

NCLB FUNDING REFERENCE MANUAL

FORMULAS AND PROCEDURES

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Introduction

When enacted, the Elementary and Secondary Education Act of 1965 (ESEA), Public Law 89-10, authorized federal grants for the following:

- Elementary and secondary school programs for children of low-income families
- School library resources, textbooks, and other resources instructional materials for school children
- Supplementary educational centers and services
- Strengthening state education agencies (SEAs)
- Educational research and research training

After numerous reauthorizations every three or five years, the 107th Congress enacted Public Law 107-110 on January 8, 2002, to “close the achievement gap with increased accountability, flexibility, and choice, so that no child is left behind.” This reauthorization of ESEA is known as the No Child Left Behind Act of 2001 (NCLB).

The US Department of Education (USDE) allocates NCLB grant program funds from Congressional appropriations by statutory formula. Within USDE, the Institute of Education Science’s National Center for Education Statistics (NCES) Common Core of Data (CCD) data collections from states, along with data supplied by the US Census Bureau, drive many of these federal formula calculations.

This document addresses the Texas formula allocation process for the following currently funded federal program grants related to NCLB and associated with TEA’s eGrants NCLB Consolidated Application:

- Title I – Improving the Academic Achievement of the Disadvantaged
 - Part A – Improving Basic Programs Operated by Local Educational Agencies (LEAs)
 - Part C – Education of Migratory Children
 - Part D Subparts 1 and 2 – Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent or At-Risk
- Title II – Preparing, Training, and Recruiting High Quality Teachers and Principals
 - Part A – Teacher and Principal Training and Recruiting Fund
- Title III – Language Instruction for Limited English Proficient and Immigrant Students
 - Part A – English Language Acquisition

US Census Bureau Data

The US Census Bureau's Small Area Income and Poverty Estimates (SAIPE) program provides annual estimates of income and poverty statistics for all school districts, counties, and states. The main objective of this program is to provide estimates of income and poverty for the administration of federal programs and the allocation of federal funds to local jurisdictions.

Under ESEA, the SAIPE program produces the following county and state estimates for allocating federal program funding by federal and state formulas:

- Total number of people in poverty
- Number of children under age 5 in poverty (for states only)
- Number of related children ages 5 to 17 in families in poverty
- Number of children under age 18 in poverty
- Median household income

To implement provisions within NCLB, the US Census Bureau also produces the following estimates for school districts:

- Total population
- Number of children ages 5 to 17
- Number of related children ages 5 to 17 in families in poverty

These estimates are neither direct counts nor direct estimates from sample surveys. Instead, for counties and states, mathematical models create income and poverty estimates by combining survey data with population estimates and administrative records. For school districts, model-based county estimates along with inputs from the decennial census and federal tax information are used to produce estimates of poverty and population within school district boundaries.

Find additional information about SAIPE and its role in the NCLB formula allocation process at <http://www.census.gov/did/www/saipe/index.html>.

eGrants SC5050 – Request for Federal Funding and Indirect Cost Rate for Charter Schools

The SC5050 is TEA's primary data collection tool for open-enrollment charter school and special state local educational agencies (charter LEAs) to report current enrollments used to determine NCLB grant eligibility and funding amounts. Data collected details the actual enrollments being served within school district boundaries and includes the following counts by school district:

- Total enrollment
- Ages 5–17 enrollment
- Ages 5–17 Low-income (free and reduced price lunch eligible)
- Ages 5–17 Foster Home
- LEP
- Immigrant

The charter LEA may also complete and submit the SC5050 to request an indirect cost rate. The rate request has no impact on the charter's request for federal funding.

Note: Failure to submit and certify SC5050 enrollment data, or specifying "NCLB=No" when submitting the form, will result in the charter LEA's ineligibility to receive funding from many of the NCLB formula grant awards.

Title I, Part A: Improving Basic Programs Operated by LEAs

Under the initial authorization of ESEA, USDE allocated Title I program funds to states through two statutory formulas, Basic Grants and Concentration Grants. States were directed to distribute those allocations to counties based on eligible populations within their counties. In 1974, to better meet the intent of Congress, USDE was directed to create county allocations for states. In 1994, this procedure was amended again, directing USDE to create allocations for all state LEAs.

The reauthorization under NCLB retained the directive that USDE allocate Title I, Part A program funds to school districts but added two additional formula allocation grants, Targeted Grants and Education Finance and Incentive Grants (EFIG).

When determining these allocations, USDE uses the most current US Census Bureau's school district poverty and population estimates based on school district geographic boundaries; state per-pupil expenditures; and updated caseload data for children in locally operated institutions for neglected and delinquent children, foster homes, and families above poverty that receive assistance under the TANF program.

USDE then releases state-specific formula children and resulting gross allocations to states. For Texas, this includes within school district boundary:

- Formula children
 - Ages 5–17 census poverty counts
 - Prorated foster counts
 - Neglected counts
- Ages 5–17 census population counts
- Calculated formula children percentage
- Eligible Title I, Part A allocations from the:
 - Basic Grant appropriation
 - Concentration Grant appropriation
 - Targeted Grant appropriation
 - EFIG Grant appropriation

Also included in this data is a special record containing the delinquent formula children counts and the calculated allocations from the Basic, Concentration, Targeted, and EFIG grant appropriations. These counts and amounts determine eligibility for and fund the Title I, Part D, Subpart 2 grant.

Note: USDE's Title I, Part A allocation formulas must adhere to statutory hold-harmless provisions when calculating and adjusting initial gross allocations from Congressional appropriations. Percentage increases or decreases in Congressional appropriations will not directly relate to a similar percentage increase or decrease to either a state total Title I, Part A allocation or resultant eligible LEA allocations for Basic, Concentration, Targeted, and EFIG within that state total allocation.

Title I, Part A Grant Eligibility

Eligibility for Basic Grants is as follows:

- At least 10 formula children, and
- The number of formula children must exceed 2% of the LEA's total census population ages 5–17, inclusive.

Eligibility for Concentration Grants is as follows:

- Be eligible for a Basic Grant, and
- The number of formula children must exceed 6,500 or exceed 15% of the LEA's total census population ages 5–17, inclusive.

Exception: Once eligible, a LEA is guaranteed its Concentration hold-harmless amount for four consecutive years even if it is no longer eligible.

Eligibility for Targeted Grants is as follows:

- At least 10 formula children, and
- The number of formula children must exceed 5% of the LEA's total census population ages 5–17, inclusive.

Eligibility for EFIG Grants is as follows:

- At least 10 formula children, and
- The number of formula children must exceed 5% of the LEA's total census population ages 5–17, inclusive.

Title I, Part A Hold-Harmless Provision

Each of the four statutory formula grants requires that no eligible LEA receive less than 85, 90, or 95 percent of the grant amount it received in the preceding year. LEAs with grant amounts below their hold-harmless threshold amounts are increased to their hold-harmless amounts by ratably reducing all LEA grant amounts above hold-harmless. A LEA's hold-harmless percentage is determined by calculating a formula children percentage for the LEA (LEA formula children divided by LEA ages 5–17 census population times 100). LEAs whose formula children percentage is:

- More than 30% are 95% hold-harmless
- Between 15% and 30% are 90% hold-harmless
- Less than 15% are 85% hold harmless

When an LEA's data does not generate an allocation greater than its hold-harmless amount, the LEA's allocation will be lower than the prior year, based on the applicable hold-harmless percentage.

Note: The hold-harmless provision does not apply to the Basic, Targeted, or EFIG grants when LEAs lose eligibility for that particular grant.

Because of the creation of new LEAs and the existence of charter LEAs that do not have fixed, state-defined, geographic boundaries, the list of LEAs used by USDE to determine LEA allocations will not match the current list of LEAs in Texas. USDE requires that TEA Title I, Part A formulas must adjust their allocations to:

- Account for eligible charter LEAs serving formula children that reside within school district boundaries.
- Extract up to 4% of the total Title I, Part A state allocation from LEAs for school improvement activities under ESEA Section 1003(a).
- Extract up to 1% of the total Title I, Part A state allocation from LEAs for state administration expenses.
- Maintain statutory hold-harmless thresholds for all LEAs throughout the process.

Deriving Title I, Part A Formula Children for Charter LEAs

Ages 5–17 Census Poverty Equivalents

Texas formulas use free and reduced price lunch (FRPL) data as the USDE-approved method of deriving census poverty equivalents transferring from district LEAs to charter LEAs. The transfer equivalent (that is, the number of census poverty counts transferring from the district LEA to the charter LEA) is determined as follows:

1. Divide the charter LEA's within-district FRPL by the total FRPL within the district.
2. Multiply the result by the district LEA's census poverty count.

This is repeated for each district LEA from which the charter LEA reports serving students.

Prorated Foster Counts

USDE formulas prorate county based foster children counts to district LEAs. Charter LEA's reported foster counts from a district LEA are prorated to not exceed the district LEA's total count.

Neglected Count

USDE formulas aggregate state reported (eGrants SC9000 data collection) neglected counts to the district LEA level when calculating allocation amounts. Within district charter LEA reported counts from this data collection are transferred back from each district LEA.

Ages 5–17 Census Population

The charter LEA's ages 5–17 enrollment from a district LEA equals the number of ages 5–17 census population transferring from the district LEA to the charter LEA. This is repeated for each district LEA from which the charter LEA reports serving students.

Formula Children

The number of formula children equals the sum of the charter LEA's census poverty equivalents, prorated foster, and neglected counts transferring from all district LEAs and associated to the charter LEA.

Formula Children Percentage

The percentage of formula children equals the charter LEA's total number of formula children divided by the charter's total ages 5–17 census population (total 5–17 enrollment) times 100.

Adjusting USDE Title I, Part A Formula Allocations for Charter LEAs

The charter LEA's total formula children and formula children percentage determines the charter LEA's overall eligibility for each of the four Title I, Part A grants listed above. For each grant the charter LEA is determined eligible for:

- The charter LEA's allocation amount is determined using the following formula. This calculation is repeated separately for each district LEA impacted by the eligible charter:
 1. Divide the number of the charter LEA's formula children that transferred from the district LEA by the district LEA's total formula children.
 2. Multiply the result by the district LEA's formula allocation amount.
- District LEA formula children and eligible formula allocation amounts are subsequently reduced by the counts from all charter LEAs and amounts transferring from eligible charter LEAs. Overall formula children, formula children percentages and eligibility for each of the Title I, Part A grants are then recalculated for each district LEA impacted.

After all charter LEA adjustments have been made, each LEA's individual grant allocations are compared to their prior year eligible hold-harmless amounts for those grants. Those LEAs with amounts below hold-harmless are increased to their hold-harmless amount by ratably reducing the grant amounts from LEAs above hold-harmless.

Extracting up to 4% of the Title I, Part A Formula Allocation for Section 1003(a) School Improvement Activities

Section 1003(a) of the ESEA requires the state to reserve up to 4% of the total state Title I, Part A allocation to fund school improvement activities (For Texas, this is now referred to as Section 1003(a) Priority and Focus School Program grants). However, when extracting this funding, no LEA can be brought below 100% of their prior year total eligible Title I, Part A amount. This means that only those LEAs above 100% of their prior year total eligible amount (after all the hold-harmless adjustments referenced above) are ratably reduced. If the full 4% amount cannot be extracted while maintaining this definition of hold-harmless, the grant funding amount for Section 1003(a) school improvement activities must be reduced to equal exactly the amount extracted by formula.

