



2016/17 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

Keepin' It Real

Minnesota Smoking Prevention Program 300

Project Alert

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)

There were 6,563 students and families that were engaged in tobacco use prevention education events during the 2016-2017 school year. A total of 1,000 students successfully completed the Minnesota Smoking Prevention Program curriculum, including 300 7th graders. *See additional paper report for complete commentary.

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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 2016/17 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.

Over 1,500 students were engaged and participated in SCUSD Summer of Service for middle and high school students. GO B'Nanas Health and Wellness Mobile Camp was program focused on tobacco use prevention workshops.

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6. Comments pertaining to question 4 & 5 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 2016/17 school year?

Non-Curricula Activities	Number of Projected Students
Assembly Presentations	2,318
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	350
Youth Involvement in Anti-Tobacco Advocacy	42,000
Tobacco use prevention Peer Educator	105
Tobacco use prevention focused Service-Learning Projects	3

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.

The Don't Buy the Lie Contest is an anti-smoking program within the Greater Sacramento Area sponsored by Kaiser Permanente. The program encourages youth to be a voice in their community while promoting tobacco prevention. The opportunity to participate in the 2016-2017 Don't Buy the Lie Contest was offered district wide (42,000 students), with an emphasis on elementary, middle, and the continuation high school in SCUSD. *See additional paper report for additional commentary

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:

Through partnership with Kaiser Permanente through the TUPE grant, The TUPE Youth Services Specialist arranged a school wide assembly for Rosa Parks K-8th Middles School (850) with Dr. DeNoble, the famed whistleblower who went on record against the tobacco industry to reveal substantial research and data that proved the negative effects of the nicotine and tobacco use. Rosa Parks administration and their School Social Worker identified a strong need for the dangers of tobacco use to be discussed on their campus this year, and thus this was the school that was selected to host Dr. DeNoble. *See paper report for additional commentary

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10. Comments pertaining to question 7, 8 & 9 are located in the appendix. (Optional)

11. Which of the intervention programs listed below were offered during the 2016/17 school year?

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

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& 12 are located in the appendix. (Optional)

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14. Which of the cessation services listed below were offered during the 2016/17 school year? For each program offered provide the number of students identified and served under this grant.

Cessation Programs	Number of students identified	Number of students served
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	1500	1500
Project EX: Teen Tobacco Use Cessation Program		
Project N-O-T (Not on Tobacco)		

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 & 15 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	
7th Grade	x		x	x	
8th Grade			x	x	
9th Grade			x	x	
10th Grade			x	x	
11th Grade			x	x	
12th Grade			x	x	
Non Traditional			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). Enter an “x” in the appropriate boxes below for the school year.

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

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 2016/17 school year under this grant?

	Number of students
Number of parenting and/or pregnant minors identified	23
Number of parenting and/or pregnant minors served	23
Number of parenting and/or pregnant minors in school based programs	23
Number of parenting and/or pregnant minors referred to community programs	23

22. Please use the space below to comment on your answers to question 21. *(Optional)*

23. Report the total number of classified and/or certificated staff trained in one or more of the areas listed in the table below. Then identify how many individuals received each type of training.

Training Type	Classified	Certificated
TOTAL persons receiving any kind of training related to the TUPE program	26	1
Trained to deliver program curriculum	0	0
Trained to deliver youth development strategies	5	0
Trained to deliver intervention strategies	0	0
Trained to deliver cessation strategies	0	1
General TUPE information	26	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.

The TUPE Advisory Committee (TAC) is a collaboration of various community partners and agencies that regularly meet to provide input execution of the proposed TUPE project. SCUSD Tobacco Use Prevention Advisory Committee consists of eight agencies in total including: La Familia Counseling Center (LFCC), People Reaching Out (PRO), the Center for Multicultural Cooperation-California Voices Program, Innovation Bridge, Kaiser Permanente, Sacramento County Office of Education (SCOE), Always Knocking, Inc., and Earth Mama Healing, Inc. as well as the two Youth Service Specialist, Registered Nurse, and Enrichment Para-Professionals with SCUSD. During the 2016-2017 school year there were a total of eight TUPE Advisory Committee meetings to discuss general TUPE information including legislative updates and county specific data, including one half-day training to cover the Model Smoking Prevention Program curriculum and implementation.

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25. Comments pertaining to question 23 & 24 are located in the appendix. (Optional)

26. How many parents received general TUPE information during the 2016/17 school year under this grant? 1,005

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.

SCUSD Tobacco Use Advisory Committee partner, Always Knocking Inc., hosted sessions for 9th-12 grade young men to promote leadership and address the dangers of tobacco use, as well as community health and safety concerns. Always Knocking engaged a total of 100 parents and community members during the 2016-2017 school year. In November Always Knocking, Inc. hosted a community basketball tournament that stressed the importance of lung healthy, living tobacco free, and the negative effects that smoking and secondhand smoke can have on the individual, especially athletes, and the community at large. This event attracted 75 people. *See paper report for additional commentary

28. Comments pertaining to questions 26 & 27 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	No	No	No	Yes
Youth Development activities	No	No	No	Yes
Cessation activities	No	No	No	No
Intervention activities	No	No	No	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:

Project Alert is used to develop curriculum for “Girls Empowered,” a program designed to provide weekly cross-aged peer education to middle school girls around prevention and education of tobacco use as well as social skills development. The students are referred to the Peer Educator and TUPE Enrichment Paraprofessional by the school administration based on behaviors, apparent need for relationship building, and need for social skills development. *See paper report for additional commentary

Comments regarding questions 5:

Comments regarding questions 7, 8 & 9:

- Red Ribbon Week is a district wide event for Sacramento City Unified School District. During the 2016-2017 school year, there were several events that took place during Red Ribbon Week designed to engage youth around prevention and education of tobacco. One of the events that took place was a door decorating contest. Elementary school youth had an opportunity to participate in the Annual Door Decorating contest, themed “Smoke Busters.” The objective was to design their classroom doors based on the provided theme all while sharing the dangers associated with tobacco. It was a unique way to engage the students, faculty and families in tobacco prevention education and Red Ribbon Week. There were over 3,000 elementary-middle school aged students that participated in the “Smoke Busters” Door Decorating Contest with winners from

Comments regarding questions 11 & 12:

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Comments regarding questions 14 & 15:

During the 2016-2017 school years there were a total of 32 referrals made to the online referral form, none of which related brief intervention or tobacco cessation services. *See paper report for additional commentary

Comments regarding questions 17:

The Minnesota Smoking Prevention Program curriculum was presented and successfully completed by 300 7th grade students during the 2016-2017 school year. In total, through the collaboration with the SCUSD TUPE Tobacco Advisory Committee, 1,000 4th-12th grade students were able to receive tobacco use prevention education during the 2016-2017 school year. *See paper report for additional commentary

Comments regarding questions 19:

In conjunction with the Saving Our Legacy, also known as the SOL Project which advocates for healthy, smoke free communities for African Americans and other populations who suffer disproportionately as a result of social conditions and tobacco use, the TUPE Youth Services Specialist tabled at community events during the 2016-2017 school year. *See paper report for additional comments

Comments regarding questions 21:

There were a total of 23 identified pregnant and parenting teens enrolled in SCUSD during the 2016-2017 school year. Through the collaboration and partnerships instilled by the TUPE grant life skills classes on the campuses traditionally serving the largest population of pregnant and parenting teens; American Legion (a continuation high school) and Capital City. The students met for one hour five days a week throughout the course of the 2016-2017 school year. Students that participated in the Child Development class were provided with resources to help them parent effectively, including referrals to the Early Head Start Program, Women, Infants, and Children (WIC), and The Sutter Teen Program, while also receiving education on tobacco use prevention and the negative effects of tobacco use and secondhand smoke on pregnancy and early childhood development. The

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Comments regarding questions 23 & 24:

Comments regarding questions 26 & 27:

TUPE Youth Services Specialist Presented to SCUSD's English Learners Advisory Committee (DELAC) which is group of involved parents/guardians from multiple ethnic communities that act as advocates and inform their communities of campaigns, initiatives, and general information taking place in Sacramento City Unified School District. *See paper report for additional commentary

Comments regarding questions 29 & 30:

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.