



**American Lung Association of the Northeast  
Teens Against Tobacco Use Program  
Evaluation Report 2013**

**Introduction**

The American Lung Association of the Northeast (ALANE), as part of its ongoing efforts to support and expand tobacco prevention and cessation efforts at the local level, has completed the second and final year of implementation of the “*Teens Against Tobacco Use Program (TATU)*” funded by the Connecticut Department of Public Health (CDPH). The TATU program targeted three primary goals: 1) Reduce, eliminate and prevent youth tobacco use, 2) Improve access to and knowledge about tobacco-prevention activities and cessation programs, and 3) Promote the involvement of high school students in tobacco-use prevention careers and activities.

As one component of these ongoing efforts, the Center for Collaborative Evaluation and Strategic Change (CCESC) at **EDUCATION CONNECTION** is completing an external evaluation and documentation of the success and results of implementation efforts. Overall evaluation activities are designed to provide insight into the effectiveness of project activities and achievement of goals and objectives; to encourage the adaptation of practice based on data to enhance project effectiveness and to assess the relationship between project activities and smoking cessation and prevention. This report summarizes results of the external evaluation activities for the two years of program implementation.

**Teens Against Tobacco Use**

**TATU** is a peer teaching tobacco prevention program in which the adults are trained to work with high school students to educate them on the dangers of tobacco use. Adults are expected to recruit and train high school students to serve as role models and teach children in elementary schools about the health hazards of tobacco use. All program activities were developed to achieve key project goals including:

**Goal 1:** Reduce, eliminate and prevent youth tobacco use:

- Coordinate and conduct a professional development workshop using Master Training to 50 adults and 150 high school students to train them to be trainers and spokespersons against tobacco use using TATU
- Trainers will present tobacco use prevention programs to 12,500 students in grades K-8 in CT schools in English and Spanish
- Collect data from each program participant and facilitator including age, race, ethnicity and grade level

**Goal 2:** Improve access to and knowledge about tobacco-prevention activities and cessation programs:

- Advertise and market the program to school districts and youth groups including Bloomfield, East Hartford, New Haven, Norwalk and Stamford.
  - Purchase or develop flyers and promotion materials in English and Spanish
- Develop and launch a web-based application for program participant registration and referrals
- Develop press releases
- Refer tobacco users to the CT Quitline
- Build collaborations with community agencies and document these collaborations

**Goal 3:** Promote the involvement of high school students in tobacco-use prevention careers and activities:

- Develop and conduct a half-day “Health Career Promotion Day” for Connecticut high school students
- Implement a full-day Youth Advocacy and Legislative Training Day for high school students
- For both:
  - Develop and implement appropriate educational materials. Topics to include healthcare policy, direct health care, health care technology, social and behavioral determinants associated with health outcomes and health disparities and equity
  - Secure speakers and implement training
  - Collect on participants including demographic information
- Develop and implement a Youth Advocacy Coalition—“Students Working Against Tobacco (SWAT)”
  - Hold planning meeting
  - Implement developed activities and projects
  - Monitor and collect data on outcomes

It is noted that additional expectations stated by the Connecticut Department of Public Health include the following:

- Collaborate with other entities to minimize expense
- Conduct a pre-post survey regarding knowledge of tobacco use
- Collect demographic data from each program participant including age, race, ethnicity, gender, school grade level, town of residence and tobacco use status
- Develop and produce report to include all data, final results and analysis

### Overall External Evaluation Summary

**Overview:** External evaluation activities were completed during 2011-2013 and were designed to collect data to assess completion of activities and achievement of the goals of the TATU program. The evaluator, Dr. Mhora Lorentson of CCEC, worked closely with the TATU Program Coordinator to ensure that data collection and evaluation activities were completed.

**Evaluation Questions:** The evaluation process was designed to answer evaluation questions linked to each program goal. Evaluation questions to be addressed include the following:

**Question 1:** To what extent has TATU implemented programs to reduce, eliminate and prevent teen tobacco use?

**Question 2:** To what extent has TATU promoted access to and knowledge about tobacco-prevention activities and cessation programs?

**Question 3:** To what extent has TATU promoted the involvement of high school students in health and tobacco-use prevention careers and activities?

**Data Collection Methods and Activities:** Data collection methods were developed to inform process and outcome evaluation and included qualitative focus group interviews with adult trainers and teen leaders, data from interviews completed with the Project Director and Project Coordinator each year, pre-post survey data provided by TATU with survey development the responsibility of CCEC and examination of process data collected by the Project Coordinator.

Data collection methods to inform process and outcome evaluation included the following:

- *Individual Interviews:* Three individual interviews were completed with adult trainers at the end of the second year to assess the implementation process at a local level.
- *Process Documentation:* Documentation occurred as follows.
  - *Process Tracking:* CCESC provided the Project Coordinator with an excel template for use in tracking all process data. The completed file used to summarize process data.
  - *Document Review:* Meeting notes and documents related to the implementation process at the local level were reviewed to assess and document the process used. Documents reviewed included:
    - ✓ All reports provided to the CDPH
    - ✓ Minutes of TATU Advisory Committee meetings
    - ✓ E-mail communications sent to the Advisory Committee
    - ✓ Brochures and publications developed by TATU
- *Pre-Post Surveys:* Hard copy surveys in scannable form were administered. Surveys included:
  - Adult/Teen Survey
  - Elementary/Middle School Survey
- *Adult Facilitator Satisfaction Survey*
- *Facilitator Training evaluations:*
  - Teen and Adult Participants
- *Interviews with the EDUCATION CONNECTION Project Director and Coordinator:* CCCES conducted interviews with the Project Director and Coordinator twice during the implementation period.

### **Overall Instrumentation and Data Collection**

The instrument development and data collection process used is summarized below for each component of the expected methodology including on-line survey, interview and observation development and administration.

- A. Individual Interviews with Project Director and Coordinator and Three Adult Facilitators: Interview questions were developed to obtain information to assess progress on project goals and included perceptions of project implementation, success of project activities and the strengths and challenges faced at a local level. Questions targeted the identification of perceptions of the success and importance of the tobacco prevention and cessation initiative, the perceived impact of project activities, and barriers and opportunities faced throughout the process.
- B. Documentation Activities: Documentation activities included a review of the excel file used to track project activities, a review of meeting notes and documents related to the implementation process, and observation activities. Throughout the documentation process, key activities, discussions and interpersonal events or reactions were noted as appropriate.
- C. Surveys: Surveys were developed and used to assess growth in areas related to project goals. Pre-post surveys were administered to elementary/middle school students and adult facilitators. Additionally, an evaluation survey was used to assess the quality of program presentations.

**Data Analysis:** Conceptual analysis of responses was used to analyze individual interview results. Survey results were analyzed using SPSS, Statistical Package for the Social Sciences.

## Evaluation Results

### Evaluation Results

At the time of the final report, the following data was available for examination:

- ✓ Minutes from six meetings and/or communications with the Advisory Committee
- ✓ Process tracking reports from January, 2012-June, 2013.
- ✓ A summary of responses from adult facilitator training evaluations held on January 24, 2012; April 30 2012; August 15, 2012 and September 28, 2012
- ✓ Progress reports submitted to DPH during each project year
- ✓ Descriptive information from sessions with teen facilitators held in Norwalk
- ✓ A memo to the Department of Public Health Tobacco Control Department from ALANE dated July 5, 2012
- ✓ Results of interviews with the Project Coordinator and Project Director conducted in July, 2012 and July, 2013.
- ✓ Results of interviews with three adult facilitators conducted in June, 2013.
- ✓ A brochure developed by ALANE describing the TATU program and activities.
- ✓ A brochure developed by ALANE encouraging attendance at monthly Saturday meetings held at ALANE in support of TATU activities
- ✓ A brochure developed by ALANE publicizing the TATU Meme Contest held in March, 2013
- ✓ An order form used by TATU facilitators and schools to order necessary supplies for TATU presentations
- ✓ Results of youth forum evaluations held on May 8, 2013 at Southeastern Regional Action Council and aggregated by ALANE

Results are described for each data collection method used.

#### A. Interviews with Project Coordinator, Project Director and Adult Facilitators

##### 1. Overall Perceptions

In 2012, participants were **relatively satisfied** with program activities. Participants expressed enthusiasm in a number of areas including **an increased ability to work with health teachers and peer counselors and the learning and overall understanding and success with the project** that occurred during the initial months of project implementation. Participants described the **training activities, current TATU curriculum, and framework for the second year of implementation** as “*ready to go*” and “*very satisfactory*”.

As expected during the initial implementation of a project, participants described challenges faced during the first year of implementation. Specifically, participants described challenges in **implementing the project, building connections** and the need to **update and revise the TATU curriculum** prior to implementation. Participants described barriers in **developing collaborations** and relationships and attributed this to the intensive volunteer component inherent in the TATU model. Challenges were faced identifying the necessary committed and educated **adult facilitators**. Additional challenges included difficulties **obtaining commitments from schools** due to a perceived high number of competing priorities and challenges resulting from the **need to provide transportation** to teen participants.

Participants identified a number of potential resolutions to these challenges that were expected to be both time and cost effective. Proposed resolutions included the use of health teachers as adult facilitators and peer counselors as teen facilitators within a school, the potential participation of college age students in lieu of high school students to eliminate the need to provide transportation, and budget modifications to cover additional costs of food and transportation.

At the end of the project, in 2013, participants were very satisfied with activities completed by the TATU program. The second program year was described as “really good” with good participation by both teens and elementary school children. Program highlights during the second year were described as partnerships with the area health education centers. Through these partnerships, AmeriCorps volunteers were trained in the TATU curriculum—these individuals became the majority of the adult facilitators for the program. By the end of the second year, there were ten AHEC schools and three additional schools (total of 13 schools) implementing program activities. The response of teen facilitators and elementary students was described as “exciting” and “very positive.” Additionally, the program coordinator identified a high degree of program sustainability and described a number of schools as “planning to continue the work during 2013-2014” without DPH funding.

During the second project year, adult facilitators described the program as being successfully implemented using a variety of methods. In one school, the facilitator met with students during lunch hour one day all year long as a club. In others, the program was implemented after school. Each of the three adult facilitators described the program as very successful and “working really well”. In the words of one facilitator *“I think the program was really great. I learned a lot. My students seemed to also. I think just a great and amazing program, well run. Very helpful program leaders.”*

Trainings provided to adult facilitators by ALANE were described as “great” and “very thorough”. Facilitators described the reactions of teens as elementary students as “very positive” with students stating that they learned a lot through TATU activities on a regular basis. Facilitators described the primary challenge faced as the “large amount of data collection required”.

## 2. Strengths of TATU

Respondents described TATU as, by the end of the 2011-2012, having an **excellent up-to-date curriculum, excellent training materials, and excellent relationships** which have been successfully solidified or initiated. Participants described project staff as having *“completed the learning curve”* and *“looking forward to a highly successful second year”*. By the end of the second program year, the program was described as “Happening as it was intended to happen” and “Very exciting”. Partnerships were described as “making” sense with 41 adult facilitators being trained in the TATU program. Adult facilitators were described as “very committed” to the program and working very hard. During the second year, facilitators described program strengths as being the active nature of TATU activities and the ability of a facilitator to personalize a program, the ability to implement the program throughout an entire school year, the ability to use the adults trained during this year to train ninth grade students to continue the program in the future without state funding, and the access to high quality information and resources that were provided through the program. The difficulties experienced during the first project year were attributed by all participants to time needed to develop relationships and commitments with project partners and described as a normal component of project development.

## 3. Challenges Faced by TATU

Challenges cited by participants included difficulties with the **time required to identify and solidify collaborators, limited time available to work with students during the school day, the high number of data collection requirements,** challenges identifying committed and prepared **adult** facilitators, the need to **update the curricula,** difficulties obtaining **commitment from schools** due to competing priorities, and challenges with **transportation** issues for teenage participants. Participants expressed satisfaction with strategies and results of efforts to address these challenges and described all challenges as being addressed by the end of second program year.

#### 4. Impact of TATU on Project Goals

Participants described the primary impacts of *TATU* as in each goal area as follows:

- Goal 1: Reduce, eliminate and prevent tobacco use: During Year 1, the coordinator was least satisfied with progress in this area. Participants stated that, of 23 adult facilitators who had completed the program, very few had provided satisfactory support to the project. However, participants emphasized that, over time, improvement in commitment by facilitators was identified. By June, 11 high school students had completed the training and presented the training to 74 elementary students. As a result of these challenges, participants are hoping to decrease the numbers of students they expect to reach through the grant period. Although the numbers of students reached was small, participants described a high degree of success with some of the teen students that participated

By the end of Year 2, the coordinator was much more satisfied with progress—at this time, 41 adults had successfully been trained in the program with trainings being described as “really good”. The coordinator stated that 138 high school students had successfully been reached and expressed a high degree of satisfaction with this number.

The coordinator stated that all the work was done in English due to a very limited need for Spanish-language presentations. Additionally, the program was described as primarily successful in collecting data from program participants and facilitators related to age, race, ethnicity and grade level.

Adult facilitators supported the positive perceptions of the program coordinator and described the program as “excellent” and “positive” and the trainings provided by TATU as high quality. One adult facilitator described a challenge as being a need for follow up technical support and supporting material.

- Goal 2: Improve access to and knowledge about tobacco-prevention activities and cessation programs: Participants expressed a high degree of satisfaction with progress made during 2011-2013 to address this goal. Participants described a range of activities being used to reach out to community members, educators, partners and potential collaborators including the use of e-mail, attendance at health fairs, distribution of pamphlets, participation at the Regional Action Councils (RACs) and a number of meetings with schools and community agencies including YMCA’s. Participants stated that “we are definitely building relationships.” Participants expressed a particularly high level of satisfaction with their relationships with the Connecticut Youth Forum and the Regional Action Councils and stated that a number of RACs had implemented the program, been trained in TATU and were sharing information regarding TATU with their constituents.

A website was developed where participants could go on-line and register. One collaborating partner developed a press release which was followed by an article in the media about the TATU work being done. Additionally, a large number of collaborations with community agencies were developed and documented. This information was sent to DPH in previous reports.

TATU was described unequivocally by facilitators as highly successful in promoting knowledge of the importance of tobacco-prevention. The ability of high school students to work with elementary students was described as very important and resulting in a high degree of knowledge gained. Both teens and elementary students were generally described as “highly engaged” in project activities.

- Goal 3: Promote the involvement of high school students in tobacco-use prevention careers and activities: Although the number of high school students providing education to elementary school students through TATU is still small, participants described success in a number of areas related to overall high school participation. Specifically, participants stated that thirteen teens completed very successful advocacy and tobacco-prevention awareness activities during a week-long summer camp focused on to-

bacco prevention run in collaboration the with Southwestern Connecticut Area Health Education Center. Additionally, exceptionally strong partnerships with the Area Health Education Center's throughout the project were developed. A number of Area Health Education Centers implemented TATU as part of the Youth Health Service Corps and successfully involved high school students in tobacco-use prevention careers and activities.

## 5. Implementation of TATU

The TATU program was described as well implemented by all facilitators during the second program year. Communication with ALANE was described as excellent with "all our needs being met whenever we asked". The TATU binder was described as "great" and "very helpful".

## 6. Recommendations for Future TATU Activities

Respondents provided a number of recommendations for future activities within a school setting. These include the continued development of **collaborations**, continued **participation of health teachers** as adult facilitators and **Peer Counselors** as teen facilitators and participation of **college students** as teen facilitators to minimize transportation challenges. Overall, the TATU coordinator described herself as "extremely pleased with how the program all came together."

### B. Documentation Activities

#### *Process Tracking:*

A process tracking form was maintained by the Project Coordinator and used to collect data related to program activities each year. Information collected including the program goal addressed by each activity, a description of activity, the number and types of participants by grade level involved in the activity and the school district involved. In addition, the tracking form identified information on the number of referrals to CT Quitline, the number of press releases, and the number of collaborations with community agencies successfully initiated.

A review of the completed tracking form and reports submitted to the CT Department of Public Health identified comprehensive documentation of a range of activities implemented to achieve each program goal. Key activities identified through the review of this information included monthly promotion activities, ongoing documentation, ongoing planning and promotional meetings, and ongoing distribution of educational materials. In addition to these activities, the following key activities were recorded.

#### July-September, 2011

- Program coordinator was hired
- Youth Training and Enrichment Program held entitled "Don't Let Your Life Go Up in Smoke" including advocacy and legislative training for high school

#### October-December, 2011

- Strategic Plan developed
- EDUCATION CONNECTION contracted to complete external evaluation
- ALA staff trained in TATU curriculum by Master Trainer
- Third adult facilitators trained.
- "Don't Let Your Life Go Up in Smoke" reunion held for nine teen participants.

#### January-March 2012

- TATU brochure, Adult Facilitator flyer completed
- TATU Website and facebook completed
- One six-hour TATU Adult Facilitator Training—8 individuals trained
- Teen training begins at Brien McMahon High School in Norwalk

- One one-hour TATU Promotional Meeting: 8 teens and 3 adults
- Graduate level intern recruited and trained as adult facilitator

April-June, 2012

- Teen training held in Norwalk completed—two teens complete.
- Teens presented to 74 5<sup>th</sup> graders
- Teen training started at Westover School in Middlebury
- Teen training completed in Hartford at Boys & Girls Club
- Adult Facilitator training offered to 8 adults in Ansonia, CT

July-September, 2012

- Three adult facilitators trained in East Hartford
- Five teen teachers trained in East Hartford
- Nine adult facilitators trained

October-December, 2012

- CT Youth Forum teen teachers continue to meet to plan presentations for middle school youth
- CT Youth Forum teen teacher presents to two eighth grade health classrooms in Newington
- Second round of TATU begins in Norwalk

January-March, 2013

- Five teens from Brien McMahon in Norwalk continue to meet and plan for presentations
- Two adult facilitators trained at Greenwich High School
- TATU training begins at Hillhouse High School in New Haven with eight teens involved
- CT Youth Forum teen teacher and ALANE staff present to 31 youth at Hartford Police Activities League
- TATU training begins at Kaynor Technical High School in Waterbury with twelve teens
- TATU teen training begins at Central High School in Bridgeport with 18 teens
- TATU teen training at Amity High School begins
- Southwestern AHEC adult facilitator began TATU training through a Biology class.

