

# Program Inventory

Date

Lead/Department

## Program | XX

## Contact | name, title, email

**Program Purpose(s):**

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|  Program Components ▶ |  Implementation Objectives ▶ |  Impact Objectives ▶ |  Evaluation Components ▶ | Data Collection Strategies and Methods |
| **What activities define our program?*** Program offerings, elements, inputs, and activities
* Program components are the pieces or parts to your program
 | **What are the direct results of the program component(s)?*** Process objectives, outputs, deliverables
* Implementation objectives capture what happens in the program
 | **How will we know if what we are doing is working?*** Short-, medium-, and long-term objectives
* Impact objectives capture the ways in which we know that what we are doing is having an effect
 | **What are we currently collecting, documenting, and/or measuring?*** The data currently collected by the program
* Evaluation components produce indicators used to determine impact.
 | **How are we measuring the progress of implementation and impact objectives?** * Create a Data Inventory Table that includes:
	+ Program Name
	+ Data Topic
	+ Data Name
	+ Data Details
	+ Data Collection Type
	+ Data Audience
	+ Collection Frequency
	+ Years of Collection
	+ Link to data or example of data
	+ Link to information or tool
	+ Point of Contact/Program lead
	+ What else should someone know?
 |

## Program | Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)

## Contact | name, title, email

**Program Purposes:**

* To increase awareness of mental health issues among school-aged youth.
* To provide training for school personnel and other adults who interact with school-aged youth to detect and respond to mental health issues.
* To connect school-aged youth (who may have behavioral health issues, including serious emotional disturbance or serious mental illness) and their families to needed services.

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|  Program Components ▶ |  Implementation Objectives ▶ |  Impact Objectives ▶ |  Evaluation Components ▶ | Data Collection Strategies and Methods |
| Illinois State Board of Education (ISBE):* Grant Management
	+ Peer review process for subgrantee submissions
	+ Reviewing subgrantee applications and budget
	+ Communications to grantees
	+ Monitoring: biannual communication (phone call) with grantees, assessing risk throughout the year, on-site visits
* Technical Assistance (TA)
	+ Professional development (PD) advisory group determines PD and TA for subgrantees through needs assessment.
	+ Annual evaluation workshop for subgrantees; Annual fall workshop to review expectations; Annual spring conference focused on best practices
	+ ISBE consultants make quarterly calls to subgrantees and provide TA as needed.
* External Partnerships
	+ Contracts with Northern Illinois University and Learning Point Associates/AIR to provide TA to subgrantees and a statewide evaluation of ISBE
	+ Contract with Education Development Center (EDC) for local evaluation
* Resources
	+ Agency 21st CCLC website
	+ Building Quality in Afterschool portal
	+ Illinois Interactive Report Card (IIRC) benchmarking tool to search for best practices in other states

Centers:* Management of programs (project director of grant): Data collection and reporting, record keeping, fiscal management, providing PD for staff, monitoring attendance at PD (state and site level)
* Project director and site-level staff create program implementation plan.
* Site-level record keeping
* Student health and safety: Students are provided quality programming.
* Communication with the school
* Communication with students and families
 | ISBE:* Statewide evaluation
* Data and benchmarking tool
* Topics for PD and TA for subgrantees
* Training and workshops for centers’ staff
* Sustainability plan, including details of coordination and collaboration efforts (statewide*)*

Centers:* Program Support:
	+ *Sustainability plan, including details of coordination and collaboration efforts (program level)*
	+ Developing programming
	+ Finding/hiring quality staff
	+ Student recruitment/retention efforts
	+ Evaluation of programming
	+ Linkage to school day
	+ Feedback from school: School-day teacher completes survey about student improvement
* Family Engagement:
	+ Sessions for parents and caregivers (enrichment and support services)
	+ Family activities: Students and caregivers engaging together
* Center Activities:
	+ Academic supports for students
	+ Opportunities for students in technology, arts, music, theater, sports, and other recreational activities
	+ College- and career-ready skill development
 | Initiative Goals:* Goal 1: Schools will improve student achievement in core academic areas.
* Goal 2: Schools will show an increase in student attendance and graduation from high school.
* Goal 3: Schools will see an increase in the social-emotional skills of their students.
* Goal 4: Programs will collaborate with the community.
* Goal 5: Programs will coordinate with schools to determine the students and families with the greatest need.
* Goal 6: Programs will provide ongoing PD to program personnel.
* Goal 7: Programs will collaborate with schools and community-based organizations to provide sustainable programs.

Additional Center Goals:* Retain students in programming, especially at middle and high school levels.
* Increase family participation.
 | Note: Each program conducts a local evaluation that is submitted to EDC, and they synthesize the data.Matriculation* Dropout rates
* Graduation rates
* Retention rates
* Promotion rates
* Enrollment in college

Student Assessment* Student scores on state assessment
* Improved grades
* ISBE social-emotional descriptors

Student Behavior* Student violence and suspension data
* Number of students using drugs and alcohol
* School attendance improvement

Programming* Enrichment activities offered
* Type and extent of collaboration
* Family, student, and staff surveys

Professional Development* Number of workshops and topics
* Attendance and evaluation of workshops’ effectiveness
 | * Review data collection strategies and methods in the Wellness Initiative Data Inventory
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## Sample Data Inventory

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| **Program Name** | **Data Topic** | **Data Name** | **Data Details** | **Data Collection Type** | **Data Audience** | **Frequency of Collection** | **Years of Collection** | **Link to data or example of data**  | **Link to information or tool** | **Program Lead(s)** | **MISC: What else should someone know?**  |
| *Example Program* | *Student Achievement* | *NWEA Map Assessment (K-2)* | *MAP Growth K-2 is a diagnostic and computerized adaptive assessment in reading and mathematics, specifically tailored to the needs of early learners.* | *Assessment* | *Students* | *Anually, EOY* | *FY12+* | [*Assessment Reports*](https://www.cps.edu/about/district-data/metrics/assessment-reports/) | [*NWEA Map Growth K-2 (2019-2020)*](https://www.cps.edu/globalassets/cps-pages/academics/student-assessments/nwea_map_growthk-2factsheet_sy20.pdf) |   |   |