

February  
24th, 2022

SHINE A LIGHT

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.

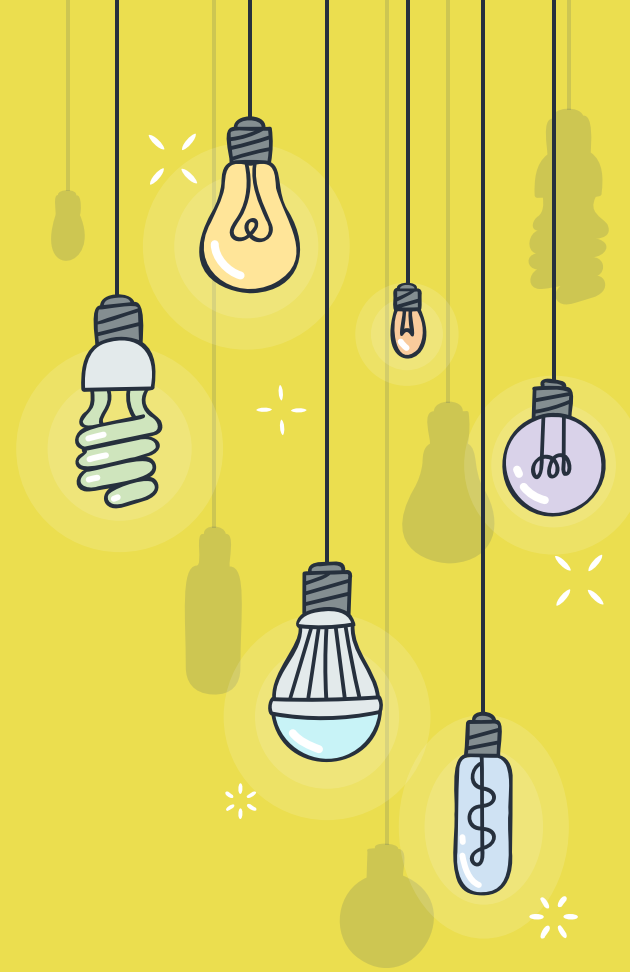
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“It is the obligation of every person born in a safer room to open the door when someone in danger knocks.”  
— Dina Nayeri



# SESSION SYNOPSIS

✦ 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.

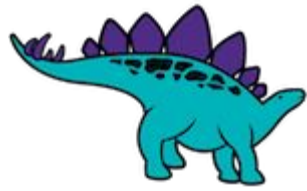


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# PART ONE

Knowing Your Users

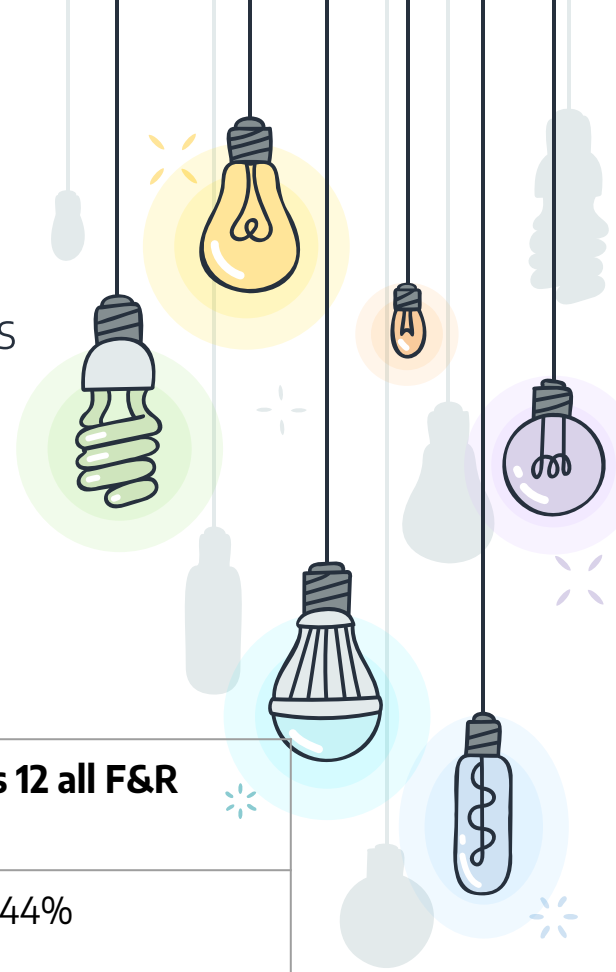




# \* MCELWAIN ELEMENTARY SCHOOL - GO STEGGIES!

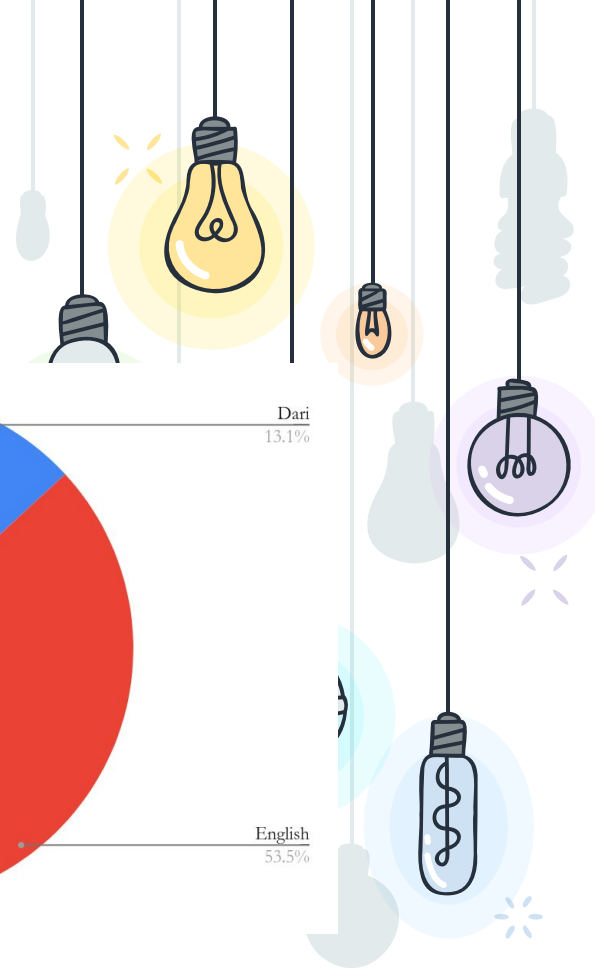
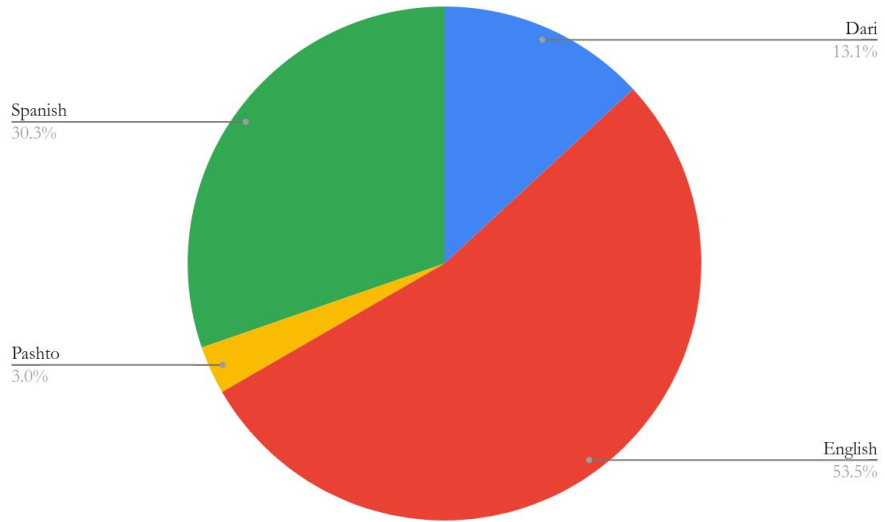
- + Serves approximately 385 students in grades K-5 (as of 1/28/22)
- + Title I School
- + Appx 35 New American students so far in SY 21-22
- + Just North of Denver, CO in Adams County
- + Adams 12 - about 40k students

McElwain F&R	Adams 12 K-5 F&R	Adams 12 all F&R
79%	46%	44%

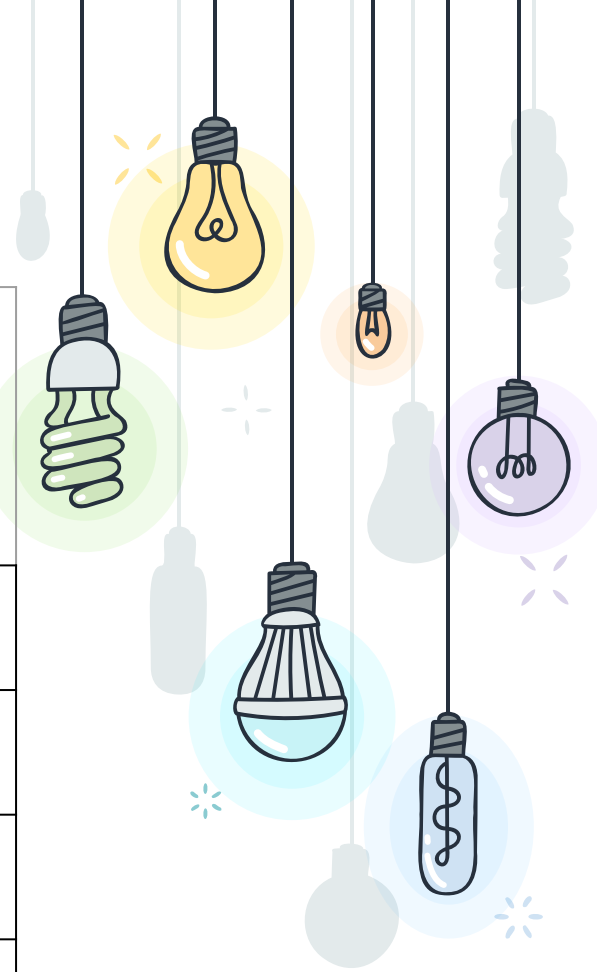


# \* STEGGIES BY THE NUMBERS - HOME LANGUAGE

Home Language	# of Students	% of Total
Dari دری	52	13%
English	201	53%
Pashto پښتو	12	3%
Spanish Español	116	30%



## \* ADAMS 12 BY THE NUMBERS - HOME LANGUAGE

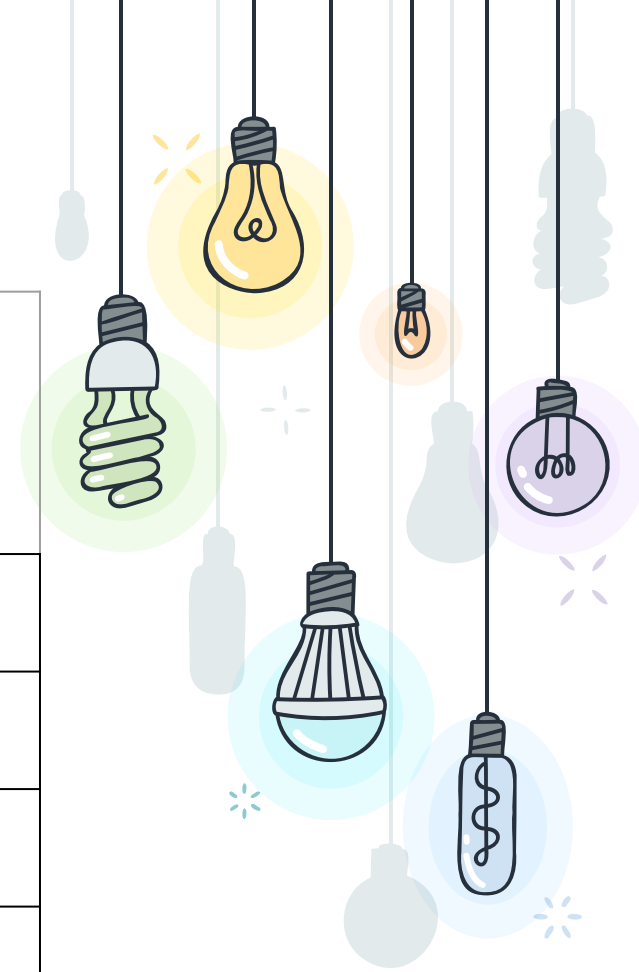


Home Language	# of Students in District	District % of Total	# of MCE Students	MCE % of Total
Dari دری	133	0.4%	52	13%
English	23,628	68%	201	53%
Pashto پښتو	124	0.4%	12	3%
Spanish Español	7,726	22%	116	30%



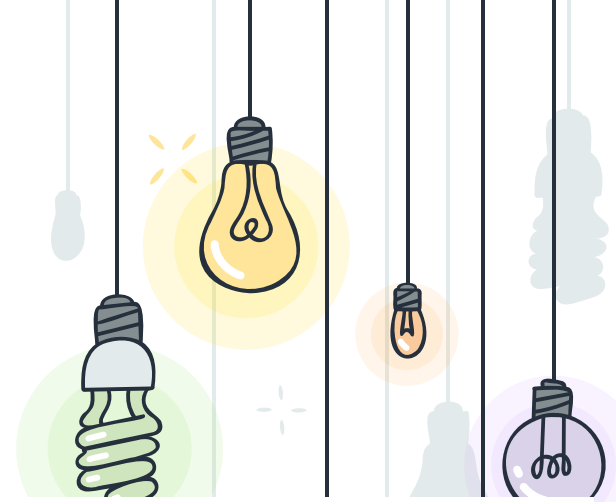
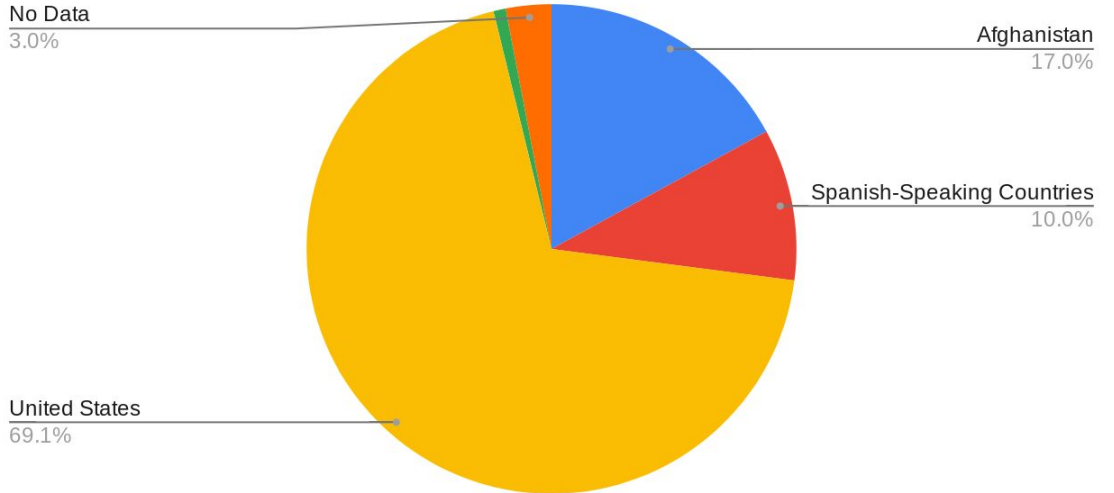
## \* ADAMS 12 BY THE NUMBERS - HOME LANGUAGE

Home Language	# of MCE Students/# of Adams 12 Students	%
Dari دری	52 / 133	39%
English	201 / 23,638	0.9%
Pashto پښتو	12 / 124	9.6%
Spanish Español	116 / 7,726	1.5%



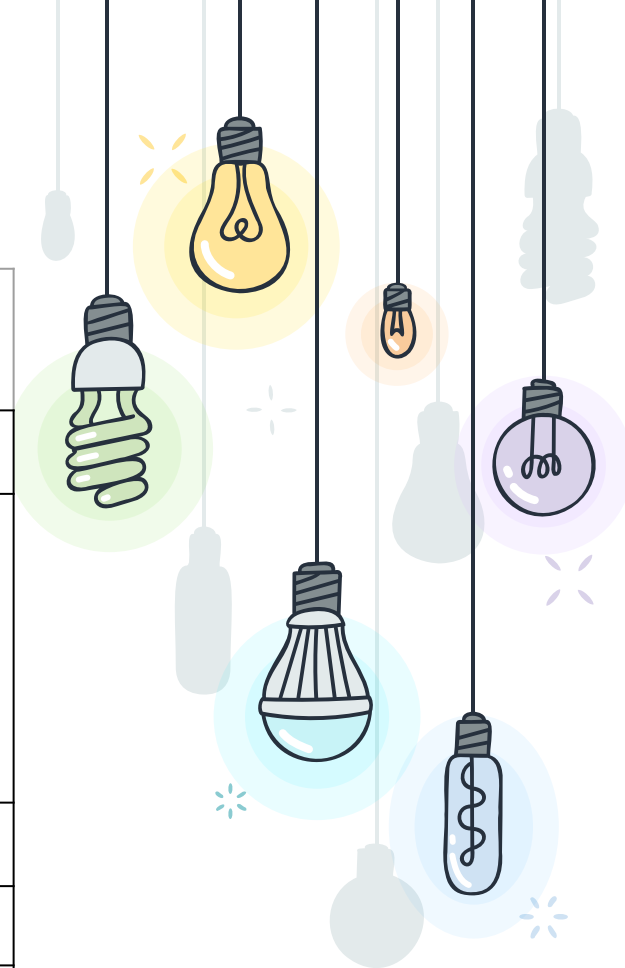
# ✨ STEGGIES BY THE NUMBERS - COUNTRY OF BIRTH

Country of Birth	# of Students	% of Total
Afghanistan	68	17%
Spanish-speaking countries (Dominican Republic, Guatemala, Honduras, Mexico, Puerto Rico, El Salvador, and Venezuela)	37	10%
United States	270	69%
Other	3	0.8%
No Data	12	3%



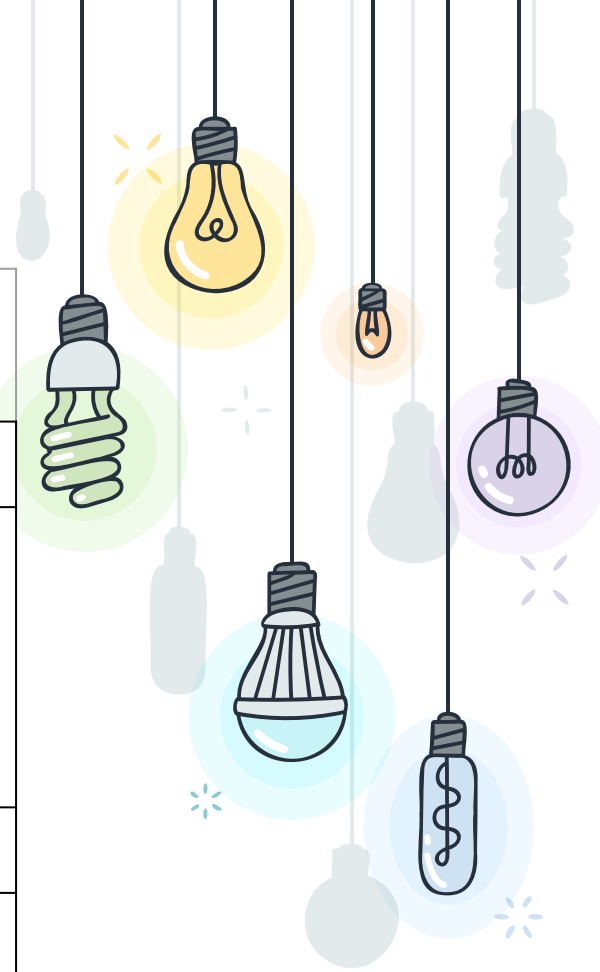
## ✨ ADAMS 12 BY THE NUMBERS - COUNTRY OF BIRTH

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

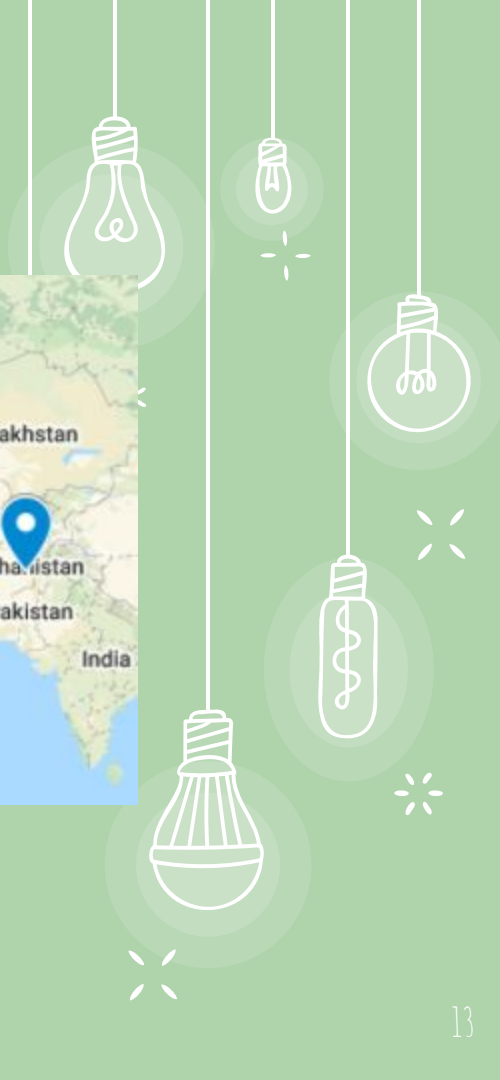


# \* ADAMS 12 BY THE NUMBERS - COUNTRY OF BIRTH

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



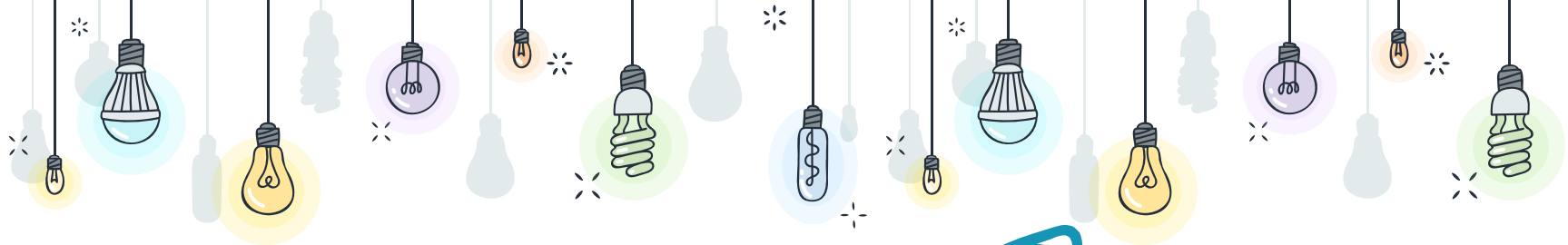
# OUR MCELWAIN FAMILY: AN ORIGIN STORY





# 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

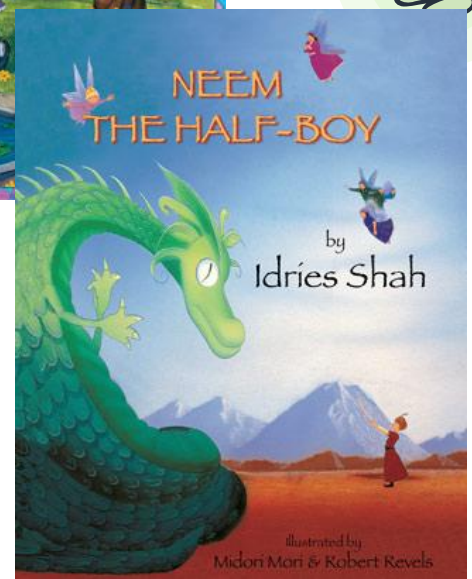
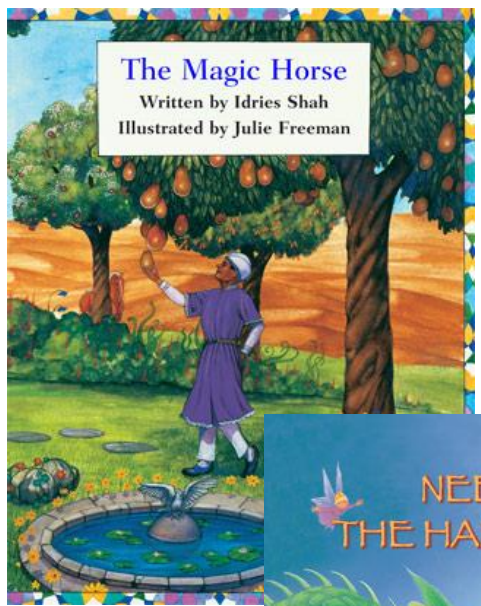
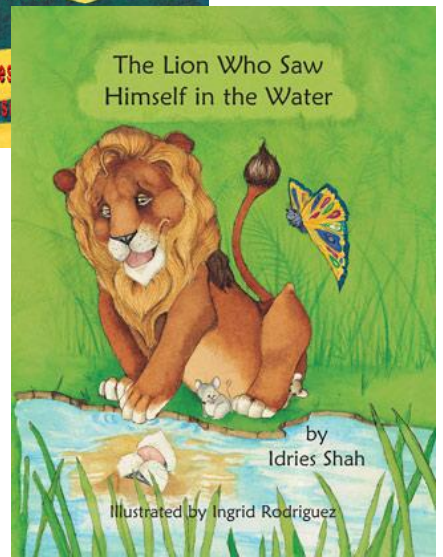
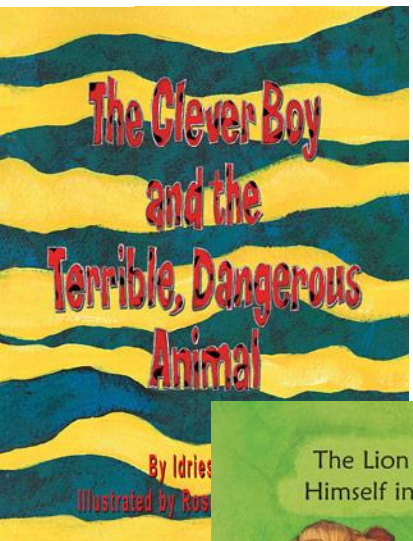
2

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





# THE POWER OF STORIES



# \* THE POWER OF STORIES COMPONENTS:



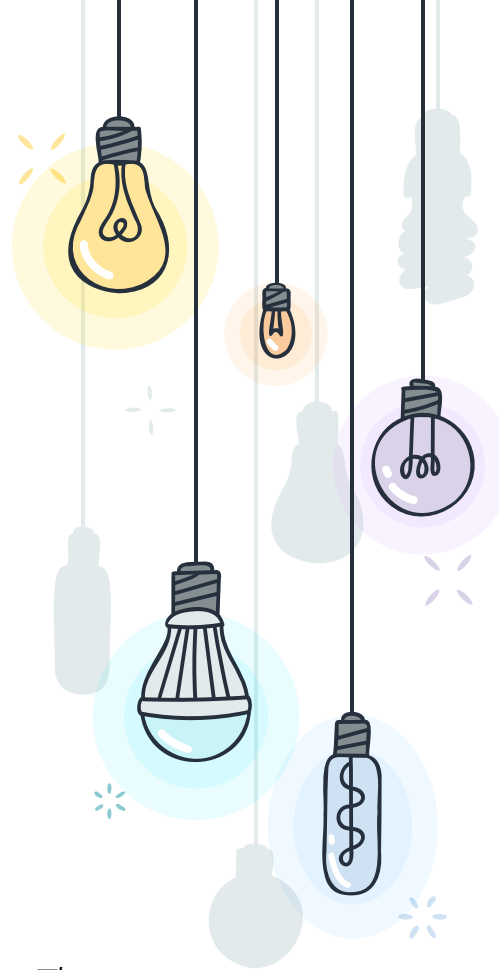
## **Shared Reading:**

- 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:



### The Power of Stories Hoopoe Book Grant K-2



**What:** A school-wide literacy project funded by Hoopoe Books to build community and connect our school family through stories.

#### Why:

- Encourage critical thinking - analytical and analogical
- Foster empathy and conflict resolution and other SEL competencies
- Connection to building-wide learning targets and literacy focus

#### How:

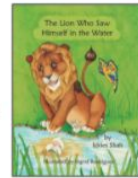
- Read in class with all students
- Discuss the power of the story: What connections are made? What do we learn from the stories? What do students notice? Wonder about? What actions do these stories inspire?
- During Reading, Writing, read aloud time, transition times, SEL Wednesdays
- **\*Optional\***: Power of Stories: Student Voices bulletin board and website



**Resources:**  
[The Clever Boy and the Terrible, Dangerous Animal](#) by Idries Shah  
**Resources**

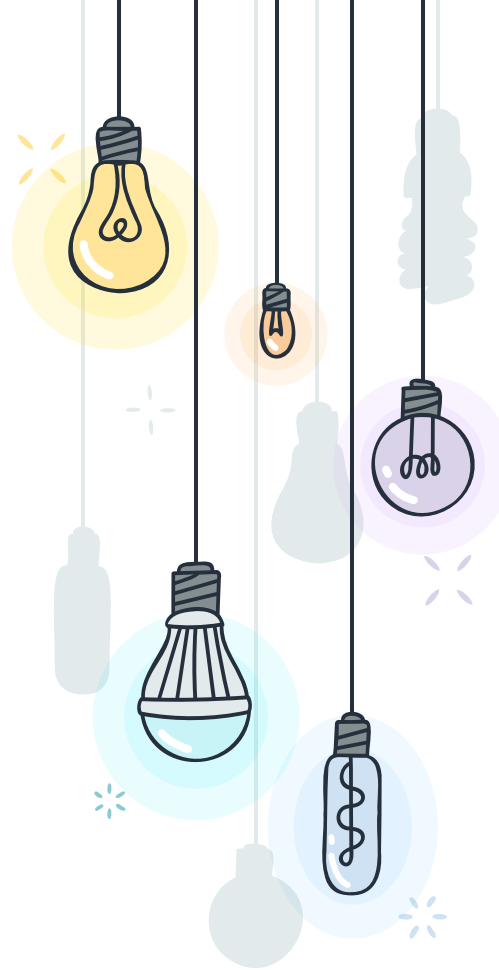
[The Lion Who Saw Himself in the Water](#) by Idries Shah  
**Resources**  
["Learning That Lasts": A Unique Tool for Educators](#)  
**Booklet**

[Audio Files for Read Alongs](#)  
[Hoopoe YouTube Channel w/ Read Alongs](#)



### [LINK TO TIMELINE](#)

"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."

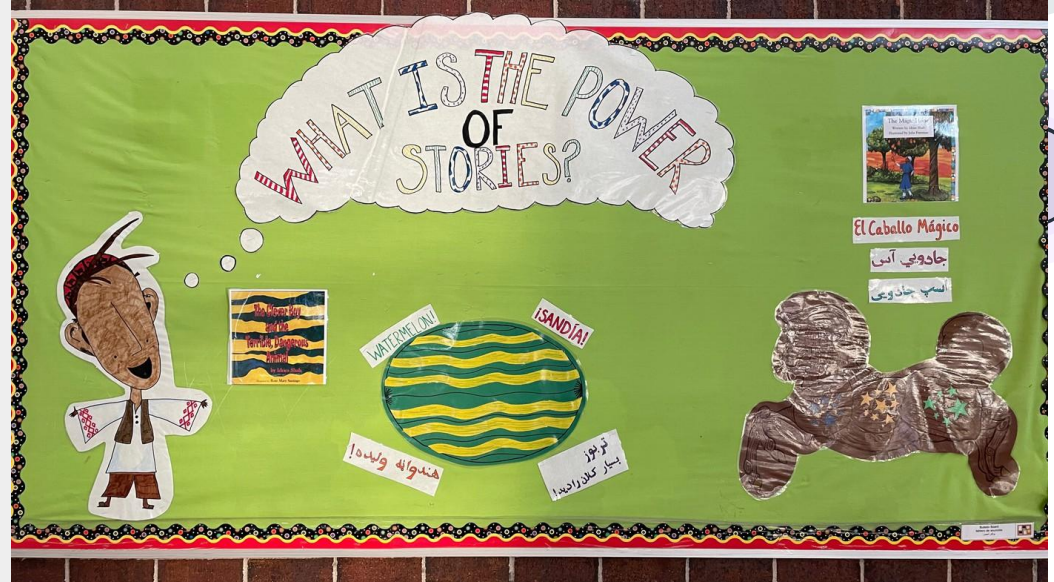


Pictured: Reader's Theater in a 3rd grade classroom.

# THE POWER OF STORIES COMPONENTS:



## Student Voice: Bulletin Board



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

# THE POWER OF STORIES COMPONENTS:



Digital Resource: POS Website



MCE Power of Stories

The Power of Stories  
McElwain Elementary  
Spring 2022

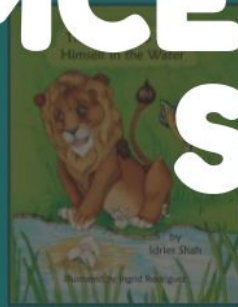
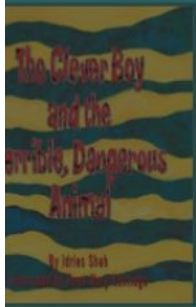
Home

