Equity & Engagement in Extracurricular Programing: Dual Language Extension in Urbana

Joe Wiemelt, Ph.D. & Amanda N. Harris, Ph.D.
Why Dual Language: Basic Structure and Social Goals

- To transform inequitable structures and programming for Latina/o bilingual students
- DL is a Bilingual Education program that integrates native Spanish speakers and native English speakers in Spanish-immersion classrooms with the explicit goal of bilingualism, bi-literacy, and biculturalism.
Structural Relationship to Spanish:

- Spanish is the initial primary source of learning and social relations.
- Spanish holds authority and affirmation.

Effects of this structure in the social context:

- The role of Spanish in the DL classroom upsets the normalized role of Spanish in US society as a classed and racialized, minority language.
- The structured relationship to Spanish in the classroom reduces the privilege of the majority language speakers, thus reducing racism.
DL is social Justice Education

- DL is foundationally and structurally anti-racist, and does more than any previous Spanish-language pedagogical model toward the neutralization of historic inequality related to Spanish and Spanish Speakers in the United States.
What about the world outside the classroom?...
How do we extend the anti-racist project beyond the classroom?

How do we carry out the social justice education principles of Dual Language among parents?

How do we create a structure for enrichment and family engagement that uplifts the historically underserved families while creating a support community for all of the students?
Enrichment & Engagement that Dismantle Inequitable Practices

• Family engagement is a vital part of equity and should be foundationally integral to enrichment programming. Cultural and Academic programming should:
  
• Identify overlap of interests that transcends the 2 primary linguistic groups (linguistic correlates significantly with ethnicity, socio-economic status, and geographic status).

• Center on minority culture’s language, customs, and locale.

• Foster district and school wide leadership that is centered in minority culture.
Baile folklórico: an Example for Cultural Programming
Cena y Ciencias: an Example for Academic Programming
CENA Y CIENCIAS • SUPPER & SCIENCE
5:30 Lunes, 20 de Oct • 5:20 Monday, Oct 20

Thanks to the work of several DLP parents, the DLP homework club brings Microbiology to the Supper and Science series. Brought to you by the SACNAS (the Society for Advancement of Chicano and Native American Scientists), University of Illinois, U of I extension, the National Science Foundation, and 116 Dual-Language Programs.

What size are the tiniest living things?

¿De qué tamaño son los seres más chiquitos?

¿Cómo parece en líquido?

I want to see microorganisms!

Para las familias de Lenguaje Dual de las escuelas presentes Prairie y Leal

Para todas las familias de Lenguaje Dual de las escuelas presentes Prairie y Leal

Liberty Commons Community Center 1776 Independence Ave Urbana, IL 61802

¡Yo quiero hacer una catapulta!

I want to make a catapult!

¡Yo quiero conocer biología en líquido!

I want to learn about microorganisms!
Mutually beneficial community building

- Linguistic benefits for both groups
- Cultural benefits for both groups
- Leadership opportunities for historically marginalized groups
- Parental advocacy that comes with integration
Brainstorming an Equity Challenge

• Who is currently underserved in your school or district?
• What interests transcend or overlap the majority and minoritized groups?
• Brainstorm 2-3 activities/classes that would center on the minoritized group’s strengths and needs.
• What are the potential obstacles to such programming?
Common objections and rebuttals

“

• Isn’t that reverse discrimination?
• Why don’t they just participate in our current activities?
• Is this really about race?
• Does it detract from existing initiatives?
• We don’t have the money for extra stuff?
• _________
• _________

”