

Enrollment Barriers for Multilingual Families



Jessica Welch

Assessment and Improvement Planning Specialist

(she/her/hers/ella)

jessicawelch@csi.state.co.us



Stephanie Aragon

Legal and Policy Associate

(she/her/hers)

stephaniearagon@csi.state.co.us



Justo Yanez

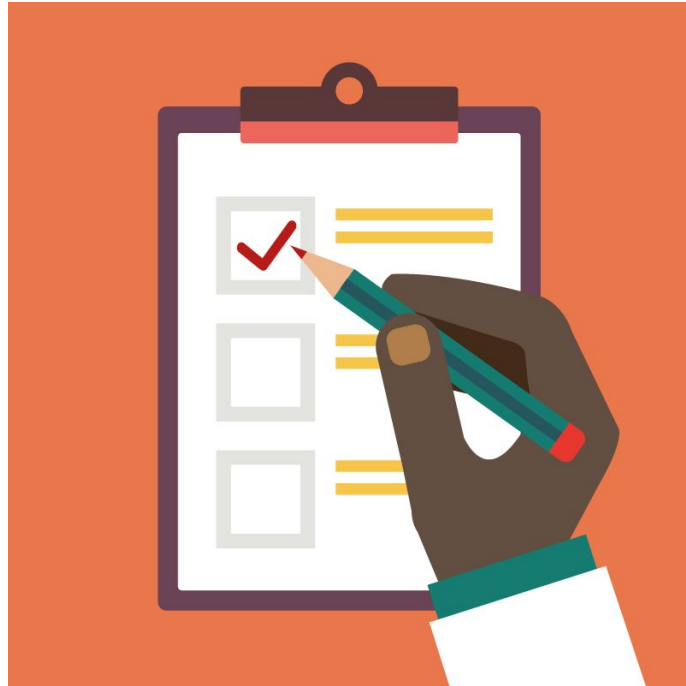
School Improvement and Equity Specialist

(he/him/his/él)

justoyanez@csi.state.co.us



Agenda: bit.ly/MLLenrollment





Grounding in Equity





Our Collaborative Norms

- Stay engaged
- Experience discomfort
- Speak your truth
- Expect and accept non-closure
- What's going unsaid?
- Center Race, Power, and Privilege
- Recognize intent and reckon with impact



Putting on Our Equity Lens



Using a Racial Equity Lens

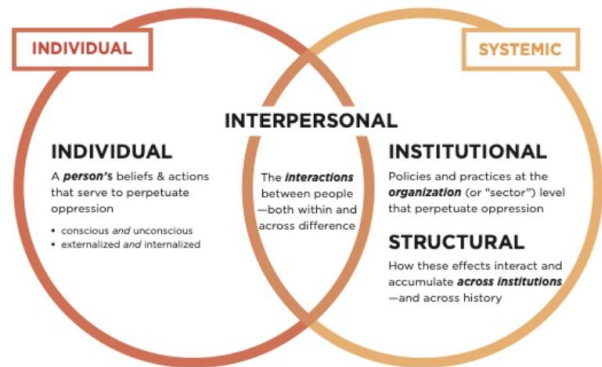
The metaphor of a *lens* allows us to see our contexts in new and revealing ways.

POLICIES
OUTCOMES
POWER
RELATIONSHIPS
SOLUTIONS

#FacingRace14

Image Credit: National Equity Project, "Facing Race 2014: Transformative Approaches for Addressing Race, Healing and Taking Action for Equity in Schools"

THE LENS OF SYSTEMIC OPPRESSION



Some phenomena playing out at each level

- | INDIVIDUAL | INTERPERSONAL | INSTITUTIONAL | STRUCTURAL |
|--|---|--|--|
| <ul style="list-style-type: none"> Identity and difference Individual advantage and disadvantage Explicit bias Implicit bias Stereotype threat Internalized oppression | <ul style="list-style-type: none"> Reproductive discourse ("Discourse T") Microaggressions Racist interactions Transferred oppression | <ul style="list-style-type: none"> Biased policies and practices (e.g. in hiring, teaching, discipline, parent-family engagement) Disproportional (e.g. racialized) outcomes and experiences | <ul style="list-style-type: none"> Systems of advantage and disadvantage Opportunity structures Societal history of oppressive practices and policies |



Equality

I believe that all students and families should be provided access to the same enrollment and recruitment process.

Social Justice

I believe schools should remove systemic barriers that have caused enrollment and recruitment inequities.

Diversity

I believe that our school should reach out to diverse families and schools and reflect the community we serve.

Equity

I believe that students and families should be provided the supports they need with the enrollment process.



Be A King ✓

@BerniceKing

Inclusion does not = equity.

Diversity does not = justice.

Tolerance does not = love.

3:28 PM · Mar 8, 2021 · Twitter for iPhone

6,697 Retweets

147 Quote Tweets

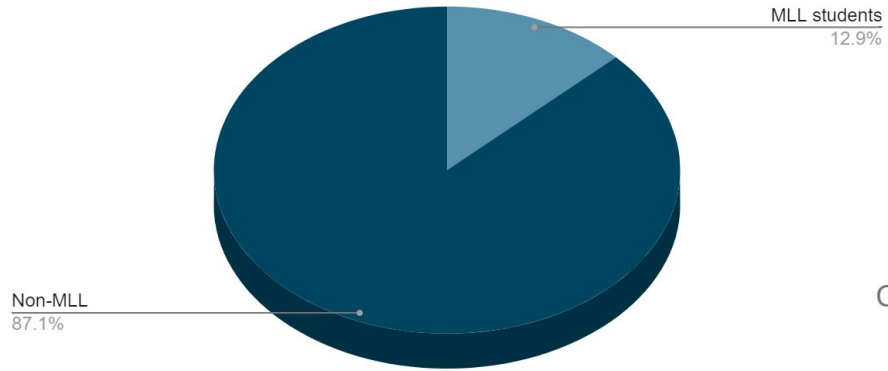
29.1K Likes



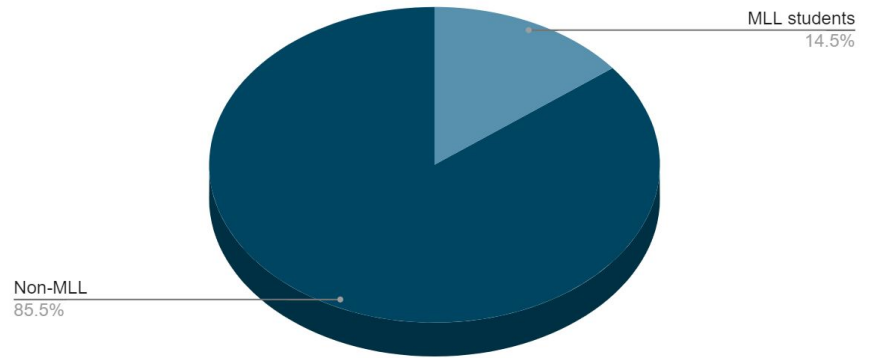
Multilingual Families and Colorado Charters



All Colorado Public Schools



Colorado Public Charter Schools





Meanwhile, open enrollment policies delinked from the real estate market **may open new educational doors for multilingual families**, but this removal of barriers is only one step in meaningfully extending access to new educational opportunities. Indeed, **absent intentional thinking**—and sufficient public resources—about the linguistic barriers and cultural differences that may shape how multilingual families view schools, **charter schools are unlikely to enroll ELs in large numbers.**

-Connor Williams, [English Learners and School Choice: Helping Charter Schools Serve Multilingual Families](#)

**Equitable and Accessible Enrollment for
Multilingual Students**





Legal Compliance & Enrollment Process



Ensure Your Policy is Legally Compliant



Charter schools are subject to all federal and state laws regarding nondiscrimination. They **cannot**:

- engage in or adopt discriminatory recruiting or marketing policies or practices.
- engage in or adopt discriminatory enrollment policies or practices.
- establish “undue barriers” to students applying for enrollment that have the effect of excluding students based on socioeconomic, family, or language background, prior academic performance, special education status, or parental involvement.

1 CCR 301-88

Ensure Your Policy is Legally Compliant



Charter schools **must**:

- admit students through a publicly verifiable selection process that is either random in nature or first-come, first-served.
- Conduct enrollment-related decisions that are nondiscriminatory and in the best interests of the student applicants.
- provide access to services for students with disabilities.
- provide access to services and appropriately serve other populations of students, including EL, homeless and gifted.

A Two-Stage Process



To ensure enrollment is conducted in a nondiscriminatory manner, it is important that the process include two distinct parts:

1

The **admissions process** is the first stage in any student's access to a school.

During this stage, a family applies to the school by completing an intent to enroll/application form. The form requests basic information about the student (e.g. name, parent name, grade level entering and contact information).


Subject to availability at the school, the student is offered a seat.

2


The **enrollment process** begins after a student has been offered a seat (or a fixed spot on a waitlist).

During this stage the family completes detailed registration paperwork so the school can gather more specific information about the student.

Upon collecting required information and documentation, the school can enroll the student in the appropriate grade, classes and the school's information system.



During the admissions process, schools should only request basic information, such as:

- Student name
 - Grade level entering
 - Parent name
 - Contact information
- 

During the admissions process, schools should not inquire about:



- Race
- Ethnicity
- EL status
- Country of origin
- Disability status
- FRL eligibility
- etc.

...except if the information is used for purposes of a weighted lottery or if the school is chartered to serve students with a particular disability.

During the admissions process, schools cannot require:



- Home Language Survey
- Birth Certificate (or other documentation to prove age)
- Transcripts
- Diagnostic assessments
- IEP or 504 Plans



Upon offering a seat (during the enrollment process), schools cannot:

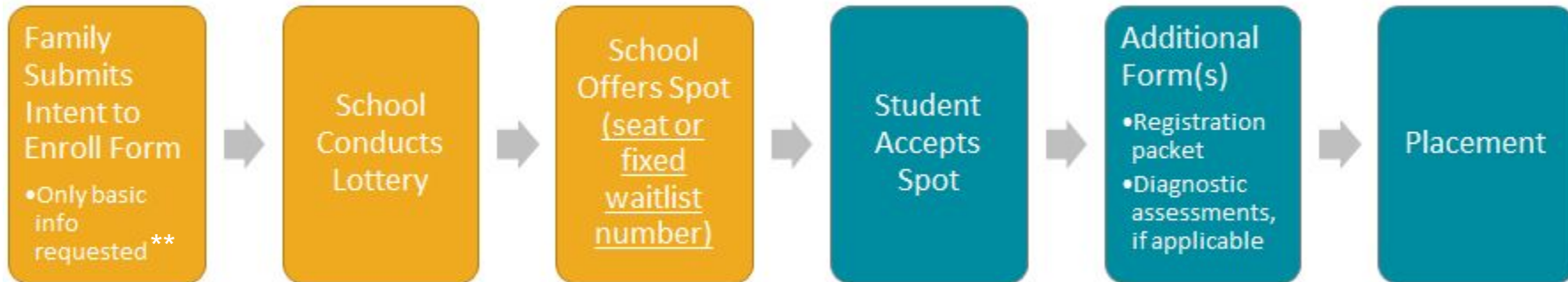
- Require a birth certificate to establish student age
- Request information about citizenship status to establish residency
- Require a government-issued ID or Social Security Cards for parents and/or students
- Require mandatory volunteer hours



Lottery

Admissions

Enrollment



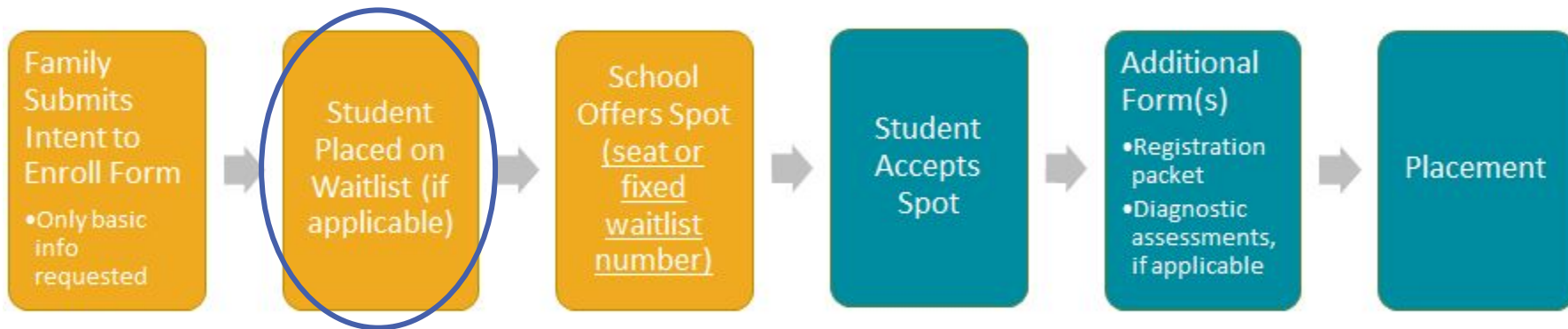
***Except if the information is used for purposes of a weighted lottery or if the school is chartered to serve students with a particular disability.*



First-come, First-served

Admissions

Enrollment





Equity Focused Enrollment Audit





Audit Your Enrollment Policy

Examine your policy to ensure it is legally compliant **AND** appropriately reflects your intention to serve a student body with diverse backgrounds, experiences, and perspectives.

Resource:

[Equity Focused Enrollment Policy and Procedures Audit](#)





Audit Your Enrollment Policy

Ask:

- Does the policy include a nondiscrimination statement?
- Does the policy clearly articulate the application and enrollment process?
- Does the policy establish any undue barriers such as mandatory information meetings, mandated volunteer service, or parent contracts?

Resource:

[Equity Focused Enrollment Policy and Procedures Audit](#)



Audit Your Enrollment Policy

Ask:

- Does the policy address enrollment after October Pupil Count Day?
- Does the policy prioritize students from subgroups who are currently underrepresented in the School?

Resource:

[Equity Focused Enrollment Policy and Procedures Audit](#)



Audit Your Admissions/Enrollment Procedures

Examine your current admissions and enrollment procedures to eliminate any potential barriers that might limit access based on socioeconomic status, language, disability, or culture.

Resources:

- [Equity Focused Enrollment Policy and Procedures Audit](#)

Audit Your Admissions/Enrollment Procedures

Ask:

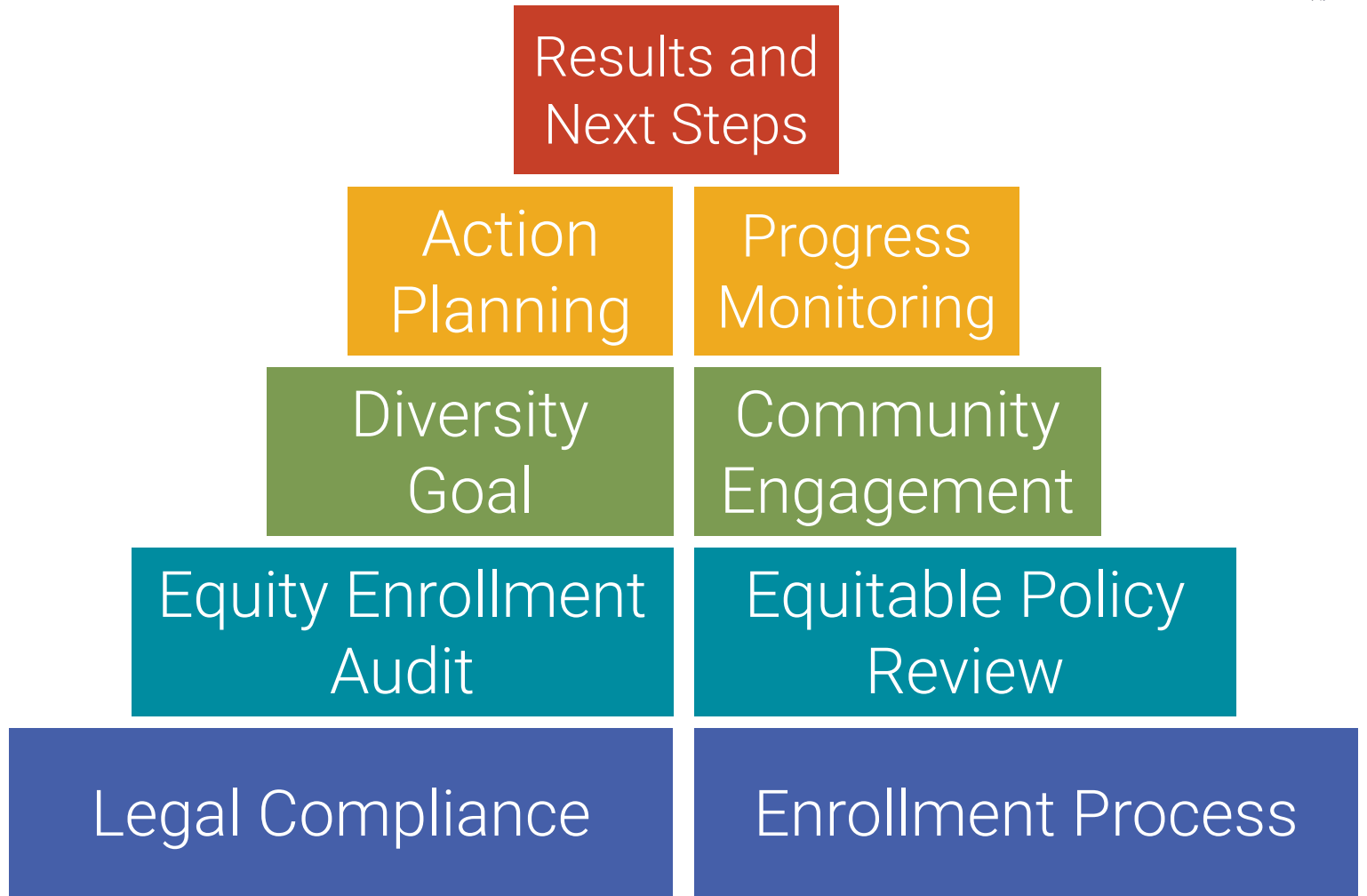
How does a family's access to technology influence the application process?

What supports are there for families who do not speak English?

Resources:

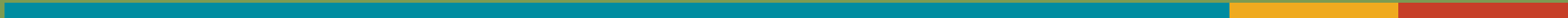
- [Equitable Policy Review Protocol](#)
- [Equity Focused Enrollment Policy and Procedures Audit](#)

**Equitable and Accessible Enrollment for
Multilingual Students**





Community Engagement





Why community engagement?

“(Community) organizations are also likely to have a **more sophisticated understanding** of **social networks** within immigrant and multilingual communities than many policymakers and charter leaders do.”





How to: Community Engagement

- 1) **Engage** community organizations working with and advocating for immigrant and multilingual families.

<https://www.coloradononprofits.org/>

<https://www.coloradogives.org/communityresourcecenter/overview>

<https://coloradoimmigrant.org>

[Local chambers of commerce](#)



How to: Community Engagement

2) Conduct **regular outreach** to determine what information multilingual families **find useful**, and how they use it to **make decisions**.



How to: Community Engagement

3) Provide community organizations with **targeted materials** designed to **inform multilingual families** about their high-quality school options.



Action Planning and Progress Monitoring





Action Planning

- 1) Set diversity goal
- 2) Use Enrollment Policy Audit to identify action areas
- 3) Create action plan
- 4) Monitor progress
- 5) Start over





Set Diversity Goal

- **Clear Goals** focused on diversity, equity, and Integration
- SMARTe framework allows you to **measure progress and identify areas for Improvement**
- Clear goals rooted in equity form the **foundation for developing strategies** for recruitment and enrollment





Set Diversity Goal

- Begin with the foundations:
 - Internal Reflection Questions
 - Equity-oriented Questions
 - Look from the Balcony and inner chambers of your school
- Be mindful of any biases, stereotyping, and/or deficit language.
- Take **an equity pause** anytime during the conversation if needed.





