

# 2010/11 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

## 1. Contact Information

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Grant ID: 10-23297-61721-102F

Cohort: F

Year: 2010/11

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## 2. Which of the programs listed below were implemented under this grant during the 2010/11 year?

All Stars	
Botvin's Life Skills Training	
Keepin' It Real	
Minnesota Smoking Prevention Program	
Positive Action	
Project Alert	
Project Northland	
Project SUCCESS	
Project TND (Towards No Drug Abuse)	Yes
Project TNT (Towards No Tobacco Use)	
Too Good for Drugs	

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3. How many students per grade participated in the program/s identified in question 2 during the 2010/11 school year under this grant?

Grade	Number of Projected Students	Number of Participating Students
Grade 6	0	0
Grade 7	0	0
Grade 8	0	0
Grade 9	1,854	1,840
Grade 10	30	21
Grade 11	0	0
Grade 12	0	0
Non Traditional	0	0
Grade Total	1,884	1,861

4. Please indicate below the number of students who participated in the program/s identified above.

Ethnicity	Number of Students
American Indian or Alaskan Native	13
Asian	56
Pacific Islander	13
Filipino	79
Hispanic/Latino	571
African American	179
White (not Hispanic)	929
Multipe or no Response	21
Total	1,861

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5A. 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 during the 2010/11 school year?

Program/Strategy Name	Number of Projected Students	Number of Participating Students
Across Ages	0	0
Caring School Communities	0	0
Decisions for Health Series	0	0
Guiding Good Choices – Families That Care	0	0
Hands Off Tobacco! Series	0	0
Health and Wellness Series	0	0
The Missing Link in Prevention in High School	0	0
Project ABCD (Analyze, Beware, Create, Disseminate)	0	0
Project ALIVE! (Arts Leading Into Vital Education)	0	0
Project SCAT (Schools and Communities Against Tobacco)	0	0
State-Wide Indian Drug Prevention Program	0	0
Stay On Track Series	0	0
Teen Health Course Series	0	0
Too Good for Drugs and Violence	0	0

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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*LUHSD used only research validated TND curriculum.*

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- 6A. 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 during the 2010/11 school year?

Program/Strategy Name	Number of Projected Students	Number of Participating Students
Great American Smoke Out	1,200	888
Red Ribbon Week (Tobacco focus)	0	0
Teens Kick Butts / Ash	600	145
Schoolwide contests	2,000	480
Assembly Speaker	0	0

- 6B. 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.

*Students at each school participated in TUPE activities that were designed to prevent tobacco use and educate students to the dangers of tobacco. The contests were not school-wide during the 2010-2011 year. TUPE activities included the Spring Fling (Fair type activity open to the school/community) with stations monitored by students; athletic activities such as walk/run and races; classroom presentations (not assembly) 3,000 projected; 2,500 participated*

- 6C. If you selected *School-wide contest* as a non-curricular activity, indicate the name of the contest:

*Not applicable*

- 6D. If you selected *Assembly Speaker* as a non-curricula activity, indicate the name of the speaker:

*Not applicable*

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7A. 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 during the 2010/11 school year?

Program/Strategy Name	Number of Projected Students	Number of Actual Students
Youth Involvement in Stop Tobacco Access to Kids Enforcement (STAKE) Act	0	0
Youth Involvement in Anti-tobacco Advocacy	1,600	675
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	45	25
Tobacco use prevention Peer Educator	50	40
Tobacco use prevention focused Service-Learning Projects	0	0

7B. 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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*La Paloma students visited the campus of Ovick Day School to mentor students on the dangers of tobacco; 10 students participated.*

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8A. Please indicate which Intervention Programs were implemented. For each program offered provide the number of identified and served tobacco-using students.

Program/Strategy Name	Number of students <i>identified</i>	Number of students <i>served</i>
Project Life	0	0
Smokeless Schooldays: Smokeless Saturday School	0	0
Intervention with Teen Tobacco Users (TEG)	100	9
Residential Student Assistance Program	0	0
Tobacco-Free Generations	0	0

8B. 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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*Peer Education; Counseling*

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9A. Please indicate which Cessation Services were implemented. For each program offered provide the number of identified and served tobacco-using students.

Program/Strategy Name	Number of students identified	Number of students served
Adolescent Smoking Cessation - Escaping Nicotine and Tobacco (ASCENT)	0	0
Enough Stuff: A Guide to Quitting for Smokeless Tobacco	0	0
Helping Teens Stop Using Tobacco (TAP)	50	8
I QUIT	0	0
I Decide: Teen Tobacco Cessation	0	0
California Smoker's Helpline	0	0
Project EX: Teen Tobacco Use Cessation Program	0	0

9B. If a cessation program not listed in the table above was offered, specify the name of the program along with the number of students identified and the number of students served.

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*Not applicable*

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10. How many parenting and/or pregnant minors were identified and served during the 2010/11 school year under this grant?

Category	Number of students
Number of parenting and/or pregnant minors identified	8
Number of parenting and/or pregnant minors served	6
Number of parenting and/or pregnant minors in school based programs	6
Number of parenting and/or pregnant minors referred to community programs	6

11B. How many students in the targeted population received culturally appropriate curriculum and/or culturally appropriate supplemental activities during the 2010/11 school year under this grant?

Population	Number of students receiving culturally appropriate curriculum	Number of students participating in culturally appropriate supplemental activities
African American	0	0
Hispanic/Latino	0	0
Native American	0	0
Asian-Pacific American	0	0
Non Traditional Students	0	0

11B. If culturally appropriate activities were offered to groups not listed in the table above please specify the group in box below and the number of students involved in curriculum and/or supplemental activities.

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*Not applicable*

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12A. How many classified and/or certified staff were trained in the areas listed in the table below?

Training Type	Classified	Certificated
Trained to deliver program activities	0	18
General TUPE information	95	90

12B. If staff were trained in areas not listed in the table above please specify the type of training and how many classified and/or certified staff were trained in the box below.

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*The District Coordinator became Certified in TEG/TAP Training through Community Intervention in December 2010. The CHD conducted a Peer Education Training for faculty and counselors at Liberty High; All coordinators attended workshops and training throughout the year; Health Teachers are scheduled for TND training in August 2011.*

13A. How many parents received general TUPE information during teh 2010/11 school year under this grant?

9

13B. Were parents offered trainings other than general TUPE information trainings?

No

13C. If yes, please describe the training offered to parents below:

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14A. Were the activities listed in the table below offered in collaboration or coordination with LEAs, community agencies or other organizations?

Activity Type	LEA	Community Agency	Other
Lesson Implementation	Yes	Yes	No
Supplemental Activities	Yes	No	Yes
Community Health Fairs	No	No	No
Local coalition planning meetings	Yes	Yes	Yes

14B. 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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*Lesson Implementation-TND Curriculum and training*

*Supplemental Activities-TUPE coordinators reached out to the community for support for TUPE events such as the walk/run; race; TUPE Garden; Spring Fling*

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Comments regarding question 2:

The Project Toward No Drug Abuse curriculum was used in all 9th grade health classes in order to provide tobacco use prevention education to every student by the end of year 3. This curriculum has been used for years at LUHSD-and health teacher training is scheduled in the beginning of the year. The curriculum is taught with fidelity, and LUHSD has purchased new teacher and student workbooks this year. This component of the TUPE program is used in conjunction with other TUPE program activities.

Comments regarding question 3:

Ninth grade students were taught tobacco prevention education using Project Toward No Drug Abuse (TND) in health classes-Students in other grades attended classes with TND curriculum if they were making up health class credits-Some Special Education students were taught with this curriculum as well.

Comments regarding question 4:

Attendance in health classes were fairly representative of the student demographic populations.

Comments regarding question 5:

LUHSD used only research validated TND curriculum.

Comments regarding question 6:

As reported, contests were not school-wide but included Jeopardy; Question/Answer with Prize wheels; Competition to sign up pledges against tobacco use; Implementing a TUPE garden for nutrition and alternatives to tobacco use; workshops; posters; and other activities. Presentations from Mary Jaccodine and Emily Justice/Center for Human Development; Workshops with Ira Sachnoff; TEG/TAP Classes; Pregnant Minor/Minor Parent Classes.

Comments regarding question 7:

The numbers projected were high, we wanted to reach every student targeted with the anti-tobacco message. Some of the events conflicted with other site activities, so scheduling will be arranged earlier in the year. Heritage High School did not select a TUPE Coordinator, so it was a bit difficult to implement all aspects of the program at that site.

Comments regarding question 8:

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Development to conduct the classes. Due to late funding this did not take place until the second semester. There were issues logistically and with program implementation that further delayed the classes. Issues included student identification and referral. These issues will be resolved early in the 2011-2012 year.

Comments regarding question 9:

Mary Jaccodine from the Center for Human Development conducted TAP classes at La Paloma and was thrilled when every student quit! Due to late funding this did not take place until the second semester.

Comments regarding question 10:

LUHSD's Community Education Center provides pregnant minor/minor parent tobacco education classes and parenting classes for pregnant students attending schools in LUHSD and in the community.

Comments regarding question 11:

The TUPE Program plans to work with the English Learner Program to tailor tobacco education to meet the needs of all student populations.

Comments regarding question 12:

Contra Costa County is planning to provide further TUPE training to expand all Programs in the area. The County applied for TUPE funding for all of our feeder elementary districts as a consortium, and if funded will leverage funds to provide a comprehensive training program.

Comments regarding question 13:

LUHSD plans to collaborate with Brentwood Union SD to provide parent TUPE training in the community.

Comments regarding question 14:

During it's first year, LUHSD's TUPE program enjoyed a high profile in the community. Program activities were promoted in the press; partners and citizens participated and supported the events; local newspapers took photos and reported on all activities to provide program awareness and solicit support.