



# Impact Aid

## Handbook for Applicants and Grantees

Impact Aid Program  
Office of Elementary and Secondary Education  
U.S. Department of Education  
Version 1.1

*If you have questions about Impact Aid, or suggestions on how to improve this handbook, send us an email at [Impact.Aid@ed.gov](mailto:Impact.Aid@ed.gov).*

#### Version History

| <b>Version</b> | <b>Description</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Publication Date</b> |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| 1.0            | Original                                                                                                                                                                                                                                                                                                                                                                                                                                                          | August 2024             |
| 1.1            | <ul style="list-style-type: none"><li>• Updated dates for FY 2027 application, reorganized sections, fixed minor typographical errors</li><li>• Clarified requirements for verifying children living in Federal low rent housing (Category E section)</li><li>• Added information on civilians living and working on Federal property (new Category A(i) section) and parents working on Federal property under a lease or permit (Category G section).</li></ul> | August 2025             |

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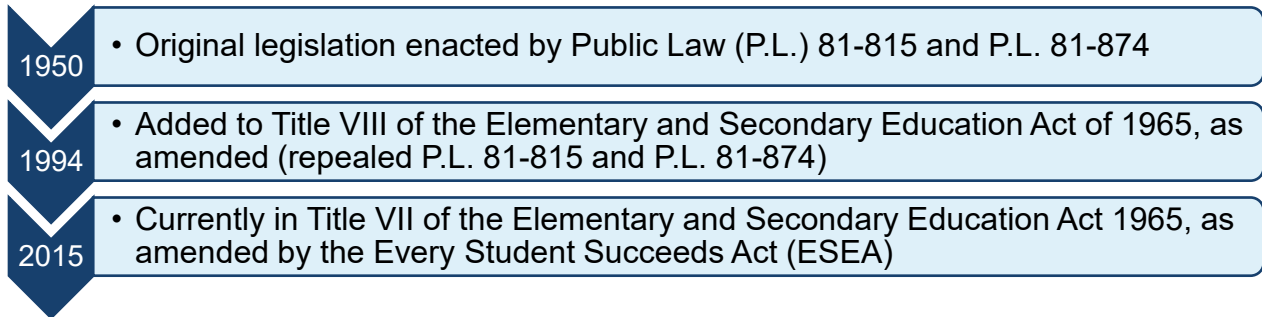
## INTRODUCTION TO THE IMPACT AID PROGRAM

Impact Aid is a federal formula grant program designed to help local school districts that have lost property tax revenue due to the presence of tax-exempt Federal property or experienced increased expenditures due to the enrollment of federally connected children.

### History

The Impact Aid law, currently in Title VII of the Elementary and Secondary Education Act of 1965, has been amended many times since its start in 1950. The program continues, however, to support local school districts that “experience a substantial and continuing financial burden due to the acquisition of real property by the United States.” The law refers to local school districts as **local educational agencies**, or **LEAs**, which is a term used throughout this handbook.

*Figure 1. Major Legislative Milestones*



### How do LEAs use Impact Aid?

Most Impact Aid funds, including Basic Support Payments under Section 7003(b) and Payments for Federal Property under Section 7002, are general aid to the recipient LEAs; LEAs may use the funds in whatever manner they choose following their local and state requirements.

Payments for Children with Disabilities under Section 7003(d) and Construction payments under Section 7007 are used for special education and construction, respectively.

LEAs use Impact Aid for a wide variety of expenses, including teacher and aide salaries; buying textbooks, computers, and other equipment; after-school programs and remedial tutoring; advanced placement classes; and special enrichment programs. Most recipients use these funds for current expenditures, but recipients may use the funds for other purposes such as capital expenditures.

### Impact Aid Program Components

#### Payments for Federal Property under Section 7002

Payments for Federal Property help LEAs that have lost a part of their local tax base because of Federal ownership of property. To be eligible, an LEA must show that the Federal Government has acquired, since 1938, real property with an assessed valuation of at least 10 percent of all real property in the LEA at the time of acquisition.

#### Basic Support Payments under Section 7003(b)

Basic Support Payments help LEAs that educate federally connected children. These may be the children of members of the uniformed services, children who live on Indian lands, children

who live on Federal property or in federally subsidized low rent housing, and children whose parents work on Federal property. In general, to be eligible for aid, an LEA must educate at least 400 such children in average daily attendance, or the federally connected children must make up at least 3 percent of the LEA's total average daily attendance. Heavily Impacted LEAs that enroll certain percentages of federally connected children and meet other specific statutory criteria, receive increased formula payments under Section 7003(b)(2).

#### Children With Disabilities Payments under Section 7003(d)

Payments for Children with Disabilities provide added assistance to LEAs that educate federally connected children who are eligible for services under the Individuals with Disabilities Act (IDEA). These payments are in addition to Basic Support Payments and IDEA funds provided on behalf of these children. An LEA that receives these funds must use them for the increased costs of educating federally connected children with disabilities.

#### Construction Grants (Section 7007)

Construction Grants go to LEAs that educate high percentages of children living on Indian lands and/or children of members of the uniformed services. These grants help pay for the construction and repair of school buildings. Section 7007(a) provides formula grants to LEAs based on the number of eligible federally connected children they educate and typically receives funding in even numbered fiscal years. Section 7007(b) provides competitive grants for emergency repairs and modernization and typically receives funding in odd numbered fiscal years.

#### Facilities Maintenance (Section 7008)

The U.S. Department of Education owns a small number of school facilities used by LEAs that serve military installations. Section 7008 grants help restore or improve the school facilities to enable an LEA to accept ownership.



| U.S. Department of Education                                              |                                                                                                                           |                                                                                                             | Title VII—Impact Aid                                                                                                              |                                                                                                                                                                        |                |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Section 7002 Exhibit B: Detailed Property Acquisition Data by Year</b> |                                                                                                                           |                                                                                                             |                                                                                                                                   |                                                                                                                                                                        |                |
| Applicant Name<br>(Local Educational Agency)                              |                                                                                                                           | Applicant<br>Impact Aid Number                                                                              |                                                                                                                                   | County                                                                                                                                                                 |                |
|                                                                           |                                                                                                                           |                                                                                                             |                                                                                                                                   |                                                                                                                                                                        |                |
| (A)<br>Date or year of federal<br>acquisition of the property             | (B)<br>Number of acres of land<br>acquired by the federal<br>government since 1938<br>(eligible federal property<br>only) | (C)<br>Assessed valuation at the<br>time of the acquisition of<br>the property by the<br>federal government | (D)<br>Assessed valuation of all<br>real property in the school<br>district for the year in<br>which the property was<br>acquired | (E)<br>Percentage that the<br>acquired property was of<br>all real property in the<br>school district at the time<br>the property was acquired<br>[(C) divided by (D)] | (F)<br>Remarks |
|                                                                           |                                                                                                                           |                                                                                                             |                                                                                                                                   |                                                                                                                                                                        |                |
|                                                                           |                                                                                                                           |                                                                                                             |                                                                                                                                   |                                                                                                                                                                        |                |
|                                                                           |                                                                                                                           |                                                                                                             |                                                                                                                                   |                                                                                                                                                                        |                |
|                                                                           |                                                                                                                           |                                                                                                             |                                                                                                                                   |                                                                                                                                                                        |                |
|                                                                           |                                                                                                                           |                                                                                                             |                                                                                                                                   |                                                                                                                                                                        |                |
|                                                                           |                                                                                                                           |                                                                                                             |                                                                                                                                   |                                                                                                                                                                        |                |
|                                                                           |                                                                                                                           |                                                                                                             |                                                                                                                                   |                                                                                                                                                                        |                |
|                                                                           |                                                                                                                           |                                                                                                             |                                                                                                                                   |                                                                                                                                                                        |                |
|                                                                           |                                                                                                                           |                                                                                                             |                                                                                                                                   |                                                                                                                                                                        |                |
| <b>TOTALS</b>                                                             |                                                                                                                           |                                                                                                             |                                                                                                                                   |                                                                                                                                                                        |                |

This information is provided to substantiate the claim for the LEA named above for funding in accordance with provisions of Title VII section 7002 for the above-named federal fiscal year and school year.

|                                          |  |
|------------------------------------------|--|
| Approval Signature<br>and Date           |  |
| Approval Name<br>(Please type or print.) |  |

*Exhibit B Form 1*

### How does my LEA apply for Section 7002 funding?

The application usually opens around the first week of December and closes on January 31<sup>st</sup>, unless that date falls on a weekend or a holiday, in which case it is the next business day. You may complete and submit your application by logging into your Impact Aid Grant System account at <https://impactaid.ed.gov>.

You will need the following information to complete your application:

- Total eligible Federal acres in the LEA
- Revenue received from Federal activities on those lands (if any)
  - *An LEA is ineligible for payment if the LEA receives revenue from federal activities on the eligible property that equals or exceeds the LEA's maximum payment under Section 7002.*
- Total acres in the LEA (to include Federal acres)
- Total taxable (assessed) value of real property in the LEA
- Tax rate for current operating expenditures
  - Current operating expenditures do not include capital outlay, community services, and debt service.

### Can my LEA apply for Section 7002 and 7003 grants?

Yes, however, LEAs determined eligible for both Section 7002 and Section 7003 payments have a limit on their payment(s). The total of both Section 7002 and Section 7003 payments cannot exceed the Section 7002 maximum payment or the Section 7003 maximum payment, whichever is greater.

## How is my LEA's Section 7002 payment determined?

### Foundation Payments

LEAs that received a Section 7002 payment in 2009 have a foundation payment that is the average of their fiscal year 2006, 2007, 2008, and 2009 total payments multiplied by 90 percent.

LEAs that did not receive a Section 7002 payment in 2009 have (or will have) a foundation payment that is their 7002 Maximum Payment for the first year they are eligible after 2009 multiplied by an appropriation percentage, multiplied by 90 percent. The appropriation percentage is the total 7002 appropriated funds for the most recent year for which final data is available, divided by the grand total of maximum payments for all eligible applicants that year.

### Remaining Funds Payments

After we pay foundation payments and the Section 7002(i) payment, we distribute any remaining funds proportionally based on a LEA's maximum payment. An LEA's remaining funds are determined by dividing the LEA's maximum payment by the total maximum payments of all eligible LEAs to determine the LEA's remaining funds percentage. The LEA's remaining funds percentage is then multiplied by the amount of remaining funds left to distribute to determine the LEA's remaining funds payment. In general, the larger your LEA's maximum payment is in relation to other eligible applicants, the higher the remaining funds payment.

## SECTION 7003 (PAYMENTS FOR FEDERALLY CONNECTED CHILDREN)

### What is Section 7003?

Section 7003 grants are formula grants for LEAs that educate federally connected children. These may be the children of members of the uniformed services, children who live on Indian lands, children who live on Federal property or certain types of federally subsidized low rent housing, and children whose parents work on Federal property.

Section 7003 grants include supplemental payments for certain categories of federally connected children who receive special education services under the individuals with Disabilities Education Act (IDEA).

### Basic Support Payments

Basic Support Payments under Section 7003(b) are determined based on a count of federally connected children that the LEA collects on a survey date of its choosing.

### What is a federally connected child?

A federally connected child is associated with eligible Federal property because they live on it, or their parents work on it. The Impact Aid law defines ten distinct categories of federally connected children in Section 7003(b) in paragraphs A through G, summarized in the chart below. The Impact Aid Program first decides whether the Federal property meets the statutory definition, then whether the child is eligible based on the survey documentation.

| Student                             | Parent                                                             | Category in Statute | Payment Weight | Eligibility Minimum                      |
|-------------------------------------|--------------------------------------------------------------------|---------------------|----------------|------------------------------------------|
| Resides on Federal property         | Civilian works on Federal property in the LEA                      | A(i)                | 1.00           | 3% or 400 in Average Daily Attendance    |
| Resides on Federal property         | Foreign Military Officer                                           | A(ii)               | 1.00           |                                          |
| Resides on Federal property         | U.S. Uniformed Services                                            | B                   | 1.00           |                                          |
| Resides on Indian lands             | n/a                                                                | C                   | 1.25           |                                          |
| Does not reside on Federal property | U.S. Uniformed Services                                            | D(i)                | 0.20           |                                          |
| Does not reside on Federal property | Foreign Military Officer                                           | D(ii)               | 0.20           |                                          |
| Resides in Federal Low Rent Housing | Does not work on Federal property in the LEA                       | E                   | 0.10           | 10% or 1,000 in Average Daily Attendance |
| Resides on Federal property         | Civilian does not work on Federal property in the LEA              | F                   | 0.05           |                                          |
| Does not live on Federal property   | Civilian working on Federal property in the same county as the LEA | G(i)                | 0.05           |                                          |
| Does not live on Federal property   | Civilian working on Federal property in the same state as the LEA  | G(ii)               | 0.05           |                                          |

### *Is my LEA eligible for Basic Support Payments?*

To receive a Basic Support Payment, your LEA must have at least 3 percent of its membership or 400 children in average daily attendance who are federally connected. For children who live on Federal property only (not Indian lands or Federal low rent housing) and children whose civilian parents work on Federal property, the eligibility threshold is higher. You need 10 percent of your LEA's membership or 1,000 children in average daily attendance in these two categories combined for your LEA to be eligible for payment. If these children do not meet the higher eligibility threshold, they will not be counted towards the 3 percent or 400 in average daily attendance requirement for the other categories.

## Survey Requirements

### *Can I collect survey information when each child registers for school?*

You can collect information that will help your LEA with its survey (e.g., information that you can later pre-populate on a survey form), but you cannot do the survey as part of the registration process. You must conduct your survey on a specific date that is on or after the 4<sup>th</sup> day of school, and a parent or certifying official must confirm where the child lived and where the parent worked on that date. The survey documents must be signed on or after the survey date. You cannot ask parents and certifying officials where a child will be living or where a parent will be working on future date.

### *What do I do before the survey date?*

- ✓ Choose a survey date on or after the 4<sup>th</sup> day of school for students and on or before January 30<sup>th</sup> of any application year.
- ✓ Decide whether your LEA will count its students using parent-pupil survey forms, source checks, electronic data collection, or a combination of the three methods.
- ✓ Prepare the forms. You are welcome to send your blank forms to the Impact Aid Program analyst assigned to your state. The Impact aid analyst checks to make sure you have included space for all required information before you publish your form or send it to be signed.

### *What do I do on the survey date?*

- ✓ Obtain a report showing the number of students enrolled in your LEA on the survey date.
- ✓ Obtain a report with the names of children for whom your LEA receives tuition.
- ✓ Obtain a report with the names of children for whom your LEA pays tuition.
- ✓ From your Special Education Director, obtain a list of children enrolled in your LEA with an active Individualized Educational Program (IEP). The list should have the child's name, date of birth, grade, IEP signature date, and a certification by the Special Education Director. Active IEPs are those signed within one year of the survey date.
  - For example, if the survey date is October 1, 2025, the IEP must have been signed between October 1, 2024, and October 1, 2025.

### *What is a parent-pupil survey form and when should I use it?*

A parent-pupil survey form asks a parent to certify where the child lived and where the parent worked and/or their active-duty uniformed service status on the survey date. **It works best for civilians living and/or working on Federal property and uniformed services families.**

Parent-pupil survey forms must request the information outlined in the program regulations at 34 CFR 222.35(a). Parent-pupil survey forms are collected on paper or sent out electronically and electronically signed and returned (this is different from "electronic data collection," discussed

later). The LEA can pre-populate information on the form, other than the parent's signature and the signature date, if there is space supplied to edit any information that is no longer correct as of the survey date. You can also have multiple children on one survey form, if all the children live at the same address. The LEA may provide multi-lingual parent-pupil survey forms; however, the LEA is responsible for the translation.

The Impact Aid Program provides sample survey forms on our website at <https://impactaid.ed.gov/resources/#survey>. There is a sample form requesting information about one child, a sample for requesting information about multiple children in one family, and a separate sample form for collecting specialized information about parents who worked on Federal property under a lease or permit (farming, mining, grazing, etc.).

SAMPLE Revised August 2021 SAMPLE

**Impact Aid Survey Form**  
School District Name \_\_\_\_\_  
The survey date is \_\_\_\_\_

This information is the basis for payment to your school district of federal funds under the Impact Aid Program (Title VII of the Elementary and Secondary Education Act) and may be provided to the U.S. Department of Education if the school district's application for payment is audited. This form must be signed and dated for the school district to receive funds based on this information. All boxes must be filled in with complete information, if applicable.

**STUDENT INFORMATION**

|                                                                           |                     |                          |       |             |  |
|---------------------------------------------------------------------------|---------------------|--------------------------|-------|-------------|--|
| Student's Last Name                                                       | First Name and M.I. | Date of Birth            | Grade | School Name |  |
| Home Address (No P.O. Boxes)                                              |                     | City                     | State | Zip Code    |  |
| If the student lives on federal property, enter the name of the property. |                     | Name of federal property |       |             |  |

**PARENT/GUARDIAN EMPLOYMENT INFORMATION: EMPLOYED ON FEDERAL PROPERTY**

Enter information in this section regarding the parent/guardian with whom the student resides if either person was employed on federal property or reported to work on federal property on the survey date. Enter the parent/guardian's name as it appears on the employer's payroll record.

|                             |                     |                                    |       |          |  |
|-----------------------------|---------------------|------------------------------------|-------|----------|--|
| Parent/Guardian's Last Name | First Name and M.I. | Name of Parent/Guardian's Employer |       |          |  |
| Name of federal property    |                     |                                    |       |          |  |
| Address of federal property |                     | City                               | State | Zip Code |  |

**PARENT/GUARDIAN EMPLOYMENT INFORMATION: ACTIVE DUTY UNIFORMED SERVICES**

Enter information in this section regarding the parent/guardian if either person was on active duty in the Uniformed Services on the survey date. This does not include members of the National Guard activated for State service under Title 32.

|                             |                     |                   |      |
|-----------------------------|---------------------|-------------------|------|
| Parent/Guardian's Last Name | First Name and M.I. | Branch of Service | Rank |
|-----------------------------|---------------------|-------------------|------|

**PARENT/GUARDIAN EMPLOYMENT INFORMATION: FOREIGN MILITARY**

Enter information in this section regarding the parent/guardian if either person was both an accredited foreign government official and a foreign military officer on the survey date.

|                             |                     |                   |      |
|-----------------------------|---------------------|-------------------|------|
| Parent/Guardian's Last Name | First Name and M.I. | Branch of Service | Rank |
| Name of Foreign Government  |                     |                   |      |

By signing and dating this form, I am certifying that all typed and written information on this form is accurate and complete as of the survey date.

