

# **NDPS Certification Program Field Project Report**

**Teen Parent Program of Davidson County Schools**  
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## **Teen Parent Program of Davidson County Schools (TPP)**

### **Funding Source**

Local funds

### **Project Cost and Budget Narrative**

\$111,000 (one certified teacher/coordinator, one-half support staff position, travel, technology, textbooks, supplies, staff development)

### **Scope and Setting**

The “Teen Parent Program” (TPP) was started in 1988 as a grant funded, dropout prevention initiative between Davidson County Schools/Lexington City Schools/Thomasville City Schools. Its purpose was to serve pregnant students through education, childcare (at the local community college), and support services in a separate setting. The ultimate goal was high school graduation. Through the years many changes have transpired. The funding source is now local, the setting has been moved to the Davidson County High School site, and childcare is now addressed through preplanning with family members as well as program field trips to observe quality facilities. The program now partners with the faculty of Davidson County High School to ensure “highly qualified” staff in all academic areas. The ultimate goal is still graduation.

### **Staffing Pattern**

Originally the program began with one director, one-half secretary, two full-time teachers, and four part-time teachers. Currently, the program includes one coordinator/certified CTE teacher and one-half secretary. The remaining faculty/staffing needs are addressed through a partnership with Davidson County High School.

### **Population Served**

Pregnant or newly parenting female students from all three LEAs within the boundaries of Davidson County, NC, are served in the program. TPP serves 8-12 students per semester, grades 9-12. Any pregnant or new mother can apply to attend. The school is on a block schedule and students are enrolled as a “guest” for the semester from their home school.

### **Project Origination**

A grant-funded pilot program. Twenty-eight years later, an ongoing dropout prevention program supported by the LEAs of Davidson County.

### **Issues Addressed**

Participation in TPP is voluntary. Referrals are made to the coordinator through student service counselors and public health nurses throughout each high school in the district. Issues of pregnant /parenting students include attendance, homebound academic failure, preplanning for childcare and graduation, securing social services, and a support system for in/out of school.

### **Desired Outcomes and Measurable Objectives**

Decreased retention/increased promotion of underclassmen, improved academic success, and improved graduation rates.

**Strategies and/or Interventions**

- Academic classes are limited to three per semester with total credits towards graduation being reduced.
- 1:12 student/teacher ratio to allow for increased individual attention.
- A Parenting/Child Development (CTE) course for high school credit, which includes guest speakers from community service agencies, an infant CPR certification class, and field trips to area five-star childcare facilities.
- The TPP Coordinator performs the duties of homebound teacher for each student served.
- Online academic classes while on homebound status.
- Public school bus transportation.
- Access to the school counselor and social worker.
- Weekly visits from school nurse.
- Community partnership with churches for donated supplies and class “baby shower”.
- Partnership with Communities In Schools for lunchtime mentor volunteers.
- Exclusive parenting support group atmosphere.

**Project Timeline**

The program is on block scheduling for high school (90 minutes per day for 18 weeks).

**Special Conditions and/or Expertise Required to Carry Out the Project**

Certified CTE teacher in family and consumer science, certified teaching staff for academic courses, school nurse, school social worker, and student services counselor. The following expertise are needed: student advocate, flexibility, nonjudgmental attitude, problem-solving skills, knowledge of community resources, knowledge of problems faced by teen parents, and teamwork.

**Outcomes and Achievements**

Since 2009 to present, 87% of enrollees were retained in school or graduated if eligible, always with a goal of 100.

**Outcomes Related to School Completion and Graduation Rates**

Same as above.

**Current Status of Project**

Ongoing

**Role in Project as a NDPS Certification Program Participant**

I am the teen parent program coordinator.

**Lessons Learned**

- Working with three LEAs has been challenging, especially with transporting students. At one time, we were forced to use public transportation. Utilizing public school busses is best.
- Being the homebound teacher/coordinator has made a huge difference. This is the timeframe when students get behind, get discouraged, and drop out. I not only supervise their studies, but I can assist with social services referrals and provide emotional support for the family.

- You need program support. We are fortunate to have strong partnerships with our local county commissioners, school boards, central office personnel, school principal/faculty, Communities In Schools, local health department/school nurses, and local churches.

**Advice for Dropout Prevention Practitioners About the Project**

- Remember that each student's story and situation are unique, and you can't always tell their story through their transcript. Unplanned pregnancies happen in all socio-economic groups.
- Be mentally prepared for the school community members that think the issue of teen pregnancy should not be addressed, or that your district is promoting teen promiscuity because a dropout prevention program is being offered specifically for this group. We need to be an advocate for ALL students.