

2010/11 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

1. Contact Information

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Cohort: E

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2. Which of the programs listed below were implemented under this grant during the 2010/11 year?

| | |
|---|-----|
| All Stars | |
| Botvin's Life Skills Training | |
| Keepin' It Real | |
| Minnesota Smoking Prevention Program | |
| Positive Action | |
| Project Alert | |
| Project Northland | Yes |
| Project SUCCESS | |
| Project TND (Towards No Drug Abuse) | Yes |
| Project TNT (Towards No Tobacco Use) | |
| Too Good for Drugs | |
| Triple T (Teens Tackle Tobacco) Project | |

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3. How many students per grade participated in the program/s identified in question 2 during the 2010/11 school year under this grant?

| Grade | Number of Projected Students | Number of Participating Students |
|-----------------|------------------------------------|--|
| Grade 6 | 0 | 0 |
| Grade 7 | 638 | 633 |
| Grade 8 | 776 | 773 |
| Grade 9 | 0 | 0 |
| Grade 10 | 828 | 821 |
| Grade 11 | 0 | 0 |
| Grade 12 | 0 | 0 |
| Non Traditional | 0 | 0 |
| Grade Total | 2,242 | 2,227 |

4. Please indicate below the number of students who participated in the program/s identified above.

| Ethnicity | Number of Students |
|-----------------------------------|--------------------|
| American Indian or Alaskan Native | 7 |
| Asian | 778 |
| Pacific Islander | 29 |
| Filipino | 208 |
| Hispanic/Latino | 293 |
| African American | 261 |
| White (not Hispanic) | 651 |
| Mulitpe or no Response | 0 |
| Total | 2,227 |

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5A. Which of the non-research-validated curriculum-based programs (e.g., LEA adopted health curricula, lessons addressing specific populations, etc.) listed below were offered to students in the general population during the 2010/11 school year?

| Program/Strategy Name | Number of Projected Students | Number of Participating Students |
|--|------------------------------|----------------------------------|
| Across Ages | 0 | 0 |
| Caring School Communities | 2,186 | 2,186 |
| Decisions for Health Series | 0 | 0 |
| Guiding Good Choices – Families That Care | 0 | 0 |
| Hands Off Tobacco! Series | 0 | 0 |
| Health and Wellness Series | 0 | 0 |
| The Missing Link in Prevention in High School | 0 | 0 |
| Project ABCD (Analyze, Beware, Create, Disseminate) | 0 | 0 |
| Project ALIVE! (Arts Leading Into Vital Education) | 0 | 0 |
| Project SCAT (Schools and Communities Against Tobacco) | 0 | 0 |
| State-Wide Indian Drug Prevention Program | 0 | 0 |
| Stay On Track Series | 0 | 0 |
| Teen Health Course Series | 0 | 0 |
| Too Good for Drugs and Violence | 0 | 0 |

If a non researched-validated curriculum-based program not listed in the table above was offered, please specify the name of the program/strategy along with the number of projected and participating students in the boxes below.

Caring School Communities (K-2) and Steps-to Respect (3-5) are class room adopted programs used by all students at the elementary level. They are not a part of the TUPE identified grade levels, but they are the early education that supports the TUPE programs and activities.

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6A. Which of the non-curricula activities (e.g., Teens Kick Butts, Teens Kick Ash, poster contests etc.) listed below were offered to students in the general population during the 2010/11 school year?

| Program/Strategy Name | Number of Projected Students | Number of Participating Students |
|---------------------------------|------------------------------|----------------------------------|
| Great American Smoke Out | 5,005 | 53 |
| Red Ribbon Week (Tobacco focus) | 0 | 0 |
| Teens Kick Butts / Ash | 0 | 0 |
| Schoolwide contests | 0 | 0 |
| Assembly Speaker | 0 | 0 |

6B. If a non-curricula activity not listed in the table above was offered, please specify the name of the activity along with the number of projected and participating students.

*A new activity: Words Heard Against Tobacco (WHAT) music/lyrics/poetry Projected 30/Participating 10
Spokes Against Smokes---Projected 30/Participating 8*

6C. If you selected *School-wide contest* as a non-curricular activity, indicate the name of the contest:

Not applicable

6D. If you selected *Assembly Speaker* as a non-curricula activity, indicate the name of the speaker:

Not applicable

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7A. Which TUPE Specific Youth Development Activities (e.g., STAKE Act “stings”, local community tobacco control ordinance development/enforcement, media literacy, media production to counter tobacco industry influence) were offered to students in the general population during the 2010/11 school year?

| Program/Strategy Name | Number of Projected Students | Number of Actual Students |
|--|------------------------------------|---------------------------------|
| Youth Involvement in Stop Tobacco Access to Kids Enforcement (STAKE) Act | 0 | 0 |
| Youth Involvement in Anti-tobacco Advocacy | 7 | 4 |
| Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry | 0 | 0 |
| Tobacco use prevention Peer Educator | 60 | 53 |
| Tobacco use prevention focused Service-Learning Projects | 0 | 0 |

7B. If a TUPE Specific Youth Development activity not listed in the table above was offered, please specify the name of the activity along with the number of projected and participating students.

This year a new opportunity for peer education developed at Wood MS. Peer educators at used fact sheets to quiz and instruct peers and their family members during an end year Barbecue celebration.

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8A. Please indicate which Intervention Programs were implemented. For each program offered provide the number of identified and served tobacco-using students.

| Program/Strategy Name | Number of students <i>identified</i> | Number of students <i>served</i> |
|---|--|--|
| Project Life | 0 | 0 |
| Smokeless Schooldays: Smokeless Saturday School | 16 | 16 |
| Intervention with Teen Tobacco Users (TEG) | 0 | 0 |
| Residential Student Assistance Program | 0 | 0 |
| Tobacco-Free Generations | 0 | 0 |

8B. If an intervention program not listed in the table above was offered, please specify the name of the program and the number of project and participating students.

Tobacco 101: Presentations, Quit Booklets, smokeless Saturdays, Helplines are all a part of the intervention umbrella Tobacco 101. These activities are offered to all students (5005 projected) and 140 students participated in classes.

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9A. Please indicate which Cessation Services were implemented. For each program offered provide the number of identified and served tobacco-using students.

| Program/Strategy Name | Number of students identified | Number of students served |
|---|-------------------------------|---------------------------|
| Adolescent Smoking Cessation - Escaping Nicotine and Tobacco (ASCENT) | 0 | 0 |
| Enough Stuff: A Guide to Quitting for Smokeless Tobacco | 0 | 0 |
| Helping Teens Stop Using Tobacco (TAP) | 47 | 41 |
| I QUIT | 0 | 0 |
| I Decide: Teen Tobacco Cessation | 47 | 41 |
| California Smoker's Helpline | 0 | 0 |
| Project EX: Teen Tobacco Use Cessation Program | 0 | 0 |

9B. If a cessation program not listed in the table above was offered, specify the name of the program along with the number of students identified and the number of students served.

Tobacco 101: It is directed at all students (5005), but the individual elements, Smokeless Saturday, Helpline, I Quit Booklets, etc. are part of the cessation program.

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10. How many parenting and/or pregnant minors were identified and served during the 2010/11 school year under this grant?

| Category | Number of students |
|---|--------------------|
| Number of parenting and/or pregnant minors identified | 9 |
| Number of parenting and/or pregnant minors served | 9 |
| Number of parenting and/or pregnant minors in school based programs | 9 |
| Number of parenting and/or pregnant minors referred to community programs | 9 |

11B. How many students in the targeted population received culturally appropriate curriculum and/or culturally appropriate supplemental activities during the 2010/11 school year under this grant?

| Population | Number of students receiving culturally appropriate curriculum | Number of students participating in culturally appropriate supplemental activities |
|--------------------------|--|--|
| African American | 0 | 0 |
| Hispanic/Latino | 0 | 0 |
| Native American | 0 | 0 |
| Asian-Pacific American | 0 | 0 |
| Non Traditional Students | 0 | 0 |

11B. If culturally appropriate activities were offered to groups not listed in the table above please specify the group in box below and the number of students involved in curriculum and/or supplemental activities.

Not applicable

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12A. How many classified and/or certified staff were trained in the areas listed in the table below?

| Training Type | Classified | Certificated |
|---------------------------------------|-------------------|---------------------|
| Trained to deliver program activities | 0 | 12 |
| General TUPE information | 3 | 499 |

12B. If staff were trained in areas not listed in the table above please specify the type of training and how many classified and/or certified staff were trained in the box below.

Not applicable

13A. How many parents received general TUPE information during the 2010/11 school year under this grant?

9

13B. Were parents offered trainings other than general TUPE information trainings?

No

13C. If yes, please describe the training offered to parents below:

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14A. Were the activities listed in the table below offered in collaboration or coordination with LEAs, community agencies or other organizations?

| Activity Type | LEA | Community Agency | Other |
|-----------------------------------|-----|------------------|-------|
| Lesson Implementation | Yes | No | No |
| Supplemental Activities | Yes | Yes | No |
| Community Health Fairs | No | No | No |
| Local coalition planning meetings | No | Yes | Yes |

14B. If an activity other than those listed in the table above was offered, please specify the type of activity and if the activity was in collaboration with an LEA, community agency, local coalitions, or another agency.

Not applicable

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Comments regarding question 2:

None

Comments regarding question 3:

Independent and non-public school students comprise the difference between the projected and participating students.

Comments regarding question 4:

None

Comments regarding question 5:

Caring School Communities (K-2) and Steps-to Respect (3-5) are class room adopted programs used by all students at the elementary level. They are not a part of the TUPE identified grade levels, but they are the early education that supports the TUPE programs and activities.

Comments regarding question 6:

World No Tobacco Day, Kick Butts Day, and The Great American Smokeout expose all students (projected) to the information but only a handful of students "participate" (53) by making posters, dispensing information, making announcements, and joining in presentations.

Comments regarding question 7:

Peer education was events focused: Great American Smoke Out, Kick Butts Day, World No Tobacco Day.

Students put up posters, made announcements and presentations and gave out Quit Bags.

Comments regarding question 8:

None

Comments regarding question 9:

None

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Comments regarding question 10:

The teen mothers attended two sessions per month and were referred to Alameda Family Services for additional support.

Comments regarding question 11:

Students were not grouped by race or ethnicity and targeted information and programs were not specifically implemented. Targeted information was embedded into the other programs, for example tobacco co. advertising focusing on specific groups. Next year plans are being made to work with groups such as African American student body and Gay/Lesbian Alliance.

Comments regarding question 12:

Specifically teachers were trained to teach Project Alert and Towards No Drug Abuse. The SRO and all teachers received information by mail about tobacco/drugs to use in their lessons where appropriate. A presentation was given to all secondary admin and counselors about the programs and specific factual information was provided.

Comments regarding question 13:

Parents were provided information in the form of posters and handouts available at school and at local events where peer educators were working, for example, the Wood Barbecue event.

Teen mothers received specific information through the support classes at district and Alameda Family services.

Comments regarding question 14:

Lesson and activities were in collaboration with the LEA. Community work and advocacy was in collaboration with Alameda City and the American Lung Association.