I. BASIC PROGRAM INFORMATION

1. Program Name	Reducing the Risk, published by ETR Associates		
2. Federal EIN or Social Security Number			
3. Content Strands Covered	Content strands covered in <i>Reducing the Risk</i> are Personal Health, Disease Prevention and Control, Consumer Health, and Family Life.		
4. Date SRP Formed	Please list the date (month, year) in which you first delivered supplemental resource products/training/equipment to schools.		
	ETR Associates was established in June of 1981 and has been providing products and services for over 30 years.		
5. Grade Levels	Please list the specific grade levels of your program(s). Reducing the Risk was designed primarily for 9 th grade students but it can be used with students in other appropriate grades (e.g. 8-12) or the appropriate age		
6. Service Area	(e.g. 13-18). Please list the district(s) and school(s) in which you are currently providing products, training, and equipment. District(s): School(s):		
	Calaveras County Office of Education Eugene School District 4J Las Cruces Public Schools Lawrence County School Martin County Board of Education Olympia School District Pike County Co-Op Extension Pueblo City Schools Rochester City School District District of Columbia Public Schools Harrisburg City School District Leominster Public Schools Memphis City Schools San Francisco Unified School District Pajaro Valley Unified School District Lauderdale County BOE Los Angeles Unified School District	Angels Camp, CA Eugene, OR Las Cruces, NM Monticello, MS Williamson, NC Olympia, WA Magnolia, MS Pueblo, CO Rochester, NY Washington, DC Harrisburg, PA Leominster, MA Memphis, TN San Francisco, CA Watsonville, CA Anchorage, AK Florence, AL	
	Los Angeles Unified School District Los Angeles COE	Los Angeles, CA Downey, CA	

San Bernardino COE San Bernardino, CA Corona Norco Unified School District Norco, CA Simi Valley Unified School District Simi Valley, CA Tulare COE Visalia, CA **Bakersfield City School District** Bakersfield, CA Sunnyvale School District Sunnyvale, CA Alameda COE Hayward, CA San Jose Unified School District San Jose, CA Santa Clara COE San Jose, CA Orange County Public Schools Orlando, FL **Broward County School Board** Fort Lauderdale, FL Pinellas County School Board Largo, FL **Gwinnett County Public Schools** Suwanee, GA Chicago Public Schools Chicago, IL **Boston Public Schools** Grove Hall, MA Prince George's Cnty PS Oxon Hill, MD **Baltimore County Public Schools** Baltimore, MD Frederick County Public Schools Frederick, MD **Detroit Public Schools** Detroit, MI **Orange County Schools** Hillsborough, NC Chapel Hill Carrboro City Schools Chapel Hill, NC Lincoln Public Schools Lincoln, NE Kearney Public Schools Kearney, NE Jersey City Public Schools Jersey City, NJ Trenton Board of Education Trenton, NJ New York Department of Education New York, NY Eastern Suffolk BOCES Medford, NY Syracuse City School District Syracuse, NY Toledo Public Schools Toledo, OH Metro Nashville Public Schools Nashville, TN Texas Ed Services Center Region 8 Mount Pleasant, TX Arlington ISD Arlington, TX Houston ISD Houston, TX San Antonio ISD San Antonio, TX San Marcos Consolidated ISD San Marcos, TX Texas Education Agency Austin, TX El Paso ISD El Paso, TX Alexandria City Public Schools Alexandria, VA Spokane Public Schools Spokane, WA

