

**Tobacco-Use Prevention Education Initiation Grant
Tier 1 Cohort R
Frequently Asked Questions**

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Section 1 General Information

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 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) 6 7 8	

School Details (2017-2018 school year)

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

Enrollment Characteristics (2017-2018 school year)

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 5:

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, 2022 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 then you may apply for the Tier 1 Cohort R 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.

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

Note: Sections 3, 4, and 5 are optional 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) and what information to provide in each section and service entry.

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?

In the event that funding remains unspent in your proposed budget during any of the three years of the grant, applicants may provide additional services for their 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 message,
- b. In-house professional development activities for staff.

Keep in mind that any activities or services that are not listed above will need pre-approval from your California Department of Education (CDE) TUPE Regional Consultant and Analyst.

Character Limits and Format Questions

1. What are the word or character length parameters for the various sections of the grant, particularly the abstract and 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. The abstract should provide an overview to guide the reader into the individual services provided. The abstract of your program is not designed to go into the level of detail that you should spend on the individual activities you are proposing for each program area. Being precise and concise is the key.

Service Entries Questions

1. For service entries, is the service information on an annual base or should we provide the information as the sum for three years?

Each service entry should be on an annual base. If the service will be repeated across three years, please check Service Year for all three years. The project abstracts are summaries for three years.

2. For Section 3, Part 2 “Student Services Entries,” does a consortium need to complete a Student Services entry for each participating district?

It depends. From a service recipients’ perspective, if a service is designed to be for all districts, one service entry is sufficient with students from all the districts as the recipients. If a service is designed to be offered only to a specific group of students in a few districts, then a separate service entry is needed to address just this specific group of students as the service recipients.

From the types of services perspective, if multiple services/activities are planned, one student service entry needs to be used to document each additional service.

As an example, if three types of services/activities are planned as prevention services, three service entries should be included.

If in addition to the three general prevention services, an intervention service is proposed to meet the unique needs for students in continuation schools, then a separate service entry should be included to capture this unique service.

If there is also a cessation service planned for high school students, a separate service entry should be included to capture this service. Altogether, there should be five service entries for Section 5, three for prevention services, one for intervention service, and 1 for cessation service.

As another example, in Section 3: Students Services, an applicant might include three services provided by the Consortium Lead, one for prevention, one for intervention, and one for cessation. The applicant can also include services provided by participating districts, for example, one prevention service from District A and one prevention and one intervention service from District B. So, in this example, Section 3: Student Services will have a total of six service entries.

If a consortium applicant does not plan to provide centralized services but direct school districts to provide the same types of services to their local students, with the same curricula, assessment tool, measurable objectives, etc., then one service entry for each type of service will need to be compiled by the lead applicant to capture required information from all districts that provide such type of service. If the consortium applicant includes one service entry per district for the same type of service, application readers might conclude that there is very limited diversity of services proposed by the lead applicant.

3. In the Student Services Section, it asks the estimated hours + staff that will provide the service. If I am putting community resources as a service (to support student

cessation, for example), how would I estimate the hours? Would I put the time it would take to research and outline an agreement, as well as the estimated time they would provide these services?

The estimated hours should be for the direct service you are proposing. This would include anything related to that activity that includes interaction with the student. If your students are going to be part of the research and outlining an agreement then yes, you would include that time as well.

Priority Subgroups and Unduplicated Counts Questions

1. I am aware of the need to identify Priority Subgroups and found the actual definition of this term in the General Program Guidance Document. Does “Disparity Group” on the 3.2 document mean the same thing as Priority Subgroup?

Yes, Health Disparity Groups are the Priority Subgroups.

2. For Section 3: Service Entries: Targeted Service Entries by Grade, School, District, do you want the name(s) of the Districts and Schools covered by this service, and then the actual average daily attendance (ADA) numbers of enrollment in the columns with grade level and disparity group listed? How do we obtain data per grade level that shows us which students in each class are in a health disparity group? For example, 65% of the population in our county is Low SES, do we just assume 65% of each classroom is Low SES?

The latest enrollment data on CDE Dataquest is 2020-21. It is available by district, school, grade, and subgroups. For your convenience, the web link is provided below:

<https://dq.cde.ca.gov/dataquest/page2.asp?level=School&subject=Enrollment&submit1=Submit>

For the identification of disparity groups, the purpose is to provide services that meet their unique needs. If no specific service is designed for the disparity groups and it is difficult to identify them, please include only the students count that is documented by a reliable data source, such as the enrollment data by grade level.

3. Are applicants expected to have Disparity Group(s) identified on each service listed? For instance, our proposed prevention curriculum in seventh and eighth grade is a general population service for all students. (We did not intend to identify a priority population for this service.)

It depends. If a service is designed to serve **all students**, grade level student counts will be sufficient. If a service is designed for a specific disparity subgroup(s), then for that service, student counts under that specific disparity group should be provided, instead of the general grade level student counts.

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 are not providing 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 the 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. If funded, all certifications must be in place for participating sites in the application before any payments are released. Pages 11–12 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, 2022. 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.

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, an 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 (CalSCHLS) 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 for CHKS administration is for informing 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.

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 one is both providing program administration and direct services to students and staff, one is considered as both administrative staff and direct service staff. Splitting one'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 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 9 and 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 do not need to submit a letter of support from the COE TUPE Coordinator. However, they must submit a Memorandum of Understanding (MOU).

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 Page 14, 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 the RFA on Page 14, grant applications submitted by a consortium must submit a current MOU between the consortium lead and all participating districts (dated after June 30, 2021 or more recent). The MOU should be signed by all participating members of the consortium. This may be completed through e-signatures on one MOU document submitted through the TUPE GEMS.

Budget Questions

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

No. In the event that funding remains unspent in your proposed budget during any of the three years of the grant and falls under 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 are 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 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/ic/>.

Good Standing

1. Does Good Standing apply to Tier 1 or was that just for Tier 2?

Per the RFA on Pages 16-17, Good Standing applies to all TUPE grants, including Tier 1.

Signatures

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 tutorial clips posted in the Resources tab of TUPE GEMS for instructions on how to obtain signatures and submit your Tier 1 application.