

National Youth At Risk CONFERENCEWEST

Rural Settings | Urban Settings | School Climate | ESOL Programs

CONFERENCE PROGRAM



SCHEDULE AT A GLANCE

SUNDAY, OCTOBER 23				
LOBBY 10:00 - 11:00 a.m.	Registration/Poster Sessions			
REGENCY BALLROOM EAST 10:00 - 11:00 a.m.	Poster Sessions			
REGENCY BALLROOM EAST 11:00 a.m. - 12:30 p.m.	Keynote Luncheon: "A Chance in the World", Steve Pemberton			
12:30 - 1:00 p.m.	Break/Visit Vendors*			
1:00 - 2:30 p.m.	Rural Session	Urban Session	School Climate Session	ESOL Session
2:30 - 2:45 p.m.	Break/Visit Vendors*			
2:45 - 5:00 p.m.	Rural Session	Urban Session	School Climate Session	ESOL Session
MONDAY, OCTOBER 24				
8:00 - 8:15 a.m.	Registration/Continental Breakfast			
8:15 - 9:45 a.m.	Rural Session	Urban Session	School Climate Session	ESOL Session
9:45 - 10:00 a.m.	Break/Visit Vendors*			
10:00 - 11:30 a.m.	Rural Session	Urban Session	School Climate Session	ESOL Session
11:30am - 1:00 p.m.	Lunch (on your own)			
1:00 - 3:30 p.m.	Rural Session	Urban Session	School Climate Session	ESOL Session
3:30 - 3:45 p.m.	Break/Visit Vendors*			
3:45 - 5:15 p.m.	Rural Session	Urban Session	School Climate Session	ESOL Session
TUESDAY, OCTOBER 25				
8:00 - 8:15 a.m.	Registration/Continental Breakfast			
8:15 - 9:45 a.m.	Rural Session	Urban Session	School Climate Session	ESOL Session
9:45 - 10:00 a.m.	Break/Visit Vendors*			
10:00 - 11:30 a.m.	Rural Session	Urban Session	School Climate Session	ESOL Session

*Exhibitors and vendors are located in the conference lobby.

Note: Each session time will include four stands. Below are rooms associated with each strand's session.

CONCURRENT SESSION LOCATIONS:

Rural: Bowie C

Urban: Navarro

School Climate: Bowie A/B

ESOL: Seguin

■ = Rural: Bowie C ■ = Urban: Navarro ■ = School Climate: Bowie A/B ■ = ESOL: Seguin

THANK YOU TO OUR EXHIBITORS:

WORDPLAY MULTIMEDIA



Keynote Speaker:

STEVE PEMBERTON

“One of America’s most inspiring Executives, he brings a deep personal understanding of human differences and the human experience to his position...”



Biography:

Steve Pemberton is Vice-President, Diversity and Inclusion and Global Chief Diversity Officer for Walgreens Boots Alliance, the first global pharmacy-led, health and wellbeing enterprise in the world, employing 370,000 people in 25 countries. Prior to that he served as Chief Diversity Officer for Walgreens, becoming the first person to hold that position in the historic company’s 114 year history. He is widely considered a subject matter expert on matters of diversity and inclusion and its importance to the sustainability of organizations and the communities they serve.

One of America’s most inspiring executives, he brings a deep personal understanding of human differences and the human experience to his position. Steve was a ward of the state for much of his childhood, an experience he chronicled in his 2012 best-selling memoir, *A Chance in the World*. His extraordinary life journey, featured in *People* magazine, has been translated into multiple languages and continues to inspire audiences across the world; the movie adaptation of his life is currently underway. Steve’s tireless advocacy for the disenfranchised has earned him numerous accolades. His dedication to public service and personal and professional achievement have also earned him Honorary Doctorates from Winston-Salem State University in 2014 and Boston College in 2015. In 2015, Steve was awarded the prestigious Horizon Award by the United States Congress, presented to individuals from the private sector who have contributed to expanding opportunities for all Americans through their own personal contributions, and who have set exceptional examples for young people through their successes in life.

THANK YOU TO OUR CONFERENCE CHAIRS

Dr. Eric Landers, *Conference Co-Chair*
Associate Professor
Department of Teaching and Learning
Georgia Southern University

Dr. Alejandro Gallard, *Conference Co-Chair*
Distinguished Chair Professor
Department of Teaching and Learning
Georgia Southern University

CONFERENCE STRANDS & THOUGHT LEADERS



RURAL SETTINGS

Joanne Billingsley, *Thought Leader*

Participants submitting to this strand must clearly demonstrate how their presentation addresses improving the educational setting or instructional delivery for youth placed at risk in rural settings.



URBAN SETTINGS

Rapheal Johnson, M.A., *Thought Leader*

Participants submitting to this strand must clearly demonstrate how their presentation addresses improving the educational setting or instructional delivery for youth placed at risk in urban settings.



SCHOOL CLIMATE

Dr. LaMarr Shields, *Thought Leader*

Participants submitting to this strand must clearly demonstrate how their presentation addresses improving school climate or culture for youth placed at risk in school or classroom settings.



ESOL PROGRAMS

Rev. Timothy Allen, *Thought Leader*

Participants submitting to this strand must clearly demonstrate how their presentation addresses improving the educational setting or instructional delivery for youth served ESOL (English to Speakers of Other Languages).

Sunday, October 23

10:00 - 11:00 a.m.

“Providing Individualized Support Through Student Health and Wellness Team”

Monica Aguilar and Bernadette Frieze, Nuestros Valores Charter High School

“Star Academy’s Foundation of Success Begins and Ends with Implementing Positivity, Safety, and Celebrations”

Jonah Bryant, Steve Steele and Katherine Butcher, Berkeley High School

“Supporting Children of Substance Abusing Parents”

Nicole Dale and Michele Halligan-Foley, Rochester NH School District

“Youth Violence and Non-school Related Media Use”

Cindy Davis, Walden University

“Closing the Literacy Gap for Urban Youth: Successful Instructional Strategies for the ELA Classroom”

Molly Ferryman and John Gregory, The Academy for Urban Scholars

“Minority Leadership Scholars - Young Men of Color and Service Learning Projects Unite”

Lucille Gillam, Minority Achievement Office

“Using Student Data and Student/Staff Mentoring to Identify and Support At-Risk Students”

Jeannette Hallam and Evan Horton, East Coweta High School

“Reading, Writing and Racism: Exploring the Impact of Racial Discrimination on the Cognitive and Social-Emotional Gains of Developing Youth”

Roslyn Johnson, Southern Crescent Technical College

“Help Wanted: Advocating for Youth-At-Risk in Transition Using a Comprehensive Wellness Approach”

Gregory Johnston and Amy Onofre, Texas Tech University

“The Importance of Physical Activity in Learning”

Jeffrey S Mochrie, Theodore Roosevelt Elementary

“Shine Program: Making the Most of Recess”

Lindsey Moon Petasek and Gwen Taylor, University of Wisconsin-Green Bay

“Culturally Responsive Instruction to Engage all Students” & “Restorative Justice - A Peaceful Response to Misbehavior”

Nancy Charles, Orange County Public School

“Toward a Radical Praxis for Overage, Under-credited African American Students”

Iesha Jackson, Arizona State University

“Teacher Qualities that Attribute to Academic Achievement of African-American High School Students”

Tracie Miller, Howard University and Prince George’s County Public Schools

“Teacher Efficacy, Empowering Community Voices, and Success for All Learners Through University & Civic Engagement Partnerships”

Martha S Lue Stewart, University of Central Florida; Johni Cruse Craig, Delta Research & Education Foundation

“VOICE: Empowering a Positive Climate”

Anthony Gatto, Art and College Preparatory Academy

“The Forgotten Graduate”

John Gregory, The National Center for Urban Solutions and Academy for Urban Scholars

“Improving Teacher Training, Recruitment, and Diversity in New York: ESI and NYC Men Teach”

Richard Haynes, Paul Forbes and Crystel Harris, NYC Department of Education

“Notions of Care and Its Impact of Human Agency: Children’s Reflections on Teacher-Child Relationships”

Sharron Stephens, University of Georgia

“Let it Ring!!!”

Rubain J Dorancy, TRIAD Consulting Strategies; Shawn Rux, NYC Department of Education, Middle School 53

“Turning Storms into Stories: How to Create a Literacy Writing Program to Improve Academic Achievement”

Dr. Adair F White-Johnson, The Empowerment House

“An ESOL/Elementary School Approach to Preventing Youth-At-Risk”

Lisa Homann, Crystal Collins, and Nancy Hurst, Gwinnett County Public Schools, Georgia

“Sharing Our Success: Year Two of the National Youth-At-Risk Journal”

Dr. Cordelia Zinskie, National Youth-at-Risk Journal, Georgia Southern University

“A Chance in the World”, Steve Pemberton

Equality, access and opportunity are things everyone can help provide others and everyone has a right to, but not always the availability. “A Chance in the World” identifies those daily necessities and specific items that help promote and strengthen independent lives.

RURAL STRAND - BOWIE C**Sunday, October 23**

1:00 - 2:30 p.m. **“Makes a Difference to that One: Building Authentic Relationships in Rural Schools... One Student at a Time”**
Lynette Thrasher

Students are more likely to learn in an environment where they feel valued and respected. How do you create such an environment when working with at-risk students and closed-off students? Come hear real-world examples and foundational research on practical strategies to build authentic relationship, foster a positive environment, and change school culture... one student at a time.

2:45 - 5:00 p.m. **“Leading and Learning in Rural Schools”**
Dr. Steven Edwards

Although there are many foundational elements to leading schools and it turn there are fundamental elements that embody high quality teaching and learning, but leading and learning in a rural setting presents its own challenges and opportunities. This session will focus on those unique opportunities that create exceptional learning opportunities for students and teachers in a rapidly changing “connected” globalized world. Participants will walk away with strategies that can immediately implement.

Monday, October 24

8:15 - 9:45 a.m. **“Making Math Words Sticky - a Visual, Whole-Brain Approach to Learning Key Math Terms and Concepts.”**
Joanne Billingsley

Math is about more than calculations, procedures and rules. For many students, math is a new language. This session outlines how to build visual literacy in math instruction. Learn to tap into the power of imagery, curiosity, communication and collaboration to support students as they master the language of mathematics. Discover specific steps teachers can take to ensure students; think creatively and visually about math terms, discuss/debate math concepts and develop clear, concise definitions for key math vocabulary. This right-brained approach is student-centered, interactive and supports Ells and diverse learners. It dramatically increases student opportunities for listening, speaking, reading and writing in mathematics. Let’s get students thinking, visualizing and talking about math and making new connections!

10:00 - 11:30 a.m. **“Stop That!” Therapeutically Managing Misbehavior in Schools**
Dr. Steve Parese

Staff who work with troubled youth are often called upon to handle a wide range of problem behaviors. It can be tempting to react to all misbehavior with strict discipline, but a “one size fits all” approach is often ineffective, and alienates students with whom we must build helping relationships. This practical, highly interactive workshop first offers staff a logical decision-making model, then explores two psychological sources of problem behaviors, offering specific strategies for each.

1:00 - 3:30 p.m. **“Engaging Different Learning Styles with The Walking Classroom Program”**
Nicole Hunter

The Walking Classroom is an award-winning, innovative, nonprofit program that engages students, especially those who may struggle in a traditional classroom setting. Instead of sitting in a classroom all day and being “talked at” by a teacher, students are able to get out of the class and into some fresh air – walking for 20 minutes while they listen to a custom-written, kid-friendly, educational podcast.

Monday, October 24 Continued

3:45 - 5:15 p.m. **“Using One to One Technology To Level the Playing Field for Rural Students”**
Dr. Karl Wickman

How can schools implement a successful one-to-one technology device program in these difficult financial times? Learn about how it is possible in this case study of a rural school who implemented a one-to-one device program from the ground up. Learn how technology can level the playing field for rural at risk students, and at risk students in general.

Tuesday, October 25

8:15 - 9:45 a.m. **“PASS (Portable Assisted Study Sequence): Expanding Success Opportunities”**
Dr. Robert Lynch & Norma Cregan

The PASS Program provides a means of closing the achievement gap and promoting learning for all students while not being dependent upon the Internet. Administrators, guidance counselors, teachers, outreach workers, and parents will gain hands-on experience with this alternative means of gaining academic credit toward graduation, as well as supplemental skill-building, remediation, and course completion options designed to address an array of program and students needs. Courses are standards-based and learner-centered.

10:00 - 11:30 a.m. **“10 Strategies Proven to Inspire & Engage EVERY Student”**
Christian Moore, LCSW, MSW

This session will demonstrate 10 strategies proven to strengthen relationships, grab attention, inspire, and build resilience in all ages and learning types. Participants will receive insights into teaching social and emotional life skills in ways all can understand, relate to, and remember. These strategies have helped over 2 million youth in 20,000 K-12 schools, mental health, and correctional organizations in the areas of academic success, dropout prevention, class management, and bullying prevention.

Sunday, October 23

1:00 - 2:30 p.m. **“Using a Non-Traditional Teaching Approach to Close the Learning Achievement Gap for Males of Color”**
Já Hon Vance

This presentation focuses on contemporary educational frameworks used to understand instructional quality, student engagement, youth development, parenting, and leadership in racially diverse communities. The presenter shares guiding principles and practices that have led to males of color achieving academic success in the classroom. Educators will learn how to raise achievement levels for males of color, while narrowing the gaps between groups, by increasing community, teacher, student, and family engagement in the learning process.

2:45 - 5:00 p.m. **“Integrating School Mental Health with Urban PBIS Initiatives”**
Elizabeth Avery & Tenicia Helmberger

Kokomo School Corporation (KSC) is an urban corporation in Indiana. Within this school corporation, poverty levels are reaching upwards of 95%. According to the NIDA, risk factors include poverty, drug availability, lack of parental supervision, substance abuse, and early aggressive behavior. This presentation addresses how to integrate school mental health services with PBIS initiatives in order to create a climate and culture to support change for all students, but with more intensive interventions for youth-at-risk.

Monday, October 24

8:15 - 9:45 a.m. **“Rule of Engagement: How to Impact Culture & Climate in 30 Days”**
Raphael Johnson, M.A.

Understanding & Countering Behavior Issues in School presentation provides the listening audience with an aggressive/progressive approach to regaining and maintaining a positive school culture and climate. It offers an intense and informative core behavior support and intervention training/coaching for educators working with students.

10:00 - 11:30 a.m. **“From Misfit to Right-fit: Developing Classroom Culture and Climates Conducive to Growth of Children in Under-Resourced High-Poverty Schools”**
Dr. Jelani Jabari

Be it sexting, cyberbullying or preyed upon by predators, social media has invited additional avenues of risky behavior by tweens and teens. Many check their social media accounts more than 100 times per day, often while in school. Participants will walk away from this session with strategies, techniques, and tips for cultivating a schoolwide culture which promotes safe social media use.

1:00 - 3:30 p.m. **“Bridges: A Public School Program for At-Risk Youth with Disabilities”**
Dr. Paul Bauer & Wendi Pendergrass

St. Louis County’s “inner ring” suburbs have many students identifying as ethnic minorities and belonging to single parent and/or low-income families. They include students with untreated social/emotional/behavioral concerns due to failure to access mental health services, including criminal activity, substance abuse, behavior leading to suspension/expulsion, poor academic performance, and little family engagement. Bridges supports these students through high school graduation, using a variety of educational and other interventions.

3:45 - 5:15 p.m. **“Community Cultural Wealth and Collaboration: Communities and Educators Unite for English Learners!”**
Adriana Abundis & Dr. Lorena Claeys

This session will examine examples of cultural proficiency, including language in and out of the classroom. Participants will explore their own community cultural wealth and create their own culturally proficient instructional activity or community event. Participants will gain a greater understanding of how to integrate culturally proficient practices in the classroom, specifically for English learners and will create a list of community cultural wealth items within THEIR own community. Participants will create at least one culturally proficient activity or community event/program to share with the whole group.

Tuesday, October 25

8:15 - 9:45 a.m. **“Leave Me Alone... Wait, Come Back!” Rubber Band Relationships with Traumatized Children”**
Dr. Steve Parese

Many at-risk children and youth have experienced significant childhood trauma. To avoid deeper loss and pain, these youth have become relationship-wary, often controlling disappointment by sabotaging adult relationships. This inspiring workshop explores four self-defeating behaviors common to children in trauma, then offers valuable insights and skills needed to maintain a helping role with very challenging youth.

10:00 - 11:30 a.m. **“Providing Over-Aged At-Risk Youth with an Opportunity to RISE to Their Age Appropriate Grade Level”**
Belinda Hope

Our team will guide conference participants through a thorough review of the program, R.I.S.E (Responsibility Increases Student Equity) which is an accelerated course of study that was created to improve the graduation rate, decrease the drop-out rate, and build the social and emotional characteristics of students who are at least two grade levels behind their peers.

Sunday, October 23

1:00 - 2:30 p.m. **“A Leader’s Mindset: Creating a Culture the Maximizes Achievement For All Students”**
Dr. Steven Edwards

This session will address the mindset an effective leader needs to create a culture and climate for learning that maximizes achievement for all students. Participants will learn key behaviors and strategies they can use to establish a “learning mindset” that transcends all aspects of the school. Attendees will leave with ideas and concepts that they can immediately implement in their schools.

2:45 - 5:00 p.m. **“The Re-Mix: Educational Transformational for 21st Century Administrators”**
Já Hon Vance

As educational leaders, Principals, Vice-Principals and lead teachers/Heads of Departments impact both teachers’ and students’ achievement. The vision, values and action of the leaders are imprinted on the school community and contribute greatly to the nature, quality and impact of the environment of the school. This environment can be debilitating, mediocre or can be inspirational, supportive, empowering and transformational. The workshop for school leaders explore their own understanding and embodiment of qualities/characteristics of transformational leadership and the vision, values and actions as school leaders that will motivate teachers towards inspirational professional service and commitment to teaching from the heart.

Monday, October 24

8:15 - 9:45 a.m. **“Lighting a Fire: Navigating the Intersection Between Our Own Wellness, the Well-Being of Our Staff & Students, & Transformative School Culture and Pedagogy”**
Dr. LaMarr Shields

As an educator, your health and well-being are the keys to a productive and joyous classroom. If you are like most educators/change agents, however, your students come first and you come second or not at all. Therefore, this interactive workshop will take a critically reflective look at who we are as educators and educational leaders and how we show up in our work to serve some of our most underserved students. We will examine some deeply held beliefs about who we are in relation of the work we do and will explore practical strategies for fostering mindfulness, self-care, and wellness in our own lives and the lives of those we serve daily.

10:00 - 11:30 a.m. **“Change: Harnessing the Power of Conflict”**
Dr. Eric Landers

Bullying is portrayed as an epidemic in schools. The issue, however, is identifying how many of these incidents constitute actually bullying vs. simply conflict or poor social skills. At the end of this session, participants will develop a school-wide plan for identifying conflict, identifying instances of bullying, and identifying higher order social emotional skills to prevent “conflict” from becoming bullying. Emphasis is placed on the prediction and prevention of conflict rather than the traditional reaction approach to bullying.

