



Dual Language Immersion Playbooks: CONCLUSION

December 2024



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Conclusion

The DLI Playbooks focus on key areas for designing, implementing, and improving DLI programs, highlighting the importance of developing policies, processes, programs, and practices that value student diversity, view languages other than English as assets, supporting the quality, sustainability, and scalability of DLI programs, and fostering meaningful engagement with families and communities.

Guidelines from the Dual Language Immersion Playbooks for SEAs, LEAs, Schools, Families, and Communities

Individuals across all levels of education have a shared responsibility in supporting DLI programs. DLI interest holders can consider the following points to understand how they can take action to help sustain and scale high-quality, inclusive, and evidence-based DLI programs:

- 🍏 **SEAs play a crucial role in setting the tone for multilingual education and creating system conditions that enable DLI programs to thrive.** SEAs can articulate a shared DLI vision through written plans and guidance that communicates multilingualism as an asset, the [benefits of multilingualism](#), and strategies to include families in decision-making. SEAs can also create broader system conditions to support the scaling and sustainability of DLI. This includes creating professional pathways for bilingual teachers and the development of new resources or incentives that support the implementation of DLI programs with equitable access. SEAs can support the scaling and sustainability of, and equitable access to, DLI programs by determining goals with measurable outcomes and outputs, promoting robust data collection and implementing reporting procedures that support the state, districts, schools and communities in understanding trends in program participation and student outcomes.
- 🍏 **LEAs implement the SEA's vision and align it with local priorities, needs, and resources.** LEAs can operationalize state initiatives within their local contexts. They can use research to inform policies that articulate how DLI programs are structured, why, and who has access to them, and ensure that schools are well-resourced and prepared to implement high-quality DLI programs. LEAs can also help scale and sustain DLI programs by leading and aligning local initiatives that complement and accelerate state initiatives. For example, LEAs can support or build pathways for new bilingual/multilingual educators by connecting local bilingual staff to teacher preparation pathways and partnering with higher education institutions to meet local needs for bilingual and multilingual educators. Additionally, LEAs can involve the community in conversations and planning of program expansion and ensure the participation of multilingual individuals to serve on district advisory groups.
- 🍏 **Schools serve as the primary connection for families and can play a vital role in providing accurate information about DLI programs.** Schools can maintain high-quality DLI programs by creating conditions that encourage the retention of bilingual staff and by offering ongoing professional development opportunities for teachers, leaders and support staff. Schools serve as the primary connection for families and can play a vital role in providing accurate information about DLI programs. Therefore, it is crucial for all educators, administrators, and school staff to have a shared vision and understanding of their DLI programs and be able to convey the benefits of DLI programs to families. DLI programs work best when



Figure 17. Dual Language Immersion Project in Utah with the National Comprehensive Center Region 15. OELA leadership visited and observed multiple dual language immersion classes and bilingual educators teaching various content areas at Granite School District, Canyons School District, and Nebo School District.

students, families, and community members are authentic partners in decision-making. Schools can authentically engage community by implementing culturally responsive family partnerships.

- 🍏 **Families and communities can support DLI programs through advocacy and initiatives that advance opportunities for multilingual education.** Families and the wider community can advocate for the expansion of multilingual education. Community-based organizations can develop initiatives that remove barriers to DLI expansion, such as by creating teacher pathway programs that help bilingual individuals earn the necessary credentials to teach in a DLI program.

Recommendations and Next Steps

The DLI Playbooks focus on key areas for designing, implementing, and improving DLI programs, highlighting the importance of developing policies, processes, programs, and practices that value student diversity, view languages other than English as assets, supporting the quality, sustainability, and scalability of DLI programs, and fostering meaningful engagement with families and communities. Recommendations include:

- 1. Policy Development:** SEAs can develop and refine policies that promote multilingualism and support local implementation of DLI programs by LEAs and schools. This includes collaborating with DLI interest holders to share responsibilities and develop resources and guidance.
- 2. Funding and Resources:** SEAs and LEAs can invest in sustainable funding policies to support the expansion and quality of DLI programs. This includes providing consistent resources to establish high-quality DLI programs and creating pathways for DLI participation from preschool through high school.
- 3. Teacher Training and Credentialing:** SEAs can examine teacher training, credentialing, and hiring policies to identify and eliminate obstacles for bilingual teacher candidates. This includes investing in the expansion or establishment of new bilingual teacher training pathways and grow-your-own teacher programs.
- 4. Equitable Access:** SEAs, LEAs, schools, and communities can ensure that policies support conditions for equitable participation of ELs and other students learning a second language in DLI programs. This includes developing state and district assessment policies that allow for assessment in both languages to inform instruction.
- 5. Family and Community Engagement:** LEAs and schools can develop clear bidirectional communication systems with families and involve parents and community members in program decision-making. This includes conducting targeted outreach about DLI enrollment options to communities that are linguistically, racially, ethnically, and socioeconomically diverse.

These recommendations are based on findings from the DLI Project. While existing research has begun to document the ways in which DLI participation are associated with positive outcomes for students, it is important for more research to be conducted to improve our understanding of how DLI programs impact students. Very few studies in the literature use rigorous designs that allow us to attribute those outcomes to DLI programs, especially for studies focused on ELs. To continue to improve DLI programs and understand the policies and conditions that allow programs to be successful, more rigorous research needs to be conducted to examine the long-term impacts of DLI programs, how the DLI programs impact students differently, and the conditions that mediate those impacts. SEA, LEAs, schools, and researchers can partner to answer these important questions.

This Playbook contains resources and examples that are provided for the user's convenience. The inclusion of these resources and examples is not intended to reflect their importance, nor is it intended to endorse any views expressed or products or services offered. These resources and examples may contain the views and recommendations of various subject matter experts, as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the U.S. Department of Education. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these resources and examples. Other than statutory and regulatory requirements included in the document, the contents of this guidance do not have the force and effect of law and are not meant to bind the public.