

“Job Readiness Series”

Dawn Doperalski

2019

Menominee

Human Development and Relationships

Financial Capability

Abstract Sentence:

A job readiness series where TANF participants gain skills in job searching, filling out job applications, writing cover letters and resumes, and interviewing.

Outcome Statement:

Menominee statistics point to a need for financial education and job readiness training. 31.7% of residents live below poverty level (compared to 12.4% for Wisconsin 2010 Census data), highest number of children living in poverty (51% per 2017 County Health Rankings), high unemployment rate (9.9% per 2017 County Health Rankings), highest number of single parent households (61% per 2017 County Rankings data), and 78% of children eligible for free lunch (Applied Population Lab, 2014 County Data). Many of the current financial issues for Menominee County are present in counties across the state. In a visioning session for the Menominee County/Nation Family Living Educator position in October of 2012, Financial Management was identified as the 4th highest priority program area. Job and school readiness was ranked as the number one priority area and Culture and Values, relationships and respect was 2nd. This educator worked in conjunction with the MITW’s Community Resource Center and the TANF program to offer a series on Job Readiness that included Job Searching & Filling out Applications, Resumes and Cover Letters, and Interviewing and After the interview 10 people participated in the series. On a scale of 0 (Not Helpful) to 5 (Extremely Helpful), 100% of participants rated the class at a 5. Some of the things that participants learned were “Preparing for interviews”, “Interview protocol”, “On-line resources”, “Cover letter tips”, and “How to write a resume”. Overall, the series helped to create capacity in the job search process.

“Native American Homeownership Education”

Elizabeth Lexau

2019

Bayfield

Human Development and Relationships

Financial Capability

Abstract Sentence:

A two-day class for Native Americans seeking home ownership, where I partnered with the Red Cliff Chippewa Housing Authority to teach a 6-day financial education and homeownership class.

Outcome Statement:

The Red Cliff Band of Lake Superior Ojibwa has been developing a new program for Native American homeownership using conventional mortgages, an option that was not available previously on the reservation. As part of the program, the Red Cliff Housing Authority reached out to me to provide a two-day homebuyer education class focusing on financial education for potential homebuyers. I co-taught the course with a housing counselor from Red Cliff. She covered the specifics related to tribal laws and policies and the mortgage products and programs available for reservation properties. I covered the details about budgeting, building credit, understanding affordability and the mortgage application process. Completion of the course qualified learners for a homebuyer assistance program. Participants were enthusiastic about the class and active in their discussions and questions. Upon completion, all participants stated in a survey that the class increased their understanding of financial management practices. All also stated that the class gave them more knowledge on which to base their decisions/actions. Since the training, R participants received preapproval for a mortgage, and one is scheduled to close on a new home later this year.

“Early Childhood Professional Development”

Carol Bralich

2019

Washington

Human Development and Relationships

Family Engagement and Relationships

Abstract Sentence:

A Registry approved four-hour professional development program for child care and early childhood professionals, where participants learned about techniques to engage parents and age appropriate teaching strategies to incorporate in their classroom to provide a positive learning environment for children.

Outcome Statement:

The purpose of the Child Care and Education Network of Washington County (CCEN) is to have a collaborative community network that ensures a safe, high quality child care and education system. Carol, as chairperson, coordinated a 4-hour Registry approved Spring Child Care Conference for early childhood educators and child care professionals on March 9 at the Family Center. Over 60 participants designed their own schedule by choosing three breakout sessions that met their classroom or child care needs. Session topics included promoting positive relationships with parents, teaching problem solving with preschoolers, making transitions more meaningful and peer coaching strategies. Agency resources were also shared. On the post evaluation, the session results showed that 89% of the participants rated the sessions they attended with a high or very high level of overall satisfaction. Participant shared their specific future actions: I will “try to build more trust with parents and help children problem solve by using more questions.” and “implement more calming strategies.”

“Parenting with Love & Logic”

Stephanie Hintz

2019

Dunn

Human Development and Relationships

Family Engagement and Relationships

Abstract Sentence:

Six Session Parenting with Love & Logic Class for Dunn County parents where I provided tools and education to help parents nurture positive and supportive relationships with their children and teach social and emotional competencies through modeling and instruction.

Outcome Statement:

Dunn County’s ACEs or Adverse Childhood Experiences ranking is relatively high. The Wisconsin ACE Brief identifies Dunn County as having 15-20% of the county’s adult residents have four or more ACEs. ACEs have been strongly linked to a wide range of negative outcomes (mentioned above) in adulthood that impacts the community as a whole. ACEs and Toxic Stress increase risk but don’t determine destiny. Many individuals and families remain resilient in the face of stress. Research generally identifies five Protective Factors that buffer children and adults against the negative outcomes of trauma and toxic stress including (1) Social and Emotional Competence of the youth, (2) Family Knowledge of Parenting and Child Development, (3) Parental Resilience, (4) Concrete Support or basic needs being met, and (5) Social Connections. The Parenting with Love & Logic Program promotes social emotional wellbeing for parents and youth, increases knowledge in parenting and childhood development, and encourages stronger community connections with parents attending the class together. This six-session course was held at the end of September 2018 and finished at the end of October 2019. There were 21 participants that attended the first class and 18 that completed all 6 sessions. Of the 18 participants that completed all sessions, 100% indicated that this class moderately or strongly improved their parenting skills. Over half indicated that they found a stronger support system within the group and all participants indicated they would attend another Love & Logic class in the future.

“Inter-generational Program Efforts”

Jill Cholewa

2019

Human Development and Relationships

Aging

Abstract Sentence:

Led an inter-generational program for children, youth and older adults of Oconto County, where participants were offered educational exchanges that enable all ages to share their talents and resources; results showed transformed relationships and improved communications that benefit each generation and community.

Outcome Statement:

Oconto County Schools have strong sport programs, however, there is lack of extracurricular activities in rural communities for children and youth that are not interested in athletics. To address this gap, an inter-generational program was a plausible option, considering the increasing older adult population in Northern Wisconsin. Currently, greater than 19% of Oconto County residents are over 65. Older adult populations in rural areas can be highly motivated, lifelong-learners, many have long-distance grand parenting roles and strong loyalty and ties in their communities. Fortunately, an inter-generational team was organized; the team actively collected community project ideas, identified program objectives, and developed participant recruitment strategies. They also invited school principals, teachers, guidance counselors and staff to share input on out-of-school program needs. Inter-generational programs bring people together in purposeful ways to participate in mutually beneficial events. Teaching and learning among generations has an ornate way of bringing older adults, children and youth together and form mentor-like relationships. During first 2 quarters, 87% of evaluation respondents strongly agreed or agreed that the program events helped them to work more effectively with younger generations and children of different ages. 76% of youth respondents strongly agreed or agreed that they learned about how older populations think and how much they can teach others. In wrap-up, demographic change means that responsibility for an aging population will fall to younger generations. Therefore, it is crucial that we spotlight children’s understanding and importance of the lived experiences of older people and explore the effects of culture and socioeconomic status on children’s views for one day our next generations will decide how best to support us in the future.