



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

1. Contact Information

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Cohort: I Year: 2015/16

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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	1,485
Project Northland	
Project SUCCESS	
Project TND (Towards No Drug Abuse)	1,327
Project TNT (Towards No Tobacco Use)	1,356
SPORT	
State-Wide Indian Drug Prevention Program	

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

Project TND: The number of students participating in TND, and other TUPE programs and activities addressed below, includes participating continuation high school students.

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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	
Blowing Away Big Tobacco's Big Lies	
Classroom Animation Studio Kit	
Decisions for Health Series	
Effective Youth and Adult Partnerships	
Enough Snuff	
Guiding Good Choices – Families That Care	
Hands Off Tobacco! Series	
Health and Wellness Series	
Personal/Social Lessons: The Missing Link	
Project ABCD (Analyze, Beware, Create, Disseminate)	
Project ALIVE! (Arts Leading Into Vital Education)	
Project SCAT (Schools and Communities Against Tobacco)	
Something Stinks in Hollywood	
Stay On Track Series	
Teen Health Course Series	
Teens Tackle Tobacco	

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.

Goals of Life: 273 participating students

Goals of Life is a curriculum-based workshop program targeting students most-at-risk for tobacco, alcohol, and drug use. Goals of Life is designed to focus on the initiative being addressed by the school district, in this case: tobacco use prevention and tobacco use prevention advocacy. Norwalk-La Mirada's Goals of Life students and teacher-mentors also participate in most non-curricula TUPE activities.

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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	17,878
Law enforcement sting operations to monitor tobacco sales to minors (i.e., Stop Tobacco Access to Kids Enforcement (STAKE) Act or others)	244
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	3,620
Youth Involvement in Anti-Tobacco Advocacy	17,878
Tobacco use prevention Peer Educator	1,515
Tobacco use prevention focused Service-Learning Projects	

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.

Red Ribbon Week: 17,878
 Great American Smoke Out: 9,693
 Kick Butts Day: 9,592
 World No Tobacco Day: 5,755
 Lose the Chew Day: 9,577
 Red Ribbon Week Door Decorating Contest: 12,499 participating students
 Great American Smoke Out Poster Contest: 4,905 participating students
 Lose the Chew Slogan Contest: 1,819 participating students.

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:

Scott Anderson - La Mirada Public Safety Commissioner: The dangers of tobacco use
 Carlos Ramos - Director, Public Safety of Norwalk: The history and meaning of Red Ribbon Week
 Ronald James Brown - Olympic Gold Medalist, retired NFL player: A strategy for learning by listening
 Jacob Flores - Retired NFL player: A 6-phase strategy for achieving goals
 Thomas Ellis - Former Goals for Life Student: Education and effective substance abuse prevention and cessation
 Steven Morrow - Chairman of Goals for Life: Planning for success

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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)	17	17
Project Life		
Smokeless Schooldays: Smokeless Saturday School		
Tobacco-Free Generations	28	27

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)	121	117
California Smoker's Helpline	131	26
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	X	X	X	X	X
7th Grade	X	X	X	X	X
8th Grade	X	X	X	X	X
9th Grade		X	X	X	X
10th Grade	X	X	X	X	X
11th Grade		X	X	X	X
12th Grade		X	X	X	X
Non Traditional	X	X	X	X	X

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	X
American Indian or Alaska Native	X	X	X	X	X
Asian	X	X	X	X	X
Pacific Islander	X	X	X	X	X
Hispanic/Latino	X	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	28
Number of parenting and/or pregnant minors served	27
Number of parenting and/or pregnant minors in school based programs	27
Number of parenting and/or pregnant minors referred to community programs	28

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	2	23
Trained to deliver youth development strategies	2	11
Trained to deliver intervention strategies	2	23
Trained to deliver cessation strategies	2	23
General TUPE information	8	25

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.

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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? 18,704

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.

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

Goals for Life (GFL):

During 2015-2016, there were 273 participating students total in grades 6-12: 6th-50; 7th-54; 8th-73; 9th-24; 10th-13; 11th-32; 12th-27.

The TUPE-focused Goals for Life program was offered to the general population grades 6-12, with special emphasis on recruiting most-at-risk students from priority populations. About 84% of the students who participated in Goals for Life were from priority populations: African American, American Indian, Asian, Hispanic/Latino, and Pacific Islander.

Comments regarding questions 5:

Comments regarding questions 7, 8 & 9:

Almost all NLMUSD students in grades 1-12 participated in Red Ribbon Week, various TUPE school-wide contests, and assembly presentations.

Comments regarding questions 11 & 12:

28 parenting and/or pregnant minors were identified

All identified parenting and/or pregnant minors were referred to the Tobacco-Free Generations program, Cal-Safe, and community partners SPIRITT Family Services and/or Helpline Youth Counseling

25 received the Tobacco-Free Generations curriculum at either a Norwalk-La Mirada Unified School District site or, per agreement, at Tracy High School in nearby ABC Unified School District.

27 were served by the Cal-Safe Program at Tracy High School (ABC Unified School District)

1 received assistance and support from SPIRITT Family Services.

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Comments regarding questions 14 & 15:

All students identified for cessation services were referred to both TAP and the California Smoker's Helpline.

Comments regarding questions 17:

Comments regarding questions 19:

Because 91% of the students in the Norwalk-La Mirada Unified School District are from priority populations, the TUPE Collaborative Group determined from the very beginning that the efficacy of the TUPE project depended on its sensitivity to the accommodation of the diverse student populations on every district campus. All TUPE programs and activities were selected and/or tailored to appeal to and to address the special needs of these various populations.

Comments regarding questions 21:

28 parenting and/or pregnant minors were identified

All identified parenting and/or pregnant minors were referred to the Tobacco-Free Generations program, Cal-Safe, and community partners SPIRITT Family Services and/or Helpline Youth Counseling

25 received the Tobacco-Free Generations curriculum at either a Norwalk-La Mirada Unified School District site or, per agreement, at Tracy High school in nearby ABC Unified School District

27 were served by the Cal-Safe Programs at Tracy High School (ABC Unified School District)

I received assistance and support from SPIRITT Family Services

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Comments regarding questions 23 & 24:

Comments regarding questions 26 & 27:

Intervening with Teen Tobacco Users (TEG): 4 parents trained as program facilitators

Helping Teens Stop Using Tobacco (TAP): 5 parents trained as program facilitators

Friday Night Live: 10 parents trained as program facilitators

350 parents information in addition to the general information noted in #28 below and/or some training so they could help facilitate various schoolwide and district-wide TUPE programs and events.

Comments regarding questions 29 & 30:

“Other Local Education Agency” includes the Los Angeles County Office of Education

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.