Supporting English Learners in Afterschool

Webinar

July 20, 2012
1:00 p.m. (ET)
Disclaimer

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How to Use the Technology

Next Steps
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/site/register.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 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
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

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 Alert: Issue Brief 49. Washington, DC: Author.


**Before & After School Support for Adolescent ELs**

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. (1:11)

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 basic work here to share with colleagues and get their reviewed.

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 inspire your programming.
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
  o Provides locally-based technical assistance and capacity building in 11 regions

• Collaborative Partnerships
  o The California Afterschool Network
  o California After School Resource Center
  o ASAPconnect
  o 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
  o Funded by California Department of Education
  o After School Program Division

• History of project to date: 2011-2013
  o Module Development
  o Pilot Trainings
  o Training of Trainer
  o Website Development
Description of SELLASP Project Components

• Tri-county
  o San Diego County Office of Education
  o Sacramento County
  o 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 SELLASP Project Components

• Module 5- Coaching with Regional Leads, After School Coordinators and CDE ASD Staff

• Training of Trainer (TOT) statewide

• SELLASP website resources and online module training
Statewide Impact through SELLASP Training and Website

• Understanding ELs
  o 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

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
Q & A
Today’s Webinar

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• 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
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?
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