California Department of EDUCATION

2018/19
TUPE Annual Online Service Report
Cohorts K, L & M (Tier 2)

I. Program Contact Information

1. Please enter the contact information for the person completing this report:	
First Name:	Johanna
Last Name:	Nowak-Palmer
County:	Solano
LEA Name:	Solano County Office of Education
Cohort:	M
Phone Number:	777-646-7608
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II. General Program Student Population Information

2. All of the following questions refer only to TUPE services during the 2018/19 school year.

GRADE:	6th	7th	8th	9th	10th	11th	12th	NT
Number of Students enrolled in the TUPE Program Participating Schools	2073	2006	1667	1574	1508	1629	1622	350
Unduplicated Number of Students Participating in TUPE Service(s)	0	0	0	0	0	0	0	0
Number of Students Receiving Only One TUPE Service	480	722	710	400	200	200	200	31
Number of Students Receiving Multiple TUPE Services	131	102	97	80	65	86	48	0

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3. Has the grantee provided any TUPE services to K - 5th grade Students?			
GRADE	Y/N	Total # of Unduplicated students	Funding Source
5th	N		
4th	N		
3rd	N		
2nd	N		
1st	N		
K	N		

III. Detailed Student Participation Information

4. Indicate which of the research-validated or evidence-based programs listed below were implemented under this grant during the school year by entering the numbers of students that received instruction for each program.	Number of Participating Students
Botvin's Life Skills Training	1790
Keepin' It Real	0
Minnesota Smoking Prevention Program	0
Project Alert	0
Project Northland	0
Project SUCCESS	0
Project TND (Toward No Drug Abuse)	0
Project TNT (Toward No Tobacco Use)	0
SPORT	0
Stanford Tobacco Prevention Program	80
State-Wide Indian Drug Prevention Program	0

4a. If a researched-validated or evidence-based program not listed in the table above was implemented, please specify the name of the program along with the number of participating students in the space below.
(Please do not use acronyms)

5. Please provide an effectiveness rating for each one of the curricula that you have adopted, 5 being outstanding and 1 being insufficient.	
Botvin's Life Skills Training	3
Keepin' It Real	
Minnesota Smoking Prevention Program	
Project Alert	
Project Northland	
Project SUCCESS	
Project TND (Toward No Drug Abuse)	
Project TNT (Toward No Tobacco Use)	
SPORT	
Stanford Tobacco Prevention Program	4
State-Wide Indian Drug Prevention Program	
Other (listed in 4a)	

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6. 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 school year? Provide the number of participating students for each program that was offered under this grant.

Other Curriculum-Based Programs	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	80
Enough Snuff	2
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

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6a. 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 participating students in the space below.
(Please do not use acronyms)

7. Which of the non-curricula activities listed below were offered to students in the general population during the school year? Provide the number of participating students in the fields below for each activity that was offered under this grant.

Non-Curricula Activities	Number of Participating Students
Assembly Presentation	1910
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	32
Youth Involvement in Anti-Tobacco Advocacy (i.e., Red Ribbon Week, Great American Smoke Out, World No Tobacco Day, Teens Kick Butts/Ash, Youth Quest, Tobacco & Hollywood Campaign, School-Wide Contest, Mission Possible)	6376
Tobacco use prevention Peer Educator	6
Tobacco use prevention focused Service-Learning Projects	12

7a. If you offered a non-curricula activity not listed in the table above, please specify the name of the activity along with the number of participating students in the space below.
(Please do not use acronyms)

Youth Led Educational booths at school/community family fairs/events - Friday Night Live and Solano Youth Coalition members hosted informational/educational booths with activities for youth focused on tobacco/vape education. 20 youth worked 6 events, and reached over 1,000 people. A Tobacco Themed Public Safety Announcement Contest encouraged students to participate in media production projects. 8 students attended the Teens Tackle Tobacco Conference in UC Berkeley.

7b. If you selected "Assembly Presentation" as an activity, please specify the name(s) of the speaker(s) and program, and a brief description of the presentation in the space below.
(Please do not use acronyms)

Red Ribbon Week - on 4 middle school campuses participated in activities that educated them on consequences of using drugs such as tobacco and Alcohol. "don't Buy the Lie" tobacco Campaign, Guest Speaker for Don' Buy the Lie - Scott Bacovich - presented for Teens Kick Butts/Ash events at for middle and High school students in Public Safety Academy, and to over 400 High school Students at California academic decathlon Competition

8. Which of the intervention programs listed below were offered during the school year? For each program offered provide the number of students, identified and served, under this grant.

Intervention Programs	Number of Students Referred for Intervention	Number of Students Received Service	Number of Students Completed Service
Brief Intervention	2	2	2
Craving Identification and Management (CIM)	0	0	0
Intervention with Teen Tobacco Users (TEG)	0	0	0
Project Life	0	0	0
Smokeless Schooldays Smokeless Saturday School	0	0	0
Tobacco-Free Generations	0	0	0

8a. If an intervention program not listed in the table above was offered, please specify the name of the program and the number of identified and served students.
(Please do not use acronyms)

Resource guide was provided to all districts including quitSTART app - which uses information entered into the app by smokers to provide tailored tips, inspiration, and challenges to help smokers quit. quitSTART was designed for teens Resource also listed is SmokefreeTXT is a texting service also provided by smokefree.gov and, in addition to the general service, offers programs for different groups of smokers, like veterans, pregnant women, and teens.

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9. Which of the cessation services listed below were offered during the school year? For each program offered provide the number of students identified and served under this grant.

Cessation Services	Number of Students Referred for Cessation	Number of Students Received Service	Number of Students Completed Service
Adolescent Smoking Cessation-Escaping Nicotine and Tobacco (ASCENT)	0	0	0
Enough Snuff: A Guide for Quitting Smokeless Tobacco	2	2	2
Helping Teens Stop Using Tobacco (TAP)	0	0	0
California Smoker's Helpline	3000	0	0
Project EX: Teen Tobacco Use Cessation Program	0	0	0
Project N-O-T (Not on Tobacco)	0	0	0

9a. 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)

The following resources were provided to districts for cessation services. Currently there is not a consistent tracking system for the number of students using services. SmokefreetTXT Text message program that give you 24/7 tips, advice, and encouragement to help youth become—and stay—tobacco free https://teen.smokefree.gov/becomesmokefree/ smokefreetxt DipfreeTXT Text message Cessation for smokeless tobacco https://teen.smokefree.gov/becomesmokefree/ dipfreetxt Practice Quit Daily text message challenges program to build skills for becoming smokefree https://smokefree.gov/practicequittxt-signup Free Daily Challenge 1 text challenge each day for 7 days to help build quitting skills https://smokefree.gov/dailychallenges NCI QuitPal free app that helps you understand your smoking patterns and build the skills needed to become and stay smokefree https://smokefree.gov/apps-quitguide Free quitSTART app made for teens who want to quit smoking, https://smokefree.gov/apps-quitstart

10. How many parenting and/or pregnant minors were identified and served during the 2018/19 school year under this grant?	
	Number of Parenting and/or Pregnant Minors
Identified	1
Total Served	1
Served in school-based programs	1
Referred to county programs	0

IV. Curriculum and Program Implementation

11. Indicate which programs were provided to students in the grades listed below. Check the appropriate boxes below for the 2018/19 school year.								
GRADE:	**6th**	**7th**	**8th**	**9th**	**10th**	**11th**	**12th**	**NT**
Research Validated or Evidence-based curricula-based programs	✓	✓	✓					
Other Curricula-based programs				✓	✓	✓	✓	✓
Non-curricula activities	✓	✓	✓	✓	✓	✓	✓	✓
Intervention programs	✓	✓	✓	✓	✓	✓	✓	✓
Cessation programs	✓	✓	✓	✓	✓	✓	✓	✓

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12. Indicate which programs were specifically targeted to students in the priority populations listed below. Check the appropriate boxes below for the 2018/19 school year.

Priority Populations by Race & Ethnicity:	African American	American Indian or Alaska Native	Asian	Hispanic/ Latino	Pacific Islander
Research Validated or Evidence-based curricula-based programs	✓	✓	✓	✓	✓
Other Curricula-based programs	✓	✓	✓	✓	✓
Non-curricula activities	✓	✓	✓	✓	✓
Intervention programs	✓	✓	✓	✓	✓
Cessation programs	✓	✓	✓	✓	✓

13. Indicate which programs were specifically targeted to students in the priority populations listed below *(i.e.; a conscious decision was made to select or tailor programs to impact priority populations).*
Check the appropriate boxes below for the 2018/19 school year.

Priority Populations by Other Categories	Low Socioeconomic Status (Free/reduced lunch program)	Rural Area School Students	LGBTQ	Non Traditional Schools	Foster Youth	Homeless
Research Validated or Evidence-based curricula-based programs	✓	✓	✓			
Other Curricula-based programs				✓		
Non-curricula activities	✓	✓	✓	✓	✓	✓
Intervention programs	✓	✓	✓	✓	✓	✓
Cessation programs	✓	✓	✓	✓	✓	✓

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V. Staff, Parent, and Local Agency Engagement

14. 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 number of all staff in participating schools	483	620
Total number of staff receiving general tobacco use prevention training and TUPE program training	9	36
Total number of TUPE staff at participating schools	9	25
Total number of TUPE staff trained to deliver program curriculum	5	21
Total number of TUPE staff trained to deliver youth development strategies	5	4
Total number of TUPE staff trained to deliver intervention strategies	4	11
Total number of TUPE staff trained to deliver cessation strategies	4	11

14a. 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 space below.
(Please do not use acronyms)

Staff were trained in Youth Mental Health First Aid to support the request from LifeSkills Facilitators for more support for students struggling with certain sessions from the curriculum. TUPE staff attended Health disparities training, and are certified Trainer of Trainers for Botvin LifeSkills program.

