

HEARTLAND GENETICS & NEWBORN SCREENING COLLABORATIVE

Annual Evaluation Report 2010-2011



August 2011

The Heartland Genetics and Newborn Screening Collaborative is supported through a cooperative agreement from the Genetic Services Branch of the Maternal and Child Health Bureau of the Health Resources and Services Administration (HRSA Grant U22MC03962).

Heartland Genetics & Newborn Screening Collaborative Annual Evaluation Report 2010-2011

Program Description

The Heartland Genetics and Newborn Screening Collaborative is a network of representatives (parents, patients, clinicians, researchers, industry representatives, laboratorians and public officials) from eight (8) states. This seven-year-old Collaborative actively engages with its partners at a regional and national level to increase access to and improve quality of genetic services in the region and at the same time contribute to projects of national significance. This work is completed under the leadership of the Heartland Regional Coordinating Center (HRCC) with planning and direction supported by the Heartland Advisory Board and three work groups [e.g., Newborn Screening (NBS), Clinical Services, , and Advocacy] and through a collaborative agreement with the Health Resources and Services Administration (HRSA)

Evaluation Findings

The purpose of this report is to provide a summary of the evaluation findings regarding the Heartland Collaborative's implementation of program activities, its success in accomplishing program outcomes and performance on HRSA outcome performance measures. A multi-method approach, including qualitative and quantitative methodologies, was used to help inform the continuous improvement process. (See Appendix A for the 2010-2011 Evaluation Plan). Built into the evaluation process was the ongoing review of evaluation data based on the Heartland Collaborative's four goal areas to inform program improvement through reflection and action planning. The results of the evaluation are summarized in the following:

Clinical Genetics Services

Goal 1: Facilitate access to quality clinical genetic services for the citizens of the states with the Heartland Collaborative

A number of activities were initiated to facilitate access to quality clinical genetic services. The outcomes of those projects are summarized in the following:

Research

- 100% of the states contributed to the Region 4 Laboratory Performance Priority project. Two representatives from the Heartland participated in training initiated by the Priority project.
- Three genetics centers (Oklahoma, South Dakota, and Missouri) contributed data to Region 4's Inborn Errors of Metabolism Information System (IBEM-IS). A fourth center (Nebraska) has completed the IRB process and will submit data during the 2011 – 2012 project year.

Telehealth

- Kansas (Wesley Medical Center) in partnership with the University of Arkansas Medical Center used telehealth strategies to increase access to genetic services. In 2009-2010, the

infrastructure for the telehealth clinics was established. In June 2010, the first clinics were implemented in Wichita with consultation provided by Dr. Schaefer in Arkansas. Since the clinic was initiated, there were a total of 142 visits completed with an average of 8 per month.

- The **TELEMEDICINE MANUAL FOR CLINICAL GENETIC SERVICES** was completed and is posted on the Heartland's website.

Transition

Two Heartland genetics clinics (Wesley Medical Center and University of Oklahoma Health Sciences Center in Oklahoma City) are partnering with the National Health Care Transition Center (NHCTC) to develop procedures to support youth transition to adult health care services. This project is based on guidelines from the Center for Medical Home Improvement. The outcome of this planning year was enrollment of clinic sites into the collaborative partnership and the development of an implementation plan. Clinic staff will be the participants in this quality improvement study. Implementation of the learning community and implementation of the transition processes will begin in the Fall of 2011. Evaluation of the learning collaborative will be based on national research project measures. The outcome of the work of the Learning Community activities will be the development of a transition model for the unique setting of the genetics clinic.

Genetics Education

Goal 2: Promote genetics education regarding resources, clinical and laboratory services, genetic testing, teratogen services and facilitate integration of genetics education into curriculum of schools.

Utah MedHome Portal

Providers continue to have access to two posted modules, Prader-Willi syndrome and Medium Chain Acyl-CoA Dehydrogenase Deficiency (MCADD). A module on hearing loss is in process. Work on this project will continue in 2011-2012.

Leadership Education in Neurodevelopmental and Related Disabilities) Project

Heartland Collaborative faculty and affiliates in Oklahoma and Arkansas interfaced with their LEND programs in their respective states. Primary support included providing lectures at seminars and attending LEND meetings. The LEND parent representatives from Nebraska and Oklahoma participated in the Collaborative subgroup work, i.e., parent work group and transition project. Genetic Counseling students in Arkansas and Oklahoma are also LEND trainees. One LEND fellow and genetic counselor is involved in the Transition Learning Collaborative in Oklahoma. Another LEND student/genetic counseling student will survey pediatric genetics services providers in the Heartland about their knowledge, attitudes, and practice behaviors regarding health care transition for her master's research project. The Heartland Collaborative continues to explore other ways to link with the LEND programs across the region.

Genomic Nursing Education in the Heartland Initiative

The purpose of the Genomic Nursing Education in the Heartland Initiative was to provide consultation to nursing education programs to support their integration of genomics into the nursing curriculum. This

consultation provided technical assistance to undergraduate programs as they prepared for accreditation. Three colleges/universities completed their consultation including Briar Cliff College (Sioux City, Iowa), University of Dubuque (Dubuque, Iowa) and University of North Dakota (Grand Forks, North Dakota). In preparation for the first visit, faculty completed: 1) a self study, the Genomic Literacy Assessment Instrument (GLAI), to help faculty members assess their own genetic literacy; and 2) a self-study of the curriculum with a grid displaying current course work and where genetics content could be infused. The one-day consultation was completed and addressed: 1) information on the background and significance of integrating genetics into curricula; 2) models or examples of how genetics/genomics is placed in curriculum; 3) faculty teaching resources; and 4) faculty resources for acquiring skill/knowledge in genetics/genomics. As a result of the consultation, course objectives and content was identified that needed to be integrated into existing course work and a work plan was established. The evaluation included an interview of the consultant and faculty change agent at each university on their reflections on the process and impact of the consultation.

Findings:

Quality of the Consultation:

- The timing and the content of this consultation was excellent for all three sites as each College of Nursing prepared for their accreditation.
- The self-assessment process was very helpful as it assisted faculty in identifying their own skills and knowledge in this area and the related content they were already using in their courses. This self-assessment helped them see this task of infusing genomics into their curriculum as doable and not overwhelming. The preparation activities were viewed as essential and maximized the work that was completed during the consultation visit.
- The consultation was viewed as outstanding with a knowledgeable consultant who was excellent in facilitating the review and planning process. The evidence-based resources that were provided were very helpful and the faculty accessed many of the resources to review as they begin to plan the content for their courses.

“The consultation helped to de-mystify “genomics” and helped us to see how we could infuse this content into our courses.”

Outcome of the Accreditation Visit:

- The University of North Dakota received accreditation for 10 years with no recommendations. Their accreditation for the genomics component was approved based on the plan that was based on the Heartland Collaborative technical assistance.

Recommendations:

- Consider a follow-up consultation visit to provide additional support as faculty begin their work in this area and to help support accountability.

Family Financial Guide

The Family Financial Guide was completed and will be disseminated in the Fall 2011.

Infrastructure Support

Goal 3: Promote quality public health programs by establishing an infrastructure to facilitate networking, education, information sharing, assessment, policy activities, program development and evaluation within the region for the public health genetics programs.

Genetics Systems Assessment (GSA)

The GSA project was initiated to provide an assessment framework for states to review their delivery system in all genetics services. The GSA includes indicators of quality genetics services and corresponding measures. A pilot of the GSA process was completed in Hawaii and Washington. A poster regarding the GSA was presented at the Academy Health, a national public health meeting. A manuscript is underway that describes the process of developing the assessment framework and findings from the two pilots.

PKU Camp

This project integrated children with established Phenylketonuria (PKU) into a camp for children with special health care needs (e.g., heart disease, kidney disease, GI disorders, and lung disorders) in the Heartland region. A total of 14 children were enrolled in this project. Recruitment was more difficult than anticipated, so the goal of 20 children was not met. This project was a collaboration between Oklahoma University Children's Physicians genetics service, the University of Arkansas genetics services, and the Cavett Kids Foundation in Oklahoma. A child from Missouri also attended the camp. At the camp, children and adolescents with PKU networked with other children in the region and shared information about their life experiences. Daily education sessions at the camp provided an avenue for children and adolescents with PKU to learn more about the management of their disorder. Children were exposed to high protein foods, yet needed to make good choices in food selection as other food s were available that were not part of their diet since this was an integrated camp.

In order to evaluate the effectiveness of the camp, both the short and long term effects at improving plasma phenylalanine levels was studied. For short term effect, pre- and post- camp plasma phenylalanine levels were obtained and compared. For long term effect, a review of the laboratory results in the patients' clinic chart was conducted to determine their plasma phenylalanine levels 6-months before and 6-months after the camp.

Results:

- A paired t-test analyses indicated that that the children and youth demonstrated a significant a decrease in phenylalanine concentration immediately following camp with 12 out of 14 showing decreased values ($p=.0005$).

- Prior to camp only three children and youth had phenylalanine concentrations in the desired camp range (2-6 mg/dL). This number increased to five after camp. Eight subjects had phenylalanine concentrations of 10.0 mg/dL or less after camp compared to four subjects before camp.
- Six month follow-up data found that the positive gains seen immediately following camp were not sustained.

Discussion:

- This program demonstrated short term success with children voicing that the program was enjoyable, that they learned from the education sessions and from each other. Families expressed interest in having their children return to camp in coming years.
- Short term gains were not maintained over time. It was recommended that a parent component (e.g., orientation, parent education session) be added to support their child's camp compliance after the camp experience. This additional component may potentially influence the long term effects.

iLibrary for Health Consumers & Genealogists

The purpose of this pilot project was to identify health information needs of genealogists and enhance the infrastructure of existing medical resources for librarians and the public in Kansas and Missouri. This was accomplished by enhancing the technology infrastructure of existing consumer medical resources at the Archie R. Dykes Medical Library at the University of Kansas Medical Center, through the KHO database, which is linked to other Kansas Libraries, as well as the Midwest Genealogy Center in Kansas City, Missouri and adding relevant, annotated, genetic resources for genealogists/family historians, consumers and health providers.

NBS Back-Up Testing and Quality Assurance Project

The Heartland NBS Back-up Testing and Quality Assurance Project, a collaborative project of the State Hygienic Laboratory at The University of Iowa and Missouri Public Health Laboratory, was established in response to a regional and national need for emergency preparedness for NBS laboratory services. The nature of the disorders and the requirement for time critical interventions make it essential that adequate and timely contingency backup services be available to prevent any interruption of routine NBS laboratory services.

The goal for the fourth year of this ongoing project was to expand its work by completing drills in which the samples were split between the two laboratories. Samples from Oklahoma and Missouri were targeted. Due to the floods and tornados in Iowa and Missouri, the drills were postponed until 2011-2012.

