adjourn and return to hotel	
6:00 PM- 6:30 PM	Depart for dinner	
6:30 PM- 8:00 PM	Dinner	TBD
8:00 PM- 8:30 PM	Return to El Paso Marriott	

¹ If you are departing on Monday, October 29, please check out before boarding the bus to UTEP. Your luggage will be held in a separate van and be ready for your afternoon departure.

Site Visit Schedule for Fort Bliss

Tuesday, 30 October 2007

Time	Event	Location
TBD	Depart El Paso Marriott Hotel for El Paso Airport ²	El Paso, TX
TBD	Arrival Dulles/National Airport	TBD

² Senior Leadership staying until Tuesday, October 30, will have shuttle service provided to El Paso Airport from the El Paso Marriot Hotel. Please provide departure times to Gary Willis, gary.willis@wso.whs.mil.

**Economic Adjustment Committee
Education Growth Senior Leadership Visit
to
Fort Bliss, Texas**

October 29, 2007

EXECUTIVE SUMMARY

Representatives of the Economic Adjustment Committee (EAC) met with leaders from Fort Bliss and the surrounding communities on October 29, 2007, to increase understanding about the impacts of growth at Fort Bliss on local schools. The EAC operates under the authority of Executive Order 12788, January 15, 1992, as amended, and coordinates federal interagency and intergovernmental assistance to help communities respond to economic impacts caused by significant Defense program changes.

The Senior Leaders represented the Department of Education, Army Headquarters, Office of the Deputy Under Secretary of Defense for Military Community and Family Policy, and the Office of Economic Adjustment. Local participants represented Fort Bliss, the El Paso, Ysleta, Canutillo, Clint, and Socorro Independent School Districts, and the City of El Paso. A complete list of participants is provided at Attachment 1.

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

- There is close cooperation between Fort Bliss and the surrounding community and independent school districts. The installation, community, and school districts meet regularly to discuss impacts. Some of the local school districts have military liaisons on their staffs to facilitate communications.
- Fort Bliss is growing substantially and changing Army missions. The number of soldiers stationed at Fort Bliss will increase from about 10,000 soldiers in 2005 to about 30,000 in 2011. Planned mission changes (from education and training to a power projection platform for operational units) will mean a greater percentage of enlisted soldiers in lower ranks with, presumably, younger school-aged children.
- The installation believes the models that the Army uses to project school-aged children are valid, but that the model results need to be interpreted in light of local conditions (such as deployments).

- A shortage of about 3,000 housing units on base means that a greater proportion of Fort Bliss's growing population will live off the post. These children will attend schools based on school district boundaries in place in the communities where the families choose to live.
- High school students who transfer into Texas schools may have a difficult time graduating because they may have difficulty passing the Texas Assessment of Knowledge and Skills (TAKS) exam, which is a prerequisite. These students have not had the advantage of a full academic career in Texas schools, which focuses on preparing students for the TAKS exam.
- School districts stated that federal assistance would be helpful for constructing new schools (especially those located on the post) and closing the gap between Impact Aid funding levels and the actual cost of educating military dependent students. The school districts stated that they would be open to creative ideas for providing these funds.
- Parents, teachers, and administrators highlighted the need to build upon Fort Bliss's existing efforts to train more teachers and staff about how to deal with the special needs of students whose parents are preparing to be deployed, deployed, or returning from deployment.

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 Leadership visit to the Fort Bliss community on October 29, 2007. The purpose of the Senior Leadership visit was to provide program stakeholders with on-the-ground knowledge of issues surrounding military mission growth, improve communications among all partners, identify any gaps or lags in school capacities, and to establish the foundation for a subsequent consideration of education issues related to mission growth by the entire EAC.

The EAC participants represented the Department of Education, Army Headquarters, Office of the Deputy Under Secretary of Defense for Military Community and Family Policy, and the Office of Economic Adjustment. Local participants represented Fort Bliss, the El Paso, Ysleta, Canutillo, Clint, and Socorro Independent

School Districts, and the City of El Paso. A complete list of participants is provided at Attachment 1.

Meetings for the Senior Leadership visit were held at the Natural Gas Center at the University of Texas at El Paso and at Bliss Elementary School on Fort Bliss.

Welcoming Statements

Ms. Patricia Adatao, Deputy City Manager convened the meeting and welcomed the participants. Mayor John Cook of El Paso led the group in the Pledge of Allegiance to the American flag.

Mr. Patrick O'Brien, OEA Director, thanked the installation and the community. He stated that the purpose of the Senior Leadership site visit was to observe how Fort Bliss 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. He emphasized that the site visit was not connected to the Army's pending decisions on where to station additional units under its "Grow the Army" initiative.

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

- Ms. Kerri Briggs, (Assistant Secretary of Education for Elementary and Secondary Education)
- Mr. Michell Clark (Assistant Secretary of Education for Management and Chief Human Capital Officer)
- Mr. Geoffrey Prosch (Principal Deputy Assistant Secretary of the Army for Installations and Environment)
- Ms. Barbara Sisson (Director, Installation Services, Office of the Assistant Chief of Staff for Installation Management)
- Ms. Taffy Corrigan (Director, Education Partnership Directorate, Office of the Deputy Under Secretary of Defense for Military Community and Family Policy)

MG Robert Lennox, Fort Bliss Commanding General, and COL Robert Burns, Garrison Commander, welcomed the group and commented upon the close working relationship between Fort Bliss and the community on education.

Fort Bliss – Installation Briefing on Planned Growth and Community Outlook

COL Burns, Mr. Clark McChesney (Director, Team Bliss Transformation Office), and Mr. Robert Cook (President, REDCO) delivered a presentation that discussed planned growth at Fort Bliss and its impact on the surrounding community (see Attachment 2). COL Burns stated that the single briefing from the installations and the

community was emblematic of the close working relationship between the two. The following key points were discussed during the presentation:

- Mr. Cook and Mr. McChesney stated that the many changes underway in the Army affect Fort Bliss, including implementation of the 2005 base realignment and closure round (BRAC 05), the return to the United States of forces stationed in Europe and Korea under the Global Defense Posture Realignment (GDPR), and implementation of Transformation initiatives under the Army Campaign Plan. Collectively, these initiatives drive growth of over 21,000 soldiers at Fort Bliss. Fort Bliss's primary mission is changing from training and air defense to a power projection platform for operational units in a transformed Army.
- Mr. Cook stated that in 2002, well before BRAC 2005, El Paso completed an infrastructure capacity study, which analyzed what the city needed to do to support growth. It looked at 25 different items, including education, health care, transportation, utilities, housing, and day care, and concluded that about half were significant.
- Mr. Cook stated that the El Paso community has undertaken several efforts to build the relationship with Fort Bliss. This includes outreach to incoming soldiers and their families, and the annual six-week Freedom Fiesta, which offers celebrations and amenities for soldiers stationed at Fort Bliss.
- He also stated that El Paso recognizes the close relationship with nearby Department of Defense installations, including White Sands Missile Range and Holloman Air Force Base.
- Mr. Cook and Mr. McChesney stated that fielding the Future Combat System and other mission changes at Fort Bliss will require more defense contractors with a skilled workforce to conduct testing, evaluation, maintenance, and repair, which will in turn create requirements for workforce education and training.
- Mr. McChesney discussed the construction underway for three Brigade Combat Teams and a new town center area that will include a new exchange and a wide variety of other shopping and entertainment venues. Total military construction funding for planned growth totals about \$3 billion. He also discussed highway and interchange construction projects that will increase access to the installation.
- COL Burns and Mr. McChesney stated that the Army projections for school aged dependents provide the installation and the community with a valid foundation for planning. Mr. McChesney stated that his models projected about 8,400 students; the actual number was 7,800. He noted that while some families of deployed soldiers in the 4th Brigade Combat Team of the 1st Cavalry Division did not relocate to El Paso, in general the families of soldiers deployed out of Fort Bliss's Air Defense units have remained in the area. COL Burns stated that he expects the number of actual students to increase toward the model projections when

deployments end (or are reduced), and that he believes the existing model provides an adequate basis for planning.

- Dr. Wachtel of the El Paso ISD said that the military models do not explicitly address pre-kindergarten and kindergarten requirements; they cover ages for first grade through high school. He noted the importance of addressing younger children's educational requirements either separately, or as part of a revised model. Mr. Garcia of the El Paso ISD said that Texas requires full day kindergarten, and half-day pre-kindergarten is provided for low income students.
- COL Burns stated that many factors affect families decision to relocate to Fort Bliss when the military member is about to deploy, including the timing, the preparedness of the installation, the availability of jobs for spouses, housing, schools, and other quality of life considerations.
- COL Burns stated that fully funding Impact Aid, and advancing payments for large growth communities, would help them act in time to be prepared for growth when it arrives.
- Mr. Prosch discussed the Army Family Action Plan's assignment of one Army civilian to each Battalion Family Readiness Group. MG Lennox stated that the program is already in place at Fort Bliss. He also highlighted the benefits for families to remain at Fort Bliss while the military member is deployed so that they can take advantage of the support services offered.
- MG Lennox stated that Fort Bliss and El Paso hold quarterly consortium meetings to track growth and plan for the future. He also stated that the installation is comfortable with projections for school-aged dependents, and he highlighted the importance of the timing and location of new housing construction.
- COL Burns stated that there is a shortage of about 3,000 housing units on Fort Bliss, and that the need for additional on-post housing needs and the associated school impacts requires further consideration. MG Lennox stated that Fort Bliss's RCI plans were developed before the BRAC 2005 decisions were announced, which reinforces the need to reassess the installation's requirement for on-post housing. Mr. Cook provided an overview of new housing constructed in the greater El Paso area. He said that 31,000 new units were constructed within a 30-minute commute to the installation since 2002, that additional housing units are *planned*, and that another 40,000 units within 30-minutes of the installation are *possible*. Mr. McChesney said that there are a total of 6,332 housing units on Fort Bliss, and that about 13,700 Fort Bliss families live off-post in the community.
- COL Burns stated that one of the most important challenges is keeping funding streams synchronized, so that the construction of new military facilities, and educational facilities, supports arriving troops and families in a timely manner.

- Mr. O'Brien observed that Texas does not require the ISDs to count their number of military dependent students as some other states do. He asked the ISDs how easy this would be for them. Dr. Padilla of the Canutillo ISD stated that tracking the number of military dependent students would be easy, and that all of the local ISDs are doing it.
- Mr. O'Brien asked if there was an issue in funding lags for Impact Aid. The ISDs responded that shortening the time from application to receipt of funds would be helpful.

Mrs. Aduato facilitated a discussion among the LEAs in attendance (referencing Attachment 3). The key points raised during this discussion are as follows:

- Mrs. Aduato said that El Paso has 189,000 students, pre-kindergarten to 12th grade in 9 ISDs. Most growth is occurring east of the city.
- The Educational Consortium has been very successful in reaching out to LEAs and establishing process action teams to work on specific issues. It includes representatives from Fort Bliss, the Chamber of Commerce, and the City. It has coordinated the timing of bond issues and other key items.
- COL Burns said that the most affected ISDs staff a military liaison position, which has been helpful in reducing the impact of stresses on military students.
- Dr. Garcia of the El Paso ISD stated that there were challenges with increasing enrollments and that more Impact Aid would help the District.
- In response to a question from Mr. O'Brien regarding the ability of the LEAs to issue additional bonds and ceilings on the amount of bonds that could be issued, Dr. Garcia stated that the State of Texas allows LEAs to tax locally, and that the local community has been supportive. He stated that there was a growing public sentiment, however, that the public has been taxed enough. He added that the El Paso ISD had passed a \$230 million bond issue. He said that Texas has two state programs for funding construction: instructional facilities allotment that all ISDs are eligible for and an interest allotment for the lowest income ISDs (but the interest allotment provides only a small amount of funding – perhaps enough in total to meet the needs of only one ISD).
- Mr. Bentley of the Ysleta ISD stated that it has open enrollment, and that they had passed a \$250 million bond package two years ago, with another bond issue due in November 2008.
- Mr. O'Neill of the Socorro ISD stated that it is the fastest growing ISD in the area. Socorro ISD voters are going to consider a \$397 million bond issue to pay for school construction and related requirements on November 6, 2007. (Update: the bond issue did not pass.) Socorro is growing by about 1,250 students a year

and has 15,000 homes in new subdivisions. The Socorro ISD plans to apply for federal Impact Aid next year.

- Ms. Dow of the Canutillo ISD stated that it has 5,500 students and expects to double in the next five years. A \$25 million bond is planned for 2008 and land has been banked for a new high school, middle school, and elementary school.
- Ms. LeRoy of the Clint ISD stated that it passed a \$90 million bond in May 2006 and has started to build a new high school, middle school, and elementary school. New highway construction is expected to improve the ability of Clint residents to access Fort Bliss.
- COL Burns discussed the Texas Assessment of Knowledge and Skills (TAKS) test that is required for high school graduation. He stated that because other states have different scopes and sequences of high school curricula, many high school students who transfer into the Fort Bliss community have a difficult time mastering the subject matter needed to pass the TAKS in time for graduation, simply because they have not spent their entire high school careers in Texas schools. He stated, for example, that Hawaii requires one year of math for graduation, but Texas requires four years. The group also discussed the Governor's recent veto of a bill that would have provided alternative high school graduation standards for military dependent students.
- Mr. McChesney stated that military personnel attending the Sergeant Major's Academy may want to bring their families to Fort Bliss, especially if the Academy assignment immediately follows a deployment, but choose not to do so if it means that a high school junior or senior will not be able to graduate on time because they did not receive in their prior state of residence the preparation needed to pass the TAKS exam. The separation may place additional stress on military families.
- Mr. McElroy of the City of El Paso stated that it will soon begin work on a growth management plan that will address the entire region. The plan will address schools, transportation, housing, utilities, health care, roads, traffic, and several other issue areas.
- In response to questions from Mr. O'Brien and Ms. Briggs, Dr. Wachtel stated that the El Paso ISD is grateful for the federal Impact Aid that it receives, but is aware that it provides far less funding per student than local tax revenue sources. Mr. Garcia stated that the district would benefit from an increase in Impact Aid funding. Dr. Wachtel stated that any ISD operating on post (as El Paso does) would require assistance with the construction of facilities on post. He discussed the idea of a creative reimbursable arrangement, whereby the ISD would not require all funding at once to pay for construction.

- In response to a question from Mr. O'Brien, Mr. McElroy said that it is important for the LEAs to continue to coordinate to ensure a coherent approach to school construction from all sources of growth in El Paso, not just growth associated with Fort Bliss.

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

Fort Bliss Elementary School

The Senior Leaders traveled by bus to Fort Bliss Elementary School. After a short tour of the school, a discussion was held with military parents, teachers, and administrators. The following issues were discussed:

- Mr. O'Hara stated that 65 percent of the children at Fort Bliss Elementary School are military dependents. He also stated that kindergarten was not mandatory in Texas, so that some students are first enrolled in first grade.
- Parents stated that talking to friends and word-of-mouth was the key method they used to learn about schools in the Fort Bliss community.
- Parents commented on the challenges posed by school standards that vary from state to state. One parent stated that Texas schools are stronger academically than the state of their prior duty station, and that this created adjustment challenges for their family.
- The parent of a child with special needs commented favorably upon the diagnostics that were provided to her child upon arrival.
- Teachers and parents highlighted the importance of having a sufficient number of counselors available to help children with parents who are deployed, or who have just returned from deployment. A parent stated that students need more support during the period of time that immediately follows the return from a deployment than during the deployment itself.
- Teachers stated that they would benefit from more training on meeting the needs of students with deployed parents. Fort Bliss has offered training and it has been well received, but it had not yet reached all teachers.
- Mr. Martinez of the El Paso ISD stated that when military parents take block leave and take their children out of school, it can reduce state reimbursements and complicate compliance with attendance standards. He also stated that the District needs to engage with departing families to ensure that their students are categorized correctly (that is, they aren't dropping out) when they depart.

- Parents expressed concern that school quality may suffer if Fort Bliss grows and schools fail to grow to accommodate the increased number of students.

Fort Bliss Installation Tour

The Senior Leaders saw a large amount of new construction, from operational facilities to a new commissary and exchange.

Adjournment

After completing the installation tour, the Senior Leaders adjourned.

Information Requested by the Senior Leadership

Information Requested	Description
Bond Status (Mr. O'Brien)	A short description of the status of bond issues for each ISD
Special Taxes for Education (Mr. O'Brien)	A brief description of special taxes to pay for educational requirements
State funding (Mr. O'Brien)	A brief description of how the State of Texas provides funds or subsidies for school capital projects. (Dr. Wachtel volunteered to provide this to Mr. McElroy for forwarding to the Senior Leadership.)
Ideas for closing funding gaps (Ms. Briggs and Mr. O'Brien)	The Senior Leaders noted that impact aid and other federal and state resources may not cover the full cost of educating military dependent children. The Senior Leaders were interested in hearing ideas from the community and LEAs on how to close the gap.

Attachments

- Attachment 1: List of Attendees
- Attachment 2: Installation Briefing
- Attachment 3: LEA Briefing

Additional Information Received after Senior Leadership Visit

- Attachment 4: Bond Status, Enrollment Projections and ideas to “close the gap/lag” received from each ISD
- Attachment 5: Overview of Texas School Finance and Impact of BRAC Growth

**Attachment 1: Senior Leadership Site Visit to Fort Bliss, Texas
30 October 2007**

Attendees	Title	Organization
Kerri Briggs	Assistant Secretary, Office of Elementary and Secondary Education	U.S. Department of Education
Michell Clark	Assistant Secretary, Office of Management	U.S. Department of Education
Patrick O'Brien	Director, OEA and Executive Director, Economic Adjustment Committee	Office of Economic Adjustment
Geoff Prosch	Principal Deputy Assistant Secretary	HQDA (I&E)
Barbara Sisson	Director, Installation Services, Assistant Chief of Staff for Installation Management	Army
Taffy Corrigan	Director, Education Partnership Directorate	DODEA
John Cook	Mayor	City of El Paso
Pat Adatao	DCM Development Services	City of El Paso
Mathew McElroy	Military Growth and Expansion Coordinator	City of El Paso
MG Robert P. Lennox	Commander Fort Bliss	Fort Bliss
COL Robert Burns	Garrison Commander	Fort Bliss
COL Ty Smith	Deputy Commander IMCOM-West	Fort Bliss
Clark McChesney	Director Fort Bliss Transformation Office	Fort Bliss
Marie Doyle	Chief of Plans, Analysis, & Integration Office	Fort Bliss
Art Ronquillo	Strategic Planner	Fort Bliss
Diana Natalicio	President	UTEP
Tom Thomas	Civilian Aide to the Secretary of the Army, West Texas	HQDA (I&E)
Joe Riojas (General, Ret.)	VP Strategic Initiatives	UTEP
Karl McElhaney	Assistant to Congressman Silvestre Reyes, D-El Paso	US House of Representatives
Bob Cook	President	El Paso REDCo
Ronald Haugen	Superintendent	Anthony ISD
Dr. Pam Padilla	Superintendent	Canutillo ISD
Pauline Dow	Associate Superintendent	Canutillo ISD
Yusuf Farran	Executive Director for Facilities and Transportation	Canutillo ISD
Ricardo Estrada	Superintendent	Clint ISD
Bessie Leroy	Special Projects Coordinator	Clint ISD

Lorenzo Garcia	Superintendent	EPISD
Carlos Martinez	Director VIPS and Partners In Education	EPISD
Bill Wachtel	Senior Resource Analyst	EPISD
Eldefonso Garcia	Superintendent	Fabens ISD
Gilbert Alarcon	Assistant Superintendent for Finance and Operations	Fabens ISD
Dr. Sylvia P. Atkinson	Superintendent	SISD
Hilda Lopez	Director of Guidance and Counseling	SISD
Pat Oniell	Assistant Superintendent for Support Services	SISD
Mike Quatrini	Superintendent	San Elizario ISD
Dr. Rick Bentley	Associate Superintendent, Division of Academics	YISD
Janise Priess	Director of Guidance and Counseling	YISD
Roberta Derlin	Associate Vice President for Student Success	NMSU
Michael Guerra	Vice President, Government Relations	GEPCC
Lorenzo Reyes	Chief Executive Officer	URGWDB
Sandra Hamstra		URGWDB
Felicia Patrick		URGWDB
Christie Smith	Chief of Operations, Assistant Chief of Staff for Installation Management	Army
Susan Johnson	Education Partnership Directorate	DODEA
Cathy Schagh	Director, Impact Aid	U.S. Department of Education
COL David L. Jones	Military Liaison to the Director	Office of Economic Adjustment
Paul Oskvaraek	Program Manager	Office of Economic Adjustment
Gary Willis	Program Manager	Office of Economic Adjustment
Jason Sweat	Program Manager	Office of Economic Adjustment
Michael Berger	Contractor	Booz Allen Hamilton
Roberto Ramos	Contractor	Booz Allen Hamilton

Attachment 2: Installation Briefing



Ft Bliss Transformation & El Paso Community's Support

Clark McChesney
Director, Team Bliss Base Transformation Office
Bob Cook
President, El Paso Regional Economic Development Corporation

Our Mission: Provide Installations that enable Soldier and Family readiness, and provide a quality of life that matches the quality of service they provide to the Nation.

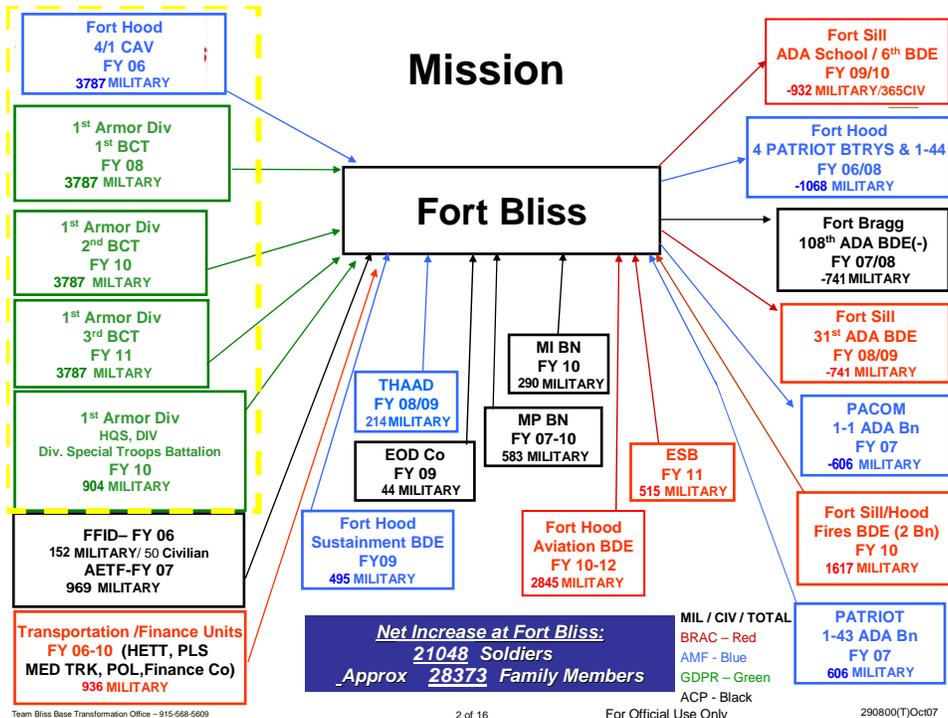
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FT BLISS FY05-11



	FY05	FY06	FY07	FY08	FY09	FY10	FY11
ADA SCHOOL	★		X				★
6 th	X						X
32 AAMDC HQ							X
108 th	X						X
31 st	X						X
11 th	X						X
MI							X
SGM ACAD							X
+ [] Added Mission (BRAC, AMF, GDPR, ACP) - [] Loss of Mission (BRAC, AMF, GDPR, ACP) [] Start Pt & End State							
Soldiers	9,330	13,174	14,122	16,900	16,304	26,089	30,378
Family	15,330	20,512	21,790	25,534	24,731	37,921	43,703

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El Paso Community Support

- Housing
- Education
- Workforce
- Transportation
- Health Care
- Soldier Care



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Soldier Care

- Briefed and provided welcome kits to 8,263 soldiers as of 6/28/07
- Coordinate health care services between WBAMC and El Paso community institutions for soldiers and family members
- Spousal Employment-- web based system to connect the Employer and the Military Spouse
- 5th Annual Freedom Fiesta
 - Over \$200,000 raised from local businesses
 - Picnics, golf, free tickets to entertainment venues, retail/restaurant discounts
 - Focus on deployed soldiers and families
- Wounded Warrior Program
 - Partnership of Chamber, AUSA and USO
 - Comfort every wounded warrior
 - Home made quilts and pillows, outdoor events, plane tickets home or for visiting family members



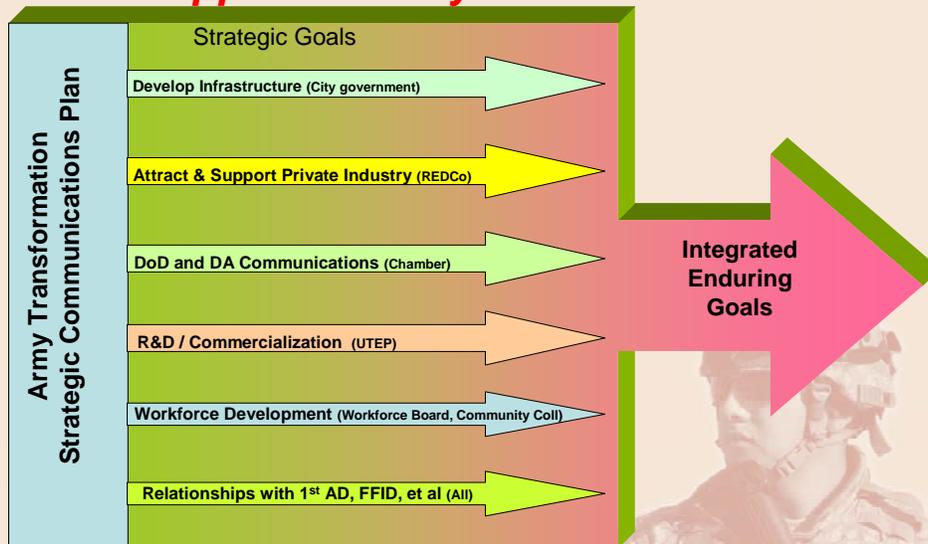
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El Paso's Strategic Vision- In Support of Army Transformation



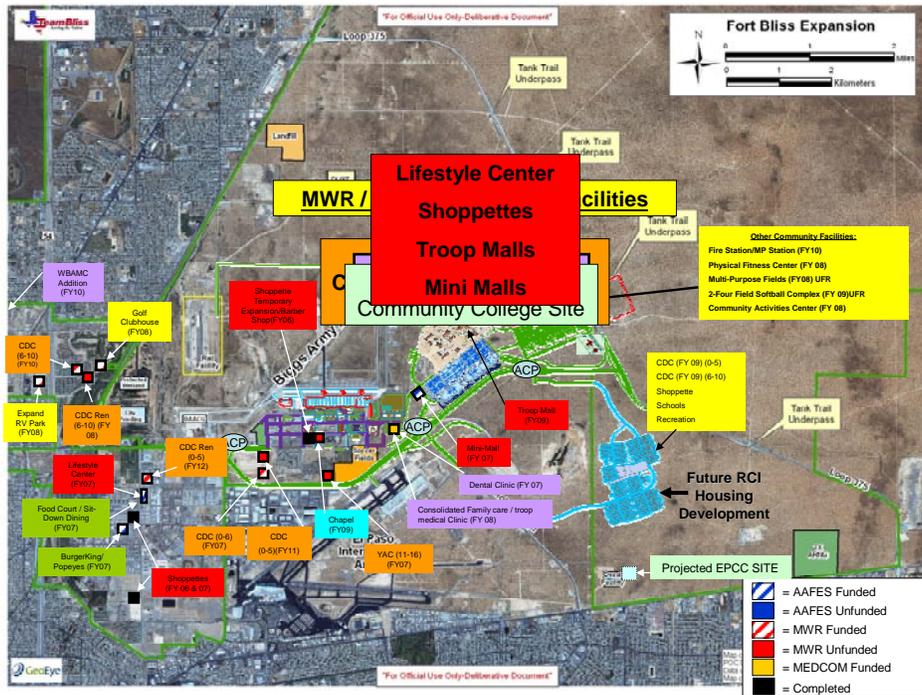
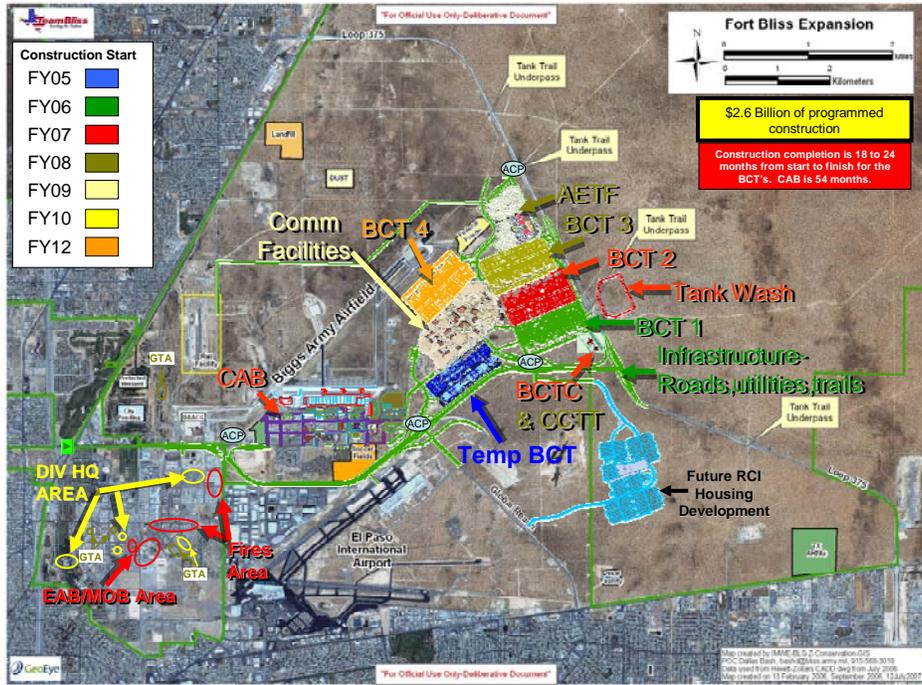
Enduring = Transformation from FCS and Beyond

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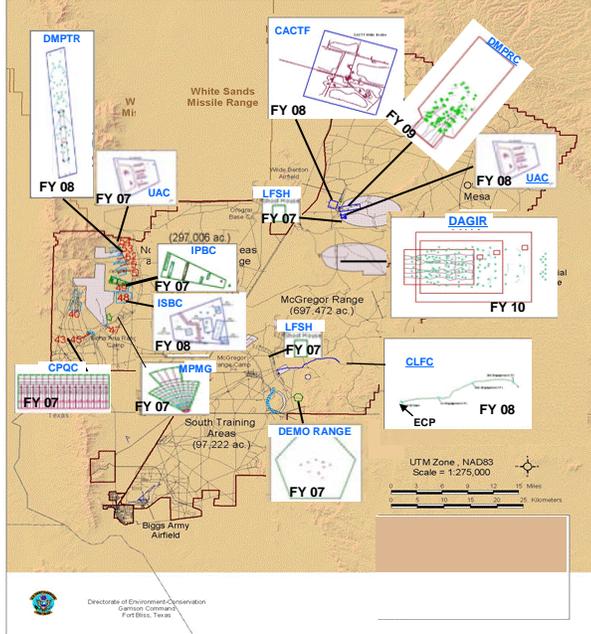
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FY 07-10 RANGE PROJECTS



FY 07
 UAC: Urban Assault Course
 MPMG: Multi Purpose Machine Gun
 CPQC: Combat Pistol Qualification Course
 LFSH: Live Fire Shoot House (x 2)
 Demo: Light Demolition Range
 IPBC: **Infantry Platoon Battle Course ****

FY 08
 ISBC: Infantry Squad Battle Course
 DMPTR: Digital Multi Purpose Training Range
 CLFC: Convoy Live Fire Course w/ECP
 UAC: Urban Assault Course
 CACTF: Combined Arms Collective Training Facility

FY 09
 DMPRC: Digital Multi Purpose Range Complex

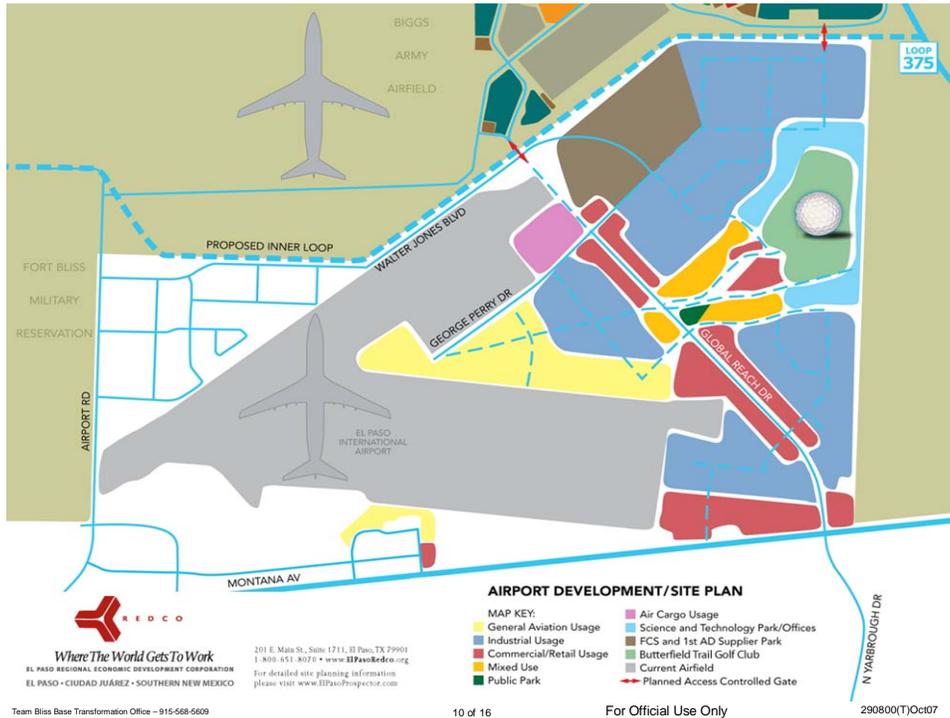
FY 10
 DAGIR: Digital Air Ground Integration Range

Complete Range project costs:

FY 07	\$ 24.1 M
FY 08-13	\$181.2 M
Total	\$205.3 M

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 Where The World Gets To Work
 EL PASO REGIONAL ECONOMIC DEVELOPMENT CORPORATION
 EL PASO - CIUDAD JUÁREZ - SOUTHERN NEW MEXICO
 201 E. Main St., Suite 1711, El Paso, TX 79901
 1-808-451-8020 • www.ElPasoRedco.org
 For detailed site planning information please visit www.ElPasoProspector.com

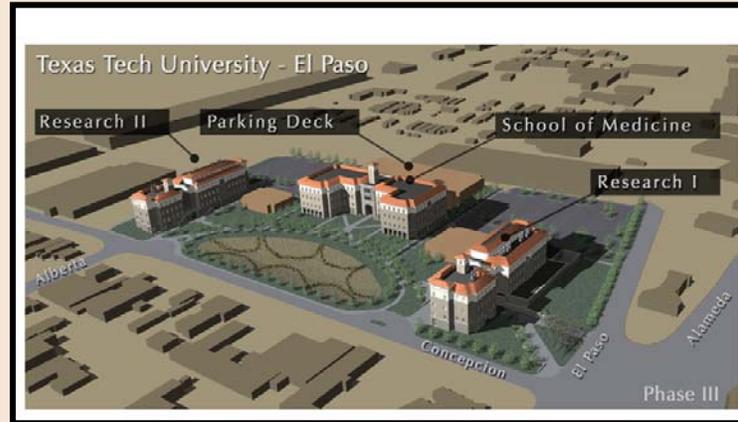
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El Paso's Newly Funded Medical School



Texas Tech University
HEALTH SCIENCES CENTER

*...America's first 4-year medical school
approved in the last quarter century.*

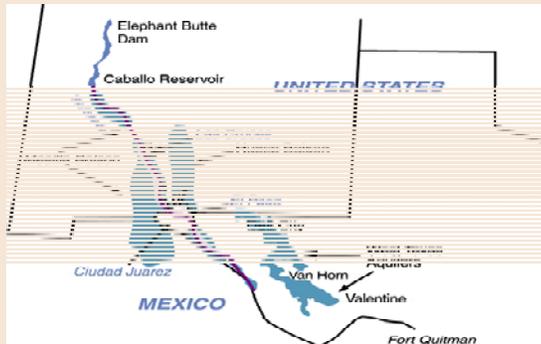
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Water for the next century and beyond...



Water supply next 100 years...

- 75% of 2002 fresh groundwater supply will remain
- "Near sustainability"



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Water Desalination Plant

- 27.5 mgd
- Grand Opening: 8 AUG 07
- 25% of current demand
- Construction Cost = \$83.7M
- DoD and EPWU project



Family Members



	Baseline 2005		2006	2007	2008	2009	2010	2011	Endstate 2011
Soldiers	9330	+/-	3844	948	2778	596	9785	4289	21048
		Cumulative	13174	14122	16900	16304	26089	30378	30378
Spouses	4945	+/-	2230	550	1611	346	5675	2488	12208
		Cumulative	7175	7724	9336	8990	14665	17153	17153
Children	10385	+/-	2952	728	2134	458	7515	3294	16165
		Cumulative	13337	14065	16199	15741	23256	26550	26550
6-12 years (34%)	3531	+/-	1004	248	725	156	2555	1120	5496
		Cumulative	4535	4782	5508	5352	7907	9027	9027
13-18 years (29%)	3012	+/-	856	211	619	-133	2179	955	4688
		Cumulative	3868	4079	4698	4565	6745	7700	7700
Total School Age	6543	+/-	1860	459	1344	288	4734	2075	10184
		Cumulative	8403	8862	10206	9917	14652	16727	16727

FMWRC/MCEC Model:
 Spouses = # of Soldiers * .58
 Children = (# of Soldiers * .48) * (1.6 Kids)
 School-age = # of children * .63

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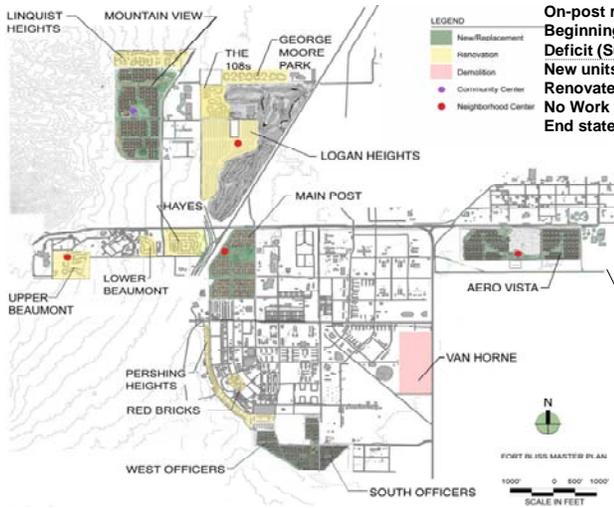
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Fort Bliss RCI Master Plan Main post



Housing Market Analysis

	Pre-BRAC	Post BRAC
On-post requirement	2,962	6,332
Beginning inventory	2,752	3,065
Deficit (Surplus) units	210	3,267
New units	1,604	4,851
Renovated Units	1,341	1,341
No Work Required	140	140
End state inventory	3,085	6,332

Unaccompanied Shortfall - 592

Funded without Army Equity

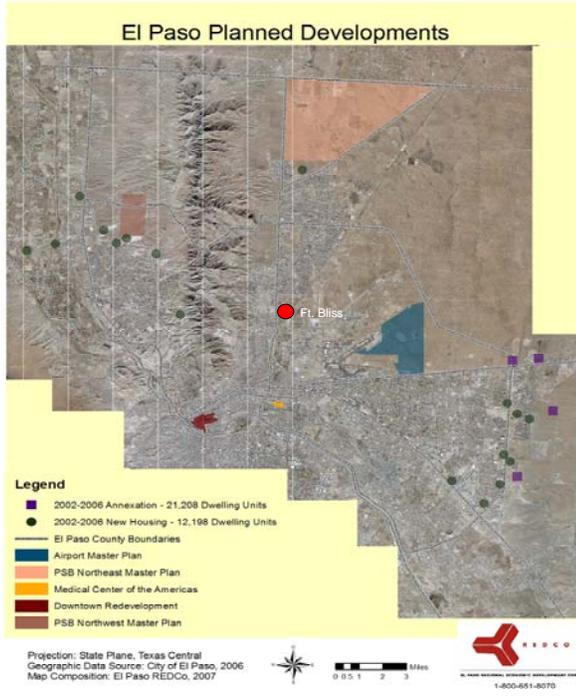
Married Soldiers	17,153
On-Post Homes	3,431
Potential Married Soldiers living off post =	13,722
Single Soldiers off post =	2646
Future RCI Housing Development	

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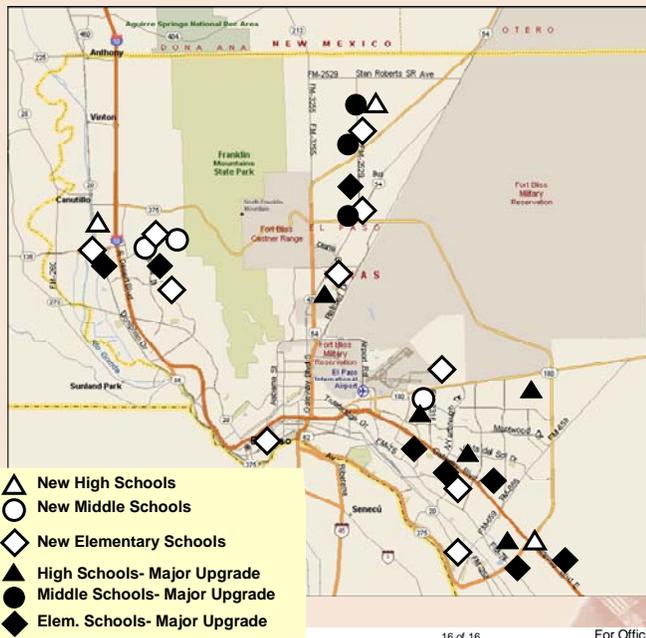
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Meeting the education needs of soldiers and their families...



