Part III – Required Program Information

1. Teen Pregnancy Prevention: Partners for Youth Success FY2015 Progress Report

A. Summary of curriculum implementation during 2014-2015

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. Please provide an overall narrative addressing the following regarding program implementation in your district:
   - Teacher perception of and response to the curriculum
   - Successes in curriculum implementation
   - Were DVDs with either English or Spanish subtitles used? If so, please provide feedback
   - Were the ELL adaptations documents used? If so, please provide feedback

3. Aside from the pre/posts tests required as part of the evaluation, were students assessed in any other way for knowledge and understanding of program content? If so, please detail what types of assessments were given, when were they given and what were the overall outcomes?

4. 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?

5. 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? What strategies and methods were used to address challenges and barriers to successful implementation of the curriculum?

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

B. Summary of sustainability activities

1. Explain what sustainability plans you had for this school year, what sustainability activities you carried out this year, and what the results of those activities were.

2. Were you able to connect the PREP program to other related initiatives in the district to leverage support for and sustainability of programming? If so, please provide details on these connections and how they have supported sustainability of Prep programming.

3. During this school year how have you addressed the barriers identified in your sustainability plans?
4. Were there any planned activities that you were unable to accomplish this year? If so, what were those activities, and what prohibited them from being accomplished?

C. Summary of evaluation activities

1. Have all fidelity logs and pre/post tests 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 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 the communication and assistance provided by our contractor.

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. On November 6, 2014, there was a required professional development session on linkages of the It PaYS Curriculum to Common Core standards. Please provide feedback on the session which addresses the following:
   * Usefulness and applicability to improving student education outcomes, building support for program implementation and ensuring sustainability of programming post funding
   * How have you used the information from the session?

2. Plans for the 2015-2016 school year

A. Curriculum Implementation during 2015-2016

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 2015-2016 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 2015-2016, 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.?
   - 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 & Exiting Planning

ESE/DPH funding for the PREP program in your district is unlikely to continue beyond the 2015-2016 school year. It is critical that grantees continue to implement plans and conduct activities to ensure that the PREP program can be sustained in their districts when funding ends. Please provide a summary of where the district lies in terms of sustainability of PREP programming:

1. What is the overall vision for health & sexuality education/teen pregnancy prevention in the district? How does incorporating this curriculum fit within this vision?
2. Thinking about all the components and requirements of the PREP grant program: How do you see the PREP program being structured and implemented in the district post ESE funding?

3. What is your plan for how you will transition from how the program is structured and implemented as funded to how the program will be structured and implemented as part of integrated into the districts provision of sexuality & teen pregnancy prevention education?

4. What specific activities will you engage in during the 2015-2016 school year to maximize the likelihood that there will be strong, widespread support for keeping the program after ESE funding ends?

5. What barriers remain to sustaining the program after ESE funding ends? How will the district/program address identified barriers?

6. As support for sustainable PREP programming in the district, ESE will be hosting the Training in Sexual Health Education (TISHE) professional development opportunity from July 12 to July 18. Because the opportunity was limited to two individuals from the district, the expectation is that the selected persons will have some responsibility in building and supporting long term sustainability of programming post funding. How will the personnel attending from your district be utilized to
   A. Enhance and support PREP programming during school year 2015-2016?
   B. Build support for and help ensure program implementation post funding?

7. What additional supports and assistance would be helpful in working towards building sustainability of the program?

8. How will you connect It PaYS to other initiatives in the district to further build support for and sustain PREP programming?

9. Describe how you will leverage other federal, state, or local funds to enhance the implementation of and ensure sustainability of PREP programming in the district.