

Relationships Matter: Partnering to Prevent Unplanned Pregnancy



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Relationships Matter: Partnering to Prevent Unplanned Pregnancy

Authors: Carla Roach, PhD, Courtney Harrison, MPA, and Wendy Wheeler

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The findings and conclusions presented in this report are those of the authors alone, and do not necessarily reflect the opinions of the Annie E. Casey Foundation.

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EXECUTIVE SUMMARY

Policymakers are thinking about relationship education as part of their teen pregnancy prevention strategies. For example, in March 2010, health reform legislation recognized relationship education as part of the pregnancy prevention programs. Similarly, the federal State Personal Responsibility Education Program (PREP) includes relationship education as one of the “adulthood preparation subjects” that are allowable through that funding opportunity. With these opportunities in mind, and funding from the Annie E. Casey Foundation, the National Healthy Marriage Resource Center and the Innovation Center for Community and Youth Development convened a group of policy and program leaders with expertise in teen pregnancy prevention and relationship education to discuss the latest practices, research, and opportunities to support the integration of relationship education and pregnancy prevention services as a strategy for meeting the needs of vulnerable youth.

During this two-day meeting, representatives of local, state, and national agencies spoke candidly about the potential benefits and challenges of working across their respective fields to support vulnerable youth. In general, there is consensus that an effective pregnancy prevention strategy needs to address the romantic relationships of young people. However, accomplishing this is not straight forward. These conversations centered on five key themes and generated a set of strategic action areas to guide future work.

- *Language matters:* Effective communication lies at the heart of any collaborative effort; words have the power to attract or alienate potential allies. Program and policy leaders need clear, compelling, value-neutral ways to describe their work to each other.
- *Perspective matters:* The process of working through value differences may strengthen emerging partnerships. This conversation demands transparency, flexibility and courage as organizations claim their own perspective, consider alternative points of view, and co-develop a rationale for working together.
- *Context matters:* Successful programs are cognizant of the multiple influences surrounding vulnerable youth. This approach requires adult leaders to engage young people in sharing their stories and articulating their own needs.
- *Relationships matter:* The act of working across established fields is fundamentally about building relationships; in order to collaborate effectively, agencies must be drawn to each other, engage in a collegial manner, and have confidence that they are mutually invested in joint work.
- *Purpose matters:* An explicit social justice mandate could potentially unify programs of all kinds - including relationship education and teenage pregnancy prevention - under the banner of creating opportunities that enhance young people’s lives.

Strategic actions put forth by this group to advance this conversation include:

- **Demonstration and testing:** Launch pilot projects and projects to test promising practices and assess the effectiveness of blended strategies.
- **Youth involvement:** Include youth voices in the dialogue about relationship education and teen pregnancy prevention.
- **Information sharing:** Build a dynamic system for two-way communication between the fields of relationship education and teen pregnancy prevention.

- Identification of leaders and structure: Identify a formal leadership structure to spearhead efforts to integrate relationship education and teen pregnancy prevention.
- Concept mapping and gap analysis: Analyze current data, research, curriculum and emerging practices in teen pregnancy prevention and healthy relationship education.
- Maximizing Personal Responsibility and Education Program (PREP) resources: Provide capacity-building support to help states access and use PREP funds for integrating teen parenting and adult prep topics.

Although not all meeting participants agreed that there are shared values between the two fields, there was agreement that the *shared goal* is to improve the lives and opportunities for young people. The key themes and strategic actions identified during this gathering provide a starting point for practitioners, policymakers, researchers, and funders who are willing to take a broad view of what young people need and explore relationship education and teen pregnancy prevention as complementary strategies.

BACKGROUND

In August 2010, the National Healthy Marriage Resource Center and the Innovation Center for Community and Youth Development, with funding from the Annie E. Casey Foundation, convened a two-day meeting in response to recent policy opportunities that set the stage for collaboration between relationship education and pregnancy prevention practitioners. This meeting brought together a select group of policy and program leaders with expertise in teen pregnancy prevention and relationship education. The meeting participants represented diverse perspectives based on their work with local program affiliates, state-level coalitions, and national organizations.

Relationship education has been shown to increase positive assets in youth while decreasing risky behaviors. Youth Relationship Education curricula may include content and skills related to:

- Communication and conflict resolution
- Self knowledge and self-efficacy
- Handling crisis
- Mate selection
- Breaking up
- Commitment
- How relationships grow, develop, and change over time
- How sex impacts a relationship
- Getting to know someone
- Evaluating your relationship
- Relationship safety
- The kinds of love

Source: National Healthy Marriage Resource Center

Why Relationship Education and Pregnancy Prevention?