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**\$875M bonds
 approved ('03-'07)**

- 3 new high schools
- 3 new middle schools
- 10 new elem. schools
- upgrades on 16 additional campuses



Fort Bliss A National Treasure



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BACK-UPS

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BCT1 – Brigade Combat Team 1 E-Dates



Fires Battalion, Troop Ready = June 30, 2008

Remaining Battalions, Troop Ready = September 30, 2008

Version 5.0

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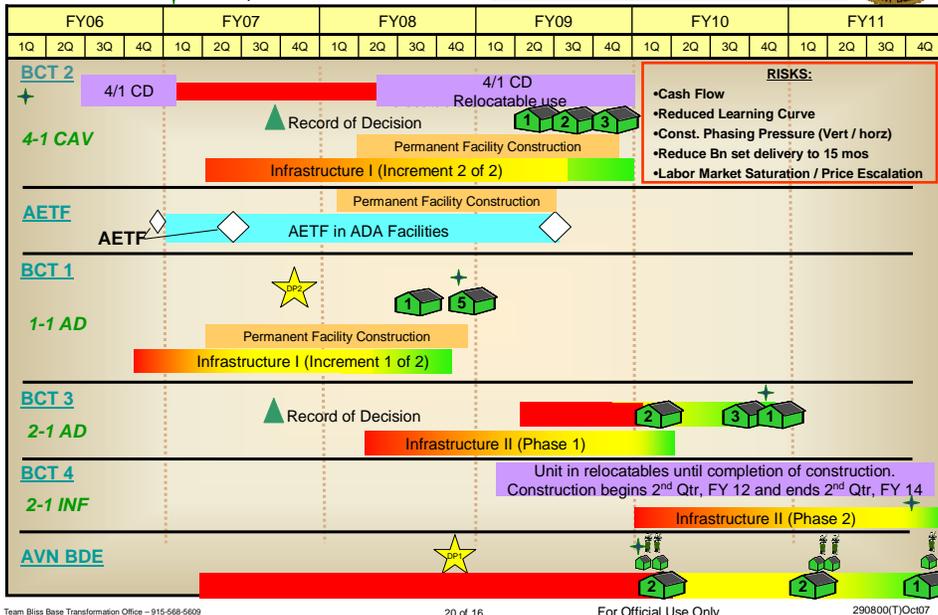
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FACILITY TIMELINES

Unit / partial unit arrival

"M" Dates are not indicated on this chart



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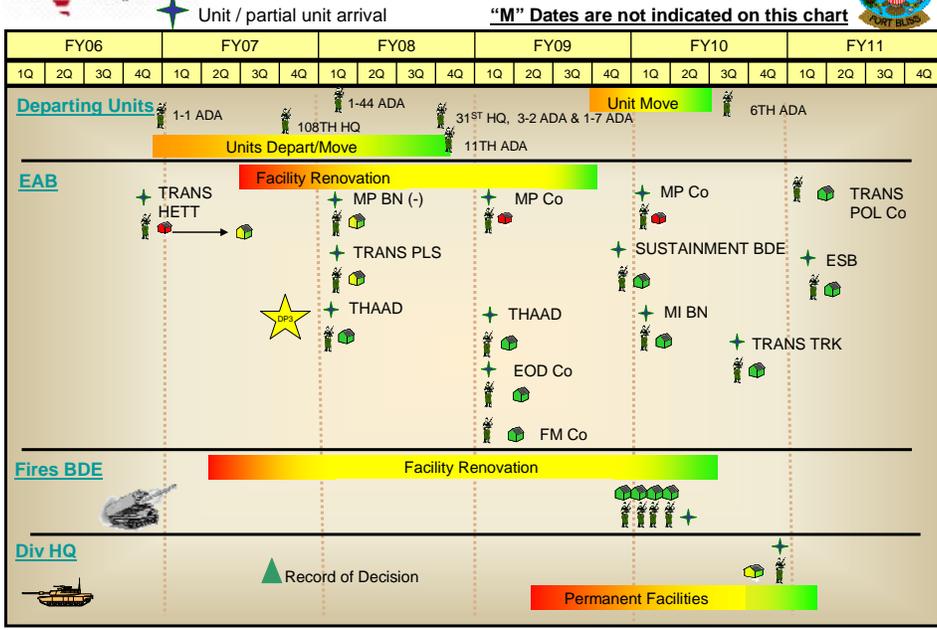
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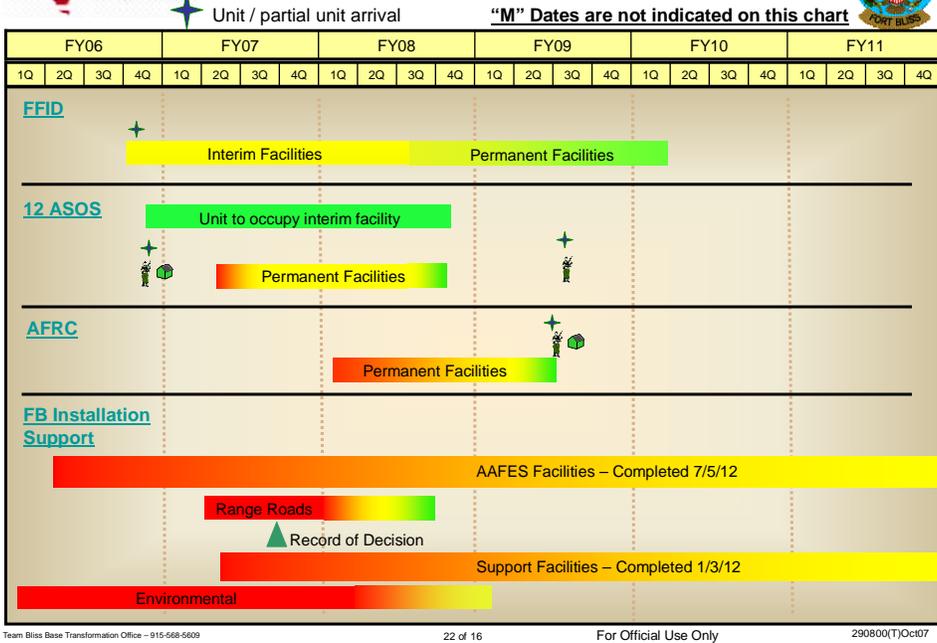
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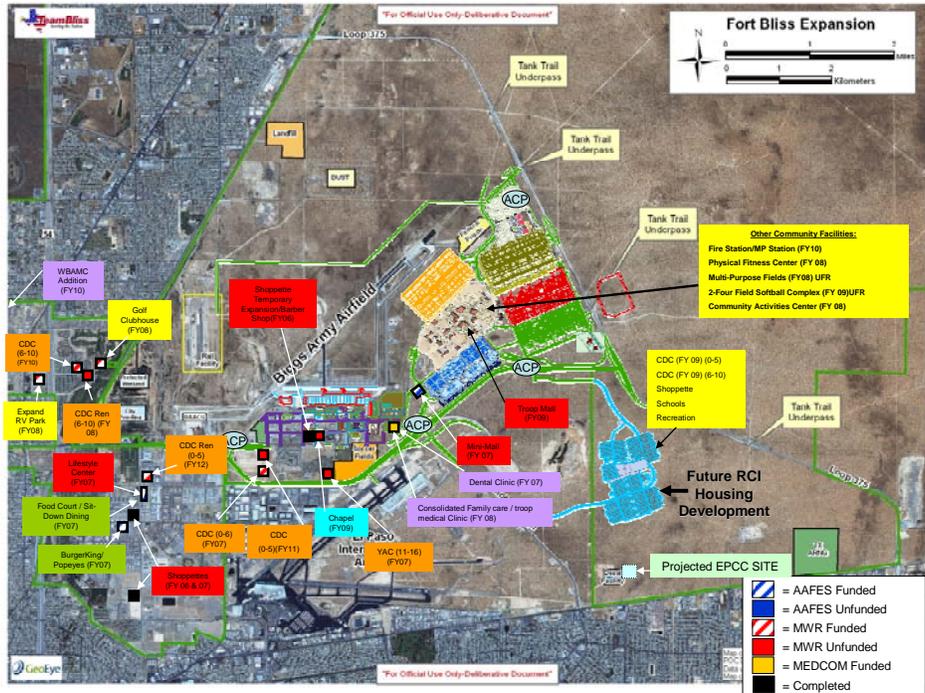


FACILITY TIMELINES



FACILITY TIMELINES

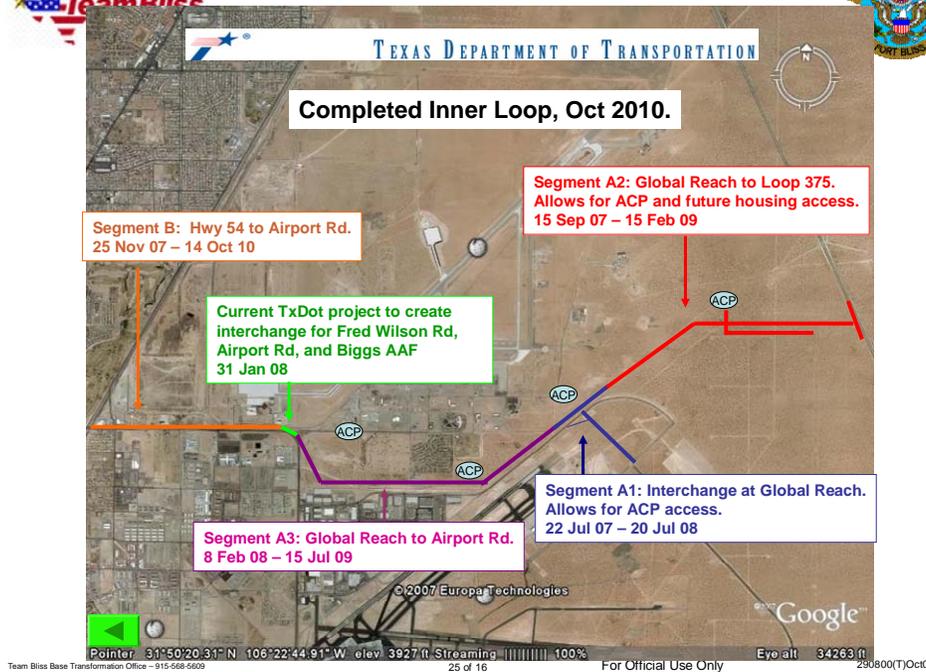




2005-2011 Population Comparison



	2005	2011 Auth	Net Gain/ Loss	Projected % Of Growth
Soldiers	9,330	30,378	21,048	226%
Military Students	2,132	700	-1,432	
Family Members	15,330	43,703	28,373	185%
FTE Positions	3,621	5,356	1,735	48%
Total	30,413	80,137	49,724	



Garrison Core Missions



Mission:
 U.S. Army Garrison Fort Bliss, a power projection platform, in support of the full spectrum of operations; provides responsible stewardship of resources; provides services and maintains infrastructure; enables training of joint/combined expeditionary forces; mobilizes/demobilizes RC forces; establishes a safe, secure environment; provides for the well-being of the DA family; fosters relationships with surrounding communities; and sustains/supports Army transformation.

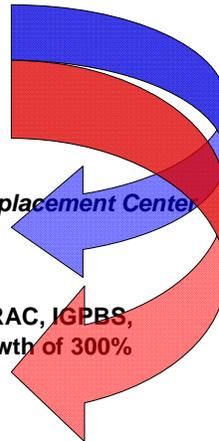
Normal Garrison Operations (SGO Baseline)
 Support: partner missions, Soldiers and their Families

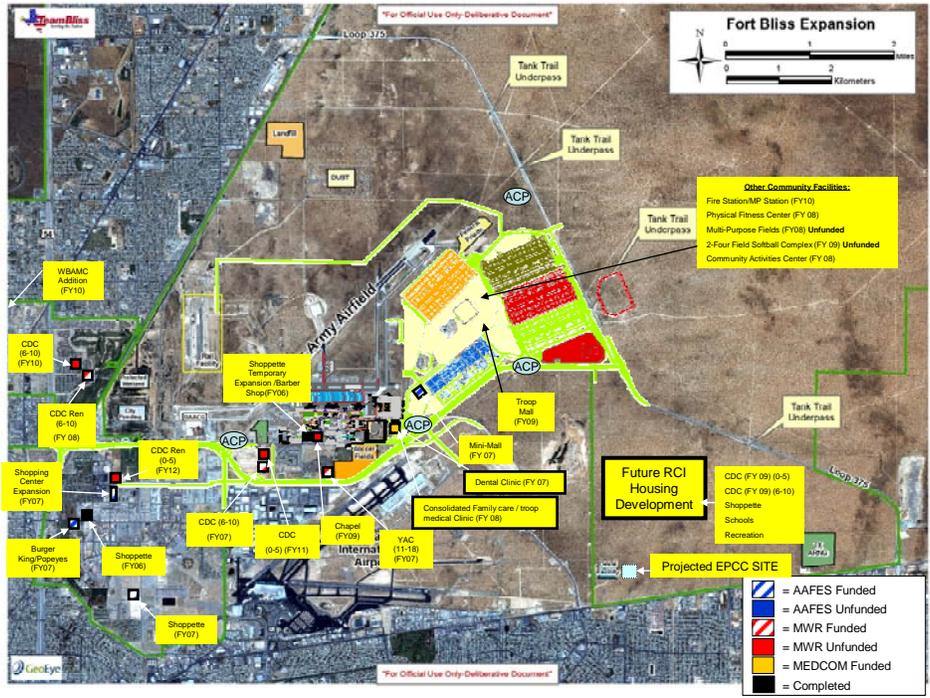
- DPW
- DOL
- DOIM
- DOE
- DHR
- DES
- DPTMS
- MWR / CMTY

Garrison Staff

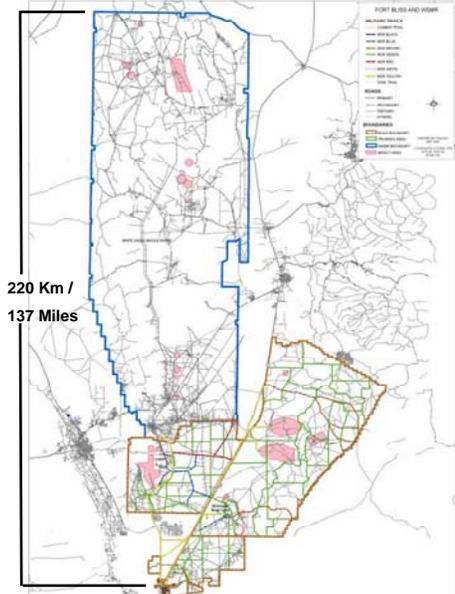
Global War on Terror
 Support: *Mobilization, CONUS Replacement Center*
Same Garrison Staff

Transform the Installation
 Support: Army transformation, BRAC, IGPBS, installation Soldier growth of 300%
Same Garrison Staff





BLISS / WSMR BATTLESPACE



TRAINING CAPABILITIES

Considerations

- Distance
- Road Networks
- Range Complex Upgrades
- Status of Funding
- Opening Maneuver Areas
- Airspace Management



ENVIRONMENTAL PROGRAM STATUS



A

COMPLIANCE PROGRAM

- **Issues.** Lack funding for hazardous waste supplies and support for 4-1. (\$674,000) EBCT Footprint overlays old Rod and Gun Club berms. Lead will have to be removed and soil remediated (if necessary) before construction in this area (FY09)
- **Successes:** There are no compliance issues at Fort Bliss that will delay 1st BCT permanent construction.

CONSERVATION PROGRAM

R

- **Issues.** BRAC Funding shortfall: \$4.8m : 30% sample archeological survey of 440,000 acre new maneuver area and natural resources baseline resulting from SEIS scoping
- DA approved EPR Class 1 projects (Soils, vegetation, archeology etc.) \$7.4m delta. Require funding as soon as CRA is lifted. Delay will impact SEIS completion date and execution of FY07 Range /Facility MCA projects, and additional 470,000 acre off road maneuver area.
- **Successes:** Survey complete for 06 Ranges with no show stoppers. Survey and mitigation for construction in new BCT area complete.



NATIONAL ENVIRONMENTAL POLICY ACT (NEPA)



G

DOCUMENTATION STATUS :

G

PREPARATION STRATEGY:

G

RESTORATION PROGRAM

A

NEPA ISSUES:

- + Notice of Intent to Prepare Supplemental EIS published in Federal Register 15 November 2005. [Formal Public Scoping Completed 6 JAN 06.](#)
- + Will gain 372,000 - 470,000 acres of addt'l off road maneuver & be able to accommodate 6- 7 heavy BCTs & 25 new/upgraded ranges.



COMMUNITY FACILITIES/ PROGRAMS STATUS



Risk: Capacity



Low Risk: Capacity available to meet mission capability



Medium Risk- Limited Capacity with options for short-term mitigation



High Risk- Lack of Capacity & unacceptable short-term mitigation options

AREA	RATING	REMARKS
MEDICAL	A	Hiring 1098 medical professionals over 4 years will be a challenge (Add 53 more for Modularity) Unable to construct permanent clinical space in time for troop increase.
FAMILY HOUSING	A	RCI contractor is prepared to provide housing for units through FY2007. A new Housing Analysis is required to provide authorization for additional housing.
SCHOOLS	A	Area school districts concede their resources will be stressed with regards to quality and capacity, but have plans in place to respond to population growth and provided assurance.
CHILD CARE	A	U.S. Army Community and Family Support Center will provide 1 Modular Child Development Center (CDC) to alleviate the projected shortfall buying an additional 100 spaces, until permanent facilities are available. Necessary 1391s have been submitted for all required permanent facilities.

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COMMUNITY FACILITIES/ PROGRAMS STATUS



Risk: Capacity



Low Risk: Capacity available to meet mission capability



Medium Risk- Limited Capacity with options for short-term mitigation



High Risk- Lack of Capacity & unacceptable short-term mitigation options

AREA	RATING	REMARKS
YOUTH SERVICES (School Aged)	A	U.S. Army Community and Family Support Center will provide 2 modular school age services facilities. Expected completion April 2006. This is an interim solution which will support approx. 200 spaces. Installation has submitted 1391s for all required permanent facilities.
REC FACILITIES	A	Require 2 Bubble Gyms for the short term until a permanent facility is built. Necessary 1391s have been submitted for all required recreation facilities.
LOGISTICS	A	Identified interim solution for Class V storage (pads, canopies, & ARMAGs) not funded. Installation has submitted 1391s to define requirements that support the ASP bunkers and maintenance facilities.
INFORMATION TECHNOLOGY	R	IT Modernization program lists Fort Bliss as #13 on the Installation Sequence List (ISL). SWRO has recommended Fort Bliss as #1.
OTHER SERVICES	A	Service facilities will impact the support to the 4 th BCT, as well as other incoming BCTs. Expansion of facilities for support concerning AAFES, DECA and Religious Support is on-going.

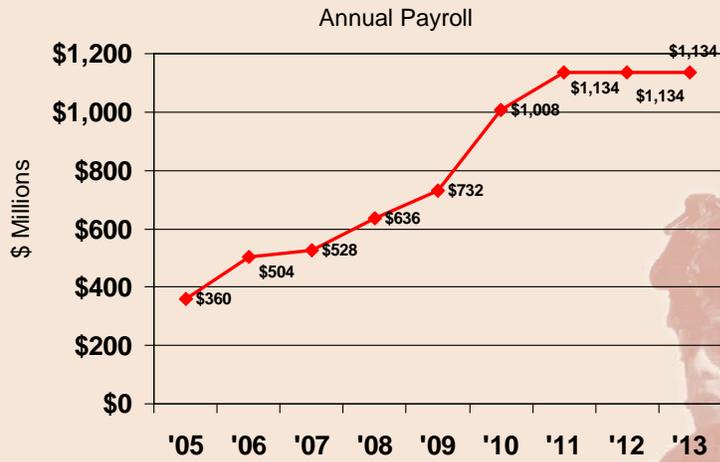
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Ft Bliss Growth 2006-2013

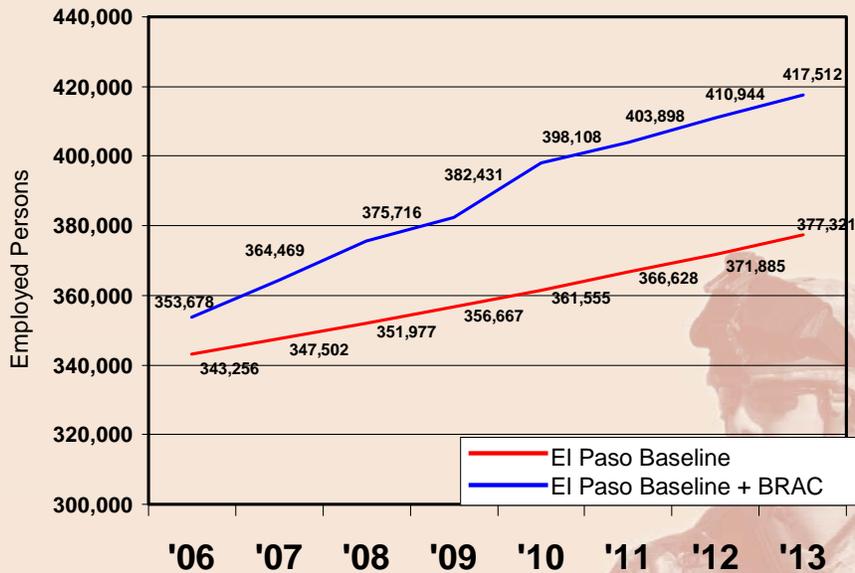


Payroll before taxes for entire Ft. Bliss Installation. Calculation includes base pay plus housing allowance and food allowance.

Ft Bliss Growth 2006-2013

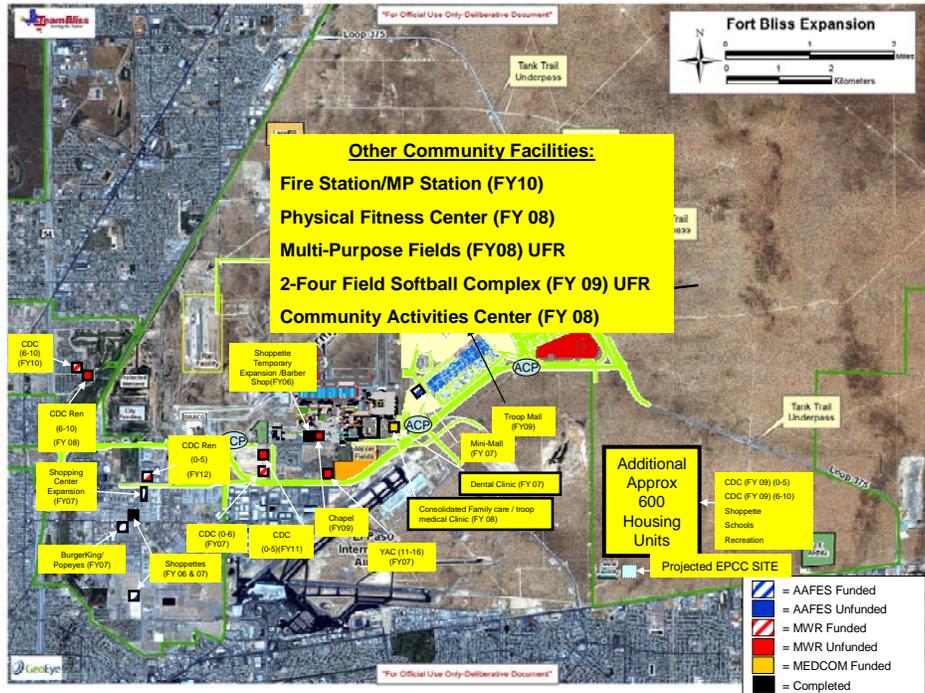


40,191 New Jobs 2006-2013



Expansion at Fort Bliss.... ...economic impact 2006-2013

- Over \$21.7 B additional economic impact on El Paso
- Over 13.9 billion new labor income
- Over \$227 million new property taxes
(a 51% increase over baseline growth)
- Over \$50 million new sales taxes
(a 100% increase over baseline growth)



Attachment 3: LEA Briefing

*Department of Defense
Office of Economic Adjustment*

*Educational Partners Consortium
Meeting
October 29, 2007*



El Paso County School Districts



- 9 Regional School Districts
- 5 Heavily Impacted Districts:
 - El Paso, Ysleta, Socorro, Clint, Canutillo



Great Schools Produce an Even Greater El Paso...

Educational Innovations



How we got here...

- El Paso Region Educational Partners Consortium
 - 9 regional school districts
 - Region 19
 - Fort Bliss
 - City of El Paso
 - El Paso Community College
 - UTEP
 - NMSU
 - Upper Rio Grande Workforce Development Board
- Process Action Team



Advanced Programs in the Region

- Advanced Placement / Dual Credit
 - El Paso ISD, Ysleta ISD, Socorro ISD, Clint ISD, Canutillo ISD
- International Baccalaureate
 - El Paso ISD, Socorro ISD
 - High School Level
 - Canutillo ISD
 - Primary Years
- Early College High School
 - El Paso ISD (2008), Socorro ISD, Ysleta ISD, Canutillo (2008)



EPISD College Readiness

- Related Career Exploration and Activities
 - PK-16
- Career Planning
 - Ninth Grade Centers
- High School “Career Major”
 - Core Courses-Elective Courses
 - AVID and Princeton Review
- Military Liaisons



Ysleta ISD Magnet Schools

- Health Sciences
- Multinational Business
- Mass Communication and Multi-media
- Information Technology
- Math, Science, Engineering
- Law, Criminal Justice
- Leadership



Socorro ISD *“A World of Possibilities”*

- Secondary Programs
- Career & Technology Programs
- College Readiness Initiatives
- Initiatives Addressing Special Needs Students
- Athletics
- Fine Arts
- Transitional Initiatives for Military Students/Families



Canutillo ISD One-Way & Two-Way Dual Language Programs



- Academic success in two languages creates many opportunities for students who are able to use their bilingual skills to secure excellent jobs, participate fully in society, and play an important role in the economic development of our region.

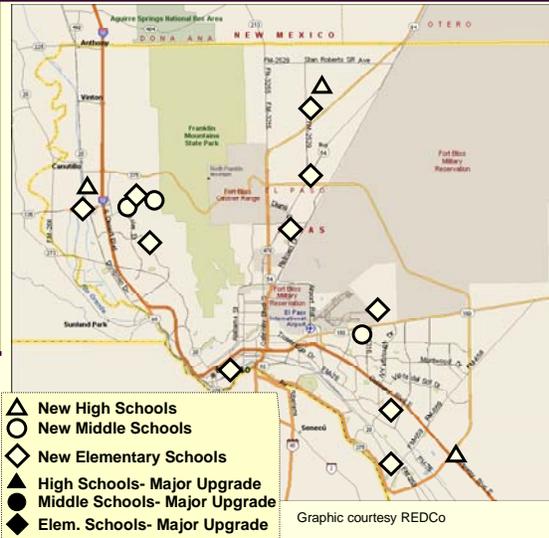


Clint ISD Research based programs at all grade levels

- Classroom Instruction that Works
 - Marzano 9 Effective Teaching Strategies
- Sheltered Instruction Observation Protocol (SIOP)
 - Making Content Comprehensible for English Language Learners



Funding Growth in Education



- **\$875M Bonds Approved ('03-'07)**
- 3 New High Schools
- 3 New Middle Schools
- 10 New Elementary Schools
- Upgrades on 16 Additional Campuses
- \$397 Million Pending Voter Approval



El Paso ISD 2007 Bond Program (Recently passed)

Description	Bond Total Project Cost
New School Construction	\$142,595,868
Reconstruction of Alamo Elementary School	\$12,282,091
Existing School Building Additions	\$55,055,281
Technology	\$4,498,220
Site Acquisitions	\$3,504,153
Refurbishments-Reroofing	\$9,464,387
Inflation (Cost estimates account for inflation)	***
Internal Administrative Costs	\$1,600,000
Cost Associated with Issuing Bonds	\$1,000,000

\$230 Million



Ysleta Bond Issue (passed)

- \$250 million bond referendum was passed by voters in January of 2004
 - Campus Replacements
 - Classroom, Kitchen/Cafeteria, Gymnasium, Field House, Library and Fine Arts Additions
 - Renovations/Refurbishments
 - Technology Upgrades
 - Asbestos Abatement
 - Safety/Security Upgrades
 - Playground Equipment Replacement



Socorro Bond Issue (pending)

Description	Bond Total Project Cost
New Construction	258,930,013
Renovations	6,836,680
Fixtures, Furniture, and Equipment	18,154,794
Technology	15,000,000
Space Needs - Standards and Equity	7,500,000
Refrigerated Air - Life Safety	90,624,528

\$397 Million



Socorro ISD

2004 Bond - \$188.6 Million

- New Construction - \$132.5 Million
 - Three Elementary Schools
 - One Combo School (Elementary/Middle School)
 - 9th Grade School-Expandable Phase I (Eastside)
 - 9th Grade School-Phase I (Valley)
 - Eastlake High School – Phase I
 - Options High School
 - Education Center
- Land Banking-\$4.4 Million
- Additions & Renovations - \$19.5 Million
- Technology, Furniture, Equipment - \$17.9 Million
- Major Improvements & Repairs - \$14.3



Clint 2006 Bond Issue \$90 Million

- Construction of new campuses, additional classrooms, gymnasiums, fine arts facilities, and site improvements at existing campuses

Proposed Projects Proyectos Propuestos	New Construction Edificios Nuevos	Additional Classrooms Adición de salones de clase	Band Room Salón de Banda	Fine Arts Facility Edificio de las bellas artes	Gym Gimnasio	Library expansion Expansión de la biblioteca	Tennis Courts Canchas de tenis	Archives Building Remodelación de la cocina	Additional Parking Españamiento adicional	Social Hall Mesa de Jeda	Facility Improvements Mejoras a los edificios	Mechanical upgrades Mejoras a los sistemas mecánicos	Electrical Upgrades Mejoras a los sistemas eléctricos
Clint HS as Clint Junior High													
Clint JI HS as Clint Intermediate													
W.D. Surratt Elementary													
Mountain View High													
East Montana Middle													
Montana Vista Elementary													
Red Sands Elementary													
Horizon High School													
Desert Hills Elementary													
C.T. Welch Intermediate													
Frank Macias Elementary													
New Clint High School													
New Middle School													
New Elementary													

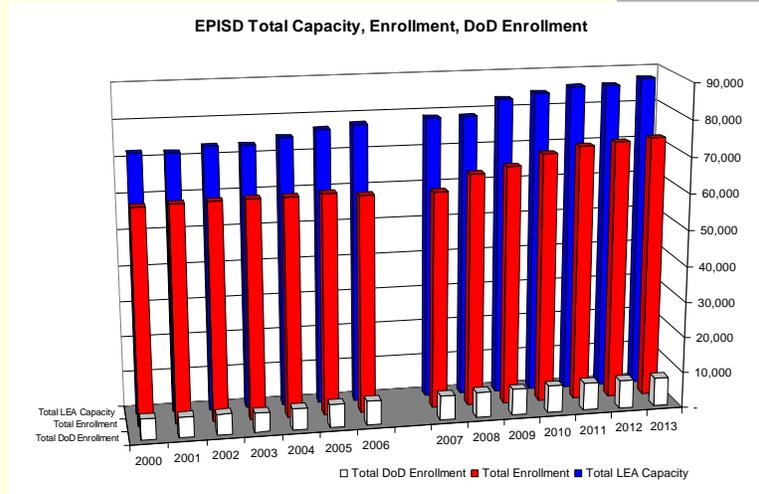


Canutillo ISD Capital Improvement Program \$35.165 Million

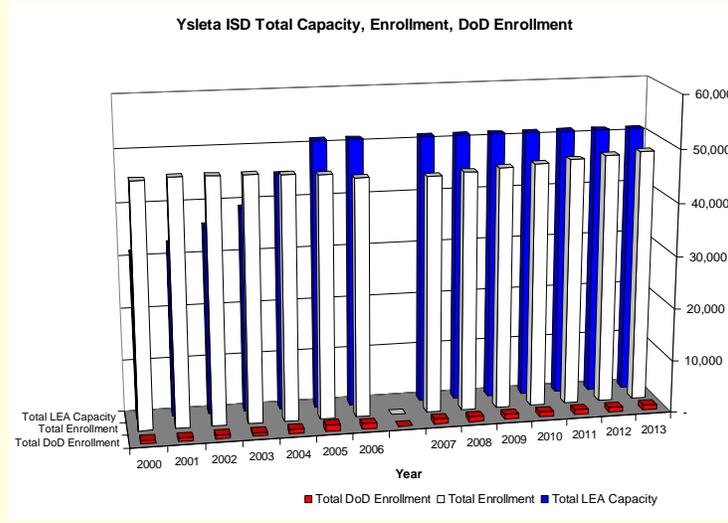
- \$2,000,000 to purchase land for new elementary schools
- \$21,000,000 to build two new elementary schools
- \$3,244,000 to build a science/library addition at Alderete Middle School
- \$1,975,000 for field house at Canutillo High School
- \$3,785,000 for roof replacements
- \$3,161,000 for renovations and other projects



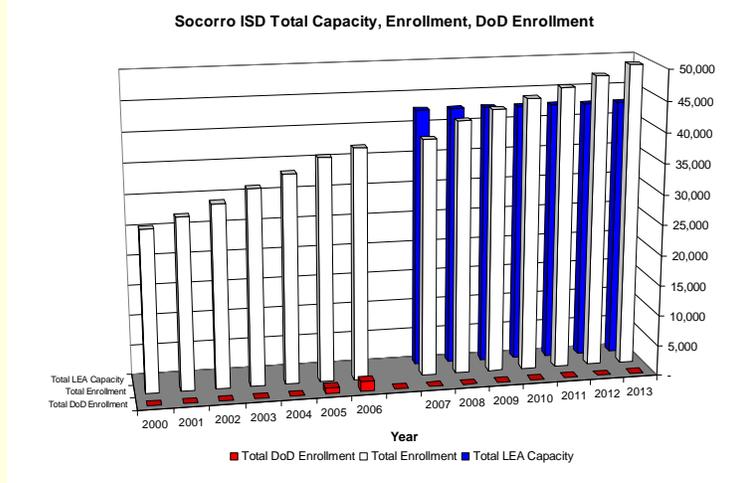
Regional Capacity – El Paso EPISD



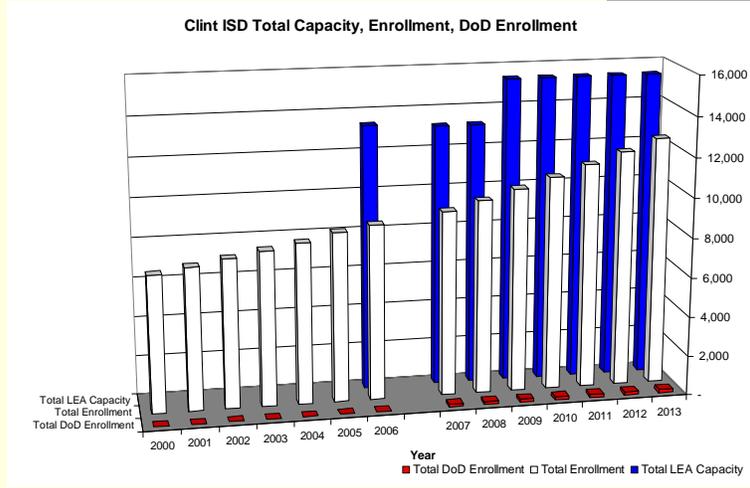
Regional Capacity – Ysleta ISD



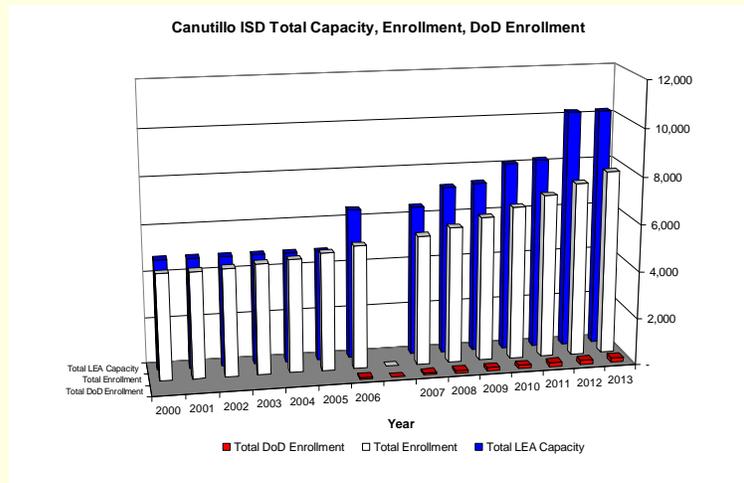
Regional Capacity – Socorro ISD



Regional Capacity – Clint ISD



Regional Capacity – Canutillo ISD



Filling the Gap

- Impact Aid funding for school districts experiencing military student growth
- Sen. Shapleigh attempted at the 80th Legislature to provide support for students in transition who transfer to Texas public school districts experiencing BRAC growth
 - SAT or a nationally accepted norm-referenced test substitute for the TAKS for graduation
 - Now, all high school students will be required to pass and end-of-course for all required credits. This decision will affect all students--especially military transferring students
 - Governor vetoed the bill
 - Answer may be at the federal level



Attachment 4: Bond Status, Enrollment Projections and Ideas to “close the gap/lag”

Clint Independent School District Enrollment Projection Technique

Student projections in Clint ISD are estimated by simply using static growth rates and applying a rate for each of the district communities. The Montana Vista area projection is 2%. The Clint area is not expected to grow rapidly so the projection is at 2% or less. The Horizon area, which is Clint’s fastest growing and most likely have the highest military impact, is projected at 7%.

Clint Independent School District Bond Status

The latest Clint bond was passed in May of 2006 (\$90 million). Monies were allocated for new construction and renovation and/or upgrades to existing facilities. The district decided to execute the projects in phases. Phase I is well underway. This phase includes the construction of a new middle school, classroom additions to five campuses, and band halls to two facilities. Bid packages for site work are due on Tuesday December 18, 2007. The start of construction is anticipated for the beginning of next month. Phase II is also underway. This phase will allow the District to build two new schools, a high and elementary schools. Land acquisition is in progress for the high school and Clint ISD expects to have an architect(s) on board no later than February 2008.

Phase III is expected to be initiated during July of 2008.

The full set of projects anticipated under the bond are provided below.

Proposed Projects Proyectos Propuestos	New Construction Edificios Nuevos	Additional Classrooms Adición de salones de clase	Band Room Salón De Banda	Fine Arts Facility Edificio de las bellas artes	Gym Gimnasio	Library expansion Expansión de la biblioteca	Tennis Courts Canchas de tenis	Kitchen Redesign Remodelaciones de la cocina	Additional Parking Estacionamiento adicional	Rockwall Muros de piedra	Facility Improvements Mejoras a los edificios	Mechanical upgrades Mejoras a los sistemas mecánicos	Eléctricas Upgrades Mejoras a los sistemas eléctricos
Clint HS as Clint Junior High													
Clint JHS as Clint Intermediate													
W.D.Surratt Elementary													
Mountain View High													
East Montana Middle													
Montana Vista Elementary													
Red Sands Elementary													
Horizon High School													
Desert Hills Elementary													
C.T. Welch Intermediate													
Frank Macias Elementary													
New Clint High School													
New Middle School													
New Elementary													

Clint Independent School District ideas to “close the gap/lag”

Clint ISD, like all school districts, must ensure that highly qualified teachers are hired to address the academic needs of all students. In order to keep and recruit highly qualified teachers as required by NCLB, a school district must compete with teacher salaries across the nation. Too often our college graduates are lured to other states or cities which offer them better pay. El Paso has to be comparable to Dallas, Austin, Houston or any other state in teacher salaries if we are to attract certified content area teachers. It is critical now more than ever since the state is requiring high school students now have 4 years of Math and Science that we recruit those specialized teachers. If the DoD can assist school districts in any way it would be to provide funding for teacher stipends in those areas of specialization.

Fort Bliss Projections Process

Fort Bliss has consistently used the ACSIM approved formulas for calculation of family members (including school age children). Fort Bliss has deviated from ASIP reports in the past for school age children calculations because we had conflicting information from other Army sources that led us to conclude that ASIP was not providing the accurate picture required for our local education authorities (LEAs). Fort Bliss used information from SAMAS as well as information provided by IMCOM, ACSIM and DA G3 to reconcile against ASIP.

We have also examined deployments for our assigned units and attempted to provide some explanation to the LEAs for differences between our projections and actual enrollment. For school years 06-07 and 07-08 the difference between our projection and the actual enrollment was approximately 600 students, 7% of the projected total. Fort Bliss attributes this difference to the deployment of between 4,500 (school year 06-07) and 6,000 (school year 07-08) soldiers from the installation from a variety of different units and the unique activation, training and immediate deployment of one large unit (3,700 Soldiers).

Fort Bliss and the LEAs will continue to track actual enrollment against projections and report any trends to ACSIM for possible use in revision of future formulas. Fort Bliss will provide the LEAs a re-sorted version of the growth data that will conform more closely to school years rather than fiscal years.

Canutillo Independent School District Enrollment Projection Technique

Because Canutillo ISD is a rapidly growing district, administrators keep very close watch on land development activity. Canutillo ISD staff plot this activity on a geocode file (parcel map) and project student enrollment based on 1.5 children per housing unit and a built-out rate of available land of 16% per year.

For military student projections, Canutillo ISD uses historical growth relative to military students plus 1% to project for the number of military students expected under current growth at Fort Bliss.

Canutillo Independent School District Bond Status

A \$39 million bond was passed in 2006 in the Canutillo ISD. The projects funded through this bond include a new elementary campus, purchase of land for another elementary campus; expansion of one middle school and general maintenance at other campuses. The 2006 bond project will be fully implemented by the end of next year—2008. The next Canutillo ISD bond will likely happen in fall 2009, but this is only an estimate. Canutillo ISD is also contemplating going to the voters in fall 2008 for a tax rate increase.

Canutillo Independent School District ideas to “close the gap/lag”

Of greatest benefit to the Canutillo ISD would be lowering the impact aide cut-off for smaller districts so that they can also access some of those funds to off-set the funding lag. Providing a percentage of funding for infrastructure and quality of life services would also be helpful.

Ysleta Independent School District Enrollment Projection Technique

Because Ysleta ISD is largely a land locked district, with mature development of almost all of the real estate within its boundaries, there is little chance of a significant increase in student population. Over the past several years, YISD has experienced a gradual decline in student population from year to year, losing 0.5% to 1.5% each year. However, this also means that YISD has facilities which could handle significantly more students than at present. If an influx of school-age residents were to populate existing district residential property, YISD could adapt quickly.

Ysleta Independent School District Bond Status

The most recent bond passed in Ysleta ISD was in 2004 (\$252.3 million total).

Completed projects include:

- 3 new schools – Eastwood MS, Parkland ES, North Loop ES
- 6 new classroom wings
- 6 new libraries
- 4 new fine arts wings
- 4 new gym/kitchen/cafeterias
- 12 new kitchen/cafeterias
- 6 new field houses
- 3 fire alarm replacements
- 7 drop-off zones
- 3 miscellaneous projects**
- 6 tennis courts
- 8 running tracks
- 2 roofing upgrades
- 20 drop-off zones
- 13 site drainage improvements
- Technology upgrades district-wide
- Playground equipment at all ES
- Playcourt renovations at all ES
- Drinking fountains district-wide

Projects under construction include:

- Bel Air HS-kitchen/cafeteria
 - 45% complete
 - spring 2008
- Riverside MS–classroom wing
 - 95% complete
 - spring 2008
- HS Security Upgrades
 - in design
 - spring 2008

Projects in design include:

Project	Design Status	Anticipated Construction Start	Tentative Completion
Ysleta Pre-K	50%	summer 08	summer/fall 09
Parkland HS – classroom wing	40%	summer 08	summer 09
Ysleta HS – field house	100%	spring 08	spring 09
New Lower Valley Area ES	8%	fall 08	fall/winter 09
Roofing upgrades (9 schools)	15%	summer 08	fall 08
Administration area remodeling , 24 schools	preliminary scope identification	summer 08	fall 08
Classroom remodeling (15 schools)	preliminary scope identification	summer 08	fall 08

- Current fund balance (as of Sept. 30, 2007)
 - \$184.4 million expended
 - \$ 14.8 million encumbered
 - \$ 53.1 million remaining
 - \$ 2.3 million used from interest
- Remaining interest (as of Sept. 30, 2007)
 - \$11.4 million

Ysleta Independent School District ideas to “close the gap/lag”

In terms of funding, Ysleta ISD is a property-poor district and local tax collection efforts are heavily subsidized with state support. Even so, YISD average local tax revenue per student is \$1,300, which far exceeds the Federal Impact Aid of approximately \$100 per student. If YISD could get closer to the \$1,300 overall average to educate each student,

YISD could say that the federal government is paying an appropriate share of the total cost of education now being incurred.

El Paso Independent School District Enrollment Projection Technique

The El Paso Independent School District uses a modified cohort-survival method to project student membership and teaching sections. The district has maintained school by grade level membership data since the 1978-1979 school year. In the 1988-1989 school year, the process was expanded to include the number of home room sections at the elementary level and the number of full time equivalent teaching units (FTE) with student rosters at the secondary level.

The basic concept to the process is determining the number of students that continue from one grade level to the next. This is called the cohort survival ratio. For example, if last year there were 100 third graders and this school year there are 97 fourth graders, the cohort survival ratio would be $97/100$ or $.97$. Based on this ratio if there are 105 third graders this year, it could be expected that there would be $105 * .97$ or 102 fourth graders next year. Since there can be unexplainable variances from year to year, the district calculates the cohort survival ratio over a number of years and uses the three year and four average of the cohort survival ratios to calculate two estimates. All the high estimates by grade are then combined to form the high estimate by grade for the school, feeder pattern, or district. All the low estimates are combined to form the low estimate by grade for the school, feeder pattern, or district. The average for each grade is also calculated and then combined to form the average estimate by grade for the school, feeder pattern, or district. The district ends up with five estimates: 3-yr average survival, 4-yr average survival, high, low, and average. Sections are then estimated based on the staffing levels for the past three and four years. Pre-kindergarten and kindergarten estimates are based on 5-year averages. Birth statistics have also been used, but have proved to be fairly unreliable in our community for estimating student membership. Special education student membership has been rolled over from year to year. These estimates are compared to estimates made by the principals. For most planning, staffing, and budgeting purposes, the low estimate has proven to best meet the needs of the district.

The transition between instructional levels does pose problems if the school at the lower level feeds more than one school. In cases such as this, it is helpful to develop the cohort survival ratio based on the total enrollment of all the feeder schools unless the feeder school attendance zones and memberships are subdivided by the schools that they will feed to. Both methods are used in our district.

New construction is accounted for by estimating the number of students by housing unit. It is determined what schools will serve new subdivisions. For our district, the following ratios have proved fairly accurate: $.24$ per unit elementary, $.10$ per unit middle school, and $.14$ per unit high school.

Military dependent enrollment is estimated by first determining the grade distribution of the military dependents from the district's impact aid reports. In the case of the El Paso

Independent School District, sixty-five percent of the estimates from post are then distributed by grade level and added to the predictions developed by the mathematical models and new construction data.

The hardest area to predict at this point is not the military dependents, but the increase in civilian dependents that may occur from the growth of services to support Fort Bliss that are met by individuals moving to El Paso.

If data resources are available from the local appraisal agencies, the number, size and value of the units can be used to refine the estimates between areas. It is hoped that this information will allow us to develop potential student enrollment estimates by type of housing unit when compared to student addresses. This data could be used to develop planning areas or clusters that would be used to determine future school utilization, teacher recruitment, and future school placement and expansion.

El Paso Independent School District Bond Status

The most recent EPISD bond was passed in May 2007. Current bond planned bond expenditures are provided below.

Description	Bond Total Project Cost
New School Construction	\$142,595,868
Reconstruction of Alamo Elementary School	\$12,282,091
Existing School Building Additions	\$55,055,281
Technology	\$4,498,220
Site Acquisitions	\$3,504,153
Refurbishments-Reroofing	\$9,464,387
Internal Administrative Costs	\$1,600,000
Cost Associated with Issuing Bonds	\$1,000,000
Total	\$230,000,000.00

El Paso Independent School District ideas to “close the gap/lag”

There are several changes to Impact Aid that could greatly aid El Paso school districts. First, those students living on post do not contribute to local property taxes. In the case of the El Paso Independent School District, this amounts to an estimated \$2,175.26 per ADA. The Impact Aid that the district currently receives per student residing on post is much less than this. The practice of lowering the rate of Impact Aid support is not fair if the district does not exceed 35% military dependents in the heavily impacted provision. The cost for educating these students on a per student basis is not less just because their overall portion of the total student population is less than 35%. The El Paso Independent School District and its voters have made the commitment to build two new schools and construct additions to four other post campuses as well as a number of off post campuses which serve significant numbers of military dependents. Assistance from Impact Aid for compensating the district on a per capita basis for these campuses would be of great assistance as well.

Socorro Independent School District Enrollment Projection Technique

Socorro ISD hired School District Strategies SDS from Dallas to conduct enrollment projections for the district. The process they used included data from a variety of sources. These included:

- Kindergarten enrollment
- Fort Bliss historical population and growth as provided by the post transformation office
- Pace of housing development
- Share of El Paso Country total population
- Share of El Paso County total students
- Likely development patterns
- Existing school facilities
- District boundaries
- Grade configurations
- Future school sites

Typical SDS methodology is to develop a child multiplier per household. The data above are used in developing that multiplier.

SDS provided enrollment projections for the district for 10 years, existing campuses for 5 years, and by grade for 2 years.

The Socorro ISD is also in the process of hiring Deskmap Systems to conduct another study in order to provide information necessary to redraw school boundary lines.

Socorro Independent School District Bond Status

A \$397 million bond election in the Socorro ISD failed in El Paso In November of 2007. However, 2004 bond (\$188.6 million) projects were still underway prior to the 2007 bond election.

The 2004 bond allowed for the opening of three new schools: Options High School, Dr. Sue Shook Elementary School and the District's newest elementary located in far East El Paso.

Other 2004 Bond projects include a new elementary school in the Lower Valley, an ROTC firing range, the District's 5th high school which will be located off Eastlake Dr. and a 9th grade center, which will become the District's 6th high school east of Joe Battle off Pebble Hills.

The 2004 Bond is costing SISD taxpayers less than originally expected thanks to matching funds from the State of Texas through the Instructional Facilities Allotment and Existing Debt Allotment. State matching funds are paying 70% of the cost for SISD's \$188,680,000 Bond issue.

While an average SISD homeowner at the time of the bond ordinance (\$84,691) expected to pay more than \$150 per year in additional taxes to cover the bonds, the matching funds

from the state means SISD taxpayers are paying less than a third of that expected cost. When the District went out for the 2004 Bond issue of \$188,680,000, the potential impact to the taxpayers was an additional 17.87 cents per \$100.00 valuation. All the bonds have now been issued and the impact to the taxpayers was 7¢ at its highest and the impact is now at 4.74 cents per \$100.00 valuation.

Other 2004 Bond projects include Heating Ventilation, Air Conditioning (HVAC) upgrades to the office areas, media center and computer labs for the following schools:

Elementary

Benito Martinez HD Hilley Helen Ball
Campestre Horizon Hueco
Escontrias Myrtle Cooper O’Shea Keleher
Robert Rojas Sierra Vista

Middle Schools

Capt. Walter E. Clarke Salvador H. Sanchez Socorro Middle School
William D. Slider

High Schools

Socorro High School Montwood High School

In addition to these projects, the new Socorro Independent School District Service Center located on the corner of Rojas Dr. and Bill Burnet Dr. is currently under construction and is expected to be completed by the end of the year. Also included in the 2004 Bond are recently completed additions at Montwood High School for Career and Technology facilities and a weight room and training room. Another addition underway at Hueco Elementary School will house a computer lab and expanded instructional areas.

Completed Projects

Loma Verde Addition
Desert Wind Addition
El Dorado H. S. Phase III
Student Activity Complex (SAC) Upgrade
Robert R. Rojas Elementary Abatement – Phase I & II
H.D. Hilley Elementary Abatement – Phase I & II
Socorro H.S. HVAC Upgrades – Phase I
Helen Ball Elementary HVAC Upgrades
Campestre Elementary HVAC Upgrades
Benito Martinez Elementary HVAC Upgrades
Additions & Renovations to Operational Services
Sgt. Roberto Ituarte Elementary School
Socorro H.S. Re-Roofing
Socorro H.S. HVAC Upgrades – Phase II
Spec. Rafael Hernando Middle School

Projects Underway

Montwood H.S. School Addition
Hueco Elementary School Addition
New District Service Center
High School #5
Sierra Vista Elementary HVAC Upgrades
Clarke M.S. HVAC Upgrades
Socorro Middle School HVAC Upgrades
Sanchez M.S. HVAC Upgrades
Dr. Sue A. Shook Pk-5
Options High School
Pk-5 School “Triangle”

Committed Projects

New Elementary School-Socorro Feeder Pattern
9th Grade Center/High School #6
ROTC Firing Range

Socorro Independent School District ideas to “close the gap/lag”

The Socorro ISD’s greatest challenge is incoming high school juniors who have never taken Texas standardized test, the TAKS. Army assistance such as a DoD diploma would be extremely helpful. Obviously, any government funding for this or other costs associated with educating military students would be helpful.

Attachment 5:

*Department of Defense
Office of Economic Adjustment*

*Educational Partners Consortium Meeting
October 29, 2007*

*An Overview of Texas School Finance and the Impact of BRAC Growth Prepared by the
El Paso Independent School District
In Response to Questions from the Panel Discussion*



The funding of public schools in Texas is a complex system of various programs. The majority of funds for maintenance and operations (M&O) are provided by local property taxes and state funding under Foundation School Program. State funding under this program is adjusted according to the property wealth (taxable value per student) of the district. The information in this document is from the Texas Education Code, the Texas Education Agency web site, and comparisons made by the El Paso Independent School District.

Impact Aid

There are several areas with regards to changes to Impact Aid that could greatly aid the school districts. First, those students living on post do not contribute to local property taxes. In the case of the El Paso Independent School District, this amounts to an estimated \$2,175.26 per ADA. The Impact Aid that the district currently receives per student residing on post is much less than this. The practice of lowering the rate of Impact Aid support is not fair if the district does not exceed 35% military dependents in the heavily impacted provision. The cost for educating these students on a per student basis is not less just because their overall numbers are less than 35%. The El Paso Independent School District and its voters have made the commitment to build two new schools and construct additions to four other post campuses as well as a number of off post campuses which serve significant numbers of military dependents. Assistance from Impact Aid for compensating the district on a per capita basis for these campuses would be of great assistance. All the districts in the area may face greater than expected growth as a result of the changes at Fort Bliss and any assistance would be of benefit.

Comparison of Impacted Districts

	El Paso ISD	Ysleta ISD	Socorro ISD	Clint ISD	Canutillo ISD
Total Refined ADA	59099.425	42497.504	39329.373	9975.077	5409.320
Local District Property Value	\$ 12,612,271,338.00	\$ 5,692,838,391.00	\$ 5,244,053,859.00	\$ 689,280,966.00	\$ 957,917,209.00
Property Value per ADA	\$ 213,407.68	\$ 133,957.01	\$ 133,336.83	\$ 69,100.32	\$ 177,086.44
Local M&O Collection	\$ 128,556,629.00	\$ 67,619,100.00	\$ 49,091,896.00	\$ 7,169,211.00	\$ 9,664,398.00
Total State Aid for M&O	\$ 286,397,933.00	\$ 264,081,344.00	\$ 217,130,754.00	\$ 60,768,412.00	\$ 29,374,732.00
Total M&O	\$ 414,954,562.00	\$ 331,700,444.00	\$ 266,222,650.00	\$ 67,937,623.00	\$ 39,039,130.00
M&O per ADA	\$ 7,021.30	\$ 7,805.17	\$ 6,769.05	\$ 6,810.74	\$ 7,217.01
Local Funded Amount per ADA	\$ 2,175.26	\$ 1,591.13	\$ 1,248.22	\$ 718.71	\$ 1,786.62
State Funded Amount per ADA	\$ 4,846.04	\$ 6,214.04	\$ 5,520.83	\$ 6,092.02	\$ 5,430.39
Local Funded Percent per ADA	31%	20%	18%	11%	25%
State Funded Percent per ADA	69%	80%	82%	89%	75%
Existing Debt Allotment	\$ 13,282,525.00	\$ 8,514,637.00	\$ 12,508,824.00	\$ 2,629,431.00	\$ 1,407,326.00
IFA	\$ -	\$ 2,270,456.00	\$ 8,315,750.00	\$ 4,687,005.00	\$ 564,940.00
2005-2006 AEIS Report					
Debt Service per Student	\$ 353.00	\$ 377.00	\$ 918.00	\$ 732.00	\$ 860.00
State Average Debt ServicePer Student	\$ 744.00	\$ 744.00	\$ 744.00	\$ 744.00	\$ 744.00
2007 Tax Rates M&O	\$ 1.0401	\$ 1.1700	\$ 0.9456	\$ 1.0401	\$ 1.0401
I&S	\$ 0.1635	\$ 0.1600	\$ 0.2226	\$ 0.2950	\$ 0.2900
Total School Tax	\$ 1.2036	\$ 1.3300	\$ 1.1682	\$ 1.3351	\$ 1.3301

Texas School Funding

The beginning of this statute covering this program is excerpted below.

EDUCATION CODE CHAPTER 42. FOUNDATION SCHOOL PROGRAM SUBCHAPTER A. GENERAL PROVISIONS

Sec. 42.001. STATE POLICY. (a) It is the policy of this state that the provision of public education is a state responsibility and that a thorough and efficient system be provided and substantially financed through state revenue sources so that each student enrolled in the public school system shall have access to programs and services that are appropriate to the student's educational needs and that are substantially equal to those available to any similar student, notwithstanding varying local economic factors.

(b) The public school finance system of this state shall adhere to a standard of neutrality that provides for substantially equal access to similar revenue per student at similar tax effort, considering all state and local tax revenues of districts after acknowledging all legitimate student and district cost differences.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 42.002. PURPOSES OF FOUNDATION SCHOOL PROGRAM. (a) The purposes of the Foundation School Program set forth in this chapter are to guarantee that each school district in the state has:

(1) adequate resources to provide each eligible student a basic instructional program and facilities suitable to the student's educational needs; and

(2) access to a substantially equalized program of financing in excess of basic costs for certain services, as provided by this chapter.

(b) The Foundation School Program consists of:

(1) two tiers that in combination provide for:

(A) sufficient financing for all school districts to provide a basic program of education that is rated academically acceptable or higher under Section 39.072 and meets other applicable legal standards; and

(B) substantially equal access to funds to provide an enriched program; and

(2) a facilities component as provided by Chapter 46.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1999, 76th Leg., ch. 396, Sec. 1.09, eff. Sept. 1, 1999.

STATE AID FOR FACILITIES CONSTRUCTION

The state assists districts in providing facilities through the use of three major programs. The state guarantees school district issued bonds through the Permanent School Fund (PSF). The state provides assistance with interest payments through the Existing Debt Allotment (EDA). Low property wealth districts receive additional assistance through the Instructional Facilities Allotment (IFA), and all districts in the state are eligible for New Instructional Facilities Allotment (NIFA).

BONDING CAPACITY

The State of Texas guarantees schools bonds through the Permanent School Fund (PSF). If the bonding capacity of the PSF is exhausted, school districts will be required to insure their bonds and possibly pay higher interest rates if their bond ratings decline without the state guaranteed. This will increase the cost of issuing and maintaining the bonds. As stated in § 45.0031 of the Texas Education Code, districts cannot issue bonded debt in excess of \$.50 per \$100 of valuation. The adopted I & S tax rate for the El Paso Independent School District is \$0.1635. Please note that the five major districts in the area still have the ability will voter support to fund more bond projects. Excerpts from the Texas Education Agency and the Texas Education Code explaining the major programs follow.

Permanent School Fund

The PSF was created with a \$2,000,000 appropriation by the Texas Legislature (the "Legislature") in 1854 expressly for the benefit of the public schools of Texas. The Constitution of 1876 stipulated that certain lands and all proceeds from the sale of these lands should also constitute the PSF. Additional acts later gave more public domain land and rights to the PSF. In 1953, the U.S. Congress passed the Submerged Lands Act that relinquished to coastal states all rights of the U.S. navigable waters within state boundaries. If the state, by law, had set a larger boundary prior to or at the time of admission to the Union, or if the boundary had been approved by Congress, then the larger boundary applied. After three years of litigation (1957 – 1960), the U. S. Supreme Court on May 31, 1960, affirmed Texas' historic three marine leagues (10.35 miles) seaward boundary. Texas proved its submerged lands property rights to three leagues into the Gulf of Mexico by citing historic laws and treaties dating back to 1836. All lands lying within that limit belong to the PSF. The proceeds from the sale and the mineral-related rental of these lands including, bonuses, delay rentals and royalty payments, become the corpus of the Fund.

The annual report provides information on the financial status and investment activity of the Texas Permanent School Fund.

The information concerning the Permanent School Fund that is presented in its annual reports is presented solely as an historic record: each annual report speaks only as of the date of the report and only with respect to the fiscal period covered by the report. The financial condition reflected in an annual report may have changed materially since it was reported. Although other information regarding the Permanent School Fund may be publicly available, the Texas Education Agency has not undertaken to, and does not intend to, update any annual report after it has been released.

EDUCATION CODE
CHAPTER 45. SCHOOL DISTRICT FUNDS
SUBCHAPTER A. TAX BONDS AND MAINTENANCE TAXES

Sec. 45.001. BONDS AND BOND TAXES. (a) The governing board of an independent school district, including the city council or commission that has jurisdiction over a municipally controlled independent school district, the governing board of a rural high school district, and the commissioners court of a county, on behalf of each common school district under its jurisdiction, may:

(1) issue bonds for:

(A) the construction, acquisition, and equipment of school buildings in the district;

(B) the acquisition of property or the refinancing of property financed under a contract entered under Subchapter A, Chapter 271, Local Government Code, regardless of whether payment obligations under the contract are due in the current year or a future year;

(C) the purchase of the necessary sites for school buildings; and

(D) the purchase of new school buses; and

(2) may levy, pledge, assess, and collect annual ad valorem taxes sufficient to pay the principal of and interest on the bonds as the principal and interest become due, subject to Section 45.003.

(b) The bonds must mature serially or otherwise not more than 40 years from their date. The bonds may be made redeemable before maturity.

(c) Bonds may be sold at public or private sale as determined by the governing board of the district.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1999, 76th Leg., ch. 1536, Sec. 1, eff. June 19, 1999; Acts 2001, 77th Leg., ch. 1500, Sec. 1, eff. June 17, 2001.

Sec. 45.0011. CREDIT AGREEMENTS IN CERTAIN SCHOOL DISTRICTS. (a) This section applies only to an independent school district that, at the time of the issuance of obligations and execution of credit agreements under this section, has:

(1) at least 2,000 students in average daily attendance; or

(2) a combined aggregate principal amount of at least \$50 million of outstanding bonds and voted but unissued bonds.

(b) A district to which this section applies may, in the issuance of bonds as provided by Sections 45.001 and 45.003(b)(1), exercise the powers granted to the governing body of an issuer with regard to the issuance of obligations and execution of credit agreements under Chapter 1371, Government Code.

(c) A proposition to issue bonds to which this section applies must, in addition to meeting the requirements of Section 45.003(b)(1), include the question of whether the governing board or commissioners court may levy, pledge, assess, and collect annual ad valorem taxes, on all taxable property in the district, sufficient, without limit as to rate or amount, to pay the principal of and interest on the bonds and the costs of any credit agreements executed in connection with the bonds.

(d) A district may not issue bonds to which this section applies in an amount greater than the greater of:

(1) 25 percent of the sum of:

(A) the aggregate principal amount of all district debt payable from ad valorem taxes that is outstanding at the time the bonds are issued; and

(B) the aggregate principal amount of all bonds payable from ad valorem taxes that have been authorized but not issued;

(2) \$25 million, in a district that has at least 3,500 but not more than 15,000 students in average daily attendance; or

(3) \$50 million, in a district that has more than 15,000 students in average daily attendance.

(e) In this section, average daily attendance is determined in the manner provided by Section 42.005.

(f) Sections 1371.057 and 1371.059, Government Code, govern approval by the attorney general of obligations issued under the authority of this section.

Added by Acts 1999, 76th Leg., ch. 1536, Sec. 2, eff. June 19, 1999. Amended by Acts 2001, 77th Leg., ch. 1420, Sec. 8.207, eff. Sept. 1, 2001.

Sec. 45.002. MAINTENANCE TAXES. The governing board of an independent school district, including the city council or commission that has jurisdiction over a municipally controlled independent school district, the governing board of a rural high school district, and the commissioners court of a county, on behalf of each common school district under its jurisdiction, may levy, assess, and collect annual ad valorem taxes for the further maintenance of public schools in the district, subject to Section 45.003.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 45.003. BOND AND TAX ELECTIONS. (a) Bonds described by Section 45.001 may not be issued and taxes described by Section 45.001 or 45.002 may not be levied unless authorized by a majority of the qualified voters of the district, voting at an election held for that purpose, at the expense of the district, in accordance with the Election Code, except as provided by this section. Each election must be called by resolution or order of the governing board or commissioners court. The resolution or order must state the date of the election, the proposition or propositions to be submitted and voted on, the polling place or places, and any other matters considered necessary or advisable by the governing board or commissioners court.

(b) A proposition submitted to authorize the issuance of bonds must include the question of whether the governing board or commissioners court may levy, pledge, assess, and collect annual ad valorem taxes, on all taxable property in the district, either:

(1) sufficient, without limit as to rate or amount, to pay the principal of and interest on the bonds; or

(2) sufficient to pay the principal of and interest on the bonds, provided that the annual aggregate bond taxes in the district may never be more than the rate stated in the proposition.

(c) If bonds are ever voted in a district pursuant to Subsection (b)(1), then all bonds thereafter proposed must be submitted pursuant to that subsection, and Subsection (b)(2) does not apply to the district.

(d) A proposition submitted to authorize the levy of maintenance taxes must include the question of whether the governing board or commissioners court may levy, assess, and collect annual ad valorem taxes for the further maintenance of public schools, at a rate not to exceed the rate stated in the proposition. For any year, the maintenance tax rate per \$100 of taxable value adopted by the district may not exceed the rate equal to the sum of \$0.17 and the product of the state compression percentage, as determined under Section 42.2516, multiplied by \$1.50.

(e) A rate that exceeds the maximum rate specified by Subsection (d) for the year in which the tax is to be imposed is void. A school district with a tax rate that is void under this subsection may, subject to requirements imposed by other law, adopt a rate for that year that does not exceed the maximum rate specified by Subsection (d) for that year.

(f) Notwithstanding any other law, a district that levied a maintenance tax for the 2005 tax year at a rate greater than \$1.50 per \$100 of taxable value in the district as permitted by special law may not levy a maintenance tax at a rate that exceeds the rate per \$100 of taxable value that is equal to the sum of \$0.17 and the product of the state compression percentage, as determined under Section 42.2516, multiplied by the rate of the maintenance tax levied by the district for the 2005 tax year.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1997, 75th Leg., ch. 1071, Sec. 22, eff. Sept. 1, 1997; Acts 2001, 77th Leg., ch. 678, Sec. 2, eff. Sept. 1, 2001; Acts 2006, 79th Leg., 3rd C.S., ch. 5, Sec. 1.12, eff. May 26, 2006.

Sec. 45.0031. LIMITATION ON ISSUANCE OF TAX-SUPPORTED BONDS. (a) Before issuing bonds described by Section 45.001, a school district must demonstrate to the attorney general under Subsection (b) or (c) that, with respect to the proposed issuance, the district has a projected ability to pay the principal of and interest on the proposed bonds and all previously issued bonds other than bonds authorized to be issued at an election held on or before April 1, 1991, and issued before September 1, 1992, from a tax at a rate not to exceed \$0.50 per \$100 of valuation.

(b) A district may demonstrate the ability to comply with Subsection (a) by using the most recent taxable value of property in the district, combined with state assistance to which the district is entitled under Chapter 42 or 46 that may be lawfully used for the payment of bonds.

(c) A district may demonstrate the ability to comply with Subsection (a) by using a projected future taxable value of property in the district anticipated for the earlier of the tax year five years after the current tax year or the tax year in which the final payment is due for the bonds submitted to the attorney general, combined with state assistance to which the district is entitled under Chapter 42 or 46 that may be lawfully used for the payment of bonds. The district must submit to the attorney general a certification of the district's projected taxable value of property that is prepared by a registered professional appraiser certified under Chapter 1151, Occupations Code, who has demonstrated professional experience in projecting taxable values of property or who can by contract obtain any necessary assistance from a person who has that experience. To demonstrate the professional experience required by this subsection, a registered professional appraiser must provide to the district written documentation relating to two previous projects for which the appraiser projected taxable values of property. Until the bonds submitted to the attorney general are approved or disapproved, the district must maintain the documentation and on request provide the documentation to the attorney general or comptroller. The certification of the district's projected taxable value of property must be signed by the district's superintendent. The attorney general must base a determination of whether the district has complied with Subsection (a) on a taxable value of property that is equal to 90 percent of the value certified under this subsection.

(d) A district that demonstrates to the attorney general that the district's ability to comply with Subsection (a) is contingent on receiving state assistance may not adopt a tax rate for a year for purposes of paying the principal of and interest on the bonds unless the district credits to the account of the interest and sinking fund of the bonds the amount of state assistance equal to the amount needed to demonstrate compliance and received or to be received in that year.

(e) If a district demonstrates to the attorney general the district's ability to comply with Subsection (a) using a projected future taxable value of property under Subsection (c) and subsequently imposes a tax to pay the principal of and interest on bonds to which Subsection (a) applies at a rate that exceeds the limit imposed by Subsection (a), the attorney general may not approve a subsequent issuance of bonds unless the attorney general finds that the district has a projected ability to pay the principal of and interest on the proposed bonds and all previously issued bonds to which Subsection (a) applies from a tax at a rate not to exceed \$0.45 per \$100 of valuation.

Added by Acts 2001, 77th Leg., ch. 678, Sec. 1, eff. Sept. 1, 2001. Amended by Acts 2003, 78th Leg., ch. 1276, Sec. 14A.762, eff. Sept. 1, 2003.

Existing Debt Allotment (EDA)

Existing Debt Allotment (EDA)

In 1999, the 76th Texas Legislature added Subchapter B to Chapter 46 of the Texas Education Code (TEC) to create the Existing Debt Allotment (EDA) program. The EDA program operates without applications and has no award cycles. The EDA program provides tax rate equalization for local debt service taxes. By providing a guaranteed yield on Interest and Sinking fund (I&S) taxes levied by school districts to pay the principal of and interest on eligible bonds, the program guarantees a specific amount of state and local funds per student for each cent of tax effort up to \$0.29 per \$100 of assessed valuation. Currently, the guaranteed yield for EDA provides \$35 per student in average daily attendance (ADA) per penny of tax effort.

Only general obligation bonds are eligible for the EDA program. Lease-purchase agreements authorized by Local Government Code, §271.004, are not eligible. Debt service for which the district currently receives assistance through the Instructional Facilities Allotment in accordance with TEC Subchapter A, Chapter 46 is not eligible to receive state assistance. The eligibility of bonds for the EDA program is determined by the first payment of debt service in accordance with TEC §46.033. Refunding bonds as defined by TEC §46.007 are also eligible for EDA assistance.

The eligibility date for the Existing Debt Allotment (EDA) program was rolled forward by the passage of House Bill 1922, 80th Texas Legislature. Bonds for which a payment is made on or before August 31, 2007 will be eligible for EDA state assistance beginning with the 2007-08 school year. This payment must be reflected in the debt service schedule of the final official statement for the bonds in order to establish eligibility for the EDA program.

The amount of state aid on eligible bonds during the coming biennium (2007-08 and 2008-09) **will be determined by the 2006-07 I&S tax collections.** If a district's 2006-07 tax rate did not include tax effort for newly eligible bonds, the district may or may not receive EDA funding for those bonds until the 2009-10 school year, depending upon local circumstances. An Excel template is available to assist districts in estimating their EDA state aid and can be downloaded using the EDA Excel template link listed in the Information Links section below.

Information Links

- ▶ Texas Education Code, Chapter 46, Subchapter B, Assistance with Payment of Existing Debt
- ▶ Texas Administrative Code, Chapter 61, Subchapter CC, Commissioner's Rules Concerning School Facilities §61.1035, Assistance with Payment of Existing Debt
- ▶ EDA Eligible Debt Service Report
- ▶ Excess Collections Applicable to EDA and IFA Local Share
- ▶ EDA Excel Template for Estimating 2007-2008 State Aid

Instructional Facilities Allotment (IFA)

The IFA program was enacted by House Bill 1 of the 75th Legislature. The program provides assistance to school districts in making debt service payments on qualifying bonds or lease-purchase agreements. Bond or lease-purchase proceeds must be used for the construction or renovation of an instructional facility.

Note: A separate program provides additional assistance to school districts for newly constructed instructional facilities during the initial two years of operation. Contingent upon available funding, the New Instructional Facilities Allotment provides support for opening a new campus through a reimbursement of up to \$250 per student in average daily attendance in the first year of operation of the new campus, plus up to \$250 for each additional student in the second year of operation. Only completely new campuses are eligible for funding. For more information about that program, please visit the website for the **New Instructional Facility Allotment (NIFA)** program at (<http://www.tea.state.tx.us/school.finance/facilities/nifa.html>).

Description, Rules, Requirements

- ▶ FAQ(s) Frequently Asked Questions (Updated June 7, 2007)
- ▶ IFA Final Rules
- ▶ Examples of Qualified and Nonqualified Projects
- ▶ IFA Coding and Documentation Information for School Districts
- ▶ **REMINDER!** Required Amendments- When, Where, What, How & Why

Forms

- ▶ **Request for Application (RFA) Round 9 THIS IS REQUIRED READING FOR ALL APPLICANTS!** It includes details regarding program history, eligibility requirements, detailed instructions and required schedules (Forms). (Updated June 7, 2007)
- ▶ ACCESS INDIVIDUAL COPIES OF THE IFA APPLICATION FORM/SCHEDULES (Updated 06/07/2007)
- ▶ Overview and Instructions for IFA Schedule (Forms) (Updated 05/03/2005)

Notices Concerning IFA

- ▶ IFA Review

In an effort to respond to the findings and recommendations of our auditors, the State Funding Division of the Texas Education Agency (TEA) has begun an internal review of all Instructional Facilities Allotment (IFA) files. During the next few months school districts may be asked to provide documents pertaining to previous, current and/or pending IFA applications and amendments. Our goal is to maintain and standardize uniform accurate records that would allow our office to more efficiently service the programs. Please note, in some instances findings may support a change in debt service schedules that could necessitate adjustments to awards. All required IFA forms and instructions can be found above under the "Forms" heading.

- ▶ Excess Collections Applicable to EDA and IFA Local Share

Formula Worksheet

- ▶ 2007-08 IFA Worksheet for Estimating IFA State Share *Excel Version* (July 16, 2007)
- ▶ 2006-2007 IFA Worksheet for Estimating IFA State Share *Excel Version* (June 29, 2006)

Round 9 - (June 15, 2007) Application Cycle

- ▶ We have verified that there will be **no new Instructional Facilities Allotment (IFA) Awards for 2007-08!**

Because of program requirements relating to the timing of all submissions, TEA will continue to accept applications to be reviewed for Round 9, the deadline for consideration is Friday June 15, 2007, 5:00pm CST.

We will make new IFA awards of \$87.5 million in the summer of 2008 to provide funds for the 2008-09 school year. Please continue to check the IFA webpage for funding updates

Details can be found in the Request for Application (RFA) noted under the "Forms" heading near the top of this web page as well as in the Frequently Asked Questions (FAQs) noted under the "Descriptions, Rules, Requirements" heading.

INSTRUCTIONAL FACILITIES ALLOTMENT (IFA) FREQUENTLY ASKED QUESTIONS (FAQs) (Updated June 6, 2007)

- 1) What is the Instructional Facilities Allotment program?
- 2) Is there any money available for IFA; and what is the deadline for application?
- 3) Which forms do we use to apply for IFA?
- 4) Which ADA & property values will TEA use to rank IFA applications?
- 5) IFA rules indicate: "Eligible Debt not previously funded due to lack of appropriations shall be reduced by 10% for each biennium in which assistance was not provided." If our district previously applied for IFA, but did not receive an award, how do we qualify for this reduction?
- 6) Our district submitted an IFA application last year (June 2006). Do we have to re-apply for the new upcoming deadline (June 2007)?
- 7) Are districts required to re-apply annually?
- 8) How long can districts count on state aid under Chapter 46?
- 9) What if the Legislature does not renew the appropriation for Chapter 46 in future years?

- 10) What would happen if the Legislature failed to appropriate funds for the Foundation School Program?
- 11) How is application for IFA related to the Bond Guarantee Program?
- 12) What is the eligibility criteria for IFA?
- 13) How much state aid does IFA provide to districts?
- 14) More on tax issues
- 15) Our district received an IFA allotment during the last round of awards, but the limitation is significantly less than the proposed debt service payments. Can we apply for the amount above the limit? Do we submit an amendment or must we submit a new application?
- 16) How will bills filed during this legislative session (80 - R 2007) affect this IFA cycle?

1) What is the Instructional Facilities Allotment program?

The Instructional Facilities Allotment (IFA) program was authorized in House Bill 4 by the 75th Legislature in the Spring of 1997. The provisions that authorize the IFA program are incorporated into the Texas Education Code as Chapter 46. The IFA program, which became effective September 1, 1997, provides assistance to school districts in making debt service payments on qualifying bonds and lease-purchase agreements.

In order to receive assistance, districts must make application to the Texas Education Agency (TEA). Bond or lease-purchase proceeds must be used for the construction or renovation of an instructional facility. A maximum allotment is determined, based upon the annual debt service payment or \$250 per student in average daily attendance (ADA), whichever is lesser.

Districts are required to levy sufficient taxes OR to designate excess M&O or I&S tax collections from the 1999-2000 school year or later to cover the local share of the allotment. State aid under the IFA program provides a guaranteed yield of \$35 per penny of tax effort per unweighted ADA.

2) Is there any money available for IFA; and what is the deadline for application?

We have verified that there will be **NO NEW MONEY FOR INSTRUCTIONAL FACILITIES ALLOTMENT (IFA) THIS YEAR (2007-08)!** Because of program requirements relating to the timing of all submissions, TEA will continue to accept applications to be reviewed for Round 9 contingent upon future available funding.

In order for an application submitted on or before June 15, 2007, to remain valid, the proposed debt **must** be issued within 180 days of the application deadline. This year, the proposed debt must be issued no later than December 12, 2007. If your district does not anticipate selling bonds prior to December 12, 2007, the district may consider postponing the submission of the IFA application. **Applications received by 5 p.m. on June 15, 2007, will not be retained for future funding consideration if the debt is not issued on or before December 12, 2007.** However, IFA applications must be submitted prior to the date the bonds are sold. **Selling bonds before submitting an IFA application will disqualify the bond issue from future IFA funding!** Applications submitted after June 15, 2007, will remain valid until 180 days after the June 15, 2008 deadline.

We will make new IFA awards of \$87.5 million in the summer of 2008 to provide funds for the 2008-09 school year. Please continue to check the IFA webpage for funding updates (<http://www.tea.state.tx.us/school.finance/facilities/ifa.html>). Frequently Asked Questions (FAQs) will continue to be updated as needed. Districts should continue to use the current Request for Application (RFA) until further notice. The RFA is required reading for all applicants and includes detailed application instructions and forms.

3) Which forms do we use to apply for IFA?

The “Request for Application” (RFA) can be found online at: <http://www.tea.state.tx.us/school.finance/facilities/ifa.html> Scroll down to “Forms” and click on “Request for Application (RFA) Round 9.” This RFA will include detailed information on eligibility.

4) Which ADA & property values will TEA use to rank IFA applications?

Due to the lack of funds for 2007-08, applications will not be ranked until awards are made in the summer of 2008.

5) IFA rules indicate: “Eligible Debt not previously funded due to lack of appropriations shall be reduced by 10% for each biennium in which assistance was not provided.” If our district previously applied for IFA, but did not receive an award, how do we qualify for this reduction?

TAC RULE §61.1032 (m) (1):

If a district has submitted an application with eligible debt and has not previously received any assistance due to a lack of appropriated funds, its property wealth for prioritization shall be reduced by 10% for each biennium in which assistance was not provided. The reduction is calculated after reductions for outstanding debt and enrollment are completed, if applicable. This reduction in property wealth for prioritization purposes is only effective if the district actually entered the proposed debt without state assistance prior to the deadline for a subsequent cycle for which funds are available.

Response:

A district will qualify for the 10% wealth reduction in the next biennium:

-if the district applied for and issued proposed debt within the applicable 180-day period (as long as that debt has not since become EDA eligible or otherwise IFA ineligible)

Applications were received by the deadline for Round 8 (June 15, 2006), will be eligible for the 10% wealth reduction if the district issued the proposed debt by December 12, 2006 (as long as that debt has not since become EDA eligible or otherwise IFA ineligible).

Applications were received by the deadline for Round 7 (June 15, 2004), will be eligible for a 20% wealth reduction if the district issued the proposed debt by December 12, 2004 (as long as that debt has not since become EDA eligible or otherwise IFA ineligible).

Contingent upon an appropriation applicable to this deadline, unfunded eligible applications received this year (June 2007) would be eligible for the reduction in the following biennium (2008-09 & 2010-11) if the district actually issues the proposed debt without state assistance prior to the next funding cycle.

6) Our district submitted an IFA application last year (June 2006). Do we have to re-apply for the new upcoming deadline (June 2007)?

If your district applied last year (June 2006), but did not issue the proposed debt within 180 days of the last deadline (December 12, 2006), then yes, your district must re-apply.

If your district applied last year (June 2006) and issued the proposed debt within 180 days (on or prior to December 12, 2006), then no, the district does not have to re-apply.

If your district applied in a previous year, but did not issue the proposed debt, then yes your district must re-apply.

If your district applied in a previous year, and did issue the proposed debt within the required 180 days (if that debt has not become EDA eligible), then no the district does not have to re-apply.

7) Are districts required to re-apply annually?

If the application is approved and funded, districts are not required to re-apply. All applications that are submitted in response to this RFA and not funded due to the lack of sufficient funds, **yet maintain eligibility** will be considered for funding in the next cycle of application review.

If the district DID NOT issue the unfunded proposed debt by within 180 days after the application deadline, then re-application is required.

8) How long can districts count on state aid under Chapter 46?

The statute guarantees IFA state aid for the life of the debt in Section 46.003(g). This section states that “[u]ntil the bonds are fully paid or the instructional facility is sold, (1) a school district is *entitled to continue receiving state assistance* without reapplying to the commissioner . . . [emphasis added].” The intent is further stated in Section 46.009(a) when it mentions that the “commissioner shall determine the amount of money to which each district is *entitled* under this chapter [emphasis added].”

9) What if the Legislature does not renew the appropriation for Chapter 46 in future years?

In the event that the legislature does not appropriate adequate funds for the IFA program, the statute directs the commissioner to make a transfer from the Foundation School Program (FSP) in an amount sufficient to cover the required payments of the state. This transfer is required by statute and is not subject to the discretion of the commissioner. This transfer would take place before any funds are distributed for the FSP or other state aid. The transfer would have the effect of slightly reducing the FSP distributions to **all** school districts in the state during the fiscal year in which the transfer takes place. Each district would be entitled to reimbursement of this FSP reduction during the following fiscal year.

10) What would happen if the Legislature failed to appropriate funds for the Foundation School Program?

The Foundation School Program (FSP) is just what its name implies, the “foundation” of funding for virtually every school district in Texas. Failure to appropriate funds to the FSP would represent catastrophic failure of the entire system of school finance in the state. Few local districts could operate without state funding. In previous years, when court rulings threatened to shut down Texas schools over the school finance system, special sessions of the Legislature were called by the Governor to avoid that possibility. Texas schools have never been shut down for a lack of state funding. The Texas Education Agency considers a failure to appropriate the FSP funds to be an extraordinarily unlikely event. However, should this unlikely scenario occur, the Permanent School Fund (PSF) would be available to provide debt service payments on those bonds guaranteed by the PSF bond guarantee program.

11) How is application for IFA related to the Bond Guarantee Program?

Completion of the IFA application does not constitute an application for the Permanent School Fund (PSF) Bond Guarantee Program. Districts must make a separate application for the PSF Bond Guarantee Program. Rules and forms for the program may be found at: <http://www.tea.state.tx.us/school.finance/bond.html>

12) What is the eligibility criteria for IFA?

In order to qualify for state assistance under the IFA program, districts must issue debt for qualified instructional facilities. Specifically, districts must:

- Issue eligible debt - Only the following types of debt qualify:
 1. "new" money bonds - as authorized under Texas Education Code, Chapter 45, Subchapter A
 2. "refunding" bonds – to refund bonds as described under Texas Education Code § 46.007
 3. lease-purchase agreements as authorized by Local Government Code § 271.004
- Make payments on eligible debt for at least eight years:
 1. Bonds – must have weighted average maturity of at least eight years
 2. Lease-purchase – must have term of at least eight years
- Make application for the funds **after** voters have given authority through either:
 1. Bonds – a successful bond election
 2. Lease-purchase – the expiration of the 60-day notice period. If voters have called for a referendum, the referendum must take place before the application is submitted.
- Submit the application **before**:
 1. Bonds – the district prices/sells the bonds
 2. Lease-purchase – the board trustees pass an order authorizing the lease-purchase contract
- Levy and collect sufficient taxes to cover the local share of the IFA program allotment:
 1. Bonds – Districts must set an I&S tax rate that generates sufficient tax revenue to cover the local share.
 2. Lease-purchase – Districts must levy sufficient M&O taxes to cover the local share.

13) How much state aid does IFA provide to districts?

The amount of state aid under the IFA program is based on the size of the district, its property values, the number of students in average daily attendance (ADA), and the amount of the annual debt service.

The limitation on allotment is determined by comparing the size factor with the debt service payments.

1. Size factor = ADA x \$250 (or \$100,000, whichever is greater)
2. Highest annual debt service = the highest debt service payment due within the biennium in which the application is being made
3. Limitation on assistance = lesser of size factor or highest annual debt service of biennium

Once the limitation on assistance is determined, the state aid is calculated by determining the amount needed to guarantee a yield of \$35 per unweighted ADA per penny of tax effort.

Example: District ABC has property values of \$100,000,000, ADA of 1,000, and annual debt service payments of \$100,000.
Taxable property value = \$100,000,000 property value ÷ \$100 assessed valuation = \$1,000,000
Tax yield per penny = \$10,000 taxable property value * .01 = \$10,000
Tax yield per penny per student = \$10,000 ÷ 1,000 ADA = \$10.00 local revenue
State aid per penny = \$35.00 guaranteed yield - \$10.00 local revenue = \$25.00 state aid
Percentage debt service assistance paid as state aid = $(\$25 \div \$35) * 100 = 65.79\%$
Amount of IFA state assistance = \$100,000 annual debt service * 65.79% state share = \$65,790
Amount of IFA local share = \$100,000 annual debt service – \$65,790 state share = \$34,210

14) More on tax issues

Districts must levy and collect sufficient taxes to meet the local share requirement for the IFA program. Tax collections for the local share of the IFA program will be excluded from tax collections used to determine state aid for Tier II (Chapter 42) if the district has an eligible lease purchase agreement. If the district has eligible bonded debt, the local share of the IFA will be deducted from I&S tax collections for EDA calculation purposes. Once the district has accepted funding under the IFA program, the district may not collect state aid under Tier II or EDA for the local share of eligible debt at any time in the future.

Example: District ABC (described above) receives \$1,100,000 in tax collections
Annual debt service; \$100,000; State share IFA; \$65,790; Local Share IFA; \$34,210

\$1,100,000 (Tax Collections)
less \$34,210 (Local Share IFA)
=\$1,065,790 (Tax Collections considered for Tier II or EDA)

15) Our district received an IFA allotment during the last round of awards, but the limitation is significantly less than the proposed debt service payments. Can we apply for the amount above the limit? Do we submit an amendment or must we submit a new application?

To be considered for Round 9, districts need to submit a NEW APPLICATION for **ANY** eligible, authorized, unissued proposed debt.

For previously awarded debt, at the start of a subsequent biennium, districts may submit a NEW APPLICATION for the qualified debt service that exceeds the previously approved allotment calculated at the time of the original application. The last biennium was 2005-06 to 2006-07. The approaching Round 9, June 15, 2007 deadline is for the new biennium which includes 2007-08 to 2008-09.

16) How will bills filed during this legislative session (80 - R 2007) affect this IFA cycle?

Senate Bill 962 provides an adjustment to the wealth rankings for school districts that can demonstrate that their facilities needs are significantly affected by a federal Base Realignment and Closure action. This was the only legislation that affected the IFA program.

New Instructional Facilities Allotment (NIFA)

Texas Education Code (TEC) §42.158, enacted by Senate Bill 4 of the 76th Texas Legislature, 1999, created the New Instructional Facilities Allotment (NIFA) for public school districts. NIFA is provided for operational expenses associated with the opening of a new instructional facility and is available to all public school districts that construct new instructional facilities that meet the requirements of the statute and rules. Charter schools are not eligible to receive NIFA funding.

- [NIFA Program Description](#)
- [NIFA Statutory Citation](#)
- [NIFA Commissioner's Rules](#)

►Preliminary Estimate of NIFA Amounts for 2007-2008

The 2007-2008 NIFA application cycle is now closed. 2007-2008 NIFA applications have been processed and preliminary awards will be posted on the next Summary of Finances. The document below has district level 2007-2008 award amounts.

- [Information Concerning 2007-2008 Preliminary NIFA Allocations](#)
- [Preliminary 2007-2008 NIFA Allotments by District](#)

►2007-08 NIFA Application Cycle is now Closed

The 2007-08 NIFA application cycle is now open. Applications may now be submitted through the FSP system.

- [2007-08 Letter to the Administrator Addressed](#)

New Instructional Facilities Allotment

The New Instructional Facilities Allotment (NIFA) provides support for opening a new campus through a reimbursement of \$250 per student in average daily attendance in the first year of operation of the new campus, plus \$250 for each additional student in the second year of operation. Only completely new campuses are eligible for funding. The total amount appropriated for the program is limited by statute to \$25 million per year. There are no spending requirements associated with this allotment.

The statutory authorization for this allotment ensures that any school district, including a district required to act under Texas Education Code (TEC) Chapter 41, receives the benefit of the allotment. Specifically, school districts required to act under Chapter 41 can receive a credit against the cost needed to reach the equalized wealth level.

Eligibility Criteria: NIFA is available to all public school districts that construct new buildings. Open-enrollment charter schools are not eligible. Districts that must take action under TEC, Chapter 41 to reduce wealth per student to the equalized wealth level and school districts that do not otherwise qualify for state aid **are** eligible to receive the NIFA. Definitions and eligibility criteria for the NIFA are described below.

To be eligible for the NIFA:

- The facility must be a newly constructed instructional site (campus) used for teaching the curriculum required by TEC, Chapter 28.
- The new facility must have its own campus ID number as designated by the Texas Education Agency.
- The new facility must have its own principal or be eligible to receive an accountability rating through standard analysis as described in the most current Accountability Manual.
- The new facility must have its own assigned instructional staff and instructional program distinct from other facilities.
- The new facility must have its own record of expenditures that is **not** a sub-set of another school budget and attendance data that can be reported for those students assigned to its campus.
- The new facility must be physically separate from other existing school structures. However, a covered walkway may connect the new facility to another building.

Funds available:

- To qualify for **initial (first year) funding**, the campus will be occupied for the first time.
- To qualify for **follow-up (second year) funding**, the campus must have been occupied for the first time in the prior school year and did receive NIFA funds for that (prior) year.
- To qualify for a special case of **one-year funding**, the instructional facility was occupied for the first time in the prior school year but did not receive NIFA funds for this first year of operation.

Prohibitions and restrictions:

- Qualifying facility cannot serve a program for students enrolled in another public school (summer school, evening school, etc.).
- Qualifying facility cannot be a renovated building. The building and the slab must be new from the ground up. The *only* exception would be a campus with newly constructed instructional facilities and renovated or retained non-instructional structures, such as a cafeteria or library.

- Qualifying facility cannot be an expansion of existing facilities.
- Qualifying facility cannot be a portable or temporary structure.

Allotment Amount: For an *initial (first year)* or special *one year application*, a school district is entitled to an allotment of \$250 per ADA earned by students in attendance on an eligible new campus. Funding is prorated for a facility that opens after the beginning of the school year. For *follow-up (second-year)* applications, a campus is entitled to an allotment of \$250 for each **additional** student in ADA. The number of additional students is the difference between the number of students in ADA in the second year at that facility and the number of students in ADA in the first year.

Allotment Proration: The amount appropriated for NIFA is limited to \$25 million per school year. If the total amount of allotments to which all districts are entitled for a school year exceeds the amount appropriated, the commissioner will reduce each district's allotment so that the total amount to be distributed equals the total amount available. Reductions to allotments are made by applying the same number of cents of tax rate to each district's taxable value of property. For each district, the taxable value of property is the property value certified by the Comptroller for the preceding school year as determined under Subchapter M, Chapter 403, Government Code, or, if applicable, a reduced property value that reflects either a rapid decline pursuant to TEC §42.2521 or a grade-level adjustment pursuant to TEC §42.106.

Application Process: The NIFA application is available online through the Foundation School Program (FSP) Payment System. A TEASE Application is required for access to the FSP System. NIFA applications must be submitted through the online system. Announcements will be sent to all FSP users when the on-line application becomes active, typically in May of each year.

For all three application types, Initial, One-Year and Follow-Up, you will need to complete information about the number of instructional days for your district, the projected enrollment in the eligible campus, the expected first and last days of instruction on the eligible campus and the number of instructional days on the eligible campus.

In addition, for Initial and One-Year Applications, you will need to submit the required documentation to the Agency by July 15th. Required documentation includes a legal document clearly showing the nature and dates of construction, and a brief description and photograph of the new campus.

**Economic Adjustment Committee
Education Mission Growth Technical Visit
to
Fort Bliss, Texas**

September 10, 2007

EXECUTIVE SUMMARY

Representatives from the U.S. Department of Education (ED); Army Headquarters (Army); Fort Bliss; the Canutillo, Clint, El Paso, Socorro, and Ysleta Independent School Districts; the City of El Paso; the El Paso Chamber of Commerce; and the Office of Economic Adjustment (OEA) met on September 10, 2007, to increase understanding about the education growth impacts at Fort Bliss on local schools. This meeting was a prelude to a subsequent visit by Senior Leadership from the ED, Army, OEA, and perhaps other federal organizations, planned for October 29, 2007.

Key discussion points that emerged from the meeting as follows:

- The school districts are preparing for growth due to the expansion at Fort Bliss and general economic growth in the El Paso area.
- Texas legislature has enacted a provision that increases the ability of some BRAC communities to access limited state construction funds that are set aside for low income areas. For the purpose of allocating these construction funds, the state can reduce actual income in BRAC communities by 25 percent.
- The City of El Paso has issued a request for proposals for a consultant to perform a growth management study, which will examine school impacts and a variety of other issues. The City plans for the consultant to begin work in November 2007.
- Fort Bliss representatives stated that a recent housing survey estimated a shortfall of about 3,300 housing units for base personnel.
- Some school districts have not observed all of the anticipated military dependent student growth. This is attributed to dependents remaining at the former duty station or relocating to be close to other family while military members are deployed abroad.
- It is up to each school district to determine whether and how to collect information on the enrollment of the children of military personnel and DoD civilian and contractor employees. The State of Texas does not require the collection of this data.

- A representative from the El Paso Independent School District, which operates schools on Fort Bliss, stated that it would be helpful if federal funds could be used for operation and maintenance needs as well as to build new schools on Fort Bliss.
- Some DoD dependent high school students who move to Texas in their junior or senior years have difficulty with the state's standard exams compared to students who spend their entire high school career in the state.

A more detailed meeting summary follows.

