



National Association of  
Federally Impacted Schools  
444 N. Capitol Street, NW  
Suite 419  
Washington, DC 20001  
P: 202.624.5455  
F: 202.624.5468  
W: www.nafisdc.org



## Planning Underway for Fall Conference

**T**his past year, Impact Aid faced significant challenges, including efforts to turn it into vouchers for military connected students and being targeted in the Trump Administration’s effort to decrease federal spending. But thanks to the NAFIS Family, the program is secure for now.

“Together, we advocated strongly to protect Impact Aid, and in the process we won a proposed funding increase for the program,” said NAFIS Executive Director Hilary Goldmann. “Our collaboration has benefited all federally impacted school districts and the students they serve, but we must not rest on our laurels. The debate over vouchers is far from over, and the changing fiscal climate will present new challenges in the years to come.”

NAFIS is acknowledging the current political environment with the theme for our 2018 Fall Conference: **Facing Adversity: Stronger Together.**



**Linda DiVall**

Preparations are well underway for the conference, which will be held September 23-25 at the Hyatt Regency Capitol Hill in Washington, DC (tentative agenda on page 5). It comes at a critical time: the end of the federal government’s fiscal year and a few short weeks before mid-term elections that will determine the makeup of the U.S. Senate and House of Representatives, as well as countless state and local races.

One highlight will be the luncheon session on Monday, September 24, during which renowned political strategists **Linda DiVall**, the first Republican woman to launch a political research and strategy firm, and **Celinda Lake**, a prominent Democrat pollster and strategist, will share their election projections.

Conference registration opens at 8:30am on Sunday, September 23, as does the Internet Café and Social Media Station (both will be open and running for much of the conference). That day—which is School Spirit Sunday, so dress casually in your school colors and logos—offers several important conference events. In the morning, you can attend the Conference Orientation and Basics of Impact Aid session to get a preview of the rest of the conference and a brief reminder on what Impact Aid is and why it is so important. You can attend Policy & Advocacy 101 for a primer on the legislative process and terms that will be used throughout the conference, as well as a refresher on skills that will be



**Celinda Lake**

Continued on page 4...

July - August 2018

IMPACT

# Impact Aid Program Solvency

From the start of my tenure as NAFIS Executive Director, the NAFIS Board has been very clear that their top priorities are NAFIS Family unity and Impact Aid program solvency. These priorities go hand in hand, as family unity is much easier to achieve when the program is adequately funded. As the saying goes, as the pie gets smaller, the table manners go out the window. And despite recent increases in appropriations, it has felt like the pie is getting smaller. Now is a good time to examine why.

For Federal Properties, the main downward pressure on payments is the federal government's acquisition of property, either taking additional land off local tax rolls at existing Federal Properties school districts or making new school districts eligible for Federal Properties funding. Increased appropriations are required to help reimburse school districts for the loss of tax from this newly acquired land, as well as for increased payments for existing school districts to receive funding above their foundation payment.

For Basic Support, downward pressure on the program is more complicated. Three factors determine a district's payment and the overall program LOT payout.

1. Federally connected students
2. Congressional appropriations
3. Local Contribution Rate

**Federally connected students:** The number of federally connected students has declined over the last decade, so this factor is not putting pressure on program dollars.

**Appropriations:** Appropriations increased every fiscal year 2007 to 2012 (except FY 2011, when there was an across-the-board cut). However, at this same time LOT dropped significantly, from 142.67 percent in FY 2007 to 96.109 percent in FY 2012. If appropriations increased and student counts dropped, why did LOT decrease?

The opposite happened between FY 2014 and 2016. Appropriations were stagnant in FY 2014 and FY 2015, with a small increase in FY 2016. Yet LOT increased from 91 percent to 93.689 percent. Why?

The critical factor is the Local Contribution Rate.

**Local Contribution Rate:** The Local Contribution Rate (LCR) is a measure of average K-12 education spending nationwide. For the Impact Aid formula, it represents one-half\* the national or state average per pupil expenditure, whichever is higher for each federally impacted school district.

The LCR rose each year from FY 2007 to FY 2014, when appropriations increased and the LOT decreased. The LCR decreased between FY 2014 and FY 2015, so even though appropriations were stagnant the LOT increased (see chart below).

During this time, the LCR drove the LOT payout. When national spending on education increased from FY 2007 to FY 2012, the LOT dropped because the increased appropriations were not sufficient to cover the increased LCR. During the recession the LCR was stable or declined because education spending nationwide was stable or declined, resulting in a LOT payout increase even when appropriations were stagnant or minimally increased.

This exercise demonstrates the large impact that the health of the economy and state policy have on the LOT payout. If there is less spending in education due to a lagging economy, then the LCR may go down, stay the same or minimally increase. Alterna-

LOT Payout

FY 2007	142.670%
FY 2008	139.930%
FY 2009	129.870%
FY 2010	115.524%
FY 2011	97.066%
FY 2012	96.109%
FY 2013	87.061%
FY 2014	91.000%
FY 2015	93.074%
FY 2016	93.689%

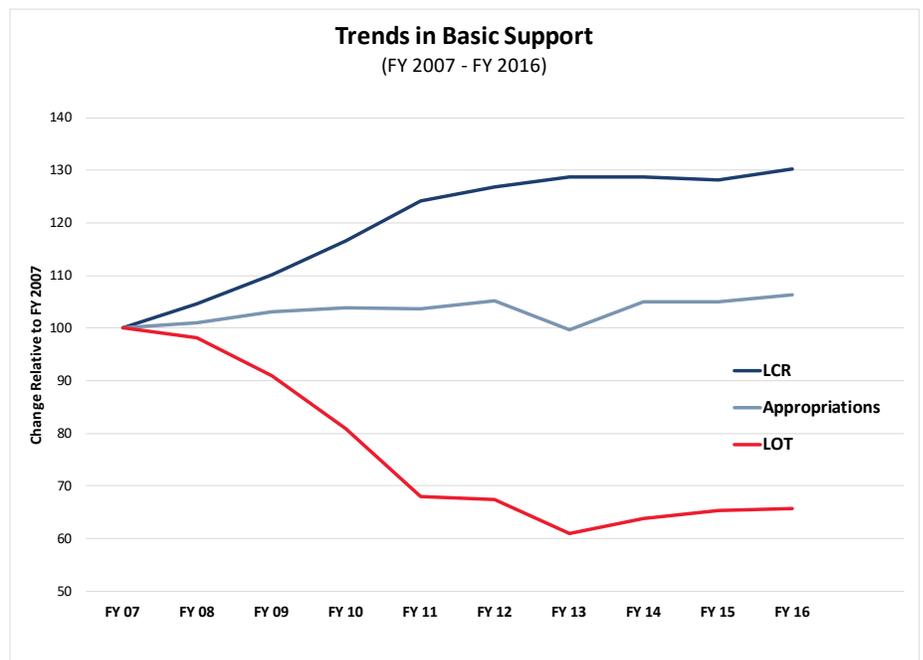
tively, as the economy comes out of a recession and states and localities invest more in teacher pay and educational resources, or court decisions require changes in state education funding, the LCR increases.

Over the next few years, it is likely the LCR will rise. If appropriations are not adequate, the LOT will drop. We expect the FY 2018 increase for Basic Support to help push the LOT up; however, an increasing LCR could limit the LOT payout.

We anticipate the FY 2018 increase in funding for Federal Properties will help to spread more dollars to school districts above the foundation grant and to newly eligible school districts.

Because federally impacted school districts do not have the same ability to generate

[continued on page 12...](#)



# Payments Update

## Summer Payment Priorities

**Section 7007(a) construction formula grants** will be released in July. Approximately 175 Section 7003 applicants that meet the requirements for these grants will receive funding. These funds must be deposited to a capital fund and used for capital expenses.

**Final FY 2017 Section 7003(b) grant payments** will be released in August and September. The final payment rate is expected to be approximately 92% of LOT and \$1,200 per unit for children with disabilities. The Department is making final corrections to the data that will affect the final rates.

**FY 2018 Section 7003(b)(2) Heavily Impacted payments** continue to be released as the Department completes review of the required data. As of the end of June, 23 LEAs have received payments. Forty-nine applicants requested consideration for a Heavily Impacted payment, and all will be reviewed and notified of eligibility or ineligibility.

## Future Payments Schedule

**Section 7003 Basic Support payments:** FY 2018 interim payments have been released to eligible LEAs at 80% of LOT and \$500 per student unit for children with disabilities. In October and November, the Department will release a second round of 2018 interim payments at 87% of LOT and \$1,050 per student unit for children with disabilities.

In October, the Department will also begin to release initial FY 2019 payments set at 50% of LOT and \$500 per student unit for children with disabilities. Initial FY 2019 payments are subject to availability of appropriated funds.

**Section 7002 Payments for Federal Property:** Final FY 2017 payments will be released in November and December. FY 2019 Foundation payments will also be



## DEPARTMENT WATCH

gin to be released in December, subject to the availability of appropriated funds.

## FY 2019 Application Reviews

Most FY 2019 application reviews are being completed smoothly. It is important to be prompt in responding to requests related to reviews so that your application will be approved and ready for payment in October.

The Department continues to provide assistance to a number of applicants that educate children who live on Indian lands and do not have Indian Policies and Procedures (IPPs) in place that meet the program regulations. The regulations covering IPPs were changed effective January 31, 2017. These LEAs must develop and adopt IPPs that meet the requirements of the regulations to receive FY 2019 payments.

## Impact Aid Grant System

Impact Aid Program staff are continuing to work intensively with a contract team to design and build the new IAGS, which will replace the legacy IT system. In July, they are testing release 2 of the new system. Six releases of the IAGS are planned before the projected "Go Live" date in October 2019.

Program staff will develop the external users' interface and applications this fall and winter. In September, in conjunction with the NAFIS Fall Conference, they and their contractor team will engage with Impact Aid applicant stakeholders to discuss the applicant user experience and needs. Please contact Marilyn Hall directly at [Marilyn.Hall@ed.gov](mailto:Marilyn.Hall@ed.gov) if you would like to participate in the stakeholder meetings.

## Electronic Data Collection

A few LEAs are piloting electronic data collection systems to collect survey information on Impact Aid eligible students. The Department is reviewing the results of the first pilots for the FY 2019 application this summer. If you plan to attempt an electronic data collection, please contact the Impact Aid Program before you launch your project. Staff will collaborate with you and set up a memorandum of understanding. Applicants that attempt electronic data collection without coordinating the effort with the Department in advance assume a risk that the survey results will not be approvable.

## Reminders

**Keep ED Updated with your staff changes:** Send an email with changes to [Impact.Aid@ed.gov](mailto:Impact.Aid@ed.gov).

**Keep Up Your DUNS Registration in SAM:** To receive funds from any Federal program, a school district must have its DUNS number registered in the System for Award Management (SAM). SAM registration must be updated annually. Visit [www.sam.gov](http://www.sam.gov) for more information.

**Stay in the Loop with ED:** Subscribe to the Department's e-mail listserv for information and tips for Impact Aid applicants at <http://www.ed.gov/about/offices/list/oese/impactaid>. Click on the link in the box labeled "Subscribe Now." E-mail questions to [Impact.Aid@ed.gov](mailto:Impact.Aid@ed.gov) or call (202) 260 3858. ~

## Check NAFIS Out on Social Media



**Facebook:** <http://www.facebook.com/nafisschools>

**Twitter:** @NAFISSchools

**LinkedIn:** <http://www.linkedin.com>, search NAFISSchools

## Fall Conference, continued...

...from page 1.

helpful on Capitol Hill. Both sessions are designed for new and veteran conference attendees. And, depending on your subgroup affiliation, you will also have a meeting with them on either Sunday or Monday.

The First General Session kicks off Sunday at 1pm and will feature updates and information from NAFIS leadership and staff. It will also offer new opportunities to connect with colleagues across the NAFIS Family and share your expertise on the challenges and opportunities of Impact Aid.

If you are new to the conference, stop in at the New to NAFIS Welcome, where NAFIS Board Members, subgroup leaders and staff can help answer any questions and begin building your NAFIS network.

That night is the Meet and Greet Reception, where you can enjoy light refreshments while making new friends and catching up with old ones before heading to dinner.

Monday will highlight pressing education issues. In addition to the luncheon session on the 2018 mid-term elections, you

may choose to learn more about policies governing gifted and talented education; student and other stakeholder perspectives on digital learning; or the changing nature of America's libraries, which are among the topics addressed in breakout sessions.

That day will also feature a Second General Session that includes a panel presentation on school safety. And you will have the opportunity to meet one-on-one with representatives of the U.S. Department of Education if you have specific questions regarding your Impact Aid application or challenges your district will face in the coming year. If you are in a state that holds formal meetings prior to Hill visits, they will be that afternoon. The rest of the evening will be "on your own," so consider checking out a DC restaurant, taking a walk around the monuments or relaxing at the hotel.

Register for the conference at <https://events.eply.com/NAFISFall2018Conference2501303>



Tuesday, September 25 is Hill Day and set aside for pre-arranged visits with your elected officials. If you have not yet scheduled those meetings, NAFIS encourages you to **do so in the next few weeks**. After your meetings, come share what you learned during our Hill Day debrief session.

That evening, you have another chance to connect with the NAFIS Family in a casual setting: the ending reception. The theme is "Carnival," and the night will include games, food and drink. Don't forget your dancing shoes! Something different this year: we are moving the FISEF Grand Giveaway to the Spring Conference. While we will miss the big raffle at the Fall Conference, we have planned some fun new activities throughout the event—be on the lookout for more information soon. We look forward to welcoming you to Washington, DC! ~

## Heritage Continues to Push Funding Cuts, Impact Aid Vouchers

The Heritage Foundation released funding and policy recommendations for the FY 2019 appropriations process in mid-June. Heritage issues this annual document, *The Blueprint for Balance*, with the aim of balancing the federal budget within ten years. Their goal is "to limit the size and scope of government – and to limit its borrowing and taxing authority," which entails cutting federal programs and diverting responsibility to the states.

The blueprint includes broad policy recommendations as well as specific program cuts for each of the twelve appropriations bills. The largest proposed cuts in the Labor, Health and Human Services, Education, and Related Agencies Appropriations bill (through which Impact Aid is funded) are to programs tied to the Affordable Care Act (ACA).

There are about \$16 billion in proposed cuts to education programs specifically. The conservative think tank wants competitive grant programs in the Every Student Succeeds Act (ESSA) to be eliminated and for the remaining programs managed by the Department of Education to be reduced by ten percent. These cuts would take \$8.7 billion out of K-12 education. The rationale is that "[t]o ensure that state and local school leaders' focus is oriented toward meeting the needs of students and parents rather than satisfying federal bureaucrats, program count and associated federal spending should be curtailed."

While the document primarily focuses on funding requests, it also includes several policy recommendations. One of these recommendations is to turn Impact Aid into private school vouchers (called education savings accounts, or ESAs) for military families. This proposal would create a \$1.3 billion voucher program for military families and remove this money from the school districts it is currently distributed to annually. While not explicitly stated in the budget proposals, in their introduction to education choice Heritage also advocates for ESAs to be created for families who have children attending schools run by the Bureau of Indian Education.

In addition to transitioning Impact Aid funds into ESAs, the Heritage Foundation also proposes to close all Domestic Dependent Elementary and Secondary Schools (DDESS) and use that funding to develop ESAs for military families. The Foundation claims "80 percent of military-connected children attend traditional public schools" and that continuing to fund the DDESS is detrimental to the majority of the military population.

NAFIS will continue to monitor the organization's legislative activity given their efforts to privatize the Impact Aid program.

View the complete document at <https://www.heritage.org/blueprint-balance>. ~

# NAFIS Fall 2018 Conference Tentative Program at a Glance

## SUNDAY, SEPTEMBER 23, 2018

8:30AM – 3:30PM	Registration Area Open
8:30AM – 5:30PM	Internet Café & Social Media Station
9:00AM – 10:30AM	Conference Orientation & The Basics of Impact Aid
10:30AM – 12:00PM	Subgroup Meeting - Federal Lands Impacted Schools Association (FLISA)
10:45AM – 11:30AM	Policy & Advocacy 101
11:30AM – 12:15PM	Subgroup Meeting - Mid-to-Low-LOT Schools (MTLLS)
12:00PM – 12:45PM	Lunch on your own
12:00PM – 12:45PM	State Chair Working Lunch (Invitation Only)
1:00PM – 4:15PM	First General Session
4:30PM – 5:15PM	School Board Members Session
4:30PM - 5:15PM	New to NAFIS Welcome
5:30PM – 6:30PM	Meet and Greet Reception

## MONDAY, SEPTEMBER 24, 2018

7:45AM – 2:00PM	Registration Area Open
7:45AM – 5:00PM	Internet Café & Social Media Station
7:45AM – 9:45AM	Sub-Group Meeting - Military Impacted Schools Association (MISA)
7:45AM – 9:45AM	Sub-Group Meeting - National Indian Impacted Schools Association (NIISA)
8:30AM – 9:45AM	Sub-Group Meeting - Federal Lands Impacted Schools Association (FLISA)
10:00AM - 11:00AM	Breakout Sessions, Part I
11:15AM – 12:15PM	Breakout Sessions, Part II
12:30PM – 2:15PM	Luncheon: Previewing the Mid-Term Elections
2:30PM – 4:30PM	Second General Session
3:00PM – 4:30PM	Department of Education One-on-One Session
4:30PM – 5:15PM	State Meetings (as requested by State Chair)

\* AZ   \* CA   \* MT   \* NM   \* NY   \* OK   \* TX   \* WA

## TUESDAY, SEPTEMBER 25, 2018

9:00AM – 4:00 PM	Capitol Hill Day - Pre-Scheduled Visits
12:00PM – 1:30PM	State Events on Capitol Hill
4:00PM – 5:00PM	Hill Day Debrief
7:00PM – 10:00PM	Ending Reception

## NAFIS Calendar

**July 30-31, 2018**  
**FISEF Level 1 Workshop**  
 Great Falls School District  
 Great Falls, MT

**September 22, 2018**  
**FISEF Level 1 Workshop**  
 Hyatt Regency Capitol Hill  
 Washington, DC

**September 23-25, 2018**  
**NAFIS Fall Conference**  
 Hyatt Regency Capitol Hill  
 Washington, DC

**October 11-12, 2018**  
**FISEF Two-Day Workshop**  
 Northern Arizona Center for  
 Technology & Entrepreneurship  
 Flagstaff, AZ

**November 8-9, 2018**  
**FISEF Two-Day Workshop**  
 To Be Announced  
 Oklahoma City, OK

**March 17-19, 2019**  
**NAFIS Spring Conference**  
 Hyatt Regency Capitol Hill  
 Washington, DC

*Editor's Note: As part of NAFIS advocacy against using Impact Aid funding for vouchers for military connected students, staff prepared the information sheet below, which was distributed to key lawmakers.*

## Impact Aid Payments Reflect the Loss of Local Tax Revenue, NOT the Cost of Educating Individual Students

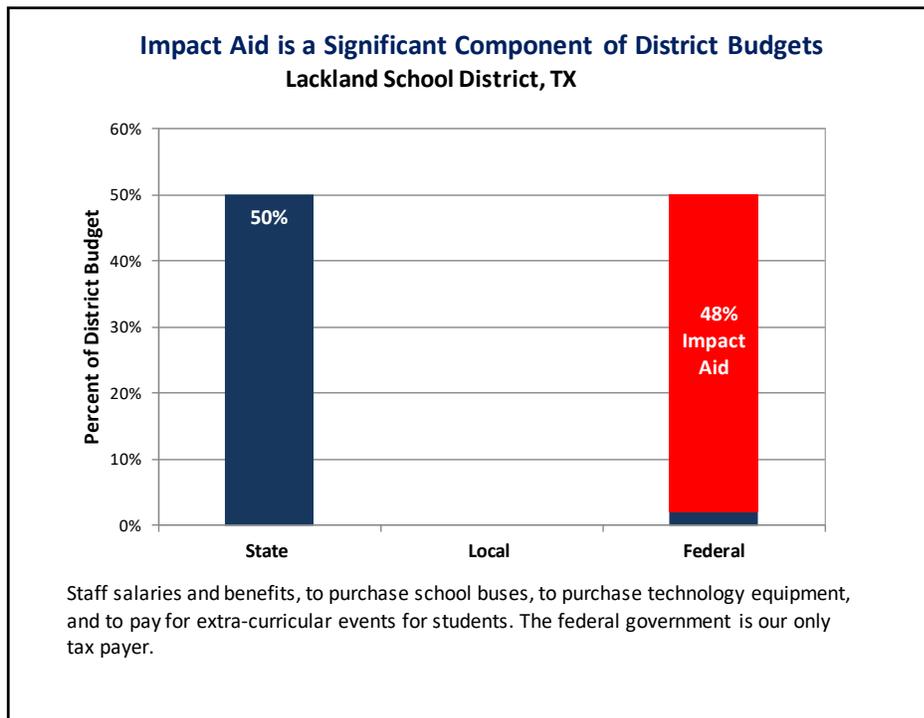
Impact Aid-funded school voucher schemes, including education savings accounts (ESAs), ignore and undermine the purpose of Impact Aid – to replace the loss of local revenue when a school district is on or near nontaxable Federal property, including military installations, Native American reservations or national parks. Unlike most federal K-12 education programs, which provide supplemental funding for specific programs or student populations, Impact Aid funding is intended to supplant the loss of local tax revenue. This is why Impact Aid is uniquely flexible. The federal government has an obligation to provide a tax replacement to federally impacted schools in communities whose tax base is impacted by the presence of nontaxable federal property.

Impact Aid funds act as local tax revenue, providing flexible, general operating funds that support ALL students in a school district. The program is not intended or designed to cover the cost for educating individual students. Therefore discussing an average per-pupil expenditure (PPE) is meaningless within the Impact Aid program, because it is designed to replace lost local tax dollars. Analyses that attempt to look at Impact Aid in terms of a PPE funding structure fundamentally misunderstand how the Impact Aid formula works.

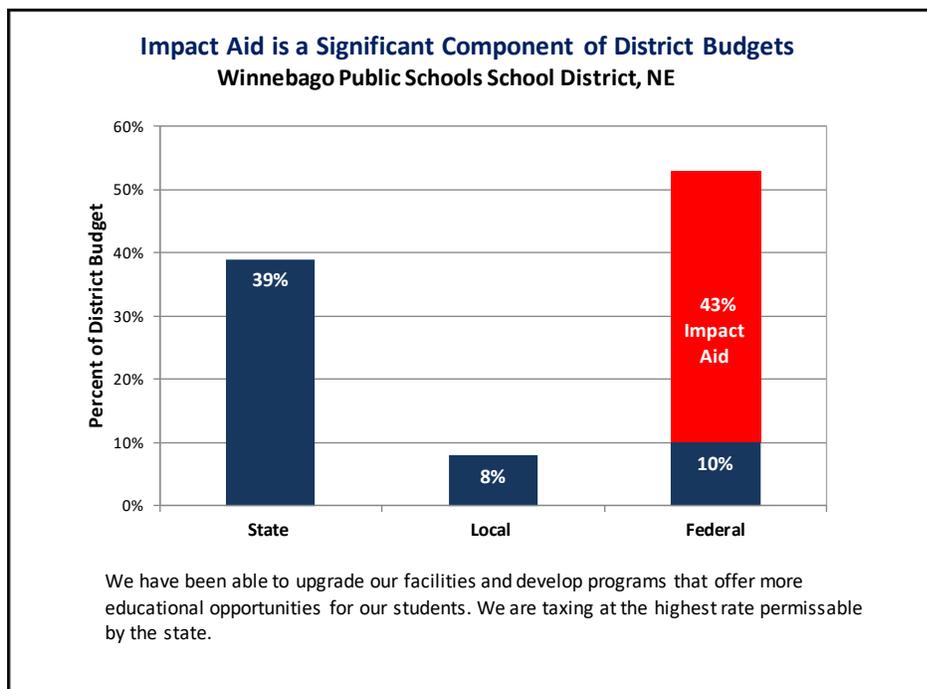
Impact Aid payments to school districts are tied to the extent of the tax loss due to federal property, not to the costs of educating an individual student. The Impact Aid formula includes six reimbursement categories that reflect the extent of the loss of tax revenue based on the location the parent of a student resides or works. For example, the weight for an on-base military connected student within the Impact Aid formula is five times more than for an off-base student, recognizing that a student who lives on base is a greater tax loss to the school district than a student who lives off base (no property taxes are collected for on base housing).

Because of inadequate appropriations, school districts do not receive their full Impact Aid payment. A targeted proration is in effect to ensure that school districts where the federal government's presence has the greatest impact on the budget receive the highest share of resources.

### *Military Impacted School District*



### *Indian Lands Impacted School District*



Continued on page 7...

The proration considers two factors equally:

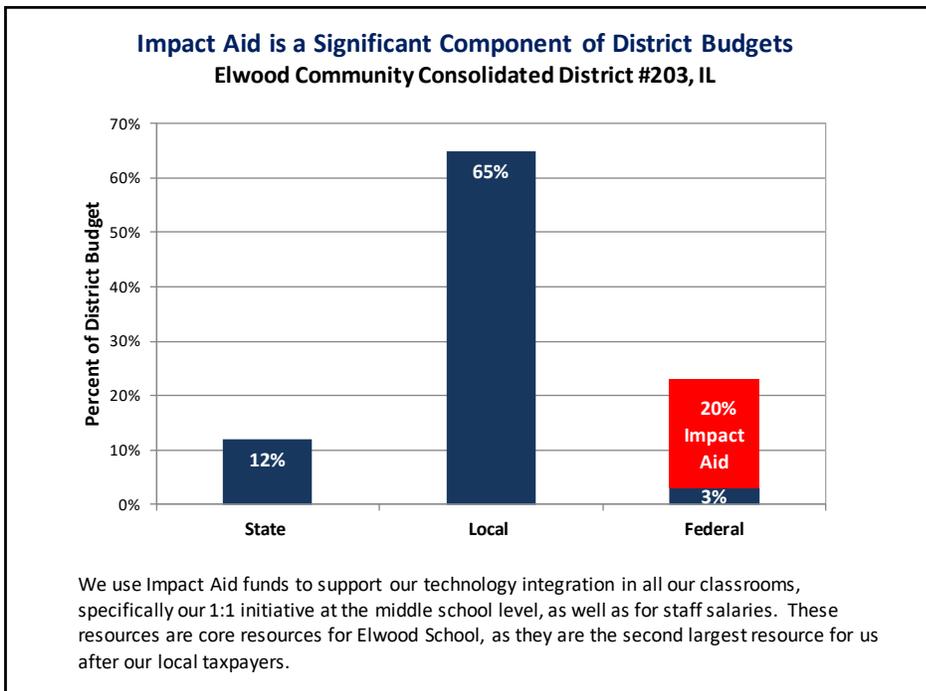
- Percentage of federally connected students compared to total enrollment (measured in average daily attendance).
- Percentage that the total Impact Aid payment comprises of the school district's operating budget.

It is therefore counterintuitive to divert funding from school districts when they do not currently receive the full funding they are owed by the federal government. Diverting even a small portion of their Impact Aid payment undermines the federal government's clear obligation to these school districts and impacts the education of ALL students in the district, not just those who are federally connected.

### Individual Examples of Impact Aid in a School District's Budget

While Impact Aid comprises a small portion of overall (federal, state and local) education spending, these funds serve as a critical lifeline for approximately 1,200 of the nearly 14,000 school districts across the country. For individual districts, Impact Aid can comprise upwards of 30 percent of the budget. A one percent cut in a school district's Impact Aid payment might not sound like a lot, but those funds can equal hundreds of thousands or millions of dollars in losses for the district, which equate to many staff positions, educational supports and services. It would be extremely difficult for school districts to make up for the loss of revenue provided by the Impact Aid program were it to be cut or repurposed since there is often little to no tax base in these communities to raise additional funding. School districts will be left with the difficult decision of cutting services and programs. Impact Aid funds are critical to a district, helping to hire school personnel, paying for new curricula and technology replacements and upgrades, providing professional development to keep teachers up to date in their subjects, supporting afterschool and STEM programs, funding building utilities, providing supports for military connected students and more generally paying for activities and services that enable Impact Aid districts to provide a quality education.

The accompanying charts provide a snapshot of the percentage Impact Aid comprises within several school district budgets, the role that this funding plays in the district and the types of activities it supports, highlighting just how critical this funding is to federally impacted school districts, their students and their communities. ~



## Membership Corner



Lynn Watkins

Just a reminder that the invoices for renewing your district's NAFIS membership were mailed in mid-May. The invoice was directed to the primary contact listed in our database for your district. A copy of the invoice was mailed to your school district's accounting department as well. Remember, your school district must be "in good standing" to vote at the upcoming NAFIS Fall Conference in September, so getting your membership payment out of the way sooner rather than later will avoid any issues with voting.

Speaking of the NAFIS Fall Conference, we are diligently preparing for your arrival here in DC. The conference is set for September 23-25, 2018, at the Hyatt Regency Capitol Hill in Washington, DC. Online registration for both the Hyatt (our host hotel) and the conference are now active under the Meetings tab on the NAFIS website, [www.nafisd.org](http://www.nafisd.org). Remember, registration is a two-step process: 1) making your reservation at the hotel; and 2) registering for the conference.

If your school district is unable to complete an online registration or to make payment by credit card, call me at 202-624-3612, and I will email you a manual registration form. Registering manually requires a one-time fee of \$25.

# Administration Proposes Merging Education & Labor Departments

On June 21, 2018, the Trump Administration released “**Delivering Government Solutions in the 21st Century**,” a proposal to reorganize the federal government. This restructuring is multifaceted, but the largest change is the proposed merger of the U.S. Departments of Education (ED) and Labor (DOL) into a single Cabinet agency, the Department of Education and the Workforce (DEW).

In creating this new agency, nothing fundamentally changes to the current office structure overseeing K-12 policy, the Office of Elementary and Secondary Education. The initial report suggests the Impact Aid Program Office would remain in place (see chart below), but overall impact on the Department’s staff capacity is unclear. The biggest changes are to Higher Education, including the overhaul of Federal Student Aid.

While most of the K-12 offices are structurally unchanged, there would be two major adjustments. First, “the Institute of Education Sciences, the Education Department’s research arm that has a budget of \$613 million, would join the Research/Evaluation/Administration sub-agency. And the Office for Civil Rights, which has a budget of \$117 million, would be folded into the new Enforcement sub-agency, which would also include worker-protection agencies from the former Labor Department.”

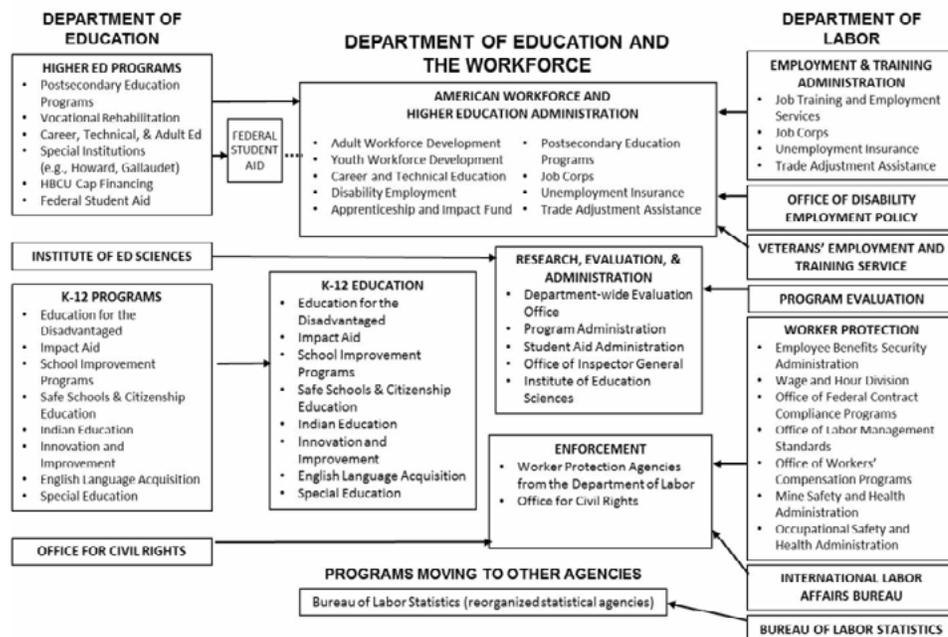
ED is young compared to other federal agencies. In 1965, the Elementary and Secondary Education Act (ESEA) launched a comprehensive set of programs, including the Title I program for disadvantaged children, to address education issues in poor urban and rural areas. The same year, the Higher Education Act authorized assistance for postsecondary education, including financial aid programs for needy college students. Together, this legislation expanded the federal role in education and ultimately led to the creation of ED in 1979, after “the Carter administration decided that education was too important for it to be part of” the Department of Health, Education and Welfare. However, its creation add-

ed a large amount of bureaucratic legwork for states. Because of this additional workload and financial stress, ED quickly became a target of heavy criticism. Immediately after the Department’s creation, President Ronald Reagan was elected and worked to shut the agency down. This proposal faced stiff opposition in Congress, so he appointed an Education Secretary, William Bennett, who tried to use his position to weaken the power of the office. The agency’s influence has waxed and waned ever since, depending on the party in power. Most recently, ESSA formally constrained secretarial authority over federal involvement in K-12 education.

Alyson Klein, a national education reporter, **recently discussed** the history of the Department. Klein says, “[Ronald Reagan] saw it just kind of as a big expansion of the federal role in education, which he felt like really should be at the state level.” She also notes that “Newt Gingrich, when he was speaker of the House, one of his proposals was getting rid of the Department of Education.”

According to the reorganization proposal, “Merging ED and DOL would allow the Federal Government to address the educational and skill needs of American students and workers in a coordinated way, eliminating duplication of effort between the two agencies and maximizing the effectiveness of skill-building efforts.”

U.S. Secretary of Education Betsy DeVos released the following statement in response to the proposal: “President Trump campaigned and won with his promise to reduce the federal footprint in education and to make the federal government more efficient and effective. Today’s bold reform proposal takes a big step toward fulfilling that promise. Artificial barriers between education and workforce programs have existed for far too long. We must reform our 20th century federal agencies to meet the challenges of the 21st century. . . This proposal will make the federal government more responsive to the full range of needs faced by American students, workers, and schools. I urge Congress to work with the Administration to make this proposal a reality.”



The proposal aligns with conservative messaging to reduce the size of the federal government but is ultimately unlikely to gain much traction. Further, many of the Administration’s proposals would require legislative action, and so far Congressional reactions to this plan have been mixed. For example, “Rep. Virginia Foxx, R-N.C., the chairwoman of the House education committee called the proposal a ‘recognition of the clear relationship between education policy at every level and the needs of the growing American workforce.’ But Sen. Patty Murray, D-Wash., the top Democrat on the Senate education committee called it, ‘unrealistic, unhelpful, and futile.’”

View the full reorganization plan at <https://www.performance.gov/GovReform/Reform-and-Reorg-Plan-Final.pdf>.

## Subgroup Summer Meetings

Summer is a busy time for the NAFIS subgroups, as they convene annual and Board meetings to address issues of interest and strengthen their understanding of the broader context of Impact Aid. Here's a quick round-up of what is going on this summer.

### FLISA Summer Meeting

The Federal Lands Impacted Schools Association (FLISA) held its summer meeting in Oklahoma City in June. It featured a presentation by NAFIS Executive Director **Hilary Goldmann**, who brought the group up-to-date on several issues currently facing the Impact Aid community.

FLISA Executive Director **Tom Madden** also reminded the group of how the Impact Aid community operates under a "One for all and all for one" motto. Because of this, FLISA believes that it is important their members understand the other major parts of the program.

To advance this understanding, the meeting featured a panel presentation highlighting various aspects of the community. **Jeff Limore**, Superintendent of Dahlongah Public Schools in Stillwell, Oklahoma, spoke from the perspective of an Indian Lands school district. **Amy Castillo-Covert**, School Board President of Sierra Sands USD in California, gave her perspective from a Federal Properties and Military school district. And **Frank Sheboy**, Superintendent of Highland Falls-Ft. Montgomery CSD in New York—the home of West Point—spoke from the perspective of a district that is strictly Federal Properties.

This meeting also included committee work focused on FLISA's Advocacy Action Plan, a comprehensive plan for ensuring a future that keeps Impact Aid viable and funded at the appropriate levels. This ongoing effort focuses on creating and distributing the right messages to the right audiences, working to involve all federal property districts in the efforts of the organization and preparing for the next reauthorization of the Impact Aid law. These efforts will continue into the foreseeable future. ~

### MISA Summer Meeting

With the majestic Cheyenne Mountain in the background, the 2018 Military Impacted Schools Association (MISA) Annual Summer meeting took place in Colorado Springs, CO, hosted by the Fountain-Fort Carson School District. Participants spent Monday, June 25, in a day of learning at Fort Carson and the Air Force Academy. The visit to the installation gave a glimpse into the training activities at the Training Support Center. Attendees had the opportunity to drive vehicles, shoot M16s, be gunners and participate in computerized gaming simulations. They also toured athletic facilities and the historic chapel at the Air Force Academy.

The annual business meeting took place on Tuesday, June 26. MISA consultants and invited guests updated the group on a variety of topics. President **Keith Mispagel** and Executive Director **Kyle Fairbairn** presented a plaque to **Kate Wren-Gavlak**, who recently retired as superintendent of Travis Unified School District. The host district, Fountain-Fort Carson School District, provided a

best practices presentation about their success with special education collaboration with contracted services to provide needed services to students. **Marcus Lingenfelter**, Edmentum Inc., and **Jerrod Wheeler**, Knob Noster School District, explained the success of using virtual school through Edmentum to enroll homeschooled students and therefore add local and Impact Aid funding. **Hilary Goldmann** and **Jocelyn Bissonnette**, NAFIS, updated the group on Impact Aid payments, appropriations requests and efforts to defeat

vouchers. **Kyle Fairbairn**, MISA, congratulated members on their efforts to thwart the latest voucher movement. **Meg Sauve** and **Maureen Haney**, Tutor.com, provided an overview and live demonstration of Tutor.com. **Keith Mispagel**, MISA President and Superintendent of Fort Leavenworth SD, **Megan Bradley**, Killeen ISD, and **Trista Hedderman**, Douglas SD, explained the Impact Aid Application pilot project using student database systems and source check for submission. All three districts are continuing to work with DoED and their software providers to fine tune their submissions. **Cherise Imai**, MIC3, **Kate Wren-Gavlak**, MISA, and **Rosemarie Kraeger**, Middletown Public Schools, briefed the group on the joint MIC3/MISA training on the interstate compact and activities of the national commission. They urged all superintendents to attend state meetings and provide their input. **Kyle Fairbairn**, MISA, **Mark Gillman** and **Chick Feldmayer**, MISA Consultants, shared with the group that Department of Defense Impact Aid funding currently stands at \$40 million, plus \$10 million for special education. Gillman also told the group that DOD School Construction Funds of \$270M are included in House FY19 defense appropriations bill and explained a new \$100M program, Defense Community Infrastructure Program, that gives authorization for the Secretary of Defense to make grants, conclude cooperative agreements and supplement funds available under other Federal programs to assist States and local governments in addressing deficiencies in community infrastructure projects or facilities which are located outside of military installations but which support military installations. ~

### NIISA Summer Board Meeting

The summer meeting of the National Indian Impacted Schools Association (NIISA) Board of Directors will be held July 12 and 13 in Green Bay, Wisconsin. NIISA Executive Director **Brent Gish** reports that, in addition to the business meeting, the board will tour area Indian land school districts, including Menominee Indian School District, Keshena, WI. Under Superintendent **Wendell Waukau's** leadership, the district has received state and national recognition for exemplary student attendance, high achievement and graduation rate improvement, among other accomplishments. ~



MISA Participants at the Air Force Academy Chapel

# FISEF TWO-DAY SCHOOL BUSINESS OFFICIALS WORKSHOP

**JULY 30-31**

**GREAT FALLS SCHOOL DISTRICT**

**1100 4TH STREET S.**

**GREAT FALLS, MONTANA**

## Registration

**Name:** \_\_\_\_\_

**School District:** \_\_\_\_\_

**Mailing Address:** \_\_\_\_\_

**Phone:** \_\_\_\_\_

**Fax:** \_\_\_\_\_

**Email:** \_\_\_\_\_

### SCHOOL DISTRICT DATA

#### 1. Select all types of Federal Students Served:

Indian  
Lands

Military

Low Rent  
Housing

Civilian

#### 2. Avg. daily attendance last year: \_\_\_\_\_

#### 3. Select one used to gather information for survey:

Source  
Check

Student  
Survey

Both

### ATTENDEE DATA

#### 1. Select all of your current responsibilities:

Student  
Survey

Impact Aid  
Application

Budgeting for  
Impact Aid Receipts

#### 2. Select your years of IMPACT AID experience:

0

1-3

4-7

7-10

Over 10

**Note:** Bring along a pocket calculator.

### PAYMENT INFORMATION

**Price:**

\$425.00

**Circle your payment option:**

Cash

Check

P.O

**Hotel: Holiday Inn Great Falls:** 1100 5th Street S., Great Falls, MT Phone: 406-727-7200

**Checks Payable to:** Federally Impacted Schools Educational Foundation

**Send registration/payment/P.O to:**

Anne O'Brien, FISEF, 444 North Capitol Street, NW, Suite 419, Washington, DC 20001 or via

Fax to: (202) 624-5468

### TENTATIVE AGENDA

#### DAY ONE

**8:30AM**

Continental Breakfast

**9:00AM** Introductions

**9:10AM** How Much Do You Know?

**9:30AM** Law/regulations

changes may affect your district.

**10:30AM** How have demographic changes affected the program?

**11:00AM** Identifying Eligible Students

- Survey/Source Check
- Completing Your Section 7003 Application
- Begin completing Section 7003 application for FY2017

**12:00PM** Lunch (provided)

**1:00PM** The Payment Formula

- Converting membership to ADA - class exercise
- Student Weights
- Local Contribution Rate
  - Calculating maximum payment
  - Calculating disability payment

**2:30PM** Understanding/Computing LOT Percentage

- Your district's financial profile
- What figures do you need?

**3:00PM** Voucher - What does it tell me?

**3:30PM** Class exercise - Calculating a payment.

**4:00PM** Review

#### DAY TWO

**9:00AM** - Other law provisions  
- Equalization  
- Understanding Table 9  
- Indian Policies and Procedures  
- Applying for construction grants

**10:00AM** - Estimate payment with your FY17 application

**10:45AM** - Payment estimates to voucher

**11:15AM** - Field Reviews

**11:45AM** - Questions & Answers

**12:00PM** - Adjourn

**Cancellations** received in writing by 7/15/18 will be refunded in total; between 7/16/18 and 7/20/18 will be refunded 50%; no refund thereafter.

# FISEF LEVEL 1 SCHOOL BUSINESS OFFICIALS WORKSHOP

SEPTEMBER 22, 2018  
HYATT REGENCY CAPITOL HILL  
WASHINGTON, DC

## Registration

Name:

---

School District:

---

---

Mailing Address:

---

---

Phone:

---

---

Fax:

---

---

Email:

---

---

### SCHOOL DISTRICT DATA

1. Select all types of Federal Students Served:

Indian Lands      Military      Low Rent Housing      Civilian

2. Avg. daily attendance last year: \_\_\_\_\_

3. Select one used to gather information for survey:

Source Check      Student Survey      Both

### ATTENDEE DATA

1. Select all of your current responsibilities:

Student Survey      Impact Aid Application      Budgeting for Impact Aid Receipts

2. Select your years of IMPACT AID experience:

0      1-3      4-7      7-10      Over 10

**Note:** Bring along a pocket calculator.

### PAYMENT INFORMATION

Price:      Circle your payment option:

\$295.00      Cash      Check      P.O

**Checks Payable to:** Federally Impacted Schools Educational Foundation

**Send registration/payment/P.O to:**

Anne O'Brien, FISEF, 444 North Capitol Street, NW, Suite 419, Washington, DC 20001 or via Fax to: (202) 624-5468

### TENTATIVE AGENDA

**8:30AM** Continental Breakfast

**9:00AM** Introductions

**9:15AM** Section 7003 - Basic Support

- Identifying eligible students

- Converting your membership to Average Daily Attendance (class exercise)

- Knowing your student weights

- Local Contribution Rate (LCR) - How is it determined?

- How do we get paid?

- Appropriations impact on payments

**12:00PM** Lunch (provided)

**1:00PM**

- Children with Disabilities

- Indian Policies and Procedures

- Small School Adjustment

- Hold Harmless - How can it help you?

**1:45PM** Class Exercise

- Calculating a payment

**2:30PM** Lifting Student Data from Application

- Estimating FY19 payment information to a blank voucher

**4:00PM**

- Section 7007 School Construction

- Section 7009 State Equalization

**4:30PM** Questions

**5:00PM** Adjourn

**Cancellations** received in writing by 9/8/18 will be refunded in total; between 9/8/18 and 9/15/18 will be refunded 50%; no refund thereafter.

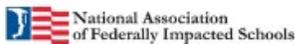
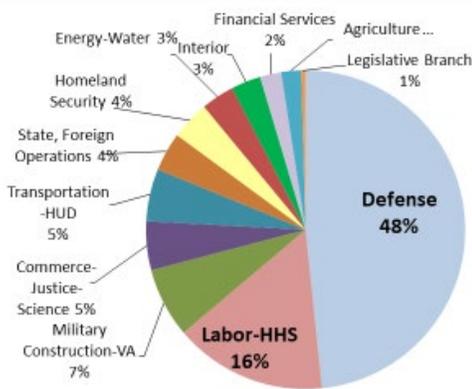
# Federal Funding Update

On June 28, the U.S. House of Representatives passed its FY 2019 Defense Appropriations bill. It also delayed—for the second time—Appropriations Committee consideration of the bill that funds the U.S. Department of Education and Impact Aid: the Labor-Health and Human Services-Education Appropriations Subcommittee bill. The bill previously passed the subcommittee with a proposed \$52 million increase for Impact Aid (\$50 million for Basic Support; \$2 million for Federal Properties). While the markup has been rescheduled for July 11, there is some concern that passage of the Defense bill—the largest of the appropriations bills (see chart below) and often the politically easiest to adopt—removes leverage to adopt the other, more contentious spending bills.

Also on June 28, the Senate Appropriations Committee advanced their FY 2019 Defense and Labor-HHS-Education bills at the same time, meeting Committee leadership’s ambitious goal of completing all twelve bills before the July 4th recess—the quickest pace since 1988, according to Politico. The committee voted 30-1 to advance the \$179.3 billion Labor-HHS-Education bill, which provides a \$25 million increase for Impact Aid (\$24 million for Basic Support; \$1 million for Federal Properties).

With both bills including boosts for Impact Aid, the program is well positioned for an increase in both Basic Support and Federal Properties. The increases are far from guaranteed, however. To help protect the proposals that the NAFIS Family has worked so hard to secure, and to promote the higher numbers, please continue your advocacy efforts. ~

## Discretionary Appropriations Bills



# Impact Aid Program Solvency, continued

...from page 2.

local revenue as non-federally impacted school districts, we must rely on Congressional appropriations to keep pace so our school districts have the same resources as non-federally impacted districts.

We should know the LCR for FY 2019 by the time the September Conference rolls around. We will need your voices to secure the highest possible appropriations so the LOT payout continues to increase.

Of course, what I just discussed is a general overview, and there are many other factors

that impact the program. However, it is important we all have a basic understanding of the pressures on Impact Aid. This knowledge makes us all better advocates on behalf of our students. I look forward to seeing you at the NAFIS Fall Conference.

*\*One-half of per pupil expenditure is used in the formula to represent the fact that Impact Aid makes up for the loss of local tax revenue, which – on average – comprises about half of a school district’s budget. ~*

## BOARD OF DIRECTORS

### PRESIDENT

JAMES SARRUDA - MTLIS/MISA  
JSARRUDA@NBURLINGTON.COM

### VICE PRESIDENT

CHAD BLOTSKY - NIISA  
CBLOTSKY@TCSDK12.ORG

### TREASURER

RAY PROCTOR - MISA/MTLLS/FLISA  
RPROCTOR@FUESD.K12.CA.US

### SECRETARY

THOMAS SCHNEIDER - FLISA  
TSCHNEIDER@CCSD180.ORG

### DIRECTOR, REGION ONE

HELEN PAYNE - MISA  
HPAYNE@NHANOVER.COM

### DIRECTOR, REGION TWO

WILLIAM HARDIN - MISA  
WHARDIN@CAMDEN.K12.GA.US

### DIRECTOR, REGION THREE

WENDELL WAUKAU - NIISA  
WWAUKAU@MISD.K12.WI.US

### DIRECTOR, REGION FOUR

KEITH MISPAGEL - MISA  
KMISPAGEL@USD207.ORG

### DIRECTOR, REGION FIVE

JEFF LIMORE - NIISA  
JTLIMORE@GMAIL.COM

### DIRECTOR, REGION SIX

AMY KUNZ - MISA/MTLLS  
AMY\_KUNTZ@HAWAIIIDOE.ORG

### DIRECTORS AT-LARGE

TRISTA HEDDERMAN - MISA  
TRISTA.HEDDERMAN@K12.SD.US

ROSEMARIE KRAEGER - MISA/MTLLS  
RKRAEGER@MPSRI.NET

VOYD ST. PIERRE - NIISA  
VOYDSP@ROCKYBOY.K12.MT.US

QUINCY NATAY - NIISA  
QUINCY@CHINLEUSD.K12.AZ.US

### SCHOOL BOARD LIAISON

BRIAN GALLUP - NIISA  
GALLUPBRIAN@YAHOO.COM

### IMMEDIATE PAST PRESIDENT

SANDY DOEBERT - FLISA  
SDOEBERT@LHS210.NET

*IMPACT is published electronically bi-monthly by the National Association of Federally Impacted Schools, 444 North Capitol Street, NW, Suite 419, Washington, DC 20001. Main Telephone: (202) 624-5455, Fax Number: (202) 624-5468. © Copyright 2018 by NAFIS, all rights reserved. Nothing appearing in IMPACT may be reproduced without the express written permission of the national association. We welcome all commentary, contributions, photographs and letters to the editor. Please address all correspondence to NAFIS at the above address. NAFIS members receive IMPACT as a free membership service. Please call or email for more information.*