

FLORIDA DEPARTMENT OF EDUCATION



DPS: 2009-106
Date: June 26, 2009

Dr. Eric J. Smith
Commissioner of
Education



Technical Assistance Paper

Identifying and Serving Eligible Title I Schools

Summary:

This guidance describes the process by which school districts must identify eligible Title I schools, rank and serve those schools based on poverty, and allocate funds to eligible school attendance areas or schools.

Contact: Michael Kilts
Michael.Kilts@fldoe.org
(850) 245- 9946

Status:

New Technical Assistance Paper

☒ Revises and Replaces Existing Technical Assistance Paper: K12: 2007-82

Issued by the
Florida Department of Education
Division of Public Schools
Bureau of Student Assistance
<http://www.fldoe.org/bsa/>

DR. FRANCES HAITHCOCK
CHANCELLOR, PUBLIC SCHOOLS

325 W. GAINES STREET • SUITE 514 • TALLAHASSEE, FL 32399-0400 • (850) 245-0509 • www.fldoe.org

Identifying and Serving Eligible Title I Schools

Table of Contents

INTRODUCTION.....	1
--------------------------	----------

OVERVIEW

A-1. Which public school attendance areas or schools may participate in Title I?	2
A-2. What data do LEAs use when determining eligible public school attendance areas or schools?	2
A-3. Which children are counted when identifying eligible public school attendance areas or schools, and how does the Department determine the poverty levels of public school attendance areas or schools?	2
A-4. Do eligible public school attendance areas or schools always receive Title I funds? ...	2
A-5. Is there flexibility in how an LEA may count children from low-income families in middle and high schools?	3
A-6. May an LEA provide LEA derived data for the Public School Eligibility Surevey (PSES)?	4
A-7. Does each school in the LEA have to determine the poverty average on an annual basis?	5

RANKING AND SERVING

B-1. Once eligible public school attendance areas or schools are identified, how does the LEA determine which schools to serve?	5
B-2. If, after serving all public school attendance areas or schools above 75 percent poverty, an LEA chooses to serve schools by grade span, may it decide to stop serving a grade span above the poverty average (of either the LEA or the grade span) and move on to another grade span?	6
B-3. May an LEA serve a public school attendance area or school that was funded with Title I funds in the previous year, but is not eligible in the current year?	6
B-4. A new public school is opening in the LEA at the beginning of the next school year. Can the LEA project the enrollment and poverty level of the new public school attendance area or school?	7
B-5. May preschool students be served with Title I funds?	7
B-6. When must an LEA revise its Public School Eligibility Survey?	7

SKIPPING SCHOOLS

C-1. Under what circumstances may an LEA choose to not serve an eligible school attendance area or school?	8
C-2. If an LEA elects not to serve a public school attendance area or school, how does it determine what state and local fund sources would be considered supplemental and Title I-like in purpose?	8
C-3. How does an LEA determine when supplemental state and local funds are spent for Title I-like purposes?	8
C-4. May an LEA elect to skip a public school attendance area or school if other federal funds are allocated that would equal or exceed the amount allocated through Title I?	9
C-5. If an LEA chooses to skip an eligible public school attendance area or school, must private school students residing in the skipped public school attendance area or school be allocated funds?	9

Identifying and Serving Eligible Title I Schools

C-6. If an LEA elects to skip an eligible public school attendance area or school when allocating Title I funds because that school is receiving supplemental funds from other state or local resources that are spent according to the requirements of schoolwide and targeted assistance programs, must that school be comparable?	9
C-7. Can a Title I school be dropped from the Title I Schools List?	10

ALLOCATIONS

D-1. Must an LEA allocate the same per-pupil amount to all eligible public school attendance areas or schools?	10
D-2. May an LEA allocate a greater per-pupil amount to schoolwide program schools than to targeted assistance schools?	10
D-3. Can a charter school above 75 percent poverty choose not to accept Title I funds? ...	10
D-4. Must an LEA allocate Title I funds to a newly opened or expanding charter school during the year in which it opens or expands?	11
D-5. For a school in corrective action or restructuring, must an LEA allocate not less than 5 percent of a school's prior year allocation?	11
D-6. Does the 85 percent provision for schools in corrective action or restructuring apply if the LEA has a decline in enrollment?	11
D-7. How does an LEA handle funds that are carried over from one year into the next when allocating funds to public school attendance areas or schools?	12
D-8. How does an LEA allocate funds to public school attendance areas or schools if it chooses to serve public school attendance areas or schools below the 35 percent poverty level?	12

APPENDICES

APPENDIX A: List of Acronyms.....	14
APPENDIX B: Rank and Serve Tracking Form.....	15
APPENDIX C: 125 Percent Per Pupil Allocation Example	16

Identifying and Serving Eligible Title I Schools

INTRODUCTION

This guidance outlines how local educational agencies (LEAs) identify eligible Title I school attendance areas or schools and allocate funds to those attendance areas or schools. This guidance reflects the requirements in Title I, Part A, Section 1113 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act, and the Code of Federal Regulations, Title 34, Chapter II, Part 200, Section 200.78.

This guidance is nonbinding, but compliance with it will be deemed by the Florida Department of Education as compliance with applicable statutes and regulations. Although this document outlines specific steps in the allocation process and provides examples illustrating how certain procedures may be carried out, the examples provided should not be regarded as exhaustive or limiting. LEAs may develop alternative approaches that are consistent with the Title I statute and regulations but are more in keeping with their particular needs and circumstances.

Summary of New and Revised Items

Section A numbering was adjusted as a result of A-6 being consolidated with A-3. The following are new questions that were not in the May 2007 guidance: A-7, B-6, D-8, Appendix B, and Appendix C. The following questions have clarifying language: A-1, A-3, A-5 (example added), C-2, and C-7.

Identifying and Serving Eligible Title I Schools

IDENTIFICATION OF ELIGIBLE ATTENDANCE AREAS

A-1. Which public school attendance areas or schools may participate in Title I?

A public school attendance area or school is generally eligible to participate in Title I if the percentage of children from low-income families is at least as high as the percentage of children from low-income families in the LEA as a whole. An LEA may also designate as eligible any school attendance area or school below the LEA poverty average in which at least 35 percent of the children are from low-income families. [Section 1113(a)(2)(B; 1113(b)(1)]

A-2. What data do LEAs use when determining eligible public school attendance areas or schools?

In identifying eligible public school attendance areas or schools, an LEA must use one (or a combination) of four sources of poverty data: census; free and reduced price lunch (FRPL); Temporary Assistance for Needy Families; and/or Medicaid assistance. LEAs must use a consistent measure of poverty and apply it uniformly to each public school attendance area or school and the LEA as a whole, or to each grade span grouping. LEAs may not apply different poverty measures within grade spans or to different school types (i.e. alternative schools).

A-3. Which children are counted when identifying eligible public school attendance areas or schools, and how does the Department determine the poverty levels of public school attendance areas or schools?

Only those students ages 5-17 who are in poverty are to be counted when identifying eligible attendance areas or schools. The Bureau of Student Assistance provides the “Guide to Calculations for the Public School Eligibility Survey (PSES)” each fiscal year which outlines date of birth ranges and data base codes to assist LEAs in complying with this requirement.

The Department uses Survey 3 data collected each year during the February reporting period. LEAs report students who are eligible for free or reduced price lunch during Survey 3, the Department processes the data, and the Bureau of Student Assistance is provided with the data file in March. The Department uses the file to identify all students enrolled and the number of free and reduced priced lunch students ages 5-17 during the current school year. The resulting file is matched to the Master School ID (MSID) file and becomes the PSES. All PSESs are compiled and become the Title I schools list.

A-4. Do eligible public school attendance areas or schools always receive Title I funds?

No. Public school attendance areas or schools identified as eligible do not always receive Title I funds. Please see Section B, “Ranking and Serving.”

Identifying and Serving Eligible Title I Schools

A-5. Is there flexibility in how an LEA may count children from low-income families in middle and high schools?

Yes. Because high school and middle school students are less likely to participate in free and reduced-price lunch programs than elementary school students, those schools often may not be identified as eligible for Title I services or, if eligible, may not receive as high an allocation as their actual poverty rate would require. In order to address the situation, an LEA may use comparable data collected through alternative means such as a survey. Also, an LEA may use a “feeder pattern” methodology. This allows the LEA to project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into those schools.

Feeder Pattern Example		
<u>DISTRICT</u>	<i>ENROLLMENT</i>	<i>LOW-INCOME #</i>
(Elementary)		
School A (1)	512	360
School B (1)	322	142
School C (2)	450	100
School D (1)	376	201
School E (2)	504	221
School F (2)	610	307
School G (1)	<u>416</u>	<u>202</u>
Total	3,190	1,533
(Middle School 1)	1,599	890
<p>Calculate average percentage of poverty for elementary attendance areas A, B, D, and G by dividing the total number of low-income children in schools A, B, D, and G by the total enrollment of schools A, B, D, and G ($905 \div 1,626$). The average percentage of poverty is 55.66 percent.</p> <p>Because these four elementary schools feed into Middle School 1, the poverty percentage of Middle School 1 is projected as 55.66 percent</p> <p>To calculate the number of low-income students in Middle School 1, multiply the total school enrollment by the average percentage of poverty for the four elementary feeder schools ($1,599 \times 55.66\%$). This is the number used for allocating Title I funds to Middle School 1.</p>		
(Middle School 2)	1,325	532

Identifying and Serving Eligible Title I Schools

Feeder Pattern Example (continued)

Calculate average percentage of poverty for elementary attendance areas C, E, and F by dividing the total number of low-income children in schools C, E, and F by the total enrollment of schools C, E, and F ($628 \div 1,564$). The average percentage of poverty is 40.15 percent.

Because these three elementary schools feed into Middle School 2, the poverty percentage of Middle School 2 is projected as 40.15 percent.

To calculate the number of low-income students in Middle School 2, multiply the total school enrollment by the average percentage of poverty for the three elementary feeder schools ($1,325 \times 40.15\%$). **This is the number used for allocating Title I funds to Middle School 2.**

(High School)	3,000	1,422
---------------	-------	-------

Calculate average percentage of poverty for all elementary attendance areas by dividing the total number of low-income children by the total enrollment ($1,533 \div 3,190$). The average percentage of poverty is projected as 48.06 percent.

Because all elementary schools eventually feed into the high school, the poverty percentage of the high school is also 48.06 percent.

To calculate the number of low-income students in the high school, multiply the total school enrollment by the average percentage of poverty for all the elementary feeder schools ($3,000 \times 48.06\%$). **This is the number used for allocating Title I funds to the high school.**

A-6. May an LEA provide LEA derived data for the Public School Eligibility Survey (PSES)?

Yes. The LEA may provide its own data for the PSES, given that the same date certain is used for all public school attendance areas or schools.

There are a number of instances where an LEA may want to provide their own data to the Department. The first may occur if an LEA uses a different measure of poverty. In this case, the LEA may contact the Department and provide a PSES by the close of Survey 3 that reflects the measure of poverty consistently used across the district. In the data submitted to the Department, the LEA must identify the number of enrolled students and the number of students ages 5-17 in poverty matched to schools on the MSID file.

The LEA also has the flexibility to provide data for new schools not on the PSES that are projected to open after Survey 3 closes, reflect schools that will close in the upcoming school and project data at the schools that will absorb those students, use feeder patterns to identify eligible middle and high schools, or use the baseline year poverty data for Provision 2 schools. In these instances, the LEA must identify the number of enrolled students and the number of students ages 5-17 in poverty matched to schools on the MSID file and uploads the resulting file for new schools to the PSES.

Identifying and Serving Eligible Title I Schools

A-7. Does each school in the LEA have to determine the poverty average on an annual basis?

