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Advancing Science
Reducing Risk
Improving Lives



FROM OUR CEO

10 Essential Questions About Your Impact

ETR believes individuals and organizations that are intentional about what they want to accomplish are more likely to succeed.

During the past year, ETR has continued an intensive, ongoing process of intentional change and organizational transformation. The process has actively involved stakeholders both inside and outside the organization. Now, at the end of the fiscal year, we're taking a moment to pause, reflect on the changes we've made, and report our progress.

The ten review questions we're asking can be useful for anyone navigating these times of accelerated change.

1 Are we better off now at year-end than we were at the beginning of the year?

"Better off" includes more than just financial status. What other things are essential to your organization's success? Staff satisfaction? Gaining recognition in your service or business universe? Confidence in your directions for the future?

2 What have we learned?

What have you learned about your clients/customers, your competitors, yourselves and your capacities?

3 How are we viewed by stakeholders?

How do your partners, funders, board members, clients/customers and other stakeholders see your organization? Are you setting the course? Viewed as respected authorities? Regarded as trusted providers of services or products? Are you seen differently today than you were a year ago?

4 How are we viewed by peers and competitors?

What do peer organizations and competitors think about your organization? Has this changed over the past year? Are you a more vital player on the field? Are others seeking your engagement as partners, co-presenters, leaders?

5 Are we leading, keeping up or falling behind?

Enough said.

6 How well did we fail?

We're big believers in the iterative process. To avoid catastrophic failure, fail early, fail often, fix what's wrong, learn from your mistakes, then try it out again.

This can be a challenging practice for organizations with high standards and complex production or development processes. But it is also becoming an essential skill in this new world of accelerated change, and every organization can find useful ways to apply these principles.

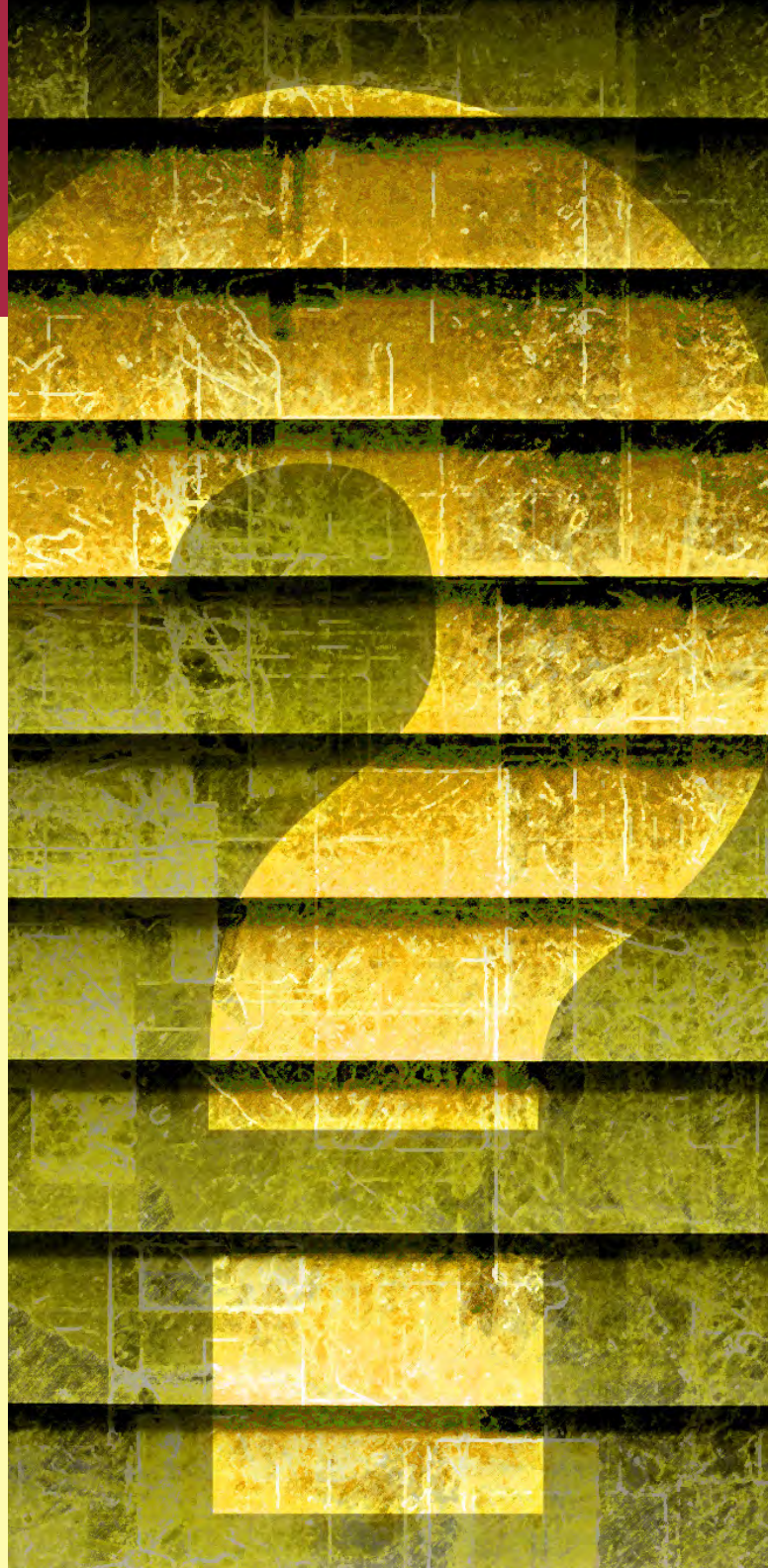
7 Are we on the right path?

In today's fast-paced environment, organizations must engage in continual renewal and transformation. Yesterday's path may not be tomorrow's. What was exactly on track 6 months ago may not be where you want to be 18 months from now. In successful organizations, direction and design are regularly recalibrated. Ultimately the core question becomes, is our work still producing an impact, and are we making a difference for those we serve?

8 What are we measuring, and how well is that working for us?

The range of performance metrics available to organizations today is massive and often confounding. But metrics without meaning don't help anyone improve performance or achieve success.

What performance indicators have genuine value for your organization? Why are these the best measures in your situation? What are your desired outcomes? How do you know what you've actually achieved?



9 What most needs to change?

Change is our constant companion in today's world of business, and, today, every organization is in business, no matter what its charter or mission. You don't really get to choose whether or not to change.

Taking a proactive approach allows you to have more say in the direction of change, build deeper mastery of the elements of transformation, and establish a stronger, more forward position for your organization.

10 What do we most need to protect at all costs?

What are your most valuable assets? And which of these is irreplaceable? Is it the expertise of staff? The good will of donors? A proprietary mailing list? Intellectual property? The trust of clients/customers?

Even an organization's "protect-at-all-cost" elements may change over time. As organizations adapt to new environments and become more agile, they often find they can jettison attributes that once were prized—a physical plant that no longer matches the organization's needs, a product line or service that is no longer profitable, a perspective about "the right way to do things" that doesn't mesh well with the real-world demands of the current ever-shifting marketplace.

The following year-end review highlights just a few of the impressive successes here at ETR over the past year. You can see other examples in our [quarterly reviews for 2013-2014](#).

I am proud of the inspiring accomplishments of our staff. Certainly one of the reasons our organization has been able to achieve so much, so well, in a year of great transformation, is because our staff are willing to look deeply and honestly at the ten questions above.

ETR continues to actively seek new partnerships and opportunities to pursue our mission and promote our work. Please let us know if you see ways we might share contributions through our mutual endeavors.

Sincerely,
Daniel McCormick, CEO

Are we on the right path?

In today's fast-paced environment, organizations must engage in continual renewal and transformation.

Yesterday's path may not be tomorrow's.

KIRBY SUMMER INTERNS

Investing in the Future

In October 2013, ETR announced plans to sponsor an annual Kirby Summer Internship named after our esteemed and beloved colleague, the late Dr. Douglas Kirby. The internship was to be offered to a graduate student with an interest in the field of sexual and reproductive health, including prevention programs, implementation science, online learning and research methodology. For this first summer, ETR's research team chose to offer internships to two outstanding graduate students.

