



# FundEd: Student Poverty Funding

## Policies in Each State



## Student Poverty

Some states provide increased funding for individual students from low-income households. This report indicates which states consider individual students from low-income households when allocating state education funding, and if applicable, how they do so.

---

<b>Alabama</b>	Alabama does not provide increased funding for students from low-income households.
<b>Alaska</b>	Alaska does not provide increased funding for students from low-income households.
<b>Arizona</b>	Arizona does not provide increased funding for students from low-income households.
<b>Arkansas</b>	Arkansas does not provide a standard, higher level of funding for individual students from low-income households. However, increased funding is provided on a sliding scale based on the concentration of low-income students in the district. See “District Poverty” for a description of this allocation.
<b>California</b>	<p>California 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.</p> <p>This multiplier is applied to a base per-pupil amount specific to the student’s grade span (K-3, 4-6, or 9-12). Students are eligible for this supplemental funding if they qualify for free or reduced-priced lunch (FRL) 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.</p> <p>This same multiplier is applied to the base per-pupil amount for students who are English-language learners (ELL). Students who are both ELL and low-income generate this supplemental funding allocation only once.</p>
<b>Colorado</b>	<p>Colorado provides increased funding for students from low-income households. It does so by applying a multiplier of 1.12 to the base per-pupil amount for these students.</p> <p>Students are eligible for this supplemental funding if they qualify for free lunch under the National School Lunch Program.</p> <p>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 ELL and free-lunch-eligible generate this supplemental funding allocation only once.</p>

---

---

**Connecticut**

Connecticut is not currently making use of its education funding formula and has not done so for several years. Connecticut has a primarily student-based funding formula. Though the formula has not been repealed or replaced, instead of calculating district's state education aid in accordance with that formula, the state legislature now awards each district a block grant. The grant amounts are specified in legislation.

As it exists in law, Connecticut's funding formula is structured to provide increased funding for students from low-income households by applying a multiplier of 1.3 to the base per-pupil amount for these students.

Under the formula, students are eligible for this supplemental funding if they qualify for free or reduced-price lunch (FRL) under the National School Lunch Program.

---

**Delaware**

Delaware does not provide increased funding for students from low-income households.

However, the state provides funding, called academic excellence units, to every district in proportion to its enrollment size that is intended to support certain educational services. There is a list of suggested and permissible uses for this funding that includes programs for children at risk, which may be construed to include students from low-income households.

---

**Florida**

Florida does not provide increased funding for students from low-income households.

However, the state's Supplemental Academic Instruction allocation is intended to provide additional funds for students who are at risk of falling behind and 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.

---

**Georgia**

Georgia does not provide increased funding for students from low-income households.

---

**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 this supplemental funding if they qualify for free or reduced-price lunch under the National School Lunch Program.

The multiplier has been expressed this way for consistency with other states. The funding is actually provided in an amount equal to .1 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.

---

---

**Illinois**

Illinois provides increased funding for students from low-income households. Funding is determined using a formula that takes into account the concentration of low-income students in the district and is dispensed in the form of a grant for each low-income student. Districts receive at least \$355 per low-income student.

The number of students eligible for this supplemental funding is determined by a non-duplicated count of children receiving services through Medicaid, the Supplemental Nutrition Assistance Program (SNAP), the Children's Health Insurance Program (CHIP) or Temporary Assistance for Needy Families (TANF).

If a district has a district concentration ratio (DCR), or proportion of students eligible for this supplemental funding, of less than 15%, it is awarded the minimum grant of \$355 per student. If the concentration is 15% or higher, the following formula is used to determine the per-pupil amount:  $[294.25 + (2,700 \times \text{DCR}^2)] \times \text{low-income pupils}$ .

---

**Indiana**

Indiana provides a minimal amount of increased funding for individual students from low-income households. It does so in the form of assistance with required fees. However, a greater amount of increased funding is provided on a sliding scale based on the concentration of low-income students in the district. See "District Poverty" for a description of this allocation.

