

# Dual Language Immersion

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For the Provo City School District Board of Education  
May-June 2026



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# What are the goals of a DLI Program?



## Goal #1: Bilingualism & Biliteracy

Read, write, listen, and speak proficiently in English and a target language.



## Goal #2: Academic Excellence

Maintain or exceed student performance standards in English and Math.



## Goal #3: Cultural Competency

Deep cultural sensitivity to navigate global communities and job markets.

<https://schools.utah.gov/curr/dualimmersion>  
<https://www.utahdli.org/instructional-model/>

# Goal #1: Bilingualism & Biliteracy

Students are expected to read, write, listen, and speak proficiently in both English and a target language (Spanish, Portuguese, Mandarin Chinese, and French).



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# Goal #2: Academic Excellence



The program's objective is to maintain or exceed standard student performance on English and math assessments while integrating content learning in the partner language.



# Goal #3: Cultural Competency

To foster deep cultural sensitivity, allowing students to effectively navigate and participate in global communities and future job markets.



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# Overarching Long-Term Goals

## AP LANGUAGE COURSEWORK

COLLEGE-LEVEL SKILLS. GLOBAL IMPACT. LIMITLESS OPPORTUNITIES.



### COMMUNICATE

Develop advanced speaking, listening, reading, and writing skills in a real-world context.



### THINK CRITICALLY

Analyze authentic texts and perspectives while building deeper cultural understanding.



### GO GLOBAL

Prepare for college, careers, and a connected world through language proficiency.



### EARN COLLEGE CREDIT

AP Language exams can earn college credit and strengthen your academic resume.

ONE LANGUAGE.  
ENDLESS  
POSSIBILITIES.



MORE THAN A CLASS.  
*A PATHWAY TO YOUR FUTURE.*



CAREERS



COLLEGE



TRAVEL



CULTURE

# Overarching Long-Term Goals

## SEAL OF BILITERACY

EARN IT. PROVE IT. OWN YOUR FUTURE.

The Seal of Biliteracy is an award earned by Utah high school graduates who demonstrate proficiency in English and **one or more additional languages**.



### COLLEGE READY

Strengthen your college application and stand out.



### CAREER ADVANTAGE

Show employers you have the language skills to succeed in a global economy.



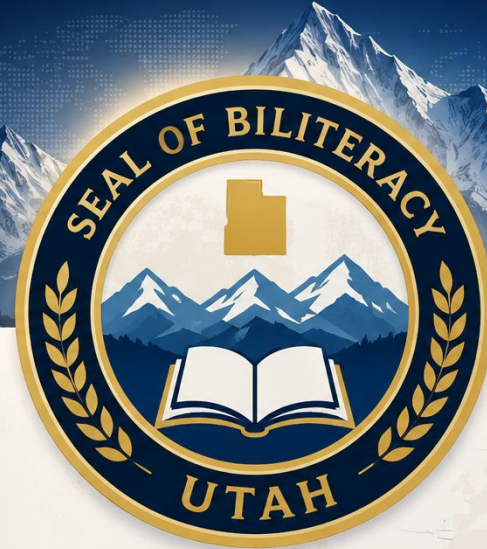
### GLOBAL CITIZEN

Celebrate your bilingual abilities and cultural understanding.



### PROVE YOUR ACHIEVEMENT

Earn a state-recognized seal that honors your hard work and dedication.



*Your Language.*  
**YOUR FUTURE.**



**BILINGUAL.  
BILITERATE.  
LIMITLESS.**



ACADEMICS



LEADERSHIP



OPPORTUNITY



CONNECTION

**UTAH DLI STUDENTS.  
PREPARED FOR A WORLD  
WITHOUT BORDERS.**

# Overarching Long-Term Goals



## EARN COLLEGE CREDIT AT THE 3000 LEVEL

THROUGH DLI. GET A HEAD START. SAVE TIME & MONEY.



### GET A HEAD START

Earn college credit while still in high school.



### SAVE TIME & MONEY

Reduce college tuition costs and graduate sooner.



### COLLEGE-LEVEL COURSEWORK

Rigorous, university-aligned classes in your target language.



### TRANSFERABLE CREDIT

Credit earned at the 3000 level may transfer to colleges & universities.



**YOUR JOURNEY.  
YOUR FUTURE.  
NO LIMITS.**



#### 1 BUILD PROFICIENCY

Strengthen your language skills in DLI.



#### 2 TAKE ADVANCED COURSES

Challenge yourself with upper-level language classes.



#### 3 EARN COLLEGE CREDIT

Complete 3000-level courses and earn real college credit.



#### 4 GET AHEAD IN COLLEGE

Enter college with credit, confidence, and a global edge.

**BILINGUAL.  
BILITERATE.  
COLLEGE READY.  
CAREER READY.**



DLI OPENS DOORS. YOU WALK THROUGH THEM.

MORE OPPORTUNITIES.  
MORE POSSIBILITIES.

**YOUR FUTURE.**

# Overarching Long-Term Goals



## CAREER READY. WORLD READY.

TWO LANGUAGES. GREATER IMPACT. **LIMITLESS FUTURES.**

DLI STUDENTS GRADUATE WITH THE SKILLS TO SUCCEED IN A **GLOBAL WORLD.**



### STRONG COMMUNICATORS

Confidently speak, listen, read, and write in more than one language.



### CULTURALLY COMPETENT

Understand and respect different perspectives in an interconnected world.



### ADAPTIVE PROBLEM SOLVERS

Navigate challenges with creativity, flexibility, and open-mindedness.



### GLOBAL COLLABORATORS

Work effectively with people from diverse cultures and backgrounds.



### IN-DEMAND PROFESSIONALS

Bilingual skills open doors to more opportunities, higher earning potential, and leadership roles.



**BILINGUAL.  
BILITERATE.  
PROFESSIONALLY  
PREPARED.**

DLI builds the skills today for tomorrow's careers.



### DLI OPENS DOORS TO CAREERS IN EVERY FIELD.



**HEALTHCARE**  
Care for diverse communities.



**LAW & GOVERNMENT**  
Advocate. Negotiate. Make an impact.



**BUSINESS & FINANCE**  
Connect globally. Lead confidently.



**TRAVEL & HOSPITALITY**  
Create experiences. Build connections.



**TECHNOLOGY**  
Innovate for a global audience.



**EDUCATION**  
Inspire and shape the future.



**MEDIA & COMMUNICATION**  
Share stories. Bridge cultures.



YOUR LANGUAGE.



YOUR EDUCATION.



YOUR FUTURE.

**NO BORDERS.  
ONLY OPPORTUNITIES.**

# How are DLI Goals Different from Language Exposure Programs?



Language exposure programs do not require measurable outcomes with specific levels of proficiency.



Language exposure programs learn *about* the language rather than learning *in* the language.



The goal is not just familiarity with a new language.

# Current Challenges of DLI Programs



# Challenge #1: Experience of non-DLI students in a DLI school

Balancing enrollment  
between DLI and non-DLI  
classrooms.



Non-DLI classrooms can sometimes be overly large or overly small.



If you only have one teacher for non-DLI students in a grade level, this can create challenges for teachers, students, and parents.

# Comparisons of Class Sizes: Canyon Crest

Grade Level	# DLI Students	# of Non-DLI Students	# of Non-DLI Classes
First Grade	56	7	1
Second Grade	60	23	1
Third Grade	53	11	1
Fourth Grade	55	29	1
Fifth Grade	50	22	1
Sixth Grade	41	26	1

There are always two classes per grade level for the DLI students.

# Comparisons of Class Sizes: Edgemont

Grade Level	# DLI Students	# of Non-DLI Students	# of Non-DLI Classes
First Grade	44	26	2
Second Grade	43	43	2
Third Grade	42	32	2
Fourth Grade	50	50	2
Fifth Grade	35	33	2
Sixth Grade	44	62	2

There are always two classes per grade level for the DLI students

# COMPARISONS OF CLASS SIZES: LAKEVIEW

There are always two classes per grade level for the DLI students

GRADE LEVEL	# DLI STUDENTS	# OF NON-DLI STUDENTS	# OF NON-DLI CLASSES
First Grade	58	50	2
Second Grade	53	37	2
Third Grade	49	40	2
Fourth Grade	43	50	2
Fifth Grade	50	61	2
Sixth Grade	50	52	2

There are always two classes per grade level for the DLI students

# COMPARISONS OF CLASS SIZES: TIMPANOGOS

GRADE LEVEL	# DLI STUDENTS	# OF NON-DLI STUDENTS	# OF NON-DLI CLASSES
First Grade	57	37	2
Second Grade	53	34	2
Third Grade	51	36	2
Fourth Grade	61	45	2
Fifth Grade	47	29	1
Sixth Grade	40	40	2

There are always two classes per grade level for the DLI students

# COMPARISONS OF CLASS SIZES: WASATCH

GRADE LEVEL	# DLI STUDENTS	# OF NON-DLI STUDENTS	# OF NON-DLI CLASSES
First Grade	47	22	1
Second Grade	55	26	1
Third Grade	41	18	1
Fourth Grade	48	23	1
Fifth Grade	61	31	2
Sixth Grade	41	29	1

There are always two classes per grade level for the DLI students

# Challenge #1: Experience of non-DLI students in a DLI school

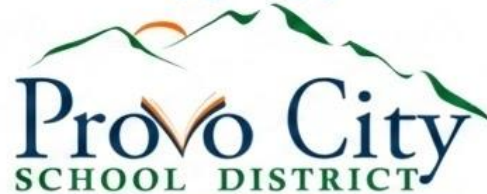
**Perception of  
Unequal  
Opportunities**



**Ensuring All Students  
Feel Equally Valued  
and Supported**



**Impact on School  
Culture**



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# Challenge #2: Additional FTE



## Two-Teacher Model

Requires at least two teachers per grade level regardless of cohort size.



## Recruitment Hurdles

Finding and hiring qualified teachers for specialized DLI roles can be extremely challenging.



## Staffing Costs

Smaller class sizes in either DLI or non-DLI tracks significantly increase overall staffing expenditures.



## Sustainability Risks

Ongoing budget pressures threaten the long-term viability and sustainability of the program.

# Challenge #2: Additional FTE

 EDGEMONT ELEMENTARY

**4 FTE** (Supplemented)  
**\$440,000+** (Est. Cost)

 WASATCH ELEMENTARY

**4 FTE** (Supplemented)  
**\$440,000+** (Est. Cost)

 CANYON CREST ELEMENTARY

**2.5 FTE** (Supplemented)  
**\$275,000+** (Est. Cost)

 LAKEVIEW ELEMENTARY

**1 FTE** (Supplemented)  
**\$110,000+** (Est. Cost)



**Insight:** \*\*Costs may be offset if the program brings in more students—  
if the program helps to increase our enrollment as a district.

# Challenge #3: Equity and Availability

1. Not all programs are available at all schools.



2. Access depends on:



a. Geographic location.



b. Program availability.



c. Enrollment capacity.



d. Parent involvement and education about program availability.



e. Ability of parents to transport child to the program's location.

# Challenge #4: Lack of flexibility to enter the program at different grade levels



State model wants students to enter the program in first grade



In surveys, parents have expressed frustration that they moved into Provo after first grade and could not access the program

# Utah State Dual Language Immersion Models



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# 50/50 Model (Utah State Model)

## Elementary Features

### Overview

- The most common instructional structure in Utah DLI programs

### Key Features

- Students spend:
  - 50% of the day in English
  - 50% in the target language
- Two-teacher partner model:
  - One English teacher
  - One partner-language teacher
- Core subjects split between languages

### Strengths

- Balanced development of:
  - English literacy and academic achievement
  - Target language proficiency and biliteracy
- Strong long-term proficiency outcomes
- Clear and consistent structure that supports vertical alignment from elementary to secondary
- Allows more students to access DLI with fewer target language teachers than some of the other models

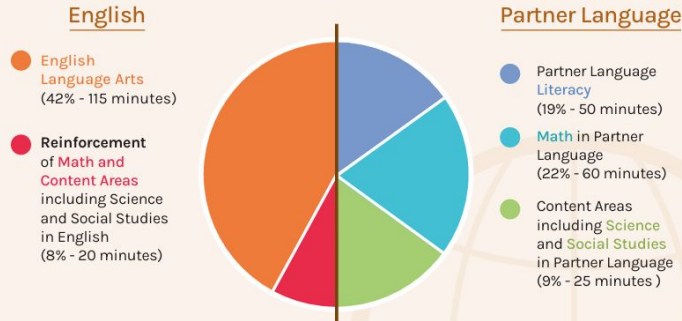
### Considerations

- Requires **additional staffing (FTE)**
- Scheduling can be complex, particularly for WIN time at the elementary level
- Requires strong coordination between teachers

# HOW: Utah Instructional Model (PCSD)

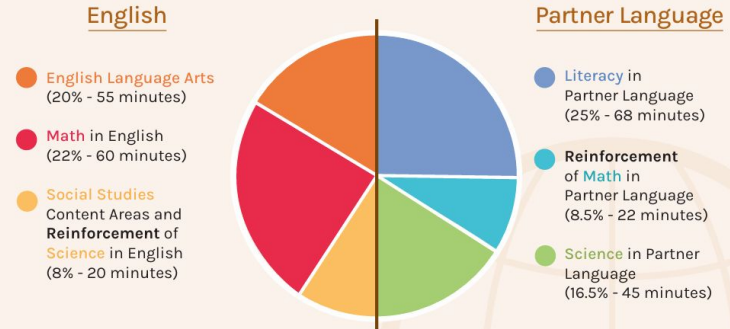
- One-Way
- 50/50
- Two-teacher model
- K–12 pathway

## Dual Language Immersion Instructional Time: Grades 1-3



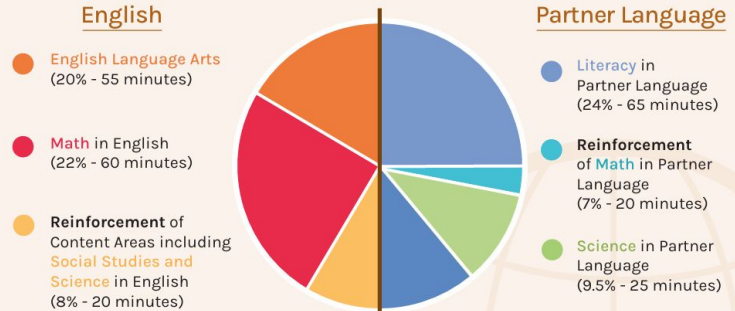
Minutes are based on a 5-day plan with 270 daily minutes of instruction across both languages. Please refer to the minimum minutes listed in the [Utah DLI Program Fidelity Assurances](#).

## Dual Language Immersion Instructional Time: Grades 4-5



Minutes are based on a 5-day plan with 270 daily minutes of instruction across both languages. Please refer to the minimum minutes listed in the [Utah DLI Program Fidelity Assurances](#).

## Dual Language Immersion Instructional Time: Grade 6



Minutes are based on a 5-day plan with 270 daily minutes of instruction across both languages. Please refer to the minimum minutes listed in the [Utah DLI Program Fidelity Assurances](#).



