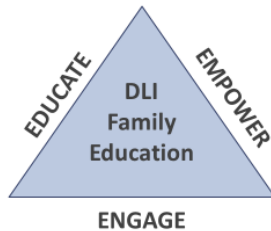


Dual Language and Immersion Family Education:  
Supporting Students in Secondary Programs  
Session 2

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Introductions



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



Introductions



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

Objective 3

I understand that

- how I support my child will change as he or she moves from elementary, to middle, to high school.
- how I support my child in high school will have implications for college readiness

Parental involvement at any level of a DLI program can be challenging. For Spanish home language speakers, there are often linguistic and cultural barriers to overcome, while English home language speakers are uncertain of their role if they do not speak Spanish. Nevertheless, at the elementary level, families commonly assist with homework, eat lunch at school, volunteer as reading tutors, room parents, field trip chaperones or classroom helpers. Involvement at the secondary level, however, looks quite different.



At the elementary level, parent involvement is commonly front and center.

Involvement at the secondary level is often much less visible, though just as valuable.

[Ferguson & Rodriguez, 2005; <https://sedl.org/connections/resources/rb/rb3-Secondary.pdf>]

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Parental involvement at any level of a DLI program can be challenging. For Spanish home language speakers, there are often linguistic and cultural barriers to overcome, while English home language speakers are uncertain of their role if they do not speak Spanish. Nevertheless, at the elementary level, families commonly assist with homework, eat lunch at school, volunteer as reading tutors, room parents, field trip chaperones or classroom helpers. Involvement at the secondary level, however, looks quite different.

School involvement at the secondary level might include:



- special meetings to communicate test information or test preparation strategies;
- discussions on college planning;
- participation on a school improvement team;
- workshops designed to teach homework strategies or methods to address adolescent issues.

[Ferguson & Rodriguez, 2005; <https://sedl.org/connections/resources/rb/rb3-Secondary.pdf>]

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This kind of support can be daunting, especially for families who have not gone through test preparation and the college planning process themselves.



*What are some of the challenges DLI families face when it comes to helping/guiding/supporting their children in middle or high school?*

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The first four points are things all parents can do, right now.

*How can you successfully support your teenager's academic achievement?*



- Talk often with your child about school and about what your child is learning.
- Monitor homework.
- Keep your child focused on learning during the school year.
- Communicate with your child's teachers.
- Help your child make plans for postsecondary education.

(Ferguson & Rodriguez, 2005; <https://sedl.org/connections/resources/rb/rb3-Secondary.pdf>)

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The first four points are things all parents can do, right now.

*How can you help your child make plans for postsecondary education?*

- Monitor your child's course choices.
- Communicate your high expectations for academic performance, which includes:
  - enrollment in college-credit courses while in high school;
  - enrollment in advanced math classes;
  - strong cumulative high school Grade Point Average (GPA);
  - no failures in core subjects.



(Camara, 2013)

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A semester GPA is an average of the grades a student receives in a given semester. A cumulative GPA is an average of the grades a student will have received in all courses throughout high school.

It is important that you encourage your child to enroll in advanced math classes and college-credit courses. There are a number of ways that your child can receive high school and college credit at the same time.

What are the options for college-credit courses in high school?



### The Advanced Placement Program

- is an educational partnership between secondary schools and colleges and universities;
- provides high school students with the opportunity to take college-level courses in a high school setting.

(Minnesota Office of Higher Education, 2017a; <https://www.ohs.state.mn.us/dPg.cfm?pageID=1068>)

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Additional benefits and opportunities for DLI students:

- Advanced language and literature courses are offered in Spanish.
- Most colleges and universities nationwide offer college credit (to satisfy language requirements), advanced placement (for further language study), or both, for qualifying AP Exam scores.

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### Postsecondary Enrollment Options (PSEO) Program

- allows high school students to enroll in courses taught by college instructors on college campuses;
- offers high school students the opportunity to earn college credit at no cost and, after graduation from high school, to potentially enter into postsecondary institutions with some course requirements already met.

