



# ADDRESSING THE CHALLENGES OF POVERTY

2014 CONFERENCE  
OCTOBER 6-7, 2014  
NASHVILLE, TN

## CONFERENCE MATERIALS

NOTE: 1) Shaded session names do not have session materials available for distribution.  
2) In the table of contents, click on session name or page number to advance to those materials.  
3) At the end of each set of session materials, click on Return to Table of Contents button to go back to table of contents.

Page	Session	Presented By
October 6, 2014 Keynote Address		
	The Complex Problem of Hunger in America	Maura Daly
October 6, 2014, 10 AM – 11:30 AM		
5	“Lessons Learned”—Implementing Bridges in an Oklahoma Community	Tom Martindale
14	From the Book to the Block	Chris Parsons
18	Getting Ahead for Incarcerated Individuals	Phil DeVol Mitch Libster Michelle Wood
26	Project Future: Students Creating the American Dream	Carla Boyd Carol Nichols
41	Pursuing the Common Good in an Uncommon Way	Tim Rogers
50	Addressing the Challenges of Poverty through Healthcare Integration	Christine Seals, M.D. Mike Shirtcliff, D.M.D
76	Partnerships That Matter: Higher Education and Local School Districts	Nancy Varian
	Fostering Engagement Between Parents and Children Using Mediation in the Court System	Prudence Pease

**October 6, 2014, 12:30 PM – 2:00 PM**

<b>97 Empowering Employment Leading to Individual and Community Transformation</b>	Nathan Mandsager
<b>106 Resiliency and the Single Mom</b>	Kristie Place
<b>118 Getting Ahead Behind the Walls</b>	Mickie Lewis
<b>Next Steps: Implementing Investigations on Your Campus</b>	Kevin Berg Lisa Belcher-Nelson
<b>126 Rules – Relationships = Rebellion</b>	Betti Souther
<b>151 Bridges to Healthcare in Practice</b>	George Garron, M.D. Terie Dreussi-Smith
<b>167 Transforming the Classroom One Educator at a Time</b>	Sharon Ray Beth Reinhart Rebecca Scheuer
<b>172 Building Bridges and Getting Ahead in Latin America</b>	Emilia O'Neill Baker, Ph.D.

**October 6, 2014, 2:45 PM – 4:15 PM**

<b>178 “We” Is Better Than “Me”—The Power of Collaboration in Your Community</b>	Rich Eby Chuck Holt Sharon Ray Tim Rogers
<b>181 How Far Ahead Can a Grad Get?</b>	Carol Steegman
<b>187 From Tax Burdens to Tax Payers—Getting Ahead for Offender Populations</b>	Elain Ellerbe
<b>193 Colleges as Partners to End Poverty</b>	Karla Krodel
<b>200 Building Resources and Human Capacity within the Faith-Based Organization</b>	Kim Ruiz
<b>211 Integrating Bridges and Outreach into Preventive Oral Health Services</b>	Sharity Ludwig Cindy Shirtcliff
<b>223 The Power of Questioning</b>	Lori Dennis Stover



October 7, 7:00 AM – 8:00 AM Early Riser		
245	Sharing Doing: Achieving Collective Impact with the MPOWR Solution	Al Barsema Brooke Saucier
263	Getting Ahead: The App	Phil DeVol Sam Raudabaugh
	Bridges in the Courtroom—An Early Riser Discussion	Prudence Pease
	Higher Education Round Table Discussion	Karla Krodel
	Bridges to Health and Healthcare Rise and Shine	Terie D. Smith
273	Bridges for Business: Finding Talent, Growing Profits	Ruth Weirich
280	How to Lead with Emotional Intelligence	Lisa Columbo
297	Getting Ahead by Getting The Data: Using CharityTracker	Kyle Minkler Joey Yarber
October 7, 8:00 AM – 9:00 AM		
	From Gang Member to Community Leader: Fate vs. Choice	Sonia Holycross
October 7, 9:10 AM –10:40 AM		
307	Making the Perilous Paradigm Shift	David Walker
316	Moving Forward through the Pain/Impact of the Getting Ahead Class	Beverly Campbell Marcie Hertzog
	Bridging the Gap Between the Pro Se Litigant and the Entire Court System	Prudence Pease
318	How to Introduce Investigations on Campus	Karla Krodel
332	Engaging High Poverty Families through Collaborative Community Relationships	Sherry Slankard
349	Case Study Introduction to Bridges to Health and Healthcare	Jan Young Lucy Shaw
365	Bridges of Success for Boys	Jim Littlejohn
385	How Much of Yourself Do You Own? Recovering and Building	Emilia O'Neill Baker, Ph.D.

**October 7, 10:50 AM –12:20 PM**

**396 Dispelling Middle Class Myths about Poverty**

Jim Ott

**14 From the Book to the Block Repeat of Session**

Chris Parsons

**406 How to Use Bridges with First Responders**

Larry Ervin  
Sean Fowler  
Jodi Pfarr

**412 Evaluating the Success of Bridges Communities**

Al Rivett

**422 The What, Why, and How of Faith-Based Health Ministries**

Mike Dames  
Carole Dickens

**432 Building Bridges to Healthcare in the Community**

Nicole Baptiste  
Kellie Valenti

**451 Santa Rosa County's Bridge to Prosperity**

Karen Barber, Ed.D.  
Jerilyn Hughes  
Denise Ray

**469 Early Childhood: It's Never Too Early to Develop Thinking Skills**

Bethanie Tucker, Ed.D.

**October 7, 12:30 PM –2:00 PM**

**476 Using Bridges Out of Poverty as an Economic Development Tool**

Ruby K. Payne, Ph.D.



## Muskogee, Oklahoma

- ▣ Population 39,900
- ▣ Georgia Pacific, Dal Tile, Vallourec Piping, VA Regional Medical Center, VA Call Center
- ▣ Connors State College, Bacone College, Northeastern State University, Indian Capital Technology Center
- ▣ OK Music Hall of Fame, Three Rivers Museum

## Real World

- ▣ 85% Free and Reduced Lunch Rates in MPS
- ▣ Slow population growth, 2% past 10 yrs
- ▣ Crime Rate higher than OK avg

## Poverty Statistics

	National	Oklahoma	Muskogee County
Poverty Population	14.4%	16.3%	21.0%
Children Under 18	20.1%	23.4%	29.6%
White	11.7%	13.5%	15.9%
African American	25.7%	29.2%	44.1%
American Indian	26.6%	22.1%	25.5%
Unemployed	28.7%	32.2%	30.1%

Source: U.S. Census Bureau 2008-2010 ACS 3-Year Estimates

5

## City of Muskogee Foundation

- ❑ Created from sale/long term lease of local hospital
- ❑ Provides \$3 to \$5 million in grant awards each year to city organizations

## Timeline

- ▣ COMF Strategic Planning, November, 2010
- ▣ Visit by Phil DeVol for overview to Foundation and City Officials, April, 2011
- ▣ Determine the level of “Buy In”
- ▣ Get people BOP certified, June, 2011
- ▣ Hired Coordinator and Coach, October, 2011
- ▣ BOP Community Workshop, November, 2011
- ▣ Create Teams and Steering Committee, 2011/2012

## GETTING AHEAD PROGRESS

GA #1	Graduation 7/12
GA#10	Graduation 5/14
Graduation rate 68%	
GA#11-13 started	August, 2014
GA#14-16 scheduled January, 2014	

## Getting Ahead Graduates Outcomes

- ▣ 54% Increased Income
- ▣ 57% Decreased Debt
- ▣ 57% Enrolled in College/obtained GED
- ▣ 64% Opened Checking/Savings Account

## Planting Seeds “Where does the program fit?”

- ▣ BOP workshops held every month
- ▣ BOP workshops for Churches led to R Rules meeting with private school
- ▣ Terri Dreussi Smith workshop for Healthcare professionals and College Nursing faculty led to URCS meeting with Bacone College faculty
- ▣ Ex Director of Eastern OK Healthcare Coalition met with Connors State administration, URCS

## “Where are the connection points?”

### Planting Seeds

- ▣ Meetings with Ministerial Alliance, GMMA, Sorority/Lion’s Club/Optimist groups, employers
- ▣ BOP workshop for Eastern Workforce Investment Board (Workforce OK)
- ▣ Mayor’s AIM project participation by GA grads
- ▣ BOP workshop for local DHS employees

## Things we tried

- ▣ GA class for felon re-entry program
- ▣ GA class for Healthcare employees and college students
- ▣ R Rules class in middle school
- ▣ 180 + college faculty and staff trained in Understanding and Engaging Under Resourced College Students (URCS).
- ▣ Muskogee Alternative Academy faculty trained in URCS



## More things we tried

- ▣ 2013 Mobile dental unit  
Baptist Medical Dental Fellowship  
and Central Baptist Church

2014 Opened Free Dental  
Clinic



## More things we tried

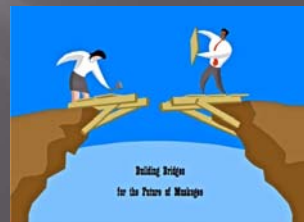


## Back to Basics

- ▣ “What problem does this program/initiative help solve?”
- ▣ “Where is the logical fit within my community?”

## Building Bridges for the Future of Muskogee

- ▣ Tom Martindale, Coordinator,  
918-510-6422 [tmartindale@ccmnow.org](mailto:tmartindale@ccmnow.org)
- ▣ Shenia McNac, Coach,  
918-869-5353 [smcnac@ccmnow.org](mailto:smcnac@ccmnow.org)
- ▣ Dawn Wilson, VISTA,  
918-360-4618  
[DWilson@ccmnow.org](mailto:DWilson@ccmnow.org)





## From the Book to the Block

## From the Book to the Block

### Description

- Getting Ahead is not just for individuals experiencing poverty.
- It is a valuable resource for all adults in transition.
- The challenge is to take the concepts presented in the book to the block – the place where life is lived every day.



## Workshop Focus

- This workshop will share exercises and mental models resulting from conversations with Getting Ahead investigators and gleaned from other resources.
- Participants will have an opportunity to engage in interactive discussion and activities focusing on developing and utilizing mental models to give GA investigators the gift of self-discovery.



### Change Requires Choice

P  
R  
O  
C  
E  
S  
S





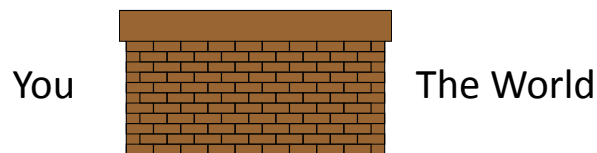
## What are you bringing to the table?

STRENGTHS (things you are good at)	WEAKNESSES (things you need to let go of, areas where you can grow)
OPPORTUNITIES (things you can choose to learn, to do, to achieve)	THREATS (things that can hinder you from growing and going forward)



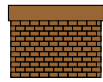
## Block Mentality

Your Block



I used to think the world was all about the block I lived on. The world was no bigger than my block. There was nothing out there. -Eddie, GA Graduate

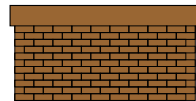




## Eddie Explains Block Mentality?

Block mentality is:

- ☐ Seeing the world through the eyes of your block (where you live).
- ☐ Using your limited experience to define the world (if it didn't happen on my block, it does not matter).
- ