Bridges out of Poverty / Getting Ahead
... and *Building Momentum*
June 1, 2017  NYSCAA Professional Development Conference
Growing Body of Work
Latest in Getting Ahead Series

Getting AHEAD in a Just-Gettin' By World
BUILDING YOUR RESOURCES FOR A BETTER LIFE
Philip E. DeVol

Getting AHEAD while Getting Out
A prisoner reentry model to reduce recidivism through learning, building resources, accountability, and collaboration
Philip E. DeVol, Michelle R. Woods, and Mitchell A. Lipton

Getting AHEAD IN THE WORKPLACE
BUILDING STABILITY AND RESOURCES FOR A BETTER LIFE AT WORK AND HOME
Philip E. DeVol

Measurable results for individuals, families, corrections professionals, reentry programs, and communities
Viewing Economic Class Issues Through the “Triple Lens”

Adapted from J. Pfarr Consulting

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The Bridges Model Is NOT a Program

- People and organizations use Bridges to develop programs and strategies that:
  - Improve relationships at the individual level
  - Improve outcomes at the organizational level
  - Change systems at the community level

- Bridges helps:
  - Prevent poverty
  - Alleviate suffering
  - Support people in transition
  - Eliminate poverty
Core Components of Bridges

- Mental Models
- Research Continuum (Causes of Poverty)
- Hidden Rules of Economic Class
- Registers of Language
- Resources
Mental Models

- Are internal pictures of how the world works
- Exist below awareness
- Are theories-in-use, often unexamined
- Determine how we act
- Can help or interfere with learning

For a dialogue to occur, we must suspend our mental models.

Think of an adult living in generational poverty.

Imagine that you follow that individual for a period of time, observing what happens and how he/she spends his/her time.

Write observations in the circle so that the circle represents an average day in the life of this person.

Consider activities, not characteristics.
Mental Model of Poverty

Developed by Phil DeVol (2006)

RELATIONSHIPS

- Fast food
- Check cashing
- Temp services
- Used car lots
- Dollar store

Businesses

- Pawn shop
- Liquor store
- Corner store
- Rent-to-own
- Laundromat
Mental Model of Middle Class

- Shopping/strip malls
- Bookstores
- Banks
- Fitness centers
- Veterinary clinics

- Office complexes
- Coffee shops
- Restaurants/bars
- Golf courses

Developed by Phil DeVol (2006)
Mental Model of Wealth

Developed by Ruby Payne (2005)
Review the programs your institution provides. Which mindset are they based on? Poverty, middle class, or wealth?

How does class affect your employees, board members, and participants?

How does your institution intentionally try to acknowledge the different class experiences and ensure all have voice and power within the institution?
Collaboration

- The intentional creation of a continuum or wraparound services between agencies
- Sharing information (with customers’ approval), staff, and facilities
Theory of Change

- A map or plan that will arrive at a named result.
- Institutions have a theory of change for where they, as an institution, want to go. (This may be within the strategic plan of the institution.)
- Institutions often have theories of change for participants.
Though it may be “true” that the theory of change is “needed,” that alone will not make an institution or staff effective.

When a customer argues for the change to take place, the chance to be effective has dramatically increased.
Research tells us that people are more likely to change when we reverse the flow of communication—that is, when people are not talked at but when they themselves have a chance to talk.

—Richard Farson
Behaviors of the Individual

Absence of Human and Social Capital Within the Community

Human Exploitation

Political/Economic Structures
There is valid research in all four areas.

There are many causes of poverty, so we need a wide array of strategies.

An institution wanting to address poverty will need to address the entire continuum.
## Community Sustainability Grid
A Comprehensive Planning Tool for Bridges Steering Committees

<table>
<thead>
<tr>
<th>Name the Barrier: Work one barrier at a time.</th>
<th>Individual Action</th>
<th>Human and Social Capital in the Community</th>
<th>Exploitation</th>
<th>Political/Economic Structures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational Action</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Community Action</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Policy</td>
<td></td>
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</tr>
</tbody>
</table>

Hidden Rules

- Unspoken cues & habits of a group
- Become part of your belief system and guide how you behave
- Easily broken because they are “hidden”
- Seldom articulated; equated with intelligence – or lack thereof

Hidden rules can help people navigate different and difficult situations. Using them skillfully can help build resources.
# HIDDEN RULES FOR ECONOMIC CLASS

<table>
<thead>
<tr>
<th></th>
<th>POVERTY</th>
<th>MIDDLE CLASS</th>
<th>WEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>POSSESSIONS</strong></td>
<td>People.</td>
<td>Things.</td>
<td>One-of-a-kind objects, legacies, pedigrees.</td>
</tr>
<tr>
<td><strong>MONEY</strong></td>
<td>To be used, spent.</td>
<td>To be managed.</td>
<td>To be conserved, invested.</td>
</tr>
<tr>
<td><strong>PERSONALITY</strong></td>
<td>Is for entertainment.</td>
<td>Is for acquisition and stability.</td>
<td>Is for connections. Financial, political, social connections are highly valued.</td>
</tr>
<tr>
<td></td>
<td>Sense of humor is highly valued.</td>
<td>Achievement is highly valued.</td>
<td></td>
</tr>
<tr>
<td><strong>SOCIAL EMBRACE</strong></td>
<td>Social inclusion of the people they like.</td>
<td>Emphasis is on self-governance and self-sufficiency.</td>
<td>Emphasis is on social exclusion.</td>
</tr>
<tr>
<td><strong>FOOD</strong></td>
<td>Key question: Did you have enough?</td>
<td>Key question: Did you like it?</td>
<td>Key question: Was it presented well?</td>
</tr>
<tr>
<td></td>
<td>Quantity important.</td>
<td>Quality important.</td>
<td>Presentation important.</td>
</tr>
<tr>
<td><strong>CLOTHING</strong></td>
<td>Clothing valued for individual style and expression of personality.</td>
<td>Clothing valued for its quality and acceptance into the norms of middle class. Label important.</td>
<td>Clothing valued for its artistic sense and expression. Designer important.</td>
</tr>
<tr>
<td><strong>TIME</strong></td>
<td>Present most important. Decisions made for moment based on feelings or survival.</td>
<td>Future most important. Decisions made against future ramifications.</td>
<td>Traditions and past history most important. Decisions made partially on basis of tradition decorum.</td>
</tr>
<tr>
<td>REGISTER</td>
<td>EXPLANATION</td>
<td></td>
<td></td>
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<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FROZEN</td>
<td>Language that is always the same. For example: Lord’s Prayer, wedding vows, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FORMAL</td>
<td>The standard sentence syntax and word choice of work and school. Has complete sentences and specific word choices.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONSULTATIVE</td>
<td>Formal register when used in conversation. Discourse pattern not quite as direct as formal register.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASUAL</td>
<td>Language between friends characterized by a 400- to 800-word vocabulary. Word choice general and not specific. Conversation dependent upon nonverbal assists. Sentence syntax often incomplete.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INTIMATE</td>
<td>Language between lovers or twins. Language of sexual harassment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from the work of Martin Joos
PATTERNS OF DISCOURSE

FORMAL

CASUAL
To better understand people from poverty, the definition of poverty will be

“the extent to which an individual does without resources.”

The resources are the following …
FINANCIAL
Being able to purchase the goods and services of that class and sustain it.

EMOTIONAL
Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. Shows itself through choices.

MENTAL
Having the mental abilities and acquired skills (reading, writing, computing) to deal with daily life.

SPIRITUAL
Believing in (divine) purpose and guidance.

PHYSICAL
Having physical health and mobility.

SUPPORT SYSTEMS
Having friends, family, and backup resources available to access in times of need. These are external resources.

RELATIONSHIPS/ROLE MODELS
Having frequent access to adult(s) who are appropriate, nurturing, and who do not engage in destructive behavior.

KNOWLEDGE OF HIDDEN RULES
Knowing the unspoken cues and habits of a group.
Integrity and trust:
Your word is good, you do what you say you will do, and you are safe.

Motivation and persistence:
You have the energy and drive to prepare for, plan, and complete projects, jobs, and personal changes.

Formal register:
You have the emotional control, vocabulary, language ability, and negotiation skills to succeed in school and/or work settings.
Getting Ahead is a way:

- To examine the impact poverty has on individuals and the community.
- To help people stabilize their situation.
- To provide accurate information to community planners.
- To help solve community problems.
What happens in Getting Ahead?

– A group of 10 - 12 meet for a kitchen-table learning experience
– Use the “triangle” as a learning structure
– 16 sessions/once a week
– Each session takes about three hours
– Investigators are paid for their work
Module 1

Economic class framework

- Critical analysis
- What it means to me
- Theory of change
- How to build resources

Using the hidden rules of class to build resources

- Monitoring our changes
- Self-assessment
- Community assessment

UNDERSTANDING WHERE I AM

- UNDERSTANDING POVERTY
  - Causes of poverty
  - What it’s like now

CO-INVESTIGATION

- POWER
  - Plans
  - Action steps
  - Future stories

RESPONSIBILITY

- ACTION
  - Action steps
  - Future stories
Expectations of a Getting Ahead Investigator:

– Attend all sessions.
– Make up any missed work.
– Create and live by group rules.
– Be accountable to the group for being on time and completing work he/she agreed to do.
Purpose of Getting Ahead: What Do Participants Get?

- To explore and analyze the themes of our lives.
- **To assess our resources.**
- To make our own arguments for change.
- **To build our own future stories.**
- To make our own choices.
- **To enjoy the power that comes from solving problems and controlling our own lives.**
- To make concrete plans for economic stability.
- **To become skillful at using the hidden rules of class to build resources.**
- To prepare ourselves to take a seat at the decision making table in our community.
How to Support Getting Ahead:

• Suspend our existing mental models.
• Make Bridges training available to staff.
• Sponsor a workshop series.
• Raise awareness of Bridges / Getting Ahead.
• Assist with job coaching or mentoring.
• Pair graduates with job opportunities.
• Invite graduates to a seat at the table – serve on boards, community groups, etc.
• Help others to write their future stories!
Now What?

- Continue to **LEARN** ... and **TRAIN**.

- **EMBED** Bridges constructs – individuals and institutions.

- **ENGAGE** all economic classes and all sectors.

- **BUILD** on the Bridges framework – community.
Building Momentum

• Panel Discussion
• Community Needs Assessment Data
• Opportunities to Pitch
• New Partnerships
Collective Impact Model

Entire community shares a common agenda to make meaningful change on issues relating to poverty in our community.
Watertown Urban Mission, Community Action and Volunteer Transportation Center launch *Getting Ahead* workshop series
Race Against Poverty

RACE AGAINST POVERTY START

SATURDAY
May 6, 2017
Race Starts at 10am
After Party at 11am

RACE AGAINST POVERTY
SCAVENGER HUNT COMPETITION & AFTER PARTY
Race Against Poverty

Funds raised = $24,000+
Increased awareness = Immeasurable
No significant learning occurs without a significant relationship.

–Dr. James Comer
Dawn Cole, CCAP, NCRT
Community Action Planning Council of Jefferson County, Inc.
315.782.4900, ext. 250
dcole@capcjc.org