MEETING SUMMARY

Background and Purpose

Growth of the number of military personnel and Department of Defense (DoD) civilian employees at many Army bases around the nation will present a variety of growth-related challenges for local communities. The impact on local schools is among the challenge. 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, Executive Order 12788, as amended, the U.S. Department of Army (Army) and the U.S. Department of Education (ED), in partnership with the Office of Economic Adjustment (OEA), organized a technical visit to the Fort Bliss community on September 10, 2007. The purpose of the technical visit was to provide program stakeholders with on-the-ground knowledge of issues surrounding military mission growth, improve communications among all partners, identify any gaps or lags in school capacities, and to establish the foundation for a subsequent Senior Leadership visit.

The technical visit brought together representatives from ED; Army; Fort Bliss; the Canutillo, Clint, El Paso, Socorro, and Ysleta Independent School Districts; the City of El Paso; the El Paso Chamber of Commerce; and OEA. A list of meeting participants is included at Attachment 1. The group met at City Hall in El Paso, Texas.

Meeting Summary

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

Purpose of the Site Visits

Mr. Gary Willis of OEA spoke with reference to the presentation at Attachment 3. He discussed the purpose of the trip, the Army base communities to be visited initially, partners, technical and Senior Leadership visits, and the fact the findings will be presented for consideration by the Economic Adjustment Committee.

Fort Bliss Growth Plans to 2010 and Beyond

Ms. Shannon Navarro of Fort Bliss discussed planned growth at Fort Bliss and provided a handout with the projections. The projections noted increases only in military personnel assigned to Fort Bliss. The handout did not include estimates for civilian employees on the base. Mr. Art Ronquillo stated that he is not aware of a mechanism to track numbers of civilian and contractor employees. Ms. Navarro noted the results of a recent housing survey, which identified a shortfall of about 3,300 units at Fort Bliss. (A recent housing market analysis indicated a need for 6,300 housing units on the installation. There are currently approximately 3,000 units, resulting in an overall shortfall of 3,300 units.) Many new housing units are under construction under the RCI program.

Ms. Patricia Aduato, Deputy City Manager, stated that the City and the base have had strong communication. She said that after Fort Bliss informed the City that 60 to 70 percent of the military personnel would be living off base, El Paso responded by annexing land and planning development accordingly. She also stated that there is little to no developable land remaining within the City of El Paso, so a great deal of the new development is taking place outside of the city limits.

Dr. William Wachtel of the El Paso Independent School District discussed the fact that while the Army can project the number of soldiers that will be stationed at the base, projecting the numbers of dependent, school-aged children is more difficult. When Army units are deployed overseas, the dependents of those moving to Fort Bliss may move to El Paso, remain in place, or relocate to a third location in the near term (such as near family members), and to El Paso when the service member returns home. Better data predictability is needed.

Growth Management Organization Perspective

Mr. Mathew McElroy, Growth Coordinator for the City of El Paso, stated that they recently issued a request for proposals to hire a growth management consultant. The consultant will address 13 different infrastructure areas (roads, utilities, water, schools, etc.) across several Fort Bliss growth scenarios. He stated that the contractor should start work in November 2007, and the outcome of

the study will influence local planning. He noted that El Paso is growing not only due to growth at Fort Bliss, but also due to growth in the civilian economy.

Mr. McElroy observed that there was a need to try to obtain better estimates for growth for each of the affected independent school districts.

Local Educational Agency Perspectives

Ms. Pauline Dow (Canutillo) stated that Canutillo ISD has about 5,550 students in grades prek-12, and expects growth of about 6 percent annually. About 100 students are military dependents, though this will grow as military families are buying homes in new housing developments. She expects growth in her area in part due to the geographic and other factors limiting growth in nearby communities. Canutillo ISD plans to open one new elementary school in 2008 and one in 2010. They are banking land for additional schools: one each for elementary, middle, and high school, all east of I-10. She said that Canutillo is a relatively low wealth district with some public infrastructure and traffic challenges. She stated that there may be a lag in resources: as wealth increases, Canutillo stands to lose some federal aid before the loss is offset completely by higher property tax revenues.

Ms. Hilda Lopez (Socorro) stated that Socorro is the fastest-growing district in the region. There are about 1,200 military dependent students, with a total enrollment of 38,000. Several construction projects are underway, including a new high school and new middle school. She said that Socorro started counting the number of children of military personnel in its schools last year, but does not count children of DoD civilian employees. (This is important because the amount of impact aid available from the U.S. Department of Education can be affected by the number of children from both military and civilian personnel.) She stated that the District is hiring its first military liaison this year, and that construction of a new highway spur (601) will ease commutes from Socorro to Fort Bliss.

Ms. Lopez also said that Texas does not have a standard state-wide system for identifying DoD dependents in public schools, and that it is up to each independent school district as to whether and how to collect this data.

Dr. William Wachtel (El Paso ISD) stated that El Paso Independent School District has anticipated growth, issued bonds, and has a robust school construction program at all levels. There are about 62,000 students enrolled total. El Paso operates three schools on Fort Bliss with enrollment of about 2,270, and has another 2,250 military dependent children and 2,280 civilian dependent children in schools off post. He said that the El Paso ISD has not observed all of the anticipated military dependent student growth, which it attributes to dependents remaining at the former duty station or relocating to be close to other family while military members are deployed abroad. Dr. Wachtel stated that it would be helpful for the federal government to help pay for some school O&M and

construction needs. Some consideration should be given to the adjustment of the Impact Aid program for local property tax loss of on post schools.

Dr. Wachtel stated that the Texas legislature has enacted a provision that increases the ability of some BRAC communities to access limited state construction funds that are set aside for low income areas. For the purpose of allocating these construction funds, the state can reduce actual income in BRAC communities by 25 percent. It is not yet known whether the provision will result in BRAC-impacted school districts actually gain eligibility for these funds because of this provision.

Dr. Wachtel stated that use of a common tool set for planning would be useful. Each district and the City have their own geographic information system and analytical capabilities, and these are not always compatible with each other, which complicates regional planning. Many of the other ISDs representatives agreed.

Mr. Rick Bentley (Ysleta) offered to provide a one-page fact sheet on issues for the Ysleta Independent School District.

Mr. Carlos Martinez of the El Paso ISD stated that some DoD dependent high school students who move to Texas in their junior or senior years have difficulty with the state's standard exams compared to students who spend their entire high school career in the state. He stated that this issue has received attention from the state legislature and governor.

Questions, Issues, Gaps, and Plans for Senior Leadership Visit

Mr. Clark McChesney of the Fort Bliss Transformation Office stated that it would be preferable for the Senior Leaders to fly into El Paso the night before the Senior Leadership visit and depart at the end of the day. Ms. Aduato stated that the City Council meets every Tuesday, and that it would be preferable to avoid Tuesdays.

The group agreed on the desirability of having a single, unified presentation from all of the independent school districts to the Senior Leadership. Mathew McElroy, El Paso Growth Coordinator, will work with the districts to coordinate the presentation and school visit. Sylvia Borunda Firth will be the City's point of contact.

Tour of Fort Bliss

After the meeting, Mr. McChesney provided the technical team with a driving tour of Fort Bliss, focusing on new construction for Brigade Combat Teams, housing, and schools.

Attachment 1: Meeting Attendance

<u>Name</u>	<u>Office</u>	<u>Phone</u>	<u>E-mail</u>
Bessie LeRoy	Clint ISD	(915) 926-4052	bessie.leroy@clint.net
Hilda Lopez	Socorro ISD	(915) 937-0321	hlopez06@sisd.net
William Wachtel	El Paso ISD	(915) 887-5881	wjwachte@episd.org
Carlos A. Martinez	El Paso ISD	(915) 887-5888	camarti1@episd.org
Janise Pries	Ysleta ISD	(915) 434-0746	jpries@yisd.net
Rick Bentley	Ysleta ISD	(915) 434-0840	rbentley@yisd.net
Pauline Dow	Canutillo ISD	(915) 877-7475	pdow@canutillo-isd.org
Sylvia Borunda Firth	City of El Paso	(915) 541-4656	sbfirth@elpasotexas.gov
Michael Guerra	Greater El Paso Chamber	(915) 534-0588	mguerra@elpaso.org
Patricia D. Aduato	El Paso Deputy City Manager	(915) 541-4853	aduatopd@elpasotexas.gov
Matthew McElroy	El Paso Growth Coordinator	(915) 541-4925	mcelroymx@elpasotexas.gov
Clark McChesney	Fort Bliss BTO	(915) 568-5609	graham.mcchesney@us.army.mil
Shannon Navarro	Fort Bliss BTO	(915) 568-7910	shannon.r.navarro@us.army.mil
Art Ronquillo II	Fort Bliss BTO	(915) 568-3341	arturo.ronquillo@us.army.mil
Cathy Schagh	Department of Education	(202) 260-3858	catherine.schagh@ed.gov
LTC Jay Schuneman	OACSIM	(703) 601-2549	jay.schuneman@hqda.army.mil
COL David L. Jones	OEA	(703) 604-5159	david.jones@wso.whs.mil
Jason Sweat	OEA	(703) 604-5157	jason.sweat@wso.whs.mil
Paul Oskvarek	OEA	(703) 604-5152	paul.oskvarek@wso.whs.mil
Gary Willis	OEA	(703) 604-5164	gary.willis@wso.whs.mil
Michael Berger	Booz Allen Hamilton	(703) 902-6801	berger_michael@bah.com
Roberto I. Ramos	Booz Allen Hamilton	(410) 297-4838	ramos_roberto@bah.com

Attachment 2: OEA Site Visit to Fort Bliss Community Agenda

<u>Time</u>	<u>Item</u>	<u>Leader</u>
10:00 a.m. to 10:15 a.m.	Introductions	All
10:15 a.m. to 10:30 a.m.	Purpose of the Site Visits	Gary Willis, OEA
10:30 a.m. to 11:00 a.m.	Growth Plans to 2010 and Beyond	Fort Bliss Representative
11:00 a.m. to 11:30 a.m.	Growth Management Organization Perspective	TBD
11:30 a.m. to 12:00 p.m.	Working Lunch	All
12:00 p.m. to 1:00 noon	Local Education Agency Perspectives	LEA Representatives
1:15 p.m. to 2:30 p.m.	Discussion of questions, issues, gaps, data, and plans for Senior Leadership Visit	All
2:30 p.m. to 2:45 p.m.	Wrap-up	All
2:45 p.m.	Adjourn	All
3:00 p.m.	Visit to Fort Bliss Garrison	OEA, DOE
3:30 p.m. to 5:00 p.m.	Tour of Fort Bliss	OEA, DOE

Attachment 3: Fort Bliss Presentation



FT Bliss Education Site Visits
For Growth Impacted Locations
September 10, 2007

Education Site Visits



➤ Purpose

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

➤ Locations (*Initial visits to 4 installations*)

- ✓ *FT Drum*
- ✓ *FT Bliss*
- ✓ *FT Riley*
- ✓ *FT Benning*

➤ Partners

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

Description of Effort



➤ 2 Phases

✓ *Technical Pre-Visits*

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

✓ *“Senior Leadership” Visits*

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

➤ Findings presented for consideration by the Economic Adjustment Committee

www.oea.gov



Initial Sketch of School Expansion Needs Arising from Military Personnel Increases

July 12, 2007

Fort Bliss Excerpt

Description of Effort



- **Focus**
 - *10 installations with the currently projected largest Military personnel increases*
- **Profiles attempt to answer**
 - *Available capacity and recent expansions including funding sources*
 - *Anticipated expansions with funding requirements and potential sources, including shortfalls (both gaps and lags)*
 - *Overall LEA concerns*
- **OEA**
 - *Contacted 56 separate local educational agencies (LEAs)*
 - *Tabulated information for 42 LEAs where, due to the increases in school-age dependents of Military, civilian and contractor personnel working for the installation, impacts are likely to be the greatest*
- **LEAs validated their information for profiles**

Profile List

Installation & Affected LEAs



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

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

Ft. Bliss, TX

3 LEAs



➤ Available Capacity and Recent Expansions

- ✓ *Some excess capacity may be available, although much of that is far from Ft Bliss*

➤ Anticipated Expansions

- ✓ *LEAs - 10 ES (4 ES additions), 3 HS (2 HS additions), 2 ES-MS (3 MS additions)*
 - 2004 \$188M, 2006 \$39M, 2007 \$230M & probable 2008 \$300M
 - Existing state debt allotment grants could cover 50% of local bond costs

➤ Local Concerns

- ✓ *Texas legislature reviewing proposal that could partially assist school district expansion costs*
- ✓ *Unsolicited \$160M grant application submitted to ED*
- ✓ *Use of DOD Supplemental Impact Aid and DOD Large Scale Rebasing Assistance*

➤ **40% of the needed expansion is estimated to be military school age dependent growth**



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**

Federal and State Officials

U.S. Senators: Hon. John Cornyn
Hon. Kay Bailey Hutchinson

U.S. Representatives: Hon. Silvestre Reyes, 16th District
Hon. Ciro Rodriguez, 23rd District

Governor: Hon. Rick Perry

Lieutenant Governor: Hon. David Dewhurst

State Senators: Hon. Eliot Shapleigh, 29th District
Hon. Carlos Uresti, 19th District

State Representatives: Hon. Norma Chavez, 76th District
Hon. Pat B. Haggerty 78th District
Hon. Paul Cruz Moreno, 77th District
Hon. Joe C. Pickett, 79th District
Hon. Chente Quintanilla, 75th District

Bureau of Economic Analysis Regional Facts 1995 – 2005 El Paso , Texas [48141]

El Paso is one of 254 counties in Texas. It is part of the El Paso, TX (MSA). Its 2005 population of 721,183 ranked 6th in the state.

PER CAPITA PERSONAL INCOME

In 2005 El Paso had a per capita personal income (PCPI) of \$23,256. This PCPI ranked 184th in the state and was 72 percent of the state average, \$32,460, and 67 percent of the national average, \$34,471. The 2005 PCPI reflected an increase of 5.4 percent from 2004. The 2004-2005 state change was 5.9 percent and the national change was 4.2 percent. In 1995 the PCPI of El Paso was \$14,793 and ranked 205th 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 4.4 percent and for the nation was 4.1 percent.

TOTAL PERSONAL INCOME

In 2005 El Paso had a total personal income (TPI) of \$16,771,479*. This TPI ranked 9th in the state and accounted for 2.3 percent of the state total. In 1995 the TPI of El Paso was \$9,678,111* and ranked 7th in the state. The 2005 TPI reflected an increase of 6.6 percent from 2004. The 2004-2005 state change was 7.8 percent and the national change was 5.2 percent. The 1995-2005 average annual growth rate of TPI was 5.7 percent. The average annual growth rate for the state was 6.5 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 69.5 percent of TPI (compared with 67.6 in 1995); dividends, interest, and rent were 10.5 percent (compared with 14.2 in 1995); and personal current transfer receipts were 20.0 percent (compared with 18.2 in 1995). From 2004 to 2005 net earnings increased 5.9 percent; dividends, interest, and rent increased 5.8 percent; and personal current transfer receipts increased 9.8 percent. From 1995 to 2005 net earnings increased on average 5.9 percent each year; dividends, interest, and rent increased on average 2.5 percent; and personal current transfer receipts increased on average 6.7 percent.

EARNINGS BY PLACE OF WORK

Earnings of persons employed in El Paso increased from \$12,778,328* in 2004 to \$13,499,929* in 2005, an increase of 5.6 percent. The 2004-2005 state change was 7.7 percent and the national change was 5.6 percent. The average annual growth rate from the 1995 estimate of \$7,739,671* to the 2005 estimate was 5.7 percent. The average annual growth rate for the state was 6.9 percent and for the nation was 5.5 percent.

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

US Census Bureau State and County Quick Facts

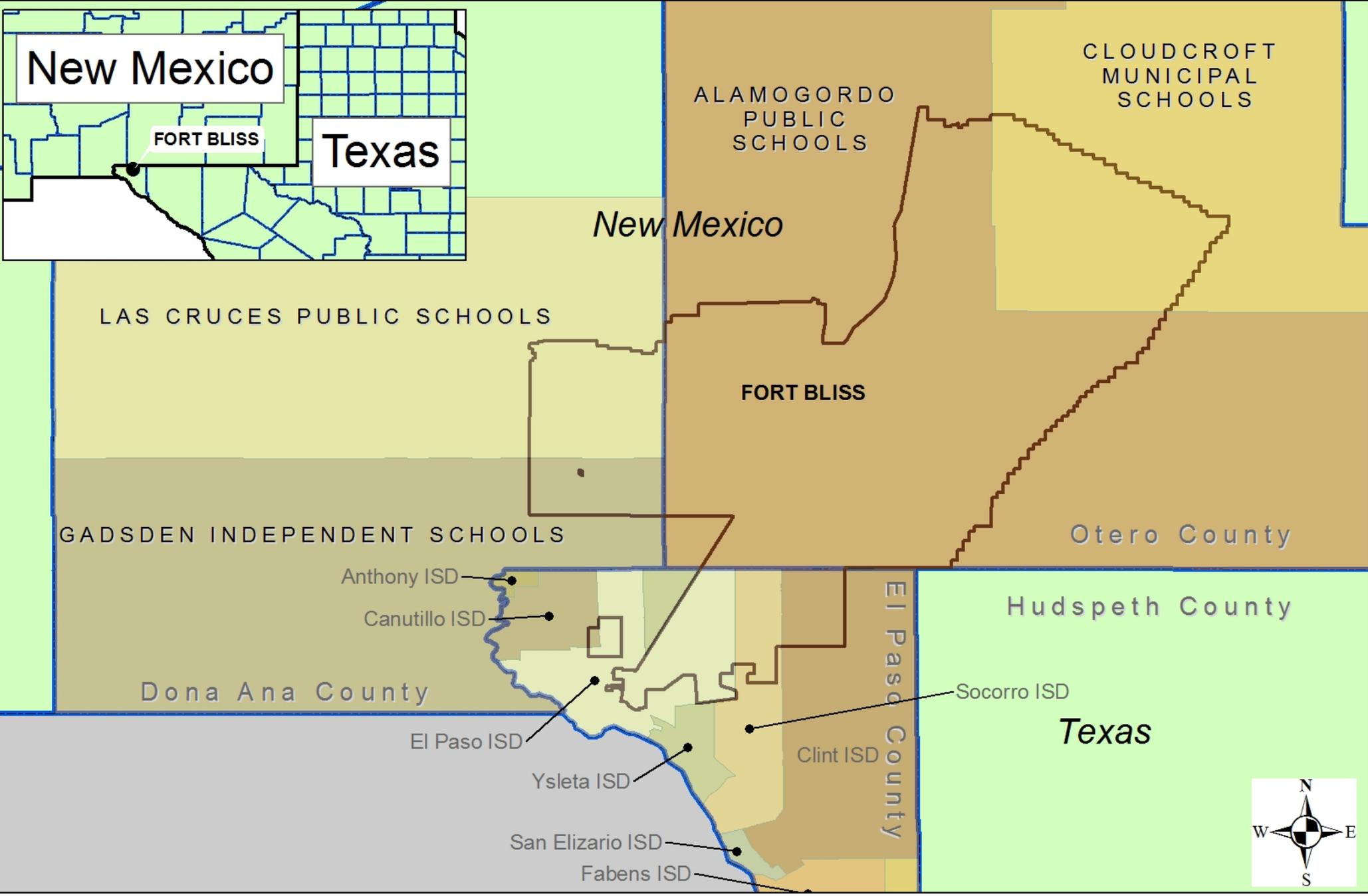
People QuickFacts	El Paso County	Texas
Population, 2006 estimate	736,310	23,507,783
Population, percent change, April 1, 2000 to July 1, 2006	8.3%	12.7%
Population, 2000	679,622	20,851,820
Persons under 5 years old, percent, 2005	9.7%	8.2%
Persons under 18 years old, percent, 2005	31.4%	27.7%
Persons 65 years old and over, percent, 2005	10.3%	9.9%
Female persons, percent, 2005	51.9%	50.2%
White persons, percent, 2005 (a)	93.5%	83.2%
Black persons, percent, 2005 (a)	3.3%	11.7%
American Indian and Alaska Native persons, percent, 2005 (a)	1.1%	0.7%
Asian persons, percent, 2005 (a)	1.1%	3.3%
Native Hawaiian and Other Pacific Islander, percent, 2005 (a)	0.2%	0.1%
Persons reporting two or more races, percent, 2005	0.8%	1.1%
Persons of Hispanic or Latino origin, percent, 2005 (b)	81.2%	35.1%
White persons not Hispanic, percent, 2005	14.6%	49.2%
Living in same house in 1995 and 2000, pct 5 yrs old & over	55.2%	49.6%
Foreign born persons, percent, 2000	27.4%	13.9%
Language other than English spoken at home, pct age 5+, 2000	73.3%	31.2%
High school graduates, percent of persons age 25+, 2000	65.8%	75.7%
Bachelor's degree or higher, pct of persons age 25+, 2000	16.6%	23.2%
Persons with a disability, age 5+, 2000	122,545	3,605,542
Mean travel time to work (minutes), workers age 16+, 2000	22.7	25.4
Housing units, 2005	244,193	9,026,011
Homeownership rate, 2000	63.6%	63.8%
Housing units in multi-unit structures, percent, 2000	24.3%	24.2%
Median value of owner-occupied housing units, 2000	\$69,600	\$82,500
Households, 2000	210,022	7,393,354
Persons per household, 2000	3.18	2.74
Median household income, 2004	\$32,046	\$41,645
Per capita money income, 1999	\$13,421	\$19,617
Persons below poverty, percent, 2004	24.6%	16.2%
Business QuickFacts	El Paso County	Texas
Private nonfarm establishments, 2005	12,696	497,758
Private nonfarm employment, 2005	197,414	8,305,102
Private nonfarm employment, percent change 2000-2005	-1.2%	3.5%
Nonemployer establishments, 2004	43,845	1,581,734
Total number of firms, 2002	46,417	1,734,509
Black-owned firms, percent, 2002	1.5%	5.1%
American Indian and Alaska Native owned firms, percent, 2002	S	0.9%
Asian-owned firms, percent, 2002	2.0%	4.5%
Native Hawaiian and Other Pacific Islander owned firms, percent, 2002	F	0.1%
Hispanic-owned firms, percent, 2002	61.9%	18.4%
Women-owned firms, percent, 2002	28.4%	27.0%
Manufacturers shipments, 2002 (\$1000)	8,216,226	310,815,965
Wholesale trade sales, 2002 (\$1000)	4,642,611	397,405,111
Retail sales, 2002 (\$1000)	5,807,166	228,694,755
Retail sales per capita, 2002	\$8,373	\$10,528
Accommodation and foodservices sales, 2002 (\$1000)	772,229	29,914,774
Building permits, 2006	4,140	216,642
Federal spending, 2004 (\$1000)	4,446,264	141,858,480
Geography QuickFacts	El Paso County	Texas
Land area, 2000 (square miles)	1,013.11	261,797.12
Persons per square mile, 2000	670.9	79.6
FIPS Code	141	48
Metropolitan or Micropolitan Statistical Area- El Paso, TX Metro Area		
<p>(a) Includes persons reporting only one race. (b) Hispanics may be of any race, so also are included in applicable race categories. FN: Footnote on this item for this area in place of data NA: Not available D: Suppressed to avoid disclosure of confidential information X: Not applicable S: Suppressed; does not meet publication standards Z: Value greater than zero but less than half unit of measure shown F: Fewer than 100 firms</p>		
Source: US Census Bureau State & County QuickFacts		

FORT BLISS HISTORY

Since its establishment in 1848, Fort Bliss has been proud of its legacy of service to the Army and the surrounding communities. An infantry and cavalry post prior to World War II, Fort Bliss became the center of Antiaircraft Artillery training in 1942. Today, Fort Bliss is a multi-faceted, multi-functional installation that serves and supports all branches of the service as well as other federal agencies. It is home to the U.S. Army Air Defense Artillery School and a diverse listing of partner organizations such as the 32nd Army Air and Missile Defense Command, William Beaumont Army Medical Center, the United States Army Sergeants Major Academy, and Joint Task Force-North.

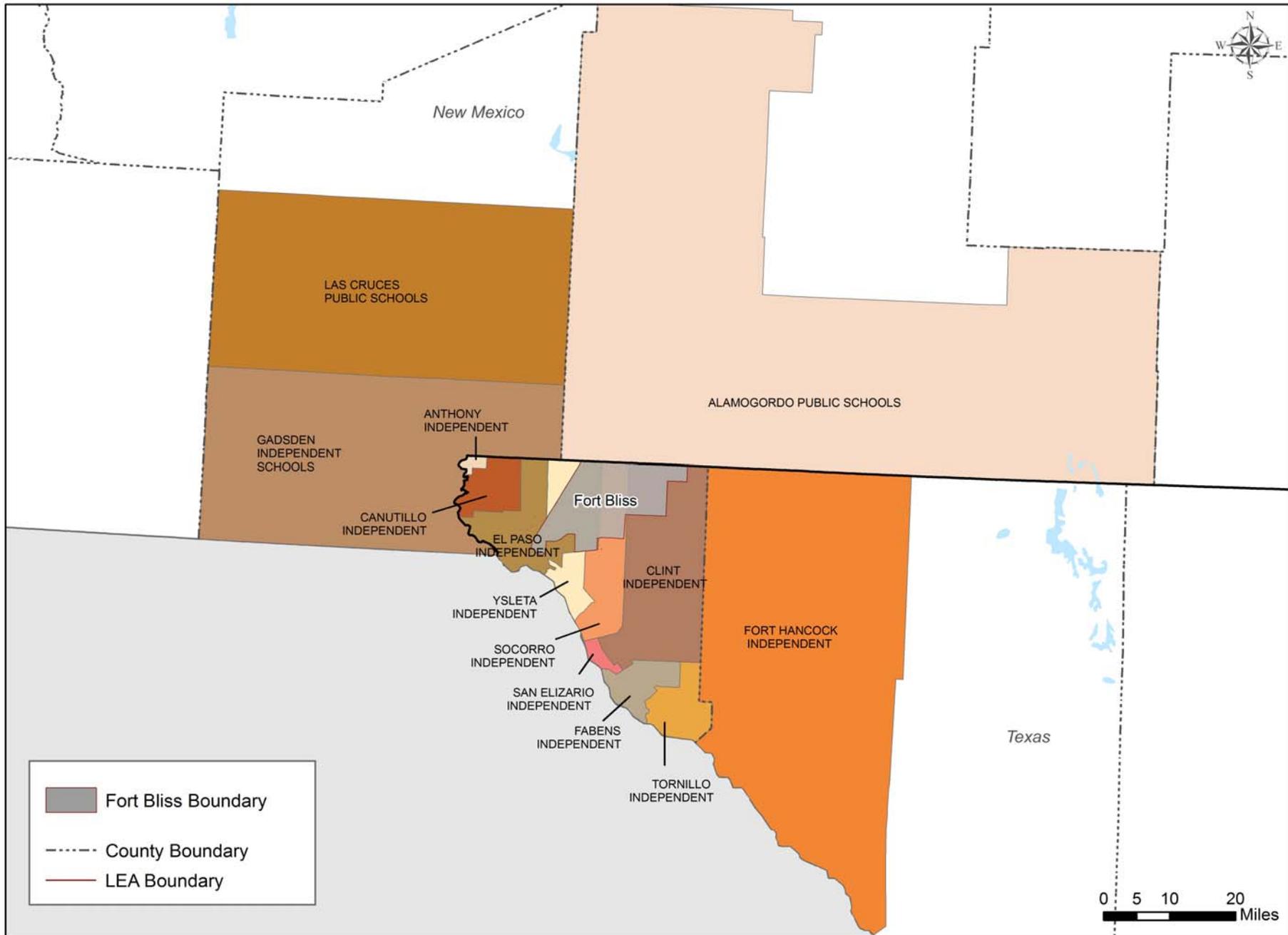
With 1.1 million acres, the post is larger than the state of Rhode Island and can accommodate every weapon system in the Army. The Fort Bliss cantonment area is located in West Texas within the city limits of El Paso. The remainder of its contiguous acreage sprawls across portions of Texas and New Mexico, extending forty-five miles north to New Mexico's White Sands Missile Range and seventy-five miles northeast to New Mexico's Lincoln National Forest. Excellent ranges and immense training areas, coupled with America's third longest runway at Biggs Army Airfield, make Fort Bliss a premier facility for training, mobilization, and deploying combat forces.

In November 2005, the Base Realignment and Closure recommendations became law and kicked off Fort Bliss' transformation from an institutional training installation into a major mounted maneuver training post. With the imminent arrival of the 1st Armored Division from Germany, a Fires Brigade, from Fort Sill, and multiple other units, Fort Bliss is projected to triple in size by 2011. By then, 46,000 additional Soldiers, Family Members, and Civilian Personnel will call Fort Bliss home.



Fort Bliss- Local Area

Local Education Agencies Within 25 Miles Of Fort Bliss



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 Bliss and five surrounding local educational agencies (LEAs). The Fort Bliss community expects these LEAs, Canutillo Independent School District (ISD), Clint ISD, El Paso ISD, Ysleta ISD, and Socorro ISD, to absorb most of Fort Bliss'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.

Overall, the five ISDs generally provided the information. The Ysleta ISD did not provide projections for 2007 through 2013. The Socorro ISD did not provide detailed data for K-5 and grades 6-8, but did provide district-wide totals and high school data.

Data Collected from Fort Bliss (Installation)

Fort Bliss also responded to a request for data for this project. The installation provided actual K-12 enrollments for 2005 and 2006 and other data requested. Fort Bliss tracks student dependents for military personnel only.

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 Bliss. This data comes from the July 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 derives the estimated number of military, civilian, and contractor school age dependents by applying quantitative factors to the number of assigned personnel in these three categories. ASIP data represents *estimates* derived through application of the quantitative factors, not actual counts.

Data Strengths and Limitations

The data provided by the LEAs must be viewed with a key consideration in mind. The summary in the spreadsheet 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 Bliss's expansion. Other LEAs, however, have Fort Bliss dependents in their schools, and may also absorb growth from Fort Bliss. Students generally attend school based on where they live, so the housing choices that new soldiers, civilians, and contractors will make in the coming years will largely determine which school districts will be affected by growth.

School enrollment actuals from the LEAs cannot be compared with the actuals provided by Fort Bliss on an "apples-to-apples" basis. Fort Bliss's numbers include 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 Bliss's actual 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 years Fort Bliss reported actual data.

Projections for 2007 to 2013 do not include data from the Ysleta ISD, which did not provide projections for these years. The reduction in total and federal enrollment from 2006 to 2007 and beyond is a reflection of this missing data, rather than a projected decline in enrollment. We will work with the Ysleta ISD to obtain this data for the final project files.

School enrollment *estimates* from the ASIP tend to be higher than the *actuals* reported by Fort Bliss or the LEAs. Again, it is not possible to compare the ASIP numbers with the LEA or Fort Bliss numbers on an "apples-to-apples" basis. For example, if the ASIP bases its calculations of school-aged dependents upon the number of assigned military, civilian, and contractor personnel (complete end state) versus current boots on the ground, then the projections may be inconsistent with current conditions. For this reason, one would expect the ASIP *estimates* to be consistently higher than the *actuals* from the LEAs and from Fort Bliss, and indeed they are.

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

Data Collected Through Surveys of 5 LEAs <i>(see Notes 1 & 2)</i>	<i>Actual</i>							<i>Projected (see Note 3)</i>						
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Total Enrollment All Years (K-12)	144,717	147,357	149,814	152,538	154,588	157,946	157,928	114,243	122,227	126,337	131,826	136,057	139,490	142,942
DoD-related Enrollment														
Military	4,565	4,538	4,701	4,649	4,835	5,350	5,937	4,731	4,920	5,064	5,314	5,460	5,534	5,615
DoD-Civilian	1,792	1,796	1,741	1,322	1,906	3,279	3,444	2,283	2,365	2,423	2,535	2,598	2,624	2,653
DoD Contractor**	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total DoD Enrollment	6,357	6,334	6,442	5,971	6,741	8,629	9,381	7,014	7,285	7,487	7,850	8,058	8,159	8,268
Other Federal Enrollment	4,031	3,971	3,846	3,603	3,199	3,418	3,672	3,705	3,837	3,932	4,114	4,215	4,259	4,306
Total Federal Enrollment	10,388	10,305	10,288	9,574	9,940	12,047	13,053	10,719	11,122	11,420	11,964	12,273	12,418	12,574
Fed as a fraction of total	7%	7%	7%	6%	6%	8%	8%	9%	9%	9%	9%	9%	9%	9%

Impact Aid															
Federal Impact Aid Received (\$M)															
Dept. of Education	\$ 2.27	\$ 3.08	\$ 3.08	\$ 3.09	\$ 3.58	\$ 2.90	\$ 3.43	\$ 3.25	\$ 3.36	\$ 3.45	\$ 3.61	\$ 3.69	\$ 3.73	\$ 3.77	
DOD Supplemental Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
DoD Large Scale Rebasing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Federal	\$ 2.27	\$ 3.08	\$ 3.08	\$ 3.09	\$ 3.58	\$ 2.90	\$ 3.43	\$ 3.25	\$ 3.36	\$ 3.45	\$ 3.61	\$ 3.69	\$ 3.73	\$ 3.77	
State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Federal & State Impact Aid (\$M)	\$ 2.27	\$ 3.08	\$ 3.08	\$ 3.09	\$ 3.58	\$ 2.90	\$ 3.43	\$ 3.25	\$ 3.36	\$ 3.45	\$ 3.61	\$ 3.69	\$ 3.73	\$ 3.77	
Impact Aid Per DoD Dependent Student	\$ 357	\$ 486	\$ 479	\$ 517	\$ 532	\$ 336	\$ 366	\$ 463	\$ 462	\$ 460	\$ 459	\$ 459	\$ 458	\$ 456	

Data Collected from Fort Bliss

Total Enrollment All Years (K-12)	n.a	n.a	n.a	n.a	n.a	6,213	7,798	n.a						
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Data Collected from Army HQ

From the July 07 Army Stationing and Installation Plan (ASIP) All Years (K-12)	<i>Estimates</i>							<i>Projected</i>						
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
DoD-related Enrollment														
Military	4871	4842	5142	4926	5,401	4,807	6,598	6,561	7,554	7,860	12,023	14,219	14,506	14,517
DoD-Civilian	1954	1930	1966	1953	1,960	2,622	2,871	2,735	2,693	2,708	2,726	2,790	2,789	2,789
DoD Contractor**	-	-	-	-	-	1,351	1,013	1,216	1,216	1,216	1,216	1,216	1,216	1,216
Total DoD Enrollment	6,825	6,772	7,108	6,879	7,361	8,780	10,482	10,512	11,463	11,784	15,965	18,225	18,511	18,522

Notes

1. See accompanying pages for detailed notes on data sources.
2. The five LEAs surveyed are Socorro, El Paso, Canutillo, Clint, and Ysleta School Districts.
3. Projections for 2007 to 2013 do not include data from the Ysleta ISD, which did not provide projections for these years. The reduction in total and federal enrollment from 2006 to 2007 and beyond is a reflection of this missing data, rather than a projected decline in enrollment.
4. n.a. = not available.

** 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.

Canutillo ISD

Pauline Dow

Summary (K-12)

		<i>Actual</i>						<i>Projected</i>								
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	
Enrollment -- LEA Estimates																
All Years (K-12)	Total Enrollment	4,536	4,535	4,605	4,715	4,830	5,019	5,263	5,530	5,827	6,192	6,562	6,983	7,434	7,881	
	DoD-related Enrollment															
	Military	13	16	18	20	22	24	77	#	82	104	126	148	165	180	197
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Total DoD Enrollment	13	16	18	20	22	24	77	82	104	126	148	165	180	197	
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Total Federal Enrollment	13	16	18	20	22	24	77	82	104	126	148	165	180	197	
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	1%	1%	2%	2%	2%	2%	2%	2%	
Enrollment -- Army Estimates																
All Years (K-12)	DoD-related Enrollment															
	Military	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capacity (Measured in seats available)																
All Years (K-12)	Total LEA Capacity	4,725	4,725	4,725	4,725	4,725	4,725	6,425	6,425	7,200	7,300	8,075	8,175	10,175	10,175	
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Load Factor (LEA Enrollment/Capacity)	96%	96%	97%	100%	102%	106%	82%	86%	81%	85%	81%	85%	73%	77%	
Financial Information																
	Total LEA Budget (\$M)	\$ 30	\$ 31	\$ 33	\$ 35	\$ 43	\$ 57	\$ 60	\$ 92	\$ 80	\$ 73	\$ 71	\$ 67	\$ 62	\$ 63	
	Budget per enrolled pupil (\$K)															
	LEA	\$ 6.5	\$ 6.8	\$ 7.3	\$ 7.5	\$ 9.1	\$ 7.1	\$ 7.2	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	
	State average	\$ 6.3	\$ 6.6	\$ 6.9	\$ 7.1	\$ 7.7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
	Federal Impact Aid Received (\$M)															
	Dept. of Education															
	DOD Supplemental Impact Aid															
	DoD Large Scale Rebasing															
	Total Federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	State Impact Aid Received (\$M)															
	Total Federal & State Impact Aid (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Impact Aid as a fraction of LEA Budget	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	
	Tax base per pupil (\$K)															
	LEA or county															
	State average															

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth
-Pre-K offered only to eligible students and includes military family 4 year olds.
-Other enrollment Notes
CAPACITY—
-Significant new construction planned each year for the next five years.
-Crowding in high school this year; second high school to open in Summer 2008.
-Other Capacity notes
FINANCE—
-Bonds issued planned for May 2008 for school capacity expansion
Currently district has A financial rating
-Other finance notes

Canutillo ISD

Elementary (K-5)

Summary (K-12)

		<i>Actual</i>						<i>Projected</i>							
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Elementary (K-5)	Total Enrollment	2,396	2,368	2,414	2,414	2,430	2,613	2,721	2,779	2,928	3,056	3,168	3,308	3,453	3,660
	DoD-related Enrollment														
	Military							48	50	60	70	80	85	90	95
	DoD-Civilian														
	DoD Contractor														
	<u>Total DoD Enrollment</u>								50	60	70	80	85	90	95
	<u>Other Federal Enrollment</u>														
	Total Federal Enrollment	-	-	-	-	-	-	-	50	60	70	80	85	90	95
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	0%	2%	2%	2%	3%	3%	3%	3%
Enrollment -- Army Estimates															
Elementary (K-5)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	<u>Total DoD Enrollment</u>	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capacity (Measured in seats available)															
Elementary (K-5)	Total LEA Capacity	2,875	2,875	2,875	2,875	2,875	2,875	2,875	2,875	3,550	3,550	4,225	4,225	4,225	4,225
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)		83%	82%	84%	84%	85%	91%	95%	97%	82%	86%	75%	78%	82%	87%

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth
-Pre-K offerings & issues
-Other enrollment Notes
CAPACITY—
-Significant new construction planned
-Crowding in particular school levels
-Other Capacity notes
FINANCE—
-Bonds issued to address school capacity expansion
-Any bond ceiling or rating issues
-Other finance notes

Canutillo ISD

Middle School (6-8)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Middle (6-8)	Total Enrollment	1,004	991	1,002	1,116	1,134	1,154	1,208	1,279	1,346	1,427	1,515	1,608	1,707	1,810
	DoD-related Enrollment														
	Military	3	4	5	6	7	8	9	10	20	28	36	44	50	58
	DoD-Civilian														
	DoD Contractor														
	Total DoD Enrollment							9	10	20	28	36	44	50	58
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	-	9	10	20	28	36	44	50	58
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	1%	1%	1%	2%	2%	3%	3%	3%
Enrollment -- Army Estimates															
Middle (6-8)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capacity (Measured in seats available)															
Middle (6-8)	Total LEA Capacity	850	850	850	850	850	850	1,850	1,850	1,850	1,850	1,850	1,850	2,850	2,850
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)		118%	117%	118%	131%	133%	136%	65%	69%	73%	77%	82%	87%	60%	64%

NOTES:
ENROLLMENT— -Major non-DoD govt sources of enrollment growth stems from new residential and commerical growth from city proper.
-Other enrollment Notes
CAPACITY— -Significant new construction planned: new middle school planned for 2012. -Crowding in particular school levels: none at middle school -Other Capacity notes
FINANCE— -Bonds issued to address school capacity expansion -Any bond ceiling or rating issues -Other finance notes

Canutillo ISD

High School (9–12)

Summary (K–12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
High (9-12)	Total Enrollment	1,136	1,176	1,189	1,185	1,266	1,252	1,334	1,472	1,553	1,709	1,879	2,067	2,274	2,411
	DoD-related Enrollment														
	Military	10	12	13	14	15	16	20	22	24	28	32	36	40	44
	DoD-Civilian														
	DoD Contractor														
	Total DoD Enrollment							20	22	24	28	32	36	40	44
	Other Federal Enrollment														
	Total Federal Enrollment	-	-	-	-	-	-	20	22	24	28	32	36	40	44
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	1%	1%	2%	2%	2%	2%	2%	2%
Enrollment -- Army Estimates															
High (9-12)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capacity (Measured in seats available)															
High (9-12)	Total LEA Capacity	1,000	1,000	1,000	1,000	1,000	1,000	1,700	1,700	1,800	1,900	2,000	2,100	3,100	3,100
	% in temporary buildings	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)		114%	118%	119%	119%	127%	125%	78%	87%	86%	90%	94%	98%	73%	78%

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth
-Pre-K offerings & issues
-Other enrollment Notes
CAPACITY—
-Significant new construction planned
-Crowding in particular school levels
-Other Capacity notes
FINANCE—
-Bonds issued to address school capacity expansion
-Any bond ceiling or rating issues
-Other finance notes

Clint ISD
Bessie LeRoy

Summary (K-12)

	<i>Actual</i>							<i>Projected</i>						
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates														
All Years (K-12) Total Enrollment	6,925	7,211	7,522	7,826	8,124	8,543	8,830	9,333	9,797	10,286	10,799	11,338	11,904	12,497
DoD-related Enrollment														
Military	-	-	-	-	-	-	-	133	139	145	151	157	163	169
DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total DoD Enrollment	-	-	-	-	-	-	-	133	139	145	151	157	163	169
Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Federal Enrollment	-	-	-	-	-	-	-	133	139	145	151	157	163	169
Fed as a fraction of total	0%	0%	0%	0%	0%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Enrollment -- Army Estimates														
All Years (K-12) DoD-related Enrollment														
Military	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capacity (Measured in seats available)														
All Years (K-12) Total LEA Capacity	20,375	20,875	21,875	22,875	24,875	26,875	26,875	13,180	13,180	15,380	15,380	15,380	15,380	15,380
% in temporary buildings	0%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)	34%	35%	34%	34%	33%	32%	33%	71%	74%	67%	70%	74%	77%	81%
Financial Information														
Total LEA Budget (\$M)	\$ 46.0	\$ 48.0	\$ 46.0	\$ 46.0	\$ 49.0	\$ 57.0	\$ 61.0	\$ 70.0	\$ 75.0	\$ 79.0	\$ 83.0	\$ 87.0	\$ 91.0	\$ 96.0
Budget per enrolled pupil (\$K)														
LEA	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0
State average	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0
Federal Impact Aid Received (\$M)														
Dept. of Education	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DOD Supplemental Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DoD Large Scale Rebasing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Federal & State Impact Aid (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Impact Aid as a fraction of LEA Budget	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth ***5% Growth factor per year applied ***2% Growth factor per year applied to Military/No historical info available -Pre-K offerings & issues -Other enrollment Notes Tracking of Military students began FY7 Tracking is limited to Military CISD Offers Pre-K to all/no eligibility req'd
CAPACITY—
-Significant new construction planned New MS & Elementary Horizon Area New HS (Replacement) Clint Area -Crowding in particular school levels All Horizon schools are currently at capacity -Other Capacity notes Spreadsheet is based on District Wide capacity. CISD has many schools at capacity and others that are not. Please note spreadsheet does not reflect capacity levels per school.
FINANCE—
-Bonds issued to address school capacity expansion \$90M -Any bond ceiling or rating issues -Other finance notes Note: Budget used Fund 101 & 199/Actual expenditures

Clint ISD

Elementary (K-5)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Elementary (K-5)	Total Enrollment	3,499	3,609	4,252	3,844	3,923	4,076	4,241	4,517	4,684	4,918	5,163	5,421	5,692	5,976
	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	82	84	86	88	90	92	94
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor														
	Total DoD Enrollment	-	-	-	-	-	-	-	82	84	86	88	90	92	94
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	-	-	-	-	-	-	-	82	84	86	88	90	92	94
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	0%	2%	2%	2%	2%	2%	2%	2%
Enrollment -- Army Estimates															
Elementary (K-5)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capacity (Measured in seats available)															
Elementary (K-5)	Total LEA Capacity	6,456	6,456	6,456	6,456	6,456	6,456	6,456	6,456	6,456	7,456	7,456	7,456	7,456	7,456
	% in temporary buildings	0%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)		54%	56%	66%	60%	61%	63%	66%	70%	73%	66%	69%	73%	76%	80%

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth
-Pre-K offerings & issues
-Other enrollment Notes Tracking of Military students began FY7 Tracking is limited to Military
CAPACITY—
-Significant new construction planned
-Crowding in particular school levels
-Other Capacity notes
FINANCE—
-Bonds issued to address school capacity expansion
-Any bond ceiling or rating issues
-Other finance notes

Clint ISD

Middle School (6–8)

Summary (K–12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Middle (6-8)	Total Enrollment	1,711	1,768	1,333	1,933	2,021	2,140	2,162	2,243	2,251	2,363	2,481	2,605	2,735	2,871
	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	29	31	33	35	37	39	41
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor														
	Total DoD Enrollment	-	-	-	-	-	-	-	29	31	33	35	37	39	41
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	-	-	-	-	-	-	-	29	31	33	35	37	39	41
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Enrollment -- Army Estimates															
Middle (6-8)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capacity (Measured in seats available)															
Middle (6-8)	Total LEA Capacity	3,419	3,419	3,419	3,419	3,419	3,419	3,419	3,419	3,419	4,619	4,619	4,619	4,619	4,619
	% in temporary buildings	0%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)		50%	52%	39%	57%	59%	63%	63%	66%	66%	51%	54%	56%	59%	62%

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth
-Pre-K offerings & issues
-Other enrollment Notes Tracking of Military students began FY7 Tracking is limited to Military
CAPACITY—
-Significant new construction planned
-Crowding in particular school levels
-Other Capacity notes
FINANCE—
-Bonds issued to address school capacity expansion
-Any bond ceiling or rating issues
-Other finance notes

Clint ISD

High School (9–12)

Summary (K–12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
High (9-12)	Total Enrollment	1,715	1,834	1,937	2,049	2,180	2,327	2,427	2,573	2,862	3,005	3,155	3,312	3,477	3,650
	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	22	24	26	28	30	32	34
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor														
	Total DoD Enrollment	-	-	-	-	-	-	-	22	24	26	28	30	32	34
	Other Federal Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Federal Enrollment	-	-	-	-	-	-	-	22	24	26	28	30	32	34
	Fed as a fraction of total	0%	0%	0%	0%	0%	0%	0%	1%	1%	1%	1%	1%	1%	1%
Enrollment -- Army Estimates															
High (9-12)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capacity (Measured in seats available)															
High (9-12)	Total LEA Capacity	10,500	11,000	12,000	13,000	15,000	17,000	17,000	3,305	3,305	3,305	3,305	3,305	3,305	3,305
	% in temporary buildings	0%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)		16%	17%	16%	16%	15%	14%	14%	78%	87%	91%	95%	100%	105%	110%

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth
-Pre-K offerings & issues
-Other enrollment Notes Tracking of Military students began FY7 Tracking is limited to Military
CAPACITY—
-Significant new construction planned
-Crowding in particular school levels
-Other Capacity notes
FINANCE—
-Bonds issued to address school capacity expansion
-Any bond ceiling or rating issues
-Other finance notes

EI Paso ISD

William Wachtel

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
All Years (K-12)	Total Enrollment	60,115	60,478	60,768	60,999	60,935	61,525	60,544	60,477	64,961	66,570	69,654	71,361	72,099	72,894
	DoD-related Enrollment														
	Military	4,184	4,118	4,253	4,242	4,283	4,243	4,521	4,516	4,677	4,793	5,015	5,138	5,191	5,249
	DoD-Civilian	1,545	1,560	1,471	1,039	1,606	2,224	2,158	2,283	2,365	2,423	2,535	2,598	2,624	2,653
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	5,729	5,678	5,724	5,281	5,889	6,467	6,679	6,799	7,042	7,216	7,551	7,736	7,816	7,902
	Other Federal Enrollment	4,031	3,971	3,846	3,603	3,199	3,418	3,672	3,705	3,837	3,932	4,114	4,215	4,259	4,306
	Total Federal Enrollment	9,760	9,649	9,570	8,884	9,088	9,885	10,351	10,504	10,879	11,149	11,665	11,951	12,075	12,208
	Fed as a fraction of total	16%	16%	16%	15%	15%	16%	17%	17%	17%	17%	17%	17%	17%	17%
Enrollment -- Army Estimates															
All Years (K-12)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capacity (Measured in seats available)															
All Years (K-12)	Total LEA Capacity	72,248	71,870	73,198	73,171	74,847	76,624	77,587	78,666	78,666	83,066	84,338	85,814	85,814	87,414
	% in temporary buildings	10%	10%	11%	10%	12%	11%	10%	9%	9%	9%	8%	8%	8%	8%
Load Factor (LEA Enrollment/Capacity)		83%	84%	83%	83%	81%	80%	78%	77%	83%	80%	83%	83%	84%	83%
Financial Information															
	Total LEA Budget (\$M)	\$343.5	\$409.9	\$423.2	\$409.7	\$409.7	\$400.9	\$443.9	\$443.9	\$452.8	\$459.6	\$466.5	\$473.5	\$480.6	\$487.8
	Budget per enrolled pupil (\$K)														
	LEA	\$ 5.6	\$ 6.1	\$ 6.5	\$ 6.6	\$ 6.3	\$ 6.4	\$ 6.8	\$ 6.8	\$ 6.9	\$ 7.0	\$ 7.1	\$ 7.3	\$ 7.4	\$ 7.5
	State average	\$ 6.6	\$ 6.9	\$ 7.1	\$ 7.7	\$ 7.1	\$ 7.2								
	Federal Impact Aid Received (\$M)														
	Dept. of Education	\$ 2.10	\$ 2.90	\$ 2.90	\$ 2.90	\$ 3.40	\$ 2.70	\$ 3.20	\$ 3.25	\$ 3.36	\$ 3.45	\$ 3.61	\$ 3.69	\$ 3.73	\$ 3.77
	DOD Supplemental Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	DoD Large Scale Rebasing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal	\$ 2.10	\$ 2.90	\$ 2.90	\$ 2.90	\$ 3.40	\$ 2.70	\$ 3.20	\$ 3.25	\$ 3.36	\$ 3.45	\$ 3.61	\$ 3.69	\$ 3.73	\$ 3.77
	State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Total Federal & State Impact Aid (\$M)	\$ 2.10	\$ 2.90	\$ 2.90	\$ 2.90	\$ 3.40	\$ 2.70	\$ 3.20	\$ 3.25	\$ 3.36	\$ 3.45	\$ 3.61	\$ 3.69	\$ 3.73	\$ 3.77
	Impact Aid as a fraction of LEA Budget	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
	Tax base per pupil (\$K)														
	LEA or county	\$138.7	\$143.8	\$145.8	\$149.5	\$159.1	\$165.2	\$194.5	\$219.1	\$230.1	\$241.6	\$247.6	\$253.8	\$260.2	\$266.7
	State average	\$215.2	\$234.6	\$242.8	\$249.2	\$260.6	\$274.8								

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth Homeland Security and Other Federal Law Enforcement
-Pre-K offerings & issues Note all active duty military are eligible for PK. PK is 3.6% of our student memberships
CAPACITY—
-Significant new construction planned Bond 2007 is for \$230 Million. Anticipate new Bond 2011 or 21012 -Crowding in particular school levels -Other Capacity notes The districts portables can be relocated to alleviate temporary short falls. Capacity Elementary 17 per T.S. Capacity Middle School 18 per T.S. Capacity High School 19 per T.S.
FINANCE—
-Bonds issued to address school capacity expansion
-Any bond ceiling or rating issues
-Other finance notes The district's fund balance and bond rating have both improved in recent years.

