2024-25

COUNTY TECHNICAL ASSISTANCE REQUEST FOR APPLICATIONS

Guidance Document

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General Program Guidance

The purpose of this County Technical Assistance Funds grant is to support county offices of education (COEs) in providing leadership, administrative oversight, training, and technical assistance (TA) to **all** LEAs in each county, not only those receiving TUPE funding. TA focuses on the areas of: tobacco-free school policies, providing support to LEAs in tobacco-use prevention education and instruction, staff professional development, family and community engagement, interagency partnerships, cessation support and referrals, and program assessment. In addition, as a requirement of receiving Proposition 56 funding, COEs must provide TA aimed at accelerating and monitoring the rate of decline in tobacco-related disparities for the purpose of eliminating tobacco-related disparities.

This document provides:

- CTA Program and Fiscal Guidance

- Suggested TA activities and sample application text

- Information on submitting your application via the TUPE Grant Electronic Management System (TUPE GEMS)

What's New in 2024–25?

- There have been no substantive changes in the 2024–25 CTA RFA as compared to the RFA released in 2023–24.

Section 1 - General Information

This mandatory section requires the applicant to enter general information such as applicant name, address, email, etc.

Section 2 – Participating Member Directory

Applicants may opt to use CTA funds to pay for CHKS-related activities for non-TUPE-funded districts in their county. Districts being provided CTA funds for CHKS-related activities should be entered in Section 2 of TUPE GEMS, which requires district level information including County District School (CDS) code, district name, district CHKS lead name, and district CHKS lead email. CHKS-related activities include, but are not limited to, CHKS survey administration (core, staff, parent, and supplementary), custom reports, and staff training workshops. Therefore, a non-TUPE district that participates in a CHKS results workshop funded by its county TUPE program may also be included in Section 2.

However, before entering a district's information in Section 2, the district must agree to share their CHKS data on the TUPE Private Data Dashboard hosted on the CalSCHLS online platform at https://calschls.org/my-surveys/. To this end, the applicant and district(s) should create a data sharing agreement. The details of this data sharing agreement, such as whether it is informal or formal and the specific content the agreement contains is at the discretion of the applicant and the district(s) they are funding. The CDE will not mandate the format or the content of this local agreement. After entering the district's information in Section 2, applicants must check the box that they have certified that a formal/informal local agreement has been obtained.

If a district does not agree to share its data on the TUPE Private Data Dashboard (i.e., an agreement is not obtained from the district), this district should NOT be included in Section 2. Section 2 is only for non-TUPE districts that agree to share their data on the TUPE Private Data dashboard.

Section 7 - Local Educational Agency Technical Assistance

The primary focus of the CTA RFA is for COEs/TUPE County Coordinators to provide tobacco-use prevention TA, leadership and administrative oversight to all LEAs within their county. This requirement is completed in Section 7 of TUPE GEMS. The COEs should identify the TA services that will be provided to all districts and schools within the county, not just those with TUPE-funded programs. Students at every school within the county can benefit from tobacco and vaping prevention resources and support. **COEs that are recipients of Tier 2 funding should NOT indicate the same technical assistance activities that were included in their Tier 2 application, unless the activities are now targeting non-TUPE districts.**

As indicated in the RFA, to receive funding, **applicants are required, at a minimum, to complete Part I of the Technical Assistance Overview by providing a bulleted list of planned activities in the following TA areas**:

a. Tobacco-free school policies
b. Tobacco-use prevention education
c. Staff professional development
d. Family and community engagement
e. Interagency partnerships
f. Cessation support
g. Program assessment

If the applicant is working with any instructional or non-instructional consultant(s), they should identify the consultant(s) in the appropriate TA area in Section 7 of their application. Applicants that can provide more detailed information regarding their TA services are encouraged to do so in Part II of the LEA Technical Assistance section. Section 7, Part II allows applicants to include a description of the specific activities being provided, the provider and recipient of the service, a timeline, measurable objectives, and the assessment tool utilized. However, this is not required. Applicants may complete as much or as little of Part II as they are able based on the information provided in Part I.

As previously mentioned, TA focuses on the following areas:

Tobacco-Free School Policy

To ensure that the policies and regulations meet the tobacco-free school requirements set by *HSC* Section 104420(l)(2), the COE must assist the CDE and the LEAs in the certification process by reviewing the policies and administrative regulations of its office and of all LEAs that accept TUPE funds. https://www.cde.ca.gov/ls/he/at/tobaccofreecert.asp.

The COE TUPE Coordinators should ensure with LEAs within the county, that their Tobacco-Free School Policies include a prohibition on the use of e-cigarettes and new emerging tobacco products, and offer TA to assist the agencies as needed. Additional information regarding these requirements may be accessed on the CDE Tobacco-Free Laws Affecting California Schools web page at https://www.cde.ca.gov/ls/he/at/tobfreelaws.asp.

Activities to consider:

● Assist LEAs in the development of procedures and processes to prohibit the use of all tobacco products on LEA property. This includes, where applicable, ensuring proper signage, assessing tobacco-free policies and enforcement procedures and assisting LEAs in revising policies to address the prohibition of emerging tobacco products.

- Assist LEAs in adding alternatives to suspension (ATS) guidelines to their tobacco-free school policies. This includes providing sample ATS plans and assisting LEAs in understanding the benefits of intervention and cessation services in lieu of suspending students caught using tobacco or vaping products.

- Review tobacco-free certifications for each LEA in the county to ensure they are up to date. If any are expiring soon, contact the district to assist with renewing their application.

- Identify all LEAs in the county that have not been certified as tobacco-free and contact them to provide information about becoming certified and encourage them to do so.

- Conduct regularly scheduled site visits to LEAs throughout the county to ensure that proper signage is displayed and is current.

- Engage youth on tobacco-free policy promotion across the county.

- Other activities, as determined by the COE based on local needs.

Tobacco-Use Prevention Education and Instruction

The COE should assist LEAs in selecting appropriate programs, based on the LEA's student population. In addition, the TUPE County Coordinator should work with LEAs that are not receiving TUPE grant funds to provide information and guidance regarding tobacco-use prevention education and instruction resources.

Activities to consider:

- Assist LEAs in developing capacity for implementing TUPE programs and activities such as:

  o Peer-to-peer leadership programs, such as Friday Night Live

  o Sponsorship of county-wide events, health fairs, and conferences with a tobacco-free message

  o Social media campaigns and the development of Public Service Announcements

  o School- and district-wide assemblies with a tobacco-free and vape-free message

- Inform non-TUPE funded LEAs about CDE-approved TUPE curricula.

- Build LEA capacity to support TUPE-focused activities addressing populations within the county that are disproportionately impacted by tobacco use.

- Build LEA capacity to support TUPE-focused youth development strategies.

- Inform LEAs about the services provided by YVAPE for students caught vaping on campus.

- Develop regular communication channels to both TUPE and non-TUPE districts to distribute TUPE related resources and updates.

- Other activities, as determined by the COE based on local needs.

Staff Professional Development

The COE should monitor the LEAs' training of teachers and provide TA and training as warranted.

Activities to consider:

- As required in the Program Assurances for the CTA RFA, attend monthly statewide COE TUPE Coordinators' meetings, webinars, and conference calls convened by the TUPE Office.

- Attend the Professional Learning Network meetings and other professional development opportunities offered by the TUPE Capacity Building Project.

- Conduct county-wide trainings for LEA staff on topics related to tobacco-use prevention, such as prevention curricula and local tobacco-use trends.

  o Use a Train-the-Trainer model so information can be more easily disseminated to more local staff.

- Conduct webinars advertised to TUPE and non-TUPE LEAs on emerging products and the latest research on prevention, intervention, and cessation.

  o Record the webinars so they can be accessed later.

- Provide training in alternatives to suspension programs, such as YVAPE.

- Send weekly, bi-monthly, or monthly emails to LEA staff to keep them apprised of TUPE resources, upcoming meetings, TUPE updates, new research, etc.

- Coordinate and distribute information on free training opportunities provided by the TUPE Capacity Building Project.

- Other activities, as determined by the COE based on local needs.

Family and Community Engagement

The COE should assist both TUPE funded and non-funded LEAs in soliciting community support and planning training sessions for parents and families.

Activities to consider:

- Hire a Family and Community Engagement Specialist or Outreach Coordinator with a focus on your county's priority student subgroups.

- Conduct Parent Information Night/Workshops.

- Establish an information communication channel (s) to reach family and communities in your county.

- Curate and distribute parent outreach materials in multiple languages from online resources such as the CDC and the TUPE Capacity Building Project websites.

- Conduct parent workshops in multiple languages in order to meet the needs of your community, utilizing translators and interpreters as needed.

- Coordinate with LEAs to distribute printed informational materials to parents at back-to-school nights, and other events where parents are invited. Ensure the information is translated, if necessary.

- Volunteer to host a table at county-wide and community health/wellness/resource fairs and distribute tobacco and vaping prevention information.

- Use social media platforms such as Facebook and Twitter to provide information suitable for families and the community.

- Other activities, as determined by the COE based on local needs.

Interagency Partnerships

The COE should provide information about their current and proposed interagency partnerships and describe the collaborative activities in which they have or will participate.

Activities to consider:

- Build partnerships and collaborations with county health department tobacco control programs, county alcohol and drug programs, county mental health programs, and community prevention and intervention initiatives.

- Actively participate in your county's Tobacco Control Coalition organized by the Local Lead Agency (LLA). LLAs are funded by the California Tobacco Prevention Program to provide community-wide tobacco-use prevention efforts in each county. Most LLAs are county health departments.

- Based on local needs, expand the LLA collaborative to include community organizations serving priority student subgroups in the county.

- Assist in planning county-wide events with tobacco- and vape-free messaging.

- Collaborate with county agencies to support youth disparity populations such as students experiencing homelessness and students of low socioeconomic status.

- Other activities, as determined by the COE based on local needs.

Cessation Support and Referrals

The COE should assist LEAs in encouraging and supporting cessation efforts by students and school staff who use tobacco. At a minimum, support should include referral to pre-cessation and cessation programs. These programs may be administered by the COE or made available through linkage to other local or statewide programs.

Activities to consider:

- Connect school districts in need of cessation services with Kick It California. Establish district registration with Kick It California to facilitate easy access to services.

- Refer LEAs to Kick It California, including promoting the Student E-Referral page.

- Provide TA to LEAs, as needed, to ensure the provision of services to pregnant minor and minor parents as described in California *Health and Safety Code (HSC)* Section 104460.

- Provide TA to LEAs, as needed, to set up systems to direct students to cessation services and track program completion as an alternative to suspension.

- Work with cessation service providers within the county to deliver necessary cessation resources to students.

- If applicable, refer LEAs to county-contracted individualized counseling services.

- Other, as determined by the COE based on local needs.

Program Assessment

The COE should assess the effectiveness of local TUPE programs, assist local TUPE Programs in monitoring and evaluating their TUPE program, and identify needs for additional training, resources, or TA.

Activities to consider:

- Coordinate the biennial administration of the California Healthy Kids Survey (CHKS) by LEAs on a countywide basis and ensure that CHKS data is shared broadly with the local community.

- Collaborate with the CalSCHLS Regional TAs to promote the TUPE Private Data Dashboards among your TUPE and non-TUPE school districts.

- Attend program evaluation related trainings provided by the TUPE Office

- Review grant progress reports and TUPE Annual Reports for each TUPE grantee in the county, and provide TA, as needed, to ensure that LEAs have implemented programs and activities as approved in their TUPE grant projects.

- Provide TA to LEAs in preparing reports and data required by the TUPE Office, analyzing data, and encouraging the public reporting of the data analysis and recommendations to the LEAs' governing boards.

- Provide program evaluation guidance to LEAs, such as staff survey samples, best practices for tracking services, and quarterly reviews of service data.

- Other activities, as determined by the COE based on local needs.

Section 10 TUPE Program Administration and Staffing

In this section, applicants will identify the full-time equivalency (FTE) of staff working on the TUPE grant. Staff classifications include Project Coordinator,

Other Administrative Staff and Direct Service Staff. Applicants must also provide their indirect cost rate.

Section 11 Program Assurances

Applicants can view the CTA Program Assurances in Section 11 of TUPE GEMS. The Program Assurances are provided for reference only. Applicants do not need to sign and upload them within this section. The Program Assurances are signed by the Superintendent at the time the application signature package is generated and routed.

Designee Form

If a Designee is signing on behalf of the Superintendent, the Designee Form must be downloaded, completed, and uploaded in Section 11 of TUPE GEMS. As part of the Designee Form, applicants must include a copy of a recent governing board resolution or minutes, specifically authorizing the designee to accept and sign as a proxy for financial statements and legally binding documents and upload it into GEMS.

Equipment/Device Inventory

The Equipment/Device inventory is a requirement across all grant types. In Section 11, applicants must download the Equipment/Device inventory spreadsheet, complete it, and upload it into TUPE GEMS.

Inventory Report Instructions

1. Users must complete the Agency Name field, as well as columns B through J of the Inventory Report, and columns K and L as applicable. (Inventory Report-Example is provided within the Inventory file as guidance.)

2. Items costing more than $500 must be inventoried and tracked.

3. The inventory list must be updated annually if equipment purchases occur and sent with the final expenditure report before the annual final payment is released.

4. The disposal of inventory items is based on the district's internal policy.

5. All inventory items purchased with TUPE funding must be noted on the inventory report, even if they belong to prior grant funding cycles or purchased through any other TUPE grant types.

Budget

This section requires applicants to complete a budget in TUPE GEMS. For more information about completing the budget, please see the Project Budget Guidelines included in this document.

Review of Applications

After applications are submitted, they will be reviewed by the TUPE Office Regional Consultant and the TUPE Fiscal Support Office to ensure they are reasonable and complete.

Applications that are deemed to be complete and reasonable will be approved and forwarded to the TUPE Fiscal Support Office for additional processing.

If additional information is required, the TUPE County Coordinator will be contacted, feedback will be provided so the application and/or budget can be revised and resubmitted through TUPE GEMS.

Determining the Priority Student Subgroups in your County

To determine the priority student subgroups in your county, the TUPE Office recommends the use of two data sources: DataQuest and/or CalSCHLS. (Please note: CalSCHLS reports are only available for LEAs that participate in CHKS.) Of course, there are other sources for this information; the LEAs in your county, CALPADS, or through other data reporting means. COEs should use the source(s) that best meet their needs.

Below are instructions on how to query this information in DataQuest and CalSCHLS. Please note that both systems can run several more reports than what is described here. The TUPE Office urges you to explore other reports in both systems to determine if there are any others that are better suited to your needs.

DataQuest

1. Go to https://data1.cde.ca.gov/dataquest/.

2. For "Level" select "County", for "Subject" choose "Annual Enrollment Data," then click "Submit."

1. Select Level

County ▾

2. Select Subject

Annual Enrollment Data ▾

3. Select Submit

Submit   Reset

3. For "Year of Data and County select 1) "2022-23," (which is currently the most recent year available) and 2) your county, and click "Submit."

Select Year of Data and County

1) Determine a time frame.

● Single year -- select year:

2022-23 ▾

2) Select County.

01 ALAMEDA ▾

Submit

4. Use the radio button to select "County Enrollment by Ethnicity and Grade," then click "Submit."

Select a Report

◉ County Enrollment by Ethnicity and Grade

5. At the bottom of the next screen is your county's enrollment data by ethnicity. However, at the top of this screen, you will be given an option to run additional enrollment reports for priority subgroups. Click "Report Options and Filters."

✚ Report Description

✚ Report Options and Filters

6. After clicking the "+" to expand, you will see an additional filter that will allow you to run queries by Socioeconomic Status, Foster, and Homeless.

Program Subgroups: - No Subgroup Filters ▾

Staff Counts

7. To run a report for staff counts, return to the main DataQuest screen. For "Level" select "County", for "Subject" select "Staff Assignment Data," then click "Submit."

1. Select Level

County ⌄

2. Select Subject

Staff Assignment Data ⌄

3. Select Submit

Submit   Reset

8. For "Year of Data and County select 1) "2021-22," (which is currently the most recent year available) and 2) your county, and click "Submit."

Select Year of Data and County

1. Select The Year of Data:

2021-22 ⌄

2. Select County:

01 ALAMEDA ⌄

Submit

9. Select a radio button from the available options, click "Submit" to view the report.

Teaching Assignment Monitoring Outcomes by FTE - 2021-22

County Selected: **01 ALAMEDA**

Select a Report:

⦿ Teaching Assignment Monitoring Outcomes by FTE
◯ Teaching Assignment Monitoring Outcomes by FTE (with District Data)

Submit

Note: DataQuest provides information related to student enrollment, ethnicity, socioeconomic status, foster status, homeless status, and staff counts. For additional information, such as LGBTQ identification, please refer to CalSCHLS.

CalSCHLS

For information on how to run reports in CalSCHLS, please refer to the "CalSCHLS Overview Presentation" and the "CalSCHLS TUPE Data Overview" PowerPoint in the "Getting Started" Section of TUPE GEMS.

Signing Your Application

Accessing Signatures

Please note: These features are for Lead users only.

Once all sections have been completed and successfully verified, the application is ready for signature. This step should be saved as last and should be completed after all sections are finalized. Do not modify any sections after beginning this step.

Note that the "Signatures" and "Download Application as ZIP file" buttons are only unlocked after the Lead user has successfully verified all the listed sections. These functions are only visible to the Lead user.

- If you wish, you may click "Download Application as ZIP file" to save a copy of your verified application to your computer.

- To proceed click on the "Sign and Submit" link in the lower left. You will be taken to the Signatures screen.

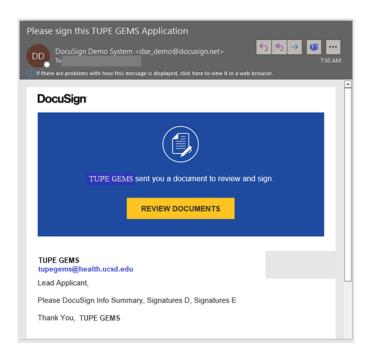| Overview	Status
Section 1 - General Information	Verified
Section 2 - Participating Member Directory *(Optional)*	Verified
Section 7 - LEA Technical Assistance	Verified
Section 10 - TUPE Program Administration and Staffing	Verified
Section 11 - Assurances	Verified
Project Budget	Verified
Sign and Submit (Opens separate windows to generate PDF reports)	Download Application as Zip file

Initiating Signatures

Please note: This feature is for Lead users only.

- On the Signatures screen, review the instruction texts.

- A PDF packet containing all the pages necessary for review and signatures will be compiled. This includes the application cover sheet, budget summary, and program assurances documents. All signature fields have been consolidated on one page.
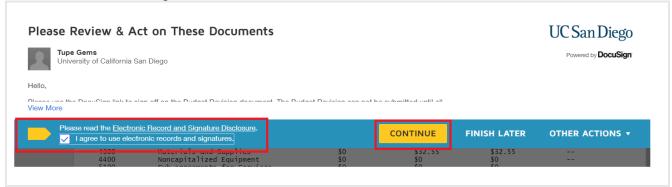
Signatures

The Application Lead and the Superintendent/Designee must **review and sign** the following documents:

- Application Cover Sheet
- Budget Summary
- Program Assurances

These documents have been compiled into a single packet and will be signed electronically using DocuSign.

1. Fill in the required information below (names and emails of signers).
2. Click on the Request Signatures button.
3. Signers will receive emails from DocuSign that enable them to electronically sign the documents.
4. The Application Lead will be notified when all signatures have been collected.

Once all signatures have been gathered, you will receive a confirmation from DocuSign with the completed signatures. TUPE GEMS will then **automatically submit** completed packets at the top of each hour.

- You do not need to return to manually submit here.
- You will receive a courtesy notification afterwards confirming the automated submission.

Lead Name*

| Lead Name |

Lead Email*

| lead@example.edu |

Superintendent Name*

| Superintendent Name |

Superintendent Email*

| superintendent@example.edu |

> * Lead name and email address are required.
> * Superintendant name and email address are required.
>
> Please correct the errors and click Request Signatures button when ready.

Please click the Request Signatures button only **once**. The request process may take up to 30 seconds.

[🖋 Request Signatures] [Back to Overview] [Print Page]

- You will need to enter the Lead user's name and email address, as well as the name and email address for the superintendent (or designee).
  - Please double check to ensure the email addresses have been entered correctly with no typos or extra spaces.

- All signatures will be gathered electronically through DocuSign. Click "Request Signatures."

- All Recipients will be notified via email and provided with links to sign the document electronically.

Completing Signatures in DocuSign

- The Lead User and Superintendent/Designee will need to simply click on the link provided in the email (no login will be necessary).

    - Note: The DocuSign invitation should be sent near instantaneously. If your Superintendent/Designee reports not seeing the email, it may be in the spam folder. The email will come from "TUPE GEMS via DocuSign". In the rare case that someone still does not see the email, contact the TUPE GEMS support desk (tupegems@health.ucsd.edu).

- On the DocuSign signature page, start by checking the box to agree to electronic signature. Click "Continue".

- Review all the documents provided for signature. You may click "Start" when you are ready to apply your signature.

- Click the "Sign" arrow. In the screen displayed, you will be given several options to choose a digital signature style or draw one yourself. When you are satisfied with your signature, click "Adopt and Sign".

- Your signature will be applied to the document. Click "Finish". If you wish, you may also download a copy of the signed document for your records.

- That's it!

Application Submission

- Once all required signatures have been gathered, the Lead user will receive an email notification that all signatures have been successfully gathered, along with a copy of the signature packet.

- Please note, once all signatures have been gathered, TUPE GEMS will automatically submit the grant application, for the Lead User.

- TUPE GEMS will run a scheduled task to review which grant applications have a "completed signature" status at the top of the hour.
- If the signature packet is complete, the Lead user will receive an email notification from TUPE GEMS Support informing the Lead user the application has been automatically submitted.

From: TUPE GEMS Support <tupegems@health.ucsd.edu>
Sent: Wednesday, March 15, 2022 10:59 AM
To:
Cc: tupegems <tupegems@health.ucsd.edu>
Subject: Application Submitted for CTA Grant App ID 00

Application Submitted

Dear TUPE Coordinator,

You recently initiated an Application signature packet for your TUPE CTA Grant Application # 00 on 03/15/2022. Your Application signature packet is now complete and has been automatically submitted. You do not have to perform any more actions.

Please contact the TUPE GEMS helpdesk(tupegems@health.ucsd.edu) if you have questions or concerns.

Sincerely,
TUPE GEMS

This is an automated email. Please DO NOT reply to this email.

SECTION SAMPLES & SCREENSHOTS

Section 7 – Part I: LEA Technical Assistance Overview

(Part I of this section is REQUIRED for the CTA Grant.)

Sample Text For Part I: LEA Technical Assistance Overview

Please list the priority subgroup(s) in your county:

If you are unsure of the priority subgroup(s) in your county, please refer to the California School Climate, Health, and Learning Survey (CalSCHLS) System or DataQuest. Information about accessing these reports is available in the County Technical Assistance Grant Program Guidance document.

> After reviewing the CalSCHLS data, we have determined the **priority student subgroups** within the county are Hispanic students, LGBTQ students, and students in non-traditional schools.

(maximum 3,000 characters)

Technical Assistance

Please indicate **all** technical assistance activities that your county office of education will provide to the TUPE-funded and non-TUPE-funded local educational agencies (LEAs) in your county in each of the areas listed below. A bulleted list is acceptable. **Be sure to include any activities that will support the LEAs in your county to accelerate and monitor the decline of tobacco-related health disparities. Applications in which technical assistance activities for priority subgroups are not addressed will be returned for revisions.** Please refer to the County Technical Assistance Grant Program Guidance document for additional information on completing this section.

> - Review tobacco-free certifications for each LEA in the county to ensure they are up to date. If any are expiring soon, contact the district to assist in renewing their application.
> - Conduct random site visits to LEAs throughout the county to ensure tobacco-free signs are posted and current.
> - Contact all LEAs in the county to determine if they have an Alternatives to Suspension policy. If not, assist the LEA in drafting and formalizing policies regarding Alternatives to Suspension for students caught using tobacco products on campus.

Tobacco-Free policies:

(maximum 3,000 characters)

Support for Tobacco-Use Prevention Education and Instruction:

- Send email at the beginning of the school year and again in January to all LEAs in the county regarding CDE-approved tobacco-use prevention education curricula.
- Reach out to non-TUPE funded LEAs in the county to provide information on TUPE curricula and YVAPE.
- Develop a tobacco and vaping prevention social media campaign contest for students in the county, with targeted outreach to students in non-traditional schools. (Priority Subgroup Activity)
- Develop regular communication channels to both TUPE and non-TUPE districts to distribute TUPE related resources and updates.
- Provide sponsorship for the Kick Butts conference.

(maximum 3,000 characters)

Staff Professional Development:

- Hold three virtual staff trainings for LEA staff as follows:
  - One Alternatives to Suspension training (through YVAPE).
  - One on promoting cessation support and resources (through Kick It California)
  - One on program assessment (through WestEd)

- Coordinate and distribute information on free training opportunities provided by the TUPE Capacity Building Project.
- Conduct at least one webinar on Vaping/Emerging Products, with updates throughout the year as necessary. The webinar format will maximize accessibility.
- Organize a monthly conference call or Zoom meeting for TUPE district and site coordinators to discuss new TUPE information and to answer questions.

(maximum 3,000 characters)

- Conduct three Parent TUPE Information Nights/Workshops throughout the year.
    - Contract with translation services to hire a Spanish-language interpreter to attend one of the Parent TUPE Information Night. (Priority Subgroup Activity)
- Hire a part-time (50% FTE) Outreach Coordinator to provide TA to all LEAs within the county, with an emphasis engaging families and the community of our priority student subgroups. (Priority Subgroup Activity)
- Establish an information communication channel (s) to reach family and communities in your county.

Family and Community Engagement:

(maximum 3,000 characters)

Interagency Partnerships:

- Continue to be a member and host at least one meeting during the year of the County Collaborative Committee. The Collaborative includes:

    County Public Health

    County Behavioral Health

    Friday Night Live

    American Lung Association (ALA)

    Local law enforcement agencies

    Local hospitals, volunteers, and other community members

- Invite member(s) from the LGBTQ community to join the collaborative for increased representation of that priority student subgroup. (Priority Subgroup Activity)

(maximum 3,000 characters)

Cessation Support and Referrals:

- Identify school districts in need of cessation services and coordinate with Kick it California and these districts to establish district registration with the provider to facilitate easy access to services
- Subcontract with local hospital/behavioral health organization for a specified number of student cessation referrals per year with an allotted number of spots for Hispanic, LGBTQ, and students in non-traditional schools. (Priority Subgroup Activity)
- Continue to make LEAs aware of Kick It California.

(maximum 3,000 characters)

Program Assessment:

- Provide TA for the administration of the CHKS survey to TUPE-funded LEAs throughout the county. Inform non-TUPE-funded LEAs about administering CHKS to be able to generate local reports.

- Provide funding to the following non-TUPE-funded districts that have noticed an increase in vaping offenses to administer CHKS: Parkvale Unified School District, Sunshine Academy Charter (direct-funded charter), and Lake Sunrise Unified School District.

- Subcontract with WestEd to provide one CHKS workshop for TUPE and non-TUPE funded LEAs in the county.
- Collaborate with the CalSCHLS Regional TAs to promote TUPE Private Data Dashboards among your TUPE and non-TUPE school districts

(maximum 3,000 characters)

Section 7 - Part II: LEA Technical Assistance Activities

(This section is <u>OPTIONAL</u> for the CTA Grant. In this section, COEs may choose fill in as little or as much as they are able.)

Section 7 - LEA Technical Assistance

Part I - Technical Assistance Overview | Part II - Technical Assistance Activities

Technical Assistance Activities

Select	Title	
☐	Activity 120	🗑
☐	Test 2	🗑

Activity Title	Enter Technical Activity Title here
	Technical Activity Title Chars left: 3000
Brief Description	Enter Brief Description here
	Brief Description left: 3000
Data Driven Needs	Enter Data Driven Needs here
	Data Driven Needs Chars left: 3000
Technical Activity Provider	Enter Technical Activity Provider here
	Technical Activity Provider Chars left: 3000
Technical Activity Recipients	Enter Technical Activity Recipients here
	Technical Activity Recipients Chars left: 3000
Actions and Timeline	Enter Actions and Timeline here
	Actions and Timeline Title Chars left: 3000

Measureable Objective(s):

+ Add New Measurable Objective

Measurable Objective	
No records available.	

Assessment Tool(s)	Enter Assessment Tool(s) here
	Assessment Tools Chars left: 3000

Save **Save and Add New Technical Activity**

Sample Text For Part II: LEA Technical Assistance Activities

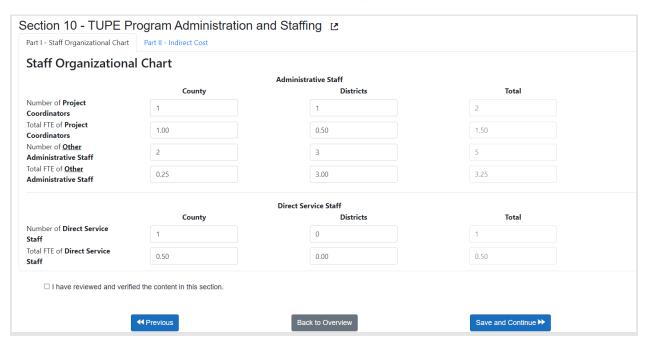| |
|---|
| **Activity Name** |
| Tobacco and vaping prevention social media campaign contest for students in the county |
| **Brief Description** |
| Develop a county-wide tobacco and vaping prevention social media campaign contest and advertise it to LEAs. In Fall 2024, Sunnyside County Office of Education will work with the Local Lead Agency to develop a county-wide tobacco/vaping prevention social media content. The contest winner's entry will be shown at a Take Down Tobacco Day event. Targeted outreach to students in non-traditional schools (such as announcements, additional promotional flyers) will be done. |
| **Data-driven need** |
| Per CHKS data students at LEAs within Sunnyside County have a low level of school connectedness. Participation in the contest will engage the youth in our county to feel more connected to their school as well as be an excellent opportunity for youth to develop their own tobacco and vaping prevention message. |
| **Technical Activity Provider** |
| Sunnyside County Office of Education |
| **Technical Activity Recipients** |
| LEAs/students in Sunnyside County |
| **Actions and Timeline:** |
| October 2024 – develop parameters of the social media contest
December 2024 – announce contest and provide LEAs with contest promotion posters
February 2025 – determine contest winner
March 2025 – Take Down Tobacco |
| **Measurable Objective(s):** |
| At least 1 entry from each high school in Sunnyside COE |
| **Assessment Tool(s):** |
| Contest entry tracking spreadsheet |

Section 10 – Program Administration and Staffing and Indirect Cost

Section 10 is REQUIRED.

Section 10 - TUPE Program Administration and Staffing ⤴

Part I - Staff Organizational Chart   Part II - Indirect Cost

Staff Organizational Chart

Administrative Staff

	County	Districts	Total
Number of **Project Coordinators**	1	1	2
Total FTE of **Project Coordinators**	1.00	0.50	1.50
Number of **Other Administrative Staff**	2	3	5
Total FTE of **Other Administrative Staff**	0.25	3.00	3.25

Direct Service Staff

	County	Districts	Total
Number of **Direct Service Staff**	1	0	1
Total FTE of **Direct Service Staff**	0.50	0.00	0.50

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Indirect Cost

Indirect Cost

[0.00] %

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Project Budget Guidance

The County Technical Assistance (CTA) Request for Applications (RFA) requires a general Budget Summary. The project budget has two sources of funding, Proposition 99 and Proposition 56.

In TUPE GEMS, the applicant must use the budget module to build a Budget Summary for their Proposition 99 allocation and another Budget Summary for their Proposition 56 allocation based on the estimated funding allocations in Appendix 2 of the CTA RFA. These two sources of funding **can never be combined**, even if the program requires only one program report.

Note: ***The Budget Summary for Proposition 56 must direct no less than 15 percent toward accelerating and monitoring the rate of decline in tobacco-related disparities for the purpose of eliminating tobacco-related disparities***. ***The forecasted funding for the disparity population must be clearly identified in the Proposition 56 Budget Summary***.

The Budget Summary shows the totals for each object code, summarizing the forecasted amounts from the technical assistance program areas.

Object Code	General Budget Guidance
1000 2000	*Certificated salaries and classified salaries* Compensation paid for employees engaged in CTA grant activities must be consistent with what is paid for similar work within the applicant's local educational agency (LEA).
3000	*Employee benefits* Benefits are for the personnel previously listed and only for the percentage of time devoted to the project. Benefit costs charged to this program must be proportionate to the percentage of salary charged to this program.
4200 4300 4400	*Instructional materials, other materials and supplies, and computer equipment* Generally, supplies include any materials that are expendable or consumed during the term of the grant. Supplies purchased with the funds are for use only by the CTA program and assigned personnel. The amount budgeted for individual equipment cannot exceed the percentage of time the person using the equipment is assigned to the program. For example, if a computer is being purchased for use by an office assistant identified as working 0.1 Full-Time Equivalent (FTE) on this project, only 10 percent of the cost of the computer can be charged to the grant. Supplies and equipment purchased with TUPE funds are for use only by the CTA program and assigned personnel.
5100	*Individual consultant services and sub-agreements in excess of $25,000* Individual consultant services and sub-agreements identified under object codes 5800–0000 or 5800–1000 and funded through this grant with an amount over $25,000 must be listed in this line item (object code 5100) and show only the amount of the sub-agreement in excess of $25,000. Indirect costs may not be applied to this line item.
5200	*Travel*

Object Code	General Budget Guidance
	Travel expenses for project personnel by purpose (e.g., staff training, in-services, orientation meeting, etc.) should be reimbursed using grant funds at rates that do not exceed those established in negotiated bargaining contracts or approved by county boards.
5600	*Rental, Leases, and Repairs* Identify costs for rental of meeting facilities, rental of equipment, and equipment repair.
5700	*Direct costs for interprogram and interfund services* Typical transfers of direct costs between functions include services provided or products developed by the LEA, such as maintenance and repair of duplicating, audiovisual, or other equipment; photocopying expenses; and information technology expenses. Identify interprogram services that will be charged to this line item and align with the program plan. Costs for items identified as interprogram services cannot be included with costs being charged to the grant as indirect costs. This account is also used to record transfers of administrative costs on any basis other than the indirect cost rate.
5800–0000 5800–1000	*Contractual expenses* Record expenditures for services rendered by personnel who are not on the payroll of the LEA; as well as professional/consulting services that are delivered by an independent contractor (individual, entity, or firm) that offers its services to the public. This includes all related expenditures covered by the personnel services contract. Expenditures for services performed by an outside agency may also be recorded. Identify the product or service to be procured by contract in the program. For all noninstructional (5800–0000) and instructional (5800–1000) consultant services, identify and list each consultant in Section 7 of the application. Applicants must enter no more than $25,000 of a single vendor's contract costs in Object Code 5800. Contract costs exceeding $25,000 per vendor are to be entered in Object Code 5100 and the applicant cannot charge indirect costs on the excess contract amount.
5900	*Communication expenses* Record expenditures for landline telephone, fax, and internet service. The cost must be specific and associated with the percent FTE for the TUPE Coordinator cost or Administrative staff. Cell phones services are allowable for TUPE County Coordinators only, however, charges must not exceed the percent FTE the TUPE County Coordinator is assigned to the CTA grant.
TOTALS	Provide a total for each object code. The totals will be captured in the main Budget Summary.

Cost Requirements

All costs must be reasonable and aligned with the RFA program plan.

1. **Personnel Requirements** The number and FTE of personnel required for the CTA grant program must be clearly identified in Section 10 of the application. Project staff may be LEA personnel or contract staff from a partner agency and must provide services as related to the program plan and as described in the RFA.

    a. **Project Coordinator.** Duties may include, but are not limited to:

    i. Provide overall day-to-day assistance to implement and develop the processes and procedures to prohibit the use of all tobacco products on (LEA) property and coordinate project staff and activities.

    ii. Assist LEAs with preparing reports and analyzing data required by the TUPE Office, grant progress reports, and annual program and fiscal reports to ensure that they have implemented programs and activities as approved in the TUPE grant project.

    iii. Assist LEAs with developing TUPE grant applications and developing their capacity to implement TUPE programs and activities.

    iv. Provide technical assistance to LEAs for preparing reports and collecting data required by the TUPE Office, analyze data, and encourage the public reporting of the data analysis and recommendations to the LEAs' governing boards.

    v. Maintain required documentation of project services, activities, accomplishments, and program records.

    vi. Coordinate the biennial administration of the California Healthy Kids Survey (CHKS) by LEAs and ensure that CHKS data is shared broadly with the local community.

    vii. Facilitate ongoing collaborative meetings with LEAs and provide TA as needed.

    viii. Assist with building the LEA's capacity to support TUPE programs.

    ix. Assist with the implementation and update of the LEA's TUPE policies.

    x. Maintain required documentation of project services, activities, accomplishments, program, and fiscal records.

    xi. Review each grantee LEA's Grant Progress Report and TUPE Annual Report to ensure that the LEAs have implemented

programs and activities as approved in the TUPE grant.

b. **Administrative Staff.** Duties may include, but are not limited to:

    i.   Staff for the project with the appropriate training and experience in maintaining the fiscal and program support of the grant.

    ii.   Provide overall day-to-day administrative support to the Project Coordinator.

c. **Direct Service Staff**

    Duties may include, but are not limited to:

    i.   Provide *direct, hands-on* services to students.

    ii.   Accommodate reasonable types of services directly supporting the program plan and are consistent with the needs of the TUPE program.

Note: The total percentage of time for any person funded by any TUPE grant cannot exceed 100 percent. Overtime is not an allowable cost.