April-July, 2013

- Brien McMahon teen teachers continue to meet and plan for presentation. Teens present to 50 5<sup>th</sup> graders at the Brookside Elementary School.
- Teen teachers in Waterbury present to 60 elementary school students at Bunker Hill Elementary School.
- Bassick High School in Bridgeport continued training and presentation planning. Thirty five teens present to all ninth graders.
- Trained teen teachers from Amity High School presented twice at Wexler Grant school in New Haven.
- Two of the CT Youth Forum teen teachers meet to develop final youth presentation and present at the SERAC Youth Conference in Mystic for 30 middle school students.
- Trained teens at the Parish Hill Middle School in Chaplin present to 70 7<sup>th</sup> graders.
- Trained teens at Harding High School present at St. Ambrose School in Bridgeport.
- Adult facilitator trains 45 teens at Stratford High School. Teens present to three middle school classrooms at Wooster Middle School in Stratford (45 7<sup>th</sup> grade students).

- ALANE staff offer Adult Facilitator training at Stratford Community Services in partnership with RYASAP (8 adult facilitators were trained).
- Two Adult Facilitators implement TATU at Stratford Youth Services. 8 teen teachers trained. 10 youth have been presented to.
- Six teen teachers trained in Waterbury . These teachers presented to students at Gilmartin Middle School. .

Additionally, ALANE staff described a high degree of sustainability as follows:

- Brien McMahon High School in Norwalk will continue this program during 2013-2014.
- ALANE will be training 8 new Americorps volunteers through the strong partnership with the CT Area Health Education Centers and their Youth Health Service Corps. These volunteers will be implementing TATU in their schools during 2013-2014.
- A number of trained Adult Facilitators have expressed an interest in implementing T.A.T.U. during 2013-2014. Materials have been obtained by ALANE through existing partnerships to continue this work throughout 2013-2014.

*Document Review:*

Minutes related to TATU Advisory Committee meetings held on March 1 and June 5, 2012 were reviewed to assess and document the process used.

A thorough review of documents supported the implementation of key activities and efforts to resolve challenges faced described previously. Reports to the CDPH were detailed and highlighted the range of activities initiated and challenges faced.

*Results of Facilitator Training Evaluation:*

ALANE provided a summary of responses from the evaluation of the four Adult Facilitator Trainings provided during 2012 to CCESC. In Spring, 2012, seven respondents provided input. Of these seven, results indicate that six rated the facilitator's effectiveness as "Good" or "Excellent", five rated the facilitator's knowledge of tobacco issues and organization of the training as "Good" or "Excellent", and four rated the ability to provide a positive learning environment "Good" to "Excellent" Two individuals rated the facilitator's knowledge of tobacco issues and organization of the training as "Poor" or "Fair" and one individual rated the effectiveness in leading the workshop as "Fair". One individual stated that the workshop did not meet their expectations although this was attributed to "I didn't know what I expected". Three respondents rated the overall workshop as "Good", one provided a rating of Excellent and three rated the overall workshop as "Fair".

Two additional workshops were held in August and September, 2012. A total of 14 individuals provided feedback on these workshops. All individuals rated the facilitator's effectiveness in leading the workshop, knowledge of tobacco issues, ability to create a positive learning environment and organization as "Good" or "Excellent". All individuals also stated the workshop met their expectations and rated the workshop as either "Excellent" or "Good".

Qualitative comments indicate that participants perceived the workshop to be informational and interactive, and were pleased with learning that occurred. Respondents provided positive feedback regarding the enthusiasm of the trainer, the activities presented in the workshops, and the overall excellent work being completed. Two respondents stated that the organization of the workshop could be improved and one respondent recommended that more work in small groups be incorporated into future workshops

### *Results of Youth Forum Evaluations:*

Results of youth forum evaluations held on May 8, 2013 at Southeastern Regional Action Council were provided by ALANE. The topic of the forum was “Keys to a Tobacco Free Lifestyle”.

Twenty six participants provided input. Of these, 24 agreed or strongly agreed that “The information I learned was useful”, 25 agreed or strongly agreed that “The information was presented clearly” and 24 agreed or strongly agreed that “I learned new information.”

Qualitative comments indicate that participants perceived the workshop to be informational and were pleased with learning that occurred. Respondents provided positive feedback regarding the enthusiasm of the trainer, the amount of information learned, the interactive nature of activities and the quality of information learned.

### C. Surveys

As a result of data collection challenges faced by schools during the implementation of the TATU program, limited paired data (pre and post tests from the same individual) were available. The majority of surveys received were administered either as a pre-test or as a post-test but not necessarily to the same individuals for each. This lack of paired data made statistical analysis of pre and post-tests impractical. As a result, pre and post-test analysis is reported separately below.

#### *Elementary and Middle School Pre-Survey*

A total of 176 elementary and middle school students completed the pre-survey. Of respondents, almost half (46%) were in third or fourth grade. The remaining 54% were in middle school (sixth, seventh or eighth grade). Over half of respondents (55%) were male; 34% were Hispanic/Latino (39% choose not to answer this question); 37% were non-White, 39% choose not to answer or did not know and the remainder were Caucasian; 97% had never used tobacco and 33% of respondents lived with an individual who smoked.

**Table 1: Elementary and Middle School Pre-Survey  
Percentage**

	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>
1) It is important that people do not use tobacco.	7.6%	15.1%	77.3%
2) I will not try tobacco of any kind after today.	6.9%	17.2%	75.9%
3) The tobacco industry lies to people	7.1%	46.7%	46.2%
4) Kids can make a difference in helping people not to smoke.	9.2%	19.7%	71.1%
5) Smoking is the only type of tobacco-use that is bad for your health.	50.3%	22.8%	26.9%
6) All tobacco products are addictive.	11.0%	40.7%	48.3%
7) Most people use tobacco.	17.1%	51.2%	31.8%

Results indicate a general understanding on the part of respondents that tobacco is not healthy to use. However, results also indicate a lack of understanding as to the number of individuals who use tobacco and the impact of the behavior of tobacco companies on tobacco use.

#### *Elementary and Middle School Post-Survey Results*

165 individuals responded to the post-survey. No demographic information was collected on the post-test.

**Table 2: Elementary and Middle School Post-Survey Percentage**

	<b>Disagree</b>	<b>Not Sure</b>	<b>Agree</b>
1) It is important that people do not use tobacco.	4.2%	2.4%	93.3%
2) I will not try tobacco of any kind after today.	3.6%	12.1%	84.2%
3) The tobacco industry lies to people.	4.2%	24.8%	70.9%
4) Kids can make a difference in helping people not to smoke.	6.7%	13.9%	79.4%
5) Smoking is the only type of tobacco-use that is bad for your health.	52.1%	15.2%	32.7%
6) All tobacco products are addictive.	7.9%	24.8%	67.3%
7) Most people use tobacco.	10.9%	38.8%	50.3%
8) I learned a lot from the presentation today.	3.0%	10.3%	86.7%
9) The presentation today was interesting.	4.8%	14.5%	80.6%

Post test results indicate a generally greater understanding than pre-test results of the importance of not using tobacco and the addictiveness of tobacco. Additionally, the two highlighted questions at the end were asked only of post-test respondents and can serve as a brief satisfaction survey. For both items, over 80% of respondents Agreed with the statement indicating a high level of satisfaction.

*Adult and Teen Facilitators Pre-Survey Results*

143 individuals responded to the pre-survey. Of these, 79% were teens. Of the teens, 44 students were in tenth grade, 19 were in ninth grade and 24 were in either 11<sup>th</sup> or 12<sup>th</sup> grade. 72% of the facilitators were female. The majority (59%) were non-Hispanic/Latino and 12% did not answer the question. Almost half (48%) were white, 22% black 1% Asian or Pacific Islander and the remainder choose not to answer the question. 75% had never used tobacco, 20% had tried tobacco but were not current users and 7 individuals currently used tobacco. Almost a quarter of facilitators (21%) currently lived with an individual who smoked.

**Table 3: Teen and Adult Facilitator Pre- Survey Agreement Percentage**

	<b>Strongly Disagree or Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree or Strongly Agree</b>
1) Youth can help change the smoking laws	5.0%	12.8%	82.3%
2) Tobacco products are addictive	3.6%	9.3%	87.1%
3) Tobacco products are deadly	2.1%	7.1%	90.8%

Pre survey results indicate a relatively high agreement with each item and therefore a relatively good understanding of the impact of tobacco use on individuals.

Additionally, teens and adults were asked a number of questions related to smoking knowledge on both the pre and the post test. Their responses are summarized in Table 4.

**Table 4: Teen and Adult Facilitator Pre- Survey Smoking Knowledge Percentage**

Note: The correct answers to each question are highlighted.

1) <i>Teenagers can...</i>	Legally buy tobacco after they are 18 (9%)	Make their own decisions about tobacco use (9%)	Make others stop smoking (10%)	All of the above (72%)
2) <i>Smoking causes more deaths each year than...</i>	AIDS (7%)	Alcohol (13%)	Murder and suicide combined (12%)	All of the above (69%)
3) <i>The younger teens are when they start smoking...</i>	The easier it is for them to quit (12%)	The more likely they will not smoke as adults (7%)	The harder it is for them to quit (78%)	The more other teenagers look up to them (4%)
4) <i>Smoking causes...</i>	Bad breath (0%)	Cancer (2%)	Heart disease (1%)	All of the above (96%)
5) <i>Smoke from another person's cigarette...</i>	Can't hurt you (2%)	Can hurt you (95%)	Is good for you (1%)	Is okay as long as you don't smoke (1%)
6) <i>The tobacco companies use advertising to...</i>	Get more people to buy their brand (27%)	Get more people of all ages to smoke (5%)	Get more children to smoke (2%)	All of the above (67%)
7) <i>Most Americans..</i>	Smoke (72%)	Don't smoke or use other tobacco products (19%)	Use smokeless tobacco (1%)	Smoke cigars (8%)
8) <i>In the U.S., how many teenagers smoke...</i>	Over ¾ (18%)	About ½ (19%)	About 1/3 (46%)	Less than ¼ (17%)

Results indicate a relatively good knowledge of the majority of items on the pre-test. The primary exceptions are in the knowledge of the number of Americans who use tobacco (only 19% responded correctly) and the number of teenagers who smoke (only 17% responded correctly)

#### *Adult and Teen Facilitators Post-Survey Results*

129 individuals responded to the post-survey. No demographic information was collected on the post survey.

**Table 5: Teen and Adult Facilitator Post- Survey Agreement Percentage**

	Strongly Disagree or Disagree	Neither Disagree nor Agree	Agree or Strongly Agree
1) Youth can help change the smoking laws.	12.4%	19.4%	68.2%
2) Tobacco products are addictive.	2.3%	5.4%	92.2%
3) Tobacco products are deadly.	2.3%	5.4%	92.2%

Responses to items 2 and 3 on the post-test were higher than these items on the pre-test suggesting an increase in knowledge. However, it is noted that as the pre and post respondents are not necessarily the same individuals, very few conclusions can be made.

**Table 6: Teen and Adult Facilitator Post- Survey Smoking Knowledge Percentage**

Note: The correct answers to each question are highlighted.

<i>Teenagers can...</i>	Legally buy tobacco after they are 18 (9%)	Make their own decisions about tobacco use (6%)	Make others stop smoking (5%)	All of the above (79%)
<i>Smoking causes more deaths each year than...</i>	AIDS (10%)	Alcohol (17%)	Murder and suicide combined (8%)	All of the above (65%)
<i>The younger teens are when they start smoking...</i>	The easier it is for them to quit (5%)	The more likely they will not smoke as adults (4%)	The harder it is for them to quit (88%)	The more other teenagers look up to them (3%)
<i>Smoking causes...</i>	Bad breath (1%)	Cancer (5%)	Heart disease (0%)	All of the above (95%)
<i>Smoke from another person's cigarette...</i>	Can't hurt you (8%)	Can hurt you (89%)	Is good for you (0%)	Is okay as long as you don't smoke (3%)
<i>The tobacco companies use advertising to...</i>	Get more people to buy their brand (18%)	Get more people of all ages to smoke (5%)	Get more children to smoke (2%)	All of the above (76%)
<i>Most Americans..</i>	Smoke (79%)	Don't smoke or use other tobacco products (15%)	Use smokeless tobacco (2%)	Smoke cigars (5%)
<i>In the U.S., how many teenagers smoke...</i>	Over ¾ (26%)	About ½ (16%)	About 1/3 (35%)	Less than ¼ (23%)

Results indicate a slightly better knowledge of most items on the post-test than the pre. The primary exceptions are in the knowledge of the number of Americans who use tobacco (only 15% responded correctly on the post-test.) Again, it is noted that as post-test and pre-test respondents are not necessarily the same individuals, no definitive conclusions can be drawn.

**Table 7: Teen and Adult Facilitator Post Satisfaction Survey Percentage**

	<b>Strongly Disagree or Disagree</b>	<b>Neither Agree nor Disagree</b>	<b>Agree or Strongly Agree</b>
1) I really enjoyed participating in TATU	4.7%	11.6%	83.7%
2) I would recommend participating in TATU to a friend	4.7%	16.3%	79.1%
3) I learned a lot from participating in TATU	2.3%	9.3%	88.4%

The post-satisfaction survey respondents indicate a high degree of satisfaction with TATU activities on the part of teen and adult facilitators. At least 75% of respondents “Agree or Strongly Agree” with each item.

