

Poverty

Some states provide increased funding for students in poverty. This funding can be provided in a variety of ways. In some states, funding is provided so that every individual student from a low-income household is funded at a higher level. In other states, the district's concentration of such students will affect the amount distributed. This report describes which states provide funding for students in poverty, and whether they do so on a linear, per-student basis or on the basis of district concentrations of poverty.

Alabama

Alabama provides a small amount of increased funding for students from low-income households. It does so in the form of a prorated allocation for a calculated number of eligible students.

The number of students eligible for this funding is based on a calculation that considers both economic and academic factors. The percentage of district students eligible for free or reduced-price lunch under the National School Lunch Program is averaged with the percentage of students scoring "not proficient" on state exams. This average percentage is applied to the district's student count to determine the number of students eligible to receive a share of the funds appropriated for this allocation.

For FY2021, the state legislature appropriated $19.57 million for this purpose, amounting to $53.09 per eligible student.

Alaska

Alaska does not provide increased funding for students from low-income households or for districts based on the concentrations of students from low-income households they serve.

Arizona

Arizona does not provide increased funding for individual students from low-income households. However, the state does provide increased funding for districts based on the concentrations of low-income students schools serve. It does so through two program-specific allocations (see "Concentrated Poverty" for more information).

Arkansas	Arkansas provides increased funding for students from low-income households at a level that differs depending on the concentration of low-income students in a district. It does so by providing an amount for every student eligible for free or reduced-price lunch (FRL) under the National School Lunch Program, with the precise award based on the concentration of such students in the district. Per-student awards ranged from $532 to $1,594 in FY2022 (see "Concentrated Poverty" for more information about this allocation). FRL eligibility information is based on student counts from the previous school year. For districts and schools that do not collect student-level FRL eligibility information because the district or school is considered wholly eligible for free lunch under federal guidelines, the state computes the number of students eligible for increased funding by multiplying the percentage of students who were FRL eligible in the most recent year the information was collected by the district's or school's total enrollment for the previous school year.
California	California provides increased funding for students from low-income households and for districts with high concentrations of students from low-income households. It does so by applying a multiplier of 1.2 to the base per-pupil amount for these students and providing an additional grant for districts where at least 55% of students are from low-income households or otherwise eligible for supplemental funding. Students are eligible for supplemental funding if they qualify for free or reduced-priced lunch under the National School Lunch Program, are migrants, are homeless, are in foster care, participate in the Food Distribution Program on Indian Reservations, or are directly certified as eligible for free meals because they appear in state Supplemental Nutrition Assistance Program (known locally as CalFresh) or county welfare (CalWORKS) records. This same multiplier is applied to the base per-pupil amount for students who are English-language learners. Students who are both English-language learners and from a low-income household generate this supplemental funding allocation only once. The grant for districts with high concentrations of students from low-income households and "at-risk" students is given in addition to the state's supplemental funding for individual students from low-income households.
Colorado	Colorado provides increased funding for students from low-income households at a level that differs depending on the concentration of low-income students in a district. It does so by applying a multiplier of at least 1.12 to the base per-pupil amount for each low-income student. This multiplier is increased in districts whose populations of low-income students exceed the state average (see "Concentrated Poverty" for more information). Students are eligible for this supplemental funding if they qualify for free or reduced-price lunch under the National School Lunch Program.

Connecticut	Connecticut provides increased funding for students from low-income households and for districts with high concentrations of students from low-income households. It does so by applying a multiplier of 1.3 to the base per-pupil amount for these students and providing further supplemental funding for districts where at least 60% of students are from low-income households (see "Concentrated Poverty" for more information). Students are eligible for supplemental funding if they qualify for free or reduced-price lunch under the National School Lunch Program or for free milk under the Special Milk Program.
Delaware	Delaware provides increased funding for students from low-income households and for districts with high concentrations of low-income students (see "Concentrated Poverty" for more information). It does so through a program-specific flat allocation of $300 per low-income student and a block grant program. Delaware provides funds to help districts and charters deliver targeted services for low-income students and English-language learners. Districts and charters may use this funding to cover staff costs and purchase mental health and reading resources. In FY2022, the state appropriated a total of $33.5 million for this purpose. A portion of these funds must be targeted to schools with high concentrations of English-language learners and low-income students. Starting in FY2024, the per-pupil amount for English-language learners and low-income students must be equal to at least $55 million divided by total English-language learners and low-income student enrollment. An additional grant is given to support K-4 reading assistance and the establishment of school-based health centers in schools with high concentrations of English-language learners and low-income students. In FY2022, the state appropriated $5.3 million for this purpose. Starting FY2023, this grant will support all grades.
District of Columbia	The District of Columbia provides increased funding for students from low-income households. It does so by applying a multiplier to the base per-pupil amount for these students. In FY2021, this multiplier was 1.2256. Students are eligible for this supplemental funding if they qualify for the Supplemental Nutrition Assistance Program or Temporary Assistance for Needy Families and/or if they are experiencing homelessness, are in foster care, or are high school students at least one year older than the expected age for their grade level. The multipliers have been expressed this way for consistency with other states; funding is actually provided in an amount equal to 0.2256 times the per-pupil base amount, distributed in addition to the student's own base amount funding. In addition, the funding formula weights are applied such that students in multiple categories generate supplemental funding for all of the categories to which they belong.

Florida	Florida does not provide increased funding for students from low-income households or for districts based on the concentrations of low-income students they serve. However, the state's Supplemental Academic Instruction allocation is intended to provide additional funds for students who are at risk of falling behind in elementary school. These funds may be used in any manner identified by a school as being the most effective and efficient way to best help students progress from grade to grade, though schools receiving the funding must provide an additional hour of intensive reading instruction every day. Florida provided about $723.87 million in funding for Supplemental Academic Instruction in FY2021.
Georgia	Georgia does not provide increased funding for students from low-income households or for districts based on the concentrations of students from low-income households they serve.
Hawaii	Hawaii provides increased funding for students from low-income households. It does so by applying a multiplier of 1.1 to the base per-pupil amount for these students. Multipliers are also applied to the base amount for students experiencing homelessness and students from migrant families. Students are eligible for supplemental funding if they qualify for free or reduced-price lunch under the National School Lunch Program. Separate from the multiplier applied for students from low-income households, a multiplier of 1.05 is applied for transient students. The multipliers have been expressed this way for consistency with other states. The funding is actually provided in an amount equal to 0.1 or 0.05 times the per-pupil base amount, distributed in addition to the student's own base amount funding. The multiplier used is fixed at regular intervals by the state's Committee on Weights.
Idaho	Idaho does not provide increased funding for students from low-income households or for districts based on the concentrations of low-income students they serve.

Illinois

Illinois provides funding for students from low-income households. It does so through its resource-based formula by specifying student-to-staff ratios for students from low-income households and calculating specific funding for dedicated staff positions.

The state's student-to-teacher ratios for different grade spans are decreased for students from low income households. Students are counted as low income if they are eligible for Medicaid, the Children's Health Insurance Program, Temporary Assistance for Needy Families, or the Supplemental Nutrition Assistance Program. The state assigns a student-to-teacher ratio of 15 to 1 for students from low-income households in grades K-3 and 20 to 1 for students from low-income households in grades 4-12. Students from low-income households also generate additional staff positions for their districts. The state assigns a low-income-student-to-teacher ratio of 125 to 1 for intervention teachers, 125 to 1 for pupil support teachers, 120 to 1 for extended-day teachers, and 120 to 1 for summer school teachers. Once all staff positions are calculated for a district, with grade-level variation taken into account, the district's formula calculation includes a dollar amount for each position that matches the state average salary for that position. Because the state plans to move toward full formula funding over the span of a number of years, annual increases in funding are distributed to districts with the greatest need for state assistance. To determine need, districts are assigned to a percentile ranking comparing their ratio of resources to education costs against those of all other districts. Districts are then sorted into tiers according to the degree to which their local resources can be expected to cover their local education costs, and a greater percentage of available state aid is distributed to districts with less ability to fund their own education costs.

If grade-specific counts of students from low-income households are unavailable, the state applies a district's general percentage of students from low-income households to the total count of students in each grade to estimate a grade-specific number of students from low-income households. Separately, districts continue to receive funding from the state that is equal to or exceeds the amount they received prior to the state's last major funding reform, including a portion of a grant that was calculated based on a district's concentration of students from low-income households.

Indiana

Indiana provides increased funding for some students from low-income households and for districts with high concentrations of low-income students. It does so through one grant program that provides greater funding for students from low-income backgrounds than students from higher income backgrounds and another based on the concentration of low-income students in a district.

Indiana provides $1,100 to school districts for each student who receives an academic or technical honors diploma, and this is increased to $1,500 for students receiving benefits from Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) and for students receiving foster care services. In addition, districts must waive required fees for students who qualify for free or reduced-price lunch under the National School Lunch Program and may apply for reimbursement from the state. Districts also receive funding through a multistep formula that takes into account the concentration of students from low-income households (for more information on this program, see "Concentrated Poverty").

Iowa	Iowa provides increased funding for students from low-income households. It does so by applying a multiplier of 1.0048 to the base per-pupil amount for certain low-income students. The state also applies a multiplier of 1.00156 to the base amount for all students enrolled in a district in order to generate additional funding for the purposes of supporting "at-risk" students. A multiplier of 1.0048 is applied to an estimate of the number of low-income students in the district. This is estimated by multiplying the district's total enrollment by the percentage of students in grades 1-6 who are eligible for free or reduced-priced lunch under the National School Lunch Program. A separate multiplier of 1.00156 is applied for all students enrolled in the district. The supplemental funding generated through the application of both multipliers is not specifically intended as funding for students in poverty; instead, it is intended to serve "at-risk" pupils and secondary pupils receiving alternative education. The number of low-income students in elementary grades serves as a proxy for the number of "at-risk" students in a district.
Kansas	Kansas provides increased funding for students from low-income households and for districts with high concentrations of low-income students. It does so by applying a multiplier of 1.484 to the base per-pupil amount for these students and giving supplemental funding for districts where at least 35% of students are from low-income households (see "Concentrated Poverty" for more information). Students are eligible for supplemental funding if they qualify for free lunch under the National School Lunch Program and are enrolled full time in a district that operates an at-risk assistance program. (A free-lunch-eligible preschool student who is enrolled in a district operating an at-risk assistance program is counted as one-half of a student for the purposes of the funding calculation.) The supplemental funding may be used only in ways that the state board of education has identified as evidence-based best practices for the education of at-risk students. Additionally, districts must adopt budgets exceeding their formula amounts by at least 15%, and they may adopt budgets greater than that. (see "Property Tax Floors and Ceilings" for a description of these budgets). A portion of this additional spending must be set aside for students from low-income households, as follows: Whatever percentage of the district's formula amount is made up of supplemental funding for students from low-income households, that same percentage of the district's above-formula spending must be set aside for these students.
Kentucky	Kentucky provides increased funding for students from low-income households. It does so by applying a multiplier of 1.15 to the base per-pupil amount for these students. Students are eligible for this supplemental funding if they qualify for free lunch (but not reduced-price lunch) under the National School Lunch Program.

Louisiana	Louisiana provides increased funding for students from low-income households by applying a multiplier of 1.22 to the base per-pupil amount for these students. Students are eligible for this supplemental funding if they qualify for free or reduced-price lunch under the National School Lunch Program or if they are eligible for state food assistance or health care programs, experiencing homelessness, involved with the juvenile justice system, or in the custody of the state. This same multiplier is applied to the base per-pupil amount for students who are English-language learners. Students who are both English-language learners and from low-income households generate this supplemental funding allocation only once.
Maine	Maine provides increased funding for students from low-income households. It does so by applying two multipliers, of 1.15 and 1.05, to the base per-pupil amount for these students. Both multipliers are applied after the base amount is adjusted for local cost of living. Students are eligible for this supplemental funding if they qualify for free or reduced-price lunch under the National School Lunch Program. School districts must use funds generated by the 1.15 weight for evidence-based practices that academically support low-income students. Funds generated through the additional 1.05 weight must be used for approved extended learning programs. The multipliers have been expressed this way for consistency with other states. The funding is actually provided in an amount equal to 0.15 to support low-income students, and 0.05 times the per-pupil base amount for extended learning programs. This funding is distributed in addition to the student's own base amount funding; so in total, a student generates 1.20, not 2.20.

Maryland

Maryland provides increased funding for students from low-income households and for districts with high concentrations of low-income students (see "Concentrated Poverty" for more information). It does so by applying a multiplier to the base per-pupil amount for identified students and then adjusting the supplemental funding allocation for local wealth levels. In FY2022, the multiplier was 1.91 times the base per-pupil amount. Maryland will gradually reduce the multiplier over a span of 11 years to 1.73 times the base per-pupil amount in FY2033.

Students are eligible for this supplemental funding if they qualify for free or reduced-price lunch under the National School Lunch Program in the prior year. For school districts with large proportions of low-income students, an alternative system may be used that considers students from households receiving Temporary Assistance for Needy Families or Supplemental Nutrition Assistance Program benefits and students identified through income information provided by families or the school system. The funding generated for these students is calculated by applying the multiplier to the number of eligible students.

The formula for state aid mandates that the state contribute at least 50% statewide for the sum of the supplemental allocations for three categories of at-risk students: these low-income students, special education students, and English-language learners. (Supplemental funding for the other categories of at-risk students is calculated similarly, but with different multipliers applied to the base amount.) If the result of the calculation described above, added to the amounts of supplemental funding calculated for the other two at-risk categories, does not sum to this intended 50% contribution, then the calculated amount is proportionally adjusted to bring the contribution back to the desired level. Additionally, the state must contribute at least 80% of the particular supplemental funding allocation for low-income students regardless of local wealth; if the result of the formula falls below that 80% contribution, the district will receive 80%.

Massachusetts

Massachusetts provides increased funding for students from low-income households at a level that differs depending on the concentration of low-income students in a district. It does so in the form of an allocation for each low-income student.

After base funding is calculated for students in different grade levels and instructional programs, the state uses a formula that accounts for the increased resource costs associated with educating different categories of students, including low-income students. The per-student costs included in the base funding calculation for each category include those for staff salaries and benefits, instructional equipment and technology, pupil services, and professional development, among other resources. These costs are estimated differently depending on the concentration of low-income students in the district compared with other districts in the state (see "Concentrated Poverty" for more information).

Students are considered low income if they come from families that participate in one or more of the following state-administered programs: Supplemental Nutrition Assistance Program, Transitional Assistance for Families with Dependent Children, the state foster care program, and MassHealth (Medicaid).

Michigan	Michigan provides increased funding for students from low-income households, with these students generating at least 11.5% more than the base amount for the district. The added funding escalates as the poverty level of the district rises, under a tiered system approved by the legislature in 2023. (See "Concentrated Poverty") Students are eligible for this supplemental funding if they qualify for free or reduced-price lunch under the National School Lunch Program; receive supplemental nutrition assistance or Temporary Assistance for Needy Families; or are homeless, migrant, or in foster care. The stated purpose of this funding is to ensure that students are proficient in reading by grade 3 and that high school graduates are college- and career-ready. This supplemental funding may be used only for specified purposes, including instructional programs and direct noninstructional matters such as health and counseling services. It may not be used for administrative costs.
Minnesota	Minnesota does not provide increased funding for individual students from low-income households. However, the state does provide increased funding for districts based on the concentrations of students from low-income households enrolled at each site within the district (for more information, see "Concentrated Poverty").
Mississippi	Mississippi provides increased funding for students from low-income households by applying a multiplier of 1.05 to the base per-pupil amount for these students. Students are eligible for this supplemental funding if they qualify for free lunch (but not reduced-price lunch) under the National School Lunch Program.
Missouri	Missouri does not provide increased funding for individual students from low-income households. However, the state does provide increased funding for districts based on the concentrations of low-income students they serve. It does so by applying a multiplier of 1.25 to the base per-pupil amount for low-income students in districts where the concentration of low-income students is above a certain threshold (for more information, see "Concentrated Poverty").
Montana	Montana provides increased funding for students from low-income households and for districts with high concentrations of students from low-income households. It does so through a program-specific allocation, which is prorated among eligible districts. Montana distributes this supplemental allocation to districts in the same manner as federal Title I funds. The formula for Title I funding distribution considers both absolute numbers of students from low-income households and districts serving especially high proportions of such students. In this way, Montana's supplemental funding for these students includes support for both individual students from low-income households and districts whose populations include high concentrations of such students. For FY2022, the state legislature appropriated $5.73 million for this purpose, which is prorated among districts. This funding is provided entirely by the state and is not subject to a state-local cost-sharing arrangement.

Nebraska	Nebraska does not provide increased funding for individual students from low-income households. However, the state does provide increased funding for districts based on the concentrations of students from low-income households they serve. It does so by providing supplemental funding to all districts where students from low-income households exceed 5% of the district's enrollment, in an amount that depends on the concentration of such students within the district (for more information, see "Concentrated Poverty").
Nevada	Nevada provides increased funding for students from low-income households. It does so by applying a multiplier of 1.03 to the base per-pupil amount for these students in FY2022 and FY2023. Students are eligible for this supplemental funding if they qualify for free or reduced-priced lunch under the National School Lunch Program or through an alternative measure prescribed by the state board of education. Any student eligible for increased funding in multiple categories (English-language learner, student poverty, special education, gifted) may receive only the increased funding for the category with the highest multiplier for which the student is eligible.
New Hampshire	New Hampshire provides increased funding for students from low-income households. It does so in the form of a flat allocation for each student from a low-income household. In FY2022, this allocation was $1,893.22 per eligible student. Students are eligible for this supplemental funding if they qualify for free or reduced-price lunch (FRL) under the National School Lunch Program. Students from households receiving Temporary Assistance for Needy Families or Supplemental Nutrition Assistance Program benefits are automatically eligible, while others are eligible if parents or guardians provide income information demonstrating FRL eligibility.
New Jersey	New Jersey provides increased funding for students from low-income households at a level that differs depending on the concentration of low-income students in their district. It does so by applying a multiplier to the base per-pupil amount for low-income students, which ranges from 1.47 to 1.57 depending on the concentration of low-income students in the district. Students are eligible for this supplemental funding if they come from households with an income at or below 185% of the federal poverty level. In addition, the state provides a larger amount of per-pupil funding for school security measures and officers for low-income students than for non-low-income students, in amounts that vary depending on the concentrations of such students in the district (see "Concentrated Poverty" for more information about this calculation and about the setting of the multiplier for each district).

New Mexico	New Mexico does not provide increased funding for individual students from low-income households. However, the state does provide increased funding for districts based on the concentrations of low-income students they serve. It does so through a program-specific allocation that varies depending on the number of "at-risk" students served in the district (for more information, see "Concentrated Poverty"). New Mexico provides increased funding using an index that considers the number of "at-risk" students, defined as low-income students, mobile students, and English-language learners, that districts are serving. The index is applied to a district's student count, and the district receives per-pupil funding on the basis of its inflated count (for more information, see "Concentrated Poverty").
New York	New York does not provide increased funding for individual students from low-income households. However, the state does provide increased funding for districts based on the concentrations of low-income students they serve. It does so in the form of supplemental per-pupil funding for districts in an amount that corresponds to the concentration of low-income students in the district (for more information, see "Concentrated Poverty"). In New York, the student-based funding calculated for each district is first multiplied by an index that adjusts for regional cost of living and then by the Pupil Need Index, which is a compound adjustment that considers concentrations of students from low-income households along with concentrations of English-language learners and the sparsity of the school district (for more information, see "Concentrated Poverty").
North Carolina	North Carolina does not provide increased funding for individual students from low-income households. However, the state does provide increased funding for districts based on the concentrations of low-income students they serve. It does so in the form of two allocations: one that is intended to improve districts' capacity to serve low-income students, and one intended to support districts with lower than average ability to raise local revenues for education (for more information, see "Concentrated Poverty"). Separately, North Carolina provides increased funds to districts to identify students likely to drop out, ensure access to school safety officers in high schools, and provide special alternative instructional programs. Half of the funds school districts do not spend for these purposes must be distributed to schools based on the number of students enrolled in the school eligible for free or reduced-price lunch under the National School Lunch Program.
North Dakota	North Dakota provides increased funding for students from low-income households. It does so by applying a multiplier of 1.025 to the base per-pupil amount for these students. The number of students eligible for the supplemental funding is determined by taking the average percentage of students in grades 3-8 who have qualified for free or reduced-priced lunch under the National School Lunch Program over the previous three years and applying that percentage to the total number of students in the district.

