



2017/18 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

1. Contact Information

Name: Scott Gerbert

LEA Name: Alameda County Office of Education

Cohort: M

County: Alameda

Email: sgerbert@acoe.org

Phone: 5106704524

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

Botvin's Life Skills Training	425
Keepin' It Real	0
Minnesota Smoking Prevention Program	0
Project Alert	3490
Project Northland	0
Project SUCCESS	0
Project TND (Towards No Drug Abuse)	1393
Project TNT (Towards No Tobacco Use)	0
SPORT	0
Stanford Tobacco Prevention Program	0
State-Wide Indian Drug Prevention Program	0

3. Comments pertaining to question 2 are located in the appendix. (Optional)



2017/18 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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>	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



2017/18 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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.

N/A

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	0
Law enforcement sting operations to monitor tobacco sales to minors (i.e., Stop Tobacco Access to Kids Enforcement (STAKE) Act or others)	0
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	3,250
Youth Involvement in Anti-Tobacco Advocacy	45,389
Tobacco use prevention Peer Educator	400
Tobacco use prevention focused Service-Learning Projects	0

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.

For Cohort M, we had 169 students participate as participants and presenters at the Region 4 Teens Tackle Tobacco Conference at UC Berkeley.

Our peer educators provides 280 classroom presentations during the 2017-18 school year, reaching 8,736 students.

Our peer educators coordinated 61 school-wide events/activities.



2017/18 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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:

N/A

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	32	11
Craving Identification and Management (CIM)	0	0
Intervention with Teen Tobacco Users (TEG)	77	77
Project Life	0	0
Smokeless Schooldays: Smokeless Saturday School	0	0
Tobacco-Free Generations	0	0



2017/18 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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	27	27
Project EX: Teen Tobacco Use Cessation Program	0	0
Project N-O-T (Not on Tobacco)	0	0



2017/18 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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)*

N/A

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



2017/18 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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
African American			X	X	
American Indian or Alaska Native					
Asian					
Pacific Islander					
Hispanic/Latino			X	X	

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	0
Number of parenting and/or pregnant minors served	750
Number of parenting and/or pregnant minors in school based programs	0
Number of parenting and/or pregnant minors referred to community programs	0

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



2017/18 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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	898	2,255
Trained to deliver program curriculum	0	37
Trained to deliver youth development strategies	25	42
Trained to deliver intervention strategies	0	71
Trained to deliver cessation strategies	0	0
General TUPE information	898	2,255

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.

We trained approximately 700 staff members on how to access, and utilize, the Stanford Tobacco Toolkit...including specific lessons and materials related to e-cigs, vaping, JUULs, and other "pod" based systems.

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



2017/18 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

26. How many parents received general TUPE information during the 2017/18 school year under this grant? 23,500

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.

Our support, specifically related to Black History Month, was very strong and included information that schools sent to parents/guardians, in e-newsletters and school bulletins. This was not "training", but we feel that the 23,500+ parents/guardians that saw the videos and/or materials, related to big tobacco's targeting of black and brown communities, warrants being mentioned in our annual report.

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	Yes	Yes
Intervention activities	Yes	Yes	Yes	Yes
Local tobacco control coalition planning meetings	Yes	Yes	Yes	Yes



2017/18 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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.

The NorCal Safe and Healthy Schools Conference in November, serving over 300 adults that work with youth, the Teens Tackle Tobacco Conferences in February/March, served over 1000 middle- and high-school students, the Youth to Youth Conference, our PSA contest, and our Brief Intervention trainings, engaged our local public and behavioral health departments, nonprofits, and PTA/PTSA, groups. We have a tremendous sense of pride in our partnerships and our work to attempt to seamlessly serve students before, during, and after, the school day. The regular, open, and honest dialogues we have between our various sector partners, has increased our ability to serve our students, families, staff, and communities, in ways that working in silos prevents. Our system is not perfect, but we feel strongly that we are breaking down barriers to service every day.

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



2017/18 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

APPENDIX

Comments regarding question 2:

Comments regarding questions 4 & 5:

Comments regarding questions 7, 8 & 9:



2017/18 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

Comments regarding questions 11 & 12:

Comments regarding questions 14 & 15:

Comments regarding questions 17:



2017/18 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

Comments regarding questions 19:

Our team, and our youth advisory board, created some amazing materials for Black History Month, which we shared with CDE and all of the County TUPE Coordinators state-wide via the list-serve. The information and materials we shared included links to videos, kahoot games we created, sample morning announcements that schools could use, and more.

Comments regarding questions 21:

We have two distinct county-wide consortia, as we have both a Cohort L and Cohort M, however, when we serve our pregnant/parenting minors, we do so collaboratively. Therefore, we only reported our pregnant/parenting minor data in our Cohort L annual report.

Comments regarding questions 23 & 24:

We provided staff trainings, at some of our Cohort M school sites and in some of those districts, throughout the year. Our data collection system needs some refinement, as we are aware that some staff people attended, and completed evaluations for, multiple different trainings we provided. For example, in San Leandro USD, we provided 3 separate trainings, so staff may have filled-out multiple evaluations (evaluations were anonymous). At one site, our county-office staff provided a training for all staff about the TUPE program and why it is relevant (focused on vaping, juuls, etc.). Then, at the same school site, the peer educators presented on current trends, and what they see at their school, to staff. The students did an amazing job in sharing the language students use in class when referring to juuls/pods, where they see their peers using these devices, etc. Our team then provided a follow-up training and showed the staff actual (confiscated) devices, so they knew what they were looking for and that some of the "USB" devices they saw charging in their classrooms were actually pod systems.



2017/18 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

Comments regarding questions 26 & 27:

Comments regarding questions 29 & 30:

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.

Albany USD
Dublin USD
Fremont USD
San Leandro USD
San Lorenzo USD