



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

### 1. Contact Information

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LEA Name: Sequoia Union High School District

Cohort: H                      Year: 2014/15

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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	No
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)

# 2014/15 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	0	0
Grade 8	0	0
Grade 9	2,100	1,994
Grade 10	0	0
Grade 11	0	0
Grade 12	0	0
Non Traditional	0	0
Grade Total	2,100	1,994

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

## 2014/15 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	504

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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The New Leaf Curriculum: "The Neuroscience of Addiction" Number of students: 580 traditional students, and 73 non-traditional-Continuation credit recovery students (96% Hispanic/Latino), including pregnant teens and new teen mothers. Offered in two venues: 1) in a classroom setting, and 2) a videotape session with 20 students (from Bay Area high schools and UC Berkeley), for use in developing a 5-day, 50 minutes/day, curriculum for possible nationwide use. Students Offering Support

# 2014/15 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	1,600	1,320
Red Ribbon Week (Tobacco focus)	0	0
Teens Kick Butts / Ash	0	0
School-Wide contest	320	206
Tobacco & Hollywood Campaign	0	0
Mission Possible	0	0
Youth Quest	0	0
Assembly Speaker	2,180	2,323
World No Tobacco Day	0	0

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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1. Health Fairs at each site--Projected: 2600, Participating: 2492 2. Student Needs Assessment (site-based wellness survey)--Projected: 1000, Participating: 900 3. Make Time for Fitness (an annual event with over 1,000 4th graders participating in a wellness day--teen volunteers led many of the booths, including a general tobacco prevention booth and an E-cig booth)--Projected teen volunteers: 36, Participating teen volunteers: 41 4. Center for Wellness and Achievement in Education--Quiet Time

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

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Anti-smoking poster contest "Letters to Smokers" contest

# 2014/15 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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1. Dr. Alex Stalcup and New Leaf staff--"Neuroscience of Addiction" 2. Alissa Ralston (Tobacco Free Youth Bay Area Community Resources)--"Vaping Reality: New Electronic Devices (E-cigarettes) and Emerging Nicotine Products" \*\*This was an area of concern identified on our recent 2015 CHKS\*\* 3. Danny Akkel and Kainoa Ochoa--Sober For a Reason 4. Scott Backovich--Motivational Anti-Drug Use speaker

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	18	15
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	21	26
Tobacco use prevention Peer Educator	90	87
Tobacco use prevention focused Service-Learning Projects	15	19

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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Not applicable

# 2014/15 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	0	0	0	0
Asian	0	0	4	0	5	4
Pacific Islander	0	0	2	0	23	3
Hispanic/Latino	0	0	3	24	53	8
African American	0	0	1	2	5	4

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

## 2014/15 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
Brief Intervention	27	25
Craving Identification and Management (CIM)	0	0
Intervention with Teen Tobacco Users (TEG)	0	0
Project Life	0	0
Smokeless Schooldays: Smokeless Saturday School	41	39
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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Alternative To Suspension Program-Similar to Smokeless Saturday School. Students were given the option to reduce the number of days on suspension if they agreed to attend two one-hour educational and assessment sessions. We received 41 referrals, and 39 students participated.

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

# 2014/15 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?

	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	2	0	0	0	0	0
Pacific Islander	5	0	0	0	2	0
Hispanic/Latino	10	0	0	0	23	0
African American	8	0	0	0	2	0

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



## 2014/15 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)	0	0
California Smoker's Helpline	0	0
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)*

Individual cessation counseling sessions were provided to students who requested help. A total of 21 students participated in cessation counseling sessions. Students were also referred to El Centro de Libertad and/or encouraged to use their health insurance.

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

# 2014/15 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	0	0	0	0
Asian	0	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
African American	0	0	0	0	0	0

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

# 2014/15 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	55
Number of parenting and/or pregnant minors served	55
Number of parenting and/or pregnant minors in school based programs	53
Number of parenting and/or pregnant minors referred to community programs	55

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	1	23
Trained to deliver youth development strategies	1	14
Trained to deliver intervention strategies	2	12
Trained to deliver cessation strategies	2	12
General TUPE information	3	17

# 2014/15 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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Five classified staff members received training on the Neuroscience of Addiction, given by Dr. Alex Stalcup. Five classified staff members received training on E-cigarettes and other new tobacco products, given by Alissa Ralston

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?

2,000
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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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1. Tobacco prevention information was provided at Sequoia's English Language Advisory Council meeting. 20 parents attended. 2. New Leaf's Neuroscience of Addiction presentation was attended by 30 parents. 3. Alissa Ralston's E-cigarette presentation was attended by 15 parents. 4. Shaunda Scruggs from the San Mateo County Health System Tobacco Prevention Program provided information about

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

## 2014/15 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	No	Yes	No	No
Youth Development activities	Yes	Yes	No	Yes
Cessation activities	No	No	No	Yes
Intervention activities	Yes	No	Yes	Yes
Local tobacco control coalition planning meetings	No	No	Yes	No

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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We collaborated with a school district partner, The Parent Education Series, which is also funded by the Sequoia Healthcare District. The Parent Education Series co-hosted two parent events: New Leaf's "The Neuroscience of Addiction" and Alissa Ralston's presentation "Vaping Reality: New Electronic Devices (E-cigarettes) and Emerging Nicotine Products".

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

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

Comments regarding question 2:

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We used Toward No Drug Abuse in the 6 week long Life Skills classes

Comments regarding question 4:

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We targeted 9th graders in the Life Skills classes

Comments regarding questions 6 -7:

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

Comments regarding questions 9-12:

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Comments regarding questions 14-15:

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1. Fifteen teens attended the Teens Tackle Tobacco Conference at UC Berkeley and participated in a variety of workshops dealing with addiction, peer influence, self-esteem, and e-cigarettes. 2. Redwood High students created and produced a five minute E-cigarette prevention video, shown on campus and to be distributed throughout the district. \*\*Again, E-cigarette education is identified by our CHKS data as a high priority area for next year\*\* 3. Students in the Sequoia Leadership and Resiliency Program participated in a workshop on PSA Script Development. The students learned about tobacco facts and then developed their own scripts. They also reviewed the "What's Up With E-Cigarettes" curriculum from the Healthy Kids Resource Center. 4. Sequoia students also participated in a scavenger hunt in downtown Redwood City. They collected and documented tobacco related waste, tobacco advertising, and retailers who were visible from the sidewalk as part of a community mapping exercise. 5. District-wide, five health fairs reached approximately 2,500 students. Sequoia High's Youth Advisory Board

Comments regarding question 17:

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

Comments regarding questions 19-20:

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Brief Intervention includes individual counseling, both voluntary and involuntary.

Comments regarding question 22:

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The Alternative To Suspension Program is very similar to Smokeless Schools Days. Brief Intervention was initiated through individual counseling sessions, both voluntary or involuntary.

Comments regarding questions 24-25:

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

Comments regarding question 27:

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Out of a total of 21 students who participated in individual cessation counseling services, 20 students were from priority populations: 1 African American, 2 Pacific Islander, and 17 Hispanic/Latino students participated.

Comments regarding question 29:

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Students received information about the effects of smoking during pregnancy and second hand smoke. All students received a referral for services provided by a Public Health Nurse.

Comments regarding questions 31-32:

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

Comments regarding questions 34-35:

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District freshmen parents received information about the Life Skills curriculum, including the Toward No Drug Abuse curriculum.

Comments regarding questions 37-38:

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Our district collaborated and coordinated with many partners including Star Vista, Youth Leadership Institute, Wellness Advisory Council, Cal Safe, Acknowledge Alliance, Adolescent Counseling Services, San Mateo County Office of Education, San Mateo County Health Department, Dignity Health Sequoia Hospital, Redwood City School District, San Mateo County Health System Tobacco Prevention Program, Sequoia Healthcare District, John W. Gardner Center at Stanford, Redwood City 2020 Tobacco, Alcohol and Other Drug Prevention Partnership, Alateen, San Mateo County police and sheriff departments, New Leaf Treatment Center, TCI (a K-12 publishing company), Addiction Education Society (a non-profit affiliated with Franklin Templeton Investments), and UC Berkeley.

List of Districts in consortia