# 50/50 Model (Utah State Model) Secondary Features

## Overview

- The most common instructional structure in Utah DLI programs

## Key Features

- Students in middle school take two courses
  - Language course
  - Culture course
- Students in high school take one course per year:
  - A.P. or DLI course
  - Bridge courses (3000 level) once the A.P. exam is taken and passed

## Strengths

- Target language proficiency and biliteracy
  - Students earn Seal of Biliteracy
- Strong long-term proficiency outcomes
- Students finish high school with an advanced level of proficiency and cultural competency

## Considerations

- Requires additional staffing (FTE)
- Scheduling can be complex, as particularly try to fill the elementateam expel or fill the schedule of a DLI teacher
- Restricts access to other electives

# HOW: Utah Instructional Model - DLI Program Assurances

UTAH DUAL LANGUAGE IMMERSION Ensuring a world of opportunities for students		Utah DLI Program Fidelity Assurance Grade 1-5/6 Updated: September 2022
Classroom Practices	CLASSROOM ASSURANCE	Compliance Criteria
<b>A.</b> Instructional model for both English and partner language is implemented with linguistic integrity. <ul style="list-style-type: none"><li>• Subjects taught according to grade level per chart.</li><li>• Materials adapted by the State and</li><li>• Minimum number of minutes to core subject work system used follows the partner language theory or expanded by the Utah Dual Language Immersion Model.</li></ul>	<b>Related Section:</b> <ul style="list-style-type: none"><li>• Master schedule that aligns with DLI instructional model.</li><li>• Documented observations by third party evaluators.</li><li>• Evidence of 80% of students meeting Utah DLI grade-level proficiency benchmarks.</li></ul>	<ul style="list-style-type: none"><li>• Instructional day is divided according to percentages as listed per chart.</li><li>• Materials are developed and implemented according to Utah state and DLI Immersion PARTNER LANGUAGE BENCHMARKS.</li><li>• <b>ES.2A</b><ul style="list-style-type: none"><li>- 4 weeks of 20 min theory &amp; 20 min math</li><li>- 10 weeks of 20 min instructional studies</li></ul></li><li>• <b>ES.2B</b><ul style="list-style-type: none"><li>- 4 weeks of 20 min theory &amp; 20 min math</li><li>- 10 weeks of 20 min studies</li></ul></li><li>• <b>ES.3A</b><ul style="list-style-type: none"><li>- 4 weeks of 20 min theory</li><li>- 4 weeks of 20 min instructional studies</li></ul></li><li>• <b>ES.3B</b><ul style="list-style-type: none"><li>- 4 weeks of 20 min theory</li><li>- 4 weeks of 20 min instructional studies</li></ul></li></ul> <b>ENGLISH BENCHMARKS:</b> <ul style="list-style-type: none"><li>• <b>ES.2A</b><ul style="list-style-type: none"><li>- 4 weeks of 20 min math benchmark</li><li>- implementation of direct language instruction</li></ul></li><li>• <b>ES.2B</b><ul style="list-style-type: none"><li>- implementation of direct math, language arts, and social studies theory</li><li>- achievement of science</li></ul></li><li>• <b>ES.3A</b><ul style="list-style-type: none"><li>- implementation of direct math and language arts</li><li>- achievement of science and social studies</li></ul></li></ul>

## Looking at Common Misconceptions

### Implementation Practices



- All programs must be started with **two-teacher model** and sustained as such unless enrollment necessitates other alternatives in upper grades.

All designated DLI schools start the State model in kindergarten, grade 1 or both, adding an additional grade each year.





# Which Schools in PCSD Use the State Model?

## Elementary Schools

-  Lakeview, Canyon Crest, Wasatch, Edgemont all follow the state model
-  Timpanogos– not currently using the state model

## Secondary Schools

-  Shoreline Middle School and Provo High School follow the state model
-  Centennial Middle School and Timpview High School follow the state model

# Two-Way (Dual Language) Immersion Model

## Overview

- Integrates **native English speakers and native speakers of the partner language**
- Designed for **both groups to become bilingual and biliterate**

## Key Features

- Balanced student population (ideally ~50/50 language groups)
- Instruction in both languages across the day
- Strong emphasis on:
  - Biliteracy
  - Cultural competence
  - Language exchange between peers

## Strengths

- Considered the **gold standard in research**
- Strong outcomes for:
  - English learners
  - Native English speakers
- Promotes:
  - Cultural understanding
  - Equity and inclusion
- Authentic language practice through peer interaction

## Considerations

- Requires **specific demographics** to balance language groups
- More complex to design and maintain
- Enrollment balancing can be challenging
- Collaboration for teachers is difficult between DLI and non-DLI teachers
- Definite challenges if there is only one non-DLI class at a particular grade level

# Benefits and Areas of Concern for our Current DLI Model in PCSD

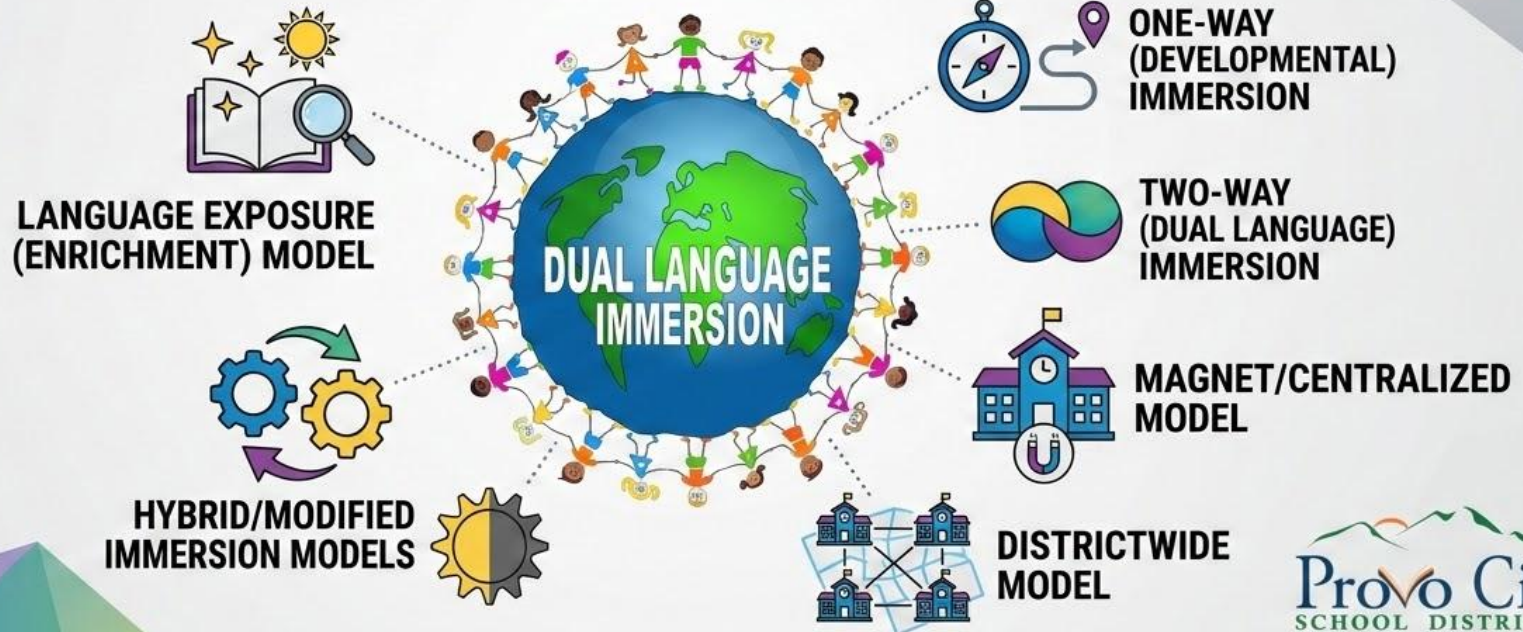
## Benefits

- Strong language exposure beginning in elementary school
- Established programs with experienced teachers
- High family interest and community support
- Students develop strong bilingual foundations
- Continuity from elementary through secondary pathways
- Positive academic and cultural outcomes for participating students
- Increased academic achievement
  - Edgemont Data DLI vs STEAM classes 2025-2026

## Areas of Concern



- Additional staffing and budget demands
- Uneven access between schools and neighborhoods
- Complexity in scheduling and class balancing
- Potential impact on non-DLI student experiences
- Difficulty maintaining consistent enrollment numbers
- Program sustainability concerns over time

# Other Dual Language Immersion (DLI) Program Models







# One-Way (Developmental) Immersion Model





## Overview

-  Designed primarily for native English speakers learning a second language
-  Most common model in many Utah suburban districts






## Key Features

-  Students receive instruction in:
  - English
  - Target language (Spanish, French, Chinese, Portuguese, etc.)
-  Typically follows a 50/50 instructional split
-  Uses a two-teacher partner model
-  Focus on second-language acquisition for English speakers

## Strengths

-  Strong academic outcomes in both languages
-  Easier to implement in areas with fewer native speakers of the partner language
-  Clear alignment with Utah's state DLI model
-  Heritage speakers and novice learners may benefit from differentiated support

## Considerations

-  Provides fewer opportunities for peer-to-peer language modeling across balanced language groups compared with two-way DLI
-  Limited integration of native speakers of the partner language; requires intentional planning to increase authentic target-language interaction and cultural experiences
-  May not fully leverage benefits of bilingual peer modeling
-  Collaboration for teachers is difficult between DLI and non-DLI teachers
-  Definite challenges if there is only one non-DLI class at a particular grade level

# Magnet / Centralized Model

## Overview



- DLI programs are housed at **one or a few centralized schools**

## Key Features



- Students apply and attend a **designated DLI school**
- Often includes **district-provided transportation**
- Creates a strong program identity because all students are part of a DLI program, just in different languages

## Strengths



- More efficient use of:
  - Staffing
  - Resources
  - Curriculum
  - Professional Development
- Easier scheduling and enrollment balancing
- Strong collaboration among DLI teachers
- Reduces strain on non-DLI classrooms
- Could simplify feeder patterns for DLI languages at the secondary level

## Considerations



- Students leave neighborhood schools
- Transportation required for both DLI students and non-DLI students who can no longer attend their neighborhood school
- May reduce access for some families
- Requires the adjustment of boundaries for other schools to balance out numbers

# Districtwide Model (Neighborhood Access Model)

## Overview

- DLI programs are offered at **most or all elementary schools**

## Key Features

- Students can participate while staying in **boundary schools**
- Often focuses on **one language across the district**
- Utilizes the two-teacher 50/50 model for the elementary level

## Strengths

- Strong **equity of access**; benefits of bilingualism and biliteracy are extended to more students
- Language acquisition becomes a defining educational benefit for all students within the district
- Maintains neighborhood-school connections
- Few, if any, transportation barriers
- Fewer challenges at the secondary level as the district must only find teachers with advanced levels of proficiency in one language

## Considerations

- Higher staffing (FTE) needs; more teachers needed that meet high levels of target language proficiency
- Requires strong district coordination
- Community may be frustrated that only one language is offered across the district



# Hybrid / Modified Immersion Models

## Overview

- Combines elements of different models
- Adjusts immersion time or structure
- Different focus

## Key Features

- May include:
  - Less than 50% target language time
  - Partial immersion blocks
  - Flexible scheduling models
- Designed to improve:
  - Cost efficiency
  - Scheduling flexibility

## Strengths

- Lower staffing costs
- Easier to implement
- More flexible for schools
- More students may have the opportunity to be introduced to a second language

## Considerations



- Reduced language exposure
- Lower likelihood of advanced proficiency outcomes; does not fulfill the overall goals of a dual language immersion program
- Teachers of the target language usually do not have the same levels of language mastery that DLI teachers do
- May shift the focus from proficiency to exposure



# Language Exposure (Enrichment) Model






## Overview



-  Focuses on **introducing language and culture**, not full proficiency
- 





## Key Features



-  Limited time in the target language
-  Often delivered through:
  -  Specials (like art or PE)
  -  Rotations or short blocks
-  No long-term immersion pathway




## Strengths



-  Low cost
-  Easy to implement across schools
-  Broad access for all students
-  Easier to find staff as they are not required to have high proficiency levels in the target language

## Considerations



-  Students do **not reach bilingual proficiency**; greater difficulty for secondary students to reach 3000 level courses
-  Limited academic language development
-  Does not meet traditional DLI goals

# Strand Model (Within a School)

## Overview

- DLI exists as a **program strand within a neighborhood school**

## Key Features

- Some students participate in DLI
- Others follow traditional English instruction
- Shared building, staff, and resources

## Strengths

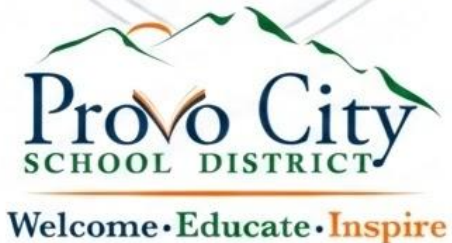
- Maintains **neighborhood school access**
- Easier for families (no transportation needed)
- Builds school community

## Considerations

- Can create:
  - Perceived inequities
  - “Two-track” systems within a school
- Scheduling and staffing challenges
- Impact on non-DLI student experience; this would create similar challenges that we face now in our DLI programs



# Research on Best Practices of Dual Language Immersion

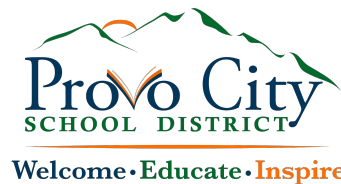


# What the Research Shows

- Dual Language Immersion (DLI) is one of the most effective academic programs
- Students outperform peers academically while gaining bilingual skills
- Strong implementation is critical to achieving results
- Research articles on Utah's DLI program are linked [here](#)



Utah State  
Board of  
Education



# What the Research Shows

**Is it possible that DLI has such positive outcomes because it is viewed as a gifted program and few students who struggle academically enroll in this program?**

- Most researchers agree that DLI outcomes are driven by a combination of :
  - Strong instructional practices
  - Cognitive benefits of bilingualism
  - Increased academic rigor
  - Highly engaged families
  - Some degree of selection effect
- It is *not* accurate to say: “DLI works only because gifted students enroll.”
- It is also *not* accurate to say: “All positive outcomes are entirely caused by immersion instruction itself.”



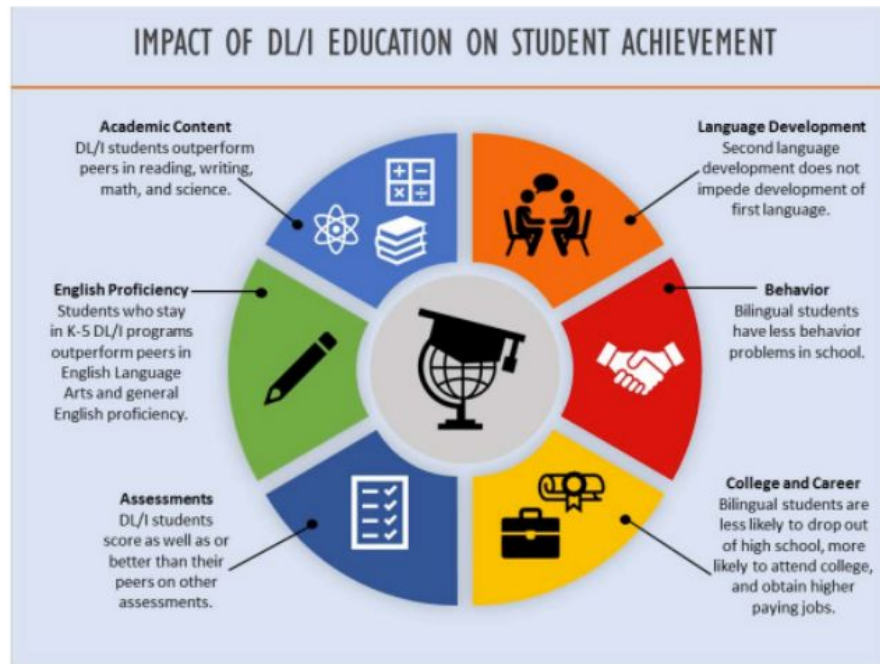
# Student Outcomes

## Academic Impact

- DLI students outperform peers in:
  - Reading
  - Math
  - Science
- Equivalent to **7–9 months of additional learning**
- Higher proficiency rates in Utah state data

## English Learner Impact

- Faster reclassification rates
- Strong gains in both English and partner language



# What Makes DLI Effective

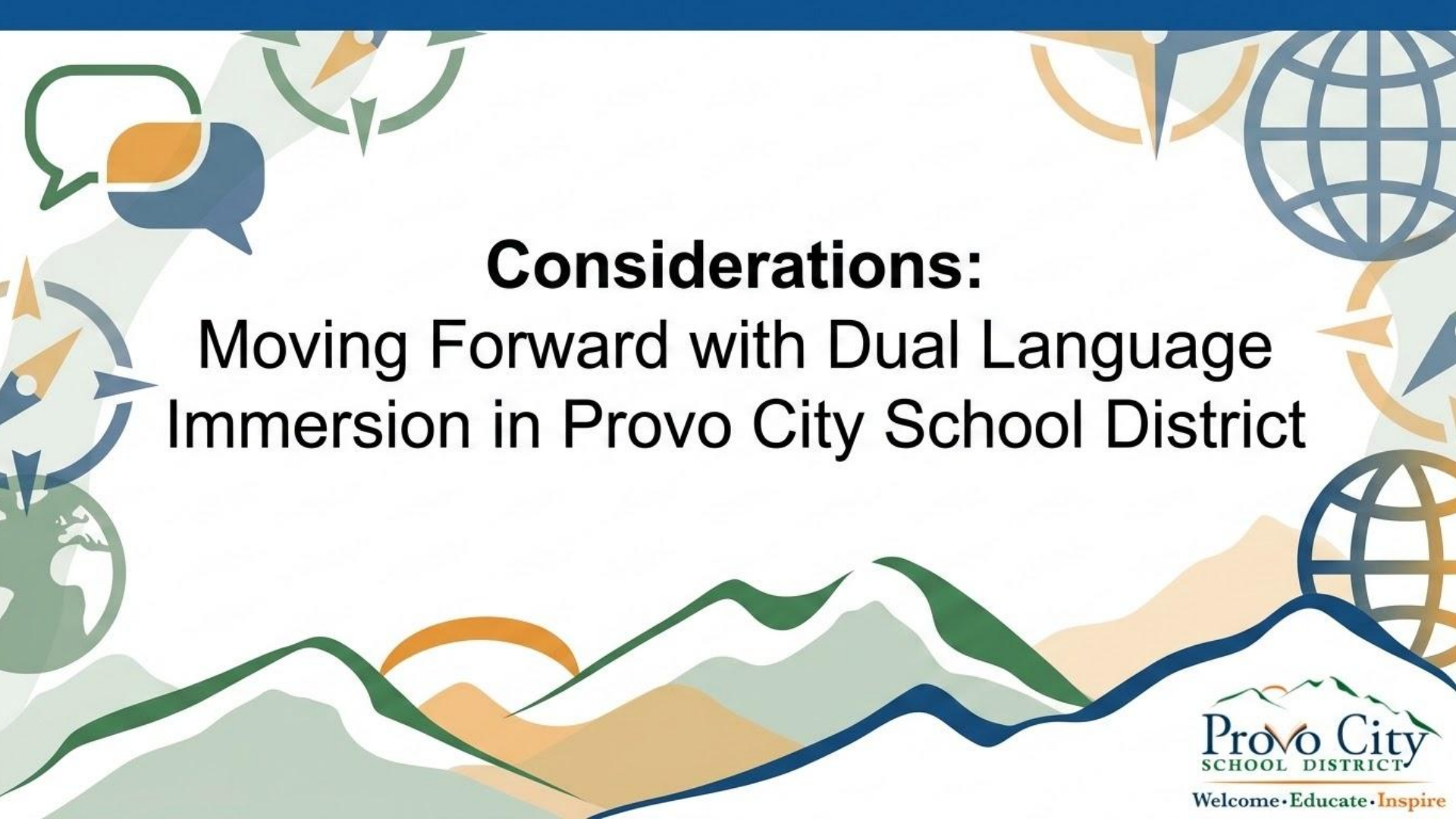
## Key Program Design Features

- 50/50 language model
- Highly qualified educators with DLI endorsements and high levels of proficiency
- Professional development for teachers, principals, and district leaders
- K–12 pathway alignment
- Ongoing proficiency monitoring (STAMP)

## Important Insight

- Programs that do NOT follow the model show **lower proficiency outcomes**





**Considerations:**  
Moving Forward with Dual Language  
Immersion in Provo City School District

# Cost & Staffing Considerations



## Financial Reality

- Additional FTE often required because of the two-teacher model
- If DLI were to be restructured, it could lead to a further decline in enrollment
  - Parents have indicated that DLI is a reason they choose to keep their students in our schools
  - Out of district students attend our schools because of DLI which helps with our enrollment (177 students come from out of the district for DLI at the elementary level)
- To sustain DLI, continued dedication to recruit students to the programs that we offer would be necessary



## Staffing

- Requires certified DLI teachers
- If a state DLI model is not followed, certification for DLI teachers is not provided by the state
- Expansion of the program would make it more challenging to find qualified educators
- Overstaffing in some cohorts as enrollment fluctuates



# School Choice and DLI 2025-2026

School/Area of Residence	School of Attendance					
	Count of Local ID	Column Labels				
Row Labels	Canyon Crest Elementary	Edgemont Elementary	Lakeview Elementary	Timpanogos Elementary	Wasatch Elementary	Grand Total
Amelia Earhart Elementary	3	3	20	17	5	48
Canyon Crest Elementary	155	16			11	182
Edgemont Elementary	40	123			17	182
Franklin Elementary		6	9	15	5	35
Lakeview Elementary	2	7	184	22	5	220
Out of Area	32	46	57	23	19	177
Provo Peaks Elementary	2	5		16	17	40
Provost Elementary	10	4	3	9	18	44
Rock Canyon Elementary	36	31		2	24	93
Spring Creek Elementary	13	1	5	18	9	46
Sunset View Elementary	6	1	6	18	5	36
Timpanogos Elementary	3	1	7	138	5	154
Wasatch Elementary	4	2		6	148	160
Westridge Elementary	7	12	13	26	4	62
<b>Grand Total</b>	<b>313</b>	<b>258</b>	<b>304</b>	<b>310</b>	<b>292</b>	<b>1477</b>

School Choice and DLI 2025-2026

# Enrollment & Demand

## High Demand Program

Serves 20–30% of elementary students

Families choose DLI for:

- Bilingual skills
- Academic advantage
- College/career readiness

## Enrollment Considerations

Reducing language options may:

- **Decrease enrollment**
- **Push families away:**
  - To other schools or districts
  - To homeschooling

# Concerns from PCSD Families

## Additional Points of Concern



- The desired immersion language was not available at the student's neighborhood school.



- Families who move into the district after first grade have historically had limited access to DLI entry points.



- Transportation to schools offering the preferred immersion language created access barriers for some families.



- Some immersion languages are perceived by families as having greater academic, cultural, or career value than others.

