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Office of Family Assistance

National
Responsible
Fatherhood Clearinghouse



NRFC Webinar Series

Two-Generation Approaches to Working with Fathers

Transcript

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Moderator:

- Nigel Vann, National Responsible Fatherhood Clearinghouse.

Presenters:

- Wanda N. Walker, Jeremiah Program, Minneapolis, MN.
- Anthony Judkins, Connecticut Department of Social Services, Hartford, CT.
- Keren Cadet, Center for Working Families, Atlanta, GA.
- Rodney Lawrence, Sheltering Arms, Atlanta, GA.

Operator: Welcome to the National Responsible Fatherhood Clearinghouse Two-Generation Approaches to Working with Father’s webinar. Today’s conference is being recorded. At this time I would like to turn the conference over to Nigel Vann. Please go ahead sir.

Nigel Vann: Thank you very much and good morning, good afternoon to everybody. And welcome to our National Responsible Fatherhood Clearinghouse webinar where we’re going to talk about two-generation approaches as you heard and you probably know but you know we provide these webinars and other resources at Fatherhood.gov. On behalf of the Federal Office of Family Assistance [OFA] and we really see this as a learning community that you can contribute to and learn the from. As always, we welcome and encourage your input and participation today and then afterwards. We always encourage you to reach out to us. As the operator pointed out, the webinar is being recorded and the recording along with the transcript and all the presentation materials and will be posted on the website in the next few weeks. So again, please check back to review that. And you can also see the recordings of materials from all the previous webinars that we’ve done and at Fatherhood.gov/webinars.

As you see on your screen, and we will have our—well you don’t see on screen yet, but we will have a Q&A session at the end of the webinar—and so we ask you to use the Ask a Question box there if you have any and questions for the presenters. You can also see that Chat box on the left and that’s what you can use just to chat among yourselves a little bit. But if you do have a question for the presenters to respond to at the end of the webinar please do put that in the Ask a

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Question box. If we don't have time to get all the questions, we do post answers to the remaining questions on the website as well.

You also see on your screen, [in] the bottom left-hand corner there's some web links and so there's [sic] links to Fatherhood.gov and our Twitter page, our Facebook, the past webinars, and then each of the agencies that is presenting today; there's a link to their websites for more information. You can also download the presenter bios from the resource box and we also have a list of resources with more information about two-generation and approaches. And we'll probably be adding to that after the webinar but that in final form will also be available to download from the website afterwards.

Before we go any further, I'm going to invite Damon Waters from the Office of Family Assistance to say a few words of welcome and set the stage for the base conversation, Damon.

Damon Waters: Thanks, Nigel and welcome to everyone. Like Nigel said, this is Damon Waters from the Office of Family Assistance and thank you for joining us for today's webinar about *Two-Generation Approaches to Working with Fathers*. This is a topic of interest to many of the programs that we work with at the Office Family Assistance. Although all of our programs are focused on strengthening families, until recently the focus has been on either children or parents. To better serve families we are very interested in the application of two-generation approaches that attend to the needs of parents or caregivers and their children simultaneously.

Most two-generation work to date has been with mothers and their children. Although the ultimate goal of most fatherhood programs is enhanced child well-being, only a few focus directly on the needs of the fathers and their children. Two-generation approaches that link services for fathers with services for children could increase program impacts and amplify outcomes for children and families. Some child focused programs, particularly in the Head Start community, are providing services for fathers of participating children. There may also be opportunities for father-focused programs to link with established educational or health services for children.

I hope you find the webinar informative and helpful. We'll be asking two poll questions during the webinar to get an idea of what you do in your programs. This helps our presenters frame their comments to fit your experiences. We'll also ask for your feedback about today's conversation at the end of the webinar. Please continue to send any ideas or questions to the Clearinghouse team at info@fatherhood.gov. Again info@fatherhood.gov. We're particularly interested in feedback about the information we are providing and any topics that you would like to cover in future webinars. With that, I'll turn things back over to Nigel.

Nigel Vann: Thank you very much, Damon. If you'll see on your screen now we just have a slide for those of you who aren't familiar with the Clearinghouse. It has just a little bit of an overview of who we are what we do. So we provide resource, again on behalf of the Office of Family Assistance for fathers, for fatherhood programs, and all other stakeholders that are interested in this work. You can see links there to our toolkit which has various tips for fatherhood programs. As Damon mentioned you can contact us at info@fatherhood.gov. We always encourage you to share the phone number for our national call center with any fathers or mothers who may have questions and issues. We have trained mediators on that line who can talk to parents who may not be getting along or they can just answer any general questions. They can connect you to resources in your local area and as you see that number is on 1-877-4DAD411 and you can engage with us by fatherhood.gov, on Facebook, and also by Twitter.

There is [sic] our goals for today. We're going to focus as Damon explained on really the—I'm sure a lot of you have been hearing about this two-generation work. A lot of the work to date has been with mothers and children and I think people are just really starting to think more now about how do we apply this to work with fathers. So that's what we're going to delve into today a little bit. Just think a bit more about how we can perhaps more intentionally provide services for fathers and children the same time and to the extent that programs can't do that under one roof. Which certainly is not an expectation, I don't think. How do you link with other people to help you do that?

Our presenters today to sort of take us on this journey. It's going to be a very interesting conversation. First of all, we're going to start with Wanda Walker from the Jeremiah Program in Minneapolis. Wanda's going to set the stage for us by really sort of going over some of the key concepts of the two-generation approach. She's going to talk about the work they've been doing there for quite a while now. It's been very well received in terms of working them with mothers and children. Recently in the last year, they've been doing some research to see how they can perhaps involve dads a little bit more. We're looking forward to hearing from that. And then Tony Judkins, he's going to give us a state-level perspective from Connecticut. He's going to talk about their Fatherhood initiative and also the fact that they're one of seven or eight states across the country participating in a National Policy Academy that's focused on two-gen work. I believe they are the only one of those that's actually, intentionally, looking at doing work with father's—many noncustodial parents.

Finally we're going to hear from Keren Cadet and Rodney Lawrence. Both from Atlanta, and Keren, as you see, is with the Center for Working Families, so that they're a Workforce Development Agency and they're working in partnership with the Sheltering Arms Child Care Agency, so they bring in a very interesting mix of workforce, early childhood, childcare, and fatherhood work together under pretty much one roof as they're going to explain.

Before we go to Wanda, we're going to do a quick poll question. Let me just pull the poll question up and, as Damon explained, we're going to have a couple of poll questions just to really help the presenters get a sense of what your basic knowledge is of the two-gen model. I see you starting to reply there so we just want to know are you very familiar, somewhat familiar, just a little, or not at all with this two-gen perspective.

Looks like the majority of you are either very familiar or somewhat familiar so that's very good. I'll give you a second to final that. For those of you that can't see the answers, the vast majority of you have said somewhat familiar and we have a fairly even spread across the rest of them.

Thank you very much for doing that. And now I'm going to bring Ms. Wanda N. Walker to the table to tell us about the exciting work in Minneapolis. Wanda, the time is yours.

Wanda N. Walker: Good afternoon and thank you. What I'm going to talk about briefly today is share a little bit of work from the Ascend at the Aspen Institute about the two-gen framework, a little bit about the Jeremiah Program and the work that we've been doing for 18 years and, just recently, within the last couple of years how we try to expand our two-gen approach to working with fathers.

The Ascend at the Aspen Institute. For the past five years has really started to focus and frame up two-generation work. Seeing the need, that as someone has already previously stated, that there have been many programs either working with children and mom, children and dads, but not working with the entire family. So the Ascend approach is really just saying that we need to have policies and programs that address both the needs of children and their parents so that they can be

successful together. The integrating the two-gen lens is on this continuum which I just mentioned and what we're working toward is in the middle. Being able to provide opportunities for and meet the needs of children and their parents together.

There are four components when you think about two-gen programming and those are listed. Social capital: looking at networks, friends, neighbors, and how the family can be supportive and be a support to others. Early childhood education, and I'd like to add the caveat quality early childhood education. Post-secondary and employment pathways. Economic supports. Health and well-being. As it was stated before, you may or may not offer all of those things under one roof but in order to consider two-gen programming all of those components need to be provided to both the parent and the child.

The Jeremiah Program is a program that we have actually been working with moms and children since 1998. And while we did not call ourselves the two-gen programming that has always been our mission. We have working with, as you see on the left side of the slide, a mother and her child and we provide affordable safe housing, we provide support for a career-track college education, quality early childhood education, empowerment and life skills in a supportive community which will leave the family to prosperity.

Some mothers come to Jeremiah Program and we have, in Minneapolis, 77 units. Thirty-eight in Minneapolis and 39 units in St. Paul. They stay with us for two-and-a-half to four-and-a-half years while they work on their Associates' degree or their Bachelors' degree. On site, we have quality early childhood education centers. They are rated at the highest rating for the quality rating systems in the state of Minnesota. And we also have Empowerment, which is a 16-week course that the parents go through before coming into Jeremiah. It is based on cognitive restructuring and really does help prepare the mom to kind of do a mindset change in terms of how they think about their success and their child's success. We help them to begin to focus not just on me but what do I need to do in order for my family to be successful.

We also offer Life Skills. Once they get into the program they are provided with weekly life skills classes as well as bi-weekly coaching services. They are also working and volunteering in their field while they are in the program. In the early childhood development centers, we do assessments when the children enroll into the program in terms of their development, and then we provide twice a year assessments to kind of follow the track of the children. When we do evening programming with the Life Skills or Empowerment classes, the children are also receiving services as well.

Some of the families that we work with, they are living below the poverty level. They're dependent upon public assistance when they come in. Sixty-to-seventy percent of our moms are women of color. Seventy-to-eighty percent are children of color. The average age of our mother's right now is 25 and the average age of children is under three.

We also have sites and Austin, Texas. We also are building a program in Fargo-Moorhead, North Dakota area. And we're running a non-residential pilot in Boston, Massachusetts, right now where we're serving 22 families.

The profile of our children are: the children can be as young as six weeks to five years of age. Five percent of our children have been diagnosed with a special need. Sixty percent have seen the abuse of drugs or alcohol in the home. And thirty percent have witnessed or experienced violence. And so, when the families are in we are working very closely with the Child Development Center staff as well as the Family Services team in a joint collaborative effort focusing on the entire family. When children come through they get in individual plan is well because our goal here is to have them ready for kindergarten as they progress through the program. Once the families get through our program—in two years we give them a six-month transition period, so after they receive the degree, whether it's two years or four years, they are allowed six months to begin to find another safe affordable housing situation. Many of our parents leave their children in our Child

Development Center once they graduate if the kids are still under five, but if not, finding a quality early elementary childhood education placement for their kids. Many of our moms are already working by the time they finish the program, but if not, that six months allow them time to find a job as well.

Some of our statistics from last year are: we had 70 percent of our graduates to complete with an Associates' degree and 30 percent a Bachelors' degree. The average wage at entry into the program was about eight dollars and sixty cents and upon graduation, it was 16 dollars. In the area of our children, all of our children, we have 86 percent who were ready for kindergarten and, in the ages and stages of assessments that we do, 90 percent of our children scored above level in the areas of communication, rough motor skills, fine motor skills, problem-solving, and personal and social skills.

We are really excited, at Jeremiah, about speaking about fathers because we were not really engaging fathers prior to 2014 in a way that we felt was very meaningful. So we received a grant from the Annie E. Casey foundation for 75 thousand dollars and the grant was really to look at what is our current state of involvement with the fathers. We did a literature review to see if there was any information out there that was referencing having father involvement in mothers programs. We surveyed our own mothers about the involvement as well as something that they would like to see and then we had the opportunity to also reach out to the fathers of the children who were enrolled in our program to kind of get some thoughts around their involvement.

A couple of things that we thought were of very insightful were there with varying degrees of involvement all the way from zero to—we had a father who actually spent about 39 hours per month with their little person. But both mothers and father felt like there was room for more that could be done. The greatest barrier, and research also validates this, is the mother-father relationship. Our parents recognize that it was their relationship that kind of kept that from being very helpful for the child. And then some opportunities for Jeremiah that we could do as well.

We did work with several fatherhood programs, the Ujamaa Place, as well as the fatherhood program with the Goodwill Easter Seals. We were able to develop a partnership with them where we are now doing referrals for some of the dads in our program to their programs because one of the things our moms told us was you know we're here getting a better education, we're learning parenting skills and the fathers aren't doing anything. They felt like the fathers needed to be working on themselves to better themselves for that relationship to be better.

Some of the things from my experience, and doing the research, was when we focused on the mother or the child, people blew up, but the minute I talked about the research and the well-being of children, people softened. So focus on the child's well-being and not necessarily the parents themselves. Expansion of our co-parenting skills—so that was one of the things that came out as well. In our life skills curriculum we do offer co-parenting and that was increased from one class to two classes. Improve the father friendliness of the organization—though I am now in the process of doing an internal assessment of how friendly we think we are to fathers—and I will tell you we're not that friendly as an organization. What do I mean by that? The environment, are we welcoming to fathers? I work in the evenings, a lot, and I will tell you before I did this research—now fathers can come and visit. When I would leave my office at nine o'clock at night *per se* and I would see a dad, my first inclination was, are you waiting 'til I leave so you can sneak inside? But after doing this fathers' research, you know, it is a joy for me to now start to see fathers on this campus with their children because I know how it's going to benefit that child. So we're actually looking at our environment. You know, right now the only pictures that you see up are Father Michael, who was our visionary founder, and St. Francis of Assisi. So it's like what are we promoting in our organization. You know our children need to see families even if their fathers don't live here.

Orientation is another idea that came out of our research. So when I was talking today as in kind of asking them about their perception of Jeremiah Program, I was stunned and alarmed that many of them did not know what Jeremiah Program did and what benefits their children were receiving as a result of them being here. In the dad's mind, what they knew was "as soon as my child went there I could no longer go and visit them." We do have some safety rules and some things in place where there's a process for the dads to come visit so we are now taking a look at some of our policies and procedures to see how we can make that happen a little more seamlessly for dads who are involved.

The last one which was really the easiest, the low-hanging fruit for us was the child-centered and father-child events. We are now working through our Child Development Center to offer more activities for fathers and children which don't even really have to involve the mother if that relationship is not a good relationship. That has also been very helpful.

We are also working on developing a co-parenting class with the fatherhood programs that I mentioned previously so that our mom can understand co-parenting and those dads can understand co-parenting without necessarily having the conflict of that personal relationship. So those are some of the things that we have found helpful in our work in terms of engaging fathers in the work that we're doing with mothers. But also in working with Fatherhood programs who want to include mom—what we've done with the fatherhood programs is saying all the things that we're doing to engage dads, you guys need to be doing to engage mom. So some of those joints orientations, being able to have the dads to invite the moms to certain events or just understand the process that each may be going through to better themselves. But keeping the focus on the child's well-being.

And with that I think I will hand it back over.

Nigel Vann: Thank you very much, Wanda. That was a fantastic way of them hitting the stage for this year. You know I meant to say at the beginning that I really like your title, which is the Director of Program Excellence for those of you didn't notice that on the first slide. I think it really just speaks to the fact that your organization's obviously been doing excellent work but now you're sort of looking for the next frontier to increase the way you reach out to dads. So I think that's, I think every program should have a Director of Program Excellence.

Wanda N. Walker: Thank you, and if I could just add, I know this is not a webinar evaluation. You've got to think about how you're going to evaluate the outcomes for both mothers and children upfront. So that's another part of when you're developing your program that you want to keep in mind as a before thought and not an afterthought.

Nigel Vann: That's a great point. Because if we're going to be an intentional two-generation program we've really got to be tracking outcomes for both generations. So thank you very much again, Wanda. So now let me move to our next speaker, it's Tony Judkins. He's the program manager for the Jon S. Martinez Fatherhood Initiative in Connecticut for the Department of Social Services. As with all of the presenters you can see his full bio run by downloading it from the Resource page there. But he's been involved in his fatherhood work for quite a while. So Tony, the time is yours. Tell us what you're doing there in Connecticut.

Anthony Judkins: Alright, great. Thank you, Nigel. Good afternoon, I'd like to thank OFA and the National Responsible Fatherhood Clearinghouse for the opportunity to share the multi-generational work that we're doing here in Connecticut that specifically targets fathers. 2015 was a real banner year for us in Connecticut concerning our journey into multi-generational work as two related actions took place here. First the legislature passed a bill and approved of three million

dollars in funding for a two-gen initiative that includes pilot programs in six communities across Connecticut. It's believed to be the first such effort in the nation.

Secondly, Connecticut was selected as one of seven national sites to receive technical support and consultation from the Office of Family Assistance Systems to Family Stability National Policy Academy, which we finally call here in Connecticut the Connecticut TANF Academy. This is the 18-month project that exposes us to emerging and relevant research and best practices but it also assigns us a *tandem* of two coaches to help guide our work and help keep our project moving forward.

Here are the components of our State's multi-generational initiative for families. It delivers academic and job training and support services across two generations. It builds a learning community of the pilot sites to share strategies across urban, rural, suburban, and target and regional targets. It takes into account all learning to develop the statewide blueprint for both school and work for success and it creates six pilots which focus on all the things that families tell us they need. Early learning programs, adult education, child care, housing, job training, transportation, financial, literacy, and other related support services.

We're also looking to create a long-term blueprint for a multi-generational model with TANF funds. It includes a plan for state grant incentives or for private entities that develop multi-generational programming. It creates a workforce liaison to gauge and coordinate the needs of employers and households in each of our pilot communities. Our initiative will have an evaluation that looks at outcomes and children, parents, family, and systems. We think that this approach really helps us to build strategic partnerships with philanthropy, businesses, academia, elected officials, and parents.

I'm going to shift from our two-gen work over to the Connecticut TANF academy project. This slide identifies the partners name in our application we have since added our state Office of Early Childhood and others since we began our project. As you can see, the selection of these particular partners was very intentional and it demonstrates the true spirit of multi-generational legislation as well as access points for services. It's a no wrong door approach but more importantly for families it demonstrates a clever fashion among three government branches and a proactive statewide nonprofit entity to affect assistance change approach this work. The methodology is intended to be a coordinated system of services approach that provides a holistic assessment of the needs of the entire family to better provide a cohesive continuum of services that support both parents which in turn can lead to better outcomes for children.

This slide represents our vision for our TANF Academy. Connecticut government programs have historically ignored the needs and the strengths of noncustodial parents when developing service plans for TANF participants and their families. As a result, noncustodial parents have not received services and their potential contributions to the family have not been acknowledged and/or accessed for the family. If we focus more on a comprehensive strength-based family assessment, including the value of social capital, and create common values and data elements addressing whole families across agencies and programs, and a bridge to the vision above, then we want to implement a multi-system collaborative with the holistic family approach for non-custodial parents, families, and their children. Right now, we're in the beginning stages of a pilot program here with the intent to kind of work out all the kinks right now and then, take this to scale across our state.

So as we begin to look at a multi-generational and father approaches to this work, we need to recognize that they are a lens not just specific to programming. So if we do mindful work, this is [a] wider lens, then we'll cross into all systems and policies and programs and support and serve families. It's a better way to look at the complete picture of the family that transcends the household walls. We also have to be cognizant of the language we use in these matters. While not necessarily intentional, if we use gender neutral language like parent with the requirement that a parent and a family are in

one household we are leaving out a potentially viable resource and support for the children and the custodial parent in that household. The TANF Academy collaboration with the two-gen supported a recent amendment to our legislation. The language now includes the term “noncustodial parents” to recognize these parents are as important as those parents in the primary household and they should be included in our multi-generational policy efforts.

As a side note, our TANF Academy Pilot has informally been adopted as the seventh pilot site in our two-gen initiative work here in Connecticut. I’ve recently—I think I explained before that there were six communities across the state that were approved for the two-gen work and two of those six plans include or target noncustodial parents which is great.

So as we look at the challenges, in this work we have to get out of our comfort zones and begin embracing being uncomfortable. By breaking down our silos and traditional approaches for the work and serving the whole family to truly make a difference for families moving forward. We know that traditional social services and two-gen efforts target custodial parents, primarily mom[s] and their children. Noncustodial parents, which are primarily dads, not always are able to access program supports since they don’t have the children living with them. Staff were serving the custodial parent and the child may not be asking questions or obtaining information to help them reach out to the noncustodial parent or the dad. Sometimes staff that are serving men and programs other than fatherhood may not be asking these men if they’re fathers. They see them as an individual. Fatherhood program staff may not be thinking about engaging moms and children directly in the work they’re doing with dads but working with the whole family requires this transparency. We have to change our mindset and approach this work from a very holistic lens.

So to address these challenges, we’ve partnered with one of our eleven DSS [Department of Social Services] certified fatherhood programs, called New Opportunities, to operate the pilot. It’s no mistake that they were chosen to implement the pilot as they are a Community Action Agency or CAA. Connecticut CAAs have a 40-year history as the federally designated anti-poverty agency. CAAs are locally-based and well-known in their communities. They serve a diverse base of clients of all ages and backgrounds with the wide range of service needs. People served by the Community Action Agencies include anyone from infants to elders, the unemployed to the employed, in-school youth to out-of-school youth. So as you can see from the listing of services above, it’s one-stop shopping and it’s clearly screaming there’s a place here to implement some multi-generational approaches as a service delivery.

We aim for the provision of holistic and seamless support focused on families, not funders, linking services and systems and ensuring that all family structures are recognized and that they all are supported. We recently facilitated a planning session with New Opportunities and their staff to gain their input and buy-in as we begin to design and implement the pilot that aligns with the TANF Academy project and the two-gen initiative goals here in Connecticut.

So we’re thinking about fatherhood programs who are looking to do more around incorporating two-gen efforts. One of the things I would say is that we really need to examine the family as a single unit or a whole unit. We need to address learning, work, and family strength. We need to create a no-wrong-door approach that is open to both parents and their children. We really need to start to foster a shipping culture in our programs and do more around cross-program coordination and integration which really translates into we just need to do a better job of communicating internally in our offices.

The goal of the Connecticut’s TANF Academy pilot is really the true inclusion of noncustodial parents/fathers in all policies and procedures and service provision. The goal is supported through a two-gen approach whether or not they live with their children. So we are very clear here in Connecticut that fatherhood isn’t everything that we do and we’re talking about

children and families. If we're not thinking about their dads then we're doing that challenge disservice. If we truly want the best outcomes for children and families we have a responsibility to provide these supports for both of their parents.

I guess I can turn it back over to Nigel if there's any questions.

Nigel Vann: Well thank you very much, Tony. We've been collecting a few questions so we'll circle back with those at the end. Again, I remind you if you do have any questions for any of the speakers or general question just put your question there in the Ask a Question box. I did just want to underline one of the things that Tony said about their whole approaches to make services more accessible for families. Think about things from the perspective of families and I think that is another real key point of two-generation work. As Wanda said, I think a lot of programs are probably doing these kind of things are not necessarily call it two-gen. It helps us to frame and think about the importance of it.

So before we move to our final set of speakers we're going to give you the second poll question here just to get a bit more information from you. Here we're just interested in to the extent the new agency is actually doing any work and with children and parents. I'm going to say yes we're working directly with our agency to provide outcome focused services for father and their children. Yes we work with community partners to provide those kind of outcome focused services for fathers and their children. Or yes you're primarily working with mothers and children or perhaps you just have occasional events for fathers and their children but have not yet begun to provide outcome focused two-gen. Or you're maybe just still thinking about it.

I'll just give you another few seconds to respond to that. It's good to see that the answer that's top here is certainly the first one. Encouraging to know that there are a lot of you out there who are already doing this focused two-gen work. We certainly invite you to email us with information on what you are doing that we could share with others. So again, thank you very much. I'll now move to introduce Keren Cadet who is the Two-Generation Coordinator for the Center for Working Families in Atlanta, Georgia and Rodney Lawrence who's with their partner agency as a Family Support Specialist with the Supporting Arms Child Care Center in Atlanta. They're going to tell you a little bit about their partnership and how they're getting this two-gen work done with the fathers and the children. Take it away please, Keren.

Keren Cadet: Good afternoon, everyone. Want to thank you for the opportunity for us to share a little bit about what we're doing here in Atlanta. I'm Keren Cadet as Nigel mentioned, the Two-Generation Coordinator for the Center for Working Families which happens to be a workforce development company. And with me as one of our staff members and partners, Mr. Rodney Lawrence.

Rodney Lawrence: Good afternoon, everyone.

Keren Cadet: So what I'll do is I'll outline a little bit about what our agency does in terms of Workforce Development and how we tried to incorporate certain programs where fathers are involved and also talk about the different concepts and goals framework for our two-generation work here. And then Rodney is going to really talk about a lot of the Fatherhood initiatives that's happening on his campus. As Nigel mentioned, our agency is housed in a complex where our facility and the early learning facility, as well as an elementary school, all part of one campus. So with that campus alignment we've really been able to work together as agencies to support the families in our communities.

So if you're looking at your screen, the picture that you see is actually the educator site with the elementary school behind it and then to the right of that picture would be where we're housed. So the Center for Working Families, we believe that

we have the opportunity to help families advance at economic success while providing workforce development, economic support, and asset building services. We do believe that every family, as an individual, is able to improve their lives through economic and career success. So our programs here are primarily focused on that. We have what's called the Economic Success Continuum and that's where our bundle services are housed for our families. Our educational aspirations—we are able to provide support coaching services to our families. We try to make sure that we incorporate where the families are trying to manage their income and expenses, acquiring different skill sets, and what we see is that [the] families that we serve have several barriers.

First starting off with literacy, where oftentimes 75 percent of families that we serve have some kind of literacy barrier. So with that we provide our GED program as an initiative to support those families with literacy issues and if they want to advance their careers or their educational aspirations, we connect them to different technical colleges and different programs that are available in Georgia for them to continue that as well.

The other thing that we saw is that we had families that had child care barriers which is why we're able to provide a subsidy to our families so that they can work or go to school while their child's being supported at Sheltering Arms.

Transportation is another barrier that families have had as well as criminal background. And Rodney will speak a little bit to how we try to help our family, especially our fathers, with criminal history because what we've seen is that oftentimes being able to get employed or stay employed it's harder to do when you have a criminal background and I don't know if Rodney wants to talk a little bit about that.

Rodney Lawrence: Yeah. A lot of fathers, they deal with families; mothers and fathers deal with criminal background issues. So at the center, up 'til about 2016, they had a legal advocate for the Center for anything that came up with some legal problems or questions. They would set an appointment with Mr. Evans. Also this year, Austin Bird adopted the Dunbar center and that's a law firm that's big in Atlanta and they do a lot of pro-bono work with the parents that are having some issues. We have one other health law partnership so that anybody that's connected with Dunbar Elementary School Sheltering Arms and the Center for Working Families, they will work with those parents when it comes to legal issues.

Keren Cadet: And we have a staff here that is also working with the Georgia Justice Project and they also provide advocacy to our fathers as well as our mothers who have legal issues that may need advice about, especially things just coming out of prison and they're trying to get IDs or they're trying to workout payment arrangements for child support. So that Georgia Justice Project provides support for those families as well. Because one of the things we've seen in some of the employment opportunities is that you know anyone with a criminal background cannot get employed. So our agency has partnered up with Construction Ready to create a program where despite some of the legal issues that a father may encounter they're able to actually get employed.

So we had our first cohort graduate about a month ago and we had about 12 people in that class, three of them were women, the majority of were men. And they started off with construction jobs, starting off at about 12 dollars. They were able to go through that program. It's a four-week course where they received free education and we consider that one of our hard skills course because they actually got on the job training and support for them to actually be input at the construction program. Especially here in Atlanta construction is definitely on the rise with not only the buildings and the businesses, but we also have a new stadium that's being built and so being able to provide those jobs to our dad[s to] be able to support their families, I think it's a big part in helping them understand the legal road map helps for them to continue their economic advantages as well.

So we'll continue, some of the other things Sheltering Arms—they provide the child care. So I'll let Rodney explain a little bit about that agency before we go into more of the bundle services that we offer our families.

Rodney Lawrence: Ok they have like four divisions of child care. They have Early Head Start, which is from birth to all the way up to three years old. They have Head Start care that covers three and four and we have Georgia pre-k which is our state lottery funding program. So with Georgia pre-k you don't have to meet any income requirements. But the Early Head Start and Head Start you have to meet the guidelines to qualify for the program. The majority of our parents they are single mothers but they fall in low-property income level. Then we have a small percentage of income tuition, regular tuition parents that attend our program. So what ends up happening for the funding that takes care of that for the parents that participate with the Center for Working Families, if they need after school care, the Center for Working Families provides that subsidy and if it's the one that may not qualify for Head Start, they pay for the full tuition.

So, we're pretty much year-round. So when school is out, we're year-round. We cover from 6:30 in morning from [sic] 6:30 pm and the only days we're pretty much off is those major holidays. We're pretty much, we're open.

Keren Cadet: So what Rodney just mentioned in terms of how we partner up—it's based on our two-generation framework, so when we look at families that are associated both with the Center for Working Families and Sheltering Arms, we have bundle services. Starting off with workforce development, the job readiness boot camp that's offered to anybody who currently unemployed. That's the four-week program that's offered in the mornings here at our facility so families. Parents have the opportunity to come to the workshop and gain some soft skills development, résumé writing, dress for success, different skills so that they can apply for jobs, as well as the support of staff while they're going through that track.

As I mentioned earlier we have our hard skills programs like our Construction Ready program. We have a customer service training opportunity where families go through that program and we're connecting them with actual jobs. The other of services that they receive through our two-generation framework is our health navigator and mental health services. So oftentimes, we see that if dad is not in the home or there's [sic] some issues in the home that additional support is needed especially on the mental health piece. We're trying to connect families to mental health providers that would be able to provide counseling not only for the children but for the adults as well.

We offer what's called a bundle meeting. In doing that bundle meeting, the coach, of which would be from the Center for Working Families, as well as the staff from Sheltering Arms, which is the family support that will come together with that family to talk about the goals that they set for the year. And what we do is we look at what's called our bridge. There's [sic] different pillars on the bridge that identify economics, mental health and well-being, education, any debts, any incomes, as well as a component for the child. So when we look at how that family perceives of their of situation, they can set goals for the different areas on that pillar. So between the two agencies we look at how we're going to support and coach that family to economic success.

It's not about managing them as a case but it's about empowering them to make the decisions for their lives and, you know, connecting them with the right resources in our communities that they can continue to do that. So those bundles meetings where we come together is where we discuss the family issues, we discuss the goals, and try to work towards moving them upwards on the bridge.

Also, our staff provides home visits to our families—and that’s more so on the Sheltering Arms side—so any information that we receive during home visits, we as a team, between our two agencies, can kind of come together and really work with those families.

As I mentioned earlier the bundle services. It’s about helping the families make smart goals. It’s about helping them achieve their goals but it’s also about holding the families accountable. So with the partnership that we have between our agencies, if you know the family support sees them more often because they’re dropping off their child in the morning or picking them up we can kind of get information from that family support specialist to figure out what our coaching sessions are going to look like. And we try to work together as closely as possible so that we can make sure that those families are supported.

So we’ll move on to some of the other supportive services. Primarily the parent capacity building and social capital program. Because we’ve mentioned the other areas like the child care subsidy that we provide, the family coaching and advocacy. But Rodney is going to really talk in depth about the Fatherhood Initiative that they’re offering over at Sheltering Arms.

Rodney Lawrence: Ok, with the Fatherhood Initiative, one main thing is to get them engaged and get them involved so we try to tell the fathers how important they are. They don’t realize the importance of being a father and one of the programs that we use is called All Pro Dad. It’s a sponsored program, face person of program is Tony Dungy. Pretty much people know what Tony Dungy’s values are. It’s the 10 ways to be All Pro Dad. Ten topics that we cover during the school year. One is love your wife/mate; two is spend time with your kids; three is be a role model; four is understand and enjoy your children; five, show affection; six, secure your family’s financial future; seven, eat together as a family; eight, discipline with a gentle spirit; nine, pray and worship together; and ten, realize you’re a father forever. So in those topics we meet up at least [for] an hour out of each month and with those things it’s a big support group because a lot of fathers they don’t feel like they have anybody they can go to.

In our meetings we found out a lot of stuff. We go through the same things so it might be something that somebody has already experienced that another father can learn. And it’s just not for fathers too, it’s for uncles, anybody that has a part as a male in their child’s life. Because we have a lot of fathers, what we find out is a lot of kids might not know who their fathers are. Their father is incarcerated, or their father had been killed, and so we talk about those things and we have a meeting on that. So this is the National Fatherhood Program and we have another one that we deal with. It’s called Watchdogs and it stands for dads of great students. That is used more primarily in the elementary school level. And their thing is volunteering. The volunteering they do is the school has some things that fathers can volunteer for and so the fathers can pick out a day out of the month then they can volunteer somewhere. They pick that day, that’s their duty that they can do. It’s something this this is not a mandated program either. These are volunteer programs. So it is by keeping your word and continue on with what you promised you were going to do.

And outside of that fatherhood program we do other things for us. We do sporting events, museums, school events. We have one to set up coming up in August, coming back to school where father—we’re doing father and child—whether a boy or girl and we’re going to the Falcons preseason game. We have one set up for September second for the Georgia State football game. And wait, that might not sound all that big, but what it is, is exposure. Because a lot of our families, they’re not exposed. They’re used to probably being in our school, going up and down the street. We don’t live too far from the Georgia Dome. It brings in a lot of parents and all kids have been and experienced that.

So my thing is now we try to push the educational mold for [not] just in books, but we try to get them exposed to being outside of their area. Those are some of the biggest things that we're trying to do. And as a picture you might see—those pictures that you was a father-daughter dance. We have one that was in the background of that was in a school and we have—that was done in the Educare center right there. And we have one was done at Paschal which is a historic restaurant and that was done with the older school-aged kids. We had two events and we had a good turnout.

With that, you sometimes do a lot of fun events. You're able to do surveys and you can find out/catch a lot of information from dads through fun events instead of just enrolling them in school and stuff. With that, they feel comfortable. We have some male staff at our center that they bond with. A lot of times just the word of mouth by other fathers, that's how we built on our program. And with that our building, passing with them, they feel comfortable and so we are able to spread out to some of our partners. And they feel comfortable getting involved with of things just with the Center for Working Families with the school and as well as doing things with their kids and getting more involved as being a father and building a relationship with their mate. So with that that's how we all do our building capacity with our fathers.

Keren Cadet: That was that pretty much our presentation. As I mentioned earlier our two-generation framework between the two agencies has worked well the last couple years. It is sometimes often difficult to...

Nigel Vann: Are you still there, Keren? Did you put yourself on mute?

Operator: Her line actually disconnected.

Nigel Vann: Oh wow. I did hear a phone ring. Yeah. She maybe got a bit panicked there. OK. We'll come back to that. We do have a few follow-up questions for Keren and Rodney. They were actually on the same line so that means we've lost Rodney as well. So we've had a few questions come in so let me ask those and certainly encourage you to send in more questions.

Wanda, if I could circle back to you. I've got a few, I think, fairly short answer questions here. There was one question asking you had mentioned that 30 percent of the children had experienced violence. Was that violence within the family or was that community violence?

Wanda N. Walker: It is a combination of both. In our assessment we're asking the moms about their experience with violence and so it's a combination of both.

Nigel Vann: Ok. Thanks. And then there was a question for you about whether or not you're using any curriculum with the fathers or is that just something the partners are doing?

Wanda N. Walker: We are actually going to co-develop a co-parenting curriculum. Right now we're using resources from the Clearinghouse, the Fathers' Clearinghouse right now.

Nigel Vann: Oh OK. Very good to note.

Keren Cadet: Sorry, we got disconnected but that was pretty much the end of our presentation as it relates to our two-generation program.

Nigel Vann: OK no problem, Keren. So I actually just started asking a few questions of Wanda. Well, actually, glad you're back. Let me just ask a couple more questions for you then I'll circle back to Wanda again. I've got a couple more questions for Wanda and then another couple questions for Tony and then general questions for all of you.

Let me see here. There was one question that came in for you Keren, about the ethnic and racial breakdown of your program. Is that something that you have any stats on?

Keren Cadet: Yes, I would say 95 percent of the families we serve are economically disadvantaged as well as African-American. Because of the nature of our location—we're on the southwest side of Atlanta—and that's heavily populated with African-American individuals. So that's the general makeup of our families.

Nigel Vann: OK great, thanks. Could you just say a little bit more about how you actually formed a partnership with the Sheltering Arms? What was sort of the catalyst for that and any advice you can offer for others as you form these kind of partnerships?

Keren Cadet: OK. The Center for Working Families has been in existence since 2005, I believe, providing workforce development in this community. The elementary school that we're directly connected to has also been in existence way before that and then Educare –

Rodney Lawrence: Sheltering Arms has been in existence since 1988. The Educare Center was formed in 2010. And pretty much the Annie E. Casey foundation brought us together. They wanted somebody that was experienced in the early childhood. So that's how Sheltering Arms was brought together.

Keren Cadet: Then so when Annie E. Casey connected with Sheltering Arms, since we're pretty much very close in terms of proximity, and we have been actually providing some of the child care services prior to the actual formation, I guess the two-generation framework. Educare—Sheltering Arms brought on the Center for Working Families to meet Annie E. Casey. And then the two-gen family, I guess you want to say, was created. We've been partnered under the new generation umbrella for about three to four years now doing that specific work. But in terms of providing the same services I think we've been doing it for a while. It's just the umbrella of Annie E. Casey kind of brought us all together.

Rodney Lawrence: And one of the things that brought us together—Annie E. Casey, in this are a right here, it had the highest teen dropout and highest teen pregnancy rate and so their concept was if we put a high education and money back into the community, those kids will learn just like any other kids if they have the resources and especially with the families as well. From what standing it seems like it's working and stuff so that's how we came together.

Nigel Vann: OK, thanks very much. And so do I. Wanda, if I could just circle back to you, I do have a couple more questions. So one question just wanted to clarify, is the Jeremiah Program only four moms and can you work with guardians as well?

Wanda N. Walker: It is only for mom and their children. They have to have custody of their children.

Nigel Vann: OK, so that's the biological mother or you could you have...

Wanda N. Walker: The biological mother.

Nigel Vann: OK, thank you very much. And finally for you Wanda, in terms of the way you determine your outcomes, could you say a little bit more about the type of indicators that you use for the parent and child outcomes?

Wanda N. Walker: For our mothers we are looking at their income and work activities and where they land the degree. We also look at their life skills progression and the skills that they have because we have alumni services and we do an alumni evaluation every year for up to five years. The parents who do well are the ones who can; they have gained those supportive skills, that community support. We also look at progression of skills, responsibilities, and increase in income when they are out of the program. So up to five years.

And for the children, we look at kindergarten readiness, we look at third grade a test scores and how they are progressing in school as well. And then emotionally, socially, cognitively as they're going through the program.

Nigel Vann: Great, thank you very much. So Tony, let me come to you. I've got just a couple of questions that came in specifically for you and the first one was asking about if you do any work and how you do that with your fathers who may be resistant to joining? Do you provide any incentives for dads to come into the program?

Anthony Judkins: Well, one incentive that we have is for dads who get involved in our fatherhood programs. If they have any issues with child support, if they have arrears—once they complete programming in their fatherhood programs, once they can graduate the program they are eligible for arrear adjustment program, where they can get the state-owed arrears that is [*sic*] due to the state, not the family, reduced if they are involved in the program. It's a continual adjustment that the longer they stay connected to us.

Nigel Vann: Let me also ask, I'm not quite sure the person is resistant or resident fathers because I know you said that you know that would focus is with noncustodial. So what if the dad's in the home, do you...?

Anthony Judkins: Right, our programming is for all dads, all dads are welcome in our programming.

Nigel Vann: OK, so in terms of the community action agency that's in your two-gen demo piece, they're connecting with children, mothers, and fathers under separate silos really, right? And don't necessarily connect all those dots so that's one of the things the project is really working on?

Anthony Judkins: Absolutely. We find it here in our agency. I've sat across from folks for 20 years and we all do our thing because everybody's concentrating on what they do and everyone's good at what they do, but we don't talk enough about the program and how our programs can help each other. Now the common goal for us is really self-sufficiency for the family and if we talk more about what we're doing and how we can kind of interact with each other we will have better outcomes for children and will be more informed about the work that each of us was doing in the agency and that is one of the attendance of the work that we're doing and really trying to make sure that internally, as well as externally, everyone knows what's going on, who's in the community, who wants to be a partner, who can provide services to these families.

Nigel Vann: OK, thanks. And then finally for you, Tony. Can you just briefly again what the Leap Program is that you mentioned?

Anthony Judkins: Which program?

Nigel Vann: The Leap Program. L.E.A.P., did you mention that?

Anthony Judkins: Oh, that is the Leap Program. No, I did not mention the Leap Program but I think I might have been LIHEAP, which is an energy assistance program.

Nigel Vann: OK, maybe it was on one of your slides, that was a question of somebody's. OK, now the next question is a general question for everybody and it's just really asking about the ages of the children because most of what we've been talking about—I suppose this is the emphasis of most two-gen work right. It's been talking about younger children really sort of under-five in terms of really trying to provide those supports during those early childhood years. Because obviously we know they're so crucial for brain development and the kind of future the kids going to look forward to. We can really sort of plan a good base there. Are any of the programs that any of you are working with—are there any services for school-aged or adolescent children?

Wanda N. Walker: This is Wanda. Our program primarily focuses on six weeks to five years. However, if parents are in the program and let's say they enter the program, and they have a three-year-old, they're working on a B.A. Then, that kid is going to be seven or seven-and-a-half, so we are slowly beginning to focus some of the services in the evenings. We do have older programming for those children but those kids are usually going off campus to school and doing after school activities and then coming back on campus.

Nigel Vann: OK. Has anybody else got any connections in the community with those kind of services for the older kids?

Rodney Lawrence: Yes we, again with our fatherhood program, we go all the way up to the fifth grade. Just with the early development part is just the Educare Center, but as far as the connection with resources and with Center for Working Families we carry past that age and then when things come in, resources come in, that we have that's for the older kids, we work with that with the elementary school. So we still are connected and we move on because even the doubt that's kept is kept from birth all the way up to the fifth grade.

Nigel Vann: OK and while we've got you, Rodney, there was one quick question for you. Somebody was asking about the All Pro Dads curriculum and how you get that. I believe you go to the website. Is it just allprodads.com or is it .org?

Rodney Lawrence: Dot com

Nigel Vann: OK, so it's just allprodads.org?

Rodney Lawrence: Without the S. Allprodad.com

Nigel Vann: OK. Yeah thank you. Let me see what else we got. There was a follow-up question for you, Wanda. In terms of how you measure the life scores. Have you got a standardized assessment tool that you use for that?

Wanda N. Walker: That is correct we have what we call an individual development assessment which is a self-reported assessment that the mom take before they start the 16-week empowerment course. And then it is administered annually. We use that tool to direct the life skills classes so we look at the aggregate data and plan for the light-filled classes which we offer 26 weeks of life skills annually. And then that's also used in coaching to help them on to develop their goals while they're in the program.

- Nigel Vann: OK, I have a couple more questions. I think this one must be for either Keren or Rodney. It says what agencies provide the child care subsidy. Is it workforce solutions?
- Keren Cadet: No, the Center for Working Families, we're the ones who receive state funding and with that we administer the subsidy. So we have an application process, we have a review process. Oftentimes, it's referrals from Sheltering Arms. Families will go there directly for child care and then they're referred to us. So if they meet our different criteria which is residency income as well as active status with our agency, then we can possibly allocate the childcare subsidy for that child. And the child also has to be within a certain age range for us to be able to pay for that subsidy.
- Nigel Vann: Great. OK, thanks and I see actually that we've just added the link to the All Pro Dad site for anyone who wants to click on that. This is a question for everybody. Do any of you offer any training for individuals who would like to implement or learn how to bring such great information to their own communities? Anyone thought about that?
- Wanda N. Walker: Well we only do it through expansion for cities who are interested in bringing a Jeremiah Program. However, we are interested in starting to do some consulting work so it could be workable.
- Nigel Vann: OK, yeah. I'd like to say generally if you want to reach out to any of the speaker's I'm sure they'd be able to share their experience. Tony, what do you do within the state? Do you talk about two-gen stuff with other people?
- Anthony Judkins: Absolutely. For us we're really trying to be intentional because we try to involve all of the systems that are in these families' lives. We try to get them all connected at the state level so it's a cohesive continuous service for these families. So they're not filling out another application when they go to DCF or they're not filling out a different application when they're going to this other state[s] State office. Really, trying to stay connected and making sure we're all on the same page when it comes to working with these families.
- Nigel Vann: Great. OK, thanks.
- Lisa Washington-Thomas: Nigel, this is Lisa. We can add different organizations to our resource list when we send out the flyer of national organizations who are working with the two-gen subject matter such as Annie E. Casey and other foundations and other national experts. We can include that information as well.
- Nigel Vann: OK, absolutely. That is in the resources list that actually everybody can download. We've got some links to the Annie E. Casey Foundation. They have a lot of resources on two-gen and to the Ascended Aspen that Lisa mentioned. We flagged a few resources from Ascend. There's one where they talk about fathers—they talk specifically about father. So yeah, we're going to do that. I certainly encourage you to have a look at those resources. There's a lot you can delve through. Yeah there's stuff out there. Now we have another question about social media which is certainly one that we hear a lot in terms of around general working with dads. Are any of the programs using social media to outreach to dads or to keep them engaged when you're working with them? Using Facebook or Twitter or anything else?
- Keren Cadet: Well, our general—this is Keren—our general information is available through our website. I believe our HT uses Twitter. So anytime we have activities we try to get that information out there for families to kind of know what's going on and we have a text blast system that we use. Sheltering Arms uses different forms of communication to their families whenever there's activity going on on campus.

Anthony Judkins: For us in Connecticut we use our state website but what works best for our programs is really is word of mouth. A lot of information when guys are going to programming and they're getting help that feels like help. They tell everybody in their neighborhood they're getting help and everybody comes after that so it's really word of mouth. We spent a lot of money on advertising in the past. When we have our annual meetings with the program sites and the participants we ask them about the program and what we can we do. They don't say, they used to say when we first started we need billboards and we need this and that. They don't need that anymore because everybody knows what the program is about. So it's really word of mouth and building that trust.

Nigel Vann: Yeah that's interesting, Tony. I mean you hear that so often from programs. As you get more successful it is the way you do it. You know one of the things I always say is that I think the best recruitment tool is your quality services that really engage dads and meet their needs right. Because then not only did they change their lives which people see and want to learn a little bit more about how that happened. But they also share stories.

Anthony Judkins: Absolutely.

Nigel Vann: Yeah I have another question which I talked about a lot as well. Somebody said in terms of being intentional with language, what language can be used for fathers to outreach rather than noncustodial? The person saying that seems a bit academic and certainly for myself, I always like to say nonresidential you know I think when we're saying noncustodial as the question points out, we're talking about a thing, an object, Charles is not an object. Anybody else got any further insights on language you might use rather than noncustodial? Or just in general when you try to engage a dad, any kind of language things to avoid?

Wanda N. Walker: This is Wanda. One of the things, the words that I dislike is single mom, single parent because a child has two parents. So one of the things we say here in my program and that I push is primary parent. And then we use co-parent a lot. And that was a fine term for the moms but once we actually started to have that be a part of our program vocabulary they picked up on it and they really embrace that term. Because if they're really trying to do it together they're both parents.

Anthony Judkins: I second that, that is very spot on.

Nigel Vann: Yeah. Rodney or Keren, any thoughts on the on the language piece?

Keren Cadet: I think it's referring to them as parents makes a difference. For our agency we often say participant which doesn't delineate whether or not they're male or female. Just the person that we're engaged with. I think just having that, I guess, gender-neutral term at the agency helps the family feel as if you know you're not taking sides.

Nigel Vann: Yeah and I really like Wanda's point about the primary parent and co-parents too. Because just recognizing that every child's got two parents, if both parents are still alive anyway. There are still two parents out there. So they're involved in that child's life he even if they're not physically or emotionally involved at the moment. They're still a factor in that child's life. The child thinks about them.

Anthony Judkins: I think, Nigel, when I'm in a room with folks that you know we're talking about families and children and we're talking about all these different dynamics, the first thing I ask is—because I know when my folks are going through our systems and we're talking we say family—but what does that really mean? A lot of times family doesn't mean it doesn't

include dad. It's that family is mommy and children. So we have to be really intentional about when we ask these questions, what does it really mean and kind of give a definition for it.

Nigel Vann: Yeah, and perhaps have a look over what it actually means for that child. Who are the adults involved in that child's life?

Wanda N. Walker: Nigel, it's Wanda. If I can just share something else too. When I was doing my research we asked the moms how important they thought it was for a dad, a biological dad, to be involved in—alarmed me you know like a mentor pot and I was like oh my gosh. Because there is research that says that's great, but there is research that talked about that biological dad and so that's why we are working very hard to have moms to understand the importance of it being that child's biological father involved if it is at all possible and to make that relationship amicable for the well-being of the child.

Nigel Vann: Absolutely, yeah. I have one general question for all of you and then there's [sic] a couple of other questions that have come in. But I'd like each of you just to respond briefly to offer some advice for fatherhood programs that maybe unconnected to any services for children the moment. Maybe they have an occasional father-child event. Have you got any advice for how they might start doing something a bit more intentional about providing services to the children as well as the fathers? It's easier I think if you're starting from the perspective of working with children to reach out to dads or even working with mothers to reach out to dads. If your primary audience at the moment is dads, any advice for how you start accessing services for the kids of those fathers?

Wanda N. Walker: This is Wanda. I will just say I think it is in your assessment process and I think Tony said it. Really engaging fathers and having that conversation around family, the children, the status of that relationship, and starting that educational process. And then being able to advocate or be a bridge to other services. And I think it's important that if at all possible and as soon as possible being able to engage with the child as well somehow to be able to observe those interactions and provide the resources necessary.

Nigel Vann: Yeah, that's a great point just to be able to observe the interactions. I've found one of the things that is an eye opener for some dads, if you do just have a father-child event. Just to see dads observing each other with their kids and seeing Oh yeah look how he's talking to his kid, that's not the way I do it and those kind of things.

Anthony Judkins: Yeah and I was going to mention it too. With our fatherhood programs they do have events around the children and the parents. Where you know it could be a fishing derby and they kind of a check out the parents see what they're doing because what they're doing is we have a father curriculum that we use called 24-7 dads and it's a curriculum where you take the information you learn and you apply it to your family and your children. They try to coincide that with an event and they look at whatever they did the week before she added the family or the father interactions shall and how he kind of handles himself around a child. I also talk about pieces around discipline and how to discipline your child. It's a learning environment for fathers and it's a learning environment for children as well.

Nigel Vann: OK. Create any thoughts on any advice for a general fatherhood program how they might start forming a partnership like yours? How they might reach out to a child care center, on what they might say to them?

Are you on mute again?

Operator: Looks like their line disconnected again.

Nigel Vann: Oh we lost them again.

Anthony Judkins: I would add to that, Nigel. I would just encourage folks sure to go out and community and really do a community scan of folks in there in the community who have similar missions and would want to work together and partner. And go in and kind of give them an open house and give them a presentation of the things that you're your program does and how you want to engage with children and families.

Wanda N. Walker: OK I will also add, I've worked in the community action field for over 13 years previously. Every community action agency that's funded through community services Block Grant funds have to do a community needs assessment every two years. I would tap into that data and see what the needs of the community are and then began to link to that community action agency and in your community.

Nigel Vann: That's a great point, Wanda. Yes so if there's a community action agency in your community get to know them. So there was one follow-up question for you, Wanda, I don't think I asked you this one. When you were talking about the assessment tool for the life skills somebody asked is that available publicly or is that one that you developed internally?

Wanda N. Walker: It is not available publicly at the one that I developed for the Jeremiah Program.

Nigel Vann: OK, and then there was a general data question for everybody just in terms of the tools that have been used to aggregate data for your program. How do you aggregate the intake information like the demographics and entrance surveys, exit surveys, that kind of thing? Is there a particular management information system that you use to aggregate your data? Anybody got any thoughts on that?

Wanda N. Walker: Yeah, we use Apricot for our client management system. I also use IBM SPSS, which is statistical analysis software as well.

Anthony Judkins: We used to use an in-house built data system for our fatherhood program assessments.

Nigel Vann: OK, well thanks. Let's go to our evaluation. Give folks just a chance to give us the overall evaluation if you just respond quickly to the questions you see on your screen. This is how we collect our outcome data. After we finish this, I'll give each of the presenters and hopefully Rodney and Keren can rejoin, but I'll give each of you just a chance for a final word. Any key takeaways that you'd like to leave people with? The same for you Damon as well if you want to say any words before we end it I'll just give you a chance to respond to these three questions.

So you know the first one is saying whether or not you strongly agreed or strongly disagree with the statement: The webinar increased my knowledge about two-generation approaches and ways to integrate this knowledge into programs, policies, procedures, and practices. And then secondly responding to the question: Did the presenters effectively communicate their expertise? You can strongly agree, agree, on down. And then in general did you receive good information and resources that you can use?

If there are other resources that you know of that have not been mentioned or you'd like to talk about again email us at info@fatherhood.gov. If you've got any thoughts on what you'd like come here is talking about in the next webinar do let us

know. We haven't actually scheduled the topic for the next one. It is open so you've got anything you'd like to hear about let us know at info@fatherhood.gov.

OK, it looks like everyone's finished responding so thank you very much for that. See here we should now have a contact slide coming up. Here you can see everybody's contact information so if you do want to follow up with any of the presenters and again here is info@fatherhood.gov. I encourage you to get in touch with us. I'm going to give everybody a chance just for one final thought. Wanda, what pearl of wisdom would you like to leave people with?

Wanda N. Walker: I would say, be intentional. Moms are willing, I think it's just that educational piece in terms of how important it is. And it's not about them, it's not about that relationship specifically if they're not together but it is about the well-being of the children.

Nigel Vann: Thank you very much. Absolutely. And Tony?

Anthony Judkins: I was going to say that, Wanda. Thank you. But I will change it up I will say that dads are always willing to participate. We just don't always bring them to the table. Be intentional around inviting men to the table when it comes to their children. They are a rich resource for children, more than just financial. Spiritual and supportive and loving and children need that to really do well in life.

Nigel Vann: Absolutely, that's a great point. Too often you hear, we've got a program and dads don't come. But I tend to think it's the way you're getting the word out about that programming. I mean dads are interested. They will come if they hear the right message in the right way. And also dads will share their feelings. They don't necessarily know how to do that but one of the things they learn in a program is how to get in touch with what they really are feeling, what they really do need. And then to share that with other men. I think that's the most powerful thing that happens in fatherhood work. You get a group of guys in the room together and everybody doing their self-reflection bit and start...

Anthony Judkins: And they learn how to advocate for themselves and their children.

Nigel Vann: Absolutely, yeah. It's all about. Have we got Rodney and Keren back for a final word?

Keren Cadet: Yes, our final word, at least my final word is in terms of agency partnerships. If your entity is looking to partner with any other agencies, is really having joint meetings to be able to really make the work of effective and make sure that it's appropriate for the families that you serve. You can't do it on the separate sides of your fence. You definitely have to come and meet at the same table. Oftentimes, with our parents to be able to do that work.

Nigel Vann: It's got to be intentional work with parents. It's got to be an intentional partnership. That's great.

Rodney Lawrence: Yeah, I'm going to agree with what Tony was saying. You've got to make the extra effort to reach out. Like what you're saying. A lot of times, the mom do it on their own but we need access information about the father. A lot of times when things go on in our program we contact mom instead of the dad. We need to reach out and offer dad the same thing we offer mom. Reach out and try to get them at the beginning of the year. I mean all through the year but make it stronger effort at the beginning. Start from the beginning and end strong.

Also about the program All Pro Dad, I also want people to watch at father.com and the Watchdog program. That's the National fatherhood Program because when you have something for fathers you can get them integrated into in your



programs easier than other times. I would definitely try to get those two programs and maybe something could be useful to other people.

Nigel Vann: Absolutely, yeah. It doesn't hurt to have that national support right now. Damon, I'm giving you the opportunity for the final word here?

Damon: Thanks, Nigel. Just on behalf of the entire OFA team, we wanted to thank everyone for joining the webinar today. We really wanted to thank our practitioners out in the field and also our speakers. Like the other speakers have said, this is very intentional. Focusing on the needs of the entire family so really reach out to those fathers and include them in the discussions about the children and family services. So again, thank you on behalf of the Office of Family Assistance. Everyone have a good day.

Nigel Vann: Thanks, Damon. And thanks to you and the Office of Family Assistance for making this possible. And again I like what you said about the presenters, you guys did a great job. Thank you very much. Everyone have a good day.

Operator: Alright thank you. That does conclude today's call. We do thank you all for your participation. You may now disconnect.