



**Military
Impacted
Schools
Association**

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NATIONAL

Military Impacted Schools Association

"Supporting the educational needs of military families"

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**Position Paper
October, 1999**

Military Readiness: The "New Military"
By Dr. John F. Deegan
CEO, Military Impacted Schools Association

Actions of the federal government are having a great impact on the readiness of military personnel, their families and the local education entities that serve them. Military forces have been reorganized to respond on a "global reach" basis and have been structured to accommodate the need for increased efficiency. These doctrinal changes have been felt throughout the communities where military personnel are stationed.

The Department of Defense supports over 70,000 military dependents in DoD schools overseas and in fifteen DoD schools in the United States. Additionally, there are more than 550,000 children of military personnel in local public schools in the United States that are not supported by DoD. Congress has noted DoD's abdication of support and has begun providing \$35 million a year to DoD for distribution to local schools. The rationale for this funding is: School districts serving military dependents are greatly affected by pers tempo, deployment, privatization of housing, and outsourcing. Therefore, MISA recommends that the Department of Defense begin planning for this funding in its annual budget request to Congress.

The "new military" is an "ALL VOLUNTEER" force that makes recruitment, retention, readiness and morale very important issues to everyone in this nation. In the "new military," quality of life for military families is a key factor in readiness. Education is one of the first areas a family inquires about when moving to a new installation.

In the past, military families followed the military member to Europe, Asia, or bases in the United States. Now, due to the drawdown and realignment, the "new military" family usually remains at one military location while the parent deploys for long periods of time all over the world. This has a direct impact on military children – the changes cause uncertainty through increased separation from family, and ultimately hinder their children's educational opportunities.

Because the "new military" activity changes how military personnel and their families are affected, we need to see a "new direction" from the Department of Defense in supporting these military families. Also, the local school district serving a military installation needs to play a "new role" in supporting the Department of Defense and the "new military."

If the Department of Defense wants to positively affect recruitment, readiness, retention and morale, they need to recognize the "new role" being played by the local school districts serving the children of the military. The Department of Defense can't take for granted that

the Department of Education or local states will be there to do what is necessary to build a quality force and support the “new military.”

The tremendous shortage of pilots and highly skilled personnel, exacerbated by an inability to meet recruiting and retention goals, is reflected in a deep concern within DoD towards maintaining its end strength. Because this is just the “tip of the iceberg” immediate preventive measures must be taken to ensure a quality force.

Of primary concern should be the realization that children of career military choose military service as a career opportunity over others in their peer group. The sons and daughters of today’s noncommissioned and commissioned officers represent the “gene pool” for the military. How we treat the children of military personnel today will set in motion the kind of military force of the future. It will be hard to attract an “ALL VOLUNTEER” force from children who have grown up under the troublesome aspects of long deployments and high pers tempo requirements. This is especially true when one considers the effect of diminishing local support to families within our local school districts where educational needs are being unmet.

Local school districts in the United States are eager to become a partner with DoD in supporting our “new military.” Local military commanders need to work with local school officials on forging a partnership for community understanding and support. The Department of Defense needs to work with local schools supporting military children – “the most valuable resource of the present day military.” Military children have unique needs due to their parent’s unusual jobs and expectations as they defend this nation – their children deserve our support.

Local commanders need to communicate the unique needs of the children of military families through the chain of command so that the service Chiefs can better articulate to the Secretary of Defense the areas where DoD can assist in supporting the needs of all military children -- whether in the United States or overseas.

This is not an issue of Impact Aid from the Department of Education that is designed to address the in-lieu of tax issues of local school districts in the United States. These schools are attempting to offer a comparable educational program and the federal government has an obligation to pay their fair share for all the property off the tax rolls and the benefits provided under the “Soldiers’ and Sailors’ Relief Act.” The Department of Defense and others involved need to help local schools with needs well beyond the in-lieu of tax issues. The Department of Defense and local commanders need to work with local schools in supporting the needs of military children affected by the “new military.” The Department of Defense needs to help forge a new “partnership” between DoD and local schools serving all military children so that military personnel can be ready to accept the readiness needs of DoD. Local school districts are an important support system for the U.S. military personnel and their families.

The Department of Defense needs to recognize the impact of the “new military” and take an active role in education and other quality of life areas in order to maintain an effective, well prepared “all volunteer” force.



CHAIRMAN OF THE JOINT CHIEFS OF STAFF
WASHINGTON, D. C. 20318-9989

20 November 1998

John F. Deegan, Ed.D.
Chief Executive Officer
National Military Impacted
Schools Association
2009 Franklin Street
Bellevue, Nebraska 68005-5062

Dear Dr. Deegan,

Many thanks for taking the time to write and the kind words about Carolyn and my attendance at the recent "Serving the Military Child" conference. Your position paper, "Military Readiness: The 'New Military'" is appreciated and I will certainly share it with others in DOD. Military and civilian organizations need to remain vigilant in their efforts to address the unique needs of military children. Your diligence and that of your colleagues in communicating appropriate action and cooperation are vitally important.

With best wishes for every future endeavor,

Sincerely,

A handwritten signature in black ink, reading "Henry H. Shelton".

HENRY H. SHELTON
Chairman
of the Joint Chiefs of Staff

Vice President Al Gore Education Reform

If America is to succeed in the 21st Century, all our children need a world class education. America must act decisively to fulfill the promise for all of our children.

If we are going to truly reform our schools, we need to invest more. Vice President Gore proposes devoting \$115 billion of the budget surplus to create an Education Reform Trust Fund to fund the following incentives:

Reform the American High School

- smaller high schools (less than 600 students)
- school-within-school
- smaller classes (20 students)
- individual attention for all students
- Community Learning Centers
 - after school, summer school
- career academies
- charter schools (triple the number by 2010)
- state standards and accountability
 - high school exit exam
- provide grants to high-need school districts
 - subsidize access to advanced placement courses, SAT and achievement test preparation courses
- advanced placement classes
- safe schools

Fix failing schools

- universal preschool
- smaller schools, smaller classes (18 students in early grades)
- high quality teachers
 - create a National Teacher Corps
- demand more from students, teachers, and schools
- reaffirm importance of the IDEA--substantial increased investment

Keep kids in school

- raise the compulsory school age to 18

School construction

- for students to learn, schools must be well-equipped
- provide federal tax credits and financial support to help states and districts build and renovate public schools
- half of the bond authority will be allocated to the 100 school districts with the largest number of low-income children; the other half will be allocated to the states

Require rigorous tests for all new teachers

- require states, as a condition of receiving federal money, to test all new teachers for subject matter knowledge and teaching skills before they enter the classroom

Turn around failing schools

- every state and school district be required to identify failing schools and work to turn around
- strict accountability
- strong incentives
- if don't improve quickly, shut down fast and reopen under a new principal, with full peer evaluation of every teacher
- intense training
- fair way to improve or remove low-performing teachers
- states and school districts that turn around failing schools should receive performance bonuses
- increase investment in after school to ensure students have access to extra help

Schools Funded by the Department of Education

Public schools serving military dependents in the United States (schools that receive Impact Aid)

Enrollment	548,195 students
Number of school systems	600 school districts
Budget	\$390 million

Schools Funded by the Department of Defense

Department of Defense Schools located overseas

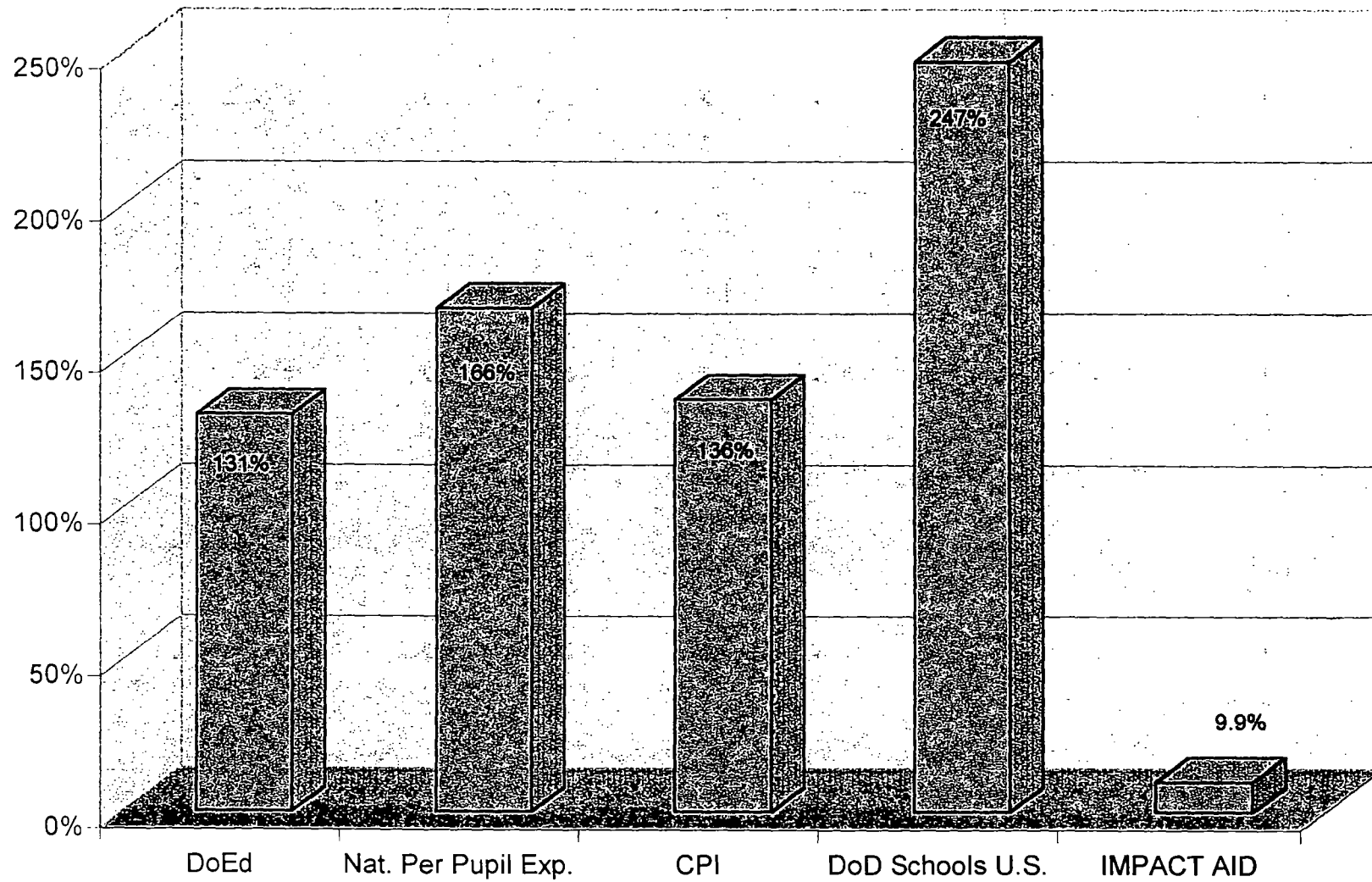
Enrollment	88,569 students
Number of School Systems	191 school districts
Budget	\$860 million

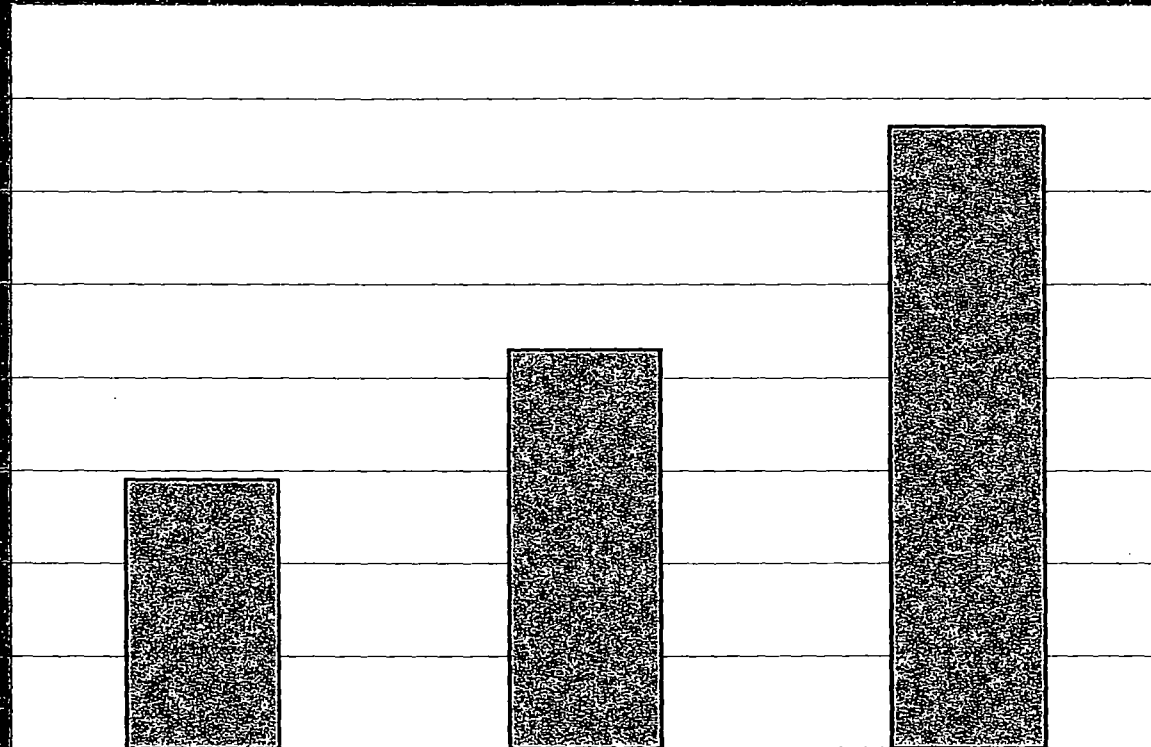
Department of Defense Schools located in the United States

