

TUPE Tier 2 Pre-Application Project Monitoring and Evaluation Webinar
February 3, 2023
Questions and Answers

1. Currently, we have some services with multiple measurable objectives (MOs), such as number of students served and percentage of students who report increase in motivation to stay/become tobacco free. Please confirm that we cannot identify more than one per service in TUPE GEMS.

A: The application template is set up as one MO per service. But feel free to add MOs in your plan if more MOs are needed to assess multiple aspects of a service. When it is progress reporting time, please do share your additional assessment efforts and results with your regional consultant.

2. We have a question about the Health Disparity (HD) population "distinct" activities. For example, we have a Youth Development group on every secondary campus, but with our health disparity population, we meet every week on our alternative education campus. At other campuses they meet once per month. Is this considered a "distinct activity" since the frequency and level of activities are more intense and frequent?

A: For an HD targeted service, just as the name entails, the needs of an HD population must be identified, and appropriate services are then designed to address the needs. In this case, as the service is NOT the same as that for the general population, and it is enhanced by frequency and intensity to address the HD needs, it would be appropriate to identify it as an HD service. Please clarify the difference in frequency and intensity when developing the HD section of the application to avoid any ambiguity during application review.

3. Can we see an example of a flowchart?

A: Local program structures and designs to ensure efficient and effective service implementation may be diverse. To avoid any potential misinterpretation that one way is preferred over another in the grant review, sample charts are deliberately excluded in the guidance webinar.

The purpose of the flowchart is to demonstrate the capacity of a local program and show how efficiently and effectively TUPE services may be implemented. Thus, an applicant knows best on how and what to present regarding their program capacity.

4. Does every measurable goal require a flow chart? Or do provide one flow chart for all measurable goals?

A: A flow chart is not necessary for your measurable objectives. The purpose of a program flow chart is for an applicant to demonstrate their program capacity (in Section 3 of the application). In other words, tell us how your program is set up and how decisions are made/implemented among members of your team and how information flows from team members to your program's intended audience(s).

You can choose a program administration chart which includes key staff and their focus areas and qualifications. Or you can provide a program design chart with 1) different program areas and key staff responsible for each area; 2) their qualifications; and 3) external resources and their capacity to enhance your program. There are many other ways you can provide this information. The most important thing is that you select a flow chart that best illustrates and clearly articulates your TUPE Program's capacity to implement and evaluate the services described in your grant application.

5. So, in the flow chart will we have to show how each direct service will reach students based on TUPE staff?

A: No. The flow chart is intended to provide the TUPE Office with an overall understanding of the various stakeholders that will be involved in carrying out the work described in your grant application. For example, what staff are involved in carrying out your services and where do they fit relative to others within the grant and the LEA/consortium.

6. It sounds like we can design the flow chart based on what works best for our program. Right? They are all going to look different. We just need to illustrate how the information/resources are going to flow from us down to the students. Correct?

A: Yes, this is correct. The following flow chart websites were shared during the webinar: <https://visme.co/blog/how-to-make-a-flowchart/> and <https://app.diagrams.net> but there are many others.

7. For the flow chart, do we go as high as the superintendent or just from TUPE level down? What does higher level mean?

A: For any program, it is important to receive support from leadership to boost its presence and opportunities to collaborate with and/or obtain resources from other programs such as the student wellness program. The leadership plays a critical role in helping the local TUPE program maximize its capacity to serve their students. If an applicant has such support from the leadership, at whatever level, do identify such leadership and their specific roles and responsibilities to enhance the TUPE program capacity. However, listing the superintendent at the top of the flowchart but not including the specific roles and responsibilities this person takes in enhancing the TUPE program does not help demonstrate the importance of leadership.

Again, the purpose of the flowchart is to demonstrate the capacity of a local program and show how efficiently and effectively TUPE services may be implemented. An applicant is thus with the best knowledge of how and what to present regarding their program capacity.