

# Webinar Series: ESSA Formula Allocations

## Title I, Part A And

## Title I, Part A, 1003a School Improvement



# Presenters

## Amy Alderman

Program Manager  
Division of School and District  
Effectiveness Georgia Department of  
Education  
Cell: 404-308-2503  
[aalderman@doe.k12.ga.us](mailto:aalderman@doe.k12.ga.us)

## Carmen Freemire

Federal Budgets Manager  
Georgia Department of Education  
[cfreemire@doe.k12.ga.us](mailto:cfreemire@doe.k12.ga.us)

## Dr. Ken Banter

Title I Senior Program Manager  
Georgia Department of Education  
Cell - 404-673-2372  
[kbanter@doe.k12.ga.us](mailto:kbanter@doe.k12.ga.us)

# Topics

- **Title I, Part A Allocation Formula**
  - Program Purpose
  - Formula Statute
  - Formula Review
  - GaDOE's Workflow Procedures
- **Title I, Part A 1003a Allocation Formula**
  - Program Purpose
  - Formula Statute
  - Formula Review
  - GaDOE's Workflow Procedures
- **Questions**

# Overarching Information

- U.S. Department of Education (ED) provides allocation information to states when available from Congress, typically in the Spring.
- GaDOE provides **estimated** allocations in late Spring to assist LEAs with planning.
- ED sends Grant Award Notice (GAN) to states by July 1.
- Georgia State Board of Education approves allocations at the July meeting.
- LEA GANs are loaded to the Consolidated Application and budgeting begins (after the LEA CLIP is approved).

# Title I, Part A Program Purpose

- Improving the Academic Achievement of the Disadvantaged
  - ED uses poverty information from annual Census data to allocate funding to states.
- Title I, Part A provides federal funds through the GaDOE to local educational agencies (LEAs) to serve and dedicate those funds to provide all students ***significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.*** (ESSA, Section 1001)
- LEAs use the Title I, Part A funds to address the identified needs in their Comprehensive Needs Assessment (CNA) and implement action steps that are written in their Consolidated LEA Improvement Plan (CLIP)

# Title I, Part A – Formula Statute

- Title I, Part A is a part of the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (ESSA).
- Specific sections of the Title I, Part A formula:
  - 1124- Basic Grants
  - 1124A- Concentration Grants
  - 1125- Targeted Grants
  - 1125A- Education Finance Incentive Grant - EFIG

# Title I, Part A – Formula Data Sources for LEA Districts

- LEA allocations stem from the data provided by ED to GaDOE.
- LEA attendance areas are determined by the district boundaries provided by GaDOE to the U.S. Census Bureau.
- **Census data**, for the students who **reside** within an LEA district boundary:
  1. Poverty counts for children aged 5-17.
  2. Age 5-17 population counts.

# Title I, Part A – Formula Data Sources

## State Charter LEAs

- State Charter LEAs have no reported LEA attendance areas (boundaries).
- Therefore, census data cannot be applied to State Charter LEAs and adjustments must be made by the SEA using the following data sources:
  - **FTE data** collected each school year from all LEAs which includes State Charter LEAs.
  - **Free and Reduced-Price Lunch** from Oct-XX FTE (*from the immediate prior school year*).
  - **Temporary Assistance for Needy Families (TANF)** from Oct-XX FTE (*from the immediate prior school year*).

# Title A, Part A – Formula Review

ED determines the allocations of each LEA based on the four formula grants written in ESEA (Sec.1124; 1125A):

- **Basic Grants**
  - Number/share of poverty children served
- **Concentration Grants**
  - Number or percentage of poverty children served
- **Targeted Grants**
  - Percentage of students in poverty as a weighted factor
- **Education Finance Incentive Grant (EFIG)**
  - Low-income student population
  - Per-pupil expenditures (PPE)
  - Effort, state's PPE compared to state's per capital income
  - Equity, degree to which education expenditures vary among LEAs within the state

# Title A, Part A – Formula Review

- The ED formula first requires State Education Agencies (SEAs) to reserve a portion of the grant to calculate required set-asides:
  - **A 7% set-aside for School Improvement 1003a** (SI) which is used to assist identified Comprehensive Support and Improvement Schools (CSI) and Targeted Support and Improvement Schools (TSI).
  - 1% set-aside for **state administrative costs**.
  - Georgia does **not** participate in the optional Direct Student Services (Sec.1003A).
- The remaining funds are allocated to the LEA Districts.

# Title A, Part A – Formula Review

After GaDOE calculates the set-asides, the state must then adjust ED's LEA allocations to allow for State Charter LEAs, which do not have geographic boundaries.

## State Charter LEA adjustments

- Funds to State Charter LEAs come from the districts in which a student could attend school, but chooses to attend a State Charter LEA.
- For example, a low-income student lives in LEA - A, but attends State Charter LEA - B. Funds from the district's ED Title I, Part A allocation are adjusted to account for this student.

LEA – A - Title I, Part A USDE allocation	\$1,000
Low-income student attends Charter LEA B- <i>Title I, Part A USDE funds follow the student</i>	\$5
LEA - A Title I, Part A USDE adjustment	\$995

# Title A, Part A – Formula Review

- Once allocations are determined, hold harmless (HH) provisions are applied for required state level set asides. (ESEA section 1125A)
- The HH provision protects an LEA from receiving a decrease in their current year allocation based on the prior year's allocation.
- LEAs with allocations that put them above their HH amounts contribute to the set asides for School Improvement, Administration, and to the allocations for LEAs that fall below their HH amounts.
- The formula has verifications to make sure LEAs making these contributions do not fall below their own HH amounts.

# Title A, Part A – Formula Review

**Hold Harmless (HH)**- A guarantee that, notwithstanding applicable eligibility requirements, a district will receive a certain minimum level of funding of the prior year.

- Definitions for 85%, 90%, and 95% HH.
  - ✓ **95%: LEA poverty > 30%, HH @ 95%**
  - ✓ **90%: LEA poverty  $\geq$  15% and < 30%, HH @ 90%**
  - ✓ **85%: LEA poverty < 15%, HH @ 85%**
- HH does not apply to any carryover funds a district may have received during the prior school year.

