ENGLISH LANGUAGE LEARNER/LEP/BILINGUAL EDUCATION

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

Alaska
See Special Education

Arizona
Weight included in basic state aid calculations to provide additional funds. In FY 2018, the weight is 0.115.

Arkansas
6-20-2305 School funding: (3)(A) For each school year, funding for students who are identified as English-language learners shall be three hundred thirty-eight dollars ($338) 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 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 (see above).

Colorado
The State provides funding to school districts for English Language Proficiency Act through Categorical Program Funding. 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 1.212.

**Georgia**
The formula includes a weight of 2.5049 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. The weighting is as follows: Fully English Proficient (FEP) 0.0646, Limited English Proficient (LEP) 0.1944, Non-English Proficient (NEP) 0.3888.

**Idaho**
The state distributed $3.37 million based on the number of Limited-English Proficient (LEP) students (approximately $210 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**
Additional supports are provided in the Adequacy Targets for English Learner (EL) students. EBF calculations use the three-year average of this population. The additional supports are one intervention teacher per 125 EL students, one pupil support position per 125 EL students, one extended day teacher per 120 EL students, one summer school teacher per 120 EL students, and one EL core teacher per 100 EL students.

**Indiana**
Not applicable
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 or 0.185 based on headcount enrollment of bilingual students.

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
Not applicable

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

Maryland
Not applicable

Massachusetts
Each limited-English pupil generates an extra increment of between $619 and $2,318 in foundation budget dollars over the rate for regular education students, depending on the enrollment category.

Michigan
For 2017-18, the Michigan Legislature allocates $6.0 million to districts that use the WIDA Access and WIDA Alternative Access assessments to provide services to English Language Learners.

Minnesota
Revenue for English learner programs is included in the general education revenue program. Students who have generated 7 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**
The Zoom Schools Program provides $46,048,905 for FY18 to elementary, middle, and high schools which have the highest percentage of pupils who are limited English proficient or eligible for designation as limited English proficient, and are the lowest performing academically.

**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 to provide Bilingual education; separate and distinct from English learner programs. See “Low Income/ Comp Ed / At-Risk” for English learner funding

**New York**
See pupil need index in Description of Foundation Aid Formula above. In addition, there is a separate Bilingual Education grant of $15.5 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 $1,515 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 $1,136 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 $758 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
Beginning in FY 2017, the formula includes categorical funding to support English Language Learners. The additional funding (10% of the core amount) is provided for those students that are entering, emerging, or developing in an EL program. All funding must be sued to provide high quality, research-based services to EL students.

South Carolina
Not applicable

South Dakota
As per SOCL 13-13-10(2D), the fall enrollment for funding purposes is adjusted to include a Limited English proficiency (LEP) adjustment, which is calculated by multiplying 0.25 times the number of kindergarten through twelfth grade students who, in the prior school year, scored below level four on the state-administered language proficiency assessment as required in the state's consolidated state application pursuant to 20 USC § 6311(b)(7) as of January 1, 2013.

Tennessee
LEAs receive a 70% state share with funding generated in the instructional component of the BEP.
ELL Teachers - 1 per 20 identified and served ELL Students
ELL Translators - 1 per 200 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. The funding rate for the 2017–18 school year is $1,004 per pupil. An allocation of approximately $630 per pupil is also provided to assist students who have exited the TBIP program transition back into the traditional classroom environment.

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 requires 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.