Contract # ED-CFO-10-A-0110-0001

**21st Century Community Learning Centers: Lessons Learned Guides**

*Deliverable 6.3: Final EL Interview Protocols*

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Prepared for



Prepared by



 **Interview Protocol for English Learners**

**Project Director**

Thank you for taking the time to speak with us today. As you are aware, the purpose of this visit is to learn more about the 21st CCLC program’s efforts to support English Learners (ELs). For this study, English learners 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" (LEP), to those who have already developed considerable proficiency. This includes newcomers who have arrived within one year, ELs who have arrived between one and three years, students who are orally English proficient socially but not yet fully proficient and therefore not yet reclassified, and newly reclassified students (within the past two years).

We are going to begin with some general questions about the 21st CCLC program and then get more specific about issues that relate to your efforts to help English learners. We understand that you may not be familiar enough with all aspects of the 21st CCLC program to be able to answer all our questions, so let us know if that occurs. This interview is in no way linked to your funding, and your responses will not be reported individually. We will take every measure possible to protect the privacy of interviewees as well as to ensure the confidentiality of the data collected, to the extent possible. We would like to record this interview for note-taking purposes only. We won’t name you by name in the report, although your program will be featured in it. Is that OK?

**SECTION 1 GENERAL PROGRAM DESCRIPTION**

1. **Project Director Background**

Let’s start by talking about the 21st CCLC program and your role in it.

1. Please tell me about your role and experience with the 21st CCLC program. *(If not mentioned, probe for details in the following areas.)*
* Responsibilities
* Programs and activities supervised or led
* Duration of tenure with 21st CCLC
* Other positions held
* How many sites supervised
1. What is your professional background? (*If not mentioned, probe for details in the following* *areas.*)
* Previous teaching or youth work experience, including prior experience with 21st CCLC programming
* Educational background
* Teaching credential or credential related to TESOL (Teaching English for Speakers of Other Languages), bilingual certification, youth development, or child and youth care
1. **Program Overview**

Now let’s talk about the 21st CCLC program at this site in general as well as how it is structured to support English learners. (Note: If this is a multi-site program, then be specific that you want the project director to talk about the site selected for this study, unless specifically asked otherwise.)

1. What are the most important objectives of this site? How were those objectives developed? How do academics and academic goals fit within these overall objectives?
2. Does the site have a specific mission and/or objectives for supporting EL students? If yes, what is the mission? What are the objectives? How was the mission developed and/or how were the objectives developed? (Be sure to listen for both academic and English language development objectives.)
3. How do you see the role of this 21st CCLC program site contributing to EL student learning?
4. How does the role of the 21st CCLC program site compare to the role of the school day in supporting EL students? To the role of parents in supporting EL students?
5. If this is a multi-site program, how is this site different from other sites that you oversee? (If not mentioned, probe for details in the following areas.)
	* Location
	* Staffing
	* Time frame
	* Duration
	* Student population
	* EL population

**SECTION 2 PRACTICES SPECIFIC TO ENGLISH LEARNERS**

Now I am going to ask you some more specific questions about how your program structures and supports English learning and the socio-emotional needs of EL students.

1. **Staffing and Professional Development**

*We are interested in learning about the kinds of staff you have at your program and how they are trained to support English learning.*

1. Please describe your staffing arrangements and staff backgrounds. (If not mentioned, probe for details in the following areas.)
	* Roles for paid staff
	* Roles for volunteers
	* Educational and professional backgrounds of your paid staff
	* Educational and professional backgrounds of your volunteers
	* Educational and professional backgrounds of your community partners
	* Cultural and/or linguistic match of staff to EL students
2. What percentage of staff members is representative of the EL communities in your program?
3. What special skills or talents do you look for when hiring staff to support ELs?
4. Do you hire staff from the EL community you serve?
5. What kind of support, if any, do you provide your staff so that they are able to implement the programs properly? (If not mentioned, probe for details in the following areas.)
	* Supporting English development (e.g., by scaffolding, listening, reading, writing, speaking)
	* Working with immigrant and/or refugee families
	* Understanding and addressing the socio-emotional needs of ELs
	* Family/community engagement
	* Specific curriculum/activities focused on EL support
	* Making content accessible to ELs
6. Do you have staff who cross over between your program and the school day? If so, can you please describe their roles in both settings?
7. What are your top three strategies for providing quality professional development to support ELs?
8. What challenges have you encountered in your efforts to provide quality professional development and/or recruit qualified staff?
9. **Alignment With the School Day**

*What mechanisms does your program have in place to align with the school day?*

1. Does your program have access to and utilize EL data and test scores? If yes, what data and how do you use it?
2. Does your program know what kind of EL program your students are in during the day (e.g., English immersion, bilingual, sheltered English)?
3. How, if at all, is program planning informed by concepts covered during the school day?
4. What are your top three strategies for connecting with and building on the school day?
5. What challenges have you encountered in connecting with and building on what is happening during the school?
6. **Program Monitoring and Assessment**

*Now let’s talk about how your program uses data to monitor student progress and ensure that the activities your program is providing best support the needs of ELs.*

1. How do you assess EL students’ learning needs? What kind of data/information do you collect on EL student progress?
2. How, if at all, do you and your staff communicate with school day teachers about data/information on EL student progress?
3. What structures, if any, are in place to enable you and your staff to examine and discuss EL student data? (If not mentioned, probe for details in the following areas.)
	* Weekly team meetings
	* Written summaries of student progress
4. **Community Partnerships**
5. What community partners do you work with and how do they help you support English learners?
6. How do you select community partners who will help you support ELs?
7. If you run a multi-site program, please reflect on how, if at all, partners at this site differ from those at other sites.
8. **Family Relationships**
9. In what ways do you engage or involve the EL families in your program?
10. How often do families of the English learners in your program attend program functions and events?
11. How do you conduct outreach to EL families?
12. Do you provide resources/information relevant to the EL family needs in your program? If so, do you translate all of your program information and outreach materials in the home languages of your EL families? How do you get materials translated and how do you ensure the quality of the translation?
13. **Relationship Between the School Year and Summer Program** (if applicable)[[1]](#footnote-1)

Let’s talk about the relationship between your school year program and your summer program with regard to efforts to support English learners.

1. How, if at all, do the summer program activities differ from school year activities in terms of providing English language instruction and socio-emotional support?
2. How, if at all, do you ensure continuity for students who participate in both the school year and summer program?
3. **Funding**
4. How, if at all, are your efforts to support English learners affected by your funding?
5. If you run a multi-site program, is there a difference in the funding of this site as opposed to other sites? If so, please elaborate.
6. **Challenges**
7. In addition to the challenges already discussed, what barriers or challenges have you encountered in trying to support English learners and how have you overcome them?
8. **Advice for Others**
9. What suggestions do you have for other 21st CCLC grantees or potential applicants to the 21st CCLC program interested in supporting English learners?

**XII. Final Thoughts**

1. Is there anything else you would like to tell us about this site’s efforts to support English learners?

**Interview Protocol for English Learners**

**Site Director**

Thank you for taking the time to speak with us today. As you are aware, the purpose of this visit is to learn more about the 21st CCLC program’s efforts to support English learners (ELs). For this study, English learners 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" (LEP), to those who have already developed considerable proficiency. This includes newcomers who have arrived within one year, English learners who have arrived between one and three years, students who are orally English proficient socially but not yet fully proficient and therefore not yet reclassified, and newly reclassified students (within the past two years).

We are going to begin with some general questions about the 21st CCLC program and then get more specific about issues that relate to your efforts to help English learners. We understand that you may not be familiar enough with all aspects of the 21st CCLC program to be able to answer all our questions, so let us know if that occurs. This interview is in no way linked to your funding, and your responses will not be reported individually. We will take every measure possible to protect the privacy of interviewees as well as to ensure the confidentiality of the data collected, to the extent possible. We would like to record this interview for note-taking purposes only. We won’t name you by name in the report, although your program will be featured in it. Is that OK?

**SECTION 1 GENERAL PROGRAM DESCRIPTION**

1. **Site Director Background**

Let’s start by talking about your role in this 21st CCLC program.

1. Please tell me about your role and experience at this program. *(If not mentioned, probe for details in the following areas.)*
* Responsibilities
* Programs and activities supervised or led
* Hours per week worked here
* Duration of tenure at the program
* Other positions held here
1. What is your professional background? (*If not mentioned, probe for details in the following* *areas.*)
* Previous teaching or youth work experience, including prior experience with 21st CCLC programming
* Educational background
* Teaching credential or credential related to TESOL (Teaching English to Speakers of Other Languages), bilingual certification, youth development, or child and youth care
1. **Program Overview**

Now let’s talk about the 21st CCLC program in general as well as how it is structured to support English Learners.

What are the most important objectives of your program? How were those objectives developed? How do academics and academic goals fit within these overall objectives? (Be sure to listen for both academic and English language development objectives.)

D/DDoes the site have a specific mission and/or objectives for supporting EL students? If yes, what is the mission? What are the objectives? How was the mission developed and/or how were the objectives developed?

1. How do you see the role of this 21st Century program site contributing to EL student learning? How does that fit with the school’s or EL parents’ roles?
2. Let’s look over a typical weekly schedule. Tell me about these programs. What criteria do you use to decide which programs and activities to offer? How often, if at all, do you change the schedule or activities (e.g., seasonal changes, session changes)? Are any of these programs or activities specific to ELs? If yes, what are they?
3. **Student Attendance**

*Now let’s talk a little bit about the students who attend the program, particularly focusing on the EL participants.*

1. Do you know which of your students are ELs? How do you know?
2. Can you describe the EL population in your program?
* Home languages
* Countries of origin
* English language levels
* EL typologies
1. What are your EL student recruitment and enrollment processes and strategies? (If not mentioned, probe for details in the following areas.)
* Written attendance policies
1. Do you have specific recruitment policies when it comes to recruiting EL students into the program? If yes, what are the policies and do they differ from the processes for other program participants?
2. How do you monitor attendance? (If not mentioned, probe for details in the following areas.)
* Activity
* Daily
* Weekly
1. Do you keep track of EL attendance specifically? What do you do with that information?
2. Do you have specific retention strategies and/or policies to ensure the retention of EL students in the program? If yes, what are they?

**SECTION 2 PRACTICES SPECIFIC TO ENGLISH LEARNERS**

Now I am going to ask you some more specific questions about how your program supports the needs of English learners.

1. **Instructional Practices**

*We are interested in learning about the instructional practices aimed at supporting English learners.*

1. How do you or the staff decide what targeted language and academic activities to use with English learners? (e.g., a curriculum, lesson plans from classroom teachers, afterschool instructors’ lesson plans, achievement data)?
2. What kind of instructional groupings do you use and how do you decide to use them? (If not mentioned, probe for details in the following areas.)
* One-on-one
* Small group
* Large group
* Peer-to-peer
* Grouping by primary language
1. What specific instructional practices do you use? (If not mentioned, probe for details in the following areas.)
* English language support based on the specific fluency level of the English learners in your program
* Structured and/or unstructured time for oral English practice
* Explicit vocabulary development
* Use of visuals and graphic organizers
* Opportunities that enable ELs to practice using English in meaningful ways by listening, speaking, reading, and writing in English as well as discussion, project-based learning, and art
1. How, if at all, do you link students’ learning to their real-world experiences?
2. Are you familiar with the term “project-based learning”? Is this a teaching strategy you use? Can you please give an example from the past ten days of an activity that utilized this approach?
3. What specific strategies do you use to ensure comprehension of content for EL students?
* Use of accessible vocabulary
* Repetition
1. Do you provide home language support/instruction or home language development in your program? If yes, how do you determine what support to provide? What strategies do you utilize?
2. What features, if any, has your program put into place to ensure that your programming and instruction is sensitive to and inclusive of the cultures of the English learners in your program? (If not mentioned, probe for details in the following areas.)
* Activities in the program reflective of the lives and cultures of the EL students in your program
* Activities and efforts to build healthy and strong cultural identities
1. How, if at all, does your program support grade-level transitions from one year to the next?
2. What are your top three strategies for providing quality instruction to support academic content learning as well as the language and socio-emotional development of ELs?
3. What challenges have you encountered in your efforts to provide quality instruction to support the language and socio-emotional development of ELs?
4. **Learning Environment**

*The learning environment is a key feature in supporting English learners. I am now going to ask you questions about how you structure a safe, supportive environment for ELs.*

1. What is the dynamic between ELs and fluent English speakers? What is the dynamic between newcomer ELs and long-term ELs? (If not mentioned, probe for details in the following area.)
* Program policies and norms in place that ensure English learners are not bullied or teased for their accent, cultural/ethnic background, clothing, or customs
1. Are there specific strategies for building relationships across groups? If yes, what are they?
2. Does your program address socio-emotional needs specific to the ELs in your program? If yes, how do you address these needs? (Probe for details in the following areas.)
* Do you address culture shock for newcomers?
* Do you help EL students deal with family separation and reunification?
* Do you understand the impact of the economic circumstances on the English learners in your program? If yes, in what ways is your program addressing this need?
* Do you help build strong cultural identities?
* Do you address generational fissure?
* If war trauma is present for students in your program, how do you address this need?
* How do you address any trauma related to the immigration experience?
1. What are your top three strategies for providing a safe and inclusive learning environment for ELs?
2. What challenges have you encountered in your efforts to provide a safe and inclusive learning environment for ELs?
3. **Student Engagement**

*Please describe the ways you ensure that your students are actively engaged and interested in your program’s EL activities.*

1. What opportunities, if any, exist for EL students to work with one another? What opportunities, if any, are there for EL students to work with fluent English-speaking students?
2. Does the program make efforts to build youth-adult relationships between program EL participants and staff? If yes, are they different than the overall program efforts for building youth-adult relationships? How?
3. Does the program have opportunities to encourage youth leadership among EL participants? If yes, do they build on the cultural and language assets of EL students? How?
4. Does the program provide opportunities for ELs to be mentored and/or to be mentors? If yes, please describe.
5. How, if at all, is student choice built into programming options?
6. **Staffing and Professional Development**

*We are interested in learning about the kinds of staff you have at your program and how they are trained to support English learners.*

1. Please describe your staffing arrangements and staff backgrounds. (If not mentioned, probe for details in the following areas.)
* Roles for paid staff
* Roles for volunteers
* Educational and professional backgrounds of your paid staff
* Educational and professional backgrounds of your volunteers
* Educational and professional backgrounds of your community partners
* Cultural and/or linguistic match of staff to EL students
1. What special skills or talents do you look for when hiring staff to support ELs?
2. Do you hire staff from the EL communities you serve? If yes, what percent are from the EL communities you serve? What percent are proficient in the languages of the EL student population in your program?
3. What kind of training and support, if any, do you provide your staff so that they are able to implement the programs properly? (If not mentioned, probe for details in the following areas.)
* Supporting English development (e.g., by scaffolding, listening, reading, writing, speaking)
* Working with immigrant and/or refugee families
* Understanding and addressing socio-emotional needs of ELs
* Family/community engagement
* Specific curriculum/activities focused on EL support
* Making content accessible to ELs
1. Do you have staff who cross over between your program and the school day? If so, can you please describe their roles in both settings?
2. What are your top three strategies for providing quality professional development to support ELs?
3. What challenges have you encountered in your efforts to provide quality professional development and/or recruit qualified staff?
4. **Alignment With the School Day**

