

THE EASE ENDOWMENT

CASE STATEMENT

EXECUTIVE SUMMARY

Planned Parenthood of Greater Northern New Jersey's nationally prominent sex education department pursues nation-wide and local projects that are important not only to the seven counties served by PPGNNJ, but also to the sex education community at large. Projects have ranged from helping early-childhood educators respond to young children's sexual questions and behaviors, to training teachers on how to present lessons about sexual responsibility and healthy relationships. Historically, the staff and programs have been 100% funded by grants and contracts. Therefore, when the grant funding ends, programs and projects disappear. We not only lose the programs, we lose knowledgeable, talented and dedicated members of our team.

Therefore, Planned Parenthood of Greater Northern New Jersey (PPGNNJ) established **The EASE Endowment — Ensuring Access to Sex Education** in order to ensure local and national access to quality sex education and training *in perpetuity*. The following provides an overview of the work and accomplishments of PPGNNJ's education department, The Center for Family Life Education (CFLE).

After reading the next few pages, we hope that you will agree that it is critical to protect the future of our Center for Family Life Education.

LOCAL PROGRAMS

The Center for Family Life Education provides a wide range of sex education programs in a variety of forums throughout our seven county service area (Bergen, Hunterdon, Morris, Somerset, Sussex, Union, and Warren Counties), including:

- Agencies for people with developmental disabilities
- Colleges and universities
- Group homes and halfway houses
- Health fairs
- High schools
- Juvenile detention programs
- Substance abuse treatment centers
- Middle Schools
- Prisons
- Religious Institutions
- Shelters
- Social services agencies
- Youth-serving agencies

The topics we teach cover the full spectrum of sex education. Selected topics include:

- Youth-serving agencies

Abstinence

- Parent-child communication
- AIDS/HIV
-

Pregnancy and birth

- Child sexual abuse prevention
-

Puberty

- Contraception/family planning
-

Safer sex

- Communication skills
-

Self esteem

- Date/acquaintance rape prevention
-

Sexual decision-making

- Healthy relationships
-

Sexual orientation

- Life options skills
-

Sexuality

- Men's health
-

Teen pregnancy

- Media literacy
-

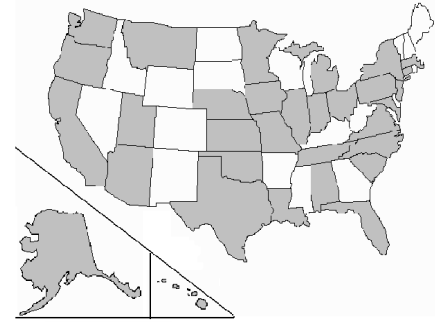
Women's health

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Sexually transmitted diseases (STDs)

NATIONAL TRAINING PROGRAMS

CFLE trainers are invited to give keynote addresses, breakout workshops, and full-day workshops at conferences and in communities throughout the United States. In 2007, we gave a keynote address at the Kinsey Institute and the closing keynote address at the American Association of Sex Educators, Counselors and Therapists (AASECT) conference.



These training events are often themed around one of our sex education manuals, such as **Making Sense of Abstinence**, **Positive Images** or **Unequal Partners**. In the map above, the shaded states illustrate the many places where we have presented the **Unequal Partners** workshop. (Note: Some states – Alaska, Florida, Maryland, New York, Virginia – have had us present many times in order to reach many more professionals, sometimes in statewide initiatives.)

CFLE also hosts a major conference each year, which is attended by New Jersey educators and other educators from around the nation. In addition to hearing from the top speakers in the field, participants get a first glimpse at our budding new education projects. For example, at the 2007 conference, themed "**Sex Ed 101: The Basics and Beyond**," participants learned a variety of ways to utilize game strategies to teach sex education. In the "Sex Ed Comes to Hogwarts" workshop," participants learned new ideas for incorporating puberty, relational, and sex education themes from the wildly popular **Harry Potter** novels into their classroom activities.

Participant feedback at our conferences and workshops continuously fuels the improvement of the education projects we develop, and the sex ed manuals we write.

OUR REACH

In 2007, we reached more than 18,000 individuals through our education and training programs. We will reach countless other students, as professionals who use our sex ed resources will continue to impact the lives of many young people for years to come.

Together, we can ensure that the groundbreaking programs, materials and approaches created by PPGNNJ's Center for Family Life Education are available to future generations of children, adolescents, parents, teachers, nurses, social workers and other professionals. By empowering individuals to take control of their lives, we enrich the entire community. By enabling individuals to master the concepts of responsible relationships, we improve the quality of the social fabric for everyone.

NATIONAL LEADERSHIP

Established in 1932 to provide low-cost reproductive health care and education, PPGNNJ has gained national prominence as a leader in the field of sex education and training. As publisher and producer of numerous teacher's manuals and videos, PPGNNJ has reshaped the way sex education is provided — replacing the traditional didactic model with innovative, interactive, student-centered models of learning. PPGNNJ has led numerous national initiatives to train professionals throughout the United States in a variety of cutting-edge topics.

Established to support and promote New Jersey's 1980 mandate for family life education, the CFLE grew to national prominence under the leadership of former Director, and nationally acclaimed sex educator, Peggy Brick. Throughout the late 1980s and 1990s, Ms. Brick developed a model for user-friendly education resources for sexuality educators. She also initiated numerous national training campaigns that continue to this day.

Today, the education department is led by William Taverner. Mr. Taverner is a co-founding editor of the *American Journal of Sexuality Education*, *Taking Sides: Clashing Views on Controversial Issues in Human Sexuality*, author of *Sexuality and Substance Abuse*, co-author of several CFLE manuals and a contributor to the *International Encyclopedia of Human Sexuality*.

Our expertise is recognized and respected internationally, and our resources are used in English-speaking nations throughout the world. The CFLE currently has a staff of 13.

Some of our national initiatives include:

▫ **Healthy Foundations**

Guidebooks and professional-development workshops to help early-childhood educators and administrators respond to young children's questions and behaviors regarding sexuality.

▫ **Positive Encounters**

Training manual, guidebook and professional-development workshops to help educators, counselors, and other professionals working with young people to provide educational counseling about contraceptive and safer sex decisions.

▫ **Positive Images**

Teacher's manual and professional-development workshops that promote a positive, comprehensive approach to sexual development, abstinence, and contraceptive education among youth.

▫ **Unequal Partners**

Research, teacher's manual, and professional-development workshops on the role that adult

men play in adolescent pregnancy.

A typical CFLE training campaign includes 30 regionally selected U.S. cities in which local Planned Parenthood affiliates and other health organizations organize and promote our full-day professional-development workshops. In a 30-city initiative, we train about 1,500 educators, each of whom will educate at least 100 young people in a given year. By empowering educators through our knowledge and skill-building workshops we have an impact on close to 150,000 young people during a typical initiative.

The impact of some projects is much more far-reaching. During the "Unequal Partners" initiative, the CFLE developed a workshop that continues to be enormously popular among educators, counselors, law-enforcement officials, social workers and therapists. Though this particular initiative concluded in 2000, we continue to receive requests to provide training on the subject of adult-teen relationships. Since 2002, we have provided this workshop in over 100 cities for thousands of educators; but too many communities have been denied access to this training, because they lack the resources to sponsor a CFLE presentation.

CFLE AWARDS, RECOGNITION AND REVIEWS

Our work is widely respected. Our staff has been recognized with the following awards:

Bill Taverner, CFLE Director

- The **Golden Apple Award**, given by the Association for Planned Parenthood Leaders in Education (APPLE), for exemplifying the highest standards of leadership in sex education.
- The **Sexual Intelligence Award**, given by the on-line journal *Sexual Intelligence*, recognizing him as "one of the country's pre-eminent sex educators, trainers of sex educators, and sex education theorists."
- The **Schiller Lecture Award (or "AASECT Founder's Award")**; given by the American Association of Sexuality Educators, Counselors, and Therapists for best interactive approaches to sexuality education.

