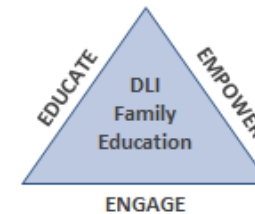


SESSION 4: COLLEGE AND CAREER OPPORTUNITIES



1

Dual Language and Immersion Family Education



 USDE Grant: Dual Language and Immersion Pathways to English Learner Success

2

Introductions



- Your name
- Number and ages of your children
- Your school
- Languages spoken at home

3

Workshop Topics

1. Dual Language and Immersion Basics
2. Bilingualism and Biliteracy
3. Challenges of DLI
4. College and Career Opportunities

 USDE Grant: Dual Language and Immersion Pathways to English Learner Success

4





2. What are the benefits of earning a bilingual seal or a world language proficiency certificate?

Minnesota State Colleges and Universities (Minnesota State) will award **free college semester credits** to graduating high school students who receive bilingual and multilingual seals and world language proficiency certificates.

9

(Minnesota Department of Education, 2020)



3. How many semesters will Minnesota State colleges and universities award for seals and world language proficiency certificates?

World language proficiency certificate	Intermediate-Low	2 semesters
Gold bilingual or multilingual seal	Intermediate High	3 semesters per language
Platinum bilingual or multilingual seal	Advanced Low	4 semesters per language

10

(adapted from Minneapolis Public Schools, n.d.)



4. What are the other requirements for a bilingual or multilingual seal?

In addition to demonstrating the required proficiency levels in a language other than English, students must:

- demonstrate mastery of Minnesota's English language proficiency standards;
- satisfactorily complete all required English language arts credits.

11

(Minnesota Department of Education, 2020)

SELLOS BILINGÜES SEALS OF BILINGUALISM



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(Del Norte County, 2017; District 201, 2019)



Other Ways to Obtain College Credits Based on Language Proficiency



➤ Advanced Placement (AP) language & literature courses in second language



➤ Retroactive credits based on language proficiency exams



➤ Higher level exam for IB diploma

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Students with high levels of bilingualism and biliteracy can earn college credits even before going to college through several different paths. These are great ways to earn college credit for FREE!

- Advanced Placement: By taking an AP course and scoring successfully on the related AP Exam, students can save on college expenses: most colleges and universities nationwide offer college credit, advanced placement, or both, for qualifying AP Exam scores.
- Minnesota State colleges award credits based on Language Proficiency Exam.
- *For the IB diploma:* Students who don't earn the IB diploma are still eligible for college credit. However, students who earn the IB diploma receive more college credit than those who don't. IB Foreign language requirement: students must be at Level 6 – DLI students have a jumpstart for completion of language requirement.



let's talk

You have learned how your child can earn college credit (for free!) by achieving a high level of proficiency in both English and Spanish.

Why is it important for you to know this now, while your child is still in elementary school?

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Objective #2

I understand that there are many different jobs, careers and other enriching opportunities open to those who are bilingual and biliterate.

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Career Opportunities for Bilinguals

Bilingual jobs: Foreign-language careers on rise

November 26, 2012 | By Jason Lee | Tribune Media Services

Bilingual college grads are in demand, says NIU survey

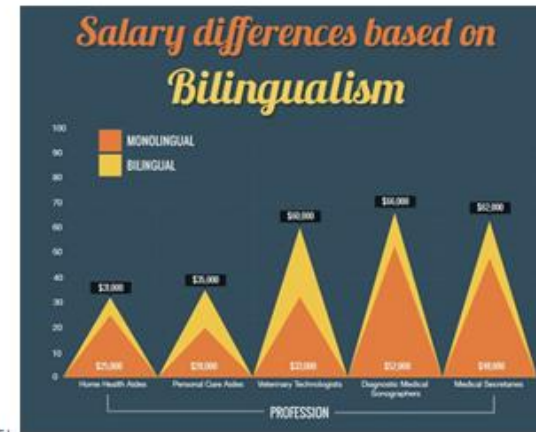
September 16, 2015

Know another language? Bilingual jobs are on the rise in Minnesota

August 3, 2017 by Erin Olson

16

Bilingual speakers are in demand right now and will be even more so in the future. Here are just a few headlines from various news outlets. What can your child expect from a bilingual career?

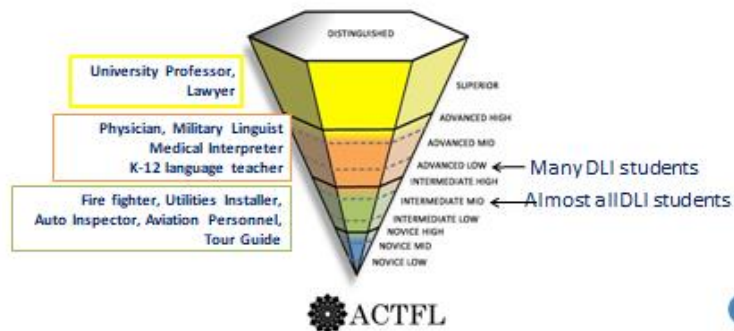


(Alpert, 2015)

17

Very often, bilingual speakers earn more money than monolinguals. Here is an example of salary differences in the health care field based on bilingualism.

