

# 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	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	0	0
Grade 7	988	988
Grade 8	1,076	1,076
Grade 9	1,068	1,068
Grade 10	1,083	1,083
Grade 11	921	921
Grade 12	884	884
Non Traditional	298	298
Grade Total	6,318	6,318

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	6,388
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.

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Too Good for Drugs was used in 6th grade classes. Botvin's Life Skills materials are needed for grade 6. Currently grade 6 is not included in the grant, but will need to be considered when we reapply.

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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)	0	0
Teens Kick Butts / Ash	3,200	3,200
Schoolwide contests	3,500	225
Tobacco & Hollywood Campaign	200	180
Mission Possible	0	0
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.

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1. Anti-Tobacco Rap Contest- Projected 15, Participated 10 2. Tobacco Bodies (learned about damaging effects to body parts and drew models)- Projected 15, Participated 15 3. International Day Anti-tobacco Pledges- Projected 3,000, Participated 500 4. After School Youth Development Activities (tobacco and fitness)- Projected 1,500, Participated 350 5. Fitness Day (information on tobacco's impact on the body)- Projected 300, Participated 125 6. Confidence Club (healthy lifestyles)- Projected

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

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The main school-wide contest that we conducted was the Anti-Tobacco Poster Contest. Students learned about tobacco facts, and designed posters using materials that were provided for them. The posters were then judged, the top posters were framed and hang in the school or district office. The overall winner had his or her poster turned into a t-shirt design for each site that students wore on

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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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none

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	2	0
Other law enforcement sting operations to monitor tobacco sales to minors	0	0
Youth Involvement in Anti-tobacco Advocacy	6,388	6,388
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	120	120
Tobacco use prevention Peer Educator	0	0
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.

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none

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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	10	2	0	0
Asian	0	0	194	20	18	0
Pacific Islander	0	0	30	8	5	0
Hispanic/Latino	0	0	1991	37	200	0
African American	0	0	353	53	53	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0	0
Low Socio Economic Status	0	0	3675	113	81	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)	63	29
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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none

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	18	0	0	0
African American	0	5	0	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	2	0	0	0
Low Socio Economic Status	0	20	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	6388	6388
Project EX: Teen Tobacco Use Cessation Program	48	33
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	21	0	0
Asian	0	0	0	615	0	0
Pacific Islander	0	0	0	71	0	0
Hispanic/Latino	0	0	0	4538	23	00
African American	0	0	0	932	5	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	2	0
Low Socio Economic Status	0	0	0	3675	24	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	23
Number of parenting and/or pregnant minors served	23
Number of parenting and/or pregnant minors in school based programs	23
Number of parenting and/or pregnant minors referred to community programs	16

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	30
Trained to deliver youth development strategies	2	16
Trained to deliver intervention strategies	4	1
Trained to deliver cessation strategies	4	1
General TUPE information	1	1

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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?

3,142
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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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none

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

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none

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

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Comments regarding question 2:

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none

Comments regarding question 4:

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none

Comments regarding question 6:

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none

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Comments regarding question 9:

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none

Comments regarding question 14:

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none

Comments regarding question 17:

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none

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Comments regarding question 19:

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We originally identified students in need of service in two ways. First, we made school announcements and bulletin notices and left sign-up sheets in the school offices. Second, we went through a list of all of the students who had been caught with controlled substances in the last school year. Each of the students were then screened through a one-on-one interview session to prior to enrolling them in a group that would be a good fit.

Comments regarding question 22:

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none

Comments regarding question 24:

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Helpline posters, pamphlets and resources are available and visible at designated location at every site to serve and help all students. This information is also made available at intervention and cessation group sessions with the Wellness Mentor. Project Ex used two methods of recruitment. First, we advertised the group on campus and allowed students to sign up. Second, we went through a list of all students who had been caught with a controlled substance at school. Each of those students were screened through a one-on-one interview session to build interest and determine which group to join.



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Comments regarding question 27:

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none

Comments regarding question 29:

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none

Comments regarding question 31:

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none

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Comments regarding question 34:

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none

Comments regarding question 37:

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none