2. **Operating Expenses Requirements**

a. Funds must be used as proposed in the approved application or subsequent budget revision(s) approved by the CDE TUPE Office.

b. Costs charged to CTA budgets must be limited to those materials and activities which directly support the technical assistance and training to districts, leadership, and administrative oversight to LEAs

3. **Noncapitalized equipment costs less than $5,000 per item**

The amount budgeted for individual equipment cannot exceed the percentage of time the person using the equipment is assigned to the CTA Program. Funds from other sources must contribute to equipment costs designated for shared-use with other programs, and costs are to be prorated.

a. Items costing more than $500 must be inventoried and tracked on the inventory list.

b. The inventory list must be updated annually if equipment purchases occur and sent with the final expenditure report before the final annual payment is released.

c. The capitalization thresholds are considered based on the district's locally determined capitalization threshold amount, which requires tracking for inventory and capitalization as determined by threshold amounts.

d. All inventory items purchased with TUPE funding must be noted on the inventory report, even if they belong to prior grant funding cycles.

e. The disposal of the inventory items is based on the district's internal policy.

4. **Travel and Training Requirements**

a. Travel and training expenses are to be consistent and directly supportive of the needs of the CTA program plan activities. When meals are included in the registration fee of a conference/event, the per diem amount for those meals must not be budgeted.

b. These costs shall be reimbursed at rates not greater than those established in bargaining unit agreements to which the COE is subject.

5. **Subcontracts and Professional/Consulting Services Requirements**

a. Must provide support to the CTA program.

b. The consultant/contractor/subcontractor will provide the specialized effort directly related to activities in the scope of work.

c. Support for the program plan (but does not supplant any of these services).

d. The grantee must ensure that each activity in the program that will result in an expenditure of funds is reflected in the budget.

e. The grantee must ensure that each consultant /contractor/subcontractor listed in the budget is also referenced in the program plan.

6. **Indirect Cost Rates Requirements**

a. 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 allowable CDE indirect cost rates are posted on the CDE Indirect Cost Rate (ICR) web page at https://www.cde.ca.gov/fg/ac/ic/index.asp

b. Only the first $25,000 of a subcontract is subject to indirect costs.

7. Other Cost Requirements

a. **Student and parent incentives, awards, and recognitions**

    i. Incentives are allowed to motivate and/or reinforce positive: behavior, participation, and/or involvement and if possible, should include educational items. These items must be directly related to tobacco-use prevention education.

    ii. When possible, incentives should provide a tobacco-free message on the item being given or distributed.

    iii. The use of incentives must be tied to an activity in the program plan and confirm that each recipient participated in the activity.

    iv. Total planned expenditures for all incentives, awards, and recognition must not exceed 10 percent of the total grant award from each fund. Applicants are encouraged to review the LEA's policies regarding the use of funds for such items.

    v. The cost of the student and/or parent incentive, including gift cards, may not exceed $25 per person, per year, and shall not include merchandise or gift cards to locations that sell or promote the purchase of tobacco products. When the incentive is given to a school for services performed in support of tobacco-use prevention, such as completing a survey, the group incentive may exceed $25 in value and may not exceed the maximum cap of 10 percent from the grant

    vi. A log must be kept that includes at a minimum, the recipient's name, item, dates of service, and how/where the incentive was distributed.

    vii. Incentives, awards, and recognitions, including gift cards, cannot be in the form of cash.

b. **Stipends**

    i. Stipends are a sum of money (not a wage) paid to an individual serving to support services associated with the program plan.

    ii. A stipend may not be a substitute for compensation, tied to productivity, or tied to an employee's timesheet for the number of hours worked.

iii. The progress report must describe in detail the stipend activity and confirm that each recipient participated in the activity.

Funding Restrictions

TUPE grant funds are intended to supplement existing programs and must not be used to supplant other state or federal funds now being used for existing staff or activities. COEs that are recipients of Tier 2 funding should NOT indicate the same technical assistance activities that were included in their Tier 2 application unless the activities are now targeting non-TUPE districts. Grant funds cannot be transferred to any other program accounts for any purpose other than tobacco-use prevention education, youth development, intervention, implementation, or cessation/referral.

Funds may **not** be used for:

a. Activities that supplant or duplicate existing TUPE programs and services funded by TUPE Program.

b. Expenditures for land, buildings, and other intangible capital assets, including items acquired through leases with the option to purchase and capitalized equipment costs over $5,000.

c. Contributions or donations, including cash, property, and services, from the recipient or subrecipient to other entities.

d. Incentives in the form of cash or merchandise cards/gift cards that can be used to purchase tobacco, cannabis, or nicotine products, and/or alcohol are prohibited.

e. Repairs and improvements to existing facilities; including heating, ventilation, and air conditioning systems and equipment or supplies to improve indoor air quality.

f. Personal Protective Equipment (PPE) for protection against illnesses or viruses (i.e., face masks, gloves, etc.).

g. Vaping, bullying detectors, or nicotine testing kits.

h. Security devices and/or networks supporting the security system.

i. Purchase of vehicles.

j. Out-of-state travel.

k. Cell phones service—exceptions may be allowed for the TUPE County Coordinator.

l. Food—exceptions may be allowed if the COE can provide a justification that the provision of food is necessary to implement a TUPE program strategy conducted beyond normal school hours or off site. The justification must be sent by email to the TUPE Consultant.

m. Payment of any kind to law enforcement agencies for security enforcement—exceptions may be allowed if the agency can provide a clear justification that payment is for law enforcement personnel to deliver student/parent/community lessons or educational activities and services. The justification must be sent by email to the TUPE Consultant.

n. Campus monitoring and supervision.

o. Preparation, delivery, and travel costs associated with submitting this or subsequent TUPE applications.

p. Childcare—exceptions may be allowed if the agency can provide a justification that the child care is necessary to implement a meeting strategy or other CTA training event for parents conducted beyond normal school hours or off site. The justification must be sent by email to the TUPE Consultant.

q. Reimbursement of costs incurred prior to or beyond the effective date of the Grant Award Notification.

r. Reimbursement of costs that are currently covered by another TUPE grant or contract.

s. Reimbursement of costs that are not consistent or nonallowable according to local and state guidelines or regulations.

t. Reimbursement of costs that are considered unreasonable for the TUPE CTA program.

u. Reimbursement of costs that support planning activities or preparation and submission of the grant application in response to the RFA.

v. Reimbursement of any cost associated with the collection and/or disposal of any tobacco or e-cigarette delivery system waste.

Note: Applicants are encouraged to review Procedure 770, Distinguishing between Supplies and Equipment, in the California School Accounting Manual (CSAM) for further discussion regarding capitalized equipment, noncapitalized equipment, and supplies. The CSAM can be downloaded from the CDE CSAM web page at
https://www.cde.ca.gov/fg/ac/sa/documents/csam2019complete.pdf

Fiscal and Program Terms and Conditions

Successful applications will be approved for a one-year project period, beginning with fiscal year (FY) 2024–25. The California Department of Education (CDE) TUPE Office will issue a new grant award notification (GAN) at the beginning of the fiscal year, contingent upon the CDE's receipt of state allocations for the Tobacco-Use Prevention Education (TUPE) Program: County Technical Assistance (CTA) Grant Program. The grant award period will run concurrently with the state fiscal year, beginning on July 1, 2024, and ending the following year on June 30, 2025. Grant funding beyond (FY) 2024–25 will be determined based upon the results of a new Request for Applications (RFA) process.