Language Proficiency and the Work Place



(ACTFL 2012)

18

Enrolling your child in a DLI program is not enough to ensure the level of proficiency necessary for the most demanding careers, such as physician or lawyer. However, you are setting your child on a solid path to a bilingual future. Almost all DLI students who remain in the program from kindergarten through grade 12 achieve proficiency in the Intermediate Mid range. At this level, students are well able to hold everyday conversations with native speakers. Many immersion students even reach the Advanced Low range by the end of **grade 12**.

This graph shows some traditional careers for today's bilinguals. There will be many other careers for bilinguals in the future that don't even exist today.



Bilingualism in the Digital Era



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Bilinguals have an advantage in the digital economy, which is global by nature and requires a globally-minded work force.

- Research has shown that individuals who:
 - are high use bilinguals— who use both languages frequently for personal and professional purposes, and
 - have very high levels of biliteracy
 are those who...
 - are more likely to attend and graduate from 4-year colleges, which increases opportunities in the labor market;
 - are likely to have more prestigious and higher paying careers; and
 - have greater opportunities for career advancement.
- These benefits are increasingly critical for young people in today's global economy!

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(Porras, Ee & Gándara, 2014; Santibañez & Zárate, 2014)

In summary:

- Children of immigrants who can speak, read and write in both English and the language spoken at home have an advantage in the labor market.
- Individuals with immigrant backgrounds who only speak English and don't retain the home language lose between \$2,000 and \$5,000 annually.
- In contrast, those with immigrant backgrounds who know both English and the language spoken at home — also known as “balanced bilinguals”—are more likely to earn more money than those who only know English.

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(Agirdag, 2014; Navarez, 2015; Rumbaut, 2014)

The future begins now!



High school students who participate in two-way immersion programs, from elementary through high school have:

- high levels of academic competence and motivation;
- ambitions to go to college;
- knowledge about how to apply to and get into college;
- and pride in bilingualism.

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(Lindholm-Leary & Borsato, 2001)



Language Proficiency and Careers of the Future



We don't know what the future holds, but....

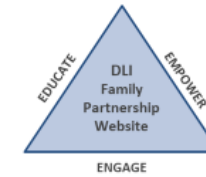
“Integration of our global economy is not the only driving force for the need for higher-level soft skills; large global migration driven by both economic and political forces also has a large impact on workforce demands. To respond to both our current and future workforce needs, we have to redefine what an educated and talented workforce looks like. The answer includes one that is **multilingual** and **multicultural**.”

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(Price, 2018)

Slide 24: Take a break Slide 25: Let's Play!

Check out our website for more information on this topic and others.



<http://carla.umn.edu/immersion/parentinfo/index.html>

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<http://carla.umn.edu/immersion/parentinfo/index.html>

UNIVERSITY OF MINNESOTA

CARLA CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION

HOME Research & Programs Professional Development Resources About CARLA

Immersion Education

PD & OUTREACH

- American Council on Immersion Education (ACIE)
- ACIE Newsletter Archive
- CARLA Summer Institutes
- Immersion Conference

RESEARCH

- Research-to-Action Briefs
- Immersion Bibliographies
- Immersion Research Projects
- CARLA Bibliography

RESOURCES

- DLI Family Resources
- Immersion Ed Resources
- Immersion FAQ
- Directory (CAU)

Dual Language and Immersion Family Education

The Dual Language and Immersion Family Education program was developed by a team of Dual Language and Immersion (DLI) educators from the University of Minnesota and teacher contributors from surrounding school districts. It is supported by a United States Department of Education grant from the Office of English Language Acquisition.

The DLI Family Education program is made up of two components:

- a series of four face-to-face sessions for families, facilitated by bilingual educators and covering four topics:
 - Dual Language and Immersion Basics
 - Bilingualism and Bilinguality
 - Challenges of Dual Language and Immersion Education
 - College and Career Opportunities
- an online repository of **useful resources for families** with which to deepen their understanding of DLI.

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<http://carla.umn.edu/immersion/parentinfo/english.html>

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CARLA CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION

HOME Research & Programs Professional Development Resources About CARLA

DLI Family Education

Immersion Materials

Family Resources

English

Spanish

French

Immersion

Family Resources

Dual Language and Immersion Basics

Guidelines for Teachers of Dual Language and Immersion Education (DLI)

- CHSRU Dual Language Education Resources**: Resources, news and information for dual language schools, parents, teachers and administrators.
- Dual Language Programs Enriched in This Video**: Diane August, an All-American Institute for Research managing researcher, explains the benefits of dual language programs and some of the challenges to implementing them.
- Language Immersion Education in Minnesota**: Multiple videos on the use language immersion programs can play in addressing Minnesota's achievement gap and preparing its children to compete in the global economy. The video unites the voices of researchers and community leaders with those of immersion practitioners and their students.
- Presenting Your Child and You for Dual Language Education**: News and questions from parents who have chosen or who are considering dual language.
- Questions Parents Frequently Ask about Dual Language Immersion**
- The Two-Way Immersion Toolkit**: Information on the goals and key features of two-way dual language immersion education.

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USDE Grant: Dual Language and Immersion Pathways to English Learner Success
 © 2020 University of Minnesota. Program development supported by United States Department of Education grant from the Office of English Language Acquisition.

We thank you for coming this evening
and for your active participation!

Please complete the short
questionnaire to help us to see
what you learned in this
workshop and how we can
improve it.



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Time to celebrate!



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You made it! You've completed all four workshops! It's time to get your certificate and time to celebrate! We are so grateful for your participation and hope that we've helped you to understand more about your children's educational program and how you can help your children to succeed in school and beyond!

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