Districts must waive required fees for students who qualify for free or reduced-priced lunch (FRL) under the National School Lunch Program. Districts may apply for reimbursement from the state for these costs. The total amount appropriated by the state for these reimbursements is divided by the number of students for whom fees have been waived, and that per-pupil amount is allocated to districts for each such student they serve.

In addition, the Honors Grant, which distributes \$1,000 to school districts for each of their students who has received an academic or technical honors diploma in the prior school year, is increased to \$1,400 for students receiving benefits from the Supplemental Nutrition Assistance Program or the Temporary Assistance for Needy Families program and for students receiving Foster Care Assistance.

---

**Iowa**

Iowa effectively provides increased funding for students from low-income households. It does so by applying a multiplier of 1.00642 to the base per-pupil amount for certain low-income students. The state also applies a multiplier of 1.00204 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.

The students eligible for the supplemental funding generated by the multiplier of 1.00642 is the number of students in grades 1-6 who qualify for free or reduced-priced lunch (FRL) under the National School Lunch Program.

The supplemental funding generated through the application of both multipliers is not specifically intended as poverty funding; 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. The Court has set a deadline of June 30, 2018 for the creation of a new 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 (FRL) under the National School Lunch Program.

This same multiplier is applied to the base per-pupil amount for students who are English-language learners (ELL). Students who are both ELL and low-income 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.

This multiplier is applied to a base per-pupil amount that is specific to the district and depends on regional differences in cost. Students are eligible for this supplemental funding if they qualify for free or reduced-price lunch (FRL) 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 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 dividing the supplemental funding (.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 three allocations for different 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 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. It does so in the form of a flat allocation for each low-income student. Grants equal \$3,422 per student in grades 1-8 and \$2,767 per student in grades 9-12.

Students are eligible for this supplemental funding if they qualify for free or reduced-price lunch under the National School Lunch Program. The allocations are made in addition to the student's per-pupil base amount, which itself varies by grade level and academic services required, and are subject to the expected local contribution.

---

**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 lunch (but not reduced-price lunch) under the National School Lunch Program. 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 cannot be used for administrative costs.

---

**Minnesota** Minnesota does not provide a standard, higher level of funding for individual students from low-income households. However, increased funding is provided in accordance with a formula based on the concentration of low-income students in the district. See "District Poverty" for a description of this allocation.

---

**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 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. However, increased funding is provided only for pupils above a certain prevalence threshold.

Students are eligible for this supplemental funding if they qualify for free or reduced-price lunch (FRL) under the National School Lunch Program. The multiplier of 1.25 is applied to FRL-eligible students above a certain threshold that is recalculated every two years. In 2014-15 and 2015-16, the threshold was 41% of district enrollment.

The threshold for supplemental funding for low-income students is calculated as follows: First, the state identifies "performance districts" (those that have met certain performance standards). Then, the state calculates the average FRL-eligible enrollment percentage across these districts, excluding certain outlier districts; this becomes the enrollment threshold above which low-income students in each district generate supplemental funding.

---

**Montana**

Montana provides increased funding for students from low-income households. It does so in the form of a 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 FY2016, the state legislature appropriated \$5.3 million for this purpose. This funding is provided entirely by the state and is not subject to a state-local cost sharing arrangement.

---

**Nebraska**

Nebraska does not provide a standard, higher level of funding for individual students from low-income households. However, increased funding is provided on a sliding scale based on the concentration of low-income students in the district. See "District Poverty" for a description of this allocation.

---

**Nevada**

Nevada passed legislation authorizing a new funding formula in 2015, and the details of the formula are still to be determined. However, the legislation includes a specific intention to provide increased funding for students from low-income households.

---

**New Hampshire**

New Hampshire provides increased funding for students from low-income households. It does so in the form of a flat allocation in the amount of \$1,780 for each low-income student.

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

---

**New Jersey**

New Jersey 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. The value of the multiplier depends on the concentration of low-income students in the district and ranges from 1.41 to 1.46. See "District Poverty" for a description of the formula that determines the precise weight allocation.

In practice, students are eligible for this supplemental funding if they qualify for free or reduced-price lunch (FRL) under the National School Lunch Program. However, state law does not tie eligibility for this funding to the lunch program; instead, it specifies the same qualifying criteria, defining eligible pupils as those from households with an income at or below 185% of the federal poverty threshold.

