

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 2015, the weight is 0.115.

Arkansas

6-20-2305 School funding: (B) For the 2014-2015 school year and each school year thereafter, funding for students who are identified as English-language learners shall be three hundred seventeen dollars (\$317) for each identified English-language learner.

(C) 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 provides supplemental and concentration grants for school districts and charter schools based on the percentage of targeted disadvantaged students, which include those classified as English learners.

Colorado

See Low Income / Comp Ed / At-Risk

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. Among other criteria, program eligibility is limited to 30 months. Grant eligibility is limited to districts with schools containing 20 or more students with the same dominant language other than English.

Delaware

Academic Excellence instruction units are provided on the basis of one unit per 250 pupils enrolled and funds are provided for use by the districts to address areas of need.

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 2.5068 for students in the English for Speakers of Other Languages (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 weights that vary with the level of English proficiency.

Idaho

The state distributed \$3.5 million based on the number of Limited-English Proficient (LEP) students (approximately \$263 per student) and \$450 thousand in three-year grants to school districts whose LEP students failed to meet adequate yearly progress in math or reading.

Illinois

The Bilingual Education grant program reimburses the excess cost of providing programs of instruction for eligible English learners. District grant allocations are determined by the number of eligible students, levels services provided, and the anticipated state appropriation for Bilingual Education. Only students receiving five or more class periods of bilingual / English as a Second Language services per week generate funding.

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 five 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 five 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

Funding for students with limited English proficiency is based on the number of students with LEP receiving instruction. The prior year child count for LEP is multiplied by the weighting of 9.6% and multiplied by the base funding amount.

Louisiana

Low Income and English Language Learner Weight
22% - based on the prior year February 1 student count

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 Limited English Proficient student is calculated by taking 99% of the per pupil amount established in the Foundation Program. The program is equalized on the basis of local wealth. The Fiscal Year 2015 funding level is \$198 million.

Massachusetts

Each limited-English pupil generates an extra increment of between \$637 and \$2,325 in foundation budget dollars.

Michigan

The current year state appropriation for Bilingual Education is \$1.2 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 English learner programs is included in the general education revenue program. Students who have generated 6 or more ADM in Minnesota public schools before the start of the current school year are not eligible to be counted for EL revenue calculations. For districts with at least one but fewer than 20 eligible EL students, funding is based on 20 students. Basic EL revenue equals \$704 times the eligible EL average daily membership served. Districts where the concentration of EL students is 11.5% or greater receive an additional \$250 per eligible EL 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

1.8% 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

In the 2013 legislative session funding for ELL was enacted for the first time using state funds. The amount for school year '13-'14 was \$24,950,000 and the funding for school year '14-'15 is also \$24,950,000.

New Hampshire

See Adequacy Aid component above for ELL students

New Jersey

Aid for LEP students is provided through equalization aid, where students enrolled in qualifying programs are given an additional weight in determining the adequacy budget. For a student that is LEP, but not low-income, the weight is 0.50 (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 Foundation Aid Formula above. 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. The factors are applied to student ADM in the top three assessment levels.

Ohio

ELL and Bilingual funding is determined by classifying limited English proficient (LEP) students into one of 3 categories. Category 1 students are those who have been enrolled in U.S. schools for 180 days or less. Funding for this category is calculated by multiplying The LEP ADM by \$1,500 and the State Share Index. The State Share Index is based on the property wealth and the income of the residents of the district. The statutory provision for this index is found in ORC Section 3317.017. Category 2 students are those who have been enrolled in U.S. schools for more than 180 days. Funding for this category is calculated by multiplying The LEP ADM by \$1,125 and the State Share Index. Category 3 students are those who are mainstreamed on trial basis and are not included in the first two categories. Funding for this category is calculated by multiplying The LEP ADM by \$750 and the State Share Index. The statutory provision for this aid program is found in ORC Section 3317.022(A)(6).

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. There is no limit to how many students in a district can receive this weight.

Pennsylvania

No response

Rhode Island

Does not apply.

South Carolina

Students with **Limited English Proficiency** will be given a weighting of 0.20

South Dakota

Effective 2013-14 an additional amount was added to the district need for general aid purposes for Limited English Proficient students. As per SOCL 13-13-10(2D). The amount is determined based on the count of LEP students scoring below a 4.0 on the state administered language proficiency assessment in the prior school year. The count of eligible students times 25% of the per student allocation.

Tennessee

LEAs receive a 70% state share with funding generated in 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 a special language program.

Utah

N/A

Vermont

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

Virginia

English as a Second Language (ESL)

State funds are provided to support local school divisions that provide the necessary educational services to children not having English as their primary language. The funding provided by the state help support the salary and benefits cost of instructional positions is set at a standard of 17 positions per 1,000 ESL students.

Washington

A transitional bilingual program (TBIP) provides funds to school districts to implement bilingual education programs. Allocations are based upon the headcount of pupils served in the program. The headcount of students served are converted to an allocation of teacher units in the funding formula. The assumed role of these teacher units is to provide additional hours of instruction to students in the program. An allocation is also provided to assist students who have exited the TBIP program transition back into the traditional classroom environment. The funding rate for the 2014-15 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 required that funds so appropriated 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.