Brittany Chambers

Brittany Chambers received her undergraduate degree from the University of California, Berkeley, and completed her Master's in Public Health at California State University, Fresno. While pursuing her MPH, Chambers worked with the Central Valley Health Policy Institute and the Tulare Community Health Clinic. There she was on an evaluation team looking at the implementation of ETR's *Reducing the Risk*. She is especially excited to be working this summer on ETR's *RTR Blended* and *About Us* projects.

Chambers is currently pursuing a PhD in Public Health Education at the University of North Carolina, Greensboro. She has a particular interest in studying stigma and teen moms. Her goal is to conduct quantitative research that will give teen moms a stronger voice and greater opportunities for self-determination.

“I absolutely love the projects I am working on over the summer. It is so exciting to finally get to put what I've learned in graduate school into action. I can't believe it. I'm actually working to make a difference with curricula that are used nationwide.”

Brittany Chambers

Brittany Nielsen

Brittany Nielsen also received her undergraduate degree from the University of California, Berkeley, with a double major in molecular and cell biology and religious studies. She is currently pursuing her Master's in Public Health at Brigham Young University, as part of a small program that emphasizes the science and practice of health promotion.

Nielsen is especially excited to be working with ETR's research team on projects looking at the social determinants of health. As part of her internship, she is joining the team's work on how best to incorporate the consideration of social determinants into the field of sexual and reproductive health.

“As an undergraduate student, I developed an interest in how ideas surrounding the social determinants of health could be used to solve health problems. This interest has carried on to my graduate work. Working at ETR this summer is providing me with the incredible opportunity to put my interests into practice in a field I am passionate about. I am thrilled to be working with ETR's talented research team to continue to build and improve evidence-based and effective interventions that meet the needs of the populations these programs serve.”

Brittany Nielsen

HHS TEEN PREGNANCY PREVENTION CONFERENCE

This Team Is Rockin’

ETR staff attend and present at many conferences each year. We had an especially gratifying experience at the 2014 Teen Pregnancy Prevention Grantee Conference hosted by the Department of Health & Human Services in June. Our staff facilitated several standing-room only workshops and roundtables; we had opportunities to meet with many of our funded partners; and our booth in the Exhibit Hall garnered lots of attention.

We are honored to be a part of the visionary community leading the nation’s impressive efforts to prevent teen pregnancy and promote adolescent sexual health.

➔ It was great to feel the energy and excitement at this conference, and to see the strong presence of ETR staff. We had ETR people presenting workshops, attending sessions, talking with colleagues from across the country, and generally showing up all over the place. Every night, we all got together to talk about how the day went and what we’d learned.

I was hosting the ETR booth in the Exhibit Hall. Over and over again, people would walk by and say, “Oh, ETR! We know your materials. We love them. We know all about you.”

And I’d say, “Do you know we also provide professional development services? That we do face-to-face trainings on our evidence-based curricula? Or that we can assist in the production, dissemination and promotion of new evidence-based materials—and that we’re actively looking for partners for these kinds of projects?”

About two-thirds of the people I talked to knew about one facet of our work—our publications, for example—but not about the other things we do. I had a lot of lively and positive conversations with people about the broader range of solutions we offer. It’s rewarding to engage in the genuine, heartfelt exchange you get with people doing health promotion with youth, and it’s satisfying to see more people learning about the impressive range of services ETR has to offer.

Angela Ward

FOR INFORMATION ON SPECIFIC TRAININGS OR SCHEDULES:

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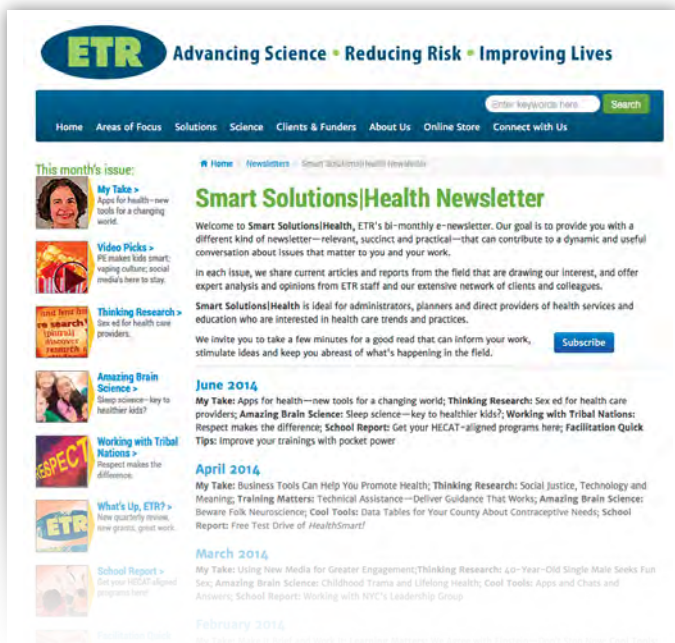


ETR NEWSLETTERS

Excellence Earns Merit

ETR's free *Smart Solutions* newsletters provide valuable updates for health and school health professionals. The newsletters offer original content by experts in the field, along with summaries of recent health news, resources and research. Our editors emphasize news that's vital to the field and often a bit out of the ordinary.

We're proud of the quality of these publications and were delighted to receive a Merit Award from the 2014 Health Information Resource Center's Web Health Awards.



Smart Solutions | Health

[View Past Issues](#) | [Subscribe](#)

Ideal for administrators, planners and direct providers of health services and education interested in health care trends and practices.

Smart Solutions | School Health

[View Past Issues](#) | [Subscribe](#)

Geared toward administrators, teachers and other staff in K–12 systems looking for ways to improve delivery of health education and promote the health and safety of their students.

Excerpt from *Smart Solutions | Health* (June 2014)

Thinking Research Educating Providers About Sexuality

Gina Lepore, MEd

Few people realize how little education doctors and other health care providers typically receive about sexual and reproductive health. Because such training is spotty at best, there's enormous variety in health care providers' comfort with and knowledge of sexual health and sexual practices. Unfortunately, patients often suffer when provider knowledge and comfort concerning human sexuality are poor.

It's true that women who see an OB-GYN are likely to find their health care provider possesses an in-depth understanding of the reproductive system. Similarly, urologists generally have a broader knowledge of the male reproductive system—it is, after all, intertwined with the urinary system. However, we can't assume these health care providers know how to discuss sexual behaviors, satisfaction or dysfunction. It's possible that none of their training or coursework has asked them to examine their own sexual values and assumptions, or consider how these might influence their ability to serve their patients.

Excerpt from *Smart Solutions | School Health* (May 2014)

School Report Free Test Drive of HealthSmart!

John Henry Ledwith

Recently, we've been getting many calls from schools reviewing new materials and doing their budget planning for 2014-2015. This is one of my favorite times to talk with people working in school health education. Folks have new ideas, new questions, new visions for the future, new guidelines they're trying to meet—there are all kinds of interesting circumstances, and no two are exactly alike.

Those of you who've spoken with me know I'm a big believer in ETR's *HealthSmart* curriculum. I know and respect the experts who put this program together. I believe these fine and dedicated people have offered us the most effective health education program in the country today. It's research-based, contemporary, easy-to-use and engaging for students and teachers alike.

The only way for you to know what I know about *HealthSmart* is to take it out on the road for a spin. I can point to a whole range of impressive features in the program, but only you can determine if these are right for your community. I'd be happy to arrange full access to our *HealthSmart* Digital website for program committees, reviewers and any school staff who'd like to see the materials. We invite teachers to try it out in their classrooms for a month or two.



ETR SALES TEAM

Engaging with Customers in New and Exciting Ways

ETR's sales team has a unique role in the agency—directly contacting health providers and educators across the nation to present our wide array of print and digital products. As a nonprofit, ETR's sales efforts have always been informed and energized by our mission. Proceeds from our sales are rolled back into the work of developing new products and keeping our existing materials up to date.

Many customers are surprised to learn that members of our sales team do not receive commission. Our sales group works as an integrated team genuinely motivated by ETR's commitment to serve. They are knowledgeable and skillful, and they're gratified when they help a program or organization find a good match between their needs and our products.