(Minnesota Office of Higher Education, 2017b; <https://www.ohs.state.mn.us/mPg.cfm?pageID=797>)

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### Concurrent Enrollment Program

- serves public high school students enrolled in a college-level course taught at the high school during the regular school day;
- allows students to earn high school and college credit concurrently.

(Minnesota Office of Higher Education, 2017b; <https://www.ohs.state.mn.us/mPg.cfm?pageID=797>)

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### The International Baccalaureate Diploma Program (full program)

- is a comprehensive two-year international curriculum offered in the high school, for students aged 16-19;
- requires students to study and pass exams in six different academic subjects, including a language other than English; and
- is accepted as an admissions credential at more than 1,000 North American Colleges and in more than 100 countries.

(Minnesota Office of Higher Education, 2017c; <https://www.oh.edu/mn.us/mPg.cfm?pageID=797>)

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### Additional benefits and opportunities for DLI students:

- Students who do not 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.
- To meet the Language requirement for the IB diploma, students must be at Level 6, which is the equivalent of Advanced Low on the ACTFL standards. Many DLI students achieve this level by the end of grade 12.

(Global Seal of Biliteracy; <https://theglobalseal.com/ib-test-state-seal-of-biliteracy-resources>)

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### ADVANCED LOW speakers can

- communicate with native speakers on a variety of familiar and general topics;
- read and understand a variety of fiction and nonfiction texts if not too complex; and
- present information in writing, though academic language is weak.

(ACTFL, 2017; <https://www.actfl.org/resources/hcssfi-actfl-can-do-statements>)

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### *Why is enrollment in college-credit courses so important?*

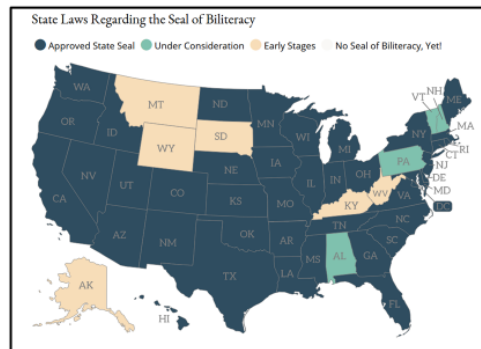
#### Students who enroll in college-credit courses:

- are more likely to immediately enroll - and stay - in college than their peers;
- have significant flexibility in how to tailor their academic programs to their specific needs; and
- reduce the time and cost to earn degrees and enter the workforce.

(College in High School Alliance, 2020; <https://www.collegeinhighschool.org/>)

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## Another Benefit for DLI Students: Seal of Biliteracy and World Language Proficiency Certificates



(Seal of Biliteracy, 2020)

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The first Seal of Biliteracy was created in 2008 as part of a grassroots effort by the nonprofit group, “Californians Together.” Their goal was to recognize high school graduates who had obtained high levels of competency in one or more languages in addition to English. The seal has gained in popularity throughout the United States in recent years.



What are Bilingual and Multilingual Seals and World Language Proficiency certificates?

Minnesota districts award Minnesota bilingual and multilingual seals to high school graduates who demonstrate the required levels of language proficiency in speaking, writing, reading and listening for languages other than English.

(Minnesota Department of Education, 2020)

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

Many universities will award **free college semester credits** to graduating high school students who receive bilingual and multilingual seals and world language proficiency certificates.

(Minnesota Department of Education, 2020)

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

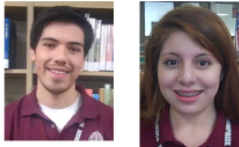
In addition to demonstrating the required proficiency levels in a language other than English, students must:

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

(Minnesota Department of Education, 2020)

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## SEALS OF BILITERACY



(District 201, 2019)

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## The Value of Language Study for College Admission



No matter where students apply for college, demonstrated proficiency in a language other than English will improve their chances of being admitted.

Life in college and after college has become increasingly globalized, so strength in a second language carries a lot of weight with admissions counselors.

(Grove, 2020; <https://www.thoughtco.com/foreign-language-requirement-college-admissions-788842>)

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TAKE A BREAK!

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*How can you support your child's DLI experience at the secondary level?*

In a DLI program, the best way for **Spanish home language speakers** to have a positive impact on their child's future as a bilingual is to

- commit to DLI through grade 12;
- continue to speak Spanish and expect their child to speak Spanish in the home;
- encourage their child to speak Spanish in the community.

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When students see that their parents value their language and culture, they are more likely to embrace those values themselves and are more motivated to continue in the DLI program through grade 12.

The best way for **English home language speakers** to have a positive impact on their children’s future as a bilingual is to

- commit to DLI through grade 12;
- help them find ways to use Spanish outside of the classroom and school; and
- encourage them to continue language study in college and to pursue study abroad.



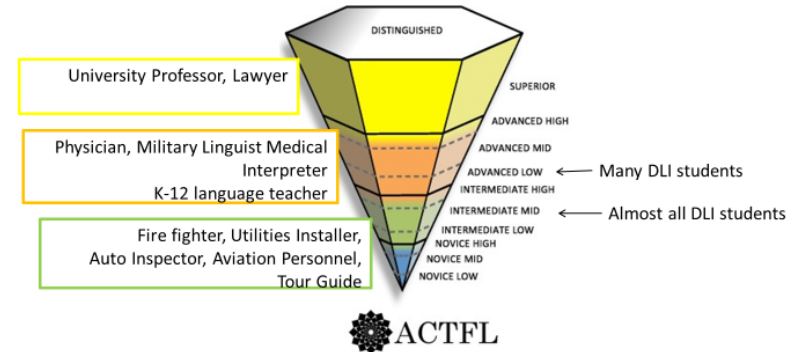
*If students were asked to rate themselves on a 1-5 scale, with 1 being “I don’t want to stay in the DLI program through grade 12” and 5 being “I am 100% committed to DLI through grade 12,” what do you think your child’s response would be?*

The more students use their language in culturally authentic contexts, the more they begin to see a future for themselves as bilinguals and the more motivated they are to pursue advanced language study in college.

**Objective 4**

I understand that there are many different careers open to those who are bilingual and biliterate.

Language Proficiency and the Workplace



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. We have already seen that almost all DLI students



who remain in the program from kindergarten through grade 12 achieve proficiency in the Intermediate Mid range and many immersion students even reach the Advanced Low range by the end of **grade 12**. But in order to achieve the high level of language proficiency required to work in a bilingual environment, students will need many additional opportunities to use Spanish and will have to continue formal study of the language as well. 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.



### Bilingual Careers

Research has shown that individuals who are high use bilinguals – who use both languages frequently for personal and professional purposes – and who have very high levels of biliteracy

- 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!

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

In fact, a study in Belgium found that balanced bilinguals earn about \$5,200 more annually at the beginning of their careers than do monolinguals – the findings were the same for different language groups. So there is a substantial loss to a person in earnings over time if they lose the home language.



Jessica

Language spoken at home	Years of Spanish language study	Other language experience	Spanish Proficiency
English	K–12 DLI Spanish	4-week volunteer service program in Costa Rica during college	Can initiate and maintain conversations on familiar topics by asking and responding to a variety of questions. Can read and understand short, straightforward texts. Can communicate in writing in social contexts but with errors. Professional writing is beyond her capability.

(ACTFL, 2017)

This activity will help you make the connection between language proficiency and actual careers.

Five recent college graduates are attending a job fair. All attended DLI programs growing up. Can you match them with their future career possibilities?



**Manuel**

Language spoken at home	Years of Spanish language study	Other language experience	Spanish Proficiency
Spanish	K–12 DLI Spanish, 4 years of college (Spanish major)	Extended stays with family in Mexico	Can maintain spontaneous conversations and discussions with native speakers on familiar and unfamiliar topics in academic, social, and professional contexts. Can make oral and written presentations on complex topics. Can read and understand complex fiction and nonfiction texts.

(ACTFL, 2017)

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**Maya**

Language spoken at home	Years of Spanish language study	Other language experience	Spanish Proficiency
English	K–12 DLI Spanish, 4 years of college (Spanish major)	Year-long study abroad in Spain	Can converse effectively with native speakers about familiar topics, including some academic and professional. Can present orally and in writing but on a limited range of topics. Can read and understand a variety of fiction and nonfiction texts.

(ACTFL, 2017)

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**Peter**

Language spoken at home	Years of Spanish language study	Other language experience	Spanish Proficiency
English	K–6 DLI and two years traditional Spanish classes in middle school	none	Can understand if the topic is familiar and the speaker speaks slowly. Can maintain a very simple conversation. Can read and understand short, uncomplicated texts. Poor writing skills.

(ACTFL, 2017)

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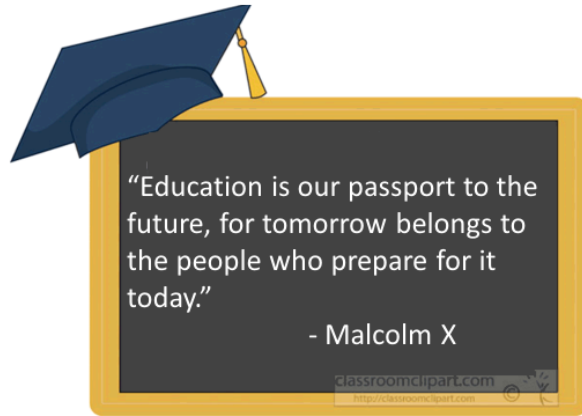


**Maria**

Language spoken at home	Years of Spanish or language study	Other language experience	Spanish Proficiency
Mostly English though parents speak to her in Spanish	K–12 DLI, 4 years college Spanish (Spanish minor)	Spanish Club in college	Can communicate with native speakers on a variety of familiar and general topics. Can read and understand a variety of fiction and nonfiction texts if not too complex. Can present information in writing, though with errors.

(ACTFL, 2017)

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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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### ORAL PROFICIENCY LEVELS IN THE WORKPLACE

Advanced High 	Physician, Financial Services Consultant, Military Linguist, Translation Officer
Advanced Mid 	Banking and Investment Services, Customer Service Representative, Medical Interpreter, Court Interpreter
Advanced Low 	K–12 Language Teacher, Nurse, Social Worker, Police Officer, Legal Secretary
Intermediate High 	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Tour Guide
Intermediate Mid 	Cashier, Sales Clerk, Receptionist
Intermediate Low 	

(ACTFL, 2015)

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Spanish home language speakers like Manuel who continue to speak Spanish in the home, spend extended periods of time in a Spanish-speaking environment and continue their Spanish studies in college are the most likely to achieve high levels of proficiency.

English-language speakers like Maya need four years of advanced Spanish in college and an extended stay in a Spanish-speaking country

if they are to achieve the high levels of language proficiency and cultural competence necessary for a bilingual career.

Students like Maria may have good speaking skills, but they still need advanced language study in college to acquire the necessary academic language and writing skills required in higher level careers.

Students at the Intermediate Mid level like Jessica may be able to get by orally if the task is not too demanding, but they are limited in their use of the language and their skill level would have low marketability.

Students like Peter are out of luck! Staying in the program through high school is the minimum requirement, even for low-level jobs.

All candidates can improve their skills just by using their language every day at home, in their jobs, traveling, reading or watching TV/movies in Spanish, etc. But if they do nothing to maintain and further develop their language skills during their four years of college, much of the proficiency gained during their K-12 DLI education will be lost by the time they are ready to enter the workforce.