

## 2.6 Education and Child Care

The Education and Child Care Existing Conditions Report serves to summarize the existing conditions related to education and child care within the study area for the 2022 JBLM GCP. The purpose of this report is to assess the opportunities and challenges that military-connected individuals, as well as the greater community, face related to education and child care on- and off-base within the study area. For the purposes of this report, the “study area” includes Pierce and Thurston counties.

This report updates the 2010 GCP findings and adds new analysis as necessary to address emerging trends. The Education and Child Care Existing Conditions Report focuses on the following:

- The effect JBLM has on education and child care on-base and in the region.
- Child care (including early childhood, and outside school programs), K-12 education and higher education. Each section will address topic-specific goals, the methodology to gather information, and the findings/ analysis.

This existing conditions report was completed during the COVID-19 pandemic. Child care and education operations were impacted by the pandemic through shut downs, limited capacity, remote learning, employment, and other related impacts. It is difficult to predict what will become the “new normal” for child care and education and what elements will return to how they were prior to the pandemic. This report therefore analyzes conditions of today and also, particularly through stakeholder interviews, compares the industries to prior to the pandemic to help garner what needs existed even prior to COVID-19.

**Table 2.4 – Overview of Key Findings for Education and Child Care**

Child Care	
<p><b>New 2022 GCP Findings</b></p> <ul style="list-style-type: none"> <li>• Challenges exist on and off base with employee retention specifically due to pay and hours offered.</li> <li>• Families face steep prices for child care in the region (off-base).</li> <li>• Capacity at child care centers throughout the region have been impacted by COVID-19 resulting in many having wait lists. It is unclear how long the duration of these impacts will persist.</li> <li>• Training on how to care for military-connected children was not frequently referenced as helpful or desired.</li> </ul>	<p><b>Findings That Reaffirm the 2010 GCP</b></p> <ul style="list-style-type: none"> <li>• There is a need for improved communication between JBLM and education and child care providers.</li> <li>• Price and availability of child care are key issues facing military-connected families.</li> </ul>
K – 12 Education	

<p><b>New 2022 GCP Findings</b></p> <ul style="list-style-type: none"> <li>• There has been improved communication with the on-base command in the last 10 years.</li> <li>• On-base elementary schools have been renovated and reconstructed since the last GCP.</li> <li>• There are improved online learning opportunities - in part as a response to COVID-19.</li> <li>• Districts emphasized the importance of the availability of mental health resources.</li> </ul>	<p><b>Findings that reaffirm the 2010 GCP</b></p> <ul style="list-style-type: none"> <li>• School districts are often left to develop their own programs for supporting military students, leading to gaps between districts.</li> <li>• There is no standard for tracking and measuring military impact on a school district, aside from those applying for Impact Aid funding.</li> </ul>
<b>High Education</b>	
<p><b>New 2022 GCP Findings</b></p> <ul style="list-style-type: none"> <li>• There are additional higher education institutions located on-base, which provide new classes and opportunities for military students.</li> <li>• The 2010 report identified the soldier’s basic training transferring as physical education as the main form allowed; whereas in 2022 the colleges and universities surveyed now accept more aspects of military training for transfer credits, especially at community and technical colleges.</li> </ul>	<p><b>Findings that reaffirm the 2010 GCP</b></p> <ul style="list-style-type: none"> <li>• Higher education providers lack a standard for tracking military-connected students.</li> <li>• There is a lack of streamlined deployment process for active-duty students in higher education.</li> <li>• An inconsistency exists between higher-education institutions with the acceptance of transfer credits obtained during service.</li> </ul>

**Table 2.5 – Overview of Needs Assessment for Education and Childcare**

Section	Needs Identified
Child Care	<ul style="list-style-type: none"> <li>• Increased staffing of childcare centers on-base to aid in increasing capacity.                             <ul style="list-style-type: none"> <li>◦ Improve community outreach to civilians regarding on-base jobs.</li> </ul> </li> <li>• Continued advocacy for attainable child care pricing in the region.                             <ul style="list-style-type: none"> <li>◦ Advocacy at the DoD/federal and state level for legislation.</li> </ul> </li> <li>• Consider potential partnerships among JBLM and off-base child care providers that allow military families to move to the top of the waitlist when referred to the center when on-base centers are full.</li> <li>• Improvements to Child Care Aware online system for ease of use and quicker payment processing to allow more providers to offer fee assistance.</li> <li>• Analyze how (or at what point) JBLM can provide extended hours and emergency/walk-in child care on-base or coordinate with off-base providers.</li> <li>• Advocate for occupational licensure reciprocity to give military spouses working in the childcare industry an opportunity to continue employment for a period of six months to one year of a Permanent Change of Station to JBLM. After the grace period, individuals would be required to obtain any state-specific requirements to maintain their license.</li> </ul>
K-12 Education	<ul style="list-style-type: none"> <li>• Create a model for school districts to have health clinics at secondary schools that give parents or family members the ability to obtain healthcare for their children without having to take their child out of school for travel or to a doctor’s office.</li> <li>• Increase communication among JBLM and school districts, especially about estimates of anticipated numbers of military children.                             <ul style="list-style-type: none"> <li>◦ Evaluate the role of JBLM or SSMCP to facilitate meetings with military-impacted school districts</li> </ul> </li> <li>• Provide professional development opportunities for staff during deployment and school transitions.</li> <li>• Increase funding resources for school facilities the house military-connected students, as growth projections which start in kindergarten do not include military students who transfer in.</li> <li>• Develop policies or a program for students transferring into districts that serve JBLM to aid in educational consistency.</li> </ul>

Section	Needs Identified
Higher Education	<ul style="list-style-type: none"> <li>• Formalize partnerships between higher education institutions and JBLM officials.               <ul style="list-style-type: none"> <li>○ Evaluate this taking place as part of the Education Working Group with SSMCP.</li> </ul> </li> <li>• Standardize the counting of military-dependent students.</li> <li>• Create guidelines, with the help of higher education institutions and JBLM, for how military training translates to college transfer credits.</li> </ul>

## 2.7 Health Care

The purpose of the Health Care Technical Memo is to assess the current health care opportunities and challenges on- and off-installation. It updates the 2010 Growth Coordination Plan findings and adds new analysis as necessary to address emerging trends. As noted in the 2010 Growth Coordination Plan, health is affected by more than medical disorders. Access to services and transportation, as well as economic, educational, social, and environmental factors play a role in an individual’s overall health. Consequently, this Technical Memo aligns with the Social Services, Quality of Life, and Transportation Technical Memos of the JBLM Growth Coordination Plan.

This analysis resulted in the following key findings. An overview of all needs identified, by resource, given today’s conditions is provided in Table 2.6.

- **A continued shortage of TRICARE network providers** has persisted locally, largely due to low reimbursement rates and a cumbersome credentialing process.
- **Behavioral health continues to be a priority for the region** and the SSMCP’s Health Care Working Group continues to track regional issues related to behavioral health.
- **Health equity has emerged as a priority** for both Pierce and Thurston Counties. The SSMCP has an opportunity to identify how strategies from the **other Technical Memos could contribute to regional health equity goals**, including monitoring funding opportunities for mutually beneficial projects and facilitating communication between JBLM and the community about these issues.
- There is a continued need for **legislative advocacy for occupational licensure reciprocity** for military spouses, including those working in health care. Reciprocity would help military spouses as they transition to JBLM to work and provide needed staffing for health care facilities.

**Table 2.6 – Overview of All Needs Identified Given Today’s Conditions**

Section	Needs Identified
Federal Health Services Madigan Army Medical Center and TRICARE (Section 5)	<ul style="list-style-type: none"> <li>• Determine SSMCP’s level of advocacy for representing JBLM and the region in national discussions about TRICARE issues. May include:               <ul style="list-style-type: none"> <li>○ Quantifying and documenting the average lengths of time service members and their families spend on TRICARE provider waitlists due to provider shortages.</li> <li>○ Briefing JBLM leadership on findings related to TRICARE provider shortages.</li> <li>○ Monitoring implications of future Department of Defense Health Directorate reorganization and potential opportunities for advocacy.</li> </ul> </li> <li>• Continue educating civilian medical providers on TRICARE benefits and advocate for their participation as a TRICARE provider.</li> <li>• Prioritize initiatives that expand behavioral health services for military family members, including adults and children.</li> </ul>



<ul style="list-style-type: none"> <li>Families face steep prices for child care in the region (off-base).</li> <li>Capacity at child-care centers throughout the region have been impacted by COVID-19 resulting in many having wait lists. It is unclear how long the duration of these impacts will persist.</li> <li>Training on how to care for military-connected children was not frequently referenced as helpful or desired.</li> </ul>	<ul style="list-style-type: none"> <li>Price and availability of child care are key issues facing military-connected families.</li> </ul>
<b>K – 12 Education</b>	
<p><b>New 2022 GCP Findings</b></p> <ul style="list-style-type: none"> <li>There has been improved communication with the on-base command in the last 10 years.</li> <li>On-base elementary schools have been renovated and reconstructed since the last GCP.</li> <li>There are improved online learning opportunities - in part as a response to COVID-19.</li> <li>Districts emphasized the importance of the availability of mental health resources.</li> </ul>	<p><b>Findings that reaffirm the 2010 GCP</b></p> <ul style="list-style-type: none"> <li>School districts are often left to develop their own programs for supporting military students, leading to gaps between districts.</li> <li>There is no standard for tracking and measuring military impact on a school district, aside from those applying for Impact Aid funding.</li> </ul>
<b>High Education</b>	
<p><b>New 2022 GCP Findings</b></p> <ul style="list-style-type: none"> <li>There are additional higher education institutions located on-base, which provide new classes and opportunities for military students.</li> <li>The 2010 report identified the soldier’s basic training transferring as physical education as the main form allowed; whereas in 2022 the colleges and universities surveyed now accept more aspects of military training for transfer credits, especially at community and technical colleges.</li> </ul>	<p><b>Findings that reaffirm the 2010 GCP</b></p> <ul style="list-style-type: none"> <li>Higher education providers lack a standard for tracking military-connected students.</li> <li>There is a lack of streamlined deployment process for active-duty students in higher education. An inconsistency exists between higher education institutions with the acceptance of transfer credits obtained during service.</li> </ul>

**Table 1.2 – Overview of Needs Assessment for Education and Childcare**

Section	Needs Identified
Child Care	<ul style="list-style-type: none"> <li>Increased staffing of child-care centers on-base to aid in increasing capacity. <ul style="list-style-type: none"> <li>Improve community outreach to civilians regarding on-base jobs.</li> </ul> </li> <li>Continued advocacy for attainable child-care pricing in the region. <ul style="list-style-type: none"> <li>Advocacy at the DoD/ federal and state level for legislation.</li> </ul> </li> <li>Consider potential partnerships among JBLM and off-base child-care providers that allow military families to move to the top of the off-base center waitlist when on-base centers are full.</li> <li>Improvements to Child Care Aware online system for ease of use and quicker payment processing to allow more providers to offer fee assistance.</li> <li>Analyze how (or at what point) JBLM can provide extended hour and emergency/walk-in child care on-base or coordinate with off-base providers.</li> <li>Advocate for occupational licensure reciprocity to give military spouses working in the child-care industry an opportunity to continue employment for a period of six months to one year of a Permanent Change of Station to JBLM. After the grace period, individuals would be required to obtain any state-specific requirements to maintain their license.</li> </ul>
K-12 Education	<ul style="list-style-type: none"> <li>Create a model for school districts to have health clinics at secondary schools.</li> <li>Increase communication among JBLM and school districts especially about estimates of anticipated numbers of military children and other relevant data. <ul style="list-style-type: none"> <li>Evaluate the role of JBLM or SSMCP to facilitate meetings with military-impacted school districts</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Provide professional development opportunities for staff regarding deployment and school transitions.</li> <li>• Increase funding resources for school with military-connected students, as growth projections which start in kindergarten do not include military students who transfer in.</li> <li>• Develop policies or a program for students transferring into districts that serve JBLM to aid in educational consistency.</li> </ul>
Higher Education	<ul style="list-style-type: none"> <li>• Formalize partnerships between higher education institutions and JBLM officials. <ul style="list-style-type: none"> <li>◦ Evaluate this taking place as part of the Education Working Group with SSMCP.</li> </ul> </li> <li>• Standardize the counting of military-dependent students.</li> <li>• Create guidelines, with the help of higher education institutions and JBLM, for how military training translates to college transfer credits.</li> </ul>

### 3. Methodology

The scope of the existing conditions for Education and Child Care discussed in this report was determined by updating the outline in the 2010 GCP to document changes in education and child care in the region.

Child-care centers identified in the study area are the same facility types from the 2010 GCP and include licensed child-care centers, licensed family child-care homes, child development centers, youth services, and middle school and teen programs. A survey (Appendix A) was distributed to child-care providers in the region to gain an understanding of the availability of child care and the challenges that centers face. Contact information for child-care centers was obtained online via Child Care Aware. Individual interviews with key stakeholders were conducted throughout the summer of 2021 to aid in understanding the existing conditions for child care. Questions were modified based on the specific child-care provider and the services they offer to help garner the most relevant, helpful information. Stakeholders’ responses to the questions can be found in Appendix B.

K-12 schools in the study area were first identified using JBLM’s School Support Services webpage. Contact information was identified through the SSMCP contact list, as well as through schools’ websites. Individual interviews with key stakeholders were also conducted throughout the summer of 2021 to aid in understanding the existing conditions for K-12 education. Questions were modified based on the stakeholder, with additional questions being asked based on the school type and location. A different set of questions were asked to the on-base schools to provide insight into that perspective. Complete stakeholder responses can be found in Appendix D. Further information to support this report was gathered from school district websites, publicly available datasets and plans accessed online, JBLM School Support Services Office, JBLM Child and Youth Services Office, and the Washington State Office of the Superintendent of Public Instruction.

Higher education facilities in the study area include community colleges, private 4-year universities, technical colleges, and public universities. Contact information for the institutions discussed in this report was obtained from the SSMCP contact list, as well as through schools’ websites. Individual interviews with key stakeholders were also conducted throughout the summer of 2021 to aid in understanding the existing conditions for higher education. Questions were modified based on the stakeholder, with additional questions being asked based on the type of programs each institution offers and the school’s location. Complete stakeholder response can be found in Appendix E.

### 4. Assessment of 2010 Growth Coordination Plan Strategies

The 2010 GCP identified specific strategies for education and child care. The following tables list those strategies provide a summary of the current status, as well as an analysis of the continued benefits and needs of those strategies. The need and benefit rating listed under “current” are preliminary based on survey and interview findings, which will be finalized following steering committee input.

### Strategy 1.02 Establish a Military Education Advisory Council

Need		Benefit	
2010 GCP	2022 GCP	2010 GCP	2022 GCP
High	Medium	High	High
Status of Action Steps			
Step 1: Create an MOU to establish joint planning roles and responsibilities, including information sharing and identification of a lead agency to pursue grant funding.			Not Started
Step 2: Hold a planning session with partnering districts to determine the council mission, initial goals, and meeting schedule.			Not started
Step 3: Secure funding for the staff position.			Not started
Step 4: Determine formal organization that will employ the staff position. This could potentially reside within the proposed Regional Partnership. Establish charter and formal organization if required. Hire Military Liaison position.			Not started
Step 5: Determine the council priorities and begin operations.			Not started
Step 6: Organize and host quarterly briefings to promote partnership and encourage the exchange of important planning information.			Not started

### Strategy 1.03 Hold Annual Forum on Military Behavioral Health

Need		Benefit	
2010 GCP	2022 GCP	2010 GCP	2022 GCP
Medium	Low	Medium	Medium
Status of Action Steps			
Step 1: Identify a point person to serve as an event manager.			Not started
Step 2: Hold a focus group with key military family service providers to determine key forum topic areas.			Not started
Step 3: Determine funding target for event (e.g., grant, sponsor, fee based).			Not started
Step 4: Recruit keynote and breakout workshop presenters.			Not started
Step 5: Determine continuing education units offered.			Not started
Step 6: Establish event date and location and promote event to service providers.			Not started

### Strategy 1.06 Establish Military Child Care Stakeholder Meetings

Need		Benefit	
2010 GCP	2022 Draft	2010 GCP	2022 Draft
Medium	Medium	High	High
Status of Action Steps			
Step 1: CCR&R and First 5 FUNdamentals will compile a guest list for quarterly forum.			Not Started

Step 2: Identify a JBLM staff member to attend all regional planning meetings.	Not Started
Step 3: Collaborative effort between JBLM, First 5 FUNDamentals, and CCR&R to establish an agenda relevant to all meeting participants.	Not Started
Step 4: Hold the quarterly forum at a centrally accessible location, for example Bates Technical College, South Campus.	Not Started

### Strategy 2.02 Adapt Existing Child Care Online Database to Track Military-Specific Data

Need		Benefit	
2010 GCP	2022 Draft	2010 GCP	2022 Draft
High	Medium/High	High	Medium/High
Status of Action Steps			
Step 1: Identify JBLM, CCR&R, and NACCRRA staff who will be the points-of-contact on this project.		Not Started	
Step 2: Hire a web strategy firm to consult on how this information should be organized and detail the responsibilities of the other organizations.		Not Started	
Step 3: Secure a funding source either through grants, the DoD, or NACCRRA.		Not Started	
Step 4: Establish a project timeline based on information that needs to be collected.		Not Started	
Step 5: Collect data from all on- and off-base providers, consistently formatted for transfer to the web.		Not Started	
Step 6: Collect information regarding military-specific training opportunities for child-care providers.		Not Started	
Step 7: Augment the existing CCR&R database to accept additional provider data needs.		Not Started	
Step 8: Input additional military-related provider data into the web database.		Not Started	
Step 9: Work with CCR&R to submit training-related resources and listings to WA State DEL.		Not Started	
Step 10: Establish a community awareness campaign for the new, regional child-care website.		Not Started	

### Strategy 2.03 Establish Centralized Military Resources Library for Educators

Need		Benefit	
2010 GCP	2022 GCP	2010 GCP	2022 GCP
Medium	Medium	High	Medium
Status of Action Steps			
Step 1: Identify single owner (e.g., Military Education Advisory Council military liaison) to hold copies of all resources identified or obtained by districts in the region.			Not started
Step 2: Task Military Education Advisory Council members with sharing updated resources with region at quarterly briefings.			Not started
Step 3: Resource owner will provide annual re-source library updates to individual school districts.			Not started
Step 4: Publish resources onto single website.			Not started
Step 5: Promote the website location to regional school districts serving military students.			Not started

### Strategy 3.07 Leverage Military Experience as Higher Education Credit

Need		Benefit	
2010 GCP	2022 GCP	2010 GCP	2022 GCP
Medium	Medium	Medium	Medium
Status of Action Steps			
Step 1: Prepare a summary or synopsis of a military transfer credit forum.			Not started
Step 2: Pursue the addition of this topic to the agenda for annual conference: <ul style="list-style-type: none"> <li>PACRAO – April/May 2011 for Fall 2011 Conference, contact Board of Directors.</li> <li>NASPA – September 2011 for Spring 2012 Conference, contact Program Coordinator.</li> </ul>			Not started
Step 3: Identify a moderator from other installations with current military-related transfer credit policies or JBLM AES representative.			Not started
Step 4: Confirm the program and format of the roundtable.			Not started

### Strategy 3.08 Enhance Marketing of Online Higher Education Programs

Need		Benefit	
2010 GCP	2022 GCP	2010 GCP	2022 GCP
Low	Low	Medium	Medium
Status of Action Steps			
Step 1: Define current methods that Soldiers use to seek out information regarding higher education programs offered both on and off base.			Not started
Step 2: Develop and test core marketing messages to communicate the value of online programs to Soldiers.			Not started

Step 3: Determine the supply of online course space suitable for marketing to Soldiers and related budget for effective marketing efforts.	Not started
Step 4: Develop a marketing implementation plan, based on predetermined budget.	Not started

### Strategy 5.02 Increase the Availability of Qualified Child-Care Providers and Expand After-School Program Capacity

Need		Benefit	
2010 GCP	2022 Draft	2010 GCP	2022 Draft
Medium	High	Medium	High
Status of Action Steps			
Step 1: Secure funding to support the training of additional child-care providers.			Not Started
Step 2: Secure funding to support the expansion of after-school programs in the region.			Not Started
Step 3: Develop additional after-school programs for teens based in an existing middle school with a high military population.			Not Started
Step 4: Develop transportation services to and from after-school programs for teens or coordinate with existing resources to extend service hours.			Not Started

### Strategy 5.03 Increase Department of Education Impact Aid Funding to Districts

Need		Benefit	
2010 GCP	2022 GCP	2010 GCP	2022 GCP
High	Medium	Medium	Medium
Status of Action Steps			
Step 1: Districts individually reach out to build stronger relationships with Impact Aid representatives and formally seek assistance when applying for Impact Aid.			Not started
Step 2: Confirm regional school districts interested in pursuing issue.			Not started
Step 3: Develop JBLM Education Impact Aid Delegation as part of Military Education Advisory Council.			Not started
Step 4: Add Impact Aid funding coordination to agenda of Military Liaison of Military Education Advisory Council.			Not started
Step 5: Determine need for contracted federal relations support to assist Military Liaison.			Not started
Step 6: Develop JBLM Education Impact Aid Delegation.			Not started
Step 7: Hire a federal relations support consultant.			Not started
Step 8: Frame the issues and determine full funding needs per district to address military-related concerns annually.			Not started
Step 9: Prepare a case statement to begin a platform for federal relations effort.			Not started
Step 10: Meet with the U.S. Department of Education and congressional delegates' local and D.C. staff to present the issue.			Not started

Step 11: Continue periodic efforts that pursue closure to the issue.	Not started
--	-------------

### Strategy 5.04 Consolidate and Replace Elementary Schools on JBLM and Relocate Middle School

Need		Benefit	
2010 GCP	2022 GCP	2010 GCP	2022 GCP
High	N/A	High	N/A
Status of Action Steps			
Step 1: Continue regular interaction with JBLM, Army, U.S. Department of Education, and Congressional staff to ensure that funding resolution is addressed.			Complete
Step 2: Develop an emergency action plan to handle future student growth projections on-base in the event that new facilities are not available.			Complete
Step 3: Meet with OSPI members of the Construction Assistance Program to determine match funding available from the state of Washington.			Complete
Step 4: Begin preliminary site planning efforts to ensure that projects are easily and quickly executable should funding become available.			Complete
Step 5: Prepare a financial model to understand the maintenance funding needs over the life of the facility and additional funding requirements to fully renovate or replace the facilities at the end of their useful life.			Complete

### Strategy 5.06 Identify a Child Care Community Liaison Representative for JBLM

Need		Benefit	
2010 GCP	2022 Draft	2010 GCP	2022 Draft
High	High	High	High
Status of Action Steps			
Step 1: Draft a description for this position.			Not Started
Step 2: Determine whether this is a new position, or if there is a current position on JBLM that can incorporate the elements of the job description described above.			Not Started
Step 3: Once the position has been filled, establish an introductory meeting with CCR&R, First 5 FUNDamentals, and CPSD to see how this person can engage with the off-base community.			Not Started
Step 4: Meet with CCR&R to determine how military-specific information can best be integrated.			Not Started

### Strategy 5.07 Create a Military Family Life Awareness Course

Need		Benefit	
2010 GCP	2022 GCP	2010 GCP	Draft 2022
Medium	Medium	Medium	Medium
Status of Action Steps			
Step 1: Identify districts interested in hosting a military family life course.			Not Started

Step 2: JBLM Military Family Life Counselors (MFLCs) determine a schedule and work with the districts to select a venue.	Not Started
Step 3: Create supporting course materials.	Not Started
Step 4: Districts promote the course.	Not Started
Step 5: Host course and measure feedback to improve course for following years.	Not Started

## 5. Child Care

### Introduction

This portion of the report pertains to the provision of child care in the study area. For the purposes of this report, child care includes both on- and off-base child-care options, provided at child-care centers and family homes, and for children of all ages — from all day infant care to after-school youth programs. Goals of this specific section include:

- Understanding JBLM on-base child-care capacity and growth plans, including both current and projected capacity and growth.
- Coordinating with off-base child care in planning for military population fluctuations.
- Understanding how the cost of child care impacts on- and off-base child-care selection.
- Understanding the regional need for child care and how current circumstances (e.g., COVID-19, rising costs) have impacted that need.

### Existing Conditions

The 2010 GCP identified three key findings regarding child care in the study area:

- Providers appreciate, and find extremely helpful, specific training on how to care for military-connected children.
- Pricing fluctuates greatly for serving military-connected children.
- Hours of operation for providers located off-base does not appear to sufficiently service the unique hours of military families.

There are similarities and differences between the 2010 existing conditions report and this report. In research and interviews conducted during the update, training did not emerge as a topic of importance to providers despite having been one of the key findings in 2010. In 2021 the impact of COVID-19 and a rapidly growing region has resulted in new concerns centering around price, accessibility, lack of federal oversight, and availability/capacity. The lack of after- or before-hours care offbase continues to be a prevailing issue.

### On-Base Child Care

There are multiple child care options available on base through Child and Youth Services (CYS) including child-care development centers, home-based child care and teen services.<sup>1</sup> The largest child care offering is through Child Development Centers (CDC). There are six CDCs located on-base:

- JBLM-Lewis North: Beachwood CDC
- JBLM-Lewis Main: Clarkmoor CDC, Hillside CDC, and Madigan CDC

---

<sup>1</sup> <https://jblm.armymwr.com/programs/child-care>

- JBLM-McChord Field: McChord CDC East, and McChord CDC West

These centers serve children aged six weeks to 12 years old and offer full-day child care, part-day preschool, and Strong Beginnings.<sup>2</sup> Hourly care is available for children aged six weeks to five years old at Clarkmoor CDC and McChord CDC and for school-aged children at the Cascade, McChord, and Lewis North School Age Centers (SACs). Family child care is also offered on base as part of CDCs. This type of child care offers an on-base, home setting for children aged four weeks to 12 years old. Part-time care, full-time care, before- and after-school care, and extended hours are all available options.

School age services are offered for those in 1st through 5th grade at three locations across the installation: Lewis North School Age Center, Cascade School Age Center, and McChord School Age Center. These offer before- and after-school programs and include partnership programs with 4-H, Red Cross, and Boys and Girls Club of America. Transportation from on-base schools is provided to these centers. Teen Services, including middle school and high school programs, are available on-base at the Hillside Youth Center Teen Zone (6th to 12th grade). This program is available after school during the week and during school breaks, and has open recreation on weekends. The program offers clubs (such as Keystone Club, 4-H, Torch Club, Power Hour, Work Force and Technology Center), homework help, computer labs, and college/employment research assistance. All teens who attend must be registered. CYS representatives stated in an interview that the centers are a good mix of kids who live on- and off-base. Current enrollment numbers are as follows:

- Child Development Centers, current full-day enrollments: 718 children
  - Numbers vary between 102 and 184 among the five locations
- School Age Centers enrollments: 205 children
  - Numbers vary between 50 and 81 among the three centers
- Family Child Care enrollments: 29 children
- Current Open-Rec Teen enrollments: 102 (not all attend at once; this reflects the number enrolled)

COVID-19 affected child care on-base, specifically by decreasing allowed enrollment due to capacity limitations required for social distancing. Cascade and McChord SACs were both closed for a period of time and Lewis North SAC was only open to registered mission-essential personnel. The Department of Defense (DoD) maintains a priority list for child care which is weighted for dual service members, single parents, and then military service members with a working spouse. Anyone who is eligible for care can get on the waitlist for on-base care centers. Even with COVID-19 capacity restrictions lifted, the waitlist is extensive, especially for younger children. It was indicated by CYS representatives that the waitlist has not yet extended past active-duty members. CYS representatives further indicated the main reason for a waitlist being necessary is staffing issues. Some employees were lost due to either COVID-19 and capacity restrictions which compounded the child-care industry's previous issues with low employee retention rates. CYS is currently focusing on recruitment and retention for this reason.

Recently, the Washington State Department of Veterans Affairs created and filled a "Military Spouse Liaison" role. One aspect of this role includes examining barriers and providing recommendations to assist spouses in accessing high-quality child care and developing resources in coordination with military installations and the Washington State Department of Children, Youth, and Families to increase access to high-quality child care for military families. With this role only recently having been created, it is too early to tell the impact it will have on the child-care needs identified in this report.

## Off-Base Child Care

Child care offbase is categorized into one of two options: Licensed Family Care Homes, which take place at the provider's house, include 12 or fewer children, typically comprising a mixed age group; or Licensed Care Centers, which can care for 13 or more children, and are typified by children grouped by age.

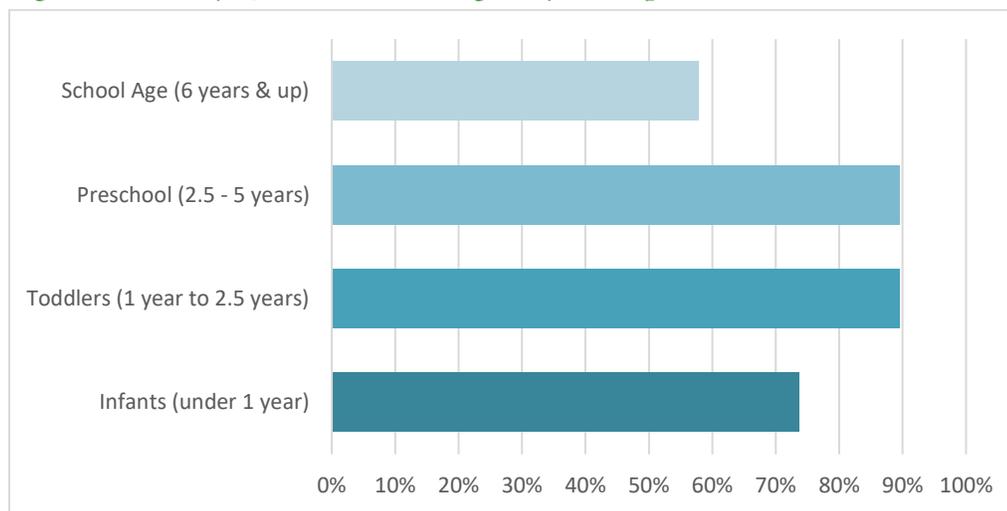
---

<sup>2</sup> Strong Beginnings is a pre-kindergarten program designed for 4- to 5-year old children to help prepare them for school.

Due to limited availability of both housing and child care on-base, most military parents look to off-base providers for child care. On-base child care prices are regulated by the DoD and are thus generally less expensive than those off base. Therefore, DoD personnel are eligible for fee assistance for child care off base through Child Care Aware of America (which is only accepted at some off-base establishments). There are multiple types of fee assistance programs.<sup>3</sup> Generally, eligible providers must have a state child-care license, a state inspection report conducted in the last 12 months, be nationally accredited by an approved DoD agency, and complete an application for provider fee assistance. Some providers must also meet other accreditation standards. Fee assistance can only be used by families who are unable to secure child care on base and is used to bring outside prices closer to those offered on base. The CYS office maintains a list of off-base child-care facilities they refer families to, including those that accept fee assistance. The list currently includes 56 providers. Through Military OneSource, families get a paid subscription to Sittercity.com which lets them search for child-care providers in the nationally recognized system.<sup>4</sup>

An existing conditions survey was distributed to 93 off-base child-care providers compiled from Child Care Aware and the Washington State Child Care Resources & Referral Network. Of the providers surveyed, 19 responded for a response rate of 20% (compiled responses can be found in Appendix A). Of the respondents, 12 were licensed centers and seven were licensed in-home family centers. The ages the centers accept are shown on the graph below, with most of the centers accepting preschoolers and toddlers.

**Figure 5.1 - Survey Question #2: What ages to you accept?**



All family in-home centers have a maximum capacity of 12 children per state law, but the commercial centers reported capacities from 37 to 157 children. The wide range is due to the respondents including YMCA facilities, church facilities, in-home daycares, and commercial centers. When asked the current number of openings (as of June 2021), four out of the 19 respondents indicated zero, nine respondents reported less than 10 openings, and five respondents indicated they had over 20 openings. Twelve of the 19 respondents indicated they had a waitlist, which on average totaled three months. During stakeholder interviews, those who had under-capacity facilities ascribed COVID-19 impacts for the smaller enrollments. Suggested reasons included people adapting to not having child care by creating schedules in which they no longer require it, or parents not yet enrolling their children in child care as the future school year schedule still seems uncertain.

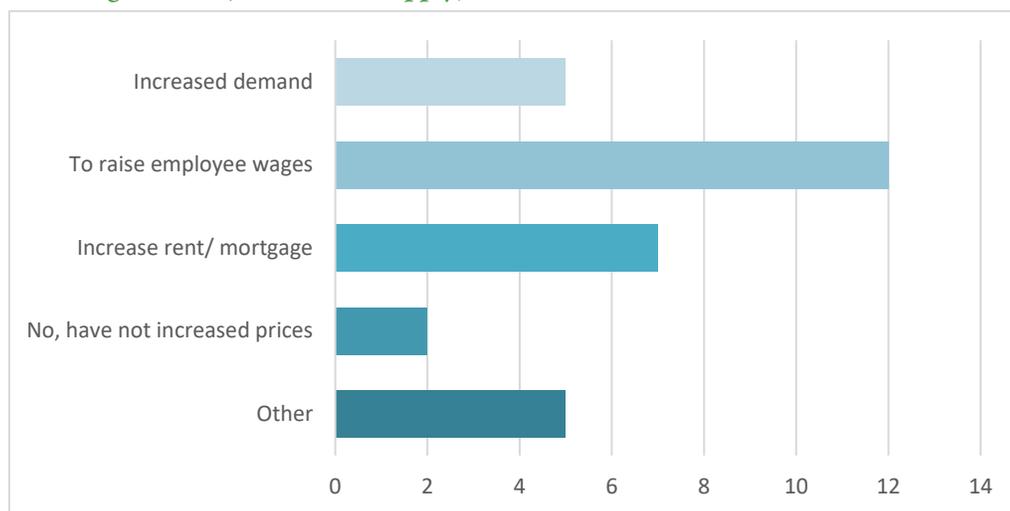
<sup>3</sup> <https://www.child-careaware.org/fee-assistancerespite/military-families/army/#programs>

<sup>4</sup> <https://www.militarytimes.com/pay-benefits/2020/08/11/new-dod-option-helps-military-parents-find-hourly-child-care/#:~:text=According%20to%20information%20on%20Sittercity.at%20800%2D342%2D9647.>

When asked what resources would be most helpful to providers in continuing to operate their child-care center, responses included funding assistance for staff salaries, an easier system to get reimbursed for child care, Child Care Aware payments being processed faster, referrals to their center, care-giver trainings, and financial aid for military families.

Most respondents indicated they had increased their prices in the last five years. See Figure 5.2, below, for responses when asked the reason.

**Figure 5.2 - Survey Question #16: Have you increased your child-care prices in the last five years for any of the following reasons (select all that apply)?**



“Other” responses to the question as to why child-care costs have increased included food, utilities, and supplies, an annual increase to offset costs to be above or comparable to subsidy rates, and procedures and processes related to COVID-19.

During interviews, several of the off-base child-care centers interviewed indicated they were willing to offer before and after hours or “off” hour care if the demand were there, but that they had not seen the interest. Another common response during interviews was difficulty with setting up and using the Child Care Aware fee assistance.

## State and Federal

According to an Air Force report obtained by Federal News Network, as of February 2021, more than 5,000 children nationwide were waiting for child care, with an average wait time of 151 days.<sup>5</sup> Capacity was limited during the COVID-19 pandemic, and demand is increasing as parents return to their worksites.

In July 2021, the DoD launched an In-Home Child Care Fee Assistance Pilot in five regions (Washington, D.C. area; Hawaii; San Diego, California; Norfolk, Virginia; and San Antonio, Texas). The five-year program, authorized by Congress, is similar to the assistance some families get for community-based care if care is unavailable on-base. Child Care Aware of America, the third-party administrator, contacts families on the MilitaryChildCare.com wait list in those regions. The program helps subsidize full-time care in the child’s home for a minimum of 30 hours to a maximum of 60 hours each week. The child care is not limited to Monday through Friday, or to a time of day, which provides families more flexibility to get child care for rotating shifts, weekend work or other needs. DoD is also evaluating expansion of the assistance program for community-based care for military families to allow more civilian providers to qualify.<sup>6</sup>

<sup>5</sup> <https://federalnewsnetwork.com/air-force/2021/05/first-look-thousands-of-air-force-families-are-waiting-months-for-childcare-according-to-report/>

<sup>6</sup> <https://www.militarytimes.com/pay-benefits/2021/06/16/military-will-pay-toward-in-home-child-care-for-some-families-in-pilot-program/>

The South Sound Military and Communities Partnership (SSMCP) Social Service working group specifically identified child care as a priority. It indicated that continued advocacy for accessible child care is needed as cost and accessibility continue to be a problem. The working group believes further legislation and advocacy for legislation such as Senate Bill 5257, the Fair Start for Kids Act (which passed on May 7, 2021) is needed. The legislation reduces copays and expands eligibility for the Working Connections Child Care and the Early Childhood Education and Assistance programs. The Act provides capital investments to expand existing child-care facilities and build new facilities. It strengthens child-care programs by increasing access to support services, mental health consultations, and dual language supports. Further, the Act supports employee recruitment and retention for child-care businesses by increasing subsidy rates, expanding access to health insurance for providers, and providing resources for professional development.

Stakeholders who were interviewed also expressed a desire for action at the federal level. They expressed an interest in subsidies, better training, and legislative mandates for compensation and prices. It is recognized that this is not just an issue present in a single branch of the military. JBLM operates as a joint base, which makes it clear to those dealing with child-care challenges that this is an issue that needs to be addressed within the Department of Defense as a whole.

At the state level, Washington State's Child Care Collaborative Task Force (a coalition of child-care providers, advocates, legislators, and community members) released comprehensive new strategy that "emphasizes the urgency of bolstering the child-care workforce amidst a staggering turnover rate of 43 percent."<sup>7</sup> The taskforce acknowledged, in line with this report's findings, that recruiting and retaining child-care workers prior to COVID-19 was challenging and has become even more so for providers in the past year – with 4 out of 5 providers reporting staff shortages. The turnover makes it difficult for providers to keep their doors open and provide consistency for children. The taskforce concluded that better benefits and wages is key, but it is difficult to solve as it is not as simple as raising wages and passing it along to the customers as parents already pay so much for child care. The task force strategy also builds on the Fair Start for Kids Act, referenced above, and state budget.

## Needs Assessment

### Limited Capacity & Staff

On-base child-care centers are currently limited in capacity due to staffing and space. While these on-base centers do maintain a waitlist for enrollment based on the prioritization, the waitlist has not extended past active-duty service members. Waitlists are also seen at many of the off-base child-care centers, though not all as some child-care centers that were contacted (in June 2021) did not currently have a waitlist. Survey respondents who did have a waitlist indicated an average time of three months, with some waitlists as long as six months. Of the respondents who indicated they currently had a waitlist off base, many stated that, prior to COVID-19, they did not have waitlists. They attributed the waitlists they currently have due to staffing shortages, resulting in a reduction of operating hours and the number of kids they can take, further leading to longer waitlists. One of the respondents stated they expect to continue to have a waitlist for their child-care center as they had to downsize during COVID-19 and now do not have the space for all the children they cared for prior to COVID-19.

Colonel Lamb described child care as the number two issue of priority for JBLM (behind housing). He said that JBLM sees facilitating inclusiveness around servicemembers getting reimbursement as an issue. He also indicated that JBLM doesn't have enough staffing for their on-base child-care facilities. They would like to add personnel from off base and need to work on getting the message out. When interviewing a JBLM representative, part of the staffing issue at JBLM child-care centers was explained by the fact that many of the positions are filled by military spouses. This results in high turnover rates due to the provider having to leave their job when their service member spouse is deployed, transferred or moves. The CYS center is actively working to attract and retain employees. As Colonel Lamb indicated, CYS also believes an opportunity exists for JBLM to improve its relationship with the community by reaching out to civilians about jobs and

---

<sup>7</sup> <https://content.govdelivery.com/accounts/WADOC/bulletins/2edb68a>

educating the community that civilians can work on-base. For off-base providers, 70% of survey respondents indicated they have found it difficult to retain employees because of low wages. The lack of staff and staff qualifications were also listed in the survey as the top challenges of operating a child-care center. During interviews, limited hours (part-time work) was also mentioned as a contributing reason for the difficulty in attracting and retaining staff. The Washington State Department of Licensing requires certain provider-to-child ratios depending on the age of the children (WAC 110-300-0356). Without additional employees, centers are unable to expand, even if they are financially able to do so.

In Washington State, family home child care, child-care centers, and school-age programs all need to be licensed by the Department of Children, Youth, and Families.<sup>8</sup> If a military spouse were an in-home child-care provider on a base in a different state, he/she would have to go through the Washington State licensing process prior to being able to open, which includes a background check, online orientation and application, and can take the state 90 days to approve.<sup>9</sup> This process can slow down the creation of additional child-care capacity. There is room for improvement in regards to licensure portability for on-base family home child care when a Permanent Change of Station to JBLM happens for the provider (typically the spouse of a service member). Licensure portability would help military spouses as they transition to JBLM and also increase the number of child-care providers in the region.