The Grantee should not anticipate that unspent funds will be rolled forward from one fiscal year to the next fiscal year. Carryover is not allowable for the CTA RFA.

Prior to funding, the TUPE Office reserves the right to request a detailed justification for any unreasonable items requested as part of the grant application. The distribution of funding among the various cost categories must clearly support the activities approved in the COE's application.

Distribution of Funding and Payment Process

All payments are subject to Budget Act approval. The distribution of funding will occur as follows:

Grantees will receive the Grant Award Notification (GAN) after the approval of the Annual State Budget beginning July 1, 2024–June 30, 2025. All funding must be expended no later than June 30, 2025. The carryover of grant funds after June 30, 2025, is not allowable.

a. Grantees will receive a cash advance equal to 80 percent of the first grant award after the LEA has returned the signed GAN to the CDE TUPE Office.

b. The final payment of 20 percent will be held pending receipt and approval of all fiscal and progress reports requested at the end of the year.

Budget Revisions

a. The grantee is not required to do a budget revision.

b. A justification is required when expenditures exceed the forecasted amount for each object code.

c. The grantee may not make any changes (increase or decrease) to the overall total allocated for the grant.

d. All grantees agree to expend funds that align with the CTA program application and not exceed the awarded funding amount.

Match Requirement

No matching funds are required. In-kind support for the CTA Grant program is allowable.

Record Retention

Grantees should maintain program records such as progress reports and accounting records that reflect actual expenditures, including, but not limited to, accounting books, ledgers, documents, and payroll records (including signed timesheets, etc.). The grantee must follow standard accounting procedures and practices that properly reflect all direct and indirect expenses related to the grant. Furthermore, Prop 56, subsection 30130.56 (a) states that the California State Auditor shall at least biennially conduct an independent financial audit of the state and local agencies who are recipients of Prop 56 funds. As such, the Grantee is to maintain fiscal and program records documenting expenditures and program implementation for five (5) years beyond the date of the final grant payment.

The CDE must be permitted to review and inspect the activities, documents, and financial records during the term of the grant and for five years beyond the final allocation of funds.

Reporting Requirements

1. Fiscal Reporting

The Grantee is required to transmit one expenditure report for each funding source (Proposition 99 and Proposition 56) per the following schedule:

Expenditure Reporting Period	Expenditure Report Due
July 1, 2024–June 30, 2025	No later than September 30, 2025

The expenditure reports must be accompanied by:

☐ The accounting records for reconciliation purposes (e.g., General Ledger or Budget Report).

☐ Inventory Report.

Note: Expenditures for the FY 2024–25 allocation are not allowable beyond June 30, 2025.

2. Program Reporting

The Grantee is required to transmit one program progress report according to the following schedule:

Program Reporting Period	Program Report Due
July 1, 2024–June 30, 2025	No later than September 30, 2025

3. Additional Reporting Requirements

a. Failure to submit the required deliverables by the established due dates may jeopardize an agency's current funding.

b. Late or non-submission of two or more required deliverables may result in termination of the grant, with the CDE withholding any undistributed funds and billing the agency for any funds given in advance.

c. Payments are released contingent upon grantees meeting the requirements for the Tobacco-Free Policy Certification.

d. The TUPE Office will post the current tobacco certified status list for each county, district, and direct funded charter school by August 15th of each year to the TUPE Tobacco-Free School District Certification web page. If the TUPE Office does not receive the signed certifications by July 1st, grantees may be at risk of not being included on the updated Certified Tobacco-Free School Districts and COEs list when posted on August 15th. Certifications received after July 1st may be in good standing, however, the current certification status will be reflected on the next cycle of the web page update the following year.

SAMPLE –Project Budget

Project Budget

Import Budget   Export as Excel
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Object Code	Line Item	Prop 99 Funds	Prop 56 Funds			Total Funds
			General Population	Disparity Populations	Total Prop 56	
1000	Certificated Salaries	$ 1.00	$ 1.00	$ 1.00	$2.00	$3.00
2000	Classified Salaries	$ 2.00	$ 2.00	$ 2.00	$4.00	$6.00
3000	Benefits	$ 3.00	$ 3.00	$ 3.00	$6.00	$9.00
4200	Books and Other Reference Materials	$ 4.00	$ 4.00	$ 4.00	$8.00	$12.00
4300	Materials and Supplies	$ 5.00	$ 5.00	$ 5.00	$10.00	$15.00
4400	Noncapitalized Equipment	$ 6.00	$ 6.00	$ 6.00	$12.00	$18.00
5100	Sub-agreements for Services	$ 7.00	$ 7.00	$ 7.00	$14.00	$21.00
5200	Travel and Conferences	$ 8.00	$ 8.00	$ 8.00	$16.00	$24.00
5600	Rentals, Leases, Repairs and Noncapitalized Improvements	$ 9.00	$ 9.00	$ 9.00	$18.00	$27.00
5700	Interprogram Services	$ 10.00	$ 10.00	$ 10.00	$20.00	$30.00
5800-0000	Non-Instructional Consultant Services and Operating Expenditures (max $25,000 per each agreement)	$ 11.00	$ 11.00	$ 11.00	$22.00	$33.00
5800-1000	Instructional Consultant Services and Operating Expenditures (max $25,000 per each agreement)	$ 12.00	$ 12.00	$ 12.00	$24.00	$36.00
5900	Communications	$ 13.00	$ 13.00	$ 13.00	$26.00	$39.00
Subtotal		$91.00	$91.00	$91.00	$182.00	$273.00
5100 - Sub-agreements for Services (not subject to indirect cost)		*($7.00)*	*($7.00)*	*($7.00)*	*($14.00)*	*($21.00)*
Total Cost - Subject to Indirect Cost		$84.00	$84.00	$84.00	$168.00	$252.00
7000 - Indirect Cost 5.00 %		$4.20	$4.20	$4.20	$8.40	$12.60
5100 - Sub-agreements for Services		$7.00	$7.00	$7.00	$14.00	$21.00
TOTAL BUDGET		$95.20	$95.20	$95.20	$190.40	$285.60

Disparity/Total Prop 56 Percentage: 50.00%

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