EI Paso ISD

Elementary (K-5)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Elementary (K-5)	Total Enrollment	28,942	28,880	28,859	28,995	28,495	28,568	28,043	27,731	30,175	30,922	32,355	33,148	33,507	33,841
	DoD-related Enrollment														
	Military	1,874	1,845	1,905	1,900	1,919	1,901	2,025	2,023	2,201	2,256	2,361	2,418	2,445	2,469
	DoD-Civilian	692	699	659	465	719	996	967	1,023	1,113	1,140	1,193	1,223	1,236	1,248
	DoD Contractor														
	Total DoD Enrollment	2,567	2,544	2,564	2,366	2,638	2,897	2,992	# 3,046	3,314	3,396	3,554	3,641	3,680	3,717
	Other Federal Enrollment	1,806	1,779	1,723	1,614	1,433	1,531	1,645	1,660	1,719	1,762	1,843	1,888	1,908	1,929
	Total Federal Enrollment	4,372	4,323	4,287	3,980	4,071	4,428	4,637	4,706	5,034	5,158	5,397	5,529	5,588	5,646
	Fed as a fraction of total	15%	15%	15%	14%	14%	16%	17%	17%	17%	17%	17%	17%	17%	17%
Enrollment -- Army Estimates															
Elementary (K-5)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor														
	Total DoD Enrollment	-	-	-	-	-	-	-	# -	-	-	-	-	-	-
Capacity (Measured in seats available)															
Elementary (K-5)	Total LEA Capacity	37,553	37,893	39,236	39,304	40,868	41,412	41,752	41,055	41,055	44,255	44,855	45,863	45,863	45,863
	% in temporary buildings	12%	13%	14%	14%	16%	15%	12%	12%	11%	10%	10%	10%	10%	10%
Load Factor (LEA Enrollment/Capacity)		77%	76%	74%	74%	70%	69%	67%	68%	73%	70%	72%	72%	73%	74%
PK Enrollment		2339	2277	2248	2337	2397	2325	2327	2259	2427	2487	2602	2666	2693	2719
Load Factor with PK (LEA Enrollment/Capacity)		83%	82%	79%	80%	76%	75%	73%	73%	79%	75%	78%	78%	79%	80%

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth
-Pre-K offerings & issues
-Other enrollment Notes
CAPACITY—
-Significant new construction planned
-Crowding in particular school levels
-Other Capacity notes
FINANCE—
-Bonds issued to address school capacity expansion
-Any bond ceiling or rating issues
-Other finance notes

El Paso ISD

Middle School (6-8)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Middle (6-8)	Total Enrollment	13,720	13,989	14,261	14,281	14,355	14,249	13,988	13,918	15,039	15,412	16,126	16,521	16,679	16,845
	DoD-related Enrollment														
	Military	933	918	948	946	955	946	1,008	1,007	1,088	1,115	1,167	1,195	1,207	1,219
	DoD-Civilian	345	348	328	232	358	496	481	509	550	564	590	604	610	616
	DoD Contractor														
	Total DoD Enrollment	1,278	1,266	1,276	1,178	1,313	1,442	1,489	1,516	1,638	1,679	1,757	1,800	1,817	1,835
	Other Federal Enrollment	899	886	858	803	713	762	819	826	856	877	918	940	950	960
	Total Federal Enrollment	2,176	2,152	2,134	1,981	2,027	2,204	2,308	2,342	2,494	2,556	2,674	2,740	2,767	2,795
	Fed as a fraction of total	16%	15%	15%	14%	14%	15%	17%	17%	17%	17%	17%	17%	17%	17%
Enrollment -- Army Estimates															
Middle (6-8)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capacity (Measured in seats available)															
Middle (6-8)	Total LEA Capacity	14,688	14,616	14,544	14,544	14,580	15,642	16,056	16,652	16,652	17,202	17,418	17,886	17,886	17,886
	% in temporary buildings	8%	7%	7%	6%	6%	6%	6%	1%	6%	6%	5%	5%	5%	5%
Load Factor (LEA Enrollment/Capacity)		93%	96%	98%	98%	98%	91%	87%	84%	90%	90%	93%	92%	93%	94%

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth
-Pre-K offerings & issues
-Other enrollment Notes
CAPACITY—
-Significant new construction planned
-Crowding in particular school levels
-Other Capacity notes
FINANCE—
-Bonds issued to address school capacity expansion
-Any bond ceiling or rating issues
-Other finance notes

EI Paso ISD

High School (9–12)

Summary (K–12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
High (9-12)	Total Enrollment	17,453	17,609	17,648	17,723	18,085	18,708	18,513	18,828	19,747	20,236	21,173	21,692	21,914	22,207
	DoD-related Enrollment														
	Military	1,226	1,207	1,246	1,243	1,255	1,243	1,325	1,323	1,388	1,422	1,488	1,524	1,540	1,561
	DoD-Civilian	453	457	431	304	471	652	632	669	702	719	752	771	779	789
	DoD Contractor														
	Total DoD Enrollment	1,679	1,664	1,677	1,547	1,725	1,895	1,957	1,992	2,089	2,141	2,240	2,295	2,319	2,350
	Other Federal Enrollment	1,185	1,167	1,131	1,059	941	1,005	1,080	1,089	1,128	1,156	1,210	1,239	1,252	1,266
	Total Federal Enrollment	2,864	2,831	2,808	2,607	2,666	2,900	3,037	3,081	3,217	3,297	3,450	3,534	3,571	3,616
	Fed as a fraction of total	16%	16%	16%	15%	15%	15%	16%	16%	16%	16%	16%	16%	16%	16%
Enrollment -- Army Estimates															
High (9-12)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor														
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capacity (Measured in seats available)															
High (9-12)	Total LEA Capacity	20,007	19,361	19,418	19,323	19,399	19,570	19,779	20,959	20,959	21,609	22,065	22,065	22,065	23,665
	% in temporary buildings	6%	8%	8%	7%	8%	9%	10%	7%	7%	7%	7%	7%	7%	7%
Load Factor (LEA Enrollment/Capacity)		87%	91%	91%	92%	93%	96%	94%	90%	94%	94%	96%	98%	99%	94%

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth
-Pre-K offerings & issues
-Other enrollment Notes
CAPACITY—
-Significant new construction planned
-Crowding in particular school levels
-Other Capacity notes
FINANCE—
-Bonds issued to address school capacity expansion
-Any bond ceiling or rating issues
-Other finance notes

Socorro ISD

Hilda Lopez and Pat O'Neill

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
All Years (K-12)	Total Enrollment	30,000	31,500	33,000	34,500	36,000	37,500	39,000	40,500	42,000	43,500	45,000	46,500	48,000	49,500
	DoD-related Enrollment														
	Military	10,500	11,250	12,000	12,750	13,500	15,000	16,500	18,000	22,500	22,500	22,500	22,500	22,500	22,500
	DoD-Civilian	1,500	2,250	3,000	3,750	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	12,000	13,500	15,000	16,500	18,000	19,500	21,000	22,500	27,000	27,000	27,000	27,000	27,000	27,000
	Other Federal Enrollment	900	900	900	900	900	900	900	900	900	900	900	900	900	900
	Total Federal Enrollment	12,900	14,400	15,900	17,400	18,900	20,400	21,900	23,400	27,900	27,900	27,900	27,900	27,900	27,900
	Fed as a fraction of total	43%	46%	48%	50%	53%	54%	56%	58%	66%	64%	62%	60%	58%	56%
Enrollment -- Army Estimates															
All Years (K-12)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total DoD Enrollment	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Capacity (Measured in seats available)															
All Years (K-12)	Total LEA Capacity	31,500	33,000	36,000	39,000	45,000	51,000	51,000	51,000	51,000	51,000	51,000	51,000	51,000	51,000
	% in temporary buildings	5%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)		95%	95%	92%	88%	80%	74%	76%	79%	82%	85%	88%	91%	94%	97%
Financial Information															
	Total LEA Budget (\$M)	\$ 177.0	\$ 204.0	\$ 234.0	\$ 258.0	\$ 256.0	\$ 299.0	\$ 366.0	\$ 395.0	\$ 379.0	\$ 400.0	\$ 415.0	\$ 430.0	\$ 445.0	\$ 460.0
	Budget per enrolled pupil (\$K)														
	LEA	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0	\$ 10.0
	State average	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0
	Federal Impact Aid Received (\$M)														
	Dept. of Education														
	DOD Supplemental Impact Aid														
	DoD Large Scale Rebasing														
	Total Federal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	State Impact Aid Received (\$M)														
	Total Federal & State Impact Aid (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Impact Aid as a fraction of LEA Budget	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Tax base per pupil (\$K)														
	LEA or county	\$ 92.0	\$ 92.0	\$ 93.0	\$ 105.0	\$ 114.0	\$ 126.0	\$ 140.0	\$ 145.0	\$ 150.0	\$ 160.0	\$ 165.0	\$ 170.0	\$ 175.0	\$ 180.0
	State average	\$ 125.0	\$ 125.0	\$ 125.0	\$ 125.0	\$ 125.0	\$ 125.0	\$ 125.0	\$ 125.0	\$ 125.0	\$ 125.0	\$ 125.0	\$ 125.0	\$ 125.0	\$ 125.0

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth
-Pre-K offerings & issues
-The Socorro ISD is growing at about 1,200 students per year.
-Our current enrollment is right at 39,000 students.
-We have 1,209 students from military families.
CAPACITY—
-Significant new construction planned
-Crowding in particular school levels
-Other Capacity notes
FINANCE—
-Bonds issued to address school capacity expansion
-Any bond ceiling or rating issues
-SISD residents will be voting on a \$397 million bond proposal on November 6, 2007.

Socorro ISD

Elementary (K-5)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Elementary (K-5)	Total Enrollment	10,000	10,500	11,000	11,500	12,000	12,500	13,000	13,500	14,000	14,500	15,000	15,500	16,000	16,500
	DoD-related Enrollment														
	Military	3,500	3,750	4,000	4,250	4,500	5,000	5,500	6,000	7,500	7,500	7,500	7,500	7,500	7,500
	DoD-Civilian	500	750	1,000	1,250	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
	DoD Contractor														
	Total DoD Enrollment	4,000	4,500	5,000	5,500	6,000	6,500	7,000	# 7,500	9,000	9,000	9,000	9,000	9,000	9,000
	Other Federal Enrollment	300	300	300	300	300	300	300	300	300	300	300	300	300	300
	Total Federal Enrollment	4,300	4,800	5,300	5,800	6,300	6,800	7,300	7,800	9,300	9,300	9,300	9,300	9,300	9,300
	Fed as a fraction of total	43%	46%	48%	50%	53%	54%	56%	58%	66%	64%	62%	60%	58%	56%
Enrollment -- Army Estimates															
Elementary (K-5)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor														
	Total DoD Enrollment	-	-	-	-	-	-	-	# -	-	-	-	-	-	-
Capacity (Measured in seats available)															
Elementary (K-5)	Total LEA Capacity	10,500	11,000	12,000	13,000	15,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000
	% in temporary buildings	5%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)		95%	95%	92%	88%	80%	74%	76%	79%	82%	85%	88%	91%	94%	97%

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth
-Pre-K offerings & issues
-Other enrollment Notes
CAPACITY—
-Significant new construction planned
-Crowding in particular school levels
-Other Capacity notes
FINANCE—
-Bonds issued to address school capacity expansion
-Any bond ceiling or rating issues
-Other finance notes

Socorro ISD

Middle School (6-8)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Middle (6-8)	Total Enrollment	10,000	10,500	11,000	11,500	12,000	12,500	13,000	13,500	14,000	14,500	15,000	15,500	16,000	16,500
	DoD-related Enrollment														
	Military	3,500	3,750	4,000	4,250	4,500	5,000	5,500	6,000	7,500	7,500	7,500	7,500	7,500	7,500
	DoD-Civilian	500	750	1,000	1,250	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
	DoD Contractor														
	Total DoD Enrollment	4,000	4,500	5,000	5,500	6,000	6,500	7,000	# 7,500	9,000	9,000	9,000	9,000	9,000	9,000
	Other Federal Enrollment	300	300	300	300	300	300	300	300	300	300	300	300	300	300
	Total Federal Enrollment	4,300	4,800	5,300	5,800	6,300	6,800	7,300	7,800	9,300	9,300	9,300	9,300	9,300	9,300
	Fed as a fraction of total	43%	46%	48%	50%	53%	54%	56%	58%	66%	64%	62%	60%	58%	56%
Enrollment -- Army Estimates															
Middle (6-8)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor														
	Total DoD Enrollment	-	-	-	-	-	-	-	# -	-	-	-	-	-	-
Capacity (Measured in seats available)															
Middle (6-8)	Total LEA Capacity	10,500	11,000	12,000	13,000	15,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000
	% in temporary buildings	5%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Load Factor (LEA Enrollment/Capacity)	95%	95%	92%	88%	80%	74%	76%	79%	82%	85%	88%	91%	94%	97%

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth
-Pre-K offerings & issues
-Other enrollment Notes
CAPACITY—
-Significant new construction planned
-Crowding in particular school levels
-Other Capacity notes
FINANCE—
-Bonds issued to address school capacity expansion
-Any bond ceiling or rating issues
-Other finance notes

Socorro ISD

High School (9–12)

Summary (K–12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
High (9-12)	Total Enrollment	10,000	10,500	11,000	11,500	12,000	12,500	13,000	13,500	14,000	14,500	15,000	15,500	16,000	16,500
	DoD-related Enrollment														
	Military	3,500	3,750	4,000	4,250	4,500	5,000	5,500	6,000	7,500	7,500	7,500	7,500	7,500	7,500
	DoD-Civilian	500	750	1,000	1,250	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500
	DoD Contractor														
	Total DoD Enrollment	4,000	4,500	5,000	5,500	6,000	6,500	7,000	# 7,500	9,000	9,000	9,000	9,000	9,000	9,000
	Other Federal Enrollment	300	300	300	300	300	300	300	300	300	300	300	300	300	300
	Total Federal Enrollment	4,300	4,800	5,300	5,800	6,300	6,800	7,300	7,800	9,300	9,300	9,300	9,300	9,300	9,300
	Fed as a fraction of total	43%	46%	48%	50%	53%	54%	56%	58%	66%	64%	62%	60%	58%	56%
Enrollment -- Army Estimates															
High (9-12)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD-Civilian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	DoD Contractor														
	Total DoD Enrollment	-	-	-	-	-	-	-	# -	-	-	-	-	-	-
Capacity (Measured in seats available)															
High (9-12)	Total LEA Capacity	10,500	11,000	12,000	13,000	15,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000	17,000
	% in temporary buildings	5%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Load Factor (LEA Enrollment/Capacity)		95%	95%	92%	88%	80%	74%	76%	79%	82%	85%	88%	91%	94%	97%

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth
-Pre-K offerings & issues
-Other enrollment Notes
CAPACITY—
-Significant new construction planned
-Crowding in particular school levels
-Other Capacity notes
FINANCE—
-Bonds issued to address school capacity expansion
-Any bond ceiling or rating issues
-Other finance notes

Ysleta ISD

Janise Pries and Rick Bentley

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
All Years (K-12)	Total Enrollment	46,463	46,811	46,745	46,668	46,349	46,115	45,242							
	DoD-related Enrollment														
	Military	368	404	430	387	530	710	561							
	DoD-Civilian	247	236	270	283	300	470	397							
	DoD Contractor*	-	-	-	-	-	-	-							
	Total DoD Enrollment	615	640	700	670	830	1,180	958							
	Other Federal Enrollment	-	-	-	-	-	-	-							
	Total Federal Enrollment	615	640	700	670	830	1,180	958							
	Fed as a fraction of total	1%	1%	1%	1%	2%	3%	2%							
Enrollment -- Army Estimates															
All Years (K-12)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-							
	DoD-Civilian	-	-	-	-	-	-	-							
	DoD Contractor*	-	-	-	-	-	-	-							
	Total DoD Enrollment	-	-	-	-	-	-	-							
Capacity (Measured in seats available)															
All Years (K-12)	Total LEA Capacity	31,500	33,000	36,000	39,000	45,000	51,000	51,000							
	% in temporary buildings	5%	10%	0%	0%	0%	0%	0%							
	Load Factor (LEA Enrollment/Capacity)	148%	142%	130%	120%	103%	90%	89%							
Financial Information															
	Total LEA Budget (\$M)	\$ 315.1	\$ 301.7	\$ 309.5	\$ 345.6	\$ 349.5	\$ 365.4	\$ 369.2							
	Current operating expenditures per enrolled student (\$K)														
	LEA	\$ 6.8	\$ 6.4	\$ 6.6	\$ 7.4	\$ 7.5	\$ 7.9	\$ 8.2							
	State average	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0	\$ 8.0							
	Federal Impact Aid Received (\$M)														
	Dept. of Education	\$ 0.17	\$ 0.18	\$ 0.18	\$ 0.19	\$ 0.18	\$ 0.20	\$ 0.23							
	DOD Supplemental Impact Aid	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -							
	DoD Large Scale Rebasing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -							
	Total Federal	\$ 0.17	\$ 0.18	\$ 0.18	\$ 0.19	\$ 0.18	\$ 0.20	\$ 0.23							
	State Impact Aid Received (\$M)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -							
	Total Federal & State Impact Aid (\$M)	\$ 0.17	\$ 0.18	\$ 0.18	\$ 0.19	\$ 0.18	\$ 0.20	\$ 0.23							
	Impact Aid as a fraction of LEA Budget	0%	0%	0%	0%	0%	0%	0%							
	Assessed tax base per pupil (\$K)														
	LEA or county	\$ 81.5	\$ 80.1	\$ 83.8	\$ 86.3	\$ 87.2	\$ 92.2	\$ 96.9							
	State average	\$125.0	\$125.0	\$125.0	\$125.0	\$125.0	\$125.0	\$125.0							

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth
-Pre-K offerings & issues
-Other enrollment Notes
CAPACITY—
-Significant new construction planned
-Crowding in particular school levels
-Other Capacity notes
FINANCE—
-Bonds issued to address school capacity expansion
-Any bond ceiling or rating issues
-Other finance notes

Ysleta ISD

Elementary (K-5)

Summary (K-12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Elementary (K-5)	Total Enrollment	10,000	10,500	11,000	11,500	12,000	12,500	13,000							
	DoD-related Enrollment														
	Military	3,500	3,750	4,000	4,250	4,500	5,000	5,500							
	DoD-Civilian	500	750	1,000	1,250	1,500	1,500	1,500							
	DoD Contractor														
	Total DoD Enrollment	4,000	4,500	5,000	5,500	6,000	6,500	7,000	#						
	Other Federal Enrollment	300	300	300	300	300	300	300							
	Total Federal Enrollment	4,300	4,800	5,300	5,800	6,300	6,800	7,300							
	Fed as a fraction of total	43%	46%	48%	50%	53%	54%	56%							
Enrollment -- Army Estimates															
Elementary (K-5)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-							
	DoD-Civilian	-	-	-	-	-	-	-							
	DoD Contractor														
	Total DoD Enrollment	-	-	-	-	-	-	-	#						
Capacity (Measured in seats available)															
Elementary (K-5)	Total LEA Capacity	10,500	11,000	12,000	13,000	15,000	17,000	17,000							
	% in temporary buildings	5%	10%	0%	0%	0%	0%	0%							
Load Factor (LEA Enrollment/Capacity)		95%	95%	92%	88%	80%	74%	76%							

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth
-Pre-K offerings & issues
-Other enrollment Notes
CAPACITY—
-Significant new construction planned
-Crowding in particular school levels
-Other Capacity notes
FINANCE—
-Bonds issued to address school capacity expansion
-Any bond ceiling or rating issues
-Other finance notes

Ysleta ISD

Middle School (6–8)

Summary (K–12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
Middle (6-8)	Total Enrollment	10,000	10,500	11,000	11,500	12,000	12,500	13,000							
	DoD-related Enrollment														
	Military	3,500	3,750	4,000	4,250	4,500	5,000	5,500							
	DoD-Civilian	500	750	1,000	1,250	1,500	1,500	1,500							
	DoD Contractor														
	Total DoD Enrollment	4,000	4,500	5,000	5,500	6,000	6,500	7,000							
	Other Federal Enrollment	300	300	300	300	300	300	300							
	Total Federal Enrollment	4,300	4,800	5,300	5,800	6,300	6,800	7,300							
	Fed as a fraction of total	43%	46%	48%	50%	53%	54%	56%							
Enrollment -- Army Estimates															
Middle (6-8)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-							
	DoD-Civilian	-	-	-	-	-	-	-							
	DoD Contractor														
	Total DoD Enrollment	-	-	-	-	-	-	-							
Capacity (Measured in seats available)															
Middle (6-8)	Total LEA Capacity	10,500	11,000	12,000	13,000	15,000	17,000	17,000							
	% in temporary buildings	5%	10%	0%	0%	0%	0%	0%							
Load Factor (LEA Enrollment/Capacity)		95%	95%	92%	88%	80%	74%	76%							

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth
-Pre-K offerings & issues
-Other enrollment Notes
CAPACITY—
-Significant new construction planned
-Crowding in particular school levels
-Other Capacity notes
FINANCE—
-Bonds issued to address school capacity expansion
-Any bond ceiling or rating issues
-Other finance notes

Ysleta ISD

High School (9–12)

Summary (K–12)

		<i>Actual</i>							<i>Projected</i>						
		2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Enrollment -- LEA Estimates															
High (9-12)	Total Enrollment	10,000	10,500	11,000	11,500	12,000	12,500	13,000							
	DoD-related Enrollment														
	Military	3,500	3,750	4,000	4,250	4,500	5,000	5,500							
	DoD-Civilian	500	750	1,000	1,250	1,500	1,500	1,500							
	DoD Contractor														
	Total DoD Enrollment	4,000	4,500	5,000	5,500	6,000	6,500	7,000							
	Other Federal Enrollment	300	300	300	300	300	300	300							
	Total Federal Enrollment	4,300	4,800	5,300	5,800	6,300	6,800	7,300							
	Fed as a fraction of total	43%	46%	48%	50%	53%	54%	56%							
Enrollment -- Army Estimates															
High (9-12)	DoD-related Enrollment														
	Military	-	-	-	-	-	-	-							
	DoD-Civilian	-	-	-	-	-	-	-							
	DoD Contractor														
	Total DoD Enrollment	-	-	-	-	-	-	-							
Capacity (Measured in seats available)															
High (9-12)	Total LEA Capacity	10,500	11,000	12,000	13,000	15,000	17,000	17,000							
	% in temporary buildings	5%	10%	0%	0%	0%	0%	0%							
Load Factor (LEA Enrollment/Capacity)		95%	95%	92%	88%	80%	74%	76%							

NOTES:
ENROLLMENT—
-Major non-DoD govt sources of enrollment growth
-Pre-K offerings & issues
-Other enrollment Notes
CAPACITY—
-Significant new construction planned
-Crowding in particular school levels
-Other Capacity notes
FINANCE—
-Bonds issued to address school capacity expansion
-Any bond ceiling or rating issues
-Other finance notes

Fort Bliss Local Education Agencies Profiles

Canutillo Independent School District

PO Box 100

Canutillo, TX 79835-0100

(915) 877-7444

<http://www.canutillo-isd.org/about.htm>

Superintendent: Dr. Pam Padilla

Number of Schools

High Schools	1
Middle Schools	2
Elementary Schools	6 (One under construction)

Clint Independent School District

14521 Horizon Boulevard

El Paso, TX 79928

915-926-4000

<http://www.clintweb.net/index.cfm>

Superintendent: Ricardo Estrada

Number of Schools

High Schools	3
Junior High Schools	1
Middle Schools	2
Elementary Schools	6

El Paso Independent School District

6531 Boeing Drive

El Paso, TX 79925

(915) 779-3781

<http://www.episd.org/index.php>

Superintendent: Dr. Lorenzo García

Number of Schools

High Schools	13
Middle Schools	17
Elementary Schools	55
Auxiliary Schools	7
Magnet Schools	7

Socorro Independent School District

12300 Eastlake Drive

El Paso, TX 79928

(915) 937-0013

<http://www.sisd.net/index.php>

Superintendent: Dr. Sylvia P. Atkinson

Number of Schools

High Schools	9 (Two under construction)
Middle Schools	16
Elementary Schools	25

Ysleta Independent School District

9600 Sims Dr.

El Paso, TX 79925

(915)434-0000

<http://www2.yisd.net/education/district/district.php?sectionid=1>

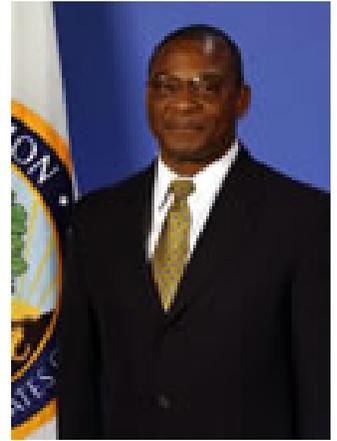
Superintendent: Hector Montenegro

Number of Schools

High Schools	7
Middle Schools	11
Elementary Schools	36
Special Campuses	7
Pre-K Schools	2

Michell C. Clark

Assistant Secretary for Management and Chief Human Capital Officer
Biography



Michell C. Clark is the Department of Education's Assistant Secretary for Management and Chief Human Capital Officer. He was nominated by President Bush on December 13, 2005, confirmed by the Senate on March 13, 2006, and was sworn in on March 17, 2006.

He was designated the acting assistant secretary for management, acting chief information officer and acting chief human capital officer, effective July 30, 2005. Prior to this designation, he served two years as deputy assistant secretary for management, providing the Department with budgetary guidance and leadership in all areas of information technology (IT) and security, including physical, personnel and computer network security. He concurrently served as the director of security services from March 17, 2003, through Nov. 12, 2004. Prior to joining ED, Clark was employed with PricewaterhouseCoopers, L.L.P. headquartered in Fair Lakes, Va., for five years from 1998 to 2003. He served with PwC as the practice leader for its General Customer Relationship Management practice. Projects he managed included an e-Government assessment of Virginia's Department of Information Technology; an assessment for the former Immigration and Naturalization Service on integrating its Automated Biometric Identification System (IDENT) fingerprint data with the FBI's Integrated Automated Fingerprint Identification System; and a five-year e-Business plan for the Defense Contract Management Agency to support worldwide operations. In 2001, Clark was a member of the electronic government advisory committee to the Joint Commission on Technology and Science, Virginia General Assembly. Clark served 20 years in the U.S. Army, including one tour of duty directly supporting the chairman of the Joint Chiefs of Staff. He received his honorable discharge in June 1998 at the rank of lieutenant colonel.

During his last two years of service, the Army stationed Clark in the Pentagon's Program Analysis and Evaluation Directorate, where he worked on DOD budget issues, helping to coordinate both the Army's six-year \$365 billion fiscal program as well as several annual budgets. In 1995 and 1996, Clark worked on security and strategic planning issues for all four branches of the armed services while at the Pentagon's Office of the Director of the Joint Staff. There, among other duties, he improved the quality and timeliness of security and logistics information provided to the secretary of defense and the president.

From 1993 to 1995 at the Pentagon, Clark had his most memorable assignment working for the Office of the Chairman of Joint Chiefs of Staff as the executive assistant to the director. He worked on security, political, strategic planning and defense issues for the four armed services and also directed the Physical and Personnel Security Divisions of the Joint Staff. He managed IT operations and security activities, including a Top Secret-Sensitive Compartmental Information (TS-SCI) computer network, and he supervised military and civilian personnel from all four services and established a new Joint Staff Directorate of 140 personnel to consolidate executive management functions.

From 1991 to 1993 at the Yongsan Garrison, in Seoul, South Korea, Clark worked for the Office of the Comptroller, running a functional review of its operations throughout the peninsula. As a part of that review, he developed and implemented a program to identify and streamline the operations and functions of the 8th Army in Korea. He implemented and directed a U.S. Forces, Korea command-wide Study Program to streamline base operations and functions that identified \$6.2 million in savings. From 1990 to 1991, Clark attended the Command and General Staff College at Fort Leavenworth, Kan. In 1988, the Army sent him to Purdue University for two years, where he earned an M.S. degree in industrial engineering.

He began his Army career as a 1978 West Point graduate with a major in engineering. During his first ten years of service, he worked stateside for the Army in a number of posts. While stationed at Fort Lewis, Wash., he was an executive officer to a multidivisional branch providing comprehensive administrative support for more than 100,000 personnel. At Fort Greely, Alaska, he ran a full-service printing plant, processing more than 15,000 jobs per year. In his next post at the Reserve Components Personnel and Administration Center (RCPAC) in St. Louis, Mo., he managed a staff of 18 that anticipated, planned, and executed the personnel-related components of military operations for 15,000 soldiers while present at their home base and deployed to sites throughout the world. As a performance management and measurement chief at RCPAC, he also coordinated all high-level or sensitive information for an Army Field Operating Agency.

Clark is a frequent speaker on how government agencies, including the armed forces, can use technology to improve their business and procurement practices. He and his wife and two sons live in Woodbridge, Va.

Elizabeth H. Dial

Special Assistant to the President for Intergovernmental Affairs

Biography

Elizabeth H. Dial joined the White House in March 2007 as Special Assistant to the President for Intergovernmental Affairs. Elizabeth serves as a liaison to Governors and other state-wide elected officials and their staff members. Prior to joining the White House staff, Elizabeth served at the US Department of Commerce from January 2001 – March 2007, most recently as Director of Intergovernmental Affairs. Before moving to Washington, DC in 2001, she lived in Columbia, South Carolina, where she worked for then-Speaker of the South Carolina House of Representatives David H. Wilkins, as well as former Governor David M. Beasley and the late Governor Carroll A. Campbell, Jr. Born in Columbia, Elizabeth is a graduate of Columbia College where she received a Bachelor of Arts Degree in Public Affairs.

Mr. Geoffrey G. Prosch

Principal Deputy Assistant Secretary of the Army, Installations and Environment
Biography



Geoffrey G. Prosch was appointed Principal Deputy Assistant Secretary of the Army, Installations and Environment (PDASA IE) by President Bush in June 2001. He is responsible for assisting the Assistant Secretary of the Army (ASA IE) in policy development, program oversight and coordination for the design, construction, real estate, operations, maintenance and management of Army installations; privatization of Army family housing, utilities, lodging and other infrastructure programs; base realignment and closure (BRAC); environmental conservation, compliance, clean-up and site disposal programs; and management of the Army's safety and occupational health programs.

He began his public service career as an Army officer after graduation from the U.S. Military Academy (USMA). A decorated Vietnam and Desert Storm veteran, Colonel (Retired) Prosch served 31 years as an Infantry officer including over 12 years of command of infantry, special operations, and installation organizations.

Mr. Prosch is committed to the three components of the Army Vision: "achieving a high quality of life for people" through the Residential Communities Initiative and other infrastructure privatization programs; "strengthening the Army's readiness to prevail in every mission" by improving installation capacity for power projection and training support; and "making Army transformation a reality" via secretariat top cover for the Installation Management Command and execution of the Lean Six Sigma program to improve business practices. He is dedicated to efficiently managing and expanding the Army's \$15B installation budget.

He has extensive federal and private industry senior level experience in all facets of commercial facility and military installation management and security, privatization of utility systems, large contract and budget management, business transformation, and construction program management. During his garrison command, Ft. Polk won the Vice President's Hammer Award for streamlining efficiencies and implementing over 100 reengineering initiatives. Mr. Prosch served as the Acting ASA IE/Senior Official from January 2004 to August 2005.

Mr. Prosch earned a Master of Science degree from Long Island University and is a graduate of the US Army Command and General Staff and War Colleges. His civic affiliations include the Association of the U.S. Army, Association of Graduates, USMA (past president Ft Bragg/Sandhills, NC Chapter), Disabled American Veterans, and Boy Scouts of America (Eagle Rank). He and his wife of 34 years, Kappy, raised their two children, Kathryn (28) and Charles (25) 1LT USA (Afghanistan and Iraq veteran) on military installations worldwide.

Barbara A. Sisson, P.E.

Director, Installation Services
Office of the Assistant Chief of Staff for Installation Management
United States Army
Biography



Ms. Barbara A. Sisson is a native of Long Island, NY and was commissioned an Ensign, Civil Engineer Corps from the University of Notre Dame in 1980, graduating first in her NROTC class with a Bachelor of Science degree in Mechanical Engineering. She holds the distinction of being Notre Dame's first female Brigade Commander of the Battalion of Midshipmen. Ms. Sisson also holds a Master of Science degree in National Resource Strategy from the National Defense University, Industrial College of the Armed Forces and is a graduate of the DOD Senior Acquisition Course, Defense Acquisition University.

She has completed over 27 years of federal service, with roughly half of that time spent working in the government sector with U.S. Departments of Energy, Transportation and Defense. While her remaining service is divided equally between active duty and consulting engineering work in the private sector.

Ms. Sisson has served in numerous command leadership positions worldwide, most recently as the US Central Command Logistics Directorate (J4) Chief of Staff and Deputy Engineer. Her command positions included: Commander, Naval Mobile Construction Battalion 23, Ft. Belvoir, VA; Commander, Contingency Engineering Unit, Atlantic; Commodore, Third Naval Construction Regiment, Atlanta, GA; and Commander, Theater Contingency Engineering Management, US Southern Command, Miami, FL.

Additionally, Ms. Sisson's active duty assignments included tours with Navy Public Works Center, Norfolk, VA; Construction Battalions, Atlantic, in Little Creek, VA; and the Civil Engineer Corps Officer School, in Port Hueneme, CA where she was the first female officer instructor; and Professor of Facilities Management specializing in Public Works Management.

Ms. Sisson's civilian service positions included assignments with: Naval Facilities Engineering Command's Military Construction Division; U.S. DOE Field Management, Defense Programs, and Buildings, State and Community Programs, in the Office of Assistant Secretary for Energy Efficiency and Renewable Energy. Most recently she served as the Associate Administrator for Research, Demonstration and Innovation, with the U.S. Department of Transportation's Federal Transit Administration. She has also managed Readiness Reviews & Management Assessments and Marketing & Business Development of Energy Programs for Bechtel National, Inc. and Bechtel Infrastructure.

Ms. Sisson has numerous military decorations and civilian awards and is an avid runner who's completed twelve full marathons including nine Marine Corps Marathons and the 1990 Boston Marathon.

She resides in Fairfax Station, VA, with her husband, CAPT Kurt D. Sisson, CEC, USN (Ret), and their four children - Lindsay, age 24; Troy, age 23; Flint, age 15 and Grant, age 9.

Kerri L. Briggs

Assistant Secretary for Elementary and Secondary Education

Biography

Kerri L. Briggs is assistant secretary for elementary and secondary education. She was nominated by President Bush on March 6, 2007, and confirmed by the United States Senate on June 22, 2007. As assistant secretary, Briggs plays a pivotal role in policy and management issues affecting elementary and secondary education. She directs, coordinates and recommends policy for programs designed to assist state and local education agencies with: improving the achievement of elementary and secondary school students; helping ensure equal access to services leading to such improvement for all children, particularly children who are economically disadvantaged; fostering educational improvement at the state and local levels; and providing financial assistance to local education agencies whose local revenues are affected by federal activities.



[Print photo](#)

Briggs had served as acting assistant secretary for planning, evaluation and policy development from Sept. 1, 2006, through January 2007. Before that, Briggs had served for one year as senior policy adviser in the Office of the Deputy Secretary, where she worked on K-12 policy and regulations pertaining to the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Act. In 2001, she joined the Department as a senior policy adviser in the Office of Elementary and Secondary Education, working for four years on the review and approval of state accountability plans for NCLB. She also helped write the original regulations and nonregulatory guidance for implementation of the law's accountability, assessment, flexibility and teacher quality provisions.

A native of Midland, Texas, Briggs moved as a young girl with her family to Houston, where she attended public schools. She earned her bachelor's degree in political science from Stephen F. Austin State University in 1989, and she did her postgraduate work at the University of Southern California, where she earned a master's and, later, a Ph.D. in education policy and organizational studies.

Briggs came to the Department after working for two years at the University of Texas Center for Reading and Language Arts in Austin, where she served as a research associate and as the director of evaluation.

The author of many articles on reading, charter schools and school-based management, Briggs was the co-editor of the 2003 book *Reading in the Classroom: Systems for Observation of Teaching and Learning* published by the P.H. Brookes Publishing Co., Baltimore, Md.

Briggs is currently the chair of the Junior League of Washington: Literacy Partnerships committee, of which she also served as vice chair from June 2005 through July 2006. She is also a board member for the Aged Women's Home of Georgetown.

Patrick J. O'Brien

Director of OEA

Biography

As Director of the Office of Economic Adjustment under the Secretary of Defense, Mr. O'Brien leads a talented team of project managers in assisting local economic adjustment efforts. Additionally, he manages the Defense Economic Adjustment Program and is the Executive Director of the President's Economic Adjustment Committee as it was recently updated by Executive Order to assist communities to respond to Defense base closures or realignments, contractor reductions, and base expansions.



He served as an OEA project manager for several local adjustment efforts from the previous '88, '91, '93, and '95 BRAC rounds, assisting various local efforts including those at Fort Ord, Loring AFB, Wurtsmith AFB, NTC San Diego, and Cameron Station. Additionally, he authored the OEA Community Guide to Base Reuse and several other technical resources for communities, and led different BRAC implementation policy reviews. He has demonstrated experience with all aspects of the BRAC process and has worked a range of issues, including: public-private initiatives; Federal real property disposal; local organization and business plan development; redevelopment planning; and, economic cost-benefit analyses.

Prior to joining OEA, he negotiated development packages of various sizes, reviewed labor policies, sized Federal loan participations, assisted distressed communities in evaluating proposed housing and economic projects, and crafted Executive legislative initiatives for the U.S. Department of Housing and Urban Development where he started his Federal career as a Presidential Management Intern. Preceding his tenure with the Federal government, Mr. O'Brien was an Assistant Business Developer for the City of Duluth, MN, where he assisted with the re-use of a closed air base; prepared marketing, finance, and business survey packages to assist local development efforts; and co-drafted the State's first enterprise zone bill. He also served as a citizen representative to the Duluth Joint Airport Zoning Board.

Mr. O'Brien has Bachelor of Arts degrees in Urban Affairs and Political Science from the University of Minnesota-Duluth, where he graduated "cum laude" and as a member of the Golden Key National Honor Society. He also received a Masters of Science degree in Public Management and Policy Analysis from the School of Urban and Public Affairs at Carnegie-Mellon University, where he graduated "with distinction," student-taught organizational management, and was elected to Pi Alpha Alpha. Mr. O'Brien is certified as an "Economic Development Finance Professional" by the National Development Council and graduated from the Federal Executive Institute's "Leadership for a Democratic Society."

Major General Robert P. Lennox

Commanding General

Air Defense Artillery Center Commandant, Air Defense Artillery School and Fort Bliss



Major General Robert P. Lennox is a native of Houston, Texas. He is a 1977 graduate of the United States Military Academy at West Point where he earned a Bachelor of Science Degree in Engineering. He also holds a Masters Degree in Business Administration from Stanford University. Major General Lennox's military education includes the Air Defense Artillery Officer Basic and Advanced Courses, the Combined Arms Services Staff School, the Army Command and General Staff College, and the National War College earning a Masters Degree in National Security Strategy. Major General Lennox's last assignment was as the Deputy Commanding General/Chief of Staff United States Army Accessions Command. His previous assignments include: Deputy Commanding General, United States Army Space Command/Deputy Commanding General for Operations, United States Army Space and Missile Defense Command; Deputy Commanding General, United States Army Air Defense Artillery Center and Fort Bliss; The Army Staff Transition Coordination Officer for the Director of the Army Staff; Commander, 108th Air Defense Artillery Brigade; Air Defense Analyst, Joint Staff in the J-8 Directorate for Force Structure, Resources and Assignments. Commander, 1st Battalion 2nd Air Defense Artillery (the Avenger battalion organic to the 108th Air Defense Artillery Brigade at Fort Stewart, Georgia); Chief of Plans, 32nd Army Air and Missile Defense Command, in Darmstadt, Germany; Major General Lennox deployed to Saudi Arabia from Giessen, Germany as the Executive Officer for the 4th Battalion (PATRIOT), 43rd Air Defense Artillery in support of Operation Determined Resolve; Battery Commander and Battalion Operations Officer in the 1st Battalion 67th Air Defense Artillery, 9th Infantry Division, Fort Lewis, Washington; Platoon Leader, Executive Officer, and Battalion Adjutant of the 1st Battalion, 62 Air Defense Artillery in the 25th Infantry Division.

Major General Lennox's decorations and awards include the Legion of Merit (with four oak leaf clusters), the Defense Meritorious Service Medal, the Meritorious Service Medal (with one silver oak leaf cluster), the Joint Service Commendation Medal, the Army Commendation Medal, the Southwest Asia Service Medal, and the Parachutist Badge.

Contact Information: Phone (915-568-1605)

Colonel Robert T. Burns

Garrison Commander

U.S. Army Garrison, Fort Bliss

Colonel Bob Burns was born September 5, 1961, at the U.S. Naval Air Station, Naples Italy. He grew up in Florida and attended the University of Florida earning an Army ROTC scholarship. He graduated in 1984 with a Bachelor of Arts in Political Science, and was commissioned a Second Lieutenant in the Air Defense Artillery. He also holds a Masters of Science in Administration from Central Michigan University, and a Masters of Strategic Studies from the United States Army War College.



Colonel Burns' leadership and staff positions include: Platoon Leader and Battery Executive Officer, 5th Battalion (C/V/S), 62nd Air Defense Artillery, Fort Bliss, Texas; Battalion Fire Direction Officer and Commander, C Battery, 4th Battalion (PATRIOT), 43rd Air Defense Artillery, Giessen, Germany; Assistant G3 Plans, 32nd Army Air Defense Command, Darmstadt, Germany; Course Director, U.S. Army Computer Science School, Fort Gordon Georgia; Battalion Operations Officer and Executive Officer, 3rd Battalion (PATRIOT), 43rd Air Defense Artillery, Fort Bliss Texas and Dhahran, Saudi Arabia; Brigade Operations Officer, 108th ADA Brigade, Ft Bliss, Texas; Military Secretariat, Directorate of Strategic Plans and Policy, J5, the Joint Staff; Commander, 1st Battalion (PATRIOT), 7th Air Defense Artillery, Fort Bliss, Texas and Riyadh Saudi Arabia; Executive Officer, Directorate of Personnel Transformation, the Army Staff; and most recently Director of Training, Doctrine, and Leader Development, United States Army Air Defense Artillery School, Ft Bliss, Texas.

Colonel Burns' military education includes graduation from the Air Defense Artillery Officer Basic and Advanced Courses, the Combined Arms Services Staff School, the U.S. Army Computer Science School, the U.S. Army Command and General Staff College, the Joint and Combined Staff Officers School, the United States Army War College, and the U.S. Army Airborne and Air Assault Schools.

His awards and decorations include the Defense Meritorious Service Medal, the Meritorious Service Medal (4OLC), the Army Commendation Medal (3OLC), the Joint Staff Achievement Medal, the Army Achievement Medal (3OLC), Armed Forces Expeditionary Medal, Southwest Asia Service Medal, Global War on Terrorism Expeditionary and Service Medals, Joint Staff Identification Badge, Army Staff Identification Badge, Army Parachutist Badge, and the Air Assault Badge. His unit citations include the Joint Meritorious Unit Award and Army Superior Unit Award.

Contact Information: Phone (915-568-2833)

Mr. Joseph Moscone

Deputy Garrison Commander
U.S. Army Garrison, Fort Bliss



Mr. Joseph Moscone assumed the position of Deputy to the Commander, U.S. Army Garrison, Fort Bliss, TX in March 2006. His most recent assignment was located in Stuttgart, Germany, where he served as Deputy to the Commander and Chief of Staff, U.S. Army Garrison-Stuttgart. Mr. Moscone is no stranger to the Fort Bliss community, having previously served in many key positions here, including Installation Garrison Manager, and the Director of Community Activities. He has over 25 years of federal service, beginning his career as a Recreation Assistant, GS-03 in 1981. Since that time, his career has encompassed a broad range of assignments in the fields of Installation Management, Base Operations and Morale, Welfare, Recreation (MWR). In addition to his previous tenure as Garrison Manager at Fort Bliss, he also served as Director of Community Activities here as well, managing one of the most successful MWR operations in the Army. Other previous assignments have included serving as Chief, Community Services, U.S. Army Space and Strategic Defense Command-Kwajalein Atoll' Assistant Director of Community Activities, Fort Bliss, TX; Chief, Family Support Division, Fort Bliss, TX; Family Support Officer, Berlin, Germany; Youth Service Director, Berlin, Germany, MWR Officer, Lexington-Bluegrass, Depot, KY, Morale Support Officer, Letterkenny Army Depot, PA; Youth Services Director, Fort Monmouth, NJ; Recreation Assistant, Selfridge A.N.G Base, MI.

Mr. Moscone is a graduate of the Army Management and Staff College; Garrison Pre-Command Course; Army Director of Personnel and Community Activities Course; Army Senior Labor Relations Course; and several other civilian executive training and development classes. He earned his Bachelor of Science degree from Wayne State University and M.S. course work from the University of Texas at El Paso, in the field of Public Administration.

Mr. Moscone's distinguished awards include the Army Community and Family Support Center Order of the White Plume Medal; Meritorious Civilian Service Medal; two-time winner of the Association of the United States Army (General of the Army Omar Bradley Chapter) Installation Supervisor of the Year Award; Superior Civilian Service Medal; and the Commander's Award for Civilian Service Medal.

Contact Information: Phone (915-568-5473)

Command Sergeant Major Robert S. Rodgers

Division Command Sergeant Major
USA Air Defense Artillery Center and Fort Bliss

Command Sergeant Major Rodgers, USA Air Defense Artillery Center and Fort Bliss Command Sergeant Major, is a native of Arkansas. He enlisted in the United States Army in January 1977 as a Vulcan Missile Crewmember.

CSM Rodgers has served in a variety of positions including: 94th Army Air and Missile Defense Command Command Sergeant Major, 35th Air Defense Artillery Brigade Command Sergeant Major, 5-52 Battalion Command Sergeant Major, 11th Brigade S-3 Sergeant Major; First Sergeant and Platoon Sergeant, Bravo Battery, 3-4 ABN, Fort Bragg, North Carolina; First Sergeant, Alpha Battery, 1-62 ADA in Schofield Barracks, Hawaii; Observer Controller, JRTC, Fort Polk, Louisiana; Drill Sergeant, Bravo Battery, 3-56 ADA Training Battalion, Fort Bliss, Texas; Squad Leader, Alpha Battery, 1-3 ADA, Fort Campbell Kentucky; Squad Leader, Alpha Battery, 2-61 ADA, Camp Pelham, Korea; Squad Leader, Bravo Battery, 1-67 ADA, Fort Lewis, Washington; and a Squad Leader/Crewman in Bravo Battery, 2-60 ADA, Ramstein AFB, Germany.



CSM Rodgers' military education includes the Basic Leadership Course, the Primary Leadership Course, the Basic Non Commissioned Officers Course, Drill Sergeants School, Air Assault School, Basic Airborne School, Advanced Airborne School, and he is a graduate of the US Army Sergeants Major Academy Class 49.

CSM Rodgers' civilian education includes an Associates Degree in Administration and Management, a Bachelors Degree of Science in Liberal Arts, and a Master of Arts Degree in Human Resource Development through Webster University.

CSM Rodgers' Military awards include the Legion of Merit, the Meritorious Service Medal (3OLC), the Joint Service Commendation Medal, the Army Commendation Medal (6OLC), the Army Achievement Medal (4OLC), the Drill Sergeants Badge, the Master Parachute badge, the Air Assault Badge, the British Parachute Badge, and the Australian Parachute Badge.

Contact Information: Phone (915-726-8298)

Command Sergeant Major Tony H. Purdy

Garrison Command Sergeant Major
U.S. Army Garrison, Fort Bliss

Command Sergeant Major Tony H. Purdy was born in Gainesville, Florida and raised in St. Petersburg, Florida. He enlisted in the Army in January 1979 and immediately thereafter underwent Basic Combat Training (BCT) and Advanced Individual Training (AIT) at Fort Bliss, Texas.

Some of his assignments include tours at Fort Stewart, Georgia; Fort Jackson, South Carolina; Fort Bliss, Texas; Fort Lee, Virginia; and overseas assignments in locations such as Korea, Germany; Kuwait and Southwest Asia. Command Sergeant Major Purdy's demonstrated ability to lead and effectively manage concurrent priorities in performance-critical environments enabled him to serve in a variety of leadership positions including: Battalion Command Sergeant Major of 1-56 ADA Fort Bliss, Texas; First Sergeant of B-Btry 1-56 ADA; Air Defense Artillery Observer Controller at the National Training Center (NTC) at Fort Irwin, California; Officer Basic Course Platoon Sergeant; and Drill Sergeant. On 1 September 2005, Tony Purdy became the Command Sergeant Major of the U.S. Army Combined Arms Support Battalion.



Command Sergeant Major Purdy is a 2003 graduate of United States Army Sergeants Major Academy Class 53; He is also a graduate of the USASMA First Sergeant Course, Drill Sergeant School, and the Air Defense ANCOC, BNCOC, and PNCOC courses.

His awards and decorations include the Army Meritorious Service Medal (5th oak leaf cluster), Army Commendation Medal (3rd oak leaf cluster), Army Achievement Medal (10th oak leaf cluster), Army Good Conduct Medal (8th award), Unit Award, Army Drivers Badge, and the Army Drill Sergeant Badge.

Contact Information: Phone (915-568-2001)

Dr. Sylvia P. Atkinson

Superintendent of Socorro Independent School District
Biography



Dr. Sylvia P. Atkinson is beginning her sixth year as a Superintendent of Schools. She holds a Doctorate degree in Administration and Supervision from the University of Houston, a Master's degree in Educational Administration from the University of Texas at Brownsville, and a Bachelor's degree in Political Science & Sociology from Southern Methodist University.

Dr. Atkinson began her tenure in the Socorro Independent School District in January 2007. She came to Socorro from Santa Rosa Independent School District, where she was their first female Superintendent of Schools. Prior to Santa Rosa, Dr. Atkinson was Superintendent in the Los Fresnos Consolidated Independent School District for close to four years where she was very committed to supporting technology and innovative instructional programs. Prior to Los Fresnos, Dr. Atkinson was an Executive Director in Eagle Pass.

Her career in education began as a classroom teacher in the Brownsville area where she grew up. She rose through the ranks to become a campus administrator and later a departmental administrator in Human Resources. It was during this period that it became crystal clear that the teaching profession remains the most significant factor in the success or failure of our students. To that endeavor, she has been committed to quality recruitment and successful retention of our teachers.

Dr. Atkinson has been recognized for her work with several state-wide and regional committees. Most notably, Dr. Atkinson has worked with the State Comptroller's Office on Student Performance Reviews and the Texas Association of School Board's steering committee on Superintendent Services. Dr. Atkinson has also served on the Executive Board for the Region One Regional Advisory Committee for Superintendents as well as on the Executive Board for the South Texas Association of Schools. Dr. Atkinson is widely respected as a results-oriented educational administrator whose priority remains increasing student opportunities to excel in all aspects of their public school career.

Dr. Atkinson enjoys community service and promoting business/university partnerships with public school districts. She is widely held as a bottom-line administrator who holds the public trust in high regard. Transparency and a passion for teachers and students will always be at the forefront of what she does. She is often quoted as saying that she works to keep the "public" in public education.

Raised in a family of ten in South Texas whose parents were committed to education and supporting law enforcement, Dr. Atkinson is a staunch advocate for those who strive to help others achieve their full potential and for those who help keep us safe. Striving towards academic excellence, ensuring fiscal management, and promoting customer service, she plans to nurture a long and successful relationship with the Socorro ISD Community.

Ricardo Estrada

Superintendent of Clint Independent School District
Biography

At a special school board meeting held on January 12, 2005, the Clint Independent School District Board of Trustees voted unanimously to employ Ricardo Estrada as the new Superintendent of Schools. "My heart has been in the district for the past 35 years. I have always believed that Clint ISD is the best district in the state of Texas," said Mr. Estrada during the Board Meeting.

Formerly the Deputy Superintendent for the district, Mr. Estrada has been with Clint ISD for 35 years. Beginning as a teacher and a coach in 1969, he moved on to administration in 1977 as an Assistant Principal at W. D. Surratt Elementary. Since then he has served as Principal of Montana Vista Elementary, Bilingual Coordinator, Director of Bilingual Education and Special Programs, Assistant Superintendent and Deputy Superintendent.

Mr. Estrada, who wants to be a hands-on Superintendent, began his new position by visiting the district campuses to address the staff. Because the district is doing well in student performance, attendance, and finance, Mr. Estrada does not see a reason to make changes at the campus level. "I will make decisions that are in the best interest of the students and staff of Clint ISD," says Mr. Estrada.

Mr. Estrada and his wife, Roberta, were raised in Fabens and currently reside in East El Paso. Mrs. Estrada has been with Clint ISD for the past 39 years. They have two sons Dominick and Patrick both who graduated from Clint High School.



Dr. Lorenzo García

Superintendent of El Paso Independent School District
Biography

Lorenzo García, Ed.D, is the superintendent of the El Paso Independent School District.

García was appointed by the EPISD Board of Trustees in January of 2006 and took over as the District's leader on Feb. 1 of that same year.

“The time is now to move forward and work on goals to keep EPISD moving in the right direction,” García said.

Prior to being named superintendent of EPISD, the seventh largest school district in Texas, García was the deputy superintendent of Instructional Services for the Dallas Independent School District. He was also the assistant superintendent and area superintendent for the Spring Branch Independent School District in Houston. García also has been a principal, assistant principal and a history and Spanish teacher in his more than 30 years in education.

García earned a bachelor's degree from Angelo State University, a master's degree from Stephen F. Austin State University and a doctorate from the University of Houston. He has also worked and trained under former Texas Education Commissioner Mike Moses.

García, who grew up in Lubbock, is married to Tami and they have two children, Zoe and Garrett, both students in EPISD.



Hector Montenegro

Superintendent of Ysleta Independent School District

Biography

Hector Montenegro is currently the Superintendent of Schools of the Ysleta Independent School District in El Paso. Originally from Los Angeles, California, Hector Montenegro attended California State Polytechnic University where he received his Bachelor of Science degree in Mathematics, Stanford University where he obtained his Masters degree in Mathematics Education, and did graduate work at Georgetown University in Washington, DC, and the University of Texas.



Hector Montenegro began his teaching career in San Jose, California in 1975 where he taught math at the junior and senior high school levels. He later taught and was an assistant principal in Washington, DC, a junior high principal in Alexandria, Virginia and a high school principal in Fairfax County, Virginia. Mr. Montenegro later served as Chief of Staff of the DC Public Schools before moving to Austin where he was a principal and an Area Superintendent for the Austin Independent School District. From 1996-2001, Mr. Montenegro was the Superintendent of Schools for the San Marcos Consolidated Independent School District. Most recently, he served as the Deputy Superintendent for Instructional Services for the Dallas ISD before coming to Ysleta in March 2003.

Hector Montenegro has received numerous awards including: 2006 State-Wide TABE Honoree Award for Public Education; 2006 LULAC National Distinguished Educator Award for Commitment in Education; 2006 TCEA Texas Technology Superintendent of the Year award; 2005 National LULAC Educator of the Year award; inducted into the El Rancho Hall of Fame in Los Angeles; The San Marcos Hispanic Chamber of Commerce "Outstanding Citizen of the Year" award; the San Marcos Lion's Club "Teaching Excellence Award", LULAC Hispanic Leader of the Year Award in Austin in 1994, POWERS Creative Leadership Award, in Washington, DC in 1989, and Outstanding Young Man of America in 1985.

Hector Montenegro is married to Raquel Perez Montenegro who was born and raised in Austin. They have two daughters, Fabiana, a sophomore at UTEP and Celina, a junior at Eastwood HS.

Dr. Pam Padilla

Superintendent of Canutillo Independent School District

Biography

Canutillo Independent School District Board of Trustees approved unanimously the hiring of Dr. Pam Padilla as the District's superintendent during a special school board meeting held January 24, 2006.



Before being named superintendent, Dr. Padilla was CISD Assistant Superintendent for Student Performance for nearly four years. She was Director of Special Programs when she first joined the District in September 2001.

Dr. Padilla served as a senior field service agent and coordinator of field services for Region 20 Education Service Center in San Antonio, Texas for a year before coming to CISD. She provided mentoring and technical assistance to superintendents of public school districts and charter school directors in all areas of school operations.

Dr. Padilla served as Superintendent for Anthony ISD from 1997-2000. Prior to her service with Anthony ISD, she served three years as Director of Curriculum and Instruction and Deputy Director for the Region 19 Education Service Center, where she assisted with the implementation of the Professional Development and Appraisal System (PDAS) at the state and regional levels.

Dr. Padilla has taught at all levels, elementary through university level coursework. Dr. Padilla received a Doctorate of Education in curriculum & instruction from New Mexico State University, a Masters degree in education from the University of Texas at El Paso, and a Bachelor of Arts degree in English and Classical Languages from the University of Arizona.

As Canutillo ISD Superintendent, Dr. Padilla is charged with the education of more than 5,600 students in five elementary schools, two middle schools, and one high school, and she oversees 840 employees and an annual budget of over \$45 million.

CISD is one of the fastest growing districts in West Texas. The District is currently building its fifth elementary school with construction of its sixth elementary school scheduled to start in 2009 as part of the \$39.03 million Bond Issue that was passed in February 2006.

CISD also opened its new Canutillo High School in January 2006. The state of the art high school campus was funded with two bond issues: the first one was a \$23 million bond referendum passed in 2000 and then a second bond issue was passed for \$12.3 million in 2003.

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 Bliss, TX Sample Questions and Answers

1Q: What is the purpose of the visit?

1A: The purpose of the Senior Leadership trip is to improve understanding and communication among all stakeholders about the impact of Army growth on local school districts.

2Q: Is one of the purposes of the trip to see if our community qualifies for federal school construction funds?

2A: The purpose of the trip is to improve understanding and communication about local school impacts, of which construction, expansion, and renovation are obviously among the most important. What the Senior Leadership take away from this trip will help inform future discussions about appropriate federal, state, and local roles in responding to growth at Army installations, including those roles for school-related capital projects.

3Q: Why did you decide to come to Fort Bliss? 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 Bliss is among them. The Economic Adjustment Committee (E.O. 12788, as amended) through the office of Economic Adjustment (OEA) is scheduling technical and Senior Leadership visits to four installations to initially understand and foster greater communication around the issue.

4Q: Is one of the purposes of the trip to see if our community and Fort Bliss 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 Bliss 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 Bliss, and the local educational agencies. The Senior Leadership visit is an essential step in building this understanding.

6Q: Are the Army’s models adequate for projecting the number of school-aged children? Do the models adequately account for demographic changes, such as more soldiers with older children, or deployments, when family members may not move to or remain at Fort Bliss?

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 Bliss’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 Bliss will be felt by five independent school districts: El Paso, Ysleta, Canutillo, Clark, and Socorro. 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.

Fort Bliss
Senior Leadership Flight Schedules
(arranged by arrival times)

Sunday, 10/28/07

Michell Clark

<i>Arrive: AA 1161</i>	<i>Depart: AA 1161</i>
10/28 at 3:05 pm	10/29 at 5:15 pm

Geoff Prosch*

<i>Arrive: UN 6699</i>	<i>Depart: UN 5838</i>
10/28 at 5:18 pm	10/30 at 6:00 am

Patrick O'Brien*

<i>Arrive: AA 1033</i>	<i>Depart: UN 5838</i>
10/28 at 6:10pm	10/30 at 6:00am

Kerri Briggs

<i>Arrive: AA 1223</i>	<i>Depart: AA 832</i>
10/28 at 7:25 pm	10/29 at 3:55 pm

Taffy Corrigan*

<i>Arrive: AA 1223</i>	<i>Depart: AA1052</i>
10/28 at 7:25 pm	10/30 at 8:25 am

Barbara Sisson

<i>Arrive: UN 6739</i>	<i>Depart: AA 832</i>
10/28 at 10:39 pm	10/29 at 3:55 pm

Not in Attendance

Maggie Grant & Elizabeth Dial

****Denotes Tuesday, 10/30/07 Departure (2nd night stay)***

Advance Team Contact Information

Gary Willis, Office of Economic Adjustment
703-901-7606 (cell)

Mike Berger, Booz Allen Hamilton
301-379-0700 (cell)

Robb Ramos, Booz Allen Hamilton
210-326-0930 (cell)

El Paso Marriott
915-779-3300

Department of Defense Office of Economic Adjustment

Educational Partners Consortium Meeting October 29, 2007



El Paso County School Districts



- 9 Regional School Districts
- 5 Heavily Impacted Districts:
 - El Paso, Ysleta, Socorro, Clint, Canutillo

*Great Schools Produce an Even
Greater El Paso...*

Educational Innovations



How we got here...

- El Paso Region Educational Partners Consortium
 - 9 regional school districts
 - Region 19
 - Fort Bliss
 - City of El Paso
 - El Paso Community College
 - UTEP
 - NMSU
 - Upper Rio Grande Workforce Development Board
- Process Action Team



Advanced Programs in the Region

- Advanced Placement / Dual Credit
 - El Paso ISD, Ysleta ISD, Socorro ISD, Clint ISD, Canutillo ISD
- International Baccalaureate
 - El Paso ISD, Socorro ISD
 - High School Level
 - Canutillo ISD
 - Primary Years
- Early College High School
 - El Paso ISD (2008), Socorro ISD, Ysleta ISD, Canutillo (2008)



EPISD College Readiness

- Related Career Exploration and Activities
 - PK-16
- Career Planning
 - Ninth Grade Centers
- High School “Career Major”
 - Core Courses-Elective Courses
 - AVID and Princeton Review
- Military Liaisons



Ysleta ISD Magnet Schools

- Health Sciences
- Multinational Business
- Mass Communication and Multi-media
- Information Technology
- Math, Science, Engineering
- Law, Criminal Justice
- Leadership

Socorro ISD

“A World of Possibilities”

- Secondary Programs
- Career & Technology Programs
- College Readiness Initiatives
- Initiatives Addressing Special Needs Students
- Athletics
- Fine Arts
- Transitional Initiatives for Military Students/Families



Canutillo ISD One-Way & Two-Way Dual Language Programs



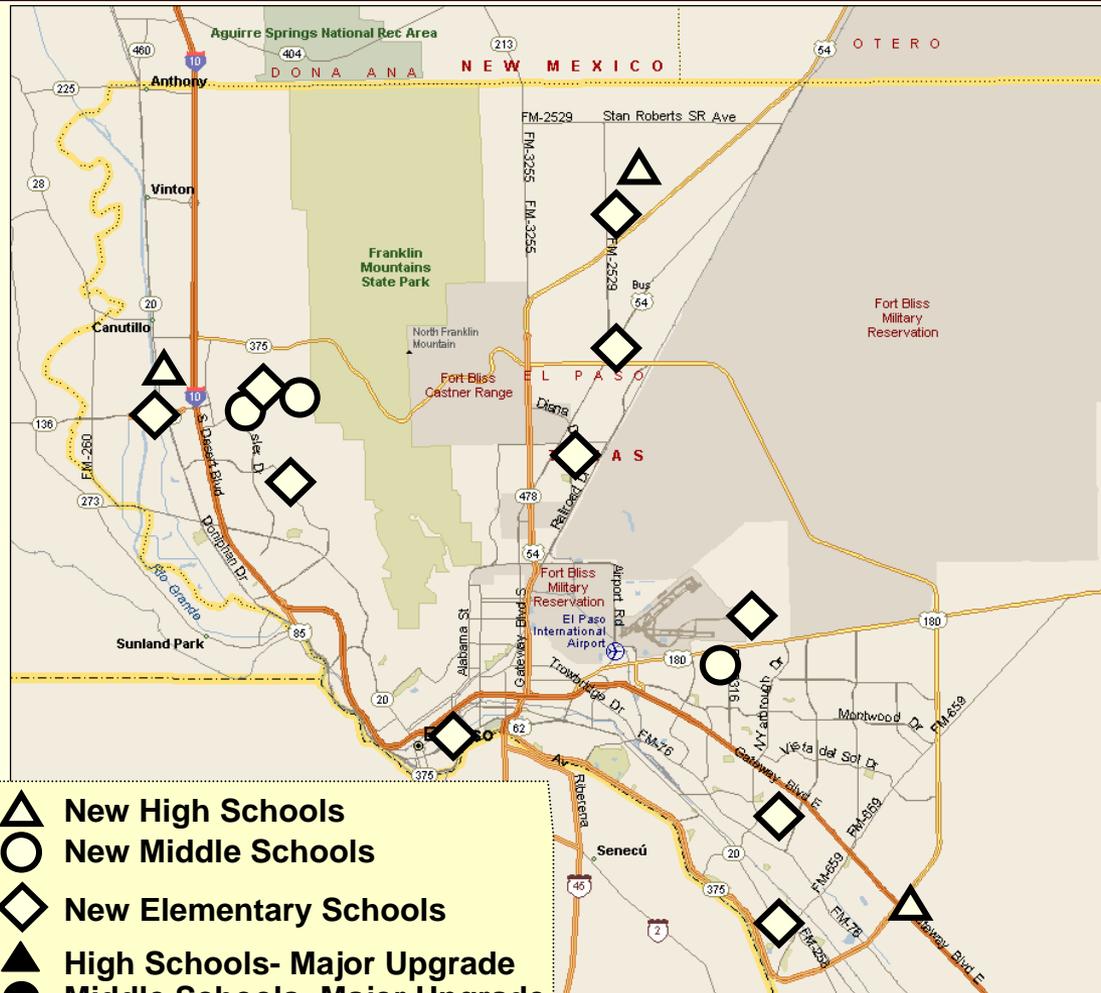
- Academic success in two languages creates many opportunities for students who are able to use their bilingual skills to secure excellent jobs, participate fully in society, and play an important role in the economic development of our region.



Clint ISD Research based programs at all grade levels

- Classroom Instruction that Works
 - Marzano 9 Effective Teaching Strategies
- Sheltered Instruction Observation Protocol (SIOP)
 - Making Content Comprehensible for English Language Learners

Funding Growth in Education



- **\$875M Bonds Approved ('03-'07)**
- **3 New High Schools**
- **3 New Middle Schools**
- **10 New Elementary Schools**
- **Upgrades on 16 Additional Campuses**
- **\$397 Million Pending Voter Approval**

Graphic courtesy REDCo

El Paso ISD 2007 Bond Program

(Recently passed)

Description	Bond Total Project Cost
New School Construction	\$142,595,868
Reconstruction of Alamo Elementary School	\$12,282,091
Existing School Building Additions	\$55,055,281
Technology	\$4,498,220
Site Acquisitions	\$3,504,153
Refurbishments-Reroofing	\$9,464,387
Inflation (Cost estimates account for inflation)	***
Internal Administrative Costs	\$1,600,000
Cost Associated with Issuing Bonds	\$1,000,000

\$230 Million

\$101 million (of \$230 million) on military-related projects

Ysleta Bond Issue (passed)

- \$250 million bond referendum was passed by voters in January of 2004
 - Campus Replacements
 - Classroom, Kitchen/Cafeteria, Gymnasium, Field House, Library and Fine Arts Additions
 - Renovations/Refurbishments
 - Technology Upgrades
 - Asbestos Abatement
 - Safety/Security Upgrades
 - Playground Equipment Replacement



Socorro Bond Issue (pending)

Description	Bond Total Project Cost
New Construction	258,930,013
Renovations	6,836,680
Fixtures, Furniture, and Equipment	18,154,794
Technology	15,000,000
Space Needs - Standards and Equity	7,500,000
Refrigerated Air - Life Safety	90,624,528

\$397 Million



Socorro ISD

2004 Bond - \$188.6 Million

- New Construction - \$132.5 Million
 - Three Elementary Schools
 - One Combo School (Elementary/Middle School)
 - 9th Grade School-Expandable Phase I (Eastside)
 - 9th Grade School-Phase I (Valley)
 - Eastlake High School – Phase I
 - Options High School
 - Education Center
- Land Banking-\$4.4 Million
- Additions & Renovations - \$19.5 Million
- Technology, Furniture, Equipment - \$17.9 Million
- Major Improvements & Repairs - \$14.3



Clint 2006 Bond Issue \$90 Million

- Construction of new campuses, additional classrooms, gymnasiums, fine arts facilities, and site improvements at existing campuses

Proposed Projects Proyectos Propuestos	New Construction Edificios Nuevos	Additional Classrooms Adición de salones de clase	Band Room Salón De Banda	Fine Arts Facility Edificio de las bellas artes	Gym Gimnasio	Library expansion Expansión de la biblioteca	Tennis Courts Canchas de tenis	Kitchen Redesign Remodelaciones de la cocina	Additional Parking Estacionamiento adicional	Rockwall Muros de piedra	Facility Improvements Mejoras a los edificios	Mechanical upgrades Mejoras a los sistemas mecánicos	Electrical Upgrades Mejoras a los sistemas eléctricos
Clint HS as Clint Junior High													
Clint JHS as Clint Intermediate													
W.D.Surratt Elementary													
Mountain View High													
East Montana Middle													
Montana Vista Elementary													
Red Sands Elementary													
Horizon High School													
Desert Hills Elementary													
C.T. Welch Intermediate													
Frank Macias Elementary													
New Clint High School													
New Middle School													
New Elementary													

Canutillo ISD Capital Improvement Program

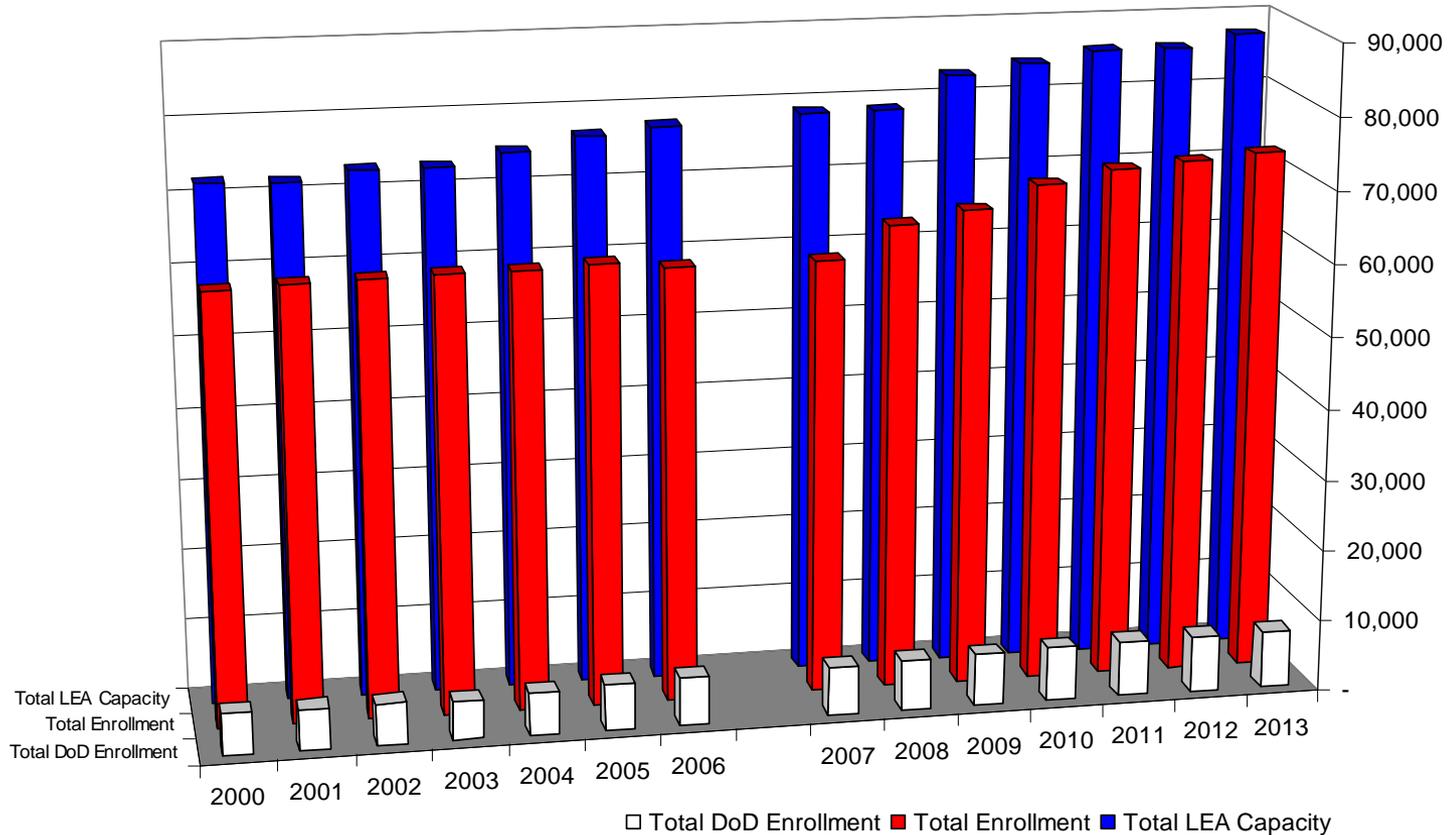
\$35.165 Million

- \$2,000,000 to purchase land for new elementary schools
- \$21,000,000 to build two new elementary schools
- \$3,244,000 to build a science/library addition at Alderete Middle School
- \$1,975,000 for field house at Canutillo High School
- \$3,785,000 for roof replacements
- \$3,161,000 for renovations and other projects



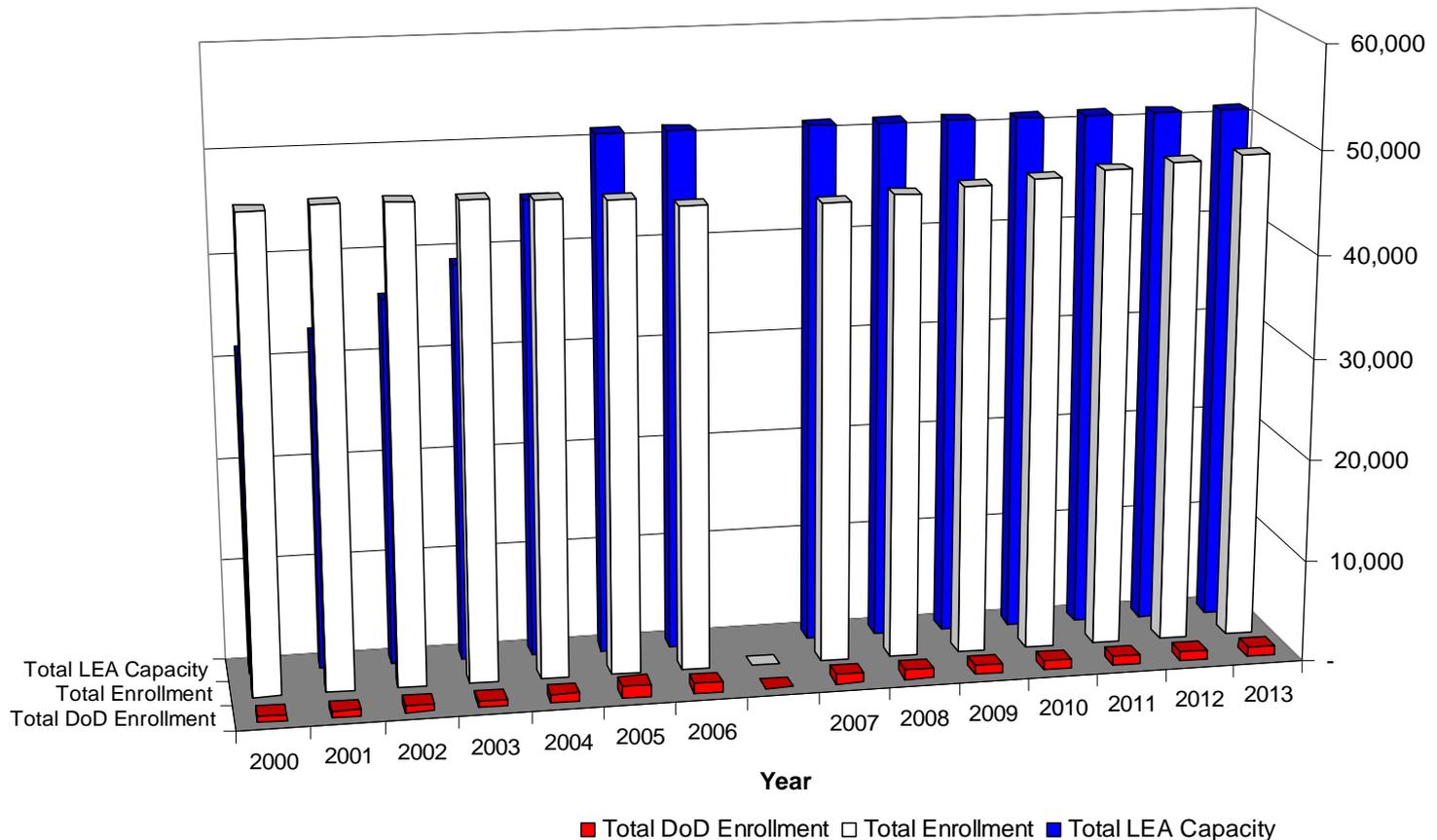
Regional Capacity – El Paso EPISD

EPISD Total Capacity, Enrollment, DoD Enrollment



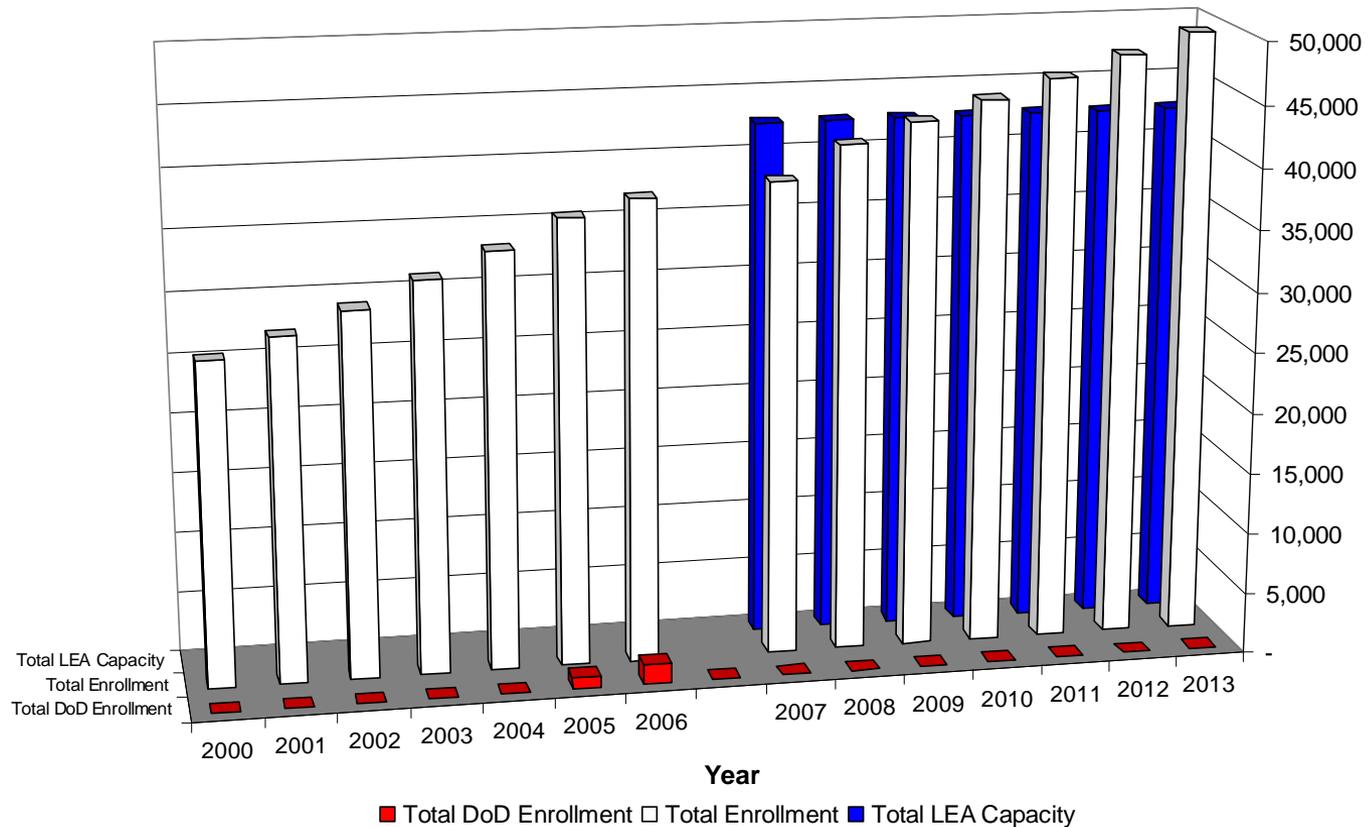
Regional Capacity – Ysleta ISD

Ysleta ISD Total Capacity, Enrollment, DoD Enrollment



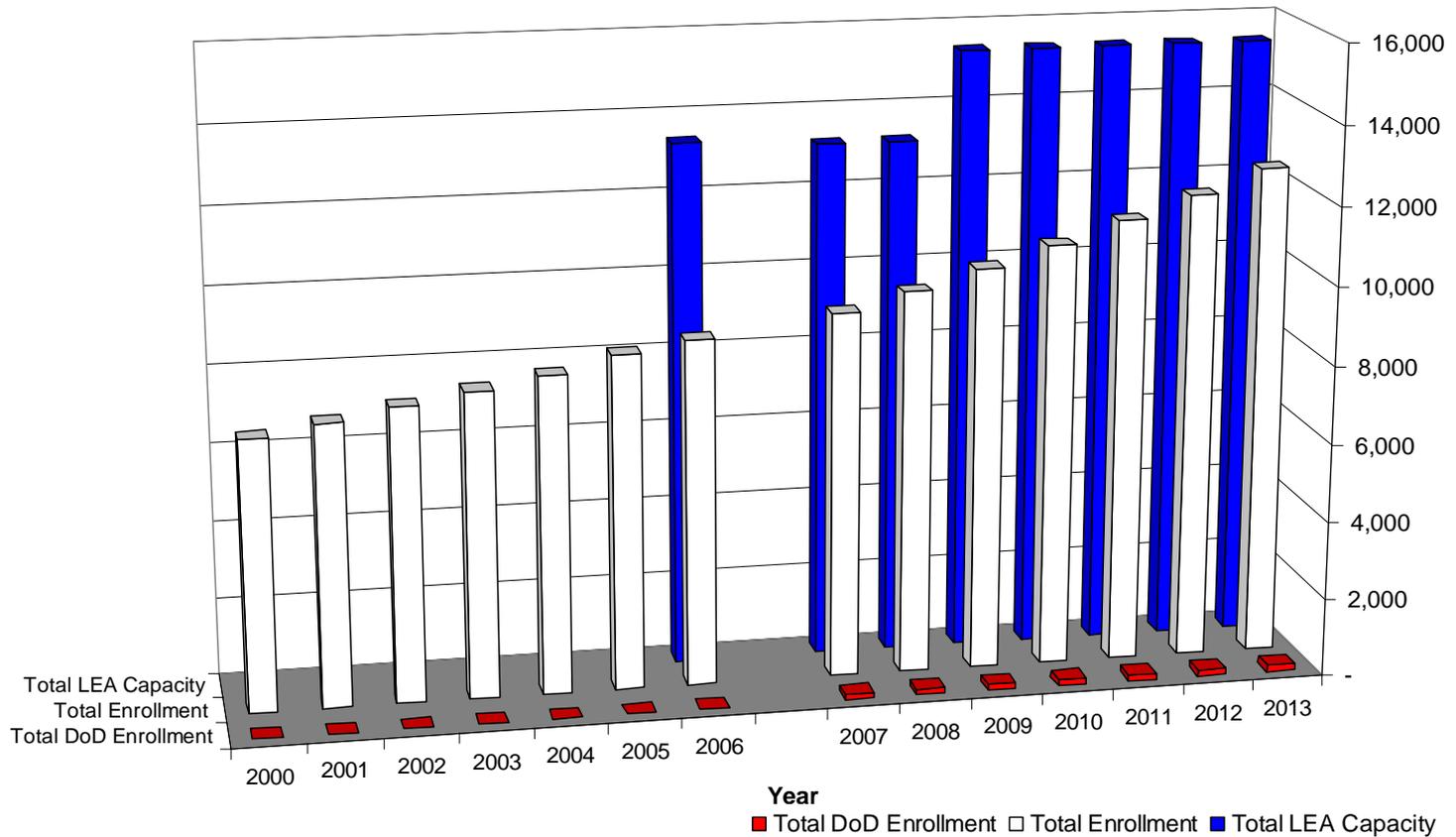
Regional Capacity – Socorro ISD

Socorro ISD Total Capacity, Enrollment, DoD Enrollment



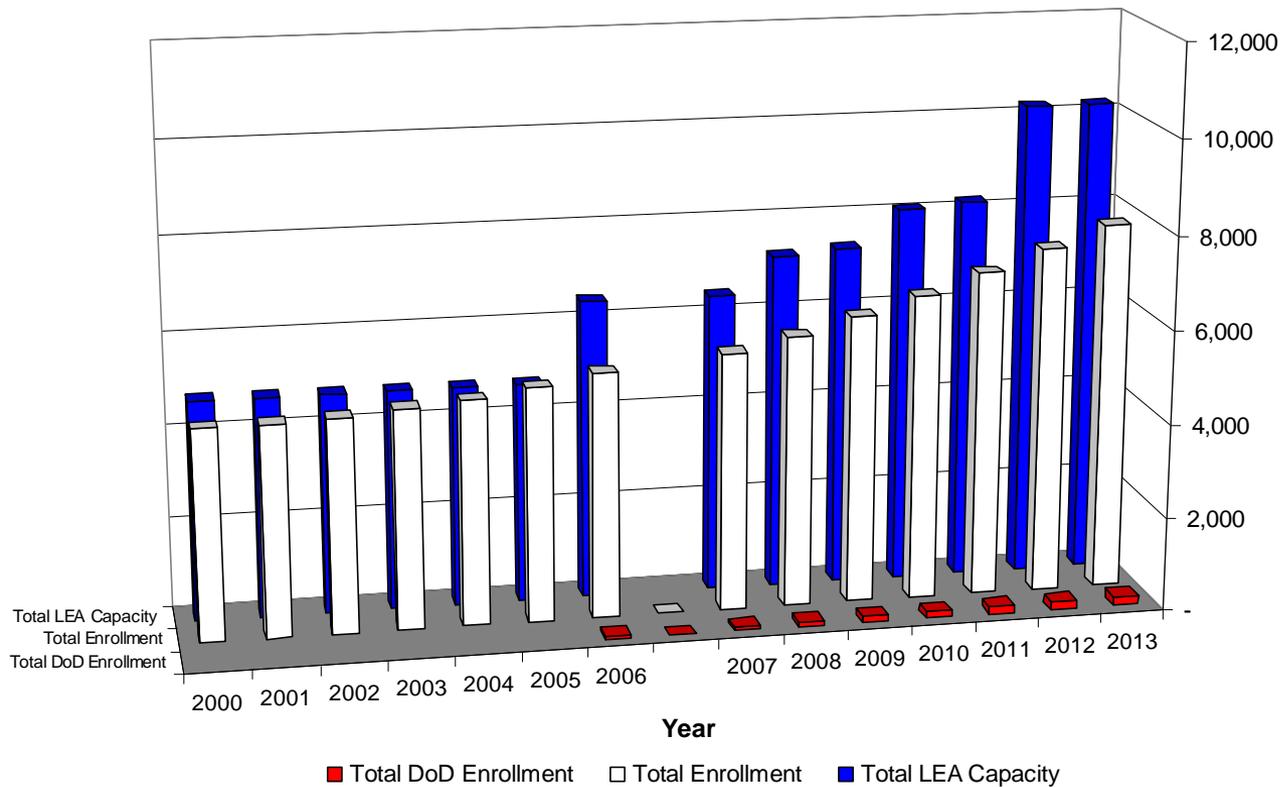
Regional Capacity – Clint ISD

Clint ISD Total Capacity, Enrollment, DoD Enrollment



Regional Capacity – Canutillo ISD

Canutillo ISD Total Capacity, Enrollment, DoD Enrollment



Filling the Gap

- Impact Aid funding for school districts experiencing military student growth
- Sen. Shapleigh attempted at the 80th Legislature to provide support for students in transition who transfer to Texas public school districts experiencing BRAC growth
 - SAT or a nationally accepted norm-referenced test substitute for the TAKS for graduation
 - Now, all high school students will be required to pass end-of-course for all required credits. This decision will affect all students--especially military transferring students
 - Governor vetoed the bill
 - Answer may be at the federal level



Ft Bliss Transformation & El Paso Community's Support

Clark McChesney

Director, Team Bliss Base Transformation Office

Bob Cook

President, El Paso Regional Economic Development Corporation

Our Mission: Provide Installations that enable Soldier and Family readiness, and provide a quality of life that matches the quality of service they provide to the Nation.

