

# Strategic Plan 2023-2028

MULTILINGUAL LEARNERS



## Delaware

Department of Education

¡Hola! 你好! Привет! Haló! Здравей! こんにちは! Hej!  
Hallo! Привітанне! Xin chào! नमस्ते! Bonjour!  
!مرحبًا! Привіт! Tere! Kamusta! 안녕하세요! Habari!

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# Delaware

## Department of Education

### **Fellow Delawareans,**

I am thrilled to announce the Delaware Department of Education's Multilingual Learner (MLL) Strategic Plan—a foundational document that affirms and honors students' language abilities as an asset and values the many languages multilingual learners bring to enrich Delaware classrooms. This plan sets the direction and priorities for the Department of Education as we work to ensure that our multilingual students get the best education possible that is grounded in the most recent research. Delaware is considered a new destination location and is one of the fastest-growing states in the nation for this population of students. It is essential that all educators work collaboratively to ensure our multilingual learners thrive. Delaware has invested in our multilingual students through Opportunity Funding, with allocations rising to a total of \$60 million in fiscal year 2025. These flexible funds allow each school to target resources directly to enhance the educational experience for our multilingual students and families. This document serves as a roadmap to guide the Department as we make the necessary shifts and support our schools to honor our students, build educator capacity, support resource allocations, develop a shared awareness of the value of multilingualism, and improve the daily experiences of our students and families.

Sincerely,

*Mark Holodick*

Delaware Secretary of Education

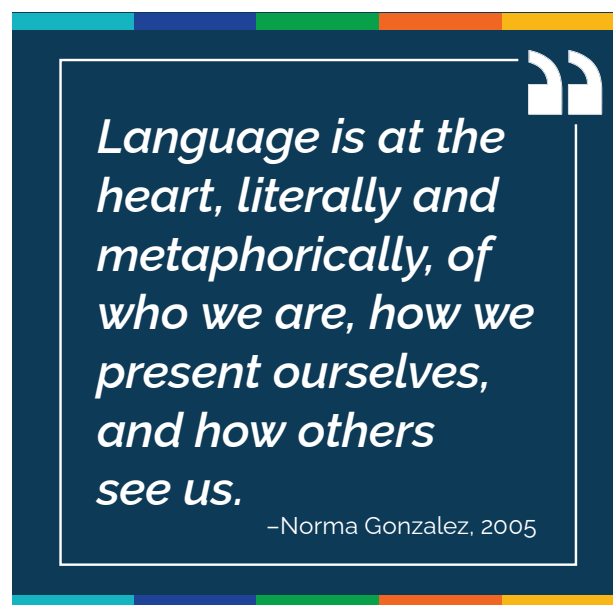
## Planning Process

The development of the Delaware Department of Education (DDOE) Multilingual Learner (MLL) Strategic Plan from January 2023 to June 2023 was a comprehensive and collaborative effort aimed at improving educational outcomes for multilingual learners in the state. The process involved a diverse and dedicated Steering Committee representing various students, educators, and community members from across the state, ensuring a well-rounded and inclusive approach to crafting the strategic plan. The Steering Committee operated under the common understanding that an Multilingual Learner is a student in a Delaware school that is acquiring a new language while maintaining their current language.

The DDOE MLL Steering Committee was formed in early January and began collaborating. Over the next several months, the committee met and drafted out the elements of the plan based on their representation of the communities and groups that they serve. As the plan evolved, focus groups were held with students, parents, and educators to ensure that their voices were elevated in support of the direction of the plan.

Through this collaborative and well-structured process, the Delaware Department of Education Multilingual Learner Strategic Plan was developed as a means to provide a comprehensive roadmap for improving educational opportunities and outcomes for multilingual learners across the state. The commitment of the Steering Committee and the engagement of various stakeholders underscored the significance of multilingual education within Delaware's broader educational landscape.

The strategic plan is only the roadmap that outlines the next several years for supporting MLLs in Delaware. In the coming months and years, we plan to continue to engage with a broad representative group to implement the strategies outlined in the plan, provide regular updates to students, parents, educators, and community members across the state, and to adjust based on the progress of our efforts.





## We value...



### Multilingualism as an asset

Multilingualism is an asset that improves communication, increases job opportunities, fosters cultural understanding, enhances travel experiences, encourages personal growth, preserves heritage, offers educational advantages, and provides cognitive benefits.



### Collaboration among partners

Collaboration among partners acknowledges the importance of collective efforts, shared resources, and cooperation to achieve common objectives, address challenges, and foster positive outcomes.



### Diversity among Multilingual Learners and their experience

Honoring diversity among multilingual learners and their experiences recognizes the unique backgrounds, languages, cultures, and perspectives and highlights the value of embracing their individuality and contributions to education and society.



### Responsiveness to the shifting cultural landscape

Adapt and adjust our approaches, policies, and practices to reflect the changing dynamics and diversity of cultures, languages, and societal norms, ensuring inclusivity, and relevance in the future.

EVERYBODY HAS A  
STORY TO TELL

Breaking  
Barriers

Cultural  
Fusion

## Vision

Empowering Delaware's multilingual learners to thrive through high-quality education and honoring of their cultural and linguistic assets

## Mission

The Delaware Department of Education Multilingual Learner Department is committed to providing equitable access to a nurturing, supportive, high-quality learning environment by fostering agency for all students to thrive. We advocate for multiculturalism, multilingual learning, and language-friendly schools, empowering diverse voices and strengthening our community and state.

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안녕하세요!

Привітання!

こんにちは!  
Bonjour!

Привет!

你好!

Hej!

Habari!

Привіт!

# PORTRAIT OF A GRADUATE



## Multilingualism

by bringing the value of expanded communication, cultural understanding, and global interconnectedness to individuals and societies.



## Adaptability

that enables individuals to navigate and thrive in an ever-changing world, fostering resilience, innovation, and growth.



## Confidence

to embrace challenges, take risks, and believe in their abilities, leading to personal growth, resilience, and the pursuit of success.



# Strategic Plan 2023-2028

## Summary



### Priority 1

Advocating for coherent policy, system, and programming changes that support multilingualism



### Priority 2

Building the capacity of all educators to center multilingual learners in state-wide educational initiatives



### Priority 3

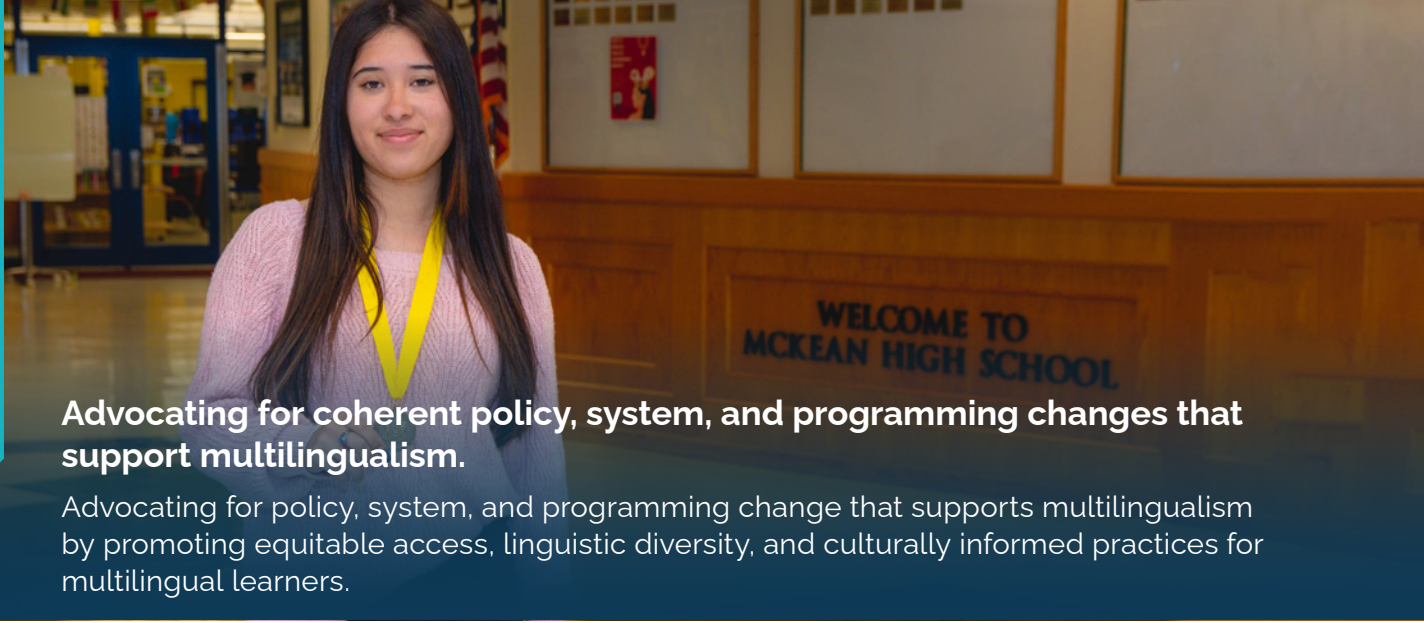
Developing a shared awareness of the value of multilingualism.



### Priority 4

Improving the daily experience for MLL students and their families leading to post-secondary success.





**Advocating for coherent policy, system, and programming changes that support multilingualism.**

Advocating for policy, system, and programming change that supports multilingualism by promoting equitable access, linguistic diversity, and culturally informed practices for multilingual learners.

**Goal 1: Increase collaboration and shared accountability to improve educational outcomes for multilingual learners.**

- **Strategy 1:** Leverage the Multilingual Learner Coordinator Group to develop criteria and guidance for high-leverage competencies that ensure access to rigorous grade-level content for multilingual learners.
- **Strategy 2:** Ensure policymakers and decision-makers have the necessary mindset, guidance, and resources to engage in a collaborative approach to policy development for high-quality multilingual education.
- **Strategy 3:** Grow partnerships with educators, researchers, community organizations, and policymakers, to define, share, and increase understanding and direction of the positive impact of high-quality instructional practices.

**Goal 2: Provide guidance to districts and charters on best practices and priorities in allocating resources to support multilingual learners.**

- **Strategy 1:** Establish a resource allocation Multilingual Learner Task Force consisting of a diverse group of community representatives, including educators, administrators, language specialists, caregivers, community representatives, and experts in multilingual education.
- **Strategy 2:** Develop a resource allocation toolkit to serve as a practical resource that districts can use to evaluate their current practices and make data-informed decisions when allocating resources for multilingual learners.
- **Strategy 3:** Strengthen peer learning networks to bring administrators, educators, and other partners together from multiple districts and charters to identify and implement high-quality models to support MLLs.

**Goal 3: Continue supporting the annual multilingual learner conference where teams of educators come together to collaborate, learn, and model effective educational practices for systemic change.**

- **Strategy 1:** Expand outreach and participation beyond educators typically assigned to support multilingual learners and multilingual learner programs.
- **Strategy 2:** Foster long-term collaboration and support educator networking during the conference to extend and sustain partnerships beyond the conference.
- **Strategy 3:** Provide sessions that are aligned with state legislation, policy, and regulations related to the implications for multilingual learners.

**Building the capacity of all educators to center multilingual learners in state-wide educational initiatives.**

Building the capacity of the workforce to prioritize and center multilingual learners into state-wide educational initiatives through training, professional learning, technical assistance, and the promotion of inclusive practices.

**Goal 1: Provide new pathways to professional learning and/or certification for classroom teachers, specialists, and paraeducators that are accessible, affordable, and desirable.**

- **Strategy 1:** Develop alternative opportunities such as microcredentials to incentivize and recognize staff for their participation in and implementation of best practices in supporting multilingual learners.
- **Strategy 2:** Strengthen partnerships with institutes of higher education to embed evidence-based best practices in supporting multilingual learners across all preparation coursework.
- **Strategy 3:** Ensure high-quality evidence-based best practices and supports are embedded in all professional learning initiatives .

**Goal 2: Provide professional learning for current and future building and district administrators in relation to the needs of multilingual learners and their educators.**

- **Strategy 1:** Expand professional learning, networking, and technical assistance for leadership teams including state, district, and building leaders and administrators to improve education for multilingual learners.
- **Strategy 2:** Leverage the annual conference to build leadership capacity focused on impacting systemic change for multilingual learners.
- **Strategy 3:** Collaborate with Delaware Academy for School Leadership (DASL) to create space during the annual Policy and Practice Institute to define high-quality practices and focus on systemic change for multilingual learners.

**Goal 3: Review and advocate for an expansion of the requirements for teacher preparation programs to embed multilingual approaches and best practices across numerous courses.**

- **Strategy 1:** Conduct a comprehensive review of the current curriculum of teacher preparation programs to identify gaps and areas where multilingual approaches and best practices can be embedded.
- **Strategy 2:** Provide professional learning and training opportunities for teacher preparation program faculty to enhance their knowledge and skills in multilingual approaches and best practices.

# Certificate of Multiliteracy

The Delaware Department of Education hereby recognizes

**Mia Lucas**

McKean High School

Red Clay Consolidated School District

**Developing a shared awareness of the value of multilingualism.**

Developing a shared awareness of the value of multilingualism by promoting cultural diversity, fostering inclusive environments, and recognizing the cognitive, social, and economic benefits that multilingualism brings to individuals and society.

**Goal 1: Emphasize the value of multilingualism as an asset rather than a deficit, with a specific focus on highlighting the students' home languages as valuable resources.**

- **Strategy 1:** Empower a Multilingual Learner Task Force to serve as an advocacy committee focused on educating the state on the assets of multilingualism.
- **Strategy 2:** Establish a shared definition and understanding of multilingualism within the educational community and beyond.
- **Strategy 3:** Develop a campaign focused on awareness of multilingualism as an asset.

**Goal 2: Celebrate and center the diverse linguistic assets of the student population by showcasing the various languages, dialects, and cultures represented within communities across the state.**

- **Strategy 1:** Raise awareness about the ways in which linguistic diversity is embraced and integrated across the state to promote and sustain improvements for multilingual learners and all students.
- **Strategy 2:** Promote the use of culturally responsive pedagogy and instructional materials that celebrate and incorporate students' diverse linguistic and cultural backgrounds.
- **Strategy 3:** Establish a protocol for LEAs to analyze high-quality instructional materials to ensure the representation of linguistic assets alongside tools to adapt and enhance high-quality instruction for multilingual learners.



**Improving the daily experience for MLL students and their families leading to post-secondary success**

Improving the daily experience for MLLs and their families by creating inclusive and culturally responsive environments, providing language support services, and fostering strong partnerships between schools and families that lead to post-secondary opportunities and success

**Goal 1: Provide guidance and criteria for authentic two-way engagement of MLL students and families.**

- **Strategy 1:** Provide guidance for districts to amplify and elevate the voices of students and families at the local and state level.
- **Strategy 2:** Continue providing fiscal support for 'on-demand' access to translation services to schools and districts.
- **Strategy 3:** Regular and systematic communication with districts across the state to engage in two-way communication with learners and families about their school experience.

**Goal 2: Ensure that MLLs have equal access to all courses, including honors, Advanced Placement (AP), Dual Enrollment, Gifted and Talented Education, and extracurricular activities.**

- **Strategy 1:** Review and revise enrollment criteria, prerequisites, or selection processes to remove any language or cultural barriers that may disproportionately affect MLLs.
- **Strategy 2:** Establish and monitor equity-focused policies and procedures that ensure equal access to all courses and activities for MLLs.
- **Strategy 3:** Provide guidance and support to districts with disproportionate enrollment in higher level courses.
- **Strategy 4:** Develop technical assistance guidance for specialized groups of MLLs for educational success leading to post-secondary opportunities (i.e., dually identified MLLs, SIFE/SLIFE, Migrant learners).

**Goal 3: Create an inclusive environment where educators actively involve learners in oral and written language development in their home languages.**

- **Strategy 1:** Research and promote the availability of language instruction programs that advance the home languages of students within the school environment (ex. student organizations, clubs).
- **Strategy 2:** Assist schools and districts to provide opportunities for students to engage in academic and social discourse in their home languages as part of their daily experience.



*To learn a language  
is to have one more  
window from which  
to look at the world.*

-Chinese Proverb

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MULTILINGUAL LEARNERS

## Acknowledgment

We'd like to express a heartfelt gratitude and appreciation to the entire Steering Committee for the exceptional dedication, hard work, and collaborative spirit that went into developing the Delaware Department of Education Multilingual Learner Strategic Plan. Your commitment to improving educational outcomes for multilingual learners in our state has undoubtedly made a lasting impact and laid a strong foundation for positive change. Your diverse expertise, collective insights, and unwavering determination have culminated in a strategic plan that reflects the needs, aspirations, and potential of our multilingual learners and their families.

Throughout the months of this comprehensive process, your efforts have been nothing short of inspiring. Your willingness to engage in open dialogue, embrace differing perspectives, and work towards a common goal truly exemplifies the spirit of unity and cooperation. It is evident that your attention and commitment to multilingual learners throughout the process has resulted in a plan that is both visionary and practical. Your ability to distill complex challenges into actionable strategies is commendable, and your dedication to ensuring that every voice was heard demonstrates your commitment to inclusivity and equity.

As we embark on the journey of implementing the Multilingual Learner Strategic Plan, I have no doubt that its positive impact will be felt across our educational landscape. Your foresightedness has provided our educators, administrators, parents, and community partners with a roadmap that will drive meaningful change and promote a more inclusive and supportive learning environment for our multilingual learners.

On behalf of the Delaware Department of Education, I extend our deepest gratitude to each member of the Steering Committee for your exceptional contributions. Your passion, expertise, and collaborative spirit have been instrumental in shaping a brighter future for multilingual learners in Delaware. We look forward to the continued partnership and the remarkable outcomes that this plan will undoubtedly bring.

*–Maria Rodriguez*

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