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Sample Single Child Survey Form 1

SAMPLE

Revised September 2021

SAMPLE

### Impact Aid Survey Form

The survey date is \_\_\_\_\_

This information is the basis for payment to your school district of federal funds under the Impact Aid Program (Title VII of the Elementary and Secondary Education Act) and may be provided to the U.S. Department of Education if the school district's application for payment is audited. This form must be signed and dated for the school district to receive funds based on this information. All boxes must be filled in with complete information, if applicable.

#### STUDENT INFORMATION

|                                                                           |                     |                          |       |             |
|---------------------------------------------------------------------------|---------------------|--------------------------|-------|-------------|
| Student's Last Name                                                       | First Name and M.I. | Date of Birth            | Grade | School Name |
| Home Address on the Survey Date (No P.O. Boxes)                           |                     | City                     | State | Zip Code    |
| If the student lives on federal property, enter the name of the property. |                     | Name of Federal Property |       |             |

#### OTHER CHILDREN ENROLLED IN THE SCHOOL DISTRICT WITH THE SAME HOME ADDRESS AND PARENT/GUARDIAN

|                     |                     |               |       |             |
|---------------------|---------------------|---------------|-------|-------------|
| Student's Last Name | First Name and M.I. | Date of Birth | Grade | School Name |
| Student's Last Name | First Name and M.I. | Date of Birth | Grade | School Name |

#### PARENT/GUARDIAN EMPLOYMENT INFORMATION: EMPLOYED ON FEDERAL PROPERTY

|                                                                                                                                                                                                                                                                                              |                     |                                    |       |          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------------------|-------|----------|
| Enter information in this section regarding the parent/guardian with whom the student resides if either person was employed on federal property or reported to work on federal property on the survey date. Enter the parent/guardian's name as it appears on the employer's payroll record. |                     |                                    |       |          |
| Parent/Guardian's Last Name                                                                                                                                                                                                                                                                  | First Name and M.I. | Name of Parent/Guardian's Employer |       |          |
| Name of Federal Property                                                                                                                                                                                                                                                                     |                     |                                    |       |          |
| Address of Federal Property                                                                                                                                                                                                                                                                  |                     | City                               | State | Zip Code |

#### PARENT/GUARDIAN EMPLOYMENT INFORMATION: ACTIVE DUTY UNIFORMED SERVICES

|                                                                                                                                                                                                                                                   |                     |                   |      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------|------|
| Enter information in this section regarding the parent/guardian if either person was on active duty in the Uniformed Services on the survey date. This does not include members of the National Guard activated for State service under Title 32. |                     |                   |      |
| Parent/Guardian's Last Name                                                                                                                                                                                                                       | First Name and M.I. | Branch of Service | Rank |

#### PARENT/GUARDIAN EMPLOYMENT INFORMATION: FOREIGN MILITARY

|                                                                                                                                                                                        |                     |                   |      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-------------------|------|
| Enter information in this section regarding the parent/guardian if either person was both an accredited foreign government official and a foreign military officer on the survey date. |                     |                   |      |
| Parent/Guardian's Last Name                                                                                                                                                            | First Name and M.I. | Branch of Service | Rank |
| Name of Foreign Government                                                                                                                                                             |                     |                   |      |

By signing and dating this form, I am certifying that all typed and written information on this form is accurate and complete as of the survey date.

Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Sample Multiple Child Survey Form 2

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                     |                                    |       |             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|------------------------------------|-------|-------------|
| <p><i>SAMPLE</i></p> <p style="margin: 0;"><b>BLM Impact Aid Survey Form</b></p> <p style="margin: 0;">The survey date is _____</p>                                                                                                                                                                                                                                                                                                                                                |                     | <p><i>SAMPLE</i></p>               |       |             |
| <p>This information is the basis for payment to your school district of federal funds under the Impact Aid Program (Title VII of the Elementary and Secondary Education Act) and may be provided to the U.S. Department of Education if the school district's application for payment is audited. This form must be signed and dated for the school district to receive funds based on this information. All boxes must be filled in with complete information, if applicable.</p> |                     |                                    |       |             |
| <b>STUDENT INFORMATION</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                     |                                    |       |             |
| Student's Last Name                                                                                                                                                                                                                                                                                                                                                                                                                                                                | First Name and M.I. | Date of Birth                      | Grade | School Name |
| Home Address (No P.O. Boxes)                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                     | City                               | State | Zip Code    |
| If the student lives on federal property, enter the name of the property.                                                                                                                                                                                                                                                                                                                                                                                                          |                     | Name of federal property           |       |             |
| <b>PARENT/GUARDIAN EMPLOYMENT INFORMATION: FARMING, GRAZING, LUMBERING, OR MINING</b>                                                                                                                                                                                                                                                                                                                                                                                              |                     |                                    |       |             |
| Enter information in this section if either parent or guardian spent more than 50 percent of his or her working time on federal property (whether as an employee or self-employed) engaged in <b>farming, grazing, lumbering, or mining.</b>                                                                                                                                                                                                                                       |                     |                                    |       |             |
| Parent/Guardian's Last Name                                                                                                                                                                                                                                                                                                                                                                                                                                                        | First Name and M.I. | Name of Parent/Guardian's Employer |       |             |
| Name of federal property                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                     |                                    |       |             |
| Address of federal property                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                     | City                               | State | Zip Code    |
| Permit Number                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Section             | Township                           | Range |             |
| <p><b>By signing and dating this form, I am certifying that all typed and written information on this form is accurate and complete as of the survey date.</b></p> <p>Signature of Parent/Guardian _____ Date _____</p>                                                                                                                                                                                                                                                            |                     |                                    |       |             |

*Sample Survey Form 3 – Parent Employed on Property through Lease or Permit*

***What is a source check form and when should I use it?***

A source check form is a survey method where the LEA sends a list of children it believes are federally connected to a certifier or certifiers connected with the Federal property. The certifier verifies that the children are federally connected. **For children living on Indians Lands, Low Rent Housing we highly encourage using a source check.** These are the two categories where a parent certification alone is not enough to determine whether the land meets the definition of Federal property in the Impact Aid statute.

The essential components of all Source Checks include parent name, child's name, child's grade, and the name of Federal property; however, there are different requirements for different types of Federal property. Please visit the Impact Aid Program website at <https://impactaid.ed.gov/resources/#survey> for an up-to-date, editable sample form for each federally connected category.

Ensure that one source check is completed for each **property** under each category. You do not need a separate source check for each federal **address**. A property could be one tribe's restricted land or a military installation with multiple home addresses. For example, group all children living on Seminole Trust Land on one source check, even though the children live at different addresses, because they will be certified by the same official.

#### *What is the "electronic data collection" method of surveying?*

Electronic Data Collection (EDC) is where a parent or guardian accesses a secure system to complete and sign the survey form. The parent needs to have a username or password (or another authentication method) to get to the form. Parents enter required data and sign online. A data extract of the online survey's responses provides the student counts by category and property. Please note this is different from, for example, sending out fillable PDF forms that the parent signs with an e-signature app and emails back to the LEA. Under true electronic data collection, the LEA would not be able to provide a copy of each form that was filled out and signed and could only provide a data extract with the survey results.

If an LEA wants to use this method of collecting survey data, it must go through an approval process with the Impact Aid Program, as it is an "other method" that must be approved under 34 CFR 222.35(c). Once approved, the LEA will be free to use this method going forward. See the EDC section of this handbook for more information.

#### *Can I use multiple methods to verify information?*

Yes. For example, many LEAs with large numbers of military connected children will request parent-pupil survey forms first. If there are children that the LEA believes are military connected, but they haven't yet received a survey form, they will put those children on a source check list and ask a military official to verify the parents' active-duty status. Other LEAs will send out an electronic survey first and then follow up with a paper copy if they do not receive a response electronically. Just remember that you can only claim each child under one category/property on the application.

### **Membership and Average Daily Attendance**

An LEA's membership and attendance ratio are key factors in the Impact Aid payment formula. You will fill out this information first on the annual Impact Aid application.

#### *What is membership?*

Membership is a count of students for whom the LEA is financially responsible for providing a free public education. To find your LEA's membership, we take your LEA's enrollment on the survey date, subtract children for whom your LEA receives tuition, and add children for whom your LEA pays tuition.

#### *Why do I need to have documentation of children for whom my LEA receives tuition and for whom my LEA pays tuition?*

If the LEA is financially responsible for providing free public education, the LEA can include the child in its federally connected counts. Ensure that you are not claiming "tuition in" children in

the federally connected categories. Your LEA may include “tuition out” children in its federally connected counts. Track the children for which tuition is being paid on a list with the name of the child, the child's grade, the LEA where the child resides, and the LEA to which tuition is paid.

#### *What does tuition mean?*

To be considered in the “tuition in” or “tuition out” count, a child must meet all three of the requirements below:

- ✓ The LEA makes or receives tuition payments.
- ✓ The LEA has a formal tuition agreement with the sending/receiving LEAs.
- ✓ The amount of the tuition paid is comparable to the cost of educating the child in the receiving LEA.

#### *My LEA has an open enrollment policy with other LEAs in my state. Should I include children participating in this program in my tuition counts?*

No, do not include open enrollment or school choice students in your tuition-in or tuition-out counts. In open enrollment situations, state aid typically covers the cost of the child's education, and no tuition agreements are needed. With open enrollment or “school choice,” count any child that attends your LEA in your enrollment on the survey date and in the federally connected categories, whether they live in your LEA or not. If a student lives in your LEA but is attending another LEA under the open enrollment policy, you should not include them anywhere in your application.

#### *My LEA offers a free public pre-Kindergarten (pre-K) program. Can I include these children in my enrollment and federally connected counts?*

You can include pre-K children in your enrollment and federally connected counts if Federal funds (other than Impact Aid) do not contribute “substantially” to the program. The program regulations at 32 CFR 222.30(2)(ii) say that a child can be counted if “Federal funds, other than Impact Aid funds and charter school startup funds, do not provide a substantial portion of the educational program, in relation to other LEAs in the State, as determined by the Secretary.” If your State does not collect data on sources of pre-K funding, we use 20 percent as a rule of thumb for “substantial,” as that would be twice the national average. Common Federal programs used to fund pre-K programs include Head Start, Early Education Grants, and Title I.

#### *What is ADA?*

The Average Daily Attendance (ADA) is the aggregate days (the sum of the number of days of attendance, excluding days absent, for all school aged children who are enrolled during the school year) in attendance divided by the number days in the school year.

#### *What is an attendance ratio?*

The attendance ratio is a critical part of the Impact Aid payment formula. Total prior year ADA divided by total prior year membership is the attendance ratio. The attendance ratio converts membership to ADA for the eligibility and payment calculations.

### What are the ADA ratio options?

An LEA has three different options for the ADA ratio:

#### State Ratio

This is an established ratio based on the average attendance in your LEA's state. It is the default rate displayed on the Section 7003 application. See the chart below to find the current average attendance ratio for your state.

| State | Attendance Ratio | State | Attendance Ratio | State | Attendance Ratio |
|-------|------------------|-------|------------------|-------|------------------|
| AL    | 0.94256          | LA    | 0.94936          | OK    | 0.94181          |
| AK    | 0.92950          | ME    | 0.93865          | OR    | 0.88239          |
| AZ    | 0.93751          | MD    | 0.93883          | PA    | 0.94026          |
| AR    | 0.95121          | MA    | 0.94619          | RI    | 0.91180          |
| CA    | 0.95633          | MI    | 0.92000          | SC    | 0.94165          |
| CO    | 0.92965          | MN    | 0.94351          | SD    | 0.94865          |
| CT    | 0.95729          | MS    | 0.92819          | TN    | 0.94031          |
| DE    | 0.96371          | MO    | 0.95401          | TX    | 0.94026          |
| DC    | 0.88787          | MT    | 0.94361          | UT    | 0.94240          |
| FL    | 0.93000          | NE    | 0.93782          | VT    | 0.94612          |
| GA    | 0.92906          | NV    | 0.92196          | VA    | 0.95299          |
| HI    | 0.94000          | NH    | 0.97240          | WA    | 0.93700          |
| ID    | 0.93448          | NJ    | 0.93917          | WV    | 0.92366          |
| IL    | 0.94635          | NM    | 0.90000          | WI    | 0.93301          |
| IN    | 0.92290          | NY    | 0.93218          | WY    | 0.93120          |
| IA    | 0.93576          | NC    | 0.92739          | GU    | 0.87961          |
| KS    | 0.94479          | ND    | 0.94407          | PR    | 0.94783          |
| KY    | 0.95160          | OH    | 0.92399          | VI    | 0.76683          |

#### Actual ADA

The LEA can provide its total ADA from the prior school year on the Section 7003 application and upload the source document. This number will be divided by the prior year membership on the prior year survey date to get an attendance ratio. If this attendance ratio is lower than the State Average ratio, we will use the State Average ratio.

#### Sampled ADA

The LEA can sample attendance from evenly spaced attendance periods. The sample must have:

- ✓ At least 30 days total in the sample (from the prior school year); and
- ✓ At least three sample periods; and
- ✓ Sample periods that are at least 5 consecutive school days; and
- ✓ Sample periods that are evenly spaced throughout the school year; and
- ✓ Unweighted attendance data only.

### Civilians who Live and Work on Federal Lands- Category A(i)

Should children whose parents live and work on Indian land be in Category A(i)?

No. Any child residing on Indian lands should be counted under the higher paid Category C. All Category A(i) children's parents are civilians living and working on federal lands.

### Can I double count children in category A(i) who also qualify for another category?

No. Count each child only once on the application. Count a child who lives on Federal property and has a parent in the Uniformed Services in Category B only, not in both Category B and Category A(i). The same goes for children with two federally connected parents; count the child once in the category with the highest weight (see table of category weights above).

### Uniformed Services, Foreign Military Service - Categories A(ii), B, D(i), D(ii)

#### Which branches of service are in the uniformed services?

The uniformed services include the Army, Navy, Air Force, Marines, Coast Guard, Public Health Services Commissioned Corps, National Oceanic and Atmospheric Administration (NOAA) Commissioned Officer Corps, and Space Force.

#### Can I claim children of parents who are in the military of another country?

Yes, if the parent is an accredited foreign government official and they hold an officer's rank. Children of non-commissioned (enlisted) foreign officers are not eligible for Impact Aid. These children should be claimed in category A(ii) if they live on Federal property and category D(ii) if they live off Federal property.

#### On a parent-pupil survey form, is it acceptable for a parent to give their pay grade rather than their rank?

Yes. Each service branch has a different system for ranks, but pay grades are used across the military (see pay grade chart below) and have rank equivalents. This makes it easy to populate a dropdown for this question on electronic data collection surveys, or a checkbox selection on paper survey forms.

|                             |     |     |     |     |     |     |     |     |     |      |
|-----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| <b>Enlisted</b>             | E-1 | E-2 | E-3 | E-4 | E-5 | E-6 | E-7 | E-8 | E-9 |      |
| <b>Warrant Officer</b>      | W-1 | W-2 | W-3 | W-4 | W-5 |     |     |     |     |      |
| <b>Commissioned Officer</b> | O-1 | O-2 | O-3 | O-4 | O-5 | O-6 | O-7 | O-8 | O-9 | O-10 |

#### Can I claim children of parents in the National Guard or in Reserves?

An LEA claiming dependent children of the National Guard or Reserve members must provide documentation (military orders) to show that they have been activated pursuant to Presidential Executive Order 13223 of September 14, 2001, as amended, and under authority of Title 10, United States Code (U.S.C.) for a date range that includes the survey date.

Dependent students of National Guard or Reserves activated under Title 32, U.S.C., who remain under the command and control of the state Governor, are not eligible to apply under the category of active duty in the uniformed services.

#### Can I claim children of retired military?

No, the parent must be on active duty on the survey date.

#### Can I claim children of active-duty uniformed services members stationed in another state or country?

If the parent is on military orders, it does not matter where they are stationed, and we do not need to know this information. Claim the child as federally connected on the Impact Aid application.

### Must parents always give the specific location where they are working on a military installation?

We understand that parents sometimes do not want to give a specific work address for security reasons. Many (but not all) military installations qualify for what we term the “Pentagon Rule.” The Pentagon’s address is simply The Pentagon; it does not have a street address, and yet everyone can find it and it is obviously Federal property. Similarly, we can often accept the name of an installation as the location information, so a parent would only have to identify that they work on Fort Sill, for example, rather than Fort Sill, Building 45. Please contact your state analyst ([https://impactaid.ed.gov/iap\\_staff/](https://impactaid.ed.gov/iap_staff/)) to verify whether we can accept the name of the installation as the complete location information.

### What is Military Housing Renovation?

For purposes of calculating Impact Aid Section 7003 payments, the statute authorizes the Department to consider U.S. military dependents living off-base as if they are living on-base under certain circumstances. This situation may occur if base housing units that normally house dependent children are unoccupied on the Impact Aid survey date because these homes are undergoing renovation.

Demolished homes, with no plans for re-occupancy, are not eligible for payments due to base housing renovations. Applicants that wish to show children associated with renovated housing must provide contact information for a base housing official on the annual Impact Aid application. The Impact Aid program will contact the official to determine the average number of school-aged children in each currently occupied unit and will apply that average to find the number of children who might have occupied the units under renovation. On your application, we will subtract that number of children from category D(i) (uniformed services living off Federal property) and add them to category B (uniformed services living on Federal property). Instead of being paid at a weight of 0.2, they will be paid at a weight of 1.0.

### Children Residing on Indian Lands- Category C

What is the definition of Indian land in the Impact Aid statute?

#### *Trust Land*

Indian lands held in trust by the United States for individual Indians or Indian tribes.

#### *Restricted Land*

Restricted land held by individual Indians or Indian tribes with restrictions on encumbrances and alienation. This means that the land cannot be sold or mortgaged but can be conveyed to others with the approval of the Bureau of Indian Affairs (BIA).

#### *Alaska Native Claims Settlement Act (ANCSA)*

Land that was conveyed under 43 USC 1601 to a Native individual, group, village, or regional corporation, if the property is not taxed. This is the only type of Indian land where the status of the property on the survey date does not matter.

#### *Sole Use*

Property owned by the United States that is designated for the sole use and benefit of individual Indians or Indian tribes. This type of property is rare.

### *Oklahoma Tribal Treaty Housing*

Property in the State of Oklahoma that is owned by an Indian Housing Authority and used for the purpose of providing low-income housing (including under the Native American Housing and Self-Determination Act, or NAHASDA).

### *What survey method should I use to verify children living on Indian land?*

As you can see from the information above, Indian land does not mean “all land on a reservation.” Because the definition of Indian land includes only land in a particular legal status, or administered in a particular way, a parent’s certification is not enough for the Impact Aid Program to determine whether the child’s home is on eligible property. For this reason, we strongly recommend using a source check to verify children living on Indian land. Each type of Indian land requires different source check certifications. Please ask your assigned state analyst if you are not sure which source check form you need to complete for the Indian land on your application.

### *Who needs to certify my Indian Lands source check?*

The person who holds the land status records needs to certify the legal status of the property. In most cases, that entity will be the Bureau of Indian Affairs (BIA). Realty Officers are typically located in the BIA regional office that serves your local Tribe(s). You look up your local regional office on the BIA’s website.

Some Tribes have a self-determination contract with the BIA to provide their own realty services. In that case, a representative from the Tribal Realty office should certify the land status.

### *Source Check for Trust or Restricted Indian Lands:*

- ✓ Tribe – certifies residency of the parents and students as of the survey date.
- ✓ BIA or Tribal Realty (depending on who holds the land records) – certifies the land’s trust or restricted status.
- ✓ LEA – certifies that the students were enrolled in school system as of the survey date.
- ✓ Special Education Director – certifies students had an active IEP as of the survey date (if applicable).

### *Source Check for Alaska Native Claims Settlement Act (ANCSA) Land - Alaska Only*

- ✓ Tribe – certifies residency of the parent and students as of the survey date.
- ✓ Bureau of Land Management or ANCSA Corporation – certifies that the homes listed are on land that was conveyed under ANCSA.
- ✓ LEA – certifies students were enrolled in school system as of the survey date.
- ✓ Special Education Director – certifies students had an active IEP as of the survey date (if applicable).
- ✓ The ANCSA source check requires a legal description and provides specific instructions on what a complete legal description contains.

### *Source Check for Restricted Indian Land in Alaska*

- ✓ The legal description of the child’s home is needed to verify the eligibility of restricted Indian land in Alaska.
  - Unrestricted land conveyed under the Townsite Act is not eligible.

- Although Townsite Act land was first conveyed to a “trustee,” it is not “trust” land.
- ✓ Tribe – certifies residency of the parents and students as of the survey date.
- ✓ BIA or Tribal Realty (depending on who holds the land records) – certifies the land’s trust or restricted status.
- ✓ LEA – certifies that the students were enrolled in school system as of the survey date.
- ✓ Special Education Director – certifies students had an active IEP as of the survey date (if applicable).

#### *Source Check for Oklahoma Tribal Treaty Housing – Oklahoma Only*

- ✓ Indian Housing Authority – certifies residency of parent and students as of the survey date. Also certifies that the housing 1) is owned by an Indian Housing Authority; 2) is used for low-income housing; and 3) is located on land that was ever designated as treaty land.
- ✓ LEA – certifies students were enrolled in school system as of the survey date.
- ✓ Special Education Director – certifies students had an active IEP as of the survey date (if applicable).

#### **What are Indian Policy and Procedures (IPP)?**

An LEA that claims children living on Indian lands under section 7003 is required to establish policies and procedures to consult with local tribes at least annually regarding the participation of Indian children in the LEA’s educational program. Your LEA’s IPP must be approved and implemented annually and submitted with your LEA’s Impact Aid application. The only exception to this requirement is if the LEA obtains a waiver from each tribe that has Indian children living on Indian lands claimed on the LEA’s Impact Aid application. For example, for school year 2025-2026, the IPP or Waiver date should be between February 1, 2025, and January 31, 2026.

#### **What are the policies required in an IPP?**

The LEA’s IPP must have the following policies as well as a description of the specific procedures for how the LEA will:

**Policy One:** Disseminate relevant applications, evaluations, program plans, and information related to the LEA’s education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations.

**Policy Two:** 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 education 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.

**Policy Three:** 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 education 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 education 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.

*Policy Four:* Modify the IPPs if necessary, based upon the results of any assessment or input described above.

*Policy Five:* 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.

*Policy Six:* Provide a copy of the IPPs annually to the affected tribe or tribes.

How does my LEA define the procedures for each policy?

The procedures must describe how your LEA will fulfill the policy requirements in sufficient detail so that you will have clear, complete instructions on what you need to do as part of the consultation process. The Impact Aid Program publishes multiple tools to help your LEA define actionable procedures, including sample documents and checklists at <https://impactaid.ed.gov/resources/>.

My local tribe or tribes will give a waiver of the IPP requirements. What should the waiver contain?

A waiver is a letter from the tribe saying that the tribe is satisfied with the services provided to the tribe, they are aware of their rights to consultation, and they waive those rights for the current school year. If an LEA claims children living on the land of multiple tribes, it must obtain waivers from all the tribes. There is a sample waiver letter on the Impact Aid Program website.

Can I switch between a waiver and an IPP in the middle of a school year?

No, you must choose which method you will use and upload either the waiver or IPP with the annual Impact Aid application. If you have an IPP, your LEA must implement the procedures in the IPP and cannot change to a waiver in the middle of the year.

Sample IPP page 1

(a current and editable version of this document is available at <https://impactaid.ed.gov/resources>)

**All text in bold can be edited to meet the needs of the Tribe(s) or LEA.**

**Indian Policies and Procedures**

\_\_\_\_\_ School District

\_\_\_\_\_ School Year

These policies and procedures will be reviewed annually, and revisions will be made within 90 days of the determination that requirements are not being adequately met. [34 CFR 222.94(c)2-3]

*All changes become effective upon board approval.*

Tribe's preferred method(s) of communication: **LIST HERE (email, Facebook post, school newsletter, etc.)**

Policy 1: The LEA will disseminate relevant applications, evaluations, program plans and information related to the LEA's education program and activities with sufficient advance notice to allow tribes and parents of Indian children the opportunity to review and make recommendations. [34 CFR 222.94(b)(1)]

Procedure 1: The school district will disseminate the following documents to the parents of Indian children and the tribe at least one week in advance of any meeting to discuss these documents. The documents will be disseminated using the tribe's preferred method of communication. The documents to be disseminated include:

- Current year Impact Aid application
- Assessment/Evaluation of Equal Participation
- Indian Policies Procedures (IPPs)
- Any Plans for District education programs
- Written responses to feedback from the consultation process

Policy 2: The LEA will provide an opportunity for the tribe 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 how the LEA may help those children realize the benefits of the LEA's education programs and activities. [34 CFR 222.94(b)(2)]

As a 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.

Procedure 2:

2.1 The School District will hold one annual board meeting to allow the parents of Indian children and the tribe(s) to provide input on the educational program and activities. The School District will give parents of Indian children, tribes, and the public notice of any meeting at least one week in advance via the tribe's preferred method of communication.

Sample IPP page 2

(a current and editable version of this document is available at <https://impactaid.ed.gov/resources>)

2.2 If the consultation participation by parents of Indian children and tribes is low, the School District will re-evaluate its consultation process. Specifically, the School District will take the following measures to improve or enhance participation:

- Consult with parents of Indian children and tribes
- Change communication method
- Change time of meeting

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 education program and activities. [34 CFR 222.94(b)(3)]

As part of this requirement, the LEA will:

(i) Share relevant information related to Indian children's participation in the LEA's education 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.

Procedure 3:

3.1 The School District shall annually calculate from its records the ratio of Indian children compared to non-Indian children participating in all academic and co-curricular programs.

3.2 Parents of Indian children, tribes and other interested parties may express their views on participation at the annual school board meeting on Impact Aid.

3.3 If it is determined that there are gaps in Indian participation in the educational program or activities, the School Board in consultation with the tribes and the parents of Indian children, will modify its education program in such a way as to improve Indian participation.

Policy 4: The LEA will modify the IPPs if necessary, based upon the results of any assessment or input described in paragraph (b) of this section (this document). [34CFR222.94(b)(4)]

Procedure 4:

4.1 The School Board will schedule a school board meeting at least once annually to consult with the tribe and parents of Indian children on the content of the IPPs, equal participation, and educational program and activities. Parents of Indian children and tribes will be notified via the tribe's preferred method of communication regarding this meeting and their ability to submit comment.

4.2 The School Board will evaluate all recommendations and recommend revisions for changes to these IPPs.

4.3 Any changes by the School Board will become effective immediately upon formal adoption.

4.5 The School District will disseminate copies of the revised IPPs to the tribe and parents of Indian children via the tribe's preferred method of communication within 30 days of adoption by the School Board.

Sample IPP page 3

(a current and editable version of this document is available at <https://impactaid.ed.gov/resources>)

**Policy 5: The LEA will 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. [34CFR222.94(b)(5)]**

**Procedure 5:**

5.1 The School District will annually keep track of and assemble all comments and suggestions received through the consultation processes by **keeping minutes at the school board meeting to discuss Impact Aid.**

5.2 The School District will **at least annually** respond in writing to comments and recommendations made by tribes, or parents of Indian children, and disseminate the responses to all parties **via the tribe's preferred method of communication** prior to the submission of the IPPs by the District.

