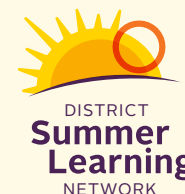


DSLNL Multilingual Learners Summer Success Tool



PLANNING WORKBOOK - OVERVIEW

The District Summer Learning Network (DSLNL) Multilingual Learners¹ Summer Success Tool will guide your district team through preparing for three years of evidence-based, high-quality summer learning experiences that center and elevate the assets and needs of the Multilingual Learners (MLs) in your schools. DSLNL's three pillars—equity, partnership, and whole-child development—are embedded along with special attention to language acquisition and linguistically and culturally relevant and sustaining practices.² The discussions you have while engaging with this tool will increase the chances that your summer program will support your Multilingual Learners to achieve success.

Research-Based Best Practices to Support Multilingual Learners³

One in 10 students enrolled in our K-12 public schools is identified as a multilingual learner.⁴ These students have the dual challenge of acquiring content knowledge while also learning to read, write, listen, and speak in English. To effectively support Multilingual Learner student success, districts must design and implement summer programs that incorporate research-based best practices. Below are four essential concepts to be considered.

Rigorous Instruction	Language Focus	Developmental Approach	Affirming Environment
Access to grade-level, standards-based instruction in core content areas AND English language development (ELD) instruction	Consistent, targeted and integrated opportunities to practice reading, writing, listening, and speaking social and academic English	Age-appropriate strategies and scaffolds that support learners to progress in confidence and competence in English proficiency and content skills	Uplifting learning spaces where students' home language, background knowledge, and lived experiences are leveraged

1. Multilingual learners (MLs) are a subgroup of students who are learning English and classified as such based on federal policies. In the past these students have been labeled as Limited English Proficient (LEP) and there is currently variation in nomenclature across states. English Language Learner (EL and ELL) and Culturally and Linguistically Diverse Students are all terms used to identify the same student group.
2. Linguistically and culturally relevant and sustaining practices are those where linguistic diversity is affirmed and regarded as an asset. It is fostered by teachers who are knowledgeable, sensitive, and responsive to student's linguistic backgrounds, experiences, and proficiency in all of their languages. The approach "builds on and extends the social, cultural and linguistic assets brought by multilingual diverse student populations and aims to prepare bicultural and bilingual students to negotiate their complex worlds" (Garcia and Klefgen, 2010).
3. USOE (2023). [The Biennial Report to Congress on the Implementation of the Title III State Formula Grant Program](#); NCELA (2015). [English Learner Toolkit](#); Council of the Great City Schools (2009). [Succeeding with English language learners: Lessons learned from the Great City Schools](#); Moughamian, A.C., Rivera, M.O., & Francis, D.J. (2009). [Instructional models and strategies for teaching English language learners](#); Goldenberg, C. (2013, Summer). [Unlocking the research on English learners: What we know—and don't yet know—about effective instruction](#).
4. National Center for Education Statistics, 2022.

Pause and Reflect

Which of these research-based best practices are you already using in your summer programs? Which would you like to use or understand more?

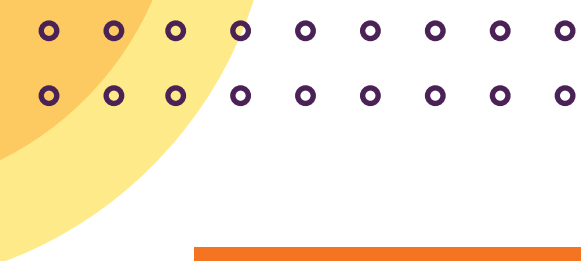
Key Decision Points: Summer Programming for Multilingual Learners

Context matters. While each district is unique, there are key decision points that all districts should consider as they work to center Multilingual Learner success during summer.

As a team, discuss the following areas of focus and reflect on your district's current practices in each area.

Shared Vision	Program Model	Leveraging Expertise	Training & Support	Content	Funding
Who are your MLs and what are their assets and needs?	How aligned are your goals, data, and summer program model? How do you know?	How will you maximize your existing human resources to support ML success (e.g., including ML experts in planning; early targeted recruitment of MLs and experienced educators)?	How will pre-program and ongoing training, support, and feedback be provided?	Which high-quality instructional materials (HQIM) will be provided and implemented?	How can you braid funding from various sources (e.g., Title I, II, III) to supplement general funds and better meet ML-specific needs during the summer?
What data ⁵ inform your understanding?	Will MLs be offered stand-alone English language programming, provided support embedded within traditional summer offerings, or a combination of both?	What opportunities exist to develop teacher and leader capacity for serving MLs beyond summer (e.g., pipelines)?	How will educators be supported to augment lessons with necessary language supports?	How will language standards (e.g., WIDA) be taught and assessed?	
What are the goals for your summer program with respect to MLs?				How will students' languages, backgrounds, and lived experiences be included and used?	

