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Introduction Date	6/26/13
Enactment Number	13-1346
Enactment Date	6/26/13
By	OA



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**OAKLAND UNIFIED SCHOOL DISTRICT
Office of the Board of Education**

June 12, 2013

To: Board of Education

From: Tony Smith, Superintendent
 Maria Santos, Deputy Superintendent of Instruction, Leadership & Equity-in-Action
 Curtiss Sarikey, Associate Superintendent of Family, School, and Community Partnerships Dept.
 Joanna Locke, Director, Health and Wellness Department

Subject: **District Submitting Grant Application**

ACTION REQUESTED:

Approval and support by the Board of Education of District applicant submitting Grant Application for OUSD schools for fiscal years 2013-2016 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

BACKGROUND:

Grant proposal for OUSD schools for the 2013-2016 fiscal year were submitted for funding as indicated in the chart below. The Grant Face Sheet and grant application packets are attached.

File I.D #	Backup Document Included	Type	Recipient	Grant's Purpose	Time Period	Funding Source	Grant Amount
13-1206	Yes	Grant	Oakland Unified School District Middle and High School Sites	To prevent tobacco & marijuana usage & treat current users in Grades 6-12	8/1/2013-6/30/2016	California Department of Education: Safe and Health Kids Program	\$764,856.00

DISCUSSION:

The district created a Grant Face sheet process to:

- Review proposed grant projects at OUSD sites and assess their contribution to sustained student
- Identify OUSD resources required for program success

OUSD received a Grant Face Sheet and a completed grant application for the program listed in the chart by the school.

FISCAL IMPACT:

The total amount of grants will be provided to OUSD schools from the funders.

- Grants valued at: \$764,856.00

RECOMMENDATION:

Approval and support by the Board of Education of District applicant submitting a grant application for OUSD schools for fiscal year 2013-2016 to accept same, if granted, in whole or in part, pursuant to the terms and conditions thereof and to submit amendments thereto, for the grant year, if any.

ATTACHMENTS:

Grant Face Sheet

California Department of Education, Tobacco-Use Prevention Education Grant Application

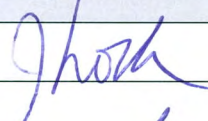
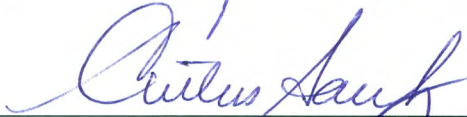
OUSD Grants Management Face Sheet

Title of Grant: Oakland Unified School District, Tobacco Use Prevention Education, Grades 6-12	Funding Cycle Dates: August 1, 2013 – June 30, 2016
Grant's Fiscal Agent: (contact's name, address, phone number, email address) Oakland Unified School District 746 Grand Avenue Oakland, CA 94610	Grant Amount for Full Funding Cycle: \$764,856.00
Funding Agency: California Department of Education, Safe and Healthy Kids Program	Grant Focus: Tobacco Prevention and Intervention, Grades 6-12
List all School(s) or Department(s) to be Served: <u>Middle Schools:</u> Barack Obama Academy, Claremont, Montera, Roosevelt, Urban Promise Academy, United for Success Academy, West Oakland, Westlake, Alliance Academy, Edna M. Brewer, Bret Harte, Elmhurst Community Prep, Alliance Academy, Coliseum College Prep Academy, Frick, James Madison, Melrose Leadership, Roots International Academy, and Community Day MS. <u>High Schools:</u> Fremont, Community Day HS, Castlemont, Life Academy, Rudsdale Continuation, Skyline, Sojourner Truth, Street Academy, Bunche Academy, Dewey Academy, McClymonds, MetWest, Oakland HS, Oakland International, Oakland Technical.	

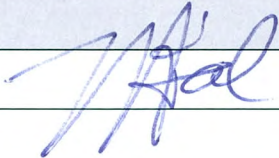
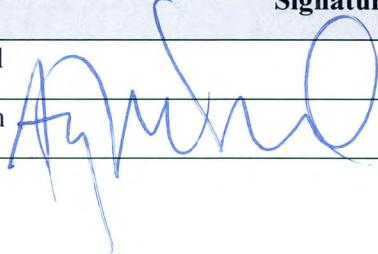
Information Needed	School or Department Response
How will this grant contribute to sustained student achievement or academic standards?	Efforts to reduce student tobacco and marijuana use will impact the A.D.A if embedded in approaches that address a broad range of risk behaviors and problems. Current 7 th and 9 th grade smokers are significantly more likely than nonsmokers to engage in alcohol use (72% of smokers versus 10% nonsmokers), be involved in violence (46% smokers versus 14% nonsmokers), and experience low school connectedness (36% smokers versus 15% nonsmokers).
How will this grant be evaluated for impact upon student achievement? (Customized data design and technical support are provided at 1% of the grant award or at a negotiated fee for a community-based fiscal agent who is not including OUSD's indirect rate of 6.04% in the budget. The 1% or negotiated data fee will be charged according to an Agreement for Grant Administration Related Services payment schedule. This fee should be included in the grant's budget for evaluation.)	Our proposed program evaluation will include both <u>process</u> and <u>outcome</u> components. Process measures will be used to determine the nature and extent of the <u>implementation</u> of the TUPE program, as specified in the Scope of Work, including the strategies and activities enumerated under "Program Implementation Objectives" for the target populations. Outcome will contain both the data from student evaluations, the CHKS, and the CDE A.D.A. analysis for the participating schools
Does the grant require any resources from the school(s) or district? If so, describe.	No
Are services being supported by an OUSD funded grant or by a contractor paid through an OUSD contract or MOU? (If yes, include the district's indirect rate of 6.04% for all OUSD site services in the grant's budget for administrative support, evaluation data, or indirect services.)	Yes
Will the proposed program take students out of the classroom for any portion of the school day? (OUSD reserves the right to limit service access to students during the school day to ensure academic attendance continuity.)	In schools with the Peer Education Program, students will be taken out of class to do their classroom presentations, however prior to, will make arrangements with their teachers to stay current with their academic work.
Who is the contact managing and assuring grant compliance? (Include contact's name, address, phone number, email address.)	Robert Dousa Program Specialist-Health Education 746 Grand Avenue, Room 15 Oakland, CA 94610 (510) 273-1592 Robert.Dousa @ousd.k12.ca.us

OUSD Grants Management Face Sheet

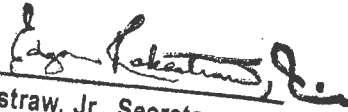
Applicant Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Principal	Joanna Locke		
Department Head (e.g. for school day programs or for extended day and student support activities)	Curtiss Sarikey		5/28/13

Grant Office Obtained Approval Signatures:

Entity	Name/s	Signature/s	Date
Fiscal Officer	Vernon Hal		6/7/13
Superintendent	Tony Smith		6/10/13

Certified:



Edgar Rakestraw, Jr., Secretary
Board of Education

TIER 2 APPLICATION COVER SHEET

California Department of Education
Tobacco-Use Prevention Education
Cohort I Competitive Grants

GRANT TERM: July 1, 2013–June 30, 2016

Applicant Agency:

Oakland Unified School District

County/District Code:

01-61259

Mailing Address:

Family, School and Community Partnerships Dept., 746 Grand Ave.

County:

Alameda

City:

Oakland

ZIP Code:

94610-2713

Contact Person/Program Office:

Robert Dousa/Health & Wellness Unit

Telephone:510-273-1500 Ext. 1592**Title:**

Program Specialist, Health Education

Fax:510-273-1501**E-Mail Address:**

Robert.Dousa@ousd.k12.ca.us

Application for Tier 2**Check if a Consortium Application** **Number of agencies participating in consortium:**

Applicant must provide a separate participant list for each agency

Grade levels to be served by this application (check all that apply): 6 7 8 9 10 11 12**Total P-2 a.d.a. to be served by this application:**

14,164

Schools within this application primarily serve students in the following community setting: Urban Suburban Rural (refer to Section V B 1 of the application for a description of these terms)**This application will specifically address the needs of the following priority population(s):**

African American American Indian or Alaska Native Asian Filipino Hispanic or Latino
 Pacific Islander Lesbian, Gay, Bisexual, and Transgender (LGBT) Low Social Economic Status (SES)
 No Targeted Populations Identified

Funding requested for entire funding term of 36 months: \$

\$764,856

Tier 2 must not exceed \$54 x Total P-2 a.d.a. or \$2 million, whichever is less.

Certification: I have read this application, the General Assurances, and the Program Assurances and certify that this agency and the participating schools will, if funded, fully support and implement the program and adhere to all the assurances. Further, I certify that the 2011–12 P-2 average daily attendance (a.d.a.) listed on the following page(s) for the participating schools is correct to the best of my knowledge.

District/County Office of Education Superintendent, Charter Director, or
Designee Signature (in blue ink)

Date

2/20/13

Type or Print Name

Dr. Anthony Smith

Title

Superintendent

California Department of Education
Tobacco-Use Prevention Education
Cohort I Competitive Grants

Applicant Agency: Oakland Unified School District (OUSD)

SCHOOL SITE PARTICIPANT IDENTIFICATION

If submitting a Consortium Application, provide a separate page for each participating district indicating the name and County/District Code of the district below:

Participating District Name: OUSD page 1 of 3		Participating District County/District Code (7 digits): 016259							2011-12 P-2 a.d.a. for indicated grades
CDE School Code (7 digits)	Participating School Site: (from the above-named district only)	Grade level(s) the grant will serve at each school							
		6	7	8	9	10	11	12	
6001911	Hillcrest (6-8)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	73
6118640	Melrose Leadership 6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	144
0110254	Sankofa 6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	77
0115618	Green Leaf 6-8	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	176
6057004	Claremont MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	421
6057020	Frick MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	394
6056998	Bret Harte MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	596
6057061	Edna M Brewer Middle School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	772
6057079	Montera MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	874
6057087	Roosevelt MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	665
Subtotal P-2 a.d.a. for above schools:								4192	
Subtotal P-2 a.d.a. for schools listed on additional page(s):								9972	
Total P-2 a.d.a. for all schools participating in this grant application. Transfer this total to Attachment B.								14164	

Applicant Agency: Oakland Unified School District (OUSD)

SCHOOL SITE PARTICIPANT IDENTIFICATION

Additional Participating Schools (OUSD Page 2 of 3)

CDE School Code (7 digits)	Participating School Site: (from the above-named district only)	Grade level(s) the grant will serve at each school							2011-12 P-2 a.d.a. for indicated grades
		6	7	8	9	10	11	12	
6057095	Westlake MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	594
6066450	James Madison Middle School	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	320
0112789	Elmhurst MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	341
0112771	Alliance MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	337
0112805	Roots MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	347
0112763	United for Success MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	394
0112797	Coliseum MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	410
6118657	Urban Promise MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	303
0106559	Community Day / Barack Obama MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25
6118608	ASCEND MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	139
0115626	West Oakland MS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	143
0136051	Oakland Tech HS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1,726
0137943	Skyline HS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	1,656
0118653	Bunche HS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	106
0132688	Dewey HS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	140
Subtotal P-2 a.d.a. for above schools: (Transfer the sum of this page to page C-1)									6981

Applicant Agency: Oakland Unified School District (OUSD)

SCHOOL SITE PARTICIPANT IDENTIFICATION

Additional Participating Schools (OUSD Page 3 of 3)

CDE School Code (7 digits)	Participating School Site: (from the above-named district only)	Grade level(s) the grant will serve at each school							2011-12 P-2 a.d.a. for indicated grades
		6	7	8	9	10	11	12	
0130179	Street HS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	94
6114011	Sojourner Truth HS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	195
0106542	Community Day HS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	15
0130575	Life Academy 6-12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	424
0100701	Met West HS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	148
0110189	McClymonds HS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	243
0130146	Rudsdale HS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	108
0115667	Oakland International HS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	276
0125161	Castlemont HS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	651
0125716	Fremont HS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	837
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Subtotal P-2 a.d.a. for above schools: (Transfer the sum of this page to page C-1)									2991

Abstract

Oakland Unified School District (OUSD) proposes to renew and expand its Tobacco Use Prevention and Education (TUPE) Program through 2013-2016. Past efforts have focused on prevention, intervention, and cessation activities using evidence-based programming and peer education. The current application proposes to continue and build upon these program activities and to strengthen opportunities for youth development and advocacy by providing enhanced training and service learning experiences for students to become the next generation of tobacco free advocates.

The proposed programs and activities were identified and refined through an extensive planning process, coordinated by the TUPE Collaborative, which resulted in input surveys from nearly 500 students, parents, principals, teachers, peer educators, and other tobacco free allies and community stakeholders. Based on the feedback generated, the TUPE collaborative identified four priority unmet needs:

1. Research-validated, age-appropriate prevention curricula for general population of 7th and 9th grade students that imparts the danger of tobacco use.
 - Project Alert and Project Towards No Drugs (TND)
2. Effective opportunities for positive youth development and empowerment that will develop the next generation of tobacco-free advocates.
 - Peer Education and Youth Development/Advocacy Projects
3. Early intervention program to change the course for students caught using tobacco and students at high risk of addiction.
 - Smokeless School Days and Brief Interventions/Motivational Interviewing
4. Cessation strategies that boost the quit attempt rate and develop a "quit machine" within OUSD.
 - Project EX and Mind Body Awareness Tobacco Cessation Program

OUSD's TUPE program activities will be coordinated by Robert Dousa, a Program Specialist in Health Education with OUSD's Alcohol, Tobacco, & Other Drug (ATOD) Prevention Programs within the Family, Schools & Community Partnerships Department (510-273-1592 / Robert.Dousa@ousd.k12.ca.us).

The ambitious scope of OUSD's TUPE program is made possible by the dedication, commitment and support of important collaborative partners including: Alameda County Office of Education to help coordinate services for pregnant teens; American Cancer Society, providing tobacco prevention materials; Alameda County Public Health Tobacco Control Program, American Lung Association, and We Lead Ours, each of whom will provide materials, training and support for the expanded youth advocacy efforts; and Mind Body Awareness Project which will deliver concurrent tobacco cessation efforts to justice involved youth, youth who have experienced trauma, or youth at alternative/continuation schools. Attached Letters of Agreement (LOAs) describe their commitments.

OUSD TUPE Application 2013-2016: Cohort I, Tier 2

A. Collaborative Process

1. Broad Collaborative Group

Evaluations and ongoing feedback from parents, students, and staff of the Oakland Unified School District (OUSD) indicate that TUPE program efforts to date have made inroads toward our goal of tobacco-free students. Our longstanding collaborative model for program design, implementation, and evaluation has been, and will continue to be, critical to our accomplishments. Yet continued prevention, intervention, and cessation activities will be necessary to sustain our wins and impact even further reductions in tobacco use in the face of an onslaught of e-cigarette marketing and the introduction of new candy flavored oral tobacco products and cigars. In addition, to continue our "quit machine" culture and to develop the next-generation of Youth Tobacco Free Advocates (YTFAs) will only be realized through the persistent efforts of a strong OUSD TUPE program.

The OUSD TUPE Collaborative's Tobacco Program Planning Committee has been meeting and refining TUPE program strategy since 2010, and we intensified our planning process in November 2012-February 2013 to create the next three-year phase of TUPE implementation. Our collaborative involves a wide array of stakeholders including parents, students, teachers, school administrators, TUPE staff, community organizations, national nonprofit affiliates, and government and OUSD department stakeholders. The goals of this collaborative process were to:

1. Review TEROC/CDE priority populations, and determine OUSD student populations most in need of TUPE services;
2. Evaluate and determine which TUPE activities and programs will be most effective at addressing unmet need among OUSD students; and
3. Identify program design and recruitment strategies for the YTFAs program.

The TUPE Collaborative planning process, which took place between November 2012 and February 2013, resulted in the following sources of data that were consulted in the determination of unmet TUPE need, priority populations and programs:

- Input from sixteen TUPE Collaborative focus groups with students, parents, community members and staff;
- Input from six OUSD TUPE staff meetings;
- Surveys of 487 stakeholders, including OUSD students, parents, teachers, administrators and community partners; and
- Input from three TUPE Collaborative community meetings, where staff, students and parent/community groups participated.

Each TUPE Collaborative community meeting and focus group reviewed current CHKS tobacco use data, and current programming and outcomes. Following the review, groups were asked to consider:

- What are the greatest unmet needs for tobacco prevention, intervention and cessation programs for OUSD students?
- Are these (priority populations) the groups of students who should be targeted for TUPE services?
- What TUPE strategies should be used to reduce tobacco use among OUSD students?
- What will empower youth to become tobacco-free advocates?

All parties included in the chart below are invited to semi-annual TUPE Collaborative planning meetings, with agendas designed to further the goals outlined above. Most partners are unfunded, contributing time and energy to Oakland's TUPE program because of their core commitment to tobacco-free schools and communities.

PARTNER	ROLE	REPRESENTATIVE
Students		
Youth Tobacco Free Advocates (YTFAs)	Conduct community tobacco free advocacy and campus tobacco prevention peer education; participate in TUPE Collaborative and Youth Advisory Council.	Recruited annually
Parents		
TUPE Collaborative Parent Leaders	Participate in TUPE Tobacco Collaborative meetings to inform program strategies; participate in surveys and focus groups; encourage parent participation	Recruited at all times
Community Organizations		
We Lead Ours	Provide support for Youth Tobacco Free Advocate program design, training and materials	Trestin George
Mind Body Awareness Project	Deliver intervention services for justice-involved students placed at Continuation schools	Sam Himmelstein
American Cancer Society	Provide health educational materials and tobacco prevention health education technical assistance	Elizabeth Lam
American Lung Association	Provide Tobacco Control Advocate Policy training for all 32 sites, technical assistance, and free educational materials.	Serena Chen, Lorene Alba
Alameda Co. Public Health Tobacco Control Coalition	Provide technical assistance around development of YTFA advocacy strategy; collaboratively develop a youth advisory council; provide guidance on anti-tobacco community prevention program implementation	Paul Cummings
Alameda County Office of Education	Provide guidance and align anti-tobacco advocacy and program implementation strategies; connect pregnant and parenting teens with TUPE services	Janine Saunders
Oakland Unified School District (OUSD)		
Office of Health and	Supervises Robert Dousa in implementing TUPE Grant strategies, California Healthy Kids	Joanna Locke, MD,

Wellness	Administration and ensures district Wellness Policy is implemented throughout district	Director
Office of Alternative Education	Supports involvement of all Alternative Education and Continuation schools; supervises Principals and ensures that TUPE services are deployed in schools as intended; provides site access; facilitates training; guides prioritization of intervention services at schools	Monica Vaughan, Director
Consultants		
Grant Management Consultant	Advises on design of grant strategies; serves as a mentor and trainer	Ira Sachnoff
Program Evaluator	Develops monitoring plan and evaluation design; oversees program evaluation activities	Moira DeNike, PhD

In addition to the key OUSD partners included in the chart above, supporters of the TUPE program touch nearly every department and school district-wide. Partners in program planning, implementation and advocacy include: the Offices of the Superintendent, Principals and teachers at every middle and high school; Community School managers; School Nurses; School-Based Health Centers; Office of Mental Health; Office of Gang Prevention; Campus Security; City of Oakland School Police; and the Office of Community Engagement. TUPE staff -- including the TUPE Coordinator, five TUPE Counselors and ten YTFAs Site Coordinators.-- are also active in every aspect of TUPE planning, coordination and implementation and participate regularly in TUPE Collaborative activities.

2. Collaborative Operation

OUSD's TUPE Coordinator, Robert Dousa, has overseen the operations of the Collaborative and the delivery of TUPE services since 2005. Mr. Dousa's background in intervention and youth development contribute to the effective management of the TUPE program and supervision of staff, as well as the convening and facilitation of TUPE Collaborative, staff and participant meetings; staff work related to Collaborative activities; and the sharing of meeting outcomes with the broader Collaborative. Key meetings that support Collaborative operations include: TUPE Staff (bimonthly), TUPE YTFAs (8 annually), Youth Advisory Council (bimonthly), Parent/Community Input (bimonthly), Tobacco Policy Enforcement (annually at each school site), Consultancy (with Mr. Sachnoff, 3 annually), and Project Evaluation (3 annually).

The TUPE Collaborative plays an ongoing role in monitoring, planning and program development. Managed by our TUPE coordinator Robert Dousa out of OUSD's Family, Schools and Community Partnerships Office, the OUSD TUPE Collaborative has defined the following goals:

1. Bring the voice of diverse and high-need communities to TUPE planning;
2. Review program evaluation reports and progress on the grant objectives detailed in the Project Plan and Activities Matrix.

3. Review survey data from program participants to evaluate effectiveness
4. Make recommendations to adjust activities and improve outcomes
5. Develop partnerships and engage community stakeholders, to develop resources and collaborative involvement in support of the program.

Each of these meetings presents opportunities for participants to provide feedback on TUPE activities and make decisions regarding their future course. TUPE Site Coordinators and Cessation Counselors play important roles in these meetings, sharing their sense of what is working well and what is needed to further strengthen programs. In all TUPE matters, discussion ensues until a consensus can be sought via a voting process seeking a clear majority rule. Mr. Dousa facilitates this decision-making and relates it to the larger Collaborative; to TUPE staff and Peer Educators, who translate decisions into programmatic action; and to other stakeholders affected by the decision.

The participation of students has long been and will continue to be essential to the effectiveness and relevance of OUSD's TUPE program. TUPE Peer Educators play key roles in the review and selection of curricula; the design of anti-tobacco messaging to their peers; and assessing student needs and interests. Over 250 youth participated in recent TUPE focus groups to provide input on priority populations and the greatest unmet tobacco prevention needs.

Beginning in Fall 2013, OUSD's TUPE Program will establish a Youth Advisory Council that will meet bi-monthly throughout the academic year. The formation of the Council responds to an identified need to heighten the youth voice, including those at the highest risk for tobacco use as demonstrated by CHKS and other health indicators, including Native American, Asian, African American, and Latino youth. The Council will provide special insight into development of the new YTFAs program and refinement of program messages to reach target populations identified in this proposal.

3. Identification of Collaborative Roles

Attached to this proposal are Letters of Agreement between OUSD and each of the entities that will take an active part in carrying out or administering the proposed TUPE project. Each Letter of Agreement included here describes how the partner organization will participate in the project; roles and responsibilities of OUSD and the partner organization; types and levels of services provided; methods used to ensure quality of service; and the extent of grant funding shared, as appropriate. Letters of Agreement with the following service partners are included:

- Alameda County Office of Education (ACOE) Cal-SAFE: ACOE will facilitate connection of pregnant and parenting teens in County Cal-SAFE services to tobacco intervention and cessation support; involvement of YTFAs in Youth Tobacco Free Coalition activities; and general advising to the TUPE program.
- ACOE Student Wellness and Safety Programs: ACOE will provide training and technical assistance, including supporting students on the County TUPE Youth Advisory Board and training of teachers in Projects ALERT and TND.

- Alameda County Department of Public Health (DPH): DPH will provide technical support and advising to strengthen the OUSD TUPE and YTFAs Program and align it with County efforts and programs.
- Mind-Body Awareness Project, Tobacco Cessation Program for Justice-Involved Youth: This pilot cessation program will be offered to justice-involved youth in OSUD's Alternative Education schools.
- We Lead Ours: will help develop the YTFA program and advocacy strategies
- American Lung Association: ALA will provide tobacco-free advocacy research, support and consultation.
- American Cancer Society: ACS will provide health education technical assistance consultation and materials.

B. Demonstration of Need

This section of the OUSD TUPE application describes the unmet TUPE needs identified through the TUPE Collaborative's planning process and the data and documentation that was analyzed and discussed to determine these unmet needs. In all, the TUPE Collaborative reviewed 2010 and 2012 CHKS data; OUSD TUPE survey data from nearly 500 respondents; focus group and community meeting input; recent TUPE evaluation data; and OUSD, City and County statistics.

1. School/Community Description

a. Description of the school/neighborhood

Nearly 400,000 people live in the City of Oakland, an urban area in Alameda County. Twenty-eight percent of Oakland residents are African American, 26% are White, and 25% are Latino. The remaining 20% of the population represents some of the widest diversity in the country, including Asian and Asian Pacific Islander, Sub-Saharan African, Middle Eastern, and Native American communities. Oakland's diverse and shifting population includes many second-language learners, immigrants and refugees: 42.5% of Oakland's residents speak a language other than English in the home, and Latinos are the largest ethnic group among children and youth.

The Oakland Unified School District (OUSD) serves 36,000 young people, 70% of whom are eligible for Free and Reduced Lunch. The largest student population groups are Latinos at 37% and African Americans at 35% of the student body. Twenty-six percent of students are English-language-learners. OUSD's TUPE priority populations will include these newcomer students. Many of our students are at risk for smoking: 42% of all 7th graders think there is little or no harm for smoking 1-2 packs a day, meanwhile 62% of 11th graders report that cigarettes are easy to obtain (CHKS 2012). This may be due in large to the fact that Oakland has one of the highest concentration of tobacco retail outlets per square block in the state of California. Additional challenges and opportunities include:

- High rates of poverty. Of the 80,000 residents ages twenty and under, 30% are living in poverty¹ and approximately half of the city has as many as 50% of children living in poverty.
- High rates of violent crimes. There were 126 homicides in 2012, most targeting children, youth, and young men of color; 60% of homicides were gang related. With a staggering 12% of 7th grade boys and girls reporting gang involvement (nearly twice statewide average), gang involvement represents a real and significant threat of violence and significant exposure to negative peer influences.
- High rates of justice involvement amongst juveniles, many of whom have uneven participation in school activities and higher risk for tobacco and other substance use. Oakland has four alternative high schools, serving 652 youth. On average, 23% of students at these schools smoked a cigarette in the past 30 days, compared to 7% at regular high schools. Focus group respondents overwhelmingly identified these students as a priority population.
- OUSD has more than 5,000 identified Special Education students, who are supported by the District's Special Education Office. Little research is available on smoking prevalence and influences among students with learning and developmental disabilities.² This sizeable OUSD population was identified by the TUPE Collaborative as in need of more anti-tobacco education and services.
- Data is unavailable on the number of LGBTQ students in OUSD. Nationally, however, 45% of females and 35% of males reporting same-sex attraction or behavior have been found to smoke.³ In comparison, only 29% of the rest of the youth smoked. This TUPE priority population was identified by the Collaborative as in need of anti-tobacco education and services and will be reached by general population programming and, whenever possible, targeted outreach.
- Oakland's leadership and citizenry have made health a priority for city ordinances and funding. In 2013, the city received an "A" grade from the American Lung Association for reducing Tobacco sales, and "B" grades for outdoor and indoor air quality controls.
- Alameda County supports School-Based Health Centers in fifteen of Oakland's middle and high schools and have invested significantly in reforms that center on student and family emotional, social, and physical health via a Community Schools model.

b. Proposed TUPE School Sites

Please see Attachment C for a list of all school sites proposed to participate in the OUSD TUPE Program. Each of the sites listed is a current participant in TUPE services and will continue to be engaged under the 2013-2016 grant program.

¹ American Community Survey.

² Whitaker and Hughes, "Prevalence and Influences on Smoking of People with Learning Disabilities," *The British Journal of Developmental Disabilities*, Vol. 49, Part 2, JULY 2003, No. 97, pp. 91-97.

³ Petrov, "Smoking By Young Gays At 'Alarming' Level," 2004.

OUSD middle and high school student bodies are diverse in their socio-economic and racial/ethnic make-up, but nearly all have a free-and-reduced-lunch rate of 60% or above, and are all subject to the environmental stresses and risk factors described in Section B.1.a above. For this reason, all middle and high schools and alternative education and continuation schools are included in an inclusive strategy for prevention, intervention, and cessation service delivery.

c. Race and Free and Reduced Price Lunch Data

Please see Attachment D for detail on school populations by race and free-and-reduced-price lunch rate. OUSD's free-and-reduced-price lunch rate of 64% is extremely high, and most schools exceed the threshold required for campus-wide free lunch. All but one school have a large majority of students of color, with strong representation in nearly all schools of the TUPE priority populations: African Americans, American Indian and Alaskan Natives, Asian Americans and Pacific Islanders, and Hispanics/Latinos.

2. Focus Group Data

Between December 7, 2012 and January 30, 2013, sixteen focus groups were conducted with students, parents, community partners, and teachers. The vast majority of focus group participants were students, including groups of middle and high school students, TUPE peer educators, Public Health Academy students, and three groups of students participating in TUPE cessation and counseling programs. Focus groups were also held with the Middle School and High School All-City Councils. Three separate focus groups were held with parents and others were held with School Nurses, Asthma Coalition members, and afterschool program providers. Focus group participants were asked to complete a brief survey to prioritize unmet needs. They were also asked to brainstorm recommendations to improve tobacco prevention, intervention and quitting programs and to train a next generation of tobacco free advocates. Recommendations from the fourteen focus groups were summarized and presented at a community meeting on January 30, 2013 for further discussion and strategy refinement.

Through the series of TUPE Collaborative meetings and focus groups that took place in this planning process, participants discussed student demographics, evaluation data, and anecdotal evidence to define a list of **four unmet TUPE needs** as follows:

1. Research-validated, age-appropriate prevention curricula for general population of 7th and 9th grade students that imparts the danger of tobacco use.
2. Effective opportunities for positive youth development and empowerment that will develop the next generation of tobacco-free advocates.
3. Early intervention program to change the course for students caught using tobacco and students at high risk of addiction.
4. Cessation strategies that boost the quit attempt rate and develop a "quit machine" within OUSD.⁴

⁴ OUSD TUPE Collaborative partners referenced the findings of this study and the definition of "quit machine" contained here: "Creating Positive Turbulance: a Tobacco Quit Plan for California," California Department of

Through community meetings, focus groups and staff discussion, TUPE Collaborative members drew upon data analysis, anecdotal evidence and group discussion to propose a list of **OUSD TUPE priority populations**:

- Asian-American and Pacific Islander youth
- American Indian and Alaskan Native youth
- African American Youth
- Hispanic/Latino youth
- LGBTQ youth
- Special needs youth
- Youth with Post-Traumatic Stress Disorder
- Students in Alternative/Continuation schools
- Migrant recent immigrants and refugee students
- Youth living in poverty
- Justice-involved youth
- Gang-involved youth
- 6th and 7th graders
- Students newly transferred to the school and/or community

The Collaborative has noted that among the CDE TUPE priority populations, several are represented so extensively across District schools that they will certainly be reached through general population programming. African-Americans and those with low socio-economic status will benefit from every available OUSD TUPE prevention, intervention cessation and youth development activity.

3. Survey Data

During the planning process, the TUPE Collaborative reviewed the results of two survey processes: the California Healthy Kids Survey (CHKS), and an OUSD TUPE survey. The results of both these survey processes are described in this Section. (Please see Attachment E for a summary of 2010 and 2012 OUSD CHKS data.)

California Healthy Kids Survey: OUSD's 2012 CHKS data indicates the highest rates of tobacco use among students in Alternative Education and students of color, particularly students of Native American and Asian Pacific Islander descent. Most at risk for smoking are students in Alternative Education programs, where 25% of Latino and 18% of African American students report smoking in the last thirty days. American Indians and Asian Pacific Islanders in the general OUSD population also report smoking in the past 30 days at an elevated rate of 13%-14% for students in the 7th grade.

Oakland students, especially students of color and living in poverty, are clearly susceptible to environmental conditions that promote smoking. Of the 7th, 9th, and 11th grade and Alternative Education students who participated in OUSD's 2012 CHKS survey, between 23% and 27% report not having read or heard messages against smoking, and an even higher number, between 48% and 53%, report not having talked with a parent or guardian about the dangers of tobacco, alcohol or drugs.

Public Health, 2009. Retrieved at:
<http://www.cdph.ca.gov/programs/tobacco/Documents/Quit%20Plan%20Summit-web2.pdf>

The lack of conversations and sufficient messaging about the dangers of smoking can arguably be a reason why 35% of OUSD 7th graders, and between 18% and 26% of OUSD 9th and 11th graders and Alternative Education students, report beliefs that there is no harm in smoking 1-2 packs of cigarettes a day. An even higher percentage of these same students -- 28% to 36% -- report neither approving nor disapproving of using cigarettes.

Longitudinal CHKS data also shows significant findings including:

- Seventh graders, who are the least likely to identify the harms of smoking, are even less likely in 2012 than they were in 2010 to do so.
- More students in the 9th, 11th, and Alternative Education programs are smoking chewing tobacco in 2012 than 2010.
- Rates of disapproval of others smoking among all grades has gone down.

OUSD TUPE Survey: The TUPE Collaborative distributed a survey to receive detailed input from the broad OSUD community on TUPE priority populations, programs, and approaches to developing the next generation of tobacco-free advocates.

The OUSD TUPE survey asked participants to identify priority populations that they believe have no unmet TUPE need, moderate unmet need, or severe unmet need. It also asked participants to provide narrative responses to two questions:

1. Do you have any recommendations for our TUPE program on how we can improve tobacco prevention, intervention and quitting tobacco programs?
2. Do you have any thoughts or recommendations on how to train and grow the next generation of students to be tobacco-free advocates?

The TUPE Collaborative received surveys from 487 respondents, of which 77% were from students, 19% from community partners and teachers, and 4% from parents and "other". All high school principals participated in the survey, as well as school nurses, school-based health center team leaders, and afterschool program site coordinators. Of these respondents, 66% had never smoked.

The majority of survey respondents indicated that the following populations were in greatest need of tobacco-related intervention services: 1) Students in Alternative Schools; 2) LGBTQ Youth; 3) Newcomers to the Community; 4) Justice Involved Youth; and 5) Special Needs Youth. (Please note that survey respondents were not asked to identify priority racial populations, as relative need among these groups was deemed by TUPE Collaborative members to be better addressed through in-person discussion than through a survey.

4. Needs Analysis

A summary of the data that most impacted OUSD's TUPE Collaborative planning process is provided above. Additional findings from secondary sources and recent evaluation findings are summarized here.

Health data shows a city in crisis. Residents of Oakland who are low-income and often people of color suffer several worse health outcomes than the City and County average, but conditions of disparity in lung health are striking.

- Lung cancer mortality in Oakland at 38% is higher than in Alameda County and statewide average.
- In West Oakland, 20% of children and 37% of adults have asthma, and African American children are 5 times more likely to be hospitalized for asthma than other ethnic groups.⁵
- In OUSD, the asthma rate was 11% overall in 2011-2012, and African American accounted for a disproportionate 49% of asthma cases.
- The prevalence of liquor stores where access to cigarettes is easy is two times higher in Oakland's African American neighborhoods than citywide.⁶

In addition to Oakland's low income populations bearing the brunt of physical and emotional harm, there are special populations who for reasons of social isolation and parenting status face unique risks for smoking and tobacco use.

- A literature review of LGBTQ smokers⁷ describes LGBTQ youth and adults as more likely than the general population to smoke because of the stress of daily prejudice and stigma and excessive tobacco marketing in their communities
- Oakland's teenage birth rate is twice the national average, and in 2010, Oakland was found to have the highest teen pregnancy rate in Alameda County.⁸

While our analysis presents us with needs and challenges, a 2012 OUSD TUPE Program evaluation demonstrates the impact of our work and encourages us to continue building upon current strategies. This evaluation involved sizeable samples (250 or more) of participants in prevention, intervention, cessation and peer education services and demonstrates the following results:

- 72% of high school and 84% of middle school students surveyed reported the presentations made them more aware of the risks of tobacco.
- 76% of high school and 91% of middle school students surveyed reported "Yes, I am convinced not to smoke" because of Peer Education presentations
- 77% of Saturday School participants reported that the presentations made them think about cutting back on tobacco or quitting; and 56% reported that after the presentations they would be interested in receiving help to cut back or quit.
- 48% of Project EX cessation program participants reported that they made at least one quit attempt between the start and end of the quit sessions, and 27% reported that they had quit their tobacco use by the end of the quit sessions.

5. Prioritization Process

The process whereby the OUSD TUPE Collaborative reviewed and discussed the data

⁵ California Department of Health Services

⁶ OUSD Strategic Plan.

⁷ U.S. Department of Human Services, 2008 Tobacco and Dependence Guidelines

⁸ U.S. Census 2010.

included here in Section B was extensive and inclusive of the diverse stakeholders concerned about tobacco use in our District and City and prepared to work to address it. As described above, the TUPE Collaborative and subgroups met between December, 2012 and January, 2013 in a series of special planning meetings and community gatherings to pose questions and hear the results of primary and secondary research conducted to inform planning. Through facilitated discussions and consensus building processes students, parents, community organizations, District personnel and TUPE staff analyzed the data and made recommendations related to TUPE unmet needs, priority populations and program strategies:

Four Unmet TUPE Needs:

1. Age-appropriate prevention curricula for general population of 7th and 9th graders
2. Youth development to develop the next generation of tobacco-free advocates
3. Early intervention program to change the course for students caught using
4. Cessation strategies that boost the quit attempt rate

While much of the input gathered through the participatory planning process relates to the continuation and refinement of existing strategies (e.g. Project Alert) several new approaches we are proposing were recommended:

- Enhance emphasis on the creation of a district-wide anti-tobacco and “quit machine” culture through peer-led approaches. (See advocacy strategy below.)
- Add a targeted strategy for justice-involved youth in OUSD’s Alternative Education schools. (See Mind Body Awareness strategy below.)
- Strengthen youth development strategy, with the ultimate goal of creating the next generation of tobacco-free advocates. (See peer education strategy below.)
- Engage of youth in meaningful roles to inform and guide TUPE Program strategies and activities. (See Collaborative Operations description, above.)

C. Proposed Tobacco-Use Prevention Education Plan

1. Selection and Description of Program/Strategy

The 2013-2016 OUSD TUPE Project Plan emerged out of an extensive collaborative planning process whereby the TUPE Collaborative identified the most effective elements of the current TUPE project, as well as the priority unmet TUPE needs (listed in Section B.2 above) to be addressed through new and improved activities. Each of the selected TUPE programs and strategies to be implemented by OUSD or leveraged through partnerships during the 2013-2016 term responds directly to these unmet TUPE needs, whether it builds on the effective use of a program that has been in place in the District over many years or will be newly implemented under the Tier 2 grant.

Summary of OUSD TUPE Needs and Strategies

1. Research-validated, age-appropriate **prevention** curricula for general population of 7th 8th and 9th grade students that imparts the danger of tobacco use.
 - a. *Effective ATOD Prevention curriculum 7th & 8th grade General Population*
 - b. *Effective ATOD Prevention curriculum 9th grade General Population*

2. Effective opportunities for positive **youth development** and empowerment that will develop the next generation of tobacco-free advocates.
 - a. *Reduce community exposure to tobacco through youth advocacy efforts*
 - b. *Prevent campus tobacco use and worsen perception of tobacco through messaging by youth peer educators*
3. Early **intervention** program to change the course for students caught using tobacco and students at high risk of addiction.
 - a. *Effective non-punitive early intervention and education for students caught using tobacco; with referrals to:*
 - b. *Effective follow-up engagement for students caught using tobacco or students identified as at-risk of tobacco use; with referrals to:*
4. **Cessation** strategies that boost the quit attempt rate and develop a “quit machine” within OUSD.⁹
 - a. *Effective assistance for students seeking help in quitting tobacco use; with additional supports provided through:*
 - b. *Effective intervention and assistance for pregnant minors seeking help in quitting tobacco use*
 - c. *Effective support and assistance for justice involved youth or youth who have experienced trauma or other life stressors that trigger tobacco use*
 - d. *Effective after-hours, family, and bilingual support for quitting tobacco*

Prevention Strategies

The OUSD TUPE program proposes to continue and refine use of two effective, research-validated ATOD prevention programs during 2013-2016: Project ALERT for all 7th and 8th grade students, and Project Toward No Drug Abuse (TND) for all 9th grade students.

Project ALERT is a classroom-based skill-development curriculum developed specifically for 7th and 8th grade students. It is designed to motivate students to not use tobacco, marijuana, alcohol, and prescription drugs, provide skills and strategies to resist tobacco and other substances, and establish new non-use attitudes and beliefs.

OUSD TUPE Collaborative members favor continuing implementation of Project ALERT because of the following factors identified in the planning process:

1. Implementation of Project ALERT seems to be making a difference. CHKS surveys of OUSD 9th graders (most of whom received Project ALERT training when they were in 7th grade) show decreasing use of tobacco and increasing perception of the danger of tobacco between 2010 and 2012. We want these

⁹ OUSD TUPE Collaborative partners referenced the findings of this study and the definition of “quit machine” contained here: “Creating Positive Turbulance: a Tobacco Quit Plan for California,” California Department of Public Health, 2009. Retrieved at: <http://www.cdph.ca.gov/programs/tobacco/Documents/Quit%20Plan%20Summit-web2.pdf>

- trends to continue, with ever-decreasing rates of tobacco use in middle school and into high school.
2. There has been a *decrease* in the percent of 7th graders completing the OUSD CHKS who perceive moderate to great harm in smoking occasionally (50%). This percentage of 7th graders is well below the statewide average (61%).
 3. There has been a *decrease* in the percent of 7th graders completing the OUSD CHKS who perceive moderate to great harm in smoking 1-2 packs a day (58%). This percentage of 7th graders is well below the statewide average (74%).
 4. There has been a *decrease* in the percent of 7th graders completing OUSD CHKS who strongly disapprove of someone their age smoking 1-2 packs of cigarettes a day (59%). This percentage of 7th graders is well below the statewide average (70%).
 5. The percentages of OUSD 7th graders who have smoked or used chew tobacco or snuff is above the statewide average, and the percentage who have ever used chew tobacco or snuff (7%) has increased.
 6. Focus groups and surveys conducted by the TUPE Collaborative indicated strong support for strategies that reach students early in middle school with messages that change positive perceptions of tobacco.
 7. Focus groups and teacher input indicated that implementation of Project ALERT resulted in improved teacher-student relations, student engagement and Positive School Climate, in line with the goals of the OUSD Strategic Plan.

The decision to implement Project ALERT in *all* 7th grade classrooms is influenced by the strong support of Collaborative members, focus group and survey respondents for comprehensive strategies that establish anti-tobacco norms district-wide; and by the OUSD Strategic Plan's commitment to district-wide strategies to create safe, healthy and supportive school environments.¹⁰ Three booster lessons will be offered to 8th graders to increase retention and impact. Fidelity to the program will be ensured through rigorous training, monitoring and application of the Fidelity Guidelines.

Project TND, like Project ALERT, is a classroom-based, research-validated ATOD curriculum that places a strong emphasis on the development of students' attitudes, beliefs, and expectations to resist tobacco, drugs, and decrease violence. Additionally skills are developed to t make wise decisions that promote their health.

OUSD TUPE Collaborative members support the continued implementation of Project TND in all 9th grade classrooms because of the following needs identified in the planning process:

1. Implementation of Project TND seems to be making a difference. The rate of tobacco use and the perception of the harm of tobacco among 11th graders (most of whom received Project TND in 9th grade) have been trending in the right direction, according to 2010 and 2012 CHKS results. We want to continue impacting these trends until no OUSD high school students are tobacco users.

¹⁰ OUSD Strategic Plan, 2011-2016: <http://www.thrivingstudents.org/sites/default/files/Community-Schools-Thriving-Students-Strategic-Plan.pdf>.

2. The rate of 9th graders who have smoked on school property within the past 30 days (5%) is still higher than the state average (3%).
3. The percentage of 9th graders who perceive moderate to great harm in smoking 1-2 packs a day (74%) is trending the right direction (up from 70%), but is still significantly below the state average (81%).
4. The rate of 9th graders who strongly disapprove of someone their age smoking 1-2 packs of cigarettes a day (55%) is still too low and too far below the state average (62%).
5. Numerous studies cite the difficulties students face when they transition from middle school to high school. ¹¹ While Project ALERT effectively reaches students in middle school, reinforcement during the stressful 9th grade year is needed to keep students on track and strengthen their skills and convictions.

Like Project ALERT, Project TND will be implemented with fidelity – enforced through rigorous training, monitoring and application of the Fidelity Guidelines -- in all 9th grade classrooms. Project TND will also be offered in Alternative Education 10th grade classrooms, and feasibility of offering in Special Education classrooms will be explored.

Youth Development Strategies

OUSD's TUPE Peer Educator program has been highly successful, and this year we expanded our youth development strategy from 4 schools to 14. In order to guide program implementation of the Youth Tobacco Free Advocate (YTFA) Strategy and improve the entire youth development strategy in 2013-2016, the TUPE Collaborative considered both the effectiveness of the existing program and unmet TUPE needs:

1. At TUPE Collaborative meetings, partners identified the development of youth anti-tobacco advocacy as an opportunity to engage peer educators in the broader community and to develop their skills as advocates and leaders.
2. An evaluation of the Peer Education program developed by University of California, Berkeley researchers and completed by thousands of OUSD students found that 76% of high school and 91% of middle school students who attended peer educator presentations were convinced not to smoke.
3. Peer Educators report that the program is transformative for their peers and themselves, suggesting that the program fulfills dual goals of prevention education and youth development.
4. The OUSD Strategic Plan highlights the need to empower "student leadership and peer assistance programs."
5. Surveys conducted by the TUPE Collaborative identified strong support for TUPE peer education and suggested additional training and support to develop the capacity of peer educators.
6. In 2011-2012, 202 Peer Educators were active in 13 schools, an increase over 145 Peer Educators the previous year. 19 other secondary schools were identified as needing to be involved in the Peer Education program.

¹¹ National Middle School Association, "Transition from Middle School to High School," 2006.
<http://www.amle.org/Research/ResearchSummaries/TransitionfromMStoHS/tabid/1087/Default.aspx>

The planning process led to the identification of a primary unmet TUPE need: effective opportunities for positive youth development and empowerment that will develop the next generation of tobacco-free advocates. The TUPE Collaborative identified strong support for the following approaches to addressing this need:

1. Shifting the focus from peer education to education+ empowerment+ advocacy;
2. Re-naming the peer education program to better reflect this emphasis through the name "Youth Tobacco Free Advocates (YTFAs)";
3. Continuing the delivery of peer education through classroom-based prevention workshops conducted by YTFAs;
4. Expanding peer education by increasing the numbers of YTFAs;
5. Strengthening YTFA training and YTFA Site Coordinator supervision support;
6. Supporting the efforts of YTFAs to identify important anti-tobacco issues and needs in their school and broader community, and to advocate for these causes.

To create the next generation of tobacco-free advocates, OUSD will re-define the existing Peer Education program as a two-tiered Youth Tobacco Free Advocate (YTFA) program in 2013-2016, with the following program elements:

1. Youth Tobacco Free Advocate (YTFA) School and Community Advocacy: As a new element of the YTFA program, YTFAs will focus 5 months on training for and conducting anti-tobacco advocacy in their school and broader communities.
2. Youth Tobacco Free Advocate (YTFA) Peer Education: As continuation of the existing Peer Education program, YTFAs will focus 4 months on training for and implementing peer education workshops in OUSD middle and high schools.

During the 2013-2016 grant term, training and supervision of YTFAs will be enhanced in ways that will develop a next generation of tobacco-free advocates. Training curriculum will incorporate CDE and other best practices in youth development, service and experiential learning, community organizing and advocacy, and active research. OUSD will partner with the Tobacco Free Policy arm of the Alameda County American Lung Association, Alameda County Public Health Department Tobacco Control Coalition, and the Alameda County Office of Education Youth Tobacco Free Coalition to access curricular materials and training to support these enhancements and to leverage community-based resources that align with YTFA advocacy efforts. YTFA Site Coordinators will reinforce training topics in their ongoing supervision and support of YTFAs. The following instructional topics will be covered in YTFA training:

1. Information on tobacco-related school regulations and public policies (OUSD Tobacco-Free Policy, retail licensing laws, STAKE Act, etc.);
2. Messages students can use to promote tobacco-free schools, and to organize and engage peers in school- and community-based advocacy;
3. Needs assessment techniques, such as surveying and data analysis
4. Lessons on tobacco industry manipulation and advertising, tobacco in media, and the dangers of secondhand smoke and tobacco litter;
5. Core tobacco prevention messages;
6. Community tobacco education and cessation referral resources.

OUSD 6th through 12th graders will be recruited on 32 school campuses to become YTFAs. YTFA recruitment will target students who have been recipients of TUPE counseling and who represent the TUPE priority populations identified in Section B above. YTFA Site Coordinators, current YTFAs, teachers, administrators, and TUPE Counselors will get out the word widely, with targeted outreach conducted among student clubs, leadership classes and schools with high unmet need. *The YTFA program will aim to engage no fewer than 75% participants of the TUPE priority populations.* By developing YTFAs who represent the diverse populations with highest unmet TUPE need, this youth development strategy will ensure that peer education messages are culturally appropriate and that leadership is cultivated and encouraged among our highest-need communities.

YTFA School and Community Advocacy will engage 350 or more YTFAs – the 270 Peer Education YTFAs, as well as 80 focused solely on School and Community Advocacy -- in a variety of student-designed, student-led anti-tobacco advocacy efforts during the spring semester. Training in existing laws and regulations, as well as in advocacy and organizing techniques, will equip YTFAs to play active and engaged roles in improving conditions for a tobacco-free Oakland and California. While youth will play decisive roles in the annual determination of priority anti-tobacco actions, they will be offered program options such as the following, which respond to needs identified during the TUPE Collaborative's planning process and community meetings:

1. Advocacy for increased local restriction of tobacco outlet licensing and display of tobacco products through petitioning and a presence at City Hall;
2. Development and dissemination of alternative media messages and outlets, including social media, PSAs and videos, to counter industry influences;
3. Engagement of OUSD students in media development through contests and dissemination of anti-tobacco messages in the school and broader community;
4. Involvement in STAKE Act enforcement, in partnership with Oakland Police Department and the Alameda County Public Health.
5. Partnership with researchers at the University of California, San Francisco to access unpublished data on effective anti-tobacco education and advocacy techniques and to propose applications of findings in their own community.

YTFA Peer Education will engage 270 or more YTFAs in the delivery of anti-tobacco messages in middle school and high school classrooms and school-wide assemblies during the first half of each academic year. Peer Educators will play leadership roles in needs assessment (student surveys, CHKS data review, etc.) that will further target their approaches to the design; and in the adaptation of curricular materials to best reach their peers with key anti-tobacco messages. Beginning in 2013, YTFAs will incorporate in their peer education more messages related to the importance of youth advocacy to counter the influences of the tobacco industry. During peer education sessions, YTFAs will recruit students to join their school and community anti-tobacco advocacy efforts, which will be the focus of their work during the subsequent semester.

Intervention Strategies

The OUSD TUPE program proposes to continue and refine the use of Smoke-Free Saturdays as a non-punitive early intervention and education resource for students caught using tobacco. Brief Intervention/Motivational Interviewing (BI/MI) will be provided to students identified by self-referral, TUPE Counselors, YTFAs, teachers or school administrators as active users or at-risk of using tobacco.

OUSD'S TUPE intervention strategies will target the priority populations identified in Section B above with interventions that help them make the decision to step on the "quit machine," before addiction takes control. This unmet need for *early* intervention that helps students *change the course* was identified through the TUPE Collaborative planning process, which highlighted the following:

1. Our evaluation of the TUPE program shows that the Smoke-Free Saturday intervention strategy is working. 77% of participants reported that presentations made them think about cutting back or quitting, and 56% reported that after the presentations they were interested in receiving help to cut back or quit.
2. OUSD's 2010 and 2012 CHKS data shows that both prevention and intervention strategies are making a difference: the percentages of 7th, 9th and 11th graders who have ever smoked a whole cigarette and who have smoked in the past 30 days have all dropped over the past 2 years. We must continue to intervene so that these numbers continue to fall.
3. OUSD students across grade levels demonstrate lower disapproval rates of someone their age smoking 1-2 packs of cigarettes a day than statewide averages. This data suggests the importance of catching experimental or occasional users before their habit develops, to prevent addiction.
4. OUSD surveys identified LGBTQ youth and newcomers – both populations that are dispersed among classrooms and schools district-wide – as high risk. Targeted, timely and effective intervention strategies must complement prevention to reach these students.
5. Focus groups and community meetings brought up the especially high need among justice-involved and alternative school students, the vast majority of whom are TUPE priority populations. These youth face multiple barriers to their well-being, safety and academic success. The motivational messages conveyed in personalized, one-on-one intervention counseling are needed to empower these youth to take charge of their health and their futures.
6. Teens that use tobacco – and especially those who are impacted by poverty and/or by involvement in the justice system – are more likely to experience depression.¹² Therefore, personalized interventions that develop trusted relationships with peers and adults, and that connect teens to resources and supports, are necessary to guide them on the road to quitting.
7. The OUSD Strategic Plan and Voluntary Resolution Plan promote restorative justice and alternatives to suspension, suggesting the need for intervention strategies that develop skills and empower teens rather than punish them.

¹² Goodman, Elizabeth, MD, and John Capitman, PhD, "Depressive symptoms and cigarette smoking among teens," *Pediatrics*, October 2000.

Smoke Free Saturday intervention strategy is a positive alternative to suspension or disciplinary study hall for tobacco use on a school campus. As an element of OUSD's TUPE program, Smoke Free Saturdays will continue to be offered monthly and to receive referrals from school administrators, security guards and Coordination of Service teams (which connect referred students to on- and off-campus resources). Smoke Free Saturdays are an opportunity to reach students who are using tobacco with five intensive hours of anti-tobacco messages, in a format that – though mandatory – is designed to motivate and empower, not to punish. Smoke Free Saturday interventions are a key step in a “quit machine” referral process that links motivated students to OUSD and community intervention and cessation resources, including Brief Intervention/Motivational Counseling and Project EX, described below.

Brief Intervention/Motivational Interview Counseling (BI/MI) is OUSD's bridge between mandatory tobacco interventions for violating the district tobacco policy (Smokeless Saturday School intervention) and voluntary enrollment in cessation services. BI/MI is a highly personalized, one-on-one intervention session(s) designed to help a student develop his or her own “pro and con” assessment of tobacco use. During academic year 2011-2012, TUPE Counselors served hundreds of students with BI/MI intervention sessions at 30 schools. Of all students seen, 53% volunteered for cessation. Counseling has been provided to any student referred, and the program has been effective at reaching the TUPE priority populations. Particularly for students facing multiple barriers due to socio-economic status, justice system involvement, limited English ability, mental health concerns and others, BI/MI has been found to engage, empower and encourage them to attempt to quit using tobacco.

In addition to the direct intervention and cessation strategies described here, OUSD's TUPE program will refer and connect students to free, multi-lingual, after school hours tobacco counseling with the **California Smoker's Helpline**. Students will also be encouraged to download smart phone applications to assist them in cessation.

Cessation Strategies

OUSD's TUPE Collaborative planning process surfaced strong support for the continuation of Project EX cessation services and the addition of a strategy to engage justice-involved youth. In 2013-2016, OUSD will implement both Project EX and the Mind-Body Awareness Tobacco Cessation Program, expanding our offering of campus-based cessation support for quit attempts while effectively leveraging community-based resources to strengthen the “quit machine” culture within OUSD.

The planning process identified the following evidence in support of the proposed cessation strategies:

1. Project EX has helped OUSD students to quit using tobacco. 48% of Project EX participants reported in post-surveys that they had made at least one quit attempt between the start and end of the quit sessions, and 27% reported that they had quit their tobacco use by the end of the program.

2. Justice-involved youth and students at OUSD's Alternative Education high schools were identified as among those with greatest need for TUPE services. These youth experience particular stress and will benefit from specialized tools and motivation to achieve a successful quit attempt.
3. Phone and online resources may expand options for youth seeking cessation services whose schedules do not accommodate in-person participation.

Project EX has been integrated successfully within OUSD's TUPE program as a cessation strategy implemented by TUPE Counselors and school nurses. Students self-refer to Project EX from Smoke Free Saturday participation and/or BI/MI. In some cases, students self-refer from health counseling sessions from one of the many school-based health centers that coordinate referrals with TUPE Counselors. Project EX is implemented in eight lessons over six weeks, during which students receive the practical support and encouragement needed to attempt to quit. Because the program is offered on-site at OUSD, TUPE and school-site staff members support the quit plan efforts of participating students throughout the school day and document weekly progress. One bilingual Spanish cessation counselor will join the TUPE Cessation team in 2013, so that language-specific cessation services for Hispanic/Latino students will be available district-wide.

Additional intervention/cessation support will be provided to justice-involved youth in OUSD's Alternative Education schools through the **Mind-Body Awareness Tobacco Cessation Program**. The Mind-Body Awareness Project has been providing intensive group and individual tobacco and substance counseling in cooperation with the juvenile probation departments of Alameda, Contra Costa, Marin, San Francisco, and San Mateo Counties. The specialized experience they bring will greatly assist OUSD's justice-involved youth to learn how to gain freedom from tobacco, other substances, violent behavior, fear, and negative self-esteem and help these students to visualize a life of promise and hope for the future.

Use of the **California Smokers Helpline** will be encouraged as a service for migrant youth, English Language Learners, and/or students whose afterschool activities or employment prevent participation in Project EX. Family members will also be encouraged to take advantage of this free community resource. The TUPE program will provide information about and connect students to this telephone-based cessation program that provides self-help materials, a referral list of other programs, and one-on-one counseling over the phone.

Please see Section E below for a description of services provided to pregnant and parenting students, including delivery of the **Tobacco Free Generations** program.

2. TUPE Project Description

a. Addressing Unmet Tobacco-Use Prevention Needs

As outlined in Attachment F, TUPE Project Plan and Activities Matrix, each program strategy aligns with one of the four unmet tobacco-use prevention needs. The chart below shows the rationale behind each program selected to address unmet needs:

Unmet TUPE Need	Program Rationale
Age-appropriate prevention curricula for general population of 7 th and 9 th grade students that imparts the danger of tobacco use.	Project ALERT (7 th grade) and Project TND (9 th grade) are age-appropriate, research-validated curricula that impart the danger of tobacco use.
Effective opportunities for positive youth development and empowerment that will develop the next generation of tobacco-free advocates.	Youth Tobacco Free Advocates (YTFAs) will be recruited among priority populations, trained and supported in accordance with best practices in youth development to include youth as active leaders in anti-tobacco efforts, both in their schools and in the community.
Early intervention program to change the course for students caught using tobacco and students at high risk of addiction.	Smoke Free Saturdays is a positive alternative to suspension and a means of influencing youth caught using to change their course. BI/MI is a targeted approach to reaching high-risk youth and connecting them with cessation services.
Cessation strategies that boost the quit attempt rate and develop a "quit machine" within OUSD.	Project EX will boost the quit attempt rate of students using tobacco; the Mind-Body Tobacco Cessation Program is a culturally-responsive alternative for youth in Alternative Education schools; and CA Smokers Helpline is an accessible community-based alternative.

b. Staff Persons Responsible

Robert Dousa will continue to serve as the TUPE Project Coordinator, with .75% of his time dedicated to TUPE activities. Mr. Dousa will be supported by a .10 administrative support staff member who will ensure that materials, resources, and supplies are available to project team members and that activities are tracked and recorded by student, counselor, and school. OUSDs TUPE team includes eight teacher site coordinators who will both deliver prevention curriculum and help ensure that tobacco free values and tobacco prevention strategies are consistently applied through their schools. Four TUPE counselors (4 or 5 days/wk.) will provide intensive prevention, intervention and cessation programming. Cessation counselors will be trained in TND and Project Alert and in Tobacco Free Youth Advocacy so they can support ATOD curriculum implementation and the YTFAs in conducting Tobacco Free Advocacy. Peer education and youth development/ advocacy activities will be overseen by two project coordinators, each overseeing seven sites; ten additional site coordinators will supervise and mentor the peer educators.

c. Service Delivery Plan

The “quit machine” developed by OUSDs TUPE program ensures that TUPE services are provided uniformly and consistently at all OUSD middle and high schools. Prevention activities include classroom lessons in 7th, 8th, and 9th grade and peer education sessions targeting 6th – 10th graders. Smokeless school days are provided for students in violation of OUSD tobacco free policy, so students caught using tobacco receive an intervention without resorting to suspension. Cessation programs are available on campus and afterschool. Counselors provide life skills in cessation, use Restorative Justice Principles, are in frequent communication with students, and advocate for them to improve academic performance, enroll in productive, after school activities. Additionally the use of teachers and site coordinators, along with focused trainings for principals and staff, helps ensure that the entire school environment understands and supports the tobacco prevention, intervention, and cessation plan. The use of peer educators and the creation of youth advocacy projects will ensure that students will have the creative freedom to design anti-tobacco messages that speak to their peers and that are developed in their own languages and reflective of their own cultures.

d. Priority Populations, and Selection for Participation in TUPE Programs

Subgroups targeted by OUSD’s TUPE Program for intervention and cessation services will include all those identified in the Collaborative planning process as priority populations. (See Section B.2 above.) While specific strategies have been identified to reach justice-involved and Alternative Education students (Mind-Body Project) and younger youth (Project ALERT), other populations will be reached through the on-going refinement of TUPE Counselor outreach, awareness-building and relationship-building at high-need school sites and district-wide. TUPE staff will continuously evaluate not only school-specific CHKS data, but also real-time enrollment and attendance data to assess the participation levels of these priority populations, and will work with the TUPE Collaborative to refine program strategies and target interventions to those in greatest need. Annual evaluation data will further assist in the evaluation of “hot spots” and strategies in need of improvement.

e. Implementation of Research-Validated Curricula with Fidelity

OUSD has selected Project ALERT and Project TND as research-validated prevention education curricula to be delivered by classroom teachers to all 7th and 9th grade students in the District. These programs have been in place since 2010 and have been delivered effectively.

Through discussion with our TUPE Grant Management Consultant and the staff of the California Healthy Kids Resource Center (CHKR), OUSD has identified several ways to improve upon the implementation of Project ALERT and Project TND with fidelity during the 2013-2016 grant term, as described below:

- Provide Project ALERT classroom teachers with a CHKR Fidelity Checklist to be the tool for their documentation of implementation with fidelity.

- Implementation of CHKR fidelity best practices. Request submission of the CHKR tool to TUPE staff following delivery of lessons.
- Provide Project TND classroom teachers with CHKR Fidelity Checklist to be the tool for their documentation of implementation with fidelity. Implementation of CHKR fidelity best practices. Request submission of the CHKR tool to TUPE staff following delivery of lessons.
- Include classroom observation in teacher training through modeling of a Project ALERT/TND lesson.
- Explore ways to integrate prevention curricula with common core while maintaining fidelity, in consultation with the CA Healthy Kids Resource Center

1. Project Plan and Activities Matrix

Please see Attachment F. Section A outlines the program activities proposed and the estimated number of students to be served. Section B describes the program implementation model, including the estimated time commitment and responsibility for program activities and the performance and outcome measure that will track progress. In addition to all indicators noted in the Attachment F, annual CHKS tobacco related survey findings will help us measure longitudinal change over time.

D. Project Monitoring Plan

OUSD will closely monitor the implementation and impact of the TUPE Program to ensure that the program stays on track throughout the funding cycle. Both process and outcome measures will be tracked throughout the life of the project. (Please see Attachment F for additional information on these measures.)

Monitoring the successful implementation of the project will involve tracking process measures, including: whether TUPE and OUSD staff received requisite training; whether a diverse cadre of YTFAs was recruited successfully; whether ALERT, TND and YTFA prevention activities were executed as planned and with fidelity, and how many youth were reached; whether secondary interventions like Smoke-Free Saturdays and Brief Motivational Interviewing are taking place, and how many youth are being reached; and whether cessation programs are receiving referrals from secondary interventions and running at capacity. All implementation activities will be measured against the grant timeline to ensure that the program is on track. The TUPE Coordinator will ensure that each of these process measures is tracked accurately.

For the past 15 years, OUSD TUPE project outputs -- such as the number of Project ALERT and TND presentations made, number of school-wide activities, number of cessation classes held, etc. -- have been effectively monitored through tracking procedures that include written activity reports made monthly by Site Coordinators to the TUPE Coordinator. This process has worked and will remain in place.

To measure the extent to which the TUPE program is reaching its outcomes, OUSD will work with outside evaluator Moira DeNike, Ph.D. The primary method for measuring school and initiative-wide impacts will be the California Healthy Kids Survey (CHKS).

The tool is administered to OUSD 7th graders, 9th graders and 11th graders and will help gauge the impact of Projects ALERT and TND. An advantage of the CHKS is that there are historical data on this instrument within the district going back several years, as well as state-wide data that can be accessed through an online portal. CHKS does have some limitations, however. CHKS data cannot be tied to intervention or cessation-level program components, so other measures will also be needed to monitor program impact. The evaluation consultant will work with the TUPE Coordinator and staff to revise existing and design new tools to complement the data gained through CHKS. These will include: 1) a YTFA post-presentation tool to capture the effectiveness of peer education, 2) a YTFA peer-educator questionnaire to measure youth development impacts, 3) post-intervention tool(s) to measure the influence of Brief Motivational Interviewing, Smokeless Saturdays, and Tobacco-Free Generations on attitudes and intentions to seek support in quitting, and 4) a post-cessation program participation instrument to measure effectiveness of Project EX and Mind-Body Awareness in changing participants' relationship to smoking/tobacco use. Once instruments are finalized, they will be uploaded onto a secure, online survey platform. Site Coordinators will administer the surveys to participating students using computer tablets right on site. This will ensure timelier and more thorough data collection than the program has been able to capture in the past. As it will eliminate data-entry time, it will represent an efficient use of evaluation resources and create the possibility of real-time data review.

On a quarterly basis, the TUPE Coordinator will review process data to monitor the implementation of the TUPE Program. With the contribution of the TUPE Collaborative, the TUPE Coordinator will take steps to ensure that the program's strategies and activities remain on track. The TUPE Coordinator, for example, might review the composition of the Youth YTFA team and discover that it is not highly representative of the priority populations, at which point he would confer with the Collaborative and adjust recruitment strategies. Additionally, quarterly reports covering all program strategies and activities will be prepared by Site Coordinators and submitted to the TUPE Coordinator, who will review them and send them on to the evaluation consultant for analysis. Then all findings will be discussed with the TUPE Collaborative and strategies will be adjusted as necessary so that the OUSD TUPE Program can meet its objectives.

CHKS data will be available for analysis twice during the program period. Results from the 2013-14 and 2014-15 CHKS administration to 7th, 9th, and 11th graders will be compared with the 2011-12 academic year and previous years to detect trendlines. OUSD and target school findings will also be considered alongside California trendlines to help establish whether patterns are Oakland-specific. This data analysis will take place as soon as CHKS data for 2013-14 become available, at which time the evaluation consultant will make a presentation to the TUPE Collaborative for a reflective discussion on program impact, strengths and implied program adjustments. Data from customized surveys will be collected and analyzed more frequently. Each semester (twice per year) the evaluation consultant will access data from the four surveys through the online collection platform and conduct analyses which may include cross-tabulations and analyses of variance with key independent variables like age, gender, ethnicity and school site. In addition to survey findings, the twice-yearly data analysis and review will include referral rates of intervention-level program components to cessation-level

program components, and retention rates for each cessation-level program component. Through these analyses the evaluation consultant will be able to demonstrate whether the program is having differential effects with different subgroups and reaching the priority populations well. These analyses will be shared with the TUPE Coordinator and OUSD's Office of Health and Wellness, and findings will then be presented to the TUPE Collaborative for reflection. Program adaptations, such as outreach approaches or program model adjustments, will be guided by findings. Findings from the customized survey will also be used to aid in the interpretation of CHKS findings. While CHKS findings can be disaggregated by age, gender and ethnic group, there are no questions that would allow attribution of measured change to program components. Through the custom surveys, however, it will be possible to recognize specific program strengths and areas for growth.

E. Pregnant Minor and Minor Parent Services

OUSD students who become pregnant are referred by District staff directly to the Alameda County Office of Education's (ACOE) Cal-SAFE Program. The California School Age Families Education (Cal-SAFE) Program provides academic instruction and support services for pregnant and parenting teens and operates out of the Fruitvale Academy in Central-East Oakland. The Cal-SAFE staff is committed to providing a nurturing and caring learning environment for young parents while completing their high school education. Students learn to make healthy living choices and learn successful parenting techniques. Health care offered by Cal-SAFE includes perinatal care and information on healthy living, including the dangers of tobacco use while pregnant and parenting. Cal-SAFE students are assessed for smoking status and referred to cessation, relapse prevention and counseling services as needed. Tobacco prevention and Intervention materials will be provided to Cal-SAFE annually, as needed.

If a student transferred to Cal-SAFE has already been identified by the TUPE Program as in need of tobacco intervention or cessation services, then the referral for these services will travel with the student, so that they may receive these services in the Cal-SAFE setting. A LOA between OUSD and ACOE describing this referral partnership is attached to this proposal.

OUSD students who are minor parents and have not left the District to join Cal-SAFE are eligible to participate in the full range of TUPE services available to all OUSD middle and high school and Alternative Education students. In the case where these students are referred for intervention or cessation services, the TUPE Counselor will deliver a curriculum specifically targeting pregnant and parenting teens: **Tobacco Free Generations**. The seven lessons emphasizing parents' responsibility for their own health and the health of their children will be delivered one-on-one by a trained TUPE Counselor or in a small group, determined by demand for the program at that time. In addition, these parenting students will be referred to services as needed to support their tobacco cessation, prevent relapse, and provide for their health and that of their child.

F. Enforcement of Tobacco-Free Policy Plan

OUSD Tobacco-Free Schools Policy: OUSD is a tobacco-free school district. This means that possession or use of tobacco or any products containing tobacco or nicotine products, including, but not limited to cigarettes, cigars, smokeless tobacco, or possession of any tobacco product or related paraphernalia during the school day, on or off campus, or at any school-sponsored activity or athletic event is considered a violation of Education Code 48900 H and Penal Code 308. The OUSD School Board recognizes the health hazards associated with smoking and the use of tobacco products, including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. The Board prohibits the use of tobacco products at any time in district-owned or leased buildings, on district property and in district vehicles. (Health and Safety Code 104420; Labor Code 6404.5; 20 USC 6083). This prohibition applies to all employees, students and visitors at any instructional program, activity, or athletic event. This policy has been in effect since 2003 and its binding is in effect at all times without end.

Consequences for violation of Tobacco-Free Schools Policy:

- (1) For students found using or being in possession of tobacco, citations (in triplicate) will be made by Security guards, staff, faculty and administration who then place the citation in an Assistant Principal's (or whichever administrator is responsible for the tobacco policy implementation) mailbox and the Tobacco Cessation Counselor's mailbox. Assistant Principal's office should call/write parents/caregivers to inform them of the violation and the upcoming Smoke Free Saturday mandatory tobacco awareness session that their child must attend.
- (2) For staff found using or in possession of tobacco, they will receive disciplinary action from their immediate supervisor and will be given a copy of the OUSD Tobacco-Free Schools Policy and a copy of the list of adult cessation resources, which includes a reference to the OUSD TUPE Adult Cessation Resource web page.
- (3) For visitors found using or in possession of tobacco, they will be offered a copy of the OUSD Tobacco-Free Schools Policy and offered a copy of the list of adult cessation resources.

Communication of Tobacco-Free Schools Policy:

- (1) The OUSD Tobacco-free schools policy is printed inside the OUSD Parent/Student handbook, listed on the OUSD Intranet under Board Policy Documents for all OUSD personnel, and available to the community at large via the OUSD TUPE Resource web page.
- (2) "Tobacco Use is Prohibited" signs are posted in plain view at every entrance of every OUSD building on all OUSD properties and grounds.

Applicant Agency: Oakland Unified School District

SCHOOL RACE DATA and FREE and REDUCED PRICE MEALS DATA TABLE

For completion and inclusion in the Cohort I Application following the narrative section

Include 2010–11 or 2011–12 School Race Data and Free and Reduced Price Meals Data for all schools represented in this application. For Consortium Applications, provide a separate page(s) for each district represented in the application.

OAKLAND UNIFIED SCHOOL DISTRICT: SCHOOL NAME	Percent Of Students In Participating School(s) By Race								% Students Receiving Free & Reduced Lunch
	African American	Asian	Filipino	Latino	Native American	Other	Pacific Islander	White	
Greenleaf Elementary	14%	2%	0%	81%	0%	1%	1%	1%	97%
Hillcrest (K-8)	4%	9%	1%	6%	0%	15%	0%	66%	1%
Sankofa Academy (K-8)	73%	3%	3%	10%	0%	7%	0%	3%	71%
Claremont MS	69%	3%	1%	14%	0%	3%	0%	11%	63%
Frick MS	55%	1%	1%	37%	0%	1%	3%	1%	87%
West Oakland Middle School	82%	3%	0%	7%	1%	1%	0%	6%	86%
Bret Harte MS	40%	15%	3%	32%	0%	2%	3%	7%	80%
Edna Brewer MS	39%	27%	1%	19%	0%	3%	0%	11%	63%
Montera MS	39%	10%	1%	18%	1%	4%	1%	27%	44%
Roosevelt MS	18%	42%	1%	36%	0%	1%	0%	1%	85%
Westlake MS	50%	19%	2%	21%	0%	1%	0%	6%	85%
James Madison MS	28%	1%	0%	68%	0%	1%	2%	0%	90%
Elmhurst Community Prep MS	32%	1%	0%	65%	0%	0%	2%	0%	90%

Alliance Academy MS	25%	2%	1%	67%	0%	1%	4%	1%	91%
Roots International Academy MS	28%	3%	1%	65%	0%	1%	1%	1%	89%
United For Success MS	10%	7%	1%	79%	0%	1%	1%	1%	88%
Melrose Leadership Academy MS	15%	2%	0%	75%	0%	2%	0%	6%	86%
Urban Promise Academy MS	3%	2%	1%	92%	0%	0%	0%	2%	90%
Community Day MS	25%	0%	0%	75%	0%	0%	0%	0%	83%
Fremont HS	33%	9%	1%	51%	0%	1%	3%	2%	83%
Castlemont HS	44%	1%	0%	48%	0%	1%	6%	0%	79%
Oakland HS	36%	41%	1%	18%	0%	1%	1%	2%	76%
Skyline HS	35%	19%	1%	32%	1%	2%	2%	8%	53%
Dewey Academy HS	56%	11%	0%	31%	1%	0%	0%	0%	68%
Gateway To College at Laney College HS	44%	15%	1%	33%	0%	2%	0%	5%	34%
Street Academy HS	35%	4%	0%	43%	14%	4%	0%	1%	47%
Sojourner Truth Independent Study (6-12)	49%	1%	0%	38%	1%	2%	3%	6%	59%
Community Day HS	43%	7%	0%	46%	0%	0%	0%	4%	83%
Life Academy (6-12)	5%	7%	0%	84%	1%	0%	1%	2%	88%
MetWest HS	29%	3%	1%	60%	0%	1%	0%	6%	73%
McClymonds HS	88%	2%	0%	4%	1%	2%	2%	1%	61%
Rudsdale Continuation HS	61%	0%	0%	39%	0%	0%	0%	0%	70%
Oakland International HS	7%	39%	0%	47%	0%	1%	0%	7%	95%
District Total									81%
County Total									46%
State Total									58%

Data Sources:

1. Ethnicity: CDE Enrollment File, Posted 16-May-2012
2. Free & Reduced Lunch: Oakland Unified Nutritional Services.

California Department of Education

Applicant Agency: Oakland Unified School District

CALIFORNIA HEALTHY KIDS SURVEY DATA TABLE

(For completion and inclusion in the Tier 2 Application following the narrative section)

District/School Site: Oakland Unified School District			
From California Healthy Kids Survey administered during: <i>February 2012</i>			
California Healthy Kids Survey Indicator	Grade Level	2011-12 Statewide Average*	Applicant Percentage
Percentage who smoked a whole cigarette lifetime	7	6%	7%
	9	19%	17%
	11	29%	19%
	NT**	58%	38%
Percentage who used chew tobacco or snuff lifetime	7	4%	5%
	9	6%	7%
	11	10%	19%
	NT**	19%	12%
Percentage who smoked a cigarette past 30 days	7	5%	5%
	9	9%	7%
	11	14%	7%
	NT**	39%	23%
Percentage who used chew tobacco or snuff past 30 days	7	3%	3%
	9	3%	4%
	11	4%	3%
	NT**	9%	8%
Percentage who smoked on school property past 30 days	7	3%	4%
	9	3%	5%
	11	3%	4%
	NT**	12%	14%
Percentage who perceive moderate to great harm in smoking occasionally	7	61%	50%
	9	64%	64%
	11	66%	66%
	NT**	59%	53%
Percentage who perceive moderate to great harm in smoking 1-2 packs a day	7	74%	58%
	9	81%	74%
	11	86%	78%
	NT**	75%	55%
Percentage who perceive it is fairly difficult to very difficult to obtain cigarettes	7	28%	25%
	9	16%	20%
	11	10%	14%
	NT**	12%	20%
Percentage who strongly disapprove of someone their age smoking 1-2 packs of cigarettes a day	7	70%	59%
	9	62%	55%
	11	62%	57%
	NT**	37%	47%
Percentage who perceive their close friends would strongly disapprove of them smoking 1 or more packs of cigarettes per day	7	72%	61%
	9	66%	60%
	11	67%	65%
	NT**	43%	51%

*Statewide average data shown here must be shown in application tables; please do not delete or alter

** NT = Nontraditional (i.e., home study, continuation schools, alternative schools, etc.)

California Department of Education

Applicant Agency: Oakland Unified School District (OUSD)

PROJECT PLAN AND ACTIVITIES MATRIX

Part 1—Program and Activity Selection

Prevention program(s) the applicant proposes to implement. Provide name and description of program (all applicants must select at least one research-validated or evidence-based program from the list on Appendix 3).	Grade level(s) at which the applicant proposes to implement the program	Number of students projected to receive this program annually
<p>Project ALERT is a research-validated substance abuse program that gives 7th and 8th grade students insight, understanding, and skills for resisting tobacco. Project ALERT uses a social influences approach emphasizing critical thinking about media and peer influences, resistance skills, consequences of drug use, benefits of not using drugs, and alternatives to drug use.</p>	<p><input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12</p>	<p>2500</p>
<p>Project TND is a research-validated curriculum designed for grades 9-12 that includes 12 classroom-based sessions about the consequences of tobacco use that are each 40 to 50 minutes in length. Sessions are highly interactive with classroom discussions, skill demonstrations, role-playing, and psychodrama techniques throughout the curriculum.</p>	<p><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12</p>	<p>3000</p>

Youth Development activity(s) the applicant proposes to implement—Provide name and description of program (all applicants must select at least one Youth Development activity from the list on Appendix 3).	Grade level(s) at which the applicant proposes to implement the program	Number of students projected to receive this program/activity annually
<p>Youth Tobacco Free Advocates (YTFAs): Two Strategies: a) to reduce exposure to tobacco, b) to prevent campus tobacco use</p> <p>a) Youth-Led Community Prevention and Anti-Tobacco Advocacy (32 sites)</p> <ul style="list-style-type: none"> • YTFAs assess access to tobacco and exposure to second-hand smoke in their communities nearby school and in home neighborhoods. They partner with Alameda County Tobacco Control, Alameda County Public Health, and Alameda County Office of Education’s efforts to mobilize with and enact effective environmental strategies to reduce access to tobacco in the city of Oakland, especially in their own communities. YTFAs will participate in OUSD- and County-level tobacco control coalitions to leverage resources and energy to reduce tobacco consumerism (See attached LOAs). • Create anti-tobacco education media messages to advocate for reduced exposure to tobacco and second hand smoke and lead community-based anti-tobacco advocacy efforts. • Make presentations to city council, support petitions, gather signatures on behalf of their own community’s tobacco prevention work. • Participate as members and partners in Tobacco Control Coalition efforts of both youth and adult boards. • Involve youth in Stop Tobacco Access to Kids Enforcement (STAKE) Act. • Engage in community tobacco prevention service-learning projects. • Write evaluative reports and present to School’s parent volunteer organizations and school faculty. • Have youth representatives serve on the TUPE Collaborative. 	<input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12	<p>9000</p>

b) School-wide Tobacco Prevention Peer Education in Classrooms and School Campus Activities (16 sites) YTFAs lead school-based anti-tobacco education efforts to reduce their inner campus community's exposure to the harms of tobacco. Youth-led tobacco prevention activities will focus on the dangers of tobacco use and the manipulative advertising practices of the Big Tobacco. In particular, this grant's peer educators will develop an anti-chew, and anti E-cigarette tobacco prevention campaign in response to the predicted onslaught of new candy flavored oral tobacco products and the increased marketing and product placement of E-cigarettes. Evaluations will be completed by all participants and all students will be given an opportunity to refer themselves to speak with a TUPE Cessation Counselor whether for themselves or out of concern for a friend or family member caught up in tobacco addiction.

Each site's Peer Education team will be required to:

- Develop an aligned strategy with Tobacco Free Advocacy efforts of YTFAs as they build anti-tobacco campaign for their campus community.
- Support tobacco free advocacy efforts developed by YTFAs and engage in their campaigns to support petitions and gather signatures on behalf of their own community's tobacco prevention needs.
- Develop anti-tobacco media for school wide & classroom presentations.
- Engage students district-wide in contests to develop anti-tobacco media.
- Write evaluative reports of the impact their efforts make and present to school's parent volunteer organizations and school faculty.
- Have youth representatives participate as an equal voting power member of the TUPE Collaborative.

6 7 8 9 10 11 12

9000

Intervention program(s) the applicant proposes to implement—Provide name and description of program.	Grade level(s) at which the applicant proposes to implement the program	Number of students projected to receive this program annually
<p>Step 1) Smoke Free Schooldays activity curriculum is a key part of OUSD’s District Tobacco Free Policy. Students identified using tobacco or in possession are offered the opportunity to meet with a TUPE counselor in lieu of suspension. The effective activities in the Smoke Free Saturday’s curriculum often provide a motivating springboard for students to volunteer for cessation and join the Project EX or one of our other cessation programs to start a responding to life more positively and without tobacco. This mandatory awareness program is effective for youth who smoke or use oral tobacco in both comprehensive and continuation or alternative secondary schools. Quit attempt 24 hour challenge suggested.</p>	<p><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12</p>	<p>650</p>
<p>Step 2) Brief Intervention/Motivational Interviewing (BI/MI) Interventions are conducted by TUPE Cessation Counselors as follow-up to the Smoke Free Schooldays session. The goal of BI/MI is to help the student find motivation to quit by deeply examining their motives for using tobacco and underlying reasons to find healthier choices. Counselors guide them into a personal “pro and con” argument to re-think their decision to continue tobacco use. Education about the harmful side effects of tobacco use is continued and coping alternatives are explored in an effort to move the student from Pre-contemplation to Contemplation to Making a Decision and towards Taking Action. Once a decision to reduce has been made, TUPE Counselors encourage the tobacco user to enroll in Project EX cessation services, providing encouragement that it is possible the student can overcome relapse triggers and find beneficial alternative solutions to smoking. TUPE Counselors work individually or in groups with these students. BI/MI is also utilized when students self-refer from the tobacco prevention education classroom presentations given by TUPE counselors throughout the school year. Quit attempt challenge of 3 days is suggested.</p>	<p><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12</p>	<p>500</p>

Cessation program(s) the applicant proposes to implement	Grade level(s) at which the applicant proposes to implement the program	Number of students projected to receive this program annually
<p>Step 3) Project Ex is the third step in intervention and cessation efforts. Project Ex is a voluntary school-based clinic tobacco cessation program. The program teaches students how to deal with nicotine withdrawal, manage emotions (such as anger) while quitting, and how to avoid relapse. The Teacher's Manual contains scripts for eight, 40- to 45-minute sessions, and guidance for implementing role-playing activities. This resource also includes an audio CD for the relaxation and self-esteem enhancement exercises embedded throughout the curriculum. A Student Workbook contains information activities related to each of the sessions and is a resource at the conclusion of the 8 weeks. Quit attempts for 7 days will be suggested at each meeting.</p>	<p><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12</p>	<p>350</p>
<p>Tobacco Free Generations for identified pregnant or parenting teens provides seven cross-curricular tobacco-specific lessons with strong language arts and visual arts links. Lessons emphasize young parents' responsibility for their own health and the health of their children. All pregnant/parenting teens are strongly encouraged to join our Project EX cessation program. Quit attempts are suggested at each meeting.</p> <p>Per OUSD policy, all Pregnant Teens are quickly transitioned into the Alameda County Cal-SAFE Program for young mothers and mothers to be. Tobacco using pregnant or parenting mothers will be given a tobacco cessation referral with their transition paperwork. Tobacco education, intervention, and cessation programming is a critical component of the health education and intervention provided in the Cal-SAFE program. Where tobacco interventions have begun, TUPE counselors will work to transition intervention efforts to Cal-SAFE staff, including known triggers and challenges associated with quitting. (see attached LOA with Cal-SAFE)</p>	<p><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12</p>	<p>25</p>

<p>Mind-Body Awareness Project is an alternative intervention strategy for justice involved youth in Continuation Schools. It uses the practices of mindfulness, contemplative practices, and other emotional intelligence skills to empower students to discontinue tobacco use especially in response to trauma or stress triggers. The 8 week program consists of weekly Group sessions delivered with 6-10 youth, followed by one-on-one tobacco cessation sessions with each youth in program to build individual quit plans.</p>	<p><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12</p>	<p>120</p>
<p>California Smokers Helpline is a multi-language telephone cessation program that provides self-help materials, a referral list of other programs, and one-on-one counseling over the phone. OUSD TUPE students are connected to the California Smokers Helpline by a TUPE Counselor for cessation counseling in their home language and/or to have support after school hours during evenings and weekends. The California Smokers Helpline is also offered for parents/family members who may need their own support to find freedom from tobacco.</p>	<p><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12</p>	<p>250</p>
<p>Other supplemental Tobacco-Use Prevention Education activity(s) the applicant proposes to implement—Provide name and description of program.</p>	<p>Grade level(s) at which the applicant proposes to implement the program</p>	<p>Number of students projected to receive this program annually</p>
<p>None Proposed</p>		

Applicant Agency:

Part 2—Program Implementation

Construct a chart in the exact format as shown. In the left column, copy the school tobacco-use prevention needs listed in Section V.B.5. For the second column, copy the names of the programs/activities. You may break some needs into subcategories as described in the body of this Request for Applications. For each need or subcategory, complete the columns to the right.

Identified School TUPE Needs Identify site(s) at which activity will occur.	Primary Prevention Programs, Supplemental Prevention Activities, and Intervention/Cessation Activities	Target Groups Include number of students impacted and amount of time involved in project.	Process Measures We will know if we are successfully implementing the planned project if:	Outcome Measures We will know we are reaching our goals if:	Time Line/ Responsibility Include how often and by which staff or agency services are provided.
<p>TUPE Need (1a): <i>Effective ATOD Prevention curriculum 7th & 8th grade General Population</i></p> <p>Sites: Alliance, Barack Obama, Bret Harte, Claremont, Coliseum Prep 7th gr, Edna Brewer, Elmhurst, Frick, Madison, Melrose Leadership, Montera, Roosevelt, Roots, United for Success, Urban Promise, Community Day MS, Westlake, and West Oakland Middle Schools</p>	<p>Project Alert -Directed by TUPE Project Coordinator -Implemented by a minimum of one teacher at each school site</p>	<p>Target Population: 7th & 8th Graders (N=2500)</p> <p>Eleven lessons will be implemented to <u>all 7th grade students</u> in semester classes, one lesson per week for 11 weeks. Lessons are 45 minutes in length.</p> <p>Three booster sessions will be implemented to <u>all 8th grade students</u> in semester classes, one lesson per week for 3 weeks. Lessons are 45 minutes in length.</p> <p>Training for all TUPE Project Alert teachers (2-4 hr. follow-up and refresher trainings as needed.)</p>	<p>Lessons are presented in accordance with the curriculum's principles of fidelity as indicated by the CA Healthy Kids Resource Center <u>Fidelity Guidelines & Checklist</u> for Project Alert.</p> <p><u>Classroom observation logs</u> will be signed by school Principal upon completion of all 11 lessons.</p> <p>All certificated teachers complete training as evidenced by <u>certificates of completion</u>.</p> <p><u>Student pre- and post-tests</u> - submitted to Coordinator and Project Evaluator.</p>	<p>7th Grade CHKS results:</p> <p>Percentage of students who have <u>ever (lifetime) used tobacco</u> will decrease as reported on CHKS.</p> <p>Percentage of students who have <u>ever used chewing tobacco products</u> will decrease as reported on CHKS</p> <p>Student <u>perception of harm from using tobacco</u> will increase as reported on CHKS.</p> <p>Percentage of <u>students who smoke on campus</u> will decrease as reported on CHKS.</p>	<p>TUPE Project Coordinator meets with Principals to identify which teachers will implement program at beginning of year.</p> <p>Project Coordinator will conduct two hour online training session with Project Alert teachers by December 21, 2013.</p> <p>Teachers submit completed training certificates to Project Coordinator by January 15, 2014.</p>

Identified School TUPE Needs Identify site(s) at which activity will occur.	Primary Prevention Programs, Supplemental Prevention Activities, and Intervention/Cessation Activities	Target Groups Include number of students impacted and amount of time involved in project.	Process Measures We will know if we successfully implemented the planned project.	Outcome Measures We will know we are making progress if	Time Line Responsibility How often and by which staff or agency services are provided.
<p>TUPE Need (1b): <i>Effective ATOD Prevention curriculum. 9th grade General Population</i></p> <p>Sites: Oakland High, Oakland International, Oakland Tech, Community Day HS, Skyline, MetWest, Street Academy, McClymonds, Castlemont, Sojourner Truth, Dewey Academy, Ralph Bunche, Rudsdale Life Academy, and Coliseum College Prep High Schools.</p>	<p>Project TND Directed by TUPE Project Coordinator -Implemented by a minimum of one teacher at each school site</p>	<p>Target Group: All Ninth Graders (N = 3000)</p> <p>Twelve lessons will be implemented over four weeks to all 9th grade students in semester classes, three lessons per week for 4 weeks. Lessons are 45 minutes in length.</p> <p>Training will be provided for all Certificated teachers identified as TUPE Project TND teachers (2-4 hr. follow-up and refresher trainings as needed.)</p> <p>Follow up trainings by Project Coordinator, including modeling a lesson in teacher classroom, will be made available to all Project TND teachers.</p>	<p>Lessons are presented in accordance with the curriculum's principles of fidelity as indicated by the CA Healthy Kids Resource Center <u>Fidelity Guidelines & Checklist</u> for Project TND.</p> <p><u>Classroom observation logs</u> will be signed by school Principal upon completion of all 12 lessons.</p> <p>All certificated teachers complete training conducted by Project TND trainer as evidenced by <u>certificate of completion</u>.</p> <p>All 9th graders complete <u>pre and post tests</u> and are turned into TUPE Project Coordinator and TUPE Project Evaluator.</p>	<p>9th Grade CHKS Results:</p> <p>Percentage of students who have <u>ever (lifetime) used tobacco</u> will decrease as reported on CHKS.</p> <p>Percentage of students who have <u>ever used chewing tobacco products</u> will decrease as reported on CHKS</p> <p>Student <u>perception of harm from using tobacco</u> will increase as reported on CHKS.</p> <p>Percentage of <u>students who smoke on campus</u> will decrease as reported on CHKS.</p>	<p>TUPE Project Coordinator meets with Principals to identify which certificated teachers will implement program at beginning of year.</p> <p>All Project TND teachers will complete all day training conducted by Project TND trainer by December 1, 2013.</p> <p>Project TND Teachers submit completed California Healthy Kids Resource Center Fidelity Guidelines & Checklist for Project TND and Classroom observation logs signed by school Principal upon completion of all 12 lessons.</p>

<p>TUPE Need (2): a) Reduce community exposure to tobacco & b) Prevent campus tobacco use</p> <p>Sites: Hillcrest, Melrose Leadership, Sankofa, Greenleaf, Bret Harte, Claremont, Edna Brewer, Frick, ROOTS, Montera, Roosevelt, Madison, Elmhurst, Alliance, United for Success, Westlake, West Oakland MS, Urban Promise Academy Middle Schools</p> <p>Fremont, Oakland High, Oakland Tech, Skyline, Ralph Bunche, Dewey, Street Academy, Life Academy, MetWest, McClymonds, Oakland International, Castlemont High Schools</p>	<p>YTFA Community Tobacco Prevention Strategy Youth Tobacco Free Advocates/Peer Educators Youth development project to develop the next generation of tobacco free advocates to reduce exposure to tobacco and secondhand smoke and to provide peer to peer messaging preventing campus tobacco use.</p> <p>a) Advocacy (32 sites) Develop a cadre of tobacco free advocates to work within their own communities, schools, and within the city at large.</p> <p>b) Peer Education (18 sites) Conduct school and classroom presentations in grades 6-10: 1. Pack it up! Tobacco free classroom activities 2. Kickbuttsday.org: School-wide event activities guide</p>	<p>Target Population: OUSD Middle and High School General Population (N = 9000) & Youth Advocates / Peer Educators (N=410)</p> <p>In partnership with Alameda County's Tobacco Control Coalition, Alameda County Dept. of Public Health and American Lung Association (see attached LOAs)</p> <p>TUPE Site Coordinators will coordinate 15-20 45 minute Tobacco Peer Education classroom (6-10 grade) presentations and two school-wide events.</p> <p>Site Coordinators will attend tobacco leadership and program management trainings (total 16 hours)</p>	<p>Program will run according to <u>Tobacco Control Youth Coalition Operating procedures</u>, the TUPE Grant Youth Development Core Principles, and <u>OUSD Community School Standards</u>.</p> <p>YTFA's will distribute evaluative <u>feedback surveys to all partners</u> and groups after presentations to ensure clarity of message.</p> <p><u>Peer Education post surveys</u> following student presentations will measure overall satisfaction and perceived understanding and impact of material.</p> <p>YTFA's will <u>provide Alameda County cessation resources at each community presentation</u></p>	<p>YTFA peer educators demonstrate <u>increased assets, leadership skills, and community engagement</u> per a Youth Development Survey.</p> <p>Students' responses post-YTFA presentation demonstrate, <u>increased interest in tobacco-free advocacy, decreased student desire to start using tobacco</u> and <u>motivation to seek counseling to quit</u>.</p> <p><u>YTFA focus group</u> or survey input on impact of program to change student norms and perceptions.</p> <p>CHKS measures for 7th, 9th, and 11th grade (see above)</p>	<p>TUPE Site Coordinators meet with Principals to introduce Tobacco YTFA/Peer Education program at beginning of year.</p> <p>All day training will be provided for TUPE Site Coordinators and Peer Educators conducted by Project Director and ALA by November 30, 2013.</p> <p>All day training will be provided for all TUPE YTFA/Peer education Site Coordinators on how to run a successful Tobacco Peer Education Program conducted by Project Director by October 30, 2013.</p> <p>TUPE Site Coordinators submit monthly TUPE Peer Education Activity Reports to Project Coordinator and Project Evaluator</p>
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Identified School TUPE Needs Identify site(s) in which activity will occur.	Primary Prevention Programs, Supplemental Prevention Activities, and Intervention/Cessation Activities	Target Groups Include number of students impacted and amount of time involved in project.	Process Measures We will know if we are successful in implementing the planned project.	Outcome Measures We will know we are successful if we achieve the following goals.	Time Line/Responsibility Include how often and by which staff or agency services are provided.
<p>TUPE Need (3a): <i>Effective non-punitive early intervention and education for students caught using tobacco</i></p> <p>Sites: All OUSD Middle Schools, High Schools and Alternative Ed/Continuation Schools</p>	<p>Smokeless School Days (SSD) Directed by Project Coordinator -Implemented by either the TUPE Cessation Counselor or a school nurse at each school site</p> <p>Assistance for students who violate district Tobacco-Free Policy and is to be offered in lieu of suspension.</p>	<p>Target Population: Any OUSD student found in violation of district's Tobacco Free Policy (N = 650)</p> <p>Four-hour small group "the effects of tobacco awareness" session for students who violate district Tobacco-Free Policy. Classes will be offered a minimum of once per month at each school site.</p> <p>Two-hour session will be provided for parents of students attending session.</p> <p>4 hour training provided for TUPE Brief Intervention Counselors by Project Coordinator.</p> <p>15-minute introductory SSD presentation will be given to school administration, teachers, and staff regarding district Tobacco-Free policy and the process for making student referrals.</p>	<p>Introductory SSD presentations made to 100% of middle, high, and alternative/continuation schools.</p> <p>100% of students referred to SSD <u>complete the 4 hour SSD program.</u> (compare # referrals to post session surveys)</p> <p>100% of parents of referred students <u>attend parent session.</u></p> <p>100% of youth who participate in SSD are <u>referred for an assessment and intervention meeting with TUPE Counselor</u> to determine need for further engagement and cessation programming.</p>	<p>The percent of <u>students caught smoking on campus declines significantly</u>, as evidenced by CHKS.</p> <p>At least 80% of students attending SSD report an <u>increased perception of harm</u> from tobacco products.</p> <p>At least 75% of students attending SSD programs elect to <u>engage in brief, motivational interviewing sessions.</u></p> <p>At least 60% of students attending SSD report being <u>motivated to make a 1-day or 3-day quit attempt</u> on the post SSD survey.</p> <p>At least 50% of students attending SSD programs elect to <u>engage in Project Ex smoking cessation program.</u></p> <p>CHKS measures for 7th, 9th, and 11th grade (see above)</p>	<p>Student sessions will be conducted by TUPE Brief Intervention/Cessation Counselor on a monthly basis.</p> <p>Parent session will be conducted by Project Coordinator on a monthly basis.</p> <p>Presentations will be made to school staff by Project Coordinator and TUPE Brief Intervention/Cessation Counselor at first staff meeting of year.</p> <p>Referral guidelines will be distributed to all staff by Assistant Principal at each site.</p>

<p>TUPE Need (3b): <i>Effective follow-up & engagement for students caught using tobacco or students identified as at-risk of tobacco use due to family, neighborhood, or peer influences.</i></p> <p>Sites: All OUSD Middle Schools, High Schools and Alternative Ed/Continuation Schools</p>	<p>Brief Intervention/ Motivational Interviewing (BI/MI) Counseling</p> <p>-Directed by Project Coordinator -Implemented by either the TUPE Cessation Counselor or a school nurse at each school site</p> <p>Assistance for students identified by faculty, TUPE counselors, or themselves as needing assistance to gain motivation to quit tobacco use</p>	<p>Target Population: Students found in violation of district's Tobacco Free Policy (N = 500)</p> <p>1-3 45 minute individual brief intervention session(s) to assist students to guide them into a personal a "pro and con" argument to re-think their decision to continue tobacco use.</p> <p>15-minute presentation on BI/MI to school administration teachers, and staff on the process for referring students to BI/MI sessions.</p> <p>TUPE Brief Intervention counselors will give 6 classroom presentations to classes in grades 7-12 at each of their schools to educate and gain student self-referrals.</p> <p>Tobacco Peer Educators will implement student evaluations at each of their classroom presentations and seek student self-referrals</p>	<p>All classroom / school presentations take place as scheduled</p> <p>At least 75% of students referred to SSD <u>participate in BI/MI</u></p> <p>Number and percent of students who <u>participate in BI/MI by school.</u></p> <p>Proportion of LGBT, Asian, Latino, and African American <u>students referred to BI/MI is consistent with target population needs</u> demonstrated on the CHKS</p> <p>Proportion of BI/MI engaged <u>students whose first language is not English.</u></p>	<p>100% of youth engaged by BI/MI <u>make at least 1 quit attempt</u> and 75% report multiple quit attempts.</p> <p>At least 80% of students engaged in BI/MI report an <u>increased perception of harm</u> from tobacco products based on pre- and post- survey responses.</p> <p>75% of youth engaged in BI/MI agree to <u>participate in cessation program</u> activities.</p> <p>100% of parents/families with a BI/MI engaged student are notified of resources available through California Smokers Helpline.</p> <p>CHKS measures for 7th, 9th, and 11th grade (see above)</p>	<p>Presentations will be made to school staff by Project Coordinator and TUPE Brief Intervention/Cessation Counselor at first staff meeting of year.</p> <p>TUPE Brief Intervention counselors will give 10 classroom presentations to classes in grades 10, 11, and 12 at each of their schools to educate and gain student self-referrals.</p> <p>Student sessions will be conducted by TUPE Brief Intervention/Cessation Counselor weekly at each site.</p> <p>TUPE BI/MI Counselors will administer pre and post survey to all participating students</p>
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Identified School TUPE Needs Identify site(s) at which activity will occur	Primary Prevention Programs, Supplemental Prevention Activities and Intervention/Cessation Activities	Target Groups Include number of students impacted and amount of time involved in project	Process Measures We will know if we successfully implemented the planned program	Outcome Measures We will know we are reaching our goals	Time Line/Responsibility Who is how often and by what start or ready services are provided.
<p>TUPE Need (4a): <i>Effective assistance for students seeking help in quitting tobacco use</i></p> <p>Sites: All OUSD Middle Schools, High Schools and Alternative Ed/Continuation Schools</p>	<p>Project EX -Directed by Project Coordinator -Implemented by either the TUPE Cessation Counselor or a school nurse at each school site</p>	<p>Target Population: All students seeking help quitting tobacco use. (N = 350)</p> <p>Eight lessons will be implemented over 6 weeks according to the following schedule: two sessions a week for 2 weeks, followed by: one session a week for 4 weeks. These sessions will be offered ongoing and as needed.</p> <p>All-day training will be provided for TUPE Counselors</p> <p>Follow up training by Project Coordinator will be made available to TUPE Counselors, school nurses, and available mental health counselors.</p>	<p>All eight lessons are presented to all students enrolled in Project EX in accordance with the <u>curriculum's principles of fidelity.</u></p> <p>TUPE Counselors complete all day training conducted by Project EX trainer as evidenced by <u>certificate of completion.</u></p> <p>Number and percent of students who <u>participate in Project Ex by school</u></p> <p>Proportion of LGBT, Asian, Latino, and African American <u>students referred to Project Ex is consistent with target population needs</u> demonstrated on the CHKS</p> <p>Proportion of Project Ex engaged <u>students whose first language is not English.</u></p>	<p>100% of youth engaged by Project Ex <u>make at least 1 quit attempt</u> and 75% report multiple quit attempts during the program.</p> <p><u>Thirty-day use rate for smoking tobacco declines</u> as reported on annual CHKS.</p> <p><u>Thirty-day use rate for chewing tobacco declines</u> as reported on annual CHKS.</p> <p>Percentage of students who <u>use tobacco on campus</u> will decrease as reported on CHKS.</p> <p>Student responses on a customized survey demonstrate satisfaction with the program, <u>reduced smoking/tobacco use and diminished identity as a "smoker."</u></p>	<p>Project Coordinator meets with Principals to introduce Project EX program at beginning of year.</p> <p>All day training will be provided for TUPE Brief Intervention Counselors conducted by Project EX trainer by October 31, 2013.</p> <p>TUPE Brief Intervention Counselors submit completed pre and post surveys and are turned into Project Coordinator and Project Evaluator.</p>

<p>TUPE Need (4b): <i>Effective assistance for pregnant / parenting minors seeking help in quitting tobacco use</i></p> <p>Sites: All OUSD Middle Schools, High Schools and Alternative Ed/Continuation Schools (All middle school and high school TUPE counselors are trained in Tobacco-Free Generations)</p>	<p>Tobacco-Free Generations -Directed by Project Coordinator -Implemented by the TUPE Cessation Counselor or a school nurse at Independent Study Schools</p> <p>Seven lessons can be implemented over seven weeks. However, each lesson can be taught out of order and the program can be packaged as three lessons up to seven lessons, depending upon the accompanying art project chosen and the amount of time available before transfer to Cal-SAFE school</p>	<p>Target Population: Pregnant teens (N = 25)</p> <p>Two hour training will be provided for TUPE Brief Intervention Counselors, and available school nurses by Project Coordinator.</p> <p>Follow up training by Project Coordinator will be made available to TUPE Brief Intervention Counselors, and available school nurses by Project Coordinator.</p>	<p>Three to seven lessons are presented to all students enrolled in Tobacco-Free Generations in accordance with the curriculum's principles of fidelity and incorporating the California Healthy Kids Resource Center <u>Fidelity Guidelines & Checklists for Research-Validated</u> curricula.</p> <p>TUPE Cessation Counselors complete the two hour training conducted by Project Coordinator as evidenced by <u>certificate of completion</u>.</p> <p>All Tobacco-Free Generations <u>students complete pre- and post-tests</u> turned into TUPE Project Coordinator and TUPE Project Evaluator</p>	<p>A demonstrated increase in knowledge and awareness of the dangers of tobacco as evidenced by post-test results.</p>	<p>Project Coordinator meets with Carolyn Hobbs, Cal-SAFE Principal to introduce program at beginning of year.</p> <p>A designated TUPE Counselor is identified as the Cal-SAFE contact person by October 15, 2013.</p> <p>Coordinated tobacco intervention and cessation case planning will be conducted by TUPE counselors in partnership with Cal-SAFE nurses on an as-needed basis.</p>
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Identified School TUPE Needs Identify site(s) at which activity will occur.	Primary Prevention Programs, Supplemental Prevention Activities, and Intervention/Cessation Activities	Target Groups Include number of students impacted and amount of time involved in project.	Process Measures We will know if we are successfully implementing the planned project.	Outcome Measures We will know we are reaching our goals.	Time Line/ Responsibility Include how often and by whom staff or student services are provided.
<p>TUPE Need (4c): <i>Effective support and assistance for <u>justice involved youth</u> or youth who have experienced trauma or other life stressors that trigger tobacco use</i></p> <p>Sites: Far West, MetWest, Street Academy, Community Day, and Oakland International Alternative Schools</p> <p>Dewey Academy, Ralph Bunche, and Rudsdale Continuation Schools</p>	<p>Mind Body Awareness Project- This tobacco use intervention program serves justice involved youth who have been placed at our Alternative and Continuation High Schools.</p> <p>Uses the practices of mindfulness and other emotional intelligence skills to empower students to discontinue tobacco use and provide opportunities for self-transformation and personal growth to find freedom from post traumatic stress and low self-esteem.</p>	<p>Target Population: Students referred to cessation programs who are currently enrolled in OUSD Alternative or Continuation High Schools. (N = 120)</p> <p>The 8 week program consists of weekly Group sessions delivered with 6-10 youth, followed by one-on-one counseling sessions with same youth to build individual quit plans.</p>	<p>Mind-Body Awareness lessons are presented to all students enrolled in the Mind-Body Awareness Project in accordance with the <u>curriculum's principles of fidelity.</u></p> <p>TUPE Mind-Body Awareness Counselors complete requisite training as evidenced by <u>certificate of completion.</u></p> <p><u>All students complete pre- and post- tests</u> turned into TUPE Project Coordinator and TUPE Project Evaluator to determine effectiveness of this pilot cessation enhancement project.</p>	<p>100% of youth engaged by Mind Body Awareness Project <u>make at least 1 quit attempt</u> and 75% report multiple quit attempts during the program.</p> <p><u>Thirty-day use rate for smoking tobacco declines</u> as reported on annual CHKS.</p> <p><u>Thirty-day use rate for chewing tobacco declines</u> as reported on annual CHKS.</p> <p>Percentage of students who <u>use tobacco on campus</u> will decrease as reported on CHKS.</p> <p>Student responses on a customized survey <u>demonstrate satisfaction with the program, reduced smoking/tobacco use and diminished identity as a "smoker."</u></p>	<p>Mind Body Awareness Project staff/interns will conduct weekly sessions at 4 school sites beginning October 1, 2013.</p> <p>Mind Body Awareness Project staff/interns will administer pre and post survey to all participating students.</p>

<p>TUPE Need (4d): <i>Effective after-hours, family, and bilingual support for quitting tobacco.</i></p> <p>Sites: Available to all Oakland students, teachers, and families via online and telephone access.</p>	<p>California Smokers Helpline</p> <p>Provides online tips, resources and information, and telephone support to quit tobacco use. Discrete program areas include smoking and chewing tobacco with services offered in multiple languages including OUSD's threshold languages of Spanish and Vietnamese.</p>	<p>Target Groups:</p> <p>All students referred to cessation programming that seek "after hours" counseling or support in sustaining quit attempts.</p> <p>All OUSD teachers, staff, and families who may also need tobacco cessation supports.</p> <p>(N=250)</p>	<p>100% of students participating in Smokeless School Days are provided with written information and brochures on how to contact the California Smokers Helpline.</p> <p>100% of parents participating in the SSD information session are provided with written information and brochures on how to contact the California Smokers Helpline.</p>	<p>At least 75% of YTFA will report making at least one referral to the California Smokers Helpline. <u>50% of YTFA will report making multiple referrals.</u></p>	<p>TUPE counselors will reinforce the availability of the CA Smokers Helpline during "after hours" at the close of each session.</p> <p>TUPE counselors will track the number of contacts by students receiving cessation interventions.</p> <p>YTFAs will report any referrals to site coordinators for consolidated monthly report.</p>
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Letters of Agreement

Letters of Agreement are included from the following partner agencies:

1. Alameda County Office of Education, Student Wellness and Safety Programs
2. Alameda County Public Health Department, Tobacco Control Program
3. American Lung Association in California, Greater Bay Area Office
4. Alameda County Office of Education, The California School Age Families Education (Cal-SAFE) Program
5. Mind Body Awareness Tobacco Cessation Program for Justice Involved Youth
6. We Lead Ours (WELO)



Alameda County Office of Education

Sheila Jordan
Superintendent

Damon Smith
Associate Superintendent
of Business

L. Karen Monroe
Associate Superintendent
of Education

BOARD OF EDUCATION

Joaquin Rivera
Trustee Area 1

Marlon L. McWilson
Trustee Area 2

Ken Berrick
Trustee Area 3

Aisha Knowles
Trustee Area 4

Fred Sims
Trustee Area 5

Eileen McDonald
Trustee Area 6

Yvonne Cerrato
Trustee Area 7

**Letter of Agreement
Between
Oakland Unified School District
Tobacco Use Prevention Education Program
&
Alameda County Office of Education
Student Wellness & Safety Programs**

INTENT

It is the purpose of this Letter of Agreement (LOA) to specify the agreement between Alameda County Office of Education (ACOE) and Oakland Unified School District Tobacco Use Prevention Education (OUSD TUPE) in order to provide guidance and training for our community and campus tobacco prevention strategies for 2013-2016, provided OUSD is awarded a 2013-16 TUPE grant.

Alameda County Office of Education

The Alameda County Office of Education (ACOE) works with school districts, schools and members of the community to provide effective, research-based information on drug and tobacco use prevention. ACOE offers training and technical assistance to provide students with the knowledge and skills that enable them to be tobacco free and to help develop California's next generation of tobacco-free advocates.

The Alameda County Office of Education (ACOE) is pleased to partner with OUSD TUPE the preparation and implementation of this TUPE Tier 2 Cohort I project. OUSD TUPE has a long history of working closely with the Alameda County Office of Education for professional development and support in a wide range of content areas including tobacco use prevention education.

OUSD TUPE WILL:

- Nominate up to 3 secondary students who will participate in the Alameda County Tobacco Use Prevention Education (TUPE) Youth Advisory Board.
- Provide meeting space for at least one Youth Advisory Board meeting to take place in Oakland.
- Provide meeting food for at least two Youth Advisory Board meetings.
- Provide appropriate supervision of all Youth Advisory Board members during their participation of this partnership.
- Provide at least one workshop for each Teens Tackle Tobacco Conference
- Provide a copy of the OUSD TUPE Project Plan to the ACOE in order to receive feedback and technical assistance.
- Provide frequent and ongoing communication between Robert Dousa and ACOE to track the effectiveness and advancement of the program and partnership throughout its duration.

313 W. Winton Ave.
Hayward, California
94544-1136

(510) 887-0152

www.acoe.org





Alameda County Office of Education

Shella Jordan
Superintendent

Damon Smith
Associate Superintendent
of Business

L. Karen Monroe
Associate Superintendent
of Education

BOARD OF EDUCATION

Joaquin Rivera
Trustee Area 1

Marion L. McWilson
Trustee Area 2

Ken Berrick
Trustee Area 3

Aisha Knowles
Trustee Area 4

Fred Sims
Trustee Area 5

Eileen McDonald
Trustee Area 6

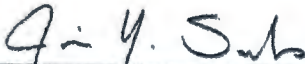
Yvonne Cerrato
Trustee Area 7

ACOE WILL:

- Provide guidance to OUSD Youth Advisory Board members to support their efforts to reduce exposure to tobacco in the communities surrounding our schools.
- Provide Youth Advisory Board meeting schedule to OUSD.
- Provide OUSD Youth Advisory Board members with a stipend in exchange for successful completion of one-year term of service.
- Provide advance notification if the scheduled Youth Advisory Board meeting will be cancelled.
- Provide teacher training in Project TND and Project ALERT curricula; training to be offered at the Alameda County Office of Education.
- Support OUSD in certifying and maintaining its tobacco-free district designation.
- Provide access to cutting edge research and technical assistance to put that research into practice.
- Provide technical assistance on all aspects of the OUSD TUPE grant through quarterly meetings and on-site technical assistance as needed.

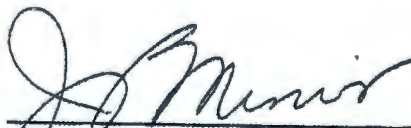
Any changes to this LOA should be made in writing, and agreed to by all parties.

BOTH PARTIES HEREBY AGREE TO THIS LETTER OF AGREEMENT:



Janine Y. Saunders, MPH
Student Health & Safety Manager
TUPE Project Director
Alameda County Office of Education

2/13/2013
Date



Jacqueline Minor
General Counsel
Oakland Unified School District

2/18/2013
Date

313 W. Winton Ave.
Hayward, California
94544-1136

(510) 887-0152

www.acoe.org



Letter of Agreement
Between
Oakland Unified School District Tobacco Use Prevention Education Program
&
Alameda County Public Health Department
Tobacco Control Program



INTENT

It is the purpose of this Letter of Agreement (LOA) to specify the agreement between **Alameda County Public Health (ACPH)** and **Oakland Unified School District Tobacco Use Prevention Education (OUSD TUPE)** in order to provide guidance and training for our community tobacco prevention strategies for 2013-2016, provided OUSD is awarded a 2013-16 TUPE grant.

Alameda County Public Health
Tobacco Control Program

The Tobacco Control Program (TCP) provides tobacco education, prevention services, and technical while working toward the following goals:

- Countering pro-tobacco influences in the community
- Reducing exposure to secondhand smoke
- Increasing the number of smoke-free public spaces, worksites, schools and communities
- Reducing the availability of tobacco products

OUSD TUPE WILL PROVIDE THE FOLLOWING:

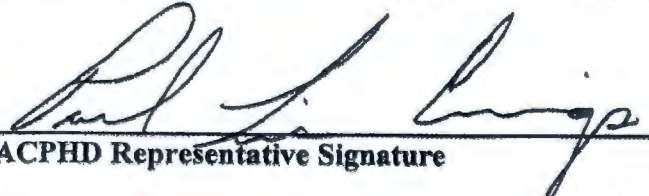
- Provide the project plan to ACPH, align with the public health tobacco control mission, have discussion and make ongoing program adjustments as appropriate.
- Provide a proper space/location where Youth Tobacco Free Advocate Meetings will take place.
- The specific students will be participating in this partnership. 6-12th graders
- A contact person from OUSD TUPE to coordinate with.
- An advanced notification if a space/location will be unavailable for the agreed upon scheduled time
- Appropriate Supervision of all YTFA Site Coordinators during their participation of this partnership
- Frequent and ongoing communication between Robert Dousa and ACPH to track the effectiveness and advancement of the program and partnership throughout its duration.

ACPH WILL PROVIDE:

- Guidance to what Youth Tobacco Free Advocates (YTFAs) can do to support and participate in ACPH Tobacco Control Coalition efforts to reduce exposure to tobacco in the communities surrounding our schools.
- Provide meeting schedule for OUSD YTFAs to participate in ACPHD's Alameda County Tobacco Control Coalition meetings where the development of strategies to reduce exposure to tobacco retail sales & second hand smoke will take place.
- Any additional materials and supplies needed to assist the instruction of such class/program that are not already provided by OUSD TUPE.
- Advance notification if the scheduled ACPHD Alameda County Tobacco Control Coalition meeting will be cancelled or modified.
- Access to cutting edge research and on-site assistance in putting that research into practice.

All programming will occur as the ACPH Tobacco Control Technical Assistance and Oakland Unified School District TUPE Program calendars allow. The YTFA coordinators and Program Manager, Robert Dousa will take steps to ensure consistency within the schedule. Any changes to this LOA should be made in writing, and agreed to by all parties.

BOTH PARTIES HEREBY AGREE TO THIS LETTER OF AGREEMENT:



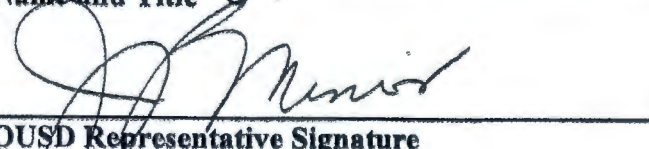
 ACPHD Representative Signature

2/13/13

 Date

Paul Cummings, Tobacco Control Director

 Name and Title



 OUSD Representative Signature

2/18/2013

 Date

Jacqueline Minor
General Counsel Oakland Unified School District

**Oakland Unified School District
Tobacco Use Prevention Education Tobacco Cessation Program
&**



INTENT

It is the purpose of this Letter of Agreement (LOA) to specify the agreement between **American Lung Association in California (ALA in CA)**, Greater Bay Area office and **Oakland Unified School District Tobacco Use Prevention Education (OUSD TUPE)** in order to provide tobacco-free advocacy support for school communities with research materials, and donated support to prevent OUSD youth and families from starting to use tobacco for 2013-2016, provided OUSD is awarded a 2013-16 TUPE grant.

The American Lung Association is the leading organization working to save lives by improving lung health and preventing lung disease through Education, Advocacy and Research.

OUSD TUPE WILL PROVIDE THE FOLLOWING:

- Act as lead agency to facilitate a leadership process that will incorporate all consumers and stakeholders in developing the project plan and in making ongoing program adjustments as appropriate.
- Proper details where tobacco free advocacy will take place.
- An advanced notification of the needs for the successful community tobacco prevention advocacy
- The specific schools and Youth Tobacco Free Advocate students and their adult leader who will be participating in this partnership. 6-12th graders
- A contact person from TUPE Youth Tobacco Free Advocacy
- An advanced notification if an event is cancelled for the agreed upon scheduled time
- Frequent and ongoing communication between Robert Dousa and **ALA in California** to track the effectiveness and advancement of the program and partnership throughout its duration.

ALA in CA WILL PROVIDE:

- As needed, one (1) tobacco advocacy training per school year lasting at least 90 minutes in length to a minimum of 10 youth advocates per session, at an in-kind value of \$200/training.
- 1-3 tobacco-related advocacy consultation sessions to OUSD staff per year, at an in-kind value of \$42/hour
- On-going updates of tobacco control advocacy opportunities in Oakland to OUSD staff

All tobacco free advocacy programming will occur as the ALA in CA and Oakland Unified School District & TUPE Program calendars allow. ALA in CA will provide these services contingent on funding from the Alameda County Public Health Department Tobacco Control Program. Any changes to this LOA should be made in writing, and agreed to by all parties.

BOTH PARTIES HEREBY AGREE TO THIS Letter of Agreement:



ALA in CA Representative Signature

Serena Chen, Regional Advocacy Director

2/15/2013

Date

 **AMERICAN LUNG ASSOCIATION.**
IN CALIFORNIA



OUSD Representative Signature

Jacqueline Minor, OUSD General Counsel

2/18/2013

Date

LETTER OF AGREEMENT

Between

**Oakland Unified School District Tobacco Use Prevention Education
Tobacco Cessation Program**

&



**Alameda County Office of Education
The California School Age Families Education (Cal-SAFE) Program**

INTENT

It is the purpose of this Letter of Agreement (LOA) to specify the agreement between **Alameda County Office of Education (ACOE)** and **Oakland Unified School District Tobacco Use Prevention Education (OUSD TUPE)** in order to facilitate coordination of tobacco services between OUSD TUPE and ACOE's Cal-SAFE program for tobacco using pregnant and parenting teens, provided OUSD is awarded a 2013-16 TUPE grant.

The California School Age Families Education (Cal-SAFE) Program of Alameda County's staff is committed to providing a nurturing and caring learning environment for young parents while completing their high school education. Students learn to make healthy living choices and learn successful parenting techniques. Students in the program receive tobacco cessation information as part of their Life Skills course.

OUSD TUPE WILL PROVIDE THE FOLLOWING:


- Assessment and provision of TUPE services to pregnant or parenting OUSD students at any time prior to transfer to Cal-SAFE
- Notification Carolyn Hobbs, principal of Cal-SAFE, if a pregnant or parenting OUSD student is transferred to Cal-SAFE.
- Coordination with Cal-SAFE to ensure that pregnant and parenting students who are receiving TUPE services have an identified plan for continued intervention and cessation services through Cal-SAFE;
- Ongoing services to Cal-SAFE pregnant and parenting students to the extent necessary to ensure that they are receiving perinatal and related support services; assessment of smoking status; individualized counseling and advocacy services; motivational messages; cessation services, if appropriate; incentives to maintain a healthy lifestyle; follow-up assessment; and maintenance and prevention services;
- A contact person(s) for all ACOE/OUSD TUPE communications;
- Appropriate supervision of all OUSD staff involved in ACOE referrals and coordination;
- Frequent and ongoing communication with Cal-SAFE to track the effectiveness and advancement of the program and partnership throughout its duration.