**Policy 6: The LEA will provide a copy of the IPPs annually to the affected tribe or tribes. [34 CFR 222.94 (b)(6)]**

**Procedure 6:**

The School District will annually provide a copy of the current Indian Policies and Procedures to the tribe **using the tribe's preferred method of communication prior to submitting the Impact Aid Application.**

**LEA Board Approval Date: Month Date, Year**

Sample Waiver Letter 1

(a current and editable version of this document is available at <https://impactaid.ed.gov/resources>)

Dear Superintendent \_\_\_\_\_,

The \_\_\_\_\_ (name of tribe) has a positive working relationship with the public schools in our area. The \_\_\_\_\_ (name of tribe) is satisfied with the educational services and programs provided by the \_\_\_\_\_ (name of the school district).

The \_\_\_\_\_ (name of school district) has provided the tribe with a copy of the regulations 34 CFR 222.91-94 pertaining to our rights under the Indian consultation process. We understand our rights and offer this letter as a waiver of the Impact Aid Indian Policies and Procedures requirements for the FY \_\_\_\_\_ Impact Aid application year.

If you have any questions or concerns relating to this waiver, please contact \_\_\_\_\_ (name of contact) at \_\_\_\_\_ (phone number) or \_\_\_\_\_ (email address).

Sincerely,

\_\_\_\_\_  
Tribal Leader Name and Title

## Low Rent Housing- Category E

How do I determine if I have any students who live in eligible low rent housing?

To determine if the low rent housing projects in your LEA are eligible, there are a number of resources you can check.

### *The Impact Aid Property Database.*

**Log in** to the Impact Aid Grant System (<https://impactaid.ed.gov>). Once in the Impact Aid Grant System, click on Federal Properties on the top banner, and search the list of known Federal properties in your state to see if there is eligible low rent housing already identified in your area.

### *Local Housing Authority*

Contact your local Housing Authority and ask to speak to an Asset Manager. Ask for a list of public housing addresses that are **public, Federal low rent housing “projects” funded under the Housing Act of 1937**. For each property, ask for the Asset Management Project (AMP) number(s) provided by the U.S. Department of Housing and Urban Development (HUD). If a development does not have an AMP number, it is likely ineligible for Impact Aid funding. If they have questions about the housing you’re looking for, see the table below for a list of Federal housing assistance programs, and whether the housing qualifies for Impact Aid.

### *Online*

HUD has a map of Public Housing Buildings on its Open Data website at <https://hudgis-hud.opendata.arcgis.com/>. The “development code” on the property is the AMP number. There is an overwhelming amount of information on the map, so please contact your Impact Aid analyst if you need help using this tool.

What if a community has multiple funding sources, including conventional public housing?

Many newer properties contain a mix of funding sources. We call these “mixed-use properties.” The Housing Authority must be able to identify which specific units are conventional public housing. These are the only units eligible for Impact Aid. If the housing authority cannot determine the funding source unit by unit, you may not claim any units in the mixed-use property.

How can I verify the eligibility of children living in Federal low rent housing?

It is necessary to involve your local housing authority annually to confirm that the child’s home address is eligible on the survey date, which is why a source check is the most efficient way to verify children in this category. You can use a parent-pupil survey form to verify that the child lived at the address on the survey date, however parents are unlikely to know which statute provided their housing assistance. You need the public housing authority to confirm that the address is eligible and provide the AMP number. Also, many housing authorities are converting public housing to different ownership to access more diverse funding sources, so each year the number of eligible properties is decreasing. Do not rely on an old list of eligible addresses.

The table below lists various Federal housing programs and indicates whether they qualify for Impact Aid. This may be helpful to provide to your local housing authority.

### Eligible Federal Low Rent Housing Programs (Public Housing)

Eligible low-rent housing must not be subject to taxation by any State, or political subdivision of a State, due to Federal law, agreement, or policy.

|                            |                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PUBLIC HOUSING             | Housing owned and managed by a Public Housing Authority (a government entity), funded under the Housing Act of 1937. This housing has an Asset Management Project number given by the U.S. Department of Housing and Urban Development (HUD).                                                                                                                          |
| NAHASDA AFFORDABLE HOUSING | This housing is owned and managed by a Tribal Housing Authority (a government entity), funded under the Native American Housing Assistance and Self-Determination Act (NAHASDA), and used for affordable housing.<br><b>NOTE: If this housing is on property in Trust or Restricted Status or is in Oklahoma, it is "Indian lands" for the purposes of Impact Aid.</b> |
| OTHER                      | Housing used to provide housing for homeless children at closed military installations pursuant to section 11411 of Title 42.                                                                                                                                                                                                                                          |

### Ineligible Federal Low Rent Housing Programs (Affordable Housing)

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| SECTION 8 HOUSING CHOICE VOUCHER PROGRAM (HCV)            | This is the federal government's major program for assisting very low-income families, the elderly, and the disabled to afford decent, safe, and sanitary housing in the <b>private market</b> .                                                                                                                                                                                                                                   |
| SECTION 8 PROJECT BASED HOUSING ASSISTANCE PAYMENTS (HAP) | HUD renews Section 8 project-based housing assistance payments ("HAP") contracts with owners of multifamily rental housing. Project sponsors are <b>private owners</b> , both profit-motivated and nonprofit or cooperative organizations.                                                                                                                                                                                         |
| LOW-INCOME HOUSING TAX CREDIT (LIHTC)                     | A tax incentive intended to increase the availability of low-income housing. The program provides an income <b>tax credit to owners</b> of newly constructed or substantially rehabilitated low-income rental housing projects.                                                                                                                                                                                                    |
| RENTAL ASSISTANCE DEMONSTRATION (RAD)                     | A program that allows proven financing tools to be applied to at-risk public and assisted housing. There are two components: 1) Public Housing to convert to long-term <b>Section 8</b> rental assistance contracts; 2) Rent Supplement (Rent Supp), Rental Assistance Payment (RAP), and Mod Rehab properties to convert tenant-based <b>vouchers</b> issued upon contract expiration or termination to project-based assistance. |
| SECTION 8 EXISTING RENTAL ASSISTANCE (RAP)                | Provides rental assistance to low-income families who are unable to afford market rent. Assistance may be in the form of <b>vouchers or certificates</b> .                                                                                                                                                                                                                                                                         |
| SECTION 8 HOMEOWNERSHIP PROGRAM (HCVHP)                   | Allows low-income families who qualify for Section 8 rental assistance to use their <b>certificates or vouchers</b> to pay for homeownership costs under a mortgage.                                                                                                                                                                                                                                                               |
| SUBSIDIZED HUD OWNERSHIP (PRIVATE)                        | Property that is owned and operated by <b>private owners</b> who receive subsidies in exchange for renting to low- and moderate-income people. Owners may be individual landlords or for-profit or nonprofit corporations.                                                                                                                                                                                                         |

### Low Rent Housing Eligibility Determined on a Case-by-Case Basis

The Housing Authority must be able to annually identify the individual units that are used for conventional low-rent, public housing.

|                       |                                                                                                                                                                                            |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MIXED FUNDING (MIXED) | These communities may include conventional Federal public housing mixed with housing funded through other Federal, State, or local low-income housing programs, or with market rate units. |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                    |                                                                                                                                                                                                                                                                                |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ANNUAL CONTRIBUTION CONTRACT (ACC) | These are annual contracts between HUD and Public Housing Authorities for payments toward rent, financing debt service, and financing for modernization. The contract may cover both conventional public housing and ineligible housing funded through other Federal programs. |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Civilians Only Living or Only Employed on Federal Property- Categories F, G(i), and G(ii)

Are children with parents employed on Federal vessels considered federally connected?

Yes, if the vessel has a homeport in the same state as your LEA. The survey form or source check must include the name of the vessel, the controlling agency, its hull number, and homeport.

Are children with parents who work on Federal property under a lease or permit considered federally connected?

Yes. According to 34 CFR 222.2 (definition of “parent employed on Federal property,” paragraph (1)(ii)), the parent or employer must have spent more than 50 percent of their working time on the Federal property, whether for an employer or self-employed, when engaged in farming, grazing, lumbering, mining, or other operations that are authorized by the Federal government.

To verify the parents’ eligibility by survey form or source check, we need to know the name of the Federal property, the lease holder (found under “case name” for Bureau of Land Management (BLM) leases), the active lease or permit number (also known as a Serial Number or Legacy Number for BLM leases), and the location information (address or legal description) for the lease. The BLM provides the property eligibility information for: mines and mining claims on federal property, permits under the Taylor Grazing Act of 1934, and geothermal leases on federal property. You can research current lease information on the BLM website at <https://reports.blm.gov/>.

A source check for these children needs to be certified by the employer, who can attest that the parent spent at least 50 percent of their working time on the Federal property on the survey date, as well as a Federal or Tribal certifier who can attest that the employer has an active lease or permit to work on the Federal property on the survey date. You can find a sample source check for this type of property in the sample source check Excel file on our website at <https://impactaid.ed.gov/resources/#survey>. Use the tab labeled G- Leases and Permits. There is a sample survey form for this category at the same link.

Can I claim children with parents employed by the Federal government that work from home on the survey date?

In the Federal government, “teleworking” is different from “working remotely.” Teleworking employees work from home sometimes, while remote employees always work from home. The program regulations at 34 CFR 222.2 (definition of “parent employed on Federal property,” paragraph (1)(i)) say that children of Federal employees that telework on the survey date are federally connected even if they worked from home on the survey date. A remote employee’s work address is the same as their home address. Do not consider a parent who works remotely as federally connected unless their home address is on Federal property.

### Can I claim children with parents who did any kind of work on a Federal property on the survey date as Federally connected?

