

Interpreting the Program Inventory

The Program Inventory (PI) helps to identify strengths and gaps in what your program is doing. To help interpret responses to the PI, answer the following questions.

Program Status. Is your program new or does it have new staff? Would you expect to list the status of many elements as not in place or under development because your program or staff is new?

- Is your project newly funded or a continuation?
- How many program staff is in place? How many program staff needs to be hired?

Program Planning. How clear of a picture does your program have of its current elements and future directions?

- Has your program done a needs assessment?
- Has your program reviewed internal and external data?
- Has your program developed a strategic plan?
- To what extent does the status of the elements (i.e., not in place, under development, partially in place, in place) reflect identified needs and your strategic plan?
- To what extent does the status of the elements reflect your work plan?

Elements. What is the breadth of your program's elements? Does your program focus on some types of elements rather than others? Does the status of the elements reflect current and future planned activities? Is your program developing or implementing elements that should be logically implemented before others?

- Are elements partially in place or in place more for some PI components rather than others?
- Are some elements more likely to be partially in place or in place for certain kinds of activities and products?
 - Policies.
 - Guidance.
 - Curricula.
 - Resources.
 - Health services (for asthma).
 - Collaborations (e.g., types of partners; establishing MOUs; and types of collaborative activities).
 - Evaluation activities (e.g., Indicators for School Health Programs; School Level Impact Measures; and success stories).
- Among the elements that are in place, how should they be further implemented or maintained?

For CSHP/PANT

- To what extent do elements that are under development, partially in place, or in place, address the following:
 - CSHP.
 - Physical activity.
 - Nutrition.
 - Tobacco-use prevention.

For HIV prevention and asthma management

- What kinds of elements are under development, partially in place, or in place?
- How embedded are the elements in CSHP?

Over time. You are required to complete the PI in the 1st and 5th years of your cooperative agreement, and are encouraged to complete a PI in your 2nd or 3rd year as well. The following are some questions you may ask as you review additional PIs:

- Have staff changes occurred?
- What elements have changed status from not in place or under development?
- What elements remain not in place or under development?
- What elements have changed status from in place to partially in place or to under development?
- Does the status of the elements reflect plans to emphasize elements at particular times?
- Are logically prior elements partially in place or in place?
- How does the status of the elements reflect your strategic plan? How does the status of the elements reflect your workplan?
- Does your strategic plan or workplan need to be changed? Do your program elements need to be refocused?
- What is the quality of the elements that are partially in place or in place?
- Do the elements that are partially in place or in place follow state and national program guidance?