

Welcome!

We are so glad you are here!

We will get started shortly.
In the meantime, we invite you to
intentionally enter this space.



Silence your cell
phone



Stretch



Close the door



Take a few deep
breaths



Close browser
windows



Emotionally release
your to-do list



Check your audio
and video



Take a bio break

Fatherhood Learning Academy

Session 5

Tuesday, November 23, 2021
2:00pm – 4:00pm ET

The Healthy Start TA & Support Center is operated by the National Institute for Children's Health Quality (NICHQ). This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number 1 UF5MC327500100 titled Supporting Healthy Start Performance Project.

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National Institute for
Children's Health Quality

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Agenda

Housekeeping

Lisa Hong, Healthy Start TA & Support Center (TASC)

Learning Academy Overview

Danisha Charles, TASC

Welcome

Kenn Harris, TASC

Check-In and Session Overview

Dr. Jeffrey Johnson, National Partnership for Community Engagement

Al Pooley, Native American Fatherhood Association

Chad Morris, Trinity Family Life Center

Charles Stephenson, Powerhouse Community Development Corporation

Panel Discussion

Homework & Next Steps

Danisha Charles, TASC





This session is being recorded.



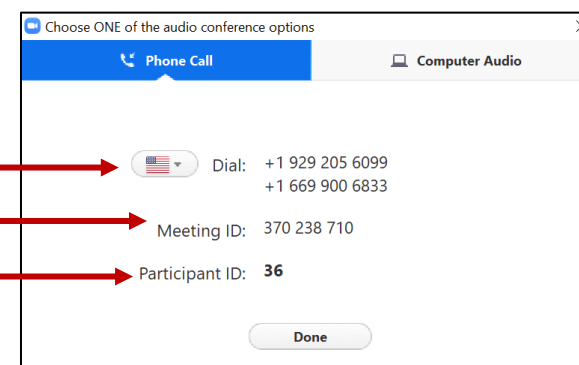
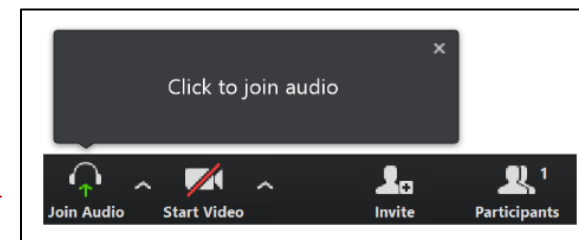
All participants are muted upon entry. We ask that you remain muted to limit background noise.



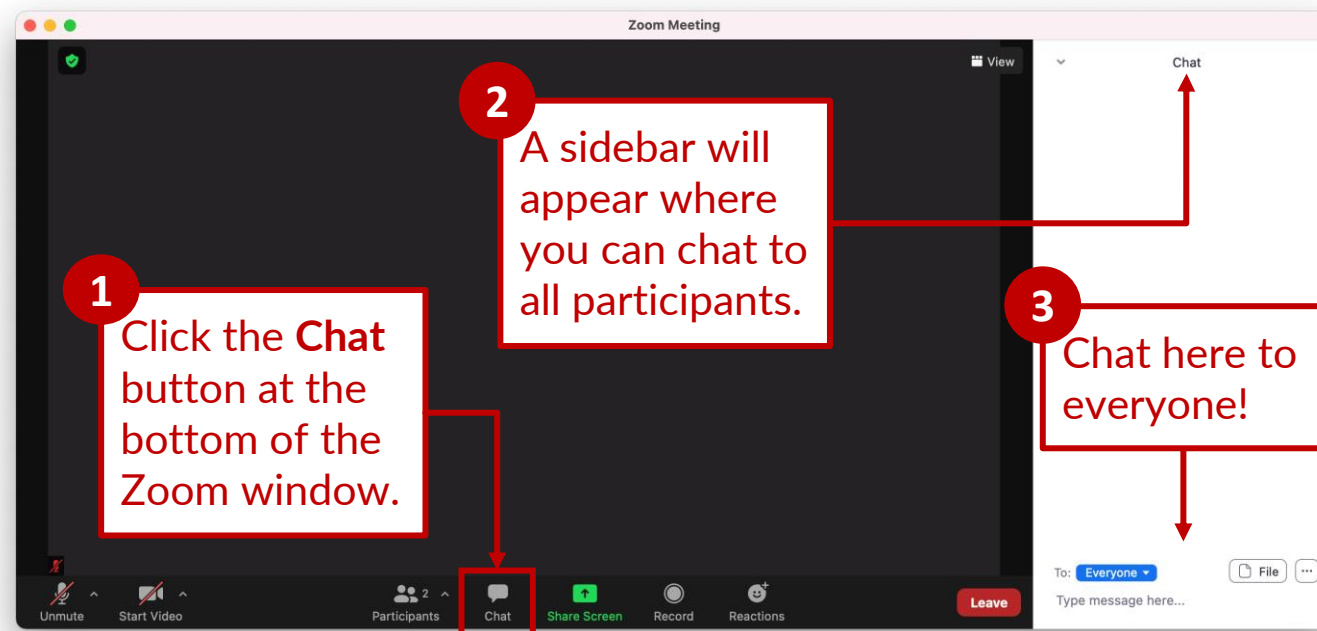
Participants are encouraged to share comments and ask questions using the chat box.

Audio

- After you join the Zoom session, an audio conference box may appear.
 - If you do not see the box, click **'Join Audio'**
- From the audio conference box, select **'Phone Call'** or **'Computer Audio'**
 - If accessing the session audio via phone:
 - Dial one of the given numbers next to **'Dial'**
 - You will be prompted to enter the **Meeting ID**
 - Then you will be prompted to enter the **Participant ID**



Chat



A photograph of a man with a beard and short hair, wearing a grey shirt, holding a sleeping baby in a white onesie. The man is looking down at the baby with a gentle expression. The background is slightly blurred, showing some orange and yellow shapes.

Learning Academy Overview

Danisha Charles

The Healthy Start TA & Support Center
(TASC)

*Fatherhood Learning Academy - Session 5
Hosted by the Healthy Start TA & Support Center at NICHQ*

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Healthy Start Learning Academies

Healthy Start Learning Academies provide an opportunity for HS grantees to participate in curriculum-based courses on specific topics associated with the four HS approaches and 19 HS benchmarks. Learning Academies build HS staff knowledge and prepare them to apply their learnings to their HS program's day-to-day activities.

Learning Academy Structure

- **Monthly virtual sessions**
- **Required readings**
- **Homework assignments**
- **In the future, all sessions will be posted on EPIC in an e-learning format for those who cannot attend the live sessions**



Fatherhood Learning Academy Goal

To examine the breadth and depth of fatherhood movement in the 20th and 21st century, deeply examining the policies and practices that have influenced fatherhood programming that have either encouraged or impeded father engagement.

Fatherhood Learning Academy Schedule

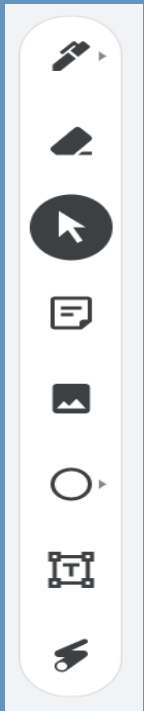
Session #1	July 27, 2-4 pm ET
Session #2	August 24, 2-4 pm ET
Session #3	September 28, 2-4 pm ET
Session #4	October 26, 2-4 pm ET
Session #5	November 23, 2-4 pm ET

Fatherhood Learning Academy Schedule

Session 1	Overview of the Fatherhood Learning Academy
Session 2	Implementing Fatherhood at the Community Level: Bringing the Program to Life
Session 3	Managing Data and Program Evaluation: Cornerstones of Fatherhood Programming
Session 4	Child Support
Session 5	Diversity and Fatherhood

Fatherhood Learning Academy Feed Forward

Use the Jamboard to share your thoughts throughout the Learning Academy session



- Click the link in the chat box to access the Jamboard.
- Look to the left-hand toolbar and click the Sticky Note button.
- Type your response and click Save. Once a sticky note is posted, you can move it around on the board.
- There will be a separate page for each stage.



Episode 5

Kenn Harris

Healthy Start TA & Support Center
(TASC)

Fatherhood Learning Academy - Session 5
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Pre-Session Readiness Assessment

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Fatherhood Learning Academy Dean

Dr. Jeffrey Johnson

President & CEO

National Partnership for Community
Leadership



Panel Discussion



Mr. Al Pooley
President
Native American Fatherhood
Association



Mr. Chad Morris
Chief Executive Officer
Trinity Family Life Center



Mr. Charles Stephenson
Executive Director
Powerhouse Community
Development Corporation

YOUR JOURNEY TO CO-PARENTING

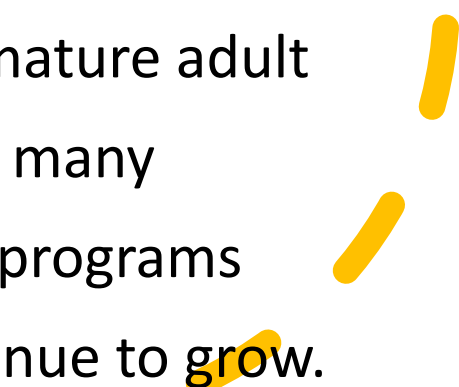


DR. JEFFERY M. JOHNSON & MONICA M. JOHNSON

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Be Aware of the Mother/Father Relationship

Be aware of the relationship a father shares with his child's mother. The relationship between a mother and father is the emotional foundation of the child's world. If this relationship is strong, the child has a solid emotional foundation. If this relationship is troubled, the dynamic stability of the child may be affected. Make sure program or community resources are available to help fathers and mothers develop vital, healthy relationship skills. No one is born with mature adult relationship skills. Fortunately, there are many relationship-building education training programs available in communities, and they continue to grow.

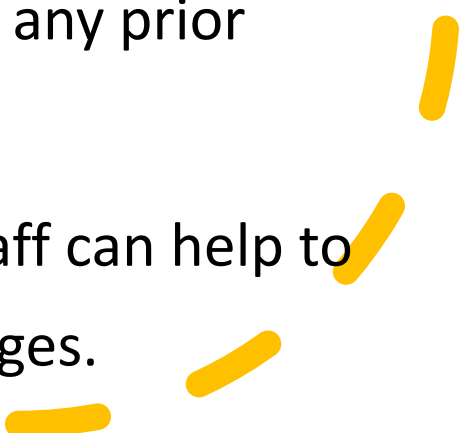
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Be Aware of the Mother/Father Relationship

The relationship between parents plays a significant role in how they participate in the program. If there is conflict, one parent may restrict the other's access to the program and even bias staff against the other parent. Program staff can easily fall into an alliance with one parent who is uncomfortable with the other without recognizing that. Moreover, program staff should become well aware of any legal challenges to father involvement in the child's life and any prior adverse behavior, neglect, or abuse.

Supervision and reflection with other staff can help to manage some of these potential challenges.

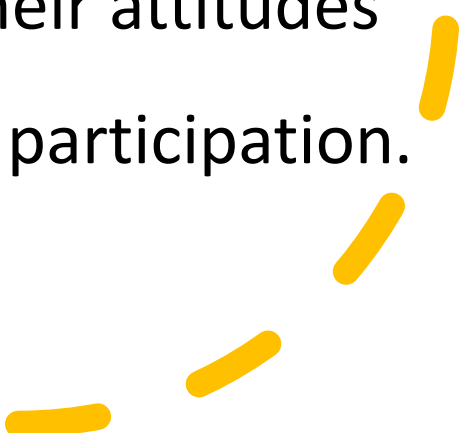
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Be Aware of the Mother/Father Relationship

Fatherhood Coordinators or other appropriate program staff can help fathers with relationship problems either one-on-one or in mutually agreed upon peer group settings. Program staff may also address some of these couple issues either at the agency or during home visits. Suppose couples show a desire to be together. In that case, it is critical to support the relationship with encouragement and when asked for advice, education, and access to services that could help them acquire the tools and skills to navigate human relationships, whether they are intimate or not.

Be Aware of the Mother/Father Relationship

For parents who desire to build their relationship and home upon marriage, program staff should refer them to resources, if these are available in the community, to help them achieve their goals. At the same time, staff should be aware of their reactions to unmarried parents. Their attitudes and beliefs can present barriers to participation.



YOUR JOURNEY TO CO-PARENTING

*The Book, Your Journey
To Co-Parenting*

**offers a jump-start to
unmarried and never-
married parents**

particularly crucial for
never-married parents.
They have to develop
co-parenting plans on
their own

YOUR JOURNEY TO CO-PARENTING

There are three sections in the book. The **first section**, Chapters 1-4, focuses on mothers, including how they define themselves as women and mothers, and develop an understanding of their children

YOUR JOURNEY TO CO-PARENTING

Section two, Chapters 5-10, focuses on fathers, including how they see themselves as men and fathers, how to cope with discrimination, how to be a responsible dad, relationships.

YOUR JOURNEY TO CO-PARENTING

Section three, Chapters 11-17, focuses on co-parenting and how to keep children first. Additionally, the section includes: planning for effective co-parenting relationships, co-parenting when circumstances change.

YOUR JOURNEY TO CO-PARENTING

Parents reading this book will get unique insights and **opportunities for self-assessment, discussion, reflection and planning**, as they work through the suggested exercises.

The authors sincerely believe that every child has rights beginning at conception...referred to in the book as the **Children's Bill of Rights**.

When unmarried and never-married parents commit to effective co-parenting, their **children** have more opportunity to grow, develop and **reach their highest human potential**.

FATHERHOOD AND DIVERSITY



FATHERHOOD AND DIVERSITY

Fathers are diverse. They vary by age, ethnicity, language, religious affiliation, income, education-level, incarcerated, ex-offender, and where they live.

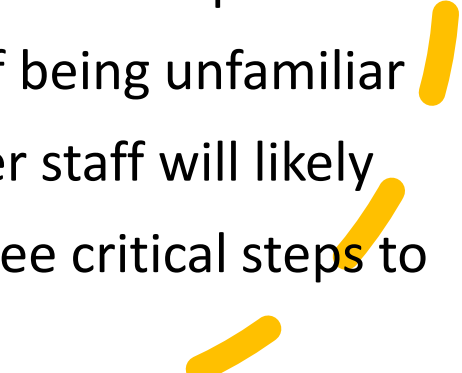
Immigrant fathers have fathering experiences that may be different than those born in the United States. However, they have been parenting their children which should be acknowledged and valued.



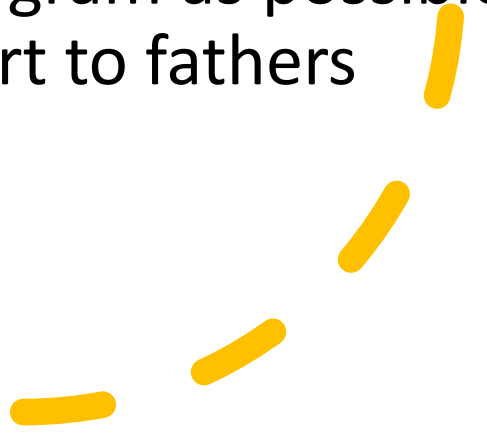
Requirement #3: Enhancing Cultural Competence and Openness

It is essential to learn about fathers in the community. Gaining competence in working with diverse groups can be achieved by listening to them and the leaders in the community who work with fathers. These include community-based organizations, religious leaders, grassroots activists, concerned citizens, employers, and community sports coordinators.

Openness is the attitude to have toward these groups. Do they feel welcomed by staff? Do they sense that staff is comfortable around them? Familiarity with a group often drives openness. Lack of openness can simply be the result of being unfamiliar with a diverse group. The openness of center staff will likely grow as competence expands. There are three critical steps to gaining cultural competence:



Requirement #3: Enhancing Cultural Competence and Openness

1. Seek knowledge of the different cultures represented in the community. Learn as much as possible about the ethos, the characteristics, history, values, belief systems, ideals, and behaviors of men from these various groups. Incorporate as many cultural factors into the program as possible, giving it a flavor and comfort to fathers in the community.
- 

Requirement #3: Enhancing Cultural Competence and Openness


2. Program staff should work to transform cultural knowledge into cultural awareness. Try to understand the world from the point of view of fathers. (This is as important with gender as well as with cultural differences!)



Requirement #3: Enhancing Cultural Competence and Openness

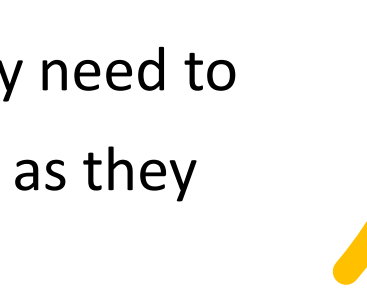
3. Develop and display cultural sensitivity. Acknowledge that cultural differences exist and seek ways to bridge them without erasing them. Whenever possible, leverage cultural presentations. Make sure program materials are appropriate for diverse populations and that they foster good communication and education.



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Requirement #3: Enhancing Cultural Competence and Openness

Openness is rooted in the beliefs of the program staff themselves. The program staff brings their ideas and understandings about children and parents to their work with fathers. Including feelings about fathers' roles from their upbringing might consist of judgments about discipline, nurturance, and even sleeping arrangements. Decisions about 'right' or 'wrong' childrearing practices often come from those beliefs. In working with fathers, staff may need to assess and reflect on their own opinions as they understand the fathers in the program.

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Requirement #3: Enhancing Cultural Competence and Openness

In the effort to seek cultural competence and openness, also remember that group identity is not everything. Each person is affected by group identity to varying degrees yet not defined by it. Fathers are individuals and desire to be recognized as such. A person may share many of the beliefs, attitudes, and attributes of a particular group or possess very few. Get to know the various groups represented in the community but, most importantly, get to know the fathers as individuals.

NEW BOOK

Parenting with an Accent: How Immigrants Honor Their Heritage, Navigate Setbacks, and Chart New Paths for Their Children

By Masha Rumer

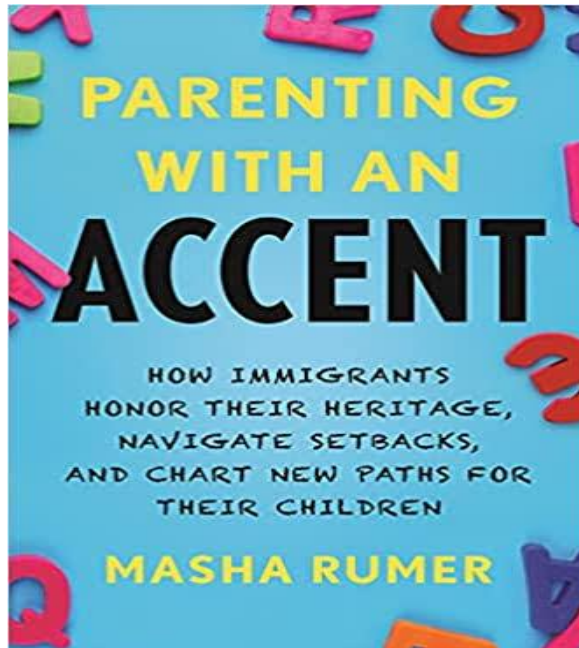
Release date: November 30, 2021

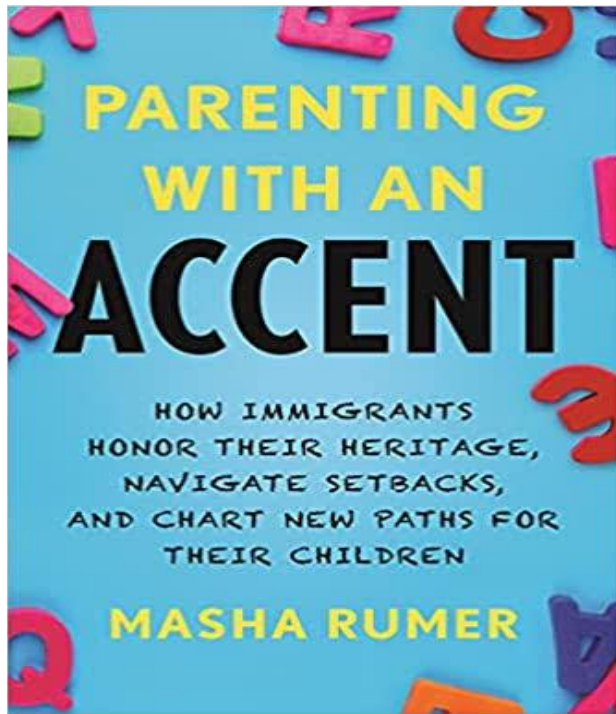
NEW BOOK

Parenting with an Accent: How
Immigrants Honor Their Heritage,
Navigate Setbacks, and Chart New
Paths for Their Children

By Masha Rumer

Release date: November 30, 2021





Description:

Merging real stories with research and on-the-ground reporting, an award-winning journalist and immigrant explores multicultural parenting and identity in the US

Through her own stories and interviews with other immigrant families, Masha Rumer paints a realistic and compassionate picture of what it's like for immigrant parents raising a child in America while honoring their cultural identities. *Parenting with an Accent* incorporates a diverse collection of voices and experiences, giving readers an intimate look at the lives of many different immigrant families across the country. Using empirical data, humor, and on-the-ground reportage, Rumer offers interviews with experts on various aspects of parenting as an immigrant, including the challenges of acculturation, bilingualism strategies, and childcare. She visits a children's Amharic class at an Ethiopian church in New York, a California vegetable farm, a Persian immersion school, and more.

Deeply researched yet personal, *Parenting with an Accent* centers immigrants and their experiences in a new country—emphasizing how immigrants and their children remain an integral part of America's story.

MANAGING DIVERSITY

Managing diversity means **acknowledging people's differences and recognizing these differences as valuable**; it enhances good management practices by preventing discrimination and promoting inclusiveness. Good management alone will not necessarily help you work effectively with a diverse workforce.

Panel Discussion



Mr. Al Pooley
President
Native American Fatherhood
Association



Mr. Chad Morris
Chief Executive Officer
Trinity Family Life Center



Mr. Charles Stephenson
Executive Director
Powerhouse Community
Development Corporation

Pre-Session Readiness Assessment

Satisfaction Survey

Your feedback is extremely valuable and will help ensure our offerings meet your support needs!

Please scan the QR code or visit
<https://link.nichq.org/FatherhoodLASession5>
to complete the survey





Next Steps

Danisha Charles

Healthy Start TA & Support Center
(TASO)

Certificate of Completion

This certifies that

has successfully completed

Healthy Start Fatherhood Learning Academy

Date: _____

Instructor: Dr. Jeffrey Johnson

Fatherhood Learning Academy Dean

NICHQ National Institute
for Children's
Health Quality

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Healthy Start CoLab

- Connect with your fellow Learning Academy participants on the Healthy Start CoLab!
- If you do not have a CoLab account, please email healthystart@nichq.org



Fatherhood Talk Tuesday

Tuesday, December 14 at 3:00pm ET

Join us for a presentation from the **Inter-Tribal Council of Michigan, Inc.** where they will share their successes, challenges, and lessons learned with programming fatherhood engagement and outreach in a **rural area.**

TASC will provide an overview of this year's activities, trainings, and offerings to look forward to in the new year!

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Upcoming Deadlines & Events

Document can be found on the EPIC website or
at bit.ly/hs-deadlines-and-events

November 2021

Deadlines:

- Nov 5 [CLC Scholarship Application Due](#)
- Nov 15 HSMED-II Report (CSV or XML) Due

Events:

- Nov 3-5 [2021 Healthy Start Virtual Grantees' Meeting](#)
- Nov 15 TIROE CoP Learning Session #7 – COP members only
- Nov 17 Infant Health Equity Supplement Webinar – IHE Supplement Recipients only
- Nov 18 [Beyond COVID-19: Breastfeeding Webinar #2](#)
- Nov 23 [Fatherhood Learning Academy Session #5](#)



Thank you !

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