No. According to 34 CFR 222.2 (definition of “parent employed on Federal property,” paragraph (1)(iii)), the parent must have reported to work on the Federal property on the survey date, unless “engaged in farming, grazing, lumbering, mining, or other operations that are authorized by the Federal government, through a lease or other arrangement, to be carried out entirely or partly on Federal property.” Essentially, the definition excludes delivery workers, taxi or ride share drivers, etc., who may have done some work on a Federal property on the survey date, but did not report to work on the Federal property. This is the why the parent’s employer is required on a survey form or source check.

## Electronic Data Collection for Parent-Pupil Survey Forms

### What is the Electronic Data Collection (EDC) Pilot process?

The Impact Aid Program requests proposals from LEAs that wish to develop and implement a system to collect data for the section 7003 application for Impact Aid. The EDC Team will provide resources and guidance to develop your digital forms and reporting, leading to a presentation and demonstration of your EDC software. Once approved, you will receive a Memorandum of Understanding (MOU) from Impact Aid for official signature. An LEA is then ready to conduct an electronic survey of their federally connected students.

### What are the requirements to participate in EDC?

To begin the EDC participation process, please complete and return the proposal questionnaire to [EDCPilot@ed.gov](mailto:EDCPilot@ed.gov). We recommend the LEA start the process no later than 3 months prior to the proposed survey date or 6 months prior to the January 31 application deadline, whichever is earlier. The approval process should be completed by December 1<sup>st</sup>. LEAs must choose a software, either its existing student database software or purchase new/additional software, to create a digital survey form. The software must protect the personally identifiable information (PII) provided on the form and must be able to provide reports using the data submitted on the digital survey form. The form must include all required information and have secure limited access once signed and submitted by the parent.

All statutory and regulatory requirements must be met just as they are in a paper survey, and must follow all Federal, state, and local laws and regulations on e-signatures. All requirements are detailed in the EDC Pilot Proposal questionnaire. Contact the EDC Team for resources.

### My LEA wants to try this. How do I get started?

Email the Impact Aid EDC Team ([EDCPilot@ed.gov](mailto:EDCPilot@ed.gov)) to request to participate in the EDC Program. To submit your EDC proposal, please fill out the questionnaire on the Resources page on our website at <https://impactaid.ed.gov/resources/#edc>.

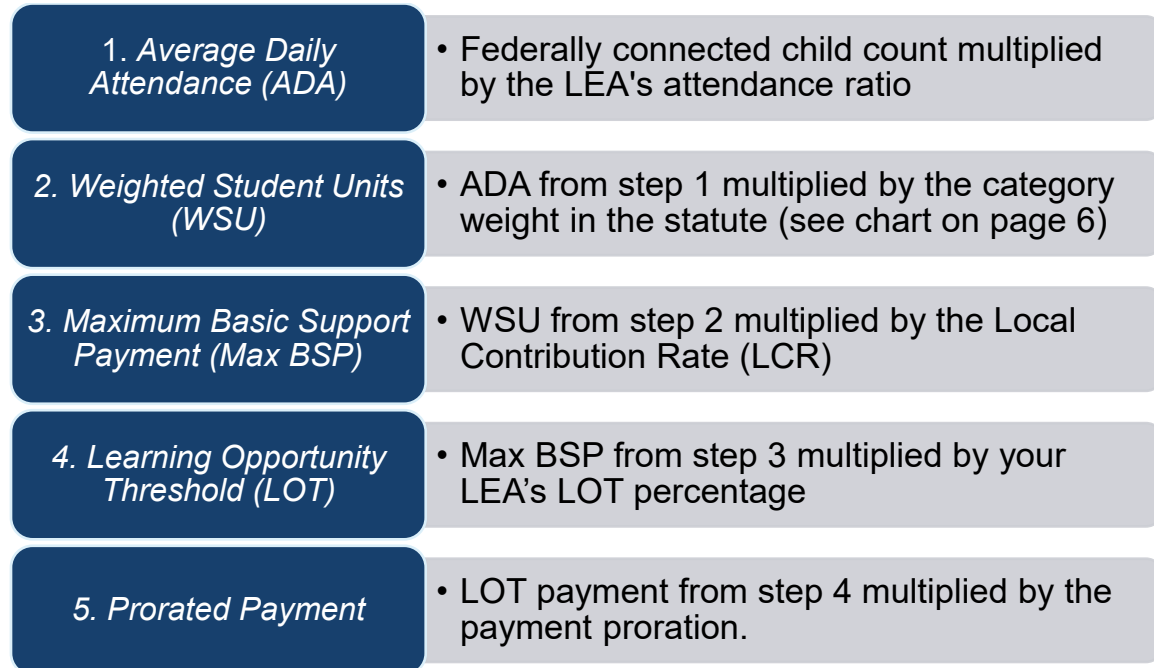
### Will we have to present a proposal every year?

No. Your LEA will be monitored in its first year using electronic data collection. If the data produced by the electronic survey meets all the requirements, your LEA is approved to use the system going forward. If you change your system, please contact the EDC Pilot team ([EDCPilot@ed.gov](mailto:EDCPilot@ed.gov)) to get reapproved.

## Basic Support Payment Formula

### How are Basic Support Payments calculated?

This graphic provides a basic summary of the payment calculation for most LEAs, with more details about the data inputs provided below.



### What is the Local Contribution Rate (LCR)?

A LCR is the rate used to estimate the Local Educational Agency's (LEA) share of the cost of education for their children. An LCR is a critical part of the payment formula, and there are 4 options for an LEA:

1. Half the national average – provided by the National Center of Educational Statistics (NCES),
2. Half the state average – provided by NCES,
3. the local contribution percentage rate – provided by NCES, or
4. the generally comparable district (GCD) rate – provided by the state.

### How is an LCR selected?

The Impact Aid Program selects the highest rate for the LEA.

### What is a Generally Comparable District (GCD)?

- Generally Comparable Districts (GCD) are LEAs that share grade spans, similar average daily attendance, and/or proximity to a large city.
- We ask states for data to determine GCD Local Contribution Rates for Impact Aid applicants. States may opt not to submit data.
- LEA's that qualify for a GCD Local Contribution Rate receive an interim payment based on that rate. Any additional payments including the final for the application will be paid using the GCD rate.

### What is the Learning Opportunity Threshold (LOT)?

The LOT is a figure that approximates the impact of federally connected students on the LEA. LEAs that are most affected by federally connected students have a higher prorated payment than those least affected. The LOT is calculated by adding the LEA's federally connected membership percentage ( $\text{Total Eligible Federally Connected Children} / \text{Membership} \times 100$ ) to the LEA's payment percentage ( $\text{Maximum Impact Aid Payment} / \text{Total Current Expenditures} \times 100$ ). The LOT cannot exceed 100 percent.

### What are Total Current Expenditures (TCE)?

TCE data is always three years behind (e.g., we use FY 2024 Total Current Expenditure data to determine FY 2027 basic support payments). The Impact Aid Program obtains TCE data from the National Center for Education Statistics (NCES). If the data is not available from the NCES, the Impact Aid Program uses the LEA's Annual Financial Report to determine the TCE.

#### *TCE includes:*

- Administration
- Attendance
- Expenditures to cover deficits for food service and student body activities
- Fixed charges
- Health services
- Instruction
- Operation and maintenance of plant
- Pupil transportation
- Tuition for resident pupils

#### *TCE excludes:*

- Adult education
- Capital Outlay
- Community services
- Debt service
- Expenditures from tuition of non-resident pupils
- Expenditures of funds granted under Title I, Part A of the Elementary and Secondary Education Act of 1965

### What is the payment proration?

The Impact Aid Program sets the payment proration based on our confidence in the application data and the amount of appropriated funds for the year. The proration increases as the data gets closer to final. The proration also increases as additional appropriated funds become available, until we know the final appropriation for the year. Generally, initial payments are paid at a proration of 50 percent, and the percentage increases throughout the year.

## Heavily Impacted Payments under Section 7003(b)(2)

Heavily Impacted LEAs that enroll certain percentages of federally connected children and meet other specific statutory criteria, will receive an increase in their formula payments under Section 7003(b)(2).

### What is the eligibility criteria for Heavily Impacted LEAs?

LEAs must be eligible for a basic support payment under Section 7003(b)(1). With a few exceptions, there are two ways for an LEA to be eligible for Heavily Impacted funding. One set of criteria applies to LEAs who received a Heavily Impacted payment for FY 2001 and one set of criteria applies to LEAs that did not.

Reminder: **ADA** stands for Average Daily Attendance and **PPE** stands for Per Pupil Expenditures.

We obtain the comparable PPE and tax rates from the LEA's state.

### *Basic Eligibility (did not receive Heavily Impacted funds in FY 2001)*

- Federally connected ADA greater than or equal to 45 percent of the LEA's Total ADA.
- Tax rate is greater than or equal to 95 percent of either:
  - State average tax rate, or
  - Tax rate for comparable LEAs.
- Either:
  - ADA is greater than or equal to 350 and LEA's PPE is less than the State or National Average PPE, or
  - ADA is less than 350 and LEA's PPE is less than the PPE of one or three comparable LEAs.

### *Eligibility for LEAs that Received Heavily Impacted Funds in FY 2001*

- Federally connected ADA is greater than or equal to 35 percent of the LEA's Total ADA
- Tax rate is greater than or equal to 95 percent of either:
  - State average tax rate, or
  - Tax rate for comparable LEAs.
- LEA's ADA is either:
  - Greater than or equal to 350 and the LEA's PPE is less than either the State or National PPE, or
  - Less than 350 (no PPE requirement).

