



2015/16 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

1. Contact Information

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Year:

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

Botvin's Life Skills Training	3987
Keepin' It Real	0
Minnesota Smoking Prevention Program	0
Project Alert	9840
Project Northland	0
Project SUCCESS	0
Project TND (Towards No Drug Abuse)	2172
Project TNT (Towards No Tobacco Use)	0
SPORT	0
State-Wide Indian Drug Prevention Program	0

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

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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	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

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.

The Orange County Department of Education TUPE Consortium did not use any of the non-research validated curriculum based programs listed above.

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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	6,871
Law enforcement sting operations to monitor tobacco sales to minors (i.e., Stop Tobacco Access to Kids Enforcement (STAKE) Act or others)	0
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	2,237
Youth Involvement in Anti-Tobacco Advocacy	1,007
Tobacco use prevention Peer Educator	1,085
Tobacco use prevention focused Service-Learning Projects	1,619

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.

All youth development activities provided fit in the categories above.

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:

Dr. Victor DeNoble, Dr. Matthew Bellace, Orange County Lost Chords Club

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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	131	104
Craving Identification and Management (CIM)	0	0
Intervention with Teen Tobacco Users (TEG)	0	0
Project Life	0	0
Smokeless Schooldays: Smokeless Saturday School	0	0
Tobacco-Free Generations	0	0

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.

All districts are implementing their intervention plans. Two districts are not using the Brief Intervention: 1) The Orange County Department of Education's ACCESS program (Alternative education), does not individually track students for tobacco use. They had 151 students that were referred to counseling services for Alcohol, tobacco, or drug use. All these students received counseling services. This number is not reflected in the number above. 2) Huntington Beach City School District refers out to the cessation provider for intervention services (90 min. pre-cessation seminar) six students were referred but none attended.

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)	0	0
Enough Snuff: A Guide for Quitting Smokeless Tobacco	0	0
Helping Teens Stop Using Tobacco (TAP)	0	0
California Smoker's Helpline	0	0
Project EX: Teen Tobacco Use Cessation Program	0	0
Project N-O-T (Not on Tobacco)	0	0

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)*

The Orange County Department of Education TUPE Consortium partners with the Orange County Health Care Agency's Tobacco Use Prevention Program (TUPP) for cessation services. TUPP offers two types of cessation classes; a 90 minute cessation seminar and a five session cessation series. 137 students were in violation of district anti-tobacco policies and referred to cessation services, 0 were served.

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	0	x	x	x
7th Grade	x	0	x	x	x
8th Grade	x	0	x	x	x
9th Grade	x	0	x	x	x
10th Grade	x	0	x	x	x
11th Grade	0	0	x	x	x
12th Grade	0	0	x	x	x
Non Traditional	x	0	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	0	0	0	0	0
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	0	0	0	0

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	86
Number of parenting and/or pregnant minors served	86
Number of parenting and/or pregnant minors in school based programs	86
Number of parenting and/or pregnant minors referred to community programs	86

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	0	17
Trained to deliver youth development strategies	0	53
Trained to deliver intervention strategies	0	29
Trained to deliver cessation strategies	0	0
General TUPE information	0	45

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.

•Curriculum trainings were for the Project ALERT curriculum •Youth development - Developmental Asset Framework workshop and e-cigarette workshops •Intervention strategies - Brief Intervention Strategy •General TUPE information - Trainings at consortium meetings •cessation services are referred out to the Orange County Health Care Agencies tobacco Use Prevention Program.

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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? 32,000

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.

32 parents participated in the Disciplina Positiva program. Disciplina Positiva provided a four or five session series of parenting workshops for Spanish speaking parents. These workshops are based on the work of Jane Nelson on "Positive Discipline". Anti-tobacco and cessation information was distributed to parents in attendance. The final workshop included a presentation by the Tobacco Use Prevention Program (TUPP) about the consequences of using tobacco and how to participate in their cessation program. The workshop was available for parents in the Orange County Department of Education's ACCESS program (Alternative Education) and in the Saddleback Valley Unified School District.

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

•Curriculum implementation - Schools provided all curricula for their students, Cessation services offered through local Health Care Agency are discussed during curriculum presentations. •Youth Development activities - Were performed mostly by the participating school districts. Some Districts partnered with the Program Coordinator, local non-profit organizations, local universities, or the local public health care agency to provide on campus information to students and parents. •Cessation and intervention activities - Schools partner with the local public health agency who provides their model cessation and intervention programs. Most school districts provide Brief Intervention and then refer students to cessation services. •The Orange County Tobacco Education Coalition meets bi-monthly to plan activities and distribute resources for tobacco prevention. The OCDE TUPE Consortium Project Coordinator attends coalition meetings and shares resources with participating districts.

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:

Comments regarding questions 11 & 12:

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Comments regarding questions 14 & 15:

Many of the schools are adopting the Brief Intervention Strategy which they implement on their campuses as their main tobacco intervention. Students who are at risk of tobacco use (found in violation of district's anti-tobacco policy) are given referrals for cessation services through the Tobacco Use Prevention Program (TUPP).

Comments regarding questions 17:

Comments regarding questions 19:

The Orange County Department of Education TUPE Consortium approved grant proposal did not include tracking priority populations participating in intervention strategies using the demographic data above.

Comments regarding questions 21:

Students who are identified as parenting or pregnant minors are given materials about the consequences of tobacco use (e.g. tobacco and electronic cigarettes, second and third-hand smoke and its effect on child development, and how to access cessation services). The Orange County Department of Education/ACCESS (alternative education) sites all have anti-tobacco and cessation materials available in their front offices.

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Comments regarding questions 23 & 24:

Comments regarding questions 26 & 27:

All seven participating districts use different forms of communication to parents including; e-mail, phone announcements, brochures available in front offices of schools, posters displayed in front offices of schools, home mailers, and verbal communication from school staff to parents. Although it is difficult to predict, an estimate can be made that a parent from the household of every student receiving the tobacco prevention curriculum received TUPE information.

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.

Saddleback Valley Unified School District, Laguna Beach Unified School District, Fountain Valley School District, Westminster School District, Ocean View School District, Huntington Beach City School District, and Orange County Department of Education/ACCESS (alternative education)