# American Indian Education Center:Tobacco-Use Prevention Education Program



**Request for Applications**

**October 1, 2019–September 30, 2024**

**APPLICATION DEADLINE:**

**4 p.m.**

**Tuesday, June 25, 2019**

**Improvement and Accountability Division**

**California Department of Education**

**1430 N Street, Suite 6208**

**Sacramento, CA 95814-5901**

**916-319-0506**

California Department of Education April 2019

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## INTRODUCTION

### Purpose

The purpose of this grant award process is to enable American Indian Education Centers (AIEC) to implement supplemental prevention education, intervention, and cessation programs, and youth development programs directed at the reduction of commercial tobacco use among youths.

The proposed programs must:

* Implement research validated Tobacco-Use Prevention Education Programs (TUPE)
* Target current smokers and students most at risk for beginning to use commercial tobacco
* Offer cessation and pre-cessation classes or refer students who are current smokers to cessation classes
* Utilize existing antismoking resources, including local antismoking efforts by local lead agencies and competitive grant recipients

TUPE funds are only intended for the enforcement of Commercial Tobacco-Free Policies, administration of the California Healthy Kids Survey (CHKS), and support for activities that prevent the use of all tobacco products by youth. Use of funds for any non-TUPE purposes is not allowable.

### Background

Cigarette smoking isthe leading cause of preventable disease and death in the United States (U.S.), accounting for more than 480,000 deaths every year, or 1 of every 5 deaths.[[1]](#footnote-1) In 2015, approximately 15 percent of U.S. adults aged 18 years or older smoked cigarettes. Current smokers are defined as persons who reported smoking at least 100 cigarettes during their lifetime and who, at the time they participated in a survey about this topic, reported smoking every day or some days.[[2]](#footnote-2) This means an estimated 36.5 million adults in the U.S. currently

smoke cigarettes.[[3]](#footnote-3) More than 16 million Americans live with a smoking-related disease even though current smoking has declined nearly 6 percent since 2005.[[4]](#footnote-4)

There are approximately 5.2 million American Indians and Alaska Natives in the U.S.—about 2.4 percent of the total population.[[5]](#footnote-5) American Indians/Alaska Natives have the highest prevalence of cigarette smoking compared to all other racial/ethnic groups in the U.S.[[6]](#footnote-6) Some American Indians use tobacco for ceremonial, religious, or medicinal purposes. For this reason, it is important to make the distinction between commercial and traditional tobacco use.

* Regional variations in cigarette smoking exist among American Indians/Alaska Natives, with lower prevalence in the Southwest and higher prevalence in the Northern Plains and Alaska.[[7]](#footnote-7)
* More American Indian/Alaska Native women smoke during their last three months of pregnancy—26 percent compared to 14.3 percent of Whites, 8.9 percent of African Americans, 3.4 percent of Hispanics, and 2.1 percent of Asians/Pacific Islanders.[[8]](#footnote-8)
* Quitting rates are relatively low among American Indians/Alaska Natives compared to other racial/ethnic groups.[[9]](#footnote-9)
* An estimated 52.1 percent of American Indians/Alaska Natives report that they want to quit compared to 74.1 percent of African Americans, 69.4 percent of Whites, 63.3 percent of Asians, and 58.4 percent of Hispanics.[[10]](#footnote-10)
* Tobacco companies target American Indian/Alaska Native communities through extensive promotions, sponsorships, and advertising campaigns.[[11]](#footnote-11)

Historically, tobacco industry product promotions to American Indians and Alaska Natives featured symbols and names with special meanings to this group. For example, the American Spirit™ cigarettes were promoted as “natural” cigarettes, and their packaging featured an American Indian smoking a pipe.[[12]](#footnote-12)

Proposition 99, approved by the California voters in the November 1988 general election, increased the sales tax on each pack of cigarettes sold in the state by 25 cents. The enabling legislation for Prop 99 includes Assembly Bill (AB) 75 (Chapter 1331, Statutes of 1989), AB 99 (Chapter 278, Statutes of 1991), AB 816 (Chapter 195, Statutes of 1994), AB 3487 (Chapter 199, Statutes of 1996), Senate Bill (SB) 99 (Chapter 1170, Statutes of 1991), SB 960 (Chapter 1328, Statutes of 1989), SB 493 (Chapter 194, Statutes of 1995); the annual State Budget; Health and Safety Code, sections 104350-104480, 104500-104545; and the Revenue and Taxation Code, sections 30121-30130. The enabling legislation, the various codes, and the annual State Budget, provide legislative and funding authority for programs administered by the California Tobacco Control Program to:

* Conduct health education interventions and behavior change programs at the state level, in the community and in other non-school settings.
* Apply the most current research and findings.
* Give priority to programs that demonstrate an understanding of the role community norm change has in influencing behavioral change regarding tobacco use.

The 1988 legislation requires that 90 percent of the funds received for local assistance be allocated to county offices of education and public school districts for programs in schools. Additionally, funding for commercial tobacco-use prevention, intervention, and cessation programs in AIECs is to be awarded on a competitive grant basis.

Successful tobacco-use prevention, intervention, and cessation programs are an important part of this effort and an effective weapon against four of the five leading causes of death in California: heart disease, cancer, chronic obstructive pulmonary disease, and fires caused by smoking.

### Eligibility Requirements

An application for the establishment of a TUPE Program may be made to the California Department of Education (CDE) by any currently funded AIEC.

An AIEC may be represented in **only one** grant application. Projects targeting out-of-school youth may not be funded under this application, according to statute.

In order to apply, the application AIEC must have met the commercial tobacco-free criteria.

### Grant Award Amounts

The total amount of funding anticipated to be available for competitive grants for commercial tobacco-use prevention education, intervention, and cessation programs for students in AIECs is $400,000 each year for five years. Grant awards will not exceed $50,000 per year. Grant funding requests must be based on cost of the planned activities described in this Request for Applications (RFA).

The competitive aspect of this RFA process is very important since grants will be awarded only to applicants meeting the CDE's quality criteria based on the Application Scoring Rubric (Attachment 2).

### Grant Funding Period

Successful applicants will be awarded on a competitive basis with a starting date of October 1, 2019, through September 30, 2024. The application is a five-year cycle. Every year the applicant will submit a Continuing Application on forms provided by the CDE. Each applicant will be asked to update their objectives and provide updated program information. The applicant will be asked to submit a budget annually.

### Good Standing

Current AIEC grantees applying must meet the administrative reporting requirements for fiscal year (FY) 2018–19 and be considered in Good Standing in order to be eligible for AIEC–TUPE Program funds.

Good Standing for AIEC grantees refers to all of the following conditions:

* All expenditure reports for grantees have been submitted prior to the reporting deadline and have been approved by the CDE.
* All annual outcome-based data for grantees has been submitted prior to the reporting deadline and have been found by the CDE to be accurate and complete.
* All annual audit findings for grantees have been found by the CDE to be resolved or are in the process of being resolved to the satisfaction of the CDE.
* All program monitoring (PM) findings for grantees have been found by the CDE to be resolved or are in the process of being resolved to the satisfaction of the CDE.

If the applicant is in Good Standing at the time the application is submitted to the CDE, the application will be considered “Priority” and the application will be moved forward in the review process, provided that all other submission requirements are met.

### Application Review Process

Each application shall be reviewed by a panel of readers selected by the CDE. Applications that are determined by the panel to best meet the criteria stated in law and regulations shall be funded, within the constraints imposed by the State Budget Act. A minimum score of 70 percent on the Scoring Rubric (Attachment 2) is required for funding consideration and the AIEC has completed and submitted all required reports for the current funding cycle.

* The initial screening of applications will be conducted by a CDE staff member. Applications that do not contain all required sections will not be considered for funding.
* Application readers will rate each application on its own merits against the standardized scoring criteria described in the Application Scoring Rubric (Attachment 2).
* The narrative and the budget will be reviewed together to ensure that the costs relate to the activities and objectives of the project. Budgets will be screened for adherence to applicable laws and regulations. Any costs that are deemed unallowable by the CDE must be removed from the budget prior to funding.
* Only AIECs funded in 2019–20 under California *Education Code (EC)* sections 33370–33385 will be funded.
* Geographic distribution will be considered when funding decisions are made.

### Survey Requirements

 All grantees will be required to conduct the California Healthy Kids Survey (CHKS) Core Module to students in seventh through twelfth grade and the CHKS Elementary Module to students in third grade through sixth grade. Grantees may use grant funds to support the cost of implementing the CHKS.

 The CHKS is to be conducted within the first year of funding and at least every other year thereafter as long as the AIEC–TUPE Program funding is received. Applicants must receive parental permission prior to conducting the CHKS. For additional information regarding the administration of the CHKS, visit the WestEd website at <https://www.wested.org/project/california-healthy-kids-survey-chks/> or request assistance by phone at 888-841-7536.

 All grantees must also participate in the California Student Tobacco Survey (CSTS) administered by the California Department of Public Health (CDPH). The results of this statewide biennial evaluation will be made available to the CDE for the purposes of improving its ability to implement and oversee tobacco-use prevention programs. Students in sixth, eighth, tenth, and twelfth grades, as well as TUPE Program Coordinators, will be among the participants of this evaluation. As with the CHKS, the CSTS grantees must receive parental permission prior to conducting the survey. The next anticipated administration of the CSTS will occur during the 2019–20 school year.

The signature of the Chairperson or Designee on the 2019–20 Application Cover Page, serves as an assurance that the grantee will administer the CHKS and the CDPH’s CSTS.

### Appeals

Applicants who wish to appeal a grant award decision shall submit a written appeal to the CDE within five working days of the posted decision for grant year 2019–20. Appeals shall be limited to the grounds that the CDE failed to correctly apply the standards for reviewing the applications or for the grant award process as specified in the regulations. The appellant applicant shall file a full and complete written appeal, including the issue(s) in dispute, the legal authority or other basis for the appeal position, and the remedy sought. The CDE will not consider incomplete appeals, late appeals, or appeals that only refute the readers’ comments.

Any decision to revise the original score or fund the application shall be documented in writing. The CDE’s decision is the final administrative action afforded the appeal. Send written appeals to:

Judy Delgado, American Indian Education Consultant

Improvement and Accountability Division Office

California Department of Education

1430 N Street, Suite 6208

Sacramento, CA 95814-5901

### Grant Funding Procedures

A 50 percent cash advance will be given provided:

* The State Budget Act has been signed and funds are appropriated for this purpose.
* All program and/or budget stipulations have been satisfactorily addressed.
* All assurances have been submitted.
* A signed Grant Award Notification has been signed by the grantee and received by the CDE.

The grantee will receive another 40 percent payment by submitting to the CDE the second Expenditure Report due May 11, 2020, indicating that 80 percent of the prior 50 percent has been expended.

The final 10 percent, or portion thereof, will be held pending receipt of the final program report, evaluation report, the final expenditure report, and the Inventory form all of which are due within 45 days of the grant termination date.

**Note:** Applicants are to be current on all required reports before any payments can be processed.

### Formatting Requirements

The narrative for the AIEC–TUPE Program grant application must be limited to 20 pages, single‑sided, 8½- by 11-inch paper, using 12-point Arial font, with half-inch margins (not including required budget forms, other required documentation forms, and attachments). Attachments shall be limited to the forms provided by the CDE:

* Commercial Tobacco-Free Certification (Attachment 3)
* Budget Summary (Attachment 4)
* Budget Detail (Attachment 5)
* Budget Narrative (Attachment 6)

Each application must be stapled or clipped in the upper left-hand corner with the 2019–20 Program Application Cover Page on the top of the application. Do not use binders, covers, flat folders, or cover letters.

The applicant is responsible for ensuring that the application package is complete and that there are no missing pages or forms prior to submission. The CDE cannot add items to or remove items from the applications received.

An original AIEC–TUPE Program grant application (with original signatures) and one copy, must be received by the CDE **no later than 4 p.m., Tuesday, June 25, 2019.** The application package must be clearly labeled on the outside with the application title:

**American Indian Education Centers:**

**Tobacco-Use Prevention Education Program Application**

**Transmission of applications by electronic mail (email) or facsimile is not allowed.** Applicants should use express, certified, or registered mail for the application, or they should deliver the application in person to:

Judy Delgado, American Indian Education Consultant

Improvement and Accountability Division Office

California Department of Education

1430 N Street, Suite 6208

Sacramento, CA 95814-5901

The CDE reserves the right to reject any or all applications. The state's waiver of any submission of material not required in the RFA does not excuse the grantee from full compliance with the grant terms, if a grant is awarded.

The costs for preparing and delivering the application shall be the sole responsibility of the applicant. (AIEC or AIEC–TUPE Program funds cannot be used for postage or for travel to deliver the application.) The CDE shall not provide reimbursement for such costs.

### Grant Amount Amendments

The CDE may reduce grant amounts as follows:

1. An across-the-board reduction will be made in the event of an allocation reduction in the State Budget. Each AIEC–TUPE Program’s grant amount will be reduced proportionately to the allocation reduction in the State Budget Act.
2. If any services budgeted in an AIEC–TUPE Program’s application or approved budget revision are not provided within the grant year or within the first quarter of the subsequent grant year, and if a grant extension is not provided pursuant to *California Code of Regulations*, Title 5 (5 *CCR*), Section 11996.9(a), the CDE shall reduce the grant award to the AIEC–TUPE Program accordingly.

### Grant Extension

*5 CCR* Section 11996.10 states the following:

The CDE will determine whether extensions for the use of grant funds will be made available in the first quarter of the subsequent grant year by June 30 of the grant year. Funds from a grant year must be used to provide services in the first quarter of the subsequent grant year, provided that the AIEC–TUPE submits to the CDE a plan, budget revision, and line-item budget for use of the funds in the subsequent grant year. The planmust demonstrate that the funds will be used to provide supplemental services that would not otherwise be funded from the grant funds of the new year.

## APPLICATION INSTRUCTIONS

The applicationis due 60 days from the date of release. All applications will be reviewed for completeness and for the likelihood of success in meeting the purposes of the AIEC–TUPE Program. Please follow the directions for each section carefully to ensure that the proposal will be given every consideration. Please organize the application in the order described in this section. The Application Scoring Rubric (Attachment 2) should be used as a guide in writing the proposal.

### Required Assurances

The General Assurances and Certifications are available on the CDE. The General Assurances and Drug-Free Workplace Certification forms are required for application for funds.

**Note:** The signed grant application submitted to the CDE confirms a commitment to comply with the General Assurances and Certifications. **Applicants must download and print the General Assurances and Certifications and submit the printout with their applications.**

* General Assurances form: <https://www.cde.ca.gov/fg/fo/fm/generalassurances2018.asp>
* Drug Free Workplace form: <https://www.cde.ca.gov/fg/fo/fm/drug.asp>

The following also must be completed and submitted:

* Commercial Tobacco-Free Certification (Attachment 3)

### Tobacco-Free Certification

In order to apply for any AIEC–TUPE Program funds, the applicant agency must be certified by the CDE as having met the commercial tobacco-free criteria. The AIEC in the application must continue to meet the criteria, including enforcement of the commercial tobacco-free policy. Each AIEC applicant is required to submit a certification form along with adopted Commercial Tobacco-Free policy with the application package (Attachment 3).

A fully implemented tobacco-free policy must be board-adopted and include the following:

* The policy shall prohibit the use of commercial tobacco products at any time on the AIEC premises and vehicles.
* Information about the policy and enforcement procedures shall be communicated clearly to Center personnel, parents, students, and the larger community.
* Signs stating, “Commercial Tobacco Use is Prohibited” shall be prominently displayed at all entrances to Center property.
* Information about smoking cessation support programs shall be made available and encouraged for students and staff.

