

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 | 9,000 | 7,707 |
| Grade 8 | 9,000 | 7,488 |
| Grade 9 | 3,500 | 1,679 |
| Grade 10 | 2,600 | 1,679 |
| Grade 11 | 0 | 1,679 |
| Grade 12 | 0 | 1,678 |
| Non Traditional | | |
| Grade Total | 24,100 | 21,910 |

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.

The Orange County Department of Education TUPE consortium did not use any non-research validated curricula

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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 | 8,780 |
| Red Ribbon Week (Tobacco focus) | 0 | 19,266 |
| Teens Kick Butts / Ash | 0 | 17,151 |
| School-Wide contest | 0 | 1,500 |
| Tobacco & Hollywood Campaign | 0 | 155 |
| Mission Possible | 0 | 0 |
| Youth Quest | 0 | 0 |
| Assembly Speaker | 0 | 28,380 |

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.

World No Tobacco Day activities involved 19,360 students. Students participated in various activities including: activities that educated students about World No Tobacco Day and its purpose, anti-tobacco morning announcements, workshops to help students plan anti-tobacco activities on campus, and coordinating lunchtime activities with information on the dangers of tobacco use.

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

Anti-tobacco poster contest, anti-tobacco public service announcement contest

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

Dr. Matt Bellace, Dr. Victor DeNoble, Perfection on Wheels/BMX Pro's, Lost Chords Club, Oxygen Matters

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 | 0 | 0 |
| Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry | 0 | 2,249 |
| Tobacco use prevention Peer Educator | 0 | 679 |
| Tobacco use prevention focused Service-Learning Projects | 0 | 1,045 |

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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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

Asian

Pacific
Islander

Hispanic/
Latino

African
American

Lesbian, Gay,
Bisexual,
Transgendered, &
Questioning

Low Socio
Economic
Status

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) | 0 | 0 |
| 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.

The Orange County Department of Education TUPE Consortium partners with the Orange County Health Care Agency's Tobacco Use Prevention Program (TUPP) to provide intervention and cessation services to students. Districts have procedures in place to refer students in violation of the school's tobacco use policy to TUPP for intervention and cessation services. TUPP offers two types of intervention/cessation classes. One is a 90 minute seminar and 182 students participated in this class. The second is a five session cessation series and 21 students participated in this series.

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) | 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 |

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)*

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. One is a 90 minute seminar and 182 students participated in this class. The second is a five session cessation series and 21 participated in this series.

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

Asian

Pacific Islander

Hispanic/Latino

African American

Lesbian, Gay, Bisexual, Transgendered, & Questioning

Low Socio Economic Status

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 | 234 |
| Number of parenting and/or pregnant minors served | 16 |
| Number of parenting and/or pregnant minors in school based programs | 16 |
| Number of parenting and/or pregnant minors referred to community programs | 139 |

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 | 9 | 13 |
| Trained to deliver youth development strategies | | 15 |
| Trained to deliver intervention strategies | 0 | 0 |
| Trained to deliver cessation strategies | 0 | 0 |
| General TUPE information | 10 | 35 |

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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.

Curriculum trainings included Project ALERT and Project TND. General TUPE information was in a combination of trainings at consortium meetings. Youth Development trainings were a combination of a training on the 40 developmental assets (69) and Peer Assistance Leadership advisor trainings (8). Attendees of these trainings were not tracked according to if they are certificated or classified. (15) are TUPE advisors who are certificated. The rest of the attendees consist of: school teachers, administration, staff and it cannot be verified if they are credential or certificated.

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?

| |
|--------|
| 52,000 |
|--------|

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.

12 parents attended Dr. Matt Bellace's parent presentations. Dr. Bellace shared with parents the contents of his youth presentation about finding "natural highs" that promote a healthy lifestyle. He also included some specific parenting strategies parents can use to help their children make healthy choices. Dr. Bellace conducted one parent event for all district parents in the Fountain Valley School

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

Curriculum implementation - Schools provided all curriculum for their students.

Youth Development activities were performed mostly by the LEA's. Some Districts partnered with 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.

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

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

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Comments regarding question 2:

Comments regarding question 4:

Project ALERT totals were projected as both seventh and eighth grades combined, that total is 18,000. Project TND projections were written by grade level, but totals are not captured by grade level because the health/science classes the curriculum was administered in may include students from all four high school grade levels. Total students participating in Project TND in traditional school settings was 6,715.

Comments regarding question 6:

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Comments regarding question 9:

There were no projected numbers for these specific activities written into the approved proposal.

Comments regarding question 14:

Our project guidelines did not make any projections of students broken down by specific categories in youth development.

Comments regarding question 17:

Our implementation plan does not include tracking student's ethnic background.

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Comments regarding question 19:

Comments regarding question 22:

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 question 24:

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Comments regarding question 27:

Our implementation plan does not include tracking student's ethnic background.

Comments regarding question 29:

Students who are parents and/or pregnant were given anti-tobacco presentations in parenting classes. Presentations focused on educating them on the dangers of tobacco use during pregnancy and the dangers of second and third hand smoke on Children. They also focus on child rearing techniques that improve the child's chances of becoming involved in high risk behaviors like using tobacco. Cessation information was also given to them.

Comments regarding question 31:

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Comments regarding question 34:

All five participating districts use different forms of communication to parents including; e-mail communication, 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.

Comments regarding question 37:
