INTRODUCTION
Meeting norms, ACT Now, facilitator, recap

CASE STUDY
Example school to build curriculum plan

QUALITY CURRICULUM
Learn the four steps to building high-quality curriculum

Q&A
MEETING NORMS

01
ENGAGE!
Actively engage with us and one another. When you feel comfortable, keep your camera on.

02
LISTEN!
Actively listen to and respect each others’ experiences and shares.

03
SHARE!
Interact and share using the Zoom platform (i.e., unmute, reactions, chatbox).
Afterschool for Children and Teens Now (ACT Now) is a statewide coalition that works to ensure there are high-quality, affordable afterschool/OST programs available for youth across the state of Illinois.
FACILITATORS

NIKKI GILLANI
she/her
Afterschool Resources & Support Specialist (School Partnerships)

ANDREW HITZHUSEN
he/him
Afterschool Resources & Support Specialist (RPSA)
PURPOSE

Alert and inform school districts of the opportunities available to expand afterschool using COVID relief funding.

Network and share best practices or opportunities to collaborate in the youth development field.
SERIES GOALS

01
ESTABLISH A BASELINE
Understand the current state of afterschool in Illinois

02
LEARN HOW TO LEVERAGE RESOURCES
Utilize available community partners and funding to expand afterschool

03
CREATE SUSTAINABLE OPPORTUNITIES FOR YOUTH
Prepare for programming post ARP funding
SERIES OVERVIEW

AUGUST 31, 2022
The Scope of Afterschool in Illinois

SEPT. 22, 2022
Designing Programming with a Needs Assessment and Asset Mapping

OCT. 25, 2022
Connecting With Community Partners

NOV. 30, 2022
Sustainability Planning for After ESSER Funding

JAN. 17, 2023
Curricula and Activities

FEB. 23, 2023
Program Assessment
COVID RELIEF EDUCATION FUNDING

- School districts must spend **20%** of ARP funds on learning loss
  - Afterschool is an allowable use!
- ISBE’s projects through ESSER II & III:
  - High impact tutoring; community schools; bridge programs; assessment
- ISBE granted funding to **EBF districts** for learning loss, summer enrichment, and afterschool
## ESSER Funds Summary - State of IL – LEA (90%) – As of 9/28/22

<table>
<thead>
<tr>
<th>Fund</th>
<th>$ Allocated</th>
<th>$ Expended</th>
<th>$ Unexpended</th>
<th>% Expended</th>
<th>Obligation By</th>
<th>Liquidation By</th>
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<tbody>
<tr>
<td>ESSER I</td>
<td>$ 512,520,496</td>
<td>$ 504,400,321</td>
<td>$ 8,120,175</td>
<td>98.4%</td>
<td>9/30/2022</td>
<td>1/28/2023</td>
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<tr>
<td>ESSER II</td>
<td>$ 2,025,724,402</td>
<td>$ 1,583,690,907</td>
<td>$ 442,033,495</td>
<td>78.2%</td>
<td>9/30/2023</td>
<td>1/28/2024</td>
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<tr>
<td>ESSER III*</td>
<td>$ 4,856,233,714</td>
<td>$ 944,910,483</td>
<td>$ 3,911,323,231</td>
<td>19.5%</td>
<td>9/30/2024</td>
<td>1/28/2025</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$ 7,394,478,612</strong></td>
<td><strong>$ 3,033,001,711</strong></td>
<td><strong>$ 4,361,476,901</strong></td>
<td><strong>41.0%</strong></td>
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</table>
**Planning meeting, research, and goal setting**

**Before**
- Planning meeting, research, and goal setting

**Conduct focused conversations about delving down.**
- Discontinue services that are least impactful.

**Spend, monitor, amend, and ask questions**

**During**
- Conduct focused conversations about delving down.
- Discontinue services that are least impactful.

**Investigate ROI, analyze data, find funding sources to continue what is working**

**Final Year**

**Sustainability Timeline & Template**

- **Summer 2021**
- **Ongoing**
- **Winter of 2021, 2022, & 2023**
- **Fall 2024**
CASE STUDY
CASE STUDY

300
Enrollment

94%
Low Income Students

34%
English Learners

Academic Progress

- 3% ELA
- 2% Math
- SAT

50%
Graduation Rate
QUALITY CURRICULUM
STRUCTURE

1. Organizing Centers
   - What units of study are worthy of time and energy

2. Choose your Standards
   - What needs do your students have that you can address in OST?

3. Identify your Outcomes
   - How will you know if your program has been a success?

4. Plan your Activities
   - How can you use Project based Learning to meet your goals?
ORGANIZING CENTERS
Examples of Organizing Centers

A. **Homework Help and Basketball**: Students have an hour of homework help and when they’re done, they get to play Basketball in the Gym

B. **More Perfect Game**: Students finish school homework and then study the essential question: What makes a more perfect game of basketball? They study goal formation, practice court skills, analyze footage of college and professional games, practice live recording and editing skills, listen to sports commentators, and study the lives of famous players. Students use their understandings to play and record a game with commentators.

In this example set, Unit B
- Moves away from an activity to a bigger idea, concept, or essential question
- Can be explored from different perspectives, across content, place or time
- Is relevant and meaningful because it results in the application to something bigger than the school day
- Requires higher levels of thinking by asking students to analyze, evaluate and create
Case Study Exercise

- Based on the case study, what would be one topic you think you’d like to address in your afterschool program? What could be a title for a unit that would address that topic?
CHOOSE YOUR STANDARDS
Why use Academic Standards in Afterschool?

- What are the needs of your school?
- What standards help you serve those needs?
Case Study Exercise

- Which Illinois State Social and Emotional Standard(s) would be best aligned with the need articulated in the case study? Why did you choose that one?
Which Illinois State Social and Emotional Standard(s) would be best aligned with the need articulated in the case study? Why did you choose that one?

1. 1A.4a: Analyze how thoughts and emotions affect decision making and responsible behavior
2. 1B.4a Set priorities in build on strengths and identifying areas for improvement
3. 1C.4b Apply strategies to overcome obstacles to goal achievement
4. 2A.4a Analyze similarities and differences between one’s own and others’ perspectives
5. 2B.4a Analyze the origins and negative effects of stereotyping and prejudice
6. 2D.4a Analyze how listening and talking accurately help in resolving conflicts
7. 3A.4a Demonstrate personal responsibility in making ethical decisions
8. 3A.4b Evaluate how social norms and expectations of authority influence personal decisions and actions
IDENTIFY YOUR OUTCOMES
Understanding by Design works in all educational settings, both in the classroom and in the afterschool space.

The goal is always to increase understanding.

Using a backwards design framework, have to start with identifying our outcomes, what do you hope your youth will understand based on your programs AND HOW WILL YOU KNOW?
What outcomes are you hoping to achieve through your afterschool programming in this case study? What evidence would you look for to determine whether you’d met that goal?
PLAN YOUR ACTIVITIES
The Benefits of Project/Problem Based Learning

1. How is PBL different from “Doing a project”?
2. What should we look for in a good PBL experience?
Steps of PBL

**STEP ONE:** IDENTIFY OUTCOMES/ASSESSMENTS
**STEP TWO:** DESIGN THE SCENARIO
**STEP THREE:** INTRODUCE PBL
**STEP FOUR:** RESEARCH
**STEP FIVE:** PRODUCT PERFORMANCE
**STEP SIX:** ASSESSMENT
Using the idea of PBL, what activities could you introduce that would lead students towards solving the identified problem on their own?
PROGRAM ASSESSMENT

February 23, 2023
10am-11am
Fill this out by 12:30pm today to be entered into a raffle for a $10 Target gift card!
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