### Required Documents

The following documents are required to be maintained on the AIEC premises. Copies of these documents must be submitted with this 2019–20 application. Failure to submit these documents will result in the application being disqualified. These documents are subject to audit in subsequent years.

* Job descriptions.
* Board Approved Salary and Benefit Schedules for each position.
* Copies of all contracts, including maintenance and service agreements.

### Tobacco Industry Funding

An applicant for TUPE Program grant funding that receives any funding, services, or educational materials from the tobacco industry or from any agency that has received funding from the tobacco industry for the purpose of implementing tobacco-use prevention or intervention programs is prohibited from applying for these funds. In addition, TUPE Program grantees are prohibited from accepting such materials and services for the duration of the grant. Acceptance of such items will result in termination of the grant and a request for the return of all advanced grant funds.

### Clarification of This Request for Applications

Any prospective applicant needing clarification on this RFA may contact

Judy Delgado, American Indian Education Consultant, by phone at 916-319-0506 or by email at judelgado@cde.ca.gov for program clarification issues, or Chavela Delp, Associate Governmental Programs Analyst, by phone at

916-319-0609 or by email at cdelp@cde.ca.gov for fiscal clarification issues.

## DEVELOPING TOBACCO-USE EDUCATION CENTER PROGRAM

To promote the most effective use of limited resources and to fund effective comprehensive programs that demonstrate progress toward preventing and/or reducing the use of tobacco, the CDE supports the Principles of Effectiveness (defined below) which can be found on the Tobacco-Use Prevention Education Program Overview web page at <https://www.cde.ca.gov/ls/he/at/tupeoverview.asp>. Having tobacco-free programs is one of our nation's highest priorities. Recipients of AIEC–TUPE Program funds must use those funds in ways that are most likely to reduce tobacco use among youth. Recipients shall coordinate their AIEC–TUPE Program-funded programs with other available prevention efforts to maximize the impact of all the tobacco prevention programs and resources available, and shall:

Principles of Effectiveness

1. In General
	1. Be based on an assessment of objective data regarding the incidence of tobacco use in the AIECs and communities to be served, including an objective analysis of the current conditions and consequences regarding tobacco use that is based on ongoing local assessment or evaluation activities.
	2. Be based on an established set of performance measures aimed at ensuring that the AIECs and communities to be served by the program have tobacco-free learning environment.
	3. Be based on scientifically-based research that provides evidence that the program to be used will reduce tobacco use.
	4. Include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.
2. Periodic Evaluation
3. **Requirement**—The program or activity shall undergo a periodic evaluation to assess its progress toward reducing tobacco use in the AIEC based on performance measures described above.
4. **Use of Results**—The results shall be used to refine, improve, and strengthen the program, refine the performance measures, and shall also be made available to the public upon request, with public notice of such availability provided.

Applicants must address the components explained in each section that follows. Unless otherwise noted, all applicants must provide responses to each component.

### Overall Program Summary

Describe the proposed program, including how it will be administered. This summary should address all component areas. Please include pertinent information about previously funded competitive TUPE programs.

### Comprehensive Needs Assessment

Conducting a Comprehensive Needs Assessment

* A grant recipient shall base its comprehensive program on a thorough assessment objective data regarding the incidence of tobacco use in the American Indian communities to be served, including an objective analysis of current data for and consequences of tobacco use. This information should help establish high-priority targets for the program and will be based on ongoing local assessment or evaluation activities.
* Information about needs and strengths may be found in current local assessments, such as the CHKS at <https://www.wested.org/project/california-healthy-kids-survey-chks/>.
* Existing efforts and activities in the community should also be included in the assessment. Comprehensive programs should be coordinated with community antismoking efforts, including those of local chapters of volunteer organizations, such as the California Rural Indian Health Board—Tobacco Programs, other AIEC–TUPE-funded programs, the American Cancer Society, the American Lung Association, the American Heart Association, and Americans for Nonsmokers’ Rights. There should also be coordination with local programs funded by health departments and lead agencies and the Department of Health Services (DHS), Tobacco Control Section.

Describe the process and data used that established a need for the proposed program. The program must be based on objective data. Describe the data sources used and summarize the findings. Address the nature and extent of the problems and existing interventions and prevention efforts. Data should be composed of national (e.g., National American Indian prevalence data), regional (i.e., district Healthy Kids survey results), and local (i.e., AIEC survey measuring need and tobacco use prevalence). Describe the student population to be served by the proposed program.

### Parent, School, and Community Involvement

Parent, school and community involvement is an essential part of any successful program. The proposed program should describe collaboration with community-based organizations, including the California Rural Indian Health Board, county health departments, and the DHS, Tobacco Control Section grant recipients. Successful programs should attach Memorandums of Understanding (MOUs) with collaborating agencies in an appendix.

The Narrative should describe:

* How students, parents, and elders will be involved in the program development and implementation.
* What mechanism there will be for ongoing input and feedback from center staff, other program staff, students, parents, elders, and other community members.

### Overall Program Goals and Measurable Objectives

Setting Performance Measures

* A grant recipient, with the assistance of a local advisory council composed of parents and community representatives, shall establish a set of performance measures, based on the needs assessment data and design activities, to meet those goals and objectives aimed at ensuring a commercial-free tobacco environment.

The decision-making process should include these elements:

* Baseline information regarding present behaviors and attitudes of students.
* Priority needs and strengths based on behaviors and attitudes identified in the assessment.
* Desired measurable changes in behaviors and attitudes.
* Amount of time to be allowed for the desired changes.

Goals are defined as a general statement of a long-range target or purpose and should directly address the needs identified through the needs assessment process. The goals statement must be outcome or results (not process) oriented. Please list one goal per each of the three target groups: (1) General Population; (2) Most At Risk; and (3) Current Users.

**Example:**

**Goal:** To support the tobacco-free status of non-using American Indian students and reinforce knowledge through instructional lessons to prevent and decrease the tobacco use of American Indian students.

Objectives should be stated positively and, when accomplished, should lead to the goal. SMART objectives should be used:

* **Specific**—Be precise about what you are going to achieve.
* **Measurable**—Quantify your objectives.
* **Achievable**—Are you attempting too much?
* **Realistic**—Do you have the resources to make the objective happen?
* **Timed**—State when you will achieve the objective.

The desired results should address the unique needs of students that stakeholders have prioritized through the use of relevant strategies and indicators to prevent and/or reduce tobacco use. Program objectives should also be logically connected to support overall program goals.

**Example:**

**Student Outcome Objective:** By September 2019, 80 percent of the participants of the TUPE Program who attended 10 workshop sessions and who reported tobacco use in the pre-survey will decrease by 60 percent as measured by a post survey.

Objectives should be stated in terms of a time frame; provide milestones for accomplishment; cover a single outcome or event; be written in quantifiable terms; be realistic and attainable, given available (or attainable) resources; and indicate a baseline. The applicant is required to establish measurable student outcome objectives based on performance indicators.

Please list at least one measurable objective and include both program implementation (e.g., number of hours of instruction and number of students receiving instruction) **and** student outcome in the objectives (e.g., percentage decrease in number of students who smoke) for each of the three target groups: (1) General Population; (2) Most At Risk; and (3) Current Users.

### California Healthy Kids Survey and California Student Tobacco Survey

Provide a description of the steps the applicant will take to administer the CHKS and the CSTS including the applicant’s commitment to the analysis and use of the data to substantiate or improve the AIEC–TUPE Program**.** The use of tables to document this data is acceptable. Applications must contain the following elements:

1. A description as to when the first administration of the CHKS and CSTS will occur and the approximate dates on which the CHKS and CSTS will be administered every other year.
2. A description of the roles and responsibilities of site staff for conducting the CHKS and CSTS.
3. A description as to how the data and analysis will be publicly disseminated.
4. A description of the level of commitment that staff and administrators have to ongoing collection, analysis, and use of CHKS and CSTS data.

### Program Description, Including Strategies and Rationale

Employing Effective Research-Based Programs

* All applicants shall design and implement TUPE competitive grants based on effective research studies published in scholarly journals. Funded grants must implement a science-based program with fidelity. Research-based supplementary activities and innovative supplementary programs may also be included. The published research or research reviewed by a duly appointed agency identified in the plan must provide evidence that the programs or strategies are effective in preventing or reducing tobacco use. Parent, school, and community involvement is an essential part of any successful comprehensive program.
* Science-based programs (also called research-validated programs) have demonstrated a positive impact on students’ health-related behaviors as verified by empirical methods and rigorous data analyses that have been published in scholarly, peer-reviewed journals (or reviewed by a duly constituted panel).
* Research-based supplementary activities are designed to augment science-based programs as a part of a comprehensive prevention program. Supplementary activities are based on strategies that have shown a positive impact on students’ health-related behaviors as verified in published research studies. Those activities can be used to enhance science-based programs and/or provide additional learning activities and services to selected student populations.
* Innovative supplementary programs were developed through competitive grants from the CDE and selected for dissemination on the basis of strong evaluations of program’s effectiveness and availability of materials to support a program’s replication. Those programs may be used to enhance science-based programs and/or provide additional learning activities and services to selected student populations.

Resources for reviewing research on effective programs and instructional materials:

*Getting Results: Developing Safe and Healthy Kids* is a CDE series of publications that presents guidelines for program design and summaries of research on effective practices. Part II: *California Action Guide to Tobacco-Use Prevention Education* focuses on TUPE and is directly relevant to this RFA. These can be found at <https://www.cde.ca.gov/ls/he/at/gettingresults.asp>.

Discuss the program strategies for each target group: (1) General Population;

(2) Most At Risk; and (3) Current Users. Please include a description of:

* Selected curriculum
	+ The title, year of publication, and publisher of the program or materials to be used.
* How the proposed curriculum meets the identified need of the student population to be served.
* Delivery methods.
* Means of identifying students to be served.
* Number of students to be served.

### Projected Key Activities and Timelines

Provide the projected key activities and timelines for the entire grant period to include each target group: (1) General Population; (2) Most At Risk: and (3) Current Users.

### Personnel

Provide the names of all key staff personnel involved in implementing the program and specific program responsibilities.

* Identify key personnel involved in implementing the program.
* Include the job description and resume for each position.
* Describe program responsibilities for key personnel.
* Indicate the amount of time each key staff person will spend implementing the program in full-time equivalent (FTE) or number of hours to be worked.

### Budget Pages

**American Indian Education Center: Tobacco-Use Prevention Education Program Cost Allocation**

All AIEC–TUPE Program costs must be directly correlated with the educationally related activities provided to American Indian students. The AIEC–TUPE Program shall ensure that each approved activity and budget item exists for the educational benefit of eligible American Indian students based on identified needs. *EC* Section 63001 requires public educational agencies to spend no less than 85 percent of funds received for Direct Services to students. The maximum allowable for Administrative costs, including Indirect costs, is 15 percent. It is CDE policy that the AIECs will approximate this goal and thereby direct the preponderance of funds towards Direct Services to pupils.

The AIEC–TUPE Program will allow a maximum of 25 percent of AIEC–TUPE Program funds to be allocated for Administrative costs (including the Indirect costs of 7 percent), and 75 percent of AIEC–TUPE Program funds to be allocated to Direct Services.

**Direct Costs**

Direct costs can be identified with a particular instructional program or support service necessary to maintain the program.

Direct costs provide measurable, direct benefits to particular programs, including costs for instructional programs, and support costs that relate to the peripheral services necessary to maintain the instructional programs. Examples of Direct costs include salaries and benefits of instructional aides (to be considered a Direct cost, instructional staff must be scheduled to work when students are present. A prep time of one hour per day will be allowed), payments for textbooks, instructional supply purchases, and pupil service costs (e.g., counseling, health services, and pupil transportation).

**Indirect Cost**

Indirect costs are those costs of general management that are agency wide. General management costs consist of expenditures for administrative activities necessary for the general operation of the AIEC–TUPE Program (e.g., accounting, budgeting, payroll preparation, personnel management, purchasing, and centralized data processing). Agency wide general management costs not readily identifiable with a particular program. The maximum Indirect cost for the AIEC–TUPE Program is 7 percent.

**Administrative Costs**

Administrative costs for the AIEC–TUPE Program will be in alignment to the definition of Administrative costs in Procedure 915 of the California State Accounting Manual. Administrative costs will include:

* Any costs that are Administrative in nature and support the management of the program.
* The salaries and benefits of personnel engaged in Administrative or planning activities will be included in the Administrative costs. In the event that an employee’s duties include various functions, (Administrative, identification and recruitment, Direct Service, etc.) the agency will account for these activities in the appropriate component of the funding application. The proportion of time dedicated to Direct Service and Administrative/Indirect Service activity will need to be specified in the job description and supported with employee service logs. This will include:
* AIEC–TUPE Coordinator salaries shall be considered strictly Administrative and may not be charged/budgeted under direct instruction/services to pupils unless the approved job description specifically lists Direct Services provided to students.
	+ To be charged as Direct Service the AIEC–TUPE Coordinator’s time must be supported by an employee service log that indicates the date, time, and a description of the Direct Service. This log must be kept with the director’s timesheet.
* AIEC TUPE Program Administrative personnel shall be considered Administrative unless the approved job description specifically identifies a percentage of time that will be specifically directed to direct instruction/services to pupils.
* To be charged as Direct Service the AIEC–TUPE Program Administrative personnel’s time must be supported by an employee service log that indicates the date, time, and a description of the Direct Service. This log must be kept with the employee’s timesheet.
* Custodians/janitors are considered classified support. Custodians/janitors are part of the overall general operations of a program and not a provider of direct instruction to pupils.

**Direct Services to Students**

Direct Services to students are those supplementary services that are delivered at the AIEC–TUPE center and where the student is the direct recipient or beneficiary of the services. Expenditures for personnel and services are justified as Direct Service if:

* + The staff are providing direct, hands-on services to students. Staff who are considered Direct Service providers must have a work schedule that has 85 percent of the time providing services to participants; 15 percent of the time may be used for planning and Administrative duties.
* Staff time for drop-in tutoring will be considered Administrative unless the AIEC–TUPE Program can justify, by previous year sign in sheets, that the drop-in hours are consistently (greater than 90 percent) being used. For a new AIEC–TUPE Program, drop-in hours will be monitored for three months to ensure that the greater than 90 percent rate of participation is satisfied.
* The services being provided are so integral to the program that absence of the services would affect the quality of the program itself and the success of students. Examples of these types of services that are critical to the quality of the programs for students include: professional development for program staff, parent education and involvement activities, and staff development.
* The funds are used to purchase materials and equipment to be used by eligible students.
* The funds support the analysis and use of student performance data that is then used to inform services for eligible students.
* The funds are being used to rent space where direct student services are taking place. The AIEC–TUPE Program will need to find the ration of space used for student use and for administrative use.
	+ For example: Total building space 1500 sq. ft

Staff offices (admin cost) 400 sq. ft. 27 Percent

Program space (direct service cost) 1100 sq. ft. 73 Percent

Rent = $1,800/mo.

Admin cost = $1,800 x 27% = $486

Direct cost = $1,800 x 73% = $1,314

* The funds are being used for utilities where direct student services are taking place. This ration will follow the ratio that is used for allocating the rental space.
	+ For example: Utilities = $200/mo.

Admin cost = $200 x 27% = $54

Direct cost = $200 x 73% = $146

**Budget Forms**

The Program Budget must be clearly tied to program activities. Expenditure line items and Object Codes used in the budget proposal and subsequent expenditure reports should be consistent with the Standardized Account Code Structure. The budget documents must be arranged in the following order:

* Budget Summary (Attachment 4)
* Budget Detail (Attachment 5)
* Budget Narrative (Attachment 6)

The Budget Summary (Attachment 4) is a summary of each Object Code amount. The Budget Summary must reflect the totals on the Budget Detail and Budget Narrative.

The Budget Narrative (Attachment 6) must provide sufficient information to support the proposed goals, program, and activities. The Budget Narrative must provide a description of the costs for each line item of expenditure for which grant funding will be allocated. For all personnel, include FTE value, number of days or percentage of time, and duties/services to be performed. For partial salary expenses, indicate the percentage of salary costs charged to the AIEC–TUPEProgram. For multi-funded positions, justify the percentage charged to the

AIEC–TUPE Program. No position may be funded 100 percent by AIEC–TUPE Program funding unless the staff member in that position works solely on the AIEC–TUPE Program. If a position is part-time, please justify that position’s time charged to the AIEC–TUPE Program grant.

The Budget Detail (Attachment 5) must provide a breakdown of the expenses for each line item (as shown in the table below), as follows:

* Name; position; labor cost detail, including percentage for Direct Service and Administrative/Indirect Service, hourly or billing rates for all personnel; and the total number of hours projected for the project.
	+ To be charged as Direct Service, the staff time must be supported by an employee service log that indicates the date, time, and a description of the Direct Service. This log must be kept with the timesheets.
* Vacation hours cannot be accrued from year to year and must be used within the grant year in which it was accumulated.

**Example:**

**2100 Instructional Aides’ Salaries**

| Employee Name | Position Title | FTE\* | Admin Percent | Direct Percent | Rate Per Hour | Hours Per Week | Weeks Per Year | Admin Total | Direct Total | Total |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Joe Smith | Instructional Aide | .19 | 0% | 100% | $11.00 | 10 | 40 | $0 | $4,400 | $4,400 |
| Jean Smith | Instructional Aide | .19 | 0% | 100% | $15.00 | 10 | 40 | $0 | $6,000 | $6,000 |

\*Full-time equivalent

**2300 Classified Supervisors’ and Administrators’ Salaries**

| Employee Name | Position Title | FTE\* | Admin Percent | Direct Percent | Rate Per Hour | Hours Per Week | Weeks Per Year | Admin Total | Direct Total | Total |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Jane Jones | TUPE Coordinator | .50 | 90% | 10% | $30.00 | 20 | 52 | $28,080 | $3,120 | $31,200 |

\*Full-time equivalent

**Standard Guidelines**

1. Number of hours per year = 2,080
2. Number of days per year = 2,080/8 = 260
3. Number of weeks per year = 52

**Process for calculating FTE**

1. Identify number of weeks per year and number of hours per week
2. Multiply number of hours per week by the number of weeks per year
3. Divide result by 2,080 to get the FTE

**Examples**

39 weeks x 40 hours = 1,560 hours/2,080 = 75% FTE (9 months)
43 weeks x 40 hours = 1,720 hours/2,080 = 83% FTE (10 months)
48 weeks x 40 hours = 1,920 hours/2,080 = 92% FTE (11 months)

39 weeks x 30 hours = 1,170 hours/2,080 = 56% FTE (9 months)
43 weeks x 30 hours = 1,290 hours/2,080 = 62% FTE (10 months)
48 weeks x 30 hours = 1,440 hours/2,080 = 69% FTE (11 months)

39 weeks x 20 hours = 780 hours/2,080 = 38% FTE (9 months)
43 weeks x 20 hours = 860 hours/2,080 = 41% FTE (10 months)
48 weeks x 20 hours = 960 hours/2,080 = 46% FTE (11 months)

* Employee benefits, including the percentage of salaries and wages that represents benefits paid for employees. (Generally, rates range from 20 to 35 percent.)
* Operating expense detail, including costs necessary or reasonable to conduct business (e.g., rent, utilities, and so forth).

**Example:**

**5500 Operations and Housekeeping Services**

| Description | Admin Percent | Direct Percent | Cost Per Month | Number of Months | Admin Total | Direct Total | Total |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Utilities | 27% | 73% | $200 | 12 | $648 | $1,752 | $2,400 |

Utilities = $200/mo.

Admin cost = $200 x 27% = $54/mo. X 12 mos. = $648

Direct cost = $200 x 73% = $146/mo. X 12mos. = $1,752

**5600 Rentals, Leases, Repairs, and Non-capitalized Improvements**

| Description | Admin Percent | Direct Percent | Cost Per Month | Number of Months | Admin Total | Direct Total | Total |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Building Rent | 27% | 73% | $1,800 | 12 | $5,832 | $15,768 | $21,600 |

Total building space 1500 sq.ft.

Staff offices (Admin cost) 400 sq.ft. 27 Percent

Program space (Direct Service cost) 1100 sq.ft. 73 Percent

Rent = $600/mo.

Admin cost = $1,800 x 27% = $486

Direct cost = $1,800 x 73% = $1,314

* Grantees and sub-grantees shall be reimbursed for travel and per diem expenses at rates not exceeding those amounts paid to the CDE’s non-represented employees. Grantees with collective bargaining agreements allowing higher rates of reimbursement shall not pay the difference out of the AIEC–TUPE Program grant funds. The CDE shall notify the grantee of a change in expense rates within 30 calendar days after the CDE has received notification of a change in rates from the State Department of Personnel Administration.
* Lodging, meal, and incidental expenses are allowed while traveling on official state business only when the employee is traveling farther than 50 miles from their home or headquarters, whichever is closer, to the temporary work site.
	+ Per diem
		1. Breakfast $7
		2. Lunch $11
		3. Dinner $23
		4. Incidentals $5 (can be claimed only after a 24-hour travel period)

May not claim meals when meals are included in the hotel expenses or conference fees.

Incidentals may not be reimbursed to students.

When traveling on a trip of more than 24 hours, the following timeframes will apply for the first day of travel:

* + Per diem
1. Trip begins at or before 6 a.m., you may claim breakfast.
2. Trip begins at or before 11 a.m., you may claim lunch.
3. Trip begins at or before 5 p.m., you may claim dinner.

When traveling fractional days after a 24 hour period, the following timeframes will apply:

* Per diem
1. Trip must end after 8 a.m. to claim breakfast.
2. Trip must end after 2 p.m. to claim lunch.
3. Trip must end after 7 p.m. to claim dinner.

When traveling fewer than 24 hours, lunch can never be claimed.

Reimbursements for breakfast and dinner can be made for the following timeframes:

* Per diem
1. Trip must begin at or before 6 a.m. and end at or after 9 a.m. to claim breakfast.
2. Trip must begin at or before 4 p.m. and end at or after 7 p.m. to claim dinner.
* Personal Vehicle Mileage $0.58/mile
1. Verification of mileage must be kept with the reimbursement.
2. Mileage reimbursement documents must include a flyer/purpose and sign-in sheets.
* Lodging reimbursement (**original receipt required**) up to $90\* + tax.

\*In Sacramento, Napa, Riverside counties, up to $95 + tax is reimbursed; in Marin county, up to $110 + tax is reimbursed, in San Francisco county and city of Santa Monica, up to $150 + tax is reimbursed; in Alameda, Monterey, San Diego, San Mateo, and Santa Clara counties up to $125 + tax is reimbursed; in Edwards Air Force Base, Los Angeles, Orange, and Ventura counties, up to $120 + tax is reimbursed.

* Services to be performed by outside consultants require a contract. All contracts must be approved by the CDE prior to implementation and should be listed in the budget as follows:
	+ Contractor name, services to be provided, and cost of service. Invoices are required to be submitted to agency once the service is successfully completed. Agencies must have invoice before payment can be made.

Example:

**5800 Professional/Consulting Service and Operating Expenditures**

| Description | Cost Per Presentation or Workshop | Number of Presentations or Workshops | Admin Percent | Direct Percent | Admin Total | Direct Total | Total |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Mary TellerCultural Workshop | $300 | 6 | 0%  | 100% | $0 | $1,800 | $1,800 |
|  |  |  |  | **Total 5800** | $0 | $1,800 | $1,800 |

### Process Evaluation

All successful applicants shall evaluate their TUPE Programs periodically to assess the progress toward achieving their goals and objectives. Evaluation data should be used to refine, improve, and strengthen the comprehensive program and to refine the goals and objectives as appropriate.

The analysis of the program will be based on current data that reflect the prevalence of risk factors, including high or increasing rates of tobacco use; protective factors, buffers, and assets; or other variables in schools and communities identified through scientifically based research. Other types of data analysis may include information from student focus groups or observations and interviews.

A process evaluation is a key component of this program. Describe your process evaluation plan. List a minimum of six questions that the evaluation will answer. These questions should be directly linked with the objectives of the program.

In order to ensure that evaluation will be an ongoing key component of the proposed program, additional evidence of evaluation activities must be included in the following areas:

* The timeline
* The staffing configuration
* The budget

Programs may use up to 10 percent of grant funds for the evaluation.

The plan for monitoring and evaluation shall provide ongoing feedback on program implementation and effectiveness.

Grantees are required to send the following documents to the CDE within 45 days of the end of the project period:

* A Final Evaluation Report, which lists the goals and objectives for the program, how those objectives were measured, and what results were achieved.
* A Final Narrative Report (which is separate from the evaluation report), which describes how the proposed objectives and timelines were met.
* The Final Expenditure Report.

### Overall Coherence and Merit of Application

Up to 10 additional points will be awarded to applications that incorporate the Principles of Effectiveness and are comprehensive and cohesive. There should be evidence of how each part of the program is related to and supportive of the other parts of the program with a specific focus of achieving the proposed goals and measurable objectives. There should also be evidence of commitment and capacity to implement the activities described in the application.

Principles of Effectiveness

Having commercial tobacco-free schools/education centers is one of our nation's highest priorities. Recipients of AIEC–TUPE Program funds must use those funds in ways that are most likely to reduce tobacco use among youth. Recipients shall coordinate their AIEC–TUPE-funded programs with other available prevention efforts to maximize the impact of all the tobacco prevention programs and resources available, and shall:

1. In General
	1. Be based on an assessment of objective data regarding the incidence of tobacco use in the public elementary schools and secondary schools and communities to be served, including an objective analysis of the current conditions and consequences regarding tobacco use that is based on ongoing local assessment or evaluation activities.
	2. Be based on an established set of performance measures aimed at ensuring that the elementary schools and secondary schools and communities to be served by the program have tobacco-free learning environment.
	3. Be based on scientifically based research that provides evidence that the program to be used will reduce tobacco use.
	4. Include meaningful and ongoing consultation with and input from parents in the development of the application and administration of the program or activity.
2. Periodic Evaluation
	1. **Requirement**—The program or activity shall undergo a periodic evaluation to assess its progress toward reducing tobacco use in schools to be served based on performance measures described above.
	2. **Use of Results**—The results shall be used to refine, improve, and strengthen the program, and to refine the performance measures, and shall also be made available to the public upon request, with public notice of such availability provided.

### Program Description

Provide a one-page description of the proposed program. This description should include a summary of the key aspects of the proposed program.

Note: This description may be removed from the application by the CDE to be published elsewhere, or it may be disseminated to other agencies upon request.

1. BUDGET REVISIONS, FISCAL, AND PROGRAMMATIC REPORTING

REQUIREMENTS

### Fiscal Accountability Requirements

The CDE receives annual appropriations from the State of California to be used for granting financial assistance to the AIEC–TUPE Program. The CDE is, therefore, charged with a fiduciary responsibility to see that the taxpayers' money is used appropriately and to require proper accountability from the recipients of its awards. Acceptance of a grant from the CDE creates a legal obligation on the part of the grantee to use the funds in accordance with the terms of the grant and to comply with the grant's provisions and conditions. The grantee thus assumes full responsibility for the conduct of project activities and becomes accountable for meeting fiscal standards in the areas of financial management, internal control, audit, and reporting to the CDE.

### Financial Management Standards

Grantees shall adhere to the accounting and fiscal management requirements set forth in *California Code of Regulations*, Title 5 (5 *CCR*), sections 11996.7 and 11996.8. In order to adhere to these obligations, grantees at a minimum must conform their accounting and fiscal management practices to include the following:

* Recipients must have accounting structures that provide accurate and complete information about all financial transactions related to the project.
* Quarterly fiscal expenditure reports must be at least as detailed as the cost categories indicated in the approved budget (including indirect costs that are charged to the project). Actual expenditures must be consistent with budgeted amounts.
* Accounting records are to be maintained on a current basis and balanced monthly.
* Quarterly fiscal expenditure reports must reflect actual expenditures incurred during the quarter in which the report pertains. Costs may be incurred only during the grant period.
* The quarterly fiscal expenditure reports must be supported by source documentation such as cancelled checks, invoices, contracts, travel reports, donor letters, in-kind contribution reports, and personnel activity reports.
* The same specific costs cannot be claimed and reported on more than one grant and in more than one quarterly report.
* Every employee whose salary is charged, in whole or in part, to a grant must use personnel activity reports to account for all compensated time, including time spent on other activities.
	+ If the grantee has more than one program, then the method used to allocate administrative costs must be documented.
	+ If an employee is multi-funded on a time accounting basis, then the employee’s timesheet must indicate the actual amount of time spent in each program per day.
	+ Vacation hours cannot be accrued from year to year and must be used within the grant year in which it was accumulated.
* Records must be preserved for five years following submission of the final financial status report. However, if records of receipts are being reviewed or audited, records of receipts must be kept until review/audit is completed. The CDE employees or representatives shall be allowed access to all program related or fiscal records during normal work hours.
* The applicable Office of Management and Budget (OMB) cost principles and the terms and conditions of the grant award shall be followed in determining whether costs are reasonable, allowable, and allocable.

If the grantee organization is unable to meet the standards that are covered here, CDE funding may be terminated and the organization may be deemed ineligible to receive subsequent financial assistance or may be placed on an alternative method of funding.

A grantee is not eligible for additional funds if the grantee has received final notification that its grant has been terminated. A grantee is not eligible for additional funds if the grantee has demonstrated fiscal and/or programmatic noncompliance and has received final notification that it will not be offered continued funding.

Grantees have no vested right to a subsequent grant. Grantees that have evidenced fiscal or programmatic noncompliance with the provisions of this grant, laws, or regulations shall receive an administrative review to determine whether they will receive an offer for continued funding.

Grantees that intend to accept the offer to continue services in the subsequent grant period shall respond to a continued funding application request from the CDE in accordance with the instructions and timelines specified in the request. Failure to respond within the timelines specified in the continued funding application request shall constitute notification to the CDE of the grantee’s intent to discontinue services at the end of the current grant period unless the contractor has received a written extension of the original timeline from the CDE.

### Internal Control Standards

Organizations must provide safeguards for all grant property, whether cash or other assets, and assure that it is used solely for authorized purposes. Control will be enhanced if the duties of the members of the organization are divided so that no one person handles all aspects of a transaction from beginning to end. Although a complete separation of functions may not be feasible for a small organization, some measure of effective control may be obtained by planning the assignment of duties carefully. Many of the most effective techniques for providing internal control are very simple. Some examples are:

* Cash receipts should be recorded immediately and deposited daily.
* Bank accounts should be reconciled monthly by someone other than the person who signs the checks.
* If petty cash is used it should be entrusted to a single custodian and used for all payments other than those made by check. Petty cash must be reconciled monthly.
* Checks to vendors should be issued only in payment of approved invoices and the supporting documents for those approved invoices.
* The person who is responsible for the physical custody of an asset should not also have responsibility for keeping the records related to that asset.
* The person who has authority for placing employees on the payroll and establishing wage rates should not be the same person who signs the checks.

Except for external payroll services, grantees shall not use any pre-signed, pre-authorized, or pre-stamped checks without the prior written approval of the CDE.

Grantees shall require two authorized signatures on all checks unless:

1. The grantee has a policy approved by its governing board requiring dual signatures only on checks above a specified dollar amount.
2. The annual audit verifies that appropriate internal controls are maintained.

Grantees shall not loan funds to individuals, corporations, organizations, public agencies, or private agencies. Grantees shall not advance unearned salary to employees. Grantee shall not make advance payments to subcontractors and shall compensate subcontractors after services are rendered or goods are received and an invoice has been submitted.

Inventory records must be maintained that include a description of the equipment, serial number or other identification number, the source of the equipment, the acquisition date, the cost of the equipment, the location, use and condition of the equipment, and any ultimate disposition date, including date of disposal and sale price if applicable. A physical inventory of equipment must be taken every year. A control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft (any loss, damage, or theft must be investigated); and adequate maintenance procedures must be developed to keep the equipment in good condition.

Depreciation is a cost in the current fiscal year based on acquisition costs, less any estimated residual value, computed on a straight-line method from the original date of acquisition (based on the normal, estimated useful life expectancy of the asset). When depreciation is applied to assets acquired in prior years, the annual charges shall not exceed the amounts that would have resulted had depreciation been claimed from the date of acquisition?

When equipment is purchased with state funds, the equipment shall vest with the grantee only for such period of time as the grantee has a grant with the CDE. The CDE may provide written authorization for the grantee to retain the equipment for the grantee’s own use if a fair compensation is paid to the state for the state’s share of the cost of the equipment. Fair compensation shall be determined by the state using the state’s share of original acquisition cost, less depreciation, computed on a straight-line method over the estimated useful life expectancy of the equipment.

When equipment is purchased in whole or in part with state funds, the grantee shall use the equipment exclusively in the program(s) from which funds were used to purchase the equipment. If the grantee wishes to share the use of the equipment between/among two or more programs, the cost of such equipment shall be prorated between/among the programs.

The grantee may dispose of obsolete equipment and remove the asset at its recorded value. If the sale of equipment originally purchased with state funds occurs, the proceeds from the sale of the equipment must be returned to the program. If the grantee no longer has a grant with the CDE, the grantee shall dispose of the equipment in accordance with written directions from the CDE.

### Audit Standards

Grantees are expected to maintain a state of audit readiness. This means that records pertinent to the financial and programmatic aspects of their grants must be readily accessible for audit or program and fiscal review by CDE staff. Failure to provide the auditor or CDE staff with reliable documentation could lead to questioned costs and possibly result in cost disallowances requiring repayment of funds to the CDE. The OMB Circular A-133, the definitive federal regulation concerning audits of nonprofit organizations, bases the requirements for audit on specific dollar amounts. The requirements are discussed below. The entire Circular should be reviewed to assure proper implementation.

* Nonprofit organizations that expend $500,000 or more in a year in federal awards must have an audit conducted for that year in accordance with the provisions of Circular A-133. Circular A-133 audits are performed by independent public accounting firms engaged by the grantee organizations. Costs for Circular A-133 audits are borne by the grantee organizations but are allowable as charges to grant projects; they may be considered either direct costs or allocated indirect costs as determined by the federal cost principles.
* Nonprofit organizations that expend less than $500,000 in a year in federal awards are not required to have a Circular A-133 audit for that year. All AIEC-funded organizations need to be aware that they will receive a fiscal review by the CDE.

### References

The OMB Uniform Guidance of 2014 streamlines and clarifies cost allocation and other rules related to government grants and contracts, removing some areas of confusion and inconsistency while treating more of a nonprofit’s expenses as direct (reimbursable) costs. The OMB Uniform Guidance can be found on the National Council of Nonprofits web page at <https://www.councilofnonprofits.org/omb-uniform-guidance-nonprofits-know-your-rights>.

### Application Budget Revisions

Project budget revisions of more than 10 percent of the line item must be approved in writing by the CDE prior to implementation. Expenditures for any grant activity, or type of equipment not listed in the application budget or approved revision must be approved in advance by the CDE.

Revisions to an approved application may be submitted any time during the annual grant period as long as the revision is approved prior to the implementation of the revision.

Requests for budget revisions in excess of 10 percent of a line item will not automatically be approved. As previously stated, budgets constitute an intricate and important part of the grantee’s program description. Any request for budget revisions of more than 10 percent of a line item will be evaluated with that understanding. Thus, grantees should not expect approval for budget revisions which are not justified by actual and sound program revisions. Additionally, please note that 5 *CCR*, Section 11996.11(a) requires written approval for revisions of more than 10 percent of the line item prior to any expenditures based on such revision. The CDE will not approve requests for budget revisions after any expenditure made in reliance on a requested revision that was not approved in advance by the CDE. Budget revisions of more than $1,000 will not be considered after June 30.

### Reporting Requirements

Each grant recipient shall provide programmatic and fiscal reports (5 *CCR*, Section 11996.7). Forms shall be provided by the CDE.

### Programmatic Reporting

Each funded agency will provide a six-month programmatic report and a final programmatic report.

The six-month programmatic report shall be due April 30. This document will report on the implementation of the approved application activities. This report will also include a budget implementation narrative section.

The final programmatic report shall be submitted annually and shall be due November 30 (60 days from the end of the grant period), and shall contain the following information:

1. Number of students enrolled, by grade level or age.
2. Number of students served, by grade level or age, and by service type and frequency.
3. Description of how the AIEC–TUPE Program meets the continuing educational and cultural needs of the community it serves.
4. Description of the collaborative activities conducted during the year.
5. Progress made in meeting the AIEC–TUPE Program’s stated objectives, including applicable program objectives as stated in *EC* Section 33381.
6. Aggregated data on AIEC–TUPE Program-enrolled students’ performance on state academic assessment measures.
7. Recommendations for revisions to the project and its budget on the basis of an analysis carried out by the grant recipient.

Grantees shall submit statistical, cost, and program data as requested by the CDE in order for the CDE to prepare various legislatively mandated reports, to meet state and federal reporting requirements, and for the effective administration of the AIEC–TUPE Program.

Grantees submitting data to the CDE will include a certification that the data are correct and complete, and the signature of the person authorized by the grantee to certify the data.

Grantees shall submit complete, accurate data to the CDE by the date specified, and as specified, in the CDE’s request for this information. Incomplete, inaccurate, or incorrectly formatted reports, and reports not received by the required due date shall be considered delinquent. Penalties for delinquent reporting are specified in 5 *CCR*, Section 11996.7[d].

### Fiscal Reporting

The fiscal reporting shall be submitted quarterly. Fiscal expenditure reports are due as follows:

| Expenditure Report Due Date | Report Period |
| --- | --- |
| February 11, 2020 | October 1, 2019–December 31, 2019 |
| May 11, 2020 | January 1, 2020–March 31, 2020 |
| August 11, 2020 | April 1, 2020–June 30, 2020 |
| November 10, 2020 | October 1, 2019–September 30, 2020 |

The reports shall be signed by the AIEC Board Chair/Fiscal Accounting Officer and will have two components:

1. An Expenditure Report.
2. A detailed general ledger that shows each employee’s name and the expenditures in detail.
3. The general ledger is due quarterly and is not to be included with the application. The amounts on the general ledger must match the amounts reported on the Expenditure Report.
4. Once an Expenditure Report has been submitted and approved by the CDE, no changes are allowed without justification as to why the changes are being made. The AIEC must receive prior approval by the CDE before a change is made.

The CDE shall reduce, withhold, or cancel any scheduled payment when one or more of the following conditions exist:

1. The grantee has not submitted an acceptable audit for any prior year of operation on or before the date due.
2. The grantee has not submitted any reports required before the date due.
3. Any past due reports are not approved.
4. The grantee will not earn the full grant amount based on the current year net reimbursable program costs as determined by the CDE.
5. A creditor of the grantee has placed a lien on the grantee’s scheduled payments.
6. The grantee has accounts payable which are:
* More than 90 days delinquent to the CDE.
* Not under appeal.

If any payment is to be reduced, withheld, or canceled, the CDE shall provide the grantee prior written notice of the intended action.

Failure to submit the Annual Program Report, Quarterly Fiscal Reports, or the CDE has not received the results of the AIEC Audited Final Revenue and Expenditure Report by the due dates will result in a delay of the second payment for the current year and all payments for subsequent grant years until the reports are submitted (5 *CCR*, Section 11996.7[d]).

### Allowable and Reasonable Costs

Funds must supplement, not supplant, existing services and may not be used to supplant federal, state, local, or nonfederal funds. Programs may not use

AIEC–TUPE Program funds to pay for existing levels of service funded from any other source. The AIEC–TUPE Program funds may not be used for new construction, entertainment, and purchases not directly related to requirements of the grant. All purchases must be reasonable and necessary. Please visit the Uniform Guidance–Title 2, Subtitle A, Chapter 2, Part 200, Subpart E–Cost Principles web page at [http://www.ecfr.gov/cgi-bin/text-idx? SID=148e539f1aaea800420b71a9feb79f98&mc=true&node=sp2.1.200.e&rgn=div6#sg2.1.200\_1419.sg16](http://www.ecfr.gov/cgi-bin/text-idx?%20SID=148e539f1aaea800420b71a9feb79f98&mc=true&node=sp2.1.200.e&rgn=div6%23sg2.1.200_1419.sg16%20).

Each application will be reviewed for reasonable costs. A cost is reasonable if, in its nature or amount, it does not exceed that cost which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

For additional policy guidance about direct services, administrative costs, and allowable costs, please visit the CDE Direct Services and Administrative Costs Guidance web page at <https://www.cde.ca.gov/ls/ba/as/admincostguide.asp>.

### Unallowable Costs

The applicant may be asked to remove unallowable costs. Examples of expenditures that are unallowable include, but are not limited to, the following:

* Incentives
* Gifts to honor individuals
* Gift cards
* Pre-paid store cards or credit cards
* Parties/celebrations
* Scholarships
* Financial support to families
* Staff bonuses
* Interest/finance charges
* Internal Revenue Service penalties
* Entertainment, including amusement, diversion, social activities and any costs directly associated with such costs (such as tickets to shows or sports events, rentals, transportation, and gratuities)
* Lobbying
* Fundraising
* Bad debts
* Contingencies
* Fines and penalties
* Storage space rental
* Cost for a postage machine rental
* Cost for a Post Office Box
* Costs of idle facilities
* Cell phone purchases
* Equipment
* Leasing of vehicles
* Costs incurred after the grant has been terminated
* Unnecessary travel (travel that does not support the goals of the application)
* Out-of-state travel
* Contributions
* Costs of organization of a nonprofit corporation such as incorporation fees or consultant fees
* Public relations consultant fees
* Costs of legal, consulting, and accounting services incurred in prosecution of claims against the state
* State and federal income taxes, including filing fees
* Compensation to the members of the Board of Directors except for:
	+ Reimbursement for travel and/or per diem, computed in accordance with state rates, incurred while the members are conducting business on behalf of the AIEC Program
* Costs incurred in prior or future years
* Any expense not included in the approved budget

The CDE shall recoup any payments made for costs which were not reasonable and necessary. The amount that is recouped shall be the excess payment over the reasonable or fair market value, or 100 percent of the cost, if the cost was not necessary. The CDE may elect to recover any costs associated with recouping advanced contract funds, including collection services or attorney fees.

Net reimbursable program costs must be incurred during the grant period. Grantees shall not use current year grant funds to pay prior or future year obligations.

### Costs Requiring California Department of Education Approval

* Any item that is not in the approved budget is unallowable unless written approval is given in advance by the CDE.
* If indirect costs are claimed, an indirect cost allocation plan must be on file with the grantee and available for review by CDE staff. The maximum for an Indirect cost rate for this funding is 7 percent. This rate is applied to budget categories 1000–5000 only in determining the maximum amount of Indirect costs that are reimbursable under the grant. Indirect costs include agency-wide costs for fiscal services, personnel, central support (e.g., bookkeeping, purchasing, warehousing, and printing), and other centralized services.
	+ The amount of cost allocable to this grant shall not exceed the benefits to this grant. The allocation method must quantify this benefit among all similar programs and then distribute the costs accordingly.
* The indirect cost rate shall not include consideration of any costs otherwise non-reimbursable. If a depreciation or use allowance is included in the indirect cost rate, such allowance shall not be claimed on the asset.
1. U.S. Department of Health and Human Services. The Health Consequences of Smoking—50 Years of Progress: A Report of the Surgeon General. <https://www.cdc.gov/tobacco/data_statistics/sgr/50th-anniversary/index.htm> [↑](#footnote-ref-1)
2. Centers for Disease Control and Prevention. National Health Interview—Survey Glossary. <https://www.cdc.gov/nchs/nhis/tobacco/tobacco_glossary.htm>, 2017. [↑](#footnote-ref-2)
3. Centers for Disease Control and Prevention. Cigarette Smoking Among Adults, 2005-2015: <https://www.cdc.gov/mmwr/volumes/65/wr/mm6544a2.htm>. Morbidity and Mortality Weekly Report 2016. [↑](#footnote-ref-3)
4. Centers for Disease Control and Prevention. State Tobacco Activities Tracking and Evaluation (STATE) System. Map of Current Cigarette Use Among Adults (Behavioral Risk Factor Surveillance System) 2016. <https://www.cdc.gov/statesystem/cigaretteuseadult.html> [↑](#footnote-ref-4)
5. U.S. Census Bureau. 2010 Census Population and Housing Tables, Table 1 American Indian and Alaska Natives by Tribe for the United States (PDF—1.67 MB), 2013. <https://www.census.gov/prod/cen2010/briefs/c2010br-10.pdf> [↑](#footnote-ref-5)
6. U.S. Department of Health and Human Services. Tobacco Use Among U.S. Racial/Ethnic Minority Groups—African Americans, American Indians and Alaska Natives, Asian American and Pacific Islanders, Hispanics: A Report of the Surgeon General <https://www.cdc.gov/mmwr/preview/mmwrhtml/00055081.htm> [↑](#footnote-ref-6)
7. Mowery PD, Dube SR, Thorne SL, et al. Disparities in Smoking Related Mortality Among American Indian and Alaska Natives. <http://www.sciencedirect.com/science/article/pii/S0749379715002238> American Journal of Preventive Medicine, 2015. doi:10.1016/j.amepre.2015.05.002. [↑](#footnote-ref-7)
8. Tong VT, Dietz PM, Morrow B. Trends in Smoking Before, During, and After Pregnancy—Pregnancy Risk Assessment Monitoring System, United States, 40 Sites, 2000–2010. <https://www.cdc.gov/mmwr/preview/mmwrhtml/ss6206a1.htm> Morbidity and Mortality Weekly Report November 8, 2013 / 62(SS06); 1–19. [↑](#footnote-ref-8)
9. U.S. Department of Health and Human Services. Tobacco Use Among U.S. Racial/Ethnic Minority Groups—African Americans, American Indians and Alaska Natives, Asian American and Pacific Islanders, Hispanics: A Report of the Surgeon General <https://www.cdc.gov/tobacco/data_statistics/sgr/1998/index.htm>. [↑](#footnote-ref-9)
10. U.S. Department of Health and Human Services. The Health Consequences of Smoking—50 Years of Progress: A Report of the Surgeon General <https://www.cdc.gov/tobacco/data_statistics/sgr/50th-anniversary/index.htm>. [↑](#footnote-ref-10)
11. U.S. Department of Health and Human Services. Tobacco Use Among U.S. Racial/Ethnic Minority Groups—African Americans, American Indians and Alaska Natives, Asian American and Pacific Islanders, Hispanics: A Report of the Surgeon General <https://www.cdc.gov/tobacco/data_statistics/sgr/1998/index.htm>. [↑](#footnote-ref-11)
12. U.S. Department of Health and Human Services. Tobacco Use Among U.S. Racial/Ethnic Minority Groups—African Americans, American Indians and Alaska Natives, Asian American and Pacific Islanders, Hispanics: A Report of the Surgeon General <https://www.cdc.gov/tobacco/data_statistics/sgr/1998/index.htm>. [↑](#footnote-ref-12)