|  |  |
| --- | --- |
| **Name of Grant Program:** Teen Pregnancy Prevention: Partners for Youth Success – Implementation 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 2017-2018, participate in required evaluation activities and professional development. **Using no more than 10 pages, please provide narrative responses to the following questions.**

**A. Plans for the 2017-2018 School Year**

**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 (page 6). 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. **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.**

**Curriculum Implementation: Supporting Social-Emotional Learning (SEL) and Addressing Diverse Needs of Students**

1. **Aside from SEL competencies addressed and/or taught through the selected curriculum, what other activities and/or strategies will be employed to support the social-emotional development of students?**
2. **Have any groups/populations of students been identified (through district/school improvement planning and/or other means) as high needs?**

**- If so, please specify the group/s and their disparate need/s**

1. **What modifications and/or adaptations will be needed to the curriculum and/or curriculum delivery in order to make programming more inclusive to the diverse learning styles and/or culture of identified high needs students? How will you ensure that fidelity is maintained?**
2. **What resources and technical assistance (TA) will be needed to support inclusive practices and SEL?**

**Family & Community Engagement:**

1. **What is your district currently doing to engage parents and families in the learning and development of students?**
2. **How will you engage parents and families specifically in the sexuality education of students? How do these specific strategies align with and support the district efforts overall for parent and family engagement?**
3. **How will you inform and educate the following groups, overall about the PREP program, and how will you work with them to support program implementation to ensure a safe and supportive learning environment for all students?**
   1. **Parents and families of students directly involved in programming. (Aside from notification about curriculum content to opt-out.)**
   2. **The rest of the community within the participating school (parents, teachers, students not participating in programming)**
   3. **Other members of the school/district community (e.g. district administration, school committee members, community members, other initiatives such as afterschool, GSAs etc.)**

**Assessment & Evaluation:**

Evaluation of the program and program activities is required in order to measure program effectiveness. Performance measures established by federal funders include:

* The number of youth served and hours of program delivery
* Fidelity to the program model or adaptation of the program model for the target population
* Community partnerships and competence in working with the target population
* Reported gains in knowledge, changes in behavioral intentions and/or changes in self-reported behaviors of participants

The Massachusetts Department of Public Health (DPH) is the lead agency for program evaluation for the PREP grant. DPH will develop evaluation protocols and materials and collect all evaluation data. The Department of Elementary and Secondary Education (Department) will work closely with DPH to ensure that evaluation protocols and materials are appropriate to the school setting. The Department will also support schools/districts with appropriate implementation of evaluation activities.

1. **Please complete the following chart on the various components of the evaluation by describing the following:**
   * **Necessary approvals needed, if any (including turnaround time for approval)**
   * **Known barriers/challenges to implementing**
   * **Any support needed from DPH/Department to complete**

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation Component** | **Who is responsible?** | **What will it be used for?** | **Approvals, Barriers, Needs** |
| Pre-Test/Assessment\* | Teachers will administer to students prior to or during the first session of the curriculum. | This will assess students’ baseline knowledge, behavior and/or intended behavior around curriculum goals and program outcomes. |  |
| Post-Test/Assessment\* | Teachers will administer to students after or in the last session of the curriculum. | This will assess students’ change in knowledge, behavior and/or intended behavior around curriculum goals and program outcomes |  |
| Fidelity Logs | Teachers will be required to complete a fidelity monitoring log after each session of the curriculum. | This will monitor fidelity to the program model and any adaptations of the program for the target population. This will also provide information for areas where further TA to teachers may be needed. |  |
| Observations | Department PREP Coordinator and/or Department PREP TA contractor will schedule observations (number to be determined) of sessions of the curriculum at each school. | This will be used in conjunction with fidelity logs to monitor adherence to curriculum as written and provide support/TA. |  |
| \* All information will be de-identified. A coding system is used on pre/post tests and no student information is collected. | | | |

1. **Aside from the pre/post assessments required as part of the evaluation, will students be assessed in any other way for knowledge and understanding of program content and skills acquisition? If so, please detail what types of assessments will be given (e.g. graded homework assignments, tests/quizzes, exit tickets, Do Nows etc.)**

**B. Project Management**

**Project Team:**

1. **For each member of the district’s Teen Pregnancy/STI/HIV Prevention Planning 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?**

**Project Lead: This person will act as the liaison between the district and the Department by being the main point of contact for the Department and it’s technical assistance contractor.**

**Teacher Coordinator: This person will have primary responsibility for ensuring that teachers receive the requisite training, complying with program evaluation components and supported in curriculum implementation.**

**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:** |  |
|  | | | | |
| **Teacher Coordinator:** | **Name/Title:** |  | **Email:** |  |
|  | | | | |
| **Team member 3:** | **Name/Title:** |  | **Email:** |  |
|  | | | | |

1. **How will the teacher coordinator work with teachers to ensure the curriculum is implemented with fidelity in its entirety?**
2. **How will the district project lead and teacher coordinator (if different from project lead) work with teachers and principals to ensure scheduling allows for the curriculum to be implemented in its entirety?**
3. **What will be the system of communication between the teacher coordinator and teaching staff?**

**C. Program Sustainability**

**As direct funding to districts to implement the activities of this grant will eventually end, it is critical that grantees develop plans and conduct activities to ensure that programming can be sustained in their districts when funding ends.**

1. **Has a plan been developed for how programming will be sustained in the districts after direct Department funding has ended?**

* **If so, please provide details of your plan including timeline and how barriers to sustainability will be addressed.**
* **If not, what is needed to sustain the initiative within the district? What barriers are there to sustaining the initiative?**

1. **What specific activities will you engage in during the 2017-2018 school year to maximize the likelihood that there will be strong, widespread support for keeping programming after funding ends?**
2. **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 will you leverage these connections to other initiatives in the district to further build support for and sustain PREP programming?**
3. **What supports and assistance, would be helpful in working towards building sustainability of the program?**
4. **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.**

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) |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |