



I. WORKGROUP MEMBER NAMES, ROLES AND/OR TITLES, ORGANIZATIONAL AFFILIATIONS

<u>Name</u>	<u>Role</u>	<u>School</u>
1. Gao Shue Moua	SPPS Staff	Jackson
2. Mee Kong	SPPS Staff	Jackson
3. Pang Yang & Yer Vang	Parent	Jackson
4. Yeng Xiong	Parent	Jackson
5. Xang Her & Ka Ying Yang	Parent	Jackson & Washington
6. Mao Yang & Thai Xiong	Parent	Jackson
7. Bao Xiong	SPPS Staff	Phalen
8. Chue Yang	SPPS Staff	Phalen
9. Lisa Thao	Parent	Phalen
10. Shela Her & Lis Thao	Parent	Phalen
11. See Yee Yang	SPPS Staff	Washington
12. Shoua Lee	SPPS Staff	Washington
13. Na Yang	Parent	Washington
14. Lee Xiong	Parent	Washington
15. MayKoly Vang	SPPS Staff	Battle Creek Middle
16. Kia Yang	SPPS Staff	Battle Creek Middle
17. Sue Xiong	Parent	Battle Creek Middle
18. Youa Lee	Parent	Phalen
19. Chivouayi Lo	SPPS Staff	Harding

ALSO:

20. Seepha Vang	SPPS Staff - HDL TOSA	OTL
21. Liz Hathaway-Castelán	SPPS Staff-DL/I Program Mgr	OTL
22. Pangjua Xiong	Intern to Dr. Agbamu	
23. Dr. Efe Agbamu	Assistant Superintendent	

II. MEETING DATES AND TIMES

Meetings #1-4 consisted of establishing the workgroup, setting norms and roles, developing a plan for findings, reviewing essential questions that will guide our findings and identifying data sources to review.

January 28, 2020

February 24, 2020 - Established protocols/Carousel to develop questions

March 23, April 27, May 18, 2020 - cancelled due to COVID

October 26, 2020

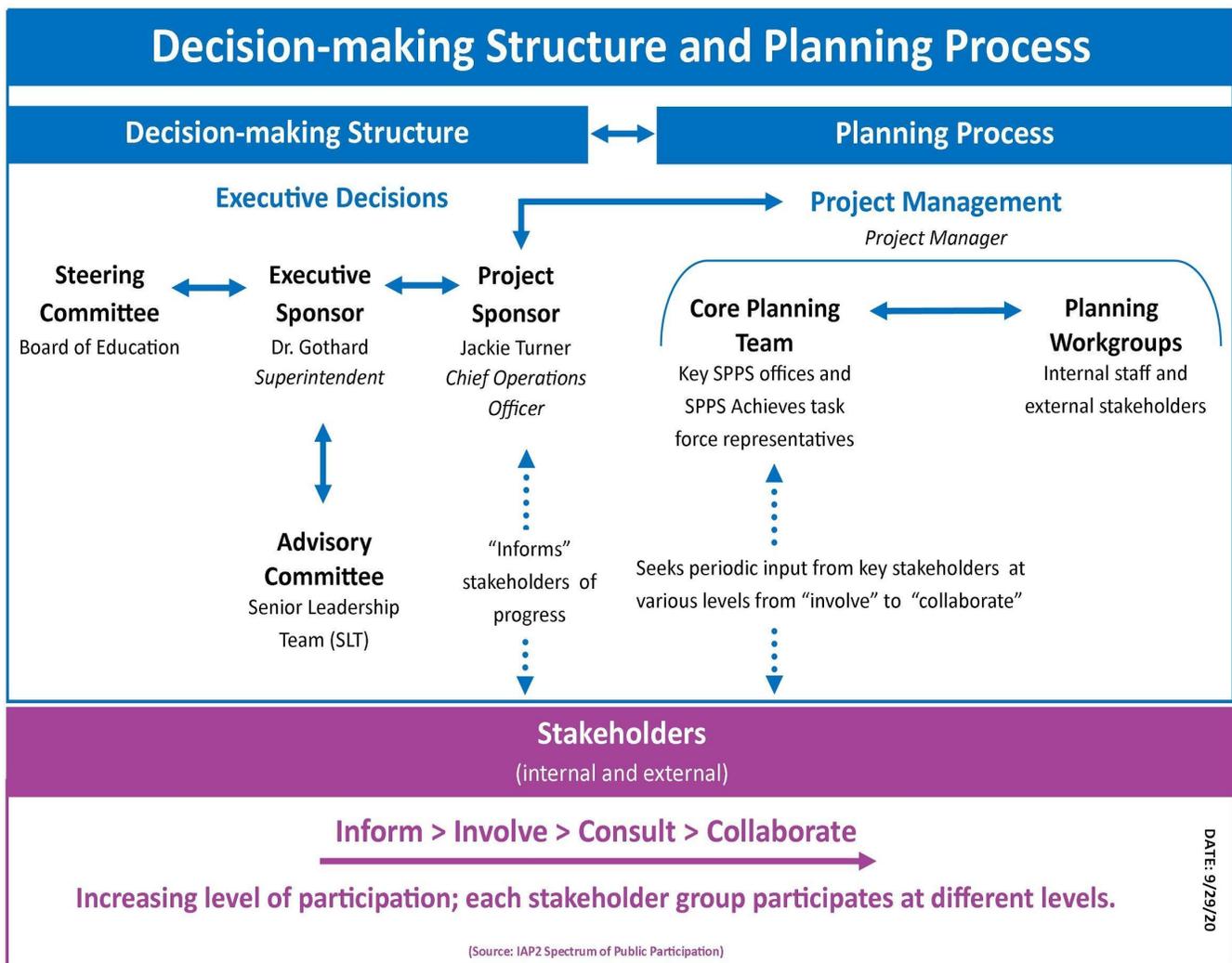
[HDL Envision SPPS ppt for Dec. 21, 2020](#)

