



Developmental Relationships

The Roots of Healthy Choices,
Resilience and Thriving

Remembering Your Roots

Take a few minutes to complete the personal reflection sheet on page 2 of your handout. This is for your eyes only.

DR In Your Development Tool

For each section below, write the names of up to three people who did these things for and with you.

Who showed you that you mattered to them?

They may have done this by . . .

- ∨ Being someone you could trust.
- ∨ Really paying attention when you were together.
- ∨ Making you feel known and valued.
- ∨ Showing you that they enjoyed being with you.
- ∨ Praising you for your efforts and achievements.

1. _____
2. _____
3. _____

Who pushed you to keep getting better?

They may have done this by . . .

- ∨ Expecting you to live up to your potential.
- ∨ Pushing you to go further.
- ∨ Helping you learn from mistakes and setbacks.
- ∨ Insisting that you take responsibility for your actions.

1. _____
2. _____
3. _____

Who helped you complete tasks and achieve your goals?

They may have done this by . . .

- ∨ Guiding you through hard situations and systems.
- ∨ Building your confidence to take charge of your life.
- ∨ Standing up for you when you needed it.
- ∨ Putting in place limits that kept you on track.

1. _____
2. _____
3. _____

Who treated you with respect and gave you a say?

They may have done this by . . .

- ∨ Taking you seriously and treating you fairly.
- ∨ Involving you in decisions that affected you.
- ∨ Working with you to solve problems and reach goals.
- ∨ Creating opportunities for you to take action and lead.

1. _____
2. _____
3. _____

POLL: How Many Identified Someone . . . ?

[Multiple choice]

- A parent or other family member (aunt, brother, etc.)
- A teacher or other school leader
- A coach
- A friend
- A neighbor
- A religious leader
- Someone else
- Someone who surprised you



Developmental relationships are the roots of young people's resilience and thriving.

**Root systems support and nourish trees.
Well-rounded relationships provide nutrients for young people's development: guidance, encouragement, new opportunities.**



What Makes Relationships “Developmental” (1 of 4)

1. They are multi-dimensional, intentional.

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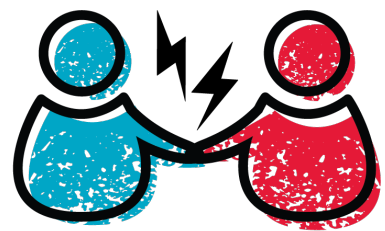
- Express Care



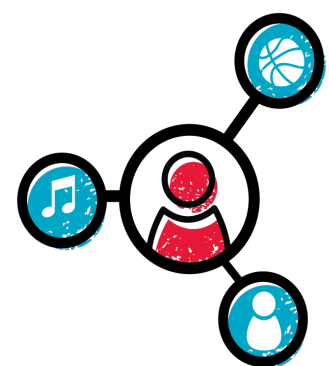
- Challenge Growth



- Provide Support



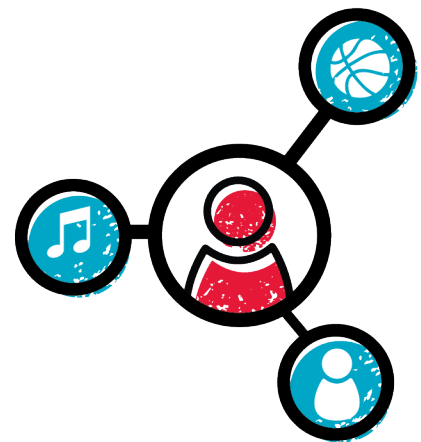
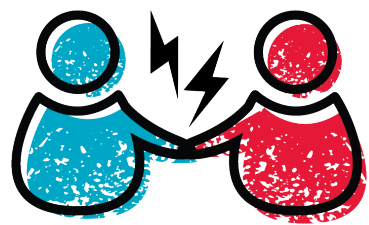
- Share Power



- Expand Possibilities

- Developmental relationships grow through **five elements**. Within these five elements are 20 actions.
- The framework helps us be more **intentional** in ensuring that these actions are part of our relationships.

Express Care



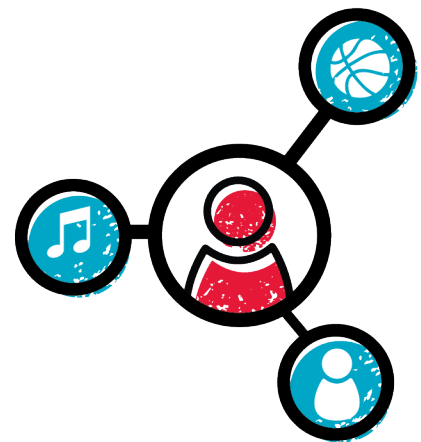
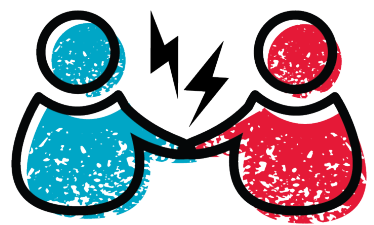
Show each other that they matter to you.

- Be dependable
- Listen
- Believe in me
- Be warm
- Encourage

“ I feel like he’s more like family, ‘cause when I have issues in school or at home, he gives me advice. I can trust him with what I say. ”

- Youth in after-school program

Challenge Growth



Encourage each other
to keep getting better.*

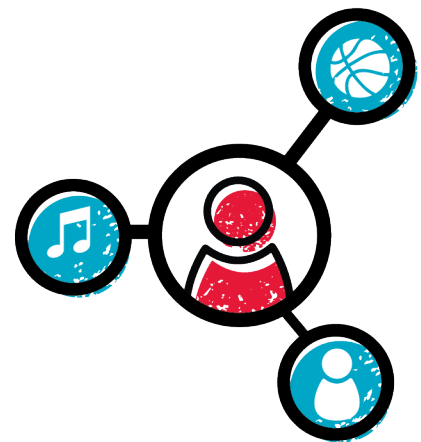
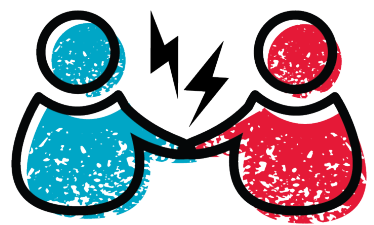
- Expect my best
- Stretch
- Hold me accountable
- Reflect on failures

* Particularly in areas that are important
to achieving their own hopes, goals.

“ They always
encouraged me,
before you make a
decision, take a look
religiously and
morally, is this the
right way? The best
way? ”

— Muslim youth in a
study of relationships in
faith communities

Provide Support*



Help each other complete tasks and achieve goals.

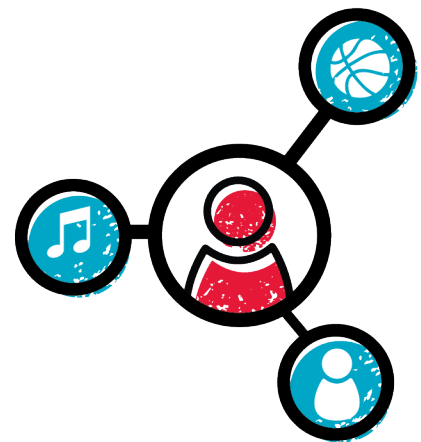
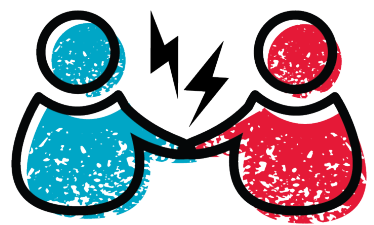
- Navigate
- Empower
- Advocate
- Set boundaries

* Practical, instrumental, or informational support. (Emotional support is captured in “express care.”)

“ [The mentors] make me learn—they make it easy to learn. They explain it in an easy way. ”

— Youth Mentee

Share Power



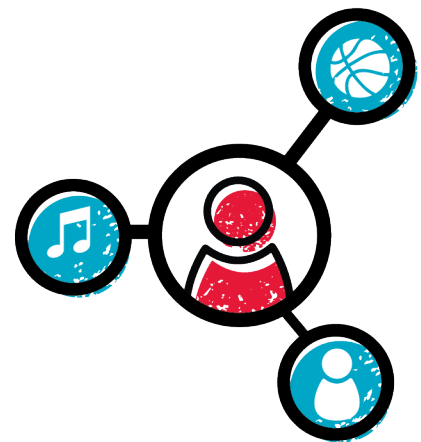
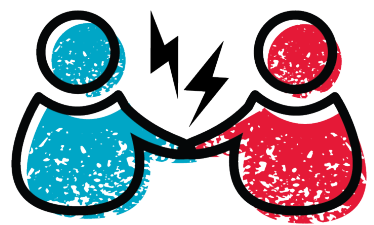
Treat each other with respect and give each other a say.

- Respect me
- Include me
- Collaborate
- Let me lead

“ Students felt motivated by teachers who “treated them like an adult.” One student mentioned that for them “trust comes from when [teachers] put you on the same level, instead of: ‘I’m the teacher and you’re the student.’”

— Search Institute focus groups with middle and high school students

Expand Possibilities



Connect each other with people and places that enlarge our worlds.

- Inspire
- Broaden horizons
- Connect

“ I find her introducing me to . . . certain aspects of her past and her family, like she’s of Haitian descent, so I didn’t know about certain stuff, but she taught me a lot about that.

— Adult Mentor *”*

POLL: Which Element Seems Most Challenging?

[Single Choice]

Which of these five elements is hardest to put into practice in your relationships with young people?

- Express care
- Challenge growth
- Provide support
- Share power
- Expand possibilities



What Makes Relationships “Developmental” (2 of 4)

1. They are **multi-dimensional, intentional.**
2. They are the **roots of success and resilience.**

Every young person needs to be rooted in relationships that nourish their growth. They are particularly vital for young people who have been marginalized in society.

