

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 | No |
| Keepin' It Real | Yes |
| Minnesota Smoking Prevention Program | No |
| Project Alert | Yes |
| Project Northland | No |
| Project SUCCESS | No |
| Project TND (Towards No Drug Abuse) | Yes |
| 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 | 0 | 0 |
| Grade 7 | 500 | 517 |
| Grade 8 | 500 | 541 |
| Grade 9 | 2,000 | 2,141 |
| Grade 10 | 1,750 | 1,727 |
| Grade 11 | 1,500 | 1,587 |
| Grade 12 | 1,500 | 1,420 |
| Non Traditional | | |
| Grade Total | 7,750 | 7,933 |

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.

The only non-research validated curriculum used was through Project U, targeting the LGBTQ community. There were 248 identified LAUSD hits on the website which provides access to social services and advice, as well as pushing messages out to subscribers.

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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) | 5,000 | 5,065 |
| Teens Kick Butts / Ash | 25,000 | 31,736 |
| School-Wide contest | 4,000 | 4,000 |
| Tobacco & Hollywood Campaign | 0 | 0 |
| Mission Possible | 0 | 0 |
| Youth Quest | 0 | 0 |
| Assembly Speaker | 700 | 700 |

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.

Middle School Mural Project 100/100
 Essay Contest 150/250
 Tobacco Facts Game 200/350

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

Four schools conducted outreach sessions and created guessing games about tobacco facts and challenged student to test their knowledge. Participants were rewarded with a wrist band. Ten schools conducted essay contests about the issues arising from tobacco use and the damage it causes, winners were rewarded with hoodies for the LIFESAVER campaign.

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

One adult speaker to 500 students.
Two schools had student speakers who at two health classes.

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 | 100 | 151 |
| Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry | 100 | 124 |
| Tobacco use prevention Peer Educator | 0 | 0 |
| Tobacco use prevention focused Service-Learning Projects | 1,000 | 1,128 |

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.

Project U Health related Leadership Summit 250/280
TUPE Campaign staff met with LGBTQ student leaders at their annual UCLA Summit and recruited students to read in the anti tobacco campaign. Project U s a web site that services LGBTQ youth.

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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 | 1 | 1 | 0 | 3 |
| Asian | 0 | 0 | 6 | 5 | 0 | 45 |
| Pacific Islander | 0 | 0 | 1 | 1 | 0 | 3 |
| Hispanic/Latino | 0 | 0 | 112 | 92 | 0 | 835 |
| African American | 0 | 0 | 14 | 12 | 0 | 102 |
| Lesbian, Gay, Bisexual, Transgendered, & Questioning | 0 | 0 | 15 | 12 | 0 | 363 |
| Low Socio Economic Status | 0 | 0 | 106 | 87 | 0 | 790 |

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) | 250 | 235 |
| 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 | 1 | 0 | 0 | 0 |
| Asian | 0 | 10 | 0 | 0 | 0 |
| Pacific Islander | 0 | 2 | 0 | 0 | 0 |
| Hispanic/ Latino | 0 | 178 | 0 | 0 | 0 |
| African American | 0 | 22 | 0 | 0 | 0 |
| Lesbian, Gay, Bisexual, Transgendered, & Questioning | 0 | 24 | 0 | 0 | 0 |
| Low Socio Economic Status | 0 | 168 | 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) | 250 | 236 |
| California Smoker's Helpline | 500 | 725 |
| 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)*

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 | 1 | 3 | 0 | 0 |
| Asian | 0 | 0 | 10 | 29 | 0 | 0 |
| Pacific Islander | 0 | 0 | 2 | 3 | 0 | 0 |
| Hispanic/Latino | 0 | 0 | 178 | 537 | 0 | 0 |
| African American | 0 | 0 | 22 | 65 | 0 | 0 |
| Lesbian, Gay, Bisexual, Transgendered, & Questioning | 0 | 0 | 24 | 73 | 0 | 0 |
| Low Socio Economic Status | 0 | 0 | 168 | 508 | 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 | 1875 |
| Number of parenting and/or pregnant minors served | 625 |
| Number of parenting and/or pregnant minors in school based programs | 625 |
| 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 | 17 |
| Trained to deliver youth development strategies | 34 | 0 |
| Trained to deliver intervention strategies | 34 | 0 |
| Trained to deliver cessation strategies | 34 | 0 |
| General TUPE information | 34 | 17 |

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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.
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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?

1,700

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.

The Office of the City Attorney Anti-Tobacco program, executed events at 6 grant schools specifically aimed at parents and talking to them about how to get teens to stop smoking.

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 | 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 | Yes | Yes | Yes | Yes |

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:

Project TND was used with the general student population, Keepin It Real and Project alert were used with the LGBT population.

Comments regarding question 4:

Comments regarding question 6:

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Comments regarding question 9:

The number of students affected by an involved in our outreach events has increased because many of our schools are now conducting two week long anti-tobacco campaigns each year.

Comments regarding question 14:

As part of the Take-Action Leadership Campaign, 151 student leaders were trained as anti-tobacco advocates, 123 as individual spokespersons, and 828 were actively involved in executing service-learning projects. These students formed a core at each grant school which executed the events and recruited students for the cessation campaign.

Comments regarding question 17:

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Comments regarding question 19:

Comments regarding question 22:

Comments regarding question 24:

Every school site student leadership group ordered anti tobacco materials from CA Smokers Helpline and then distributed them to the parent center, the wellenss center on campus, as well as using them at outreach events like Kick Butts Day. This was a new emphasis on year two of the campaign.

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Comments regarding question 27:

The anti tobacco campaign has used CA Smokers helpline et ever grant school The cessation 800 line has also been widely publicized, and cards passed out to students with the number have been very popular. This was new emphasis of the campaign.

Comments regarding question 29:

Students at schools with Wellness Centers additionally worked with those centers to reach pregnant teens.

Comments regarding question 31:

Cessation training and monitoring is the most quality intensive aspect of the entire TUPE funded campaign. Therefore, a grant revision was requested and approved that placed more resources in training and monitoring. This greatly increased the efficacy of the cessation groups, and alos of the cessation campaigns that led student to sign up for the groups. The increased outreach numbers are a direct result of this shift and increased direct services emphasis.

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Comments regarding question 34:

The campaign also required each student leadership group at each school to reach out to the parent centers on campus and distribute anti tobacco literature, this is new to the program.

Comments regarding question 37:

Three youth development agencies implemented youth development, intervention, and cessation activities.

Students at 3 school participated in community Health Fairs with the LA City Department of Parks and Rec. The City Attorney's Office conducted 6 events teaching student leaders about media manipulation. Students conducted health fairs with 2 wellness centers.