Leading Change for Installation Excellence

Mission

Fort Bliss

Fort Hood
4/1 CAV
FY 06
3787 MILITARY

1st Armor Div
1st BCT
FY 08
3787 MILITARY

1st Armor Div
2nd BCT
FY 10
3787 MILITARY

1st Armor Div
3rd BCT
FY 11
3787 MILITARY

1st Armor Div
HQS, DIV
Div. Special Troops Battalion
FY 10
904 MILITARY

FFID- FY 06
152 MILITARY/ 50 Civilian
AETF-FY 07
969 MILITARY

Transportation /Finance Units
FY 06-10 (HETT, PLS
MED TRK, POL, Finance Co)
936 MILITARY

Fort Sill
ADA School / 6th BDE
FY 09/10
-932 MILITARY/365CIV

Fort Hood
4 PATRIOT BTRYS & 1-44
FY 06/08
-1068 MILITARY

Fort Bragg
108th ADA BDE(-)
FY 07/08
-741 MILITARY

Fort Sill
31st ADA BDE
FY 08/09
-741 MILITARY

PACOM
1-1 ADA Bn
FY 07
-606 MILITARY

Fort Sill/Hood
Fires BDE (2 Bn)
FY 10
1617 MILITARY

PATRIOT
1-43 ADA Bn
FY 07
606 MILITARY

THAAD
FY 08/09
214 MILITARY

MI BN
FY 10
290 MILITARY

MP BN
FY 07-10
583 MILITARY

EOD Co
FY 09
44 MILITARY

ESB
FY 11
515 MILITARY

Fort Hood
Sustainment BDE
FY09
495 MILITARY

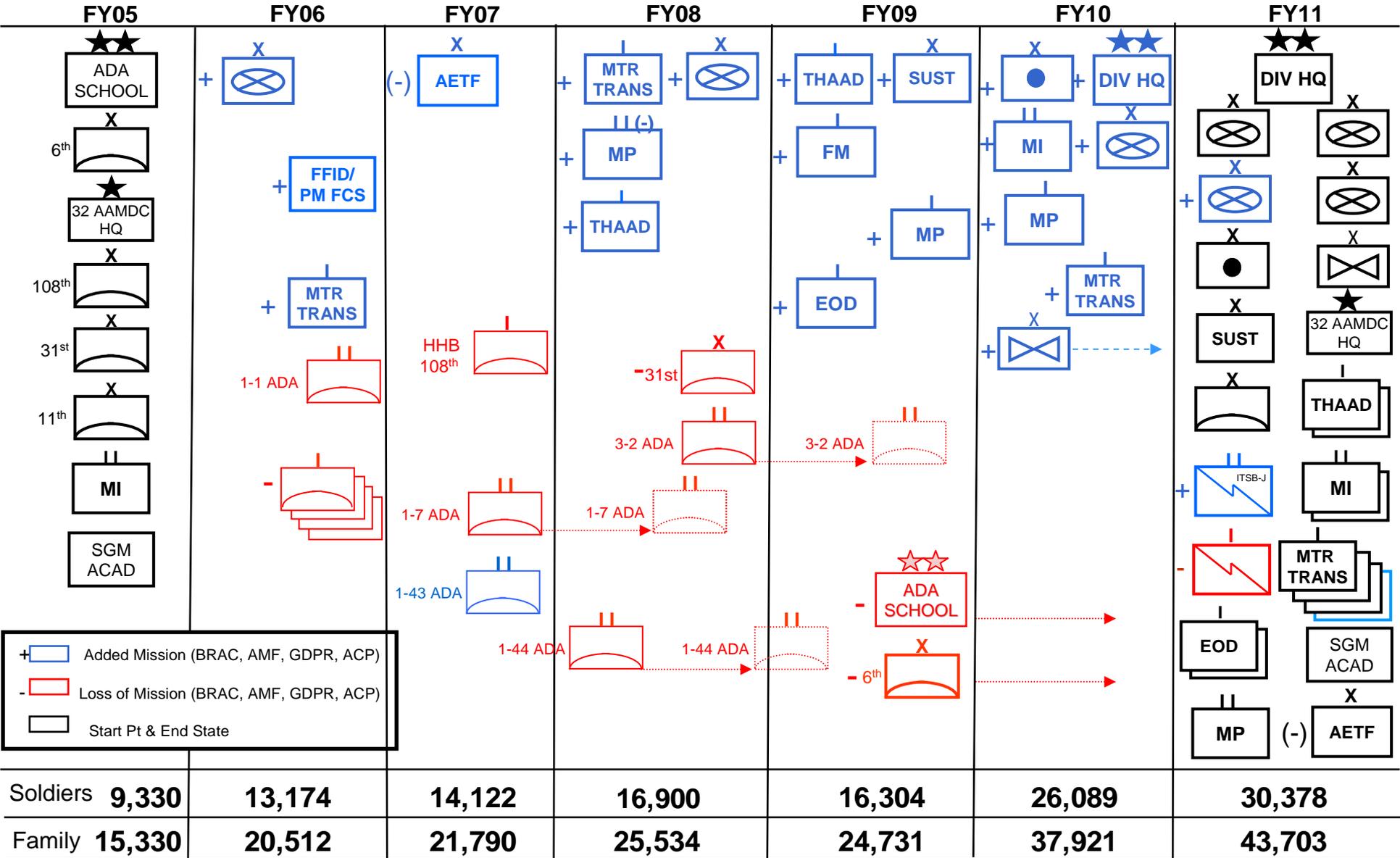
Fort Hood
Aviation BDE
FY 10-12
2845 MILITARY

Net Increase at Fort Bliss:
21048 Soldiers
Approx 28373 Family Members

MIL / CIV / TOTAL
BRAC - Red
AMF - Blue
GDPR - Green
ACP - Black



FT BLISS FY05-11



El Paso Community Support

- Housing
- Education
- Workforce
- Transportation
- Health Care
- Soldier Care

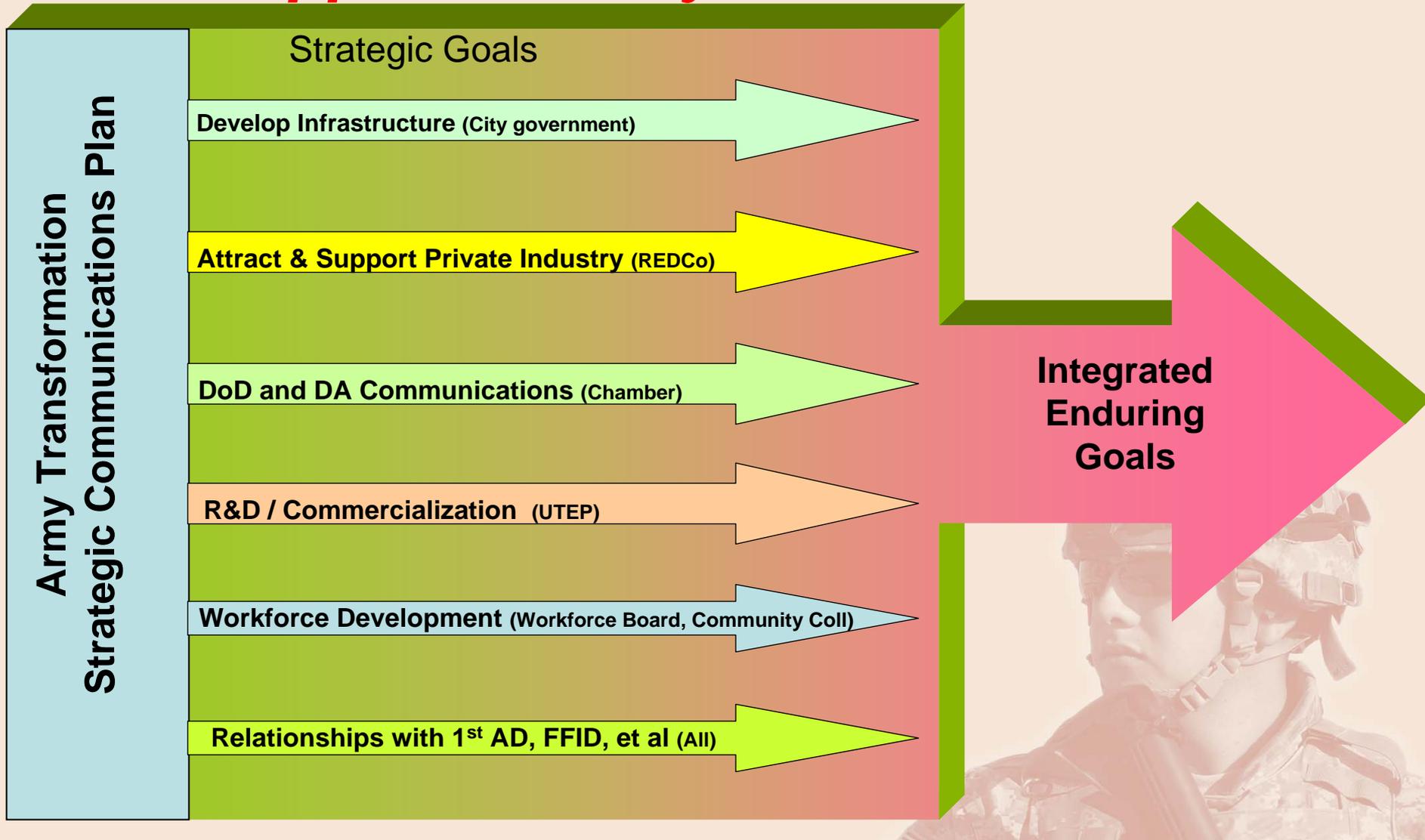


Soldier Care

- Briefed and provided welcome kits to 8,263 soldiers as of 6/28/07
- Coordinate health care services between WBAMC and El Paso community institutions for soldiers and family members
- Spousal Employment-- web based system to connect the Employer and the Military Spouse
- 5th Annual Freedom Fiesta
 - Over \$200,000 raised from local businesses
 - Picnics, golf, free tickets to entertainment venues, retail/restaurant discounts
 - Focus on deployed soldiers and families
- Wounded Warrior Program
 - Partnership of Chamber, AUSA and USO
 - Comfort every wounded warrior
 - Home made quilts and pillows, outdoor events, plane tickets home or for visiting family members

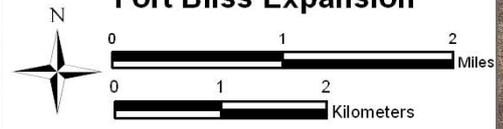


El Paso's Strategic Vision- In Support of Army Transformation



Enduring = Transformation from FCS and Beyond

Fort Bliss Expansion

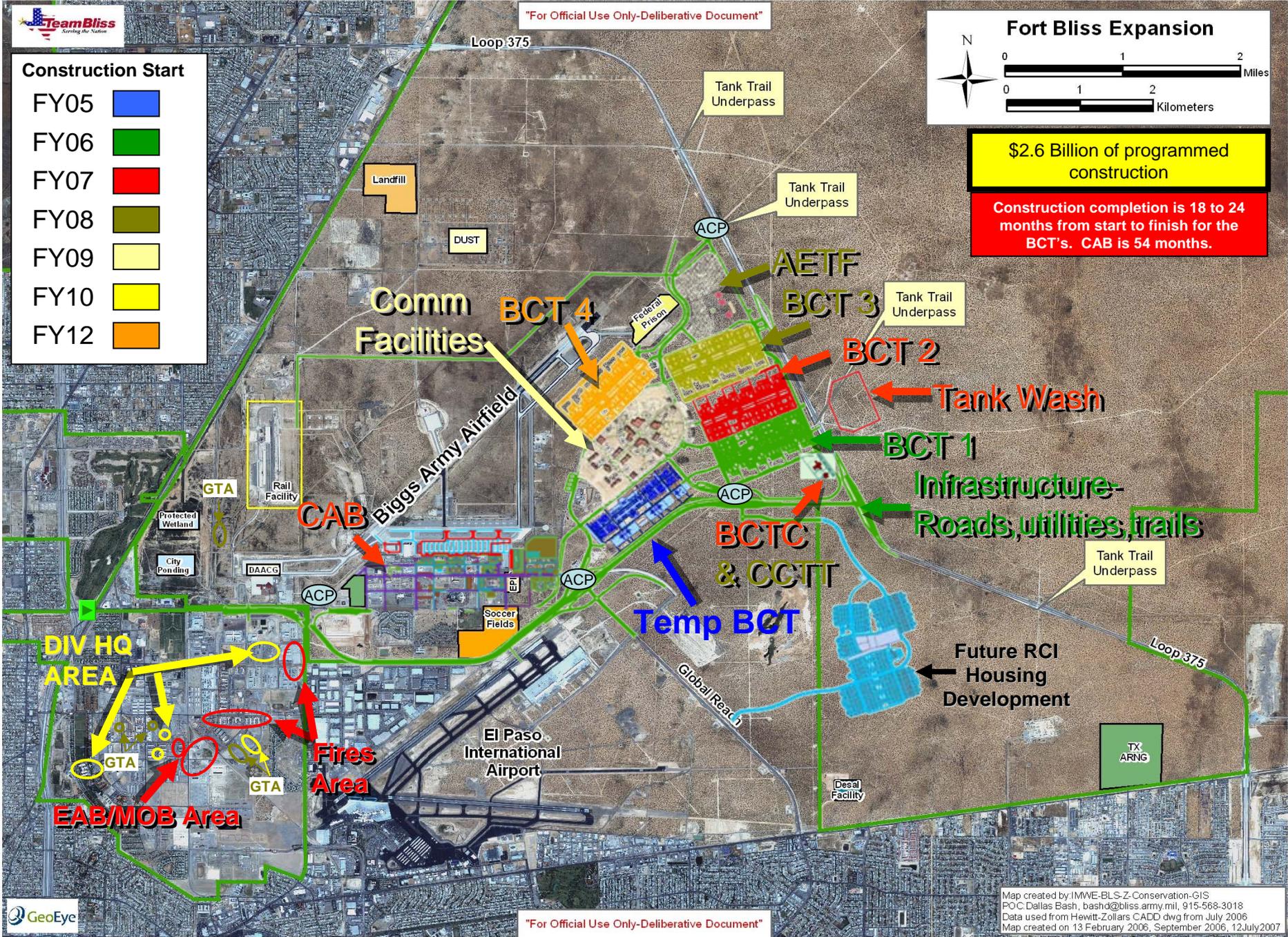


Construction Start

FY05	
FY06	
FY07	
FY08	
FY09	
FY10	
FY12	

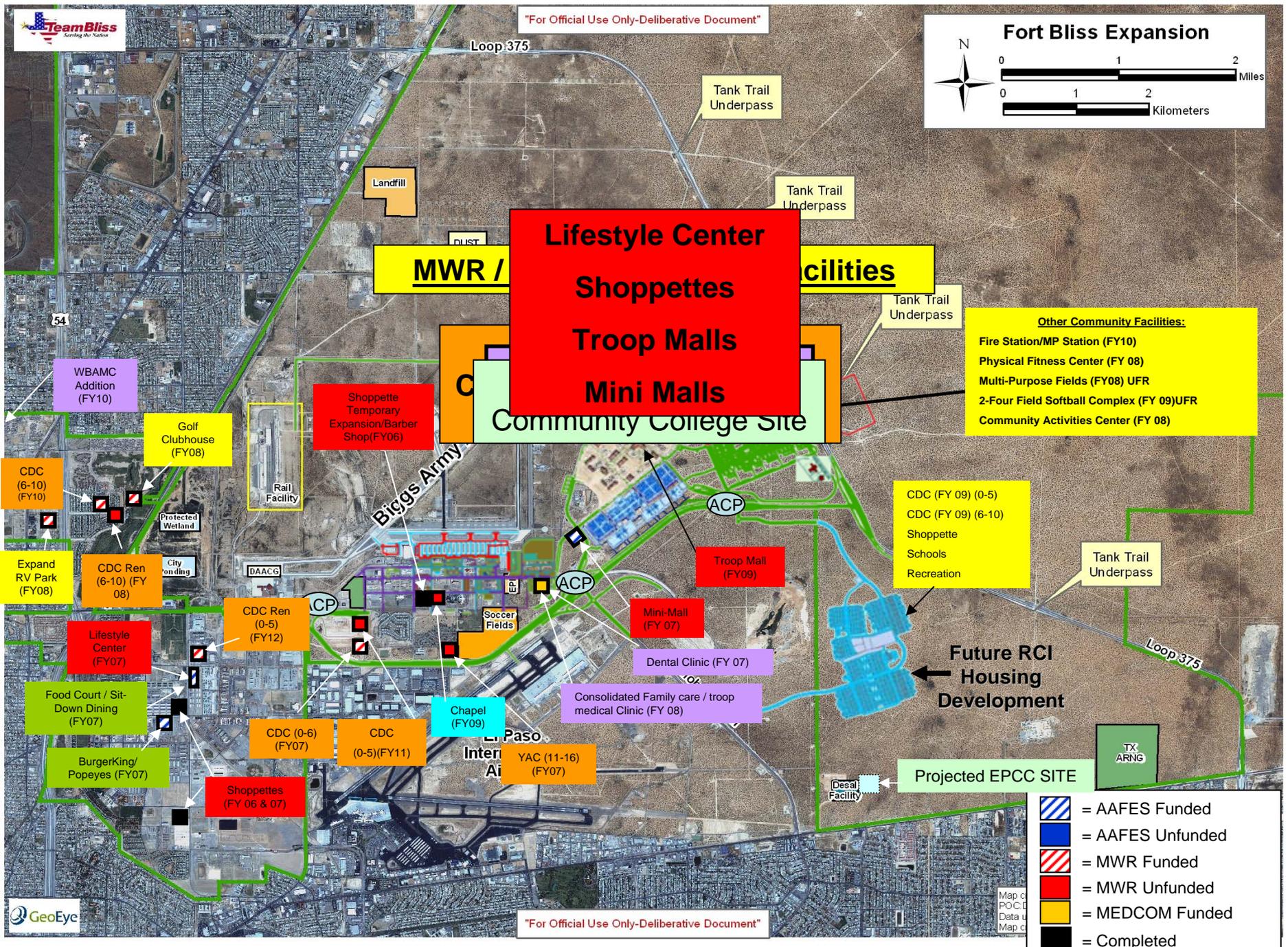
\$2.6 Billion of programmed construction

Construction completion is 18 to 24 months from start to finish for the BCT's. CAB is 54 months.



Fort Bliss Expansion

0 1 2 Miles
0 1 2 Kilometers



Lifestyle Center
Shoppettes
Troop Malls
Mini Malls

MWR / Community Facilities

Other Community Facilities:
Fire Station/MP Station (FY10)
Physical Fitness Center (FY 08)
Multi-Purpose Fields (FY08) UFR
2-Four Field Softball Complex (FY 09)UFR
Community Activities Center (FY 08)

CDC (FY 09) (0-5)
CDC (FY 09) (6-10)
Shoppette
Schools
Recreation

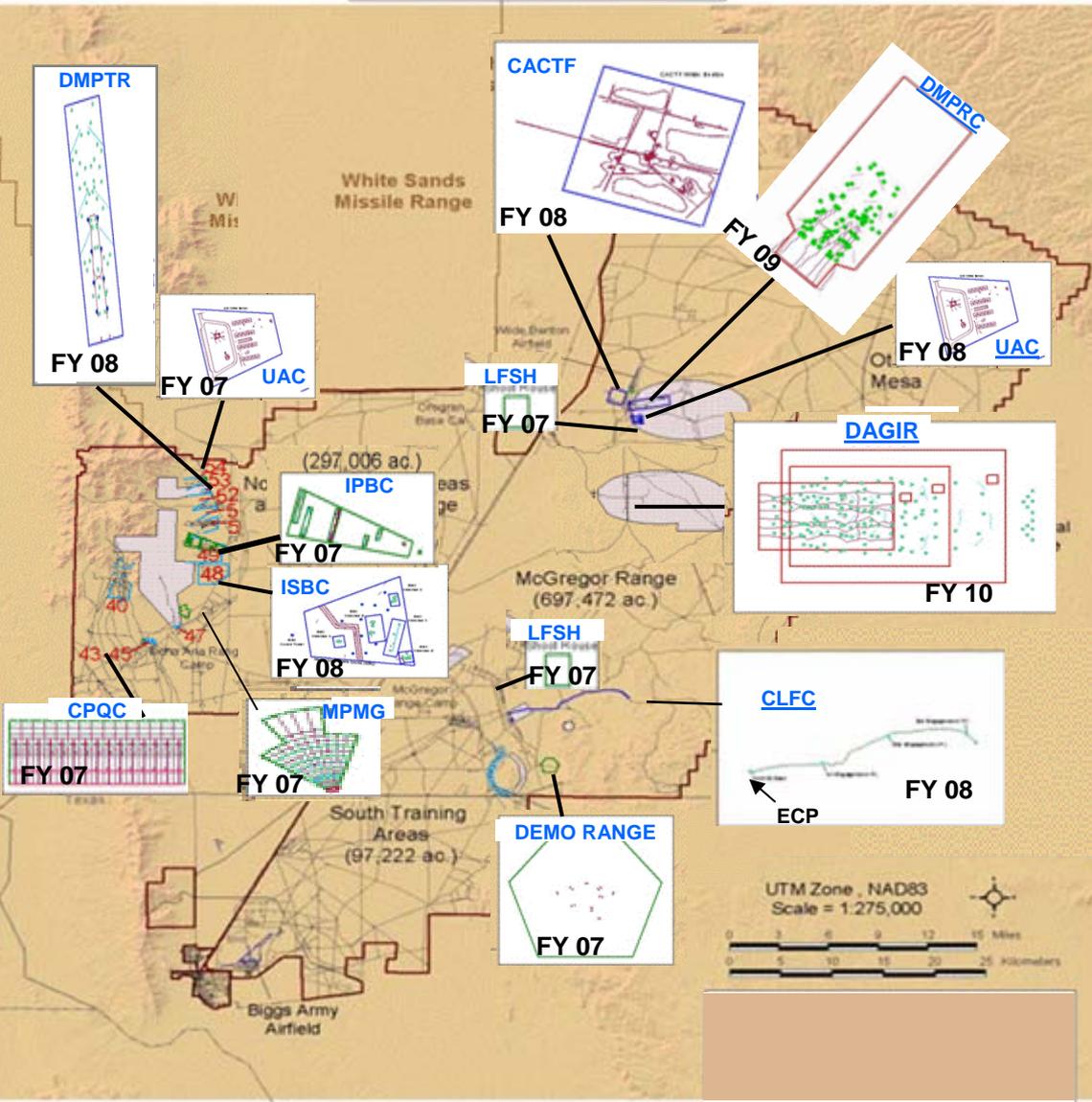
Future RCI Housing Development

Projected EPCC SITE

- = AAFES Funded
- = AAFES Unfunded
- = MWR Funded
- = MWR Unfunded
- = MEDCOM Funded
- = Completed



FY 07-10 RANGE PROJECTS



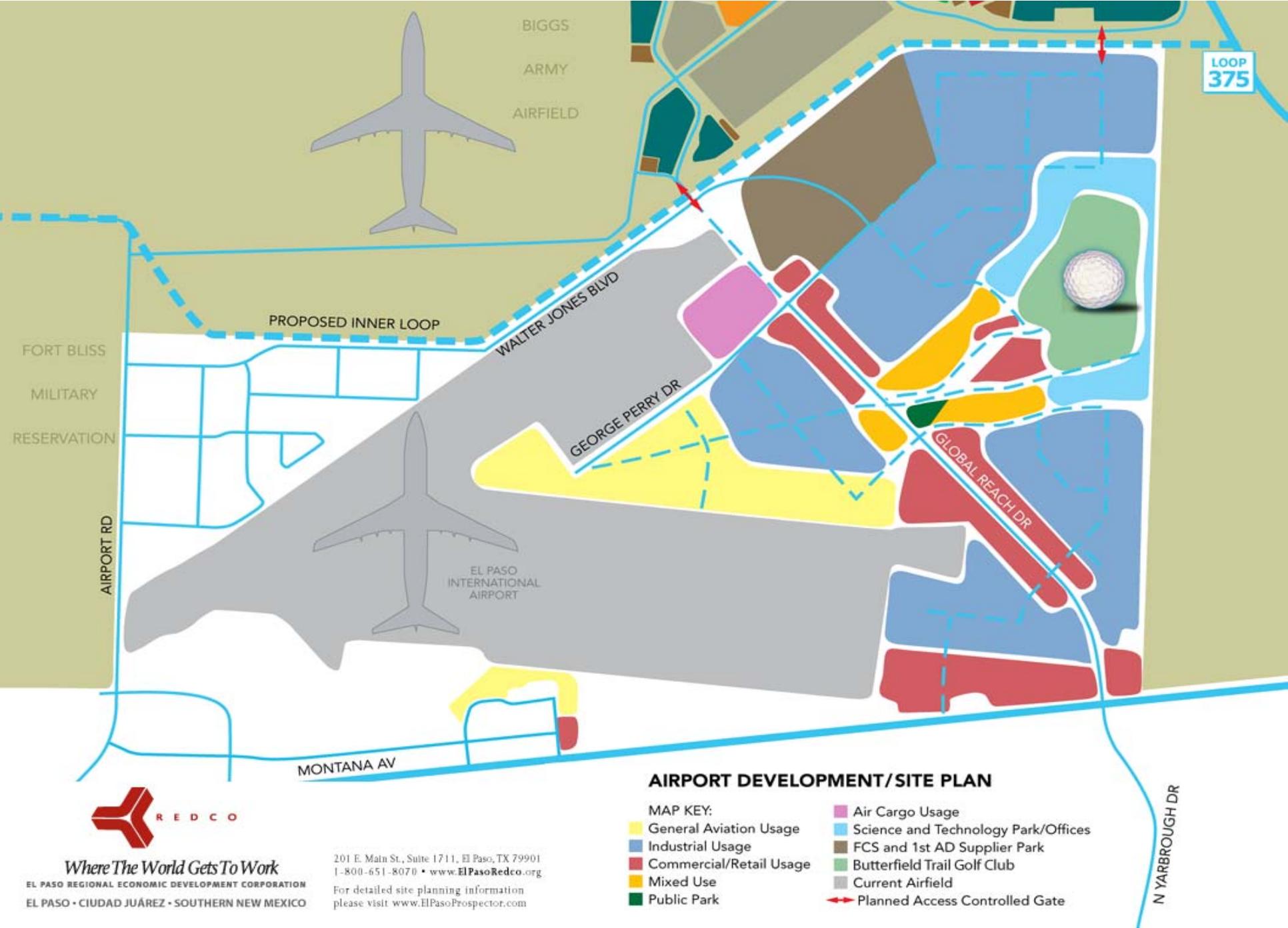
- FY 07**
- UAC: Urban Assault Course
 - MPMG: Multi Purpose Machine Gun
 - CPQC: Combat Pistol Qualification Course
 - LFSH: Live Fire Shoot House (x 2)
 - Demo: Light Demolition Range
 - IPBC: Infantry Platoon Battle Course ****

- FY 08**
- ISBC: Infantry Squad Battle Course
 - DMPTR: Digital Multi Purpose Training Range
 - CLFC: Convoy Live Fire Course w/ECP
 - UAC: Urban Assault Course
 - CACTF: Combined Arms Collective Training Facility

- FY 09**
- DMPRC: Digital Multi Purpose Range Complex

- FY10**
- DAGIR: Digital Air Ground Integration Range

<i>Complete Range project costs:</i>	
FY 07	\$ 24.1 M
FY 08-13	<u>\$181.2 M</u>
Total	\$205.3 M



LOOP 375

BIGGS
ARMY
AIRFIELD

PROPOSED INNER LOOP

WALTER JONES BLVD

GEORGE PERRY DR

GLOBAL REACH DR

FORT BLISS
MILITARY
RESERVATION

AIRPORT RD

EL PASO
INTERNATIONAL
AIRPORT

MONTANA AV

N YARBROUGH DR

AIRPORT DEVELOPMENT/SITE PLAN

MAP KEY:

- General Aviation Usage
- Industrial Usage
- Commercial/Retail Usage
- Mixed Use
- Public Park
- Air Cargo Usage
- Science and Technology Park/Offices
- FCS and 1st AD Supplier Park
- Butterfield Trail Golf Club
- Current Airfield
- Planned Access Controlled Gate



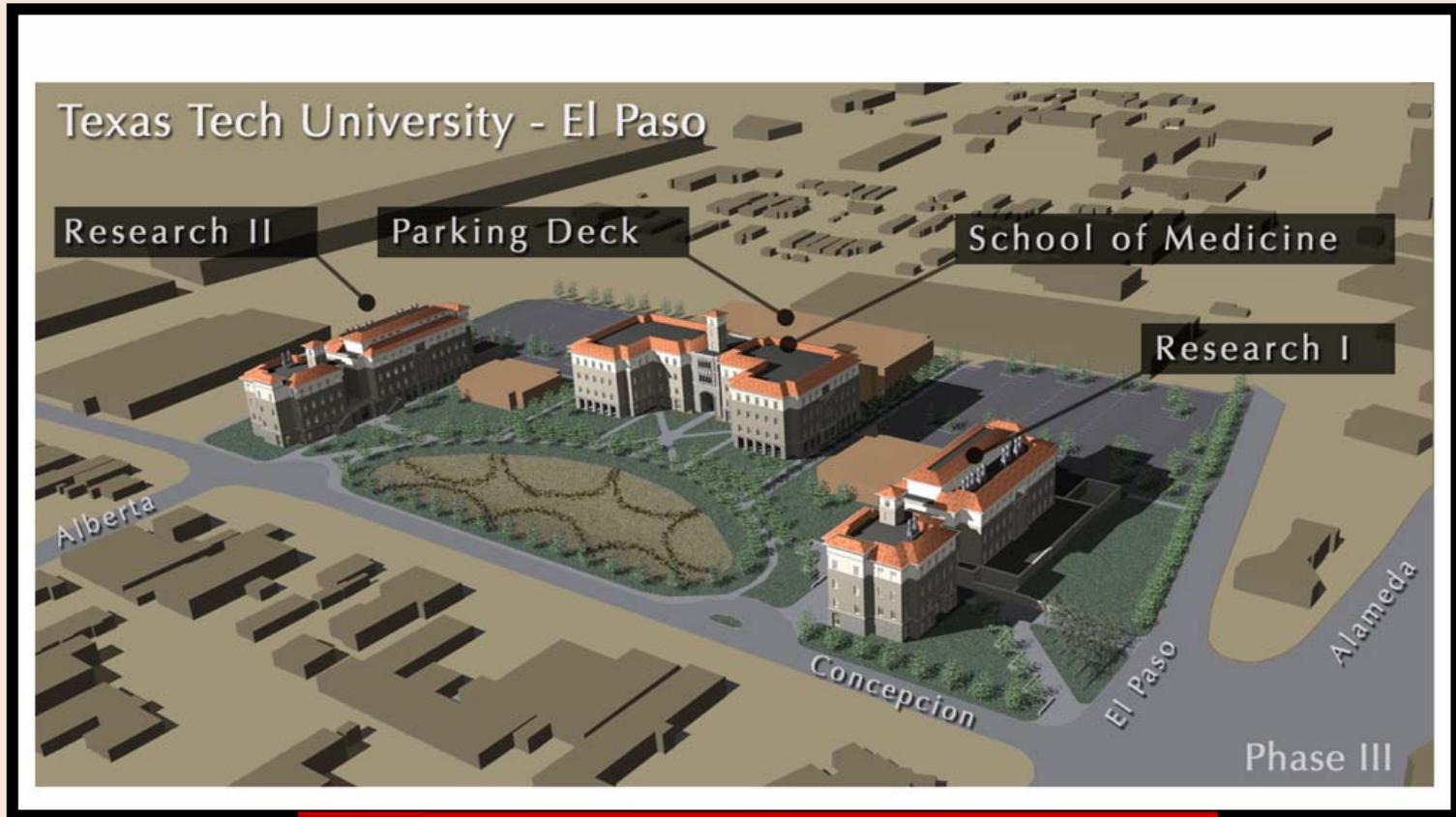
Where The World Gets To Work

EL PASO REGIONAL ECONOMIC DEVELOPMENT CORPORATION
EL PASO • CIUDAD JUÁREZ • SOUTHERN NEW MEXICO

201 E. Main St., Suite 1711, El Paso, TX 79901
1-800-651-8070 • www.ElPasoRedco.org

For detailed site planning information
please visit www.ElPasoProspector.com

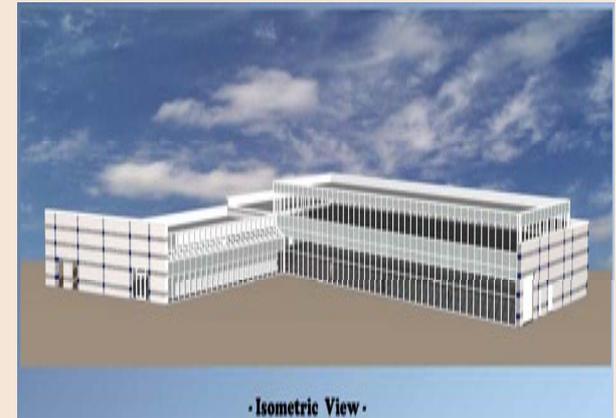
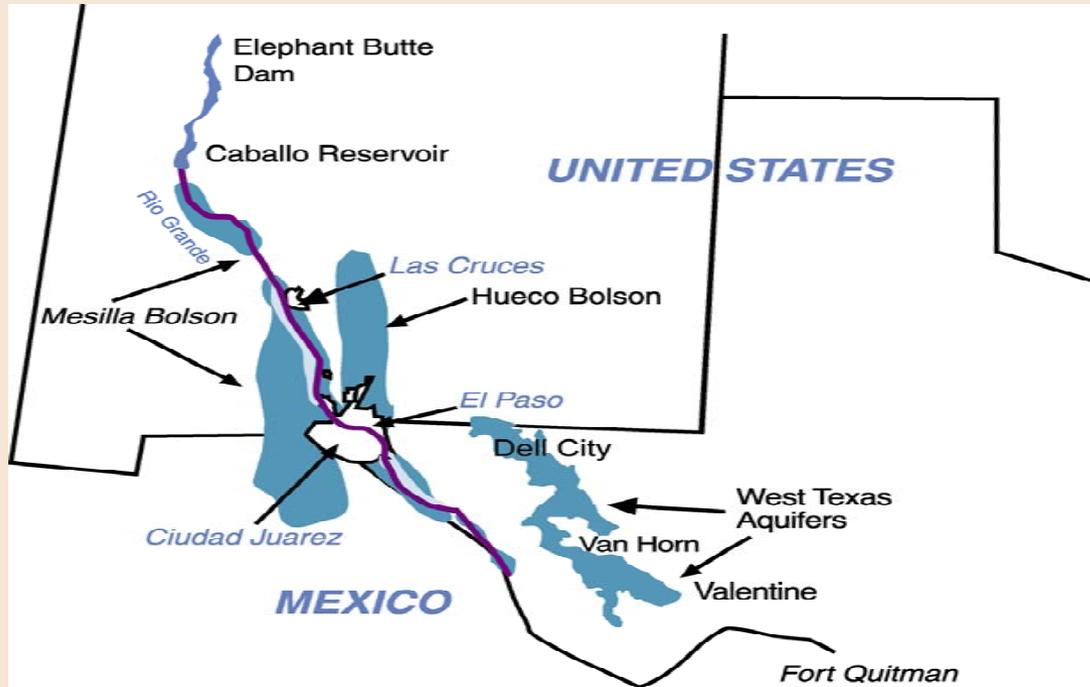
El Paso's Newly Funded Medical School



Texas Tech University
HEALTH SCIENCES CENTER

***...America's first 4-year medical school
approved in the last quarter century.***

Water for the next century and beyond...

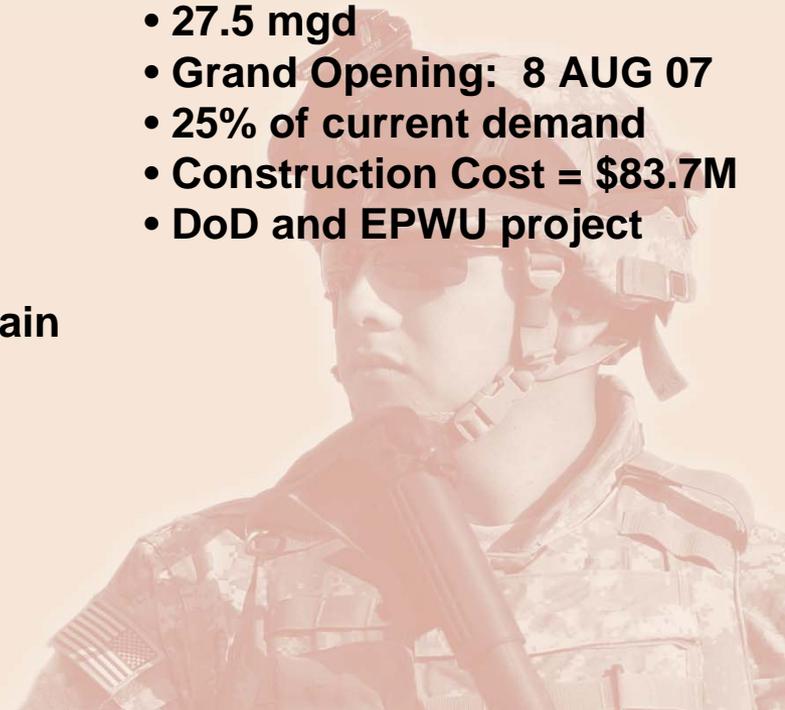


Water Desalination Plant

- 27.5 mgd
- Grand Opening: 8 AUG 07
- 25% of current demand
- Construction Cost = \$83.7M
- DoD and EPWU project

Water supply next 100 years...

