|  |  |
| --- | --- |
| **Name of Grant Program:** Teen Pregnancy Prevention: Partners for Youth Success (PREP) – Implementation & Sustainability II | **Fund Code:** 716  |

|  |
| --- |
| PART III – REQUIRED PROGRAM INFORMATION |

The Teen Pregnancy Prevention: Partners for Youth Success (PREP) initiative is intended to build and strengthen district capacity to implement and provide teen pregnancy prevention education in middle schools. It is expected that districts will implement their selected evidence-based curriculum during school year 2018-2019 and participate in required evaluation activities and professional development. **Using no more than 10 pages, please provide responses to the following questions.**

**1. Teen Pregnancy Prevention: Partners for Youth Success 2017-2018 Progress Report**

A. Summary of curriculum implementation during 2017-2018

1. For each participating school, please provide a brief detailed summary of program implementation that includes the following:

* Number of classes receiving the 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
* Any general feedback, comments, highlights regarding
* Students’ perception and response to the curriculum
* Teacher perception and response of the curriculum
* Successes to curriculum implementation
* Were students given any assessments relating to the curriculum? If so, what type of assessment/s were given (e.g. graded homework assignments, tests/quizzes, exit tickets, Do Nows etc.) and what did they show overall regarding student’s knowledge and understanding of program content and skills acquisition?

2. How were parents/guardians (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?

3. 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?

4. How was the rest of the school community informed about the curriculum?

B. Summary of evaluation activities

1. Have all fidelity and attendance logs and pre/post surveys 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 use, completion and process for submitting of the evaluation materials. Were there any difficulties/challenges in completing 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?

C. Feedback on Massachusetts Department of Elementary and Secondary Education (DESE) Grant Support

1. Please provide feedback on the communication and assistance provided by the DESE contractor (Linette Liebling).
2. Please provide feedback on the communications received from DESE regarding program activities and requirements. What would be helpful to have more/less of?
3. What supports, resources (if any) do you need more of, related to this grant work?

**2. Plans for 2018-2019**

A. Curriculum Implementation: Scheduling & Planning

1. Please specify how the program will be implemented in each school by completing the school implementation chart at the end of this document. Please provide as much detail as possible. We recognize that enrollments and schedules may not be finalized, and this information is subject to change.
2. How many teachers new to PREP will there be in 2018-2019, and how will you ensure that they receive the required training?
3. 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.?

1. 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](http://www.doe.mass.edu/lawsregs/advisory/c7132adv.html) for more information.

B. Project Management

**Project Team:**

1. For each member of the district’s Grant Team please provide the requested information and describe their roles and responsibilities in the chart below. Include the following information about roles/responsibilities:

• What are their responsibilities in regards to the work required under this grant?

• What are their roles in regards to the health curriculum and/or teen pregnancy/STI/HIV prevention efforts in your district?

• Who will be the designated project lead/s? Project Lead: This person will act as the liaison between the district and the DESE by being the main point of contact for DESE staff and technical assistance contractor.

Reminder: Applicants are required to identify at least 2-3 Teen Pregnancy/STI/HIV Prevention Planning Team members who are responsible for carrying out the key requirements of this grant. Add additional rows to the table below as needed.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Project Lead:** | **Name/Title:** |  | **Email:** |  |
|  |
| **Team member 2:** | **Name/Title:** |  | **Email:** |  |
|  |
| **Team member 3:** | **Name/Title:** |  | **Email:** |  |
|  |

C. Sustainability

1. What is the overall vision for health and sexuality education in the district? How does incorporating this curriculum fit within this vision?
2. What specific activities will you engage in during the 2018-2019 school year to maximize the likelihood that there will be strong, widespread support for continuing programming after funding ends?
3. What connections do you see to other initiatives currently being implemented in the district to advance the goals of DESE’s “heart” strategy (e.g., social and emotional learning practices, health and/or safety initiatives) as a way to improve educational outcomes? How will you leverage these connections and other initiatives in the district to further build support for and sustain PREP programming?
4. What barriers are there to sustaining the program after DESE funding ends? How will you address identified barriers?
5. What supports and assistance, would be helpful in working towards building sustainability of the program?

**3. Service-Learning Enhancement**

For purposes of this grant, enhancement refers to modifications, adaptations or supplemental activities to the curriculum and/or how the curriculum is delivered, while maintaining fidelity, in order to make it more inclusive to the learning style of all students and/or build sustainability of the program through systemic and/or cross-discipline integration of program activities.

**Service-Learning** (SL) is a teaching and learning methodology that engages students in identifying, researching, proposing and implementing solutions to real needs and problems in their school or community as part of their curriculum.

High quality service-learning can increase the likelihood that students will: have a deeper understanding of academic/curricular knowledge/skills; develop social and emotional competencies; have true youth voice and engagement; and develop civic knowledge, dispositions and skills. Studies have validated the positive effects of service-learning on at-risk students (Follman, 1998; O’Bannon, 1999). It has proven to be particularly effective in reducing teen pregnancy (Kirby, 2001; Melchior, 1999).

For the 2018-2019, districts may enhance their programs through additional funding to support SL professional development and coaching. Districts applying for enhancement funding, please answer the questions below:

*□* ***SL Professional Development and Coaching Enhancement:***

***Professional Development:*** *Applicants may elect to participate in a 2-day Service-Learning Getting Started: Implementation and Planning training provided by DESE in collaboration with Harkins Consulting.*

1. Indicate the anticipated number of staff you plan to send to the 2-day SL training here: \_\_\_\_\_\_\_\_\_\_
2. How will the SL PD enhance and enrich implementation of PREP and health education in your district?

***Coaching:*** *Program staff who have already attended (or who will attend this year) the 2-Day SL trainings may also elect to receive individualized coaching support from the DESE selected trainer (Harkins Consulting).*

1. Indicate the number of staff that **have** attended the training previously, and who would like to receive additional coaching: \_\_\_\_\_\_\_\_\_\_
2. Indicate the number of staff **who will attend (this year)** the training who would additionally like to receive coaching: \_\_\_\_\_\_\_\_\_\_
3. Indicate the timeframe you would like to receive coaching support: \_\_\_\_ fall \_\_\_\_\_\_ winter \_\_\_\_\_\_\_ spring
4. How will SL coaching support enhance and enrich implementation of PREP and health education in your district?

***Enhancement Budget***

*Applicants selecting the SL Professional Development and Coaching Enhancement may apply for an additional $3,300. From this amount, $2,500 should be budgeted for Harkins Consulting - PD in the Contractual Services (line 6) of your budget. The remaining $800 may be budgeted to cover teacher stipends, substitutes and travel to support participation in this enhancement.*

This page has been intentionally left blank due to the change in layout of pages. Please do not include any text above or below this box on this page. Please continue to next page to complete the School Implementation chart referred to in question A1.

**School Implementation Chart District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Please complete the following for all schools and teachers who will be implementing the curriculum during the next school year.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| School  | Teacher Name | Teacher Email and Phone | Teacher Acknowledgement Completed and Signed (Y/N)If No, please specify the date expected | Grade  | Estimated number of class groups and students | Anticipated start and end date(s) of classes | Has Principal agreed to curriculum and scheduling needs? (Y/N) |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |