Promising Practice on Supporting New American Students and Families in K-12 Libraries

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K-5 Digital Literacy Teacher  
Adams 12 Five Star Schools  
Thornton, CO
Hello!

I am Sara Snider.

I am here because I hope to share and collaborate with other professionals to help support New American families in our community spaces.

@MsSniderAdams12

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“It is the obligation of every person born in a safer room to open the door when someone in danger knocks.”
— Dina Nayeri
Educators and library professionals are tasked with supporting the varying needs of their unique communities. Colorado has seen a large influx of New Americans from Afghanistan. According to the Colorado Refugee Services Program, our state plans to support at least 2,000 New Americans as they rebuild their lives here. How can we support NA students and families in our library communities? This session focuses on grants, programs, and other strategies libraries can employ to serve New Americans from Afghanistan in Colorado. Tonight’s objective is to hear service providers from around the state discuss topics like grant opportunities for foreign language materials, educational supports, and internet access for NA families.
Part One
Knowing Your Users
McElwain Elementary School - Go steggies!

- Serves approximately 385 students in grades K-5 (as of 1/28/22)
- Title I School
- Appx 35 New American students so far in SY 21-22
- Just North of Denver, CO in Adams County
- Adams 12 - about 40k students

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>79%</td>
<td>46%</td>
<td>44%</td>
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</tbody>
</table>
### Steggies By the Numbers - Home Language

<table>
<thead>
<tr>
<th>Home Language</th>
<th># of Students</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dari دری</td>
<td>52</td>
<td>13%</td>
</tr>
<tr>
<td>English</td>
<td>201</td>
<td>53%</td>
</tr>
<tr>
<td>Pashto پښتو</td>
<td>12</td>
<td>3%</td>
</tr>
<tr>
<td>Spanish Español</td>
<td>116</td>
<td>30%</td>
</tr>
</tbody>
</table>
## ADams 12 By the Numbers - Home Language

<table>
<thead>
<tr>
<th>Home Language</th>
<th># of Students in District</th>
<th>District % of Total</th>
<th># of MCE Students</th>
<th>MCE % of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dari دری</td>
<td>133</td>
<td>0.4%</td>
<td>52</td>
<td>13%</td>
</tr>
<tr>
<td>English</td>
<td>23,628</td>
<td>68%</td>
<td>201</td>
<td>53%</td>
</tr>
<tr>
<td>Pashto پښتو</td>
<td>124</td>
<td>0.4%</td>
<td>12</td>
<td>3%</td>
</tr>
<tr>
<td>Spanish Español</td>
<td>7,726</td>
<td>22%</td>
<td>116</td>
<td>30%</td>
</tr>
</tbody>
</table>
### Adams 12 By the Numbers - Home Language

<table>
<thead>
<tr>
<th>Home Language</th>
<th># of MCE Students/# of Adams 12 Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dari دری</td>
<td>52 / 133</td>
<td>39%</td>
</tr>
<tr>
<td>English</td>
<td>201 / 23,638</td>
<td>0.9%</td>
</tr>
<tr>
<td>Pashto پښتو</td>
<td>12 / 124</td>
<td>9.6%</td>
</tr>
<tr>
<td>Spanish Español</td>
<td>116 / 7,726</td>
<td>1.5%</td>
</tr>
</tbody>
</table>
### Steggies By the Numbers - Country of Birth

<table>
<thead>
<tr>
<th>Country of Birth</th>
<th># of Students</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td>68</td>
<td>17%</td>
</tr>
<tr>
<td>Spanish-speaking countries (Dominican Republic,</td>
<td>37</td>
<td>10%</td>
</tr>
<tr>
<td>Guatemala, Honduras, Mexico, Puerto Rico, El Salvador,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and Venezuela)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>United States</td>
<td>270</td>
<td>69%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>0.8%</td>
</tr>
<tr>
<td>No Data</td>
<td>12</td>
<td>3%</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Country of Birth</th>
<th># of Students in District</th>
<th>% of Total (34,527)</th>
<th># of MCE Students</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td>280</td>
<td>0.8%</td>
<td>68</td>
<td>17%</td>
</tr>
<tr>
<td>Spanish-speaking countries (Dominican Republic, Guatemala, Honduras, Mexico, Puerto Rico, El Salvador, and Venezuela)</td>
<td>742</td>
<td>2.1%</td>
<td>37</td>
<td>10%</td>
</tr>
<tr>
<td>United States</td>
<td>32,840</td>
<td>95%</td>
<td>270</td>
<td>69%</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
<td>3</td>
<td>0.8%</td>
</tr>
<tr>
<td>No Data</td>
<td>-</td>
<td>-</td>
<td>12</td>
<td>2%</td>
</tr>
</tbody>
</table>
## Adams 12 By the Numbers - Country of birth