Set Diversity Goal

- Two ways of defining and measuring integration:
 - **To what extent do schools reflect the demographics of the areas in which they are located?**
 - **To what extent do schools provide racially and socioeconomically diverse learning environment?**
- To develop goals for diversity and integration for your school **requires** you to consider both the community demographics as well as relevant existing research on the benefits of diversity in educational setting



Set Diversity Goal

- Creating a diversity goals generally require starting with an **understanding of the demographics of your community:**
 - Geography
 - Population
 - School Landscape
 - Characteristics

Set Diversity Goal



Geography:

- Is the school serving a school district, multiple districts, or a particular neighborhood or area within a district?

Set Diversity Goal



Population:

- What are the demographics of school enrollment in the area?
- What are the demographics of the total population more generally using U.S. Census data?



Set Diversity Goal

School Landscape:

- What are the enrollment demographics of schools in your area?
- How might enrollment in your school look compared to other enrollment demographics of other schools in your area?



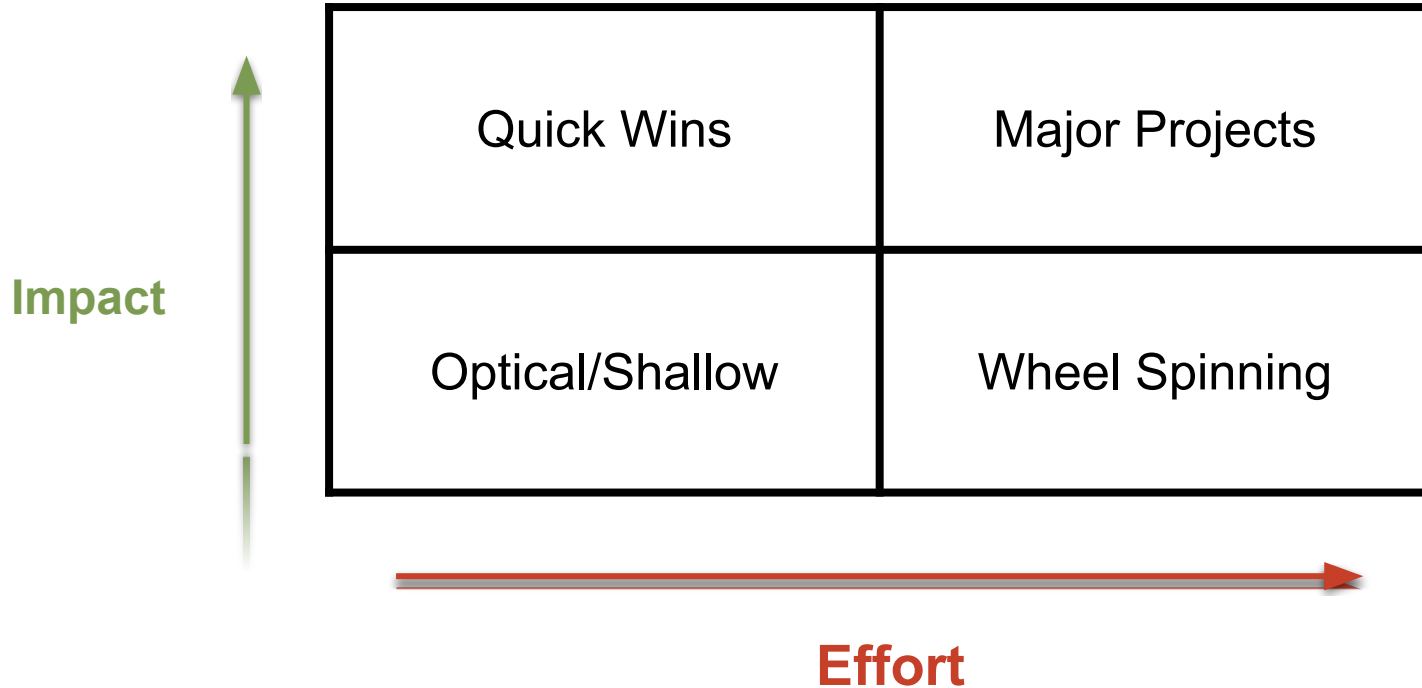
Set Diversity Goal

Characteristics

- Race and socioeconomic status are good places to start when looking at the demographics of your community
- You may want to also consider other characteristics such as home language and disability status.



Identify Action Areas





Action Plan



Focus on these two quadrants- short term/immediate impact and longer-term strategic planning

Who, what, by when, how will you know it's working?





Monitor Progress

How will you know you're on track to reach your goal?

How will you know your Action Plan is working?



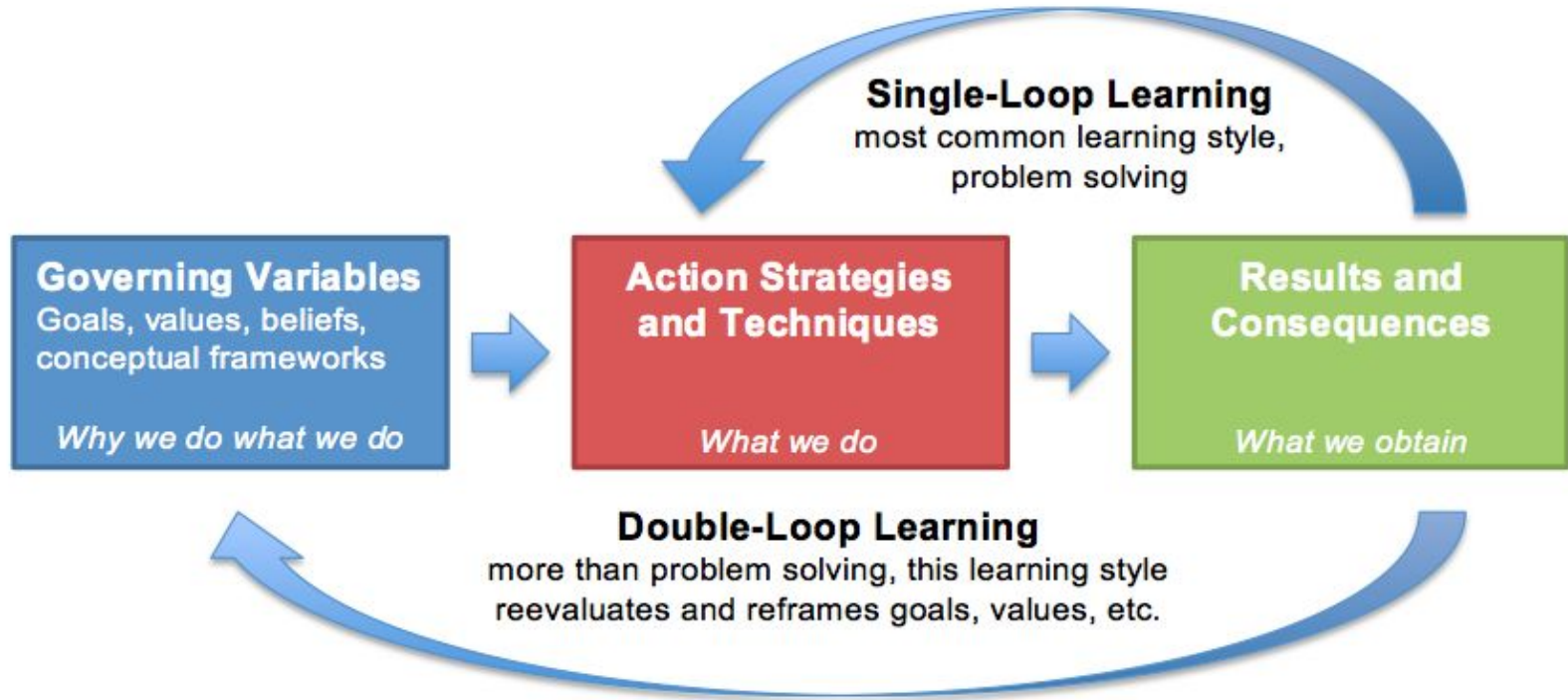


Results and Next Steps





Equitable Results?



**Equitable and Accessible Enrollment for
Multilingual Students**





Jessica Welch

**Assessment and Improvement
Planning Specialist**

(she/her/hers/ella)

jessicawelch@csi.state.co.us



Justo Yanez

**School Improvement and
Equity Specialist**

(he/him/his/él)

justoyanez@csi.state.co.us



Stephanie Aragon

Legal and Policy Associate

(she/her/hers)

stephaniearagon@csi.state.co.us

