

BRIDGES

out of

POVERTY



Southern Chester County
Opportunity Network

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Southern Chester County Opportunity Network

MISSION

- To create a community of people from every sector of our community committed to addressing poverty in a comprehensive way.
- To open pathways for relationships of mutual respect to form between the resourced and the under-resourced in our community, so we can address poverty together.
- To offer new perspectives and tools for working with those in poverty in our roles as professionals and volunteers.
- To become more effective on a personal and organizational level in working with and successfully engaging people from all economic classes.

SOUTHERN CHESTER COUNTY OPPORTUNITY NETWORK (SCCON)

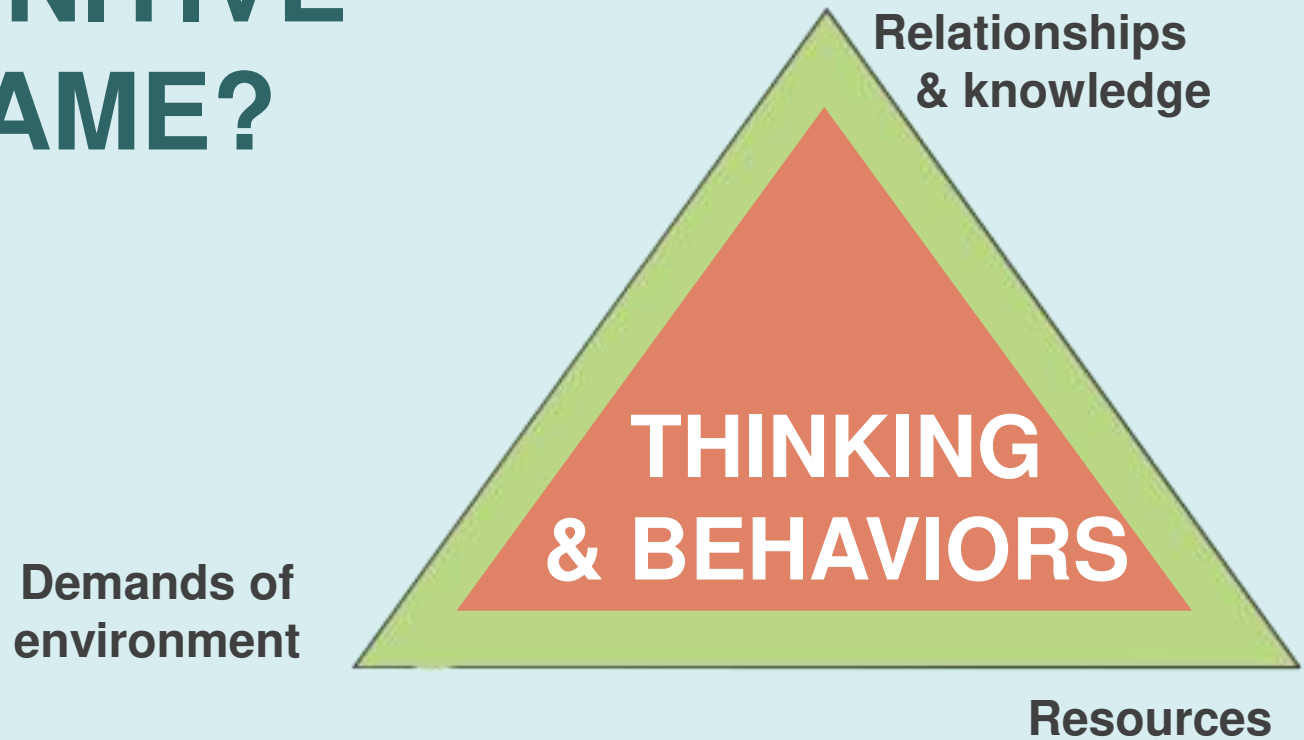
- Quarterly Community Meetings – bringing together Bridges-trained community members representing the different sectors and Getting Ahead Graduates.
- Four “Discovery Groups” formed to address primary resource needs – Housing, Community Collaboration, Transportation, & Education



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:**
 - Alleviate suffering.
 - Support people in transition.
 - Prevent & eliminate poverty.

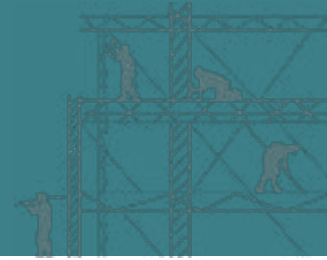
WHAT IS THIS COGNITIVE FRAME?



Source: Albert Bandura

A COGNITIVE MODEL

VIEWING ECONOMIC CLASS ISSUES THROUGH THE “TRIPLE LENS”



POLICY

Build structural change so everyone lives well



Individual

Understanding your own lens/build rapport



Institution

Build rapport/improve outcomes

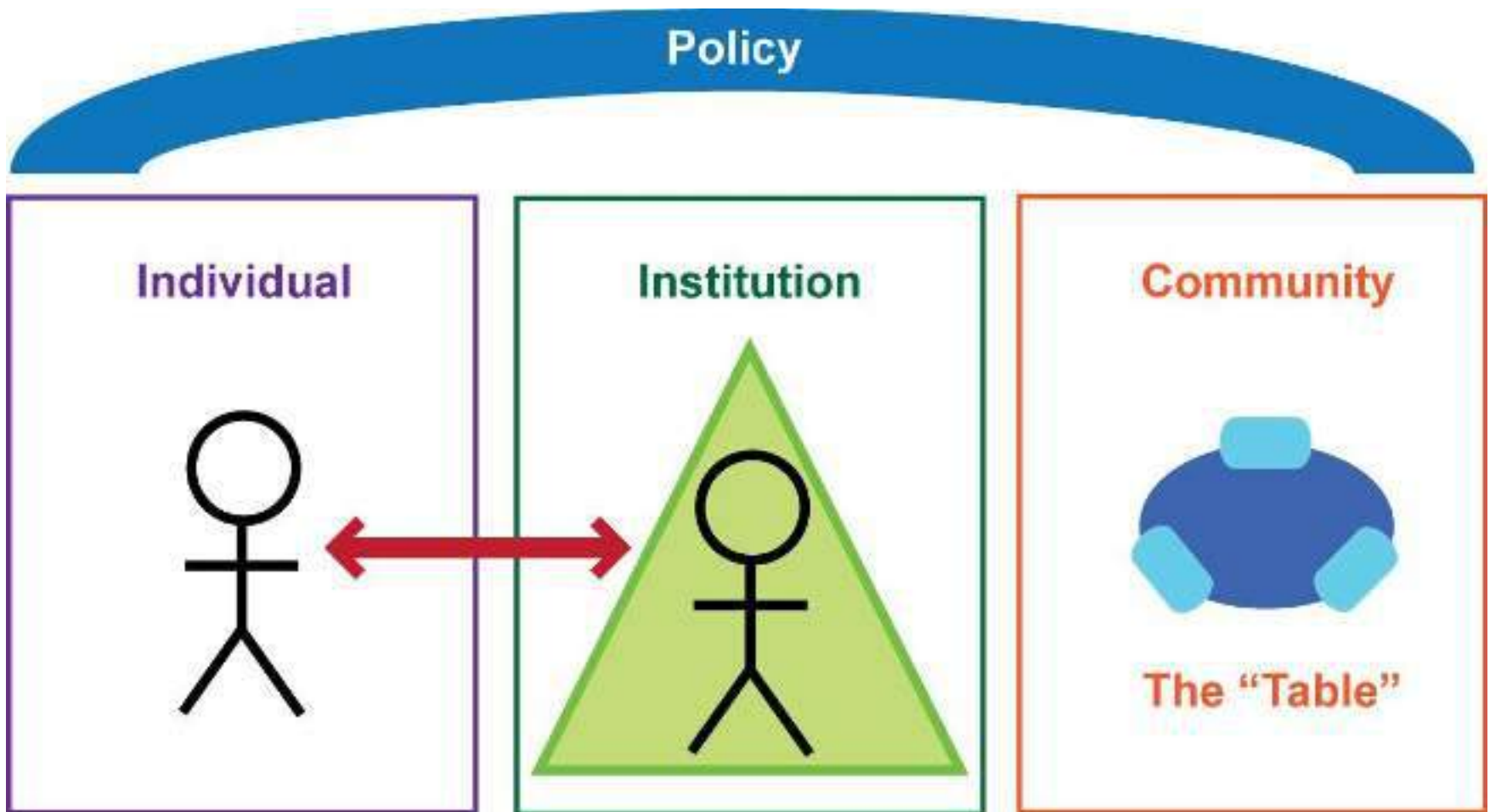


Community

Build rapport/work together to improve systems in the community

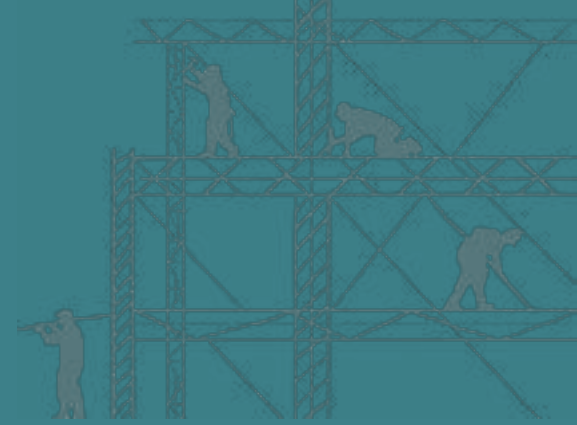
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VIEWING ECONOMIC CLASS ISSUES THROUGH THE “TRIPLE LENS”



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WHY ARE WE HERE – POVERTY IN OUR COMMUNITY



The **Federal Poverty Line** for
a family of 4 = \$25,750/year
(\$2,146/month)
(\$13/hr)

SELF-SUFFICIENT?

The Self-sufficiency standard estimates how much a household would need **to meet all of their basic needs without any outside assistance.** **For a family of four** (2 adults, 2 school-age children) living in Chester County, **the Self-sufficiency standard is \$79,623.**

Planning Backward: Money Worksheet

If you work 40 hours a week for \$10/hour, your monthly gross income would be \$1,600.

Start subtracting.

1. Approximately how much of that will you pay in state and federal taxes?

How much do you have left?

2. How much will you pay for rent/housing in your area?

How much do you have left?

3. How much will you pay for utilities? (electricity, water, heat, garbage)

How much do you have left?

4. How much will you pay for food?

How much do you have left?

5. How much will you pay for transportation?

How much do you have left?

6. How much will you pay for childcare?

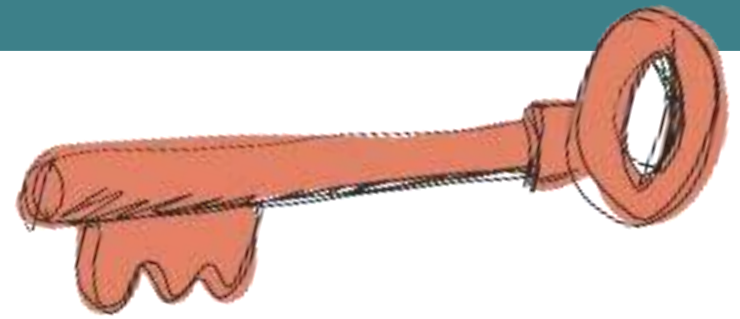
How much do you have left?

7. How much will you pay for healthcare, clothes, school supplies, entertainment, emergencies, etc.?

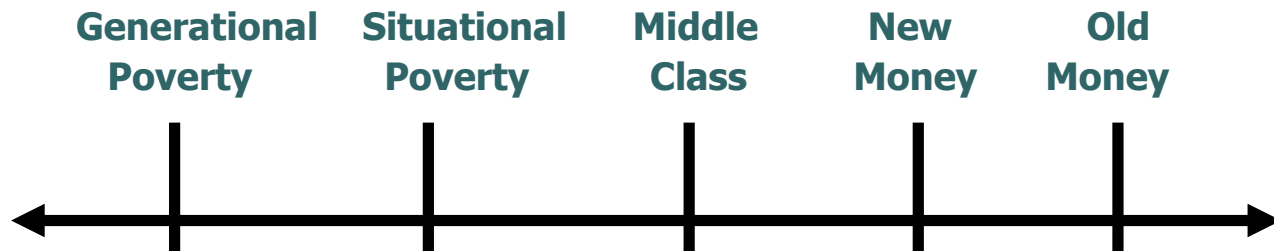
How much do you have left?

What are your solutions for survival?

KEY POINT



Generational and situational poverty are different.



The Gap

<https://www.youtube.com/watch?v=YNAtfgW79BM&t=23s>



WHAT IS THE CLIFF EFFECT

The Cliff Effect is when assistance programs like childcare and Medicaid remove benefits faster than people can earn enough to replace them.

Join us in demanding our elected representatives address the Cliff Effect.

Let your voice be heard with a click of your mouse.



CAUSES OF POVERTY—RESEARCH CONTINUUM

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

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

Systemic Racism Explained

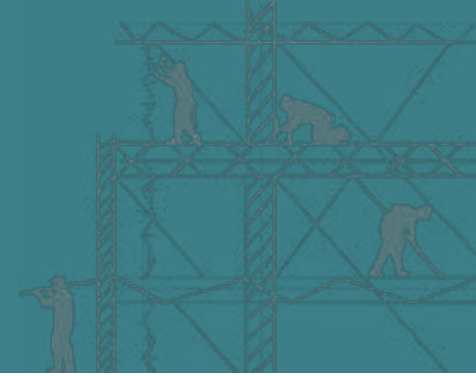
https://www.youtube.com/watch?v=YrHIQIO_bdQ

RESEARCH CONTINUUM

CONCLUSIONS

- There is valid research in all four areas.
- There are many causes of poverty, so we need a wide array of strategies.
- *Bridges* offers a way to understand complex economic issues and to do a critical analysis of poverty and prosperity.

VIEWING ECONOMIC CLASS ISSUES THROUGH THE “TRIPLE LENS”



Individual





Institution

Community

© J. Pfarr Consulting, adapted from the work of
Phil Devol on sustainable communities

COMMUNITY SUSTAINABILITY GRID

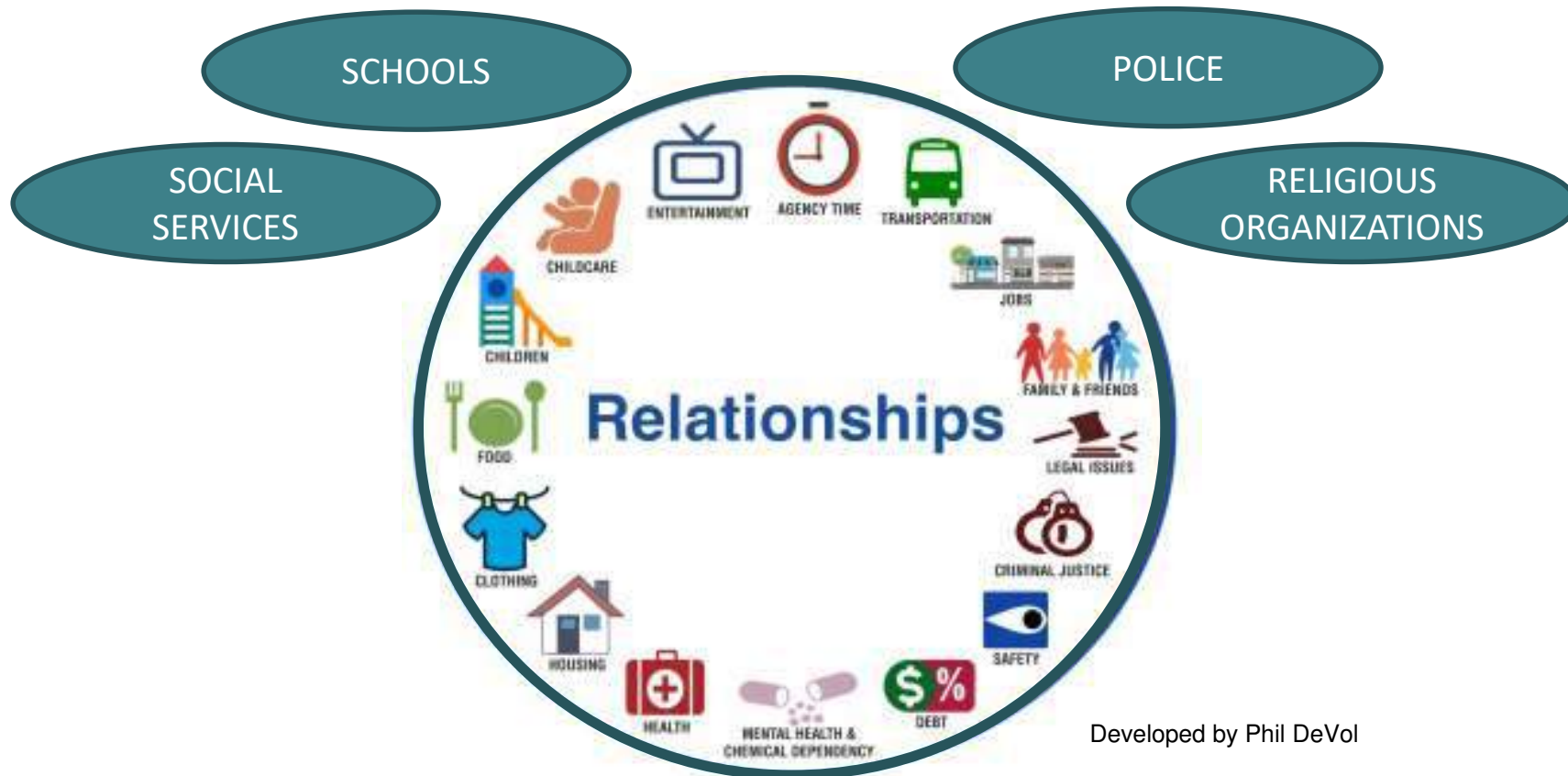
A Comprehensive Planning Tool for Bridges Steering Committees

Name the Barrier: Work one barrier at a time.	Individual Behavior	Human and Social Capital in the Community	Exploitation	Political/ Economic Structures
Individual Action 				
Organizational Action 				
Community Action 				
Policy 				

Address All Causes of Poverty

Source: *Facilitator Notes for Getting Ahead in a Just-Gettin'-By World* by Phil DeVol.

Mental Model for Poverty



Businesses

- Pawn shop
- Liquor store
- Corner store
- Rent-to-own
- Laundromat
- Fast food
- Check cashing
- Temp services
- Used car lots
- Dollar store



TYRANNY OF THE MOMENT

**THE NEED TO ACT
OVERWHELMS ANY
WILLINGNESS PEOPLE
HAVE TO LEARN.**

Source: *The Art of the Long View*
by Peter Schwartz

**THE HEALTHIER YOU ARE
PSYCHOLOGICALLY, OR THE LESS
YOU MAY SEEM TO NEED TO CHANGE,
THE MORE YOU CAN CHANGE.**

Source: *Management of the
Absurd* by Richard Farson.

It's About Mental Bandwidth

- ✦ “Poverty and all its related concerns require so much mental energy that the poor have less remaining brainpower to devote to other areas of life.”
- ✦ “When your bandwidth is loaded ... you're just more likely to not notice things, you're more likely to not resist things you ought to resist, you're more likely to forget things, you're going to have less patience, less attention to devote to your children when they come home from school.”

- *Scarcity: Why Having Too Little Means So Much*
- Sendhil Mullainathan, Eldar Sharif (2013)



IT'S DUE TO SOCIAL COHERENCE

“Does a person have a sense of being linked to the mainstream of society, of being in the dominant subculture, of being in accord with society’s values?”

“Can a person perceive society’s messages as information, rather than as noise? In this regard, the poor education that typically accompanies poverty biases toward the latter.”

“Does a person have the resources to carry out plans?”

“Does a person get meaningful feedback from society—do their messages make a difference?”

**Robert Sapolsky,
Aaron Antonovsky**

Mental Model for Middle Class



Developed by Phil DeVol

Businesses

- Shopping/strip malls
- Bookstores
- Banks
- Fitness centers
- Veterinary clinics
- Office complexes
- Coffee shops
- Restaurants/bars
- Golf courses

KEY POINT



Most schools and businesses
operate from middle class norms
and values.

Mental Model for Wealth

This applies to the wealthiest 1% of households in the United States—those with a net worth of \$7.8 million or more.



Developed by Ruby Payne

HIDDEN RULES OF CLASS

	Poverty	Middle Class	Wealth
POSSESSIONS	People.	Things.	One-of-a-kind objects, legacies, pedigrees.
MONEY	To be used, spent.	To be managed.	To be conserved, invested.
PERSONALITY	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.
SOCIAL EMPHASIS	Social inclusion of the people they like.	Emphasis is on self-governance and self-sufficiency.	Emphasis is on social exclusion.
FOOD	Key question: Did you have enough? Quantity important.	Key question: Did you like it? Quality important.	Key question: Was it presented well? Presentation important.
CLOTHING	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.
TIME	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.
EDUCATION	Valued and revered as abstract but not as reality.	Crucial for climbing success ladder and making money.	Necessary tradition for making and maintaining connections.
DESTINY	Believes in fate. Cannot do much to mitigate chance.	Believes in choice. Can change future with good choices now.	<i>Noblesse oblige.</i>
LANGUAGE	Casual register. Language is about survival.	Formal register. Language is about negotiation.	Formal register. Language is about networking.
HOUSEHOLD DYNAMICS	Tends to be matriarchal.	Tends to be patriarchal.	Depends on who has money.
WORLDVIEW	Sees world in terms of local setting.	Sees world in terms of national setting.	Sees world in terms of international view.
LOVE	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.
DRIVING FORCES	Survival, relationships, entertainment.	Work, achievement.	Financial, political, social connections.
HUMOR	About people and sex.	About situations.	About social <i>faux pas</i> .

HIDDEN RULE ON MONEY

Poverty: to be used & spent



Middle Class: to be managed

Wealth: to be conserved & invested

Have you experienced this?

HIDDEN RULE ON FOOD

Poverty: quantity important

Key question: Did you have enough?

Middle Class: quality important

Key question: Did you like it?

Wealth: presentation important

Key question: Was it presented well?



REGISTERS OF LANGUAGE



REGISTER	EXPLANATION
FROZEN	Language that is always the same. For example: Lord's Prayer, wedding vows, etc.
FORMAL	The standard sentence syntax and word choice of work and school. Has complete sentences and specific word choice.
CONSULTATIVE	Formal register when used in conversation. Discourse pattern not quite as direct as formal register.
CASUAL	Language between friends and is characterized by a 400- to 800-word vocabulary. Word choice general and not specific. Conversation dependent upon nonverbal assists. Sentence syntax often incomplete.
INTIMATE	Language between lovers or twins. Language of sexual harassment.

