

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

1. Contact Information

Name: Drew Woodall

LEA Name: Black Oak Mine Unified

Cohort: G Year: 2012/13

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2. Which of the research-validated or evidence-based programs listed below were implemented?

Botvin's Life Skills Training	Yes
Keepin' It Real	No
Minnesota Smoking Prevention Program	No
Project Alert	No
Project Northland	No
Project SUCCESS	No
Project TND (Towards No Drug Abuse)	Yes
Project TNT (Towards No Tobacco Use)	No
SPORT	No
State-Wide Indian Drug Prevention Program	No

3. Comments pertaining to question 2 are located in the appendix. (Optional)

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

4. How many students per grade participated in the program/s identified in question 2?

Grade	Number of Projected Students	Number of Participating Students
Grade 6	119	75
Grade 7	132	96
Grade 8	141	102
Grade 9	158	101
Grade 10	0	0
Grade 11	0	0
Grade 12	0	0
Non Traditional	0	0
Grade Total	550	374

5. Comments pertaining to question 4 are located in the appendix. (Optional)

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

6. 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?

Program/Strategy Name	Number of Participating Students
Anti-Tobacco Media Blitz	0
Blowing Away Big Tobacco's Big Lies	0
Classroom Animation Studio Kit	0
Decisions for Health Series	0
Effective Youth and Adult Partnerships	0
Enough Snuff	0
Guiding Good Choices – Families That Care	0
Hands Off Tobacco! Series	0
Health and Wellness Series	0
Personal/Social Lessons: The Missing Link	0
Project ABCD (Analyze, Beware, Create, Disseminate)	0
Project ALIVE! (Arts Leading Into Vital Education)	0
Project SCAT (Schools and Communities Against Tobacco)	0
Something Stinks in Hollywood	0
Stay On Track Series	0
Teen Health Course Series	0
Teens Tackle Tobacco	0

7. 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.

none

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

8. Comments pertaining to question 6 are located in the appendix. (Optional)

9. 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?

Program/Strategy Name	Number of Projected Students	Number of Participating Students
Great American Smoke Out	0	0
Red Ribbon Week (Tobacco focus)	0	0
Teens Kick Butts / Ash	0	0
Schoolwide contests	0	0
Tobacco & Hollywood Campaign	0	0
Mission Possible	0	0
Youth Quest	0	0
Assembly Speaker	1,005	643

10. 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.

Art class poster contest: all art students; this year 75 participants Two assemblies that included tobacco content: Man without a face; Hip Hop Congress which included tobacco consequences. The reduced number is because of declining enrollment in the district

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

none

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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

Rick Bender (Man Without a Face) Auburn Hip Hop Congress

13. Comments pertaining to question 9 are located in the appendix. (Optional)

14. 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?

Program/Strategy Name	Number of Projected Students	Number of Actual Students
Youth Involvement in Stop Tobacco Access to Kids Enforcement (STAKE) Act	0	0
Other law enforcement sting operations to monitor tobacco sales to minors	0	0
Youth Involvement in Anti-tobacco Advocacy	0	10
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	0	0
Tobacco use prevention Peer Educator	15	13
Tobacco use prevention focused Service-Learning Projects	0	12

15. 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.

none

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

16. Comments pertaining to question 14 are located in the appendix. (Optional)

17. How many students from the following priority populations participated in one or more of the youth development strategies listed below during?

	Youth Involvement in Stop Tobacco Access to Kids Enforcement (STAKE) Act	Other law enforcement sting operations to monitor tobacco sales to minors	Youth Involvement in Anti- Tobacco Advocacy	Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	Tobacco use prevention Peer Educator	Tobacco use prevention focused Service-Learning Projects
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0
Hispanic/Latino	0	0	1	0	1	4
African American	0	0	0	0	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0	0
Low Socio Economic Status	0	0	5	0	5	5

18. Comments pertaining to question 17 are located in the appendix. (Optional)

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

19. Which of the intervention programs listed below were offered? For each program offered provide the number of students, identified and served, under this grant.

Intervention Programs	Number of students identified	Number of students served
Craving Identification and Management (CIM)	0	0
Intervention with Teen Tobacco Users (TEG)	21	21
Project Life	0	0
Smokeless Schooldays: Smokeless Saturday School	0	0
Tobacco-Free Generations	0	0

20. 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.

none

21. Comments pertaining to question 19 are located in the appendix. (Optional)

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

22. How many students from the following priority populations participated in one or more of the intervention programs listed below?

	Craving Identification and Management (CIM)	Intervention with Teen Tobacco Users (TEG)	Project Life	Smokeless Schooldays Smokeless Saturday School	Tobacco- Free Generations
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Pacific Islander	0	0	0	0	0
Hispanic/ Latino	0	2	0	0	0
African American	0	0	0	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0
Low Socio Economic Status	0	21	0	0	0

23. Comments pertaining to question 22 are located in the appendix. (Optional)

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

24. Which of the cessation services listed below were offered during the 2012/13 school year? For each program offered provide the number of students identified and served

Cessation Programs	Number of students identified	Number of students served
Adolescent Smoking Cessation-Escaping Nicotine and Tobacco (ASCENT)	0	0
Enough Snuff: A Guide for Quitting Smokeless Tobacco	0	0
Helping Teens Stop Using Tobacco (TAP)	0	0
California Smoker's Helpline	21	21
Project EX: Teen Tobacco Use Cessation Program	0	0
Project N-O-T (Not on Tobacco)	0	0

25. If a cessation program not listed in the table above was offered, please specify the name of the program along with the number of students identified to be served and the number of students served in the space below. *(Please do not use acronyms)*

none

26. Comments pertaining to question 24 are located in the appendix. (Optional)

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

27. How many students from the following priority populations participated in one or more of the cessation services listed below?

	Adolescent Smoking Cessation-Escaping Nicotine and Tobacco (ASCENT)	Enough Snuff: A Guide for Quitting Smokeless Tobacco	Helping Teens Stop Using Tobacco (TAP)	California Smoker's Helpline	Project EX: Teen Tobacco Use Cessation Program	Project N-O-T (Not on Tobacco)
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0
Hispanic/Latino	0	0	0	1	0	0
African American	0	0	0	0	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0	0
Low Socio Economic Status	0	0	0	2	0	0

28. Comments pertaining to question 27 are located in the appendix. (Optional)

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

29. How many parenting and/or pregnant minors were identified and served?

Category	Number of students
Number of parenting and/or pregnant minors identified	2
Number of parenting and/or pregnant minors served	1
Number of parenting and/or pregnant minors in school based programs	0
Number of parenting and/or pregnant minors referred to community programs	3

30. Comments pertaining to question 29 are located in the appendix. (Optional)

31. How many classified and/or certificated staff were trained in the areas listed below?

Training Type	Classified	Certificated
Trained to deliver program curriculum	0	0
Trained to deliver youth development strategies	0	0
Trained to deliver intervention strategies	0	0
Trained to deliver cessation strategies	0	0
General TUPE information	0	0

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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

none

33. Comments pertaining to question 31 are located in the appendix. (Optional)

34. How many parents received general TUPE information during the 2012/13 school year under this grant?

0

35. If parents received training other than general TUPE information, please specify in the space below the type of trainings or information they received and the number of parents participating in each activity.

none

36. Comments pertaining to questions 34 are located in the appendix. (Optional)

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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

Activity Type	Local Education Agency	Local public health agency	Local governmental agency	Local non-governmental organization
Curriculum Implementation	Yes	No	No	No
Youth Development activities	Yes	Yes	Yes	Yes
Cessation activities	No	No	No	No
Intervention activities	Yes	No	No	No
Local tobacco control coalition planning meetings	Yes	Yes	Yes	Yes

38. 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.

The LEA and the county's health department partnered for our Friday Night Live chapter whose activities included a trip to an anti-tobacco rally at the capitol and training of merchants on the display, etc. of tobacco. The Drug Free Divide Coalition is responsible for helping organizations manage or eliminate tobacco from community events. This has included providing tobacco-free zones at events or tobacco-free events, or providing equipment to use in tobacco-free events or zones created in events. Several new tobacco-free events have started in our community because this equipment collection makes putting on an event easier. Since ours is a small community, new events are a big deal. The coalition also provides signage for events and for some permanent venues such as parks.

39. Comments pertaining to question 37 are located in the appendix. (Optional)

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

Comments regarding question 2:

Botvin's was used in grades 4-8, with Drug Free Communities Support funding paying for materials for the lower grades. This is the second year we have used Botvin's. Project TND is used for our freshmen and has been used for at least six years.

Comments regarding question 4:

Declining enrollment is why we do not have as many participants as anticipated.

Comments regarding question 6:

none

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

Comments regarding question 9:

We had a contest on creating tobacco packaging with negative messages that was done in all of the art classes (75 participants)

Comments regarding question 14:

Peer Helpers did multiple sessions of Project Towards No Drug Abuse in all freshman classes, including the session on tobacco. That session time was expanded to include a speaker--a custodian at the school who is well-respected by students and who talked to them eloquently about his struggles recovering from his tobacco addiction. (Advocacy) 10 of our students went to an anti-tobacco rally at the capital and saw their lawmakers and we had two students on the California Youth Council for tobacco advocacy. (Service Learning) Our Divide Action Club (a Friday Night Live chapter) did merchant education on both alcohol and tobacco to most of our local merchants.

Comments regarding question 17:

none

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

Comments regarding question 19:

All of the students who were at our continuation school were given the intervention in a classroom setting

Comments regarding question 22:

all of our students at the continuation high school were given this intervention--all low socio-economic status and of these two were Hispanic

Comments regarding question 24:

all of the students at our continuation high school were given this referral to the hotline. Difficult to tell who actually followed up, but two said that they planned to do so.

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

Comments regarding question 27:

21 students were given the information about the hotline and two said they would follow up. Both of them were low socio-economic status and one was Hispanic

Comments regarding question 29:

Two pregnant and one parenting girl were referred to the public health nurse. the parenting girl worked with the nurse but did not use tobacco. The two pregnant girls refused services.

Comments regarding question 31:

Staff had been trained in previous years. The one new teacher to Botvin's had previously delivered prevention curriculum and was given assistance in understanding the curriculum materials. Support was available.

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

Comments regarding question 34:

Our Drug Free Divide coalition provides information at various venues, as well as no-smoking signage that is used in both public parks and community events.

Comments regarding question 37:

none