



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	No
Keepin' It Real	No
Minnesota Smoking Prevention Program	No
Project Alert	Yes
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	484	508
Grade 7	509	523
Grade 8	570	427
Grade 9	0	0
Grade 10	0	0
Grade 11	0	0
Grade 12	0	0
Non Traditional	0	0
Grade Total	1,563	1,458

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.

How Cigarettes Effect People; Slightly modified version of same in-house module/s created last year and based on new state science standards. Was also adapted for lower grades in after school program (600) What's In a cigarette?: Same as above. Various TUPE-related presentations: As in the first two years, these were mini-modules created during staff training and presented in individual classrooms. Expanding this component helped to make staff training less redundant and worked well with our

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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)	1,563	1,900
Teens Kick Butts / Ash	1,563	1,900
School-Wide contest	350	450
Tobacco & Hollywood Campaign	60	108
Mission Possible	0	0
Youth Quest	0	0
Assembly Speaker	0	956
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:

Alternative to school-wide contest was individual classroom decoration and signage (inside and out) and recognition by administrators and other teachers. Red Ribbon Week included grade-level appropriate tie-ins with 5th grades and after school participants at all grade levels. Activities during that week (10/24-31) included: Spirit Day, "Team Up Against Drugs" (wear your favorite jersey

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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	700	790
Tobacco use prevention Peer Educator	30	36
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.

Once again, the media literacy production component exceeded projected expectations. Projects were centered around 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. After school also participated in the creation of campaigns, storyboard, billboards and ads. The

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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	1	0	0
Asian	0	0	0	3	2	0
Pacific Islander	0	0	0	5	1	0
Hispanic/Latino	0	0	0	762	31	0
African American	0	0	0	6	0	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
Brief Intervention	0	0
Craving Identification and Management (CIM)	0	0
Intervention with Teen Tobacco Users (TEG)	0	0
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.

Intervention with Teen Tobacco Users (TEG) with redefined targeted students that included “those at risk of...”, those reported possessing a Hookah Pen, e-cigarette, liquid nicotine more, and those with a self-reported curiosity for experimenting with e-cigarettes. Some sessions were one-to-one with counselors

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?

	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	1	0	0	0	0	0
Pacific Islander	1	0	0	0	0	0
Hispanic/Latino	28	0	0	0	0	0
African American	0	0	0	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	165	50
Project EX: Teen Tobacco Use Cessation Program	0	0
Project N-O-T (Not on Tobacco)	34	29

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)*

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	4	0	1
Pacific Islander	0	0	0	4	0	1
Hispanic/Latino	0	0	0	45	0	25
African American	0	0	0	2	0	1

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	48
Trained to deliver intervention strategies	0	2
Trained to deliver cessation strategies	0	1
General TUPE information	68	67

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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.

In Y3 additional homeroom teachers and some PE teachers joined Science teachers in collaborating to tie in ALERT lessons into state standards and cross disciplinary projects. After School staff training also included aread of bringing up the subject of ATOD to parents. The psychology of quitting, and district policies about paraphernalia, specifically Hookah Pens, e-cigarettes and liquid nicotine.

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?

200

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.

71 parents participated in some of all Project Alter modules. Incidental feedback from some parents who attended community prevention/cessation groups was generally negative. Additional training provided through tow “Coffee with the Principal” sessions attended by 39 unduplicated parents

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

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Comments regarding question 2:

3) Project ALERT fully implemented, including parent components. Minimum of 11 lessons for those in 7th grade. Three or more "Booster Lessons" for 8th grade students. Six sequential lessons approximately 40 minutes in length provided to all sixth grade students during an 8-10 week period. Trained counselors and instructors combined efforts to provide programming in Science classes. After school staff included in training this year, as they were in year two.

Comments regarding question 4:

Enrollment down from 1609 in year 2 to 1563 in year 3

Comments regarding questions 6 -7:

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Comments regarding questions 9-12:

Extra efforts within the after school program increased our projected numbers. Activities provided for lower grades in after school program as well. As was suggested by state TUPE staff in notes on last year's evaluation report, this year special emphasis was placed on the psychology of quitting and how students can reach out to their parents about quitting. Special emphasis placed on: Electronic cigarettes, vaporizers, and e- liquids warning of the serious risk, particularly to young children, of the poisoning risk of liquid nicotine commonly used in e-cigarettes.

Comments regarding questions 14-15:

Comments regarding question 17:

English learners/media literacy 480 English Learners
Peer Educators 24

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Comments regarding questions 19-20:

Intervention with Teen Tobacco Users (TEG) - Regional sessions offered only sporadically locally and not convenient because of student schedules and transportation issues. Confirmed this with other TUPE grant districts in South Bay area. Students felt more comfortable and safe with sessions held on campus and facilitated by trusted staff.

Comments regarding question 22:

Comments regarding questions 24-25:

As in year two, CSH were predominantly parent referrals. Student estimates are from self-reports and teacher/staff observations only. No verifiable follow-up data on actual parent usage. As in first two years, modified NOT small groups offered. Students attended 4-5 sessions. In Y3, session topics were driven by student suggestions/interests/areas that needed to be addressed. Predominant were discussions about e- cigarettes and liquid nicotine, how to talk to parents about the ripple effect of ATODs on family, and the psychology of quitting vs. the psychology of pro-ATODs media messages.

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Comments regarding question 27:

Estimate only on CSH student usage, doesn't include parents

Comments regarding question 29:

Comments regarding questions 31-32:

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Comments regarding questions 34-35:

Included interested 5th grade and after school program parents. Overall interest was most focused on e-cigarettes and liquid nicotine.

Comments regarding questions 37-38:

Consulted with Lawndale School District TUPE colleagues about youth development activities and curriculum implementation (primarily in the after school program). In Y3, more extensive collaboration with afterschool and preschool programs, and interested 5th grade teachers.

List of Districts in consortia