

21st Century Community Learning Centers Lessons Learned Guides

Building on its investments in the 21st Century Community Learning Center program, the U.S. Education Department has commissioned a study to learn from the field about four content-specific topic areas of afterschool and summer programming, including (1) Science, Technology, Engineering, and Math (STEM), (2) English Learners (EL), (3) Career and Technical Education (CTE), and (4) structures to increase learning time (ILT). This study will result in four Lessons Learned Guides that will inform the field and may serve as a template for replication. We have collected a list of “good and innovative” practices in the topic areas generated by the Department of Education, Subject Matter Experts and other resources. We are now asking Technical Working Group members to review and revise the list of program practices and related examples and then we will ask SEAs to identify 21st CCLC sites in their states that would satisfy many, if not all of the criteria. This list will then serve as a pool for sites to be selected for visitation and documentation of program practices in the *Lessons Learned Guides*.

Topic Area: English Learners

Definition

The term **English Learner** refers to students whose first language is not English and encompasses the spectrum of students from those who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") to those who have already developed considerable proficiency.

Practices¹
<p>1. <i>Professional Development (PD) Related to ELs²</i></p> <p>Examples that may be used when identifying site(s):</p> <ul style="list-style-type: none"> • 21st CCLC staff receive PD in supporting students’ English development (e.g., by scaffolding, listening, reading, writing, speaking) • 21st CCLC staff receive PD in working with immigrant and/or refugee families • 21st CCLC staff receive PD in understanding and addressing the socio-emotional needs of ELs
<p>2. <i>Instructional Practices Focused on Language/Academic Support³</i></p> <p>Examples that may be used when identifying site(s):</p>

¹ All footnotes refer to the relevant sources at the end of this document. In addition to the citations listed here, the list of practices was also informed by suggestions from U.S. ED staff.

² Gaining Ground; English Learners and Out-of-School Time Programs; Learning English and Beyond

³ Gaining Ground; Teaching English Language Learners; English Learners and Out-of-School Time Programs; Learning English and Beyond; Literacy In Afterschool Programs

- At the 21st CCLC program, ELs are provided opportunities to practice using English in project-based learning by listening, speaking, reading and writing in English
- At the 21st CCLC program, ELs are provided with opportunities to practice using English by engaging with English speakers in a variety of contexts
- At the 21st CCLC program, ELs are provided academic support in their primary language

3. *Culturally Relevant Programming*⁴

Examples that may be used when identifying site(s):

- 21st CCLC staff can and do speak to and support youth in their primary language
- The 21st CCLC program provides activities and programming that build healthy cultural identities
- The 21st CCLC program uses materials and curriculum that reflect the lives and cultures of the EL participants
- The 21st CCLC program provides opportunities for non-ELs to formally learn the language of ELs who participate in the program (e.g. bilingual immersion activities)

4. *Alignment with the School Day*⁵

Examples that may be used when identifying site(s):

- There is a structure in place for 21st CCLC and school day teachers to communicate about EL students
- There are structures in place for sharing student data on level of English Language Proficiency
- Activities/Curricula in the 21st CCLC program are aligned with national standards
- Activities/Curricula in the 21st CCLC program are aligned with state standards
- Activities/Curricula in the 21st CCLC program are aligned with school-day instruction

5. *Family and Community Engagement*⁶

Examples that may be used when identifying site(s)

- The 21st CCLC program translates materials in home language(s)
- Frequent EL family involvement in 21st CCLC program
- The 21st CCLC program conducts outreach to EL families and communities
- The 21st CCLC program provides opportunities for EL families to participate in the program
- 21st CCLC staff speak the languages of the EL families and communities
- The 21st CCLC program hires staff from the EL communities

⁴ Gaining Ground; English Learners and Out-of-School Time Programs; Literacy In Afterschool Programs; Learning English and Beyond

⁵ English Learners and Out-of-School Time Programs; Learning English and Beyond

⁶ English Learners and Out-of-School Time Programs; Learning English and Beyond

Footnote Sources

Literacy in Afterschool Programs:

Focus On English Language Learners

Northwest Regional Educational Laboratory

http://www.sedl.org/afterschool/toolkits/literacy/pdf/AST_lit_literature_review_EL.pdf

English Learners and Out-of-school Time Programs:

The Potential of OST Programs to Foster EL Success

By: Julie Maxwell-Jolly

Published in Afterschool Matters Journal, Issue #14, Fall 2011

<http://www.niost.org/Publications/afterschool-matters-journal>

Teaching English Language Learners:

What the Research Does—and Does Not—Say

Claude Goldenberg

www.edweek.org/media/EL_final.pdf

Learning English and Beyond:

By: Jhumpa Bhattacharya and Jimena Quiroga Hopkins

Published in Afterschool Matters Journal, Issue #14, Fall 2011

<http://www.niost.org/Publications/afterschool-matters-journal>

Gaining Ground:

Supporting English Learners Through After-School Literacy Programming

By: Julie Goldsmith, Linda Jucovy and Amy Arbreton

Publication of the Communities Organizing Resources to Advance Learning (CORAL) Initiative

James Irvine Foundation

[http:// www.irvine.org/assets/pdf/pubs/evaluation/gainingGround.pdf](http://www.irvine.org/assets/pdf/pubs/evaluation/gainingGround.pdf)