

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
Train school nurses to assess and treat asthma	 School nurse documentation of students with asthma and referrals to Seton Asthma Center for case management 	• Improved care coordination between primary care providers, case managers and school nurses	 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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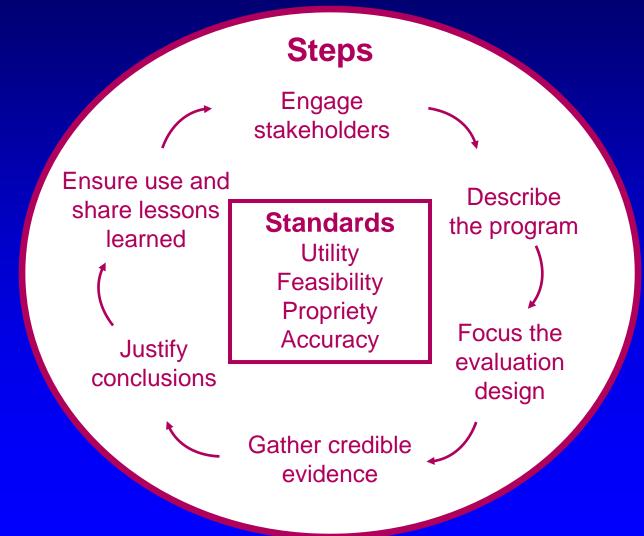


Objectives:

- 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





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

ACTIVITIES

- -Build partnerships
 - Facilities personnel
 - •Risk management team
 - School health personnel
 - Parents & families
- -Identify & educate policy makers
- -Establish 'asthma-friendly' policies and/or protocols (EMP, IPM, IAQ, etc.)
 - •Tobacco-free (including smoking cessation)
 - Green cleaning products
 - Perfumes/fragrances
 - Aerosols
 - Pets in classroom
- -Educate stakeholders on environmental policies/practices
 - •School maintenance & custodial staff
 - District facilities staff
 - Bus drivers
 - •Risk management personnel
 - Parents
 - Teachers/coaches
 - Students

OUTPUTS

- -Partners participate in activities
 - Attend meetings
- Help provide resources
- •Provide program input
- -Policy makers identified
- -Presentations conducted
- -Information exchanges take place
- -Asthma-friendly' policies and/or protocols established
- -Trainings on policies and practices provided for stakeholders

Short-Term

- -▲ collaboration among school and district staff, parents/families, and community
- -▲ support for implementing 'asthmafriendly' policies and/or protocols
- number of schools/districts that implement 'asthmafriendly' policies and/or protocols
- -▲ number of staff trained to implement and enforce 'asthma-friendly' policies/protocols
- number of staff who understand 'asthmafriendly' policies and/or protocols

OUTCOMES Intermediate

- -▲ or maintained availability of resources
- ▼ number of students reporting asthma symptoms at school
- ▼ number of students sent home from school because of asthma exacerbations
- ▼ limitation to physical activity due to asthma

Long-Term

- -Improved academic performance of students with asthma
- -Improved QOL for students with asthma & their families
- -▼ ED visits for asthma
- -▼ hospitalizations for asthma



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



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Data Sources

- Meeting attendance records
- Meeting minutes
- •Documents related to funding and resources
- Partner resource databases
- Contact list for policy makers
- Attendance records
- Presentation materials
- Venues of presentation
- •Staff records of information exchanges
- Drafts for policy/protocol language
- Minutes from school board meeting documenting policy discussion and adoption
- •Documentation of the policy in district and/or school manuals
- Training materials
- Attendance records

Short-Term

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Data Sources

- Meeting attendance records
- •Meeting minutes
- Documents related to funding and resources
- Partner resource databases
- •Newspaper clippings, interview transcripts, etc. documenting partners publicly advocating for programs
- •Letters of support from partners
- •Official endorsements and sponsorships of resources and activities
- Documentation of the policy in district and/or school manuals
- •Records of policy communication and monitoring of activities
- •Training attendance records
- •Pre- and posttests used in staff trainings

OUTCOMES Intermediate

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Long-Term

- -Improved academic performance of students with asthma
- -Improved QOL for students with asthma & their families
- -▼ ED visits for asthma
- V hospitalizations for asthma

Data Sources

- -Increased or maintained availability of resources
- Funding records
- ▼ number of students reporting asthma symptoms at school
- Symptom tracking logs
- ▼ number of students sent home from school because of asthma exacerbations
- Attendance and early release records from school office
- ▼ limitation to physical activity due to asthma
 •Symptom tracking logs

- **Data Sources**
- -Improved academic performance of students with asthma
- GPA/standardized tests
- -Improved QOL for students with asthma & their families
- QOL assessments
- ▼ ED visits for asthma& ▼ hospitalizations for asthma
- •SCHIP, Medicaid, or insurance data (state, district, or GIS mapping data)

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?



