



Dual Language Immersion Project Overview

The number of people in the United States who speak a language other than English at home has nearly tripled over the last three decades. And as of 2019, there were 5.1 million English learners enrolled in our nation's public elementary and secondary schools, comprising 10 percent of the student population. English learners are one of the fastest-growing student populations and, as a nation, we must do all we can to support students learning English. As our nation continues to grow more diverse, and as our global economy becomes more interconnected, we also must provide opportunities for all students to be multilingual.

Toward this end, the Office of English Language Acquisition (OELA) at the US Department of Education (USDOE) is promoting the awareness and understanding of Secretary Cardona's [Raise the Bar: Pathways to Multilingualism for ALL](#) and OELA's priority on Dual Language Immersion (DLI) by identifying and exploring DLI programs across the country. With the support of the Region 15, Region 2, and Region 6 Comprehensive Centers, OELA will partner with five pre-selected state education agencies (California, New York, North Carolina, Texas, and Utah) to identify and visit DLI program "Bright Spots" within their states, and to cohost a Round Table discussion of state DLI interest holders.

With the support of the comprehensive centers, the five aforementioned SEAs will

- participate in a series of meetings with OELA;
- identify DLI program "Bright Spots" within their states;
- facilitate site visits of select "Bright Spots"; and,
- convene a DLI Round Table discussion of statewide DLI interest holders.

The ultimate goals of this work are to

- discuss and learn more about policies, processes, programs, and practices taking place in these states leading to high quality Dual Language Immersion Programs;
- understand and identify the evidence-based practices that indicate effective research-based DLI programs, as well as the processes that states have utilized to implement them; and,
- develop resources that can be utilized by all states when developing, sustaining, and scaling DLI programs.