

# 2011/12 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

## 1. Contact Information

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Cohort: F      Year: 2011/12

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## 2. Which of the programs listed below were implemented under this grant during the 2011/12 year?

Botvin's Life Skills Training	Yes
Keepin' It Real	
Minnesota Smoking Prevention Program	
Project Alert	
Project Northland	
Project SUCCESS	
Project TND (Towards No Drug Abuse)	
Project TNT (Towards No Tobacco Use)	
SPORT	
State-Wide Indian Drug Prevention Program	

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

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4. How many  
2011/12 students

identified in question 2 during the

		Number of Participating Students
Grade 6	0	0
Grade 7	1,067	1,067
Grade 8	1,050	1,050
Grade 9	1,125	1,125
Grade 10	0	0
Grade 11	0	0
Grade 12	0	0
Non Traditional	38	38
Grade Total	3,280	3,280

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

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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 during the 2011/12 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	11,117
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

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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Link Crew- Mayfair High School implemented this program and pairs a junior or senior with a freshman as a peer mentor for the year. Students and staff are trained and the goal is to build resiliency skills that foster academic success. Assemblies, an anti-prom dance, BBQ's, and other activities that promote connectedness and belonging.(TUPE does not fund this)

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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 during the 2011/12 school year?

Program/Strategy Name	Number of Projected Students	Number of Participating Students
Great American Smoke Out	6,419	11,117
Red Ribbon Week (Tobacco focus)	0	0
Teens Kick Butts / Ash	0	0
Schoolwide contests	6,457	7,753
Tobacco & Hollywood Campaign	0	0
Mission Possible	0	0
Youth Quest	0	0
Assembly Speaker	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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Not applicable

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

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Students participated in a school-wide Tobacco Poster contest. The winner of each site had their poster made into shirts that were distributed to winners to wear on the Great American Smoke Out Day. Students shared their posters to explain the message, graphic presentation, and inspiration of their work. Students wear these with pride as they choose to be tobacco free!

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

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Not applicable

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 during the 2011/12 school year?

Program/Strategy Name	Number of Projected Students	Number of Actual Students
Youth Involvement in Stop Tobacco Access to Kids Enforcement (STAKE) Act	0	0
Youth Involvement in Anti-tobacco Advocacy	40	10
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	0	50
Tobacco use prevention Peer Educator	0	200
Tobacco use prevention focused Service-Learning Projects	0	10

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

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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 the 2011/12 school year under this grant?

	Stop Tobacco Access to Kids Enforcement (STAKE) Act	Anti- Tobacco Advocacy	Counter the Influence of the Tobacco Industry	Peer Educator	Service- Learning Projects
American Indian or Alaska Native	0	0	0	6	0
Asian	0	0	0	0	0
Pacific Islander	0	0	0	0	0
Hispanic/ Latino	0	5	40	134	5
African American	0	3	7	34	3
White (non Hispanic)	0	2	3	26	2
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0
Low Socio Economic Status	0	10	50	200	10

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 during the 2011/12 school year? 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
Project Life	0	0
Smokeless Schooldays: Smokeless Saturday School	0	0
Intervention with Teen Tobacco Users (TEG)	30	30
Residential Student Assistance Program	0	0
Spit Tobacco Intervention	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.
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21. Comments pertaining to question 19 are located in the appendix. (Optional)

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22. Please indicate which Cessation Services were implemented. For each program offered provide the number of identified and served tobacco-using students.

Program/Strategy Name	Number of students identified	Number of students served
Adolescent Smoking Cessation - Escaping Nicotine and Tobacco (ASCENT)	0	0
Enough Stuff: A Guide to Quitting for Smokeless Tobacco	0	0
Helping Teens Stop Using Tobacco (TAP)	0	0
California Smoker's Helpline	0	12,564
Project EX: Teen Tobacco Use Cessation Program	75	75
Project N-O-T (Not on Tobacco)	0	0

23. If a cessation program not listed in the table above was offered, specify the name of the program along with the number of students identified and the number of students served.

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Not applicable

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



## 2011/12 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

25. How many parenting and/or pregnant minors were identified and served during the 2011/12 school year under this grant?

Category	Number of students
Number of parenting and/or pregnant minors identified	6
Number of parenting and/or pregnant minors served	0
Number of parenting and/or pregnant minors in school based programs	0
Number of parenting and/or pregnant minors referred to community programs	0

26. Comments pertaining to question 25 are located in the appendix. (Optional)

27. How many classified and/or certificated staff were trained in the areas listed in the table below?

Training Type	Classified	Certificated
Trained to deliver program curriculum	0	14
Trained to deliver youth development strategies	4	14
Trained to deliver intervention strategies	4	0
Trained to deliver cessation strategies	5	0
General TUPE information	4	14

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28. 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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Not applicable

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

30. How many parents received general TUPE information during the 2011/12 school year under this grant?

3,536
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31. 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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Other training was not provided.

32. Comments pertaining to questions 30 and 31 are located in the appendix. (Optional)

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33. 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	No	No	No
Youth Development activities	Yes	Yes	No	Yes
Cessation activities	Yes	No	No	No
Intervention activities	Yes	No	No	Yes
Local tobacco control coalition planning meetings	Yes	No	Yes	No

34. 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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Not applicable

35. Comments pertaining to question 33 are located in the appendix. (Optional)

# 2011/12 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

Comments regarding question 2:

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-TUPE Grant Funded 2011 after expected date

-Teachers trained Jan 2012

-Funds needed to start the TUPE Program

-Program began when funding began

Comments regarding question 4:

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Students in grades seven and eight receive the Botvin's Life Skills in their Science class. In grade 9 students receive the Botvin's Life Skills in Health Class.

Comments regarding question 6:

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Staff, Community, Student Partnerships

-College & career fair

-Monsoon Cancer shirts (student created/raise \$ for Relay for Life)

-Emodi Program targets African American Middle School Boys to assist in life skills, goal setting, & other supports (Sat meetings)

-Latino Club foster connectedness of Latino Leaders, service learning & promote culture

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Comments regarding question 9:

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Students, school staff, parents, and community members participated in activities that educated them on the harmful effects of tobacco through games, and various activities were planned to promote a healthy lifestyle, incentives with tobacco free messages were provided, and students created messages to post to promote TUPE.

Comments regarding question 14:

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Students worked together with wellness mentor to write a letter to the Mayor of Bellflower requesting an ordinance prohibiting tobacco use within 25 feet of Bellflower Unified Schools. High school students wrote & performed skit on tobacco gameshow to students k-6 attending the after-school program & presented tobacco messages to promote anti-tobacco lifestyle. High school students attended Youth Advocacy Conference provided by LACOE, they presented a tobacco skit & participated in activities.

Comments regarding question 17:

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None

# 2011/12 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

Comments regarding question 19:

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This program began late in the school year due to the delay in funding of the TUPE grant.

Comments regarding question 22:

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California Smoker's Helpline posters, pamphlets, and resources are available & visible at every site to ALL students, staff, parents, and visitors. The Project X program began at the beginning of the year. Students were able to participate in this program before TEG program began.

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Comments regarding question 25:

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None

Comments regarding question 27:

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None

# 2011/12 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

Comments regarding question 30 and 31:

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Tobacco education newsletters from LACOE designed for parents were sent to parents and parent letters were sent home to inform them of their child's participation in Botvin's Life Skills.

Comments regarding question 33:

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None