“WOW! In an age when customer service is almost obsolete—you excel! Thank you.”

A. K. Scofield

Pinellas County (FL) Schools Health Education

→ Our team is always working to find how to best serve our customers. One of our favorite ways to do this is what we call listening to customers “on the ground.” We want to know how people are using our products on the front line. What kind of services do they provide? What's their client-base like? How do their students or patients respond to the materials? What other kinds of services or products might we offer that could make their work more successful?

Different team members are focusing on specific geographic areas now, and tailoring their offerings to what's going on in a particular part of the country. We check news and epidemiology reports to see what kinds of health issues are most pressing in each area. We check county, state and federal grant proposals to see what materials people might need to submit effective applications or complete their scopes of work. We find ways to make connections between people doing similar work in a region who may not have met before.

Our team likes going above and beyond because we have so much respect for the work people are doing out there, and we really believe in the power of ETR's products to make a difference. When we make that match between what people need and what we offer, or we help someone's project go a little more smoothly, or we give an extra boost of support to their efforts, we feel great about this work we get to do.

John Henry Ledwith

ETR National Sales Manager

ETR's Mission

To provide science-based innovative solutions in health and education designed to achieve transformative change in individuals, families and communities.



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REDUCING THE RISK GETS ADAPTED

Blended RTR: Creativity Drives the Action

With support from the Grove Foundation, ETR is developing a blended-learning adaptation of *Reducing the Risk* (RTR). RTR is one of the nation's premiere evidence-based programs focusing on preventing teen pregnancy and STD/HIV.

In the blended version, students will work on didactic materials at home, using self-paced courses and video. Classroom time will focus on skills practice, interactive exercises and small-group activities.

We plan to evaluate the efficacy of the blended version once it's completed.

FOR MORE INFORMATION ABOUT the project and research design, contact:

Karin Coyle, PhD karinc@etr.org

➔ I'm really excited about the path ETR's developers are taking with the video part of the Blended RTR project. First, they interviewed high school and middle school students to see what kinds of videos they wanted to watch. The students chose whiteboard stop-motion animation—that kind where hands write and draw really quickly.

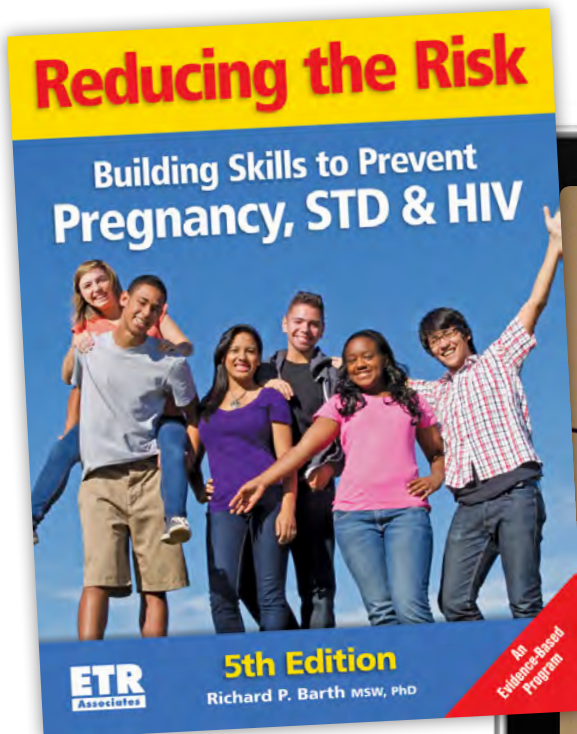
This got me pumped. It's one of my own favorite styles, and I used it a lot when I was in high school. I'll be able to be a resource on developing the styles and templates for the project's videos. As someone who's been educated in the arts, it's been especially cool to be invited in to help carry these concepts to the table.

This project is awesome! We're bringing all kinds of creative energy to the work. It's going to be great to see it come to life. And I think students are really going to like it.

Annabella Firpo

Office Assistant

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RTR Blended

Students will work on didactic materials at home, using self-paced courses and animated video, freeing up class time for interpersonal activities.

TRACKING LATINO ATTITUDES & BEHAVIOR

Math Pathways Steps Up to the Challenge

The Math Pathways project, funded by the National Science Foundation and carried out in collaboration with Florida Atlantic University, aims to track attitudes and behaviors concerning education generally, and math education specifically, in Latino families as their children move from fifth through seventh grade.

The goal of the study is to gather information that can be used to increase mathematics achievement among Latino students. Among all students, the transition between elementary and middle school is a vulnerable time for math education; for many students, attitudes become less positive and performance declines. The Math Pathways team hopes to build better understanding of how parents can reverse this trend.

→ ETR's Science Department has conducted many longitudinal studies, on topics ranging from health behaviors to computer science interests. We've usually surveyed students in class or online, and often our biggest challenge is just getting a consent form signed and returned by the parents. Once we have consent, we work with the students, gather and analyze data, and write up the results.

The Math Pathways project is different because it involves gathering detailed information from mothers and students, as well as teachers. We needed to meet individually with both the mother and the student outside of class. This created some challenges that helped us learn a lot more about the lives of these students and their families.

We located the project in a rural town on California's central coast. The population is predominantly Latino, and most adults work within the agriculture-based economy.

This is a population that's not economically stable. They often live in temporary housing, and all kinds of things about their lives change frequently. We find phones have been shut off, or we call some of the numbers at all different times of the day and they just ring and ring.

The demands of the farmworker industry have a huge influence on parents' availability. In many cases, from sunrise until nine or ten at night, the mothers simply aren't in control of their own time. They don't know when they'll be available and have a hard time committing to a particular appointment. I had a meeting scheduled with a mother the other day and she was unable to make it because her boss asked her to work late. I imagine she couldn't say no—she needed the extra money, and she needed to look good as a worker. For many of these folks, the harvest is the only time they will be securely employed all year.

FOR MORE INFORMATION ABOUT
Math Pathways, contact:

Jill Denner, PhD jilld@etr.org

I went to survey one of the mothers last night at the migrant camp. As I was leaving, I told her I'd be following up in October or November for the next survey. She said they might leave the camp as early as the beginning of November—she doesn't know when the harvest will end, and the family has to leave the camp once that happens. There will be no way to reach her after that if she doesn't return in the spring.

I've seen how much the parents care about their children's education. I've also seen the incredible frustration they experience in trying to give their kids support. Often, parents can't help their children with homework. They may not have the necessary literacy or learning skills. They may not be home during the hours the kids are awake. The parents may have learned math by a different system in Mexico and find their child's exercises confusing.

I believe Math Pathways will yield data that can better inform teachers and administrators about how much these parents care about their children's education. Even if they can't come to classrooms or parent-teacher meetings, even if they're not responding to teacher communications, they do care.

The parents we've surveyed want their children to have a better life. They're concerned about the cycle their family is caught in. They don't have the knowledge or resources to support their children. Their kids are likely to grow up underserved by the educational system. They'll miss opportunities just as their parents did.

I hope the work we do in Math Pathways will be one step in the effort to break that cycle and open up opportunities for these children and their families.

Eloy Ortiz, MURP
Research Associate
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What Success Looks Like

At ETR, we are engaged in projects that help us see “big success” in professional development efforts through formal evaluations of learning and behavior. These efforts support our commitment to the science-based delivery of training.

We also pay attention to the face-to-face human interactions of our trainings. There is relevance and power in these events at the personal level. Our trainers see individuals, groups or communities build confidence and change their practices with new information and skills.

Using both of these approaches, we are able to provide science-based trainings that engage, inspire and make a difference.

FOR MORE INFORMATION ABOUT

ETR's Professional Development services, contact:

Debra Christopher, MSM debra.christopher@etr.org

➔ I recently spoke with some schoolteacher friends of mine on the topic of professional development. One of them said, “I basically use our professional development time to complete my lesson plans.” Comments like this inspire me to deliver thought-provoking, whole-brain-engaging professional development that is *useful* for educators in our field. My goal: when participants leave the session, they will do something new and better in their work serving young people—and they will be *excited* about it!