Young adult relationships are both an important aspect of a youth's developmental processes as well as an influencing factor in development outcomes. Seldom are young people given information about how to successfully navigate the minefields of young adult relationships; make wise partner choices; learn how to avoid abusive, harmful relationships; and learn skills and strategies that contribute to the prevention of

unplanned pregnancy. Managing intimate partner relationships and avoiding an unplanned pregnancy are challenging tasks for all youth, especially those without models of healthy relationships or strong support systems. These tasks merit thoughtful discussion and study by the youth development and pregnancy prevention fields.

Teen pregnancy is closely linked to a number of other critical issues, including overall child and family well-being.¹ Simply put, the decision to be sexually active typically occurs within the context of an intimate partner relationship.

The initiation of romantic relationships represents a key developmental task of adolescence. Research suggests that several critical dimensions of adolescent romantic and sexual relationships—such as how teens define the different types of relationships, how serious they consider these relationships, and how they communicate within them—may influence when teens first have sex and whether they use contraception. In turn, these considerations have a bearing on teens’ risks of having or fathering a child or of acquiring a sexually transmitted infection (STI).² Moreover, relationship habits and patterns developed during adolescence can affect later adult relationships,³ a finding that highlights the importance of developing healthy relationship behaviors during the teen years.

Source: Lina Guzman, Erum Ikramullah, Jennifer Manlove, Kristen Peterson and Harriet J. Scarupa [*Telling It Like It Is: Teen Perspectives on Romantic Relationships*](#). October 2009, Child Trends



The Policy Environment

The health reform legislation, passed in 2010, permits relationship education as a strategy for preventing teen pregnancy and creates unprecedented opportunities for collaboration between the two fields. Furthermore, the Temporary Assistance for Needy Families (TANF) goals encourage the formation and maintenance of two-parent families and the prevention and reduction of the incidence of nonmarital pregnancies. There is an opportunity for program operators and policymakers to engage in meaningful dialogue about how this may look in their state/community and how implementation efforts can incorporate strategies from each field.

The Meeting

The purpose of the gathering was to expand the dialogue about relationship education and teen pregnancy prevention services by identifying: opportunities for collaboration between the fields; relevant research and promising practices; current policy and existing or projected funding opportunities; and effective strategies for reaching vulnerable youth with relationship education and pregnancy prevention messages. Meeting participants represented various state coalitions, traditional pregnancy prevention organizations (e.g. Planned Parenthood), youth service providers (e.g. Boys & Girls Club, Youth Build, Catholic Charities), and national organizations thinking critically about effective strategies to decrease risky youth behavior (e.g. Healthy Teen Network).

Meeting attendees had an opportunity to learn from one another and engage in meaningful dialogue over the course of two days. Appendix A contains “Voices from the Field,” a summary of questions presented to meeting participants and their answers, providing insight into their organizations and perspectives on the issues at hand. See Appendix B for a complete attendee list.

This proceedings paper summarizes key themes and strategic actions related to relationship education and teen pregnancy prevention as highlighted in the meeting. It is intended to spark ideas and action among program leaders and policymakers who see the potential for a more integrated approach.

KEY THEMES

Theme #1: Language Matters

“Whenever I hear the National Healthy Marriage Resource Center name, it puts me off a little bit –because marriage is not a right for every person in this country.” –Carol Bowar, Girls Inc. of Metro Denver

Effective communication lies at the heart of any collaborative effort; words have the power to attract or alienate potential allies. In the fields of relationship education and teen pregnancy prevention, terms such as ‘marriage’ or ‘abstinence’ tend to have a polarizing effect because they evoke different – and often clashing – ideologies. One practitioner admitted that, “In some situations, [the word marriage] puts up a wall and you don’t want to listen anymore...that can shut down a conversation before it even starts.” Using certain words or phrases tends to undermine collaboration among people or organizations who might otherwise build on their common interest in young people.

In an attempt to sidestep underlying value differences, some meeting participants admit to using language that is intentionally vague. This strategy, though well-intentioned, does not address the need for clear communication. There is an opportunity to amplify voices and stories – particularly success stories from

programs that are beginning to test integrated approaches – that lays the groundwork for a more open dialogue marked by a spirit of collaboration, not contention.

“There’s so much about the language of this that puts people off,” one funder acknowledged. “Our field is trying to figure out where we fit. I’m looking for better terms and ways.” This process does not happen overnight; it begins when practitioners, funders, and policymakers on both sides are ready to take an honest, unflinching look at the multiple perspectives represented within their fields.

Theme # 2: Perspective Matters

“When you realize that most of us don’t want kids to be pregnant and most people do want kids to have healthy relationships – then you’re combining the message.” –Nancy Carroll, Catholic Charities

As teen pregnancy prevention professionals and relationship educators consider working together, one of their first tasks is to articulate underlying values. This kind of conversation proactively causes issues to surface that might otherwise derail collaboration. As one participant concluded, “You don’t necessarily have to have shared values if you understand the differences and know what the deal breakers are.” The process of working through value differences may actually strengthen, rather than weaken, emerging partnerships.



Despite inevitable differences in approach and perspective, relationship education and teen pregnancy prevention programs share a commitment to youth wellbeing; both groups want young people to experience positive long-term outcomes. One participant effectively summarized this point of view, “While there may not be shared values between the fields, there are shared *goals*.” This mutual interest in supporting young people supplies the motivation for collaborative work. Increasingly, professionals from both fields view collaboration as an effective way to meet common needs while gaining access to new materials and forums. One leader put it this way, “I truly believe in this integration – relationship education and pregnancy prevention – and believe it’s critically important.”

The act of recognizing differences and similarities is neither simple nor easy; this conversation demands transparency, flexibility and courage as organizations claim their own perspective, consider alternative points of view, and co-develop a rationale for working together. In the process, they begin to blur political and philosophical boundary lines in search of blended interventions that match the complexity of young people’s lives and experiences.

Theme #3: Context Matters

“Our reality is not their reality.” –Jeanette Kowalik, Boys & Girls Clubs of Greater Milwaukee

Relationship education and teen pregnancy prevention practitioners agree that successful programs are cognizant of the multiple influences surrounding young people. For example, historical factors, such as multiple generations of teen parents, may shape a young person’s perspective on teen pregnancy. One practitioner described the prevailing opinion voiced by young people during a focus group, “The young people don’t think teen pregnancy is a problem – *we* do. Their thinking was that as long as you are emotionally ready and can take care of that baby – why not?”

Limited educational and economic opportunities may also color a young person's decisions about relationships and sex. "The young women we work with don't necessarily envision their lives after age 25 because so many of them are living in situations where they might go to jail or be dead," observed one practitioner. The link between immediate choices and long-term outcomes may not automatically resonate with young people who do not have a clear or positive vision for their future.

Program leaders would do well to consider how young people's lives are constructed and develop programming that fits their unique social context. This approach requires adults to engage young people in sharing their stories and articulating their own needs. As one practitioner rhetorically asked, "Is there a way we can talk about relationships in a young person's life that doesn't abandon self-determination?" However, this focus on youth voice does not negate the importance of services, supports, and opportunities to push young people's thinking. By working in partnership with youth, program leaders can design interventions that equip young people with the knowledge, skills, and attitudes they need to make informed decisions in their own lives.

Theme #4: Relationships Matter

"I echo the need for us to be relational. We ask young people to do it but we haven't necessarily modeled it well as a field. You can't teach what you don't practice." –Michele Ozumba, Georgia Campaign for Adolescent Pregnancy Prevention

Relationship educators point to chemistry, friendship, trust and commitment as core aspects of intimacy. The act of bridging two fields calls for similar attitudes and behaviors; in order to collaborate effectively, agencies must be drawn to each other, engage in a collegial manner, and have confidence that they are mutually invested in joint work.



It is difficult to build this type of relationship when organizations are competing for money, relevance, and position. Under these conditions, agencies tend to focus on defining and defending their own brand, which limits their ability and willingness to work with dissimilar partners. One participant remarked, "If I'm so committed to my own vision that I can't believe in someone else's vision of a meaningful intervention then I'm making a judgment." An organization that sees itself as edgy, for example, may not be inclined to align itself with a group that boasts a more conservative identity. As the fields of relationship education and teen pregnancy prevention mature, organizations seem more willing to try new things and find a common platform. However, in a climate where resources are relatively scarce, it takes courage to shift the focus from stabilizing one's own agency to stabilizing services.

Philanthropic organizations can begin to shift this dynamic by providing incentives for agencies to reach out to new partners and structure meaningful cross-field interventions. For example, recent funding streams that link relationship education and teen pregnancy prevention are already removing some of the assumptions about what can and cannot be done or said. One meeting organizer commented on this trend, "It's an exciting time to think about people from various fields, opportunities for collaboration, and where organizations may want to head in terms of bringing services together in a holistic approach to strengthen families."

Theme #5: Purpose Matters

“I look at adolescent health through a social justice lens – all the opportunities that allow young people to make healthy decisions about their lives.” –Lori Casillas, Colorado Youth Matter

The assumption that every young person should have opportunities for healthy relationships or an adolescent experience free of unplanned pregnancy, speaks to a broader vision of social justice. Although many professionals intuitively recognize the social justice dimensions of their work, one leader succinctly expressed how daunting this framework can seem, “All the comprehensive sex education in the world isn’t going to solve the teen pregnancy problem. Why? Because it’s a social justice issue, but that feels big and amorphous and huge so we don’t want to touch it.”

One benefit of an overarching social justice framework is that it connects the dots between multiple fields. As a national leader pointed out, “We think about pregnancy prevention as a means to a broader end and I think relationship education is the same –ultimately the reason we care is because it helps kids succeed in school, reduces poverty, et cetera. Once you shed the ego, our work is part of something bigger.” An explicit social justice mandate could potentially unify programs of all kinds – including relationship education and teenage pregnancy prevention – under the banner of creating opportunities that enhance young people’s lives.

The shift from clearly defined work to a more comprehensive agenda pushes professionals beyond familiar models and strategies into uncharted territory. “It’s scary to move from what we know for sure,” one participant admitted. In order to fully embrace a social justice orientation, individual programs need fresh models that locate their work within larger networks of services, supports, and opportunities. This change in scope creates new opportunities for young people to inform program design and delivery. As a state-level leader pointed out, “Social justice doesn’t happen on behalf of somebody without involving the somebody.” Engaging youth and other stakeholders in this manner has the potential to transform current practice and introduce a new agenda for social change.



STRATEGIC ACTIONS

Meeting participants identified six strategic action areas to advance the exploration of relationship education as a strategy for teen pregnancy prevention. These areas reflect participants' sense of urgency and excitement about the potential for collaborative work:

1. Demonstration and testing

Pilot tests and projects will add to our understanding of whether, and under what conditions, relationship education works as a strategy for teen pregnancy prevention. If demonstration projects are successful, they would contribute to relationship education programming and resources that are perceived as nonjudgmental, attached to positive public health outcomes, and mandated in the public school system. To this end, the most important next steps include public education and awareness, advocacy, and the development of curricula that can be tailored to different audiences.

2. Youth involvement

An intentional youth involvement strategy would emphasize youth voice for the purpose of advancing youth development and informing local programming. The priority actions in this area include surveying young people and youth development practitioners to get their ideas and see what they are – or could be – doing to increase the visibility of young people, building awareness of youth-led initiatives, and drafting a youth bill of rights.

3. Information sharing

A coordinated strategy for sharing information would focus on: removing communication barriers between potential partners, bringing stakeholders together, creating buy-in for joint work, and engaging a multidisciplinary group who assumes responsibility for receiving and disseminating relevant information. A critical next step is to develop a strategic communications plan that crosses multiple disciplines.

4. Leadership and structure

A formal leadership structure would create a way to systematically identify new perspectives and voices, develop communication strategies, and spearhead efforts to integrate relationship education into teen pregnancy prevention work. These activities could be carried out by a diverse group of 5-12 people who would: dedicate time to this effort; craft a shared statement of principles; develop a common language, vision, mission, and goals; and address issues of sustainability. The group should operate independently of federal money or policies and no single organization or field should be perceived as owning its work.

5. Concept mapping and gap analysis

This strategy focuses on analyzing current data, research, curricula and emerging practices in teen pregnancy prevention and healthy relationship education. The intended purpose of these activities is to articulate a research agenda, standards of practice, and intended outcomes. The most pressing next step is to build a framework and process for this kind of analysis.

6. Maximizing PREP resources

PREP represents a concrete opportunity to explore relationship education as part of teen pregnancy prevention in the immediate future. However, many states need capacity-building support to help them access and use PREP funds for integrating teen parenting and adult prep topics. The desired outcome for this strategy is that most states submit plans based on the best available evidence and practice. Priority actions include conducting a literature review, creating state and national learning communities, and developing technical assistance and training tools and resources.

CONCLUSION AND NEXT STEPS

By the conclusion of the gathering, it was clear that ‘integration’ for its own sake is neither compelling nor useful; program and policy leaders were invested in drawing on the best of *both* fields to expand skill-building opportunities for vulnerable youth. As one participant stated, “It is important to be clear about the distinctions; what does each program offer? Be clear about the skills and the behaviors that are being addressed, then you can think about how the different strategies might support each other.”

Other issues that were raised that require more thoughtful discussion include:

- “Marriage” – the use of the term is not appropriate in all settings, yet there is value for some young people to talk about what it is and how families can benefit from it.
- Trauma – many disadvantaged young people have experienced childhood trauma as a result of poor relationships and related issues must be appropriately addressed if relationship education raises these issues.
- Integration versus complementary programs – can the skills that build healthy relationships and prevent unintended pregnancies be successfully integrated into a new service delivery system? Or does the pregnancy prevention field *add* relationship education to their offerings or should relationship education providers *include* more family planning details in their programming?
- Silos – even with agreement on the need for integration of these fields, many service providers and policymakers are constrained by the silos of health or human services or youth development that make implementation of a comprehensive strategy more challenging.
- Evidence base – the current policy climate is focused on replication of evidence-based programming and the relationship education field has not yet undergone rigorous evaluation.
- Values – the fields of relationship education and teen pregnancy prevention are value laden. The values of organizations and funding streams are influential.

The key themes and strategic actions identified during this gathering provide a starting point for practitioners, policymakers, researchers, and funders who are willing to take a broad view of what young people need. This includes skill building both within specific curricula/programs and in less formal constructs, and exploring relationship education and teen pregnancy prevention as complementary strategies.

APPENDIX A. Voices from the Field

Voices from the Field: The National Crittenton Foundation

A conversation with Jessie Domingo & Cynthia Taylor

- *What core assumptions drive your work at Crittenton?*

We teach young people to build and maintain healthy relationships, to break a cycle of destructive relationships for themselves and for their children. We are working from the ground up because they don't have models or concepts of healthy relationships.

- *What significant challenge do you face?*

Many relationship education curricula don't recognize the issues that a young parent faces. All of the young women I've worked with have long histories of abuse, neglect, and substance abuse and many have post traumatic stress disorder. The fathers of their children – who may be adults, incarcerated, or abusive – are typically in and out of their lives.

- *How have you adapted existing relationship education curricula?*

Some of our agencies have added their own pieces on trauma and healing. Also, the suggested format [an eight-week curriculum] didn't fit the rhythm of the girls' lives. We've tailored it so agencies can implement in a way that works for them.

Voices from the Field: The Wyman Center

A conversation with Theresa Mayberry

- *What core assumptions drive your work at Wyman?*

Wyman is 125 years old. In the mid seventies, we realized that episodic engagement with teens really doesn't change behavior or opportunity. Wyman bought the Teen Outreach Program (TOP) curriculum in the nineties, believing that things like decision-making would change if you stayed involved in kids' lives, created a relationship with a caring adult, provided a safe environment and built positive peer relationships.

- *What are some of your most promising practices?*

TOP is developmentally appropriate, value-neutral, and allows for ethnic and cultural differences. It has four key components: interactive peer group experiences; curriculum that is engaging, relevant and challenging; service-learning; and strong support from adults as positive role models. Research shows that these components help reduce teen pregnancy and improve high school performance, high school graduation rates, and college attendance. We've now moved to thinking about what supports older youth need.

- *Where can we find studies of the Teen Outreach Program?*

Everywhere! There is so shortage of folks doing this evaluation. If you look for TOP or Teen Outreach Program you'll find studies on the work.

Voices from the Field: Girls Inc. of Metro Denver

A conversation with Carol Bowar

- *What core assumptions drive your work at Girls Inc.?*

We come from a feminist perspective. We are a feminist agency. The definition that we use is that feminism means equitable opportunity for all genders. We live in a culture that has put men and women in different positions.

- *What are some of your most promising practices?*

We emphasize positive peer to peer relationships because they feed into an intimate partner relationship. There shouldn't be different types of rules about having voice or being just.

There are conversations that it makes sense to have in gender-specific groups. When we separate the girls and the boys, the girls don't have to show off or be put off by the boys in the room.

We do a lot of training on developmental needs of girls. Our staff members also do basic anti-oppression training so they understand their audience, have empathy, and build the skills to be able to facilitate these conversations.

We acknowledge the cultural context that the girls live in – paying attention to media, noticing it and calling it out by name. They're facing disparities so we create space for them to talk about some of these separators – like race –and identify solutions.

Voices from the Field: YouthBuild USA

A conversation with Michelle Quinn-Davidson

- *How do you approach relationship education at YouthBuild?*

We assume that young people know what's best for them and try not to be prejudiced or judgmental about experiences that young people have already had. We also do not place an emphasis on marriage.

- *What is one promising practice from your work?*

We found that young people who explored healthy relationships as part of the overall culture at YouthBuild were better able to pace their relationships, set boundaries, and experienced less verbal and physical aggression.

Voices from the Field: State Coalitions

A conversation with Lori Casillas (CO), Michelle Ozumba (GA), and Jessica Tafoya (NM)

- *What challenges do you face in your work?*

Lori: It can be challenging to work with multiple communities when you don't have a large staff. It takes time to learn what they need and tailor our approach to each one; sometimes we have to do things ten different ways.

Michelle: We face the political and ideological challenge of being founded by someone who is perceived as radical. We are building partnerships to increase our statewide influence and build our capacity to work in a large, diverse, conservative state.

- *What have you observed or learned from your work?*

Lori: We found that conservative communities were open and welcoming because they were alone in discussing the topic.

Michelle: By partnering with others we can create opportunities to get into the community, work with larger systems, and increase the expertise beyond our coalition.

- *How might relationship education fit into what you are doing?*

Jessica: A healthy relationship framework would complement what we are doing. A lot of relationship issues already come up in our work with young fathers.

Lori: We could use a framework that begins with the youth perspective –a tight framework that allows us to talk about moving sexual health from the dark to the light.

APPENDIX B. Attendee List

Rich Batten Project Manager, National Healthy Marriage Resource Center	Theresa Mayberry Senior Vice President National Partnerships & Strategy, Wyman Center
Carol Bowar President and CEO, Girls Inc. of Metro Denver	Mary Myrick Project Director, National Healthy Marriage Resource Center
Nancy Carroll Violence Prevention Coordinator, Catholic Charities	Michele Ozumba President and CEO, Georgia Campaign for Adolescent Pregnancy Prevention
Lori Casillas Executive Director, Colorado Youth Matter	Patricia Paluzzi President and CEO, Healthy Teen Network
Jessie Domingo Director of Communications and Development, The National Crittenton Foundation	Michelle Quinn-Davidson Director, Academy for Transformation, YouthBuild USA
Jo Anne Eason Strategic Communications and Marketing Lead, National Healthy Marriage Resource Center	Carla Roach Senior Director, Innovation Center for Community and Youth Development
Mary Gunn Manager, Pueblo Grantmaking, The David and Lucile Packard Foundation	Deborah Shore Executive Director, Sasha Bruce Youthwork, Inc.
Courtney Harrison Resource Development Lead, National Healthy Marriage Resource Center	Wanda Spann Roddy Director, Health & Hospital Corporation of Marion County
Jean Henningsen Program Assistant, Annie E Casey Foundation	Jessica Tafoya Community Liaison, New Mexico Teen Pregnancy Coalition
Andrea Kane Senior Director for Policy and Partnerships, National Campaign to Prevent Teen and Unplanned Pregnancy	Cynthia Taylor Transitional Living Program Coordinator, Florence Crittenton Services of Arizona
Jeanette Kowalik Director of Health and Life Skills, Boys & Girls Clubs of Greater Milwaukee	Dorinda Welle Program Officer, The Ford Foundation
Alison Macklin Director of Community Education, Planned Parenthood of the Rocky Mountains	Wendy Wheeler President, Innovation Center for Community and Youth Development

Endnotes

- 1 2010, The National Campaign to Prevent Teen and Unplanned Pregnancy
- 2 As cited in: http://www.childtrends.org/Files//Child_Trends-2009_11_05_RB_TeenRelation.pdf
- 3 Ibid

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9300 Lee Highway, Fairfax, VA 22031-6050
(866) 916-4672 or 866-91-NHMRC

The National Healthy Marriage Resource Center (NHMRC) is a clearinghouse for high quality, balanced, and timely information and resources on healthy marriage. The NHMRC's mission is to be a first stop for information, resources, and training on healthy marriage for experts, researchers, policymakers, media, marriage educators, couples and individuals, program providers, and others.

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