

2013/14 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	Yes
Minnesota Smoking Prevention Program	No
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	0	0
Grade 7	479	400
Grade 8	468	402
Grade 9	568	428
Grade 10	0	0
Grade 11	0	0
Grade 12	0	0
Non Traditional	0	0
Grade Total	1,515	1,230

5. Comments pertaining to question 4 are located in the appendix. (Optional)

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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	0	0
Red Ribbon Week (Tobacco focus)	0	0
Teens Kick Butts / Ash	0	0
School-Wide contest	0	0
Tobacco & Hollywood Campaign	0	0
Mission Possible	0	0
Youth Quest	0	0
Assembly Speaker	0	0

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.

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

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

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	0	0
Youth Involvement in Anti-tobacco Advocacy	0	0
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	0	0
Tobacco use prevention Peer Educator	0	0
Tobacco use prevention focused Service-Learning Projects	18	20

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.

Friday Night Live Mentoring; 60/53

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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	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	2
African American	0	0	0	0	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0	1
Low Socio Economic Status	0	0	0	0	0	11

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)	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.

Saturday School with Parent Component (renamed "Choices"); 36 students identified, 21 completed the class. Family Counseling for Middle School Students; 2 students identified, 0 completed the intervention.

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	0	0	0	0	0
Asian	0	0	0	0	0
Pacific Islander	0	0	0	0	0
Hispanic/ Latino	0	0	0	0	0
African American	0	0	0	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0
Low Socio Economic Status	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)	18	18
Enough Snuff: A Guide for Quitting Smokeless Tobacco	10	10
Helping Teens Stop Using Tobacco (TAP)	0	0
California Smoker's Helpline	80	80
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)*

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	1	0	0
Asian	0	0	0	0	0	0
Pacific Islander	0	0	0	1	0	0
Hispanic/Latino	4	4	0	9	0	0
African American	1	0	0	1	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0	0
Low Socio Economic Status	17	6	0	47	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	2
Number of parenting and/or pregnant minors served	2
Number of parenting and/or pregnant minors in school based programs	2
Number of parenting and/or pregnant minors referred to community programs	2

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	1
Trained to deliver youth development strategies	1	1
Trained to deliver intervention strategies	0	0
Trained to deliver cessation strategies	1	0
General TUPE information	15	105

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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.

After the mid year resignation of the district grant coordinator in our largest district, and the news that she would no be replaced, efforts were made to train and education the superintendent in the necessary data collection.

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?

144

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.

Service Learning Presentation by Students 12 parents “choices” Saturday School with Parent component: 21 parents

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	No	No
Cessation activities	Yes	Yes	No	No
Intervention activities	Yes	Yes	Yes	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.

We worked closely with our local district attorney on outreach and public and parent education activities in the schools.

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

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Comments regarding question 2:

Keepin' It Real was added as the curriculum for Friday Night Live Mentoring this year, and was only used inside that program, not in the gen ed classrooms as the others were.

Comments regarding question 4:

Numbers were down this year due to declining enrollment, no teacher to deliver the curriculum at one high school during first semester, and the determination at the alternative school that the curriculum was not appropriate for their students.

Comments regarding question 6:

We used Enough Stuff as an intervention/cessation tool but no with the general student population.

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Comments regarding question 9:

During this school year, both the Great American Smoke Out and Red Ribbon Week were celebrated, but not as part of this grant program. Red Ribbon Week is observed annually in all elementary and middle schools across the county. We planned to provide an assembly speaker this year as part of the grant program, and had contracted Rick Bender because our students wanted a Spit Tobacco Speaker. We cancelled his appearance when it was discovered that he is an e-cigarette retailer. We put great effort into securing an alternate speaker but were unable to do so

Comments regarding question 14:

Comments regarding question 17:

Friday Nigh Live Mentoring could be considered a Peer Educator Program. Priority populations mont the 53 students in the program were:
AI: 0; Asian: 1; PI: 2; Hispanic: 5; AA: 4; LGBTQ: 0; Low SES: 30

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Comments regarding question 19:

Comments regarding question 22:

Comments regarding question 24:

The number of students identified is the number of students cited for tobacco/ENDS use, and it is protocol to provide information on cessation such as CA Smoker's Helpline.

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Comments regarding question 27:

The number of Low SES students under the Helpline is an estimate because one district did not provide complete data.

Comments regarding question 29:

These numbers are low because our largest district did not track this data.

Comments regarding question 31:

We focused on staff in past years and put our energy into parent education this year, as that is a priority need.

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Comments regarding question 34:

Outreach tables were staffed at seven different Back to School Nights, at which we spoke personally to and gave educational materials to 144 parents.

Comments regarding question 37:
