

2011/12 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

1. Contact Information

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Cohort: F Year: 2011/12

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2. Which of the programs listed below were implemented under this grant during the 2011/12 year?

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)	Yes
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
2011/12

identified in question 2 during the

		Number of Participating Students
Grade 6	0	0
Grade 7	1,898	949
Grade 8	1,848	924
Grade 9	1,349	625
Grade 10	500	400
Grade 11	500	300
Grade 12	500	150
Non Traditional	100	150
Grade Total	6,695	3,498

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 during the 2011/12 school year?

Program/Strategy Name	Number of Participating Students
Anti-Tobacco Media Blitz	12
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.

We continued our highly successful Recovery Education Alcohol Drug Instruction (READI), our school-based suspension alternative program for students caught under the influence or in possession of tobacco and other substances and served 148 participants. This program has been highly successful as a delivery means for information, intervention, and cessation activities. While most students participate as an alternative to suspension, many students with tobacco and AOD issues participate for

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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 during the 2011/12 school year?

Program/Strategy Name	Number of Projected Students	Number of Participating Students
Great American Smoke Out	1,100	1,101
Red Ribbon Week (Tobacco focus)	11,000	11,116
Teens Kick Butts / Ash	1,100	1,101
Schoolwide contests	3,740	3,746
Tobacco & Hollywood Campaign	0	0
Mission Possible	0	0
Youth Quest	0	0
Assembly Speaker	5,000	6,206

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.

Several well-received, non-curricula activities were offered including Friday Night Live with 50 students projected, 55 participating. Also offered were:

1) Three Peer Mentoring programs, 1) Teen Presenters, 2) Study Buddies, 3) PALS; with 600 projected and 700 participating;

2) Having a Voice, an anti-tobacco leadership for Hispanic males and females; 150 projected, 160

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

All contests had a full anti-tobacco focus: At the Middle Schools we had “Best Poster” and Door Decorating Contests. Both middle and high schools had library “know the facts” demonstration/presentations, TUPE scavenger hunts, anti-tobacco pledge chains, and other “awareness” type contests.

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

All Assembly Speaker events included anti-tobacco messages. Speakers were: R.R. Day, a MADD youth speaker; Chris Rubio of the group Crew Performance from “Stomp,” (Live Strong presentation); Nancy Logan, a local speaker who lost family members to car accident due to a distracted driver; Heroin Project speakers on ATOD in general; Elin Steebins, an anti-tobacco and anti-AOD advocate and author; Clarita Thoms-May, a therapist for youth with ATOD issues; Mymy Cade, Co-Leader of the

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 during the 2011/12 school year?

Program/Strategy Name	Number of Projected Students	Number of Actual Students
Youth Involvement in Stop Tobacco Access to Kids Enforcement (STAKE) Act	5	5
Youth Involvement in Anti-tobacco Advocacy	75	101
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	10	12
Tobacco use prevention Peer Educator	600	809
Tobacco use prevention focused Service-Learning Projects	500	500

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.

We continued to present Challenge Day, a national program designed to teach at-risk youth resistance, decision-making, life skills, and healthy lifestyle choices. This program has proven to be highly effective for helping change behaviors among students with tobacco use and other AOD issues. (Projected: 600 students; Participating: 780 at two high schools)
Rachel’s Challenge, a single school-site program developed to help students make good choices (No

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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 the 2011/12 school year under this grant?

	Stop Tobacco Access to Kids Enforcement (STAKE) Act	Anti- Tobacco Advocacy	Counter the Influence of the Tobacco Industry	Peer Educator	Service- Learning Projects
American Indian or Alaska Native	0	0	0	0	0
Asian	1	21	2	102	26
Pacific Islander	0	0	0	0	0
Hispanic/ Latino	2	32	4	301	150
African American	0	2	0	1	0
White (non Hispanic)	2	46	6	405	324
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0
Low Socio Economic Status	0	15	1	45	22

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 during the 2011/12 school year? 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
Project Life	0	0
Smokeless Schooldays: Smokeless Saturday School	0	0
Intervention with Teen Tobacco Users (TEG)	200	150
Residential Student Assistance Program	0	0
Spit Tobacco Intervention	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.

Our READI program (Recovery Education Alcohol and Drug Instruction), a suspension alternative program incorporates TAP and TEG curricula. 148 students participated in the successful READI program this year. Their parents also participated in a parent component.

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

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22. Please indicate which Cessation Services were implemented. For each program offered provide the number of identified and served tobacco-using students.

Program/Strategy Name	Number of students identified	Number of students served
Adolescent Smoking Cessation - Escaping Nicotine and Tobacco (ASCENT)	0	0
Enough Stuff: A Guide to Quitting for Smokeless Tobacco	0	0
Helping Teens Stop Using Tobacco (TAP)	200	250
California Smoker's Helpline	20	24
Project EX: Teen Tobacco Use Cessation Program	0	0
Project N-O-T (Not on Tobacco)	0	0

23. If a cessation program not listed in the table above was offered, specify the name of the program along with the number of students identified and the number of students served.

Our READI program (Recovery Education Alcohol and Drug Instruction), a suspension alternative program incorporates TAP and TEG curricula. 140 students were identified; the program was delivered to 148 participating students

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

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25. How many parenting and/or pregnant minors were identified and served during the 2011/12 school year under this grant?

Category	Number of students
Number of parenting and/or pregnant minors identified	17
Number of parenting and/or pregnant minors served	17
Number of parenting and/or pregnant minors in school based programs	17
Number of parenting and/or pregnant minors referred to community programs	17

26. Comments pertaining to question 25 are located in the appendix. (Optional)

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

Training Type	Classified	Certificated
Trained to deliver program curriculum	0	26
Trained to deliver youth development strategies	0	0
Trained to deliver intervention strategies	0	1
Trained to deliver cessation strategies	0	1
General TUPE information	0	28

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28. 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.

39 outside "staff" were trained were trained to deliver programs and activities with components in youth mentoring, Friday Night Live, "STAKE" (Stop Tobacco Access to Kids Enforcement;) Youth involvement in Anti-Tobacco Advocacy, Media Literacy and Production to Counter the Influence of the Tobacco Industry, Peer Educator, Youth Mentoring, and tobacco use-focused Service Learning Projects.

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

30. How many parents received general TUPE information during the 2011/12 school year under this grant?

2,245

31. 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.

39 parents were trained as facilitators for a student tobacco-use prevention focused services learning project. All of the parent seminars (offered at individual schools) and our READI Tuesday morning seminars for parents offered Spanish translations.

32. Comments pertaining to questions 30 and 31 are located in the appendix. (Optional)

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33. 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	Yes	No	Yes
Intervention activities	Yes	Yes	No	Yes
Local tobacco control coalition planning meetings	Yes	Yes	Yes	Yes

34. 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.

The renown Scripps' Hospital partners with us in our Young Leaders in Health Care anti-tobacco advocacy program (100 students participating); the Peri-Anesthesia Nurses Association of California, with our "Teen for Teens" Safety Forum; and our ongoing partner San Dieguito Alliance for Drug Free Youth helps with the majority of school site seminars and oversees STAKE, anti-tobacco advocacy, media literacy, peer educator, and service learning activities, among others

35. Comments pertaining to question 33 are located in the appendix. (Optional)

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Comments regarding question 2:

None

Comments regarding question 4:

We trained teachers and some started implementing this year. Fewer students participated than originally projected because of a change in the delivery model. Originally, high school TUPE curriculum was to be delivered through the 9th grade health component of combined Physical Education/Health class. After our grant was submitted, however, this PE/Health class was changed, with the health component changing to an online course. As a result, PE teachers struggled to some degree to implement the tobacco curricula. We are now looking into a new model that will put the tobacco curricula into a different subject area. We believe that delivery need to be through a “group model” situation, in which students can have interaction and group discussion, for best results. We also experienced reduced delivery through support groups, which were pared back this year as a result of budget cuts for counselors resulting in fewer counselors in our schools with less time.

Comments regarding question 6:

None

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Comments regarding question 9:

Our delivery of non-curricula activities remained high as the result of ongoing, enthusiastic participation by students, school staff, our partner the San Dieguito Alliance for Drug Free Youth (SDA), which supports advocacy, media awareness, peer educator, tobacco-alternative and speaker events, parents, and community volunteers.

Comments regarding question 14:

Our partner, San Dieguito Alliance for Drug Free Youth (SDA), a leading anti-tobacco advocacy community organization, oversees all of the TUPE-specific programs listed in question #15 in our schools. SDA contributions are a critical part of our program and are consistently delivered with highly trained competent staff and facilitators. During the past year, dedicated SDA staff trained more than 39 adult parents, volunteers and community members to facilitate the listed and additional youth development activities such as Friday Night Live, which served as an anti-tobacco activities for at-risk students, teaching legislative advocacy, media literacy, and peer educator skills, and conducting minor decoy operations. SDA conducted 4 youth training sessions for students in the fall and again in the spring to train students as anti-tobacco peer advocates for two peer mentoring programs. Ultimately, some 700 students were trained and made presentations at approximately 20 elementary schools per semester promoting a tobacco-free lifestyle. Two SDA staff facilitate a Young Leader in Health Care

Comments regarding question 17:

We have no way of officially identifying students in the “Lesbian, Gay, Bisexual, etc.” population.

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Comments regarding question 19:

None

Comments regarding question 22:

None

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Comments regarding question 25:

The issue of teen pregnancy generally does not represent a significant portion of our high school population.

Comments regarding question 27:

28 certificated staff were trained in TAP & TEG, Project ALERT, TND, and tobacco/ATOD trends. Additional teachers have been trained in the past. We are using a “train the trainer” model where some of those 28 teachers will also train other staff.

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Comments regarding question 30 and 31:

Parents received information at formal parent/teen seminars on tobacco and AOD issues (e.g., topics included “Surviving the Teen Years,” “What’s Love Got To Do With It?” “Live to Graduate,” “How to Have A Conversation with Your Child About ATOD,”) and formal training at weekly READI parent group sessions. In addition, parents were impacted by scheduled school activities such as Red Ribbon Week.

Comments regarding question 33:

None