## Cost

The cost of child care is a conversation happening at the national level, and Washington State is no different. Households typically need to have two incomes to afford the cost of child care. The cost of off-base child-care centers was described as sticker shock by parents, with a need for two incomes to make it work. Off-base child-care survey respondents indicated the prices they charge range anywhere from \$200 to \$420 per week (approximately \$800 to \$1,680 a month) depending on the center and age of the child (with infants being the most expensive). For Washington State as a whole, child-care costs have trended upwards over the last 10 years. More than 90% of the child-care providers in Washington reported their rates for infant, toddler, pre-school, and school-age groups to Child Care Aware of Washington. The median monthly cost of child-care services by age group and provider type is as follows:

**Table 5.1: Monthly Child-Care Prices 2010- 2019 for Washington State**

Age group*	Child-Care Facilities**	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Infant	Family	\$675	\$758	\$737	\$758	\$758	\$758	\$802	\$867	\$888	\$920
Infant	Center	\$886	\$975	\$932	\$953	\$975	\$997	\$1,053	\$1,101	\$1,135	\$1,211
Toddler	Family	\$650	\$715	\$702	\$715	\$715	\$737	\$758	\$780	\$823	\$840
Toddler	Center	\$750	\$819	\$780	\$802	\$819	\$758	\$884	\$936	\$966	\$1,040
Preschool	Family	\$563	\$637	\$607	\$637	\$637	\$650	\$650	\$676	\$702	\$758
Preschool	Center	\$683	\$737	\$715	\$719	\$737	\$832	\$797	\$832	\$867	\$923
School Age	Family	\$305	\$477	\$325	\$381	\$390	\$433	\$466	\$433	\$390	\$433
School Age	Center	\$390	\$390	\$429	\$455	\$477	\$483	\$520	\$507	\$498	\$550

\* The age groups are defined as follow: Infant: (Less than 1 year old); Toddler: (1 to 2.5-year-old); Pre-school: (2.5 to 5-year-old); School-age: (6 years or older). The school-age rates do not include kindergarten. For school-age, the rates shown are the before- and after-school rates. The rates for school-age children indicate rates during the school year. The rates for school-age children during the summer are approximately the same as for pre-school children

\*\*“Family” means Family Child Care Home, “Center” means Licensed Center.

Source: Annie E. Casey Foundation Kids Count Data Center, Child Care Aware of Washington. Data were retrieved on February 6, 2021.

<sup>8</sup> <https://www.dcyf.wa.gov/services/early-learning-providers/licensed-provider/licensing-process>

<sup>9</sup> <https://www.childcare.org/ckfinder/userfiles/files/DEL%20Licensing%20Handbook.pdf>

Using the 2010 and 2019 prices seen in Table 5.1 above, the percent increase in prices over the span of those nine years can be determined. The percent increases range from 29% to 42%. The lowest increase was for toddlers in a family child-care facility, and the largest increase for school-age children in a family child-care facility.

On-base child development centers pricing varies depending on family income, vacations, and if the care is full- or part-time. Multiple child reduction is available on base of 15% for the second child and subsequent children in regularly scheduled programs – see Appendix C for details. The monthly fee structures for JBLM are shown in the tables below (complete fee schedule seen in Appendix C). As a comparable, the on-base fees are generally less than those seen from survey respondents and the Washington State median cost provided in Table 5.1 above, especially as a price based on family income is offered. Category 4, for example, has an average annual salary of \$57,497, for a monthly salary of \$4,791. Not accounting for fee assistance that may be available, the percentage of that salary going towards child care in comparable categories for on- and off-base child care are as follows:

**Table 5.2: On-Base vs Off-Base Comparable Child Care\***

Type of Care	Off-Base	On-Base
School Aged/Before and After School	\$550 11% of monthly salary	\$282 6% of monthly salary
Infant and Toddler/Full Time Daycare	Infant: \$1,211 25% of monthly salary	\$512 11% of monthly salary
	Toddler: \$1,040 22% of monthly salary	

\* 2019 prices were used; comparison is for one child.

Source: JBLM SY18-19-20 Fee Charts, effective 1-FEB-19 and Annie E. Casey Foundation Kids Count Data Center, Child Care Aware of Washington

Licensed centers were used instead of family daycares for comparison with off-base providers, as there are currently no operating family home daycares on-base.

**Table 5.3: Monthly Child Development Centers Prices 2019-2020 on JBLM (two-week vacation option)**

Total Family Income Categories		Full Day	Part Time*	Part Day Toddler/ Part Day Pre-School "Enrichment"***		
				5 Day/ 3 Hr	3 Day/ 3 Hr	2 day/ 3 Hr
CAT 1	\$0 - \$32,525	\$304	\$212	\$136	\$82	\$54
CAT 2	\$32,526 - \$39,491	\$368	\$258	\$166	\$100	\$66
CAT 3	\$39,492 - \$51,108	\$448	\$312	\$200	\$120	\$80
CAT 4	\$51,109 - \$63,884	\$512	\$358	\$230	\$138	\$92
CAT 5	\$63,885 - \$81,310	\$582	\$408	\$262	\$156	\$106
CAT 6	\$81,311 - \$94,032	\$634	\$444	\$286	\$172	\$114
CAT 7	\$94,033 - \$110,625	\$652	\$456	\$294	\$176	\$118
CAT 8	\$110,626 - \$138,330	\$674	\$472	\$302	\$182	\$120
CAT 9	\$138,311	\$694	\$486	\$312	\$188	\$124
- CAT 9a***	Not applicable	\$912	\$638	\$410	\$246	\$164

\*Part Time Care: Applies to specialized Part time programs; includes Part Time Kindergarten care (for children attending a part day [am or pm] kindergarten program).  
 \*\* Part Day Enrichment: Also applies to installations that operate on a 4 day a week schedule (e.g, 4 day 3.5 hours)  
 \*\*\*CAT 9a: All DoD contractor Employees and Specified Space Available Patrons

Source: JBLM SY18-19-20 Fee Charts, effective 1-FEB-19

**Table 5.4: Monthly School-Age Care Prices 2019-2020 on JBLM**

Total Family Income Categories		Before & After School	Before School	After School	Part Time* Kindergarten	School Age / Kindergarten Camp (Weekly)	Middle School/ Teen Before Camp (Weekly)
CAT 1	\$0 - \$32,525	\$166	\$68	\$98	\$212	\$70	\$35
CAT 2	\$32,526 - \$39,491	\$204	\$84	\$120	\$258	\$85	\$43
CAT 3	\$39,492 - \$51,108	\$246	\$100	\$146	\$314	\$103	\$52
CAT 4	\$51,109 - \$63,884	\$282	\$116	\$166	\$358	\$118	\$59
CAT 5	\$63,885 - \$81,310	\$320	\$134	\$188	\$408	\$134	\$67
CAT 6	\$81,311 - \$94,032	\$348	\$142	\$206	\$444	\$146	\$73
CAT 7	\$94,033 - \$110,625	\$358	\$146	\$212	\$456	\$150	\$75
CAT 8	\$110,626 - \$138,330	\$370	\$152	\$218	\$472	\$155	\$78
CAT 9	\$138,311	\$382	\$156	\$226	\$486	\$160	\$80
CAT 9a***	Not applicable	\$502	\$206	\$296	\$638	\$210	\$105

\*Part Time Care: Applies to specialized Part Time programs; includes Part Time Kindergarten care (for children attending a part day [am or pm] kindergarten program).  
 \*\* Part Day Enrichment: Also applies to installations that operate on a 4 day a week schedule (e.g., 4 day 3.5 hours)  
 \*\*\*CAT 9A: All DoD contractor Employees and Specified Space Available Patrons

Source: JBLM SY18-19-20 Fee Charts, effective 1-FEB-19

Off-base centers can offer fee assistance through Child Care Aware. However, multiple interviewees and survey respondents indicated challenges with the program including that the program is difficult to set up and begin using, the payments are processed slowly, and one respondent mentioned that their license expired without them receiving warning and as such were not willing to go through the effort to set it up again. Further, it was mentioned in interviews that for an off-base child-care facility to qualify as a place that can accept subsidies, they must meet very stringent rules set by the DoD. Twenty-one percent of off-base centers that responded to the survey also indicated they offer a military discount ranging between 5% and 15%.

### Accessibility

With approximately 70% of military personnel living off-base, having access to child-care vouchers and stipends is important. The majority of the military personnel at JBLM use off-base child-care services due to limitations in the availability of on-base child care. On base, before- and after-school child-care programs are often only available for those children who go to school on base or who are enrolled for logistical reasons, mainly transportation.

The lack of before- and after-hour facilities in the region makes it difficult for those who work outside the typical 7am – 5pm hours offered by child-care facilities. Personnel on JBLM refer to these as “critical” hours, especially for single parents and dual military parents. Soldiers often have to depart with little advance notice and care is needed for that time; however, there is little offering of those services in the community. Further, military spouses often operate as single parents for periods of time, which can affect the child-care hours they require. Often, they do not have a partner who can pick up their child if work is running late or other circumstances arise, and then parents are often charged fees if they are late. There are currently no facilities on base that offer 24/7 care. During interviews it was stated that extended hours had been offered in the past, from approximately 2013 to 2015 when there was a surge in deployments. During that time, the CYS centers offered more hourly care for school-aged children, including weeknights until 9pm, Fridays until 10pm, and care on Saturdays to accommodate the greater demand since those who are deployed get child-care benefits that also include certain number of free hours. After 2015 the CYS centers went back to 6am-6pm care. The CYS centers track these

deployments on-base in order to project the associated child-care demand to enable them to be flexible and offer extended hours as necessary. Various off-base facilities indicated if the demand were there, they would offer longer hours. A few child-care centers that were interviewed mentioned that COVID-19 resulted in them reducing the hours offered.

Lastly, the lack of emergency, on-demand child-care offerings was mentioned by multiple stakeholders. One on-base interviewee indicated there has not been an emergency type child-care system on-base in the 20+ years she has worked there. This has only been offered on a case-by-case basis and it must be set up through the chain of command. This means if a service member gets notified they must leave in the next 24 hours, there can be a struggle to find child care if they do not already have a system in place. On-base, the child must be enrolled ahead of time for specific days/times; they cannot just walk-in and get care at any time. One stakeholder interviewed runs a 24-hour family home child care and she indicated she very rarely allows unscheduled drop-offs to occur and when they do, they are only allowed for short periods of time.

## 6. K-12 Education

### Introduction

This portion of the report focuses on the existing conditions of K-12 education in the study area, with an emphasis on findings from public school districts within Pierce and Thurston counties. The guiding goals of this section include:

- Identifying methods for strengthening relationships and regular exchange of information between JBLM and K-12 districts to encourage consistent and realistic planning.
- Identifying strategies to aid school districts in planning for military student population fluctuation.
- Identifying gaps in the services available to the military-connected students and how JBLM and the school district(s) can partner in finding solutions.

### Existing Conditions

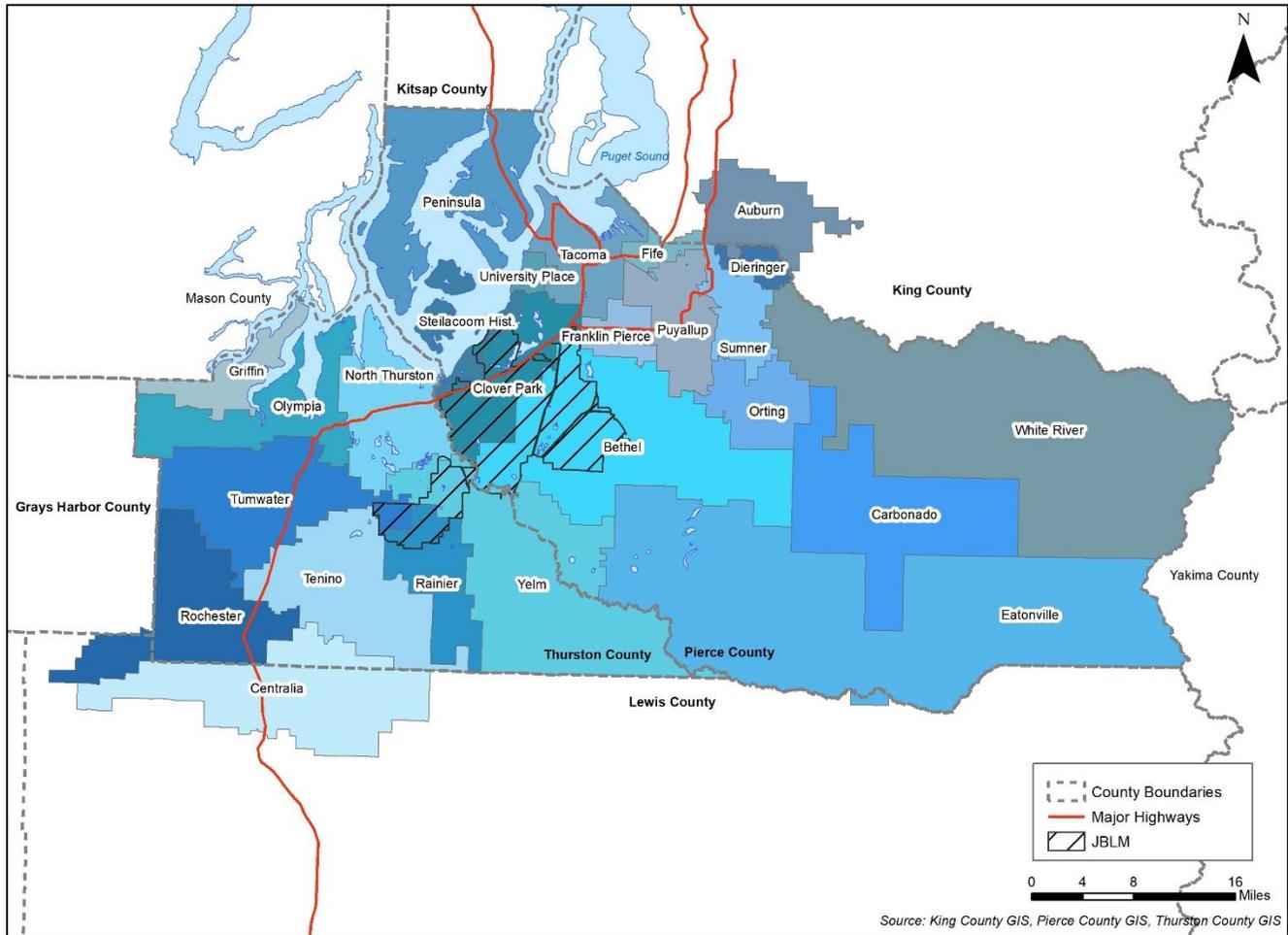
While the 2010 GCP K-12 education section focused heavily on capital capacity/enrollment, programs, and staff training, a different set of topics emerged during this update that are more qualitative in nature. Further, in this update the study area was expanded from eight school districts to 21 school districts, expanding the scope of the report and the input that was received.

JBLM's School Support Services webpage identifies the following school districts as serving the military-connected population:

- Auburn School District
- Bethel School District
- Clover Park School District
- Dieringer School District
- Eatonville School District
- Federal Way Public Schools
- Fife School District
- Franklin-Pierce School District
- Kent School District
- North Thurston School District
- Olympia School District
- Peninsula School District
- Puyallup School District
- Rainier School District
- Steilacoom Historical School District
- Sumner-Bonney Lake School District
- Tacoma Public Schools
- Tenino School District
- Tumwater School District
- University Place School District
- Yelm School District

Any of the above districts that are not located within the Study Area were not assessed for this study (Federal Way and Kent School Districts, for example, are in King County).

**Figure 6.1– Pierce and Thurston County School Districts Map**



## Growth

All the school districts within the study area have experienced growth over the last decade. During the last school year (2020-2021), however, each school district did see a decrease in enrollment numbers, which can likely be attributed to the impacts of COVID-19 and homeschooling.

**Table 6.1- School District Enrollment 2016-2021**

School District	'16 - '17	'17 - '18	'18 - '19	'19 - '20	'20 - '21
<b>Auburn School District</b>	16,475	17,093	17,612	18,002	17,065
<b>Bethel School District</b>	19,422	20,223	20,206	20,811	20,114
<b>Clover Park School District</b>	13,586	13,713	13,580	13,763	12,582
<b>Dieringer School District</b>	1,439	1,487	1,516	1,568	1,382
<b>Eatonville School District</b>	1,910	1,922	1,975	2,059	1,899
<b>Federal Way Public Schools</b>	23,555	23,642	23,563	23,332	21,856
<b>Fife School District</b>	3,713	3,837	3,838	3,905	3,785
<b>Franklin-Pierce School District</b>	7,990	8,069	8,059	8,067	7,621
<b>Kent School District</b>	28,046	27,880	27,223	27,349	25,739

School District	'16 - '17	'17 - '18	'18 - '19	'19 - '20	'20 - '21
North Thurston School District	15,062	15,244	15,231	15,641	14,753
Olympia School District	10,058	10,191	10,244	10,316	9,829
Peninsula School District	9,175	9,374	9,478	9,615	8,693
Puyallup School District	22,473	22,866	23,162	23,565	22,488
Rainier School District	826	899	905	930	891
Steilacoom Historical School District	3,250	3,321	3,295	3,433	3,192
Sumner School District	9,842	9,925	10,104	10,336	9,907
Tacoma Public Schools	30,308	30,410	30,328	30,394	28,752
Tenino School District	1,258	1,267	1,306	1,339	1,280
Tumwater School District	6,505	7,005	6,820	6,761	6,261
University Place School District	5,746	5,723	5,827	5,768	5,680
Yelm School District	5,857	5,824	5,862	5,901	5,433

Source: Washington Office of Superintendent of Public Instruction: Washington State Report Card K-12

The percentage of military-connected students in each school district varies. In the Clover Park School District, off-base schools typically have between 10-15% of their students that are connected to the base; overall enrollment in the school district of military-connected students is approximately 30%. Tracking of this is done through the application process with Department of Education - Impact Aid program (expanded on in the Funding section, below). Steilacoom School District indicated that nearly 40% of its students are connected to an active-duty service member, and an additional 25% of students are connected to others who work for or support the military. The Bethel School District keeps track of its military-connected students by conducting a count on October 1st of each year. Other school districts simply utilize a system of having parents report on the application forms if they are military-connected or not.

## On-Base Schools

Clover Park School District (CPSD) is the school district that serves military-connected students who reside on-base. There are six elementary schools that are located on-base at on JBLM. Military-connected children that live off-base may attend one of the on-base schools if a waiver is received from CPSD. CPSD does not provide transportation for students living off-base; if a waiver is approved, the parent is responsible for transporting their child to the school and complying with the requirements of the waiver.

Since 2016, DoD funding has allowed for all the elementary schools on base to be updated/replaced. The funding provided by the DoD paid for 80% of the replacement costs with CPSD paying the remaining 20%. The secondary schools that service military-connected students have also been replaced as of 2010.

From an enrollment perspective, it is a benefit to CPSD if students live on base. However, due to fluctuations in the military population, the schools can be significantly impacted. For example, if some of the housing located in a particular area on base is taken offline it can directly impact the enrollment of one of the schools. While the district has grown accustomed to military growth, it is helpful for them to know if there is going to be growth in one area of the base for staffing and facility planning, as opposed to off-base districts that focus on overall base growth in their planning.

## Student Resources & Programs

JBLM offers different types of student resources and programs for military-connected students and schools that serve military populations. One such program is “Military Kids Connect,” which provides online, age-appropriate resources to help parents, teachers, and children cope with the unique challenges of military life.

The School Support Services office at JBLM includes School Liaison Officers (SLO), who are individuals that provide a connection between schools, installations, and families. Families stationed at JBLM are often coming from all over the world and as such are accustomed to Department of Defense schools run by the military. The School Support Services office at JBLM and School Liaison Officers are there to help families navigate the educational system in Washington State.

The Interstate Compact on Educational Opportunity for Military Children (MIC3) addresses key transition issues military families experience including enrollment, placement, attendance, eligibility, and graduation. All 50 states have signed the compact and are in varying stages of implementation and/or compliance. The compact applies to children of active-duty service members, National Guard and Reserve members on active-duty orders, and service members or veterans who are medically discharged or have retired within the past year.

The Exceptional Family Member Program and the JBLM Center for Autism Resources, Education and Services (CARES) Program serves military-connected families that have children who attend local district schools and may bring with them unique educational needs.

The availability of mental health resources was a topic raised by many districts during interviews for this update. It has been recognized that there may be additional counseling, social-emotional, mental health, academic or behavioral needs depending on the child and how he or she copes with the deployment. The Steilacoom Historical School District provides additional resources targeted to the social and emotional needs of military-connected children. District staff mentioned they are always thinking about ways to improve practices and processes that address the unique issues that military families face. Yelm School District mentioned that it employs military-assigned counselors who work with military students, as well as outreach coordinators. Clover Park School District has behavioral health specialists assigned to each of its elementary schools. North Thurston School District has five MFLCs serving children in ten of its district schools.

Some schools have specific programs to assist military-connected students in transitioning to school. The Bethel School District has a program for military students called “Army Youth in Your Neighborhood” which includes afterschool programs offered Monday through Friday for middle and high school students in the district. These programs are meant to foster and support community involvement.<sup>10</sup> Multiple districts also have Junior Reserve Officer Training Corps (JROTC) opportunities at their schools.

A positive result of the COVID-19 pandemic is the improvement of connectivity at schools. Districts have greatly improved their abilities to do things like video conferences with parents and livestreaming graduation ceremonies and athletic events. This increase in connectivity can help in the future with connecting parents who are deployed or otherwise unable to attend in-person events.

## Collaboration

In interviews with school districts and SSMCP education working group members it is clear some school districts collaborate and communicate with other districts more than others. Bethel School District and Clover Park School District both meet with other superintendents, and discussions include issues involving military students. Clover Park School District is part of the National Association for Federally Impacted Schools (NAFIS), which is an association that advocates for Impact Aid to replace revenue lost due to the presence of nontaxable federal property in a community.<sup>11</sup> While some school districts have not historically been as involved with JBLM, a few have recently taken steps to improve

---

<sup>10</sup> <https://www.bethelsd.org/Page/2098>

<sup>11</sup> <https://www.nafisc.org/>

communication, including the Franklin Pierce School District. The district recently designated a staff member as the “Military Family Liaison” for the district in an effort to better connect and serve military-connected students and families.

Since 2010, communication between the Garrison Commander and school district staff has improved greatly. Being on-base, Clover Park School District specifically mentioned the importance of these meetings, which were not occurring on a regular basis ten years ago. Regular communication between JBLM and Clover Park School District is critical for the district. One recent example of the importance of regular communication involved JBLM’s plans to close gates. The decision has effects on the district including staff needing to be aware of these changes when they commute to school, and the district needing to modify its bus routes. Quarterly meetings with the Garrison Commander are essential to school district operations on- and off-base.

Multiple districts also emphasized the importance of the relationships they have with their School Liaison Officers, and how the regular meetings have improved these relationships over the last ten years. The School Liaison Office will contact individual schools when there is a concern about a student or to inform school districts when there is going to be an increase in population at JBLM that may result in additional students (either permanent or temporary). From stakeholder interviews, the School Liaison Office was identified as a critical component of establishing and maintaining a two-way communication channel between school districts and JBLM.

The School Support Services staff at JBLM provide guidance to military families in selecting a school/school district that meets the needs of their family. They are available to families when they are getting ready to move, upon arrival, and during assignment at JBLM. They aid in communication between families and schools, can connect students to youth sponsors, and assist with school transition and registration process.

## Educational Consistency

Educational standards in the United States vary from state to state, as well as from district to district. This can be challenging for students and the district to navigate and can have negative impacts on student learning. This is particularly challenging in Washington State as most of the families who transfer in to JBLM come from the southern part of the US where the school year ends in early May, whereas in Washington the school year ends in mid-June. Districts must track the graduation requirements for students who transfer in from another state. For example, a high school senior transferring in from a school in Georgia must take Washington State history to graduate. Scenarios such as this need to be identified to ensure the student takes the courses required for the state in which they are going to graduate. Most school districts have counselors who keep track of these requirements.

Educational consistency for military students is a key focus of the Interstate Compact on Educational Opportunity for Military Children. This compact was passed in 2009 by the Washington State Legislature (SSB 5248) and aims to reduce the educational and emotional issues encountered when the children of military personnel transfer from a school in one state to another. The goal of the law is to provide as much consistency as possible with other states relative to school policies and procedures, while honoring the existing laws that govern public education in Washington State. The law:

- Applies to public schools only.
- Addresses key transition issues encountered by military families, including enrollment, placement, attendance, eligibility, and graduation.
- Pertains to children of active-duty members of the uniformed services and the National Guard and Reserve on active-duty orders.
- Service members or veterans who are medically discharged or retired for one year are eligible for assistance under the compact.<sup>12</sup>

---

<sup>12</sup> <https://www.k12.wa.us/student-success/access-opportunity-education/military-kids/interstate-compact-military-children>

Several school districts have also developed their own policies and programs to help students who begin the school year late or must leave before the school year concludes. North Thurston School District offers an online program through their K-12 online school, “Summit Virtual Academy.” Clover Park School District also has an acceleration program for students in the process of moving or leaving for military reasons. The district has set date thresholds for students transferring in or out that trigger extra assistance to help them complete a course. The biggest challenge comes with assisting students in completing a semester when parents deploy or move. The district offers online courses, on a case-by-case basis, which are paid for by Clover Park School District. This year, following the COVID-19 pandemic, the state directed districts to return to providing in-classroom education. However, the Clover Park School District has developed a K-12 virtual school system for families that opt for remote learning for the 2021/2022 school year. This is an option for students who transfer out of the district in the middle of a trimester. In a stakeholder interview with the Bethel School District, district staff mentioned that they encourage this type of flexibility applied to course work be expanded to athletics; the district will make accommodations for students who transfer in after the season begins to try out and participate for the team.

## District Sources of Funding

When interviewing school district staff that serve military-connected students, funding sources were discussed including DoD Grants, such as the Education Activity grants, typical methods like levies and bonds, and funding through Impact Aid that are available to schools serving military associated students.

The DoD Education Activity (DoDEA) was created to leverage partnerships between the DoD and school districts. This program has been recognized as paramount to influencing successful educational outcomes for over 1.1 million military-connected students who attend public schools. The National Defense Authorization Act of 2008 provided DoDEA the authority to share resources with public schools that educate military-connected students. One of these resources is the authority to administer a grant program that supports strategies that enhance student achievement and ease the challenges that military children face due their parents’ military service. From 2009 to present, over 475 grants have been awarded by DoDEA, totaling over \$522 million in investments.<sup>13</sup> Some school districts have mentioned the competitiveness of these grants and the desire to access grants funds without as much oversight.

Impact Aid funding has been provided since 1950 to local school districts across the United States that have, within their district boundaries, properties either owned by the Federal Government or designated federally as tax exempt. School districts with property such as this within their boundaries lose property tax revenue or can experience increased expenditures due to the enrollment of federally connected children. For this reason, the fund was created to assist schools with concentrations of children that reside on military bases, low-rent housing properties, Indian land, or concentrations of children who have parents in the uniformed services or employed on eligible federal properties who do not live on federal property. The funds are considered general aid and the districts may use them in whatever manner they choose in accordance with local and state requirements.<sup>14</sup>

The importance of tracking military-connected students was noted during stakeholder outreach and tracking of military-connected students is necessary for districts to obtain these funding sources. At North Thurston School District, the Impact Aid funds received were used to hire two district employees, a Military Liaison and a Military Paraeducator, whose work is specifically focused on working with military-connected students and their families. Districts in which the land area of JBLM is located (particularly JBLM training areas which do not include housing), which includes multiple school districts, rely more heavily on Impact Aid for funding, funneling that to their programs since they cannot levy property taxes as other districts can.

---

<sup>13</sup> <https://www.dodea.edu/partnership/grants.cfm>

<sup>14</sup> <https://oese.ed.gov/offices/office-of-formula-grants/impact-aid-program/>

## Needs Assessment Communication and Collaboration

Each of the school districts engaged during this process noted that they receive information and support from JBLM. However, there was a consensus that more frequent, direct information would be appreciated, especially about estimates of military children and other relevant information that would help the districts with student projections and capital facility planning. Other assistance some districts request is information on healthcare needs and support for special needs students. Having JBLM support or facilitate a regular meeting with the districts to create coordinated plans was also mentioned as something that would be helpful.

## Funding for Facilities

Constructing school facilities to address growth is particularly challenging in Washington State. Funding is typically projected based on kindergarten enrollment, with the assumption that students who start kindergarten will continue through grade 12 within the same district. That progression is not typical for military-connected children. School bonds are typically the funding source for new school construction which require a 60% yes vote, but sometimes some service members and their families who reside within the district choose to remain registered to vote in their home state. School bonds are increasingly difficult to pass, in Washington in 2018, of the 46 school-bond measures that were put on ballots, 28 failed.<sup>15</sup> Many of those that passed were on the ballots a second or third time, with superintendents stating it takes multiple tries to get a bond to pass. Steilacoom Historical School District is currently grappling with this; a new elementary school is likely needed the next few years to address growth in the DuPont area. Bethel School District also is quickly outgrowing its facilities, as they have been growing at a rate of approximately 300 to 500 students each year.

## Faculty/Staffing

Deployment and changes in the military student population provide challenges for multiple districts to provide the right number of faculty and staff to serve their students. Bethel School District would like to hire additional military family life counselors to keep track of military-connected students and their families. Steilacoom School District noted the impact that deployment decisions have on their staffing—when sudden shifts in population occur, they often struggle to acquire enough teachers and other staff to provide services; however, increases that are decided early and communicated to the district can be more easily be addressed.

## Educational Consistency

While the Interstate Compact on Educational Opportunity for Military Children (SSB 5248) has improved educational consistency across the state, there are still challenges with students who transfer in from other states, or countries. Several school districts have developed their own policies and programs to help students who begin the school year late or must leave before the school year concludes. However, there is not one program that all districts use. Consistency between districts, specifically those that serve JBLM could help students, and the school liaisons who aid the families, in transitioning students between schools.

# 7. Higher Education

## Introduction

This portion of the report focuses on the existing conditions of higher education in the study area, including universities, technical colleges, and community colleges. The guiding goals of this section include:

- Identifying challenges associated with applying transfer credits at higher education facilities.
- Identifying methods to strengthen relationships and regular exchange of information between JBLM and higher education institutions.

---

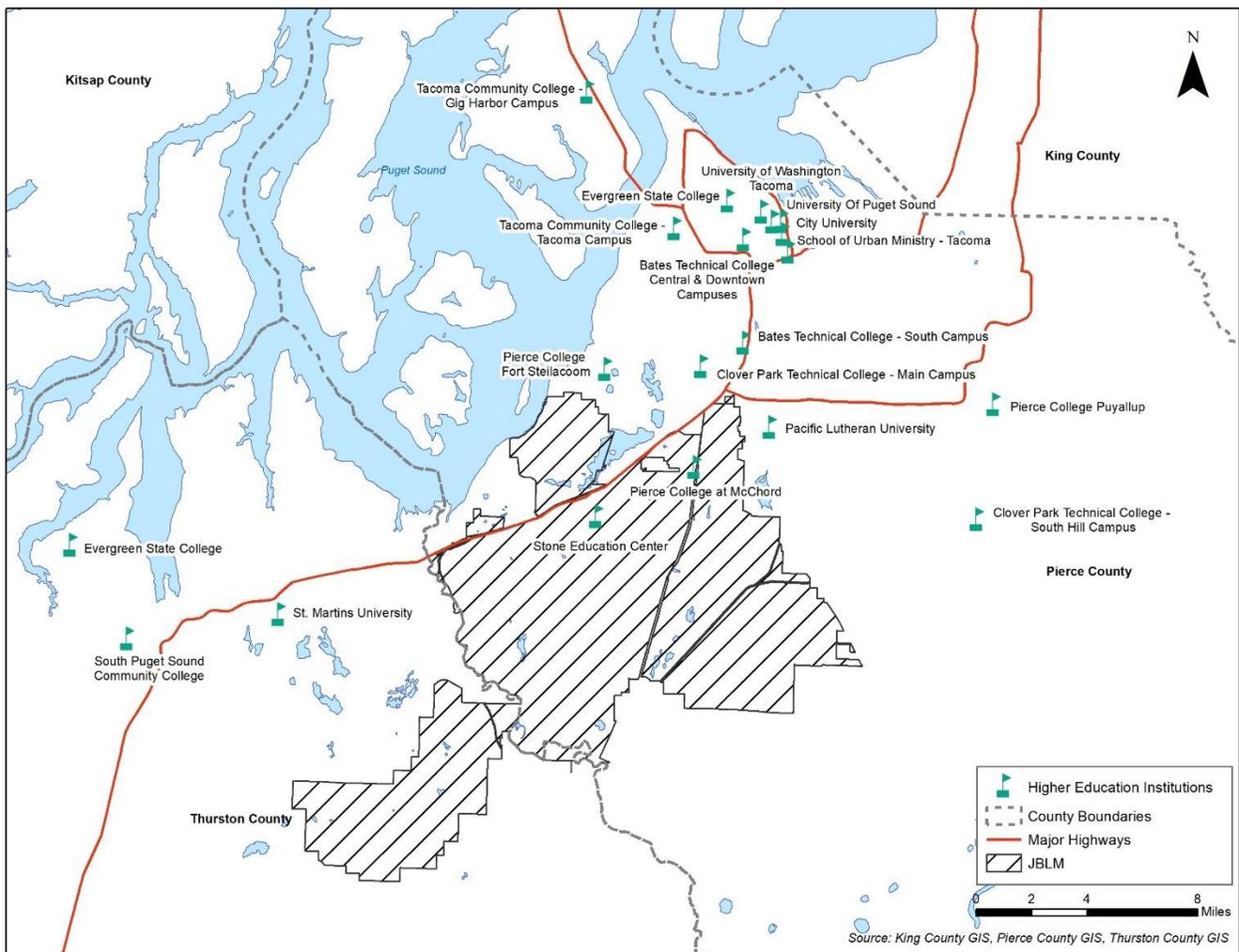
<sup>15</sup> <https://www.seattletimes.com/opinion/editorials/give-schools-a-better-chance-to-pass-construction-bonds/>

- Gaining a comprehensive understanding of the higher education opportunities on base.

## Existing Conditions

The 2010 GCP higher education section had several key findings: 1) there is limited tracking of military-connected students outside of the GI Bill, 2) only a few institutions allow military training to count towards college credits, 3) deployment impacts both the student and education provider due to necessary course withdrawals, and 4) strengthening relationships between providers and JBLM would provide for better information exchange and support. The 2022 existing conditions report generally mirrors those same findings.

**Figure 7.1 – Higher Education Institutions in Pierce & Thurston Counties**



JBLM offers higher education opportunities on-base. The Army Continuing Education Services (ACES) provides higher education programs and services to service members, families, civilians, retirees, and veterans in the JBLM community. Services offered at the Stone Education Center located on base include advising, testing, language testing, ArmyIgnitED,<sup>16</sup> college support, tuition assistance, veterans' benefits assistance and employment opportunities.<sup>17</sup> There are seven on-base

<sup>16</sup> Previously called GoArmyED, is the site where students make an account to get access to their educational opportunities, support (such as submitting tuition assistance paperwork), guidance on their selected Education Path, Civilian Path, Credential, or Army ROTC scholarship program.  
<sup>17</sup> <https://home.army.mil/lewis-mcchord/index.php/my-Joint-Base-Lewis-Mcchord/all-services/continuing-education-services>

colleges that offer in-person classes at the education centers on base, Table 7.1 below provides a summary of the programs and services offered.

**Table 7.1 – On Base Higher Education Facilities**

Institution	Programs Offered	Military Services
<b>Brandman University</b>	Bachelor's & Master's degrees in: Arts and Sciences Business & Professional Studies Education Nursing & Health Professions	Veteran Resource Center Military Spouse Career Advanced Account Military Services Credits Principles of Excellence Program* Online classes Credit for military education and training is offered
<b>Central Texas College</b>	"Army-specific" degree paths in: Arts, automotive mechanic, aviation science, business management, child development, communications, computer science, diesel, drafting and design, emergency medical technology, engineering, fire protection, general studies, heating and air conditioning, hospitality management, interdisciplinary studies and social studies, legal assistant, mathematics and science, medical laboratory technician, mental health services, protective services, public administration, and welding technology.	Student Veteran Organization VetSuccess Center Online Classes Credit for military education and training is offered
<b>Central Washington University</b>	Bachelor's Degree & Certificates at CWU-JBLM: BS Business Administration BAS Supply Chain Management Supply Chain Management Certificate Lean 6 Sigma Green Belt Certificate	Veterans Center Credit for military education and training is offered Online Classes Veteran Conflict Grant National Guard Postsecondary Education Grant
<b>CityU of Seattle</b>	Areas of study include: Business and Management Teaching and Education Project Management Health and Human Services Professional Leadership Computer and Info Systems	Veterans Education Office Online classes Daytime, evening, and weekend classes Military tuition discounts
<b>Pierce College</b>	Degrees at JBLM: Associate of Art (art, communications, criminal justice, psychology, social work, computer engineering etc.) Associate in Pre-nursing Associate in Business Military Technology and Leadership Degree More offering at Main Campus	Offers programs for military advancement Veterans Industry Education (VIE-25) Online classes Military Spouse Career Advanced Account Military affiliated scholarships Academic Credit for Prior Learning Day, evening, and weekend classes Shorter classes offered on base
<b>Saint Martin's University</b>	Degrees at JBLM: Bachelor of Science (Computer science or Information Technology) Bachelor of Arts (accounting, business administration, criminal justice, elementary education, political science, psychology, special education) Master of Education Master's in Teaching Non-Degree Programs: Microsoft Software and Systems Academy Post-baccalaureate teaching certificate Secondary Teacher Alternative Route	Online, weekend, and evening courses Military affiliated scholarships Full online degree in psychology
<b>University of Maryland University College</b>	Associate of Arts in General Studies (only offered for service members and their spouses/ dependents)	Online classes Vessey Veterans Resource Center VetSuccess on Campus Military affiliated scholarships

Institution	Programs Offered	Military Services
	Offers 90 degrees, specializations, and certificates, in areas such as business, IT, cybersecurity, public safety, and more.	Military tuition rates Credit for military education and training is offered
* The Principles of Excellence program requires schools that get federal funding through programs such as the GI Bill to follow certain guidelines.		

Source: JBLM Army Continuing Education Services, each institution's website.

Pierce College serves the largest military-connected population of any school in the state. It also has the largest college presence on JBLM with the most comprehensive program and services offerings. Pierce College is comprised of approximately 15% active duty and veteran students—about 2,000 active duty and veteran students are enrolled. Most of these students take their classes through Pierce College at JBLM. The following table provides a snapshot of the most recent military numbers from Pierce College at JBLM. Due to current data limitations (the school could not confirm a large number of students with military connection), the numbers below, especially military family members, are likely underestimated.

**Table 7.2 – Military-Connected Students at Pierce College JBLM**

	Spring 2021*	Summer 2021**
<b>Active duty, Guard, Reserve, DOD Civilian</b>	250	200
<b>Separated Veteran<sup>18</sup></b>	40	30
<b>Military Family Member</b>	140	100
*Fully online		
**A few face-to-face classes		

Source: Pierce College

## Enrollment and Costs

At most colleges, enrollment of military-connected students is tracked through use of the GI Bill. Pierce College indicated it also tracks its military-connected students through surveys to fulfill reporting obligations.

Downturns in military student enrollments have been experienced when there is a significant military event and active-duty personnel are sent to training, are told to clear their schedule in preparation for deployment, and when they are deployed. Policy regarding deployment varies by school. At the University of Washington, depending on where the student is at in the quarter, they must either withdraw or elect to receive credit/grades. When returning from military leave, the student must then submit a re-enrollment form, after which the student submission fee will be waived. Pierce College recognizes that deployment must be accommodated in order to properly serve the military community. When a student is deployed, the student/soldier provides his or her deployment paperwork to the college and the appropriate steps are taken. Discretion is provided to the faculty to determine how they will deal with deployment, including issuing a temporary incomplete and letting the student come back and pick up where he or she left off.

**Table 7.3 – Higher Education Institutions Enrollment in Pierce and Thurston Counties**

School	Location	Enrollment
<b>Tacoma Community College</b>	Gig Harbor, Tacoma	12,352 students
<b>Evergreen State College</b>	Tacoma, Olympia	2,281 students
<b>South Puget Sound Community College</b>	Olympia	5,300 students
<b>St. Martins University</b>	Lacey	1,550 students

<sup>18</sup> A recently separated veteran means any veteran during the three-year period beginning on the date of such veteran's discharge or release from active duty in the U.S. military, ground, naval, or air service.

School	Location	Enrollment
Pierce College	Puyallup, McChord, Lakewood	11,969 students, 5,373 FTE
Clover Park Technical College	Lakewood, Puyallup	6,688 students, 4,004 FTE
Pacific Lutheran University	Tacoma	2,907 students
Bates Technical College	Tacoma	7,166 students, 3,577 FTE
School of Urban Ministry	Tacoma	Not available
University of Washington - Tacoma	Tacoma	5,380 students
University of Puget Sound	Tacoma	2,210 students
City University	Tacoma	Not available

Source: Each institution's website.

