



# FundEd: English-Language Learner Funding Policies in Each State



## English-Language Learner

Some states provide increased funding for English language learners. This report indicates which states consider English language learners when allocating state education funding, and if applicable, how they do so.

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### Alabama

Alabama does not provide increased funding for English-language learners.

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### Alaska

Alaska provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 1.2 to the total enrollment count to generate additional funding for students with special needs, including ELLs.

Alaska applies a multiplier of 1.2 to each district's student count to provide funding for students with special needs, including students enrolled in bilingual and bicultural education programs. Districts must file plans with the Alaska Department of Education indicating the special-needs services they will provide in order to receive this funding.

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### Arizona

Arizona provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 1.115 to the base per-pupil amount for these students.

This multiplier is applied to a per-pupil amount that has already been adjusted for the student's grade span (K-8 or 9-12), the district's enrollment size (greater or less than 600 students), and the district's degree of geographic isolation.

In practice, the base amount is adjusted for these other factors to produce a basic level of funding for the student. Then, rather than multiply this entire amount by 1.115 to provide the increased funding for ELLs, the state multiplies the original base amount by .115 and adds that product to the adjusted, basic funding.

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### Arkansas

Arkansas provides increased funding for English-language learners (ELLs). It does so in the form of a flat allocation for each ELL. This allocation equaled \$338 in FY2018.

Students are identified as ELLs based on their performance on a state-approved English proficiency assessment.

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### California

California provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 1.2 to the base per-pupil amount for these students.

This multiplier is applied to a base per-pupil amount specific to the student's grade span (K-3, 4-6, 7-8, or 9-12). This same multiplier is applied to the base per-pupil amount for students from low-income households. Students who are both ELL and low-income generate this supplemental funding allocation only once.

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**Colorado**

Colorado provides increased funding for English-language learners (ELLs). It does so in three ways: by applying a multiplier of 1.12 to the base per-pupil amount for these students; by including these students in the count of students that generates additional funding for districts serving high concentrations of disadvantaged pupils; and through a program-based allocation.

Colorado applies a multiplier of 1.12 to the base per-pupil amount for disadvantaged students. Similarly, the state provides increased funding to certain districts based on the concentrations of disadvantaged students that they serve. It does so by increasing the multiplier of 1.12 for districts whose populations of low-income students are above the state average, up to a maximum of 1.3. For both of these calculations, the count of disadvantaged students includes both those eligible for free lunch under the National School Lunch Program and non-free-lunch-eligible students whose dominant language is not English. Students who are both ELL and free-lunch-eligible generate this supplemental funding allocation only once.

Additionally, Colorado provides program-based funding under the English Language Proficiency Act, which districts can receive for individual qualifying students for up to five years. In FY2017, \$18.8 million was provided for programs funded under the English Language Proficiency Act.

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**Connecticut**

Connecticut passed a new education funding formula in 2017 but is not yet making use of this formula. This formula is scheduled to go into effect in FY2019. The state legislature currently awards each district a block grant. The FY2018 grant amounts are derived from the amounts distributed in FY2017 in a manner specified in legislation.

As written, Connecticut's funding formula provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 1.15 to the base per-pupil amount for these students.

For funding purposes, ELLs are all students reported as ELLs to the Connecticut Department of Education by the local or regional board of education.

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**Delaware**

Delaware provides increased funding for English-language learners (ELLs) in some districts. It does so through a competitive grant program.

The Delaware Department of Education provides competitive grants to help districts provide services to ELLs, low-income students, and students chronically exposed to stress and trauma. In FY2018, the state offered grants totaling \$1 million for this purpose.

In addition, the state provides one unit of funding, in an amount that varies from district to district, for every 250 students enrolled. This funding is intended for the purpose of promoting academic excellence, and the authorizing statute lists a number of permissible uses, including programs for pupils with limited English proficiency.

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**Florida**

Florida provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 1.212 to the base per-pupil amount for these students.

