

2012/13 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

1. Contact Information

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Cohort: I Year: 2012/13

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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	Yes
Project Alert	Yes
Project Northland	No
Project SUCCESS	No
Project TND (Towards No Drug Abuse)	Yes
Project TNT (Towards No Tobacco Use)	Yes
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	2,200	1,925
Grade 7	2,300	2,382
Grade 8	2,300	2,383
Grade 9	2,500	2,303
Grade 10	0	0
Grade 11	0	0
Grade 12	0	0
Non Traditional	0	0
Grade Total	9,300	8,993

5. Comments pertaining to question 4 are located in the appendix. (Optional)

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none

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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	300	3,762
Red Ribbon Week (Tobacco focus)		
Teens Kick Butts / Ash		
Schoolwide contests	150	120
Tobacco & Hollywood Campaign		
Mission Possible		
Youth Quest		
Assembly Speaker	4,500	7,600

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.

Save A Sweetheart Day: Projected 300; Participating- 2,000 Kick Butts Day: Projected 300; Participating- 1,650 Family Fitness Day: 20

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

Two schools hosted a poster competition as part of the Kick Butts Day. SDC teachers at both of those schools used it as part of the language arts curriculum. The students did research on tobacco use/abuse, made informational posters, and won the competitions. We hosted a pizza party for each of those classes

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

Ray Lozano, Prevention Plus

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	0	0
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.

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	0	0	0	0
Asian	0	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
African American	0	0	0	0	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0	0
Low Socio Economic Status	0	0	0	0	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
Craving Identification and Management (CIM)	0	0
Intervention with Teen Tobacco Users (TEG)	0	0
Project Life	0	0
Smokeless Schooldays: Smokeless Saturday School	1500	228
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.

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	0	0	0	0
African American	0	0	0	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0
Low Socio Economic Status	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)	25	25
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	0	0	0	0
Pacific Islander	0	0	0	0	0	0
Hispanic/Latino	0	0	0	0	0	0
African American	0	0	0	0	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0	0
Low Socio Economic Status	0	0	0	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	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	10	8
Trained to deliver youth development strategies	0	0
Trained to deliver intervention strategies	1	1
Trained to deliver cessation strategies	1	1
General TUPE information	100	0

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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.

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?

100

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.

We set up a table at the Healthy Chino Family Fitness Day and had many students and parents take information. We had approximately 200 parents and students read or take information.

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	Yes	Yes	Yes	No
Cessation activities	Yes	Yes	Yes	Yes
Intervention activities	Yes	No	Yes	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.

see number 35

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

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Comments regarding question 2:

none

Comments regarding question 4:

TNT was not included in the above totals because it was an after-school program and the numbers were not separated by grade level. 6-8th graders projected for TNT was 133, number of students participating was 248. Our 6th grade MSPP classes were taught to all 6th grade students at all of our schools. The City of Chino (who teaches the classes) stated that the difference in the numbers was probably due to the record keeping of the teachers.

Comments regarding question 6:

none

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Comments regarding question 9:

We decided to add the door poster contest with the Kick Butts Day advocacy. Two schools chose not to incorporate the activity due to other programs coinciding. The 2 schools that did the contest had great results and would like to have it again in the future. Ray Lozano was brought in this year to provide Tobacco and Marijuana information in all Health Science classes (9th grade students) and during all PE classes in 7th and 8th grade. They were well received by students and staff. He was able to speak to the general HS population For Kick Butts Day at one high school and to seniors at another high school.

Comments regarding question 14:

none

Comments regarding question 17:

none

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Comments regarding question 19:

Our Saturday School has drastically reduced its frequency. The district is not offering it every Saturday of the school year and now they must pay a teacher to oversee it. They are only running the classes if there are a minimal number of students.

Comments regarding question 22:

Need to have our evaluations reviewed by our grant evaluator to give this information. Will be in written report.

Comments regarding question 24:

none

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Comments regarding question 27:

Results will be in final report. Results not yet tabulated by evaluator.

Comments regarding question 29:

none

Comments regarding question 31:

Our Cal Safe program was eliminated this year. We had difficulty reaching our pregnant and parenting minors. We have re-started our child-care program and are actively recruiting these students.

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Comments regarding question 34:

none

Comments regarding question 37:

none