

# 2013/14 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	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)

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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	0	0
Grade 8	0	0
Grade 9	1,899	1,895
Grade 10	48	47
Grade 11	0	0
Grade 12	0	0
Non Traditional	11	9
Grade Total	1,958	1,951

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	377
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	26

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.

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Seven TUPE coordinators accompanied 26 students to the Northern California Teens Tackle Tobacco Conference in 2014. 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.

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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	7,656	7,569
Red Ribbon Week (Tobacco focus)	7,700	7,621
Teens Kick Butts / Ash	3,300	3,284
School-Wide contest	7,500	7,500
Tobacco & Hollywood Campaign	0	0
Mission Possible	0	0
Youth Quest	0	0
Assembly Speaker	3,250	3,250

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.

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16 Special Education Gateway students competed in an anti-tobacco poster contest each spring during the grant period- Each student work very hard on their posters and learned about the dangers of tobacco use. The posters were judged by Asst Supt, Special Education Coordinator & TUPE Coordinator Sarah Singrin. Awards were presented.

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

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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.

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

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Keith Hawkins annually conducts assemblies at Liberty, 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) 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 2013-14 school year, one or more of our sites participated in Every 15 Minutes, Mother's Against Drunk

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	2,250	2,160
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	0	0
Tobacco use prevention Peer Educator	89	88
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.

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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

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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			11		11	
Asian			40		38	
Pacific Islander			9		9	
Hispanic/Latino			459		459	
African American			138		138	
Lesbian, Gay, Bisexual, Transgendered, & Questioning			45		10	
Low Socio Economic Status			179		179	

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
Craving Identification and Management (CIM)	0	0
Intervention with Teen Tobacco Users (TEG)	38	36
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.

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Spit Tobacco Intervention 35/34

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)

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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					
Asian					
Pacific Islander					
Hispanic/ Latino					
African American					
Lesbian, Gay, Bisexual, Transgendered, & Questioning					
Low Socio Economic Status					

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)	44	44
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)*

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)
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American Indian or Alaska Native

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Asian

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Pacific Islander

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Hispanic/Latino

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African American

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Lesbian, Gay, Bisexual, Transgendered, & Questioning

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Low Socio Economic Status

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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	11
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	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	1	10
Trained to deliver youth development strategies	1	5
Trained to deliver intervention strategies	0	2
Trained to deliver cessation strategies	0	1
General TUPE information	200	220

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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.

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TUPE staff made presentations to faculty and staff regarding all aspects of the TUPE program at their regular meetings during the year.

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?

412
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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.

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Some parents attended Dr. DeNoble's presentation at the comprehensive sites and/or at the presentation provided by the CCCOE.

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

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.

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

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Comments regarding question 2:

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Throughout the four-year grant period, students in 9th grade Health classes at LUHSD were educated using Project Toward No Drug Abuse Staff from the Liberty Union High School District. TUPE Program staff 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. 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:

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Throughout the four-year grant period, every incoming freshman was introduced to the TND curriculum in their health classes; TND materials were purchased every year. 48 tenth graders who did not take/pass health in 2012-13 used the TND curriculum in their health class. Eleven 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:

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Comments regarding question 9:

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Comments regarding question 14:

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LUHSD TUPE team members 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:

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Comments regarding question 19:

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Comments regarding question 22:

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TAP classes were very effective at La Paloma this year. Classes were held each Tuesday and Thursday. As more students became aware of the classes, they requested a third quit class. We began TAP and TEG classes very early during the 2013-14 school year to be sure that we were able to serve each and every student who is interested or in need of these classes. Brief Intervention is also provided on a 1:1 basis for students using tobacco, and these services were expanded as more staff is trained and available to conduct these sessions.

LUHSD provided TAP classes at three sites this year; Several La Paloma students returned from last year to attempt to quit smoking again, and word spread around the school that this class was very beneficial so 19 students attended all together. Four students reported that they were successful in their attempts to quit using tobacco. Other students cut down their use of tobacco considerably.

Comments regarding question 24:

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Patricia Jackson conducts Pregnant Minor/Minor Parent classes each Monday on LUHSD's Community Education/Independence High School campus. This class was used as the focus group for CCCOE to determine needs. This year Ms. Jackson attended CCCOE meetings with Sarah Singrin to help the CCCOE committee better serve these students.



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Comments regarding question 27:

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Site coordinators continued to promote awareness of the TUPE program services at faculty/staff meetings. District coordinator continued to make presentations at Cabinet meetings.

Comments regarding question 29:

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District coordinator made presentations at many school and community events to promote the TUPE program. These included Back to School Nights, Parent Club meetings, Open Houses, community gatherings, site celebrations, and regularly conducted school activities.

Comments regarding question 31:

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Comments regarding question 34:

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Comments regarding question 37:

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LUHSD works very closely with Contra Costa Health Services, Contra Costa County Office of Education, American Cancer Society, American Lung Association, and local health providers to provide services through the TUPE program.