This year I had the pleasure of developing a new workshop on a topic near and dear to my heart—fostering resiliency among vulnerable populations of youth. I've studied the effects of stress and adversity on the developing brain. I've worked within the juvenile justice system, both serving youth directly and building the capacity of educators. In this work, I've often struggled with the question, “What does it really take for vulnerable populations of young people to overcome the odds and become thriving adults?”

I knew that many of my workshop participants struggle with this same question, thinking about the youth they serve, the people they know, or even their own lives. For this workshop to deliver a powerful impact, I had to tap into these experiences, guide participants to acknowledge and question their subtle assumptions, and reinvigorate their attitude toward the topic. To do that, I had to gain their trust. Only then could they draw from their internal motivation to make use of the research and best practice.

When it came time for the workshop delivery, this is exactly what happened. The energy in the room was palpable and the discussion incredibly lively and rich. I guarantee that no one in the room was working on a lesson plan!

This is what I love most about professional development—guiding participants right to the edge of their comfort zones, navigating the challenging questions, and allowing them to go beyond the superficial conversations to talk about what is real for them and the youth they serve. In this situation, the brain has no choice but to fire the synapses, draw upon what it knows, question, and... *learn!*

Stephanie Guinosso, MPH

Program Manager

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HIT YOUR TARGET

At ETR, we are engaged in projects that help us see **big success** in professional development efforts through formal evaluations of learning and behavior.

We also pay attention to the face-to-face human interactions of our trainings. There is relevance and power in these events at the personal level.

TOGETHER WE MAKE IT HAPPEN

Selected Clients & Funders

ETR seeks and builds partnerships based on authentic relationships, excellence in delivery, innovative designs, and positive, measurable outcomes.

The following list represents selected past and present funders, clients and partnerships.

Government

Administration for Children, Youth and Families

California State Department of Public Health

Office of AIDS

Office of Family Planning

Office of Maternal, Child and Adolescent Health

Tobacco Control Program

Centers for Disease Control and Prevention

Division of Adolescent and School Health

Division of HIV/AIDS Prevention

Division of Reproductive Health

Division of Violence Prevention

Corporation for National and Community Service

Florida State Department of Health

Georgia State Health Department

Los Angeles Unified School District

Michigan Department of Education

Mississippi Department of Health

National Cancer Institute

National Institute of Child Health and Human Development

National Institute on Drug Abuse

National Institute of Mental Health

National Institute of Nursing Research

National Science Foundation

New York City Departments of Health and Education

Oakland Unified School District

Office of Adolescent Health

Office of Adolescent Pregnancy Programs

Office of Juvenile Justice and Delinquency Prevention

San Bruno Park School District

San Francisco Department of Children, Youth and Their Families

San Francisco Department on the Status of Women

San Francisco Unified School District

Substance Abuse and Mental Health Services Administration

Tobacco Related Disease Research Program

U.S. Department of Education

West Contra Costa Unified School District

World Health Organization

Private

AMD Foundation

Annie E. Casey Foundation

Bristol-Myers Squibb

The California Endowment

California Pacific Medical Center

The California Wellness Foundation

Carnegie Corporation of New York

Children's Hospital of Los Angeles

Child Trends

The David and Lucile Packard Foundation

Driscoll's Charitable Fund

Family Health International

Google

The Grove Foundation

Healthy Teen Network

ICF Macro

Lisa & Douglas Goldman Fund

Lucile Packard Foundation for Children's Health

Mary Wohlford Foundation

Metta Fund

National Campaign to Prevent Teen and Unplanned Pregnancy

National Juvenile Detention Association

National Partnership for Juvenile Services

Pfizer Inc.

Planned Parenthood League of Massachusetts

Research Triangle Institute

The Retirement Research Foundation

The Santa Cruz Community Foundation

South Carolina Campaign to Prevent Teen Pregnancy

United Nations Educational, Scientific and Cultural Organization (UNESCO)

United Nations Population Fund

United Way of Santa Cruz County

University of California, San Francisco

The University of Texas Health Science Center at Houston

The William and Flora Hewlett Foundation

The World Bank (through UCSF)

We join with others whose goals are to improve health and education in the U.S. and abroad.

