ENGLISH LANGUAGE LEARNER/BILINGUAL EDUCATION

Alabama
State allocations for ESL students are provided according to the ESL student count in the prior year.

Alaska
Bilingual/bicultural education is block funded in the foundation program.

Arizona
Weight included in basic state aid calculations to provide additional funds. In FY 2011, the weight is 0.115.

Arkansas
6-20-2305 School funding: (3)(A) Beginning with the 2007-2008 school year, funding for students who are identified as English-language learners shall be $293 for each identified English-language learner. (B) Funding for English-language learners shall be distributed to school districts for students who have been identified as not proficient in the English language based upon a state-approved English proficiency assessment instrument.

California
California does not provide funding specifically for bilingual education, but does provide over $50 million for instructional support and coordination of services for students enrolled in grades four through eight and identified as English learners. In addition, districts may use compensatory education funding (see above to address needs of English learners).

Colorado
See Compensatory Education.

Connecticut
Each district is entitled to receive a portion of the total amount appropriated according to the ratio of the number of eligible pupils in the district as compared to the total number of eligible pupils in the state. Grant eligibility is limited to districts with schools containing 20 or more students with the same dominant language other than English. Those English language learners that are eligible under the Bilingual grant are included in the Education Cost Sharing (ECS) formula described under Description of Formula.
Delaware
LEP no longer funded as separate program; now collapsed into State Fiscal Stabilization Funds.

Florida
English for Speakers of Other Languages (ESOL) programs are funded with a program weight of 1.147.

Georgia
The formula includes a weight of 2.5337 for students in the ESOL program.

Hawaii
Within the Hawaii statewide school district, state funding for the English Language Learners (ELL) program is included as part of the weighted student formula, and is allocated to schools that have those populations of students, based on a weight of 0.2373 per ELL student at this time.

Idaho
The state distributed $5.29 million based on the number of Limited-English Proficient (LEP) students (approximately $290 per student) and $750 thousand in grants to school districts whose LEP students failed to meet adequate yearly progress in math or reading.

Illinois
The Bilingual Education grant program reimburses current year costs for programs that provide five or more class periods of bilingual / English as a Second Language instruction per week. Grants are determined by the size of the student population, amount and intensity of instruction and the availability of appropriated funds.

Indiana
Does not apply.

Iowa
Students identified as limited English proficient are assigned an additional pupil FTE weighting of .22. The supplementary weighting may be assigned for up to four years. A school district may apply to the School Budget Review Committee for an adjustment to budget authority for the cost to continue providing the program beyond the four years of weighting.

Kansas
State aid is weighted at 0.395 per eligible pupil, based on the full-time equivalency enrollment of bilingual students receiving services.
Kentucky
Bilingual Education no longer applies. The new laws under No Child Left Behind Act of 2001 are:

*Title III: Language Instruction for Limited English Proficient (LEP and Immigrant Students)*

Students with limited English proficiency come with diverse histories, traditions and varied educational experiences. The term 'limited English proficient' used in the state is defined in Title IX of the No Child Left Behind Act under the General Provisions Part A, Section 9101.Definition. The term immigrant children and youth is defined as specified in Part C, General Provisions, Section 3301.

Louisiana
Any local school system employing a Foreign Language Associate shall receive a supplemental allocation from BESE of $20,000 per teacher not to exceed a total of 300 teachers in the program. During FY2010/11, there are 260 foreign language associate teachers within the 69 school districts.

First year Foreign Association Teachers receive an installation incentive of an additional $6,000; second and third year teachers receive a retention incentive of an additional $4,000.

Maine
The State provides additional subsidies for all ESL children base on weightings 1.525-1.70, depending upon the number of eligible children in each LEA.

Maryland
A funding level per LEP student is calculated by taking 99% of the per pupil amount established in the Foundation Program. The Fiscal Year 2011 funding level is $151 million.

Massachusetts
Each limited-English pupil generates an extra increment of between $590 and $2,153 in foundation budget dollars.

Michigan
The current year state appropriation for Bilingual Education is $2.8 million. The funds are paid out on a per pupil basis and are to be used solely for the instruction of pupils with limited English-speaking ability. Eligible programs include instruction in speaking, reading, writing, and the comprehension of English.

Minnesota
Revenue for limited English proficiency (LEP) programs is included in the general education revenue program. Students who have generated 5 or more ADM in Minnesota public schools
before the start of the current school year are not eligible to be counted for LEP revenue calculations. Students in grades 4 – 12 who were enrolled in a Minnesota public school when the Test of Emerging Academic English (TEAE) was administered during the prior year are not eligible unless they scored below the state cutoff score on the TEAE. For districts with at least one but fewer than 20 eligible LEP students, funding is based on 20 students. Basic LEP revenue equals $700 times the eligible LEP average daily membership served. Districts where the concentration of LEP students is 11.5% or greater receive an additional $250 per eligible LEP student. In districts where the concentration is lower, the concentration allowance is reduced proportionately (e.g., $125 in a district with a 5.75% concentration).

Mississippi
Does not apply.

Missouri
Effective in 2006-07, state money is now included in the Basic State Aid to districts. When a district's count of Limited English Proficient students exceeds the state threshold, currently at 0.90% of the district's ADA, the excess is weighted at .60 and added to the district's ADA calculation in the overall weighted average daily attendance.

Montana
The state does not fund a bilingual education program.

Nebraska
Limited English Proficiency (LEP) Allowance is calculated by taking the lesser of the maximum LEP allowance designated by the school district or a calculation based on the number of LEP students.

Nevada
Does not apply.

New Hampshire
See Description of the Formula.

New Jersey
Aid for LEP students is provided through equalization aid. Students that are enrolled in qualifying programs are given an additional weight when determining the adequacy budget. For a student that is LEP, but not low-income, the weight is 0.5 (in addition to the base cost and grade level weights). For a student that is both LEP and low-income, the weight is 0.125 (reduced to account for duplicative resources provided through the at-risk weight).
New Mexico
Full-time equivalent pupils weighted .5 in state aid formula.

New York
See pupil need index in Description of Formula. In addition, there is a separate Bilingual Education grant of $12.5 million.

North Carolina
The state funds a supplemental allotment for Limited English Proficient Students. Eligible LEAs/charter schools must have at least 20 students with limited English proficiency (based on a 3-year weighted average headcount), or at least 2 1/2% of the ADM of the LEA/charter school. Funding is provided for up to 10.6% of ADM.

FORMULA: Calculate 3-Year Average Headcount

- Most current years available weighted twice (50%)
- Two previous years weighted once (25%)

Base Allocation
Each eligible LEA/charter school receives the minimum of 1 teacher assistant position.

- 50% of the funds (after calculating the base) will be distributed based on the concentration of limited English proficient students within the LEA.

- 50% of the funds (after calculating the base) will be distributed based on the weighted 3-year average headcount.

North Dakota
Funding for students with limited English skills is provided through factors in the main funding formula. Factors are based on assessment level.

Ohio
Funding in the EBM is provided for limited English proficient students based on a 100:1 student:teacher ratio, adjusted for the wealth of the district.

Oklahoma
Weighted in the equalizing formula at 0.25.

Oregon
Students served in programs for English Language Learners are eligible to receive weighting of .50 in addition to the students’ general education ADM.

**Pennsylvania**
There is an English language Learner Supplement in the Basic Education Funding formula. It is described above.

**Rhode Island**
The Student Language Assistance Investment fund targets state resources to assist students that require additional language educational services. Distribution is based on a district’s proportion of limited English proficiency students. Funding under this program is approximately $31.7 million.

**South Carolina**
No state appropriation.

**South Dakota**
Does not apply.

**Tennessee**
Receives a 70% state share with funding generated from the Instructional Component of the BEP.
ELL Teachers - 1 per 30 identified and served ELL Students
ELL Translators - 1 per 300 identified and served ELL Students

**Texas**
State aid is 10% of the adjusted allotment per pupil enrolled in a bilingual or special language program.

**Utah**
The state distributes block grant funds to school districts and charter schools in three categories:
- [Interventions for Student Success Block Grant]--$15,000,000
- [Family Literacy Centers] - $1,764,000

The Interventions for Student Success Block Grant is to improve academic performance of students who do not meet performance standards as determined by [Utah Performance Assessment System for Students] (U-PASS) test results. Interventions must be consistent with a district or charter plan approved by the local school board and the plan must specify intended results. For example: remedial classes, supplies, texts, personnel. Funds are distributed 71%
proportional to the number of Basic Program WPUs; 6% distributed equally among all districts and charters; 23% proportional to the number of English Language Learners.

**Vermont**
English language learning students are weighted an additional 20% in the pupil count formula.

**Virginia**
*English as a Second Language (ESL)*
State SOQ funds are provided to support school divisions providing the necessary educational services to children not having English as their primary language. The funding supports the salary and benefits cost of instructional positions at a standard of 17 positions per 1,000 ESL students. This cost is shared between the state and local school divisions according to a division’s Composite Index of local ability to pay and contributes toward the required local effort.

**Washington**
A transitional bilingual program provides funds to school districts to implement bilingual education programs. Allocations are based upon the headcount of pupils served in the program. The funding rate for the 2001-11 school year is $885.91 per pupil.

**West Virginia**
The PSSP includes a provision that provides supplemental funding for programs for Limited English Proficient students where the cost of the program in a particular district exceeds the district’s capacity to provide the program with the funds that the district has available. The statute does not require any specific amount of funding to be appropriated, but any funds so appropriated in any year must be distributed to the various districts in a manner that takes into account the varying proficiency levels of the students and the capacity of the district to deliver the needed programs. Districts are required to apply for the funds that are available in accordance with the provisions contained in State Board policy.

**Wisconsin**
Bilingual/Bicultural Education Aid is funded as a categorical aid; brief information is contained in the Categorical Aid chart.

**Wyoming**
The funding model provides a 1.0 teacher FTE position for every 100 ELL students.