# Examine Models and Trends in Other Districts

## Common Shifts

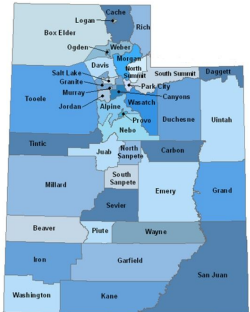


- Fewer languages (often Spanish only)
- Centralized or magnet models
- Resource consolidation for sustainability
- DLI offered at all schools (one language only)

## Examples

- Logan → Magnet model
- Ogden/Salt Lake → Spanish-focused
- Cache → Moving to magnet schools

Utah School Districts:



# Key Decision Factors for Provo

## District Must Balance:

### 🎯 Student Outcomes

- High language proficiency vs reduced exposure
- High academic outcomes
- Supports for multilingual students

### ⚖️ Equity

- Access across schools
- Impact on non-DLI students
- Impact at the secondary level on second language access

### 💰 Cost

- Staffing (FTE)
- Access to highly qualified educators
- Long-term sustainability

### 📍 Enrollment

- Family demand
- Program access and location
- Impact on overall student enrollment & recruitment of students for the programs



# Bottom Line

## Key Takeaways

- DLI is highly effective academically
- Strong implementation is essential
- Current model creates trade-offs:
  - Cost
  - Equity
  - Complexity



## Big Question for the Board

→ What should we prioritize?

- 1 Language acquisition and proficiency
- 2 Academic outcomes
- 3 Equity
- 4 Cost & Sustainability
- 5 Enrollment

# Next Steps in DLI Discussion for Provo City School District



Welcome • Educate • Inspire

# Must Do the Following:



Determine priorities (or the order of priorities): What is most important?



Analyze data from individual DLI schools in PCSD  
✓ Are we having the same success as research suggests?



Examine other models across the state in other districts  
✓ Evaluate these districts' outcomes  
✓ Evaluate these districts' expenditures and sustainability  
✓ Interview key stakeholders in these communities



Develop policy for DLI program review



Utilize community for feedback and perspective  
✓ Elementary DLI and Boundary Study Committee  
✓ Parent Advisory Committee  
✓ Local School Community Councils  
✓ PTAs



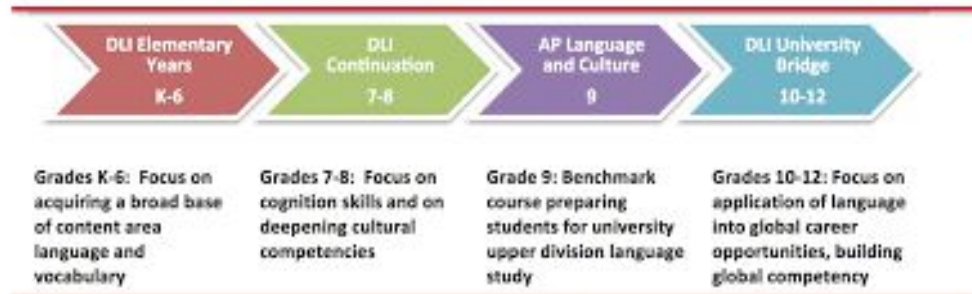


*Providing a world of opportunities for students.*



# Other Utah DLI Programs

[Comparison of Dual Language Immersion \(DLI\) Programs in Utah Districts](#)



# Logan School District DLI Program



[Logan City School District DLI Program](#)  
[World Language Academy at Hillcrest](#)  
[Elementary](#)  
[Utah State DLI Instructional Model](#)



# Logan School District: Centralized “Magnet School” Model

Logan’s DLI programs are housed at:

- Hillcrest Elementary School
  - Also referred to as the “World Language Academy”

Students from throughout the district can attend this school specifically for immersion instruction. The district provides transportation (busing) from all Logan elementary boundaries to Hillcrest for participating DLI students. ([loganschools.org](http://loganschools.org))

This is a significant difference from Provo’s model, where immersion programs are spread across several neighborhood schools.



# Languages Offered



Logan currently offers:

- Spanish DLI
- Portuguese DLI ([loganschools.org](http://loganschools.org))

The program follows the Utah state DLI pathway and connects into secondary immersion opportunities and university bridge programs. ([utahdli.org](http://utahdli.org))



# One Central DLI School

Logan's Centralized 'Magnet' Model (e.g., Hillcrest World Language Academy)











Instead of distributing programs among several elementary schools:





**All DLI students attend one specialized school.**

**Teachers and resources are concentrated in one location.**

## Strengths / Potential Advantages

-  Easier Staffing and Recruitment
-  Optimized Scheduling
-  Efficient Use of Bilingual Teachers and Resources
-  Strong Collaboration Among DLI Teachers
-  Reduced Duplication of Special Materials
-  Fewer Equity Concerns and Perceived Inequities Between Schools
-  Strong Schoolwide Immersion Culture
-  Immersion Culture Continues to Secondary Levels

## Considerations / Potential Disadvantages

-  Students May Leave Boundary Neighborhood Schools
-  Important Transportation and Busing Logistics
-  Families May Feel Disconnected from Boundary School Communities
-  Less Access for Families Unable or Unwilling to Travel

# Transportation Support



One notable feature is district-provided transportation.

The district specifically states that bus transportation is available from all elementary schools for DLI students attending Hillcrest. ([loganschools.org](http://loganschools.org))

This helps address:

- Equity of access
- Geographic barriers
- Enrollment sustainability

This is an important operational difference compared to many decentralized DLI models.



# Lottery-Based Enrollment



Logan/Cache-area DLI programs use a structured application and lottery system. ([ccsdut.org](https://ccsdut.org))

Priority categories include:

1. Native target-language speakers
2. Siblings already enrolled
3. In-district residents
4. Out-of-district residents

This creates:

- Transparent enrollment procedures
- Balanced access opportunities
- More manageable class sizes



# Relationship to Utah's State DLI Model



## Instructional Alignment

- Approximately 50/50 language allocation
- Two-teacher partner model
- Long-term K-12 pathway emphasis and secondary bridge program opportunities



## Organizationally, Logan differs

Centralizes immersion students into one specialized site rather than embedding programs in multiple neighborhood schools.

- This distinction is critical when comparing models for Equity, Staffing, Cost, and Sustainability.



# How Logan's Model Addresses Common DLI Challenges



# Challenge #1: Experience of Non-DLI Students



## Logan's Approach

Because immersion is centralized:

- Neighborhood schools are not divided between DLI and non-DLI tracks
- Schools avoid balancing immersion/non-immersion classroom sections
- Potential perceptions of inequity within a single school may be reduced

## Trade-Off

Hillcrest becomes heavily identified as the “DLI school,” which can create a different type of separation across the district.



# Challenge #2: Additional FTE Costs



## Logan's Approach

Centralization may reduce staffing inefficiencies because:

- DLI teachers are grouped together
- Scheduling is simpler
- Sections can be filled more consistently
- Specialized resources are consolidated
- Greater collaboration opportunities for teachers onsite

## Trade-Off

Transportation costs increase, and staffing flexibility depends heavily on maintaining enrollment at the centralized site.



# Challenge #3: Equity Across Schools



## Logan's Approach

Any student in the district may apply to attend the World Language Academy. ([loganschools.org](http://loganschools.org))

This creates:

- Equal districtwide access
- Centralized application procedures
- More consistent programming

## Trade-Off

Families still must choose to leave their neighborhood school, which may affect participation rates.



# Ogden School District DLI Model



[Ogden School District DLI Program](#)  
[Ogden Specialized Programs](#)  
[Overview](#)

# Magnet / Specialized School Structure

One of the most important features of Ogden's model is that DLI is tied to specialized or magnet elementary schools.

For example:

- East Ridge Elementary houses the district's Spanish DLI program and is identified as a specialty school.

This differs from Provo's traditional neighborhood-school approach where immersion programs are embedded within multiple local elementary schools.

## Key Characteristic

Ogden appears to use:

- Fewer immersion sites
- More centralized programming
- Magnet-style enrollment structures

This creates operational efficiencies and stronger school identity around the program.





# Ogden's School Choice and Enrollment Structure

Ogden's specialized school system creates a quasi-choice model:

- Families apply or select specialized programs
- Students may attend outside neighborhood boundaries
- DLI is treated as a district program rather than simply a neighborhood offering

This approach helps:

- Concentrate enrollment
- Stabilize class sizes
- Reduce uneven access between schools

However, it also changes the traditional neighborhood-school experience.



# Ogden follows Utah's DLI Framework

Students receive instruction through:

- One English-language teacher
- One partner-language teacher

The instructional model is generally:

- 50/50 language allocation
- Core content taught in both languages
- Long-term pathway from elementary through high school

Utah's instructional framework emphasizes that immersion students receive the same academic curriculum as non-immersion students while learning through the target language



# Languages Offered in Ogden School District



Ogden School District primarily emphasizes:

- Spanish Dual Language Immersion

Unlike Provo, Ogden does not operate multiple language pathways district wide at the elementary level.

This is another important structural difference:

- Fewer languages
- More concentrated resources
- Simplified staffing and continuation pathways



# Secondary Continuation Pathways



Ogden students continue DLI into:



- Junior high
- High school coursework
- College credit opportunities

Like Utah's statewide DLI system, Ogden students can pursue:

- AP language coursework
- Concurrent enrollment
- Seal of Biliteracy
- University credit pathways

The district remains connected to Utah's larger K–16 DLI system.



# How Ogden's Model Addresses Major DLI Challenges



# Challenge #1: Non-DLI Student Experience



## Ogden's Approach

By centralizing immersion within a specialty school:

- Neighborhood schools avoid split DLI/non-DLI structures
- Schools experience fewer scheduling conflicts
- Balancing enrollment becomes easier

## Potential Benefit

This may reduce:

- Perceptions of inequity within individual schools
- Internal school division between immersion and non-immersion students

## Potential Drawback

The district instead creates:

- Specialized “destination schools”
- Greater separation between programs across the district

# Challenge #2: Additional FTE Costs



Consolidation helps reduce staffing inefficiencies by:



- Grouping immersion teachers together
- Filling class sections more consistently
- Reducing under-enrolled classrooms
- Simplifying scheduling

## Why This Matters



This directly addresses one of Provo's identified concerns:

- Additional FTE requirements

Ogden's structure is designed around sustainability and operational efficiency

# Challenge #3: Equity Across Schools



## Ogden's Approach

Instead of trying to place every language at every school, Ogden:

- Centralizes programming
- Uses specialized school access
- Creates districtwide enrollment opportunities

## Potential Advantage

Students across the district may theoretically have equal access to the same program.



## Potential Drawback

Access may still depend on:

- Transportation
- Parent choice
- Program awareness
- Willingness to leave a neighborhood school



# Major Strengths of Ogden's Model



## 1. Sustainability

Centralization likely:

- Reduces duplicate staffing
- Improves class enrollment consistency
- Simplifies administration

## 3. Improved Operational Efficiency

Compared to decentralized neighborhood models:

- Scheduling is simpler
- Staffing is more efficient
- Resources are concentrated

## 2. Strong Program Identity

Specialized schools can create:

- Strong immersion culture
- Cohesive staff collaboration
- Clear district branding

## 4. Potential Equity Improvements

Rather than some schools having DLI and others not:

- The district offers centralized access points

# Potential Weaknesses of Ogden's Model



## 1. Less Neighborhood Continuity

Students may:

- Leave boundary schools
- Lose neighborhood-school connections



## 2. Transportation and Logistics

Families may face:

- Longer commutes
- Transportation barriers
- Scheduling complications



## 3. School Segmentation

Specialized schools can unintentionally create:

- Program separation
- Uneven demographics
- Different school identities



# Wasatch School District DLI Program

[Wasatch District DLI Program](#)



# One Language Across the District



Wasatch County School District focuses exclusively on:

- Spanish Dual Language Immersion

By concentrating on one language, Wasatch can:

- Streamline staffing
- Standardize curriculum
- Simplify secondary continuation pathways
- Reduce operational complexity
- Build stronger teacher collaboration



# Districtwide Availability



Wasatch offers DLI at each elementary school:

- Heber Valley Elementary
- J.R. Smith Elementary
- Daniels Canyon Elementary
- Old Mill Elementary
- Midway Elementary

This creates a very different equity structure from districts where only select schools host immersion programs.

## Potential Advantages

- Greater geographical access
- Strong neighborhood-school continuity
- Reduced transportation concerns
- Greater community integration



## Potential Challenges

- Requires more bilingual staffing districtwide
- Can increase FTE needs
- Greater scheduling complexity across multiple campuses



# Two-Way and One-Way Models



## What Is Two-Way DLI?

Two-way immersion intentionally mixes:

- Native English speakers
- Native Spanish speakers

Both groups learn together and serve as language models for one another.

## Advantages of Two-Way Models

Research consistently shows two-way immersion can:

- Improve bilingualism for both groups
- Support English learners academically
- Increase cultural integration
- Produce strong long-term proficiency outcomes



This is especially effective in communities with larger Spanish-speaking populations.

## What Is One-Way DLI?

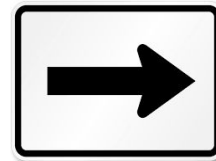
One-way immersion primarily serves:

- Native English speakers learning Spanish

This aligns with Utah's traditional immersion structure used in many suburban districts.

Wasatch closely follows Utah's official immersion framework:

- 50% instruction in English
- 50% instruction in Spanish
- Two-teacher partner model



# Secondary Continuation Pathway

## Secondary Program Features



The district offers:



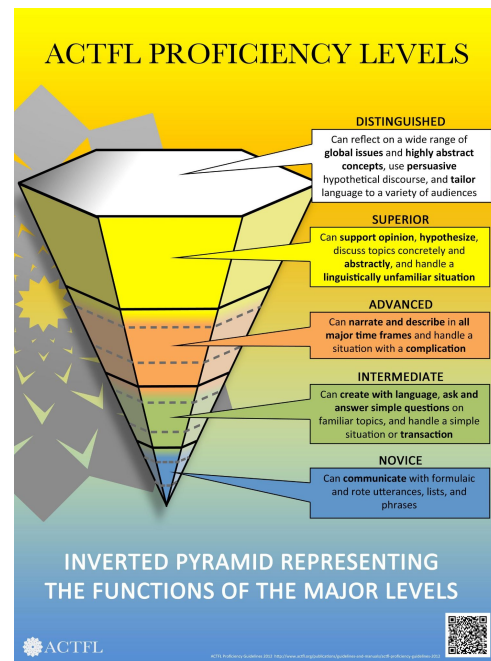
- Spanish DLI Honors coursework
- Culture, History & Media elective courses
- AP language pathways

Students are expected to:



- Continue language study through secondary school
- Complete AP assessments
- Work toward college credit (concurrent enrollment) and biliteracy recognition

This reflects Utah's statewide emphasis on long-term proficiency rather than elementary-only exposure.



# Lottery and Enrollment System



Wasatch uses a districtwide lottery application process.

## Important Features

The lottery system:

- Gives sibling priority
- Balances gender groups
- Balances language-background groups
- Attempts to maintain healthy class composition

This is particularly important in two-way immersion settings where districts seek:

- Balanced English/Spanish representation
- Diverse language-learning environments





# How the Wasatch Model Addresses DLI Challenges



# Challenge #1: Experience of Non-DLI Students



**Context:** Because DLI is available at nearly all schools, students feel less excluded by geography, DLI is part of normal culture, and schools avoid "special program" stigmas.

## Potential Advantages

### Reduces systemic friction:

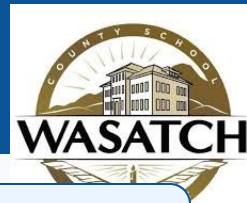
- School-to-school inequity concerns
- Competition between neighborhood schools
- Parent dissatisfaction regarding program access

## Potential Trade-Off

### Ongoing balancing needs:

- Allocation of DLI vs. Non-DLI sections
- Experience of students in non-DLI classroom settings
- Complex staffing and resource allocations

# Challenge #2: Additional FTE Costs



Wasatch likely accepts higher staffing complexity in exchange for:

- Broad access
- Neighborhood continuity
- Strong immersion outcomes



## Staffing Challenges

**Distributed Districtwide Programs:**

- More bilingual teachers are needed
- Staffing coordination is more complex



## Strategic Simplification

**Mitigating Factor:**

- Standardizing to one language simplifies hiring and curriculum systems.



