Part III – Required Program Information


A. Summary of curriculum implementation during 2013-2014

1. For each participating school, please provide a detailed summary of program implementation that includes the following:
   • Number of classes receiving the It PaYS curriculum
   • Was the curriculum completed with each class? If not, please explain why and what actions were taken to ensure the curriculum would be delivered in its entirety
   • Challenges to curriculum implementation and how they were addressed
   • If teachers were observed delivering lessons and how many times

2. In general, how would you describe:
   • Students’ perception and response to the curriculum
   • Teacher perception and response of the curriculum
   • Successes in curriculum implementation
   • Were students given any assessments relating to the curriculum? If so, what type of assessment and what were the overall results?
   • Were DVDs with either English or Spanish subtitles used? If so, please provide feedback

3. How were parents informed of and educated about the curriculum? Were there any challenges in reaching parents? How were these challenges addressed? How did parents perceive and respond to the curriculum and its implementation in district? Did any parents withdraw their students? If so, how many?

4. Were teachers provided a common planning time and/or a regular time to meet to discuss curriculum implementation: challenges, successes and strategies? If so, when and how often did they meet? What topics came up as concerns?

5. How did you inform the rest of the school community about the curriculum?

6. This year, PREP districts were eligible for additional funding to expand into new schools or to enhance program curriculum and/or instruction to be more inclusive of the learning styles and/or cultures of specific high needs groups. Please explain what challenges and successes your district had this year with expansion or enhancement activities.

B. Summary of sustainability activities

ESE/DPH funding for the PREP program is unlikely to continue indefinitely. It is critical that grantees develop plans and conduct activities to ensure that the PREP program can be sustained in their districts even if or when state funding ends. Explain what sustainability plans you had for this school year, what sustainability activities you carried out this year, and what were the results of those activities.

C. Summary of evaluation activities

1. Have all fidelity and attendance logs been submitted? If not, please explain the current status of the outstanding documents and when they can be expected.
2. Please provide feedback on the process for collecting and submitting the fidelity and attendance logs, and pre/post tests. Were there any difficulties/challenges in collecting and submitting these?

3. Were teachers/facilitators observed delivering any lessons? If so, how often and by whom? Overall, what were teachers’ levels of comfort teaching the material and how well were they able to maintain fidelity? Were there any follow-up actions required?

D. ESE Grant Program Evaluation

1. Please provide feedback on any technical assistance or resources received in order to successfully implement the curriculum: what was the issue/s that required TA/resources, who provided the TA/resource, when was it provided, what was the nature of the TA/resource, was it helpful in addressing the specific issue – etc.

2. How would you rate the communications received from ESE regarding program activities and requirements? What would you like to see more/less of?

3. What supports, resources (if any) would you need more of?

F. Summary of Other Program Activities

1. Were there any partnerships made with community-based agencies? If so, please specify the nature of the partnership (e.g. provided additional resources, co-taught lessons etc.)

2. Were there any referrals to health services? If so, how many? Is there a standard protocol for referring student to health services? If so, what is it? If not, what process was used to refer students to needed health services?

2. Plans for the 2014-2015 school year

A. Curriculum Implementation during 2014-2015

1. Please complete the two charts in Part IIIb. The first is for experienced PREP teachers who will be returning to deliver the It PaYS curriculum during the 2014-2015 school year. The second is for teachers new to PREP who will need to be trained and will deliver It PaYs next year. If there is a solid commitment from the principal to hire or assign a new teacher to PREP next year, that teacher can be listed as “TBD” (to be determined). All teachers you name should complete and sign the Acknowledgement form,

2. How many teachers new to PREP will there be in 2014-2015, and how will you ensure that they receive the required training?

3. How will you comply with M.G.L. c.71, §32A? This law requires school districts to notify parents and guardians about any curriculum that primarily involves human sexual education or human sexuality issues, and permitting them to exempt their children from any portion of that curriculum without penalty. Schools are to make instructional materials for said curricula reasonably accessible to parents, guardians and others for inspection and review. See www.doe.mass.edu/lawsregs/advisory/c7132adv.html for more information.

4. How will you inform and educate parents and families about the PREP program?
5. How will you inform and educate other members of the school community (e.g., school administration, school committee members, community members, etc.) about the PREP program?

B. Project Management

1. Who will be the designated district program coordinator/contact?

(This person will act as the liaison between the district and the Department by being the main point of contact for the Department. This person will be responsible for disseminating to and collecting from all teachers electronic materials, such as evaluation logs, and submitting to ESE according to stated protocols. This person will be responsible for collecting pre/post tests from teachers and ensure they are submitted to DPH also.)

2. How will the district program coordinator/contact work with teachers to ensure the curriculum is implemented with fidelity in its entirety?

3. How will the district program coordinator/contact work with teachers and principals to ensure scheduling allows for the curriculum to be implemented in its entirety?

4. What will be the system of regular communication between the district project coordinator and teaching staff?

5. Will there be common planning/regular meeting time for teachers to share strategies, discuss topics of concern, work through challenges etc.? If so, - How often will teachers meet? - When will they meet? - What other methods/strategies will be employed to foster regular communication among teachers?

If not, what will be the system of communication between teachers in order to share strategies, discuss topics of concern, work through challenges etc.?

6. If your district has not yet implemented all required evaluation activities – fidelity logs, attendance logs, and administering pre/post tests, how will the project coordinator work with the Department of Public Health to ensure that these requirements are met?

7. Aside from what may be required for the evaluation, will there be any assessments of teachers and/or students related to curriculum goals and activities? If so, please specify.

C. Program Sustainability

1. What is your plan for how the program will be sustained in the district after ESE funding ends? What specific activities will you engage in during the 2014-2015 school year to maximize the likelihood that there will be strong, widespread support for keeping the program after ESE funding ends?

2. What barriers are there to sustaining the program after ESE funding ends? How will the district/program address identified barriers?

3. What additional supports and assistance, aside from additional funding, would be helpful in working towards building sustainability of the program?

4. What connections do you see to other initiatives currently being implemented in the district to address social and emotional barriers to learning and to improve education outcomes? How does the program
address objectives in district turnaround plans and/or school improvement plans? How will you connect It PaYS to these other initiatives?