

# Impact Aid – A Program That Fills the Gap

Nicole Thuotte – Office of Public Instruction

## DISCLAIMER

Much of the information shared in this presentation is taken from the National Association of Federally Impacted Schools. They are a membership driven organization of Impact Schools nationwide.

<https://www.nafisdc.org>

## The History of Impact Aid

- In 1821 laws were passed to fund the cost of education for military dependent children in western outposts.
- In 1934, the Johnson-O'Malley Act identified that there were no local taxes to support the education of students residing on Indian Lands.
- Additional legislation was passed in late 1930 - early 1940 that paved the way for the establishment of Impact Aid laws.

## The History of Impact Aid

- Harry Truman signed the current Impact Aid program into law in 1950 (the oldest K-12 Federal education program) – also known as PL (Public Law) 81-874.
- In 1994 Impact Aid was incorporated into the Elementary and Secondary Education Act (ESEA) as Title VIII.
- In 2015 Impact Aid became part of the new Every Student Succeeds Act (ESSA) as Title VII.

## The History of Impact Aid

- There are approximately 1,300 school districts receiving Impact Aid payments. Those schools enroll more than 10 million students. Of those 10 million students, more than 800,000 are Federally connected.
- Impact Aid funding is authorized annually through the Labor, Health and Human Services, Education Appropriations Subcommittee.

## So, What Is Impact Aid?

- Impact Aid is a program that supplements local tax revenues lost due to either removal of Federal property from the tax rolls or from the placement of students on Federal lands with no tax base.
- Lost tax revenue includes different types of taxes, including property taxes, business taxes, sales taxes, income taxes, and local license fees.

## Districts Receiving Impact Aid

- Indian Lands Schools – Browning, Hardin, Harlem, Hays-Lodge Pole, Arlee, Polson, Culbertson, Rocky Boy, Lame Deer, Pryor, Wyola, Box Elder, and others.
- National Parks – Gardiner, West Glacier, Cooke City (West Yellowstone is no longer eligible).
- Federal Lands (Including National Forests/Low Income Housing) – Wisdom, and Anaconda (Trego and Eureka are no longer eligible).
- Military Installations – Great Falls (Ulm is no longer eligible).

# Counting Students for Impact Aid

- Student counts for Impact Aid are not based on the income of the parents or the race/ethnicity of the student – simply a relationship to the land on which the parent(s) live and work.
- Districts choose their “Membership Survey Date” – Between the 4<sup>th</sup> day of school and the 31<sup>st</sup> of January (the application due date).
- Districts must use a single date to count students (number of Federally connected students and Total Membership).
- Districts may use Source Check (one form, multiple students, same Federal property, signature of the employer and/or tax assessor required) or Survey Forms (completed by the parent/guardian).

# Impact Aid Application

- Completed in G-5 (Federal application – not eGrants, no OPI access).
- G-5 is the US Department of Education comprehensive grant application program.

**G<sup>5</sup>** Empowering the grant community.

**DEPARTMENT OF EDUCATION**  
UNITED STATES OF AMERICA

### Main

You are here: [Home](#)

**Email ID**

**Password**   
(Case Sensitive)

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In order to log into G5, you must accept the Department of Education's [terms](#).

**Yes, I Accept the Terms**

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### Help Desk

Help is available via the e-mail and phone numbers below. You can also view Self Help Articles at [EDCAPS.FORCE.COM](#) (click on "Forgot Your Password" and enter your email address as the User ID).

- Hours Of Operation: 8:00 AM to 6:00 PM EST, Monday - Friday, except on Federal holidays.
- Toll-Free: 1-888-336-8930
- TTY: 800-877-8339
- Local: 202-401-6238
- Email: [edcaps.user@ed.gov](mailto:edcaps.user@ed.gov)

### Welcome

**IMPORTANT: U.S. Department of Education to Implement Two Factor Authentication for G5 Access**

The U.S. Office of Management and Budget has mandated that all federal agencies implement increased cybersecurity capabilities to prevent unauthorized access to government systems. In keeping with the OMB mandate, the U.S. Department of Education will be implementing a more secure means for users of the G5 Grants Administration System to gain access, referred to as two factor authentication. Soon, all G5 external users will be required to enter a second piece of identification in addition to their password when logging in.

Two Factor Authentication (2FA) is a security process in which the user provides two means of identification from separate categories of credentials; one is typically something that you know, such as a password; and the other is something that you have, such as a security code you download from your mobile device. The combination of these two security factors makes it more difficult for someone to access government systems. Once both the first and second factors are validated, users are allowed into the system.

G5 users are already required to enter a password when logging into the system. The second factor will be provided by a free application called Google Authenticator that G5 users download and register to their mobile devices. The device will then generate a unique code each time the user logs into G5. For users who do not own a mobile device, the code can be retrieved via a text message or a phone call.

Two Factor Authentication will be rolled out to G5 users in groups, starting in mid-April 2016 and ending in June 2016. Specific details on how to download the Google application or use an alternative method of code retrieval will be provided to each user in an email shortly before their account is switched over to 2FA.

In preparation for the 2FA switch, all G5 users will be encouraged to enter at least one phone number as well as provide two additional security answers on their G5 profile, starting March 14. When logging into G5 for the first time after this date, users can go to the "My Profile" page where they can enter the additional data.

For further information on the implementation of Two Factor Authentication for G5, you may contact the G5 Hotline at (888) 336-8930.

**Notice:** All users requiring access to G5 must register with the U.S. Department of Education to obtain individual user IDs and passwords. In addition, all payees receiving grant award funds must submit signed and properly validated paperwork supporting their individual registrations. By applying for an ID, users must acknowledge that the data processed in G5 is sensitive financial data protected by the Privacy Act and other authorities. Users are not allowed to share passwords or login account information with anyone or access the G5 system using the credentials of others. **Any sharing of user account information or unauthorized access to G5 will result in a loss of system privileges.**

## Impact Aid Application

- Must have one login (DUNS number) per LE.
- Grade level designations must match the OPI grade level designations.
- Application must be submitted not later than January 31<sup>st</sup> at 9:59 pm, MST. If the application date falls on a weekend or holiday, it's due the next business day. Late applications are subject to a 10% penalty. No payment is made for applications submitted more than 60 days after the deadline.

## Impact Aid Application

- Series of “Tables”:
  - Tables 1-5 are student tables
    - Students may be eligible to be counted on more than one table, but only count each student once
  - Table 6 is Membership/Average Daily Attendance
  - Table 7-10 are financial tables

# Impact Aid Application

- Table 1
  - Children with disabilities who reside on eligible federal property and have a parent on active duty in the uniformed services or reside on eligible Indian lands.
  - Requires:
    - Property Code Number (Federal property code, not student address);
    - Official Name, Address, City, State;
    - Property Type (Uniformed Services, Indian Lands);
    - Number of children on survey date.
  - Student must have an active, signed IEP as of the survey date.

# Impact Aid Application

- Table 2
  - Children with disabilities who DO NOT reside on eligible federal property and have a parent on active duty in the uniformed services.
  - Requires:
    - Number of children on survey date.

## Students with Disabilities – Tables 1 and 2

- To be eligible, the student must have an IEP that is active on the count date.
- The effective date of the IEP must be verified with a parent signature.
- The date the parent signs the IEP trumps the IEP start date.

# Impact Aid Application

- Table 3
  - Children who reside on eligible federal property with a parent employed on federal property (property must be at least partly located within the district), reside on eligible federal property and have a parent on active duty in the uniformed services, or reside on eligible Indian lands (no employment required).
  - Requires:
    - Property Code Number (Complete physical address);
    - Official Name, Address, City, State;
    - Number of children on survey date.
  - **IMPORTANT:** Do Not include students from Table 1 on Table 3.

# Impact Aid Application

- Table 4
  - Children who reside on eligible federal property but whose parents are not employed on federal property (in MT – Federal low rent housing).
  - Requires:
    - Property Code Number (Federal property code, not student address);
    - Official Name, Address, City, State;
    - Number of children on survey date.

# Impact Aid Application

- Table 5
  - Children who do not reside on federal property but reside with a parent employed on Federal property or have a parent on active duty in the uniformed services.
  - Requires:
    - Property Code Number (Federal property code, not address of employer);
    - Official Name, Address, City, State;
    - Number of children on survey date.

# Impact Aid Application

- Table 6
  - Membership
    - Number of students enrolled on the Survey Date
    - Number of students for whom tuition is received (subtracted from membership) or paid (added to membership)
  - Average Daily Attendance (ADA)
    - MT has a negotiated rate of .94361

# Impact Aid Application

- Table 7
  - Must be completed if the district claimed students on either Table 1 or Table 2 in the prior fiscal year's application.
- Table 10
  - Must be completed if the district received section 8007, now 7007 (construction), funds in the previous year.

## Impact Aid Application

- Additional Requirements:
  - Districts claiming Indian lands students must include their Indian Policies and Procedures (IPP) document or a waiver statement.
  - Districts must upload and attach their signature page and Assurances and Certifications.

# Source Check and Survey Forms

Districts are required to verify the residence and/or employment of every student claimed on an Impact Aid application:

- Source Check forms – used to verify a large number of students on a single property. Districts generate a list of students and that list is verified by a designed official and the property itself is certified by a designated official.
- Survey Forms – used by parents to verify the eligibility their student(s). Only the signature of the parent/guardian is required.
  - New form allows multiple students from the same family on the same form.
- The general format of the Source Check/Survey form is dictated by the Department of Education (DOE). Districts may use their own forms, but must be approved by the DOE prior to use.

*Keep a copy of total enrollment on the Survey Date.*

# Source Check Forms

7 Different Source Check forms – 3 different forms for Indian Lands (Alaska, Oklahoma, other), HUD housing, 3 different Federal property forms (live on, work off; live and work on; live off, work on).

- Indian lands Source Check requires the following signatures:
  - ✓ Bureau of Indian Affairs (BIA)/Tribal Official – certifies the parcel and status (trust, restricted);
  - ✓ Tax Assessor – verifies the tax exempt status for leased restricted property;
  - ✓ Tribal Official – verified that the parent/guardian of each child claimed resides on Indian lands; and
  - ✓ Authorized School Official – verifies the name, birthdate, grade and enrollment of each student claimed on the Survey Date.

# Source Check Forms

- HUD Source Check requires the following signatures:
  - ✓ HUD Housing Official – verifies the housing complex and residence of each student claimed; and
  - ✓ Authorized School Official – verifies the name, birthdate, grade and enrollment of each student claimed on the Survey Date.
  
- Resides On Federal Property Source Check requires the following signatures:
  - ✓ Housing Official – verifies the residence of the parent/guardian and that the residence is located on Federal property; and
  - ✓ Authorized School Official – verifies the name, birthdate, grade and enrollment of each student claimed on the Survey Date.

# Source Check Forms

- Resides On and Employed On Federal Property Source Check requires the following signatures:
  - ✓ HUD or Military Housing Official – verifies the residence of the parent/guardian and that the residence is located on Federal property;
  - ✓ Military Personnel Official or Liaison – verifies the military rank and branch of the parent/guardian;
  - ✓ Civilian Employer – verifies the employment of the parent/guardian on Federal property; and
  - ✓ Authorized School Official – verifies the name, birthdate, grade and enrollment of each student claimed on the Survey Date.
  
- Employed On Federal Property Source Check requires the following signatures:
  - ✓ Employer – verifies the employment of the parent/guardian on Federal property;
  - ✓ Military Personnel Official or Liaison – verifies the military rank and branch of the parent/guardian; and
  - ✓ Authorized School Official – verifies the name, birthdate, grade and enrollment of each student claimed on the Survey Date.

# Source Check Forms

Important information required for each Source Check form:

- Must have a separate Source Check form for each Application Table and Federal property;
- Must have a COMPLETE address or legal description for the federal property and for each residence listed (no PO Boxes);
- Survey Date must be clearly identified on each page of the Source Check form;
- The Source Check form must have the full name, birthdate and grade level of each child claimed;
- All required signatures, dated on or after the Survey Date.

*Keep a copy of total enrollment on the Survey Date*

# Survey Forms

- Survey Date must be clearly identified;
- Each form must identify the student(s), birthdate, grade and school;
- COMPLETE residential address (no PO Boxes) – including house number, street name, apartment number (if applicable), city, state and zip code;
- Parent/guardian employer name and COMPLETE address (no PO Boxes), if located on Federal Property;
- Federal property name and COMPLETE address (no PO Boxes);
- Civilian parents must report the Federal property for their work station; and
- If the employer is not located on Federal property, the COMPLETE address where the office is located.

# Survey Forms

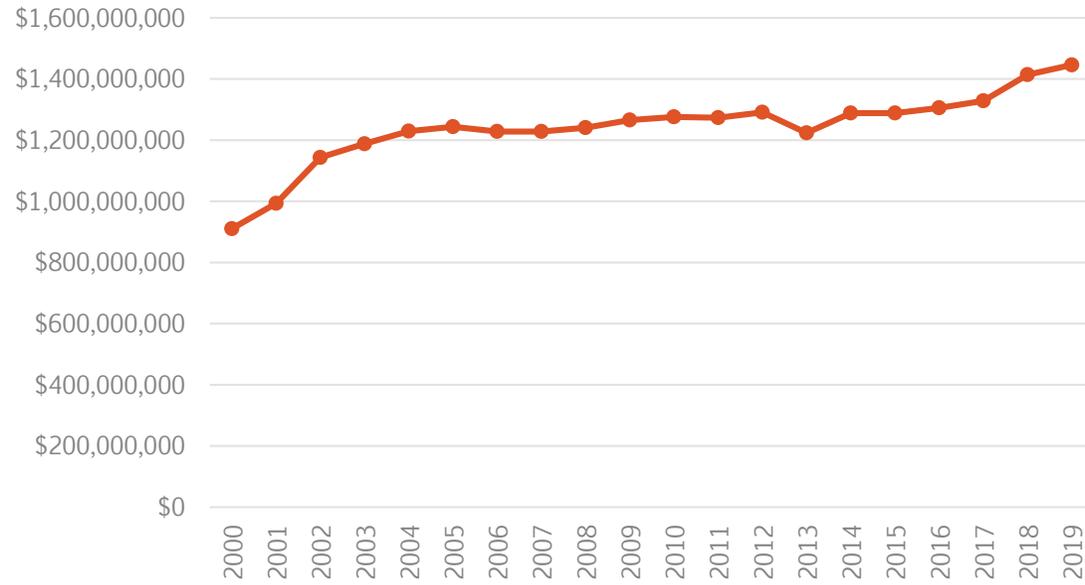
Important information required for each Parent/Pupil Survey:

- Active Duty Uniformed Services – parent/guardian name, rank and branch of service (pay scale is allowed in lieu of rank, but job description or military occupational specialty (MOS) is not);
- National Guard and Reserve – only eligible if they are called up for active duty by the President and orders are submitted;
- Verify that all addresses are COMPLETE.

