



2019/20
TUPE Annual Online Service Report
Cohorts K, L & M (Tier 2)

I. Program Contact Information

1. Please enter the contact information for the person completing this report:

| | |
|-------------|--------------------|
| First Name: | Tami |
| Last Name: | Silvera |
| County: | Sacramento |
| LEA: | Elk Grove USD |
| Cohort: | M |
| Phone: | 916-686-7568 |
| email: | Tsilvera@egusd.net |

II. General Program Student Population Information

2. All of the following questions refer only to activities conducted during the 2019/20 school year:

| Grade: | 6th | 7th | 8th | 9th | 10th | 11th | 12th | NT |
|---|------|------|------|------|------|------|------|-----|
| Number of Students enrolled in the TUPE Program Participating Schools | 5032 | 5199 | 5238 | 5265 | 5208 | 5137 | 5307 | 905 |
| Unduplicated Number of Students Participating in TUPE Service(s) | 500 | 4159 | 4190 | 5078 | 1850 | 1800 | 1800 | 726 |
| Number of Students Receiving Only One TUPE Service | 73 | 150 | 150 | 300 | 500 | 500 | 500 | 100 |
| Number of Students Receiving Multiple TUPE Services | 427 | 3327 | 3352 | 4778 | 1350 | 1300 | 1300 | 626 |

3. Has the grantee provided any TUPE services to 4th or 5th grade students?:

| | Y/N | Total # Unduplicated Students | Funding Source: |
|--|-----|-------------------------------------|-----------------|
|--|-----|-------------------------------------|-----------------|

| | | | |
|-----|----|--|--|
| 5th | No | | |
| 4th | No | | |
| 3rd | No | | |
| 2nd | No | | |
| 1st | No | | |
| K | No | | |

III. Detailed Student Participation Information

4. Indicate which of the research-validated or evidence-informed programs listed below were implemented under this grant during the school year by entering the numbers of students that received instruction for each program.

| | # of Participating Students |
|--|-----------------------------|
| Botvin's Life Skills Training: | 0 |
| Keepin' It Real: | 0 |
| Minnesota Smoking Prevention Program: | 0 |
| Project Alert: | 6080 |
| Catch My Breath: | 0 |
| The Real Cost: | 0 |
| Project Northland: | 0 |
| Project SUCCESS: | 334 |
| Project TND (Toward No Drug Abuse): | 0 |
| Project TNT (Toward No Tobacco Use): | 0 |
| SPORT: | 0 |
| Stanford Tobacco Prevention Program: | 3539 |
| State-Wide Indian Drug Prevention Program: | 0 |

4a. If a evidence-informed program not listed in the table above was implemented, please specify the name of the program along with the number of participating students in the space below.
(Please do not use acronyms)



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5. Please provide an effectiveness rating for each one of the curricula that you have adopted, 5 being outstanding and 1 being insufficient.

RATING

| | |
|--|-----|
| Botvin's Life Skills Training: | n/a |
| Keepin' It Real: | n/a |
| Minnesota Smoking Prevention Program: | n/a |
| Project Alert: | 2 |
| Catch My Breath: | n/a |
| The Real Cost: | n/a |
| Project Northland: | n/a |
| Project SUCCESS: | 4 |
| Project TND (Toward No Drug Abuse): | n/a |
| Project TNT (Toward No Tobacco Use): | n/a |
| SPORT: | n/a |
| Stanford Tobacco Prevention Program: | 5 |
| State-Wide Indian Drug Prevention Program: | n/a |
| Other (listed in 4a): | n/a |

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6. 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 school year? Provide the number of participating students for each program that was offered under this grant.

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: | 5078 |
| Teens Tackle Tobacco: | 0 |

6a. If a non-evidence-informed curriculum-based program not listed in the table above was offered, please specify the name of the program/strategy along with the number of participating students in the space below.

(Please do not use acronyms)

7. Which of the non-curricula activities listed below were offered to students in the general population during the school year? Provide the number of participating students in the fields below for each activity that was offered under this grant.

of Participating Students

Assembly Presentation: 1500

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: 4763

Youth Involvement in Anti-Tobacco Advocacy (i.e., Red Ribbon Week,
Great American Smoke Out, World No Tobacco Day, Teens Kick Butts/Ash, Youth Quest,
Tobacco & Hollywood Campaign, School-Wide Contest, Mission Possible): 20000

Tobacco use prevention Peer Educator: 4763

Tobacco use prevention focused Service-Learning Projects: 0

7a. 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 participating students in the space below.

(Please do not use acronyms)

7b. If you selected "Assembly Presentation" as an activity, please specify the name(s) of the speaker(s) and program, and a brief description of the presentation in the space below.

(Please do not use acronyms)

A number of elementary campuses had Kaiser Permanente's youth theatre program. Schools also had local presenter Kevin Bracy, and local law enforcement presentations during RRW. To support the LGBTQ population we had a youth ambassador from the Human Rights Campaign and guest presenters from the Stonewall Foundation.

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8. Which of the intervention programs listed below were offered during the school year? For each program offered provide the number of students, identified and served, under this grant.

| | Number of Students Referred for Intervention | Number of Students Received Service | Number of Students Completed Service |
|---|---|--|---|
| Brief Intervention: | 84 | 65 | 49 |
| Craving Identification and Management (CIM): | 0 | 0 | 0 |
| Intervention with Teen Tobacco Users (TEG): | 0 | 0 | 0 |
| Project Life: | 0 | 0 | 0 |
| Smokeless Schooldays Smokeless Saturday School: | 0 | 0 | 0 |
| Tobacco-Free Generations: | 0 | 0 | 0 |
| Healthy Futures (Stanford Alternative to Suspension Curriculum): | 0 | 0 | 0 |

8a. If an intervention program not listed in the table above was offered, please specify the name of the program and the number of students referred, received and completed service.

(Please do not use acronyms)



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9. Which of the cessation services listed below were offered during the school year? For each program offered provide the number of students identified and served under this grant.

| | Number of Students Referred for Cessation | Number of Students Received Service | Number of Students Completed Service |
|---|--|--|---|
| Adolescent Smoking Cessation-Escaping Nicotine and Tobacco (ASCENT): | 0 | 0 | 0 |
| Enough Snuff: A Guide for Quitting Smokeless Tobacco: | 0 | 0 | 0 |
| Helping Teens Stop Using Tobacco (TAP): | 0 | 0 | 0 |
| California Smoker's Helpline: | 84 | 0 | 0 |
| California Smoker's Vape Helpline: | 84 | 0 | 0 |
| Project EX: Teen Tobacco Use Cessation Program: | 0 | 0 | 0 |
| Project N-O-T (Not on Tobacco): | 0 | 0 | 0 |

9a. 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)



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10. How many parenting and/or pregnant minors were identified and served during the 2019/20 school year under this grant?

Number of Parenting and/or
Pregnant Minors

Identified: 32

Total Served: 32

Served in school based programs: 32

Referred to county programs: 32

Referred to statewide programs: 32

IV. Curriculum and Program Implementation

11. Indicate which programs were provided to students in the grades listed below. Check the appropriate boxes below for the 2019/20 school year.

Grade: 6th 7th 8th 9th 10th 11th 12th NT

Prevention programs ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

Intervention programs ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓

Cessation programs ✓ ✓ ✓ ✓ ✓ ✓ ✓

12. Indicate which programs were specifically targeted to students in the priority populations listed below. Check the appropriate boxes below for the 2019/20 school year.

Priority Population by Race & Ethnicity: African American American Indian or Alaska Native Asian Hispanic/Latino Pacific Islander

Prevention programs

Intervention programs ✓ ✓

Cessation programs

13. Indicate which programs were specifically targeted to students in the priority populations listed below (i.e.; a conscious decision was made to select or tailor programs to impact priority populations). Check the appropriate boxes below for the 2019/20 school year.

| Priority Populations by Other Categories: | Low Socioeconomic Status (Free/reduced lunch program) | Rural Area School Students | LGBTQ | Non Traditional Schools | Foster Youth | Homeless |
|---|---|----------------------------|-------|-------------------------|--------------|----------|
|---|---|----------------------------|-------|-------------------------|--------------|----------|

Prevention programs



Intervention programs



Cessation programs



V. Staff, Parent, and Local Agency Engagement

14. 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.

| | Classified | Certificated |
|--|------------|--------------|
| Total number of all staff in participating schools: | 2260 | 3600 |
| Total number of staff receiving general tobacco use prevention training and TUPE program training: | 40 | 126 |
| Total number of TUPE staff at participating schools: | 6 | 18 |
| Total number of TUPE staff trained to deliver program curriculum: | 0 | 0 |
| Total number of TUPE staff trained to deliver youth development strategies: | 4 | 10 |
| Total number of TUPE staff trained to deliver intervention strategies: | 0 | 0 |
| Total number of TUPE staff trained to deliver cessation strategies: | 0 | 0 |

14a. 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 space below.

(Please do not use acronyms)

EGUSD hosted a number of trainings on LGBTQ+ awareness and how to create caring and inclusive school communities for these students and families. Over 1900 EGUSD staff were trained. TUPE materials are available at all training.



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15. How many parents received general TUPE information during the school year under this grant, in terms of the following subcategories?

| Large Scale Information Distribution: | | Number of Parents/Legal Guardians |
|---|--|---|
| Dangers of youth tobacco (including e-cigarettes and vaping) & marijuana use: | | 1000 |
| Nicotine damage to youth brain development: | | 50 |
| Tobacco prohibition policy on school properties: | | 50000 |
| Resources to support parents with vaping students: | | 10000 |

| In-person workshop training/meeting: | | Number of Parents/Legal Guardians |
|---|--|---|
| Dangers of youth tobacco (including e-cigarettes and vaping) & marijuana use: | | 55 |
| Nicotine damage to youth brain development: | | 55 |
| Tobacco prohibition policy on school properties: | | 55 |
| Resources to support parents with vaping students: | | 55 |

15a. 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.

16. Were the activities listed in the table below offered in collaboration or coordination with the four organization types shown?

Please type a "Yes" or "No" answer for each activity and venue listed.

| | Other Local Education Agency | Local Public Health Agency | Local Governmental Agency | Local Nongovernmental Organization (NGO) |
|---|---------------------------------------|-------------------------------------|---------------------------------|---|
| Curriculum implementation: | No | No | No | No |
| Youth Development activities: | No | Yes | No | Yes |
| Cessation activities: | No | Yes | No | Yes |
| Intervention activities: | No | No | No | Yes |
| Local tobacco control coalition planning meetings: | Yes | Yes | Yes | Yes |
| CA Friday Night Live Clubs: | No | No | Yes | No |

16a. If you answered "Yes" to any of the above, please provide the name of the Local Agencies you were in collaboration with. *(Please do not use acronyms)*

Sacramento Public Health, Sacramento Tobacco Control Coalition, Sacramento County Coalition for Youth, Sacramento County Dept. of Education, EGUSD TUPE staff collaborate with a number of agencies to provide services to pregnant and minor parents and the LGBTQ population. They include : Sutter Adolescent Health Program, Chicks in Crisis, Mom and Me Network, Nurse Family Partnership, La Familia Counseling, Birth and Beyond, Black Infant Health Program, Sacramento LGBT Center, Human Rights Campaign, CSUS PRIDE Center, WellSpace Health, Stop Stigma SacramentoPRO Youth and Families, Uptown Studios, Kaiser Permanente, EMT Associates, Inc., Delta Prevention

16b. 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, a local public health agency, a local governmental agency, or a local non-governmental organization (NGO) in the space below. *(Please do not use acronyms)*

EGUSD TUPE staff collaborate with a number of agencies to provide services to pregnant and minor parents and the LGBTQ population. They include : Sutter Adolescent Health Program, Chicks in Crisis, Mom and Me Network, Nurse Family Partnership, La Familia Counseling, Birth and Beyond, Black Infant Health Program, Sacramento LGBT Center, Human Rights Campaign, CSUS PRIDE Center, WellSpace Health, Stop Stigma Sacramento

17. 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.

| 18. CHKS Participation | Number of Participating Schools |
|---|---------------------------------|
| A. How many schools participate in this grant? | 65 |
| B. How many schools participated in CHKS in the 2015-16 academic year? | 61 |
| C. How many schools participated in CHKS in the 2016-17 academic year? | 0 |
| D. How many schools participated in CHKS in the 2017-18 academic year? | 65 |
| E. How many schools participated in CHKS in the 2018-19 academic year? | 0 |
| F. How many schools participated in CHKS in the 2019-20 academic year? | 63 |
| G. How many schools did not participate in CHKS at the duration of the grant? | 0 |



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18a. If the answer to question F is other than "0" or none, please identify each of the schools by CDS code, school, district, grantee CHKS implementation lead, justification of not completing CHKS as required, and projected CHKS completion date.

| | | |
|----------------|---------|----------------------------|
| CDS: | School: | District: |
| Grantee: | Lead: | |
| Justification: | | Projected Completion Date: |

| | | |
|----------------|---------|----------------------------|
| CDS: | School: | District: |
| Grantee: | Lead: | |
| Justification: | | Projected Completion Date: |

| | | |
|----------------|---------|----------------------------|
| CDS: | School: | District: |
| Grantee: | Lead: | |
| Justification: | | Projected Completion Date: |

| | | |
|----------------|---------|----------------------------|
| CDS: | School: | District: |
| Grantee: | Lead: | |
| Justification: | | Projected Completion Date: |

| | | |
|----------------|---------|----------------------------|
| CDS: | School: | District: |
| Grantee: | Lead: | |
| Justification: | | Projected Completion Date: |



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Q1. Comments or Explanations (Optional)

Q2. Comments or Explanations (Optional)

Q3. Comments or Explanations (Optional)

As the "TUPE service" is defined, we cannot accurately assess how many of our grade K-5 students received a service. TUPE resources and campaigns, like Red Ribbon Week, that are made available to 6th grade are often open to other grades to use, but we do not track this data.



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Q4. Comments or Explanations (Optional)

Q5. Comments or Explanations (Optional)

Q6. Comments or Explanations (Optional)

All students in EGUSD are required to take a semester of Health in 9th grade. TUPE staff support the Health Curriculum by providing relevant tobacco prevention information for use in the substance use unit. Many health teachers elected to use the Stanford Tobacco Toolkit as a supplement to the Health Text as well.



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Q7. Comments or Explanations (Optional)

Q8. Comments or Explanations (Optional)

Referrals for intervention were dramatically impacted by the COVID 19 school closures. EGUSD was closed for 5 weeks beginning in March, and when distance learning started TUPE staff offered but did not receive referrals for Brief Intervention.

Q9. Comments or Explanations (Optional)

All students referred for Brief Intervention are provided information on the Smoker's Helpline and Vape Helpline. Our County Coordinator for TUPE requested user data from CSH, but we did not receive any data to indicate if students followed up and contacted either helpline.



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Q10. Comments or Explanations (Optional)

TUPE staff have seen a decline in teen parent referrals for the past three years. Referrals to the Teen Parent Program were also dramatically impacted by the COVID 19 school closures.

Q11. Comments or Explanations (Optional)

Q12. Comments or Explanations (Optional)



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Q13. Comments or Explanations (Optional)

EGUSD uses Project SUCCESS at the three continuation high schools. The program has prevention, intervention, and cessation services. EGUSD began specific support for the LGBTQ site-programs two years ago. This includes program support for middle and high school Gay Straight Alliance clubs and numerous staff trainings to build awareness. These services were largely supported by a grant from Kaiser Permanente. TUPE staff at each cont. high provide case management and support to Foster Youth.

Q14. Comments or Explanations (Optional)

TUPE staff promote local and statewide TUPE-related training to relevant EGUSD staff. As these trainings are optional and often during non- contract hours we do not track individual participation.

Q15. Comments or Explanations (Optional)



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Q16. Comments or Explanations (Optional)

Q18. Comments or Explanations (Optional)