1:00 - 3:30 p.m. **“Engaging Students as Decision Makers in the Planning Process at the Universal Intervention Level”**
John Vandenburg

Research shows when addressing universal interventions, students with influence can play a critical role in the prevention of negative social behaviors on campus. In this session, Participants will learn how to utilize a diverse cross section of student leaders to gather data and facilitate a series of activities that create communication, connections, care and community among a student body. Utilizing best practice strategies, student leaders serve as the liaison between the student body and the adults on a campus. Schools implementing PBIS and Multi-Tiered Systems of Support have found Youth Participatory Action Research Programs to be a perfect fit for student involvement at a Tier 1 intervention level.

Monday, October 24 Continued

3:45 - 5:15 p.m. **“Five Essential Elements: Building Success for Tier 2 and Tier 3 Students”**
Dr. Mickey Garrison

Are you seeing too many Tier 2 and Tier 3 students slip through the cracks, despite all the supports that are in place? This highly interactive session examines a support system based on five essential elements that can be integrated into existing K-12 strategies for tough-to-reach students. This research-based, field-tested model can help nurture positive relationships, motivate students and improve attendance, academics and behavior.

Tuesday, October 25

8:15 - 9:45 a.m. **“Resilience Can Be Taught! 10 Tools to Motivate ANY Student”**
Christian Moore, LCSW, MSW

Discover 10 tools to help you foster resilience in even the most unmotivated students. Once you understand them, you won't go another day without using them! Whether you work with students in one-on-one, small group, or classroom settings, you'll gain the skills you need to deliver the life-changing power of resilience to students of any background and learning style.

10:00 - 11:30 a.m. **“Words Unspoken: How to Create Innovative Models of Trauma-Informed Care to Meet the Needs of Our Most Underserved Youth”**
Dr. Marina Gillmore

In this interactive workshop, participants will explore the implications of cutting-edge research on trauma and trauma-informed care on the work we do every day with our most at-risk youth. Participants will leave this session with both strategies for engaging struggling students and a more comprehensive understanding of our role in developing best practices to instill hope, resiliency, and promise in our students.

SAVE THE DATE



PBIS

Southeast Conference on Positive Behavior Interventions and Support

June 4-6, 2017 | Coastal Georgia Center, Savannah, Georgia

Hosted By:



Sunday, October 23

1:00 - 2:30 p.m. **“Crossing the Border: Enhancing Relationships through Cultural Competence”***Dr. LaMarr Shields*

As the student population in our schools and programs become increasingly diverse, many youth service providers, teachers, and other change agents need professional development to build cultural competencies—the skills and awareness related to issues such as culture, language, race, and ethnicity. To address this need, Dr. LaMarr D. Shields has created Crossing the Border: Enhancing Relationships through Cultural Competence, an interactive workshop that explores the dynamics of cultural diversity, including cross-cultural communication and encounters. Dr. Shields’ unique approach provides current research-based information on cultural competencies, and is designed to increase participants’ awareness of resources available to enhance their own cultural competence, assess areas of strength, and discover opportunities within their own organizations to build culturally competent services. This workshop will strive to break down barriers, challenge stereotypes, celebrate differences and intersect commonalities in people, cultures and community.

2:45 - 5:00 p.m. **“Increasing African American and Latino Parental Involvement in School”***Rev. Timothy Allen*

Parental involvement is one of the leading indicators of student’s academic achievement. The lack of parental support often found within the African-American and Latino communities has often contributed to suspensions, expulsions and truancy. This interactive seminar will provide participants with useful strategies that can be used to increase the level of parental involvement and also help parents understand the importance of their role in their child’s academic success.

Monday, October 24

8:15 - 9:45 a.m. **“Effective Teaching Strategies for English Learners”***Dr. Nancy Testa*

This workshop is designed for general education teachers who have English Learners (ELs) in their classrooms; it is not designed to teach someone how to be an ESL teacher. In this workshop, educators will learn: Instructional strategies that are highly likely to increase English Learners’ achievement, the importance of stages of second language acquisition and their instructional implications and How to apply to instructional strategies in the classroom to best support ELs.

10:00 - 11:30 a.m. **“In This Picture I See - Using Images, Conversations and Play as a Springboard to Learning New Words and Concepts”***Joanne Billingsley*

This session will model a strategy that utilizes colorful pictures, small group discussions, decision-making and self-correction to build core academic vocabulary. It is student-centered, interactive and fun. Students observe pictures, discuss connections, make decisions based on prior knowledge/ peer feedback and self-correct if needed. Teachers provide gestures and expanded information as students turn and re-teach new connections to their partners. This right-brained approach is student-centered, interactive and supports ELLs and beginning readers. Watch brains light up with positive energy as students think, connect, act and celebrate learning a new language!

Monday, October 24 Continued

1:00 - 3:30 p.m. **“Reaching for the Light: Using Writing as a Creative and Transformative Process to Engage Struggling EL Students”**
Dr. Marina Gillmore

In this interactive workshop, participants will explore practical and innovative ways to use writing as a creative and transformative process in working with struggling EL students, particularly those at the middle, high school, and college levels. Using a framework that combines best practices in EL literacy with transformative social justice pedagogy and Ubuntu praxis, Dr. Marina Gillmore will guide educators, school leaders, and other change agents through a reflective and pragmatic experience that looks at how to use research-based practices to foster improved literacy and overall academic success in the lives of some of our most disenfranchised and struggling students.

3:45 - 5:15 p.m. **“Beyond the Barriers of Language in Support of At-Risk Immigrant Youth”**
Dr. Mara Zapata

This presentation highlights effective and practical ways to support at-risk English Language Learners academically while enhancing ELLs and their families to maneuver their way through the structures/norms that frame learning in our public institutions of learning. In addition, immigrant youth are at-risk for reasons that not only include a need to learn the English language but also gain knowledge of the socially accepted norms within their new environment.

Tuesday, October 25

8:15 - 9:45 a.m. **“Teaching with Technology: Promoting Education Equity in Science”**
Dr. Fatima E Terrazas-Arellanes

English language learners (ELs) and students with learning disabilities (SWLDs) have the potential to offer valuable insights into solving the world’s scientific problems, but as a whole they continue to experience a science literacy gap and are marginalized in science, technology, engineering, and mathematics (STEM) careers. Project ESCOLAR addressed this inequity by creating online middle school science units to meet the special needs of ELs and SWLDs while providing an engaging web-based learning experience for all students.

10:00 - 11:30 a.m. **“Mirrors, Windows, and Wings: Using Literature to Support and Empower Low-Income ESOL Students”**
Dr. Rajni Shankar-Brown

In addition to highlighting marginalized voices of immigrant families and ELLs through stories, participants will be invited to critically reflect on significant issues faced by ESOL students in U.S. public schools and examine approaches to building inclusive learning environments. Discussion will include how culturally responsive and multi-modal literacy can be used across content areas and grade levels to support the intellectual development, personal growth, and global citizenship of low income, ESOL students. Participants will also receive handouts with myriad strategies and resources.

You Serve America's Youth

Youth Today Serves You!

Youth Today is the only national print and digital publication created by professional journalists for youth service professionals. Online 24/7 and in print bimonthly, Youth Today reports on the issues, challenges and state of youth in America.

We take a solutions-focused approach to report in-depth features and news reflecting the front-line concerns and experiences of youth service professionals.

From the latest headlines in the news to everyday challenges, our reporting offers real solutions and sheds light on ground-breaking research into such topics as:

- After-school programs
- Juvenile justice
- Health & nutrition
- Financial literacy & job-training initiatives
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SAVE THE DATE

National Youth At Risk CONFERENCEWEST

Rural Settings | Urban Settings | School Climate | ESOL Programs

OCTOBER 22-24, 2017
Call for Proposals Now Open!