# Application Review

- Impact Aid payments are based on the assumption that 50% of funds to operate a district come from the state, with the other 50% comprised of both local residential and business taxes.
- Impact Aid is not fully funded (has not been since 1969) – currently funded at only 45% of need. A payment formula has been developed to fairly distribute available funds.
- Payments are based on a district's need – not just a proportion based on ADA.
- Payments are based on a district's fiscal data from 3 prior Fiscal Years.
- The program is in statute, but Congress must appropriate money through the budget process.
- Impact Aid is the only Federal Education program that is not “forward funded” – so districts do not know how much they will receive or when in any given year.
- Payments are made after a budget is passed in October (no budget, no funds).

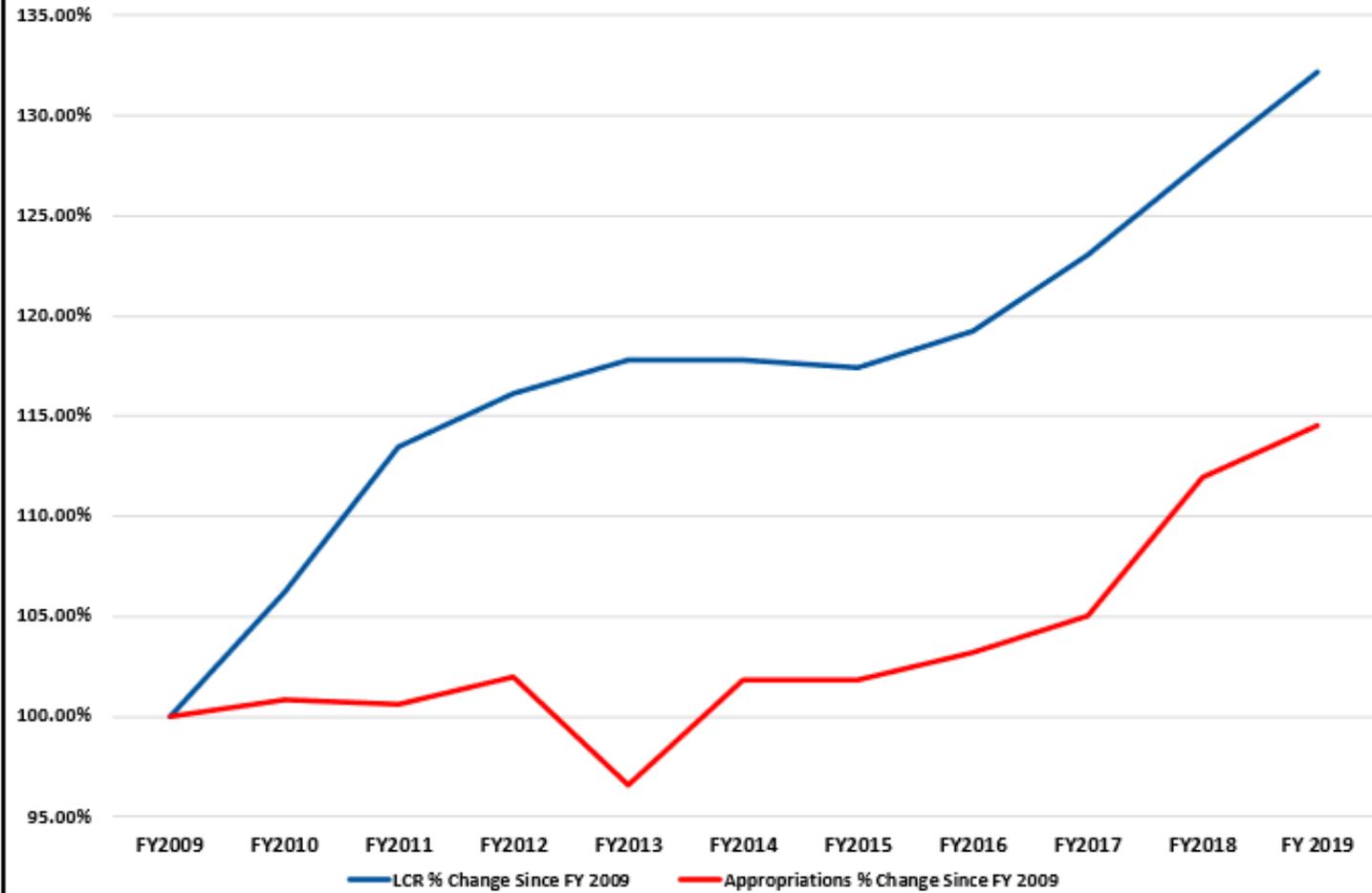
Appropriations by Year



Section-by-Section Funding (in Millions)

	FY 2017	FY 2018	FY 2019
<b>Federal Property</b>	\$68.81	\$73.31	\$74.31
<b>Basic Support</b>	\$1,189.23	\$1,270.24	\$1,301.24
<b>Disability Payments</b>	\$48.32	\$48.32	\$48.32
<b>Construction</b>	\$17.41	\$17.41	\$17.41
<b>Facilities</b>	\$4.84	\$4.84	\$4.84
<b>Total</b>	<b>\$1,328.61</b>	<b>\$1,414.12</b>	<b>\$1,446.12</b>

## So What's Been Happening the Last Decade?

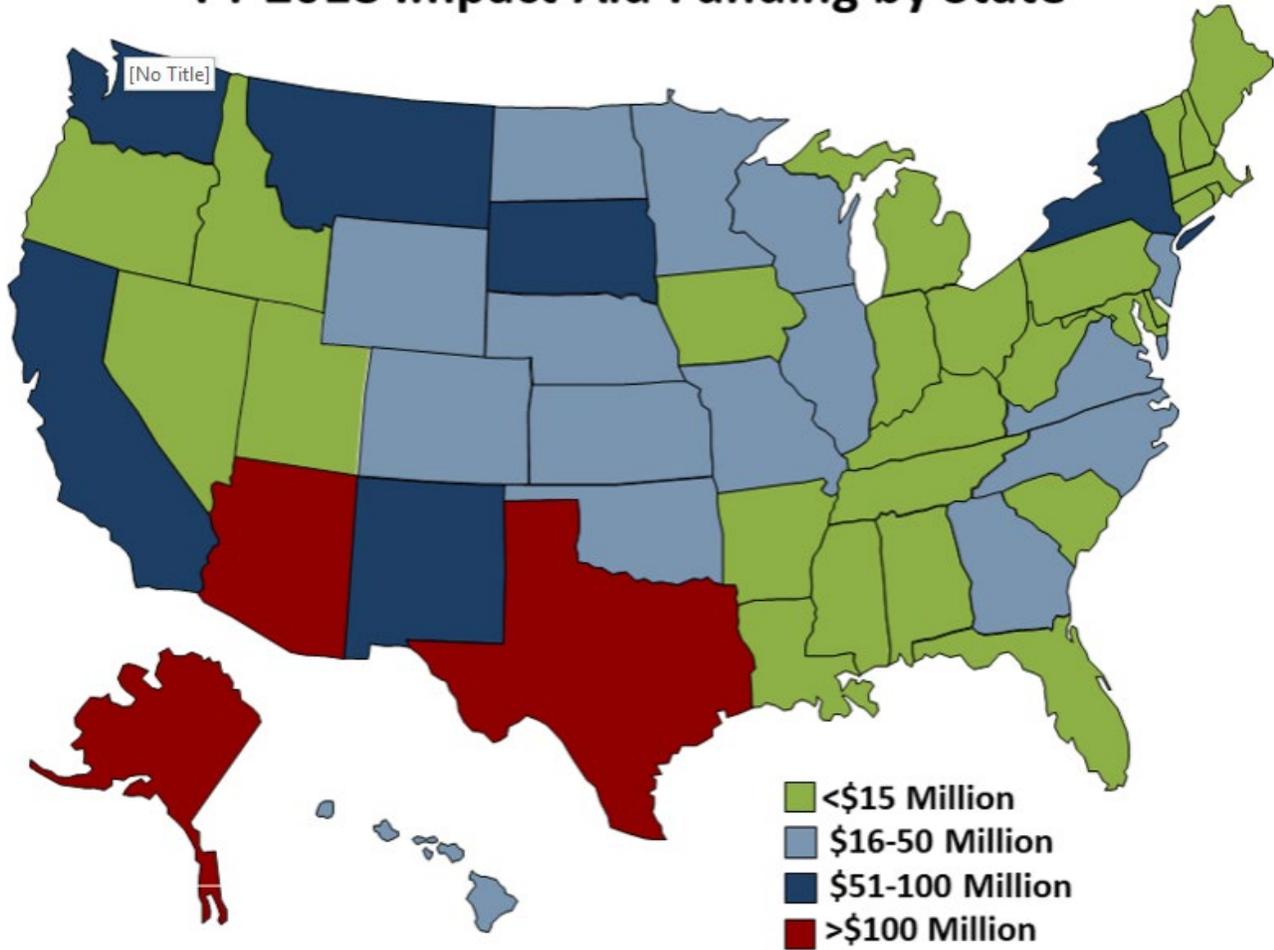


# Changes in LOT Percentage

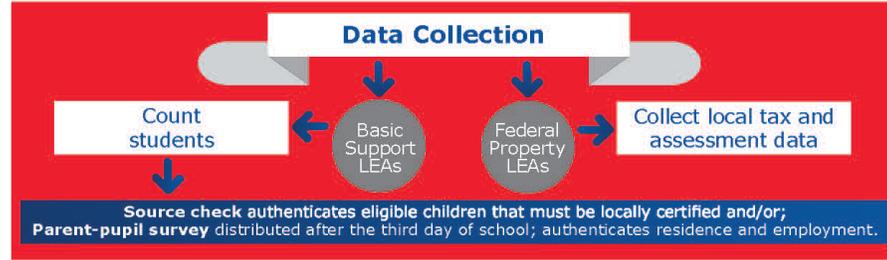
DEPT. OF ED PAYMENT LEVEL	
<b>FY 2008</b>	136.930% of LOT
<b>FY 2009</b>	129.870% of LOT
<b>FY 2010</b>	115.524% of LOT
<b>FY 2011</b>	97.066% of LOT
<b>FY 2012</b>	96.109% of LOT
<b>FY 2013</b>	87.0611% of LOT
<b>FY 2014</b>	91% of LOT
<b>FY 2015</b>	93.074% of LOT
<b>FY 2016</b>	93.6895% of LOT
<b>FY 2017</b>	92.332% of LOT
<b>FY 2018</b>	96.1865% of LOT
<b>FY 2019*</b>	93-95% of LOT

\* estimate

# FY 2018 Impact Aid Funding by State

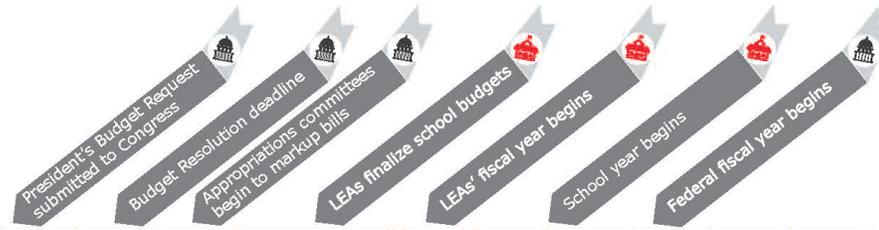


# IMPACT AID APPLICATION AND PAYMENT CYCLE

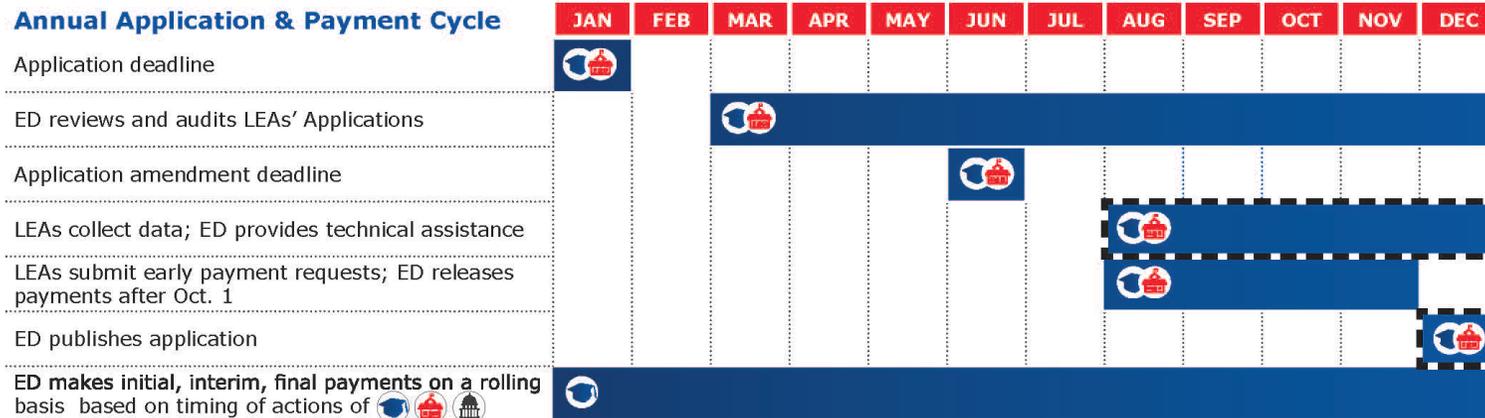


**\$1.3 billion**

Impact Aid is current-year funded; the appropriation is allocated in the same year as the grant year. A short-term Continuing Resolution (CR) or a government shutdown causes uncertainty, reduces the initial payment rate, and delays payments to LEAs. Final payments are usually released two years after initial payments.



## Annual Application & Payment Cycle



# Impact Aid Vouchers

- Impact Aid payments are directly deposited into the district's account (may be deposited at the county for distribution to schools).
- Payment vouchers outline the payment to districts.



# Impact Aid Vouchers

- Total Membership from Table 6, multiplied by MT's negotiated rate (.94361) = Total ADA.
- Local Contribution Rate (LCR) and Type – one of three calculations:
  - Half of the state average per-pupil expenditure;
  - Half of the national average per-pupil expenditure; or
  - Half of a comparable school district (Montana district – based on type and ADA); and
  - Uses the amount of greatest benefit to the district.

# Impact Aid Vouchers

SECTION 8003(b) BASIC SUPPORT PAYMENT							LOT Percent Paid: 50.0000%	
Category	Membership	ADA	Weight	WSU	Max BSP	Full LOT	Prorated LOT	
(A) (i)	4	3.77	1.00	3.77	\$20,305.22	\$18,272.67	\$9,136.34	
(A) (ii)	0	0.00	1.00	0.00	\$0.00	\$0.00	\$0.00	
(B)	0	0.00	1.00	0.00	\$0.00	\$0.00	\$0.00	
(C)	673	635.05	1.25	793.81	\$4,275,460.66	\$3,847,487.05	\$1,923,743.53	
(D) (i)	2	1.89	0.20	0.38	\$2,046.68	\$1,841.81	\$920.91	
(D) (ii)	0	0.00	0.20	0.00	\$0.00	\$0.00	\$0.00	
(E)	0	0.00	0.10	0.00	\$0.00	\$0.00	\$0.00	
(F)	0	0.00	0.05	0.00	\$0.00	\$0.00	\$0.00	
(G) (i)	54	50.95	0.05	2.55	\$13,734.30	\$12,359.50	\$6,179.75	
(G) (ii)	120	113.23	0.05	5.66	\$30,484.76	\$27,433.24	\$13,716.60	
<b>8003(b) Total</b>	<b>853</b>	<b>804.89</b>		<b>806.17</b>	<b>\$4,342,031.62</b>	<b>\$3,907,394.25</b>	<b>\$1,953,697.13</b>	

# Categories and Weights

- (A)(i) – Resided on Federal property with a parent employed on Federal property (e.g., Parks services workers in Gardiner, West Yellowstone and West Glacier).
- (A)(ii) – Resided on Federal property with a parent who is an official of, and accredited by, a foreign government, and is a foreign military officer (none in MT).
- (B) – Resided on Federal property and had a parent on active duty in the uniformed services (military students – Great Falls).
- (C) – Resided on eligible Indian Lands.
- (D)(i) – Had a parent on active duty in the uniformed services, but did not reside on Federal property (off-base military students – Great Falls, Lincoln Co HS).
- (D)(ii) – Had a parent who is an official of, and accredited by, a foreign government and is a foreign military officer, but did not reside on federal property (none in MT).

## Categories and Weights (WSU)

- (E) – Resided in Federal low-rent housing (Anaconda and Great Falls).
- (F) – Resided on Federal property, not LRH (none in MT).
- (G)(i) – Resided with a parent employed on federal property situated – in whole or in part in the county in which such agency is located, or in whole or in part in such agency if such agency is located in more than one county.
- (G)(ii) – Resided with a parent employed on Federal property situated – if not in such county, in whole or in part in the same state as such agency (between the two G's – Arlee, Eureka EL, Great Falls (civilian employees employed on base), Polson, Ronan).

# Impact Aid Vouchers

U.S. DEPARTMENT OF EDUCATION OFFICE OF ELEMENTARY AND SECONDARY EDUCATION IMPACT AID PROGRAM WASHINGTON, D.C. 20202-6244  VOUCHER FOR IMPACT AID SECTION 8003 PAYMENTS (TITLE VIII of the Elementary and Secondary Education Act)		Voucher Numbers 322255 2015-1		Fiscal Year 2015	Date 12/01/2014		
		Total ADA 1,324.83	Total Membership 1,404	Application Number 36-MT-2015-1016			
		Local Contribution Rate & Type \$5,386.00 1/2 National Average		Total Current Expenditures \$14,848,000.00			
Hardin Elementary School District #17-H Attention: Ms. Beth Howe-Yarlott 585 W John Deere Rd Hardin, MT 59034				Grantee DUNS Number: 18-247-9113			
				Payee DUNS Number: 18-247-9113			
				PR/Award#: S041B-2015-2870			
				Pay Type: Initial			
				County: Big Horn			
Negotiated Ratio 0.94361	Attendance Ratio = Prior-Year ADA / Prior-Year Membership = / 1,328		LOT% 89.99%	= TCE% = 29.24%	+ Membership% + 60.75%		
<b>SECTION 8003(b) BASIC SUPPORT PAYMENT</b>				LOT Percent Paid: 50.0000%			
Category	Membership	ADA	Weight	WSU	Max BSP	Full LOT	Prorated LOT
(A) (i)	4	3.77	1.00	3.77	\$20,305.22	\$18,272.67	\$9,136.34
(A) (ii)	0	0.00	1.00	0.00	\$0.00	\$0.00	\$0.00
(B)	0	0.00	1.00	0.00	\$0.00	\$0.00	\$0.00
(C)	673	635.05	1.25	793.81	\$4,275,460.66	\$3,847,487.05	\$1,923,743.53
(D) (i)	2	1.89	0.20	0.38	\$2,046.68	\$1,841.81	\$920.91
(D) (ii)	0	0.00	0.20	0.00	\$0.00	\$0.00	\$0.00
(E)	0	0.00	0.10	0.00	\$0.00	\$0.00	\$0.00
(F)	0	0.00	0.05	0.00	\$0.00	\$0.00	\$0.00
(G) (i)	54	50.95	0.05	2.55	\$13,734.30	\$12,359.50	\$6,179.75
(G) (ii)	120	113.23	0.05	5.66	\$30,484.76	\$27,433.24	\$13,716.60
<b>8003(b) Total</b>	<b>853</b>	<b>804.89</b>		<b>806.17</b>	<b>\$4,342,031.62</b>	<b>\$3,907,394.25</b>	<b>\$1,953,697.13</b>