All service members are eligible to utilize Tuition Assistance<sup>19</sup> and Credentialing Assistance<sup>20</sup> while on active duty if the course ends prior to the service member's official separation date and all other eligibility requirements have been met. The Post 9/11 GI Bill provides financial support to honorably discharged veterans with 90+ days of aggregated service on or after 9/11/2001 or those discharged with a service-connected disability after 30 days. Up to 36 months of benefits can be received including tuition and fees (up to 100% of public in-state tuition and fees, with caps for private and foreign schools), housing, books and supplies, and in some cases moving expenses.<sup>21</sup>

## Flexible Learning

Online education is key for those in the military. Schools that are responsive to the military offer hybrid options (some in-person learning and some online) or completely online options to provide flexibility and not interfere with work schedules. In one interview with a higher education facility, the representative stated "if colleges are not offering online courses, then they are not truly serving the military community." Hybrid models are used as well, such as at Brandman University at JBLM where classes are held in person once a week to gain the benefits of in-person interactions with professors and classmates, but all other coursework is online. Pierce College also offers short class lengths to be able to fit better into service members' limited windows of time availability.

The training and military education Soldiers receive can typically be transferred in as college credits. An official military transcript (Joint Services Transcripts) must be provided to the schools for evaluation. These credits are used one of two ways: either to earn points towards a military promotion, or to transfer credits towards college degrees. This is seen at all on-base colleges listed above, as well as at off-base regional schools such as University of Washington and Bates Technical College. However, some schools in the region, such as the University of Puget Sound, do not offer credit for military experience. Examples of how military training and education are transferred into colleges are summarized in Table 7.4 below:

<sup>19</sup> Tuition Assistance is a benefit paid to eligible members of the Army, Navy, Marines, Air Force, and Coast Guard. Congress has given each service the ability to pay up to 100% for the tuition expenses of its members. Each service has its own criteria for eligibility, obligated service, application process' and restrictions. This money is usually paid directly to the institution by the individual services. It may be used for the following programs: Vocational/technical programs; Undergraduate programs; Graduate programs; Independent study; Distance-learning programs. ([www.militaryonesource.mil](http://www.militaryonesource.mil))

<sup>20</sup> Army Credentialing Assistance Program allows Soldiers to earn professional and technical credentials. This is a voluntary, off-duty training and education program that authorizes payment of classroom, hands-on, and blended/online training, manuals, study guides, books, testing fees, and related fees for continuing education and re-certification. ([www.army.mil](http://www.army.mil))

<sup>21</sup> <https://www.va.gov/education/about-gi-bill-benefits/post-9-11/>

**Table 7.4 – Regional Institutions Military Experience Transfer Credit Policy**

Institution	Transfer Credit Policy
<b>Bates Technical College</b>	Military training transfers for college credits, a short list of military courses is listed, with instructions to send the military transcript to the registration office for complete review of transferability.
<b>CityU</b>	Previously earned credits are transferrable including: <ul style="list-style-type: none"> <li>• Prior Learning Assessment</li> <li>• College Level Examination Program (CLEP)</li> <li>• Defense Activity for Non-Traditional Education Support (DANTES)</li> <li>• ACE credits for military training</li> <li>• Credits earned from prior attended technical and vocational institutions as well as community colleges</li> </ul>
<b>Clover Park Technical College</b>	Each branch of the military and various occupations is identified and matched up with what classes are eligible to receive credits. An example is an Army Track Vehicle Repairer can receive credit for CAS 115 intro to Computing and MAT 105 Math for Industrial Trades.
<b>Evergreen State College</b>	Some military training can generate transfer credit, based on recommendations from the American Council on Education (ACE). Training records, military certificates and other appropriate documentation are required.  Prior Learning from Experience is also offered in conjunction with taking Writing from Life and PLE Document Writing to submit a portfolio of essays, research, and supporting materials that document the soldier’s knowledge and how it was acquired. Faculty with relevant expertise evaluate the completed work and determine how much credit has been earned and in what areas.
<b>Pacific Lutheran University</b>	Military specific transfer credits not addressed.
<b>Pierce College</b>	Up to 15 credits awarded as General Elective where applicable in the degree. Academic Credit for Prior Learning (ACPL) Assessment for General Education (math/English) and Degree Distribution other than General Elective.
<b>South Puget Sound Community College</b>	Based on the recommendation of the American Council on Education (ACE), South Puget Sound Community College uses the Joint Services Transcript (JST) to award military credit. Students receiving college credit for military service through their JST or based on their Military Occupational Specialty (MOS) must still earn credits consistent with South Puget Sound Community College’s residency policy in order to be granted a degree or certificate.
<b>St. Martins University</b>	Military credits are accepted such as via U.S. Armed Forces Institution Examinations (USAFI) and/or (DANTES) and/or College Examination Program (CLEP).
<b>Tacoma Community College</b>	Not addressed in transfer credit policy.
<b>University of Puget Sound</b>	Military specific transfer credits not addressed.
<b>University of Washington - Tacoma</b>	Official military transcripts (Joint Services Transcripts) must be submitted to the Office of Admissions for evaluation. Coursework recommended for academic college credit at the lower- or upper-division level by the American Council on Education (ACE) will be considered for transfer provided that the coursework is applicable to the student’s degree program at the UW. Military coursework is not included in the transfer GPA, and transfer credit will not be awarded until after the student has enrolled at the UW.

Source: Each college’s website

## Future Employment Assistance Programs

The Veterans Industry Education (VIE-25) program is a joint project under the direction of the Governor’s office, the State Board of Community and Technical Colleges, and the Garrison Command, which serves to support pathways to employment for transitioning service members. In stakeholder interviews, it was indicated that there is a need for better retention of veterans as members of the region’s workforce. VIE-25 helps with that by connecting service members with career credentials (training, certificates, licenses, etc.) during their last six months of military service so that they can qualify for in-demand jobs. The schools within 25 miles of a military installation are asked to identify their existing programs in which the first employable certificate can be completed within six months with the best opportunity for long term career growth in the future. Regional schools involved include Bates Technical College, Clover Park, Green River, Highline College, Pierce College, South Puget Sound Community College, and Tacoma Community College. Program

areas include: Business, Computer Science, Healthcare, Public Service, Engineering/Manufacturing, Trades, Education, and Transportation. Each college has many programs, though not necessarily one in each topic area.

While military-connected individuals go into all career fields, some colleges identified popular programs among military service members including business administration, computer science, criminal justice, cybersecurity management and policy, homeland security/emergency management, information systems management, psychology, and certificates such as EMT/ EMS and IT. Pierce College specifically sees a lot of military and military family members pursue an Associate's Degree in Pre-Nursing—a university transfer degree that prepares students for a university bachelor's of science in nursing program. A subset of those students focuses on chemistry and biology classes, which are prerequisites for military medical pathways as doctors, physician's assistants, and nurses. Another popular path for service members at Pierce College is the Associate's Degree in Military Technology and Leadership which maximizes a service member's military training and allows them to complete the degree in as few as four classes. This degree is unique in that it is not a university transfer degree; it is focused on career-minded enlisted Soldiers, particularly those in high optempo<sup>22</sup> specialties that make more traditional college impractical.

“Troops to Teachers (TTT)” is a Department of Defense program that assists in transitioning service members to becoming employed as public, charter, and Bureau of Indian Affairs school teachers. There is a network of state TTT offices to help participants with counseling, and assistance with requirements, state certification, and employment leads. There is also financial assistance available for those becoming first-time teachers who apply for the program within three years of their active duty or reserve retirement date. In 2020, 4,212 applicants were approved to become participants in the program and over 100,000 positions have been filled since 1993. However, this program is slated to conclude at the end of 2021.

## Needs Assessment

### Partnerships

There is a desire to make partnerships between institutions of higher education and JBLM stronger. With the recent impacts of COVID-19, there is also a need to rebuild relationships as there has been little to no face-to-face meetings, as well as a leadership change at JBLM. A more formalized partnership between the regional higher education providers and JBLM would be beneficial. There is an opportunity for this to occur as part of the Education Working Group in which SSMCP would participate.

### Tracking

Active-duty service members and their families are fluid populations to measure since they often have to leave school for multiple quarters and then return at a later date due to PCS, deployment, etc. When schools do track their military-connected population, it is typically through the GI bill and self-identification. To get a more accurate count of military-connected students, a new regional tracking process or standard would need to be created.

### Transfer Credits

There is inconsistency between the institutions of higher education as to whether training obtained during service counts towards transfer credits. Multiple institutions determine what training is awarded transfer credits based on recommendations from the American Council on Education (ACE). One of the colleges in the study area has a specific list of which military trainings/courses align with college courses and count for credit. Providing consistency between institutions would aid in creating an easier enrollment process for prospective military students. There is an opportunity for institutions to come together, perhaps with JBLM facilitating to provide a military perspective and to create guidelines for how military training translates to college credits.

---

<sup>22</sup> Optempo means operation/ operating tempo. High optempo specialties, therefore, are ones that have a high rate of military actions or missions.

## **8. Appendices:**

- A. Child Care Survey
- B. Child Care Stakeholder Interview Questions and Responses
- C. JBLM Child Care Fee Schedule
- D. K-12 Stakeholder Interview Questions and Responses
- E. Higher Education Stakeholder Interview Questions and Responses
- F. Acronyms and Abbreviations

## Childcare Provider Survey

### JBLM Growth Coordination Plan

The 2021 Joint Base Lewis-McChord (JBLM) Growth Coordination Plan (GCP) will assess the current child care opportunities and challenges on and off base. This survey will aid us in analyzing emerging trends and issues and gather valuable input from the childcare providers who have first-hand knowledge about this topic.

To learn more about this project, please visit the project website at: <https://www.2022jblmsouthsoundgrowth.com/>

The survey will close June 30th.

1. What type of licensed childcare do you provide?

- Licensed Family (in-home)
- Licensed Center

2. What ages do you accept?

- Infants (under 1 months)
- Toddlers (1 year to 2.5 years)
- Preschool (2.5 – 5 years)
- School Age (6 years and up)

3. What is your current licensed capacity?

4. What is your current number of openings?

5. Do you have a waitlist for your childcare center due to capacity limits?

- No
- If yes, how long is the average wait time?

6. What are your current rates for child care services (per week)?

7. Do you offer military discounts?

No

Yes. Please describe your military discount:

8. Do you accept fee assistance, such as through Child Care Aware of America?

Yes

No

I do not know what that is

9. Have you cared for children of military families in Pierce or Thurston counties in the past two years?

Yes

No

Unsure

10. In the last year, how many military children have you cared for?

0-5

21+

6-10

n/a

11-20

11. Do you believe COVID-19 affected your military children numbers over the last year?

Yes

No

12. In the previous 5-years what percent of the children you've cared for have been from military families (approximate)?

0%

26-50%

1- 10%

More than 50%

11-25%

Unknown

13. What resources would be helpful to you to care for children in the future?

14. Is there anything unique that you have learned specifically about caring for military children?

15. Have you seen an increased need for childcare in the last five years?

- Yes
- No
- Unsure

16. Have you increased your childcare prices in the last five years for any of the following reasons (select all that apply)?

- Increased demand
- To raise employee wages
- Increased rent/mortgage
- No, have not increased prices
- Other (please specify)

17. Have you found it difficult to retain employees?

- Yes
- No

18. If so, what do you know to be the reason (select all that apply)?

- Wages
- Hours
- Benefits
- Other (please specify)

19. Have you grown your facility (more capacity, employees, location etc.) as a response to the childcare conditions in the region?

- Yes
- No

20. What are the challenges you face in operating a childcare center?

21. Are willing to be contacted to be interviewed to further discuss the topic of Childcare in the JBLM vicinity?

Yes

No

22. If you responded yes you are willing to be interviewed, please provide the best way to contact you in the answer box below:

# INTERVIEW RESPONSES

---

**TO:** File

**MEETING DATE:** June 25, 2021

**MEETING PURPOSE:** Stakeholder Interview

**PROJECT NAME:** JBLM Growth Coordination Plan

**PREPARED BY:** Emily Adams, AICP  
AHBL, Inc.

**MTG. LOCATION:** Via phone call

**INTERVIEWEE:** Gemma Stephani, Director, Prime Time Extended Learning Center

---

1. Tell us a little about your childcare center
    - a. Location: **Tacoma, Stadium district**
    - b. Ages Served: **5- 12**
    - c. How long have you been operating? **Since 1982**
    - d. **Operate as a non-profit, part of a church.**
  
  2. What are the major challenges you see facing childcare in our region right now?
    - **COVID and funding**
    - **They received \$54,000 in grants from the state/ county/ federal, without it they would have lost that much money this year**
    - **They adjusted hours due to COVID to be open all day. This fall they will revert back to just being open before/ after schools, on early release days, and on teacher work days.**
    - **They had issues with staffing, people didn't want to come back to work for \$15 or \$16/ hour so they upped their pay**
    - **Their biggest current issue is enrollment. They usually have about 65 kids, they only have 30 enrolled for next year. She believes this may increase in August if/when people realize the school district is for sure opening back to normal**
    - **Lots of people have made adjustments to their lifestyles due to COVID an don't need childcare any more**
  
  3. Do you face any specific challenges in caring for military-connected children?  
**They have used the Child Care Aware fee assistance when they have military children, and it is very difficult to set up and begin using. It would be much better if it was more streamlined.**
  
  4. Would/do you see value in receiving training specific to caring for military-connected children?  
**n/a**
  
  5. How does having military-connected children at your facility affect it overall (i.e. capacity, budget etc.)?  
**No, they serve very few military families, only have on child right now whose father works on base.**
  
  6. Does having a military base nearby affect your decision making for your facility?
    - a. i.e. decision to open, expand, hours, prices etc.**No**
  
  7. Is there anything JBLM could be doing to help off-base childcare centers that serve military-connected children?  
**Tech support for the Child Care Aware fee assistance. A lot of daycare centers, especially at-home ones, only have a couple people running the program so they administrative stuff, like setting up that program is very difficult and takes a lot of time. Help with that would be appreciated.**
  
  8. How does deployment affect your services and how do you typically deal with it?  
**n/a**
-

9. What would drive you to provide extended hours/ to operate in the “off” hours?  
**They used to open at 6:30am, close for school hours, and then open after school until 6:30. COVID changed this. Now starting up again they will open at 7am and close at 6pm, shaving off time in an effort to be as cost effective as possible.**

**The thing that would drive them to operate for longer hours is just need, if there were enough kids who would utilize it to make it financially affordable, they would do it.**

10. Are there any barriers that prevent you from offering fee assistance or other discounts?  
**No, they offer tuition waivers (\$24,000 last year) to allow people to pay a reduced amount. No official military discount, but if someone asked, they would give it (likely 10%). They have never turned anyone away because of lack of money,**
11. What are barriers do you see for after school programs for older kids (10-18) (funding, transportation etc.)?
- **Transportation is big one.**
  - **At their center most kids are local so they walk to the school, pick them up, and walk them to the center after school**
  - **At the middle school level there are “expanded learning opportunities” (not childcare) which definitely have transportation issues. Kids aren’t old enough to navigate the City bus.**
  - **Tacoma Public Schools is enhancing their expanding learning opportunities, providing activities and childcare in their school buildings after school and they are providing transportation including bussing kids from the schools that don’t offer that to the ones that do.**
12. Is there anything else you’d like us to know about having a childcare facility in the JBLM vicinity?
- **Would like to see JBLM join in partnerships with the schools for these expanded learning opportunities schools offer**
  - **Could they be involved in the beginning, conversations are happening now (with Tacoma Public Schools leading the way)**
  - **JBLM could help fund or facilitate after school activities and partner with Districts on that. This is something their childcare center and others are doing, aligning practices with the schools.**
  - **Social/ emotional learning is crucial and expanded learning opportunities/ after school activities are important for this.**
  - **Military spouses are often operating as single parents, and this can really effect the need for childcare as there’s not another person to help pick up the kid if a meeting is running late or drive them to activities.**

---

Q:\2020\2200911\30\_PLN\Working\_Files\Education & Childcare\Interviews\20210625 Gemma Stephani - Childcare - Interview Responses.docx

# INTERVIEW RESPONSES

---

<b>TO:</b> File	<b>MEETING DATE:</b> June 29, 2021
	<b>MEETING PURPOSE:</b> Stakeholder Interview
	<b>PROJECT NAME:</b> JBLM Growth Coordination Plan
<b>PREPARED BY:</b> Brittany Port, AICP AHBL, Inc.	<b>MTG. LOCATION:</b> Via Teams
<b>INTERVIEWEE:</b> Angel Ignacio, Senior Program Director, YMCA of Pierce and Kitsap Counties	

---

1. Tell us a little about your childcare center
    - a. Location: **Don't operate out of a community center. Partner with local elementary schools for before care and after care. Also partner with summer camps. Franklin-Pierce, Clover Park, Tacoma, Peninsula, Central Kitsap, South Kitsap, Bremerton. Have 5-10 sites within each region. Have an early learning section as well in University Place and Puyallup.**
    - b. Ages Served: **Infants – 12 years, in before and after schools 5-12.**
    - c. How long have you been operating? **Since 1990s**
  
  2. What are the major challenges you see facing childcare in our region right now?
    - **Staffing, difficult to find staff, attracting and retaining staff. Many positions are part time positions. Starting rate is \$15.50. People are currently looking for more full time work. In before and after school care those staff work a split shift.**
    - **Decrease in revenue, not insignificant**
  
  3. Do you face any specific challenges in caring for military-connected children?

**Programs are set up to support military families. Membership is versed in payment or other services they may qualify for. One of the programs they have is Power Scholars, making sure that the staff have the proper approvals.**

**They have used the Child Care Aware fee assistance when they have military children, and it is very difficult to set up and begin using. It would be much better if it was more streamlined.**
  
  4. Would/do you see value in receiving training specific to caring for military-connected children?

**See a lot of value in that, that's an area of opportunity.**
  
  5. How does having military-connected children at your facility affect it overall (i.e. capacity, budget etc.)?

**Not typically, a lot of military families in Franklin-Pierce or Clover Park school districts. Obstacle is hours closing at 6:30, have expressed wanting them to stay open later. 7 or 7:30 would be better. Weekends, too. Only open M-F.**
  
  6. Does having a military base nearby affect your decision making for your facility?
    - a. i.e. decision to open, expand, hours, prices etc.

**Would be open to staying open later, haven't seen the interest. If we had more interest then the branch would likely serve.**
  
  7. Is there anything JBLM could be doing to help off-base childcare centers that serve military-connected children?

**Not sure of what the awareness of what other local childcare options in the area are that military families have. JBLM could advertise options.**
  
  8. How does deployment affect your services and how do you typically deal with it?
-

**Not significantly, have had a handful of students have to disenroll, or will see a change in contacts in authorized pick ups.**

9. What would drive you to provide extended hours/ to operate in the “off” hours?  
**If there was a demand for it, would be open to adding extended hours.**
  
  10. Are there any barriers that prevent you from offering fee assistance or other discounts?  
**Have a military discount. There was a scenario where had difficulty using an electronic payment. There is a subsidy available through the US Coast Guard. They prefer payment to be electronic but due to current capabilities and salesforce program have preferred using a paper check. This can be an inconvenience, but working on resolving this and should be able to accept electronic payment soon.**
  
  11. What are barriers do you see for after school programs for older kids (10-18) (funding, transportation etc.)?
    - **Do have another branch of the association – Centers for Community Impact. They do work with that age, mostly in middle school. It’s a separate branch.**
  
  12. Is there anything else you’d like us to know about having a childcare facility in the JBLM vicinity?
    - **Offer military discount.**
    - **Very close.**
    - **Available and open to serving.**
    - **Generally very inclusive. Aren’t able to support students with significant disabilities.**
- 

Q:\2020\2200911\30\_PLN\Working\_Files\Education & Childcare\Interviews\20210625 Gemma Stephani - Childcare - Interview Responses.docx

# INTERVIEW RESPONSES

---

<b>TO:</b>	File	<b>MEETING DATE:</b>	July 9, 2021
<b>PREPARED BY:</b>	Emily Adams, AICP AHBL, Inc.	<b>MEETING PURPOSE:</b>	Stakeholder Interview
<b>INTERVIEWEE:</b>	Norma Melo, School Liaison officer	<b>PROJECT NAME:</b>	JBLM Growth Coordination Plan
		<b>MTG. LOCATION:</b>	Via phone call

---

1. What she does – School liaison officer? How long has she been there? Changes over last 10 years?
    - **The office works with the command/ staff on base, schools and the children/ families.**
    - **Families come from all over the world, and they are used to going to Department of Defense schools, not a state school that is no run by the military. They are used to, for example, being able to file complaints with the military if something at the school was not right, but that is no the case her.**
    - **Their office helps these families understand what they don't know and how to navigate school here in WA state.**
    - **CYS allows servicemembers to focus on training and working and not have to worry about their kids schooling and how to navigate it.**
  
    - **She has worked there for 21 years**
    - **The biggest chance she saw was following 9/11. Since then we have always been at war. Last year was the first-time children were born not during a wartime. Teachers are coming into the field with no knowledge of the military and what they do with many preconceived notions.**
  2. How has COVID-19 affected your services?
    - **Didn't affect services, they just moved everything online, just like the school districts did. They fell into places.**
  3. What are barriers do you see for after school programs for older kids (10-18) (funding, transportation etc.)?
    - **They have a school aged center for those families that get into those, they go to before/after school.**
    - **The problem is it can only hold so many students, they are limited by space and staffing**
    - **Its only on-base kids who do this really just logistics wise, doesn't make sense for those off-base.**
  4. What are the major challenges facing on-base childcare and youth services?
    - **Sees no difference in on base or off base school challenges. Military families go to off bae schools as well, there is just a higher concentration of them on base.**
  5. How does JBLM support the school districts?
    - **They provide resources, information and trainings for teaching staff.**
    - **Knowledge of federal grants they can apply for.**
      - **BUT, grants rely on the parents doing their part and telling the school district they're military so the school can use them in their numbers and apply. The solider has to be adamant about turning in the paperwork. The school can't just know their military and say it for them, the parent has to turn in paperwork every year saying they're in the military.**
  6. Are there different trainings necessary as an on-base vs. off-base childcare provider?
    - **Trainings are the same for all school districts. They focus on informing the teachers about the military lifestyle**
      - **They go in when new teachers are hired, and essentially say here's what we want you to know that you may find challenging or you may recognize in a military child.**
-

- **The kids move around a lot, some as often as once every couple of months. They have to adapt to new learning environments which vary across states (and countries)**
  - **Teachers sometimes think that the kids are behind, but they're not, they just may not have got there in their last school yet as the learning timeline is different, or they were overseas, or moving.**
7. Do you feel parents often desire on-base childcare vs. off-base? What are the reasons for that (location or other factors)?
- **On-base doesn't have enough space.**
8. Is "off hours" on-base childcare available to all on-base, or just those already enrolled in "normal hours" childcare?
- **Only those enrolled. Everyone has to be registered ahead of time, they can't just walk-in and get care at any time. They have to get on a list and get in when a spot opens up.**
  - **They have never had "emergency" childcare type system, they have only done that on a case-by-case basis, and it has to be sent up through the chain of command.**
9. JBLM has limited on-base childcare due to COVID, especially for DOD civilians. is this a permanent shift to direct them to off-base childcare due to COVID?
- **COVID made them look at how they operate in an emergency situation and realized they can't sustain this for a long time.**
  - **Not prices, those are rigid and set by DoD.**
  - **Did alter before/after programs to allow for kids online to be in their care during the day. Then once the school day was done they could shut their computers and be in the after school program after with other kids and go play.**
10. From the 2010 GCP Strategies – Have on-base or off-base providers expanded after-school programs?
- 
11. Is there anything else you would like us to know about childcare/youth services/education on JBLM and the surrounding community?
- **Not enough off-base places have "off" hours, or what she refers to as "critical" hours, especially for single parents and dual military parents. Soldiers have to be prepared to leave at a moments notice. They get maybe 24-hours' notice beforehand. There's not really anyone in the community wo can help with that kind of care. So, soldiers are concerned about not being able to do this, and if they don't they can face consequences from leadership for not being prepared/ arriving in time.**
  - **Boeing has a similar issue, she mentioned, with their night shift employees.**
  - **Seeing this get worse and worse, especially for school aged families.**
  - **Off-base don't meet the need military families have.**
  - **CYS is limited on staff which is why they can't expand, and their staff are often military spouses so if the spouse moves, they have to too, which leads to high turnover.**
  - **Need legislative mandates, like subsidies, for better training, compensation and prices for childcare. Look at what other countries are doing and how they're succeeding in childcare where we are failing.**
  - **Most agencies with openings are too expensive, and that's the only reasons they have openings.**
  - **They are a joint base, so she recognizes this is not just and army issue, this it a national defense, military issue.**
  - **These parents are not going to stay in service if they have to worry about their kids – that is a concern of hers.**

# INTERVIEW RESPONSES

---

<b>TO:</b> File	<b>MEETING DATE:</b> July 9, 2021
	<b>MEETING PURPOSE:</b> Stakeholder Interview
	<b>PROJECT NAME:</b> JBLM Growth Coordination Plan
<b>PREPARED BY:</b> Emily Adams, AICP AHBL, Inc.	<b>MTG. LOCATION:</b> Via phone call
<b>INTERVIEWEE:</b> Jennifer Gallier	

---

1. Tell us a little about your childcare center
    - a. Location: **Olympia, in-home**
    - b. Ages Served: **6 weeks to 13 years**
    - c. How long have you been operating? **24 years, 9.5 years as a daycare provide on Fort Lewis. Currently has about 8 kids at a time.**
  
  2. What are the major challenges you see facing childcare in our region right now?
    - **Affordability is #1. For the military specifically they don't make enough to afford childcare, especially if they're only E5 or 6 with more than one kid.**
    - **There is a shortage of daycare providers.**
    - **For providers to qualify as a place that gives subsidies that rules are too stringent. They need to be more lenient with the rules.**
  
  3. Do you face any specific challenges in caring for military-connected children?
    - **Hours, military children can require 12 hours a day of care.**
  
  4. Would/do you see value in receiving training specific to caring for military-connected children?
    - **No, care for all kids the same.**
  
  5. How does having military-connected children at your facility affect it overall (i.e. capacity, budget etc.)?
    - **No**
  
  6. Does having a military base nearby affect your decision making for your facility?
    - a. i.e. decision to open, expand, hours, prices etc.  
  
**She operates a 24-hour daycare center. She used to work nights and needed that, so she offers it now. But the times are block hours, she is not an hourly place. Only very rarely are drop-offs for short period of times allowed.**
  
  7. Is there anything JBLM could be doing to help off-base childcare centers that serve military-connected children?  
**Loosening the rules on subsidies.**
  
  8. How does deployment affect your services and how do you typically deal with it?  
**No, if the parent is deployed the child typically still stays at the daycare.**
  
  9. What would drive you to provide extended hours/ to operate in the "off" hours?  
**N/a, already does.**
  
  10. Are there any barriers that prevent you from offering fee assistance or other discounts?  
**In her view, she gets no benefit from offering fee assistance, the military doesn't provide her anything to do this. She does not do sliding scale as in the past she felt like when it was offered people may just not pay.**
-

11. What are barriers do you see for after school programs for older kids (10-18) (funding, transportation etc.)?  
**Nothing really affects her, most of her kids live on the bus line to get to her. There is a school down the street that she will go and pick them up at.**

12. Is there anything else you'd like us to know about having a childcare facility in the JBLM vicinity?

- **When she operated on JBLM they were strict in a good way about cleanliness and timeliness.**
- **JBLM has a good childcare program, they just need more providers, they don't have enough space and families have to look off base for care even when they live on base.**

---

Q:\2020\2200911\30\_PLN\Working\_Files\Education & Childcare\Interviews\20210625 Gemma Stephani - Childcare - Interview Responses.docx

**HIGH COST FEE STRUCTURE - SCHOOL YEAR 2019-2020 - JBLM**

**SY 19-20 CHILD DEVELOPMENT CENTERS (CDC) Monthly FEE CHART  
(2 Week Vacation Option) (Jan 2019)**

Total Family Income Categories		Full Day	Part Time*	Part Day Toddler/Part Day Pre-School "Enrichment"***		
				5 Day 3 Hr	3 Day 3 Hr	2 Day 3 Hr
CAT 1	\$0-\$32,525	\$304	\$212	\$136	\$82	\$54
CAT 2	\$32,526-\$39,491	\$368	\$258	\$166	\$100	\$66
CAT 3	\$39,492-\$51,108	\$448	\$312	\$200	\$120	\$80
CAT 4	\$51,109-\$63,884	\$512	\$358	\$230	\$138	\$92
CAT 5	\$63,885-\$81,310	\$582	\$408	\$262	\$156	\$106
CAT 6	\$81,311-\$94,032	\$634	\$444	\$286	\$172	\$114
CAT 7	\$94,033-\$110,625	\$652	\$456	\$294	\$176	\$118
CAT 8	\$110,626-\$138,330	\$674	\$472	\$302	\$182	\$120
CAT 9	\$138,331+	\$694	\$486	\$312	\$188	\$124
- CAT 9A***	Not Applicable	\$912	\$638	\$410	\$246	\$164

**STANDARD HOURLY RATE: \$5.00**

Multiple Child Reductions and Total Family Income Categories do not apply to Hourly Care.

**FINANCIAL DISCLOSURE:** Patrons who do not disclose financial information pay Category 9 fees.

**MULTIPLE CHILD REDUCTION (MCR):** 15% MCR is offered to the 2nd and subsequent children in regularly scheduled programs. Full fee is charged for the child in the most expensive care option, e.g., Full Day CDC care vs. SAC. 15% MCR is offered to 2nd and subsequent children in Youth Sports programs occurring during the same season. CAT 9 DoD Contractors and all approved Not Otherwise Authorized Patrons are not eligible for the MCR.

**LATE PICK-UP FEES:** Family fee of \$1.00 per minute for first 15 minutes; \$15.00 maximum, then \$5.00 for next 45 mins. per child/site. If Family has children at different sites, late pick-up fees are assessed per site. Fee is payable before the child is readmitted to care.

**LATE PAYMENT FEES:** Payment for regularly scheduled Full Day, Part Day/Part Time and Before/After School Care is due by the 5th business day of the payment cycle. For services billed twice a month (1st and 15th), a one-time \$10.00 per child late payment fee will be assessed on the 6th business day of each missed payment cycle. For any regularly scheduled activities billed on a monthly basis, a one-time late payment fee of \$20.00 per child will be assessed on the 6th business day after the 1st of the month billing.

**\*PART TIME CARE:** Applies to specialized Part Time programs; includes Part Time Kindergarten care (for children attending a part day [AM or PM] Kindergarten program).

**\*\*PART DAY ENRICHMENT:** Also applies to Installations that operate on a 4 day a week schedule (e.g. 4 Day 3.5 Hrs.)

**\*\*\*CAT 9A:** All DoD Contractor Employees and Specified Space Available Patrons

**HIGH COST FEE STRUCTURE - SCHOOL YEAR 2019-2020 - JBLM**

**SY 19-20 CHILD DEVELOPMENT CENTERS (CDC) MONTHLY FEE CHART  
(4 Week Vacation Option) (Jan 2019)**

Total Family Income Categories		Full Day	Part Time*	Part Day Toddler/Part Day Pre-School "Enrichment"***		
				5 Day 3 Hr	3 Day 3 Hr	2 Day 3 Hr
CAT 1	\$0-\$32,525	\$318	\$222	\$142	\$84	\$58
CAT 2	\$32,526-\$39,491	\$384	\$270	\$174	\$104	\$70
CAT 3	\$39,492-\$51,108	\$466	\$326	\$210	\$126	\$84
CAT 4	\$51,109-\$63,884	\$534	\$374	\$240	\$144	\$96
CAT 5	\$63,885-\$81,310	\$608	\$424	\$274	\$164	\$110
CAT 6	\$81,311-\$94,032	\$662	\$462	\$298	\$178	\$120
CAT 7	\$94,033-\$110,625	\$680	\$476	\$306	\$184	\$122
CAT 8	\$110,626-\$138,330	\$702	\$492	\$316	\$190	\$126
CAT 9	\$138,331+	\$724	\$506	\$328	\$196	\$132
- CAT 9A***	Not Applicable	\$952	\$664	\$428	\$256	\$172

**STANDARD HOURLY RATE: \$5.00**

Multiple Child Reductions and Total Family Income Categories do not apply to Hourly Care.

**FINANCIAL DISCLOSURE:** Patrons who do not disclose financial information pay Category 9 fees.

**MULTIPLE CHILD REDUCTION (MCR):** 15% MCR is offered to the 2nd and subsequent children in regularly scheduled programs. Full fee is charged for the child in the most expensive care option, e.g., Full Day CDC care vs. SAC. 15% MCR is offered to 2nd and subsequent children in Youth Sports programs occurring during the same season. CAT 9 DoD Contractors and all approved Not Otherwise Authorized Patrons are not eligible for the MCR.

**LATE PICK-UP FEES:** Family fee of \$1.00 per minute for first 15 minutes; \$15.00 maximum, then \$5.00 for next 45 mins. per child/site. If Family has children at different sites, late pick-up fees are assessed per site. Fee is payable before the child is readmitted to care.

**LATE PAYMENT FEES:** Payment for regularly scheduled Full Day, Part Day/Part Time and Before/After School Care is due by the 5th business day of the payment cycle. For services billed twice a month (1st and 15th), a one-time \$10.00 per child late payment fee will be assessed on the 6th business day of each missed payment cycle. For any regularly scheduled activities billed on a monthly basis, a one-time late payment fee of \$20.00 per child will be assessed on the 6th business day after the 1st of the month billing.

**\*PART TIME CARE:** Applies to specialized Part Time programs; includes Part Time Kindergarten care (for children attending a part day [AM or PM] Kindergarten program).

**\*\*PART DAY ENRICHMENT:** Also applies to Installations that operate on a 4 day a week schedule (e.g. 4 Day 3.5 Hrs.)

**\*\*\*CAT 9A:** All DoD Contractor Employees and Specified Space Available Patrons

**HIGH COST FEE STRUCTURE - SCHOOL YEAR 2019-2020 - JBLM**  
**SY 19-20 SCHOOL-AGE CARE (SAC) and KINDERGARTEN (K)**  
**Middle School/Teen (MS/T)**  
**MONTHLY FEE CHART** (Jan 2019)

Total Family Income Categories		Before & After	Before	After	Part Time* Kindergarten	SAC/K Camp (Weekly)	MS/T Before Camp (Wkly)
CAT 1	\$0-\$32,525	\$166	\$68	\$98	\$212	\$70	\$35
CAT 2	\$32,526-\$39,491	\$204	\$84	\$120	\$258	\$85	\$43
CAT 3	\$39,492-\$51,108	\$246	\$100	\$146	\$314	\$103	\$52
CAT 4	\$51,109-\$63,884	\$282	\$116	\$166	\$358	\$118	\$59
CAT 5	\$63,885-\$81,310	\$320	\$132	\$188	\$408	\$134	\$67
CAT 6	\$81,311-\$94,032	\$348	\$142	\$206	\$444	\$146	\$73
CAT 7	\$94,033-\$110,625	\$358	\$146	\$212	\$456	\$150	\$75
CAT 8	\$110,626-\$138,330	\$370	\$152	\$218	\$472	\$155	\$78
CAT 9	\$138,331+	\$382	\$156	\$226	\$486	\$160	\$80
- CAT 9A**	Not Applicable	\$502	\$206	\$296	\$638	\$210	\$105

**OCCASIONAL USER RATES:** Hourly Rate: **\$5.00**, limited to 5 hrs./week.  
**DAILY RATES:** Up to 4 hrs./day: **\$20.00**; More than 4 hrs./day: **\$35.00**  
**MIDDLE SCHOOL/TEEN OCCASIONAL USER DAILY RATE:** **\$20.00**; Hourly Rate: **\$5.00**, limited to 5 hrs./week.  
Multiple Child Reductions and Total Income Family Categories do not apply to Occasional User Hourly or Daily Rates.

**YOUTH SPORTS (YS)  
SEASON FEE CHART**

**Additional Information**

Category	Sports	Season Fee
Developmental Sports	Developmental Sport Activities Ages 3 -4	<b>\$25</b>
Category A	Soccer, Baseball, Softball, Flag Football, Cheerleading, Basketball, Volleyball, Track & Field, Dodge Ball, Wrestling, Kickball, Capture the Flag, Double Dutch, Team Handball, Inline Skating, Power Lifting, Table Tennis, Racquetball, Badminton, Cycling.	<b>\$55-\$65</b>
Category B*	Bowling, Archery, Football Hockey, Lacrosse, field Hockey, Water Polo, Tennis, Boxing, Gymnastics, Skiing, Snow Boarding, Specialized Team and Individual Sports Programs,	<b>\$65+</b>

**FINANCIAL DISCLOSURE:** Patrons who do not disclose financial information pay Category 9 fees.

**MULTIPLE CHILD REDUCTION (MCR):** 15% MCR is offered to the 2nd and subsequent children in regularly scheduled programs. Full fee is charged for the child in the most expensive care option, e.g., Full Day CDC care vs. SAC. 15% MCR is offered to 2nd and subsequent children in Youth Sports programs occurring during the same season. CAT 9 DoD Contractors and all approved Not Otherwise Authorized Patrons are not eligible for the MCR.

**LATE PICK-UP FEES:** Family fee of \$1.00 per minute for first 15 minutes; \$15.00 maximum, then \$5.00 for next 45 mins. per child/site. If Family has children at different sites, late pick-up fees are assessed per site. Fee is payable before the child is readmitted to care.

**LATE PAYMENT FEES:** Payment for regularly scheduled Full Day, Part Day/Part Time and Before/After School Care is due by the 5th business day of the payment cycle. For services billed twice a month (1st and 15th), a one-time \$10.00 per child late payment fee will be assessed on the 6th business day of each missed payment cycle. For any regularly scheduled activities billed on a monthly basis, a one-time late payment fee of \$20.00 per child will be assessed on the 6th business day after the 1st of the month billing.

**MIDDLE SCHOOL/TEEN (MS/T):** Before School Supervision Monthly Fee = SAC "Before" Rate.

**\*PART TIME CARE:** Applies to specialized Part Time programs; includes Part Time Kindergarten care (for children attending a part day [AM or PM] Kindergarten program).

**\*\*CAT 9A: All DoD Contractor Employees and Specified Space Available Patrons**

\* Category B Fees are locally determined but must be equal to or greater than amount shown. FOR SPORTS NOT LISTED: Contact IMCOM Sports POC for appropriate Category.

**STANDARD COST FEE STRUCTURE - SCHOOL YEAR 2019-2020 - YAKIMA ONLY**

**SY 19-20 CHILD DEVELOPMENT CENTERS (CDC) MONTHLY FEE CHART  
(2 Week Vacation Option) (Jan 2019)**

Total Family Income Categories		Full Day	Part Time*	Part Day Toddler/Part Day Pre-School "Enrichment"***		
				5 Day 3 Hr	3 Day 3 Hr	2 Day 3 Hr
CAT 1	\$0-\$32,525	\$260	\$182	\$116	\$70	\$46
CAT 2	\$32,526-\$39,491	\$326	\$228	\$146	\$88	\$58
CAT 3	\$39,492-\$51,108	\$404	\$282	\$180	\$108	\$72
CAT 4	\$51,109-\$63,884	\$470	\$328	\$210	\$126	\$84
CAT 5	\$63,885-\$81,310	\$538	\$376	\$242	\$146	\$96
CAT 6	\$81,311-\$94,032	\$590	\$414	\$266	\$160	\$106
CAT 7	\$94,033-\$110,625	\$600	\$420	\$270	\$162	\$108
CAT 8	\$110,626-\$138,330	\$630	\$440	\$284	\$170	\$114
CAT 9	\$138,331+	\$652	\$456	\$292	\$176	\$116
- CAT 9A***	Not Applicable	\$912	\$638	\$410	\$246	\$164

**STANDARD HOURLY RATE: \$5.00**

Multiple Child Reductions and Total Family Income Categories do not apply to Hourly Care.

**ADDITIONAL INFORMATION**

**FINANCIAL DISCLOSURE:** Patrons who do not disclose financial information pay Category 9 fees.

**MULTIPLE CHILD REDUCTION (MCR):** 15% MCR is offered to the 2nd and subsequent children in regularly scheduled programs. Full fee is charged for the child in the most expensive care option, e.g., Full Day CDC care vs. SAC. 15% MCR is offered to 2nd and subsequent children in Youth Sports programs occurring during the same season. CAT 9 DoD Contractors and all approved Not Otherwise Authorized Patrons are not eligible for the MCR.

**LATE PICK-UP FEES:** Family fee of \$1.00 per minute for first 15 minutes; \$15.00 maximum, then \$5.00 for next 45 mins. per child/site. If Family has children at different sites, late pick-up fees are assessed per site. Fee is payable before the child is readmitted to care.

**LATE PAYMENT FEES:** Payment for regularly scheduled Full Day, Part Day/Part Time and Before/After School Care is due by the 5th business day of the payment cycle. For services billed twice a month (1st and 15th), a one-time \$10.00 per child late payment fee will be assessed on the 6th business day of each missed payment cycle. For any regularly scheduled activities billed on a monthly basis, a one-time late payment fee of \$20.00 per child will be assessed on the 6th business day after the 1st of the month billing.

**\*PART TIME CARE:** Applies to specialized Part Time programs; includes Part Time Kindergarten care (for children attending a part day [AM or PM] Kindergarten program).

**\*\*PART DAY ENRICHMENT:** Also applies to Installations that operate on a 4 day a week schedule (e.g. 4 Day 3.5 Hrs.)

**\*\*\*CAT 9A:** All DoD Contractor Employees and Specified Space Available Patrons

**STANDARD COST FEE STRUCTURE - SCHOOL YEAR 2019-2020 - YAKIMA ONLY**

**SY 19-20 CHILD DEVELOPMENT CENTERS (CDC) Monthly FEE CHART  
(4 Week Vacation Option) (Jan 2019)**

Total Family Income Categories		Full Day	Part Time*	Part Day Toddler/Part Day Pre-School "Enrichment"***		
				5 Day 3 Hr	3 Day 3 Hr	2 Day 3 Hr
CAT 1	\$0-\$32,525	\$272	\$190	\$122	\$74	\$48
CAT 2	\$32,526-\$39,491	\$340	\$238	\$154	\$92	\$62
CAT 3	\$39,492-\$51,108	\$422	\$294	\$188	\$112	\$76
CAT 4	\$51,109-\$63,884	\$490	\$342	\$220	\$132	\$88
CAT 5	\$63,885-\$81,310	\$562	\$394	\$254	\$152	\$102
CAT 6	\$81,311-\$94,032	\$616	\$430	\$276	\$166	\$110
CAT 7	\$94,033-\$110,625	\$626	\$438	\$282	\$170	\$112
CAT 8	\$110,626-\$138,330	\$658	\$460	\$296	\$178	\$118
CAT 9	\$138,331+	\$680	\$476	\$306	\$184	\$122
- CAT 9A***	Not Applicable	\$952	\$664	\$428	\$256	\$172

**STANDARD HOURLY RATE: \$5.00**

Multiple Child Reductions and Total Family Income Categories do not apply to Hourly Care.

**ADDITIONAL INFORMATION**

**FINANCIAL DISCLOSURE:** Patrons who do not disclose financial information pay Category 9 fees.

**MULTIPLE CHILD REDUCTION (MCR):** 15% MCR is offered to the 2nd and subsequent children in regularly scheduled programs. Full fee is charged for the child in the most expensive care option, e.g., Full Day CDC care vs. SAC. 15% MCR is offered to 2nd and subsequent children in Youth Sports programs occurring during the same season. CAT 9 DoD Contractors and all approved Not Otherwise Authorized Patrons are not eligible for the MCR.

**LATE PICK-UP FEES:** Family fee of \$1.00 per minute for first 15 minutes; \$15.00 maximum, then \$5.00 for next 45 mins. per child/site. If Family has children at different sites, late pick-up fees are assessed per site. Fee is payable before the child is readmitted to care.

**LATE PAYMENT FEES:** Payment for regularly scheduled Full Day, Part Day/Part Time and Before/After School Care is due by the 5th business day of the payment cycle. For services billed twice a month (1st and 15th), a one-time \$10.00 per child late payment fee will be assessed on the 6th business day of each missed payment cycle. For any regularly scheduled activities billed on a monthly basis, a one-time late payment fee of \$20.00 per child will be assessed on the 6th business day after the 1st of the month billing.

**\*PART TIME CARE:** Applies to specialized Part Time programs; includes Part Time Kindergarten care (for children attending a part day [AM or PM] Kindergarten program).

**\*\*PART DAY ENRICHMENT:** Also applies to Installations that operate on a 4 day a week schedule (e.g. 4 Day 3.5 Hrs.)

**\*\*\*CAT 9A:** All DoD Contractor Employees and Specified Space Available Patrons

**STANDARD COST FEE STRUCTURE - SCHOOL YEAR 2019-2020 - YAKIMA ONLY**

**SY 19-20 SCHOOL-AGE CARE (SAC) and KINDERGARTEN (K)  
Middle School/Teen (MS/T)  
MONTHLY FEE CHART (Jan 2019)**

Total Family Income Categories		Before & After	Before	After	Part Time* Kindergarten	SAC/K Camp (Weekly)	MS/T Before Camp (Wkly)
CAT 1	\$0-\$32,525	\$142	\$58	\$84	\$182	\$60	\$30
CAT 2	\$32,526-\$39,491	\$178	\$72	\$106	\$228	\$75	\$38
CAT 3	\$39,492-\$51,108	\$222	\$90	\$132	\$282	\$93	\$46
CAT 4	\$51,109-\$63,884	\$258	\$106	\$152	\$328	\$108	\$54
CAT 5	\$63,885-\$81,310	\$294	\$120	\$174	\$376	\$124	\$62
CAT 6	\$81,311-\$94,032	\$324	\$132	\$192	\$414	\$136	\$68
CAT 7	\$94,033-\$110,625	\$328	\$134	\$194	\$420	\$138	\$70
CAT 8	\$110,626-\$138,330	\$346	\$142	\$204	\$440	\$145	\$72
CAT 9	\$138,331+	\$356	\$146	\$210	\$456	\$150	\$75
- CAT 9A**	Not Applicable	\$502	\$206	\$296	\$638	\$210	\$105

**OCCASIONAL USER RATES:** Hourly Rate: **\$5.00**, limited to 5 hrs./week.  
**DAILY RATES:** Up to 4 hrs./day: **\$20.00**; More than 4 hrs./day: **\$35.00**  
**MIDDLE SCHOOL/TEEN OCCASIONAL USER DAILY RATE:** **\$20.00**; Hourly Rate: **\$5.00**, limited to 5 hrs./week.  
 Multiple Child Reductions and Total Income Family Categories do not apply to Occasional User Hourly or Daily Rates.

**YOUTH SPORTS (YS)  
SEASON FEE CHART**

**Additional Information**

Category	Sports	Season Fee
Developmental Sports	Developmental Sport Activities Ages 3 - 4	<b>\$25</b>
Category A	Soccer, Baseball, Softball, Flag Football, Cheerleading, Basketball, Volleyball, Track & Field, Dodge Ball, Wrestling, Kickball, Capture the Flag, Double Dutch, Team Handball, Inline Skating, Power Lifting, Table Tennis, Racquetball, Badminton, Cycling.	<b>\$45-\$65</b>
Category B	-Bowling, Archery, Football Hockey, Lacrosse, field Hockey, Water Polo, Tennis, Boxing, Gymnastics, Skiing, Snow Boarding, Specialized Team and Individual Sports Programs,	<b>\$65+</b>

**FINANCIAL DISCLOSURE:** Patrons who do not disclose financial information pay Category 9 fees.  
**MULTIPLE CHILD REDUCTION (MCR):** 15% MCR is offered to the 2nd and subsequent children in regularly scheduled programs. Full fee is charged for the child in the most expensive care option, e.g., Full Day CDC care vs. SAC. 15% MCR is offered to 2nd and subsequent children in Youth Sports programs occurring during the same season. CAT 9 DoD Contractors and all approved Not Otherwise Authorized Patrons are not eligible for the MCR.  
**LATE PICK-UP FEES:** Family fee of \$1.00 per minute for first 15 minutes; \$15.00 maximum, then \$5.00 for next 45 mins. per child/site. If Family has children at different sites, late pick-up fees are assessed per site. Fee is payable before the child is readmitted to care.  
**LATE PAYMENT FEES:** Payment for regularly scheduled Full Day, Part Day/Part Time and Before/After School Care is due by the 5th business day of the payment cycle. For services billed twice a month (1st and 15th), a one-time \$10.00 per child late payment fee will be assessed on the 6th business day of each missed payment cycle. For any regularly scheduled activities billed on a monthly basis, a one-time late payment fee of \$20.00 per child will be assessed on the 6th business day after the 1st of the month billing.  
**MIDDLE SCHOOL/TEEN (MS/T):** Before School Supervision Monthly Fee = SAC "Before" Rate.  
**\*PART TIME CARE:** Applies to specialized Part Time programs; includes Part Time Kindergarten care (for children attending a part day [AM or PM] Kindergarten program).

\* Category B Fees are locally determined but must be equal to or greater than amount shown.  
 FOR SPORTS NOT LISTED: Contact IMCOM Sports POC for appropriate Category.

**\*\*\*CAT 9A: All DoD Contractor Employees and Specified Space Available Patrons**

# INTERVIEW RESPONSES

---

<b>TO:</b> File	<b>MEETING DATE:</b> June 21, 2021
	<b>MEETING PURPOSE:</b> Stakeholder Interview
	<b>PROJECT NAME:</b> JBLM Growth Coordination Plan
<b>PREPARED BY:</b> Emily Adams, AICP AHBL, Inc.	<b>MTG. LOCATION:</b> Via email
<b>INTERVIEWEE:</b> Shawn Lewis, Director of Community Relations and Planning, Steliacom SD	

---

1. *How does having military-connected children impact your school and/or district?*

**SHSD is significantly impacted by having military-connected children. As a district with nearly 40% of its students connected to an active duty service member and an additional 25% of students connected to others who work for or support the military - nearly everything we do is affected by the unique needs of military children. We do not consider these impacts to be negative in any way - instead we appreciate the opportunity to serve these families who sacrifice so much for us. We target additional resources to the social and emotional needs of military connected children and are always thinking about ways that our practices and processes impact the unique issues that military families face. Not surprisingly we are also impacted by staffing/deployment decisions and changes that occur on JBLM. We receive additional funding through impact aid and from direct DOD grants - which benefit all students, including non-military connected students.**

2. *How would growth on JBLM impact your district?*

**Growth on JBLM has historically resulted in increases to our student population. If sudden shifts in population occur, we could struggle to acquire enough teachers and other staff to provide services - but increases that are decided early and communicated to the district can be addressed.**

3. *Does having a military base nearby affect decisions for the school/district?*

**Absolutely. It affects everything from the type of programs we offer, support services that are available, and the way we structure our programs and communications.**

4. *How does deployment affect your school/district?*

**Deployment affects the district and schools as one would expect - and as long as the military and service members continue to operate consistently/predictably, the district can easily adjust practices to accommodate deployment timelines.**

5. *What benefits do you see from tracking military connected students? (either monetary or otherwise)*

**As indicated above, we do receive additional funding for, or because of, our military connected students - but the greatest benefit of tracking military connected students is to help us better target services and supports for military students and families. This data is critical for us to know which schools and grade levels can benefit from additional services that are designed specifically to support military students and families.**

6. *Do you receive information and/or support from JBLM?*

**Yes - but would love more frequent, direct information about estimates of military children expected if that type of information is created for JBLM. We regularly create our own 10 year projections for capital facilities needs - and additional data from JBLM would be helpful in developing our facility plans.**

7. *If no, is there specific information you wish you received?*

8. *Do you offer online learning for military-associated students to finish out the school year if they move or when parents return from deployment? Is that a consideration given COVID-related online learning advancements?*

**The services we offer military-associated students is largely dictated by state law. Whenever allowed by law, we do our best to serve military connected students - but there are legal limits.**

9. *Do you collaborate with other districts regarding programs for military-connected students or to address challenges?*

**Yes - but in a very limited way. This is an area that we could improve in. This might be a way that JBLM could help - in supporting/facilitating a workgroup of districts to create coordinated programs.**

10. *Is there anything else you'd like us to know about having a school in the JBLM vicinity?*

**Constructing school facilities to address growth is especially challenging in Washington State. Funding is projected based on kindergarten enrollment under the assumption that students start in K and progress through grade 12 within a district. That is not necessarily the case for military connected children. Bonds are required for funding the vast majority of school construction, and these require 60% yes votes - and some service members and their families choose to remain registered in their home state. This is a challenge that we are thinking about a lot - given the need for a new elementary school in the next few years to address growth in the DuPont area.**

---

End of Meeting Minutes

*The above summation is our interpretation of the items discussed at the above-referenced meeting. Any person desiring to add to or otherwise correct the Minutes is requested to submit their comments in writing to preparer noted above within 7 days of the meeting date.*

Q:\2020\2200911\30\_PLN\Working\_Files\Education & Childcare\Interviews\20210621 Steliacoom SD Interview Responses.docx

# INTERVIEW RESPONSES

---

TO:	File	MEETING DATE:	July 6, 2021
		MEETING PURPOSE:	Stakeholder Interview
		PROJECT NAME:	JBLM Growth Coordination Plan
PREPARED BY:	Brittany Port, AICP AHBL, Inc.	MTG. LOCATION:	
INTERVIEWEE:	Brian Wharton		

---

***Superintendent for Yelm, have been involved in the SSMCP, but two folks in the office are more keyed in.***

1. *How does having military-connected children impact your school and/or district?*

***Impacts very positively. Have a lot of overlapping services. JBLM partners and City are in that category as well. Have military assigned councilors who work with military students and also with outreach coordinators. Have good relationships with each of the school districts. Do a lot of work in the autism care. Have “watchdog” personnel who are dads and military personnel. Have in high school a large presence of the military with recruitment.***

2. *How would growth on JBLM impact your district?*

***Not a large impact. Growth is a good thing – but don’t typically get concerned with fluctuations of staffing levels***

3. *Does having a military base nearby affect decisions for the school/district?*

***At the individual schools it does. Each school has a plan for how to transition military students in. When kids come in after the school district starts, look to partner with JBLM on community based/school based healthcare. Big wish of the district. Been working on it for a while. For big picture planning, most of the decisions are about special education students, having good IEP programs for those students who transition in from other states. When those states have different IEPs, that’s hard.***

***Community based/school based healthcare. Got close with a couple of doctors with JBLM, but then those doctors transferred out. Have the space and have the desire to have them on campus. It’s really hard for military families to get healthcare appointments in a timely fashion. It’s really just a continuity of staff issue. Would love for it to be something that’s just a process that is set up.***

4. *How does deployment affect your school/district?*

***Communicating with individual families and the system to better understand the issues that deployments have on families. Can provide and connect with outreach services. Knowing who needs more of a check-in/check-out of kids, to understand what their needs are. Connectivity has improved over the last few years, done a better job of zoom conferences with parents. Livestreaming graduation, athletic events, getting better at.***

5. *What benefits do you see from tracking military connected students? (either monetary or otherwise)*

**Very well connected with DOD, have multiple grants that they employ. Really important to keep track of the military connected students and what data points are connected with them.**

6. Do you receive information and/or support from JBLM?

**Office of student support does receive information from JBLM. Not as connected with that but those offices would know. Really seek information on health care and support of special need students.**

7. If no, is there specific information you wish you received?

8. Do you offer online learning for military-associated students to finish out the school year if they move or when parents return from deployment? Is that a consideration given COVID-related online learning advancements?

**Have not done that formally. Only did for all kids during COVID. Have the capacity to do that, if need be. Will be returning to regular schedule next fall. Have a formalized alternative learning program for 9-12<sup>th</sup> graders. Have not done significant online learning format for K-8. Need is not there. Have almost 6,000 students and did a survey and only got about 18 responses of interest.**

9. Do you collaborate with other districts regarding programs for military-connected students or to address challenges?

**Not currently, have worked on a multi-district ROTC program.**

10. Is there anything else you'd like us to know about having a school in the JBLM vicinity?

**Very proud of our military families. Each individual school may have more or less connection based on its location. As a district, focus the most on big picture student services in medical and health and special needs. Each of the schools work on the relationships with the students and the families and their teachers.**

**Childcare – early learning is a high priority need category to grow in. There is a federal promise for more early learning support. Rely too much on private childcare. Anything we can do to partner on early literacy, etc. any early learning support. Would be really interested in being involved in any of that and anything JBLM can do to support that.**

# INTERVIEW RESPONSES

---

TO: File

MEETING DATE: July 8, 2021

MEETING PURPOSE: Stakeholder Interview

PROJECT NAME: JBLM Growth Coordination Plan

PREPARED BY: Brittany Port, AICP  
AHBL, Inc.

MTG. LOCATION: Telephone

INTERVIEWEE: Jay Brower, Community Connections Director, Bethel School District

---

1. *How does having military-connected children impact your school and/or district?*

***Bethel SD is in the part of Pierce County where it's an affordable place to live, so the SD is growing at extraordinary rates. Growing at 300-500 students per year. Very difficult from a facilities perspective, after passing a bond, are outgrowing facilities. Have one high school that has 2,000 students. Eatonville SD for instance has only 2,000 students. Very passionate about military families and students. Have a program for military students – Army Youth in your Neighborhood. DOD and JBLM supports with grants, personnel, etc. JBLM provides counselors in the schools. But challenges are educating more and more students, as they move into the Bethel SD.***

2. *How would growth on JBLM impact your district?*

3. *Does having a military base nearby affect decisions for the school/district?*

***Have a demographer that the SD hires to check periodically. That is figured into all of that. Ignoring that would be irresponsible. Keep track of the schools with the highest military students. Not always the school districts as close to the base. Sometimes its further out, Graham is one where the education is really good, the sports are good, so that attracts families. Have participated with counting and keeping track of military students – October 1<sup>st</sup> count done each year. Have another system where they can put down if there are military. Clover Creek has a high population, Camas Prairie has a high population. But do a lot of guessing. Keep track with Norma (?) – school liaison officer. Meet with her in person or on the phone. She'll tell the school district ahead of when there is going to be an uptick, or a temporary uptick in students.***

4. *How does deployment affect your school/district?*

***Have to track and make sure that students graduate, if they came from Georgia and were supposed to have Washington state history to graduate, they would need to take it to graduate. Make sure that whatever happens elsewhere doesn't affect military students. Sports – allow them to try out if they come in later. Assign someone to keep track of it. Have a counselor to keep track of that. There's a program/legislation to***

5. *What benefits do you see from tracking military connected students? (either monetary or otherwise)*
  - a. *Do you receive Impact Aid Program funding or track student numbers for that program?*

**Get grants from the DOD – Education Activity grants. Have had several of those. Bethel Appreciates Military Members program. Mentor military families. Have an event, entertainment, and raffles. Bethel Community Day event. That’s a big event. Didn’t have last year with COVID. Military families aren’t feeling like they are in a true community, when a spouse gets deployed the other spouse might just leave because they don’t feel like they are in a community.**

**Also get Impact Aid funding.**

6. Do you receive information and/or support from JBLM?

7. If no, is there specific information you wish you received?

**Like what the school district has currently. Grant offerings, personnel, etc. Would help to have more military family life councilors. They keep really close track of the students and their families. Between School Liaison Officer and the Military Family Life Counselors find out a lot about what is going on with the students. Grants are competitive, sometimes you get them, sometimes you don’t. Would love to see more grants without so much oversight.**

8. Do you offer online learning for military-associated students to finish out the school year if they move or when parents return from deployment? Is that a consideration given COVID-related online learning advancements?

**Have a lot of online offerings for students. There’s no problem for military students to use that. Military Interstate Compact.**

9. Do you collaborate with other districts regarding programs for military-connected students or to address challenges?

**SSMCP is helpful, participate in the meetings. That’s one way. The superintendents have a close relationship. Invite them to each others school boards. There’s discussion about military students.**

10. Is there anything else you’d like us to know about having a school in the JBLM vicinity?

**Appreciate the SSMCP and bringing people together. Know of any opportunities – very innovative school district, will try out other programs that we come across.**

# INTERVIEW RESPONSES

---

**TO:** File

**MEETING DATE:** 7/13/2021 at 11 am

**MEETING PURPOSE:** Stakeholder Interview

**PROJECT NAME:** JBLM Growth Coordination Plan

**PREPARED BY:** Brittany Port, AICP  
AHBL, Inc.

**MTG. LOCATION:**

**INTERVIEWEE:** Rick Ring, Director of Capital projects, Brian Laubach, Leanna Albrect

---

1. *How does having military-connected children impact your school and/or district?*

***Six elementary schools on Fort Lewis and 5 on McChord. All secondary students come off-base and are served in the City of Lakewood. In 2010, weren't having regular meetings with the Garrison Commander and staff. That relationship has improved over the last 10 years. The Garrison Commander is likened to the Mayor of the base. The Commander is good at meeting with the District. Just closing gates on base impacts them greatly. Teachers can't get to the school, buses, etc. Having a quarterly meeting with the Garrison Commander is essential to operations on and off-base. Relationship with the SLO is also essential this has improved a lot since 2010. Have also hired people with military experience on-base***

2. *How does/would growth on JBLM impact your district?*

***From an enrollment perspective, if they live on base, this is a positive. There is a slight negative in that traffic increases on-base. We're a military school district, so this is good. It fluctuates between the buildings, though. If you pull some housing off-line, it may impact enrollment at one school. Have grown accustomed to military growth. It is helpful to know if there is going to be growth on one area of the base though to be able to staff accordingly. Knowing in advance if they are going to be adding housing is good, then can prep the buildings to accommodate.***

3. *Does having a military base nearby affect decisions for the school/district?*

4. *How does deployment affect your school/district?*

***Staff hired, still have to pay for them. Garrison Commander meetings have been really really important. They know how much they can share of deployment or an increase in troops coming. It takes a little time to ramp up for the additional service. Knowing if they are going to take housing out.***

5. *What benefits do you see from tracking military connected students? (either monetary or otherwise)*

- a. *Do you receive Impact Aid Program funding or track student numbers for that program?*

***Six schools on-base, at off-base schools there are military students at off-base. Off-base schools are 10-15%. Overall enrollment is 30%. Tracking is done through the application process with Department of Ed - Impact AID program. New student enrollment process, families indicate if they are military connected.***

6. *Do you receive information and/or support from JBLM?*
-

**School Liaison Office will email when they have concerns. There is a two way communication channel there. On the alert system for JBLM when there is weather or traffic impacting JBLM. Good for them to hear**

a. *If no, is there specific information you wish you received?*

7. *Do you collaborate with other districts regarding programs for military-connected students or to address challenges?*

**Steilacoom School District, have a good percentage of military students like Clover Park. And some with Franklin-Pierce. Don't collaborate much with Bethel. Part of the Washington Association for Critically impacted Schools. Central Kitsap is most like Clover Park with military connected demographics. Meet with the superintendent there twice a year. 16 Districts belong to that group. Interstate Compact.**

8. *Your district is unique in that it includes schools on the base. Do those schools function in a different way, have any unique requirements, have to meet other standards? etc.*

**Mental health services are connected to the military students – benefits that are provided for school behavioral health. Have behavioral health specialists assigned to the elementary schools. Larger population of military students come with those benefits. Have recently made an arrangement with Valley City to support off-base secondary students with mental health counseling services. Have also gotten grants since 2010, used those funds to support new programming for military students, which bleeds over to all of the students. Also have the health clinics off-base, Madigan came up with the concept of health clinics at secondary schools, two middle schools have health clinics, and the high school has one clinic. They don't have to waste a day to get in to see a pediatrician. Parents or family members benefit from not having to travel. It's student only.**

9. *Do you offer online learning for military-associated students to finish out the school year if they move or when parents return from deployment? Is that a consideration given COVID-related online learning advancements?*

**Have had a process (not online) but an acceleration program for students in the process of moving, leaving the military, set some dates for when after this date can work with students to complete a course. This is probably the most challenging thing that we have. Most bases are in the southern part of the US, they get out in early May, we get out in mid-June. When parents deploy or move, have the biggest challenge with serving kids to complete a semester. Sometimes do offer online courses that we pay for students to complete. When dealing with school districts in the southern states they are not as accommodating, so end up doing more accommodating. When families deploy overseas, that is another challenging aspect. If they could stick to the school calendar when deploying, that would be great. Then go to an online provider which they do situational. This year, the state has said that need to be providing education on-site, 100%. However, have developed a K-12 virtual school system for families that opt in for the year. Have a new program to bring a kid in during a trimester and complete a course. It's a new program**

10. *Is there anything else you'd like us to know about having a school in the JBLM vicinity?*

**JBLM is a compassionate assignment, support for special education on-base. Have opened an autism specialty at Madigan, which has increased the number of students with autism that are being served**

*in the school district. Also have some special needs students that are severely impacted. Always looking for additional support, coordinating services with behavioral health and the hospital. Run higher in special ed population than nearby districts and statewide. Have 13-14% special ed population. Takes a lot of extra services. Special ed is even more challenged between what happens in Washington vs. in a place like Georgia, get into conflict with those. Non-union states. Washington is a very unionized state. It's cheaper for non-union states to provide a para-educator for students, they can do it without benefits, Washington has to provide benefits. When students transfer they used to have special services and try to accommodate those but sometimes have to move away from those services. That's a challenge for military families to understand, but constrained by what the state allows them to do or funds them doing. Gen ed is very similar across the states, but special ed has more conflict. Seeing a rise in that. Expanding the base, Clover Park would have challenges with funding growth associated with those needs. The schools on base are different but off-base funding with school bonds, etc. That's a challenge. All of the state construction assistance went to the schools on-base, need to figure out how to fund the improvements needed off-base.*

11. *Please ask them for their capital facilities plan and tracking of military students (if they have it)*

*In the process of updating it right now, submitted one with DOD when building the schools, but then COVID hit, and took a step back. Have to reconvene that this fall. All of the elementary schools on-base were replaced with DOD funding, new since 2016. DOD paid 80% Clover Park paid 20%. That was what would have gone to the off-base schools so need to make that up. The secondary schools that service military connected students were replaced as of 2010. McChord goes to Clover Park SD, they want to go to the new schools. There is an impression that people get that they don't want to be at the older park. With DOD providing support, but long term what would that support look like? In Lakewood, more like a property poor school district, not like an affluent school district that can manage through bonds. JBLM is a large percentage of the district, up to 50% boundaries, don't have the same property tax base. All of JBLM sits within school district (not other school districts), so that impacts them more. Rely more on impact aid to make sure that is funding, and funneling to the programs, because can't tax or levy really, because the district is paying for that. They have a lot of area, where they do drills, etc. there's no housing there. Other districts around touch it but it's not inside their district boundaries.*

*AHBL has been in contact, they have asked for the demographic studies, which are two years old. Have seen in the last two years some increases, but overall it's pretty flat. What City of Lakewood is doing may help but actually projecting declines in enrollment.*

*BRAC – are we taking into consideration? Based on the investment, not sure if we are taking that into account.*

# INTERVIEW RESPONSES

---

<b>TO:</b> File	<b>MEETING DATE:</b> 7/27/2021
	<b>MEETING PURPOSE:</b> Stakeholder Interview
	<b>PROJECT NAME:</b> JBLM Growth Coordination Plan
<b>PREPARED BY:</b> Emily Adams, AICP AHBL, Inc.	<b>MTG. LOCATION:</b> Via email
<b>INTERVIEWEE:</b> Karen Remy-Anderson, North Thurston School District	

---

1. *How does having military-connected children impact your school and/or district?*

***Having military-connected children in our district add a dimension of diverse experiences based on where they have previously lived throughout the United States and/or internationally. They also bring some unique needs that are important to embrace and address, as needed.***

2. *How would growth on JBLM impact your district?*

***Growth on JBLM would increase enrollment in our school district significantly as families are attracted to the affordable housing and highly desirable community of Lacey .***

3. *Does having a military base nearby affect decisions for the school/district?*

***We consider the unique program needs and service needs of our students. The Exceptional Family Member Program and the JBLM Center for Autism Resources, Education and Services (CARES) Program serve military-connected families that have children who attend our district schools and may bring with them unique programming needs.***

4. *How does deployment affect your school/district?*

***Deployments require services and supports for children that may be different than a student who does not have a parent/guardian in deployment. There may be additional counseling, social-emotional, mental health, academic or behavioral needs depending on the child and how they cope with the deployment. In addition, professional development for staff on understanding the cycle of deployment and how to best support the social-emotional, mental health and/or behavioral needs of children experiencing a parent/guardian's deployment would be helpful.***

5. *What benefits do you see from tracking military connected students? (either monetary or otherwise)*

***Having strong data on our active-duty military families and/or military-connected (veteran, retired, National Guard, etc) has supported the acquisition of additional resources for our military-connected students and their families. We have a Madigan School-Based Health Clinic at one of our district comprehensive high schools and we have five Military Family Life Counselors (MFLCs) serving children in 10 of our district schools. We also use the Impact Aid funds we receive to hire two district employees, a Military Liaison and a Military Paraeducator, whose body of work is specifically focused on addressing our military-associated students and their families.***

6. *Do you receive information and/or support from JBLM?*

***Yes, in addition to the school-based health clinic and MFLCs, we meet 2x/month with JBLM School Liaison Officer Antoinette Walker. We have a strong partnership with her and mutually share program information and updates.***

7. *If no, is there specific information you wish you received?*
8. *Do you offer online learning for military-associated students to finish out the school year if they move or when parents return from deployment? Is that a consideration given COVID-related online learning advancements?*

***Our schools work closely with our military-associated students and their families as needed to support attendance impacts related to parental return from deployment or when students leave school before the end of a term due to a move or otherwise. Our district offers an on-line program through our K-12 on-line school, Summit Virtual Academy.***

9. *Do you collaborate with other districts regarding programs for military-connected students or to address challenges?*

***We have collaborated with other districts when JBLM has hosted/facilitated such meetings or summits. I believe they occur annually or maybe 2x/year.***

10. *Is there anything else you'd like us to know about having a school in the JBLM vicinity?*

***The partnership and collaboration with the School Liaison Officer is critical to the success of our work with military-connected students and their families.***

---

\\ahbl.com\data\Projects\2020\2200911\30\_PLN\Working\_Files\Education & Childcare\Interviews\20210727 North Thurston SD Interview Responses.docx

BOARD OF DIRECTORS:

Cherie Davis  
Amanda Siemandel  
Dana Spivey  
Jerry Sproufske – Board Chair  
Rebecca Stillings



SUPERINTENDENT:

Bryon Bahr

PRINCIPALS:

John Beckman  
Rita Meldrum

## **RAINIER SCHOOL DISTRICT**

---

July 30, 2021

- **How does having military-connected children impact your district?** While we do have a small percentage of military students and experience more frequent enrollment/withdrawals with this population – the Rainier School District is not greatly impacted by military-connected students.
- **How would growth on JBLM impact your district?** As a community adjacent to JBLM, growth to the base will likely bring more families to our town and school district.
- **Does having a military base nearby affect decisions for the district?** No
- **How does deployment affect your district?** We see the emotional effects on military children as individuals and assist them as needed.
- **What benefits do you see from tracking military connected students? (either monetary or otherwise)** We do not necessarily track our military student population for trends. We do not have a large enough population.
- **Do you receive information and/or support from JBLM?** No
- **If no, is there specific information you wish you received?** No
- **Do you offer online learning for military-associated students to finish out the school year if they move or when parents return from deployment? No. Is that a consideration given COVID-related online learning advancements?** Not at this time.
- **Do you collaborate with other districts regarding programs for military-connected students or to address challenges?** No
- **Is there anything else you'd like us to know about having a school in the JBLM vicinity?** No

Sincerely,

Jill Coleman  
Payroll Director  
360-446-9218

# INTERVIEW RESPONSES

---

<b>TO:</b> File	<b>MEETING DATE:</b> August 2, 2021
	<b>MEETING PURPOSE:</b> Stakeholder Interview
	<b>PROJECT NAME:</b> JBLM Growth Coordination Plan
<b>PREPARED BY:</b> Emily Adams, AICP AHBL, Inc.	<b>MTG. LOCATION:</b> Via email
<b>INTERVIEWEE:</b> Claudia Miller, Family Engagement Coordinator, Franklin Pierce Schools	

---

1. *How does having military-connected children impact your school and/or district?*

***In FPSD we have a smaller number of Military connected children in that attend our schools compared to our neighboring school district. All children and their lived and family experiences are critical to the diversity to educational community.***

2. *How would growth on JBLM impact your district?*

***The growth of JBLM could impact the number of Military connected students we serve.***

3. *Does having a military base nearby affect decisions for the school/district?*

***Not historically, since the number of students and families that have self-identified as Military connected have been small. However, we do meet the needs of military connected student and families on a case by case basis.***

4. *How does deployment affect your school/district?*

***Again, for our district addresses the needs of students and families on a case by case basis.***

5. *What benefits do you see from tracking military connected students? (either monetary or otherwise)*

***This is something our district should improve, other than families self-identifying as military connected we do not have a systemic way of identifying these families and thus must rely on the families to share their needs rather than being proactive.***

6. *Do you receive information and/or support from JBLM?*

- a. *If no, is there specific information you wish you received?*

***I have been on some communication and attended a few meetings but not consistently.***

7. *Do you offer online learning for military-associated students to finish out the school year if they move or when parents return from deployment? Is that a consideration given COVID-related online learning advancements?*

***Historically no. As a result of COVID we will be offering an online option for all students.***

8. *Do you collaborate with other districts regarding programs for military-connected students or to address challenges?*

***We have been previously invited to gatherings at CloverPark SD, and have heard of opportunities on JBLM through community coalitions***

9. *Is there anything else you'd like us to know about having a school in the JBLM vicinity?*

***This year we have officially designated me as the Military Family Liaison for the district, our hope is to become more involved in opportunities to better connect and serve our military connected students and families.***

---

\\ahbl.com\data\Projects\2020\2200911\30\_PLN\Working\_Files\Education & Childcare\Interviews\20210802 - Franklin Pierce SD Interview Responses.docx

# INTERVIEW RESPONSES

---

<b>TO:</b> File	<b>MEETING DATE:</b> August 10, 2021
	<b>MEETING PURPOSE:</b> Stakeholder Interview
	<b>PROJECT NAME:</b> JBLM Growth Coordination Plan
<b>PREPARED BY:</b> Emily Adams, AICP AHBL, Inc.	<b>MTG. LOCATION:</b> Phone call
<b>INTERVIEWEE:</b> Patrick Murphy, Superintendent, Olympia School District	

---

1. *How does having military-connected children impact your school and/or district?*

Brings level of diversity and experience to the schools. Don't have a lot but anytime they have an opportunity to partner with friends neighbors in military and do recognition of that and the stresses that come with that

2. *What military related services does your school district offer – if any?*

Nothing particularly unique for military families. Counselors are just aware of individual circumstances kids face, military is one of them. They have done things like welcome parents back from deployment at assemblies, veterans day celebrations. They like to look for opportunities to celebrate partnership with military.

3. *Does having a military base nearby affect decisions for the school/district?*

Just another overall consideration, aware of it but not a dominate in hiring, building, staffing etc. plans.

4. *What benefits do you see from tracking military connected students? (either monetary or otherwise)*

5. They track for funding and their own benefit to just be aware. There are 10,000 students in the school district and 203 from military families, so about 2%

a. *Do you receive Impact Aid Program funding or track student numbers for that program?*

Rarely, their numbers are often too low.

6. *Do you receive information and/or support from JBLM?*

No direct information that he is aware of. They do get occasional communications from commanding officers at base to let them know what's going. Got one to all the school districts recently thanking them for the work around COVID and serving families.

7. *If no, is there specific information you wish you received?*

They are always open to ways they can help but again its not a dominate thing in their district, but would like to pursue it. As with most things it can be a capacity issue, one more thing to coordinate/ manage, but have to be thoughtful about that, once it gets going it is often time helpful.

8. *Do you offer online learning for military-associated students to finish out the school year if they move or when parents return from deployment? Is that a consideration given COVID-related online learning advancements?*

Do offer it now and before (online learning). The last 10+ years they have offered an iConnect program. Have made it more robust because of COVID, rebranded to the Virtual Academy of Olympia. Based out of their alternative learning facility – Olympia Regional Learning Program.

9. *Is there anything else you'd like us to know about having a school in the JBLM vicinity/ our region?*

Reemphasizing is that it's a big plus/ bonus, great addition to the diversity of the school district. Like proximity of JBLM. 200 is a lot.

---

Q:\2020\2200911\30\_PLN\Working\_Files\Education & Childcare\Interviews\20210810 Olympia SD Interview Responses.docx

# INTERVIEW RESPONSES

---

**TO:** File

**MEETING DATE:** July 23, 2021

**MEETING PURPOSE:** Stakeholder Interview

**PROJECT NAME:** JBLM Growth Coordination Plan

**PREPARED BY:** Emily Adams, AICP  
AHBL, Inc.

**MTG. LOCATION:**

**INTERVIEWEE:** Mark Haskins, Executive Director, Pierce College at JBLM

---

1. *Background on the program – when did it start, what prompted it?*
    - **Pierce College was established in 1967, they are a partner as the local community college closest to JBLM and have been an education partner on base since the very beginning.**
    - **They started at Fort Steilacoom community college then expanded to Puyallup where they changed to PCTC.**
    - **The on base aspect mostly was created for convenience. Service members have unique needs and challenges. The military-related populations are mostly “non-traditional” college students.**
    - **They offer weekend and evening classes as well as shorter class lengths to the servicemembers limited windows of time that are available.**
  
  2. *Website says classes are online and in-person - Only on-base? Attend off-base?*
    - **Offer online and in person**
    - **Online is driven by the military if not offering online than not truly serving the military community.**
    - **The online number has been increasing over the years, pre-COVID it was around 70% online (then during COVID they of course went to 100%).**
    - **PCTC is a very integrated district. The English 101 class taken on base is the same one offered at the Puyallup campus They do have students that attend classes at different locations, or prefer to take them at an off-base location for a variety of reasons, such as closer to their home. Military students can attend class wherever works best for them.**
  
  3. *Only active duty servicemembers attend or anyone connected to JBLM?*

**While we primarily serve the military community, we also welcome civilians to join our classes.**
  
  4. *Do you keep track of your numbers? Would you be willing to share?*
    - **Yes, he will provide them to us.**
    - **The participate in lots of surveys about this (such as through Military Times) and have reporting requirements.**
    - **They are a very data informed college.**
    - **The last year has been more difficult on this front as community college and technical colleges in the state are going under operating changes.**
  
  5. *How does having military-connected students impact your school?*
    - **It affects all of it.**
    - **They serve the most military-connected students out of all schools in WA state.**
-

- There is a lot of responsibility for serving those students assigned to JBLM campus, as an integrated district they need to make sure their policies for the district as a whole don't negatively impact the military students.
  - Example: Students are given an incomplete (IC) grade are generally not as successful, so the leadership wanted to do away with that and perhaps give out a, temporary, 1.0 GPA. But for military students the IC is needed if they're deployed so they can come back and finish the course, and a 1.0 can cause impacts to their funding.
  - They lobby for their students and the higher leadership level and the college is very receptive to it, even if it may make things more difficult.
6. *Does having JBLM nearby affect any decisions made for your school?*  
See question #5, related.
7. *How does deployment affect your school? How is it accommodated at your school?*
- They have seen significant downturns in enrollment when there is something going on in the world due to active-duty personnel being sent to more training or being told to clear their schedule for deployment or being deployed.
  - Their policy accommodate deployment, you have to accommodate it.
    - The solidier just needs to provide their deployment paperwork and the appropriate steps will be taken.
    - There is a lot of discretion to the faculty on how to deal with this – such as a temporary IC, or letting them come back the next quarter or next year and pick up where they left off.
    - As part of on boarding they train the faculty on the needs/ challenges of military students so that they can accommodate them with their policies.
8. *Is there anything JBLM could be doing to help higher education institutions that serve military-connected students?*
- Always looking to make partnerships stronger but recognize everyone is busy.
  - Given COVID they have been rebuilding these relationships since they haven't seen anyone in a year and the JBLM leadership has changed.
  - There is an informal community partnership with JBLM and the surrounding area.
  - Their goal is to get the word out , they bring classes to the servicemembers, and garner commander/ supervisor support.
  - Always a cost associated which can make it difficult.
  - The desire would be for a more formal meeting between education leaders and JBLM.
9. *Do your staff take any trainings related to serving military-connected students? Do you believe such trainings are/would be beneficial?*
- They have on-boarding training for faculty.
  - There was a push a few years back by a full-time faculty member who researched PTSD etc. and advocated for that district wide.
  - Primarily effects the JBLM campus.
  - They school as a strong disability office familiar with the military challenges and has a good veterans resource center.
  - There is competition for time when it comes to these trainings.
  - There is a culture training on JBLM/ PCTC.

- **There are administrative things to learn related to this, like funding, veterans etc.**
- **Because they deal with so many military related students they have expert certifying officials**
- **Tailor academic advising to these students.**
- **Have internal employee learning/ development out at JBLM, individuals learn about different topics and present to the group.**
- **Senior veterans are connected with new student veterans to help them get into the swing of things.**

*10. Is there anything else you'd like us to know about having a school in the JBLM vicinity?*

- **They have a tailored pathway specifically for soldiers that allows them to maximize their military training and supplement with a few classes to get them a degree and get promotion points to help them move up in the army.**
- **PCTC staffs a national text center on JBLM and sponsors/ pays for it. Even though it costs them money, it is the right thing to do to provide servicemembers and their families and opportunity to take college entrance exams, text for jobs etc.**
  - **They were the only one in the area operating this during the pandemic in the area**
- **The were rated the #1 best community college for veterans in the nation on Military Times.**

---

Q:\2020\2200911\30\_PLN\Working\_Files\Education & Childcare\Interviews\20210723 - Mark Haskins - PCTC - Interview Responses.docx

## Appendix F

### Acronyms and Abbreviations

- Army Continuing Education Services (ACES)
- Child and Youth Services (CYS)
- Child Care Resource and Referral (CCR&R)
- Child Development Centers (CDC)
- Clover Park School District (CPSD)
- Department of Defense (DoD)
- Department of Defense Education Activity (DoDEA)
- Growth Coordination Plan (GCP)
- Joint Base Lewis-McChord (JBLM)
- JBLM Center for Autism Resources, Education and Services (CARES)
- Junior Reserve Officer Training Corps (JROTC)
- Kindergarten through 12th Grade (K-12)
- Memorandum of Understanding (MOU)
- Military Family Life Counselors (MFLCs)
- National Association for Federally Impacted Schools (NAFIS)
- National Association of Child Care Resource and Referral Agencies (NACCRRA)
- Office of Superintendent of Public Instruction (OSPI)
- School Age Centers (SACs)
- School Liaison Officers (SLO)
- South Sound Military and Communities Partnership (SSMCP)
- The Interstate Compact on Educational Opportunity for Military Children (MIC3)
- Veterans Industry Education (VIE-25)