



2015/16 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

1. Contact Information

Name: Carey Peck

LEA Name: Los Angeles Unified School District

Cohort: I Year: 2015/16

County: Los Angeles Phone: 213-241-3542

Email: carey.peck@lausd.net

2. Which of the research-validated or evidence-based programs listed below were implemented?

Botvin's Life Skills Training	
Keepin' It Real	
Minnesota Smoking Prevention Program	
Project Alert	4,291
Project Northland	
Project SUCCESS	
Project TND (Towards No Drug Abuse)	9,073
Project TNT (Towards No Tobacco Use)	9,073
SPORT	
State-Wide Indian Drug Prevention Program	

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

Project Alert, Project TND, and Project TNT were the prevention strategies implemented for the general population. Project Alert was implemented in 7th grade health classes at 5 participating middle schools with booster lessons integrated into 8th grade science classes. Project TND and Project TNT were implemented in 9th grade health classes at 15 participating high schools.

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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 2015/16 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	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

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.

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6. Comments pertaining to question 4 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 2015/16 school year?

Non-Curricula Activities	Number of Projected Students
Assembly Presentations	2,435
Law enforcement sting operations to monitor tobacco sales to minors (i.e., Stop Tobacco Access to Kids Enforcement (STAKE) Act or others)	
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	517
Youth Involvement in Anti-Tobacco Advocacy	27,194
Tobacco use prevention Peer Educator	41
Tobacco use prevention focused Service-Learning Projects	915

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.

Essay Contests 650, Tobacco Facts Game 620, Anti-Smoking Pledge Drive 1,563, Project U Student Summit (LGBT Community) 285. Site mapping for anti-tobacco signage 150. Student Surveys 1,244, Leadership camps 211 and miscellaneous functions/activities 337.

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:

Eight students spoke to health classes at their schools. The greatest number of students by far in this category were student leaders actively involved in delivering Kick Butts day weeklong campaigns at Cohort I schools this included campus announcements, poster campaigns, health class presentations, surveys, student rallies, and wrist band handouts on KBD. Student leaders formed teams on each campus to execute the week-long campaigns, and other students were recruited to make health class presentations, conduct essay contests and execute KBD school-wide assemblies. Participation included school artists for posters, student DJ's for assemblies, and other similarly-related student staff.

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10. Comments pertaining to question 7 are located in the appendix. (Optional)

11. Which of the intervention programs listed below were offered during the 2015/16 school year?

Intervention Programs	Number of students identified	Number of students served
Brief Intervention		
Craving Identification and Management (CIM)		
Intervention with Teen Tobacco Users (TEG)	350	415
Project Life		
Smokeless Schooldays: Smokeless Saturday School		
Tobacco-Free Generations		

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 are located in the appendix. (Optional)

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14. Which of the cessation services listed below were offered during the 2015/16 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)		
Enough Snuff: A Guide for Quitting Smokeless Tobacco		
Helping Teens Stop Using Tobacco (TAP)	350	457
California Smoker's Helpline	500	1,200
Project EX: Teen Tobacco Use Cessation Program		
Project N-O-T (Not on Tobacco)		

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)*

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

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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					
7th Grade	x		x	x	x
8th Grade	x		x	x	x
9th Grade	x		x	x	x
10th Grade			x	x	x
11th Grade			x	x	x
12th Grade			x	x	x
Non Traditional					

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

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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). ?

	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
American Indian or Alaska Native					
Asian					
Pacific Islander					
Hispanic/Latino	x		x	x	x

20. Comments pertaining to question 19 are located in the appendix. (Optional)

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21. How many parenting and/or pregnant minors were identified and served during the 2015 /16 school year under this grant?

	Number of students
Number of parenting and/or pregnant minors identified	1,500
Number of parenting and/or pregnant minors served	1,500
Number of parenting and/or pregnant minors in school based programs	1,500
Number of parenting and/or pregnant minors referred to community programs	

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

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

Training Type	Classified	Certificated
Trained to deliver program curriculum	25	17
Trained to deliver youth development strategies	40	
Trained to deliver intervention strategies	40	
Trained to deliver cessation strategies	25	
General TUPE information	80	20

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.

Site staff and a select group (those trained to deliver cessation programming) were given additional training on recruiting students to the program and referring students, as well as in facilitation. All staff was trained by Student Health Services regarding mandated reporting for student abuse, and handling students suffering from abuse. The cessation groups have revealed many students with emotional/physical abuses, and staff will be trained annually on handling these cases, and on their responsibility as mandated reporters in handling student abuse.

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

26. How many parents received general TUPE information during the 2015/16 school year under this grant? 1,169

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.

Over 1,000 parents were given information about the program through parent centers at the schools, and through presentations at parents nights and PTA meetings.

Also 169 parents attended special anti-tobacco advocacy training sessions from the Los Angeles City Attorney's Office. This was an hour-long presentation about smoking and the effects of second hand smoke. The session included tips on how to get teens to stop smoking.

28. Comments pertaining to questions 26 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	No	No	Yes	Yes
Youth Development activities	No	Yes	No	Yes
Cessation activities	No	Yes	No	Yes
Intervention activities	No	Yes	No	Yes
Local tobacco control coalition planning meetings	No	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.

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

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Comments regarding question 4:

Comments regarding questions 5:

Comments regarding questions 7, 8 & 9:

Non-curricula activities included the Anti-tobacco ambassador program, campus outreach/awareness events, campus health fairs, student advocacy projects, a media awareness campaign (youth media production), student pledge campaigns and surveys to generate active participation, and the youth referral program.

Comments regarding questions 11 & 12:

Our annual evaluation report on the cessation program is attached.

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Comments regarding questions 14 & 15:

Maintaining the cessation program has been our greatest operational challenge. Students are reluctant to participate, but positive focus group studies (our latest report is attached) and the high retention rate (>80%) show that students are strongly positive about their experience in the program. Our challenge is to bridge the gap between the low student expectations for the program and the high student satisfaction received as a result of the program. We also must deliver a high level of training for site staff and cessation program facilitators in order to maintain the positive student reaction. Finally, the target is moving. New tobacco alternatives (hookah, Vapes) are being marketed to our students, and they have overtaken traditional cigarette use.

Comments regarding questions 17:

Project Alert is the research-validated curriculum offered in 7th grade health classes with booster lessons on 8th grade science classes. Projects TND and Project TNT are the research validated curricula offered in 9th grade health classes. Non-curricula youth development activities (outreach events, health fairs, advocacy projects, media projects), intervention programs (TEG), and cessation programs (TAP, Smokers Helpline) are offered for all grades 7-12.

Comments regarding questions 19:

The student populations at participating schools are roughly 73% Hispanic/Latino and 10% African American, so the program was designed to target these as priority populations. Programs are also tailored specifically for the LGBT community, as another priority population.

Comments regarding questions 21:

We have developed a program to coordinate with school nurses to increase our outreach to pregnant teens. Additionally the LAUSD has two special high schools which exclusively serve pregnant teens, and our outreach with the student nurses has led to programs at both of those facilities.

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Comments regarding questions 23 & 24:

BTB increased staff training as a result of an approved grant budget revision. The additional funding was used to train staff about reporting requirements, how to develop active versus passive student activities, handling special student cases, and cessation group facilitation. Our facilitators also provide some materials and training on 'mindfulness' which we believe – and students indicate that they agree – is the corollary to the anti-tobacco program. There is an underlying reason for the use of addictive products, and the mindfulness campaign addresses that need which is the core issue for our students.

Comments regarding questions 26 & 27:

The program has been expanded to include presentations at all parent's nights at the TUPE schools, and students additionally visit the parent centers at each school and provide anti-tobacco materials and posters to the PTA leadership.

Comments regarding questions 29 & 30:

Our network of agencies includes our lead youth development partners: EduCare Foundation and arc. Support with community outreach, cessation activities and special outreach (parents, LGBT community, communities in general) is supported by the LA Trust, the LA City Attorney's Office, Courageous Hearts Youth Foundation, The Los Angeles County Public Health Department, the Los Angeles County Department of Parks and Recreation, the UCLA Gay Student Alliance, and our on-site agencies such as A World Fit For kids, The Boys and Girls Clubs, and LACER.

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.