

2013/14 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)

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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	630	625
Grade 7	582	570
Grade 8	613	595
Grade 9	0	0
Grade 10	0	0
Grade 11	0	0
Grade 12	0	0
Non Traditional	0	0
Grade Total	1,825	1,790

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?

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 to their grade level, classroom and inter-disciplinary student projects. 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, Champions of Change: profiles, handouts, incentives. Air Management Quality Review Board air pollution study guides. Various interactive prevention/awareness videos

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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?

Program/Strategy Name	Number of Projected Students	Number of Participating Students
Great American Smoke Out	0	0
Red Ribbon Week (Tobacco focus)	1,800	2,800
Teens Kick Butts / Ash	1,800	2,000
School-Wide contest	150	2,200
Tobacco & Hollywood Campaign	100	400
Mission Possible	200	275
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.

NA

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.

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

NA

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	100	350
Tobacco use prevention Peer Educator	24	14
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.

NA

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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?

	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	0	0	0
Asian	0	0	0	14	2	0
Pacific Islander	0	0	0	3	0	0
Hispanic/Latino	0	0	0	290	11	0
African American	0	0	0	29	1	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0	0
Low Socio Economic Status	0	0	0	314	14	0

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? 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
Craving Identification and Management (CIM)	0	0
Intervention with Teen Tobacco Users (TEG)	24	19
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.

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

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

	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
Asian	0	0	0	0	0
Pacific Islander	0	0	0	0	0
Hispanic/ Latino	0	19	0	0	0
African American	0	0	0	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0
Low Socio Economic Status	0	19	0	0	0

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

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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	35
Project EX: Teen Tobacco Use Cessation Program	0	0
Project N-O-T (Not on Tobacco)	42	42

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)*

NA

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

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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	0	0	0
Pacific Islander	0	0	0	0	0	0
Hispanic/Latino	0	0	0	34	0	0
African American	0	0	0	1	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0	0
Low Socio Economic Status	0	0	0	35	0	0

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

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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	5	12
Trained to deliver intervention strategies	0	0
Trained to deliver cessation strategies	0	1
General TUPE information	120	104

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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, and educating parents and parent support 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?

94

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.

Parent education/awareness integrated into existing family mental health activities: Three sessions at each school site. All instruction emphasized Protective Family Factors . After school program embedded training into existing, well-attended parent mental health awareness/education groups conducted by Mental Health Counselor interns. BLST-related self-guided instruction workbook materials checked out by parents. In second year, more parents referred to California Smokers Helpline than students. Parents very interested in:

36. Comments pertaining to questions 34 are located in the appendix. (Optional)

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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=0
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.

NA

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

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Comments regarding question 2:

TUPE County Coordinator provided successful on-site training to school staff in Y2. MH counselor interns also included. County training augmented by site counselors participating in additional on-line BLST training. Site Coordinators trained relevant school and district staff, including after school staff. BLST units delivered in 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 question 6:

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Comments regarding question 9:

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 the psychology of quitting and how students can reach out to their parents about quitting.

Comments regarding question 14:

Decision was made to conduct many of these activities during first period/homeroom time in coordination with augmentation of BLST units. Actual producing of media too complicated and time consuming for some students and classes so equal emphasis was on teaching presentation skills similar to how an advertising team uses visual support materials to pitch a proposed campaign to a sponsor. 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 and placed California Smoker Helpline-related signage throughout school sites and administration buildings. Additional grade level- appropriate signage posted at elementary schools. 8th classrooms utilized the California Youth Advocacy Network (CYAN) guidelines as a framework to review/select websites and other media for use as links on school computers. Peer Educators were also involved in deciding how best to disseminate project-related info presented at two assemblies during the year. Number of Peer Educator classroom and after

Comments regarding question 17:

Peer Educators who were English Learners = 4

Media Literacy "Producers" who were English Learners = 40

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Comments regarding question 19:

TEG - Regional sessions offered only sporadically locally and not convenient because of student schedules and transportation issues. 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 two, we expanded this group to include students who were found in possession of smoking paraphernalia more than once.

Comments regarding question 22:

Comments regarding question 24:

In second year, more parents referred to California Smokers Helpline than students. Parents were informed of, and very interested in: CSH's new "Go Smoke Free" texting program, Medi-Cal incentives to quit smoking and Spanish-language "Want To Quit Smoking?" brochures and wallet cards. CSH "Help Your Patients Quit Smoking" Pocket Guides were used for staff training. Additional CSH signage placed throughout elementary school sites and administration buildings. CSH "Pregnant & Smoking: Want to help yourself & your baby?" brochures distributed to all preschool sites. 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. # of students referred to School counselor-facilitated NOT sessions = 42. Primary reason for referrals = Hookah Pens and smoking paraphernalia.

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Comments regarding question 27:

Comments regarding question 29:

Comments regarding question 31:

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Comments regarding question 34:

Comments regarding question 37:

Consulted with Lennox School District TUPE colleagues about youth development activities and curriculum implementation (primarily in the after school program). Will explore joint training activities in year three.