

IMPACT AID II: Beyond the Basics

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Impact Aid Vocabulary

1. Section 7002: Impact Aid program that reimburses school districts that have lost significant local revenue due to Federal ownership of land within school district boundaries. Examples include: National parks and grasslands, national laboratories, Army Corps of Engineers projects, military testing grounds, expansions of military installations, environmental waste sites.
2. Section 7003: Impact Aid program that provides basic support payments for federally connected children. The program compensates school districts for educating students whose parents or legal guardians reside and/or work on Federal property, including children of members of the uniformed services and children who reside on Indian lands.
3. Federally Connected Children: Those children whose parent(s) or guardian(s) resides and/or work on Federal property. Eligible students include students on Indian lands, living either on or off a military base, students in Federal low rent housing, and civilians who either work and live or work on Federal property.

Impact Aid Vocabulary

4. Average Daily Attendance (ADA): The aggregate attendance of a school during the school year divided by the number of days school is in session.
5. Local Contribution Rate (LCR): The term used to compute the local loss as measured by per pupil expenditure. For Impact Aid purposes, the payment formula is derived from the premise that 50% of educational funding comes from the state and 50% from local revenue. Local contribution rates are calculated in one of four ways: 1) 50% of the state average per-pupil expenditure; 2) 50% of the national per-pupil expenditure; 3) the average percentage of local revenue that makes up the average per-pupil expenditure in the state; or 4) the use of comparable school district per-pupil expenditures.
6. Weighted Federal Student Units (WFSUs): The weight given to different types of federally connected students. This weight is used to determine a district's Impact Aid payment.

Impact Aid Vocabulary

7. Learning Opportunity Threshold (LOT): The percentage that determines how dependent a district is on Impact Aid funds. The higher the LOT percentage, the closer the LOT payment is to the Maximum Basic Support Payment. LOT is calculated as the membership percentage plus the total current expenditure (TCE) percentage.
8. Maximum Basic Support Payment (Max BSP): To calculate the Maximum Basic Support Payment, multiply the total WFSUs in the district's ADA, then multiply the result by the LCR that generates the highest payment for the district. The Max BSP is the amount a district would receive if the program were fully funded.
9. Small School Adjustment: Districts with student enrollments of fewer than 1,000 in ADA and per-pupil expenditures less than the state or national average per-pupil automatically qualify for 40% of LOT.

Impact Aid Vocabulary

10. Heavily Impacted Districts (7003(b)(2)): Districts qualify for additional funding if they meet three criteria related to local tax effort, per-pupil expenditures and percentage of federally connected students.
11. Children with Disabilities (CWD Section 7003(d)): An additional payment made to school districts educating military connected or Indian lands students. Students who are military connected, but do not reside on federal property receive a 50% payment.
12. Indian Policies and Procedures (IPPs): School districts with children residing on Indian lands must ensure that Indian lands children are allowed to participate in programs on an equal basis with non-Indian lands children, that parents and tribes are consulted and involved in program planning, that plans, evaluations and applications for programs are disseminated to parents and tribes, and that parents and tribes have an opportunity to provide input in regard to the job the local district is doing in regard to the education of Indian lands children. There are eight criteria used by the DOE to evaluate a district's IPPs.

Impact Aid Vocabulary

13. Construction Formula Grants (Section 7007(a)): Formulary construction payments made to districts with either 50% or more Indian lands students, 50% or more military connected students, or districts identified as heavily impacted.
14. Discretionary Competitive Grants (Section 7007(b)): Construction grants available to districts with at least 40% Indian lands or military connected students. Priority is given to "Emergency Requests". The Federal contribution cannot exceed 50% of the cost of the project and a district may not receive more than \$4 million in any four year period.

Impact Aid Application

- Completed in G5 (Federal application – not eGrants – no OPI access), the US Department of Education comprehensive grant application program :

IMPORTANT! U.S. Department of Education to Implement Two Factor Authentication for G5 Access

The U.S. Office of Management and Budget has mandated that all federal agencies implement increased cybersecurity capabilities to prevent unauthorized access to government systems. In keeping with the OMB mandate, the U.S. Department of Education will be implementing a more secure means for users of the G5 Grants Administration System to gain access, referred to as two factor authentication. Soon, all G5 external users will be required to enter a second piece of identification in addition to their password when logging in.

Two Factor Authentication (2FA) is a security process in which the user provides two means of identification from separate categories of credentials: one is typically something that you know, such as a password, and the other is something that you have, such as a security code you download from your mobile device. The combination of these two security factors makes it more difficult for someone to access government systems. Once both the first and second factors are validated, users are allowed into the system.

G5 users are already required to enter a password when logging into the system. The second factor will be provided by a free application called Google Authenticator that G5 users download and register to their mobile devices. The device will then generate a unique code each time the user logs into G5. For users who do not own a mobile device, the code can be retrieved via a text message or a phone call.

Two Factor Authentication will be rolled out to G5 users in groups, starting in mid-April 2016 and ending in June 2016. Specific details on how to download the Google application or use an alternative method of code retrieval will be provided to each user in an email shortly before their account is switched over to 2FA.

In preparation for the 2FA switch, all G5 users will be encouraged to enter at least one phone number as well as provide two additional security answers on their G5 profile, starting March 14. When logging into G5 for the first time after this date, users can go to the "My Profile" page where they can enter the additional data.

For further information on the implementation of Two Factor Authentication for G5, you may contact the G5 Hotline at (888) 336-8930.

Notice: All users requiring access to G5 must register with the U.S. Department of Education to obtain individual user IDs and passwords. In addition, all payees receiving grant award funds must submit signed and properly validated paperwork supporting their individual registrations. By applying for an ID, users must acknowledge that the data processed in G5 is sensitive financial data protected by the Privacy Act and other authorities. Users are not allowed to share passwords or login account information with anyone or access the G5 system using the credentials of others. Any sharing of user account information or unauthorized access to G5 will result in a loss of system privileges.

Impact Aid Application

- Must have one login (DUNS number) per LE.
- Grade level designations must match the OPI grade level designations

Examples:

A K-12 has one login, but a combined school system must have separate logins for the EL and HS.

An EL must be grades K-8 and a HS must be grades 9-12, regardless of the configuration of buildings.

Source Check and Survey Forms

Districts are required to verify the residence and/or employment of every student claimed on an Impact Aid application:

- Source Check forms – used to verify a large number of students on a single property. Districts generate a list of students and that list is verified by a designated official and the property itself is certified by a designated official.
- Survey Forms – used by parents to verify the eligibility of a single student. One form is completed per student. Only the signature of the parent/guardian is required.
- The general format of the Source Check/Survey form is dictated by the Department of Education. Districts may use their own forms, but must be approved by the DOE prior to use.

<http://www2.ed.gov/programs/8003/resources.html>

Section 8003 Resources

- [Online Payment Estimation Calculator](#)
- [Calculation of Basic Support:](#)
[MS WORD \(26K\)](#) | [PDF \(6K\)](#)
- [Survey Form and Source Check Definitions](#)
- [Small District 40% LOT Worksheet:](#)
[MS WORD \(37K\)](#)
- [Sample Survey Form:](#)
[MS WORD \(39K\)](#)
- [Sample Source Check Instructions:](#)
[MS WORD \(126K\)](#)
- [Sample Employed-On Source Check Form:](#)
[MS WORD \(52K\)](#)
- [Sample Reside and Employed-On Source Check Form:](#)
[MS WORD \(59K\)](#)
- [Sample Reside-On Category F Source Check Form:](#)
[MS WORD \(48K\)](#)
- [Sample HUD Housing Source Check Form:](#)
[MS WORD \(47K\)](#)
- [Sample Indian Lands Source Check Form:](#)
[MS WORD \(76K\)](#)
- [Sample ANCSA Indian Lands Source Check Form:](#)
[MS WORD \(78K\)](#)
- [Sample Oklahoma Indian Tribal Housing Source Check Form:](#)
[MS WORD \(74K\)](#)

Source Check Forms

7 Different Source Check forms – 3 different forms for Indian Lands (Alaska, Oklahoma, other), HUD housing, 3 different Federal property forms (live on, work off; live and work on; live off, work on).

- Indian lands Source Check requires the following signatures:
 - ✓ Bureau of Indian Affairs (BIA)/Tribal Official – certifies the parcel and status (trust, restricted);
 - ✓ Tax Assessor – verifies the tax exempt status for leased restricted property;
 - ✓ Tribal Official – verified that the parent/guardian of each child claimed resides on Indian lands; and
 - ✓ Authorized School Official – verifies the name, birthdate, grade and enrollment of each student claimed on the Survey Date.

Source Check Forms

- HUD Source Check requires the following signatures:
 - ✓ HUD Housing Official – verifies the housing complex and residence of each student claimed; and
 - ✓ Authorized School Official – verifies the name, birthdate, grade and enrollment of each student claimed on the Survey Date.
- Resides On Federal Property Source Check requires the following signatures:
 - ✓ Housing Official – verifies the residence of the parent/guardian and that the residence is located on Federal property; and
 - ✓ Authorized School Official – verifies the name, birthdate, grade and enrollment of each student claimed on the Survey Date.

Source Check Forms

- Resides On and Employed On Federal Property Source Check requires the following signatures:
 - ✓ HUD or Military Housing Official – verifies the residence of the parent/guardian and that the residence is located on Federal property;
 - ✓ Military Personnel Official or Liaison – verifies the military rank and branch of the parent/guardian;
 - ✓ Civilian Employer – verifies the employment of the parent/guardian on Federal property; and
 - ✓ Authorized School Official – verifies the name, birthdate, grade and enrollment of each student claimed on the Survey Date.
- Employed On Federal Property Source Check requires the following signatures:
 - ✓ Employer – verifies the employment of the parent/guardian on Federal property;
 - ✓ Military Personnel Official or Liaison – verifies the military rank and branch of the parent/guardian; and
 - ✓ Authorized School Official – verifies the name, birthdate, grade and enrollment of each student claimed on the Survey Date.

Source Check Forms

Important information required for each Source Check form:

- Must have a separate Source Check form for each Application Table and Federal property;
- Must have a COMPLETE address or legal description for the federal property and for each residence listed (no PO Boxes);
- Survey Date must be clearly identified on each page of the Source Check form;
- The Source Check form must have the full name, birthdate and grade level of each child claimed;
- All required signatures, dated on or after the Survey Date.

Keep a copy of total enrollment on the Survey Date

Parent/Pupil Survey

- Survey Date must be clearly identified;
- One form per student – each form must identify the student, birthdate, grade and school;
- COMPLETE residential address (no PO Boxes) – including house number, street name, apartment number (if applicable), city, state and zip code;
- Parent/guardian employer name and COMPLETE address (no PO Boxes), if located on Federal Property;
- Federal property name and COMPLETE address (no PO Boxes);
- Civilian parents must report the Federal property for their work station; and
- If the employer is not located on Federal property, the COMPLETE address where the office is located.

Parent/Pupil Survey

Important information required for each Parent/Pupil Survey:

- Active Duty Uniformed Services – parent/guardian name, rank and branch of service (pay scale is allowed in lieu of rank, but job description or military occupational specialty (MOS) is not);
- National Guard and Reserve – only eligible if they are called up for active duty by the President and orders are submitted.
- Verify that all addresses are COMPLETE and that each form only contains information for one student.

Keep a copy of total enrollment on the Survey Date

HUD Housing Requirements

- The district must have the HUD project number, project name and address, and legislation under which the project was funded;
- Documentation must be provided by a housing official verifying the residence of the student – even if the district uses a Survey Form;
- Section 8 housing is not eligible for funding.

Reserves and National Guard

- Must be called to active duty under Presidential orders;
- Must be active as of the Survey Date;
- The district must have one of the following:
 - ✓ Copy of individual orders; or
 - ✓ Certification from service component for activation of unit listing parent/guardian name for each child claimed.

Children With Disabilities (CWD)

Additional Documentation Required for Children with Disabilities (CWD):

- Student must have a complete, *signed* IEP as of the Survey Date;
- Keep a second copy of Table 1 or 2, with the addition of the student's IEP signature date (maybe a copy of the signature page) and have the Special Education director sign it;
- Students reported on Tables 1 and 2 are NOT reported on Tables 3 or 5;
- If the district claimed CWD students in the prior year, Table 7 is required on the current year application;
- Districts are required to spend CWD dollars on CWD students (only 8003 (7003) spending restriction).

Pre-Kindergarten Students

- Districts may claim PK students, if they meet the requirements to be claimed on Tables 1-5;
- Students must be educated at public expense (no tuition); and
- Federal funds, other than Impact Aid, may not provide a substantial portion of the funding for the PK program (including IDEA and Head Start funds).

Impact Aid Documentation

Districts must keep copies of all their Impact Aid documentation for three full years after receipt of final payment in any fiscal year.

Indian Policies and Procedures (IPPs)

Any district claiming Indian lands children must submit an Indian Policies and Procedures (IPPs) document. The purpose of the IPP is to:

- Ensure equal participation of Indian children in a district's education programs and activities;
- Improve communication and cooperation between the district and the Indian community; and
- Facilitate parent and tribal involvement in planning and developing education programs and activities.

What Does an IPPs Document Require?

- Board approved policies and procedures;
- Records of compliance with the IPPs requirements;
- Annual review of the IPPs.

Impact Aid funding REQUIRES the annual submission of the district's IPPs document – unless the district obtains a waiver from the Indian tribe;

A waiver is a written statement that affirms the tribe's satisfaction with district's provision of educational services to Indian children.

IPP Program Standard #1

The district provides tribal officials and parents of Indian children the opportunity to comment on whether Indian children participate on an equal basis with non-Indian children in the educational programs and activities provided by the district.

Examples:

- ✓ A parent advisory committee that reports to both tribal leaders and the school board. The committee should have the authority to make recommendations and be given a place on the board agenda.
- ✓ A place on the agenda for parents and members of the tribe to comment on equal participation.

IPP Program Standard #2

Assess the extent to which Indian children participate on an equal basis with non-Indian children served by the district.

Examples:

- ✓ Provide relevant data to parents and tribal officials.
- ✓ Review data and comments from parents and tribal officials.
- ✓ Create a threshold for participation and have a plan in place to increase participation when the threshold is not met.

IPP Program Standard #3

Recommend ways the district can modify its educational program to ensure that Indian children participate on an equal basis with non-Indian children.

Examples:

- ✓ Establish a committee to review educational programs (including tribal officials, parents and educators).
- ✓ Create a plan to increase participation when the threshold for participation (see #2) is not met – including identification of barriers to participation (e.g., transportation, cost, etc.).

IPP Program Standard #4

Disseminate relevant applications, evaluations, program plans and information related to education programs of the district in a timely manner. Allow the tribes and parents of Indian children an opportunity to:

- Review the materials and provide input on the needs of Indian children.
- Recommend ways the district can help Indian land children benefit from the district's educational programs and activities.

Examples:

- ✓ Mail copies of materials to tribal officials and parents.
- ✓ Allow discussions at advisory committee and board meetings.

IPP Program Standard #5

Gather information concerning Indian community views on education issues, including the frequency, location and time of meetings.

Examples:

- ✓ Conduct a survey.
- ✓ Set a series of meetings for the school year.
- ✓ Alternate locations between district and tribal locations.

IPP Program Standard #6

Notify Indian parents and tribes of the location and times of meetings.

Examples:

- ✓ Post notices of meetings in a variety of locations, including student publications, local newspapers, take home papers, on the school webpage, emails, radio announcements, Facebook pages, etc.
- ✓ Make written notification to tribal officials.

IPP Program Standard #7

Consult and involve tribal officials and parents of Indian children in the planning and development of the LEA's educational programs and activities.

