

NGLC
LEARNING
EXCURSIONS

Innovative Schools Serving Multilingual Learners
Washington, D.C. Area
October 21-24, 2025*

*At-Home Activities Begin in September

for High School Teams of Educators, Students, and Key Partners

See innovative learning—designed for multilingual learners—in person, exchange strategies to equitably transform learning, and apply what you learn to transform teaching and learning with multilingual learners within your own school/district.



International High School Langley Park

International Academy at Hammond Middle School



Internationals Network for Public Schools



[Complete the Fall 2025 Innovative Schools Learning Excursion Application](#)

Apply by August 15, 2025. This program is capped at 72 participants, and NGLC is committed to an inclusive and equitable selection process. **Mini-grants of \$750 per team member** are provided to defray costs for travel and support collaboration, planning, and application of learning.

Fall 2025 Learning Excursion to D.C.: Innovative Schools Serving Multilingual Learners

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Overview

The national nonprofit [Next Generation Learning Challenges](#) (NGLC), with funding from the [Barr Foundation](#), is excited to announce the Fall 2025 Innovative Schools Learning Excursion to the Washington, D.C. area, October 21-24, 2025! This learning excursion features innovative schools serving multilingual learners: International High School at Langley Park and International Academy at Hammond Middle School, along with educational partner Internationals Network for Public Schools. We invite applications from New England-based high school-focused teams of 6-9 educators, students, and key partners that are interested in redesigning the high school experience with multilingual learners and are ready to work together to apply new strategies in their own schools.

Seeing is believing. Innovative Schools Learning Excursions are more than a school tour, they are a learning experience focused on catalyzing innovation in participating schools. Facilitators will help every participant learn with and from the host sites. The excursions are designed to deepen participants' knowledge of "next generation learning" (see below) in use at the host sites and will provide teams a foundation for applying what they learn to their own vision for teaching and learning in their school/district. Past participants report that their learning excursion experience has lasting effects on their own work and on their school's efforts to transform learning.

Next generation learning. Learning approaches that develop students in well-rounded ways share some common characteristics: They respond to the strengths, needs, and cultural backgrounds of each individual student. They make sure students successfully acquire skills and knowledge before moving on. They connect academic knowledge and skills to on-the-job work experiences and real problems in our communities, adapted for even our youngest learners. They use the most advanced tools available in our society, including technology but also what is known in education as "learning science." Educators often refer to these learning approaches as student-centered, personalized, competency-based, equitable, experiential, authentic, and/or technology-enabled. At NGLC, we use the term [next generation learning](#) to include all of these learning approaches.

What multilingual learners need. “Emergent multilingual learners” are students developing skills in multiple languages; they continue to develop their home language(s) while also typically learning the additional language of English in the U.S. Emergent multilingual learners deserve educational environments with high-quality instruction, high academic expectations, and the supports necessary for their success. Next generation learning is uniquely positioned to provide this kind of educational environment with the personalization students need to learn language skills and academic content at the same time. Next gen learning designed for multilingual learners is highly engaging, requires a range of thinking skills, empowers students to own their learning, and leads to their academic success. [Learn more.](#)

Inclusive community engagement. A key takeaway from NGLC’s work with schools and districts that have had success in transforming teaching and learning is this: “If young people are going to graduate from U.S. public schools with the skills and mindsets needed to address 21st century challenges, we who serve them—and the schools and organizations we are a part of—must develop and use those same skills and mindsets ourselves.” Most importantly, the change process should be owned by educators, students, parents, and community members, with care taken to be inclusive and equitable. A diverse team of partners doing work that matters for their community and for their students is truly transformational. It’s exactly what needs to happen for real and lasting change to take root. It’s what all our students deserve. (For more, see our research at www.transformation-design.org.)

Learning Goals and Activities

Innovative Schools Learning Excursions are first and foremost learning experiences for participants and their teams. The experiences are designed to support your team’s vision for transformed learning and shared purpose for the excursion—this shared purpose is expressed as a “Brave Question.” Your team will begin to identify these guiding ideas in your application and clarify them through use of a [learning log](#). The learning log is our primary tool to organize and support your team’s learning.

Goals

- See high schools in the midst of transforming learning, focusing on next gen learning approaches designed for multilingual learners.
- Notice the school culture, the ways that adults and youth work together, and school and district policies; explore how these conditions support innovative teaching and learning.
- Connect with others in similar roles—educator, student, family, community partner—to understand how each role is involved in the work of transforming learning at the host schools and consider ways your role can be involved in redesigning the high school experience with multilingual learners in your own community.
- Develop strategies for applying what you learn during the learning excursion to your school/district and create an artifact to share what you learn with a wider group of colleagues and partners in your school/district community.

Activities

- *Before the trip:* To develop team goals for the learning excursion based on a shared vision for teaching and learning, attend a virtual session with NGLC, the host schools, and other participating teams; complete sections of your team learning log; go on a “learning walk” to observe learning in one of your own high schools; join a virtual team coaching session with an NGLC facilitator; and independently review the materials and resources we provide in advance to learn about the host site.
- *During the trip:* Tour the host schools to observe their approach to next gen learning designed for multilingual learners; meet with students, teachers, and administrators to discuss their high school learning redesign; meet with partners who have been involved in the learning redesign; participate in team work sessions; participate in work and social sessions with other teams attending the learning excursion and the host schools; and create an artifact of your team’s experience to share with a wider group of partners in your school and community.
- *After the trip:* To make the team’s learning visible to your school community, to inspire action to redesign the high school learning experience, and to apply what you learn from this program, finalize a set of ideas or actions to try and complete your learning log, join a virtual team coaching session with an NGLC facilitator, and share your experience with partners in your school/district community.
- See the [draft agenda](#) below for dates and times of all activities.

NGLC will organize and share the agenda, materials to prepare for the event, and other essential information via email. All participants will be able to access all information and materials, including your team’s learning log, from a participant agenda available as a Google doc. Participants are invited to access learning logs from other teams as well. This is one way to live out a shared commitment to making learning visible.

Application and Eligibility

Each team must submit the required [application form](#) by **11:59 p.m. ET on Friday, August 15, 2025**. Participation in this excursion is capped at 72 participants, approximately 7-9 teams. NGLC is committed to an inclusive and equitable selection process; applications will be reviewed on a set of criteria to make selections.

Eligibility

- The application is open to all public school governance types (traditional, innovation, charter) in New England. Schools that have previously applied or participated in NGLC Innovative Schools Learning Excursions are eligible to apply.
- We require that teams be focused at the high school level.

- We require that teams include **at least one high school or district leader with decision-making authority** and **at least two students**. Teams may also include district and school teachers, counselors, non-instructional staff, and administrators as well as parents, school committee/school board members, workforce industry partners, nonprofit partners, local government officials, and other key partners.
- We recommend team size to be 6-9 members. *If your team is less than 6 or more than 9, please provide a rationale in the application. Please note that if selected, we may not be able to accommodate more than 9 members on your team, in order to provide inclusive access to the program.*
- We recommend teams balance *educator* and *partner* roles. This balance helps ensure that all perspectives have an opportunity to contribute equitably to team discussions and team work. An individual team member may represent multiple roles, such as a teacher who is also a parent.
 - Educator roles: district and school staff, such as administrators, teachers, counselors, non-instructional staff, administrators
 - Partner roles: students, parents, school committee/board members, workforce industry partners, nonprofit partners, local government officials
- The lead applicant may represent an educator or partner role.

Application Details

The [application form](#) collects basic information about the lead applicant and your team's school/district. The application also asks for your team composition, vision for transformed learning, and goals for participating in the learning excursion. And as part of the application, you are asked to certify that you have secured assurances from the appropriate building and/or district leaders for your team to conduct a learning walk at your team's high school. **The learning walk is a required activity for all team members**; see the draft agenda below for when the learning walk needs to occur.

Selection Process

NGLC will review all applications once the application closes on August 15, 2025. Using information obtained from the applications, NGLC will make final selections with feedback from Barr Foundation program officers. If needed, NGLC may conduct calls with a set of finalist teams. NGLC will contact all teams that apply by the deadline with selection decisions no later than August 29, 2025. At that time, information about registration and travel will be distributed. *Please wait to make any travel plans until we have confirmed your selection.*

Selection Criteria

NGLC is committed to an inclusive and equitable selection process based on a set of criteria. This Innovative Schools Learning Excursion is capped at 72 participants. We expect to select 7-9 teams of 6-9 members each.

