

## CDC Operationalized 1305 Performance Measure

**Date:** 5/11/2016

**Performance Measure 4.5.03:** Number of local education agencies that receive professional development and technical assistance on meeting the daily management and emergency care needs of students with chronic conditions.

**Strategy:** Implement policies, processes, and protocols in schools to meet the management and care needs of students with chronic conditions (e.g. asthma, food allergies, diabetes, and other chronic conditions related to activity, diet, and weight).

**Intervention (*Enhanced only*):** Developing protocols that ensure students identified with a chronic condition that may require daily or emergency management are enrolled into private, state, or federally funded insurance programs, if eligible.

Basic

Enhanced

Domain 2: Environmental Approaches that Promote Health

Domain 3: Health Systems Interventions

Domain 4: Community Clinical Linkages

Short Term

Intermediate

Long Term

AREAS	EXPLANATION
<b>Purpose of Performance Measure</b>	<ul style="list-style-type: none"> <li>The purpose of this performance measure is to determine reach of professional development and technical assistance on meeting the daily management and emergency care needs of students with chronic conditions by developing protocols that ensure these students are enrolled into insurance programs. School health personnel should establish systematic protocols and processes for determining the health insurance status of students with chronic conditions and if necessary, assist parents and families in enrolling eligible students into private, state, or federally funded insurance programs.<sup>1-2</sup></li> </ul>
<b>Results Statements</b>	<ul style="list-style-type: none"> <li>In the US, CDC funded grantees worked to educate and inform staff in LEAs about meeting the daily management and emergency care needs of students with chronic conditions, by developing protocols that ensure these students are enrolled into insurance programs.</li> </ul>
<b>Definition of Terms</b> ( <i>Key concepts defined</i> )	<p>A <b>chronic condition</b> is a health condition that requires more than routine health services and may include, or increase the risk for, ongoing physical, developmental, behavioral, and/or emotional conditions. While states have the freedom to address any chronic condition affecting children in their jurisdiction, the intent of the FOA is to focus on at least one of the following conditions (in no particular order): asthma, diabetes, epilepsy or seizure disorder, food allergies, hypertension/high blood pressure, or obesity.</p> <p><b>Daily Management of Chronic Conditions in School Settings</b> refers to a set of activities, actions, and protocols that collectively provide a safe and supportive environment in which the risk for an exacerbation of the chronic condition is reduced and/or eliminated. For example, establishing protocols for ensuring that daily, preventive, and/or quick-relief medications are available at school, when appropriate, and are taken as prescribed by a physician; educating students with a chronic condition about their condition and how to recognize and monitor symptoms; and providing appropriate modifications to the environment to reduce or eliminate exposure to substances that may initiate an exacerbation.</p> <p><b>Emergency Response to Chronic Conditions in School Settings</b> refers to a set of activities, actions, and protocols that collectively provide a safe and supportive environment in which all parties are aware of the signs and symptoms of a worsening episode/exacerbation of a chronic condition that requires taking immediate action. For example, developing a system to immediately notify the appropriately training individuals in the school who will respond to emergencies that may require medical</p>

	<p>support (e.g. school nurse, or nursing assistant); providing training to school staff on recognizing the signs and symptoms of a worsening episode ( increased wheezing during an asthma exacerbation or observing an external change in behavior due to an abnormal decrease in blood glucose levels); and establishing protocols within the school/school district regarding the process for when and how to engage community-based emergency response support (e.g. emergency medical technicians/ambulance).</p> <p><b>Local education agency (LEA)</b> is another word for school district and will be referred to as LEA throughout this document.</p> <p><b>Professional development (PD)</b> refers to a set of skill-building processes and activities designed to assist targeted groups of participants in mastering specific learning objectives. Such events are delivered in an adequate time span (at least 3 hours) and may include curriculum and other training, workshops, and on-line or distance learning courses. Professional development may be delivered by the State Department of Health and/or its partners. Professional development provided by critical partners that provide PD on content relevant to daily management and emergency care needs content can count for this performance measure. Professional development should be focused on highly effective trainings and workshops. Below is a list of professional development options, noting length and degree of effectiveness:</p> <ul style="list-style-type: none"> <li>○ Trainings, 3+ hours long, Highly Effective*</li> <li>○ Workshops, 3+ hours long, Highly Effective*</li> <li>○ Presentations, 0.5 – 3 hours long, Knowledge Transfer Only</li> <li>○ Information Session, 0.5 – 1 hour long, Minimum Knowledge Transfer</li> </ul> <p><b>Technical assistance (TA)</b> refers to tailored guidance to meet the specific needs of a site or sites through collaborative communication between a specialist and the site(s). Assistance takes into account site-specific circumstances and culture and can be provided through phone, mail, e-mail, Internet, or in-person meetings. Technical assistance may be delivered by the State Department of Health and/or its partners. Technical assistance provided by critical partners that provide TA on content relevant to daily management and emergency care needs content can count for this performance measure. Note that the length and degree of effectiveness of technical assistance varies.</p>
<b>Unit of Analysis</b>	<ul style="list-style-type: none"> <li>• Targeted local education agencies (i.e., school districts)</li> </ul>
<b>Intended/Targeted Population</b>	<ul style="list-style-type: none"> <li>• Local education agencies with no knowledge or limited knowledge about developing protocols that ensure these students are enrolled into insurance programs.</li> </ul>
<b>Numerator/Count</b>	<ul style="list-style-type: none"> <li>• Actual number of targeted local education agencies (i.e., school districts) (not to exceed 15) that received professional development or technical assistance on about developing protocols that ensure students identified with a chronic condition that may require daily or emergency management are enrolled into private, state, or federally funded insurance programs, if eligible.</li> </ul>
<b>Denominator</b>	<ul style="list-style-type: none"> <li>• N/A (States are not required to report the denominator for performance this measure; however if states choose to report a denominator it should be documented in the measure notes field of the reporting template.)</li> </ul>
<b>Rate/Percentage</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Disparities Focus</b>	<p><b>Approach related/specific:</b></p> <ul style="list-style-type: none"> <li>• Approach related/specific: In selecting high-need LEAs consider using the following data: academic, health, SES, free and reduced priced lunch data</li> </ul>
	<p><b>Stratification:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Data source(s)</b>	<p>The following data sources can/should be used to collect data for this measure:</p> <ul style="list-style-type: none"> <li>• Training tracking system<sup>5</sup></li> </ul>

	<p><b>Not Appropriate:</b></p> <ul style="list-style-type: none"> <li>• School Health Profiles</li> </ul>
<b>Frequency of Data Collection</b>	<ul style="list-style-type: none"> <li>• Annually</li> </ul>
<b>References/Resources</b>	<ol style="list-style-type: none"> <li>1. Taras H, Wright S, Brennen J, Campana J, Lofgren R. Impact of school nurse case management on students with asthma. <i>Journal of School Health</i>. 2004; 74(6):213-219.</li> <li>2. Erickson CD, Splett PL, Mullett SS, Jensen C, Belseth SB. The healthy learner model for student chronic condition management-Part II: The Asthma Initiative. <i>Journal of School Nursing</i>. 2006; 22(6):319-329.</li> <li>3. Levy M., Heffner B, Stewart T, Beeman G. The efficacy of asthma case management in an urban school district in reducing school absences and hospitalizations for asthma. <i>Journal of School Health</i>. 2006; 76(6):320-324.</li> <li>4. Splett PL, Erickson CD, Belseth SB, Jensen C. Evaluation and sustainability of the healthy learners asthma initiative. <i>Journal of School Health</i>. 2006; 76(6):276-282.</li> <li>5. Centers for Disease Control and Prevention. <i>Tips for Tracking Professional Development &amp; Technical Assistance in State Public Health Actions' (1305) School Health Strategies</i>. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, 2014. *Contact your School Health Project Officer for a copy of this resource.</li> </ol>
<b>Questions/Issues for CDC Grantee Collaboration</b>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Additional Information/Guidance</b>	<ul style="list-style-type: none"> <li>• LEAs should include those targeted for professional development or technical assistance (e.g., , LEAs not previously targeted for managing chronic conditions professional development and technical assistance, high-need LEAs based on academic, health, SES, free and reduced priced lunch data). The number of targeted LEAs should not exceed 15.</li> </ul>