



2017/18 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	4,962
Project Northland	0
Project SUCCESS	0
Project TND (Towards No Drug Abuse)	0
Project TNT (Towards No Tobacco Use)	0
SPORT	0
Stanford Tobacco Prevention Program	0
State-Wide Indian Drug Prevention Program	0

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



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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 2017/18 school year?

<u>Program/Strategy Name</u>	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



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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.

Animation training was offered at Colonel Mitchell Paige Middle school. Jefferson and La Quinta Middle schools have already received their training and completed anti-tobacco animation projects. A total of 72 students (who worked in small groups) produced anti-tobacco PSAs.

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 2017/18 school year?

<u>Non-Curricula Activities</u>	Number of Projected Students
Assembly Presentations	350
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	72
Youth Involvement in Anti-Tobacco Advocacy	16,828
Tobacco use prevention Peer Educator	2
Tobacco use prevention focused Service-Learning Projects	325

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.

Rainbow Youth Summit, 3/10/18, an annual day-long seminar, hosted approximately 250 students from Riverside, Imperial, and San Bernardino Counties. Palm Springs Pride Parade, 11/17, over 500 students from 30 schools marched with rainbow bubble wands and chanting BLOW BUBBLES NOT SMOKE. At least 475 young people visited the TUPE tables in the Safe Zone (based on estimates and Panera sandwiches distributed). Gay Straight Alliance clubs, Friday Night Live Clubs, & Club Live all participate in TUPE activities. Pride Prom at Palm Springs Air Museum, 5/11/18, about 500 students. Sacramento trip, Youth Quest, 7 students with Ms. St. Johns.

13 schools have Friday Night Live with 25 students each; the clubs are doing projects related to tobacco abstinence and quitting.



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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, speakers in breakout sessions, 250 students. Congressman Dr. Raul Ruiz, Co-Supervisor Manuel Perez, and candidate for Cathedral City City Council, Raymond Gregory were speakers. Note: disclaimers re: party affiliation were on display and discussed. These speakers were there to show support for the young people. Voter registration was emphasized. No-cost HIV testing was available.

Harvey Milk Diversity Breakfast, where we sent 100 DSUSD students. Cleve Jones, LGBT activist, was the speaker. He is the author of *WHEN WE RISE: MY LIFE IN THE MOVEMENT*, upon which a 2017 TV mini-series was based.

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 2017/18 school year?

Intervention Programs	Number of students identified	Number of students served
Brief Intervention	0	0
Craving Identification and Management (CIM)	0	0
Intervention with Teen Tobacco Users (TEG)	37	37
Project Life	0	0
Smokeless Schooldays: Smokeless Saturday School	0	0
Tobacco-Free Generations	0	0



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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)

14. Which of the cessation services listed below were offered during the 2017/18 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)	0	0
Enough Snuff: A Guide for Quitting Smokeless Tobacco	0	0
Helping Teens Stop Using Tobacco (TAP)	37	37
California Smoker's Helpline	16,828	16,828
Project EX: Teen Tobacco Use Cessation Program	0	0
Project N-O-T (Not on Tobacco)	0	0



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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)*

The 250 students who attended the Rainbow Summit were given the opportunity to take mindfulness classes to help decrease apprehension and thus assist them in avoiding tobacco or quitting it. Furthermore, as mentioned above, in the TAP and TEG programs offered, we also added a mindfulness unit.

16. Comments pertaining to question 14 & 15 are located in the appendix. (Optional)

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	X
10th Grade	X	X	X	X	X
11th Grade		X	X	X	X
12th Grade		X	X	X	X
Non Traditional		X	X	X	X



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

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)

21. How many parenting and/or pregnant minors were identified and served during the 2017/18 school year under this grant?

	Number of students
Number of parenting and/or pregnant minors identified	7
Number of parenting and/or pregnant minors served	7
Number of parenting and/or pregnant minors in school based programs	7
Number of parenting and/or pregnant minors referred to community programs	7

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



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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	2
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 more teachers were trained in animation again this year so that they could work with their students to create PSAs about tobacco prevention. All teachers who conducted Project Alert were already trained prior to this year. Kristen Bossi at Jefferson Middle School has an entire broadcast department and class now because of the Royer Animation training. She is the lead trainer for TUPE program's animation training.

25. Comments pertaining to question 23 & 24 are located in the appendix. (Optional)



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26. How many parents received general TUPE information during the 2017/18 school year under this grant? 16,828

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.

In year 1, we added the 90-minute Tobacco Family Conference. Parents and family members are offered the conferences if they are current tobacco users. The Tobacco Family Conference is a new counseling offering from the Student Assistance Program, and like many new services, it takes time for the community to get to know the availability. The SAP Family Conferences still provide a forum for tobacco education for hundreds of students and a referral source to the Tobacco Family Conferences. As of year 3, we changed Family Conferences so that only TUPE counselors ask questions about tobacco use. TUPE counselors became tobacco counselors for all students they saw (over 725 this year). Those became 90-minute sessions. Families who indicated tobacco use had a second appointment (60 min), focused only on tobacco and cessation. With new methodology and the gaining popularity of the Tobacco Family Conferences, we saw more than 134 families in year 3. Five times more than years 1 and 2.

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.

TUPE materials at all TUPE activities. Each school site and SAP office 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 wide variety of helping professions and organizations in Coachella Valley, giving TUPE activities a broad-based audience for feedback and outreach activities, as well as publicity of TUPE events. All parents receive tobacco cessation information in registration packets and any tobacco user in any family conferences at SAP are given TUPE materials and referrals to quitting programs and methods. There were no activities at the Fred Young Labor Camp this year because a position was eliminated.

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



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APPENDIX

Comments regarding question 2:

204 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). La Quinta Middle School has continued its practice of including 6th graders in the Project Alert curriculum, so that their students have three years of Project Alert. (N.B.: This is a function of the principal's leadership choices, so we cannot guarantee another principal would follow the lead.)

Comments regarding questions 4 & 5:

La Quinta Middle School is continuing its animation class in their STEM (science, technology, engineering, and math) curriculum, thanks to the TUPE program's popularity with students. Kristen Bossi at Jefferson Middle School has an entire broadcast department and class now because of the Royer Animation Training. Ms. Bossi is our lead trainer for the animation/PSA component of our TUPE program.

Comments regarding questions 7, 8 & 9:

More on Rainbow Summit: Mindfulness break-out session for Rainbow Summit students was offered. TUPE materials were given out to all attendees. Tables in lobby were filled with TUPE materials. Tobacco education was offered during Summit, as well.



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Comments regarding questions 11 & 12:

Weekly TAP and TEG classes held at Amistad, Summit, Shadow Hills, Palm Desert, La Quinta, and Indio High Schools. Our TUPE program includes a mindfulness component as a regular part of the curriculum.

Comments regarding questions 14 & 15:

Smokers Helpline cards distributed to tobacco users at Tobacco Family Conferences and at SAP Family Conferences if family members identify as tobacco users.

Cards also in front of clerical desks for families to pick up in the SAP lobby and school counselors' lobbies and desks. Quicklist with various tobacco abatement services in enrollment/registration packets at the start of school year. We cannot determine how many people used the services.

Comments regarding questions 17:

Project Alert was given to all 7th and 8th graders, plus the 6th graders at La Quinta Middle School. La Quinta Middle School has continued requiring 6th graders, as well as all 7th and 8th graders, to complete the Project Alert curriculum.



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Comments regarding questions 19:

n/a

Comments regarding questions 21:

Marion Stahl who was hired by DSUSD this year, met with all pregnant and parenting minors in sessions that included tobacco health information. We will be losing Ms. Stahl to Palm Springs Unified next academic year and are in the process of hiring another person to work with our pregnant and parenting minors.

Comments regarding questions 23 & 24:

n/a



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Comments regarding questions 26 & 27:

More parents or guardians than the number listed above could have seen the TUPE materials because, for the purposes of this project, we counted only one adult per student.

Comments regarding questions 29 & 30:

n/a

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.

n/a