# Challenge #3: Equity Across Schools



Because nearly all elementary schools offer Spanish DLI:

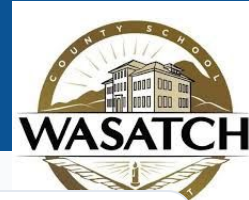


- Geographic access is more equitable
- Students can remain in neighborhood schools
- Transportation barriers are minimized

Compared to centralized magnet models, this creates stronger local access.



# Major Strengths of Wasatch District's Model



## 1. Districtwide Equity

Programs are widely available across schools.

## 3. Consistency

The district uses one language, one state model, and similar instructional structures.

**Creates strong program alignment.**

## 2. Neighborhood-School Continuity

Students remain connected to:

- Local peers
- Community schools
- Neighborhood identity

## 4. Strong Research Alignment

The district closely follows:

- Utah state best practices
- Long-term proficiency pathways
- Two-way immersion research

## 5. Cultural Integration

The two-way model supports English learners, native English speakers, and cross-cultural interaction.

# Potential Weaknesses of Wasatch District's Model



## 1. Higher Staffing Demands

Districtwide implementation requires:

- More bilingual teachers
- Greater scheduling coordination
- Ongoing staffing stability

## 2. Operational Complexity

Maintaining immersion sections across many schools can:

- Complicate enrollment balancing
- Increase FTE pressure

## 3. Less Language Diversity

Unlike Provo, Wasatch focuses only on Spanish.

This simplifies operations but limits:

- Family choice
- Multiple language pathways

*Operational efficiency is gained through focus, but at the cost of broader linguistic variety and staffing flexibility.*

# Salt Lake City School District DLI Program



# Spanish-Focused DLI Model



Unlike Provo School District, which operates multiple language pathways (French, Portuguese, Mandarin Chinese, and Spanish), Salt Lake City has concentrated its immersion resources into one partner language:

- Spanish

## Why This Matters

This allows the district to:

- Standardize curriculum
- Streamline staffing
- Build stronger continuation pathways
- Support the district's multilingual student population
- Focus resources on one large-scale program



# Multiple Elementary DLI Sites



Salt Lake City currently operates DLI programs at several elementary schools, including:

- Mountain View Elementary
- Newman Elementary
- Nibley Park Elementary

This differs from:

- Logan's fully centralized magnet-school model and
- Wasatch's nearly districtwide implementation.

Salt Lake City instead uses a:

- selective multi-site urban model.

## Characteristics

- Programs are embedded within neighborhood schools
- DLI exists alongside non-DLI classrooms
- Schools serve highly diverse student populations



# Strong Two-Way Immersion Orientation



One of the most important features of Salt Lake City's model is its strong alignment with:

- two-way immersion best practices.

## What Is Two-Way Immersion?

Two-way immersion intentionally combines:

- Native English speakers
- Native Spanish speakers

Both groups serve as language models for each other while learning grade-level content together.

This differs from many Utah suburban DLI models that are primarily:

- one-way immersion
- mostly native English speakers learning a second language.



# Equity-Centered Philosophy



## Program Intentions

Helping students to:

- Appreciate multiple cultures
- Communicate globally
- Become proficient in multiple languages



## Suburban Models

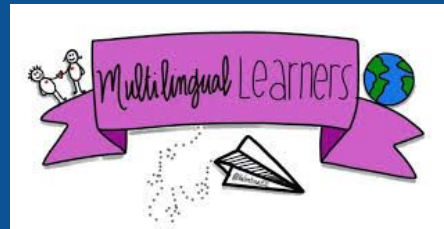
*Often emphasize:*

- Global competitiveness
- Enrichment
- College credit for native English speakers

## Salt Lake's Emphasis

Placing greater value on:

- **Bilingualism as an equity tool**
- **Supporting multilingual communities**



# Integration Within Diverse Schools

Salt Lake's DLI schools tend to serve:

- racially diverse populations
- multilingual populations
- varying socioeconomic groups.

Because immersion exists within diverse urban schools:

- DLI students and non-DLI students often interact closely
- bilingualism becomes more normalized within the school culture
- native Spanish speakers are often viewed as linguistic assets

This differs from some suburban models where DLI can become perceived as:

- a specialty enrichment track
- or a competitive parent-choice program.



# Utah State Instructional Model Alignment



## Official DLI Framework

Salt Lake follows Utah's official framework:

- 50% English instruction
- 50% partner-language instruction
- Two-teacher partner model



## Instructional Features

Students receive:

- English Language Arts instruction in English
- Core content instruction in both languages
- Literacy development in both languages
- Cultural instruction embedded into coursework

## Language Development Continuum

Students continue development through:

- Middle school
- High school
- AP coursework
- College-credit bridge opportunities

# School Choice and Enrollment



## Enrollment Flexibility

Salt Lake City allows families some degree of:

- school choice
- open enrollment
- program application options

## Accessibility Considerations

However, because programs are embedded in neighborhood schools access may still vary by geography and school capacity.



# How Salt Lake City School District Addresses DLI Challenges



# Challenge #1: Non-DLI Student Experience



## Salt Lake's Approach

DLI is integrated into diverse schools:

- Bilingualism as school culture
- Natural inclusion of native bilinguals
- Integration over isolation



## Potential Strength

The model may reduce:

- Elitism perceptions
- School segregation concerns
- "Special track" identity issues



## Potential Challenge

Schools must balance:

- DLI vs. non-DLI enrollment
- Staffing logistics
- Scheduling complexities
- Classroom allocation



# Challenge #2: Additional FTE Costs



## One-Language Focus

Benefits of narrow focus:

- Staffing becomes more manageable
- Curriculum systems are simplified
- Secondary pathways easier to sustain



## Remaining Tension

Multi-site challenges:

- Programs spread across several schools
- Staffing complexity still exists despite single language

## Provo Comparison

Salt Lake vs. Provo structure:

- Lower overall staffing complexity
- Fewer recruitment challenges than 4-language model



# Challenge #3: Equity Across Schools



## Equity Mechanisms

Salt Lake addresses equity through:

- Multiple program sites
- Inclusion of multilingual learners
- Culturally responsive programming
- Access for native Spanish speakers



## Intentional Avoidance

DLI is NOT exclusively for:

- White students
- Affluent families
- Enrichment-only focus

## Defining Model

This commitment to equity is a defining characteristic of Salt Lake's DLI model.



# Major Strengths of Salt Lake's Model

## 1. Strong Equity Orientation

The program intentionally includes:

- English learners
- Native Spanish speakers
- Diverse student populations

## 2. Research-Based Two-Way Immersion

Aligns with national best practices for:

- Biliteracy
- Sociocultural development
- English learner support

## 3. Strong Cultural Integration

Bilingualism is embedded into:

- School identity
- Culture
- Community engagement

## 4. Operational Simplicity

Compared to multi-language districts:

- One-language implementation simplifies systems

## 5. Urban Multilingual Strengths

The district leverages its existing multilingual population as an instructional asset.



# Potential Weaknesses of Salt Lake's Model



## 1. Limited Language Choice

Families do not have multiple immersion-language options like Provo.

## 2. School Capacity Challenges

Schools still face:

- Enrollment balancing
- Staffing pressures
- Program demand issues

## 3. Geographic Access Issues

Not all schools host DLI programs.

## 4. Program Complexity

DLI and non-DLI students share:

- Staffing & Scheduling
- Resources
- Facilities