

Stronger Families Through Healthy Relationships, Positive Parenting and Economic Stability Webinar

September 23, 2014

Operator:

Good day, and welcome to the Stronger Families Through Healthy Relationships, Positive Parenting, and Economic Stability Conference Call. Today's conference is being recorded. At this time, I would like to turn the conference over to Jen McHenry. Please go ahead.

Jen McHenry:

Thank you so much and welcome, everyone. Thank you for joining us today. We know you have a lot of time constraints on this first day of fall, and we're delighted you chose to spend part of your morning or afternoon, depending on your coast, with us today. We are the National Resource Center for Healthy Marriage and Families, and we are very glad you came to join us for Stronger Families Through Healthy Relationships, Positive Parenting, and Economic Stability. Today's webinar is going to feature three really fantastic speakers. I think you're going to learn a lot of great information that hopefully we can all take back and use with our programs and our families to keep making a difference. So I'm going to go through a couple of logistics. I'm going to introduce our presenters today and then we'll be hearing from Robyn Cenizal of the National Resources Center for Healthy Marriage and Families, Nigel Vann, ICF International, and the National Responsible Fatherhood Clearinghouse, and Penny Tinsman, who is with ICF International and also the Project Manager for the Office of Family Assistance Healthy Marriage and Responsible Fatherhood Grantee Technical Assistance Project. So the first sort of order of business, we will be broadcasting the audio from today's webinar through our speakers, so if you do for some reason have any technical issues, problems seeing something, hearing something, you can send us a message in the Q and A box. We'd also like for you to use the box to ask questions. If you come up with something during any of the presentations, we would like you to write them in the Q and A box and it's the right panel of your screen in the bottom right corner. Type in what you'd like us to present to our speakers at the end. We'll collect what is submitted and then address those as time permits. Any questions that are submitted that we don't get a chance to address during the webinar, we will be addressing and making available on our website. So if you're afraid you're maybe a little too close to time or it's a question that someone may not be able to answer in detail, please ask it anyway. If we can't address it during this time together, we will address it later on. We also have two opportunities for you to get some more information as we go through today's presentations. The first is through a series of web links. Those are going to be in your right-hand panel, and it's that top box. It says web links at the top, and then you'll see HMRF Website, Resource Center, Virtual Training Center, National Responsible Fatherhood Clearinghouse. These links will take you to the websites that we're going to be referencing today.

Below that we also have two files that you can access to download to your computer. Again, throughout the presentation. First is the speaker bios and contact information for

today's presenters, and then also our presentation slides. So our agenda today, we'll be doing introductions. First we'll be hearing about healthy relationships. Then we'll be hearing about positive parenting and finally economic stability, and then our questions and answers to wrap everything together.

The first presenter will be Robyn Cenizal. Again, for more detailed information, you can download full bios for each of our presenters on that right-hand files box. Robyn Cenizal is the Senior Manager with ICF International, and she serves as the Project Director for the National Resource Center for Healthy Marriage and Families. In addition to her training and technical assistance work here with ICF, she also brings over 26 years of government experience, specializing in strategic public/private partnerships to strengthen low-income, high-stress communities. She is a Certified Family Life Educator, and has authored numerous publications on promising practices associated with serving low-income and culturally diverse populations. Next you'll be hearing from Nigel Vann. Nigel Vann is Senior Technical Specialist with ICF International and he is the resource development lead for the National Responsible Fatherhood Clearinghouse. Nigel has worked as a manager and a trainer and consultant with programs for fathers and families in the United States and England since 1988. He has worked on four major fatherhood demonstration projects, four international major fatherhood projects, two healthy marriage initiatives, and many, many other programs strengthening families. He is also the main author of the Fatherhood Clearinghouse Responsible Fatherhood Toolkit: Resources From the Field, and a Tips for Fatherhood Group Facilitators a video resource guide. Now, with the technical assistance project with the Responsible Fatherhood and Healthy Marriage grantees that Penny Tinsman also works with.

Penny Tinsman will be our third speaker. She is a Senior Project Manager with ICF International. She has more than 19 years' experience in training and technical assistance and program evaluation for a variety of different projects. Specifically she's conducted and coordinated research and training in family strengthening, TANF, substance abuse treatment and prevention, victims' services and mental health. Currently she serves as the Project Manager for the Office of Family Assistance Healthy Marriage Responsible Fatherhood Technical Assistance Contract and the Economic Stability Workforce Development Technical Assistance Project to those same grantees, and she'll be talking through a new conceptual model that that project has just unveiled.

So without further ado, I'm going to turn it over to Robyn Cenizal to start us off.

Robyn Cenizal:

Thanks, Jen. Welcome, everyone. Today's presentation is a really exciting opportunity to highlight the interconnectedness between the work that we're doing at the Resource Center and the work being done by my colleagues in the broader field of healthy marriage and responsible fatherhood.

So as you may know, our mission at the Resource Center is about connecting healthy marriage education skills and safety net services as part of an integrated approach to strengthening families. When we talk about healthy marriage education skills, we're referring to interpersonal skills such as communication and conflict resolution, along with critical skills like parenting and financial education. Communication and conflict resolution skills are not only important in developing and maintaining healthy family

relationships, they also transfer into the community and the workplace. For example, a person with poor interpersonal skills may have difficulty getting hired or maintaining employment, and we consider parenting and financial management critical skills as they are the top two stressors affecting most families, whether the stress is related to potty training a toddler or a teenager that didn't come home last night, parenting can be stressful, just as financial matters can be stressful, especially for low-resource families trying to achieve economic stability. My co-presenters today are going to share some resources available to support families, specifically in these areas as well.

Integrating educational opportunities into existing social service systems is one strategy for strengthening the safety net for families who traditionally have not had access or the personal resources to acquire or strengthen these critical relationship skills. Families are more likely to take advantage of services offered in a familiar environment where they're already receiving services.

Research shows that children who grow up in a home with adults who are in healthy, stable relationships fare better across the spectrum of physical, emotional, and behavioral categories than do children raised in single-parent homes or in high-conflict environments. By making relationship education skills available to parents, we can improve outcomes for children. These children are less likely to abuse drugs and alcohol, engage in risky sexual behavior, become pregnant as teens, or divorce when they do marry.

So let's look at the following cycle of incarceration. As you see from this graphic, boys growing up without their father in the home are three times more likely to commit a crime leading to incarceration. Children of divorce are six times more likely to be delinquent, and 70 percent of incarcerated adults grew up in a single-parent household. The visual also represents three opportunities for integrating services that can help strengthen families and break this cycle. For example, healthy relationship education skills can be integrated into schools to teach youth about healthy relationships, recognizing what healthy relationships look like, as well as part of a divorce prevention effort to help couples who are considering divorce understand all the implications and learn co-parenting skills that can help mitigate the effects of that divorce on their children. Or three, reentry programs. If we know that 70 percent of incarcerated adults come from single-parent households, integrating relationship education skills into reentry programs is one way to help these returning parents understand the importance of their decisions as it affects children. These educational opportunities can help families learn skills needed to develop and maintain healthy relationships, as well as understanding that spillover effect that those relationships have on their children.

In addition to the family benefits to children and societal benefits related to crime reduction, these skills also have an economic impact. Not only do the interpersonal skills transfer to the workplace, but individuals in healthy relationships are more productive and miss less work. Absenteeism, reduction in productivity, and increased health care due to marital distress, costs business \$6.8 billion a year, all the more reason for job training programs and employee wellness programs to embrace the idea of integrating healthy relationship education skills into the services that they offer.

Our next presenter, Nigel, is going to talk more about the efforts to work specifically with fathers to strengthen relationship and parenting skills. And then following Nigel, Penny will introduce a new resource designed to support service providers and their efforts to improve economic stability for families. And I'll come back to join you at the end of today's presentation for some closing comments and to help with questions and answers.

Jen McHenry:

Great. Robyn, thank you so much. I think that gives us a really good base and context for a lot of what we're working on. Hopefully some of our attendees that have heard a little bit of yourselves and these opportunities that we're talking about on integrating skills and opportunities to strengthen families. Again, if anyone has any questions that are kind of popping around in your head or you're mulling over right now and you'd like to submit them, you can by using the Q and A pod on the right hand of your screen, bottom right hand, and you can submit that. We'll take them and hold them until the end and when Robyn rejoins us we'll have a chance to address them. So thank you again, Robyn. And now I'll turn it over to Nigel Vann. Go ahead, Nigel.

Nigel Vann:

Thank you very much, Jen. Sorry that I had my phone muted. And let me also I'll just apologize in advance here, I'm working in the middle of a building site because I'm having some stairs fixed in the house that I'm housesitting in, and I had given the guy a sort of five-minute warning to stop. I didn't think I was going to start quite this early. He will be, if you hear the noises, they'll disappear shortly.

So what I'm going to talk about today is basically the evolution of the fatherhood work and look at where we are with this work, talk a little bit about what all stakeholders with an interest in child well-being can do, and share a few resources. And as you on the slide here, you know, you can date the beginning of fatherhood work in the 70's or 80's, but initially, at least, there was a growing sort of a realization that you couldn't just work with young girls around pregnancy prevention. You know, in the 70's and 80's we had an increase in divorce, we had an increase in birth outside of marriage and we had concerns about that, you know, it had an impact on the welfare system and it started having an impact on child well-being that we would become more and more aware of since. Some of the initial programs were, you know, the talking to young girls about postponing pregnancy and there was support for young mothers, but there was not a lot going on with the dads and so when I started getting involved in this work in the 80's there was a growing number of programs focusing on those issues. As we moved into the 90's there was more concerted efforts to work with the employment system, more concerted efforts to try and do something about child support situations that a lot of low-income guys were getting into and then really couldn't manage, and beyond that we started realizing that, you know, you, you can't just work with the dads. You can't just work with the mums. You've got to work with both of them, and you've got to be able to focus on the relationship and co-parenting skills, which is why the target is whether or not it can be so important. And a lot of this early work was just very community-based, actually. Where I first started doing the work, I was working for a program in Maryland and started looking around the country to see who else was doing this work and the further you looked, there was a lot more going on that really met the eye, you know, and

I, I know that's true today and a lot of that work was not even funded. It was just people in the community saying we need to do this, and gradually a sort of foundations got involved and there's been a number of major foundation-funded demonstration projects over the years, most of which had some support from the government, and then, more recently since 2006, the Office of Family Assistance has been providing grants for healthy marriage/relationships and responsible fatherhood programs that are now all required to focus on parenting, healthy relationships, and economic stability, so we've come a long way and still a long way to go, and ultimately I, I've heard a lot of people say this in the fatherhood field, ultimately the goal is to get to a place where we haven't got to talk about fatherhood per se because anybody who's doing family support work with the goal of improving child well-being should automatically be involving dads, and unfortunately, you know, that's not the case everywhere, but it's certainly the case a lot more than it used to be.

So here's just some of the early lessons really that were learned in this fatherhood work. One of the things was that, you know, it's, in terms of the child support system, it's the only real public policy that deals with dads. You have a welfare system that tends to support single mothers. There's a few single dads out there, but they're five to ten percent of all single parents. And so what the public policy system was doing was giving federal dollars to single parents, but then trying to replenish a lot of those dollars from the non-custodial or as I prefer to say non-residential parent. But the fact of the matter was, the, the non-residential parent in a low-income family situation had no more money than the residential parent and often, even less prospects for getting jobs because they didn't have the same kind of supports.

There was interesting research in the 90's that really pointed out this difference. It was led by people like Elaine Sorenson at the Urban Institute, and Ron Mincy at the Ford Foundation. Showing that although, you know, there's a, there's a lot of dads out there who had child support they weren't paying. They are actually the minority in terms of all fathers with child support orders and I'm not sure how it breaks down nowadays, but at that point, you could look at who owed the child support and about 50 percent of everybody that owed child support paid most of it on time. The other 50 percent, about half of them had the money to pay a good chunk of it anyway, but didn't pay it all for various reasons. But the other 25 percent, you know, half of the ones who weren't paying, the reason they weren't paying is not because they were deadbeat, which was a term that was used a lot in the child support circles back in the 90's. They weren't deadbeat, they were dead broke. They had no money; they couldn't pay. They had no way to get jobs that didn't have a good educational background, you know, they dropped out of school early and as Robyn pointed out, a lot of guys, you know, particularly coming from low-income backgrounds, ended up being incarcerated. You know, there's obviously some issues with that whole system. So child support really recognized that back then and the child support system at the federal level and a lot of state systems has really embraced now the need to not just go after dads for money, but to help dads get jobs so they can pay that money.

On a personal level, you know with this, this research that came out of the problems with fragile families study in the late 90's and early 2000's, we can say fairly definitely that, well, if you're, if you're married, you're there with your kids and hopefully have good

relationships so it's, you know, I've always felt that if you bonded with your kids in the early months, the early years, a dad can't walk away from that. Some dads can, but the majority of dads can't. I mean I challenge any man to hold a newborn baby in their arms and not want to be involved in the life of that child. It's more complicated when you're not married to the mother and not living in the home with the mother or maybe not living in a romantic relationship at the time, but even then, a lot of guys really do want to be involved and if you asked them at the time of birth, which is what we did in the Fragile Families study, the vast majority of unmarried parents, mothers and fathers, said they intended to stay together. It's just hard, you know, it's hard if you haven't got a lot of money so you struggle with that. And so a lot of unmarried dads do become less involved as their kids get older, so one of the things that the fatherhood and healthy relationship work can do is to really help those couples maintain a co-parenting relationship, even if, even if it's not a romantic relationship. And that's where a lot of other stakeholders really come here and that, you know, we should be challenging everybody who is working with children, everybody who is working with families, which tends to be mothers in a lot of settings, that if you're doing that kind of work, you should be looking to involve the dads. And it's often there's a, as I've got on that last bullet there. It's a issued to staff training sometimes, because it sort of becomes an unconscious thing, but if you're used to working more with mothers, you perhaps you don't look out to find ways to engage with dads, or you've perhaps not had a good relationship with the father of your own children or the men in your life and you unconsciously are putting that on to some of the men who you might be a little more positively engaged, so it's important to do some staff training and allow staff, particularly female staff, that you need to process some of those things.

When you look at the dads who have been involved in these programs, it takes time. I remember on one of the very first programs I was involved with as part of a national demonstration in the early 90's. They had a big kickoff meeting and I was a project officer for this national project, and so I was invited along with a lot of their partner agencies, and they had a whole spread of food laid out and we're along for this grand opening, and they talked to 25 to 30 dads who told them they'd be there, two dads showed up, and you could have just, you know, pricked the atmosphere in the room like a balloon and everybody was so deflated. That wasn't the right way to say that, but the good thing about that was that I was back there a couple years later for a graduation ceremony of a full class of dads who had their families and kids there, and those two young men were actually on staff then, so the message in trying to engaged dads is they will come. It takes time. You've got to have the right staff, the right approach, more than anything, you've got to have something real for them when they get there. If you get some guys in the program but then don't have staff who make meaningful connections or services that could really help them, they're not going to stay, and they're not going to talk well of the program and the community, so it's going to be harder to get other guys. If you talk to people about what does it take to bring dads into a program, the number one thing you are going to hear is word of mouth and, word of mouth comes from satisfied customers. So what we do once you get them in there is so important.

I've underlined the word "love" in that third bullet there because I've done quite a few sessions where the panel of fathers who are the staff training sessions for new staff, and

brings dads in from a local program and being in a, you know, been involved in a fatherhood program, and one of the things I would always ask them is what sort of, what kept you in this program? What kind of things did you get out of this program that you would like to recommend to other people? And almost in every instance, at least one of the guys would use the word “love,” because that what they felt from the staff who were engaging them. And I always talk about the fact that staff at these programs form a heart-to-heart connection with the men they work with and a lot of these men have not had that kind of stable, nurturing relationship from adults in their lives, and so they really tend to respond to that. You go find good times to engage with dads, and, you know, prenatally, the time when a lot of dads, young dads, they’re not going to come running to your program necessarily, but if you can connect to them, you may find that they’re more open to hearing something than if they’re scared, they don’t know what’s coming. Same thing when you’re going through a divorce or a separation. You want to talk to other people about it. You don’t know it, but you put a bunch of guys in a room together and create a safe place for them to start talking, they’re going to grow together and you’re going to be able to guide them on this journey where they go places they didn’t even know they could go. A lot of the reasons that guys do come to the program beyond sort of a need for some help with: “What am I going to do when the baby’s born?” “How do I, how do I manage this new child I’ve got?” “What do I do in terms of helping mum?” A lot of the other issues that guys present with is they need a job. They need a better job so they can pay their child support. You know, a lot of the guys who are not in the home have these child support orders that often get set higher than a lot of the guys can pay on a consistent basis. And the other big issue is I want to see my kid, so I want my kid, you know. And that’s, across the board is just another, what income level you are, you get divorced and dads are coming into these programs who, they’re angry. One of the things a program can do is, is let folks vent their anger, but help them understand, you know, it didn’t you do you any good, it didn’t do your kids any good if you’re angry at mum or you’re angry at the system that you, in your view, not supporting as well as it could, so helping guys to see that and then really helping to unearth some of their deeper needs, you know, help men get that job, help them get the qualifications and helping them get the skills to talk to moms, get the skills to be a good father and you have to help them, have to help them address various challenges. There’s all sorts of stuff going on out there, you know it’s very interesting, actually. If you look at the income of young men age 16-25 back in the mid-70’s, those wages have gone down consistently in terms of real wages since then. At the exact same time, the child support system was founded. So, you know, if you’re poor, it’s very hard to get out from behind the eight ball. If programs can help you get a few steps up the ladder, it could be immeasurable. And a lot of the things that Penny is going to talk about in her presentation is how programs could do this kind of case management, you know, for employment, but it’s the same in terms of the general issues that a lot of dads face.

So what program, what father programs can be particularly in terms of working with other stakeholders and other people that work with families? They can bring them into the table, a lot of the times I’ve done a lot of work with Head Start agencies, for instance, that are required to do male involvement activities. They don’t have a lot of funds to do it, but often struggle to really involve dads. And I’ve heard a lot of staff say well, we can get

mums in, but we, we can't quite figure out how to get dads in. You do have to do it in a different way. You know, you've got to talk to men differently than you've got to talk to women sometimes. You need to have some male presence, but it doesn't mean that you can't have female staff who can totally connect with men. And once you've got guys at the table, it's like any good healthy relationship program, any good family support program you make them feel comfortable. You help them really look back at where they've been, what their journey's been, what their parents' lives were like, what their grandparents' lives were like, what their relationships were like with each other, and what's been holding back on who you are today, and then take a look at what are your strengths, what do you want to get, how are we going to help you get there? And engage people in some really good one-on-one but group activities where they can grow together and, as their self-realizations grow and their willingness to embrace new skills grow, you've got to have skills and tools to share with them. So what a lot of good fatherhood programs do is, you know, they help guys understand child development. They help them understand good communication and listening skills. You've got to try, as I said in the beginning, to work with both parents. It's not always possible, and if you can't work with both parents, you've got to try and involve the, empower the one you are working with to have the skills to talk differently to their partner. You know, one key skill is you lower your voice, the other person lowers their voice. You raise your voice, they raise their voice, so let's not get into these knock-out, drag-out fights. Let's just sort of try and take it easy but show them we're trying to do things differently. You've got to work with other folk in the community who can help you provide all these necessary supports. You've got to be able to provide the necessary skills. You've got to talk about domestic violence.

Whatever stakeholders can do, you know, who are not necessarily engaged with dads now, but encourage all your staff to not just engage with a dad who might be in the home who could be a stepdad or could be the biological dad, but try and involve the dad who's not in the home and, as I said before, do some staff training to help staff process their own stuff but also think about well, how are we going to do this? How are we going to create this father-friendly environment? What does that mean? It means all staff have got to talk positively about fathers in the fatherhood program aspect of your services. One key thing is what does your mission statement say? A lot of Head Start programs again that I've worked with have a mission statement that talks about child well-being and family support, but it often doesn't use the word- it uses the word "family" but what does that word mean? In the community, you know, they may well associate "family" particularly with particular agencies, with mothers and children, so I encourage agencies to change the language a bit. On your brochures, don't say "support for families." Don't say "services for parents," say, "we work with mums, dads, and kids." You know, put the word "dad" and "father" in wherever you can. And compile a list of local resources where you can help mums and dads see where they can get other support.

Now, here's the Toolkit that we have at Fatherhood.gov, the National Responsible Fatherhood Clearinghouse that Jen mentioned, so the materials you see on the screen right now, they're part of what we refer to as volume one. They've been up just over a year now. You can go to Fatherhood.gov\Toolkit. You can access activities to work with dads. You can access tips from folk who have been doing this work for a long while. We

interviewed people; we put their ideas in there. We borrow some resources from programs that you can download. You can download activities from most of the major fatherhood curricula out there in the field, and you can, you know, if you've got a group of dads who are getting ready to meet tonight and your guest speaker didn't show up so you're wondering what to do, you can go there, download an activity and then try that out.

This is new material that is going to be up very soon. I've highlighted the one section that's on working with dads around relationship skills. But we're going to have all this material up within the next few weeks. And in the relationship, in the section on relationship skills, we provide various tips for practitioners working with dads in different family situations. You know, there's a lot of complex family network situations out there, so we talk about ways to work with dads who are in the home, dads who are out of the home, dads with blended family situations where maybe they've got some kids in the home, maybe their partner's got some kids in the home or maybe you've both got kids in other households, so you've got step-parenting relationships, you've got multiple adult and child relationships to manage that all need to be positive if kids are going to do well. We talk about ways to do effective communication, tips for dads in all those different situations. We stress, try to provide mediation with mum and dad if possible. That's been one of the trickier things in the field to do if you can't work with both of them, maybe you have a, you know, a third mediator who can come in and talk to, talk with both of them. We've also got a new Research-to-Practice brief that's going to be online soon at the Clearinghouse very soon that looked at good practice for parenting programs in general and has applied those to our fatherhood programs can do it, and basically what it said was that parenting programs that encourage the, that do modeling where the facilitator models things you can do with your kids at different ages, and also where you, where parents have the option to bring their own kids in, practice some of those things you've been talking about and get feedback from the staff. Those two things have proven really valuable and could well be valuable in our work with fathers, too, and I've often stressed in talking with fatherhood programs, you know, if you go to a program for mothers, you tend to see kids. You go to a program for dads, you don't see kids as much. If you're a fatherhood program, you should be talking about relationships. You should be talking about parenting. You should be talking about kids and have kids present.

Here's a list of some of the resources available at the Clearinghouse with the links, and you'll have access to this, and you've got access in your screen open right there and you'll have this afterwards. One thing I want to emphasize on this slide is the, the call center helpline at the bottom there, 1-877-4DAD411, this is a number that dads and mums call about 50 percent of each. A lot of times this folk are not getting along very well together and the counselors can actually get mum and dad on the phone together and talk, talk them through situations. They can also provide contact information locally for other resources, and it's not just the parents, it's the practitioners too. If you have a couple you're working with or, you know, a mum or a dad, you can call that number and you can get some ideas for local resources that you might find would be of help. And that's me. I will turn it over to Jen to introduce Penny.

Jen McHenry:

Alright. Thank you so much, Nigel. That was great. We got some questions in and, again, we'd like to encourage anyone who's got something for Robyn or Nigel or Penny coming up to continue to ask those as well in using the Q and A box on the right. We've got some good things coming up at the end of Penny's presentation and some good things immediately as she talks us through the Economic Stability Workforce Development Conceptual Framework. Penny?

Penny Tinsman:

Good afternoon, everyone. I want to thank Robyn and the Resource Center team for inviting me and Nigel to present today on a brand-new tool that we've developed through working with OFA, the Office of Family Assistance. We are the National - Healthy Marriage Responsible Fatherhood Technical Assistance contract, and we provide technical assistance to those Healthy Marriage and Fatherhood grantees that are funded through OFA. Currently there is 120 grantees, 60 of which are Healthy Marriage, 55 are Responsible Fatherhood, and then there are five that specifically work with a population that is either incarcerated or recently released, so we refer to these as Re-Entry grantees. I would like to start out also by saying that there is a key component for this particular funded grantees that really revolves around economic stability. So the Fatherhood grantees, it is one of three authorized activities that they must offer in their grant program. And, all but six of the 120 have some form of economic stability efforts, and it runs a gamut across the continuum. Some of them provide a very, what we like to call robust, that maybe there's on-the-job training, subsidized employment, while others offer much less robust or more passive financial education/financial literacy programs, but nevertheless very, very important, and depending on your program, most appropriate.

I want to say through the, the funding of this current round of grantees, realized there was a lack of consensus on the best models for economic stability activities and services. Further, there is also a huge lack of economic stability, of knowledge and economic stability activities and the way that those activities are implemented.

And finally, with the Healthy Marriage and Responsible Fatherhood Program, there is another challenge as well as integrating that component into those specific programs. What they, what OFA did was to fund a separate contract to provide technical assistance to these grantees that was specifically centered around economic stability and workforce development. The product that I'm going to discuss is really the out, the output from that, from that contract and the information that we've gathered. As we began this process, we developed a model. We did extensive research and prepared literature reviews, and we vetted the information with a round of experts of practitioners, policy makers and researchers to get the best model and the model that I'm going to present is what we, we have come up with, and I hope that it will be useful to you.

The conceptual framework which is what I'm going to talk a little bit about was developed to help, to specifically help Healthy Marriage/Responsible Fatherhood grantees, but it is useful for any community-based program. So we wanted to make sure that these grantees are being provided with the best, and the other programs are being provided

with the best information and a very comprehensive look at how to provide economic stability efforts in their programs.

As Nigel mentioned, a lot of what I'm going to discuss is based off of his, I wrote down "Fatherhood Participant Needs." Most of the fathers and the couples who come forward are looking for a job that, that they need a job, but they need a lot of other things as well, so finding a job can be the end component. But we also work with them to make sure that they are receiving a multitude of services as well.

There are two pieces of the conceptual framework that I'm going to talk about. One is what we refer to as a model, the conceptual model, which is really provides the overview, what, whereas the next piece, the process map, provides the participant's look at the model, it's the path that the participant will take through this framework. These are the two lovely pictures of the model is on your left with the five key components, and then the process map on your right, which we'll talk a little bit more about.

There are five key components of the conceptual model. There is intake/baseline assessment, capacity building, connecting to jobs, work retention and career advancement, and then probably the, what I would like, I always like to say it's probably the most important, it's the center of our model which pulls all of these others together, is the case management client plan in support of services piece.

We start out, we start at the top of the model with the intake and baseline assessment. Essentially, this is the, when the client comes in the door or your participant comes in the door, you're going to assess them and screen them for their personal needs and barriers. That could be health and physical, physical and mental health issues, the health and behavioral issues of their children, if they're involved with the child welfare services, if there is a substance abuse issue, if there's domestic violence issues, if they are, if they're involved in an unstable housing situation. Then you're also looking at the logistical and human capital barriers which could be their lack of education, language barriers, lack of work experience which can be a problem, and also their involvement with a criminal background. You also want to look and assess their job skills and experience. That could, excuse me – the, a very formal aptitude and ability testing, or it could be something much less formal and that it is very much just your case management experience and talking with them and what your assessment, very informal assessment as well, it could be your basic skills or learning aptitude. Also we talk a little bit about motivational interviewing. For those of you who aren't really familiar with motivational interviewing, it's really come to the forefront, and it's a collaboration of a person-centered form of guiding, excuse me, to elicit and strengthen the motivation for change. If your client or your participant's not ready to change, it's hard to get them to move along any continuum, much less to get them to a job and get them ready for a job.

Your case management, this is, to me, what's the most important, I think I've already said this, and this gets back to your meeting the needs of your client. As Nigel mentioned, the fatherhood participant needs, the healthy marriage participant needs. They come in and, when you're working with them to develop their client plan, their client objectives, you're going to be coordinating their services across providers, connecting them with, creating the personal connections with the participants, and this cannot be, you know, undersold how important that personal connection with your participants are,

assisting them in navigating service systems, if they are dealing with a child support issue, helping them work through that, and then connecting the clients to services that address their personal challenges. If they have a child care issue, you know, if you're having them come in for a program or even when they are employed later in the program providing the child care on site, helping them pay for child care. Nigel mentioned this as well, for a, in a program, a fatherhood or marriage program, or any of your programs as you're preparing for job readiness, involving the children. You know, bringing the kids with them. That, that's really, can be very effective. If, as I mentioned, they have a substance abuse issue, make sure they're screened. Provide them access to a local, culturally-sensitive drug treatment facility. Establishing that partnership with your participants is extremely important. Several programs also work with transportation issues. They'll provide vouchers or tokens, transportation, for public transportation. They can offer reimbursement for transportation costs, or sometimes they provide gas cards. And again, this can be for, either going to your fatherhood or marriage program, but also if you're going to your job or to an interview or what have you. It's very, very important, as I mentioned, to match the plans, whatever you're developing in your case management plan, to the actual client objectives, and their short term or long term goals.

Your capacity building is extremely important as well. The financial, there's three key components, financial management and asset building. In this area you can teach them building their, we would call it money skills and knowledge, balancing their income and expenses, be a more wise consumer, and building their assets. Their interpersonal skills and job readiness, we're talking about their soft skills. Soft skills can be a lot of times referred to communication skills. Job search skills, building their resume, knowing how to act as a professional when they are on an interview, those kinds of things are also extremely important.

The job-related education and training, making sure they have the basic educational needs for any particular job that you are trying to place them. If their job requirement is that they have a high school diploma or a G.E.D., making sure that they have that. Making sure that they have for a focus or job-specific training, if they require, if a job requires a commercial driver's license, making sure that they, they have attained that, that expertise and that certification.

We're going to back up just for a, a second and talk a little bit about financial education. There are six key strategies that we use that are strategies for financial education that are addressed. They are savings, the getting banked, which is, you know, making sure they go to the bank and not hide it under their bed, managing credit and their debt, the importance of their tax credits, their earned tax income, and then assessing federal and state benefits, again the EITC is a very big piece there.

Connecting to job openings, there's three key components here as well, job development, job placement and transitional support. The first is doing the job development, building your relationship with potential employers and other partners. When you're reaching out to potential employer partners, speaking the employer's language is really important. Marketing the benefits of hiring your candidate and stress the level of support that that candidate will get or that they've already received and will maintain and continue to receive while they're employed there. Also talking with your job

placement. Focus on the value added for your employees, again, or for your employers. When they're hiring your program participants, focus in on, again the support that they've received already to prepare them to be a good employee, but also what you're going to be continuing to share and to, to build with them. Again, preparing your employers for your job coach, to be a job coach, I'm sorry. They will continue to provide training while that person is employed with them. Also, the transitional support, if it's necessary, subsidize if you can, the employment. The ultimate goal of subsidized employment is unsubsidized employment. So making sure, if you can put a little bit of subsidies that, you know, maybe for 30 days you'll help subsidize an employee's benefits and wages, and then if, after that 30 days, that, you know, if they've met, the requirements of the employer that we would, that those subsidies would discontinue, you know, whatever timeframe that works, but building that relationship with your employer partner is extremely important. It's also very important to build that relationship and to not put forward an employee that's not a good match. You want to be able to build and continue to build the relationship with the employer partners, that they know that folks coming from your programs are good matches for their program, or for their jobs. They'll come back to you if they have a job opening, because they know you're placing good people. So building that relationship is extremely important.

Work retention and career advancement. Again, you know, incentives, you know we, in the private sector we call it them bonuses, that's great. So, you know, if, you know, if your employer, if your program participant is employed, then they're going to be able to receive an incentive. Sometimes that can be a very, an incentive that they receive help getting to and from work, you know, and we talked a little bit about transportation assistance. Again, the EITC benefits, as well as ongoing support, that they're going to be receiving or that they can receive from the program, again, you know, even after they are placed in, in a job, they, they are still dealing with maybe family struggles or housing issues or what have you, that those kind of, and continuing to build their communication skills, and to better themselves, can be an ongoing support. Additionally, new things may come up after they've been employed, so maintaining that relationship with your participant and making sure that you're addressing any new challenges is also extremely important.

We also talk a little bit about up-skilling and career advancement and enhancement. You want the folks to be moving along the job, the path to a career into a long career so that they're receiving, that they're bettering themselves. Maybe they start out at a part-time job that ends up being a full-time job which then can take the next steps and, we've had several programs report extremely high success rates with their participants after they've been placed, but they are now, you know, a recognized person at that company, that they have moved along the ranks of the employees and now are supervisors and what have you, so moving them forward and up-skilling them and making sure that they continue to move along the continuum.

Again, as I mentioned, the conceptual model, the process map of the model, is really the participant's route, if you will, through the, the process of workforce development and economic stability. It's really hard to see on this screen, but I'll show you, I think, in a better picture in a minute, you, the first three boxes at the top of intake and assessment, and then the middle piece is where you're talking about your case management from the

left, and then you talk about your connecting to jobs and your capacity-building on the right, and then, ultimately, your employment and the main--maintaining the support and your up-skilling of the individuals. It's also important to notice the wrap-around arrows are talking about the social programming and making sure that they are always--you're always meeting their needs or working with them to meet their needs, as well as personal transformation, and we talked a little bit about motivational interviewing earlier, but moving that participant along--along the road to making the change and being ready to change and those are extremely important aspects as well.

And here's a little bit better picture. I knew I should have flipped the screen. As you can see in the middle, you're talking about your supportive services in the, like lavender area, we've talked about child care, peer support, substance abuse, transportation, we talked a little bit about child support, and then you have your connecting to jobs is capacity-building on the right, and again, you can see the wrap-around arrows there.

We've talked quite a bit about, or I've talked, I keep saying we, I've talked quite a bit about the factors that impact the implementation of the model, the motivational and personal transformation, you know, when they're ready, they'll make the change. So, helping them along that line to get ready is extremely important. Making sure that your program understand the labor market conditions where they are, where your program is located, can be extremely important, and there's lots of information about labor market readily available on the internet. Also, recognizing cultural sensitivity and the importance of cultural sensitivity, and that can be both, the culture of, you know, your ethnicity, but also the culture that some of these folks are coming from, for example, the incarcerated or formerly incarcerated, if they, folks presenting with a criminal background, that's a whole special issue that, you know, your employer partners need to be prepared for as you're trying to place your participants, because if someone's presenting with a criminal background, they may not be the right fit for every job, or that they can't be because certain employment areas do not allow individuals with a criminal background or a drug, substance abuse history to be employed in that area.

Finally, as I mentioned, these were developed to help OFA and the OFA grantees, the Healthy Marriage/Responsible Fatherhood grantees, to distill, share, and incorporate practices into their program that would better help their program participants reach economic stability and in their search for jobs. As I mentioned, again, a lot of what I talked about was based on Healthy Marriage and Responsible Fatherhood grantees, these programs and this workforce strategy is effective for all of the programs, community-based programs. I'm going to ask Allen if he can share a little bit on that HMRF website. Thanks, Allen. Again, as you can see, this is a brand new, I think it was launched in March, the new HMRF website, it's hmr.acf.hhs.gov. This is OFA'S Healthy Marriage and Responsible Fatherhood website, and there is a lot of really, hopefully really helpful resources here that are available to the public, not just to the grantees, and if you go to the Toolkits and Trainings, you'll see here there's the Toolkits at top and Within Reach: Strategies for Improving Family Economic Stability, which is what I just walked you through, but additionally, there's one right there underneath which is a Fatherhood Group Facilitator Guide that Nigel, the previous speaker, was very, very involved in. Also, on the left-hand navigation side, I'm sorry, on the right navigation, your three areas, the Highlights from the Field, which, if you click there it will provide you with

some stories, of highlights from grantees, also some quick facts if you have some questions about the Healthy Marriage grantees, and then as well as the bottom if you're curious about where any of the programs, the Healthy Marriage programs are, you can go to Find a Program.

Allen, could you walk us through the Toolkit page, please? Thank you. As you can see, and I'll just scroll down a little bit, it, it starts out with the introduction, and then there's the, the model, and it gives a little bit of the overview, and then it will walk you through, keep going - it's a long page - each module within the Toolkit. So if you clicked on the Intake/Baseline Assessment, it will provide you with the resources about and how to help your program implement those, those pieces of the conceptual program. And I'm happy to take your questions. I hope you have some for us, and I'll turn it back over to Jen at this point. Thank you again.

Jen McHenry:

Great. Thank you so much, Penny, and thank you again to Robyn and Nigel as well. We did have a couple questions come in and again, if anyone has anything additional, please continue to send them to us using that Q and A pod in the bottom right of your screen, and type it in and hit enter and we'll get it in the queue. One thing we did have someone ask and so I'll just reiterate in case anyone had a similar question about the 877-4DAD411 number that Nigel mentioned during his presentation of the National Responsible Fatherhood Clearinghouse, that phone number is toll-free, it is at no cost to the person dialing it and it is no cost for your program if it is something you'd like to direct people to. Then feel free to use that along with these other resources at no cost.

The first question I'd like to ask is for Penny. Where could someone find out about Healthy Marriage and Responsible Fatherhood programs that are in their area?

Penny Tinsman:

That's a great question. On the website that we just showed you, one of, on the right-hand side there is, you'll see a map. If you click on the map you can go state by state, and it provides you with all of the Healthy Marriage and Responsible Fatherhood and Re-entry grants, and then a little bit about each of those grants as well and if there is a website available for the grant, it will provide you a link there as well.

Nigel Vann:

And actually, Jen, if I could chime in, that we, you know, if folk want to go to the National Responsible Fatherhood Clearinghouse website, fatherhood.gov, we also have profiles for each state there that lists various resources for healthy relationships, fatherhood, and economic stability work.

Penny Tinsman:

And, and Nigel, just to, to second that, Nigel, I think yours is a little bit wider than just good, I think all the marriage and fatherhood grantees are there, but I think it's a little bit wider area as well.

Nigel Vann:

It's only, it's only state- or federally-funded resources, but it is, it is wider, yeah.

Jen McHenry:

Great. Excellent. And another question that's come in and is related, for someone

interested in starting to integrate, starting to talk about one of these three components maybe, all of the components, what are some tips that each of you may have for starting. Starting involving dads more, starting talking about thinking about economic stability, starting to talk about healthy relationships and those critical skills? We'll start with, with Robyn.

Robyn Cenizal:

Sure. Well, I think one of the first things that any organization needs to, to assess whenever they're thinking about adding on new components is, you know, what is their current service delivery system? What does that look like? And then what makes sense in terms of the needs of the clients that they're serving? Bringing in a whole bunch of new ideas just because they're new and interesting ideas may not be the most appropriate strategy. So I would start with assessing service delivery systems, and then perhaps thinking about integrating the different services, using the levels of integration that the Resource Center uses. Level 1 is basic integration. That could be simply informational handouts in a waiting room, whether those handouts are 10 Tips for Healthy Communication or brochures on the Community Healthy Marriage grantee or Fatherhood program. That's basic engagement, or developing a partnership if you identify, for example, that the cooperative extension agency in your community is offering financial education classes, financial literacy classes, bringing that partner in to offer those classes to your clients or developing a cross-referral system with that agency might be a good strategy. Or, if you're really in a position to fully integrate some of these new ideas, maybe consider how you might integrate the strategies for improving family economic stability that, that Penny talked about, downloading all that and actually integrating it into the work that you're doing. That might be a strategy. There's also healthy relationship curriculum available on the Resource Center website in the Virtual Training Center that might be an appropriate curriculum to integrate. But I would start with an assessment of your service delivery system and your client needs.

Jen McHenry:

Great, thank you. Nigel or Penny?

[Crosstalk]

Nigel Vann:

Yeah, well- go ahead.

Penny Tinsman:

Thanks, Nigel. I would just second what Robyn just said in taking an assessment of your program and what you're trying to accomplish, and knowing that, you know, with your service delivery, how important your, the supportive services are and, if, even if your goal is economic stability for your program or for, for your participants and that's what their goal is ultimately, when they come in and they need a job, and, you know, helping them understand that sometimes the, that can be a very, very hard sell, but they need a lot of other pieces as well. And one thing that I didn't mention and I, I should have, is not providing services to them that they don't need. If they don't present with a particular issue, having them receive services for something they don't need is also, could be detrimental to your program and to their, their actual goal, goals and objectives, their, their individual plan. Sorry, Nigel, go ahead. Your turn.

Nigel Vann:

Okay. Well I certainly echo, you know, everything that has been said, I think particularly not to try and stretch beyond your core mission. I think sometimes we trip ourselves up because we will go after a new grant, say, and try and do something that's really sort of beyond what we have been doing. But, you know, as I said, during the presentation, if your mission, your goal in any way entails family strengthening or enhancing child well-being, then, you know, that means you ought to be engaging with mums and dads so, you know, to the extent an agency may not be having a lot of success engaging with dads then, you know, I think take a step back and talk with all the staff about well, why isn't this happening? And why is this important? You know, it's very important to really be clear with everybody on the staff, the benefits of both parents being involved in the lives of a child. You know, everyone's got to buy into this, as I mentioned, you know, do some staff training. But talk to some dads, you know, talk to some dads in the community and get a sense of what they think of your agency and help them perhaps to develop a more positive attitude if that's not what they've got, and talk to the dads about well what might be interesting for you to come in, and what could we do to help, you know? Have a male on staff, you know, having that male face makes it much easier for a man just to walk in, but as I said before, it's not the be all and end all. I've seen many, many women do fantastic work with men without any other men on staff being really involved. Make sure that the first person anybody talks to is father-friendly, you know, so if a young man walks into your agency with his pants halfway down his waist, you know, don't be thinking stereotypically about who he is, you know, embrace him as a, as a young man who cares about his kids and really look for the strengths in everybody. That's a few thoughts.

Jen McHenry:

Great, thank you. And Nigel, you actually proactively addressed another question that someone asked about what to do if your staff is all female and that's a great point about making places engaging. Do you, and this is a bit of a plant question because I do have the answer, but where would someone find tips on how to assess whether or not their organization is being father-friendly and maybe start to assess how they are in terms of being welcoming to dads.

Nigel Vann:

Okay so you'd call that a setup question Jen, right?

Jen McHenry:

It's a little, a little bit of a setup question.

Nigel Vann:

There is a, you know, if you go to our Fatherhood Toolkit, you can download a father-friendliness assessment tool that was actually developed back in the 90's. I had a hand in developing and it was developed for the National Head Start Association and there's a different version, a slightly different version of it that's available now for Head Start agencies through the Building Blocks, and there's other ones out there. I think I saw that Neil Tift was part of the audience and he developed one many years ago and I'm not sure how available that is now and the National Fatherhood Initiative has one available as well but you can, you can download that one from our Toolkit anyway, and it's broken

down into five categories to take a look at various aspects of your agency and you can have staff get together in small groups to assess things on a scale of one to five or one to ten and then you can come up with where there's some areas for growth and then you can start talking about ways to improve things. But I think again, you know, involving all the staff in that is key. You don't want to just have one person whose job it is to engage with dads or with mums, you know, or to do the employment bit. You want everybody on board with the importance of everything so that everybody is talking it up with everybody they meet.

Jen McHenry:

Great. Thank you. Another question we got in was from a group that serves as a domestic violence shelter, but also facilitates parenting programs in their local area, so they provide a lot of resources and assistance to clients, but their question is about ways to motivate and keep clients following through and I'm thinking this is particularly in terms of both the programming and some of the economic stability components that we talked about in Penny's program. So whoever would like to take the first swing at how do you keep a client involved throughout the whole process.

Robyn Cenizal:

Penny, do you want to start with that?

Penny Tinsman:

Jen, could you give me a little bit, could you repeat that a little bit? I'm not sure I followed exactly what the question was.

Jen McHenry:

Sure. So for clients who are in a program and you're wanting them to go all the way through, particularly I'm thinking in terms of the framework that had a number of steps, what's a good way or some ideas that you can keep someone involved throughout that process so they're getting the most out of what's being offered?

Penny Tinsman:

Sure. And I think that gets back to your case management piece, you know, having the case manager very involved. If they're work, when they're presenting with multiple issues, and it can be domestic violence, it can be substance abuse, it can be, you know, as I mentioned, housing, it can be whatever it is, you know, while you're trying to work with that, that's building the relationship with your, between your case manager and your participant, being that resource, making sure that the services that are--that the participants are receiving are good and that they are culturally appropriate for that individual. I think it gets back to, you know, some of what Robyn mentioned earlier, just the assessment of your service delivery. But case management plays such a crucial and vital role in that, and, you know, while they're working in, through, or you're dealing with maybe a domestic violence issue, you can also still be working on their soft skills or their other pieces of that, and I think that is, you know, where that's appropriate, I think that's helpful as well. But I think it all boils down to your case management strategy that your program is implementing. I hope that's helpful.

Robyn Cenizal:

This is Robyn. I would just add that one of the most important things to keep in mind whenever you're dealing with adults is the adult learner theory. And the theory basically says that adults need to feel empowered and they need to feel the relevance of whatever it is that you're wanting them to learn, so getting back to what Penny said, if they are presenting with multiple issues, making sure that you're addressing the issues that they consider to be the most critical, the most urgent first, is a great way to kind of start building that relationship, and making sure that any type of educational programming that you're providing to them is done using adult learner theory and not like you would teach a child where you expect them to come and to sit and to simply listen and be lectured to for a period of time. If adults value the information, they will stick with the program. Sometimes they have scheduling challenges and they have other barriers, and making sure you have strategies in place to help overcome those barriers so they can participate is important, but for the most part, people will do what is important to them, and so communicating that value, using your case managers to help them understand the value of what information they're going to learn from these different components of the program, is really key to getting them to start and stick with a program.

Penny Tinsman:

And right, and too, this is Penny again, and also one of the things we briefly showed when we were looking at the website is the toolkit for facilitators that Nigel was instrumental in helping us to prepare, provides, and it's actually a--it has video clips that can be also very helpful with the adult learning component as well.

Nigel Vann:

Yeah, I think what Robyn said was particularly on point there and very eloquently put, Robyn. It's like, you know, I think the key is, we've got to understand that folks' lives are complicated, right? And actually, if you help people get a rung up that ladder that I was talking about, life gets more complicated, so if you're now more involved with your kids or more involved in an education program, more involved in the training program, more involved in the job, it gets harder to keep coming to classes, but I think if you form that up-front relationship, and also that you've got this sort of real connection with the folk in the program as Robyn said, they, they're going to see the value of this and they're going to keep coming back. I think a lot of it is just from first contact that you, you listen more than you talk, and you, you just form a relationship and if there's something real going on, people will try and get there. But there will be times when it's difficult, so you do need to check in with them, you know, sometimes before a session or if they don't make a particular session, make sure that somebody touches base with them before the next one just to sort of see what's going on and, if it's not a staff person it could be a fellow participant sometimes and sort of check in. You know, it might be a transportation issue. It might be there was a change in the job shift they had to work. It might be a child care issue so let's, you know, find out what's going on and see how we can help.

Jen McHenry:

Great. Thank you so much. We do have a few other questions that have come in but I would remind everybody please send questions and also you can send them to info@healthymarriageandfamilies.org if you think of anything afterwards. We will be

addressing them in a question and answer document that we will be posting to our website. So I'm actually going to wrap in the interest of time, by asking Penny, Nigel and Robyn to give us some closing thoughts and then Robyn will sort of lead us out. So Penny, anything you'd like to close with?

Penny Tinsman:

Well again, I, I would like to thank the Resource Center for asking me to present this brand-new model. It was just debuted to the grantees in August, so about a month ago, a little less than a month, maybe a couple days, so it is brand new. The Toolkit hopefully will be able to provide you with some very helpful resources. If you have any other questions or concerns, I believe the, one of the final slides will provide you with both my contact information as well as the HMRF TA email address, which is monitored constantly, and we will respond and we will help and provide resources as we can. So thank you again.

Nigel Vann:

Thanks, Penny. Yeah, I would just say, really as I started out, you know, I think, you know, if we want to do family strengthening work, we've got to work with both mum and dad, and that's been a lesson that fatherhood programs took a while to learn, but I think have pretty much embraced it, and we need staff, then, who can talk to mum and dad, you know, we need staff who model relationship skills that are so important that they talk to clients about so, you know, if we can engage mum and dad then we can enhance child well-being and that's what this is all about and I do encourage you to take a look at our Fatherhood Toolkit online again, you know, [Fatherhood.gov\Toolkit](http://Fatherhood.gov/Toolkit) and we refer to it as a living tool. It's not the "be all, end all" of anything, so if anyone sees anything there that they think "oh, that could be tweaked a bit," or, you know, why doesn't it mention this resource? We really do want to hear that and you can send an email to info@fatherhood.gov with that and as Penny said you, you're going to have contact info on our next slide as well, so thank you very much, everybody.

Robyn Cenizal:

Well thanks, Nigel and Penny. This is Robyn and I just have a few thoughts I want to close with and then you'll have access to all the contact information that's been mentioned. I would ask you to please stay tuned for the survey that's going to pop up at the end so that we can get some feedback from you. It's very important to us that we are doing a good job, and we only know that if you tell us, so please stay tuned for that.

We heard a lot of good information today regarding the importance of healthy relationships, parent engagement, including dads, and how we can support families in their efforts to achieve economic stability. This graphic that you see represents all the stakeholder agencies that serve as safety net service providers, supporting families and their efforts to gain, maintain or regain self-sufficiency. It also represents opportunities, opportunities for the integration of healthy relationship skills. We're making progress. Child support is reframing itself from an enforcement agency to a service agency. Full systems are offering healthy relationship skills to youth, child welfare agencies are proactively working to provide wrap-around services to support high-risk families instead of immediately removing children and then requiring punitive case plans of their parents, and workforce agencies are integrating interpersonal skills into their programming, but

there's more work to be done. By integrating positive messaging about the importance of healthy relationships into each of the touch point opportunities reflected in this graphic, we can change our culture from a society that reacts to family stressors with a punitive response. We can change from that to a culture that proactively educates and supports individuals as part of a strategy to strengthen families and communities. We can only do it with all of your help, and we appreciate you joining us today and we look forward to ongoing efforts to work together across the country to do just that. Malcolm Gladwell, in his book "The Tipping Point," refers to the tipping point as that magic moment when an idea, trend or social behavior crosses a threshold, tips and spreads like wildfire. So we hope that you will all help us be part of the tipping point in changing the culture for families across the country.

Thank you for joining us. We look forward to having you join us the next time, and be sure to fill out that pop-up survey. So with that I'll thank, thank my co-presenters and thank the staff behind the scenes, Allen, Rebecca and Jen, thank you all, and with that, have a great day.

END