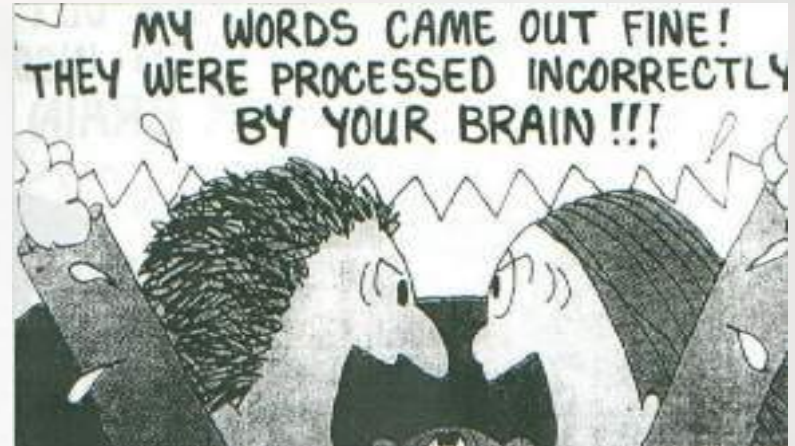
Adapted from work of Martin Joos

HIDDEN RULE ON LANGUAGE

POVERTY

Casual register

Language is about survival



MIDDLE CLASS

Formal register

Language is about negotiation

WEALTH

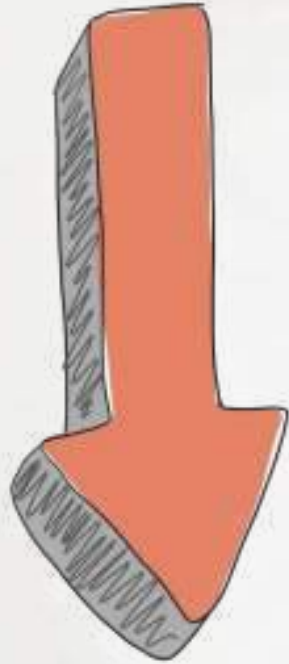
Formal register

Language is about networking

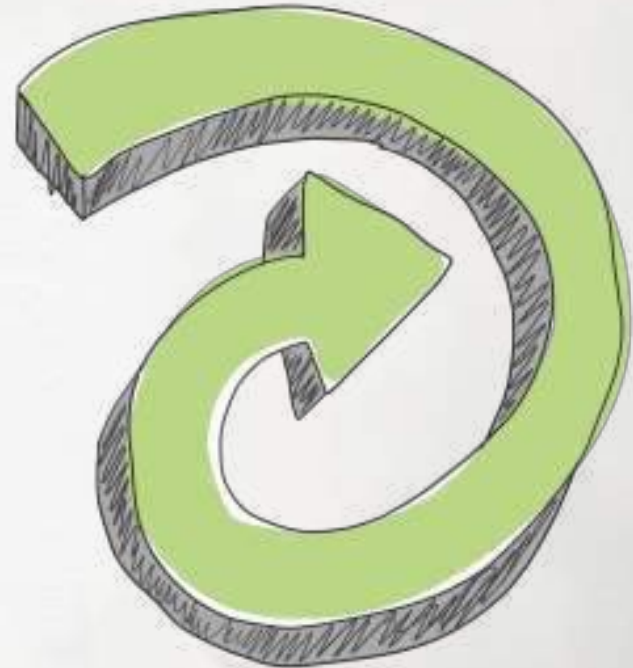
**To survive in poverty,
one must rely upon non-verbal,
sensory, and reactive skills.**

**To survive in school,
one must use verbal, abstract,
and proactive skills.**

FORMAL



CASUAL



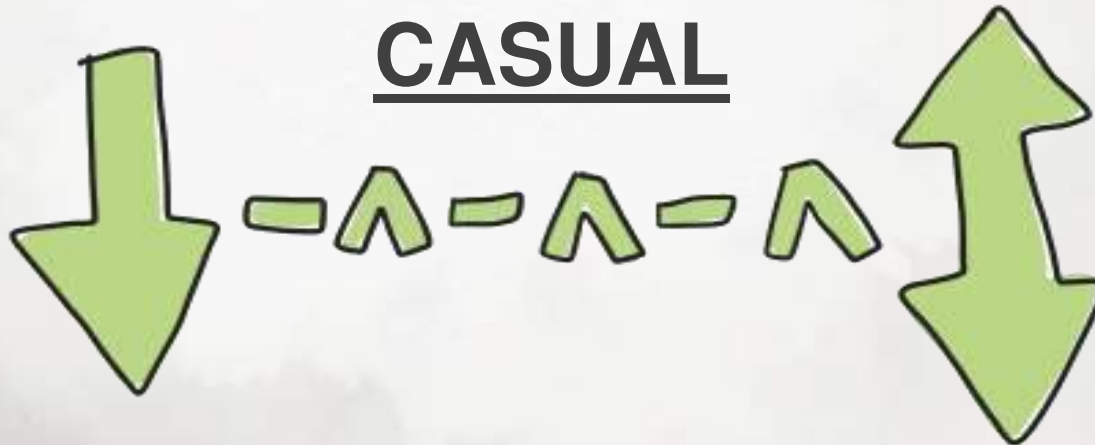
PATTERNS OF DISCOURSE

FORMAL



PLOT

CASUAL



STORY STRUCTURES

Ant Man – Luis Storytelling

<https://www.youtube.com/watch?v=sykacDdWQj4>

Communication Hints

1. **First Contact**
2. Control nonverbals
3. Talk about something else
4. Plan on more time
5. Be “receptively” casual
6. Use more visuals
7. As possible, fix the forms!

DEFINITION OF RESOURCES

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

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



DEFINITION OF RESOURCES

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. Hope.

DEFINITION OF RESOURCES

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.

Resources Added to *Getting Ahead*



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.

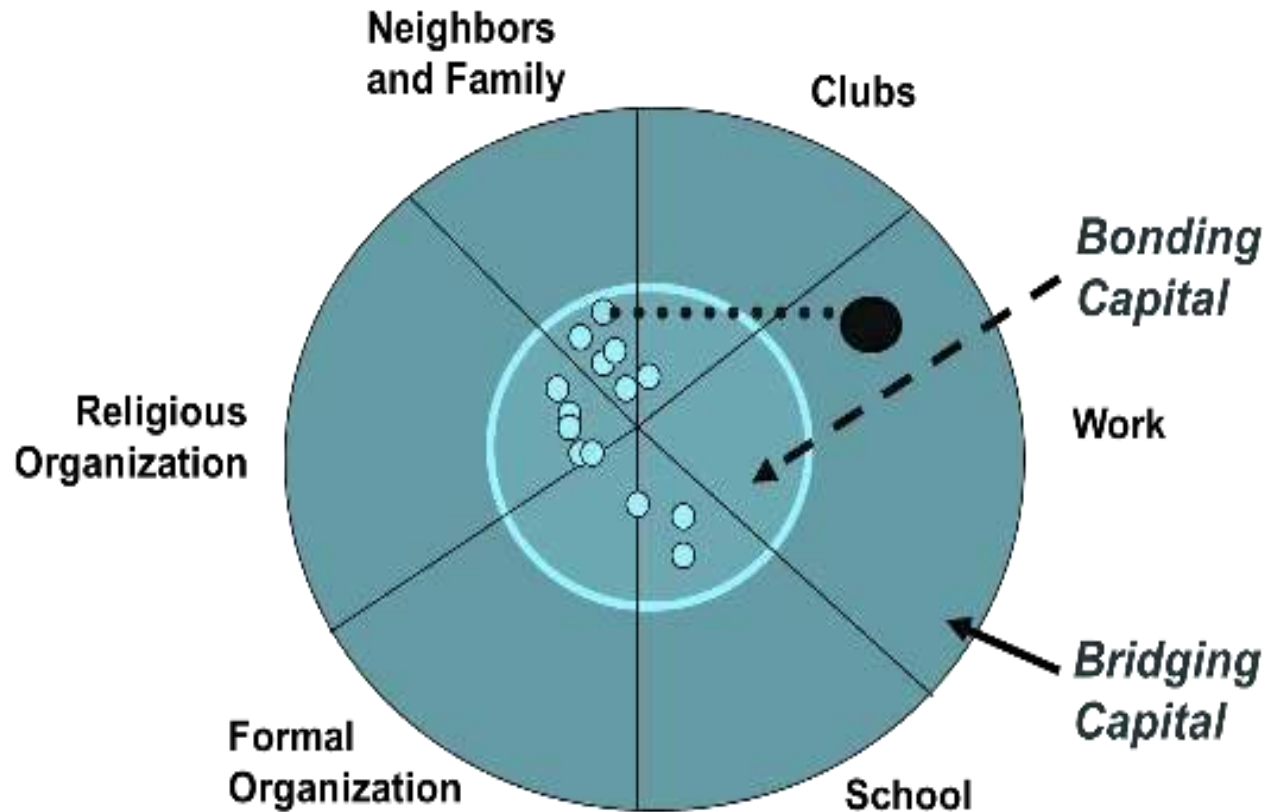
Formal register:

You have the emotional control, vocabulary, language ability, and negotiation skills to succeed in school and/or work settings.



**Interventions work only if
they are based on resources
to which a person has access
OR if the resource base
is provided.**

