Purpose of Project
To track progress in development of campus-level infrastructure and capacity for tobacco prevention and control from baseline (Summer 2000) to present (Summer 2002)

Methods and Sample
Assessment forms were distributed in summer 2002 to 164 schools that received grant funding in 2000, 2001, and/or 2002 from Texas Department of Health for tobacco prevention and control initiatives. Responses were received from 118 schools; 50 of these were among the 93 schools that participated in the baseline assessment in 2000. The form includes 40 items taken from an empirically grounded model of school-based or school-linked implementation of health and education programs. These items provided measures of 8 dimensions of campus-level infrastructure and capacity for tobacco prevention and control.

Key Outcomes
- A significant increase was noted from baseline to follow-up in the extent to which external forces (e.g., parents) are supportive of campus-level Tobacco Prevention and Control (TPC).
- A significant increase was reported in the extent to which implementers (e.g., teachers and/or other personnel) are willing and able to implement TPC initiatives at the schools.
- A significant decrease was identified in school-based leadership (e.g., principals involved).
- Facilitation processes at the campus-level (i.e., local planning, training, monitoring, multiple 2-way communications) continued to be the dimension schools were least likely to show strength.
- Other dimensions of campus-level infrastructure and support (e.g., availability of needed supplies) remained relatively stable, with strength evident at approximately 40 to 60 percent of the schools.

Lessons Learned
These data show progress has been made since baseline in developing campus-level infrastructure and capacity to implement tobacco prevention and control initiatives. The data also signal continued need for the development and delivery of a package of technical assistance to help schools put planning, training, monitoring and other facilitation processes into place for TPC and strengthen the amount and quality of school-based and district-level leadership for TPC.

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