

CURRICULA AND ACTIVITIES

January 17, 2023

AGENDA

01

INTRODUCTION

Meeting norms, ACT Now, facilitator, recap

02

CASE STUDY

Example school to build curriculum plan

QUALITY CURRICULUM

Learn the four steps to building high-quality curriculum

Q&A

03

04

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 the Zoom platform (i.e., unmute, reactions, chatbox)



ACT NOW

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.



Advocacy



Connecting
Stakeholders



Professional
Development



Technical Assistance

FACILITATORS



NIKKI GILLANI

she/her

Afterschool Resources
& Support Specialist
(School Partnerships)



ANDREW HITZHUSEN

he/him

Afterschool Resources
& Support Specialist
(RPSA)

01

RECAP

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

OVERALL ESSER SPENDING

ESSER Funds Summary - State of IL – LEA (90%) – As of 9/28/22

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

Sustainability Timeline & Template



CURRICULA AND ACTIVITIES IN OST

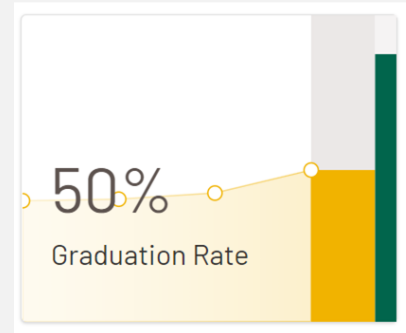
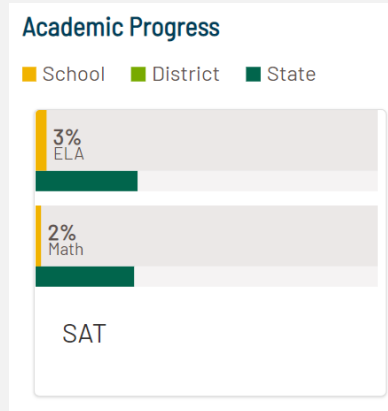
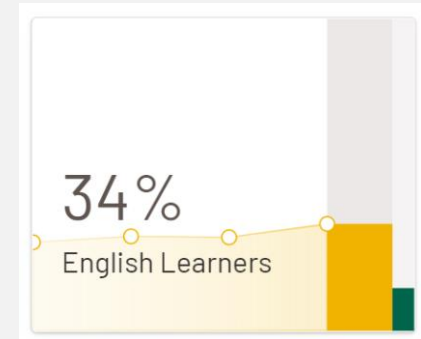
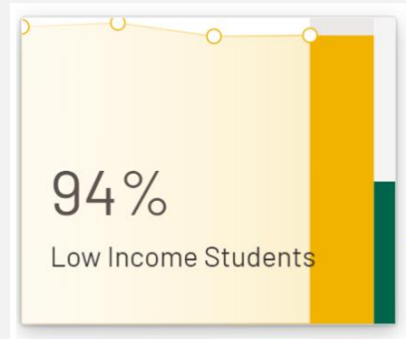
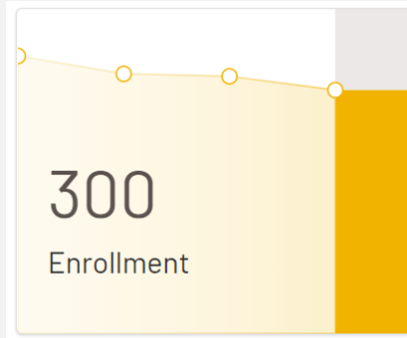
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02

CASE STUDY

CASE STUDY



03

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?

01

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?
-

02

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

03

IDENTIFY YOUR OUTCOMES

Backwards Design in OST

- 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?

Case Study Exercise



- 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?
-

04

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

Case Study Exercise

- Using the idea of PBL, what activities could you introduce that would lead students towards solving the identified problem on their own?
-

04

Q&A

Resources

[STEM Guidebook](#)

[ANCAL](#)

[Mizzen by Mott App](#)

[ISBE Standards](#)
[Page](#)

[ISBE Title Grants](#)
[Page](#)

[Ensuring High](#)
[Quality Curriculum](#)
by Angela Di Michele
Lalor

PROGRAM ASSESSMENT

February 23, 2023
10am-11am

EVALUATION

Fill this out by
12:30pm today to
be entered into a
raffle for a \$10
Target gift card!



THANKS



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