Community Activity Tracking

CAT

User's Manual

August 2006

Developed by RTI International for the
New York Tobacco Control Program

RTI INTERNATIONAL

Community Activity Tracking System
User's Manual

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Welcome to the Community Activity Tracking (CAT) system!

Overview

About this Manual
This manual is designed to guide the user through the Community Activity Tracking (CAT) system designed by Research Triangle Institute (RTI). The manual will be updated periodically. This manual reflects changes as of **September 12, 2006.**

CAT Objectives
The purpose of CAT is to allow TCP Partners (Community Partnerships, Reality Check Youth Partners, Cessation Centers, and School Policy Partners) to efficiently document critical dimensions of their strategies and the immediate outcomes of those strategies. CAT will also allow NYS TCP staff at various levels to review any Partners' specific plans or Strategy reports, and to call up reports aggregating data for an individual Partner or across multiple Partners.

CAT will thus primarily collect data to serve several purposes:

- Help Partners monitor their strategies, resources, and program schedules as outlined in their Work Plans.

- Generate reports that Partners can use to document their efforts, for example:
  - number and type of strategies related to any given goal or objective
  - amount of earned media achieved by the Partner as an outcome of a particular event, or related to a broader set of activities
  - number of strategies related to specific statewide initiatives

- Assist NYS TCP Area Managers in monitoring strategies of individual Partners or groups of Partners. As noted above, CAT reports will document Partners' adherence to original Work Plan timelines, and will provide status reports on individual strategies or groups of strategies (indicating, for example, whether strategies have a status of planning, ongoing, suspension, or completion).

- Allow TCP Area Managers, by collecting information on "reasons for success" and "barriers" related to specific Partner strategies, to share such information among the Partners.

- Assist TCP staff in reporting to other stakeholders, such as CDC and New York State officials.

- Provide evaluation data, which RTI uses to prepare an annual Independent Evaluation Report.

Conceptual Overview
CAT's primary focus is on the strategies that you have created, planned and implemented. You have planned strategies that relate to the Goals and Objectives of the NYS TCP Strategic Plan, and CAT assumes that each Strategy is related to one specific Goal-Objective combination. If you are implementing two very similar sets of activities related to two different Goal-Objective combinations, you will report them as two different strategies in CAT.

CAT also requires you to classify each Strategy into one (and only one) "Focus Area." These Focus Areas are functional categories, recognizing that different strategies require different tactics –from community education to advocacy to monitoring businesses' behavior.

For each Strategy, CAT requires that you enter specific information on that Strategy and, in any month when you perform work on that activity, to enter a Monthly Strategy Report.

Accessing CAT

CAT is located at https://nytobacco.rti.org. To access CAT, you will need a user ID and password. Each funded partners contract will have a single CAT account. Multiple staff working on the same contract would share the same user ID and password. If you need a user ID or password, see the last page of this manual for contact information for the CAT Liaison or CAT Administrator.

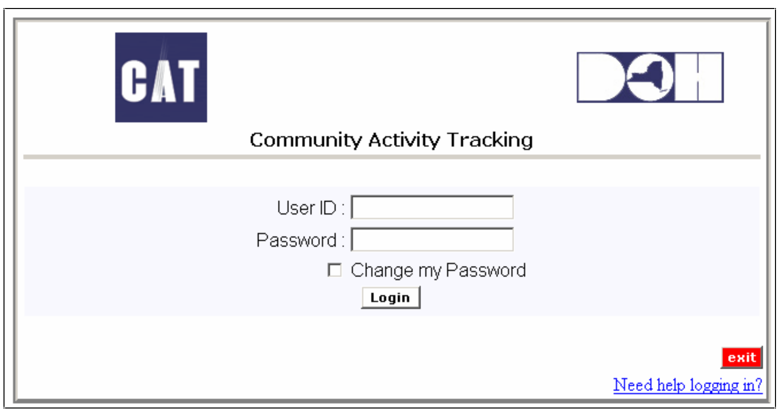
System Requirements

Access to CAT requires a computer with web access. The recommended web browser is Internet Explorer (version 5+) or Netscape Navigator (version 7.1+), with Cookies and JavaScript both enabled. The system will work with most other browsers, but will not be optimally displayed.

Logging In

To log into CAT, enter your user ID and password (not case-sensitive) on the login screen (Figure 1) and click on the "Login" button. Click the box beside "Change my password" if you would like to change your password to something you'll remember more easily. If you need help logging in, click the link ("Need help logging in?") at the bottom right side to send an email to the site administrator.

Figure1. Login screen

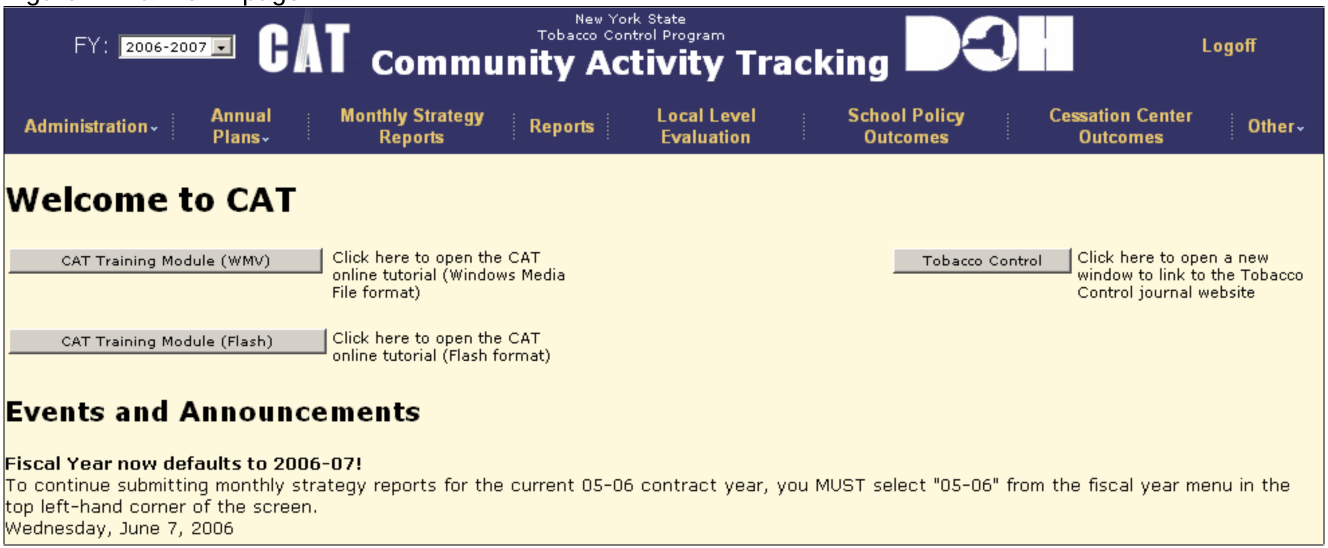


CAT automatically times out after 55 minutes of inactivity, logging you out of the system and taking you back to the login screen. You will receive a 3-minute warning before the system times out. Remember to save your work regularly.

Overview of the Main Page

Once you log in to CAT, you will see the CAT header menu at the top of the page and the Events and Announcements below (Figure 2).

Figure 2. Main CAT page



The header menu contains headings (See Figure 2) and a link to log off of the system. These headings are available on every screen within the CAT system and should help you navigate through the system easily. The headings and their links are described in more detail in the following sections. Some partner modalities will have access to sections that other modalities will not. For example, only School Policy Partners will access the "School Policy Outcomes" section.

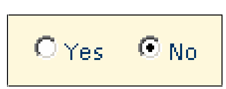
Fiscal Year menu

There is a pull-down menu at the top of each CAT screen that indicates the Fiscal Year to which your work plan and evaluation plan are related. You will only see additional options in this menu as the state-level CAT Administrator enables them. The default is set for the current fiscal year.

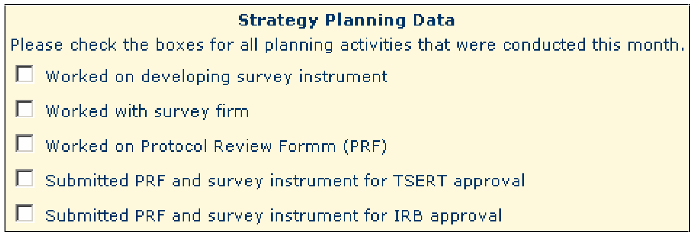
CAT Functions

You will enter a variety of types of information into CAT. Some will be text or numbers, and there are also different structures of questions which require you to indicate your response. These include circles, check boxes, pull-down menus, and selection boxes.

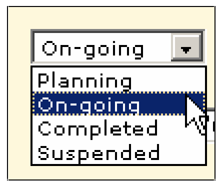
When you see several **circles** beside response options, such as "yes" and "no," you can select only ONE response.



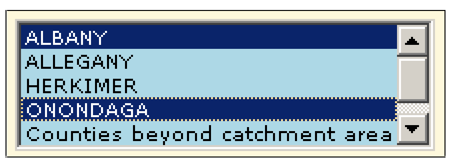
When you see several **check boxes** together, you can select all the responses that apply.



When you see a **pull-down menu**, click the small triangle on the right side of the pull-down menu bar. This will enable you to view the list. You may need to scroll further down the list to view all of the options. Click on the most appropriate option (you can only choose ONE), and that item will display in the pull-down menu bar.



Selection boxes display response options, and allow you to select one or multiple items. In CAT, all of these multiple-selection boxes have a light blue background. To select one item, click on that item. To change your selection, click on a different item. After you have selected one item and you would like to select additional items, hold down the Control ("Ctrl") key and then click with the mouse on any additional items. You will be able to distinguish which ones you selected because they will remain highlighted.



Administration

Contact Information

You need to complete the entire Contact Information page before you can continue to other sections of the CAT system. Figure 3 shows a snapshot of the screen you will see once you have chosen the "Contact Info" link under the "Administration" heading. Instructions for each field on this screen are provided in Table 1 below.

Figure 3. Contact Info Screen

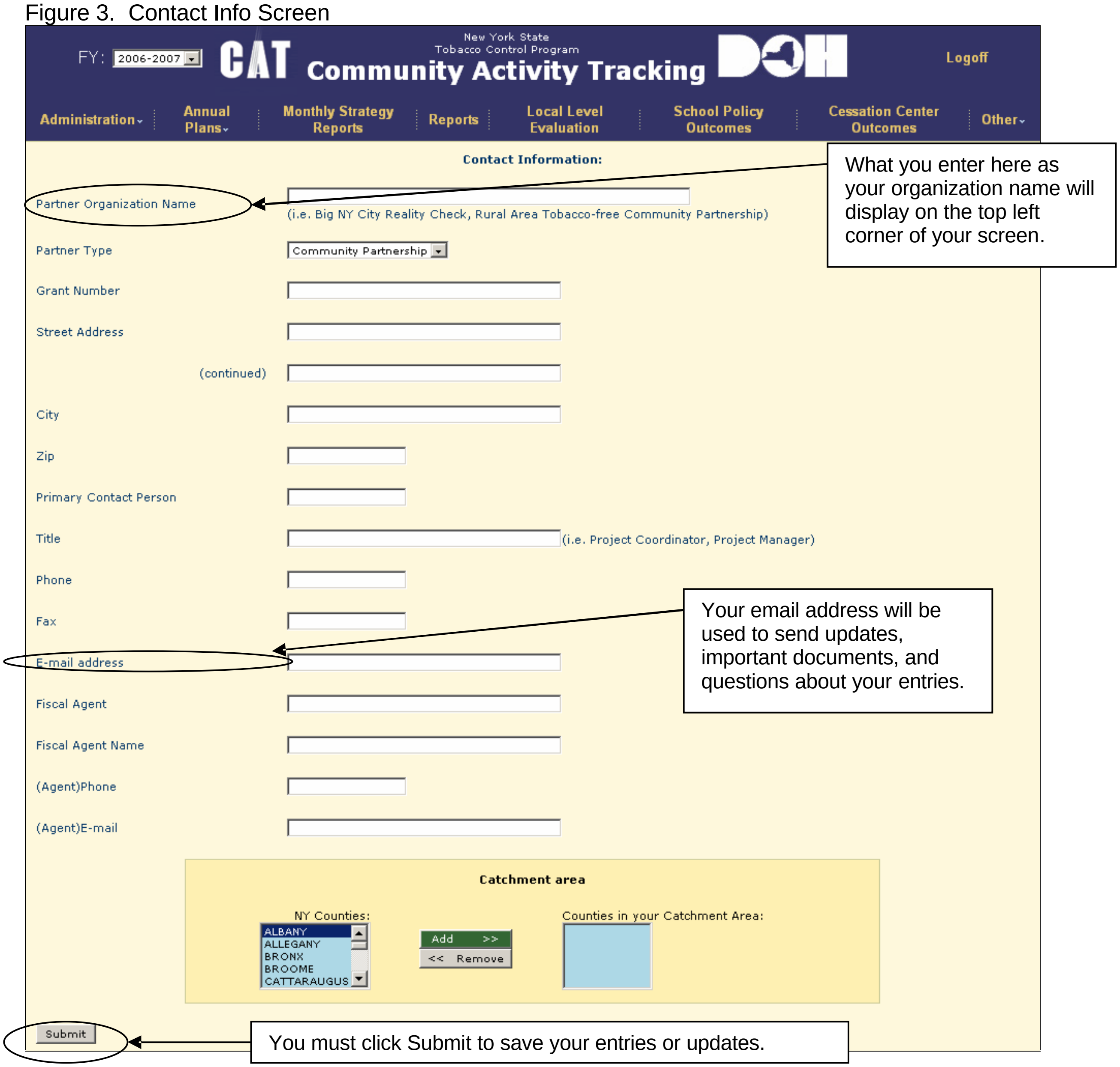


Table 1. Contact Information screen

Field name	Instructions for completing the field
Partner Organization Name	Enter your organization name (e.g., Big NY City Reality Check). This determines what displays at the top of the screen, so make sure it is what you call your organization
Partner Type	Choose one response option from the pull-down list: - Cessation Center - Community Partner - Youth Partner - School Policy Partner
Grant Number	Enter your grant number
Street Address	Enter the street address of your organization
City	Enter the city of your organization
Zip	Enter the zip code of your organization
Primary Contact Person	Enter the name of the Primary Contact Person from your organization for the CAT system
Title	Enter the title of the Primary Contact Person from your organization
Phone	Enter the phone number of the Primary Contact Person
Fax	Enter the fax number of the Primary Contact Person
E-mail address	Enter the e-mail address for the Primary Contact Person from your organization. To enter additional email addresses, type the first email address, and then enter a semi-colon, a space, and the next email address. This is the email address we will use for CAT Updates, documents, information, and questions.
Fiscal Agent	Enter the Fiscal Agent for your organization (the organization receiving the grant)
Fiscal Agent Name	Enter the name of the Fiscal Agent for your organization (the person managing the grant)
(Agent) Phone	Enter the phone number for the Fiscal Agent for your organization
(Agent) E-mail	Enter the e-mail address for the Fiscal Agent for your organization
Catchment Area	Highlight the name of each county within your catchment area and click on the “Add” button to add them to your list. To select more than one county name at a time, hold down the Control (“Ctrl”) key and click the names of all the counties you want to select, and then click the “Add” button. To remove a county from your list, highlight the name of that county and click the “Remove” button.

Once you have entered information into all of the fields, click the “Submit” button. You may return to this page and update contact information at any time.

Annual Plans

Entering New Strategies

In the Annual Plans section of CAT, you will enter your Work Plan, much as you entered it in hard copy previously. You will enter, for each Strategy, the Goal and Objective to which it is related, then a description of the Strategy. Each Strategy must be linked to a single Goal-Objective combination from the NYTCP Strategic Plan. Table 2 shows an overview of the process of entering your work plan into CAT one strategy at a time. The actions and specific data entry steps are covered in greater detail for each Focus Area in the following sections. You may access hard copies of the strategy entry screen for each Focus Area on the CAT Bulletin Board.

Table 2. Overview of process of entering Strategy into CAT
1. Select **Goal and Objective**
2. Indicate whether the strategy is part of a **TCP Partner Joint Strategy**
3. Assign a unique **Strategy Name** – keep it clear and concise
4. Type in **Strategy description**
5. Type in **SMART Outcome**
6. Select a **Focus Area**
7. Indicate whether the strategy work is being done by a **Mini-grant Recipient**
8. Provide a **Timeline**
9. Identify the strategy as: • Part of the **ASP Initiative** • Part of a **Regional Action Plan** • Part of an **Area Action Plan**

To begin, go to the “Annual Plans” header and click on “New strategy.”

Select the Goal and Objective. The first screen will prompt you to select the Goal and objective for the strategy you’re entering (see Figure 4). Table 3 lists the goals and objectives.

Figure 4. Goal and Objective selection screen

FY: 2006-2007

CAT New York State Tobacco Control Program Community Activity Tracking DOH

Logoff

Administration | Annual Plans | Monthly Strategy Reports | Reports | Local Level Evaluation | Cessation Center Outcomes | Other

Fiscal Year 2007 Goals and Objectives

You may select only one objective per strategy. Click the circle to indicate the appropriate objective and then click "Submit."

Goal 1: Eliminate exposure to SHS

Objective:

- Increase compliance with New York's comprehensive clean indoor air law
- Increase the percent of adults and youth who live in households where smoking is prohibited
- Increase the percent of adults who drive or ride in vehicles where smoking is prohibited
- Increase the number of educational institutions that effectively implement tobacco-free policies
- Increase the percent of adults and youth who live in households and drive/ride in vehicles where smoking is prohibited

Goal 2: Decrease the social acceptability of tobacco use

Objective:

- Increase anti-tobacco attitudes among youth and adults
- Increase # of sporting, cultural, entertainment, art, and other events that have written policy prohibiting TI sponsorship
- Reduce tobacco promotions in sporting, cultural, entertainment, art and other events in community, region, and state
- Reduce tobacco promotions occurring in bars, fraternities, and other "adult only" facilities
- Reduce the amount of tobacco advertising in the retail environment
- Increase # of magazines and newspapers that have a written policy prohibiting acceptance of TI or product advertising
- Increase # of local laws, regulations and voluntary policies that prohibit tobacco use in outdoor areas and in proximity to building entryways

Goal 3: Promote cessation from tobacco use

Objective:

- Increase # of HCPOs that have a system to screen all patients for tobacco use and provide brief advice to quit at all visits
- Increase % of smokers who quit successfully (for at least 6 mos) in past 12 months
- Increase # of Medicaid recipients who access pharmacotherapy for smoking cessation through Medicaid or the Quitline
- Increase % of smokers with health insurance who report that their health plan covers tobacco dependence treatment
- Increase # of smokers referred to the New York State Smokers' Quitline through the Fax-to-Quit program
- Increase % of smokers who have heard of and called the New York State Smokers' Quitline

Goal 4: Prevent the initiation of tobacco use

Objective:

- Increase the unit price of cigarettes sold in New York State
- Increase # of jurisdictions that levy their own cigarette excise taxes and increase the amount
- Increase % of adults who agree that movies rated G, PG, and PG-13 should not show actors smoking
- Decrease # of movies rated G, PG, and PG-13 that contain smoking or tobacco product placement
- Increase # of jurisdictions with 5% or less illegal sales rate to minors

Goal 5: Build and maintain an effective TCP infrastructure

Objective:

- Ensure adequate level of staffing and funding to implement effective tobacco control activities
- Strengthen community partner infrastructure to enhance community collaboration and maintain community support
- Strengthen area and regional infrastructure to promote coordination and collaboration among partners
- Enhance communication and collaboration among the TCP, community partners, and statewide stakeholders
- Establish roles, responsibilities and competencies for all program staff
- Tobacco control program staff and partners participate in professional development opportunities each year

Goal 6: Contribute to the science of tobacco control

Objective:

- Analyze and synthesize data from existing data systems to monitor progress toward program goals
- Develop and implement data collection systems and studies to monitor, measure, and help understand the impact of the TCP
- Increase # of tobacco control program interventions that are evaluated
- Document and disseminate findings from TCP activities and initiatives on an ongoing basis

Submit

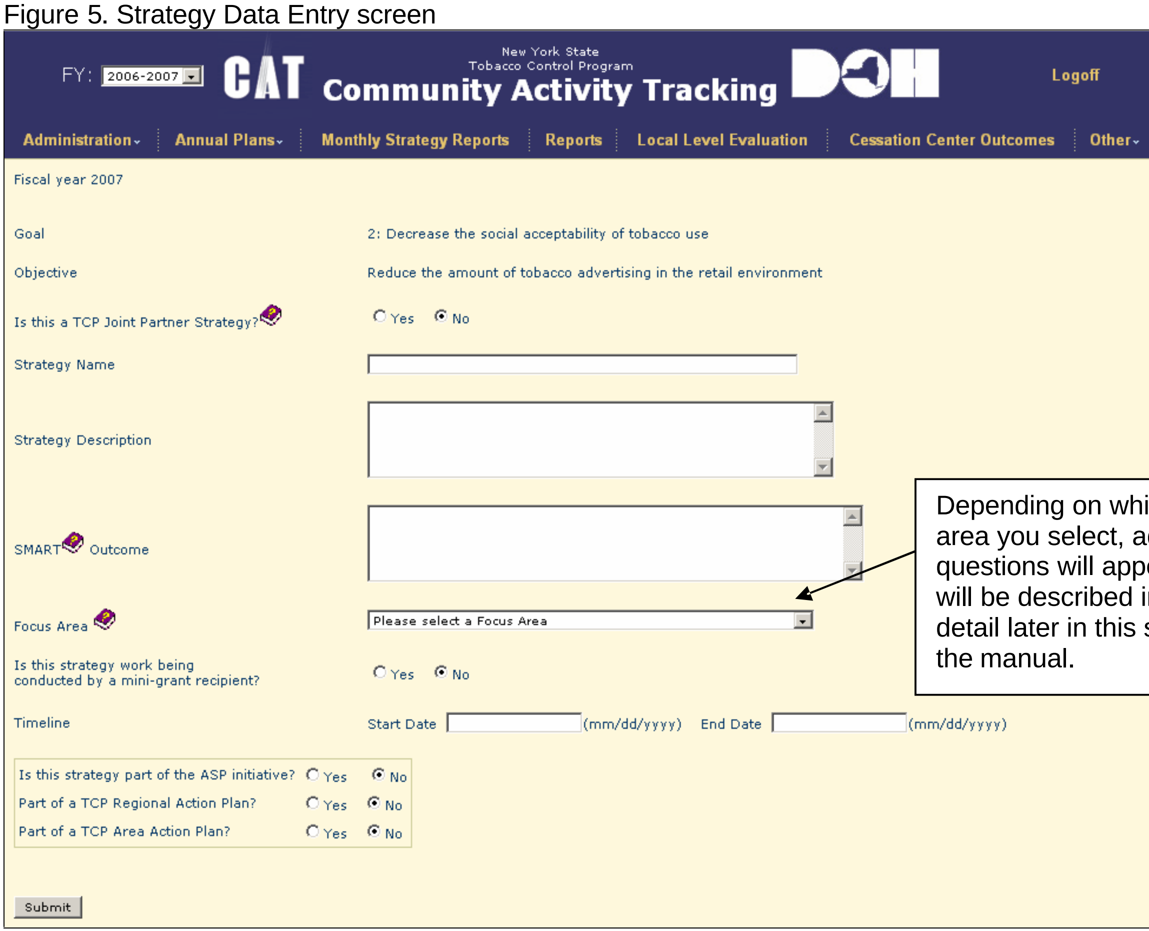
Table 3. Goals and objectives

Goal	Objectives
1. Eliminate exposure to SHS	- Increase compliance with New York's comprehensive clean indoor air law - Increase the percent of adults and youth who live in households where smoking is prohibited - Increase the percent of adults who drive or ride in vehicles where smoking is prohibited. - Increase the number of educational institutions (elementary, secondary and post-secondary) that effectively implement tobacco-free policies (to eliminate tobacco use and tobacco products from all facilities including dormitories, property, vehicles and events) - Increase the percent of adults and youth who live in households and drive/ride in vehicles where smoking is prohibited
2. Decrease the social acceptability of tobacco use	- Increase anti-tobacco attitudes among youth and adults - Increase # of sporting, cultural, entertainment, art, and other events that have a written policy prohibiting TI sponsorship. - Reduce tobacco promotions in sporting, cultural, entertainment, art and other events in community, region, and state - Reduce tobacco promotions occurring in bars, fraternities, and other "adult only" facilities. - Reduce the amount of tobacco advertising in the retail environment - Increase # of magazines and newspapers that have a written policy prohibiting acceptance of TI product advertising - Increase # of local laws, regulations and voluntary policies that prohibit tobacco use in outdoor areas and in proximity to building entry ways
3. Promote cessation from tobacco use	- Increase # of health care provider organizations (HCPOs) that have a system to screen all patients for tobacco use and provide brief advice to quit at all visits - Increase % of smokers who have quit successfully (for at least 6 months) in the past 12 months. - Increase # of Medicaid recipients who access pharmacotherapy for smoking cessation through Medicaid or the Quitline - Increase % of smokers with health insurance who report that their health plan covers for tobacco dependence treatment. - Increase the number of smokers referred to the New York State Smokers' Quitline through the Fax-to-Quit program. - Increase % of smokers who have heard of and who have called the New York State Smokers' Quitline.
4. Prevent the initiation of tobacco use	- Increase the unit price of cigarettes sold in New York State. - Increase # of jurisdictions that levy their own cigarette excise taxes and increase the amount - Increase % of adults who agree that movies rated G, PG, and PG-13 should not show actors smoking. - Decrease # of movies rated G, PG, and PG-13 that contain smoking or tobacco product placement. - Increase # of jurisdictions with a 5 % or less illegal sales rate to minors
5. Build and maintain an effective TCP infrastructure *	- Ensure adequate level of staffing and funding to implement effective tobacco control activities. - Strengthen community partner infrastructure to enhance community collaboration and maintain community support. - Strengthen area and regional infrastructure to promote coordination and collaboration among partners within each area and region. - Enhance communication and collaboration among the TCP, community partners, and statewide stakeholders. - Establish roles, responsibilities and competencies for all program staff. - Tobacco control program staff and partners participate in professional development opportunities each year

Goal	Objectives
6. Contribute to the science of tobacco control	- Analyze and synthesize data from existing data systems to monitor progress toward program goals - Develop and implement data collection systems and studies to monitor, measure, and help understand the impact of the TCP - Increase the number of tobacco control program interventions that are evaluated - Document and disseminate findings from TCP activities and initiatives on an ongoing basis

Once you've selected the Goal and Objective, click the button labeled "Submit." This will bring up a screen where you can enter the remaining details for the Strategy (see Figure 5).

Figure 5. Strategy Data Entry screen



Depending on which focus area you select, additional questions will appear. This will be described in more detail later in this section of the manual.

TCP Joint Partner Strategy

A TCP Joint Partner Strategy is a strategy which is shared equally by two or more TCP partners. Joint strategies are designated so that each partner with an equal share gets credit for their involvement, but a single event is not recorded multiple times. To enter a joint partner strategy into CAT, you will email your Area Manager and the TCP CAT Administrator **before** you enter the strategy, listing the partners involved, goal, objective, focus area, and strategy name. You will then be able to select your joint strategy name from a pull-down list when you click "yes," that you're entering a TCP Joint Partner Strategy. If, for example, a Reality Check partner and a Community Partnership will participate equally in planning, promoting, and preparing for a press conference, then they would decide which of them will request approval and enter the strategy and the monthly reports.

Enter the strategy name.

You will assign each strategy a unique name in the CAT system. You will use the strategy name to link to reports each month, so it is important that you assign strategy names that are clear and unique. It is also important that strategy names are short and concise. For example, instead of “Go to health care provider organization sites to train doctors about the 5 A’s and tobacco issues,” you could enter “Train health care providers on 5 As.” It can be helpful to reference the objective and focus area in the strategy name (e.g., “Retailer paid media”), but it is not required. The strategy name cannot be changed once you enter it.

Enter the Strategy Description.

This open-ended text box allows you to describe the Strategy in one or two sentences. This description should be clear and long enough to provide a good understanding. *(Example*: “Monitor the point-of-purchase advertising by local retailers through observations by local youth from Downtown High School whom we will train.”) Describe what you will be doing.

Enter SMART Outcome.

List the specific outcome(s) which you anticipate will occur if or when the Strategy is successfully implemented. You can enter one outcome or multiple outcomes. Outcomes should be “SMART,”(Specific, Measurable, Achievable, Relevant, and Time-bound). The outcome tells what will happen as a result of you doing the strategy. The outcome should describe the intended results or impacts of the strategy (rather than what actions will be taken by the partner).

Incorrect	***Correct***
We will train youth about tobacco industry marketing tactics.	By December 2007, at least three organizations in County X will implement a written policy to prohibit tobacco industry sponsorship at all events.

Select the Focus Area

Every Strategy must be categorized into one Focus Area category. There are 9 Focus Areas to select from. **Each strategy must be classified into one, and only one, CAT Focus Area.** If a strategy is written so that it encompasses many different types of work, then it needs to be broken into two or more separate strategies for the purposes of reporting in CAT. The focus areas are:

- Government Policy-maker Education
- Paid Media
- Community Education
- Monitoring or Assessment of Organizational Policies or Practices
- Survey of a Public’s Knowledge, Attitudes, Beliefs, or Behaviors
- Advocating with Organizational Decision Makers – Cessation Centers (CCs)
- Advocating with Organizational Decision Makers – Community Partners (CPs) and Youth Partners (YPs)
- Advocating with Organizational Decision Makers – School Policy Partners (SPs)
- Infrastructure Development

Focus Areas in CAT are used to tailor the questions that you are asked to be specific to the type of activity you are doing. For example, if you will be running paid media ads, you would select the Focus Area of Paid Media, and the questions will ask whether you’re using newspaper or TV ads and how many ads were run. If you indicated that you are advocating for policy change, you would select the Focus Area of Advocating with Organizational Decision Makers, and the questions will ask what advocacy activities you conducted and whether any policy, practice, or resolution changes occurred. Fields on the strategy entry screen and the Monthly Strategy Reports will vary, depending on the Focus Area that you select. Descriptions and examples of Focus Areas are shown in Table 4.

Table 4: Description of Focus Areas

Focus Area	Description of activities under focus area
Government policy-maker education	Educating local, state, regional, or national policy-makers about tobacco issues, and the implications of policy change. *Examples:* • Communicating with local municipalities about changing policy • Meeting with elected officials about passing resolutions • Testifying at a public hearing
Paid media	The purchasing of media whose primary purpose is to educate the public or a subgroup of the public. This includes education about, and promotion of, cessation services. This does not include paid media merely to announce or promote an event. This <u>does</u> include media "donated" as part of a purchase plan (e.g. 2 for 1) *Examples*: • TV advertisements • Radio advertisement targeting youth smoking • Theater slide • PSA
Community Education	Conducting activities with the objective of educating the public (or subsets of the public) about tobacco control issues with the intention of influencing individual opinions, beliefs, and behaviors. This does not include paid media. Includes not only discrete "events", but also information dissemination of various types (although not mass mailings, which are classified as a type of paid media). *Examples:* • Information dissemination in community venues • Press conference • Hosting a forum/event with a tobacco control focus • Movie stomp • Presenting information at forums/events organized by other individuals/groups
Monitoring or Assessment of organizational policies or practices	Monitoring/assessing organizational policy(s) or practice(s), with the purpose of developing program strategies based on findings. Analysis of secondary data for the same purpose should be included. (NOTE: If the assessment is also to serve evaluation purposes, it should also be described in the Partner's evaluation plan.) Target organizations might include: businesses (e.g. bars; restaurants; tobacco retailers; health insurers), schools, community organizations, etc. *Examples:* • Conducting observational assessments of tobacco use to better understand school policy and practice • Interviews with administrators at health care settings to assess implementation of tobacco user screening systems. • Observing retail stores that sell tobacco
Survey of a public's knowledge, attitudes, beliefs, or behaviors	Conducting and recording formal assessments of the public, or sub-group, to determine knowledge, attitudes, beliefs, and self-reported behaviors concerning tobacco related issues, with the objective of developing program strategies based on findings. (NOTE: If the assessment is also to serve evaluation purposes, it should also be described in the Partner's evaluation plan.) *Examples:* • Conduct survey of school staff members about tobacco policy and procedures • Interviews with youth about anti-smoking ads • Mailed surveys about household tobacco use • Interviews with the public about their support for Clean Indoor Air laws

Focus Area	Description of activities under focus area
Advocating with organizational decision makers (Ces Ctrs only)	Activities undertaken by Cessation Centers to influence organizational decision-makers to change their organizations' policies, programs, or practices. *Examples*: • Providing technical assistance to hospitals to encourage adoption of clinical guidelines for cessation • Encouraging employers to provide referrals of employees to the NYS Smokers Quit Line. • Persuading pharmacies to provide materials to Medicaid recipients about the Medicaid pharmacotherapy benefit
Advocating with organizational decision makers (CPs and YPs only)	Strategies undertaken by Community Partnerships (CPs) or Youth Partners to influence organizational decision-makers to change their organizations' policies, programs, or practices. *Examples:* • Meeting with and sending letters to tobacco retailers to get them to reduce or eliminate point-of-purchase tobacco advertising • Encouraging employers to provide cessation services • Working with school boards to eliminate magazines containing tobacco advertising from school libraries.
Advocating with organizational decision makers (SPs only)	Activities conducted by School Policy Partners to influence school or school district policy and practice. This includes issuing stipends, coordinating efforts to get buy-in or administrative commitment, conducting trainings, and providing technical assistance. *Examples:* • Working with a school liaison to form a policy and procedures committee • Presenting to a school board about policy changes or enforcement • Issuing stipends to schools or districts to assist them with making policy or procedural changes
Infrastructure Development	Mobilizing and organizing resources to enhance the Partner's effective implementation of tobacco control strategies, as well as the collective tobacco prevention efforts of NYS TCP Partners. [You will only be able to select the focus area Infrastructure Development if you have chosen the goal related to infrastructure.] *Examples*: • Organizing trainings for Partner staff and volunteers • Creating or updating your website • Reality Check activities focused on recruiting new youth members

Every Strategy you implement must be categorized into one of the Focus Areas.

Timeline

Enter an estimated start date and an end date for the Strategy. Dates should be entered in M/D/YYYY format.

Is this strategy part of the ASP initiative?

Select Yes or No to indicate whether the Strategy is part of the ASP initiative. The system will double-check that you have selected a goal and objective that are related to the ASP initiative, and in order to select "yes" for this question, you must have selected an objective related to ASP.

Part of TCP regional action plan?

Select Yes or No to indicate whether the Strategy is part of a TCP Regional Action Plan.

Part of TCP area action plan?

Select Yes or No to indicate whether the Strategy is part of a TCP Area Action Plan.

Is this strategy work being conducted by a mini-grant recipient?

Select Yes or No to indicate whether the strategy work is being conducted by a mini-grant recipient, as opposed to being done directly by your organization.

There will be additional questions on the strategy entry screen, depending on the focus area you select. You may be asked to enter the target audience or to indicate whether the paid media you're planning will be TV, radio, or print. Once you select the focus area, the screen will refresh, and any new questions will appear. The next few pages show the questions that vary per focus area, and describe each in more detail.

Government Policy Maker Education strategy entry

Figure 6 shows the part of the screen you will see when you are entering a strategy into your work plan and you select the focus area of Government Policy Maker Education. Table 5 describes the fields that are specific to that focus area.

Figure 6. Government Policy Maker Education strategy entry screen

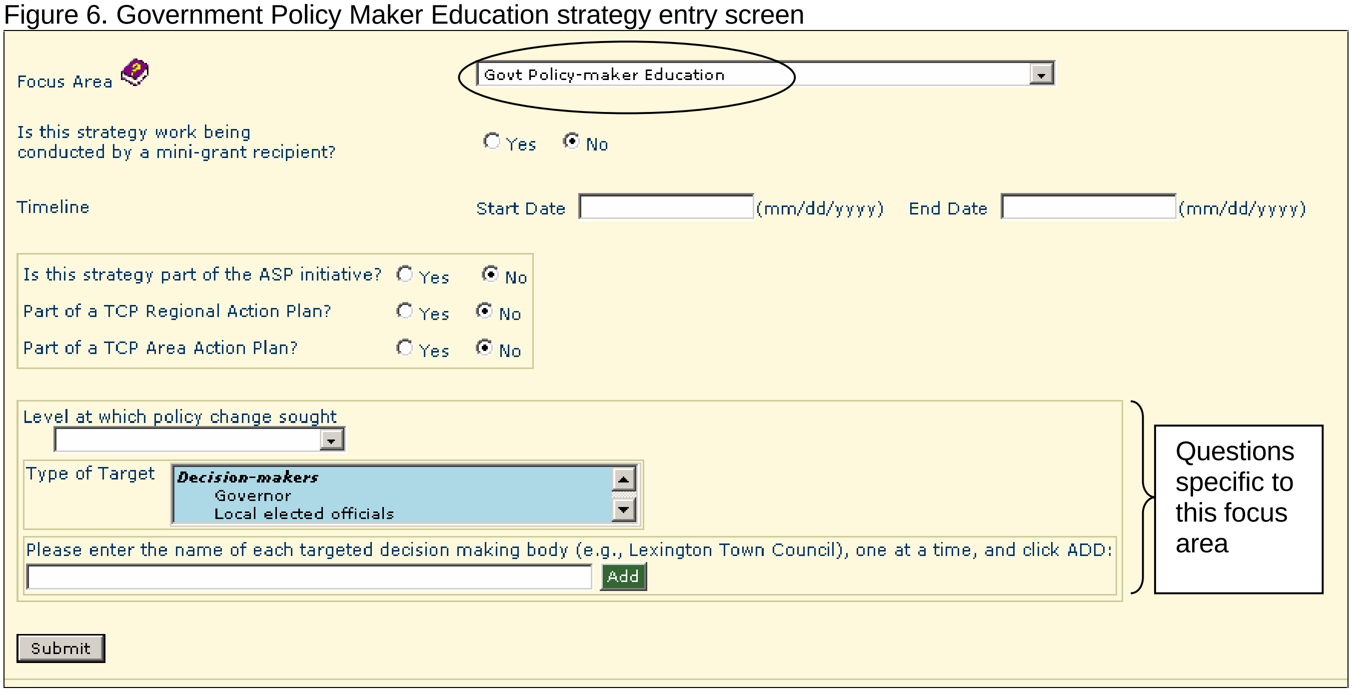


Table 5. Government Policy Maker Education strategy entry screen

Field Name	Instructions for completing the field
Level at which policy change sought	Select one: - Local- town - Local- county - Entire partner catchment area - State - National - International If you select a local level, you may be asked to indicate which county or counties apply.
Type of target	Select as many of the following types of decision-makers as apply: - Governor - Elected officials

Field Name	Instructions for completing the field
	- Local government staff - Members of national stakeholder organization - National officials - NYS congresspersons - Other state government officials/ staff - State legislators
Please enter the name of each targeted decision making body (e.g., Lexington Town Council), one at a time, and click ADD	Enter the name of each decision making body (e.g., Albany Town Council), NOT the names of individual members of the Town Board or County Commissioners. Enter the organization-level. After each entry, click the "Add" button and enter additional entries if applicable. You will be able to report on each entry separately on your monthly reports. If you do not know the targets when you are entering the strategy, leave this section blank and then use the "Edit strategy" function to update it when you have determined the targets.

Paid Media strategy entry

Figure 7 shows the part of the screen you will see when you are entering a strategy into your work plan and you select the focus area of Paid Media. Table 6 describes the fields that are specific to that focus area.

Figure 7. Paid Media strategy entry screen

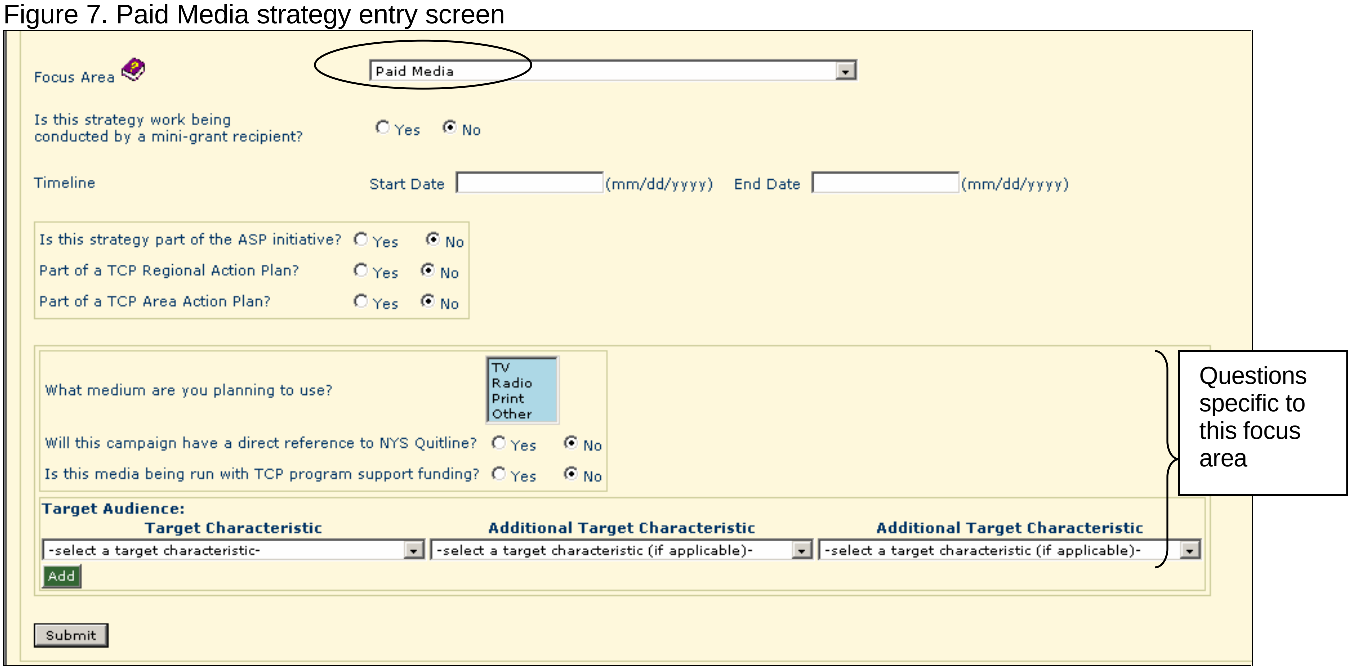


Table 6. Paid Media strategy entry screen

Field Name	Instructions for completing the field
What medium are you planning to use?	Select all that apply: - TV - Radio - Print - Other
Will this campaign have a direct reference to NYS Quitline?	Select "yes" or "no" to indicate whether the paid media will reference the Quitline.
Is this media being run with TCP program	Select "yes" or "no" to indicate whether the paid media is being

Field Name	Instructions for completing the field
support funding?	run with TCP program support funding. Generally speaking, this refers to additional funding supplied to Community Partnerships to run specific ads for the TCP.

Community Education strategy entry

Figure 8 shows the part of the screen you will see when you are entering a strategy into your work plan and you select the focus area of Community Education. Table 7 describes the fields that are specific to that focus area.

Figure 8. Community Education strategy entry screen

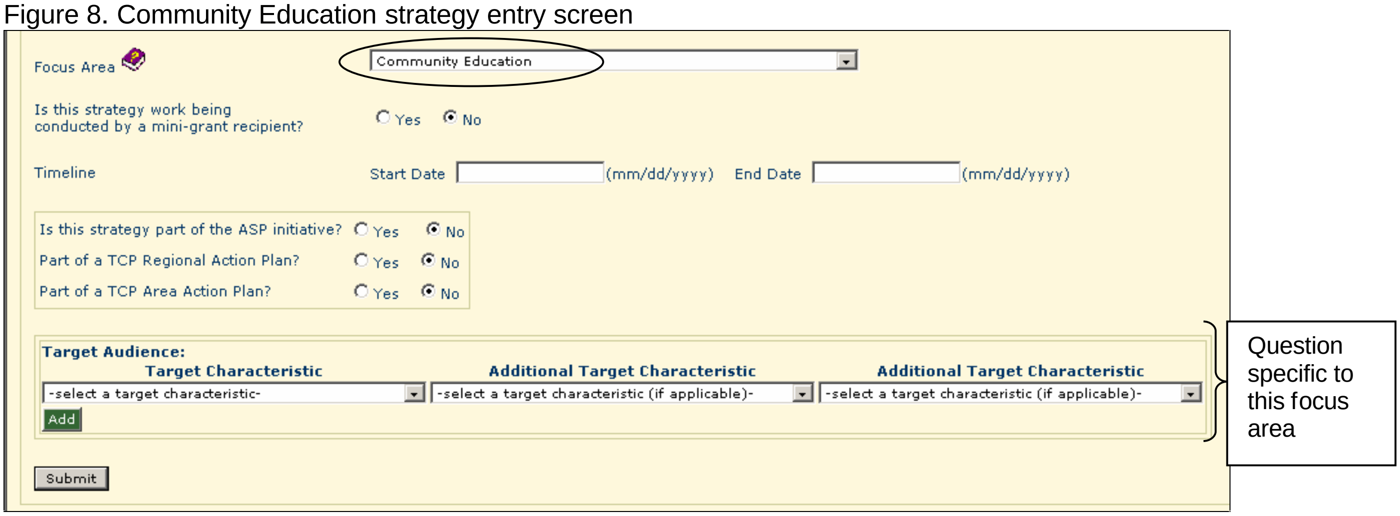


Table 7. Paid Media strategy entry screen

Field Name	Instructions for completing the field
Target Audience	To identify target groups, select the applicable characteristic in the left-hand column and then click "Add" after you select each one, keeping each row separate. You do not need to use the middle or right-hand columns unless you are indicating further descriptions of a single target audience (e.g., if you want to target Hispanics who smoke, then you would select "current smoker" and "Hispanic" and then click "add," but if you want to indicate multiple targets, like students, teachers, and parents, then each of your selections should be entered separately and you should click "add" after each one). Select from the following list: - General public Smoking Status - Current smoker - Former smoker - Non-user - Current user any tobacco Age - All K-12 school-aged youth - Elementary school youth - Middle/junior high school youth - High school youth - Young adult / college - Seniors - Adults Occupation - Unemployed

Field Name	Instructions for completing the field
	- Employers/management - Restaurant owner / managers - Tobacco retailers - Govt officials/policymakers - Media (reporters, editorial board) - Day care providers - Educators - Business leaders - Community organizers - Health care providers - Health care provider organizations - Blue-collar worker - Law enforcement - Tobacco prevention staff - School or district administrators - School nurses - General school staff - Coaches - Youth service providers/organizations Life stage - Pregnant women - Parents / families - Retirees Race / Ethnicity - African Americans - Native Americans - Asian / Pacific Islanders - Latinos - Caucasians - Other race / Ethnic Minority Sexual Orientation - Gay / lesbian - Transgender - Bisexual Risk Factor - Low income - Juvenile offender - Offender - Uninsured - Less than HS education - Medicaid recipients Disability - Mentally ill - Substance abuse - Mentally Ill, Chemical Addicted (MICA) - Mental Retardation/Developmental Disability (MR/DD) - Physical

Monitoring or Assessment of Organizational Policies or Practices strategy entry

Figure 9 shows the part of the screen you will see when you are entering a strategy into your work plan and you select the focus area of Monitoring or Assessment of Organizational Policies or Practices. Table 8 describes the fields that are specific to that focus area.

Figure 9. Monitoring or Assessment strategy entry screen

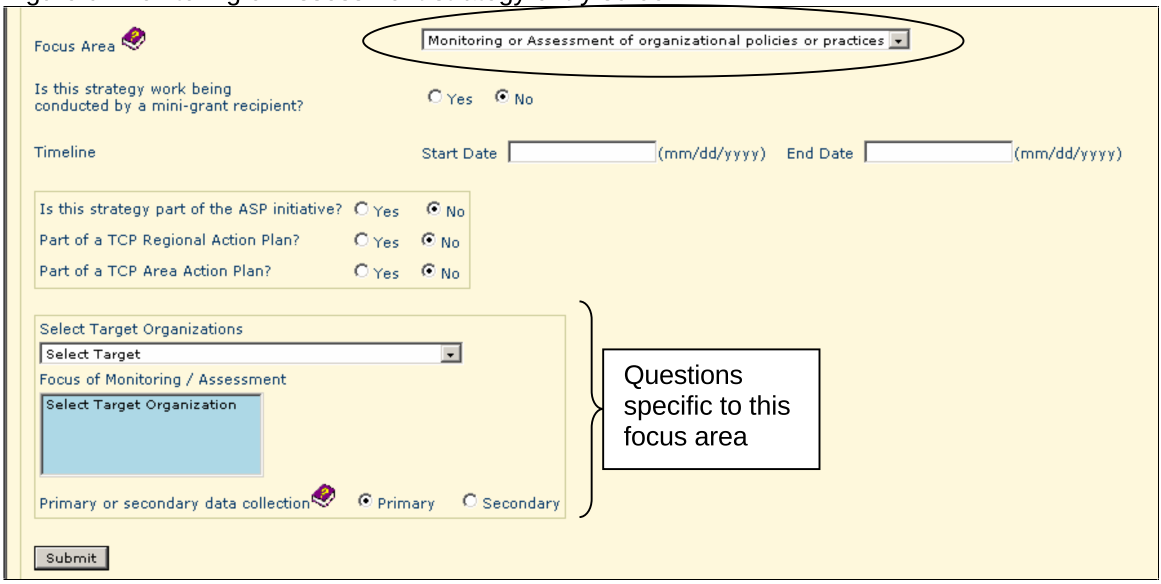


Table 8. Monitoring or Assessment strategy entry screen

Field Name	Instructions for completing the field
Select target organizations	Select one of the following: - Health care provider organizations - Tobacco retailers - Health insurance companies - Pharmacies - Community organizations - Local media - Businesses/ workplaces - Auto rental agencies - Car dealerships - School – K-12 - School – Post-secondary - Condominium, apartment, or townhome associations - Residential insurers - School – PTAs - School boards - School libraries - Editorial boards - Movie industry - Movie theaters - Tobacco companies - Online tobacco retailers
Focus of monitoring/ assessment	Response options will vary based on the target organization type you select. Select all that apply for this field.
Primary or secondary data collection	Indicate whether you will be collecting data yourself (primary, e.g., conducting observations or interviews) or if you will be using data already collected (secondary, e.g., using Youth Risk Behavior Survey data)

Survey of a public's knowledge, attitudes, beliefs, or behaviors strategy entry

Figure 10 shows the part of the screen you will see when you are entering a strategy into your work plan and you select the focus area of Survey. Table 9 describes the fields that are specific to that focus area.

Figure 10. Survey strategy entry screen

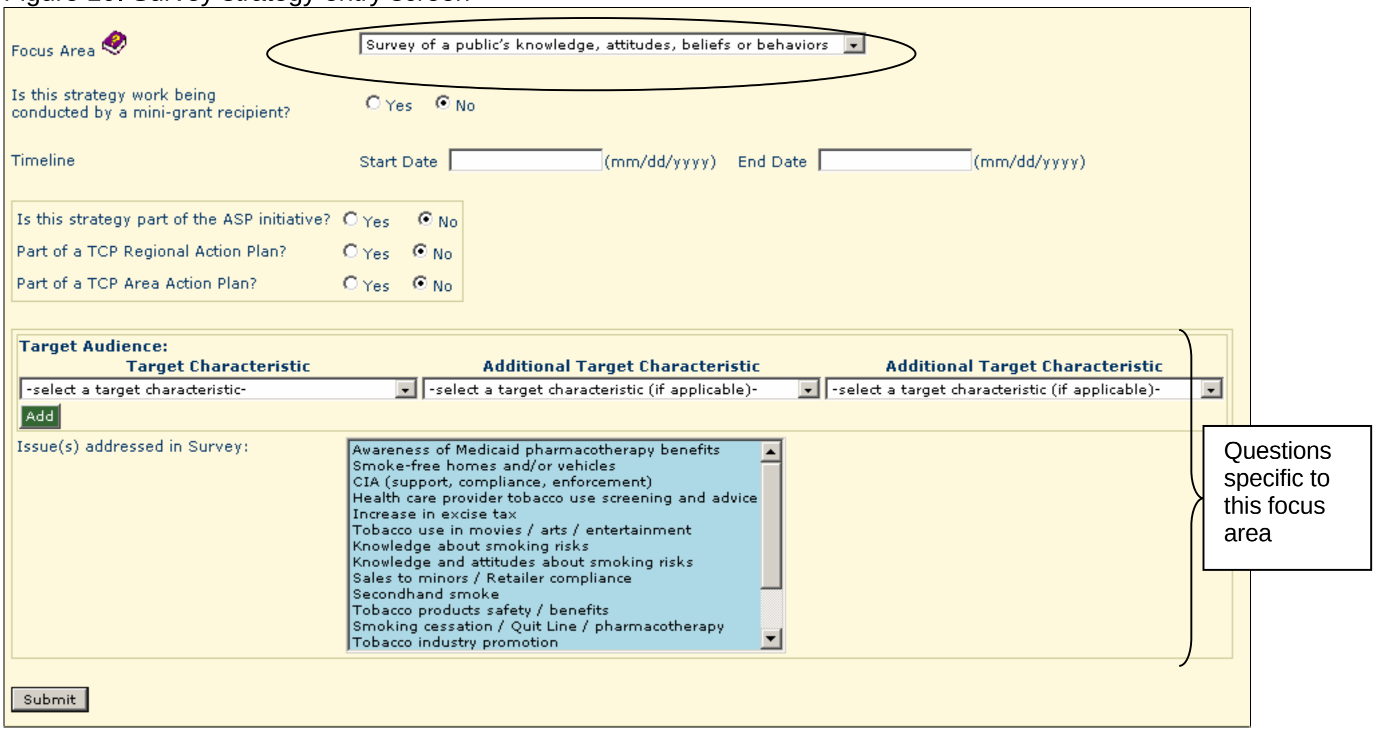


Table 9. Survey strategy entry screen

Field Name	Instructions for completing the field
Target Audience	Please see the instructions for target audience as displayed in Table 7on page 18-19.
Issue(s) addressed in survey	Please select all that apply: - Awareness of Medicaid pharmacotherapy benefits - Smoke-free homes and/or vehicles - CIA (support, compliance, enforcement) - Health care provider tobacco use screening and advice - Increase in excise tax - Tobacco use in movies/ arts/ entertainment - Knowledge and attitudes about smoking risks - Sales to minors/ retailer compliance - Secondhand smoke - Tobacco products safety/ benefits - Smoking cessation/ Quitline/ pharmacotherapy - Tobacco industry promotion - Tobacco industry retail advertising - Tobacco industry sponsorship/ corporate giving - Voluntary tobacco use restrictions in outdoor areas - Tobacco-free school campuses

Advocating with Organizational Decision Makers – CPs and YPs strategy entry
Figure 11 shows the part of the screen you will see when you are entering a strategy into your work plan and you select the focus area of Advocating with Organizational Decision Makers (CPs/YPs). Table 10 describes the fields that are specific to that focus area.

Figure 11. Advocating with Organizational Decision Makers (CP/YP) strategy entry screen

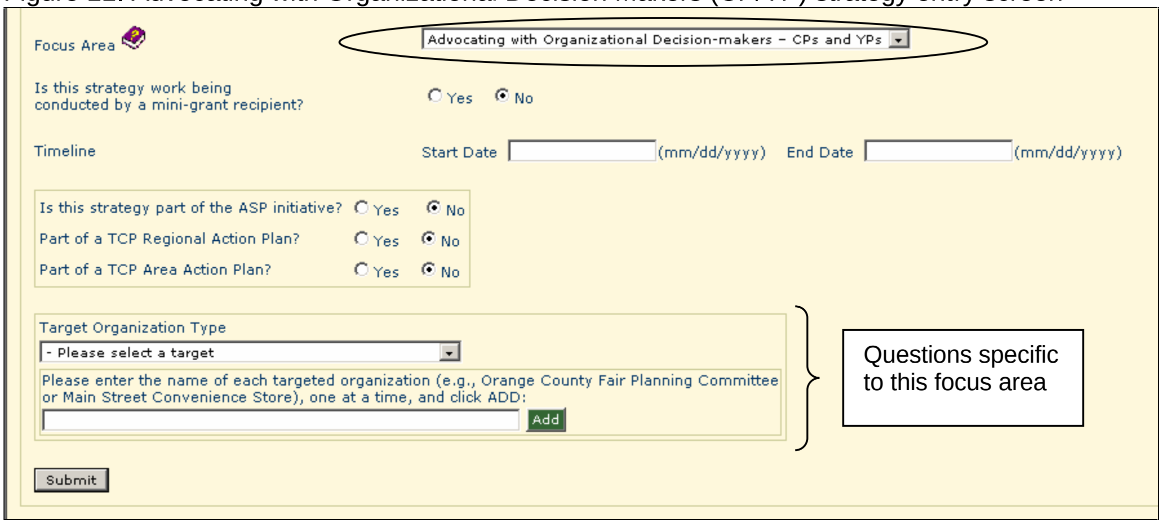


Table 10. Advocating with Organizational Decision Makers (CP/YP) strategy entry screen

Field Name	Instructions for completing the field
Target organization type	Select one of the following: - Bars/ nightclubs - Businesses/ workplaces - Car dealerships/ rental agencies - Community organizations - Condominium, townhome, and apartment complexes - Health care provider organizations - Health insurance companies - Local event committee (e.g., fair or rodeo) - Magazine and newspaper publishers - Movie industry - Movie theaters - Pharmacies - Residential insurers - School boards - School PTAs - Schools – K-12 - Schools – Libraries - Schools – Post-secondary - Tobacco retailers - Veterinarians
Purpose of strategy	Response options will vary based on the target organization type you select. Select all that apply for this field.
Please enter the name of each targeted organization (e.g., Orange County Fair Planning Committee or Main Street Convenience Store), one at a time, and click ADD	Enter the name of each targeted organization (e.g., Orange County Fair Planning Committee) and click the "Add" button. Enter additional entries if applicable. You can report on each entry separately on your monthly reports. If you do not know the targets when you are entering the strategy, leave this section blank and then use the "Edit strategy" function to update it when you have determined the targets.

Advocating with Organizational Decision Makers – CCs strategy entry

Figure 12 shows the part of the screen you will see when you are entering a strategy into your work plan and you select the focus area of Advocating with Organizational Decision Makers (CCs). Table 11 describes the fields that are specific to that focus area.

Figure 12. Advocating with Organizational Decision Makers (CCs) strategy entry screen

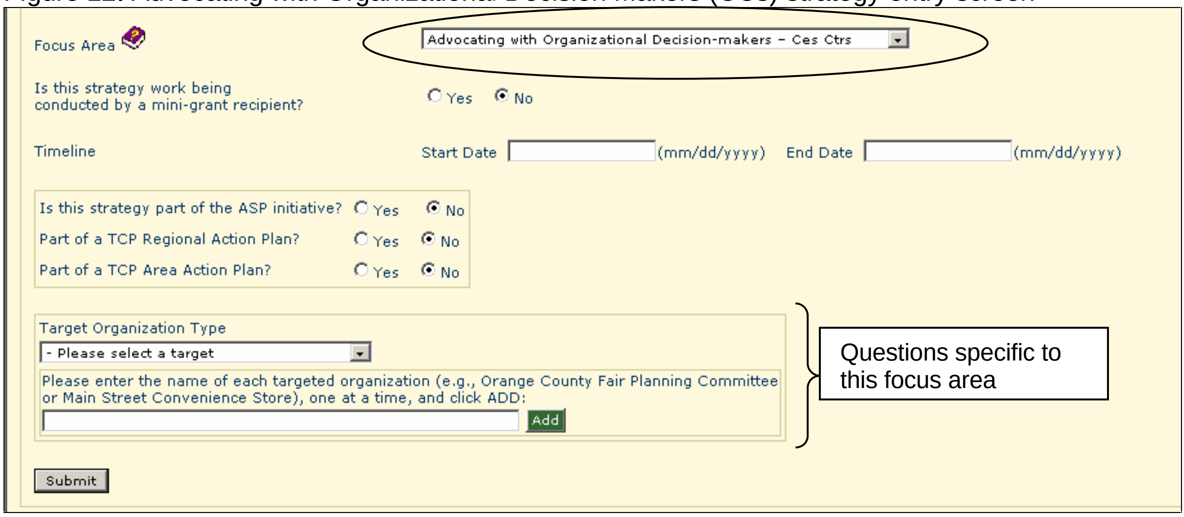


Table 11. Advocating with Organizational Decision Makers (CCs) strategy entry screen

Field Name	Instructions for completing the field
Target organization type	Please select one: - Businesses/ workplaces - Community organizations - Health care provider organizations - Health insurance companies - Magazine and newspaper publishers - Pharmacies - Smoking cessation provider organizations - Tobacco retailers
Purpose of strategy	Response options will vary based on the target organization type you select. Select all that apply for this field.
Please enter the name of each targeted organization (e.g., Orange County Fair Planning Committee or Main Street Convenience Store), one at a time, and click ADD	You will NOT need to enter specific target organization names if you selected goal 3 and a target of Health care provider organizations. If you selected another goal or target, you will need to enter the name of each targeted organization you plan to work with. The names you enter here will appear on the monthly report in a pull-down menu.

Advocating with Organizational Decision Makers – SPs strategy entry

Figure 13 shows the part of the screen you will see when you are entering a strategy into your work plan and you select the focus area of Advocating with Organizational Decision Makers (SPs). Table 12 describes the fields that are specific to that focus area.

Figure 13. Advocating with Organizational Decision Makers (SPs) strategy entry screen

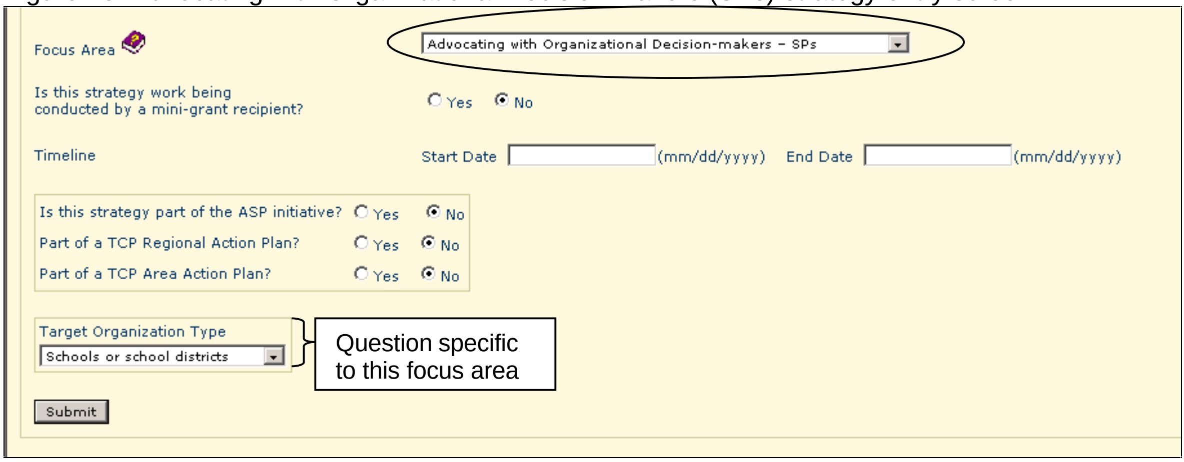


Table 12. Advocating with Organizational Decision Makers (SPs) strategy entry screen

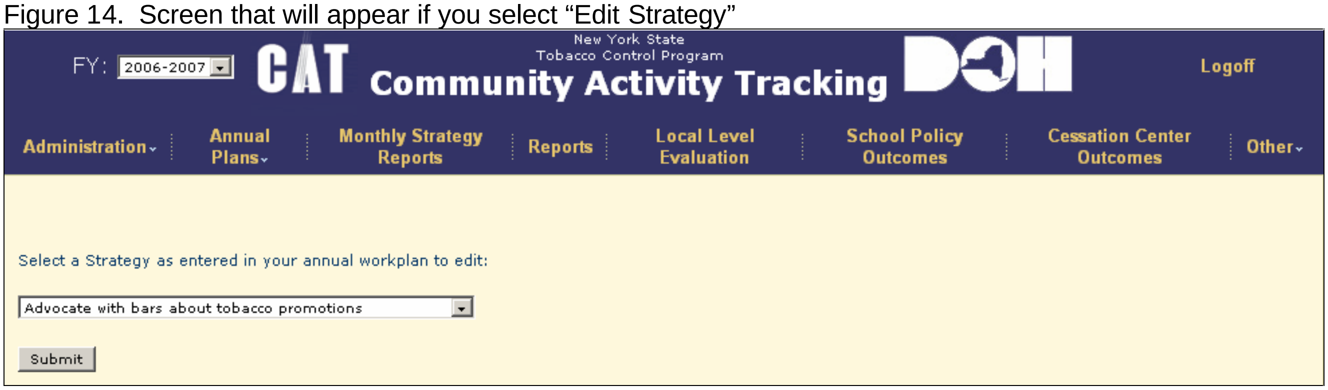
Field Name	Instructions for completing the field
Target organization type	School Policy Partners currently only have one response option for this field, “Schools or school districts.” More options may be added in the future.

When you complete data entry for a new strategy, you must click “Submit” to save the strategy. You may then enter additional strategies, using the same process, one strategy at a time.

Editing Strategies

The Edit Strategy function allows you to make changes to Strategies that you have already created. Under the “Annual Plans” header, select “Edit Strategy.” Figure 14 shows an example of the screen that you will see if you select this option. The drop-down box on this page will list all of the Strategies you have created. Select the name of the Strategy you would like to edit and click on the “Submit” button.

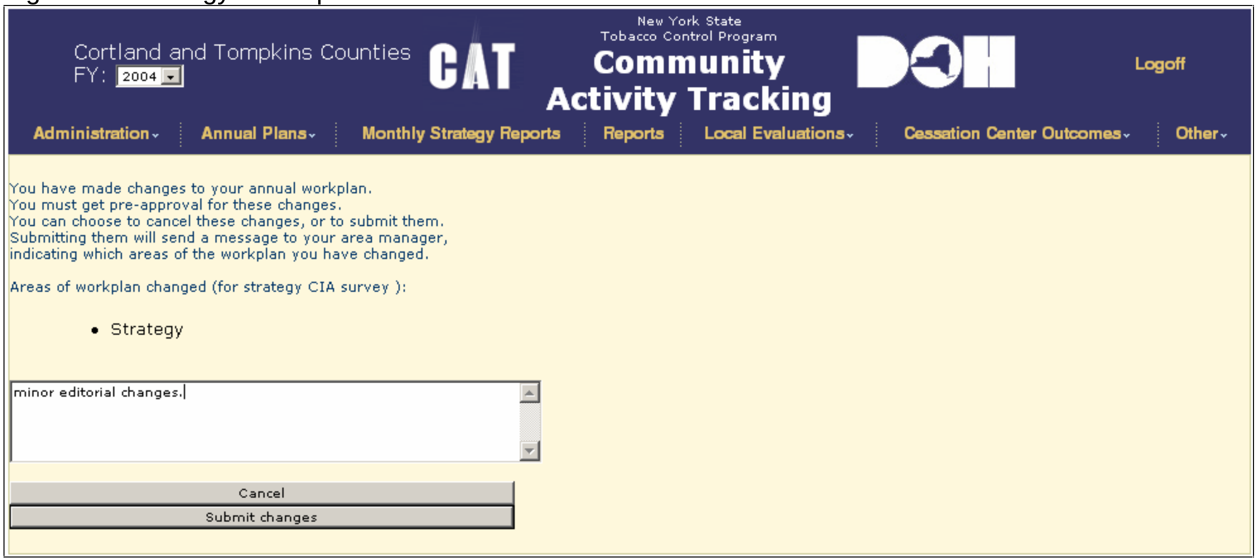
Figure 14. Screen that will appear if you select “Edit Strategy”



Most fields can be edited, but some cannot. You cannot edit the goal and objective or strategy name. Call for technical assistance if you have made mistakes in those fields. Also, if you have already entered some monthly reports, do not change the focus area without calling for technical assistance. Your monthly entries are related to the focus area, and will disappear if you simply change the focus area. You might need to enter a new strategy with the correct focus area, transfer your entries, and then delete the incorrect entry.

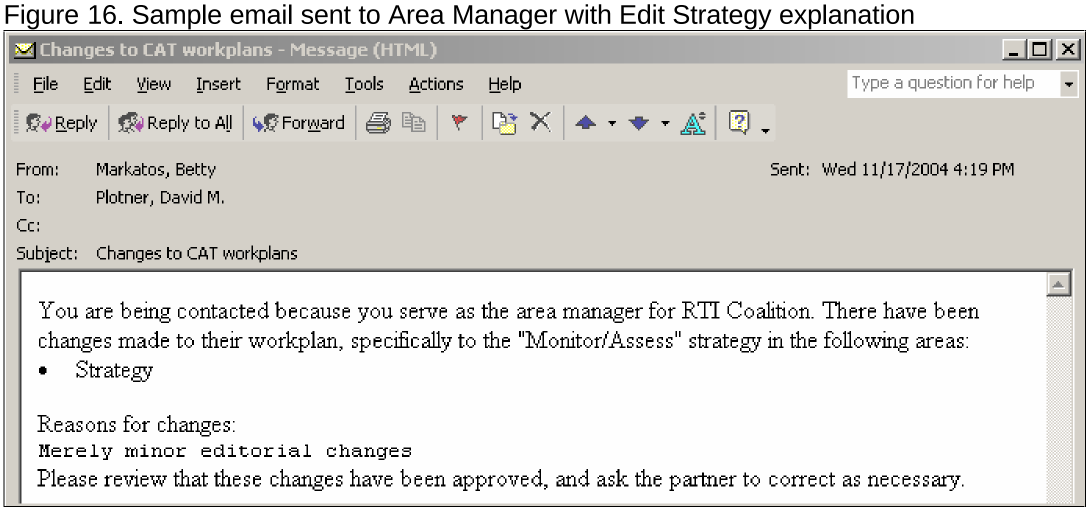
After you make edits to any strategy and click the button to submit those changes, you will be taken to a screen that shows a list of fields that were changed. It will prompt you to type an explanation for the changes. See Figure 15 for an example.

Figure 15. Strategy edit explanation screen



After you click "Submit changes," an email with a list of the fields you changed, and your explanation of the changes will be sent to your Area Manager. The email will look similar to Figure 16.

Figure 16. Sample email sent to Area Manager with Edit Strategy explanation



Deleting a Strategy

You should rarely use the feature of CAT that allows you to delete a strategy. Rather than deleting a strategy, in most cases, it will be better to make changes to the strategy as you created it, or designate the appropriate status of the strategy in the Monthly Strategy Report section of CAT as “completed” or “suspended.” If you delete a strategy, you will also delete any monthly reports you submitted that are associated with the strategy.

To delete a strategy, select “Delete Strategy” from the “Annual Plans” header. This will display a list of all of your entered strategies. Select the box next to the name of the strategy to be deleted and click on the “Delete Strategy” button. You may select more than one strategy for deletion at a time.

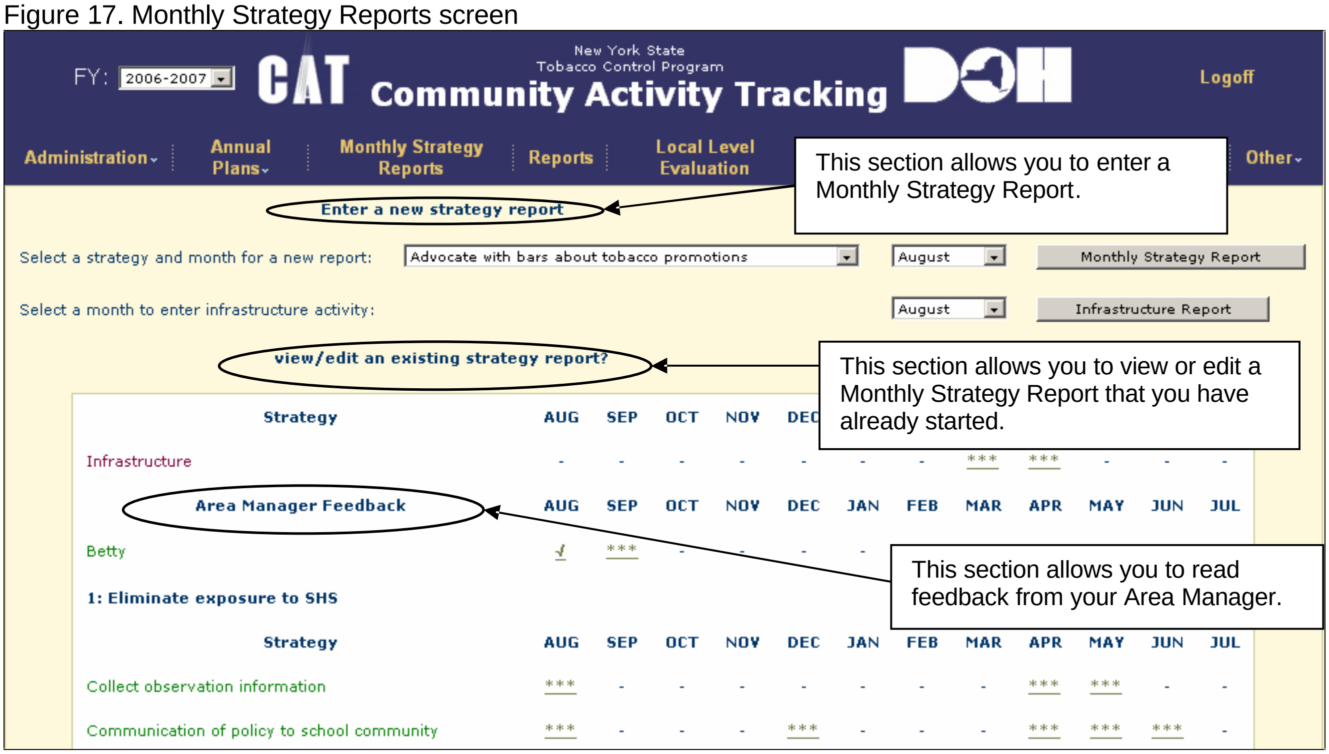
NOTE: You cannot re-use the unique name of a deleted strategy.

Monthly Strategy Reports

Monthly Strategy Reports allow each Partner to provide information on what planning or implementation activities have been completed each month for all relevant strategies. Monthly reporting is to be done for each Strategy you identified in the work plan. The deadline for Monthly Strategy Reports is the end of the next month. (Therefore, the August report is due by the end of September, and so on.) You can print or download hard copies of Monthly Strategy Report questions by Focus Area from the CAT Bulletin Board. For any given Strategy, you can either create a new monthly report, or you can edit/view a previous month's report.

Figure 17 shows a snapshot of the screen you will see once you have chosen the "Monthly Strategy Reports" heading.

Figure 17. Monthly Strategy Reports screen



Entering a Monthly Strategy Report

If you are entering a Monthly Strategy Report, select the Strategy name from the pull-down list at the top of the screen, then select the month for which you would like to enter a report for that Strategy. You can complete a report for only the current month or for the past month unless you get an extension. It is important that you stay up-to-date on entering data for Monthly Strategy Reports. On the first day of a new month, your choice will be limited to the new month or the immediately preceding month. You do not have to enter all information at once. However, some fields are required and you must enter information before the system will allow you to save the report.

Editing/viewing an existing Monthly Strategy Report

To edit one of the last two months' reports, or to review an older report, select a report from the matrix provided on this screen. Strategies are organized in the grid by the Goal to which each Strategy is related. As demonstrated in Figure 15, this matrix provides all of the Strategy names you included in your work plan, with a hyperlink by each month for every report you have submitted. Select a report for a specific month and Strategy by clicking on the hyperlink.

The hyperlinks in the Monthly Strategy Report grid may be asterisks, a checkmark, or one of the letters P, O, S, or C. See Figure 18 for the key to what each hyperlink means. This key is displayed at the bottom of the Monthly Strategy Report grid.

Figure 18. Key for Monthly Strategy Report grid

Key for Monthly Strategy Report grid		
Key	**Display**	**What it means**
Reports for each Strategy	-	The report has not been opened
	***	The Monthly Strategy Report for this month has been opened/viewed, but nothing was entered
	P	Information has been submitted for this strategy this month, and the strategy is in **Planning** status
	O	Information has been submitted for this strategy this month, and the strategy is in **Ongoing** status
	C	Information has been submitted for this strategy this month, and the strategy is in **Completed** status
	S	Information has been submitted for this strategy this month, and the strategy is in **Suspended** status
Area Manager feedback	-	There is no Area Manager feedback submitted for this month
	***	There is Area Manager feedback for this month. Click the asterisks to read it
	√	Partner has checked the box to indicate that they have read this Area Manager feedback
Infrastructure report	-	The report has not been opened
	***	The Infrastructure report has been opened and there may be data submitted

There is a section of the Monthly Strategy Report grid screen that is labeled "Area manager Feedback" and lists the name of your organization. You can click on hyperlinks on this row to view feedback on CAT entries entered by your Area Manager. You can indicate on each month's feedback that you have read the comments.

Infrastructure Reports

Infrastructure Reports are used to report on strategies and activities related to training, meetings, staffing, partnership building and maintenance, website, fiscal management, and local evaluation.

Although you can enter strategies with a focus area of "Infrastructure Development," these strategies will not appear specifically on the Monthly Strategy Report screen for you to report on individually. Instead, all infrastructure development activities are reported on one screen each month. Infrastructure Monthly Strategy Reports can be accessed by two buttons for the current and past month, specifically for Infrastructure. Figure 19 shows the screen where you enter Infrastructure data fields. It is divided into sections for Training, TCP Meetings, Staffing, Partnership Building and Maintenance, Website, Sustainability Efforts, Fiscal Management, and Local Evaluation. Table 13 describes the questions asked on this screen.

Figure 19. Infrastructure Monthly Report

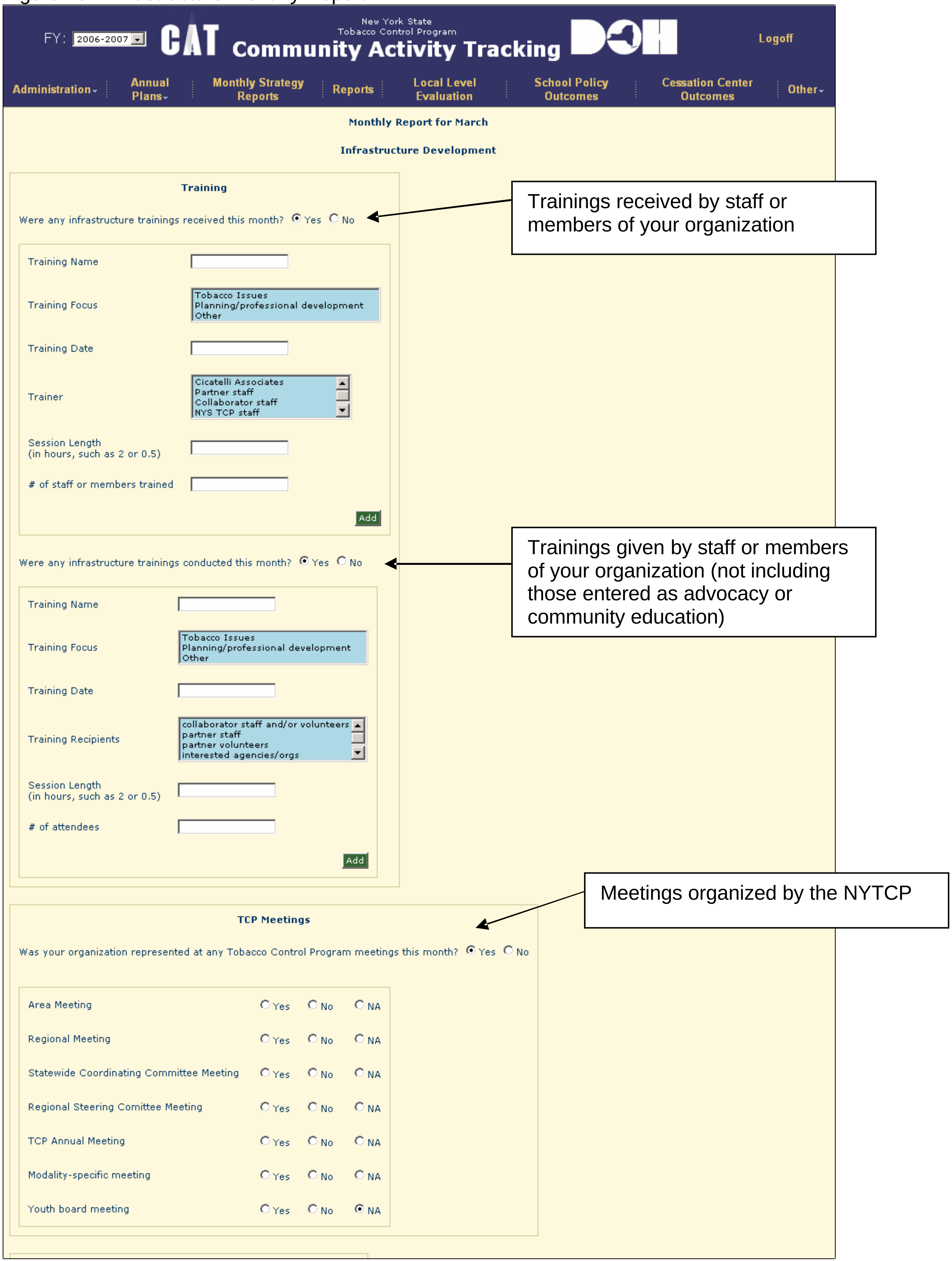


Figure 19. Infrastructure Monthly Report, continued

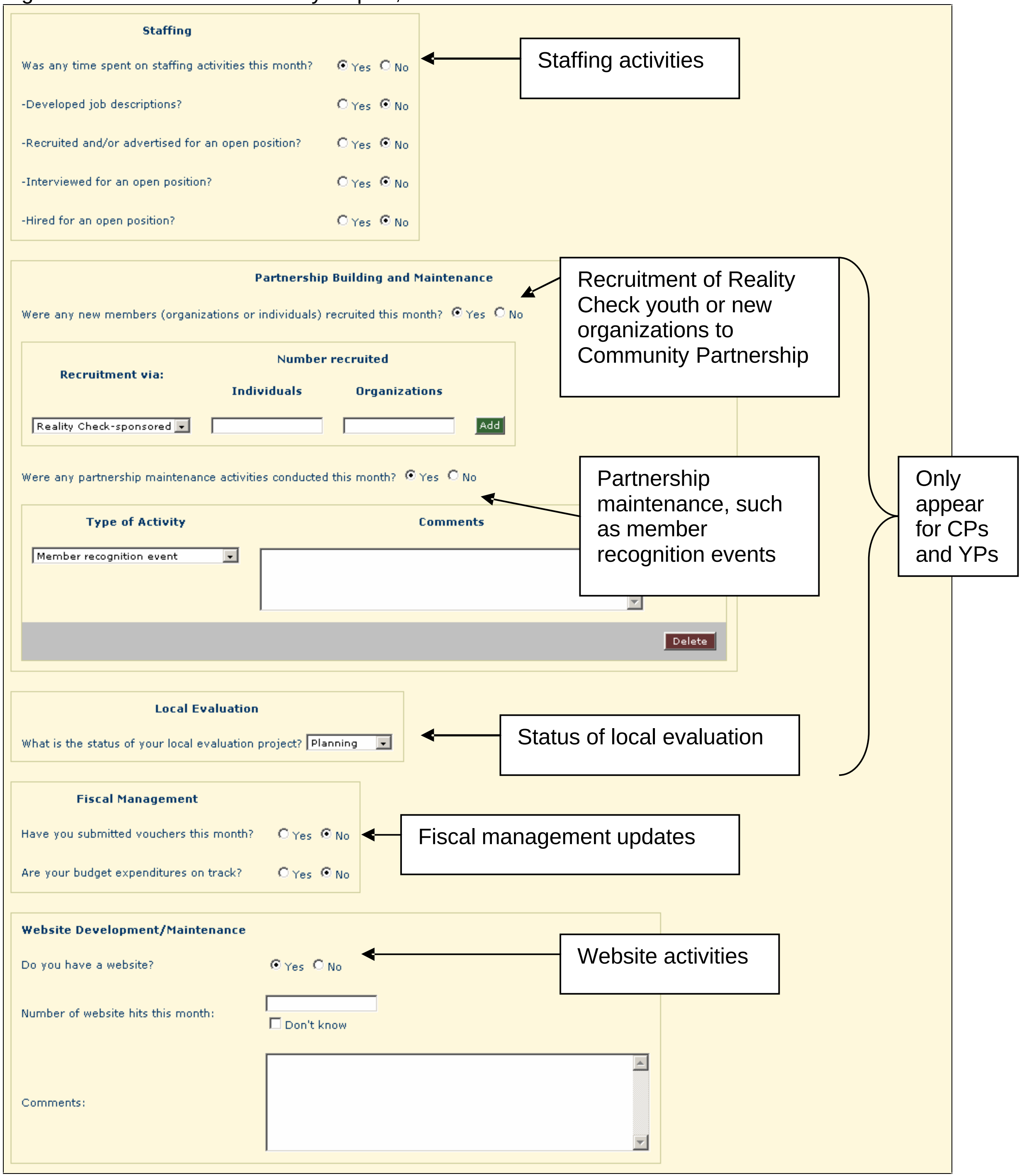


Figure 19. Infrastructure Monthly Report, continued

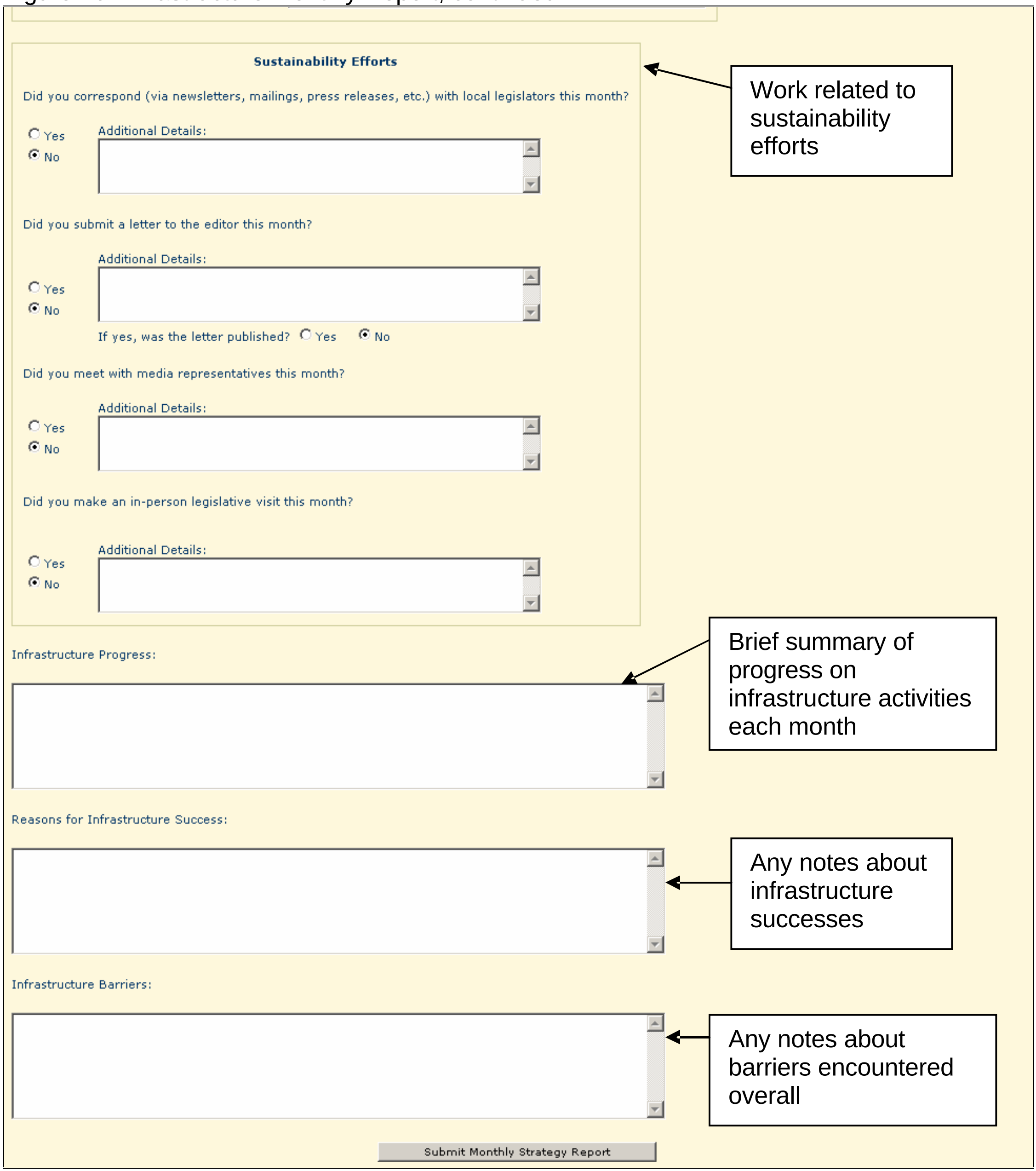


Table 13. Infrastructure Monthly Strategy Report

Field Name	Instructions for completing the field
Training received	
Were any infrastructure trainings received this month?	Select "yes" or "no". You will be able to complete the training fields for EACH training separately. Answer all the questions about the first training and then click "Add." Then the screen will refresh, displaying your entries in a gray box, and clearing the data entry fields for you to enter your next training, if applicable.
Training Name	Enter the name of the training
Training Focus	Select all that apply from the following list: (To select multiple options, hold down the Control "Ctrl" key while you click on your selections.) - Tobacco issues

Field Name	Instructions for completing the field
	- Planning/ professional development - Other
Training Date	Enter the date of the training. If the training was multiple days, you can enter the start date and enter the total number of hours in the "Session length" field below.
Trainer	Select from the following list: (To select multiple options, hold down the Control "Ctrl" key while you click on your selections.) - Cicatelli Associates - Partner staff - Collaborator staff - NYS TCP staff - Consultant/outside contractor - RTI
Session Length (hrs/session)	Enter the number of hours spent in this training.
# of your staff or members trained	Enter the number of <u>your</u> staff or members who attended the training. Do not count all other attendees; simply count the number of your staff of members in attendance. If it was just you, enter 1.
Training conducted	
Were any infrastructure trainings conducted this month?	Select "yes" or "no". You will be able to complete the training fields for EACH training separately. Answer all the questions about the first training and then click "Add." Then the screen will refresh, displaying your entries in a gray box, and clearing the data entry fields for you to enter your next training, if applicable.
Training Name	Enter the name of the training
Training Focus	Select all that apply from the following list: (To select multiple options, hold down the Control "Ctrl" key while you click on your selections.) - Tobacco issues - Planning/ professional development - Other
Training Date	Enter the date of the training
Training Recipients	Select from the following list: (To select multiple options, hold down the Control "Ctrl" key while you click on your selections.) - Partner staff - Partner volunteers - Interested agencies/organizations - Interested individuals - Youth (Current or potential RC members)
Session Length (hrs/session)	Enter the number of hours spent in this training.
# of attendees	Enter the number of attendees at the training.
TCP Meetings	
Was your organization represented at any Tobacco Control Program meetings this month this month?	Select "yes", "no," or "NA" for each of the following: - Area Meeting - Regional Meeting - Statewide Coordinating Committee Meeting - Regional Steering Committee Meeting - TCP Annual Meeting - Modality-specific meeting (Note: this refers to TCP-organized meetings specific to one modality, such as a quarterly meeting for all CCs) - Youth board meeting
Staffing	
Was any time spent on staffing activities this month?	Select "yes" or "no." If you select "yes", then respond to the following questions with "yes" or "no": - Developed job descriptions - Recruited and/or advertised for an open position

Field Name	Instructions for completing the field
	- Interviewed for an open position - Hired for an open position
Partnership Building and Maintenance (CP/YP only)	
Were any new members (organizations or individuals) recruited this month?	Select "yes" or "no." If yes, select the most appropriate response for "Recruitment via" and enter the number of individuals and/or organizations recruited, then click "Add". Recruitment via: - Reality-Check sponsored - Infusion event - Direct outreach - Other
Were any partnership maintenance activities conducted this month?	Select "yes" or "no." If yes, select the type of activity and any comments for each separate activity, and click "Add". Type of activity: - Member recognition event - Participation in collaborator event - Partnership maintenance meeting - Other
Local Evaluation (CP/YP only)	
What is the status of your local evaluation project?	Select the appropriate category: - Planning - In progress - Completed
Fiscal Management	
Have you submitted vouchers this month?	Select "yes" or "no."
Are your budget expenditures on track?	Select "yes" or "no."
Website Development/ Maintenance	
Do you have a website?	Select "yes" or "no." If yes, enter the number of website hits this month, if you have that information. If you don't know, leave the number field blank and click in the checkbox to indicate that you don't know. Also enter any relevant comments about website-related activities in the open text box.
Sustainability Efforts	
Did you correspond (via newsletters, mailings, press releases, etc.) with local legislators this month?	Select "yes" or "no."
Did you submit a letter to the editor this month?	Select "yes" or "no." If you select "yes," also answer the question "If yes, was the letter published?"
Did you meet with media representatives this month?	Select "yes" or "no."
Did you make an in-person legislative visit this month?	Select "yes" or "no."
Infrastructure	Describe this month's progress related to infrastructure. This is an opportunity to

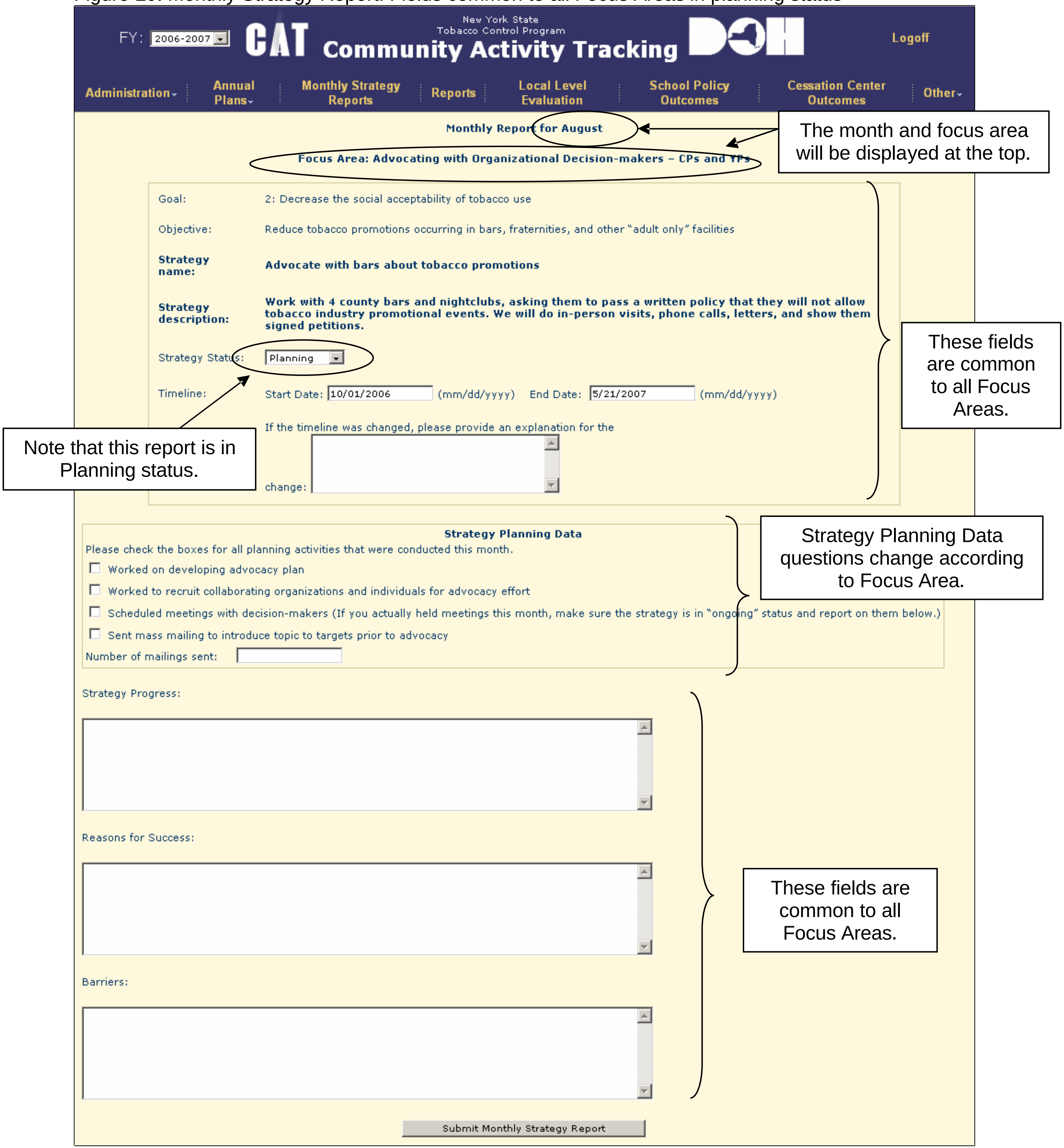
Field Name	Instructions for completing the field
progress	summarize overall, to provide a little more detail about an entry above, or to describe something not captured with the standardized questions.
Reasons for infrastructure success	Describe the successes and reasons for success related to infrastructure during this month.
Infrastructure barriers	Describe barriers related to infrastructure during this month.

Entering data into a Monthly Strategy Report

Monthly Strategy Reports are intended to gather information about activities you have accomplished for each Strategy for each month and the questions asked are specific to the focus area you selected. For a Paid Media strategy, CAT will ask questions about when you ad aired and whether it was TV, radio, newspaper, etc. For an Advocating strategy, CAT will ask about letters sent, policies passed, and so on. However, several fields are the same across all Focus Areas (see Figure 20). Instructions for completing these common fields are provided in Table 13.

It's important that you report ONLY activities or results that occurred during that month. If you did not do any planning, implementation, or other activities for a strategy within a given month, DO NOT submit a report for that month. It is not a good use of your time and is unnecessary for you to open the report to simply type "no progress this month." It is more useful to see that no report was submitted for a given month.

Figure 20. Monthly Strategy Report: Fields common to all Focus Areas in planning status



Strategy Status

The first field to be completed in the Monthly Strategy Report designates the Strategy Status. The options for this field are (1) planning, (2) on-going, (3) suspended, or (4) completed. Your selection of the Strategy Status will determine what fields will be available to you for reporting for that month. If you select "planning" as the status of your Strategy, then only fields relevant to planning stages will show. In general, a strategy will begin in Planning status, and once you implement the strategy, whether that is airing media, meeting with organizations, or something else, you will put the strategy in Ongoing status and it will remain in Ongoing. It is understood that planning steps will continue to happen. See Table 14 for guidance about when to put a strategy in Ongoing status.

Table 14. Guide to determining strategy status

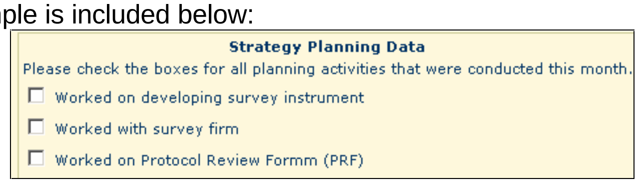
If strategy is in this Focus Area	**… then the strategy status should be "on-going" IF**
Government Policy-maker education	You have contacted a policy-maker to start persuading/educating them to take or change a policy position, no matter how informal… OR you have contacted other organizations or individuals who you are trying to persuade to communicate with the government officials you are trying to educate.
Paid Media	Any of your paid media have actually run during the month
Community Education	If the format is a single event, the community education event has taken place (where a target audience is exposed in any way to your messages or is potentially exposed, as with magazine stickering). Or if the format is a series of events, the FIRST community education event has taken place (where a target audience is exposed in any way to your messages)
Monitoring / Assessment of Org Policies/Practices	The assessment effort has started, even if no assessments were successful
Survey of a Public's knowledge, attitudes, beliefs, or behaviors	The survey effort has started, even if no surveys were successful
Advocating with Org Decision-makers CPs & YPs	You have contacted the organizations to learn about their policies and practices and/or made any attempt to persuade them
Advocating with Org Decision-makers – Cess Ctrs	You have contacted the organizations you're trying to persuade and made any attempt to persuade them

* Note: Advocating with Organizational Decision Makers-SPs with a target of schools or districts will not have a question about status; it is assumed that the status is always Ongoing.

"Planning" Strategy Status

The fields that will be available for data entry with "planning" Strategy Status (as shown in Figure 20) are listed in Table 15.

Table 15: Monthly Reporting fields common to all Focus Areas

Field Name	Instructions for completing the field
Goal	Automatically appears from work plan. You do not need to enter any data in this field.
Objective	Automatically appears from work plan. You do not need to enter any data in this field.
Strategy name	Automatically appears from work plan. You do not need to enter any data in this field.
Strategy status	Select one of the following from the pull-down list to indicate the status of implementing the Strategy: - Planning - On-going - Suspended - Completed
Timeline	Automatically appears from work plan. This may be changed if necessary by entering new dates into the date fields.
If the timeline was changed, please provide an explanation for this change	You may provide a reason for the changed timeline if you changed the dates in the timeline fields.
Strategy Planning Data	Click in each of the checkboxes that describe activities you have done during that month for that strategy. The questions will change, based on the focus area for the strategy. A sample is included below: 
Strategy progress	Briefly summarize the activities conducted and provide a qualitative account of the planning activities for this Strategy.
Reasons for success	Describe the successes and reasons for success for this Strategy during this month.
Barriers	Describe barriers encountered for this Strategy during this month and any potential solutions.

The data entered into the fields “Strategy progress,” “Reasons for success,” and “Barriers” will be saved each month (i.e., the system will not write over your previous entries). The immediately prior month’s entry will be visible – but not editable – when you start a new Monthly Strategy Report for that Strategy.

When your strategy is in Planning status, check the checkboxes related to the strategy planning questions that you worked on that month. If you did some additional planning activities that were not listed in the Strategy Planning Data box or want to enter additional information, feel free to add details about what you did in the open text “Strategy Progress” box near the bottom of the Monthly Strategy Report.

“On-going,” “Completed,” and “Suspended” Strategy Status

If the status of your Strategy is "on-going," “completed,” or “suspended,” then a more extensive list of data collection fields will be available on the screen. Strategy Planning Data questions will always be accessible, regardless of strategy status, and they are specific to each Focus Area.

Earned Media

There is a question in the Monthly Strategy Report (in ongoing or completed strategy status) about whether you recruited or received earned media. Earned media is coverage of your activities by television, radio, or newspaper that you did not pay for or write yourself. Figure 21 shows the screen you will see if you select “yes” for earned media, and Table 16 describes the fields in more detail.

> *For example*, if you hold an awareness event outside of a legislator’s office in support of raising the tobacco excise tax and the local television news broadcasts interviews with some of the people gathered at the event, you would select “yes” for earned media and complete the fields.

Figure 21. Earned media screen

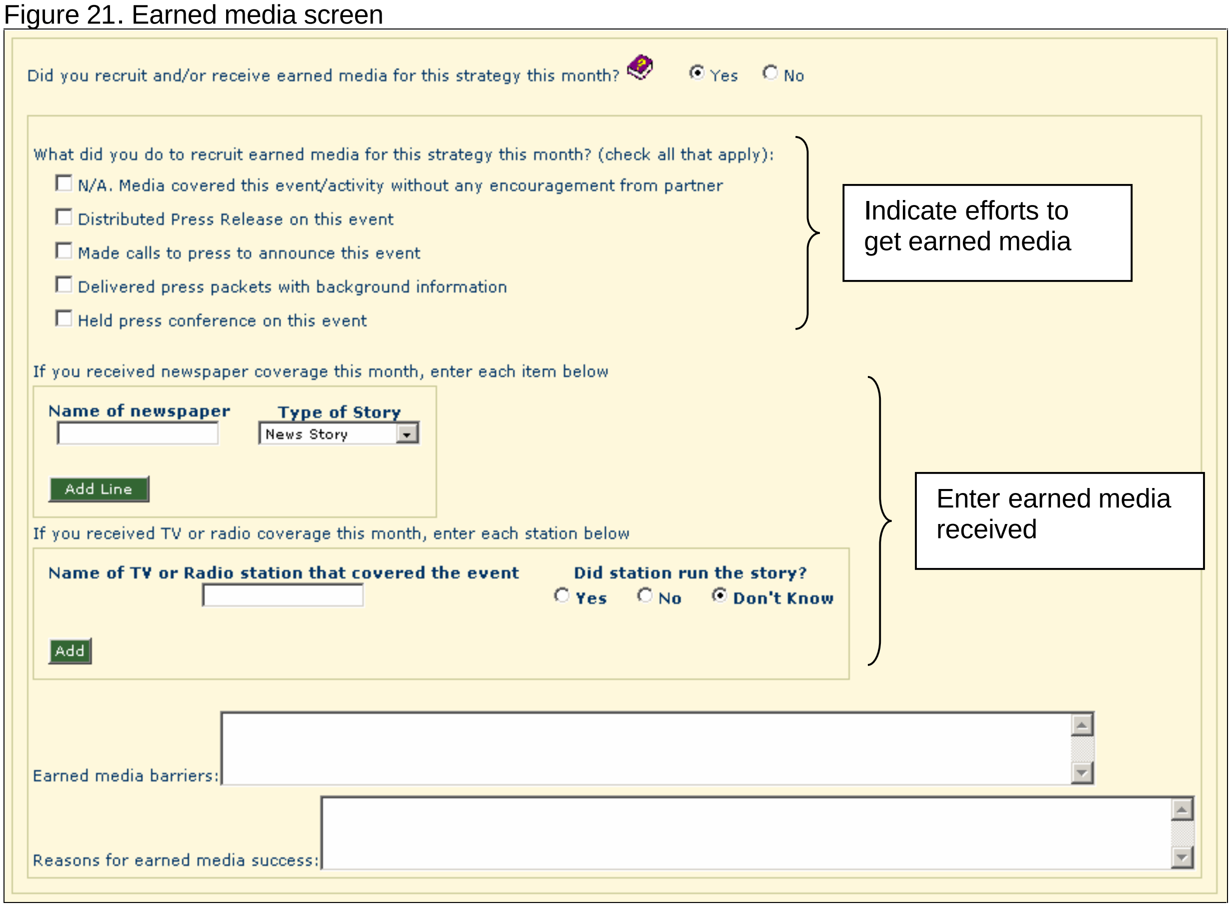


Table 16: Earned Media screen

Field Name	Instructions for completing the field
What did you do to recruit earned media for this strategy this month?	Indicate how the coverage was recruited by selecting from the pull-down list. Check all that apply - N/A, media covered this event/activity without recruiting coverage - Distributed press release on this event - Made calls to press to announce this event - Delivered press packets with background information - Held press conference on this event
Name of newspaper	If earned media appeared in the newspaper, type the name of that newspaper. If there was no newspaper coverage, leave this field blank. If it was in multiple newspapers, create a new line for each one. You can indicate coverage in newsletters here.

Field Name	Instructions for completing the field
Type of newspaper coverage	If earned media appeared in the newspaper, select the appropriate type of story from the pull-down list. – News story – Editorial (written by the newspaper or guest, but not by you. Editorials you write should be entered into CAT as print media within a Community Education strategy) – Op-ed (written by someone not on newspaper staff, but with some expertise on the topic, but not by you. Op-eds you write should be entered into CAT as print media within a Community Education strategy) – Regular column – Cartoon – Picture (such as photo with caption) – Letter to the editor (not by you) – Newsletter – Other
Name of TV / radio station	If earned media appeared on a TV or radio station, type the name of the TV or radio station. If there was no TV/radio coverage, leave this field blank. If it aired on multiple stations, create a new line for each one.
Did station run story?	If earned media appeared on a TV or radio station, indicate whether the station ran the story. If there was no TV/radio coverage, leave this field blank.
Earned media barriers	Type an open-ended description of the barriers encountered with earned media.
Reasons for earned media success	Type an open-ended description of the successes and reasons for success encountered with earned media.

Getting something printed in a newspaper can be a great way to get word out about your activities. It is important to record such newspaper coverage correctly in CAT. Table 17 shows examples of when printed mention of your organization would be earned media vs. Community Education print media vs. Paid Media. If you pay for an ad, you would enter that in the focus area of Paid Media. If you get an editorial, letter to the editor, or article that you write (with your name on the byline) published in a newspaper, then you can enter it under Community Education. If a newspaper, radio station, or TV station covers an event that you conduct, mentions your organization, or publishes a letter to the editor that someone outside of your organization writes, you would report that as earned media. Also, if you send out press releases, and newspapers write articles based on that, referencing a policy or resolution, an event, or anything your organization is involved in, that should be reported under earned media.

Table 17. Earned media vs. Community education print media vs. paid media

Earned media	**Community Education print media**	**Paid media**
• Someone not associated with your organization writes a letter to the editor that mentions your organization • Someone not associated with your organization writes an editorial that mentions your organization • TV, radio, or newspaper coverage of event you hosted and/or mentions your organization • You submit press release and it gets printed/ aired • You get quoted or referenced in an article by a reporter	• You write a letter to the editor and it gets published • You write a guest editorial and it gets published	• You pay for an ad to run on TV, radio, or newspaper • You get additional ads for free as part of the paid media buy

Monthly Strategy Report Data Collection Fields by Focus Area

Most questions on the Monthly Strategy Report are unique to the Focus Area you selected when you entered the strategy into your work plan on CAT. This means that based on the focus area you selected, the questions on the Monthly Strategy Report are tailored to be most appropriate to the type of activity you're doing. The following pages in this section show the screens for the Monthly Strategy Report for each Focus Area, and provide tables describing the data entry fields for each. The "planning" strategy status was already discussed above, and the Focus Area-specific information shown below is for the screens that appear when "Strategy Status" is set to "on-going," "suspended," or "completed."

“Government Policy-maker Education” Monthly Strategy Report

Figure 22 shows a snapshot of the screen you will see if you selected “Government Policy-maker Education” as your Focus Area and the Strategy Status is “on-going,” “suspended,” or “completed.” Instructions for completing these fields are provided in Table 18.

Figure 22. Monthly Strategy Report for Focus Area Government Policy-maker education

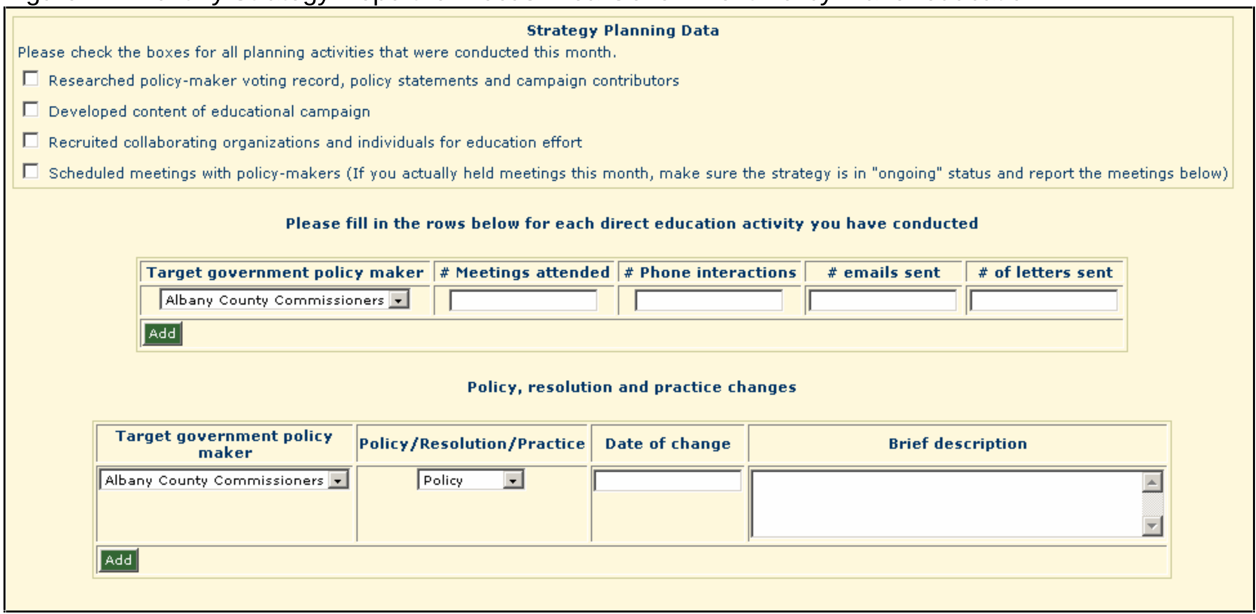


Table18: Fields for Monthly Strategy Report for Focus Area “Government Policy-maker education”

Field Name	Instructions for completing the field
Strategy planning data	Place a checkmark by all of the planning steps that you conducted during this month: - Researched policy-maker voting record, policy statements and campaign contributions - Developed content of educational campaign - Recruited collaborating organizations and individuals for education effort - Schedule meetings with policy-makers (If you actually held meetings this month, make sure the strategy is in “ongoing” status and report the meetings below)
Direct education activities	For each target that you directly contacted this month, select the target government policy making body from the pull-down list, and then enter numbers in each of the applicable fields: - # meetings attended - # phone interactions - # emails sent - # of letters sent Remember that you should only enter those that apply to the current month. Click “Add” for each row.
Policy, resolution, and practice changes	This section allows you to enter new rows for: • Each target government policy making body that made a change to their policy during the month for which you’re reporting • Each target government policy making body that officially passed a resolution during the month for which you are reporting • Each target government policy making body that instituted a practice

Field Name	Instructions for completing the field
	change during the month for which you are reporting To do this, enter each change one at a time. Select the target government policy making body name from the pull-down list, select one option to indicate whether the change relates to policy, resolution, or practice, enter the date of the change, and then type a brief description. Remember to click add after each entry.

“Paid Media” Monthly Strategy Report

Figure 23 shows a snapshot of the screen you will see if your Strategy has “Paid Media” as its Focus Area and the Strategy Status is “on-going,” “suspended,” or “completed.” Instructions for completing these fields are provided in Table 19.

Figure 23. Monthly Strategy Report for Focus Area “Paid Media”

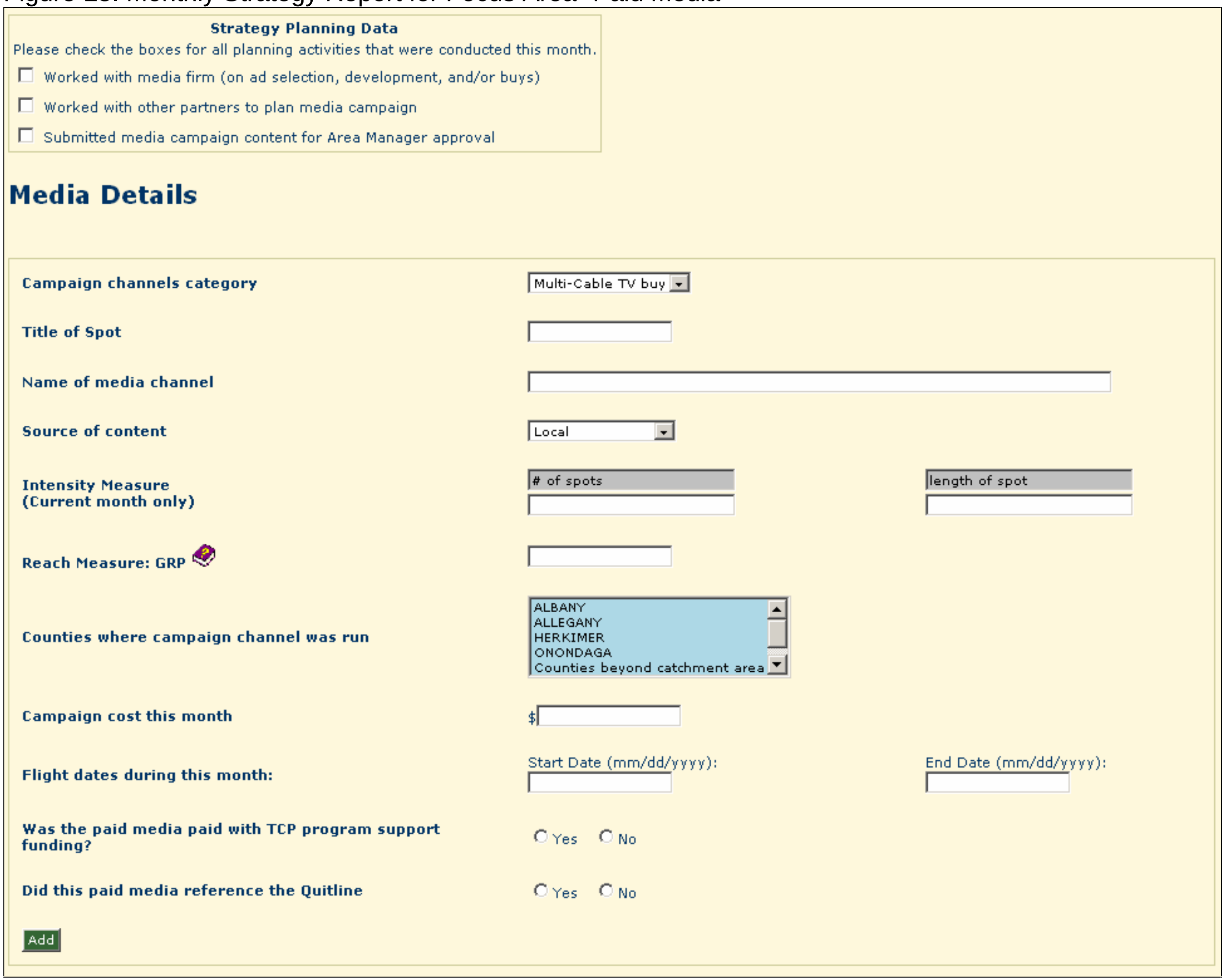


Table 19: Fields for Monthly Strategy Report for Focus Area “Paid Media”

Field Name	Instructions for completing the field
Strategy planning data	Place a checkmark by all of the planning steps that you conducted during this month: - Worked with media firm (on ad selection, development, and/or buys) - Worked with other partners to plan media campaign - Submitted media campaign content for Area Manager approval
Campaign channels category	Enter the appropriate category of campaign channel from the pull-down menu: - Multi-Cable TV buy - TV - Radio – AM - Radio – FM - Newspaper - Magazine

<table>
<tr><th>Field Name</th><th>Instructions for completing the field</th></tr>
<tr><td></td><td>- Billboard
- Sign/poster
- Theater slide
- Transit
- Website
- PSA – educational
- Sticker
- Mass mailings</td></tr>
<tr><td>Title of spot</td><td>Enter the name of the media communication. For example, you may have aired a television ad called “Rick Stoddard.”</td></tr>
<tr><td>Name of media channel</td><td>Enter the name of the media source for which coverage was purchased. This might be the name of a radio station, newspaper, newsletter, bus billboard, etc. For TV and radio stations, a pre-populated list will appear. Make your selection from the pull-down list. If a station you’re looking for does not appear on the list, email the RTI TA contact with the station call letters and the counties they broadcast to. For multi-cable TV buy, list out the station names in this field.</td></tr>
<tr><td>Source of content</td><td>From the pull-down list, indicate the source of the media:
- Local
- MCRC (CDC’s Media Campaign Resource Center)
- Canada
- Vermont
- American Legacy
- Other</td></tr>
<tr><td>Intensity measure</td><td><table>
<tr><th>Media channel category</th><th colspan="2">Intensity measure</th></tr>
<tr><td>TV / Cable / Radio / PSA</td><td># of spots</td><td>length of spot (in seconds)</td></tr>
<tr><td>Newspaper or magazine</td><td># of ads placed</td><td>size of ad (in square inches)</td></tr>
<tr><td>Billboard / Transit</td><td># of locations</td><td>length of time run (days)</td></tr>
<tr><td>Sign/poster / Sticker</td><td colspan="2"># distributed</td></tr>
<tr><td>Theater slide</td><td colspan="2"># of days run</td></tr>
<tr><td>Website</td><td colspan="2">Length of time ad was on the website</td></tr>
<tr><td>Mass mailings</td><td colspan="2"># of pieces mailed</td></tr>
</table></td></tr>
<tr><td>Counties where campaign channel was run</td><td>Select counties from the list. You may select multiple counties by holding down the Control (Ctrl) key and clicking each selection. If you make a mistake in entering data, you may delete an entry by selecting the check-box of the item you wish to delete and then clicking the delete button.</td></tr>
<tr><td>Reach measure</td><td><table>
<tr><td>Media channel category</td><td>Reach measure</td></tr>
<tr><td>TV/ cable/ radio</td><td>GRP. Your media buyer should have this.
According to the American Marketing Association, GRP is “A measure of the total amount of the advertising exposures produced by a specific media vehicle or a media schedule during a specific period of time. It is expressed in terms of the rating of a specific media vehicle (if only one is being used) or the sum of all the ratings of the vehicles included in a media schedule.”</td></tr>
<tr><td>Newspaper</td><td>Circulation and frequency (daily, weekly, or other)</td></tr>
<tr><td>Magazine</td><td>Circulation and frequency (weekly, monthly, or other)</td></tr>
<tr><td>Billboard/ transit</td><td>Impressions</td></tr>
<tr><td>Theater slide</td><td>Number of screens on which theaters show slides</td></tr>
</table></td></tr>
</table>

Field Name	Instructions for completing the field
Campaign cost this month	Type in the amount for each entry. Enter only the costs per channel that were incurred during the month for which you're reporting.
Flight dates during this month	Enter the start and end dates for the media buy that fall within the month for which you're reporting.
Was this paid media paid for with TCP program support funding?	Select "yes" or "no" to indicate whether the paid media you're entering was paid for with specific TCP program support funding. If you're not certain, please ask your Area Manager.
Does this paid media reference the Quitline?	Select "yes" or "no" to indicate whether the paid media you're entering listed the New York State Smoker's Quitline contact information

“Community Education” Monthly Strategy Report

Figure 24 shows a snapshot of the screen you will see if you selected “Community Education” as your Focus Area and the Strategy Status is “on-going,” “suspended,” or “completed.” Instructions for completing these fields are provided in Table 20. Add a new listing for each separate effort or event per month, but do not duplicate.

Figure 24. Monthly Strategy Report for Focus Area “Community Education”

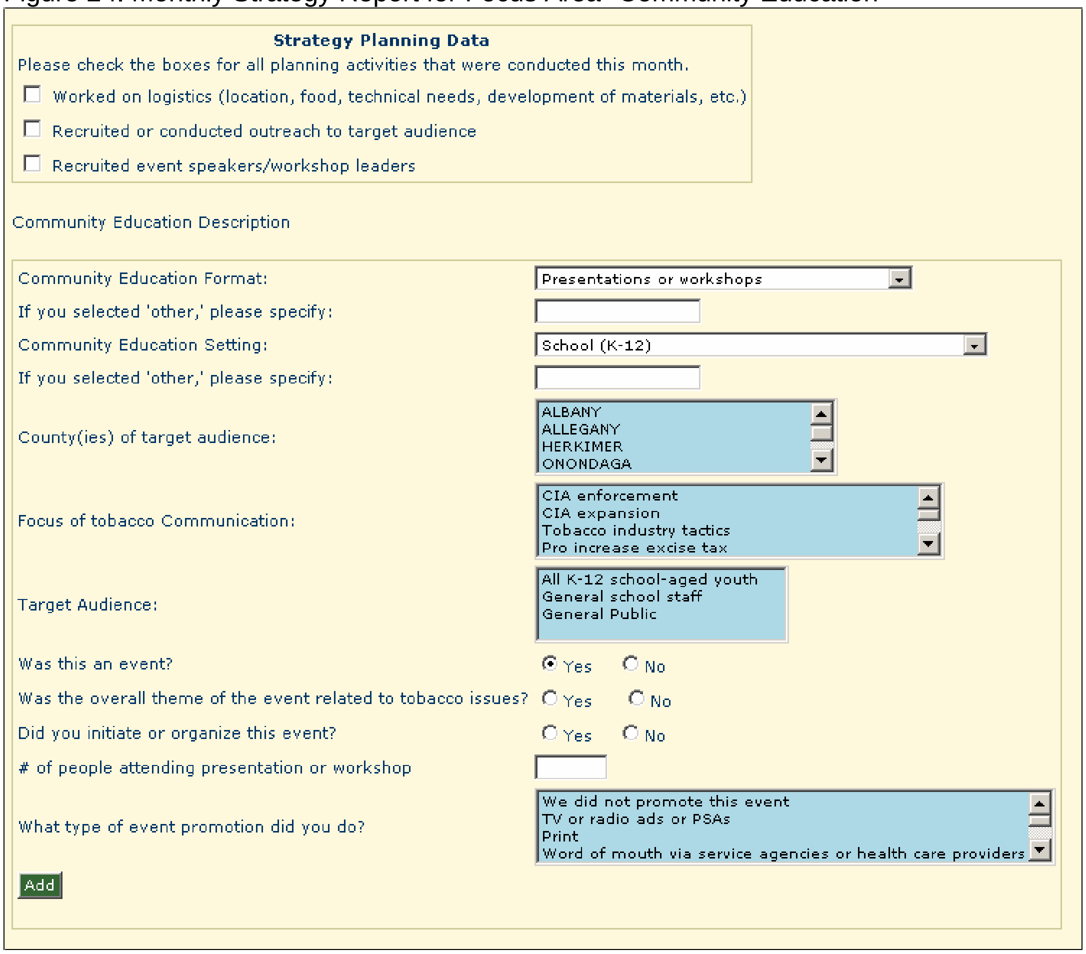


Table 20: Fields for Monthly Strategy Report for Focus Area “Community Education”

Field Name	Directions for completing the field
Strategy planning data	Place a checkmark by all of the planning steps that you conducted during this month: - Worked on logistics (location, food, technical needs, development of materials, etc.) - Recruited or conducted outreach to target audience - Recruited event speakers/ workshop leaders
Community Education Format	Select the format or type of event from the pull-down list: - Presentations or workshops - Information dissemination - Stomp - Press event - Promotion/publicity event - Print media (newspapers, newsletter, etc)

Field Name	Directions for completing the field
	- Magazine stickering - Other (Please specify)
Community Education setting	Select the setting for the event from the drop-down list: - School (k-12) - School (higher ed) - Movie theater - Workplace/business - Community-based organization meeting - Various community sites for information distribution - Newspaper - Community event (festival, fair, etc) - Conference - Hospital/ medical practice - Other (Please specify)
Counties of target audience	Select the counties from your catchment area from which you are recruiting your target audience.
Focus of tobacco communication	Select the primary focus of the tobacco-related communication that you are implementing. To make multiple selections, select one option by clicking on it, and then hold down the Control ("Ctrl") key while you click on one or more additional selections. - CIA compliance/ enforcement - CIA expansion/ voluntary outdoor tobacco use restrictions - Tobacco industry tactics - Excise tax increase - Smoke-free homes and/or vehicles - Tobacco-free school campuses - Tobacco use in movies/arts/entertainment - Global tobacco control issues - Medicaid benefits for pharmacotherapy - Retail tobacco advertising - Cessation - Sustainability - Tobacco advertising in newspapers and magazines - Tobacco industry commercial sponsorship/ corporate giving - Tobacco industry promotion - New York State Smoker's Quitline - Fax-to-quit - Local cessation services/ resources - Tobacco sales to minors
Target audience	The Target Audience combination(s) that you selected in the Work Plan for this Strategy will be automatically copied into this cell. Select all that apply.
Was this an event?	Select "yes" or "no." Examples of an event include a press conference, a rally, or a presentation to service providers. Examples of community education that are not events include getting a letter to the editor or an editorial published, or putting stickers in magazines.
Was the overall theme of the event related to tobacco issues?	Select "yes" or "no" to indicate whether the event or forum is specifically related to tobacco, or is instead broader and centered on other topics, such as a middle school open house.
Did you initiate or organize this event?	Select "yes" or "no."
# of people attending	Enter the number of people attending the event

Field Name	Directions for completing the field
What type of event promotion did you do?	Select all that apply: - We did not promote this event - TV or radio ads or PSAs - Print - Word of mouth via service agencies or health care providers - Letters to potential attendees - Sign/poster - Website - Other

"Monitoring / Assessment of Organizational Policies/Practices" Monthly Strategy Report

Figure 25 shows a snapshot of the screen you will see if you selected "Monitoring/ Assessment of Organizational Policies/Practices" as your Focus Area and the Strategy Status is "on-going," "suspended," or "completed." Instructions for completing these fields are provided in Table 21.

Figure 25. Monthly Strategy Report, Focus Area "Monitoring/ Assessment of Organizational Policies/ Practices"

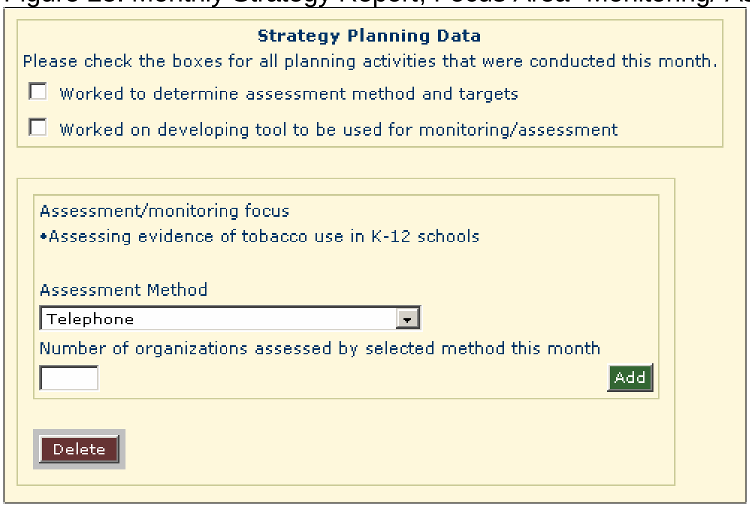


Table 21: Fields for Monthly Strategy Report for Focus Area "Monitoring/Assessment of Organizational Policies/Practices"

Field Name	Instructions for completing the field
Strategy planning data	Place a checkmark by all of the planning steps that you conducted during this month: - Worked to determine assessment method and targets - Worked on developing tool to be used for monitoring/ assessment
Assessment/ monitoring focus	CAT will display the item(s) you selected when you entered the strategy. You do not need to select anything here; it is simply a reminder.
Assessment Method	Indicate how you conducted the assessment/monitoring by selecting one method from this pull-down list. The options are: - Telephone - Mail - In-person observation - Interviews - Focus groups - In-person hand-out survey - Internet observation or purchase attempt
Number of organizations assessed by selected method this month	In this box, enter the number of organizations you monitored/ assessed using the assessment method you just selected. For example, if you selected "In-person observation," enter the number of organizations at which observations were conducted.

“Survey of public’s knowledge, attitudes, beliefs, behaviors” Monthly Strategy Report

Figure 26 shows a snapshot of the screen you will see if you selected “Survey of Public’s knowledge, attitudes, beliefs, behaviors” as your Focus Area and the Strategy Status is “on-going,” “suspended,” or “completed.” Instructions for completing these fields are provided in Table 22.

Figure 26. Monthly Strategy Report for “Survey of Public’s knowledge, attitudes, beliefs, behaviors”

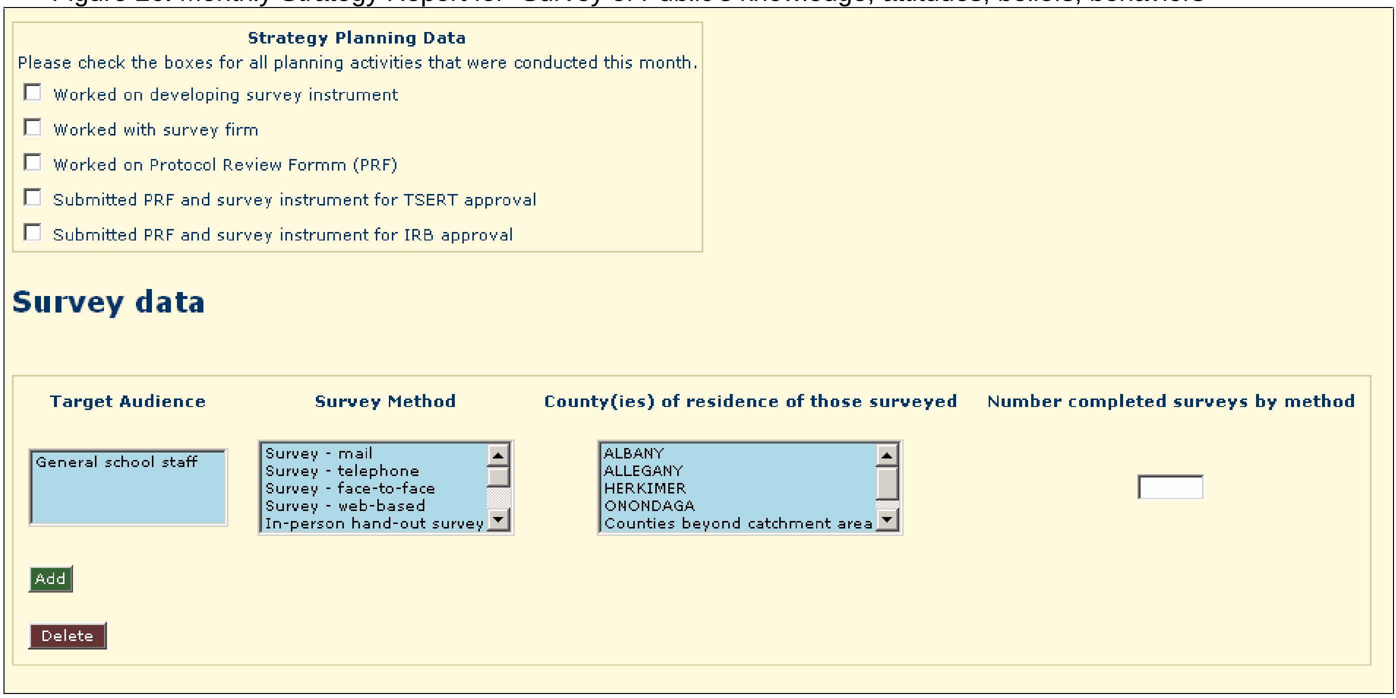


Table 22: Fields for Monthly Strategy Report for Focus Area “Survey of Public’s Knowledge, attitudes, beliefs, behaviors”

Field Name	Instructions for completing the field
Strategy planning data	Place a checkmark by all of the planning steps that you conducted during this month: - Worked on developing survey instrument - Worked with survey firm - Worked on Protocol Review Form (PRF) - Submitted PRF and survey instrument for TSERT approval - Submitted PRF and survey instrument for IRB approval
Target audience	The Target Audience that you selected in the Work Plan for this Strategy will be automatically copied into this cell.
Survey Method	From the pull-down menu, select one or more of the following survey methods: - Survey: mail - Survey: telephone - Survey: face-to-face - Survey: web-based - In-person hand-out survey - Record review - Observational study - Interview - Focus group - Case study
County(ies) of	You can select multiple options in this list, depending on which counties your

Field Name	Instructions for completing the field
residence of those surveyed	target audience for this “Survey” activity reside in.
Number of completed surveys by method	Enter the number of completed surveys by this method. When you have finished, you can click on “Add” and this data will be recorded and displayed below the selection boxes. If you used additional methods, or surveyed different individuals for this same Strategy, repeat this process.

“Advocating with Organizational Decision-makers: CPs/YPs” Monthly Strategy Report

Figure 27 shows the screen for Focus Area “Advocating with Organizational Decision-makers: CPs/YPs.” Instructions for completing these fields are provided in Table 24. NOTE that this Focus Area is for partners that are Community Partners (CPs) and Youth Partners (YPs) only.

Figure 27. Monthly Strategy Report for “Advocating with Organizational Decision-makers: CP/YP”

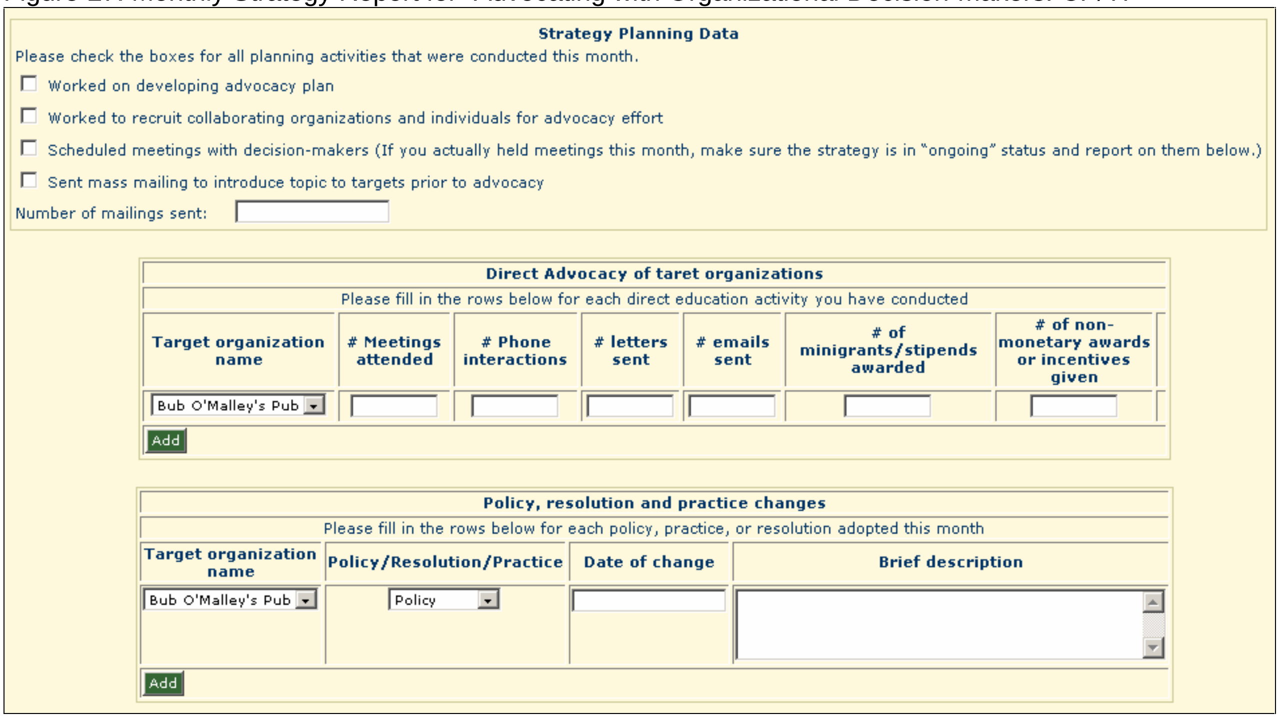


Table 23: Fields for Monthly Strategy Report for Focus Area “Advocating with Organizational Decision-makers: CPs/YPs”

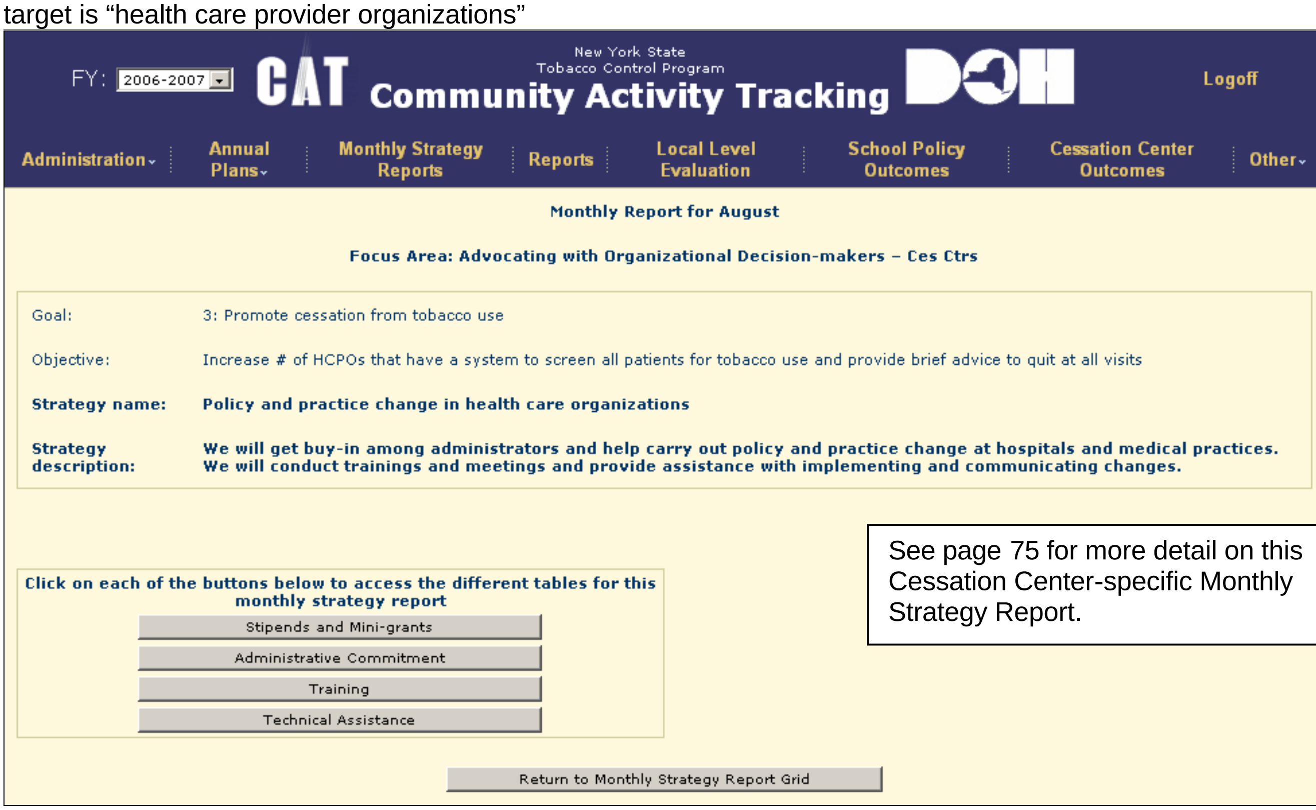
Field Name	Instructions for completing the field
Strategy planning data	Place a checkmark by all of the planning steps that you conducted during this month: - Worked on developing advocacy plan - Worked to recruit collaborating organizations and individuals for advocacy effort - Scheduled meetings with decision-makers (If you actually held meetings this month, make sure the strategy is in “ongoing” status and report on them below) - Sent mass mailing to introduce topic to targets prior to advocacy Number of mailings sent: [Enter the number of letters/materials you mailed to a large group of organizations] For example, if you sent a form letter to 100 community organizations, you would enter “100” here.
Target organization name	Automatically appears from work plan. Select the appropriate target organization for each entry. If you have not entered target organization names in the work plan, none will be available here. You should go to “Annual Plans” and select “Edit strategy,” then select the strategy name and enter the target organization names at the bottom of the screen there.
Direct advocacy of target organizations	For each target that you directly contacted this month, select the target organization name from the pull-down list, and then enter numbers in each of the applicable fields:

Field Name	Instructions for completing the field
	- # meetings attended - # phone interactions - # letters sent - # emails sent - # of minigrants/ stipends awarded - # of non-monetary incentives given (e.g., NRT) Remember that you should only enter those that apply to the current month. Click "Add" for each row.
Policy, resolution and practice changes	This section allows you to enter new rows for: • Each target organization that officially made a change to their policy during the month for which you're reporting • Each target organization that officially passed a resolution during the month for which you are reporting • Each target organization that instituted a practice change during the month for which you are reporting To do this, enter each change one at a time. Select the target organization name from the pull-down list, select one option to indicate whether the change relates to policy, resolution, or practice, enter the date of the change, and then type a brief description. Remember to click add after each entry.

“Advocating with Organizational Decision-makers: Cessation Centers” Monthly Strategy Report

Figure 28 shows a snapshot of the screen you will see if you selected “Advocating with Organizational Decision-makers: Cessation Center” as your Focus Area and the Strategy Status is “on-going,” “suspended,” or “completed” and you selected the target organization of “health care provider organizations,” which Cessation Centers will use often. The screen that appears if the organizational target identified was a health care provider organization has different questions than for any other type of target.

Figure 28. Monthly Strategy Report for “Advocating with Organizational Decision-makers: Cess Ctrs” when target is “health care provider organizations”



See page 75 for more detail on this Cessation Center-specific Monthly Strategy Report.

The screens that appear when you select the five buttons (Policy and practice, mini-grants, administrative commitment, training, and technical assistance) are reviewed in detail in the manual section on Cessation Centers, starting on page 73.

If you select “Advocating with organizational decision-makers” and the target organization is anything other than health care provider organizations, the screen shown in Figure 27 on page 55 (identical to the screen for CPs and YPs) will display.

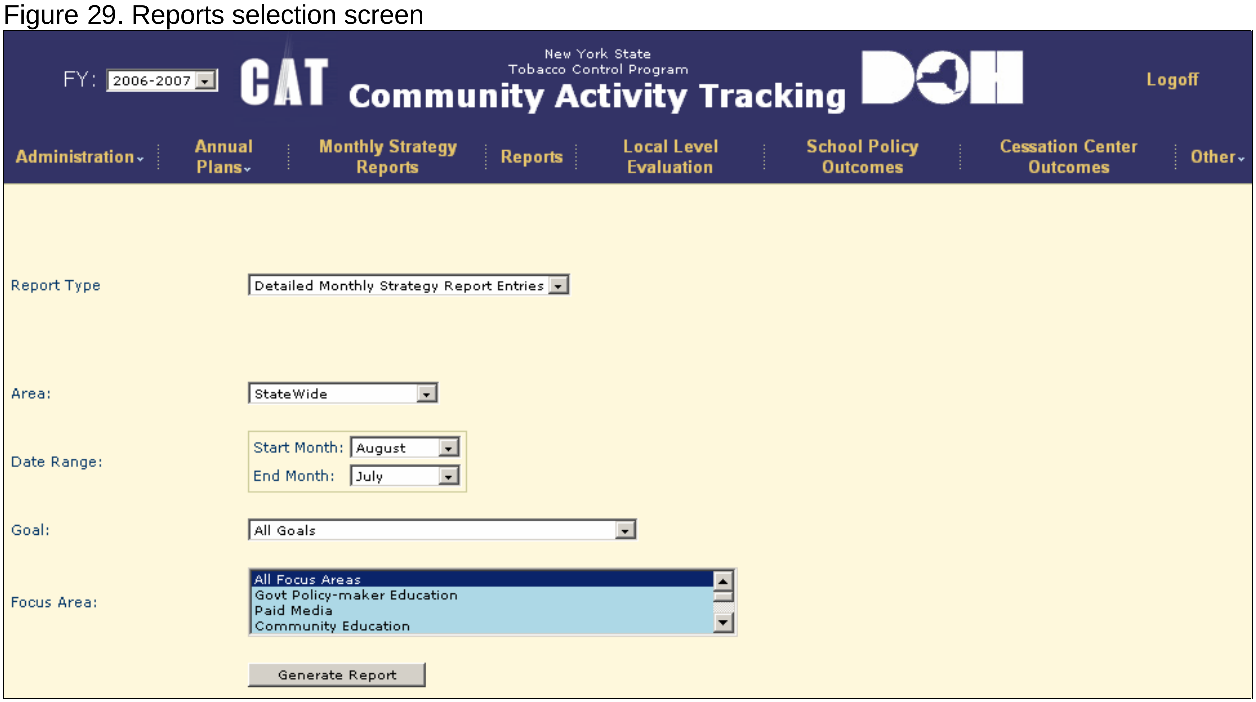
Reports

The CAT system generates reports to help partners, Area Managers, Modality Leads, and NYS Tobacco Control Program staff track TCP Partner progress.   Partners are able to review reports based on their own data; Area Managers can access both individual partner data as well as aggregated data for all of the partners in their area; and the NYS TCP can view reports for all TCP programs at the individual, regional, and state levels.

Selecting and viewing a report

You may select the report you wish to process by clicking on the “Reports” heading from the main CAT menu. On the Reports screen (Figure 29), select the Report Type you wish to view from the pull-down menu. The options following that choice allow you to select parameters for the specific report desired. For example, you may want the report to encompass only the last 3 months of data, or you may want the report to include only data related to one specific goal/objective. Options vary by type of user (i.e., Area Managers or TCP staff have access to a greater number of reports by area/geographic location than partners, who only have access to their own data).

Figure 29. Reports selection screen



Additional reports are being drafted and will be available in the future.

Table 24 lists the selections on the Reports screen, which can help you determine what report you would like to view.

Table 24. Fields on Reports selection page

Field	Instructions and notes
Report type	This function will be expanded over time, so additional reports will be available.
Area	Select the desired area for which you would like to view a report. The options available in this field depend on the level of user (e.g., Community Partner, Area Manager, Modality Lead, or NYS TCP staff). If the user desires a statewide report, then no area should be selected. If an area is selected, then the user is given the option of selecting a specific Partner whose data would be reported.
Date range	You may select as start month and an end month. The fiscal year is selected at the top of the CAT menu with the pull-down option labeled “FY.”
Goal	Select the NYS TCP goal for which you’d like to see reports. Each goal is listed, but the default is set to “all goals.” You will then be prompted to select an objective. Again, each objective is listed, and the default is “all objectives.”
Focus Area	Select one or more of the Focus Areas. Simply click on any one Focus Area, or to add additional Focus Areas, hold the Control “Ctrl” key and select additional Focus Areas.

Table 25 shows a list of some of the types of reports that are available on CAT, and Figures 30, 31, 32, 33, and 34 show screen prints of some of those reports.

Table 25. Types of reports available on CAT

Report Type	What report shows
Area Manager Feedback Report	Shows the comments entered by Area Managers per month
ASP Partner-level Policy Change Report	Shows information related to each strategy and each policy/ practice/ resolution change for ASP-related objectives, as entered in monthly reports
ASP Aggregate Policy Change Report	Shows a count of the number of policy/ practice/ resolution changes per ASP component
Cessation Center Policy & Practice Summary Report	Shows responses to questions on the Cessation Center Policy & Practice report, displayed for each target HCPO per selected quarter
Detailed Monthly Strategy Report Entries	Shows entries in Monthly Strategy Reports for all focus areas.
Earned Media Summary Report	Shows Earned Media recruitment efforts and Earned Media achieved
Monthly Infrastructure Report Entries	Shows entries in monthly Infrastructure reports
Paid Media Details Report	Shows Paid Media entries
Quitline Paid Media Details Monthly Report	Shows entries in Paid Media that partner indicated at strategy entry would reference the Quitline
Strategy Progress Summary Report	Shows a month-by-month list of entries per strategy into open text boxes on Monthly Strategy Reports: “Strategy Progress,” “Reasons for Success,” and “Barriers”
Sustainability Summary Report	Displays whether each sustainability activity was conducted per month
Work Plan Summary Report	Shows a list of work plan entries

Figure 30. Sample Report: Detailed Monthly Strategy Report Entries

Cortland and Tompkins Counties
FY: 2004

CAT

New York State
Tobacco Control Program
Community Activity Tracking

DOH

Logoff

Administration | Annual Plans | Monthly Strategy Reports | Reports | Local Evaluations | Cessation Center Outcomes | Other

Detailed Strategy Report

Report Organizational level:	Area: Buffalo Area	Partner: RTI Coalition
Strategy Category	All Goals	All Objectives
	Focus Area:	All Focus Areas
Date Range:	August through July	

Focus Area 1: Govt Policy-maker Education

Strategy Description

Strategy Name	Education City Councils		
Goal	4	Objective	Incrase the number of theaters that run anti_tobacco messages prior to showing G, PG, and PG-13 rated movies
Start Date (latest)	11/1/2004	End Date	1/31/2005
Issues addressed	Benefits of increasing excise tax on tobacco		
Level change sought	ccc local - town		
S/R/A collaboration?	Statewide Initiative? Yes [ ] No [x]	Regional? Yes [x] No [ ]	Area? Yes [x] No [ ]

Strategy Planning Status

Strategy Planning Status (cumulative)

government policy-maker voting record, etc. researched	Yes [x] No [ ]	
plans to carry out the education campaign were finalized	Yes [x] No [ ]	Date: 5/5/2005
collaborating advocate organizations and individuals being recruited	Yes [x] No [ ]	
a timeline for the project was outlined	Yes [x] No [ ]	Date: 11/15/2004
Meetings with local government personnel being organized	Yes [ ] No [x]	

Strategy Implementation Status (monthly)

Direct Education Activities and Targets

Month	Individuals Targeted	Communications Channel	# of times CC was Used	# of Targeted individuals impacted
November	local elected officials	event or forum	1	5
November	local elected officials	reports, fact sheets, opinions, etc.	3	5
November	local govt staff	face-to-face meeting	2	6

Motivating other organizations

Month	Stakeholders who can influence	Communications Channel	# of times CC was Used	# of organizations impacted
November	members of local stakeholder organizations	advocacy event	1	14

Impacts on Decision-Makers (monthly)

# commit to study	0	# commit to consider PH impact	0	# commit to protect PH	3

Progress (most recent entry)	
Reasons for Success (most recent entry)	
Barriers (most recent entry)	
Earned Media (monthly)	Yes [ ] No [x]

Figure 31. ASP Policy Change Partner Level Report

CAT Community Activity Tracking

Year:	2006	Goal:	
Area:	Rochester Area	Objective:	
Partner:		Months:	August,September,October,November,December,January,February,March,April,May,June,July
Strategy:			

ASP Policy Change Partner-level Report

Rochester Area

Partner name	Smoking and Health Action Coalition of Monroe County
Goal/Objective	2D POP
Strategy name	Retailer Intervention
Month	June
Focus area	Govt policy-maker ed.
Level of policy change sought	local - town
Description of policy/practice/resolution	After receiving the POP postcard a store owner called and said that he will continue to not allow any tobacco ads in his store windows.
Strategy description	Conduct an intervention with three selected retailers to eliminate a specific tobacco promotion.

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Figure 32. Paid Media Details Report

Paid Media Details Report

Partner Name	SmokeFree Dutchess	GRP	89
Strategy Name	ASP-State Media	Intensity measure	30 spots
Month	April	Cost this month	2050
Statewide initiative	Yes TI sponsor	Flight date begin this month	04/03/2006
Campaign Channel	Multi-Cable TV buy	Flight date end this month	04/30/2006
Title of Spot	Next Generation	Counties	
Source of Content	MCRC		

Partner Name	SmokeFree Dutchess	GRP	197
Strategy Name	ASP-State Media	Intensity measure	30 spots
Month	April	Cost this month	1406
Statewide initiative	Yes TI sponsor	Flight date begin this month	03/27/2006
Campaign Channel	Multi-Cable TV buy	Flight date end this month	04/26/2006
Title of Spot	Next Generation	Counties	DUTCHESS
Source of Content	MCRC		

Partner Name	SmokeFree Dutchess	GRP	197
Strategy Name	ASP-State Media	Intensity measure	30 spots
Month	April	Cost this month	1406
Statewide initiative	Yes TI sponsor	Flight date begin this month	03/27/2006
Campaign Channel	Multi-Cable TV buy	Flight date end this month	04/26/2006
Title of Spot	Drive Along	Counties	
Source of Content	MCRC		

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Figure 33. Strategy Progress Summary Report

Strategy Progress Summary Report

Org name	YMCA of Long Island Inc.
Strategy	STOMP Events
Start Date	8/1/2005
Goal	Prevent the initiation of tobacco use
End Date	7/31/2006
Objective	Increase % of adults who agree that movies rated G, PG, and PG-13 should not show actors smoking
Description	Hold Quarterly Stomp Events.

