

# TUPE CHKS Administration Guide for 2020-21

## CHKS Administration Guidance for the 2020-21 Grant Year

### What was originally proposed?

6<sup>th</sup>, 7<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grade survey administration was required for both Tier 2 for 2020-23 and Tier 1 Cohort P. 6<sup>th</sup> grade would utilize the middle school module.

5<sup>th</sup> grade survey administration for Tier 1 Cohort P was not required anymore.

### Why was this data collection proposed?

Required by law, TUPE programs shall serve 6<sup>th</sup> to 12 grade students. Some of the TUPE grantees do have large number of elementary schools enrolled in their programs that need tobacco use related data guidance to target the 6<sup>th</sup> graders. However, the current 5<sup>th</sup> grade survey module does not contain sufficient tobacco-related data to inform local TUPE programs in their service design and assessment. 6<sup>th</sup> grade students, being in the transitional grade, do experience significant changes in their tobacco use as the current vape rate increase between 5<sup>th</sup> and 7<sup>th</sup> seems no lower than the increase between 9<sup>th</sup> and 11<sup>th</sup>, based on the limited data on CalSCHLS. Therefore, to address the tobacco-related data gap and 6<sup>th</sup> grade program needs, the new requirement was proposed.

### Why is there a transitional proposal for 2020-21?

We understand that maintaining 5<sup>th</sup> grade trend data, increasing parent consent rate, and difficulties caused by the pandemic in general result in extra hurdles in successful survey administration in the 2020-21 year. To support TUPE grantees in this difficult time, the state TUPE Office is working with the CalSCHLS survey data collection and reporting team and the UCSD project monitoring and evaluation team to develop a transitional plan for CHKS administration for the 2020-21 year. Once this year ends, we will work with both teams and our grantees to develop a long-term plan based on an assessment of the CHKS administration in this year.

### What is in this transitional proposal?

**5<sup>th</sup> or 6<sup>th</sup>, and 7<sup>th</sup>, 9<sup>th</sup>, 11<sup>th</sup> grades** for both Tier 1 Cohort P and Tier 2 2020-23 grantees due for CHKS administration in the 2020-21 year will take the CHKS survey. A grantee with 6<sup>th</sup> grade students enrolled in the TUPE program may choose to administer CHKS to either 5<sup>th</sup> or 6<sup>th</sup> grade students. The grantee may also choose to utilize either the elementary module now **augmented with an addition of tobacco use and perception**

**questions** or the middle school module. TUPE fund is allowed to administer CHKS at these grade levels.

If there are TUPE related data needs identified and there is sufficient local funding, additional grade levels survey administration is an allowable activity. We especially encourage grantees who have never surveyed their **6<sup>th</sup> grade** students to do so by using either the modified elementary module or the middle school module to find out exactly what is happening with this transitional grade. For grantees who have consistently surveyed their 6<sup>th</sup> graders in the past, we encourage them to continue to do so, now with two options of either the modified elementary module or the middle school module.

We would like to invite all grantees to come back to share with us your experience with the 5<sup>th</sup> and/or 6<sup>th</sup> grade survey administration and the data utilization in your 6<sup>th</sup> grade service design by the end of this year. Your feedback will be very helpful to inform the finalization of the long-term proposal for CHKS administration.

## **Regular CHKS Administration Q&As**

Q: 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.

A: 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.

This means that a school in this situation will still be considered in compliance with TUPE grant CHKS requirement even if they adopt a local survey tool instead of CHKS.

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 TUPE program needs, CHKS is definitely one of the options that a grantee can keep.

Further, grantees with fewer than 25 students per grade level may elect to survey all grade levels and request a report that combines grade levels such as 5<sup>th</sup>/6<sup>th</sup>, 7<sup>th</sup>/8<sup>th</sup>, 9<sup>th</sup>/10<sup>th</sup> and 11<sup>th</sup>/12<sup>th</sup>.

Q: My district adopts a **different survey other than CHKS**. Could this survey be used to fulfil the TUPE grant requirement?

A: No. The California Healthy Kids Survey administration is a requirement of the TUPE grants because the CHKS offers the following TUPE program support features that have been helpful for TUPE program development, monitoring and improvement:

- Public and private dashboard access to individual schools, school districts, counties, and state current and trending data in terms of cigarette, e-cigarette, and marijuana use by grade levels and non-traditional schools
- A comprehensive list of student characteristics to support identification of local health disparities populations in terms of tobacco use
- A biannual state report with a large sample to provide a state update of student tobacco use
- A TUPE private dashboard to allow TUPE grantees view and compare their local survey results down to individual school level.

The State TUPE Office thus requires its grant participants to administer CHKS as a grant requirement.

Q: I have a question unique to my TUPE program that is not covered in this guidance, what should I do?

A: If a grantee has a specific question not covered by this CHKS administration guidance, please contact the state TUPE Office at [TUPE@cde.ca.gov](mailto:TUPE@cde.ca.gov) or contact his/her state lead consultant individually.

Q: Remind me again, can our TUPE funds be used for surveying additional grades? Surveying staff and parents? Adding supplemental or custom modules? The Password Protected Data Dashboards? Data Use Workshops?

A: If there is a clearly identified TUPE program need to administer CHKS to more grade levels, staff, or parent, customize or add modules, and/or obtain TUPE related data training, and local funding is sufficient, the TUPE Office deems it as an allowable activity. If a grantee has any specific questions, please contact the state TUPE Office at [TUPE@cde.ca.gov](mailto:TUPE@cde.ca.gov) or his/her state lead consultant individually.

Q: You want MOU's from each district, correct? A COE can't sign a master MOU covering each district in a TUPE consortium grant?

A: Yes, we will ask each District to sign an MOU unless the County Coordinator will be paying for all the fees and coordinating the Districts administration. If the county

coordinator is our contact for all districts, they may sign the MOU for each district. If we communicate with each district in the consortia separately, that district coordinator will need to complete the MOU. In the latter case, we can note in the district MOU what the county will be paying for.

**Q: Parents are not turning in the packets; how should we get parent permission?**

**A: We recommend that you use the Learning Management System and/or the mass communication system used by your district/school such as Google forms, Google docs, Google classrooms, Class Dojo, remind, robo-calling, robo-texting, postal service, school lunch distribution sites, etc.**

**Q: Is there a consideration to make CHKS shorter and/or adjust it for the distance learning context?**

**A: Yes, many questions were removed from the core survey and the remote/distance learning survey is much shorter. However, some questions were added to appropriately address students' needs in their current learning environment. You can preview how the surveys have been modified for remote learning, in-school learning, and hybrid learning at [Surveys](#) on our website.**

**Q: Can we still administer to 6<sup>th</sup> grade instead of 5<sup>th</sup> grade if we have already started the process in compliance with the original RFA?**

**A: Yes. And, we encourage you to also consider administering the elementary survey with the supplemental TUPE module to 5<sup>th</sup> graders to preserve your trend data and to provide you with critical baseline data prior to the transition to middle school.**

**Q: Is there still a middle school survey? What do 6<sup>th</sup> graders take?**

**A: Yes, there are still Elementary, Middle and High School surveys. The Middle and High are considered secondary. Some districts consider 6<sup>th</sup> grade a middle school grade (grades 6, 7, 8) and have elected to give their 6<sup>th</sup> graders the middle school survey using the required active consent. Some districts consider 6<sup>th</sup> grade an elementary school grade (grades 3, 4, 5, 6) and have elected to give their 6<sup>th</sup> grades the elementary school survey using the required active consent.**

**For the 2020/21 school year, TUPE grantees will administer CHKS to either 5<sup>th</sup> grade or 6<sup>th</sup> grade students or both if funding is available. For 5<sup>th</sup> grade, grantees will use the elementary survey augmented with additional tobacco use and perception related questions. For 6<sup>th</sup> grade, grantees may choose to use either the augmented elementary module or the middle school module.**

Q: Is 6th grade active consent vs 7-12 being passive consent.

A: Yes, we have a sample modifiable [Consent Form](#) for 6th grade using secondary survey.

Q: 6th grade is in middle school for us; is there any way that 6th grade students can utilize passive consent?

A: No, California state education code states grades K-6 must use active consent and grades 7-12 must use passive consent.

Active and passive consent requirement are set by the State of California. Currently state regulations **require “active” or written consent in 6th grade and lower and “passive” consent in grades 7 through 12 for the basic CHKS.** Any changes to the consent model would require a change in the Ed Code, which can be viewed [here](#).

Q: As a 2020-2023 TUPE Tier 2 grantee, we planned on administering the core student CHKS survey. Are we required to also utilize the TUPE module, in addition to the Core student survey?

A: If with 6th grade students enrolled in the TUPE program, a grantee may choose to administer CHKS to either 5th or 6th grade students. The flexibility provided intends to support those grantees that want to maintain 5th grade trend data and those grantees that want to try or continue 6th grade administration.

If 5th grade is selected for survey administration, a grantee needs to administer both the elementary core module and the TUPE elementary module developed in 2020. If 6th grade is selected, a grantee has the options of administering either the core elementary module together with the TUPE elementary module or the middle school core module.

Q: Is there a minimum participation rate required for administering the CHKS?

A: The state TUPE Office does strongly encourage grantees to achieve a minimum of 70% response rate. This is a suggestion, not a requirement taking into consideration of the COVID related impact and other local situations. The reason for a 70% rate recommendation is that if your survey efforts do not result in a 70% response rate, the results cannot be considered representative of all students in your district. This means the results can only be used to reveal smoking/vaping behaviors of those students who took the survey, not the general student population in the district. Therefore, the results are no longer valid to be used for general program effectiveness indication in the district. As a result, districts are limited in using CHKS for their program self-assessment.

Q: Can grantees split their 6th graders, with some taking the elementary module and some taking the middle school module? This would be for cases where students attend different types of schools (i.e., elementary vs. middle schools)?

A: Yes. School settings are important social environment factors in influencing student smoking/vaping behaviors. Surveying students based on their school type is appropriate for more accurate results. In addition, if CHKS is administered among 6th graders, a grantee has the options of administering either the core elementary module together with the TUPE elementary module or the middle school core module. In this case, for the 6th graders in middle schools, the middle school core module may be used.

Q: Can one of my districts skip their current year CHKS administration due to unforeseen reasons and are there any consequences?

Generally speaking, grantees are required to administer CHKS every other year. If the district did not administer CHKS in the previous year, administration of CHKS in the current year is expected. However, if there is any compelling reason that the district is not able to do so, such as difficulty in obtaining parent consent due to a remote learning setting, please do share it with your regional consultant for exemption considerations.

In addition, if instead of a Spring (05/2021 for example) administration, a district can manage an early Fall administration (09/2021 for example), it is still OK since the district can still use the data for the current year assessment as it is not too far away from the program implementation year.

If a district administered CHKS in the previous year, administering the CHKS in the current year may not be necessary. However, as CHKS is generally used by TUPE grantees as a program self-assessment tool, we encourage you to re-visit your Tier 2 grant application to see if current year CHKS results were already planned to be used to support project monitoring and self-assessment. If so, you might need to start to think about an alternative if you cannot get the CHKS data from that district for their program assessment. If it turned out that you do need to develop an alternative assessment for that district, please consult with your state TUPE consultant for support.

Q: Can a grantee administer CHKS annually, add a SEL module or a staff survey, and/or survey more grade levels?

Consideration for such requests is based mainly on two factors: 1. There is sufficient funding; 2. a TUPE program need is identified for such information collection. If both conditions are met, TUPE regional consultant would usually review the request positively.