



Breathe California of Sacramento-Emigrant Trails

# Smoke-free Policy Adoption in Sacramento County Vocational, Trade, & Technical Institutions

## SMOKE-FREE Vocational Institutions

Learn \* Work \* Breathe

### Final Evaluation Report

July 2008 to June 2010



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## **ABSTRACT**

To address the high smoking rates among vocational, trade, and technical students, the Sacramento Taking Action Against Nicotine Dependence (STAND) project received funding from the California Department of Public Health, Tobacco Control Section to work with:

*at least three trade, vocational, and technical schools in Sacramento County to adopt and implement a policy that prohibits smoking in all outdoor areas of their campuses, or restricts smoking to specified areas only.*

By decreasing smoking prevalence in these institutions, fewer students in higher education would be exposed to second-hand smoke, thus addressing the California Tobacco Control Programs Communities of Excellence (CX) Indicators 2.2.9 as priorities for their 2008-2010 work plan.

*CX Indicator Priority Area: 2.2.9 Proportion of outdoor public areas, not primarily intended for recreational use, with a voluntary policy that regulates smoking, such as walkways, streets, plazas, college campuses, shopping centers, transit stops, farmers markets, swap meets -or- Proportion of communities with a policy regulating smoking at outdoor public areas that are not primarily intended for recreational use, such as walkways, streets, plazas, school college campuses, shopping centers, transit stops, farmers markets, swap meets.*

## ***Project Description***

The project used several intervention activities to research vocational, trade, and technical schools in Sacramento County and identify opinions of school administration and students. The major intervention activities included:

1. Developing and testing educational materials
2. Identifying and contacting targeted schools
3. Meeting with decision makers
4. Following-up with decision makers
5. Conducting campus educational events
6. Distributing behavior modification materials
7. Distributing advocacy campaign materials
8. Conducting presentations

## ***Evaluation Measures***

The evaluation of the STAND project included the collection and analysis of qualitative and quantitative data to identify vocational, trade, and technical schools and student support for smoke-free policies on campus, the effectiveness of policy implementation, and challenges and barriers to policy adoption and implementation. The study design was quasi-experimental. Staff collected observation data at vocational, trade, and technical institutions in Sacramento County to measure policy implementation outcomes. In addition, the following data was collected:

- Policy records of vocational, trade, and technical schools
- Pre- and post- interviews with the decision makers
- Student surveys
- Pre- and post- Quit Kit surveys
- Focus groups with project staff

## ***Main Results***

### ***Most vocational, trade, and technical institution students support smoke-free policies on campus***

Vocational, trade, and technical students completed 408 surveys, of which 32 percent used tobacco products. Over three-quarters (82%) of the students said they favored prohibiting smoking in certain areas of the campus and over half (54%) supported having designated smoking areas. Even smokers (54%) were in favor prohibiting smoking in certain areas of the campus. Of the 125 vocational, trade, and technical students who smoked, almost three-quarters were interested in quitting with 55 percent having tried to quit in the previous 12 months.

### ***There is not a universal decision making process for vocational, trade, and technical institutions, each has their own procedures.***

Vocational schools vary on procedures for adopting policies, thus using a “cookie-cutter” approach when working with schools on policy adoption is not useful. Each school had different procedures and different needs. As some schools, the owner was the decision maker and could make decisions without any input from the staff or Board; other schools required all the department heads to vote on policy decisions.

### ***Working with small, independently owned vocational institutions was more successful***

Project staff were more successful working with the small, independently owned vocational schools rather than the larger schools that were part of a corporation. It was easier to access the decision makers of the smaller colleges, there was less “red-tape” to work through for the smaller schools, and the small schools were motivated by the free radio advertising as an incentive.

### ***Almost half of the students who participated in a cessation intake quit smoking at follow-up.***

The project held six educational events at four schools, where the project worked directly with 49 students on quitting tobacco. There was successful follow-up with 31 students, of which, 45 percent had successfully quit using tobacco at their final follow-up and among those who had not quit, 82 percent had reduced their use.

## ***Conclusions and Recommendations***

The project met the goal of working with at least three trade, vocational, and technical schools in Sacramento County on adopting and implementing policies prohibiting smoking in all outdoor areas of campuses, or to restrict smoking to specified areas only. The schools were:

- Heald College –designated smoking areas and smoke-free entryways
- My Le Beauty School –smoke-free entryways
- City Beauty College –smoke-free entryways

Recommendations include implementing a strong educational campaign on the importance of tobacco-free students in the healthcare field to prepare students for changes in the healthcare industry - smoke-free hospitals and healthcare facilities.

## SECTION 1 PROJECT DESCRIPTION

### *Background*

Sacramento County, a 994 square-mile community in the middle of the Central Valley, is home to a diverse population with young adults, ages of 18 and 29 years of age, comprising 17 percent of the population<sup>1</sup>. Young adults have the highest tobacco smoking prevalence rate of any age group. In California, 17 percent of young adults between the ages of 18 and 29 smoke compared to 13 percent of the entire adult population. This percent is even higher for young adults in Sacramento County, where 21 percent smoke tobacco.<sup>2</sup> And, of the population who smoke, young adults smoke more often, especially young adults in Sacramento County: 48 percent of Sacramento County young adults smoke every day, compared with 37 percent of young adults in California and 25 percent of all adults in California. To continue to engage people in tobacco use, the tobacco industry shifted their marketing practices from youth to another impressionable group, young adults.<sup>3</sup>

The California Tobacco Control Program's (CTPC) main goal is to change the social norms surrounding tobacco use. To do this, CTPC has focused its efforts on four priority areas:<sup>4</sup>

1. Countering pro-tobacco influences in the community;
2. Reducing exposure to secondhand smoke;
3. Reducing the availability of tobacco; and
4. Supporting services that help smokers quit.

The social norms theory suggests that through these efforts, tobacco will become less desirable, less acceptable, and less accessible.<sup>5</sup>

The STAND project (Sacramento Taking Action Against Nicotine Dependence) is BREATHE California of Sacramento-Emigrant Trails' (BCSET) youth and young adult tobacco prevention and intervention program and has a history of working in these four priority areas. Their most recent projects include:

- Working with multi-unit housing to adopt smoke-free policies, thus limiting secondhand smoke exposure to youth and young adults;
- Working with young adults in the community to quit tobacco by using a peer outreach and motivational interviewing model;

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<sup>1</sup> State of California, Department of Finance, E-3 Race / Ethnic Population Estimates with Age and Sex Detail, 2000-2007. Sacramento, CA, May 2009.

<sup>2</sup> California Health Interview Survey. (2007). Health Behaviors, Tobacco (Smoking), Current Smoking Status.

<sup>3</sup> Ling, P., & Glanz, S. (2002). Why and How the Tobacco Industry Sells Cigarettes to Young Adults: Evidence from Industry Documents. *American Journal of Public Health*, 92, 908-916.

<sup>4</sup> California Department of Public Health, Tobacco Control Program. (2009). California Tobacco Control Update 2009: 20 Years of Tobacco Control in California. Sacramento, CA.

<sup>5</sup> California Department of Health Services: Tobacco Control Section. (1998). A Model For Change: The California Experience in Tobacco Control. Sacramento, CA.

- Developing a toolkit designed to help tobacco prevention advocates working with young adults by providing resources, such as a current literature review on tobacco and young adults, successful intervention strategies for young adults, and research and evaluation methods for tobacco prevention project;
- The Youth Summit, an annual event to train youth advocates in organizing tobacco-free programs and activities in the community;
- Working with community colleges to implement smoke-free policies on campus; and
- Working with targeted populations of young adults, such as the lesbian, gay, bisexual community to counter tobacco industry marketing practices.

Through their work over the past decade, STAND project staff noticed a need for tobacco prevention efforts among specific subpopulations of young adults, one of which is young adults attending vocational, trade, and technical institutions. The project identified 42 vocational, trade, and technical institutions in Sacramento County. Since many of the vocational, trade, and technical institutions are independent, private proprietary<sup>6</sup> schools, there is very little data on tobacco use on this population of students. In addition, research indicates that smoking prevalence rates are related to education,<sup>7</sup> the higher the education level, the lower the smoking rate. A study in Texas found that 31 percent of vocational, trade, technical, and 2 year college students smoked, compared to 16 percent of students in a four-year institution.<sup>8</sup> Even though vocational, trade, and technical institutions provide young adults with education, these schools train students for pink and blue collar jobs and service industry jobs<sup>9</sup>, a sector that has higher smoking rate than other industries.<sup>10,11</sup> As stated by the tobacco company, RJ Reynolds, in their Analysis of the Virile Segment Summary Report on young adult smoking:

*The concept of a "working class/present oriented" mindset is fully consistent with lowered levels of education. Previous analyses have shown that our market is much less highly educated than consumers in general, with the younger adult smokers becoming less educated than their predecessors over time. So, in the future, marketing to a "working class/present oriented" mindset will be even more important in appealing to younger adult smokers.<sup>12</sup>*

As a result, the STAND Project sought to address this unmet need in Sacramento County's continued effort to reduce tobacco consumption and its effects.

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<sup>6</sup> For-profit colleges and universities operated by owners or investors.

<sup>7</sup> CDC. (2007). Cigarette Smoking Among Adults --- United States, 2006. *Morbidity and Mortality Weekly Report (MMWR)*, 56:44. 1157-1161.

<sup>8</sup> Solberg, LI, et al. (2007). Smoking and cessation behaviors among young adults of various educational backgrounds. *American Journal of Public Health*, 97(8):1421-1426

<sup>9</sup> Blue collar jobs: construction, mechanical, and maintenance; pink collar jobs: cosmetology and administrative work; and service industry jobs: bartending, health assistance, and legal aides

<sup>10</sup> Green, M.P., et al. (2007) A Closer Look at Smoking Among Young Adults: Where Tobacco Control Should Focus Its Attention. *American Journal of Public Health*, 97:8. 1427

<sup>11</sup> Lawrence, D., et al. (2007). Cigarette smoking patterns among young adults aged 18-24 years in the United States. *Nicotine & Tobacco Research*, 9(6), 687-697.

<sup>12</sup> Analysis of the Virile Segment Summary, University of California, San Francisco Legacy Tobacco Document Library retrieved March 1, 2010 from <http://legacy.library.ucsf.edu/tid/sxe76b00>

## **Objective**

To address the high smoking rates in vocational, trade, and technical students, the STAND project received funding from the California Department of Public Health, Tobacco Control Section to work with:

*at least three trade, vocational, and technical schools in Sacramento County to adopt and implement a policy that prohibits smoking in all outdoor areas of their campuses, or restricts smoking to specified areas only.*

By decreasing smoking prevalence in these institutions, fewer students in higher education would be exposed to second-hand smoke, thus addressing the California Tobacco Control Programs Communities of Excellence (CX) Indicators 2.2.9 as priorities for their 2008-2010 work plan.

*CX Indicator Priority Area: 2.2.9 Proportion of outdoor public areas, not primarily intended for recreational use, with a voluntary policy that regulates smoking, such as walkways, streets, plazas, college campuses, shopping centers, transit stops, farmers markets, swap meets -or- Proportion of communities with a policy regulating smoking at outdoor public areas that are not primarily intended for recreational use, such as walkways, streets, plazas, school college campuses, shopping centers, transit stops, farmers markets, swap meets <sup>13</sup>*

## **Intervention Activities**

To achieve the stated objective, the STAND project conducted comprehensive research on vocational, trade, and technical schools in Sacramento County, to identify opinions of school administration and students. The steps to do this included:

1. Developing and testing educational and information materials – Project staff developed educational materials designed specifically for vocational students. These materials included two handbills on the dangers of second-hand smoke and a postcard to promote the online Quit Kit requests. In addition, the project developed information packets for administrators that included a fact sheet on the benefits and trends of hiring non-smoking employees, proposed cessation programs, the Quit Kit, a fact sheet on creating a policy, a sample policy, and project contact information.
2. Identifying and contacting targeted schools – During the first year, STAND project staff identified schools to target based on tobacco-use behaviors observed during campus site visits, and the schools' mission statement. The project focused on schools with missions to "better student health" and "increase students' hire-ability." Due to challenges discussed later in this report, the project shifted focus during the second year toward small, privately owned schools where project staff observed students smoking on campus or outside the building.

Project staff called and visited eight vocational, trade and technical schools in Sacramento County to introduce the project: Heald College, Western Career Colleges in Rancho Cordova and Citrus Heights, High Tech Institute, City Beauty College, My Le Beauty College, Universal Technical Institute (UTI), and Bryan College. Through these

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<sup>13</sup> California Department of Health Services, Tobacco Control Program. CX Indicators List and CX Assets List.

phone calls and visits they were able to identify key contacts at each site, identify existing policies and procedures for working with the schools, and schedule appointments with key decision makers. Information from initial and follow-up contacts was entered in a master database to describe all vocational, trade, and technical schools in Sacramento County, by type of schools, the identified tobacco-use policies, and the contact information.

Project staff learned quickly that school staff did not respond to phone messages, requiring the project to re-think their approach. Instead they decided to visit targeted campuses armed with educational materials and a sample smoking cessation Quit Kit, thus demonstrating how the project can help the school and students.

3. Meeting with decision makers – Project staff met with 14 decision makers from five educational institutions<sup>14</sup> to explain the project and offer cessation services at the school sites. The types of schools included beauty, health, and technology.<sup>14</sup> At these visits staff presented the site with an information packet and shared samples of policies, policy signage and cessation materials to support students and staff who want to quit. Decision makers ranged from one person (the owner or president) to many (department heads) depending on whether the school was small or large, private or part of a larger education system.



4. Following-up with decision makers – Project staff followed-up with four school sites to see whether or not they were interested in adopting a tobacco-use policy. If they were, the project offered support, sample policies, and no smoking signage to use at the school.

5. Conducting campus educational events – At the meeting with the decision makers, the project staff offered to hold events to educate the students on tobacco use, new policy, and offer cessation services. The events were informational exhibits set up outside, or on tables set in a central indoor area, with educational materials and games. While talking with students, staff both collected data on student support for no-smoking policies on campus, as well as offered cessation services to students. Cessation services included talking with students using motivational interviewing and offering the students a Quit Smoking Kit with tools to assist the students in quitting. Additionally, information was handed out on how to request Quit Kits via the SacStand.com website.



During the two years of the project, there were six events at four schools: Western Career College, Heald College, HI Tech Institute, and My Le Beauty College.

6. Distributing behavior modification materials – Project staff used behavior modification materials, such as gift cards, for focus group participation, for a raffle drawing with

<sup>14</sup> MTI College, Western Career College Citrus Heights, Hi-Tech Institute, City Beauty College, and My Le Beauty College

students who completed surveys, and for participants involved in field testing educational materials.

7. Distributing advocacy campaign materials – Project staff used advocacy campaign materials when they contacted the schools, when they met with decision makers, and when they held the campus educational events. The materials were geared toward students and included notepads, mirrors, first aid kits, and highlighter pens.
8. Conducting presentations – The project presented the “Rx for Change” at an informational meeting to pharmacy technician students at High Tech Institute. The presentation included information on the epidemiology of tobacco use, nicotine addiction, changing behavior for successful smoking cessation, and the role of pharmacy technician in smoking cessation. The presentation focuses on training pharmacy technician students to “ask, advise, refer.”

For the vocational, trade, and technical schools who adopted and implemented policies, the project offered free radio advertising via a partnership with Entercomm Communication Corporation, a radio broadcasting company that has six radio stations in Sacramento. Two of the schools chose radio advertising. Advertisements for My Le Beauty School and City Beauty College going smoke-free ran on two radio stations in the greater Sacramento area, KDND 107.9, which reached approximately 66,000 teenagers and 85,000 adults, and KRXQ 98 Rock, which reached approximately 22,000 teenagers and 49,000 adults.

## SECTION 2 EVALUATION METHODS AND STRATEGIES

STAND contracted with LPC Consulting Associates, Inc. to evaluate the STAND project. The evaluation consisted of both process and outcome measures, as well as a combination of qualitative and quantitative data. This section of the report describes the evaluation design, data collection and sampling methods, and analysis of data collected.

### *Evaluation Design*

The evaluation of the STAND project included the collection and analysis of qualitative and quantitative data to identify vocational, trade, and technical schools and student support for smoke-free policies on campus, the effectiveness of policy implementation, and challenges and barriers to policy adoption and implementation. The study design was quasi-experimental. This design was selected to show a comparison between schools that adopted smoke-free policies and schools that did not adopt smoking policies, and to compare the pre- and post- findings for the schools that did adopt policies. Staff collected observation data at vocational, trade, and technical institutions in Sacramento County to measure policy implementation outcomes. In addition, the following data was collected:

- Policy records of vocational, trade, and technical schools to identify decision makers and decision making processes. The policy records consisted of the notes from the initial meetings with the school staff.
- Pre- and post- interviews with the decision makers to identify motivating factors, support for the policy, and the decision making processes, and a follow-up interview to identify feedback, challenges, and support.
- Student surveys to identify student support for smoke-free policies and tobacco usage among vocational, trade, technical students.
- Pre- and post- Quit Kit surveys to identify cessation rates among vocational, trade, and technical students who received a Quit Kit.
- Focus groups with project staff to assess experiences working with vocational, trade, and technical schools on adopting smoke-free policies, based on observations and interactions with school site administration.

The findings presented in Section 3 of this final evaluation report are the result of the cumulative content analysis and qualitative data analysis conducted by the evaluator.

### *Sampling, Data Collection and Analysis*

Project staff collected data from various vocational, trade, and technical schools in Sacramento County, some of which adopted and implemented policy and some of which did not. Types of data consisted of observation data, student surveys, key informant interviews, policy records, and participant surveys (Attachments A-E). The following section summarizes the sampling methods, data collection procedures, and analysis methods for each data collection activity.

#### **Campus Observations**

To assist the project in identifying schools without tobacco-use policies and schools with students or staff who smoke, project staff conducted observations among a purposive sample of schools based on their mission statements. Currently, there are 42 vocational, trade, and technical

institutions in Sacramento County. To select schools in which to focus project efforts, staff reviewed school mission statements, focusing on schools that work to “better their students” and “increase students’ hire-ability” thus opening the door to sharing data on tobacco-free students as a selling point to prospective employers. Of the 42 schools, the project staff selected nine school campuses on which to conduct observations.

After reviewing observation forms from past projects and from California Tobacco Control Evaluation Center, the program evaluator worked with the project staff to develop an observation form (Attachment A) to fulfill the needs of the project. The observation form gathered information on:

- No smoking signage;
- Availability and placement of cigarette butt receptacles;
- The number of students and/or staff smoking; and
- The location of where students and staff smoke.

The program evaluator trained staff on uniform and correct use of the tool and reviewed with staff the importance of collecting the data at similar times of the day and when the weather was comfortable to be outside, thus enforcing quality control. Staff conducted the observations during the day on weekdays, and noted the weather conditions, as this may influence the number of people smoking outdoors. At the end of the project, staff completed post observations at eight of the same schools noting the same information as the pre- observation, additionally noting policy implementation if a policy was adopted.

The program evaluator conducted a quantitative content analysis of the observations, identifying frequencies and percentages of visible signage and students and/or staff smoking, before and after the policy adoption at schools, with and without intervention. Information from the pre-adoption observation was used to help decide which schools to approach to adopt smoke-free policies and information from the post-adoption observation was used to measure the policy adoption implementation, thus reporting the outcome data for the objective.

### **Policy Records**

Project staff visited six vocational, trade, and technical institutions to talk with staff to identify key contacts and processes by which school adopt policy. After the meeting, the staff summarized the information provided in the meetings and used this information to identify and refine techniques for working with decision makers in vocational, trade, and technical schools. Annually, the program evaluator collected these policy records and completed a content analysis to provide an overall summary of the qualitative findings.

### **Key Informant Interviews**

After the project (1) selected schools to target (through observations, policy records, and school mission statements), and (2) identified the decision makers, (3) they scheduled key informant interviews with the decision makers to discuss the project. The key informants varied depending on the school, ranging from one person (the owner or president) to many (department heads), and depending on whether the school was small or large, privately owned or part of a larger education system. Vocational, trade, and technical schools are private, proprietary schools, some of which are part of a larger educational businesses, some of which part of larger corporations, while others are locally and/or family owned. Vocational, trade, and technical

schools have no overarching governing board; each school has their own process for making decisions and setting policy, and different decision making structures. Therefore, the project was flexible on meeting the needs of each individual school.

The goal was to meet with nine key informants (decision makers), three key informants per school. During the two years, the project met with 14 decision makers from five different schools for a pre-policy adoption key informant interview and then met with the decision makers for the three schools that adopted and implemented policy for a post-policy adoption key informant interview. The key informants per school ranged from one person to 10 people, depending on the organizational structure of the school.

In order to gather similar information from each school site, the program evaluator reviewed Key Informant Interview questions from the California Tobacco Control Evaluation Center and worked with project staff to develop a set of questions to include in the interview (Attachment B). The pre-policy adoption questions gathered information on:

- The school history of tobacco use policies;
- Complaints about tobacco use;
- The school's interest in tobacco-use policies;
- Steps for policy adoption;
- Projections on staff and student reactions to smoke-free policies; and
- Support needed to adopt and implement policies.

At the beginning of the meetings, project staff explained the policy initiative and asked the school staff to share smoking issues at the campus. After tobacco related issues were identified, the project offered their cessation services and discussed how the project could help decrease smoking related issues. They also described ways it would help the school, staff, and students while at school and in the workforce, thus linking the project to the school's mission statement. Through this conversation, the project asked the questions in the Key Informant Interview. At the conclusion of the interview, the project offered to survey students and staff to identify support and/or resistance to smoke-free policies and offered to hold a Campus Educational Events, offering Quit Kit and cessation education to students who want to quit.

All of the interviews were face-to-face on-site meetings: approximately 30 minutes long with the decision maker(s) (e.g. the president or owner, all of the department heads). All of the interviews used a traditional meeting format, in a quiet location with the project coordinator directing the conversation. During the pre-intervention interviews, the program evaluator observed the meetings to offer reflective feedback.

The project coordinator conducted the follow-up (post-policy adoption) interviews alone with the schools that adopted and implemented policy. The follow-up interview addressed:

- Motivation to implement policy;
- Student and staff reception of policies;
- Barriers and challenges in the process;
- Usefulness of information and assistance provided by the project;
- Need for additional support or materials; and

- Satisfaction with the process.

The program evaluation consisted of a content analysis of pre- policy adoption responses, comparing schools that implemented policy to schools who did not, as well as a comparison analysis of pre- and post- findings for schools who implemented policy.

### **Public Opinion Poll (Student Surveys)**

To gather data on student support for smoking policies at vocational, trade, and technical schools, the program evaluator worked with project staff reviewing existing surveys and developing a survey to suit the needs of the program (Attachment C). The original methodology was to survey all students at each of the schools selected by the project. However, staff discovered that schools were reluctant to survey students. To promote the survey, the project offered the survey in several formats: electronic copies for the school to email; staff administering a paper survey in the classroom; and, providing a paper survey for the teachers to administer the survey. All of these methods were met with resistance, with reasons ranging from: limited class time, staff are rushed, students are very busy, and confidentiality issues with student email.

To help meet the goal of collecting opinions on smoking-free policies from 350 vocational, trade, and technical students, the project explored other methods for gathering this information. Ultimately, the project used two strategies to recruit a convenience sample of students to complete the survey.

- The first strategy was to post an online, web-based survey in cooperation with Entercomm Communication Corporation, a radio broadcasting company that has six radio stations in Sacramento, four of which reach the target demographics (young adults). The survey was posted on 98 Rock (98.5 KRXQ), 107.9 The End (KDND), The Eagle (96.9 KSEG), and 106.5 (KBZC) for eight weeks. Respondents completed the survey to get points for radio purchases and awards. Entercomm collected the data using Constant Contact, a web-based marketing and survey tool for businesses. At the completion of the survey, Entercomm sent the raw data to the evaluator for analysis. Of the 1,429 surveys collected via the radio station, 114 were current or recent vocational, trade, or technical education students (8%).
- The second strategy was to collect student surveys from students participating in Campus Educational Events at the vocational, trade, and technical campuses. All students were solicited for their participation, using games and advocacy campaign materials to entice them. Students from Heald College and High Tech Institute participated in the survey, with the project collecting 294 surveys from students at these campuses. Data from these surveys and the radio surveys (respondents who attended vocational schools) were entered into a database and analyzed together.

The student survey design solicited information on the students' second-hand smoke experiences on campus, concern over exposure to second-hand smoke, level of support for smoke-free policies on campus, how smoke-free policies will affect the school, student life, and enrollment, and tobacco use behavior.

A total of 408 surveys were collected. The analysis consisted of calculating frequencies and percentages of responses by venue and as a whole to identify exposure to second-hand smoke, concern over second-hand smoke, support for smoke-free policies, and tobacco use behaviors.

## Participant Surveys (Quit Kit Survey)

To support vocational, trade, and technical school students who use tobacco, the project offered cessation services to students who wanted to quit. Many of the students who received a Quit Kit also participated in motivation interviewing, *a directive, client-centered counseling style for eliciting behavior change by helping clients to explore and resolve ambivalence*,<sup>15</sup> and they completed a baseline survey to gather information on tobacco usage and contact information for follow-up. Follow-up data was collected at one-month and three-months after receiving the Quit Kit, via telephone or email using a web-based survey. The evaluation protocol was to make their attempts via their preferred contact method, before trying the secondary contact method. If the student did not respond to the contact attempts, follow-up was closed. During the two years, the project distributed 228 Quit Kits, collected baseline information from 49 tobacco-users, and completed at least one successful follow-up on 31 Quit Kit recipients, a follow-up rate of 63 percent.

The project's goal was to distribute between 200 to 400 Quit Smoking Kits to students attending vocational, trade, and technical institutions and to collect baseline data from 200 students. However, due to resistance from schools allowing the project to host educational events, the project got a late start on working with these students. Once the schools developed a relationship with project staff, they were more open to having events. Unfortunately, these relationships did not develop until the latter part of the project, making it difficult to achieve this goal completely.

The follow-up survey (Attachment D) collected information on:

- Current tobacco use;
- Usefulness of the Quit Kit; and
- Other resources used.

Analysis of the Quit Kit Survey included calculating frequencies and percentages of all baseline surveys, and a comparison of baseline and follow-up data for Quit Kit recipients with successful follow-up, thus providing an overall report of baseline usage of the students and quit rates for those with follow-up.

## Focus Groups

To assess experiences of the project staff working on smoke-free policy adoption with vocational, trade, and technical schools, the program evaluator conducted two annual focus groups with all staff and partners. Five staff participated in the focus group during the first year and four participated in year two.<sup>16</sup> Due to the decrease in staff from the loss of funding for other project work, the project did not meet their goal of having six staff members present at each focus group.

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<sup>15</sup> Rollnick, S. and Miller, W. 1995. What is motivational interviewing? *Behavioural and Cognitive Psychotherapy*, 23, 325-334. Retrieved on March 2, 2010 from <http://www.motivationalinterview.org/clinical/whatismi.html>

<sup>16</sup> Note, the decrease in focus group participation in year two was because of staff cuts. The project lost funding for four projects funded by Sacramento County due budget cuts in August 2009.

Focus group participants shared information based on observations and interactions with school site administration and staff. The focus group discussion addressed:

- Methods used to select schools for possible policy adoption
- Methods used to get “in the door” to discuss your project
- Processes used to discuss the project
- Responses from school staff
- Concerns expressed by school staff
- Barriers encountered in moving forward with policy adoption
- Successes the project has experienced
- Lessons learned through the process

The evaluator developed the questions (Attachment E) in order to gather the process information, a vital component of telling the story of the intervention practices of the project. A qualitative analysis of the discussion helped identify successful practices in working with vocational, trade, and technical schools on smoke-free policy adoption.

## SECTION 3 EVALUATION RESULTS

The evaluation design consisted of an outcome analysis (the adoption and implementation of smoke-free policies) and a process analysis. The following sections describe the findings from both the process and outcome evaluation components.

### *Process Evaluation Findings*

#### *Most vocational, trade, and technical institution students support smoke-free policies on campus*

Students (408) from vocational, trade, and technical institutions participated in a public opinion poll, 32 percent of whom used tobacco products. Almost two-thirds (60%) of the students reported exposure to secondhand smoke, with 65 percent reporting annoyance with secondhand smoke exposure. Even tobacco using students reported annoyance with secondhand smoke exposure (35%). Over three-quarters (83%) had concerns about the health effects of this secondhand smoke and 27 percent suffered from an allergy or sensitivity caused by secondhand smoke.

Over half (54%) of the student respondents supported having designated smoking areas, with almost one-third supporting smoke-free campuses, and 18 percent supporting no smoking toward entryways. Over three-quarters of the students said they were in favor of prohibiting smoking in certain areas of the campus and thought it was the responsibility of the campus administration to enact policies to protect students from second hand smoke (82% each). Even smokers (54%) were in favor prohibiting smoking in certain areas of the campus.

Of the 125 vocational, trade, and technical students who smoked, almost three-quarters were interested in quitting with 55 percent trying to quit in the previous 12 months. However, only six percent reported that their school provided cessation programs.

The students were asked to comment on the topics of the survey. Comments included:

*I hate smelling like smoke from walking into school because of the needs of others . – Heald student*

*Smoking should be prohibited in public places and I hope it happens soon.  
– High Tech student*

*I personally have never smoked, but I'm sure the smokers would not be happy if there was no smoking anywhere on campus. Having a designated smoking area would make all happy! – Heald student*

*I started smoking more after starting school because of the opportunity to smoke at break and the availability of so many cigarettes. – Heald student*

*Smoke-free policies will help people stop smoking – High Tech student*

***There is not a universal decision making process for vocational, trade, and technical institutions, each has their own procedures.***

STAND project staff gathered process data during the two years of the project. Utilizing results from the Key Informant Interviews and findings from analyzing the School Policy Records, staff

learned that vocational schools vary on procedures for adopting policies, thus using a “cookie-cutter” approach when working with schools on policy adoption is not useful. The schools in which the project worked reported no formal procedures for adopting policy, but more informal procedures. Each school had different procedures and different needs. Some schools, the owner was the decision maker and could make decisions without any input from the staff or Board, and other schools required all the department heads to vote on a decision.

The schools that were a subsidiary of a larger corporation, (such as Western Career College belonging to public company DeVry Educational Development Corporation) had very different decision making processes and authority compared to small family owned institutions (such as MTI College). These differences in processes and procedures required flexibility when working with the varying institutions. From the information gained with this project, one could assume that working with the family or privately owned schools on policy adoption would be more successful; yet the project successfully worked with one larger institution (Heald College) to adopt and implement a policy at their Rancho Cordova location. The project staff learned that they had to be flexible in venturing into this new territory of vocational, trade, and technical institutions.

From the Key Informant Interviews, staff learned how to work with the schools:

- Educational Institutions – The first and most important finding was that these schools do not want to be identified as “trade school.” The decision makers explained early on the process that the term “trade school” developed a negative image in the 1980s now identify themselves as vocational schools or institutions. The WASC<sup>17</sup> accredited vocational schools identify themselves as colleges.
- Enrollment – The number one concern of these institutions is enrollment. Unlike public colleges and universities, these schools are for-profit businesses and they do not want to implement anything that will impact enrollment negatively. These schools were concerned that smokers would enroll in a competitor’s institution.
- Students – The vocational, trade, and technical institution staff knew smoking was an issue with their students and were interested in resources to help their students quit smoking, even if they were not interested in implementing policies.
- Students and Staff Would Support Policy – Even though the institutions were hesitant to adopt policy, most acknowledged that staff and students would support a change in smoking policy. The schools were familiar with complaints from students and staff about walking through smoke to enter buildings. However, the underlying issue with some of the schools was keeping “clients” happy, even those who smoke.

Three schools adopted and implemented policies. Two of these (My Le and City Beauty Colleges) participated in both the pre- and post- key informant interview. The third school (Heald) was unresponsive to calls after the Policy Record information was gathered. It is important to note that Heald adopted policies after the project first met with the staff about this project. When asked what motivated them to implement the policy, they said it was their conversation with the project staff. This outcome demonstrates the importance of “planting the seed” to a new idea.

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<sup>17</sup> Western Association of Schools and Colleges

Of the three school that passed new smoking policy, all said that it was talking with the project staff that motivated them to adopt and implement policy. School staff supported the policy, and in general students did too. Challenges included enforcement with students who do not comply with the new rules and have to be reminded to smoke in designated smoking areas. All three schools reported satisfaction with the process, with one stating:

*Students and staff were very satisfied. It keeps the lot and business clean and happy. The students and staff continue to support changes and are very glad that the campus is now prohibiting smoking 30 feet from the entryway.*

***Working with small, independently owned vocational institutions was more successful***

Staff discovered when they met with the decision makers that large schools belonging to a corporation are more challenging to work with due to decision-making complexity and processes. Even if staff were interested in smoke-free policies, they were hesitant to take the policy work on due to the amount of work it might take to get a policy adopted and enforced for the school within their corporation, even if it was just a policy at their site. During the focus group, staff shared the positive receptivity at the small, privately owned schools, such as My Le Beauty School and City Beauty School. At these schools, staff were amenable to scheduling time for project staff to discuss the project with key decision makers, whereas the larger schools often “gave the staff the run-around” about who they needed to see for policy changes.

***Almost half of the students who participated in a cessation intake quit smoking at follow-up.***

The project conducted a cessation intake with 49 students from five different events held at three schools, Western Career College, Heald College, and Hi Tech Institute<sup>18</sup>. The evaluation goal was to have a survey sample size of 200; however due to delays in the project gaining access to vocational, trade, and technical school campuses, the sample size was smaller.

Of the 49 students from whom who baseline data was collected, 31 (63%) had at least one follow-up. Of the 31 with follow-ups, 14 students (45%) had quit by their last follow-up. One student quit at the first follow-up, but had restarted at the second follow-up. Of the 17 who did not quit, 14 (82%) reported cutting down their tobacco use.

The students who were still using reported stress as the major reason why they were still smoking, but some said they just were not ready to quit. However, these students reduced their use and reported several items in the Quit Kit that helped them, such as the honey sticks, sunflower seeds, chewing gum, candy, and the toy to keep the hands busy. Comments from the students who were still smoking included:

*Trying to quit made me realize I need help and I want to quit. The Kit also gave me ideas to help me quit, such as the fireballs.*



<sup>18</sup> An event was held at My Le Beauty College, but no Quit Kit were distributed.

*I am glad you guys are doing follow-ups. Its nice to know you want me to succeed.*

For those students who quit, all (100%) reported that the Quit Kit was helpful and that other helpful items were support from family and friends and over-the-counter medication, such as nicotine replacement therapy. Comments included:

*I used the Kit to quit again when I relapsed. The honey sticks helped me quit again, and eating when I had cravings helped a lot.*

*All of the items seemed to help in one way or the other.*

*The Kit was very useful. Thank you!*

### **Outcome Evaluation Findings**

The outcome objective for the project was that:

*at least three trade, vocational, and technical schools in Sacramento County would adopt and implement a policy that prohibits smoking in all outdoor areas of their campuses, or restricts smoking to specified areas only.*



The project met this outcome by working with three campuses to adopt and implement smoke free policies.

1. Heald College of Rancho Cordova – Heald is a private career college that has WASC accredited programs in healthcare, business, legal, and technical training. They currently have 12 campuses in the Western United States and are a subsidiary of Corinthian Colleges, Inc., a publically traded for-profit, post secondary education company in the United States and Canada. The Rancho Cordova campus is a 46,000 square foot facility that has an approximate enrollment of 1,200 students.
2. My Le Beauty College, Inc. – My Le is a small privately owned beauty college that has programs in hair styling and coloring, manicuring, and make-up for the State Board Examination and is accredited by The Accrediting Commission of Career Schools and Colleges of Technology (ACCSCT). The campus is located in South Sacramento and serves no more than 100 students at a time.
3. City Beauty College – City Beauty College is another private beauty school located in South Sacramento. They have less than 25 students and are accredited by the California State Board of Barbering and Cosmetology.

The outcome evaluation analysis consisted of a comparison of pre- and post- policy adoption campus observations in schools that did and did not adopt policies. The comparison identified changes among schools that adopted policies, to see if there were any changes in schools that the project did not work with directly. In addition, these observations provided visual proof that the policy was adopted and implemented.



The pre-policy observations at nine sites, none of which had smoke-free policies, had observed cigarette butt receptacles on 5 campuses, and had

tobacco related litter as well. Project staff observed students and staff smoking at 44 percent of the campuses. However, this number may have been higher because of the weather, as two of the campuses without smoking observed were observed when it was raining.

At the post-policy observations (n=8), five campuses (63%) had signs stating a policy, three of which the project targeted to actively implement the policy. The other two posted signs but did not have a formal policy. Of the five, four (80%) had signs for smoke-free entryways with signs on the campus entryways. The other campus had a sign designating a smoking area. Two (40%) of the campuses had ashtrays outside of the designated smoking area and three had tobacco litter outside of the designated smoking area. Smoking was observed at three of the campuses, yet no one was observed smoking outside of the designated smoking area.



A comparison of the pre- post- surveys for schools the project did not target indicate that two campuses (Hi Tech Institute and Citrus Heights Beauty College) added smoke-free entryway signs after the pre- observation. It is unknown if they adopted a formal written policy as well, since only observations were conducted with these schools. In sum, one may assume that the project approaching the campus to ask information on the campus smoking policies and to promote a tobacco education event for students may have stimulated the project into posting signs to enforce smoke-free entryways.

### ***Challenges, Barriers, and Lessons Learned***

In addition to the challenges of working with schools that belong to corporations and the wide range of decision making processes in vocational, trade, and technical institutions, staff encountered other challenges and barriers that should be recognized. A major challenge is the business side of vocational institutions, where enrollment and the impact of the poor economy are the current focuses and priority. Competition among the trade, vocational, and technical programs is fierce, with 42 of these school in Sacramento alone. And, not only are there numerous vocational, trade, and technical schools, but many of them offer the same focus or program. For example in Sacramento County there are 12 schools that offer cosmetology. These schools compete for the same students among themselves as well as with the cosmetology program at the local community college. With the declining economy, these schools are trying to keep their enrollment up while the community colleges are overflowing with students. Therefore the schools hesitate to do anything that might redirect a student to another school; some fear that adopting a smoke-free policy will make them less competitive in this market.

Another major challenge to the project was the change in staff. At the end of year one, the Project Director left and a few months later the Project Coordinator left, resulting in the addition of two new staff members. In addition, the county of Sacramento redirected their Master Settlement Agreement funds from tobacco prevention into the general fund, thus eliminating all county funded tobacco prevention programs. Because of this, the STAND project lost funding for four projects and three staff people. This required redirecting existing staff to this TCP funded project. The change in staff created a delay in some of the intervention activities while new staff learned about the project. In addition, the new staff had to create their own relationships with

the schools. These staffing changes challenged the project staff, who met the objective by overcoming numerous obstacles.

One barrier to getting the policy adopted was enforcement, that "if" a school chose to adopt and implement a policy, there was little to no enforcement authority. The general feeling is that students do what they want and they do not have the manpower to patrol and enforce a smoke-free policy. Another barrier was the short length of some of the school programs. In traditional colleges, the educational institution has the students from two to four years, whereas the vocational schools may only have a student for 12 weeks. Therefore the schools are not as invested in their students. As stated earlier, the school is a business and the shorter the student is in the program, the less of an investment the school has in the student.

There were several lessons learned through the process of working in partnership with these schools to change campus smoking policies. The most important lesson learned was that these schools do not want to be called vocational schools, but rather educational institutions or colleges. They reported that during the 1980's vocational schools developed a stigma that they have worked hard to overcome. Some have become WASC accredited schools, which means the schools are *evaluated extensively and conform to general expectations of performance and quality.*<sup>19</sup>

Another lesson learned was that the approach to getting policy adopted in these education institutions is different than getting policy adopted in the public colleges. The project has experience working with community colleges and State universities on smoke-free policies. In these public colleges, the best approach was to work "from the ground up," that it was most successful to begin the work with the students and develop advocacy and a movement. In these vocation institutions, this approach did not work because the school is a business and change occurred from "from the top down," such as a typical business model.

The next lesson included the diversity of the students' ages. Whereas the public universities include a majority of young adults, these schools include students of all ages. Therefore the staff must be ready to talk with students of all ages and backgrounds. The final lesson was how receptive schools were to the free advertising if the adopted policy. For the larger schools, such as Heald, the free radio advertising was not an incentive. However, for the smaller, independently owned schools, this incentive was very exciting. These lessons proved valuable and helped the project move forward on reaching their goal.

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<sup>19</sup> Western Association of Schools & Colleges Accrediting Commission for Schools. <http://www.acswasc.org/faq.htm>

## SECTION 4 CONCLUSION AND RECOMMENDATIONS

While working on this project, the staff discovered that vocational school staff are aware that smoking is a problem among their students and that most vocational education students supported smoke-free policies: 83 percent supported prohibiting smoking in certain areas and 54 percent supported policies for designated smoking areas. Even smokers (54%) were in favor prohibiting smoking in certain areas of the campus. Close to one-third (32%) of the vocational, technical, and trade school students used tobacco.

Project staff were more successful working with the small, independently owned vocational schools rather than the larger schools that were part of a corporation. It was easier to access the decision makers of the smaller colleges, there was less “red-tape” to work through for the smaller schools, and the small schools were motivated by the free radio advertising as an incentives.

The Quit Kits, behavior modification materials, and educational materials were vital in assisting the staff to “get in the door” of these schools. Project staff shared that the schools were not willing to “put out” without some incentive; not an incentive for the school, such as free advertising, but an incentive for the individuals who are helping the project, such as notepads, pens, etc. and something for the students who are affected by the policy, such as the Quit Kits. These incentives encouraged the person at the front desk to take the project to the next level, such as scheduling an appointment with a decision maker.

During the two years of the project, the project held six educational events at four schools: Western Career College, Heald College, HI Tech Institute, and My Le Beauty College. The events were information exhibit booths set up outside, or tables set in a central indoor area, with educational materials and games. While talking with students, staff collected data on student support for no-smoking policies on campus, as well as offered cessation services to students. Cessation services included talking with students using motivational interviewing and offering the students a Quit Smoking Kit with tools to assist the students in quitting. In total, the project distributed 228 Quit Kit to vocational, trade, and technical school students. Of these, the project worked directly with 49 students and followed-up with 31 students. Among the following group, 45 percent had successfully quit using tobacco. For the balance, 82 percent had reduced their use.

### *Conclusion*

The project met the goal of working with *at least three trade, vocational, and technical schools in Sacramento County on adopting and implementing a policy that prohibits smoking in all outdoor areas of their campuses, or restricts smoking to specified areas only.* These schools were:

- Heald College –designated smoking areas and smoke-free entryways
- My Le Beauty School –smoke-free entryways
- City Beauty College –smoke-free entryways

The project learned useful and valuable lessons for other projects working with vocational, trade, and technical institutions, all of which will advocate continued efforts to change tobacco use among young adults most prone to smoke, or at high risk of exposure to secondhand smoke.

## ***Recommendations***

For projects working with vocational, trade, and technical training institutions, an educational campaign on the importance of tobacco-free students in the field of healthcare would benefit the schools and projects success. There is a movement for smoke-free hospital and healthcare facilities. In Sacramento County alone, the big medical providers (Kaiser Permanente, Sutter Medical Center, University of California, Davis Medical Center, and Mercy) all have smoke-free campuses. Since these policies will affect students graduating from healthcare training programs, it seems imperative that the training programs prepare their students for a smoke-free job market. Therefore it is recommended that an educational campaign about the need for smoke-free healthcare workers go hand-in-hand with the work to create smoke-free vocational, trade, and technical schools.

## **ATTACHMENTS**

Attachment A – Observation Form

Attachment B – Key Informant Interview

Attachment C – Public Opinion Poll (Student Surveys)

Attachment D – Participant Surveys (Quit Kit Survey)

Attachment E – Staff Focus Group Questions

# CAMPUS OBSERVATION CHECKLIST

Pre Policy Adoption

Post Policy Adoption

Date: _____	Time: _____
Observer: _____	
Campus: _____	
Weather: <input type="checkbox"/> Warm/Hot <input type="checkbox"/> Cold <input type="checkbox"/> Raining <input type="checkbox"/> Not raining	
Completed by: _____	

**Are there any visible signs that state the campus smoking policy?**     No         Yes (see page 2)

If NO visible signs of smoking policy – Complete the section below

1. Are there ashtrays/cigarette butt receptacles observed?

No                       Yes

2. Is tobacco-use litter observed?     No                       Yes

Observed Smoking

3. Are **students or staff** smoking on campus?     No                       Yes

***If yes...***

a. *Approximately* how many people are smoking: \_\_\_\_\_

b. Make an *estimate count* of the race/ethnicity and gender at time of observation:

# of male: \_\_\_\_\_    # of female: \_\_\_\_\_

African American _____	Hispanic/ Latino _____	Other _____
Amer Ind/Alskn Native _____	White _____	Unknown _____
Asian Pacific Islander _____	Multi-racial _____	

c. Where is smoking occurring?  
( all that apply)

<input type="checkbox"/> Parking lot	<input type="checkbox"/> In quad or student gathering area
<input type="checkbox"/> Near building entrance	<input type="checkbox"/> On school lawn
<input type="checkbox"/> Other: _____	

## If YES to visible signs of smoking policy– Complete the section below

### Policy Signage & Support

1. If there are signs stating the campuses smoking policy, what is the policy?
  - Smoke-free campus
  - Designated smoking areas
  - Smoke-free entryways
  - Other: \_\_\_\_\_
  
2. What types of non-smoking messages are observed: ( all that apply)
  - Signs, # \_\_\_\_\_  Literature (pamphlets, brochures, etc.), # \_\_\_\_\_
  - Banners, # \_\_\_\_\_  Paraphernalia (buttons, t-shirts, etc.), # \_\_\_\_\_
  - Posters, # \_\_\_\_\_  Other : \_\_\_\_\_
  
3. Where are the signs located? ( all that apply)\
  - Door to indoor areas  Bulletin board
  - Campus entrance  On fence or pole
  - In windows  Other : \_\_\_\_\_
  
4. If there is a designated smoking area:
  - a. Are ashtrays/cigarette butt receptacles observed in the designated smoking area?
    - No  Yes  NA (smoke-free campus)
  - b. Are ashtrays/cigarette butt receptacles observed outside of the designated smoking area?
    - No  Yes  NA (smoke-free campus)
  - c. Is tobacco-use litter observed in the non-smoking areas?  No  Yes
  - d. Is tobacco-use litter observed outside of the designated smoking area?  No  Yes

### Observed Smoking

5. Are **students or staff** smoking on campus?  No  Yes
  - a. If yes, are they smoking outside of a designated smoking area or smoking in nonsmoking areas?  No  Yes, # \_\_\_\_\_  NA – smoke-free campus
  - b. What is an *estimate count* of the race/ethnicity and gender of people smoking where they are not supposed to (outside designated smoking areas or in nonsmoking areas)?
    - # of male: \_\_\_\_\_ # of female: \_\_\_\_\_
    - African American \_\_\_\_\_ Hispanic/ Latino \_\_\_\_\_ Other \_\_\_\_\_
    - Amer Ind/Alskn Native \_\_\_\_\_ White \_\_\_\_\_ Unknown \_\_\_\_\_
    - Asian Pacific Islander \_\_\_\_\_ Multi-racial \_\_\_\_\_
  - c. If people are smoking outside the designated smoking areas, where are they smoking? ( all that apply)
    - Parking lot  In quad or student gathering area
    - Near building entrance  On school lawn
    - Other: \_\_\_\_\_



## Key Informant Interview

### Trade School Pre-Policy Adoption Interview Question

Date: \_\_\_\_\_

Position: \_\_\_\_\_

1. Since you have been here, have any tobacco use policies been implemented on this campus?
  - a. If yes, what policies?
  - b. How were the policies received by staff? By students?
2. What types of tobacco use complaints do you get from staff and students?
3. Are you interested in implementing tobacco use policies?
  - a. If yes, what type(s)?
  - b. If no, why not?
4. If you were to implement campus tobacco use policies, what are the steps?
  - a. Who is involved in the process?
  - b. What is the procedure?
4. How do you think the staff would feel about implementing smoke-free policies?
5. How do you think the students would feel about implementing smoke-free policies?
6. Would you like us to conduct a survey on student's attitudes towards smoking policies?
  - a. Would you like us to include any other questions in the survey?
  - b. What would be the best way to administer the survey?
7. What support, information, or materials do you need to implement smoke-free policies?



## Key Informant Interview

### Trade School Post-Policy Adoption Interview Question

Date: \_\_\_\_\_

Position: \_\_\_\_\_

# of participants: \_\_\_\_\_

1. What motivated you to implement tobacco-use policies at this campus?
2. How were the policies received by:
  - a. Staff?
  - b. Students?
3. If you encountered any barriers or challenges in the process, what were they??
4. Do you feel like the STAND Project provided enough information and tools to help you adopt and implement smoke-free policies?
5. Is there any other support, information, or materials that would have helped?
6. How satisfied were you with the process?

Voc Ed Survey – RADIO SURVEY

1. Do you currently attend a vocational, technical or trade school in Sacramento County?
  - a. Yes
  - b. No, but I have within the past 2 years
  - c. No **(IF YOUR ANSWER IS “C” please select DOES NOT APPLY for the remaining questions)**
2. On your school campus, are you (or were you) regularly exposed to secondhand smoke?
  - a. Yes
  - b. No
  - c. DOES NOT APPLY
3. Are you bothered by secondhand smoke at school?
  - a. Yes
  - b. No
  - c. DOES NOT APPLY
4. Are you concerned about the health effects of second hand smoke?
  - a. Yes
  - b. No
  - c. DOES NOT APPLY
5. Do you have any allergies/sensitivities triggered by tobacco smoke, such as asthma?
  - a. Yes
  - b. No
  - c. DOES NOT APPLY
6. Do you think your school should have regulations/policies that protect students from the exposure to secondhand smoke?
  - a. Yes
  - b. No
  - c. I don't have an opinion
  - d. DOES NOT APPLY
7. What kind of smoking policy would you prefer to see on the campus?
  - a. A complete non-smoking campus
  - b. Smoking in designated areas only
  - c. No smoking near campus entrances
  - d. No policy needed
  - e. DOES NOT APPLY
8. How would you describe your personal tobacco use?
  - a. Regular tobacco user
  - b. Occasional tobacco user
  - c. Non-tobacco user (used but quit)
  - d. Non-tobacco user (never used)
  - e. DOES NOT APPLY

# QUIT KIT INTAKE QUESTIONNAIRE

Date: \_\_\_\_\_

Name: \_\_\_\_\_ Gender: <sub>1</sub> Male <sub>2</sub> Female Age: \_\_\_\_\_

School: \_\_\_\_\_

Home phone #: ( ) \_\_\_\_\_ Cell phone #: ( ) \_\_\_\_\_

Email: \_\_\_\_\_

1. When do you plan on quitting? <sub>1</sub> As soon as possible <sub>2</sub> Within the next few months  
<sub>3</sub> Within the next year <sub>4</sub> Haven't thought about it

2. What type of tobacco do you use? Approximately how often? (check all that apply):

<input type="checkbox"/> a. cigarettes	<input type="checkbox"/> <sub>1</sub> 1-5 a day	<input type="checkbox"/> <sub>2</sub> 6-10 a day	<input type="checkbox"/> <sub>3</sub> 11-15 a day	<input type="checkbox"/> <sub>4</sub> 16-20 a day (	<input type="checkbox"/> <sub>5</sub> >20 a day
<input type="checkbox"/> b. chew	<input type="checkbox"/> <sub>1</sub> 1-5 a day	<input type="checkbox"/> <sub>2</sub> 6-10 a day	<input type="checkbox"/> <sub>3</sub> 11-15 a day	<input type="checkbox"/> <sub>4</sub> 16-20 a day	<input type="checkbox"/> <sub>5</sub> >20 a day
<input type="checkbox"/> c. cigars	<input type="checkbox"/> <sub>1</sub> 1-2 x's a month	<input type="checkbox"/> <sub>2</sub> 3-4 x's a month	<input type="checkbox"/> <sub>3</sub> 1-2 x's a week	<input type="checkbox"/> <sub>4</sub> 3-5 x's a week	<input type="checkbox"/> <sub>5</sub> at least 1x daily
<input type="checkbox"/> d. hookah	<input type="checkbox"/> <sub>1</sub> 1-2 x's a month	<input type="checkbox"/> <sub>2</sub> 3-4 x's a month	<input type="checkbox"/> <sub>3</sub> 1-2 x's a week	<input type="checkbox"/> <sub>4</sub> 3-5 x's a week	<input type="checkbox"/> <sub>5</sub> at least 1x daily

3. How long have you used: a. cigarettes? \_\_\_\_\_ years \_\_\_\_\_ months c. cigars? \_\_\_\_\_ years \_\_\_\_\_ months  
 b. chew? \_\_\_\_\_ years \_\_\_\_\_ months d. hookah? \_\_\_\_\_ years \_\_\_\_\_ months

4. How have you tried to stop tobacco use before? <sub>0</sub> Never tried

Check all that apply

- |  |   |
|--|---|
| <input type="checkbox"/> <sub>1</sub> Cold turkey        | <input type="checkbox"/> <sub>6</sub> Websites  |
| <input type="checkbox"/> <sub>2</sub> Changing behavior  | <input type="checkbox"/> <sub>7</sub> Over the counter nicotine replacement (patch, gum)        |
| <input type="checkbox"/> <sub>3</sub> Quit smoking group | <input type="checkbox"/> <sub>8</sub> Prescription nicotine replacement (inhaler, spray)        |
| <input type="checkbox"/> <sub>4</sub> Family & friends   | <input type="checkbox"/> <sub>9</sub> other prescription medication (bupropion, zyban, chantix) |
| <input type="checkbox"/> <sub>5</sub> Support group      |   |
| <input type="checkbox"/> <sub>10</sub> Other: _____      |   |

I would prefer to be contacted for a follow-up by:	<input type="checkbox"/> <sub>1</sub> Email: _____
<input type="checkbox"/> <sub>2</sub> home phone: _____	<input type="checkbox"/> <sub>3</sub> cell phone: _____ <input type="checkbox"/> <sub>4</sub> other phone: _____

Funded by: California Department of Public Health, Tobacco Control Program Statewide Project



## BELOW IS FOR STAFF USE ONLY

### QUIT KIT FOLLOW-UP SURVEY

1 <sup>st</sup> F/U due: _____	Date of F/U: _____	Completed by: _____	<input type="checkbox"/> <sub>1</sub> Invalid Phone	<input type="checkbox"/> <sub>2</sub> Invalid email	<input type="checkbox"/> <sub>3</sub> No response	<input type="checkbox"/> <sub>4</sub> Other: _____
2 <sup>nd</sup> F/U due: _____	Date of F/U: _____	Completed by: _____	<input type="checkbox"/> <sub>1</sub> Invalid Phone	<input type="checkbox"/> <sub>2</sub> Invalid email	<input type="checkbox"/> <sub>3</sub> No response	<input type="checkbox"/> <sub>4</sub> Other: _____
Quit Kit received:	<input type="checkbox"/> <sub>1</sub> Event	<input type="checkbox"/> <sub>2</sub> Internet request				

# 1<sup>ST</sup> FOLLOW-UP

Date: \_\_\_\_\_

1. How important is it that you quit using tobacco? <sub>1</sub> Not at all <sub>2</sub> Not very much <sub>3</sub> Not sure <sub>4</sub> Somewhat <sub>5</sub> Very much

2. Are you currently smoking or using tobacco? <sub>1</sub> No <sub>2</sub> Yes

## No

3. Have you used any tobacco since your original quit day? <sub>1</sub> No <sub>2</sub> Yes

a. Type(s) → <sub>1</sub> Cigarettes <sub>2</sub> Chew/Spit <sub>3</sub> Cigars  
<sub>4</sub> Hookah <sub>5</sub> Other: \_\_\_\_\_

b. How often? <sub>1</sub> Once <sub>2</sub> 2-3 times <sub>3</sub> 4-5times <sub>4</sub> 6-10 times <sub>5</sub> >10times

c. Reason for using tobacco after quit? \_\_\_\_\_

4. How many days since you last used tobacco? \_\_\_\_\_

5. Quit Kit helpful in assisting to quit using tobacco? <sub>1</sub> No <sub>2</sub> Yes

6. Besides the Quit Kit, were any other resources used to assist in quitting?  
<sub>1</sub> No <sub>2</sub> Yes

a. If yes, what? → (✓all that apply)

<input type="checkbox"/> <sub>1</sub> Friends/Family	<input type="checkbox"/> <sub>5</sub> Over the counter nicotine (patch, gum, lozenges)
<input type="checkbox"/> <sub>2</sub> Quit smoking program	<input type="checkbox"/> <sub>6</sub> Prescription nicotine: nasal spray, inhaler
<input type="checkbox"/> <sub>3</sub> Support groups	<input type="checkbox"/> <sub>7</sub> Other prescriptions: Zyban (bupropion) Chantix
<input type="checkbox"/> <sub>4</sub> Websites	<input type="checkbox"/> <sub>8</sub> 1-800 NO-BUTTS
<input type="checkbox"/> <sub>9</sub> Other: _____	

7. Comments:

## Yes

3. On a typical day, how many times do you use tobacco?

a. cigarettes	<input type="checkbox"/> <sub>0</sub> None	<input type="checkbox"/> <sub>1</sub> 1-5	<input type="checkbox"/> <sub>2</sub> 6-10	<input type="checkbox"/> <sub>3</sub> 11-15	<input type="checkbox"/> <sub>4</sub> 16-20	<input type="checkbox"/> <sub>5</sub> >20
b. chew	<input type="checkbox"/> <sub>0</sub> None	<input type="checkbox"/> <sub>1</sub> 1-5	<input type="checkbox"/> <sub>2</sub> 6-10	<input type="checkbox"/> <sub>3</sub> 11-15	<input type="checkbox"/> <sub>4</sub> 16-20	<input type="checkbox"/> <sub>5</sub> >20
c. cigars	<input type="checkbox"/> <sub>0</sub> None	<input type="checkbox"/> <sub>1</sub> 1x	<input type="checkbox"/> <sub>2</sub> >1			
d. hookah	<input type="checkbox"/> <sub>0</sub> None	<input type="checkbox"/> <sub>1</sub> 1x	<input type="checkbox"/> <sub>2</sub> >1			

4. Do you think you have reduced the # of times you use tobacco since we talked with you?  
<sub>1</sub> No, why not? \_\_\_\_\_  
<sub>2</sub> Yes, how did the Quit Kit help? \_\_\_\_\_

5. What best fits you right now? (✓ on one response)

<input type="checkbox"/> <sub>1</sub> I have no thoughts of quitting
<input type="checkbox"/> <sub>2</sub> I need to quit someday
<input type="checkbox"/> <sub>3</sub> I should quit, but I'm not ready
<input type="checkbox"/> <sub>4</sub> I am thinking about quitting
<input type="checkbox"/> <sub>5</sub> I am trying to quit or cut down right now

6. Comments:

# 2<sup>ND</sup> FOLLOW-UP

Date: \_\_\_\_\_

1. Are you currently smoking or using tobacco? <sub>1</sub> No <sub>2</sub> Yes

## No

2. Have you used any tobacco since your original quit day? <sub>1</sub> No <sub>2</sub> Yes

a. Type → <sub>1</sub> Cigarettes <sub>2</sub> Chew/Spit <sub>3</sub> Cigars  
<sub>4</sub> Hookah <sub>5</sub> Other: \_\_\_\_\_

b. How often? <sub>1</sub> Once <sub>2</sub> 2-3 times <sub>3</sub> 4-5times <sub>4</sub> 6-10 times <sub>5</sub> >10times

c. Reason for using tobacco after quit?  
 \_\_\_\_\_

d. When had cravings, what did you do? (✓all that apply) <sub>1</sub> Delay <sub>2</sub> Distract  
<sub>3</sub> Dialogue <sub>4</sub> Drink H2O <sub>5</sub> Do Something <sub>6</sub> Deep breathing <sub>7</sub> Other

e. How did you quit again?

<input type="checkbox"/> <sub>0</sub> Quit Kit	<input type="checkbox"/> <sub>5</sub> Over the counter nicotine (patch, gum, lozenges)
<input type="checkbox"/> <sub>1</sub> Friends & family	<input type="checkbox"/> <sub>6</sub> Prescription nicotine: nasal spray, inhaler
<input type="checkbox"/> <sub>2</sub> Quit smoking program	<input type="checkbox"/> <sub>7</sub> Other prescriptions: Zyban, (Bupropion) Chantix
<input type="checkbox"/> <sub>3</sub> Support Group	<input type="checkbox"/> <sub>8</sub> 1-800 NO-BUTTS
<input type="checkbox"/> <sub>4</sub> Websites <input type="checkbox"/> <sub>9</sub> Other: _____	

3. How many days since you last used tobacco? \_\_\_\_\_

4. Was Quit Kit helpful in assisting you to quit? <sub>1</sub> No <sub>2</sub> Yes

5. Comments:

## Yes

2. On a typical day, how many times do you use tobacco?

a. cigarettes	<input type="checkbox"/> <sub>0</sub> None	<input type="checkbox"/> <sub>1</sub> 1-5	<input type="checkbox"/> <sub>2</sub> 6-10	<input type="checkbox"/> <sub>3</sub> 11-15	<input type="checkbox"/> <sub>4</sub> 16-20	<input type="checkbox"/> <sub>5</sub> >20
b. chew	<input type="checkbox"/> <sub>0</sub> None	<input type="checkbox"/> <sub>1</sub> 1-5	<input type="checkbox"/> <sub>2</sub> 6-10	<input type="checkbox"/> <sub>3</sub> 11-15	<input type="checkbox"/> <sub>4</sub> 16-20	<input type="checkbox"/> <sub>5</sub> >20
c. cigars	<input type="checkbox"/> <sub>0</sub> None	<input type="checkbox"/> <sub>1</sub> 1x	<input type="checkbox"/> <sub>2</sub> >1			
d. hookah	<input type="checkbox"/> <sub>0</sub> None	<input type="checkbox"/> <sub>1</sub> 1x	<input type="checkbox"/> <sub>2</sub> >1			

3. Do you think you have reduced the # of times you use tobacco since we talked with you?  
<sub>1</sub> No, why not? \_\_\_\_\_  
<sub>2</sub> Yes, how did the Quit Kit help? \_\_\_\_\_

4. What best fits you right now? (✓ on one response)

<input type="checkbox"/> <sub>1</sub> I have no thoughts of quitting
<input type="checkbox"/> <sub>2</sub> I need to quit someday
<input type="checkbox"/> <sub>3</sub> I should quit, but I'm not ready
<input type="checkbox"/> <sub>4</sub> I am thinking about quitting
<input type="checkbox"/> <sub>5</sub> I am trying to quit or cut down right now

7. Comments:

## **Trade/Vocational School Policy**

*To assess experiences of Breathe California of Sacramento - Emigrant Trails staff working with vocational and trade schools on adopting smoke-free policies, based on observations and interactions with school site administration.*

1. What method do you use to pick schools for possible policy adoption?
2. How do you get “in the door” to discuss your project?
3. What are the processes used to discuss the project?
4. What are the responses from school staff?
5. What are some concerns that school staff express?
6. What are barriers to moving forward with policy?
7. What are some successes your project has experienced?
8. What are some lessons learned about the project?