Sue Montfort, veteran CFLE sexual health educator/trainer for more than 30 years

- The **Mary Lee Tatum Award**, given by APPLE for exemplifying the ideal characteristics of a sexuality educator. Past recipients include former CFLE director **Peggy Brick**, former U.S. Surgeon General Joycelyn Elders, and many other distinguished individuals.
- Montfort was also given an "honorable mention" for the **Sexual Intelligence Award**.

Colleen Lord, CFLE Education Manager for Union County

- **New Jersey Family Planning Conference Award**, given by the New Jersey Family Planning League for creative work, distinguished achievements, and service.

Reviews of our publications include:

Streetwise to Sex-Wise

"The things about *Streetwise to Sex-Wise* I am most impressed with are its attitude of abiding respect for young people; it's nearly fool proof - teacher friendly format; its very concrete, interactive lesson plans, and its comprehensiveness."

-Elizabeth Reis, Public Health Educator, Seattle-King County Department of Public Health

"Traditional approaches often fail to work successfully with high-risk youth. This book defines the high-risk population and assists educators with the development of approaches that address their particular concerns."

-Robert L. Johnson, M.D., Director of Adolescent Medicine, Professor of Clinical Pediatrics and Psychiatry, New Jersey Medical School

Positive Images

"*Positive Images* represents sexuality education at its best! It is clever, engaging, and based on the most accurate clinical and historical research." -

Janice M. Irvine, Ph.D., University of Massachusetts

"I give it my strong support and endorsement. It is the work of honest informed and caring people." What more could one ask for?" -

Ira Reiss, Author & Professor of Sociology, University of Minnesota

Unequal Partners

"*Unequal Partners* grew out of an extraordinary collaboration between research and pedagogy. The result is a resource that will change the way students think about power and consent." -

Sharon Thompson, Author of Teenage Girls' Tales of Sex, Romance and Pregnancy

"The new edition of *Unequal Partners* makes an already important educational resource even more accessible by integrating new technologies and media that are at the heart of today's youth culture. This revised edition explicitly acknowledges people of all sexual orientations and recognizes that the difficulties found within unequal relationships are not gender-specific. This manual is an essential tool for anyone working with young people on issues of honesty, equality, responsibility and respect in relationships." *-Eva S. Goldfarb, Ph.D., Professor of Health Education, Montclair State University*

SEX ED 101

"Highly recommended for all sex educators! A treasure chest of engaging activities for adolescents!" *-Dr. Michael Carrera, Director of the Adolescent Sexuality and Pregnancy Prevention Programs for The Children's Aid Society in N.Y., former President of the Board of Directors of The Sex Information and Education Council of the U.S. (SIECUS) and author of several books, including Sex, The Facts, The Acts and Your Feelings.*

FACING THE LIMITATIONS OF GRANT FUNDING

The Current Program-Development Process

All CFLE grant-funded education projects go through four stages:

1. Conceptualize

We conceptualize a project based on current needs identified in the field of family planning and sex education, and find a foundation that is interested in addressing a particular subject.

For example, when research began to emerge in the mid-1990s about the role that adult men play in adolescent pregnancies, we conceptualized an educational response. The Geraldine R. Dodge Foundation was identified as being committed to addressing related, critical social issues and funding was secured for the "Unequal Partners" project.

2. Create

We create an innovative project to address the identified need.

Continuing the above example, we developed a multi-year project in which we would conduct research, develop an educational manual, and deliver a national training campaign.

3. Carry out

We carry out the project we have designed, from developing the materials to delivering training programs nationally.

As part of the “Unequal Partners” project, we carried out the most comprehensive focus-group research ever done on the subject of adult-teen relationships; developed a teaching manual, *Unequal Partners: Teaching About Power and Consent in Adult-Teen and Other Relationships*; and initially provided 37 professional-development workshops, training thousands of educators, counselors, nurses, social workers and other professionals.

4. Cast Aside

As the funding for each grant runs out, the project is cast aside. A project may be revitalized or updated if new funding emerges or if an agency requests a specific training project on a “fee-for-service” basis. Unfortunately, most organizations that request training cannot afford the expenses involved. Likewise, without first securing new funding to cover the educator’s time and reprinting costs, there is no ability to update publications that have aged and are in need of revision due to the introduction of new contraceptives, changes in medical practice, shifts in colloquial language and changes in the social behaviors of a publication’s target population.

In one year, 30 agencies from Connecticut to California requested non-grant supported workshops. All the requests had to be rejected due to lack of funding.

Examples of Unrealized Initiatives

Some important projects never get past the conceptualization stage. Following are four examples of critical work that cannot be delivered due to a lack of funding. Each of these programs had, and still has, the potential to make a significant difference in the lives of thousands of individuals:

1. Substance Abuse and Sexual Health

In 1999, based on then-emerging research, PPGNNJ determined that it was of critical importance to address the link between substance abuse and sexual-health issues. Thirty Planned Parenthood affiliates agreed with our vision and wrote letters in support of funding both a manual and a series of professional-development workshops on the topic. Other agencies and outside organizations such as New York’s Center for Alcohol and Substance Abuse also called for a project.

Unfortunately, PPGNNJ has been unsuccessful in its attempts to find a funding source. It is with extraordinary frustration that this project remains on the shelf given its potential impact. The need for this project was supported recently by a senior research associate from the Comprehensive Drug Research Center, who publicly bemoaned the lack of such a manual.

2. Translation

PPGNNJ has a working agreement with MexFam — the Mexican Family Planning Association — to translate our manuals into Spanish. MexFam is excited about collaborating with us and introducing our user-friendly manuals to Central and South America. However, our inability to find funds to cover translation and printing costs keeps this potentially breakthrough project on the shelf. To date, only 1 of our 9 manuals has been translated and published in Spanish.

3. **National Training**

Each year, Planned Parenthood affiliates request training for a variety of sex education topics. If we do not receive funding to support the workshop-development costs and/or the required travel expenses, these trainings cannot be provided.

4. **Delivering Local Programs**

Finally, and most significantly, is our inability to provide basic education programs for local schools and community-based organizations. With rare exceptions, funding does not cover these services. And, since all educators' positions are grant or contract dependent, there are no resources to provide these programs for free. It is sadly ironic that while the CFLE continues to maintain prominence on the national stage, we are often unable to provide education in our own backyard.

THE EASE ENDOEMENT WILL ENABLE PPGNNJ TO PROTECT THE FUTURE OF THE CFLE BY MEETING THESE KEY OBJECTIVES:

- **EASE the restrictions** on delivering timely, comprehensive educational programs imposed by a lack of funds, or the short-term nature of current funding programs. The **EASE Endowment** will support our Center for Family Life Education, the PPGNNJ department devoted to sex education and training.
- **EASE the minds** of adolescents and at-risk adults who rely on PPGNNJ for accurate and understandable information about sexual relationships and reproductive health. The **EASE Endowment** will guarantee that the sexual health education needs of the people PPGNNJ serves will always be met.
- **EASE the workload** of teachers, administrators, and parents who otherwise would face lengthy searches for appropriate family life education materials among disparate and often unreliable sources. The **EASE Endowment** will ensure that we have the capacity to create and deliver classroom-tested and age-appropriate lessons and materials.
- **EASE the burden** on PPGNNJ's general operating fund by providing resources for this important mission. **EASE** seeks to raise \$3.3 million over six years in order to generate \$165,000 per year in a restricted fund that will only be used to support the core operating

costs of our CFLE. The immediate objective of the **EASE Endowment** is to cover the salaries for the Director of Education and two reproductive-health educators. **EASE** also plans to cover those expenses associated with developing and delivering new program initiatives, and updating or creating teacher manuals.

AREAS OF SUPPORT

The EASE Endowment will support the key operational elements of our CFLE, allowing us to continue and further our local and national leadership roles in the field of sex education. Rather than being forced to downsize or eliminate educational services when grants and contracts disappear, **The EASE Endowment** will ensure that our CFLE continues to thrive.

Our goal is to raise \$3.3 million. Contributions to date total \$950,000. We anticipate an average annual rate of return of 5%*, which should generate \$165,000 per year to support the following:

- Three core salaried positions

- Expenses associated with developing and delivering new program initiatives
- Expenses associated with creating and/or updating teacher manuals

*Please see page 10 for funding formula

ENDOWED POSITIONS

The **EASE Endowment** will allow our CFLE to provide much-needed educational programs and projects independent of grant and contract funding. **EASE** will support the basic infrastructure of the education department. This support will ensure that basic educational services continue in the communities we serve, and that our leadership continues on a national level. The immediate objective of the **EASE Endowment** is to pay the salaries of the Director of Education and two full time reproductive-health educators.

The Director of Education will continue to represent the glue of the department. The Director will provide leadership and vision for the entire department, design and implement national program initiatives, develop and update educational resources without relying on outside funding.

Two Educators, whose responsibilities will combine the provision of local countywide educational programs and participation in national initiatives. By integrating these responsibilities, we will be able to markedly improve our trainings and our educational resources. Lessons in our education manuals are field tested by our educators with real teens in real settings. No one knows better than our educators when a lesson "works," when it "flops," and what makes it better. Our educators try out lessons and activities with a variety of teens in a variety of settings. Educators who work in these authentic circumstances are prepared to share valid information with a broader national audience with a real understanding of the challenges that educators encounter. They are also instrumental in developing lessons with procedural steps that cover situations that an exclusive trainer might not foresee.

Further, the programs back home benefit by having the insight that educators gain from working with a national audience. Lessons become refined based on feedback, ideas and suggestions

The first Educator will be based in Bergen County, where the only community education we currently provide is a county and state funded program serving high-risk youth. The new position will combine provide free education and training programs for the many schools and community-based organizations whose requests we are currently forced to turn down. In Bergen County, there is a community-wide commitment to sex education; as a result, we receive program requests from middle schools, high schools, Girl Scout troops and others. Yet, we have virtually no capacity to meet these needs. ***Progress Note -This position is now completely funded.***

The second Educator will provide services in Morris County and the City of Summit in Union County, which borders Morris County. We have historically had no resources to answer requests for local

programs, whether they were for a health fair at Morris County College, a high school pregnancy prevention program or an STD prevention program at a Morristown homeless shelter. Under **EASE**, a new educator's position will provide free education and training programs for schools and community-based organizations throughout Morris County and in Summit.

Progress Note - The Stranahan Foundation has granted us bridge funding to support a full time Morris County/City of Summit educator for a maximum of five years. The intent of this grant is to insure that these critical services are made available while we complete the Morris County/Summit component of the EASE endowment campaign.

The endowment campaign focuses on Bergen and Morris counties because they are high population communities where we have provided little, or no, educational programming. The other high population center in our catchment area, Union County, is served through various federal and state grants that we administer – including our role as the lead agency in HIV/AIDS prevention for the City of Plainfield.

FUNDING FORMULA

The **EASE Endowment** annual transfers utilize the following funding formula, which is designed to smooth out the effect of general market fluctuations and eliminate adverse impacts caused by short-term market spikes or inversions.

Next Year's Transfer = 2.5% of the EASE Endowment Market Value as of September 30 of Current Year
= 30.0% of the Current Year's Transfer
= 20.0% of the Prior Year's Transfer

SUMMARY

When fully funded, the **EASE Endowment** will allow our CFLE to continue its national leadership in sex education, while better meeting the needs of the communities located in our own backyard. Further, **EASE** will enable us to establish continuity between all our grant-funded programs and identified community-programming needs. Finally, **EASE** will guarantee that the sexual-health education needs of the young people we serve will always be met.

Please help to ensure that the groundbreaking programs, materials and approaches created by our Center for Family Life Education are available to future generations of children, adolescents, parents, teachers, social workers, and other professionals. Through empowering individuals to take control of their lives, we enrich the entire community. By enabling individuals to master the concepts of responsible relationships, we improve the quality of the social fabric for everyone.