ELLs in Florida are identified through assessment and must be reassessed if they remain classified as English learners for more than three years.

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**Georgia**

Georgia provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 2.5558 to the base per-pupil amount for these students.

All students enrolled in programs teaching English to Speakers of Other Languages are eligible to receive this supplemental funding.

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**Hawaii**

Hawaii provides increased funding for English-language learners (ELLs). It does so by applying a multiplier to the base per-pupil amount for these students.

The amount of funding provided for each student depends on the student's level of English proficiency. For students who are classified as "Fully English Proficient," the state applies a multiplier of 1.0648 to the base amount; for students with "Limited English Proficiency," the multiplier applied is 1.1944; and for students classified as "Non-English Proficient," the multiplier applied is 1.3888.

The multipliers have been expressed this way for consistency with other states. The funding is actually provided in an amount equal to 0.0648, 0.1944, or 0.3888 times the per-pupil base amount, distributed in addition to the student's own base amount funding. The multipliers used are fixed annually by the state's Committee on Weights.

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**Idaho**

Idaho provides increased funding for English-language learners (ELLs). It does so through two program-based allocations: one that is distributed automatically to districts based on the number of ELLs they serve and one grant for which districts must apply.

The total amount of funding distributed to districts automatically is determined annually by the Idaho State Legislature's appropriation for the State Limited English Proficiency (LEP) program. In FY2018, Idaho allocated about \$3.8 million for the LEP program, \$3.4 million of which is distributed based on the population of ELLs in each district, with the remainder for programs like professional development, gifted and talented screening, and digital content and curriculum. The number of students classified as LEP based on an annual assessment, called ACCESS 2.0, determines each district's share of the funding.

Additional funding is available to districts by application through English Learners Enhancement Grants. These grants may be used to support co-teaching arrangements, program enhancements for English learners, and regional coaches for English learners.

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**Illinois**

Illinois provides increased funding for English-language learners (ELLs). It does so both through its resource-based formula by calculating specific funding for ELL staff positions and through program-based allocations.

ELLs generate additional staff positions in their districts' formula calculations. The state assigns an ELL-student-to-teacher ratio of 100 to 1 for English learner core teachers; 125 to 1 for intervention teachers; 125 to 1 for pupil support teachers; 120 to 1 for extended-day teachers; and 120 to 1 for summer school teachers. Eligible students are those participating in transitional bilingual or other transitional English-language instruction programs who were either not born in the United States or whose parents possess limited English-speaking ability and who are unable to perform ordinary classwork in English. Once all staff positions are calculated for a district, the district's formula calculation includes a dollar amount for each position that matches the state average salary for that position. Because the state plans to move toward full formula funding over the span of a number of years, annual increases in funding are distributed to districts with the greatest need for state assistance. Districts are sorted into tiers according to the degree to which their local funding capacity can be expected to cover their local education costs, and a greater percentage of additional state aid is distributed to districts with lesser funding capacity.

The state also provides program-based funding to districts for ELL technical assistance, professional development, and other support services. Separately, districts continue to receive funding from the state that is equal to or exceeds the amount they received prior to the state's last major funding reform, which included a grant for English learner education.

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**Indiana**

Indiana provides increased funding for English-language learners (ELLs). It does so through an allocation for each ELL that is provided on a sliding scale based on the concentration of ELLs in the district.

This funding is provided through the Non-English Speaking Program, for which there is an appropriation separate from the state's regular education funding formula. All districts receive an allocation of \$250 per ELL; districts with an ELL population between 5% and 18% receive an additional \$131.50 per ELL; and districts with an ELL population greater than 18% receive a further \$165.16 per ELL.

The district's percentage of ELLs is also relevant for the calculation of its Complexity Grant; see "Poverty" for a description of this allocation.

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**Iowa**

Iowa provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 1.22 to the base per-pupil amount for these students.

All students identified by their districts as being limited in English proficiency are eligible to receive this supplemental funding for up to five consecutive or nonconsecutive years. Because this eligibility relates to the student rather than to the district, the increased funding transfers with eligible students from district to district if they move, and students may only generate funding for a total of five years.

The multiplier has been expressed this way for consistency with other states. The funding is actually provided in an amount equal to 0.22 times the per-pupil base amount, distributed in addition to the student's own base funding.

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**Kansas**

The Kansas Supreme Court ruled the state's education funding formula unconstitutional on October 2, 2017 and reiterated this finding on June 25, 2018. The Court has set a deadline of June 30, 2019 for the creation of a constitutional funding system.

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**Kentucky**

Kentucky provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 1.096 to the base per-pupil amount for these students.

All students limited in English proficiency receiving instruction in a district are eligible to receive this supplemental funding.

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**Louisiana**

Louisiana provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 1.22 to the base per-pupil amount for these students.

This same multiplier is applied to the base per-pupil amount for students from low-income households. Students who are both ELL and low-income generate this supplemental funding allocation only once.

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**Maine**

Maine provides increased funding for English-language learners (ELLs). It does so by applying a multiplier to the base per-pupil amount for these students. The precise multiplier used varies depending on the number of students in the district not proficient in English.

For school districts with fewer than 15 ELLs, a multiplier of 1.7 is applied to the base amount; for districts with between 16 and 250 ELLs, a multiplier of 1.5 is applied; and for districts with greater than 250 ELLs, a multiplier of 1.525 is applied. The multiplier is applied after the base amount is adjusted for local cost of living.

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**Maryland**

Maryland provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 1.99 to the base per-pupil amount for these students and then adjusting the supplemental funding allocation for local wealth levels.

The funding generated for these students is calculated by applying the multiplier to the eligible population of students. Students are eligible if they communicate in a language other than English, or if their family uses a primary language other than English in the home and their English proficiency falls within range established by the state for ELLs. The state share of this funding is determined by dividing the supplemental funding (0.99 times the number of qualifying students so as to exclude the base amount) by the ratio of local wealth per pupil to statewide wealth per pupil.

The formula for state aid mandates that the state contribute at least 50% statewide for the sum of the supplemental allocations for three different categories of at-risk students: these English-language learners, low-income students, and Special Education students. (Supplemental funding for the other categories of at-risk students is calculated similarly, but with different multipliers applied to the base amount.) If the result of the calculation described above, added to the amounts of supplemental funding calculated for the other two at-risk categories, does not sum this intended 50% contribution, the result of the formula is proportionally adjusted to bring the contribution back to the desired level.

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**Massachusetts** Massachusetts provides increased funding for English-language learners (ELLs). It provides districts with a higher per-pupil amount for ELLs in accordance with the assumption the education of ELLs is associated with above-average resource costs.

The state uses a formula that accounts for some resource costs, and associates different costs with different categories of students, including ELLs. Massachusetts defines ELLs as those students whose native language is a language other than English, and whose difficulties in speaking, reading, writing, or understanding English may prevent them from meeting state standards, engaging in the classroom, or participating fully in society.

The per-student costs calculated for each category include those for teachers, staff benefits, materials, and professional development, among other resources. First, the total funding that a district requires for each category is calculated based on that category's associated costs and the number of students counted in the category. Then, each district's per-student funding amount is derived by adding together its total funding figures for all the student categories and dividing the sum by the district's total enrollment across all categories.

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**Michigan** Michigan provides increased funding for English-language learners (ELLs). It does so in the form of a flat allocation for each English language learner, which in FY2018 was \$620 or \$410, depending on the student's level of proficiency.

School districts receive \$620 per full-time ELL who receives a composite score of between 1.0 and 1.9 on the state's English proficiency assessment, and \$410 per full-time ELL who receives a score of between 2.0 and 2.9.

Additionally, in FY2018, the state distributed \$11 million in federal funding, provided through language acquisition state grants, to be spent on English instruction for ELL students.