## CHILDREN WITH DISABILITIES PAYMENTS (SECTION 7003(d))

Payments for Children with Disabilities provide additional assistance to LEAs that educate federally connected children eligible for services under the Individuals with Disabilities Act (IDEA). These payments are in addition to Basic Support Payments and IDEA funds provided on behalf of these children. An LEA that receives these funds **MUST** use them for the increased costs of educating federally connected children with disabilities.

### Which children are eligible for Supplemental Payments for Children with Disabilities (CWD)?

Only children who either have a parent on active duty in the U.S. Uniformed Services, have a parent who is a Foreign Military Officer, or live on Indian lands generate special education funding for the LEA.

| Category     | Description                                                                                                                                      | Payment Weight |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>A(ii)</b> | Child with a parent that is both an accredited foreign government official and a foreign military officer AND lives on Federal property          | 1.00           |
| <b>B</b>     | Child with a parent in the active-duty uniformed services who lives on Federal property                                                          | 1.00           |
| <b>C</b>     | Children who reside on Indian lands                                                                                                              | 1.00           |
| <b>D(i)</b>  | Child with a parent in the active-duty uniformed services that DOES NOT live on Federal property                                                 | 0.50           |
| <b>D(ii)</b> | Child with a parent that is both an accredited foreign government official and a foreign military officer that DOES NOT live on Federal property | 0.50           |

### How do you determine if a child is eligible to be claimed as a CWD on the application?

You can claim a child as a CWD if they have an active Individualized Educational Plan (IEP) or an Individualized Family Services Plan (IFSP) for infants and toddlers as of the LEA's survey date. Do not include gifted and talented students.

### How is the payment for CWD calculated?

The payment for children with disabilities is a simple calculation:

- Multiply the number of CWD in each category by the LEA's attendance ratio to get children by category in average daily attendance (ADA).
- Multiply the ADA by the weight in the law to get Weighted Student Units (WSU) (see Payment Weight table above).
- Multiply the WSU by the CWD payment rate to get the amount paid.

### How is the CWD rate determined and why does it change throughout the year?

The final CWD rate is the total number of CWD WSUs for every eligible application divided by the total 7003(d) appropriated funds for the fiscal year. Because all data on every application must be final before we can calculate a final payment, we adjust the CWD payment rate as data is finalized. When we begin a fiscal year under a "continuing resolution," which provides a percentage of the prior year's total appropriation, we pay initial CWD payments at a rate of \$500 per WSU. Typically, that increases to around \$1,050 per WSU when we have a full year's

appropriated funds for the second payment. The final payment at the final CWD rate is the third payment that the LEA receives.

#### Are there other application reporting requirements for CWD?

If your LEA received a payment for children with disabilities in the prior school year, you will have to complete a report of special education expenditures on your next Impact Aid application. Our regulations require that a grantee show that it spent at least as much as it received on special education services, on a per-child basis (see 34 CFR 222, Subpart D). When apply for Impact Aid, you will report your per-pupil expenditures for special education from the prior school year (e.g., when applying for FY 2027 funds in January 2026, you will report your special education expenditures from school year 2024-2025).

#### Are there rules for how the funds must be spent?

The LEA can spend these funds on any special education-related expenditure. We strongly recommend assigning payments under 7003(d) to your special education revenue fund.

## SECTION 7007 CONSTRUCTION

### What are Impact Aid Construction grants under Section 7007?

Construction grants go to LEAs that educate high percentages children living on Indian lands and/or children of members of the uniformed services. These grants help pay for the construction and repair of school buildings. Section 7007(a) provides formula grants to LEAs based on the number of eligible federally connected children they educate. Section 7007(b) provides competitive grants for emergency repairs and modernization.

### What can my LEA do with Section 7007 funds?

Construction grant funds must be spent on construction.

*Section 7013 defines “construction” as the **preparation of drawings and specifications for school facilities; erecting, building, acquiring, altering, remodeling, repairing, or extending school facilities; inspecting and supervising the construction of school facilities; and debt service for such activities.***

### Are there specific requirements for spending construction funds?

There are several laws that are applicable to federally funded construction projects.

#### Section 7(b) of the Indian Self-Determination Act – Discretionary Only

LEAs that receive these funds because they educate children living on Indian lands are considered to have received a grant award primarily for the benefit of Indians. The law specifies that the recipient of a grant awarded for the benefit of Indians must "to the greatest extent feasible" give preference to Indians. The grantee must also provide Indians opportunities for training and employment in connection with the administration of the grant. Indian organizations and Indian-owned economic enterprises must receive preference in the award of contracts and subcontracts at any level of administration of the construction project.

#### Davis-Bacon Act

The Davis-Bacon Act sets minimum wages for laborers and mechanics employed by construction contracts more than \$2,000 that are financed by Federal assistance. Contracts must include language that acknowledges that all contractors and subcontractors will pay wages that are not less than those established for the locality of the project. The Department of Labor sets prevailing wage rates and these can be found online at [www.dol.gov](http://www.dol.gov).

#### Build America Buy America Act (BABAA)

For awards made after October 1, 2022, grantees and their contractors may not use their grant funds for infrastructure projects or activities unless all iron and steel used in the infrastructure project or activity are produced in the United States, all manufactured products used in the infrastructure project or activity are produced in the United States, and all construction materials are manufactured in the United States. Grantees may request a waiver for this requirement from the Department of Education. For more information visit <https://www2.ed.gov/policy/fund/guid/buy-america/index.html>.

## Formula Grants under Section 7007(a)

### *When does the Impact Aid Program typically receive funding for formula grants?*

Congress normally appropriates funds for construction formula grants in even numbered fiscal years.

### *How does my LEA apply for a formula construction grant?*

Formula construction payments are made based on the counts of federally connected children submitted on the regular Section 7003 application. There is no separate application.

### *How does my LEA qualify for a formula construction grant?*

Formula construction payments go to LEAs with the following characteristics:

- 50 percent or more of membership has a parent in the Uniformed Services (living on or off Federal property), or
- 50 percent or more of membership lives on Indian Land, or
- Receives a Heavily Impacted payment under Section 7003(b)(2).

### *How are formula construction payments calculated?*

For all LEAs that qualify, we find the sum of all Indian Lands WSUs (category C) and the sum of all Uniformed Services WSUs (Categories B and D(i)). We determine the payment rate for Indian lands WSUs by dividing half of the program's appropriation by the total WSUs from all qualifying Indian lands LEAs. We determine the payment rate for Uniformed Services WSUs by dividing half of the program's appropriation by the total WSUs from all qualifying Uniformed Services LEAs. Your LEA's payment is your Indian Lands or Uniformed Services WSUs multiplied by the payment rate for that category.

### *Are there reporting requirements for formula construction grants?*

If your LEA received a formula construction payment in the prior school year, you would have to complete a brief report on your next Impact Aid application.

## Discretionary Grants under Section 7007(b)

### *When does the Impact Aid Program typically receive funding for discretionary grants?*

Congress normally appropriates funds for discretionary grants in odd numbered fiscal years.

### *Is my LEA eligible to receive a Discretionary Construction grant?*

The Impact Aid law designates four priorities for Discretionary Construction awards and says that the priorities must be funded in order (Priority One before Priority Two, etc.). Each priority has different eligibility criteria. Recently, due to the amount of appropriated funds, the Impact Aid Program has only asked for applications under Priority One. Priority One applicants have a school building with an urgent, emergency condition that must be remediated. Also:

- Based on the LEA's application for Basic Support Payments, 50 percent or more of the LEA's membership either lives on Indian Lands or has a parent in the Uniformed Services AND the LEA:
  - Has no capacity to bond (total valuation of real property in the LEA is less than \$25 million), or
  - Minimal capacity to bond (total valuation of real property in the LEA is less than \$50 million and the LEA has used 75 percent of its bonding capacity), or
  - Is a charter school.

- OR the LEA receives Heavily Impacted payments under Section 7003(b)(2).

*How much money could my LEA receive?*

For LEAs with an assessed value over \$25 million, grant funds cannot exceed: 50 percent of total project cost or \$4 million over 4 years. For all LEAs, grant funds cannot exceed the difference between the cost of the project and the amount the LEA has available from other sources.

*What can my LEA do with discretionary construction funding?*

Your LEA can provide accessibility for persons with disabilities as part of a larger project. Your LEA can also replace a school facility where the LEA holds title and it would be more cost-effective to replace than to repair, renovate, or alter a school facility to ensure the health and safety of students and personnel (see 34 CFR 222.172 for more information).

*What can my LEA not do with discretionary construction funding?*

Funds must be used for educational facilities only. An LEA may not use funds for improvements to school grounds (environmental remediation, traffic remediation, landscaping, etc.), stadiums, or teacher housing. LEAs may not buy real property with discretionary construction funds or cover regular building maintenance costs.

*Where does my LEA submit its application?*

You must submit your application through Grants.gov and follow the Common Instructions referenced in the Notice Inviting Applications which contains requirements and information on how to apply.

*Is there a matching requirement for these grants?*

An LEA is required to provide a 50 percent match for an emergency repair or modernization grant award unless the LEA has “no practical capacity to issue bonds” (see above).

*We have several buildings that need repairs and modernization. Can we apply for grants for all of these?*

No, an LEA may only submit one application, detailing its emergency needs for one facility.