



AB 2332 - DUAL LANGUAGE IMMERSION COORDINATOR

Fact Sheet

AB 2332 Summary

AB 2332 establishes a Dual Language Immersion (DLI) Coordinator at the California Department of Education's Multilingual Support Division to serve as a point of contact for Local Educational Agencies (LEAs), such as individual schools or school districts.

Background

California's history of bilingual education is shaped by exclusionary policies that have lasted until just a decade ago. [An English-only law on books stood until 1967](#), when it was eliminated during the Civil Rights Movement. Voters banned it again in 1998 during a wave of anti-immigrant sentiment. This ban was reversed in 2016, but California schools have yet to recover. A decades-long prohibition has led to a [decimated teacher pipeline and chronic underfunding for these programs](#).

AB 130 established the Dual Language Immersion Grant Program to expand dual-language learning. DLI programs are a form of education in which students are taught literacy and content in two languages, English and a partner language. Currently, establishing and supporting DLI programs is primarily the responsibility of LEAs.

The state aims to have [1,600 DLI programs by 2030 and achieve biliteracy for half of all K-12 students](#) to accomplish California's Global California 2030 Initiative. DLI programs are integral to this effort as [the most effective language instruction approach](#) and the only method to close the achievement gap between English learners and native English-speaking peers.

Problem

For LEAs interested in building a DLI program, there is no database on operating DLI programs or points of contact for resources. Each individual LEA needs

to develop its own DLI programs from the ground up. LEAs need access to existing DLI programs for subject matter expertise, materials, and curriculum. However, the existence of the individual programs is not widely shared or advertised, so LEAs are forced to rely on word of mouth.

Administrative barriers also prevent LEAs from collaborating and sharing resources. Simple material sharing requires drawing up individual Memorandums of Understanding (MOUs) to avoid administrative violations. Yet, the California Department of Education (CDE) does not have any dedicated staff facilitating over [1,075 DLI programs and 110,847 enrolled students](#) across the state, according to CDE data.

Without a central place for DLI resources, the growth of these siloed DLI programs has stagnated, and the already overtaxed teachers who volunteer for them have to create curriculum from scratch. It can cost at least \$45,000 to start a DLI program, so administrators need access to the resources that existing DLI programs can share.

Solution

AB 2332 will establish the role of a "Dual Language Immersion Program Coordinator," who will be responsible for:

- Providing support for LEAs to establish MOUs with other LEAs for resource sharing.
- Connecting LEAs seeking to establish a new DLI program with existing programs.
- Documenting a statewide directory of DLI programs.

AB 2332 addresses the limited resources new DLI programs have by building a network of existing programs that can offer established assets. This will

incentivize the growth of DLI programs and save schools significant money and time.

Support

Asian Americans Advancing Justice Southern California (AJSOCAL) (Sponsor)