

Tobacco-Use Prevention Education Initiation Grant

Tier 1 Cohort T

Frequently Asked Questions

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Section 1 General Information

Eligibility for Participation Questions

1. I have a charter school interested in participating in a consortium with the county office. Can the charters participate as part of the consortium or do they have to apply on their own?

Yes, charters may join your consortium. Per the RFA on Page 4:

Eligible. County Offices of Education (COEs), public school districts, direct-funded charter schools, or consortia that serve students in grades 6–12 within the State of California are eligible to apply. The governing district must apply on behalf of a school or school sites within its jurisdiction. Any currently funded Tier 1 district or direct-funded charter school that is a member of a Tier 1 consortium with a grant expiring on June 30, 2024 is eligible to re-apply separately or as part of a consortium.

2. We have a district that overlaps 3 different counties. The district falls under another COE's jurisdiction, however, in the past we have been granted permission by that COE to provide Tobacco-Use Prevention Education (TUPE) services to that district, since our office is closer, and our County Department of Public Health serves the majority of their residents. This district has asked if they could join our county's consortium application. Is this possible or are they required to apply on their own?

There are no grant requirements or constraints that would prevent districts from joining other counties to apply for this grant.

3. I'm a COE that has a Tier 2 grant as a consortium, with several participating districts. Can I apply for Tier 1?

If your sites are not current grantees in a Tier 2 application/grant, then you may apply for the Tier 1 Cohort T grant listing those sites.

Note: You may not “double dip” or mix funding. All budgeted items must be tracked independently and must meet the requirements as identified in each separate RFA.

Geographical Location Questions

1. I am not sure what geographic type our school district is. How do I find that information?

Per the Request for Applications (RFA), Page 9–10

Applicants can determine their Rural and Urban Classifications by visiting the National Center for Education Statistics (NCES) Search for Public Schools

online tool <https://nces.ed.gov/ccd/schoolsearch/> and entering the search criteria as directed. Sites in the NCES database are identified in one of the following classifications:

Urban Classification	Rural Classification
11—City, Large	31—Town, Fringe
12—City, Midsize	32—Town, Distant
13—City, Small	33—Town, Remote
21—Suburb, Large	41—Rural, Fringe
22—Suburb, Midsize	42—Rural, Distant
23—Suburb, Small	43—Rural, Remote

An example of a middle school search result from the NCES website is provided below with the location of the Locale identified for one's quick reference.

IES :: NCES National Center for Education Statistics ≡ MENU

NOTE: The inclusion or exclusion of a school in this locator does NOT constitute an endorsement of the school and should NOT be used in any way to infer the accreditation status of the school.

School Directory Information [Search Results](#) [Modify Search](#) [Data Notes/Grant IDs](#) [Help](#)
(2018-2019 school year)

School Name: Arden Middle	NCES School ID: 063462005753	State School ID: CA-3467447-6034359
District Name: San Juan Unified district information	NCES District ID: 0634620	State District ID: CA-3467447
Mailing Address: 1640 Watt Ave. Sacramento, CA 95864-2964	Physical Address: 1640 Watt Ave. Sacramento, CA 95864-2964	Phone: (916)971-7306
Type: Regular school	Status: Currently operational	Charter: No
Supervisory Union #: N/A	Grade Span: (grades 6 - 8) <div style="background-color: #003366; color: white; padding: 2px 10px; display: inline-block;">6 7 8</div>	

School Details (2017-2018 school year)

County: Sacramento County schools in county	Total Students: 974
Locale: City: Small (13)	Classroom Teachers (FTE): 37.91
Magnet: No	Student/Teacher Ratio: 25.69
Title I School: No	
Title I School-Wide Program: +	

Enrollment Characteristics (2017-2018 school year)

Section 3, 4, and 5 Student, Family, and Staff Services

Note: Sections 3, 4, and 5 are optional, supplemental sections for Tier 1 applicants as a segue to move up to the Comprehensive Implementation Grant (Tier 2) level in the next grant cycle. It is therefore up to individual applicants to decide, based on their local program capacity, which sections to complete (if any).

1. After completing my budget, it looks like I will have some leftover money from the \$6,000 for my local educational agency (LEA). We would like to do something

with that extra money but don't really know what we can do beyond the requirements of the grant. What types of services could I provide?

If funding remains unspent in your proposed budget during any of the three years of the grant, you may provide additional services for your students, parents/community, and/or staff. These services should be dedicated to the prevention of tobacco, vaping, or vaping-marijuana co-use by youth.

Examples of *activities* include:

- a. Anti-tobacco, vaping, or marijuana posters,
- b. Pamphlets,
- c. Videos,
- d. Public service announcements.

Additional services include:

- a. Assemblies for students, staff, family, or community members that provide an anti-tobacco, vaping, or marijuana co-use message,
- b. In-house professional development activities for staff.

As stated on page 8 of the RFA, **Supplemental services should only be considered if all the following criteria apply:**

1. **Tobacco-free policies have been developed and implemented.**
2. **CHKS has been administered at all schools listed in the grant. and**
3. **Unspent funds remain.**

If the applicant is awarded Tier 1, Cohort T funding, but does not include supplemental services at the time of application, additional services, such as those listed above may be added at a later date. However, any services and resulting expenditures that are not listed in the application will require pre-approval from the CDE Regional Consultant and Analyst. Expenses for supplemental services that are not approved will not be reimbursed.

Character Limits and Format Questions

1. What is the word or character length parameters for the various sections of the grant, particularly the service and activity descriptions for each section as well as the needs assessments?

In the TUPE Grant Electronic Management System (GEMS), there are comment boxes where you can provide open-ended responses. Each box contains a character limit which ranges from 1,000 to 3,000 characters, depending on the program area.

Service Entries Questions

1. The service entry templates for the Tier 1, Cohort T application look different than last year. Is less information required from the applicant?

Yes. The service entry templates are now shorter and more concise. Applicants are now only required to provide a brief description of the service or services in a single textbox. In addition, applicants should provide an estimate of the number of students, parents or guardians, family, or staff that will be served. For the Student Services service template, applicants are also asked to click checkbox(es) of the grade level(s) of the students that will be served and the students' statuses as non-traditional and/or pregnant/minor parents (if applicable).

Sections 4 and 5 - Specific Questions

1. For Section 4 Family and Community Engagement, in the service entry form, am I expected to provide the student counts or the parents of the students? How about a service to the community, how could we provide the recipient counts as we do not know how many will be there?

Section 4 is for family and community engagement. The targeted recipients count should be for parents and other family members, not the students. As for community service events, an estimate based on previous service data and local program capacity will be sufficient.

2. For Section 5 Staff Professional Development, as a consortium applicant, should we only include staff at the county level, or should we include all districts and participating school staff? Please also clarify who are considered non-TUPE staff.

No. As the lead applicant of a consortium application, you are expected to present in the application a wholistic view of all the members, including all districts and participating schools. Thus, your application should capture staff from the district and school levels.

Non-TUPE staff include those that do not provide any TUPE-related administration and/or direct services. For example, a 9th grade English teacher in a school or a parent liaison for English learners at a district office, are considered non-TUPE staff.

General TUPE related professional development for non-TUPE staff is highly needed according to a recent Centers for Disease Control and Prevention (CDC) study. Non-TUPE staff expressed in the study the strong desire to be able to support the youth vaping prevention effort on campus and need basic trainings such as identification of vaping devices and signs of nicotine addiction, and guidance on referring their students for help.

Section 8 Tobacco Free Policy Development and Implementation

1. Can an LEA that is not certified Tobacco-Free but is completing the process this year apply for the TUPE Tier 1 RFA?

Yes, they can apply even if they have not been certified yet. Page 11 of the RFA states:

The applicant must be certified by the CDE as having met the Tobacco-Free School District Certification criteria. This certification must be valid by July 1, 2024. COEs, school districts, and direct funded charter schools may still apply for funding if they are not currently certified; however, if funded, they will not receive their first payment until the certification is reviewed and approved by the CDE.

2. For Section 8, Tobacco-Free Policy Development and Implementation, how would you like this completed for consortium applications? We have 12 LEAs in our consortium, with 12 different certification dates.

TUPE GEMS allows you to enter the certification date for each LEA in your consortium. Please refer to the Section 8 tutorial clips posted in the Resources tab of TUPE GEMS for instructions on how to complete this section.

3. Does the TUPE Office require that cannabis/marijuana be included in a district's tobacco-free policy to be eligible for funding?

While not a requirement, the TUPE Office encourages grantees to address cannabis/marijuana as part of a comprehensive tobacco policy.

4. Our tobacco-free school signs address the prohibition of cannabis/marijuana use on campus. Is there specific language that should be added to our tobacco-free school policy even if not required by the relevant codes?

A: The Control, Regulate and Tax Adult Use of Marijuana Act, also known as Proposition 64, legalizes recreational cannabis use for adults 21 and older, **but does not change laws banning the use of marijuana by Preschool through Grade 12 students or on school campuses**. California law continues to prohibit the use, possession, and possession for sale of controlled substances, including marijuana. Although not required, you can reference this in your school policies.

Below is a summary of California laws that address the use of cannabis on school campuses:

- California *Health and Safety Code*, Section 104495). Electronic devices that deliver nicotine or other vaporized liquids (including marijuana) are considered tobacco products.

- California Education Code, Section 48900(c). Prohibits the use, possession, possession for sale and being under the influence of a controlled substance, including marijuana (see California Health and Safety Code, Section 11054 for a list of controlled substances; cannabis is listed as [d][13])
- California Health and Safety Code, Section 11362.3, prohibits the use of cannabis within 1,000 feet of a school, day care center, or youth center while children are present

For more information about laws that restrict the use of cannabis, please refer to the California Department of Cannabis Control’s “Laws and Regulations” webpage (<https://cannabis.ca.gov/cannabis-laws/laws-and-regulations/>) or the California Department of Public Health “Let’s Talk Cannabis: What’s Legal” webpage (<https://www.cdph.ca.gov/Programs/DO/letstalkcannabis/Pages/legal.aspx>)

Please note, when developing disciplinary policies regarding the use of tobacco or cannabis, the TUPE Office encourages schools to adopt Alternative to Suspension and Expulsion (ATSE) strategies to facilitate the provision of intervention and cessation services to students.

ATSE are evidence-informed restorative disciplinary practices which foster accountability and help youth understand the harms of tobacco-use and vaping. ATSE improves educational outcomes, especially for African American, Hispanic/Latino, and LGBTQ students, English language learners, foster youth, and youth with disabilities, who are more likely to be suspended and expelled than other youth cited for tobacco use. For more information, see the Fix School Discipline Toolkit at <http://www.fixschooldiscipline.org/community-toolkit/>.

Section 9 Project Monitoring and Evaluation— California Healthy Kids Survey (CHKS) Only Section

Survey Questions

1. Can you please clarify the CHKS requirements?

Starting in 2020, to meet the program requirement to serve 6th graders, the TUPE Office requires grantees with 6th graders enrolled in their TUPE program to administer a 5th or 6th CHKS every other year, in addition to the traditionally required 7th, 9th, and 11th grades. If there is an identified local TUPE program need to administer CHKS to more grade levels or increase the survey frequency and local funding is sufficient, the TUPE Office deems it as an allowable activity.

2. The RFA includes language about administering the secondary core module for the CHKS to 5th or 6th grade, in addition to 7th, 9th and 11th grade. It was

unclear to me if 5th or 6th grade was mandated for this grant, or if the language was just clarifying that if 5th or 6th grade is surveyed under this grant, they must take the secondary module and not the elementary module? Please clarify.

To address the lowering of age in youth vaping, starting in 2020, a grantee with 6th grade students enrolled in the TUPE program is required to administer CHKS to either 5th or 6th grade students. For these two grade levels, grantees may choose to utilize either the elementary core module together with the TUPE Elementary Module developed in 2020 or the middle school core module.

3. The RFA states that successful applicants must conduct the CHKS with students in grades five or six and use the secondary module. We have never heard of surveying 5th or 6th graders with the secondary module before. I am not sure our schools and parents will go for this (we tried surveying 5th grade before with the elementary module and got lots of parent push-back). Will it disqualify us if I can't talk the schools into administering the CHKS to 5th or 6th graders? If we do it, will they need to have active consent?

Based on our review of the current program practices, we see that more attention needs to be devoted to 6th graders because the age of youth vaping is dropping to lower grade levels than high school. This calls our attention to the importance of initiating prevention services at a younger age. The first critical step for a local TUPE program to develop services for 6th graders is being able to identify program needs for 6th graders via either a 5th or 6th grade CHKS survey. Starting in 2020, an age-appropriate TUPE elementary module was developed to be administered together with the elementary core module.

The CHKS is a tool for our local program to identify its program needs. For 5th or 6th graders, by law, active consent is required. But if deemed necessary, your local program can develop your own consent letter based on the template provided by the California School Climate, Health, and Learning Survey (CaSCHLS) at <https://calschls.org/survey-administration/>. In this way, you might have a better chance to include your local information to gain more support from parents.

4. I would like some clarification around the CHKS requirement. I have 5 districts that may not have 25 students per grade level. They all participate in the CHKS, and they all receive their own district report, yet you are now asking for a second survey to be administered? This seems like an unfair requirement for rural schools. If I can gather information from a grade level if they have more than 10 per WestEd, why is the CDE asking for a second survey if I have less than 25? A second survey would utilize the same questions about tobacco use, and give me the same information, it would just be done twice, and I cannot use passive consent for a survey that I design, so my numbers may even be lower with a second survey.

The guidance of adopting a local survey tool for schools with less than 25 students per grade, is based on the limitation of what CHKS can report and feedback from local grantees. If the grade level population is less than 25, the school will not be able to receive a standard report with all the subcategories that are available for comparison against other districts, county, and the state results. It is a lot of work but the result is less useful for the districts. Therefore, it would be more efficient to allow a local program to adopt a simpler survey tool such as a Google survey tool.

The purpose of CHKS administration is to inform local TUPE program development and monitoring. If individual grantees feel that the limited reporting from CHKS is meeting the local program needs, CHKS is definitely one of the options that a grantee can keep.

5. It looks like there is a new question in Section 9 regarding how we plan to use our CHKS data. Can you provide some guidance on what we should be doing with our CHKS data?

This new addition to Section 9 is intended as an opportunity to obtain insights from you on how CHKS has been or will be used to inform your local program planning, including but not limited to TUPE programs. For example, in your LEA:

- CHKS results are shared annually with district leadership as a survey tool for LCAP.
- CHKS results are presented to student support programs such as the wellness centers for service development.
- CHKS results are shared with parents via in-person presentations and electronic newsletters to enhance family engagement.
- CHKS results are used to inform your TUPE services, including Stanford Toolkit based curriculum instruction for 7th graders and an alternative to suspension program for students caught vaping.
- You plan to use CHKS results as one of the indicators to assess the effectiveness of a Multi-Tiered System of Support approach adopted by your LEA.
- You have no plan for the survey results yet and would like guidance on this.

Section 10 TUPE Program Administration and Staffing

1. I would like some clarification around staffing. I am the TUPE Program Administrator but I also provide instruction to students and training to school

staff. Am I considered administrative staff only, or both? And direct service staff? Should I split my full-time equivalent (FTE) in both categories based on the times I devoted to each service type?

Yes, if an individual is both providing program administration and direct services to students and staff, that individual is considered as both administrative staff and direct service staff. Splitting an individual's FTE into the two categories, based on time devoted to each type of services, is the correct approach. The total percentage of time or FTE for any individual person funded by a TUPE grant cannot exceed 100 percent.

Section 11 Assurances

Letter of Support Questions

1. I'm applying as a single school district and I'm also the TUPE Coordinator. Do I need to submit a Letter of Support?

Yes. Per Pages 13–14 of the RFA, applications submitted by an individual COE or LEA must include a letter of support written and signed by the COE TUPE Coordinator endorsing the application. The letter should be provided on the County Coordinator's letterhead and may contain an e-signature. Only one letter of support is required for upload into the TUPE GEMS.

2. Is a Letter of Support needed if the county office is the lead in a consortium and also the TUPE County Coordinator?

No. Per the RFA on Page 14, consortium applicants for which the COE is part of the consortium, do not need to submit a LOS from the COE TUPE Coordinator. All other consortium applicants must obtain an LOS from their COE TUPE Coordinator.

Memorandum of Understanding Questions

3. If we are applying as a single unified school district/COE and not as a consortium, is an MOU needed?

No. Per the RFA on Pages 14-15, grant applications submitted by a single LEA/COE do not need to submit an MOU. However, a letter of support is needed from the TUPE County Coordinator.

4. We are applying as the lead for a county-wide consortium made up of several districts. I see in GEMS that one MOU is required for consortium applicants.

Does that mean we upload a single MOU between ourselves and one district, or do we need to upload MOUs for each member of the consortium? If only one MOU is required, is it up to us to select which MOU we include?

Per Page 14 of the RFA, grant applications submitted by a consortium must submit a current MOU between the consortium lead and all participating districts (dated after release of the RFA). Ideally, the MOU should be signed in one document by all participating members of the consortium and submitted as a PDF through TUPE GEMS. Alternatively, the lead agency may collect separate signed MOUs from each participating member of the consortium. Electronic signatures are acceptable. If separate MOUs are obtained, only one should be uploaded to TUPE GEMS. The remaining MOUs should be filed locally for auditing purposes.

Budget Questions

1. If we are proposing student services (Section 3) and providing staff professional development (Section 5) as optional/supplemental services, but \$6000/district is not sufficient to cover the cost, will we be awarded more funding?

No. If funding remains unspent in your proposed budget during any of the three years of the grant and falls within the \$6,000 allocated per LEA, applicants may provide additional services for their students, parents/community, and/or staff. These services are optional however and no additional funds will be provided.

2. What is the allowable FTE for a Project Coordinator or Administrative Staff? Will this be at the discretion and need of the applicant? If a consortium grant is submitted can more FTE percent be allocated for secretarial support?

There is downloadable Budget/Fiscal Guidance in the Resources tab of TUPE GEMS that provides details about project budgets. The total percentage of time for any individual person funded by any TUPE grant cannot exceed 100 percent.

3. Is there a restriction on the indirect cost rate?

The indirect cost rate is limited to the rate projected by the local educational agency and is not to exceed the CDE-approved rate. The indirect cost rates are posted on the CDE Indirect Cost Rate (ICR) web page at <https://www.cde.ca.gov/fg/ac/icr/>.

Good Standing

1. I remember in the 2022–2025 Tier 1, Cohort R, there was a section on Good Standing; has this section been removed in the current Tier 1, Cohort T RFA?

Yes. Good standing points have been removed from all TUPE grant programs.

Signatures and Submission

1. Once I have completed my application and verified each of the sections in TUPE GEMS, how do I obtain signatures and submit my Tier 1 application?

Once an applicant verifies all sections, the signature functionality will become available to the Lead Applicant in TUPE GEMS. Please refer to the Signature and Submission section (page 16) of the RFA and the tutorial clips posted in the Resources tab of TUPE GEMS for instructions on how to obtain signatures and submit your Tier 1 application.