



# 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 provides increased funding for English-language learners (ELLs). It does so through a program-based allocation that is distributed to districts based on the number of ELLs they serve, adjusted to account for schools and districts with higher rates of ELL enrollment.

Alabama appropriates funding annually for the English Language Learners Program. This appropriation is divided among school districts in proportion to their count of ELLs. For districts where fewer than 10% of students are ELLs and no individual schools within the district enroll more than 20% ELLs, the actual count of ELLs is used. For districts where 10% of students or more are ELLs, the district's ELL count is increased by a factor of 1.5 for the purpose of this funding calculation. For districts where fewer than 10% of students are ELLs but individual schools within the district enroll more than 20% ELLs, those schools' ELL counts are increased by a factor of 1.5 for the purposes of their district's funding calculation. In FY2021, the state appropriated \$14.16 million for this program.

Students eligible to receive funding through this program are those for whom English is not their native language and thus need assistance to become proficient in reading, writing, and speaking English.

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### Alaska

Alaska provides increased funding for English-language learners. 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 English-language learners.

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. To receive this funding, districts must file plans with the Alaska Department of Education indicating the special needs services they will provide. The multiplier is applied to a student count that has already been adjusted for school size and local cost factors (see "Sparsity and/or Small Size" for more information).

Other student categories intended to be served with this supplemental funding include students with disabilities, students identified as gifted, and students enrolled in career and technical education programs.

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**Arizona**

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

The supplemental funding generated by the multiplier and the base amount is added 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 (more than or fewer 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 English-language learners, the state multiplies the original base amount by 0.115 and adds that product to the adjusted, basic funding.

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**Arkansas**

Arkansas provides increased funding for English-language learners. It does so in the form of a flat allocation for each English-language learner. This allocation equaled \$352 in FY2021.

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

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**California**

California provides increased funding for English-language learners. 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 English-language learners and from a low-income household generate this supplemental funding allocation only once.

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**Colorado**

Colorado provides increased funding for English-language learners. It does so in two ways: by applying a multiplier to the base per-pupil amount for English language learners, and through a program-based allocation.

Colorado applies a multiplier of 1.08 to the base per-pupil amount for English-language learners. Students are eligible to receive this supplemental funding if they are identified using a state-approved assessment as having a level of English-language proficiency such that they require language support in order to meet grade-level standards in English. Additionally, Colorado provides program-based funding under the English Language Proficiency Act (ELPA), which districts can receive for qualifying students whose dominant language is not English.

Under the English Language Proficiency Act (ELPA), individual students may receive funding for up to five years. In FY2021, \$24.1 million was provided for ELPA-funded programs.

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**Connecticut**

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

For funding purposes, English-language learners are all students reported as English-language learners 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. It does so through a program-specific flat allocation of \$500 per English-language learner, program funds for academic excellence, and a block grant for schools with high concentrations of English-language learners (see “Concentrated Poverty” for more information).

Delaware provides supplemental funds to help districts and charters deliver targeted services for low-income students and English-language learners. Districts and charters may use this funding to cover staff costs and purchase mental health and reading resources. In FY2022, the state appropriated a total of \$33.5 million for this purpose. A portion of these funds must be targeted to schools with high concentrations of English-language learners and low-income students. Starting in FY2024, the per-pupil amount for English-language learners and low-income students must be equal to at least \$55 million divided by total English-language learner and low-income student enrollment. In addition, the state provides one unit of funding, in an amount that varies from district to district for every 250 students enrolled, that is intended to promote academic excellence, including programs for English-language learners.

An additional grant is given to support K-4 reading assistance and the establishment of school-based health centers in schools with high concentrations of English-language learners and low-income students. In FY2022, the state appropriated \$5.3 million for this purpose. Starting FY2023, this grant will support all grades.

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**District of Columbia**

The District of Columbia provides increased funding for English-language learners. It does so by applying a multiplier to the base per-pupil amount for these students. In FY2021, this multiplier was 1.49.

Students are eligible to receive this supplemental funding if they are identified as English-language learners through a process involving a home language survey and approved screening assessment. The District also provides additional weighted funding, equal to 0.668 times the base amount in FY2021, to support the after-hours needs of English-language learners in residential schools.

The multipliers have been expressed this way for consistency with other states; funding is actually provided in an amount equal to 0.49 times the per-pupil base amount, distributed in addition to the student’s own base amount funding. In addition, the funding formula weights are applied such that students in multiple categories generate supplemental funding for all of the categories to which they belong.

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**Florida**

Florida provides increased funding for English-language learners. It does so by applying a multiplier of 1.184 to the base per-pupil amount for these students.

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

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**Georgia**

Georgia provides increased funding for English-language learners. It does so by applying a multiplier of 2.5880 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. 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.

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 1.065 to the base amount; for students classified as having "Limited English Proficiency," the multiplier applied is 1.194; and for students classified as "Non-English Proficient," the multiplier applied is 1.389.

The multipliers have been expressed this way for consistency with other states. The funding is actually provided in an amount equal to 0.065, 0.194, or 0.389 times the per-pupil base amount, distributed in addition to the student's own base amount funding. The multipliers used are fixed at regular intervals by the state's Committee on Weights.

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## Idaho

Idaho provides increased funding for English-language learners. It does so through two program-based allocations: one allocation that is distributed automatically to districts based on the number of English-language learners 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 support of English-language learners. For each of FY2021 and FY2022, Idaho allocated \$4.82 million for this purpose. Of this, \$4.37 million was allocated for distribution in proportion to the population of English-language learners in each district. The remaining \$450,000 is designated for a competitive grant, The English Learner Enhancement Grant Program, intended to support English-language learners who are not currently meeting educational targets.

English Learner Enhancement Grants are awarded for three years, with continued funding conditioned upon districts meeting grant benchmarks. 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. It does so both through its resource-based formula by calculating specific funding for English-language learner staff positions and through program-based allocations.

English-language learners generate additional staff positions in their districts' formula calculations. The state assigns an English-language learner-to-teacher ratio of 100 to 1 for English-language 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 either (1) who were not born in the United States, whose native tongue is a language other than English, and who are incapable of performing ordinary classwork in English; or (2) 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. To determine need, districts are assigned to a percentile ranking comparing their ratio of resources to education costs against those of all other districts. Districts are then sorted into tiers according to the degree to which their local resources can be expected to cover their local education costs, and a greater percentage of available state aid is distributed to districts with less ability to fund their own education costs.

The state also provides program-based funding to districts for English-language learner 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-language learner education.

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## Indiana

Indiana provides increased funding for English-language learners. It does so through a flat allocation for each English-language learner, which in FY2021 was \$300 to \$487, depending on the student's level of English-language proficiency.

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 \$487 per English-language learner who received a Level 1 or 2 on the WIDA ACCESS assessment or participated in the alternate ACCESS for English-language learners with disabilities. Districts receive \$300 per English-language learner who received a Level 3 or 4 or received a Level 5 on the assessment.

A district's percentage of English-language learners is also relevant for a grant that provides additional funding through a multistep formula that takes into account the concentration of students in a district (see "Concentrated Poverty" for a description of this allocation).

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**Iowa**

Iowa provides increased funding for English-language learners. 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 "intensive," the state applies a multiplier of 1.26 to the base amount, and for students with "intermediate proficiency," the multiplier applied is 1.21. 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.

The multiplier has been expressed this way for consistency with other states. The funding is provided in an amount equal to 0.26 for students classified as "intensive" and 0.22 times for students with "intermediate proficiency" the per-pupil base amount, distributed in addition to the student's own base funding.

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**Kansas**

Kansas provides increased funding for English-language learners. It does so by applying one of two multipliers to the base per-pupil amount for these students, whichever yields the greater amount of supplemental funding.

Kansas applies either a multiplier of 1.185 to the base per-pupil amount for the total number of students enrolled in approved bilingual education programs or a multiplier of 1.395 for the number of full-time-equivalent students enrolled in such programs, whichever produces the greater amount of supplemental funding. This funding may be used only for costs directly related to the provision of bilingual education programs.

Additionally, districts must adopt budgets exceeding their formula amounts by at least 15%, and they may adopt budgets greater than that (see "Property Tax Floors and Ceilings" for a description of these budgets). A portion of this additional spending must be set aside for bilingual education, as follows: Whatever percentage of the district's formula amount is made up of supplemental funding for students in bilingual education programs, that same percentage of the district's above-formula spending must be set aside for these programs.

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**Kentucky**

Kentucky provides increased funding for English-language learners. 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 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 English-language learners and from low-income households generate this supplemental funding allocation only once.

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**Maine**

Maine provides increased funding for English-language learners. 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 who are not proficient in English.

For school districts with 15 or fewer English-language learners, a multiplier of 1.7 is applied to the base amount; for districts with between 16 and 250 English-language learners, a multiplier of 1.5 is applied; and for districts with more than 250 English-language learners, 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 to the base per-pupil amount for these students and then adjusting the supplemental funding allocation for local wealth levels. In FY2022, the multiplier was 2.00 times the base per-pupil amount. Maryland will gradually reduce the multiplier over a span of 11 years to 1.85 times the base per-pupil amount in FY2033.

The funding generated for these students is calculated by applying the multiplier to the eligible population of students. Students are eligible if their English proficiency falls within the range established by the state for ELLs in the prior year.

The formula for state aid mandates that the state contribute at least 50% on average across districts for the sum of the supplemental allocations for three categories of at-risk students: 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 to this intended 50% contribution, then the calculated amount 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. It does so in the form of an allocation for each English-language learner that varies by grade level. This allocation ranged from \$1,895.12 to \$2,427.88 in FY2021, in accordance with a resource-based calculation.

After base funding is calculated for students in different grade levels and instructional programs, the state uses a formula that accounts for the increased resource costs associated with educating different categories of students, including English-language learners. The per-student costs included in the base funding calculation for each category include those for staff salaries and benefits, instructional equipment and technology, pupil services, and professional development, among other resources. These costs are estimated differently for English-language learners in different grade spans, such that, in FY2021, the additional allocation totaled \$2,321.15 for English-language learners in grades pre-K-5, \$2,427.88 for English-language learners in grades 6-8, and \$1,895.12 for English-language learners in high school and vocational programs.

Massachusetts defines an English-language learner as a student whose native language is a language other than English or who comes from an environment where another language significantly affects the student’s English proficiency and whose difficulties in speaking, reading, writing, or understanding English may prevent the student from meeting state standards, engaging in the classroom, or participating fully in society.

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**Michigan** Michigan provides increased funding for English-language learners through a three-tiered system based on the student’s level of proficiency. In FY2024 the payments were set at \$1,476, \$1,019, or \$167, depending on the student’s level of proficiency. However, these amounts can be reduced if the state does not appropriate sufficient funding to cover them.

School districts receive \$1,476 per full-time-equivalent English-language learner who receives a composite score of between 1.0 and 1.9 on the state’s English proficiency assessment, \$1,019 per full-time-equivalent English-language learner who receives a score of between 2.0 and 2.9, and \$167 per full-time-equivalent English-language learner who receives a score of between 3.0 and 3.9.

In FY2022, the state allocated \$39.7 million for this purpose.

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**Minnesota**

Minnesota provides increased funding for English-language learners. It does so in two forms: a flat allocation in the amount of \$704 for each English-language learner 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 English-language learners. Funding is adjusted downward for school districts where fewer than 11.5% of students are English-language learners. For the purposes of the above calculations, a school district with at least one student eligible for English-language learner services has a statutorily assigned minimum English-language learner pupil count of 20. 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 English-language learners 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. 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 2020-21, this threshold was 2.07% of district enrollment. The threshold for supplemental funding for English-language learners is calculated as follows: First, the state identifies “performance districts” (those that have met certain performance standards). Then, the state calculates the average English-language learner enrollment percentage across these districts, excluding certain outlier districts. The average enrollment becomes the enrollment threshold above which English-language learners in each district generate supplemental funding.

Missouri defines English-language learners 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. It calculates the amount of supplemental funding to which each district is entitled using a multistep 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 (LEP) allowance to each district equal to a statewide average per-pupil spending figure (\$11,326.79 in FY2022), multiplied by 25%, multiplied by the number of English-language learner students adjusted to account for shifts in English-language learner enrollment changes over the previous three years. If the number of English-language learner students in a district is between one and 12, then the formula is calculated as though there were 12 English-language learner students in the district.

However, if the district's actual expenditures for English-language learners are less than 117.65% of the LEP allowance the district received for the most recently available complete data year (two years prior to the current year), the state reduces its distribution. In addition, if the district's actual expenditures are less than 50% of the allowance for the most recently available complete data year, the district is ineligible for the LEP allowance in the current year.

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**Nevada**

Nevada provides increased funding for English-language learners. It does so by applying a multiplier of 1.24 to the base per-pupil amount for these students in FY2022 and a multiplier of 1.23 in FY2023.

Students are identified as English-language learners if they meet the federal definition of an English-language learner. Any student eligible for increased funding in multiple categories (English-language learner, student poverty, special education, gifted) may receive only the increased funding for the category with the highest multiplier for which the student is eligible.

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**New Hampshire**

New Hampshire provides increased funding for English-language learners. It does so in the form of a flat allocation for each student receiving English-language instruction. In FY2022, this allocation was \$740.87 per eligible student.

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**New Jersey**

New Jersey provides increased funding for English-language learners. It does so by applying a multiplier of 1.50 to the base per-pupil amount for these students.

The funding is actually provided in an amount equal to 0.50 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 English-language learners also generating supplemental funding based on their family income (see "Poverty" for a description of this allocation), this multiplier is reduced to 1.125 plus the district's poverty weight.

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**New Mexico**

New Mexico provides increased funding for English-language learners. It does so by applying a multiplier of 1.5 to the base per-pupil amount for students in bilingual programs 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 English-language learners. The amount of funding provided varies depending on the number of “at-risk” students (a category that also includes low-income and students who frequently change schools) 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 English-language learners, 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 a factor to produce an At-Risk Index. In FY2021 this factor was 0.3. 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. It does so primarily in the form of supplemental per-pupil funding for districts in an amount that corresponds to the concentration of English-language learners 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 English-language learners along with concentrations of students from low-income households and the sparsity of the school district. The portion of this index related to English-language learners multiplies the number of such students in the district by 0.5 and then divides the result by the total K-12 enrollment in the district. This percentage plus 1 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. It does so through the resource-based aspect of its formula, by providing funding for English-language learner staff positions, and through the program-based aspect of its formula, by an allocation based on the number and concentration of English-language learners in the district.

The state automatically provides each school district with the dollar-value equivalent of one English-language learner teacher assistant position. Other distributions are based on the three-year weighted average count of English-language learners 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, and half are distributed based on the concentration of English-language learner students in the district.

To be eligible for the student-based distribution, school districts must have at least 20 English-language learners, or English-language learners must make up at least 2.5% of the district’s enrollment. No more than 10.6% of enrollment may be included in the English-language learner count for funding purposes. This funding may be spent on the staff salaries, classroom materials and equipment, and staff professional development needed to serve English-language learners.

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

Only students enrolled in English-language learner 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. It does so by applying a multiplier to the statewide average base per-pupil amount for these students, which varies depending on the student’s education history.

English-language learners are divided into three categories for the purposes of this supplemental allocation. A multiplier of 1.2104 is applied for English-language learners who have been enrolled in U.S. schools for no more than 180 days and have not previously been excused from testing in English-language arts. For FY2022 and FY2023, a multiplier of 1.1577 is applied for English-language learners who have been enrolled in U.S. schools for longer than 180 days but have not yet achieved a score of proficient or higher on the state’s language arts exams. In FY2022 and FY2023, a multiplier of 1.1053 is applied for English-language learners who achieve a score of proficient or higher on either of the state’s language arts exams for the first two years after they have done so.

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

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**Oklahoma**

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

English-language learners are defined as students who have 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) by applying a multiplier of 1.5 to the base per-pupil amount for these students.

The total funding generated for any one student for whom any of three multipliers are applied to the base amount—the multipliers for ELLs, students with disabilities, and students enrolled in school districts offering only elementary grades or only high school grades—is capped at three times the base amount. This cap does not currently have practical effect but could if the legislature increased any of the above multipliers.

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 FY2021.

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**Pennsylvania**

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

However, Pennsylvania's funding formula applies only to state education funds appropriated over and above FY2015 nominal funding levels. For FY2022, less than 13% of the state's total education funding (or \$899 million out of \$7 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. 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 FY2022, the legislature appropriated \$5 million for English-language learners. 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. It does so by applying a multiplier of 1.25 to the number of students who are identified as English-language learners. This adjusted student count is then used to generate increased funding for school districts serving English-language learners.

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

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**Tennessee** Tennessee sets three tiers of English learners, placing students in each tier based on their EL status, years of English as a Second Language services, and scores on the WIDA proficiency assessment. To be eligible, a student must be initially identified for services through a home language survey and entry screener, and progress must be monitored using the WIDA assessment. The student must also have an Individual Learning Plan.

The state has developed a detailed scale of funding weights for student with Unique Learning Needs, with extra funding for English learners ranging from 20% to 70% depending on the tier of services.

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**Texas** Texas provides increased funding for English-language learners (ELLs) by applying a multiplier to the base per-pupil amount for these students. This multiplier can be either 1.1 or 1.15, depending on the model of the student's education program.

For English-language learners enrolled in a bilingual education program using a dual-language immersion model, the state applies a multiplier of 1.15 to the base amount. For English-language learners not in dual-language programs, the multiplier is 1.1. Additionally, students in dual-language programs who are not English-language learners generate funding through a multiplier of 1.05.

At least 55% of the funding provided through these allocations must be used to support bilingual education or other special language programs. The multipliers have been expressed this way for consistency with other states. The funding is provided in an amount equal to 0.1, 0.15, or 0.05 times the per-pupil base amount, distributed in addition to the student's own base funding.

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**Utah** Utah provides increased funding for English-language learners. It does so by applying a multiplier to the base per-pupil amount for these students and through a program-based allocation.

Utah applies a multiplier to the base per-pupil amount for all English-language learners. In FY2022, this multiplier was 1.025; it is scheduled to increase annually, subject to legislative committee approval, in increments of up to 0.1 per year. Students are eligible to receive this supplemental funding if they score a 1-4 on an English language proficiency assessment. In FY2022, \$54.04 million was appropriated for supplemental funding for "at-risk" students as a whole, including both English-language learners and students from low-income households.

The state also maintains a competitive grant program supporting dual-language immersion programs. The state appropriated \$5.03 million for this grant program in FY2022.

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**Vermont**

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

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

The state assigns a student-to-teacher ratio of 1,000 to 20 for English-language learners. 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 English-language learners served in the district.

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**Washington**

Washington provides increased funding for English-language learners. It does so through its resource-based formula by specifying ratios of full-time-equivalent English-language learners 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 15 full-time-equivalent English-language learners. This number is 4.778 additional hours per week for English-language learners in grades K-6 and 6.778 additional hours per week for English-language learners in grades 7-12. A reduced number of hours is assigned for students in their first year after exiting an English-language learner 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.

Because the allocation is targeted toward non-English-speaking students whose needs are greatest, many, but not all, students enrolled in English-language learner programs will qualify for this funding.

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**West Virginia**

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

In FY2022, the state appropriated \$96,000 for this purpose.

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**Wisconsin**

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

Districts receive a proportional share of the total amount of state money appropriated for this purpose in accordance with the amount they spend on bilingual and bicultural education programs. The state appropriated about \$8.59 million for each of FY2021, FY2022, and FY2023. In order to qualify for reimbursement, a district must have at least 10 English-language learners in grades K-3, 20 English-language learners in grades 4-8, or 20 English-language learners in grade 9-12. Salaries, materials, equipment, and other approved expenses are eligible for partial reimbursement.

However, before reimbursements are made, a set-aside of \$250,000 is taken from the total state aid appropriation that is allocated to districts with a concentration of English-language learners of 15% or greater. Additionally, the state budget includes an allocation of \$222,800 for each of FY2021, FY2022, and FY2023 for tribal language grants.

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**Wyoming**

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

“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 counted only once for the purposes of this funding, even if he or she meets multiple qualifying criteria.

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

