



Bridges out of Poverty

Session 1 of 3

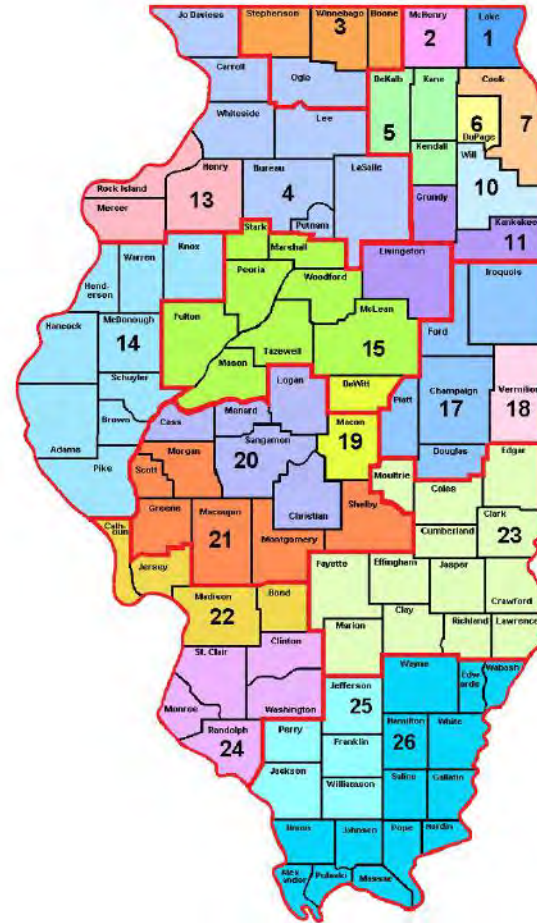
June 16, 2021



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Where is Your Local Area?



Which partner do you best represent?





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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.**
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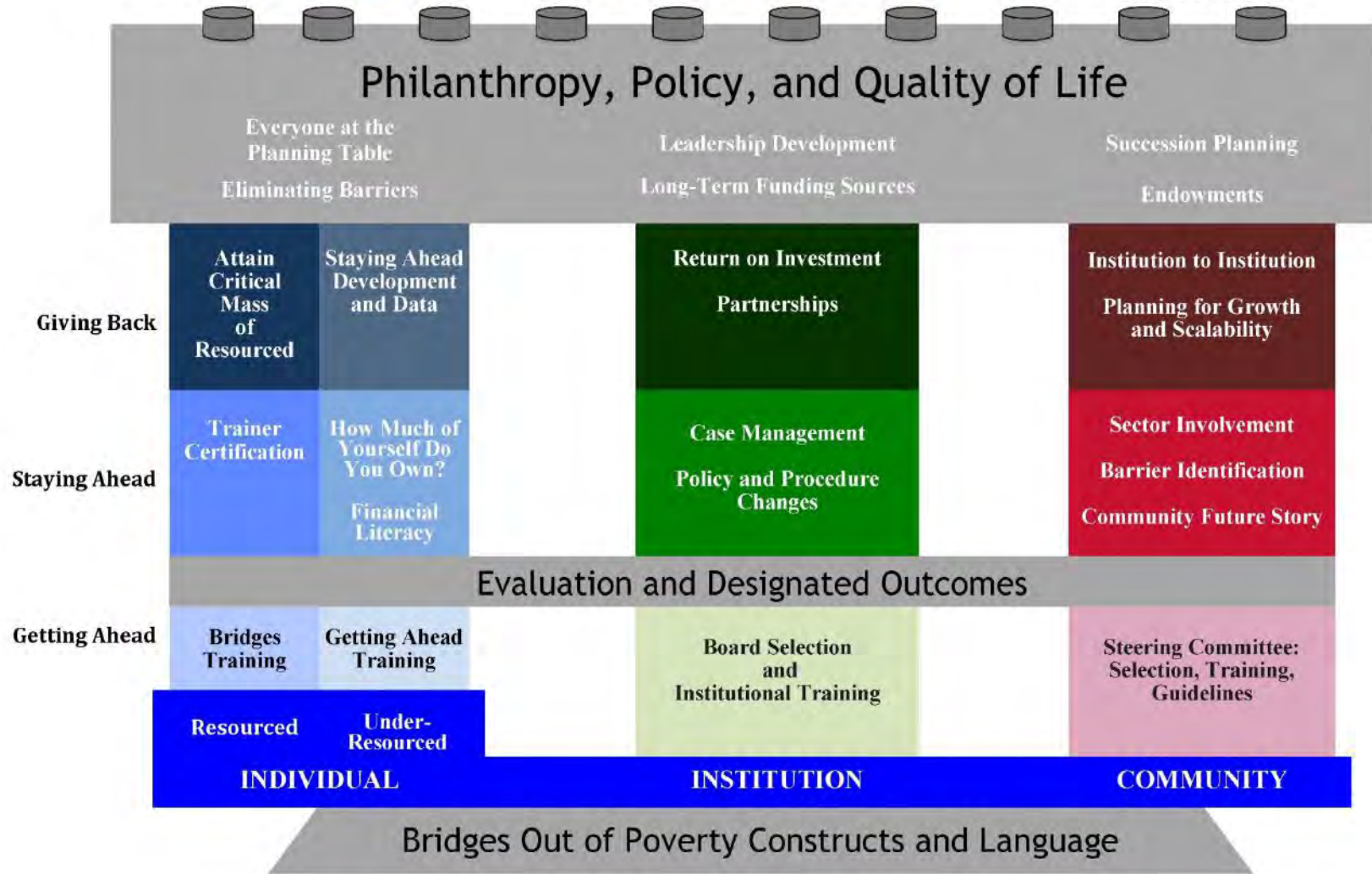
BRIDGES

out of
Poverty



BRIDGES MODEL

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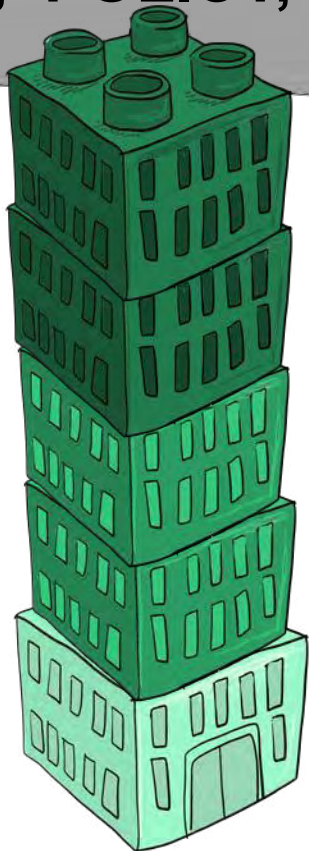
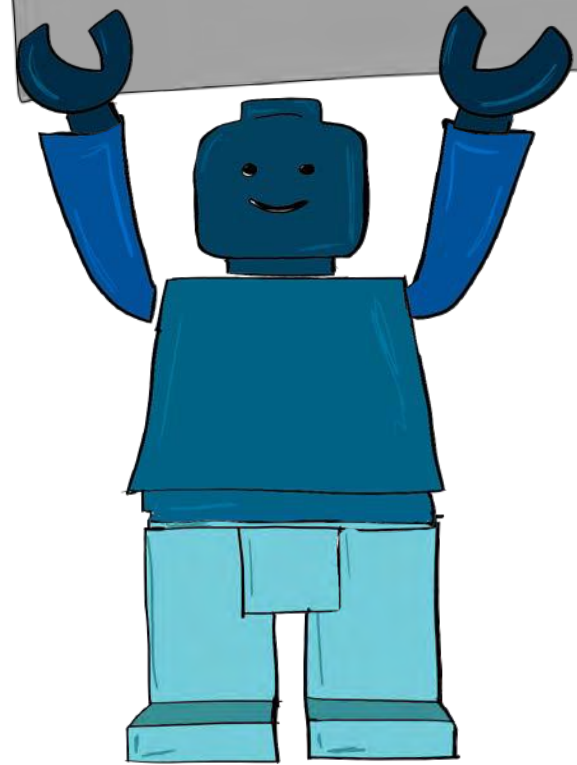


Data collection at every level

Originally developed by Philip Devol. Adapted by Jodi Pfarr.

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PHILANTHROPY, POLICY, QUALITY OF LIFE



INDIVIDUAL

INSTITUTION

COMMUNITY

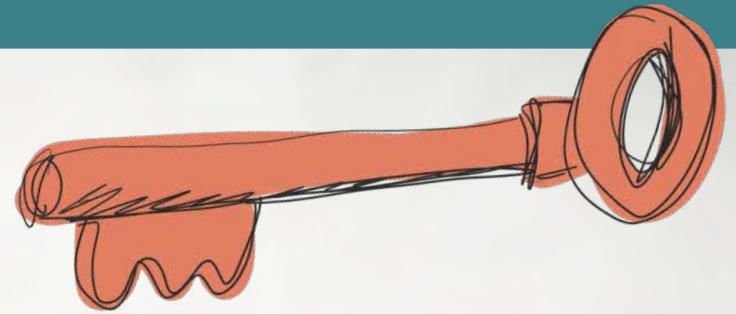
Could you Survive?

Poverty?

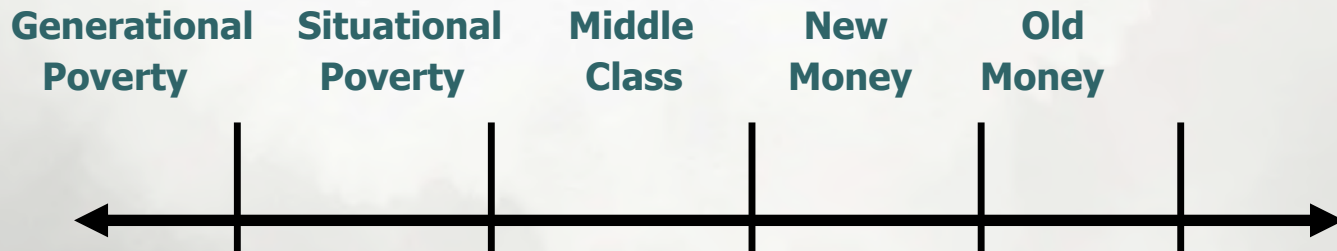
Middle Class?

Wealth?

KEY POINT



Generational and situational poverty are different.



RESEARCH

Intergenerational transfer of knowledge

GP – SP – MC – NM – OM

Three-generation rule

(GP) generational poverty
(SP) situational poverty
(MC) middle class
(NM) new money
(OM) old money

Knowledge is a key form of privilege, as are social access, race, and money. How you spend your time determines your knowledge base to a large extent.



**How you spend your
time determines your
knowledge.**



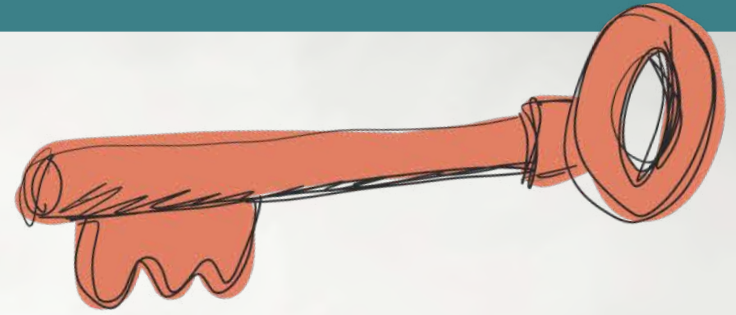
CO-INVESTIGATING HEALTH ISSUES

The SES (socioeconomic status) gradient:

- The richer you are, the healthier you are.
- The poorer you are, the sicker you are.
- Living in poverty is a risk factor for stress-related illnesses.
- It is NOT entirely due to lack of access.

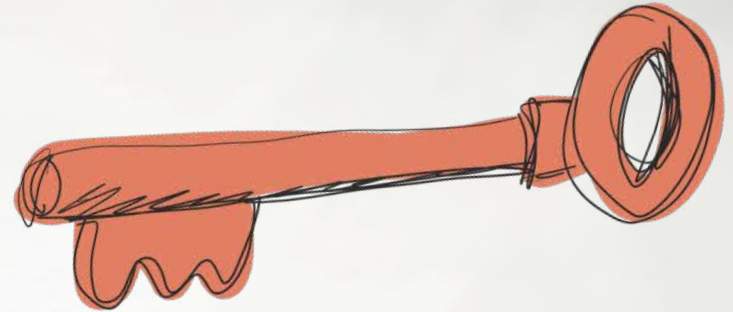
Source: *Why Zebras Don't Get Ulcers* by Robert Sapolsky.

KEY POINT



Individuals bring with them the hidden rules of the class in which they were raised.

KEY POINT



Three things that help one move out of poverty are:

- Education
- Relationships
- Employment

DEFINITION OF RESOURCES

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

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





MODULE ONE

MENTAL MODELS OF ECONOMIC CLASS

OBJECTIVES

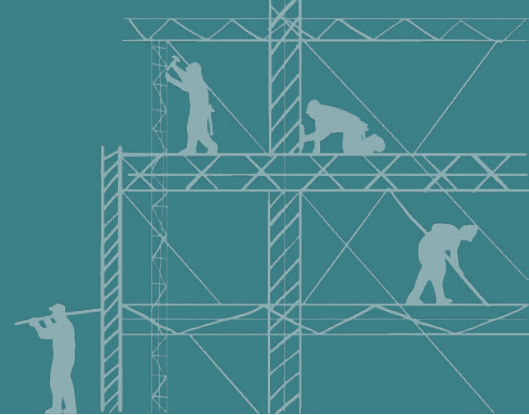
1. Explore the concrete experience of people in generational poverty.
2. Create a mental model of poverty.
3. Analyze elements of the model.
4. Create a mental model of middle class.
5. Understand the interlocking nature of the models and the demands of the environment.

LIFE IN POVERTY

IN GROUPS:

1. Think of an adult in generational poverty.
2. Imagine that you followed that person for a year, observing what happened and how he/she spent his/her time.
3. Write your observations in the circle so that the circle represents an average day in the life of this person.

MENTAL MODELS



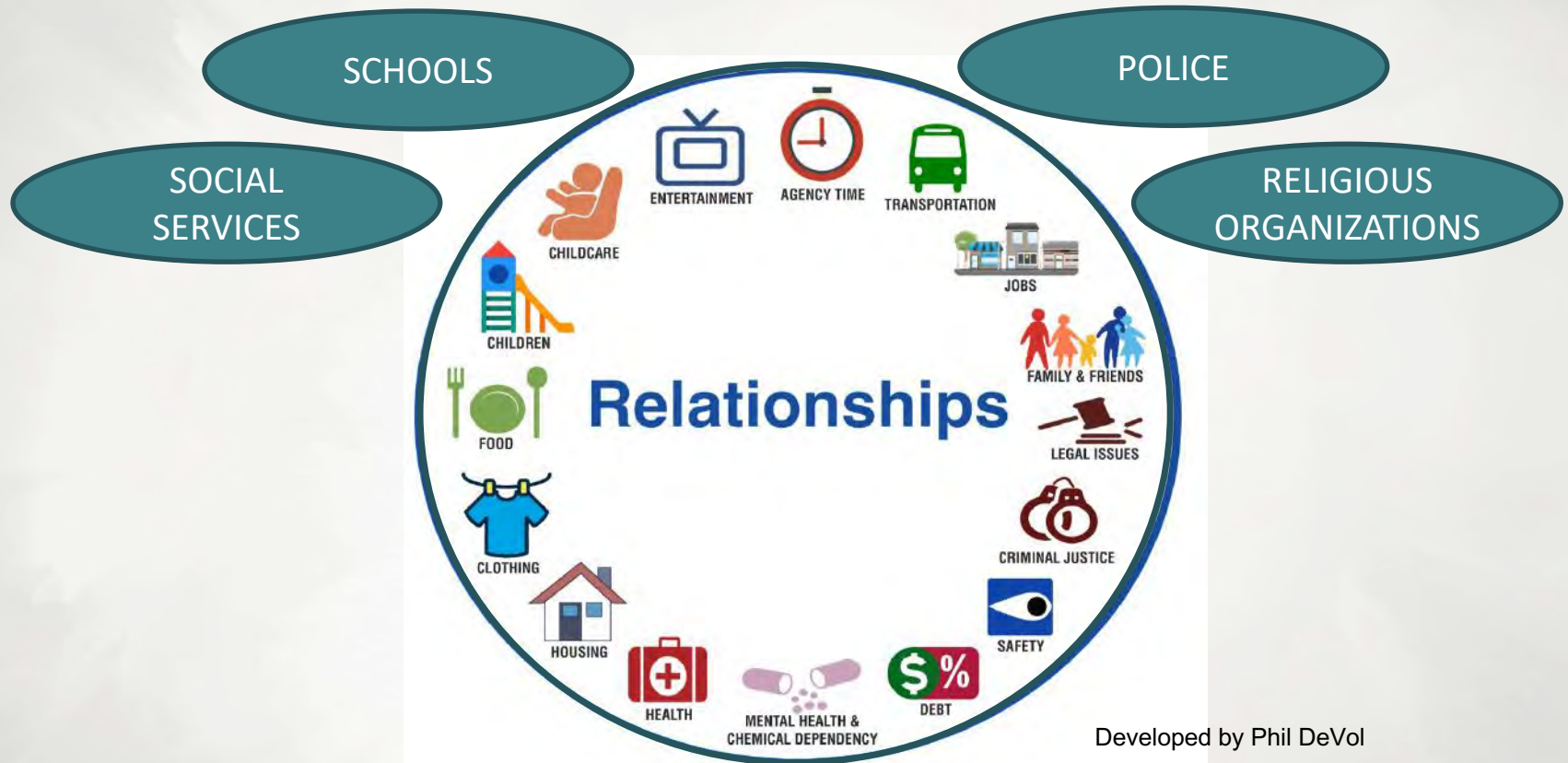
- Are internal pictures of how the world works
- Exist below awareness
- Are theories-in-use, often unexamined
- Determine how we act
- Can help or interfere with learning



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

Source: *The Fifth Discipline Fieldbook* by Peter Senge.

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

At 11.25/hour, I can no longer make basic ends meet as my spending power drops to -\$3.00.

2019 Census Data

Small Area Income and Poverty Estimates (SAIPE)

Poverty Rates or Income:

All Ages (state/county)

Under Age 18 (state/county)

Ages 5 to 17 in Families (state/county)

Ages 5 to 17 in Families (school district)

Under Age 5 (state)

Median Household Income (state/county)

Filter By:

States: Illinois

Counties: --All--

School Districts: --All--

Reset

Notes:

☰
All Ages in Poverty
✉

2019 County

(1997 - 2019)

United States, Adams County (IL), Alexander County (IL), Bond County (IL), Boone County (IL), Brown County (IL), Bureau County (IL), Calhoun County (IL), Carroll County (IL), Cass County (IL), Champaign County (IL), Christian County (IL), Clark County (IL), Clay County (IL), Illinois

U.S. Census Bureau

| Year | ID | Name | Poverty Universe | Number in Poverty | 90% Confidence Interval | Percent in Poverty | 90% Confidence Interval |
|------|-------|-----------------------|------------------|-------------------|--------------------------|--------------------|-------------------------|
| 2019 | 00000 | United States | 320,118,791 | 39,490,096 | 39,248,096 to 39,732,096 | 12.3 | 12.2 to 12.4 |
| 2019 | 17000 | Illinois | 12,373,216 | 1,415,838 | 1,390,337 to 1,441,339 | 11.4 | 11.2 to 11.6 |
| 2019 | 17001 | Adams County (IL) | 63,344 | 7,786 | 6,436 to 9,136 | 12.3 | |
| 2019 | 17003 | Alexander County (IL) | 5,678 | 1,361 | 1,021 to 1,701 | 24.0 | |

Is this page helpful? ✕

👍 Yes 👎 No

2019 Census Data

| | County | Percentage of those in poverty |
|---------------------------|-----------|--------------------------------|
| 5 Lowest Ranked Counties | Kendall | 4 |
| | Monroe | 4.2 |
| | McHenry | 5.4 |
| | Grundy | 5.6 |
| | DuPage | 6 |
| | | |
| | Champaign | 19 |
| | Pulaski | 22 |
| | McDonough | 23.3 |
| | Alexander | 24 |
| 5 Highest Ranked Counties | Jackson | 25.4 |

Illinois Living Wage Calculation

| | 1 ADULT | | | | 2 ADULTS (1 WORKING) | | | | 2 ADULTS (BOTH WORKING) | | | |
|---------------------|------------|---------|------------|------------|----------------------|---------|------------|------------|-------------------------|---------|------------|------------|
| | 0 Children | 1 Child | 2 Children | 3 Children | 0 Children | 1 Child | 2 Children | 3 Children | 0 Children | 1 Child | 2 Children | 3 Children |
| Living Wage | \$15.37 | \$31.16 | \$38.88 | \$49.98 | \$24.57 | \$28.87 | \$32.53 | \$34.93 | \$12.29 | \$16.98 | \$21.34 | \$25.08 |
| Poverty Wage | \$6.13 | \$8.29 | \$10.44 | \$12.60 | \$8.29 | \$10.44 | \$12.60 | \$14.75 | \$4.14 | \$5.22 | \$6.30 | \$7.38 |
| Minimum Wage | \$10.00 | \$10.00 | \$10.00 | \$10.00 | \$10.00 | \$10.00 | \$10.00 | \$10.00 | \$10.00 | \$10.00 | \$10.00 | \$10.00 |

Livingwage.mit.edu

Illinois Typical Expenses

| | 1 ADULT | | | | 2 ADULTS (1 WORKING) | | | | 2 ADULTS (BOTH WORKING) | | | |
|-------------------------------------|------------|----------|------------|------------|----------------------|----------|------------|------------|-------------------------|----------|------------|------------|
| | 0 Children | 1 Child | 2 Children | 3 Children | 0 Children | 1 Child | 2 Children | 3 Children | 0 Children | 1 Child | 2 Children | 3 Children |
| Food | \$3,246 | \$4,771 | \$7,141 | \$9,494 | \$5,950 | \$7,394 | \$9,505 | \$11,589 | \$5,950 | \$7,394 | \$9,505 | \$11,589 |
| Child Care | \$0 | \$8,561 | \$17,123 | \$25,684 | \$0 | \$0 | \$0 | \$0 | \$0 | \$8,561 | \$17,123 | \$25,684 |
| Medical | \$2,862 | \$7,772 | \$7,460 | \$7,600 | \$6,139 | \$7,460 | \$7,600 | \$7,253 | \$6,139 | \$7,460 | \$7,600 | \$7,253 |
| Housing | \$9,869 | \$13,161 | \$13,161 | \$16,902 | \$11,073 | \$13,161 | \$13,161 | \$16,902 | \$11,073 | \$13,161 | \$13,161 | \$16,902 |
| Transportation | \$5,149 | \$9,443 | \$11,753 | \$13,993 | \$9,443 | \$11,753 | \$13,993 | \$12,698 | \$9,443 | \$11,753 | \$13,993 | \$12,698 |
| Civic | \$1,956 | \$4,200 | \$3,838 | \$4,457 | \$4,200 | \$3,838 | \$4,457 | \$4,300 | \$4,200 | \$3,838 | \$4,457 | \$4,300 |
| Other | \$2,835 | \$4,620 | \$5,070 | \$6,127 | \$4,620 | \$5,070 | \$6,127 | \$6,145 | \$4,620 | \$5,070 | \$6,127 | \$6,145 |
| Required annual income after taxes | \$25,916 | \$52,529 | \$65,547 | \$84,257 | \$41,425 | \$48,678 | \$54,843 | \$58,888 | \$41,425 | \$57,239 | \$71,966 | \$84,572 |
| Annual taxes | \$6,059 | \$12,282 | \$15,325 | \$19,700 | \$9,685 | \$11,381 | \$12,823 | \$13,768 | \$9,685 | \$13,383 | \$16,826 | \$19,773 |
| Required annual income before taxes | \$31,975 | \$64,810 | \$80,873 | \$103,956 | \$51,110 | \$60,059 | \$67,666 | \$72,656 | \$51,110 | \$70,622 | \$88,792 | \$104,345 |

Livingwage.mit.edu



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

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

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

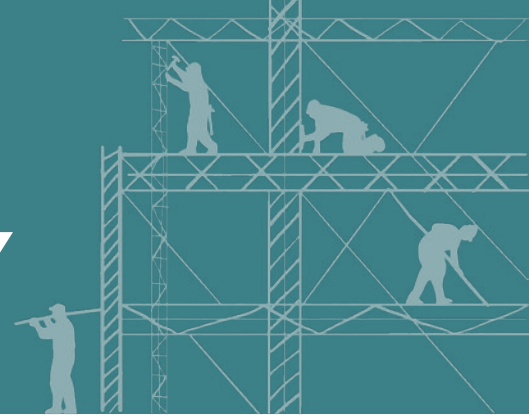
HIDDEN RULES OF WEALTH

Here are additional hidden rules that operate in wealth.



1. It's not okay not to be perfect. That would seldom be articulated, but it is rigidly followed.
2. If you don't have connections or wealth, then you may be respected for your expertise.
3. Social exclusion is the weapon of choice; you simply aren't invited.
4. Time is more important than money (particularly true in new money).
5. Details are very important. One word in a legal document can transfer assets. Details are critical to success.
6. A paper protocol exists (including the paper itself) for invitations, responses, and thank yous.
7. A key role of a parent in wealth is to ensure that the child has access to the appropriate connections and schooling.
8. Personal concerns of an emotional nature are not openly shared in a social setting but rather with the appropriately paid, degreed professional.
9. Humor is most often about social faux pas.
10. Indiscretion (disclosing information gained through social connections) to media or others not in the social set is rarely forgiven.

MENTAL MODEL OF GENERATIONAL POVERTY



- It is a description of the concrete experience.
- It is an abstract representation of poverty.
- It shows part to whole.
- It depicts the relative importance and interlocking nature of the elements.
- It is a depiction of the trap: no future story, no choice, no power.



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.



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