

# 2013/14 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

## 1. Contact Information

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LEA Name: San Ramon Valley Unified

Cohort: I                      Year: 2013/14

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## 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	0	2,344
Grade 7	2,000	0
Grade 8	2,000	0
Grade 9	2,000	2,451
Grade 10	0	0
Grade 11	0	0
Grade 12	0	0
Non Traditional	50	41
Grade Total	6,050	4,836

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	5,200	6,147
Red Ribbon Week (Tobacco focus)	0	0
Teens Kick Butts / Ash	5,200	6,147
School-Wide contest	0	0
Tobacco & Hollywood Campaign	300	87
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.

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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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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	50	0
Other law enforcement sting operations to monitor tobacco sales to minors	0	0
Youth Involvement in Anti-tobacco Advocacy	50	165
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	30	30
Tobacco use prevention Peer Educator	0	0
Tobacco use prevention focused Service-Learning Projects	0	0

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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**Relay for Life – 50 students projected and 74 students participated. Youth to Youth and She’s All that Conferences – 700 students projected and 896 participated. Weekly youth development meetings – 75 students projected and 56 participated. Something Odd campaign – 30 students projected and 12 participated.**

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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		0	0
Asian	0	0	47		0	0
Pacific Islander	0	0	6		0	0
Hispanic/Latino	0	0	2		0	0
African American	0	0	2		0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0			0	0
Low Socio Economic Status	0	0			0	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
Craving Identification and Management (CIM)	0	0
Intervention with Teen Tobacco Users (TEG)	72	69
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.
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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	0	1	0	0	0
Asian	0	3	0	0	0
Pacific Islander	0	0	0	0	0
Hispanic/ Latino	0	2	0	0	0
African American	0	4	0	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	2	0	0	0
Low Socio Economic Status	0	6	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)	40	21
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)*

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
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

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

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	4	21
Trained to deliver youth development strategies	0	0
Trained to deliver intervention strategies	0	0
Trained to deliver cessation strategies	0	0
General TUPE information	4	21

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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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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?

7,424

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	No	No	No	Yes
Youth Development activities	Yes	Yes	Yes	Yes
Cessation activities	No	No	No	Yes
Intervention activities	No	No	No	Yes
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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As per a discussion with the Botvin's developers and CDE staff, it was determined that we could roll-out the program with fidelity in grades 6, 7, and 9, vs. grades 7, 8, and 9 as proposed in our grant. In addition, we were limited in the number of staff we could train and have prepared for implementation with fidelity, so we focused on grades 6 and 9 in 2013-14.

Comments regarding question 6:

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Comments regarding question 9:

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**Student interest in the Tobacco & Hollywood Campaign was much lower than anticipated.**

Comments regarding question 14:

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**Overall, we exceeded our projected number of youth involved in “youth development” activities. We were disappointed at the lack of involvement with the “something odd” campaign, but found that the lead student who had proposed the idea to the TUPE team had a heavier course load during her junior year and so the idea had limited success.**

Comments regarding question 17:

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**The items identified with a “blank” are because the data collection tool we utilized for sign-ups did not specifically identify LGBTQ or socio economic status and/or we took a “headcount”, but did not collect data in a usable format to identify the priority population.**

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Comments regarding question 19:

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**The three students who were identified and did not participate in TEG were also found in violation of more serious offenses and their tobacco use was discussed in a different setting.**

Comments regarding question 22:

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Some of these students are double counted. For example, one student was LBGTQ and African American

Comments regarding question 24:

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Comments regarding question 27:

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Our TAP items are all marked with “blank” because the students did not disclose this information and our tracking system for this information was not in place for 2013-14. Our goal is to have an intake process in place for 2014-15 that includes this information for our TAP participants.  
We gave out information to hundreds of students regarding the California Smoker’s Helpline...but we have no way of tracking which students used this resource.

Comments regarding question 29:

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Comments regarding question 31:

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**We did not need to train any additional staff in youth development, intervention, or cessations strategies during the 2013-14 school year...as all staff were trained in previous years.**

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Comments regarding question 34:

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**Parents were sent an overview of the new TUPE curriculum being implemented in 2013-14 (Botvin's) and several parent education nights and workshops were offered.**

Comments regarding question 37:

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