- Teams will be selected based on the quality of the application responses and evidence of meeting the criteria set forth in the application, including team composition with required roles, vision for transformed learning, and goals for participating.
- Priority will be given to fully-assembled teams that are interested in redesigning the high school experience, meet the expectations for team size, and balance educator and partner roles.
- If NGLC conducts calls with a set of finalist teams, those calls will be used to determine the strength of foundational structures known to support effective change efforts, implementation, and long-term sustainability.

Mini-Grants and Commitments

To relieve costs for travel as well as to support learning, collaboration, engagement, planning, and implementation of learning, we offer each participating team a mini-grant of \$750 per team member. Mini-grant funds will be distributed in two equal payments: one at the time of the grant award and one upon completion of all commitments. In order to receive the full mini-grant, we kindly request the following commitments from **each team member**:

1. Engage as active members of the learning community by...
 - a. Completing all activities before and after the visit, including but not limited to readings, virtual sessions with NGLC, and a learning walk at your team's high school.
 - b. Attending all segments of the Innovative Schools Learning Excursion programming while onsite at the host school(s). Start and end times are posted within the draft agenda below.
 - c. Sharing your thinking and learning visibly during in person and virtual sessions.
 - d. Creating an artifact of your team's experience to share with a wider group of partners in your school and community.
2. Complete the participant survey at the end of the learning excursion.
3. Submit a completed learning log at the end of the learning excursion.

Following your school/district's policies, mini-grant funds may be used to cover costs of participating that are not directly paid by NGLC, including but not limited to travel-related costs; associated costs such as substitutes, food and supplies for planning meetings, and stipends for working sessions pre/post event; and costs related to applying the learning and continuing the work following the visit.

Travel Costs

NGLC will provide lodging and meals during the excursion as described below. The excursion will have a designated headquarters hotel with buses to shuttle participants to the school sites.

- **Lodging:** NGLC will reserve and directly pay for up to three nights at a designated hotel.
- **Meals:** NGLC will provide dinner on October 21; breakfast, lunch, and breaks on October 22; breakfast, lunch, breaks, and dinner on October 23; and breakfast and a break on October 24. You will be responsible for costs for dinner on October 22 and any meals while traveling (mini-grant funds may be used for these costs).

Teams need to pay for all other travel-related expenses, such as car rental, train, airfare, taxi or shared ride services, any non-hosted meals, incidentals, etc., with their mini-grant funds. *Please wait to make any travel arrangements until we have confirmed your selection.*

Draft Agenda

At Home Sessions	
Between September 2 and September 30	45 Minute Virtual Coaching Session for Team Lead with NGLC, scheduled by team lead
Tuesday, September 30, 3:30 pm - 5:30 pm (tentative)	Virtual Kickoff with NGLC and Sunnyside hosts for all teams
Between October 1 and October 17	Learning Walk in one of your own high schools, scheduled by your team
Between October 1 and October 17	1 Hour Virtual Team Coaching Session with NGLC, scheduled by your team with NGLC
Programming in Washington, D.C. Area	
Tuesday, October 21, 2025	
5:30 pm - 6:15 pm	Onsite Registration and Reception
6:15 pm - 8:00 pm	Dinner Hosted by NGLC

Wednesday, October 22, 2025	
6:00 am - 7:00 am	Breakfast provided by NGLC
7:00 am - 5:00 pm	Day One Programming with school visit, <i>includes lunch and breaks provided by NGLC</i>
5:00 pm -	Personal rejuvenation and dinner on your own
Thursday, October 23, 2025	
6:00 am - 7:00 am	Breakfast, provided by NGLC
7:00 am - 5:00 pm	Day Two Programming with school visit, <i>includes lunch and breaks provided by NGLC</i>
5:00 pm - 6:30 pm	Personal rejuvenation
6:30 pm - 9:30 pm	Cohort Dinner, hosted by NGLC
Friday, October 24, 2025	
7:00 am - 8:00 am	Breakfast, provided by NGLC
8:00 am - 12:00 pm	Day Three Programming, <i>includes break provided by NGLC</i>
12:00 pm	Departure
At Home Sessions	
Between October 27 and November 14	Team Action Planning, scheduled by your team
Between October 27 and November 14	Virtual Team Coaching Session with NGLC (optional), scheduled by your team with NGLC
November 14	Completed Learning Logs submitted to NGLC

