

## Agency: UTAH STATE BOARD OF EDUCATION

### Program or Request Title: Dual Language Immersion (DLI) 1-9 Program Growth

#### Summary of Request:

This Business Case is a request for additional resources for the Dual Language Immersion Program. This request is based on the premise of funding the DLI program at \$100 per student as outlined by the 2008 SB 41 Critical Language Program. It establishes the decline in the cost per student over the past four fiscal years, reducing the ability of the program to fulfill its obligation to fully fund the DLI program fully. The funding has remained static, thus creating a deficit funding balance for the past four years. This coming school year, the percentage of participating schools in Dual Language Immersion is 23% of the total amount of schools in Utah. The DLI program reflects significantly to notable and innovative programs in the State of Utah.

#### What is the nature of your request?

Select one:

- POLICY REQUEST – You are seeking changes to Utah State Code to improve your program/services.
- BUSINESS CASE – You are seeking new or additional financial resources to support a program/service for education.
- BOTH POLICY and BUSINESS – You are proposing a new program or expansion of an existing program that will require new/amended state code and financial resources.

#### USBE Lead Point of Contact:

Name: Karl Bowman

Email Address: [karl.bowman@schools.utah.gov](mailto:karl.bowman@schools.utah.gov)

Phone Number: 801-538-7743

USBE Section: Teaching and Learning

#### Additional USBE points of contact (as needed):

Name: Jennifer Thronsen

Email Address: [jennifer.thronsen@schools.utah.gov](mailto:jennifer.thronsen@schools.utah.gov)

Phone Number: 801-538-7739

USBE Section: Teaching and Learning

If you are already working with a policymaker or member of USBE leadership on this request, identify them below:

## POLICY REQUEST

*This section only needs to be completed if you are making a policy request (creating or changing existing Utah Code language).*

- 1. Section(s) of State Code to be addressed (if none, insert "N/A"):**  
53F-2-502. Dual language immersion.
  
- 2. Describe the issues or concerns the legislation will address:**  
Enrollment growth in the Dual Language Immersion Program is much larger than normal enrollment growth in the general education setting.
  
- 3. Describe the history of the issues or concerns including relevant context and timelines:**  
This business case establishes the decline in the cost per student over the past four fiscal years, reducing the ability of the program to fulfill its obligation to fund the DLI program fully. The students' participation growth increases in the DLI program each year by approximately 5% to 10% each year. The funding has remained static, thus creating a deficit funding balance for the past four years. This coming school year, the percentage of participating schools in Dual Language Immersion is 23% of the total amount of schools in Utah.
  
- 4. What are the suggested legislative solutions? Include code references and suggested language where possible:**  
Effective 5/5/2021  
53F-2-502. Dual language immersion.
  - (1) As used in this section:
    - (a) "Dual language immersion" means an instructional setting in which a student receives a portion of instruction in English and a portion of instruction exclusively in a partner language.
    - (b) "Local education agency" or "LEA" means a school district or a charter school.
    - (c) "Participating LEA" means an LEA selected by the state board to receive a grant described in this section.
    - (d) "Partner language" means a language other than English in which instruction is provided in dual language immersion.
  - (2) The state board shall:
    - (a) establish a dual language immersion program;
    - (b) in accordance with Title 63G, Chapter 3, Utah Administrative Rulemaking Act, make rules that establish:
      - (i) a grant program for an LEA to receive funding for dual language immersion;
      - (ii) the required qualifications for an LEA to be a participating LEA;
      - (iii) subject to this section, requirements of a participating LEA;

- (iv) a proficiency assessment for each partner language; and
  - (v) a progression of how a school in a participating LEA adds grade levels in which the school offers dual language immersion; and
- (c) subject to legislative appropriations:
- (i) select participating LEAs; and
  - (ii) award to a participating LEA a grant to support dual language immersion in the LEA.
- (3) A participating LEA shall:
- (a) establish in a school a full-day dual language immersion instructional model that provides at least 50% of instruction exclusively in a partner language;
  - (b) in accordance with the state board rules described in Subsection (2)(b), add grades in which dual language immersion is provided in a school; and
  - (c) annually administer to each student in grades 3 through 8 who participates in dual language immersion an assessment described in Subsection (2)(b)(iv).
- (4) The state board shall:
- (a) provide support to a participating LEA, including by:
    - (i) offering professional learning for dual language immersion educators;
    - (ii) developing curriculum related to dual language immersion; or
    - (iii) providing instructional support for a partner language;
  - (b) conduct a program evaluation of the dual language immersion program established under Subsection (2)(a); and
  - (c) on or before November 1, 2019, report to the Education Interim Committee and the Public Education Appropriations Subcommittee on the results of the program evaluation described in Subsection (4)(b).
- (5) The state board may, in accordance with Title 63G, Chapter 6a, Utah Procurement Code, contract with a third party to conduct the program evaluation described in Subsection (4)(b).
- (6) Subject to budget constraints, the Legislature shall annually increase the money appropriated for dual language immersion in proportion to the percentage increase over the previous school year in:
- (a) dual language immersion; and
  - (b) the value of the weighted pupil unit.

**5. What data needs to be collected to support this potential legislation? Include whether this data is currently collected and available:**

The Dual Language Immersion growth data for this business is available and is displayed here for your review.

DLI Student Enrollment								
Fiscal Year	Chinese	French	German	Portuguese	Russian	Spanish	Total	Enrollment Change
FY 2019	14,733	6,787	455	2,009	120	29,358	53,462	
FY 2020	16,428	7,449	552	2,462	180	32,081	59,152	10.6%
FY 2021	18,137	8,131	643	2,915	240	34,520	64,586	9.2%
FY 2022 - Projected	19,683	8,780	734	3,368	300	37,287	70,152	8.6%
FY 2023 - Projected	20,675	9,198	825	3,821	360	38,791	73,670	5.0%

Utah Dual Language Immersion						
Fiscal Year	Funding Changes			Funding Needed		
	DLI Appropriation	Funding Per Student	Change in Funding Per Student	Enrollment Growth Funding Needed	Funding Needed to Restore \$100 Per Student	Total Funding Needed
FY 2019	\$5,030,000	\$ 94.09		\$ -	\$ 316,200	\$ 316,200
FY 2020	\$5,030,000	\$ 85.04	\$ (9.05)	\$ 535,347	\$ 349,853	\$ 885,200
FY 2021	\$5,030,000	\$ 77.88	\$ (7.15)	\$ 1,046,607	\$ 381,993	\$1,428,600
FY 2022 - Projected	\$5,030,000	\$ 71.70	\$ (6.18)	\$ 1,570,287	\$ 414,913	\$1,985,200
FY 2023 - Projected	\$5,030,000	\$ 68.28	\$ (3.42)	\$ 1,901,280	\$ 435,720	\$2,337,000

# BUSINESS CASE

*This section only needs to be completed if you are seeking new or additional funding.*

**1. Amount Requested:**

Funding Source	Amount (\$)
FY 2023 one-time funding	\$
FY 2024 one-time funding	\$
FY 2024 ongoing funding	\$2,337,000
<b>TOTAL funding requested</b>	<b>\$2,337,000</b>

**2. Describe how the business case supports the goals and metrics of the [USB E Strategic Plan](#).**

- 1A: Promote high-quality instruction in every early grade classroom. The Dual Language Immersion (DLI) program promotes high quality instruction in 7 languages (Chinese, English, French, German, Portuguese, Russian, Spanish) in early grades throughout the State of Utah.
- 1D: Increase engagement of families with young children in early learning experiences. The DLI program works closely with families and the community to support the students’ language acquisition in early grades by involving families to engage with the students in the classroom and at home with their language learning.
- 2A: Support districts and schools in providing effective mentoring for beginning educators and leaders. The Dual Immersion State Team is actively engaging with teachers, coaches, administrators, and school districts specialists to provide effective mentoring and guidance for beginning educators and leaders to ensure successful model implementation and learning experiences for all students across the State in 22 school districts and 7 charter schools.
- 2B: Assist districts and schools in providing continuous personalized professional learning for each educator and leader. The DLI State Team provides multiple professional learning opportunities for K-9 teachers during the school year, such as the Annual Utah Dual Immersion Institute (AUDII) serving teachers since 2010, Fall and Winter Professional Development sessions for elementary and secondary teachers, providing specific information, resources, and strategies to enhance high quality instruction for grade-level content and language acquisition. District and school administrators also attend the Annual Utah Dual Immersion Institute to receive the fundamentals of the Dual Language Immersion Model and key guidance for successful implementation of a DLI program in their school. The Dual Language Immersion Program

facilitates annual meetings for school and district leadership to provide program articulation, program implementation supports, and to promote a shared vision for

students' academic success and language development. The State Team members are assigned specific LEAs in which they work closely to provide personalized professional mentoring to leaders and teachers, observe classroom instruction to provide personalized coaching and provide instructional modeling. They participate with the community providing informational meetings for parents as requested.

- 2C: Evaluate and support educator preparation programs in meeting requirements established by the Board. The DLI program partners with educator preparation programs to ensure highly qualified educators. Professional learning opportunities are open to pre-service students through the partner institutions towards receiving the DLI Endorsement.

- 2D: Lead in changing the perception of teaching as a profession: The DLI Program has made a significant effort to increase the value of the K-12 educators in the schools. A license and two language specific endorsements are required to be qualified to teach in the DLI program. They are referred to as Dual Language Immersion educators and not World Language educators. DLI has brought high quality instructional practices and innovation to the elementary and secondary classrooms. The Utah DLI Program is the archetype model that national and international educators come to Utah to emulate.

- 2E: Promote equitable access to highly effective teachers: Dual Immersion Educators (English Partner and Partner Language Teachers) are licensed and endorsed in various areas such as, ESL, Math, Reading, Educational Technology, STEM, Dual Language Immersion, World Languages, among others. This makes our Dual Immersion educators' true assets for the State of Utah. They deliver high quality instruction in their classrooms. Many are selected as model teachers at their schools and districts. Increased legislative funding will eventually provide equitable access to the program across the State. An increase related to the WPU will entice LEAs to keep effective educators in the program as their salaries increase.

- 3A: Support districts and schools in creating and maintaining conditions for safe and healthy learning environments: The DLI Program inherently creates safe spaces for students to explore themselves and the world around them.

- 3B: Increase adoption of evidence-based student health and wellness practices: Research has shown that learning a second language in dual immersion settings develops an increased student engagement in learning, better behavior, and increased attendance. Each of these leads to increased self-concept and wellness.

- 4A: Empower USBE, educators, parents, and students with access to timely, useful, safeguarded data: The DLI program uses data from many sources including the ACTFL Assessment of Performance towards Proficiency in Languages (AAPPL), Readiness Improvement Success Empowerment (RISE), WIDA, Utah Aspire Plus, NEWELL and AP

Data. DLI Educators facilitate parent conferences sharing student progress using grade level appropriate data in the appropriate language.

**3. Identify how the business case aligns with specific action steps within Strategic Priority #2 (Education innovation and investment) of the [One Utah Roadmap](#).**

This DLI business case directly supports the One Utah Roadmap in Area 2: Education Innovation and Assessment to support the following strategies:

- A. FUNDING – Increase education funding to support students and effective teachers and leaders
- B. EARLY LEARNING - Help parents and families give every child a great start, especially in the critical first few years of life and in the early grades
- C. TEACHERS – Recruit, retain, and develop highly effective educator for every child
- D. EQUITY – Provide every child with equitable opportunities and resources
- E. ATTAINMENT – Make post-secondary education the norm of every Utahn
  - i. Improve connectivity between technical institutions and colleges universities through common measurements, stackable credentials, coordinated pathways, and seamless transfers

**4. Explain how the business case advances the Board’s mission of “creating equitable conditions for student success: advocating for necessary resources, developing policy, and providing effective oversight and support.”**

Educational equity is the distribution of resources to provide equal opportunities based upon the needs of each individual student. Equitable resources include funding programs by recognizing the unique background and school context to guarantee that all students have access to a high-quality education. This request is based on the premise of funding the DLI program at \$100 per student as discussed by the original 2008 SB 41 Critical Language Program, enrolled copy (6)(a)(ii). This formula provides allocation of resources to the DLI students by providing equitable access to materials, providing training opportunities to promote educator effectiveness, and support for school and district leaders. This business case establishes the decline in the cost per student over the past four fiscal years, reducing the ability of the program to fulfill its obligation to fund the DLI program fully. The table below shows the students’ participation growth in the DLI program each year. The funding has remained static, thus creating a deficit funding balance for the past four years. This coming school year, the percentage of participating schools in Dual Language Immersion is 23% of the total amount of schools in Utah. The DLI program reflects significantly to notable and innovative programs in the State of Utah.

**5. Which populations or geographic areas will benefit most from this request? What safeguards will be implemented to prevent inequities or other unintended distributional consequences as it relates to this request?**

This request benefits K-12 student populations in general education, including English Learners, Heritage Language Speakers, Special Education students, and Regular Education students across the State of Utah. The DLI application process is open to all LEAs in the State of Utah. This school year we will be serving approximately 70,000 students in the Dual Language Immersion program.

**6. Which stakeholders have you engaged and coordinated with during the development of this request?**

Individual Legislators, LEA DLI and World Languages Leaders, University Education Departments, University Humanities Departments, and members of the public at large.

**7. Summarize the current budget for the project or program that is being funded. If this is a new project or program, summarize resources that are available for like-objectives within USBE.**

The current budget is for an ongoing program which has been underfunded for the past four years. Item number 4 summarizes this well. We are currently at 68.28% of what should be funded, which is 31.72% underfunded.

**8. What problems would be solved with the additional funding? (Provide details and sources on any research or analysis that supports the evidence-basis for this request or the associated program such as a cost benefit analysis, program evaluation, results from a pilot program, etc.)**

The request is \$2,337,000. The tables below show the calculations that get to this request. This extended spreadsheet can be provided upon request.

The \$2,337,000 is due to enrollment growth. In Dual Language Immersion we have gone from 53,462 to an estimated 74,000 and yet the appropriation has not changed. These numbers reflect enrollment growth at 10% with a conservative projection of 5% for next year. It is very likely that it will be a higher percentage next year. This demonstrates that the funding per student has been gutted.

The lack of funding has impacted our ability to provide Professional Learning to the Dual Language Immersion educators. It has limited our ability to provide the materials our schools and educators need to successfully continue educating students in the Dual Language Immersion Program.



If the funding had occurred in 2020, it would have cost \$535,347 to keep it at the \$94.09 and then another \$349,853 to get the funding back to the \$100.00 per student. If the policy had done this in 2019 it would have only cost \$316,200 to keep it at \$100.00 per student. But now we are in 2023 and it will cost \$1,901,280 because of the large enrollment to get us back to the \$94.09 and basically reverse the damage of the last few years. If policy makers want to get back to the intended programmatic cost of \$100.00 per student, it would cost an additional \$435,720. That change may not seem like very much, but the impact to the program.

DLI Student Enrollment								
Fiscal Year	Chinese	French	German	Portuguese	Russian	Spanish	Total	Enrollment Change
FY 2019	14,733	6,787	455	2,009	120	29,358	53,462	
FY 2020	16,428	7,449	552	2,462	180	32,081	59,152	10.6%
FY 2021	18,137	8,131	643	2,915	240	34,520	64,586	9.2%
FY 2022 - Projected	19,683	8,780	734	3,368	300	37,287	70,152	8.6%
FY 2023 - Projected	20,675	9,198	825	3,821	360	38,791	73,670	5.0%

Utah Dual Language Immersion						
Fiscal Year	Funding Changes			Funding Needed		
	DLI Appropriation	Funding Per Student	Change in Funding Per Student	Enrollment Growth Funding Needed	Funding Needed to Restore \$100 Per Student	Total Funding Needed
FY 2019	\$5,030,000	\$ 94.09		\$ -	\$ 316,200	\$ 316,200
FY 2020	\$5,030,000	\$ 85.04	\$ (9.05)	\$ 535,347	\$ 349,853	\$ 885,200
FY 2021	\$5,030,000	\$ 77.88	\$ (7.15)	\$ 1,046,607	\$ 381,993	\$1,428,600
FY 2022 - Projected	\$5,030,000	\$ 71.70	\$ (6.18)	\$ 1,570,287	\$ 414,913	\$1,985,200

FY 2023 - Projected	\$5,030,000	\$ 68.28	\$ (3.42)	\$ 1,901,280	\$ 435,720	\$2,337,000
---------------------	-------------	----------	-----------	--------------	------------	-------------

This way, policy makers would not have to have a large appropriation in any given year, it could be a few hundred thousand dollars just to keep up with the enrollment growth in the Dual Language Immersion Program. Also, it would be important to have a one-time increase to get back to the \$100.00 per student. It is also important to point out that the \$100 per students is being eaten away by inflation. That is why it is critical to be attached to the inflation rate of the WPU value.

9. Provide an itemized budget, including revenue and expenditure sources, for how the funding will be utilized.

**Funding Source(s):**

Program Name		
Cost Category	FY 2023	FY 2024
Personnel Services	\$	\$
Travel/In State	\$	\$
Travel/Out State	\$	\$
Current Expenses	\$	\$
Data Processing Current Expenses	\$	\$
Data Processing Capital Outlay	\$	\$
Capital Outlay	\$	\$
Other Charges/Pass Through	\$	\$2,337,000
Transfers	\$	\$
Other	\$	\$
<b>Total</b>	\$	\$2,337,000

USBE FTEs	FY 2023	FY 2024
USBE FTEs	0	0

10. To what extent is this request scalable? Articulate the impacts if lower funding amounts were provided for this request.

This request is scalable but would create the ongoing inequities that you can see articulated in this business case.

**11. What has been done or considered to address this problem with existing resources, instead of requesting additional state funding?**

During the past five years we have been frugally using the allocation from the legislature to fund the DLI program across the State. This business case requests support to address the critical needs of the DLI program. Federal funds are not allowable for this use.

**12. Are there any future funding obligations (operations and maintenance, multi-year scale up, etc.) created by this request? What are the long-term funding or policy needs for this project or program outside the current budget window of two years? How should the state prepare to address these longer-term needs?**

Each year, there is an expected growth in the DLI program dictated by the applications submitted by the LEAs interest for new elementary schools which then create cone sights into secondary schools. With current developing elementary schools, their cone sights will need to be funded as the students shift from elementary to the secondary setting.

**13. What value will these additional resources create for Utah and how will this value be measured? List the performance measure(s) that will be used to track outcomes for this business case.**

Dual Language Immersion students in Utah are better prepared for the global community and job markets where 21st century skills are an asset. Bilingualism creates greater economic activity, job security, and job opportunities. Companies recognize the value of bilingualism when facing economic hardship due to rising wages since they lay off monolingual employees first and bilingual employees last. Bilingual workers enjoy more employment opportunities than monolinguals. Many people choose to study sciences with the hope that they can find a well-paying job in the future. Not many students realize, however, that the research reveals that biliterate graduates find work sooner after graduation than graduates from Science, Technology, Engineering, and Mathematics programs alone. The reason biliterate graduates can avoid unemployment early in their careers is that their communication skills and academic content knowledge in two languages make them employable in a greater range of industries in multiple sectors of the economy. If one sector is shrinking, a biliterate graduate can find work in a sector that is growing. Bilingualism makes workers immediately more employable where they already live and strengthens Utah's economy.

**14. Is this request related to an effort to streamline, modernize, or innovate state government? If so, describe how this request furthers those efforts.**

Not applicable.

DRAFT