



## 2017/18 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	3527
Keepin' It Real	0
Minnesota Smoking Prevention Program	0
Project Alert	11045
Project Northland	0
Project SUCCESS	0
Project TND (Towards No Drug Abuse)	211
Project TNT (Towards No Tobacco Use)	0
SPORT	0
Stanford Tobacco Prevention Program	1986
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 2017/18 school year?

<u>Program/Strategy Name</u>	<u>Number of Participating Students</u>
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



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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.

6. Comments pertaining to question 4 & 5 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 2017/18 school year?

<u>Non-Curricula Activities</u>	Number of Projected Students
Assembly Presentations	3,179
Law enforcement sting operations to monitor tobacco sales to minors (i.e., Stop Tobacco Access to Kids Enforcement (STAKE) Act or others)	6
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	1,299
Youth Involvement in Anti-Tobacco Advocacy	785
Tobacco use prevention Peer Educator	683
Tobacco use prevention focused Service-Learning Projects	609

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 fall in the categories listed above.



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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 -In his tobacco presentation entitled "Inside the Darkside," Dr. DeNoble gives an insider's view into the tobacco industry's suppression of nicotine addiction research. Dr. DeNoble uses his own laboratory experience within the Philip Morris Tobacco Research Center as a backdrop to skillfully pull together the science, history and biology of nicotine addiction in a way that is both educational and entertaining.

Dr. Matthew Bellace - Dr. Bellace speaks to students about healthy choices regarding the use of tobacco, alcohol, and other drugs. He presents the science of natural highs and delivers important messages about resilience, positive social support and mental health. He reinforces his points by using a simple acronym, LEAD: Lean on healthy people for support, Express

10. Comments pertaining to question 7, 8 & 9 are located in the appendix. (Optional)

11. Which of the intervention programs listed below were offered during the 2017/18 school year?

Intervention Programs	Number of students identified	Number of students served
Brief Intervention	195	145
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



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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.

13. Comments pertaining to question 11& 12 are located in the appendix. (Optional)

14. Which of the cessation services listed below were offered during the 2017/18 school year? For each program offered provide the number of students identified and served under this grant.

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



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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. 274 students were in violation of district anti-tobacco policies and given information about cessation services. 43 students were referred to cessation services as a part of their intervention plan, 23 were served.

16. Comments pertaining to question 14 & 15 are located in the appendix. (Optional)

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		X	X	X
7th Grade	X		X	X	X
8th Grade	X		X	X	X
9th Grade	X		X	X	X
10th Grade	X		X	X	X
11th Grade	X		X	X	X
12th Grade	X		X	X	X
Non Traditional	X		X	X	X



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18. Comments pertaining to question 17 are located in the appendix. (Optional)

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). Enter an "x" in the appropriate boxes below for the school year.

	Research-Validated or evidence-based curricula-based programs	Other Curricula- based programs	Non-curricula activities	Intervention programs	Cessation programs
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African American

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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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20. Comments pertaining to question 19 are located in the appendix. (Optional)

21. How many parenting and/or pregnant minors were identified and served during the 2017/18 school year under this grant?

	Number of students
Number of parenting and/or pregnant minors identified	124
Number of parenting and/or pregnant minors served	124
Number of parenting and/or pregnant minors in school based programs	124
Number of parenting and/or pregnant minors referred to community programs	124

22. Comments pertaining to question 21 are located in the appendix. (Optional)



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23. Report the total number of classified and/or certificated staff trained in one or more of the areas listed in the table below. Then identify how many individuals received each type of training.

Training Type	Classified	Certificated
TOTAL persons receiving any kind of training related to the TUPE program	34	123
Trained to deliver program curriculum	8	23
Trained to deliver youth development strategies	12	30
Trained to deliver intervention strategies	1	42
Trained to deliver cessation strategies	0	0
General TUPE information	13	28

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.

25. Comments pertaining to question 23 & 24 are located in the appendix. (Optional)





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26. How many parents received general TUPE information during the 2017/18 school year under this grant? 40,318

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.

28. Comments pertaining to questions 26 & 27 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	No	No	No
Youth Development activities	Yes	Yes	Yes	Yes
Cessation activities	Yes	Yes	No	Yes
Intervention activities	Yes	Yes	No	No
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.

31. Comments pertaining to question 29 are located in the appendix. (Optional)



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### APPENDIX

Comments regarding question 2:

Fountain Valley SD -Middle School (MS) – Project ALERT

Huntington Beach City SD -MS – Project ALERT

Laguna Beach USD -MS - Life Skills -High School (HS) - Stanford TPT

Ocean View SD -MS – Project ALERT

OCDE/ACCESS -Project TND Saddleback Valley USD -MS – Project ALERT -HS - Stanford TPT

Santa Ana USD -MS – Project ALERT -HS - Stanford TPT

Westminster SD -MS - Life Skills Training

Comments regarding questions 4 & 5:

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

Comments regarding questions 7, 8 & 9:



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### Comments regarding questions 11 & 12:

Districts implementing Brief Intervention Strategy: Fountain Valley School District (22 identified, 22 served) , Saddleback Valley Unified School District (95 identified, 95 served), and Westminster School District (41 identified, 28 served) Laguna Beach Unified School District (LBUSD) and Santa Ana Unified School District (SAUSD) were unable to identify and train staff in the BIS this year. They have begun planning to identify staff and will send them to trainings in the fall. LBUSD identified 13 students in violation of district tobacco policy who received disciplinary action for possession of tobacco products. SAUSD Identified 37 students in violation of the district tobacco policy who received disciplinary action for Possession of tobacco products. The Orange County Department of Education's ACCESS program (Alternative education), does not individually track students for tobacco use. They had 133 students who were referred to counseling services for alcohol, tobacco, or drug use. All these students received intervention-counseling services for substance abuse. This number is not reflected in the number above. Huntington Beach City School District refers students to the cessation provider for intervention services (90 min. pre-cessation seminar). 42 students were referred and 22 attended pre-cessation seminars. Ocean View School District has eliminated all counseling staff. These staff were trained in BIS and typically implemented the intervention, thus there were no trained staff to facilitate the intervention this year. The district is positioning staff as it relates to the intervention and will develop a plan for next year to have other staff trained in Brief Intervention or provide an

### 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:

All Orange County Department of Education TUPE Consortium sites are implementing an evidence-based prevention curriculum.

All sites are using non-curriculum youth development anti-tobacco activities from the CDE recommended categories

All districts have an intervention plan in place to offer more prevention resources to students in violation of the district tobacco policy.

All districts promote cessation services with students, parents, staff, and the community



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### 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). All Orange County Department of Education TUPE Consortium sites have anti-tobacco and cessation materials available in their front offices and displayed at various locations on campuses.

### Comments regarding questions 23 & 24:

Curriculum trainings - Project ALERT and Stanford Tobacco Prevention Toolkit 8 session curriculum Youth development training - Developmental Asset Framework workshop and general information on tobacco prevention youth development projects Intervention strategies - Brief Intervention Strategy. Cessation services – refer out to the Orange County Health Care Agencies tobacco Use Prevention Program. General TUPE information - Trainings at consortium meetings



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### Comments regarding questions 26 & 27:

All eight 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 at least one parent from the household of every student at the TUPE sites received some sort of information about the TUPE program.

### Comments regarding questions 29 & 30:

The Orange County Department of Education (OCDE) TUPE consortium partners with the eight local Education Agencies that are included in the consortium in all five areas above.

The Orange County Health Care Agency provides tobacco cessation services, anti-tobacco educational opportunities, partners with youth development and intervention activities, and partners with OCDE on Orange County Tobacco Education Coalition (OCTEC).

The OCDE TUPE Consortium partners with city parks, county parks, city government, and local law enforcement, on youth development activities. Local Law enforcement is represented on OCTEC.

The OCDE TUPE Consortium partner with local community based organizations that are focused on tobacco prevention for youth development and cessation services. These Community Based organizations are all represented on OCTEC.

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.

ACCESS/Orange County Department of Education  
Fountain Valley School District  
Huntington Beach City School District  
Laguna Beach Unified School district  
Ocean View School District  
Saddleback Valley Unified School District  
Santa Ana Unified School District  
Westminster School District