- 75% of 2002 fresh groundwater supply will remain
- "Near sustainability"





Family Members



	Baseline 2005		2006	2007	2008	2009	2010	2011	Endstate 2011
Soldiers	9330	+/-	3844	948	2778	596	9785	4289	21048
		Cumulative	13174	14122	16900	16304	26089	30378	30378
Spouses	4945	+/-	2230	550	1611	346	5675	2488	12208
		Cumulative	7175	7724	9336	8990	14665	17153	17153
Children	10385	+/-	2952	728	2134	458	7515	3294	16165
		Cumulative	13337	14065	16199	15741	23256	26550	26550
6-12 years (34%)	3531	+/-	1004	248	725	156	2555	1120	5496
		Cumulative	4535	4782	5508	5352	7907	9027	9027
13-18 years (29%)	3012	+/-	856	211	619	-133	2179	955	4688
		Cumulative	3868	4079	4698	4565	6745	7700	7700
Total School Age	6543	+/-	1860	459	1344	288	4734	2075	10184
		Cumulative	8403	8862	10206	9917	14652	16727	16727

FMWRC/MCEC Model:
Spouses = # of Soldiers * .58
Children = (# of Soldiers * .48) * (1.6 Kids)
School-age = # of children * .63

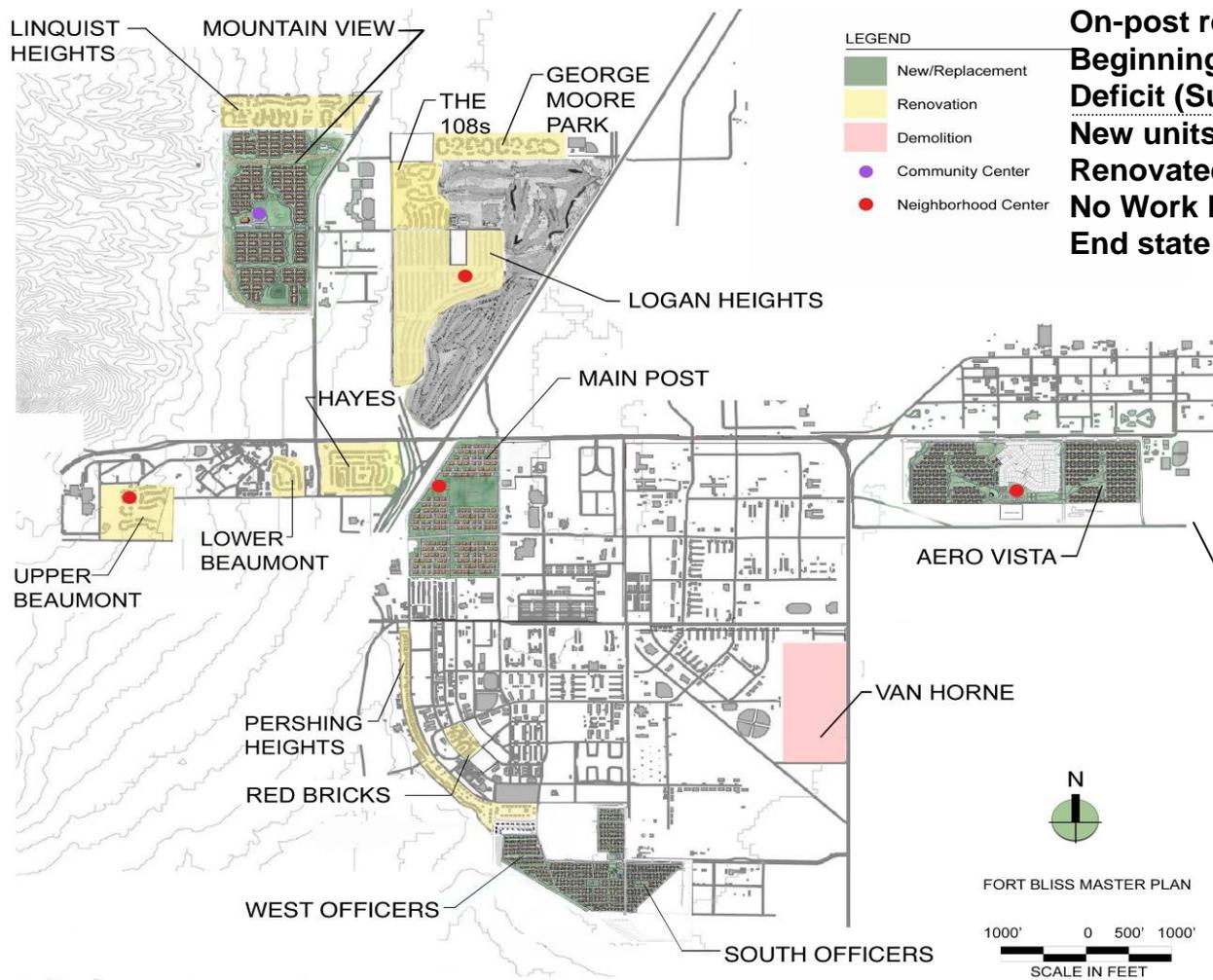
Fort Bliss RCI Master Plan

Main post



Housing Market Analysis

	<u>Pre-BRAC</u>	<u>Post BRAC</u>
On-post requirement	2,962	6,332
Beginning inventory	2,752	3,065
Deficit (Surplus) units	210	3,267
New units	1,604	4,851
Renovated Units	1,341	1,341
No Work Required	140	140
End state inventory	3,085	6,332



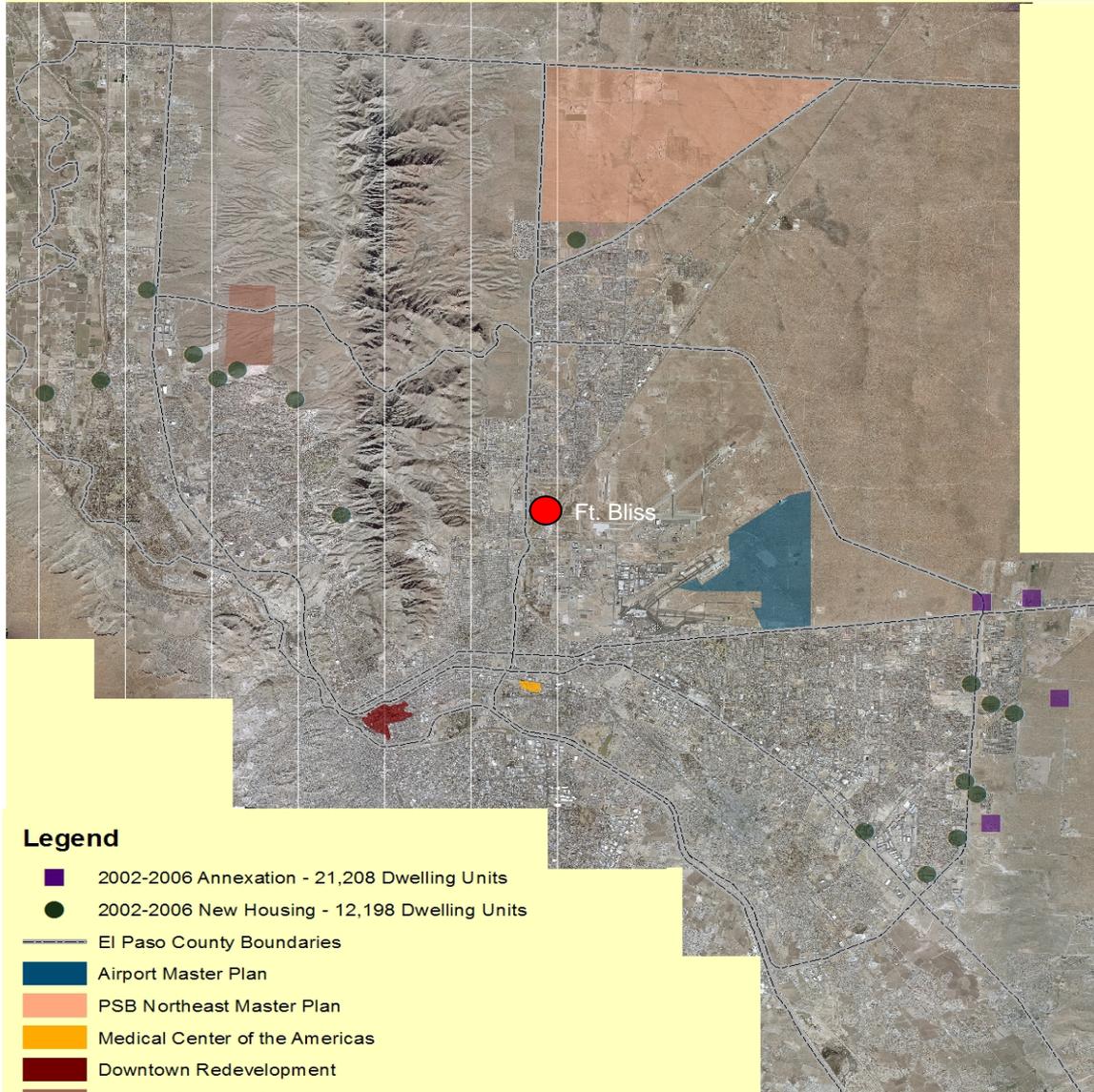
Unaccompanied Shortfall - 592

Funded without Army Equity

Married Soldiers	17,153	On-Post Homes	3,431
Potential Married Soldiers living off post = 13,722			
Single Soldiers off post = 2646			

Future RCI Housing Development

El Paso Planned Developments



Legend

- 2002-2006 Annexation - 21,208 Dwelling Units
- 2002-2006 New Housing - 12,198 Dwelling Units
- El Paso County Boundaries
- Airport Master Plan
- PSB Northeast Master Plan
- Medical Center of the Americas
- Downtown Redevelopment
- PSB Northwest Master Plan

Projection: State Plane, Texas Central
 Geographic Data Source: City of El Paso, 2006
 Map Composition: El Paso REDCo, 2007



EL PASO REGIONAL ECONOMIC DEVELOPMENT CORPORATION

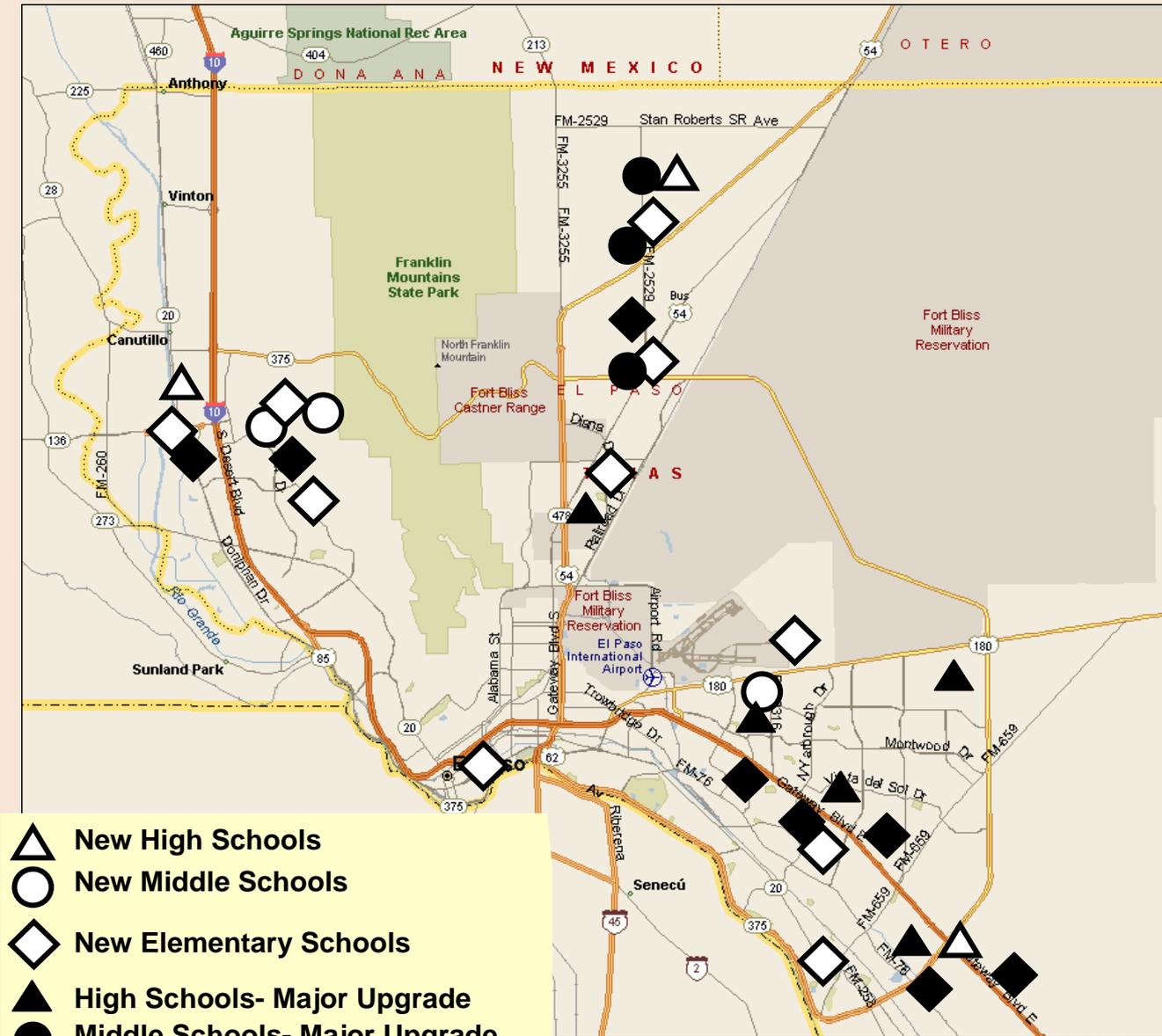
1-800-651-8070



Meeting the education needs of soldiers and their families...

\$875M bonds
approved ('03-'07)

- 3 new high schools
- 3 new middle schools
- 10 new elem. schools
- upgrades on 16 additional campuses





Fort Bliss

A National Treasure



*FORT BLISS,
A GREAT PLACE TO SOLDIER*



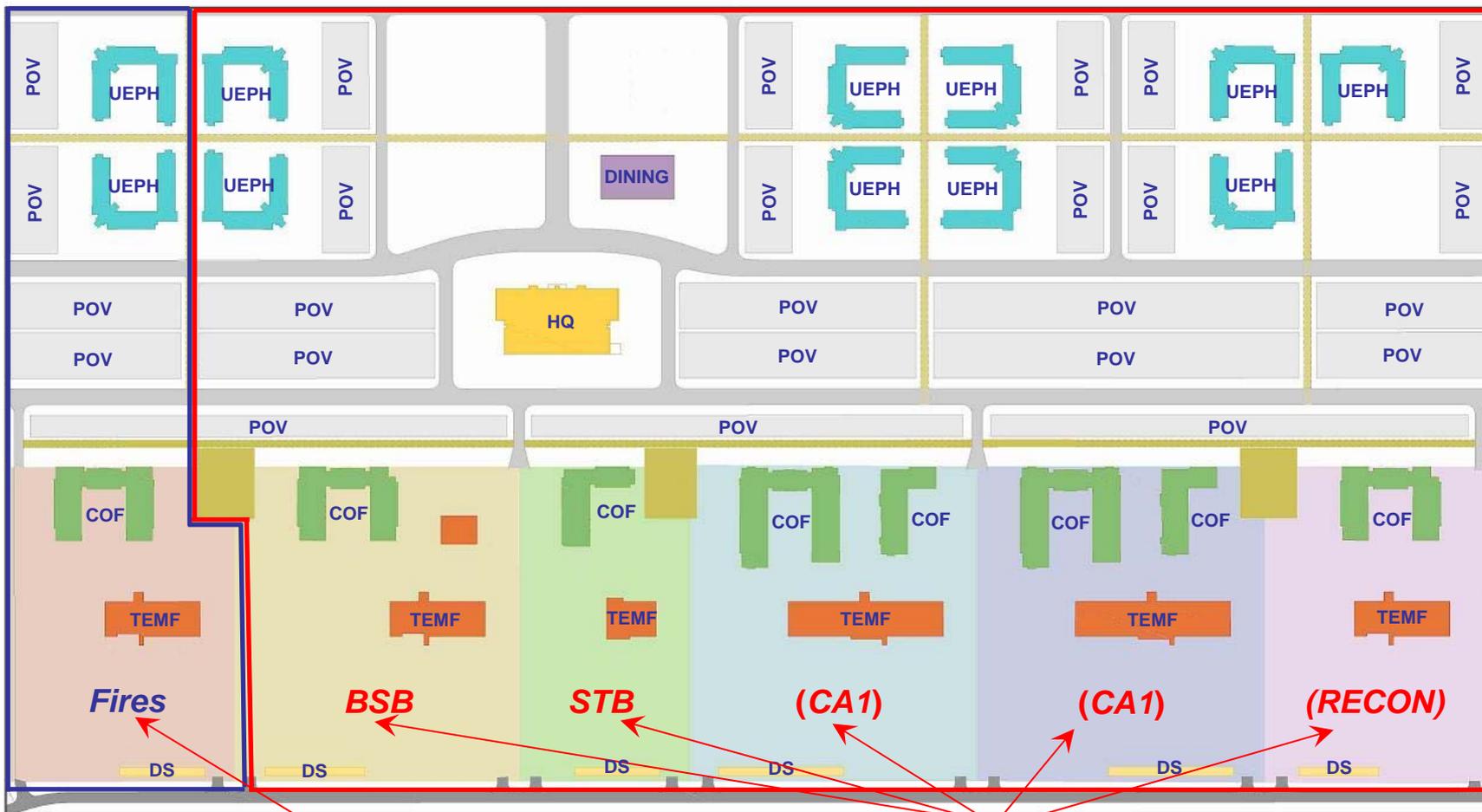
*EL PASO,
A GREAT PLACE TO LIVE*



BACK-UPS

BCT1 – Brigade Combat Team 1

E-Dates



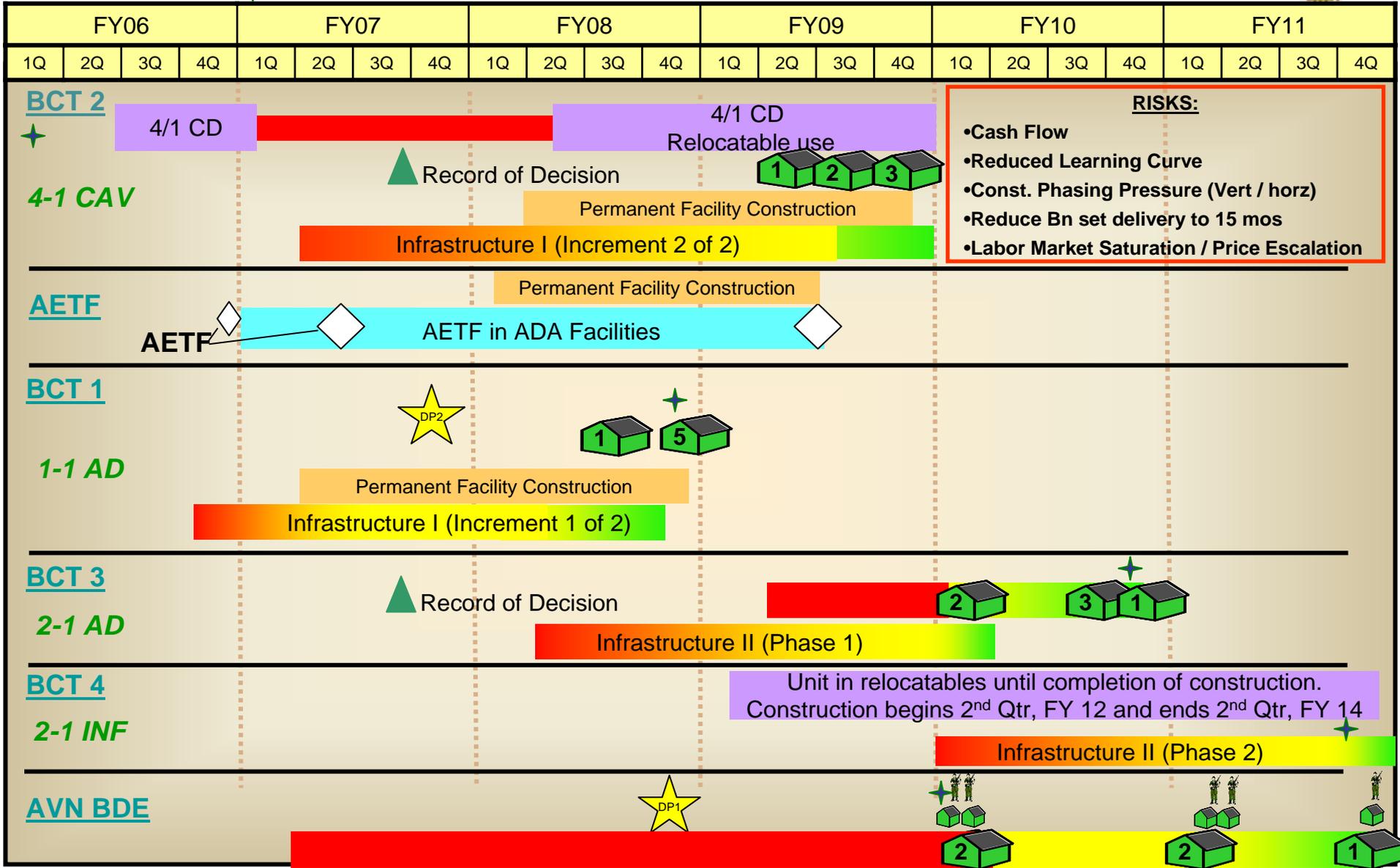
**Fires Battalion, Troop Ready
= June 30, 2008**

**Remaining Battalions, Troop Ready =
September 30, 2008**

FACILITY TIMELINES

Unit / partial unit arrival

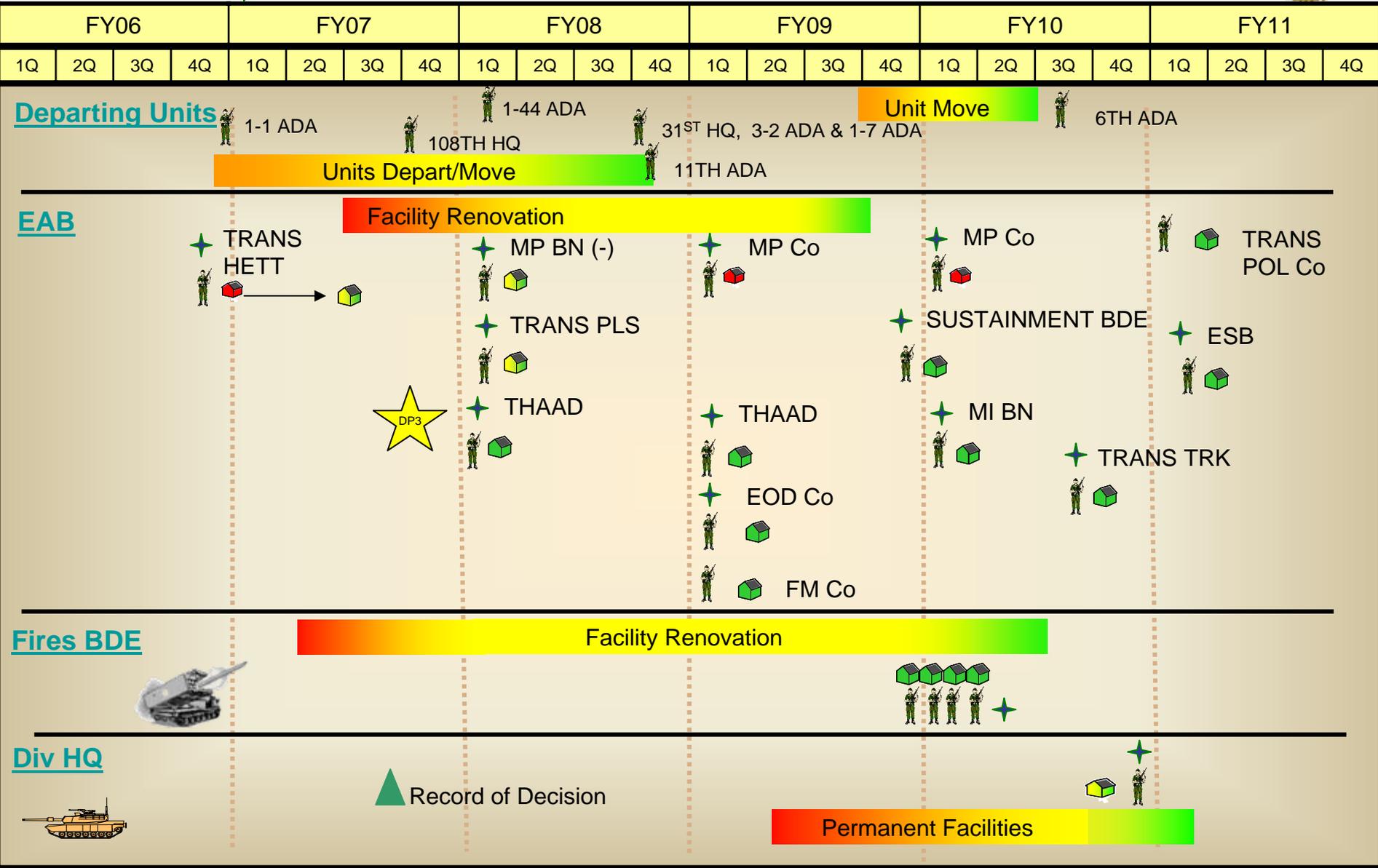
“M” Dates are not indicated on this chart



FACILITY TIMELINES

Unit / partial unit arrival

“M” Dates are not indicated on this chart





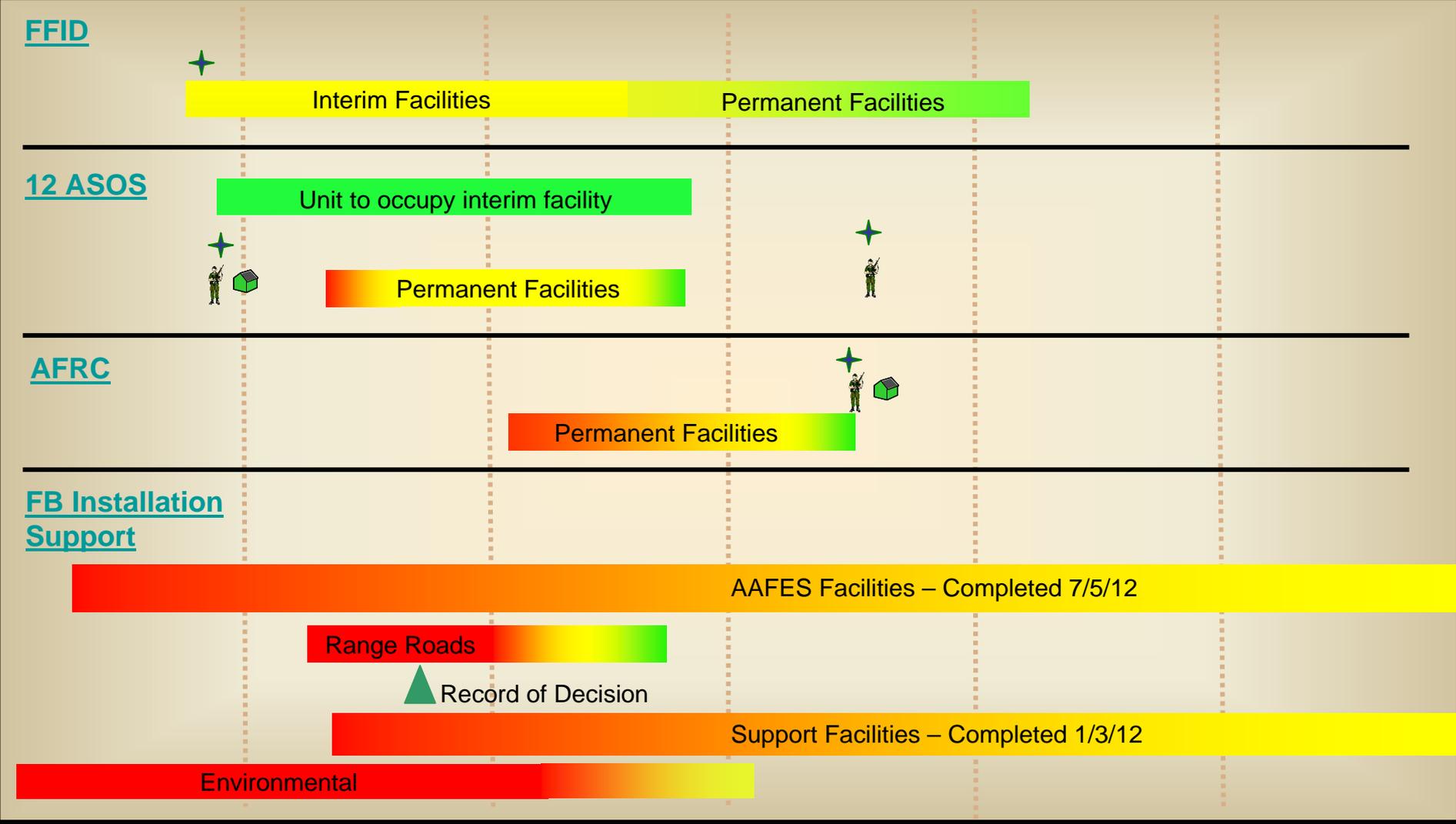
FACILITY TIMELINES



Unit / partial unit arrival

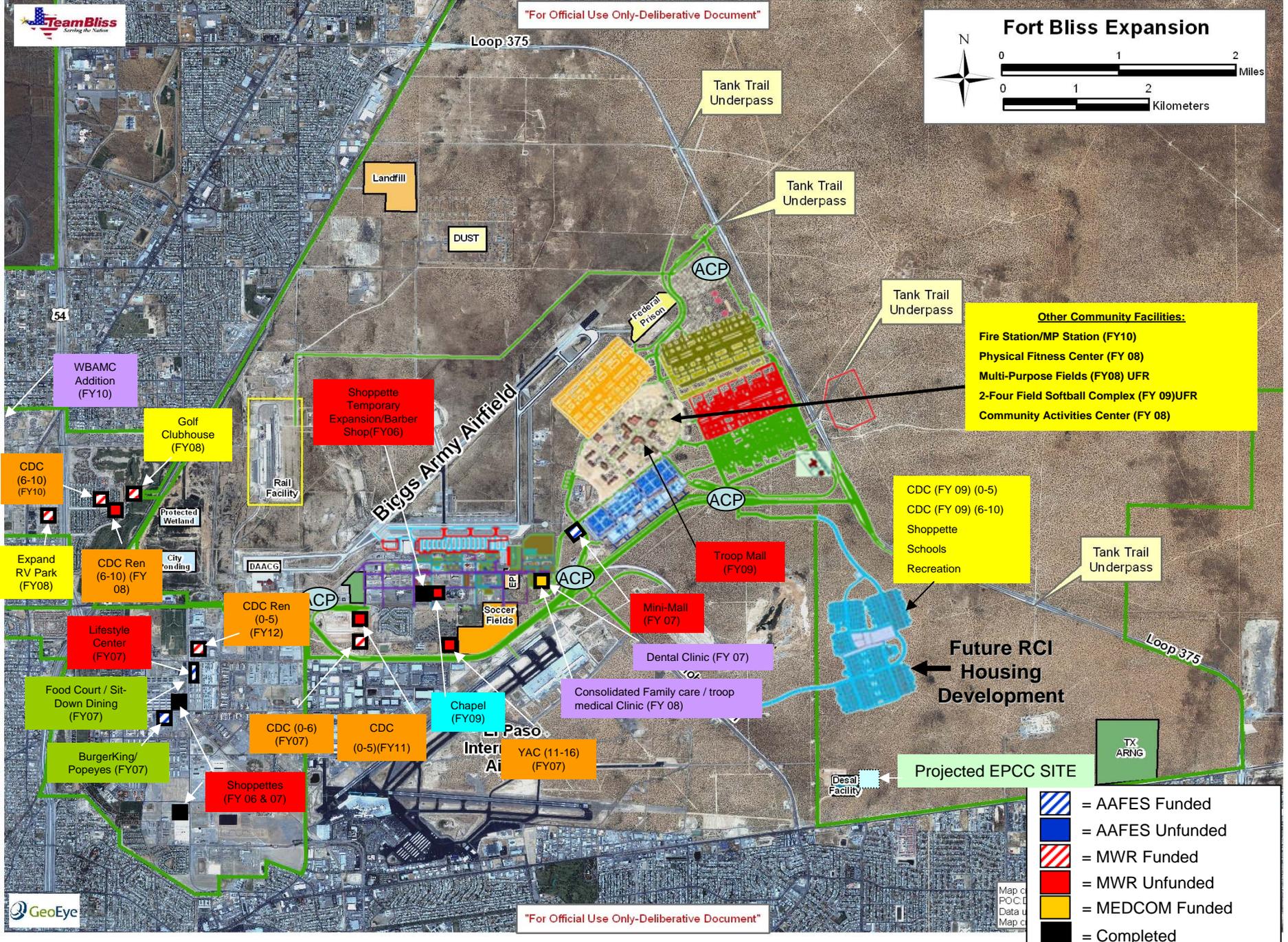
“M” Dates are not indicated on this chart

FY06				FY07				FY08				FY09				FY10				FY11			
1Q	2Q	3Q	4Q																				



Fort Bliss Expansion

0 1 2 Miles
0 1 2 Kilometers



Other Community Facilities:
 Fire Station/MP Station (FY10)
 Physical Fitness Center (FY 08)
 Multi-Purpose Fields (FY08) UFR
 2-Four Field Softball Complex (FY 09)UFR
 Community Activities Center (FY 08)

CDC (FY 09) (0-5)
 CDC (FY 09) (6-10)
 Shoppette
 Schools
 Recreation

**Future RCI
 Housing
 Development**

- = AAFES Funded
- = AAFES Unfunded
- = MWR Funded
- = MWR Unfunded
- = MEDCOM Funded
- = Completed



2005-2011 Population Comparison

	<u>2005</u>	<u>2011</u> <u>Auth</u>	<u>Net Gain/</u> <u>Loss</u>	<u>Projected %</u> <u>Of Growth</u>
Soldiers	9,330	30,378	21,048	226%
Military Students	2,132	700	-1,432	
Family Members	15,330	43,703	28,373	185%
FTE Positions	3,621	5,356	1,735	48%
Total	30,413	80,137	49,724	



TEXAS DEPARTMENT OF TRANSPORTATION



Completed Inner Loop, Oct 2010.

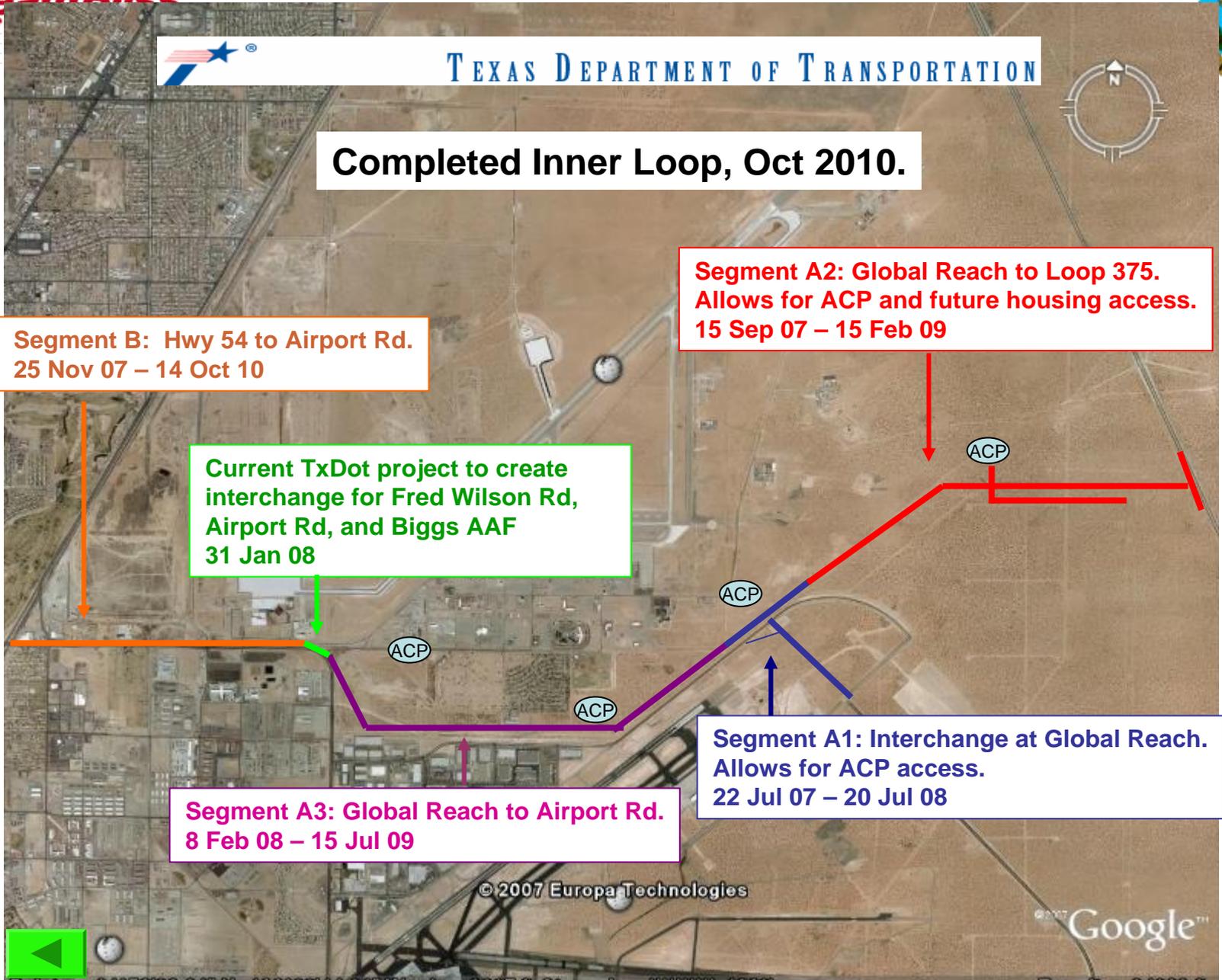
Segment B: Hwy 54 to Airport Rd.
25 Nov 07 – 14 Oct 10

Segment A2: Global Reach to Loop 375.
Allows for ACP and future housing access.
15 Sep 07 – 15 Feb 09

Current TxDot project to create interchange for Fred Wilson Rd, Airport Rd, and Biggs AAF
31 Jan 08

Segment A1: Interchange at Global Reach.
Allows for ACP access.
22 Jul 07 – 20 Jul 08

Segment A3: Global Reach to Airport Rd.
8 Feb 08 – 15 Jul 09



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Google™

Garrison Core Missions



Mission:

U.S. Army Garrison Fort Bliss, a power projection platform, in support of the full spectrum of operations; provides responsible stewardship of resources; provides services and maintains infrastructure; enables training of joint/combined expeditionary forces; mobilizes/demobilizes RC forces; establishes a safe, secure environment; provides for the well-being of the DA family; fosters relationships with surrounding communities; and sustains/supports Army transformation.

Normal Garrison Operations (SGO Baseline)

Support: partner missions, Soldiers and their Families

- DPW
- DOL
- DOIM
- DOE
- DHR
- DES
- DPTMS
- MWR / CMTY

Garrison Staff

Global War on Terror

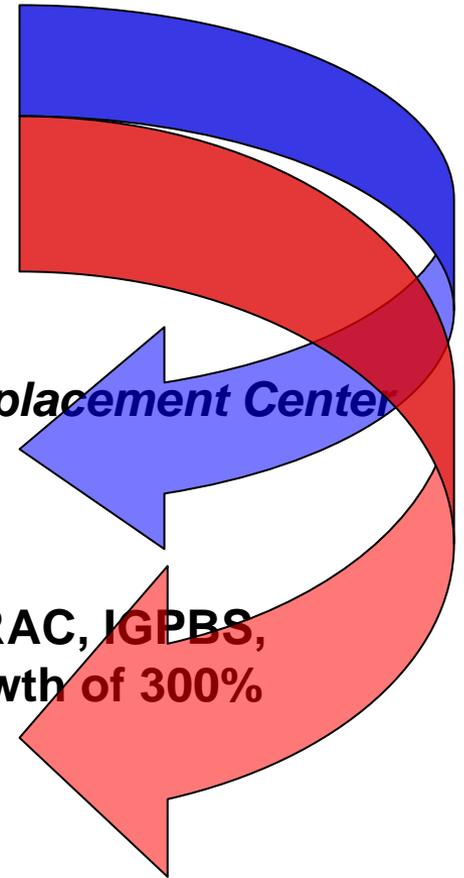
Support: Mobilization, CONUS Replacement Center

Same Garrison Staff

Transform the Installation

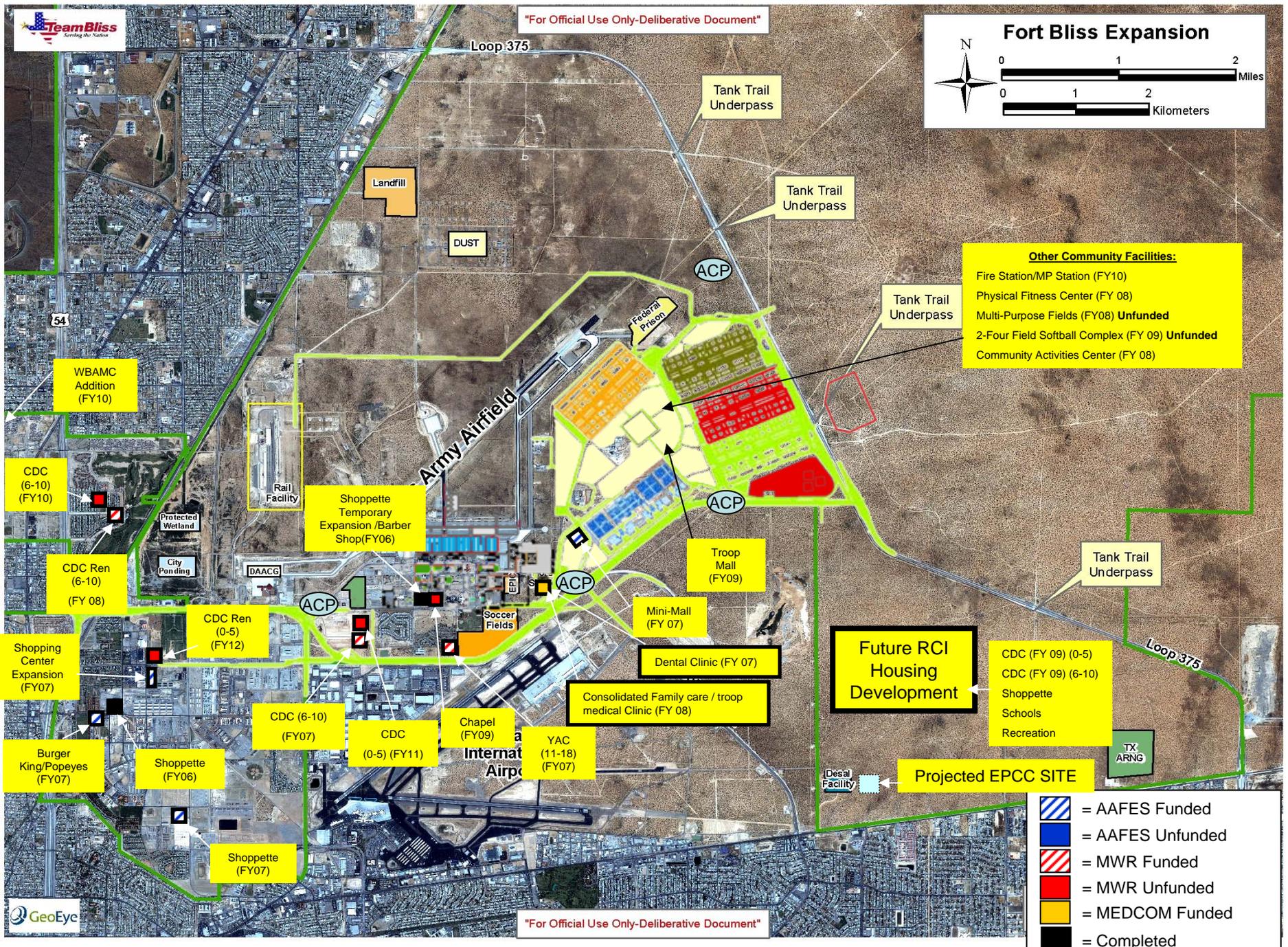
Support: Army transformation, BRAC, IGPBS, installation Soldier growth of 300%

Same Garrison Staff



Fort Bliss Expansion

0 1 2 Miles
0 1 2 Kilometers



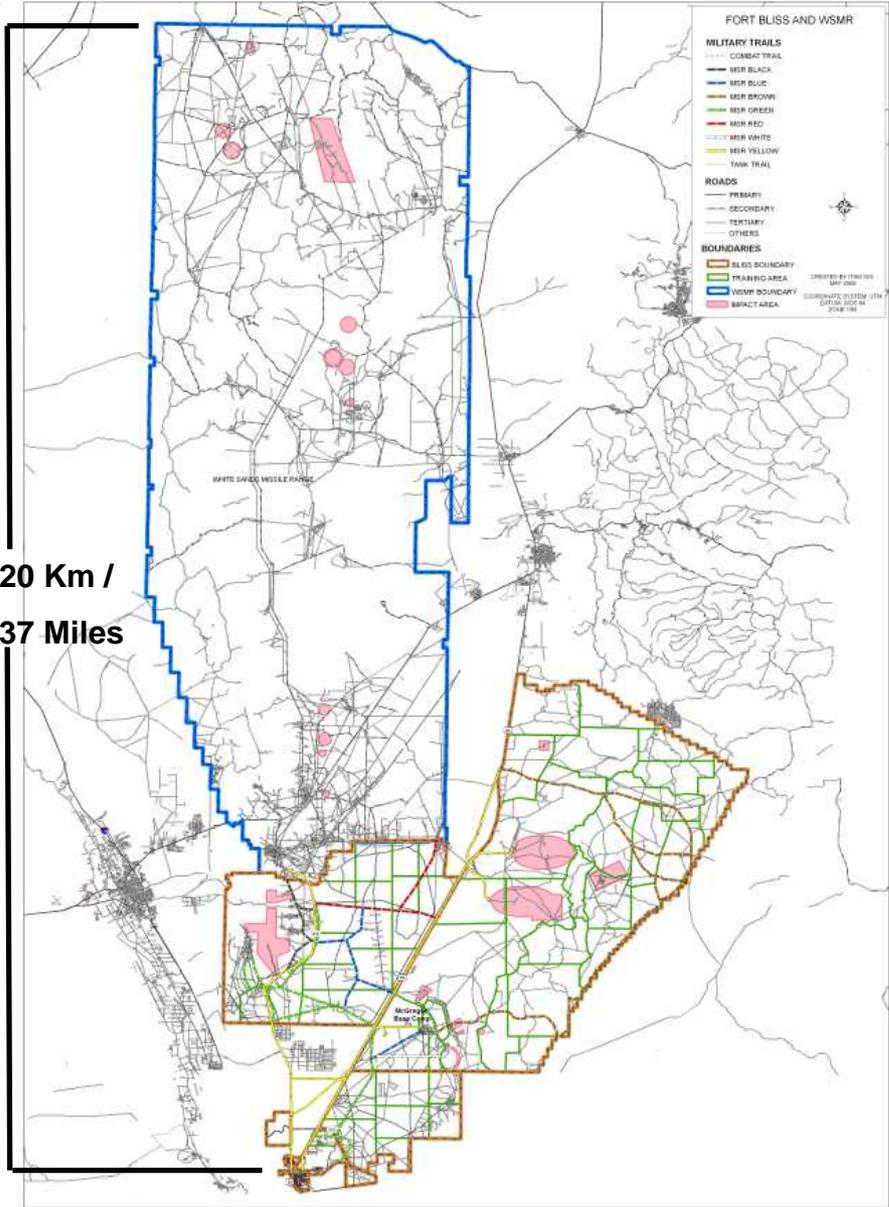
Other Community Facilities:
 Fire Station/MP Station (FY10)
 Physical Fitness Center (FY 08)
 Multi-Purpose Fields (FY08) **Unfunded**
 2-Four Field Softball Complex (FY 09) **Unfunded**
 Community Activities Center (FY 08)

Future RCI Housing Development

CDC (FY 09) (0-5)
 CDC (FY 09) (6-10)
 Shoppette
 Schools
 Recreation

- = AAFES Funded
- = AAFES Unfunded
- = MWR Funded
- = MWR Unfunded
- = MEDCOM Funded
- = Completed

TRAINING CAPABILITIES



Considerations

- Distance
- Road Networks
- Range Complex Upgrades
- Status of Funding
- Opening Maneuver Areas
- Airspace Management



ENVIRONMENTAL PROGRAM STATUS



A

COMPLIANCE PROGRAM

- **Issues.** Lack funding for hazardous waste supplies and support for 4-1. (\$674,000)
EBCT Footprint overlays old Rod and Gun Club berms. Lead will have to be removed and soil remediated (if necessary) before construction in this area (FY09)
- **Successes:** There are no compliance issues at Fort Bliss that will delay 1st BCT permanent construction.

CONSERVATION PROGRAM

R

- **Issues.** BRAC Funding shortfall: \$4.8m : 30% sample archeological survey of 440,000 acre new maneuver area and natural resources baseline resulting from SEIS scoping
- DA approved EPR Class 1 projects (Soils, vegetation, archeology etc.) \$7.4m delta. Require funding as soon as CRA is lifted. Delay will impact SEIS completion date and execution of FY07 Range /Facility MCA projects, and additional 470,000 acre off road maneuver area.
- **Successes:** Survey complete for 06 Ranges with no show stoppers. Survey and mitigation for construction in new BCT area complete.



NATIONAL ENVIRONMENTAL POLICY ACT (NEPA)



G

DOCUMENTATION STATUS :

G

PREPARATION STRATEGY:

G

RESTORATION PROGRAM

A

NEPA ISSUES:

- + Notice of Intent to Prepare Supplemental EIS published in Federal Register 15 November 2005. **Formal Public Scoping Completed 6 JAN 06.**
- + Will gain 372,000 - **470,000** acres of add'l off road maneuver & be able to accommodate **6- 7** heavy BCTs & 25 new/upgraded ranges.



COMMUNITY FACILITIES/ PROGRAMS STATUS



Risk: Capacity



Low Risk: Capacity available to meet mission capability



Medium Risk- Limited Capacity with options for short-term mitigation



High Risk- Lack of Capacity & unacceptable short-term mitigation options

AREA	RATING	REMARKS
MEDICAL	A	Hiring 1098 medical professionals over 4 years will be a challenge (Add 53 more for Modularity) Unable to construct permanent clinical space in time for troop increase.
FAMILY HOUSING	A	RCI contractor is prepared to provide housing for units through FY2007. A new Housing Analysis is required to provide authorization for additional housing.
SCHOOLS	A	Area school districts concede their resources will be stressed with regards to quality and capacity, but have plans in place to respond to population growth and provided assurance.
CHILD CARE	A	U.S. Army Community and Family Support Center will provide 1 Modular Child Development Center (CDC) to alleviate the projected shortfall buying an additional 100 spaces, until permanent facilities are available. Necessary 1391s have been submitted for all required permanent facilities.



COMMUNITY FACILITIES/ PROGRAMS STATUS



Risk: Capacity

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Low Risk: Capacity available to meet mission capability

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Medium Risk- Limited Capacity with options for short-term mitigation

R

High Risk- Lack of Capacity & unacceptable short-term mitigation options

AREA	RATING	REMARKS
YOUTH SERVICES (School Aged)	A	U.S. Army Community and Family Support Center will provide 2 modular school age services facilities. Expected completion April 2006. This is an interim solution which will support approx. 200 spaces. Installation has submitted 1391s for all required permanent facilities.
REC FACILITIES	A	Require 2 Bubble Gyms for the short term until a permanent facility is built. Necessary 1391s have been submitted for all required recreation facilities.
LOGISTICS	A	Identified interim solution for Class V storage (pads, canopies, & ARMAGs) not funded. Installation has submitted 1391s to define requirements that support the ASP bunkers and maintenance facilities.
INFORMATION TECHNOLOGY	R	IT Modernization program lists Fort Bliss as #13 on the Installation Sequence List (ISL). SWRO has recommended Fort Bliss as #1.
OTHER SERVICES	A	Service facilities will impact the support to the 4 th BCT, as well as other incoming BCTs. Expansion of facilities for support concerning AAFES, DECA and Religious Support is on-going.