Ohio	Ohio provides increased funding for students from low-income households at a level that differs depending on the concentration of students from low-income households in a district and for districts with high concentrations of students from low-income households. It does so in the form of two allocations: one that provides funding for students from low-income households, adjusted for the concentration of students from low-income households in the district, and another that provides increased funding for districts with high concentrations of students from low-income households and low levels of property wealth. Ohio provides increased funding for students from low-income households through Economically Disadvantaged funding, which provides an amount to each district equal to $422 for each economically disadvantaged student, multiplied by an index, which reflects the district's share of economically disadvantaged students compared to the statewide share. Economically disadvantaged students are those who are eligible for free or reduced-price lunch under the National School Lunch Program, those who are known to be recipients of public assistance, and those who meet federal Title I income guidelines. Ohio also provides increased funding for districts with high concentrations of students from low-income households through Targeted Assistance, which is calculated using a multistep formula (for more information on this program, see "Concentrated Poverty").
Oklahoma	Oklahoma provides increased funding for students from low-income households. It does so by applying a multiplier of 1.25 to the base per-pupil amount for these students. Students are eligible for this supplemental funding if they qualify for free or reduced-price lunch under the National School Lunch Program. The funding is actually provided in an amount equal to 0.25 times the per-pupil base amount, distributed in addition to the student's own base amount funding, which is first adjusted for grade level.
Oregon	Oregon provides increased funding for students from low-income households by applying a multiplier of 1.25 to the base per-pupil amount for these students. The number of students eligible for supplemental funding is determined using the U.S. Census Bureau's Small Area Income Poverty Estimate, which gives an estimate of the number of school-aged children in families below the federal poverty level for each district in the state. The same level of supplemental funding is also provided for students in foster homes and for students in state-recognized facilities for neglected and delinquent children, based on reporting from the state department of human services. The state also mandates that all students from households with incomes at or below 300% of the federal poverty level be given free lunch; the state department of education allocates funds to districts to cover the cost of doing so for students not otherwise eligible for free lunch under the National School Lunch Program. This mandate is modified in years when the state department of education has insufficient funds to provide for the cost. In FY2021, the state appropriated $1.425 million for the free lunch program.

Pennsylvania	Pennsylvania provides increased funding for students from low-income households and for districts with high concentrations of students from low-income households. It does so by applying multipliers to the counts of students meeting two different definitions of poverty and then funding the district in accordance with the inflated student count. Pennsylvania applies a multiplier of 1.3 to the count of students who live between 100% and 184% of the federal poverty level, as determined by the most recent American Community Survey, and 1.6 to the count of students who live below 100% of the federal poverty line. In districts where a large proportion of students fall into this second category, the multiplier is increased. Pennsylvania also provides increased funding for districts where the median household income falls below a certain threshold (for more information, see "Concentrated Poverty"). However, Pennsylvania's funding formula applies only to state education funds appropriated over and above FY2015 nominal funding levels. For FY2022, less than 13% of the state's total education funding (or $899 million out of $7 billion) was distributed through this formula. The bulk of state education aid is distributed based on historical allocation levels and is not adjusted for student need.
Rhode Island	Rhode Island provides increased funding for students from low-income households. It does so by applying a multiplier of 1.4 to the base per-pupil amount for these students. Students are eligible for this supplemental funding if their family income is at or below 185% of the federal poverty level. In addition, the percentage of students eligible for free or reduced-price lunch (FRL) under the National School Lunch Program in grades pre-K-6 are considered in the calculation of the state's share of the district's overall funding formula. The state shoulders a greater share of the funding burden in districts serving more FRL-eligible students in these grades.
South Carolina	South Carolina provides increased funding for students from low-income households. It does so by applying a multiplier of 1.2 to the base per-pupil amount for these students. Students are eligible for this supplemental funding if they qualify for Medicaid, the Supplemental Nutrition Assistance Program, or Temporary Assistance for Needy Families or if they are experiencing homelessness, from a migrant family, or in foster care.
South Dakota	South Dakota does not provide increased funding for students from low-income households or for districts based on the concentrations of low-income students they serve.
Tennessee	Tennessee provides additional funding for economically disadvantaged students, which includes homeless, migrant and runaway students, as well as those in foster care. The weighted allocation for these students is 25% of the base amount.

Texas	Texas provides increased funding for students from low-income households at a level that differs depending on the level of economic disadvantage in the student's area of residence. It does so by applying a multiplier of at least 1.225 to the base per-pupil amount for each low-income student and increasing the multiplier for students from areas with greater levels of economic disadvantage (see "Concentrated Poverty" for more information). Students are eligible for this supplemental funding if they qualify for free or reduced-priced lunch under the National School Lunch Program. Homeless students are automatically eligible for supplemental funding generated by the application of the highest multiplier: 1.275 times the base amount. At least 55% of the funding provided through these allocations must be used for programs that support low-income students, including social-emotional learning programs, instructional coaches, and dropout recovery programs. The multiplier has been expressed this way for consistency with other states. The funding is provided in an amount ranging from 0.225 to 0.275 times the per-pupil base amount, distributed in addition to the student's own base funding.
Utah	Utah provides increased funding for students from low-income households. It does so by applying a multiplier to the base per-pupil amount for these students. Utah applies a multiplier to the base per-pupil amount for all students from low-income households. In FY2022, this multiplier was 1.05; it is scheduled to increase annually, subject to legislative committee approval, in increments of up to 0.3 per year. Students are eligible for supplemental funding if they qualify for free or reduced-price lunch under the National School Lunch Program. In FY2022, $54.04 million was appropriated for supplemental funding for "at-risk" students as a whole, including both English-language learners and students from low-income households.
Vermont	Vermont provides increased funding for students from low-income households. It does so by applying a multiplier of 1.25 to the student count of these students and then funding the district in accordance with the inflated student count. Students aged 6-17 are eligible for this supplemental funding if they qualify for free or reduced-price lunch (FRL) under the National School Lunch Program. The state also applies this multiplier to the student count for non-FRL-eligible students whose primary language is not English. This supplemental funding is therefore provided for all FRL-eligible students, as well as non-FRL-eligible students whose primary language is not English. Because Vermont also has a separate supplemental funding allocation for students who are English-language learners, all English-language learner students in Vermont are automatically weighted for both FRL eligibility and English-language learner status.

Virginia	Virginia provides increased funding for students from low-income households at a level that differs depending on the concentration of low-income students in a district. It does so by applying a multiplier of between 1.01 and 1.26 to the base amount for each low-income student, with the specific multiplier depending on the concentration of low-income students in the district (see "Concentrated Poverty" for more information). Students are eligible for this supplemental funding if they qualify for free lunch (but not reduced-price lunch) under the National School Lunch Program. Local governments are expected to match these funds. The funding must be spent on approved programs for students who are educationally "at risk," including dropout prevention programs, truancy officers, reading recovery, and programs for students who speak English as a second language.
Washington	Washington does not provide increased funding for individual students from low-income households. However, the state does provide increased funding for districts based on the concentrations of low-income students they serve. It does so through two program-specific allocations (for more information, see "Concentrated Poverty").
West Virginia	West Virginia does not provide increased funding for students from low-income households or increased funding for districts with high concentrations of low-income students. However, many of the state's program-specific allocations consider poverty levels in the allocation of funding.
Wisconsin	Wisconsin provides increased funding for students from low-income households and for districts with high concentrations of low-income students. It does so in two separate state aid programs: an allocation for low-income students in grades K-3, under which participating schools receive a flat dollar amount per eligible pupil; and a flat dollar allocation for districts where at least half the students come from low-income households. Wisconsin provides additional funding for low-income students through a program encouraging schools to implement one of several strategies to reduce achievement gaps between low-income students and their peers. Funding is distributed to districts based on the number of low-income students they serve in grades K-3. Students are considered low income if they qualify for free or reduced-price lunch (FRL) under the National School Lunch Program. Over $109 million was appropriated for this program for each of FY2020 and FY2021. This was equal to about $2,621.05 per low-income student in FY2021. In addition, Wisconsin provides per-pupil funding to districts where at least 50% of students are FRL eligible (for more information, see "Concentrated Poverty").

Wyoming	Wyoming provides increased funding for students from low-income households. It does so through a block grant that provides funding for additional pupil support staff to serve "at-risk" students. "At-risk" students include those who are eligible for free or reduced-price lunch under the National School Lunch Program. The program also counts students in other categories, including English-language learners and mobile secondary students. A student is counted only once for the purposes of this funding, even if he or she meets multiple qualifying criteria.

For a complete list of primary sources, please see the appropriate state page at funded.edbuild.org