K-2 Books

3-5 Books



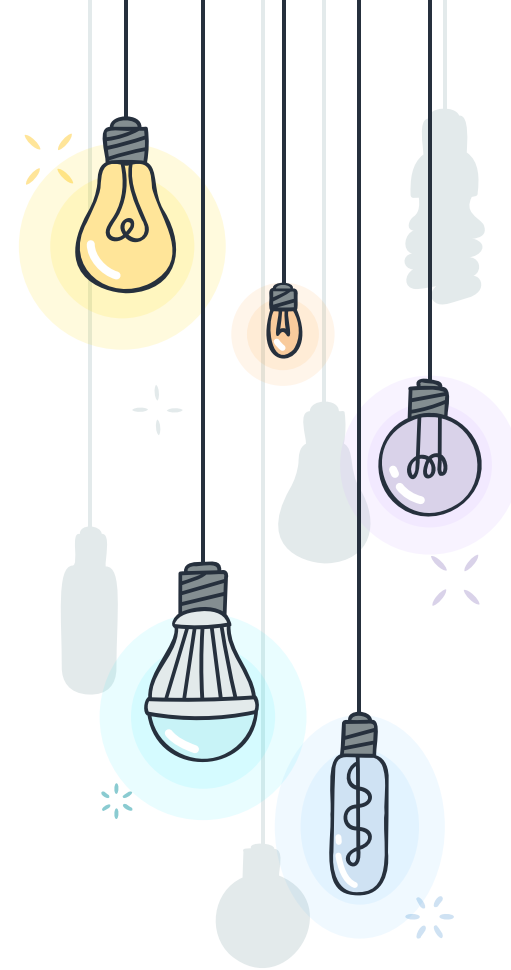
# MCE Power of Stories





## 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

3

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**.



**10:00**

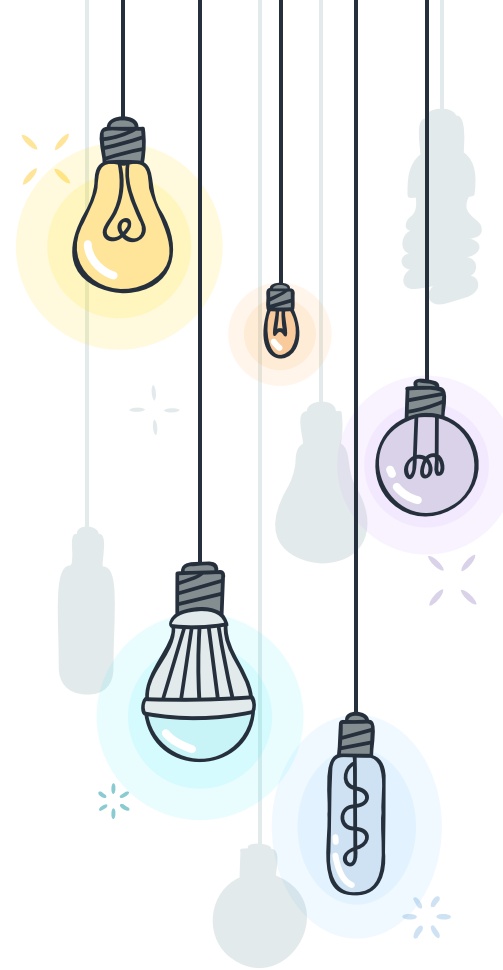
HOW ELSE CAN WE  
HELP OUR NEW  
AMERICAN FAMILIES  
SHINE IN OUR  
COMMUNITIES?



**padlet**

## \* 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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+ [sni024831@adams12.org](mailto:sni024831@adams12.org)



## \* CREDITS

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

- + Presentation template by SlidesCarnival
- + Photographs by Unsplash



# \* PRESENTATION DESIGN

This presentation uses the following typographies:

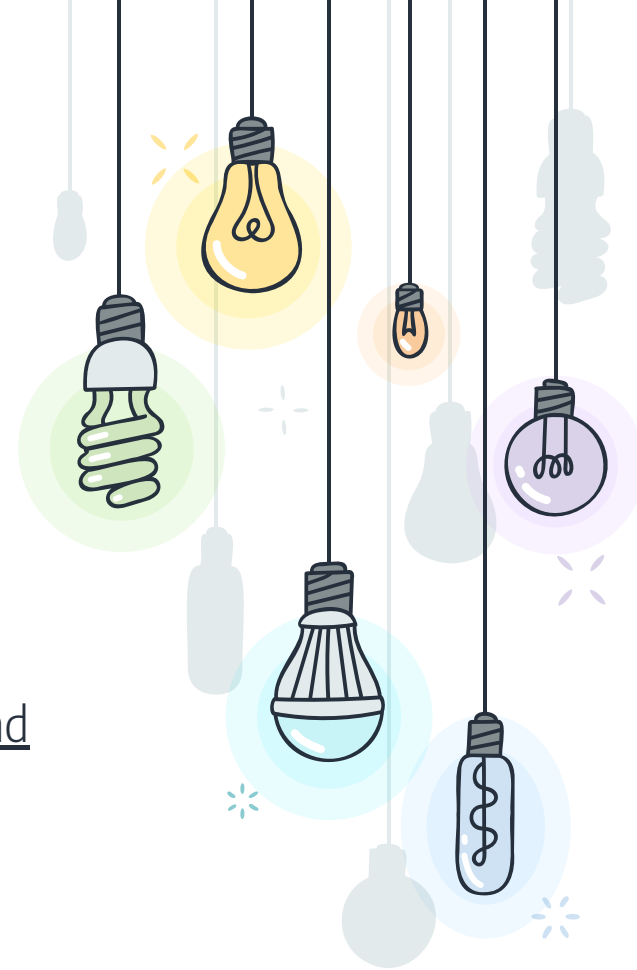
- + Titles: Amatic SC
- + Body copy: Encode Sans Semicondensed

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