---

**New Mexico**

New Mexico does not provide a standard, higher level of funding for individual students from low-income households. However, increased funding is provided on a sliding scale based on the concentration of low-income students in the district. See "District Poverty" for a description of this allocation.

---



---

**New York** New York does not provide a standard, higher level of funding for individual students from low-income households. However, increased funding is provided on a sliding scale based on the concentration of low-income students in the district. See “District Poverty” for a description of this allocation.

---

**North Carolina** North Carolina does not provide increased funding for students from low-income households. However, increased funding is provided on a sliding scale based on the concentration of low-income students in the district. See “District Poverty” for a description of this allocation.

---

**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 (FRL) 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 does not provide a standard, higher level of funding for individual students from low-income households. However, increased funding is provided on a sliding scale based on the concentration of low-income students in the district, and every low-income student does generate some supplemental funding. See “District Poverty” for a description of this allocation.

---

**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 (NSLP). For students who do not have access to a meal under the NSLP (for instance, full-time virtual students or students attending classes at a Career Technical Center during their home districts’ meal times), NSLP eligibility data is not collected. These students are counted for the purposes of this supplemental funding in one of two ways: either they are directly certified as low-income through participation in other social service programs (the Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, the Food Distribution Program on Indian Reservations, or the Federal Head Start program) or because they are homeless, a runaway, a migrant, or a foster child, or they submit an application to be classified as economically disadvantaged based on household income.

The funding is actually provided in an amount equal to .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 the 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 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**

The state of Pennsylvania does not have a funding formula in use at this time.

---

**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.

---

**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 (FRL) under the National School Lunch Program.

---

**South Dakota**

South Dakota does not provide increased funding for students from low-income households.

---

**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 \$542.27 in FY2016. This figure is adjusted for inflation annually.

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

The funding is actually provided in an amount equal to .2 times the adjusted per-pupil base amount, which has already been adjusted for sparsity, small size, and local cost of living. (See "Base Amount" for more information.) It is distributed in addition to the student's own base amount funding.

---



---

**Utah**

Utah does not provide increased funding specifically for students from low-income households. However, the state does provide schools with general funding to serve at-risk students, broadly defined.

When this allocation was created, the legislature generally directed the State Board of Education to use several factors, including student poverty, in determining the specific amount to be given to each school for this purpose.

---

**Vermont**

Vermont 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 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 base amount for non-FRL-eligible students whose primary language is not English. This supplemental funding is therefore provided for all FRL-eligible students, as well 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 (ELL), all ELL 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. It does so by applying a multiplier of at least 1.01 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. 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 increases this multiplier in accordance with the concentration of low-income students in the district. See “District Poverty” for a description of this allocation.

---

**Washington**

Washington does not provide a standard, higher level of funding for individual students from low-income households. However, increased funding is provided to certain districts with an especially high concentration of low-income students. See “District Poverty” for a description of this allocation.

---

**West Virginia**

West Virginia does not provide increased funding for students from low-income households.

---

---

## Wisconsin

Wisconsin provides increased funding for certain students from low-income households: those enrolled in grades K-3 in districts participating in a class-size reduction program. It does so in the form of a flat allocation for each such student. This allocation may not exceed \$2,250, but may be lower depending on the number of eligible students and the amount of funds available.

Students in grades K-3 are eligible for this supplemental funding if they qualify for free or reduced-price lunch (FRL) under the National School Lunch Program. The exact per-student allocation is determined by dividing the total amount appropriated for this purpose by the number of eligible students.

In order to receive this funding, schools must meet class size requirements of no more than 18 students for one classroom teacher or 30 students for two classroom teachers.

Additional requirements for schools receiving this supplemental funding include that they be open before and after school hours; collaborate with community organizations to provide school district residents with social services and educational and recreational opportunities; make curricular changes that ensure rigor; provide common planning time for school employees; create and review staff development plans for each teacher and administrator; and develop transition plans for new employees. In FY15, 204 of the state's 424 districts participated in this class-size reduction program.

---

## 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 (FRL) 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.)

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

