

Promoting What Works  
A Symposium of Promising Approaches for Supporting  
Pregnant and Parenting Adolescents

Top of the Hill Banquet and Conference Center  
Washington, D.C.  
May 18, 2011

**Where are the gaps, challenges and opportunities?**

**Reesa Webb:** Well, we definitely in our last panel had some passionate ladies talking about their programs. Now we are going to even more passionate because we are going to be talking about challenges and opportunities. To moderate our panel I would like to introduce Dr. Diana Tyson. Diana is a Social Science Analyst at the Office of Assistant Secretary for Planning and Evaluation. Her current activities include policy analysis and research related to youth at risk. She's been a project officer on the teen pregnancy prevention portfolio, examining programs and policies that aim to reduce the risk of teen pregnancy as well as sexually transmitted infections and risky sexual behavior. I will let Diana introduce the panelists.

**Diana Tyson:** Thank you for the introduction. I appreciate that. Good afternoon everyone. Thanks to everyone for making it to the final session. I definitely appreciate everyone sticking around. The session is going to be really exciting. This session is focused on the gaps, challenges and opportunities for action and I think in many ways it's a nice transition from the last presentation that we just heard that really ended with the challenges that are related to policy, programs and the research. That's exactly what we are going to tackle here. So as we are all aware and you extensively discussed today pregnant and parenting adolescents are one of the most vulnerable populations an difficult to reach. They really are in need of extensive support in order to help their families be successful. So this session is going to focus as I said on the gaps, challenges and opportunities for actions. So the presenters are going to cover issues related to rights to education for pregnant and parenting teens and rights to access to social services. Some of the prevailing gaps that exist in terms of the programs, so what's the content, what are we telling teens and gaps in terms of access to programs and gaps in terms of underserved populations as we heard about earlier today. The final presentation is going to focus on the research considerations that can really help us move forward in terms of understanding the type of programs and services at pregnant parents and teens are in need of. As many of us know we are in need of evidence to help us identify what we should be doing for this population. The final presentation is going to hone in on those facts. Just briefly I will go over the ground rules really quickly I think everybody is pretty familiar at this point. We are going to open up this session to discussion after our response panelists have had a chance to weigh in. And if you would like to ask a question during Q and A session go to the microphone. For those on web cast you can type your question into the chat box, so with that I will get into the introductions for our panelists an a response panelists. Our first speaker on the policy portion is Lara Kauffman. She's Senior Counsel for Education and Employment. Prior to joining the National Women's Law

Center, she was staff attorney with the Federal Trade Commission of the Bureau of Consumer Protection and before that she was Assistant of the U.S. attorney in Chicago.

Our second presenter is going to present on the programmatic capes and that is Dr. Darlene Shearer. She's the MPH Program Director at the Department of Public Health at the University of Western Kentucky. She's worked extensively with women, children and families and has over 20 years' experience caring for preterm and infants conducting assessments and interventions with at risk infants and their families supervising and training hospital and community based hospital personnel and research and demonstration for adolescent mothers. Our third presenter who is going to focus on the research -- sorry about that and she's a professor and Audrienne H. Moseley Endowed Chair in Women's Health Research and Director for the Center for Vulnerable Populations Research at the University of UCLA. She's a nurse practitioner in women's health. It's focused on understanding risk behaviors particularly for pregnant and parenting teens sum just in the interest of time I am going to introduce you to our response panelists the first of our esteemed panelist so Evelyn she's the Acting Director of Adolescent Health in the Office of Adolescent Health HHS. Ms. Kappeler is responsible for the administration and the programmatic development of the Office of Adolescent Health. Our second panelist is Jeanette Pai-Espinoza. She is the director of The National Crittenden Foundation. She has more than 30 years' experience in advocacy and education after intercultural communication and public policy and strategic communication and program development and direct service delivery. And our third esteemed panelist is Marlene Pearson. She's an author and educator with The Dibble Institute; she has created innovative programs that address violence prevention and youth development. So as you all know you can read more extensively about the presenter bio in your booklet. Right now we are going to transition to our first presenter and that's Lara Kauffman.

**Lara Kaufman:** Hi everyone. Thank you so much for being here and thank you for having me and including me as part of this program. I am really thrilled to see so many faces I know in this room. It's nice to bring everyone together and focus on this for an entire day. I am going to be the most depressing speaker of the day. I am here to talk about gaps and policy. I will say that with every gap there's an opportunity and that's going to be our focus. Right? What can we do moving forward to take action and change things. First, by way of background you know I tried to do this fancy thing with the bullets. It's probably not worth it. By way of background pregnant and parenting students have a civil right to education. That is something a lot of people don't know. Title IX of the education amendments of 1972 prohibits discrimination in education based on sex for any education programs or activities that are recipients of federal funding. A lot of people think title nine is just about sports. It's really a broad prohibition against all forms of based on sex. It's based on pregnancy an any related conditions such as miscarriage termination of pregnancy an fortunately it's very often still violated today and we can talk about that, but there are set of regulation that is specifically address school's obligation to pregnant and parenting steins. I am not going to get into detail sum there's material tons reference table on our website there's more materials that might contact information is on the site. I will be happy to talk to anyone who has questions about the law or thinks

someone has might be discriminated against or works for a school district that wants to do a right thing just call me. The you know it's been 39 years since Title IX was passed next month it will be 39 years exactly after unfortunately there's a huge lack of awareness. I wanted to skip over state and local law that is going even further than Title IX. That's a positive development. Focusing on federal law. So one of the huge barriers in the education portion of the law is the lack of awareness about Title IX on the part of school staff, teachers, parents and students themselves. If they don't know they have rights they are not going to express themselves and say wait maybe I should be in school. A lot of them are getting negative messages that they should leave school and drop out and get a GED or whatever it maybe or a will the of them are internalizing those messages and doing just that. So there's also under enforcement of Title IX in this area. I talk to the department of education office regularly about this. So you know unfortunately it's an area where a lot, there aren't a lot of complaints filed with the department, so they think that means that there isn't as much of a need to do enforcement in that area, but I said to them that this particular area there is a lack of complaints, but that doesn't mean a lack of a problem. Nobody knows that this is the law and girls are in a very vulnerable position and not likely to come forward and pursue any administrative complaint much less a lawsuit. The other problem is a lack of data. This is a huge problem. We don't have any systematic collection in this country of information on how many students in our schools are pregnant or parenting or whether they are graduating or dropping out or whether they are in mainstream school or alternative schools. It's no data out there. It's better to make the case better policies and better resources without the data. School district officials said to me it would be really helpful to know how many people we are talking about here. Then of course there's the big question of how many aren't in school that should be? We know the teen pregnancy rates are way higher than the graduation rates for young girls. We need to address that. Also there's coding issues. If a student drops out of school they may mark the, the school may mark them as truant but that's not why they dropped out. Why were they not showing up to school did they not have child care or medical complications. Unfortunately it's not known, but I will say that we still know there's a significant impact. We talked about it today. We don't have to get into the data. You know almost half of fee mail drop outs site being a factor in their decision to drop out. We know there's a huge push out problem. On child care we only serve one in six children who is eligible for child care assistance. Generally these days it's hard to find for anyone including teen parents. There's been a lot of funding cut backs as you all know. That's a critical piece of going to school is having someone to watch your child. Health cuts I think are significant. Pell grants are in many cases are what girls rely on. The maximum award amount is still not enough to cover the cost of going to college. Unfortunately the republican house budget that was just voted on did not maintain that maximum award amount. President Obama did maintain the award amount, but it cut back on the ability of students to get two grants a year. That was really critical for young single mothers to get to college sooner so that they could go to summer school. This is unfortunate. There's a lack of resources. We all talked about that. So the prig nap and parenting steps access to education act of 2010 that pat mentioned is about to be reintroduced representative Polis and representative Chua are the sponsors. And the idea would be that all state that is receives funds would in order to get the money would have to designate someone for parenting and parenting students. They have to review their

policies and practices the make sure they aren't pushing kids out whether they are intentionally and inadvertently and they would conduct professional developmental activities and the kinds of resource that is are out there to help support them. There would be a lot of discretion on the part of local school districts to decide how to spend the money. They would conduct a local needs assessment and be able to leverage the existing resources in the community. We thought it was important to have a stream of funding dedicated to the secondary education of these teens. The pregnancy assistance fund is a terrific development but only 10 or 11 states got the money and it didn't have the same focus on just secondary school or academic needs an making sure that every state changes the culture and the school climate for these girls. A lot of them are harassed and do not feel welcomed. I talked about this. You know there's a lot of possible uses of funds including a lot of the things we talked about today. Home instruction during maternity leave and child care and prevention of secondary pregnancy and access to social services and health care. Parenting classes that not only teach about parenting but a range of life skills and budgeting after applying for jobs et cetera. Individualized graduation plans and case management. We are really hoping to see that move forward. Now, short of establishing a separate funding stream which we know this this climate is extremely difficult. We would like to ensure that our nation's main statute for education reform, the elementary and secondary education act is also known as no child left behind. They acknowledge a group that is particularly at risk and in need of services. Here we see opportunity to urge the collection and reporting of disaggregated data to make sure that state and local school districts when they are developing their plan that it explains how they are going to increase the achievement for their students. That they acknowledge pregnant and parenting students and include them in their plans as I said professional development. TANF is up for reauthorization. The restricted requirements that Pat talked about briefly are a real problem because a lot of students or girls don't live with their parents. They are kicked out of house or homeless for various other reasons. States haven't acted vigorously enough to provide alternative living arrangements. The educational limitation that TANF imposes are a real problem. You know they have a limit to have many students can participate in the TANF program whether they are a young parent or in vocational education. That's a problem because there are a limited number of spots that adults and young parents are competing for. The premature time clock is an issue. If the lifetime limit starts running when you are 19 and you haven't finished school yet. You are placed in a difficult position of having to drop out of school in order to continue in order to get benefits or lose benefits for you and your child and have the clock turn in earlier. Child support states have variations on how this is handled, but teen mothers in order to get state assistance have to identify the father. Teen fathers are informally supporting and the girl's afraid that if she reports him and comes after him for child support that he will take off. We want to make sure the child support is encouraged. We don't want them to be settled with huge debt not having to pay back TANF and Medicaid. In the way of seeing that teens have access to good comprehensive health services. One is obviously funding. Title ten was cut by 17 million-collaring's in the 2011 CR. Of course we should note that is actually a significant improvement from HR one which would have cut it further an eliminated all funding for Title X. The eligibility for Medicaid family planning services unfortunately only six states allow those under 19 to be eligible. That's a problem. There's a problem of confidentiality an students

I keep saying students, teen moms being afraid their parents are going to find out about emergency contraception. Finally in 16 states the, okay I have to wrap up. I do want to talk about mental health services. There's a lack of health insurance problem. There's limited access to treatment and to treatment from appropriately trained professionals and there also have been huge cuts in mental health services. As you know there's a whole range of mental health issue that is a lot of girls are dealing with and teen fathers as well. That's really tragic. Thank you so much. Feel free to contact me for more information. Thank you.

**Darlene Shearer:** Good afternoon every one. Over the next few minutes I am going to summarize the opportunities for action that I see in our adolescent pregnancy and prevention in programs, many of which you already heard about today. In fact as I started to look through my list I begin checking off one point after another of my presentation that has already been discussed. I am just going to highlight some of the main things that I feel weren't perhaps looked at in the way I typically look at things. First I have some good news and I have bad news. The good news so that the collective experience and knowledge that we have heard today within this room should make us feel really confident in knowing that we are in fact making a difference in terms of preventing teen births, first one and second teen births and helping mothers to become better parents. The bad news so that there are those teens that our programs do not reach. They drop out and they disappear and they get pregnant and we know the history from history what's going to happen to them and the dismal outcomes for them and their children. I knew I would forget something. My slides. So what do we need to know about pregnancy prevention and parenting programs? That's a rhetorical question in case you wondered. Because we know a lot as we heard today and yet there are gaps in our programs that need to be considered if we wish to continue our present success rates in reducing teen births. I would like to share four areas of need and gap that I continue to hear and read about. First there are some important gaps in access to our programs. We do have a lot of programs and they are mostly pregnancy focused. As Dr. Bren destalked to us this morning a growing number of studies are beginning to show that comprehensive intervention programs for pregnant and parent teens especially those teens who come from disadvantaged Communities. Unfortunately not every community has one of these programs and particularly in states like the one that I live in which is primarily rural and a lot of smaller communities do not have these available. I think as a gap this is something that we need to advocate in developing more comprehensive programs for this population. Another gap in access is having programs available to use at multiple points in time. We have heard speakers who elude today this. We have to ensure that they receive the intervention they need most when they need them and as often as they need them. In other words if we offer intervention cyclically on a basis our teens should not have to feel like they heard it wings and they don't need to come back again for help. A second gap relates to program and implementation issues especially when developing new programs sum it seems that all we hear now away so that we need to do more with less money. Does that sound familiar? Universities are definitely hearing the message these days. This is especially true for our teen pregnancy prevention an adolescent programs. Some of the easier cuts we tend to make are in the areas of staff training and staff development and if we go to hire a new staff person sometimes you may pick that

person who has less experience because we can hire them for less money. Unfortunately these types of cuts are likely to have a direct effect on how well we can implement our programs or our new ideas. Or implement new interventions. I don't have any solutions to these but I do know that developing strong partnerships with other community agencies and programs to share expertise and training other resources is important now more than ever. Another important contact gap in programming relates to the content of our programs. Especially I think being aware of the developmental needs of the individuals that we serve. In spite of our use of evaluated curriculum and evidence base practices some teens drop out and disappear and get pregnant. Many of these look and act like their peers, but in fact they are not developmentally ready or able to use the information and skills we teach. The good many of them are elusive teens are cognitively challenged, who don't use the word mildly retarded any more, but in fact they have been identified in most school systems as being just on the edge of needing some additional help. Their skills are similar to youth who are three to four years younger than they are. And their ability to make decisions and to have the skills that they need to negotiate and navigate the system are those that need to be addressed by people who can help us in adapting our curriculum an breaking them down into small steps an tasks that these individuals can participate in. Their gaps in our programs for other special populations and I am talking about foster care youth, lesbian, gay youth and teens with immigrant parents. Their risk of pregnancy is more than two times higher than the general population sum these are the individual who is often times are the most difficult to engage because of the limited focus an type of settings where we offer our programs. They require more of our already limited time and resources. More than 20 studies remind us that these marginalized youth including Latina's an Asian Pacific islander teens have unique perspectives after -- cross disciplinary training and technical asides tans with community partners is absolutely critical to reaching an engaging them. And now we have come to the challenges of programming. The challenges listed on this slide are nothing new to any of you. You face them on a daily basis. But we must remind ourselves that our teens do need us and they need behavioral skills like the decision making, being able to refuse sex and discuss contraception with their partners and their parents and health practitioners. To teach these skills though requires that we be ever aware of their lit racy needs of their developmental and emotional development. These are best done in small groups which of course require more staff effort and increase the cost of the service that is we provide. But we cannot -- because we have to change behavior and build new skills in order for teens to be the best parents that they can be. Inspire of this long list of challenges there's an equally long list of challenges for action. Throughout the symposium you heard or been reminded about most of these opportunities several times over. I want to emphasize the couple of opportunities if you are not already involving in them. One is involving a broader range of stake holders in your communities. You need to do so if you are not already. This is a challenge and it takes time and is consuming but it is essential to have all of the cultural and special interest groups represented. Getting them to the first meeting is usually pretty easy, but keeping them involved an engaged requires regular attention just like a gardener we have to water an fertilize and pick the produce as soon as it's ripe so that we can continue to receive the benefits of what we worked hard to plan. Likewise actively involving teens is even more important and requires even more of our time and attention. Teens are not seasoned professionals. They have lots of other demand that are placed on

their time. If they don't feel like they are doing something tangibly rewarding in the commuting or their ideas are respected and useful they are easy to drop out. My one final thought that I would like to share with you. I do want to remind you all that the teen that is we work with are part of a family system. We cannot necessarily address that system directly but we have to recognize and respect the fact that there are influences and will continue to be influences on those teens. We need to keep that in perspective. Thank you.

**Debra Konia Griffin:** I want to thank all of you for being here. I am always learning from the exchange. There's so many remarks that have already been said what I am going to try to just highlight some of those things and summarize for you. I know if I asked you how many of you like research I wouldn't get very many responses? In fact if I asked you how many you liked to evaluate I would also get very negative responses from some of you because for whatever reason it's scary. We don't feel prepared. It's just one more thing that we are being asked to do. What I want to achieve today is to give you some ideas of how you can begin to at least collect some data that you already have and expand upon that so that you can build the evidence. What we heard today was very promising approaches that involves collecting data and doing research. They demonstrate to us a variety of different types of research that can be conducted in different settings with different groups of youth. Most importantly they demonstrated how pregnant and parenting teens may be successful supported to optimize outcomes and- they are doing this because they have the data to show it. That's a really important point. We have also heard how practitioners, program providers are building practice based evidence and we should never under estimate the importance of that, so much that I know and so many of the programs that I have conducted have involved partnerships with great community people who have wonderful ideas and wisdom expense coal learning that allows us to collaborate to do good work. They don't have to collect the data and worry about the things they are doing. They can do what they do best. That's something I would like to emphasize. Promoting successful programs does involve develops evidence based models at some point. We heard how it's a planned process and systematic. It's deliberate. We heard the back and forth between the formative stages where we qualitative and find out about the youth we are working with. We develop the interventions after the services and for some we actually by lot test them. We may go onto conduct randomized control trials like the many wonderful examples we heard today. Then we may further go into replication as Dr. Florsheim talked about doing from one site to another site. Nobody used the word dissemination research. When one does that we use in a translational research model which broadens apply ability that programs can be used we different groups having -- I loved what we heard from Dr. Brindis using the McDonalds approach and what the core elements and core values are an adapt the program to the different populations. Many promising programs are not being evaluated. If you are beginning to think about evaluation which I want to encourage you all to do. We need to decide what are the essential questions we wanted you to ask first. What data do you need to collect to address and answer the questions? Data is not looking at the outcomes. It can help us to look at the implementation process and to learn about the delivery and what's working after not working. I know we are all interested in that and what we need to do to make things better so we can refine and improve our intervenes to looking at the process of

delivery. That's kind of the implementation process. Then those of us who want to partner -- so I would encourage you to consider collecting data prior to the start of the programs that you are delivering so you know about your participants during your programs so you know about the delivery process and at completion of your program, you can look at do some comparison between before and after how did your wonderful services effect your participants whether your behavior changes and were there differences in attitudes and we heard about many examples of outcome. The follow up data that we may be collecting will help us learn about sustainability. Let's give us examples of things you could be thinking about. For recruitment you are trying to get people in the program just cracking the number of refusals and the reason for refusal. How many enrolled. Those enrolled how many do come to the program. Your process of implementation what's the attendance like? How many hours are the participants receiving? What are their reactions to different activities? There's wonderful outcomes today. You may have direct observational things or parenting skills you see or school completion or return to school. I don't have the time to go into each but we have heard examples. The impact. How does being in the program effect behavior change. We want to look in this area about cost savings. We did hear a wonderful example of a cost benefit analysis. Moving onward programs for teens there we know in the state of where we are with our state of knowledge. We know that they vary a lot in terms of services provided delivery site and target populations. We heard over and over no one model fits everyone. We need to assess the programs after see how they need to be adopted. We heard over and over the reasons to begin early. The pregnancy is a window for opportunity both for moms and dads. Many studies that involve teen mothers that are mixed in with other populations so that we may not be able to tease out the impact unless there's sub analyses on how the program is working for teens and others. The evaluations maybe post, after the program, that program maybe because it is experimental they may have short term evaluation weighs. We can't really look at the sustainability. I love the idea of what I was hearing today of networks of how you just find out and you know from other teens what's going on and those are strategies that is work. We heard from Dr. Brindis about and others that sample size makes a difference. If you have people in your program you may not be able to tell if something is working just because the sample size is too small. I wanted to say one other thing there's mixed research findings about the effects of who should be the intervener Para professional versus professional. In some programs we found differences. What would I track then? First of all I would recommend given the constraint of our economic situation and the number of programs out there. I would recommend adaptable programs as the first approach and the highest priority. You don't want to reinvent the wheel. We want to search for the best evidence and we have lots of good ideas in this program. Do the work that's necessary to determine what adaptations need to be made so the program fits your age group and your ethnic racial group and your family constellations. If necessary we can improve on existing programs maybe a little bit more follow up with some contact with the intervener. And we heard over and over pa tis pa story research roach where we partner. There's a lot of people in the university who would love to benefit from knowing someone like you who are doing great programs. Think about it they can do the evaluation. What potential is out there if you work with community partners and there's lots of buy-in and the benefit is that it's going to reach the real world in a practicality of program delivery and here's what really counts is going in

