



2014/15 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	yes
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	4,276	3,795
Grade 7	4,200	2,321
Grade 8	4,140	1,575
Grade 9	1,300	1,167
Grade 10	0	377
Grade 11	0	0
Grade 12	0	0
Non Traditional	600	298
Grade Total	14,516	9,533

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.

Oakpark utilizes Too Good for Drugs at the elementary level for fourth grade students.

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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	3,000	0
Red Ribbon Week (Tobacco focus)	30,000	27,959
Teens Kick Butts / Ash	100	86
School-Wide contest	0	6,650
Tobacco & Hollywood Campaign	0	0
Mission Possible	0	0
Youth Quest	0	0
Assembly Speaker	0	2,047
World No Tobacco Day	3000	1910

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.

Oakpark; 2/3/15 a local Psychologist provided training for 420 Advanced Peer Counseling students. Training included information on teen stress, alcohol, tobacco, other drugs and prescription medications.

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

Oxnard Elementary: Tobacco-Free School; We Are Clean & Pure; Love Yourself - Be Tobacco Free; All the Sharks in the Sea Are Tobacco-Free SPUSD: Shoot Hoops Not Drugs or Tobacco (3-on-3 basketball competition); Stomp on Drugs and Tobacco (Halloween costume contest); Door Decorating Contest; Class with the best anti-tobacco/drug/alcohol message won a prize. Residence: RRW art

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

SPUSD: Santa Barbara County Sheriff's Narcotics Division Officer - school wide assembly included vaping information. Providence: Ventura County Public Health provided a 45-minutes emerging tobacco product and vape update to all students, including community resources for interested students. Oakpark: Teen Drug Awareness night facilitated by Straight Up Ventura County included tobacco and vaping information

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	40	0
Youth Involvement in Anti-tobacco Advocacy	80	357
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	80	66
Tobacco use prevention Peer Educator	100	122
Tobacco use prevention focused Service-Learning Projects	80	10

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.

Santa Paula Unified School District (SPUSD): Friday Night Live(FNL) Club Live students at Isbell Middle School participated in Youth Recruitment and Outreach and were recruited for Ventura County Office of Education (VCOE) Lee Law project that included tobacco and vaping components. Project parameters were set, which identified merchants and students were trained in conducting observations assessments and dialoguing with store merchants. Students presented project outcomes

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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	0	0	3	5	1	0
Asian	0	0	34	2	2	0
Pacific Islander	0	0	1	2	1	0
Hispanic/Latino	0	0	245	70	120	10
African American	0	0	10	6	4	0

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
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	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.

Very few students were identified as tobacco users, although vaping is reported (CHKS 2013-14) to be increasing among the youth population. Appropriate and timely intervention services is an area of need at the Consortium schools. Oakpark: Ventura County Behavioral Health provided on campus services for 36 students at Oak View High School.

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?

	Brief Intervention	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	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
African American	0	0	0	0	0	0

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)*

Very few students were identified as tobacco users. Helping Teens Stop Using Tobacco was available at most Consortium districts, but students appropriate for participation were not identified. None of the other above cessation options was appropriate and/or available for students at Consortium schools. Cessation brochures are available to all students and include information for the California Smokers' Helpline and other youth- friendly tobacco cessation and information resources. Quit Kits are also

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	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
African American	0	0	0	0	0	0

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	60
Number of parenting and/or pregnant minors served	39
Number of parenting and/or pregnant minors in school based programs	39
Number of parenting and/or pregnant minors referred to community programs	26

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	0	121
Trained to deliver youth development strategies	19	17
Trained to deliver intervention strategies	1	26
Trained to deliver cessation strategies	0	12
General TUPE information	30	101

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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.

School staff was provided training in mental health issues as well as Restorative Justice/Discipline. Oakpark: Information concerning the TUPE grant and cessation brochures were available to staff, administrators and office managers throughout the school year.

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?

8,200

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.

