A Statewide, Community-Based Tobacco Prevention and Control Evaluation Model

Ohio Tobacco Research and Evaluation Center
Case Western Reserve University
School of Medicine

National Conference on Tobacco or Health
October 25, 2007
Who Are We?

• OTREC is part of a larger research and evaluation center (Center for Health Promotion Research) at Case Western Reserve University, School of Medicine.

• CHPR has over twelve years of experience evaluating community-based public health programming; six years in tobacco control.

• OTREC grew out of CHPR with a contract from the Ohio Tobacco Prevention Foundation (OTPF), who is charged with allocating the money Ohio receives from the MSA.
OUR TEAM

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Jeff Willett, Ph.D., Director of Evaluation and Research at the Ohio Tobacco Prevention Foundation
OTREC’S MISSION

• Monitor tobacco use among Ohio youth and adults;
• Track tobacco indicators in Ohio including but not limited to, policy development and compliance, mortality rates, healthcare expenditures and productivity losses;
• Conduct tobacco research and evaluation projects to better understand the role of community in its influence on tobacco use and control;
• Summarize and disseminate results from the above mentioned activities through reports, data briefs and publications;
• Provide leadership, training and technical assistance regarding research and evaluation of tobacco prevention and control programming in Ohio; and
• Strengthen tobacco research and evaluation capacity in Ohio and the nation.
A Primary Role

To evaluate OTPF-funded community agencies implementing prescribed tobacco use control and prevention strategies across the state of Ohio, using a centralized evaluation plan.
Who are the Community Agencies?

50 agencies throughout Ohio including:

• City/County Health Departments
• Health Systems
• Minority –Focused Coalitions
• Agencies serving individuals with special needs (e.g. the Deaf community)

All with varying levels of resources, experience and technical capacity
• Four programmatic goals
  – Prevention (youth)
    • 100% Tobacco Free Schools
    • School-Based and Community-Based Youth Prevention
    • Establishing and supporting stand teams
  – Cessation (adult)
    • Intensive adult cessation
    • Training in brief interventions
    • Employer support for NRT
    • Distributing and promoting Ohio Quits and quit kits
OTPF Programmatic Strategies

– Secondhand smoke
  • Outdoor Tobacco Free Environments
  • Tobacco Free Worksites

– Community awareness
  • Community Leader Relations
  • Coalition Development
  • Surveillance
Changing Smoking Behaviors

**Public Policy**
Local, state, and federal tobacco taxes, tobacco-free policies

**Community**
Social norms, social networks, standards and practices

**Organizational**
Tobacco-free policies at work, in public buildings, sporting venues; incentives to quit

**Interpersonal**
Support/positive role modeling from family, friends, peers, co-workers

**Individual**
Education, one-on-one counseling, 5 A’s

**SOCIOECOLOGICAL MODEL**
Ohio’s Evaluation Plan: Basic Assumption

Community-Based Programs & Approaches and Community Activities

**TOBACCO RELATED OUTCOMES**
- Tobacco use among youth and adults (type, freq, amount)
- Quit attempts and success rate
- Public awareness of tobacco as a public health hazard
- Public acceptance of public, outdoor and worksite smoking policies
- Public awareness of tobacco prevention and cessation services

For this to work: THREE THINGS MUST HAPPEN
- Outcomes must be rigorously and consistently collected

FIDELITY, ACCOUNTABILITY, AND TARGETED REACH

Ohio Tobacco Research and Evaluation Center at Case Western Reserve University
Ohio’s Evaluation Plan: Basic Assumption

**OTPF APPROVED ACTIVITIES**

- Coalition development
- Community leaders relations
- Local marketing efforts
- Promotion of Ohio Quits
- PREVENTION: Life Skills; TNT; Project Alert; Word of Mouth; Stamp
- Intensive cessation interventions that meet the 10 pt. criteria
- School, worksite and public tobacco policies

**SURVEILLANCE OUTCOMES**

- Tobacco use among youth and adults (type, freq, amount)
- Quit attempts and success rate
- Public awareness of tobacco as a public health hazard
- Public acceptance of public, outdoor and worksite smoking policies
- Public awareness of tobacco prevention and cessation services

**TARGETED PROGRAM EVALUATION**

- Intent to Treat Cessation Evaluation.
- Evaluation of promising approaches.

**FIDELITY, ACCOUNTABILITY AND TARGETED REACH**

Start here??

No, here
Focus of CGIII Evaluation

• Only OTPF approved (evidence-based or promising) programs and approaches
• Accountability
  – Consistent and standardized reporting across all activities
• Assessment of targeted reach
  – Most at risk receiving the programming; geographic distribution?
• Assessment of fidelity
  – How well facilitators can/do keep to published curriculum
• Centralized and standardized reporting that provide real time data to OTPF and agencies
• Four programmatic goals
  – Prevention (youth)
    • Evaluating Fidelity
    • Accountability
    • Program Reach
  – Cessation (adult)
    • Program Reach
    • Evaluating Outcomes
  – Secondhand smoke
    • Evaluating Process Activities and Outcomes
  – Community awareness
    • Evaluating Process Activities and Outcomes
How to get 50 agencies to keep track of their program activities in the same way, using the same criteria, on the same schedule...
• Each agency was required to identify one individual who would be responsible for evaluation reporting and serving as the primary contact for OTREC in grant application.
• RE coordinators in large agencies minimum of .50 FTE; smaller agencies .25 FTE.
• All communication regarding evaluation and reporting goes through the RE Coordinators – thus must be familiar and connected to programming.
The Ohio Tobacco Prevention Foundation funded 50 CGIII Community Grantees to implement 17 tobacco control strategies. These strategies fall under four main goal areas of tobacco control.

<table>
<thead>
<tr>
<th>Goal: Prevention</th>
<th>Prevention Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prevention</td>
<td>• 100% Tobacco Free Schools</td>
</tr>
<tr>
<td>programming</td>
<td>• School-based Youth Prevention</td>
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<tr>
<td>efforts focus on</td>
<td>• Community-Based Youth Prevention</td>
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<tr>
<td>eliminating</td>
<td>• Prevention Curricula Training</td>
</tr>
<tr>
<td>youth exposure</td>
<td>• Support an Existing stand Team</td>
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<tr>
<td>to tobacco and</td>
<td>• Work to Establish a New stand Team</td>
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<tr>
<td>minimizing</td>
<td></td>
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<tr>
<td>youth initiation</td>
<td></td>
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<tr>
<td>of tobacco use.</td>
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<table>
<thead>
<tr>
<th>Goal: Cessation</th>
<th>Cessation Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cessation</td>
<td>• Intensive Adult Cessation Counseling</td>
</tr>
<tr>
<td>programming</td>
<td>• Training Health Professionals in Brief Interventions</td>
</tr>
<tr>
<td>includes</td>
<td>• Policy and Brief Intervention Within Health Systems</td>
</tr>
<tr>
<td>providing</td>
<td>• Employer Support for NRT</td>
</tr>
<tr>
<td>cessation</td>
<td>• Distribution of Quit Kits</td>
</tr>
<tr>
<td>counseling to</td>
<td>• Promotion of Ohio Quits</td>
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<tr>
<td>tobacco-using</td>
<td></td>
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<tr>
<td>adults attempting</td>
<td></td>
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<tr>
<td>to quit and</td>
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<tr>
<td>assisting health</td>
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<td>professionals</td>
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<td>and health</td>
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<td>systems in</td>
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<tr>
<td>cessation</td>
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<td>support efforts.</td>
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<td>Promotion of</td>
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<td>the statewide</td>
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<tr>
<td>Ohio Quits</td>
<td></td>
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<tr>
<td>cessation</td>
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<tr>
<td>support services</td>
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<tr>
<td>is also part of</td>
<td></td>
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<tr>
<td>this goal area.</td>
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<table>
<thead>
<tr>
<th>Goal: Secondhand Smoke</th>
<th>Secondhand Smoke Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondhand Smoke</td>
<td>• Outdoor Tobacco-Free Environment</td>
</tr>
<tr>
<td>goals focus on</td>
<td>• Tobacco-Free Worksites</td>
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<td>working toward</td>
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<tr>
<td>tobacco-free policies</td>
<td></td>
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<tr>
<td>for worksites and</td>
<td></td>
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<tr>
<td>outdoor environments</td>
<td></td>
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<tr>
<td>in the community.</td>
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<table>
<thead>
<tr>
<th>Goal: Community Awareness</th>
<th>Community Awareness Strategies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program efforts in</td>
<td>• Community Leader Relations</td>
</tr>
<tr>
<td>Community Awareness</td>
<td>• Coalition Development</td>
</tr>
<tr>
<td>include involving elected</td>
<td>• Surveillance Data Collection</td>
</tr>
<tr>
<td>officials in tobacco</td>
<td></td>
</tr>
<tr>
<td>control efforts, working</td>
<td></td>
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<td>with a coalition to help</td>
<td></td>
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<tr>
<td>mobilize tobacco control</td>
<td></td>
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<tr>
<td>and conducting</td>
<td></td>
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<tr>
<td>surveillance data</td>
<td></td>
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<tr>
<td>collection in the</td>
<td></td>
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<tr>
<td>community.</td>
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Step 2- Develop Standardized Evaluation Tools

- Standardized data collection tools
- Standardized and centralized data collection mechanisms
- Standardized protocols
- Centralized reporting
Three components to youth prevention evaluation

• Curriculum fidelity
  – How well do facilitators keep to published curriculum
  – What can and can’t they do
  – Year of exploration – stress that this is not an evaluation of the facilitator

• Program accountability
  – Assesses intervention dosage, program satisfaction.

• Program reach
  – How many you reach (# of surveys completed) and who (demographics)?
## Facilitator Fidelity Checklists

**OTPF LifeSkills Training: Middle School Year 1 (6th/7th) Facilitator Fidelity Checklist**

<table>
<thead>
<tr>
<th>Grantee Name</th>
<th>Class ID</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Subgrantee Name</th>
<th>Facilitator First Name</th>
<th>Facilitator Last Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Facilitator Phone</th>
<th>Facilitator E-mail</th>
<th></th>
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<tbody>
<tr>
<td></td>
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<td></td>
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<table>
<thead>
<tr>
<th>School District</th>
<th>School</th>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Grade</th>
<th>Period</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructions:** Please complete the appropriate section after completion of each session. Indicate the date the session was completed, how many minutes were spent on covering that session, and indicate which of the session objectives were completed. If any session objectives were not completed, please explain why. In the notes section at the end of the survey, please include any comments you have about any session including changes you may have made to the curriculum materials.

<table>
<thead>
<tr>
<th>SESSION</th>
<th>DATE COMPLETED TIME TO COMPLETE (MIN)</th>
<th>TOPICS/ACTIVITIES COVERED</th>
<th>CURRICULUM ATTAINMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1: Self-Image and Self-Improvement</td>
<td>Date Completed Minutes</td>
<td>Ground Rules</td>
<td>How I See Myself (WS1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>How closely did you keep to the curriculum as written for this lesson?</td>
</tr>
</tbody>
</table>

**Completed by facilitator**
OFTP Teacher Reporting Form

- Completed by the classroom teacher or community leader
- One form per classroom.
**OTPF Youth Prevention Survey**

- Completed by each student in the class.
- Provides program reach information.
Submitting Data

- Once classroom data (fidelity, teacher report, study surveys) are collected.
Three components to intensive adult cessation evaluation

• Adult Cessation Survey
  – Consent Form (info and permission for call center to contact them 3 and 6 months following program).
  – Baseline Survey (tobacco history; use).

• Class/Batch Information
  – Program, location, intervention dosage, etc.

• Attendance Log
  – Keep track of # of sessions
  – Keep track of 30 day relapse prevention call.
Baseline Survey w/ Consent

CONSENT FORM

BASELINE SURVEY
• Class/Batch Information Sheet

• Provide info about the class (date, time, facilitator, etc)

• If Individual Cessation – group individual evaluation data together in batch.
Attendance Log

- Keeps track of # of sessions and completion of 30 days relapse prevention call.
Submitting Data

- Once class/batch data (consent forms, baseline surveys, class/batch info form, attendance) are collected.
• OTREC created an on-line data management system, OTREC-DM in order to communicate with grantees regarding the flow of data collected.

• OTREC-DM creates unique identifiers for prevention and cessation classes.

• Communicates receipt of all faxed data.

• Facilitates data entry for a 13-question Youth Prevention Survey with an expected reach of 40,000 surveys this year.
• Once a class is registered, the RE coordinator can track it through OTREC-DM.
• Ability to sort list of classes by ID, districts, school, facilitator etc.

### Prevention Class Assignments

<table>
<thead>
<tr>
<th>Class ID</th>
<th>Program</th>
<th>District</th>
<th>School</th>
<th>Grade</th>
<th>Class Period</th>
<th>Teacher</th>
<th>Facilitator</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>5714</td>
<td>LST</td>
<td>Orange City School District</td>
<td>Gund School-Beech Brook</td>
<td>6:7</td>
<td>3</td>
<td>Smith</td>
<td>Jones</td>
<td>Incomplete</td>
</tr>
<tr>
<td>5716</td>
<td>LST</td>
<td>Solon</td>
<td>Arthur Read Elementary School</td>
<td>6:7</td>
<td>2</td>
<td>Smith</td>
<td>McMann</td>
<td>Incomplete</td>
</tr>
<tr>
<td>5718</td>
<td>WOM</td>
<td>Orange City School District</td>
<td>Moreland Hills Elementary School</td>
<td>4</td>
<td>2</td>
<td>Bisko</td>
<td>Jones</td>
<td>Incomplete</td>
</tr>
<tr>
<td>5720</td>
<td>WOM</td>
<td>Orange City School District</td>
<td>Moreland Hills Elementary School</td>
<td>4</td>
<td>4</td>
<td>Thomas</td>
<td>Jones</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Spread Sheet

1 - 4
• Once the required forms have been submitted to OTREC (fidelity, teacher report, study surveys) the date is confirmed in OTREC-DM. This allows the RE Coordinator to track the submission of data.

Enter dates that teacher form and fidelity checklist was faxed

Confirm the number of surveys entered
G-Wiz: Ohio Tobacco Prevention Grant Wizard

• Centralized on-line reporting system with multiple grant management purposes

• “Evaluation Tab” allows for overall management of each strategy, including work plans and bi-monthly Progress and Activity Reports for each work plan.

• Data managed by OTREC is uploaded into G-Wiz for real-time evaluation results.
Grantee Reporting in G-Wiz

G-Wiz Progress and Activity Report Portal

Allows grantees to report reach numbers and summarize programmatic activities.

Select “New Report” to submit a Progress Report

Select “New Report” to submit an Activity Report

Target Number

Cumulative Target Reached

Percentage Completed

Target Number Reached this Period

Progress Report for School-based Youth Prevention (GWIZ Manual)

<table>
<thead>
<tr>
<th>Question</th>
<th>Target</th>
<th>Cumulative Target Reached</th>
<th>Percentage Completed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>How many schools did you implement this curriculum?</td>
<td>0</td>
<td>0</td>
<td>0.00 %</td>
<td></td>
</tr>
<tr>
<td>How many youth did you reach in the 5th Grade?</td>
<td>50</td>
<td>0</td>
<td>0.00 %</td>
<td></td>
</tr>
<tr>
<td>How many youth did you reach in the 7th Grade?</td>
<td>50</td>
<td>0</td>
<td>0.00 %</td>
<td></td>
</tr>
<tr>
<td>How many youth did you reach the 8th Grade?</td>
<td>75</td>
<td>0</td>
<td>0.00 %</td>
<td></td>
</tr>
</tbody>
</table>

Ohio Tobacco Research and Evaluation Center at Case Western Reserve University
OTREC Reporting in G-Wiz

G-Wiz Evaluation Entry Portal

Allows OTREC to summarize data from grantees and feed back into G-Wiz for real-time viewing by grantees and OTPF.

**TEACHER REPORTING FORMS**

Number of Teacher Reporting Forms received in this reporting period.

0

Total number of students enrolled in all classes.

0

Average number of sessions presented.

0

Average number of minutes in each session.

0

**TEACHER SATISFACTION SURVEY**

Number of teachers providing consent for the Teacher Satisfaction Survey:

0

Number of teachers completing the Teacher Satisfaction Survey.

0

Teacher satisfaction with implemented program:

Very Satisfied 0
Satisfied 0
Not Satisfied 0
Missing 0
Reach Reports in G-Wiz provide a bi-monthly update of all agencies’ total reach, by strategy.
Step 3- Develop a User Manual

Ohio Tobacco Prevention Foundation
Community Grants III
Reporting Manual

Overview of G-Wiz
Step 4- Training
Maintaining A Working System

RE Coordinators

Danyel Savarda
Maggie Male

Statewide Field Coordinators

Ohio Tobacco Research and Evaluation Center at Case Western Reserve University
Maintaining a Working System

• OTREC developed a database that houses contact information for 50 agencies.

• Also contains an comprehensive Communication Log that allows Statewide Field Coordinators to keep track of interactions (phone, email, etc) with the agencies.

• Allows any OTREC staff member to be familiar grantees’ program in a brief amount of time.
Maintaining a Working System

• Monthly electronic newsletter created to communicate with RE Coordinators at each of the Community Grant Agencies

• Newsletter Content:
  - Important announcements
  - Deadline reminders
  - Strategy-specific content
  - Messages from OTPF
Maintaining a Working System
Maintaining a Working System

100 % Tobacco Free Schools

- Activity Report Worksheet

School-based Youth Prevention

- Activity Report Worksheet
- School-based Youth Prevention Evaluation Protocol
- Supplement to School-based Youth Prevention Protocol for use with 3rd grade students (The Supplement was added on January 18th to assist those programming with 3rd grade students. Please be sure to also download the updated Youth Prevention Survey below.)
- OTREC-DM Instructions for Youth Prevention
- Prevention "Cheat Sheet"

Evaluation Tools
- Teacher Reporting Form (Updated on January 8th to include more space for the teacher’s email address. Please note that older versions of the Teacher Reporting Form will continue to be accepted.)
- Youth Prevention Survey (Youth Prevention Survey was updated on January 18th to include 3rd grade as an option. If programming with 3rd grade students please use this version along with the Supplemental 3rd grade Protocol above. Please note that older versions of the Youth Prevention Survey will continue to be accepted.)
- Youth Prevention Survey (Spanish)
- Youth Prevention: Instructions for Youth Prevention Curriculum facilitators (If programming with 3rd grade students, make sure to use the Instructions for Youth Prevention Facilitators found in the Supplemental Protocol above).

Fidelity Forms
- LifeSkills 3/4
- LifeSkills 4/5
- LifeSkills 5/6
Keys to Success

- Innovation
- Adaptability
- Multiple checks and balances
- Responsiveness
- Standardization and Centralization