

Planning Checklist

Supporting English Learners



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Planning Checklist

Use this planning checklist to document how you'll develop and implement activities for the English learners (ELs) in your program. It will help you focus on the key areas needed to have a successful experience. This planner includes 12 sections — one for each of the 12 steps. Check the box for each section after you complete it.

- Step 1: Build Your EL Foundation**
- Step 2: Build Your Program Team**
 - Identify Potential Team Members
- Step 3: Conduct a Needs Assessment and Identify Student and Family Strengths**
 - Collect Data
 - Develop Needs Assessment Statements
 - Identify Student and Family Assets
- Step 4: Develop SMART Goals**
 - Set Program SMART Goals
- Step 5: Map Program Assets**
 - Map Needs to Assets
 - Recruit Partners
- Step 6: Consider Logistics**
- Step 7: Intentionally Design Activities**
 - Consider Activity Types
 - Consider Instructional Strategies
- Step 8: Intentionally Recruit Students**
 - Identify and Recruit Students
- Step 9: Recruit and Train High-Quality Staff**
 - Recruit High-Quality Staff
 - Train Staff
- Step 10: Engage Families**
 - Overcome Barriers to Engagement
 - Use Creative Outreach Strategies
- Step 11: Implement With Fidelity**
 - Measure Adherence, Dosage, Engagement, Delivery
- Step 12: Celebrate**



Planning Checklist

Step 1: Build Your EL Foundation

Before designing and implementing a program for ELs, make yourself familiar with terms and processes related to language acquisition. Use the space below to take notes as you learn more about these concepts.

Terminology Used for English Learners

Social and Academic Language

Context-Embedded and Context-Reduced Language





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Step 2: Build Your Program Team

Building a solid program team is critical to the success of your ELs. Your program team will help you identify needs and opportunities, plan activities to meet these needs and to leverage the assets students and families bring, and explore opportunities and creative solutions to challenges.

When building your program team, ask yourself these questions:

- Who are your potential team members?
- What role can each team member play?
- Why is each individual role important to the work?

Identify Potential Team Members

Here's a list of people who could be part of your program planning team. Select the roles you'd like to join you in supporting ELs. If you have ideas for other role groups, list them where it says "Other."

- Bilingual/English as a second language (ESL) teacher
- Title III specialist
- Adult family members
- School-day teachers with EL students
- School-day leaders
- Family engagement specialists
- EL students
- Cultural centers
- Program partners
- Social workers
- 21st CCLC EL alumni and their families
- School/community librarians
- Reading/literacy coaches
- College/university representative
- School counselor
- Other: _____
- Other: _____
- Other: _____

For more information on identifying program team members, see Step 1 of the Y4Y **Continuous Education Through 21st CCLC Activities** course.





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Step 3: Conduct a Needs Assessment and Identify Student and Family Strengths

Collect Data

There are three types of data you'll use to assess the needs of your students: school-level data, student/family-level data and student/family voice data. Use the checklist below to plan for and track data collection.

School-Level Data

- School report cards
- State assessment reports
- School attendance records
- Data on student demographics, languages spoken and EL identification
- Census data
- Other: _____

Student/Family-Level Data

- Student report cards
- Teacher/class-provided assessment scores and observations
- Data on student language acquisition level
- Family/Adult Goal-Setting Survey
- Home Language Survey
- Other: _____

Student and Family Voice Data

- Surveys
- Informal conversations
- Interviews or focus groups
- My Family Timeline
- Other: _____

Use the Y4Y ***Family Goal-Setting Survey***, ***Home Language Survey*** and ***Student Interest Survey*** tools to help you organize and capture needs assessment data.

Develop Needs Assessment Statements





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Needs assessment statements define students or family needs and provide you with starting points for developing high-quality activities for ELs. After identifying relevant data, use the space on the next page of this checklist to practice writing needs assessment statements.

Example of a Needs Assessment Statement:

Only 36% of eighth-graders who are ELs met standards on the state mathematics assessment.

