

Proposal for the Evaluation of the Healthy Students Healthy Schools Initiative

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Agenda

- **Purpose of the Evaluation**
- **Evaluation Framework**
- **Stakeholders**
- **Methodology**
- **Data Analysis**
- **Challenges for the Evaluation**



Requested Tasks

1. Understanding HSHS program
2. Scope & purpose of evaluation
3. Examples of evaluation questions and indicators
4. Proposed methodology
5. Key challenges

Is HSHS on track?



Overview of HSHS Initiative

- HSHS is a Joint Initiative of:
 - Department of Health & Community Services
 - Department of Education of the Government of Newfoundland & Labrador
- Initiative within the Provincial Wellness Plan
- Based on the Internationally accepted Comprehensive School Health model

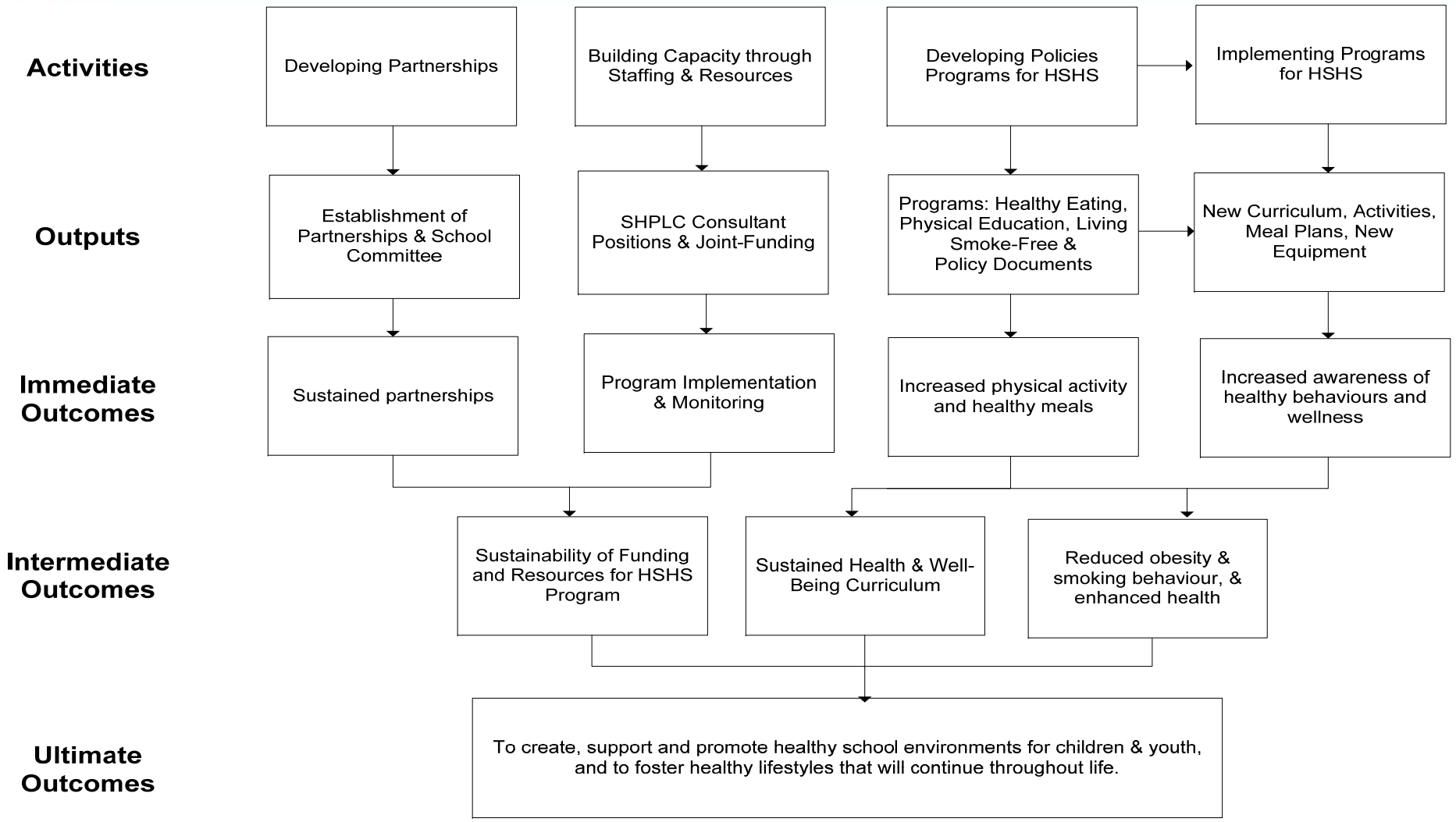


Action Areas:

- Healthy Eating
- Physical Education and Health Curriculum and Active Living
- Living Smoke-Free



HSHS Logic Model





Evaluation Framework

Evaluation Issues and Questions	Indicators and Evidence	Data Sources	Bases for Comparison
Relevance/Rationale			
1. Is HSHS consistent with objectives and priorities of provincial government and of Dept of Health & Community Services and Dept of Education?	<ul style="list-style-type: none"> Published gov't and department priorities 	NL government website File review	<ul style="list-style-type: none"> Provincial Wellness Plan for NL NL Poverty Reduction Strategy
2. Does the program address an actual need?	<ul style="list-style-type: none"> Provincial and regional data on child and youth health Health profiles by school district 	<ul style="list-style-type: none"> Dept of Health and Community Services Dept of Education? Statistics Canada 	<ul style="list-style-type: none"> Other provinces In-group comparison regionally National Aboriginal health data
3. Are objectives clearly understood and defined?	<ul style="list-style-type: none"> Evidence that objectives have been integrated into curriculum 	<ul style="list-style-type: none"> Interviews with school administrators Focus groups with teachers File review (curriculum guidelines) 	<ul style="list-style-type: none"> Benchmark – Comprehensive School Health Model (Canadian Consensus Statement 2007) Ottawa Charter of Health Promotion Health and physical fitness curriculum



Evaluation Framework

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Implementation, Design & Delivery			
4. Are the roles and responsibilities of all stakeholders, community volunteers, and governance structure clearly defined and understood?	<ul style="list-style-type: none"> • Roles are documented in Departmental and School District documents • Job descriptions for 5 SHDLC positions and volunteers • Staff turnover 	File review Interviews Committee minutes of meetings Minutes of Committee HR File Review	<ul style="list-style-type: none"> • Provincial Wellness Plan for Newfoundland and Labrador • Governance Structure of other school district health programs
5. Is the program implemented as planned?	<ul style="list-style-type: none"> • Curriculum includes health modules • Evidence that teachers are implementing the curriculum 	<ul style="list-style-type: none"> • File review • Classroom observation 	<ul style="list-style-type: none"> • Benchmark – Comprehensive School Health Model
6. How is performance measured? Does it work? Cost-effective? Feasible?	<ul style="list-style-type: none"> • Outcome indicators as established • Evidence of performance measurement such as Fitness tests • # students passing the course • Change in student behaviour and attitudes 	<ul style="list-style-type: none"> • Statistics from Report Cards • “School Health Audit” • “Healthy Eating Assessment Survey” 	<ul style="list-style-type: none"> • Implementation of “Healthy eating “programs” in other school districts.

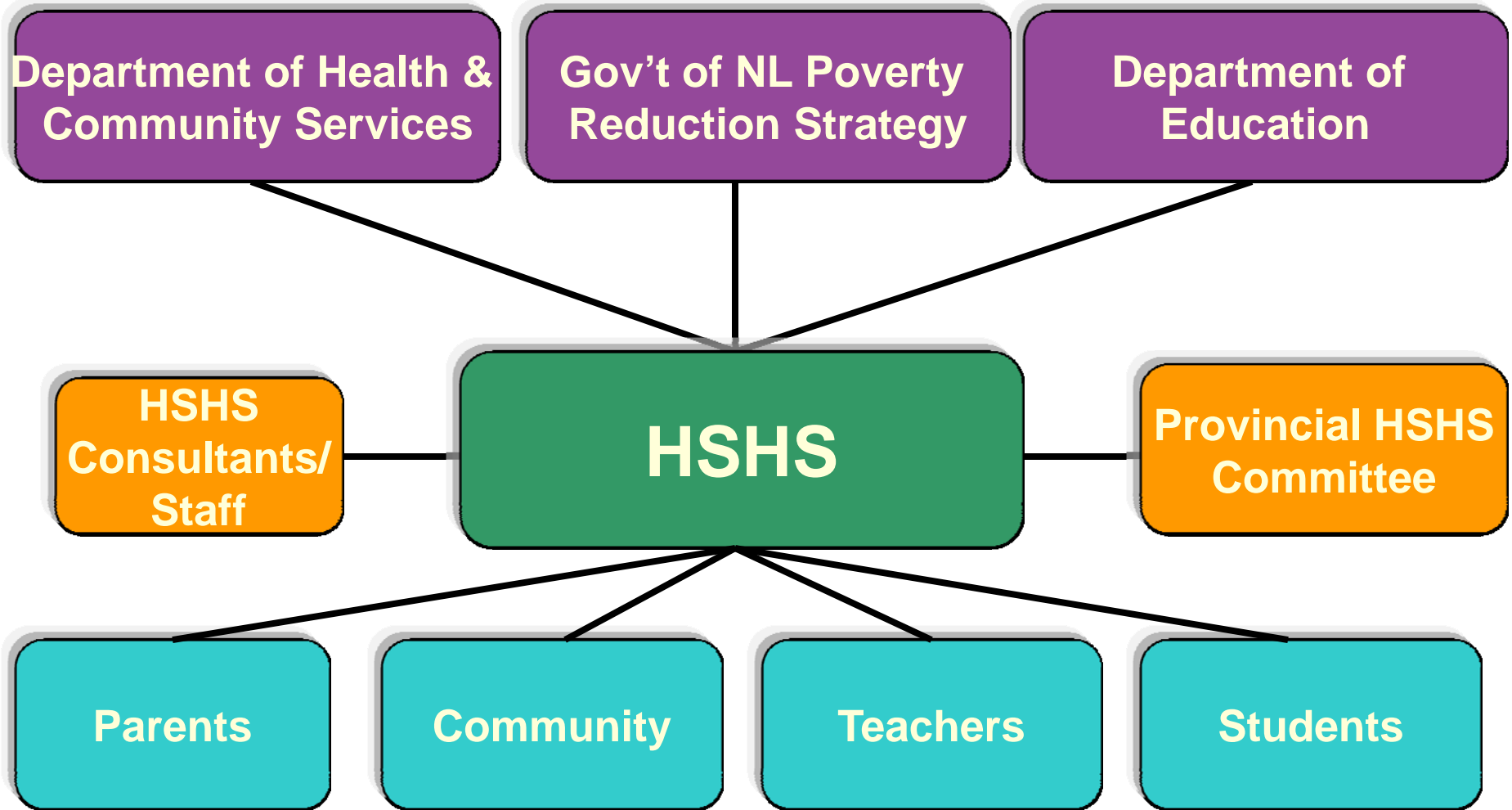


Evaluation Framework

Evaluation Issues & Questions	Indicators & Evidence	Data Sources	Bases for Comparison
Results & Success			
7. Has the program achieved its immediate outcomes as planned?	<ul style="list-style-type: none"> • Sustained partnerships • Program implementation and monitoring • Increased physical activity and availability of healthy meals in schools • Increased awareness of students, parents, and teachers of healthy behaviours and wellness 	<ul style="list-style-type: none"> • Interviews with key informants regionally • File Review – monitoring and performance measurement • Observation or teacher survey of students • Administrative data on school meals • Provincial Wellness Plan Evaluation • “Five Factor Wellness Inventory” 	<ul style="list-style-type: none"> • Implementation of Healthy Eating Programs in other school districts (Peel Region)
8. Do the results to date indicate that intermediate outcomes are achievable?	<ul style="list-style-type: none"> • Sustained partnerships • Program implementation and monitoring • Increased physical activity and availability of healthy meals in schools • Increased awareness of students, parents, and teachers of healthy behaviours and wellness 	<ul style="list-style-type: none"> • Key Informant Interviews 	Comprehensive School Health Model
9. Have there been barriers to the implementation of HSHS?		Key informant interviews	



Stakeholders





Evaluation Design

- Formative Evaluation
 - Summative component
- Mixed Method
- Quasi-Comparative Design
 - Within groups
 - Urban vs. Rural
 - Aboriginal People vs. Non-Aboriginal People



Methodology

- Qualitative
 - File Review
 - Curriculum documents, Government documents, Committee Minutes
 - Benchmarking Studies
 - Canadian Consensus Statement, 2007
 - Interviews
 - School Administrators, Government Officials, Health Promotion Experts
 - Focus Groups
 - Teachers
 - Parents
 - Classroom Observation
- Quantitative
 - Health data
 - Statistics Canada
 - Department of Health & Community Services
 - Administrative Data
 - Student Report Cards
 - Survey
 - School Health Audit



Justification of Methodology

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Data Analysis

- Assurance of data quality
 - Validity & Reliability
- Informed Consent
 - Confidentiality
- Quality of data recording
 - Digital recorder (where possible)
 - Note takers (multiple)
- Qualitative
 - Data display matrix
- Instrument design
 - Interview Guides
 - Focus Group Guides
- Pilot test instruments to check for accuracy (internal consistency)
- Response rates for surveys
- Descriptive statistics/analysis
 - Cross tabs / SPSS
- One technical report
 - Executive summary
 - Findings presented by evaluation issue across the different lines of evidence
- Communication of findings
 - Charts, graphs, verbatim quotes



Conducting the Evaluation: Challenges

- Short timeline of evaluation – no summative results available
 - Formative evaluation
- Geography - large and diverse school districts; large number of schools
 - Case studies (purposive sampling)
- Lack of corporate memory (high turnover of school district consultants)
 - Direct contact with school administrators
- Challenges of surveying children and youth (ethical considerations)
 - Confidentiality protocols and informed consent
- Challenges of research in Aboriginal communities (over-surveyed)
 - Develop relationships for community buy-in
- Multiple partners
 - Focus groups; purposive sampling



Conclusions

- Formative evaluation
- Collaborative approach
 - Sensitive to cultural issues
- Mixed method approach
 - Interviews, focus groups, questionnaire surveys, observation, file reviews
- Will build on Provincial Wellness Plan evaluation



Acknowledgements



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