

# 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 |

## 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) |  |  |