Needs Assessment Statement 1:

Needs Assessment Statement 2:

Needs Assessment Statement 3:

Needs Assessment Statement 4:

For more instruction on how to conduct a needs assessment, visit Step 2 of the Y4Y **Continuous Education Through 21st CCLC Activities** course.

Identify Student and Family Assets

Asset statements identify areas of opportunity and partnership within the data collected in your needs assessment. Use the space below to practice writing needs assessment statements.

Example of an Asset Statement:

46% of families own their own small business.

Asset Statement 1:

Asset Statement 2:

Asset Statement 3:





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Step 4: Develop SMART Goals

Set Program SMART Goals

After you identify needs and write needs assessment statements, you can write goals for your EL program. These goals should be SMART: specific, measurable, achievable, relevant and time bound. Develop SMART goals based on the needs assessment statements you wrote in Step 3.

Program SMART Goal 1:

Program SMART Goal 2:

Program SMART Goal 3:

Program SMART Goal 4:

Once you write program SMART goals, you can use them to help you write activity SMART goals. Use the Y4Y **Program and Activity SMART Goals** tool to document program and activity SMART goals.

Step 5: Map Program Assets

Map Needs to Assets

Once you've written needs assessment and asset statements, identify additional assets from the school-day and the community to meet those needs and build toward your program SMART goals.

Consider the following when mapping assets:





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- What resources does our program already use to support language acquisition?
- What relevant skills and abilities do our current staff members, volunteers and partners have, like expertise in sheltered instruction for ELs or teaching English as a second language?
- What potential partners share our goals? What resources might they be able to provide to help us achieve those goals?
- What skills and abilities do our staff members need to facilitate high-quality activities that accelerate and promote language acquisition for ELs?

Use this space to brainstorm potential new assets:

- Asset 1: _____
- Asset 2: _____
- Asset 3: _____
- Asset 4: _____
- Asset 5: _____
- Asset 6: _____
- Asset 7: _____
- Asset 8: _____

Recruit Partners

After you've identified potential assets and partners, develop a plan for approaching new partners. Use the checklist below to identify partners you'd like to include in your program.

- Cultural centers and museums
- Local school and district
- Local library
- Food bank
- Health and counseling service organizations
- Law offices that provide pro bono services
- Colleges and universities
- Workforce development agencies
- Businesses
- Churches and places of worship
- Banks/credit unions
- Senior center
- Adult family members and students
- Other: _____





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- Other: _____
- Other: _____

Step 6: Consider Logistics

Review the four logistical elements below when planning activities for ELs. Check any items you need to discuss with your program team.

Budget

- Staff and professional development for staff.
- Translators, translation services and translation devices.
- Transportation for students and families.
- Childcare during family events, if needed.
- Materials.
- Software licenses for students and their families, including cost and distribution.
- Will you need to charge fees for any activities or materials?

Space

- Identify quiet locations for individual and group activities.
- Determine any technology requirements during planning.
- Coordinate shared learning spaces with teachers who teach EL students.
- Discuss space with facility/maintenance supervisor if necessary.
- Determine space requirements early in activity planning.

Time/Schedule

- Identify most appropriate times to deliver activities for EL.
- Schedule activities and events around various cultural and religious traditions, as well as school and community events or celebrations.
- Schedule family events.

Materials

- Develop relationships with school-day staff to obtain access to materials.
- Identify software for any online or computer-based activities.
- Work with partners to obtain free or low-cost materials.
- Obtain access to books and other reading materials that reflect different genres and represent the various cultures of your ELs.



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Step 7: Intentionally Design Activities

Consider Activity Types

You'll design at least two basic types of instructional activities for ELs: explicit and embedded. Use the descriptions below to distinguish between the two types, and start thinking about how to implement new activities into your program schedule.

Explicit instruction focuses primarily on direct teaching of concepts and skills, with students actively participating in the learning process. It doesn't mean teaching isolated facts and procedures.

Example: A program implements a conversational English language activity where students practice vocabulary and sentences they'd use in various social settings such as ordering a meal, purchasing items in a store, or going to a movie.

Embedded instruction provides opportunities for students to practice skills or concepts within the context of an activity or routine.

Example: High school students learn vocabulary through a theater class and music.

Consider Instructional Strategies

As you design activities for ELs, incorporate instructional strategies that can make the activities engaging and effective. Check the strategies below that you'll use with your students.

- Activate prior knowledge
- Build background knowledge
- Build academic language and vocabulary
- Model expectations and instructions
- Use icebreakers that value culture
- Integrate appropriate technologies
- Use cooperative learning
- Other: _____
- Other: _____

Use the Y4Y **Instructional Strategies for English Learners** and **English Learner Example Activities** tools to help you plan activities for ELs.



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Step 8: Intentionally Recruit Students

Identify and Recruit Students

Once you’ve put together your activity schedule, you can start reaching out to students and families to get them enrolled in your program. Work with school-day teachers and families to identify students who might benefit from the additional support your program can provide. Use this checklist to identify ways to connect with the students who’d most benefit from your program.

- Share marketing materials with teachers and other school-day staff that describes the assistance your program can provide.
- Ask school-day teachers to tell students and families about your program.
- Advertise your program on your school or host organization website.
- Attend school events like open houses and parent-teacher conferences when possible.
- Encourage students to spread the word to their friends and family.
- Hold meetings with families and explain the benefits of your program.

Step 9: Recruit and Train High-Quality Staff

Recruit High-Quality Staff

When recruiting staff to support ELs, think about the specific skills and core competencies that instructors should have. After you develop a list of important skills, think about where you can recruit people to fill out your staff. Use this checklist to identify potential candidates.

- School-day teachers
- Other school-day personnel
- Program parents/family members
- College students
- Community members
- Other: _____
- Other: _____
- Other: _____





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Train Staff

Key areas to consider when providing professional development are cultural competence, instructional strategies, and ways to embed support for ELs into enrichment activities. Prioritize training based on the makeup of your current staff, and revisit your plan and priorities regularly. Use this space to record additional concepts or topics that you consider priorities for your staff.

- _____
- _____
- _____

Step 10: Engage Families

Overcome Barriers to Engagement

Identify ways to overcome barriers to family engagement. Use this checklist to plan strategies for getting families comfortable with and involved in your program.

- Build trust.
- Communicate often.
- Communicate with families in their first language, if possible.
- Provide family services.
- Attend and participate in events in the community you serve.
- Set up face-to-face meetings when possible.
- Leverage family experience and expertise when designing activities.
- Other: _____
- Other: _____

Use Creative Outreach Strategies

Just as you'll market your program to students, you'll need to market it to families as well. Use this checklist to identify ways you can connect with families.

- Set up home visits and one-on-one meetings.
- Involve school-day teachers and other staff who have personal connections with families.
- Create social media groups and other networking opportunities.
- Develop newsletters in ELs' native languages and distribute them around the community.
- Other: _____
- Other: _____





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Step 11: Implement With Fidelity

Measure Adherence, Dosage, Engagement, Delivery

When measuring fidelity, ask yourself the following questions. Check each question you'd like to ask your program team as they start to monitor and improve activities.

- What parts of your plan are you adhering to?
- How should activity sessions look for students? For facilitators?
- What does student engagement look like?
- Are activity leaders prepared? Do they understand the content?
- When will observations take place, and how will the findings be shared?
- What tools will you use to measure fidelity of implementation?
- What will you use to measure student success?
- Other: _____
- Other: _____

Use the Y4Y **Implementing With Fidelity Guide** tool from the **Continuous Education Through 21st CCLC Activities** course for help with measuring fidelity.

Step 12: Celebrate

Always take time to celebrate your successes! Use this list to record ideas.

- Engage families and spread news by word-of-mouth.
- Host a culminating or special event.
- Conduct program celebrations that are mindful of students who may feel uncomfortable with praise.
- Hold student-led conferences where students meet with families, teachers and partners to share their work.
- Hold celebrations of learning.
- Conduct community outreach.
- Share student success stories and program data through a presentation at a school board meeting.
- Start a social media campaign.
- Create a podcast series.
- Other: _____
- Other: _____
- Other: _____

