Submitting a Section 7003 Application in the Impact Aid Grant System

A Guide with Links and Screenshots
IAGS Account Management

- Reactivating a deactivated Core User Account
- Requesting a Core User Account
- Creating a Secondary User
- Reactivating a Secondary Account
Account Management - Account Reactivation

If you have not changed your IAGS password in the past 120 days:

1. Go to Contact Us - Impact Aid Grant System (ed.gov)
2. Enter your email address in the green box
3. Select Submit

Contact Us

ACCOUNT REACTIVATIONS
Has it been more than 120 days since you last logged in and changed your password?
Enter your email address here and submit to request that the system administrator reactivate your account.

Submit
New Core User Account Request

For CORE USERS that do not have a core user account, please follow these instructions. Core users must be able to sign the grant application assurances.

1. Go to Home - Impact Aid Grant System (ed.gov)

2. Select Request an Account
Core User Account Request

- Log In
- Request an Account
- Get Help
- Suggestion Box
Account Request

I am an authorized representative of a Local Educational Agency.

I am a State Educational Agency employee.
Core User Account Request Form
(may take up to 48 Hours to create)

• Enter
• 1. First Name
• 2. Last Name
• 3. Name of LEA
• 4. State
• 5. Job Title
• 6. Email Address
• 7. Phone Number
• 8. Check box
• 9. Submit

I am an authorized representative of my Local Educational Agency and am able to sign the assurances on a Federal grant application, binding the LEA to follow the laws, rules, and regulations to receive Impact Aid funds.

Request Access
Creating Secondary Users (Core users only!)

Training: Managing User Accounts, for Core Users Only - Impact Aid Grant System (ed.gov)
Create Secondary User

Click on Users Icon on top, blue menu

Ada School District 62-I019-000 - 461810
Create Secondary User

Click on “Create LEA Secondary User” on the top right under the profile.
# Secondary User Form and Role Selection

Complete the form
Select the role (see role descriptions on next slide)

## Create LEA Secondary User

<table>
<thead>
<tr>
<th>User Information</th>
<th></th>
<th>Email Address *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Name *</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Name *</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Select Roles for this LEA User *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application Editor</td>
</tr>
<tr>
<td>Application Signatory</td>
</tr>
<tr>
<td>Read-Only User</td>
</tr>
</tbody>
</table>
Secondary User Roles

There are 3 Secondary User Roles:

- Read Only
- Application Editor
- Application Signatory
Read Only Users Can:

- Receives Information including questions and responses from IAP staff
- Respond to some requests in IAGS
- View important dates in the system
- View properties in the IAGS database that are in their state
- View submitted applications
- View payment information
- Respond to field reviews

**CAN NOT HAVE ANY OTHER ROLE FOR THAT LEA**
Application Editors Can:

- Fill out the applications
- Edit applications
- Submit application to signatories
- Create and edit amendments
- Submit amendments to be signed
- View important dates
- View properties in the IAGS database in their state
- Edit some information about their LEA
- View submitted applications
- View payment information
- Request assistance from the IAP Staff in IAGS
- Read and respond to correspondence from the IAGS Staff
- Request Early Payment
- Request Payment Block
- Submit a Forgiveness Request
Application Signatory Can:

- Edit information on applications and amendments submitted for a signature
- Sign and submit applications and amendments
- View applications, payment information, and important dates in the system
- View properties in the IAGS database that are in their state
- Edit some information about their LEA
- Request assistance from the IAGS Staff
- Read and respond to correspondence from the IAGS Staff
- Request Early Payment, payment block or forgiveness

**HAS THE AUTHORITY TO LEGALLY BIND THE LEA AND SIGN THE APPLICATION**
If you get an error message like this, the user is already set up. Please see instruction for reactivating secondary users.
Reactivating a Secondary User (Core users only!)

On the Users page, click on Reactivate LEA Secondary User on the top right.

- Reactivate LEA Secondary User
  Reactivate a secondary LEA user

- Create LEA Secondary User
  Add a new secondary LEA user
  LEA may only have up to three users
Enter the email address of the user you want to reactivate (all lowercase) in the username box.

When successful, the reactivated user will show up as an active user on the USER page. You may need to refresh the page to see them.
Quick Tips

• Don’t start your application until all necessary user accounts have been created for your LEA, and the user accounts have the correct security permissions.
• Save often
• Use the “Ask for Help” link at the top of the application page to send your Impact Aid analyst questions.
• Hover your mouse over blue question marks to see explanations
• You will receive a reminder every time you click a button that if you use the button and nothing happens, it’s likely there is an error on the page. Scroll up and look for red highlights and/or red text to find the error.
Ask for Help

You may ask for help and see responses in IAGS
Reminder – upon every action

When you “save” or “save and exit” or “go to page x”, you will see the following reminder. Click yes. Then click your option. If nothing happens, there may be an error (in red) on the page, and you will need to fix it. If it moves forward or exits, there was no error.
Completing the Application

The 3 Basic Steps of Submitting the Application

- Start
- Review
- Sign/Submit
Starting the Application

On the home page, you will see the applications assigned to you. Click Start Application for the application you want to complete.
Verify All Necessary Are Active

1. Click on the box stating all secondary users are active.
2. Click Submit
Confirm Users

Click confirm if all the users on the page should have access to the application.
Membership - Dates

**Membership & ADA**

- **First Day of School** 🔄 *
  
  
  
  
- **Survey Date** *
  
  
  
  
- **Second Survey Date**
  
  
  
  
- **Housing Renovation**

**Enter the first day of school**

**Enter the survey date that you counted your total membership and your federally connected membership**

**You most likely do NOT have a second membership date (leave blank)**

**You most likely do NOT have a housing undergoing renovation or rebuilding (leave blank)**
Membership

Under Current Year Membership, enter, for the application’s survey date, the following:

- The number of children enrolled in the LEA during school year 2021-2022 on the survey date. Do not include “tuition out” children.
- The number of children for whom the LEA receives tuition payments (tuition-in).
- The number of children for whom the LEA pays tuition to other LEAs or other educational entities (tuition out) under tuition agreements.

<table>
<thead>
<tr>
<th>Students</th>
<th>Preceding Year</th>
<th>Current Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Schools of the Applicant's District (do not include tuition-out children)</td>
<td>2,564</td>
<td>0</td>
</tr>
<tr>
<td>For whom tuition is received (tuition-in)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Subtotal</td>
<td>2,564</td>
<td>0</td>
</tr>
<tr>
<td>For whom tuition was paid (tuition-out)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>For whom the applicant school district provided free public elementary or secondary education</td>
<td>2,564</td>
<td>0</td>
</tr>
</tbody>
</table>
Attendance Ratio

State Average Attendance Ratio is the default option

If you want to use total ADA, after entering your membership, click the drop-down arrow to select total ADA and upload documentation.

If you want to use ADA sampling, after entering your membership, click the drop-down arrow to select total ADA and upload documentation.

<table>
<thead>
<tr>
<th>Attendance Ratio Type</th>
<th>State Average Attendance Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Ratio</td>
<td>0.94181</td>
</tr>
<tr>
<td>Average Daily Attendance</td>
<td>2,414</td>
</tr>
</tbody>
</table>
Select the options you used.

1. If you send forms to parents, select Survey Forms.
2. If you get a list of children certified, select Source Check.
3. If forms are certified by parents electronically and your LEA has a spreadsheet/report as survey documentation rather than individual survey forms, select Electronic Data Collection. LEAs should have an MOU with the Department to collect information in this manner.

*You can select more than one method*
1. **Total Additional Expenditures** - Do Not include expenditures for the regular education cost of children with disabilities. Do include costs such as facilities modification costs (i.e., ramps, etc.), additional administrative costs, assessment costs, counselors, social workers, transportation, homebound and/or hospital programs.

2. **Total State Aid for All Current Operating Expenditures** - Total amount of state aid received in the prior year (2020-2021)


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**Expenditures for CWD**

Fiscal report for applicants claiming children with disabilities on the applicant's previous fiscal year's application.

**Total Additional Expenditures**

$0.00

**Total State Aid for All Current Operating Expenditures**

$0.00

**Total State Aid for Children with Disabilities**

$0.00
**CWD Expenditures (2020-2021)**

1. **Total Funds for Part B of the Individuals with Disabilities Education Act**- Enter any IDEA Part B Revenues.

2. **Other Sources of Aid Received for Children with Disabilities**- Enter any additional special education funding sources such as Medicaid.

3. **Total Membership Enrolled in State-Approved Education Programs for All Children with Disabilities**- Enter the total number of children in the LEA that had an IEP- including federally connected children.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Funds for Part B of the Individuals with Disabilities Education Act</td>
<td>$0.00</td>
</tr>
<tr>
<td>Other Sources of Aid Received for Children with Disabilities</td>
<td>$0.00</td>
</tr>
<tr>
<td>Total Membership Enrolled in State-Approved Education Programs for All Children with Disabilities</td>
<td></td>
</tr>
</tbody>
</table>
Documents/ Explanations

• **Do not upload any extraneous documents**
• Do not upload source check forms
• Do not upload survey forms (if we need them, we will ask.)

• Click on Go to Page 2 to go to the next page
In this section, you will select the types of children you will claim on your application.

Which of the following categories of federally connected children attend school at your LEA? (Select as many as applicable)*

- Children residing on Indian Lands [Category C, C*]
- Children whose parents are in the Uniformed Services [Category B, B*, DII, DII*]
- Children whose parents are both an accredited foreign government official and a foreign military officer [All, All*, DII, DII*]
- Children who reside in federally-owned low rent housing [E]
- Children not included in the above categories who either reside on federally-owned property or whose parents work on federally-owned property or both [Live-On only = F, Work-On Only = G, All, Both = A]

* Categories shown here marked with an asterix are used in counting children with disabilities for 7003(d) payments.
IPPS/WAIVERS

- Because we selected Indian lands children, we need to upload an IPP or waiver.
- If you use a waiver for multiple tribes, you must upload all waivers.
- If you have an IPP and a waiver for the same tribe, just upload the waiver.
- You must also input the date the School Board approved the IPPS.
### Entering Children

- Enter the total number of children for this property
- Enter the number of children that had an IEP in place on the survey date.
Entering MILITARY Children

- This is for Category B children- parents who are active duty AND live on a military installation or low rent housing or some other federal property
- If you have this type of child, select YES

Do any of your students with parents in the Uniformed Services reside on Federal Property? *

- Yes
- No

If you chose Yes in error, simply delete any properties you added to the table below and move to the next page.

Uniformed Services Live-Off - D(i)

Child Resides: Not on Federal Property, Parent: Uniformed Services
• This is for category D(i) children - parents that are active duty but DO NOT live on federal property.
• Enter the total number of children on this property and are active duty
• Enter the number of those children that had an IEP in place as of the survey date
DO NOT include:

- Section 8 (vouchers)
- Rental Assistance Demonstration (RAD)
- Low-Income Tax Credit (LITC) properties.

- This only for traditional public housing that is owned by a Public Housing Authority and is funded under the Housing Act of 1937.
Low Rent Housing

Notice there is no place for CWD children.
Children w/Civilian Parents who Work and Live on Federal Property - Category Ai

Do you have children not claimed elsewhere on this application, who reside on federal property AND whose parents work on federal property in your school district and aren't in the uniformed services or foreign military? ☐ Yes ☐ No

If you chose Yes in error, simply delete any properties you added to the table below and move to the next page.

This does not include uniformed services, or parents who live on Indian lands and work on Federal property (claim those children under the Indian Lands section).

If you have these children, select “YES”. The properties you claimed last year will display.
Category Ai-Civilian live on Work On

• There must be 2 properties (a live on and a work on) for this property- DO NOT put children who reside on Indian lands and whose parents are employed on Indian lands (they go in category C)
F (live on only) & G (Work on only) Children

ELIGIBILITY-
You must have at least 10% or 1,000 children in ADA that:
1. Who live on federal property (not uniformed services, Indian lands or low rent housing)
2. Parents that are employed on federal property.

IF your LEA does not have enough of these children, you do not need to put them on the application
Categories F&G

The system will tell you how many you need to meet the 10% threshold.

Referring to the comparison above, the number on the right is the minimum number of children in categories F and G required to generate a payment for these children in your LEA.

Do you have at least the required number of children in categories F and G? *

- Yes  - No

If you chose Yes in error, simply delete any properties you added to the table below and move to the next page.

If you select Yes, but do not have the minimum number required, children claimed on new properties and properties needing annual review in these categories will be removed from your application.

Do you have children not claimed elsewhere on this application who reside on Federal property only? *

- Yes  - No

If you chose Yes in error, simply delete any properties you added to the table below and move to the next page.

Category F - Children who live on Federal Property. These are fairly rare.
**Category F**

* No special education column – no supplemental CWD payment for this category.
### Category G - Parent Works on Federal Property

- **G(i)** - Property is within the same county as the LEA
- **G(ii)** - Property is in the same state as the LEA.

- You do not need to worry about the distinction between G(i) and G(ii).

---

**Total F & G Children**

<table>
<thead>
<tr>
<th>Children</th>
<th>10% of membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>15</td>
</tr>
</tbody>
</table>

**Do you have students not claimed elsewhere on this application whose parents work on federal property in your state?**

- **Yes**
- **No**

If you chose Yes in error, simply delete any properties you added to the table below and move to the next page.

