

**1st Quarter Asthma Surveillance Collaborative
(LASC) Meeting**

Thursday, September 23, 2010

1:30 PM-3:30 PM

Henry Nuss, Ph.D., Program Evaluator

LAMP 5-YEAR STRATEGIC EVALUATION PLAN

Basic Understanding of Evaluation

- ⦿ What is it?
- ⦿ “The systematic collection of information about program activities, characteristics, and outcomes of programs to make judgments about the program, improve program effectiveness, and/or make decisions about future program development.”

Patton, M. Q. (1997). Utilization-focused evaluation. Thousand Oaks, CA: Sage

Basic Understanding of Evaluation

- ⦿ How do we do it?
 - Decide what's important to program success
 - Collect related information (data)
 - Analyze it
 - Make a decision
 - Share findings

Basic Understanding of Evaluation

- ① What can we evaluate?
- ② Process
 - Are we doing what we said we were going to do?
- ③ Impact
 - Effect to which program has met short-term goals and objectives.
- ④ Outcome
 - Effect to which program has met long-term (5 year) goals and objectives.

Basic Understanding of Evaluation

- ◉ Why do we need to do it?
- ◉ **Program planning and organizational improvement.**
 - Provide information about the program.
 - Provide insight for planning and decision making about each program component. Example: why delays in follow-up?
 - Help to focus efforts on areas of need.
- ◉ **Knowledge development.**
 - Important to know what works and what doesn't.
 - Use findings as the foundation for overall program planning, monitoring and improvement.

Basic Understanding of Evaluation

- ⦿ **What do we want to learn from it?**
- ⦿ **Implementation:** Were your program's activities put into place as originally intended?
- ⦿ **Effectiveness:** Is your program achieving the goals and objectives it was intended to accomplish?
- ⦿ **Efficiency:** Are your program's activities being produced with appropriate use of resources such as budget and staff time?
- ⦿ **Cost-Effectiveness:** Does the value or benefit of achieving your program's goals and objectives exceed the cost of producing them?
- ⦿ **Attribution:** Can progress on goals and objectives be shown to be related to your program, as opposed to other things that are going on at the same time?

Overview of the Strategic Plan Document

- ◎ 33-page document describing:
 - purpose of the plan
 - major evaluation components
 - methods for plan review and updates
 - evaluation process and methods
 - communication plan
- ◎ Designed to be a broad, comprehensive plan to cover the 5-year period.
- ◎ Considered a work in progress.

Purpose of Plan

- To establish criteria by which various aspects of LAMP can be evaluated. The following are intended results of the successful implementation of this evaluation plan:
- to determine the program's impact on participants, such as increased asthma awareness, and quality of life (reduced or elimination of asthma-related symptoms)
- identify and describe program strengths and weaknesses so that adjustments to operations can be made
- provide information to stakeholders and sponsors such as the effects, potential limitations, or apparent strengths of the program
- recommend changes and improvements
- ensure quality and accountability
- keep staff informed on the status and progress of the program in regards to process and outcomes
- help to prioritize activities and resources by identifying program components that are most effective or critical; and
- assist in the planning and delivery of current and future services

Plan Review and Updates

- Evaluation Workgroup will meet to revise the plan on a yearly basis.
- Quarterly meetings will be held to update the Evaluation Workgroup on individual evaluation plans.
- Proposed LAMP Strategic Evaluation Plan Review and Update Meetings in 2010 – 2011 (exact dates may vary due to availability, holidays, etc.):
 - September 30th, 2010
 - December 8th 2010
 - March 30th, 2011

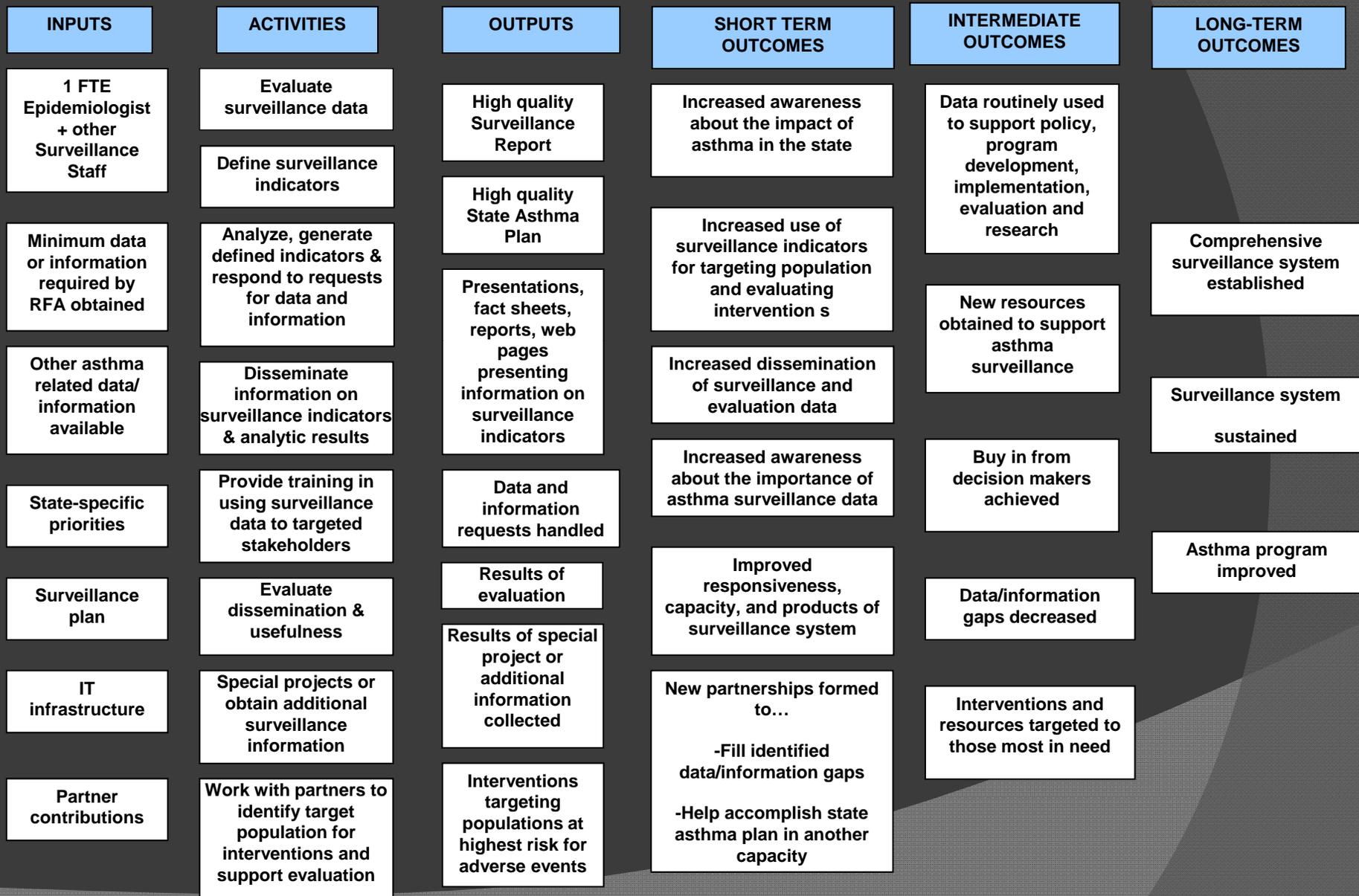
Evaluation Process and Methods

- ◎ The evaluation process that LAMP will follow is based on the CDC 6-Step Evaluation Framework, as outlined below.
 1. Engage the Stakeholders
 2. Describe the Program
 3. Focus the Evaluation Design
 4. Gather Credible Evidence
 5. Justify Conclusions
 6. Ensure Use and Share Lessons Learned

Major Program Component

1. **Surveillance:** Surveillance of data related to the incidence of asthma in Louisiana will be used to assess progress towards disease elimination goals. This information is used to characterize persons with asthma, particularly those who are at increased risk to experiencing asthmatic episodes, or areas so that additional intervention efforts can be focused to reduce disease incidence.
2. **Partnerships:** Key to the success of LAMP is establishing and maintaining effective and lasting partnerships with those who have an interest in the wellbeing of the community. Partnership members will include members from local health agencies, universities, institutions, and dedicated community members. With valuable partnership feedback, LAMP will develop and maintain an effective asthma prevention program.
3. **Interventions:** Effective interventions are the most important components of any disease prevention program. This program area represents how LAMP will physically interact with the community with the expressed intent to influence behaviors. Therefore, these interventions must be carefully researched, planned, implemented, monitored and evaluated.
 - Provide asthma education of Healthcare Providers
 - Provide asthma education of School Faculty, Staff, and Nurses
 - Provide asthma education of Healthcare Facilities

LAMP Data and Surveillance Evaluation



Surveillance Evaluation Activity

Activity	Collect and analyze data. Maintain database.
Who's responsible	Data and Surveillance Workgroup
Description of Activity	LAMP epidemiologists and data analysts will collect and analyze data as identified in the Louisiana state plan.
Contribution to Program Outcomes	Provide evidence of program effectiveness. Database to monitor progress.
Evaluation Questions	<p>Does the state have access to and the capacity to analyze the minimum datasets that CDC believes they need to inform program planning and adequately assess trends in asthma over time?</p> <p>What is the asthma prevalence, mortality, morbidity?</p> <p>Has there been any change over time since LAMP began?</p> <p>Are analyses useful to LAMP staff, partners, and stakeholders?</p>

Timeline	2009 -2010	2010-2011	2011-2012	2012-2013	2013-2014	
Activities to be Evaluated	Identify existing data sources for assessing asthma burden on La prior to initiation of interventions.	Continue data collection and analysis.	Continue data collection and analysis.	Continue data collection and analysis.	Continue data collection and analysis.	
		Develop data collection instruments	Identifying gaps in data	Reassess usefulness of data collection instruments.	Determine effectiveness on achieving long-term goals.	
		Expanding data collection capacity	Expanding data collection capacity	Identifying gaps in data necessary to assess program effectiveness.		
		Adopt existing survey instruments to collect data on asthma related activities in target populations.	Determine program effectiveness on achieving mid-term goals			
Capacity Building Activities		Updating data analysis software and databases.	Data analysis training (as needed).			
		Maintain diversity of workgroup.	Expertise provided as necessary.			
		Enhance existing workgroup membership to include members from Medicare and Louisiana Association of Health Plans (LAHP)				

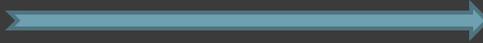
Surveillance Evaluation Activity

Activity	Disseminate Burden Data
Who's responsible	Data and Surveillance Workgroup
Description of Activity	Collect, analyze data. Develop report and disseminate to state and area lawmakers, statewide partners in healthcare, and community advocates.
Contribution to Program Outcomes	Increase awareness, burden of asthma-related costs of hospitalization, including non-clinical related burden to families; benefits of asthma-friendly policy changes.
Evaluation Questions	<p>Who is the report disseminated to?</p> <p>Is the message appropriate for each target audience?</p> <p>How have findings from analyses of surveillance data been used by stakeholders?</p> <p>What other communications materials (beyond the surveillance report) are used to disseminate analytic findings to stakeholders?</p>

Timeline	2009 -2010	2010-2011	2011-2012	2012-2013	2013-2014
Activities to be Evaluated	Louisiana asthma data collected. Database created. Make asthma information available on LAMP website.	Initial (baseline) burden report created. Identify stakeholders who will be informed on program progress, impacts. Disseminate asthma surveillance to assist in planning and policy development.	Prepare and submit yearly burden reports for stakeholders.	Prepare and submit yearly burden reports for stakeholders.	Determine program effectiveness on achieving long-term goals Prepare final burden report for stakeholders. Database maintenance. Publish LAMP information in journals, news articles, and other media.
			Database maintenance. Publish LAMP information in journals, news articles, and other media.	Database maintenance. Publish LAMP information in journals, news articles, and other media.	
Capacity Building Activities	Hiring epidemiologist. Develop Data and Surveillance Workgroup.	Maintain diversity of workgroup.	Check appropriateness of reports for specific stakeholders (feedback).		
	Identifying data sources.	Establishing report “formula” for specific stakeholders and target audiences.	Establishing partnerships with connections to new and needed data sources.		
		Provide training on utilization of data to asthma program stakeholders			

LAMP Partnership Evaluation

Implementation 

Planning 

Regional Asthma Coalitions

Who is involved?

Membership composed of individuals and organizations who can influence behavior, professional groups, systems and policy.

Measured by:

Membership composition. Roles and responsibilities. Recruitment.

How do they interact?

Structure of coalition, operating procedures for collaboration, action, and improvement.

Measured by: Defined roles and responsibilities. Partnership structure. Self-assessment. Group dynamics. Demonstration of collaboration and contribution. Leadership. Perceived barriers/facilitators.

Activities, roles and responsibilities established.

Implementation of activities.

Actions

Coordinate and initiate LAMP activities/interventions throughout the region.

Prioritize elements of the state plan.

Maintain partnerships and build capacity.

Communicate important messages to key audiences and stakeholders.

Increase asthma knowledge and promote care skills.

Help identify new funding sources.

Implement interventions.

Measured by surveillance and intervention indicators.

Results

Established, self-sustaining partnerships and asthma regional coalitions.

Improved awareness, asthma prevention and control.

Measured by:

Changes in policy, staffing, or funding within partner organizations and regional coalitions.

New partnerships and strengthening of coalitions.

Synergy, coordination, credibility, and access to key organizations and populations within the community.

Identify reliable resources for use in the future.

Partnership Evaluation Activity

Activity	Build and Maintain Regional Asthma Coalitions.
Who's responsible	Who is responsible: Community Outreach, Asthma Regional Coordinators (ARC**)
Description of Activity	LAMP Asthma Regional Coordinators will establish and sustain active regional coalitions.
Contribution to Program Outcomes	Increase activity at the regional level that guides the implementation of the state's asthma plan through newly established partnerships.
Evaluation Questions	<p><u>Membership Composition/Structure:</u> What is the structure of the individual regional coalitions? Is the RAC membership diverse?</p> <p><u>RAC Activities:</u> What do they do? Are the regional coalitions functional, sustainable? How do the RACs coordinate asthma-related activities?</p> <p><u>Roles and Responsibilities:</u> Are there clear roles and responsibilities for partners?</p>

Timeline	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Activities to be Evaluated	Identify potential members in selected regions of the state.	Establish organized RACs in selected regions.	Maintain membership and diversity.	TBD	Determine program effectiveness on achieving long-term goals
	Conduct initial partnership meetings.	Describe membership for each region.	Evaluate partnerships		
		Monitor RAC activities.			
		Solicit feedback on satisfaction with program.	Determine program effectiveness on achieving mid-term goals		
Capacity Building Activities		Conduction RAC partnership meetings to establish roles and responsibilities.	Continue to reach out to community members and groups for support.		
		Provide asthma related education and trainings.	Provide advice, guidance to maintaining coalitions.		

Partnership Evaluation Activity

Activity	LAMP visibility and public relations (PR).
Who's responsible	Community Outreach, Asthma Regional Coordinators (ARC**)
Description of Activity	LAMP will promote the existence and use of resources (e.g., ULM asthma helpline, social media, asthma action plan) within communities; provide specialist training/awareness sessions within the community.
Contribution to Program Outcomes	This action will create awareness and use of asthma-related resources available to the community.
Evaluation Questions	<p>Is LAMP participates in regional/statewide outreach events?</p> <p>Does the LASC help to increase visibility and PR regarding LAMP 5-year goals?</p> <p>Do the RACs help to increase visibility and PR regarding LAMP 5-year goals?</p> <p>Have LAMP community outreach activities influenced/initiated any asthma-friendly policy changes (e.g., asthma educator reimbursement)?</p>

Timeline	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Activities to be Evaluated	Identify partners and establish Community Outreach workgroup.	# of LAMP participants in regional/statewide outreach events.	Assess LAMP visibility in community.		Determine program effectiveness on achieving long-term goals .
		Participate in policy development by providing data.	Assess community awareness/training activities.		
			Participate in policy development by providing data.		
			Determine program effectiveness on achieving mid-term goals.		
Capacity Building Activities		Identifying and utilizing avenues for asthma-related public health communications.	Continuing support and trainings for ARCs.		

LAMP Intervention Evaluation: Education

Inputs	Activities	Outputs	Immediate Outcomes	Short -term Outcomes	Intermediate Outcomes	Long-term Outcomes
<p>State</p> <ul style="list-style-type: none"> ○ Funding - CDC - Other ○ Funding ○ Training/T A ○ Material development ○ Dissemination ○ Leadership and/or coordination ○ Priorities <p>Partner contributions:</p> <ul style="list-style-type: none"> • Funding • Training/T A • Materials • Dissemination • Leadership and/or coordination 	<p><i>State Asthma Program and/or Partners Conduct:</i></p> <p>Recruitment of training sites (e.g., schools, daycares)</p> <p>Train the trainer(s)</p> <p>Training material development</p> <p><i>Trainers Provide: Training to:</i></p> <ul style="list-style-type: none"> ○ School/child care staff (office staff, teachers, aides, coaches) ○ School nurses ○ Custodians or public health person ○ Families <p>Materials or checklists developed</p>	<p><i>State Asthma Program and/or Partners Track:</i></p> <p>Inventory of recruited sites</p> <p>Site trainings</p> <p>Training materials</p> <p>Log for tracking training costs</p> <p>Costs/training</p> <p><i>Trainers Track:</i></p> <p>Inventory of recruited sites</p> <p>Site trainings</p> <p>Training materials</p> <p>Costs of training</p> <p>Frequency of training</p>	<p>Increased staff knowledge and skills, such as:</p> <ul style="list-style-type: none"> -Identification of students with asthma -Proper inhaler technique -Methods for identifying & reducing asthma triggers -Use of action plans - Resources and contacts for students with asthma <p>Increased staff confidence</p>	<p>Increased identification of students with asthma</p> <p>Staff help students use proper equipment technique</p> <p>Environmental assessment is conducted</p> <p>Increase in number of asthma action plans</p> <p>Increase in number of staff who know about and can access asthma action plans</p> <p>Staff plan for implementing asthma control & management</p>	<p>Improved student management of asthma</p> <p>Environmental problems are remedied</p> <p>Improved responsiveness, capacity, and coordination of staff in managing students' asthma</p> <p>More coordinated school-home-provider asthma management</p>	<p><u>Reduced Asthma Morbidity/Mortality</u></p> <p><u>Appropriate Health Care Utilization</u></p> <p>Fewer hospitalizations, emergency room and urgent outpatient visits</p> <p><u>Decreased Asthma Disparities</u></p> <p><u>Improved productivity</u></p> <ul style="list-style-type: none"> - Improved academic performance -Fewer missed school days <p><u>Improved Quality of Life</u></p> <ul style="list-style-type: none"> - Fewer activity limitations - Increased symptom-free days - Improved health-related quality of life

Intervention Evaluation Activity

Activity	Educate healthcare providers (HCP) and professionals.
Who's responsible	Education Workgroup, Asthma Regional Coordinators (ARC), Asthma Educators.
Description of Activity	LAMP will provide education to Louisiana healthcare providers and professionals on the updated NAEPP guidelines.
Contribution to Program Outcomes	Increase the number of providers who provide patient-centered care. Increased number of Asthma Action Plans in place. Increase in % of patients who receive care.
Evaluation Questions	<p>How are the actual HCP trainings being done?</p> <p>What are the best methods/practices? Specific to MD's, nurse practitioners.</p> <p>Differences between nurses vs. MDs? E.g., Nurses do more follow-up.</p> <p>Are the trainings received well by HCPs?</p> <p>What are barriers/facilitators to trainings?</p> <p>Has utilization of guidelines increased among trained healthcare providers?</p> <p>Has patient compliance improved? Result of HCP or patient? What are barriers/facilitators to patient compliance?</p>

Timeline	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Activities to be Evaluated	Select ARCs, train.	Select Asthma Educators.	HCP satisfaction with LAMP services.		Determine program effectiveness on achieving long-term goals
		Select criteria to assess quality of education delivery.	Promote HCP use of guidelines.	Promote HCP use of guidelines.	
		Promote HCP use of guidelines.	Support provider reimbursement for services (asthma educators)		
			Determine program effectiveness on achieving mid-term goals (see Fig.1).		
Capacity Building Activities		Developing/adapting materials for distribution to HCPs.	→Garnering community “buy in.” →Incentives to HCPs such as the lung model and donated peak flow meters. →Partner with local asthma specialists (via LSAAAI, American Lung) in the regions targeted so that HCPs have mentors		
		Conduct HCP trainings	ARCs follow-up visits to PCP offices when delivering toolkits to educate other HCPs who did not personally attend the training.		

