



## 2015/16 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	1712
Keepin' It Real	0
Minnesota Smoking Prevention Program	0
Project Alert	0
Project Northland	0
Project SUCCESS	0
Project TND (Towards No Drug Abuse)	0
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)

This was the first year of curriculum implementation in both school districts, so the number only reflects one grade level receiving the curriculum, the booster sessions will be added to the 8th grade the next school year.

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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.

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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	300
Law enforcement sting operations to monitor tobacco sales to minors (i.e., Stop Tobacco Access to Kids Enforcement (STAKE) Act or others)	2
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	45
Youth Involvement in Anti-Tobacco Advocacy	60
Tobacco use prevention Peer Educator	0
Tobacco use prevention focused Service-Learning Projects	40

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.

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:

Johanna Nowak-Palmer presented at a high school freshman orientation about TUPE programs, opportunities for students to participate in service learning projects, and dangers of current nicotine and tobacco products.

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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	0	0
Craving Identification and Management (CIM)	0	0
Intervention with Teen Tobacco Users (TEG)	0	0
Project Life	0	0
Smokeless Schooldays: Smokeless Saturday School	50	12
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.

The following online programs were given as resources for intervention and cessation options for school or self referred students: ASPIRE (<https://aspire.mdanderson.org>) Become An EX (<http://www.becomeanex.org/>) UCANQUIT (<http://www.ucanquit2.org/>) These resources became were promoted heavily in the districts and schools but there is currently no way to accurately track how many students from this grant participated in these program

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	50	2
Helping Teens Stop Using Tobacco (TAP)	0	0
California Smoker's Helpline	250	8
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)*

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	0	0	x	x	0
7th Grade	x	0	x	x	x
8th Grade	x	0	x	x	x
9th Grade	0	0	x	x	x
10th Grade	0	0	x	x	x
11th Grade	0	0	x	x	x
12th Grade	0	0	x	x	x
Non Traditional	0	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	x	0	x	x	x
American Indian or Alaska Native	x	0	x	x	x
Asian	x	0	x	x	x
Pacific Islander	x	0	x	x	x
Hispanic/Latino	x	0	x	x	x

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	2
Number of parenting and/or pregnant minors served	2
Number of parenting and/or pregnant minors in school based programs	4
Number of parenting and/or pregnant minors referred to community programs	4

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	3	14
Trained to deliver youth development strategies	3	4
Trained to deliver intervention strategies	6	4
Trained to deliver cessation strategies	6	4
General TUPE information	6	18

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.



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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 2015/16 school year under this grant? 300

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.

Parents who participate in their local Parent Project Classes receive intervention and cessation materials from TUPE programs.

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	No	No	No
Youth Development activities	Yes	Yes	No	No
Cessation activities	Yes	Yes	No	No
Intervention activities	Yes	No	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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Comments regarding question 4:

Comments regarding questions 5:

Comments regarding questions 7, 8 & 9:

STAKE presented to 2 high school student groups to recruit STAKE participants. They presented to approximately 40 high school students, but only 2 applied and qualified to participate. Student clubs were formed on campus at and with community partners at the high school and middle school level. Students and adult advisers were trained on Youth Advocacy, Media Literacy, and Service Learning Projects. Youth clubs participated a variety of activities including in the creation of awareness campaigns, public service announcements

Comments regarding questions 11 & 12:

Smokeless school days was offered to schools as an alternative to detention/suspension for tobacco related offenses on an as needed basis.

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Comments regarding questions 14 & 15:

Enough Snuff was offered to school counselors to use on an as needed basis for chewing tobacco related offenses. The TUPE project team is working with schools to develop a referral process that is easier to track. Smoker's Helpline material was shared at all student events including back to school days, community events, and youth advocacy projects. Over 400 calling cards were handed out to students and parents.

Comments regarding questions 17:

Comments regarding questions 19:

All programs and activities were offered to the general student population at all school sites. All schools have high rates of at least one or more priority population.

Comments regarding questions 21:

Tracking referrals and services continues to be a difficult process between community health providers and school districts.

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Comments regarding questions 23 & 24:

Comments regarding questions 26 & 27:

TUPE resources were made available at all open house, student orientation, and community events, including the county wide spelling bee competition, county wide art faire, and Educator of the year celebration. Intervention and cessation resources were also promoted at the California State Competition where over 600 students and their parents attend 3 days of competition. In additional TUPE materials/resources were made available for students participating in LifeSkills to take home with them.

Comments regarding questions 29 & 30:

Local public health leads a variety of cessation programs and classes aimed at adults, when needed they assist in youth cessation programs.

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.

Fairfield Suisun School District Dixon Unified School District