*What mechanisms does your program have in place to align with the school day?*

1. How regularly do you or your staff communicate with teachers at the school (daily, weekly, or monthly) and what is the nature of those communications? *(If not mentioned, probe for details in the following areas.)*
* Logistics/space negotiations
* Sharing information about EL students
* Sharing about the progress of EL students
* Sharing curriculum and other resources
1. Do you coordinate targeted instruction with school day teachers to reinforce concepts that individual students may be struggling with? If so, how? How often?
2. Do you use input from the school day teachers to modify your instructional approaches? If so, how? How often?
3. Does your program align your curricula with any content standards? If so, how? (If not mentioned, probe for details in the following areas.)
* State standards
* Local standards
1. Does your program have access to, understand, and utilize EL data and test scores? If yes, how?
2. Does your program know what kind of EL program your students are in during the day (e.g., English immersion, bilingual, sheltered English)? Does it impact the academic support you provide ELs? How?
3. Is program planning informed by concepts, vocabulary, and skills that EL students struggle with during the school day? If so, how?
4. How, if at all, does your program support grade-level transitions from one year to the next?
5. What are your top three strategies for connecting with and building on the school day?
6. What challenges have you encountered in connecting with and building on what is happening during the school day?
7. **Program Monitoring and Assessment**

*Now let’s talk about how your program uses data to monitor EL student progress and ensure that the activities your program is providing best support their learning and socio-emotional needs.*

1. How do you assess EL students’ learning needs? How often?
2. What kind of data/information do you collect on EL student progress? How do you use this data?
3. How, if at all, do you and your staff communicate with school day teachers about data/information on EL student progress?
4. What structures are in place to enable staff to examine and discuss EL student data? (If not mentioned, probe for details in the following areas.)
	* Weekly team meetings
	* Written summaries of student progress
5. **Community Partnerships**
6. What community partners do you work with and how do they help you support English learners?
7. How do you select community partners who will help you support ELs?
8. Do you prepare community partners to support ELs in your program? If yes, how?
9. **Family Relationships**
10. In what ways do you engage or involve the EL families in your program?
11. How often do families of the ELs in your program attend program functions and events?
12. How do you conduct outreach to EL families?
13. Do you provide resources/information relevant to the EL family needs in your program? If so, do you translate all of your program information and outreach materials in the home languages of your EL families? How do you get materials translated and how do you ensure the quality of the translation?
14. **Relationship Between the School Year and Summer Program** (if applicable)[[2]](#footnote-2)

Let’s talk about the relationship between your school year program and your summer program with regard to efforts to support English learners.

1. How, if at all, do the summer program activities differ from school year activities in terms of providing English language instruction and socio-emotional support?
2. How, if at all, do you ensure continuity for students who participate in both the school year and summer program?
3. **Funding**
4. How, if at all, are your efforts to support English learners affected by your funding?
5. **Challenges**
6. In addition to the challenges already discussed, what barriers or challenges have you encountered in trying to support English learners and how have you overcome them?
7. **Advice for Others**
8. What suggestions do you have for other 21st CCLC grantees or potential applicants to the 21st CCLC program interested in supporting EL?
9. **Final Thoughts**
10. Is there anything else you would like to tell us about the program’s efforts to support English learners?

**Interview Protocol for English Learners**

**Afterschool Staff**

Thank you for taking the time to speak with us today. As you are aware, the purpose of this visit is to learn more about the 21st CCLC program’s efforts to support English learners (ELs). For this study, English learners 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" (LEP), to those who have already developed considerable proficiency. This includes newcomers who have arrived within one year, English learners who have arrived between one and three years, students who are orally English proficient socially but not yet fully proficient and therefore not yet reclassified, and newly reclassified students (within the past two years).

We are going to begin with some general questions about the 21st CCLC program and then get more specific about issues that relate to your efforts to help English learners. We understand that you may not be familiar enough with all aspects of the 21st CCLC program to be able to answer all our questions, so let us know if that occurs. This interview is in no way linked to your funding, and your responses will not be reported individually. We will take every measure possible to protect the privacy of interviewees as well as to ensure the confidentiality of the data collected, to the extent possible. We would like to record this interview for note-taking purposes only. We won’t name you by name in the report, although your program will be featured in it. Is that OK?

**SECTION 1 GENERAL PROGRAM DESCRIPTION**

1. **Afterschool Staff Background**

Let’s start by talking about your role with the 21st CCLC program.

1. Please tell me about your role and experience at this program. *(If not mentioned, probe for details in the following areas.)*
* Responsibilities
* Programs and activities supervised or led
* Hours per week worked here
* Duration of tenure at the site and in the organization
* Other positions held here
1. What is your professional background? (*If not mentioned, probe for details in the following* *areas.*)
* Previous teaching or youth work experience, including prior experience with 21st CCLC programming
* Educational background
* Teaching credential or credential related to TESOL (Teaching English to Speakers of Other Languages), bilingual certification, youth development, or child and youth care
* Experience working with immigrant and English learner families and communities
1. **Student Attendance**

*Now let’s talk a little bit about the students who attend the program. How do you encourage participation to ensure that students attend a sufficient amount of time to maximize the benefit of participating in your program?*

1. Whatdo you do if you notice that students who are enrolled in the program are chronically absent from it?
2. How, if at all, do you communicate with parents about the importance of attendance?

**SECTION 2 PRACTICES SPECIFIC TO ENGLISH LEARNERS**

Now I am going to ask you some more specific questions about how your program supports the needs of English learners.

1. **Instructional Practices**

*We are interested in learning about the instructional practices aimed at promoting EL.*

1. How do you or the staff decide what targeted language and academic activities to use with English learners (e.g., a curriculum, lesson plans from classroom teachers, afterschool instructors’ lesson plans, achievement data)?
2. What kind of instructional groupings do you use and how do you decide to use them? (If not mentioned, probe for details in the following areas.)
* One-on-one
* Small group
* Large group
* Peer-to-peer
* Grouping by primary language
1. What specific instructional practices do you use? (If not mentioned, probe details in the following areas.)
* English language support based on the specific fluency level of the English learners in your program
* Structured and/or unstructured time for oral English practice
* Explicit vocabulary development
* Use of visuals and graphic organizer
* Opportunities that enable English learners to practice using English in meaningful ways by listening, speaking, reading, and writing in English as well as in discussion, project-based learning, and art
1. How, if at all, do you link EL students’ learning to their real-world experiences?
2. Are you familiar with the term “project-based learning”? Is this a teaching strategy you use? Can you please give an example from the past ten days of an activity that utilized this approach?
3. What specific strategies do you use to ensure comprehension of content for EL students?
* Use of accessible vocabulary
* Repetition
1. Do you provide home language support or home language development in your program? If yes, what strategies do you utilize?
2. What features, if any, has your program put into place to ensure that your programming and instruction is sensitive to and inclusive of the cultures of English learners in your program? (If not mentioned, probe for details in the following areas.)
* Activities in the program reflective of the lives and cultures of the EL students in your program
* Activities and efforts to build healthy and strong cultural identities
1. What are your top three strategies for providing quality instruction to support access to academic content as well as the linguistic and socio-emotional development of ELs?
2. What challenges have you encountered in your efforts to provide access to academic learning content as well as to support the linguistic and socio-emotional development of ELs?
3. **Learning Environment**

*The learning environment is a key feature in supporting English learners. I am now going to ask you questions about how you structure a safe, supportive environment for English learners.*

1. What is the dynamic between English learners and fluent English speakers in your program? What is the dynamic between newcomer ELs and long-term ELs? (If not mentioned, probe for details in the following area.)
* Are there program policies and norms in place that ensure English learners are not bullied or teased for their accent, cultural/ethnic background, clothing, or customs?
1. Are there specific strategies for building relationships across groups? If yes, what are they?
2. Does your program address socio-emotional needs specific to the English learners in your program? If yes, how do you address these needs? (Probe for details in the following areas.)
* Do you address culture shock for newcomers?
* Do you help EL students deal with family separation and reunification?
* Do you understand the impact of the economic circumstances on the English learners in your program? If yes, in what ways is your program addressing this need?
* Do you help build strong cultural identities?
* Do you address generational fissure?
* If war trauma is present for students in your program, how do you address this need?
1. What are your top three strategies for providing a safe and inclusive learning environment for ELs?
2. What challenges have you encountered in your efforts to provide a safe and inclusive learning environment for ELs?
3. **Student Engagement**

*Please describe the ways you ensure that your students are actively engaged and interested in your program’s activities that support English learners.*

1. What opportunities, if any, exist for EL students to work with one another? What opportunities exist for EL students to work with fluent English-speaking students?
2. Are there intentional efforts to elicit EL student participation? If yes, what are they?
3. What efforts, if any, exist to build youth-adult relationships between program EL participants and yourself? Are they different than the overall program efforts?
4. How, it at all, is student choice built into programming options?
5. **Staffing and Professional Development**

*We are interested in learning about the staff at the program and how they are trained to support English learners.*

1. What kind of training and support, if any, have you received so that you are able to implement the programs properly? (If not mentioned, probe for details in the following areas.)
* Supporting English development (e.g., by scaffolding, listening, reading, writing, speaking)
* Working with immigrant and/or refugee families
* Understanding and addressing socio-emotional needs of ELs
* Family/community engagement
* Specific curriculum/activities focused on EL support
1. Are you also in the school during the school day? If so, what do you do there?
2. If you are also a teacher during the school day, how is your teaching the same or different between the classroom and program settings?
3. If you are a teacher during the school day, what do you think are the benefits of working in both settings?
4. **Alignment With the School Day**

*Let’s talk about how you align your activities with what happens during the school day.*

1. How regularly do you communicate with teachers at the school (e.g. daily, weekly, monthly) and what is the nature of those communications? (If not mentioned, probe for details in the following areas.)
* Logistics/space negotiations
* Sharing information about EL students
* Sharing about the progress of EL students
* Sharing curriculum and other resources
1. Do you coordinate targeted instruction with school day teachers to reinforce concepts that individual students may be struggling with? If so, how? How often?
2. Do you use input from the school day teachers to modify your instructional approaches? If so, how? How often?
3. Does your program align your curricula with any content standards? If so, how? (If not mentioned, probe for the following kinds of standards.)
* State standards
* Local standards
1. What are your top three strategies for connecting with and building on the school day?
2. What challenges have you encountered in connecting with and building on what is happening during the school day?
3. **Program Monitoring and Assessment**

