AGENDA

01
INTRODUCTION
Meeting norms, ACT Now, facilitators, recap

02
NEEDS ASSESSMENTS
Definition, importance, uses

03
ASSET MAPS
Definition, uses, examples

04
PROGRAM DESIGN
Available data sets, partnerships, analysis
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)

SUSAN STANTON
she/her
Network Lead
RECAP
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

- JANUARY 4, 2023
  Curricula and Activities

- FEB. 23, 2023
  Program Assessment
Afterschool Map & Database

2,381*
Afterschool/OST programs in Illinois

335
Programs serving before school, after school, and summer

1,098
Programs provide a free snack during program time

*Programs are self-reported and may not account for all existing programs in the state
CLOSING THE GAPS

- Individualized academic and behavioral progress monitoring
- Expand the school day/school year
- Provide out of classroom learning experiences (i.e. tutoring, before/afterschool, summer camps)
- Connect with community-based organizations for comprehensive support
- Enhance accessibility of academic and behavioral counseling services
- Enable work-based career development experiences
02

NEEDS ASSESSMENTS
Evaluates the current status of your target community or group. This will review what areas of need are prominent in the target community and allow you to prioritize goals.

DEFINITION

NEEDS ASSESSMENTS

Identify what gaps have contributed to stunted community growth and upward social mobility. Allows for the development of clear and defined goals that align with pressing needs.

IMPORTANCE
When writing a competitive application for funding, it is important to demonstrate need for the project.

When evaluating program performance and efficacy.

To show stakeholders, partners, and potential funders necessity.

To ensure that program services are aligned with needs of the community.
CONDUCTING AN ASSESSMENT

IDENTIFY PROJECT INTERVENTIONS
Use the project described in your grant application, or your developed project description, to know what priority areas to assess.

COMMUNITY OUTREACH
Ask the audience where their needs and interests lie. Use surveys and listening sessions to do this!

SUPPLEMENTAL RESEARCH
Use trusted databases to collect additional information and supplement outreach results.

GAP ANALYSIS
Use collected information to identify where gaps lie and where to intervene.
## Conducting Your Program Needs Assessment

Before planning and designing your program, your team should conduct a thorough needs assessment to gather data on student academic needs and find out what students want to do during the school year. Use the tables in each section to record needs and set priorities for your summer learning program.

### School-Level Data

**High-level data provide the big picture and give you a starting point from which to work.** Analyze needs by reviewing state assessment scores, attendance data, and behavior data. Use the guiding question examples to begin discussions with your team. Sample answers have been provided.

<table>
<thead>
<tr>
<th>Guiding Question</th>
<th>School-Level Data</th>
<th>Information Source</th>
<th>Priority (High, Med, Low)</th>
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<tbody>
<tr>
<td>When looking at school-day data (campus or school improvement plans, stated goals that a summer learning program could address, state assessment results, attendance, behavior, etc.), what are the overall trends? What is needed for improvement?</td>
<td>Goal: 80% of third-grade students will meet standards on math state assessment.</td>
<td>State assessment results</td>
<td>High</td>
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<td>When looking at the state assessment scores, what are the subject areas where students show deficits? Indicate the deficits for each grade level you will serve in your summer learning program.</td>
<td>Only 70% of third-grade students met standards on math state assessment.</td>
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<td>When looking at attendance reports, what trends do you see that need to be addressed?</td>
<td>15% of third-grade students have been absent 10 or more days this year.</td>
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<td>When looking at behavioral reports, what trends do you see that need to be addressed?</td>
<td>10% of our third-grade students averaged three or more discipline referrals this year.</td>
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</table>
ASSET MAPPING
An inventory of the strengths and resources within a community.

**ASSET MAPS**

**01**

**DEFINITION**

To understand resources, relationships, and structures within a community to bring change.

Promote community involvement, ownership, and empowerment.

**02**

**GOALS**
WHEN TO USE ONE

New Programs

- Taking note of what programs may already exist and what is still needed.

Program Services

- To determine new directions in your existing program and adjust offerings accordingly.

Build Community

- Include community members in constructing the map as an organizing tool.
Community Assets

Anything that improves the quality of community life. Assets include:

- Capacities and abilities of community members
- A physical structure or space (i.e., school, hospital, church, library, community center)
- A business that provides jobs and supports the local economy
- Association of citizens (e.g., neighborhood watch, parent teacher association)
- Local private, public, and nonprofit institutions or organizations
**Associations**
- Animal Care Groups
- Anti Crime Groups
- Block Clubs
- Business Organizations
- Charitable Groups
- Cultural Groups
- Disability/Special Needs Groups
- Education Groups
- Elderly Groups
- Health Advocacy and Fitness
- Heritage Groups
- Hobby and Collectors Groups
- Men’s Groups
- Mentoring groups
- Political Organizations
- Recreation Groups
- Religious Groups
- Service Clubs
- Social Groups
- Union Groups
- Veteran’s Groups
- Women’s Groups
- Youth Groups

**Individually**
- Gifts, Skills, Capacities, Knowledge and Traits of:
  - Youth
  - Adults
  - Artists
  - Welfare Recipients
  - People with Disabilities
  - Students
  - Parents
  - Entrepreneurs
  - Activists
  - Veterans
  - Ex-offenders

**Local Economy**
- For-Profit Businesses
- Consumer Expenditures
- Merchants
- Chamber of Commerce
- Business Associations
- Banks
- Credit Unions
- Foundations
- Institutional (purchasing power and personnel)
- Barter and Exchange
- CDCs
- Corporations & Branches

**Physical Space**
- Gardens
- Parks
- Playgrounds
- Parking Lots
- Bike Paths
- Walking Paths
- Forest/Forest Preserves
- Picnic Areas
- Campsites
- Fishing Spots
- Duck Ponds
- Zoos
- Wildlife Center
- Natural Habitats (coastal, marine, amphibian)
- Bird-watching Sites
- Star-gazing Sites
- Housing
- Vacant Land & Buildings
- Transit Stops and Facilities
- Streets

**Institutions**
- Schools
- Universities
- Community Colleges
- Police Departments
- Hospitals
- Libraries
- Social Service Agencies
- Non-Profits
- Museums
- Fire Departments
- Media
- Foundations
MENTI
## Community Asset Mapping

### Community Asset Mapping: Collect and Review Data

Complete the community asset mapping process with the program planning team. Review sources of community data and indicate key take-aways, the type of asset and potential program applications.

<table>
<thead>
<tr>
<th>Data Source</th>
<th>Key Take-Aways</th>
<th>Type of Asset</th>
<th>Potential Program Asset</th>
<th>Potential Engagement Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Club presentation by the Workforce Board</td>
<td>Mr. Jones indicated that they have an ongoing initiative to help train students and adults for career development.</td>
<td>□ Individual □ Association □ Institution □ Physical □ Connection/Exchange □ Culture/Stories/History</td>
<td>□ Career and Technology □ Art □ STEM □ Literacy □ Family Engagement □ Mentoring</td>
<td>□ Networking □ Coordinating □ Cooperating □ Collaborating □ Integrating</td>
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AVAILABLE DATA SETS

01 CENSUS
Poverty data, racial/ethnic data, educational attainment, employment status

02 IL REPORT CARD
Student academic achievement, low-income, absenteeism, truancy, ELL, teacher demographics

03 KIDS COUNT
Demographics, economic well-being, education, health data, safety and risky behaviors

04 ACT NOW MAP
Existing programs and partners statewide, number of students served, services offered, ages served
NEEDS AND ASSETS

NEEDS

Gaps to positive youth development (academic or social-emotional) that exist within the serviced community.

PARTNERSHIPS

ASSETS

Resources available within the target community that can be leveraged to meet needs.
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<thead>
<tr>
<th><strong>Asset</strong></th>
<th><strong>Need</strong></th>
<th><strong>Outcome</strong></th>
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<tbody>
<tr>
<td>Workforce board: Workshops for students and families</td>
<td>The OST program needs career and technology classes for youth and families to gain employability skills.</td>
<td>Activity workshops for high schoolers will occur twice a week for six weeks, and three workshops will be made available to adults.</td>
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</tbody>
</table>
RESOURCES

Asset Mapping Tool

Asset Mapping 101

Needs Assessment Tool

Scope of Afterschool Recording
Passcode: g8ck!Gb7

P20 Council’s Guidance Use of ESSER

ACT Now Weekly Newsletter
UPCOMING EVENTS

Membership Exchange
October 4, 2022
10:00am-11:00am

SEL Webinar
October 26, 2022
10:00am-11:00am

Community Schools Trainings
October 12, 2022
10:00am-12:00pm

Lights On Afterschool
October 20, 2022
CONNECTING WITH COMMUNITY PARTNERS

October 25, 2022
10:00am-11:00am
EVALUATION
THANKS

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