at the very beginning. Those of you thinking of new intervenes they should address the gaps they should not be doing the same old thing. If its population that is have not been previously looked at. If we don't know about merging problem that's where the new program should come into play. Tips for success this applies to even whether they are doing program that are being, the data is being collected or not? We always want to foster participant retention. We wanted to do intervention that is will engage by young parents. That means it has to be culturally developmental an interactive. It has to be fun and it has to meet the needs that the youth see not what we think we see. It has to be a connect there. It has to be accessible sum we have to the umbrella that -- the baby carriages the more incentive test you can give in your program it is better off you are. Minimum child care if you are doing any group work. Some way to help them in that area, transportation is really essential. Remind them of phone calls. We use a guide where we find out the names of people who are close friends who the teen could feel comfortable having us contact. We do Ceremonies to celebrate their completion of programs. I have other tips in terms of evaluation that are not really -- you can read through it. I was saying look at my list of how we promote effective programs. We need to be talking about what we are doing. I give you a whole lot, when where, how of specificity telling you the kinds of thing that is you should be sharing with others. Whether cow are writing the articles or whether we are presenting at conferences or just talking. It's telling people these things will be particularly helpful so they can replicate or learn from your experiences. So in summary I again, I appreciate this opportunity to talk with you. I want you to begin those who are not collecting data to get thinking about easy ways to do that and partnerships. If you are already involved in the evaluation processes think about ways to take it one notch higher so you can improve the quality of the evidence we are producing. That will get us the money and that will give us sustainability.  
Thank you all.

**Evelyn Kappeler;** There's a lot of wisdom in this room and we learned tremendously from the AFL program. I am not afraid to steal good ideas and use them effectively. It's interesting when I was talking with some folks in the room someone mentioned that this meeting was an opportunity for them to reconsider about what they think about teen pregnancy prevention. I think that's a great starting point. I think that's the question here. Where do we begin? On the day and on this panel I think where we start is thinking about what's the analytic framework for examining adolescent framework. What are the desired outcomes and what are we looking for in terms of favorable outcomes and what are we looking for in terms of short term and long term public health, social an educational outcomes and for whom? The pregnant adolescent, the partner, their child and their community and their peers and I don't have the answers, but there were several questions that were raised today in terms of what are the priority populations we want to look at. A few that struck me were foreign born those for whom English is not their primary language. Those who are very young who have really special needs and are particularly vulnerable. A lot of discussion today is around adolescents but we also have a population of older teens to where secondary pregnancy is an issue. We not only establish what the evidence base but we look at the supporting the science of an implementation how do we document what we are doing. What are the practical tools for replicating? How do we share experiences and how do you account for the charismatic program manager and

replicate that. The complexities of the lives of teens and the situations they have to deal with if you don't know where your next meal is coming or you are laying that head that night. It's hard to do the other work we need to do. I think the other issue raised is educating our teens in the film and during today's presentations and this afternoon. I didn't know is what some adolescents say. I how do we get the information to them so they are aware of their rights an opportunities. I have been scribbling notes. This has been a robust discussion. I want to close by saying I think it's important that we include evaluation and look at it as an opportunity. We look at common definition that is we are working from that training and technical assistance is essential. And I'll just close with a little quote if I am indulged the time this is a difficult time with budgets and collaboration is hard work but it is productive and just the pessimist cursed the wind the optimist seeks to change the wind and the realist adjusts the sails an hopefully we are all realist in this room and collective wisdom an collective data will help us move forward. Thank you very much for having me here.

Good afternoon. Her notes are really neat and mine are a mess. We will see where we go from here. Someone asked me earlier to do 30 seconds on Crittenden, because the name comes up a couple times. I have the honor of being the president of the national umbrella of the Crittenden -- 31 states and the District of Columbia-- not all agencies have Crittenden in their name are related to us. The Crittenden agencies come together around support for the most marginalized young mothers, girls within that group of a subset of young mothers our agencies are supporting young mothers in foster care an people referred, young women are referred to mental health services. We are talking about that. That's sort of framing my response because my job really is to represent what I hear from these 26 very diverse agencies that range in one million to over a 110 million. Crittenden uses a social justice framework to look at the issue of teen pregnancy and I think all the panelists who were up here before talking about the programs do that. I think that's really important because it covers everything you do. It really it means then you are not using a deficit approach but you are using a strength based approach. You are looking at the root causes of what's going on out there in the world. My comments about challenging and in terms of responding to their presentations I am going do that. I looked at their power points and said great we are all on the same page. I want to talk about the challenges and the gaps where I think and I hear from our agencies and funders an policy makers an even advocates in some cases are missing what the needs are and the realities are of the direct service providers an so let me just go off on that. So one is what I talked earlier is the impact of sexism, racism, poverty and violence, particularly violence on the lives of young women. We do work with fathers. You heard Inwood House talk about that. The average age of our agency is 11 years old. I don't mean just in terms of how do the young women end up where they do because of these social issues how does that impact the way we look at them and the way we look at the issues. I am not a social worker but as I came into this many years ago when it comes to teen moms and girls there seems to have over time established something we have a culture of low expectations. We expect nothing you get nothing it was addressed up here earlier. I think that comes unconsciously as we are by products of live anything a very sexist and racist world. I think we have to be ever vigilant, are we expecting them to get a GED or high school or finish college or become doctors and lawyers I think the policy that is coming out and the funding stream that is

we get they don't have the same level of high expectations that as service providers do. We wonder why the cycles aren't broken. I think that we sometimes transfer to girls the sort of bad girl. The minute you are pregnant you are a bad girl. Boys will be boys but if you are a bad girl you carry that for a long time. I think that affects the generational nature of it and again undergoing the impact of trauma. In terms of gaps first of all we don't know very much about young moms. If you ask anyone in juvenile justice or mental health system and run away and homeless. How many of young women that come through your systems are pregnant and parenting. Or how many are a father? There's no data. There's no data it makes it pretty difficult. There's no definition for what an effective continuum of receiver vises includes. What are the settings or services therefore there are no standard yaws get placed up against other organizations and expectations and compare when there are no universally expected standards. We have an inadequate focus on trauma. We don't talk about the impact and gender and culture together. We don't talk about bonding and attachment enough. The mom to an adult and the mother to baby. I think in terms of research I loved what you had to say Deborah because I think we have a big caution of RCT's because of our agencies that tells you that a behavior may change for a given period of time, it doesn't say if that person's life is going to change or break a cycle. Expanding what we think is evidence and what we talk about as evidence base. Your presentation is really refreshing. In terms of education well, we work really closely. Ditto to everything Lara said. I think we know that education works. We know there's infrastructure in place because of the law. We are not able to give the threshold of support that allows young parents to take advantage and therefore again break the cycle. Again, we are contradicting ourselves and I am stopping now.

**Marline Pearson:** It's my turn. The final person. Well, I think that you know the others have really commented really well. I really eco I really you know support everything they have said. I think I guess what I am going to do right now is you know when we think about all the presentations that we have heard today I mean certainly what we know is that it takes a lot. It doesn't take one thing. There are many layers there's many thing that is we need to really attend to. And so what I want to do is I want to highlight an area that I think we haven't given much attention to and that is young parent's love lives. We did have a presentation by Dr. Florsheim who did. I am actually talking about not, I am talking about the ability to form and maintain healthy intimate romantic relationships. And you know when I think about the kind of attention to healthy relationships that exist in many programs it just on sort of on the surface it appears to me often times it's quite generic in terms of healthy peer group and healthy family. When we do deal with prom and tick relationships it appears to be kind of thin, kind of thin like you know what are the qualities of healthy relationships or more or less healthy relationships defined as the absence of these bad things abusive relationships. Or negotiations skills. I really do think that we could do more and I doubt there are really compelling reasons to do more in this area. I don't think its fluff what so ever. Child Trends recently had a research brief on relationships of young people. It's very interesting what they found. While teenager and adolescents can certainly rattle off you know what are the qualities of a healthy relationship, love, respect, you know honesty whatever, it doesn't go much further than that. They will also say that their relationships really fall very short of these kinds of ideals. I think even sort of sadder is that they have a great pessimism that they could ever

have healthy relationships. And they talk about a total lack of models around them. Now, this child trends report really egos my experience in working with pregnant and parenting teens and just in general high risk youth and young adults. They don't really think healthy relationships are within their reach. They don't think that. They have little clue of how they could get there. What are the steps and what are the how tool's. How can you move to respectful and responsibility relationships? I spent 30 years working with this population. What this has taught me more than anything I supposed is that poor love choices relationship troubles really have a way of throwing young people off track in undoing the progress. I guess this is the point I want to make. I see it as a derailment factor. You know the lucky ones and we know that not all of our young people get these services, access is a real issue. Even though young people that do get the services, the medical services, health services an contraception, prenatal well, well baby an postnatal care an parenting, school completion to get help to finish high school that get help to get into the community college, employment or whatever. Drug recovery even the criminal justice. Ideal with a lot of young men coming out of the criminal justice system, but yet their relationship troubles can derail them. Despite that progress. It can undue that progress that's what I think it's something really have to pay attention to it's not fluff. It's not extra. The other thing is that those services don't up so fake to translate into healthy relationships. Yes they all play a role. We know but they don't really translate into it. A young person's love life is just really not neutral sum it's just not neutral. It will affect everything and what I see is that it can keep snagging them. It can keep snagging them and it can keep derailing them. It's possibly the one area that young people really get the lets help in. They get the least help in this area on how to navigate these intimate romantic relationships. You know personally it's what's led me to really you know my life in the last 13 years has been consumed by developing ways and working actually with a lot of young people who have been there done that to develop comprehensive relationship education. Youth build sites across the United States with the help of the -- foundation are using and job care and foster care. I just want to finish up here. If we move from anecdotes to research we know that unplanned pregnancy is relating today's relationship turbulence. We know relationship turbulence really puts children at risk. It adversely affects parenting. We know it's huge with father engagement. I think we could draw from the fragile family study. There's just so much there at the five year mark. Most have inner the relationships. They started new relationships and those relationships have inner and there have been additional children. We know many are romantically involved at the time of the birth. We also know that many of those relationships are not viable. Every teenager, every pregnant teenager is in one of three spots. I'm in the relationship I want a future but all they have to go on is wishful thinking. We have got some good tools today. If you look at building strong families, look at the Oklahoma site. It really was impressive. If you look at Lynette Fedder who's linking a relationship program today with home visiting nurse program. Really promising. Other people are in a relationship they are not sure. They need tools--how do I assess, how do I know. How can we improve? Is it worth it? Should I leave and others are not in a relationship and we need to help them do it better next time. The challenge is to think outside the box, to think outside of health paradigms. Young people are hungry. They are absolutely hungry, absolutely hungry for this. And young men as well. How do I avoid figure out if it's worth it what should I look for? How do I keep it good? Why does good love go bad? I

think there's a will the opportunities we need more programs can tailor them for young people.

We need more research. We need more integrated approaches. Relationships, pregnancy prevention, and violence prevention. I think there are real possibilities here. Thank you.

**Diana Tyson:** I know we are short on time do we have a chance for any questions?

**Reesa Webb:** I would like to thank all the panelists and as we transition to the next transition perhaps we can leave the panelists up here and integrate questions if Alicia feels that's appropriate. I know we don't want to keep you longer than we had hope. Before I give the microphone over to Alicia have a couple comments to make. Those participating through web cast. Your tenacity is unbelievable thank you for participating by an all-day web cast. I would like to thank Alicia. I think you all know this conference and symposium was her brain child. She worked tirelessly to engage the co-sponsors and to bring everyone together so we had this meaty discussion and conference. I want to, before we get too late, I want to give her a round of applause as well. So without any further ado she's going to moderate the last few minutes and have a dialogue.