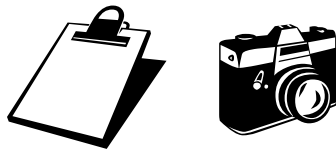


Tools for Schools



Collecting Data for Action
to Promote
Tobacco Free Schools



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For help conducting school assessments and using them to create new school policies or programs, contact a regional ?Y Youth Empowerment coordinator:

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These tools were compiled, revised or developed by Sheryl Scott in consultation with ?Y staff. For feedback and to include case studies of assessment activities that you've used, please contact Ms. Scott at email sherscott@earthlink.net


Introduction


Congratulations! By joining with others to work towards a 100% tobacco free school you have become a leader in challenging the status quo and taking on one of the most damaging health problems facing our world today. [Special note: The term "Tobacco free school" is used for convenience. The term refers to commercial tobacco products only and does not refer to the use of tobacco by American Indians for ceremonial, healing or spiritual purposes.]


It's not easy to develop new policies and programs to protect your family, your friends, and yourself from the negative effects of the secondhand smoke, but it is very rewarding. This toolkit provides you with some ideas for activities that can help you gather information to define your problem, develop your strategy, and deliver your message. The focus of these activities is to assess your school environment as a first step. The next step will be to pull together the information and work with your team to develop action steps to create needed changes in your school environment. The tools include:


- Key informant interview - sample questionnaire for administrators
- Surveys
- Observation and photographic study guide
- Checklist on comprehensive school programs
- Summary sheets for team strategizing

Depending on what you already know, you may find one, two or all of the tools helpful in your work. The tools are designed to be guides, not rigid forms, so if you want to use them as is, go ahead! But also feel free to add, subtract, or modify questions specific to your setting. For example, if you are one of the lucky few schools to have a 100% policy in place, you may want to refocus the questions more on enforcement or curriculum issues. Most importantly, you can use the results in several ways, including:

 *Developing Strategy:* The information will help point to directions for future work by generating questions. Did you find that students and teachers are smoking on campus before or during school? Is there no signage or communication about no tobacco use policies that currently exist? Different problems will require different solutions, so sharing this information with your team will help determine next steps.

 *Bolstering your Case and Educating Others:* If you find problems with tobacco use during your study, you can share the data, especially photographs, with your school community. For example, you could make a photographic exhibit, you could summarize the data for the school newsletter, or you could make a formal presentation to the school board.

 *Media Advocacy:* The news media can be a powerful ally in your struggle to create a tobacco free school. The majority of the public supports tobacco free schools, yet the issue is still controversial in our state so the media are particularly interested in finding out about what's going on with this issue. You can write an article, share photographs, or invite the media to attend a press conference when you release your findings. Ask for help from your team leader to get in touch with the great resources of the ?Y Youth Centers or the NC Tobacco Prevention and Control Branch.

 *Evaluation.* You could think of the data that you collect as a "baseline", or your starting point for efforts to create a healthier school environment. You could repeat other assessment activities at the beginning of each school year, to see how it compares to last year. Changes for the better or no change?

Getting Help from Teachers and Your School!



These activities relate to many different subjects that you are learning about at your school. As such, they could be integrated into the curriculum as special projects or learning activities. Ask your teachers to help you with the activity or to provide you with guidance. A few examples of how these activities relate to your school work:

Math: Analyzing data, preparing summary statistics, understanding probability and standard deviation, estimating sample size

Art: Taking photographs, developing photographs, preparing a photography exhibit, creating posters and creative displays

Political Science or Social Studies: Preparing graphs and charts, conducting interviews, advocacy and "lobbying" strategies, SWOT analyses.

Science: Generating hypotheses, deductive and inductive reasoning, understanding sampling and standard deviation

Environmental: Litter, environmental tobacco smoke pollution

Getting teachers to help can really boost the effectiveness of your efforts. It can give you more time to complete these activities if you can do them as part of a class project, or it can net you some active assistance from experienced adults. Plus, you may come up with some new allies by getting teachers involved in your efforts!

⇒**This toolkit is a work in progress - send us your case studies for the next edition**⇐

Tips on Conducting Key Informant Interviews

Key informant interviews are one-on-one discussions with individuals in leadership, decision-making, or service roles designed to get their opinions about the issues you are concerned with, in this case, tobacco free schools. The process of key informant interviewing not only gathers information on problems, but also on solutions. This information will help you develop strategies for change. The process of interviewing can also generate new partners and allies for your cause. To conduct the interviews, you need:

- Help in setting up the interview and preparing background information on your school
- A semi-structured questionnaire (that is, open-ended questions prepared and written before hand),
- 2 people to interview (one to lead in asking questions, the other to lead in note-taking), and
- Time after the interview to summarize and review notes (about 1-1½ hour total including interview)
- Time to follow-up and provide FACT SHEETS or other materials related to the questions that came up during the interview (e.g., concerns about enforcement, lack of knowledge about ETS, etc.)