Month	Strategy Progress	Barriers	Reasons For Success
December	*Freeport teens went to see King Kong for a stomp event.*	*transportation issues limited the amount of attendance.*	*Good movie, with great reviews*
	Central Islip chapter held a STOMP event in the Central Islip high school little theater. The RC members included a smoke-free movie presentation before the movie, and held a Q & A after the movie. There was pizza and drinks provided to 58 teens who watched "The Skeleton Key".	*None.*	*A lot of smoking in the movie (The Skeleton Key), and the teens had the chance to cough, stomp, clap, and yell while a smoking scence was being viewed. Great turn out!*
January	*Central Islip chapter held a STOMP event in the Central Islip high school little theater. The RC members included a smoke-free movie presentation before the movie, and held a Q & A after the movie. 24 teens watched "Ray".*	*None.*	*A great movie. Another movie selected by the youth board members that contain a lot of smoking. Teens were coughing, stomping, etc. for a lot of scenes in the movie. The youth gave a positive feed back about why movies rated G, PG, and PG-13 should be rated "R".*
	Nassau County Reality Check held a STOMP event at the Farmingdale library 1/31. The teens sat through a presentation prior to the movie about the industry and their relationship with Hollywood.	*This was the 1st movie event at the library, so attendence was low.*	*Good support through the library.*
February	*Long Island Reality Check worked hard at planning the STOMP event for the International Day of Action.*	*Transportation issues limited the number of teens that were able to attend.*	*Good collaboration within the Metro area.*
	Three Reality Check county rep. participated in the NYC area IDA STOMP event.	*The time of the event and location also caused a conflict for several Reality Check members because it's in NYC, and it was on a school night.*	
March	*Bay Shore Middle School did a stomp event. The youth watched "Oceans Twelve" rated PG-13.*	*Students couldn't watch the whole movie because of the late bus situation (5:30PM is the last one that is provided for the students to get home). Unless, their parents picked*	*There was smoking in the movie, and the youth realized it when the scenes came up on the screen (they cough, stomped, and yelled out "HEY HOLLYWOOD! STOP DOING BIG TOBACCOS DIRTY WORK").*

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Figure 34. Work Plan Summary Report

Community Activity Tracking

Year:	2006	Objective:	
Area:	Northern Capital Area	Strategy:	
Partner:	Cornell Cooperative Extension- Washington County	Program:	
Focus Area:			

Workplan Summary Report

Cornell Cooperative Extension- Washington County

Goal:	1 Eliminate exposure to SHS
Objective:	1E Increase the number of educational institutions that effectively implement tobacco-free policies
Focus Area:	Advocating with Organizational Decision-makers – CPs and YPs

Strategy Name	Strategy Description	Outcome	Start Date	End Date
HF Tobacco Policy	Reality Check will work with staff of Student Support Services, SATFC, and Hudson Falls District Administration to encourage the educational institution to effectively implement tobacco free policies.	At least one pilot school, selected by Student Support Services-Capital Region, will raise their tobacco policy testing score from 7% to 100% by June 2006. All aspects of the policy will be adhered to.	9/15/2005	6/15/2006

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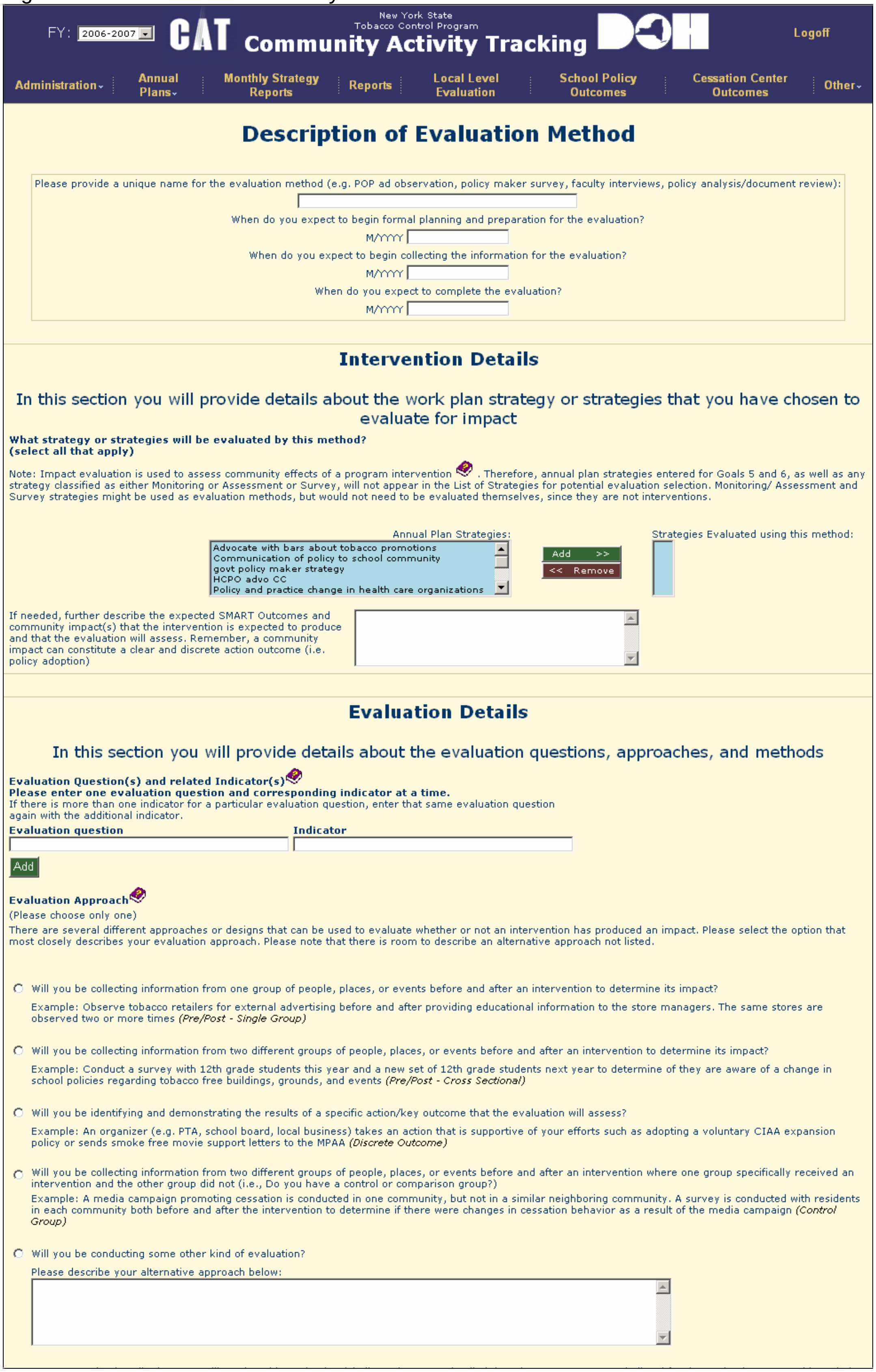
Local Evaluations

The purpose of this section of CAT is to allow Community Partnerships and Youth Partners to enter local evaluation plans.

Figure 35. Local evaluation main screen

Figure 36. Evaluation Plan screen

Figure 37. Evaluation Method entry screen


FY: 2006-2007

New York State
Tobacco Control Program

CAT Community Activity Tracking

Logoff

Administration | Annual Plans | Monthly Strategy Reports | Reports | Local Level Evaluation | School Policy Outcomes | Cessation Center Outcomes | Other

Description of Evaluation Method

Please provide a unique name for the evaluation method (e.g. POP ad observation, policy maker survey, faculty interviews, policy analysis/document review):

When do you expect to begin formal planning and preparation for the evaluation?

M/YYYY

When do you expect to begin collecting the information for the evaluation?

M/YYYY

When do you expect to complete the evaluation?

M/YYYY

Intervention Details

In this section you will provide details about the work plan strategy or strategies that you have chosen to evaluate for impact

What strategy or strategies will be evaluated by this method?
(select all that apply)

Note: Impact evaluation is used to assess community effects of a program intervention . Therefore, annual plan strategies entered for Goals 5 and 6, as well as any strategy classified as either Monitoring or Assessment or Survey, will not appear in the List of Strategies for potential evaluation selection. Monitoring/ Assessment and Survey strategies might be used as evaluation methods, but would not need to be evaluated themselves, since they are not interventions.

Annual Plan Strategies:

Advocate with bars about tobacco promotions
Communication of policy to school community
govt policy maker strategy
HCPO advo CC
Policy and practice change in health care organizations

Add >>

<< Remove

Strategies Evaluated using this method:

If needed, further describe the expected SMART Outcomes and community impact(s) that the intervention is expected to produce and that the evaluation will assess. Remember, a community impact can constitute a clear and discrete action outcome (i.e. policy adoption)

Evaluation Details

In this section you will provide details about the evaluation questions, approaches, and methods

Evaluation Question(s) and related Indicator(s)
Please enter one evaluation question and corresponding indicator at a time.
If there is more than one indicator for a particular evaluation question, enter that same evaluation question again with the additional indicator.

Evaluation question **Indicator**

Add

Evaluation Approach
(Please choose only one)
There are several different approaches or designs that can be used to evaluate whether or not an intervention has produced an impact. Please select the option that most closely describes your evaluation approach. Please note that there is room to describe an alternative approach not listed.

Will you be collecting information from one group of people, places, or events before and after an intervention to determine its impact?

Example: Observe tobacco retailers for external advertising before and after providing educational information to the store managers. The same stores are observed two or more times *(Pre/Post - Single Group)*

Will you be collecting information from two different groups of people, places, or events before and after an intervention to determine its impact?

Example: Conduct a survey with 12th grade students this year and a new set of 12th grade students next year to determine of they are aware of a change in school policies regarding tobacco free buildings, grounds, and events *(Pre/Post - Cross Sectional)*

Will you be identifying and demonstrating the results of a specific action/key outcome that the evaluation will assess?

Example: An organizer (e.g. PTA, school board, local business) takes an action that is supportive of your efforts such as adopting a voluntary CIAA expansion policy or sends smoke free movie support letters to the MPAA *(Discrete Outcome)*

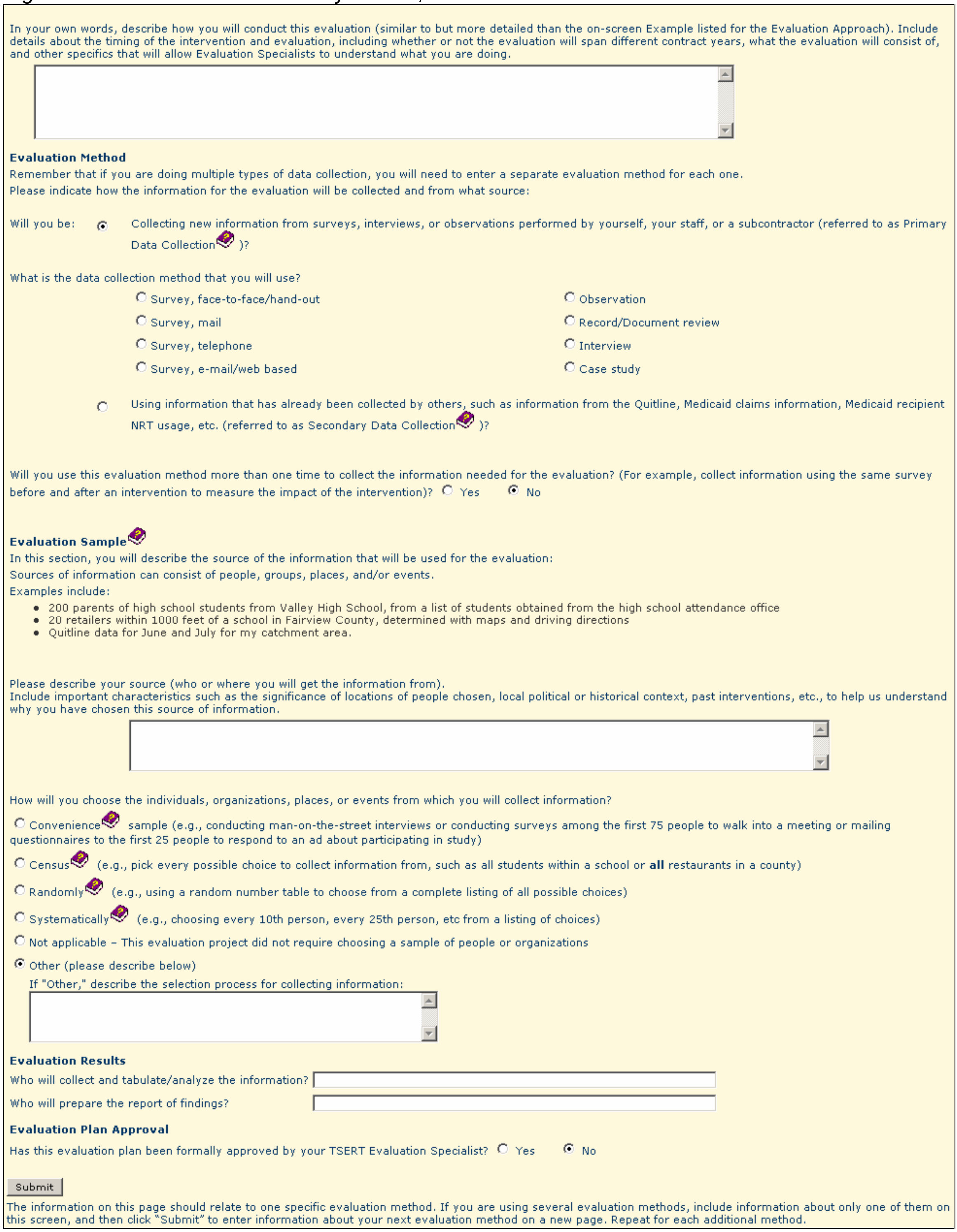
Will you be collecting information from two different groups of people, places, or events before and after an intervention where one group specifically received an intervention and the other group did not (i.e., Do you have a control or comparison group?)

Example: A media campaign promoting cessation is conducted in one community, but not in a similar neighboring community. A survey is conducted with residents in each community both before and after the intervention to determine if there were changes in cessation behavior as a result of the media campaign *(Control Group)*

Will you be conducting some other kind of evaluation?

Please describe your alternative approach below:

Figure 37. Evaluation Method entry screen, continued



In your own words, describe how you will conduct this evaluation (similar to but more detailed than the on-screen Example listed for the Evaluation Approach). Include details about the timing of the intervention and evaluation, including whether or not the evaluation will span different contract years, what the evaluation will consist of, and other specifics that will allow Evaluation Specialists to understand what you are doing.

Evaluation Method

Remember that if you are doing multiple types of data collection, you will need to enter a separate evaluation method for each one.

Please indicate how the information for the evaluation will be collected and from what source:

Will you be: Collecting new information from surveys, interviews, or observations performed by yourself, your staff, or a subcontractor (referred to as Primary Data Collection)?

What is the data collection method that you will use?

- Survey, face-to-face/hand-out
- Survey, mail
- Survey, telephone
- Survey, e-mail/web based
- Observation
- Record/Document review
- Interview
- Case study

Using information that has already been collected by others, such as information from the Quitline, Medicaid claims information, Medicaid recipient NRT usage, etc. (referred to as Secondary Data Collection)?

Will you use this evaluation method more than one time to collect the information needed for the evaluation? (For example, collect information using the same survey before and after an intervention to measure the impact of the intervention)? Yes No

Evaluation Sample

In this section, you will describe the source of the information that will be used for the evaluation:

Sources of information can consist of people, groups, places, and/or events.

Examples include:

- 200 parents of high school students from Valley High School, from a list of students obtained from the high school attendance office
- 20 retailers within 1000 feet of a school in Fairview County, determined with maps and driving directions
- Quitline data for June and July for my catchment area.

Please describe your source (who or where you will get the information from).
Include important characteristics such as the significance of locations of people chosen, local political or historical context, past interventions, etc., to help us understand why you have chosen this source of information.

How will you choose the individuals, organizations, places, or events from which you will collect information?

- Convenience sample (e.g., conducting man-on-the-street interviews or conducting surveys among the first 75 people to walk into a meeting or mailing questionnaires to the first 25 people to respond to an ad about participating in study)
- Census (e.g., pick every possible choice to collect information from, such as all students within a school or **all** restaurants in a county)
- Randomly (e.g., using a random number table to choose from a complete listing of all possible choices)
- Systematically (e.g., choosing every 10th person, every 25th person, etc from a listing of choices)
- Not applicable - This evaluation project did not require choosing a sample of people or organizations
- Other (please describe below)

If "Other," describe the selection process for collecting information:

Evaluation Results

Who will collect and tabulate/analyze the information?

Who will prepare the report of findings?

Evaluation Plan Approval

Has this evaluation plan been formally approved by your TSERT Evaluation Specialist? Yes No

Submit

The information on this page should relate to one specific evaluation method. If you are using several evaluation methods, include information about only one of them on this screen, and then click "Submit" to enter information about your next evaluation method on a new page. Repeat for each additional method.

Table 26. Evaluation Method entry screen

Field	Instructions for completing the field
Please provide a unique name for the evaluation method (i.e., POP ad observation, policy maker survey, faculty interviews, policy	Enter a name for the data collection method you're using for your evaluation. Remember that each data collection method will be entered separately.

Field	Instructions for completing the field
analysis/document review):	
When do you expect to begin formal planning and preparation for the evaluation?	Enter the date
When do you expect to begin collecting the information for the evaluation?	Enter the date
When do you expect to complete the evaluation?	Enter the date
Intervention Details *In this section you will provide details about the work plan strategy or strategies that you have chosen to evaluate for impact*	
What Strategy or Strategies will be Evaluated by this Method? Note: Impact evaluation is used to assess community effects of a program intervention. Therefore, annual plan strategies entered for Goals 5 and 6, as well as any strategy classified as either Monitoring or Assessment or Survey, will not appear in the List of Strategies for potential evaluation selection. Monitoring/ Assessment and Survey strategies might be used as evaluation methods, but would not need to be evaluated themselves, since they are not interventions.	Select all strategies from your work plan that will be evaluated using this method. NOTE: Once you have selected the strategies that apply, the screen will refresh and the Strategy Description, Goal & Objective, and SMART Outcomes that correspond with those strategies will appear on the screen. REMINDER: In order to edit SMART Outcomes, go to the Annual Plans section and EDIT the Strategy for that Outcome. Make desired changes to the Outcome, save changes by clicking SUBMIT, and then close and re-open this evaluation method.
If needed, further describe the expected SMART Outcomes and community impact(s) that the intervention is expected to produce and that the evaluation will assess. Remember, a community impact can constitute a clear and discrete action outcome (i.e., policy adoption)	This open text box allows you to enter additional information about the SMART outcomes and community impacts expected, which your evaluation is measuring.
Evaluation Details *In this section you will provide details about the evaluation questions, approaches, and methods*	
Evaluation Question(s) and related Indicator(s) - Please enter one at a time Please enter one evaluation question and corresponding indicator at a time. If there is more than one indicator for a particular evaluation question, enter that same evaluation question again with the additional indicator.	Enter an evaluation question and the indicator you will use to answer that question, and then click “Add.” Add additional lines until you have added all applicable evaluation questions and indicators for the specified method. For example, if you are conducting a survey about the Quitline and one of your evaluation questions is “Are residents aware of the NYS Smokers’ Quitline?”, you can enter the indicator as “Number of survey respondents who have heard of the NYS Smokers’ Quitline” in the “Indicator” field. You may enter one evaluation question several times, as it may take more than one indicator to answer the question.
Evaluation Approach *There are several different approaches or designs that can be used to evaluate whether or not an intervention has produced an impact. Please select the option that most closely describes your evaluation approach. Please note that there is room to describe an alternative approach not listed.*	
Select one of the following Evaluation Approaches: • Will you be collecting information from one group of people, places, or events before and after an intervention to determine its impact? o Example: Observe tobacco retailers for external advertising before and after providing	

Field	Instructions for completing the field
educational information to the store managers. The same stores are observed two or more times *(Pre/Post - single Group)* • Will you be collecting information from two different groups of people, places, or events before and after an intervention to determine its impact? o Example: Conduct a survey with 12th grade students this year and a new set of 12th grade students next year to determine of they are aware of a change in school policies regarding tobacco free buildings, grounds, and events *(Pre/Post - Cross Sectional)* • Will you be identifying and demonstrating the results of a specific action/key outcome that the valuation will assess? o Example: An organizer (e.g. PTA, school board, local business) takes an action that is supportive of your efforts such as adopting a voluntary CIAA expansion policy or sends smoke free movie support letters to the MPAA *(Discrete Outcome)* • Will you be collecting information from two different groups of people, places, or events before and after an intervention where one group specifically received an intervention and the other group did not? o Example: A media campaign promoting cessation is conducted in one community, but not in a similar neighboring community. A survey is conducted with residents in each community both before and after the intervention to determine if there were changes in cessation behavior as a result of the media campaign *(Control Group)*	
Will you be conducting some other kind of evaluation?	Select "yes" or "no." If yes, please describe.
In your own words, describe how you will conduct this evaluation (similar to but more detailed than the on-screen Example listed for the Evaluation Approach). Include details about the timing of the intervention and evaluation, including whether or not the evaluation will span different contract years, what the evaluation will consist of, and other specifics that will allow Evaluation Specialists to understand what you are doing.	Enter a description of your evaluation approach, as described in the on-screen prompt.
Evaluation Method Please indicate how the information for the evaluation will be collected and from what source:	
Will you be: • Collecting new information from surveys, interviews, or observations performed by yourself, your staff, or a subcontractor (referred to as Primary Data Collection) or • Using information that has already been collected by others such as information from the Quitline, Medicaid claims information, Medicaid recipient NRT usage, etc. (referred to as Secondary Data Collection**)?**	Select either option, indicating whether you will be conducting Primary Data Collection or Secondary Data Collection (see the response options or the glossary for more information). If you are conducting multiple types of data collection, you will need to answer all questions on this screen for one method, then click "Submit" and enter information on the next method separately.
[If you selected Primary Data Collection,] what is the data collection method that you will use?	Select **ONE** of the following: Survey, face-to-face/ handout Survey, mail Survey, telephone Interview Observation Record/document review Case study • [If you selected Case Study,] which informal

Field	Instructions for completing the field
	data collection method will you use? Select one of the following: o Survey o Interview o Observation o Record/document review If you are conducting multiple types of primary data collection, you will need to answer all questions on this screen for one method, then click "Submit" and enter information on the next method.
[If you selected Secondary Data Collection,] what available information will you use?	Select one of the following: NYS Quitline Medicaid Adult Tobacco Survey Youth Tobacco Survey Expanded Behavioral Risk Factor Surveillance System Other. If other, please describe. If you are conducting multiple types of secondary data collection, you will need to answer all questions on this screen for one method, then click "Submit" and enter information on the next method.
Will you use this evaluation method more than one time to collect the information needed for the evaluation? (For example, collect information using the same survey before and after an intervention to measure the impact of the intervention)?	Select "yes" or "no."
If yes, how many times will you be collecting the information using this method?	Enter the number of times you will be using this method. For example, if you are conducting a pre-test and a post-test of knowledge and attitudes before and after an intervention, you would enter "2", since you are collecting the information two times .
Evaluation Sample *In this section, you will describe the source of the information that will be used for the evaluation. Sources of information can consist of people, groups organizations, places, and/or events.* *Include important characteristics such as the significance of locations of people chosen, local political or historical context, past interventions, etc., to help us understand why you have chosen this source of information.* *Examples include:* *200 parents of high school students from Valley High School, from a list of students obtained from the high school attendance office* *20 retailers within 1000 feet of a school in Fairview County , determined with maps and driving directions* *Quitline data for June and July for my catchment area.*	
Please describe your source (who or where you will get the information from):	Describe the source for your data. See examples above.
How will you choose the individuals, organizations, places, or events from which you will collect information?	Select one of the following choices: Convenience sample (e.g., conducting man-on-the-street interviews or conducting surveys among the first 75 people to walk into a meeting or mailing questionnaires to the first 25 people to respond to an ad about participating in study) Census (e.g., pick every possible choice to collect information from, such as all students within a school or all restaurants in a county)

Field	Instructions for completing the field
	Randomly (e.g., using a random number table to choose from a complete listing of all possible choices) Systematically (e.g., choosing every 10th person, every 25th person, etc from a listing of choices) Not applicable – This evaluation project did not require choosing a sample of people or organizations
Evaluation Results	
Who will collect and tabulate/analyze the data?	Enter the name of the person or group who will do data analysis for your local evaluation.
Who will prepare the report of findings?	Enter the name of the person or group who will prepare a report of findings from your evaluation.
Evaluation Plan Approval	
Has this evaluation plan been formally approved by your TSERT Evaluation Specialist?	Select “yes” or “no.” (You should have received formal approval from your Evaluation Specialist before checking “yes”)

Cessation Centers

This section of the manual covers issues unique to Cessation Centers. Please also refer to all of the other sections of the manual for general system information. The types of information entered by Cessation Centers are expected to be slightly different from Community Partners and Youth Partners due to the types of activities they do. Cessation Centers will probably not use all of the different Focus Areas, but will instead focus more on certain ones such as Advocating with Organizational Decision Makers.

The cessation center RFA laid out the types of activities Cessation Centers will do, and also mentioned a requirement for reports on activities. CAT is the system for that reporting. Cessation Centers will enter their annual work plans according to specific strategies or types of activities. There are some reports to be entered on a monthly basis, others entered on a quarterly basis, and one entered annually. You will be expected to complete Monthly Strategy Reports for each strategy for which work was carried out each month. These mainly track process measures and document activities conducted. Also, Cessation Centers must complete quarterly outcome reports, which include reporting on polices and practices among health care provider organizations and numbers of patients screened, referred to the Quitline, and receiving intensive cessation services. Each target HCPO must be entered into CAT.

Figure 38. Cessation Center Target HCPO screen

Table 27. Target HCPO Information screen

Field name	Instructions for completing the field
Target HCPO	Enter the name of the targeted health care provider organization
Umbrella organization	If you are targeting a department within a hospital or a medical practice that is part of a larger organization, then the umbrella organization name should be entered here. Once you enter an umbrella organization name into the system, it will appear in the pull-down list in the future.
Type	This pull down menu allows you to select the type of target HCPO from the following list:

Field name	Instructions for completing the field
	- College or university health system - Health promotion or disease prevention coalition - Hospital - Local health care provider - Local health department - Mental health organization - Substance abuse organization - Human services agency - Local government agency
County of Residence/ Jurisdiction/Coverage	Select the area covered by this collaborator. If the collaborator is an individual, select the county where the individual lives. You may select more than one of these options by holding down the Control (“Ctrl”) key and highlighting all of the options you would like to include. You may select from the counties you indicated were part of your “Catchment Area” in the “Contact Information” section of CAT.

Once you have entered information into each field, click the “Add” button. This will trigger a new screen that includes a record of the profile you just created (see Figure 5). You can continue adding target HCPOs, so that their records will be loaded when you enter your Work Plan.

Cessation Center Monthly Strategy Reports

Cessation Centers are expected to report on activities conducted each month. In particular, Cessation Centers must report the work that is carried out each month to promote implementation of the clinical practice guidelines for tobacco dependence treatment with target health care provider organizations. A series of process measures are included in the CAT system where Cessation Centers should document and track these activities.

This reporting includes planning (e.g., developing a strategy for promotion of cessation services), specific activities (e.g., training health care provider organizations on tobacco dependence treatment guidelines), and contacts with target HCPOs (e.g., working with other service providers to conduct an activity). Target HCPOs are the partnering health care provider organizations with which Cessation Centers are advocating change.

When reporting on the Focus Area “Advocating with Decision Makers – Cess Ctrs” with target organizations of “health care provider organizations”, the screen will display buttons which link to four tables. These four tables collect data on process measures in the following areas: 1) stipends and mini-grants, 2) administrative commitment, 3) training, and 4) technical assistance. The next few pages provide information on the questions asked in each of those tables. For some of the tables, open text boxes at the bottom of the page ask about “strategy progress,” “reasons for success,” and “barriers.” Complete these each month as appropriate.

Each of these buttons links to a report on a separate page.

Stipends and Mini-grants

This first table relates to the provision of stipends or mini-grants awarded by partners to health care organizations to carry out defined activities. If you did not issue any stipends or mini-grants this month, you may skip this table. If you did award stipends or mini-grants, enter a new line for each one awarded during that month. You only need to report each stipend or mini-grant one time, and only during the month that each was awarded. Figure 39 shows the screen for these data, and Table 28 describes the fields in more detail. Record only mini-grants and stipends awarded, such as program start-up money or incentive money to other organizations, not money paid for services rendered to carry out cessation center project deliverables.

Figure 39. Cessation Center table: Stipends and Mini-grants

Table 28. Cessation Center table: Stipends and Mini-grants

Field	Instructions for completion
Collaborator	Select a collaborator name from the pull-down list. To add a new collaborator, go to the “Administration” link and select “Collaborator

Field	Instructions for completion
	Info”
Funded service	Check all that apply: - Distribution of NRT - Provision of training/ in-service - Collection of quarterly data - Coordination of policy/systems change - Other (If other, please describe)
Dollar amount of award	Enter the dollar amount of award to the mini-grantee

After you fill in each of the cells on the row, click the “Add” button. You will then be able to enter additional rows, or you can then click on the button marked “Save and return to main screen.”

Administrative commitment

The second table deals with contacts made that month with administrators at target health care organizations to obtain their commitment or buy-in for implementation of the clinical practice guidelines. For activities you conduct in order to gain commitment from specific organizations, complete a new row. Figure 40 shows the screen for the administrative commitment data, and Table 29 describes the fields in more detail.

Figure 40. Cessation Center table: Administrative commitment

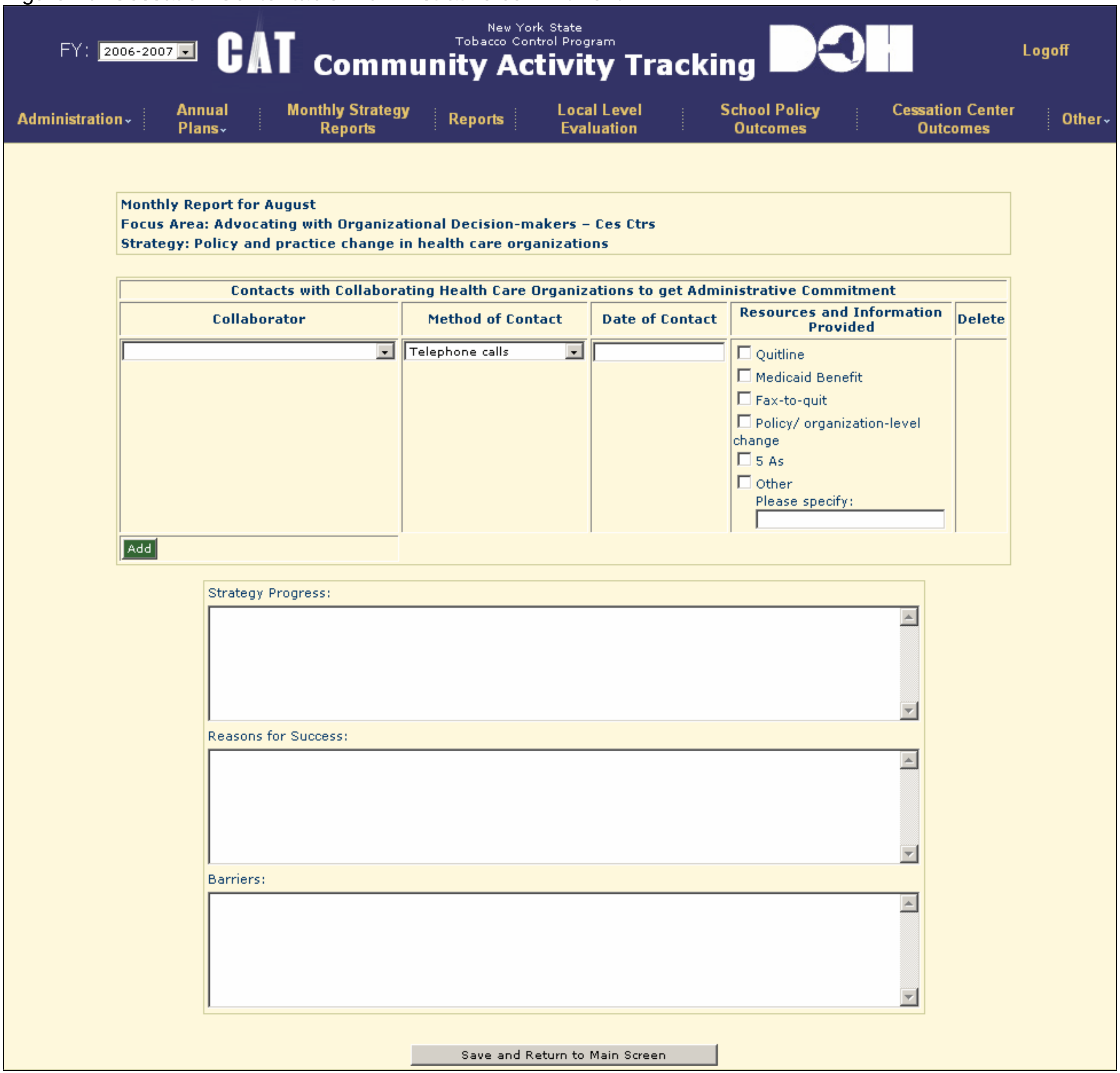


Table 29. Fields for Cessation Center table: Administrative commitment

Field	Instructions for completion
Collaborator	Select a collaborator name from the pull-down list. To add a new collaborator, go to the “Administration” link and select “Collaborator Info”
Method of contact	Select one of the following methods of contact: - Telephone calls - Letters - In-person meeting - Workshops/conferences - Grand Rounds - Email

Field	Instructions for completion
	- Other
Date of contact	Enter the date in mm/dd/yyyy format
Resources and information provided	Select all that apply: (You may select multiple items from this list by holding down the Control "Ctrl" key while you make your selections.) - Quitline - Medicaid benefit - Fax-to-Quit - Policy/ organization level change - 5 A's - Other (Please specify)

You must click the "Add" button to enter your selections. You may then add additional rows or click the button at the bottom of the page to save and return to the previous screen.

Training

The third table deals with training activities related to tobacco dependence treatment guidelines, policies, or practices. Cessation Centers will report on contacts made that month to provide training to target health care provider organizations. For each training conducted, enter a new row and click "add." Figure 41 shows the screen for the training data, and Table 30 describes the fields in more detail.

Figure 41. Cessation Center table: Training

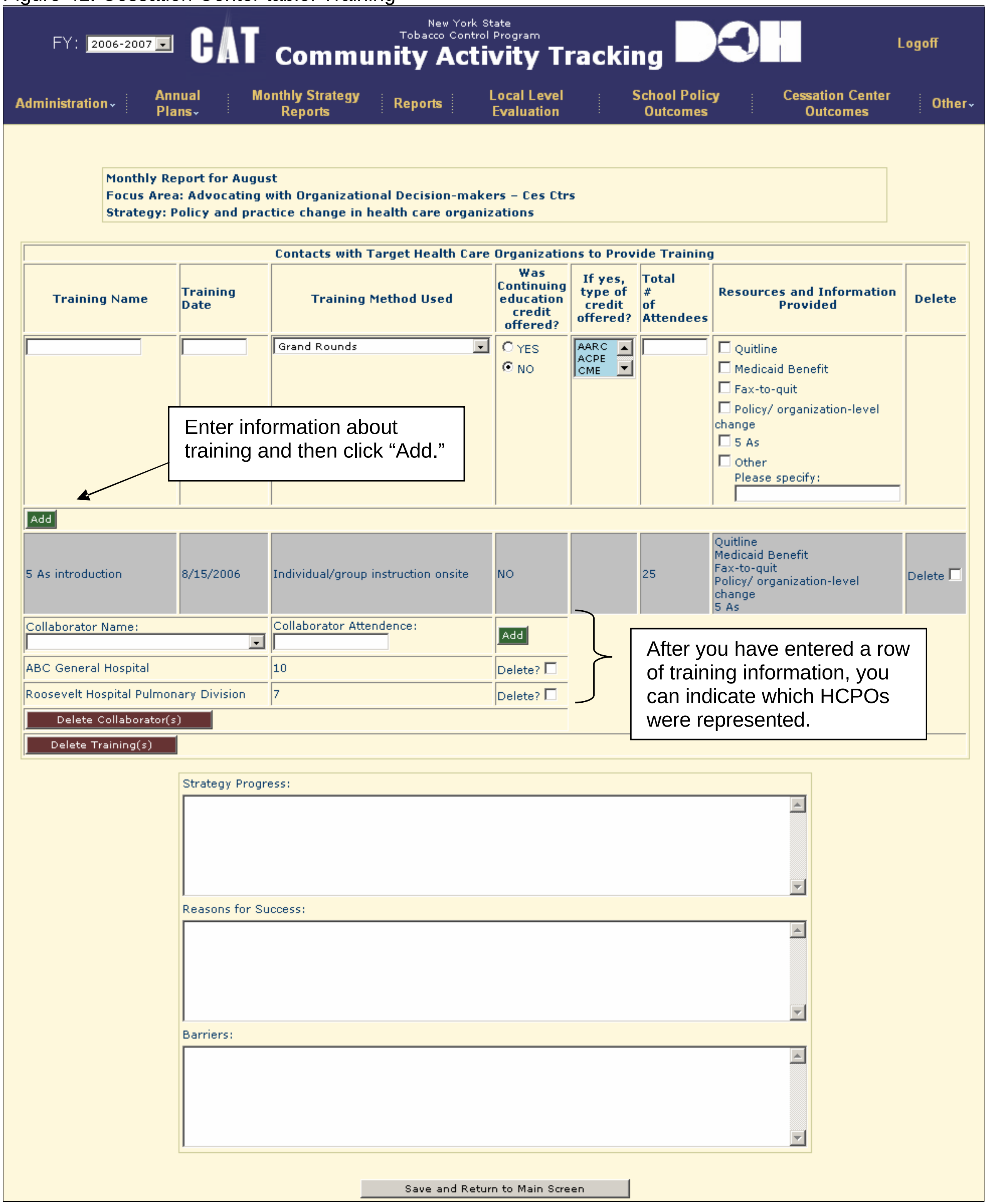


Table 30. Fields for Cessation Center table: Training

Field	Instructions for completion
Training name	Enter a name for the training
Training date	Enter the date in mm/dd/yyyy format
Training method used	Select one: - Grand Rounds - Individual/ group instruction onsite - Group meeting outside the facility - Workshops/conferences - Academic detailing - Online training
Was continuing education credit offered?	Select yes or no. If yes, what type of credit was offered? - AARC - ACPE - CME - CEU - CNE - CASAC - CHES - Other
Total number of attendees	Enter the number of attendees at each training
Resources and information provided	Select all that apply: (You may select multiple items from this list by holding down the Control "Ctrl" key while you make your selections.) - Quitline - Medicaid benefit - Fax-to-Quit - Policy/ organization level change - 5 A's - Other (Please specify)
Target HCPO name	Select the name of a target HCPO from the pull-down list. You will be able to add additional rows after you click "Add."
Target HCPO attendance	Enter the number of people attending from each organization

You must click the "Add" button to enter your selections. You may then add additional rows or click the button at the bottom of the page to save and return to the previous screen.

Technical assistance

The fourth table allows you to enter data about contacts made that month to provide technical assistance to target health care provider organizations. This includes one-on-one assistance in person or over the phone, as well as online training, academic detailing, and pharmaceutical training with CME credit. Enter a new row for each time technical assistance was provided. Figure 42 shows the screen for the technical assistance table, and Table 31 describes the fields in more detail.

Figure 42. Cessation Center table: Technical assistance

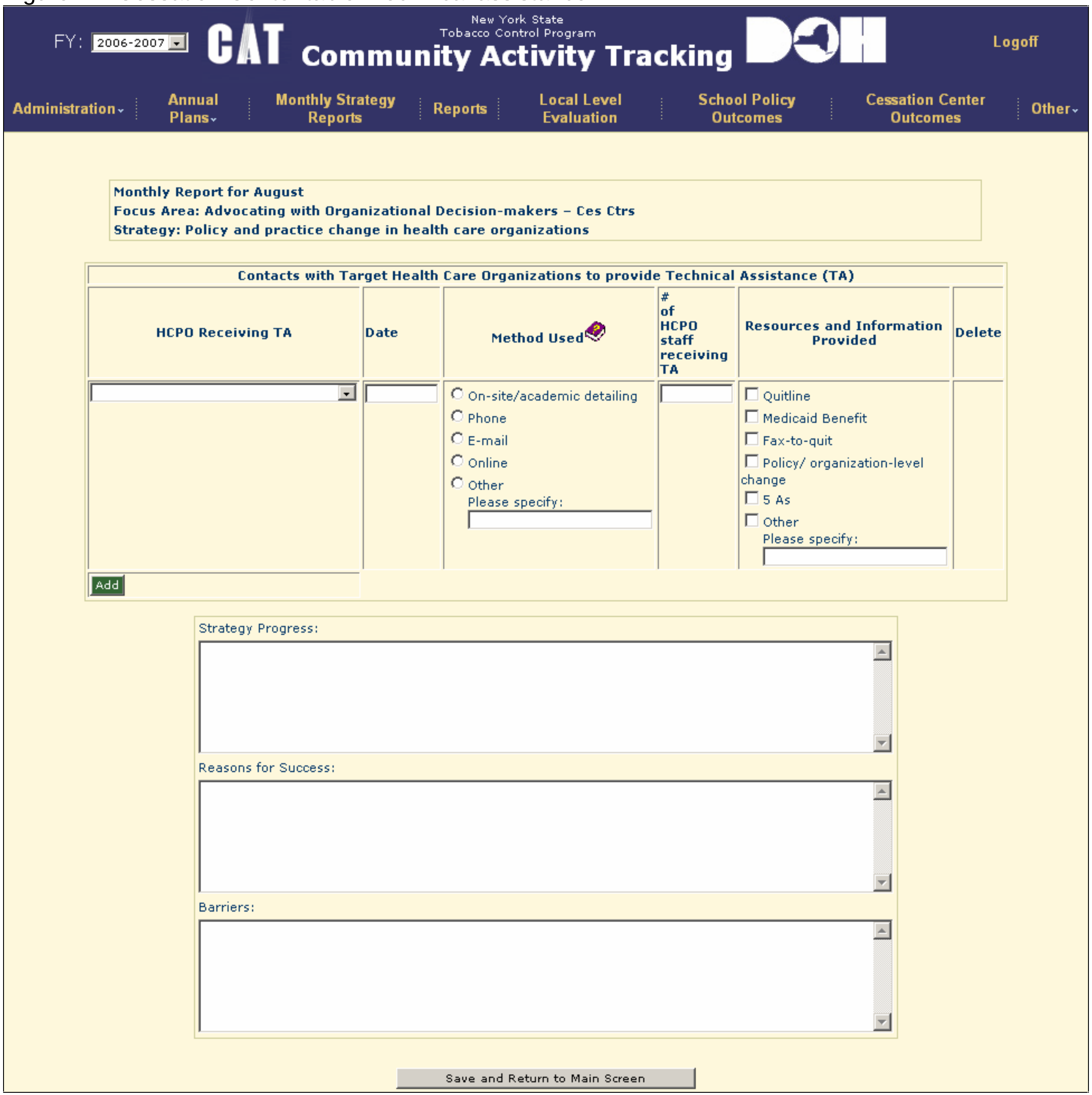


Table 31. Fields for Cessation Center process table: Technical assistance

Field	Instructions for completion
HCPO receiving TA	Select a target HCPO name from the pull-down list. To add a new target HCPO, go to the "Administration" link and select "Target HCPO"
Date	Enter the date in mm/dd/yyyy format
Method used	Select one: - Academic detailing - Individual instruction – on-site - Individual instruction – phone - Online training - Pharmaceutical training with CME credit - Pharmaceutical training without CME credit - Other
# of HCPO staff receiving TA	Enter the number of staff per collaborator receiving technical assistance

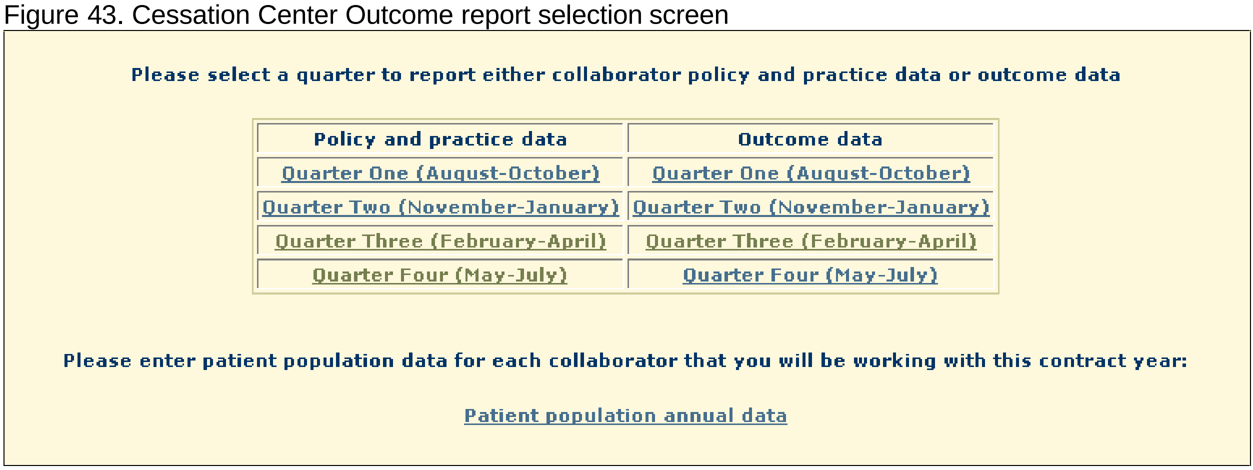
Field	Instructions for completion
	on that occasion.
Resources and information provided	Select all that apply: (You may select multiple items from this list by holding down the Control "Ctrl" key while you make your selections.) - Quitline - Medicaid benefit - Fax-to-Quit - Policy/ organization level change - 5 A's - Other (Please specify)

You must click the "Add" button to enter your selections. You may then add additional rows or click the button at the bottom of the page to save and return to the previous screen.

Quarterly Reports

Each Cessation Center is required to submit quarterly reports on outcomes, in addition to the monthly process reports. To access the quarterly reports, click on the link "Cessation Center Outcomes" on the main CAT header. This will display a page that allows you to select the appropriate quarter on which to report. (The months associated with each quarter are displayed, and the quarters are broken down by fiscal year, with quarter 1 covering August, September, and October.) You will have 45 days after each quarter ends to submit your report before the report is considered final and is no longer available for editing. Figure 43 shows the screen that allows you to select which quarter to report on, either with the Policy and Practice Data, or Cessation Center Outcome Data. The following pages describe these outcome reports.

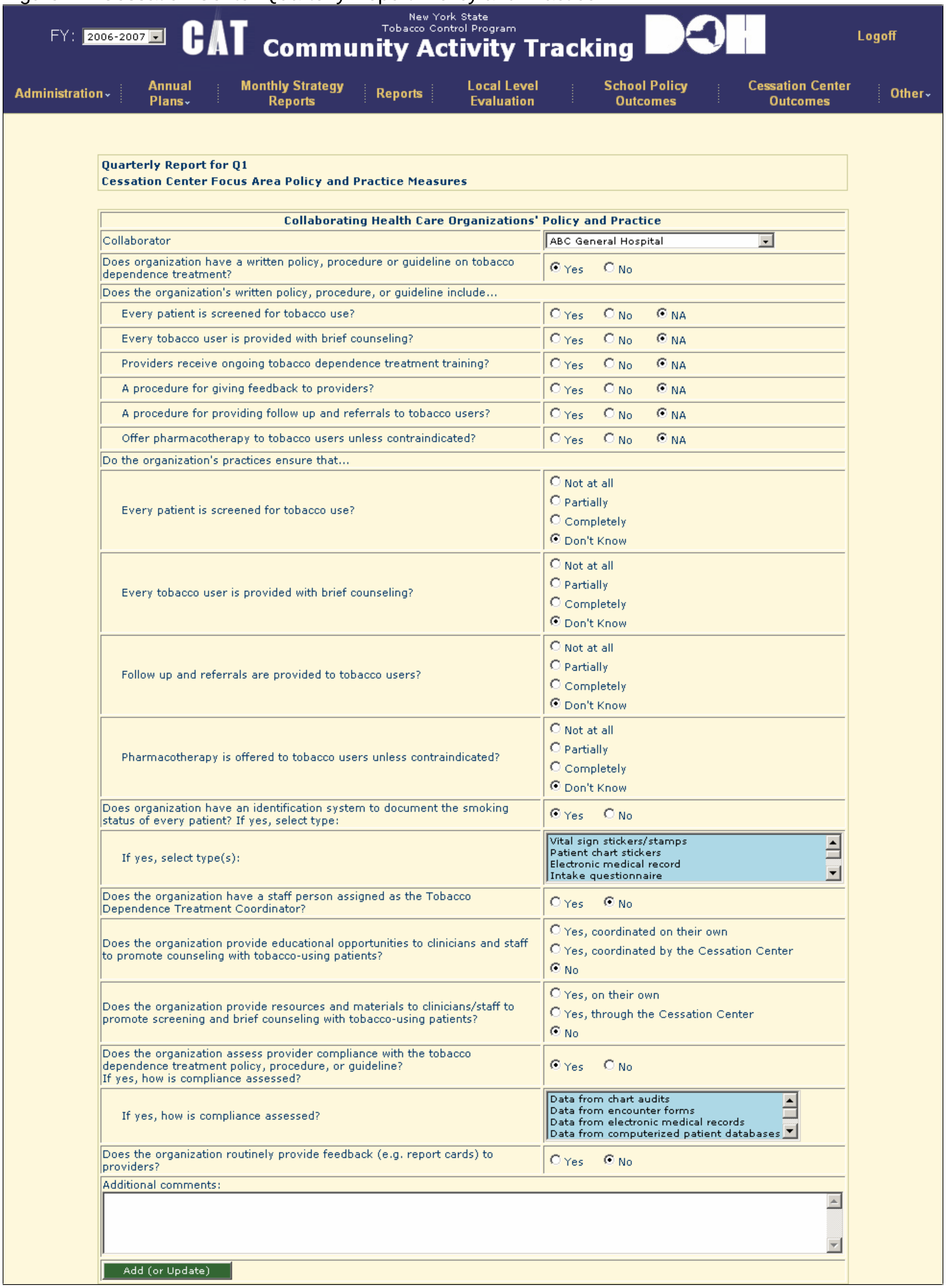
Figure 43. Cessation Center Outcome report selection screen



Policy and Practice

The policy and practice table concerns collaborating health care organizations' current policies and practices related to tobacco dependence treatment. Questions relate to written policy, procedures, or guidelines on tobacco dependence treatment, as well as systems and staff to address these issues. It is important to remember to only answer questions for collaborators worked with **during this quarter**. This data is cumulative and does not have to be answered every quarter if no activities have been conducted for a particular strategy in a particular quarter. Figure 44 shows the screen for policy and practice data, and Table 32 describes the fields in more detail.

Figure 44. Cessation Center Quarterly Report: Policy and Practice


FY: 2006-2007

New York State Tobacco Control Program

CAT Community Activity Tracking

Logoff

Administration | Annual Plans | Monthly Strategy Reports | Reports | Local Level Evaluation | School Policy Outcomes | Cessation Center Outcomes | Other

Quarterly Report for Q1
Cessation Center Focus Area Policy and Practice Measures

Collaborating Health Care Organizations' Policy and Practice	
Collaborator	ABC General Hospital
Does organization have a written policy, procedure or guideline on tobacco dependence treatment?	(•) Yes ( ) No
Does the organization's written policy, procedure, or guideline include...	
Every patient is screened for tobacco use?	( ) Yes ( ) No (•) NA
Every tobacco user is provided with brief counseling?	( ) Yes ( ) No (•) NA
Providers receive ongoing tobacco dependence treatment training?	( ) Yes ( ) No (•) NA
A procedure for giving feedback to providers?	( ) Yes ( ) No (•) NA
A procedure for providing follow up and referrals to tobacco users?	( ) Yes ( ) No (•) NA
Offer pharmacotherapy to tobacco users unless contraindicated?	( ) Yes ( ) No (•) NA
Do the organization's practices ensure that...	
Every patient is screened for tobacco use?	( ) Not at all ( ) Partially ( ) Completely (•) Don't Know
Every tobacco user is provided with brief counseling?	( ) Not at all ( ) Partially ( ) Completely (•) Don't Know
Follow up and referrals are provided to tobacco users?	( ) Not at all ( ) Partially ( ) Completely (•) Don't Know
Pharmacotherapy is offered to tobacco users unless contraindicated?	( ) Not at all ( ) Partially ( ) Completely (•) Don't Know
Does organization have an identification system to document the smoking status of every patient? If yes, select type:	(•) Yes ( ) No
If yes, select type(s):	Vital sign stickers/stamps Patient chart stickers Electronic medical record Intake questionnaire
Does the organization have a staff person assigned as the Tobacco Dependence Treatment Coordinator?	( ) Yes (•) No
Does the organization provide educational opportunities to clinicians and staff to promote counseling with tobacco-using patients?	( ) Yes, coordinated on their own ( ) Yes, coordinated by the Cessation Center (•) No
Does the organization provide resources and materials to clinicians/staff to promote screening and brief counseling with tobacco-using patients?	( ) Yes, on their own ( ) Yes, through the Cessation Center (•) No
Does the organization assess provider compliance with the tobacco dependence treatment policy, procedure, or guideline? If yes, how is compliance assessed?	(•) Yes ( ) No
If yes, how is compliance assessed?	Data from chart audits Data from encounter forms Data from electronic medical records Data from computerized patient databases
Does the organization routinely provide feedback (e.g. report cards) to providers?	( ) Yes (•) No
Additional comments:	

Add (or Update)

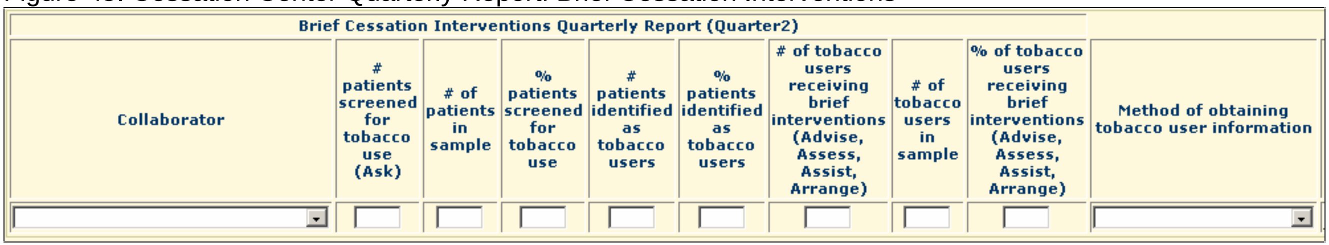
Table 32. Fields for Cessation Center Quarterly Report: Policy and Practice

Field	Instructions for completion
Target HCPO	Select a target HCPO name from the pull-down list. To add a new target HCPO, go to the “Administration” link and select “Target HCPO”
Does organization have a written policy, procedure or guideline on tobacco dependence treatment?	Select yes or no.
Does the organization's written policy, procedure, or guideline include...	Select yes or no for each of the following items: • Every patient is screened for tobacco use? • Every tobacco user is provided with brief counseling? • Providers receive ongoing training? • A procedure for giving feedback to providers? • A procedure for providing follow up and referrals to tobacco users? • Offer pharmacotherapy to tobacco users unless contraindicated?
Does the organization have an identification system to assess the smoking status of every patient?	Select yes or no. If yes, select all of the types that apply: - Vital sign stickers/ stamps - Patient chart stickers - Electronic medical record - Intake questionnaire - Visit sheet/encounter form - Tobacco use history documented in medical history - Other
Does the organization have a staff person assigned as the Tobacco Dependence Treatment Coordinator?	Select yes or no. A Tobacco Dependence Treatment Coordinator is a staff person in a health care setting that has, as part of their paid job responsibilities, the duty of coordinating staff efforts around tobacco dependence treatment. Responsibilities of a tobacco dependence treatment coordinator might include monitoring provider compliance with the organization’s tobacco dependence treatment policy, provision of resources, materials, and educational opportunities for clinicians and staff, provision of feedback to providers, and ensuring that referral systems for tobacco dependence treatment are in place.
Does the organization provide educational opportunities to clinicians and staff to promote counseling with tobacco-using patients?	Select yes or no
Does the organization provide resources and materials to clinicians/staff to promote screening and brief counseling with tobacco-using patients?	Select yes or no
Does the organization assess provider compliance with the tobacco dependence treatment policy, procedure, or guideline? If yes, how is compliance assessed?	Select yes or no. If yes, select way(s) compliance is assessed: - Data from chart audits - Data from encounter forms - Data from electronic medical records - Data from computerized patient databases - Data from patient surveys - Other
Does the organization give feedback (e.g., report cards) to providers?	Select yes or no

Brief Cessation Interventions

The first Cessation Center quarterly outcome table asks about tobacco use identification and brief cessation interventions provided by each collaborator. You will need to work with your target HCPOs to obtain some parts of this information in a timely manner, and then enter it in CAT. Figure 45 shows the brief cessation intervention table as it appears in CAT, and Table 33 provides more information on the fields.

Figure 45. Cessation Center Quarterly Report: Brief Cessation Interventions



Brief Cessation Interventions Quarterly Report (Quarter2)

Collaborator	# patients screened for tobacco use (Ask)	# of patients in sample	% patients screened for tobacco use	# patients identified as tobacco users	% patients identified as tobacco users	# of tobacco users receiving brief interventions (Advise, Assess, Assist, Arrange)	# of tobacco users in sample	% of tobacco users receiving brief interventions (Advise, Assess, Assist, Arrange)	Method of obtaining tobacco user information

Table 33. Cessation Center Quarterly Report: Brief Cessation Interventions

Field	Instructions for completion
Target HCPO	Select a collaborator name from the pull-down list. To add a new target HCPO, go to the “Administration” link and select “Target HCPO”
# patients screened for tobacco use (Ask)	Enter the number of patients who were screened for tobacco use during this quarter by this target HCPO. This is the “ask” phase of the 5 A’s. For example, if you conducted a chart review of 100 charts to determine the number of patients screened for tobacco use and 90 were asked whether they use tobacco, you would enter the number of people who were actually asked about their tobacco use, which is 90.
# of patients in sample	Enter the total number of patients sampled to determine the # of patients screened. In our example, you would enter 100, since you reviewed 100 people’s charts.
% patients screened for tobacco use (Ask)	CAT will calculate this automatically
# patients identified as tobacco users	Enter the number of patients identified as tobacco users from the sample during this quarter by this collaborator. In our example, you would enter the number of people who, when asked whether they use tobacco, said yes, that they are tobacco users. If 25 of the 90 people asked reported using some form of tobacco, you would enter 25.
% patients identified as tobacco users	CAT will calculate this automatically
# of tobacco users receiving brief interventions (Advise, Assess, Assist, Arrange)	Enter the number of tobacco users receiving brief interventions during this quarter from this collaborator. This is related to four of the 5 A’s phases. (Note: count number patients receiving ANY of these – they do not have to receive all 4.) In our example, if 20 of the 25 tobacco users received brief interventions, you would enter 20. However, if you have data of the full number of tobacco users receiving brief interventions from some method other than this chart review, enter that number.
# of tobacco users in sample	Enter the number of tobacco users identified in the sample. In our example, this would be 25, since we identified 25 tobacco users. However, if you collected data differently for this question (such as through review of electronic medical records), you may be able to determine that there were 50 tobacco users identified, even though charts were only pulled for review from some of these people. So, if you know the full number of tobacco

Field	Instructions for completion
	users identified by the organization and the number receiving brief interventions, enter those numbers instead of those obtained through a partial chart review.
% of tobacco users receiving brief interventions (Advise, Assess, Assist, Arrange)	CAT will calculate this automatically
Method of obtaining tobacco user information	Select one of the following: - Chart review - Electronic medical records - Other electronic records - Patient survey - Encounter forms - NYC Cessation registry - Discharge plans - JCAHO core measures

Quitline data

This table asks for information for your catchment area from the Quitline, per month. Enter one line per month. You will need to coordinate with the NYS Smokers' Quitline to get this data for your catchment area. Figure 46 shows the table as it displays in CAT, and Table 34 provides more information about the fields.

Figure 46. Cessation Center Quarterly Report: Quitline data

NYS Quitline Data						
Month	FAX-to-Quit referrals generated from Cessation Center	# of calls to the NYS Quitline (per county in catchment area)				
		ALBANY	ALLEGANY	HERKIMER	ONONDAGA	
August						Add

Table 34. Fields for Cessation Center Quarterly Report: Quitline data

Field	Instructions for completion
Month	Select appropriate month from the pull-down menu. Selections will vary based on the quarter for which you are entering data.
FAX-to-Quit referrals generated in Cessation Center Catchment area	Enter the number of FAX-to-Quit referrals generated in the cessation center catchment area as reported by the NYS Quitline.
# of calls to the NYS Quitline (per county in catchment area)	Enter the number of calls to the NYS Quitline for this quarter per county in catchment area. CAT will display all of the counties in your catchment area in distinct columns.

Intensive Cessation Interventions – Delivery of Services

This table collects information on treatment paid for with TCP funding that was provided in your catchment area for the current quarter. The questions cover the types of pharmacotherapy distributed, with data in terms of units or client-weeks, since CAT is interested in how many clients used pharmacotherapy for how many weeks. A unit or client-week corresponds to the most common package sizes for one client using materials for one week (or part of one week), no matter how many pieces or doses they used. Figure 47 shows the table as it displays on the screen, and Table 35 provides more information about the fields.

Figure 47. Cessation Center Quarterly Report: Intensive Cessation Interventions -Delivery of Services

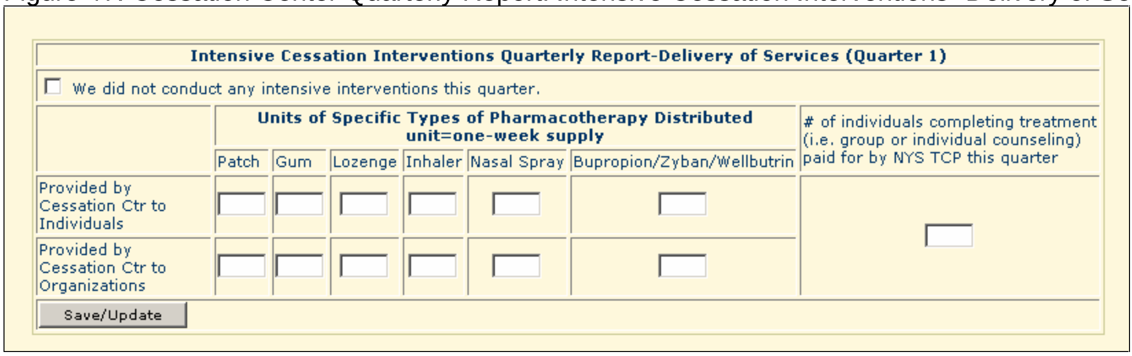


Table 35. Fields for Cessation Center Quarterly Report: Intensive Cessation Interventions -Delivery of Services

Field	Instructions for completion	
Units of specific types of pharmacotherapy distributed (in client-weeks). Enter separately for NRT provided by CC to individuals (direct services) and NRT provided by CC to organizations	Enter the number of units of specific types of pharmacotherapy distributed in your catchment area for the current quarter.	
	Patch	Enter the number of nicotine patch units distributed this quarter. (unit=7 patches)
	Gum	Enter the number of gum units distributed this quarter. (Unit = 55 pieces or ½ box)
	Lozenge	Enter the number of lozenge units distributed this quarter. (unit = 72 pieces)
	Inhaler	Enter the number of inhalers distributed this quarter. (unit = 42 cartridges)
	Nasal spray	Enter the number of nasal sprays distributed this quarter. (unit = 1 bottle)
	Buproprion/ Zyban/ Wellbutrin	Enter the number of Buproprion/ Zyban/ Wellbutrin prescriptions distributed this quarter. Unit=1 week prescription
# of individuals completing treatment (i.e., group or individual counseling) paid for by NYS TCP this quarter	Enter the number of individuals completing treatment paid for by NYS TCP who attended at least one program that ended this quarter. Individuals should be counted here whether they attended only one session or all appropriate sessions. This number will be used to calculate quit rates, so it is important that it is as accurate as possible.	

Intensive Cessation Interventions - Participant Follow-up

This table records data on follow-up that occurred in the current quarter with individuals who completed treatment in previous quarters paid for by the NYS TCP. Some of the fields in this table are automatically calculated by the CAT system, and those cells will not allow you to click on them or enter data. If they do not have sufficient information (e.g., data is missing or it has not yet been 6 or 12 months since data collection began), these calculated fields will show “NA” for “not applicable.” Figure 48 shows the screen specific to participant follow-up, and Table 36 provides more specific information and examples about the fields.

Figure 48. Cessation Center Quarterly Report: Intensive Cessation Interventions -Participant Follow-up

Intensive Cessation Interventions Quarterly Report - Participant Follow-up (Quarter 1)								
	# individuals that reached 6-month follow-up point during this quarter	# individuals successfully contacted for 6-month follow-up this quarter	# reporting 7-day abstinence at 6-month follow-up this quarter	7-day abstinence rate at 6 months this quarter	# individuals that reached 12-month follow_up point during this quarter	# individuals successfully contacted for 12-month follow-up this quarter	# reporting 7-day abstinence at 12-month follow-up this quarter	7-day abstinence rate at 12 months this quarter
Cessation Ctr Catchment Area	NA			NA	NA			NA
								Save/Update

Table 36. Fields for Cessation Center Quarterly Report: Intensive Cessation Interventions -Participant Follow-up

Field	Instructions for completion
# individuals that reached 6-month follow-up point during this quarter	This field will be filled in based on entries from previous quarters. The number of individuals who reached the 6-month follow-up point during this quarter refers to the number of people who completed treatment paid for by NYS TCP (as reported in the previous table) whose treatment was completed 6 months ago. Data will not display in this field until you have already submitted data for two quarters. *For example, if on your first report, you reported that 100 people completed treatment during the first quarter, this field would remain blank until the third quarter, when those 100 people reach the 6 month-point after their treatment. This field does not accumulate all counts of people with 6 months or more time after treatment, only those just hitting the 6-month mark.*
# individuals successfully contacted for 6-month follow-up this quarter	Enter the number of individuals successfully contacted for 6-month follow-up during this quarter. This refers to the number of people you were able to reach, from the group who completed treatment 6 months ago. Enter the number contacted, not the number reporting abstinence. *For example, if 100 people completed treatment 6 months ago, but you were only able to reach 75 of them for follow-up, you would enter 75 in this field.*
# reporting 7-day abstinence at 6-month follow-up this quarter	Enter the number of individuals reporting 7-day abstinence at the 6-month follow-up during this quarter. Here, enter the number of people reporting that they have abstained from tobacco use for the 7 days prior to the time you contacted them. *For example, if 100 people completed treatment 6 months ago, and you reached 75 of them for follow-up, and 40 of them reported 7-day abstinence, you would enter 40 in this field.*
7-day abstinence rate at 6 months this quarter	CAT will calculate the 7-day abstinence rate at 6 months, as applies to data reported this quarter. Since this rate is calculated using the number reporting abstinence divided by the number treated, this will be a conservative estimate. (This method assumes that those you did not reach for follow-up may not be abstinent.)
# individuals that reached 12-month follow-up point during this quarter	This field will be filled in based on entries from previous quarters. The number of individuals who reached the 12-month follow-up point during this quarter refers to the number of people who completed treatment paid for by NYS TCP (as reported in the previous table) whose treatment was completed 12 months ago. Data will not display in this field until you have already submitted data for four quarters. *For example, if 150 people completed treatment 12 months ago, then 150 will appear here. This field does not accumulate all counts of people with a year or more time after treatment, but looks specifically at those just hitting the 12-month mark.*
# individuals successfully contacted for 12-month follow-up this quarter	Enter the number of individuals successfully contacted for 12-month follow-up during this quarter. This refers to the number of people you were able to reach, from the group who completed treatment 12 months ago. Enter the number contacted, not the number reporting abstinence. *For example, if 150 people completed treatment 12 months ago, but you were*

Field	Instructions for completion
	only able to reach 100 of them for follow-up, you would enter 100 in this field.
# reporting 7-day abstinence at 12-month follow-up this quarter	Enter the number of individuals reporting 7-day abstinence at the 12-month follow-up during this quarter. Here, enter the number of people reporting that they have abstained from tobacco use for the 7 days prior to the time you contacted them. *For example, if 150 people completed treatment 12 months ago, and you reached 100 of them for follow-up, and 50 of them reported 7-day abstinence, you would enter 50 in this field.*
7-day abstinence rate at 12 months this quarter	CAT will calculate the 7-day abstinence rate at 12 months, as applies to data reported this quarter. Since this rate is calculated using the number reporting abstinence divided by the number treated, this will be a conservative estimate. (This method assumes that those you did not reach for follow-up may not be abstinent.)

Annual Report

This table records data on patient populations per target HCPO and only needs to be completed once annually by each cessation center. Figure 49 shows the screen on which these data are entered, and Table 37 provides more information on the fields. You will enter this information as it pertains to the health care provider per calendar year, and you need to enter this data into CAT once annually.

Figure 49. Cess Ctr Annual Report Outcome data to be supplied by each Cessation Center

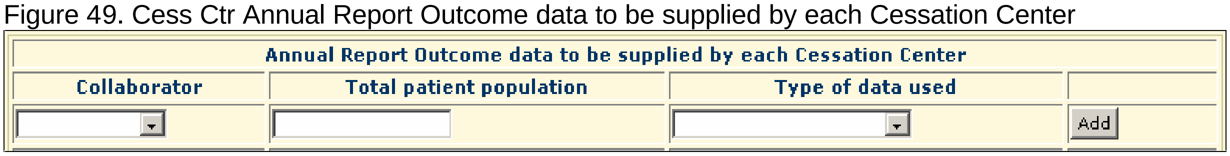


Table 37. Fields for Cess Ctr Annual Report Outcome data to be supplied by each Cessation Center

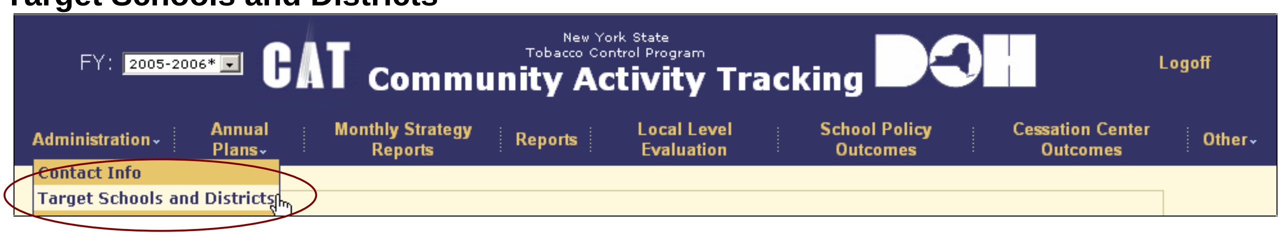
Field	Instructions for completion
Target HCPO	Select a collaborator name from the pull-down list. To add a new Target HCPO, go to the “Administration” link and select “Target HCPO”
Total patient population	Enter the total patient population for each collaborator.
Type of data used	Select one: - # of discharges - # of individual patients - # of patient visits

School Policy Partners

This section of the manual covers issues unique to School Policy Partners. Please also refer to all of the other sections of the manual for general system information. The types of information entered by School Policy Partners are expected to be slightly different from Community Partners, Youth Partners, and Cessation Centers due to the types of activities they do. School Policy Partners will probably not use all of the different Focus Areas, but will instead focus more on certain ones such as Advocating with Organizational Decision Makers-SPs.

The School Policy Partner RFA laid out the types of activities School Policy Partners will do, and also mentioned a requirement for reports on activities. CAT is the system for that reporting. School Policy Partners will enter their annual work plans according to specific strategies or types of activities. There are some reports to be entered on a monthly basis and others entered on a quarterly basis. You will be expected to complete Monthly Strategy Reports for each strategy for which work was carried out each month. These mainly track process measures and document activities conducted. Also, School Policy Partners must complete quarterly reports, which include reporting on polices and practices among schools and districts, as well as information about school observational assessments and school staff surveys. Each target school or district must be entered into CAT.

Target Schools and Districts



The purpose of this page is to record a list of target schools and districts. Figure 50 shows a snapshot of the screen you will see once you have chosen the "Target Schools and Districts" link under the "Administration" heading. Instructions for each field on this screen are provided in Table 38 below.

Figure 50. Target Schools and Districts Screen

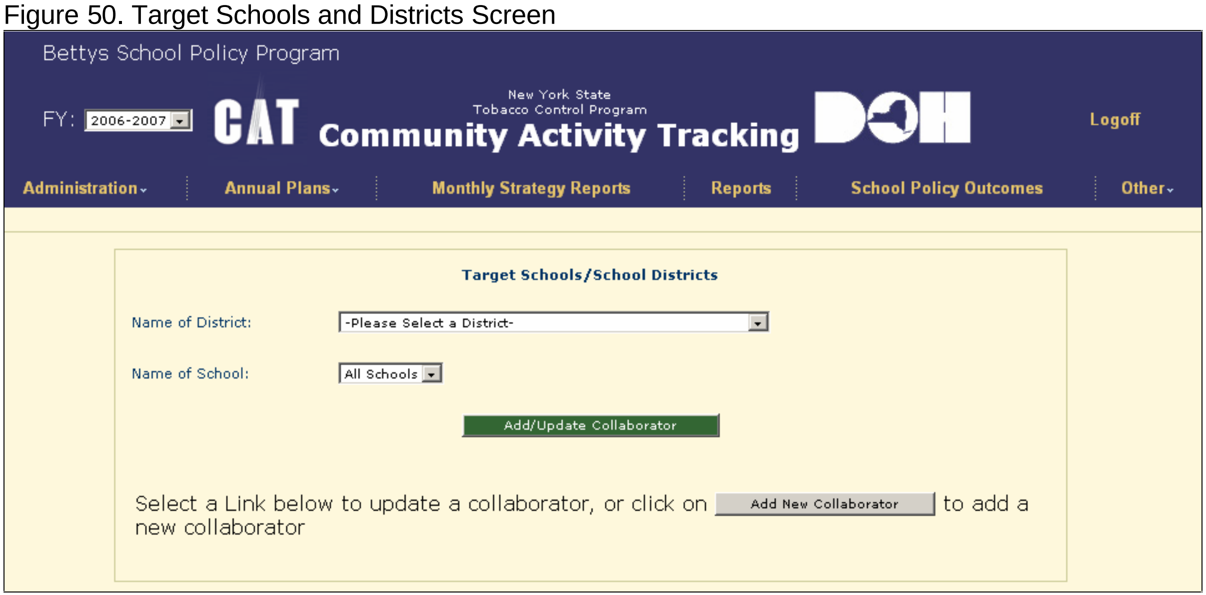


Table 38. Target Schools and districts screen

Field name	Instructions for completing the field
Name of District	The names of all the school districts that are in the counties in your catchment area will be available in a pull-down list. If you do not see any district names, or do not see the names of districts that you will be working with, go to the Contact info screen to add counties to your catchment area. If they're still missing, contact RTI. To select the district itself (without specifying any particular school), leave the "name of school" field with "All schools" displaying, and click "Add/ Update collaborator.
Name of School	Once you select a school district, the names of all schools in that district will appear in a pull-down list. Select the school and click "Submit."

School Policy Partner modality-specific reporting screens

This section describes screens that are designed uniquely for School Policy Partners. This includes Monthly Strategy Reports for one focus area (Advocating with organizational decision makers – SPs) and quarterly reports.

"Advocating with Organizational Decision Makers – School Partners" Monthly Strategy Report

When you go to the Monthly Strategy Report for the focus area of Advocating with organizational decision makers – SPs, you will see a screen that is unique to School Policy Partners. It has five sections:

- Administrative Commitment
- School Policy & Procedures Committee Development
- Technical Assistance for Policy Review & Development
- Technical Assistance for Policy Implementation
- Mini-grants/Stipends

The screen is fairly long and you will need to scroll down to access all of the sections of the report and to click on the Submit button. The screens are shown below, one section at a time, with screen images and tables detailing the questions asked and possible response options.

Administrative Commitment

This table deals with contacts made this month with administrators at collaborating schools and school districts to obtain their commitment for development and implementation of effective tobacco-free policies. You will complete the questions for each collaborator separately.   In CAT, you will add a new line for each applicable collaborator. Figure 51 shows this section of the screen and Table 39 describes the fields in more detail.

Figure 51. Advocating –SPs screen: Administrative Commitment

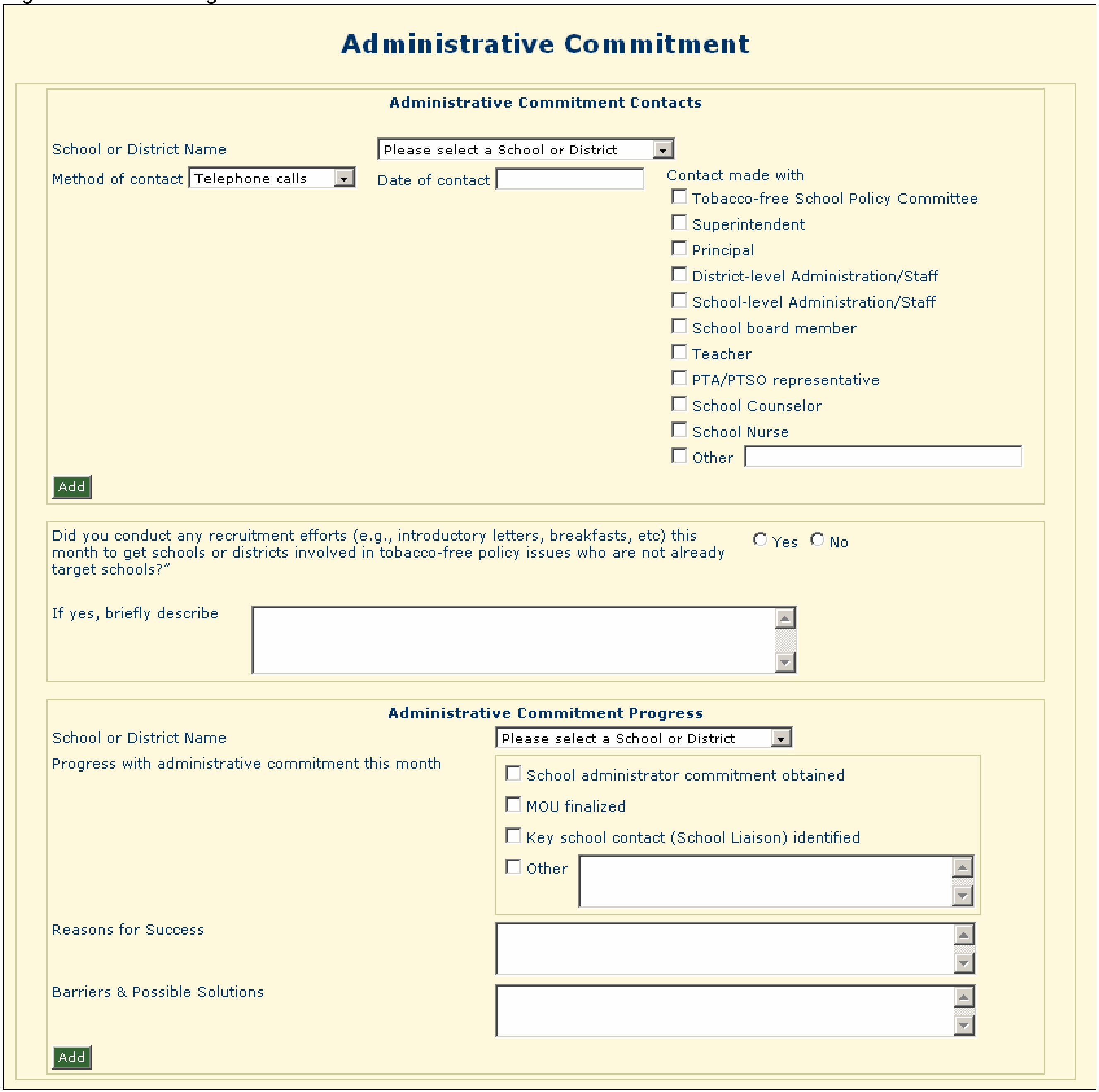


Table 39. Fields for Monthly Strategy Report for focus area "Advocating with organizational decision makers – SPs" for section "Administrative Commitment"

Field name	Instructions for completing field
School or District Name	Select school or district name from drop-down menu
Method of contact	Select one of the following methods of contact: - Telephone calls - Letters - In-person meeting - Email
Date of contact	Enter the date that you communicated with the target school or district.
Contact made with	Select all that apply

Field name	Instructions for completing field
	- Tobacco-free School Policy Committee - Superintendent - Principal - District-level Administration/Staff - School-level Administration/Staff - School board member - Teacher - PTA/PTSO representative - School counselor - School nurse - Other _______________________

Did you conduct any recruitment efforts (e.g., introductory letters, breakfasts, etc) this month to get schools or districts involved in tobacco-free policy issues who are not already target schools?	Select “yes” or “no.” If you select “yes,” please type a brief explanation of the type of activity you conducted for that month. This question is intended to capture recruitment efforts to get schools or districts on board before you officially enter them into CAT as target schools or districts.
School or district name	
Progress with administrative commitment this month	Select all that apply - School administrator commitment obtained - MOU finalized - Key school contact (School Liaison) identified - Other. (Please describe)
Reasons for Success	Describe the successes and reasons for success for this strategy this month.
Barriers & Possible Solutions	Describe barriers encountered for this strategy this month, and possible solutions.

School Policy & Procedures Committee Development

This table relates to recruitment and development of the school policy and procedures committee. Make entries to this section per school or district per month. Figure 52 shows a snapshot of that section of the screen and Table 40 provides more information about the fields.

Figure 52. Advocating –SPs screen: School Policy & Procedures Committee Development

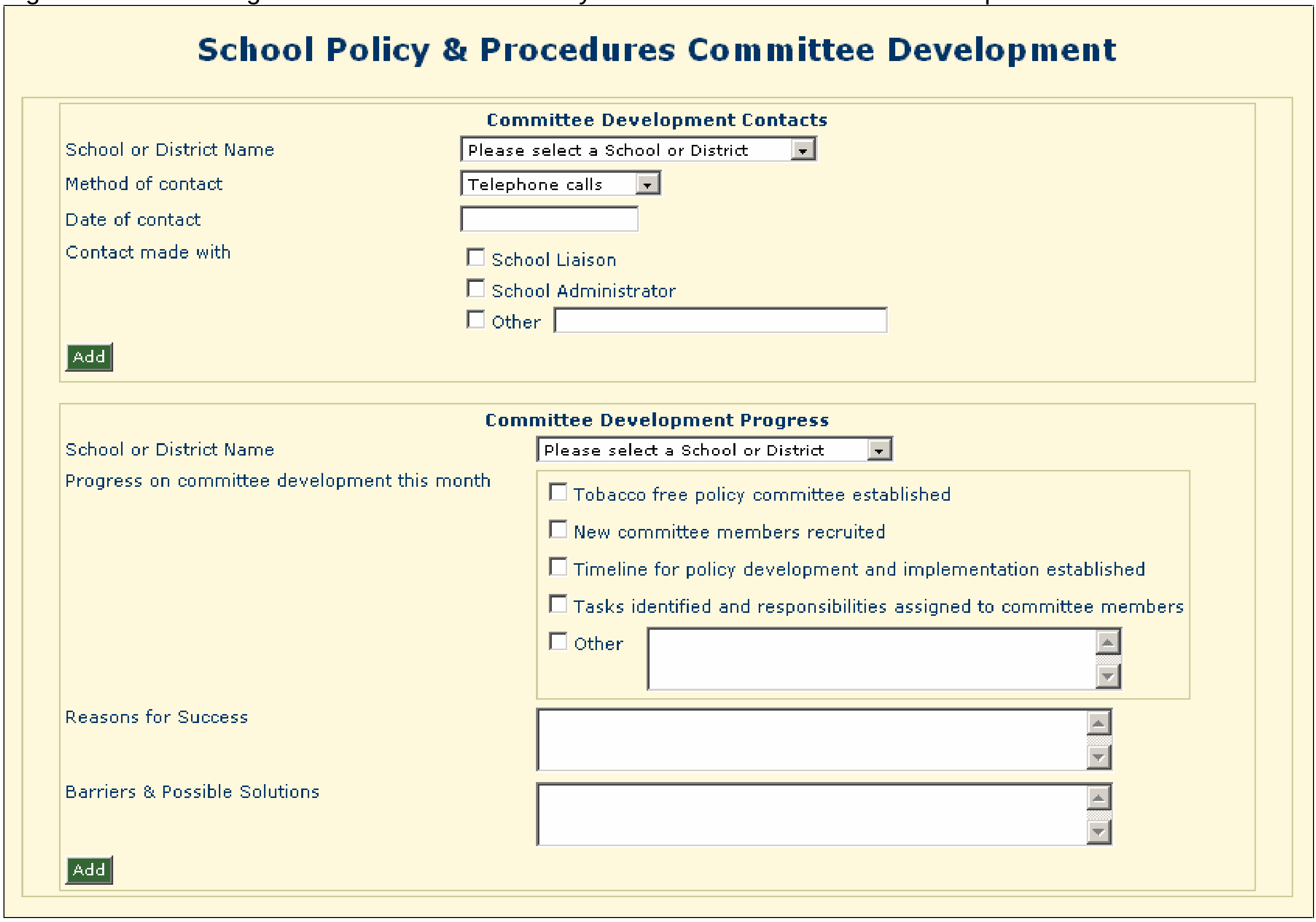


Table 40. Fields for Monthly Strategy Report for focus area “Advocating with organizational decision makers – SPs” for section “School Policy & Procedure Committee Development”

Field name	**Instructions for completing field**
School or District Name	Select school or district name from drop-down menu
Method of contact	Select one of the following methods of contact: - Telephone calls - Letters - In-person meeting - Email
Date of contact	Enter the date that you communicated with the target school or district.
Contact made with	Select all that apply - School Liaison - School Administrator - Other. (Please describe)
School or district name	
Progress on committee development this month	Select all that apply - Tobacco free policy committee established - New committee members recruited - Timeline for policy development and implementation established - Tasks identified and responsibilities assigned to committee members - Other. (Please describe)

Reasons for Success	Describe the successes and reasons for success for this strategy this month.
Barriers & Possible Solutions	Describe barriers encountered for this strategy this month, and possible solutions.

Technical Assistance for Policy Review & Development

Enter data here about contacts made this month to provide technical assistance to collaborating schools for policy review and development. Complete all fields for each occurrence each month. Figure 53 shows the screen that you'll complete about policy review and development technical assistance, and Table 41 describes the fields in more detail.

Figure 53. Advocating –SPs screen: Technical Assistance for Policy Review & Development

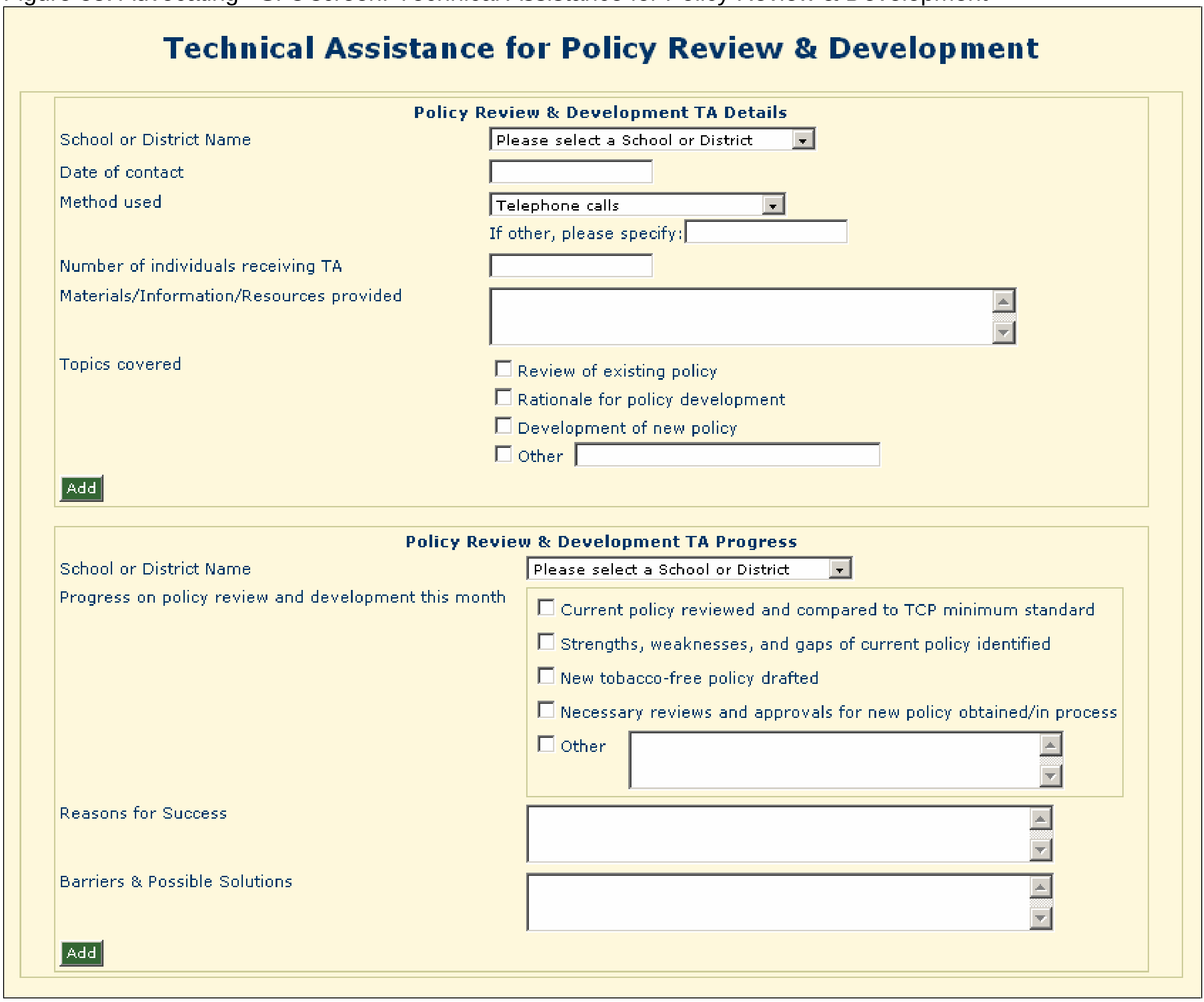


Table 41. Fields for Monthly Strategy Report for focus area "Advocating with organizational decision makers – SPs" for section "Technical Assistance for Policy Review & Development"

Field name	Instructions for completing field
School or District Name	Select school or district name from drop-down menu
Date of contact	Enter the date that you communicated with the target school or district.
Method used	Select one of the following methods of contact:

Field name	Instructions for completing field
(Select one)	- Telephone calls - Letters - In-person meeting - E-mail - Workshop/training - School policy committee meeting - Other. (Please describe)
# of individuals receiving TA	Enter the number of people you communicated with regarding technical assistance for policy review and development on the specified date.
Materials/ Information/ Resources Provided	Describe the materials, information, and/or resources that you provided to the school or school district.
Topics covered	Select all that apply - Review of existing policy - Rationale for policy development - Development of new policy - Other. (Please describe)

School or district name	
Progress on policy review and development this month	Select all that apply - Current policy reviewed and compared to TCP minimum standard - Strengths, weaknesses, and gaps of current policy identified - New tobacco-free policy drafted - Necessary reviews and approvals for new policy obtained/in process - Other. (Please describe)
Reasons for Success	Describe the successes and reasons for success for this strategy this month.
Barriers & Possible Solutions	Describe barriers encountered for this strategy this month, and possible solutions.

Technical Assistance for Policy Implementation

Enter data here about contacts made this month to provide technical assistance to collaborating schools for policy implementation. Complete all fields for each occurrence each month. Figure 54 shows this section of the Monthly Strategy Report and Table 42 describes the fields in more detail.

Figure 54. Advocating –SPs screen: Technical Assistance for Policy Implementation

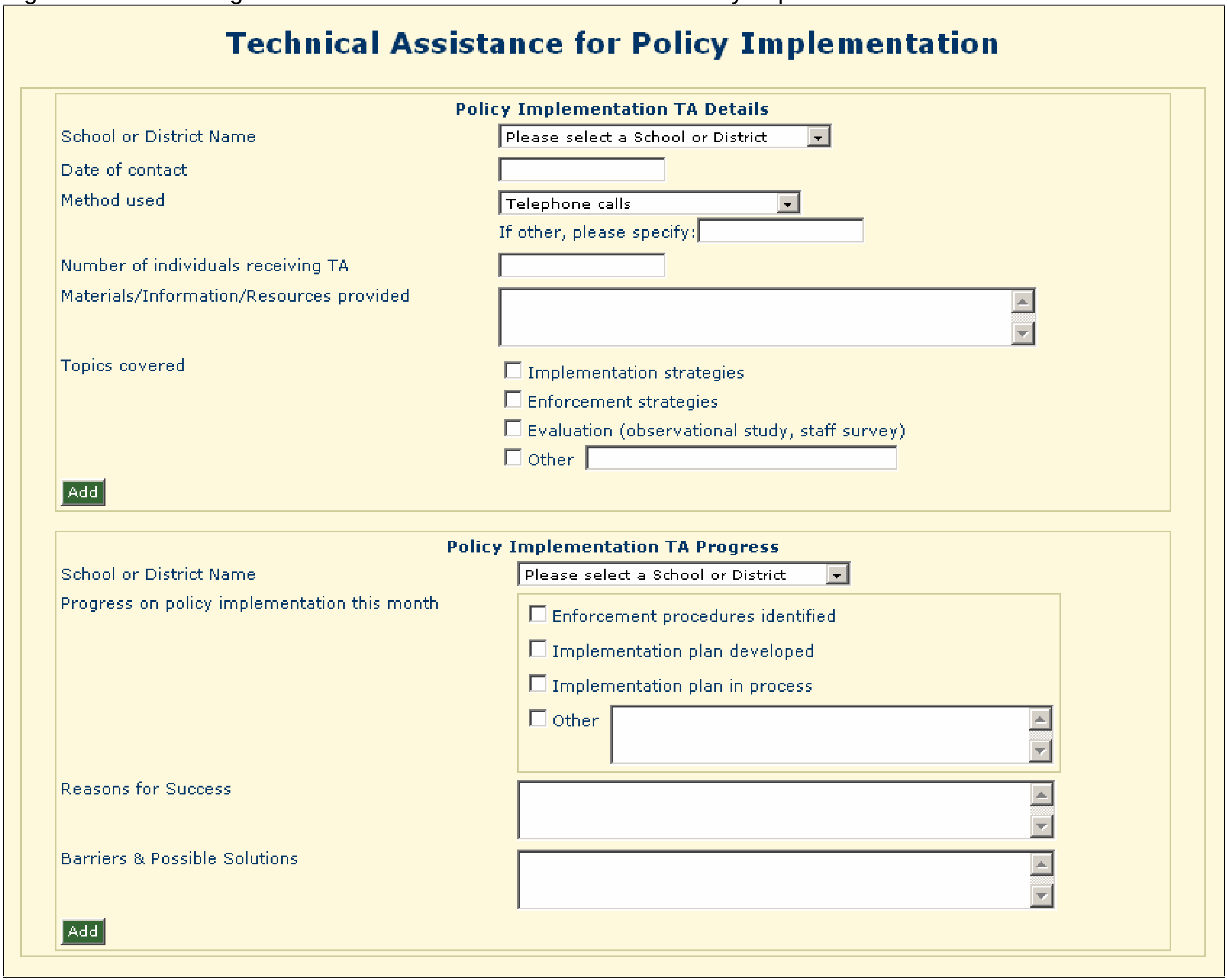


Table 42. Fields for Monthly Strategy Report for focus area "Advocating with organizational decision makers – SPs" for section "Technical Assistance for Policy Implementation"

Field name	**Instructions for completing field**
School or District Name	Select school or district name from drop-down menu
Date of contact	Enter the date that you communicated with the target school or district.
Method used (Select one)	Select one of the following methods of contact: - Telephone calls - Letters - In-person meeting - E-mail - Workshop/training - School policy committee meeting - Other. (Please describe)
# of individuals receiving TA	Enter the number of people you communicated with regarding technical assistance for policy implementation on the specified date.
Materials/ Information/ Resources Provided	Describe the materials, information, and/or resources that you provided to the school or school district.
Topics covered	Select all that apply: - Implementation strategies

Field name	Instructions for completing field
	- Enforcement strategies - Evaluation (observational study, staff survey) - Other. (Please describe)

School or district name	
Progress on policy implementation this month	Select all that apply: - Enforcement procedures identified - Implementation plan developed - Implementation plan in process - Other. (Please describe)
Reasons for Success	Describe the successes and reasons for success for this strategy this month.
Barriers & Possible Solutions	Describe barriers encountered for this strategy this month, and possible solutions.

Stipends and Mini-grants

This section is used to collect data for the provision of stipends or mini-grants awarded to collaborating schools and school districts to carry out defined activities. You will answer each question separately for each mini-grant awarded. In CAT, you will add a new line for each applicable collaborator by clicking the "add" button after each entry. Figure 55 shows the section of the screen related to mini-grants and stipends and Table 43 describes the fields in more detail.

Figure 55. Advocating –SPs screen: Mini-grants/ stipends

Table 43. Fields for Monthly Strategy Report for focus area "Advocating with organizational decision makers – SPs" for section "Mini-grants/ Stipends"

Field name	Instructions for completing field
School or District Name	Select school or district name from drop-down menu
Describe the purpose of the mini-grant funding	Describe the purpose of the mini-grant funding (e.g., assisted with cessation program for staff, funded review of potential enforcement costs)
Dollar amount of award	Enter the dollar amount of the mini-grant or stipend awarded this month.

Quarterly Reports

There are three types of reports that are entered by School Policy Partners on a quarterly basis in CAT. To access them, click on the header “School Policy Outcomes.” As shown in Figure 56, they are the Policy and Practice report and two outcome data reports, one for Observational data and one for Staff Survey data. CAT asks for a summary of information related to your outcome data collection. See the following pages for more information about quarterly reports. The deadline for quarterly reports is 45 days after the end of the quarter.

Figure 56. School Policy Outcomes screen

Policy and Procedure Data

The school policy and procedures table should be completed each quarter for every school that the school policy partner is actively working with. The initial assessment of each school should be marked as “baseline.” In following quarters, entries for each school should be marked as “update.” In CAT, a new line item will be added for each applicable school. You ONLY need to make entries in this table when you’re entering baseline data of updates; if there is no new information for a particular quarter, you should not submit a new report. The Policy and Procedures report is broken into two sections, District or school level commitment or adoption and School-level implementation or enforcement. For the District or school level commitment or adoption report, see Figure 57 for a screen shot and Table 44 for information about the fields. For this report, you can enter information one school at a time or for the entire school district. For the School-level implementation or enforcement report, see Figure 58 for a screen shot and Table 45 for information about the fields. This second table requires that you enter information one school at a time, as policy information may be consistent across schools, but implementation and enforcement must be assessed separately.

Figure 57. School Partner Policy and Procedures screen

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CAT

New York State
Tobacco Control Program

Community Activity Tracking

Logoff

Administration | Annual Plans | Monthly Strategy Reports | Reports | Local Level Evaluation | School Policy Outcomes | Cessation Center Outcomes | Other

Policy & Procedures Report: Quarter 1

District or School-level Commitment or Adoption	
School or District Name	Please select a School or District**
Timeframe	○ Baseline ○ Update
Does the school or district have a tobacco policy liaison?	○ Yes ○ No
Does the school or district have a committee to address tobacco policy issues?	○ Yes, a district-level committee is fully developed ○ Yes, a school-level committee is fully developed ○ Yes, district-level committee development is in progress ○ Yes, school-level committee development is in progress ○ No
Does the school or district have a written tobacco-free school policy?	◉ Yes ○ No
What components are included in the tobacco free school policy?	**Minimum Criteria** ☐ Policy prohibits use of tobacco among students in school buildings and on school grounds ☐ Policy prohibits use of tobacco among staff in school buildings and on school grounds ☐ Policy prohibits use of tobacco among visitors in school buildings and on school grounds ☐ Policy prohibits use of tobacco among students in all school vehicles ☐ Policy prohibits use of tobacco among staff in all school vehicles ☐ Policy prohibits use of tobacco among visitors in all school vehicles ☐ Policy prohibits use of tobacco among students at school functions away from school property ☐ Policy prohibits use of tobacco among staff at school functions away from school property ☐ Policy requires that appropriate tobacco-free school signage be posted in school buildings, vehicles, and on school grounds ☐ Policy prohibits the sale of tobacco on school property and at school functions ☐ Policy prohibits tobacco advertising in school buildings, on school grounds, and at all school functions ☐ Policy requires that access and referrals to tobacco cessation resources be provided to students ☐ Policy requires that access and referrals to tobacco cessation resources be provided to staff ☐ Policy includes enforcement procedures for student violations ☐ Policy includes enforcement procedures for staff violations ☐ Policy includes enforcement procedures for visitor violations **Additional Policy Elements** ☐ Policy provides rationale for tobacco-free school policy ☐ Policy includes a definition of tobacco that includes all types of smoking and smokeless tobacco products ☐ Policy prohibits use of tobacco by all visitors at school functions away from school property ☐ School will request tobacco-free editions of publications in school libraries ☐ Policy prohibits students from wearing or displaying tobacco related clothing, gear or other paraphernalia on all school premises ☐ Policy prohibits tobacco industry sponsorship and marketing ☐ Policy requires that all students receive instruction on avoiding tobacco use ☐ Policy requires that Alternative to Suspension programs be included in consequences for students who violate the tobacco free policy ☐ Policy requires that the policy be communicated annually to students, staff, vsitors, and the community ☐ Policy states that it remains in effect at all times ☐ Other:
Has the school board approved the tobacco free school policy?	○ Yes ○ No ○ Don't Know
Additional Comments:	

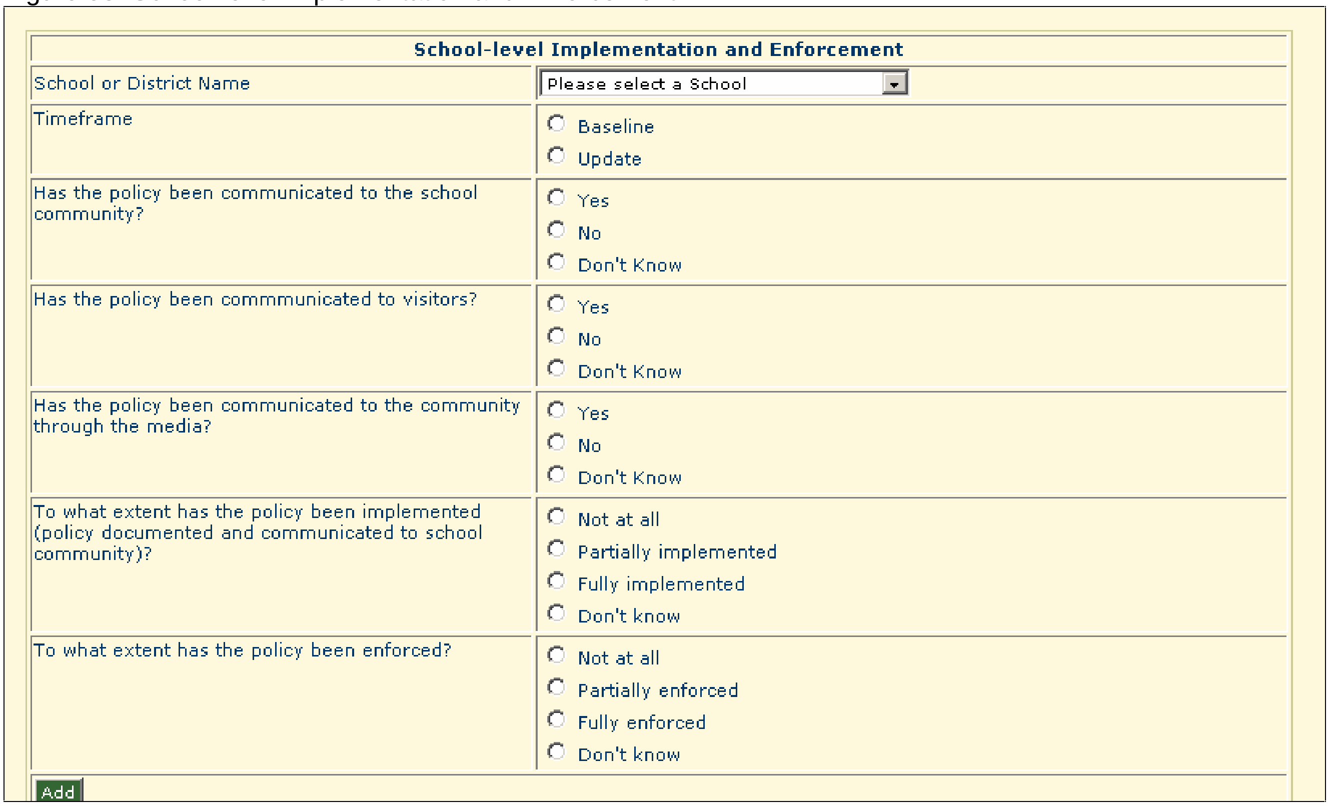
Add

Table 44. Policy and Procedures quarterly report: District or School-level Commitment or Adoption

Field name	Instructions for field
School/District Name	*(Select from drop-down menu)*
Timeframe	Select one option from the pull-down list to indicate whether you're entering data for a baseline (initial assessment) or an update. - Baseline - Update
Does the school or district have a tobacco policy liaison?	Select "yes" or "no"
Does the school or district have a committee to address tobacco policy issues?	Select from one of the following options: - Yes, a district-level committee is fully developed - Yes, a school-level committee is fully developed - Yes, district-level committee development is in progress - Yes, school-level committee development is in progress - No
If yes, select members represented on the committee:	Select all that apply: - District staff - Principal - Assistant Principal - Physical Ed teacher(s) - Health Ed Teacher(s) - Other teacher(s) - School Nurse or Health Care Provider - School counselor - Parent(s) - Student(s) - Community member or organization representative - Other
Does the school or district have a written tobacco-free school policy or procedure?	Select "yes" or "no." If you select "yes," additional questions listed below will display. Otherwise, they will remain hidden.
What components are included in the tobacco free school policy?	Select all that apply: <u>Minimum Criteria</u> - Policy prohibits use of tobacco among students in school buildings and on school grounds - Policy prohibits use of tobacco among staff in school buildings and on school grounds - Policy prohibits use of tobacco among visitors in school buildings and on school grounds - Policy prohibits use of tobacco among students in all school vehicles - Policy prohibits use of tobacco among staff in all school vehicles - Policy prohibits use of tobacco among visitors in all school vehicles - Policy prohibits use of tobacco among students at school functions away from school property - Policy prohibits use of tobacco among staff at school functions away from school property - Policy requires that appropriate tobacco-free school signage be posted in school buildings, vehicles, and on school grounds - Policy prohibits the sale of tobacco on school property and at school functions - Policy prohibits tobacco advertising in school buildings, on school grounds, and at all school functions - Policy requires that access and referrals to tobacco cessation

Field name	Instructions for field
	resources be provided to students - Policy requires that access and referrals to tobacco cessation resources be provided to staff - Policy includes enforcement procedures for student violations - Policy includes enforcement procedures for staff violations - Policy includes enforcement procedures for visitor violations Additional Policy Elements - Policy provides rationale for tobacco-free school policy - Policy includes a definition of tobacco that includes all types of smoking and smokeless tobacco products - Policy prohibits use of tobacco among visitors at school functions away from school property - School will request tobacco-free editions of publications in school libraries - Policy prohibits students from wearing or displaying tobacco-related clothing, gear or other paraphernalia on all school premises - Policy prohibits tobacco industry sponsorship and marketing - Policy requires that all students receive instruction on avoiding tobacco use - Policy requires that Alternative to Suspension programs be included in consequences for students who violate the tobacco-free policy - Policy requires that the policy be communicated annually to students, staff, visitors, and the community. - Policy states that it remains in effect at all times - Other. (Please describe)
Has the school board approved the tobacco free school policy?	Select “yes,” “no,” or “don’t know”
Additional comments	Enter concisely any details about the items above. Do not use this space to discuss your efforts or progress in general.

Figure 58. School-level Implementation and Enforcement



School-level Implementation and Enforcement	
School or District Name	Please select a School
Timeframe	Baseline Update
Has the policy been communicated to the school community?	Yes No Don't Know
Has the policy been commmunicated to visitors?	Yes No Don't Know
Has the policy been communicated to the community through the media?	Yes No Don't Know
To what extent has the policy been implemented (policy documented and communicated to school community)?	Not at all Partially implemented Fully implemented Don't know
To what extent has the policy been enforced?	Not at all Partially enforced Fully enforced Don't know
Add	

Table 45. Policy and Procedures quarterly report: School-level Implementation and Enforcement

Field name	Instructions for field
School Name	Select the name of the school for which you are entering information.
Timeframe	Select one: - Baseline - Update
Has the policy been communicated to the school community?	Select “yes,” “no,” or “don’t know”
If yes, how has the policy been communicated to the school community (students, faculty, vendors, etc)?	Select all that apply: - School newsletter - Letter to parents - Student handbook - Signs - Flyers/palm cards - Announcements during the school day - Announcements at school events - In contracts with vendors - Other. (Please describe)
Has the policy been communicated to visitors?	Select “yes,” “no,” or “don’t know”
If yes, how has the policy been communicated to visitors?	- Select all that apply: - Signs - Flyers/palm card - Announcements during the school day - Announcements at school events - In contracts with vendors

Field name	Instructions for field
	- Other. (Please describe)
Has the policy been communicated to the community through media?	Select "yes," "no," or "don't know"
If yes, how has the policy been communicated to the community through media?	Select all that apply : - Newspaper - Radio - Other
To what extent has the policy been implemented (policy documented and communicated to school community)?	Select from the options in the pull-down list: - Not at all - Partially implemented - Fully implemented - Don't know
To what extent has the policy been enforced?	Select from the options in the pull-down list: - Not at all - Partially enforced - Fully enforced - Don't know

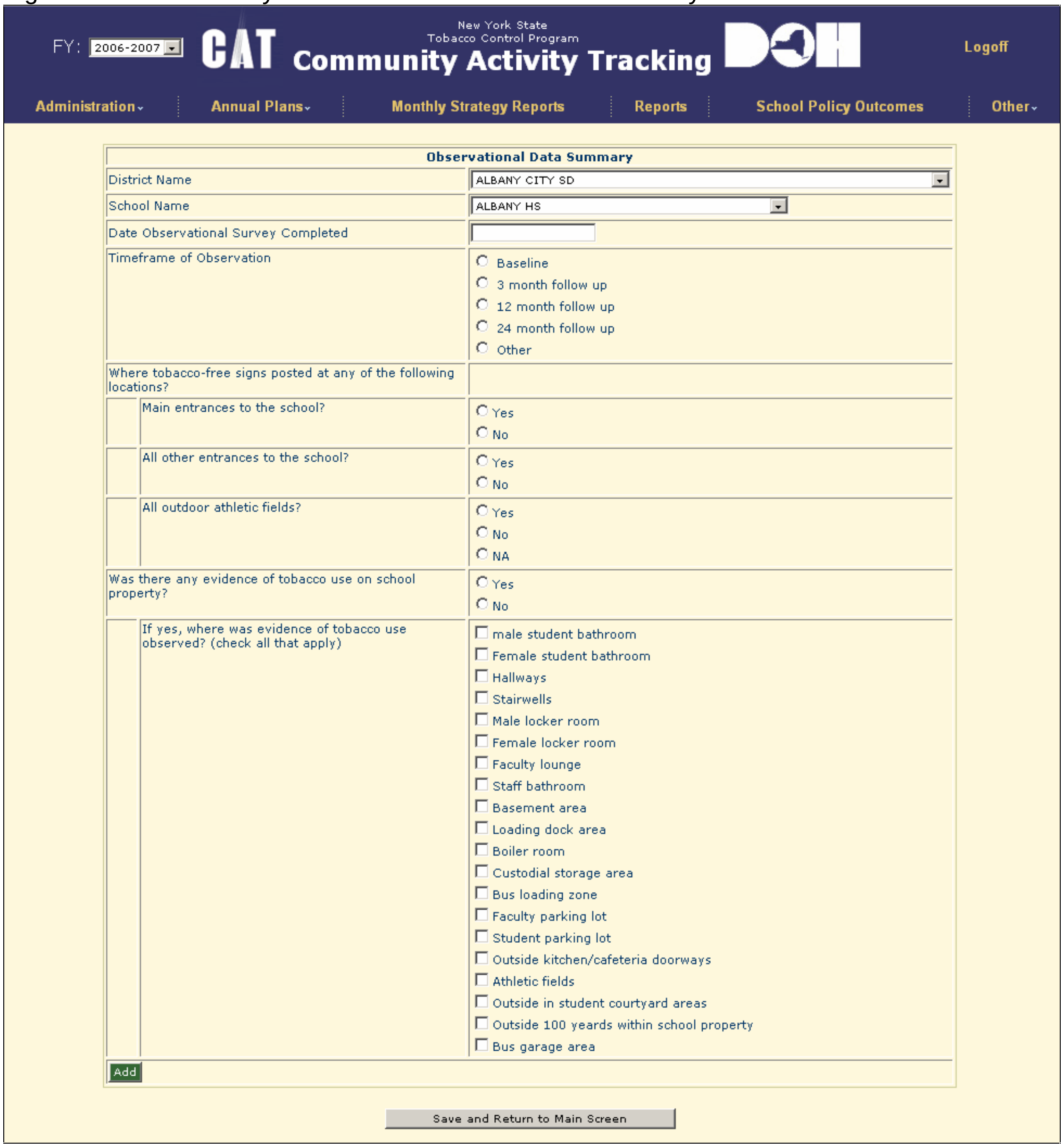
School Policy Partner Outcome Data

There are two types of outcome data that require you to provide summary information into CAT. They relate to observational data collection at local schools and staff surveys, and are described below.

Observational Data Summary

For <u>each</u> school, report on the observational surveys conducted during this quarter. In CAT, you will add new lines for each school, using the "add" button after each entry. Figure 59 shows a snapshot of the screen and Table 46 provides information about the fields.

Figure 59. School Policy Partner Observational Data Summary screen



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CAT Community Activity Tracking

New York State Tobacco Control Program

DOH

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Administration | Annual Plans | Monthly Strategy Reports | Reports | School Policy Outcomes | Other

Observational Data Summary	
District Name	ALBANY CITY SD
School Name	ALBANY HS
Date Observational Survey Completed	
Timeframe of Observation	Baseline 3 month follow up 12 month follow up 24 month follow up Other
Where tobacco-free signs posted at any of the following locations?	
Main entrances to the school?	Yes No
All other entrances to the school?	Yes No
All outdoor athletic fields?	Yes No NA
Was there any evidence of tobacco use on school property?	Yes No
If yes, where was evidence of tobacco use observed? (check all that apply)	male student bathroom Female student bathroom Hallways Stairwells Male locker room Female locker room Faculty lounge Staff bathroom Basement area Loading dock area Boiler room Custodial storage area Bus loading zone Faculty parking lot Student parking lot Outside kitchen/cafeteria doorways Athletic fields Outside in student courtyard areas Outside 100 yeards within school property Bus garage area

Add

Save and Return to Main Screen

Table 46. Fields on quarterly report: Observational data summary

Field name	**Instructions for completing field**
School	Select from drop-down list of school names
Date Observational Survey Completed	Enter the date that the observational assessment was completed in mm/dd/yyyy format.
Timeframe of Observation	Select from the options in the pull-down list: - Baseline - 3 month follow up - 12 month follow up - 24 month follow up - Other
Were tobacco-free signs posted at any of the following locations?	Answer "yes" or "no" for each of the following locations: - Main entrances to the school - All other entrances to the school

Field name	Instructions for completing field
	- All outdoor athletic fields
Was there any evidence of tobacco use on school property?	Select "yes" or "no"
If yes, where was evidence of tobacco use observed? (check all that apply)	Select response options from the pull-down list: - Male student bathroom - Female student bathroom - Main entrances - Hallways - Stairwells - Male locker room - Female locker room - Faculty lounge - Staff bathroom - Basement area - Loading dock area - Boiler room - Custodial storage area - Bus loading zone - Faculty Parking lot - Student Parking lot - Outside kitchen/cafeteria doorways - Athletic fields - Outside in student courtyard areas - Outside anywhere within school property boundaries - Bus garage area - Other

Staff Survey Data Summary

Report on the staff surveys conducted during this quarter, one school at a time. You will submit one summary entry per school, not one per staff survey. In CAT, you will add new lines for each school by clicking the "add" button after each entry. Figure 60 shows the report screen and Table 47 describes the fields in more detail.

Figure 60. School Policy Partner Staff Survey Data Summary screen

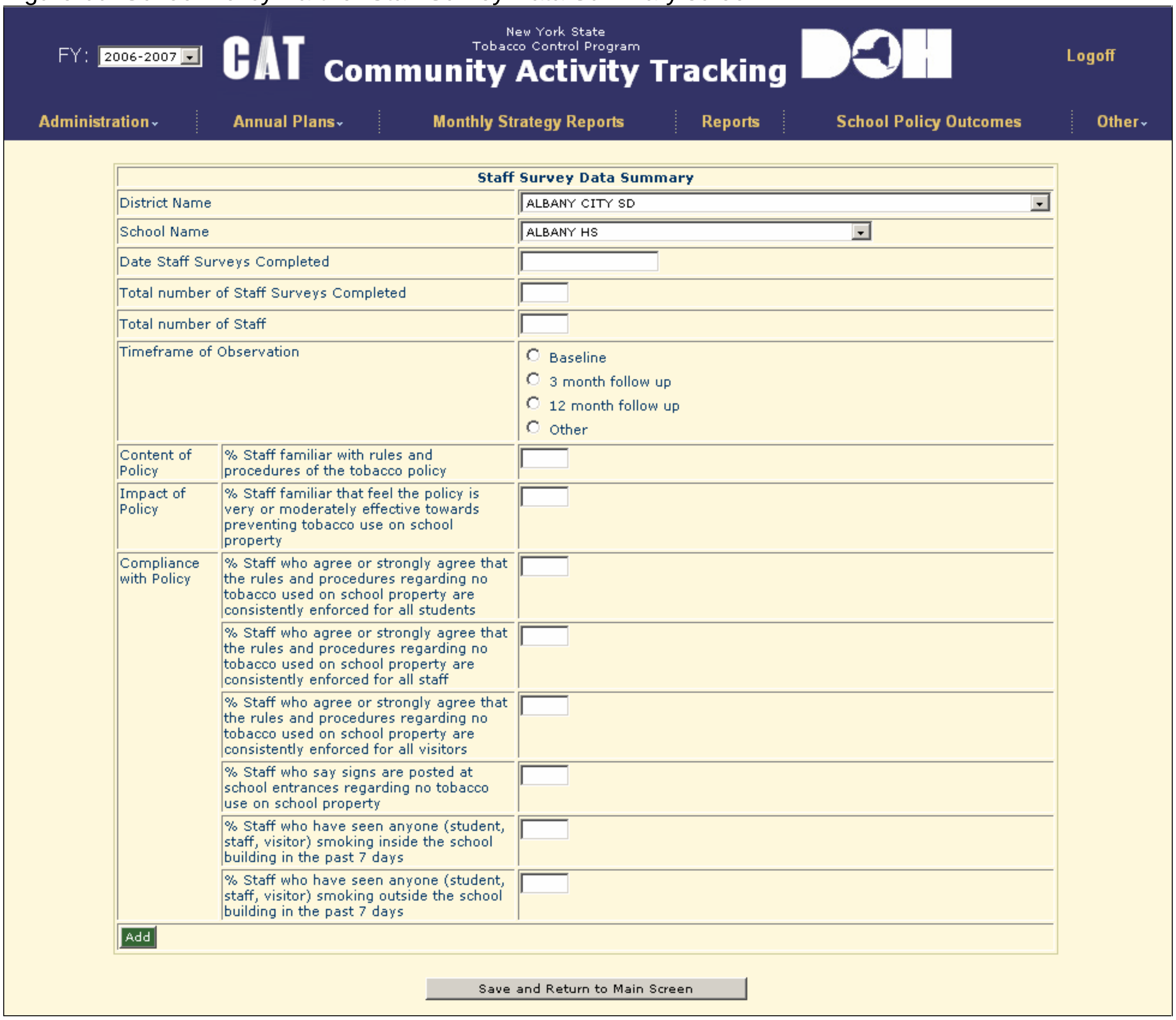


Table 47. School Policy Partner Staff Survey Data Summary fields

Field name		Instructions for completing field
School		Select from drop-down list of school names
Date Staff Surveys Completed		Mm/dd/yyyy
Total Number of Staff Surveys Completed		Enter the number of surveys completed
Total Number of Staff		Enter the number of staff who completed surveys
Timeframe of Survey Completion		Select one option from the pull-down list: - 3 month follow-up - 12 month follow-up - Other
Content of Policy	% staff familiar with rules and procedures of the tobacco policy	Enter the percentage
Impact of Policy	% staff that feel the policy is very or moderately effective towards preventing tobacco use on school property	Enter the percentage

Field name		Instructions for completing field
Compliance with Policy	% staff who agree or strongly agree the rules and procedures regarding no tobacco use on school property are consistently enforced for all students	Enter the percentage
	% staff who agree or strongly agree the rules and procedures regarding no tobacco use on school property are consistently enforced for all staff	Enter the percentage
	% staff who agree or strongly agree the rules and procedures regarding no tobacco use on school property are consistently enforced for all visitors	Enter the percentage
	% staff who say signs are posted at school entrances regarding no tobacco use on school property	Enter the percentage
	% staff who say signs are posted at school grounds entrances regarding no tobacco use on school property	Enter the percentage
	% staff who have seen anyone (student, staff, visitor) smoking inside the school building in the past 7 days	Enter the percentage
	% staff who have seen anyone (student, staff, visitor) smoking outside the school building in the past 7 days	Enter the percentage

Click “Save and return to main screen” after you make your entries.

Other

The “Other” menu header provides links to helpful resources, including announcements, the interactive bulletin board, a glossary of terms, a list of frequently asked questions (FAQ), and contacts for questions about CAT.

Announcements

Selecting the “announcements” option will take you to the screen that lists NYS TCP CAT-related announcements (see Figure 61). The CAT Administrator will be in charge of posting items on this page, and will set guidelines for what announcements can be posted, when, and for how long. Email the CAT Administrator if you have an announcement that you would like posted on CAT.

Figure 61. CAT Announcements screen

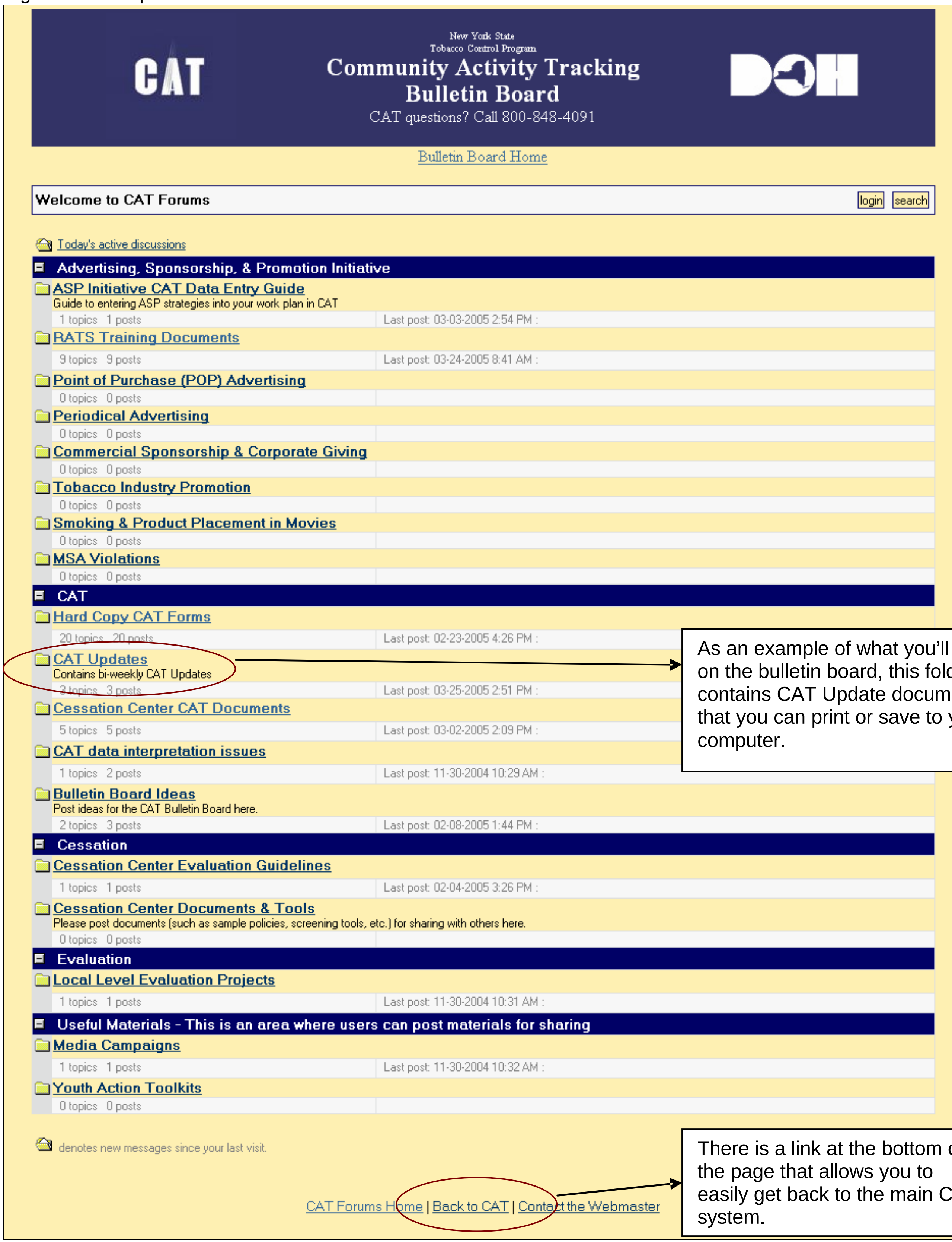
The CAT announcements page has links to the **training module** that you can use to learn about CAT entry or simply refresh your memory about a particular section. There are two options, Flash or Windows Media Player.

The CAT announcements page also contains a link to the journal Tobacco Control. To access it, click on the button labeled "Tobacco Control" on the announcements page, and it will open a new window. Click on the link on that new window, and it will direct you to the site. You will be able to access all articles because this link automatically allows you to use the TCP subscription to the journal.

Bulletin Board

The bulletin board is a tool to access resources and to post questions and answers to CAT-related questions. Important CAT related documents can be found on the CAT bulletin board, to be saved or printed for partner use. Additionally, partners can access hard copy forms related to strategy entry screens and Monthly Strategy Report screens by Focus Area, which may be helpful in preparing to enter data into CAT. The bulletin board is accessible through the header "Other" at the top of the screen and an example of the Bulletin Board screen is shown in Figure 62.

Figure 62. Sample Bulletin Board screen



As an example of what you'll find on the bulletin board, this folder contains CAT Update documents that you can print or save to your computer.

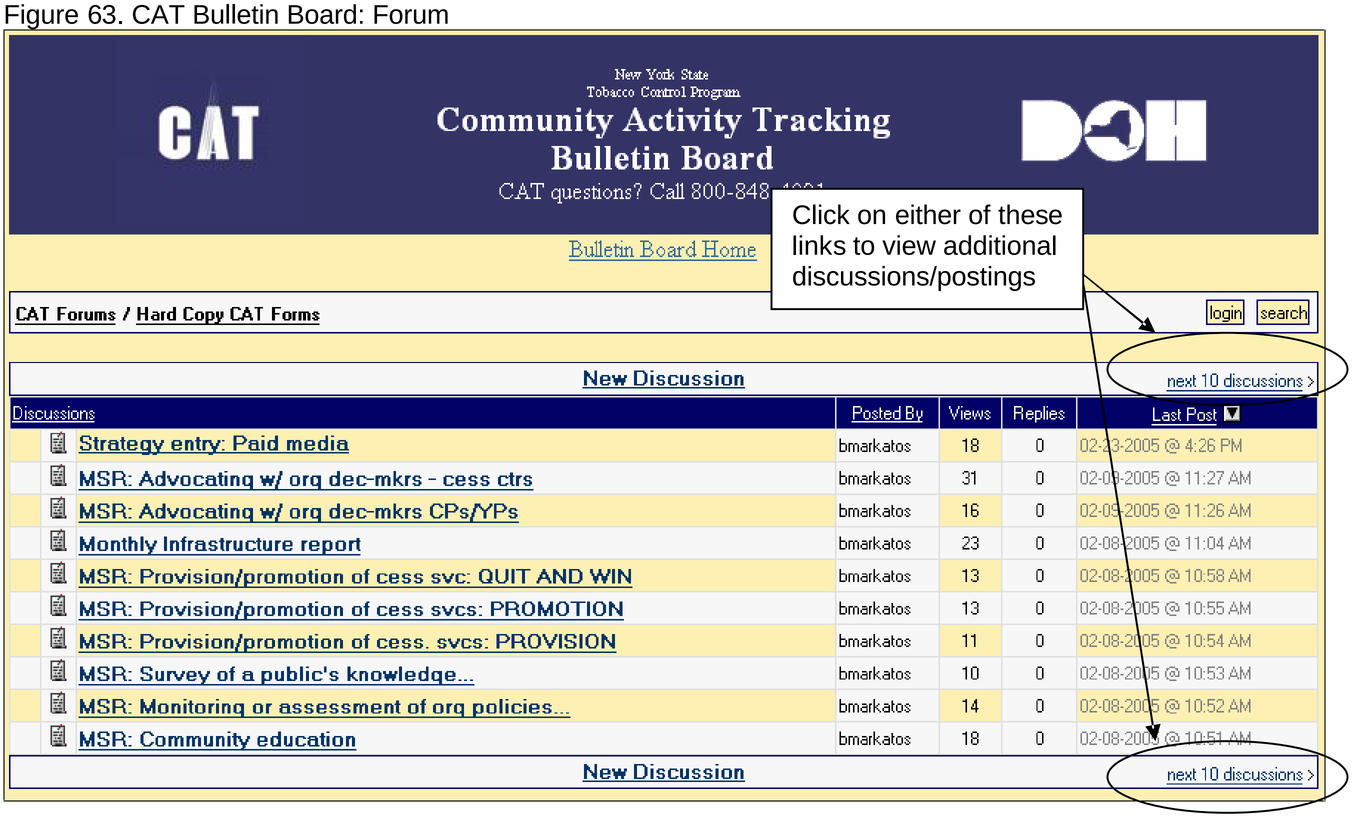
There is a link at the bottom of the page that allows you to easily get back to the main CAT system.

The bulletin board allows users to post questions and documents online that can be viewed by other CAT users. The purpose of the bulletin board is to create an up-to-the-minute resource accessible to CAT users and administrators. The blue boxes designate categories, such as “Advertising, Sponsorship, and Promotion Initiative” and “CAT.” The folders with titles, such as “ASP Initiative CAT Data Entry Guide” and “Hard copy CAT forms” are forums, within which a variety of discussions can be entered. Users may create new discussions within each forum, or simply reply to existing posts.

The “Media campaigns” forum under the category “Useful Materials” allows users to post their locally developed ads instead of submitting them to an individual. This feature will allow users to post local ad scripts or mp3 files.

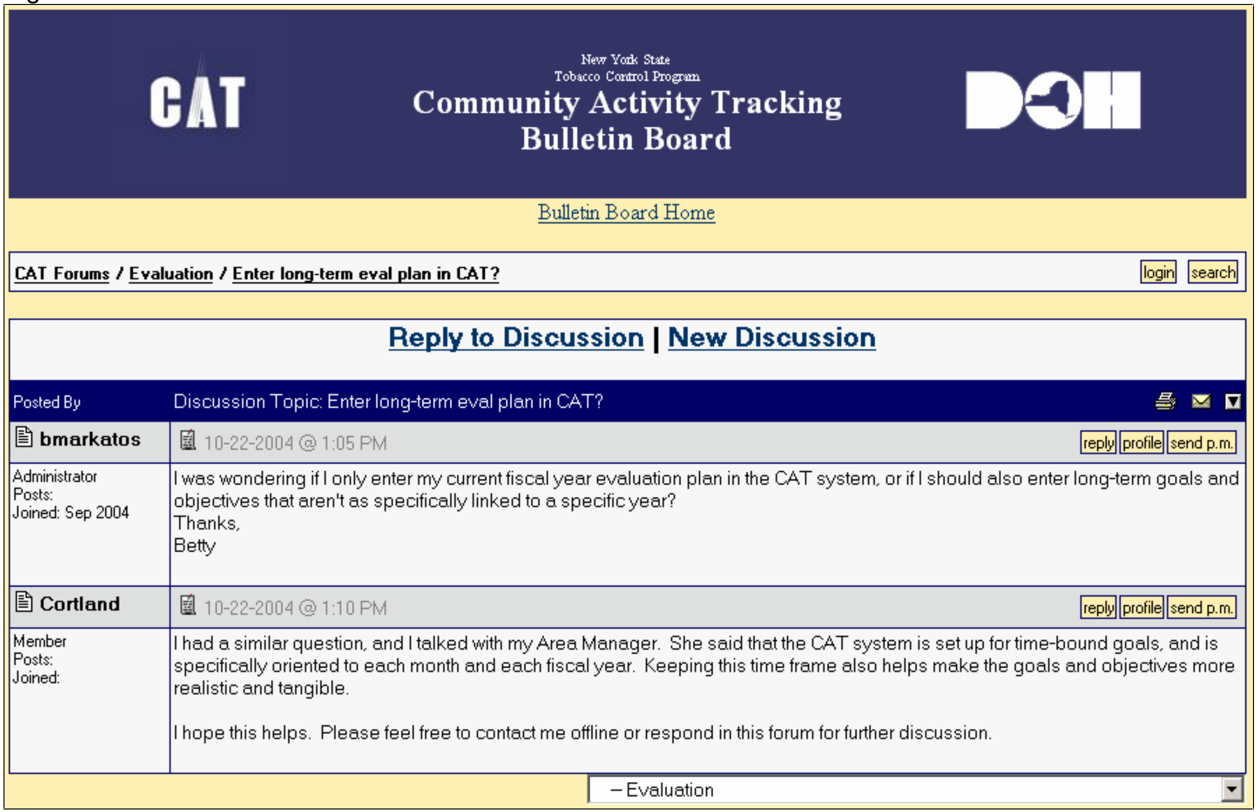
When you view a specific folder’s contents, it is important to note that you may need to click to view previous posts (see Figure 63).

Figure 63. CAT Bulletin Board: Forum



The forums that allow users to post materials are moderated forums, meaning that the submissions are forwarded by the system to the CAT Bulletin Board Administrator for approval, and must then be approved before being posted on the bulletin board. All other forums post messages immediately. Figure 64 shows an example of the screen you will see when you click to view a specific discussion. You can see the text of messages posted, as well as replies to messages. You can also click links to “reply to discussion” or create a “new discussion.”

Figure 64. CAT Bulletin Board discussion screen



You can enable private messaging between yourself and other CAT users by clicking on “profile” and setting the system to enable that function. You can also set a “signature,” or specific closing contact information to be posted with your message. Bulletin Board screens have a link at the top to “Bulletin Board Home” and a link at the bottom to go “Back to CAT.”

Figure 65 shows the screen you see when you are creating a message. You must click to submit your message in order to post it.

Figure 65. CAT Bulletin Board new message screen

You can even attach a file to your message! (Only one attachment per posting)

CAT Glossary

The CAT glossary is located here in the manual, as well as within CAT itself. The glossary can be accessed through the "Other" header on the main menu, as well as by clicking on the links throughout the system, indicated by a picture of a book with a question mark on it. These icons are usually placed near words whose definitions can be found in the glossary.

Table 48. CAT Glossary

Term	Definition	
Academic detailing	Outreach education provided on site, and based on three major concepts: behavior change; relationship building; and meeting the needs of the clinicians. (Academic detailing is a strategy often used by pharmaceutical company representatives to change physician behavior.)	
Brief cessation intervention	Based on the 5 A's, cessation intervention involves Assessing, Advising, Assisting, and Arranging. Often conducted by healthcare providers, this does not include asking whether an individual uses tobacco, but does include assessing an individual's readiness to quit, advising them to quit, assisting them (as with referrals, pharmacotherapy, and counseling), and arranging for follow-up.	
Census	Involves selecting all cases of a given population. For example, if you were conducting surveys of school principals in your county using census sampling, you would send surveys to all principals in the county.	
Convenience sampling	The sample is chosen based on the convenience of access to its members. For example, if you were conducting interviews with healthcare providers, you might ask contacts at group practices to suggest people likely to participate. "Man on the street" interviews are another example of convenience sampling.	
Earned media	Any media coverage that resulted from a Partner activity, and was not paid for by the Partner. For example, if a newspaper reporter attended an event	
Evaluation approach	The design of the evaluation that describes "how" change in a target population will be assessed. Common Evaluation Approaches:	
	Pre and Post-Single Group	Comparison Over Time Collecting Information from the **Same Group**: Collect evaluation information from the same people, places, or events before and after the intervention, or at multiple time points following the intervention. *Examples*: 1) A sample of program participants are surveyed before an educational intervention begins and those **same** participants are surveyed again after the intervention has been delivered; 2) PTA meeting minutes, school board documents, and key stakeholders interview responses are reviewed before and after school policy interventions are implemented; 3) Exterior tobacco ads are counted before and after a retailer educational intervention and community POP media campaign are implemented.
	Pre and Post-Cross Sectional	Comparison Over Time Collecting Information from Two Different Groups: Collect evaluation information from **two different groups** of people, places, or events before and after the intervention. *Example*: A random sample of community members are surveyed about their tobacco related knowledge, attitudes and behaviors before a media campaign and a second sample of community members are given the same survey after the media campaign. Results from the two surveys are compared to determine positive changes in overall community knowledge, attitudes and behaviors.
	Control Group	There are three basic variations of a control group evaluation approach: 1. **Comparison Between an Intervention Group and a Non-Intervention Group:** Collect evaluation information from a group that received the intervention and from a similar group that did not receive the intervention and then compare findings for differences. *Example*: Compare smoke free home attitudes and behaviors among staff and parents of surveys administered at two similar day care facilities within a community after an intervention was delivered, one agency that was exposed to the intervention and one that was not. 2. **Comparison Over Time Between an Intervention Group and a Non-Intervention Group:** A stronger evaluation design; collect evaluation information before and after an intervention from a group that received the intervention and also from a similar group that did not receive the intervention and then compare before and after results between both groups for differences. *Example*: A baseline observational study is first conducted to assess the extent of exterior tobacco ads of two local convenience stores. One retailer then receives an intervention and one does not. A follow-up observation is then conducted of

Term		Definition
		both stores to compare possible differences in POP advertising with the one retailer. 3. **Comparison Over Time Between a Randomly Selected Group assigned to Receive an Intervention and a Group Randomly Assigned to NOT Receive the Intervention:** A strong evaluation design; Individuals from the target population are randomly assigned to either a group that will receive an intervention or a group that will not, evaluation information is collected from both groups after (or before and after) the intervention has been delivered and results are compared for differences. *Example*: Three pharmacists located within county X are randomly assigned to receive a Quitline promotion intervention and three other pharmacists are assigned to a control group and will not receive the intervention. Pharmacist interviews to assess level of promotion of the Quitline and an observation study to assess the existence of Quitline promotional materials are conducted at all 6 pharmacies before and after the promotional campaign. Pre-intervention results are compared to post intervention results for each of the 6 pharmacists to determine differences in Quitline promotion. The post intervention results for the 3 pharmacists who received the intervention are then compared against the 3 who did not to also determine if change occurred .
	Discrete Action/ Outcome Assessment	Some evaluations assess a clear and discrete outcome that is expected to result from your program. This type of evaluation approach should be used when the expected outcome represents a significant local achievement in behavior, policy, or organizational practice that will require a substantial amount of time, effort, and resources. This approach requires minimal collection of information that is usually not quantitative or numerical but more qualitative and descriptive of the particular local experience surrounding the achievement of the outcome. *Examples*: 1) An intervention with a school PTA has the expected outcome of having the PTA take an action against smoking in movies by sending supporting letters to the MPAA and also presenting the issue to the school board on your programs' behalf. These are impacts of your program and would be measured by whether or not the letter was sent by the PTA and whether the PTA followed through on the commitment to play an active supporting role such as presenting to the board. 2) Passing a resolution by a local legislature or other decision making body would be another example of this type discrete outcome evaluation.
Focus Area	Government policy-maker education	Educating local, state, regional, or national policy-makers about tobacco issues, and the implications of policy change. *Examples:* • Communicating with local municipalities about changing policy • Meeting with elected officials about passing resolutions • Testifying at a public hearing
	Paid media	The purchasing of media whose primary purpose is to educate the public or a subgroup of the public. This includes education about, and promotion of, cessation services. This does not include paid media merely to announce or promote an event. This does include media "donated" as part of a purchase plan (e.g. 2 for 1) *Examples*: • TV advertisements • Radio advertisement targeting youth smoking • Theater slide • PSA
	Community Education	Conducting activities with the objective of educating the public (or subsets of the public) about tobacco control issues with the intention of influencing individual opinions, beliefs, and behaviors. This does not include paid media. Includes not only discrete "events", but also information dissemination of various types (although not mass mailings, which are classified as a type of paid media). *Examples:* • Information dissemination in community venues • Press conference • Hosting a forum/event with a tobacco control focus • Movie stomp • Presenting information at forums/events organized by other individuals/groups
	Monitoring or Assessment of organizational	Monitoring/assessing organizational policy(s) or practice(s), with the purpose of developing program strategies based on findings. Analysis of secondary data for the same purpose should be included. (NOTE: If the assessment is also to serve

Term		Definition
	policies or practices	evaluation purposes, it should also be described in the Partner's evaluation plan.) Target organizations might include: businesses (e.g. bars; restaurants; tobacco retailers; health insurers), schools, community organizations, etc. *Examples:* • Conducting observational assessments of tobacco use to better understand school policy and practice • Interviews with administrators at health care settings to assess implementation of tobacco user screening systems. • Observing retail stores that sell tobacco
	Survey of the public's (or a subset's) knowledge attitudes, beliefs, or behaviors	Conducting and recording formal assessments of the public, or sub-group, to determine knowledge, attitudes, beliefs, and self-reported behaviors concerning tobacco related issues, with the objective of developing program strategies based on findings. (NOTE: If the assessment is also to serve evaluation purposes, it should also be described in the Partner's evaluation plan.) *Examples:* • Conduct survey of school staff members about tobacco policy and procedures • Interviews with youth about anti-smoking ads • Mailed surveys about household tobacco use • Interviews with members of the public about their support for CIA (Clean Indoor Air) laws
	Advocating with organizational decision-makers (SPs only)	Activities conducted by School Policy Partners to influence school or school district policy and practice. This includes issuing stipends, coordinating efforts to get buy-in or administrative commitment, conducting trainings, and providing technical assistance. *Examples:* • Working with a school liaison to form a policy and procedures committee • Presenting to a school board about policy changes or enforcement • Issuing stipends to schools or districts to assist them with making policy or procedural changes
	Advocating with organizational decision makers (Ces Ctrs only)	Activities undertaken by Cessation Centers to influence organizational decision-makers to change their organizations' policies, programs, or practices. *Examples*: • Providing technical assistance to hospitals to encourage adoption of clinical guidelines for cessation • Encouraging employers to provide referrals of employees to the NYS Smokers Quit Line. • Persuading pharmacies to provide materials to Medicaid recipients about the Medicaid pharmacotherapy benefit
	Advocating with organizational decision makers (CPs and YPs only)	Strategies undertaken by Community Partnerships (CPs) or Youth Partners to influence organizational decision-makers to change their organizations' policies, programs, or practices. *Examples:* • Meeting with and sending letters to tobacco retailers to get them to reduce or eliminate point-of-purchase tobacco advertising • Encouraging employers to provide cessation services • Working with school boards to eliminate magazines containing tobacco advertising from school libraries.
	Infrastructure Development	Mobilizing and organizing resources to enhance the Partner's effective implementation of tobacco control strategies, as well as the collective tobacco prevention efforts of NYS TCP Partners. [You will only be able to select the focus area Infrastructure Development if you have chosen the goal related to infrastructure.] *Examples*: • Organizing trainings for Partner staff and volunteers • Creating or updating your website • Reality Check activities focused on recruiting new youth members
Goals/objectives	Refers to the goals and objectives in the NYS TCP Strategic Plan.	
GRP	GRP, or Gross Rating Point, is entered into CAT as a number representing "A measure of the total amount of the advertising exposures produced by a specific media vehicle or a media schedule during a specific period of time. It is expressed in terms of the rating of a specific media vehicle (if only one is being used) or the sum of all the ratings of the vehicles included in a media schedule. It includes any audience duplication and is equal to the reach of a media schedule multiplied by the average frequency of	

Term	Definition
	the schedule." (American Marketing Association)
Indicators	Serve as the evidence for outcome progress/achievement and describe what specifically will be measured to demonstrate that change (short-term change or intermediate impact) has occurred as a result of the intervention. Should be specific, observable, measurable, and focused to capture an important dimension of an outcome (e.g., responses to specific survey questions that are trying to measure an attitude or perception outcome).
Information dissemination	Events in which TCP staff or volunteers distribute information via flyers, hand-outs, acting, etc. in a community setting. This event is not associated with any other type of event, such as a health fair.
Infusion event	Event in which the partner "piggybacks" onto an existing event or setting in the community (such as a fair, festival, concert, movie theater, or mall) to deliver tobacco control interventions and/or messages
Local elected officials	Elected members of town, city or county government. Examples include mayor, board of education members, county legislators, etc.
Non-tobacco related events	These are events that do not focus primarily on tobacco prevention or cessation but in which the TCP was able to conduct program activities. Examples include health fairs, sporting events, etc.
Primary data collection	Collecting information directly through surveys, interviews, focus groups, observation, or medical chart reviews (not using data sources assembled or collected by others).
Random sampling	Random sampling is a technique where each member of a given population has an equal chance of being selected into the sample. For example, if you were conducting an observational study of tobacco retailers in a particular county you could randomly select your sample by putting all the retailer names in a hat & drawing out a specified number of names. Each has an equal chance of being selected.
Sample	A sample is a portion of a larger target population. It will usually consist of a sub-group of people selected from the larger group that we are interested in learning about.
Sampling frame	The list of people, households, organizations, places, events, or other units of information from which a sample is selected. For example, the list of registered students at a school may be the sampling frame for a survey of the student body.
Secondary data collection	Gathering information from sources that have already collected data (e.g., using Quitline county-level call volume data, Medicaid claims data, BFRSS, etc).
SMART outcomes	Outcomes that are <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.
Statewide initiative	An official strategy that is sanctioned and promoted by the NYS TCP state office and implemented at the local Partner level
TA	Technical Assistance includes a variety of methods to personalize help to the user, such as telephone conversations and academic detailing to provide more detailed assistance with systems.
Target population	The entire group of people that you seek to impact and who will receive an intervention. For evaluation purposes, this is the population that you are interested in learning about and from which a sample is drawn when conducting an evaluation. It is important to both define who and in what geographic area the people can be found (e.g., PTA members of district elementary schools, city sporting event organizers, restaurant owners in a county, small grocery retailers in town, etc.)
TCP Joint partner strategy	A single strategy (not part of a regional or area plan) that is equally shared by two or more TCP partners, usually representing different modalities in the same catchment area. In order to give each partner credit (in CAT) for working equally on a specific strategy, with a level of involvement beyond being listed as a collaborator, partners can contact their Area Manager for approval to have the strategy listed in the system as a joint strategy to which each partner has access. This prevents duplication of events/strategies in CAT. For example, a Reality Check partner and a community partner may participate equally in planning, promoting, and preparing for a press conference.
Tobacco Industry Commercial Sponsorship	Commercial sponsorship promotes the sponsoring company's brand name, such as in the NASCAR Winston Cup or the Marlboro Team Penske. Commercial sponsorship of athletic, musical, artistic or other cultural events includes the use of the brand name either as part of the event or to advertise or promote sales. This type of sponsorship is visible at events like races, rodeos, sports competitions and concerts. This type of sponsorship is easy to recognize, given its purpose to promote a brand or product in a high profile manner on such items as scoreboards, flags, programs, tents, signs, gear, uniforms and in the title of the event. This type of sponsorship is restricted by the MSA. *Example: A racing team or car or a sporting event sponsored by a tobacco brand in exchange for signage, logos on uniforms & equipment, and mentions in advertising, etc.*
Tobacco Industry Corporate Sponsorship/Giving	Corporate sponsorship or giving involves funds donated to an entity or organization utilizing the giver's corporate name, such as Altria. A large number of tobacco company corporate sponsorships involve the arts, including museums, dance troupes, theatres and educational institutions. Additionally, tobacco companies donate to organizations, programs and events that represent or are targeted to minorities, women, and youth. There is no restriction on corporate sponsorship in the MSA. *Example: Monetary or equipment gifts to nonprofit organizations in exchange for a mention on a program,*

Term	Definition
	plaque, or website.
Tobacco Industry Promotion	Tobacco industry promotion involves efforts to reach current customers and potential new tobacco users through direct marketing, adult-only facilities, and bar and nightclub events. Tobacco promotion through direct marketing often involves sending coupons, controlled circulation magazines, sweepstakes offers, brand loyalty programs (e.g., Camel Cash or Marlboro Miles), and catalogues those who have signed up to be on mailing lists. Tobacco promotion through adult-only facilities and bar and nightclub events often include the distribution of tobacco product samples, cigarette brand paraphernalia, unbranded specialty items, and advertisements, and use sweepstakes, contests, and interactive games that encourage patrons to complete marketing surveys. *Example: Booths or tents inside larger events such as county fairs, or bar nights.*

FAQ

Table 49. CAT Frequently Asked Questions

Question	Answer
I have one outcome that is associated with several similar strategies. How do I enter my work plan?	Each strategy must be entered individually. As you enter the first strategy, you can copy the text you type into the “outcome” field, and then paste it in the “outcome” field for your next strategy that has the same outcome.
How do I enter data for a strategy that is implemented with another NYS TCP partner?	There are two different ways this may occur. The first, and most common, are collaborations with other organizations, some of which may be other funded TCP partners. Enter collaborators through the Administration link on the main menu, and report these collaborations in the appropriate Monthly Strategy Report. The second type is a TCP joint partner strategy, an activity that is equally planned, funded, and implemented by two or more TCP partners. The partners will ask their Area Manager to work with the CAT Administrator to allow access to a specific joint strategy name to all the participating partners. After getting access, create a new strategy and for the question “Is this a TCP Joint Partner Strategy?” check yes, then select the strategy name from the pull-down menu.
What do I do if a strategy had to be terminated before the “end date” indicated in the original work plan?	When the timeframe in which an activity is implemented is different than what was proposed in the original work plan, simply enter the new timeframe in the Monthly Strategy Report in the month that you are entering data. A text box is available to explain why the timeframe was altered. If you had to stop working on this strategy, put the strategy status in “Suspended,” explain why in open text, and do not report on that strategy again. Feel free to put further information in the “Reasons for success” and “Barriers” free text boxes at the bottom of each Monthly Strategy Report screen related to the change in timeframe.
What do I do if a strategy changes significantly from how it was described in the work plan?	Partners may revise their work plans after obtaining approval from their Area Manager. From “Annual Plans” on the main CAT menu, select “Edit Strategy” and select the appropriate strategy. Make the changes, and when you submit, a screen will appear that shows what fields you changed, and asks you to provide text about why you made those changes. Be clear in your explanation; the list of fields changed and your explanation will be emailed to your Area Manager. However, if you have already entered Monthly Strategy Reports and need to change the focus area, you will need to enter a new strategy.
How do I enter a strategy that seems to fit two focus areas?	For data entry and analysis purposes, it is critical that you select just one focus area for each strategy, even when that strategy seems to address multiple focus areas. First, determine whether the strategy should actually be divided into two distinct strategies. You should focus on the primary activity of the strategy, not just what you plan to achieve down the road. (For example, if you are conducting retail observations to use to push for a change in local policy regarding advertising, you would enter a strategy regarding the retailer observations, in the focus area “Monitoring or Assessment of Organizational Policies and Practices” and enter a separate strategy in focus area “Govt Policy-maker Education.”)
What do I enter in earned media if the event was covered in a newsletter?	“Newsletter” has been added to the drop-down list of type of earned media newspaper story, so that you can select “newsletter” if coverage of your strategy appeared in a company, school, community, or church newsletter. (This would not apply to a newsletter that you create, as that would not be “earned media” in the same sense as another organization reporting on an event.)

How do I enter ads running on multiple channels?	If your paid media buy includes multiple cable channels (e.g., Lifetime, WE, and TNT), then select “Multi-cable TV buy” as your campaign channel category. You can then enter the names of the channels in the field “Name of media channel.” However, if you are running ads on local channels, please select each station individually (e.g., enter all fields for WNYT and then click “Add,” and then enter all fields for WKTV and click “Add”).
How do I make more than one selection in a blue box?	The blue boxes displaying response options allow you to select more than one response. To select one item, click on the option you wish to highlight. To select additional options, hold down the Control key (“Ctrl”) and then click on additional options. (To unselect one that you picked by accident, continue to hold the Control key and click on that one again.) Note: Do not click and drag. Use distinct clicks, releasing the mouse button each time, while holding the Control key.
Why don’t my Infrastructure strategies from the work plan appear on the Monthly Strategy Report grid?	Partners are required to enter Monthly Strategy Reports for Infrastructure each month. Rather than requiring each activity be created as its own strategy and reported on individually, partners are able to access this report and complete all the fields on one screen. This focus area is unique in this way.

Contacts

NYS TCP Partners have access to help from RTI for questions and problems related to CAT. Table 50 lists the contact information for people who should be approached for specific types of questions. To centralize Technical Assistance communication, partners should contact Betty Markatos first. Partners should also review the Frequently Asked Questions (FAQ) document under the “other” tab from the main CAT menu to look for answers to questions, as well as utilize the bulletin board to look for answers and solutions.

Name	Contact information
Betty Markatos RTI CAT Liaison	1-800-848-4091 bmarkatos@rti.org
David Plotner CAT Programmer	1-800-334-8571 x 5588 dplotner@rti.org
Rae Ann Vitali CAT Administrator	(518) 473- 6506 rav02@health.state.ny.us

Table 50. Technical Assistance Contacts for CAT

General type of issue	Person to Contact	Contact information
General CAT questions, CAT data entry technical assistance, or QC feedback interpretation	RTI CAT Liaison Betty Markatos	(800) 848-4091 bmarkatos@rti.org
Getting access to your CAT password or posting announcements on CAT	NYS TCP CAT Administrator Rae Ann Vitali	(518) 473-6506 rav02@health.state.ny.us
Setting up TCP Joint Partner Strategies	Rae Ann Vitali (Capital & MARO Region partners)	(518) 473-6506 rav02@health.state.ny.us
	Deepa Varadarajulu (Central &Western Region partners)	(518) 473-8605 dxv06@health.state.ny.us
CAT programming-related technical questions	RTI CAT programmer David Plotner	(919) 485-5588 or (800) 334-8571 x 5588 dplotner@rti.org
NYS TCP Partner CAT reporting responsibilities and schedules or Approval for changes in Work Plan	NYS TCP Area Manager	(Varies per area)