# Learning Opportunity Threshold (LOT)

- The district's Learning Opportunity Threshold (LOT) percentage determines the amount of the Full LOT payment. LOT is the percentage that determines how dependent a district is on Impact Aid funds. The higher the LOT percentage, the closer the LOT payment is to the Maximum Basic Support Payment.
  - $LOT = TCE\% + Membership\%$ 
    - $TCE\% = \text{Total Current Expenditures} / \text{Max Basic Support Payment}$   
(14,848,000 / 4,342,031.62 = 29.24%).
    - $Membership\% = \text{Federal ADA} / \text{Total ADA}$  (804.89 / 1324.83 = 60.75%).
- The Prorated LOT payment is the amount a district will receive in any given payment cycle – dependent upon the appropriation from Congress.

## Max Basic Support Payment (BSP)

- The Maximum Basic Support Payment (Max BSP) is the largest amount of Impact Aid money that a district may receive in a year.
  - Multiply the Membership in each Category by the ADA, then the Weight, then the LCR to get the Max BSP.
  - Add all Categories to get the total Max BSP.
  - Multiply the LOT% by the Max BSP to get the Full LOT.

## Prorated Learning Opportunity Threshold (LOT)

- The Prorated LOT payment is the amount a district will receive in any given payment cycle – dependent upon the appropriation from Congress.
- Multiply the Full LOT by the LOT Percentage Paid to get the Prorated LOT.

# Impact Aid Vouchers

(A) (ii)	0	0.00	1.00	0.00			\$0.00
(B)	0	0.00	1.00	0.00			\$0.00
(C)	52	49.07	1.00	49.07			\$24,535.00
(D) (i)	0	0.00	0.50	0.00			\$0.00
(D) (ii)	0	0.00	0.50	0.00			\$0.00
<b>8003(d) Total</b>	<b>52</b>			<b>49.07</b>	CWD Rate Paid:	<b>\$500.00/WSU</b>	<b>\$24,535.00</b>

## Children With Disabilities (CWD)

- Additional payment for students with disabilities (they are included both on Section 7003(b) and 7003(d).
- Payments for students with disabilities is an additional appropriation that is divided among all students with disabilities at either a 1.0 or 0.5 rate.
- Multiply the Membership by ADA by weight by CWD rate to obtain payment amount.

## Pre-Kindergarten (PK) Students

- Districts may claim PK students, if they meet the requirements to be claimed on Tables 1-5;
- Students must be educated at public expense (no tuition); and
- Federal funds, other than Impact Aid, may be not provide a substantial portion of the funding for the PK program (including IDEA and Head Start funds).

## The Role of the OPI in Impact Aid

- The Office of Public Instruction does not calculate, process, or distribute Impact Aid payments.
- Payments are made by the Department of Education and deposited directly into a school district account.
- The Office of Public Instruction receives no Federal funding from the Impact Aid program.
- The Office of Public Instruction provides data to the Department of Education, reviews district applications, and provides limited assistance to districts.

<http://www2.ed.gov/programs/8003/resources.html>

## Section 7003 Resources

- [Online Payment Estimation Calculator](#)
- Calculation of Basic Support:  
[MS WORD](#) (35K)
- [Survey Form and Source Check Definitions](#)
- Small District 40% LOT Worksheet:  
[MS WORD](#) (37K)
- Sample Survey Form:  
[MS WORD](#) (39K)
- Sample Multiple Child Survey Form Instructions:  
[MS WORD](#) (52K)
- Sample Multiple Child Survey Form:  
[MS WORD](#) (48K)
- Sample Source Check Instructions:  
[MS WORD](#) (126K)
- Sample Employed-On Source Check Form:  
[MS WORD](#) (52K)
- Sample Reside and Employed-On Source Check Form:  
[MS WORD](#) (59K)
- Sample Reside-On Category F Source Check Form:  
[MS WORD](#) (48K)
- Sample HUD Housing Source Check Form:  
[MS WORD](#) (47K)
- Sample Indian Lands Source Check Form:  
[MS WORD](#) (76K)
- Sample ANCSA Indian Lands Source Check Form:  
[MS WORD](#) (78K)
- Sample Oklahoma Indian Tribal Housing Source Check Form:  
[MS WORD](#) (74K)
- Indian Lands Property Booklet:  
[MS WORD](#) (470K)
- Calculation of Children with Disabilities Payments:  
[MS WORD](#) (25K) | [PDF](#) (7K)

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QUESTIONS????

Nicole Thuotte

[nthuotte@mt.gov](mailto:nthuotte@mt.gov)

(406) 444-4524

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