



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

December 4, 2017

MEMORANDUM TO TITLE I STATE DIRECTORS

**Subject: Release of 2016 Census Data for Local Educational Agencies for Fiscal Year 2018  
Title I, Part A Allocations**

Please find attached tables that show the 2016 population and poverty estimates for the local educational agencies (LEAs) in your State and the State-level estimates, which the United States Census Bureau (Census Bureau) released on November 30, 2017. These data are also available at: <https://www.census.gov/programs-surveys/saipe.html>.

The U.S. Department of Education (ED) will use the 2016 Census data to calculate fiscal year 2018 (school year (SY) 2018–2019) allocations under Title I, Part A of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA). I am providing these data to enable your State educational agency (SEA) to:

- Review the Census data, verify the accuracy of the school district boundary survey on which the data are based, and share the data with LEAs in your State; and
- Estimate your LEAs' eligibility and allocations for the four Title I, Part A formulas.

Reviewing the Census data

The Census data estimates are based on a statistical model that incorporates information from the Census Bureau's American Community Survey, administrative records taken from Federal income tax returns and the Supplemental Nutrition Assistance Program, the most recent decennial Census, updates to population estimates that the Census Bureau may have completed since the last decennial census, data on Supplemental Security Income recipients, and economic data from the Bureau of Economic Analysis. The Census Bureau has established a challenge period for reviewing these data and requests that corrections be submitted in cases where *non-statistical* errors can be documented. Such errors generally include errors that the Census Bureau may have made in: (1) processing input data or running the estimation models/programs; or (2) in preparing or processing information to define geographic boundaries (e.g., school district boundaries).

This challenge period ends on **February 28, 2018**. Based on the two factors outlined in the previous paragraph, an SEA or LEA official may contact the Small Area Income and Poverty Estimates (SAIPE) Branch at the Census Bureau for further information about how to challenge these data.

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<http://www.ed.gov/>

*The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.*

To obtain information on the process an SEA or LEA needs to follow in order to challenge these data, please contact the SAIPE Branch at:

(301) 763-3193 or  
E-mail: [sehds.saipe@census.gov](mailto:sehds.saipe@census.gov)

When sending an e-mail, please include your name, mailing address, telephone number, e-mail address, and organization affiliation. More information and guidance concerning the Census Bureau’s challenge procedures is available at:

<https://www.census.gov/programs-surveys/saipe/about/contact/challenges.html>

Information about the data sources and the methodology used to prepare these data is available at:

<https://www.census.gov/programs-surveys/saipe/about.html>

The list of school districts used for the 2016 Census estimates is based on the SY 2015–2016 school district boundary survey conducted by the Census Bureau with the help of the district mapping coordinator in your State. Please note that the school districts on this list include only “regular” school districts that have geographic boundaries. The list does not include, for example, special school districts that a State recognizes as LEAs, such as charter schools or regional vocational education districts. These LEAs do not require “corrections” to the Census Bureau’s boundary survey data; rather, the ESEA and 34 C.F.R. §200.72 require an SEA to adjust the SY 2018–2019 Title I, Part A LEA allocations that ED determines in order to accommodate new or special LEAs not included on the Census Bureau's SY 2015–2016 list.

#### Estimating LEAs’ eligibility and allocations for Title I, Part A

The table attached to this memorandum—the estimated number of related children ages 5-17 in families in poverty, the estimated total ages 5 to 17 population, and the estimated total resident population for each LEA—will enable you to determine which LEAs on this list are potentially eligible for funds under the Basic, Concentration, Targeted, and Education Finance Incentive Grants allocation formulas.<sup>1</sup> The Census poverty data do not include the other children counted in the formula, such as foster children and children in facilities for neglected children.

This information will help you determine which LEAs are potentially eligible and enable LEAs to begin planning for the coming school year, particularly during the time prior to when ED is able to release preliminary SY 2018–2019 allocations. In addition, taking into account the Title I, Part A hold-harmless provisions of the ESEA can help eligible LEAs plan for the coming school year. Specifically, an LEA can generally expect that its SY 2018–2019 Title I, Part A allocation under each formula calculated by ED will be at least 85, 90, or 95 percent of the prior year’s amount.

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<sup>1</sup> The ESEA stipulates that to be eligible for a Basic Grant, an LEA must have at least 10 children counted under the Title I formula **and** the number of formula children must exceed two percent of the LEA’s ages 5 to 17 population. To be eligible for a Concentration Grant, an LEA must generally have more than 6,500 formula children **or** the number of formula children must exceed 15 percent of the LEA’s ages 5 to 17 population. To qualify for Targeted Grants and Education Finance Incentive Grants, an LEA must have at least 10 formula children **and** that number must equal or exceed 5 percent of its ages 5 to 17 population.

To further support LEAs' planning, it would be helpful for an SEA to inform its LEAs as soon as possible if, after meeting the consultation requirements in section 1003A(a)(1) of the ESEA, the SEA intends to reserve up to three percent of its Title I, Part A allocation for Direct Student Services (DSS). See Step 4c on page 9 of ED's ESEA fiscal guidance for information on reserving funds for DSS [available at: <http://www2.ed.gov/policy/elsec/leg/essa/essaguidance160477.pdf>].

The attached table also shows which LEAs in your State have a total resident population under 20,000. This will enable you to explore whether to use the flexibility provided in the ESEA to use alternative poverty data approved by ED to redistribute LEA allocations determined by ED for those school districts that, based on the 2016 Census Bureau estimates, have a resident population under 20,000.

I strongly encourage you to share this memorandum and attached table with your LEAs. If you have questions about SY 2018–2019 Title I, Part A allocations, please contact Todd Stephenson ([todd.stephenson@ed.gov](mailto:todd.stephenson@ed.gov)), Elizabeth Witt ([Elizabeth.Witt@ed.gov](mailto:Elizabeth.Witt@ed.gov)), and your State contact ([OSS.\[State\]@ed.gov](mailto:OSS.[State]@ed.gov) (e.g., [OSS.Utah@ed.gov](mailto:OSS.Utah@ed.gov))) in the Office of State Support.

Sincerely,

/s/

Patrick Rooney  
Deputy Director  
Office of State Support

Attachments

cc: Chief State School Officers