



2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

1. Contact Information

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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	Yes
Project Alert	No
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)

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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	40	20
Grade 8	0	0
Grade 9	0	0
Grade 10	0	0
Grade 11	0	0
Grade 12	0	0
Non Traditional	0	0
Grade Total	40	20

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	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.

The Girl's Empowered program is an 8 week curriculum that covers tobacco use prevention lesson plans and its impact on a young girl's physical image and overall health. 15 middle school teen girls participated in the program.

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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	1,000	500
Red Ribbon Week (Tobacco focus)	40,000	40,000
Teens Kick Butts / Ash	500	500
School-Wide contest	5,000	5,000
Tobacco & Hollywood Campaign	100	150
Mission Possible	0	0
Youth Quest	0	0
Assembly Speaker	1,000	1,000
World No Tobacco Day	500	500

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.

Over 2,000 students participated in the student-led Men's Leadership Academy and Black Student Union, Grades Up Campaign and Red Ribbon Prevention Month to improve grades, attendance, and to inform students at John F. Kennedy High School on the impact of alcohol, tobacco, and drug use on their overall health and education. Over 1,500 students were engaged and participated in the Summer of Service, Go B'Nanas Health and Wellness Mobile Camp that addressed tobacco use prevention

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

Over 5,000 students received the Kaiser Permanente "Don't Buy the Lie" billboard contest. Over 5,000 students engaged in the tobacco use prevention social media contest" Photo Mania Contest.

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

Dr. Victor DeNoble was an “Assembly Speaker” in the Fall, 2014 and Spring 2015 at various schools reaching over 1,000 students.

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	25	17
Other law enforcement sting operations to monitor tobacco sales to minors	0	0
Youth Involvement in Anti-tobacco Advocacy	150	150
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	100	100
Tobacco use prevention Peer Educator	40	40
Tobacco use prevention focused Service-Learning Projects	50	100

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.

Students in the Friday Night Live/Club Live, Men's Leadership Academy, Black Student Union, Girl's Empowered, Student Advisory Council Executive Members and School Reps from all middle and high schools, and Summer of Service programs produced service-learning projects addressing issues including alcohol, tobacco, drug, and violence issues (projected: 5,000; participated:5,000).

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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	10	5	0	5
Asian	5	0	50	25	13	20
Pacific Islander	2	0	10	5	4	5
Hispanic/Latino	5	0	30	20	5	20
African American	5	0	50	45	18	50

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
Brief Intervention	10	10
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.

A Youth Services Specialist serves as a mental health support and meets with students in the after-school program on a case-by-case situation to deliver intervention support (as needed). The program managers are instructed to do initial assessments with students first and then contact the Youth Services Specialist.

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?

	Brief Intervention	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	0
Asian	4	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0
Hispanic/Latino	3	0	0	0	0	0
African American	4	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	10	10
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)*

Distribution of Tobacco Use Prevention Packets at the Pregnant and Parenting Teen Resource Fair, Foster Family Nights, Lights On Family Night, Health Fairs at various school sites. The Tobacco Use Presebt Packets include: Ten Reasons Not to smoke while you're pregnant, SIDS and secondhand smoke, Smoke Free Cars the law, Smoke Free Cars fact sheet, Staying Smoke Free After Your Baby is Born, Making Your Home and Car Smoke Free, Secondhand Smoke, Quitting Smoking While

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	0
Asian	0	0	0	4	0	0
Pacific Islander	0	0	0	0	0	0
Hispanic/Latino	0	0	0	3	0	0
African American	0	0	0	4	0	0

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	47
Number of parenting and/or pregnant minors served	35
Number of parenting and/or pregnant minors in school based programs	30
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	6	2
Trained to deliver youth development strategies	6	2
Trained to deliver intervention strategies	6	2
Trained to deliver cessation strategies	6	2
General TUPE information	6	2

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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.

The TUPE Youth Services Specialist held professional development trainings with the staff leading the Summer of Service, Go B’Nanas Health and Wellness Mobile camp. The trainings included information on alcohol, tobacco, and drug prevention, youth engagement, curriculum development, implementing activities, space set-up, classroom management, and behavior management. Summer staff was provided with the latest tobacco trends/data and assistance with developing workshops (Classified: 6; Certificated: 2).

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?

500

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.

There were family engagement events (Foster Family Night, Lights On After School, Family Fitness Night, and Health Fairs) held throughout the 2014-15 School Year that engaged over 2,000 students and families in presentations and discussions on the dangers of tobacco use, second-hand smoke and the importance of a smoke free car.

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	Yes	No	Yes
Youth Development activities	Yes	Yes	No	Yes
Cessation activities	Yes	No	No	No
Intervention activities	Yes	Yes	No	No
Local tobacco control coalition planning meetings	Yes	Yes	No	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.

A TUPE Advisory Committee was developed and comprised of Sacramento City Unified School District employees, students, community-based supplemental providers to plan tobacco use prevention efforts and services.

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

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Comments regarding question 2:

Project Alert was used to develop lesson plans for the Girl's Empowered Curriculum, Friendship Club, Men's Leadership Academy, and Summer of Service, Go B'Nanas Health and Wellness Mobile Camp. The MSPP program was implemented in the Spring 2015 with the Girl's Empowered program and Earth Mama Healing Dream Academy.

Comments regarding question 4:

The Minnesota Smoking Prevention Program was offered to all middle schools and MSPP training was held with to all the TUPE supplemental providers in the Spring, 2015. In addition, due to the delay in receiving the MSPP curriculum, delayed the training and curriculum implementation for all the TUPE supplemental providers, which explains the number of participating students.

Comments regarding questions 6 -7:

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Comments regarding questions 9-12:

Comments regarding questions 14-15:

Comments regarding question 17:

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Comments regarding questions 19-20:

Comments regarding question 22:

The Youth Development Support Services Department MSW Interns and Nurse Interns, AmeriCorps Service Members, and Enrichment Para- Professionals received the Brief Intervention training.

Comments regarding questions 24-25:

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Comments regarding question 27:

The California Smoker's Helpline is listed in the TUPE services pamphlet and distributed at every TUPE booth during school and family events.

Comments regarding question 29:

A Pregnant and Parenting Teen Resource Fair was planned for the parenting and/or pregnant minors district-wide at American Legion High School. Many of educators that work with pregnant and/or parenting teen students attended to get information and resources for their students.

Comments regarding questions 31-32:

Enrichment Para-Professionals, Instructional Aides, AmeriCorps Service Members, College Experience Interns, and High School Aged Interns were trained to deliver youth development strategies and tobacco use prevention lesson plans in the following programs: Girl's Empowered, Men's Leadership Academy, Student Advisory Committee, Friendship Club, Independent Living Program, Friday Night Live and Club Live, and Summer of Service, Go B'Nanas Health and Wellness Mobile Camp.

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Comments regarding questions 34-35:

Comments regarding questions 37-38:

List of Districts in consortia