



# FundEd: Poverty Funding

## Policies in Each State



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

---

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

---

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

---

**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 their 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 \$526 to \$1576 in FY2018.

FRL eligibility information is based on student counts from the previous school year.

---

---

**California**

California 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 1.2 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 considered to be at-risk.

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 (SNAP, 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 (ELLs). Students who are both ELL and low-income generate this supplemental funding allocation only once. The grant for districts with high concentrations of low-income 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 their 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 at-risk students exceed the state average (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.

This same multiplier is applied to the base per-pupil amount for non-free-lunch-eligible students whose dominant language is not English. Students who are both English-language learners and free-lunch-eligible generate this supplemental funding allocation only once.

---

**Connecticut**

Connecticut 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 1.3 to the base per-pupil amount for these students and providing further supplemental funding for districts where at least 75% 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 some districts to support programming for students from low-income households. It does so through a competitive grant program.

The Delaware Department of Education provides competitive grants for school-level initiatives providing services to low-income students, English-language learners, and students chronically exposed to stress and trauma. In FY2018, the state offered grants totaling \$1 million for this purpose.

---

**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 FY2020, this multiplier was 1.225.

Students are eligible for this supplemental funding if they qualify for the Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF), and/or are homeless, are in foster care, or are high school students at least one year older than the expected age for their grade level.

---

**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. These funds may be used in any manner identified by the school as being the most effective and efficient way to best help students progress from grade to grade and graduate, though schools receiving the funding must provide an additional hour of intensive reading instruction every day. Florida provided about \$712 million in funding for Supplemental Academic Instruction in FY2018.

---

**Georgia**

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

Students are eligible for supplemental funding if they qualify for free or reduced-price lunch under the National School Lunch Program.

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 0.2 times the per-pupil base amount, distributed in addition to the student's own base amount funding. The multiplier used is fixed annually 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 low-income students and calculating specific funding for dedicated staff positions.

The state's student-to-teacher ratios for different grade spans are decreased for low-income students. (Students are counted as low-income if they are eligible for Medicaid, the Children's Health Insurance Program, TANF, or the Supplemental Nutrition Assistance Program.) The state assigns a student-to-teacher ratio of 15 to 1 for low-income students in grades K-3 and 20 to 1 for low-income students in grades 4-12. Low-income students 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. Districts are sorted into tiers according to the degree to which their local funding capacity can be expected to cover their local education costs, and a greater percentage of additional state aid is distributed to districts with lesser funding capacity.

If grade-specific counts of low-income students are unavailable, then the state applies the district's general percentage of low-income students to the total count of students in each grade to estimate a grade-specific number of low-income students. 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 the district's concentration of students from low-income households.

---

**Indiana**

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

Indiana provides \$1,000 to school districts for each student who receives an academic or technical honors diploma, and this is increased to \$1,400 for students receiving benefits from SNAP or 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 multi-step 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 the 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 the district.

---

**Kansas**

The Kansas Supreme Court ruled the state's education funding formula unconstitutional on October 2, 2017 and reiterated this finding on June 25, 2018. The Court has set a deadline of June 30, 2019 for the creation of a constitutional funding system.

---

**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. It does so 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.

This same multiplier is applied to the base per-pupil amount for students who are English-language learners (ELLs). Students who are both ELLs and low-income students generate this supplemental funding allocation only once.

---

**Maine**

Maine 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.

The multiplier is 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.

---

---

**Maryland**

Maryland provides increased funding for students from low-income households. It does so by applying a multiplier of 1.97 to the base per-pupil amount for these students and then adjusting the supplemental funding allocation for local wealth levels.

Students are eligible for this supplemental funding if they qualify for free or reduced-price lunch (FRL) under the National School Lunch Program. The funding generated for these students is calculated by applying the multiplier to the eligible population of students. The state share of this funding is determined by dividing the supplemental funding (0.97 times the number of qualifying students so as to exclude the base amount) by the ratio of local wealth per pupil to statewide wealth per pupil.

The formula for state aid mandates that the state contribute at least 50% statewide for the sum of the supplemental allocations for three different categories of at-risk students: these low-income students, Special Education students, and English-language learners (ELLs). (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 this intended 50% contribution, the result of the formula is proportionally adjusted to bring the contribution back to the desired level. Additionally, the state must contribute at least 40% of the particular supplemental funding allocation for low-income students regardless of local wealth; if the result of the formula falls below that 40% contribution, the district will receive 40%.

---

**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 their district. It does so through a per-student grant for each low-income student.

School districts in Massachusetts receive a dollar amount per low-income student that varies depending on the concentration of low-income students in the district compared to other districts in the state. (See “Concentrated Poverty” for more information.) Students are considered low-income if they come from families who participate in one or more of the following state-administered programs: Supplemental Nutrition Assistance Program (SNAP), Transitional Assistance for Families with Dependent Children, the state foster care program, and MassHealth.

---

---

**Michigan**

Michigan provides increased funding for students from low-income households. It does so by applying a multiplier of 1.115 to the base per-pupil amount for these students. However, the amount can be reduced if the state does not appropriate sufficient funding to cover the allocation.

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 (TANF), or are homeless, migrant, or in foster care. Districts whose local revenue exceeds their formula amount were not previously eligible for this funding, but will receive 30% of what other districts receive per low-income pupil in FY2018. In total, Michigan appropriated \$499 million for this supplemental funding in FY2018.

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 only be used for specified purposes, including instructional programs and direct non-instructional services 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 low-income students they serve. It does so in the form of additional funding that must be used for disadvantaged students' educational needs, and which is allocated in a way that limits how much districts with very high concentrations of low-income students may receive. For more information, see "Concentrated Poverty."

---

**Mississippi**

Mississippi provides increased funding for students from low-income households. It does so 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 low-income students. It does so through a program-specific allocation, which is prorated among eligible districts.

Montana provides supplemental allocation distributed to districts in the same manner as federal Title I funding. The formula for Title I funding distribution considers both absolute numbers of low-income students and districts serving especially high proportions of low-income students. In this way, Montana's supplemental funding for these students includes both support for individual low-income students and districts whose populations include high concentrations of such students.

For FY2018, the state legislature appropriated \$5.44 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 low-income students they serve. It does so by providing supplemental funding to all districts where low-income students 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."

For the purposes of this allocation, the concentration of low-income students is calculated as the proportion of students who would have been eligible for free lunch under the National School Lunch Program during the 2015-16 school year or the proportion of school system enrollment matching the proportion of local children under nineteen from families whose income is such that, if they were a family of four, their children would be free-lunch-eligible, whichever is greater.

---

**Nevada**

Nevada provides increased funding for students from low-income households and for some schools with high concentrations of low-income students. It does so in the form of a flat allocation in the amount of \$1,200 for low-income students and a program-specific allocation for some schools serving high-concentrations of low-income students.

Appropriations permitting, Nevada provides a flat allocation (\$1,200 in FY2018) for each student who is eligible for free or reduced-price lunch under the National School Lunch Program and who scores at or below the twenty-fifth percentile on one of a list of approved assessments. (If appropriations are insufficient, this funding is distributed first to lower-rated schools in accordance with the state accountability system.) This flat allocation is not provided for low-income students enrolled at Victory schools, which are schools designated for other increased funding by the Department of Education because they are both low-performing and serve a high proportion of students from homes below the federal poverty level. For more information about Victory schools, see "Concentrated Poverty."

The state also provides grants to high-poverty districts to provide hiring incentives to new teachers. For more information about these grants and about funding for Victory schools, see "Concentrated Poverty."



---

**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 low-income student. In FY2018, this allocation was \$1,818.02 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 (TANF) or Supplemental Nutrition Assistance Program (SNAP) 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 1.41 to 1.46 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 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 the districts’ 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."

---

**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 low-income students in their district and for districts with high concentrations of low-income students. It does so in the form of two allocations: one which provides funding for low-income students, adjusted for the concentration of low-income students in their district, and another that provides increased funding for districts with high concentrations of low-income students and low levels of property wealth.

Ohio provides increased funding for low-income students through Economically Disadvantaged funding, which provides an amount to each district equal to \$272 for each economically disadvantaged student, multiplied by a poverty index, which reflects the district's concentration of poverty. (See "Concentrated Poverty" for more information.) 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 meeting federal Title I income guidelines.

Ohio also provides increased funding for districts with high concentrations of low-income students through Targeted Assistance, which is calculated using a multi-step 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. It does so 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 United States 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 Department of Human Services.

The state also mandates that all students eligible for reduced-price lunch under the National School Lunch Program be given free lunch, and it allocates funds to districts to cover this cost.

---

**Pennsylvania**

Pennsylvania provides increased funding for students from low-income households and for districts with high concentrations of low-income students. 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 only applies to state education funds appropriated over and above FY2015 nominal funding levels. For FY2018, less than 8% of the state's total education funding (or \$453 million out of \$6 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 they qualify for free or reduced-price lunch (FRL) under the National School Lunch Program.

In addition, the percentage of FRL-eligible students in grades pre-K-6 is considered in the calculation of the state's share of the district's overall funding formula. Districts serving more FRL-eligible students in these grades see the state shoulder a greater share of the funding burden.

---

**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 or for free or reduced-price lunch under the National School Lunch Program.

---

---

**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 increased funding for students from low-income households. It does so in the form of a flat allocation for each low-income student, which was \$863.25 in FY2018. This figure is adjusted for inflation annually.

Students are eligible for this supplemental funding if they qualify for free or reduced-price lunch under the National School Lunch Program. This funding is intended to allow for reduced class sizes.

---

**Texas** Texas provides increased funding for students from low-income households at a level that differs depending on the level of economic disadvantage in their 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 such students from areas with greater levels of economic disadvantage. (See “Concentrated Poverty” or more information.)

Students are eligible for this supplemental funding if they qualify for free or reduced-priced lunch under the National School Lunch Program.

At least 55% of the funding provided through these allocations must be used to support programs aimed at supporting low-income students. The multiplier has been expressed this way for consistency with other states. The funding is actually provided in an amount equal to at least 0.225 times the per-pupil base amount, distributed in addition to the student’s own base funding.

---

**Utah** Utah 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, a part of which is distributed to schools with high-concentrations of low-income students. For more information about this program, see “Concentrated Poverty.”

---

**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 for 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 (ELLs), all ELL students in Vermont are automatically weighted for both FRL eligibility and ELL 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 their district. It does so by applying a multiplier of between 1.01 and 1.13 to the base amount for each low-income student, with the specific multiplier depending on the concentration of low-income students in the district.

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, programs for students who speak English as a second language, and other programs.

The state also provides some program-specific allocations in amounts dependent on the percentage of district students eligible for free lunch. See “Concentrated Poverty” for more information.

---

**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 concentration 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 the form of a prorated allocation for low-income students in grades K-3 and a further prorated 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 FY2018 and FY2019. This was equal to about \$2,346 per low-income student in FY2019.

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 those with limited English proficiency and mobile secondary students. A student is only counted once for the purposes of this funding even if he or she meets multiple qualifying criteria.

In FY2018, the state provided an additional 0.15 of a staff unit for every thirty at-risk students.

For a complete list of primary sources, please see the appropriate state page at [funded.edbuild.org](http://funded.edbuild.org)

