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What We Heard: Common Challenges Facing NAFIS Members

NAFIS member school districts can be found across the country. Some sit on or near Indian Lands; others, military installations. Many include national parks, national laboratories or other federally owned property in their boundary. They exist in urban, suburban and rural settings. Each serves a unique student population, together representing students of nearly every race, ethnicity and socioeconomic class.

NAFIS is proud to represent such a diverse community. It is our differences that allow us to realize one of our core values – that we are truly “Stronger Together.” Yet sometimes we forget that – for all our differences – we are actually quite similar.

This past September, the NAFIS staff incorporated some new ideas into our Fall Conference, aiming to take advantage of the knowledge and experience of our members and build unity within the NAFIS Family.

One of the “engagement exercises” came in our Opening General Session, during which attendees were randomly assigned seats, with most ending up at tables with at least some that they’d never met and whose districts – on first glance – appeared much different than their own. During the activity, they discussed their district’s biggest challenge, sharing how they are addressing it and getting ideas from each other on new strategies for doing so. The goals? To make new connections and learn about each other as individuals and school districts, and to inform NAFIS advocacy.



NAFIS Board Member & Chinle Unified School District #24 (AZ) Superintendent Quincy Natay listens to Indian River Central School District (NY) Superintendent Audrey Stevenson

We were pleased to get positive feedback on the activity. More importantly, we are excited attendees were able to gain valuable insights from one another and return home with a new perspective.

As part of this activity, each attendee had the opportunity to complete a participant worksheet, which documented the exercise and which we at NAFIS have since reviewed. What emerged is a complex look at the myriad of issues that federally impacted school districts face – and a clear understanding that, no matter what type of federal impact a district has, many of the challenges we face are the same, including:

- Student achievement
- Mental wellness and safety
- Teacher recruitment and retention
- Infrastructure
- Funding

Continued on page 5...

IMPACT

November - December 2018

Moving Forward, Stronger Together

Thank you NAFIS Fall Conference attendees! Your willingness to try something new at the Opening General Session resulted in the NAFIS Family departing the conference Stronger Together (see page 1). I am so glad we had the opportunity to learn from each other and make new friendships that will continue to grow over the years. We've heard similar sentiments from several of you—for example, one attendee shared in the conference survey, “Loved LOVED the engagement exercise. It was a great way to get us out of our comfort zones and meet others working towards the same goals.”

Shortly after the conference adjourned, Congress passed and the President signed the FY 19 Labor, Health & Human Services, and Education Appropriations bill, which increased funding for Impact Aid. Congratulations NAFIS Family!

Impact Aid Basic Support has received increased funding each year since FY 16, and Federal Properties has fought off elimination and received funding increases since FY 17. Here is a rundown:

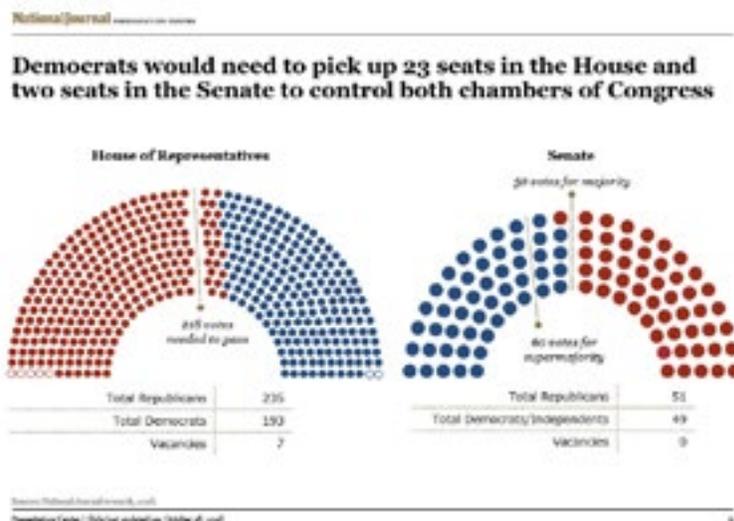
- FY 16:** \$17 million increase Basic Support; Federal Properties funding restored
- FY 17:** \$21 million increase Basic Support; \$2 million increase Federal Properties
- FY 18:** \$81 million increase Basic Support; \$4.5 million increase Federal Properties
- FY 19:** \$31 million increase Basic Support; \$1 million increase Federal Properties

In total, Basic Support funding has increased by \$150 million, which will help to move the LOT payout upwards, and Federal Properties funding has increased by \$7.5 million, making additional dollars available after foundation payments are distributed.

These increases are a direct result of the longstanding work of Impact Aid advocates. The NAFIS Family did not let up when domestic discretionary funding was cut or stagnant. Instead, we continued to knock on Congress' doors. We made sure

that policymakers knew who we are, who our students are and who our communities are. We engaged with other organizations to raise the domestic discretionary budget caps established by the Budget Control Act of 2011. Once they were raised, members of Congress on both sides of the aisle were already well aware of Impact Aid and its importance to their constituents. We did not have to educate them from ground zero.

I provide this history as a reminder that we cannot rest on our laurels. One of the points that I stress during the NAFIS Conference Policy & Advocacy 101 session is, “Advocacy is a long term process.”



We must continue to thank members of Congress for prioritizing Impact Aid. At the same time, we must remind them that continued increases are required to ensure federally impacted school districts have the same resources as non-impacted school districts to meet the needs of their students and provide a quality education. President Trump has already instructed his cabinet secretaries to cut five percent from their budgets for FY 20, which would result in about a \$3.5 billion cut at the U.S. Department of Education—some of which could come from Impact Aid.

We know our message, but to whom we will be delivering it will be determined next week, as voters go to the polls on November 6 for the mid-term elections. Election analysts are predicting that the Democrats will take the House and that the Senate will likely remain in Republican control.

Democrats must win 23 more seats than they currently have to become the majority party in the House. They only need to pick up two seats to take the Senate—which one might think would be an easier task—but they are defending 26 of the 35 seats up for election, 10 of which are in states that President Trump won.

Regardless of the outcome, the 116th Congress will convene in January 2019. There will be new members of Congress, new committee members and new staff to meet and to educate on the importance of Impact Aid. NAFIS will continue to lead and advocate for Impact Aid funding and infrastructure, as well as to ensure the program remains intact and is not redirected to private school vouchers.

Between now and January, the current Congress will return after the election to finish its work in what will be called a “lame duck” session, meaning the previous Congress will meet to complete its work before the successor Congress term begins. There are seven FY 19 appropriations bills that Congress has not passed: Agriculture, Rural Development and Food and Drug Administration; Financial Services; Interior, Environment, and Related Agencies; Transportation-Housing and Urban Development; Homeland Security; Commerce-Justice-Science; and State-Foreign Operations.

There is a Continuing Resolution in place through December 7, 2018, to keep these agencies operating. The lame duck Congress will either pass these appropriations bills or pass another continuing resolution. If they do neither, there will be a shutdown of these agencies. Because FY 19 Department of Education funding has already been signed into law, when you read in your newspapers that there could be a government shutdown, know that Impact Aid funding will not be affected.

As we approach the holiday season, I wish all of the NAFIS Family a time of joy, peace and good health. ~

Section 7003 Payments for Federally Connected Children

In October, the Department of Education received a limited portion of the FY 2019 appropriation under the automatic apportionment. With these funds, we released initial payments to 734 school districts totaling \$92.4 million. Initial payments are set at 50% of LOT and \$500 per weighted unit for children with disabilities.

As of October 30, the Office of Management and Budget (OMB) had not yet apportioned the full FY 2019 appropriation. The Department of Education will release initial payments to all eligible 2019 applicants when the funding is made available, most likely the first of November. Interim payments set at 87% or higher will be released this winter.

Section 7002 Payments for Federal Property

Final FY 2017 payments were released in the last week of October. FY 2019 foundation payments will be released in early November.

Technical Assistance Webinars

This fall, the Department is offering a series of technical assistance webinars for novice applicants and anyone who needs a refresher on Impact Aid program applications and related topics. Make sure you are receiving Impact Aid Tip messages from the Impact Aid Program listserv, where these webinars are an-



DEPARTMENT WATCH

nounced. Information about the listserv is at the end of this column.