Extracting up to 1% of the Title I, Part A Formula Allocation for State Administration

Section 1004(a) of ESEA allows states to reserve not more than 1% of the total state Title I, Part A allocation for state administration. When reserving these funds, LEAs are ratably reduced while maintaining their individual minimum hold-harmless funding amounts.

There is an exception to the 1% state reservation amount. When the total appropriation for grant allocations under Part A, Part C (Migrant Education) and Part D Subpart 1 of Title I exceeds \$14 billion nationally, a cap on state administration in Section 1004(b) of ESEA applies. USDE formulas calculate each state's allocation for these grants had

exactly \$14 billion been appropriated and provides a table of these total state allocation amounts. The amount a state may now extract and reserve for state administration under Title I, Part A is up to 1% of this amount.

The LEA's Title I, Part A grant amount is the sum of each grant amount the LEA is eligible for after these three statutory hold-harmless adjustment procedures.

Find additional information about a state's responsibility when adjusting USDE Title I, Part A allocations at

<http://www.ed.gov/programs/titleiparta/seaguidanceforadjustingallocations.doc>.

Title I, Part A Formula Allocation Data Release Schedule

Planning Amounts

Planning amounts are formula-derived estimates for LEA budget planning purposes.

USDE releases preliminary Title I, Part A formula data and allocation amounts for the upcoming school year in the spring of the current school year. These preliminary formula allocation amounts are based on:

- Updated Congressional budgeted appropriation data when released by the Office of Management and Budget (OMB), and
- Updated census estimates and State per-pupil expenditure data used in USDE formula allocation calculations.

Because USDE formulas have not been updated with non-census and state reported formula data, these preliminary gross allocations will change and are almost always higher than the LEA's actual planning amount and final amount. TEA formulas utilize this data along with updated charter LEA data when estimating eligibility for and calculating Title I, Part A Planning amounts.

These planning amounts are estimates. Eligibility, hold-harmless funding levels, and amount of funding an LEA will ultimately receive will be recalculated when USDE releases updated data along with the state's Grant Award Notification (GAN). This event typically occurs late June or early July and coincides with the start of the grant award period on July 1.

Revised Planning Amounts

After USDE releases final Title I, Part A formula children data, gross allocations for the Basic, Concentration, Targeted, and EFIG grant components, and the state receives its first federal Title I, Part A GAN, TEA formulas recalculate each LEA's eligibility for and formula grant amounts for Title I, Part A. These updated amounts are released as Revised Planning amounts. They are not Final amounts because:

- Title I, Part A grants are funded across two federal Congressional budget periods with the majority of the funding coming from the next federal budget year that begins on October 1st. Any changes to either this Congressional budget or a state's reported formula data used by USDE when calculating allocations from the budgeted appropriations, will require that USDE recalculate and release revised allocations and GANs. States are subsequently required to recalculate and adjust any and all impacted grant awards to eligible LEAs.

- The Charter School Expansion Act of 1998 (Public Law 105-278) requires that new and significant expansion charter school LEAs receive the federal grant funds they are determined eligible for within 5 months of first opening or experiencing a significant expansion event.

The TEA formulas typically withhold the lesser of 2.5% or \$250,000 from each LEA with a projected calculated final amount above its statutory hold-harmless amount when releasing revised planning amounts. For most, if not all LEAs, this reservation of funding is adequate to cover the recalculation of LEA entitlements and statutory adjustments when additional formula children data is included from new and significant expansion charter school LEAs. It does not guarantee that an LEA will not see a decrease in final funding when final amounts are calculated and released in the fall. District LEAs are impacted directly by charter school LEAs serving students within their boundaries and all LEAs are impacted by the hold-harmless adjustments required by the statutory formula.

Note: Because the TEA's NCLB Consolidated Application includes grant funding amounts for the other grants included within this document, and new and significant expansion charter school LEAs updated data may impact several of these grant funding amounts to LEAs, revised planning amounts for these grants also include a 2.5% reduction from each eligible LEA.

Final Amounts

The final calculation of formula grant amounts begins after November 1 of the current school year for the federal funding grant period that started on July 1. New and significant expansion charter school LEAs have until this date to submit and certify actual enrollment data through the SC5050 data collection in order to receive any eligible funding from these federal fiscal year grant funds.

The formula calculated amounts from this calculation becomes each LEA's Final amount for this grant funding period and is recalculated only if USDE determines that a significant event occurred that requires their recalculation and release of updated formula funding to states.

For new and significant expansion charter school LEAs submitting and certifying SC5050 enrollment data after November 1 and prior to February 1 of the school year:

- Eligible gross allocations and allocation adjustments to impacted district LEAs are calculated.
- These allocation adjustments will be included as additional allocation funding adjustments when formulas begin calculating new funding amounts from the next fiscal year appropriations.

Title I, Part C: Education of Migratory Children

The Migrant Education Program (MEP) provides formula grants to state educational agencies to establish and improve education programs for migratory children. These grants assist states in improving educational opportunities for migratory children to help them succeed in the regular school program, meet the same state academic content and student academic achievement standards that all children are expected to meet, and graduate from high school. One important difference with MEP is that it is operated directly by the state rather than as a pass-through program to LEAs.

New Generation System (NGS)

NGS is a web-based interstate information network that communicates demographic, educational, and health data on migrant students to educators throughout the nation. For Texas, data extractions from NGS drive MEP formula funding to eligible LEAs serving migrant students based upon classifications and needs.

Find additional information about the NGS at <https://ngsmigrant.com/index.asp>.

Allocation of Title I, Part C Migrant Formula Grant Awards to LEAs

After subtracting funding for state administration and discretionary state activities from the state GAN amount from USDE, remaining funds are allocated to LEAs with:

- 40% based on NGS Priority for Service (PFS) classification counts.
- 55% based on NGS Number and Needs indicator counts with:
 - 2.5% based on students having no need/risk indicators
 - 21.4% based on students having 1 or 2 need/risk indicators
 - 25.5% based on students having 3 or 4 need/risk indicators
 - 5.6% based on students having more than 4 need/risk indicators
- 5% based on weighted counts of the LEA's availability of Other Sources of Funding (OSF). LEAs with low or moderate available funds from Title I, Part A, Title III, Part A and State Compensatory Education funding formulas are weighted more than LEAs with high or extensive availability of the other sources of funding.

LEA counts for each of the components aggregated at the state level create a state-wide per-pupil amount from the component allocation amount. Eligible LEA component counts times the calculated component per-pupil amount equals each LEA's component funding amount.

The LEA's Title I, Part C Migrant grant amount equals the sum of each component funding amount for which the LEA is eligible.

Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent or At-Risk

Subpart 1—Allocations to State Agency LEAs:

Each calendar year, two state-defined special LEAs (Texas Juvenile Justice Department [TJJD] and Windham School District) report enrollments through the eGrants SC9010 – Survey of Children in State Agency Facilities for Neglected or Delinquent Children, Adult Correctional Facilities, or Community Day Programs for Neglected or Delinquent Children data collection. This data is subsequently sent to USDE and utilized by USDE formulas when determining Title I, Part D, Subpart 1 formula based allocations to states.

Subpart 1—Formula Distribution

Enrollment counts aggregated at the state level create a state-wide per-pupil amount from the Title I, Part D, Subpart 1 grant awarded to Texas.

TJJD and Windham grant amounts equals their reported enrollment counts times the per-pupil amount.

Subpart 2—Allocations to District and Charter LEAs

Each calendar year, district and charter LEAs report counts of students being served at residential facilities for neglected and delinquent children through the eGrants SC9000 – October Caseload Counts of Neglected and Delinquent Residential Facilities data collection. This data is sent to USDE and utilized by USDE formulas when determining Title I, Part A formula based allocations to states.

Initially, the USDE calculation of Title I, Part A includes delinquent counts as part of the formula children that derives Basic, Concentration, Targeted, and EFIG allocations to Texas's district LEAs based on geographic boundaries. When released to states, USDE formulas have extracted and report the delinquent counts and associated allocations as Title I, Part D, Subpart 2 grant allocations. Remaining Title I, Part A allocations related to census poverty, foster, and neglected formula children counts are distributed to eligible LEAs by the Title I, Part A formula referenced above.

Subpart 2—Eligibility and Formula Distribution

Eligibility:

- Serving 10 or more delinquent students at residential facilities for neglected and delinquent children (see eligibility requirements for Title I, Part A Basic, Concentration, Targeted and EFIG grants).

Formula Distribution:

- Delinquent counts from eligible LEAs aggregated at the state level create a state-wide per-pupil amount from the Title I, Part D, Subpart 2 grant award.

The LEA's Title I, Part D, Subpart 2 grant amount equals its eligible delinquent count times the calculated per-pupil amount.

Title II, Part A: Teacher and Principal Training and Recruiting Fund

The Improving Teacher Quality (ITQ) Act was enacted as Title II of NCLB to provide grants to LEAs, eligible partnerships, individuals, and nonprofit organizations to:

- Increase academic achievement by improving teacher and principal quality, and
- Increase the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools.

In addition, ITQ seeks to hold LEAs and schools accountable for improvements in academic achievement, ensuring that all those teaching core academic subjects in public elementary and secondary schools are highly qualified.

Originally established in 1965 under ESEA as the Eisenhower Professional Development (EPD) program, ITQ was combined with the Class Size Reduction (CSR) program and reauthorized as Part A of Title II under NCLB.

Allocation of Title II, Part A Funds to LEAs

After subtracting funding for state administration and discretionary state activities, remaining funds are allocated to LEAs with:

- \$26,839,770 of formula grant award as hold-harmless amounts to eligible LEAs based on the formula utilized for creating EPD LEA grant awards for SY 2001-2002.
- \$131,643,925 of formula grant award as hold-harmless amounts to eligible LEAs based on the formula utilized for creating CSR LEA grant awards for SY 2001-2002.
- Additional Title II, Part A funding – State formula grant funding in excess of the two hold-harmless grant award amounts is distributed to eligible LEAs with:
 - 80% based on the LEA's ages 5–17 census poverty counts, and
 - 20% based on the LEA's ages 5–17 census population counts

Title II, Part A Eligibility and Formula Distribution

Eisenhower Professional Development Program Amounts

EPD formula amounts were:

- 50% based on percentage share of prior year Title I, Part A amounts (Basic and Concentration grant allocations for SY 2000–2001), and
- 50% based on ages 5–17 census population counts (per pupil based on census data applicable to SY 2001–2002 federal grants).

Gross allocations within district LEA geographic boundaries are carried forward each year and then adjusted for boundary changes and eligible charter LEAs serving formula children within these boundaries. Charter LEAs derive their eligibility for and proportionate share of historical EPD funds based on formula children calculated from SC5050 reported enrollments from district LEAs in the current funding year (see Title I, Part A formula for the procedures used to derive Title I, Part A and census equivalent formula children).

Class Size Reduction Program Amounts

CSR formula amounts were:

- Based on ages 5–17 census poverty and population derived allocation amounts (per-pupil based on census data applicable to SY 2001–2002 federal grants).

Gross allocations within district LEA geographic boundaries are carried forward each year and then adjusted for boundary changes and eligible charter LEAs serving formula children within these boundaries. Charter LEAs derive their eligibility for and proportionate share of historical CSR funds based on formula children calculated from SC5050 reported enrollments from district LEAs in the current funding year (see Title I, Part A formula for the procedure used to derive census equivalent formula children).

Additional Funds (AF) Amounts

AF formula amounts are:

- Based on ages 5–17 census poverty and population derived allocation amounts (per pupil based on census data applicable to current year federal grants).

Gross allocations within a district LEA's geographic boundary are calculated from current period census poverty and population data. Charter LEAs serving formula children within district LEA boundaries receive their proportionate share of AF funds based on formula children calculated from SC5050 reported enrollments from district LEAs in the current funding year (see Title I, Part A formula for the procedure used to derive census equivalent formula children).

The LEA's Title II, Part A grant amount is the sum of its eligible EPD amount plus CSR amount plus AF amounts.

Title III, Part A: English Language Acquisition

Allocation of Title III, Part A Funds

Title III, Part A funding received by the state is allocated as follows:

- 95% of grant award to fund LEA projects based on:
 - 1) reported limited English proficient (LEP) students being served with parental codes A, B, D, E and F (see PEIMS documentation for parental code definitions) and served in any one of the following programs:
 - Transitional Bilingual/Early Exit
 - Transitional Bilingual/Late Exit
 - Dual Language Immersion/Two Way
 - Dual Language Immersion/One Way
 - ESL/Content Based
 - ESL/Pull-out Programs
 - 2) reported Immigrant students
- 5% of grant award for consolidated administration, Title III support by ESCs, and statewide projects

Note: Percentages represent current TEA policy in accordance with Section 3111 and Section 3114 of the NCLB statute.

Title III, Part A Limited English Proficiency Eligibility and Formula Distribution

Eligibility:

- Serving one or more Limited English Proficiency (LEP) students in the fiscal year preceding the fiscal year for which the subgrant is made. District LEA LEP student counts are from the current PEIMS fall and eGrants PR7000 - Private Nonprofit School Participation data collections. Charter LEA reported LEP counts served are from the eGrants SC5050 data collection.

Formula Distribution:

- LEP student counts aggregated at the state level create a state-wide per-pupil from the LEP grant allocation amount.

The LEA's Title III, Part A LEP grant amount equals its eligible LEP student count times the calculated per-pupil amount.

Note: Statute requires that LEA award amounts must be greater than \$10,000 in order for the LEA to apply for funding. LEAs whose funding amounts are below this amount must join a shared services arrangement (SSA) so that the aggregate funding for the fiscal agent LEA is greater than the \$10,000 threshold amount.

Title III, Part A Immigrant Eligibility and Formula Distribution

LEAs are eligible to receive funding from the Immigrant grant allocation by meeting one of two eligibility determination methods.

Eligibility Method 1: Significant Increase in *Number* of Immigrant Students

- District LEA immigrant student counts are from the current and previous two years PEIMS fall and eGrants PR7000—Private Nonprofit School Participation data collections. Charter LEA immigrant student counts are from the current and previous two years eGrants SC5050 data collections.
- A prior year average number is calculated from the two previous year student counts. This average is subtracted from current immigrant students reported and the difference must be a significant increase.
- A “significant increase” of immigrant students for an LEA to qualify for immigrant funds using this method equals an increase of 100 or more immigrant students.

Eligibility Method 2: Significant Increase in *Percentage* of Immigrant Students

- District LEA immigrant student counts are from the current and previous two years PEIMS fall and eGrants PR7000—Private Nonprofit School Participation data collections. Charter LEA immigrant student counts are from the current and previous two years eGrants SC5050 data collections.
- A prior year average number is calculated from the two previous year student counts. This average is subtracted from current immigrant students reported to create a difference. The difference divided by the prior year average equals a percentage increase or decrease.
- A “significant increase” of immigrant students for an LEA to qualify for immigrant funds using this method equals a percentage increase of 50% or more and the current year immigrant student count must be 30 or more.

Formula Distribution

Current-year Immigrant student counts from eligible LEAs aggregated at the state level create a state-wide per-pupil amount from the Immigrant grant allocation.

The LEA's Title III, Part A Immigrant grant amount equals its eligible immigrant student count times the calculated per-pupil amount.

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