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Telling the Story:
Documenting and Disseminating Stories of Program Success
Tuesday June 21, 2011

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Tuesday June 21, 2011

Webinar Transcription (provided by PGi)

Operator: Good day and welcome to the National Responsible Fatherhood Clearinghouse Clinical Assistance webinar. Today's conference is being recorded.

At this time, I'd like to turn the conference over to Nigel Vann. Please go ahead.

Nigel Vann: Thank you very much and good morning, good afternoon everybody. We have one more webinar to go after this so counting down here.

Today's webinar is going to be on telling the story. As we said in the announcement, we wanted to point out, you know, the fact that in the last webinar we talked about the importance of for fathers being known to their children. And today we're going to focus on ways to have our programs be known to the community and others.

I did just want to mention one thing here before I pass it to Matt for a reminder on instructions. And I just wanted to let you know I don't know if people have heard this news or not but Dr. Hershel Swinger who founded the program Project Fatherhood at The Children's Institute in Los Angeles back in 1996 has been one of your fellow grantees unfortunately Dr. Swinger passed away a few weeks ago.

There is an obituary that was in Los Angeles Time on June the 12th and if we can we'll post that information for you at some point. But just wanted to let you know that and to remember Dr. Swinger.

And if I could then pass it to Matt and Matt, if you could just remind people how to ask questions here.

Matt Crews: Sure absolutely. Good afternoon everyone. Good morning I guess in some place.

I'm going to go real quick over how to ask a question. Keep in mind the question can be asked by typing it in any time during the presentation.

You must leave a standard answer to let you know that your question has been received and will be submitted to Nigel to ask for them during the Q&A. And if for some reason

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your question does not get answered please email your SPO or us at info@fatherhood.gov.

The second thing right here it shows you where the Q&A box is on most of your screens. It's located in the upper left-hand corner. Click on that, a box will pop open. Type your question in the top box and then click the word Ask to submit your question. And keep in mind that we won't be answering the question during the actual webinar. But at the end we'll have a Q&A session.

For any technical issues that may occur other than those, if your screen's too small hit F5, same thing to make it smaller. If you want to ask your question hit F5 or Escape to bring back the original view to type in your question.

If you're having trouble hearing for some reason send us a message with the Q&A tool we just showed you. And if you're interested in slides I know we sent them out this morning. But if for some reason you didn't get them email us at info@fatherhood.gov and we'll send them right over to you. And will give it back to Nigel.

Nigel Vann: Thank you very much Matt. And also this morning you should have received in a document that had some additional links in that'll have some information that you can follow-up on if you haven't already taken a look at that.

You'll see some interesting videos and all sorts of information in there that we'll be referred to during the webinar.

So again, you know, the full title of our webinar today I think really says it all. It's telling the story, disseminating and documenting stories of program success. And I know, you know, we're all waiting at the moment for these RFPs to come out so you can begin work on your new proposals. And there may be some lessons learned in today's webinar that will help you with that process.

But our focus today is really more on making sure that we can tell the story of what we do and why we do it to a wide and diverse audience. You know the fatherhood field has come a long way since the early programs of the late 70s and early 80s. And I think these current federal grants have done a lot to re-energize the field.

But now we're getting ready for that next step forward. And, you know, if the work's going to continue I think it has to become embedded at the local community and organizational level. And we can't rely on federal state funding for that as a long-term strategy although it's certainly welcome to get things kick started.

But what becomes more and more important as we stressed during last year's grantee roundtables is local partnerships and networks that can enable the work to continue on various levels.

So today we're focusing on ways to enhance your visibility with partners and with potential partners to increase the scope of available services to enhance your visibility with the community at large, to increase the awareness not just of the importance of responsible fatherhood and healthy marriage and healthy relationships but also, you know, the services that you and your partners provide and to encourage some participation and also to enhance visibility internally within organizations and in the research and policy communities so that we can continually stress the importance of this work and look to find more ways to move forward.

So with that I'm going to turn to our first presenter who's going to lay out a framework to really help us start thinking about this and focus on some of the key issues.

And you see Diane's picture there. So Diane (Harmon) Kellegrew is the Director of the Strategies Fatherhood Initiative which she'll tell you more about in a minute. But basically, you know, they assist organizations in California to become more father friendly and to integrate evidence-based practices such as the Supporting Father Involvement Project which you've probably heard of.

It's the project that was run by Philip and Carolyn Cowan. And they published a number of very interesting articles on that with Kyle and Marsha Pruett. And Diane's going to share a bit about that but there's also a lot more information on that on the - some of the links that were sent out with your announcement earlier.

So Diane's grant portfolio also includes various federal grants, state training grants and numerous community foundation awards. Diane received her Doctorate in Educational Psychology from the University of California Santa Barbara. And besides her current work with strategies she's also an Associate Clinical Professor at the University of Southern California, Division of Occupational Science and Occupational Therapy.

So with that, let me pass it over to Diane to set the table for us here.

Dr. Diane Kellegrew: Okay thank you Nigel. All right, next slide.

I thought I'd start by telling you a little bit about strategies because primary work we do with the father engagement is through strategy. And strategies is - are three agencies. We work collaboratively together across the state of California.

We provide training and technical assistance to families strengthening organizations. That's really our goal.

The primary funder is the California Department of Social Services and Office of Child Abuse Prevention. But a lot of our Father Engagement Funding we also get through the Stewart Foundation. Okay, next slide.

So the strategy Supporting Father Involvement Project has three main facets. And the first facet and I'm going to read some of our examples and stories of our work today as I talk about a framework for using narrative or storytelling devices to talk about your project. So the first facet is to promote agency's father friendliness.

And here will work with agencies that are just in the beginning stages of thinking about how do they become more father friendly. Is this for them? Is this the trajectory they want to go on? And so we'll kind of explore with the leadership of the agency about whether or not they're ready for that.

We then work with them and all of their staff to conduct an agency self-assessment, the organizational self-assessment for their father friendliness.

We'll help them develop an agency action plan and provide technical assistance as they go about fulfilling the action plan and then reassess their agency with the OFA and kind of get them ready to begin to do father engagement work.

The second stage is for agencies that have pretty much passed through that stage of readiness. And they're now thinking about perhaps implementing an evidence-based practice.

So we are the dissemination arm for the state of California for the supporting father involvement intervention which is 16 week evidence-based intervention. And as Nigel already developed it was developed by Phil and Carolyn Cowan and Marsha and Kyle Pruett and involved either couples or the fathers alone.

So we will go out to an agency. We'll do training for them so that their group leaders are ready to conduct the intervention.

We'll provide technical assistance while they're doing the intervention. We give them the curriculum. We meet with them to make sure that it's going well. We record ways in which they've adapted, these field adaptations that happen during the scale up and the dissemination part of an intervention.

And then with that we'll report back to the researchers where we're fine-tuning what happens when you take this to a larger scale. So that's the second phase of our practice.

And the third part is that we do a lot of network and capacity building to bring agencies that are working on father engagement issues together to talk to each other and to build community around this so that the community works together, they share resources and they're really moving their community in ways that include fathers.

And so those are the three parts of our work. Okay next slide.

So today what we want to talk about is describing ways that the data can be used to meet the needs of the audience, describe the link between the unit of analysis and point of view and describe plots as a narrative structure to talk about data.

So here what we're doing that I'm thinking about doing is sharing with you our experiences of try to merge this concept of storytelling with data.

So when Nigel was talking about taking your projects to the field a lot of times that's really around talking about the programs, talking about the dad stories, using compelling media, wonderful visuals. And I know that Andrew's going to have a wonderful time. You're going to really enjoy his presentation when he does that.

One of the things that I'd like to share with you is our experience of having to talk about the numbers and the hard data and to make that compelling to the field. Because we're now in the era of evidence-based practice and we're really required to have good outcomes and good data and to share that data with our audiences.

But in another way we're also in the era of information overload. And basically we have to let - tell the audience why they should actually care about that.

Next slide, so one of the things that we've come to realize is that if we can't tell the story of the data in a way that's compelling when using these narrative devices then we usually find that we lose the audience.

So I'm sure many of you have had that experience of getting up and talking and you're going through and your wonderful hard-earned outcomes and you see people pull out their cell phones and they're starting to send email and texts because now you started to talk about research.

Or for us we do a lot of talk to policymakers and funders. And we begin to tell the stories and they pull out their cell phones and start texting because now we're telling the story and they don't want to hear another heart string story. They want the numbers. They want the costs.

And so one of our experiences has been that we basically began to challenge ourselves how do we tell that story, what do we do about that? So next step - next slide.

So one of the things that realized is that we had begun to make a pretty big mistake that I think may be common which is that we have developed these wonderful comprehensive power points that told our story.

And we basically took the same story on the road anytime we had to talk about it. And maybe if it needed to be shortened we would shorten the slides or pull some slides out because of timing and not so much really thinking about customized ways of telling the story based on the audience and what the audience needs to know.

And so we've really been very systematic now about thinking about audience when we gather our data and when we begin to map it.

So there are four different types of audiences that I know for - that are important for us and maybe they're also important to you.

So the first our policy makers and executives. We do a lot of work with policymakers and executives. And so what we find is that they're very interested in did it work? So did it work? And was this choice a good choice as compared with other choices?

So they don't necessarily want to you always just to sell your program but you have to show them how it can contrast with other things in the community and also what is the cost as an aggregate.

So for example when we go to talk to our Office of Childhood Abuse Prevention Partners and Funders they're interested in the fact that 80% of the programs that we work with that implement this supporting father involvement intervention find a way to fund it with their existing programs funds.

They don't have to get additional funds. And only 20% need to go out and get additional funds to fund the 16 week intervention.

But the interesting thing about that when we really think about the conflict or the struggle with that -- and I'll talk about that more when we get into plot -- is that of the funding sources for those agencies there's only - there's no one funding stream.

They come from such a wide variety of sources that we realize that if we don't have a way in which agencies have identified a consistent funding stream and so it means it has to be idiosyncratic from community to community of around California. And that's going to speak to the sustainability.

So we need to begin to have mental health departments and other probation and other kinds of funders realize that they would be able to use this intervention. So that's one of the findings. And that's the way in which the policymakers they really perk up and we begin to talk about it in that way.

Another audience where we custom tailor is with the program managers and the administrators. They're interested in the outcomes but they're mostly interested in how it applies to them.

So it may not be so interesting to them that other agencies are having trouble with funding stream. They already know that. They're having that issue too. But they want to know how can it be more cost beneficial with the way in which they're doing it and is it helping them to meet their program goals?

Next slide, other audiences that we like to take a look at too are staff and beneficiary, the fathers and sometimes for us the couples because we - the couples intervention.

So for the staff, the staff are very curious about whether it's meeting the goals of the agency because the staff are invested in the agency's success. But they're also very interested in the experience of what is it like to give the program and how's the program going to impact them.

So if you have staff that are working in a proud program -- and I know that Andrew's going to talk about that later because he's working in a proud program where they have these wonderful outcomes and they can talk about the ways in which their fathers are engaged and the success story -- that's one way in which it benefits the staff and the staff likes to hear those kinds of stories.

For us we're talking about frequently we're talking to agencies that are at the very beginning of their journey. And they're just thinking about whether or not they want to get involved and engaged in it. And so for them they like to hear the lessons learned that we have from other agencies about what happened in the beginning, how did it start. And for many of our staff they're working with fathers that have not always been stellar citizens and not always been stellar fathers.

And many of our staff may be working with fathers that have been touching the child welfare system or even in the child welfare system. They may have been fathers that have been involved with domestic violence issues.

And so frequently we have to talk with staff and put that right on the table about this is their experience of working with fathers. And many agencies if they're first starting want to take a look at what are their own attitudes about father engagement and are they ready for this? And they do that self-reflective process.

And so when we talk about that as part of the data set that we gather with this new agencies to new staff then it kind of normalizes that process and they realize oh, I'm not so alone in my worry about whether or not I'm ready to start this process. So that's one of the reasons why we would have to customize that with staff audiences.

And for the fathers and when we talk to the staff so that they can talk to the fathers because we usually don't talk to the fathers directly because our unit of analysis with the - what we work with our agencies, but this is where we also like to talk a lot about the research findings.

And if they're doing the supporting father involvement intervention if that's part of it what does the research show will be the benefit to fathers? So the fathers can think about whether or not this is really the kind of thing that they want to do.

So for example for the supporting father involvement research one finding is that there's improved joint decision-making between the father and the co-parent. And sometimes the father's not even together with the mother anymore. But they're some other type of co-parent.

But even with whether they're together or not there can be joint - better joint decision-making which benefits the child. And so for many fathers they think yes, that's something that's going to be valuable for me.

The other part too is that the parent together or whoever is working to co-parent usually have better results around managing the child's behavior. And again the fathers can say what's that - will that help me? What will my experience be like? Will that impact me, that type of finding that other fathers have had.

So this is some of the ways in which we think about the audience as we customize some of our (PowerPoints).

Next slide, so the other kind of thing that we wanted to talk about is the type of data. And many of you are experienced in inquiry and gathering data. And so you're probably familiar with the idea of some of the research which is does it work. And frequently that involves a quantitative data set.

And I'm sure if you're in a project like this you're all taking quantitative data and you're looking at does it work. You know, that's part of what you're being measured, the measurements you have to do for it.

The other piece is formative data which is what is it and how does it work? And sometimes that can be quantitative, what parts work well. And sometimes it's really qualitative.

And we try to do is to really look at do we have qualitative data that can help us describe the process. Because the more complex and rich our data set, the more that we capture every type of data, the more that we have to talk about.

So for us, for the formative data in particular we use a lot of our technical assistance logs to analyze the log so that we understand the process that agencies go through. Okay next slide.

So if we take a look at the next narrative device we're thinking about points of view and unit of analysis.

So point of view is the lens through which you see the story. It's the vantage point. It's the voice. Who's the main character? Who's talking?

And if we think about that from unit of analysis It's the major entity that's being studied, the major - the unit of analysis is also the point of view for the main character.

And one of the things that's really important to the story is to remember what the unit of analysis is and who's the main character. And if you want to be able to tell a story that has different types of characters you have to gather different types of data. So that was kind of you know, a way for us to begin to frame this.

So for us the unit of analysis has always been agency. How do agencies engage in father family practices?

And we've gathered lots and lots of data about what happens to agencies. But what we began to realize is that we also wanted to tell another kind of story. We wanted to tell the impact of those agencies in their community.

And so we've had to realize that in order to talk about that we couldn't just use the anecdotal evidence, the little case studies and case stories that the agencies told us as the example of that.

If we really wanted to have that point of view woven in and graded into the agency story we had to gather, specifically gathered data around community impact. And we actually - it forced us to begin to look at how do we capture community impact.

We also realized that because we wanted to tell the agency story through the lens of the staff we had to gather data specifically on the staff's voice and how the staff members are experiencing the agency's quest and journey to become more father friendly.

And so with those points - different points of view, those different unit of analysis we actually had different types of data set, so next slide.

So by doing that, by thinking about what point of view did we want to take and what was our unit of analysis we actually expanded the data that we collected so that we can build a bridge to different types of audiences and tell the stories that those audiences really wanted to know. So this idea of the unit of analysis is really important.

And one of the things that I have watched and we've also made this mistake too but I've watched a lot of other places do that is that they'll take a particular type of data that allows them to talk about a particular type of thing but they really did want to talk about that community impact.

And the only way they have to do it is through the less rigorous data set of just the anecdotal story. And that's - that doesn't always cut it when you're applying for funding. You have to have the actual data set to do that, so one way to think about that.

All right, next slide.

So the way in which we kind of went about thinking about how does our data tell the story is we developed a mapping process. And this is just a - kind of a sample map. It's certainly not as complex, as the mapping process that we actually use.

But over on the left-hand side you can see the different types of data that we collect. And then we thought about who would be our most common audiences and what with they want to know and how would we customize that particular data set for that audience?

So for example you'll see that our policymakers are very interested in the geographic distribution of all of the agencies that we work with around the state.

And while that may be interesting to the program directors, if we spend a lot of time and that which we do spend a lot of time on that when we talk to policymakers and funders, but if we spend a lot of time in that with program directors we don't get to the issues that really interest them and we begin to lose that audience.

So for the program director audience they're interested in maybe how agencies progress through and the types of outcomes that they have because then they're able to think about how that relates to their experiences. And they're also interested in how it's implemented, what the cost is, what the timeline is.

And if you go - all the way over to the right-hand side again you'll see that the program staff, they may also be interested in the timeline and the process but really more how it relates to their own experience.

And they're also interested in the lessons learned and the voices of different people that have completed the program.

What we began to realize as we map this out is that we sometimes heavily weighted our data collection and our data analysis for a particular audience and by really mapping and spreading it we were able to really make sure that we were thinking about that systematically about who we wanted to be able to tell our story to in that respect.

Next slide and I think you can think about like communities, community leaders. I mean they're all different kinds of audiences. This is just a smaller scale kind of way just to illustrate that.

So if we go to the next slide, the next narrative device is really going to look at the - oh I'm sorry Matt. Can you go back one slide? Thank you.

What I meant to say if we look at this slide rather than the next slide the last narrative device I want to talk about was plot. And this was - plot is a really helping to understand what happened. Plot is what happens in a story.

And I have a glass of water falling here is a picture because it reminds me of this - of a conversation I had with a friend of mine who's a linguist.

She was very interested in when is an event an incidence, so just a water - a glass of water falling versus a story? And when is a very young child able to tell the story?

And so one of the very basic elements of narrative is that there's an action and a reaction. So an incidence is a glass of water falls. And the reaction or the story piece is a child in a high chair says uh-oh. And that becomes a story. The glass of water falls and there's a reaction.

And I began to think about the challenge that we had when we have lots and lots of -- are you guys there?

Nigel Vann: Yes I'm here Diane, yes. We lost you for a minute there.

Dr. Diane Kellegrew: Okay; are you back then? Am I back?

Nigel Vann: Yes you're back, yes.

Dr. Diane Kellegrew: Should I - where did you lose me? Just for a second?

Nigel Vann: You had just talked about the child having the reaction and how that makes the story.

Dr. Diane Kellegrew: Okay great. Thank you. So if we're back down so then that becomes the reaction to uh-oh.

So we began to realize that a lot of times when we would switch from the story of the agencies or the, you know, the - the kind of the pieces that looked more like a story where there are people in them and we began to have the numeric component we would lose the audience. They would begin to say oh no, now it's into research. And that would become a challenge.

So how do we introduce our research findings and our data findings using this idea of plot? And in particular we're going to look at exposition, conflict and resolution so next slide.

So with exposition this is really setting the stage. And what we now do is we think about how do we set the stage to really as we begin to use the numeric data set?

So who are the characters? If you think about the old classic director and actor talking what's the motivation, what are the goals and how do we really have people get into this particular storytelling by setting the stage?

So I actually really use the questions. When I go in and present the PowerPoint I present it as a question. Because I find that if I start by presenting data tables I lose the audience. So we just start with a question.

What agencies are involved with our supporting father involvement project? Who are these agencies? And then we'll put up the demographic variables.

Well they come from these regions in California. This is the urban and the rural divide. This is the ethnicity breakdown for the agency. So the audience is able to really follow along with you who are the agency?

What we - when we began to lay this out as a story we began to realize that we were missing important piece of the narrative.

So for example we actually didn't ask the question why do agencies decide to do this in the first place even though we have that data set.

So now we go into what's the motivation. So we actually say what prompts agencies to participate? Why do agencies decide to take that next step to become father friendly?

And then we do our data set with agency reports. And so it sets the stage. It has people ready to listen okay, what happened next, the next slide. We know who they are and what happened next.

So the next slide if you think about a narrative it's the action and the conflict or the struggle.

So the first part is what did you do? What actually happened? And then after what you did what happened? Was there a struggle? Was there a conflict?

So this is where we began then to introduce the data that talks about our process, what happened, what is our supporting father involvement process, what's the program description?

We go into percentages for how many agencies complete different sections, what's their timeframe around completion timeline, what types of TA is required for them to complete, what are the kinds of outcomes, what kind of outcomes do they report, what happens -- this is the what happened so what outcomes do agencies report -- the percent of fathers that complete their program, the different types of challenges that they have around the father friendly structure. And this is basically what happens.

Now before we began to use a narrative structure we would frequently talk about demographics. We did go into motivation. And then we would frequently talk about outcomes but we wouldn't always tie it first telling our process then telling our outcome.

And we found that we would also - we would have a lot of clarifying questions because people wanted to see it laid out in this way.

So when we would tell this type of story for example we may begin to look at the fact that one of the things - findings we may report is that 41 of the agencies that we worked with to complete the OFA, of the 41 agencies we worked with this year, 22 had documentation plans to monitor whether they were engaging fathers. They already had that invented.

We don't require agencies to have new ways of doing their documentation. We just help them use what they have.

So 22 already had ways to track father engagement. And of those 22 agencies that tracked it they had increases in father engagement between 30% to 70% -- pretty impressive.

But, now this is where when you talk about the conflict part of the narrative. But the challenge was 19 agencies did not have any way of actually tracking father engagement. It's something that they never did before and they didn't make it part of their action plan.

So now if we go to the next slide please on the last part is resolution. So how will things be different and what will happen?

So here at the resolution we'll have how would agencies change or what are the next steps? So we'll talk about conflict that 19 agencies had no way of tracking father engagement.

And we'll talk about now the resolution. So the resolution is and the next step is in our next iteration of working with action planning we're going to really challenge agencies to think about and they find ways to track father engagement.

And we're going to share with them the successful ways of tracking that the other 22 agencies use. And so that's a way in which we'll wrap it up with this idea of resolution.

Frequency when we go and wrap-up with resolution this is also a really perfect are to - perfect time to come in with the lessons learned and the case scenarios that are illustrative.

They're not anecdotal stories that are basically in place of data. But they're illustrative cases to kind of bring home the personal impact, that kind of sense of oh what happened? Did they ride off into the sunset, what happened to those agencies to really give you a feel for that.

So for example this is where we might talk about our family resource center director in Madera County that reported 70% more fathers began attending their family resource center family event -- 70% more. They didn't even know what to do. They had to buy new chairs.

And they also began to get calls from two different state agencies because they were hearing that they were doing more with fathers and their probation department and their child support division wanted to talk to them. And that was just through their father friendliness plan.

So that would be the personal case that illustrates the data set. And this is also where we'll go into next steps.

So that is pretty much - it's been really very important way for us to think about how to roll out the data set.

And by doing that we have found that we have agencies that are no longer still afraid of using numbers and using numbers to tell their story because they can think about it as still a component of storytelling. Okay next slide.

So I think we've come to the end of my piece of the presentation. And I wanted to just acknowledge our wonderful team that works across the state.

Danny Molina is our Fatherhood Project Manager. And he works with Bobby Verdugo, and Rick Pero, Samantha Flores and (Barbara Finch) as they work with our agencies in California and to try to create communities that embrace fathers and fathers involvement with their family. So thank you very much.

Nigel Vann: Well thank you very much Diane. Yes, a very nice presentation and beautifully timed. And I think the work you're doing there is just really impressive and important in really building this field.

And it's nice to see Bobby Verdugo's name on your last slide there. Bobby presented I think it was the first webinar I did after I came into this position.

And, you know, I know he's been doing this work for a long while and had the opportunity to meet Danny Molina too. And obviously he's doing some great stuff there.

So now we're going to move to Andrew Freeberg who's going to really build on the way, Diane has laid this out now and just give some examples of what they've been doing at the father project in Minneapolis where Andrew is the Project Director and Evaluator.

And I'm sure many of you have had the opportunity to get to know Andrew a bit at the roundtables and the conferences although he was not at the last grantee conference because he was offered some important event with his daughter -- picture there.

Those of you who were at the grantee conference in Baltimore though, the very moving video that was produced by RFA and that featured some of the participants from the Goodwill Easter Seals Father Program, so Andrew's going to be talking a little bit about how that came about.

He's been involved in his fatherhood work for I think close around ten years now, working in Minnesota which of course was one of the original hotbeds of fatherhood work back in the late 80s, early 90s which has sort of I think created a good foundation for some of the partnership work that's really been growing and growing there. And again Andrew's going to talk about some of that.

Besides his work with the Father Program, Andrew also oversees training initiatives, the Mission Services Division of Goodwill Easter Seals and he's responsible for the organizations Web site - Web based client management system. And he directs several evaluation initiatives.

He received his Doctorate in Clinical and Community Psychology from Bowling Green State University in 1998 and also fluent in Spanish which I'm very envious of Andrew.

And of course, you know, the fatherhood project started before these current grants. It was actually part of the Partners for Fragile Families Demonstration between 1999 and 2003. So there's a wealth of experience that they've been building on.

So Andrew it's - let's have this great presentation please.

Andrew Freeberg: All right, thank you very much Nigel for the introduction. And I did just last week celebrate my 10th year of working with the Father Project so great to be invited to be a part of this call today.

And I want to thank OFA and Nigel for invitation, Matt Crews for the technical assistance and also thanks to my co-presenter Diane Kellegrew -- very well done. And I've learned a lot through this process of working with Diane. And hopefully my examples here will just simply build on what she has already shared.

Before I get started I also wanted to acknowledge the work of Guy Bowling, Michelle Bell and really the entire team of the Father Project Staff and our collaborating partners who've been instrumental in building the program model and now being at a point of really putting a strong emphasis on disseminating results and findings, different ways to tell the story which as Nigel was pointing out I think is such an important part of advancing the field of responsible fatherhood at this particular juncture.

On this slide Nigel pointed out a picture of me with my two kids here which I'm happy to see there not just as a proud father but also an example of an opportunity we had at the father project to be featured a few years ago now as part of a diversity training calendar that went out.

So it wasn't my picture here but a better looking group of father project program participants that were featured in the June calendar month for that and just was a great way for us to be opportunistic and gain some exposure for our program and another venue for talking about the work of the fatherhood field.

Next slide please. Now as far as objectives go for today I hope to provide you with a basic understanding of the Father Project service model so that you can have a foundation for really comparing and contrasting the work of your program and hopefully a foundation for drawing some parallels that could spark some ideas about telling the story of your program as well.

And as I build on some of what Diane presented I want to provide some concrete examples of some of the tools and materials that we've developed over the past few years.

And again, I hope these will think about ways to flush out that plot that Diane was alluding to in ways that you could shape the message to share with a variety of audiences.

I'll talk a little bit about some video projects we've been involved with and then spend a little bit of time describing one particular strategy that we've developed around leadership development component of the Father Project that has helped us engage high achieving program participants in sharing the story with key audiences.

Next slide, before I move into the first example I wanted to share this particular slide which is a depiction of the mission of the Father Project as described by Collaborative Service Partners here in our local community that we have worked with.

In 2009 we worked with a group of graduate students from the Carlson School of Management at the University of Minnesota. And these are a group of student volunteers that complete projects primarily with nonprofit organizations.

And in our case we collaborated with this group to develop a targeted marketing plan for the Father Project that - with the goal of helping increase our effectiveness in not just meeting outreach and recruitment goals but engaging with more partners and more deeply with some of our local service partners.

So I'm not going to go too much into that project but just wanted to show this slide as one result of that work where how this was developed staff from our collaborative partner organizations we're asked to provide a limited number of words, texts that they felt described the mission and goals of the Father Project.

The Carlson students then quantified those results and with a simple tally of the frequency with which different words were used. And the more frequently the word was used the larger it appeared on the graphic.

So we were very pleased that children was the largest word and really the overall array to describe the Father Project aligned very well with our understanding and how we talk about our mission.

So and I just want to include that as another example where we've been proactive and just trying to pursue some unique resources to help us tell that story.

Next slide, the first example that I wanted to share in terms of strategies that we've developed here to tell the story, something we call visibility presentations.

And we started this in 2008. We began a series of very focused targeted presentations with the goal of engaging local collaborative partner organizations more deeply in the fatherhood work.

And these are really fairly simple straightforward PowerPoint presentations with the intended audience being leadership and staff of direct partners of the Father Project.

We personalized the presentations. And all - I'm going to walk you through a little bit of that by using pictures of our staff, pictures of partner staff who are involved with us and then participant photos and family pictures as well.

And then we systematically went through a process of delivering these presentations with the direct involvement not only of our staff but also the inclusion of staff members from the partner organizations to really add that level of investment and credibility to help us carry the message.

And we've delivered these to our local child support, legal services, culturally specific organizations, early childhood partners and other service partners to really get people engaged in the collaborative nature of the work.

So the following slides that I'm going to run through are really direct examples from those presentations that will I hope serve a dual purpose, show you the presentation themselves and then provide you a little bit of context on the father project at the same time.

Next slide, we start with a simple description of the mission, bring it to life with pictures in this case of a participant and his children. And we'll tailor those pictures to really reflect the targeted audience but always try to incorporate pictures of the kids whenever possible.

And sometimes here if we have a little bit more time we would insert a video clip of a participant talking about his experience as well.

Next slide, and then we move into a list of our service menu which I'm sure will look very familiar consistent with those of many of your programs.

Next slide, and then we typically will include a photo with the names and picture of our staff and in this case staff member Carmen Otero from actually one of our partner organizations as well.

Next slide, And then we move into this photo which really shows staff members from each partner organization to really illustrate the emphasis that we place on collaboration.

And we found that these including examples like this have really helped partners feel a part of the team, a part of that collaborative and have helped bring the partnership to life especially for those leaders and decision-makers that don't have the opportunity to get on site to the Father Project location.

Next slide, then we also like to include a full list of all of the direct service partner organizations to - that we hope will help illustrate the scope and the breath of the work. And we want partners - we want to help partners understand that they're connected to this strong network of organizations that are actively coming together to strengthen fathers.

So this has been effective. And I didn't include it for today but we also have developed a one page slide with the logos of the different organizations.

And something about, you know, seeing your logo up there sometimes creates that connection as well.

Next slide, and at this point usually within the visibility presentation we move into a slide specific to the work being done with that particular partner. The audience of - for that visibility presentation.

In this case the example here is Hennepin County Child Support. So we try to directly call out what is necessary to make the partnership work with that partner, how it enhances the mutual work and goals of each organization and then, you know, the value again that we place on the collaboration.

So in this case, you know, really in the second bullet point there saying, you know, we do outreach, recruitment together. It helps us with retention.

We have committed child support staff on site, really integrated with the team and just reminding them that we share a common message, we share a common mission and objectives.

And the goal is to really help that partner understand why their involvement in the responsible fatherhood where it is so critically important.

Next slide, and then from there after sort of that bullet point description we move into a simple quantitative slide with some information to help highlight sort of the most directly impacted or the highest impact area of the work that comes about due to the collaboration.

So for example here we highlight in this presentation to Hennepin County how the percentage of child support owed that was paid by father project participants has increased over this four year period and then provide that in relation to a comparison group of low income fathers at least through 2008 before that program was discontinued but how that contrast shows working with the Father Project actively engaging with the responsible fatherhood work will lead to greater economic stability and more successful child support payments meeting their goals in conjunction with ours.

And this type of approach amongst some other things has really been effective as child support here locally has become an increasingly vocal and engaged supporter of the work of the Father Project.

Next slide and here is just another example that I wanted to include. It's the same approach. This one I pulled from a presentation that we did with CLUES which is our, one of the premier Latino service organizations. And the organization works directly with us.

So in presenting to leadership at CLUES we wanted to emphasize the work that we've done in partnership what exactly the services are that we provide and how it enhances again the mutual work of each of our organizations.

And this has really been a critical step for us in solidifying that partnership really over the last four years.

Next slide, and then continuing that same approach and that same formula we wanted to pull in an example using some, you know, here a simple graphical depiction of the number and frequency of Latino enrollments.

And in this case we have it - that appears in blue and then the red line represents the number of Native American participants that have enrolled in and our program in that same time period.

So we want to really call that out for the partners and reinforce how through our collaborative approach we've been able to create an impact that neither of our organizations could have done alone.

So again just that simple line graph shows the growth in services and I think has been very impactful for us in this case in engaging CLUES and the division of Indian work in the work of responsible fatherhood and here locally.

Next slide, and then this is the last example that I wanted to include regarding the visibility presentations.

This is one of the slides that we've included in presentations to our early childhood partners to highlight the impact of the partnership in the growth of what we call our Play and Learn sessions.

And I think, you know, sometimes that picture can really be worth 1000 words. And we again using actual program participants and letting the audience know that, you know, here's the folks that we're really impacting can have a strong impact.

Next slide, so that is really the first example that I wanted to share, wanted to let you know that that - we update that information, we update the photos, we update the data and then we continue to personalize those by updating the participant and staff and partner for those on an annual basis.

And then we end up - it provides a nice foundation for us then for pulling that information and those photographs into other of our marketing materials as well -- brochures, flyers. We did a poster presentation recently participant profiles -- just the multiple uses for those information that can help us create some efficiencies in that side of the work.

And the next two slides are a couple of examples of that. This is our standard program brochure.

The front side again including some of those participant photos and the next slide is the reverse side of that same brochure. If we could go to the next slide there, Matt.

Yes so that's the reverse side of that brochure again primarily using those actual participant photos that help us highlight the diversity here of who we serve.

All right next slide please. So the second example -- and I've got a couple of more after this -- but the second example relates to a specific research project called the return on investment project that we contracted with Wilder Research to conduct in 2009 and into - that was completed in 2010.

And the process here was really compiling a list of economic and social impact areas of the Father Project going out and getting that data analyzing it and then where we're at now which is the dissemination period.

But the - this study was completed in November of 2010 as I said conducted by Wilder Research which is an independent research organization based here in St. Paul.

And the goal of this study was to describe the economic benefit to society of in our case the Father Project here.

And the research question was for every dollar spent to operate the Father Project what is the long term economic return on that investment for society?

Next slide, so this here is a list of the estimated benefits of the Father Project -- everything from an increase in child support payments, increased take home pay, and taxes paid, some of those areas where we have actual data on to some estimates of the impact of volunteer hours contributed by program participants to the impact of parental involvement on child development and some of the early childhood areas, some of those areas where we don't have actual program outcome data but where we make some links to other research.

Ultimately this project was done in two parts. And I will talk about this when I share a little bit on the results.

But the - it was broken down into what we called the Wilder Research called the actual ROI and perspective ROI.

The actual ROI analyzed outcome data for Father Project participants in areas like job placement, changes in wages and hours, educational achievement, and child support payments, again those areas where we had actual program outcome data.

The second part of the study was what was called the prospective ROI which examines some additional or potential economic impact areas in some areas that are little bit tougher to measure and a

little bit more speculative in terms of the impact such as establishing paternity on future child-support payments, impact of program involvement, reducing future criminal convictions, preventive component like that and then impact of fathers increasing their involvement on - in early childhood programming.

And because those results are calculated by linking our program results to some other existing research the term prospective was used and I think is an important way to think about the longer term economic impact.

Next slide please. For this particular study Wilder Research analyzed outcome data on 380 participants that were served in the year 2009 and the results were based on these data sources, some internal Goodwill Easter Seals records, some Hennepin County child support payment information, and then some data that we were able to obtain through the state through the Department of Employment and Economic Development.

Next slide, and then in terms of the results presented again in two parts for the actual ROI results showed a return of \$3.41 in the long term for each dollar spent to run the program on an annual basis.

Factoring in that additional prospective benefits the results showed an additional \$6.03 return on that \$1 investment.

Next slide please. So overall as we're out there talking about and sharing this information and we've had opportunity to share it with some of our legislators from Minnesota, other organizations and beginning to incorporate it into some grant proposals and such really feeling that the results are showing a strong economic impact.

But we also think it's important to point out that ultimately the program is about fathers supporting their children not just from an economic perspective but of course from the emotional perspective as well, it's just a powerful combination as we talk about the results.

This project did require significant financial resources beyond what was funded through OFA. And so we were pleased to have the organizational commitment to take this on and, you know, we have found it helpful.

I think the long term jury is still out in terms of how this will impact potential funders and things but we think it's a solid step and important part of our evaluation.

If you're interested in more details the full report I can certainly direct you to Wilder Research Web site and the investigators who completed the study as well.

Next slide please. I want to shift gears a little bit here and for the third example talk a little bit about some of the video projects.

Nigel alluded to the OFA produced video documentary. We've also taken advantage of some opportunities with the local media here in the Twin Cities and then have worked with a consultant to do some creative in-house video projects that we think have been pretty effective in a couple of different ways.

Next slide please, just a couple of words on the OFA a video documentary. This was just a tremendous opportunity for us.

A rough cut of this was featured at the grantees conference. And we understand the final product will be available in about a month or so.

But OFA sent a video crew to our location for a full two days back in December. And we were asked to identify participants immediately upon enrolling in the program to get a little bit of contacts, their state of mind, their expectations upon entering the program in December of 2010.

And it happened to be right after one of our big infamous snowstorms here in Minnesota but we managed to pull that group together.

And then OFA came back with the same crew in March of 2010 for sort of a short term longitudinal look at where were participants three months later after completing the parenting class.

So, you know, hopefully you'll get a chance to see the final product. But just a little bit about what went into that for us.

I think some of the keys for us was really doing the work on the front end to prepare staff and participants for that experience.

And we had a lot of good communication with the OFA crew and spent time in that preparation and planning phase so that we could really develop a strong awareness of what were the goals of the project, what were we looking to accomplish and so that we could prepare staff and select participants that could speak to that and be successful in being a part of that project.

So it's of course a significant amount of work in preparation and coordination with the staff, partners, you know, the details securing the releases and making sure that participants are informed and aware of the process and have that information on the front end.

But it was a great learning experience for us and ultimately I think hopefully was just a powerful way, another tool that we can use to help tell that story about the importance of the work of responsible fatherhood.

So that's sort of just a basic description of the OFA video project. We've been involved in a couple of other projects.

The McKnight Foundation which is a local private foundation here Minneapolis worked with a number of fatherhood service providers to produce a video last summer. And we have a link to that as well is a couple of other local media segments on the Web site that appears on this slide and I think was sent out this morning as well.

But we're just a - we're just big advocates for reaching out to local media and just proactively looking for those opportunities when we're doing events, when we're doing activities, when we have some of those accomplishments of the program, you know, putting the invitation out there and trying to build those relationships with the media.

Next slide, one of the things and I just wanted to point out briefly that we have done a number of smaller budget sort of in-house video projects with basically just a handheld video camera and some, you know, non-time intensive editing of those that we've incorporated into social media that we've incorporated into our logic model and that we've used in a number of other Web based formats to really highlight participant progress.

And lot of these are much shorter video segments that can be used for a variety of those purposes.

In terms of selecting a consultant we've had opportunity to work with clarity facilitation. Michael Bischoff is someone that when we - when I thought about who is that right consultant for the job we were very fortunate that Michael was someone who had a lot had a lot of extensive experience of working with

fathers and families and really came into it with a foundation for understanding the issue and the importance of the issue and was able to bring to us a lot of creative ideas that we were then able to incorporate.

And I will move to the next slide here which is just one very small example of something that we worked on with Michael.

This is sort of a condensed version of our logic model. And we call it an interactive logic model because the difference is this appears on the Father Project replication manual.

So as people are looking at possibilities for developing programming and are looking to show some of the program impact you can actually click on some of the short term impact or long term impact areas in blue and will take you -- next slide -- take you to a link such as appears in this slide when you click on what is the impact of the Father Project and co-parenting, take you to a link of a participant and his partner talking about what that's meant in their life.

So just gives us a nice mix, a variety supplementing some of the quantitative results with some of those video clips as well.

Next slide, so, you know, I think it for us it's really come down to being opportunistic, finding, you know, finding some skilled outside consultants that that can work with us on some of those smaller budget options and just being creative trying to find effective ways to help participants tell their stories.

Next slide, and the last example that, you know, I'm really going to move through this quite quickly here but another means that we've developed to tell the story of responsible fatherhood and program participants in our community is integrating a leadership development component into the program service model.

So as programs are engaged in the program moving through and having the opportunity to shift into one of our leadership tracks one of which example I'll share briefly is the Citizen Father Project we've found has been an extremely impactful way for us to continue to tell the story.

Next slide, and this is a - this diagram really I understand it's very small. But it basically what you'll see what I wanted to show with this is as participants complete on the far left of the slide that initial orientation enrollment in the program and then move on to the right completing the stages and steps of the program, the parenting class, some of the employment components moving on to the point where to the far right where describes the leadership track options, becoming a mentor, becoming a parenting group facilitator or becoming a citizen father is really that ultimate goal, you know, moving from service recipient to community leader and again talking about that in the community has been effective for us.

Next slide, I just briefly wanted to point out we - this is a partnership that we've worked with Bill Doherty from the University of Minnesota at the Citizen Professional Center building on his families and democracy model which is about community action on specific issues and bring professionals and participants together in a way that brings the true strengths from both of those sides into an action orientated approach.

Next slide, and for us that has meant two projects one of which we're currently undertaking which is community action via presentations to key audiences in the community.

The other longer term goal is a video documentary of that entire process which we're - is down the road for us still.

But we are actively taking this approach to presentation to key community audiences. And those were carefully selected and the - those audiences are professionals in the community, fathers in the community, mothers, youth, incarcerated fathers, and then faith-based organizations.

So those are the target audiences that the Citizen Father Group is deliberately reaching out to and connecting with to bring these presentations which essentially are a way to go beyond telling one's own personal story of success and progress but really connecting it at another level to a more public community issue which we've boiled down to the question of too many fathers not being positively involved in the lives of their children.

So that's the issue that we put on the table. And the high achieving participants that have moved through the program have again been extremely successful in helping carry that message in I think a really unique way.

And we've got video clip examples not featured here but you can let me know if you're interested in seeing in seeing any of those. We can certainly make those available.

Next slide, so that - this is really just a summary. Those were the four examples that I hoped to share with you today and thank you for your attention. At this point, I will go ahead and turn things back over to Nigel.

Nigel Vann: Well thank you very much, Andrew. That was a wonderful presentation. I think a great example of how to tell the story of telling the story. So you shared some great stuff there.

You know, there's a few things that really struck me. I particularly like so that third slide where you had all the words on there. I think that really is a fantastic way of telling the story.

And then Slide 11 where you had the child support graphic again, you know, simple way of showing the child support people the real value of the program and then the slide where you had the increase in the Latino and the Native American participation to show those partners.

And of course the Citizen Father Project I think is a great example of, you know, again how this field grows because we have these men who come through these programs and that they want to do more. They want to be more involved. And so the way you're helping them do that is really interesting.

Andrew Freeberg: Well, yes, I appreciate that, Nigel. And it's I think one of the things that we've learned and that I've personally learned, you know, from a perspective of evaluator. And this goes back to something that Diane was touching on.

I think getting to that point where you are acutely aware of who that audience is, you know, what is important for them to know and really honing in on those particular even if it sometimes it seems like a very simple, you know, and sometimes oversimplified message.

It's more important sometimes to create that hook and then have a foothold of engagement to build on. So that's kind of what we've tried to do in those targeted visibility presentations in particular.

Nigel Vann: Sure yes. And I think you have in the simplified message is a really good way of sort of staying on point, you know, so that you can talk about other things.

But if everyone's aware of that one message, you know, it's the same way I think with staff when you're working with dads from the get go, you know, if you've got a few key goals in mind you hope to stay focused on that, you know.

Now we haven't had any questions come in yet, do encourage questions but I've got quite a few here as well so for Diane and Andrew.

I'd like to ask you to sort of kick off and just go you Diane for any sort of immediate reflections or comments you might have on for Andrew just yet?

Dr. Diane Kellegrew: Yes I really loved it and I saw lots of ways in which Andrew's point really talked about and used those kind of narrative piece.

In fact if we go back to that concept of the Citizen Father and do you remember how you had that triple table laid out with - showing the process to move to Citizen Father?

Andrew Freeberg: Yes, yes.

Dr. Diane Kellegrew: Yes and I'm thinking about how that really links with some of the work that we're doing where we look at the process the staff go through with father engagement and it seems to me that what you're really doing with that is you're telling people there a bit about what their experience will be as they go through that. And I'm wondering if you find that to be a useful way to do that to talk about how people will experience this process to become a Citizen Father?

Andrew Freeberg: Yes I think that's a great point and that's the Citizen Father piece and the whole leadership track is it's still relatively new for the Father Project.

So we - as we - when we were able to take that step to formalize the diagram you really could see kind of the light bulbs going on I think first for staff to say here's a path that our successful participants can follow and a way for them to understand.

Prior to that, I think, you know, some staff who were not directly involved that there were a lot of question marks about, you know, what does that mean?

But then I think it also really provided a framework for participants coming into the program to see, you know,

But then I think it also really provided a framework for participants coming into the program to see, you know, what as you said what can this experience be like and sort of raised the bar of expectations for participants and a way to, you know, not just give back but a way for them to see their own growth and development continue to occur. So yes absolutely.

Dr. Diane Kellegrew: Yes that's been our experience to. If we can understand that what people really want to know with that process that then they're able to listen to the stories in a different way, the stories of the families and of the fathers and of the agencies because they see that process and how it's going to impact their own work. So I was wondering it's neat to see that you have that same experience.

So I also was struck by, you know, just that idea that you've have had such incredible collaboration with other partners.

You've really reached out for different kind of partnerships to tell the story and how exciting that is.

I know for us we've worked with those agencies that are just getting started and it sometimes feel almost overwhelming that they would ever be to that point.

So I'm wondering about the in-house video projects that you have. How did you go about - you talked about the fact that you were lucky to have found this wonderful consultant. Any pointers for people that may not be in your area and able to use that consultant so...

Andrew Freeberg: Well yes we're fortunate here in Minnesota there is organization called Minnesota Fathers and Families Network.

And so - and they're responsible for doing a lot of the training. And, you know, they're out there active in a lot of different communities. So I had them as a resource to begin bouncing some ideas off of.

But, you know, I think for us lot of that - a lot of the work whether it's hiring staff, engaging partners and consultant on this base, you know, finding somebody who shares that passion for the work that doesn't necessarily have to, you know, go through the process of being one over to engage in the work.

So we were able to hit the ground running with that particular consultant who fortunately then brought a number of other skills into the mix and just opened our eyes to the possibilities that we didn't know necessarily existed.

But I think that - and you commented on the engagement of the collaborating partners that we've developed.

And probably, you know, each of those I can talk about from a different perspective of what does - what did it take and does it continue to take to engage early childhood partner to engage a - not just a specific smaller organization that's culturally specific by one that could be seen as developing a similar array of services.

So, you know, why, you know, why did we choose to want to partner with an organization like CLUES rather than, you know, simply go out and hire a Spanish-speaking case manager for example and develop a program that way?

You know, and I - so that's a whole kind of process that we went through. But ultimately for us it meant, you know, not just engaging around a - meeting a service goal but really trying to strive for engagement of an organization at a deep level. And we have seen a transformation. And the buy-in there has been phenomenal.

Dr. Diane Kellegrew: Yes that's very much our experience too working at the network and the capacity building is rather than having, you know, bringing in all the players, even the small players and connecting them together around the work is a much more powerful way to build community.

Andrew Freeberg: Yes absolutely.

Nigel Vann: So Andrew, I did want to ask you just one follow-up question on the return of investment, the ROI work. Well I guess a couple of things.

I know you'd said if wanted to get more information. So I guess if you could just say how they can do that they should just email you if there's a Web site.

And could you say a little bit about - a little bit more about the - and you did talk about this but just how you approach the perspective ROI and particularly thinking about the impact on child development?

So you didn't have specific measures on that but you linked to other research right? Could you just talk about how you did that a little bit?

Andrew Freeberg: Well yes I mean and that's, you know, I think still continues to be a challenge I know for many, you know, to continue to make the case and develop the field ultimately, you know, why and how are children doing better.

And it's a tough thing to actually get that data especially when we're dealing with noncustodial fathers who are, you know, sometimes on, you know, on that track of gaining access to their children, beginning to establish that relationship with their children from the beginning.

But, you know, we - so it's those areas, you know, we know that were having an impact but we haven't been around long enough to collect that outcome data on those children.

So it was a - the way they we approach that with Wilder was, you know, providing service information about, you know, what is the service information that you do have, you know, for example for our Play and Learn group or home visiting that is being done with children in the home.

And then if there's existing research on the impact of that home visiting model then making that link to saying, you know, ex-number of Father Project participants are engaged in that so then we're going to make some assumptions based on that existing research.

So that's a part of it. And then, you know, the other part is, you know, trying to project out into the future, you know, we know that X number of father project participants are going to establish paternity for their children.

We don't know and we can't predict into the future how much child support that they will pay. But based on, you know, some conservative assumptions and, you know, what can we say, you know, about the likelihood that those things will happen. So that's really the difference from between the actual ROI and the perspective ROI.

And going through that process of working with Wilder Research, you know, part of it was they came away with some recommendations for us over time of how do we turn those perspective ROI areas into actuals?

You know, so for example, you know, doing some closer tracking of criminal convictions and then are we may be reducing recidivism over time? So we found those recommendations to be helpful as well.

Nigel Vann: Yes very interesting. Yes so if people want to get more on that they should just email you for that?

Andrew Freeberg: Yes they can email me on that. Also you can go to the Web site www.wilder.org and, you know, do a search for the Father Project Return on Investment. It comes up.

And so, you know, but if you have any trouble finding that you can certainly just email me and I can send the link.

Nigel Vann: Great, thanks. Yes no I think it's probably really powerful to have that outside Research Group helping you do that, but I think it's a great example of sort of building on that work that I know began at the case statement workshop at the 2009 roundtables but really making that something tangible that you can use.

Well one more quick question for you Andrew and there is one question come in which I'll actually post to both of you and then I've got a question for Diane before we start wrapping up here.

But just quickly, Andrew, in terms you had a lot of pictures of participants there, how do you approach that with them to make sure you have their permission to use it?

Andrew Freeberg: Well yes that's a good question. And I think that has become such a regular and consistent part of our strategy for marketing and, you know, our marketing materials used on the Web site that we've just - we've really just built that in as part of our standard intake process.

So we have a release that allows us to utilize the photos and we just integrate that right upon program enrollment.

Nigel Vann: Great, okay yes, very good recommendation yes. So we have a question here from (Jan Watson) for you Andrew. And, you know, Diane might want to chime in on this as well.

But so the question is now that we're at the end of the grant and you're looking back what do you wish you had thought to capture that could have been documented as an outcome to include in your logic model?

Andrew Freeberg: Well yes that's a good question. I mean I - we went into it and I think for me one of the things that we had really hoped to be further along with documenting was the impact on early childhood development.

And it has - we have made huge strides from a program delivery perspective. But so the engagement of the fathers, engagement of the mothers and children even has been there.

But to be able to work now, take the next step with partners to drill down and get some of the outcome data that we can use and share to build a program I think would probably be the one area that I, you know, in a perfect world I would have hoped to be even further along with that.

Nigel Vann: Okay great. Thanks. So Diane what would you say in terms of sort of, you know, either advice on building a logic model but perhaps also in terms of what Andrew's talking about about ways to capture that childhood development data?

Dr. Diane Kellebrew: I think for us is we are looking at our own logic model. One of the things that we have begun to realize it's a gap that we're missing is a way to capture that wide array of community partnership.

So how does community partnerships change as these agencies come together in these father collaborative networks? So that's one of our next steps and really we came about that as we began to systematically evaluate who was our audience and what was the story we wanted to be able to tell. We could see that gap in the logic model.

So I think that that kind of reflection of looking back over what you've gathered is very, very important.

Nigel Vann: Okay. Another question for you Diane -- and we talked about this a little bit earlier, you know, before the webinar -- but, you know, there's a lot of folk who ask questions about how to use evidence-based strategies or how to identify them? I wonder if you'd like to just talk about that for a few minutes.

Dr. Diane Kellebrew: Okay yes because we're very much the research to practice arm for a lot of projects in California, so bringing evidence-based practices to the field and a very good way, you know, the evidence-based practices are really interventions or projects that have evidenced document that their successful.

And a good way to find them are to go to the clearinghouses, the evidence-based practice clearinghouse.

And I know that we sent you a link to a clearinghouse that we use, the Clearinghouse of Evidence-based Practice for Child Welfare, California Evidence-based Clearinghouse for Child Welfare but there are many of them.

And you can go on and take a look at their ratings and how they're rating these types of interventions.

But if you are also conducting a project where there is no evidence-based practice to use and you can't incorporate that then that's why you want to be very, very careful about gathering data and systematically evaluating your own outcomes so you're on that journey to becoming evidence-based for the project that you're doing.

Nigel Vann: Okay thank you very much, yes. And one final question for you, Diane, I just wonder if you could just tell people a little bit more about the support in Father Involvement Project? I think some people know about it but I'm not sure that everybody does.

Dr. Diane Kellegrew: Okay yes that project it's about ninth year. And even though it's been a labor of love for the Cowan's and the Pruett's to look at the Father Engagement Program for the last nine years it's been funded by the Office of Child Abuse Prevention here in California.

They've taken a look at families. The first phase of the study really looked at couples programs and fathers programs with also a control group through the - going through the 16 week intervention.

And what they found is that basically the fathers do well and they have good benefits. But the most important - the fathers have benefits in that they're significantly more engaged in the day to day care.

They have decreases in stress and anxiety. And they have no increases in problematic child behavior.

But the best outcomes are actually through the couples group. And that's where you show fathers have increased involvement, the couples still have increased satisfaction, decreased parenting stress and no issues with child problem behaviors. But they have - it's just much more significant if you engage the couples in this co-parenting process.

So and the Cowan's and the Pruett's are now taking a look at families that are involved with child welfare with the final phase of the research intervention but it's ready to be implemented for just, you know, general dissemination.

But they're taking a look at how does that -how do the outcomes change when you have very, very complex and in some ways sometimes dysfunctional family units, do the findings still hold? So that's a little bit about that.

And I gave you another Web site that will allow you to link right to their Web page where you can download a lot of their studies. And the research is also identified on the Evidence-based Clearinghouse link that I sent.

Nigel Vann: Yes and thank you very much for that. Yes I know I certainly encourage everybody to take a look at the links they came in that handout with the announcement this morning. There is some fascinating stuff there yes.

And, you know, I think it's particularly interesting what Diane's saying about that you get better outcomes through the couples part of it.

So it really emphasizes to me that, you know, this fatherhood work we do need to continually reach out to involve the mother as well and irrespective of, you know, if they're in the home together or not but just to help them be good parents together. And the value that can have, you know, is tremendous, so...

Dr. Diane Kellebrew: Yes well I was just going to say one quick thing Nigel that basically many of the people that are involved in the couples program the couples are not together. They're just coming together to figure out how to better - be better co-parents.

Nigel Vann: Wow yes that's very interesting yes, yes. So what I'd like to do now is go to Matt just to do our quick little post survey and then I'll come back to Andrew and to Diane just for one final closing thought guys.

Matt Crews: All right, great. You can take the survey essentially by clicking on the option that you agree with. The first one is I had a better understanding of ways to utilize data to describe a fatherhood program success, you have strongly agree, agree, unsure, disagree, strongly disagree, and you have no vote. There's a no vote sign down in the bottom left-hand corner. And I'll give everybody a moment to take that.

All right about five more seconds I'm going to click over to the next one.

The advice and suggestions of ways to capture data and incorporate is for diverse audiences for help? And you have six options, the six ones down in the bottom left-hand corner.

I'll give everyone just a little bit longer to get their vote in.

All right the question 3. The specific examples of written and video materials were helpful?

I'll give everybody a couple more seconds to take this question and we'll move on to the last poll question.

In general I've received good information that I can use in my work for fathers and families?

All right just a couple more moments to get that in. All right and I give it back to Nigel.

Nigel Vann: Okay thank you very much Matt. And I could see that the results came in and everybody seems to be as pleased with this as I was. I think -- two great presentations.

I didn't know how few people would note that they were unsure about how they felt about the written and video materials. And obviously we didn't show any video materials on the webinar today because with the technologies just won't support that for going through. But that's why we included those links in the handout you received this morning.

I do encourage you to going take a look at some of the clips that are there and there is some neat stuff.

So let me go to Diane and Andrew just one more time, just any sort of final thought you have guys either something that you'd like to underline in terms of what you already said or something that you didn't get to say?

Dr. Diane Kellebrew: I was going to say I think for me I'd just like to underline that we all know that we really need to use data to document outcomes.

But to really think about how you can capture that process data which is the story behind the outcome which allows you to talk with much more specificity to specific audiences. And it allows you to kind of tell that story in a rich and a compelling way.

Nigel Vann: Great yes.

Andrew Freeberg: Yes and I think for me Nigel just - I just - it just made me really reflect on where the field is at.

You know, and I think just this round of grants that were made and, you know, just the opportunity and hopefully we'll all be able to take that next step in now that, you know, the bulk of the work has been done and completed that, you know, we will be able to have a lot of great opportunities for dissemination to continue to build - make the case and grow the field.

Nigel Vann: Yes absolutely. Yes very well said Andrew yes, yes. No I mean I've seen a few up - sort of up and down cycles in this field over the last 20 odd years. And but I really do feel like we're sort of reaching a peak right now and with potential to carry on.

And so I certainly wish, you know, everybody the very best of luck with these RFPs whenever they do come out and whatever they look like.

But even beyond that, you know, to use some of these ideas because, you know, that kind of funding is not just a be all and end all of all the funding. You know, there are other ways to as we've been talking about.

I've had one last question come in and it says what's the email address to request information that was sent earlier today? And that's you can just email to info@fatherhood.gov. That's the correct address Matt right?

Matt Crews: Yes.

Nigel Vann: Yes so info@fatherhood.gov if you didn't get any of the information earlier.

And just one final thing for me I just wanted to let you know as I mentioned at the beginning we do have one more webinar coming before the end of the grant period.

And that's going to be Tuesday, August 16 and the topic is going to be on domestic violence and the subtitle is a call to men.

In the sense it's really going to build on what we've been talking about today with telling the story particularly where Andrew said about the Citizen Father Project.

We're really going to be talking about ways to empower your father participants to tell the story in the community but in a - with a particular emphasis on telling that story about how to help man break free of those stereotypical ideas of the masculinity, how to change behaviors based on those stereotypes and really, you know, just to be positive role models for their sons and daughters and for other men in the community. And we're going to have two great presenters for that one as well.

We've got Tony Porter and who you may have heard of. If you haven't go to YouTube or Tech Talks and Google Tony Porter and you'll see him talking about a Call to Men. And he'll be talking more about that on our August webinar. And we'll also have (Christian Clark) who is with the Men Engaged in Nonviolence Program out here in Taos, New Mexico.

So I think we've got a good one to end the grant cycle on and we'll look forward to it and everybody take care until then. Bye-bye.

Operator: And that does conclude today's conference. Thank you for your participation.

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