

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

1. Contact Information

Name: Nancy Eagan

LEA Name: Jefferson Union High

Cohort: F Year: 2012/13

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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	No
Project Northland	No
Project SUCCESS	No
Project TND (Towards No Drug Abuse)	Yes
Project TNT (Towards No Tobacco Use)	No
SPORT	No
State-Wide Indian Drug Prevention Program	No

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

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

Grade	Number of Projected Students	Number of Participating Students
Grade 6	0	0
Grade 7	0	0
Grade 8	0	0
Grade 9	1,190	1,111
Grade 10	0	0
Grade 11	0	0
Grade 12	0	0
Non Traditional	0	0
Grade Total	1,190	1,111

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

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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	402

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.

N/A

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

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

Program/Strategy Name	Number of Projected Students	Number of Participating Students
Great American Smoke Out	500	175
Red Ribbon Week (Tobacco focus)	700	300
Teens Kick Butts / Ash	0	0
Schoolwide contests	0	0
Tobacco & Hollywood Campaign	0	0
Mission Possible	0	0
Youth Quest	0	0
Assembly Speaker	0	0

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

See appendix for complete answer

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

N/A

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

N/A

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	0	0
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	0	0
Tobacco use prevention Peer Educator	1,190	1,111
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.

N/A

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

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

	Youth Involvement in Stop Tobacco Access to Kids Enforcement (STAKE) Act	Other law enforcement sting operations to monitor tobacco sales to minors	Youth Involvement in Anti- Tobacco Advocacy	Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	Tobacco use prevention Peer Educator	Tobacco use prevention focused Service-Learning Projects
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	5	0
Pacific Islander	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	4	0
African American	0	0	0	0	1	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	2	0
Low Socio Economic Status	0	0	0	0	4	0

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

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

Intervention Programs	Number of students identified	Number of students served
Craving Identification and Management (CIM)	0	0
Intervention with Teen Tobacco Users (TEG)	0	0
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.

See appendix for complete answer

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

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

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

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

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

Cessation Programs	Number of students identified	Number of students served
Adolescent Smoking Cessation-Escaping Nicotine and Tobacco (ASCENT)	0	0
Enough Snuff: A Guide for Quitting Smokeless Tobacco	0	0
Helping Teens Stop Using Tobacco (TAP)	0	0
California Smoker's Helpline	150	375
Project EX: Teen Tobacco Use Cessation Program	0	0
Project N-O-T (Not on Tobacco)	100	53

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

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

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

	Adolescent Smoking Cessation-Escaping Nicotine and Tobacco (ASCENT)	Enough Snuff: A Guide for Quitting Smokeless Tobacco	Helping Teens Stop Using Tobacco (TAP)	California Smoker's Helpline	Project EX: Teen Tobacco Use Cessation Program	Project N-O-T (Not on Tobacco)
American Indian or Alaska Native	0	0	0	0	0	6
Asian	0	0	0	0	0	17
Pacific Islander	0	0	0	0	0	8
Hispanic/Latino	0	0	0	0	0	13
African American	0	0	0	0	0	5
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0	4
Low Socio Economic Status	0	0	0	0	0	12

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

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

Category	Number of students
Number of parenting and/or pregnant minors identified	7
Number of parenting and/or pregnant minors served	0
Number of parenting and/or pregnant minors in school based programs	0
Number of parenting and/or pregnant minors referred to community programs	0

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

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

Training Type	Classified	Certificated
Trained to deliver program curriculum	1	12
Trained to deliver youth development strategies	0	0
Trained to deliver intervention strategies	1	0
Trained to deliver cessation strategies	1	0
General TUPE information	1	12

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

none

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?

1,942

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.

none

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

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

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

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.

See appendix for complete answer

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

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Comments regarding question 2:

JUHSD adopted TND in Health 2010 and continues to deliver it in 9th grade Health. Fall 2012 TUPE collaborated w/Associate Superintendent - Education (ASE) to manifest an all-day Professional Development which convened 10/15. All schools' Health teachers participated. TUPE helped create agenda with contracted facilitator, started the event and took part as appropriate. After lunch the ASE facilitated a process by which all teachers new to Health (5) connected with a mentor by day's end. See Q5.

Comments regarding question 4

Included in the 1,111 students who passed Health 2012-13 were some seniors who needed to pass Health in order to graduate and a few juniors. Each fall TUPE helps facilitate Professional Development to ensure all teachers are trained in Project TND and the Health Course of Study. Before each spring semester TUPE makes contact with teachers new to Health and provides them with TND materials; shortly thereafter they connect with a mentor teacher. TUPE will help identify Health mentors fall '13.

Comments regarding question 6:

9 Peer Educators created PowerPoint, using Teens Tackle Tobacco for activities/creative ways to engage audience, presenting in 13 Pacifica classes. OUTCOME DATA: 86% rated "Excellent/Good." 85% more aware of harm. 89% non-smokers will not start. 71% intend to share information w/friends. 60% learned new refusal skills from skits. Seven wanted help to quit. Marijuana prevention included due to rise in use. DATA: 78% more aware of harm; 57% learned refusal skills; 78% intend to not start. See also question 16.

Comments regarding question 9:

None

Q10 If a non-curricula activity no listed in the table for question 9 was offered, please specify the name of the activity along with the number of projected and participated students.

STUDENT FOCUS GROUPS at 3 schools with highest need. Target 18, final 20.

Comments shared include: 1. Most perceived use down; weed use up. 2. Administrators less tolerant of smoking outside gate; patrol more. 3. Hookah pen, swishers, e'cigs (even in class), Black & Milds. 4. Mini vaporizer pens heat hash oil, getting popular. 5. Smoking increases during stressful times (finals, Nov. & Dec.). 6. "Peer pressure, seeing friends smoke makes me smoke even if I want to quit." 7. Heard if you smoke cigarettes while drinking, get more drunk. 8. Cigarettes cheaper than weed; easier access. 9. Want to be cool; boredom. 10. Family/friends smoke; curious. 11. If can't get weed, smoke cigarettes...to relax. 12. Heightens intoxication w/other drugs. 13. "Like the feeling I get;

effects on brain; feel different." 14. Tried when I was young; crave it now.

SUGGESTIONS FOR IMPROVEMENT: 1. Want shorter sessions, meet more often. 2. Start quit group sooner, Sept; 3. Students should get class credit for participating and finishing Quit Group. 4. TUPE sends text messages in between. 5. Guest speakers; e.g., laryngectomy survivor with stoma; ex-smokers; students on our campus who went through Quit Group; people struggling to quit, especially youth. 6. Tell us how cigarettes are made. 7. Show us the real human lungs more often. 8. Set up a blog for group participants because we need more support. 9. Have students co-facilitate the group. 10. Have group meet same time, same day of week, same place, more than once a week. 11. We need regular communication to remind us what we learned to help us stay quit or cutting back...we forget.

Comments regarding question 14:

LAW ENFORCEMENT: Over a four year time span, 2004-2008, TUPE partnered and collaborated with Youth Leadership Institute who empowered district youth as informed, skilled leaders, engaging PPD and City Council in order to manifest a strong model Tobacco Retail License Ordinance for Pacifica (TRL). The ordinance was adopted spring 2008 and annually started bringing the city \$9,000 income representing \$300 per merchant. Only a small portion was and currently is allocated to PPD for enforcement operations. A Sergeant, two officers and Police Explorers work overtime to carry out this essential tobacco control work. Pacifica is a very small town, therefore district youth have continually declined to be involved because they shop in the stores targeted and fear/dread they would be recognized. Unfortunately, during 2012-13 fiscal year, it was not possible for PPD to conduct a TRL enforcement operation. The next operation is planned for late July, early August 2013. District TUPE has a meeting scheduled with Pacifica Police Department late August during which a new Letter of Agreement in conjunction with the TUPE 2013-14 grant year will be negotiated. Cost-sharing for PPD overtime likely part of the agreement which will require a revision to TUPE's budget. TUPE has already approached administration asking the district to absorb the increased Indirect Cost Rate for 2013-14 which went from 5.78% to 7.65%. This will free up some of the money TUPE will need to help Pacifica Police Department pay for necessary overtime for enforcement operation(s). Other object codes will need to be revised as well. Daly City does not have a Tobacco Retail License Ordinance though local government and non- government agencies have advocated for one over the years. A recent priority has been smoke-free multiple housing units. In spring 2013 the San Mateo County Tobacco Prevention Program and Tobacco Education Coalition presented an award to City Council for adopting and passing a strong ordinance for multiple housing; TUPE was proud and honored to be present at the event. Earlier in the year Breathe California succeeded in manifesting a similar, long-time-in-the coming ordinance in San Francisco. Currently and in the foreseeable future advocacy and ordinance work in Daly City will likely be focused on Responsible Beverage Server Training, led by North County Prevention Partnership (lead agency Asian American Recovery Services). District TUPE participates/volunteers on the leadership committee.

TUPE PEER EDUCATION: The written evaluations from freshmen who received the interactive presentation indicated that the Peer Educators had a positive and hopefully

long-lasting impact as evidenced by the following TAKE-AWAYS SHARED:

1. "...Examples persuaded me about cons of using tobacco/weed" 2. "I learned not to give in when you are pressured to smoke." 3. "The more young you are, the more addicted you can be." 4. "The effects can be horrible, physical and psychological." 5. "What the lungs look like." [real adult & youth lungs]. 6. "That smoking anything or even breathing in smoke can cause your lungs to decay." 7. "The props!" 8. "What's in cigarettes is very harmful; weird/bad ingredients." 9. "I learned what tar looks like in the lungs and it's nasty." 10. "Short- and long- term effects." 11. "I learned a lot about the effects of smoking tobacco which grossed me out to the point where I am even more sure that I will never smoke." 12. "How tobacco can cause bad effects to your whole body." 13. "That being addicted can affect others in your family because it can be genetic." 14. "Smoking depletes athletic ability drastically." 15. "Smoking can greatly harm your health for a long time." 16. Tobacco and drugs are more harmful than they seemed and they can ruin your life." 17. "...good ways to say No!" 18. "...about marijuana and how it isn't better than tobacco." 19. "Smoking both tobacco and marijuana is extremely bad for your health." 20. "Now I kinda want to help my parents and get them to stop." 21. "All the different cancers you can get from smoking." 22. "How much tar it puts in your body." 23. "[Smoking tobacco] could mess up your sperm count." 24. "...you can get a disease many years later after you quit." 25. "That it affects your body & brain a lot; can affect memory." 26. "I very much under-estimated the effects, how harmful tobacco and marijuana are." 27. "That I am not the only one smoking or on marijuana." 28. "The importance of staying healthy." 29. "That tobacco really ruins your life in many ways." 30. "To warn friends/family about drugs and to not do it or stop." 31. "That your brain is not fully developed until 25, you are more likely to get addicted younger." 32. "...smoking doesn't just affect your lungs and brain but other parts of your body." 33. "Not all of your peers are smoking; barely anyone is." 34. "The tar in your lungs; how your lungs get larger." 35. "How it can affect your school life and mental health." 36. The effects of butts on the environment." 37. "What to tell my dad so he stops smoking." 38. "The unbiased facts about the effects of tobacco." 39. "...kinds of chemicals in cigarettes. More sources needed to back up your facts to be more convincing to other kids." 40. "Effects of tobacco/marijuana; prevent it in myself & others." 41. "To teach my family/friends what the effects are." 42. "...the tragic result of what happens to people's lungs...really convinced me." 43. "Hang out with the right people and say, No."

Comments regarding question 17:

None

Comments regarding question 19:

District TUPE reviewed the Tobacco Policy to determine if it needed to be revised to incorporate the new intervention protocol and TUPE referral/citation. The San Mateo County Office of Education Prevention Coordinator was consulted and it was his opinion that a revision was not necessary. Presentation of the protocol and citation occurred at the September Vice Principals of Administration (VPA) meeting. The range of consequences changed, eliminating Smokeless Saturday School because during the first two years of the current grant it was not feasible due insufficient second Tobacco Policy violations.

VPA's proposed and TUPE agreed it best to make the second consequence the same as first, mandatory after school Alternative to Suspension (ATS) based on the positive evaluations and percentage of students that went on to join a Quit Group. If a student failed to show for an ATS session a second time, the VPA assumed responsibility to issue appropriate consequence on a case- by-case basis. TUPE emphasized to the administrators the importance of referring tobacco users for intervention to TUPE plus entering tobacco- related incidents in the Student Information System, Discipline by Grade by state codes. The Director of Pupil Personnel Services shared with TUPE that she continually reminds VPA's to take time to enter discipline data, including the lesser, multiple code violations even though only the most serious is the one for which consequences result. TUPE will again bring this up fall 2013 because there are likely incidents occurring where tobacco use/products are present but get overlooked due to the magnitude of more serious infractions. Included in the new Tobacco Referral Policy and Intervention Protocol and the TUPE Referral Form and Citation system, a voluntary, non-punitive, confidential referral system. TUPE collaborated with VPA's to distribute to and encourage staff and faculty to notify TUPE via email students who are known to be tobacco users. The primary source of referrals TUPE anticipated was likely to be the Campus Supervisors but they were reluctant for fear students would know who "ratted" them out. TUPE did receive a few referrals but not as many as anticipated. The VPA's fully supported this idea and periodically sent emails out as reminders. Fall 2013 TUPE will consult with VPA's & present at school wide staff meetings. OUTCOME DATA includes: 1. 62% rated session "Excellent;" 38% "Good." 2. 63% reported, "Yes, a lot" session helped [him/her] think about cutting back on tobacco or quitting; 37% "A little." 3. 44% had "quit and [were] trying to stay tobacco free." 4. 56% [were] trying to quit." 5. 100% made at least one quit attempt since s/he was in the Awareness Class. (Interviews occurred 30 days after session.) 6. 89% had cut back because of the class. 7. 14% signed up for a Quit Group after the Awareness Class. 8. 100% reported they received community-based resources to help youth and adults quit smoking. 8. COMMENTS SHARED: 1. "I am moderately committed to stopping smoking tobacco. # per day was 10, after session only 5." 2. Most useful part was "...talking about how your lungs will look when you smoke for a long time; how much money I save." 3. Knowing the causes and effects of tobacco use helpful. 4. "I realized how bad tobacco is and I'm glad I know now than finding out later." 5. "Thanks for the extra support." 6. "The movie was really good." 7. "This session was awesome!" 8. "Learning how much is in a 4Loco." 9. "I wanna thank this program for helping me quit and saving my life, showing what it can do to me and my body. Thank you so much!!!" 10. "The video really turned things for me. Ms. Sha is best ever!"

Question 20:

JUHSD has used "N-O-T" Alternative to Suspension (ATS) since 1999, with consistent, compelling outcomes demonstrating its effectiveness. Data suggests many participants are transformed from non-contemplators of quitting/cutting back to contemplators then action-takers...committed to continue the stages of change processes consciously. Fifteen students were referred to TUPE for ATS; nine attended mandatory ATS completing a written evaluation. The remaining six were disciplined by Vice Principal of

Administration in appropriate manner (case-by-case) as per the new 2012-13 Tobacco Referral Policy and Intervention Protocol and the TUPE Referral Form and Citation, created by District TUPE and implemented district wide. TUPE periodically printed out electronic student reports entitled, "Discipline by Grade," broken down by state codes as a cross-check. At year end TUPE found 13 tobacco-related incidents documented in that report, codes 53 and 900. There were two additional students at the continuation school whom TUPE served though not included, for a total of 15.

Priority population data was not collected with the survey instrument. The district will revise the evaluation tool to fulfill this demographic data request.

Comments regarding question 22:

None

Comments regarding question 24:

JUHSD has used ALA's N-O-T since 1999 and has helped hundreds cut back & quit. In fact, the district was the first secondary school district in the Bay Area to implement N-O-T, at Westmoor. "The program is included in the NREP's repository of science-based programs, is listed on the Substance Abuse and Mental Health Services Administration's Model Programs Web site, and is now a Model Program, which could increase support for its dissemination nationwide. This recognition should help make NOT even more widely available to help teenagers in need " (<http://www.cdc.gov/prc/prevention-strategies/smoking-cessation-program.htm>). Approximately 100 smokers were identified across 5 schools 2012-13, 53 were served and 38 completed the written evaluation, many 30-45 days following final group session in in-person interviews. Students' written evaluations of N-O-T suggest how participating helped them move with confidence along the stages of change; e.g., cutting back, quitting completely, quitting again, maintaining intention to quit.

OUTCOME DATA: Three schools are covered in the first section, referred to as follows: Thornton as THS, Oceana as "O" and Terra Nova as "TN."

1. "I have quit smoking tobacco completely:" 55% THS, 33% each O and TN. 2. "I have quit and am trying to stay tobacco free:" 60% O, 49% THS, 29% TN. 3. "The amount of tobacco I am smoking has gone down:" TN 50%, 36% THS, O 33%. 4. "I am attempting to quit:" 36% TN, 24% THS, 17% O. 5. Those not smoking reported being "Extremely confident" they would remain tobacco free for the next 6 months: 50% THS, 33% O, 25% TN. 6. Those currently smoking, 30% THS were "Extremely committed," O 17% and TN 0%; and "Very committed, 50% each O, TN and 30% THS. 7. 100% O and TN had cut back on smoking because of the Quit Group; 90% THS. 8. 86% TN had cut back on using marijuana because of the Quit Group, nearly 2/3 THS and 50% O. 9. 100% reported receiving resource handouts about where adults and youth can get support to quit smoking: California Smokers Helpline; Breathe California; Kaiser Permanente quit classes; Smokefree TXT. Comments shared by participants on evaluation forms:

THORNTON: a. "I liked the group; it taught me many things." b. "It motivated me to stop smoking and cut back on marijuana." c. "This is a great program." d. "[The group] gave a lot of good information." e. "Everything is okay; a great experience." OCEANA: a. "It helped motivate me to quit." b. "I enjoyed energy/support Ms. Sha gave us; will

continue to keep trying to quit fully, stay tobacco & marijuana free.” c. “More people needed for more conversation to quit.” d. “I learned a lot; hope to stay tobacco free.” e. “Very good.” f. “It was very helpful.” g. “I do want to start back up again because it really helped me.” TERRA NOVA: a. “Ms. Sha is awesome!” b. “Yo, Ms. Sha! Thank you so much for helping me; taking time out of your day.” c. “Thank you, Ms. Sha. Amazing job this year!” d. ”Everybody so supportive. Ms. Sha is awesome, helped me a lot; cut down quite a bit; learned a lot. Am thankful I joined the group; would be a mess without it.” e. “I really enjoyed environment.” WESTMOOR: TUPE contracted w/Breathe California for tobacco prevention/cessation services. Counselor helped; faculty resisted. Started w/23, 12 @ 3 of 4, 10 @ last 1: a. All but 1 quit/cut down by last session, b. Most smoked marijuana more than tobacco. PRE-SURVEY (17): a. 18% quit before group; 82% current smokers. b. 35% smoked 1-5x/day; 29% only social events. c. 59% tried to quit prior: 29% 1-5x; 18% 3+x. d. Goal: 59% Cut down a little/12% a lot; 12% quit. POST-SURVEY (10): A. 30% quit; 60% cut back. B. Goal: 30% each, cut down "a little," "a lot;" 20% quit.

Comments regarding question 27:

Priority populations' demographic data was not collected by either the district or Breathe California's as part of written programs' evaluations. The numbers entered in the Not on Tobacco column above are estimates shared with district TUPE after the groups had completed. In 2013-14, all evaluation tools no matter the provider will collect demographic data from students participating in cessation services.

Comments regarding question 29:

In 2012-13 school year, seven JUHSD students, parenting and/or pregnant minors, were identified and served by the Daly City Youth Health Center. These students were referred to JUHSD's Independent Study Program which provided a mandated weekly group counseling session. None of the seven were known to be tobacco users in need of TUPE services. This statement is provided with certainty because TUPE provides the Independent Study Program with a written evaluation tool to identify tobacco users the content of which is incorporated into the intake process.

Comments regarding question 31:

All teachers teaching Health in 2012-13 participated in a Professional Development Day October 15. The goal was to facilitate district wide familiarity with the new 2012 Health Course of Study and Pacing Guide into which Project TND was incorporated. TUPE collaborated with the Associate Superintendent of Education to schedule and plan this event. As soon as the trainer was identified, TUPE provided input on the agenda, lead teachers' involvement and logistics. District TUPE got the day started and took the floor briefly throughout the morning, adding content where appropriate, explaining TUPE programs, services and need for voluntary, confidential referrals of tobacco users. Emphasis was placed on prevalence data, intervention/referrals and voluntary cessation which involves pulling students out of class (grades 10 through 12 usually). Three

certificated Health teachers new to Health at Oceana High School were trained by Westmoor's Health teacher expert in Project TND and the new Course of Study because she helped create the latter. District TUPE supported Oceana teachers plus 2 teachers at 2 other schools new to Health. TUPE consulted with and integrated into the agenda the Associate Superintendent who introduced a proven best practice, teacher mentoring, so that each semester teachers new to any subject get the support they need from a colleague. The outcome was teachers needing support in the regular Health curriculum and/or TND connected with a teacher before day's end and thereafter as needed throughout the year. One new TUPE Site Coordinator, a graduate intern in the San Francisco State University School Psychology Program, was trained to set up confidential referral system; promote TUPE programs and services; collaborate strategically with administrators, staff and faculty; deliver and evaluate Not on Tobacco Alternative to Suspension and promote/implement/evaluate voluntary cessation programs. The sites were Jefferson and Thornton in Daly City.

Comments regarding question 34:

All parents got TUPE information in summer mailing. 3 schools' parents received auto-dial memo w/Survey. TUPE spoke @ 2 Student/Parent/Teacher groups who want more outreach & education.

PARENT SURVEY was implemented in three schools with benefit of the same collaboration with SMCOE Prevention Coordinator as for the Staff Survey.

TUPE conducted in-person and on-line surveys receiving responses from 160. The feedback was insightful, much of which will be incorporated into 2013-14 program content, promotion and services. Outcome data includes:

1. All but 2 had concerns about students smoking tobacco/using other tobacco products; 85 articulated their concern(s) which will be thoroughly analyzed by TUPE and site staff so many of them can be acknowledged and addressed.
 2. 15% thought tobacco use was decreasing on their child's campus; 17% decreasing; and 69% did not know. TUPE can easily address this by more widely disseminating CHKS data.
 3. Other tobacco products parents thought students were using: 120 did not know; 16% (19) hookah; 9% e-cigarettes (11); 8% chew/dip/snus/snuff/spit tobacco (10). Youth are beginning to experiment with/use e-cigarettes and hookah pens which TUPE has already incorporated into Peer Education but going forward outreach materials must include this topic.
 4. 14 parents thought a particular group of students needed to be served; all others did not know or answered "No." The groups were: Freshmen, girls smoking on Mission Street; low performing students; Asian and Pacific Islander boys; athletes; "all students;" those smoking across street before school; "A lot of Filipino males...feel guilty and show desires to quit but don't seem to think there are resources;" "Students who have difficulty in school academically, socially or emotionally." This information will help TUPE with more strategic targeting that involves youth in each of those groups.
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5. Opinion about where students under age 18 were getting... Cigarettes 66; other tobacco products 30; No opinion 49. No new news here with friends, family and a few stating retail sources. TUPE helped manifest in Pacifica (2008) a Tobacco Retail License Ordinance and continues to partner/collaborate with Pacifica Police Department on enforcement operations.
 6. 33% knew about district Tobacco Policy (39; 28 were Oceana parents); 83 parents did not know about it. This is another simple fix. TUPE needs more outreach at Jefferson and Thornton. At the beginning of the school year TUPE goes into classrooms announcing policy, programs and services. TUPE could easily arrange auto-dials to parents and get press in parent newsletters at the same time.

Fifty-one parents, or one in three, offered suggestions for which TUPE is grateful. Each suggestion will be considered as we create more frequent, effective outreach to parents.

Comments regarding question 37:

BREATHE CALIFORNIA: JUHSD and the agency had an MOU for the second year in 2012-13 that included a negotiated comprehensive scope of work for provision of tobacco prevention and cessation services at Westmoor High. **SAN MATEO COUNTY TOBACCO PREVENTION PROGRAM** and the **TOBACCO EDUCATION COALITION:** TUPE is a long-time valued high school partner and continued in 2012-13 to participate in meetings, information sharing and activities. JUHSD continues to be the sole and consistent high school district partner and member. **SAN FRANCISCO STATE UNIVERSITY, SCHOOL PSYCHOLOGY:** For the third year, 2012-13, the district negotiated a mutually beneficial contractual agreement and secured a first year graduate intern to serve as TUPE Site Coordinator at two schools, delivering prevention education, intervention and cessation services at the continuation school (Thornton) and Jefferson in Daly City. The Special Services Counselor at Thornton will serve as her clinical supervisor and the School Psychologist serving both schools will facilitate experience counseling students, most of whom present with tobacco use issues with self or family. **LOCAL GOVERNMENT AGENCY:** TUPE negotiated for and received a Letter of Agreement between the district and Pacifica Police Department which provided for one Tobacco Retail License Compliance Check each school year during the 2010-13 TUPE grant period. In 2012-13, TUPE contacted PPD several times to inquire about planned/completed operation(s); and due to several changes in key leadership positions, staff and budget shortages, a murder in town and other unforeseen challenges and priorities, there was an on-going communication breakdown. In spite of numerous timely inquiries, TUPE did not learn until early July that an operation was not possible in 2012-13 and that one will likely be implemented late July or August, 2013. TUPE and two police Captains have a meeting scheduled for the last week of August to discuss collaboration in 2013-14 including negotiation of a new Letter of Agreement which will most likely include cost-sharing of overtime. **YOUTH DEVELOPMENT ACTIVITIES:** In Pacifica schools, TUPE Peer Educators participated and benefited from training and program evaluation provided by Youth Leadership Institute because they were a Friday Night Live chapter. Some of those same students also served as Peer Educators and/or Team Leaders for the local Kaiser Permanente Community Benefit Grant Program for which the district has received funding the past five years. Since district TUPE provides

in-kind oversight to the Kaiser project, collaboration is seamless and optimal services and outcomes are possible. These same elements of added value will be enjoyed by TUPE 2013-14.

Q38. If an activity other than those listed in question 37 was offered, please specify the type of activity and if the activity was in collaboration with an LEA, Community agency, local coalition, or other agency.

STAFF SURVEY (3 schools; collaborated with San Mateo County Office of Education, Prevention Coordinator for strategies, survey tools, evaluation): 1. 94% knew services were available on campus to help students using tobacco. 2. 68% were aware of students using tobacco on and/or off campus; mostly seen off and near campus. 3. Some students smell of tobacco. 4. Several referred students to TUPE. 5. Administrator helps teacher refer students to TUPE (ATS). 6. Some students share with faculty they are in TUPE program. 7. Mornings after evening community events faculty had seen cigarette butts in parking lot. 8. 25% believe smoking is decreasing on their campus; 4% increasing and 71% do not know. 9. Smokeless pipes available now; "I find it harder to detect use." 10. 58% knew Tobacco Policy as it relates to adults and students. 11. 65% think education focused on tobacco prevention for youth and young adults is "very important," 32% "somewhat important." 12. "There is too much advertisement promoting smoking." 14. "This is a key time for prevention as students consider experimenting and before they become addicted to nicotine." 15. "While I agree it is important, instructional time is limited. I believe the topic is a standard in the health curriculum." 16. 80% think it is "very important" to help students who use tobacco products learn how to cut back and/or quit." SUGGESTIONS FOR IMPROVING TUPE: a. "...students teach other students about dangers of use." b. "More communication...classroom visits...flyers...more bulletins." c. "Expand Health requirement to 10 credits and include TUPE." d. "Keep bringing the display lungs to school." e. Connect it to lunch/homeroom period." f. "Talk to staff...I know TUPE [exists] when students are pulled from my class." g. "Please incorporate marijuana education/prevention...drug of choice." h. "...introduce when kids are younger." i. "Building TUPE into all curriculum, not just Health and Special Services Counselor's programs." j. "Bring cross-curricular programs and lesson plans." k. "Students need to meet more ex-smokers (or current)...ones with stoma...also meet athletes who lost their ability to smoking." l. "Get students to start a campaign that could be posters, poetry, skits...school wide." m. "Engage former smokers in supporting students who are current smokers and want to quit." n. "I know a lot of students who admit to working with TUPE; they learn a lot." o. "...[TUPE needs to be] more involved within the school." p. "During the school day instead of after school [from continuation school]." q. "...expand program to classes outside of Health."
