

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

## 1. Contact Information

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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	Yes
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)

# 2012/13 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	0	0
Grade 7	800	1,160
Grade 8	0	0
Grade 9	1,000	1,134
Grade 10	0	0
Grade 11	0	0
Grade 12	0	0
Non Traditional	0	0
Grade Total	1,800	2,294

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

## 2012/13 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.

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About 3,923 or more students received additional non-research-validated curriculum-based, anti-tobacco programs adopted at individual school sites that address health and other issues related to tobacco use. These included LEA-adopted PE "Healthy Habits" Health Curricula including a Start Out Right unit with tobacco prevention units presented at middle school sites to PE students and teacher-selected tobacco-related curriculum units inserted into 7th and 8th grade science classes. High school

## 2012/13 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	100	130
Red Ribbon Week (Tobacco focus)	11,000	11,847
Teens Kick Butts / Ash	100	130
Schoolwide contests	1,500	2,955
Tobacco & Hollywood Campaign	0	0
Mission Possible	0	0
Youth Quest	0	0
Assembly Speaker	5,000	5,823

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.

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In addition to the above, our sites conduct a variety of non-curricular activities that address tobacco use issues, health effects, consequences, law enforcement, resistance strategies, etc.. These include (but are not limited to) Teen anti-tobacco role model/mentoring activities (548), silent mentoring with staff (30 teens, 30 staff), Latino teen leadership development program, Having A Voice (HAV) (100), Club Live and Friday Night Live programs (100), Young Leaders in Health Care (student group in connection

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

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Pledge contests to remain tobacco-free Red Ribbon Week anti-tobacco Door, Room, and Campus Decorating Contests Spirit Day (anti-tobacco) and wear red contest Tobacco use prevention education--related scavenger hunts

# 2012/13 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:

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More than 5,823 students were impacted by assemblies addressing tobacco-related issues during Red Ribbon Week and at other assemblies during the year; many attended multiple assemblies. Speakers included Judge Carolyn Cailletti, head of the Juvenile Delinquency for Court, San Diego County; Dr. Mary Boyle, UCSD Dept. of Cognitive Science; James Hrzina, AP Psychology teacher; Dr. Carmen Pulido, UCSD Dept. of Psychiatry; Charles Smith, The Knowledge Factor, Chief Resource Center; Will

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	50	75
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	50	75
Tobacco use prevention Peer Educator	500	748
Tobacco use prevention focused Service-Learning Projects	500	952

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.

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Challenge Days, a national character-building program helps high school students develop tobacco resistance/life choice skills, learn to connect and "be the change" (900 projected, approximately 930 participating). Challenge Days has been held at three of the high schools in the past and by popular demand was held at three high schools this year. Character Counts, a national educational framework, teaches values to middle school students such as responsibility and decision-making strategies

# 2012/13 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	1	0	2	2
Asian	0	0	15	4	90	96
Pacific Islander	0	0	1	1	1	1
Hispanic/Latino	0	0	16	12	116	156
African American	0	0	2	2	3	3
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0	0
Low Socio Economic Status	0	0	0	0	0	0

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

## 2012/13 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)	300	410
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.

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Our two major tobacco use intervention strategies are weekly student support groups at school sites and the district suspension-alternative program for students found in violation of district and site tobacco policies READI (Recovery Education Alcohol Drug Instruction) program. READI is a suspension-alternative program for students caught using or in possession of tobacco products on campus in violation of district tobacco policy. Participating students attend READI classes. READI provides curriculum and intervention strategies and is open to students not in violation of tobacco policy who choose to volunteer for the program for tobacco intervention or help with cessation as well as those found in violation of tobacco policy. These two intervention approaches (student support groups and

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

## 2012/13 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	10	0	0	0
Asian	0	96	0	0	0
Pacific Islander	0	6	0	0	0
Hispanic/ Latino	0	72	0	0	0
African American	0	8	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)



## 2012/13 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)	130	3
California Smoker's Helpline	150	100
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)*

Students are referred to outside resources for cessation. A list of community cessation services recommended by the San Diego County Dept. of Health and Human Services and the San Diego Chapter of the American Lung Association is kept by counselors and student support group facilitators at all sites. These include local health services providing a variety of intervention and cessation support services and online/internet resources. An estimated 150 students seeking assistance were referred to

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

## 2012/13 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	1	0	0	0
Asian	0	0	5	0	0	0
Pacific Islander	0	0	2	0	0	0
Hispanic/Latino	0	0	10	0	0	0
African American	0	0	1	0	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0	0
Low Socio Economic Status	0	0	0	0	0	0

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

## 2012/13 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	1
Number of parenting and/or pregnant minors served	1
Number of parenting and/or pregnant minors in school based programs	1
Number of parenting and/or pregnant minors referred to community programs	1

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	3
Trained to deliver youth development strategies	0	180
Trained to deliver intervention strategies	0	0
Trained to deliver cessation strategies	0	0
General TUPE information	0	3

# 2012/13 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.

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The majority of certificated staff delivering curriculum and intervention strategies was already trained by the start of this year (2012-2013) so there was little need for additional training this year with the exception of training of 3 certificated staff in the TND program curriculum. These staff were brought in and trained to provide instruction in TND to 9th grade PE classes. In addition, 40 staff were trained for Challenge Day facilitation and another 40 for Character Counts (youth development) programs. About 50 certificated staff received Student Connectedness Training, a youth development strategy to support increased adult-to-student connectivity. 50 staff attended a Fred Becker training on Teen Emotional Intelligence with youth development strategies. Approximately 100 staff attended district

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?

23,380
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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.

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Red Ribbon Week training with a tobacco component was held for PTA chairs and parent volunteers (25). Parents were also trained to serve as Teen Presenter and Study Buddy (mentor) program facilitators (42), as PTA Health & Safety program leaders, (8), as Teens for Teen Safety facilitators (2), as San Diego Youth Partnership (Friday Night Live and Club Live) facilitators (some were staff as

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

## 2012/13 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	No	No	Yes
Youth Development activities	Yes	Yes	No	Yes
Cessation activities	No	Yes	Yes	Yes
Intervention activities	Yes	Yes	No	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.

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None

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

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

Comments regarding question 2:

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Project TND is the district's preferred, evidence-based, research-validated program for high school students, and Project Alert for middle school students.

Comments regarding question 4:

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TND curriculum was presented to freshman students through 9th grade PE classes. Students were pulled from PE classes in groups to receive TND instruction by a trained, certificated facilitator. 7th graders received Project Alert curriculum through science classes. These research-validated curriculum programs are supported by other, non-research-validated curriculum provided in a variety of sciences classes at both the middle and high school levels.

Comments regarding question 6:

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A number of sites used LEA-adopted non-research validated tobacco-prevention curriculum units selected by staff. These are used as introductory anti-tobacco units in science classes at the middle schools, or in high school science classes to enhance TND curriculum. (TND is given to 9th graders.) Staff believes the use of both research-based (TND, Alert) and non-research validated curriculum-based programs helps reinforce the anti-tobacco message across grade levels and subject matter.

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

Comments regarding question 9:

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It has become tradition at each of our school sites to offer strong and varied non-curricular TUPE support activities facilitated by staff (teachers and counselors), PALs and ASB groups and their facilitators, by outside community agencies, and by trained student mentors. These include Red Ribbon Week activities, activities that address students one-on-one (e.g., silent, staff mentoring), through peer mentoring, and in group-based support groups or clubs. Some of our activities are school-wide events (in addition to assemblies) such as Teen Safety Fairs involving the entire site. All of these help keep the anti-tobacco message going year-long. At Sunset High School, our continuation school, all 130 students, many who seek intervention or cessation strategies, participate in or are impacted by Teens Kick Butts/Ash and Great American Smoke Out events, student support groups and services and anti-tobacco speakers. Community health and advocacy agencies have become ongoing partners with sites in a variety of non-curricular TUPE activities.

Comments regarding question 14:

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In addition to the activities listed above, a number of community agencies work with sites to teach youth skills for involvement in anti-tobacco advocacy, sting operations, and media literacy to counter the influence of the tobacco industry. San Dieguito Alliance for Drug Free Youth (SDA) has been a strong partner in peer mentor training to role-model and mentor others regarding tobacco-free lifestyles, in media literacy to counter the influence of the tobacco industry, and in successful advocacy training. Our community has been a leader in student advocacy regarding tobacco policy and ordinances. SDA worked with students to pass local ordinances and volunteer policies including smoke-free beaches (including the first smoke-free beaches ordinance in the U.S. in the City of Solana Beach) and in outdoor dining ordinances and a new 2013 "Smoke-Free" policy at the San Diego County Fair, which takes place in our community. About 950 students participate in tobacco use awareness service learning projects that involve mentoring, health awareness, and school site events.

Comments regarding question 17:

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Students were not specifically identified by the LGBT category. American Indian, Pacific Islander and Black populations each represent less than 1 percent (per category) of our student population. Hispanics represent the largest minority ethnic group and are the district's most "at-risk" ethnic group for tobacco use due to cultural traditions. Many Hispanic students reported that members of their families use tobacco. Hispanic parents have reported they prefer their students to use tobacco over other drugs.

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

Comments regarding question 19:

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The READI program (Recovery Education Alcohol Drug Instruction) and weekly student support groups have proven to be successful tobacco intervention strategies in our district. Participation in READI by students seeking intervention or cessation has grown over the years due to word of mouth regarding the program's high quality and success in helping students begin to quit tobacco use and find cessation methods. A number of students not in violation of district and or school site tobacco policy have self-referred to the program or been referred by parents in an effort to find tobacco intervention and/or cessation support. When students seek further assistance or help with cessation, they are referred to community intervention or cessation services outside of the schools. A lists of referral services for San Diego County intervention and cessation services and internet resources is available at all sites. These include the California Smoker's Helpline, resources through the local American Lung Association office, and hospital and community clinic tobacco control, intervention and cessation

Comments regarding question 22:

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Students participating in these programs are not identified according to LGBT or low-socio-economic status.

Comments regarding question 24:

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The district and sites do not provide on-site cessation services, providing instead, referral to community and online resources for cessation. Some TAP and TEG strategies applied in student support groups and the READI (suspension-alternative program for students found in violation of district and school site tobacco policy) include help in approaching cessation. Site counselors and student support group and READI (Recovery Education Alcohol Drug Instruction) addiction counselors and facilitators and counselors refer students who are interested in cessation to the California Smoker's Helpline and other San Diego County professional cessation referral services listed and recommended by the County Department of Health & Human Services and other community health agencies. We had three reported successful student cessations this year.



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

Comments regarding question 27:

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Students participating in student support groups receive TAP and TEG strategies from trained facilitators; however, there is no official cessation program at school sites and hence none directed specifically to ethnic populations. These students are referred, as mentioned earlier, to recommended professional cessation support services in the county and online, and efforts are made to ensure students who seek support in Spanish or another language received that support. The figures listed above are estimates of participation of students by ethnicity in outside cessation services but may be low as some students seek these services on their own. Students who participate in cessation programs take the action privately and are not tracked by ethnic, LGBT or socio-economic category; we therefore don't have specific participation numbers by ethnic groups. Hispanics are our largest ethnic population and the largest ethnic population in our district identified as at-risk for tobacco use due to cultural influences. Surveys show that Hispanic students are likely to live in families in which members use

Comments regarding question 29:

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Pregnant and or parenting minors do not represent a large percent of our student body. Any students who fall in this category can be served by counselors if assistance is requested but are not identified to anyone beyond their counselors. Counselors are aware of referral services to address these students' needs, including services for tobacco issues. Only one counselor reported providing service to a single student in this category. There may have been others unreported or who did not seek assistance from counselors.

Comments regarding question 31:

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Staff has been trained in TND and Project Alert curriculum, our research-validated TUPE curriculum of choice and in TEG and TAP intervention and cessation strategies in past years. These staff currently implement curriculum, facilitate student support groups, provide counseling, and intervention and cessation referral services. We had no need, with the exception of 3 new certificated staff trained in TND, for additional staff training in curriculum. Our focus this year was on developing staff skills to implement youth development and support strategies. More than 180 staff received training in youth development-related programs and to assist with Red Ribbon Week and other activities that include anti-tobacco messaging.

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

Comments regarding question 34:

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Every district parent is exposed to TUPE information through a variety of outreach strategies such as speakers, parent forums, READI events for participant parents, RRW events, Sheriff's presentations, and counselor information. Parents also receive TUPE-related communications in newsletters, at online sites and through social media such as Facebook and twitter announcements, in site and district parent bulletins, in READI announcements, and through parent/counselor communication.

Comments regarding question 37:

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This district and its school sites have very strong community TUPE partners including the San Diego County Sheriff's Dept., City of San Diego and City of Carlsbad Police Departments., San Dieguito Alliance for Drug Free Youth (SDA, a leading advocacy organization for tobacco-free youth and tobacco-free ordinances and community policies), Scripps Health Care, the San Diego County Tobacco Control Coalition, the San Diego County Office of Education, the UCSD Dept. of Psychology, which assists this district with CHKS implementation and analysis of CHKS results, the local American Heart, Lung, and Cancer Associations, Vista Community Clinic, and a network of non-governmental agencies and health providers including many focused on Spanish-speaking students and families. These outside agencies and organizations help to make our district TUPE program strong and successful. They support a continuing thread of the anti-tobacco message throughout our community, and help keep students, parents and the community informed regarding tobacco trends and issues.