Cal-SAFE ACOE Student programs and Services WILL PROVIDE:

- Coordination and support of OUSD TUPE referrals to Cal-SAFE
- Coordination with OUSD TUPE to ensure that pregnant and parenting students who are referred to Cal-SAFE by OUSD and have been receiving intervention and/or cessation services through OUSD TUPE have an identified plan for continuation of these services through Cal-SAFE;
- A contact person(s) for all Cal-SAFE/OUSD TUPE communications;
- Frequent and ongoing communication with OUSD TUPE to track the effectiveness and advancement of the program and partnership throughout its duration.

No TUPE grant funding will be allocated to Cal-SAFE for the provision of the above services, which will be provided in-kind by ACOE. Any changes to this LOA should be made in writing, and agreed to by all parties.

BOTH PARTIES HEREBY AGREE TO THIS LETTER OF UNDERSTANDING:



Carolyn Hobbs
Director, Cal-SAFE
California School Age Families Education Program
Alameda County Office of Education

2-13-13
Date



Jacqueline Minor
General Counsel
Oakland Unified School District

2/18/2013
Date

MBA Project, Inc
478 Santa Clara Avenue
Suite 200, Oakland
California 94610
info@mbaproject.org
www.mbaproject.org
1.415.824.2048



LETTER OF AGREEMENT
Between
**Oakland Unified School District Tobacco Use Prevention Education
Tobacco Cessation Program
&**



**MIND BODY
AWARENESS
PROJECT**

**Mind Body Awareness Tobacco Cessation Program for Justice-Involved
Youth**

INTENT

It is the purpose of this Letter of Agreement (LOA) to specify the agreement between **Mind Body Awareness (MBA) Tobacco Cessation Program for Justice-Involved Youth** and **Oakland Unified School District Tobacco Use Prevention Education (OUSD TUPE)** in order to provide tobacco using Justice-Involved OUSD youth with Tobacco Cessation One on One and Group Counseling to educate OUSD secondary students about how to quit tobacco use for 2013-2016, provided OUSD is awarded a 2013-16 TUPE grant.



**MIND BODY
AWARENESS
PROJECT**

is a behavior transformation organization who's core mission is to empower at-risk youth with the tools and competencies to overcome tobacco and substance use, transform negative thought patterns to reduce stress, impulsivity, and increase self-esteem, self-regulation to find real freedom within themselves.

OUSD TUPE WILL PROVIDE THE FOLLOWING:

- Act as lead agency to facilitate a leadership process that will incorporate all consumers and stakeholders in developing the project plan and in making ongoing program adjustments as appropriate.
- Proper space/location where cessation groups will take place.
- An advanced notification of the names of students who will be available for the agreed upon scheduled time
- The specific students will be participating in this partnership. 6-12th graders
- A contact person on site
- An advanced notification if a space/location will be unavailable for the agreed upon scheduled time

- Frequent and ongoing communication between Robert Dousa and MBA to track the effectiveness and advancement of the program and partnership throughout its duration.

MBA WILL PROVIDE:

- MBA Cessation Counselors that will meet at the agreed upon locations, time and schedule arranged with both school sites and OUSD TUPE to provide services towards Tobacco Cessation Group Counseling to educate OUSD Justice-Involved secondary students about how to quit tobacco use
- Appropriate Supervision of all MBA tobacco cessation counselors during their participation of this partnership
- Any additional materials and supplies needed to assist the instruction of such class/program that are not already provided by OUSD TUPE.
- Criminal Background Checks
- **The OUSD LiveScan Form addendum must be attached to this LOA**
- A TB test indicating negative results done within the last 4 years
- Proof of IA compliance (a minimal 48 college units or passed an IA exam) for any individuals who will be in left unsupervised, in charge of a group of students on a regular basis

Advance notification if the counselor will be unable to come to the school site on the agreed upon scheduled date of intervention

All programming will occur as the Oakland Unified School District & TUPE Program calendars allow. The MBA Project Director, Sam Himmelstein will take steps to ensure consistency with in the schedule. Any changes to this LOA should be made in writing, and agreed to by all parties.

BOTH PARTIES HEREBY AGREE TO THIS LETTER OF AGREEMENT:




MBA Representative Signature

2-15-13

Date

Sam Himmelstein, Executive Director

Name and Title



Jacqueline Minor
General Counsel
Oakland Unified School District

2/18/2013

Date



IN THE RIGHT DIRECTION

55 Santa Clara Ave. Oakland, California 94610

www.weleadours.org

MOU between BACR & OUSD TUPE I

Letter of Agreement

Between


Oakland Unified School District Tobacco Use Prevention Education Tobacco Free Advocate Peer Education Program

&

WELO  **We Lead Ours In the right direction**

INTENT

It is the purpose of this Letter of Agreement (LOA) to specify the agreement between **We Lead Ours (WELO)** and **Oakland Unified School District Tobacco Use Prevention Education (OUSD TUPE)** in order to train Youth Tobacco Free Advocates (YTFAs) who will develop strategies to reduce exposure to tobacco retail sales & second hand smoke and to develop Peer Education tobacco prevention activities to educate OUSD secondary students about the dangers of tobacco use for 2013-2016, provided OUSD is awarded a 2013-16 TUPE grant

WELO  is a youth development organization that pledges to train teen youth to transform their communities by becoming leaders who are health conscious, good role models, confident, knowledgeable and compassionate about making health education presentations, while having the will power to succeed and claim their success.

OUSD TUPE WILL PROVIDE THE FOLLOWING:

- Act as lead agency to facilitate a leadership process that will incorporate all consumers and stakeholders in developing the project plan and in making ongoing program adjustments as appropriate.
- Proper space/location where instruction will take place.
- The specific students will be participating in this partnership. 6-12th graders
- A contact person on site
- An advanced notification if a space/location will be unavailable for the agreed upon scheduled time
- Appropriate Supervision of all WELO YTFA Site Coordinators during their participation of this partnership
- Frequent and ongoing communication between Robert Dousa and WELO to track the effectiveness and advancement of the program and partnership throughout its duration.

55 Santa Clara Ave. Oakland, California 94610 Phone: 925-206-2843

WELO Skills Camp is a 501(c)(3) non-profit organization Tax ID: 80-0568806

weleadours@aol.com

Contact Mr. Aikens @ (510)485-6254

Mr. George @ (510)415-0216



IN THE RIGHT DIRECTION

55 Santa Clara Ave. Oakland, California 94610
www.weleadours.org

WELO WILL PROVIDE:

- Youth Tobacco Free Advocates (YTFAs) Site Coordinators that will meet at the agreed upon locations, time and schedule arranged with both school sites and OUSD TUPE to provide services towards training YTFAs who will develop strategies to reduce exposure to tobacco retail sales & second hand smoke and to develop Peer Education tobacco prevention activities to educate OUSD secondary students about the dangers of tobacco use.
- Any additional materials and supplies needed to assist the instruction of such class/program that are not already provided by OUSD TUPE.
- Criminal Background Checks
- **The OUSD LiveScan Form addendum must be attached to this LOA**
- A TB test indicating negative results done within the last 4 years.
- Proof of IA compliance (a minimal 48 college units or passed an IA exam) for any individuals who will be in left unsupervised, in charge of a group of students on a regular basis
- Advance notification if the teacher will be unable to come to the school site on the agreed upon scheduled date of instruction.

All programming will occur as the Oakland Unified School District & TUPE Program calendars allow. The YTFA coordinators Lamont Robinson & Trestin George of WELO will take steps to ensure consistency with in the schedule. Any changes to this LOA should be made in writing, and agreed to by all parties.

BOTH PARTIES HEREBY AGREE TO THIS LETTER OF AGREEMENT:

WELO Representative Signature

2/14/13

Date

Trestin George / Director of Health & Physical ED.

Name and Title

2/18/2013

Date

Jacqueline Minor
General Counsel
Oakland Unified School District

55 Santa Clara Ave. Oakland, California 94610 Phone: 925-206-2843
WELO Skills Camp is a 501(c)(3) non-profit organization Tax ID: 80-0568806
weleadours@aol.com

Contact Mr. Aikens @ (510)485-6254

Mr. George @ (510)415-0216

California Department of Education

Applicant Agency: Oakland Unified School District

PROJECT BUDGET

For completion and inclusion in the "Budget Proposal" section of the Cohort I Tier 2 Application
Construct a chart in the format shown below.

BUDGET SUMMARY		
Object Code	Line Item	Proposed Total Budget
1000	Certificated Salaries	\$ 42,151
2000	Classified Salaries	\$ 157,086
3000	Benefits	\$ 85,442
4200	Books and Other Reference Materials	\$ 28,247
4300	Materials and Supplies	\$ 25,653
4400	Noncapitalized Equipment	
5200	Travel and Conferences	\$ 1,200
5600	Rentals, Leases, Repairs, and Noncapitalized Improvements	
5700	Interprogram Services	
5800-0000	Noninstructional Consultant Services	\$ 15,000
5800-1000	Instructional Consultant Services	\$ 376,650
TOTAL DIRECT COSTS		\$ 731,429
7000	Indirect Costs Estimated at: 4.57%	\$ 33,426
5100	Subagreements for Services (Amounts over \$25,000 per subagreement)	
TOTAL BUDGET		\$ 764,856

Budget Justification Narrative		
Line Item	Budget Description Detail	Proposed Total Budget
1000 Certificated Salaries		
	Eight (8) Sites, eight teachers @: \$23.16 per hour estimated 70 hours per site per school year for three years	\$ 38,909
	Extra Pay (training) for Certificated Teachers	
	Year 1 Project TND or Project Alert Teacher Training: (all) 35 teachers @\$23.16 for 2 hour training	\$1,621
	Year 2 Teacher Training: (1/2) 18 teachers (refresher, turnover) @\$23.16 for 2 hour training	\$834
	Year 3 Teacher Training: (1/2) 17 teachers (refresher turnover) @ \$23.16 for 2 hour training	\$787
	*** All Teachers have received intensive Project Alert and TND training in prior grant cycles. All trainings proposed are for refresher or new teacher trainings as needed.	
	Total	\$ 42,151
2000 Classified Salaries		
	Administrative Support 10% FTE @ \$58,620.69	\$ 17,586
	TUPE Program Coordinator, 75% FTE @ \$62,000	\$ 139,500
	Total	\$ 157,086

3000 Benefits		
	Eight Certificated Teachers, benefits at 35%	\$ 14,753
	Administrative Support, benefits at 45%	\$ 7,914
	TUPE Program Coordinator, benefits at 45%	\$ 62,775
	Total	\$ 85,442
4200 Books and Other Reference Materials		
	Project ALERT (7th Grade) 19 middle schools	
	Free Curriculum on-line	\$0
	Project Towrds No Drug Abuse (TND) (9TH GRADE) 16 high schools	
	32 Curriculums @ \$90 each (1 time purchase, two per high school)	\$2,880
	433 Workbooks annually (for 20% of 2165 9th graders) @ \$12 each	\$15,588
	32 TND videos @ \$25 each	\$800
	32 TND gameboards @ \$15 each	\$480
	32 TND research articles @ \$10 ea	\$320
	Tax & Shipping @10%	\$2,007
	Pack it Up! Peer Education Tobacco Prevention Activity Guide	
	Curriculum purchased	\$0
	Smokeless Saturdays Intervention Curriculum	
	Free Curriculum on-line	\$0

	Project EX for Cessation at 35 schools	
	Project EX Smoking Cessation Guide Manual \$60 each x 5 counselors and 1 admin copy	
	Student Workbooks \$7 each x 250 x 3 yrs	\$360
	Tax & Shipping @10%	\$5,250
		\$563
	Tobacco-Free Generations (Pregnant Minors and Parents Curriculum)	
	Curriculum purchased	\$0
	Total	\$ 28,247
4300		
Materials & Supplies		
	Program Supplies	
	Office Supplies (e.g. folders, paper, binders, etc.) est. \$4,167 for all sites, including the one-time purchase of 5 i-pads for counselors to have students complete surveys online & show prevention videos	\$4,167
	Prevention Supplies (e.g. brochures, posters, pig lungs, tar jars, etc.) est. \$3300 annually all 32 sites	\$11,000
	CHKS Surveys	
	(2014, 2015, 2016) CHKS administration Scantron forms for 35 sites with 9,415 students x \$0.35 x 3 years	\$9,886
	(2014, 2015, 2016) CHKS Raw Data Reports; \$200 annually	\$600
	[costs are estimates, based on 2012 CHKS survey administration costs]	
	Total	\$ 25,653

5200 Travel/ Conference		
	Travel to CDE / Public Health Conferences	
	3-4 meetings / conference annually, (e.g. Community Prevention Initiative Conference) registration/materials fees \$100 x 3years	\$900
	Per diem, \$25/day, 4 meetings /conferences annually x 3 years	\$300
	Total	\$ 1,200
5300 Surplus		
5700 Interprogram Services		
5800 - 0000 Non- Instructional Consultant Services		
	Moira DeNike Consulting	
	\$5,000/year x 3years = \$15,000	\$15,000
	Evaluator will be responsible for the overall design and analysis of various tools to complement the CHKS data, including post presentation tools and questionnaires to measure impacts of peer education session, BI/MI counseling, and smokeless Saturday sessions on changing attitudes and intentions to quit smoking.	
	Total	\$15,000

5800 - 1000 Instructional Consultant Services		
	TUPE Cessation Counselors	
	Contractor A.M. @ \$210/day x 130 days/yr x 3years (4 days a week)	\$81,900
	Contractor MBA. @ \$150/day x 120 days/yr x 3years (3.5 days a week)	\$54,000
	Contractor A.V @ \$150/day x 65 days/yr x 3years (2 days a week)	\$29,250
	TUPE Middle School Intervention Counselor	
	Contractor A.M. @ \$150/day x 165 days/yr x 3years (5 days a week)	\$74,250
	Contractor A.V. @ \$150/day x 65 days/yr x 3years (2 days a week)	\$29,250
	TUPE YTFA Site Coordinators	
	10 school sites, provided 64 hours each of YTFA coordination @ \$30.00, annually for 3 years	\$57,600
	2 Tobacco Free Advocacy Project Coordinators (at 14 sites, for an estimated 40 hours at each site, @ \$30.00 per hour), annually for 3 years	\$50,400
	Total	\$376,650
Total Direct Costs		\$731,429
Total In-Direct Costs	Negotiated Rate for Oakland Unified School District 4.57%	33,426
Total Budget		\$764,856

California Department of Education
Tobacco-Use Prevention Education
Cohort I Tier 2 Competitive Grants

Applicant Agency: Oakland Unified School District

APPLICATION CHECKLIST

Applicants must use and include this checklist to verify that the Tier 2 Application elements are in the required sequence and the application contains all required information.

- Original application and four copies (original has authorized signature in blue ink)
- Each page is single-sided and 8½- by 11-inch paper
- Application stapled or binder-clipped only in the upper left-hand corner
- Application Cover Sheet (Attachment B)
- School Site Participant Identification page(s) (Attachment C)
- If a Consortium Application, a separate Participation Identification page(s) is provided for each district included in the application
- Project Abstract—One-page maximum
- Narrative—25-page maximum, 12-point Arial font, one-inch margins, and page numbers required. Enclosed charts and graphs may be no smaller than 10-point font
- School Race Data and Free and Reduced Price Meals Data Table (Attachment D)
- California Healthy Kids Survey Data Table (Attachment E)
- Project Plan and Activities Matrix (Attachment F)
- Letter(s) of Agreement or Memoranda of Understanding
- Project Budget (Attachment G)
 - Budget Summary
 - Budget Justification
- Application Checklist (Attachment H)



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

May 3, 2013

Dr. Anthony Smith, Superintendent
Oakland Unified School District
746 Grand Avenue
Oakland, CA 94610-2713

Dear Superintendent Smith:

Subject: Grant Award Information for the 2013–16 Tier 2 Tobacco-Use Prevention Education
Competitive Grants for Grades Six through Twelve, Cohort I

Congratulations! The application from your district/local lead agency for a Competitive Tobacco-Use Prevention Education (TUPE) Program grant has been funded.

Soon you will be receiving your official Grant Award Notification (AO-400) along with your Score Sheet and other pertinent documentation.

Your grant is tentatively funded at \$764,856.00 for the term of the grant. Your grant amount will be confirmed when you receive your AO-400 signed by State Superintendent of Public Instruction Tom Torlakson. The Resource Code for this grant is 6690. Should you have questions regarding your budget, please contact Shalonn Woodard, Grants Fiscal Analyst, at 916-319-0197 or by e-mail at swoodard@cde.ca.gov. General TUPE program inquiries may be directed to Greg Wolfe, School Health Education Consultant, at 916-319-0193 or by e-mail at gwolfe@cde.ca.gov.

We look forward to working with you to prevent, reduce, and eliminate the use of tobacco. For technical assistance with implementing your TUPE grant, please contact the Regional Consultant for your county which may be found on the California Department of Education (CDE) Regional Assignments Web page at: <http://www.cde.ca.gov/ls/he/at/regionalassign.asp>. The county TUPE Coordinators are also available to provide technical assistance as you work to implement your TUPE grant. I encourage you to contact them and take advantage of their willingness to help. A list of these contacts may be accessed on the CDE Alcohol, Tobacco & Other Drug Prevention Web page at <http://www.cde.ca.gov/ls/he/at/>.

Sincerely,

A handwritten signature in cursive script that reads "Tom Herman".

Tom Herman, Administrator
Coordinated School Health and Safety Office

TH:sw

cc: Robert Dousa, Program Contact
Janine Saunders, County Coordinator



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