

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	No
Minnesota Smoking Prevention Program	No
Project Alert	Yes
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	509	485
Grade 7	564	540
Grade 8	536	520
Grade 9	0	0
Grade 10	0	0
Grade 11	0	0
Grade 12	0	0
Non Traditional	0	0
Grade Total	1,609	1,545

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.

HOW CIGARETTES EFFECT PEOPLE: Slightly modified version of same in-house module/s created last year and based on new state science standards. Was also adapted for lower grades in after school program (600). WHAT'S IN A CIGARETTE?: Same as above Various TUPE-related presentations: As in the first year, these were mini-modules created by staff during staff training and presented in individual classrooms. (300). Expanding this component helped to make staff training less redundant and worked well with our school-wide efforts for project-based learning

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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)	1,600	2,000
Teens Kick Butts / Ash	1,600	2,000
School-Wide contest	350	350
Tobacco & Hollywood Campaign	60	110
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.

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

Alternative to school wide contest was individual classroom decoration and sign-age (inside and out) and recognition by administrators and teachers. Red Ribbon week included grade level appropriate tie-ins with 5th grades and after school participants in all grade levels.

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

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	600	850
Tobacco use prevention Peer Educator	24	32
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.

Once again, the media literacy production component exceeded projected expectations. After school also participated in the creation of campaigns, storyboard, billboards and ads. This worked well with their Digital Media mini-camps. An emphasis on Service Learning-guided presentation skills was made by instructors and staff this year. The competitive aspect of the peer judging helped raise awareness of student efforts – as did timing some activities so they took place on Teens Kick Butts day. Peer educator classroom presentations = 26 In this second year, we put less emphasis on a formal approach to peer educators and instead emphasized and encouraged students take the initiative to become influencers on their peers on an as needed more informal basis. This was highly effective. Additional focus was on psychology of

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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	4	2	0
Pacific Islander	0	0	0	4	2	0
Hispanic/Latino	0	0	0	841	28	0
African American	0	0	0	1	0	0
Lesbian, Gay, Bisexual, Transgendered, & Questioning	0	0	0	0	0	0
Low Socio Economic Status	0	0	0	846	29	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)	40	24
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.

Modified version of TEG with redefined targeted students expanded to include those at risk of and those reported possessing a Hookah Pen more than once.

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	24	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	24	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	40	26
Project EX: Teen Tobacco Use Cessation Program	0	0
Project N-O-T (Not on Tobacco)	48	48

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	0	0	0	0
Asian	0	0	0	0	0	0
Pacific Islander	0	0	0	0	0	0
Hispanic/Latino	0	0	0	4	0	8
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	4	0	8

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	0	6
Trained to deliver youth development strategies	7	60
Trained to deliver intervention strategies	0	1
Trained to deliver cessation strategies	0	1
General TUPE information	125	94

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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.

Science teachers collaborated to tie in ALERT lessons into new state Science standards and cross-disciplinary projects. After school staff training also included the areas of: bringing up the subject of parent use of ATODs to parents, the psychology of quitting, and district policies about paraphernalia - specifically Hookah Pens and e-cigarettes.

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?

88

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.

88 parents participated in Project Alter modules 12 of those 88 parents referred to Nicotine Anonymous - but no verification of attendance.

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

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

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Comments regarding question 2:

Project ALERT fully implemented, including parent components. Minimum of 11 lessons for those in 7th grade. Three or more "Booster Lessons" for 8th grade students. Six sequential lessons approximately 40 minutes in length provided to all sixth grade students during an 8-10 week period. Trained counselors and instructors combined efforts to provide programming in Science classes. Additional after school staff included in training this year.

Comments regarding question 4:

Difference in projected vs. participating due to absences or other reasons, and falls within what we projected would be total number of participating students.

Comments regarding question 6:

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Comments regarding question 9:

Great involvement in Red Ribbon Week and KICK BUTTS day. Red Ribbon poster contest participants by grade level: 6th = 231, 7th = 58, 8th = 31. All participants received a dog tag with a drug free message on it. The winners of the contest received Target gift cards ranging from 10-20 dollars. ATOD-free pledges = 706 7-8th grade students. Extra efforts within the after school program increased our projected numbers. Activities provided for lower grades in after school program as well. As was suggested by state TUPE staff in notes on last year's evaluation report, this year's special emphasis was placed on the psychology of quitting and how students can reach out to their parents and peers (informally) about quitting.

Comments regarding question 14:

Comments regarding question 17:

English Learner involvement: Media literacy = 300 Peer Educators = 7

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Comments regarding question 19:

TEG - Regional sessions offered only sporadically locally and not convenient because of student schedules and transportation issues. Confirmed this with other TUPE grant districts in South Bay area.

Comments regarding question 22:

English Learner involvement is 14

Comments regarding question 24:

CSH referrals were predominantly parents. Parents were informed of, and very interested in California Smokers Helpline's new "Go Smoke Free" texting program, Medi-Cal incentives to quit smoking and Spanish-language "Want To Quit Smoking?" brochures and wallet cards. CSH "Pregnant & Smoking: Want to help yourself & your baby?" brochures distributed to all preschool sites. As in year one, modified NOT small groups offered. This year these groups were provided to five 6th grade students, 24 7th grade and 19 8th grade students. 94% were counselor-referred. 6% were parent-referred. 8th grades attend an average of 5.0 sessions; 7th grade = 5.4 and 6th grade = 4.2 sessions. Note: 38% referrals to N-O-T groups were for use of Hookah pens. NOT group Topics 6th Grade Myths/Facts about tobacco, drugs & alcohol. / Health risks of underage drinking and smoking The Rippling Effects of Tobacco/Alcohol/& Drugs (on self/family/society) Resisting peer pressure. Alcohol and Tobacco Advertisements Wrap-up-Alternatives to using alcohol, tobacco and drugs. NOT group Topics 7th/8th Grade (Additional Topics) Underage drinking and smoking Discussion about the Dangerous Chemicals in Cigarettes Environmental affects of cigarettes Second hand smoke Discussed summer plans for creating additional units about resisting peer pressure of tobacco, drug and alcohol use.

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Comments regarding question 27:

Comments regarding question 29:

Comments regarding question 31:

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Comments regarding question 34:

Expanded in year two to include 5th grades and after school program. Overall, parents more concerned about their own/spouse's heavy alcohol drinking than smoking. In year three, more emphasis on psychology of addiction will be emphasized and how smoking ties into other ATOD use.

Comments regarding question 37:

Consulted with Lawndale School District TUPE colleagues about youth development activities and curriculum implementation (primarily in the after school program). Will explore some joint training activities in year three.