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**Minnesota** Minnesota provides increased funding for English-language learners (ELLs). It does so in two forms: a flat allocation in the amount of \$704 for each ELL student and a second allocation that varies based on the concentrations of these students in the district.

English Learner Concentration Revenue is allocated in accordance with the following formula: districts receive \$250 times their number of ELLs. Funding adjusted downwards for school districts where the fewer than 11.5% of students are ELLs. For the purposes of the above calculations, a school district with at least one student eligible for ELL services has a statutorily assigned minimum ELL pupil count of twenty. The maximum term over which a student can qualify for this supplemental funding is seven years.

Additionally, districts providing state-funded English learning programs are required to offer ELLs in nonpublic schools access to the same programs on the same terms as public-school pupils. Such pupils may also be counted by the district that serves them for the purposes of calculating state aid.

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**Mississippi** Mississippi does not provide increased funding for English-language learners.

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**Missouri**

Missouri provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 1.6 to the base per-pupil amount for these students. However, increased funding is provided only for pupils above a certain prevalence threshold.

In 2017-18, this threshold was 1.94% of district enrollment. The threshold for supplemental funding for ELLs is calculated as follows: First, the state identifies “performance districts” (those that have met certain performance standards). Then, the state calculates the average ELL enrollment percentage across these districts, excluding certain outlier districts; this becomes the enrollment threshold above which ELLs in each district generate supplemental funding.

Missouri defines ELLs as those students whose native language is a language other than English and whose difficulties in speaking, reading, writing, or understanding English may prevent them from meeting state standards, engaging in the classroom, or participating fully in society.

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**Montana**

Montana does not provide increased funding for English-language learners.

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**Nebraska**

Nebraska provides increased funding for English-language learners (ELLs). It calculates the amount of supplemental funding to which each district is entitled using a multi-step formula; in brief, the state provides districts with a supplemental amount for each English-language learner that is equal to approximately 25% of the statewide average general fund operating expenditures per student, with some adjustments.

Specifically, the state provides a Limited English Proficiency Allowance to each district equal to a statewide average per-pupil spending figure (\$10,654.36 in FY2018), multiplied by 25%, multiplied by (the number of ELL students + (ELL students - 3-year average of ELL students)). If the number of ELL students in a district is between one and twelve, the formula is calculated as though there were twelve ELL students in the district.

However, if the district's actual expenditures for ELLs are less than 117.65% of the allowance the district received for the most recently available complete data year (two years prior to the current year), the state reduces its distribution.

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**Nevada**

Nevada provides increased funding for English-language learners (ELLs). It does so in the form of a flat allocation in the amount of \$1,200 for some ELLs and through program-based allocations for other ELLs.

The Zoom program supplies program-based grant funding for ELL instruction and services. Grants are awarded to districts, except in the case of Washoe and Clark County School Districts, where grant funds are distributed to specific “Zoom schools” designated by those districts. Separately, appropriations permitting, Nevada provides a flat allocation (\$1,200 in FY2018) for each ELL student scoring at or below the twenty-fifth percentile on one of a list of approved assessments. (If appropriations are insufficient, this funding is distributed first to lower-rated schools in accordance with the state accountability system.) This flat allocation is not provided for ELL students enrolled at Zoom schools.

In total, the state appropriated \$49.95 million for the Zoom program in FY2018, of which \$38.74 million was set aside for Clark County School District and \$7.3 million was set aside for Washoe County School District. These two school districts must select Zoom schools, which must be low-performing schools serving high concentrations of ELLs, to receive this funding. Remaining grant funds are distributed to districts by application; districts must identify which specific programs and services for ELLs will be supported with the grant funds. Separately, a district serving a higher proportion of ELLs is more likely to be selected to receive a competitive grant through the Read by Grade 3 program (see “Grade Level” for a description of this program). With limited exceptions, no school may receive funding from more than one program: Zoom, Read by Grade 3, or Victory (see “Poverty” for a description of these programs).

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**New Hampshire**

New Hampshire provides increased funding for English-language learners (ELLs). It does so in the form of a flat allocation for each student receiving English-language instruction. In FY2018, this allocation was \$711.40 per eligible student.

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**New Jersey**

New Jersey provides increased funding for English-language learners (ELL). It does so by applying a multiplier of 1.47 to the base per-pupil amount for these students.

The funding is actually provided in an amount equal to 0.47 times the per-pupil base amount, distributed in addition to the student’s own base amount funding, which is first adjusted for grade level.

However, for ELLs also generating supplemental funding based on their family income (see “Poverty” for a description of this allocation), this multiplier is reduced to 1.099.

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**New Mexico**

New Mexico provides increased funding for English-language learners (ELLs). It does so both by applying a multiplier of 1.5 to the base per-pupil amount for these students and through a program-specific allocation.

Students enrolled in bilingual education programs are eligible for the supplemental funding generated through the application of the multiplier. In addition, the state provides program-based funding to districts with a state-approved plan to support at-risk students, including ELLs. The amount of funding provided varies depending on the number of at-risk students (a category that also includes low-income and mobile students) served in the district.

At-risk student funding is allocated in accordance with the following formula: three-year average enrollment counts are calculated for each of the three at-risk student categories (low-income students, as defined for the purposes of federal Title I funding; mobile students; and ELLs, as classified according to the criteria established by the federal Office for Civil Rights). Students who fit multiple at-risk criteria are counted only once. These averages are added together, and the sum is multiplied by 0.106 to produce an At-Risk Index. This index is multiplied by the district's entire student enrollment to produce a number of students to be added to the district's enrollment count. The state then provides the district's regular per-student funding on the basis of its inflated count rather than its true student population.

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**New York**

New York provides increased funding for English-language learners (ELLs). It does so primarily in the form of supplemental per-pupil funding for districts in an amount that corresponds to the concentration of ELLs in the district.

In New York, the student-based funding calculated for each district is first multiplied by an index that adjusts for regional cost of living and then by the Pupil Need Index, which is a compound adjustment that considers concentrations of ELLs along with concentrations of students from low-income households and the sparsity of the school district. The portion of this index related to ELLs multiplies the number of such students in the district by 0.5, and then divides the result by the total K-12 enrollment of the district. This percentage plus one becomes the effective multiplier that is applied to the district's cost-adjusted formula funding to provide for English-language learners.

In addition, the state provides grants to support bilingual education programs.

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**North Carolina** North Carolina provides increased funding for English-language learners (ELLs). It does so through the resource-based aspect of its formula by providing funding for ELL staff positions and through the program-based aspect of its formula through an allocation based on the number and concentration of ELLs in the district.

The state automatically provides each school district with the dollar-value equivalent of one ELL teacher assistant position. Other distributions are based on the three-year weighted average count of ELLs in the district, in which the data from the most recent available year are weighted at 50% and the data from the prior two years are each weighted at 25%. Half of the funds appropriated for this purpose are distributed based on this count, while half are distributed based on the concentration of ELL students in the district.

In order to be eligible for the student-based distribution, school districts must have at least twenty ELLs, or ELLs must make up at least 2.5% of the district's enrollment. No more than 10.6% of enrollment may be included in the ELL count for funding purposes. This funding may be spent on the staff salaries, classroom materials and equipment, and staff professional development needed to serve ELLs.

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**North Dakota** North Dakota provides increased funding for English-language learners (ELLs). It does so by applying a multiplier to the base per-pupil amount for these students. The multiplier used varies depending on the student's level of English proficiency.

Only students enrolled in ELL programs are eligible for supplemental funding. For the least English-proficient students, a multiplier of 1.4 is applied to the base amount; for students in the second-least proficient category, a multiplier of 1.28 is applied; and for students in the third-least proficient category, a multiplier of 1.07 is applied, though students in this category may not receive supplemental funding for more than three years.

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**Ohio** Ohio provides increased funding for English-language learners (ELLs). It does so in the form of a dollar allocation for each ELL that varies depending on the student's education history.

ELLs are divided into three categories for the purposes of this supplemental allocation. Students who have been enrolled in United States schools for no more than 180 days and have not previously been excused from testing in English Language Arts generate \$1,515 in supplemental funding. Students who have been enrolled in United States schools for over 180 days and have previously been excused from testing in English Language Arts generate \$1,136 in supplemental funding. Students who have been enrolled in regular education programs on a trial basis and are not included in either of the first two categories generate \$758 in supplemental funding.

All of these allocations are subject to Ohio's State Share Index, which is a measure of how much of the education funding burden should be shouldered by the state given the district's property tax base and the residents' income levels.

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**Oklahoma**

Oklahoma provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 1.25 to the base per-pupil amount for these students.

ELLs are defined as students who has limited English speaking abilities or who come from homes where English is not the dominant language.

The funding is actually provided in an amount equal to 0.25 times the per-pupil base amount, distributed in addition to the student's own base amount funding, which is first adjusted for grade level.

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**Oregon**

Oregon provides increased funding to English-language learners (ELLs). It does so by applying a multiplier of 1.5 to the base per-pupil amount for these students.

The total funding generated for any one student who is receiving services for a disability and is also an ELL is capped at three times the base amount. This cap does not currently have practical effect but could if the legislature increased the multiplier for either category of student need.

Additionally, Oregon has an English Language Learner Improvement Fund, an appropriation that supports technical assistance for and oversight of districts that are not providing adequate ELL services to their students. Funding for this program was \$6.25 million in FY2018.

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**Pennsylvania**

Pennsylvania provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 1.6 to the count of students who are identified as ELLs. This inflated student count is then used to generate increased funding for districts serving ELLs.

However, Pennsylvania's funding formula only applies to state education funds appropriated over and above FY2015 nominal funding levels. For FY2018, less than 8% of the state's total education funding (or \$453 million out of \$6 billion) was distributed through this formula. The bulk of state education aid is distributed based on historical allocation levels and is not adjusted for student need.

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**Rhode Island**

Rhode Island provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 1.1 to the base per-pupil amount for these students.

However, the funds are subject to appropriation. In FY2018, the legislature appropriated \$2.5 million for ELLs. If calculated costs exceed the appropriation, the appropriated funds will be distributed proportionally among eligible students.

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**South Carolina**

South Carolina provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 1.2 to the base per-pupil amount for these students.

ELLs are defined as those who require intensive English language instruction programs and whose families require specialized intervention.

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**South Dakota** South Dakota provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 1.25 to the number of students who are identified as ELLs. This inflated student count is then used to generate increased funding for school districts serving ELLs.

South Dakota identifies ELLs through a state-administered language proficiency assessment.

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**Tennessee** Tennessee provides increased funding for English-language learners (ELLs). It does so through its resource-based formula by specifying student-to-staff ratios for ELLs and providing funding for staff positions accordingly.

The state assigns a student-to-teacher ratio of 20 to 1 for ELLs. This ratio determines the number of ELL teacher units to which a district is entitled. The state also allocates funds for ELL translator units based on a student-to-translator ratio of 200 to 1.

Once all staff units are calculated for a district, the district receives a flat amount per unit that was \$46,225 in FY2018. These calculations form the basis of districts' state education funding.

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**Texas** Texas provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 1.1 to the base per-pupil amount for these students.

The number of students eligible for the supplemental funding is the number of full-time-equivalent students participating in bilingual or English as a Second Language programs.

The funding is actually provided in an amount equal to 0.1 times the adjusted per-pupil base amount, which has already been adjusted for sparsity, small size, and local cost of living. (See "Base Amount" for more information.) It is distributed in addition to the student's own base amount funding.

