

# DESIGNING PROGRAMMING WITH A NEEDS ASSESSMENT AND ASSET MAPPING

September 22, 2022

# AGENDA

01

## INTRODUCTION

Meeting norms, ACT Now, facilitators, recap

02

## NEEDS ASSESSMENTS

Definition, importance, uses

## ASSET MAPS

Definition, uses, examples

03

## PROGRAM DESIGN

Available data sets, partnerships, analysis

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)



**SUSAN STANTON**

she/her

Network Lead

01

RECAP

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## 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.

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# 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\*

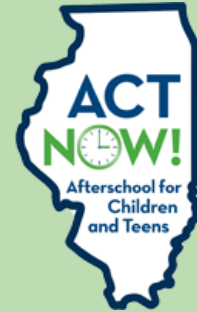
Afterschool/OST  
programs in Illinois

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/after school, summer camps)



Connect with community-based  
organizations for  
comprehensive support



Enhance accessibility of  
academic and behavioral  
counseling services



Enable work-based career  
development  
experiences

# MENTI



02

# NEEDS ASSESSMENTS

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# NEEDS ASSESSMENTS

01

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

02

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 TO USE ONE

Grants

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

Review

When evaluating program performance and efficacy.

Advocacy

To show stakeholders, partners, and potential funders necessity.

Services

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.



# MENTI



# NEEDS ASSESSMENT RESOURCE



## 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.

Guiding Question	School-Level Data	Information Source	Priority (High, Med, Low)
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?	Goal: 80% of third-grade students will meet standards on math state assessment.	State assessment results	High
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.	Only 70% of third-grade students met standards on math state assessment.		
When looking at attendance reports, what trends do you see that need to be addressed?	15% of third-grade students have been absent 10 or more days this year.		
When looking at behavioral reports, what trends do you see that need to be addressed?	10% of our third-grade students averaged three or more discipline referrals this year.		



03

# ASSET MAPPING

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# ASSET MAPS

01

An inventory of the strengths and resources within a community.

DEFINITION

02

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

Promote community involvement, ownership, and empowerment.

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

# EXAMPLE

## 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

## Individuals

Gifts, Skills, Capacities,  
Knowledge and Traits of:

- Youth
- Adults
- Artists
- Welfare Recipients
- People with Disabilities
- Students
- Parents
- Entrepreneurs
- Activists
- Veterans
- Ex-offenders

## 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

## 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

## Institutions

- Schools
- Universities
- Community Colleges
- Police Departments
- Hospitals
- Libraries
- Social Service Agencies
- Non-Profits
- Museums
- Fire Departments
- Media
- Foundations

# MENTI





# ASSET MAPPING RESOURCE



## 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.

Data Source	Key Take-Aways	Type of Asset	Potential Program Asset	Potential Engagement Level
<i>Service Club presentation by the Workforce Board</i>	<i>Mr. Jones indicated that they have an ongoing initiative to help train students and adults for career development.</i>	<input type="checkbox"/> Individual <input type="checkbox"/> Association <input type="checkbox"/> Institution <input type="checkbox"/> Physical <input type="checkbox"/> Connection/Exchange <input type="checkbox"/> Culture/Stories/History	<input checked="" type="checkbox"/> Career and Technology <input type="checkbox"/> Art <input type="checkbox"/> STEM <input checked="" type="checkbox"/> Literacy <input checked="" type="checkbox"/> Family Engagement <input type="checkbox"/> Mentoring	<input type="checkbox"/> Networking <input type="checkbox"/> Coordinating <input type="checkbox"/> Cooperating <input type="checkbox"/> Collaborating <input checked="" type="checkbox"/> Integrating
		<input type="checkbox"/> Individual <input type="checkbox"/> Association <input type="checkbox"/> Institution <input type="checkbox"/> Physical <input type="checkbox"/> Connection/Exchange <input type="checkbox"/> Culture/Stories/History	<input type="checkbox"/> Career and Technology <input type="checkbox"/> Art <input type="checkbox"/> STEM <input type="checkbox"/> Literacy <input type="checkbox"/> Family Engagement <input type="checkbox"/> Mentoring	<input type="checkbox"/> Networking <input type="checkbox"/> Coordinating <input type="checkbox"/> Cooperating <input type="checkbox"/> Collaborating <input type="checkbox"/> Integrating
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04

# PROGRAM DESIGN

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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.

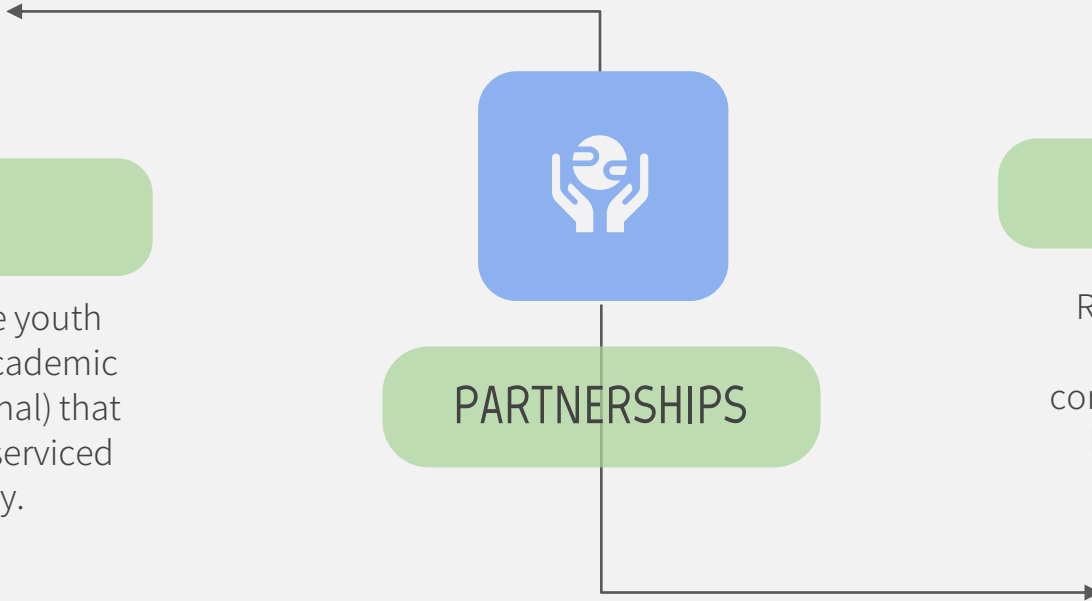


## PARTNERSHIPS



## ASSETS

Resources available within the target community that can be leveraged to meet needs.



# EXAMPLE

The OST program needs career and technology classes for youth and families to gain employability skills.

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## Asset

Workforce board:  
Workshops for students  
and families

## Need

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## Outcome

Activity workshops for high schoolers will occur twice a week for six weeks, and three workshops will be made available to adults.

The background features a light blue rounded rectangle at the top right and a light green rounded rectangle at the bottom left, both overlapping a white background. The word 'JAMBOARD' is centered in the blue area.

JAMBOARD

# RESOURCES

Asset Mapping  
Tool

Asset Mapping  
101

Needs Assessment  
Tool

Scope of Afterschool  
Recording

P20 Council's  
Guidance Use of ESSER

ACT Now Weekly  
Newsletter

Passcode: g8ck!Gb7

# 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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