



Professional Development

americanjobcenter®

## Bridges out of Poverty

Session 1 of 3

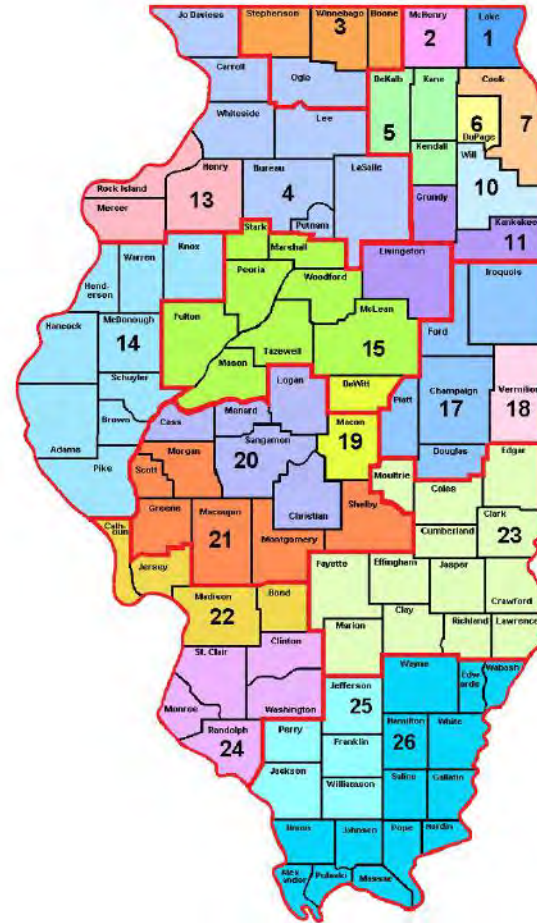
June 16, 2021



## Kiersten Baer

- Online Marketing Coordinator
  - Illinois Center for Specialized Professional Support
- [kmbaer@ilstu.edu](mailto:kmbaer@ilstu.edu)
- 309-438-1838