Academic Motivation & Achievement



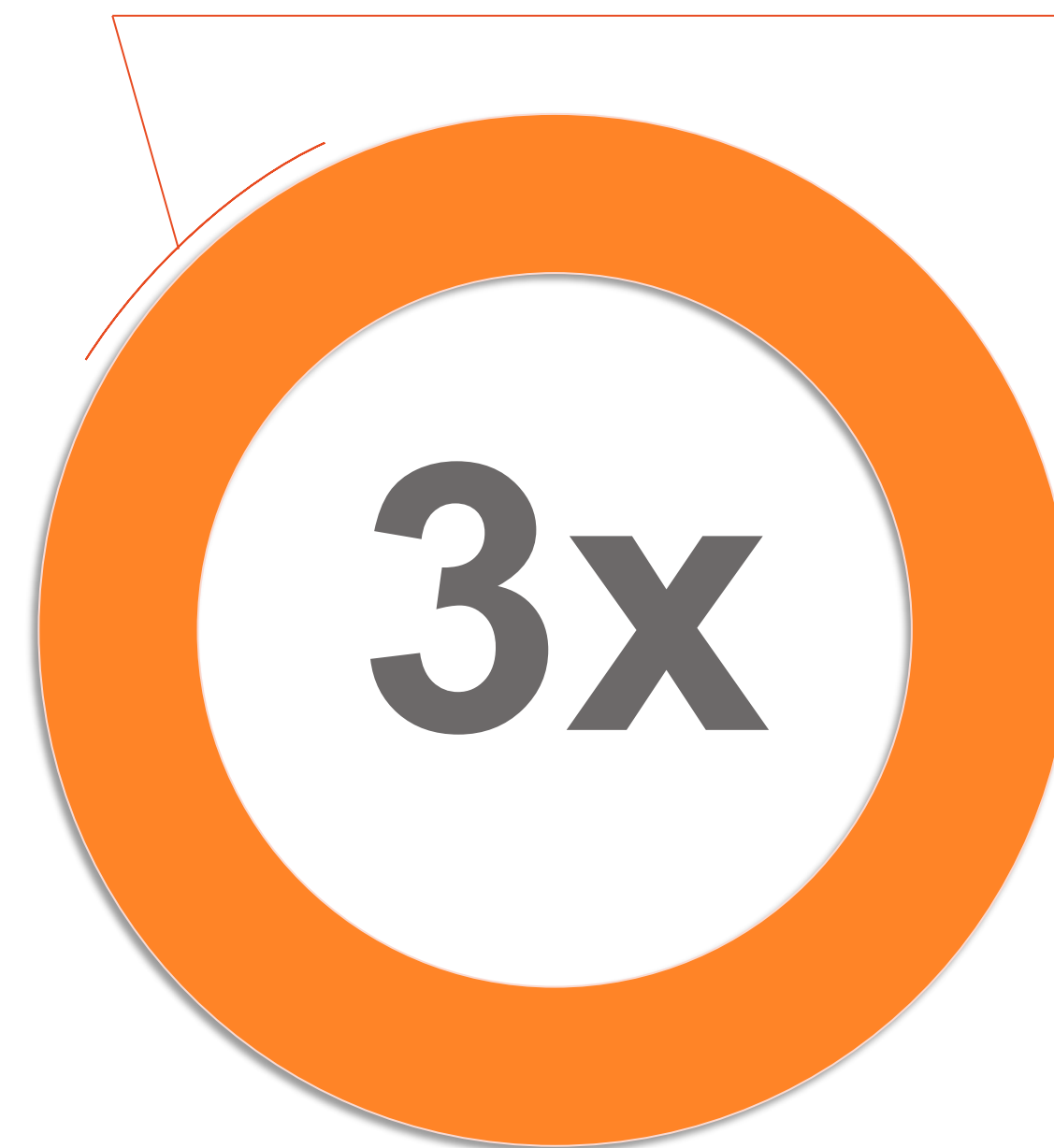
In longitudinal middle school research, developmental relationships between students and teachers indirectly but meaningfully influence grades and other educational outcomes through the influence they have on students' motivation to learn.



RELATIONSHIPS WITH FRIENDS

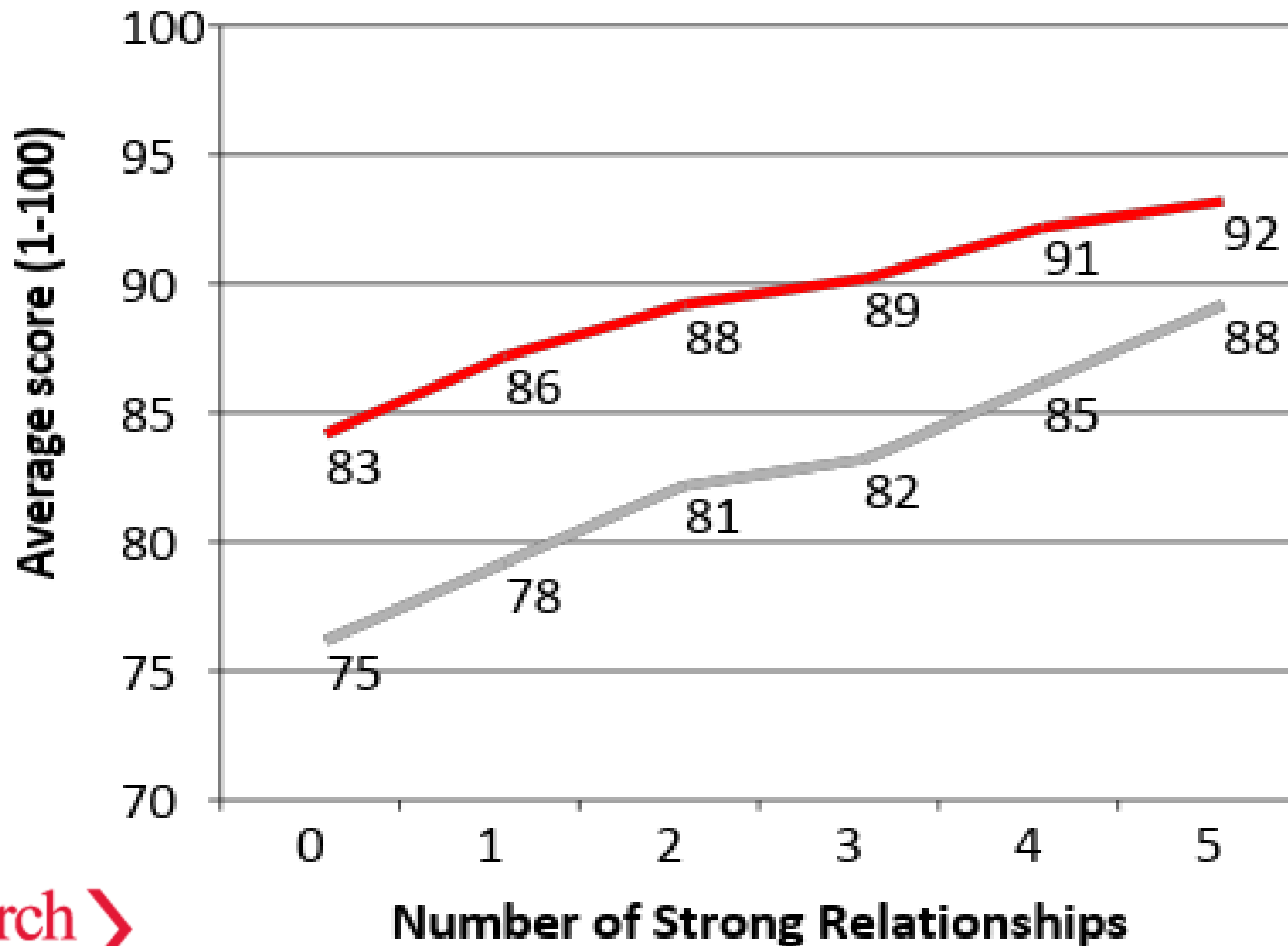
Social-Emotional Strengths

YOUTH WITH STRONGER FRIENDSHIPS ARE
THREE TIMES MORE LIKELY TO REPORT HIGH
LEVELS OF: **LEADERSHIP, COMMUNICATION
SKILLS, and BELONGING**



CUMULATIVE POWER OF RELATIONSHIPS

Academic Motivation & Social-Emotional Skills



One community's sample
(n = 25,395, urban, Southwest US)

— Academic Motivation
— Social-Emotional Skills

The average score (1100) youth report on:

Academic motivation:

Care about how they do in school, and try as hard as they can to do their best work.

Social-emotional skills:

Recognize and respect other people's feelings, and are good at making and keeping friends.

Resilience when Living with Challenges

Youth in Highly Stressed Families That Have Developmental Relationships

compared to

Youth in Highly Stressed Families That Don't Have Developmental Relationships

21x

more likely to report they can manage their emotions

13x

more likely to report they persevere though difficulty

9x

more likely to report they have a strong sense of purpose

5x

more likely to report they are socially responsible



What Makes Relationships “Developmental” (3 of 4)

1. They are **multi-dimensional, intentional**.
2. They are the **roots of success**.
3. They are **two-way** relationships. Both people contribute and benefit.

Relationships are **Two-Way**

Unfortunately, a disproportionate amount of the research on bi-directionality has historically focused on a negative spiral in parent-child relationships:

“The studies cohere in providing clear evidence of bidirectionality: Child and youth adjustment difficulties contribute to declines in parent–child relationship quality over time just as negative parenting (and parental depression) contributes to increases in child and youth adjustment problems over time.”



What Makes Relationships “Developmental” (4 of 4)

1. They are **multi-dimensional, intentional**.
2. They are the **roots of success**.
3. They are **two-way** relationships.
4. The elements work **together**.

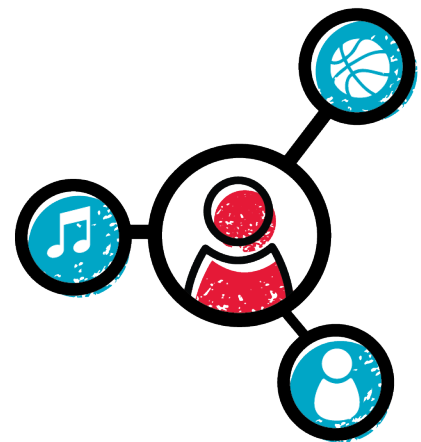
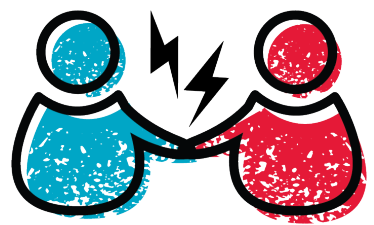
The Elements Work Together (1 of 2)



Teacher Perspectives



“Ultimately, all of our goals are to teach our kids. We want them to learn. So, I feel like that happens best when kids feel like they’re cared about and getting help.”



The Elements Work Together (2 of 2)



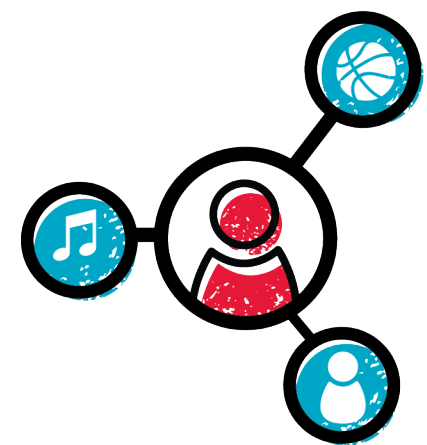
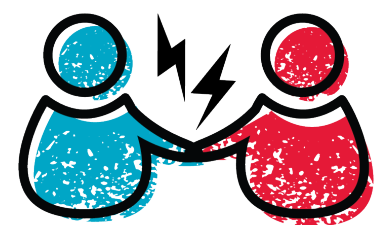
Teacher Perspectives



“Ultimately, all of our goals are to teach our kids. We want them to learn. So, I feel like that happens best when kids feel like they’re cared about and getting help.”



“I say, ‘This is my expectation and you have to do this,’ . . . but with them knowing it’s coming from a very caring, ‘I want you to succeed’ place.”



Why “Developmental” Relationships? (1 of 2)

5. Developmental relationships are essential for all young people across **different relationships in different parts of their lives.**



Who Nurtures Developmental Relationships?

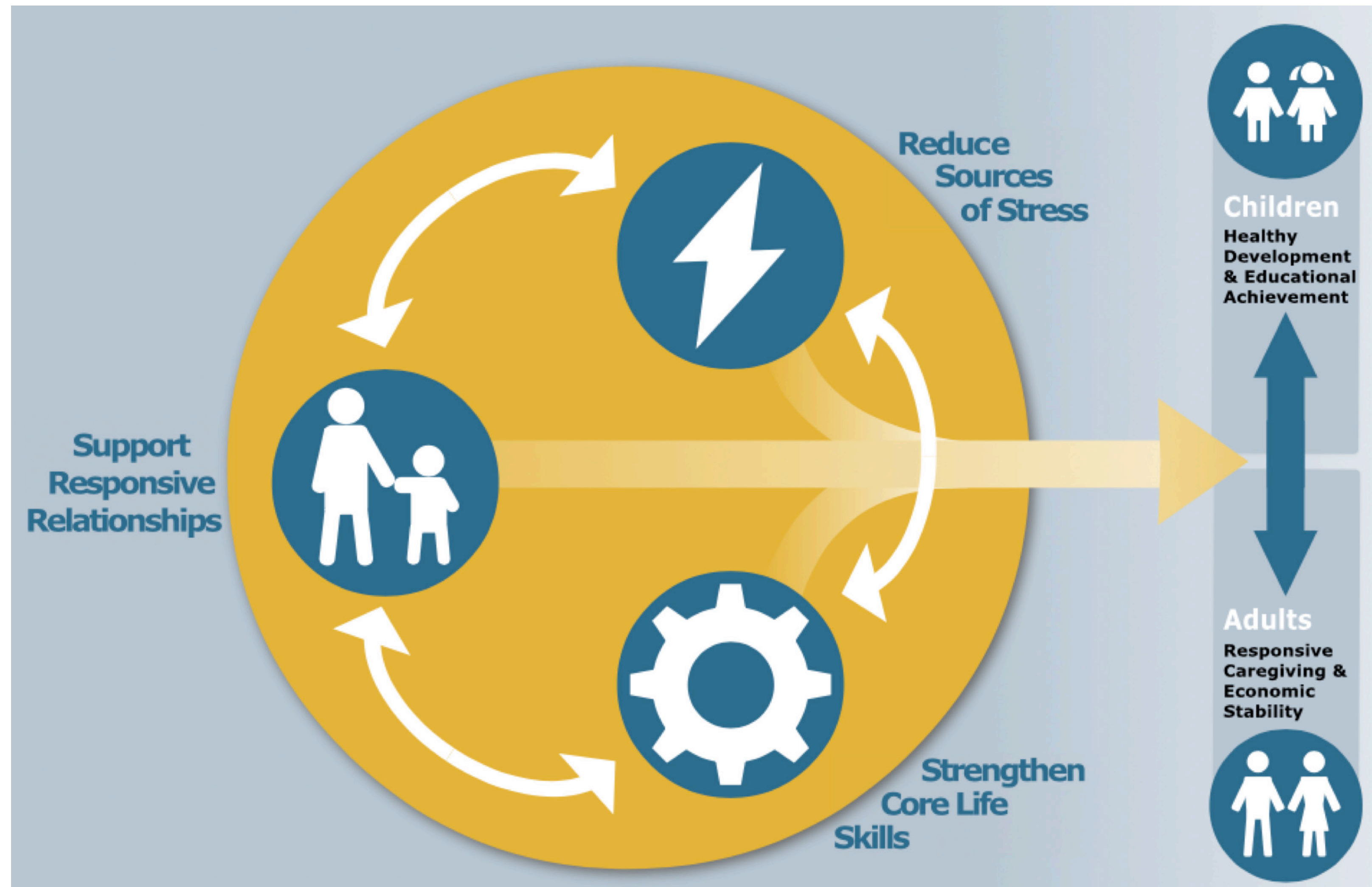
- Parenting adults & other caregivers
- Teachers
- Mentors
- Grandparents
- Aunts, uncles
- Clergy
- Youth program leaders
- Friends
- Elders
- Coaches
- Librarians
- Neighbors
- Bus drivers
- Cafeteria workers
- Bosses & coworkers
- Doctors
- Police & fire fighters
- . . . Do we need to keep going?

Why “Developmental” Relationships? (2 of 2)

5. Developmental relationships are essential for all young people across **different relationships in different parts of their lives.**
6. Relationships interact with the **context** and each **person’s strengths and needs.**



Interact with the **context** and each **individual**. (1 of 3)



Center on the Developing Child  HARVARD UNIVERSITY

Center on the Developing Child at Harvard University (2017). *Three Principles to Improve Outcomes for Children and Families*. <http://www.developingchild.harvard.edu>

Interact with the **context** and each **individual**. (2 of 3)

Developmental relationships
can grow almost anywhere.



Relationships can grow anywhere, but **bias, discrimination, trauma, and inequities** contaminate many of the environments that could be nourishing.

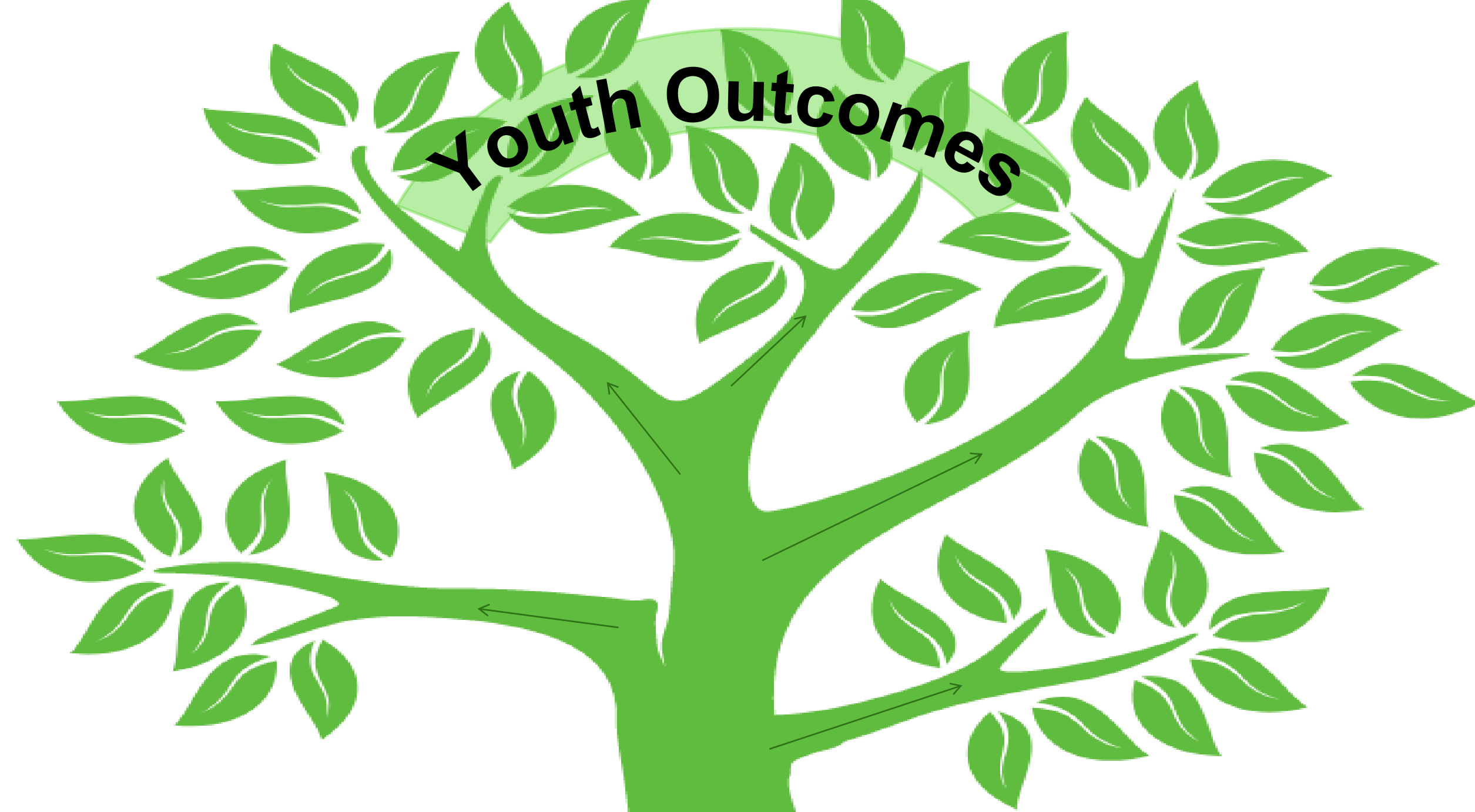
Interact with the **context** and each **individual**. (3 of 3)

Developmental relationships can grow almost anywhere.



So how do we create “ecosystems” in our schools, programs, families, and communities, where relationships—and young people—will not just survive, but thrive?





Environment
(broader community/
society factors)

Nutrient-Rich Soil
(mindsets, skills, actions)

Developmental Relationships

Organizational Bedrock
(supporting structures)

POLL: Which Principles Resonate the Most?

[Multiple Choice]

Developmental relationships . . .

- Are multi-dimensional, intentional relationships.
- Are the roots of success and resilience.
- Are two-way, reciprocal relationships.
- Have five elements that work together.
- Are essential for all young people in different parts of their lives.
- Interact with a person's history, context, strengths, and needs.

Becoming More Intentional (1 of 4)

Put in the **chat box** a **money**-related issue that brings out power struggles between parents and middle-school youth.

If your first name begins with **M – Z**, you will play the **YOUTH** role.

YOUTH: Where would you be when this conversation starts? Put your answer in the chat. Parents wait.

INSTRUCTIONS

1. Pick one area of family life where you make decisions that Decide together which statement in the column labeled "The topic is usually made in your family. Write the topic in the column when decide together if you'd like that decision to be made a (the first column). If so, draw an arrow to show how you want to 4. Repeat the exercise with other topics as much as you have time.

The Parent's Approach:

Explanation:

Parent has all the power.

Parent has all the authority. The child doesn't have a voice.

"Do it because I said to."

"This is why I made the decision that I made."

Parent explains the choice so the child will understand and learn.

"What you think will help me decide."

The youth has a voice that influences the parent's decision.

"Here are three choices. Which one should we do?"

The parent lets the youth decide based on choices that work for the parent.

"Let's decide this together."

The parent and youth collaborate in making a win-win decision.

"Let me help you, but it's your decision."

The parent helps youth this way.

"It's your decision."

“Youth” Perspective [Zoom Poll]

[Pick just one – single choice]

- Do it because I said to.
- This is why I make the decision I made.
- What you think will help me decide.
- Here are three choices. Which one should we do?
- Let's decide this together.
- Let help you, but it's your decision.
- It's you're choice. I'll stay out of it.

Becoming More Intentional (2 of 4)

If your first name begins with **A – L**, you will play the **PARENT** role.

PARENT: Where would you be when this conversation starts? Put your ideas in the chat. Youth wait.

INSTRUCTIONS
Pick one area of family life where you make decisions that you would like to discuss. Write the topic in the column labeled "Topic". Decide together which statement in the column labeled "Parent's Approach" is usually made in your family. Write the topic to be made a decision together if you'd like that decision to be made a decision together. If so, draw an arrow to show how you want to repeat the exercise with other topics as much as you have time. Repeat the exercise with other topics as much as you have time.

| Parent's Approach: | Explanation: |
|---|---|
| "Do it because I said to." | Parent has all the authority. The child doesn't have a voice. |
| "This is why I made the decision that I made." | Parent explains the choice so the child will understand and learn. |
| "What you think will help me decide." | The youth has a voice that influences the parent's decision. |
| "Here are three choices. Which one should we do?" | The parent lets the youth decide based on choices that work for the parent. |
| "Let's decide this together." | The parent and youth collaborate in making a win-win decision. |
| "Let me help you, but it's your decision." | The parent helps youth think through the decision. |
| "It's your decision." | The parent lets the youth decide. |

Parent has all the power.

Different ways to share the power.

Youth has all the power.

“Parent” Perspective [Zoom Poll]

[Pick just one – single choice]

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- This is why I make the decision I made.
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Becoming More Intentional (3 of 4)

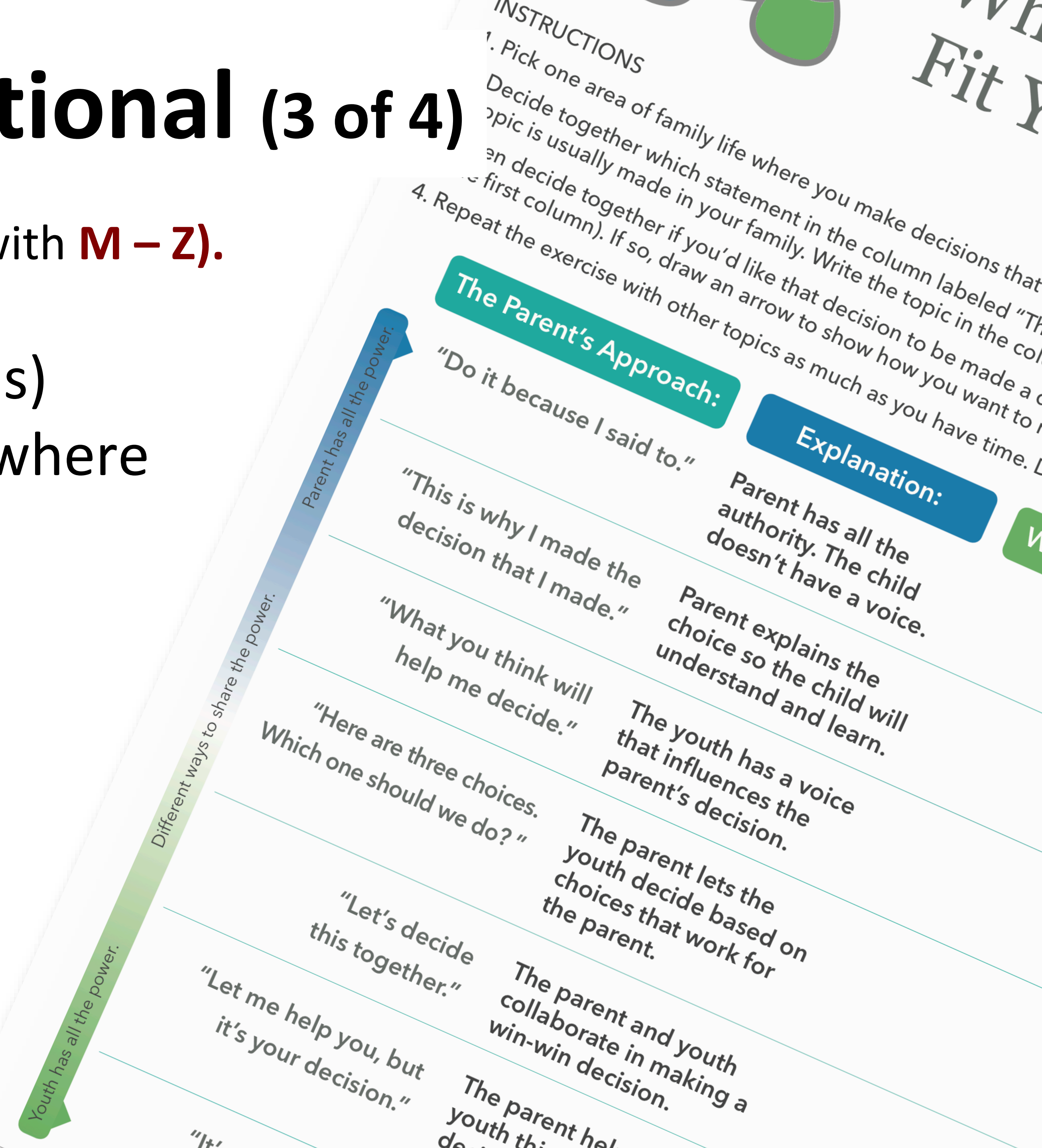
Back to the **YOUTH** (First name begins with **M – Z**).

What can you say to get the parent(s) to move one (or 2) places closer to where you are on the continuum?

Put your ideas in the chat.

Parents read the chats.

(That is, listen to your kids!)



Becoming More Intentional (4 of 4)

Back to the **PARENTS** (First name begins with **A – L**).

How might you respond to some of the ideas the youth have offered? What might you be willing to consider to move closer to the same place? **Put your ideas in the chat.**

Youth read the chats.
(That is, listen to your parents!)

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"Let me help you, but it's your decision."

The parent hel
youth thi

"It"

Reflections

The exercise is artificial in this environment. However . . .

- What stood out for you when you did it?
- How do you think families might respond?
- What value do you see in unpacking elements of relationships in this way?

Reflect out loud or in the chat box.

Getting Personal

Who

- has been part of your support system—your foundation? (p. 2)

Where and when

- did your relationship form and grow?

How

- did they nourish your growth? (combinations of the 5 elements)

Why

- have these relationships mattered? To you? To the other(s) in the relationship?

Contact Me

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Senior Scholar, Search Institute

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Promoting Positive Adolescent Development Through Successful Implementation of Adulthood Preparation Subjects

Grantee Panel

July 15, 2020



U.S. Department of Health and Human Services
Administration for Children, Youth and Families
Family and Youth Services Bureau
Adolescent Pregnancy Prevention Program

Grantee Panel Participants

- **Joyce Wilson**, Unity Family Community Center, Inc.
 - Healthy Life Skills
- **Lori Hunter**, Great Lakes Intertribal Council
 - Financial Literacy
- **Monique Hensley**, HCET
 - Adolescent Development
- **Roslyn Stevenson**, Lutheran Social Services of South Dakota
 - Parent-Child Communication
- **Tonya Johnson**, Baltimore City Health Department
 - Healthy Relationships



Joyce Wilson, Unity Family Community Center, Inc. | Healthy Life Skills

- Program name:
 - CPREP- Levy
- Location: Williston, FL
- Number of youth served: 793
 - Males – 509
 - Females - 284
- Implementation setting:
 - Schools, Alternative Schools, Community Based Organizations, Correctional & Juvenile Residential Facilities



Lori Hunter, Great Lakes Inter-Tribal Council | Financial Literacy

- Program name: Tribal PREP
- Location: Lac du Flambeau, WI
 - Lac Courte Oreilles Band of Lake Superior Chippewa Indians (Sawyer County)
 - Stockbridge-Munsee Community Band of Mohican Indians (Shawano County)
- Number of youth served:
 - 166 youth during the school year with Circle of Life and Discovery Dating curricula
 - ~160 during special APS projects
- Implementation setting:
 - Two Public Schools
 - One Tribal School
 - Summer Sessions: Boys & Girls Club and Tribal Youth Summer Workers



Adult Preparation Subject

Focused Subjects

- Healthy Relationships
- Healthy Life Skills
- Open Trusted Adult – Child Communication

Highlighted Subjects

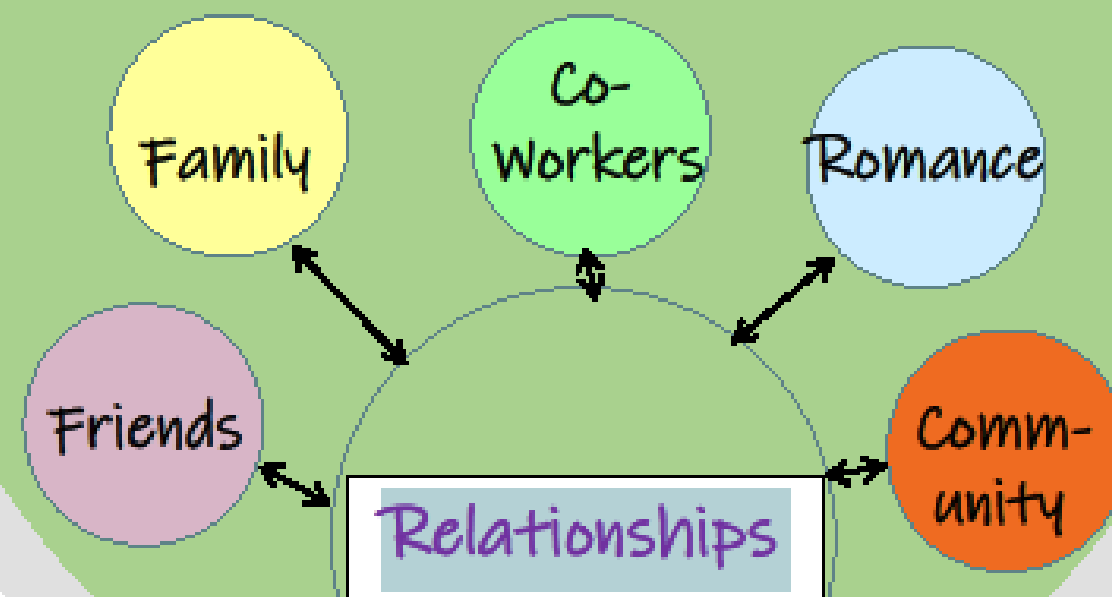
- Financial Literacy
- Further Education and Career Development
- Sexual Health and Development

Special APS Projects

- Stockbridge Munsee Health and Wellness Center
 - Summer Youth Workers Orientation
 - Sexual and Reproductive Health Presentation on Contraception and STI Prevention
 - Refresh Your Relationships
 - Adult Class on improving all relationships and demonstrating healthy relationships within the community and to help communicate with youth about healthy relationships



REFRESH YOUR RELATIONSHIPS!

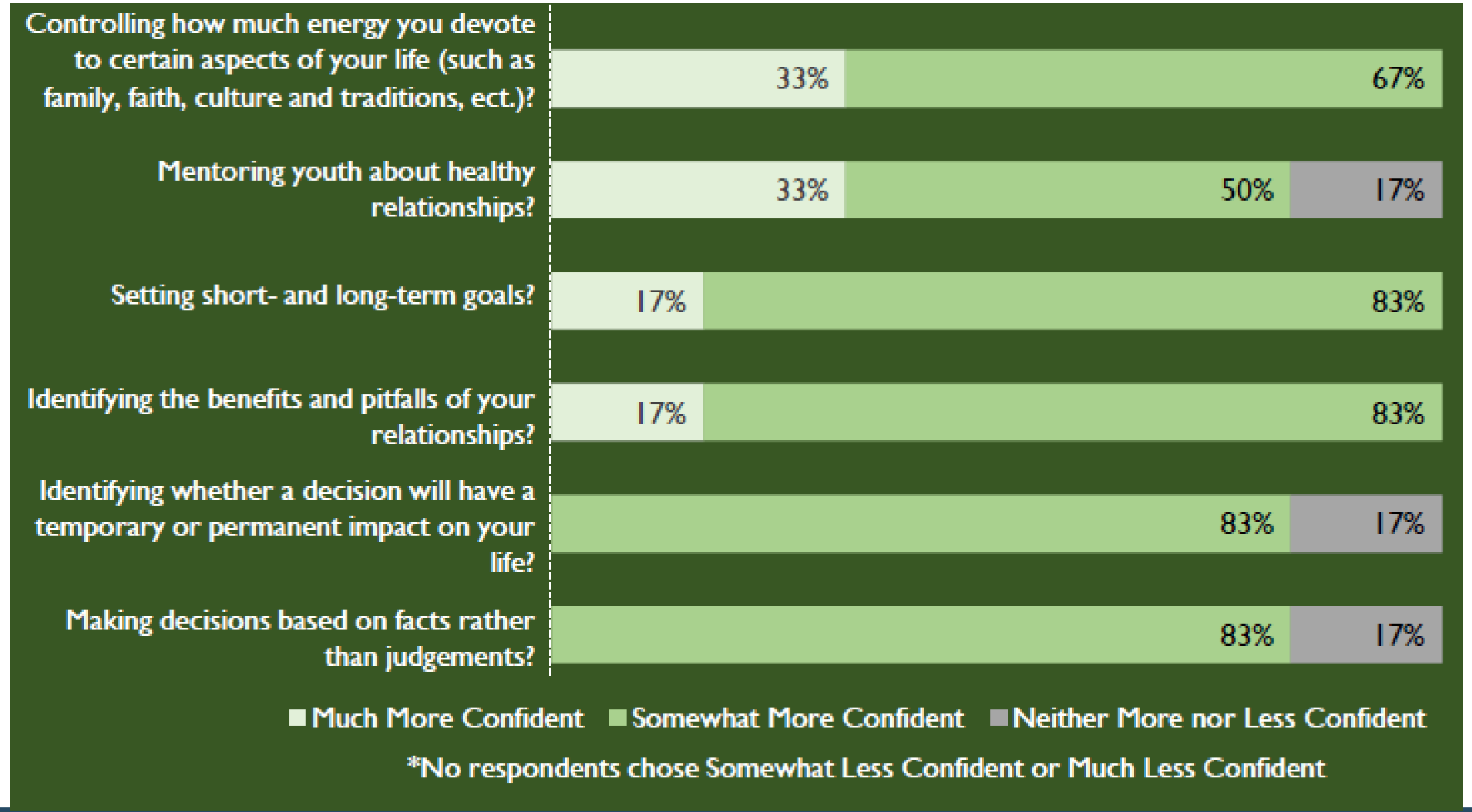


Great Lakes Inter-Tribal Council's Tribal PREP Program
 Is offering a free 10 session course on Thursdays
 From 12:00 to 1:00 on Healthy Relationships
 Beginning September 19, 2019
 Stockbridge-Munsee Health & Wellness Center Conference Room

→ **10** one hour sessions

→ Class Goals

- Better understanding of your values, goals, dreams, and relationship boundaries
- Discover your own qualities and energy you want to devote to relationships
- Share with others in your life and community about healthy relationships



Special APS Projects: Healthy Life Skills

- Shawano Boys & Girls Club
 - Summer Session - 2018
 - Three sessions on how to have a healthy friendship and see the benefits of how this helps keep your life in balance
 - Three sessions of yoga to help with self-regulation and reduce anxiety
 - Summer Session - 2019
 - Three sessions of music therapy for self-regulation, improved focus, and anxiety reduction



Shawano Boys & Girls Club

Music Therapy – July 2019

Sara Devine, MTBC, LCSW

I just want to let you know how blessed we are to have you providing programming for our Club members during the summer school. The music therapy was absolutely amazing and definitely something that we hope to do, even during the school year. Music is one of our gaps that we hope to do better on this next year, but I don't think we can top the impact she had with the music therapy. Thank

you for bringing that opportunity to our Club members!

-Kim

Kimberly Lodewegen |Shawano Site Director

Boys & Girls Club of Shawano

Special APS Projects: Financial Literacy

- Collaboration with:
 - Sawyer County Health Dept. – State PREP grantee
 - Asset Builders
 - 8th grade students from three Sawyer County Schools:
 - Hayward Public School
 - Winter Public School
 - Lac Courte Oreilles Ojibwe School



Hey, eighth graders!



You're invited to attend a series of workshops to help you learn about money and personal finance.

2020 "Got Money!"

Teen Conference on Personal Finance

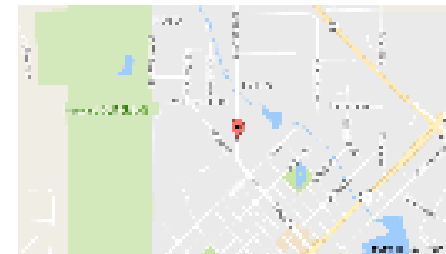
Presented by Asset Builders as part of the Wisconsin Personal Responsibility Education Program, Sawyer County Public Health, and Great Lakes Inter-Tribal Council Tribal PREP Program



APRIL 7, 2020

9:00 am - 2:00 pm

HAYWARD WESLEYAN CHURCH
10655 NYMAN AVENUE,
HAYWARD, WISCONSIN



Keynote speaker: TBD

You're never too young to learn about the things that will help you for a lifetime:

- FIRST JOB STRATEGIES - HOW TO GET THE JOB!!
 - THE FINANCIAL FACTS OF LIFE
 - BANKING BASICS
- WHAT YOU NEED TO KNOW ABOUT CREDIT
 - THE COST OF RAISING A CHILD
 - AND MUCH, MUCH MORE!



Parents and teens, for more information concerning this event contact Lori Hunter, (715) 588-1027 at Great Lakes Inter-Tribal Council, Jessica Bjork (715) 638-3424 at Sawyer County Public Health, or Richard Entenmann,(608) 663-6332 at Asset Builders.

Got Money! Conference

Full day event from

9:00 am – 2:00 pm

Morning keynote speaker

Five Breakout Workshops

- First Job Strategies
- Banking Basics
- What You Need to Know About Credit
- The Cost of Raising a Child

Workshops are led by local business leaders, GLITC programs, UW Extension personnel, and local banking or credit union representatives.

How it works

- Students arrive and fill out name tags that have a colored dot on it. The color on their name tag determines the group they are in to attend the workshops
- They also receive 5 raffle tickets that can be put into a bin next to a prize they would like to take chances on.
- They gather in the large 'theater' area and are welcomed followed by a short keynote on a financial literacy topic.
- They break into their groups and rotate to the workshops, so that all students have the opportunity to attend each workshop.
- After each workshop they receive two more raffle tickets for prizes.
- There is a snack break in the workshop classrooms at 10:35.
- A bag lunch and beverage is provided to all students at 12:45. There is a short presentation by a speaker followed by the drawing of raffle prizes. Asset Builders provides prizes that PREP grantees are not able to purchase such as cash in a piggy banks. They also provide higher end items that have included a game console and Chromebook. GLITC's Tribal PREP provides item such as backpacks, beach towels, and gift cards from Subway, the local movie theater, Dairy Queen.
- Workshop leaders are thanked and given a small gift for their time, usually wild rice and food products from the tribal communities of Wisconsin.

Personal Responsibility Education Program - PREP

Got Money! Conference

Hayward Wesleyan Church – Tuesday April 9, 2019

Program Schedule

| | | |
|----------------|--|-----------------------|
| 7:30/8:00 am | Volunteers arrive | |
| 8:30 am | Teachers and IT arrive (Mike Coleson) | |
| 9:00 am | Students Arrive | |
| 9:10 | Welcome/introductions/set expectations Guest Speaker: Danette Hopke Youth and Family Educator at UW-Extension | |
| 9:30 to 10:05 | <u>Workshops/1st Rotation</u> | |
| | Room 106 = Green | Shelley Mell, HCCU |
| | Room 107 = Yellow | Carolyn LaVake, GLITC |
| | Room 108 = Purple | Wanda Johnson, DVR |
| | Room 110 = Red | Rich Simak |
| | Theater = Blue | Skye Holt, UWEX |
| 10:10 to 10:45 | <u>Workshops/2^d Rotation (includes snack/Water Break)</u> | |
| | Room 106 = Blue | Shelley Mell, HCCU |
| | Room 107 = Green | Carolyn LaVake, GLITC |
| | Room 108 = Yellow | Wanda Johnson, DVR |
| | Room 110 = Purple | Rich Simak |
| | Theater = Red | Skye Holt, UWEX |
| 10:50 to 11:25 | <u>Workshops/3^d Rotation</u> | |
| | Room 106 = Red | Shelley Mell, HCCU |
| | Room 107 = Blue | Carolyn LaVake, GLITC |
| | Room 108 = Green | Wanda Johnson, DVR |
| | Room 110 = Yellow | Rich Simak |
| | Theater = Purple | Skye Holt, UWEX |

11:30 to 12:05 Workshops/4th Rotation

| | |
|-------------------|-----------------------|
| Room 106 = Purple | Shelley Mell, HCCU |
| Room 107 = Red | Carolyn LaVake, GLITC |
| Room 108 = Blue | Wanda Johnson, DVR |
| Room 110 = Green | Rich Simak |
| Theater = Yellow | Skye Holt, UWEX |

12:10 to 12:45 Workshops/5th Rotation

| | |
|-------------------|-----------------------|
| Room 106 = Yellow | Shelley Mell, HCCU |
| Room 107 = Purple | Carolyn LaVake, GLITC |
| Room 108 = Red | Wanda Johnson, DVR |
| Room 110 = Blue | Rich Simak |
| Theater = Green | Skye Holt, UWEX |

12:45 to 1:15 Lunch with Guest Speaker: David Fleming, LCO Community College
1:15 to 1:30 Surveys and Prize Give-away

1:30 to 1:45 Breakdown of tables and chairs to prepare for dismissal; Students are dismissed

Topics

| | | |
|-----------------------------|-----------------------|--------------|
| Cost of Having a Baby | Skye Holt, UWEX | Theater |
| First Job Strategies | Wanda Johnson, DVR | Room 108 (r) |
| Basic Banking Services | Shelley Mell, HCCU | Room 106 (r) |
| Credit | Richard Simak | Room 110 (l) |
| The Financial Facts of Life | Carolyn LaVake, GLITC | Room 107 (r) |

Anticipated Attendance

Schools Participating

Lac Courte Oreilles School – 14 students; 3 adults
Winter School – 17 students; 2 adults
Hayward School – 66 students; 4 adults



2019 Workshop Presenters

- UW Extension Family Health
- Native American Vocational Rehabilitation Counselor
- American Indian Economic Development Technical Assistance
- Retired Financial Planner
- Credit Union Community Outreach Specialist

Students Working out a budget working during an interactive activity that gives their salary, the number of children, surprise events resulting in expenses or additional income or gifts.



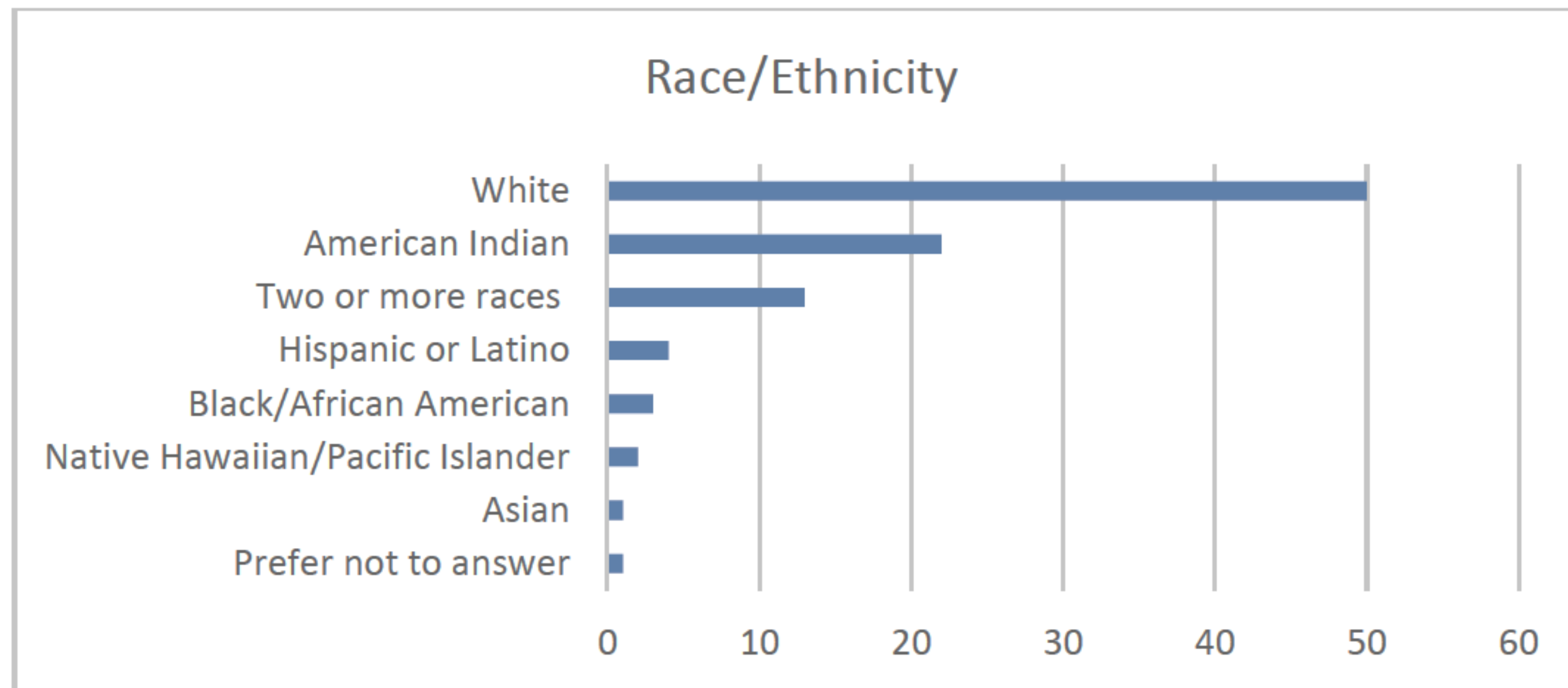
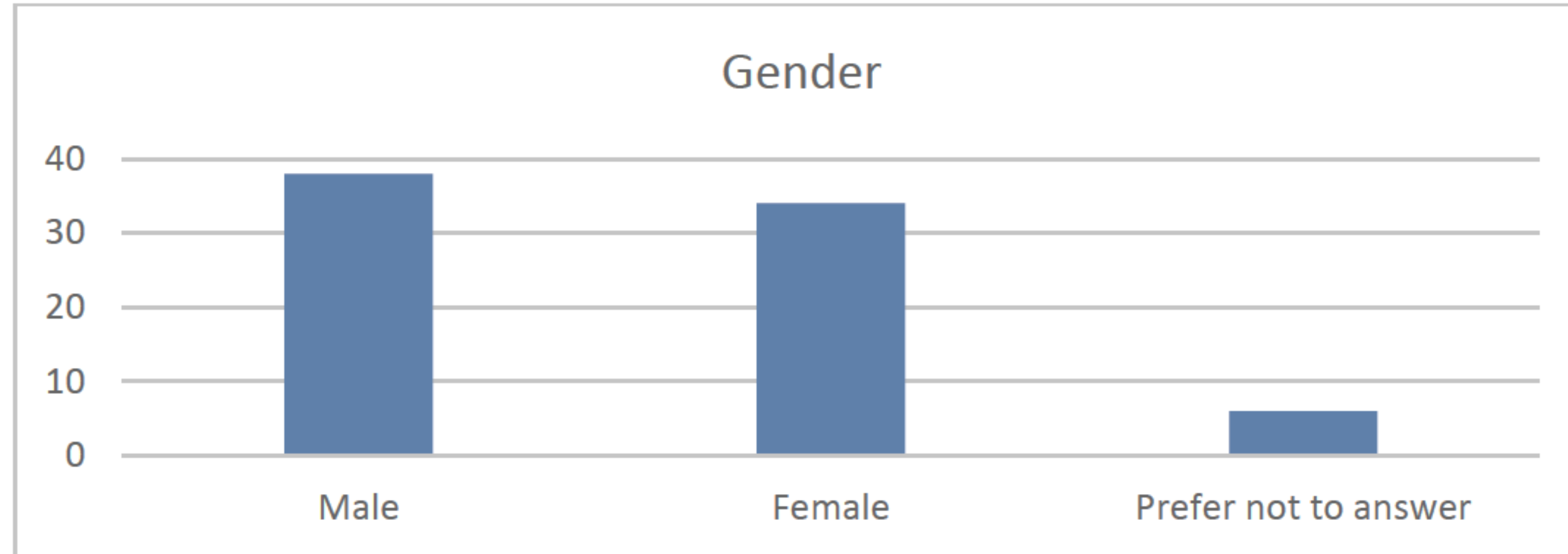


Rich Simak teaching a workshop on
“Understanding and Using Credit Wisely”



David [Wabigaikek] Fleming, Manager of the Lac Courte Oreilles Tribal Market and Director of Business Education at Lac Courte Oreilles Community College with a short keynote at lunch discussing educational and business opportunities within the local area.

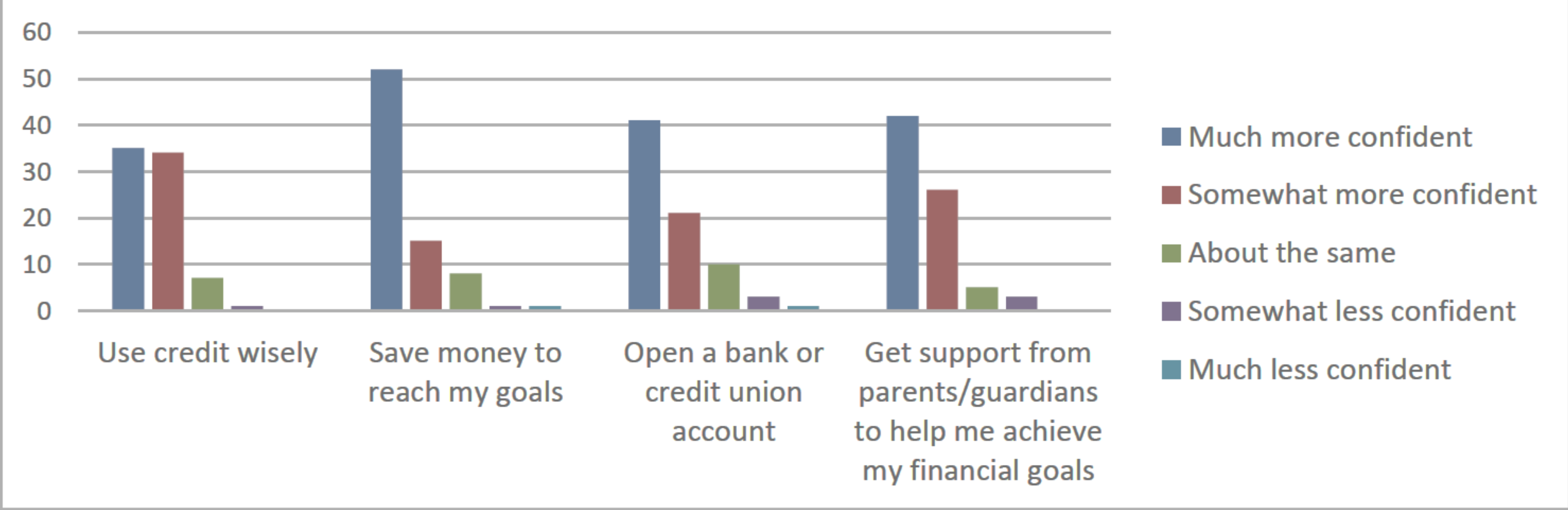
Information about participants



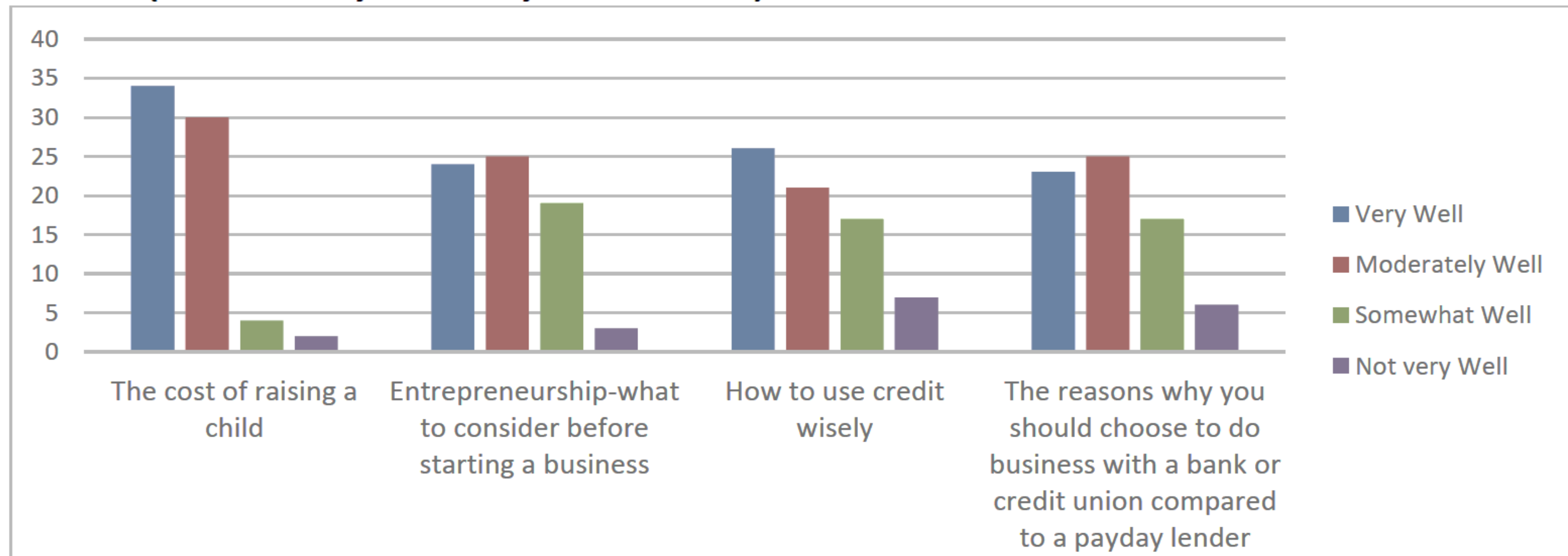
Did they learn anything?

Asset Builders prepares a comprehensive evaluation based on a survey the students take at the end of the conference. The survey includes demographic information for Tribal PREP reach reporting, as well as what youth learned in the workshops. The 2019 Conference reached 98 youth.

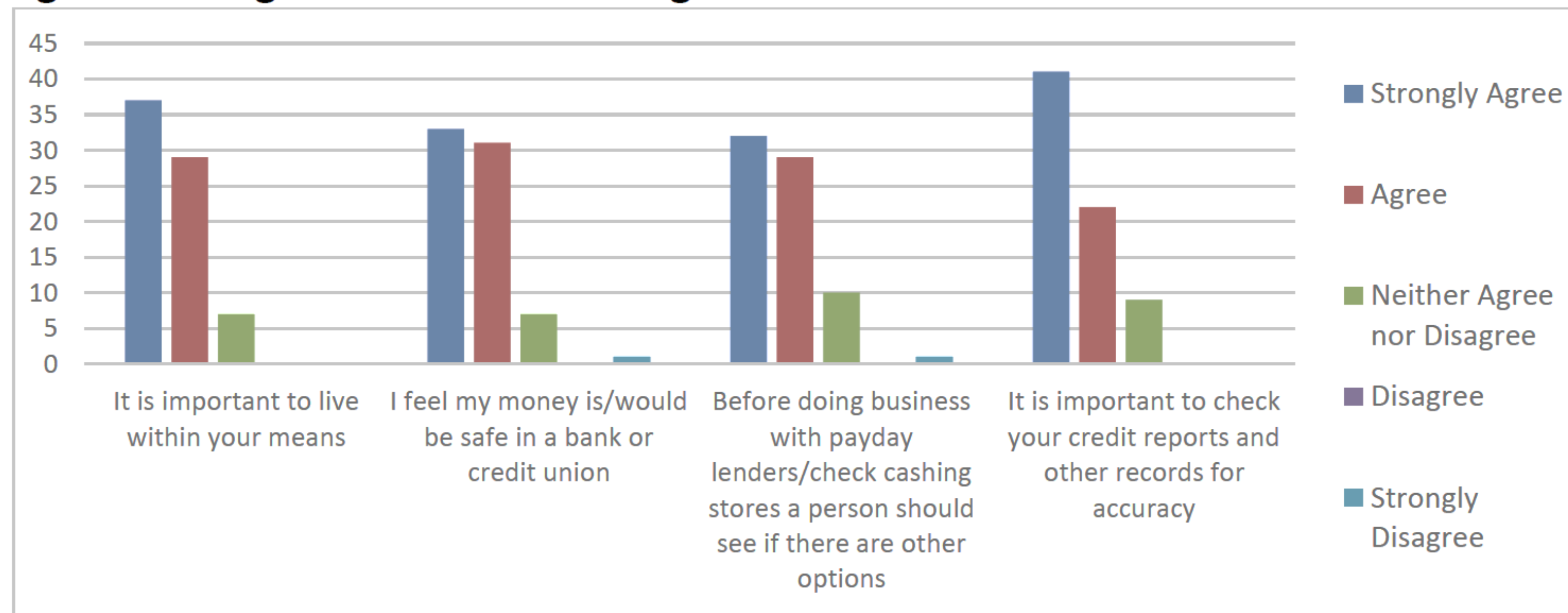
3. Because of your participation in this conference today, do you feel more/same/less confident to...



8. How well do you think that you could teach the following topics to your friends (so that they correctly understand)?



6. The following questions are about your personal beliefs. How much do you agree or disagree with the following statements?



SAWYER COUNTY HEALTH & HUMAN SERVICES

Human Services
Fax 715/634-5387

**10610 Main
Suite 224
Hayward, WI 54843
715-634-4806 or 800-569-4162**

Health Services
Fax 715/634-3580

April 26, 2019

Sawyer County Health and Human Services Public Health, Great Lakes Inter-Tribal Council, Inc. and Asset Builders provide Got Money! (Financial Literacy Program)

The Got Money Conference is an adult preparation financial literacy conference. On April 9, 2019 eighth grade students throughout Sawyer County attended the Got Money event at the Hayward Wesleyan Church. Economics affects health. Healthier people have access to better housing, education and food. The ability to earn more wealth directly affects the ability to earn more income during your lifetime. The conference helps prepare youth for adulthood with topics in credit, banking, critical consuming, identity theft and predatory lending.

The Positive Youth Development Grant is a State of Wisconsin Maternal Child Health grant that supports Sawyer County Public Health (SCPH) and Asset Builders. Tribal Personal Responsibility Education Program (Tribal *PREP*) through Great Lakes Inter-Tribal Council, Inc. provides adult preparation and personal responsibility education to adolescents. Asset Builders is a non-profit organization that has been teaching financial capability and economic empowerment to low and moderate-income youth and families since 1999.

The Got Money conference was a community collaboration of the Sawyer County Adolescent Health Committee. Committee members included Sawyer County Health and Human Services, Great Lakes Inter-Tribal Council, Hayward Community School, Winter School, Lac Courte Oreilles Ojibwe School, NorthLakes Community Clinic, LCO Health Center, Essentia Health—Hayward, The Boys and Girls Club of LCO, Sawyer County 4-H and community members.

Community, business, school and agency volunteers who desire to help our adolescents become successful adults provided Got Money. Keynote speakers: Mr. David Fleming, faculty at Lac Courte Oreilles Ojibwa Community College and Danette Hopke, University of Wisconsin Extension - Washburn County Human Development & Relationships Extension Educator. Workshop presenters: Shelley Mell of Hayward Community Credit Union, Rich Simak, educator,Carolynn LaVake of Great Lakes Inter-Tribal Council, Inc, Program Director - Small Business Technical Assistance, Skye Holt of University of Wisconsin Division of Extension, 4-H & Positive Youth Development and Wanda Johnson of Division of Vocational Rehabilitation.

Public Health Officer, Eileen Simak, stated, “The conference was a community collaboration. We were excited to have 98 eighth grade students from area schools participate in the conference. I especially would like to thank our speakers and educators who presented this important information on financial literacy to our students. I would also like to thank our volunteers who provided support for the conference and the Hayward Wesleyan Church for the wonderful conference space. We want to thank Hayward Community Schools, Lac Courte Oreilles Ojibwe School and the School District of Winter for all of their support in making the day possible. Contact Jessica Bjork with questions at (715)638-3424. Link to Sawyer County Public Health: <http://www.sawyercountygov.org/475/Public-Health>.

After the conference the Sawyer County Health Dept. writes a press release that is published in the local newspaper and the tribal newsletter with photos from the event. In 2019 the local television station came and interviewed organizers for broadcast on the evening news.

Contact Information

Lori Hunter, Program Director
Great Lakes Inter-Tribal Council
Tribal PREP

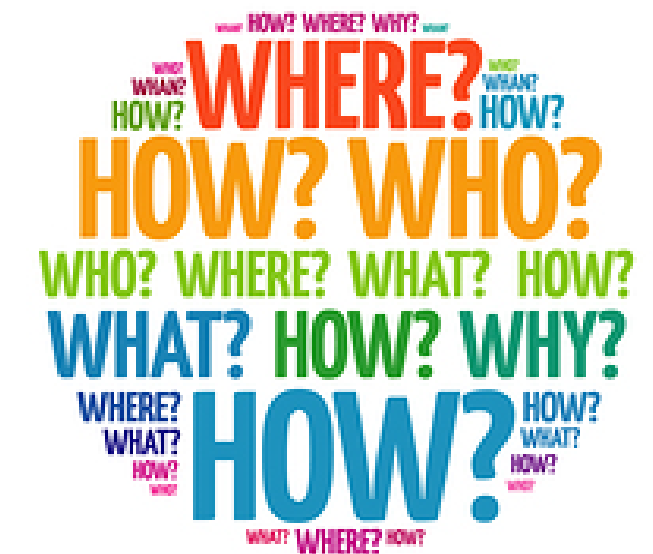
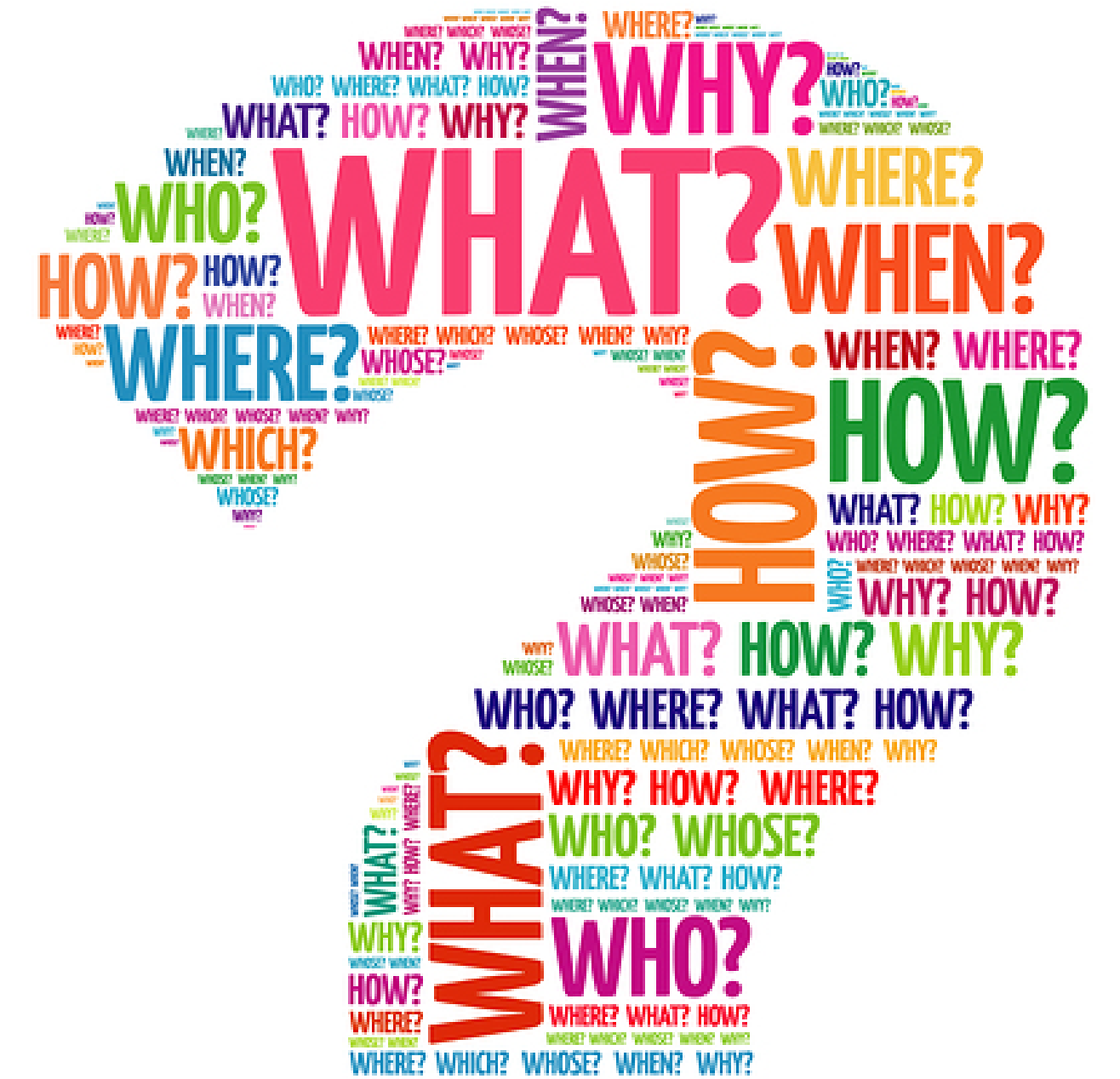
lhunter@glitc.org

715-588-1027

www.glitc.org



Tribal PREP
*Personal Responsibility
Education Program
for Teen Pregnancy Prevention*



Monique Hensley, HCET | Adolescent Development

- Program name:
 - Indiana Proud and Connected Teens (IN-PACT)
- Location: Indianapolis, IN
- Number of youth served: 2,188
- Implementation setting:
 - Youth in foster care community-based and residential
 - Adjudicated youth in detention/correctional facilities



Roslyn Stevenson, Lutheran Social Services of South Dakota | Parent-Child Comm

- Program name: LSS REACH
 - Resources and Education for Adolescents Choosing Healthy Behaviors
 - Subawardee of South Department of Health
- Location: Statewide South Dakota
- Number of youth served:
 - Estimated 200 per year
- Implementation setting:
 - Primarily residential settings
 - Some community-based programs



Tonya Johnson, Baltimore City Health Department | Healthy Relationships

- Program name:
 - Power Through Choices Youth in Out of Home Care
- Location:
 - Baltimore City & Baltimore County, MD
- Number of youth served: 80 per year
- Implementation setting:
 - Department of Justice Services & Department of Social Services
Detention Centers and Group Homes



Questions?

