Office of English Language Acquisition

Dual Language Programs Supported by Title III and English Learner Enrollment Trends

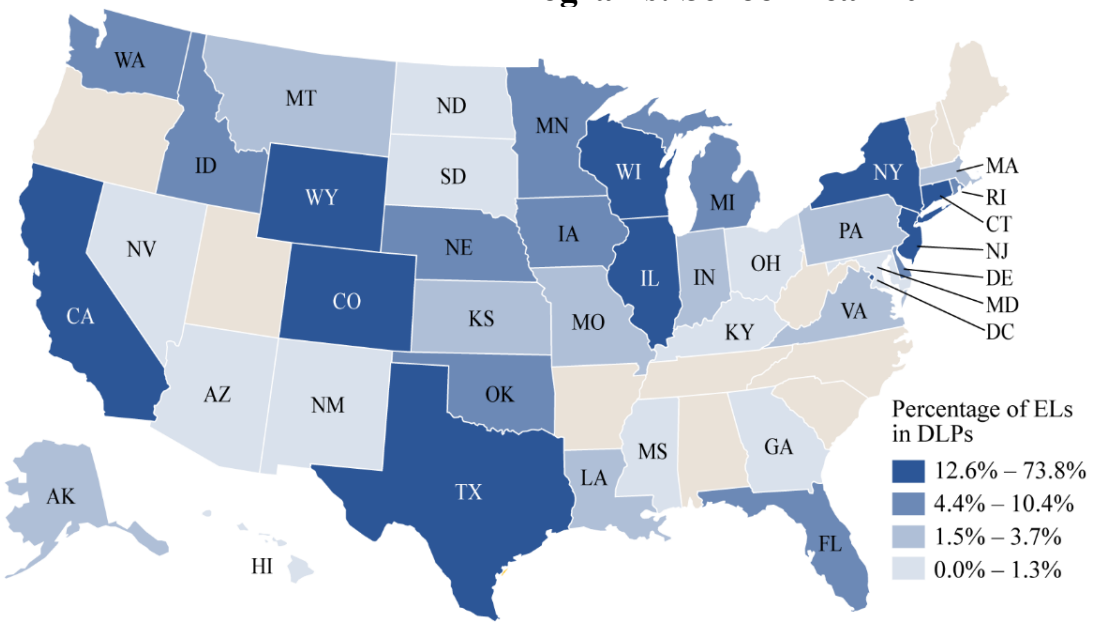
This fact sheet provides information about language instruction educational programs (LIEPs) supported by Title III funds for English learners (ELs) that can be categorized as Dual Language Programs (DLP).[1] Under section 3201(7) of the *Elementary and Secondary Education Act*, local educational agencies (LEAs) receiving Title III subgrants may offer a variety of LIEPs based on EL population size, staff preparedness, capacity, and state policies.

Types of Dual Language Programs Provided by Title III Subgrantees

Below are two types of LIEPs that use English and another language to develop ELs' proficiency in English.

Dual Language LIEPs	Definition and Aims of Each DLP[2]
Dual language or two-way immersion	The goal of these bilingual programs is generally for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is usually composed of half native English speakers and half native speakers of the other language.
Transitional bilingual education (TBE) or early-exit bilingual education (EEBE)	These programs generally utilize a student's primary language in instruction. The programs usually maintain and develop skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of TBE/EEBE programs is to facilitate the EL's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.

State Percentage of English Learners Participating in Title III-Funded Dual Language Programs: School Year 2021-22[3]



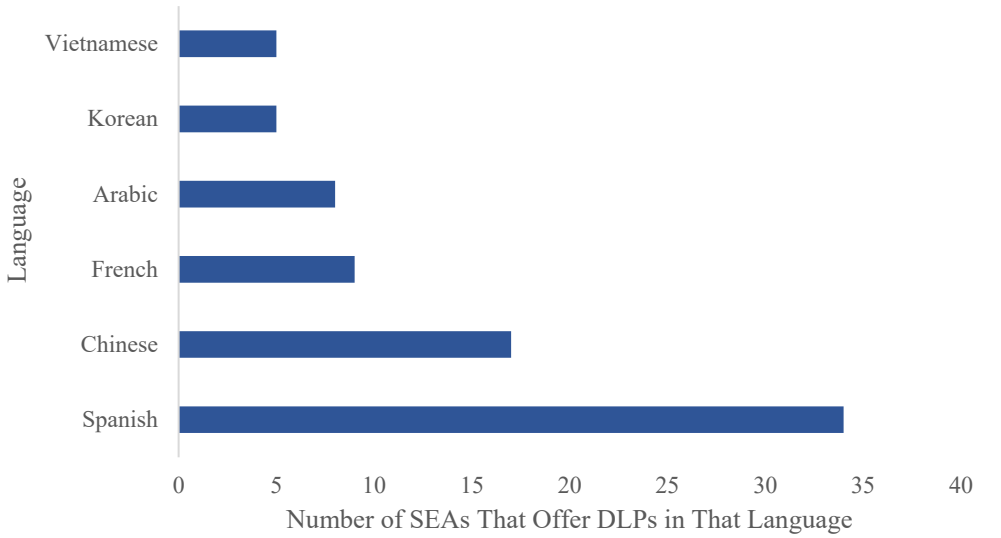
In school year (SY) 2021–22, 40 state educational agencies (SEAs) used Title III funding to provide DLP LIEPs. The percentage of ELs in those SEAs who participated in LIEPS ranged from less than 0.1% (Mississippi and New Mexico) to more than 73.0% (Illinois).

[1] For the purposes of this fact sheet, DLPs are categorized by the LEA as either dual language/two-way immersion or transitional bilingual education/early exit bilingual https://www.ed.gov/sites/ed/files/2023/03/guide-to-collecting-and-reporting-title-III-data.pdf

[2] Definitions from U.S. Department of Education, Office of Elementary and Secondary Education (2023, March). *Guide to collecting and reporting Title III data.* https://www.ed.gov/sites/ed/files/2023/03/guide-to-collecting-and-reporting-title-III-data.pdf

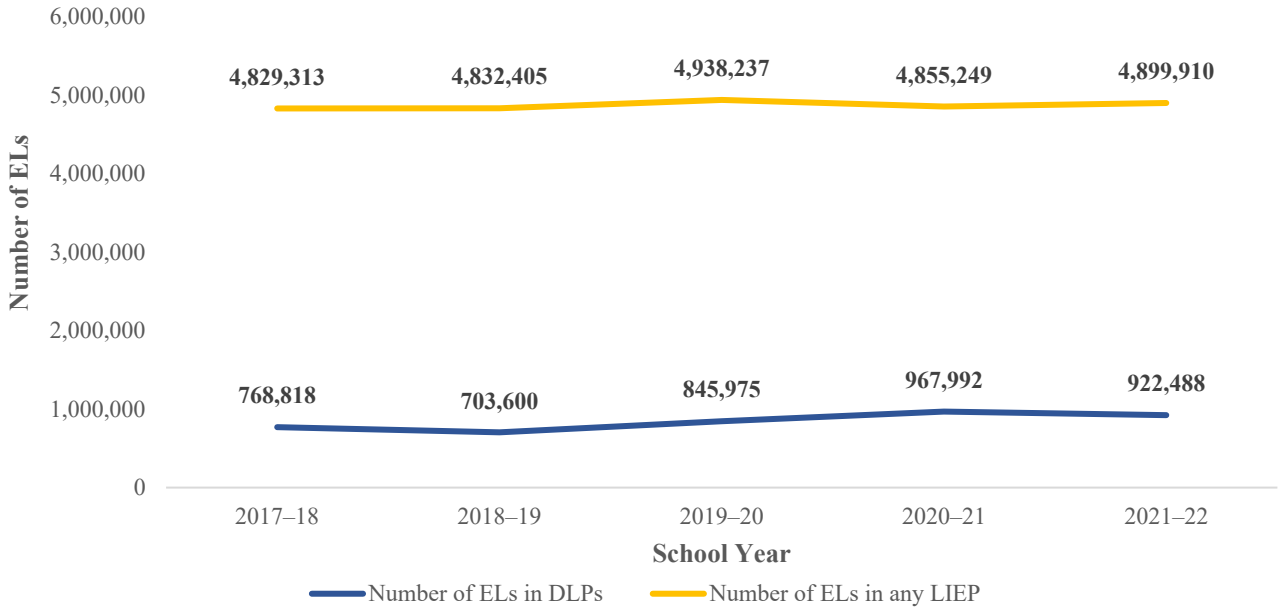
[3] The LIEPs discussed throughout this fact sheet are those provided by 51 LEAs receiving Title III subgrants. This fact sheet does not include information about LIEPs that are supported through other funding sources at the federal, state, or local level. It is important to note that if at least one subgrantee implemented a particular type of DLP LIEP during the SY, the SEA indicated that the DLP was implemented. Therefore, the prevalence across subgrantees of any one type of DLP LIEP in the SEA cannot be assumed by the following data.

Top Five Languages Used in Dual Language Programs in Title III-Funded Language Education Instructional Programs: School Year 2021–22



Among the top five states that met or exceeded their projections for additional EL instructors, two states—West Virginia and Maine—had a decrease of 5.6 percent in identified ELs, and Louisiana had only a 0.1 percent increase from SY 2017–18 to SY 2021–22.

Longitudinal Trends in the Number of English Learners Enrolled in Title III-Funded Dual Language Programs: School Years 2017-18 and 2021-22[4]



Between SYs 2017–18 and 2021–22, the number of ELs served in Title III-funded DLPs steadily increased from 768,818 to 922,488. The number of ELs served in any type of Title III-funded LIEP also increased, but by a smaller percentage. Whereas the percentage of ELs served in any type of Title III-funded programs increased by 20% between SYs 2017–18 and 2021–22, in the same period the percentage of ELs served in Title III-funded DLPs only increased by 1.5%.

Source: U.S. Department of Education, *EDFacts*. 2017–18 through 2021–22. Retrieved from ED Data Express.

[4] Use caution when drawing conclusions based on year-to-year data as not all SEAs provided data on the number of ELs in Title III-funded DLPs for every school year.