

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

1. Contact Information

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Cohort: F Year: 2013/14

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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)

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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	800	400
Grade 8	0	0
Grade 9	0	1,221
Grade 10	0	0
Grade 11	0	0
Grade 12	0	0
Non Traditional	135	135
Grade Total	935	1,756

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.

At least 500 middle school students, and an estimated 1,200 or more high school students received tobacco use prevention education curriculum (not listed above) in various science classes, including Life Science, regular and AP biology, chemistry, anatomy and physiology, and environmental science. Teachers in these courses provided tobacco use prevention education units that addressed tobacco and health care essentials (the harmfulness of tobacco including second-hand smoke), tobacco's impact on

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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	5	5
Red Ribbon Week (Tobacco focus)	12,000	12,354
Teens Kick Butts / Ash	5	5
School-Wide contest	4,000	5,734
Tobacco & Hollywood Campaign	0	0
Mission Possible	0	0
Youth Quest	0	0
Assembly Speaker	8,000	8,409

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.

County Sheriff and local police officers held student/ parent forums on current youth tobacco use and smoking trends, signs/warnings of use, the harmfulness of use, and the legal consequences of underage use. Officers also discussed new, smoke-free laws for automobiles (with youth in the car) in California. Approximately 2,000 students were projected to attend these presentations and about 2,500 participated. Law enforcement officers implemented “Start Smart,” a two-hour presentation

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

School-wide and classroom TUPE-related door decorating contests, TUPE art contests, “Wear Red Day” contests, a Tobacco-Alternative “Dance-Off” contest, Anti-tobacco pledge chains and sign-up contests, and student/teacher “Tobacco Trivia” contests. During character development events such as Challenge Days, Character Counts, and Baseballs Challenge, students held motivational rallies that

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

Tiffany Findell & Joseph Olesky, addiction counselors; Dr. Mary Boyle, UCSD neuroscience professor; Oliver Maio, Fred Lynch, Rachel's Challenge; Joe Eberstein, SD Marijuana Prev. Initiative; Dr. Paul Sergeant, Psychiatrist, Navy Seals; Cameron Clapp, motivational; Dr. Vangie Akridge, educational psychologist; MyMy Cade, Jon Moffat, Paola Wilckens-Gjata, "Choices"; Jodie Barber, Wende and Paul Gottheif with

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	25	25
Tobacco use prevention Peer Educator	600	653
Tobacco use prevention focused Service-Learning Projects	500	720

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.

Associated Student Body (ASB) class students and officers, Peer Assistant Listeners, Friday Night Live (FNL), Club Live (CL) groups, student groups such as Character Counts and Challenge clubs, Friends of Rachel's Club, Teens for Teen Safety, a Young Leaders in Health Care group in partnership with Scripp's Hospital medical staff (who make presentations on public health policy including tobacco), and several peer educator and leadership groups, among others, participated in

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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	123	5	124	124
Pacific Islander	0	0	5	0	5	5
Hispanic/Latino	0	0	92	20	92	93
African American	0	0	1	1	1	1
Lesbian, Gay, Bisexual, Transgendered, & Questioning						
Low Socio Economic Status	0	0	62	62	62	62

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)	335	335
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.

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	27	0	0	0
Pacific Islander	0	2	0	0	0
Hispanic/ Latino	0	161	0	0	0
African American	0	0	0	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning					
Low Socio Economic Status	0	170	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)	65	65
California Smoker's Helpline	315	315
Project EX: Teen Tobacco Use Cessation Program	0	0
Project N-O-T (Not on Tobacco)	0	0

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

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

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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
Asian	0	0	8		0	0
Pacific Islander	0	0	3		0	0
Hispanic/Latino	0	0	17		0	0
African American	0	0	0		0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning						
Low Socio Economic Status	0	0	16		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	6
Number of parenting and/or pregnant minors served	6
Number of parenting and/or pregnant minors in school based programs	6
Number of parenting and/or pregnant minors referred to community programs	6

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

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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.
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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?

4,605

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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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	Yes	No	Yes
Cessation activities	Yes	No	No	No
Intervention activities	Yes	No	No	No
Local tobacco control coalition planning meetings	Yes	Yes	Yes	Yes

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

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

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Comments regarding question 2:

Comments regarding question 4:

TND was implemented successfully in a new approach, through special, pull-out classes for all freshmen in PE, football PE, and dance classes by a TND-trained trained teacher. Staff attests this has been a highly effective way to deliver the complete curriculum without interfering with PE (and/or other) classes. Project ALERT was implemented for 7th graders.

Comments regarding question 6:

Science teachers were very receptive to providing additional tobacco use prevention curriculum and special units (in addition to the research- validated programs chosen by the district, e.g., TND and Project Alert). These additional units were used to ensure reinforced learning and understanding of the anti-tobacco message and to repeat that message in the 8th grade and through the 10th and 12th grades. Facilitators also utilized TUPE curriculum in student support groups.

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Comments regarding question 9:

A broad spectrum of school-site non-curricular anti-tobacco and tobacco use education activities were conducted at middle and high school sites, from counselor newsletter and daily bulletin and morning TV announcements on tobacco use facts, to health-oriented events such as school-site displays of a smoker's lungs compared with healthy lungs, science class displays related to tobacco toxins, and a Health Care Essentials presentation, to tobacco-free "game shows" such as Student-Teacher Tobacco Trivia challenges during Red Ribbon Week. Staff works to convey the anti-tobacco message early on, at new student orientations and information sessions and at parent events addressing tobacco and drug policies and teen trends. (presentations often include Spanish translations). A number of research-based, national character-building programs such as Challenge Days, Character Counts, Rachel's Challenge, TEDx Talks, and "Spirit Day" events worked to promote character building qualities to help students resist tobacco use. Informational videos and movies further promoted the message of the

Comments regarding question 14:

TUPE-related youth development activities are conducted through a number of interwoven school-site activities throughout the year, from rigorous PALs and ASB-directed Red Ribbon Week activities to health fairs and youth group activities. Students receive community service credit by participating in many of these. Friday Night Live and Club Live groups, a Teens for Teen Safety group, Young Leaders in Health Care, La Colonia Changers, Having A Voice, a Latino leadership group, Students Helping Others (SHO) and a Rotary Youth Leadership group focused on the anti-tobacco message. Additional school site groups addressed related issues as well, including a "Be the Change Club" to promote a healthy, welcoming campus environment, "Random Act of Kindness," "Tutoring," "Best Buddies," "Beach Life," "Athletes Saving Athletes," the "Advocates Club," and Body Alive club (focused on students who smoke to stay thin), among others. In short, the anti-tobacco movement has permeated our campus youth development and leadership programs. This movement has been

Comments regarding question 17:

we do not collect information on the LGBT population.

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Comments regarding question 19:

TEG (Intervention with Teen Tobacco Users) strategies are used in our Recovery Education Alcohol Drug Instruction Program (READI), our suspension-alternative program for students found in violation of district tobacco and other drug policies. The READI program has attained "word of mouth" acclaim in our district for success and sometimes draws students (with parental encouragement) who have tobacco issues but are not in violation of tobacco policy. TEG is also used in student support groups. These student support groups occur at both the high school and middle school levels. They are especially effective at the continuation high school, Sunset, where students have high tobacco and marijuana uses rates, including a 95% "lifetime experimentation" rate on the California Healthy Kids Survey. Because of CHKS data results, anecdotal evidence and counselor reports, all Sunset students are required to participate in a support group. All groups address tobacco and marijuana use issues as well as issues that may lead to, encourage or influence use. Peer pressure and academic stress are two

Comments regarding question 22:

we do not collect information on the LGBT population.

Comments regarding question 24:

Students identified and served for TAP were students attending the continuation high school, Sunset. Facilitators reported 5 successful cessations. Students identified for California Smoker's Helpline were referred by staff at all sites. The four traditional high school sites do not have cessation programs on campus; students identified for cessation need are referred to California Smoker's Helpline as well as other outside resources. Counselors maintain a list of local and county agencies that provide cessation programs. We have facilitators trained to deliver the N.O.T. program but were unable to implement this at the high school sites. Staff at one of our program partners, the Psychology Department at UCSD, who have conducted research on youth who use tobacco, have stated that it is difficult to identify cessation programs that are effective with adolescents and children. Because of this situation, we were pleased to have 5 successful cessations at Sunset High. One of our major concerns at present is dealing with intervention and subsequently, cessation for students who begin using tobacco (and marijuana) with a

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Comments regarding question 27:

TAP strategies were offered in cessation classes at Sunset High, the continuation school; 5 successful cessations were reported. We refer most (non Sunset) students in need of cessation to California Smoker's Helpline as well as provide a list of other cessation resources but do not track them by ethnicity or sexual orientation. Nor do we track how many follow through on cessation recommendations or experience success at outside sources unless students specifically report back.

Comments regarding question 29:

Pregnant and/or parenting teens have not been a major issue in our district. Anecdotal evidence suggests this is because, to a large extent, these issues are dealt with by families and not handled at school. At the same time, some counselors do not report numbers, believing this to be a confidential matter with students.

Comments regarding question 31:

Staff has already been trained. There was no need for additional training this year.

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Comments regarding question 34:

This is our best estimated number. We keep records of attendance at some parent meetings/forums but not all. The figure above is based on the number of official parent events (about 37) and sign-in sheets or estimated attendance. Parents also receive information through their children, newsletters, and online, flyers, RRWeek, and announcements, etc., so it is impossible to identify a true number. We believe the majority of parents received some TUPE information during the year.

Comments regarding question 37:
