

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

1. Contact Information

Name: Elena DeVos

LEA Name: Desert Sands Unified

Cohort: G Year: 2013/14

County: Riverside Phone: 310-403-1261

Email: elenadevos@post.harvard.edu

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

Botvin's Life Skills Training	No
Keepin' It Real	No
Minnesota Smoking Prevention Program	No
Project Alert	Yes
Project Northland	No
Project SUCCESS	No
Project TND (Towards No Drug Abuse)	No
Project TNT (Towards No Tobacco Use)	No
SPORT	No
State-Wide Indian Drug Prevention Program	No

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

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

4. How many students per grade participated in the program/s identified in question 2?

Grade	Number of Projected Students	Number of Participating Students
Grade 6	292	145
Grade 7	2,197	2,394
Grade 8	2,282	2,219
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Non Traditional		
Grade Total	4,771	4,758

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

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

6. Which of the non-research-validated curriculum-based programs (e.g., LEA adopted health curricula, lessons addressing specific populations, etc.) listed below were offered to students in the general population?

Program/Strategy Name	Number of Participating Students
Anti-Tobacco Media Blitz	0
Blowing Away Big Tobacco's Big Lies	0
Classroom Animation Studio Kit	0
Decisions for Health Series	0
Effective Youth and Adult Partnerships	0
Enough Snuff	0
Guiding Good Choices – Families That Care	0
Hands Off Tobacco! Series	0
Health and Wellness Series	0
Personal/Social Lessons: The Missing Link	0
Project ABCD (Analyze, Beware, Create, Disseminate)	0
Project ALIVE! (Arts Leading Into Vital Education)	0
Project SCAT (Schools and Communities Against Tobacco)	0
Something Stinks in Hollywood	0
Stay On Track Series	0
Teen Health Course Series	0
Teens Tackle Tobacco	0

7. 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 held animation workshops from Royer Studios at 3 schools. Students from the Indio Teen Center entered the media contest, 100, which includes Indio High School Students. The 92 Royer students created 30 second animated public service announcements about the dangers of tobacco use.

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

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

9. Which of the non-curricula activities (e.g., Teens Kick Butts, Teens Kick Ash, poster contests etc.) listed below were offered to students in the general population?

Program/Strategy Name	Number of Projected Students	Number of Participating Students
Great American Smoke Out	16,241	16,270
Red Ribbon Week (Tobacco focus)	29,159	29,156
Teens Kick Butts / Ash	0	0
School-Wide contest	16,241	16,270
Tobacco & Hollywood Campaign	0	0
Mission Possible	0	0
Youth Quest	7	7
Assembly Speaker	3,947	571

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

World No Tobacco Day for entire district 29,156 students

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

Anti tobacco video contest for all DSUSD high school students
Carol Addis Poster Contest for county, this years theme was A Healthy Me is Drug Free and specifically includes tobacco as a drug.

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

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

Bud Barnes presented at Summit and Amistad our alternative high schools and to three full assemblies of students at La Quinta Middle school. The other middle schools were not able to have Mr Barnes present because he had a stroke and serious flu complication and thus presented to far few students. This was Mr. Barnes' last laryngectomy presentation due to his health.

13. Comments pertaining to question 9 are located in the appendix. (Optional)

14. Which TUPE Specific Youth Development Activities (e.g., STAKE Act “stings”, local community tobacco control ordinance development/enforcement, media literacy, media production to counter tobacco industry influence) were offered to students in the general population?

Program/Strategy Name	Number of Projected Students	Number of Actual Students
Youth Involvement in Stop Tobacco Access to Kids Enforcement (STAKE) Act	0	0
Other law enforcement sting operations to monitor tobacco sales to minors	0	0
Youth Involvement in Anti-tobacco Advocacy	7	7
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	100	92
Tobacco use prevention Peer Educator	2	2
Tobacco use prevention focused Service-Learning Projects	0	0

15. If a TUPE Specific Youth Development activity not listed in the table above was offered, please specify the name of the activity along with the number of projected and participating students.

The entries for the poster and media contest included a music video, an audio song, Power Point presentation, play scripts, Google posters, 3 dimensional art projects, photo posters, and public service announcements.

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

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

17. How many students from the following priority populations participated in one or more of the youth development strategies listed below during?

	Youth Involvement in Stop Tobacco Access to Kids Enforcement (STAKE) Act	Other law enforcement sting operations to monitor tobacco sales to minors	Youth Involvement in Anti- Tobacco Advocacy	Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	Tobacco use prevention Peer Educator	Tobacco use prevention focused Service-Learning Projects
American Indian or Alaska Native	0	0	0	2	0	0
Asian	0	0	0	7	0	0
Pacific Islander	0	0	0	0	0	0
Hispanic/Latino	0	0	3	63	3	0
African American	0	0	0	6	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	2	8	0	0
Low Socio Economic Status	0	0	6	69	0	0

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

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

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

Intervention Programs	Number of students identified	Number of students served
Craving Identification and Management (CIM)	0	0
Intervention with Teen Tobacco Users (TEG)	86	40
Project Life	0	0
Smokeless Schooldays: Smokeless Saturday School	0	0
Tobacco-Free Generations	0	0

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

Thirty-nine 90 minute tobacco family conferences were held because of referral or suspension, mostly for e-cigarettes or chewing tobacco. 402 sets of educational materials were given to students and their families in these and other family conferences.

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

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

22. How many students from the following priority populations participated in one or more of the intervention programs listed below?

	Craving Identification and Management (CIM)	Intervention with Teen Tobacco Users (TEG)	Project Life	Smokeless Schooldays Smokeless Saturday School	Tobacco- Free Generations
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	1	0	0
Pacific Islander	0	0	0	0	0
Hispanic/ Latino	0	0	36	0	0
African American	0	0	2	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	4	0	0
Low Socio Economic Status	0	0	27	0	0

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

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

24. Which of the cessation services listed below were offered during the 2012/13 school year? For each program offered provide the number of students identified and served

Cessation Programs	Number of students identified	Number of students served
Adolescent Smoking Cessation-Escaping Nicotine and Tobacco (ASCENT)	0	0
Enough Snuff: A Guide for Quitting Smokeless Tobacco	0	0
Helping Teens Stop Using Tobacco (TAP)	3	3
California Smoker's Helpline	16,270	16,270
Project EX: Teen Tobacco Use Cessation Program	0	0
Project N-O-T (Not on Tobacco)	0	0

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

26. Comments pertaining to question 24 are located in the appendix. (Optional)

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

27. How many students from the following priority populations participated in one or more of the cessation services listed below?

	Adolescent Smoking Cessation-Escaping Nicotine and Tobacco (ASCENT)	Enough Snuff: A Guide for Quitting Smokeless Tobacco	Helping Teens Stop Using Tobacco (TAP)	California Smoker's Helpline	Project EX: Teen Tobacco Use Cessation Program	Project N-O-T (Not on Tobacco)
American Indian or Alaska Native	0	0	0	61	0	0
Asian	0	0	0	440	0	0
Pacific Islander	0	0	0	13	0	0
Hispanic/Latino	0	0	0	11435	0	0
African American	0	0	0	319	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	1394	0	0
Low Socio Economic Status	0	0	0	9963	0	0

28. Comments pertaining to question 27 are located in the appendix. (Optional)

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

29. How many parenting and/or pregnant minors were identified and served?

Category	Number of students
Number of parenting and/or pregnant minors identified	49
Number of parenting and/or pregnant minors served	49
Number of parenting and/or pregnant minors in school based programs	49
Number of parenting and/or pregnant minors referred to community programs	49

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

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

Training Type	Classified	Certificated
Trained to deliver program curriculum	0	30
Trained to deliver youth development strategies	0	1
Trained to deliver intervention strategies	0	3
Trained to deliver cessation strategies	0	3
General TUPE information	2	58

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

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

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

34. How many parents received general TUPE information during the 2012/13 school year under this grant?

18,224

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

36. Comments pertaining to questions 34 are located in the appendix. (Optional)

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

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

Activity Type	Local Education Agency	Local public health agency	Local governmental agency	Local non-governmental organization
Curriculum Implementation	Yes	Yes	Yes	Yes
Youth Development activities	Yes	Yes	Yes	Yes
Cessation activities	Yes	Yes	Yes	Yes
Intervention activities	Yes	Yes	Yes	Yes
Local tobacco control coalition planning meetings	Yes	Yes	Yes	Yes

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

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

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

Comments regarding question 2:

We implemented Project Alter in all 7 district middle schools in grades 7-8. Like last year, La Quinta Middle school also had all 6th graders go through program by their principals choice.

Comments regarding question 4:

Enrollment declined in La Qunita Middle School

Comments regarding question 6:

We have shown the PSAs at the board of education meetings and to all principals at the secondary level. We also have shown the PSAs to all secondary counselors and at the Betty Ford Center to the Student Assistance Advisory Board, which meets there monthly.

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

Comments regarding question 9:

Comments regarding question 14:

Comments regarding question 17:

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

Comments regarding question 19:

Comments regarding question 22:

We base our estimates of the priority populations on the ethnic percentages of Amistad High school because TEG interventions were held there.

Comments regarding question 24:

Every middle and high school passes out Helpline information during Red Ribbon Week, No Butts Day and World No Tobacco Day. Additionally, students had a table at the 10-day Date Festival. We estimate that another 1000 people took helpline cards and anti tobacco information there, where DSUSD students had a plethora of anti tobacco materials for people of any age.

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

Comments regarding question 27:

Although we distributed Helpline information to over 16,000 people in brochure called Quick List with Helpline cards, we have no method to determine how many people called to use the services. That data collection methodology is far beyond the scope and capacity of our program. We distribute information at assemblies, at Back to School Nights, family conferences, furthermore, in every family conference, the counselors refer smokers and tobacco users. However, as stated, our numbers do not indicate who uses services.

Comments regarding question 29:

The TUPE Coordinator continued her outreach efforts this year to students who are pregnant or parenting. The number of students counseled this year (49) is more than double last year's 21 students.

Comments regarding question 31:

We distribute SAMSA parent guide entitled Helping Families Support Their LGBTQ Children to all middle and high school counselors, clerical staff, and administrators.

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

Comments regarding question 34:

1,974 in family conferences

3,363 site visits because parents do not have transportation or they have jobs that do not allow them time off. Some families have only one car in the group and they cannot use it. The continuing declining economy, despite reports to the contrary, adversely affects our students and their families.

Comments regarding question 37:

TUPE materials at Youth Zone at Palm Springs Pride Festival, Rainbow Youth Summit, The Date Festival, Friday Night Live, Club Live events. Every district site has TUPE information posted and distributed.