



Communities in Action

NATIONAL ASTHMA FORUM

WASHINGTON, DC JUNE 17-18, 2010

School Settings Break In Penn Quarter AB



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Seton Asthma Center

Delivering School-Based Tailored
Environmental Interventions

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Seton Family of Hospitals

- **Not-for-profit integrated health care system**
- **Population Served:** 11 counties with a population of 1.8 million; 25% are uninsured; 225,000 with asthma
- **Key Partners:** American Lung Association of the Central States, Integrated Care Collaboration, Central Texas Asthma Coalition, Austin Independent School District

School-Based Environmental Interventions

- Seton delivers school-based environmental interventions by:
 - Training school nurses to assess and treat asthma
 - Partnering with schools to ensure asthma action plans are in place for children
 - Educating school staff and parents in the schools
 - Promoting asthma-friendly schools through CTAC

School-Based Environmental Interventions

- School-based asthma management is coordinated with clinical care by:
 - School-based identification of students treated for asthma
 - Screening for funding eligibility for uninsured students
 - Connecting case managers, primary care providers, and school nurses in a network of care around children with asthma
 - Transitioning children to a medical home

School-Based Environmental Interventions

Activities	Outputs	Outcomes	Impact
<ul style="list-style-type: none">• Train school nurses to assess and treat asthma	<ul style="list-style-type: none">• School nurse documentation of students with asthma and referrals to Seton Asthma Center for case management	<ul style="list-style-type: none">• Improved care coordination between primary care providers, case managers and school nurses	<ul style="list-style-type: none">• Reduced ED visits and hospitalizations for asthma• Improved patient QOL

Evaluation of School-Based Environmental Interventions

EPA's 2010 National Asthma Forum

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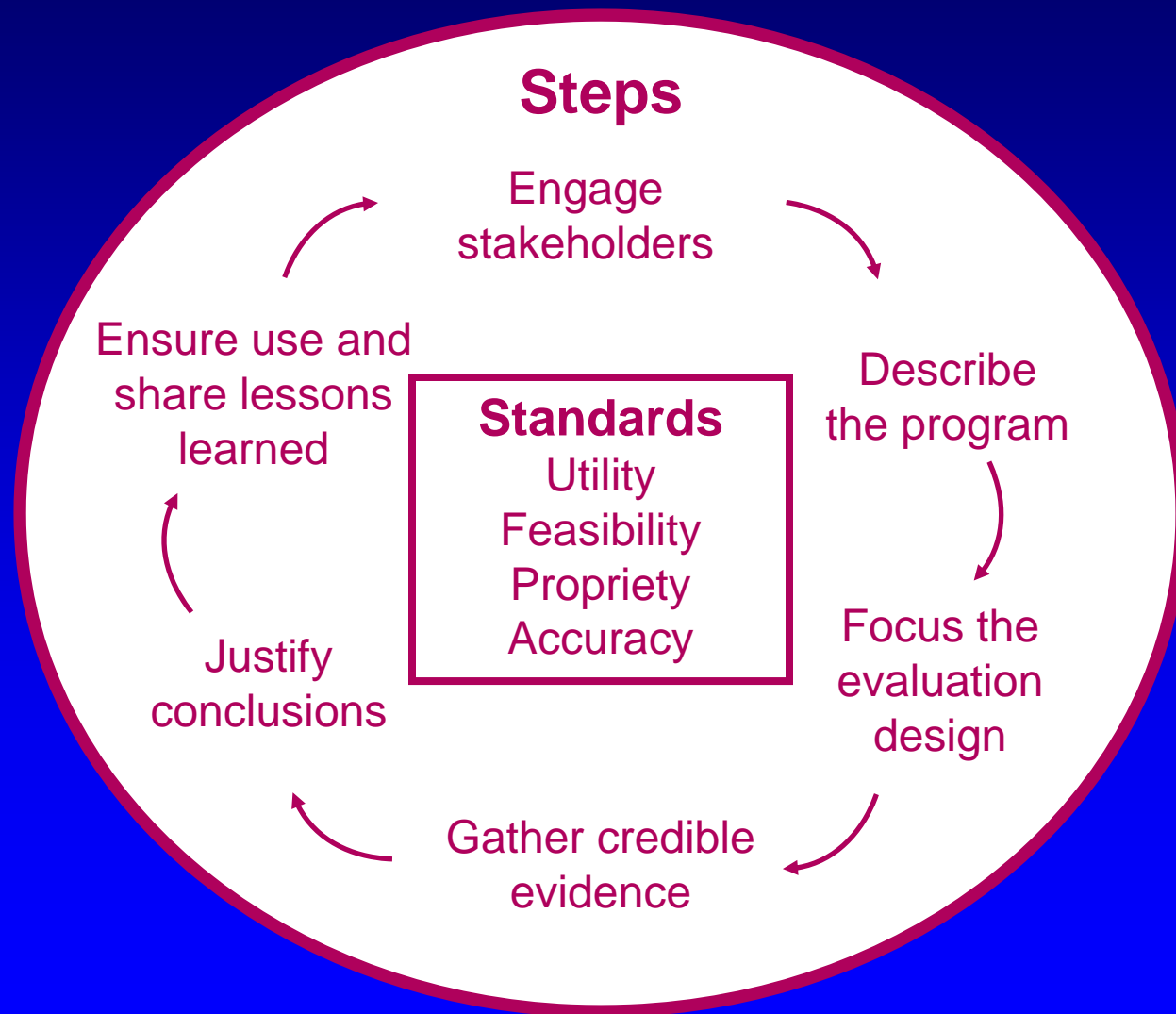
Division of Adolescent and School Health
Centers for Disease Control and Prevention

Objectives:

▲ Participants will be able to:

- List the six steps of the CDC Framework for Evaluation;
- Explain an excerpt from a sample logic model for school-based environmental interventions;
- Identify possible sources of credible data for school-based asthma program evaluation; and
- Explain the main requirement for evaluation.

CDC Evaluation Framework



Source: <http://www.cdc.gov/eval/framework.htm>

Step 1: Engaging Stakeholders

- ▲ Stakeholders – persons involved in or affected by the program and primary users of the evaluation
- ▲ Why engage stakeholders?
 - Make evaluation useful
 - Increase credibility
 - Help protect participants

Step 2: Describing the Program

- ▲ Need
- ▲ Expected Effects
- ▲ Activities
- ▲ Resources
- ▲ Stage of Development
- ▲ Context
- ▲ Logic Model

Step 2: Describing the Program Logic Model

- A visual depiction of how your program is intended to work
- Shows relationships between elements of the program and expected changes
- Being able to think logically is really the main requirement for evaluation

Excerpt of Logic Model for School-Based Environmental Interventions



Step 3: Focusing the Evaluation Design

▲ Consider:

- Purpose
- Users
- Uses
- Evaluation questions
- Methods
- Agreements

Step 4: Gathering Credible Evidence

- Allows for sound judgments and well-supported recommendations
- Credibility of evidence can be impacted by:
 - Indicators
 - Sources (of data)
 - Quality
 - Quantity
 - Logistics

Excerpt of Logic Model for School-Based Environmental Interventions



Step 4: Gathering Credible Evidence

- ▲ Sources of data
 - Consider more than one source (students, policies) and more than one type (qualitative, quantitative)
- ▲ Quality of data
 - Impacted by instruments, procedures, sources, data management, coding, error-checking, and other factors
- ▲ Quantity of data
 - To ensure conclusions can be made with confidence
- ▲ Logistics
 - Methods, timing, and infrastructure for collecting and handling data

Step 5: Justifying Conclusions

- Conclusions linked to the evidence; judged against agreed-upon values or standards (set by stakeholders)
- Interpretation, judgments, recommendations
- Remain aware of the limitations

Step 6: Ensuring Use and Sharing Lessons Learned

- ▲ Plan for using data from the beginning
- ▲ Critical elements:
 - Design evaluation for its intended use
 - Prepare stakeholders to receive and use findings
 - Get feedback from stakeholders throughout the process
 - Have a plan for communicating findings and following up on next steps

To Sum It Up

▲ We've discussed:

- Six steps of the CDC Framework for Evaluation;
- Using logic models for school-based asthma environmental interventions;
- Sources of credible data for school-based asthma program evaluation;
- The main requirement of evaluation (thinking logically).

Questions?