About the Host Sites



International High School at Langley Park

District: Prince George's County Public Schools, Maryland

Website: <https://www.pgcps.org/schools/international-high-school-at-langley-park>

School Demographics:

- Grades Served: 9-12
- Enrollment: 347
- Race/Ethnicity: 89% Hispanic, 7.5% Asian, <5% African American, <5% White, NA: American Indian/Alaskan Native, Hawaiian/Pacific Islander, Multiple races
- Free and Reduced Price Meals: 95%
- Multilingual Learners: 85%
- Students with Disabilities: 5%

Mission: Through rigorous instruction and rich experiences, we empower collaborative critical thinkers to be successful members of the community.

Vision: EC² = S Empowering Collaborative, Critical Thinkers for Success

Values:

- **Empowerment:** International High School at Langley Park (IHSLP) community members engage in acquiring knowledge, understand how they learn best and what triggers their intrinsic motivation.
- **Collaboration:** IHSLP community members work well with others to accomplish shared goals. They impact the community by demonstrating the awareness of global issues, valuing diversity and possessing skills to understand, cooperate, and empathize with others.
- **Critical Thinking:** IHSLP community members are lifelong learners. They are independent thinkers who strive to fully understand the complex issues they face in our school community and beyond.

Look For: IHSLP is a competency-based learning model designed specifically for multilingual learners with a strength in school culture and social-emotional learning, advisory in particular. Participants will explore how next gen learning practices serve multilingual learners with mastery projects, vertical scaffolding, common instructional strategies, and language skills embedded in all courses.



International Academy at Francis C. Hammond Middle School

District: Alexandria City Public Schools, Virginia

Website: <https://blogs.acpsk12.org/hammondia/>

School Demographics (these are for the whole middle school, not just the International Academy)

- Grades Served: 6-8
- School Enrollment: 1,597
- School Race/Ethnicity: 40% Hispanic, 26% Black not of Hispanic origin, 17% White, 12% Asian, 4% Multiple races, 0.4% Native Hawaiian or Pacific Islander, 0.3% American Indian or Alaska Native
- Disadvantaged (Free/Reduced Meals eligible, receives TANF, Medicaid eligible, or identified as Migrant, experiencing Homelessness, Foster, or Head Start): 53%
- Free and Reduced Price Meals: 95%
- English Learners: 44%
- Students with Disabilities: 11%

Description: The International Academy is a program of academic services within Francis C. Hammond Middle School offered to recently arrived immigrant students who are learning the English language. Students are on a team with teachers who are specially trained to teach students the core academic content and the English language simultaneously. In addition, students have a school counselor and

administrator dedicated to meeting their specific needs. Students have access to all elective classes, physical education and health classes, and extracurricular activities and clubs that are offered at Francis C. Hammond Middle School.

Look For: International Academy students engage in project-based learning while collaborating in groups with diverse levels of language proficiency and native languages, thus accelerating their learning of academic English while studying a rigorous curriculum. Participants will observe how adult teaming structures support multilingual learners through instruction, student supports, and tiered interventions. Participants will also explore coherence between middle and high school and the transition to ninth grade for multilingual learners.



Website: <https://www.internationalsnetwork.org/>

Internationals Network for Public Schools transforms education for immigrant and refugee multilingual learners by partnering with schools and districts to better serve those students. They design new schools and programs within existing schools; coach leaders, teachers, and school staff; and provide access to a network of support and learning for those who work with them. Internationals Network has developed a comprehensive approach to the education of immigrant and refugee youth that addresses the areas of a school's structure, pedagogy, culture, and governance that effectively serve multilingual learners. Participants will observe the Internationals Approach, a set of 5 Core Principles, at IHSLP and International Academy at Hammond and explore ways to apply them to their own schools. These [“HELLO” Principles](#) are based on proven practice and research and provides school leaders, teachers, and staff with high leverage strategies that lead to better outcomes for students: Heterogeneity + Collaboration, Experiential Learning, Language + Content Integration, Localized Autonomy + Responsibility, One Learning Model for All.