



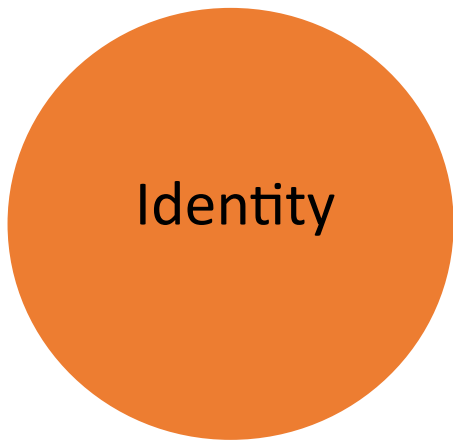
Readiness Assessment

How to Use: A readiness assessment helps to determine a community’s readiness to act on an issue or establish a new program. This readiness assessment was informed by the work of Native Hawaiian language practitioner Andrea Dias-Machado, and by research by the University of Kansas and Dr. Clarisse Mendoza (Teachers College, Columbia University). With your planning and development team, walk through the assessment one factor at a time, discussing current readiness in that particular area and taking notes on next steps to increase readiness as needed. You may want to invite additional important stakeholders to the discussion.

Rating Scale: On the 5-point rating scale, 1 represents the lowest possible score on a component, while 5 represents the highest possible score.

- 1 – Component is absent.
- 2 – Component in mid-development.
- 3 – Component developed but may lack community awareness or needs additional attention.
- 4 – Component is fully developed but may include some follow up or expansion (e.g., adequate funding may be secured but there may be ongoing plans to secure additional funding).
- 5 – Component is fully developed and requires little to no additional attention.

Part I: Internal Factors – *Describe components directly related to program and service design.*



Identity includes the organization’s or school’s mission, vision, values, and goals. This factor captures the essential components necessary to communicate your story, direction, and desired outcome to stakeholders and potential partners. A fully developed identity should have all the listed components documented and communicated.

Circle one rating:

1 2 3 4 5

Next Step(s):



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Decision making refers to the governance structure of your organization and the associated processes. Roles, responsibilities, and processes should be clearly defined for the planning group. Important processes include how decisions are made, how stakeholder input is captured, and how the program will be evaluated and refined in the future. This component may have to be adjusted based on the stage of development.

Circle one rating:

1 2 3 4 5

Next Step(s):



Finance captures the funding sources for your school. While you may continue to secure external funding, you will want to consider any funding necessary for planning, opening the school or program, or bringing teachers and/or language experts on prior to opening to create school-based curriculum and assessments. Other considerations may include how well your organization is tracking finances and can communicate funding needs to potential partners.

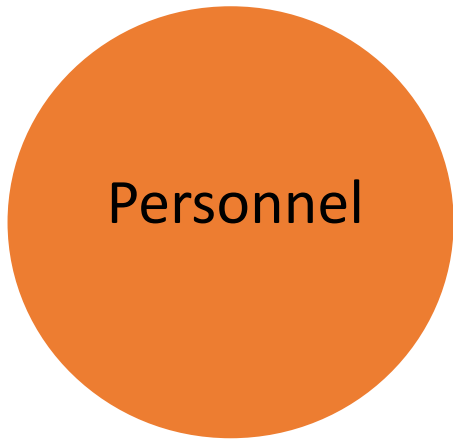
Circle one rating:

1 2 3 4 5

Next Step(s):



Readiness Assessment

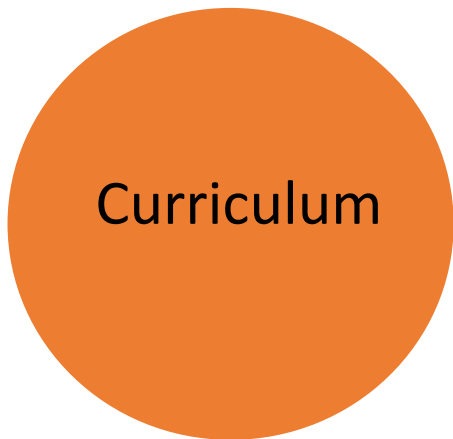


Personnel describes the staffing necessary to open the school. If this component is in development, you may have determined logistics such as number of positions necessary, job descriptions, and a hiring timeline. Full development in this factor (5) means that all necessary positions for planning and opening are filled. You may want to consider bringing on lead teachers and/or language specialists during the planning stage if in-house curriculum development is necessary or desired.

Circle one rating:

1 2 3 4 5

Next Step(s):



Curriculum includes the materials, assessments, and instructional model that will guide student achievement in the program. You may use an existing curriculum, develop your own, or work with another organization to develop or adapt a curriculum. Full development means that the materials and assessments have been finalized, and there is a clearly communicated immersion model (e.g., partial, full, dual language).

Circle one rating:

1 2 3 4 5

Next Step(s):



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Part II: External Factors – Describe components deeply entrenched in community and environment.



Language expertise describes the amount of language expertise available. This would include the number of fluent speakers in the community, involvement of or program support from fluent speakers, and existing structures for community language learning. Language expertise will likely affect internal areas such as curriculum as well.

Circle one rating:

1 2 3 4 5

Next Step(s):



Federal and state policy includes any existing laws or government practices that affect your community and language immersion. The highest score in this factor would indicate that you have an existing relationship or agreement with the state education agency (SEA) or tribal education agency (TEA), there are existing pathways to language teacher certification in the language of immersion, and existing policies are favorable to your intended programming.

Circle one rating:

1 2 3 4 5

Next Step(s):



Readiness Assessment



Stakeholder interest describes the demand for the programming. Consider the number of similar options available to families and existing interest in the programming you seek to offer. To determine stakeholder interest, data collection through focus groups or surveys is recommended.

Circle one rating:

1 2 3 4 5

Next Step(s):



Facilities describes the necessary physical space to host classes and any other programming associated with your language immersion program. The highest score would suggest that all necessary facilities are secured and meet the needs of the prospective student body. If facilities or tangible resources are a barrier, consider a school within a school format or forming an agreement to use an existing community space.

Circle one rating:

1 2 3 4 5

Next Step(s):



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This rating describes the quantity and quality of partnerships in relation to the needs of the program. Though partnerships may be added over time, a high score in this area indicates that essential partnerships have been formalized. Partnerships can be formalized through an agreement such as a memorandum of understanding (MOU). A lack of partnerships may affect other factors, both internal and external.

Circle one rating:

1 2 3 4 5

Next Step(s):



Sustainability potential will likely be affected by other factors, such as funding and partnerships; however, it has its own category because it requires intentional attention and planning. To begin a new program, sustainability potential should at least be in development and documented in a sustainability plan. In this plan, strategies for maintaining program services, community language expertise, student recruitment, and relationships among partners should be identified. Often, sustainability plans present information about budget, staffing, and learning focus for a period that extends five years into the future.

Circle one rating:

1 2 3 4 5

Next Step(s):
