



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	19
Keepin' It Real	
Minnesota Smoking Prevention Program	
Project Alert	2,641
Project Northland	
Project SUCCESS	
Project TND (Towards No Drug Abuse)	
Project TNT (Towards No Tobacco Use)	
SPORT	
State-Wide Indian Drug Prevention Program	

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

Project Alert is used in FCUSD's comprehensive middle schools, while Botvin's is used in our Community Day School.

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

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.

10th grade Health utilizes "Health", 3rd edition by Gold and Greenberg and supplemental, "Positive Prevention Plus" from American Red Cross, 2012

Number of students in 10th grade = 1501

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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	
Law enforcement sting operations to monitor tobacco sales to minors (i.e., Stop Tobacco Access to Kids Enforcement (STAKE) Act or others)	5
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	119
Youth Involvement in Anti-Tobacco Advocacy	763
Tobacco use prevention Peer Educator	227
Tobacco use prevention focused Service-Learning Projects	

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.

Community partner, Kaiser, provided an educational activity related to the ingredients in vape juice for 1 Folsom middle school as an interactive lunch time activity. Students could come up to the outreach table and engage with the Kaiser staff, guessing the toxic ingredients and winning prizes for correct answers. Partner said they had a long line of students wanting to play.

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:

Small educational presentation vs. large assembly

NOTE: Josh Croft, of the Youth Decoy CA, served as a guest presenter in 1 alternative education class (15 youth). FCUSD TUPE Coordinator arranged for Croft to speak with youth serving community partner agencies this summer (Police Activity League, Folsom Cordova Community Partnership and People Reaching Out Youth Leadership, RC) These agencies recruit students to serve as advocates for a variety of issues in the Rancho Cordova and Folsom communities. 35 students heard Croft's educational presentation on the Stake Act and learned about how they could become involved in the program.

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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		50
Craving Identification and Management (CIM)		
Intervention with Teen Tobacco Users (TEG)		
Project Life		
Smokeless Schooldays: Smokeless Saturday School		60
Tobacco-Free Generations		

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)		
Enough Snuff: A Guide for Quitting Smokeless Tobacco		
Helping Teens Stop Using Tobacco (TAP)		
California Smoker's Helpline	117	117
Project EX: Teen Tobacco Use Cessation Program		
Project N-O-T (Not on Tobacco)		

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)*

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		
7th Grade	X		X		
8th Grade	X		X		
9th Grade			X		
10th Grade	X	X	X		
11th Grade			X		
12th Grade			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				
American Indian or Alaska Native	X				
Asian	X				
Pacific Islander	X				
Hispanic/Latino	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	20
Number of parenting and/or pregnant minors served	20
Number of parenting and/or pregnant minors in school based programs	20
Number of parenting and/or pregnant minors referred to community programs	0

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		4
Trained to deliver youth development strategies	2	7
Trained to deliver intervention strategies		
Trained to deliver cessation strategies		
General TUPE information	2	

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.

•Note: For both asterisks above, FCUSD contracts out intervention and cessation support services through non-profit agency, Another Choice Another Chance, which specializes in addiction. TUPE Coordinator shares tobacco specific webinar Opportunities with provider that are relevant.

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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? 273

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.

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
Youth Development activities	YES	YES	YES	YES
Cessation activities				YES
Intervention activities				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.

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:

+ Currently there are 5 students involved in the STAKE Act project. Two more you are on 'standby' list since Josh Croft, of Youth Decoy CA is at full capacity for student volunteers right now.

*The media literacy numbers represent students that create public service announcements with anti-tobacco messages as part of the **Breathe California of Sacramento anti-tobacco PSA video contest**. (77 FCUSD students submitted entries to the contest, 12 students from middle school club live created a video about the risks of tobacco and how to deal with the peer pressure. Additionally 30 youth attended **Breathe CA's Thumbs up Thumbs Down training** learning how to review top box office movies for placement and messaging of nicotine products. Youth learn to review these movies critically so data can be

Comments regarding questions 11 & 12:

Students and staff appreciate the short workshop format of the readiness for cessation model, Smokeless School Days. However, the actual curriculum needs to be updated to reflect current trends, emerging products, pricing and videos. SSD student participants were asked to volunteer to participate in focus group to gather input on their experience of the workshop. Youth shared they like the group format model, having an opportunity to engage with others (peers) on the topic and meeting during the school day (access). Additional information they would like from the program is actual steps for quitting and coping with stress; this is what FCUSD offers further support in through their brief intervention via motivational interviewing.

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Comments regarding questions 14 & 15:

FCUSD uses individual motivational interviewing sessions to support tobacco cessation. 50 youth participated in 1:1 cessations and 60 youth participated in the readiness for cessation (Smokeless School Days Workshop) 110 Ca Smokers Helpline cards were given to each participant as an additional resource support. The Intervention specialists always shares CA Smoker's helpline in both venues to remind students that this resource is available to both them and family members. Per student feedback, TUPE Coordinator is looking for young adults who have successfully navigated cessation to serve as a guest speaker during a SSD workshops. Conversations in identifying appropriate individuals for this guest panel have taken place with community partners, California Youth Advocacy Network and Breath CA of Sacramento (STAND). Partners didn't currently

Comments regarding questions 17:

Comments regarding questions 19:

FCUSD works to include relevant information to priority populations for their youth development strategies as well. It is being mindful of educational pamphlets, resources and handouts that are shared as well as the sheer type of opportunities made available on the campuses. TUPE Coordinator attends quarterly Tobacco Control Coalition meetings in an effort to continue to build relationships and support with partners in the community that serve diverse populations, seeking potential opportunities to partner on activities. Translation of partner materials are addressed to help facilitate participation.

Comments regarding questions 21:

As part of the Pregnant and Parenting Teen Program the teacher infuses tobacco education instruction throughout the year to address the risks of tobacco use during pregnancy, third-hand smoke consequences and health risks to young children exposed to tobacco smoke. Emerging nicotine products are included in the education. WIC also provides a lactation specialist that works with the mothers 1 day per week. This specialist informally includes information on the topic as well and how it relates to breast feeding; she does this through informal and natural conversations with the young mothers. Lastly, the school nurse facilitates the implementation of survey among the attendees in the program related to tobacco use, support needs, informing youth about cessation support services (on-site 1:1 brief intervention, CA Smoker's Helpline, etc) 3 students wanted additional

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Comments regarding questions 23 & 24:

General TUPE information is delivered by TUPE Coordinator to key TUPE project staff, Director of Secondary Curriculum Instruction/Assistant Superintendent, Principals, Nurses, Counselors, Student Advisory Board (Leadership) and alternative education staff on overall all TUPE program goals. This year resource information was sent out to the general staff with the aim of increasing awareness related to emerging tobacco products – vaping and the increased use of products among youth. The purpose was to keep staff abreast of changes, provide them with community resource links, educational pamphlets, cessation resources via district contact list. The goal was to motivate as a general populace of caring adults at schools to foster an environment that encourages healthy choices among students as well as active participation in youth development

Comments regarding questions 26 & 27:

All 3 alternative education site families receive literature mailed home regarding the TUPE prevention and intervention services available to students. Outreach materials are mailed to this population since tobacco use rates are highest among the non-tradition sites. Includes are local tobacco cessation resource numbers, information on the Smokeless School Days workshop and the Motivational 1:1 services (273 families, 2 continuations & 1 community day school)

Just as was reported last year the TUPE program staff participated in Rancho Cordova Kids Day, 26th annual Health Fair that was attended by roughly 7000 people on April 23, 2016. Friday Night Live youth club members surveyed 20 adults and 20 youth to learn more about what attendees saw as pressing concerns/top priorities with tobacco education. This helped both

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.