*Now let’s talk about how your program uses data to monitor EL student progress and ensure that the activities your program is providing best support their learning and socio-emotional needs.*

1. How do you assess EL students’ learning needs? How often?
2. What kind of data/information do you collect on EL student progress? How do you use it?
3. How, if at all, do you communicate with school day teachers about data/information on EL student progress?
4. What structures are in place to enable you and your colleagues to examine and discuss student data? (If not mentioned, probe for details in the following areas.)
* Weekly team meetings
* Written summaries of student progress
1. **Family Relationships**
2. What is the nature of your interactions with family members (formal and informal)? *(If not mentioned, probe for details in the following areas.*)
* Frequency of interaction
* Content of interaction (e.g., behavior, learning objectives, helping support their children’s learning)
* Providing resources/information relevant to EL family needs
1. In what language do you communicate with family members?
2. **Relationship Between the School Year and Summer Program** (if applicable)[[3]](#footnote-3)

Let’s talk about the relationship between your school year program and your summer program with regard to efforts to support English learners.

1. Do you work in the summer program? If so, how, if at all, do the summer program activities that you provide differ from school year activities in terms of providing opportunities for English language instruction and socio-emotional support?
2. How, if at all, do you ensure continuity for students who participate in both the school year and summer program?
3. **Challenges**
4. In addition to the challenges already discussed, what barriers or challenges have you encountered in trying to create structures to support English language learning and how have you overcome them?
5. **Advice for Others**
6. Whatsuggestions do you have for other 21st CCLC program staff who are interested in supporting English learners?
7. **Final Thoughts**
8. Is there anything else you would like to tell us about the program’s efforts to provide English language learning?

**Interview Protocol for English Learners**

**Principal**

Thank you for taking the time to speak with us today. As you are aware, the purpose of this visit is to learn more about the 21st CCLC program’s efforts to support English learners (ELs). For this study, English learners 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" (LEP), to those who have already developed considerable proficiency. This includes newcomers who have arrived within one year, English learners who have arrived between one and three years, students who are orally English proficient socially but not yet fully proficient and therefore not yet reclassified, and newly reclassified students (within the past two years).

We are going to begin with some general questions about the 21st CCLC program and then get more specific about issues that relate to your efforts to support English learners. We understand that you may not be familiar enough with all aspects of the 21st CCLC program to be able to answer all our questions, so let us know if that occurs. This interview is in no way linked to funding for the 21st CCLC program, and your responses will not be reported individually. We will take every measure possible to protect the privacy of interviewees as well as to ensure the confidentiality of the data collected, to the extent possible. We would like to record this interview for note-taking purposes only. We won’t name you by name in the report, although your program will be featured in it. Is that OK?

**SECTION 1 GENERAL PROGRAM DESCRIPTION**

1. **Program Overview**

Let’s start by talking about the 21st CCLC program in general.

1. How long have you had a 21st CCLC program at your school?
2. What are the advantages you see to having a 21st CCLC program at your school?

**SECTION 2 PRACTICES SPECIFIC TO ENGLISH LEARNERS**

Now I want to ask some more specific questions about the program’s efforts to support English learners.

1. **Alignment With the School Day**

*Let’s start by talking about alignment with the school day. What mechanisms are in place to align afterschool programming with what happens during the school day?*

1. What kind of collaborative planning, if any, takes place between the program and the school day?
2. Do you and the program have a shared vision for EL success? If so, what is it and how was it developed?
3. Do school day teachers coordinate targeted instruction with program staff to reinforce concepts that individual students may be struggling with? If so, how? How often?
4. How would you characterize your relationship with the site director and afterschool staff?
5. Is there someone at the school whose job it is to ensure effective alignment between your program and the EL instruction during the school day? If so, please describe that role and who performs it.
6. How regularly do you or your staff communicate with program staff (daily, weekly, or monthly) and what is the nature of those communications? (If not mentioned, probe for details in the following areas.)
* Logistics/space negotiations
* Sharing information about EL students
* Sharing about the progress of EL students
* Sharing curriculum and other resources
1. **Instructional Practices**

*We are interested in learning how the instructional practices at the program support English learners.*

1. Do you play a role in deciding what activities for supporting EL the program offers? If so, what specifically do you do?
2. **Staffing and Professional Development**

*We are interested in learning about program staff and how they are trained to support English learners.*

1. Do you have EL teachers who work in the program after school? If so, how do you see their teaching as being the same or different between the classroom and program settings?
2. If there is crossover, what do you think are the benefits of a blended staffing model?
3. **Program Monitoring and Assessment**

*Now let’s talk about how the program uses data to monitor EL student progress and ensure that the activities that the program is providing best support their learning and socio-emotional needs.*

1. How, if at all, do school day EL teachers communicate with the afterschool staff about EL student progress? What data/information do they share?
2. What structures, if any, are in place to enable teachers and program staff to examine and discuss EL student data? (If not mentioned, probe for details in the following areas.)
	* Weekly team meetings
	* Written summaries of student progress
3. **Family Relationships**
4. What role, if any, do you think the afterschool program plays in helping families support their children’s education? *(If not mentioned, probe for details in the following areas.*)
* Co-sponsor family nights
* Participate in family-teacher conferences
* Help families understand homework
* Provide a family liaison
* Help families understand the social norms of the school day
1. **Relationship Between the School Year and Summer Program** (if applicable)[[4]](#footnote-4)

Let’s talk about the relationship between the school year program and the summer program with regard to efforts to support English learners.

1. What is the relationship between your school and the summer afterschool program?
2. Are there differences in how you work with the program in the summer, as compared to during the school year, to support English language learning and socio-emotional support? If so, what are they?
3. **Challenges**
4. What are the most significant barriers or challenges that you have encountered in working with the program to support English learners and how have you overcome them?
5. **Advice for Others**
6. What suggestions do you have for other principals who want to work with 21st CCLC programs to support English learners?
7. **Final Thoughts**
8. Is there anything else you would like to tell us about the program’s efforts to support English learners?

**Interview Protocol for English Learners**

**Teacher (NOT working in the program)**

Thank you for taking the time to speak with us today. As you are aware, the purpose of this visit is to learn more about the 21st CCLC program’s efforts to support English learners (ELs). For this study, English learners 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" (LEP), to those who have already developed considerable proficiency. This includes newcomers who have arrived within one year, English learners who have arrived between one and three years, students who are orally English proficient socially but not yet fully proficient and therefore not yet reclassified, and newly reclassified students (within the past two years).

We are going to begin with some general questions about the 21st CCLC program and then get more specific about issues that relate to your efforts to help English learners. We understand that you may not be familiar enough with all aspects of the 21st CCLC program to be able to answer all our questions, so let us know if that occurs. This interview is in no way linked to your funding, and your responses will not be reported individually. We will take every measure possible to protect the privacy of interviewees as well as to ensure the confidentiality of the data collected, to the extent possible. We would like to record this interview for note-taking purposes only. We won’t name you by name in the report, although your program will be featured in it. Is that OK?

**SECTION 1 GENERAL PROGRAM DESCRIPTION**

1. **Program Overview**

Let’s start by talking about the 21st CCLC program in general.

1. How, if at all, do you interact with the 21st CCLC program at your school?
2. What are the advantages you see to having a 21st CCLC program at your school?
3. **Student Attendance**

*Now let’s talk a little bit about the students who attend the program, particularly focusing on the EL participants.*

1. How, if at all, do you help the program with EL recruitment and enrollment? (If not mentioned, probe for details in the following areas.)
* Refer/recommend students to program
* Post brochures/flyers in my classroom
* Include information about the program at my back-to-school night for families
* Specific outreach to ELs

**SECTION 2 PRACTICES SPECIFIC TO ENGLISH LEARNERS**

Now I want to ask some more specific questions about the program’s efforts to support English learners.

1. **Alignment With the School Day**

*Let’s start by talking about alignment with the school day. What mechanisms are in place to align afterschool programming with what happens during the school day?*

1. What kind of collaborative planning, if any, takes place between you and the afterschool staff?
2. How regularly do you communicate with the afterschool staff (daily, weekly, or monthly) and what is the nature of those communications? (If not mentioned, probe for details in the following areas.)
* Logistics/space negotiations
* Sharing information about EL students
* Sharing about the progress of EL students
* Sharing curriculum and other resources
1. Do you coordinate targeted instruction with program staff to reinforce concepts that individual students may be struggling with? If so, how?
2. **Instructional Practices**

*We are interested in learning how the instructional practices at the program support English learners.*

1. Do you play a role in deciding what activities the program offers to EL? If so, what specifically do you do?
2. **Program Monitoring and Assessment**

*Now let’s talk about how the program uses data to monitor student progress and ensure that the activities your program is providing best support the needs of English learners.*

1. How, if at all, do you communicate with afterschool staff about EL student progress?
2. Do you share information with the afterschool program? If so, what information do you share? (If not mentioned, probe for details in the following areas.)
* Grades and report cards
* Testing data
* Informal observations of students
1. What structures, if any, are in place to enable you to examine and discuss student data with the afterschool staff? (If not mentioned, probe for details in the following areas.)
	* Weekly team meetings
	* Written summaries of student progress
2. **Challenges**
3. What are the most significant barriers or challenges you have encountered in working with the afterschool program to providing support for English learners and how have you overcome them?
4. **Advice for Others**
5. What suggestions do you have for other classroom teachers who might want to work with a 21st CCLC program to support English learners?
6. **Final Thoughts**
7. Is there anything else you would like to tell us about the program’s efforts to support English learners?

**Interview Protocol for English Learners**

**Community Partner**

Thank you for taking the time to speak with us today. As you are aware, the purpose of this visit is to learn more about the 21st CCLC program’s efforts to support English learners (ELs). For this study, English learners 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" (LEP), to those who have already developed considerable proficiency. This includes newcomers who have arrived within one year, English learners who have arrived between one and three years, students who are orally English proficient socially but not yet fully proficient and therefore not yet reclassified, and newly reclassified students (within the past two years).

We are going to begin with some general questions about the 21st CCLC program and then get more specific about issues that relate to their efforts to help English learners. We understand that you may not be familiar enough with all aspects of the 21st CCLC program to be able to answer all our questions, so let us know if that occurs. This interview is in no way linked to the program’s funding and your responses will not be reported individually. We will take every measure possible to protect the privacy of interviewees as well as to ensure the confidentiality of the data collected, to the extent possible. We would like to record this interview for note-taking purposes only. We won’t name you by name in the report, although the program will be featured in it. Is that OK?

**SECTION 1 GENERAL PROGRAM DESCRIPTION**

1. **Community Partner Background**

Let’s start by talking about the 21st CCLC program and your role in it.

1. Please tell me about your role and experience at this program site. *(If not mentioned, probe for details in the following areas.)*
* Responsibilities
* Programs and activities supervised or led
* Hours per week worked here
* Duration of tenure at the site and in the organization
* Other positions held here
1. What is your professional background? (If not mentioned, probe for details in the following areas.)
* Previous teaching or youth work experience, including prior experience with 21st CCLC programming
* Educational background
* Teaching credential or credential related to TESOL (Teaching English to Speakers of Other Languages), bilingual certification, youth development, or child and youth care
* Experience working with immigrant and EL communities and families
1. As a community partner, what specific expertise do you provide to the program?
2. How do you think your presence at the program supports English learners?

**Student Attendance**

*Now let’s talk a little bit about the students who attend the program.*

1. How, if at all, does your organization help the program with recruitment and enrollment? (If not mentioned, probe for details in the following areas.)
* Refer/recommend students to program
* Post brochures/flyers in the community

**SECTION 2 PRACTICES SPECIFIC TO ENGLISH LEARNERS**

Now I want to ask some more specific questions about the program’s efforts to support English learners.

**Instructional Practices[[5]](#footnote-5)**

*We are interested in learning how the instructional practices at the program support English learners. Please describe the kinds of instructional settings at the program as you are familiar with them.*

1. How do you decide what targeted language and academic activities to use with English learners (e.g., a curriculum, lesson plans from classroom teachers, afterschool instructors’ lesson plans, achievement data)?
2. What specific instructional practices do you use? (If not mentioned, probe for details in the following areas.)
	* English language support based on the fluency level of the English learners in the program
	* Structured and/or unstructured time for oral English practice
	* Opportunities that enable English learners to practice using English in meaningful ways by listening, speaking, reading, and writing in English as well as in discussion, project-based learning, and art
3. What, if anything, has the program put into place to ensure that the programming and instruction is sensitive to and inclusive of the cultures of English learners in the program? (If not mentioned, probe for details in the following areas.)
	* Activities that reflect the lives and cultures of the EL students in the program
	* Activities and efforts to build healthy and strong cultural identities
4. **Student Engagement**

*Please describe the ways you ensure that the EL students are actively engaged and interested in the program’s activities.*

1. How, if at all, do you link EL students’ learning to their real-world experiences?
2. Are you familiar with the term “project-based learning”? Is this a teaching strategy you use? Can you please give an example from the past ten days of an activity that utilized this approach?
3. What opportunities exist, if any, for EL students to work with one another? What opportunities exist for EL students to work with fluent English-speaking students?
4. If you work with older youth, how do you create opportunities for youth leadership?
5. What efforts exist to build youth-adult relationships between program EL participants and staff?
6. How, if at all, is student choice built into programming options?
7. **Alignment With the School Day**

*Let’s talk about alignment with the school day. What mechanisms do you or your organization have in place to align with the school day?*

1. Are you or your organization engaged with what happens during the school day? If so, do you assist the program in its efforts to align with the school day? How so?
2. How would you characterize your relationship with EL classroom teachers?
3. How regularly do you communicate with classroom teachers (daily, weekly, or monthly) and what is the nature of those communications? (If not mentioned, probe for details in the following areas.)
* Logistics/space negotiations
* Sharing information about EL students
* Sharing about the progress of EL students
* Sharing curriculum and other resources
1. **Program Monitoring and Assessment**

*Now let’s talk about how the program uses data to monitor EL student progress and ensure that the activities your program is providing best support their learning and socio-emotional needs.*

1. Do you have access to any of the data that is collected on EL students? If so, what do you do with it?
2. How, if at all, do you communicate with school day teachers about EL student progress? What information do you share with them?
3. **Challenges**
4. What are the most significant barriers or challenges that you have encountered in trying to support English learners and how have you overcome them?
5. **Advice for Others**
6. What suggestions do you have for other community partners who want to work in a 21st CCLC program aimed at supporting English learners?
7. **Final Thoughts**
8. Is there anything else you would like to tell us about the program’s efforts to support English learners?
1. Please note: This section will be included for all summer programs that are visited that also operate school year programs and for all school year programs that are visited that also operate summer programs. [↑](#footnote-ref-1)
2. Please note: This section will be included for all summer programs that are visited that also operate school year programs and for all school year programs that are visited that also operate summer programs. [↑](#footnote-ref-2)
3. Please note: This section will be included for all summer programs that are visited that also operate school year programs and for all school year programs that are visited that also operate summer programs. [↑](#footnote-ref-3)
4. Please note: This section will be included for all summer programs that are visited that also operate school year programs and for all school year programs that are visited that also operate summer programs. [↑](#footnote-ref-4)
5. Please note: This section is only to be used with community partners who are directly involved in EL instruction. [↑](#footnote-ref-5)