

2013/14 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 | No |
| Keepin' It Real | No |
| Minnesota Smoking Prevention Program | No |
| Project Alert | Yes |
| Project Northland | No |
| Project SUCCESS | Yes |
| Project TND (Towards No Drug Abuse) | No |
| 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 | 4,858 | 4,324 |
| Grade 8 | 5,046 | 4,390 |
| Grade 9 | 0 | 0 |
| Grade 10 | 0 | 0 |
| Grade 11 | 0 | 0 |
| Grade 12 | 0 | 0 |
| Non Traditional | 446 | 418 |
| Grade Total | 10,350 | 9,132 |

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

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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 | 0 | 0 |
| Red Ribbon Week (Tobacco focus) | 29,141 | 27,684 |
| Teens Kick Butts / Ash | 0 | 0 |
| School-Wide contest | 1,000 | 885 |
| Tobacco & Hollywood Campaign | 0 | 0 |
| Mission Possible | 0 | 0 |
| Youth Quest | 20 | 15 |
| Assembly Speaker | 600 | 3,144 |

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.

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

Kaiser Permanente's Don't Buy the Lie Campaign was implemented in 7th -12th grades in EGUSD.

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

Phillip Barna, Phillip Benadum, Victor DeNoble, and Justin Boudreau

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 | 1,000 | 2,200 |
| Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry | 1,000 | 1,950 |
| Tobacco use prevention Peer Educator | 500 | 525 |
| Tobacco use prevention focused Service-Learning Projects | 0 | 0 |

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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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 | 176 | 156 | 42 | 0 |
| Asian | 0 | 0 | 506 | 448 | 121 | 0 |
| Pacific Islander | 0 | 0 | 44 | 39 | 10 | 0 |
| Hispanic/Latino | 0 | 0 | 572 | 507 | 137 | 0 |
| African American | 0 | 0 | 96 | 351 | 95 | 0 |
| Lesbian, Gay, Bisexual, Transgendered, & Questioning | 0 | 0 | 0 | 0 | 0 | 0 |
| Low Socio Economic Status | 0 | 0 | 1166 | 1034 | 278 | 0 |

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) | 0 | 0 |
| 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.

Brief Intervention model is used with students in 7-12 grades. In 2013-14 TUPE staff met with 267 middle and high school students using the Brief Intervention model that we locally call “teen Intervene”. According to student self reporting, 77% (206) of these students had used tobacco.

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 | 0 | 0 | 0 | 0 |
| Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Hispanic/ Latino | 0 | 0 | 0 | 0 | 0 |
| African American | 0 | 0 | 0 | 0 | 0 |
| Lesbian, Gay, Bisexual, Transgendered, & Questioning | 0 | 0 | 0 | 0 | 0 |
| Low Socio Economic Status | 0 | 0 | 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) | 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)*

EGUSD worked to provide cessation services through community counseling agencies. One of our longstanding partners, Panacea Counseling Services closed their offices which left a gap in services. We are establishing new relationships with community service providers and hope to have a number of schools on board for the 2014-2015 school year.

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 | 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 |
| Lesbian, Gay, Bisexual, Transgendered, & Questioning | 0 | 0 | 0 | 0 | 0 | 0 |
| Low Socio Economic Status | 0 | 0 | 0 | 0 | 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 | 104 |
| Number of parenting and/or pregnant minors served | 104 |
| Number of parenting and/or pregnant minors in school based programs | 104 |
| Number of parenting and/or pregnant minors referred to community programs | 104 |

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 | 66 |
| Trained to deliver youth development strategies | 4 | 18 |
| Trained to deliver intervention strategies | 10 | 45 |
| Trained to deliver cessation strategies | 0 | 0 |
| General TUPE information | 20 | 100 |

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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?

10,000

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 | No | No | No | No |
| Youth Development activities | Yes | No | Yes | Yes |
| Cessation activities | No | No | No | Yes |
| Intervention activities | No | no | No | Yes |
| 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.

EGUSD TUPE staff hosted a Brief Intervention program training in partnership with the Center for Applied Research Solutions (CARS).

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

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Comments regarding question 2:

Comments regarding question 4:

Comments regarding question 6:

All 9th grade students in the EGUSD are required to take a semester of Health. This class includes specific lessons on tobacco, alcohol and other drugs, decision making, life skills, asset development and more. The TUPE staff work closely with the Health teachers to provide supplemental materials to enhance the tobacco specific education that is provided.

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Comments regarding question 9:

Many schools in the EGUSD conduct Red Ribbon Week activities. The numbers provided are an estimate of the participation level as we do not specifically track data for RRW.

Comments regarding question 14:

Comments regarding question 17:

The data above is based on district wide ethnicity and Low SES percentages. We are prohibited from asking students about their sexual preference.

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Comments regarding question 19:

The Brief Intervention Model has proved immensely successful in EGUSD. Students are identified through a direct referral or by home suspension for tobacco or other drug violations. 1-2 times per month the TUPE Coordinator pulls down a report of all students that have had a home suspension for substance use or possession violation. These students receive a 2-3 session intervention at school during normal school hours. Administrators have given their approval for students to miss class in order to receive this intervention and some schools have begun to use the intervention as a way for a student to reduce their suspension. In years past when EGUSD TUPE staff attempted to coordinate programs like TEG or other multi-session support groups out of school hours we had very poor participation. With the Brief Intervention model we are able to intervene with a much greater number of students and the school administration and counselors are very supportive. Our number of direct referrals is on the rise as well.

Comments regarding question 22:

Demographic analysis of students receiving Brief Intervention: African American - 22% American Indian - 7% Asian - 11% Hispanic - 19% Multiple Races - 6% Pacific Islander - 1% White - 13% Low SES (qualify for free or reduced price lunch) - 61.6% Foster Youth - 5%

Comments regarding question 24:

We provide CA Smoker's Helpline information to students, staff and families in a variety of methods. The Gold Cards are included in our "tobacco quit-kits"; the website and phone number are listed in our internal cessation resources brochure, the CSH information is on our website and our schools have the information in the counseling offices. We do not have a way to determine how often the resource is used.

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Comments regarding question 27:

Comments regarding question 29:

Comments regarding question 31:

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Comments regarding question 34:

It is difficult to estimate how many parents are exposed to TUPE information. Many of our secondary schools sent home bulletins this year about electronic cigarettes, hookah pens and vape pens and the change in district policy. This information went out globally to all secondary student's parents. Information about TUPE is included in student handbooks, orientation packets and is also posted on school websites. The district has over 62,000 students so it is difficult to extrapolate that figure.

Comments regarding question 37:
