



Assessing the Needs of English Learners

Training to Go





Objectives

- Identify the key elements of a needs assessment.
- Practice strategies for collecting data to be used in conducting a needs assessment for English learners.





Levels of Data

Community/School

- State assessment reports
- School report cards
- Student demographics and languages spoken
- Census data

Family/Student

- Student report cards
- Teacher-provided scores and observations
- Student language acquisition level
- Home Language Survey

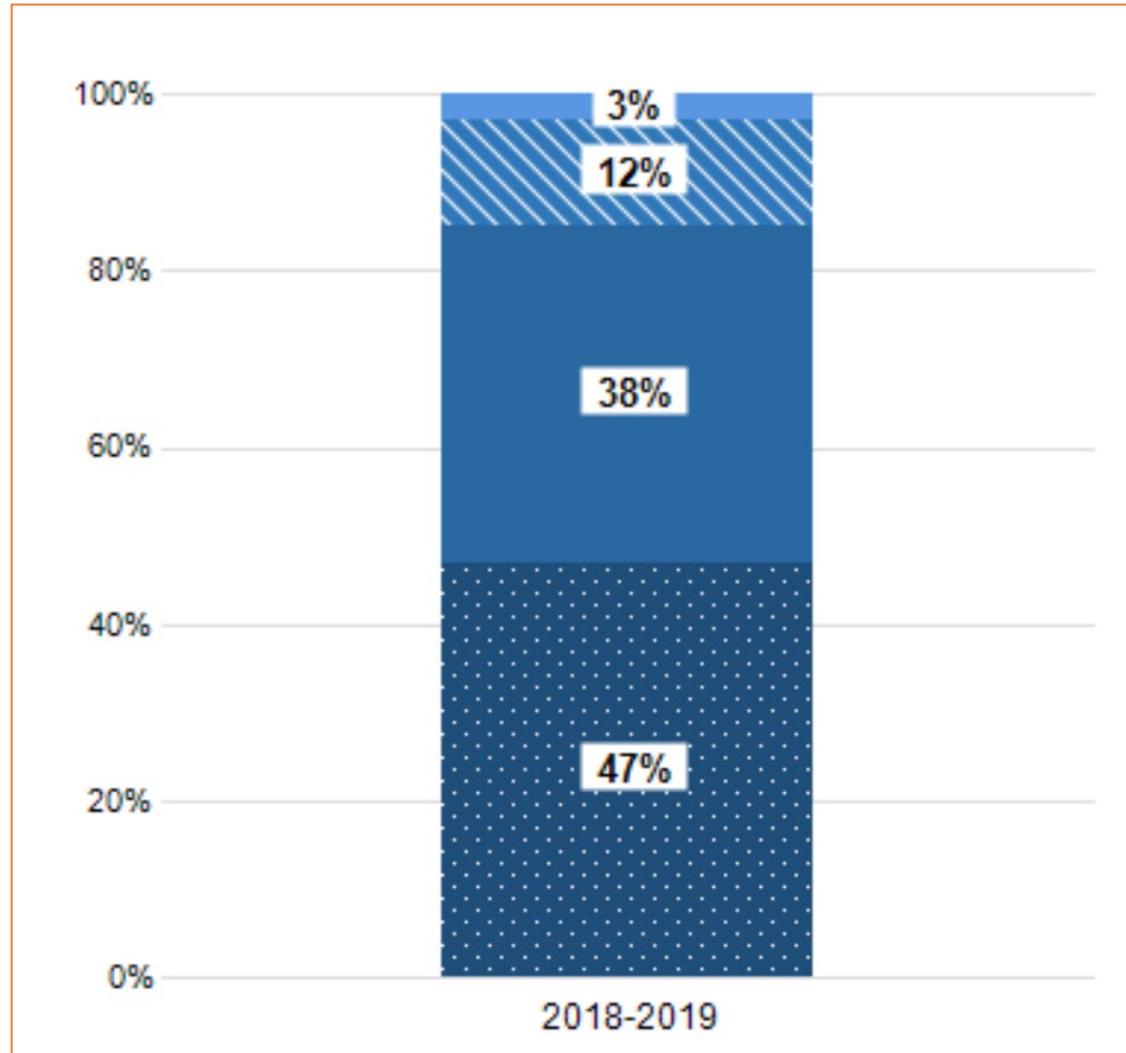
Student/Family Voice

- Student surveys
- Family surveys
- Focus groups
- Family Goal-Setting Survey

School/Community-Level Data

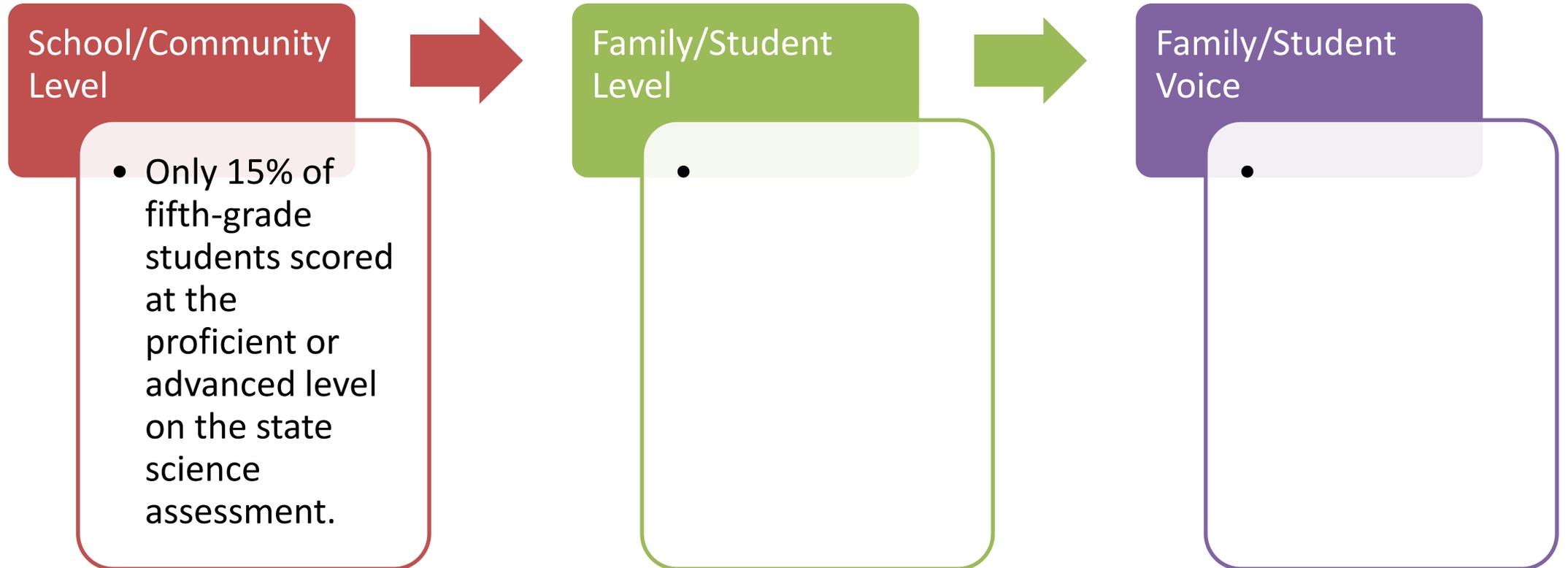


Fifth-Grade State Science Assessment





Needs Statements



Family/Student-Level Data

- Student report cards
- Teacher-provided scores and observations
- Student language acquisition level
- Home Language Survey



Home Language Survey



Home Language Survey

Modify this survey as needed for your program and distribute to your students' *parents/guardians*. This may be especially helpful to use with new incoming students.

Primary/Home Language Survey

Student Information

Name: _____

Date of Birth (Month/Day/Year): _____

Home Language Questions

1. What language(s) is (are) spoken in your home?

2. Which language did your child first learn?

3. Which language does your child use most frequently at home?

4. What language(s) is (are) spoken in your home?

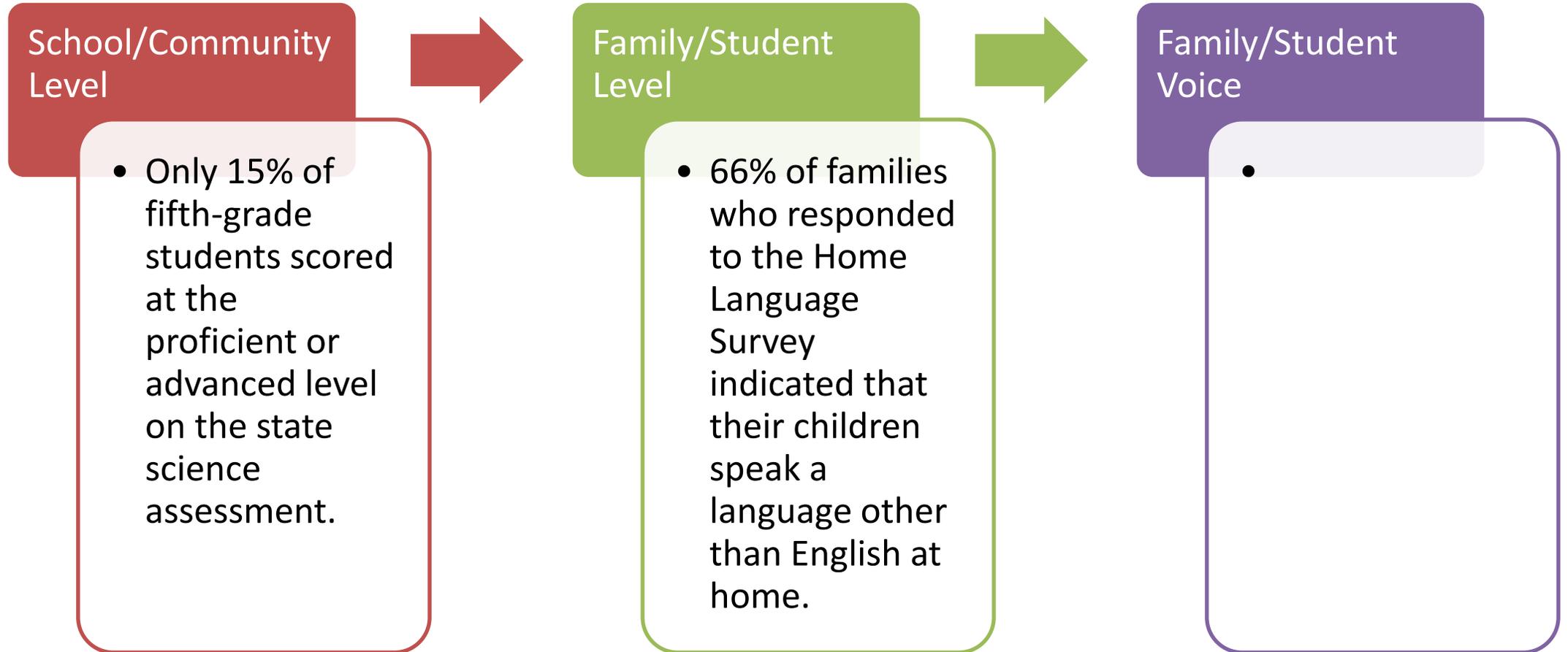


Family/Student-Level Data

Respondent	Which language does your child use most frequently at home?
Family #1	Spanish
Family #2	English
Family #3	Spanish
Family #4	Spanish
Family #5	English
Family #6	Urdu



Needs Statements



Student/Family Voice Data



- Student surveys
- Family surveys
- Focus groups
- Family Goal Setting Survey



Family Goal Setting Survey



You for Youth | Supporting English Learners

1

Secondary Student Interest Inventory

Name: _____
Grade: _____
Grade: _____

We want to hear about your interests so that we can make our program more meaningful to you. Please answer each of the following questions. Your voice matters and can help shape our program.

1. What are your favorite subjects/topics?



Science

- Earth science
- Biology
- Chemistry
- Physics
- Health science
- Computer science



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Elementary Student Interest Inventory

You're in charge of our afterschool program! Think about what you would like to do and **circle up to three interests in each category.**

Name: _____ Date: _____

In our afterschool program, we will learn more about:

Math

Puzzles and Games	Measuring	Money	Shopping
Time	Math Arts and Crafts	Fractions	Guessing/Estimating
Shapes	Magic	Math in Nature	Sports Math
Cooking/Restaurant Math	Surveys/Statistics	Patterns/Jewelry Making	Math in Music

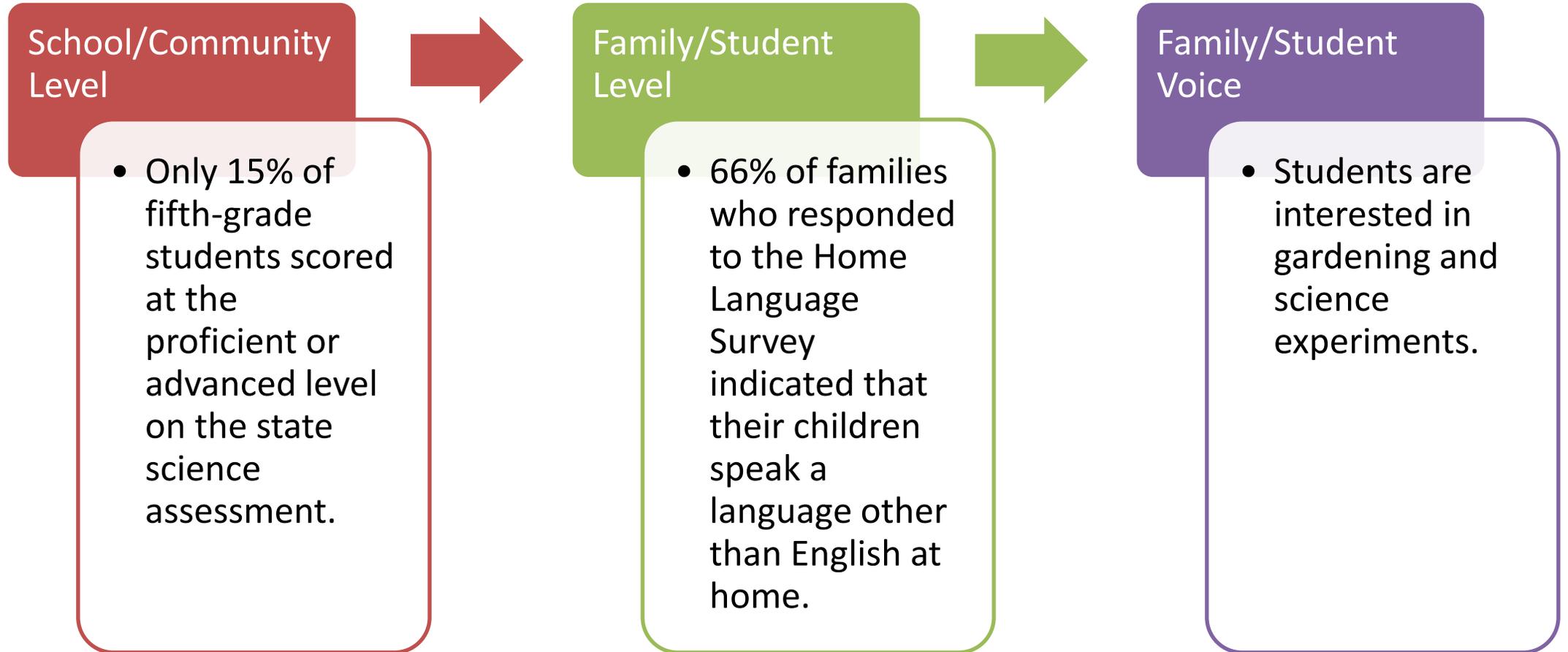


Student/Family Voice Data

Subject	Responses
Gardening	16
Soccer	12
Coding	11
Comic Books	7
Experiments	18
Money	13



Needs Statements



Family Goal-Setting Survey



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Family Goal Setting Survey

Use this survey with program families to determine goals for their student(s), the program, and their home life.

Family Goal Setting Survey

Parent/Guardian Name(s): _____

Student Name(s): _____

Date: _____

1. What are some of your biggest challenges at home?

2. What would you like to do better?

3. What is your family's favorite activity or thing to do together?

A Note About Cultural Competence



Cultural competence: The ability to work and respond in a manner that acknowledges and respects individuals' culturally based beliefs, attitudes, behaviors and customs.

- Individual level
- Program level



Building Cultural Competence



Building Cultural Competence Scenarios

Afterschool Program A

An Armenian girl tells a staff member that she can't go on the trip to the park. Her mother does not read English and will not sign the form. The girl tells the staff member that it's okay, but is sad the rest of the day, especially when other kids talk excitedly about the upcoming trip.

Afterschool Program B

A staff member has planned a Daddy and Me event for a Friday afternoon. There is a family headed by a lesbian couple and two families headed by single mothers in your program.

Afterschool Program C

The student-led celebrations committee wants to have a Christmas party. The program has four families from Vietnam, one Russian family, eleven African American families, one family from Ethiopia, and 2 families from India.

Afterschool Program D

Three students are fasting for Ramadan. Other kids in the program have been loudly asking why they're not eating. The three look uncomfortable during snack time. One hasn't been in the program for two days.



Next Steps

- Build trust with the families you serve.
- Communicate often with families and site leadership about needs and concerns.
- Brainstorm additional ways to collect and use data.

