

## ASSESSMENT OF COMMUNITY NEED WORKSHEET (Step 1)

Intervening Variables are the specific community problems that strongly relate to mitigating or supporting Substance Use Behaviors and Substance Related Consequences. They are the conditions in the community that make it more or less likely that a person will use substances. Intervening Variables are a partial answer to the question “Why is this happening?” or “Why the problems with substances are present in my community?” For example: If alcohol is easily available since merchants do not card, a young person is far more likely to drink than if this condition is not present.

Local Contributing Factors are the local root cause of the identified substance related consequence. They are measureable levels of local influences that perpetuate an identified community problem behavior and/or consequences. Since these conditions are expected to change because of coalition strategies, and to then cause the problem behavior and/or consequences to diminish, they are referred to as Local Contributing Factors. These factors must be specific to the community, identifiable, measureable, and actionable. By actionable we mean strategies designed to impact/alter the conditions that sustain the contributing factor. To effectively change or alter intervening variables, multiple Local Contributing Factors must be addressed. Local Contributing Factor data identified in the Logic Model(s) establishes the project’s baseline measures and are the foundation for indicators that will be monitored to identify change over time (e.g., 6 months, 12 months). These coalition identified indicators will become part of the feedback reporting system provided to coalitions by EMT (the PFS evaluator). This data can be gathered from local law enforcement, hospitals, schools, other prevention focused agencies, coalition databases or other organizations within the community.

### *12--17 year olds*

<u>Intervening Variable</u>	<u>Local Contributing Factor Indicator for targeted population</u> (must contain data)	<u>Data Source</u>
Social Access	50% of Alternative school students, who use tobacco stated they are exposed to secondhand smoke by their friends.	Principal Gary Gett (Key informant)
	47% of alternative school students say they are exposed to secondhand smoke in their homes by parents who smoke.	Barry Fain Juvenile Court Probation and Principal Gary Gett (key informant)
Retail Access	In Jefferson County Compliance Checks, violation results were 19.57%.	Synar 2011
	86.36% of youth who tried to purchase tobacco say they were carded (fake ID) but still purchased tobacco illegally.	YRBS
	3.61% of underage youth who tried to purchase tobacco stated they bought their tobacco in a convenient store without being carded.	YRBS

2008 Jefferson County YRBS Survey

**Age**

Age (q1)	Frequency	Percent (%)	Cumulative Frequency	Cumulative Percent (%)
11 YRS	75	9.46	78	9.84
12 YRS	227	28.63	305	38.46
13 YRS	247	31.15	552	69.61
14 YRS	213	26.86	765	96.47
15 YRS	28	3.53	793	100.00
16 OR MORE	.	.	.	.

**Q22: Percentage of students who smoked cigarettes during the past 30 days and bought them at a convenience store, supermarket, discount store or gas station.**

Rq22	Frequency	Percent	Cumulative Frequency	Cumulative Percent
No	80	96.39	80	96.39
Yes	3	3.61	83	100.00

Frequency Missing = 688

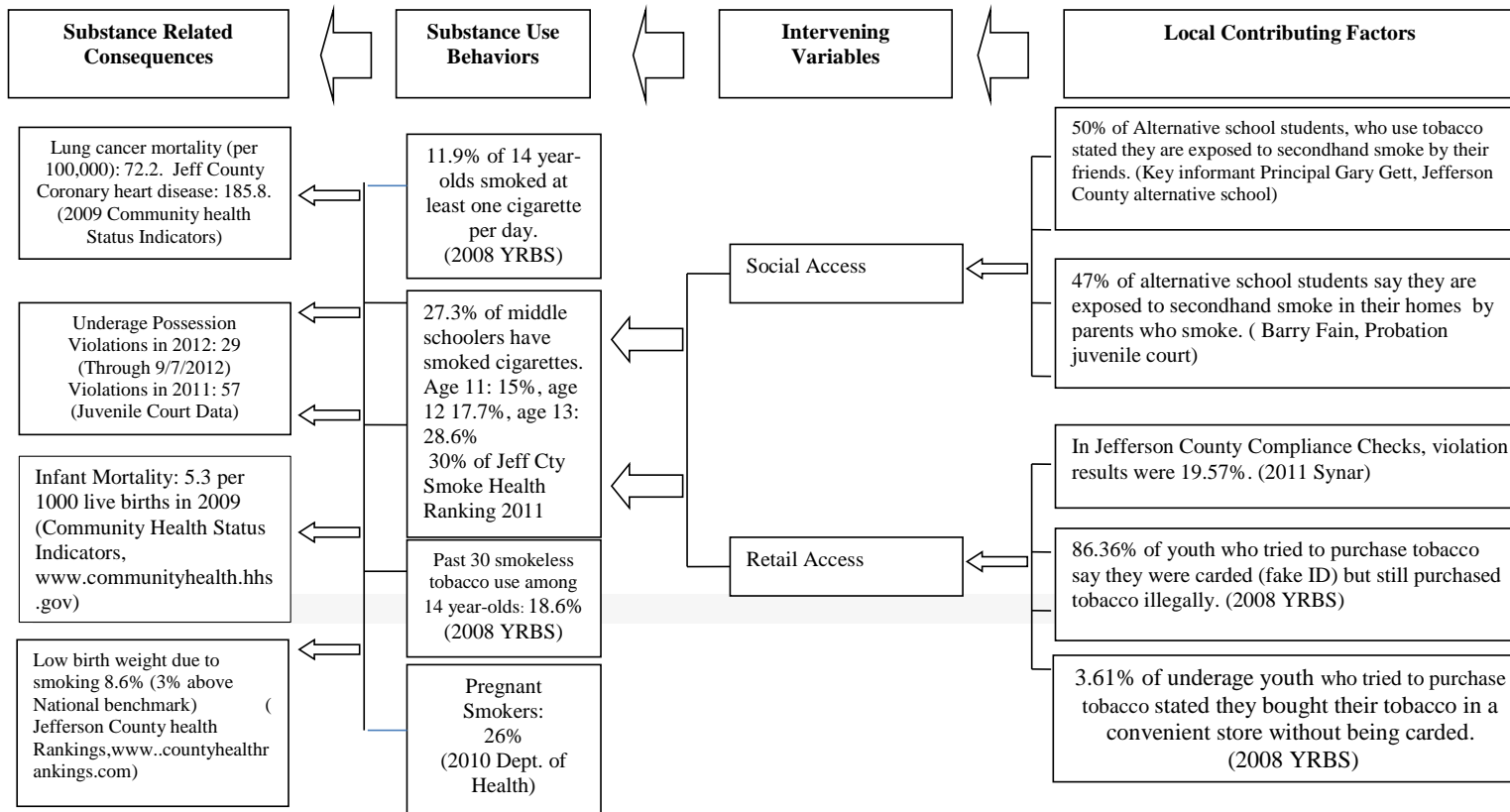
Key Informant Questions

Gary Gett: What percentage of students are being exposed to secondhand smoke in their homes?

Barry Fain: What percentage of students are being exposed to secondhand smoke by their friends?

## LOGIC MODEL WORKSHEET

### Tobacco



## CAPACITY ASSESSMENT WORKSHEET (Step 2)

**Describe existing initiatives or coalitions that address substance use, health, community development, youth or family related issues.**

<b>Initiative</b>	<b>Vision/Mission</b>	<b>Goals/Projects</b>	<b>Funding Source(s)</b>	<b>Key Partner Organizations</b>	<b>Coalition Member?</b>
Juvenile Court "The Journey Program"	To educate, regulate, and re-direct juvenile offenders in Jefferson county.	They offer guidelines to troubled youth and their families. Offering incentive programs to the youth of Jefferson County.	State	<b>Mountain View Youth Facility, New Hope Rehabilitation Center, Cherokee Mental Health</b>	yes
Carson-Newman college Student Task Force. "Drug Free Campus"	Building prevention strategies for college students as well as encouraging positive behavior to be implemented into our local High school Students.	Networking with Community sectors, leaders to build a better out reach in the area of substance use in our county.	Private	Community Coalition (Rescue 180)	yes
Chamber of Commerce 'Building a Better Future'	Provides statistics and general information about our county. Encourage networking between businesses, churches, non-profits. Media forum.	Works to build a stronger community economically, academically and spiritually.	Business	Boys and Girls Club	yes
Jefferson County Health Council 'Quality of life Foundation'	Networks with a variety of leaders from our schools medical community and churches to discuss health issues facing our County..	Community leaders working toward solving health oriented issues that threaten the citizens of Jeff County	Non-profit	Senior Citizens Center, Family Resource Center, St. Mary's, Health dept, Rural clinic, Schools	yes
'Building a Better Future For Jefferson County'. 'Quality of Life Foundation'	Working to build programs that promote good health, education and productivity in community	The 'umbrella' for several org. in our community.	variety	Senior Citizens Center, Family Resource Center, St. Mary's, Health dept, Rural clinic	yes

Carson-Newman Americore	hands-on education	Have students to do volunteer work for coalition.	Grants	Interagency, Community	Yes
Tennessee Community Health	Substance Abuse Education	Serve on board	Grants, Personal Pay insurance	Area Health Agencies	Yes
St. Mary's Hospital	Community Health	Participated in media Campaign for Drug take back for our County and other future fund raisers.	Fund raisers	EMS, Physicians, Rescue Squad	No
Stepping Out	To help those in need	Worked with us in Interagency projects. We have sent many from our comm. To their services.	Grants, fund-raisers, united way	Rescue 180, Interagency, Tennessee Community Health, Local Churches	No
Jefferson County Rural Health	Free healthcare for the indigent	Working on fund raisers, distribute our materials to patients	Fund raisers, donations	Health Council, Area Churches, Carson Newman	Yes
Teen challenge	'Helping Hand'	Family counseling/ Substance Abuse /rehab	donations	Churches, Mental Health Centers, AA	Yes
Celebrate Recovery	Rebuilding lives	Substance Abuse Program	donations	Churches, Mental Health Centers, AA	Yes
Jefferson County Sheriff's Dept. Dare Program	To protect and serve our Community.	Work to enforce laws as well as strife to provide a safe environment for Jefferson County citizens. Dev. Drug prevention for Elementary age.	Government	Governor's Highway Safety Office, Local City Law-enforcement, Schools.	yes
Dandridge, White pine, Jefferson City, New market Police Departments	Law-enforcement	Govern, enforce laws, and keep our cities safe. Safety Patrols, Compliance Checks. Neighborhood watch.	Government	Rescue 180 other law-enforcement agencies.	yes

'Rescue 180 ministries'	To preach and exemplify the Gospel of Jesus Christ. To bring a positive environment back into the lives of our youth.	<b>Make themselves available in various Churches by setting up booths at Youth Rallies to distribute Substance Abuse materials.</b>	Non-profit	Teen Challenge, Jefferson City Community Center	yes
Boys and Girls Club	Variety of health...programs	To build and mentor children in our community.	Non-profit	Chamber of Commerce, Juvenile Court, Journey Program	yes
High school Counselors/liasons. Coordinated School Health/nurses	Guide students to higher education and productivity in academics.	Work with us of Substance abuse Education	State	Guidance for the students of Jefferson County	Yes
Rescue Squad	Volunteers who save lives	Help with re-enactment program this summer, youth reserves do compliance checks.	Donations, grants	Save lives	Yes
EMS...Emergency Medical Services	Provide emergency services for community.	Work with us on projects, future documentary.	State, County contract	Emergency Services	Yes
M.T.S.U. Anti-Tobacco Initiative	Providing materials/ education for our coalition.	Assist us on tobacco projects.	Grant	MTSU	Yes

## PLANNING PROCESS WORKSHEET (Step 3)

### Goals

Develop at least one (1) goal for changing the substance use behavior and/or consequence(s) identified in the Logic Model. The goal statement should indicate the substance use behavior and/or consequence to be changed, in what geographic area, and among what population(s). Local goals should be related to state goals, but reflect local risk or need patterns.

For example: *Reduce underage drinking in Myhome County.*

### Problem Statement

Develop a problem statement that summarizes the community's assessment for a specific substance, the consequences associated with use, and the intervening variables and contributing factors that support/allow for use.

Problem statements should answer these questions:

- What are the **most significant alcohol problems** facing the county?
- What data support the assertions?
- Which **populations** seem to be most affected by these problems?
- **Where** do these problems tend to occur (geographic, school, etc.)?
- Has the scope of these problems **changed** in the last two-year period?
- Do the problems appear to be **related**?
- What **additional information** will be needed to "complete" the picture?

For example: *Nineteen percent (19%) of alcohol-related traffic accidents involved drivers between the ages of sixteen to twenty-four (16-24) in 2006, according to FARS data and County-level analysis. The rate of traffic accidents has remained significantly unchanged but high among this age group. Information on the connection between alcohol-related accidents and fatalities is needed to fully address the severity of the problem.*

### Objectives

Develop as many objectives as needed for each goal to address which Local Contributing Factors from the Logic will most likely lead to desired changes in use/consequences. The objective should indicate the Local Contributing Factor that is targeted, who or what is expected to change in what ways, in what geographical area the change is expected and the amount of change within a timeframe.

For example: *By January 2011, decrease by 20% the number of targeted businesses in Myhome County that sell alcohol to youth as measured by Compliance Check Reports.*

## PLANNING PROCESS WORKSHEET

**Please complete the following tables.**

**12-17 year olds**

**Problem Statement:** 50% of Jefferson County Alternative school students are exposed to secondhand smoke by their friends who smoke. 47% of Alternative school students say they are exposed to secondhand smoke in their homes, by their parents who smoke. 11% of our 14 yr olds stated in a 2008 YRBS survey that they have smoked at least one cigarette per day. 9.0% of these youth were male and 14% female. At the same time 26% of pregnant women are smoking causing, a high rate of low birth weight as well as infant mortality, showing our young females at high risk. In the past 30 days tobacco use among 14 yr olds is 18.6%. 19.57% of our retailers have failed compliance checks. Middle Schoolers revealed in the YRBS survey that 86.36% of youth say they were carded (fake ID used) and still purchased tobacco, while 3.61% say they bought in an area convenient store without proper carding being enforced. We believe as we implement our evidence based strategies, such as media and awareness campaigns, we are can expect a decrease in tobacco use and an increase in responsible smokeless and/or smoking, tobacco free homes and community.

<u>Outcome Goals</u>	<u>Performance Indicator</u>	<u>Data Source</u>
Reduce past 30 days tobacco use	11.9% of 14 yr olds have smoked at least one cigarette a day. 44.7% before the age of 11. Past thirty days tobacco use of 14 yr olds is 18.6%.By using evidence based strategies we will plan to bring a 3 to 5% decrease in illegal tobacco use and sales to the youth of Jefferson County by Feb,2014 Our goal in reducing tobacco use includes; educating our community about the dangers of tobacco use by youth and the dangers of secondhand smoke.. And educating retailers about proper carding, as well as the negative consequences of tobacco, on the lives our youth.	YRBS

**12-17 year olds**

<u>Local Contributing Factor</u>	<u>Objective</u>	<u>Data Source</u>
<b>Social Access</b>		
50% of Alternative school students, who use tobacco stated they are exposed to secondhand smoke by their friends.	We are preparing to do monthly newsletters to parents, they will include anti-tobacco information. As we educate, we are expecting a 3/5% decrease in secondhand smoke exposure socially.	Principal Gary Gett
47% of alternative school students say they are exposed to secondhand smoke in their homes by parents who smoke	By providing workshops for parents on how to have a 'smokeless home' or 'responsible smoking' We hope to encourage a 3to 5% increase in smokeless homes.	Principal Gary Gett
<b>Retail Access</b>		
In Jefferson County Compliance Checks, violation results were 19.57%.	Provide carding info to our local retailers and reward those who are passing compliance checks.	Synar 2011
86.36% of youth who tried to purchase tobacco say they were carded (fake ID) but still purchased tobacco illegally.	Provide continual info to families, retailers about the negative effects of tobacco use in under age use.	YRBS 2008
3.61% of underage youth who tried to purchase tobacco stated they bought their tobacco in a convenient store without being carded.	Provide 'more convincing signs', that address heath consequences when tobacco is used, beginning at an early age.	YRBS 2008



# Identifying Evidence-Based Comprehensive Strategies Worksheet (Step 4)

Complete one (1) Worksheet for each identified Intervening Variable identified for the 14-17 year old population and the 18-25 year old population.

1. **Goal:** Reduce past 30 days tobacco use rate among 12-17 year olds in Jefferson ,County.
2. **Intervening Variable:** Social Access \_\_\_\_\_
3. **Theory of Change:** Through awareness and education campaigns, we will implement strategies that will encourage 'a smoke-free community' and/or 'Responsible smoking,' in order to avoid exposing others to secondhand smoke. We will promote a change of local policy, promoting to install ordinances to decrease second-hand smoke exposure to children in public parks, playgrounds, and sporting events. Through town hall meetings, workshops, the quitline initiative, and educational seminars, we hope to challenge families to provide a 'smokeless, tobacco-free or a 'responsible smoking' , environment for our youth. \_\_\_\_\_
4. **Local Contributing Factors:**
  1. 50% of Alternative school students, who use tobacco stated they are exposed to secondhand smoke by their friends. (Key informant Principal Gary Gett, Jefferson County alternative school)
  2. 47% of alternative school students say they are exposed to secondhand smoke in their homes by parents who smoke. ( Barry Fain, Probation juvenile court)

## Evidence Based Environmental Intervention(s)

### Media and awareness campaigns,

Provide information to our communities about the dangers of secondhand smoke exposure on children. Powerpoints, Health Fairs, Workshops, campaign to promote 'smokeless homes and community'. Join with quality of Life, health council and other health organizations to promote 'responsible' use of tobacco. \_\_\_\_\_

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**Complete one (1) Worksheet for each identified Intervening Variable identified for the 14-17 year old population.**

1. **Goal:** Reduce past 30 days tobacco use rate among 12-17 year olds in Jefferson County.
2. **Intervening Variable:** Retail Access
3. **Theory of Change:** Our goal is to encourage retailers to use more effective ways of checking ID's in order to eliminate the use of fake ID's . We will implement a 'Responsible Retailer Campaign,' commending them for passing compliance checks (in tobacco and alcohol) We will do environmental scans, and encourage retailers to reduce signage that lure youth to buy tobacco. We will provide 'tobacco education' as well as ask to make our brochure visible in their stores. We are also joining The Department of Agriculture in helping to inform them of possible tobacco violations.
4. **Local Contributing Factors:**

In Jefferson County Compliance Checks, violation results were 19.57%. (2011 Synar)  
86.36% of youth who tried to purchase tobacco say they were carded (fake ID) but still purchased tobacco illegally. (2008 YRBS)  
3.61% of underage youth who tried to purchase tobacco stated they bought their tobacco in a convenient store without being carded. (2008 YRBS)
5. **Evidence Based Environmental Intervention(s)**

**Media and awareness campaigns,**  
Encourage proper signage (We check Id's), tobacco education in 'youth use' for vendors, free materials, Responsible Retailer Initiative, Commending Campaign, and environmental scans. Workshops for retailers and campaign to publish laws to community about underage tobacco use. Work with the Department of Agriculture on compliance checks.

\_\_\_\_\_

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## INTERVENTION FIT CHECKLIST

Comment [D1]:

**Complete an Intervention Fit Checklist for each Evidence-Based Intervention you have selected.**

<b>Is the intervention technically feasible, given staff capabilities, time commitments, and program resources? Social Access/ Media campaign</b>
<input type="checkbox"/> _+ Yes, this intervention is technically feasible (discuss how below)
We will use various media programs to educate the community about the harmful effects of secondhand smoke.. Select materials from DSAS/ MTSU Tobacco initiative.
<input type="checkbox"/> _ No, we need to increase our staff capabilities, time availability and resources before implementing this intervention (discuss below)
<b>Is the intervention politically feasible, given the local power structure and priorities?</b>
<input type="checkbox"/> _+ Yes, this intervention is politically feasible (discuss how below)
We will have no problem promoting anti smoking / smoke responsibly in homes, for our youth.
<input type="checkbox"/> _ No, we need to address the politics before proceeding (discuss below)
<b>Can this intervention be implemented as planned in your community?</b>
<input type="checkbox"/> _+ Yes, this intervention will be implemented as intended (discuss how below)
<input type="checkbox"/> _ No, implementation changes to this intervention are necessary to better address our target population or the readiness/abilities of our community (discuss below)
<input type="checkbox"/> _ Not Applicable, implementation guidelines were not found or are unavailable for this intervention (discuss below)
<b>Is this intervention culturally appropriate and culturally relevant for your target population?</b>
<input type="checkbox"/> _+ Yes, this intervention is culturally appropriate and relevant as intended (discuss how below)
<input type="checkbox"/> _ Yes, but we have modified it to make it more culturally appropriate and relevant for our community (discuss below)
<b>What will be needed to sustain this intervention in your community? (Mark all that apply)</b>
<input type="checkbox"/> _ Additional funding (discuss how below)
<input type="checkbox"/> _ Strong support from stakeholders (discuss how below)
<input type="checkbox"/> _+ Almost nothing, it should be sustainable on its own (discuss how below)
<input type="checkbox"/> _ Other, please specify:

## INTERVENTION FIT CHECKLIST

**Complete an Intervention Fit Checklist for each Evidence-Based Intervention you have selected.**

<b>Is the intervention technically feasible, given staff capabilities, time commitments, and program resources? Social Access ,</b>
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<b>Awareness Campaign</b>
<input checked="" type="checkbox"/> Yes, this intervention is technically feasible (discuss how below)
Using the quitline initiative and 'responsible smoking' for smokers, along with educational materials.
<input type="checkbox"/> No, we need to increase our staff capabilities, time availability and resources before implementing this intervention (discuss below)
<b>Is the intervention politically feasible, given the local power structure and priorities?</b>
<input checked="" type="checkbox"/> Yes, this intervention is politically feasible (discuss how below)
<input type="checkbox"/> No, we need to address the politics before proceeding (discuss below)
<b>Can this intervention be implemented as planned in your community?</b>
<input checked="" type="checkbox"/> Yes, this intervention will be implemented as intended (discuss how below)
We are excited about opportunities to reach parents thru newsletters , we feel it will be very effective.
<input type="checkbox"/> No, implementation changes to this intervention are necessary to better address our target population or the readiness/abilities of our community (discuss below)
<input type="checkbox"/> Not Applicable, implementation guidelines were not found or are unavailable for this intervention (discuss below)
<b>Is this intervention culturally appropriate and culturally relevant for your target population?</b>
<input checked="" type="checkbox"/> Yes, this intervention is culturally appropriate and relevant as intended (discuss how below)
<input type="checkbox"/> Yes, but we have modified it to make it more culturally appropriate and relevant for our community (discuss below)
<b>What will be needed to sustain this intervention in your community? (Mark all that apply)</b>
<input type="checkbox"/> Additional funding (discuss how below)
<input type="checkbox"/> Strong support from stakeholders (discuss how below)
<input checked="" type="checkbox"/> Almost nothing, it should be sustainable on its own (discuss how below)
<input type="checkbox"/> Other, please specify:

## INTERVENTION FIT CHECKLIST

**Complete an Intervention Fit Checklist for each Evidence-Based Intervention you have selected.**

<b>Is the intervention technically feasible, given staff capabilities, time commitments, and program resources? Social Access , anti-tobacco initiative</b>
<input checked="" type="checkbox"/> Yes, this intervention is technically feasible (discuss how below)
With the help of MTSU's tobacco initiatives materials, we are preparing to do workshops and health fairs.
<input type="checkbox"/> No, we need to increase our staff capabilities, time availability and resources before implementing this intervention (discuss below)

<b>Is the intervention politically feasible, given the local power structure and priorities?</b>
<input checked="" type="checkbox"/> Yes, this intervention is politically feasible (discuss how below)
Yes we feel it is a politically friendly issue and we will have community leadership support.
<input type="checkbox"/> No, we need to address the politics before proceeding (discuss below)
<b>Can this intervention be implemented as planned in your community?</b>
<input checked="" type="checkbox"/> Yes, this intervention will be implemented as intended (discuss how below)
Our community is interested in improvements in our communities tobacco problem among our youth. And our secondhand smoke and it's effects on children.
<input type="checkbox"/> No, implementation changes to this intervention are necessary to better address our target population or the readiness/abilities of our community (discuss below)
<input type="checkbox"/> Not Applicable, implementation guidelines were not found or are unavailable for this intervention (discuss below)
<b>Is this intervention culturally appropriate and culturally relevant for your target population?</b>
<input checked="" type="checkbox"/> Yes, this intervention is culturally appropriate and relevant as intended (discuss how below)
We are trying to find ways to educate them without insulting them.
<input type="checkbox"/> Yes, but we have modified it to make it more culturally appropriate and relevant for our community (discuss below)
<b>What will be needed to sustain this intervention in your community? (Mark all that apply)</b>
<input checked="" type="checkbox"/> Additional funding (discuss how below)
<input type="checkbox"/> Strong support from stakeholders (discuss how below)
<input type="checkbox"/> Almost nothing, it should be sustainable on its own (discuss how below)
<input type="checkbox"/> Other, please specify:

## INTERVENTION FIT CHECKLIST

Comment [D2]:

**Complete an Intervention Fit Checklist for each Evidence-Based Intervention you have selected.**

<b>Is the intervention technically feasible, given staff capabilities, time commitments, and program resources? Retail Access/ We Check Id's Responsible Retailer</b>
<input checked="" type="checkbox"/> Yes, this intervention is technically feasible (discuss how below)
We will us various media programs to promote our anti-tobacco campaign. Select materials from DSAS for responsible retailers.
<input type="checkbox"/> No, we need to increase our staff capabilities, time availability and resources before implementing this intervention (discuss below)
<b>Is the intervention politically feasible, given the local power structure and priorities?</b>
<input checked="" type="checkbox"/> Yes, this intervention is politically feasible (discuss how below)

We want to stay aware of signs, ads that encourage under age tobacco use in retail stores. We want to discourage vendors and encourage them to be responsible not to sell to minors.
<input type="checkbox"/> No, we need to address the politics before proceeding (discuss below)
<b>Can this intervention be implemented as planned in your community?</b>
<input type="checkbox"/> Yes, this intervention will be implemented as intended (discuss how below)
<input type="checkbox"/> No, implementation changes to this intervention are necessary to better address our target population or the readiness/abilities of our community (discuss below)
<input type="checkbox"/> Not Applicable, implementation guidelines were not found or are unavailable for this intervention (discuss below)
<b>Is this intervention culturally appropriate and culturally relevant for your target population?</b>
<input type="checkbox"/> Yes, this intervention is culturally appropriate and relevant as intended (discuss how below)
<input type="checkbox"/> Yes, but we have modified it to make it more culturally appropriate and relevant for our community (discuss below)
<b>What will be needed to sustain this intervention in your community? (Mark all that apply)</b>
<input type="checkbox"/> Additional funding (discuss how below)
<input type="checkbox"/> Strong support from stakeholders (discuss how below)
<input type="checkbox"/> Almost nothing, it should be sustainable on its own (discuss how below)
<input type="checkbox"/> Other, please specify:

## INTERVENTION FIT CHECKLIST

Comment [D3]:

**Complete an Intervention Fit Checklist for each Evidence-Based Intervention you have selected.**

<b>Is the intervention technically feasible, given staff capabilities, time commitments, and program resources? Retail Access/ Environmental scans</b>
<input type="checkbox"/> Yes, this intervention is technically feasible (discuss how below)
We will use various media programs to promote responsible retailers. Select materials from DSAS.
<input type="checkbox"/> No, we need to increase our staff capabilities, time availability and resources before implementing this intervention (discuss below)
<b>Is the intervention politically feasible, given the local power structure and priorities?</b>
<input type="checkbox"/> Yes, this intervention is politically feasible (discuss how below)
We want to stay aware of signs, ads that encourage under age tobacco use in retail stores. We want to discourage vendors and encourage them to be responsible not to sell to minors.
<input type="checkbox"/> No, we need to address the politics before proceeding (discuss below)

<b>Can this intervention be implemented as planned in your community?</b>
<input type="checkbox"/> + Yes, this intervention will be implemented as intended (discuss how below)
<input type="checkbox"/> No, implementation changes to this intervention are necessary to better address our target population or the readiness/abilities of our community (discuss below)
<input type="checkbox"/> Not Applicable, implementation guidelines were not found or are unavailable for this intervention (discuss below)
<b>Is this intervention culturally appropriate and culturally relevant for your target population?</b>
<input type="checkbox"/> + Yes, this intervention is culturally appropriate and relevant as intended (discuss how below)
<input type="checkbox"/> Yes, but we have modified it to make it more culturally appropriate and relevant for our community (discuss below)
<b>What will be needed to sustain this intervention in your community? (Mark all that apply)</b>
<input type="checkbox"/> Additional funding (discuss how below)
<input type="checkbox"/> Strong support from stakeholders (discuss how below)
<input type="checkbox"/> + Almost nothing, it should be sustainable on its own (discuss how below)
<input type="checkbox"/> Other, please specify:

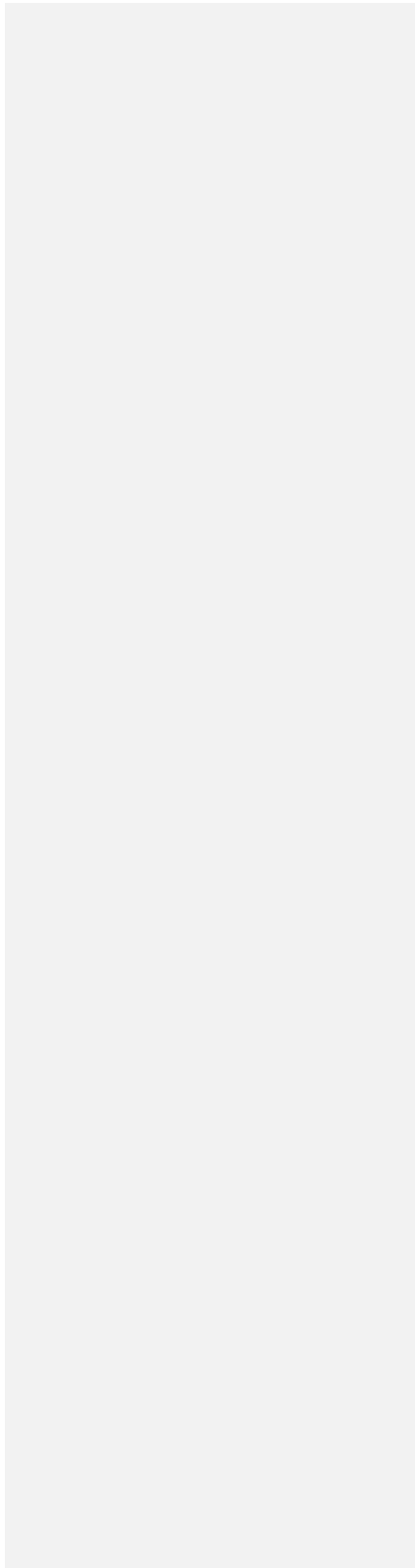
## INTERVENTION FIT CHECKLIST

Comment [D4]:

**Complete an Intervention Fit Checklist for each Evidence-Based Intervention you have selected.**

<b>Is the intervention technically feasible, given staff capabilities, time commitments, and program resources? Retail/ awareness campaign</b>
<input type="checkbox"/> + Yes, this intervention is technically feasible (discuss how below)
We will use various media programs to promote responsible retailer ship with retailers. . Select materials from DSAS.
<input type="checkbox"/> No, we need to increase our staff capabilities, time availability and resources before implementing this intervention (discuss below)
<b>Is the intervention politically feasible, given the local power structure and priorities?</b>
<input type="checkbox"/> + Yes, this intervention is politically feasible (discuss how below)
We will have no problem promoting and responsible retailer ,tobacco awareness campaign with our local media. .
<input type="checkbox"/> No, we need to address the politics before proceeding (discuss below)
<b>Can this intervention be implemented as planned in your community?</b>
<input type="checkbox"/> + Yes, this intervention will be implemented as intended (discuss how below)

We will provide materials to retailers as well as hold town hall meeting to discuss solutions.
<input type="checkbox"/> No, implementation changes to this intervention are necessary to better address our target population or the readiness/abilities of our community (discuss below)
<input type="checkbox"/> Not Applicable, implementation guidelines were not found or are unavailable for this intervention (discuss below)
<b>Is this intervention culturally appropriate and culturally relevant for your target population?</b>
<input type="checkbox"/> Yes, this intervention is culturally appropriate and relevant as intended (discuss how below)
<input type="checkbox"/> Yes, but we have modified it to make it more culturally appropriate and relevant for our community (discuss below)
<b>What will be needed to sustain this intervention in your community? (Mark all that apply)</b>
<input type="checkbox"/> Additional funding (discuss how below)
<input type="checkbox"/> Strong support from stakeholders (discuss how below)
<input type="checkbox"/> Almost nothing, it should be sustainable on its own (discuss how below)
<input type="checkbox"/> Other, please specify:





## INTERVENTION IMPLEMENTATION PLAN WORKSHEET

The Intervention Implementation Plan Worksheet will assist in collecting process indicators that will provide a continuous record of the inputs (i.e., resources, costs) and work accomplished (amount and quality) in implementing the planned activities for each component of the Eight Strategies to Affect Community Change. The information provided in each activity table will assist implementation as well as determining whether the coalition is accomplishing what has been planned. Without successful implementation, outcomes cannot be attributed to the program. Feedback on implementation performance provides a basis for quality improvement decisions.

**Complete one (1) Intervention Implementation Plan (eight (8) activity tables) for each intervening variable in your logic model.**

**Intervening Variable: Social Access**

**Local Contributing Factors:**

1. 50% of Alternative school students, who use tobacco stated they are exposed to secondhand smoke by their friends
2. 47% of alternative school students say they are exposed to secondhand smoke in their homes by parents who smoke.

**1. Policy, Practice, or Procedure Change**

Implementation Activities	Process Indicator (s)	Start Date	Periodicity (Daily; Weekly; Monthly; Quarterly...)	Who is responsible	Resource(s) Needed	Expected Total Cost
<b>1. Work with five city governments, to pass city Health ordinances that prohibit smoking in public parks, play grounds, sporting events, smoking in local parking lots, in cars and any other areas where children could be exposed to secondhand smoke.</b>	<ol style="list-style-type: none"> <li><b>1. Number of ordinances installed.</b></li> <li>2. Number of meetings</li> </ol>	March	Monthly	Steering committee.	Petitions, materials to educate commissioners on secondhand smoke.	In Kind

## 2. Providing Information

Implementation Activities	Process Indicator(s)	Start Date	Periodicity (Daily; Weekly; Monthly; Quarterly...)	Who is responsible	Resource(s) Needed	Expected Total Cost
1. Social Media to display progress of Jefferson County's effort to pass ordinances to protect youth from secondhand smoke	Number of Friends on Face book page how many. Views on website	Feb.	Quarterly	Media committee	Website designer	1,000
2. Newspaper Column, Discussing negative consequences of secondhand smoke/education	Readership of folks reading our monthly column .	Nov.	Monthly	David Bugg / C. member	Media / newspaper	In kind

## 3. Building Skills

Implementation Activities	Process Indicator (s)	Start Date	Periodicity (Daily; Weekly; Monthly; Quarterly...)	Who is responsible	Resource(s) Needed	Expected Total Cost
1. Educating City Councilmen and County Commissioners about the dangers of secondhand smoke.	Number of leaders endorsing 'program 'Responsible smoking ' campaign	Feb.	Annually	Assistant Coordinator	brochures	500.00
2. Coalition training opportunities	How many sectors participate and 'responsible smoking campaign'	March	Annually	coordinator	Powerpoint / materials	In kind

## 4. Providing Support

Implementation Activities	Process Indicator (s)	Start Date	Periodicity (Daily; Weekly; Monthly; Quarterly...)	Who is responsible	Resource(s) Needed	Expected Total Cost
1. Provide government facilities such as Post office, Court house, Mayor's office etc. with prevention materials. 'smokeless campus', 'responsible smoking'	Number of Gov. employees who stop tobacco use at entrance areas and enforce ordinances / encourage initiatives.	Jan.	Quarterly	C. Coordinator / tobacco committee	materials	In kind
2 Provide Sector Representation end info for employees etc. to promote 'smokeless ' and 'responsible'	Number who complete tobacco education.	Dec.	Quarterly	c. coordinator	Materials	In kind

campaigns.						
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**5. Increase Barriers/Reduce Access**

<b>Implementation Activities</b>	<b>Process Indicator (s)</b>	<b>Start Date</b>	<b>Periodicity (Daily; Weekly; Monthly; Quarterly...)</b>	<b>Who is responsible</b>	<b>Resource(s) Needed</b>	<b>Expected Total Cost</b>
1. Continue to educate community about negative consequences of tobacco use and secondhand smoke on youth.	Number of households decrease tobacco use or participate in 'responsible smoking' initiative.	Jan..	Quarterly	Education Committee	Materials	In kind

**6. Reduce Barriers/Increase Access**

<b>Implementation Activities</b>	<b>Process Indicator (s)</b>	<b>Start Date</b>	<b>Periodicity (Daily; Weekly; Monthly; Quarterly...)</b>	<b>Who is responsible</b>	<b>Resource(s) Needed</b>	<b>Expected Total Cost</b>
1. Newsletter to educate parents(PTO) on dangers of substance abuse (Tobacco and secondhand smoke).	Number of parents responding to news info.	Dec.	Monthly	Rhonda Click/ coalition	Mental Health notes/ printer paper	600.00
2. Participate in school health fairs to continue education to parents	Number of Brochures distributed	Nov.	quarterly	Coalition coordinators	Display materials	400.00

**7. Changing Incentives/Consequences**

<b>Implementation Activities</b>	<b>Process Indicator (s)</b>	<b>Start Date</b>	<b>Periodicity (Daily; Weekly; Monthly; Quarterly...)</b>	<b>Who is responsible</b>	<b>Resource(s) Needed</b>	<b>Expected Total Cost</b>
1. Encourage Community leaders to join responsible smoking campaign and or smokeless parks, homes, etc..to lower secondhand smoke exposure.	Number of Community leaders sto set an example , by promoting responsible campaign or smokeless homes.	March	annually	Media Committee	Articles , social media	500.00
2. Provide media that shows 'bad results of secondhand smoke/	Number of smoke free homes or using responsible smoking initiatives.	March	Annually	Media Committee	Articles, ads	In kind

**8. Changing the Physical Design of the Environment**

<b>Implementation Activities</b>	<b>Process Indicator (s)</b>	<b>Start Date</b>	<b>Periodicity (Daily; Weekly; Monthly; Quarterly...)</b>	<b>Who is responsible</b>	<b>Resource(s) Needed</b>	<b>Expected Total Cost</b>
1. Provide signs in the community to provide information about the dangers of secondhand smoke on our youth.	Number of businesses (health facilities, public, recreation etc. displaying signs.	Dec.	Quarterly	Coalitions Tobacco committee	Media, ads, social media , psa's etc.	500.00
2. Making "Quit line" / "Redline" info visually available to community. Billboards about dangers of second hand smoke	Number of visual signs displaying info about dangers of secondhand smoke.	Dec.	Quarterly	Tobacco / media committees	Materials / Media	In Kind

## INTERVENTION IMPLEMENTATION PLAN WORKSHEET

The Intervention Implementation Plan Worksheet will assist in collecting process indicators that will provide a continuous record of the inputs (i.e., resources, costs) and work accomplished (amount and quality) in implementing the planned activities for each component of the Eight Strategies to Affect Community Change. The information provided in each activity table will assist implementation as well as determining whether the coalition is accomplishing what has been planned. Without successful implementation, outcomes cannot be attributed to the program. Feedback on implementation performance provides a basis for quality improvement decisions.

**Complete one (1) Intervention Implementation Plan (eight (8) activity tables) for each intervening variable in your logic model .**

**Intervening Variable: \_Retail Access**

**Local Contributing Factors:**

\_\_\_ In Jefferson County Compliance Checks, violation results were 19.57%. (2011 Synar)

86.36% of youth who tried to purchase tobacco say they were carded (fake ID) but still purchased tobacco illegally. (2008 YRBS)

3.61% of underage youth who tried to purchase tobacco stated they bought their tobacco in a convenient store without being carded.

(2008 YRBS)

### 1. Policy, Practice, or Procedure Change

Implementation Activities	Process Indicator (s)	Start Date	Periodicity (Daily; Weekly; Monthly; Quarterly...)	Who is responsible	Resource(s) Needed	Expected Total Cost
<p><b>1. Partner with the Department of Agriculture (tobacco regulators) and law-enforcement to implement; regular compliance checks and report/ share and follow-up, results/consequences.</b></p>	<p><b>1. Number of compliance checks. 2. Number that pass, fail. 3. Number of meetings with law-enforcement 4. Number of meetings with Dept. Agriculture. 5. Number of citations</b></p>	<p>March .2013</p>	<p>Quarterly.</p>	<p>Tobacco committee/ law enforcement</p>	<p>Forms from department of Agriculture</p>	<p>In Kind</p>

## 2. Providing Information

<b>Implementation Activities</b>	<b>Process Indicator(s)</b>	<b>Start Date</b>	<b>Periodicity (Daily; Weekly; Monthly; Quarterly...)</b>	<b>Who is responsible</b>	<b>Resource(s) Needed</b>	<b>Expected Total Cost</b>
1. Media Campaign on consequences of under agers buying tobacco, :Do not sale to minors' campaign	1.Number of Articles completed 2. Number of ads 3. Billboards	Nov.	Quarterly	Media committee	Newspaper	\$1000.00
2. Continue to provide Tobacco Retailer education, to increase successful compliance checks.	1. Compliance checks	Jan.	Annually	Coalition Coordinator	Retail education materials	In Kind

## 3. Building Skills

<b>Implementation Activities</b>	<b>Process Indicator (s)</b>	<b>Start Date</b>	<b>Periodicity (Daily; Weekly; Monthly; Quarterly...)</b>	<b>Who is responsible</b>	<b>Resource(s) Needed</b>	<b>Expected Total Cost</b>
1. Provide workshops for retailers, in order to establish positive attitude about the importance of not selling tobacco, to under age youth.	1. Number of successful compliance checks	Jan.	Annually	Tobacco educator	booklets	In kind
2. Tobacco training for members of the coalition, consisting of the importance of 'tobacco education' for stores in their community. ('Store watch' program. Developed)	1. Number Volunteers trained.	Jan	annually	Tobacco educator	Power points, materials	In kind

#### 4. Providing Support

Implementation Activities	Process Indicator (s)	Start Date	Periodicity (Daily; Weekly; Monthly; Quarterly...)	Who is responsible	Resource(s) Needed	Expected Total Cost
1. Involve new sector ship in positive retailer campaign	1. Number of new sectors on board	March	quarterly	Tobacco committee	Educational materials	In Kind
2. Campaign against exposing fake ID's being made and being used.	1. Number of articles/ ads	Jan.	Quarterly	Training Committee	Materials	In kind

#### 5. Increase Barriers/Reduce Access

Implementation Activities	Process Indicator (s)	Start Date	Periodicity (Daily; Weekly; Monthly; Quarterly...)	Who is responsible	Resource(s) Needed	Expected Total Cost
1. Work with retailers(employee) and require them to receive tobacco education in our community as a 'public service' to show responsibility.	1. Number of retailers educated	Jan.	Quarterly	Coalition coordinator	materials	In Kind

#### 6. Reduce Barriers/Increase Access

Implementation Activities	Process Indicator (s)	Start Date	Periodicity (Daily; Weekly; Monthly; Quarterly...)	Who is responsible	Resource(s) Needed	Expected Total Cost
1. Training volunteers to participate in the 'store watch' program.	1. Number trained	Nov.	quarterly	Steering Committee	volunteers	\$500.00
2. Health fairs for community to provide education about secondhand smoke.	1. Number educated	Oct.	annually	Steering committee	volunteers	In Kind

**7.Changing Incentives/Consequences**

<b>Implementation Activities</b>	<b>Process Indicator (s)</b>	<b>Start Date</b>	<b>Periodicity (Daily; Weekly; Monthly; Quarterly...)</b>	<b>Who is responsible</b>	<b>Resource(s) Needed</b>	<b>Expected Total Cost</b>
1. Display to community retailers who are 'Responsible retailers'	1. Number of responsible retailers'	Nov.	Quarterly	Juvenile committee/ Coalition Coordinator	Materials	In Kind
2. Keep new signs 'we don't sell to minors'.	1. 1. More signs to fight under age sales	Jan.	Quarterly	Coalition	materials	In kind

**8. Changing the Physical Design of the Environment**

<b>Implementation Activities</b>	<b>Process Indicator (s)</b>	<b>Start Date</b>	<b>Periodicity (Daily; Weekly; Monthly; Quarterly...)</b>	<b>Who is responsible</b>	<b>Resource(s) Needed</b>	<b>Expected Total Cost</b>
1. Campaign to convince local authorizes about the dangers of selling tobacco to children. Posters, PSA's, and billboards.	1. More stores passing compliance checks.	Jan.	annually	Coalition	volunteers	In Kind