

TIP SHEET: Site 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 out-of-school time site 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, read, and write in more than one language at various levels of developmental ability). Site leaders must share the responsibility in ensuring ELs are prioritized, have access, and can meaningfully participate in high-quality out-of-school time learning.

POLICIES & INVESTMENT: Do you have policies that ensure equitable access for ELs and MLs to meaningfully participate in afterschool and summer learning programs and activities? What have you created to ensure that afterschool and summer learning is a shared responsibility across our site? What data are you using to identify and prioritize students who are ELs and MLs?

Recommendations:

1. Ensure policies include an inclusive vision and mission for all learners, programming and activities.
2. Prioritize access to ELs and MLs considering their assets and eliminate barriers to participation (i.e., family's locations, resources, home languages, circumstances, interests)
3. Collect and analyze data that goes beyond standardized assessments and include qualitative data- that tells the stories of student experiences.
4. Determine current and potential funding sources, as well as braiding of those funds for school sites aligned to the LEA's strategic plan.

PROGRAMS: How are afterschool and summer learning programs, activities, and experiences determined at your site for your ELs and MLs? Why? How have you designed and implemented these programs, activities, and experiences at your site, specifically ensuring how it is inclusive of ELs and MLs?

Recommendations:

1. Audit current afterschool and summer learning offerings.
 - Who is participating?
 - How are students and families made aware of offerings?
 - What is the focus for learning (language development, literacy, extra-curricular, etc.)?
 - Why?
2. Ensure that afterschool and summer learning programs align to what you've learning from the data.
3. Identify community-based organizations and other local organizations that you can partner with in program design and implementation.





4. Utilize a range of assessments that capture the lived experiences of students during summer learning programming, offers, and activities.

PROCEDURES: What procedures have been planned and implemented to create awareness of afterschool and summer learning opportunities for families and students that are accessible in a language they can understand? What systems are in place to ensure accountability, oversight and tracking of students' progress (i.e., linguistic, academic and social culture competence gains and experiences)? What procedures exist or need to exist in order to ensure barriers such as transportation, fees, materials, etc. don't lead to inequities?

Recommendations:

1. Host afterschool and summer learning events throughout the traditional school year to bring awareness to families and students regarding possible offerings and to listen and learn from families of ELs and MLs and students what they are interested in.
2. Communicate and provide information in a language/s that are understood by families, caregivers, students.
3. Plan and implement systems needed to ensure accountability, provide oversight and track progress of your students' linguistic, academic, and social cultural competency gains and experiences.
4. Evaluate systems to address any barriers impacting equitable access and participation for ELs and MLs.

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

PRACTICES: How are instructional practices utilized in afterschool and summer learning aligned with your site's philosophy and programs (i.e., Dual language, IB, magnet, arts-based, STEAM)? What instructional, social emotional, cultural and/or enrichment practices, resources, materials, and community members could help support and provide an equitable pathway to multilingualism for all?

Recommendations:

1. Align instructional practices to your school and district's philosophy with a focus on your site's afterschool and summer learning programming, offerings, and activities (consider creative and non-traditional approaches).
2. Provide necessary professional learning for teachers/partners involved, materials, support, and resources are appropriate and accessible for ELs and MLs.
3. Focus on language development and provide students opportunities to become multilingual.