

# 2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

## 1. Contact Information

Name: Johanna Nowak-Palmer

LEA Name: Solano County Office of Education

Cohort: H                      Year: 2012/13

County: Solano                      Phone: 707-646-7608

Email: jnowak@solanocoe.net

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

Botvin's Life Skills Training	Yes
Keepin' It Real	No
Minnesota Smoking Prevention Program	No
Project Alert	No
Project Northland	No
Project SUCCESS	No
Project TND (Towards No Drug Abuse)	No
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	350	260
Grade 7	836	580
Grade 8	843	430
Grade 9	1,150	805
Grade 10		
Grade 11		
Grade 12		
Non Traditional	0	18
Grade Total	3,179	2,093

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	
Blowing Away Big Tobacco's Big Lies	
Classroom Animation Studio Kit	
Decisions for Health Series	
Effective Youth and Adult Partnerships	
Enough Snuff	
Guiding Good Choices – Families That Care	
Hands Off Tobacco! Series	
Health and Wellness Series	
Personal/Social Lessons: The Missing Link	
Project ABCD (Analyze, Beware, Create, Disseminate)	
Project ALIVE! (Arts Leading Into Vital Education)	
Project SCAT (Schools and Communities Against Tobacco)	
Something Stinks in Hollywood	
Stay On Track Series	
Teen Health Course Series	
Teens Tackle Tobacco	

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.

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Friday Night Live Partnership Chapter established at Vanden High School with 15 students participating. Friday Night Live chapters focus on issues pertaining to students and community relating to tobacco and gambling

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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		
Red Ribbon Week (Tobacco focus)		
Teens Kick Butts / Ash		
Schoolwide contests	50	60
Tobacco & Hollywood Campaign		
Mission Possible		
Youth Quest		
Assembly Speaker		

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.

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

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A Social Norms Poster Campaign was offered to all TUPE schools. The name of the campaign was called "the Real Us". Information packets and worksheets about tobacco use statistics about Solano County youth and Social Norms Campaigns were sent to all advisors to share with students. Students had the option to work individually or in

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

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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		
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	50	61
Tobacco use prevention Peer Educator		
Tobacco use prevention focused Service-Learning Projects		

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
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American Indian or Alaska Native

NA

Asian

2

Pacific Islander

2

Hispanic/Latino

6

African American

1

Lesbian, Gay, Bisexual, Transgendered, & Questioning

NA

Low Socio Economic Status

NA

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)		
Intervention with Teen Tobacco Users (TEG)		
Project Life		
Smokeless Schooldays: Smokeless Saturday School	25	10
Tobacco-Free Generations		

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.

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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				1	
Hispanic/ Latino				3	
African American				2	
Lesbian, Gay, Bisexual, Transgendered, & Questioning					
Low Socio Economic Status				10	

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)		
Enough Snuff: A Guide for Quitting Smokeless Tobacco		
Helping Teens Stop Using Tobacco (TAP)		
California Smoker's Helpline	250	3373
Project EX: Teen Tobacco Use Cessation Program		
Project N-O-T (Not on Tobacco)		

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)*

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)
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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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African American

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Lesbian, Gay, Bisexual, Transgendered, & Questioning

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Low Socio Economic Status

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

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	2	2
Trained to deliver youth development strategies	3	
Trained to deliver intervention strategies	2	
Trained to deliver cessation strategies	1	
General TUPE information	3	

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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.

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Extensive training was provided through California Friday Night Live Partnership in youth development strategies. Additional training was provided through the California Alcohol and Drug programs in CalOMS.

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?

260
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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.
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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	No	No	No
Youth Development activities	Yes	Yes	Yes	Yes
Cessation activities	Yes	Yes	No	No
Intervention activities	Yes	No	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.

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

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Comments regarding question 2:

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Comments regarding question 4:

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Due to a delay in hiring staff, the LifeSkills program did not start in all schools in the earlier part of the school year, as a result the program was not able to reach all the number of projected students for this year.

Comments regarding question 6:

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Comments regarding question 9:

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Comments regarding question 14:

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Solano County Student Art Faire partnered with the TUPE program to host an Honorary Theme to display artwork for the schools poster contest. The theme was a Social Norms Campaign focused on Tobacco use statistics amongst youth in the county using most recent California Healthy Kids Survey Data. Title of theme was "The Real Us". A Social Norms packet and worksheets focusing on media literacy was provided to all teachers participating to use with students. Students at schools worked individually on their project, in a class, or as small groups. One school formed a Friday Night Live chapter to also work on Media projects focusing on ATOD use. 60 art projects were submitted to the campaign.

Comments regarding question 17:

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Friday Night Live chapter established in Vanden High, where 15 students worked on ATOD media projects. Ethnicity and Socio Economic status were not submitted by students participating in the Media Literacy project. This information will be taken into consideration for next year's continued project.

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Comments regarding question 19:

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Three sessions were offered throughout the first year. Due to referrals, only 10 non traditional students participated. Offered during connections Health class as a full day and as an alternative to in school suspension

Comments regarding question 22:

Comments regarding question 24:

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California Smokers Helpline posters and brochures were offered during every class and handed out on request. Information was also listed on social media sites and shared through email updates.



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Comments regarding question 27:

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The Smoker's Helpline material was share with all students who were part of the LifeSkills classes, and media literacy campaign. In addition, numbers that were not reported were also through our social media projects, which were not tracked. None of these programs tracked priority populations.

Comments regarding question 29:

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SCOE worked with the school districts counseling programs to create a referral process for students receiving perinatal care seeking cessation services. We are continuing to build partnerships in community with healthcare professionals that interact with parenting or pregnant minors to ensure they continue to assess smoking status and cessation services as needed. Pregnant and parenting minors are not referred directly to SCOE TUPE programs, therefore, numbers have not been reported to us.

Comments regarding question 31:

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Comments regarding question 34:

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over 200 students with their families as well as an additional 60 adult community members attended the Solano County Art Faire Exhibit, where the Social Norms media Literacy project were displayed. Smokers hotline brochures were also made available to all visitors during the week of the exhibit.

Comments regarding question 37:

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