SOCIAL CAPITAL – BONDING & BRIDGING





**NO SIGNIFICANT
LEARNING OCCURS
OUTSIDE OF SIGNIFICANT
RELATIONSHIPS.**



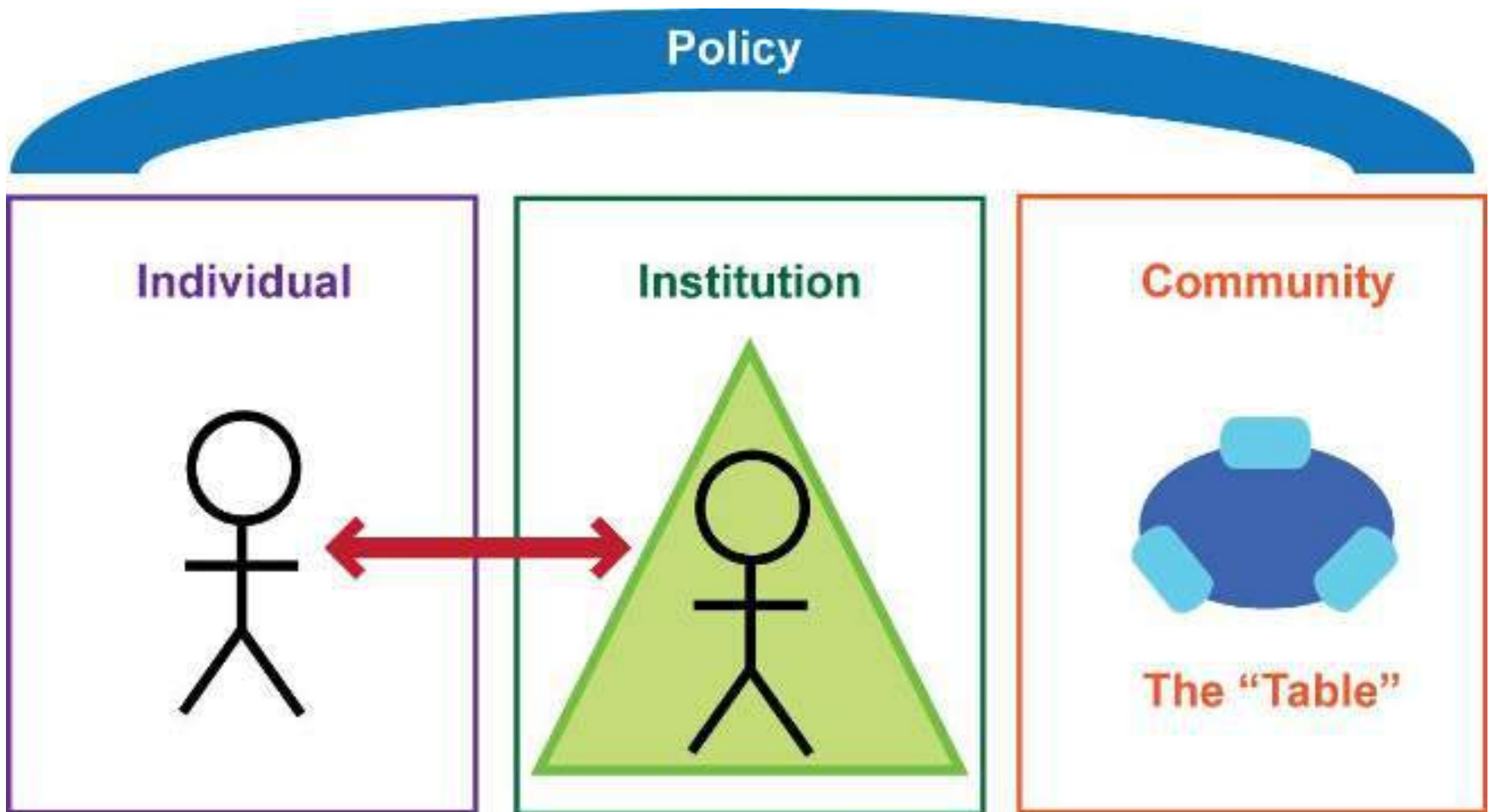
Dr. James Comer

MENTAL MODEL OF RESOURCES



	Financial	Emotional	Mental	Spiritual	Physical	Support Systems	Relationships	Hidden Rules	Integrity	Motivation
5										
4										
3										
2										
1										

VIEWING ECONOMIC CLASS ISSUES THROUGH THE “TRIPLE LENS”



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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**.

Source: *Bridges Out of Poverty* Training Supplement, p. 25

BRIDGES CONSTRUCTS

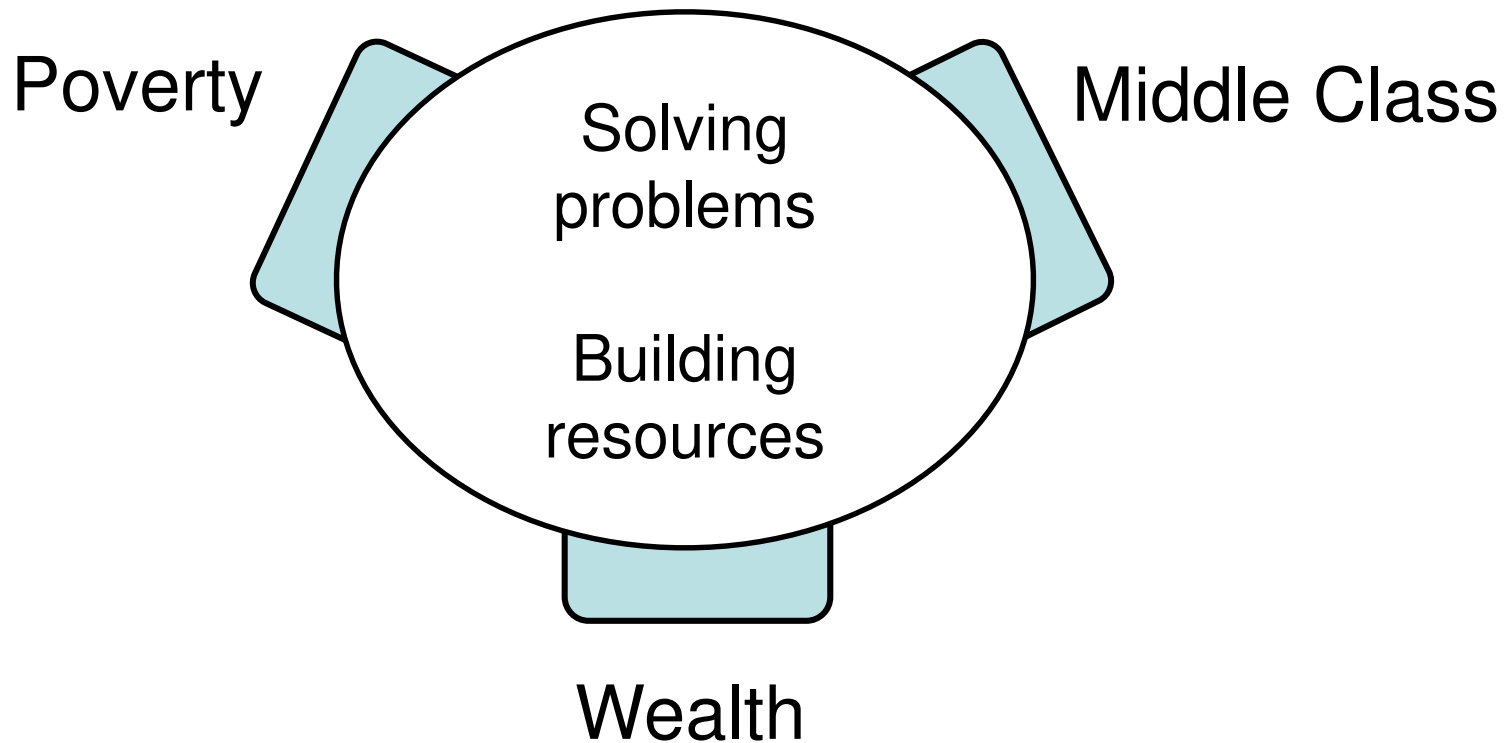


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6. Base plans on **accurate mental models** of poverty, middle class, and wealth.
7. At the **individual, institutional, and community/policy levels**: Stabilize the environment, remove barriers to transition, and build resources.
8. **Address all 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.

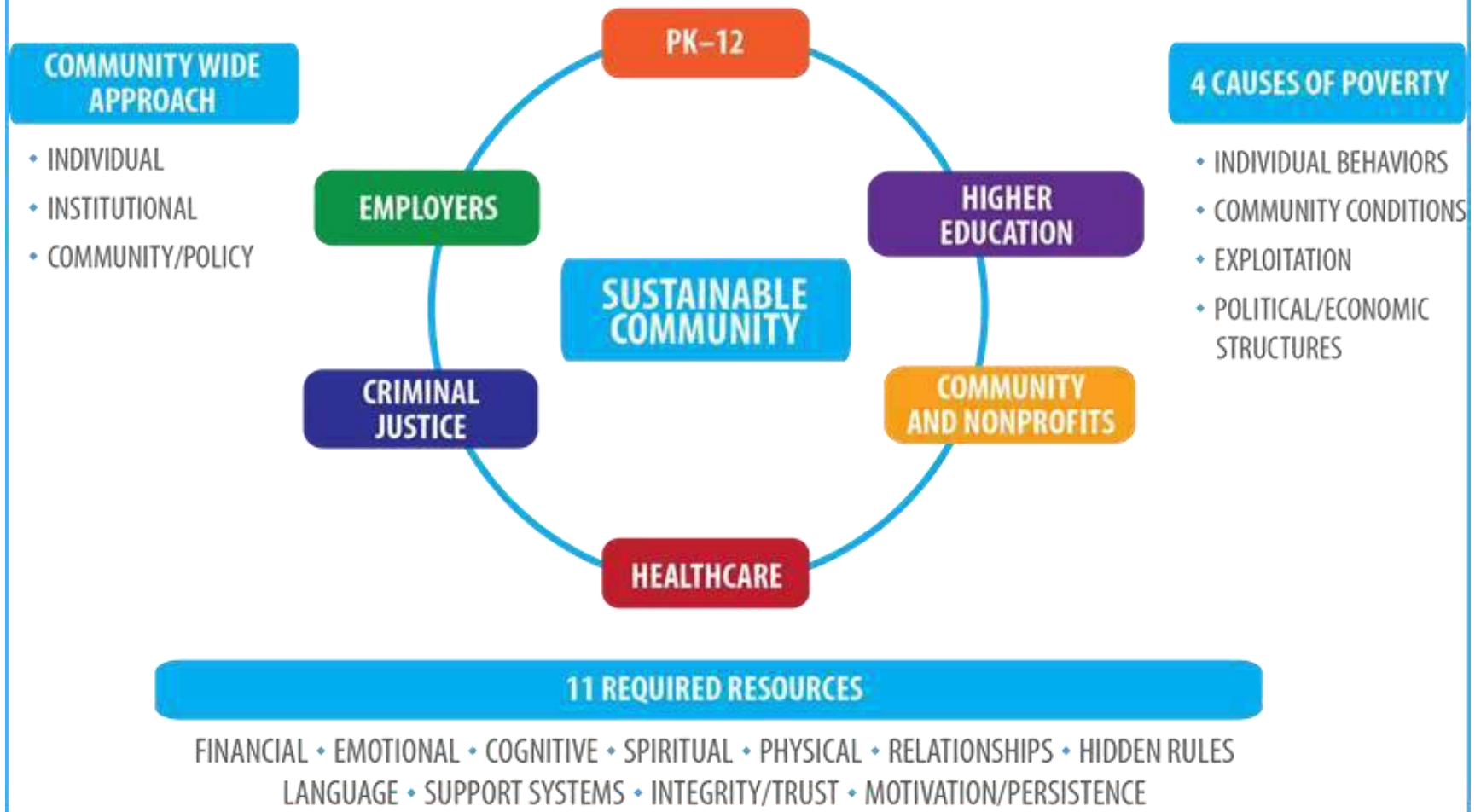
Source: *Bridges Out of Poverty* Training Supplement, p. 25

All Three Classes Come to the Decision-Making Table to Solve Community Problems



RESOURCE BUILDER MODEL

WORKING ACROSS SECTORS TO ADDRESS THE ROOT CAUSES OF POVERTY, SUPPORT INDIVIDUALS AS THEY BUILD RESOURCES, AND ACHIEVE A SUSTAINABLE COMMUNITY WHERE EVERYONE CAN LIVE WELL.



Takeaways



- How will you use your understanding of Hidden Rules to change the way staff/volunteers/board members interact with participants?
- How will you use Hidden Rules to help participants better understand how to succeed in the “green triangle”?
- How does your organization prioritize its own “green triangle” over relationship?
- How does your organization help participants build resources for stability?
- How does your organization or role fit into the bigger picture of a community that creates opportunities for everyone to achieve stability and quality of life?



**HUMAN RELATIONSHIP
IS A SLEDGEHAMMER
THAT OBLITERATES
EVERY SOCIETAL
DIFFERENCE.**

Robert Sapolsky

A Future Story

<https://www.youtube.com/watch?v=o55EU5G1BmM&t=32s>

“If you have come to help me, you can go home again. But if you see my struggles as a part of your own survival, then perhaps we can work together.”

–Lila Watson, an Aboriginal Woman from Australia