# Title A, Part A – Formula Review

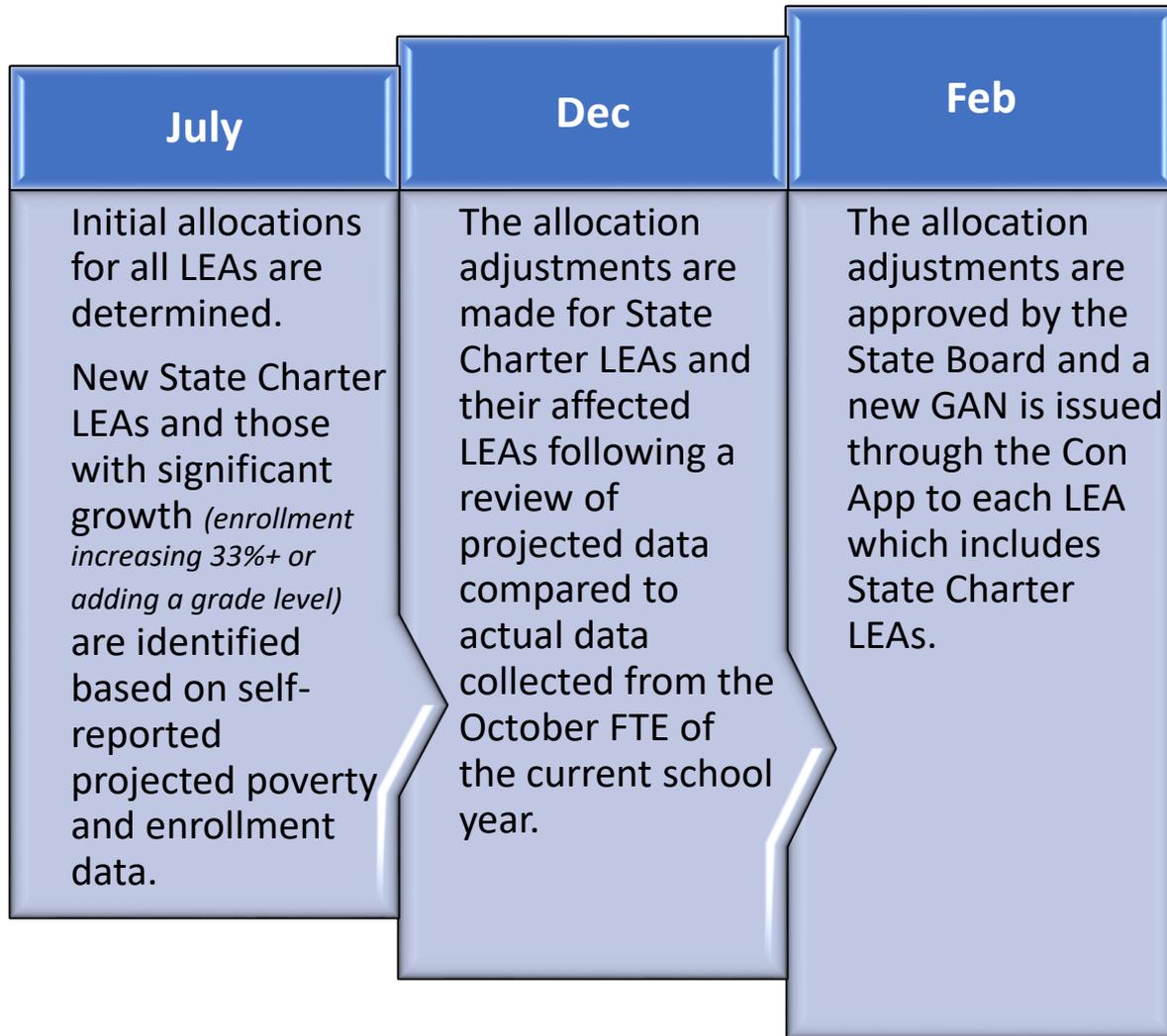
## Hold Harmless Example

LEA A	Alloc	HH@ 95%
Year 1 final IA alloc	\$100	N/A
Year 2 IA alloc	\$135	\$95
Amount above HH available for required state level set asides	\$40	
actual set asides	\$25	
Year 2 final allocation received	\$110	\$110 > \$95
Year 3 IA alloc	\$85	\$105
Amount above HH available for required state level set asides	N/A	
minimum allocation LEA A must receive based on 95% HH	\$105	
funds received from other district set asides	\$20	
Year 3 final allocation received	\$105	\$105 = \$105

# Title A, Part A – Formula Timeline

- Initial allocations are determined in July for all LEAs including new State Charter LEAs and State Charter LEAs with significant growth (*enrollment increasing 33%+ or adding a grade level*) based on self-reported projected poverty and enrollment data.
- In December, allocation adjustments are made for State Charter LEAs and their affected LEAs following a review of projected data compared to actual data collected from the October FTE of the current school year.
- Typically in February, the allocation adjustments are approved by the State Board and a new GAN is issued through the Con App to each LEA which includes State Charter LEAs.

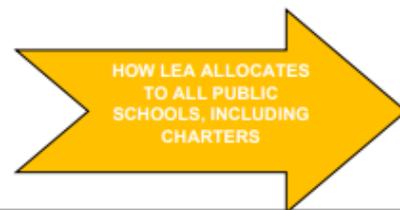
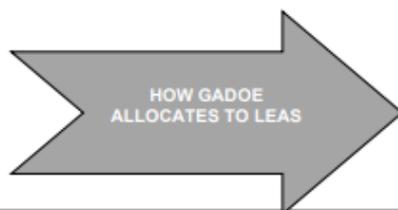
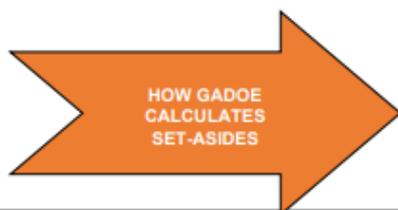
# Title A, Part A – Formula Timeline



# Title I, Part A – GaDOE’s Workflow Procedures

- ED provides preliminary allocations for upcoming school year. For school year 2021-2022, GaDOE received notification in January 2021.
- Allocations finalized using ED information.
  - GaDOE follows internal quality control and cross check procedures.
- Allocations approved by the State Board.
- GANs issued and allocations are uploaded to Con App.
- All LEAs submit budgets through the Con App for approval by GaDOE.

# Determination of Title I, Part A Allocations



The process used by the U.S. Department of Education (USDE) follows the allocation process outlined under the Elementary and Secondary Education Act of 1965 as amended with Every Student Succeeds Act (ESEA) and accompanying guidance. The process (as outlined below) has also been approved by USDE ([Sec.1124,1125,1125a](#))

- USDE uses the Census data from each district to determine the Title I allocation for each school district based upon four formulas written in ESEA ([Sec.1125a](#))
  - Basic Grants
  - Concentrated Grants
  - Targeted Grants
  - Education Finance Incentive Grant (EFIG)
- Local Education Agency (LEAs) are given an opportunity each December through March to review their annual Census and non-Census data updates and submit questions directly to the Census Bureau
- USDE then adjusts the allocations if needed because of updates received
- GaDOE receives the state allocation based on this methodology

The USDE formula first requires State Education Agencies (SEAs) to reserve a portion of the grant for required set-asides at the state level

- 7% set-aside for School Improvement 1003a (SI) which is used to assist identified Comprehensive Improvement Schools (CSI) and Targeted Improvement Schools (TSI)
- 1% set-aside for state administrative costs
- Georgia does not participate in the optional Direct Student Services ([Sec. 1003A](#))

GaDOE must then adjust USDE's LEAs' allocations to allow for state charter schools, which do not have geographic boundaries and were not included in the Title I allocation from USDE

**Charter School Adjustments**

- Funds to state charter schools come from the districts which students are transferring from to attend the state charter school. Initial allocations for new charter districts and charter districts with significant growth (enrollment increasing 33% or adding a grade level) are based on projected poverty and enrollment data. Allocation adjustments for charter districts and their affected districts are made during the school year following a review of projected enrollment data to actual data from October FTE. Final allocations to all LEAs are based on the October FTE data.

**Hold Harmless (HH)**

- Hold Harmless (HH) calculation is applied ([Sec. 1122](#))
- HH provision protects an LEA from receiving a decrease in their current year allocation based on the previous year's allocation. The HH provision (based on 85%, 90% or 95% condition for an LEA) applies to the Basic, Concentration, Targeted and EFIG final calculations at the state level.
- Grant Award Notices (GAN) are uploaded for each LEA into the current FY Attachments tab in the Consolidated Application portal.

The LEA is required by GaDOE to reserve a portion of the allocation to calculate the following

**Required Set-asides**

- 1% Family and Parent Engagement (for allocations greater than \$500,000)
- Homeless
- Neglected and Delinquent (if applicable)
- Private School Equitable Services (if applicable)

**Optional Set-asides (samples below)**

- Administrative (including indirect cost and audit cost)
- Professional Learning
- Instruction

**Title I School Allocations:**

- LEA's eligible Title I schools' allocations are based on poverty threshold and academic need as determined by the LEA
- All schools, including locally approved charters, must be served in rank order of poverty percentage
- Schools with a poverty percentage above 75% must be served first
- After schools with 75% poverty are served, continue to rank order other schools by poverty
  - Grade-Span Grouping may be utilized
- The number of K-12 poverty students is used to determine each school's poverty percentage
- Each school's allocation is based on the K-12 poverty number multiplied by a per pupil amount (PPA)
- Often, funds are not available to serve all eligible schools in a district

# Webinar Series: ESSA Formula Allocations

## Title I, Part A, 1003a School Improvement



# Overarching Information

- U.S. Department of Education (ED) provides allocation information to states when available from Congress, typically in the Spring
- GaDOE provides **estimated** allocations in late Spring to assist LEAs with planning
- ED sends Grant Award Notice (GAN) to states by July 1
- Georgia State Board of Education reviews allocations at the July meeting
- LEA GANs are loaded to the Consolidated Application and budgeting begins

# Title I, Part A, 1003a School Improvement – Program Purpose

Section 1003 of the Elementary and Secondary Education Act (ESEA) requires that State Education Agencies allocate funds to Local Education Agencies (LEAs) for Comprehensive Support and Improvement schools (CSI), Targeted Support and Improvement schools (TSI), and Target Districts to develop a plan that will meet the progress goals in their District Improvement Plan (DIP) and School Education Improvement Plan (SIP) and thereby improve student performance. These funds are to be used to support planning and implementation of school improvement activities as required in the ESEA for CSI and TSI schools (1003A and 1111(d)).

# Title I, Part A, 1003a School Improvement – Formula Statute

- States must allocate school improvement funds reserved under ESEA section 1003 to LEAs with one or more schools implementing comprehensive or targeted support and improvement plans (ESEA section 1003(b)(1)(A)).
- States must allocate at least 95 percent of funds reserved under section 1003 to LEAs with schools identified for comprehensive support and improvement or targeted support and improvement.
- States may set aside up to five percent of their 1003 school improvement funds to carry out responsibilities with respect to those funds (ESEA section 1003(b)(2)).

# Title I, Part A, 1003a School Improvement – Formula Statute

- An LEA may receive 1003 funds for a non-Title I school that is identified for comprehensive or targeted support and improvement. That school is not required to comply with the ESEA requirements for Title I schools, though it is required to meet the requirements for identified schools under ESEA section 1111(d) and requirements under ESEA section 1003.
- States may award section 1003 school improvement funds on a competitive or formula basis (ESEA section 1003(b)(1)(A)).
- There is no minimum or maximum grant size for section 1003 school improvement awards. However, awards must be of a sufficient size to enable the LEA receiving the funds to effectively implement all proposed interventions (ESEA section 1003(b)(2)(A)(ii)).

# Title I, Part A, 1003a School Improvement – Formula Data Sources

Georgia's approved ESSA plan outlines the allocations. As federal appropriations allow, the Georgia Department of Education, at the ***minimum***, will annually award the 1003 fund allotments for each category of CSI and TSI schools.

## Comprehensive Support and Improvement (CSI) Criteria

- Lowest 5% Title I Schools Only: *\$150,000 per school*
- Low Graduation Rate All High Schools: *\$50,000 per school*
- Alternative schools in lowest 5% Title I Schools Only: *\$75,000 per school*
- TSI Additional Targeted Support Title I Schools Only: *\$75,000 per school*

# Title I, Part A, 1003a School Improvement – Formula Data Sources

## Targeted Support and Improvement (TSI) Criteria

- Consistently Underperforming Subgroup All Schools: *\$75,000 per school*
- Additional Targeted Support All Schools: *\$75,000 per school*

## CSI Promise Schools Title I Schools Only

Lowest 5.1% - 10% Title I Schools Only: \$20,000 per school

Schools receiving CSI support that are identified as Tier 4 will receive an additional annual 1003 supplement of \$25,000 per school.

*Schools that are identified based on multiple criteria will receive the highest amount allotted out of the criteria applicable, excluding alternative schools.*

p. 51 Georgia's ESSA Plan

# Title I, Part A, 1003a School Improvement – GaDOE’s Workflow Procedures

- ED provides preliminary allocations for upcoming school year. For school year 2021-2022, GADOE received notification in January 2021.
  - GaDOE follows internal quality control and cross check procedures.
- School and District Effectiveness (SDE) reviews lists of federally identified schools and creates allocations.
- Allocations approved by the State Board.
- GANs issued and allocations are uploaded to Con App.

# Title I, Part A, 1003a School Improvement – GaDOE’s Workflow Procedures

- SDE staff collaborates with school and district leadership to research and select evidence-based interventions that have strong, moderate, or promising evidence of a statistically significant effect on improving student outcomes or other relevant outcomes, as defined in ESEA section 8101(21)(A)(i).
- Districts submit a budget justification of expenses for review and approval.
- All school districts submit budgets through the Con App for approval by GADOE.

# Questions?



Add your questions to the chat or question box.

# Contact Information

## Amy Alderman

Program Manager  
Division of School and District Effectiveness  
Georgia Department of Education  
Cell: 404-308-2503  
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