Intervention Evaluation Activity

Activity	Educate schools (K-12)
Who's responsible	Education Workgroup, Asthma Regional Coordinators (ARC), Asthma Educators, Community Outreach Workgroup.
Description of Activity	LAMP will provide education to school nurses and other school employees (teachers, coaches/PE teachers, staff) regarding current asthma guidelines and state laws" as well as something about implementing IAQ measures/Tools for schools
Contribution to Program Outcomes	Increased # students allowed to self-carry, # staff (nurses) trained on asthma. Improved school indoor air quality efforts. Tools for Schools. Presence of a tobacco free policy.
Evaluation Questions	<p>Is training received by nurses/staff received well?</p> <p>Is training of nurses/staff effective? Feasible?</p> <p>In intervention schools, are asthma-related absentees lower?</p> <p>Has LAMP efforts improved quality of life for asthmatic students?</p> <p>Is it feasible to certify a school or school district as "asthma friendly?"</p> <p>What criteria need to be applied? Are our trainings tailored to meet these criteria?</p>

Timeline	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Activities to be Evaluated	Select ARCs, train.	Select Asthma Educators.	HCP satisfaction with LAMP services.		Determine program effectiveness on achieving long-term goals.
	Select school districts.	Select criteria to assess quality of education delivery.	Promote use of guidelines, self-carry for students.		
		Promote use of guidelines, self-carry for students.	Indicators of “asthma friendly” schools.		
			Determine program effectiveness on achieving mid-term goals.		
Capacity Building Activities		Developing/adap ting materials for distribution to schools.	Garnering community “buy in.” ARC trainings. Partner with school based health clinics		

Next Steps: Planning Individual Evaluations

- First quarterly Evaluation Workgroup specifically for discussing individual evaluation plans Sept. 30, 2010.
- Stakeholder feedback.
- Goals:
 - Establish timeline for completion and implementation.
 - Identify necessary and interested stakeholders.
 - Review individual evaluation questions and determine appropriate evaluation methods.

Contents of Individual Plans

◎ Introduction.

- Evaluation Purpose.
 - What does this evaluation strive to achieve?
 - What is the purpose of this evaluation?
 - How will findings from the evaluation be used?
- Stakeholders.
 - Who are the stakeholders for this evaluation?
 - What role did they play in developing this individual evaluation plan?
 - How do you plan to engage these stakeholders when implementing the individual evaluation plan (e.g., participate in collecting data, help to interpret findings)?

Contents of Individual Plans

- ⦿ Description of what is being evaluated.
 - Need
 - Context
 - Target population (if applicable)
 - Stage of development (how long in place, planning or implementation, etc..)
 - Resources/Inputs
 - Activities
 - Outputs
 - Outcomes

Contents of Individual Plans

◎ Evaluation Design.

- Evaluation questions.
 - What specific questions need to be answered?
- Stakeholder needs.
 - Who will use findings?
 - What do they need to learn?
 - How will findings be used?
 - What do users view as credible info?
- Evaluation design.
 - E.g., experimental, pre-post with comparison, time-series, case study, etc...
 - Why was this design chosen? (best fit)

Contents of Individual Plans

◎ Data Collection Methods.

- Will new data or will secondary data be used?
- Methods will be used to collect or acquire the data?
- Will a sample be used? If so, how selected?
- How will data collection instruments be identified and tested?
- How will the quality and utility of existing data be determined?
- Source of data collected?
- How will the data be protected?

Eval question	Collection Method	Source
1.		
2.		

Contents of Individual Plans

◎ Data Analysis and Interpretation.

- Indicators and standards.
 - What are some measurable or observable elements that can tell you about the performance of what is being evaluated?
 - What constitutes “success”? (i.e., by what standards will you compare your evaluation findings?)
- Analysis.
 - What method will you use to analyze your data (e.g., descriptive statistics, inferential statistics, content analysis)?
 - Provide example table shells, if applicable.
- Interpretation.
 - Who will you involve in drawing, interpreting, and justifying conclusions?
 - What are your plans to involve them in this process?

Contents of Individual Plans

⦿ Communication and Reporting.

• Use.

- What actions will be taken to promote evaluation use?
- How will evaluation findings be used?
- Who is responsible for implementing evaluation recommendations?

• Communication.

- Which evaluation stakeholders will you communicate with and why?
- What methods (e.g., in-person meetings, emails, written reports, presentations) will you use to communicate with evaluation stakeholders?
- Why are these methods appropriate for the specific evaluation stakeholder audience of interest?

Contents of Individual Plans

⦿ **Timeline.**

- When will planning and administrative tasks occur?
- When will any pilot testing occur?
- When will formal data collection and analysis tasks occur?
- When will information dissemination tasks occur?

⦿ **Budget.**

- What is the cost for this evaluation?
- Where will the monetary resources come from to support the evaluation?
- Are any in-kind, volunteer, or partner resources being contributed?

Contact Information

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Thank you