5. Both quantitative and qualitative data should be gathered and analyzed to provide deeper insights and a more complete holistic picture of your Multilingual Learners. See Part B of this tool for additional information on conducting a Multilingual Learner data inventory.

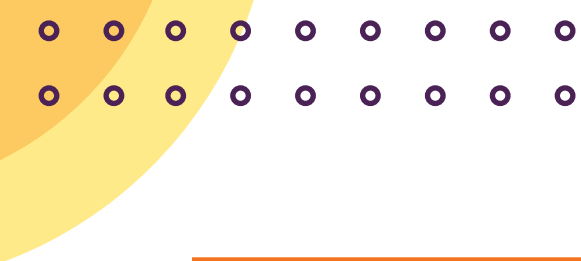


Reflection Questions	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Our summer program has a clear vision that is based on our Multilingual Learner data and articulates goals for students' progress on both language and grade-level standards.					
Our summer program model centers the needs of Multilingual Learners.					
Our summer program leverages Multilingual Learner expertise during development and implementation and plans for increasing district capacity to serve Multilingual Learners.					
Our summer program provides educators Multilingual Learner-specific high-quality, relevant professional development , coaching, and feedback before and during sessions.					
Our summer program utilizes HQIM and incorporates language standards and students' funds of knowledge. ⁶					
Our summer funding directly supports programming for Multilingual Learners					

How to Use the Tool

This comprehensive Multilingual Learners Summer Success Tool incorporates the above-mentioned research-based best practices and key decision points for summer programming for Multilingual Learners. The tool covers four topic areas (identified below) that can be used separately and in tandem based on your district's needs, goals, and reflections. Each part of this tool is intended to provide conversation starters that promote district-wide shifts in how Multilingual Learners are served and supported during summer programs. For further insights, we have provided a brief webinar for this overview and for Parts A, B, C, and D. Click the links below to access the workbooks and webinars.

6. "A student's 'funds of knowledge' can be described as 1) academic and personal background knowledge; 2) accumulated life experiences; 3) skills and knowledge used to navigate everyday social contexts; and 4) world views structured by broader historically and politically influenced social forces" ([Washington State DOE](#)).



Webinar Link for Tool Overview			
Part A	Part B	Part C	Part D
Expanding Your District's Summer Vision to Explicitly Include Multilingual Learners	Students First: Conducting a Multilingual Learner Data Inventory	Taking Stock: Documenting District and Community Resources	Planning for Implementation and Continuous Improvement
Webinar A	Webinar B	Webinar C	Webinar D
Key Decision Point Alignment: Shared Vision	Key Decision Point Alignment: Shared Vision, Program Model, Leveraging Expertise	Key Decision Point Alignment: Shared Vision, Program Model, Leveraging Expertise, Training & Support, Content	Key Decision Point Alignment: All Topics Incorporated

Reminder: Change Takes Time

Planning for change management is important when shifting district practices to become more intentionally inclusive of Multilingual Learners. Consider the following example of a multi-year change process as you make shifts in your summer programming.

Year 1	Year 2	Year 3
District team reviews overall strengths and gaps of current programming in serving Multilingual Learners.	Summer program model is offered with Multilingual Learners' content and language needs in mind.	Enhance and adapt Multilingual Learners recruitment and parent engagement strategies for summer programs.
Inventory assets and needs. Plan for explicit inclusion of Multilingual Learners in summer.	Training is provided for teachers and leaders in specific instructional practices that support Multilingual Learners to access grade-level content and English language development.	Augment HQIM to bridge key concepts for the upcoming school year and create connections between traditional school year and summer.

DSLNL Multilingual Learners Summer Success Tool



PLANNING WORKBOOK – PART A

Expanding Your District's Summer Vision to Explicitly Include Multilingual Learners

Purpose

The purpose of Part A is to support district teams as they work collaboratively to expand their district's vision of summer learning programs to intentionally include Multilingual Learners. Summer programming for Multilingual Learners should be aligned to the district's overall summer program goals, rooted in the district's context, and informed by research-based best practices and perspectives of multiple stakeholders. Questions your team will consider in this section of the tool include:

- How can we better understand the extent to which our current program attends specifically to the assets and needs of our Multilingual Learners?
- How can we examine and reflect on whether our current summer learning programs are supportive and inclusive enough to foster Multilingual Learners' success?
- How can we think more expansively and innovatively about how to best serve our Multilingual Learners in our district's future summer programming?
- What do we want our Multilingual Learners to see, hear, and experience over the summer in order to be more prepared when the traditional school year begins?

District Name: _____

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Family Partner Organization(s): _____

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Getting Started

Reflecting on Past Summer Learning for Multilingual Learners

Explore and document how community partnerships have strengthened summer planning/programming in the past. Refer to summer learning data (e.g., enrollment, attendance, surveys, completion) and other evidence of outcomes.

Past Summer Learning Recap	
Which Multilingual Learners did we plan to serve and why? What experiences did we intend to provide them with? How were sites organized specifically to support Multilingual Learners?	How did it go? What did we learn? What do we want to start, stop, and spread when thinking about how to best serve Multilingual Learners in our future summer programs? Start: Stop: Spread:
How did we define/are we currently defining the success of summer programs for Multilingual Learners?	How did we define/are we currently defining the success of summer programs for non-Multilingual Learners?
What is unique about the Multilingual Learners in our district? (Dig deeper on this topic in Part B of this tool.)	What is unique about our district context in terms of serving Multilingual Learners during the summer?

Fostering Multilingual Learner Success

Enabling Conditions for Multilingual Learner Success				
Research-Based Best Practices	Examples	Already Doing	Not Doing	Next Priority
<p>Rigorous Instruction: Access to grade-level, standards-based instruction in core content areas AND English language development (ELD) instruction</p>	<ul style="list-style-type: none"> Daily exposure to grade-level peers, standards, and content Purposeful integration of language and content area learning 			
<p>Language Focus: Consistent, targeted, and integrated opportunities to practice reading, writing, listening, and speaking social and academic English</p>	<ul style="list-style-type: none"> Prioritizing student discussion Aligning instruction to language standards 			
<p>Developmental Approach: Age-appropriate strategies and scaffolds that support learners to progress in confidence and competence in English proficiency and content skills</p>	<ul style="list-style-type: none"> Incorporating scaffolds (visuals, sentence frames, modeling) Offering interpretation and translation support 			
<p>Affirming Environment: Uplifting learning spaces where students' home language, background knowledge, and lived experiences are leveraged for learning.</p>	<ul style="list-style-type: none"> Valuing and promoting multilingualism and multiculturalism Seeking to understand and incorporate students' lived experiences 			

Want to dig deeper into evidence-based practices for summer learning with Multilingual Learner-specific considerations? See Appendix A.



Thinking Expansively

Imagining Our Future Summer Programming for Multilingual Learners

What do we want our Multilingual Learners to see, hear, and experience over the summer in order to be more prepared when the traditional school year starts?

What insights from our students, families, and community can we tap into to expand our scope of possibilities for serving Multilingual Learners in the summer?

Beyond our district's current summer offerings, what intriguing programs, models, and ideas have we encountered for serving Multilingual Learners? (See Appendix B for promising examples from the field.)

What are the highest-leverage strategies that we can implement to boost Multilingual Learners' success during and beyond our summer programs?



Expanding Your District's Summer Vision to Explicitly Include Multilingual Learners

District's Overall Current Summer Mission and Vision	Our Definition of Success for Multilingual Learners	Research-Based Practice Priorities	Innovations to Include (Practices new to the district)	New Expanded Mission and Vision for Summer Learning

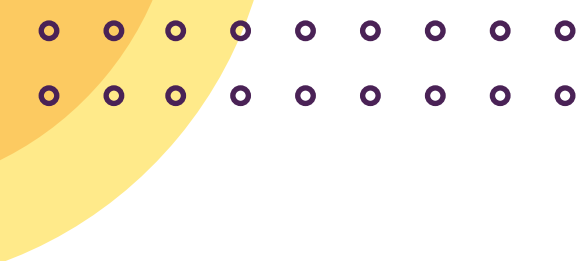


Appendix A. Crosswalk of Evidence-Based Best Practices for Summer Programming with Multilingual Learner Lens

Evidence-Based Practices

Discuss the practice recommendations from the national research about summer learning and the Multilingual Learner-specific considerations. Use this information to make connections to your current district practices and consider how you will move this work to the next level.

Evidence-Based Practices	Multilingual Learner-Specific Considerations	Current District Practices	What will it take to implement this practice? Who will lead this work? What critical steps will we need to take to ensure success?
Full-day program at least five weeks long. Daily schedules offer sustained, developmentally appropriate learning opportunities for literacy and math. (120 minutes of ELA and 90 minutes of math in grades 3–8 are recommended by the research.)	Are Multilingual Learners exposed to standards-based, grade-level instruction during the summer? How is ELD attended to during the summer?		
A teacher staffing process that ensures high-quality instructors for our summer program.	What are our state's statutes for teachers of Multilingual Learners? How many of our teachers meet these requirements? Can the summer learning program serve as an opportunity to develop/grow a teacher pipeline?		
Robust communication and professional development to ensure leaders, staff, and instructors are ready for our summer program.	Are we directly reaching out to Multilingual Learners' teachers? How are all teachers supported with implementing research-based best practices for serving Multilingual Learners?		



Evidence-Based Practices	Multilingual Learner-Specific Considerations	Current District Practices	What will it take to implement this practice? Who will lead this work? What critical steps will we need to take to ensure success?
A specific team that will be responsible for student recruitment and consistent student attendance.	What specific staff can be designated as the outreach team for Multilingual Learners? What training do they need? Is interpretation/translation support needed?		
High-quality curriculum and specific instructional practices that meet the needs of our students in both academically focused and enrichment-focused areas of our program.	Are newcomers provided appropriate instructional supports? Is there a specific ELD curriculum? How is language attended to within core content HQIM?		
A program that takes a whole-child development approach and offers enriching and exciting learning opportunities.	How can we connect music, art, and movement to provide windows, mirrors, and sliding doors for Multilingual Learners? Can we design specific summer elements that increase Multilingual Learners' sense of community and belonging?		
Explicit guidelines that support the development of a positive climate in the summer program.	How can we create a climate that embraces and celebrates multiculturalism and multilingualism? Is there an opportunity for Multilingual Learners to teach others and be the experts?		



Appendix B. Examples of Innovative Summer Programs for Multilingual Learners

District Spotlight: Duval County Public Schools (FL)

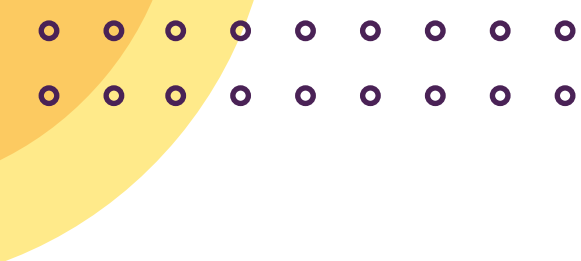
Monday through Thursday during the summer, 80 Multilingual Learner high school students attended ESL classes at the local high school. But every Friday, they boarded a school bus and headed to the local university. On campus they were greeted by a class of teacher candidates who were taking their practicum teaching course. With a low student-to-teacher ratio, small groups of Multilingual Learners rotated through stations where the teachers-in-training, under the tutelage of their professor, implemented student-designed lessons. The agreed-upon non-negotiables included designing activities that were fully immersive, engaging, and focused on maximizing the students' production of English. During these sessions, Multilingual Learners read aloud, acted out dramas, and conducted mock interviews. They prepared for an end-of-summer showcase where they could share their hard work in front of an audience of parents, community members, and fellow HS students. The partnership between the University of North Florida and Duval County Public Schools was a win-win. It offered summer high school Multilingual Learners a taste of the college environment and connected them with future teachers, who were provided the time, space, and feedback to hone their craft and learn about serving Multilingual Learners in an authentic environment.

District Spotlight: Winston-Salem Forsyth County Public Schools (NC)

Winston-Salem/Forsyth County Schools (WSFCS) offers Dual Language programming during the traditional school year and sought to provide their Dual Language Learners more time to master students' heritage language skills. Summer became the perfect opportunity, and the district's Dual Language Institute was born. This immersive summer learning experience is provided for all K-3 students enrolled in Dual Language programs. The summer program utilizes the same HQIM used with students during the school year and targets specific content and language skills based on annual student data, which are analyzed when building each summer's programming. The classes are specifically built with small teacher-to-student ratios (1:10) to maximize students' time for productive language practice. Parents continue to share feedback about the benefits of year-round language support, and district leaders commit to continuous improvement of the institute.

District Spotlight: Milford School District (DE)

District leadership was discussing creative ways to engage elementary Multilingual Learners in discrete English language skill practice. It was from these discussions that the Multilingual Learner Junior Olympics idea was born. Similar to a spelling bee or math competition, this tiered tournament focused Multilingual Learners on practicing and showcasing their English language skills. Events included poetry writing, extemporaneous speeches, grammar practice, and more. The grade-level winners at each school advanced to the district-wide competition, where parents and community members were in attendance for presentations and medal ceremonies.



District Spotlight: Sunnyside Unified School District (AZ)

Sunnyside's summer coordinator dreamed of including Multilingual Learner parents more actively in her summer programming. She created an innovative plan for parents to come to campus during the summer with their children. For half of the day, they would volunteer in the classrooms, providing needed translation support. For the other half of the day, they were provided classes to help them improve their English and learn the basics of the U.S. school system.

District Spotlight

Add an example from your district, region, or state experiences here.



DSLNL Multilingual Learners Summer Success Tool



PLANNING WORKBOOK – PART B

Students First: Conducting a Multilingual Learner Data Inventory

Purpose

The purpose of Part B is to help district teams more deeply understand who are the Multilingual Learners that they serve and how well their districts' current programs are meeting their needs. Questions teams will consider in this section of the tool include:

- Who are our Multilingual Learners? What are their assets and needs?
- How are we leveraging our students' funds of knowledge¹ in our summer program?
- How can we use our state, district, school, and classroom-level Multilingual Learner data to inform our planning process for summer learning?
- How are we currently triangulating language acquisition data with our core content assessment data?
- What are the strengths and gaps of our district's current approach to gathering evidence of Multilingual Learners' achievement?

District Name: _____

Community and Parent/
Family Partner Organization(s): _____

This document was developed with the support of the following people.

Name	Role: Contributor, Reviewer, Planning Lead, Authorizer, Community Partner, Parent Liaison, Student Representative

¹ "A student's 'funds of knowledge' can be described as 1) academic and personal background knowledge; 2) accumulated life experiences; 3) skills and knowledge used to navigate everyday social contexts; and 4) world views structured by broader historically and politically influenced social forces" (Washington State DOE).



Strengths-Based Approach to Summer Programs for Multilingual Learners

Explore and document how community partnerships have strengthened summer planning/programming in the past. Refer to summer learning data (e.g., enrollment, attendance, surveys, completion) and other evidence of outcomes.

Assets and Strengths	
What are the greatest strengths of the Multilingual Learners in our district?	What assets do Multilingual Learners bring to our community (e.g., language, culture, skills, life experiences, habits of mind)?
How are our Multilingual Learners and their families contributing to our overall district and school community?	Describe the various funds of knowledge our Multilingual Learners possess. (1) academic and personal background knowledge; 2) accumulated life experiences; 3) skills and knowledge used to navigate everyday social contexts; and 4) world views structured by broader historically and politically influenced social forces)
How are we leveraging our students' funds of knowledge and family contributions in our summer programs?	What percentage of our Multilingual Learners attended previous summer offerings? What was their feedback? How can we elevate Multilingual Learners' voices this year?



An Expansive View of Multilingual Learner Student Data

Multilingual Learners are not a homogenous group. They have diverse backgrounds, assets, and needs. When district teams take ownership of Multilingual Learner student data, there are more voices to advocate for specific summer programming that leverages Multilingual Learner strengths and supports continued development of language and content.

Multilingual Learner Data Collection

Of the various ways that we can subdivide our Multilingual Learner student population, which groupings are most helpful for planning summer programs (e.g., Newcomers, Dual Language Learners, Long-Term Multilingual Learners, Students with Limited or Interrupted Formal Education [SLIFE], by grade, by language proficiency, by type of program enrolled during the traditional school year)?

What qualitative data will we collect and analyze to guide decisions about summer programming for Multilingual Learners? (See Appendix A for examples.)

What quantitative data will we collect and analyze to guide decisions about summer programming for Multilingual Learners? (See Appendix B for examples.)

What processes will be used to triangulate our qualitative and quantitative data to paint a more accurate picture of our Multilingual Learners' assets and needs?



Acting on Data to Design More Effective Summer Programs for Multilingual Learners

Multilingual Learner Data Reflection

After reviewing these data, what do we want to know more about? What new questions about our Multilingual Learners do we have?

Which Multilingual Learners might we prioritize in our future summer planning? Why?

What additional implications arose from conducting this Multilingual Learner data inventory?

How does this data story align to our district's greater vision and mission of summer learning?

