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| **Name of Grant Program:** Teen Pregnancy Prevention: Partners for YouthSuccess (PREP) – Integrated Approaches to Sustainability - Targeted  | **Fund Code:** 717  |

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| 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 2021-2022, participate in required evaluation activities and professional development, and implement strategies to build sustainability of the program beyond the grant period. **Using no more than 10 pages, please provide responses to the following questions.**

**Plans for 2021-2022**

1. **Curriculum implementation: scheduling & planning**
2. Please specify how the program will be implemented in each school by completing the school implementation chart at the end of this document (page 5). Please provide as much detail as possible.
3. Have all of the teachers (returning and new) who are implementing PREP programming received the requisite training – Sexuality Education Cornerstone Seminar (SECs) or similar, curriculum specific etc.? If not, how will you ensure that they receive the required training prior to continuing implementation?
4. 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 permit 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.
5. Have there been any barriers, restrictions, or limitations to being able to teach the curriculum with fidelity?
	1. If so, what are these challenges and how have/will they be addressed?
	2. What additional assistance and/or resources are needed to support implementation and teacher practice?
6. **Assessment & Evaluation:**
7. There have been some challenges and barriers to the completion and timely submission of the evaluation materials which include fidelity & attendance log and pre- & post- tests/surveys. Please use the following chart to detail the specific barriers/challenges to completing and submitting as well as any support from DESE and DPH that would be helpful.

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| **Evaluation Component** | **Challenges**  | **Supports** |
| Pre-Test/survey (paper and electronic) |  |  |
| Post-Test/survey (paper and electronic) |  |  |
| Fidelity & Attendance Logs |  |  |
| General; non-specific to an individual component. (e.g overall process)  |  |  |

1. Classroom observation has been an important component in supporting teacher implementation of the curriculum and improved practice as health and sexuality educators. What are your district’s and or school’s policies regarding observations in classrooms by non-district/school personnel? What is the best means for scheduling observations for program monitoring and TA purposes?
2. **Other related activities & enhancements**
3. Over the course of the initial grant period, did you use PREP funding towards other related activities or programming within the district?
	1. What have you done?
	2. What were the challenges and successes?
	3. How have these enhanced and/or supported the implementation of the selected evidence based curriculum and adulthood preparation subjects?
	4. Will they continue?

1. Are you planning to use PREP funding towards other related activities or programming to enhance and/or support implementation of the selected curriculum?
2. **Project management:**
3. **Project Team**
4. 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:
5. What are their responsibilities regarding the work required under this grant?
6. What are their roles regarding the health curriculum and/or teen pregnancy/STI/HIV prevention efforts in your district?
7. 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:** |  |
|  |

1. **Communication regarding grant requirements and activities:**
2. What will be the system of communication between the project team and teaching staff?

1. What will be the preferred way for DESE, DPH and program PD/TA providers to communicate with teachers regarding required program activities?
2. **Sustainability and Integrated Approaches**

DESE will be providing various professional development opportunities, activities and resources throughout the year in support of sustainability of PREP programming and content delivery through integrated approaches that focus on the whole child and comprehensive health. In anticipation of these activities, please provide a summary of the district’s current status in terms of sustainability and integration/collaboration of PREP programming with other district health initiatives:

1. What specific activities have you implemented over the course of the initial grant funding (FY17 – FY21) period to ensure that there will be support for and continuation of programming after funding ends? What were the outcomes?
2. What specific activities will you engage in during the 2021-2022 school year to further maximize the likelihood that there will be support for continuing programming after this additional funding ends?
3. Does your district have a written curriculum framework/scope and sequence for sexual health education?
4. How have/will you leverage connections to other initiatives currently being implemented which support DESE’s [“heart” strategy](https://www.doe.mass.edu/sfs/sel/heart-strategy.pdf)  (e.g., social and emotional learning practices, health and/or safety initiatives) in the district to further build support for and sustain PREP programming?
5. What supports and assistance would be helpful in working towards building sustainability of the program?
6. **Equity**
7. How has your district thought about or begun to promote racial equity and eliminate unfair disparities in educational outcomes?
8. How has this been applied in the implementation of PREP?

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**SY 2021 – 2022 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 | Grade  | Estimated number of class groups and students | Anticipated start and end date(s) of classes |
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