



LEAPS Follow Up Recommendations (UMN/CARLA & MELED)

Multilingualism as an Asset

1A: Develop differentiated multilingual resources (e.g.: books in other languages, home language resources for content areas such as math/science/social studies/language arts, etc.), including assessments

1B: Promote multilingual instructional strategies (PD, coaches, etc.) and equitable programming (e.g.: dual language programs, bridging with home languages, biliteracy models/literacy squared, etc.)

1C: Promote bilingual seals (starting in early grades) in world language and less commonly taught languages (including indigenous/heritage languages) throughout the state

1D: Diversify the workforce to include multilingual/multicultural staff (White Bear Lake professionalizing bilingual liaison position, Sejong Charter hiring staff with refugee backgrounds to work with Karen students)

1E: Create events to celebrate multilingualism/multiculturalism

Teacher and Administrator Skills/Knowledge

2A: Develop curriculum for all practicing teachers around equity, multilingual learning, EL programming, and academic language (e.g.: Washington Tech's teacher-led PD, CUNY's "Teaching Bilinguals Even if You're Not One, Teaching Tolerance Social Justice Standards, etc.)

2B: Develop curriculum for all practicing administrators around equity, multilingual learning, EL programming and academic language

2C: Augment curriculum for all language teachers (e.g.: immersion, EL, etc.) around initial literacy/biliteracy for multilingual learners

2D: Develop programming to promote multilingual participation in GT, PSEO, IB, AP, CIS, after school activities and other enrichment options

2E: Develop curriculum for licensure (teacher and administrators) around equity, multilingual learners, EL programming and academic language (e.g.: stand alone courses, highly trained instructors, etc.)

Diversity of Multilingual Learners

3A: Implement programming/strategies to promote LTEL success (e.g.: CA's "Reparable Harm" policy document, heritage language classes, etc.)

3B: Implement programming/strategies to promote SLIFE success (e.g.: MDE website, NLLA assessment, home language math courses, etc.)

3C: Implement programming/strategies to promote MEP success

3D: Implement programming/strategies to promote dual identified student success

3E: Training for school counselors/social workers and specific staff assigned to assist diversity of multilingual learners (Kennedy High)

Multiple Voices Engaged

4A: Promote two-way multicultural school/family partnerships, communication and storytelling (e.g.: Marnitas Table, family culture nights, world café, family advisory committees, interpretation/child care at events, accessible translation services, bilingual office staff, etc.)

4B: Facilitate strategies to amplify parent/youth voices, programs to promote self-advocacy (e.g.: "What are you doing to support my child's language development?")

4C: Promote equity and multilingualism for all (i.e.: programs to promote multilingualism including for monolingual students) including multilingual ecology (posters, etc.)

4D: Collaborate with community organizations/Diversify school boards and staff (e.g.: encourage participation at PTO/Board Meetings, culturally/linguistically responsive wrap around services, etc.)

4E: Collect family literacy practices/funds of knowledge (e.g.: storytelling, oral poetry, etc.) and implement into the curriculum