Depending on the type of information or "buy-in" you need, you should consider interviewing one or more of the following people at your school:

Position	Potential Topics
Principal	Support for and ideas on policy, enforcement, school programs, barriers
School Board member	Support for policy, enforcement, new programs, barriers
Maintenance Crew	Places youth/adults use tobacco, personal attitude or support on youth smoking
Security Patrol	Places youth/adults use tobacco, enforcement issues, personal level of support
Guidance Counselor	Ideas on enforcement, ideas on need for services, readiness to add programs
Health Teacher	Ideas on enforcement, ideas on need for services, readiness to add programs
PTA Leader	Support for policy and enforcement, ideas for parent involvement
Youth Leader	Support for policy, ideas for enforcement, support from student body

An example of a Key Informant Interview Questionnaire for an administrator such as a principal or school board member is included on p. 5. The questions were refined from a similar survey conducted with NC school superintendents by Project ASSIST in 1995. These particular questions reflect gathering information on the broad stroke of tobacco prevention rather than focusing on a specific topic such as enforcement. The topics cover all of the components of a tobacco free school: policy, enforcement, family & community involvement, curriculum and cessation services.

You should revise this interview questionnaire if you are looking for more in-depth information on a particular topic or for someone other than an administrator. For example, if you were interviewing the security patrol, you could ask about specific experiences with enforcing policy among staff or visitors, or with the PTA leader, you could ask their ideas for how to help support no tobacco use policy at sporting and other after school events.



Key Points on Key Informant Interviewing

Key informant interviewing requires a special kind of skill -- an ability to listen and gather information both stated and unstated. The following points may be helpful to review:

- *Listen and Share, Don't Debate.* This is an information gathering event, not a showcase for arguing your issue. You want to scope out where this person stands - with us or against us? If the person is strongly against policy change, continue to be polite and share facts, but don't disagree -- simply gather their responses to get a sense of where the obstacles lie and any areas where future education is possible. E.g., is their opposition based on believing that adults have the right to smoke? Is their opposition based on a fear that teachers will get mad or quit? Knowing this will help you later as you gather information to follow-up, or if you do end up debating the issue in an appropriate setting.
- *Be Conversational, Allow Time, and Probe if Needed.* If you need more information to understand an answer, take the time to "probe", or ask follow-up questions to clarify the response. Sometimes people aren't sure of their response and take some time to think it through in their conversation with you.
- *Come Prepared.* Bring simple FACT SHEETS with information on ETS, TFS or North Carolina and federal laws pertaining to school tobacco policy. Be prepared to answer questions on effectiveness of policy and programs in case they come up during the conversation., or defer the questions and follow-up with FACT SHEETS at the end of the interview. If you don't have the information at your fingertips, it's fine, just be sure to follow-up by providing documents and materials to answer their questions. They will be impressed!
- *Consider this as an opportunity for Education, not just an Interview.* Depending on the person you interview, he or she may be uneducated about tobacco issues, so this is one chance to give them important information on the high smoking rates in our schools (e.g., review your county asthma survey data in the 2010 Vision Document), the high costs of smoking to employers, the high percentage of smokers that want to quit, etc.
- *Consider this as an opportunity for Partnering, not just an Interview.* **Remember the 3 Ps: professional, polite and prepared.** You are representing the TFS movement, your youth group, the ?Y crews and others who will come after you. Even if the person you are interviewing completely disagrees with you or is argumentative, he or she will be impressed to see how much you care about this issue. You may plant a seed that will eventually bear fruit.

← **Ready, Set, GO!!** Check here if you think any of the following will be your key informants:

- School Board member
- Principal
- Maintenance Crew
- Security Patrol
- Guidance Counselor
- Health Teacher
- PTA member
- Youth Leader

Key Informant Interview Questionnaire (Administrator)

Thanks for agreeing to help us out by speaking with us as an important school leader. We'd like to get more information about tobacco prevention issues here at _____ (name of school.)

Please provide the following basic information about the school:

of students _____ # of teachers _____ # of staff _____

How long have you worked for this school district? _____

Policy

1. What is our school's policy on smoking and smokeless tobacco use? (Ask for a copy)
(If not addressed in the initial answer, probe "Who does this policy cover --students, teacher, administrators, staff, visitors?")

1.a. If smoking is allowed, please indicate by whom (student, staff, visitors) where and when.

2. How is the policy communicated to teachers within the school?

2.a. To parents and students?

3. Who is responsible for adopting tobacco use school policies at our school?

3.a. When was the last time this policy was reviewed or revised? _____

4. Do you think that the following groups are supportive of a 100% tobacco free policy at our school, (by 100% we mean no tobacco use anywhere or any time by students, staff, teachers or visitors?)

Comments or Notes

Students	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure	_____
Parents	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure	_____
Teachers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure	_____
Staff	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure	_____
School Board	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure	_____
Yourself	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unsure	_____

5. From your perspective, what would be the positives for making a 100% TFS policy?

6. What would be some potential negatives or barriers?

Enforcement

7. Who formulates the enforcement policy for our school?

8. What are the procedures for violators when they are:

Teachers or Staff?

Students?

Visitors?

9. In your opinion, has the policy been enforced effectively? ___Yes ___No ___Unsure
If no or unsure, why not?

10. Do you offer Alternatives to Suspension (diversion) for students caught smoking? ___Yes ___No
If yes, how has that worked for you?

If no, why not?

Do you have information on the number of violations?

11. How do you think our school enforcement policy and procedures could be improved?

Are there any plans to do this in the near future?

Family and Community Involvement

12. Can you describe any community or parent involvement in developing or promoting the tobacco use policy?

13. Has there been any reaction or involvement from community or parents related to enforcement of policies? If yes, please describe

14. Can you describe any student activities or student groups working on tobacco prevention issues at our school this school year? (Include name of group if mentioned)

Cessation

15. Do you think there is an interest in quitting among

Teachers who smoke in our school? Yes No Don't Know

Staff who smoke in our school? Yes No Don't Know

Students who smoke in our school? Yes No Don't Know

16. Does our school provide any programs or assistance for:

Describe:

Teachers who smoke? Yes No Don't Know _____

Staff who smoke? Yes No Don't Know _____

Students who smoke? Yes No Don't Know _____

If not, any plans to provide them in the near future?

Curriculum

17. What kind of curriculum is used in our school to prevent and discourage students from using commercial tobacco products?

[If not stated during response, during what grades and is it integrated or a separate unit?]

18. How are teachers prepared and assisted to teach this curriculum?

19. How successful has the curriculum been?

Overall

20. Does our school have future plans to develop new programs or initiatives on tobacco prevention?

21. Is there anyone else you think would be good to talk to about this issue?

22. Would you be interested in assistance with any of the issues that we discussed today?

Yes No Don't Know

Issues _____

Any additional questions or comments?

Thank you! Your input is extremely important and we appreciate the time.

Interviewer Notes

Date of Interview: _____

Location of Interview: _____

Interviewer(s): _____

Who was Present: _____

Comments on Interview Process (Any interruptions, tone during interview, etc.)

Comments, Personal Thoughts, Hints for Next Time:

Tips for Administering Surveys

Surveys are powerful ways to get information on what teachers, students and parents believe about secondhand smoke, what they know about programs in your school, their level of support for policy change at your school, and their beliefs about whether other people support such change.

Preparing for the Survey. In this section, we have provided an example of a student, teacher, and visitor survey that you could conduct at your school. You could add or subtract questions that are most important for your school. It's important that you get the information you need to move forward.

Deciding on when to conduct the survey is important. For students and teachers, perhaps you could make it an all school event during Kick Butts day, school health week, or World No Tobacco Day. Or you could just collect surveys during a lunch period at your school. Or for teachers, perhaps you could do the survey on a teacher in-service day, or during the summer when they aren't as busy. For visitors, you could collect surveys during school athletic or music events.

Case Study: The STRIKE2 team in Onslow County used the School Supporter Survey at their big football game in Fall, 2001. As an incentive to fill out they survey, they included a spot for visitors to write in their name for a halftime drawing of prizes. The survey was a smashing success, netting them media attention as well as a way to educate on ETS at a big event. They were also

• **YOU NEED TO GET PERMISSION FROM SCHOOL OFFICIALS TO CONDUCT SURVEYS!** Ask your adult leader, or social studies or health teacher to help with this.

Conducting the Survey: First, ALWAYS be polite and ALWAYS let people know it's ok if they don't want to do the survey. *However, you need to keep track of the number of people who say "no".*

You could do the survey in two ways:

- 1) Written. Make copies and give them out to teachers or students to fill out while you wait, or you could have a drop box or other collection method. Usually, you get a better response rate if you have them fill it out on the spot. Response rate is important because you want *everyone's* opinion, not just nerds who like filling out surveys!!!! Remember that both smokers and non-smokers get the survey.

2) Verbal. Take a clipboard and do the surveys in person by reading the questions. You can tell the person the survey is anonymous (no names will be put on the survey) and will only take a few minutes (unless you add more questions.) Print out the response card below and give it to the person to look at while you read the questions. Read the question, then also read the answers, for example "Do you believe that teachers are important role models for youth...would you say probably not, maybe, quite likely, definitely, neutral/don't know?" After the first one or two questions, they may give you the answer before you've read the responses, so you can then move on and quit reading the response each time. Reading them at first is important to help get them in the groove of answering the way you want, otherwise, people might just say "yes" or "no" and that gets confusing.

Response Choices -

(After I read the question, pick the best response below:)

- Probably Not

- Maybe

- Quite Likely

- Definitely

- Neutral/Don't Know

Analyzing the Data. Make sure you have the resources and people power lined up to analyze the data. Collecting hundreds of surveys and then having them gather dust does nothing for the cause. Ask for help! For example, this may fit into a school project for students in math, social studies or computer lab. Or, perhaps the teachers in those subjects would be willing to lend a hand. Simple percentages and bar graphs in a spreadsheet program like Excel or a slide program like Powerpoint make great presentations or graphics for a poster or fact sheet to share with school leaders, students, teachers and parents. You could also ask the regional ?Y Youth Centers for help.

Using the Data. In the last section "Now What" beginning on page 19, we discuss how to use the data to understand what your school is ready for, how to build strategy and develop action steps for a tobacco free school. You can also share the data outside your working team, e.g., to build your case with school board members or administration, or to let the other students and/or news media know about tobacco advertising practices near your school.

Ask your team leader, the regional ?Y Youth Center, or your local ASSIST coalition for help. They can share their experience and expertise in writing press releases and fact sheets.

TEACHER OPINION SURVEY

Introduction: Hey, we really need to get your opinions on an important issue facing our school. This survey will only take a couple of minutes and is anonymous. Would you help us out by answering these questions?

TEACHER OPINION SURVEY

Please circle the best answer!

	Probably Not	Maybe	Quite Likely	Definitely	Neutral/D on't Know
1. Do you believe that teachers are important role models for youth?	0	1	2	3	5
2. Do you believe that more needs to be done in our school to keep kids off tobacco?	0	1	2	3	5
3. Do you believe that secondhand smoke is harmful to nonsmokers?	0	1	2	3	5
4. Would you support our school creating a policy to go tobacco free (students, teachers and visitors) including at off-campus events?	0	1	2	3	5
5. Do you think that <i>other teachers</i> would support creating a policy to go tobacco free at all events?	0	1	2	3	5
6. Do you think that <i>school administrators</i> would support creating a policy to go tobacco free at all events?	0	1	2	3	5
7. Do you think that <i>students</i> would support creating a policy to go tobacco free at all events?	0	1	2	3	5

Do you have a health condition that makes it difficult for you to be around cigarette smoke? ___yes ___no
If yes, please tell us what it is _____

Are you aware of any groups working on tobacco issues in your school? ___yes ___no
If yes, please describe:

If you are currently a smoker, would you like help to quit? ___yes ___no ___don't smoke

Any comments you would like to add?

THANKS FOR SHARING YOUR OPINIONS WITH US!

STUDENT OPINION SURVEY

Introduction: Hey, we really need to get your opinions on an important issue facing our school. This survey will only take a couple of minutes and is anonymous. Would you help us out by answering these questions?

STUDENT OPINION SURVEY

Please circle the best answer!

	Probably Not	Maybe	Quite Likely	Definitely	Neutral/ Don't Know
1. Do you believe that teachers are important role models for youth?	0	1	2	3	5
2. Do you believe that more needs to be done in our school to keep kids off tobacco?	0	1	2	3	5
3. Do you believe that secondhand smoke is harmful to nonsmokers?	0	1	2	3	5
4. Would you support our school creating a policy to go tobacco free (students, teachers and visitors) including at off-campus events?	0	1	2	3	5
5. Do you think that <i>other students</i> would support creating a policy to go tobacco free at all events?	0	1	2	3	5
6. Do you think that <i>school administrators</i> would support creating a policy to go tobacco free at all events?	0	1	2	3	5
7. Do you think that <i>teachers</i> would support creating a policy to go tobacco free at all events?	0	1	2	3	5

Do you have a health condition that makes it difficult for you to be around cigarette smoke? ___yes ___no
If yes, please tell us what it is_____

Are there places at school that you've smelled cigarette smoke, either during or after school? ___yes ___no
If yes, where:

Are you aware of any groups working on tobacco issues in your school? ___yes ___no
If yes, please name:

If you currently smoke cigarettes, would you like help to quit? ___yes ___no ___don't smoke

Any comments you would like to add?

THANKS FOR SHARING YOUR OPINIONS WITH US!

SCHOOL SUPPORTER OPINION SURVEY**Please circle the best answer!**

- | | | | |
|--|-----|----|------------|
| 1. Do you believe that adults are important role models for our youth? | Yes | No | Neutral |
| 2. Do you believe that secondhand smoke is harmful to nonsmokers? | Yes | No | Don't know |
| 3. Are you concerned that our youth are exposed to secondhand smoke? | Yes | No | Neutral |
| 4. Would you like to see our school express a concern about secondhand smoke by going tobacco free at all events? | Yes | No | Neutral |
| 5. Would you support the school system creating a policy to go tobacco free at all events? | Yes | No | Neutral |
| 6. Do you have a health condition that makes it difficult for you to be around cigarette smoke?
If yes, please tell us what it is _____ | Yes | No | |

Any comments you would like to add?

THANKS FOR SHARING YOUR OPINIONS WITH US!

Your Name for the Drawing (please print so we can read it!) _____

Tips on CDC Guidelines for Comprehensive School Tobacco Prevention Programs

The Center for Disease Control and Prevention (CDC) developed Guidelines for School Health Programs to Prevent Tobacco Use and Addiction to help achieve national health and education goals. The Guidelines were developed in collaboration with experts from 29 national, federal, and voluntary agencies and are based on an extensive review of research and practice. The Guidelines include Key Principles and Recommendations for creating a Tobacco Free School that will effectively reduce tobacco use and promote cessation. These are listed below:

Key Principles

School programs to prevent tobacco use and addiction will be most effective if they

- Prohibit tobacco use at all school facilities and events.
- Encourage and help students and staff to quit using tobacco.
- Provide developmentally appropriate instruction in grades K–12 that addresses the social and psychological causes of tobacco use.
- Are part of a coordinated school health program through which teachers, students, families, administrators, and community leaders deliver consistent messages about tobacco use.
- Are reinforced by community-wide efforts to prevent tobacco use and addiction.

Recommendations

The guidelines include 7 recommendations for ensuring a quality school program to prevent tobacco use:

1. Policy

Develop and enforce a school policy on tobacco use. The policy, developed in collaboration with students, parents, school staff, health professionals, and school boards, should

- Prohibit students, staff, parents, and visitors from using tobacco on school premises, in school vehicles, and at school functions.
- Prohibit tobacco advertising (e.g., on signs, T-shirts, or caps or through sponsorship of school events) in school buildings, at school functions, and in school publications.
- Require that all students receive instruction on avoiding tobacco use.
- Provide access and referral to cessation programs for students and staff.
- Help students who violate smoking policies to quit smoking rather than just punishing them.

2. Instruction

Provide instruction about the short- and long-term negative physiologic and social consequences of tobacco use, social influences on tobacco use, peer norms regarding tobacco use, and refusal skills. This instruction should

- Decrease the social acceptability of tobacco use and show that most young people do not smoke.
- Help students understand why young people start to use tobacco and identify more positive activities to meet their goals.
- Develop students' skills in assertiveness, goal setting, problem solving, and resisting pressure from the media and peers to use tobacco.
- Programs that only discuss tobacco's harmful effects or attempt to instill fear do not work.

3. Curriculum

Provide tobacco-use prevention education in grades K–12. This instruction should be introduced in elementary school and intensified in middle/junior high school, when students are exposed to older students who typically use tobacco at higher rates. Reinforcement throughout high school is essential to ensure that successes in preventing tobacco use do not dissipate over time.

4. Training

Provide program-specific training for teachers. The training should include reviewing the curriculum, modeling instructional activities, and providing opportunities to practice implementing the lessons. Well-trained peer leaders can be an important adjunct to teacher-led instruction.

5. Family Involvement

Involve parents or families in supporting school-based programs to prevent tobacco use. Schools should

- Promote discussions at home about tobacco use by assigning homework and projects that involve families.
- Encourage parents to participate in community efforts to prevent tobacco use and addiction.

6. Tobacco Cessation Efforts

Support cessation efforts among students and school staff who use tobacco. Schools should provide access to cessation programs that help students and staff stop using tobacco rather than punishing them for violating tobacco-use policies

7. Evaluation

Assess the tobacco-use prevention program at regular intervals. Schools can use CDC's Guidelines for School Health Programs to Prevent Tobacco Use and Addiction to assess whether they are providing effective policies, curricula, training, family involvement, and cessation programs.



Does My School Measure Up?

The next page provides an assessment checklist that will help determine if your school is on its way toward the best practice recommendations of the CDC. It will help point out where additional effort needs to be made.

The Checklist should be filled out by a group of people knowledgeable about various aspects of school policy, practice and programs, such as the principle, health teacher, guidance counselor, student activists and SAFE coordinator.

Comprehensive School Tobacco Program Assessment¹ (to be filled out by Health Advisory committee or small group including the health teacher or SAFE coordinator, student leader, school administrator and guidance counselor)

	Yes	Some What	No	Don't Know	Comments 1) Clarifying comments and 2) Ways to improve
POLICY					
Does your school policy related to tobacco: Contain a clear rationale for the policy, focusing on reducing health risks related to tobacco?	2	1	0	DK	
Prohibit STUDENTS from using tobacco					
In school facilities?	2	1	0	DK	
On school grounds?	2	1	0	DK	
In school vehicles?	2	1	0	DK	
At school functions off school property?	2	1	0	DK	
Prohibit TEACHERS from using tobacco					
In school facilities?	2	1	0	DK	
On school grounds?	2	1	0	DK	
In school vehicles?	2	1	0	DK	
At school functions off school property?	2	1	0	DK	
Prohibit VISITORS from using tobacco					
In school facilities?	2	1	0	DK	
On school grounds?	2	1	0	DK	
In school vehicles?	2	1	0	DK	
At school functions off school property?	2	1	0	DK	
Prohibit tobacco advertising, e.g., on signs, T-shirts, newspapers, sponsorship of school events?	2	1	0	DK	
Require that all students receive instruction in avoiding tobacco use?	2	1	0	DK	
Include provisions for swift, consistent and equitable enforcement?	2	1	0	DK	
Contain clear procedures for communicating policy to those affected by it: students, staff, parents, visitors?	2	1	0	DK	
Provide prevention education and access to cessation programs for students using tobacco rather than solely punitive measures?	2	1	0	DK	
Are your tobacco-related policies effectively communicated to students, staff, parents and visitors through a variety of means such as signs posted in visible places, written statements in student and faculty handbooks, pamphlets and staff announcements?	2	1	0	DK	
Are school tobacco-related policies consistently and equitably enforced?	2	1	0	DK	
Are students in violation of the tobacco use policy consistently offered help, i.e., education, counseling, or referral to cessation, rather than solely punitive consequences?	2	1	0	DK	
CURRICULUM					
Which of the following is taught at your school?					
Life Skills	2	1	0	DK	
TNT	2	1	0	DK	
Other _____	2	1	0	DK	

¹ This is an abridged version of a tool based on CDC Guidelines developed by the Wisconsin Department of Public Instruction.

	Yes	Some What	No	Don't Know	Comments 1) Clarifying comments and 2) Ways to improve
INSTRUCTION					
Are a wide variety of instructional methods including direct instruction, modeling, and rehearsal used to help students develop tobacco-specific knowledge, attitudes, and skills?	2	1	0	DK	
Is tobacco instruction provided in every grade?	2	1	0	DK	
Is the tobacco instruction integrated as part of comprehensive health instruction within the broader school health program?	2	1	0	DK	
Are trained peer educators/leaders assisting with the classroom instruction?	2	1	0	DK	
Do student services personnel present consistent tobacco-free lifestyle messages through counseling and educational materials?	2	1	0	DK	
TRAINING					
Does your school provide training or other staff development for all teachers and other school staff providing tobacco instruction?	2	1	0	DK	
Do all students who teach other students about a tobacco-free lifestyle participate in training specific to curriculum or program?	2	1	0	DK	
FAMILY AND COMMUNITY INVOLVEMENT					
Were parent or families involved in developing school tobacco programs, policies and procedures?	2	1	0	DK	
Were youth involved in developing school tobacco Programs and policies?	2	1	0	DK	
Does your school curriculum promote discussions at home by assigning homework and projects that involve families?	2	1	0	DK	
Does your school provide parent education on tobacco use prevention, community smoking cessation resources, and parent/child communication?	2	1	0	DK	
Does a diverse school-community committee provide advice on school tobacco programs and policies?	2	1	0	DK	
Do school personnel participate in a local tobacco-related community coalition or partnership?	2	1	0	DK	
CESSATION					
Does your school offer tobacco-use cessation services at school for students?	2	1	0	DK	
Does your school offer tobacco-use cessation services at school or community referrals for teachers?	2	1	0	DK	
EVALUATION					
Does your school regularly and systematically assess the effectiveness of its tobacco-related policies?	2	1	0	DK	

Observation and Photography




Tips on Observational Studies - Schools Inside and Out


By conducting observational studies and taking photographs, you will document critical aspects of your environment. You can then share this information with school administration, teachers, other students, parents and school board members. By creating a picture of "what is", documentary evidence can be a powerful tool for creating change toward "what should be".

You may have already participated in observational studies like "Operation Storefront", where youth visit local merchants with a checklist of items and document the amount, placement and type of advertising. Observing your environment will "open your eyes" to things you may walk by every day and never notice.

Conducting the Study. You'll need teams of at least 2 people. One to carry a clipboard with the observation form to take notes and check off boxes, and the other to take photographs. If you get a photograph of a specific item, place a check in the box so you'll know you have in your collection. It would be great to have a team of 4, with 2 taking photos and 2 observing so that you can do it during different times of the day, or rove the crowds at big events. If you plan to publish or display any of your materials where someone is identifiable, you will need to ask for their consent (see Appendix for an example form.) It's important that you don't use any one's image without getting permission.


Using the Data. Photographs and observations can be used in many ways. Photos, in particular, can be very powerful ways to tell your story. Remember - your goal is to create a tobacco free school, so it's important to keep your "eyes on the prize" and use the information in a way that gets you closer to your goal. Here are some ideas:

-  School photographic exhibit - Develop your photos and use them to tell the story of what you found to your classmates, teachers and administrators and why you must have a healthier school.
-  School board meeting - Make a presentation to the school board using photos to tell your story.
-  Parent/Teacher Association (PTA) meeting - Make your case to the PTA association, using the photos and observation data you collected. Recruit volunteers for your team!

-  Merchant education - If you found lots of advertising at the convenience store near your school, take it to the street! Share the photos and observations with the merchant and ask them to stop marketing deadly products to his school age customers.




In the Schoolhouse

	Yes	No	Unsure	Notes/Description and thoughts on "Why"	 Got a shot?
Are there places inside the school where you see Students smoking? Teachers smoking? Ashtrays?					
Are there places in the school where students "sneak" a smoke, e.g., basement, equipment room?					
Are there no smoking or no tobacco use signs posted?				If yes, how many? List posted areas:	
Are there times you CHOKe with SMOKE in the student bathroom or other student hangout?				If yes, list Choke Times: If not bathroom, where?	
MORNING CHOKE CHECK					
Can you smell cigarette smoke?					
Is there evidence of cigarettes?					
LUNCHTIME CHOKE CHECK					
Can you smell cigarette smoke?					
Is there evidence of cigarettes?					
OTHER CHOKE CHECK:					
Can you smell cigarette smoke?					
Is there evidence of cigarettes?					
Is smoking allowed in the <i>teacher's</i> lounge?					
If yes, can you smell smoke?					




In the Schoolyard

	Yes	No	Unsure	Notes/Description and thoughts on "Why"	 Got a shot?
Is tobacco use allowed outside? Any evidence (butts, cans, etc.)? (HINT: ASK MAINTENANCE!)					
Is tobacco use allowed near the entrance(s)? Any evidence (ashtrays, butts, cans, etc.)?					
Is there a "butt corner" where youth go to smoke? where adults go to smoke?					
MORNING OBSERVATION					
Are students smoking before school (e.g., in cars, outside buildings?)					
Are teachers or staff smoking before school (e.g., in cars, outside buildings?)					
LUNCHTIME OBSERVATION					
Are students smoking (e.g., in cars, outside buildings?)					
Are teachers or staff smoking (e.g., in cars, outside buildings?)					
AFTERSCHOOL OBSERVATION					
Are students smoking?					
Are visitors or staff smoking?					
Was the non-tobacco use policy announced?				If yes, # of times: When (before, during game or event?)	
Are there no smoking or no tobacco use signs posted?				If yes, how many? List posted areas:	



In the Neighborhood

	Yes	No	Unsure	Notes/Description and thoughts on "Why"	 Got a shot?
Are there any markets or convenience store within walking distance or on the way to school? **If yes, pick the most popular with students and observe:				If yes, # of stores:	
Outside the store					
Is there outdoor advertising for tobacco products?				If yes, count the # of signs_____	
Inside the store					
Is there any tobacco advertising?				If yes, count the # of signs_____	
Is there any tobacco advertising at 3 feet or lower?					
Any tobacco ads next to candy displays?					
Any candy cigarettes for sale?					
Any NO SALES TO MINORS signage in the store?				If yes, describe (We Card, NC Law, etc.)	

Tobacco Product Placement

	Self serve	Behind counter	Locked in case	Other	Next to candy
Cigarettes					
Smokeless					

**If yes, you might consider doing a more thorough Operation Storefront inspection to get details on advertising tactics, then send the form in to www.kickbuttsday.org and work with your adult leader to send a press alert to the local paper on your findings

Summarize your Findings:

In the Schoolhouse:

What were the main areas of concern? _____

Any strengths to build on? _____

In the Schoolyard:

What were the main areas of concern? _____

Any strengths to build on? _____

In the Neighborhood:

What were the main areas of concern? _____

Any strengths to build on? _____

Now What? Using the Tools for Action

Now that you have collected information about your school environment, you can use it to help design strategies to create changes. Researchers use the term "readiness" to describe nine stages that a community or school might go through before making big changes in policy or programs for substance abuse, including tobacco. Thinking about the stage your school or community is in will help you determine the best strategies to use. The following is a summary of nine stages identified by researchers² and the characteristics of communities at each stage:

Stage 1: Community Tolerance/No Knowledge

Community norms actively tolerate or encourage the behavior, although the behavior may be expected of one group and not another (e.g., by gender, race, social class, or age). The behavior is generally viewed as acceptable or part of community norm.

Stage 2: Denial

There is usually recognition that the behavior is or can be a problem. Community norms usually would not approve of the behavior, but there is little or no recognition that this might be a local problem. If there is some idea that it is a problem, there is a feeling that nothing needs to be done about this locally, or that nothing can be done about it.

Stage 3: Vague Awareness

There is a general belief that there is a local problem and that something ought to be done about it. Knowledge about local problems tends to be vague. There is no immediate motivation to do anything. No identifiable leadership exists, or leadership lacks energy or motivation.

Stage 4: Preplanning

There is clear recognition that there is a local problem and that something should be done about it. There are identifiable leaders, and there may be a committee, but no real planning or good strategies in place.

Stage 5: Preparation

Planning is going on and focuses on practical details. There is general information about local problems and about the pros and cons of prevention programs, but it may not be based on formally collected data. Leadership is active and energetic. The program may have started on a trial basis. Funding is being actively sought or has been committed.

Stage 6: Initiation

Enough information is available to justify a prevention program, but knowledge of risk factors is likely to be stereotyped. A program has been started, but it is still on trial. Staff is in training or just finished with training. There may be great enthusiasm because limitations and problems have not yet been experienced.

Stage 7: Institutionalization/Stabilization

One or two programs are running, supported by administration, and accepted as a routine and valuable activity. Staff are trained and experienced. There is little perceived need for change or expansion. Limitations may be known, but there is not much sense that the limitations suggest a need for change. There may be some form of routine tracking of prevalence. There is not necessarily permanent funding, but established funding allows the program to implement its action plan.

Stage 8: Confirmation/Expansion

Standard programs are viewed as valuable and authorities support expanding or improving programs. New programs are being planned or tried out in order to reach more people, those thought to be more at risk or different demographic groups. Funds for new programs are being sought or committed. Data are obtained regularly on extent of local problems and efforts are made to assess risk factors and causes of the problem.

Stage 9: Professionalization

Detailed and sophisticated knowledge of prevalence, risk factors and causes exists. Some programs may be aimed at general populations, while others are targeted at specific risk factors and/or at-risk groups. Highly trained staff are running programs, authorities are supportive, and community involvement is high. Effective evaluation is used to test and modify programs.

² Oetting, E.R.; Donnermeyer, J.J.; Plested, B.A.; Edwards, R.W.; Kelly, K.; and Beauvais, F. Assessing community readiness for prevention. *International Journal of Addictions*, 30(6):659-683, 1995.



Taking your School Readiness Temperature: Hot, Lukewarm or Cold?

Is your school ready to make changes needed to create a 100% tobacco free school? Is your school "hot" to get to work, ready to back burner the issue ("lukewarm"), or about to give the "cold" shoulder to new ideas? When schools or communities are in the early stages of readiness and cold to ideas for change, strategies should focus on education, one-on-one meetings, finding allies and awareness building. These activities will build support for the next steps of strengthening and implementing new programs or policies. To find your school temperature, answer the following questions based on knowledge of your school environment and data from your key informant interviews, observations and school surveys:

School Groups

Put a check mark by the temperature that best describes the readiness of each group:

	Hot (Let's do it!)	Lukewarm (Whatever)	Cold (Forget it!)	Evidence for this response
Administration				
Staff				
Teachers				
Students				
Parents				

School Board

How many people on the school board? How many Support ___ Oppose___ Neutral___

Overall

Name(s) _____ Position _____

Do you have any outspoken champions?

Who actively supports your efforts (allies)?

Who actively opposes your efforts?

Current Conditions

What programs or services do you currently have in place?

Overall, what were the big problems you found in your school assessment?

Overall, what policy do you think your school is "ready" to work on (check all that apply):

- 100% Tobacco Free Policy
- Improve Enforcement
- Start or improve cessation program for youth
- Start or improve a diversion program for students caught smoking
- Improve or expand the curriculum on tobacco prevention
- Increase family and parent involvement in tobacco prevention
- Working with nearby merchants to reduce advertising seen by our youth
- Not ready yet, need to build awareness and support, e.g.,
 - Create new student groups
 - Increase the number of school wide activities on tobacco prevention
 - Make presentations to parents, teachers, school leaders, community groups

SWOT Analysis

Another option is to fill out a SWOT analysis of your strengths and weaknesses.

⇐ Think about **passing a 100% Tobacco Free Policy**, what's your **SWOT**?

Strengths - Name the internal strengths you found -- allies, champions, school programs & resources.

Weaknesses - Name the internal weaknesses or obstacles -- opposers, lack of resources, lack of interest

Opportunities - Name the external allies, coalitions, community groups, funding, statewide events

Threats - Name any barriers or obstacles found during the assessment activities.

<p style="text-align: center;"><i>Strengths</i></p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p>	<p style="text-align: center;"><i>Weaknesses</i></p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p>
<p style="text-align: center;"><i>Opportunities</i></p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p>	<p style="text-align: center;"><i>Threats</i></p> <p>1.</p> <p>2.</p> <p>3.</p> <p>4.</p> <p>5.</p> <p>6.</p> <p>7.</p>

CITIZEN PHOTOGRAPHIC AND INFORMATION RELEASE FORM

I, the undersigned, voluntarily grant to the NC Tobacco Prevention and Control Branch, DHHS, without pay, the permission to use photographs, videotape, audiotape, name and/or basic information about myself to illustrate its programs and services.

Date	Signature	Address

When a minor (under age 18) or ward is to participate in this release, the signature of a parent or guardian must appear below.

Name of minor	Signature of parent/guardian