No. An LEA has the discretion to apply to the United States Department of Agriculture to become a Provision 2 school under the National School Lunch Program. The purpose of this program is to reduce the burden for high poverty schools by eliminating the requirement to collect annual surveys to determine the poverty level of the public school attendance area. A public school attendance area that does use this alternative is prohibited from collecting eligibility data and certifying students on an annual basis. (Policy Letter date February 20, 2003)

RANKING AND SERVING

B-1. Once eligible public school attendance areas or schools are identified, how does the LEA determine which attendance areas or schools to serve?

Each year, an LEA first ranks its public school attendance areas or schools in order of poverty and then selects, in rank order, those schools that the LEA will serve. The LEA must serve all schools above 75 percent poverty in rank order regardless of gradespan. After an LEA has funded all schools with a poverty rate above 75 percent, it may serve schools ranked 75 percent or lower either by grade-span groupings or by the LEA as a whole.

For example, Atlantic LEA has four schools with poverty rates above 75 percent (Blue Water High School, Oceanside Middle School, Sea Breeze Middle School, and Starfish Elementary School) and schools with poverty rates of 70 percent (Sand Dollar Elementary School), 65 percent (Dolphin Elementary School), 60 percent (Coral Middle School), and 55 percent (Shell Middle School). The LEA has chosen to only serve elementary schools below 75 percent. The schools would be served in the following rank-order:

Schools	Percent of Students on FRPL	Per-Pupil Allocation
<i>Schools Above 75%</i>		
Blue Water High School	87%	\$800
Oceanside Middle School	85%	\$800
Sea Breeze Middle School	80%	\$750
Starfish Elementary School	78%	\$750
<i>Elementary Schools Below 75%</i>		
Sand Dollar Elementary School	70%	\$750
Dolphin Elementary School	65%	\$700
<i>Middle Schools Below 75%</i>		
Coral Middle School	60%	\$0
Shell Middle School	55%	\$0

Identifying and Serving Eligible Title I Schools

B-2. If, after serving all public school attendance areas or schools above 75 percent poverty, an LEA chooses to serve schools by grade span, may it decide to stop serving a grade span above the poverty average (of either the LEA or the grade span) and move on to another grade span?

Yes. An LEA that chooses to serve schools at or below 75 percent poverty using grade-span groupings, such as elementary, middle, and high school, may determine different per-pupil amounts for different grade spans as long as those amounts do not exceed the amount allocated to any area or school above 75 percent poverty. Per-pupil amounts within grade spans may vary, but the LEA may not allocate higher per-pupil amounts to areas or schools with lower poverty rates.

Using the example above, Atlantic LEA wants to serve all schools using grade span grouping and has determined that the middle school grade span has a greater need for services:

Schools	Percent of Students on FRPL	Per-Pupil Allocation
<i>Schools Above 75%</i>		
Blue Water High School	87%	\$700
Oceanside Elementary School	85%	\$700
Sea Breeze Middle School	80%	\$700
Starfish Elementary School	78%	\$700
<i>Elementary Schools Below 75%</i>		
Sand Dollar Elementary School	70%	\$600
Dolphin Elementary School	65%	\$590
<i>Middle Schools Below 75%</i>		
Coral Middle School	60%	\$650
Shell Middle School	55%	\$625

B-3. May an LEA serve a public school attendance area or school that was funded with Title I funds in the previous year but is not eligible in the current year?

Yes. Under Section 1113(b)(1)(C), an LEA may serve a public school attendance area or school for one additional year if it received Title I funds in the prior year and is no longer eligible for those funds in the current year based on threshold the LEA determined Title I eligibility for the previous project year.

This provision is known as “grandfathering” and is intended to provide stability in Title I eligibility to schools with fluctuations in poverty rates.

Identifying and Serving Eligible Title I Schools

B-4. A new public school is opening in the LEA at the beginning of the next school year. Can the LEA project the enrollment and poverty level of the new public school attendance area or school?

Yes. An LEA has the flexibility to determine the public school attendance area's or school's preliminary poverty ranking, Title I eligibility, and allocation based on projected fall data. The LEA, however, must be prepared to adjust that public school attendance area's or school's Title I allocation to reflect actual data once they become available. There are two ways an LEA may accomplish this:

1. An LEA may reserve an amount off the top of its Title I allocation that it believes will be sufficient to fund the new public school attendance area or school should it be eligible using projected data. Once actual data become available, an LEA would determine whether the public school attendance area or school is eligible and ranks high enough to receive Title I funds.
2. An LEA may distribute an appropriate amount available from Title I "carryover funds" to the newly opened public school attendance area or school based on projected fall data and adjust as needed after actual data become available, keeping in mind that a higher per-pupil allocation may not be allocated to a lower ranked public school attendance area or school.

It may also be possible that the opening of a new school results from a consolidation of two or more schools within the LEA. In this case an LEA could use the enrollment and poverty data from the closing schools that feed into the new school to determine the new school's poverty ranking and Title I eligibility.

B-5. May preschool students be served with Title I funds?

Yes. Preschool services to eligible children is an allowable use of Title I funds. However, children of preschool age who are served in a Title I program do not generate funds and are not counted in the Public School Eligibility Survey. There are several ways in which preschool programs may be funded under Title I:

- A participating school may use its Title I funds to operate a preschool program.
- An LEA may reserve an amount from the LEA's total allocation to operate a Title I preschool program for eligible children in the LEA as a whole or for a portion of the LEA.

B-6. When must an LEA revise its Public School Eligibility Survey?

An LEA is required to revise its PSES when the following occur:

- At the time actual data become available for public school attendance areas or schools for which the LEA projected enrollment data for the Project Application
- Increase of funds to schools as a result of carry forward
- New schools opening during the school year

Identifying and Serving Eligible Title I Schools

- Identify new schools for Title I services after approval of the Project Application, such as newly opened Charter Schools
- Schools closing during the school year

SKIPPING SCHOOLS

C-1. Under what circumstances may an LEA choose to not serve an eligible public school attendance area or school?

An LEA may elect to not serve, or “skip” an otherwise eligible public school attendance area or school only when **all three** of the following criteria are met:

1. The school that is skipped must meet comparability requirements;
2. The school must receive supplemental state and local funds that are equal to or greater than the funds it would have otherwise received under Title I, Part A; and
3. The supplemental state and local funds are being spent for Title I-like purposes.

C-2. If an LEA elects not to serve a public school attendance area or school, how does it determine what state and local fund sources would be considered supplemental and Title I-like in purpose?

Supplemental state and local fund sources are those that provide additional resources to schools over and beyond what is provided for basic instruction. In Florida, each LEA receives state funds that provide the basic education program for its students. In addition, *supplemental* funds are provided so that students may be offered opportunities for additional support to meet their specific educational needs. State supplemental fund sources include, but are not limited to: Supplemental Academic Instruction, the ESE Guaranteed Allocation, and the Reading Allocation. Local supplemental fund sources may include, but are not limited to: an additional mileage to be used for school improvement activities and additional local sales tax for school improvement activities.

C-3. How does an LEA determine when supplemental state and local funds are spent for Title I-like purposes?

Supplemental state and local funds would be considered “Title I-like” if they meet the intent and purposes of schoolwide or targeted assistance programs. Specifically, supplemental funds would meet the intent of schoolwide programs if:

- They are only allocated to schools that meet the minimum 40 percent poverty threshold required to operate a schoolwide program;
- The funds promote schoolwide reform and upgrade of the entire academic operation of the school; and
- The funds are used to meet the academic needs of all children in the school, particularly the needs of children who are failing, or most at risk of failing, to meet the state's challenging student academic achievement standards.

Identifying and Serving Eligible Title I Schools

Supplemental funds would meet the intent of targeted assistance programs if:

- The funds are used to serve only children who are failing, or most at risk of failing, to meet the state's challenging student academic achievement standards;
- The funds provide supplementary services designed to meet the special academic needs of the children who are participating in the program to support their achievement toward meeting the state's student academic achievement standards; and
- The funds require the use of the state's assessment system to review the effectiveness of the program.

C-4. May an LEA elect to skip a public school attendance area or school if other federal funds are allocated that would equal or exceed the amount allocated through Title I?

No. An LEA may not elect to skip a public school attendance area or school based on the fact that it receives federal funds, such as those from the Individuals with Disabilities Act (IDEA) or Title I, Part D. Only supplemental funds from state and local resources that are Title I-like in purpose and equal or exceed the Title I, Part A allocation may be used to show that an otherwise eligible Title I school can be skipped.

C-5. If an LEA chooses to skip an eligible public school attendance area or school, must private school students residing in the skipped public school attendance area or school be allocated funds?

Yes. An LEA must provide equitable services to private school students residing in public school attendance areas or schools that are skipped but are otherwise eligible to be served. If an LEA elects not to serve an eligible public school attendance area or school, the per-pupil allocation that would have been allocated to that school must be allocated for private school students residing in that attendance area.

For example, an LEA chooses to skip an eligible public school attendance area or school that, if it had been served, would have received a \$500 per-pupil allocation. Private school students who reside in that skipped public school attendance area or school would be allocated \$500 per-pupil in order to provide equitable services.

C-6. If an LEA elects to skip an eligible public school attendance area or school when allocating Title I funds because that school is receiving supplemental funds from other state or local resources that are spent according to the requirements of schoolwide and targeted assistance programs, must that school be comparable?

Yes. Section 1113(b)(1)(D)(i) of the Elementary and Secondary Education Act requires that a school be comparable in order to be skipped. In addition, when performing annual comparability calculations, an LEA must treat such school as if it were a Title I school when determining comparability. Note that an LEA would exclude any supplemental state and local funds expended in the school in its comparability calculations.

Identifying and Serving Eligible Title I Schools

C-7. Can a Title I school be dropped from the Title I Schools List?

A Title I school may not be dropped from the Preliminary Title I schools list after **November 15**. The Department must ensure that the list is accurate since it is the basis for AYP calculations used for school improvement decisions. After November 15, schools may be added to the Title I list but no school may be dropped from the list unless they close. New Title I schools are added to the list through an amendment process until mid-May, at which time the list is finalized. LEAs must provide to the Department the same information included in the PSES, as well as a revised budget amendment to reflect the funds that will be allocated to that school.

If the LEA serves non-public schools and a Title I school is added through the amendment process, the LEA must revise its non-public school participation form and allocate an equitable portion for the newly served attendance area.

ALLOCATIONS

D-1. Must an LEA allocate the same per-pupil amount to all eligible public school attendance areas or schools?

No. An LEA is not required to allocate the same per-pupil amount to each public school attendance area or school. However, the LEA may not allocate a higher per-pupil amount to attendance areas or schools with lower poverty rates.

D-2. May an LEA allocate a greater per-pupil amount to schoolwide program schools than to targeted assistance schools?

No. Section 1113(c) of the Elementary and Secondary Education Act requires allocations to be based on the total number of low-income children in a public school attendance area or school. Therefore, poverty is the only factor on which an LEA may determine funding. In other words, an LEA may not allocate funds based on the instructional model, educational need, or any other non-poverty factor.

D-3. Can a charter school above 75 percent poverty choose not to accept Title I funds?

No. Charter schools that are above 75 percent poverty or are eligible based on the LEAs allocation process cannot refuse federal funds. Charter schools receive state and local funding at the same level as other public schools, and are entitled to receive federal funding at a comparable level. However, if a charter school meets the three criteria in C-1, an LEA may elect to skip it.

Identifying and Serving Eligible Title I Schools

D-4. Must an LEA allocate Title I funds to a newly opened or expanding charter school during the year in which it opens or expands?

Yes. An LEA is required to allocate Title I funds to a newly opened or expanding charter school within five months of opening or expansion. Even if the charter school was not included in the LEA's original application and Public School Eligibility Survey, the LEA must amend their Public School Eligibility Survey to provide Title I funds to that school within five months. In addition, the LEA must submit to the Department a budget amendment and revised Public School Eligibility Survey to reflect the allocations to those schools.

D-5. For a school in corrective action or restructuring, must an LEA allocate not less than 85 percent of a school's prior year allocation?

An LEA may not reduce, as a result of implementing choice and supplemental educational services, the prior year's allocation of schools in corrective action or restructuring by more than 85 percent.

LEAs may satisfy this requirement through one of two methods. First, an LEA may simply set a floor of 85 percent of its prior-year allocation for any school identified for corrective action or restructuring. Under this approach, an LEA reserving Title I funds for choice-related transportation and supplemental educational services would not be permitted to reduce its allocation to an affected school below this 85 percent floor.

Under the second method, in making allocations to schools for a given year, an LEA would calculate two allocations. For the first allocation, the LEA would determine a "pre-reservation" allocation to schools before setting aside funds for choice-related transportation and supplemental educational services (but after any other reservations, such as those made for professional development and parental involvement). For schools identified for corrective action or restructuring, the LEA would calculate 85 percent of those schools' "pre-reservation" allocation. The LEA would determine a second allocation for all schools after reserving funds for choice-related transportation and supplemental educational services. For schools in corrective action and restructuring, the LEA would then compare this allocation with 85 percent of their "pre-reservation" allocation and allocate the higher of the two to those schools.

D-6. Does the 85 percent provision for schools in corrective action or restructuring apply if the LEA has a decline in enrollment?

The requirement to allocate not less than 85 percent of the prior year's allocation to a school in corrective action or restructuring may not apply if the school had a decline in enrollment. However, the decline in enrollment must be great enough that applying the 85 percent provision would cause the district to allocate a higher per-pupil amount to a lower ranked school.

For example, in 2006-07, Sunshine Elementary, which is in corrective action, had 500 students on FRPL, or 70 percent, at \$200 per-pupil, and a total allocation of \$100,000.

Identifying and Serving Eligible Title I Schools

This year, Sunshine Elementary had a declining enrollment, with 400 students on FRPL, or 60 percent, at \$200 per-pupil, for a total allocation of \$80,000. However, 85 percent of the prior year's allocation would be \$85,000, which would result in a per-pupil of \$212.50.

The next highest-ranked school, Apple Elementary, has 415 students, or 65 percent, at \$200 per-pupil, with a total allocation of \$83,000.

School	Number of Students on FRPL	Percent of Students on FRPL	Per-Pupil Allocation	Total School Allocation
Apple Elementary	415	65 percent	\$200	\$83,000
Sunshine Elementary	400	60 percent	\$200	\$80,000
Sunshine Elementary With hold-harmless	400	60 percent	\$212.50	\$85,000

D-7. How does an LEA handle funds that are carried over from one year into the next when allocating funds to public school attendance areas or schools?

Although an LEA may not use carryover funds to provide services in an ineligible public school attendance area or school, an LEA has considerable discretion in handling carryover funds. Some of these options include:

- Add carryover funds to the LEA's subsequent year's allocation and distribute them to participating attendance areas or schools in accordance with rank-order allocation procedures that ensure equitable participation of non-public school children.
- Designate carryover funds for particular activities that could best benefit from additional funding. (Examples: parental involvement activities; schools with the highest concentrations of poverty.)

D-8. How does an LEA allocate funds to public school attendance areas or schools if it chooses to serve public school attendance areas or schools below the 35 percent poverty level?

If an LEA serves public school attendance areas or schools below the 35 percent poverty level, it must first calculate the per-pupil allocation for each child in poverty for the entire LEA. The LEA must then multiply the per-pupil allocation by 125 percent to determine the minimum per-pupil allocation for each public school attendance area or school that will be served. The LEA must then reserve off the top its applicable set-asides before

Identifying and Serving Eligible Title I Schools

allocating the remainder of it funds to schools using the minimum per-pupil allocation for each attendance area or school served. See Appendix C for an example of applying this provision.

Identifying and Serving Eligible Title I Schools

APPENDIX A– LIST OF ACRONYMS

ESE	Exceptional Student Education
Department	Florida Department of Education
IDEA	Individuals with Disabilities Act
LEA	Local Education Agency
FRPL	Free and Reduced Price Lunch
PSES	Public School Eligibility Survey

Identifying and Serving Eligible Title I Schools

APPENDIX B

[illegible]

Identifying and Serving Eligible Title I Schools

APPENDIX C

Appendix C				Note: Totals may not add due to rounding.			
Per-Pupil 125% Calculation: To determine the amount per child, divide the LEA's allocation (\$3,895,000) by its total number of children from low-income families (4,310) to arrive at an amount per poverty child (\$903.71). Multiply this amount by 1.25 to determine the minimum per-child payment (\$1,129.64) for each attendance area (see table below).							
LEA Allocation		Count of Children from Low-Income Families		\$ Per Poverty Child			
\$3,895,000	Divided By	4,310	=	\$903.71	X	125%	= \$1,129.64
Total Title I Allocation for LEA		\$3,895,000					
Reservations:							
Neglected	-	\$10,000					
Homeless	-	\$10,000					
20% choice-related transportation & supplemental services	-	\$779,000					
10 % professional development for LEAs needing improvement	-	\$389,500					
5 % professional development for teachers not highly qualified	-	\$194,750					
1% parent involvement	-	\$38,950					
Administration	-	\$334,970					
Remaining amount to be distributed to schools		\$2,137,830					

ALLOCATION TO ELIGIBLE SCHOOLS										
Attendance Area	Total Enrollment	Children from Low-Income Families Public	Private	Total	Percent Poor	Eligible Schools 1 = Yes 0 = No	Minimum Attendance Area Allocation (No. Poor X \$1,129.64) (1)	Attendance Area Allocation (1)	Allocation Generated By Public School Poor Children	Allocation Generated By Private School Poor Children (2)
LEA Total	23,144	4,196	114	4,310	LEA AVG: 18.62%	6	\$2,137,830	\$2,137,830	\$2,070,945	\$66,885
Valley View	1,187	436	13	449	37.83%	1	\$507,208	\$507,208	\$492,523	\$14,685
Violet Hill	1,486	472	9	481	32.37%	1	\$543,357	\$543,357	\$533,190	\$10,167
Elemwood	1,625	428	25	453	27.88%	1	\$511,727	\$511,727	\$483,486	\$28,241
Oakdale	470	128	0	128	27.23%	1	\$144,594	\$144,594	\$144,594	\$0
Hobson	1,026	204	10	214	20.86%	1	\$241,743	\$241,743	\$230,447	\$11,296
Davis	1,938	374	5	379	19.56%	1	\$189,201	\$189,201	\$186,705	\$2,496
Takoma	1,843	331	8	339	18.39%	0				
Berlieth	1,594	290	0	290	18.19%	0				
Indian Rock	2,891	484	16	500	17.30%	0				
Camp Springs	1,754	293	7	300	17.10%	0				
Taft	3,539	390	15	405	11.44%	0				
Bannaker	1,494	146	4	150	10.04%	0				
White Hill	1,464	143	2	145	9.90%	0				
Eastern	833	77	0	77	9.24%	0				
Roosevelt	0	0	0	0	0.00%	0				
Wilson	0	0	0	0	0.00%	0				

(1) In this example there were only enough funds available to give the first five schools their full allocation based on the minimum amount per poor child of \$1,129.64. Because there was \$189,201 remaining, the next ranked eligible school (Davis) received that amount even though the amount received per poor child was less than \$1,129.64. Alternatively, the LEA could have distributed the remaining \$189,201 proportionately among its first five eligible schools.

(2) The LEA must reserve the amount of funds generated by private school children and in consultation with appropriate private school officials may (1) combine those amounts to create a pool of funds from which the LEA provides equitable services to eligible private school children in greatest need of those services; or (2) provide equitable services to eligible children in each private school with the funds generated by children from low-income families who attend that private school.