United States Department of Education

Office of Elementary and Secondary Education

**EDSEALC**June 4, 2020

Dear Impact Aid Applicant:

We have selected your school district’s fiscal year (FY) 2021 Impact Aid Program Section 7003 application for a remote review. Please respond to this request as soon as possible, but no later than July 14, 2020. **The Impact Aid Program cannot approve your FY 2021 application for payment until we have completed the review of all of the supporting documentation.**

Attached you will find the documentation checklist and the actions you need to take to upload the documents in the Impact Aid Grant System (IAGS) where you submitted your FY 2021 application. As a reminder, your user name is your email address in all lower case. If you do not remember your password, simply click “forgot password” to create a new one.

General Document Preparation

1. Group children’s survey or source check forms by category. Please see [Appendix 1](#Categories) for category descriptions.
2. Within each category, group survey or source check forms by property claimed.
3. Sort forms within each property grouping in alphabetical order by the students last name.
4. Create and upload a single document including all forms for each property.
5. See [Appendix 2](#Checklist) for a checklist of all required actions.
6. Complete the [Appendix 3](#IPP) -IPP Screening Checklist indicating the page number where each issue is addressed.

Reminders

* Highlight or denote survey forms or source check forms for children with disabilities.
* Upload copies of orders for parents on active duty in the National Guard or Reserves.
* Complete physical addresses must be listed. Do not upload forms showing post office boxes.
* Bureau of Indian Affairs and Tribal certifications are required for children residing on Indian lands.
* If claiming children residing in low rent housing, the supporting documentation must include the HUD project number, the project name, and the address of the property.
* If the parent is a foreign military officer, provide the name of the foreign government in addition to the branch of service and rank or grade,.

We appreciate your prompt response and assistance in assembling all of these documents in the manner requested. Should you have any questions regarding this request, please contact your state analyst. State analysts are listed at <https://impactaid.ed.gov/iap_staff/> .

Sincerely,

The Impact Aid Program

# Appendix 1 –Categories

|  |  |  |  |
| --- | --- | --- | --- |
| ***Federal Connection*** | | | |
| **Category** | **Student** | **Parent** | **Weight** |
| A(i) | Resides on federal property | Civilian who works on federal property in the LEA | 1.00 |
| A(ii) | Resides on federal property | Foreign military officer and accredited foreign gov’t official | 1.00 |
| B | Resides on federal property | Is in U.S. uniformed service | 1.00 |
| C | Resides on Indian Lands |  | 1.25 |
| D(i) | Does not reside on federal property | Is in U.S. uniformed service | 0.20 |
| D(ii) | Does not reside on federal property | Foreign military officer and accredited foreign gov’t official | 0.20 |
| E | Resides in Low Rent Housing | Does not work on federal property | 0.10 |
| F | Resides on federal property | Civilian who does not work on federal property | 0.05 |
| G(i) | Does not reside on federal property | Works on federal property in same county as LEA | 0.05 |
| G(ii) | Does not reside on federal property | Works on federal property in same state as LEA | 0.05 |

# Appendix 2 –Field Review Checklist

|  |  |  |
| --- | --- | --- |
|  | **Section/Action** |  |
| **Steps** | **Membership** | **Completed** |
| 1. | Create cover page documents supporting membership |  |
| 2. | Provide documentation of current year membership on the survey date. |  |
| 3. | If you claim tuitioned in or out children, provide the name, grade, and school name for each child in these categories. |  |
| 4. | Provide a copy of the tuition agreement with the other LEAs. |  |
| **Steps** | **CWD Expenditures** | **Completed** |
|  | Create cover page documents supporting CWD expenditures. |  |
|  | Provide an annual financial report with the numbers used to complete the Impact Aid application. Please highlight and add a note identifying the lines to which they refer. |  |
| **Steps** | **Construction Expenditures** | **Completed** |
|  | Create cover page documents supporting construction expenditures. |  |
|  | Provide an annual financial report with the numbers used to complete the Impact Aid application. Please highlight and add a note identifying the line to which they refer. |  |
| **Steps** | **“Live-On Work-On” Category A(i)** *Children who reside on federal property and whose parents are employed on federal property* | **Completed** |
|  | Create cover page for each property in the category. |  |
|  | Sort Source Checks (SC) or Parent Pupil Survey Forms (PPSF) by federal property |  |
|  | Arrange SC and PPSF for the property in alphabetical order by child’s last name |  |
| **Steps** | **“Foreign Military” Category A(ii)** *Children who reside on federal property and have a parent that is both an officer in a foreign military and a foreign government official* | **Completed** |
|  | Create cover page for each property in the category. |  |
|  | Sort SC or PPSFs by Federal property |  |
|  | Arrange SC and PPSF for the property in alphabetical order by child’s last name |  |
|  | Denote PPSF or SC to indicate that the child on the form is a child with a disability (CWD). Highlight the name or add an asterisk to denote each CWD. |  |
|  | Provide certified list from special education coordinator showing children with IEPs or IFSPs with the dates the plans were signed. (The new SC has a signature block for CWD; no need for a separate list if used.) |  |
|  | For foreign military dependent children, provide evidence the service member was both a foreign military officer and a foreign government official. Include nation of service. |  |
| **Steps** | **“Uniformed Services Live-On” Category B** *Children who reside on federal property and have a parent in the active duty uniformed services* | **Completed** |
|  | Create cover page for each property in the category. |  |
|  | Sort SC or PPSFs by federal property. |  |
|  | Arrange SC and PPSF for the property in alphabetical order by child’s last name. |  |
|  | Denote PPSF or SC to indicate that the child on the form is a CWD. You can highlight the name or put an asterisk to identify the child as CWD. |  |
|  | Provide certified list from special education coordinator showing children with IEPs or IFSPs with the dates the plans were signed. (The new SC has a signature block for CWD; no need for a separate list if used.) |  |
|  | For National Guard and Reserves provide a copy of the service members’ orders or certification that they were called up under Title 10 as of the survey date. |  |
|  | For low rent housing, provide a certification from HUD official that the housing claimed is funded under the Housing Act of 1937. The SC should also include the AMP number and property address. The new source check form has a place for this required information. |  |
| **Steps** | **“Indian Lands” Category C** *Children who reside on eligible Indian lands* | **Completed** |
|  | Create cover page for each property in the category. |  |
|  | Sort SC or PPSFs by federal property. |  |
|  | Arrange SC and PPSF for the property in alphabetical order by child’s last name. |  |
|  | For children residing on Indian lands, provide certification from a BIA or Tribal official that the lands are eligible Indian lands (Trust or restricted status, etc.). |  |
|  | Provide a certification from the tribe stating that the child resided in Indian lands on the survey date. |  |
|  | Annotate PPSF or SC to indicate that the child on the form is a CWD. Highlight the name or put an asterisk to identify the child as CWD. (The new SC has a column to mark CWD; no need for additional annotation .) |  |
|  | Provide certified list from special education coordinator showing children with IEPs or IFSPs with the dates the plans were signed. (The new SC has a signature block for CWD; no need for a separate list if used.) |  |
| **Steps** | **“Uniformed Services Live-Off” Category D(i)** *Children who DO NOT live on federal property and have a parent in the active duty uniformed services.* | **Completed** |
|  | Create cover page for each property in the category. |  |
|  | Sort SC or PPSFs by federal property. |  |
|  | Arrange SC and PPSF for the property in alphabetical order by child’s last name. |  |
|  | Denote PPSF or SC to indicate that the child on the form is a CWD. You can highlight the name or put an asterisk to identify the child as CWD. |  |
|  | Provide certified list from special education coordinator showing children with IEPs or IFSPs with the dates the plans were signed. (The new SC has a signature block for CWD; no need for a separate list if used.) |  |
|  | For National Guard and Reserve on Table 5, provide a copy of the service member’s orders or certification that they were activated under Title 10 as of the survey date. |  |
| **Steps** | **“Foreign Military Live-Off” Category D(ii)** *Children who DO NOT reside on federal property and have a parent that is both an officer in a foreign military and a foreign government official* | **Completed** |
|  | Create cover page for each property in the category. |  |
|  | Sort SC or PPSFs by federal property |  |
|  | Arrange SC and PPSF for the property in alphabetical order by child’s last name |  |
|  | Denote PPSF or SC to indicate that the child on the form is a child with a disability (CWD). You can highlight the name or put an asterisk to identify the child as CWD. |  |
|  | Provide certified list from special education coordinator showing children with IEPs or IFSPs with the dates the plans were signed. (The new SC has a signature block for CWD; no need for a separate list if used.) |  |
|  | For foreign military dependent children, provide evidence the service member was both a foreign military officer and a foreign government official. Include nation  of service. |  |
| **Steps** | **“Low Rent Housing” Category E** *Children who reside in eligible Low Rent Housing (LRH)* | **Completed** |
|  | Create cover page for each property in the category. |  |
|  | Sort SC or PPSFs by federal property. |  |
|  | Arrange SC and PPSF for the property in alphabetical order by child’s last name. |  |
|  | Do not include any Annual Contract Contributions (ACC), Housing Choice Voucher Program (HCVP), Residential Assistance Demonstration (RAD), Section 8, Low Income Tax Credit (LITC) Housing, market rate housing, or privately owned housing. |  |
|  | If LEA used PPSF, provide a list of addresses and Asset Management Project number for each housing project funded under the Housing Act of 1937 (not including the programs above) from the local housing authority. (The new SC has a signature block for the housing authority certification; no need for a separate list if used.) |  |
| **Steps** | **“Live-On Only” Category F** *Children who reside on federal property but NOT Low Rent Housing* | **Completed** |
|  | Create cover page for each property in the category. |  |
|  | Sort SC or PPSFs by federal property. |  |
|  | Arrange SC and PPSF for the property in alphabetical order by child’s last name. |  |
| **Steps** | **“Live-Off Only” Category G** *Children with a parent who work on federal property* | **Completed** |
|  | Create cover page for each property in the category. |  |
|  | Sort SC or PPSFs by federal property. |  |
|  | Arrange SC and PPSF for the property in alphabetical order by child’s last name. |  |
| **Steps** | **Charter Schools** | **Completed** |
|  | Create cover page that identifies Charter School documentation. |  |
|  | Provide a letter from your state showing that your LEA is a charter school in good standing with the state. |  |

# Appendix 3 –Indian Policies and Procedures Checklist

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| --- | --- | --- | --- | --- |
| *What* is the tribe’s and parents of Indian children’s preferred method of communication? Or is there a plan to obtain the preferred method? (Yes/No) | | | **Note:** | |
| **Policy 1 -**  **An LEA must disseminate relevant applications, evaluations, program plans and information related to the LEA's educational program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations** | | | | |
| **Y/N** | Requirement | **Notes/Page No.** | | |
|  | Does the LEA specifically describe *how* the application, evaluations, program plans and other information will be distributed to the parents of Indian children and the tribes? |  | | |
|  | Does the LEA specifically state *how far in advance* of any meeting(s) on these topics that the types of materials will be provided? |  | | |
| **Policy 2 - Provide an opportunity for tribes and parents of Indian children to provide their views on the LEA's educational program and activities, including recommendations on the needs of their children and on how the LEA may help those children realize the benefits of the LEA's educational programs and activities. As part of this requirement, the LEA will –**  **(i) Notify tribes and the parents of Indian children of the opportunity to submit comments and recommendations, considering the tribe's preference for method of communication, and**  **(ii) Modify the method of and time for soliciting Indian views, if necessary, to ensure the maximum participation of tribes and parents of Indian children.** | | | | |
| **Y/N** | Requirement | **Notes/Page No.** | | |
|  | Does the LEA describe *how* the parents of Indian children and members of the tribe can provide input on the educational program and activities? |  | | |
|  | Does the LEA state *how and when* the LEA will notify tribe and parents of Indian children of the opportunities to submit recommendations and comments? |  | | |
|  | Does the LEA state it will consider the tribe’s preferred method of communication to provide input? |  | | |
|  | Does the LEA state it will modify the method of communication and time of meetings to ensure maximum participation? |  | | |
| **Policy 3 - The LEA will, at least annually, assess the extent to which Indian children participate on an equal basis with non-Indian children in the LEA's educational program and activities. As part of this requirement, the LEA will:**  **(i) Share relevant information related to Indian children's participation in the LEA's educational program and activities with tribes and parents of Indian children; and**  **(ii) Allow tribes and parents of Indian children the opportunity and time to review and comment on whether Indian children participate on an equal basis with non-Indian children.** | | | | |
| **Y/N** | Requirement | **Notes/Page No.** | | |
|  | Does the LEA explain *how* they will evaluate the Indian children’s equal participation in educational programs and activities? |  | | |
|  | Does the LEA describe *which* programs will be evaluated? |  | | |
|  | Does the LEA describe *how and when* it will communicate the results of the evaluation with the tribes and parents of Indian children? |  | | |
|  | Does the LEA describe *how* and *when* the LEA will accept comments, recommendations or feedback on equal participation from the tribes and parents of Indian children? |  | | |
|  | Does the LEA *state how far in advance* of the meeting or feedback timeframe will the evaluation be shared? |  | | |
|  | Is there enough time for tribes and parents of Indian children to review the information and provide meaningful comments? |  | | |
| **Policy 4 -** **Modify the IPPs if necessary, based upon the results of any assessment or input described in §222.94(b)** | | | | |
| **Y/N** | Requirement | **Notes/Page No.** | | |
|  | Does the LEA describe *how and when* the tribes or parents of Indian children can make recommendations for changes to the IPPs*?* |  | | |
|  | Does the LEA describe *who* evaluates the recommendations? |  | | |
|  | Does the LEA describe *who* decides if the IPPs will be revised to accommodate these recommendations? |  | | |
|  | Does the LEA describe *when* will the changes be implemented? |  | | |
|  | Does the LEA describe *how* the tribes and parents of Indian children will be made aware of the changes? |  | | |
| **Policy 5 - Respond at least annually in writing to comments and recommendations made by tribes or parents of Indian children, and disseminate the responses to the tribe and parents of Indian children prior to the submission of the IPPs by the LEA.** | | | | |
| **Y/N** | Requirement | **Notes/Page No.** | | |
|  | Does the LEA describe *how and when* it will respond to the comments received through the IPP consultation? |  | | |
|  | Does the LEA describe *how and* *when* it will disseminate responses to comments and recommendations? |  | | |
| **Policy 6 - Provide a copy of the IPPs annually to the affected tribe or tribes**. | | | | |
| Requirement | | | | **Notes/Page No.** |
| Does the LEA describe *how and when* the IPPs will be distributed to the tribe? | | | |  |
| School Board Approval Date (Month/Day/Year) | | | |  |