

Learning Conversation Notes	
Name of Partner: Golden Sierra Life Skills – Men, Infants, Children (MIC) Program	Date: November 8, 2006
When Served: March 1, 2006 to June 30, 2006	
Number of Children Served: Auburn/Roseville English MIC - 60	Ages: 0-1 yr (13), 2 yr (11), 3 yr (15), 4 yr (14), 5 yr (7)
	Gender: 32-Male 28-Female Ethnicity: 41 – Caucasian Non Hisp 6 - Other 13– Latino
Number of Children Served: Kings Beach - 26	Ages: 0-1 yr (1), 2 yr (6), 3 yr (11), 4 yr (5), 5 yr (3):
	Gender: 17-Male 9-Female Ethnicity: 26 – Latino
Number of Children Served: Auburn LMIC - 21	Ages: 0-1 yr (3), 2 yr (6), 3 yr (7), 4 yr (3), 5 yr (2):
	Gender: 10-Male 11-Female Ethnicity: 21 – Latino
Conversation Participants: Paul Lopez, Tom Grayson, Debbie Dahl, Cesar Acosta, Diane Bras, Don Ferretti, Nancy Baggett, Janice Critchlow, Janey Crider	
Outcomes:	
<ul style="list-style-type: none"> • Fathers and father figures are more knowledgeable in child nurturing, child interacting, and parenting, and use these skills to promote their child’s appropriate development. • The MIC Program will be financially sustainable independent of First 5 funding. 	
Performance Measures:	
<ul style="list-style-type: none"> • Demographics (number of 0-5 served by gender, age, ethnicity, and when services were provided) utilizing the First 5 Placer Demographic Tool. • Placer Early Childhood Outcomes Screens • Pictures of children demonstrating Placer Early Childhood Outcomes Screening indicators, including a written summary of the class discussion regarding these pictures. • Survey results of father/father figures change in their knowledge of child development, parenting, and their relationship with their children. • Grant applications submitted, and funding received to enhance and sustain the MIC program independent of First 5 Placer funding. 	

What is this data telling us about achievement of outcomes?

Demographics

The fathers in the Auburn LMIC were younger and more were new fathers.

There has been real progress in reaching the Latino fathers. This indicates that MIC is serving the target population countywide. In fact there are as many Latino fathers being reached as Caucasian fathers. Look to combine English and LatinoMIC for these groups in the future.

Placer Early Childhood Outcome Screens (See attached)

The outcomes screens are being used as a tool to educate fathers. The screens are completed during an interview and are reflective of all children served.

Most dramatic changes are reflected in Indicators 17-20 because they relate directly to the curriculum provided to the fathers through the MIC program.

Indicator 17: *Parent/Caregiver: participating in a formal or informal support network, for the family.*

10 of fathers came in at 1 or 2. At exit all fathers are at 3 or higher, however the majority of these fathers are achieving this without outside assistance.

Indicator 18: *Experiencing a positive relationship with the child.*

54 of fathers were at 3 or lower on intake. At exit 94 were at a 4 or 5 in terms of experiencing a positive relationship with their child.

Indicator 19: *Engaged in positive parenting and child development practices.*

At intake there were 66 fathers at 3 or lower and only 12 were at 5. On exit all fathers were trying to achieve the indicator and scored 3 or higher.

Indicator 20: *Satisfied with their knowledge and ability to foster the child's development*

72 of fathers at intake were at 3 or lower. At exit 95 were at 4 or 5.

Indicators 19 and 20 rate the parenting skills of the father, however Indicator 19 is rated from the facilitator's perspective and Indicator 20 is rated from the father's perspective. In this program scores for indicators 19 and 20 are very similar which isn't always the case in reviewing outcome scores.

The data from this tool is showing that fathers are gaining knowledge from being educated on the information measured by this tool.

Upon exit, fathers involved in MIC are experiencing better relationships with their children.

Pictures (see attached)

MIC has collaborated with other First 5 Placer partners to educate fathers.

Fathers are given a photo essay assignment to reflect the indicators of the outcome screens. This process helps them to learn and use these skills.

The program made one dad aware that he needs to be interactive and affectionate with his daughter as well as with his son.

The program provides validation for these fathers that showing affection and playing with their children is ok and necessary.

The pictures show fathers interacting with their children in positive ways that encourage brain development.

Anecdotes (see attached)

All of the anecdotes indicated that most of the fathers have gained valuable information about good parenting, anger management and brain development.

Surveys (See attached)

Most of the surveys indicate that fathers are more aware that how they behave impacts the children.

Sustainability (See attached)

There are many challenges regarding sustainability. The financial obligations of each father are a contributing factor in that they are in low income ranges.

MIC is committed to looking for other means of gaining revenues including seeking grants and charging for services.

In what ways will we apply what we have learned from our data?

Much of the outreach in Kings Beach was achieved by Cesar, the Spanish-speaking class facilitator, going out and spending time in the community making outreach presentations and initiating conversations. This seems to be the most effective way to get the Latino men involved.

Taking pictures for each indicator is a good approach. There should be more discussion to be sure the proper indicator is assigned to the photo by facilitator if necessary.

Fathers need to know that it is important for their spouses or significant others to also be aware of this child development knowledge.

Continue what is working and work on more collaboration with other First 5 partners.

Other points that were made during the conversation:

Often more than one indicator can apply to a photo. This has sparked useful and learning discussions among the fathers.

The interaction of the fathers with each other in the program is helpful to reinforce new skills and change old behaviors. For example, some of the younger fathers encouraged the older fathers to read and interact more with their children.

This is a great program for men, but there are so many women who would benefit from a similar program. There are definite advantages to having this a gender separated program because participants are more willing to share and accept feedback without the women present. Maybe explore ways to get this information out for women in a similar way.

Next Steps:

Address questions to knowledge gained and how they used their new skills.

Identify common threads of knowledge and common thread of usage when organizing survey anecdotal data.

For the next learning conversation, list grants that have been applied for and what stage of the grant process they are in.

Next learning conversation will be February 15, 2007, 1:00 – 4:30 pm.