



K-12 and Special Education Funding

English Learner Funding

Filters:

October 2021

Funding mechanisms

- *Flat weight:* A single weight or dollar amount allocated by the state for students or districts that qualify based on certain factors or student needs. Allocations determined by flat weights do not vary based on specific program needs or student characteristics. For example, a state may provide a fixed dollar amount for each student whose family qualifies as low income to help fund additional programs to support the needs of those students.
- *Multiple student weights:* More than one weight or dollar amount is allocated by the state based on certain factors or student needs. States vary the amount allocated based on student need. For example, some states vary funding for students learning English as a second language, allocating more funds to students who are less fluent in English.
- *Census-based:* The state allocates funds to each district based on an assumed level of enrollment, regardless of the district's actual demographics. This type of funding can be used in foundation formula model funding and resource allocation model funding.
- *Resource-based allocation:* All districts receive a minimum base amount of resources. Resources could be staffing, services or programs, and are often based on a ratio of staffing to students.
- *Reimbursement system:* Districts submit receipts of eligible expenditures to the state, and the state reimburses districts for all or a portion of those expenditures.
- *High-cost services funding:* This type of funding is often coupled with other funding distribution methods, and funds can be distributed as grants or reimbursements. For example, a district may be responsible for the cost of special education services up to a certain threshold, but if costs exceed that threshold, a state may provide additional funding to the district.
- *Categorical grant:* The state distributes funds based on student characteristics or program needs to districts that demonstrate eligibility and/or a need for funding. For example, a state may provide a funding supplement for a small or isolated school district, based on that designation alone.
- *Hybrid:* The state distributes funds using two or more funding mechanisms. For example, a state may provide additional funding for students from low-income backgrounds using two funding streams, like a flat weight and a categorical grant.

50-State Comparisons on each data point are [here](#).

STATE	English Learner Funding? (Y/N)	English Learner Funding Mechanism	English Learner Program Name	English Learner Amount (Dollar amount or weight)	Source
Alabama	Yes	Categorical grant	English Language Learners Program	Grant of \$14,155,334 (2021-2022) to districts	Act 2021-342 (2021-2022 enacted budget)
Alaska	Yes	Census-based	State Aid to Public Schools	An additional weight of 0.2 is applied to each district's ADM (combined funding for special education, gifted and talented, and ELL services).	AK ST § 14.17.410, § 14.17.420
Arizona	Yes	Hybrid - census-based and flat weight	Base Support Level	Grade weights: 0.158 funding factor is applied to K-8 student count and 0.268 funding factor is applied to 9-12 student count (combined funding for special education, bilingual, career exploration, and gifted and talented services). An additional weight of 0.115 is applied to ELL students.	A.R.S. § 15-901 A.R.S. § 15-943
Arkansas	Yes	Flat Weight	School Foundation Funding	Flat funding amount of \$359 (2021-22) is distributed to districts for each ELL student.	Ark. Code Ann. § 6-20-2305
California	Yes	Multiple Student Weights	Local Control Funding Formula	Additional weight of 0.2 is applied to the district's percentage of pupils who are classified as ELLs, eligible for FRPL, or foster youth. Additional weight of 0.65 to the district's percentage of classified pupils in excess of 55 percent of total enrollment.	CA EDUC § 42238.02

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Colorado	Yes	Hybrid - flat weight and categorical grant	District Total Program, English Language Proficiency Program	Additional flat weight of 0.08 is applied to the number of ELL pupils. \$25.3m categorical funding for school year 2021-22.	Colo. Rev. Stat. Ann. § 22-24-104 Colo. Rev. Stat. Ann. § 22-54-104
Connecticut	Yes	Hybrid - flat weight and categorical grant	Total Need Students, Bilingual Education	Flat weight - Additional weight of 0.25 is applied to the number of ELL pupils in the ECS formula. Categorical grant - State grant of \$1.9 million (2021-2022) for bilingual education.	Conn. Gen. Stat. Ann. § 10-262f Conn. Gen. Stat. Ann. § 10-17g S.B. 1202 and H.B. 6689 (2021 legislative session)
Delaware	Yes (effective 2022)	Categorical grant	Opportunity Fund	\$33.5m for school year 2022-23 (combined funding for EL and low-income students). At least \$5m must be used to provide additional supports to schools with more than 60% low-income students or more than 20% EL students.	Del. Code Ann. tit. 14, § 1726 (effective 2022) DE H.B. 250
District of Columbia	Yes	Flat Weight	Supplement to foundation level funding	Additional weight of 0.49 is applied to ELL students.	D.C. Code Ann. § 38-2905
Florida	Yes	Flat Weight	Florida Education Finance Program	Additional weight of 0.199 is applied to ELL students.	Fla. Stat. Ann. § 1011.62 S.B. 2500

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Georgia	Yes	Flat Weight	Quality Basic Education	Additional weight of 1.5892 Ratio of 1 to 7	Ga. Code Ann. § 20-2- 161
Hawaii	Yes	Multiple student weights	Weighted Student Formula	Additional weights for 3 proficiency categories (2020-21): Fully proficient - 0.065 Limited proficient - 0.194 Non-English proficient - 0.389	Hawaii State Department of Education
Idaho	Yes	Categorical grant	Nonstatutory Expenditures	\$4.87m for school year 2021-22; subject to legislative appropriation	State budget
Illinois	Yes	Resource-based allocation	Evidence-Based Formula	Provides additional FTE units based on the number of ELLs: Intervention teacher - 125:1 Pupil support - 125:1 Extended day teacher - 120:1 Summer school teacher - 120:1 English learner core teacher - 100:1	105 Ill. Comp. Stat. Ann. 5/18- 8.15
Indiana	Yes	Categorical grant	Bilingual-Bicultural Programs	\$27.5m available for school year 2021-22. Districts must apply for funding, and the awarded amount cannot exceed \$300 per pupil.	Ind. Code Ann. § 20- 30-9-13
Iowa	Yes	Multiple student weights	Limited English Proficiency Weighting	Intensive/emerging EL: additional weight of 0.26 Intermediate/progressing EL: additional weight of 0.21	Iowa Code Ann. § 280.4
Kansas	Yes	Flat weight	Bilingual Weighting	The greater of the following options: 1) The full-time equivalent enrollment in approved programs multiplied by .395 2) The number of students enrolled in approved programs multiplied by .185	Kan. Stat. Ann. § 72- 5150

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Kentucky	Yes	Flat weight	Support Education Excellence in Kentucky	Additional weight of .096	Kentucky Dept. of Education and School Funding Task Force
Louisiana	Yes	Flat weight	Minimum Foundation Program	Additional weight of .22	SCR 2 (2021 legislative session) La. Const. Ann. art. VIII, § 13
Maine	Yes	Multiple student weights	Essential Programs and Services	Additional weight of 0.70 per EL student for school admin. units with 15 or fewer EL students, 0.50 per EL student for school admin. units with 16-250 EL students, and 0.525 for school admin. units with more than 250 EL students.	Me. Rev. Stat. tit. 20-A, § 15675
Maryland	Yes	Flat weight	The Blueprint for Maryland's Future	Additional weight of 1.00 in fiscal year 2022.	Md. Code Ann., Educ. § 5-224
Massachusetts	Yes	Multiple student weights	Ch. 70 Aid	Provides additional dollar amount by grade (2021-2022 budget): EL PK-5 of \$2,399 EL 6-8 of \$2,521 EL high school of \$2,164	2021-2022 Final Budget Chapter 24 Mass. Gen. Laws Ann. ch. 70, § 3

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Michigan	Yes	Multiple student weights	Weighted Foundation Allowance	The state funds a dollar amount per English language learner based on WIDA ACCESS or WIDA Alternate ACCESS composite scores as follows: (a) \$935.00 for students with a composite score between 1.0 and 1.9 (b) \$645.00 for students with composite score between 2.0 and 2.9 (c) \$105.00 for students with a composite between 3.0 and 3.9, If budgeted funds are insufficient to fund these payments, the department shall prorate payments on a equal percentage basis.	Mich. Comp. Laws Ann. § 388.1641
Minnesota	Yes	Multiple student weights	English Learner Program Aid	Both a flat dollar weight and multiple dollar weights that vary by EL concentration: a) \$704 multiplied by the greater of 20 or the adjusted average daily membership of eligible English learners and b) \$250 times the English learner pupil units calculated based on the English learner concentration percentage	Minn. Stat. Ann. § 124D.65 Minn. Stat. Ann. § 126C.05 Minn. Stat. Ann. § 126C.10
Mississippi	No				
Missouri	Yes	Flat weight	School Foundation Program	Additional weight of 0.60 for every limited English proficiency student above the threshold.	Mo. Ann. Stat. § 163.011
Montana	No				

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Nebraska	Yes	Flat Weight	Limited English proficiency allowance	The lesser of the following: 1). The school district's designated maximum limited English proficiency allowance; or 2.) The statewide average general fund operating expenditures per formula student multiplied by .25, then multiplied by: (a) The number of students who are determined to be limited English proficient if total number of students is greater than or equal to 12; or (b) 12, if the number of students who are determined to be limited English proficient is between one and 12.	Neb.Rev.St. § 79-1007.08
Nevada	Yes	Flat weight	Pupil Centered Funding Plan	Additional weight of 0.24 (2021-2022) and 0.23 (2022-2023)	Nev. Rev. Stat. Ann. § 387.1211 SB458 (Budget bill)
New Hampshire	Yes	Flat weight	Adequate Education Aid	Additional dollar amount of \$725.63 (2020-2021) and \$740.87 (2021-2022)	N.H. Rev. Stat. Ann. § 198:40-a N.H. Rev. Stat. Ann. § 198:40-d New Hampshire Dept. of Education

STATE	English Learner Funding? (Y/N)	English Learner Funding Mechanism	English Learner Program Name	English Learner Amount (Dollar amount or weight)	Source
New Jersey	Yes	Flat weight	School Funding Reform Act	Additional weight of 0.50 for bilingual/limited English proficient students. Additional weight of 0.1250 for bilingual/limited English proficient students who are also eligible for free or reduced price lunch (combination students)	N.J. Stat. Ann. § 18A:7F-46 N.J. Stat. Ann. § 18A:7F-51 Educational Adequacy Report 2020
New Mexico	Yes	Flat weight	State Equalization Guarantee - Bilingual Multicultural Education Program Units	Additional weight of 0.50	N.M. Stat. Ann. § 22-8-22
New York	Yes	Multiple student weights	Foundation Aid	The extraordinary needs percent (based on economic disadvantage, English language learners and sparsity) ranges between an additional 1.0 and 2.0.	N.Y. Educ. Law § 3602 New York State Education Department State Aid Handbook (2021-2022)
North Carolina	Yes	Resource-based allocation	Students with Limited English Proficiency	Schools qualify for FTE positional allotments if they have at least 20 students with limited English or their average daily membership student count has at least 2.5 percent qualifying as students with limited English proficiency. Funding for these students is capped at 10.6% of the districts' average daily membership. Each eligible LEA receives a minimum of 1 FTE teacher assistant position. Funds allocated under this allotment may only be used for expenditures required to serve "limited English students."	S.L. 2007-0323, Sec. 7.9 N.C. Gen. Stat. Ann. § 115C-105.25(b) (10a) 2020-2021 Allotment Policy Manual

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North Dakota	Yes	Multiple student weights	Weighted average daily membership	Students qualify for additional weights determined by their participation in program instruction Additional weight of 0.40 for students who are determined to be in the least proficient category on a test of English language proficiency. Additional weight of 0.28 for students who are determined to be in the second least proficient category on a test of English language proficiency. Additional weight of 0.07 for students who are determined to be in the third least proficient category on a test of English language proficiency but have not been in the third least proficient category for more than three years.	N.D. Cent. Code Ann. § 15.1-27-03.1
Ohio	Yes	Multiple student weights	Amounts for English learners	Additional weight of .2104 for base students learning English Additional weight of .1577 for students who achieve an advanced, accelerated, or proficient level on the state's English language arts assessment in the previous year Additional weight of .1053 for students who achieve an advanced, accelerated, or proficient level on the state's English language arts assessment in the previous two years	Ohio Rev. Code Ann. § 3317.016
Oklahoma	Yes	Flat weight	Weighted membership for calculation of Foundation Aid	Additional weight of .25	Okla. Stat. Ann. tit. 70, § 18-201
Oregon	Yes	Flat weight	Distribution formulas for State School Fund to school districts	Additional weight of .5	Or. Rev. Stat. Ann. § 327.013

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Pennsylvania	Yes	Flat weight	Limited English-proficient students	Additional weight of .6	24 Pa. Stat. Ann. § 25-2502.53
Rhode Island	Yes	Flat weight	Additional state support for English learners	Additional weight of .1	16 R.I. Gen. Laws Ann. § 16-7.2-6
South Carolina	Yes	Flat weight	Student Weightings: Limited English Proficiency	Additional weight of .20	Note: While pupil weightings are outline in statute (S.C. Code Ann. § 59-20-40), the most recent weightings used to determine funding levels are set by the state department of education's annual report. Fiscal Year 2020-2021 Funding Manual
South Dakota	Yes	Flat weight	English learner adjustment	Additional weight of .25 multiplied by the number of students who scored below a level four on the state-administered language proficiency assessment.	S.D. Codified Laws § 13-13-10.1

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Tennessee	Yes	Resource-based allocation	Funding for English Language Learning Students	Funding sufficiently cover the following teacher-to-student ratios: Teachers: 20:1 Translators: 200:1	Tenn. Code Ann. § 49-3-307 Basic Education Program Blue Book FY 2021
Texas	Yes	Multiple student weights	Bilingual Education Allotment	Additional weight of .1 for a student of limited English proficiency Additional weight of .15 for students of limited English proficiency in bilingual education program using a dual language immersion/one-way or two-way program model Additional weight of .05 for any other student using a dual language immersion/one-way or two-way program mode	Tex. Educ. Code Ann. § 48.105
Utah	Yes	Flat Weight	Minimum School Program - Weighted Pupil Units	Additional weight of 0.025 for fiscal year 2021-2022 Additional weight of 0.1 for future years pending approval	Utah Code Ann. § 53F-2-314
Vermont	Yes	Flat Weight	Weighted membership	Additional weight of .20	Vt. Stat. Ann. tit. 16, § 4010
Virginia	Yes	Resource-based allocation	Instructional, administrative, and support personnel	In addition to positions supported by basic aid, the state provides extra funding sufficient to support extra FTE instructional positions. Starting in the 2021-2022 school year, provides funding for 20 FTE instructional positions for each 1,000 students identified as English language learners.	Va. Code Ann. § 22.1-253.13:2(F)

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Washington	Yes	Resource-based allocation	Allocation of moneys for bilingual instruction program	Allocations based on a head count number of students in each school who are eligible for/enrolled in the transitional bilingual instruction program. Funding is required to cover an extra 4.7780 hours of instruction per week for students in grades K-6, and an extra 6.7780 hours of extra instruction per week for students in grades 7-12. Provides funding for a ratio of fifteen transitional bilingual instruction program students per teacher.	Wash. Rev. Code Ann. § 28A.180.080
West Virginia	Yes	Categorical grant	Supplemental funding for the provision of programs required for Limited English Proficient (LEP) students	Subject to appropriations, districts apply for funds.	W. Va. Code Ann. § 18-9A-22
Wisconsin	Yes	Reimbursement System	Bilingual-Bicultural Education: State Aids	The state provides a percent reimbursement to districts subject to appropriations, found by evenly dividing the total appropriation by annual reported costs. For districts for which ELL students comprise at least 15% of total student enrollment, an annual set-aside of \$250,000 is divided proportionally and allocated to qualifying districts.	Wis. Stat. Ann. § 115.95 Wis. Stat. Ann. § 115.995
Wyoming	Yes	Resource-based allocation	Resource Block Grant Model, At-risk students and ELL students components	Provides sufficient funding to cover one FTE teacher and 1 FTE pupil support staff per every 100 "at-risk" students counted under the average daily membership. Provides additional funding to cover one FTE teacher for every 100 ELL students counted under the average daily membership (minimum .5 FTE teacher position for every district).	Wyo. Stat. Ann. § 21-13-309(v)(A) (2011) House Bill 127, Attachment A WY H.B. 236 (2017)

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Total answers	Yes: 49 No: 2	Flat: 22 Multiple: 11 Resource-based: 6 Categorical: 5 Hybrid: 3 Census-based: 1 Reimbursement: 1			