



Webinar Transcript

Workforce Development to Support & Engage Young Fathers

Operator: Welcome and thank you for standing by. All participants are in listen-only mode until the question and answer session of today's conference. To ask a question, press star 1 on your touchtone phone, record your name, and I will introduce you. This call is being recorded. I would like to now turn the call over to Yasi Mazloomdoost. Ma'am you may begin.

Yasi Mazloomdoost: Thank you and welcome everyone to today's webinar called Workforce Development to Support and Engage Young Fathers. The focus of today's webinar will be recognizing opportunities and implementing strategies to support and engage in fathers within workforce development and career readiness settings. At this time, I'll turn it over to Deborah Chilcoat, Healthy Teen Network's Senior Training and Technical Assistance Provider.

Deborah Chilcoat: Great. Thanks, Yasi. Good afternoon. On behalf of Child Trends and all the presenters, we'd like to thank the Office of Adolescent Health for the opportunity to share this vital information on how to collaborate with workforce development and career readiness to support and engage young fathers. This webinar was developed by Child Trends under a contract through the Office of Adolescent Health. The views expressed in written training materials, publications, or presentations by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. government.

I'm very pleased to be facilitating today's webinar. Towards the end of the webinar, Yasi is going to return to share a little bit more about some products that OAH has developed about young fathers. She's also going to talk to you a little bit about an upcoming Twitter chat. But today we're going to focus on the information about young fathers because we have a wonderful group of savvy professionals who have generously given their time to prepare and present content for today's webinar. Let's meet them, shall we?

First, I'd like to introduce Dina Israel. Ms. Israel is a senior operations associate at MDRC. She specializes in setting up collaborations between researchers and practitioners to start up new programs and services and rigorously evaluate them. Her project has focused predominantly on services that target low-income mothers and their infants, fathers, and young people disconnected from school and work. Her current project is called Building Bridges and Bonds. It aims to build evidence around promising approaches responsible fatherhood programs can use to improve a father's employment, parenting, and relationship outcomes.

Second, we have Susan Radway. She's with the Connecticut State Department of Education and is a PAF grantee. Dr. Radway is the Program Manager for the Connecticut Support for Pregnant and Parenting Teens program funded through the Office of Adolescent Health's Pregnancy Assistance Fund. Her career has focused on prevention and early intervention work with children, youth, and families with extensive experience in the education and private nonprofit work settings as well as municipal-based and state-level government. Sue is versed in the development of collaborative partnerships and plays a leadership role in the development of programming that promotes school-community partnerships and family engagement.

Lastly, we have Dr. Richard Feistman with New Hampshire's Department of Education. Dr. Feistman is the Project Director of the E3 Team Fatherhood Program at the New Hampshire Department of Education as well as the bureau coordinator for family and community engagement and the regional management - excuse me, regional manager for Seacoast Title One program in the state of New Hampshire. Dr. Feistman specializes in non-residential fatherhood, program evaluation and public intervention programming for vulnerable youth. Welcome to our guest speakers.

Today's webinar is just one of a myriad of resources available to you PAF grantees. Please remind - please remember that the PAF Web site was recently restructured to separate the PAF program from the PAF resource center. The new program section provides information on who PAF serves, organizations currently funded, and successful grantee strategies in addition to important program guidance for PAF grantees. The streamlined PAF resource center has updated training and technical assistance resources and tools that are more easily accessible. We encourage you to use and share these pages to further build support for your work with young families. This is also where we will be archiving today's webinar slides, transcripts, and audio recording.

There are a few interactive features of the webinar platform that we're using today. During the webinar, we will use both the polling feature and the Q&A feature and at any time you can send us a comment through the text box. So if you take a look at your dashboard, you should be able to find the Q&A feature. And now I'd like for you to find the text box feature. And if you would please with the text we'd love for you to write the name of a restaurant that you highly recommend. So find that chat box or the text box and let us know the name of a restaurant you highly recommend. It can be a local establishment or a national chain. Okay. Thank you everybody. If you have

issues with your technology, just send us another chat and we'll see how we can be supportive to you.

We're also going to be conducting a few quick polls over the course of the webinar. I'm going to go over the question and then a box to respond will pop up on your screen. So let's test it out. The first question we have is how does your program primarily engage with young dads? Do they attend group workshops that you offer? Do the young dads get referred to other community partners? Do you work with the dads one on one? And do you try to make connections with other workforce partners who you may or may not have had some success with? Feel free to text all that applies if more than one response is true for you. And we will go ahead and open the poll now and give you about 30 seconds to respond and we'll share the results.

Okay we'll give you just a few more moments. Okay and five, four, three, two, one. Okay. Thank you all for participating in the poll. It looks like the majority of folks - some folks have a group that they offer which would be answer A. We have one person who refers them to other community partners, a few of you who work one on one with them. And it seems like maybe most of you have really tried to make connections with workforce partners but have not had much success. Well we're hoping today's webinar is going to be the step in the right direction for you because our guests are going to share how they've done it with success and what are some tips and tricks that they might want to relay to you. Thank you all for participating.

So we also have a quick open-ended question. The question is if you feel like your program could do more to engage on dads, what is preventing you? Why don't you just reflect on that for just a moment? You'll notice that there's an open-ended answer. So we're going to go ahead and open it now and if you would please write your response within the next 30 seconds or so. So if you

think you could do more engaging young dads or connecting with workforce development or other social service agencies, let us know. What do you think might be preventing you?

Okay in ten, nine, eight, seven, six, five, four, three, two, one. We'll close the poll. Let's give it a moment to generate the results and I'll share with you a couple of the responses. Hmm, it seems like some of you want to just learn a little bit more about how you can engage young dads. It's okay. Let's see. Let me see if some folks may have sent something through the chat box. Just one second. No. Okay. Well it sounds like this is a really important area of growth for organizations. So without further ado, why don't we go ahead and move to our objectives. What exactly do we think we're going to get able to finish today?

So moving onto the next slide, at the conclusion of this webinar we believe that you'll be able to discuss challenges and assets of young fathers who may be seeking out employment services, describe research seeking new approaches to improve outcomes for low-income young fathers and children with four key strategies for engaging young fathers in programs that support expectant and parenting young families through workforce development and career readiness. And finally, analyze approaches designed specifically to connect young fathers to employment opportunities.

At the end of the webinar there will be a short feedback form. So please, please do not disconnect right away. We really, really value your feedback and everything that you share with us we take into consideration for future webinars. So this information and the experiences that are going to be shared are really going to benefit you to be able to help build collaborations between workforce development, career readiness, and how we support and engage young fathers. So I now thank you all. I now would like to turn the

presentation over to Dina Israel. Dina is going to be giving us an overview of the research related to employment and economic stability for young fathers. Dina, all set?

Dina Israel: Sure. Thanks so much Deb. Thanks for the introduction and for inviting me to join today's discussion.

Deborah Chilcoat: Thank you. I appreciate your willingness to participate.

Dina Israel: So for those that don't know, I work at an organization called MDRC. And what MDRC is, is a nonpartisan, nonprofit research organization focused on education and social policy issues about, you know, for low-income families and other disadvantaged groups. So over the last nearly 40 years, we have been developing and evaluating solutions to problems that low-income men, women, and children face. And you might also know us as an organization that has pioneered the use of a particular research method called random assignment. Next slide please.

So MDRC's work spans across an array of social service settings in the U.S. and abroad. The research evidence I'll share today is based on lessons from practitioners like yourself, descriptive studies, and rigorous evaluations we've conducted. The information I'm sharing draws from programs that serve young fathers in a variety of settings displayed here on the screen. It may surprise you that I'm drawing from research that was conducted in multiple service settings and not just programs that serve young fathers. The reasons are first young fathers interact with many types of programs and some programs distinguish services for young dads within the program and others do not.

And there's also not a lot of rigorous evidence available yet about young fathers specifically. So to the extent that I can draw out information about young fathers I will. The good news is, there is a whole lot of research underway to bring out the experience of young fathers. For example, the Federal Office of Family Assistance in the Department of Health and Human Services recently awarded grants to responsible fatherhood programs emphasizing the goal of serving more young fathers. And MDRC is in the midst of mounting a large-scale rigorous evaluation of these programs. Next slide.

I'm sure most of you recognize the distinct role fathers play in children's lives and the benefits in helping to define a father's parenting role early. For example, research shows that children have better developmental outcomes the earlier their fathers are involved. You're also probably very aware of the kinds of barriers that low-income dads often face in finding ways to consistently support their children positively both economically and emotionally. These barriers really have no age limit to them but for young dads I'd say they are particularly acute.

When thinking about what we know about employment and economic stability, there are a few things that I'd keep in mind. One, fathers are diverse in terms of their ability to gain and maintain employment. Their knowledge and skills and abilities differ so there's no one shoe fits all. And two, local economic and policy context really matters. For example, the decline in construction during the recession years changed the context for a youth employment skills training program that serves lots of young dads but providing them construction skills. The same can be said for changes to criminal justice policies which have led to increases in the number of persons with criminal histories that are seeking employment after being released.

A third item to keep in mind are just that many of the fathers served by employment programs would work with or without the program but for many employment retention is the biggest - the bigger problem. It's bigger than job finding. So this fact may be related to characteristics of jobs or the people and support systems they have. Next slide please.

Given the diversity of dads, fathers, and their local context, it probably isn't a surprise that there are different approaches programs can use to improve the employment prospects. You might be doing some of them now as you kind of indicated in the poll. We'll take another poll in a few minutes to learn of these particular methods I am going to highlight whether any of you are doing some of them. The first one is an option where a program might try to change the job seeker's skills or motivation. Soft skill improvements are often organized into job readiness workshops or one-on-one help with a job coach to learn how to write a resume, handle themselves in an interview, or fill out an application. Hard skill improvements may be organized by occupational training programs or free certification courses like OSHA certification.

Programs that want to improve the basic education of a young teen father often focus on say GED or high school attainment, high school diploma. A program called YouthBuild happens to do all three of the things I just mentioned. YouthBuild is intended to help high school dropouts ages 16 to 24 who face an array of impediments to their educational and employment success as they progress into adulthood. There are approximately 270 YouthBuild programs operating nationwide serving thousands of youth per year. YouthBuild values a family-like environment in which young people are cared for, respected, and empowered by staff members who understand their experiences and serve as role models, all the while providing meaningful work and educational opportunities.

Another method that might be used may be to connect the job seeker with job opportunities. This often comes in the form of job search assistance or job placement assistance. While temp agencies may do this, there are often programs designed in communities for the special populations like young fathers that as part of their employment services offer access to computer rooms or even job leads. Job leads are particularly strong when a program has job development as part of their service offering. In this role, a staff person's role is dedicated to forming relationships with employers to identify job leads and match clients to them. In this capacity, the job developer often changes the way employers - influences the way employers hire. For example, the job developer may build trust with the employer and guide them to recognize the value of hiring young men from the job developer's organization. Next slide please.

Other ways to improve employment include number four, creating incentives for working often referred to as “make work pay.” This includes using earning supplements to provide an extra bonus or a stipend associated with getting and retaining employment. Another approach used creates subsidized jobs for the job seeker. This involves simulating a work environment as a way to transition someone that hasn't had a lot of work experience to the labor market. This is particularly true for young fathers, right. With these types of programs, fathers are working in a supportive environment for a short-term period. The programs may pay participants directly or subsidize the employer for hiring that participant for that period of time. And there may also be a staff person assigned to that person or a group of fathers working to provide daily ongoing support. A lot of research recently has been dedicated to the service types on this page.

So now it's time for another quick poll. I'll go over the question and then we'll open up the poll for about 30 seconds. And the question is does your program

provide any of these workforce services I've just discussed to fathers currently? Please check all that apply: job search assistance, basic education like a GED class, or you might work directly with employers as I described. Job developers often do. Do you have a sectorial training program or a subsidized jobs program? Or do you have something like an earnings supplement or a bonus?

Okay we'll open up the poll now and we'll close the poll in about 30 seconds and go over the answers. And now just keep in mind that your program might do this directly or you might as part of your service offerings refer people out to these particular services. So I would be curious about both perspectives. I'm about to close the poll and get some results. Okay. Of the people that have answered, we see that job search assistance and basic education are kind of at the top of the list of service offerings. Really interesting. Thanks for answering. Okay the next slide.

Now that we've seen some of the approaches programs use to help young men find and maintain employment, how about we look at some of the research and what kind of findings we've found? The first method I'll talk about is job search assistance. What the research has found is that it can increase employment. The thing I would keep in mind about this particular method is that the research also suggests that finding a job isn't as much of a problem as keeping the job or finding a job that pays well. So job quality and job retention really need to be a focus as well as finding the job. We've also found that staff do not always have the training they need to do this job well. So if you're thinking about job search assistance, think about training for your staff.

Basic education has been found to increase GED receipt. This is really interesting and all the while when we dive into it, we found that while a GED

does not seem to pay off as much in the labor market it can be a gateway to post-secondary education and training as the research has shown.

So on the next slide sectorial training programs have been found to raise employment and wages. To do this, employer involvement really is critical. And the other thing we've noticed about these kinds of programs is that they often have eligibility criteria that screens in those with higher literacy or motivation. So there is some screening that we've seen tied to these programs. Those that participate also, you know, it's important for the program to keep in mind that your participants may need some income or some sort of support during the training.

Number four, transitional jobs or subsidized jobs, can put people to work and in some cases reduce recidivism. And the thing to note about these programs is that they tend to cost a bit more to operate and while we've gotten some positive impacts about putting people to work and reducing recidivism there is little evidence right now to suggest that this type of program has a long-term impact on employment. But those - that kind of long examination is currently going on in more settings. Item number five, on-the-job training programs, well those have been found to increase employment as well. And the interesting thing to note here is that these programs as designed tend to operate on a smaller scale and be selective. Next slide.

Earnings supplements, as I described before, are some sort of bonus or stipend that a program might offer when someone finds employment. This could be - an example of this might be that for when someone finds a job, let's say they're earning eight dollars an hour for that job, the program might provide another two-dollar bonus for each hour in order to bring that hourly rate up to ten dollars for the individual. That's just one example. There's many ways to put these together. What these - the research has shown about earnings

supplements is that they consistently raise employment and income. They are helpful for those goals. This is quite a positive story and I'd say the one thing that we're eager to build evidence about is just the impact this type of service has on men since a lot of the evidence of these kinds of programs has come out of programs offering services to women.

Finally, post-employment support. Some programs offer to continue to support individuals after they find a job. Based on prior research, our thought here is that the most effective approach may be to focus on rapid reemployment rather than constantly trying to prevent someone from losing a - their job.

So, on the next slide I've listed some questions that are guiding the field's research agenda today. Do findings differ by population? For example, could we kind of tease out how these particular interventions affect young fathers more, or other kinds of special populations within those that are being served at programs? Another question we're interested in understanding is what's the best way to match participants with appropriate employment services. And this might be by diving into kind of the role of job developer and the best way to match individuals.

Another question that we're interested in is just how employment services fit in with other services. I think the services you provide are an example of this where there's an array of kind of services being offered and employment might just be one of several. And how do you make all that fit together and still achieve strong and important outcomes? Another question, which ancillary services or supports are important to really kind of support the effort that you're putting in towards the employment goal? What else do you need there? And finally, could employment be bolstered by really focusing on cognitive behavioral issues that an individual might have getting them to feel

more comfortable and be able to understand, you know, the way they relate to others and use strategies or role-playing in order to improve their relationships?

So before I close, I wanted to leave you with some of the programs and studies underway that are trying to answer the questions I just posed. So first there - on this slide there are a set of father focused studies focused on learning what services work best for dads enrolled in the Federal Fatherhood program. These programs are located across the country and offer employment, parenting and relationship education. The studies are called Parents and Children Together (PACT), and Building Bridges and Bonds, and are sponsored by the U.S. Department of Health and Human Services Office of Planning, Research and Evaluation in partnership with the Office of Family Assistance. So some father-focused studies here.

On the next slide, there are two promising program models for young adults that are disconnected from school and work kind of listed. The evaluations we're doing on those models are listed here. One is looking at the Youth-Build program I mentioned before and another is looking at a program called Project Rise. Both these programs are kind of focused on employment and education. Project Rise offers education, a paid internship, and case management to young adults who lack a high school credential and have been out of work.

Child support services for young fathers also come out of child support offices and here are three studies underway to look at what employment and other services work best for dads tied to this system. Employment services integrated with child support are being examined as part of the National Child Support Noncustodial Parent Employment Demonstration or CSPED and also a study called Family Forward Demonstration where they're evaluating employment services integrated with child support. Behavioral Interventions

for Child Support Services or BICSS is going to be looking at testing behavioral interventions that kind of improve the way child support services interact with their clients.

And promising employment approaches, we've listed a number of them today during my talk and finally I wanted to give you a sense of, you know, some of the research that's being done on these particular models. The studies on this page represent some of these innovations and transitional jobs for nonresident parents or people recently released from prison and other groups these are being evaluating as part of the Enhanced Transitional Jobs demonstration and the Subsidized Transitional Employment demonstration. Paycheck Plus is testing an example of an earnings supplement in the form of an expanded EITC for single adults, often nonresident fathers. And then there's PACE and WorkAdvance that are looking at programs that seek to create career pathways for their clients.

So that's all from me today. Thank you again for listening and here's my contact info should you want to reach out with any questions or comments. Deb thanks. I turn it back to you.

Deborah Chilcoat: Thanks Dina. That was a lot of really heavy and great information. So I hope those of you who are listening were able to pull out some good pieces of data and some really hopeful research that's going on. So thank you Dina. I really appreciate it. So next we're going to be hearing from Sue at the Connecticut State Department of Education. Again, Sue is a PAF grantee. She's going to be giving us some guiding principles and strategies for engaging young fathers in workforce development and career readiness and also telling us a little bit about her organization's program. Sue?

Susan Radway: Thanks Deb. I'm happy to be here to share what our program's doing in Connecticut. I thought we'd start with another one of those polls. And we're looking for what services do you offer for young dads? And you can check that all apply. Do you work with academic supports and education components to provide case management? Do you offer parenting, education, and life skills programs? Do you link dads to higher education and career work? Today we're talking about workforce development. How are the families engaged, multiple generations? Access to health services? Do you provide childcare support? Is transportation available? The poll is open now. If you could choose as many as apply to your programs, we'll see how extensive the services are that our listeners are involved in.

Deborah Chilcoat: It'd be great if we can get really great engagement and participation in this poll because we really are curious about what's happening out there. Aren't we, Sue?

Susan Radway: It's really helpful to know who's listening and...

Deborah Chilcoat: Yes. Yes for sure...

Susan Radway: (Unintelligible).

Deborah Chilcoat: So please answer this poll question.

Susan Radway: The poll is open.

Deborah Chilcoat: And I guess we should just remind folks that these poll responses are anonymous. So you can be honest and give us your genuine response.

Susan Radway: All right so here we go. We've got a few people that are working with academic supports and case management and then some parenting education and health services access. Not a lot in the other areas. And perhaps one of the answers is we're not working with dads at the moment. So if you're on the webinar to learn more about how to engage and work with dads, then I'll get started. The next slide.

So the Connecticut State Department of Education received a PAF grant in 2010 and since then we've been funded through them to develop the Supports for Pregnant and Parenting Teens Program which operates in six school districts in our state that have the highest high school dropout rates and the highest teen pregnancy rates. We have the programs in comprehensive high schools in these districts and provide services to both expectant and parenting teen mothers and fathers with the goal of helping them achieve high school graduation and positive health outcomes for both the teens and their children. In working with the dads, we serve dads approximately ages 14 to 21.

In developing the project, needs assessments indicated that in many instances the dads would be older than the moms and many of them would no longer be in school. Early on through conversation and participant feedback from both moms and dads, we learned that our overarching goal of graduation from high school was often overshadowed by a teen dad's goal of earning money to support their child. We recognized that unless we found a way to partner these two goals together, the majority of teen dads would not be staying in school or would not consider returning to school.

Our challenge was to develop a process that would support both goals and to help the dads realize that accomplishing these goals are both realistic and doable. Recognizing the challenges we faced, we turned to the guiding principles gleaned from a review of evidence-based and evidence-informed

teen father programs to guide the development of the fatherhood component of our teen parent program.

We designed the program to include specific outreach techniques and program components for teen dads and worked from the basic belief that all dads want to be the best dad they can be, and use workforce development as the incentive to enroll in the teen parent program and work towards high school graduation. As previously stated, we used needs assessments and participant feedback to help us design our program as well as review of the evidence.

With the commitment to partner workforce development with education we turned to the additional guiding principles to assure a teen friendly program was in - was developed. That would be critical to engaging young dads. Each site developed their fatherhood program based on the unique needs of their community in their school district guidelines. This resulted in three different methods of identifying and engaging male staff to work with the program. While all the characteristics in this guiding principles document are important, I can say that in terms of the development of programs for teen dads, finding someone that's well-connected to the school and the broader community and known and liked by male students is critical to the success of a program.

Sometimes the district hiring processes can drive decisions and make it challenging to hire or engage, you know, the right worker. But persevering through some of those challenges, we were able to identify workers that have engaged our dads and really grown the program. In some instances, they were workers that were already employed in the school like a male social worker that young men already knew and who was willing to put some additional hours and the district was willing to provide a separate salary scale or a stipend for that extra work. In another district where a direct hire was possible, they looked out into the community and found a local pastor that was

well engaged to the youth in his church. And then in several other districts they've looked to partner with community-based organizations that had existing fatherhood workers and were interested in becoming engaged in work within the school system.

Engaging teen dads is easier if they have a relationship with the baby mama who's enrolled in the teen program. But what about the dads who are no longer in a relationship with the baby mama? Our program focuses on the importance of both parents being in their child's life and the development of a healthy co-parenting relationship whether or not they still are a couple. So the staff may know who a dad is but he may have expressed little or no interest in becoming involved in the program. This is when the value of the outreach worker's connection to the community comes into play. The sports field, the coffee shop, the barber shop, just hanging out on the streets are all opportunities to catch up with a dad and to begin to develop rapport.

Community-based organizations can become partners and resources to the program. Looking for the CBOs that are already providing teen friendly services such as agencies that receive money from workforce investment boards, YWCAs, libraries, youth service bureaus, recreation and parks programs. Bringing speakers in and taking the dads on field trips also helps to develop trusted relationship with these community resources. CBOs often say it's hard to reach young dads and hard to get into the schools. The outreach worker helps to broker these developing relationships. These CBOs also become potential employers and with the developing relationship comes a better understanding of the needs of teen dads and their abilities. And employers become more willing to hire the teens recommended by the outreach workers.

One-on-one relationships are the cornerstone of the development of a trusting relationship. Often the desire to get a group running shortchanges the development of the one-on-one relationship. While case management falls into this category it's important to think beyond those agenda-filled meetings and think about the relationship development. A worker that lives in the community or is visible in the community can be less intimidating. Casual encounters give the space for quick conversations and trust develops over a period of time. Recently I had a fatherhood worker tell me that he just saw a fairly new dad at a baseball game where neither one was expecting to see the other and there was a shock of recognition and some increased conversation and interaction the next time they met together in a group setting.

One-on-one relationships are also the first step in learning more about a young dad's hopes and dreams, his skills, and his possible career plans. In several of the districts one-on-one meetings provide that guidance needed for obtaining that first job. While the SPPT program offers an array of services, each student works with a social worker to design a plan of action that best meets their needs. For the dads in our program, this is usually less intensive than the needs of the moms. And for 100% of them, they're looking for a job and help in developing the skills they need to apply for a job.

Our programs all offer activities for dads to have fun with their child providing opportunities for teachable moments. Programs have adapted lessons from the 24/7 Dad curriculum to be teen friendly and incorporate the soft skills needed to be successful entering the job market. Expectations related to dress, appearance, punctuality, and nonverbal and verbal communication are all discussed and reinforced on a weekly basis. While the dads are learning important life skills related to parenting, they also know they're practicing skills necessary to be a good employee. Graduates of the program come back to attend events and provide real life advice to the teen

dads. This photo is of a dad that has returned and attended obviously a Halloween - a fall event. He's graduate of the program. He's completed an electrician certification program and is now employed full time and supporting his family without government assistance. Next slide.

While district programs offering parenting and life skills training support groups and family activities, they all know that workforce development is the biggest incentive for teen dads to enroll in the program. Districts work with their school system and community-based organizations to develop training programs that operate over summer vacation and often in conjunction with summer school. Students earn minimum wage in these programs. Just like earning a high school diploma often takes a back seat to earning money to support their child, attending summer school gets put on the back burner if it conflicts with a summer job.

This year one of the districts expanded their summer workforce development program to eight weeks in the spring with six positions offered to those students who met attendance and academic goals. The program was described by two students in January as part of a New Year's resolution activity. Weekly attendance goals and grades were identified as the factors that would determine if a student received an application. The YMCA interviewed eligible students and the program provided career exploration positions in four career job operation - areas available at the Y.

This picture is a school-based program operated by a community-based organization. While all the students participate in group activities that incorporate the learning of workforce development soft skills, resume writing, and interview, the job placement takes place on a one-on-one basis. Dads who have graduated from the program say that it taught me how to be a dad and

helped me get my first job. The program has been in operation since 2007 and 82% of the dads enrolled in the program have graduated from high school. The outreach worker has developed connections with businesses and community-based organizations throughout the city. The longevity of the program has resulted in a good standing reputation of preparing teen dads for entry level work. With boundaries, the students and graduates have 24/7 access to the outreach worker via cell phone, texting and email attesting to the solid relationship that has developed in this mentoring relationship.

During the summer, the SPPT sites partner with CBOs to receive funds from workforce investment boards and secure spots for teen dads. With support from a private funder, one district was able to develop a paid tier one training program for teens who had no job experience at all. It operates following summer school so that teens can earn credits for their summer school work and stay on track for graduation and also earn money to support their child. This tier one provides training in job and career readiness skills and the teens that complete this tier one training are placed on the enrollment list for a work position in a community organization the following summer.

In one community, the summer program operates with the YMCA and includes health and fitness components and vocational training which allows them to earn credits in both of those areas towards their high school diploma as well as being paid for their work hours. In one district, a teen dad had dropped out of school to take a custodial job and it required transportation and travel a good distance from home. The amount he earned per hour considering the travel time and cost of transportation came out to less than minimum wage. When he was shown this information, he was willing to talk about other options. The district was able to find an open custodial position within the district that started at the end of the school day. This dad is now reenrolled in

school, working in the afternoon and evening and is on track to earn his high school diploma.

My contact information I'd be happy to talk to anyone who would like more information about our program whether it's a workforce development component or any of the others that were listed in the last poll. Thank you.

Deborah Chilcoat: Wonderful. Thank you Sue. That was really, really enlightening. It sounds like there's really, really good work. And I think there were just two things that I want to emphasize to our listeners and that is, you know, the program's been operating since 2007 you said.

Susan Radway: No, just one of the community based organizations. Our Support for Pregnant and Parenting Teens program has been operating since 2011.

Deborah Chilcoat: Okay. So still it takes time.

Susan Radway: Yes.

Deborah Chilcoat: This is not going to happen overnight. It takes a lot of planning. It takes a lot of collaboration and a lot of building of trust of your community partners. But you can see already how well it's working out and how successful things are moving along. So, you know, I just wanted to bring that back. And then one point of clarification, you had talked about the workforce investment board and the private funding that one district has and it was called Tier One. That's the brand not to be confused with OAH tier one correct?

Susan Radway: Right. Right. That's what the district has named it. It's the first level of training and it's a private bank foundation that funds that.

Deborah Chilcoat: Yes. Yes. So I just wanted to make sure everybody was really clear. But regardless, excellent work that's happening up there in Connecticut. And I do hope that folks reach out to you with some questions or maybe even some guidance for how they can do similar things in their own community.

Susan Radway: Sure.

Deborah Chilcoat: So thank you so much, Sue.

Susan Radway: You're welcome. Thank you.

Deborah Chilcoat: You're very welcome. All right let's turn to our final presenter. Richard is from the New Hampshire Department of Education, and they are also a PAF grantee. Richard's going to spend some time describing their new program that supports the economic and familial success of young fathers. Richard?

Richard Feistman: Thank you. Just checking in with everybody. Open up your Q&A box real quick. We've heard a lot of good things already. If you could type in just a one word thing that you hear these programs offer and that you think is the most interesting so far it'll give me an idea of what we're liking so far. You might be in that afternoon haze for some people. Employment retention skills - that's a good one. Thank you. Well as you can see that Q&A box, I appreciate that one. Anybody else that wants to write in their questions, feel free to stop me anytime because I'm doing a talk about a program we are just starting up and we're always interested.

We're still in that very flexible phase. We're in development but we want to talk a little bit about our research base, what we're doing and how things are going. And we will be talking a little bit about employment a lot. That's our - one of our main factors. As you can see, we're called the E3 Teen Fatherhood

Program. We focus on employment, engagement, and education, and we've been just operating this year. So we're basically going to talk about the rationale. If we can go to the next slide please.

