



Afterschool Alliance

Building English Language  
Learners' Literacy Afterschool

# TODAY'S SPEAKERS



## **Florence Plagenz**

*Supervisor*

Columbus State Community College's  
ESL Afterschool Communities

## **Laurie Mooney**

*Program Coordinator*

Columbus State Community College's  
ESL Afterschool Communities



## **Nancy Boehm**

*Community Learning Center Coordinator & Program Director*  
Raider's ARK (Academics Reinforcing Knowledge) After-  
School Program



Afterschool Alliance

---

# TODAY'S SPEAKERS

---



**Sil Ganzo**

*Founder & Executive Director*  
ourBRIDGE for KIDS



**Heather Bise**

*Program Director*  
ourBRIDGE for KIDS







COLUMBUS STATE COMMUNITY COLLEGE'S

# ESL AFTERSCHOOL COMMUNITIES

PROGRAM OVERVIEW • COLUMBUS, OHIO

A photograph of a woman wearing a black hijab and a floral-patterned shirt, smiling broadly and hugging a young child. The child is wearing a dark jacket. They are in a classroom setting. In the background, there are signs on the wall, one of which says "Please speak Slowly." and another partially visible one says "Ca... repe...". A whiteboard and some papers are also visible on the right side of the frame. The entire image has a green tint.

# ESLAsC GUIDING PRINCIPLES

**WE SERVE STUDENTS & THEIR  
FAMILIES WHERE THEY ARE:**



Two young girls with dark hair, wearing white polo shirts, are smiling at the camera. They are in a laboratory setting, working with chemistry glassware including beakers and test tubes held by a metal stand. The background shows some lab equipment and boxes.

## PHYSICALLY

We are located in the community where students reside; we visit students and parents in their homes frequently.

A group of students, mostly boys, are gathered in a circle on the floor, looking down at something in the center. They are wearing dark clothing. The scene is dimly lit, with the students' faces and hands illuminated by a light source.

## CULTURALLY

We respect, appreciate and celebrate all cultures. We staff from the community, liaisons and tutors, who have shared in our students' experiences.

# SOCIALLY

Staff address the broader developmental needs of students, assisting them to become socially, morally, emotionally, physically, and cognitively skilled.

# ACADEMICALLY

We tailor activities and curriculum to individual needs; we are in constant contact with classroom teachers, volunteering weekly in schools.



# ACADEMIC 2015-16 ACHIEVEMENT

## BRIDGE BUILDERS



Having strong relationships with schools and school personnel strengthens the effectiveness of the program. School data is continuously shared throughout the year with ESLAsC staff highlighting student's academic and social needs.

935



ESLAsC staff volunteer weekly in participating student's classrooms. Last year, 935 hours were spent by ESLAsC staff in classrooms, attending school events, and chaperoning school field trips. That translates into over \$12,000 in in-kind to the schools served.

## POWER HOUR

ESLAsC offers daily homework help during its Power Hour. Organizational skills, time management, and goal setting are modeled and practiced during this time. Students read for 20 minutes and receive additional math enrichment.



Local libraries promote literacy to ESLAsC students and family members through a number of outreach initiatives. Activities include: monthly book pick-ups, educator cards, student cards, on-site story time, Summer Reading Club participation and planned field trips to the local library branch.

## DIRECT LITERACY INSTRUCTION



Students receive an additional hour of literacy intervention each week by a certified school day teacher. The teacher affords consistent academic support to the program and helps link program curriculum to school day academics.

# AYP READING GAINS



AYP Reading Gains based on Fountas and Pinnell Benchmarking Systems



# YOUTH DEVELOPMENT 2015-16



Non-academic strategies have positive effects on student achievement and are a focus at ESLAsC. These strategies are applied through relevant, challenging experiences, as well as, opportunities for voice, choice and contribution.



The foundation for all ESLAsC strategies is relationship building. Staff devotes time and effort to nurture trusting relationships that create positive outcomes for those involved. Staff support students by attending school performances, athletic events, and award ceremonies.

## LEADERSHIP & IDENTITY

Youth Development curriculum is tailored to explore self identity and student passion. A wide range of community members are brought in to expose students to ideas, professions, sports, and cultures.

# 12

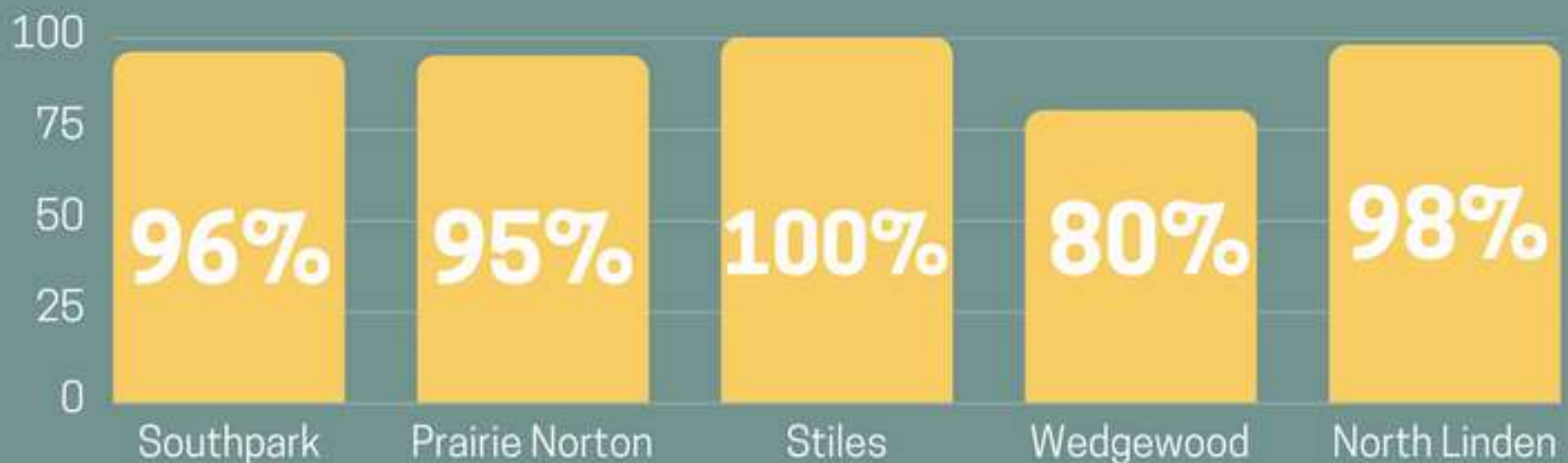
The average number of field trips a program takes in a year. ESLAsC plans field trips to expose students to contextual learning opportunities. Many of these trips expose students to their "firsts" in cultural experiences (first time at the movies, ice skating, swimming, etc). Field trips are planned with student input, interest and tied to school day learning objectives when appropriate.

## HEALTHY BODY/HEALTHY MIND



Students are provided a balanced nutritious hot meal every day. Staff offer structured teacher-led physical activities and games daily. ESLAsC plans a program-wide "Run for your Life" 5K event where students train for eight weeks with additional lessons promoting healthy behaviors. It culminates in a race with parents, staff, and community members cheering them on.

# YOUTH SATISFACTION SURVEY



Percentage is based on 50% rate of positive response to questions on annual student surveys.



# PARENT 2015-16 ENGAGEMENT



Beyond the academic outcomes, it is vital to recognize the importance in building trusting relationships with the immigrant and refugee community. Each of the program sites is “custom fit” to the community it serves. Quality improvement results from continuously assessing needs with students, parents, and community members.



## BRIDGE BUILDERS

ESLAsC is committed to keeping communications from school to home a priority by strengthening the connection between teachers and parents. Over 200 home visits occurred last year where staff deepened relationships, addressed family needs, and voiced teacher concerns.

## ADULT BASIC ENGLISH

The ESLAsC program offers Adult Basic English classes through its collaboration with Columbus State's Language Institute. The College offers two hours of instruction twice per week for all non-English speakers in the program attendance area who want to learn the language and improve their fluency.

## GAP FILLERS

ESLAsC staff are committed to the success of students and parents alike, digging deeper to find answers and solutions. Home visits, social service referrals, translation/interpretation services, are just a few examples of how ESLAsC fills gaps.

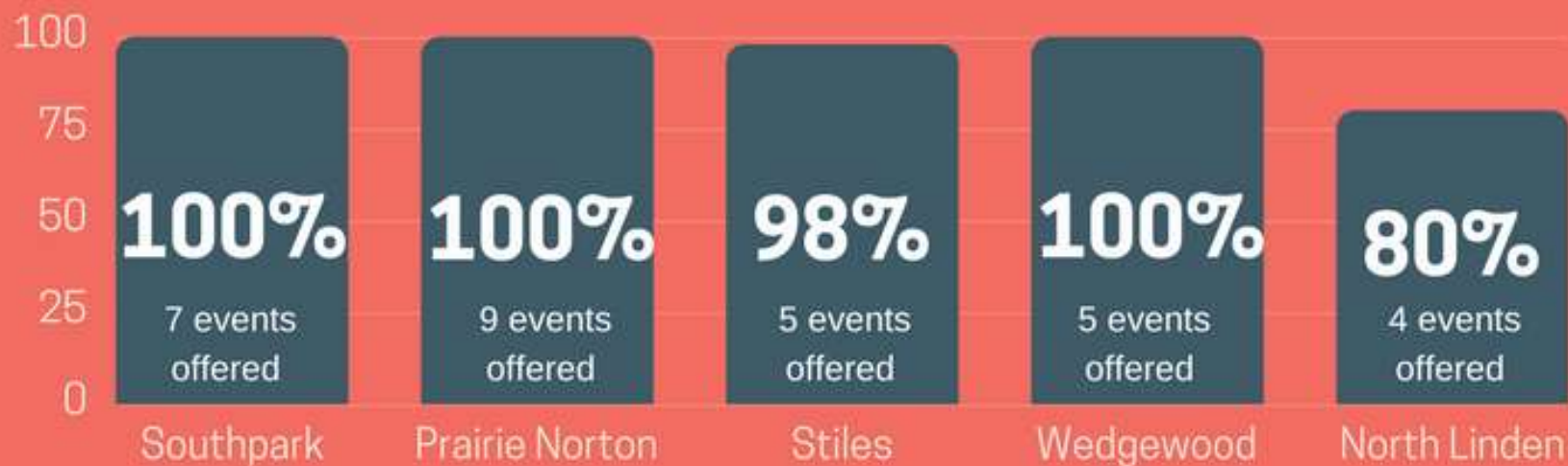
**146**

The number of families that attended one of ESLAsC's 27 community and parent events.

## CULTURAL REPRESENTATION

Recruiting community members as employee, student, or volunteer educators and liaisons is essential for success. Their status as community members boosts program credibility with parents, and they provide invaluable cultural awareness, education, and translation services to other program staff. ESLAsC is fortunate to have Bhutanese Nepali, Somali and Latino federal work study students, attending CSCC, as mentors and role models for the school-age students.

# PARENT PARTICIPATION RATES



Percentage is based on parents attending at least one parent event/workshop.





## CONTACT INFORMATION

**Flo Plagenz**  
**fplagenz@cscs.edu**  
**614-287-5868**



**Laurie Mooney**  
**lmooney@cscs.edu**  
**614-287-5336**

PROGRAM OVERVIEW • COLUMBUS, OHIO

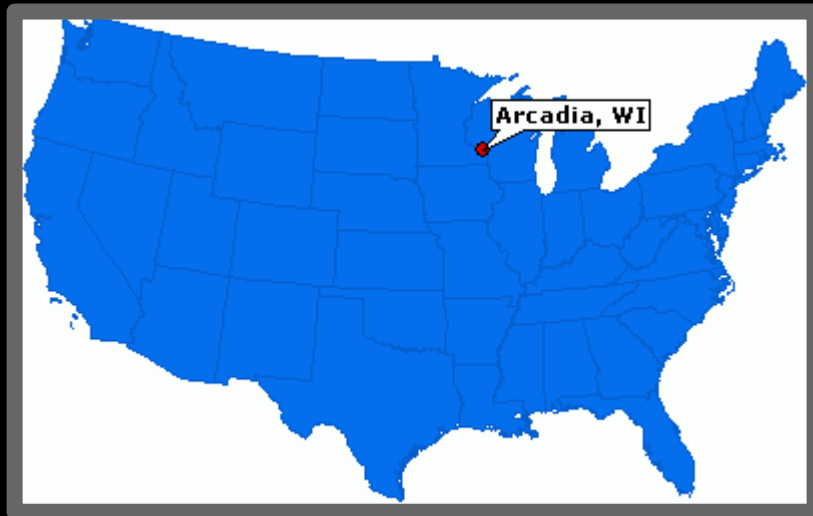


# Raider's ARK

Academics Reinforcing Knowledge

Arcadia School District  
Arcadia, Wisconsin

# Demographics



## Arcadia School District

36% ELL

58% Hispanic

## Elementary School

55% ELL

71% Hispanic

## Raider's ARK

80% ELL

87% Hispanic

88% Poverty

14% Special Needs

100% Loved!

# A Day with Raider's ARK

- Welcome, sign in, snack, and bell work as a family
- Outdoor or indoor physical recreation time
- Grade level break-out for reading, STEM, and math enrichments
- Large group time and Daily Joys
- Transportation home





# Raider's ARK - Rural Strategies

Without a YMCA, Boys and Girl's Club, or other service providers...

WE MUST SERVE OUR FAMILIES,

KEEP OUR KIDS SAFE,

AND HAVE SOME FUN!!!



# Challenges

FUNDING\$, FUNDING\$ and MORE FUNDING!

Community buy-in

Community communications

Changing demographics of our community

Busing costs and program costs

Inability to charge families for afterschool programming



# Community Partners

Local community schools and businesses

University of Wisconsin -- Extension Office

Community 4-H Educators

American Legion

Pilgrim's Pride/GNP

Ashley Furniture

Families - Our Most Important Partners!



A BIG THANK YOU  
for supporting our students, their families, and our  
small community afterschool program!







our **BRIDGE** for **KIDS**

Embrace. Educate.  
Advocate.



Empowering Refugee and Immigrant Students and their  
Families through Education and Cultural Awareness

## Contents for this webinar

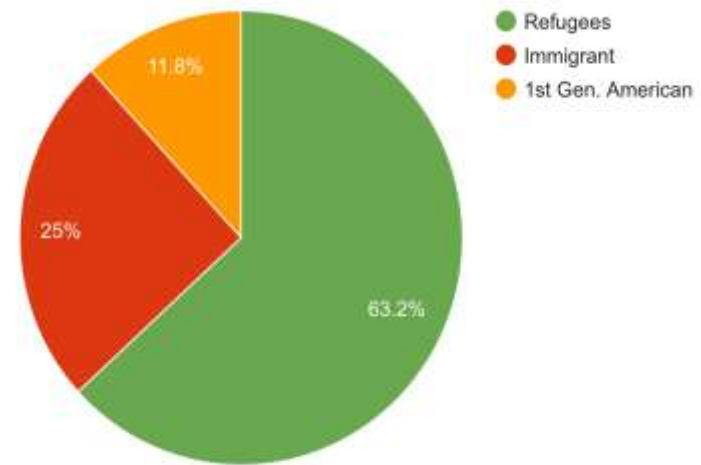
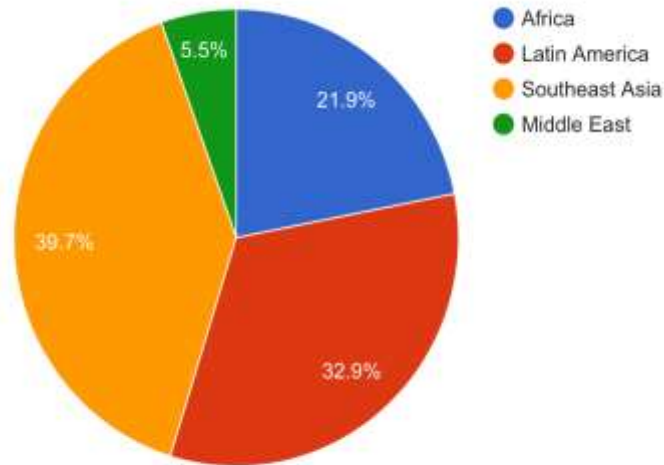
- Basic program information
- The most important things to know about ELL's
- The basis for our programmatic structure
- How to make ELL's feel welcome and comfortable
- Strategies for academic success
- What the structure looks like
- The stats- the proof is in the pudding





ourBRIDGE is a haven for 125 refugee, immigrant, and first generation students where English is not the primary language at home. Our students represent 22 cultures. We serve them through the school year, and 9 weeks of summer programming.

## Where are we from and what are our backgrounds ?



## The most important things to remember...

Refugee and immigrant children struggle with complex issues including poverty, PTSD, family separation, cultural shock and learning English as an additional language.

And...

Just because they have some conversational English does not mean they have a grasp on academic language.





# Maslow's Hierarchy of School Needs

**Self-Actualization**

Student Is Available to Learn

**Esteem**

Positive Classroom Culture Present  
(positive feedback, time for reflection,  
encouragement to take risks)

**Belonging**

Forming Relationships  
(advisory, adult role models, friendship  
groups, peer relationships)

**Safety**

Emotional and Physical Safety  
(clear school/class routines, access  
to counselors/nurse, ok to take risks)

**Physiological**

Basic Needs Are Met  
(eats breakfast, has clean clothing,  
safe place to go home, able to sleep)

# Inclusivity makes us feel welcome

ourBRIDGE embraces all faiths and beliefs, and encourages children to feel pride in their culture and backgrounds. Some things to make them feel comfortable:

- Introduce student to the group. Explain that everyone can help if he does not speak the same language as anyone else- a high-five, a smile, or passing them the soccer ball will help
- Create a welcoming corner. Find a way to display flags of all the countries represented at your center, including staff and volunteers. Seeing it proudly displayed will let them know it's important to us, too
- Make it a ceremony! Have the student present their flag, and place it in the display area
- Assign a partner. Ideally, both children will speak the same language but if not, kids quickly find ways to communicate!
- If the child does not speak any English, take notes on their progress. Record the first time she raised her hand, or reached out to another student or teacher. When she becomes frustrated or upset, you can show her how far she's come.



## Socio-emotional Support

- Welcoming, loving environment where there is no risk of failure (academic or otherwise) and academics are not a factor defining success
- On-site counselors and social workers
- Being intentional in the celebrations of cultures

## Family Engagement

- Translation of all documents and messages from teacher.
- Parents are included in event planning
- Parents are encouraged to share about of their own culture by bringing dishes and decorating our center with traditional items.
- Intentionally training staff to be culturally aware

## Student Advocacy

- Communication with teachers regarding proficiency levels and suggested modifications
- Facilitating teacher meetings, including translators
- Seeking to understand the contributing factors to behaviors
- Protecting their stories from exploitation

Strategies for success





## Our Daily Structure

- Evening meal and two snacks
- Whole group time
- Question of the day
- Homework- limited and structured
- One-on-one literacy
- Weekly counselling with a therapist in group setting
- Weekly clubs driven by student choice and powered by partners
- Activities geared towards increasing academic language without them knowing it

## Our Daily Priorities

- No school Part 2
- Providing the tools to discover for themselves
- Minimizing the need for English proficiency in order to participate
- Allowing them to speak in their languages and translate for each other
- Safe place to decompress from the stress of constant processing
- Handling aspects of their culture with normalcy
- Discovering their strengths
- Providing choices





## What is our impact?

- ourBRIDGE students growth was an average of 45% higher than the national growth expectation in math, and 5% higher in reading
- 95% of teachers cited improvements in homework, class participation, and behavior
- Every 5th grader who joined us in 3rd grade or before moved to middle school at or above reading level
- 93% student attendance rate
- 100% of parents expressed that their children are safer and that ourBRIDGE played an important role in the academic success of their children over the past year

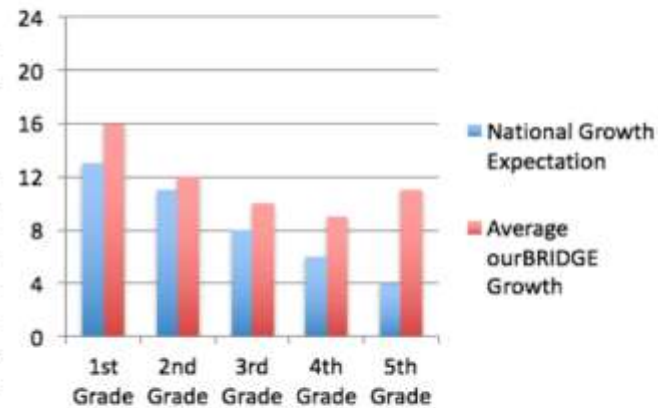




## READING & MATH MAP SCORES GROWTH 2016-2017

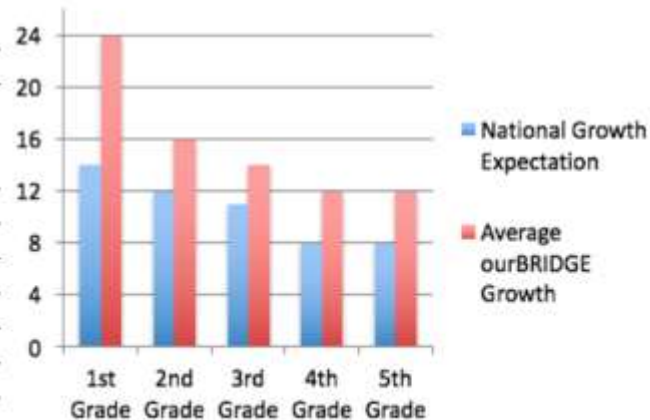
### READING

Grade	National Growth Expectatio	Average ourBRIDGE	% + National	Number of ourBRIDGE
1st	13	16	20%	13
2nd	11	12	9%	11
3rd	8	10	25%	10
4th	6	9	49%	12
5th	4	11	167%	13



### MATH

Grade	National Growth Expectatio	Average ourBRIDGE	% + National	Number of ourBRIDGE
1st	14	24	70%	13
2nd	12	16	37%	11
3rd	11	14	23%	10
4th	8	12	44%	12
5th	8	12	53%	12



## Local Press



## National/International Press



Also: Radio and television interviews in Latin America (Argentina, Chile, Paraguay, Uruguay and Dominican Republic)





# our BRIDGE for KIDS

Embrace. Educate.  
Advocate.

## Thank You !

Sil Ganzo

Founder & ED

[sil@joinourbridge.org](mailto:sil@joinourbridge.org)

Heather Bise

Program Coordinator

[heather@joinourbridge.org](mailto:heather@joinourbridge.org)

(980) 272-6022 [joinourbridge.org](http://joinourbridge.org)





# Thank you!

- [Take our survey](#) to share your thoughts!
- Check out our [webinars page](#) for more resources.



Afterschool Alliance