



## 2014/15 Tobacco-Use Prevention Education (T.U.P.E.) Competitive Grant Annual Report

### 1. Contact Information

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Cohort: I Year: 2014/15

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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	2,543	2,543
Grade 8	2,512	2,512
Grade 9	0	0
Grade 10	0	0
Grade 11	0	0
Grade 12	0	0
Non Traditional	6	6
Grade Total	5,061	5,061

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	4

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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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)	23,341	23,341
Teens Kick Butts / Ash	4,000	4,000
School-Wide contest	23,341	270
Tobacco & Hollywood Campaign	0	0
Mission Possible	0	0
Youth Quest	0	0
Assembly Speaker	3,156	3,156
World No Tobacco Day	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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11. If you selected *School-wide contest* as a non-curricular activity, indicate the name of the contest:

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Red Ribbon Week Poster Contest sponsored by County Prevention (estimated 250 student entries) and Tobacco Marketing Photo Voice Contest Sponsored by Stockton Unified (20 students participated).

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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. DeNoble prestned “The Science of Addiction” assembly  
Point Break presnted “Are you Buying This” media literacy assembly.

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	40	40
Media Literacy and Youth Media Production to Counter the Influence of the Tobacco Industry	20	20
Tobacco use prevention Peer Educator	280	280
Tobacco use prevention focused Service-Learning Projects	50	50

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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Stockton Unified utilizes the PLUS Peer Leaders Uniting Students youth development and peer resource program for student voice, building connections, and developing leadership. More than 1000 students (800 6-8 and 200 High School) were trained as PLUS leaders. PLUS is funded through LCAP. Some PLUS activities are supplemented by TUPE. TUPE provided transportation for 500 students to attend the LULAC leadership conference, including workshops on “Truth about Tobacco”,

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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	1	0
Asian	0	0	9	2	60	9
Pacific Islander	0	0	1	0	4	1
Hispanic/Latino	0	0	23	16	168	28
African American	0	0	6	2	38	12

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
Brief Intervention	240	147
Craving Identification and Management (CIM)	75	75
Intervention with Teen Tobacco Users (TEG)	75	75
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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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?

	Brief Intervention	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	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

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	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)*

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

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	19
Number of parenting and/or pregnant minors served	19
Number of parenting and/or pregnant minors in school based programs	6
Number of parenting and/or pregnant minors referred to community programs	19

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	3	18
Trained to deliver youth development strategies	4	90
Trained to deliver intervention strategies	3	9
Trained to deliver cessation strategies	1	0
General TUPE information	4	450

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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?

200
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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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Our district implemented a Parent Empowerment Department. This department took on the role of parent education and provided a variety of activities, including Health and Resource Fairs, Parent Coffee Hour, Lunch and Learn, Parent Vue Training, Bullying Prevention, RAD – Realizing the Academic Dream, and other activities. Their primary project was a Parent Leadership Institute called

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	No	No	Yes	No
Youth Development activities	Yes	Yes	Yes	Yes
Cessation activities	No	No	No	Yes
Intervention activities	No	No	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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Our San Joaquin County Office of Education leads a bimonthly networking group for prevention and intervention coordinators from all the school districts in the county.

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 taught during social studies to all students in grades 7 and 8. Project TND is taught to Health Class at our alternative high school Jane Frederick.

Comments regarding question 4:

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Project Alert is taught during social studies to all students in grades 7 and 8. Project TND is taught to Health Class at our alternative high school Jane Frederick.

Comments regarding questions 6 -7:

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For students from Chavez High School Friday Night Live presented a workshop they created titled "Tobacco No!" at the Northern California Teens Tackle Tobacco Conference

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Comments regarding questions 9-12:

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Red Ribbon Week is a district wide activity and includes all students in grades 6-12 at all district schools. RRW is a big event in Stockton, with many local businesses sponsoring family activities such as movie nights, bowling, and events at the local bookstore. All students were invited to participate in the County Prevention Red Ribbon Poster Contest. Prevention services estimates that they received 250 entries grades 6-12. Kick Butts Week was a major event for our students who participated in leadership and youth development activities. Students who participated in a youth development conference were asked to “earn their ticket” by participating in a tobacco prevention service project. TUPE provided a list of Kick Butts Week activities that students could participate in and approximately 4,000 students who participated in youth development conferences also participated in Kick Butts Week activities including “Chalk the walk”, “Not A replacement” selfie campaign, “Unity Day in the Park” “Smoke Free Bus Stops” tobacco and youth marketing photo voice contest, and local

Comments regarding questions 14-15:

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Anti-tobacco Advocacy included 20 students from Chavez FNL and 20 students from Students in Prevention writing letters, making posters, and presenting to the San Joaquin Regional Transportation District in favor of smoke free bus stops. Media Literacy included 40 students from Club Live clubs at Montezuma and Marshall schools creating tobacco marketing awareness photo-voice projects. Tobacco use prevention peer educator includes 20 Students in Prevention peer educators, 60 students from Weber and Health Careers Academy who did peer education projects, and 200 students who participated in Chavez/Bush/Peyton Day in the Park Friday Night Live and Club Live prevention fair. Tobacco Use Prevention focused service learning projects included 50 students from Chavez FNL, Edison Black Student Union, and Weber Student Leadership who did cigarette butt clean up at local bus stops as part of the tobacco free bus stop campaign.

Comments regarding question 17:

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Comments regarding questions 19-20:

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Of the 240 students referred to Brief Intervention, 147 completed pre and post surveys. Teg group intervention was provided for 75 students and incorporated the Cravings Identification Management strategy of teaching students to identify their craving level at group check in and discussing craving management as part of the group.

Comments regarding question 22:

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This data is not available due to a data collection problem. The surveys were coded for confidentiality and there was a user error problem with the coding system.

Comments regarding questions 24-25:

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Students who volunteered for cessation participated in the TEG group and the Cravings Identification Management strategies.



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Comments regarding question 27:

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Comments regarding question 29:

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Pregnant and parenting teens are referred to the administrator of Early Childhood Education for screening and referral to support services. All 19 students were referred to our county public health SAFE program for support services. Six students were identified as needing information about second hand smoke and tobacco cessation and were referred to the tobacco prevention educator.

Comments regarding questions 31-32:

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Program curriculum includes 18 teachers trained in Project Alert and 3 health educators trained in Project Alert as background preparation. Youth Development strategies includes 4 classified and 16 certificated trained in Club Live and Friday Night Live Youth Development and Environmental Prevention strategies and 60 PLUS Advisors trained in youth development strategies. Three health educators are trained to deliver intervention strategies and 9 certificated TUPE Site Coordinators participated in intervention training. One health educator is trained in delivering cessation strategies. Four Classified and Nine Certificated TUPE Site Coordinators provided staff in-service n TUPE prevention and Intervention Services to all high school teachers at staff meetings (estimated at 450 high school teachers).

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Comments regarding questions 34-35:

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Approximately 200 parents participated in TUPE information at Health and Resource Fairs.

Comments regarding questions 37-38:

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Behavioral Health supports curriculum implementation with Students in Prevention and some Project Alert support for schools in need. Intervention and Cessation activities include contracted services with Community Medical Centers and Point Break Adolescent Resources. Youth Development activities include our county and neighboring districts and community partners through conferences and local youth development and leadership development activities. We have a local coalition called Smoking and Tobacco Outreach and Prevention Project (STOPP Coalition) with members from SJCOE, neighbor school districts, public and community health agencies, and other local agencies and community based organizations.

List of Districts in consortia