So the goals of our program are to build up three capacity pieces that we know teen fathers need. A lot of times a teen dad has several barriers to achieving success and we're going to try to hit those three big ones. The first one is when a dad finds out he's going to be a dad he often wants to drop out and work and earn money. And that decision tends to be a bad one. So what our goal is, is to build up a chance for him to graduate. In New Hampshire we have laws that allow for competency-based education. What that basically means is we can create a plan where a father can reach graduation on a worksite or on any other place as long as it's been agreed upon by the district.

So we are partnering with several groups that are going to allow for a competency-based plan for fathers where they can work at least 20 hours a week on a worksite while they're working towards their graduation plan. We also want to have living wage work experience for these dads. Our minimum wage here is \$7.25 and we know these dads want to earn. You've heard that throughout. Our goal is to get them a job that pays at least ten dollar an hour. We use supplements to do that. And the other part is that job has to be something that translates into broader employment in the future.

We also are going to build up on positive father involvement. We're going to be having coursework and part of their graduation plan will be competency work towards warm father engagement where they get to work with their kiddos or work with their future kiddos and as well as work on co-parenting, because as most of the numbers show, relationships aren't the focus. We're going to focus on being a good dad for the remainder of their time being with - as a dad.

So our final goal as you can see is also building relationships. We have several groups here in New Hampshire that work with vulnerable families but not very many specifically work with teen dads. And our goal is to build up the capacity of these agencies to work together from here on out. New Hampshire is a really interesting place for teen fatherhood work. We are the lowest rate of teen pregnancy in the nation. There are about 100 teen dads a year here. But that gives us this pilot program a chance to do a universal program, something where we can ensure that every father once we identify can graduate, have some sort of work experience, and have some sort of time to build up to be a good dad.

When you interview teen dads most of the things they want to do is be a good dad. There's this time of hope where they want to be better than the dad they often had. And we want to give them that chance. And so our program we're hoping to build up. We're going to start in the 30 range and then build up to 40 by year five. But we're trying to establish relationships. That is our number one goal. Next slide please.

So as you can see when you operationalize our education engagement and employment aspects, what this comes down to is the education side is get them a diploma. We have several agencies that work towards HiSET, which is the new GED. But what our goal is, is to get them a diploma and the district gets to decide this. And so what we have is a nonprofit called the National Center on Competency-Based Learning. They are going to develop plans for these dads on an individual basis whether it's three credits or 30 credits, a path towards graduation. We're also going to add competency and parenting ed classes which are being created by the University of New Hampshire and a couple of other partners that we're working with.

On the engagement side, we have our E3 Warmline, which is basically - New Hampshire has a two-in-one information line for all families. We're going to create a subgroup so that any teen father or family member of a teen father can connect with us on that line or just get information on how to find any other resources they might need. The family engagement courses as I said are going to be through UNH. And we also have partners with the (Kraft) Center Marriage and Family Therapy Center. What they will be doing is providing services to any teen father and their family for free, indefinitely. That was a partnership we've been pretty happy to create within our state.

In terms of employment, this is where also our partnerships matter. We're working with employers that are looking to build up their employee base. New Hampshire is an interesting state where our unemployment rate is quite low. And so our employers are actually desperate for what they consider good qualified, certified workers. And so we were able to find a number of employers that are willing to partner with us in order to build that partnership. As I said we're going to bump them up to a ten dollars an hour position. That is the big piece that's going to keep a lot of our fathers in because that's what they're looking for.

So all this is being done through a lot of partnership. I work in Title I. I work specifically with improving academic skills for vulnerable groups most of the time. But we also have an adult education group that works with a variety of students and schools throughout the state. And so that's a pretty simple partnership because we're both working towards the same goal. But when it came to employers, we needed to find somebody who actually works in the working space. The National Center on Competency-Based Learning, what they actually do is they wanted to create competency-based learning for all students across the state but they're a relatively newer group. And we found

that we had a very similar goal, that we want to work with teen fathers and help them graduate and they want to help create competency-based plans.

And so we found that relationship would work well together because if you can do it for this vulnerable group, you can do it for most. We have a variety of relationships with family resource centers as well that provide family life education as well as some other service providers. Several children's homes worked with vulnerable groups for 100 years here in the state as has University of New Hampshire as I've said a couple times. And then Child Health Services in Manchester who's our largest city.

I was asked to talk about how did we get all these partnerships together. I'm also relatively new to the state. So it became an interesting test case of how do you get seven different groups working together with a state agency that's not used to working with other groups. And the first step was respect and patience, talking with people face to face, a lot of breakfasts, a lot of talking about what your goals are for your program. I work in nonresidential fathering. I know the research background. I know about programming but I needed to find people that actually could help do job placement. So listening to what people were doing, figuring out goals and figuring out how we aligned was really important.

But the other next step was being very wary of the "we do that" syndrome. A lot of times you talk to a group and they said oh yes. This person does that or that person does this. And we found that you really needed to go and talk to that group and see what they specifically did, see how if they are doing it how can you partner and help them do it better or see if it still exists. We found that there was a great deal of, say, co-parenting education courses that were existed five years ago but when that funding dried out they kind of disappeared.

Or we talk to other workforce people and they say that they're going to actually pay the fathers because we know that's the most important part for our group. These dads aren't going to stick around if they're not being paid. But what they were often doing was just interning or other aspects like that. So we really had to get past that so we could keep us all together and keep everybody in the positive.

The other side was let the employers help you with what they need. We have several employment agencies that are looking towards credentialing and finding high quality employees. We just found what they wanted and helped match them with our teen fatherhood population. And so we used those goals. We found the advocates in the employer's sphere. We talked about where shared goals were and we moved from there.

And the last step, which you've heard a couple of times already, is being ready to overcome obstacles that will come up. I like to say being ready to stumble. We are a large state agency that's not used to working with a lot of these private groups. These private groups aren't used to working through our contract process. Knowing that there's going to be a lot of figuring stuff out and the time gaps that come with that is very important early on otherwise you can lose some motivation. The one thing that helps us is we do a monthly stakeholder meeting. We all come together. We figure out where the problems are and we build from there.

I like to give the example I use - I used to work on a relationship education program out in Missouri and we had the hardest time with recruitment early on. We were supposed to have probably like 50 or 60 couples and we only had 30 by year two and that was problematic. But through creating these stakeholder groups where everyone can sit, even if you're the employer

talking to the educator, talking to the family life people, and figuring out what your problems are. You can actually build something that increases all other aspects. That relationship ed program, for example, ended up getting - we were up in the couple thousands of couples by the end because we were able to figure out where our problems were and go from there. Next slide please.

So I can go over our logic model here really quickly. As I said, we're very early. We've just started to establish a lot of our relationships. We're very excited where it's going. On - when you look at these activities, you see most of the issues I've already talked about. The only thing that you haven't seen is the guidance counselor toolkit. We're going to be creating a best practices form and some information contacts that goes to every counselor in the state. The IAT Bridge Program, we have a consultant who will come in and help fathers move onto higher ed if interested or just continue into the labor market as needed. But everything else there are things we've talked about. As you can see, the basic outputs of what they're doing and how they're doing it.

The next slide is what gets interesting. When we look at the short term outcomes, we're basically focusing on building capacity. This population has lots of things that can happen to them. They lose their home. They lose their phone. They move around a lot. And so it's very important to provide capacity-building pieces that can't be taken away from them. That includes knowledge about parenting. That includes a diploma. That includes work experience. So the idea is building up this capacity for knowledge and attitudes and experience and with the idea that these - this capacity will help build out on those outcomes, that they will be able to use those skills. They'll be able to use that credentialing to access higher education or living wage employment.

And when they hit these intermediate outcomes, we can see the next slide when it comes to those long term outcomes. All this is based on ecological systems theory and stress theory; the idea that you remove the barriers, you work on all the different angles of need. You increase a father's wellbeing and that will increase the family wellbeing and that will increase the child wellbeing. All the way through, we're very excited about getting this together but it all comes down to how do you build up those short-term capacity pieces that can't be removed.

So in sum, our goal is to support teen fathers and their families but it's also to build relationships and keep those relationships going. We are working with groups that all have the goal of working with vulnerable families. That is what they do. If we can build it into the normal job structure - a great example, for example, in Title One is homelessness. If you can build that into what someone's doing, the idea is that they will keep these relationships in the future because that's all what they're working on in general. A lot of this has been done through working with government and non-government agencies through collaboration and flexibility. I'd love to hear your ideas and thoughts. I haven't seen any questions pop up but feel free to let me know. My email is on the next slide. But a lot of good things going on and I hope to hear from you.

Deborah Chilcoat: Fantastic. Thank you so much, Richard. Can I just tell you, I love when you said things you can't take away from them when you were talking about building capacity? That just really struck me. So I hope all of you heard that loud and clear. We want to make sure that you're thinking about what are those things that you cannot take away from them. So thanks again Richard. I appreciate it.

Richard Feistman: Thank you.

Deborah Chilcoat: All right. Thank you to all of our guests. We just want to share some additional resources that you can find related to the topic of today's webinar. We will share this list following the webinar and you can use these links to obtain lots more information about related topics that we've discussed today. So we do have a couple minutes for questions. So if you are so inclined, please get those fingers warmed up if you haven't already. And use the chat function or the Q&A function to send the guest speakers as well as Yasi from OAH some questions you may have about the content that you hear today or anything about future initiatives. You know, we're really we're open. And if you have a specific question for a specific individual, just type in their name. You had Dina. You had Sue. You had Richard and Yasi.

Operator: If you would like to ask a question over the phone, you may press star 1 on your touchtone phone. Unmute your phone. Record your name clearly after the prompt and I will introduce you for your question. Again it's star 1 to introduce you. One moment please for incoming questions.

Deborah Chilcoat: Okay, well while we're waiting let me just ask the panel. You know, what are some strategies that you tried that really didn't work out so well or some unanticipated challenges along the way? And I'll direct this to Sue and Richard specifically.

Richard Feistman: So...

Susan Radway: So one of...

Richard Feistman: Go ahead, Sue.

Susan Radway: One of our districts, they've been working on engaging dads for some group support work outside of the specific workforce development and are having a hard time recruiting additional dads and realized after talking to a couple of the other sites that have bigger dad enrollment that the flyers they were developing didn't have the draw and that flyers really aren't what dads are looking for. And so thinking the traditional ways in which you let people know that you have new groups and new programs and things to offer really aren't in the radar for young dads or often young moms too. And it really is about getting yourself out to where they are and just starting that relationship. You know, Richard talked about that too. It's about that one-on-one and a face to a name and being someone you want to talk to and then they'll take the next step further.

Richard Feistman: Yes. One interesting recruitment thing we found is we thought most of our numbers were going to start coming through the schools. But we're seeing a lot more coming in through service agencies and moms. Moms are recommending to the dads to come talk to us and that wasn't the original plan. And that's been great but that's been something different as well.

But the biggest - if people were developing a program, the structural thing we've been running into is the capacity of the state to continue on some of these contracts with agencies they're not used to working with. I think a lot of times, and this is getting into the weeds a little bit, but people are used to working with certain groups and there's a variety - when states usually have a variety of different things that have to happen first. Like liability insurance was a big issue we had to get ingrained in our vendors. And talking that through and figuring some of that out would have saved some of us some time.

Deborah Chilcoat: That's a really good point. I mean we want to do right by these young men but, you know, on the business end or in the business world there are definitely things that most of us probably are not aware of. And so I'm glad you mentioned specifically that. And I know that there's other things that we just don't know because we just don't know. So be ready to assemble like you all said and don't be afraid to ask those questions. I don't see if - I don't see a ton of questions coming in so let me just ask one other question and this might be that gigantic elephant in the room. But how welcoming and/or resistant were the employers because of kind of the stereotype around the stigma with teen pregnancy and early parenthood that, you know, these guys being young dads? Was there any of that going on or did you kind of weed those folks out way before you even had conversations with them?

