



## 2015/16 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

### 1. Contact Information

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

Botvin's Life Skills Training	348
Keepin' It Real	0
Minnesota Smoking Prevention Program	649
Project Alert	0
Project Northland	0
Project SUCCESS	0
Project TND (Towards No Drug Abuse)	0
Project TNT (Towards No Tobacco Use)	0
SPORT	955
State-Wide Indian Drug Prevention Program	0

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

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4. Which other 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 2015/16 school year?

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

5. 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.

Locally developed e-cig/vaping presentations were delivered at 14 consortium sites to 975 students ranging from grades 6 - 12.

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

7. Which of the non-curricula activities listed below were offered to students in the general population during the 2015/16 school year?

Non-Curricula Activities	Number of Projected Students
Assembly Presentations	126
Law enforcement sting operations to monitor tobacco sales to minors (i.e., Stop Tobacco Access to Kids Enforcement (STAKE) Act or others)	0
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	15
Youth Involvement in Anti-Tobacco Advocacy	62
Tobacco use prevention Peer Educator	0
Tobacco use prevention focused Service-Learning Projects	0

8. 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.

In Oroville students worked on local anti tobacco campaigns on the Oroville HS, Las Plumas HS and Central MS campuses. Students gave classroom presentations about how tobacco had impacted their lives. Students who had their lives impacted were given the opportunity to cut out an outline of their hand and to write their name and how tobacco had hurt them. The hands were pasted on large posters and displayed on campus.

9. If you selected *Assembly Presentation* as an activity, please specify the names of the speaker(s) and a brief description of the presentation in the space below:

In September we were offered a free concert by recording artist Lizzie Sider who has built an assembly based on her song "Butterfly", about a young girl who is bullied and picked on but comes out of her cocoon to fly. Her message is that "No One Has the Power To ruin Your Day". Prior to the concert the Project Director visited all participating classrooms and discussed how her message related to ATOD use by giving them skills to increase protective factors and school connection. The concert was attended by over a 1,000 students from various schools in Butte County. Two K-8 schools in the consortium bussed students to the concert, Biggs and Concow, a total of 126 students from the consortium participated.

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10. Comments pertaining to question 7 are located in the appendix. (Optional)

11. Which of the intervention programs listed below were offered during the 2015/16 school year?

Intervention Programs	Number of students identified	Number of students served
Brief Intervention	109	87
Craving Identification and Management (CIM)	263	76
Intervention with Teen Tobacco Users (TEG)	0	0
Project Life	0	0
Smokeless Schooldays: Smokeless Saturday School	0	0
Tobacco-Free Generations	0	0

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

13. Comments pertaining to question 11 are located in the appendix. (Optional)

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14. Which of the cessation services listed below were offered during the 2015/16 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	263	278
Project EX: Teen Tobacco Use Cessation Program	0	0
Project N-O-T (Not on Tobacco)	0	0

15. 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)*

ALL students served by this project are given information on the Smokers Helpline. The 278 listed above are those who were identified as being at risk for tobacco use in participating high school districts. ALL were referred to the Smokers Helpline, but we do not track how many call. CIM is our primary cessation protocol, with local materials very similar to TAP. 19 students attended voluntary cessation groups.

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

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17. Indicate which programs were provided to students in the grades listed below

	Research-Validated or Evidence-based curricula-based programs	Other Curricula-based programs	Non-curricula activities	Intervention programs	Cessation programs
6th Grade	x	x	x		
7th Grade	x	x	x	x	
8th Grade	x	x	x	x	
9th Grade	x	x	x	x	x
10th Grade	x	x	x	x	x
11th Grade		x	x	x	x
12th Grade		x	x	x	x
Non Traditional	x	x	x	x	x

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

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19. Indicate which programs were specifically targeted to students in the priority populations listed below (i.e.; a conscientious decision was made to select or tailor programs to impact priority populations). ?

	Research-Validated or evidence-based curricula-based programs	Other Curricula- based programs	Non-curricula activities	Intervention programs	Cessation programs
African American	x	x	x	x	x
American Indian or Alaska Native	x	x	x	x	
Asian	x	x	x	x	
Pacific Islander	x	x	x	x	
Hispanic/Latino	x	x	x	x	x

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

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21. How many parenting and/or pregnant minors were identified and served during the 2015 /16 school year under this grant?

	Number of students
Number of parenting and/or pregnant minors identified	10
Number of parenting and/or pregnant minors served	10
Number of parenting and/or pregnant minors in school based programs	10
Number of parenting and/or pregnant minors referred to community programs	10

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

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

Training Type	Classified	Certificated
Trained to deliver program curriculum	3	4
Trained to deliver youth development strategies	0	0
Trained to deliver intervention strategies	14	10
Trained to deliver cessation strategies	8	7
General TUPE information	0	19

24. 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.



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

26. How many parents received general TUPE information during the 2012/13 school year under this grant? 8

27. 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.

0

28. Comments pertaining to questions 26 are located in the appendix. (Optional)

29. 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	Yes	No	No
Youth Development activities	Yes	No	No	Yes
Cessation activities	No	No	No	No
Intervention activities	Yes	No	Yes	Yes
Local tobacco control coalition planning meetings	Yes	Yes	Yes	Yes

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30. 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.

All students identified as being at-risk are given referral information for smokers helpline and for various other online and text based services offered by national government agencies and NGOs.

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

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Comments regarding question 4:

Comments regarding questions 5:

Comments regarding questions 7, 8 & 9:

Comments regarding questions 11 & 12:

In Butte County we also use CIM as our primary cessation curriculum, which is why there is such a difference between those identified and those served. Some of those identified were served in BI, some were served in CIM. Those who expressed a desire to quit were also served by CIM, and are listed in the next section.

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Comments regarding questions 14 & 15:

Comments regarding questions 17:

The NT students served range from grades 7 to 12

Comments regarding questions 19:

TEROC lists "rural residents" as a priority population and your failure to list it here is frustrating and discriminatory. Of the districts in our TUPE Consortium 5 are located within rural or frontier census tracts, ALL of our districts include students who live in those areas.

Comments regarding questions 21:

All pregnant and parenting minors in Butte County or referred to outside sources for prenatal and parenting services, which include information on tobacco.

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Comments regarding questions 23 & 24:

Both CIM training and Brief Intervention trainings were offered not only to consortium schools but to any youth serving agencies in the county and to other districts. The numbers above only reflect staff from Consortium schools. Dr. Alex Stalcup presented to a total of 64 youth serving adults, Ira Sachinoff presented to 58 total.

Comments regarding questions 26 & 27:

Comments regarding questions 29 & 30:

If you are the lead agency for a consortium, please list in the space provided below which districts in your consortium contributed to this report.

Biggs Unified SD, Butte County Office of Education SD, Durham Unified SD, Golden Feather Union Elementary SD, Manzanita Elementary SD, Oroville City Elementary SD, Oroville Union High SD, Paradise Unified SD, Thermalito Union SD.

Butte COE

Cohort: K