<table>
<thead>
<tr>
<th>Country of Birth</th>
<th># of MCE Students/# of Adams 12 Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Afghanistan</td>
<td>68 / 280</td>
<td>24%</td>
</tr>
<tr>
<td>Spanish-speaking countries (Dominican Republic, Guatemala, Honduras, Mexico, Puerto Rico, El Salvador, and Venezuela)</td>
<td>37 / 742</td>
<td>5%</td>
</tr>
<tr>
<td>United States</td>
<td>270 / 32,840</td>
<td>0.8%</td>
</tr>
<tr>
<td>Other</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>No Data</td>
<td>-</td>
<td>-</td>
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</table>
Communities evolve

Has your library community changed or evolved over the last 5-10 years? If so, how?
DISCUSS:

How could you find this data for your population? Is it readily available? If so, how do you use it? If not, how could you get it?
Representation matters: Hoopoe Books Grant

How can I purchase high-quality titles in Dari and Pashto to support my NA students from Afghanistan?
The Power of Stories

The Clever Boy and the Terrible, Dangerous Animal
By Idries Shah
Illustrated by Noemi Rodriguez

The Magic Horse
Written by Idries Shah
Illustrated by Julie Freeman

The Lion Who Saw Himself in the Water
By Idries Shah
Illustrated by Ingrid Rodriguez

Neem the Half-Boy
By Idries Shah
Illustrated by Mekori Man & Robert Reeves
The Power of Stories components:

**Shared Reading:**
- Teacher-led/whole group
- Student copies in class - optional (sent home at the end of the story progression)

**Class Discussion:**
- Model questioning techniques using higher-level thinking skills
- Practicing oral language skills

Pictured: Mr. Chambers’ 3rd grade class reading *The Magic Horse*
The Power of Stories components:

Additional Teacher Resources:

“Hoopoe’s books uncover the ancient and wonderful world of oral and written storytelling from a time before societies had formal schools, when stories were the way in which everyone learned the much-needed universal lessons of tolerance and appreciation of all cultures. Through these stories, children can develop an understanding of the universality of our natures, our hopes and dreams, and an appreciation of the diverse ways in which they are expressed.”

Pictured: Reader’s Theater in a 3rd grade classroom.
The Power of STories components:

Pictured: 1st graders excited about their new books in Ms. Simpson’s class!

Student Voice: Bulletin Board
The Power of STories components:

Digital Resource: POS Website

MCE Power of Stories
A Community of Readers

- One Book, One School
- Reading comprehension improves when students experience culturally-relevant text (Ebe, 2010)

Part 3: Other Supports for New American Families in Library Spaces

How can I ensure I meet the unique needs of New American families in my library and/or educational space?
Needs To Be Met:

1. Wi-Fi/Internet Connection
   - Comcast Internet Essentials
   - Affordable Connectivity Program

2. Basic Necessities
   - Housing, food, clothing, furniture, transportation, employment, etc.

3. English Language Support
   - MCE ELD dream team
   - Metro State University Denver English classes partnership

Home visits and regular check-ins have been ESSENTIAL.
How else can we help our New American families shine in our communities?
Conclusion/Questions

- Know your community!
- Plan programs to support in the moment of need.
- Identify gaps in areas of need and use technology to support.
- Reach out to other professionals and collaborate! :)

- Questions for me?
Thanks!

Any questions?

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Credits

Special thanks to all the people who made and released these awesome resources for free:

✦ Presentation template by SlidesCarnival
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