

FACILITATORS' SCRIPT FOR HMONG/ENGLISH PROGRAMS  
(English)

SESSION 4: COLLEGE AND CAREER OPPORTUNITIES

1. *Welcome the participants to the session. Reintroduce yourself.*
2. *Introductions*
3. *Workshop Topics*
4. Last session we talked about the challenges of DLI. Tonight's topic is College and Career Opportunities.
5. *Session objectives*
6. *Objective #1*

7- 11. *Seals of Biliteracy*

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 much popularity throughout the United States in recent years.

12. *Click on the video icon. This is all in English, but it does show an English and a Chinese home language (or heritage?) speaker as well as Spanish speakers. You can stop at 2:06. You may have to stop it along the way to translate if your participants need that.*

*Even though most of these students are Spanish home language speakers, you should point out that many seals have been awarded to English speaking students who have learned Hmong (and other languages) as a second language.*

13. 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! *Read the slide. Provide information only about the options specific to your district.*

- Advanced Placement is a program in the United States and Canada that offers college courses and exams to high school students. 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.

14. *Video: Jump Start Your Future. Debrief.*

15. *Let's Talk. Discuss at tables. Share out a few ideas.*

16. *Objective #2*

17. 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?

18. Research shows that bilingual speakers who use both of their languages frequently earn more money than monolinguals. Here is an example of salary differences in the health care field based on bilingualism.

19. 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 hold everyday conversations with native speakers. Many immersion students even reach the Advanced Low range by the end of grade 12. (*Emphasize Grade 12*). This graph shows proficiency requirements for bilinguals for some traditional careers. There will be many other careers for bilinguals in the future that don't even exist today.

*Explain that because there are no K-12 programs in Hmong right now, it is more important than ever that families continue to speak Hmong at home and that students find ways to use their language skills in the broader community. Also, share with them information about the Hmong Studies program at the U of M:*

<https://cla.umn.edu/asian-middle-eastern-studies/languages/hmong>

*The University of Wisconsin system also has a similar program.*

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

21-23. In summary....

24. *Emphasize main idea – that bilingualism and multilingualism will be in high demand in the workplace of the future.*

25. *Break*

26. *Play the final game. (This slide is just to indicate the placement of the game, which is a separate PPT). Tables can play as teams, taking turns choosing questions and offering answers. Answers will appear with mouse clicks. Some have multiple answers, so keep clicking. **Be sure to click on the home button to return to the main game board after each answer.** The numbers on the game board will change color after they've been played. **Also, be sure to click on the question number (underlined), not in the empty space.***

27. *Bring up the CARLA website. Explore the “Family resources” links for a few minutes. Point out the different icons that represent websites, videos, pdfs, podcasts and books (to purchase).*

28 – 30. *You do not have to click through these slides if you have guided participants through the website, but they will be on the handout as a reminder of the path to get from one page to the next.*

31. *Distribute surveys.*

32. *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!*

*Celebrate! If you have decided to have a two-tier certificate (one for those who came to all 4 sessions, and one for those who missed one or more), be sure to acknowledge those who came to all the sessions. Hopefully, you will also have a special treat to end the evening.*