



2014/15 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	Yes
Keepin' It Real	No
Minnesota Smoking Prevention Program	No
Project Alert	Yes
Project Northland	No
Project SUCCESS	No
Project TND (Towards No Drug Abuse)	No
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)

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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	0	0
Grade 7	1,300	836
Grade 8	1,450	1,436
Grade 9	0	0
Grade 10	0	0
Grade 11	0	0
Grade 12	0	0
Non Traditional	21	38
Grade Total	2,771	2,310

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

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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.

209 students were trained as TUPE Peer Educators and reached a total of 9,864 students (projected: 10,000) through classroom presentations and school-wide events.

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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	3,927
Teens Kick Butts / Ash	0	4,772
School-Wide contest	0	0
Tobacco & Hollywood Campaign	10	63
Mission Possible	0	0
Youth Quest	0	0
Assembly Speaker	575	710
World No Tobacco Day	0	0

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.

Our Club Live and Friday Night Live (FNL/CL) clubs coordinate tobacco prevention activities on their middle/high school campuses. Some of these are focused on reaching a large number of students during lunch time or after school interactive activities or even a school wide broadcast (ex-public service student announcement). Some are scheduled to take place during a designated tobacco holiday (as indicated above in Teens Kick Butts Day and Red Ribbon Week, while other activities take place on

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

Kaiser Permanente, "Don't Buy the Lie" poster contest – FCUSD had 647 student entries from our middle, high and alternative education schools

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

Dr. Victor DeNoble

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	10	3
Other law enforcement sting operations to monitor tobacco sales to minors	11	1
Youth Involvement in Anti-tobacco Advocacy	0	0
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	10	96
Tobacco use prevention Peer Educator	200	373
Tobacco use prevention focused Service-Learning Projects	0	0

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.

Focus group regarding attitudes/perceptions related to emerging tobacco products (e-cigs/vaping) were conducted in spring of 2015 by program staff from California Youth Advocacy Network (CYAN). CYAN asked FCUSD if we would organize a cross section of high school focus groups (3 groups) that their program staff could interview. FCUSD had roughly 45 students express their thoughts/perceptions related to emerging tobacco products. Students were polled on what they

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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	13	0	0
Asian	0	0	54	28	54	0
Pacific Islander	0	0	0	1	0	0
Hispanic/Latino	0	0	45	16	45	0
African American	0	0	12	1	12	0

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

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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
Brief Intervention	48	20
Craving Identification and Management (CIM)	0	0
Intervention with Teen Tobacco Users (TEG)	0	0
Project Life	0	0
Smokeless Schooldays: Smokeless Saturday School	48	47
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.

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

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

	Brief Intervention	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	0
Asian	0	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
African American	0	0	0	0	0	0

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

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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	48	213
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)*

We use brief intervention model based on NREP practice of Motivational Interviewing. Identified tobacco users (we identified 48 tobacco users this year and 20 of them opted to participate in 1:1 support following the Smokeless School Days session) As part of the brief intervention students may volunteer to participate in up to 4 individual sessions during the school today to address their tobacco using habits. We always provide referral number for California's Smokers Helpline to students in the

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

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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	0	0	0
African American	0	0	0	0	0	0

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

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

Category	Number of students
Number of parenting and/or pregnant minors identified	25
Number of parenting and/or pregnant minors served	23
Number of parenting and/or pregnant minors in school based programs	23
Number of parenting and/or pregnant minors referred to community programs	0

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	1	10
Trained to deliver youth development strategies	1	8
Trained to deliver intervention strategies	0	3
Trained to deliver cessation strategies	0	3
General TUPE information	5	127

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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.

In January 2015, FCUSD hosted a "Use of California Healthy Kids Survey Data" training for middle & high school teams to come and learn about their site report, the importance/value of the data and relevant use of the data to formulate action plans. DUERR trainers highlighted tobacco, alcohol and other drugs and school climate - # of participants = 23 (members included: vice principals, counselors, teachers, Project Alert Teachers, Club Live/Friday Night Live club advisors/teachers, Nurse, TUPE Coordinator and TUPE Clerk)

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?

310

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.
-

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

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

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

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Comments regarding question 2:

Comments regarding question 4:

Grades 7 and 8 reflect instruction in Project Alert and non traditional reflect instruction in Botvin's Life Skills Training

Comments regarding questions 6 -7:

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Comments regarding questions 9-12:

We hosted Dr. Victor De Noble, “Inside the Dark Side” presentation to kick off student engagement in the Kasier, “Don’t Buy the Lie” poster contest in middle school. FCUSD encourages participating in contest in all the middle and high schools. Friday Night Live and Club Live help promote the activity on their campuses through their club.

Comments regarding questions 14-15:

Our 2 primary forms of peer education are run through either Friday Night Live/Club Live (FNL/CL)clubs at middle and high school, as well as one high school’s peer education club that is known as Bulldog’s Reaching out (BRO). FNL/CL coordinates the school wide and small group tobacco prevention activities on their school sites. BRO is a model that uses trained high school students to go and talk with students in grades 3-8 regarding addiction, tobacco risks/health consequences, assertive communication/refusal skills and media manipulation of youth. California Youth Advocacy Network came and trained approximately 60 BRO leaders in emerging tobacco products (e-cigs), leadership and advocacy. This information was integrated into the tobacco lesson that is taught to younger students. BRO delivered tobacco specific prevention lessons to 3,772 elementary/middle school aged youth

Comments regarding question 17:

Our 2 primary forms of peer education are run through either Friday Night Live/Club Live (FNL/CL)clubs at middle and high school, as well as one high school’s peer education club that is known as Bulldog’s Reaching out (BRO). FNL/CL coordinates the school wide and small group tobacco prevention activities on their school sites. BRO is a model that uses trained high school students to go and talk with students in grades 3-8 regarding addiction, tobacco risks/health consequences, assertive communication/refusal skills and media manipulation of youth. California Youth Advocacy Network came and trained approximately 60 BRO leaders in emerging tobacco products (e-cigs), leadership and advocacy. This information was integrated into the tobacco lesson that is taught to younger students. BRO delivered tobacco specific prevention lessons to 3,772 elementary/middle school aged youth

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Comments regarding questions 19-20:

FCUSD hosted a total of 6 Smokeless School Days(SSD) workshops over 3 alternative education sites. The facilitators invited SSD participants to partake in brief intervention support (up to 4 individual sessions once students were done with the SSD workshop). Our district also utilizes the SSD workshop as an intervention in which students may volunteer/self-refer SSD. Very few students get caught with tobacco on campus; they know the policy/rules and abide much of the time. Thus, the majority of the 47 students that participated actually volunteered. Youth were encouraged to look at their tobacco using behaviors by caring teachers, principal and/or counselor. Many students expressed interest in the brief intervention sessions following the workshop. However, since this was FCUSD's first year in offering brief intervention/motivational interviewing, and there were some minor staffing delays by the community based provider of the brief interventions, we 'ran out of time' to reach more of the 47 students through 1:1 intervention. We are eager to see what next year yields since our community

Comments regarding question 22:

We do not have ethnicity data for our Smokeless School Days (SSD) participants. With further review of the curriculum we see none of the intake or other SSD workshop activities ask youth to volunteer their ethnicity. FCUSD will work with TUPE evaluator and nonprofit tobacco cessation provider (Another Choice Another Chance) to update form to include this question so it will be available for the 2015-16 reporting year

Comments regarding questions 24-25:

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Comments regarding question 27:

Brief Intervention based upon Motivation Interviewing practices (Cessation) – participation rates by ethnicity (n=20)

African American = 2, Hispanic=5, American Indian/Alaska Native=1, Multi racial(detail unknown) =1, unreported=2, white=8, other=1

The data we have from California Smokers Helpline appears to include all ages (not just youth-those under the age of 18; thus, I am reporting information in this box rather than above)

Total call =213, 44=African American, 2=Asian, 23=Hispanic or Latino, 14=Pacific Islander, 2=Lesbian

Comments regarding question 29:

As part of our Pregnant and Parenting Teen program teacher infuses tobacco education instruction throughout the year to address the risks of tobacco use during pregnancy, 2nd & 3rd hand smoke consequences for minor and increased risk to young children when exposed to tobacco smoke. The lactation specialist that works with our mothers 1 day per week also includes discussion on the harms of tobacco use during pregnancy and breast feeding; this is part of WIC program. Lastly, our school nurse conducts a written survey with all of the pregnant and parenting teens related to tobacco use, support needs, informing youth about cessation support services (California Smokers Helpline, in-house/on-site 1:1 cessation support availability). The survey this year revealed many youth are dealing with how to address tobacco use in the home which they reside (their parents or other adults). The nurse works with pregnant minors on effective communication with family members in the home and/or friends that may smoke to help the pregnant minor assert themselves on behalf of their children

Comments regarding questions 31-32:

General TUPE information is delivered by TUPE coordinator to key TUPE project staff, director of secondary curriculum instruction, principals, nurses, vice principals, student government/leadership teachers and alternative education teachers. This is in part what is reflected in the # served=127. Information is then shared from administration to other general populace teachers that may not have key roles in TUPE programming. TUPE coordinator also provides tobacco prevention program updates via FCUSD School Health Advisory Council quarterly meetings and newsletters. The general school, student and parent populace can view newsletters via link on our district website within the Health Programs department. This segment of the audience is not reflected in the numbers for the general TUPE information.

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Comments regarding questions 34-35:

Letters were mailed home to the families of alternative education students to explain the tobacco intervention and cessation services that were now available on the campus for youth as a result of the TUPE grant FCUSD had been awarded. The letter discussed the importance of tobacco free homes and highlighted brief intervention and Smokeless School Days program services. The letter also included a list of tobacco cessation resources in the community. The 2nd parent letter went out to students who participated in the Thumbs Up Thumbs Down community based youth advocacy project that was piloted at Vista del Lago high. This letter affirmed the importance of youth as advocates and recognized parents/families for supporting their child's involvement in important youth development work.

What is not reflected in the 310 count is the public/community/parent awareness outreach FCUSD did at the 25th annual Rancho Cordova Kids Day in April 2015. FCUSD tobacco prevention services (TUPE coordinator, TUPE clerk, 3 Club Live youth leaders and Sacramento County Office of Education Friday Night Live program

Comments regarding questions 37-38:

List of Districts in consortia