[HDL Envision SPPS ppt for Jan. 25, 2021](#)

[HDL Envision SPPS ppt for Feb. 22, 2021](#)

[HDL Envision SPPS ppt for Mar. 22, 2021](#) (Meeting #8)

Final HDL Envision - Review of the Workgroup Report - May 24, 2021



III. WORKGROUP PURPOSE STATEMENT: Determine what is needed to ensure Hmong Dual Language students have a well-rounded and sustainable education.



IV. ESSENTIAL QUESTIONS AND RESPONSES (FINDINGS)

Introduction

For over 35 years, Saint Paul Public Schools (SPPS) has demonstrated a commitment to developing language immersion programs, starting in 1986 with Spanish Immersion. The first Hmong Dual Language (HDL) program in the United States was started at Jackson Elementary in 2006; a second Hmong Dual Language program was added in 2011 at Phalen Lake Hmong Studies Elementary. Both programs were in response to the family requests and a growing population of Hmong students in the community.

Over the years, the Hmong Dual Language programs have grown and developed; they are one-of-a-kind, the first in the nation. Students receive a rigorous curriculum that allows them to develop bilingual, bicultural and biliteracy skills along with a strong sense of self-identity. District Administrators, staff and families believe in the value of the Hmong Dual Language (HDL) programs. District leaders have shown great commitment to, and have supported the program through extensive curriculum and materials development, staffing, and professional development over the years.

In the 21st Century, it is a moral obligation to embrace and advocate for racial equity and provide equitable resources for all students. The HDL program is a unique avenue that delivers culturally relevant materials and instruction with the potential to impact marginalized students, and aligns perfectly with the goals of SPPS Achieves. Combining the two HDL programs of Jackson and Phalen Lake into one Hmong Dual Language school would allow for enrollment growth and sustainability as well as long-term success.

Through Envision SPPS, a committee of 19 members representing parents, community members, and SPPS staff convened monthly (except when not possible due to COVID19) from January 2020 to April 2021 to gather information and data regarding the Hmong Dual Language programs in SPPS. Our goal was to ascertain how we can best sustain and develop our HDL program moving forward, so that we can continue to provide this wonderful program for students in years to come. The committee listened, analyzed data, and organized their findings around eight essential questions. These eight essential questions are summarized in the tables below (by question) with findings under categories. Each essential question, with corresponding findings, includes a summary statement

Conclusion

The Hmong Dual Language Envision Workgroup strongly supports the consolidation of the District's two PreK-5 HDL programs into one program. This group will continue to meet in the Fall of 2021 so that the District can provide more information on what makes for a strong, viable and well-rounded middle school program as a PreK-8 model is the group's preference for HDL. However, the group feels that **the consideration of a PreK- 8 HDL program should not in any way delay a decision on the start of a consolidated PreK-5 program for the District for the 2021-2022 school year.**



Summarizing the data/findings:

Essential Question #1: Considering the data, is it viable for SPPS to sustain more than one Hmong Dual Language program in St. Paul Public Schools? Why or why not?

Findings:

Enrollment

- Current HDL/HLC enrollments: Jackson 177, Phalen 311, Battle Creek Middle 46, Washington 176, Harding 229
 - Data shows Phalen Lake has stayed consistent for student enrollment; Jackson is declining.
 - Combining programs would make HDL more sustainable by drawing more students and therefore increasing enrollment as a city-wide magnet/program (rather than a regional magnet program)
 - Strengthening the elementary program (consolidating the two schools) will provide a positive, long-term impact on the secondary program, making the articulation pathway more sustainable

Facilities

- The program drives the decision, not the building square footage. We need to look for what we want to accomplish academically for a program and facilities will find the right building to fit.
- Geography of where to relocate programs is looked at, but we must balance all the factors and meet the greatest benefit to students.
- Location of the program or school is a district decision of the School Board.

Programming

- Collaboration between schools has streamlined and strengthened programs.
- Consolidating the HDL programs, both at the elementary as well as the secondary level, will provide more opportunities for students.
- Resources (staffing, materials) are now allocated to two schools; the district is currently supporting two HDL programs at each grade level (Elem, MS, HS).
- We have a good foundational HDL/Hmong program from elementary to high school.
- HDL is important for student self identity.
- We have dedicated educators who have taught in this program for many years.

Further

Questions:

- * What are district parameters to be able to financially sustain a program?
- * What does the district need to categorize if something is viable or not? (Is it based on X amount enrollment=\$, buy i from district leadership, and/or staff/families?)

#1 Summary Statement: It would be excellent if Jackson and Phalen can be combined into one Hmong Dual Language elementary magnet school with bussing city-wide. Middle and high school students could continue at their current school site, and/or a new articulation pathway could be chosen and developed over time.



Essential Question #2: 2a. What factors need to be considered to sustain a city-wide v. a regional magnet program? 2b. How can we develop long-term sustainability for the program? 2c. How will changes due to consolidation of programs at the elementary level have long-term consequences for the pathways to middle and high schools as children age through the district?

Findings:

- One key factor to long-term sustainability is publicity and marketing of the program to the larger community and families in SPPS about the Hmong Dual Language Programs.
- Consolidation of the elementary programs could lead to long-term gains for the middle and high school programs.

Transportation

- As a city-wide magnet, the following factors are essential to consider for its sustainability:
 - Magnet routes are longer than regional for students.
 - SPPS provides for over 1 mile at secondary and over .5 mile for elementary.
 - Busses cannot stop at every house; SPPS provides transportation for 60-70 schools.
 - General guidelines are $\frac{1}{3}$ mile to bus stops at elementary; $\frac{1}{2}$ mile to the bus stop for secondary

Facilities

- A major factor to long-term sustainability and growth of the program is enrollment.
 - Combining two elementary schools Jackson (177) and Phalen (311) equal **488** students.
 - Secondary schools totaled 451 students from Battle Creek Middle School (46), Washington (176), and Harding (229).
 - There are 53 students (6%) from out of district in the program.

Programming

- There are highly trained and qualified Hmong teachers and staff.
- Hmong Studies can continue as a regional magnet.
- Hmong Dual Language Program and the articulation pathway of Hmong Language and Cultural would be district-wide programs.
- Sustainability of the Hmong Dual Language program and the articulation pathway needs a long-term vision and plan in place.
 - Program goals and curriculum are clear and are vertically aligned from elementary to the secondary including post-secondary.
 - Program creates a sense of belonging/community with the families.

Further Questions:

*Would we still be able to have two different middle schools/high schools for students to choose from? Will we need to consolidate middle schools and high schools into one as elementary students move into secondary level?



<ul style="list-style-type: none">○ Families want to ensure the program is rooted in culture and language with rigor and has college track focus.● The community, families, stakeholders want to ensure voices and participation in the program. They want to have a say about what kind of education they want for their kids. Families will stick around and support the programs when they are heard and services are provided for their children.● Breakfast and lunch menus need to reflect the student demographic of the schools and district. There's a need for Hmong meals and more Asian menu items on the district menu.● Continue to fine tune the Hmong Dual Language program to become an excellent program that will attract parents, students, and others members in the community. A program with rigorous curriculum, professional developments for staff, digital materials and resources using technologies, provide cultural field trips and experiences, and opportunities for hands-on projects or project-based learning like creating Hmong pandau, Hmong jewelry arts making and designing of earring and necklace, etc.● Set different or progression Hmong standards for elementary and secondary; in order to retain students moving from elementary to junior high or high school.● Students in the program should move as a cohort from middle school to high school.● Programs need to offer more Hmong courses in the upper grades.● Vertical team planning for staff to develop and align curriculum and program needs.	
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#2 Summary Statement: Considerations of city-wide magnet over a regional magnet have long term impact on program growth, development and sustainability. Consolidation of the two elementary programs will allow the enrollment to grow, improve alignment of the curriculum and professional development, as well as consolidation of material and human resources. Consolidating enrollment and resources into one building will increase sustainability and make the program more financially viable. Continued development of curriculum at the secondary level is essential, including embedding College and Career Readiness in the coursework.

The HDL Envision Workgroup strongly supports the consolidation of the District's two PreK-5 HDL programs into one program. Consideration of a PreK- 8 HDL program should not delay a decision on the start of a consolidated PreK-5 program for the District for the 2022-2023 school year.



Essential Question #3: What would be the benefits of sustaining both a Hmong Dual Language and Hmong Studies Program in the same building, as currently is the case at Phalen Lake?

Findings:

Enrollment

- Enrollment is dropping in Hmong Studies Program at Phalen, waiting list for HDL; ie 26/27 HDL and 23/24 Hmong Studies
- Wait lists can cause families to go elsewhere. We try to solidify school placements for families as early as possible.

Facilities

- Capacity of building is more about what creates the right fit for what the program wants to do.
- The program drives the decision, not the building square footage. Look for what we want to accomplish academically for a program and find the right building to fit.

Programming

- Would be an option for students/families to choose HS or HDL
- HDL curriculum would need to build in other cultures for more cross cultural studies which will help with self identity.
- The HDL Program also includes some of Hmong Studies units into the curriculum
- Question is where does Hmong Studies or Hmong Immersion fit into the district?
There is opportunity there.

Further Questions:

*Need enrollment data for HDL and Hmong Studies from last 5 years

#3 Summary Statement: As demand for the HDL program increases (at Phalen, through consolidation), there is the possibility that demand for the Hmong Studies strand will decrease and/or space for Hmong Studies will not be available. If this were to occur, the Hmong Studies strand could possibly be acquired by another elementary school to fill community demand.



Essential Question #4: What is an ideal size for an elementary Hmong Dual Language program to ensure students receive well-rounded education (facilities are at capacity)?

Findings:

- There's no ideal size; we look at what we want to accomplish academically.

Transportation

- We look at the youngest kids going to bus stops and determine groupings of kids for bus stops. We try to operate within guidelines but cannot meet every need.
- Goal is safety and efficiency.
- There is no limit for the number of buses for each school.

Facilities

- An ideal size for a well-rounded education 450-600 students, at least 3-4 classes per grade level.
- Maximum building capacity at Phalen is 774; at Jackson 473
- Location of program/school is a district decision of the School Board.
- Geography of where to relocate programs requires trying to balance all the factors in order to achieve the greatest benefit to students.

Programming

- Enrollment is guided by projections and class size agreements
- Combining Jackson 177 + Phalen 311 = **488** total students.
- Vision for what a program or school needs to be or wants to be is what determines the direction for supports, PD, staff.
- Guided by class size agreement to use as ideals. Student Placement Center does not determine this.

Further Questions:

*Has the HDL program reached the ideal size for one (combined) school with sufficient resources for a well-rounded education?

#4 Summary Statement: Combining enrollment from the two elementary schools would provide the needed number of students to ensure a well-rounded education for the HDL program, with the necessary support and course offerings.

The HDL Envision Workgroup strongly supports the consolidation of the District's two PreK-5 HDL programs into one program for the 2022-2023 school year.



Essential Question #5: Based on the enrollment trends for Hmong Dual Language programs/Hmong Studies Program in St. Paul (specifically by grade level and by school - including middle and high school levels) what does that tell us about the needs for the program?

Findings:

Enrollment

- Current HDL/HLC enrollments: Jackson 177, Phalen, 311, Battle Creek MS 46, Washington 176, Harding 229, Out of district 53 (6%)
- Projections are what generate funding for schools so enrollment needs to follow projections. More enrollment beyond projections means schools will need more funding

Programming

- There is an increasing number of MN Biliteracy Seals awarded each year
- Promoting the HDL program on its specific differences from what Hmong charter schools are offering.
 - The Hmong charter schools are not Hmong immersion schools. They only have Hmong Language and Culture as an enrichment program, not language immersion.
- Need orientations for families when they enter the program to know what they signed up for; the importance of continuing in the program PreK-12

Further Questions:

*What are the numbers for St Paul students open enrolled at Hmong charter schools?

#5 Summary Statement: There is continuous demand for Hmong Dual Language in our district, based on current and past enrollment data. One concern is how do we sustain enrollment through the years and meet the needs of the families so they remain in HDL and SPPS. SPPS and the community can do a better job in educating the community about the benefits of dual language, as well as marketing and promoting HDL in the community.

The HDL Envision Workgroup strongly supports the consolidation of the District's two PreK-5 HDL programs into one program for the coming 2022-2023 school year.



Essential Question #6: What courses (including electives) and resources are needed to sustain a viable language immersion middle school model?

Findings:

Enrollment

- **Enrollment of HDI/HLC at secondary schools**
 - BCMS 46
 - Washington 176
 - Harding 229

Facilities

- **Building capacity at each secondary school**
 - Battle Creek Middle 849
 - Harding 1898
 - Washington 2100
- We do not have information regarding caps for classrooms in HDL programs, nor for Hmong Language & Culture (middle school), nor for trends and waitlists in these programs.

Programming

- Continue to grow HDL/HLC class offerings at secondary level for deeper study; ie Hmong Arts, History, Traditions, Customs, etc
- Creating and including Family and Consumer Science courses to discover/unveil and a huge piece of Hmong identity
- Cohesive collaboration between middle school HDL teachers
- Leadership (admin), teachers & support staff (counselors/social workers, librarian, etc)

Further Questions:

#6 Summary Statement: We did not address this question specifically or in depth in our meetings.

There are opportunities to develop more Hmong class offerings at the secondary level and potentially attract more students into the program - like Family and Consumer Science classes, Arts courses, and Ethnic Studies. This would require finding the appropriately licensed staff who are fluent and literate in the Hmong language, in order to develop courses taught IN Hmong, but not focused specifically on Hmong language & culture.

Consideration of a PreK- 8 HDL program should not delay a decision on the start of a consolidated PreK-5 program for the District for the 2021-2022 school year.



<p>Essential Question #7: 7a. Understanding how middle and high schools function, what suggestions might you offer to make the program more attractive and engaging at the secondary level?</p> <p>7b. Would PreK-8 be a desirable option?</p> <p>7c. If offered, would you choose a PreK-8 model for your child? Why or why not?</p>	
<p>Findings:</p> <ul style="list-style-type: none">● It would be desirable to continue to grow HDL/HLC class offerings at secondary level for deeper study; i.e. Hmong Arts, History, Traditions, Customs, etc.● Many families would choose the PreK-8 model. Having all children of the same family in the same building would be very beneficial. Children can help look out for one another.● Families believe having a PreK-8 model would benefit students in developing relationships and the ability to identify with their peers and the program. The students/family will stay at one school for a longer period of time.● Students will be a cohort of learners growing and supporting each other and staying motivated on this Hmong language and culture path. Many students lose interest in their study of Hmong when they move to different schools and away from classmates from their cohort.● A PreK-8 or PreK-12 building will help develop a network and partnerships with the local community, making possible greater collaboration for field trips, guest speakers, internships, etc. <p>Enrollment</p> <ul style="list-style-type: none">● A PreK-8 school would be desirable for student continuation in the program, and will help keep siblings together at one school - this would be a benefit for families; most families prefer to keep their children in one building.● Families with students at charter schools say having PrePreK-8 or PreK-12 students all in one school is an advantage for families with children of all ages. <p>Transportation</p> <ul style="list-style-type: none">● Transportation would work with principals and coordinators to provide needed bussing.● Transportation looks at the youngest kids needing bussing and determines groupings for bus stops.● Transportation must operate within guidelines, and can not meet every need (ex: pick-up at individual homes) <p>Facilities</p> <ul style="list-style-type: none">● Families with students at PreK-8 or PreK-12 charter schools value having the children all in one school. It is an advantage for families with children of many ages and grade levels to keep them together.● Facilities would find the building that would fit the needs of this model. <p>Programming</p> <ul style="list-style-type: none">● Families would like to see middle and high school programs grow with more rigorous HDL/HLC class offerings at secondary level for deeper study; i.e. Hmong	<p>Further Questions:</p>



