



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	0
Keepin' It Real	0
Minnesota Smoking Prevention Program	0
Project Alert	4,735
Project Northland	0
Project SUCCESS	0
Project TND (Towards No Drug Abuse)	0
Project TNT (Towards No Tobacco Use)	0
SPORT	0
State-Wide Indian Drug Prevention Program	0

3. Comments pertaining to question 2 are located in the appendix. (Optional)

169 6th graders at La Quinta Middle School also took the Project Alert course, in addition to the 7th and 8th graders at all DSUSD middle schools (they are included in the count above for Project Alert).

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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	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

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.

--We trained 2 teachers in animation at La Quinta Middle School. We had all trained teachers conduct animation workshops with their classes (50 students). Students created 30-second animated public service announcements about tobacco's use's dangers and marketing methods. One student from Jefferson Middle also helped in the classes. Each year, two more teachers will be trained, so that the number of student-developed PSA's will increase, as will the number of students learning the tobacco related information.

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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	312
Law enforcement sting operations to monitor tobacco sales to minors (i.e., Stop Tobacco Access to Kids Enforcement (STAKE) Act or others)	0
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	50
Youth Involvement in Anti-Tobacco Advocacy	15,751
Tobacco use prevention Peer Educator	27
Tobacco use prevention focused Service-Learning Projects	0

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.

Palm Springs Pride Parade, at least 500 students marched with rainbow bubble wands and chanting BLOW BUBBLES NOT SMOKE. Youth Zone at Pride Parade, at least 1,000 students visited the TUPE tables (over 700 donated Subway sandwiches got eaten by young people on one of the two days). The theme for students was BLOW BUBBLES NOT SMOKE.

Rainbow Youth Summit, 250 students. Gay Straight Alliance clubs, Friday Night Live Clubs, Club Live, all participate in all TUPE activities with their advisors. Total 6th-12th grade enrollment is 15,751.

Art contests for all 6th-12th graders (15,751) for tobacco prevention media, from calendar contest to Carol Addis poster contest

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:

Rainbow Youth Summit, March, 2017, Javier Rivera gave a one-person theatrical show on growing up gay, as well as other speakers in breakout sessions. Harvey Milk Memorial Breakfast at Palm Springs Convention Center with Jeff and Hillary Whittington, whose 9-year old deaf son is transgender (female to male).

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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	n/a	n/a
Craving Identification and Management (CIM)	n/a	n/a
Intervention with Teen Tobacco Users (TEG)	18	18
Project Life	n/a	n/a
Smokeless Schooldays: Smokeless Saturday School	n/a	n/a
Tobacco-Free Generations	n/a	n/a

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)	18	18
California Smoker's Helpline	15,751	15,751
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	x	x	x
7th Grade	x	x	x	x	x
8th Grade	x	x	x	x	x
9th Grade		x	x	x	x
10th Grade		x	x	x	x
11th Grade		x	x	x	x
12th Grade		x	x	x	x
Non Traditional		x	x	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	x	x
American Indian or Alaska Native	x	x	x	x	x
Asian	x	x	x	x	x
Pacific Islander	x	x	x	x	x
Hispanic/Latino	x	x	x	x	x

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	11
Number of parenting and/or pregnant minors served	11
Number of parenting and/or pregnant minors in school based programs	11
Number of parenting and/or pregnant minors referred to community programs	11

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	0	0
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

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.

Two teachers were trained in animation so that they could work with their students to make PSA's about tobacco use. All teachers who conducted Project Alert were already trained prior to this year.

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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? 15,751

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.

This academic year, 23 families participated in our newly launched Tobacco Family Conferences. They saw a SAP counselor for a 90-minute session on quitting and tobacco's harms to the family as a whole and individually.

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	Yes	Yes	Yes	Yes
Youth Development activities	Yes	Yes	Yes	Yes
Cessation activities	Yes	Yes	No	Yes
Intervention activities	Yes	Yes	Yes	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:

La Quinta Middle School now has an animation class in their STEM (science, technology, engineering, and math) curriculum, thanks to the TUPE program's popularity with students.

Comments regarding questions 5:

Comments regarding questions 7, 8 & 9:

Comments regarding questions 11 & 12:

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Comments regarding questions 14 & 15:

Smokers' Helpline cards handed out to tobacco users at Tobacco Family Conferences and Family Conferences. Cards also in front of both clerical desks for families to pick up in the SAP lobby and school counselor lobbies and desks. QuickList with various tobacco abatement services distributed in enrollment/registration packets at start of the school year. Of course, we cannot say how many people used the services.

Comments regarding questions 17:

Project Alert class was given to all 7th and 8th graders and all 6th graders at La Quinta Middle School.

Comments regarding questions 19:

Comments regarding questions 21:

Marion Stahl of Riverside County Office of Education (who serves as health advocate) met with all pregnant and parenting minors in sessions that include tobacco health information. She notes that the pregnancy rates are much lower this year, but that the rate of STD's are much higher all over the county.

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Comments regarding questions 23 & 24:

Comments regarding questions 26 & 27:

More parents than the number listed above could have seen the TUPE materials because we counted only one parent or guardian per student.

Comments regarding questions 29 & 30:

TUPE materials at all TUPE activities. Each site has TUPE materials posted and distributed. TUPE Coordinator presents monthly at Betty Ford Center where Student Assistance Program Advisory Board meets. Collaborative advisory has representatives from a wide variety of helping professionals and organizations in Coachella Valley, giving TUPE activities a broad-based audience for feedback and outreach activities (and publicity of TUPE events). Activities at Fred Young Labor Camp for peer educators, although we had to cut visits because of position being eliminated at DSUSD. All parents receive tobacco quitting information in registration packets and any person who uses tobacco in any family conferences at Student Assistance Program are provided TUPE materials and referrals to quitting programs and methods.

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.