

# 2012/13 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)	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	2,605	2,605
Grade 8	2,501	2,501
Grade 9	0	0
Grade 10	2,318	192
Grade 11	0	0
Grade 12	0	0
Non Traditional	145	48
Grade Total	7,569	5,346

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	13
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.

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Too Good For Drugs was taught district-wide in Grade 6 to a total of 2,769 students.

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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	37,487	37,487
Red Ribbon Week (Tobacco focus)	37,487	37,487
Teens Kick Butts / Ash	23	23
Schoolwide contests	37,487	5,000
Tobacco & Hollywood Campaign	75	75
Mission Possible	0	0
Youth Quest	0	0
Assembly Speaker	7,816	6,234

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.

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Our tobacco educator participated in school and community health fairs and recorded contact with 295 youth in grades 6-12. Chavez High Friday Night Live put on "A Day in the Park" for Chavez High and the Club Live students from Peyton and Bush with more than 200 students in attendance participating in tobacco prevention quizzes, presentations, and activities and games. Our Student In Prevention peer educators made 32 tobacco prevention presentations to 928 students in grades 6-8.

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

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Schools were provided with medals to provide to school winners for school based Red Ribbon contests. Most schools held poster contests, with a few essay or poetry contests. All contests were required to include tobacco as well as alcohol and other drugs.

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

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Dr. Victor DeNoble presented 20 assemblies to 3,760 students in grades 6-8 on the topic "Science of Addiction." This assembly is praised by our schools as the best assembly they have ever had. Joel Wurgler from Point Break Adolescent Services presented 13 assemblies to 2,474 students in grades 6-8 on media literacy and how tobacco companies try to trick teens in a presentation titled "They think you don't get it."

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	12	12
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	75	75
Tobacco use prevention Peer Educator	18	18
Tobacco use prevention focused Service-Learning Projects	35	35

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.

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Leadership development was a need and goal of our TUPE Youth development project, especially for our highly diverse and socio-economically challenged student populations. Students in grades 6-12 participated in several youth leadership conferences: Boays and Men of Color - 100 students, League of United Latin American Citizens Leadership Conference - 1200 students, Fall Leadership Retreat - 30 students, Spring Leadership Conference-86 students, and the monthly meetings of the Student

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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	4	22	6	7
Pacific Islander	0	0	0	0	0	0
Hispanic/Latino	0	0	7	43	10	21
African American	0	0	1	10	2	7
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0	0
Low Socio Economic Status	0	0	12	75	18	35

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)	22	18
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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Brief Intervention was offered for students caught as first offense who did not admit to using tobacco. Students who were caught as a first offense with tobacco or smoking paraphernalia were given the choice of 3 sessions of Brief Intervention motivational interviewing or 8 sessions of TEG intervention class. 104 students were identified for Brief Intervention and 84 students completed all 3 sessions.

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	5	0	0	0
Pacific Islander	0	2	0	0	0
Hispanic/Latino	0	9	0	0	0
African American	0	6	0	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0
Low Socio Economic Status	0	22	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)	9	9
California Smoker's Helpline	0	0
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)*

none

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	2	0	0	0
Pacific Islander	0	0	0	0	0	0
Hispanic/ Latino	0	0	4	0	0	0
African American	0	0	3	0	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0	0
Low Socio Economic Status	0	0	9	0	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	5
Number of parenting and/or pregnant minors served	5
Number of parenting and/or pregnant minors in school based programs	5
Number of parenting and/or pregnant minors referred to community programs	5

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	4	20
Trained to deliver youth development strategies	10	52
Trained to deliver intervention strategies	26	107
Trained to deliver cessation strategies	3	0
General TUPE information	3	143

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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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none

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?

574
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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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Parents participating in district committees such as school discipline review teams, District English Language Advisory and District Advisory Councils received presentations on tobacco and smoking prevention at home and intervention available at school and in the community. Parents received additional presentations through the "Parents Helping Parents" project on Drugs and the teen brain,

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	No
Youth Development activities	Yes	Yes	Yes	Yes
Cessation activities	Yes	Yes	No	Yes
Intervention activities	Yes	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.

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San Joaquin County Office of Education Drug, Alcohol, and Tobacco Educators Collaborative met bimonthly to coordinate prevention, intervention, and youth development resources and projects across our county. Stockton Unified District Student Wellness Advisory met quarterly to monitor and review TUPE activities. The Stockton Unified Student Advisory and Parent Advisory met monthly and also reviewed TUPE activities and prevention and intervention activities.

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

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Comments regarding question 2:

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Project Alert is fully implemented in Grade 7 and 8 district wide. Project TND was previously implemented districtwide, however, since Health class was removed from the state graduation requirements, fewer and fewer sections of Health are being offered at our high schools and mostly to students in Health Career Academies.

Comments regarding question 4:

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Project Alert is fully implemented in Grade 7 and 8 district wide. Project TND was previously implemented districtwide, however, since Health class was removed from the state graduation requirements, fewer and fewer sections of Health are being offered at our high schools and mostly to students in Health Career Academies.

Comments regarding question 6:

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"Something Stinks in Hollywood" was viewed by the Cleveland K-8 Club Live Chapter.

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Comments regarding question 9:

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Cleveland and El Dorado K-8 Schools' Club Live Chapters worked together on a Kick Butts Day service learning project collecting cigarette butts from their neighborhoods and putting them on display at their schools to show the effects of tobacco on their neighborhoods.

School-wide contest: Projected 37,487 Participated about 5,000

Comments regarding question 14:

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Youth Anti-Tobacco Advocacy included 12 peer educators from Students in Prevention who participated in the Public Health Tobacco Prevention Coalition project for taking tobacco out of pharmacies by making posters, writing letters, and speaking at a city council meeting. Our Students in Prevention peer educators, Chavez Friday Night Live, Cleveland Club Live, and other Club Live and Friday Night Live chapters participated in Media Literacy via the Something Stinks in Hollywood interactive DVD, letter writing campaigns, and production of 1 movie ad slide and 2 public service announcements for radio. Students in Prevention trained and supported 18 peer educators and in addition, several students in Health Academies and Law and Justice Academies provided tobacco prevention education as part of their senior project. Finally, 35 students participated in tobacco prevention service learning, including the 23 students from El Dorado and Cleveland Club Live Kick Butts day project and 12 Chavez Friday Night Live students who planned and conducted "A Day in the

Comments regarding question 17:

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Students from Club Live, Friday Night Live and Students in Prevention participated in the youth development activities and this is the data provided from their records for these activities.

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Comments regarding question 19:

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The number of students completing TEG is less than in prior years because an additional level of intervention was added for students with first offense of tobacco use or possession of tobacco or smoking paraphernalia.

Comments regarding question 22:

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none

Comments regarding question 24:

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TAP was used for students who self-referred for voluntary cessation. Referrals came from Health Fairs, Class Presentations, and Students in Brief Intervention or TEG who wanted to continue receiving support quitting tobacco.



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Comments regarding question 27:

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none

Comments regarding question 29:

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Our district CAL-SAFE social worker meets with pregnant and parenting teens and screens for tobacco use by the teen and anyone in the teen's home. Students with tobacco use or tobacco use in their home are referred to our Tobacco Educator. She meets with them to review the risks of tobacco to fetal development and second hand smoke risks for infants and children. Students are given referrals for community resources. In most cases it is a family member who smokes and the tobacco educator helps the parenting teen plan how to prevent or address the risks.

Comments regarding question 31:

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Club Live and Friday Night Live advisors participated in training on leadership development (Youth Development). Middle school and High School Counselors and Teachers participated in in-service on supporting LGBTQ youth (Priority Population). School Teams participated in Positive Behavioral Intervention and Support training which is prevention and intervention as it teaches desired behaviors and offers interventions and alternatives to suspension for misbehavior such as tobacco use (youth development and priority populations). Club Live, Friday Night Live, and after school staff participated in Peer Resource training (youth development). Middle School and High School Counselors and Teachers participated in League of United Latin American Citizens and Boys and Men of Color Leadership Conferences (Priority Populations). High School administrators, Teachers, Counselors, and Support Staff participated in Peer Leaders Uniting Students training for engaging students in building positive school climate (youth development and priority populations).

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Comments regarding question 34:

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Most parents received TUPE information at Health Fairs (412 documented contacts). Parents participating in district committees such as school discipline review teams (20), District English Language Advisory (80) and District Advisory Councils (62) also received TUPE information and additional prevention and youth development information.

Comments regarding question 37:

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none