Arts, History, Traditions, Customs, etc

- A PreK-8 program will help families to see the alignment between the elementary and secondary programs and give the school more years to build strong relationships.
- A PreK-8 model is preferred, assuming integration of all content areas. An integrated approach to learning language and culture is beneficial to students and families.
- Incorporated in the curriculum must be cultural events (social and academic), community building, etc
- Families value diversity experiences and would look for opportunities for them through interactions with others not in the school if the school were not a strand program - through field trips or diversity curriculum, etc.

#7 Summary Statement: Offering a PreK-8 program in one building has the potential to attract and keep students and families throughout the district when different ages of children from the same family can be together. Curriculum must be integrated across all content areas with rigorous course offerings and cultural experiences to prepare students for high school, and poised for college and career readiness. One issue with a PreK-8 model would be the needed enrollment and appropriate staffing for grades 6-8 to provide for a well-rounded school experience for our students. This would be something SPPS would need to address. A model including grades 6-8 in a PreK-8 building would need to develop materials and resources one grade level at a time to ensure a rigorous and well-rounded program.

The Hmong Dual Language Envision Workgroup strongly supports the consolidation of the District's two PreK-5 HDL programs into one program. This group will continue to meet in the Fall of 2021 so that the District can provide more information on what makes for a strong, viable and well-rounded middle school program as a PreK-8 model is the group's preference for HDL.



Essential Question #8: What can the district do to improve the HDL program in SPPS?

Findings:

Staff & Professional Development

- Continue to support Dual Language Teachers' PD
- Support Hmong Dual Lang. teachers to host or attend Hmong Lang Conferences

Curriculum & Instruction

- Support curriculum development
- Technology assessments of Hmong Dual Lang students
- Creating and including Family and Consumer Science courses to discover/unveil and a huge piece of Hmong identity
- Include/Create HDL/HLC classes that can be used toward Grad Requirements; ie English, Social Studies, Arts, etc

Programming

- More promotional materials for community
- Include more community member involvements (having presenters from the community, guest teachers or in-residence programs lead by community experts, etc)
- Looking at facilities holistically with the goal of programs/school.

Further

Questions:

*How much money is SPPS willing to spend to promote HDL program?

*Achievement data is needed for our HDL students. What has the district done to track the success (in academic terms) of our students as they advance through their school years? What has the district done to measure program success?

#8 Summary Statement: The vision for an ideal HDL program should determine the direction and needed supports for facilities, materials, resources, PD, staff, etc. If the HDL elementary programs were combined in a PreK-8 building with a robust high school pathway, there would be greater opportunities for vertical alignment of curriculum and instruction. Programming could include student-to-student tutoring, College and Career Readiness connections with internships, and other real-world experiences in the community - resulting in increased attractiveness of the program, better language proficiency of our students, and strengthened self-identity.

The Hmong Dual Language Envision Workgroup strongly supports the consolidation of the District's two PreK-5 HDL programs into one program for the school year of 2021-2022. This group will continue to meet in the Fall of 2021 so that the District can provide more information on what makes for a strong, viable and well-rounded middle school program as a PreK-8 model is the group's preference for HDL. However, the group feels that the consideration of a PreK- 8 HDL program should not in any way delay a decision on the start of a consolidated PreK-5 program for the District for the 2021-2022 school year.



BONUS: What would the ideal HDL program in SPPS look like?	
	<ul style="list-style-type: none">● Books, resources, etc all (translated) in Hmong● All classes taught in Hmong● Students move as a cohort from Elementary to Middle to Senior High● Administrative teams are knowledgeable about and experienced in immersion programming; strong preference for Hmong staff● Schools have a strong relationship with parents and families● The HDL program would be city-wide, providing an offering to the whole St. Paul community● The school building(s) would represent the HDL program (decor, themes, etc.)● There would be a promotional, informative brochure showing a timeline of starting in Pre-K (what is offered, taught, etc.) and ending as a Senior in high school earning a Bilingual Seal with four semesters of college credit.● There would be dedicated funding to market the program to the community.● There would be measures of success, of both the program, and the academic success of our students, to be able to demonstrate the value of HDL to the larger community.

V. INTERSECTIONS WITH OTHER WORKGROUPS - consider the following:

a. How does your focus area intersect with other Envision Workgroup focus areas?

Our focus area would intersect with almost all other Envision Workgroup focus areas - College & Career Pathways, Early Childhood Education, Enrollment, Facilities Utilization, Integration, Middle School model, Special Education, TDAS, and Well-Rounded Education. However, we did not directly connect with those groups in our work.

b. What information will you need from other workgroups to complete your work?

The K-8 model would need to incorporate features of the middle school model and look at what is needed to provide a well-rounded education to our middle schoolers.

c. What information from your workgroup is relevant to share with other workgroups?

VI. LIST OF DATA SOURCES

We had presentations from Facilities, Transportation, Placement and HDL Leaders. The data is incorporated in the notes and ppts (see above).



VII. SUGGESTED PERFORMANCE MEASURES AND INDICATORS TO TRACK PROGRESS

EXAMPLES: Depending on your workgroup focus area, to inform your suggested performance measures and indicators you may want to reference the original SPPS Achieves action plan's performance indicators related to your topic area. Otherwise, the examples below are provided as guidance on the types of performance indicators you might include but are not in any way beholden to these indicators.

- **Market Share:** *The percentage of resident school-aged children living in St. Paul that attend SPPS will be monitored to maintain or improve its position in the education market.*
- **Long-term Pathway Stability:** *Changes due to consolidation of programs at the elementary level have long-term consequences for pathways to middle and high schools as children age through the district. Reporting on changes to the current pathway options will be monitored.*
- **Disruption to Students:** *If Jackson and Phalen HDL programs were to be combined, students and families would be impacted. Staff members, some who have children in the programs, would also be impacted.*
- **Vulnerable Groups:** *The impact on each racial/ethnic group along with homeless, highly mobile, Special Education and FRL students will also be evaluated for proposed changes to program options.*
- **Facility Utilization Index:** *School programs consistently maintain 80-90% enrollment capacity in their buildings. Ideal building capacity factors in whether a site serves elementary, middle or high school programs; enrollment below 70% capacity indicates underutilization and inefficient use of resources.*



VIII. Hmong Dual Language - [Historical Context](#) - as presented on February 22, 2021:

There are three pillars of dual language and immersion programming: Academic Achievement, Bilingualism, and Cultural Competency. The expectation of immersion programs is to present the same K-12 state standards, but by teaching young students in a second language, they are able to acquire bilingual language skills as well.

As of 2021, Jackson and Phalen have PreK-5 Hmong Dual Language (HDL) programs. Both Jackson and Phalen have HDL, but they have differences. At Phalen, Hmong Studies instruction is in English and HDL instruction is in Hmong and English. However, Jackson has always been a neighborhood school and they do not have a Hmong Studies focus. The HDL program was added later as a strand within the school.

In 2017 SPPS collaborated with Sacramento to write Hmong language standards, presented at the Reno conference and started digital e-books for the program. With this work and more, SPPS has become a national leader in Hmong education. The collaboration between district departments, schools, teachers and the community has helped to make this happen. Many materials and assessments have been developed in the Hmong language and hundreds of books have been created within SPPS.

A long range goal of bilingualism in SPPS is the Minnesota Bilingual Seals Award. This award is given to students who show high level language proficiency. Students can earn college credits and a nationally recognized certificate. Assessments in Hmong started in 2016 because of SPPS leadership. Seven students earned Bilingual Seal awards in Hmong that year and in 2020, 35 students earned Bilingual Seal awards in Hmong.

Although HDL started much later than our other immersion programs, none of the other immersion programs have the level of work that the Hmong program has. The Hmong e-books are the envy of other immersion programs. There's no doubt that the Saint Paul Public Schools District is very committed to HDL.

Conclusion:

The Hmong Dual Language Envision Workgroup strongly supports the consolidation of the District's two PreK-5 HDL programs into one program. This group will continue to meet in the Fall of 2021 so that the District can provide more information on what makes for a strong, viable and well-rounded middle school program as a PreK-8 model is the group's preference for HDL. However, the group feels that **the consideration of a PreK- 8 HDL program should not in any way delay a decision on the start of a consolidated PreK-5 program for the District for the 2021-2022 school year.**