Ventura County Public Health provided training to parents in emerging products, including electronic cigarettes and other nicotine vaping devices. Students provided presentations on local Lee Law observations, including signage related to tobacco and nicotine delivery devices and products. Oakpark: 12/9/14 parent night offered for district families and community (approximately 3,000 in

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

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

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Comments regarding question 2:

Santa Paula Unified School District (SPUSD) was not able to facilitate delivery of Project TND at the alternative school site, Renaissance High School. Project Alert curriculum was delivered at Gateway by a guest lecturer, also a Ventura County Office of Education employee.

Comments regarding question 4:

Only students enrolled in Ventura County alternative education programs (Gateway and Providence) included in the Non-Traditional numbers listed above. All other students enrolled in non-tradition educational programs at Consortium districts are included in total numbers by grade level. SPUSD students attending the alternative school, Renaissance High School, or enrolled in the Human Services Academy did not receive the TND curriculum. One grade 8 teacher in Rio did not deliver Project Ale

Comments regarding questions 6 -7:

Oakpark utilizes Too Good For Drugs at the elementary level for fourth grade students.

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Comments regarding questions 9-12:

SPUSD: Day of the Dead activity emphasizing the effects of tobacco/drugs; certificates for students to sign a healthy choices agreement; drunk driver car and Police Dragoon in quad for students to view; Spirit Friday - wear red to support tobacco, alcohol and other drug-free choices; Morning tobacco, alcohol and other drug facts over the school intercom during announcements.

Comments regarding questions 14-15:

Santa Paula Unified School District: Santa Paula High School attempted to schedule Straight Up to work with ASB students or with the Media class students to develop and publish student-created PSAs. However, staff was unable to accommodate an additional project into their existing curriculum. Providence: Select students are provided the opportunity to participate in the onsite radio station program. In the first year of the TUPE grant, the onsite station, 107.9 The Hall, implemented a segment designated to discuss tobacco use called, "Quitting 101". The segment received positive feedback from peers and staff and has continued throughout the three-year grant term. During the tobacco segments, the students are in charge of providing listeners with information about tobacco and emerging products, such as facts, statistics, and tobacco related stories. The students record once per week and are responsible for their individual recording that range from 30-60 seconds. This school year, each of the participating students was responsible for recording once a week. Their segments are repeated

Comments regarding question 17:

Priority population demographics are not collected for most TUPE youth development activities.

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Comments regarding questions 19-20:

Brief Intervention training occurred in the month of March 2015 and will be utilized for intervention beginning fall 2015. Group intervention sessions were not found to be an effective process at Consortium schools due to low numbers of identified tobacco and nicotine users. Information pamphlets community adult cessation dates were published in accessible locations at Consortium district offices and schools.

Comments regarding question 22:

Priority population demographics are not collected for intervention services.

Comments regarding questions 24-25:

Group cessation sessions were not found to be an effective process at Consortium schools due to low numbers of identified tobacco and nicotine users over an extended time frame. Cessation Brochures were developed by the lead LEA for Consortium districts to distribute to students identified as tobacco/nicotine users as well as their families and to staff. The cessation brochures include the California Smokers' Helpline; however, no standard process is currently in place to record and collect data regarding the actual number of cessation brochures distributed to students, families, staff or community members.

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Comments regarding question 27:

Priority population demographics are not collected for cessation services at the Consortium districts.

Comments regarding question 29:

One Consortium district is not served by the local Cal-SAFE grant, which is the TUPE grant partner agency responsible for serving the pregnant minor and minor parent population. No students were identified in this district during the current grant year. Cal-SAFE was able to include pregnant minors and minor parents at Providence in delivery of services. The majority of students at Providence were offered the opportunity to participate in Cal-SAFE services selected to be included in service delivery. Providence also offers elective credit in child development and parenting to students as part of one of the school's curricular offerings.

Comments regarding questions 31-32:

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Comments regarding questions 34-35:

Cessation brochures are available to all families within Consortium schools. Ventura County Public Health cessation offerings are posted at districts and school sites. MSPP provided parent brochures to all grade 6 families. Providence TUPE Coordinator provides outreach and resources to all families that participate in weekly parent visits. Quit Kits are also available to families.

Comments regarding questions 37-38:

List of Districts in consortia

Moopark Unified Oak Park Oxnard Elementary Pleasant Valley Rio Elementary Santa Paula Unified
VCOE- Gateway Community School VCOE- Providence Court School