Examples:

- ✓ Conduct surveys to identify educational needs.
- ✓ Set meetings throughout the year to assess progress.
- ✓ Co-host meetings with tribal officials at alternating locations.

IPP Program Standard #8

Modify the IPPs, if necessary, based upon input from the tribes and parents.

Examples:

- ✓ Set the item as an agenda item at a school board meeting.
- ✓ Allow parents and tribal officials to make recommendations on changes to the IPPs.

IPPs Review Requirements

- The district's IPPs must be reviewed on an annual basis and within the program year (between February 1 of the current year and January 31 of the following year).
- The IPPs should be dated and signed within this time period. The district may be required to submit board minutes showing that the IPPs were reviewed and approved during this time period.

Estimating Payments

- Method One: If your student/federally connected population is stable, use the first payment from last year as an estimate for the current year.
- Method Two: Department of Education Payment Estimation Calculator

<http://www2.ed.gov/programs/8003/calculator/edlite-calculator.html>

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IMPACT AID PROGRAM
SECTION 8003 PAYMENT CALCULATION ESTIMATE WORKSHEET
 Enter data into the fields that have the arrow * next to them, in Part (A, B, C) To print this page, for best results use the landscape format.

Part A

Date:	MonthDayYear	District Membership:	0	Attendance Ratio:	0
Applicant Name:		TCE:	0.00	LOT Proration:	% 105.00
Applicant Number:		LCR:	0.00	CWD Rate:	\$ 1,150.00
Fiscal Year:	2002	FY 2000 BSP & 8003(f):	0.00	Late Applicant?:	No
Prior-year ADA from prior-year application:			0.00	LOT:	%
National or State Average Per Pupil Expenditure:	\$		0.00	Membership:	%
Applicant Per Pupil Expenditure:	\$			TCE:	%
3% or 400 ADA Eligibility:				F&G Eligible?:	
		Prior Payment		Current Payment	
8003(b) BSP:	\$	0.00	\$		
8003(d) CWD:	\$	0.00	\$		
Late Application Reduction:	\$	0.00	\$		
Total:	\$		\$		

Part B Section 8003(b) Basic Support Payment

Child Category	Weight	Rate	Payment	Maximum State Support	2011 Payment of 10%	2012 Payment of 10%
(A)(i) 3	0	1.00		\$	\$	\$
(A)(ii) 2	0	1.00		\$	\$	\$
(B) 3	0	1.00		\$	\$	\$
(C) 1	0	1.25		\$	\$	\$
(D) 3	0	0.20		\$	\$	\$
(E) 4	0	0.20		\$	\$	\$
(F) 4	0	0.10		\$	\$	\$
(G) 4	0	0.05		\$	\$	\$
(H) 0	0	0.05		\$	\$	\$
(I) 0	0	0.05		\$	\$	\$
(J) 0	0	0.05		\$	\$	\$
ESTIMATED TOTALS				\$	\$	\$

Part C Section 8003(d) Children With Disabilities Payment

Child Category	Weight	Rate	CWD Rate	CWD Payment	Payments
(A)(i) 1	0	1.00		\$	8003(b) BSP: \$
					Hold_Harmless: \$
(B) 1	0	1.00		\$	8003 (d) CWD: \$
(C) 1	0	1.00		\$	Late Application Reduction: \$
(D) 2	0	0.05		\$	Total: \$
(D)(i) 2	0	0.05		\$	Prior payments: \$
				\$	Current payment: \$
ESTIMATED TOTALS					

Federal Review/Audit

The DOE may conduct either a field or site review/audit:

- Review all Source Check/Survey forms
- Verify IEP dates for CWD students
- Review IPPs (may include school board minutes)
- Average Daily Attendance (MT uses negotiated rate)
- Financial documentation

Role of the OPI in Impact Aid Review/Audit

- Check that all districts with current year applications receive payment
- If no payment is received, contact DOE to verify district status
- If district is subject to review/audit, and has responded – no action
- If district is subject to review/audit, and has not responded – contact district to offer assistance
- Provide information to the DOE upon request

QUESTIONS?