Enrollment	36,000 students
Number of School Systems	15 school districts
Budget	\$260 million

Military children should be guaranteed a quality education--no matter where they live. Quality education of military dependents is a "readiness" and "quality of life" issue. As our military personnel are deployed, they should not have to worry about whether their children are receiving a quality education.

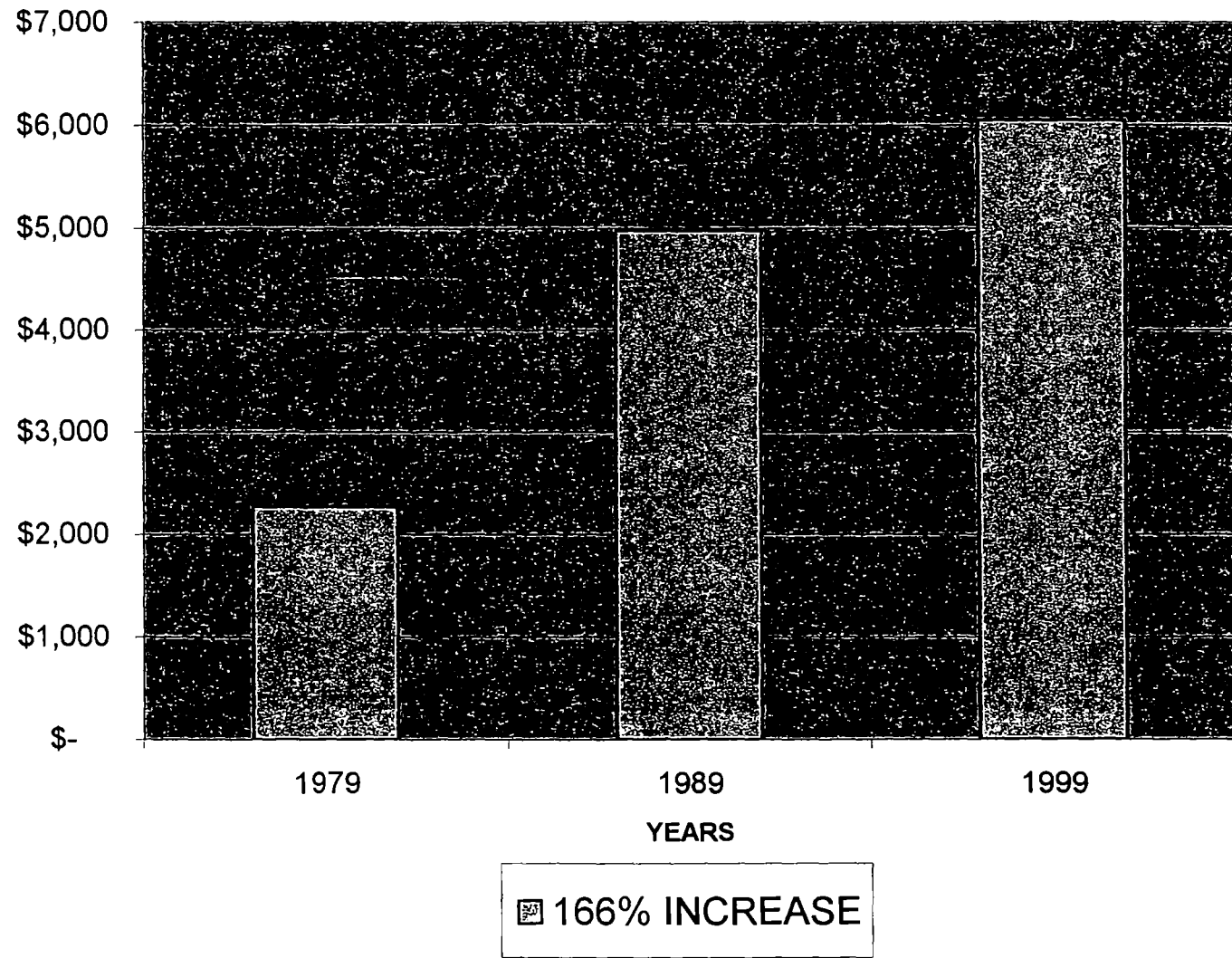
Percentage Increase Comparisons Over The Past 20 Years



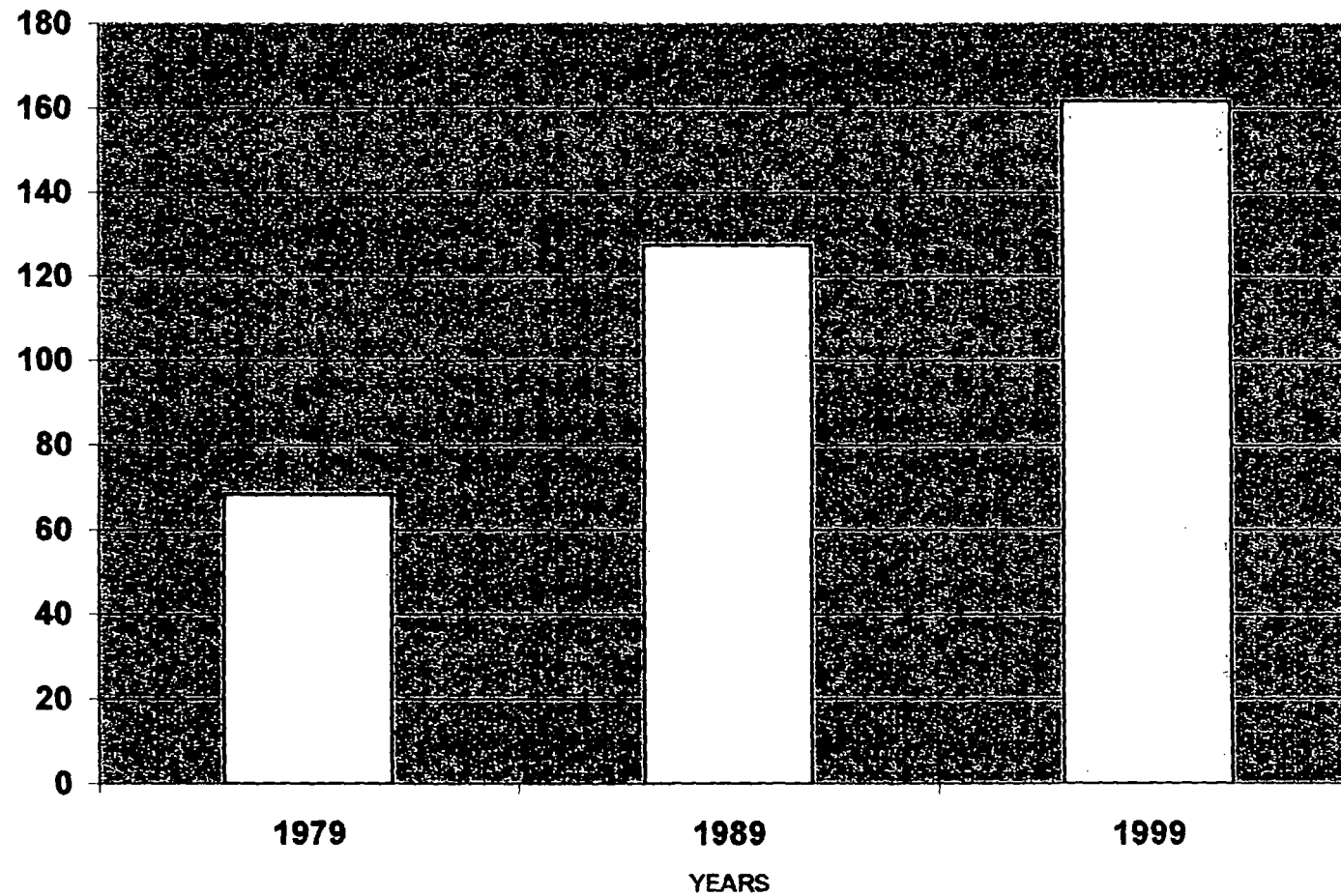


■ 131% INCREASE

NATIONAL PER PUPIL EXPENDITURE



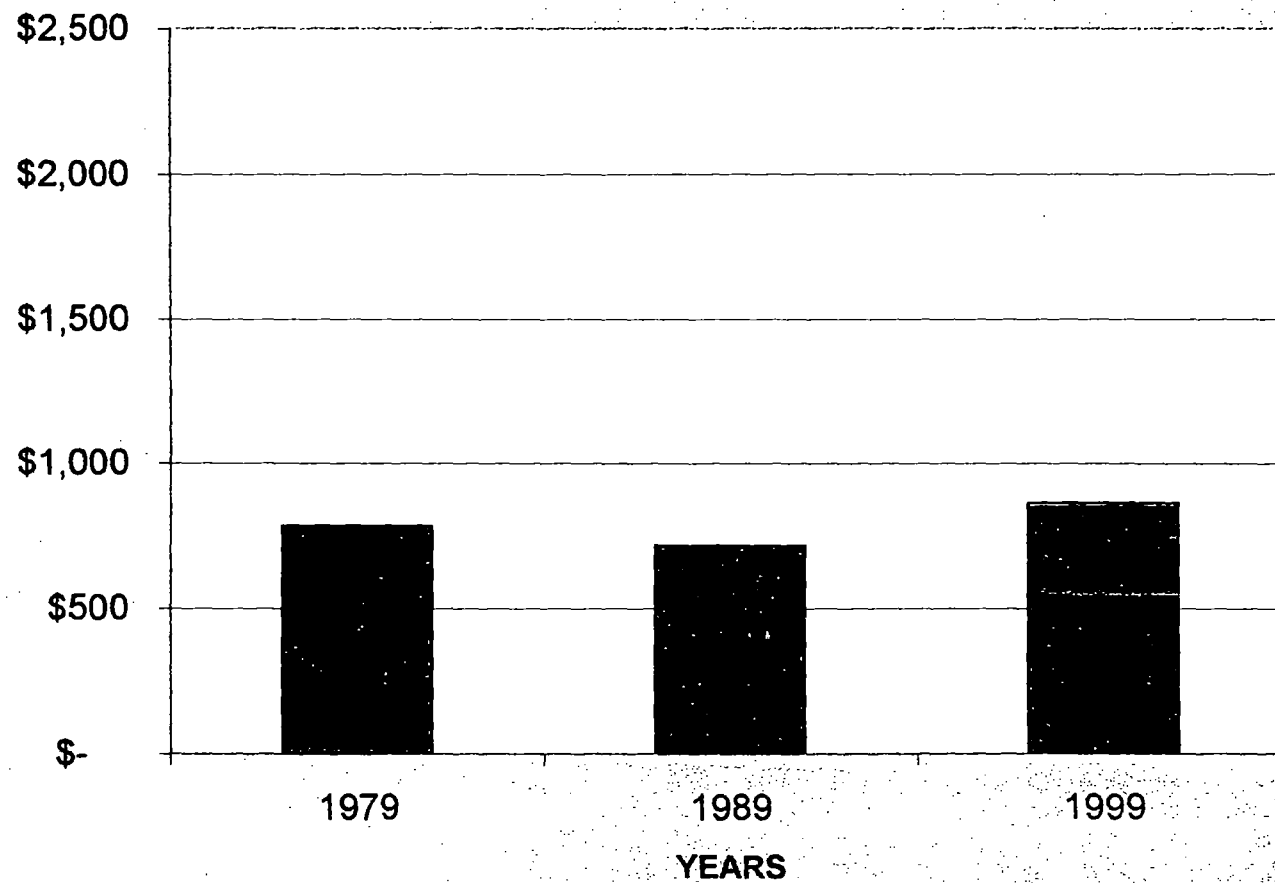
CONSUMER PRICE INDEX 20 YEAR INCREASE



□ 136% INCREASE

- During the 1981 school year the funding responsibility for Department of Defense schools in the United States was transferred from the Department of Education to the Department of Defense. The last Department of Education budget of these Section 6 schools was **\$75,000,000**. Today the budget for these same Department of Defense Schools is **\$260,000,000**.
- The increase in funding for the 15 Department of Defense schools located in the United States, serving approximately 36,000 military children, the past 19 years has increased **247%**, Funding for the schools serving over 550,000 military children educated in public schools near military installations through the United States Department of Education Impact Aid program has increased by only **9.9%**

IMPACT AID APPROPRIATIONS



■ 9.9% INCREASE

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Booklet, "Impact Aid...", 11 pages

Impact Aid . . .

*. . . providing for the educational needs
of military families*



History of Impact Aid

Impact Aid is a non-categorical program that provides payments from the federal government to individual school districts that are "impacted" with federally-connected students. The program is an in-lieu-of tax program--it is the federal government paying its share of taxes to the local school district.

Impact Aid was signed into law in 1950. The program was originally intended for children of military personnel. The military build-up of World War II had prompted the Soldiers' and Sailors' Relief Act and the Lanham Act of 1943. The Soldiers' and Sailors' Relief Act relieved military personnel of many local taxes, and the Lanham Act reimbursed local subdivisions for costs related to the presence of a military installation. Increased military activity during the Korean Conflict prompted the Eighty-first Congress to pass PL 874 (Impact Aid).

PL 874 authorized a payment for "A" students (those whose parents live and work on a military base) at a rate equal to the local tax effort per pupil in comparable non-impacted districts; and one-half the "A" rate for "B" students (those whose parents work or live on federal property).

1953: Impact Aid was expanded to include civil service personnel working on federally-owned property.

1958: Payments for Native American students were added to Impact Aid.

1965: President Lyndon Johnson's declares "war on poverty" and Congress passes the Elementary and Secondary Act. ESEA was born to provide massive funding for schools in order to break the poverty cycle. The result of the creation of many new federal programs was that Impact Aid was now competing with social programs with limited federal financial funding.

1965: The Stanford Research Institute Report confirmed the equity of Impact Aid payments to school districts which serve federally-impacted students. Particular concern was given to the minimum rate options under the LCR, and the study recommended that they be discontinued. It also found that 45% of local school revenue was derived from nonresidential property, a source not available to heavily impacted districts. The revenue burden was found to be especially significant where large areas of a school district have been taken for federal purposes. Section 3(d)(2)(b) was a focus for dealing with the funds for heavily impacted school districts.

1969: Congress commissioned the Battelle Memorial Institute study. The Battelle report reaffirmed that the presence of federal installations created an undue burden on the financial resources of local communities and that the in-lieu-of-tax payment is fair and necessary for those highly impacted districts that serve children of military personnel.

1970: Impact Aid was fully funded until 1970. In 1970 the appropriation for Impact Aid was cut in the middle of the school year and funded at only 84% of entitlement. School districts were already half way through the year and had contractual commitments to staff and vendors. Districts were forced to close their doors. An amendment to a non-appropriation bill was passed authorizing HEW to divert \$2.5 million of funds to ten heavily impacted school districts, averting school closings in those districts.

1974: In 1974 the Impact Aid law was revised, to include the most extensive modification of the law since the inception of the program. The creation of subcategories within Sections "A" and "B," the variable local contribution rate in section 3(d), and complex payments provision in Section 5(c) presented many challenges from the application process to the lack of staff to process the applications. In addition, the mandatory funding level under the new tier system would require approximately \$200 million more than appropriations of the previous year. The lack of funding was causing a rewrite of the law and a struggle for funding within the Impact Aid community.

1976: Payments for low rent housing students were authorized, requiring \$77.6 million, and payments for military students were prorated at 82% of entitlement. The original recipients of the Impact Aid program funds lost financial support to new student categories.

1979: The Presidential Commission on the Review of the Impact Aid Program was formed. The Commission concluded that "there is an obligation on the part of the federal government to mitigate the adverse effects of federal activities on local educational agencies." The report recommended: funding the program at the full authorization level; expanding the program to include undocumented aliens; distributing funds first to heavily impacted districts; and making changes in the payment rate for program entitlements--a continued struggle for funding ensued.

1981: President Nixon secured passage of the Budget Reconciliation Act and funding for the Impact Aid program was cut in half.

1981-1997: Funding for the Impact Aid program was a constant struggle. In 1997 the funding level was the same as funding for Impact Aid in 1981.

1982: Payments authorized for federal students living off federal property were reduced by one-third.

1983: Payments authorized for federal students living off federal property were reduced by another one-third.

1983: The Library of Congress, Congressional Research Service Study on Impact Aid, reported: "After a period of 30 years, the general consensus appears to be that the impact of the federal presence continues to impose an additional financial burden on local school districts, but that the burden varies depending upon the child's residence and the employment status of the parent."

1985: Payments for military students were prorated at 64% of the reduced entitlement. The percent of proration would have been 47% if the authorization for students living off federal property had not been reduced in 1982 and 1983 and cuts in funding for military children caused struggles within the Impact Aid community and the Department of Education.

1986: The Military Impacted Schools Association (MISA) was formed to represent the needs of military children and the school districts that serve them.

1986: Local contribution rates were limited to no more than the 1985 rate. Payments for military students were reduced to 59% of entitlement. The reduction would have been 42% of entitlement if the authorization for students living off federal property had not been reduced in 1982 and 1983.

1988: PL 874 was reauthorized. Funding for the military "B" student is cut from .50 of an "A" payment to .25 of an "A" payment. The payment to military impacted school districts was substantially reduced. The appropriations for FY'89 was approximately 43% of the reauthorized entitlement.

1990: Payments made under the hold harmless provisions continued to be prorated. The appropriation for FY'90 was approximately 40% of the reauthorized entitlement.

1994: Impact Aid was reauthorized. After many struggles and compromises, the Impact Aid program was reauthorized with two significant changes. Funding for civilian "B's" was eliminated. A compromise to the language allowed civilian students to remain eligible. Except for the purposes of payment, an LEA must enroll at least 2,000 civilian "B" students AND these students must equal at least 15% of the LEA's total enrollment. Funding for military "B" students was cut from .25 to .10 of a military "A" payment.

1995: The House and Senate formed Impact Aid coalitions to support the Impact Aid program and work for increased appropriations.

1996: The Impact Aid program was amended and civilian "B" eligibility changed from 2,000 students and 15% of LEA's total enrollment, to 1,000 students or 10% civilian "B."

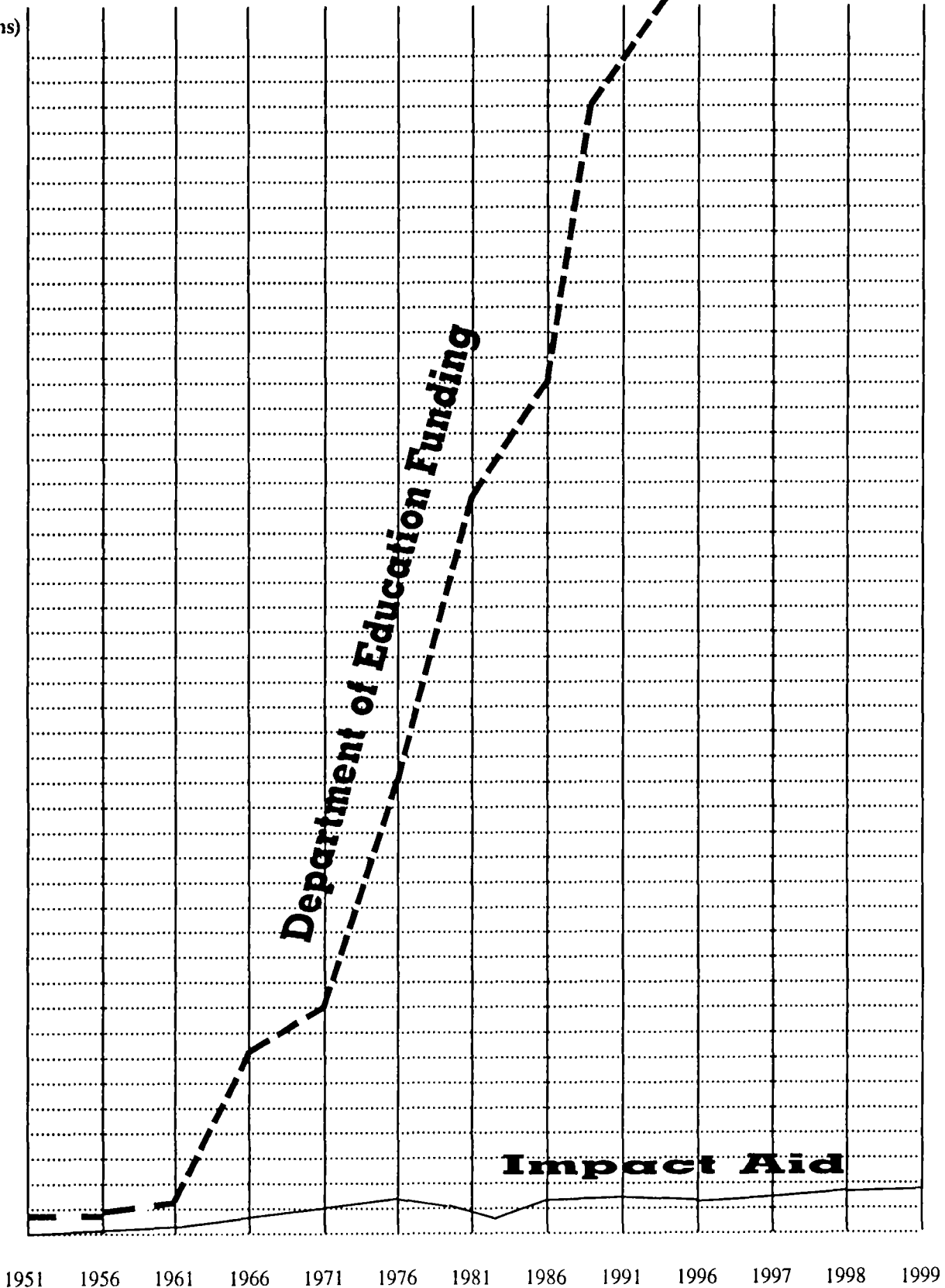
1997: Funding for Impact Aid begins to have annual increases under the leadership of Congressman John Porter and despite the administration's proposed cuts in Impact Aid.

2000: Impact Aid is scheduled to be reauthorized. The proposed law contains language to restore military "B" funding from .10 to .25 of a military "A" payment.

Appropriations for Impact Aid Compared to U.S. Education Budget 1951 - 1999

(in millions)

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\$500



— Total U.S. Education Budget

— Impact Aid Appropriation

FY99 vs FY2000 Funding for Selected Education Programs (\$ in millions)						
FUNDING FOR SELECTED PROGRAMS	FY99 Enacted	FY 2000 President Request	First FY 2000 Conference	Second FY 2000 Conference	\$Difference FY99 vs. FY2000	% Change FY99 vs. FY 2000
Goals 2000	\$491.0	\$491.0	\$491.0	\$491.0	\$0.0	0.0
School-to-Work	\$125.0	\$55.0	\$55.0	\$55.0	(\$70.0)	-56.0
Technology Literacy Challenge Fund	\$425.0	\$450.0	\$425.0	\$425.0	\$0.0	0.0
Education Technology (part A)*	\$125.0	\$120.0	\$153.3	\$158.7	\$33.7	27.0
Teacher Training in Technology	\$75	\$75	\$75.0	\$75.0	\$0.0	0.0
Community Based Technology Centers	\$10	\$65	\$10.0	\$32.5	\$22.5	225.0
Technology Leadership Activities	\$2	\$2	\$2.0	\$2.0	\$0.0	0.0
Middle School Teacher Training	n/a	\$30	\$0.0	\$0.0	n/a	n/a
Software Development Initiative	n/a	\$5	\$0.0	\$0.0	n/a	n/a
Star Schools	\$45.0	\$45.0	\$50.8	\$51.0	\$6.0	13.3
21st Century Community Learning Ctrs.	\$200.0	\$600.0	\$300.0	\$453.7	\$253.7	126.9
Title I (total)	\$8,426.9	\$8,743.9	\$8,547.9	\$8,678.9	\$252.0	3.0
Basic Grants	\$6,574.0	\$6,140.0	\$6,649.0	\$6,783.0	\$209.0	3.2
Concentration Grants	\$1,158.4	\$1,100.0	\$1,158.4	\$1,158.4	\$0.0	0.0
Targeted Grants	n/a	\$756.0	\$0.0	\$0.0	n/a	n/a
Even Start	\$135.0	\$145.0	\$150.0	\$150.0	\$15.0	11.1
Migrant Education	\$354.7	\$380.0	\$354.7	\$354.7	\$0.0	0.0
Comprehensive School Reforms	\$120.0	\$150.0	\$160.0	\$170.0	\$50.0	41.7
Impact Aid	\$864.0	\$736.0	\$910.5	\$910.5	\$48.5	5.4
Eisenhower Professional Dvlp. (State)	\$335.0	\$335.0	\$335.0	\$335.0	\$0.0	0.0
Title VI	\$375.0	\$0.0	\$380.0	\$380.0	\$5.0	1.3
Class Size Reduction	\$1,200.0	\$1,400.0	\$1,200.0	\$1,300.0	\$100.0	8.3
Teacher Empowerment Act	n/a	n/a	\$0.0	\$0.0	n/a	n/a
Safe and Drug Free Schools (total)	\$566.0	\$591.0	\$605.0	\$605.8	\$39.8	7.0
State Grants	\$441.0	\$439.0	\$460.0	\$445.8	\$4.8	1.1
National Programs	\$90.0	\$90.0	\$95.0	\$110.8	\$20.8	23.1
Safe & Drug-Free Schl Coordinators	\$35.0	\$50.0	\$50.0	\$50.0	\$15.0	42.9
Project SERV	n/a	\$12.0	\$0.0	\$0.0	n/a	n/a
Magnet Schools	\$104.0	\$114.0	\$110.0	\$110.0	\$6.0	5.8
Training & Advisory Services (CRA IV)	\$7.3	\$7.3	\$7.3	\$7.3	\$0.0	0.0
Charter Schools	\$100.0	\$130.0	\$145.0	\$145.0	\$45.0	45.0
Comprehensive Regional Assist. Centers	\$28.0	\$32.0	\$28.0	\$28.0	\$0.0	0.0
Reading and Literacy Grants	\$260.0	\$286.0	\$260.0	\$260.0	\$0.0	0.0
Indian Education (total)	\$66.0	\$77.0	\$77.0	\$77.0	\$11.0	16.7
Bilingual Education	\$224.0	\$259.0	\$229.0	\$248.0	\$24.0	10.7
Immigrant Education	\$150.0	\$150.0	\$150.0	\$150.0	\$0.0	0.0
Special Education (total)	\$5,334.1	\$5,449.9	\$6,036.6	\$6,036.6	\$702.5	13.2
State Grants	\$4,310.7	\$4,314.0	\$4,989.7	\$4,989.7	\$679.0	15.8
Special Ed Primary Ed Intervention	n/a	\$50.0	\$0.0	\$0.0	n/a	n/a
Vocational Education (total)	\$1,154.2	\$1,163.3	\$1,192.8	\$1,192.8	\$38.6	3.3
Tech-prep education	\$106.0	\$111.0	\$106.0	\$106.0	\$0.0	0.0
Adult Education (total)	\$385.0	\$575.0	\$445.0	\$470.0	\$85.0	22.1
Federal Pell Grants	\$7,704.0	\$7,463.0	\$7,700.0	\$7,700.0	(\$4.0)	-0.1
Pell Grants (maximum award)	(\$3,125.0)	(\$3,250.0)	(\$3,300.0)	(\$3,300.0)	(\$175.0)	5.6
Supplemental Ed Op. Grants (SEOG)	\$619.0	\$631.0	(a) \$631.0	(a) \$631.0	\$12.0	1.9

FY99 vs FY2000 Funding for Selected Education Programs (\$ in millions)--Continued						
FUNDING FOR SELECTED PROGRAMS	FY99 Enacted	FY 2000 President's Request	First FY 2000 Conference	Second FY 2000 Conference	Difference FY99 vs. FY2000	% Change FY99 vs. FY 2000
Federal Work Study	\$870.0	\$934.0	\$934.0	\$934.0	\$64.0	7.4
Perkins Loans Capital Contributions	\$100.0	\$100.0	\$100.0	\$100.0	\$0.0	0.0
Leveraging Ed Asst Partnerships (LEAP)	\$25.0	\$25.0	\$40.0	\$40.0	\$15.0	60.0
Title III HEA - Strengthening Institutions	\$60.3	\$61.6	\$60.3	\$60.3	\$0.0	0.0
Strengthening HBCU	\$134.5	\$148.8	\$141.5	\$148.8	\$14.3	10.6
Strengthening HBCU-Graduate Institution	\$30.0	\$32.0	\$31.0	\$31.0	\$1.0	3.3
Hispanic Serving Institutions	\$28.0	\$42.3	\$42.3	\$42.3	\$14.3	51.1
Urban Community Service	\$4.6	\$0.0	\$0.0	\$0.0	(\$4.6)	-100.0
Demos for Students with Disabilities	\$5.0	\$5.0	\$5.0	\$5.0	\$0.0	0.0
TRIO	\$600.0	\$630.0	\$645.0	\$645.0	\$45.0	7.5
GEAR-UP	\$120.0	\$240.0	\$180.0	\$200.0	\$80.0	66.7
Byrd Honor Scholarships	\$39.3	\$39.9	\$39.9	\$39.9	\$0.6	1.5
Graduate Asst. Areas of National Need	\$31.0	\$41.0	(b) \$51.0	(b) \$51.0	\$20.0	64.5
Campus-based Child Care Center	\$5.0	\$5.0	\$5.0	\$5.0	\$0.0	0.0
Learning Anytime Anywhere Partnership	\$10.0	\$20.0	\$17.9	\$23.9	\$13.9	139.0
Preparing for College	n/a	\$15.0	\$0.0	\$0.0	n/a	n/a
College Completion Challenge Grants	n/a	\$35.0	\$0.0	\$0.0	n/a	n/a
Teacher Quality Enhancement	\$75.0	\$115.0	\$80.0	\$98.0	\$23.0	30.7
Research and Development	\$143.6	\$198.3	\$158.6	\$168.6	\$25.0	17.4
Statistics	\$68.0	\$77.5	\$68.0	\$68.0	\$0.0	0.0
Assessment	\$40.0	\$44.5	\$40.0	\$40.0	\$0.0	0.0
Eisenhower Professional Dvlp (Federal)	\$23.3	\$30.0	\$23.3	\$23.3	\$0.0	0.0
Fund for the Improvement of Education	\$139.0	\$139.5	\$155.8	\$249.5	\$110.5	79.5
Total Education Department Only	(c) \$33,519.9	(d) \$34,711.9	(e) \$35,033.9	(f) \$35,702.7	(f) \$2182.8	6.5
Libraries	\$166.0	\$154.5	\$163.3	\$166.8	\$0.8	0.5
Corporation for Public Broadcasting	\$340.0	\$350.0	\$350.0	\$350.0	\$10.0	2.9
Head Start	\$4,660.0	\$5,267.0	\$5,267.0	\$5,267.0	\$607.0	13.0
School Modernization & Qualified Zone Bo	n/a	\$146.0	\$0.0	\$0.0	n/a	n/a
Building Schools Ctrs of Com. Grants	n/a	\$10.0	\$0.0	\$0.0	n/a	n/a
Troops to Teachers	n/a	\$18.0	\$0.0	\$0.0	n/a	n/a
American Indian Teacher Corps	n/a	\$10.0	\$0.0	\$0.0	n/a	n/a
President's New Initiatives in bold face.						
n/a=not applicable, new programs						
* Includes Technology Innovation Challenge Grants and Regional Technology						
(a) Includes \$10 m in emergency funds for victims of Hurricane Floyd.						
(b) Includes \$10 m for Javits Fellowships non-competing continuation and new awards in FY 2000 and also includes \$10 m advance funding for Javits that will be available on October 1, 2001.						
(c) Includes \$6.2 b in advance funding for Title I that will be available on October 1, 2000.						
(d) Includes \$8.1 b in advance funding that will be available on October 1, 2001.						
(e) Includes \$12.5 b in advance funding that will be available on October 1, 2001.						
(f) A 0.38% cut in FY 2000 discretionary funds, a reduction of \$112 m, will be distributed among the Department of Education programs at the discretion of the Administration with no program, project, or activity reduced by more than 15%. This will reduce the total for the Department of Education to \$35.6 billion.						
Source: U.S. Department of Education						

History of Impact Aid Appropriations

FY'51	\$29,080,788
FY'52	\$51,570,000
FY'53	\$60,500,000
FY'54	\$72,350,000
FY'55	\$75,000,000
FY'56	\$90,000,000
FY'57	\$113,050,000
FY'58	\$127,000,000
FY'59	\$157,362,000
FY'60	\$186,300,000
FY'61	\$217,300,000
FY'62	\$247,000,000
FY'63	\$283,322,000
FY'64	\$320,000,000
FY'65	\$332,000,000
FY'66	\$388,000,000
FY'67	\$416,200,000
FY'68	\$406,355,000
FY'69	\$505,900,000
FY'70	\$507,700,000
FY'71	\$536,068,000
FY'72	\$592,580,000
FY'73	\$535,495,000
FY'74	\$574,416,000
FY'75	\$636,016,000
FY'76	\$730,000,000
FY'77	\$776,000,000
FY'78	\$775,000,000
FY'79	\$786,100,000
FY'80	\$772,000,000
FY'81	\$706,750,000
FY'82	\$441,776,532
FY'83	\$467,020,879
FY'84	\$555,000,000
FY'85	\$665,000,000
FY'86	\$634,405,000
FY'87	\$685,000,000
FY'88	\$685,498,000
FY'89	\$709,396,000
FY'90	\$717,354,000
FY'91	\$740,708,000
FY'92	\$743,708,000
FY'93	\$738,250,000
FY'94	\$786,300,000
FY'95	\$728,000,000
FY'96	\$693,000,000
FY'97	\$730,000,000
FY'98	\$808,000,000
FY'99	\$864,000,000
FY'00	\$910,500,000

EFFECTS OF FEDERAL IMPACTION

Property Valuations

	<u>ADM 1997-98</u>	<u>Valuation Per Pupil</u>	<u>Taxes produced with \$1.00 Levy</u>
Comarable Metro School Disticts to Bellevue			
Ralston	2,933	\$ 315,144	\$ 3,151.44
Westside	4,981	\$ 371,048	\$ 3,710.48
Lincoln	30,365	\$ 280,135	\$ 2,801.35
Springfield	4,614	\$ 322,730	\$ 3,227.30
Omaha	43,960	\$ 222,593	\$ 2,225.93
Millard	17,714	\$ 221,019	\$ 2,210.19
Papillion	7,612	\$ 159,194	\$ 1,591.94
Bellevue	9,005	\$ 120,237	\$ 1,202.37
Nebraska Statewide	266,548	\$ 222,464	\$ 2,224.64

General Fund Tax Rates

	Valuation	Tax Asking	Tax Rate
Nebraska Statewide	\$ 70,614,595,520	\$ 828,970,170	\$ 1.1857
Bellevue	1,023,339,539	\$ 13,610,415	\$ 1.33

Funding Sources for Public Education

	Local Percent	State Percent	Federal Percent
Nebraska Statewide	55%	40%	5%
Bellevue	26%	49%	25%

Effect of the Soldier and Sailors Relief Act

Motor Vehicle Tax

	<u>ADM 1997-98</u>	<u>Motor Vehicle Tax</u>	<u>Per Pupil Tax Receipts</u>
Comarable Metro School Disticts to Bellevue			
Ralston	2,933	\$ 745,071	\$ 254.03
Westside	4,981	\$ 996,873	\$ 200.14
Lincoln	30,365	\$ 5,857,293	\$ 192.90
Kearney	4,614	\$ 881,980	\$ 191.15
Omaha	43,960	\$ 8,148,463	\$ 185.36
Millard	17,714	\$ 2,723,715	\$ 153.76
Papillion	7,612	\$ 886,394	\$ 116.45
Bellevue	9,005	\$ 854,506	\$ 94.89
Nebraska Statewide	266,548	\$ 48,067,575	\$ 180.33

County Fines and License Fees

Nebraska Statewide	266,548	\$ 14,130,911	\$ 53.01
Bellevue	9,005	\$ 316,207	\$ 35.11

Pro-Rate Motor Vehicle - State

Nebraska Statewide	266,548	\$ 3,272,437	\$ 12.28
Bellevue	9,005	\$ 54,074	\$ 6.00