



Supporting English Learners in Afterschool Webinar July 20, 2012 1:00 p.m. (ET)

YOUTH FOR YOUTH



21st Century Community
Learning Centers
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
y4y.ed.gov



Disclaimer

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Published Materials

The contents of this webinar were developed, in part, under a contract from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.





How to Use the Technology

The screenshot displays a webinar interface with the following components:

- Video Player:** A large grey area with a "Start My Webcam" button.
- Notes Panel:** Contains the text: "Register for Y4Y and gain access to free lesson and activity plans, tools for coaching and training staff, and best practice videos and examples - <http://y4y.ed.gov/SiteRegister.aspx>" and instructions for optimal sound quality.
- Q & A Panel:** A section for questions and answers, currently empty.
- Powerpoint Presentation:** The main content area shows a slide titled "How to Use the Technology" with a "Next Steps" section. The slide includes:
 - Visit The Exchange on Y4Y to:
 - Download today's Powerpoint presentation
 - View a recording of today's webinar
 - Access resources highlighted in today's webinar
 - Don't forget to register!
<http://y4y.ed.gov/SiteRegister.aspx>





Introductions

Host:

Monique S. McDowell-Russell

Y4Y Training Specialist

Guest Presenters:

Michael Funk

Director, California Department of Education,
After School Division

Helen Gonzales

SELLASP Project Coordinator/
Region 9 After School Coordinator,
San Diego County Office of Education





Goals & Objectives

- Become familiar with the Y4Y portal and how it can be used to support English Learners (ELs)
- Gain strategies for supporting ELs in 21st CCLC and other afterschool programs
- Learn current initiatives to support ELs in California and reflect on how to these might be used in other regions





Getting Started



Definition of Limited English Proficient

“An individual who is aged 3 through 21; who is enrolled or preparing to enroll in an elementary school or secondary school; who was not born in the United States or whose native language is a language other than English....and whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual the ability to meet the State's proficient level of achievement on State assessments, the ability to successfully achieve in classrooms where the language of instruction is English; or the opportunity to participate fully in society.”

-Elementary and Secondary Education Act

Who are the English Learners?

- Over 5.3 million children pre-K to 12 are ELs, or 10.7%
- From '97-'98 to '07-'08, pre-K to 12 enrollment for ELs grew by 53.2% (vs. 8.5% growth for all students)
- Top languages spoken: Spanish (80%+), Vietnamese, Chinese, Arabic, and Hmong
- Top six states: CA, TX, FL, NY, IL, AZ
- One in four ELs resides in California



The screenshot shows the homepage of Y4Y.ed.gov. At the top, there is a navigation bar with the site logo, a search bar, and links for 'Sign In' and 'Join Us'. Below the navigation bar is a main content area with several sections:

- Welcome to You for Youth!**: A welcome message from the Interim Director, AITO, U.S. Department of Education, Office of Elementary and Secondary Education. It describes the site as a community for afterschool professionals to share resources and improve program practices.
- About 21st Century Community Learning Centers**: A section with a video icon and text encouraging users to learn about the program.
- Introducing You for Youth**: A section with a video icon and text about a short video explaining the site's features.
- Y4Y Webquest**: A section with a video icon and text about a 30-minute webquest for program staff meetings.
- THE DESIGN STUDIO**: A section with a video icon and text about downloadable tools and resources to help implement learnings.
- The Exchange**: A section with a video icon and text about participating in webinars, discussion boards, and sharing resources.
- Find Programs**: A section with a map of the United States and text explaining how to select a state or territory to get contact information for afterschool providers.
- Featured on this site...**: A section with a video icon and text about STEM resources, including a 'Watch the Trailer' button.
- User Guide**: A section with a video icon and text about navigating the site.
- Resource Search**: A section with a video icon and text about finding publications, lesson plans, and tools.
- Tell Us What You Think!**: A section with a video icon and text about providing feedback on important topics and suggestions.

At the bottom of the page, there is a footer with the Department of Education logo and links for 'ED.gov', 'Site Disclaimer', 'Suggestion Box', 'Contact Us', and 'Privacy Policy'.

Y4Y.ed.gov



Y4Y and ELs: Understanding Cultures



? Understand the Cultures You Serve

Your program staff should represent and understand the students and families you serve. Look for staff members who share students' cultural backgrounds, religions and languages, and who live in the same communities.

Do your best to find staff members of different abilities, genders, sexual orientations and economic levels.

Coordinate with local schools and their family coordinators to get to know the cultures in your community.

Make program information available in languages and formats your families can understand. You can present information in various ways:

- Print
- Web-based
- Town hall meetings
- Phone calls
- Text Messages



Courses > Family Involvement > Know Your Families



Y4Y and ELs: Resources

HOME / COURSES / COACHING MODULES / EXCHANGE / DESIGN STUDIO / RESOURCES AND TECHNICAL ASSISTANCE

★ Resource Search

English Language Learners: Becoming Fluent in Afterschool (2011)

This short publication offers information on the value afterschool programs can add for English learners. It outlines instructional strategies that boost language acquisition, and provide information on federal funding streams that can be used to support English learners in afterschool. Afterschool Alliance. (2011). Afterschool Alert: Issue Brief 49. Washington, DC: Author.

responsibilities that distract them from academics, such programs can be especially important. Cloud, N., Lakin, J., Leininger, E., & Maxwell, L. (2010). Washington, DC: WETA, LD OnLine.

Training Tools(0)

Web-Based Resources(7)

well-researched and well-produced project on bees and colony collapse disorder. The six-member elementary school team included four students who were English language learners, each from a different country.

Before- & After-School Support for Adolescent ELLs

English language learners can get an important boost from out-of-school time programs. For adolescents, who may have home responsibilities that distract them from academics, such programs can be especially important. Cloud, N., Lakin, J., Leininger, E., & Maxwell, L. (2010). Washington, DC: WETA, LD OnLine.

Big Thought

This Dallas-based organization focuses on building partnerships that help all children access quality learning opportunities. With the mission of making imagination a part of everyday learning, it works to help children become imaginative, adaptable and productive adults. The website is available in English and Spanish.

Bilingual Staff: Working With English Language Learners

If your program serves students whose native language is not English, this video will be of interest. It discusses how bilingual staff members can help build connections to families and provide strong support for student learning. (1:13)



Resources and Technical Assistance
 > Resource Search > Search Term: “English Learners”





Y4Y and ELs: The Exchange



★ Gallery

Want to share or receive feedback on program resources or professional development materials you've created in Design Studio? Want to review other programs' schedules, policies, and marketing materials?



Upload Materials for Peer Review and Feedback

Do you have a great staff handbook you'd like to share? Maybe you've developed stellar curriculum? Upload your best work here to share with colleagues and get their reviews!



Upload Photos and Videos to Showcase Your Program

Show us what great work your program does! Upload photos and videos demonstrating how your program helps kids learn and grow.



Review Other Programs' Postings on the Gallery

Looking for some examples from other programs? Find resources created by your colleagues that will help boost your programming.



Exchange > Gallery





Supporting ELs in California



Guest Presenter 1:

Michael Funk

Director, California Department of Education,
After School Division



Funding of After School Programs in CA

- Approximately \$120 million per year for 21st CCLC programs
- \$540 million(!!) per year for state-funded ASES programs (elementary and middle school)
- Distribution of 21st CCLC funds
 - 50% set aside by *Education Code* for high school
 - 40% for elementary and middle school programs
 - 10% for family literacy and equitable access



Expanded Learning in CA: Defining Quality



- After school, before school and summer programs
- Academic, social, emotional and physical needs and interests of students
- Shared vision of student success and intentional programming
- Complement, not replicate, the regular school day



Five Afterschool and Summer Learning Principles

Learning that is:

- Active
- Collaborative
- Meaningful
- Supports mastery
- Expands horizons

<http://learninginafterschool.org/index.htm>



English Learners in CA

- 60 languages among 1,441,901 students (17% of student enrollment)
- EL students perform near the bottom at all grade levels
- In 2011 graduation results showed a 3.8 percentage point gain for EL students



Technical Support System in CA

- Regional After School Technical System
 - Provides locally-based technical assistance and capacity building in 11 regions
- Collaborative Partnerships
 - The California Afterschool Network
 - California After School Resource Center
 - ASAPconnect
 - Multiple privately-funded technical assistance providers



Supporting ELs in California

Guest Presenter 2:

Helen Gonzales

SELLASP Project Coordinator/
Region 9 After School Coordinator,
San Diego County Office of Education



Supporting ELs through After School Programs

- Project overview
 - Funded by California Department of Education
 - After School Program Division
- History of project to date: 2011-2013
 - Module Development
 - Pilot Trainings
 - Training of Trainer
 - Website Development

Description of SELLASP Project Components

- Tri-county
 - San Diego County Office of Education
 - Sacramento County
 - Ventura County

- Four Modules – Face to Face Training Series
 - 1) Understanding ELs, Diversity, Let's Strategize
 - 2) ELA and Language Development/Arts, Let's Strategize
 - 3) STEM Access for English Learners , Let's Strategize
 - 4) Parents and Communities of English Learners

Description of SELASP Project Components

- Module 5- Coaching with Regional Leads, After School Coordinators and CDE ASD Staff
- Training of Trainer (TOT) statewide
- SELASP website resources and online module training

Statewide Impact through SELLASP Training and Website

- Understanding ELs
 - Strategies and Techniques
- Trainings and SELLASP website
- Role of After School Line Staff in Supporting ELs

Pilot Participant Training: Line Staff Feedback

- Empowering after school staff
- Quotes from pilot participants
 - Vocabulary activity would be great to implement at our site
 - Strategies front line staff can implement immediately
 - Using sentence starters with my students for journal writes
 - Different strategies can enrich learning for ELs, help them be more confident
 - Visual and hands-on training



Thank You



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Q & A





Today's Webinar

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Feedback



1. Please respond to the two poll questions.
2. Please share any additional feedback in the Q&A box including:
 - What was the best part of today's webinar?
 - What was your least favorite part?
 - What is one thing you'll take back and use?





Next Steps



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