



## 2015/16 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

### 1. Contact Information

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Cohort: K

Year:

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

Botvin's Life Skills Training

Keepin' It Real

Minnesota Smoking Prevention Program

Project Alert

4,650

Project Northland

Project SUCCESS

Project TND (Towards No Drug Abuse)

Project TNT (Towards No Tobacco Use)

SPORT

State-Wide Indian Drug Prevention Program

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

122 6th graders at La Quinta Middle also took the Project Alert course, in addition to the 7th and 8th graders at all schools.

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4. Which other curriculum-based programs (e.g., LEA adopted health curricula, lessons addressing specific populations, etc.) listed below were offered to students in the general population during the 2015/16 school year?

Program/Strategy Name	Number of Participating Students
Anti-Tobacco Media Blitz	
Blowing Away Big Tobacco's Big Lies	
Classroom Animation Studio Kit	
Decisions for Health Series	
Effective Youth and Adult Partnerships	
Enough Snuff	
Guiding Good Choices – Families That Care	
Hands Off Tobacco! Series	
Health and Wellness Series	
Personal/Social Lessons: The Missing Link	
Project ABCD (Analyze, Beware, Create, Disseminate)	
Project ALIVE! (Arts Leading Into Vital Education)	
Project SCAT (Schools and Communities Against Tobacco)	
Something Stinks in Hollywood	
Stay On Track Series	
Teen Health Course Series	
Teens Tackle Tobacco	

5. If a non researched-validated curriculum-based program not listed in the table above was offered, please specify the name of the program/strategy along with the number of projected and participating students in the boxes below.

We hired Royer Studios to train two of our middle school teachers in animation at Jefferson Middle School, the lowest SES school in DSUSD. Each teacher then conducted animation workshops with two of their classes (160 students). Students created 30-second animated public service announcements about tobacco use's dangers and marketing methods. Each year, two more teachers will be trained, so that the number of student-developed PSA's will increase, as will the number of students learning the tobacco related information.

Rainbow Youth Leadership & Empowerment Camp with 50 students, 3-day camp, Barton Flats.

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

7. Which of the non-curricula activities listed below were offered to students in the general population during the 2015/16 school year?

Non-Curricula Activities	Number of Projected Students
Assembly Presentations	473
Law enforcement sting operations to monitor tobacco sales to minors (i.e., Stop Tobacco Access to Kids Enforcement (STAKE) Act or others)	
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	160
Youth Involvement in Anti-Tobacco Advocacy	15,854
Tobacco use prevention Peer Educator	18
Tobacco use prevention focused Service-Learning Projects	0

8. If a non-curricula activity not listed in the table above was offered, please specify the name of the activity along with the number of projected and participating students.

Tamale Festival, Indio, tables staffed during both days with TUPE materials, with verified 120,000 attendees. We don't know how many came to our anti-tobacco tables.

Pride Parade and Youth Zone, 400 students marched and 1,000 students were at TUPE tables and Pride Prom with 525 students.

Rainbow Youth Summit, 225 students. Gay Straight Alliance clubs, Friday Night Live clubs. Club Live, all participate in all TUPE activities with their advisors. Total 6th-12th grade enrollment is 15,854.

Art

9. If you selected *Assembly Presentation* as an activity, please specify the names of the speaker(s) and a brief description of the presentation in the space below:

Rainbow Youth Summit, March, 2016. Doug Hairgrove of Safe Schools, plenary session & other speakers in breakout sessions. Harvey Milk Memorial Brunch, Delores Huerta, Civil rights activist.

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10. Comments pertaining to question 7 are located in the appendix. (Optional)

11. Which of the intervention programs listed below were offered during the 2015/16 school year?

Intervention Programs	Number of students identified	Number of students served
Brief Intervention	n/a	n/a
Craving Identification and Management (CIM)	n/a	n/a
Intervention with Teen Tobacco Users (TEG)	54	54
Project Life	n/a	n/a
Smokeless Schooldays: Smokeless Saturday School	n/a	n/a
Tobacco-Free Generations	n/a	n/a

12. If an intervention program not listed in the table above was offered, please specify the name of the program and the number of projected and participating students.

13. Comments pertaining to question 11 are located in the appendix. (Optional)

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14. Which of the cessation services listed below were offered during the 2015/16 school year? For each program offered provide the number of students identified and served

Cessation Programs	Number of students identified	Number of students served
Adolescent Smoking Cessation-Escaping Nicotine and Tobacco (ASCENT)	n/a	n/a
Enough Snuff: A Guide for Quitting Smokeless Tobacco	n/a	n/a
Helping Teens Stop Using Tobacco (TAP)	54	54
California Smoker's Helpline	15,854	15,854
Project EX: Teen Tobacco Use Cessation Program	n/a	n/a
Project N-O-T (Not on Tobacco)	n/a	n/a

15. If a cessation program not listed in the table above was offered, please specify the name of the program along with the number of students identified to be served and the number of students served in the space below. *(Please do not use acronyms)*

16. Comments pertaining to question 14 are located in the appendix. (Optional)

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17. Indicate which programs were provided to students in the grades listed below

	Research-Validated or Evidence-based curricula-based programs	Other Curricula-based programs	Non-curricula activities	Intervention programs	Cessation programs
6th Grade	X	X	X	X	X
7th Grade	X	X	X	X	X
8th Grade	X	X	X	X	X
9th Grade	n/a	X	X	X	X
10th Grade	n/a	X	X	X	X
11th Grade	n/a	X	X	X	X
12th Grade	n/a	X	X	X	X
Non Traditional	n/a	X	X	X	X

18. Comments pertaining to question 17 are located in the appendix. (Optional)

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19. Indicate which programs were specifically targeted to students in the priority populations listed below (i.e.; a conscientious decision was made to select or tailor programs to impact priority populations). ?

	Research-Validated or evidence-based curricula-based programs	Other Curricula- based programs	Non-curricula activities	Intervention programs	Cessation programs
African American	X	X	X	X	X
American Indian or Alaska Native	X	X	X	X	X
Asian	X	X	X	X	X
Pacific Islander	X	X	X	X	X
Hispanic/Latino	X	X	X	X	X

20. Comments pertaining to question 19 are located in the appendix. (Optional)

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21. How many parenting and/or pregnant minors were identified and served during the 2015 /16 school year under this grant?

	Number of students
Number of parenting and/or pregnant minors identified	36
Number of parenting and/or pregnant minors served	36
Number of parenting and/or pregnant minors in school based programs	36
Number of parenting and/or pregnant minors referred to community programs	36

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

23. How many classified and/or certificated staff were trained in the areas listed below?

Training Type	Classified	Certificated
Trained to deliver program curriculum	1	0
Trained to deliver youth development strategies	1	0
Trained to deliver intervention strategies	1	0
Trained to deliver cessation strategies	1	0
General TUPE information	1	0

24. If staff were trained in areas not listed in the table above please specify the type of training and how many classified and/or certificated staff were trained in the box below.

No one was trained for Project Alert because they are already trained. Six students were trained in Youth Development strategies, and to deliver intervention/cessation/and general TUPE information. The Peer Educator is the classified employee who was trained in all the domains listed.



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

26. How many parents received general TUPE information during the 2012/13 school year under this grant? 15,854

27. If parents received training other than general TUPE information, please specify in the space below the type of trainings or information they received and the number of parents participating in each activity.

This academic year, 25 families participated in our newly launched Tobacco Family Conferences. They saw a SAP for a 90-minute session on quitting and tobacco's harms to the family.

28. Comments pertaining to questions 26 are located in the appendix. (Optional)

29. Were the activities listed in the table below offered in collaboration or coordination with LEAs, community agencies or other organizations?

Activity Type	Local Education Agency	Local public health agency	Local governmental agency	Local non-governmental organization
Curriculum Implementation	Yes	Yes	Yes	Yes
Youth Development activities	Yes	Yes	Yes	Yes
Cessation activities	Yes	Yes	No	No
Intervention activities	Yes	Yes	Yes	Yes
Local tobacco control coalition planning meetings	Yes	Yes	Yes	Yes

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30. If an activity other than those listed in the table above was offered, please specify the type of activity and if the activity was in collaboration with an LEA, community agency, local coalitions, or another agency.

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

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Comments regarding question 4:

Comments regarding questions 5:

Comments regarding questions 7, 8 & 9:

Comments regarding questions 11 & 12:

Tobacco Family Conferences, 25 families as of June 10th, school's end.

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Comments regarding questions 14 & 15:

Smokers' Helpline cards given to every student and also handed out to tobacco users at Tobacco Family Conference and Family Conferences. Of course, we cannot say how many people used the services. QuickList with various tobacco abatement services distributed in enrollment/registration packets at start of school year.

Comments regarding questions 17:

Project Alert class given to all 7th and 8th graders and all 6th graders at La Quinta Middle School.

Comments regarding questions 19:

Comments regarding questions 21:

This year, the TUPE Coordinator counseled each pregnant and parenting minor on the health dangers of tobacco use for them and their children. Furthermore, each student was counseled by Marion Stahl, Riverside County's Office of Education's health advocate. This was our best year in terms of meeting with every student in this situation.

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Comments regarding questions 23 & 24:

Comments regarding questions 26 & 27:

Comments regarding questions 29 & 30:

TUPE materials at all TUPE activities. Each site has TUPE materials posted and distributed. TUPE Coordinator presents monthly at Betty Ford Center where Student Assistance Program Advisory Board meets. Collaborative advisory has representatives from a wide variety of helping professionals and organizations in Coachella Valley, giving TUPE activities a broad-based audience for feedback and outreach activities (and publicity of TUPE events). Activities at Fred Young Labor Camp for peer educators. All parents receive TUPE information in registration packets and any person who uses tobacco in any family conferences at Student Assistance Program are provided TUPE materials and referrals to quitting programs and methods.

If you are the lead agency for a consortium, please list in the space provided below which districts in your consortium contributed to this report.

Desert Sands Unified School District

Cohort: K