#### Work-On Only - G(ii)

**Child Resides: Not on Federal Property, Parent: Employed- Federal Property**

<table>
<thead>
<tr>
<th>Property</th>
<th>Property Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>CG Recruit Training Center</td>
<td>Cape May, NJ</td>
</tr>
</tbody>
</table>

**Add Property**
### Application Review

#### Indian Lands - C
- Child Resides: Indian Lands

<table>
<thead>
<tr>
<th>Property</th>
<th>Property Address</th>
<th>Total Children (incl. CHD)</th>
<th>Children with Disabilities (CHD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LWHP 447-2, 4, 6, 8, 10, 11, 12, 14, 15, 16-39</td>
<td>Treaty of Dancing Rabbit Creek, 111 Pecos Ave, Aka, OK Allen, OK, 73720</td>
<td>60</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Child Count:** 60 **Total CHD Count:** 12

#### Uniformed Services Line-Of-Flight - B
- Child Resides: Uniformed Services
- Parent Uniformed Services

<table>
<thead>
<tr>
<th>Property</th>
<th>Property Address</th>
<th>Total Children (incl. CHD)</th>
<th>Children with Disabilities (CHD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRT/5(a)</td>
<td>Vacate/PIZZA</td>
<td>10</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Child Count:** 10 **Total CHD Count:** 5
All the information that you have entered to date should display here. Carefully review the information to ensure that you have correctly counted all the eligible children.

You can still edit directly on this page.

At the bottom of the page, there is a child count summary by category.
Summary of Application Data

This box will tell you if you have enough F&G children to get paid for them.

<table>
<thead>
<tr>
<th>Total F &amp; G Children</th>
<th>≥</th>
<th>10% of membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Child Counts Totals

<table>
<thead>
<tr>
<th>Category</th>
<th>Name</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>Low Rent Housing</td>
<td>0</td>
</tr>
<tr>
<td>G(*)</td>
<td>Work-On Only (In County)</td>
<td>12</td>
</tr>
<tr>
<td>B</td>
<td>Uniformed Services Live-On</td>
<td>85</td>
</tr>
<tr>
<td>F</td>
<td>Live-On Only</td>
<td>5</td>
</tr>
</tbody>
</table>

Children with Disabilities on Existing Properties: 10

<table>
<thead>
<tr>
<th>Category</th>
<th>Name</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>B*</td>
<td>Uniformed Services Live-On</td>
<td>10</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total Children with Disabilities on New Properties</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

Total Children on New Properties (Excluding Live-On Work-On)

<table>
<thead>
<tr>
<th>Total Children on New Properties (Excluding Live-On Work-On)</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

Total Children on Live-On Work-On (New and Existing)

<table>
<thead>
<tr>
<th>Total Children on Live-On Work-On (New and Existing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
</tr>
</tbody>
</table>
Do you intend to amend this application after you submit? *

☐ Yes  ☐ No

A value is required

Make sure to answer this before you click “ready for signature”
After You Click Ready for Signature

Click Continue

Application Information

Application will be placed in the Signatory Group's task grid. REMINDER: You may not save or move forward until you fix any errors highlighted in red.

NO

CONTINUE
SIGNING THE APPLICATION
- Signatory

Signatory logs into IAGS at https://impactaid.ed.gov

Logs in using username (email all lowercase) and password.

Scrolls down to “My Tasks”

Click the blue arrow to start the task
Review data and Assurances
Check the Attestation & Submit

I have reviewed the Impact Aid application and the certifications and assurances on this page, and I am ready to sign and submit the application on behalf of my LEA.

SAVE & EXIT  SAVE & CONTINUE  SUBMIT
Go back to the HOME page and check the application status. If it still says “7003 Application,” the Department has not received the application.
Adding Existing and New Properties

These next steps will show you how to add an existing property and a new property.
Check the database to see if the properties you want to add are new or existing properties.
1. Make sure to reset the filters
2. Enter the County and or City where the property is located
3. If the search has a result, note the name of the property and make sure that under eligible, the icon is GREEN. If the icon is RED, the property is not eligible, and you cannot claim it.
4. DO NOT add properties that are RED as a new property.
How to Add a Property

Click here to add a property that is already in the Federal Property Database

Click here to add a new property that is NOT in the Federal Property Database
Add an Existing Property

• Click on Add Property
• Start typing the name of the property
• When the name appears, click on it

Click on the name of the property to add it
Add an Existing Property

Once you click on the name of the property, you enter the children associated with that new property.
### Adding a New Property Not in the Database

Click here to add a new property that is NOT in the Federal Property Database

---

<table>
<thead>
<tr>
<th>Child Category</th>
<th>Name</th>
<th>Address or Other Location Information</th>
<th>City</th>
<th>State</th>
<th>Total Children (incl. CWD)</th>
<th>Children with Disabilities (CWD)</th>
<th>Delete</th>
</tr>
</thead>
<tbody>
<tr>
<td>No items available</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Add New Property**
Adding a New Property

• Once you click Add a New Property, a form will appear.
• Fill out completely— we may reject incomplete property additions if they are missing a complete address.
• Add the number of children for that new property
When in Doubt- Reach Out.

Contact Impact Aid Staff - Impact Aid Grant System (ed.gov)
Thank you

Impact Aid Program

https://impactaid.ed.gov

impact.aid@ed.gov