# Where is Your Local Area?



# Which partner do you best represent?





## **Melissa Martin**

Mmartincommunication.com

Melissa@mmartincommunication.com

307-214-2702



# BRIDGES

out of  
Poverty



Professional Development

americanjobcenter®

## Bridges out of Poverty

Session 2 of 3

June 23, 2021



# Agenda

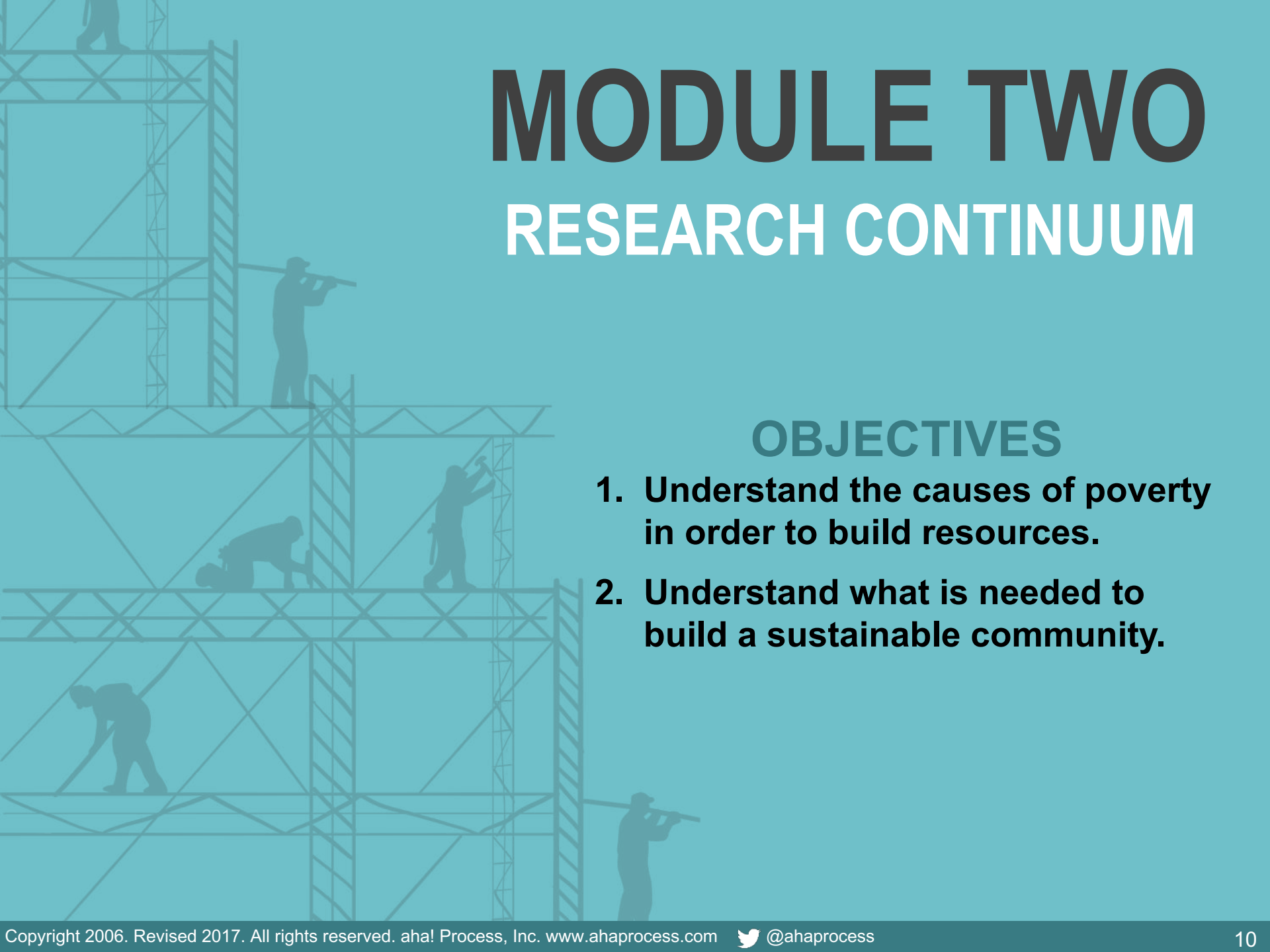
## Three-Part Series

- Session 1 - 6/16/2021, 10 – 11:30 a.m.
  - Participants will explore the mental models for each social class and how perceptions shape actions.
- **Session 2 – 6/23/2021, 1 – 2:30 p.m.**
  - **Building on the previous session, participants will explore the research centered around poverty in their area, as well as explore the hidden rules that exist in the 3 socioeconomic classes.**
- Session 3 – 6-30-2021, 10 – 11:30 p.m.
  - Building on the previous 2 sessions, participants will begin to apply the material through the awareness of language use and differing resources.



# Session 1 Recap

- Which level do you have the most influence?
  - Individual?
  - Institutional?
  - Community?
  - Policy?
- Where you spend your time determines your knowledge base.
- For a dialogue to occur, we must suspend our mental models.
- Tyranny of the Moment: The need to act overwhelms any willingness people have to learn.



# MODULE TWO

## RESEARCH CONTINUUM

### OBJECTIVES

1. **Understand the causes of poverty in order to build resources.**
2. **Understand what is needed to build a sustainable community.**

# LEARNING EXERCISE

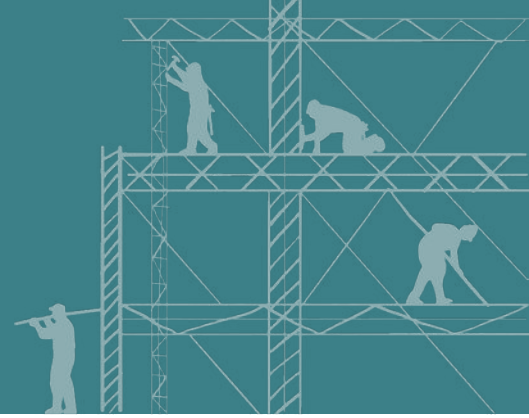
## Causes of Poverty

*Create* a list of what you think the causes of poverty are in the United States.

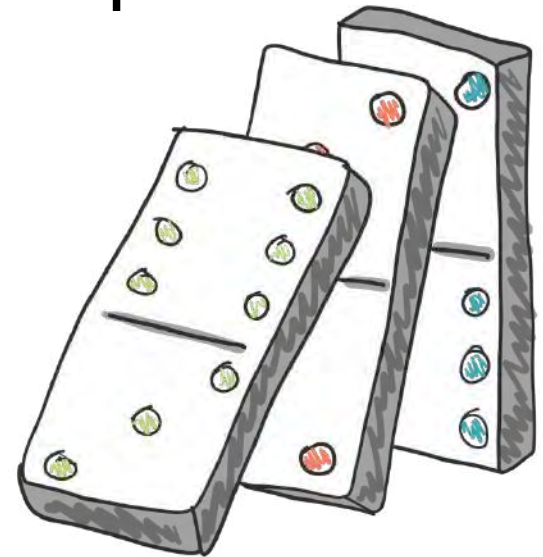
- Choose one or two causes from your list and share them with the group.



# RESEARCH CONTINUUM



- Behaviors of the Individual
- Absence of Human and Social Capital Within the Community
- Human Exploitation
- Political/Economic Structures



# CAUSES OF POVERTY—RESEARCH CONTINUUM

INDIVIDUAL BEHAVIORS AND CIRCUMSTANCES	COMMUNITY CONDITIONS	EXPLOITATION	POLITICAL/ECONOMIC STRUCTURES
<p><i>Definition:</i> Research on the choices, behaviors, and circumstances of people in poverty</p>	<p><i>Definition:</i> Research on resources and human and social capital in the city or county</p>	<p><i>Definition:</i> Research on the impact of exploitation on individuals and communities</p>	<p><i>Definition:</i> Research on political, economic, and social policies and systems at the organizational, city/county, state, national, and international levels</p>
<p><i>Sample topics:</i></p> <ul style="list-style-type: none"> <li>~ Racism</li> <li>~ Discrimination by age, gender, disability, race, sexual identity</li> <li>~ Bad loans</li> <li>~ Credit card debt</li> <li>~ Lack of savings</li> <li>~ Skill sets</li> <li>~ Dropping out</li> <li>~ Lack of education</li> <li>~ Alcoholism</li> <li>~ Job loss</li> <li>~ Teen pregnancies</li> <li>~ Early language experience</li> <li>~ Street crime</li> <li>~ Dependency</li> <li>~ Work ethic</li> <li>~ Lack of organizational skills</li> </ul>	<p><i>Sample topics:</i></p> <ul style="list-style-type: none"> <li>~ Racism</li> <li>~ Discrimination by age, gender, disability, race, sexual identity</li> <li>~ Layoffs</li> <li>~ Middle class flight</li> <li>~ Plant closings</li> <li>~ Underfunded schools</li> <li>~ Weak safety net</li> <li>~ Criminalizing poverty</li> <li>~ Charity that leads to dependency</li> <li>~ Brain drain</li> <li>~ City and regional planning</li> <li>~ Mix of employment/wage opportunities</li> <li>~ Loss of access to high-quality schools, childcare, and preschool</li> <li>~ Downward pressure on wages</li> </ul>	<p><i>Sample topics:</i></p> <ul style="list-style-type: none"> <li>~ Racism</li> <li>~ Discrimination by age, gender, disability, race, sexual identity</li> <li>~ Payday lenders</li> <li>~ Lease/purchase outlets</li> <li>~ Subprime mortgages</li> <li>~ Sweatshops</li> <li>~ Human trafficking</li> <li>~ Employment and labor law violations</li> <li>~ Wage and benefits theft</li> <li>~ Some landlords</li> <li>~ Sex trade</li> <li>~ Internet scams</li> <li>~ Drug trade</li> <li>~ Poverty premium (the poor pay more for goods and services)</li> <li>~ Day labor</li> </ul>	<p><i>Sample topics:</i></p> <ul style="list-style-type: none"> <li>~ Racism</li> <li>~ Discrimination by age, gender, disability, race, sexual identity</li> <li>~ Return on political investment (ROPI)</li> <li>~ Bursting “bubbles”</li> <li>~ Free trade agreements</li> <li>~ Lack of wealth-creating mechanisms</li> <li>~ Stagnant wages</li> <li>~ Insecure pensions</li> <li>~ Deindustrialization</li> <li>~ Increased productivity</li> <li>~ Minimum wage, living wage, self-sufficient wage</li> <li>~ Globalization</li> <li>~ Declining middle class</li> <li>~ Decline in unions</li> <li>~ Taxation patterns</li> </ul>

Source: *Getting Ahead in a Just-Getting'-By World* Workbook Revised Edition by Philip E. DeVol (2013).

# LEARNING EXERCISE

## Analysis of Poverty Causes

*Review* the list you created and put a number beside each item.

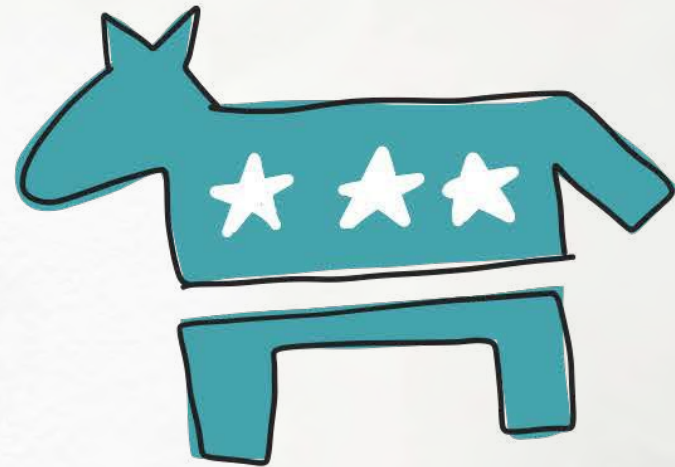
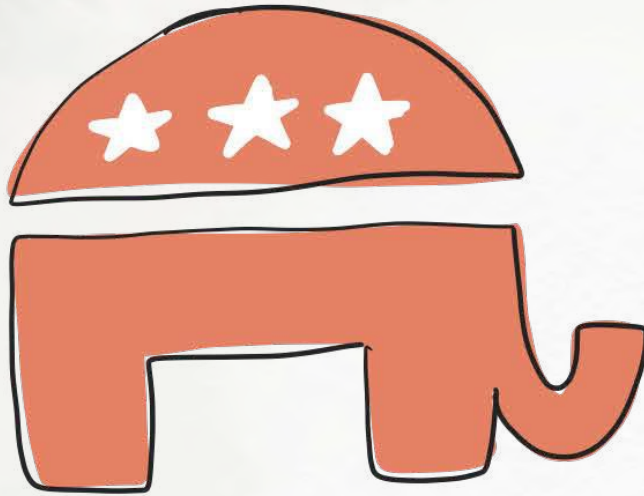
- 1 = Behaviors of the Individual
- 2 = Human and Social Capital
- 3 = Human Exploitation
- 4 = Political/Economic Structures

*Identify* which area of research is your primary focus and which is the focus of your institution.

*Identify* an area of research your institution ignores.



# POLITICAL DIVIDE



**RIGHT**

**RIGHT**

**LEFT**

**LEFT**

BEHAVIOR

JOBS

EXPLOITATION  
RACISM

GOVERNMENT



# MODULE THREE

## BRIDGES CONSTRUCTS

### OBJECTIVE

**Establish key concepts that underlie Bridges Out of Poverty and aha! Process knowledge.**

**Individual Lens**



# BRIDGES CONSTRUCTS



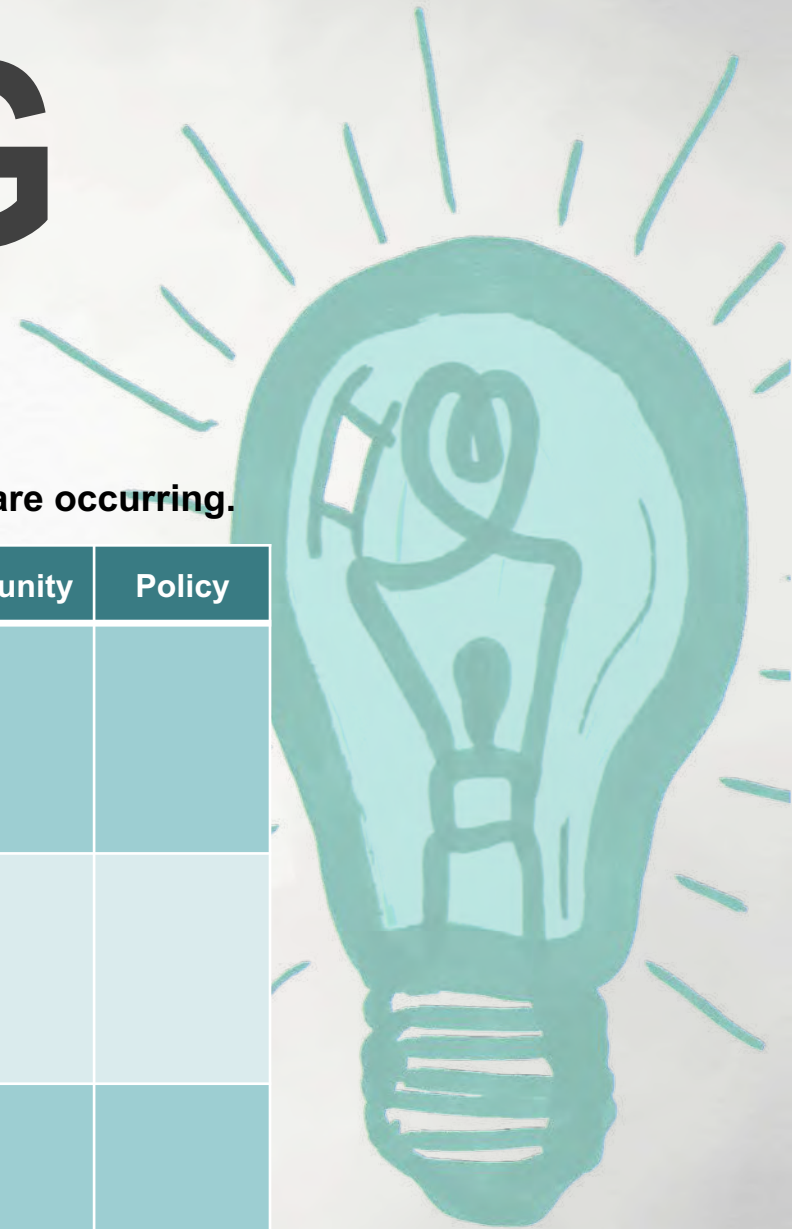
- 1. Use the lens of economic class to understand and take responsibility for your own societal experience while being open to the experiences of others.**
- 2. At the intersections of poverty with other social disparities (racial, gender, physical ability, age, etc.), address inequalities in access to resources.**
- 3. Define poverty as the extent to which a person, institution, or community does without resources.**
- 4. Build relationships of mutual respect.**
- 5. Base plans on the premise that people in all classes, sectors, and political persuasions are problem solvers and need to be at the decision-making table.**
- 6. Base plans on accurate mental models of poverty, middle class, and wealth.**
- 7. At the individual, institutional, and community/policy levels: Stabilize the environment, remove barriers to transition, and build resources.**
- 8. Address all causes of poverty (four areas of research).**
- 9. Build long-term support for individual, institutional, and community/policy transition.**
- 10. Build economically sustainable communities in which everyone can live well.**

# LEARNING EXERCISE

## Bridges Constructs in Your Community

Place a checkmark in the column(s) where the constructs are occurring.

Bridges Constructs	Individual	Institution	Community	Policy
1. Use the lens of economic class to understand and take responsibility for your own societal experience while being open to the experiences of others.				
2. At the intersections of poverty with other social disparities (racial, gender, physical ability, age, etc.), address inequalities in access to resources.				
3. Define poverty as the extent to which a person, institution, or community does without resources.				

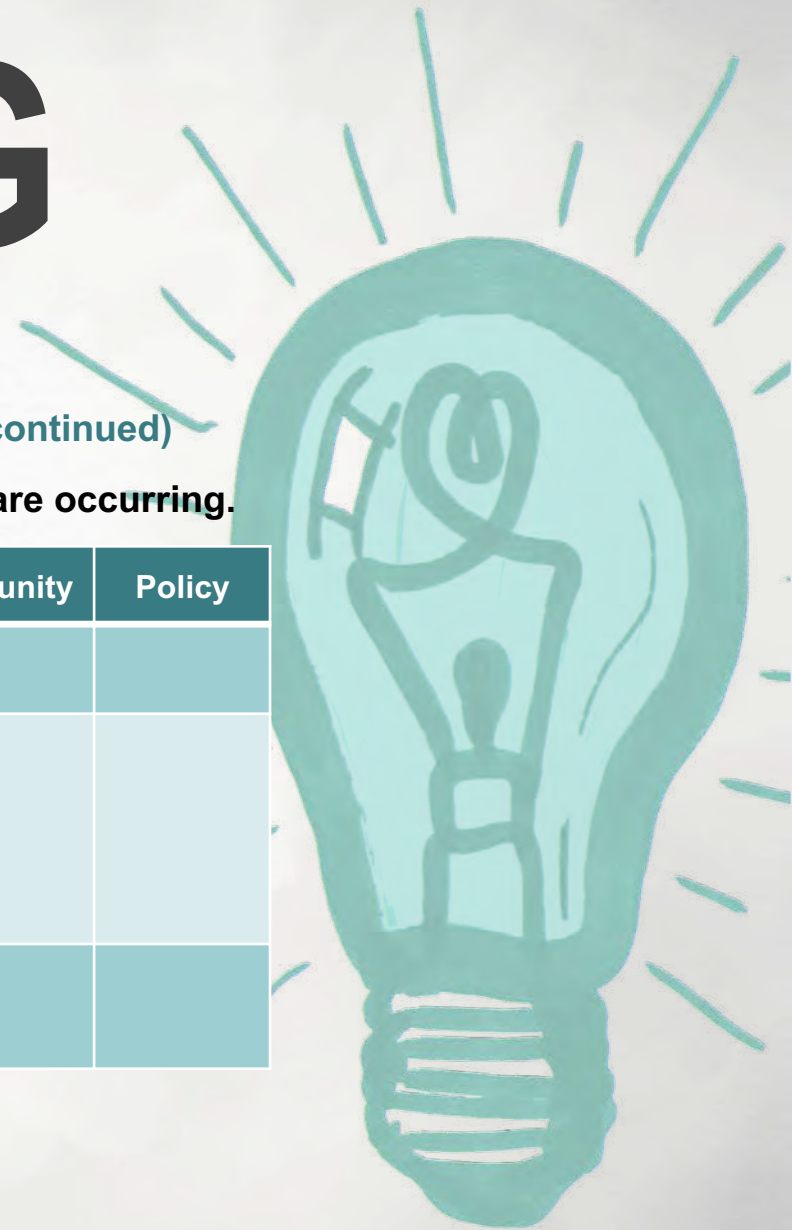


# LEARNING EXERCISE

## Bridges Constructs in Your Community (continued)

Place a checkmark in the column(s) where the constructs are occurring.

Bridges Constructs	Individual	Institution	Community	Policy
4. Build relationships of mutual respect.				
5. Base plans on the premise that people in all classes, sectors, and political persuasions are problem solvers and need to be at the decision making table.				
6. Base plans on accurate mental models of poverty, middle class, and wealth.				

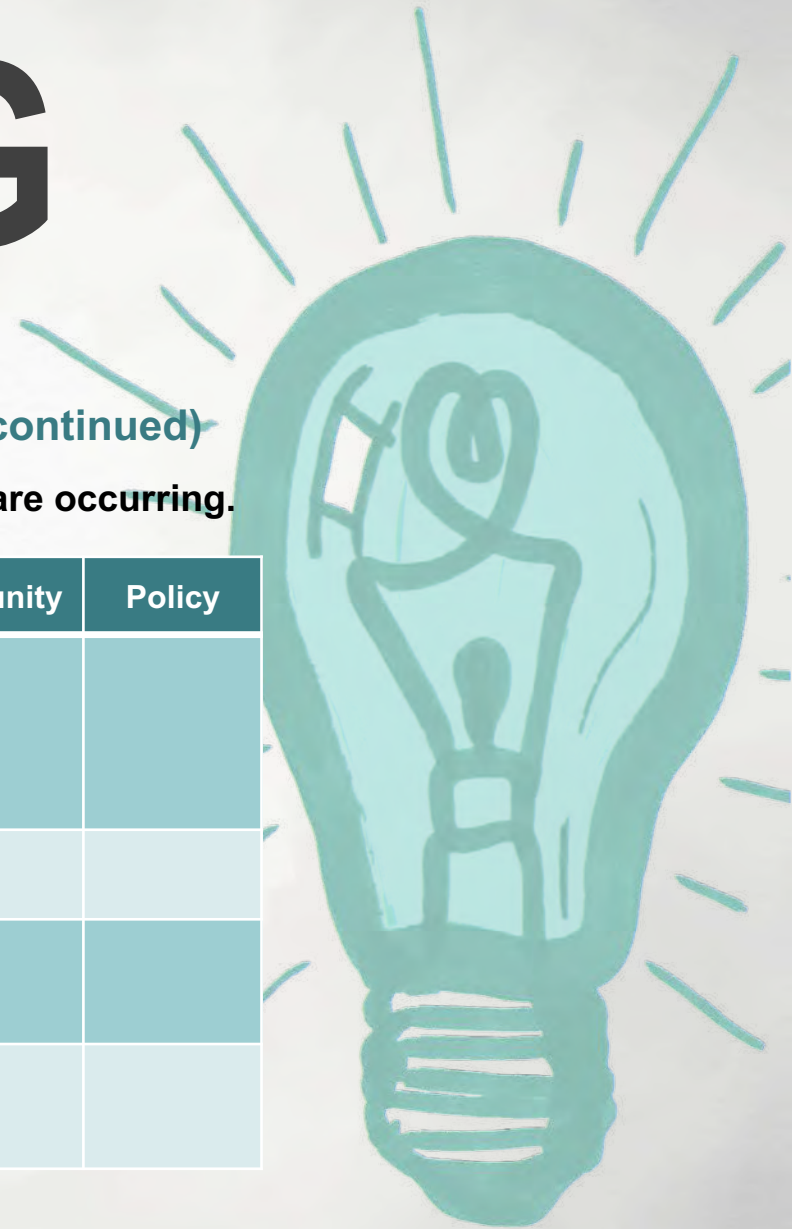


# LEARNING EXERCISE

## Bridges Constructs in Your Community (continued)

Place a checkmark in the column(s) where the constructs are occurring.

Bridges Constructs	Individual	Institution	Community	Policy
7. At the individual, institutional, and community/policy levels: Stabilize the environment, remove barriers to transition, and build resources.				
8. Address all causes of poverty (four areas of research).				
9. Build long-term support for individual, institutional, and community/policy transition.				
10. Build economically sustainable communities in which everyone can live well.				





# MODULE FOUR

## HIDDEN RULES

### OBJECTIVE

**Understand and give examples of the hidden rules of the three economic class environments.**

**Individual Lens**

# In the chat...

- Indicate rules that exist in your workplace breakroom, typically, not written down



# HIDDEN RULES OF CLASS

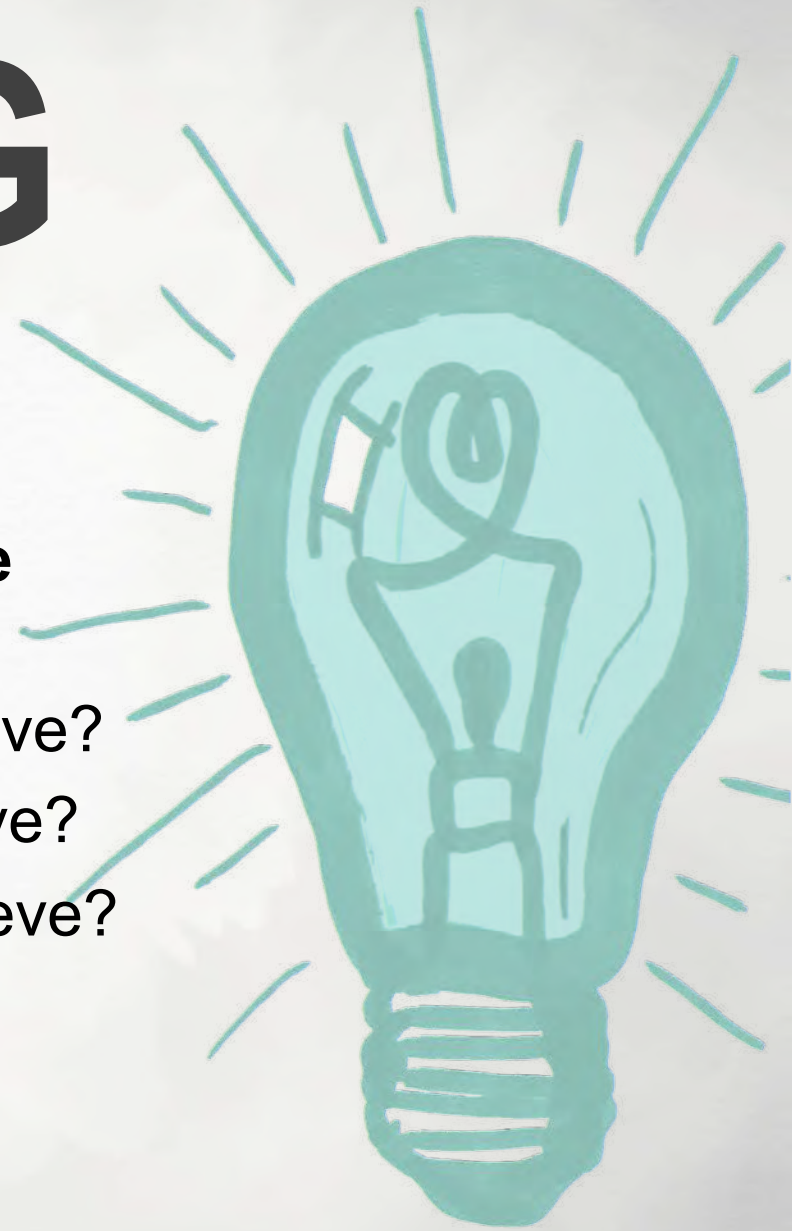
	Poverty	Middle Class	Wealth
<b>POSSESSIONS</b>	People.	Things.	One-of-a-kind objects, legacies, pedigrees.
<b>MONEY</b>	To be used, spent.	To be managed.	To be conserved, invested.
<b>PERSONALITY</b>	Is for entertainment. Sense of humor is highly valued.	Is for acquisition and stability. Achievement is highly valued.	Is for connections. Financial, political, social connections are highly valued.
<b>SOCIAL EMPHASIS</b>	Social inclusion of the people they like.	Emphasis is on self-governance and self-sufficiency.	Emphasis is on social exclusion.
<b>FOOD</b>	Key question: Did you have enough? Quantity important.	Key question: Did you like it? Quality important.	Key question: Was it presented well? Presentation important.
<b>CLOTHING</b>	Clothing valued for individual style and expression of personality.	Clothing valued for its quality and acceptance into norm of middle class. Label important.	Clothing valued for its artistic sense and expression. Designer important.
<b>TIME</b>	Present most important. Decisions made for moment based on feelings or survival.	Future most important. Decisions made against future ramifications.	Traditions and history most important. Decisions made partially on basis of tradition and decorum.
<b>EDUCATION</b>	Valued and revered as abstract but not as reality.	Crucial for climbing success ladder and making money.	Necessary tradition for making and maintaining connections.
<b>DESTINY</b>	Believes in fate. Cannot do much to mitigate chance.	Believes in choice. Can change future with good choices now.	<i>Noblesse oblige.</i>
<b>LANGUAGE</b>	Casual register. Language is about survival.	Formal register. Language is about negotiation.	Formal register. Language is about networking.
<b>HOUSEHOLD DYNAMICS</b>	Tends to be matriarchal.	Tends to be patriarchal.	Depends on who has money.
<b>WORLDVIEW</b>	Sees world in terms of local setting.	Sees world in terms of national setting.	Sees world in terms of international view.
<b>LOVE</b>	Love and acceptance conditional, based upon whether individual is liked.	Love and acceptance conditional and based largely upon achievement.	Love and acceptance conditional and related to social standing and connections.
<b>DRIVING FORCES</b>	Survival, relationships, entertainment.	Work, achievement.	Financial, political, social connections.
<b>HUMOR</b>	About people and sex.	About situations.	About social <i>faux pas</i> .

# LEARNING EXERCISE

## Hidden Rules of Group

**For this exercise, check off on the chart of hidden rules:**

1. What do you or your family believe?
2. What does your institution believe?
3. What does your community believe?





# Thank you!



**MMartincommunication.com**  
**307-214-2702**