

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

1. Contact Information

Name: Sarah Singrin

LEA Name: Liberty Union High

Cohort: F Year: 2012/13

County: Contra Costa Phone: 925-634-2166 x2047

Email: no

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

Botvin's Life Skills Training	No
Keepin' It Real	No
Minnesota Smoking Prevention Program	No
Project Alert	Yes
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	0	0
Grade 7	0	0
Grade 8	0	0
Grade 9	1,902	1,902
Grade 10	39	38
Grade 11	0	0
Grade 12	0	0
Non Traditional	9	9
Grade Total	1,950	1,949

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	375
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	16

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.

Six TUPE coordinators accompanied sixteen students to the Northern California Teens Tackle Tobacco Conference in 2013. Students participated in all of the workshops that were offered and completed writing assignments on their favorite workshop. They reported that they thoroughly enjoyed the day, found it very informative, and brought back many ideas for the TUPE program at the sites for the 2013-14 school year.

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	7,067	6,945
Red Ribbon Week (Tobacco focus)	6,900	6,843
Teens Kick Butts / Ash	2,300	2,284
Schoolwide contests	7,000	7,000
Tobacco & Hollywood Campaign	0	0
Mission Possible	0	0
Youth Quest	0	0
Assembly Speaker	2,650	2,650

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.

15 Special Education Gateway students compete in an anti-tobacco poster contest each spring- Each student work very hard on their posters and learn about the dangers of tobacco use. The posters are judged by Special Education Coordinator Laura Albano & TUPE Coordinator Sarah Singrin and awards are presented.

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

Each site conducts school-wide tobacco contests twice annually (Fall and Spring). Students participate in poster, prize wheel, bingo, jeopardy, and all sorts of other games to show their awareness regarding the dangers of tobacco use. Peer educators help with planning and promotion, and all students participate during lunch/before/after school on campus.

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:

Keith Hawkins annually conducts assemblies at Freedom and Heritage High Schools for over 500 students at each site ; Dr. DeNoble made anti-tobacco presentations at our three comprehensive sites (Liberty, Freedom, and Heritage High Schools) this year for over 600 students at each site. Dr. DeNoble also made a community/parent presentation and many of our parents and guardians attended. During the 2012-13 school year, one or more of our sites also participated in Every 15 Minutes, Mother's Against

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	1,560	1,560
Youth Involvement in Anti-tobacco Advocacy	0	0
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	98	98
Tobacco use prevention Peer Educator	0	0
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.

Students in our pregnant minor and minor parent classes were used as a focus group to learn how to better serve this population, identify their needs, and provide information to them. CCCOE TUPE manager Emily Justice and LUHSD District Coordinator Sarah Singrin will use this information to create and provide written pamphlets students, staff, and families. Leadership students at La Paloma were trained by CCCOE TUPE Manager Emily Justice in Project Alert at and went to classrooms at

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	10	0	10	0
Asian	0	0	39	0	39	0
Pacific Islander	0	0	9	0	9	0
Hispanic/Latino	0	0	453	0	453	0
African American	0	0	136	0	136	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	46	0	46	0
Low Socio Economic Status	0	0	176	0	176	0

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)	14	14
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.

2 more TUPE staff were trained in Brief Intervention and provided this guidance to teens during the year; each year more staff will be trained to provide program support and expanded services.

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	4	0	0	0
African American	0	4	0	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0
Low Socio Economic Status	0	3	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)	29	28
California Smoker's Helpline	0	0
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	8	0	0	0
Hispanic/Latino	0	0	6	0	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	9	0	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	19
Number of parenting and/or pregnant minors served	18
Number of parenting and/or pregnant minors in school based programs	18
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	8
Trained to deliver youth development strategies	6	7
Trained to deliver intervention strategies	0	1
Trained to deliver cessation strategies	0	1
General TUPE information	213	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.

1 Classified/2 Certificated Staff were trained in Brief Intervention and provided this intervention at the sites.

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?

2,212

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.

Dr. DeNoble presentations, Parent meetings, Community and School/District-wide TUPE Program promotion

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	Yes	No
Youth Development activities	Yes	Yes	Yes	Yes
Cessation activities	Yes	Yes	Yes	No
Intervention activities	No	N	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.

none

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:

Staff from the Liberty Union High School District TUPE Program once again trained students at La Paloma High School in Project Alert curriculum, with assistance from the Contra Costa County Office of Education TUPE Manager Emily Justice. Students used the Project Alert curriculum in a PEER Education setting to mentor students at the County's Ovick school for troubled teens, which is walking distance from the La Paloma campus. There were 11-12 La Paloma students who walked over together to the Ovick campus and met with 8-10 students on Thursday mornings in April, May and June 2013. This activity was quite beneficial to students from each campus, as the La Paloma students began to interact and support each other as a team with a focus to serve younger students. The Ovick students reaped the benefits of role modeling from older students who had experience in the school system. Students began to relate with one another in each group, and across group lines. They exchanged ideas and experiences and supported one another in many endeavors.

Comments regarding question 4:

Every incoming freshman was introduced to the TND curriculum in their health classes; 39 tenth graders who did not take/pass health in 2011-12 used the TND curriculum in their health class. Twelve La Paloma students trained in Project Alert used it to mentor Ovick students with CCCOE TUPE manager Emily Justice and LUHSD/La Paloma TUPE site coordinator Kristen Capps.

Comments regarding question 6:

We plan to register very early for the Teens Tackle Tobacco conference next year and possibly take students & staff to both outings if two conferences are offered. TUPE coordinator Sarah Singrin will also take this list of non-research validated curriculum-based programs to our Contra Costa County meetings to share opportunities to offer these to our students.

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

Comments regarding question 9:

Comments regarding question 14:

LUHSD TUPE team members plan to work with CCCOE TUPE staff to provide more speakers, program awareness, Peer Education training and Peer Education activities to Contra Costa schools.

Comments regarding question 17:

none

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

Comments regarding question 19:

Brief Intervention was implemented because there is no wait to provide intervention services to students and their families. We found that immediate attention was more desirable than waiting for any length of time to provide a class in Tobacco Education Group (TEG).

Comments regarding question 22:

Comments regarding question 24:

Many of our TEG students opted to return/switch to TAP to stop/quit smoking.

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

Comments regarding question 27:

Comments regarding question 29:

Students were referred to county programs to supplement, not replace our classes.

Comments regarding question 31:

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

Comments regarding question 34:

Take home flyers, Back to school nights/Open House, Community Health and Safety Fairs, newspaper articles

Comments regarding question 37:
