



2014/15 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	Yes
Keepin' It Real	No
Minnesota Smoking Prevention Program	No
Project Alert	No
Project Northland	No
Project SUCCESS	No
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)

2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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	647	617
Grade 7	632	600
Grade 8	588	562
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Non Traditional		
Grade Total	1,867	1,779

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

2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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?

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

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.

Homeroom and PE/Health teachers were provided a list of site coordinator-approved research options and given the flexibility to use what they deemed relevant. These included:

- CYAN's Tobacco and Hollywood and Mission: Possible campaign.
- American Cancer Society's materials for educators and on-line tools.
- ALA's: quitterinyou.com,

2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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)	1,867	2,500
Teens Kick Butts / Ash	1,867	2,500
School-Wide contest	1,867	2,500
Tobacco & Hollywood Campaign	100	550
Mission Possible	200	550
Youth Quest	0	0
Assembly Speaker	0	0
World No Tobacco Day	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.

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

This was tied into media production and included school-wide judging. These included various poster themes, testimonials, classroom door decorating contests and various signage alerting students and parents to various school and community resources.

2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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

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	0	0
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	350	550
Tobacco use prevention Peer Educator	24	24
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.

2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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	0	1	0	0
Asian	0	0	0	17	2	0
Pacific Islander	0	0	0	6	2	0
Hispanic/Latino	0	0	0	501	18	0
African American	0	0	0	25	2	0

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

2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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
Brief Intervention	0	0
Craving Identification and Management (CIM)	0	0
Intervention with Teen Tobacco Users (TEG)	38	32
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.
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21. Comments pertaining to question 19 are located in the appendix. (Optional)

2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

22. How many students from the following priority populations participated in one or more of the intervention programs listed below?

	Brief Intervention	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	0
Asian	0	0	1	0	0	0
Pacific Islander	0	0	0	0	0	0
Hispanic/Latino	0	0	29	0	0	0
African American	0	0	2	0	0	0

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

2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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	38
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)*

California Smokers Helpline - 180 parents

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

2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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	12	0	0
Pacific Islander	0	0	0	4	0	0
Hispanic/Latino	0	0	0	196	0	0
African American	0	0	0	6	0	0

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

2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

29. How many parenting and/or pregnant minors were identified and served?

Category	Number of students
Number of parenting and/or pregnant minors identified	0
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

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	3
Trained to deliver youth development strategies	2	10
Trained to deliver intervention strategies	0	0
Trained to deliver cessation strategies	0	1
General TUPE information	140	114

2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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.

Teacher/support and after school staff training also emphasized resiliency, cultural issues, psychology of quitting, educating parents and parent support, and introductory e-cigarette/liquid nicotine issues.

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?

0

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)

2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

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

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.

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

2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

Comments regarding question 2:

Site Coordinators trained relevant school and district staff, including after school staff. BLST units during P.E. classes /Family Unit classes. 15 Core level 30-45 minute BLST sessions for 6-8th grades. 7-8th "Booster" sessions provided in 10 weekly class sessions.

Comments regarding question 4:

Comments regarding questions 6 -7:

2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

Comments regarding questions 9-12:

District-wide “tentpole” events conducted for Red Ribbon week and KICK BUTTS Day included: combined classroom activities, lunchtime info booths, homeroom activities based on KB-suggested activities, incentives and take-home materials to educate parents and family members and two assembly tie-ins (one at each of the middle schools). Recognition/awards given out at assemblies. Special tie-in to 5th grade level classes throughout the district for the week.

Peer Leaders presented six presentations to all three grade levels about various aspects of media literacy including information about CYAN’s Tobacco & Hollywood campaign and The Mission: Possible campaign. Peer Leaders also presented to all after school program sites that included lower grades.

As is detailed elsewhere, special emphasis was placed on:

1) The psychology of quitting and how students can reach out to their parents about quitting

Comments regarding questions 14-15:

Many of these activities conducted during first period/homeroom time in coordination with augmentation of BLST units.

Projects were centered on media literacy, enhancing their critical thinking and analytical skills necessary to resist media manipulation, and brainstorming ways they could use their knowledge to influence individual and community action. Students in other classrooms served as judges and an audience.

Peer educators handed out informational/referral materials to parents picking up their children at the after school program.

California Smoker Helpline and additional grade level-appropriate signage posted at all elementary schools.

8th classrooms utilized the California Youth Advocacy Network (CYAN) guidelines as a framework to

Comments regarding question 17:

Low socio-economic status: Media Literacy = 451; Peers = 24

English Learners: Media literacy = 330; Peers = 22

2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

Comments regarding questions 19-20:

At each school, school counselor-run smaller groups of students who violated or were "at-risk" of violating school tobacco use policies or found to be in possession of tobacco – essentially covering T-E-G subject areas. In year 2 we expanded this group to include students who were found in possession of smoking paraphernalia more than once. In year 3 we included students with a self-reported high interest in e-cigarettes and/or liquid nicotine.

Comments regarding question 22:

Comments regarding questions 24-25:

Increase in parent referrals to CSH hot line due to their wanting more information about e-cigarettes and liquid nicotine. Not On Tobacco (N-O-T) – No appropriate existing off-campus NOT groups. Looked for alternative in Nicotine Anonymous, etc. but those groups are skewed to older teens/adults.

2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

Comments regarding question 27:

218 students and parents total

Comments regarding question 29:

Comments regarding questions 31-32:

2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

Comments regarding questions 34-35:

Parent education/awareness integrated into existing parent/family mental health activities: Three sessions provided at each school site. All instruction emphasized Protective Family Factors how to be a good role model for a child, ways to convey a clear anti-drug message, etc. After school program embedded training into existing, well-attended parent mental health awareness/education groups conducted by Mental Health Counselor interns. Parents very interested in: e-cigarette/liquid nicotine issues. CSH "Pregnant & Smoking: Want to help yourself & your baby?" brochures distributed to preschool sites.

Comments regarding questions 37-38:

Consulted with Lennox School District TUPE colleagues about youth development activities and curriculum implementation (primarily in the after school program).

List of Districts in consortia