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**Utah** Utah provides increased funding for English-language learners (ELLs). It does so through increased funding for at-risk students, including ELLs.

The Utah State Board of Education is required to distribute funding for at-risk students in a way that takes into account, among other factors, the share of students in each district who are ELLs. In FY2018, about \$28 million was appropriated for at-risk students as a whole.

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**Vermont** Vermont provides increased funding for English-language learners (ELLs). It does so by applying a multiplier of 1.2 to the student count for these students to generate additional funding for ELLs.

Additionally, the state's multiplier for low-income students is also applied to the student count for non-low-income students whose primary language is not English. (See "Poverty" for a description of this calculation.)

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**Virginia**

Virginia provides increased funding for English-language learners (ELLs). It does so through the resource-based component of its formula by specifying student-to-staff ratios for ELLs and providing funding for staff positions accordingly.

The state assigns a student-to-teacher ratio of 1000 to 17 for ELLs. This ratio determines the number of English as a Second Language teacher units to which a district is entitled.

The funding that districts receive for the education of low-income students may also be used to support English as a Second Language programs. However, the amount of this funding is not affected by the number of ELLs served in the district.

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**Washington**

Washington provides increased funding for English-language learners (ELLs). It does so through its resource-based formula by specifying ratios of full-time-equivalent ELLs to hours of instructional time and providing funding for staff positions accordingly.

The state assigns a set number of hours per week of additional instructional time for every fifteen full-time-equivalent ELLs. This number is 4.778 additional hours per week for ELLs in grades K-6, and 6.778 additional hours per week for ELLs in grades 7-12. (A reduced number of hours is assigned for students in their first year after exiting an ELL program.) These hours are converted into full-time-equivalent staff positions, generating state funding for teacher salaries and benefits. The state then provides funding for staff positions by multiplying the state minimum salary allocation for each staff type by an adjustment for regional cost.

The allocation is targeted towards the non-English-speaking students whose need is greatest, so many but not all students enrolled in ELL programs will qualify for this funding.

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**West Virginia**

West Virginia provides increased funding for English-language learners (ELLs). It does so in the form of an allocation for each ELL, in the amount of the state's total appropriation for this purpose divided by the prior-year ELL count.

In FY2018, the state appropriated \$96,000 for this purpose.

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**Wisconsin**

Wisconsin provides increased funding for English-language learners (ELLs). It does so through a reimbursement system, in which districts are partially reimbursed for the cost of providing bilingual and bicultural education.

Districts receive a proportional share of the total amount of state money appropriated for this purpose (\$8.6 million for each year of the 2017-19 biennium) in accordance with the amount they spend on bilingual and bicultural education programs. The state appropriated about \$8.6 million for each the 2017-18 and 2018-19 school years. In order to qualify for reimbursement, a district must have at least ten ELLs in grades K-3, twenty ELLs in grades 4-8, or twenty ELLs in grade 9-12. Districts who meet the enrollment criteria in more than one school have the option to submit a written plan of services. Salaries, materials, equipment, and other approved expenses are eligible for partial reimbursement.

However, before reimbursements are made, there is a small set-aside taken from the total state aid appropriation that is allocated to districts with a concentration of ELLs of 15% or greater. Additionally, the state budget includes an allocation of \$222,800 each year of the biennium for tribal language grants.

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**Wyoming**

Wyoming provides increased funding for English-language learners (ELLs). It does so through a block grant that provides funding for additional pupil support staff to serve at-risk students, including ELLs.

At-risk students also include those who are eligible for free or reduced price lunch under the National School Lunch Program and mobile secondary students. A student is only counted once for the purposes of this funding even if he or she meets multiple qualifying criteria.

In FY2018, the state provided an additional 0.15 of a staff unit for every thirty at-risk students.

For a complete list of primary sources, please see the appropriate state page at [funded.edbuild.org](http://funded.edbuild.org)