*Adult and Teen Facilitators Presentation Satisfaction Survey*

Ninety individuals completed the Teen Facilitator Presentation Satisfaction Survey. Results are summarized in Table 8.

**Table 8: Teen Facilitator Presentation Survey  
Percentage**

	<b>Strongly Disagree or Disagree</b>	<b>Neither Disagree nor Agree</b>	<b>Agree or Strongly Agree</b>
1) My team was well prepared.	1.1%	3.4%	95.5%
2) The audience was very excited about our presentation.	6.7%	16.7%	76.7%
3) Our presentation was informative and fun.	1.1%	11.2%	87.6%
4) The audience learned a lot from our presentation.	1.1%	14.9%	83.9%
5) Our presentation taught the audience that most people don't use tobacco.	27.0%	20.2%	52.8%
6) Our presentation taught the audience that the tobacco industry often lies.	12.4%	16.9%	70.8%
7) Our presentation taught the audience that tobacco programs are addictive.	6.7%	9.0%	84.3%
8) Our presentation taught the audience that youth can make a difference.	6.7%	12.4%	80.9%
9) I felt very prepared for our presentation.	2.2%	7.9%	89.9%

All items received a mean response of 71% agreement or above indicating a very high level of satisfaction with the teen facilitator presentations.

**Data Strengths and Limitations**

This evaluation report summarizes data collection efforts developed and implemented to present a comprehensive picture of the results of the evaluation of *Teens Against Tobacco Use (TATU)* during 2011-2013. To this end, the data collection effort has the following strengths:

- Good student and facilitator participation from schools in data collection through the pre and post surveys;
- Good participation of three individuals in brief, ten minute interview discussions;
- Excellent progress tracking documentation by the Project Coordinator;
- Excellent participation of the Project Coordinator in two annual 45 minute interviews;
- Diversified data collection strategies including surveys, individual interviews and document review; and
- Participation from a wide range of stakeholders including facilitators, students and project staff.

However, as with any research study, data collection and the use of data have some limitations. These limitations include:

- Less than desired participation in pre-post surveys from at least some schools each year leading to an inability to conduct a pre-post paired analysis;
- A small number of interviews;
- No observations were conducted; and
- Lack of input from teachers or parents.

## Conclusions and Recommendations

The evaluation was successful in providing information to address each evaluation question. Conclusions and recommendations are provided below.

Question 1: To what extent has TATU implemented programs to reduce, eliminate and prevent teen tobacco use?

Data indicate that the TATU program was successful at **implementing tobacco-prevention programs to prevent the initiation of tobacco use in youth**. Demographic data indicate that a high number of adults and teen facilitators and elementary and middle school students participated in program activities. Survey and interview results indicate that facilitators and the project coordinator perceive the project as successfully achieving this goal. Surveys and interviews indicate a **high level of support and buy-in** at all levels. A variety of activities were implemented in a number of school districts in multiple grade levels.

Curricula implemented throughout the TATU program **were evidence-based**. All data suggest that **facilitators were successfully provided the information and support needed to achieve project goals**. Document review and interview and survey indicate a **high level of adult and student engagement and involvement** in program activities. Data indicate that all student activities were successfully completed. Facilitator and elementary school surveys indicated a high level of satisfaction with activities and learning provided.

Pre-post comparisons of elementary and middle school students and of teen and adult facilitators indicate that, for both groups, individuals perceive themselves as generally more about a number of tobacco-related topics after completion of the program. It is noted that no statistical comparisons were conducted due to data collection challenges. Therefore, only limited conclusions can be drawn.

Question 2: To what extent has TATU implemented programs to reduce, eliminate and prevent teen tobacco use?

Data suggest that TATU successfully implemented programs to reduce, eliminate and prevent teen tobacco use through the implementation of school and community programs, after school clubs and tobacco prevention leadership activities. Additionally, the tobacco use prevention program was successfully marketed to agencies and organizations that serve youth through collaboration with community agencies, referral to Connecticut Quitline for smoking cessation support and intensive education for facilitators.

Question 3: To what extent has TATU promoted the involvement of high school students in health and tobacco-use prevention careers and activities?

Data suggest that this goal was primarily addressed involvement of teens in the presentation of activities for elementary school students. Survey and interview results illustrate the satisfactory achievement of this goal.

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