

TIP SHEET: State Leaders Ensure Equitable Out-of-School Time Opportunities for English Learners & Multilingual Learners



The Engage Every Student Initiative was created by the U.S. Department of Education to provide high-quality out-of-school time learning opportunities for every child who wants to participate.

The Department's Raise The Bar: Lead the World call to action prioritizes providing every student with a pathway to multilingualism while ensuring equitable access to a high-quality education for English learners (ELs). This tip sheet provides reflection questions and recommendations for State leaders to commit to equity in policies, programs, procedures, and practices to support ELs as defined in Title III and Multilingual Learners (MLs, an individual who can listen, speak, and read in more than one language at various levels of developmental ability). It is critical that state leaders ensure ELs are prioritized, have equitable access and can meaningfully participate in high-quality out-of-school time (OST) opportunities as they work to promote, support and provide guidance to Local Education Agencies focused on OST programs for ELs and MLs.

POLICIES & INVESTMENT: What data are we collecting and aggregating to determine who is participating, what the impact is, and what the missed opportunities are for ELs and MLs during OST?

Recommendations:

1. Reflect on the data that you are collecting, and not collecting focused on EL's and MLs participation and progress in summer.
2. Survey students, families, and staff, external partners, and educators about their expectations and experiences to help address missed summer learning opportunities.
3. Articulate impact on each subgroup based on valid metrics.
4. Consider the outcomes and outputs that have been decided on for each of the specific Summer Learning programs.
5. Design state policy around summer learning inclusive of prioritizing and elevating EL and ML students, in terms of funding, data collection mandates, and a process for state support and oversight.

PROGRAMS: How are you sharing the responsibility, internally and externally, of ensuring equitable summer learning opportunities for ELs and MLs? Do you know where to go to do this work?

Recommendations:

1. Create a clear vision for summer learning focused on equitable access and opportunity for ELs and MLs in your state.
2. As a state agency, design and document your state's internal vision for summer learning. Include outcomes and outputs that can be measured. Ensure that it will lead to districts and charters having equitable access for ELs and MLs.
3. Consider what programs are already happening within your state. Highlight what is working. (i.e., 21CCLC, etc.).
4. Provide examples of what's working in summer learning programming for ELs and MLs across the world, the country and in your state.
5. Partner with organizations like NSLA, OELA, CCSSO, and various language-focused organizations.





PROCEDURES: Who is leading and responsible for the state's vision for equitable summer learning opportunities? Who is doing this work explicitly for ELs and MLs?

Recommendations:

1. Determine who is responsible for the State's vision focused summer learning.
2. Designate or hire someone to lead the work of researching, organizing, and coalition building around summer learning for ELs and MLs in your state.
3. Create a framework or roadmap that outlines intentional relationship and coalition building both internally across the state agency and with external partners focused on summer learning.

Although English Learners are a sub-group of Multilingual Learners, not all Multilingual Learners are English learners.

PRACTICES: How are we identifying and then leveraging cross-agency opportunities for funding, technical assistance, and guidance towards our vision for summer learning?

Recommendations:

1. Form a summer learning workgroup focused identifying what opportunities exist and how partners can collaborate in creating and supporting equitable summer learning for ELs and MLs.
2. Have an agreed definition and perspective of what summer learning is (i.e., not summer school).
3. Take inventory of what dollars are designated or intended for summer learning across formulas and competitive grants (state and federal). Determine which dollars are explicitly identified or include expectations for ELs and MLs.
4. Identify exemplars of equitable summer learning in your state for ELs and MLs. Learn from how their inputs are contributing to outcomes and outputs.
5. Collaboratively create and provide technical assistance and guidance aligned to your state's mission and vision for equitable summer learning for ELs and MLs.