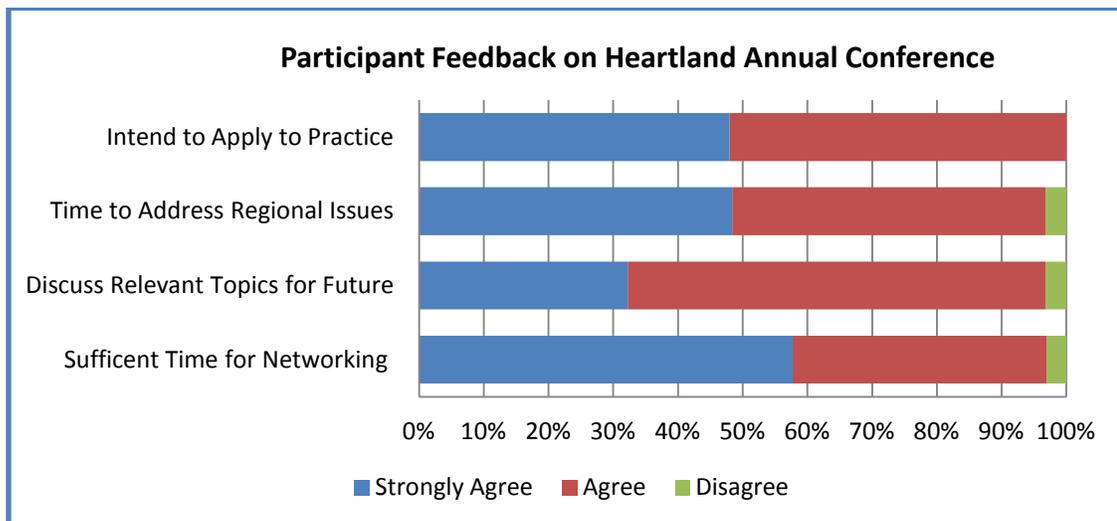
In addition to the work completed in the Heartland region, the Project directors have been disseminating the model through the Association of Public Health Laboratories and the National Coordinating Center. Currently they are also working to summarize their experiences in a manuscript that will further disseminate their work.

Dissemination of Information and Resources

The Heartland Collaborative used a variety of strategies to disseminate information including a list serve and website. The Heartland Collaborative has online searchable databases for clinical services and advocacy resources. There were high levels of activity on the website. The results of this past year's data indicated a high level of activity on the website with individuals on average reviewing at least two pages.

Web Traffic from June 1, 2010 through May 31, 2011	
Total Visits:	3,681
One-time Visitors:	2,468
Repeat Visitors:	1,213
Total Page Views:	10,092
Average Page Views Per Visit:	2.75

An annual conference is sponsored each year to allow for educational opportunities and networking for participants. Participants evaluated their satisfaction of the conference.



Findings:

- The Heartland Regional Conference was rated positively. Comments suggested that the networking was valuable and participants appreciated different learning formats, e.g., posters, sessions, work group meetings. Suggested improvements included increasing the time spent discussing relevant topics relevant to the future, extending the time for work group discussions, and considering expanding poster sessions to include topics outside of a research focus.

Leadership Strategies

Goal 4: Provide leadership in the region and facilitate activities to promote access to quality clinical genetic services, genetic testing, collaborative research, and public health programs for the citizens of the states in the Heartland Collaborative.

The HRCC has implemented multiple strategies to communicate with Heartland Collaborative stakeholders, e.g., website, work group meetings, annual conference and e-newsletters. This year there has been 107 list serve topics disseminated. The Heartland Leadership team in conjunction with the Heartland Advisory work group provided the direction and accountability for the activities of the Heartland Collaborative. The Heartland Genetics Plan was reviewed and updated. The Advisory Board bylaws were established and adopted by the Advisory Board and strategic planning for the new grant application was initiated.

Summary of National Performance Measures: Comparison with National Data

The national evaluation was designed to (1) measure the progress being made by the seven regional collaboratives (RCs) toward the major goals of the initiative and (2) identify areas in which collaboration among and technical assistance from RCs, the National Coordinating Center (NCC) and HRSA could be helpful in moving the goals of the initiative forward. The following summary represents ten (11) common outcome measures across seven evaluation domains. Data presented below covers the period of December 1, 2009 through November 30, 2010. The following compares the results of Region 5 (Heartland) data on the performance measures compared to the national average across RCs.

Outcome Measure	Region 5 Results	National Results
DOMAIN: IMPROVED CARE COORDINATION		
Measure A1: Increase % of states with collaborations facilitated by Regional Collaborative (RC) between PCPs and specialty providers to improve care coordination.	50 % of states	70%. of states and territories

Outcome Measure	Region 5 Results	National Results
DOMAIN: IMPROVED ACCESS		
Measure B1: Increase # of genetic services visits and NBS follow-up specialty visits through distance strategies.	613 visits	1094 visits

Outcome Measure	Region 5 Results	National Results
DOMAIN: IMPROVED EMERGENCY PREPAREDNESS/CONTINGENCY PLANNING		
Measure C1: Increase % that have received current materials or assistance from the RC on emergency preparedness/contingency planning for NBS and genetic services.	75% of states	94% of states and territories

Outcome Measure	Region 5 Results	National Results
DOMAIN: IMPROVED FOLLOW-UP OF CHILDREN IDENTIFIED WITH HERITABLE DISORDERS THROUGH NBS		
Measure D1: Increase % of states that made recommendations on implementing the SACHDNC recommended NBS panel.	87.5%	98% of states and territories
Measure D1: : Increase % of states that made recommendations on implementing the SACHDNC recommended NBS panel including SCID.	37.5%	35% of states and territories
Measure E1*: Increase % of states with systems in place to track entry into clinical management for newborns who are diagnosed with conditions mandated by their State-sponsored newborn blood spot screening programs.	100%	100% of state and territories
Measure E2: Increase % of states with systems in place to track entry into clinical management for newborns who are diagnosed with hearing loss.	87.5%	83% of state and territories
Measure E3*: Increase % of states with a system to track receipt of clinical services and/or health outcomes for children who are diagnosed with condition(s) by State-sponsored newborn blood spot screening program.	50%	17% of state and territories

*Performance Measures Reported Nationally by State

Outcome Measure	Region 5 Results	National Results
DOMAIN: IMPROVED EDUCATION OF PCPS ABOUT TREATMENT OF PEOPLE WITH HERITABLE DISORDERS		
Measure F1*: Increase the NBS programs that disseminate “just-in-time/point-of care” information on specific heritable disorders to primary care providers.	100%	96% of the states and territories

Outcome Measure	Region 5 Results	National Results
DOMAIN: IMPROVED REGIONAL PLANNING AROUND DELIVERY OF GENETIC SERVICES WITH HERITABLE DISORDERS¹⁰⁰		
Measure G1: Increase the % of Regional Collaboratives (RCs) that have completed a regional genetic services plan.	100%	100% of RCs
Measure G2: Increase in the % of RCs that have reviewed and/or updated their regional genetics services plan at least every two years.	Updated in 2009-2010	100% of RCs

*Performance Measures Reported Nationally by State

Summary

The Heartland Genetics and Newborn Screening Collaborative actively engaged partners to increase access to and improve the quality of genetic services in the region. The work was completed under the leadership of the HRCC and the Heartland Advisory Board. The Heartland Collaborative invested in education and technical assistance to build the capacity of health care providers, public health professionals, university faculty, children and family members. Opportunities to participate in research continued to be a high priority as states collaborated in regional and national research projects. System capacity building was addressed through a number of projects, ranging from piloting innovative practices to building a quality indicator assessment system. Overall, the results indicated that the Heartland Collaborative has implemented a wide array of activities that successfully addressed its overall project goals.

Evaluation Report prepared by
Barbara Jackson*, Ph.D.
Interdisciplinary Center of Program Evaluation
The University of Nebraska Medical Center's
Munroe-Meyer Institute: A University Center of Excellence for Developmental Disabilities

*Supported (in part) by grant T73MC00023 from the Maternal and Child Health Bureau, Health Resources and Services Administration, Department of Health and Human Services.

*Supported in part by grant 90DD0601 from the Administration on Developmental Disabilities (ADD), Administration for Children and Families, Department of Health and Human Services.



UNIVERSITY OF NEBRASKA MEDICAL CENTER unmc.edu

Heartland Genetics and Newborn Screening Collaborative
Evaluation Plan – June 2010-May 2011 Year 7

Goals	Strategies	Implementation Evaluation Measures	Outcome Evaluation Questions	Outcome Evaluation Measures	Outcome Data Collection Timeline
<p>Clinical Genetic Services</p> <p>1) Facilitate access to quality clinical genetic services</p>	<ul style="list-style-type: none"> Collaborate with Region 4 on Laboratory Performance project. State NBS labs/programs enter data into Laboratory Performance database 	<ul style="list-style-type: none"> Document # of states who contribute data to the project Document # of lab staff who participated in training 			<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Collaborate with Region 4 on IBEM-IS project (3 are contributing data and 1 more will be added) 	<ul style="list-style-type: none"> Document participation in the study Presentation of findings/experience at 2011 Heartland Annual meeting 			<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Promote use of telehealth strategies for clinical genetics through funding pilot services as requested and dissemination of materials 	<ul style="list-style-type: none"> Document dissemination of information. Document states' use of telehealth clinical genetics. 	<p>Does the information support providers in the camp and management of clients in their practice?</p> <p>Does the telehealth clinic improve access to high quality services?</p>		<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> Provide resources to genetic providers to support youth transition Work with three clinics to support youth through development & implementation of a transition plan. Materials from National Health Care Transition Center will provide tools for transition for project. Analyze and disseminate findings from the pilot sites. 	<ul style="list-style-type: none"> Document participation in 3 clinics. 	<p>What is the current knowledge and skills of the genetic providers?</p> <p>Do the transition tools provided by the clinics support successful youth transition?</p>	<p>Survey of genetic providers to obtain baseline data on knowledge and skills.</p> <p>Analyze plans and information from focus group.</p>	<ul style="list-style-type: none"> Year 7 Year 8
	<ul style="list-style-type: none"> Develop and distribute the clinical genetics survey. 	<ul style="list-style-type: none"> Document number of surveys sent and return rate. 	<p>What are the strengths and gaps of the services and supports available through clinical genetic programs?</p>	<p>Analysis of clinical genetics survey.</p>	<ul style="list-style-type: none"> Year 7
<p>Genetics Education</p> <p>2) Promote genetics education</p>	<ul style="list-style-type: none"> Partner with Utah MedHome Portal to strengthen medical home through education of primary care providers via web-based modules 	<ul style="list-style-type: none"> Document completion of 5 diagnostic modules 			<ul style="list-style-type: none"> Year 7 & 8

Goals	Strategies	Implementation Evaluation Measures	Outcome Evaluation Questions	Outcome Evaluation Measures	Outcome Data Collection Timeline
	<ul style="list-style-type: none"> Identify strategies to promote 6 regional LEND program's awareness of Heartland 	<ul style="list-style-type: none"> Document awareness strategies to promote Heartland with LEND network 	<ul style="list-style-type: none"> To what extent is the partnership between Heartland and LEND programs strengthened? 	<ul style="list-style-type: none"> Interviews of key stakeholders from both programs 	<ul style="list-style-type: none"> Year 7 & 8
	<ul style="list-style-type: none"> Develop and disseminate a Family Financial Resource Guide. 	<ul style="list-style-type: none"> Document completion of the Guide. Document dissemination of the guide to stakeholders 	<ul style="list-style-type: none"> To what extent are the genetic nurses and counselors using the Family Financial Resource Guide with families? 	<ul style="list-style-type: none"> Survey of genetic nurses and counselors on the utility of the Financial Resource Guide. 	<ul style="list-style-type: none"> Year 7 and 8
	<ul style="list-style-type: none"> Recruit Colleges of Nursing who will be in the process of re-accreditation in 2010 or 2011 Provide technical assistance and training to select Colleges to support their integration of genetics and genomics into BSN curriculum. 	<ul style="list-style-type: none"> Document the Colleges that participate in project. Document the training strategies and time spent, number trained. 	<ul style="list-style-type: none"> To what extent do Colleges successfully meet the AACN competencies through their infusion of genetics and genomics content into BSN curriculum? 	<p><u>Evaluate Curriculum Plan</u></p> <ul style="list-style-type: none"> Review written plan Review overall BSN curriculum objectives Review course objectives <p><u>Evaluate Change Agent Skills</u></p> <ul style="list-style-type: none"> Document the continuing education strategies that change agents participate in. <p><u>Document results of Accreditation</u></p> <p><u>Evaluate Change Agent Process</u></p> <ul style="list-style-type: none"> Determine the strengths and the barriers related to implementation of change agent process. 	<ul style="list-style-type: none"> Data will be collected one month following accreditation visit.

Goals	Strategies	Implementation Evaluation Measures	Outcome Evaluation Questions	Outcome Evaluation Measures	Outcome Data Collection Timeline
<u>Infrastructure Support</u> 3) Infrastructure to facilitate networking	<ul style="list-style-type: none"> Genetics System Assessment (GSA) tool developed and piloted in two states GSA implemented in 8 states to determine the quality of their genetics service system 	<ul style="list-style-type: none"> GSA tool is established based on scientific approach. Document evidence review and Delphi and pilot experiences in a manuscript. GSA tool is modified based on feedback from pilot. 	<ul style="list-style-type: none"> To what extent was the GSA a helpful approach to assessing a quality system? 	<ul style="list-style-type: none"> Survey tool completed by pilot sites. 	<ul style="list-style-type: none"> Year 7-8
	<ul style="list-style-type: none"> PKU Camp (Pilot Project) (OU Health Center) 	<ul style="list-style-type: none"> Document # of children that participated Present data at 2011 Heartland annual meeting 	<ul style="list-style-type: none"> Did participants maintain healthy PHE levels 6 months after the camp? 	<ul style="list-style-type: none"> Summary of PHE levels 	<ul style="list-style-type: none"> Year 7 & 8
	<ul style="list-style-type: none"> The Heartland NBS Back-up Testing and Quality Assurance Project disseminate back-up system with states outside of Heartland. complete drills with 2-3 states, implementing back-up system 	<ul style="list-style-type: none"> Document completion of NBS Back-up project drill Document protocol and process of the EMAC procedures in a manuscript Document the # of states that could implement NBS Back-up project 	<ul style="list-style-type: none"> How effective was the implementation of the back-up system? 	<ul style="list-style-type: none"> Data from the NBS Back-up project sites with comparative analysis of results from two sites. 	<ul style="list-style-type: none"> Year 7 & 8
	<ul style="list-style-type: none"> Disseminate information through updated information on the website. 	<ul style="list-style-type: none"> Document # of posted resources on website Document # of awareness activities, including # of states and participants impacted 			<ul style="list-style-type: none"> Ongoing
	<ul style="list-style-type: none"> <i>Evaluator to conduct evaluation and submit report to RCC/HRSA.</i> <i>RCC will utilize multiple communication strategies to disseminate information.</i> 	<ul style="list-style-type: none"> <i>Document submission of plan</i> <i>Post minutes of meetings</i> <i>Document conference schedules</i> 			<ul style="list-style-type: none"> Ongoing
<u>Leadership Strategies</u> Provide leadership to facilitate activities to promote access to quality clinical genetic programs.	<i>Provide leadership to facilitate activities to promote access to quality clinical genetic programs</i>	<ul style="list-style-type: none"> Revise strategic plan Disseminate educational resources using multiple strategies (i.e., website, e-newsletter, list serves) Document submission of plan Document type and # of participants per strategy Post minutes of meetings Document conference schedules Document e-newsletter mailing list subscribers Document development of bylaws 	<ul style="list-style-type: none"> To what extent do the leadership activities reflect the priorities and needs of the Heartland Collaborative? What are the contributing and inhibitory factors that influence the success of the Heartland Collaborative? 	<ul style="list-style-type: none"> Satisfaction survey on group meetings 	<ul style="list-style-type: none"> Year 7 Ongoing