

2010/11 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

1. Contact Information

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2. Which of the programs listed below were implemented under this grant during the 2010/11 year?

| | |
|---|-----|
| All Stars | |
| Botvin's Life Skills Training | Yes |
| Keepin' It Real | |
| Minnesota Smoking Prevention Program | |
| Positive Action | Yes |
| Project Alert | |
| Project Northland | |
| Project SUCCESS | |
| Project TND (Towards No Drug Abuse) | |
| Project TNT (Towards No Tobacco Use) | |
| Too Good for Drugs | |
| Triple T (Teens Tackle Tobacco) Project | |

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3. How many students per grade participated in the program/s identified in question 2 during the 2010/11 school year under this grant?

| Grade | Number of Projected Students | Number of Participating Students |
|-----------------|------------------------------------|--|
| Grade 6 | 1,461 | 1,472 |
| Grade 7 | 1,556 | 1,543 |
| Grade 8 | 1,572 | 1,556 |
| Grade 9 | 1,704 | 1,734 |
| Grade 10 | 1,662 | 1,651 |
| Grade 11 | 0 | 0 |
| Grade 12 | 0 | 0 |
| Non Traditional | 292 | 278 |
| Grade Total | 8,247 | 8,234 |

4. Please indicate below the number of students who participated in the program/s identified above.

| Ethnicity | Number of Students |
|-----------------------------------|--------------------|
| American Indian or Alaskan Native | 166 |
| Asian | 164 |
| Pacific Islander | 82 |
| Filipino | 81 |
| Hispanic/Latino | 3,788 |
| African American | 659 |
| White (not Hispanic) | 3,294 |
| Mulitpe or no Response | 0 |
| Total | 8,234 |

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5A. 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 2010/11 school year?

| Program/Strategy Name | Number of Projected Students | Number of Participating Students |
|--|------------------------------|----------------------------------|
| Across Ages | 0 | 0 |
| Caring School Communities | 0 | 0 |
| Decisions for Health Series | 0 | 0 |
| Guiding Good Choices – Families That Care | 0 | 0 |
| Hands Off Tobacco! Series | 0 | 0 |
| Health and Wellness Series | 0 | 0 |
| The Missing Link in Prevention in High School | 0 | 1,734 |
| Project ABCD (Analyze, Beware, Create, Disseminate) | 0 | 0 |
| Project ALIVE! (Arts Leading Into Vital Education) | 0 | 0 |
| Project SCAT (Schools and Communities Against Tobacco) | 0 | 0 |
| State-Wide Indian Drug Prevention Program | 0 | 0 |
| Stay On Track Series | 0 | 0 |
| Teen Health Course Series | 0 | 0 |
| Too Good for Drugs and Violence | 0 | 0 |

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.

Some lessons from the Missing Link curriculum have been integrated into the course outline for the mandatory 9th grade health class to augment the tobacco education provided through Life Skills Training and the health text book.

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- 6A. 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 2010/11 school year?

| Program/Strategy Name | Number of Projected Students | Number of Participating Students |
|---------------------------------|------------------------------|----------------------------------|
| Great American Smoke Out | 0 | 0 |
| Red Ribbon Week (Tobacco focus) | 11,511 | 11,244 |
| Teens Kick Butts / Ash | 0 | 0 |
| Schoolwide contests | 0 | 0 |
| Assembly Speaker | 0 | 0 |

- 6B. 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.

PLUS Teams providing youth development activities and acting as Youth Tobacco Educators:

projected number of students, 1,200

participating number of students, 2,000

- 6C. If you selected *School-wide contest* as a non-curricular activity, indicate the name of the contest:

Not applicable

- 6D. If you selected *Assembly Speaker* as a non-curricula activity, indicate the name of the speaker:

Not applicable

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7A. 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 2010/11 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 | 0 | 0 |
| Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry | 53 | 53 |
| Tobacco use prevention Peer Educator | 35 | 435 |
| Tobacco use prevention focused Service-Learning Projects | 0 | 0 |

7B. 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.

Not applicable

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8A. Please indicate which Intervention Programs were implemented. For each program offered provide the number of identified and served tobacco-using students.

| Program/Strategy Name | Number of students <i>identified</i> | Number of students <i>served</i> |
|---|--|--|
| Project Life | 0 | 0 |
| Smokeless Schooldays: Smokeless Saturday School | 100 | 342 |
| Intervention with Teen Tobacco Users (TEG) | 0 | 0 |
| Residential Student Assistance Program | 0 | 0 |
| Tobacco-Free Generations | 0 | 0 |

8B. 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.

Teen Intervene

Projected to serve: was added to program this year to replace TEG as our strategy to intervene with students who violate school tobacco policy.

Participating students: 30

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9A. 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) | 100 | 100 |
| I QUIT | 0 | 0 |
| I Decide: Teen Tobacco Cessation | 0 | 0 |
| California Smoker's Helpline | 100 | 100 |
| Project EX: Teen Tobacco Use Cessation Program | 0 | 0 |

9B. 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.

Not applicable

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10. How many parenting and/or pregnant minors were identified and served during the 2010/11 school year under this grant?

| Category | Number of students |
|---|--------------------|
| Number of parenting and/or pregnant minors identified | 150 |
| Number of parenting and/or pregnant minors served | 150 |
| Number of parenting and/or pregnant minors in school based programs | 100 |
| Number of parenting and/or pregnant minors referred to community programs | 50 |

11B. How many students in the targeted population received culturally appropriate curriculum and/or culturally appropriate supplemental activities during the 2010/11 school year under this grant?

| Population | Number of students receiving culturally appropriate curriculum | Number of students participating in culturally appropriate supplemental activities |
|--------------------------|--|--|
| African American | 659 | 0 |
| Hispanic/Latino | 3788 | 0 |
| Native American | 166 | 25 |
| Asian-Pacific American | 164 | 0 |
| Non Traditional Students | 292 | 0 |

11B. If culturally appropriate activities were offered to groups not listed in the table above please specify the group in box below and the number of students involved in curriculum and/or supplemental activities.

Not applicable

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12A. How many classified and/or certified staff were trained in the areas listed in the table below?

| Training Type | Classified | Certificated |
|---------------------------------------|------------|--------------|
| Trained to deliver program activities | 5 | 61 |
| General TUPE information | 5 | 91 |

12B. If staff were trained in areas not listed in the table above please specify the type of training and how many classified and/or certified staff were trained in the box below.

Not applicable

13A. How many parents received general TUPE information during teh 2010/11 school year under this grant?

50

13B. Were parents offered trainings other than general TUPE information trainings?

Yes

13C. If yes, please describe the training offered to parents below:

Developmental Asset training: 225

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14A. Were the activities listed in the table below offered in collaboration or coordination with LEAs, community agencies or other organizations?

| Activity Type | LEA | Community Agency | Other |
|-----------------------------------|-----|------------------|-------|
| Lesson Implementation | Yes | No | No |
| Supplemental Activities | Yes | Yes | No |
| Community Health Fairs | Yes | Yes | No |
| Local coalition planning meetings | Yes | Yes | No |

14B. 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.

District parenting education fair

Wellness Committee meetings

District Advisory Committee

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Comments regarding question 2:

Life Skills Training was implemented in grades 6-9.

Minnesota Smoking Prevention program was implemented in grade 6; high school booster lessons grades 10. We also served students in grades 11-12 with the Class Action curriculum, which is a research-validated curriculum that was approved through our TUPE application process, but does not appear on this list.

Comments regarding question 3:

Students in grades 6-8 receive Life Skills Training through Social Studies and Science classes. Students in grade 9 receive the high school version of Life Skills Training and Minnesota Smoking Prevention Program through their mandatory health class.

Comments regarding question 4:

None

Comments regarding question 5:

Some lessons from the Missing Link curriculum have been integrated into the course outline for the mandatory 9th grade health class to augment the tobacco education provided through Life Skills Training and the health text book.

Comments regarding question 6:

None

Comments regarding question 7:

None

Comments regarding question 8:

This year we integrated tobacco education into our regular Saturday School program, thus serving a greater number of students who were at higher risk for tobacco use.

Comments regarding question 9:

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not work well with the Project Ex curriculum, so we have resumed use of TAP.

Comments regarding question 10:

Parenting and/or pregnant minors are served through our Health Services department, with tobacco education provided to district nurses and health technicians. They are also referred to our tobacco intervention specialist on an as needed basis.

Comments regarding question 11:

All the universal and most-at-risk tobacco education and intervention strategies we use have been research-validated as effective for diverse ethnic and geographic populations. Some Native American students are additionally served by a community-based tobacco education program provided by the local tribal TANF.

Comments regarding question 12:

We arranged for our district Wellness Committee, which includes parents, classified and certificated staff and Governing Board members to have presentations on our TUPE activities and also a presentation from the county tobacco control project on Smoking and the Movies.

Comments regarding question 13:

Parents were offered training in general TUPE information and in the Developmental Asset framework at a parenting fair on March 5.

Comments regarding question 14:

None