Waukesha School District

Milwaukee Public Schools

Contra Costa Unified School District

Mt. Diablo Unified School District

Soquel Union Elementary SD

Waukesha, WI

Milwaukee, WI

Concord, CA

Soguel, CA

Pleasant Hill, CA

	11. 0101 15111	
	Live Oak School District	Santa Cruz, CA
	San Lorenzo Valley USD	Felton, CA
	Oakland Unified School District	Oakland, CA
7. Geographic Setting	Check the setting(s) in which you have provided services to schools in the past. ✓ Urban Rural ✓ Suburban Check the setting(s) in which you are prepared to provide services to schools in the	
	future. ✓ Urban Rural ✓ Sub	e prepared to provide services to schools in the purban
8. Type of Organization	Check the category that best describe Profit Governmental Entity Institution Other (describe)	es your organization. For profit ✓ <u>Not for</u> tution of Higher Learning Educational
9. Mode of Instructional Delivery	Please describe the methods by which your program delivers instruction to students (i.e., classroom instruction, on-line/Web based, etc.). Reducing the Risk, published by ETR Associates, is a school-based program. The program consists of 16 classes. The Reducing the Risk basic program includes: 1 teacher's guide, 30 student workbooks, 1 activity kit and 50 each of STD Facts for Teens, HIV Facts and Birth Control Choices pamphlets. Spanish student workbooks are also available. Staffing requirements: This curriculum is designed to be taught by classroom teachers or family life educators. Educators interested in implementing this program should be skilled in using interactive teaching methods and guiding group	
	The classes should be taught so that	sses should be taught 2-3 times per week. most youth attend most classes. All 16 c. Classes should last at least 45 minutes. The

10. Provider Contact Information	Contact Person's Name (Services): Coleen Cantwell, MPH Contact Person's Name (Products): Nancy Gonzalez-Caro, MPH	
	Street Address: <u>4 Carbonero Way</u>	
	City: Scotts Valley State: CA ZIP: 95066-4200	
	Phone (Services): <u>(831) 440-2186</u> Phone (Products): <u>(831) 440-2237</u>	
	Fax <u>(831) 438-4284</u>	
	Email (Services): coleenc@etr.org Email (Products): gonn@etr.org	
	Web Site: www.etr.org	
	Hours of operation: 6:30 am to 5:00 pm PST	
11. Program Description	Provide a very brief (3 sentences maximum) description of your program's offerings that schools could use in their compliance with the	

MS House Bill 999.

Reducing the Risk, published by ETR Associates, is a school-based, evidence-based abstinence-plus program that teaches students the interpersonal or social skills they can use to abstain or protect themselves from pregnancy, STD & HIV. Abstinence is presented as the best, safest and most common choice for high school students, but Reducing the Risk also recognizes that some students are sexually active. For this reason, students are given clear guidelines and rationales for using protection during sex.

Please Also indicate which keywords best match your program's offerings:

Classroom instruction Evidence-based abstinence-plus curricula

demonstrations and speakers.

Training Interactive skills-based training of educators and

training of trainers

Equipment Television, DVD player

You may suggest additional keywords that might be included in a searchable database of providers:

ETR Associates

Evidence-based curricula

Pregnancy prevention, HIV and AIDS prevention, STD prevention

Abstinence plus

Skills-based trainings

Teaching assistance

Program evaluation

Please provide a sample of program's offerings (e.g. curriculum, training agenda, sample assessment)

See Appendix 1 for a Sample Training Agenda and Appendix 2 for the Curriculum Class by Class Outline.

II. INDICATORS OF QUALITY

The following measures will allow the Mississippi Department of Education to determine the quality of services you provide. Directions: Shaded upper box is a description of what is required; the lower box contains questions to be answered.

A. Evidence of Effectiveness (Limit 2 pages) The proposal will be evaluated based on the extent to which you are able to clearly and specifically show your program's evidence of effectiveness and/or medical accuracy to at least two or more of the indicators listed below. Please cite all sources of evidence. If yours is a newly developed program, you will not have a record of effectiveness to draw upon. We will weigh heavily the indicators in Part B. Offerors must provide evidence of effectiveness and/or medical accuracy that fall into at least two or more of the categories below in order to be approved.

Information is provided below showing evidence of effectiveness in Categories 1 and 2.

1. Provide evidence that your program has a positive impact on students' ability to gain to make health-enhancing decisions that are age and developmentally and apply skills information to develop positive attitudes, behaviors and skills necessary responsibly for a lifetime (Cite available research studies).

Evaluation--Research Design

The Reducing the Risk curriculum is one of the first rigorously evaluated sex education curricula to have a measurable impact upon behavior (Kirby et al., 1991). It was the first to be evaluated in a high school setting and to have employed such methodological advances as large sample sizes, good comparison/control groups and long-term follow-up.

In the original study, *Reducing the Risk* was evaluated in 13 high schools throughout California. Forty-six classrooms were assigned to either program or comparison groups.

Data Gathering

Questionnaires measuring knowledge, peer norms, behavioral intentions, sexual and contraceptive behaviors and parent/child communication were administered to these students before the curriculum was implemented, immediately after the curriculum was implemented, about 6 months later and about 18 months later. A total of 758 students were tracked for 18 months.

Findings

Results indicated that Reducing the Risk:

- Significantly increased knowledge. Students retained this greater knowledge for at least 18 months.
- Increased parent/child communication about abstinence and contraception, and made this communication easier.
- Significantly reduced the onset of intercourse at 18 months among students who had not initiated intercourse prior to the pretest.
- Increased use of contraceptives among students who did initiate intercourse after the curriculum was implemented.

- Significantly reduced unprotected intercourse among all students who had not initiated intercourse at pretest. These effects extended across a variety of sub-groups, including at least 2 different ethnic groups, both sexes, and lower- and higher-risk youth, but the curriculum was particularly effective for lower-risk youth and female students.
- Did not diminish students' perceived proportions of students their age who had ever had sex, but did apparently prevent those perceptions from becoming worse.
- Significantly increased contraceptive use among female and among lower-risk youth over the comparison group.

Two other studies also evaluated the impact of Reducing the Risk:

- The first of these evaluated the impact of the curriculum in rural and urban areas in Arkansas (Hubbard, Giese and Rainey, 1998). It found that *RTR* both delayed the initiation of sex among those youth who had not had sex at pretest, and increased condom use among those youth who did initiate sex.
- The second study evaluated the impact of RTR in Kentucky (Zimmerman et al., 2008). It found that RTR significantly delayed the initiation of sex. However, that study did not find a significant increase in condom or contraceptive use.

Selected References

- Hubbard BM, Giese ML, Rainey J. 1998. A replication of Reducing the Risk, a theory-based sexuality curriculum for adolescents. *Journal of School Health* 68 (6): 243-247.
- Kirby D, Barth R, Leland N and Fetro JV. 1991. Reducing the Risk: Impact of a new curriculum on sexual risk-taking. *Family Planning Perspectives* 23 (6): 253-263.
- Kirby D. 2007. Emerging Answers 2007: Research findings on programs to reduce teen pregnancy and sexually transmitted diseases. Washington, DC: National Campaign to Prevent Teen and Unplanned Pregnancy.
- Zimmerman RS, Cupp P, Donohew L, Sionean C, Fesit-Price S, Helme D. 2008. *Effects of a school based-theory driven HIV and Pregnancy prevention curriculum*. Perspectives on Sexual and Reproductive Health 40 (1): 41-51.
- 2. Provide letters of reference from previous clients (schools, districts, students, teachers, etc.) offering testimonial information on the positive impact of your program. Provide contact information, start and end dates of service provided, and school and school district name for each reference. (Submit a minimum of 5 letters and a maximum of 10.)

Letters of reference with testimonials on the positive impact of the *Reducing the Risk* program can be found in Appendix 3.

3. Provide additional evidence of improved outcomes, such as student attendance, retention/promotion rates, graduation rates, and/or student behavior/discipline. (Cite available research studies).

Not applicable.

- B. Connection to State Academic Standards and Districts Instructional Programs (Limit 1 page) The proposal will be evaluated based on the extent to which you are able to clearly and specifically describe your program's connection to the Mississippi Curriculum Frameworks for Comprehensive Health and district(s) instructional program(s). Your description should address both of the following indicators.
- 1. Describe your program's connection to specific competencies in the Mississippi Curriculum Frameworks for Comprehensive Health. Please cite the specific competencies your program addresses.

Competencies addressed by the *Reducing the Risk* curriculum are listed below. Locations are listed by class.

Competency 1: Comprehend concepts related to health promotion and disease prevention.

Objective b. List and describe the transmission, symptoms, treatment, and prevention of communicable, non-communicable and sexually transmitted diseases. Location: Classes 1b, 6, 7, 8, 9, 12, 15.

Competency 3: Demonstrate the ability to practice health-enhancing behaviors and reduce risks.

Objective k. Explain other measures for at-risk behavior involving communicable diseases.

Location: Classes 1b, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16.

Competency 5: Demonstrate the ability to use interpersonal communication skills to enhance health. Objective a. Define the role of the family in the transmission of values, attitudes, behavior, personalities, and responsibilities of its members. Location: Classes 3, 6, 11.

Objective c. Discuss conflict resolution styles and components of communication that can aid in resolving conflicts. Location: Classes 3, 4, 5, 10, 11, 16.

2. Describe your programs' connection with the instructional program(s) of the Mississippi school district(s).

Reducing the Risk is an abstinence-plus curriculum. Abstinence is presented as the best, safest and most common choice for students. Reducing the Risk also recognizes that some students are sexually active. For this reason, students are given clear guidelines and rationales for using protection during sex.

Students learn they must consult with their parents and think through their own values to decide what to do. The curriculum provides ideas, skills and practice to do these things effectively.

- **C. Monitoring of Student Progress** (Limit 1 page) The proposal will be evaluated based on the extent to which you clearly describe the specific programs and practices you use to diagnose a student's needs, prescribe an instructional program to meet that student's needs, and evaluate and monitor student's progress towards clearly identified goals. Your description should address all three of the following indicators.
- 1. Describe the specific process you use to assess/diagnose student needs, identify skill or knowledge gaps, and prescribe an instructional program based on the student's individual needs. 2. Describe the specific process you use to evaluate, monitor, and track student progress on a continuous and regular basis. 3. Describe how you develop a timetable for each student's achievement gain that includes clear goals for the student.

For 30 years ETR has been at the forefront of developing, implementing, evaluating and disseminating evidence-based programs in schools and communities. ETR's Research Department, in particular, is widely recognized for its work in both developing and evaluating sex-related evidence-based education school programs. In addition, we have over 30 years of experience providing technical assistance and training to funded grantees, both regionally and nationally, in the implementation and evaluation of evidence-based programs in several large school districts and communities, including grantees across the nation funded by the Centers for Disease Control and Prevention.

ETR is well versed in the content areas being addressed by this RFP as well as general and evaluation-related services and capacity building. We have the experience of customizing pre and post test to measure how change in knowledge, skills, attitude and behavior for sex-related evidence based programs. In addition, for many years we have worked with teachers and schools to assist in understanding and maximizing the use of our evaluation services and findings. For example, The Centers for Disease Control and Prevention (CDC), Division of Adolescent and School Health (DASH) contracted with ETR Associates to provide rapid evaluation technical assistance to agencies implementing innovative health programs. In our work for the California Office of Family Planning, we have developed a continuous program improvement tool kit and provide evaluation support (e.g., through serving as evaluation liaisons and providing training) to over 100 funded health agencies. In both projects, TA has included assistance in the development of customized evaluation plans, data collection, data analysis and synthesis, and dissemination of findings. ETR is currently one of three contracted agencies funded by the federal Family Youth and Services Bureau to provide program and evaluation technical assistance to states funded under the Personal Responsibility Education Program (PREP). This project has included the development and implementation of evaluationrelated webinars and training sessions. Furthermore, we are currently funded through CDC, Division of HIV/AIDS Prevention (DHAP), Capacity-Building Branch to provide capacity-building assistance to local CDC-funded community-based organizations implementing HIV/AIDS prevention programs as well to other CDC-funded capacity-building agencies. Finally, ETR has designed and implemented numerous evaluations of health-related programs in schools and communities across the country.

The Reducing the Risk Student Knowledge Survey is an instrument that classroom teachers can use to examine whether short-term knowledge learning objectives have been met among students participating in the Reducing the Risk curriculum. A pretest-posttest assessment design can be used to measure pre-instruction levels and post-instruction changes in student learning.

- Ability to detect student change using this survey may vary and can be affected by numerous factors (e.g. number and content of lessons students receive, student scores at pretest, student motivation and interest in topic and survey, etc.)
- Improvement on the Reducing the Risk Student Knowledge survey between pretest and posttest can be viewed as supportive, but not definitive, evidence of the curriculum's impact on

short-term knowledge learning objectives.

- A well-designed evaluation study (e.g. using a strong experimental design with a well matched comparison group and adequate sample size) with more extensive measurement would be needed to provide stronger evidence of curriculum impact.
- Many of the questions in the Reducing the Risk Student Knowledge Survey originate from published studies. The language used in some of the questions and/or response options has been modified from the original versions. Some questions have been newly developed for inclusion in this instrument. Please note that these measures may not prove to have adequate reliability, validity, and sensitivity to change for your students and should be pilot tested with your population and setting before use.

Even though ETR does not typically work on projects that require developing an individual timetable to track student's achievements and goals, we do have substantial experience in evaluation and monitoring student progress. This experience will make it possible to repurpose these tools to create student timetables that can easily be used by teachers and other school personnel.

- D. Financial and Organizational Capacity (Limit 1 page) The proposal will be evaluated based on the extent to which you offer strong evidence of your capacity to deliver quality services over time to the identified population. You may use the following as sources of evidence: * Copies of business license or formal documentation of legal status with respect to conducting business in the state if applicable * Contracts, warranties, or guaranties for services provided * Proof of liability insurance (company name and policy number, or a copy of the policy cover page) * A description of how the provider currently receives funds (i.e., grants, fees-for-service, etc.) * Audited financial statements * Credit ratings from an independent rating agency * Business plans or profiles that might include: goals, timelines, and expected outcomes; detailed action steps; descriptions of financial and staff resources; organizational budgets that account for revenues and expenses and cash flow activity; and outlines of roles and responsibilities of staff within the organization * Descriptions of an experienced management team (e.g., CEO, CFO, COO, Marketing Director, Director of Staff Development, etc.) and senior staff members who help set direction and maintain a leadership system * Samples or descriptions of formal contracts, data collection, accounting, and communications processes and systems. Description should address No. 1 below (financial stability) and at least one additional indicator from this category.
- 1. Submit evidence demonstrating that your organization is financially sound. Your evidence may include: a description of how you currently receive funds (i.e. grants, feesfor-service, etc.); audited financial statements; credit ratings from an independent rating agency; organizational budgets that account for revenues, expenses and cash flow activity; and/or proof of liability insurance. (Include company name and policy number, or a copy of the policy cover page).

ETR Associates (ETR), a national non-profit organization located in CA, has nearly three decades of experience in developing, evaluating and disseminating evidence-based programs designed to prevent teen pregnancy, STD and HIV. For over 30 years, ETR has worked to build capacity to effectively implement evidence-based prevention programs at the local, regional and national levels with schools, community based providers and state and local health and education agencies through the provision of training and technical assistance, evaluation services and publications. Over the past three years, ETR has managed between 30 - 35 active projects totaling over \$11 million annually. Project budgets range from \$5,000 to \$2 million. ETR is also the largest non-profit health education publisher in the U.S. ETR's Publishing Division reaches hundreds of thousands of health professionals annually. ETR ships approximately eight million books and pamphlets worldwide every year. ETR receives funding through grants and contracts and sales of products from federal, state and local government agencies as well as private foundations, non-profit and for profit organizations. Total agency revenue for fiscal year 2008-2009 exceeded \$15 million.

ETR supports and maintains 114 employees located in four offices across California, and an office in Washington, D.C. as well as telecommuters across the nation with appropriate information technology, administrative, and fiscal management systems. With the use of telephone, fax and ETR's Microsoft Exchange 2007 email system as well as the Microsoft Office SharePoint Server 2007 for collaboration, off-site staff have ready access to agency information, resources and support personnel.

ETR utilizes a combination of a fully automated financial reporting system, complimented by auxiliary contract analysis with the use of Excel spreadsheets and the Project Support System to ensure reporting deadlines are met, reports are accurate and address any funder specific requirements on an award by award basis. Each contract/grant awarded to ETR is assigned a unique number within the financial system in order to accurately segregate costs to individual awards

according to Generally Accepted Accounting Principles. ETR maintains all original documentation and has in place formal approval processes for purchases, travel and the use of outside consultants.

As depicted on the organizational chart, the above infrastructure provides support to the office of the Chief Executive Officer/Chief Operating Officer (CEO), as well as ETR's two divisions, Publishing and Programs Services, which contains two departments and two centers. ETR's Board of Directors is composed of national representative from health and education the meet quarterly in-person with more frequent executive committee meetings via teleconference.

In addition to the above description, we include the following Appendices as further evidence of ETR's financial and organizational capacity:

Appendix 4: ETR Organizational Chart

Appendix 5: Most recent Audited Financial Reports (2009-2010)

Appendix 6: Certification of 501(c)(3) status

Appendix 7: Sample training contract Appendix 8: Proof of Liability Insurance

BUDGET/COST SUMMARY

Applicant SRP Name: Reducing the Risk published by ETR Associates

Provide an average per pupil cost, per unit of service. (Please describe the length and cost of a typical unit of service (i.e., one hour, one month, one semester, one year, etc.). This page may be duplicated as needed.

DESCRIPTION OF SERVICE	
CURRICH LIM/TRAINING/FOURMENT)	COST
(CURRICULUM/TRAINING/EQUIPMENT)	
The Reducing the Risk basic program includes: 1 teachers guide, 30 student workbooks, 1 activity kit and 50 each STD Facts for Teens, HIV Facts and Birth	The cost of the basic program is \$267.99, which includes everything required for one classroom of 30 students.
Control Choices pamphlets. Spanish workbooks are available.	Student workbooks and pamphlets are required for every student. Additional classroom workbook sets of 30 are priced at \$124.99 or \$4.16 per student. Contact ETR Associates regarding custom site licenses to reprint student workbooks.
	Program sets with supplemental materials to enhance student learning include DVDs, pamphlets, Health Facts books and posters. The Reducing the Risk program sets are priced from \$418.99 to \$539.99.
	For more information about <i>Reducing the Risk</i> , go to: http://www.etr.org/tppi/products/reducingThe Risk.html
ETR Associates also provides free downloads of pre- and post-tests on our website at http://www.etr.org/tppi/products/reducingTheRisk.html	A 2 page pre- and post-test is offered as a free download. Copies will need to be budgeted for each student.
Ideally, educators providing Reducing the Risk will receive training regarding the curriculum. ETR offers training through its Center for Sexual and Reproductive Health. The standard Reducing the Risk training is 3 days. A 2-Day training option is also available. ETR can also provide technical support on adaptation and evaluation of the curriculum.	Estimated costs for two trainers to provide a three day training for 20 people—\$22,265. The two day training for 20 people is \$20,147. Costs include training coordination, materials design, travel, and supplemental training materials.
	Every teacher will require at least an RTR basic set for the training. Training participants, not teaching will require a teacher guide for the training, priced @ \$71.99 each.
ETR can also provide technical support on adaptation and evaluation of the curriculum.	Technical support on adaptation and evaluation is available and priced according to program needs.

ASSURANCES AND SIGNATURE FORM

In submitting this application to be included on the Mississippi Department of Education's Approved Supplemental Resource Services Provider List, I certify that:

- 1. The organization will comply with applicable federal, state, and local laws.
- 2. The organization is fiscally sound and will be able to complete services to Mississippi public schools.

The organization will ensure that the instruction and content used are consistent with the instruction provided and content used by the local educational agency and are aligned with the Mississippi Curriculum Frameworks for Comprehensive Health.

The undersigned hereby certifies that I am an individual authorized to act on behalf of the organization in submitting this application and assurances. I certify that all of the information provided herein is true and accurate, to the best of my knowledge. I understand that the discovery of deliberately misrepresented information contained herein may constitute grounds for denying the applicant's request for approval to be placed on the list of Approved Supplemental Resource Providers or for removal from the same list.