



LEAPS Act: Learning English for Academic Proficiency and Success

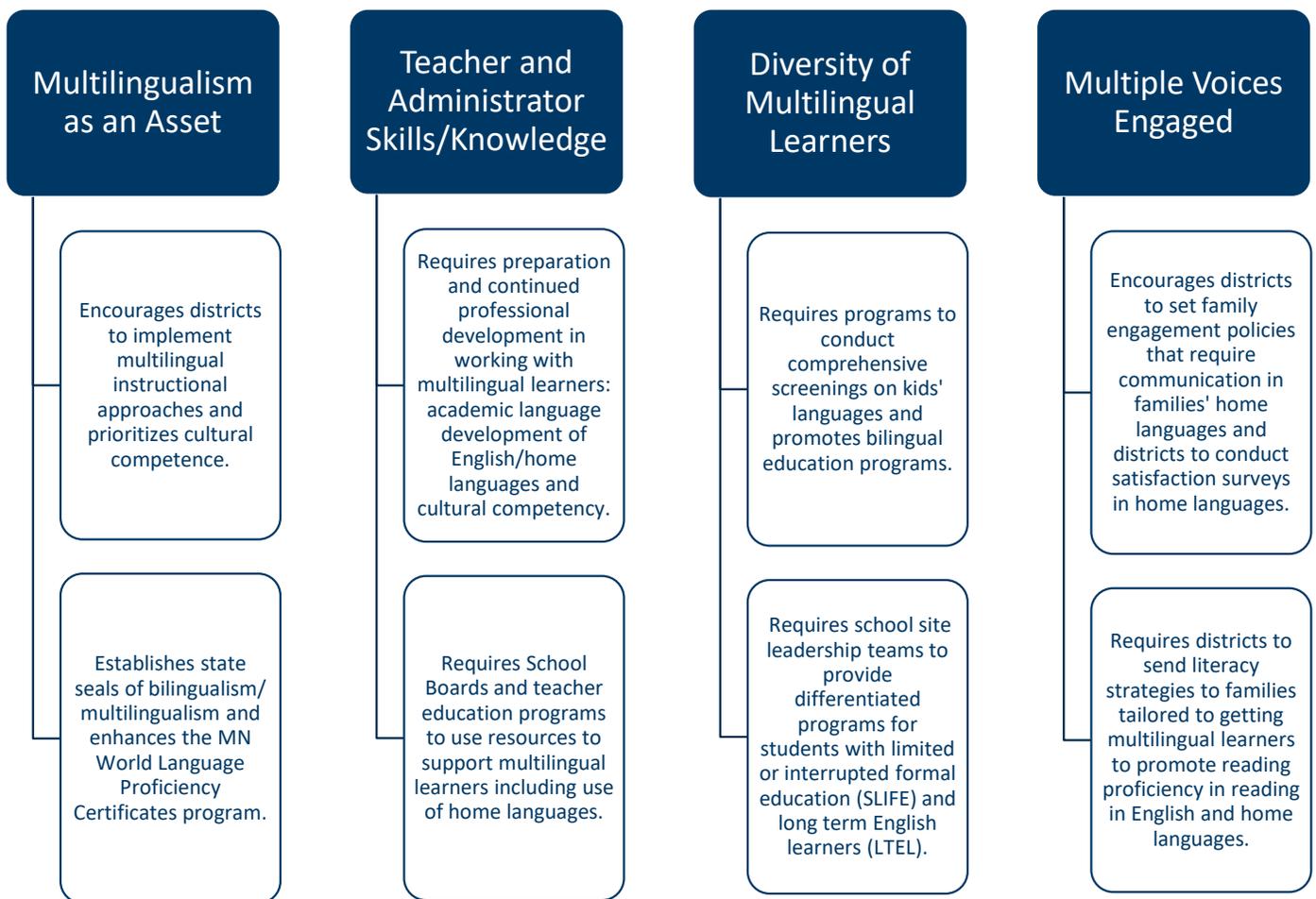
The LEAPS Act creates policy space for our state to progressively support multilingual learners and their families. Together with ESSA (Every Student Succeeds Act) and WBWF (World’s Best Workforce), these three laws ensure that:

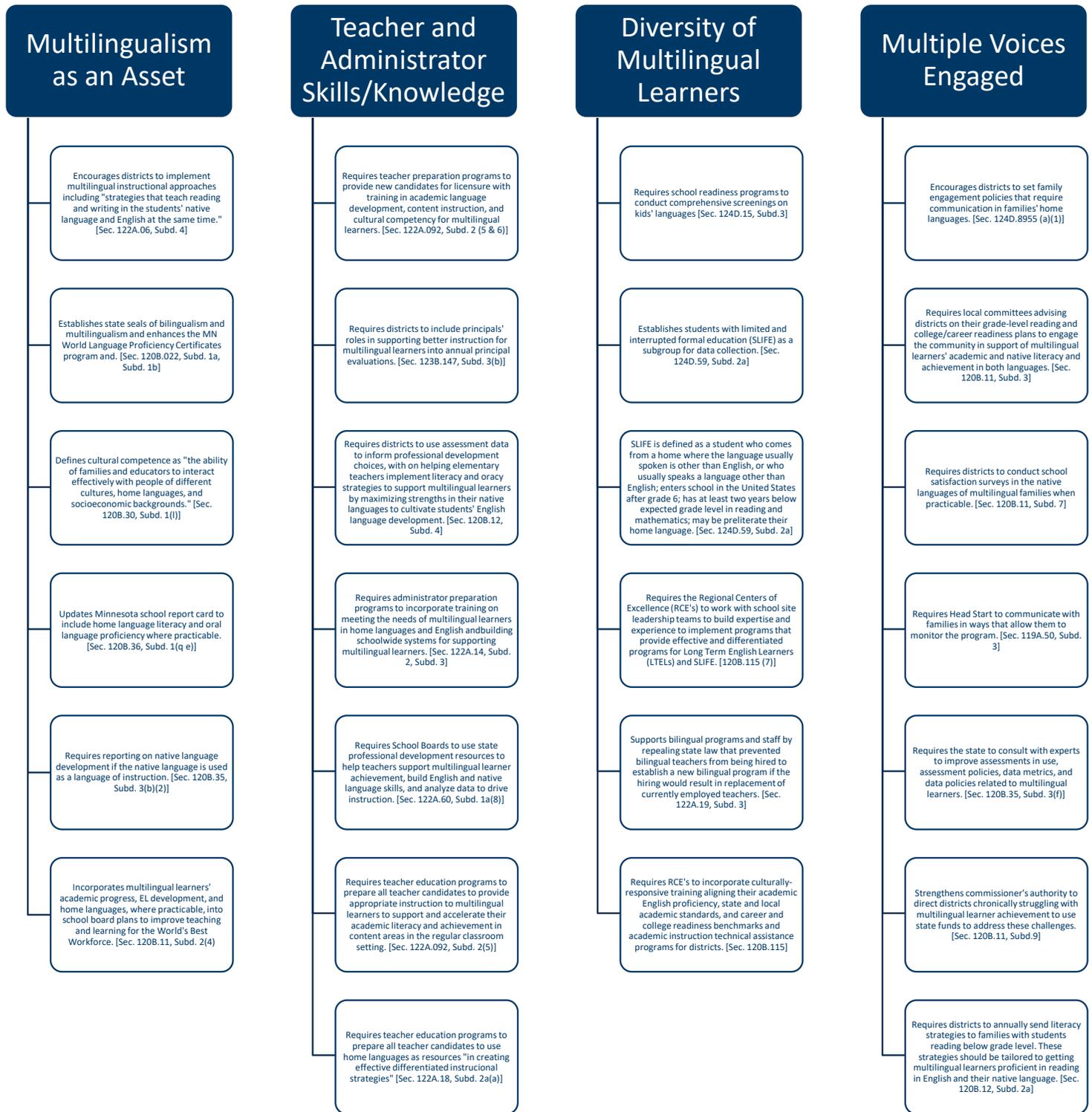
1. multilingualism and multiculturalism are positioned as educational and economic assets,
2. teachers and administrators receive appropriate preparation and continued professional development to support multilingual learners,
3. instruction is differentiated for the diversity of multilingual learners, and
4. multicultural family voices are engaged and included in the educational process.

The LEAPS Act can be found in 42 statutes. (See the back of this sheet for the actual statutes.)

This document was created in October of 2018 as an attempt to clarify the intention of the LEAPS Act and provide a guideline for where specific provisions can be found in Minnesota State statute.

Key LEAPS Act Provisions





Multilingualism as an Asset

- Encourages districts to implement multilingual instructional approaches including "strategies that teach reading and writing in the students' native language and English at the same time." [Sec. 122A.06, Subd. 4]
- Establishes state seals of bilingualism and multilingualism and enhances the MN World Language Proficiency Certificates program and. [Sec. 120B.022, Subd. 1a; Subd. 1b]
- Defines cultural competence as "the ability of families and educators to interact effectively with people of different cultures, home languages, and socioeconomic backgrounds." [Sec. 120B.30, Subd. 1(l)]
- Updates MN school report card to include home language literacy and oral language proficiency where practicable. [Sec. 120B.36, Subd. 1(q e)]
- Requires reporting on native language development if the native language is used as a language of instruction. [Sec. 120B.35, Subd. 3(b)(2)]
- Incorporates multilingual learners' academic progress, EL development, and home languages, where practicable, into school board plans to improve teaching and learning for the World's Best Workforce. [Sec. 120B.11, Subd. 2(4)]

Teacher and Administrator Skills/ Knowledge

- Requires teacher preparation programs to provide new candidates for licensure with training in academic language development, content instruction, and cultural competency for multilingual learners. [Sec. 122A.092, Subd. 2 (5 & 6)]
- Requires districts to include principals' roles in supporting better instruction for multilingual learners into annual principal evaluations. [Sec. 123B.147, Subd. 3(b)]
- Requires districts to use assessment data to inform professional development choices, with on helping elementary teachers implement literacy and oracy strategies to support multilingual learners by maximizing strengths in their native languages to cultivate students' English language development. [Sec. 120B.12, Subd. 4]
- Requires administrator preparation programs to incorporate training on meeting the needs of multilingual learners in home languages and English and building schoolwide systems for supporting multilingual learners. [Sec. 122A.14, Subd. 2, Subd. 3]
- Requires School Boards to use state professional development resources to help teachers support multilingual learner achievement, build English and native language skills, and analyze data to drive instruction. [Sec. 122A.60, Subd. 1a(8)]
- Requires teacher education programs to prepare all teacher candidates to provide appropriate instruction to multilingual learners to support and accelerate their academic literacy and achievement in content areas in the regular classroom setting. [Sec. 122A.092, Subd. 2(5)]
- Requires teacher education programs to prepare all teacher candidates to use home languages as resources "in creating effective differentiated instructional strategies" [Sec. 122A.18, Subd. 2a(a)]

Diversity of Multilingual Learners

- Requires school readiness programs to conduct comprehensive screenings on kids' languages [Sec. 124D.15, Subd.3]
- Establishes students with limited and interrupted formal education (SLIFE) as a subgroup for data collection. [Sec. 124D.59, Subd. 2a]
- SLIFE is defined as a student who comes from a home where the language usually spoken is other than English, or who usually speaks a language other than English; enters school in the United States after grade 6; has at least two years below expected grade level in reading and mathematics; may be preliterate their home language. [Sec. 124D.59, Subd. 2a]
- Requires the Regional Centers of Excellence (RCE's) to work with school site leadership teams to build expertise and experience to implement programs that provide effective and differentiated programs for Long Term English Learners (LTELs) and SLIFE. [120B.115 (7)]
- Supports bilingual programs and staff by repealing state law that prevented bilingual teachers from being hired to establish a new bilingual program if the hiring would result in replacement of currently employed teachers. [Sec. 122A.19, Subd. 3]
- Requires RCE's to incorporate culturally-responsive training aligning their academic English proficiency, state and local academic standards, and career and college readiness benchmarks and academic instruction technical assistance programs for districts. [Sec. 120B.115]

Multiple Voices Engaged

- Encourages districts to set family engagement policies that require communication in families' home languages. [Sec. 124D.8955 (a)(1)]
- Requires local committees advising districts on their grade-level reading and college/career readiness plans to engage the community in support of multilingual learners' academic and native literacy and achievement in both languages. [Sec. 120B.11, Subd. 3]
- Requires districts to conduct school satisfaction surveys in the native languages of multilingual families when practicable. [Sec. 120B.11, Subd. 7]
- Requires Head Start to communicate with families in ways that allow them to monitor the program. [Sec. 119A.50, Subd. 3]
- Requires the state to consult with experts to improve assessments in use, assessment policies, data metrics, and data policies related to multilingual learners. [Sec. 120B.35, Subd. 3(f)]
- Strengthens commissioner's authority to direct districts chronically struggling with multilingual learner achievement to use state funds to address these challenges. [Sec. 120B.11, Subd.9]
- Requires districts to annually send literacy strategies to families with students reading below grade level. These strategies should be tailored to getting multilingual learners proficient in reading in English and their native language. [Sec. 120B.12, Subd. 2a]