Dina Israel: Right for our first links with workforce development it was working with those summer funded programs through workforce investment boards. So they've already had working relationships with organizations that were comfortable having young 16, 17, 18 year olds come in and do entry level work. So the one piece was when we came along prior to our programming some of those dads probably never even told somebody that they were a dad. And so now we're working with the big picture here and saying to the employer this dad has - this young man is a dad. He has some other responsibilities. We need to balance these together. And so those trusted relationships were developed already by working with young men in general. And then we just added another factor in.

Deborah Chilcoat: Okay.

Dina Israel: I think not as - making it not as difficult as it could have been for others.

Deborah Chilcoat: And their coworkers were very welcoming?

Dina Israel: Yes. So we have some standard companies in the state and maybe it's across the country. Marshall's, TJ Max, CVS are standard big chain companies that welcome young workers that they know are coming through these pre-training programs because the students - the teens are coming in with a little bit more skill than just somebody walking in off the street.

Deborah Chilcoat: Thank you for actually saying the names of these employers so that folks aren't kind of still left in the dark, that they know that this can happen but they don't even know who they can approach. So that was really key folks. I hope you heard. Richard did you want any - add anything else?

Richard Feistman: We found the reticence was always in the abstract, the idea of this mystery father who could do A, B, or C. What we found was the employers, and step one was actually not having us directing that. We found business leaders to actually talk to other business leaders. Our main partner is the National Center of Competency-Based Learning who's mainly a group of employers and they're the ones talking because they have much more background in it. But often the question was kind of this random "what if" this, what if that. And just knowing that we had mentorship programs, that made some of that go away.

When we're actually working in real life though and there's an actual dad, we found that most of our - and this is maybe a New Hampshire thing, but we have a lot of little small towns. And we found that the schools were really excited that someone was interested in this and they actually would just know the other employers within the town. And so there's a lot of - it was more relationships. And so that it changed. Those types of questions weren't as big of a deal when it was an actual real person that they could see.

Deborah Chilcoat: Okay a couple of different strategies. And this is really, really helpful. Thank you again Dina, Sue and Richard and thank you all for participating today. But before we leave we have a few announcements we want to make and I'm going to turn it back over to Yasi from OAH to share those with you. Yasi?

Yasi Mazloomdoost: Yes, thanks Deb. Well I just want to let folks know that there is another PAF webinar coming up on August 30 from 2:00 to 3:15 pm eastern time. The focus will be on trauma informed approaches and intergenerational teen pregnancy. So look for more details in the grantee digest about that. And we also hope to see you at the grantee conference in July in Baltimore.

I'm going to tell you a little bit more about some of the products that we have on young fathers and a Twitter chat that's coming up. But before I do that, I just want to do a reminder that you'll have an opportunity to request TA and we'll be asking for your feedback about this webinar at the end of the presentation. So don't sign off too quickly. But to let you know about our five new resources that will help you reach and engage more young fathers and influence research and practice and policy to better address their needs and improve their lives. These five products highlight on some of the things that are speakers have said. They're available on the PAF resource center under the serving and engaging males and young fathers training topic.

Just to do a quick overview of what the five products are, we have a fact sheet, *Important Things to Know and How They Make a Difference* that describes the benefits of young fathers' positive involvement with their child and their child's mother. You heard that there are some challenges in terms of recruiting and retaining young fathers in programs. And so we have a couple of tip sheets that highlight some of the guiding principles that Sue had mentioned and Richard had talked about and what programs can do to help overcome these difficulties.

We also have a workbook of activities that will help fathers, mothers, and program staff learn more about young fathers' unique challenges and potential. And finally there is an assessment and checklist that can help you identify strengths and areas for growth and working with young fathers. And this checklist and assessment also has actionable steps to help make your program more young father friendly.

If you are interested in continuing the conversation, there is a Twitter chat on Thursday, June 16. That's this week from 1:00 to 2:00 PM Eastern Time. We're hosting this to discuss ways to help young men of color engage with leaders and contributors within their communities and will provide - and providing opportunities for this engagement and how that can support your recruitment and retention efforts. There will be an emphasis on working with young men of color who are fathers and how they can be leaders and positive role models.

And we encourage anyone really who cares about adolescent boys and young men to join the Twitter chat. You'll have the opportunity to share best practices, challenges, lessons learned, and resources for working with young men of color. To participate, just use the hashtag [servingymoc](#) into the Twitter search bar and join the conversation. You'll also hear from the Office of Minority Health, the White House Initiative on Educational Excellence for African Americans, and the White House Initiative on Educational Excellence for Hispanics. So I hope that you all will participate.

Deborah Chilcoat: Fantastic. Thanks, Yasi. And of course our plug for TA. There have been a handful of folks who have reached out and put in a TA request and getting good support there. But of course just keep in mind this is a free service to you grantees. And, you know, we would love to be able to help you in any

way that we can - be a sounding board, review things, talk through and problem solve. These are all things that we can do for you as part of technical assistance.

So you can use the link that you see on the screen to submit a request form and of course we really encourage you to provide feedback for today's webinar. You can complete the evaluation by clicking on the link on your screen. It will take you directly to the survey. And we really would appreciate that you do it as soon as possible so that we can again kind of regroup and see what you say and make things even better for next time. So Yasi I'm going to hand it to you to do our official signoff.

Yasi Mazloomdoost: All right. Well thank you everybody for participating. We'll have a recording in the near future. But in the meantime, connect with us through our Web site, on Twitter @teenhealthgov, and our monthly newsletter. And also please check out our YouTube channel. Thank you for your time.

Deborah Chilcoat: Thanks everybody. Have a great day.

Operator: This concludes today's conference. Thank you for your attendance. You may disconnect your lines.

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