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### Why is YOUR Story So Important?

- YOU... Are part of OUR story
- Have a voice
- Have a journey
- Make intentional decisions
- Impact school nursing practices and student outcomes

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Moral of the Story...

**YOU** make a difference  
**YOUR** story matters

Using DATA provides context and connections to administrators

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### National School Health Data Set:

# Every Student Counts!

NASN, 2022

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**Framework for 21st Century School Nursing Practice™**

The infographic features a central circle labeled "Students" with "Healthy, Safe, and Thriving" written below it. This central circle is surrounded by four overlapping circles representing core components: "Care Coordination" (top), "Leadership" (right), "Quality Improvement" (bottom), and "Community/Public Health" (left). The entire central area is enclosed within a larger circle labeled "STANDARDS OF PRACTICE".

**Quality Improvement**

- Continuous Quality Improvement
- Documentation/Data Collection
- Evaluation
- Meaningful Health/Academic Outcomes
- Performance Appraisal
- Research
- Uniform Data Set

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### Every Student Counts: *What* is it?

National school health data set to influence local, state, and national student health policy

**Goals:**

- Support data driven policies to advocate for:
  - Needs of students
  - Evidence-based school nursing practice
  - Improve student health outcomes
- Identify best practices in school health

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### Tiered Programming

The diagram shows three downward-pointing chevrons arranged horizontally within a blue-bordered box. From left to right, they are: a green chevron labeled "Tier I LOCAL", a blue chevron labeled "Tier II STATE", and a red chevron labeled "Tier III NATIONAL".

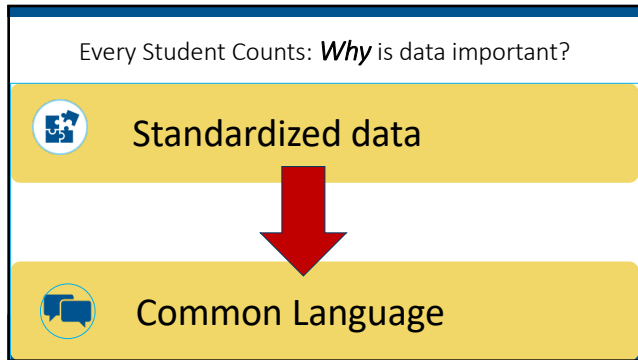
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### Three-Pronged Approach

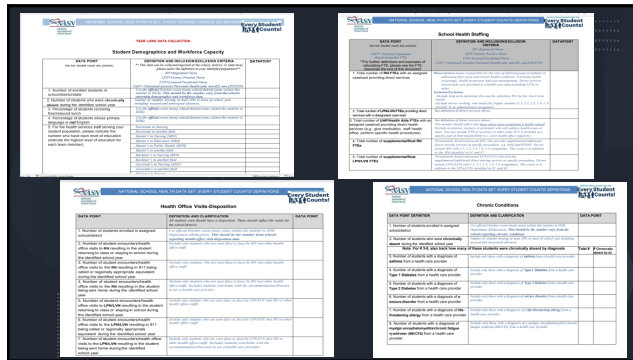
The diagram consists of three separate boxes, each with a title and an icon:
 

- School nurse capacity building**: Icon of a bar chart with an upward-pointing arrow.
- Uniform data points**: Icon of a globe.
- Data infrastructure**: Icon of a network of three nodes connected by lines.

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**School Demographics and Workforce Capacity**

- Total # students
- Total # chronically absent
- % Free/reduced lunch
- % English Language Learners
- Highest level of education for Health Staff
- State-specific SN credentials
- Model of practice

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**School Health Staffing**

Total FTE by provider (RN, LPN/LVN, Health Aide/UAP)

- Direct services
- Supplemental/float
- Special assignment
- Administrative/supervisory

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**Chronic Conditions**

- Total # students
- # students chronically absent (total)
- # of students with a current diagnosis from a *health care provider* of:
  - Asthma
  - Type 1 Diabetes
  - Type 2 Diabetes
  - Seizure disorder
  - Life threatening allergy
  - ME/CFS
- # students chronically absent for each dx

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**Health Office Disposition**

- Total # students
- #student encounters/health office visits by provider (RN, LPN/LVN, UAP/Health Aide) resulting in the student:
  - Returning to class/staying in school
  - 911 being called (or regional equivalent)
  - Being sent home

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Do I need to collect every data point to participate?

**NO!**

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What if I haven't started to collect data yet?



It's ok...start where you are!  
ONE step/data point at a time!

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### How can data help?


- school nurses
- districts
- state affiliate

What are your priorities?	What are the priorities of your stakeholders?
What are your current advocacy efforts? Methods?	What advocacy needs to you have? What data points would be helpful to the stakeholders?
What partnerships do you have? Or would be beneficial? What are their priorities?	How do you translate the health data into educational data/priorities?

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### How Can Data Help Tell Your Story?

- General awareness
- Value/efficiency to student outcomes
- Acuity level
- Staffing needs/models




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### General Awareness

What do you do?!

- Snapshot data
  - Visits
  - Care coordination
  - Medications/treatments
  - Student diagnosis
  - Trainings/education
  - Screenings
  - Disease surveillance/immunizations

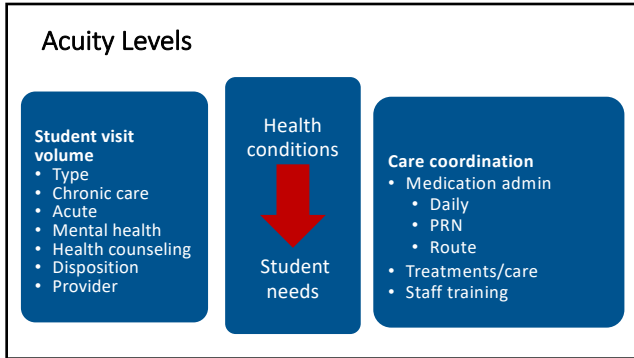


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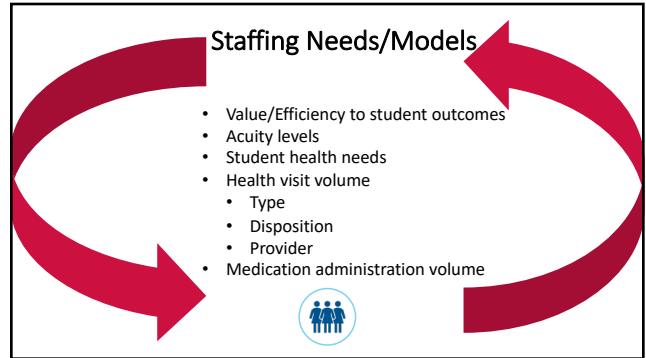
### Value/Efficiency to Student Outcomes

<b>% difference in management of health conditions</b> <ul style="list-style-type: none"> <li>• Diagnosis</li> <li>• EAP/IHP/S04 (care coordination)</li> <li>• Medications</li> <li>• Treatments</li> <li>• Staff training</li> <li>• Evaluations</li> <li>• ETR</li> <li>• Child abuse</li> <li>• Home visits</li> </ul>	<b>Screenings</b> <ul style="list-style-type: none"> <li>• Type</li> <li>• Total</li> <li>• Referrals</li> <li>• Follow-ups by outcome</li> </ul>	<b>Visit dispositions</b> <b>Attendance rates</b> <ul style="list-style-type: none"> <li>• Provider type</li> <li>• Chronic absentee rate</li> <li>• Time in clinic (out of classroom)</li> </ul>
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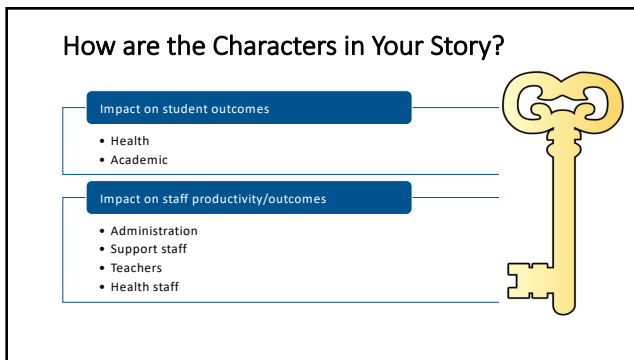
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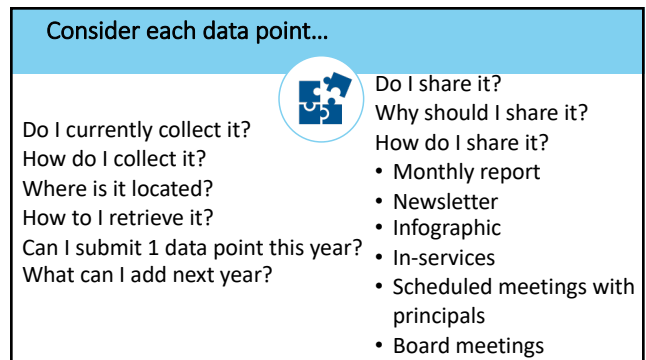
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**DATA:**  
Finding Your Why

What are your biggest needs?

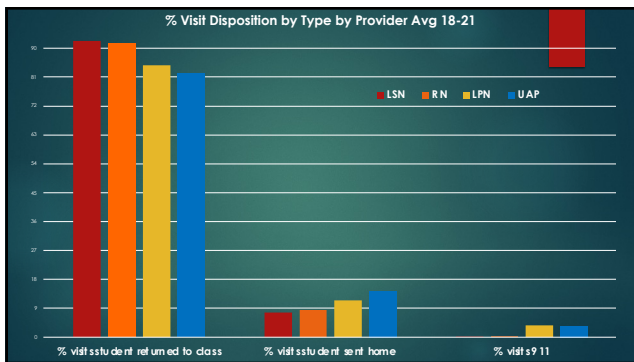
- Practice
- Education
- Resources
- Visibility/recognition
- Team involvement
- Time
- Student supports

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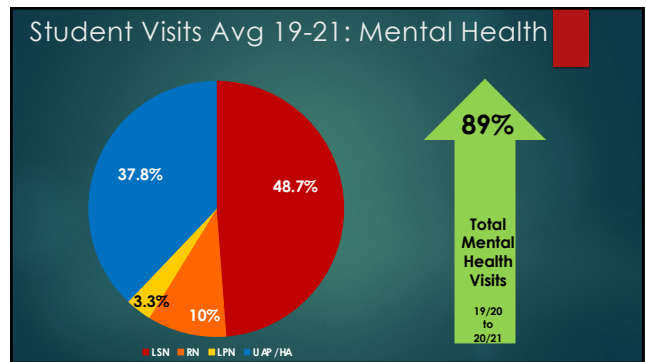
**DATA:**  
What is it telling you?

- Do you have more questions?
- What are they?
- Does it make sense?
- Does it matter?
- Is it complete?
- Who needs to hear it?
- Who does it impact?
- What can it change?
- What do you as the school nurse have the power to change? Whose help do you need?

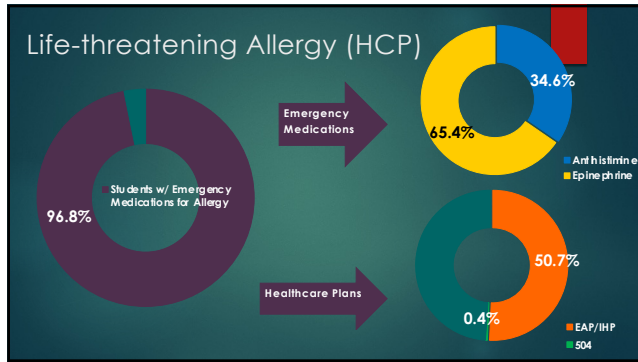
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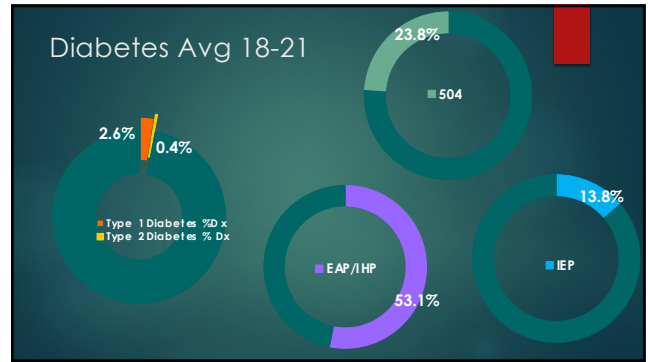
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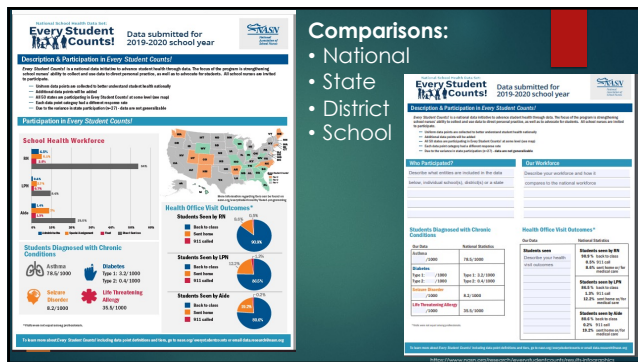
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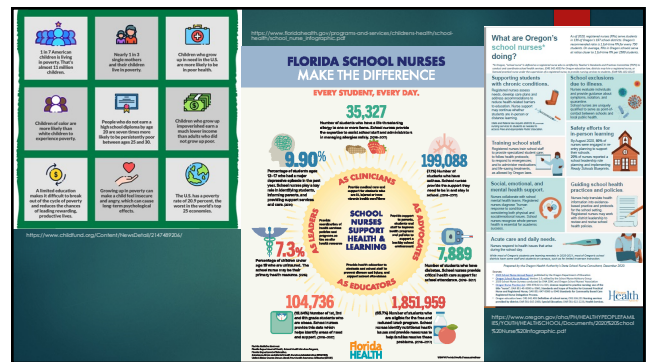
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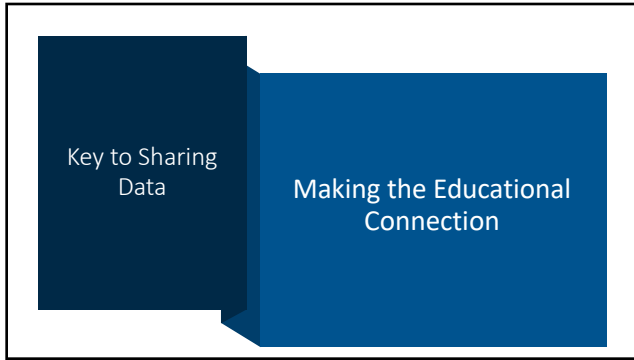


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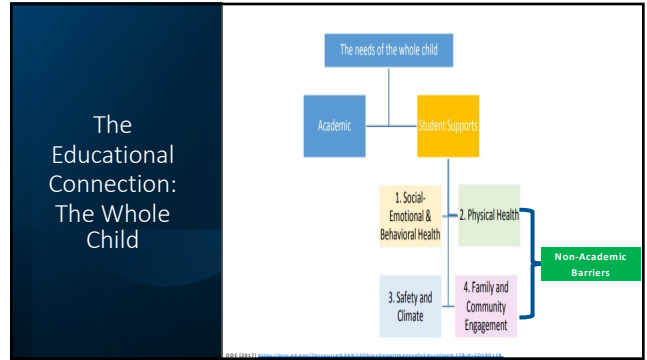


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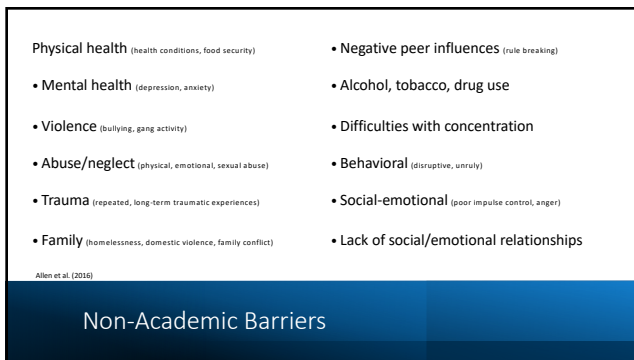




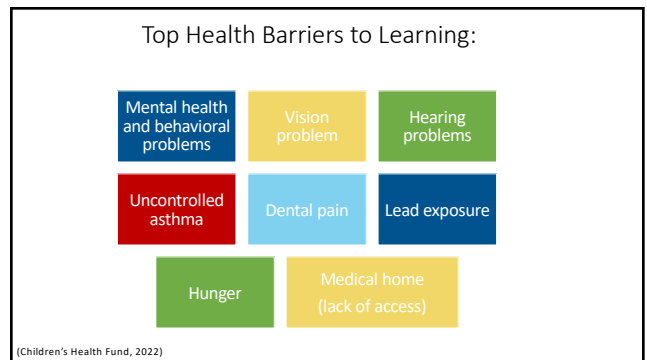
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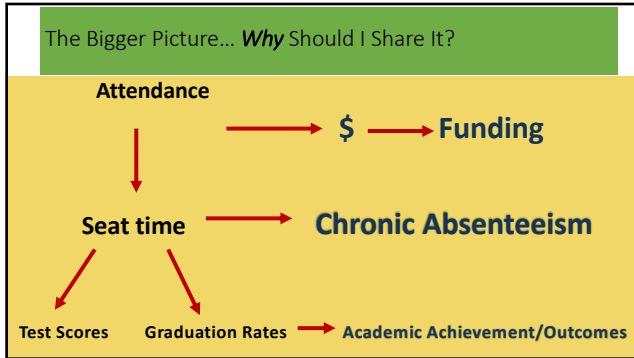
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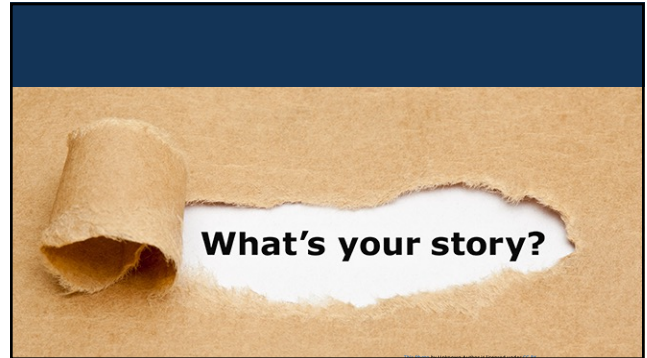
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Every Student Counts: *How* can NASN support you?

State Data Coordinator	Templates	1:1 consultation	Trainings
<ul style="list-style-type: none"> <li>Community support</li> <li>Updates/trainings</li> <li>1:1 consultation</li> </ul>	<ul style="list-style-type: none"> <li>Data collection</li> <li>Google survey</li> <li>Weekly/monthly</li> <li>Needs assessment survey</li> <li>Data sharing</li> </ul>	<ul style="list-style-type: none"> <li>Process</li> <li>Partnerships</li> <li>Outreach</li> <li>Data sharing/Advocacy</li> </ul>	<ul style="list-style-type: none"> <li>School nurse</li> <li>District</li> <li>State affiliate</li> <li>State Data Coordinator</li> </ul>

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Thank You!

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