Module 4

Developing a Tobacco Control Intervention and Evaluation Plan

California Department of Health Services, Tobacco Control Section

Communities of Excellence
in Tobacco Control

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The Communities of Excellence consists of four modules:

Module 1: Introduction to Communities of Excellence

Module 2: Conducting a Communities of Excellence Needs Assessment

Module 3: Priority Populations Speak about Tobacco Control

Module 4: Developing a Tobacco Control Intervention and Evaluation Plan

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Section 1: Overview—Selecting Destinations and Creating the Travel Itinerary

Key Points

- The needs assessment process described in *Module 2: Conducting a Communities of Excellence Needs Assessment* is the pre-trip research conducted prior to developing the scope of work.
- After conducting the needs assessment, the areas to be addressed in the scope of work must be prioritized. This involves giving consideration to the budget, capacity of the organization, time availability, and the difficulty of the tobacco control areas under consideration.
- Section 2 of this Module provides three models for setting priorities.
- Section 3 of this Module provides instructions on how to write an objective. Objectives represent specific destinations to be reached by performing the activities described in the scope of work.
- Sections 4 and 5 of this Module provide assistance with writing the scope of work and focus on the Intervention Activity Plan (aka travel itinerary) and the Evaluation Plan. The Evaluation Plan describes the information collected for the "travel blog" or Final Evaluation Report which will communicate to others the highlights, places of interest, and pitfalls (activities that were not successful or were too costly for the pay-off).
- The information provided in this Module supplements information provided in other California Department of Health Services, Tobacco Control Section (CDHS/TCS) documents such as procurements, manuals, and guides. The purpose of this Module is to provide agencies applying to CDHS/TCS for funds with additional information to facilitate submission of high quality scopes of work that are consistent with funding requirements.
- Funding and contract documents are primarily submitted to CDHS/TCS through the Online Tobacco Information System (OTIS). OTIS uses a standardized scope of work format to facilitate searching, the creation of reports, and approval processes.

Overview

The process described in *Module 2: Conducting a Communities of Excellence Needs Assessment* represents the pre-trip research conducted to find out more about possible tobacco control destinations, otherwise known as indicators and assets. After completing this research, you have probably identified several indicators and assets that reflect meaningful areas for tobacco control work in your community. However, as with planning any trip, the possible destinations have to be weighed in light of your budget, resources such as staff, community partner interest, time intensity, and the difficulty in getting to the destination.

Section 2 of this Module provides three prioritization models that can be used to select the indicators and/or assets to be addressed in the scope of work. While the indicators and assets represent general destinations, it is the objectives that explicitly describe what the destination is, when you will arrive, and how you will know that you have arrived. Section 3 of this Module provides instructions on how to write a *SMART* (specific, measurable, achievable, relevant, and time-bound) objective to get your scope of work off to a good start.

Sections 4 and 5 of this Module provide assistance with developing the scope of work. The scope of work represents a detailed travel itinerary. Among other things, it identifies the following:

- The destination (objective)
- Sight seeing (program activities)
- Timelines (start and end dates for activities)
- Traveling companions (responsible parties)
- Trip souvenirs (tracking measures)
- Travel blog (evaluation plan and final evaluation report)

The information provided in Module 4 supplements information and instructions provided in CDHS/TCS procurements[1], manuals, and guides. The intent of providing detailed instructions on how to prepare a scope of work is to:

- Facilitate submission of high quality, detailed scopes of work from agencies applying to CDHS/TCS for funds.
- Reduce the number of scope of work revisions that an agency submits to CDHS/TCS prior to approval because of missing, incomplete, or inaccurate information in the scope of work.
- Provide explanations for scope of work requirements to improve understanding by applicants and funded agencies about the relevance and importance of the requirements.

Important Tip: Other Resources to Help You

- *Online Tobacco Information System (OTIS) User Guide* available at **www.tcsotis.org** (must have a user ID and password to access this Web site)
- *OTIS Evaluation Guide* available at **www.dhs.ca.gov/tobacco/documents/eval/OTISEvaluationGuide.pdf**
- *CDHS/TCS Competitive Grantee Administrative and Policy Manual* available at **www.dhs.ca.gov/tobacco/html/funding.htm**
- *Tell Your Story: Guidelines for Preparing a Complete High Quality Evaluation Report* available at **www.dhs.ca.gov/tobacco/documents/eval/EvaluationReport.pdf**

Scope of Work

Before you get started on writing your scope of work, it is important to point out that the majority of funding applications submitted to CDHS/TCS are submitted via an online database known as the Online Tobacco Information System (OTIS). The standardized scope of work format in OTIS provides a number of benefits to funded agencies, including the following:

- Data entry and terminology are standardized and consistent across procurements.
- The budget and other areas requiring calculations are totaled for the applicant by OTIS.
- Common terminology facilitates the linkage of activities described in the scope of work to budgeted expenses (providing incentives, placing media, educational materials development, printing, etc.).
- Agency contact information only has to be submitted once regardless of the number of applications the agency has funded by CDHS/TCS.
- Other projects' scopes of work can be searched in order to identify agencies working

[1] Procurements are documents that describe the availability of funding for tobacco control efforts conducted at the local, regional, or statewide level, the term of available funding, applicant eligibility for funding, criteria for funding, and submission requirements for applications.

with similar target audiences, interventions, and evaluation activities. This can facilitate networking, marketing trainings, identification of programming gaps, or collaborating on advertising and educational materials development.

- Reports can be generated, such as lists of project directors and agencies working with specific target populations or interventions.
- Many communication and business applications are integrated into a single Web site, including a statewide calendar, project directory, local program evaluator directory, plan/application submission, plan/application approval, progress report submission, progress report approval, and cost report/invoice submission and approval.
- Educational materials development is managed by the Tobacco Education Clearinghouse of California.
- The review and approval of documents submitted by contractors is streamlined (e.g., paperless process, the ability to track the approval process, etc).

Next Stop: Setting Priorities

Section 2: So Much to See and Do — Setting Priorities, Choosing Indicators and Assets

Key Points

- Systematically identifying and selecting priorities increases the likelihood that the project will be successful because the priority setting process takes into consideration the budget and human resources available, the interests of staff and community partners, the difficulty of the area, and the time available for the project.
- CDHS/TCS recommends involving community partners in priority setting, but responsibility for writing the objectives and scope of work should fall on the program staff and the local program evaluator.
- There are many priority setting models. This Section presents details on three models. Their use is optional.
- Priority Setting Model 1: *User-Selected Criteria* involves identifying three to five criteria that will be used to consider, judge, and prioritize the indicators and assets. Groups rate each indicator and asset based on the criteria, and assign a value (0 being not responsive and 5 being highly responsive to the criteria). Then each person is given a limited number of dot stickers to vote on the indicators and assets.
- Priority Setting Model 2: *Pre-selected Criteria* involves the use of pre-selected criteria that have positive values. Members are given "yes" and "no" voting cards. Each indicator and asset is voted upon to determine if the group believes that it meets the criteria. If the majority vote is "no" on any of the criteria, that indicator or asset is removed from the list.
- Priority Setting Model 3: *Paired Weighting* involves comparing each indicator and asset to all the others. Item #1 is compared to all other items to determine how important it is by comparison to all other items being considered. Similarly, item 2 is then compared to all other items to determine its relative importance. This process continues until all indicators and assets have been compared. The item circled the greatest number of times is of the highest importance to the group. The last step involves totaling the "group" votes for each item.

Overview

As described in *Module 2: Conducting a Communities of Excellence Needs Assessment*, some CDHS/TCS procurements require that an applicant, in conjunction with a coalition or advisory committee, conduct a formal CX needs assessment process in which it researches and rates a specified number of indicators and assets on a scale of 0 (None) to 4 (Excellent). In other procurement processes, applicants requesting funding are required to select and develop their objectives from a list of indicators and assets pre-identified by CDHS/TCS. In this latter case, applicants will provide a written narrative description of the issues in the community related to the indicators and assets selected and data that justify the selection.

Regardless of how an agency conducts its needs assessment, systematically identifying and selecting priorities increases the likelihood of a successful project. If you were planning a major trip with family or friends you would want to factor in several things before making a decision about where to go, such as the budget for the trip, special skills of your traveling companions (e.g., language expertise or prior experience in that country), special interests of your companions (adventure seeking or attracted to luxury), special needs of your traveling companions (mobility, food, etc.), and how much time you have for the trip.

Priority setting within a community planning context involves similar considerations. You want to factor in the budget, people resources, community capacity, funding agency's priorities, staff and community preferences, and the difficulty of the journey. Consideration of these factors helps create staff and community buy-in, which is important to achieving success and may also give you political protection if a controversial area of tobacco control is identified to be targeted.

Priority Setting: Overarching Questions

Questions to consider when prioritizing indicators and assets include the following:

- Is there room to make meaningful improvement on the issue?
- Are people in the community interested in the issue?
- Do community members have some ideas for actions that can be taken?
- Does the agency through its staff and community members have the resources needed to work on the issue? If not, can the resources be acquired?
- Do the agency and community members have reason to believe they can be successful on this issue?

There are many models for priority setting and each agency and its community members are free to determine what method they will use in the prioritization process. The most critical issue is to employ a process that will utilize the data collected in the needs assessment process in helping determine the relative importance of the indicators and assets. For those groups that conducted a formal CX needs assessment, the completed indicator and asset worksheets should inform your process and serve as a starting point for your discussions. However, the overall ratings for indicators and assets should not be used as the sole criterion for prioritization.

Priority Setting: Introduction

A priority setting process will help to determine which of the previously assessed indicators or assets will be turned into objectives for the scope of work. The objectives drive the scope of work in terms of the program, media, and evaluation activities to be undertaken. The objectives communicate how the community will be different as a result of your project's efforts. By stating in your objectives the amount of change or the minimum level of achievement expected as a result of your project's efforts, you are able to communicate to others where you are now and how you will recognize that a benefit or change occurred. The number of objectives that you put into your scope of work depends on CDHS/TCS procurement requirements, the complexity of the issues, the community's readiness, the human resources available to tackle the activities (staff and level of coalition/advisory committee member involvement), and the budget you have to finance various program, media, and evaluation activities.

Prioritizing the indicators and assets involves narrowing the list down to those things that are most important to accomplish during your contract period. CDHS/TCS recommends that community members help staff to identify the priorities and the primary focus of the objectives (voluntary policy, legislated policy, enforcement/compliance, etc.). Project staff and the local program evaluator should

take responsibility for writing the objectives and ensuring that they clearly communicate where you started from, where you are going, when you plan to arrive, and how you will know that you have arrived at your final destination.

Priority Setting Models

The following three models may be helpful in determining priorities.

Model 1: User-Selected Criteria

This model uses a five-step process to involve the community in priority setting and identify the focus of objectives. In this process, community members will select from 12 pre-defined criteria to assist in the setting of priorities.

Step 1: Before the priority setting session with the community group, it might be helpful to create an Indicator and Asset Priority Setting Chart with 5 columns that includes the information listed in the example below. (Several flip chart sheets can be used for this purpose.) Transfer information from the indicator and asset rating worksheets to complete columns 1, 2, 3, and 5 (column 4 will be completed during the priority setting session).

Example:
Indicator and Asset Priority Setting Chart

Indicator/ Asset	Overall Rating	Key Findings/ Special Needs	Criteria Rating	Overall Goal

Column 1: **Indicator/Asset** - List each indicator or asset.

Column 2: **Overall Rating** - Identify the overall rating given to the indicator or asset.

Column 3: **Key Findings/Special Needs** - State a few key findings that justify or support the overall rating given and any population groups or geographical areas of the community that have special needs.

Column 4: **Criteria Rating** - Identify how responsive the indicator or asset is to the prioritization criteria (see Step 2 for more information).

Column 5: **Overall Goal** - State the outcome or goal the group feels should be addressed if the indicator or asset is selected to be turned into an objective. Indicators will typically have an outcome that falls into one of the following categories: voluntary policy, legislated policy, enforcement/compliance, or behavior change. Assets may have outcomes that address attitudes, beliefs, or process measures such as training or amount of participation in local advocacy activities.

Step 2: At the priority setting session with your community group, identify 3–5 priority setting criteria that you will use to consider, judge, and prioritize the indicators and assets that were rated by the coalition members. See *Table 1: Potential Priority Setting Criteria* on page 8 for ideas about criteria, or develop your own. Frequently, groups will go through a facilitated process to identify the criteria. Community members will brainstorm criteria and, through a facilitated discussion group, collapse and delete criteria to come up with those that are the most important to the group. This is a consensus process. Not everyone may agree with all the criteria, but there should be general acceptance of the criteria selected. See the completed sample Indicator/Asset Priority Setting Chart on page 8.

Step 3: Write the selected criteria on flip chart paper for everyone to see. Divide the community group into subgroups (e.g., Secondhand Smoke, Countering Pro-tobacco Influences, Availability of Tobacco, Cessation, and Assets). Assign the indicators and assets to the subgroups that relate to their priority/asset area. Keeping the 3 to 5 selected criteria in mind, the subgroups assign a value to their indicators or assets using a scale of 0 to 5 (0 being not responsive and 5 being highly responsive to the criteria). Have each subgroup record their results on the *Indicator and Asset Priority Setting Chart* (from Step 1).

Step 4: Once the chart is completed, each community member is given dot stickers and asked to vote for his/her top priorities based on his/her individual impressions of the information on the chart. Each member physically places dots next to his/her choices. To determine the number of dots per group member, use the "1/4 rule"—If 20 indicators and assets were rated and are being considered, give each member ¼ of 20, in other words, 5, dots. State the rules for applying the stickers, such as stickers may not be torn in half, only one sticker per indicator or asset, and each person must place one dot in each subgroup.

Step 5: Based on the prioritization process, identify the indicators and assets that will be turned into objectives and get some group consensus as to whether the focus is on voluntary policy, legislated policy, enforcement/compliance, etc. This step could be done through an email process with staff making recommendations and soliciting feedback from coalition members.

Step 6: Summarize the results and communicate them to all the community members so that everyone knows the final recommendations.

Model 1: Potential Priority Setting Criteria

(Select 3 to 5)

1. **Coalition Enthusiasm**: The issue would be fun, enjoyable, and exciting to address.

2. **Cost Benefit**: Working on the issue will result in an outcome that is greater than the human and financial resources needed to achieve the change (i.e., an assessment of how much bang for the buck you will receive).

3. **Effective**: There is research or evaluation data that indicate addressing the issue is effective at achieving the desired outcome (e.g., improved compliance).

4. **High Need**: The overall CX rating indicates a "none," "poor," or "fair" rating or there is an under-served population or geographic area that has a high need related to the indicator or asset.

5. **Long-Term**: Addressing the issue will result in a change that is sustained and becomes a part of the fabric of the community.

6. **Meaningful**: Addressing the issue will make a real difference in terms of the problem addressed.

7. **Political Will**: There is political will within the community to address the issue.

8. **Practical**: The group has the expertise, time, and resources to address the issue.

9. **Public Support**: Support by the public and/or community leaders for the issue is fair to excellent.

10. **Reach**: A large segment of the community will be reached or impacted.

11. **Stretch**: The issue reflects new ground for the group and may involve tapping into new skills that involve building the capacity of the group.

12. **Winnable**: It is likely that the group will succeed in achieving the action.

SAMPLE
Indicator/Asset Priority Setting Chart

	Indicator/Asset	Overall Rating	Key Findings/ Special Needs	Criteria Rating	Overall Goal (e.g. enforcement/ compliance)
1.1.6	Number and type of tobacco company sponsorship at public and private events including county fairs, rodeos, motor sports, other sporting events, parades, concerts, museums, dances, festivals, businesses, etc. -or- Proportion of entertainment and sporting venues with a voluntary policy that regulates tobacco company sponsorship including county fairs, rodeos, motor sports, other sporting events, parades, concerts, museums, dances, festivals, businesses, etc. -or- Proportion of communities with a policy that regulates tobacco company sponsorship at entertainment and sporting venues such as fairgrounds, concerts, museums, and events such as dances, businesses, festivals, etc.	Poor	65% of adults surveyed think sponsorship of sporting or cultural events should be banned	Coalition Enthusiasm: 5 High Need: 4 Public Support: 4 Winnable: 2 Overall: 4	Voluntary Policy
2.2.13	Proportion of multi-unit housing owners and/or operators with a voluntary policy that restricts smoking in individual units (including balconies and patios) -or- Proportion of communities with a policy that restricts smoking in the individual units of multi-unit housing (including balconies and patios), and/or resolutions encouraging owners, managers, or developers of multi-unit housing to adopt policies creating smoke-free individual units	Poor	Drastic need for improvement on this indicator due to the lack of policy and awareness of the problem of SHS exposure in multi-unit housing.	Coalition Enthusiasm: 2 High Need: 3 Public Support: 0 Winnable: 2 Overall: 2	Voluntary Policy
4.1.1	Number of culturally and linguistically appropriate behavior modification-based tobacco cessation services that are available and well utilized in the community	Fair	Cessation services are available, but not in Spanish	Coalition Enthusiasm: 3 High Need: 3 Public Support: 3 Winnable: 5 Overall: 4	Behavior Change

Model 2: Pre-selected Criteria

The next priority setting activity uses pre-determined criteria for the selection of indicators and assets to turn into objectives. These criteria have positive values:

1. **Community Member Enthusiasm**
2. **Practical**
3. **High Need**
4. **Far Reaching**

This priority setting process involves a series of test questions that, when answered in the affirmative, will move an indicator/asset to the next level of selection. If answered in the negative, the indicator/asset is removed from further consideration at this time.

Step 1: Before the priority setting session, gather the completed indicator and asset forms and one red and one green index card for each community member. You will need flip chart paper and markers to tally the results.

Step 2: At the priority setting session, each community member is given a packet of papers; each piece of paper lists one assessed indicator or asset for consideration. (To facilitate the selection process, you may wish to copy each indicator or asset on different colored paper.)

Step 3: The facilitator reviews each indicator/asset and provides a summary of the assessment to the coalition members. Once this summary has been completed, the "test questions" will be applied.

Step 4: Test Question 1:

Does this indicator/asset have your enthusiasm to pursue, i.e., would it be interesting and fun for you to work on?

Members will hold up the green card to vote "yes" or the red card to vote "no." If the majority of coalition members votes "yes," the indicator/asset goes to the next test question. If the majority of community members vote "no," then the indicator/asset is removed from further consideration and you begin test question one with the next indicator/asset.

Step 5: Test Question 2:

Is the indicator/asset practical?

To vote "yes," each member must determine for themselves if they would answer "yes" to two of the three following questions:
1) Does it have a positive cost/benefit ratio?
2) Is there political will to address it?
3) Does it have public support?

Example

A community member may assess that indicator/asset "A" has a positive cost/benefit ratio, and that it has a strong amount of public support but there is a lack of political will to address it. That member would vote with a green card as two of the three elements have been answered in the affirmative.

Members will hold up the green card for "yes" or the red card for "no." If the majority of community members assess the indicator/asset as practical, the indicator/asset goes to the final test question. If the majority of community members say "no," then the indicator/asset is removed from consideration and you begin test question one with the next indicator/asset.

Step 6: Test question 3:

Does this indicator/asset address both a high need ***and*** *is it far reaching?*

Members will hold up the green card for "yes" or the red card for "no." If the majority of community members determine that the

indicator/asset addresses a high need and is far reaching, the indicator/asset becomes a **Priority 1**. If the majority of community members say "no" regarding either of the criteria, then the indicator/asset becomes a **Priority 2**.

Step 7: Complete steps 3–6 for each of the indicator/assets. At the end of the process, you will have up to three separate groups of indicators/assets: a **Priority 1** group, a **Priority 2** group, and a group removed from consideration.

If there have been no **Priority 1** indicators/assets identified, move to step 8.

Step 8: Using the **Priority 2** indicator/assets, apply the following test questions:

Does this indicator/asset meet high need? If the majority of community members assess that the indicator/asset addresses a high need, the indicator/asset becomes a **Priority 1** indicator/asset. If the majority of community members say "no," then the indicator/asset remains a **Priority 2** indicator/asset.

Step 9: Based on the prioritization process, identify the indicators and assets that will be turned into objectives and get group consensus as to whether the focus is on voluntary policy, legislated policy, enforcement/compliance, etc. This step could be done through an email process with staff making recommendations and soliciting feedback from community members.

Step 10: Summarize the results and communicate them to all the community members so that everyone knows the final recommendations.

Model 3: Paired Weighting

The third option being presented here is "Paired Weighting." This is a good method to prioritize items because it ensures that each indicator/asset being considered is compared to all others. The activity is relatively easy to do after the list of items has been generated.

Step 1: Before the priority setting session, gather the completed indicator and asset rating sheets and make a list of the indicators/assets on butcher paper.

Step 2: Number each indicator/asset starting at #1. Review the indicator/asset and provide a summary of the assessment to the community members.

Step 3: Provide a "Paired Weighting Form" to each community member and ask them to complete it individually. (See page 12)

Step 4: Have each community member compare item #1, in line one, with item #2, in line one, circling the one he/she believes is most important. Similarly, item #1 is then compared with #3, #4, etc., until it has been compared to all other items.

Step 5: Each community member then totals the number of times #1 is circled and puts it in the blank at the end of the line.

Step 6: The process continues until all lines have been completed.

Step 7: The number circled most often is considered the most important item to the person doing the weighting.

Step 8: The last step of the process is to total the group's "votes" for each item. This shows the relative importance of items to the group.

While this technique seems complicated, it becomes easy to use with practice. Paired Weighting can be used to rank up to 20 items by modifying the Paired Weighting Form

Paired Weighting Form

1/2	1/3	1/4	1/5	1/6	1/7	1/8	1/9	1/10	1	=
	2/3	2/4	2/5	2/6	2/7	2/8	2/9	2/10	2	=
		3/4	3/5	3/6	3/7	3/8	3/9	3/10	3	=
			4/5	4/6	4/7	4/8	4/9	4/10	4	=
				5/6	5/7	5/8	5/9	5/10	5	=
					6/7	6/8	6/9	6/10	6	=
						7/8	7/9	7/10	7	=
							8/9	8/10	8	=
								9/10	9	=
									10	=

Up to this point, the community needs have been assessed, and indicators and assets have been prioritized. It should now be more apparent that some of the indicators and assets represent problems or opportunities that are both compelling and not too daunting to tackle. Those are the indicators and assets that will form the basis of the next aspect of writing the scope of work: developing the objectives.

Next Stop: Writing Objectives

Section 3: Defining Exactly Where You Are Going—Turning Indicators and Assets into Objectives

Key Points

- Indicators and assets represent general tobacco control destinations, whereas objectives represent an exact destination and communicate when you will arrive.
- Objectives drive the Intervention Activity and Evaluation Plan.
  - Intervention activities should lead to accomplishment of the objective.
  - Evaluation activities should provide information that leads you to understand how successful you were in arriving at the objective, and those intervention activities or external factors that facilitated or hindered success.
- A good objective communicates how the community will be different as a result of the project's efforts. It communicates to others where the community is now, and how community members will recognize that a benefit or change has occurred.
- SMART objectives are specific, measurable, achievable, relevant, and time-bound.
- The number of objectives included in a scope of work will be influenced by procurement requirements, the budget, the capacity of the staff and community members, and the perceived difficulty of the issues to be addressed.

Overview

The indicators and assets represent general trip destinations, but the objectives represent a more specific statement of the travel destination and provide information about the exact destination, when you will arrive, and, frequently, where you started.

The objective defines a quantifiable goal or end point that is to be reached during a certain period of time through a project's activities. In other words, the objectives drive the scope of work in terms of the programmatic and media activities to be undertaken, as well as the evaluation to be conducted. The objectives communicate how the community will be different as a result of the project's efforts. A good objective communicates to others where the community is now and how community members will recognize that a benefit or change has occurred.

Just as the scope of a trip will be influenced by your budget, the amount of time you have available, and the interests of your traveling companions, the number of objectives in the scope of work depends on the complexity of the issues, the community's readiness, the human resources available to implement the activities, and the budget. The minimum number of objectives CDHS/TCS requires to be included in the scope of work is stated in the instructions of each individual procurement.

A well-written objective states the following:

- **What will change** (e.g., a policy will be adopted, compliance will be achieved, smoking behavior will stop)
- **When the change will be completed** (e.g., June 30, 2009)
- **Where the change will occur** (e.g., three cities in Fresno County, Calaveras County

Fairgrounds, American Indian casinos in Riverside County)

- **What or how much change** is expected (e.g., 5 policies; 40 percent quit rate at one year; compliance will increase from 60 percent to 90 percent)

A well written objective should:

- Strive to achieve a community norm change that represents an intermediate-level outcome, such as adoption of a policy, reduced illegal tobacco sales, compliance with a law, reduced tobacco advertising, or establishment of smoke-free public housing.
- Seek to achieve a realistic, yet meaningful public health gain.
- Avoid stating outcomes representing individual level change, such as increased awareness about the problem of illegal tobacco sales or increased knowledge about the dangers of secondhand smoke.
- Avoid stating outcomes where the achievement is the accomplishment of an activity, such as training for teens, production of a community cessation resource guide, or development of a media campaign (These types of items are more properly characterized as activities that may help bring about a certain outcome).
- Avoid stating outcomes that reflect accomplishment of long-term outcomes, such as decreased tobacco prevalence or consumption, which are very difficult for a local community to track and are even more difficult for a project to be able to attribute to their efforts.

Examples of turning indicators into objectives:

Indicator 3.2.4: Proportion of venues with a voluntary policy that prohibits the distribution of free or low-cost tobacco products, coupons, coupon offers, or rebate offers for tobacco products

-or-

Proportion of community events with a policy that prohibits the distribution of free or low-cost tobacco products, coupons, coupon offers, or rebate offers for tobacco products

Objective: By June 30, 2009, the City of Chico will adopt a policy that prohibits the distribution of free tobacco product sampling on private property.

Objective: By June 30, 2009, at least 2 import car events in California (such as shows and races) where the majority of participants are young adults (ages 18-29) will adopt policies prohibiting free tobacco product sampling.

Important Tip: See the OTIS Evaluation Guide for more sample objectives. The Guide is available at **http://www.dhs.ca.gov/tobacco/documents/eval/OTISEvaluationGuide.pdf.**

When writing outcome objectives for a particular community indicator or asset, make sure that they are SMART:

1. **Specific**: Is the objective specific?
    - Who or what is expected to change or benefit?
    - How much change or benefit is expected?
    - Where will the change occur?
    - By when will the change occur?
    - How will it be determined that the change has occurred?

2. **Measurable**: Is the objective observable and measurable?

3. **Achievable**: Is the objective achievable in the given time frame?

4. **Realistic/Relevant**: Is the objective realistic and relevant? Is the gain worth the effort?

5. **Time-bound**: Is a date given that indicates when the objective will be achieved?

Important Tip: Do Not Use Ranges in Objectives. For example, do not write, "By June 30, 2010, three to five cities in Coffee County will adopt a policy prohibiting smoking on outdoor dining patios." Similary, do not write, "By June 30, 2010, the compliance rate for illegal tobacco sales to minors in Coffee County will be 80% to 90%."

Next Stop: Writing the Intervention Plan

Section 4: The Travel Itinerary—Writing the Intervention Activity Plan

Key Points

- The scope of work is similar to a travel itinerary for a major trip. It describes the activities that will be taken to reach the destination (objective) and the activities that will be used to prepare a travel blog (final evaluation report) after the trip is over. The travel blog communicates to others what went well on the trip and things that could be improved.
- A good Intervention Activity Plan is flexible, yet provides sufficient detail to keep all travel partners focused on the three-to-five year trip, facilitates time and budget management, and provides an accountability tool.
- The Intervention Activity Plan describes the objective, links each objective to the goal areas known as Priority Areas and Assets, links each objective to the indicators or assets, identifies the target audiences, and provides a series of short narrative descriptions of the activities that are intended to lead to accomplishment of the objective.
- One or more objectives in the scope of work must be designated as a "primary objective." These objectives are the focus of a higher quality evaluation plan and final evaluation report. CDHS/TCS funding procurements state how many objectives in a scope of work are required to be designated as "primary objectives."
- Narrative activity descriptions are organized by Major Intervention Categories. Each Major Intervention Category has a specific definition. A good scope of work strives to include a variety of activities from several Major Intervention Categories in order to achieve a comprehensive approach.
- Narrative descriptions of activities need to quantify how much will be done in order to justify and support the budget in terms of personnel (i.e., the number of staff requested and their skill level) and operating expenses (e.g., advertising placement, printing costs, purchase of incentive and promotional materials).
- For each narrative intervention and evaluation activity, additional information must be provided:
    - identification of products subject to copyright
    - assignment of a percent deliverable to tangible products or services
    - designation of responsible parties in charge of completing an activity
    - identification of tracking measures that verify completion of deliverables
- The Materials Development Form is a supplementary form to the scope of work. It is completed when original materials are developed by the project (i.e., educational, advertising, promotional, or incentive items). These original materials have the potential for use and distribution statewide and involve a high quality development process. The Materials Development Form is used by the Tobacco Education Clearinghouse of California (TECC) to direct proactive materials development technical assistance.

Overview

A major trip lasting three to five years that involves several destinations, numerous sight seeing activities at each destination, several traveling companions who are responsible for various portions of the trip, and a finite budget necessitates a detailed travel itinerary. Without a detailed travel itinerary you may forget where you are going, get lost, get mad at one of your travel partners for forgetting to book the train tickets, or run out of money before you get to your destination.

Having a well thought out scope of work does not guarantee success or mean that there will not be detours, flat tires, or missed airplanes that impede your progress. However, a detailed travel itinerary can improve your chances of success in terms of reaching your final destination in such a way that your traveling partners will feel satisfied and positive about the experience. A good scope of work is one that provides for some flexibility but is detailed enough to keep project staff and community partners focused; facilitates time management and use of budgetary resources; clarifies expectations; and provides an accountability tool.

The scope of work represents the detailed travel itinerary or road map whereas the budget describes how the fiscal resources will be used to support the trip. The scope of work describes the following:

- Your destination (the objectives)
- How you will get there (intervention activity plan)
- How you will know that you arrived and lessons learned for your next trip (evaluation design, evaluation activity plan, and Final Evaluation Report)

At times, trying to visualize how the entire scope of work fits together can be difficult. *Figure 1: Scope of Work Pyramid* depicts how the scope of work components and subcomponents relate. Additionally, at the end of this Section in Supplemental Materials, there is a tool entitled *Scope of Work at a Glance Worksheet*. This worksheet provides a tool to help you draft key ideas about the objective and link these ideas to the Intervention Activity Plan, the Evaluation Plan, and the Budget. It will help you to visualize how the indicators/assets, objective, intervention activities, evaluation activities, and budget link together and support one another.

Purpose and Overview of the Scope of Work: Intervention Activity Plan

The Intervention Activity Plan is a component of the scope of work. It describes the programmatic activities (e.g., educational, policy, media) you are going to conduct to achieve the objective. In the Intervention Activity Plan, you will do the following:

- State the **objective**
- Link the objective to **priority areas** and **indicators** or **assets**
- Describe the major **target audiences**
- Describe a series of **programmatic activities** to be undertaken that are designed to lead to accomplishment of the objective
- Provide **timelines** showing the sequence in which activities will be conducted
- Identify **responsible parties** for conducting the activities
- List the **tracking measures** or souvenirs that you will collect along the way to document the trip

Figure 1
Scope of Work Pyramid

Step 1 ➧ Select Priority Areas or Assets

Step 2 ➧ Select Indicators/Assets

Step 3 ➧ Write Objectives

• Primary • Non-Primary

Step 4 ➧ Identify Target Audiences

• General Groups
• General Ethnic Population Groups
• Specific Ethnic Population Groups

Step 5 ➧ Develop an Intervention Plan for Each Objective

Major Intervention Categories

• Coordination/Collaboration • Policy
• Community Education • Promotional Items
• Educational Materials Development • Media • Incentive Items
• Training/Technical Assistance • School-based Education

✎

For Each Activity Provide...

• Narrative Description • Copyright Designation • Timelines
• Responsible Parties • Tracking Measures • Program Deliverable Percentage

Step 6 ➧ Develop an Evaluation Plan for Each Objective

Evaluation Design

Select Plan Type ➧ Policy Adoption • Policy Implementation• Policy Adoption & Implementation • Individual Behavior Change • Other with Measurable Outcome • Other without Measurable Outcome

Step 7 ➧ Describe Type of Data Collection

Outcome ➧ Study Design • Intervention Group Definition • Intact Groups • Control Group Definition Data Analysis • Instrument Description • Measurements (e.g. pre/post test) • Sample Selection • Sample Size

✎

For Outcome Data Collection Provide...

Timelines • Copyright Designation • Program Deliverable Percentage • Responsible Parties • Tracking Measures

Process ➧ Focus Groups • Key Informants • Public Opinion/Public Intercept • Education/Participation Survey • Policy Record • Media Activity Record • Observation Survey • Data Collection Training • Youth Tobacco Purchase Survey • Other

✎

For Each Process Data Collection Activity Provide...

Descriptive Information • Timelines • Copyright Designation • Program Deliverable Percentage • Responsible Parties • Tracking Measures

Step 8 ➧ Describe Evaluation Reporting

Data Analysis, Disseminating Results, & Study Limitations

✎

For Each Activity Provide...

• Timelines • Copyright Designation • Program Deliverable Percentage • Responsible Parties • Tracking Measures

Scope of Work: Objective Overview

The scope of work format in OTIS consists of multiple sections. The first section is the **Objective Overview**. In this section you will do the following:

- State a measurable time-bound objective
- Identify whether an objective will receive an in-depth evaluation by designating it as a "primary objective"
- Link the objective to one or more priority areas or assets
- Identify the primary audiences targeted by the intervention activities

Objectives

Objectives define a time-bound quantifiable goal or end point that is to be reached as a result of a project's activities. The objectives drive the educational, media, policy, and evaluation activities to be undertaken. The objectives communicate how the community will be different as a result of the project's efforts. A good objective communicates to others where the community is now and how community members will recognize that a benefit or change has occurred. Section 3 of this Module provides detailed instructions about how to write an objective.

Important Tip: See the *OTIS Evaluation Guide* for sample objectives. This Guide is available at **www.dhs.ca.gov/tobacco/documents/eval/OTISEvaluationGuide.pdf**.

Primary Objective

CDHS/TCS requires projects to designate one or more objectives in the scope of work as primary objectives. A *primary objective* is a high priority objective that will receive an in-depth evaluation and will be the subject of a high quality written final evaluation report. Generally, an objective designated as a primary objective reflects a newer area of tobacco control—one about which others in the tobacco control field would benefit from learning more. The number of objectives that are required to be designated as primary within the scope of work is stated in each procurement. In general, the number of primary objectives required ranges from one to three.

The Final Evaluation Report prepared for a primary objective must conform to the content and formatting requirements provided in the document *Tell Your Story: Guidelines for Preparing a Complete High Quality Evaluation Report*, California Department of Health Services, 2006. This document may be downloaded at **www.dhs.ca.gov/tobacco/documents/eval/EvaluationReport.pdf**

California Tobacco Control Program Priority Areas and Community Assets

CDHS/TCS's program, media, and evaluation efforts are framed around four tobacco-related goal areas known as "**Priority Areas**." Priority Areas address tobacco-related content issues such as secondhand smoke and tobacco use cessation. In addition to focusing on priority areas, funded projects may

Important Tip: See the *OTIS User Guide* for instructions on how to enter information into OTIS. The *OTIS User Guide* is available at the OTIS Web site. Go to **www.tcsotis.org** and click on "Help" to locate it. Download a copy of the Guide to your computer or print a copy of it for reference. CDHS/TCS must assign you a user ID and password in order to gain access to the OTIS Web site.

also include efforts that address "**Assets**." Assets are factors that facilitate tobacco control work in a community, such as the availability of funding for tobacco control work, the level of community activism among adults and youth, and awareness of and sensitivity to cultural diversity. The Priority Areas and Asset categories are defined in Table 1.

For each objective in your scope of work, you will identify whether it addresses a Priority Area or Asset. Based on this selection, you will link each objective to either one or two specific Priority Areas (e.g., secondhand smoke and cessation) or one or two specific Assets.

Important Tip: In the scope of work, each objective must be linked to no more than two Priority Areas or two Assets. A single objective cannot be linked to a Priority Area and an Asset.

Table 1
Definition of Priority and Asset Areas

Priority Areas
Countering Pro-tobacco Influences: Efforts targeting this priority area seek to counteract and off-set factors that promote or sustain tobacco use, such as tobacco advertising and marketing; glamorization of tobacco-use through the movies; and economic, governmental, or business policies and practices. Additionally, this area addresses the environmental impact of tobacco use on our communities and the availability of evidence-based youth tobacco use prevention education.
Reduce Exposure to Secondhand Smoke: Efforts targeting this priority area seek to protect non-smokers from secondhand smoke exposure where they live, work, and play.
Reduce Availability of Tobacco: Efforts targeting this priority area seek to address the sale, distribution, sampling, or furnishing of tobacco products or nicotine maintenance products (i.e., nicotine- containing products that are promoted as reducing harm for the user, but which are not intended to result in cessation)
Promote Cessation Services: Efforts targeting this priority area seek to increase the availability and access to tobacco cessation services.
Asset Areas
Tobacco Control Funding Assets: Efforts targeting these assets address the extent to which funding is available for tobacco control activities.
Social Capital Assets: Efforts targeting these assets address the extent to which people and organizations work collaboratively in an atmosphere of trust to accomplish goals of mutual benefit.
Cultural Diversity and Cultural Competency Assets: Efforts targeting these assets address behaviors, attitudes, and policies that enable effective work in cross-cultural situations within the community. Culture refers to patterns of human behavior that include the language, thoughts, communications, actions, customs, beliefs, values, and institutions of racial, ethnic, religious, sexual orientation, or social groups. Competence implies having the capacity to function effectively as an individual or organization within the context of the cultural beliefs, behaviors, and needs presented by consumers and the community.

Target Audiences

The Intervention Activity Plan also includes the identification of the key groups to be targeted by educational, media, and policy activities. The purpose of identifying target groups is to facilitate networking and training activities among various funded projects working with similar audiences.

Identification of target audiences also helps CDHS/TCS to identify 1) possible funding gaps and 2) projects that may be a resource for media spokespersons, or provide expert review of educational and media materials for specific target audiences.

Target audiences are identified and selected in OTIS from the three categories listed below. Refer to the *OTIS User Guide* for a complete list for each category.

1. **General Audience Groups** reflect broad non-racial/ethnic audiences such as age-related, business related, community sectors (e.g., Lesbian, Gay, Bisexual, Transgender, labor/unions, low socio-economic status, etc.)

2. **General Ethnic Population Groups** reflect broad racial/ethnic groupings (e.g., Southeast Asian)

3. **Specific Ethnic Population Groups** reflect more precise racial/ethnic groups (e.g., Cambodian, Vietnamese, and Laotian)

Scope of Work: Intervention Topics

The second section of the scope of work is the Intervention Topics summary. Intervention Topics reflect types of activities that broadly summarize major activities or topics addressed in your Intervention Activity Plan. Their purpose in the scope of work is to facilitate searching the OTIS project directory database. For example, if you were to search the OTIS project directory for all of the funded projects which included efforts related to cessation indicator 4.1.1, you would find projects that are engaged in a variety of cessation service-related activities including promoting the California Smokers' Helpline, offering cessation classes, or providing training to health care providers. However, if you only want to find projects that are providing cessation-related training to health care providers, then searching by Intervention Topics will help narrow your search results.

Important Tip: When linking target audiences to your objective and activities, be selective. Only link those audiences that are purposively targeted by your activities. For example, while an objective that seeks to establish a city-wide outdoor smoke-free dining policy impacts a variety of people representing diverse racial and ethnic groups, it would be inappropriate to identify "Chinese" as one of the Target Audiences if they are not specifically a focus of education and community mobilization efforts. On the other hand, if the objective and activities seek to specifically increase compliance with the statewide smoke-free workplace law among Asian, Korean, or Chinese businesses, then these racial/ethnic groups are most likely the focus of an education campaign and community mobilization efforts; therefore, it is important to select these groups as the Target Audiences.

In the Cessation Priority Area, a few Intervention Topics are designated with the term "(dc)." This stands for "direct cessation." In some CDHS/TCS procurements there is a limitation on the percentage of funding that can be allocated toward direct cessation activities. CDHS/TCS limits the percentage of funding that can be allocated toward direct cessation activities in order to ensure a balanced comprehensive program statewide. Direct cessation is funded by CDHS/TCS through the California Smokers' Helpline and local projects as well as being provided by public and private insurers, voluntary health organizations, hospitals, and others. The (dc) designation provides a reminder to agencies about those activities that are defined as direct cessation and which may be subject to the limitation.

Important Tip: OTIS generates a list of Intervention Topics for you to select and check. The topic list is triggered by the Priority Area and Assets you previously selected as described in the Objective Overview section. Therefore, it is a good idea to complete the Intervention Topics portion of the Intervention Activity Plan in OTIS after completing the more detailed description of activities—since the Intervention Topics summarize major activities or topics addressed in your Intervention Activity Plan.

Scope of Work: Intervention Activity Plan

Finally the fun part of the trip! For each objective, an individualized **Intervention Activity Plan** is created. It consists of a series of activities that will lead to accomplishment of the objective. You will describe how you and your partners will go out into the community to educate the public and policymakers about your issue. It may involve developing educational materials, conducting outreach to businesses, providing training, conducting a letter writing campaign, or placing paid media. Be creative, but at the same time do not lose sight of your objective. Activities should link together and build toward the accomplishment of the objective.

Important Tip: Take the time to learn from others before you write your plan. Conduct a literature search, review case studies, talk to people who have done similar projects, and review scopes of work available through the OTIS project directory database. Do not get lost by conducting a series of one-shot activities that do not support each other or do not build towards reaching the final destination (objective) you have selected.

Basic Components of the Intervention Activity Plan

Below is a brief description of the basic components that comprise the Intervention Activity Plan. A more detailed description of each of these components is provided later to help you write a detailed, but flexible Intervention Activity Plan. *Please note that the order in which these basic elements are presented is not identical to their order for data entry into OTIS.*

- **Intervention Activities**: These are the specific activities that collectively describe how you are going to get to your destination (i.e., the objective).

- **Major Intervention Categories**: These are prescribed headings that you will use to organize similar types of activities within the Intervention Activity Plan for a particular objective (e.g., Coordination/Collaboration, Materials Development, Media, etc.). Their use enables CDHS/TCS to ensure that local projects employ a variety of strategies and the categories are searchable through the OTIS project directory.

- **Materials Development Form**: This is a supplemental form to the Intervention Activity Plan. It is completed only for substantive original works such as educational, advertising, promotional, or incentive materials.

- **Timelines**: These represent the start and completion dates for major activities. They reflect the length of time you expect to spend at various junctions.

- **Responsible Parties**: These are your traveling companions, tour guides, and other people (both staff and non-budgeted volunteers/coalition or advisory committee members) who are assigned to, and are responsible for, various tasks on the trip.

- **Tracking Measures**: These are the souvenirs that you intend to collect and save from the trip. They include such things as educational materials, press releases, training materials, sign-in-sheets, and survey instruments.

- **Copyright Assignment**: CDHS/TCS owns the copyright on materials and works developed under its Competitive Grants, Media and Evaluation contracts, and interagency agreements. Ownership is shared with Local Lead Agency projects. Designation of copyright ownership clarifies those activities in the Intervention Activity Plan subject to the copyright language within the contract or Local Lead Agency agreement.

- **Program Deliverable Percentage**: This is a percentage assigned to some activities in the scope of work that reflects the value or cost of a specific deliverable. A deliverable is defined as a tangible product or service and is inclusive of all the planning, coordination, or collaborative effort that leads to the product or service. The percentage assigned correlates to the budget.

Intervention Activities—The Basic Building Blocks for the Intervention Activity Plan

An Intervention Activity Plan is created for each objective. It consists of a series of activities that will lead to accomplishment of the objective. Each activity consists of a brief narrative description, approximately one to three sentences in length. The activity description should provide information about the following:

- **What** will be done (e.g., presentations, community forum, letter writing campaign, brochure, training, radio ad).

- **Who** will be impacted by the activity, or who it is for (e.g., community service organizations, high school students, coalition members, smokers). As appropriate, the description of *who* should give some examples. For instance, if you are going to give presentations you should identify the groups by stating, "such as Rotary, Kiwanis, League of Women Voters, and the Hispanic Chamber of Commerce."

- **How much** will be done. Ranges may be used in activities to quantify how much of an activity will be done. This may include 1) quantifying how much of something will be done, produced, or disseminated, (e.g., 1–3 news releases or 5–10 presentations); 2) the length of the activity (e.g., 15–30 minute presentation, 30–40 page tool kit, 30-second radio spot); 3) the audience size (e.g., a presentation for 10–20 people, a training for 30–40 people); or 4) the frequency of an event (e.g. twice a year, annually).

- **Where** activities will occur. As appropriate, a description of the geographic location or site where activities will occur, such as in specific neighborhoods, events, casinos, pharmacies, etc.

Important Tip: Quantifying how much of something will be done matters because it helps to support your requested personnel and operating expenses budget. For example, the personnel and budget needed to conduct two presentations which are 15–20 minutes in length targeting 5–10 people in each presentation is far less than if you were to propose to conduct 2–4 hour trainings for 30–40 people at each training. Developing and printing 200 copies of a single page one-color, tri-fold brochure is far less costly than developing and printing 1000 copies of a 20–30 page four-color brochure.

Build a Comprehensive Intervention Activity Plan

CDHS/TCS's overall strategy to decrease tobacco use and secondhand smoke exposure among youth and adults relies upon a community norm change approach to influence individual behavior change. To be funded by CDHS/TCS, your scope of work must reflect an understanding of the role community norms have in influencing tobacco-use related behaviors. It needs to reflect a coordinated and integrated approach that includes a variety of activities to accomplish the objective. These may include community forums or presentations to educate the public, paid media, letter writing, endorsement campaigns, and educational outreach to decision-makers.

Table 2 lists the Major Intervention Categories which are used to organize similar activities. While it is not necessary to include activities from each Major Intervention Category within your Intervention Activity Plan, the Plan should use a comprehensive approach with a mix of activities designed to accomplish the objective. *Table 2* also provides example activities and important tips to keep in mind when writing the Intervention Activity Plan.

Important Tip: Build flexibility into your activity descriptions by using ranges. For example: "make 5–10 presentations that are 15–60 minutes in length," "recruit 3–5 spokespersons," "produce 1–2 smoke-free gaming billboard ads," "obtain 50–100 endorsements," etc. Build flexibility into your activity descriptions by providing examples rather than absolutes. For example, state "50–100 endorsements will be obtained from organizations concerned about the health of youth such as the California Parent Teacher Association, the California chapter of the American Academy of Pediatricians, and the California Conference of Local Health Officers." "One to two press releases will be sent to 3–5 media outlets that may include newspapers, radio stations, and appropriate newsletters."

Table 2
Major Intervention Categories

Intervention Category	Coordination/Collaboration
Definition	Coordination and collaboration is a process of bringing individuals or groups together to work jointly to address problems. Collaboration is a strategy for building relationships to accomplish work. Collaboration involves joint problem-solving and decision-making among key stakeholders regarding how to approach a problem or issue.
What to Describe	Describe with whom you will coordinate and collaborate to avoid duplication of effort and to maximize your resources, such as statewide training and technical assistance contractors and local agencies. Explain how you will coordinate and collaborate, such as through face-to-face meetings, teleconferences, email, etc. Describe the types of things that you will collaborate and coordinate on, for example, data collection, policy campaign development, materials development, etc. Quantify how much will be done in terms of the number of meetings and/or frequency.
Examples	*Meet with 1–3 campus partners, such as Campus Health Center, Campus Counseling, etc. to update departments on the availability of self-help cessation materials from American Lung Association, Yuba County Local Lead Agency, and California Smokers' Helpline. Ask campus partners to make materials available by request.* *Access and share resources with Tobacco Assistance Legal Center, Center for Tobacco Policy and Organizing, Americans for Nonsmokers' Rights, and other organizations. Participate in TCS conference calls on licensure and other tobacco-availability issues.*
Important Tip!	Generally, a percent deliverable is not assigned to coordination/collaboration activities such as participating in meetings or planning sessions; however, if you have to provide education to potential collaborators or prepare a fact sheet for them to facilitate collaboration, these activities would represent a deliverable.

Table 2
Major Intervention Categories

Intervention Category	Community Education
Definition	Community education involves engaging in specific efforts or activities to inform, educate, and/or increase public awareness about tobacco control. Activities may include community meetings, advocacy activities, presentations, outreach, counseling, small group education, letter writing, conducting public hearings or forums, filing complaints with government officials, etc.
What to Describe	Describe the specific community education efforts in which you will engage. Describe the types of groups that will be targeted by the community education and quantify how much will be done in terms of length, number of events, and/or frequency.
Examples	*Conduct one-on-one, 10–20 minute educational visits regarding state and local smoke-free workplace policies with 20–30 Russian-serving businesses listed in the database, regardless of compliance status. Businesses will be given a bilingual list of tobacco laws affecting San Francisco as well as an information packet.* *Conduct a minimum of 6 informational workshops (45 minutes) at English as a Second Language and Citizenship classes targeting smokers and their family members. The workshops will address the harmful effects of tobacco, especially those related to secondhand smoke.* *Conduct 2–4 educational sessions, 20–30 minutes in length, for key opinion leaders and community organizations about policies to increase the number of smoke-free parks and beaches.* *Issue 6–12 Tobacco Watchdog e-newsletters to educate members about current happenings in tobacco control and mobilize them to take action.*
Important Tip!	If a Web site is to be developed, be sure to include a description of how frequently the content will be updated. Also complete the process evaluation form titled "Other" and indicate that you will collect general Web site statistics such as the number of hits to specific pages of the site.

Table 2
Major Intervention Categories

Intervention Category	Educational Materials Development
Definition	Educational materials are items prepared to aid and enhance the public's awareness regarding tobacco control. These materials do **not** include development of advertisements, but do include the development of posters, pamphlets, curricula, videos, flip charts, etc. Prior to proposing development of any educational or media materials, check with TECC to determine if an item currently exists that would be appropriate as is or with modification.
What to Describe	In the description of the educational material, include the development, printing, and dissemination process. The description should include information on the format of the piece, content, length in pages or time, target audience, field testing, readability testing, and the number to be printed or produced, including the number of colors to be used in print pieces.
Examples	*Create and print 50–100 copies of the 1–2 page Call to Action educational piece that will be distributed at tabling and campus events. The target audience will be students, staff, and faculty interested in joining the campus coalition. Create an objective for the piece and develop a draft that will be reviewed by staff, the Yuba County Coalition, and 1–3 Yuba College students. Check with TECC prior to developing the piece for examples of similar call to action pieces.* *Create and revise as needed a Smoke-Free Areas Education Kit to be used with policy-makers, potential endorsers, and the media. Include information such as the need to increase the number of smoke-free areas; comparison of existing state and local laws; overview of relevant model ordinance provisions; frequently asked questions; list of other jurisdictions with similar policies; testimonial letters from other jurisdictions; list of endorsements; and discussion of public support.*
Important Tip!	• If developing educational materials, include an activity that indicates you will contact TECC prior to working on the activity to seek technical assistance on developing and field testing the material. • Include steps to field test for appropriateness and usefulness to the target audience; test reading level; and seek artist release, photo rights, model releases, and copyright as appropriate. • Complete the *Materials Development Form* for those items that your project is creating *from scratch* and that have the potential for statewide distribution through the TECC catalog with minor adaptations (e.g., a brochure, curriculum, poster, or post card). • Budget for field testing, professional design, and printing as appropriate.

Table 2
Major Intervention Categories

Intervention Category	Incentive Items
Definition	Incentives are used to motivate or reinforce a positive behavior such as quitting smoking or volunteering to conduct youth tobacco purchase surveys. They are only to be given to participants attaining a pre-specified goal. Incentive items may consist of intangible rewards such as recognition (e.g., naming an award in honor of a person, college reference letters) or tangible items such as a plaque, t-shirt, or gift pen. Cash incentive awards and rewards are **not** permitted. Incentives are **not** to exceed $50 worth of merchandise per person, per year.
What to Describe	Describe the incentive to be used and the behavior the incentive will be used to motivate or reinforce. If you do not know the exact incentive item you will use, list possible examples (e.g., gift certificates, mugs, t-shirts). Describe who the incentive will be given to, and if appropriate, quantify the value of the incentive (e.g., gift cards for $20).
Examples	*Write letters of reference for individual Campus Coalition members with a description of the activities worked for the personal portfolio of coalition members.* *Purchase 3–5 engraved plaques for Yuba College departments assisting in policy programs such as Facilities Management, Police, Site Council, etc.*

Important Tip!	• Cash awards and rewards are **not** permitted. Incentives are **not** to exceed $50 worth of merchandise per person, per year.
	• See the CDHS/TCS Administrative and Policy Manual for more information regarding development and use of incentive items.
	  • Local Lead Agencies: Section III, Chapter 300, Policy #03;
	  • Competitive Grantees: Section II, Chapter 300, Policy #03.

Table 2
Major Intervention Categories

Intervention Category	Media
Definition	Media includes the development and placement of print, outdoor, or electronic advertisements, public relations activities, press events, and other activities designed to either place a message in the media or obtain coverage of a message by the media (newspaper, radio, television).
What to Describe	In the description of advertisements to be developed, include the development process, pilot testing/evaluation, production, and dissemination (e.g. where the ad will be placed). The description should include information on the format of the item, content, length, who the target audience is, and the number to be printed or produced. For public relations activities such as press events, describe the nature of the event and indicate the number of events. Give examples of where ads will be placed or where news releases will be sent.
Examples	*Place 5–6 (1/4–1/2 page) newspaper ads per semester in the campus newspaper to educate the campus population on the need for a campus smoking policy, recruit for campus coalition, and advertise Butt Litter program. Check with TECC for any existing newspaper ads on related college campus policies and advocate recruitment. Create an objective for the ads and share with campus newspaper staff who will develop the ads. Staff, Yuba County Coalition, Campus Organizer, and Campus Coalition (when appropriate) will review ads.* *Write and submit 1–2 letters to the editors of the campus newspaper regarding the need for a no-smoking policy and to recruit coalition members.* *Coordinate one (15–30 minute) press conference for local and campus radio, television, and print media to orient reporters and provide interviews regarding the significance of the results of the campus Butt Litter campaign and need for a smoking policy for Yuba Community College. The Campus Coalition Chair will present findings at the press conference. Ten to fifteen press packets will be prepared for distribution in English. The press packet will contain a description of the Butt Litter campaign and major findings, a sample press release, and justification for the need for a smoking policy.*
Important Tip!	• Be savvy in your use of media. Incorporate the use of paid advertising, public service announcements, press releases, press conferences, and photo opportunities (e.g., cigarette butt clean-ups, youth led activities) within the Intervention Plan. • If developing advertisements, include an activity that indicates you will contact TECC prior to working on the activity to ensure non-duplication of existing ads and to seek technical assistance with developing and field testing the material. • Include steps to field test and seek artist and photo rights as appropriate. • Complete the Materials Development Form for those items that your project is creating from scratch and that have the potential for statewide distribution through the TECC catalog with minor adaptations (e.g., billboard, radio ad, print ad).

Table 2
Major Intervention Categories

Intervention Category	Policy
Definition	Policy activities relate to the development, facilitation, and adoption of voluntary or legislated policies, including plans to complete the Midwest Academy Strategy Chart. Policy activities may include identifying and reviewing existing policies, drafting policies, or developing activities to generate support for a policy area such as obtaining signatures on petitions, soliciting endorsements from groups, etc.
What to Describe	Describe activities related to policy enactment including steps to research and develop the policy; steps to demonstrate support for the general policy area, such as collecting petitions, collecting organizational endorsements, letter writing campaigns, and conducting strategic planning meetings with collaborators including preparation of the Midwest Academy Strategy Chart. Describe who you will work with on policy activities and quantify the amount of work that will be done.
Examples	*Coordinate one (2–4 hour) strategic planning session for 5–15 Campus Coalition members and utilize the Midwest Academy Strategy Chart to assist with community organizing efforts to pass a smoke-free campus policy. Request assistance from The Center for Tobacco Organizing and Policy to facilitate.* *Create smoke-free campus policy with assistance from the Technical Assistance Legal Center.*
Important Tip!	• If the objective is policy-related, you must include an activity to complete the Midwest Academy Strategy Chart. • Use the term "policy" rather than "ordinance." • If your efforts contribute to the adoption of a written policy by a city, county, tribe, or board (e.g., Fair Board, Transit Board, School Board), include an activity that states that you will transmit the final policy to the Americans for Non-Smokers' Rights California Policy Database and to the CDHS/TCS Policy Unit.

Table 2
Major Intervention Categories

Intervention Category	Promotional Items
Definition	Promotional items are used to generate visibility and interest, increase public awareness, and promote attitudes that support tobacco control activities in the community. They include items such as buttons, key chains, bumper stickers, posters, or inexpensive visors. The intent of promotional items is not to facilitate behavior change, but to generate interest and enthusiasm for the program.
What to Describe	Describe marketing materials that will be distributed to promote your message. If you do not know the exact promotional items you will use, list possible examples, (e.g., buttons, key chains, magnets). Indicate approximately how many items will be distributed, the kinds of events or locations where promotional items will be distributed, and to whom.
Examples	*Purchase and distribute 250–500 promotional items with a smoke-free message such as frisbees, gum, notepads, and pens for distribution at tabling and campus events.*
Important Tip!	Separate activities describing incentive and promotional items in the scope of work, even if you are using the same T-shirt as both an incentive item and a promotional item. These two types of items have different meanings and limitations on their use.

Table 2
Major Intervention Categories

Intervention Category	School-based Education
Definition	These are tobacco-related educational activities that take place in a school setting which may include pre-schools, elementary schools, middle schools, high schools, vocational schools, colleges, universities, or home schools. Activities must be consistent with the CDHS/TCS Administrative and Policy Manual.
What to Describe	Describe school-based educational efforts that take place in any type of school. Describe efforts such as presentations, youth recruitment, assessment activities, special events, campaigns, advocacy activities, small group education, etc. Indicate how much will be done, where it will be done, and the kinds of groups involved.
Examples	*Host 2–4 educational booths per semester at college campus-sponsored events such as Registration, Great American Smokeout, etc., to recruit for Campus Coalition, educate the campus community on need for a campus smoking policy, promote Butt Litter event, and create a location for petitions, etc.*

Important Tip!	• See the CDHS/TCS Administrative and Policy Manual for requirements about working with schools.
	  • Local Lead Agencies: Section III, Chapter 300, #13.
	  • Competitive Grantees: Section II, Chapter 300, #13.

Table 2
Major Intervention Categories

Intervention Category	Sponsorship
Definition	Sponsorships are cash and/or in-kind fees paid to a property, event, or organization (typically in sports, arts, entertainment, or social causes) in return for access to the exploitable commercial potential associated with that property, event, or organization. It is undertaken for the purpose of achieving commercial objectives, and is not philanthropy. It promotes a company (your project) in association with the property, event, or organization. Sponsorship is one of the four arms of marketing (advertising, sales promotion, public relations, and sponsorship). A sponsorship can also provide you with access to a live audience, on-site sampling (e.g., of anti-tobacco use materials), and opportunities to survey audiences about tobacco control issues. Sponsorship with respect to tobacco control is the promotion of an anti-tobacco use message to an audience attending specific events or venues in the community. The purpose of a sponsorship is to counter the tobacco industry's pro-tobacco use messages or presence in the community and to develop community goodwill for anti-tobacco use educational, media, and policy activities. The tobacco control project's sponsorship dollars are to be used as an incentive for community events and/or venues to pass policies rejecting tobacco industry sponsorship and to create smoke-free events or areas.
What to Describe	Describe what events or organizations will receive a sponsorship, the approximate amount of the sponsorship, and, in general, the type of marketing, promotions, and policy coverage to be provided as a result of the sponsorship.
Examples	*Develop a list of potential business donors who might be willing to donate money to replace the tobacco-company scoreboard and send a letter to 40–60 businesses requesting their support/donation. Make follow-up phone calls to obtain commitment for assistance to replace the tobacco-sponsored scoreboard.* *Promote no-tobacco company sponsorship policy development and compliance by providing 1–5 one time sponsorships of $1,000 or less. Provision of sponsorships will be consistent with the requirements of the California Tobacco Control Program sponsorship policy. Develop sustainability resource list for community referral. Update list annually.*

Important Tip!	• See the Administrative and Policy Manual for requirements about working with sponsorships.
	  • Local Lead Agencies: Section III, Chapter 300, #05.
	  • Competitive Grantees: Section II, Chapter 300, #05.
	• CDHS/TCS rarely permits sponsorships of events and organizations where there is no or little indication that the event or organization is likely to be targeted by tobacco industry funding (e.g., middle-school science field trips, youth little league, and youth soccer clubs). Sponsorships are intended as a marketing tool aimed at events and organizations that are targeted by the tobacco industry, such as rodeos, motor sport events, museums, food closets, etc.

Table 2
Major Intervention Categories

Intervention Category	Training/Technical Assistance
Definition	Training and technical assistance activities build the capacity of individuals, agencies, organizations, and institutions to plan, implement, and evaluate tobacco use prevention and reduction activities. Training activities are designed to provide new skills, are more extensive than presentations, and involve the use of a curriculum with specific learning objectives. CDHS/TCS-funded agencies may provide training on a variety of issues including policies to control exposure to secondhand smoke, youth access to tobacco, exposure of youth to tobacco advertising, and promotions; spokesperson and leadership development; grant writing; how to find alternative funding sources for community events other than the tobacco industry; program planning; evaluation; development of the capacity to manage programs, data collection, legal and policy issues; and other areas of concern.
What to Describe	For trainings, describe the target audience, content, length, number of, or frequency of trainings, and method of training, such as face-to-face, webinars, Internet, etc. For technical assistance, describe the target audience, content, total number of hours of technical assistance to be provided, and the mode of provision such as telephone, email, mailings, etc.
Examples	*Provide 2–3 (30–60 minute) trainings to Campus Coalition members. Trainings to include 1) spokesperson and interview skills, and 2) education on secondhand smoke and the environmental effects of tobacco. Training packet will be created from existing curriculum on advocacy and spokesperson skills.* *The Rodeo Consultant will provide 20 to 50 hours of technical assistance by telephone and email to tobacco control projects and their coalitions regarding working with rodeo participants in their efforts to restrict tobacco sponsorship of rodeos and related events.*
Important Tip!	Be sure to complete the process evaluation form "Education/Participant Survey" in the Evaluation Plan if you have included training activities.

Scope of Work: Materials Development Form

The **Materials Development Form** *supplements* the materials development activity description provided in the Intervention Activity Plan. This form is only completed for substantive *original* works including educational, advertising, promotional items, and incentive items having the potential for use and distribution statewide and that reflect a high quality development process. It is not completed for materials such as a flyer, press release, or packet of materials containing brochures and policies already available through the TECC catalog. It is **not** completed for one-of-a-kind materials not meant for mass distribution such as posters created by youth for a poster contest. Each material for which the Materials Development Form is completed must also be described in the body of the Intervention Activity Plan.

- **Educational Materials** are items such as brochures, posters, videos, curricula, no-smoking signs, postcards, and games.

- **Media Materials** are items such as television, radio, print, Web, outdoor, or in-store advertising. Do **not** complete this form for items such as press releases or newspaper articles.

- **Promotional and Incentive Materials** are items such as T-shirts, pencils, stickers, hats, balloons, and water bottles.

Steps to a High Quality Material

If you are including original materials development in your scope of work, CDHS/TCS expects to see steps that reflect a high quality development process to ensure that:

- Information included in the material is factually correct, with appropriate citation of source material using a standard method for citing sources such as the *Chicago Manual of Style*.
- The material is free of grammatical, punctuation, and spelling errors.
- The material is appropriate for the target audience, as confirmed through field/pilot testing.
- The reading level of the material is appropriate for the target audience.
- Permission to use copyrighted material and artistic, photograph, and model releases are obtained and retained.
- Professional production values are used in design and printing.

Important Tip: Focus on Sustainability. CDHS/TCS gives funding preference to scopes of work that as a whole will likely lead to long-term institutional change. For example, a scope of work that seeks to enact policies that eliminate tobacco company rodeo sponsorship through education and community mobilization strategies is more likely to receive funding than one that proposes to replace tobacco industry donations with state taxpayer monies. A scope of work that proposes to reduce hookah tobacco use through improved enforcement of the state smoke-free workplace law and bans on smoking in outdoor dining is preferred to one that proposes an education and media only approach to the problem.

Materials Development Process: From Concept to TECC Catalog

You must complete the following four steps in order to develop high quality materials that will meet standards for inclusion in the TECC catalog.

Step 1: The first part of the Materials Development Form supplements information provided in the Intervention Activity Plan. It describes the working title of the material, the content, target audiences, format, language, primary content/subject matter, purpose of the material, and a projected completion date of the piece.

A. Working Title of Material
This is a draft title you give to a material while it is under development.

Example: "Smoke-free Casinos Ad"

B. Brief Description of the Content
This briefly elaborates on the general content or topics to be addressed by the material.

Example: Raise awareness of secondhand smoke exposure in American Indian casinos and the negative health impact on workers and customers.

C. Target Audience
These are the key audiences that the material is specifically designed to reach. There are three target audience categories from which to select and that are pre-programmed into OTIS for standardized selection. Select the group(s) that best fit. The groups are as follows:

- **General Audience Groups** that reflect broad non-racial/ethnic audiences such as age-related, business related, or community sectors.

  Example: Low Literacy

- **General Ethnic Population Groups** that reflect broad racial/ethnic groupings.

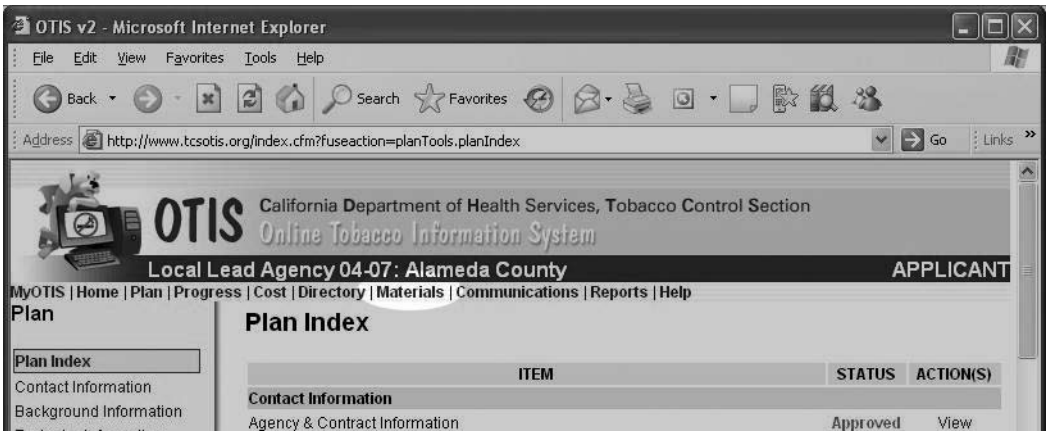
  Example: Southeast Asian

- **Specific Ethnic Population Groups** that reflect precise racial/ethnic groupings. This is an optional field.

  Example: Cambodian

D. Format
This broadly identifies the format of the material to be produced. The list of material formats is pre-programmed into OTIS for standardized selection.

Important Tip: The Materials Development Form is initially accessed in OTIS from the "View Intervention Activity" screen. Once information about a material has been added to the form, all the Materials Development Forms are accessible from a link across the top of the OTIS screen. The Materials Development Form is always "open" so that a project can modify and add information to the form at any time.



You may only select one format type. Select the format that reflects the best fit.

Example: Theater Slide

E. Language
This defines the languages in which the material will be produced. The list of languages is pre-programmed into OTIS for standardized selection. You may select multiple languages.

Example: English, Cambodian

F. Primary Content
This is a pre-programmed list of content areas in OTIS that corresponds to priority areas, assets, and alternative tobacco products. Select the one that reflects the best fit.

Example: Secondhand Smoke

G. Purpose
This is a pre-programmed list in OTIS and includes three broad purposes, as well as the option of selecting "other." The selections are "raise awareness," "influence attitudes," and "influence behavior change." If "other" is selected, you must provide an explanation.

Example: Raise awareness

H. Projected Completion Date
This is a six month timeframe in which you are projecting that the material will be completed. The six-month time periods correspond to progress report periods.

Example: 07/08 - 12/08

Step 2: The second part of the Materials Development Form is completed either as major materials development steps are accomplished or at the time progress reports are prepared. The second part provides information about development steps such as field and readability testing. It provides information on the obtainment of copyright use approvals and artistic, photo, and model releases. In addition, it includes information on production costs. You are expected to indicate the dates that you completed the major steps and the date that you sent information to TECC.

Important Tip: Involve the Community. Include activities in the scope of work that demonstrate how you will involve and mobilize the community. These activities may include public forums, letter writing campaigns, participating in educational outreach to elected officials, obtaining endorsements or resolutions from community organizations, submitting letters to the editor, helping to collect data, or speaking to the media.

Step 3: Once the material is finalized, mail it to TECC with a copy of the completed Materials Development Form report downloaded from OTIS, along with copies of the field and readability test results.

Step 4: Finalized project materials are first reviewed by TECC staff and assessed for their quality; a decision is made on whether the material may fill a statewide gap. Materials that are of high quality and may fill a gap are routed to the Materials Review Committee for evaluation and recommendation as to their appropriateness for statewide distribution through the TECC catalog.

Copyright

CDHS/TCS owns the copyright of all materials and works developed through Competitive Grants, Media, and Evaluation contracts and interagency agreements. Ownership is shared with Local Lead Agency projects. Copyright ownership provides CDHS/TCS the authority to exclusively use the material, make derivative works from the material,

or to permit other agencies to use the material. Designating the activities in the scope of work to which copyright ownership applies helps to clarify the deliverables subject to the copyright language.

In general, projects are to assign copyright designation to all original materials developed (e.g., educational, training, media, promotional, or incentives), works for hire such as logos and artwork, data collection instruments, data sets, databases, reports, policy analyses, software programs, Web sites, and newsletters. This includes materials developed in a competition such as a poster, slogan, or poetry contest.

Copyright is not assigned to items that are intended for others to freely edit and use such as news releases, fact sheets, and sample policies. It is also not assigned to things such as meeting agendas, letters, or meeting minutes which are considered public records.

Important Tip: See the CDHS/TCS *Administrative and Policy Manual* for more information regarding development and use of materials. It is available at **www.dhs.ca.gov/tobacco/documents/rfps/PolicyManual.pdf**

- Local Lead Agencies: Section III, Chapter 300, Policy #03
- Competitive Grantees: Section II, Chapter 300, Policy #03

Program Deliverable Percentage

A program deliverable is a tangible product or service developed or conducted as part of the scope of work. A program deliverable percentage is assigned to activities regardless of whether they are in the Intervention Activity Plan, the Evaluation Activity Plan, or the Final Evaluation Report. A deliverable is inclusive of all the coordination, planning, and collaboration activities that lead to accomplishment of a tangible product or service.

Important Tip: The second part of the Materials Development Form becomes available after the scope of work is officially approved by CDHS/TCS. It is always open. It can be accessed through OTIS at any time to fill in the completion dates related to design steps and obtainment of releases. Click on the "Materials" link at the top of the OTIS screen. Click on "view" to access the data entry fields to fill in the dates.

Example: If you were going to conduct a press conference, the press conference would be assigned a program deliverable percentage. However, let's say that in order to pull off the press conference you held three planning meetings with your coalition members, sought technical assistance from the CDHS/TCS Media Unit on how to hold a press conference, scheduled speakers for the press conference, and secured the location for the press conference. These collaboration and planning activities would not be assigned a program deliverable percentage. Only the press conference itself is assigned a program deliverable percentage.

A program deliverable percentage may legitimately be assigned to some activities that are described under the Major Intervention Category "Coordination/Collaboration" if the activity reflects a tangible product or service.

Example: You want to increase the number of people participating on your multi-unit housing

Important Tip: A copy of the legally binding copyright language is provided in the CDHS/TCS procurements. The copyright language is not negotiable.

coalition task force to include multi-unit housing residents, apartment managers, and apartment builders. The purpose of this task force is to help your project design an educational presentation for apartment managers and owners, develop a billboard, and organize a policy campaign. To aid your recruitment efforts, you have an activity to create a recruitment brochure. The recruitment brochure represents a deliverable. The multi-unit housing task force holds four meetings to design an educational presentation and a billboard ad, and to complete the Midwest Academy Strategy Chart. The educational presentation, the billboard ad, and the completed strategy chart are all deliverables, but the meetings themselves are not a deliverable. The meetings are coordination and collaboration activities that eventually lead to a tangible product or service (e.g., presentation, ad, strategy chart). The latter items would be assigned the percent deliverable, not the meetings.

The program deliverable percentage reflects a combination of staff and budget resources to complete the deliverable. Therefore, while an activity such as development and placement of a billboard ad might reflect a significant portion of your budget because placement of the ad was expensive, it may be assigned a lower program deliverable percentage than a community organizing activity such as obtaining 50 endorsements for the *Smokefree Movie Campaign*. Obtaining the endorsements may have involved considerable staff resources to contact organizations, present to their boards, and obtain their written endorsement.

The total of the percentages assigned in the scope of work may not be greater than 100 percent and no program deliverable may be assigned a percentage of less than 0.5 percent.

Important Tip: A program deliverable percentage is not assigned to every activity listed in the scope of work. It is only assigned to those activities in the scope of work that reflect a tangible product or service.

How is the Program Deliverable Percentage Used by CDHS/TCS?

At the end of the term of your scope of work, the program deliverable percentage is used by CDHS/TCS to calculate the maximum amount of funding the agency should receive. If any program deliverable is not completed satisfactorily or in its entirety, the program deliverable percentage is used to calculate a reduction in payment to the contractor.

The program deliverable percentage is also used by CDHS/TCS to track the percentage of the budget directed toward program evaluation. CDHS/TCS requires the majority of its local projects to direct at least 10 percent of their projects' budgets toward evaluation. For some large statewide training and technical assistance contractors, at least 5 percent of the project's budget must be directed toward evaluation.

CDHS/TCS also uses the program deliverable percentage to get an idea of how much money is being directed toward specific indicators and assets. Ideally, overall program success and community norm change should be the greatest in those areas where the greatest programmatic effort is directed.

Timelines

Timelines represent the start and completion dates for major activities in your scope of work. They reflect the length of time you expect to spend at various junctions.

A start and completion period is assigned to each activity in the Intervention Activity Plan. The start and completion periods coincide with the six-month progress report periods.

Example:
Start Date Period: 07/07 - 12/07
Completion Date Period: 07/08 - 12/08

It is not appropriate to assign each activity in the scope of work the first six-month period of the scope of work term and the last six-month period of

Important Tip: As you are completing your scope of work in OTIS, the Scope of Work: Deliverable Percentages report will allow you to review, in one place, how you have allocated percent deliverables across activities in your entire scope of work. This will help you maintain consistency and step back to determine if you are assigning the appropriate weight to various activities. This report is accessed by clicking "Reports" and then clicking "Plan."

the scope of work term as the start and completion periods, respectively. Start and end periods should reflect that activities build upon each other and that some must be completed before others. For example, activities to research smoke-free multi-unit housing policies must occur before drafting a smoke-free multi-unit housing policy.

Responsible Parties

Responsible Parties are your traveling companions, tour guides, and other people who are assigned to work on and complete various tasks on the trip.

Two types of Responsible Parties can be assigned in the scope of work: Budgeted and Non-budgeted.

- Budgeted Responsible Parties include program staff, consultants, and subcontractor agencies. When assigning program staff to an activity, you must identify a specific position title, such as Project Director or Health Educator. This same title must be used in the Personnel section of the Budget Justification. If a title that you give a staff position in the scope of work does not match the title you assign to that same position in the Budget Justification, CDHS/TCS will require you to correct the titles so that tthey match.

In terms of assigning the name of a subcontractor agency or consultant, you may not know the name of the agency that will be responsible for performing certain activities because you have to competitively bid out the work. In that case, you can provide a generic name such as "Advertising Agency Subcontractor" or "Program Evaluation Consultant." Please ensure that the subcontractor or consultant name(s) you use in the scope of work match the name(s) used

Important Tip: Do not assign an agency, organization, or group to be a Responsible Party if your project has no control over that entity. For example, a fair board may be the entity that has the authority to enact a policy prohibiting all free-sampling of tobacco products on the fairgrounds property; however, the fair board does not answer to your project—you have no control over its activities. Therefore, do not list the fair board as a Responsible Party. You can list your staff and volunteers who will educate the fair board or draft a policy for its consideration, but you may not assign the fair board responsibility for completing activities in your scope of work.

Important Tip: Progress reports are due every six months at the end of July and January. A final cumulative progress report is due at the end of the scope of work term. Avoid scheduling major activities in the two weeks prior to when a progress report is due. Also, check the OTIS Calendar to avoid scheduling conflicts with major CDHS/TCS conferences or important events scheduled by statewide projects such as the California Youth Advocacy Network and the Technical Assistance Legal Center.

in the Budget Justification. If the names do not match, CDHS/TCS will require you to correct them so that they match.

- Non-Budgeted Responsible Parties are individuals or groups who do not work for your agency as staff, subcontractors, or consultants, but who are assigned responsibility for some activities in your scope of work. They represent collaborative partners such as coalition members, advisory committee members, or other youth or adults who may receive a small stipend for their involvement (e.g., youth who participate in tobacco sales to minors compliance checks may receive $5 per store visited, a minimum of $30 per day for field work, and $15 per day in restaurant coupons for food while in the field).

Tracking Measures

Tracking Measures represent the souvenirs that you intend to collect and save from the trip. They include a wide variety of items such as press releases, training materials, sign-in-sheets, photos, meeting agendas, educational materials, advertisements, technical assistance logs, and survey instruments. Tracking measures are items that verify the completion of activities and deliverables. In general, it is recommended that you identify no more than two tracking measures per activity. For each tracking measure identified, you will designate the item as something that will be submitted with the progress report or "Kept on File" in your office for review by CDHS/TCS if a site visit or an audit is conducted.

- Submit with Progress Report: This means that you will mail two copies of each Tracking Measure to CDHS/TCS as part of your progress report; one copy is placed in the official contract file and the other copy is used by the Program Consultant in the review and approval of the progress report. Tracking Measures from the Program Consultant's file are frequently routed among CDHS/TCS staff to showcase innovative activities or shared with other projects as an example of something for them to consider. Generally, CDHS/TCS is interested in receiving items in the progress report that verify completion of substantial activities such as educational materials, promotional items, incentive items, press releases, ads, training agendas, data collection instruments, data sets, and evaluation reports.

- On File: This means that you will retain a copy of the Tracking Measure in your offices, but produce it if requested to do so. Items such as sign-in sheets and meeting logs are tracking measures that you should retain on file.

Scope of Work at a Glance Worksheet

Module 4 has covered a lot of information. Sometimes it is difficult to stay focused on all the different things that you need to include in your scope of work and to see how the intervention, evaluation, and budget all relate to one another. To make it a little easier, before you start to enter information into OTIS, you might want to use the Scope of Work at a Glance Worksheet or a similar tool that you create to help you see the big picture. The Scope of Work at a Glance Worksheet is located in Section 4: Supplemental Materials. The worksheet provides a place to

- Jot down the indicators or assets you are addressing
- Write down the main idea of the objective
- Sketch out the intervention approaches that you want to use and ensure that you are using a variety of approaches
- Identify the evaluation design and primary evaluation activities to ensure that the evaluation actually measures accomplishment of the objective

- Identify important budget needs that relate back to the intervention and evaluation activities (e.g., do you need to budget for a graphic designer, ad placement, or travel to collect data)?

Important Tip: Tobacco Control Work Is a Team Effort. CDHS/TCS funds a tobacco control project in every local health department of the state as well as a large number of non-profit organizations which operate at the city, county, regional, or state level. Additionally, several large statewide training and technical assistance projects are funded specifically to assist locally funded tobacco control projects achieve their goals. A good scope of work reflects coordination and collaboration with other groups working on tobacco control issues throughout California. This includes writing activities demonstrating that you will seek help from statewide training and technical assistance projects that have considerable expertise in many areas including community organizing, policy development, working with youth, enforcement, secondhand smoke, cessation, and working with California's ethnically and culturally diverse populations.

Important Tip: You should generally list no more than two Tracking Measures per activity. The listed Tracking Measures should closely relate to the activity, be something that can verify the completion of the deliverable, and be easily obtainable by project staff. For example, video footage or a radio taping of a talk show is not required when an official television or radio listing would suffice. Do not list items as tracking measures that do not reflect items that your agency produced (e.g., educational materials from the TECC catalog, sample policies from the Technical Assistance Legal Center, or meeting minutes from a CDHS/TCS workgroup).

Important Tip: Invest in the Development of Your Volunteers and Partner Organizations! Include activities in the scope of work that reflect opportunities to build and develop the capacity of coalition members, advisory committee members, youth, and your partner organizations by providing them training, giving them opportunities to be spokespersons at press events, sending them to conferences and trainings, involving them in strategic planning and decision-making, collecting data, developing a campaign, and providing other leadership opportunities.

Section 4
Supplemental Material

- **Scope of Work at a Glance Worksheet**

Scope of Work at a Glance Worksheet

Indicators/ Assets:
Objective:

Intervention Activity Plan

Coord/Collab	Educ Mat Dev	Incentives	Media	Policy	Promotions	School-based	Sponsorship	Trg/TA

Evaluation Design:

Focus Groups	Key Informant	Public Op Poll	Educ/Part Surv	Policy Record	Media Record	YTP Survey	Data Collection Trg	Observation Data Collection	Other

Outcome Data Collection Description:

Special Budget Considerations Related to the Intervention and Evaluation Activities

Budget Category	Description/Estimated Cost	Budget Category	Description/Estimated Cost
Personnel		Printing	
Subs/Consultants		Ad Placement	
Educ. Materials (purchased)		Special Travel	
Incentives (purchased)		Special Equipment	
Promotional Items (purchased)		Facility Rental	

Section 5: Preparing for Your Travel Blog—Writing the Evaluation Plan

Key Points

- The evaluation plan can measure and determine the relative effectiveness of the intervention.
- A separate evaluation plan is required for each objective.
- The objective drives the evaluation plan type that will be selected in OTIS. This in turn influences whether outcome data or process data or both will be collected.
- The Evaluation Plan consists of five components: 1) evaluation design description, 2) outcome data collection design, 3) outcome data collection activities, 4) process data collection activities, and 5) evaluation reporting. Depending on how you respond to some questions in OTIS, you may or may not be asked to provide information about each of these five items.
- The Evaluation Design restates and summarizes the outcome sought in the objective, provides information about the evaluation plan type, and the type (outcome/process) of data to be collected.
- The Outcome Data Collection Design describes the outcome being measured, whether the study design is experimental, quasi-experimental, or non-experimental, and provides information about the intervention group and the frequency of data collection.
- The Outcome Data Collection Activities describe the data collection instruments to be used, how data will be collected, where data will be collected, the sample size and how it will be selected, and how outcome data will be analyzed.
- The Process Data Collection Activities describe process data collection forms and how they are used. There are ten different forms, which include: 1) focus groups, 2) key informant surveys, 3) public opinion polls/public intercept surveys, 4) education participant survey, 5) policy record, 6) media activity record, 7) youth tobacco purchase survey, 8) data collection training, 9) observation data collection, and 10) other. For each form, similar information is collected about the purpose of the data collection, the sample size, sample selection, methods for data collection, and how the data will be analyzed.
- The Evaluation Reporting Section describes how information from the outcome and process evaluation will be summarized and disseminated to the community, professional partners, and others.

Overview

If you are taking a major trip, lasting three to five years, you can be sure that others are going to want to hear about your adventures, view your pictures and souvenirs, and learn things that will help them if they take a trip to the same destination. Hence, the Evaluation Plan is all about collecting the right information so that your "travel blog" or Final

Evaluation Report will become as highly valued as Rick Steves, Arthur Frommer, the Lonely Planet, or Zagaat guides.

An evaluation plan can measure and determine the relative effectiveness of the intervention. Keep in mind, as you construct your scope of work, each objective must have an evaluation plan. There may be similarities between evaluation activities; however, a separate evaluation plan must be submitted for each objective. Furthermore, the objective determines the framework on which the evaluation plan is built. Essentially, the objective drives the evaluation plan type. You will build upon this framework by answering a series of questions in OTIS and using a decision tree to determine your plan type and the type of outcome and/or process data you will collect.

Important Tip: A good guide can help you travel around the world or even around the universe, as Arthur Dent found out in *The Hitchhikers' Guide to the Galaxy* by Douglas Adams. The *OTIS Evaluation Guide* provides detailed information on how to prepare the evaluation plan—do not be caught without it! It is available at **www.dhs.ca.gov/tobacco/eval/OTISEvaluationGuide.pdf**

Evaluation Plan Outline

The Evaluation Plan consists of five components as presented in the outline below. Details about each component are provided later in this section. Depending on how you respond to some questions in OTIS, you may or may not be required to provide information about each item listed in the outline.

Evaluation Plan

I. Evaluation Design Description
   1. Outcome Measured
   2. Evaluation Plan Type
   3. Type of Data to be Collected

II. Outcome Data Collection Design

III. Outcome Being Measured
   1. Study Design
   2. Intervention Group Definition
   3. Control Group Definition
   4. Intact Groups
   5. Measurements

IV. Outcome Data Collection Activities

V. Process Data Collection Activities

VI. Evaluation Reporting

Evaluation Design Description

The evaluation design consists of three elements: 1) outcome measurement, 2) evaluation plan type, and 3) type of data to be collected (outcome or process). Outcome data allows you to detect and measure change that may have resulted from your intervention activities. Process data are typically more descriptive and qualitative in nature; however, there are cases in which quantitative process data are collected. A description of each of three elements is provided below:

1. Outcome Measured

This section of the Evaluation Design describes what specific outcome is being measured. It is important that the outcome measured be consistent with the goal specified in the objective. If you are trying to stimulate the adoption of a policy, describe the policy. If you are trying to stimulate implementation of a policy or change individual behavior, then describe the outcome that you will measure. For example, your project may want to measure the level of compliance with, or support for, an enacted policy.

2. Evaluation Plan Type

To help describe the outcome to be measured, you need to determine an evaluation plan type. The following are examples of the possible plan types:

• Policy adoption

Objectives in this plan may include the adoption of legislated or institutional voluntary policies. They do not include adoption of personal policies such as smoke-free home or car policies. This evaluation plan type relies on process data collection.

Examples include (but are not limited to) agency policy on doorway smoking, pharmacy or grocery chain's policy on tobacco sales, retirement fund divesting of tobacco stock, organizational policy to refuse funding from tobacco industry or tobacco-funded foundations, smoke-free policy in low-income housing, etc.

• Policy implementation

Objectives in this plan type involve the implementation of legislated or institutional voluntary policies. They do not include implementation of personal policies such as smoke-free home or car policies. This evaluation plan type involves the collection of outcome data to determine the impact of the policy. Process data may also be collected.

Examples include (but are not limited to) agency policy on doorway smoking, pharmacy or grocery chain's policy on tobacco sales, retirement fund divesting of tobacco stock, organizational policy to refuse funding from tobacco industry or tobacco-funded foundations, smoke-free policy in low-income housing, etc.

• Policy adoption and implementation

Objectives in this plan type involve the adoption and implementation of legislated or institutional voluntary policies. They do not include implementation of personal policies such as smoke-free home or car policies. This evaluation plan type involves the collection of outcome data to determine the impact of the policy and process data.

Examples include (but are not limited to) agency policy on doorway smoking, pharmacy or grocery chain's policy on tobacco sales, retirement fund divesting of tobacco stock, organizational policy to refuse funding from tobacco industry or tobacco-funded foundations, smoke-free policy in low-income housing, etc.

• Individual behavior change

The objectives in this plan type are not policy-related and may measure smoking cessation, smoke-free home voluntary policies, social sources, etc. This evaluation plan type frequently involves collection of outcome data.

• Other

These types of plans have neither policy adoption/implementation nor individual behavior change objectives. Two kinds of "other" plan types exist:

• With measurable outcome

Examples include (but are not limited to) coalition members' degree of satisfaction with increased per capita spending for local tobacco control activities, etc.

• Without measurable outcome

Examples include (but are not limited to) projects that provide statewide technical assistance or training.

3. Type of Data to be Collected

The decision tree depicted in Table 3 should help you determine the evaluation plan type and/or the type of data you will collect. The decision tree has two levels: 1) evaluation plan type and 2) evaluation type of data collection. Keep in mind as you review the decision tree that your evaluation plan type is a reflection of your objective. Once the plan type has been determined, the decision tree can lead you to the type of data that could and should be collected, which helps describe your evaluation. The types of data listed are outcome data only, process data only, or outcome and process data. More information describing each of these data follows the decision tree.

Table 3
Decision Tree: Evaluation Planning Process At-a-Glance

If your plan type is:	Policy Adoption	Policy Implementation	Policy Adoption and Implementation	Individual Behavior Change (non-policy intervention)	Other with Measurable Outcome (non-policy intervention)	Other without Measurable Outcome
The main type of data collection will be*:	Process Data Collection	Outcome Data Collection	Process and Outcome Data Collection	Outcome Data Collection	Outcome Data Collection	Process Data Collection

*For the plan types that require outcome data collection, we encourage the use of additional Process Data Collection Activities that help improve the intervention, monitor the process, and supplement the outcome data collection activities.

Description of Outcome and Process Data Collection

Based on your evaluation plan type, you will collect outcome and/or process data. Outcome data allow you to detect and measure the changes that occur over the course of the intervention, and also provide evidence that those changes are likely to be the result of the intervention itself. Outcome data collection has two components: the design and the activities (how to actually collect the data).

Outcome Data Collection Design

The following questions and items can help to plan the outcome data collection design:

1. **What specific outcome is being measured?** Before planning outcome data collection, you need to be clear about what kind of quantitative data or information are being collected, for example, the number of tobacco ads, the number of smokers, the number of smoke-free homes, etc. It is crucial that the outcome measured be consistent with the goal specified in the objective.

2. **What type of study design will be used?** Select your study design from those listed below. Typically, studies that collect outcome data have experimental, quasi-experimental, or non-experimental study designs. Questions to ask yourself before determining the study design are the following: Do you have a control group? If yes, do you have random assignment of participants to the intervention groups?

- **Experimental**
  Involves at least one control group and at least one intervention group, as well as random assignment of participants.

- **Quasi-experimental**
  Requires either a control group or multiple measurements but DOES NOT require random assignment. Assignments have been made based upon convenience or availability.

- **Non-experimental**
  Does not use control groups or random assignment.

For the experimental or quasi-experimental study design, include a description of your intervention and/or control groups. For the non-experimental study design, include a description of your intervention group(s).

3. **Describing the intervention group**: State "Intervention Group," then provide the number of units (e.g., communities, agencies, stores, or individuals) to receive the intervention and those that will be measured.

4. **Describing the control group**: State "Control Group," and then provide the number of units (e.g., communities, agencies, stores, or individuals) that will NOT receive the intervention but will serve as the comparison or control group.

5. **Intact Groups**: An intact group has the exact same units measured each time a measurement is taken (e.g., the same people are surveyed in the pre-test as the post-test). Under each description of the intervention and/or control group, clearly indicate whether the group will be an "Intact Group."

6. **Measurements**: This describes when data will be collected. Select and describe the type of measurements you will use in your evaluation plan.

- **Post-test only**
  Select this option if you will do one measurement of the group after the intervention has been conducted.

- **Pre- and Post-tests**
  Select this option if you will measure the SAME group of subjects before and after the intervention using the same protocol.

- **Multiple measurements**
  Select this option if you will measure the SAME group of subjects at different points in time using the same protocol. Multiple measurements may be comparisons over time or comparisons with other groups (typically seen in quasi-experimental study designs).

Outcome Data Collection Activities

The following questions and items help you to plan outcome data collection activities:

1. What instruments will be used to collect the data for your outcome objective?
Specify the name of the instrument(s) you will use to collect the data and briefly describe the purpose of the instrument(s). Many tobacco-related instruments or protocols can be found on the County and Statewide Archive of Tobacco Statistics (C-STATS) website available at www.cstats.info or by contacting the Tobacco Control Evaluation Center at tobaccoeval@ucdavis.edu or (530) 297-4659. The Tobacco Control Evaluation Center maintains a data collection instrument inventory and can conduct a search for you.

2. What resources will be used and activities conducted to design the instrument(s)?
If you are not using a standardized instrument available from CDHS/TCS or some other credible source, describe how the instrument will be developed, whether it will be adapted from an existing source, etc.

3. What is the primary method in which outcome data will be collected?
Examples include telephone surveys, mail surveys, written questionnaires, face-to-face interviews, observations, etc.

4. **What is the primary source from which the outcome data will be collected?**
Describe the locations where data collection will take place.

5. How will the sample be selected?
Sampling is a cost-effective means to select a group of subjects (e.g., businesses, events, schools, people) that represents the entire universe of subjects. For example, it is probably too expensive to completely survey all tobacco retail outlets in an urban area, so a sample is taken that is representative of all stores. Several sampling methodologies are possible, with some methodologies providing stronger results than others.

- **Simple random sample or simple random selection**
  To identify a simple random sample, one should have a list of all possible units (e.g., individuals, households, bars, stores, schools, communities) in the population, and select using random selection; that is, all of the units on the list have the same probability (chance) of being selected. Random sampling is a scientifically strong strategy because all the subjects selected have an equal chance of being included in the sample which negates the introduction of bias into the sample. However, random sampling is not always practical, especially if the subjects are geographically dispersed, making data collection expensive.

- **Random cluster sample**
  This option is a pragmatic alternative to simple random selection. A number of clusters (e.g., communities, schools, street blocks) are randomly selected, and then a number of units (e.g., individuals, households, bars, stores, schools, communities) within each cluster are selected, either randomly or non-randomly.

- **Purposive sample**
  This is a type of sampling procedure in which units are selected deliberately rather than based on a random probability process. Units (e.g., individuals, bars, stores, schools) may be selected purposively because they

are believed to provide the most information about the population based on knowledge, experience, or subjective judgment.

- **Convenience sample**
  This type of sample uses individuals or units readily available instead of ones randomly selected from the entire population. This method is not recommended because it does not provide results that are generalizable to units outside the sample.

- **Stratified sample**
  The process of stratifying a sample involves grouping members of the population into relatively homogeneous subgroups before sampling, when sub-populations (strata) vary considerably. The strata should be mutually exclusive; every element in the population must be assigned to only one stratum. The strata should also be collectively exhaustive, and no population element can be excluded. Then random sampling is applied within each stratum.

6. How many will be in the sample and why?
Describe how many units will be in the sample and why. Take into consideration the following points:

- The type of sampling method
- The size of your population
- The margin of error you will allow
- The power you want to get from the test
- The perceived proportion of positive answers

We strongly encourage you to consult with a statistician or an evaluation associate with the Tobacco Control Evaluation Center to accurately determine the best sample size to maximize the benefits of your evaluation plan.

7. How will the data be analyzed?
Describe what type of analysis will be done. For outcome data, the type of analysis may include comparisons over time, comparisons with other groups, comparisons with a control group, etc. For process data, the type of analysis may include content analysis, comparison over time, etc., depending on the type of process data collection activities.

Process Data Collection

There are several types of process data that may be included in the Evaluation Plan. Only include those that are relevant and appropriate for the type of data to be collected. If you will use a process data type (e.g., participant survey, focus group, key informant interview) with a different purpose, complete multiple process data collection forms, one for each purpose. For example, you may collect key informant interview information from event organizers to identify why they supported a no-tobacco sponsorship policy and you may also conduct key informant interview surveys with co-sponsors of events to learn if they are troubled about having their company's name linked to a tobacco-company sponsorship. Since each type of key informant interview has a different purpose, you would complete two key informant interview forms.

When should I collect process data?
If your evaluation plan type includes policy adoption or is best described as other without measurable outcome, then your objective does not have a quantifiable outcome. Therefore, the purpose of this type of data collection is to provide an in-depth look at certain issues that may help or hinder the success of a program (e.g., policy adoption). Following is a list of the process data collection methods that are commonly used in tobacco control interventions. A list of questions and items is also included to help you plan the process evaluation activities.

Types of process data

- **Focus groups**
  - ~ What is the discussion topic(s) or purpose for this focus group?
  - ~ How many times will this focus group be conducted?
  - ~ What are the criteria by which participants

will be selected or who will be in the group?
~ How many participants will be in each group?
~ How will the results be analyzed and interpreted?

- **Key informants**
  ~ What existing instrument will be used for the interview?
  ~ How many waves of the interview will be conducted?
  ~ Who will be the key informants?
  ~ How many key informants will be interviewed?
  ~ What is the primary method in which the interview will be conducted?
  ~ How will the results be analyzed and interpreted?

- **Public opinion poll (including public intercept survey)**
  ~ What existing instrument will be used for the poll?
  ~ How many waves of the poll will be conducted?
  ~ How will the sample be selected? (See the section on sample selection above)
  ~ How many will be in the sample?
  ~ What is the primary method in which the poll will be conducted?
  ~ How will the results be analyzed and interpreted?

- **Education/participant survey**
  ~ What existing instrument will be used for the survey?
  ~ How many waves of the survey will be conducted?
  ~ How will the sample be selected? (See the section on sample selection above)
  ~ How many will be in the sample?
  ~ What is the primary method in which the survey will be conducted?
  ~ How will the results be analyzed and interpreted?

- **Policy Record**
  ~ What is the topic of the council record you are collecting?
  ~ How will you analyze the findings from the council records?
  ~ How will the council records be used to advance your objective?

- **Media activity record**
  ~ What type of media activity record will you be collecting?
  ~ How will the media activity record be used to advance your objective?

- **Youth Tobacco Purchase Survey (YTPS)**

(Use only with tobacco retailer licensing policy objectives where data is used for formative research to document the extent of the sales to minors problem.)
  ~ Describe the YTPS you will use.
  ~ Describe the YTPS protocol you will use (e.g., consummated buy, lying protocol).
  ~ How will the store sample be selected?
  ~ How many will be in the sample and why?
  ~ How will the results be analyzed and interpreted?

- **Data collection training**
  ~ What is the purpose of this training?
  ~ How many times will this training be conducted?
  ~ What is the length of the training?
  ~ How many trainees will be in this training?
  ~ How will the trainees be selected?
  ~ How will the training be evaluated?

- **Observation Data Collection**
  ~ Describe the instrument to be used or developed for observation and who or what will be observed (e.g., smoking in bars, tobacco litter, no-smoking signage).
  ~ How many will be in the sample?
  ~ What is the primary method for conducting the observations (e.g., observation, photos, picking up litter)?
  ~ How will the observational data be analyzed?

- **Other**
  - ~ Provide information on process data that does not fall into one of the above categories but provides information to help monitor the progress of your program or modify and improve the program (e.g., collecting Web site usage statistics).

Evaluation Reporting

This section describes the preparation of a Final Evaluation Report and how you will disseminate the evaluation results. Keep in mind that you want to utilize methods that best communicate the successes of your program and reach the most appropriate audience.

Examples include

- Local media or city council meetings
- Use for public relations or media advocacy
- Newsletters
- Posting results on PARTNERS, etc.
- Publishing findings to a professional journal
- Presenting findings at a tobacco-related or health-related conference

In addition to disseminating your findings to the community and to peers, there is a CDHS/TCS requirement to prepare and submit an evaluation report. There are two types of evaluation reports. The first is the Final Evaluation Report. This is a stand-alone deliverable completed for each primary objective identified in the scope of work. It is usually submitted with the Final Comprehensive Progress Report or, if completed earlier, with an interim progress report. A Final Evaluation Report describes the primary objective, the intervention activities conducted to achieve the objective, and the evaluation methods, findings, conclusions, and recommendations. Final Evaluation Reports are rated by the Tobacco Control Evaluation Center for their quality. These reports are abstracted by TECC staff and those with a "medium" or "high" rating are shared with tobacco control projects in response to library searches.

The second type of report is a Brief Evaluation Report. This is a stand-alone deliverable completed for each non-primary objective identified in the scope of work. It describes the objective and provides an overview of the project, a brief description of the evaluation design and methods, and a synopsis of the evaluation results, conclusions, and recommendations. It is generally one to three pages in length.

Important Tip: Arthur Dent learned how to deal with Vogans (an alien and bureaucratic life form bearing a resemblance to government employees and who enjoy bad poetry) in *The Hitchhikers' Guide to the Galaxy.* You can learn more about evaluation terms, the use of various process evaluation forms, and suggested evaluation designs by reading the *OTIS Evaluation Guide* available at www.dhs.ca.gov/tobacco/html/evaluation_resources.htm

Final Step: Don't Panic