Appendix A. Examples of Qualitative Multilingual Learner Data Collection

<p>Multilingual Learner Shadowing Protocol (NYSED)</p>	<p>Shadowing a Multilingual Learner for a Day is a process used when visiting a school and its classrooms to gain an understanding of the social, emotional, and academic experiences Multilingual Learners/ELLs are having in the school. Each selected student will be observed for part (3 hours minimum) or all of the school day. Observers will note how these students engage in learning and use language. During the process, observers are not evaluating students, teachers, or the schools. Observers do not talk to the students or interrupt their learning, although the observer may briefly explain what they are doing if the student asks. Observers will be tracking academic speaking and listening.</p>
<p>Examples of Student Interview Questions (from Multilingual Capital)</p>	<ol style="list-style-type: none"> 1. Which language or languages do you speak? 2. Where and how did you learn your language or languages — e.g., at home, at school, at work, with friends? 3. Where do you consider yourself to be from? Do you think that where you're from is a multilingual or monolingual environment? Why do you think this? 4. How do you feel about speaking more than one language, or if you only speak one language, how do you feel about only speaking one language? For example, you might feel proud of having learned a particular language, or you might only want to use one language in particular circumstances for various reasons. 5. Are there different emotions and experiences you associate with the different languages you speak? If so, could you explain what they are? 6. Do you think that the language environment where you're from has shaped how you think about language(s)? For example, you might only speak a particular language in an academic environment, which might have shaped how you think about that language.
<p>“What Was It Like to Learn English?” Learner Interviews (Bebout, 2001)</p>	<ol style="list-style-type: none"> 1. At what age did your interviewee begin learning English? Why did she or he need/want to learn English? 2. In what circumstances did she or he learn English (e.g., in school, on the job, in an English-speaking country or elsewhere, from friends)? If in school, what and how was she or he taught? Does she or he think the school experience could have been improved (e.g., different teaching practices)? 3. What does she or he remember about the experience of learning English? Are there any anecdotes she or he can tell (humorous or otherwise) about learning English? How does it feel to try to communicate in a foreign language? 4. What are the rewards and the frustrations of learning a second language? Is it better to be bilingual/multilingual or to be monolingual?



Family Interview Questions ([Louisiana Believes](#))

1. What language does your child seem to understand best?
2. What language(s) does your child use to communicate?
3. Which language did your child first learn to speak?
4. What language does your child speak to: Father, Mother, Siblings, Grandparents, Friends, other
5. What language does your child speak when playing by him/herself?
6. Which language does your child prefer when watching television?
7. Which language does your child prefer when listening to music?

Appendix B. Sample Student Data Charts (Quantitative)

1. Chart of Percentage/Number of Multilingual Learners by English Language

ELP Level	Pre-K/ K	Grade 1 and 2	Grade 3	Grade 4 and 5	Grade 6-8	Grade 9-12	Total
ALL Multilingual Learners							
ELP Level 1							
ELP Level 2							
ELP Level 3-4-5							
Other							

2. Chart of Percentage/Number of Multilingual Learners by Special Multilingual Learner Student Group or Status and Grade

Groups	Pre-K/ K	Grade 1 and 2	Grade 3	Grade 4 and 5	Grade 6-8	Grade 9-12	Total
ALL Multilingual Learners							
Newcomers (Less than 2 years)							
SLIFE							
Refugees							
Long-Term Multilingual Learners							
Multilingual Learners in Monitoring							
Former Multilingual Learners							
Immigrant Status							
Multilingual Learners with an IEP and/or 504 Plan							
Designated as Gifted							
McKinney-Vento Status							
Foster Youth							
Other							



3. Chart of Percentage/Number of Multilingual Learners by Home Language and Grade

Home Language	Pre-K/ K	Grade 1 and 2	Grade 3	Grade 4 and 5	Grade 6-8	Grade 9-12	Total
Spanish							
Arabic							
Chinese							
Vietnamese							
Portuguese							
Other							

4. Chart of Percentage/Number of Multilingual Learners by Language Instruction Educational Program² (during the traditional school year)

LIEP	Pre-K/ K	Grade 1 and 2	Grade 3	Grade 4 and 5	Grade 6-8	Grade 9-12	Total
Dual Language							
Transitional Bilingual							
Content Classes with Integrated ESL							
ESL or ELD							
Newcomer Programs							
Other							
Other							

² Under the category of “LIEPs that use English and another language”: – Dual language or two-way immersion: The goal of these bilingual programs is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom in which half of the students are native English speakers and the other half of the students are native speakers of the other language. Another stated goal of dual language programs is to promote cross-cultural understanding among students. – Transitional bilingual or early-exit bilingual program: This program utilizes a student’s primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a transitional bilingual education (TBE) program is to facilitate the EL student’s transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.

Under the category of “English-only/other LIEPs”: – Content classes with integrated English as a Second Language (ESL): This approach makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and study skills. English is used as the medium of instruction. – English as a Second Language (ESL): This is a program of techniques, methodology, and special curricula designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ESL instruction is usually in English with little use of native language. This type of instruction is also known as English language development (ELD). – Newcomer program: These programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants. Typically, students attend these programs before they enter more traditional interventions (e.g., English language development programs or mainstream classrooms with supplemental ESL instruction). ([NCELA 2023 Report](#))



5. Chart of Percentage/Number of Multilingual Learners Enrolled in Various Programs by Grade

Program	Pre-K/ K	Grade 1 and 2	Grade 3	Grade 4 and 5	Grade 6-8	Grade 9-12	Total
Arts							
Music							
Sports							
Extracurricular Clubs							
Career and Technical Ed							
Dual Enrollment							
IB/ACE							
AP							
Other							



6. Chart of Percentage/Number of Multilingual Learners by Percentage Proficient on State English Language Proficiency Exam and Core Content Assessments by Grade

% of Multilingual Learners Proficient	Grade 3	Grade 4 and 5	Grade 6-8
English Language Proficiency			
ELA			
Math			
Science			
Social Studies			
Other			

DSLNL Multilingual Learners Summer Success Tool



PLANNING WORKBOOK – PART C

Taking Stock: Documenting District and Community Resources

Purpose

The purpose of Part C is to support district teams in better understanding and utilizing their schools' and communities' resources for Multilingual Learner summer learning success. Just as Multilingual Learners possess innate strengths and funds of knowledge,¹ so do districts and communities. Taking stock of existing resources is the first step in aligning support for your district's expanded vision of summer learning success. Teams will consider the following questions in this section of the tool:

- What district and community assets can we build upon as we seek to implement effective summer programs for Multilingual Learners?
- Which key decision points will we prioritize for reflection and action?

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Landscape Analysis to Support Multilingual Learner Student Success

Community Resources Inventory	
Which community organizations currently serve Multilingual Learners? What types of programming do they provide? How do they connect with families?	How are local government, faith-based organizations, and the philanthropic community involved in supporting us to attain our vision for Multilingual Learner student success?
Which institutions of higher education serve the most Multilingual Learners? What programming do they offer? What opportunities for alignment exist?	How does the local business community currently support Multilingual Learner student success? What opportunities exist for expansion?



Multilingual Learner Family Resources Inventory

What was the feedback from Multilingual Learners, their families, and trusted messengers in the community about past summer learning for Multilingual Learners? How have we sought out and acted on this feedback in the past?

What hopes and dreams do families of Multilingual Learners have for their children? How can we support them during our summer programs?

How are families of Multilingual Learners informed about and involved in district decision making and school gatherings? How can they take a more active role in summer learning?

What are the funds of knowledge that Multilingual Learner families and caregivers bring to our community? How are we tapping into them to support summer learning?



District Resources Inventory²

Educators: Which educators (teachers, paraeducators, parent liaisons, and administrators) best serve Multilingual Learners in our district? How do we know? How do they connect with parents, families, and caregivers of Multilingual Learners?

Other stakeholders: How do the school board, unions, associations, and parent organizations support summer learning? How can they be leveraged to support our vision for Multilingual Learner student success?

Structures: How do planning and implementation for summer learning occur? How does this compare to district structures that support summer learning for Multilingual Learners? Are responsibility, decision making, and accountability for Multilingual Learner student success shared?

Systems: What processes and procedures support our district's focus on Multilingual Learner success during summer? Are there systems that exist that could be leveraged for this purpose (e.g., career development and promotion, compensation, student assignments, resource allocation, data collection)?

Resources: What financial, human, and physical (e.g., technology, data) resources are allocated for planning and implementing summer learning for Multilingual Learners? What changes could be made?

Environment: How does the district's external environment impact summer learning for Multilingual Learners? What needs to be attended to (e.g., regulations and statutes, contracts, funding, and politics)?

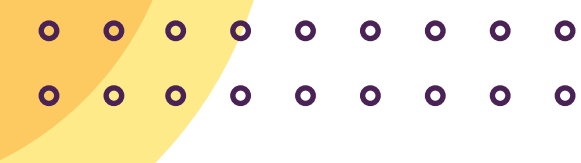
²Based on the PELP Coherence Framework.

Analysis of Key Decision Points for Effective Summer Programs for Multilingual Learners

Refer back to your district’s reflection on the key decision points presented in the Multilingual Learner Summer Success Tool Overview. Select priority areas for discussion below. Also consider implications of your reflections from Part A and your data analysis from Part B.

Effective Summer Learning Program Elements		
Key Decision Points	Reflection Questions	District Reflections
Shared Vision	<ul style="list-style-type: none"> Who are our Multilingual Learners and what are their assets and needs? What data³ inform our understanding? What are the goals for our summer program with respect to Multilingual Learners? 	
Program Model	<ul style="list-style-type: none"> How aligned are our goals, data, and summer program model? How do we know? What models of English development are offered in our district (Dual Language, Immersion, Newcomer Programming)? Which are most successful? What types of enrichment programming are most widely attended by Multilingual Learners? Why? Will Multilingual Learners be offered stand-alone English language programming, provided support embedded within traditional summer offerings, or a combination of both? 	
Leveraging Expertise	<ul style="list-style-type: none"> How will we maximize our existing human resources to support Multilingual Learner success (e.g., including Multilingual Learner experts in planning; early targeted recruitment of Multilingual Learners and experienced educators)? What opportunities exist to develop teacher and leader capacity for serving Multilingual Learners beyond summer (e.g., pipelines)? 	

³ See Part B of this tool for additional information on conducting a Multilingual Learner data inventory.



Effective Summer Learning Program Elements

Key Decision Points	Reflection Questions	District Reflections
Training and Support	<ul style="list-style-type: none"> • How will pre-program and ongoing training, support, and feedback be provided? • How will educators be supported to augment lessons with necessary language supports? • What systems and structures exist to support teachers to better serve Multilingual Learners? Are any pipeline programs, model classrooms, supplemental certification, or coursework offered? 	
Content	<ul style="list-style-type: none"> • Which High-Quality Instructional Materials (HQIM) will be provided and implemented to provide access to grade-level content in ELA, math, science, and social studies? • How well do these HQIM address language and provide scaffolding support? How do we know? • How are we augmenting these resources to support language development in summer learning? • How will language standards (e.g., WIDA) be taught and assessed? • How will students' languages, backgrounds, and lived experiences be included and used? 	
Funding	<ul style="list-style-type: none"> • How can we braid funding from various sources (e.g., Title I, II, III) to supplement general funds and better meet Multilingual Learners' specific needs during the summer? 	



Action Planning

What are the most important learnings from our landscape analysis of community and district resources?

Connecting to our priority areas, what key decision points and high-level next steps will we prioritize for action as we plan for next summer with Multilingual Learners in mind?

DSLNL Multilingual Learners Summer Success Tool



PLANNING WORKBOOK – PART D

Planning for Implementation and Continuous Improvement

Purpose

The purpose of Part D is to focus on implementation, program monitoring, and continuous improvement. Leaders must set a vision with ambitious goals for Multilingual Learner success and provide support for administrators to support teachers as they collaborate to design systems and structures that center Multilingual Learners. Resources including human capital pipelines and sustained funding must be strategically addressed in the planning and implementation phases. For Multilingual Learners to be successful, they cannot be an afterthought in summer planning but rather centered throughout the process. Questions teams will consider in this section of the tool include:

- How can we utilize our learning from this tool to build an implementation plan?
- What facts and highlights about the program do we need to be able to reference when we are planning and advocating for sustainability?
- How can we continue to learn about and act upon the strengths and growth opportunities of our Multilingual Learner summer program?

District Name: _____

Community and Parent/
Family Partner Organization(s): _____

This document was developed with the support of the following people.

Name	Role: Contributor, Reviewer, Planning Lead, Authorizer, Community Partner, Parent Liaison, Student Representative



Top Three Priorities

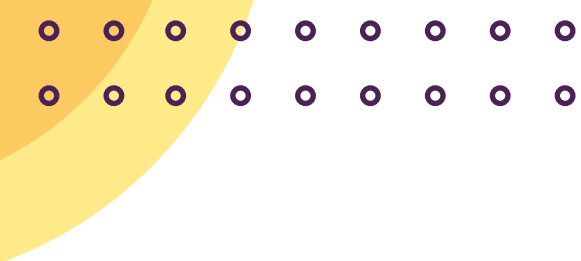
To actualize your vision of a more inclusive summer program for the Multilingual Learners in your district, connect your insights from Parts A, B, and C of this tool. First, revisit your expanded vision of summer learning that is explicitly inclusive of Multilingual Learners (Part A). Next, summarize key findings from your Multilingual Learner data inventory (Part B) and landscape analysis (Part C). Then, below, name your three priorities for implementation and draft a design plan with a three-year time horizon.

Our District's New Expanded Mission and Vision for Summer Learning¹

Highlights from Multilingual Learner Data Inventory²

Highlights from Landscape Analysis³

- 1 Reference Part A of this tool.
- 2 Reference Part B of this tool.
- 3 Reference Part C of this tool.



Our Prioritized Big Ideas	Where to Start Next Summer	How to Expand in Year 2	Big Vision for Year 3
1			
2			
3			



Focus on Sustainability

Planning for Continuous Improvement	
How can we intentionally learn about the strengths and growth opportunities of our summer program that attend to the assets and needs of Multilingual Learners? What quantitative and qualitative data will we continue to gather over time?	Whose voices will help us understand where our design meets students' needs and where we need change?
What facts and highlights about the program do we need to be able to reference when we are planning and advocating for sustainability? How will they be collected?	How will we define and celebrate success for and with Multilingual Learners and their families and caregivers?