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15. How many parents received general TUPE information during the school year under this grant, in terms of the following subcategories?	Number of Parents/Legal Guardians
Dangers of youth tobacco (including e-cigarettes and vaping) and marijuana use	500
Nicotine damage to youth brain development	500
Tobacco prohibition policy on school properties	

15a. 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.

16. Were the activities listed in the table below offered in collaboration or coordination with the four organization types shown?
Please type in a "Yes" or "No" for each activity and organization type.

Activities	Other Local Education Agency	Local public health agency	Local governmental agency	Local nongovernmental Organization (NGO)
Curriculum implementation	Yes	No	No	No
Youth Development activities	No	No	No	No
Cessation activities	Yes	No	No	No
Intervention activities	Yes	No	No	No
Local tobacco control coalition planning meetings	Yes	Yes	Yes	Yes
CA Friday Night Live Clubs	Yes	Yes	No	No

16a. If you answered "Yes" to any of the above, please provide the name of the Local Agencies you were in collaboration with. *(Please do not use acronyms)*

Dixon Unified School District, Fairfield-Suisun Unified School District, Solano County Health and Social Services, Tobacco Free Solano Coalition, Solano County Alcohol, Tobacco and Other Drugs Prevention Coalition.

16b. 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, a local public health agency, a local governmental agency, or a local non-governmental organization (NGO) in the space below. *(Please do not use acronyms)*

17. 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.

Dixon Unified School District Fairfield-Suisun Unified School District

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18. CHKS Participation	Number of Schools
A. How many schools participate in this grant?	20
B. How many schools participated in CHKS in the 2015-16 academic year? (7/2015 to 6/2016)	20
C. How many schools participated in CHKS in the 2016-17 academic year?	0
D. How many schools participated in CHKS in the 2017-18 academic year?	20
E. How many schools participated in CHKS in the 2018-19 academic year?	0
F. How many schools did not participate in CHKS at the duration of the grant?	0

18a.. If the answer to question F is other than "0" or none, please identify each of the schools by CDS code, school, district, grantee CHKS implementation lead, justification of not completing CHKS as required, and projected CHKS completion date.

CDS:	**Grantee:**	**Projected Completion Date:**
District:	**School:**	
Lead:	**Justification:**	
CDS:	**Grantee:**	**Projected Completion Date:**
District:	**School:**	
Lead:	**Justification:**	
CDS:	**Grantee:**	**Projected Completion Date:**
District:	**School:**	
Lead:	**Justification:**	
CDS:	**Grantee:**	**Projected Completion Date:**
District:	**School:**	
Lead:	**Justification:**	

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CDS:	**Grantee:**	**Projected Completion Date:**
District:		**School:**
Lead:		**Justification:**

Q1. Comments or Explanations (Optional)

Q2. Comments or Explanations (Optional)

Q3. Comments or Explanations (Optional)

Q4. Comments or Explanations (Optional)

Q5. Comments or Explanations (Optional)

Q6. Comments or Explanations (Optional)

Q7. Comments or Explanations (Optional)

Q8. Comments or Explanations (Optional)

Q9. Comments or Explanations (Optional)

The California Smoker's Helpline was published in programs for all A Solano County Student Events including the Solano County Student Art Faire, Solano County Student Spelling Bee, and the California Academic Decathlon which reaches events provide a resource table with TUPE related materials including the Smoker's Helpline calling cards and nearly 6,000 youth and adults. In addition SCOE Student informational postcards on ecigarettes and second hand smoke at back to school fairs and city events

Q10. Comments or Explanations (Optional)

Q11. Comments or Explanations (Optional)

Q12. Comments or Explanations (Optional)

Q13. Comments or Explanations (Optional)

Q14. Comments or Explanations (Optional)

Q15. Comments or Explanations (Optional)

Q16. Comments or Explanations (Optional)

TUPE programs works closely with Public health to ensure all activities compliment and support work being done with our partner agency. Public health has assisted in project evaluation as well as provided support in coalition building and providing resources for cessation and intervention throughout the county.

Q18. Comments or Explanations (Optional)

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