

Archived Information

IMPACT AID

(BASIC SUPPORT PAYMENTS, PAYMENTS FOR CHILDREN WITH DISABILITIES, FACILITIES MAINTENANCE, CONSTRUCTION, AND PAYMENTS FOR FEDERAL PROPERTY)

Goal: To provide appropriate financial assistance for federally connected children who present a genuine burden to their school districts..	Funding History (\$ in millions)			
	Fiscal Year	Appropriation	Fiscal Year	Appropriation
Legislation: Title VI of the Elementary and Secondary Education Act, as amended by the Improving America's Schools Act (20 U.S.C. 7301).	1985	\$695	2000	\$906
	1990	\$732	2001	\$993
	1995	\$728	2002 (Requested)	\$1,131

Program Description

Impact Aid provides financial assistance to school districts affected by Federal activities. Impact Aid helps to replace the lost revenue that would otherwise be available from taxes on federal property to pay for the education of these children.

Impact Aid funds flow primarily through Basic Support Payments to about 1,400 districts with federally connected children. These include: children who live on federal property with a parent who is employed on federal property; children who live on federal property with a parent who is on active military duty or is a foreign military officer; children who live on certain Indian lands; children who do not live on federal property but who have a parent who is on active military duty or is a foreign military officer; children who live in low-rent housing; children who live on federal property but do not fit any of the above categories; and children who do not live on federal property but have a parent who is employed on federal property.

Impact Aid also provides supplemental assistance to school districts that have certain federally connected children with disabilities, so that the local community does not have to shoulder the entire burden of educating these special-needs children. Funds for the construction or renovation of school facilities are provided to districts with large numbers of children living on Indian lands and districts with large numbers of children with a parent in the uniformed services. These school districts are among the poorest in the country and have the most difficulty in raising capital for school construction because of their inadequate tax bases. Impact Aid also provides aid to districts with significant amounts of non-taxable federally owned property acquired since 1938.

Program Performance

OBJECTIVE 1: MAKE PAYMENTS IN A TIMELY MANNER.

Indicator 1.1 Timeliness of payments: At least 90 percent of eligible applicants will receive initial Basic Support and Children With Disabilities payments within 60 days after the enactment of an appropriation.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: Target exceeded. Explanation: For FY2000, 96 percent of eligible applicants received their Basic and Disabilities payments within 60 days of the enactment of the appropriation – above the performance target of 90 percent and a substantial increase from 1997 (75 percent) and 1998 (87 percent). In FY1999, payments were delayed due to the need to design and implement a new Y2k compliant system.	Source: Program office files, 2000. <i>Frequency:</i> Annually. <i>Next collection update:</i> FY 2001. <i>Date to be reported:</i> January 2002. Validation Procedure: Verified by ED attestation process and ED <u>Standards for Evaluating Program Performance Data</u> . Limitations of Data and Planned Improvements: No significant limitations.
1997:	75%			
1998:	87%			
1999:	13%	90%		
2000:	96%	90%		
2001:	73%	90%		
2002:		90%		

OBJECTIVE 2: IMPROVE CONSULTATION BETWEEN SCHOOL DISTRICTS AND THE INDIAN COMMUNITY TO SUPPORT THE EDUCATION OF INDIAN CHILDREN.

Indicator 2.1 Indian community consultation: At least 75 percent of Title IX (Indian Education) coordinators in school districts that receive Impact Aid will report that the district solicits input from the Indian community on strategies for increasing the achievement of Indian children.

Targets and Performance Data			Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	Status: Unable to judge. Explanation: Baseline data were collected in FY 2000 through a question included in the Title IX performance report. Data are not yet available.	Source: Title IX performance reports. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2000. <i>Date to be reported:</i> Spring 2001. Validation Procedure: Data will be verified by ED attestation process and ED <u>Standards for Evaluating Program Performance Data</u> . Limitations of Data and Planned Improvements: Title IX coordinators' survey responses may not accurately reflect the quality of LEAs' parental and tribal consultation.
1999:	No Data Available	No target set		
2000:	No Data Available	75%		
2001:		75%		
2002:		75%		

OBJECTIVE 3: MAKE ACCURATE PAYMENTS.

Indicator 3.1 Overpayment forgiveness requests: The number of requests to forgive overpayments of Basic Support Payments, and payments for Children With Disabilities will not exceed 10 in a given fiscal year.			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	
1998:	4 requests		Status: Target met. Explanation: There were two requests to forgive overpayments in 2000, well below the target maximum of 10 requests and an improvement over 1999 (five requests) and 1998 (four requests). Source: Program office files, 2000. <i>Frequency:</i> Annually. <i>Next collection update:</i> FY 2001. <i>Date to be reported:</i> January 2002. Validation Procedure: Verified by ED attestation process and ED Standards for Evaluating Program Performance Data . Limitations of Data and Planned Improvements: No significant limitations.
1999:	5 requests	No more than 10 requests	
2000:	2 requests	No more than 10 requests	
2001:		No more than 10 requests	
2002:		No more than 10 requests	

OBJECTIVE 4: CONTINUE TO MAINTAIN, REPAIR, RENOVATE, AND TRANSFER SCHOOL FACILITIES.

Indicator 4.1 Facility transfers: At least 2 school facilities a year will be removed from the inventory of school facilities owned by the Department.			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	
1996:	4 removals		Status: Target met. Explanation: Four facilities were removed from the Department's inventory in 2000, exceeding the target of at least two removals. From 1996 to 2000, between two and four facilities have been removed each year, indicating steady progress in transferring school facilities to local educational agencies. Source: Program office files, 2000. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> January 2002. Validation Procedure: Verified by ED attestation process and ED Standards for Evaluating Program Performance Data . Limitations of Data and Planned Improvements: No significant limitations.
1997:	2 removals		
1998:	3 removals		
1999:	2 removals	At least 2 removals	
2000:	2 removals	At least 2 removals	
2001:		At least 2 removals	
2002:		At least 2 removals	

OBJECTIVE 5: IMPROVE THE QUALITY OF PUBLIC SCHOOL FACILITIES USED TO EDUCATE INDIAN CHILDREN.

Indicator 5.1 Construction: By 2004, at least 70 percent of the schools in LEAs that receive these payments will report that the overall condition of their school buildings is adequate.			
Targets and Performance Data		Assessment of Progress	Sources and Data Quality
Year	Actual Performance	Performance Targets	
1999:	No Data Available		Status: Unable to judge. Explanation: Baseline data for 2000 indicate that 43 percent of the LEAs that receive Construction payments reported that the overall condition of their school buildings was adequate. No trend is yet evident. Source: Impact Aid applications. <i>Frequency:</i> Annually. <i>Next collection update:</i> 2001. <i>Date to be reported:</i> February 2002. Validation Procedure: Data will be verified by ED attestation process and ED Standards for Evaluating Program Performance Data . Limitations of Data and Planned Improvements: None.
2000:	43%		
2001:		45%	
2002:		50%	