Impact Aid Grant System

Impact Aid Program staff continue to work with a contract team to design and build the new Impact Aid Grant System (IAGS), which will replace the legacy IT system. Release 4 will be built next. It will include external communication tools and applications. The Department is seeking school district staff members who are willing to test the new applications during development. If you are interested in providing feedback, please contact Amanda. Ognibene@ed.gov. Six releases of the IAGS are planned before the projected "Go Live" date in October 2019.

Electronic Data Collection Pilot

A few LEAs are piloting electronic data collection systems to collect survey information on their Impact Aid eligible students. If you plan to attempt an electronic data collection this year or next, contact the Impact Aid Program Office before you launch your project. Applicants that attempt an electronic data collection without coordinating the effort in advance assume a risk that the survey results will not be approvable.

Reminders

Keep ED Updated on Staff Changes: Notify the Department of contact person and other staff changes by sending an email to **Impact.Aid@ed.gov**.

Keep Up Your DUNS Registration in SAM:

To receive funds from any Federal program, your school district must have its DUNS number registered in the System for Award Management (SAM). SAM registration must be updated annually. Visit **sam.gov** to learn more and log in.

Stay in the Loop with ED:

The Department sends out information and tips for Impact Aid applicants on an e-mail listserv. You can subscribe online 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** or call (202) 260-3858. ~

Membership Corner



Lynn Watkins

The end of the year is fast approaching, and we will soon say goodbye to 2018. Most of you receiving this issue of *Impact* will continue to get all NAFIS publications until June 30, 2019, the end of the membership cycle. However, for those school districts that have not paid their membership dues, all NAFIS benefits will end December 31. I know we all get busy and time is always short, but now's the time to act if your district's dues have not been paid. If you are not sure of your district's membership status, please give us a call and we will happily assist you. Our goal is to keep the lines of communication open so your district can stay abreast of changes, updates and breaking news on Impact Aid.

Through your membership dollars, NAFIS can continue to advocate for you and your students. NAFIS is also able to host two national conferences a year, offering outstanding content and high-profile speakers when you come to Washington, DC. Your membership also allows the FRO (Federal Relations Outreach) meeting to take place on Capitol Hill each year. FRO fosters direct interaction between NAFIS members, Congress and its staffers. It is an important aspect of our advocacy work and critical to its success.

If your district's membership dues have not been paid, please take action today. Call **202-624-5455**.

In addition, mark your calendars and save the date for the 2019 NAFIS Spring Conference, March 17-19. Spring is a great time to visit Washington, and we are in the early stages of planning an engaging conference for you at the Hyatt Regency Capitol Hill. NAFIS will need your help to educate newcomers in Congress, as there will likely be some changes after this year's mid-term elections. Highlight those March dates, and I will see you in 2019!

What We Heard, cont...

...from page 1

Also evident are the creative ways that districts are addressing the obstacles they face.

For example, every school district works tirelessly to improve **student achievement**, with many mentioning growing concern about, and particular focus on, closing achievement and opportunity gaps. A representative from Sacaton Elementary School District #18 in Arizona, serving students who live on Indian Lands, shared that her district created a reading competition, where they “implemented a reading program on tablets, and put tablets on the school buses,” and challenged students to read as many books as they could. Recognizing students cannot learn if they are not present, several districts shared attendance incentives aimed at increasing daily attendance and decreasing truancy and dropout rates.

Many participants also mentioned challenges related to student **mental health** needs, with several districts noting increases in student mental illness and suicide. Some are particularly concerned about societal challenges – such as drug use and abuse and violence in homes or communities – that touch the lives of students every day. Another theme: how to best protect everyone on campus, with fears rising regarding **school safety**. Central Kitsap School District, a military serving district in Washington, plans to tackle all these issues, offering ALICE Trainings (active shooter civilian response trainings) and hiring additional school psychologists, counselors and resource officers to address students’ social-emotional needs. Troubled by students struggling with mental health issues, Browning Public Schools in Mon-

tana, which serves students living on Indian Lands, is becoming a trauma-informed district and implementing and growing a language and cultural immersion program to better equip teachers and staff in addressing the needs of their student body.

Regardless of impactation, many NAFIS members struggle to hire and retain **qualified teachers**, especially in math, science and special education. A participant from Fountain Fort Carson School District in Colorado explains that military school districts struggle with high teacher turnover,



Sanders Unified School District #18 (AZ) School Board Member Anita Watchman and Prince George County Public Schools (VA) Superintendent Renee Williams during the activity

as many teachers have military spouses and are highly mobile. They are mitigating the issue by actively recruiting teachers and increasing salaries. Other districts, particularly those serving Indian Lands and rural communities, struggle with teacher housing, where rising home prices and low availability result in long commutes and challenges with teacher retention. To counteract this, Timber Lake School District in South Dakota, serving students who reside on Indian Lands, now has three teacher houses and is increasing base salaries.

Attendees also face challenges on **infrastructure**, a particular concern for federally impacted districts given their limited tax base and bonding capacity. Districts cite the need to modernize older and damaged buildings, especially when facilities pose health and safety concerns. Many also note difficulties with rugged roads leading to increased bus maintenance and replacement. Knob Noster School District in Missouri, which serves military connected students, has “developed a strategic collaboration plan with state, federal and private agencies” to address their infrastructure needs.

While many attendees highlighted specific challenges like those above, others referred to the overall issue of **funding**, which impacts every aspect of school district operation, and the need to prioritize competing needs. As a representative from Lemont High School District #210 in Illinois, impacted by the Argonne National Laboratory, summarized their biggest challenge: “compensating teachers and staff competitively...and still be[ing] able to make capital improvements to facilities.”

This brings us to two final commonalities of note for the NAFIS Family: reliance on Impact Aid and passion for creating a better future for our children. While federally impacted school districts are developing innovative and exciting ways to address their needs, it is essential that they have the resources to do so. Impact Aid is vital in supporting the education of students and ensuring they are not disadvantaged because of the federal government’s activities. When we work together – whether in advocating for Impact Aid or in discussing solutions to our shared challenges in educating students every day – we are stronger. ~

NAFIS Calendar

November 8-9, 2018
FISEF Two-Day Workshop
Cooperative Council for Oklahoma
School Administration
Oklahoma City, OK

December 8-9, 2018
FISEF Two-Day Workshop
Harrah’s Hotel and Casino
Las Vegas, NV

December 10-11, 2018
NIISA Meeting
Harrah’s Hotel and Casino
Las Vegas, NV

January 5, 2019
FLISA Meeting
Andaz Hotel
San Diego, CA

January 5, 2019
FLISA Meeting
Andaz Hotel
San Diego, CA

December 8-9, 2018
FISEF Two-Day Workshop
Harrah’s Hotel and Casino
Las Vegas, NV

*Editor's Note: In late September, Representative Tom O'Halleran (D-AZ) introduced H.R. 6830, the Impact Aid Infrastructure Act, which would provide a \$1 billion one-time infusion of funds to address the significant backlog of facilities needs in federally impacted school districts. NAFIS strongly supports this legislation and prepared the one-pager below to assist NAFIS members, congressional staff and the public in understanding its structure and importance, as well as to support advocacy efforts to encourage additional members of Congress to co-sponsor it. Download the 2017 NAFIS survey **Foundations for Learning: The Facilities Needs of Federally Impacted Schools** to learn more about the facilities needs of federally impacted school districts.*

Federally impacted school districts have minimal assessed land value and/or bonding capacity to finance school facilities.

65%

Rated the Condition of Their Facilities as Fair or Poor

National Association of Federally Impacted Schools

H.R. 6830, the Impact Aid Infrastructure Act

Purpose: To provide a one-time infusion of funds into the Impact Aid Construction program to address the significant backlog of facilities needs at federally impacted school districts.

Sponsor: Congressman O'Halleran (D-AZ)

Bill Summary: This legislation would authorize a one-time infusion of \$1,000,000,000 – to be expended over three years – for ESEA Section 7007 Impact Aid Construction. Distribution:

- Formula Grants – 40 percent of funds would be distributed as formula grants, based on the regular distribution criteria in statute, to federally impacted school districts whose average daily attendance is 50 percent or more military connected or Indian lands students.
- Competitive Grants – 60 percent of funds would be distributed as competitive emergency and modernization grants. Eligibility criteria are broader than for the regular Impact Aid Construction program to account for the additional funding. Eligible school districts are those (1) that qualify under the regular criteria; (2) whose assessed value of taxable property is less than \$100 million; or (3) whose average assessed value of taxable property per student is less than the state average. Emergency grants are prioritized over modernization grants and must be used to repair, renovate or alter facilities to ensure the health, safety and wellbeing of students and school personnel.

Overview: The federal government has a clear obligation to address the facilities of federally impacted school districts – those that receive Impact Aid as a tax replacement because of the presence of nontaxable federal properties, including Native American reservations and military installations. Often there is limited taxable property and few taxpayers in these school districts because of the federal government's presence, making it challenging to generate local revenues for school construction or to issue a bond. In more extreme cases, these school districts have no taxpayers or no practical capacity to issue bonds due to limited assessed property value.

There is strong federal precedent for investing in federally impacted school facilities – an Impact Aid Construction program has been in place since Impact Aid's inception in 1950. Further, the Impact Aid program office at the US Department of Education has the appropriate staffing and an established procedure already in place to review, distribute and monitor funds under the Impact Aid Construction program. This includes the annual distribution of approximately \$18 million and the one-time \$100 million investment through the Recovery and Reinvestment Act.



Federally impacted school districts need adequate resources to address health and safety code violations. The annual Impact Aid Construction appropriation falls far short of addressing the significant backlog of school facilities needs of federally impacted school districts. NAFIS identified more than \$4.2 billion in pressing school facility needs in a survey of 218 school districts. Respondents named a variety of essential projects, including health and safety related issues such as lead and mold; outdated electrical, HVAC and plumbing systems; leaky roofs; expired boilers; aging technology; and building capacity due to student enrollment growth.

The survey also found that federally impacted school districts have limited or no bonding capacity due to the presence of nontaxable Federal property. Eighty-two percent of respondents cited lack of funds as a reason to defer capital construction projects, and eighty-three percent could start their most pressing capital project within a year if funds were available. ~

Fall Conference Breakout Session Wrap-Ups

Supporting Gifted and Talented Students Under ESSA

During the Fall Conference, NAFIS provided participants the opportunity to attend breakout sessions on important topics in education. One session, “**Supporting Gifted and Talented Students Under ESSA**,” was presented by William (Bill) Knudsen, Director of Government and Affiliate Relations of the National Association for Gifted Children (NAGC).

Knudsen facilitated discussion around the mission of NAGC, which is to “support those who enhance the growth and development of gifted and talented children through education, advocacy, community building and research.” NAGC is key in bringing teachers, administrators, parents and communities together in supporting and advocating for gifted and talented students.

Attendees had the opportunity to share core challenges surrounding the education of gifted and talented students. One commonality was the lack of training for teachers in identifying gifted and talented students, sometimes leaving these students unrecognized. Left under typical grade-level instruction, gifted and talented students are being hindered in their educational experience instead of being challenged at their capacity level.

Related to this are the classroom challenges that teachers face with gifted and talented students, especially if gone unrecognized. Oftentimes unrecognized gifted and talented children can be disruptive due to boredom or display behaviors similar to those of children with learning disabilities.



Knudsen addressing session attendees

Frustrated and with a classroom full of students, educators may pass off these students to the school resource officer or special education classroom. Although well-intended, these settings are not the right place for gifted and talented students to be educated and reach their full potential.

Conversations around gifted and talented children often go ignored because of generalized assumptions about these students. NAFIS is proud to have given gifted and talented students a spotlight during the Fall Conference. ~

21st Century Libraries: Critical Partnerships for 21st Century Learners Under ESSA

When people think of libraries, words that can come to mind are “books, librarians and shushing between shelves.” Some think, “research, learning and technology.” For others, it’s “community, school and outreach.”

Larra Clark and Marijke Visser of the American Library Association began their **breakout session** at the 2018 NAFIS Fall Conference with a thought cloud from the room, asking participants to share what first popped into their minds when they thought of libraries.

This breakout session walked through the many different ways a library



Clark answering questions

can help build community and ensure that students graduate career and college ready. Clark and Visser discussed the “E’s” that libraries provide—education, employment, engagement, empowerment, enjoyment, entrepreneurship and early learning.

Some services that libraries provide within these “E’s” are Wi-Fi lending, digital collections, summer reading and tutoring help. On tribal lands, libraries help to preserve culture and language. On military installations,

libraries can provide spaces for students to video call with deployed parents or offer refuge for those looking for a quiet space to study. For rural schools that have issues with connectivity, Wi-Fi lending



Visser speaking to the crowd

at libraries allows students to check out internet modems as if they are books. Many libraries participate in ConnectHome, a public-private collaboration designed to narrow the digital divide for residents living in HUD-assisted housing. Their digital collections are available for anyone who possesses a free library card. In many places, summer reading keeps students busy, offering a sense of community and healthy competition.

Libraries are not just the few words that attendees thought of at the start of the session. Clark and Visser’s presentation showed us how libraries have transformed and evolved to meet the needs of 21st century learners—including parents, students and staff. From Wi-Fi-lending to video calls with parents to preservation of culture and language, the ALA showed us how libraries are resources for all of our students. Thanks to the ALA for presenting at the conference! ~

Long-Time Staff Member Jocelyn Bissonnette Departs NAFIS

NAFIS Director of Policy & Advocacy Jocelyn Bissonnette departed the organization at the end of October. Bissonnette has been a fixture at NAFIS for the past decade, representing the association before Congress and the Administration and engaging on-the-ground stakeholders and national coalitions in advocacy campaigns that strengthen and protect the Impact Aid program. She has authored several organizational reports - including key documents on sequestration and infrastructure at federally impacted school districts - that have changed the national dialogue.

"It has been a joy to work with Jocelyn since I came on board at NAFIS," said Executive Director Hilary Goldmann. "All of us in the NAFIS Family appreciate her professionalism and dedication to her work, federally impacted school districts and students. We wish her all the best in her new endeavor."

Bissonnette will be starting a new position as the Director of the Funders Census Initiative (FCI) at the Funders Committee for Civic Participation, building on skills and knowledge she garnered throughout her time at NAFIS and in graduate school.

"Ensuring a fair and accurate 2020 Census means ensuring that individuals and communities across the country have a voice in our democracy," said Bissonnette. "I deeply believe that this work is an extension and expansion of my current role. It has been a privilege to represent the NAFIS Family, and I will miss working with all of you."

Join us in wishing her the best as she embarks upon this new adventure! ~



We Asked, You Answered! Why Is Impact Aid Important to Your District?

During the 2018 NAFIS Fall Conference, we put out a question on Twitter: "Why is #ImpactAid important to your district?" And several people - including conference attendees and those who weren't able to be there - let us know! Here is a sampling of the answers (lightly edited) that we received. Thank you for sharing your experiences with us - and with the world! As we work together to raise awareness about the importance of and need for Impact Aid, social media is a powerful advocacy tool.

@kulrgard: IA has allowed us to expand many programs and provide supplemental services to our students! Counselors, psychologists, social workers, as well as additional teaching staff to provide extra supports to our students.

@KarenGray92365: In rural California dominated by Federal properties and activities, Impact Aid supports quality teachers, professional development, student transportation and materials that make learning interesting and fun!

@cherryl_paul: Impact Aid is vital to the support of our school children at @SESD_YES. The majority of these funds go to classroom instruction, transportation, and maintenance of school facilities.

@MrTDecker: #ImpactAid equalizes the opportunities for kids in federally impacted schools. Reasonable class size goals, resources, programs, and even basic health and welfare needs can be met with this essential support. It helps us do what is right for kids.

@jnovak_julie: @fshisd budget is 47% #ImpactAid funds. We could not serve our #militarykids without it.

@AZChris96: Impact Aid makes up 50%+ of the Pinon Unified School District budget. It allows us to fund teacher salaries, technology and buses. We couldn't survive without it!

Check NAFIS Out on Social Media



Facebook: <http://www.facebook.com/nafigschools>

Twitter: @NAFISschools

NAFIS Recognizes Congressional Champions of Impact Aid

At a special awards ceremony on Capitol Hill on Tuesday, September 25, NAFIS recognized several congressional champions of Impact Aid with the Friend of NAFIS award. These Members of Congress have made outstanding contributions to the Impact Aid program. Their dedication to federally connected school districts and the children they serve deserves recognition and praise. The recipients are:

- Congressman Tom Cole (R-OK)
- Congressman Joe Courtney (D-CT)
- Congresswoman Susan Davis (D-CA)
- Majority Leader Kevin McCarthy (R-CA)
- Congresswoman Kristi Noem (R-SD)
- Congresswoman Elise Stefanik (R-NY)

The entire Impact Aid community joins together in thanking these Members of Congress for their support of Impact Aid. ~



Rep. Tom Cole with members of the Oklahoma delegation to the 2018 NAFIS Fall Conference



Rep. Joe Courtney addresses NAFIS members



Rep. Susan Davis' staff participated in the ceremony on her behalf



Rep. Elise Stefanik speaks to NAFIS members



Majority Leader Kevin McCarthy accepting the award



Rep. Kristi Noem accepting the award

FISEF TWO-DAY SCHOOL BUSINESS OFFICIALS WORKSHOP

**DECEMBER 8-9, 2018
HARRAH'S HOTEL & CASINO
3475 LAS VEGAS BLVD S., LAS VEGAS, NV 89109**

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

PAYMENT INFORMATION

Price: Circle your payment option:

\$495.00 Cash Check P.O

Checks Payable to:

Federally Impacted Schools Educational Foundation

Send registration/payment/P.O to:

Anne O'Brien, FISEF, 400 North Capitol Street, NW, Suite 290, Washington, DC 20001, via fax to (202) 624-5468, or email to anne@nafisd.org

TENTATIVE AGENDA

DAY ONE

8:30AM Continental Breakfast

9:00AM Introductions

9:10AM Workshop Overview

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
- Beginning your FY2020 Section 7003 application

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 you?

3:30PM Calculating a payment (class exercise)

4:00PM Review

DAY TWO

8:30AM Continental Breakfast

9:00AM - Other Law Provisions
- Equalization
- Understanding Table 9
- Indian Policies and Procedures
- Applying for construction grants

10:00AM - Estimate payment with your FY19 application

10:45AM - Transferring payment estimates to voucher

11:15AM - Field Reviews

11:45AM - Questions & Answers

12:00PM - Adjourn

Cancellations received in writing before 11/24/18 will be refunded in total; between 11/24/18 and 12/1/18 will be refunded 50%; no refund thereafter.

Good Idea Grant Applications Open!

Calling all teachers, school counselors, principals, librarians and other educators who have a good idea for a project but not the budget to implement it!

The Federally Impacted Schools Educational Foundation (FISEF, the NAFIS foundation) is now accepting applications for 2019 Good Idea Grants. These grants are designed to support projects that address at least one of three target areas: student academic needs, updated and innovative curriculum, and/or student social and emotional wellness. Any educator who works for a NAFIS-member school district is eligible to apply.

Grants fund a wide range of projects. For example, in Port Angeles, WA, a 2018 Good Idea Grant is helping expand access to computer science education at an elementary school, supporting an updated curriculum that teaches all students to code. In Illinois' Lemont Township High School District 210, one is being used to create a supported employment learning opportunity—the district is creating a coffee bar managed and staffed by students with disabilities to assist them in developing skills and strategies that transfer to competitive community-based employment. And in New York's Highland Falls-Fort Montgomery Central School District, a grant is supporting development of a robotics club that engages students in activities that build science, engineering and technology skills while fostering collaboration, communications and leadership.



Past grants have also funded outdoor classrooms, art activities, pre-K readiness, bridge-building modules and much, much more.

Applications are being accepted through December 15, 2018. Three grants of up to \$5,000 each will be awarded in January 2019.

Learn more and get the application at <https://www.nafisdc.org/fisef/good-idea-grants/>.

Check Out Our New Website!

The NAFIS website has been updated—it has a whole new look and feel.

It is also easier to navigate, so visitors can more quickly understand the resources NAFIS offers and learn about relevant policy issues.

Check it out at <https://www.nafisdc.org/>.

We've Moved!

Due to the expansion of a neighboring organization, NAFIS offices have relocated from the 4th floor of the north tower to the 2nd floor of the south tower of the Hall of the States.

Please update your records to reflect our new address:

**400 N. Capitol Street NW, Suite 290
Washington, DC 20001**



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