

TIP SHEET: Local Education Agency 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 questions for reflection and recommendations for Local Education Agency (LEA) leaders to commit to equity in policies, programs, procedures, and practices to support English Learners (ELs) as defined in Title III and Multilingual Learners (MLs, an individual who can listen, speak, read, and write in more than one language at various levels of developmental ability). LEA Leaders must ensure ELs are prioritized, have access, and can meaningfully participate in high-quality out-of-school time learning.

POLICIES & INVESTMENT: Has out-of-school time learning explicitly been included in the districts strategic plan, mission and vision?

Recommendations:

1. Identify and reflect on current state and LEA policies around summer learning subgroup participation, outcomes, and allocated funding.
2. Revise/Modify or Create and implement a mission and vision for summer learning in your district or charter.
3. Include outcomes and outputs for summer learning in the district's overall strategic plan.
4. Determine current funding sources and possible opportunities for additional funding and braiding of those funds for a school site aligned to the LEA's strategic plan.

What opportunities are there to partner with community, state and national organizations focused on out-of-school time learning and diverse learners?

Recommendations:

1. Collect, analyze, and reflect on data to determine what summer learning programs are already happening in your district and site. Who is participating, who is not and why not?
2. Articulate the outcomes and outputs for each subgroup (i.e., ELs and MLs), including attendance, participation, engagement, language and literacy progress and projects completed, etc.
3. Survey students, families, and staff, external partners, and educators who participate in summer programs about their expectations and experiences to help identify successes and missed opportunities that can be leveraged and addressed in future programs.
4. Be creative and innovative on how to build and support programs that center ELs and MLs
 - pathways to becoming multilingual
 - culturally relevant and sustaining experiences
 - career connected learning (i.e., CTE, the arts) and other student interests

PROGRAMS: What out-of-school time learning programs are currently being offered that center English Learners and Multilingual Learners?





PROCEDURES: What steps have been planned and implemented to create awareness of out-of-school time learning opportunities for students who are identified as English learners? What systems are in place to ensure accountability, provide oversight and track progress of student linguistic, academic and social cultural competence gains?

Recommendations:

1. Design and implement an awareness campaign for families, students (in a language they can understand), and diverse community leaders around existing policy and programs for ELs.
2. Identify or designate an individual or team who is responsible for overseeing family and student engagement in summer learning within the district or charter.
 - Build sustainable relationships between communities and the district year-round
 - Utilize NSLA's Summer Starts in September framework & Wallace's Summer Learning Planning Calendar
 - Ensure accurate and timely translations to reach families in their home languages
 - Connect resources and supports amongst national, state, and local entities to support ELs and their families in summer learning opportunities
3. Identify and apply for funding opportunities explicitly focused on summer learning and diverse learners.
4. Design and implement a plan to collect data around student linguistic, academic, and social-cultural competence gains.

PRACTICES: Are practices being planned and implemented evidence-based? Do all staff involved in out-of-school time learning understand who English learners and multilingual learners are, what assets they bring to school and how they should be provided a high-quality, meaningful experiences?

Recommendations:

1. Identify the criteria to be used in evaluating programs that align to your mission and vision around summer learning, with direct articulation of providing equitable opportunities for ELs and MLs.
2. Conduct an audit of existing programs, procedures, and policies to identify where evidence-based instructional and curricular elements are happening and are not happening.
3. Ensure there is an agreed understanding that language and culture is valued and respected

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