

Center for School, Health and Education

*A Program to Improve Graduation by Integrating Public Health Prevention and Primary Care in Schools*  
*A learning series developed with funding from the CDC*



**Applying the Integration Framework:  
Evaluation of Progress**

Presented by  
 Darien Mather, MPH  
 Program Associate  
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**Guiding Questions**

- What is the relationship between process evaluation measures and outcome evaluation measures?
- How do we tie process evaluation measures to outcome evaluation measures to determine if we are reducing social barriers and risks to health and graduation?
- How can we use these measures to ensure sustainability?


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**Why Evaluate?**

- Identify areas of progress
- Identify where service delivery might be breaking down
- Identify persisting gaps
- Report to school partners and other stakeholders
- Report to sponsoring organizations or funders
- Demonstrate improved health and educational outcomes




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# Process and Outcome Measures

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## Types of Measures

**Process** → **Outcome**

Did we carry out the approaches we planned?      Did we effect change?




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## Action Plans Revisited

APHA A Program to Improve Graduation by Integrating Public Health Prevention and Primary Care in Schools

**Priority Finding 1:**  
 61% of all students who say they do not have enough food to eat  
 61% are food insecure  
 61% are food insecure every day  
 61% are food insecure every day  
 61% are food insecure every day

Level	Approaches	Objectives	Evaluation Indicators	Partners	Key Person(s) Responsible	Timeline
Clinical	Screen for food insecurity for students that come for clinic services	To identify students in the clinic that lack access to nutritional food and provide them with additional support	# of students that have been screened # of screened students identified for support services # of identified students receiving support	N/A		
School Wide	Identify community partners and start a weekly food bank and cooking classes for students and their families	To increase availability of quality nutritious foods and how to incorporate it into meals	# of students that receive food items # of families that receive food items # of students participating in cooking classes # of partners # of food items distributed	Food banks Social service agencies School building staff CLAs		
Systems	Introduce school and neighborhood intramural sports teams for students to get more exercise (through partnerships)	To increase opportunities for students to exercise	% of students participating in exercise # of partners # of sports teams # of equipment items donated # of coaches	YMCA Local colleges (or Y's for 6)		




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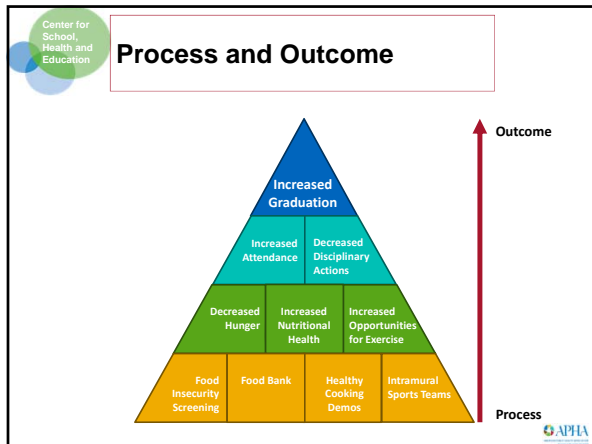
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## Clinical Intervention

**Process Approach:** Food insecurity screening with metabolic testing

**Evaluation Indicators**

- #, % of students screened
- #, % of referrals
- #, % of successful referrals

**Anticipated Outcomes**

- Prevalence of hunger decreases at next assessment
- Prevalence of consumption of nutritious food increases at next assessment

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## Primary Prevention

**Process Approach:** Establish food bank in school and hold cooking demos

**Evaluation Indicators**

- #, % of students receiving food
- #, % of families receiving food
- #, % of students participating in cooking demos
- # of partners
- # of food items distributed

**Anticipated Outcomes**

- Prevalence of hunger decreases at next assessment
- Prevalence of consumption of nutritious food increases at next assessment

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## Systems Level



**Process Approach:** Initiate intramural and afterschool sports teams

**Evaluation Indicators**

- # of students participating
- # of partners
- # of sports teams
- # of equipment items donated
- # of coaches

**Anticipated Outcomes**

- Prevalence of afterschool exercise increases at next assessment


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## Documenting Outcomes

Timeframe	Outcome	Data Source
Short	<ul style="list-style-type: none"> <li>• Decreased Hunger</li> <li>• Increased Consumption of Nutritious Food</li> <li>• Increased Opportunities for Exercise</li> </ul>	<ul style="list-style-type: none"> <li>• RAAPS-PH</li> <li>• Clinic Records</li> <li>• Surveys (student/staff/parents)</li> </ul>
Medium	<ul style="list-style-type: none"> <li>• Increased Attendance</li> <li>• Decreased Disciplinary Actions</li> <li>• Improved School Climate</li> </ul>	<ul style="list-style-type: none"> <li>• School Records</li> <li>• Surveys (student/staff/parents)</li> </ul>
Long	<ul style="list-style-type: none"> <li>• Graduation!</li> </ul>	<ul style="list-style-type: none"> <li>• School Records</li> </ul>




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## An Aside on Partnerships

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## How?

- Public health prevention at the school and systems levels requires community organizing!
- This is a process, and by engaging in it, you not only change outcomes, but increase your capacity for future projects!


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## How to Identify Partners

- Consider the needs of your students
  - Type of need → Skill of partners
  - Scale of need → Capacity of partners
- Consider the reputation and effectiveness of potential partners
- Consider why they might work with you
- Consider community based organizations and national organizations with local chapters in your community
- Engage parents, students, colleagues and other professional resources in identifying potential partners


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## Beyond Organizational Partnerships

- Initiate a local project team to champion the work and assist with resources
- Recruit students, parents, teachers, community leaders, youth serving organizations, and others in the local project team.
- For long-term changes to be sustainable, we need to cultivate stakeholders and develop systems of support


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## Evaluation for Sustainability

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### Evaluation is Key for Sustainability

- Demonstrate breadth of SBHC mission
- Document diversity of SBHC role and work
- SBHCs more closely aligned with aims of ACA
- Provide document of progress
- Demonstrate impact!


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### Presenter's Bio



Darien Mather joined the *Center for School, Health and Education* at the *American Public Health Association* to support the execution of program strategies. Her responsibilities include building capacity of school-based health centers and education leaders to integrate primary care with public health on a school-wide level to address the social determinants of health and graduation. Additionally, she develops and executes the social media strategy for CSHE, under the umbrella of building capacity of the public health workforce, a strategic goal of APHA.

Darien received her Master's Degree in Public Health, with a focus on maternal and child health at *The George Washington University*. Her work and research focused on sexual and reproductive health among women, adolescent, and/or Latino populations. Darien's culminating experience research investigated the connectedness of Latino youth across differing levels of social media use, within the context of positive youth development.

Prior to her work in Washington, D.C., Darien received her Bachelor of Arts in Biology from *Cornell University*. Darien volunteers with various nonprofits as a grant writer and reviewer. She also volunteers as a mentor for college women to prepare them for leadership in the public policy arena.




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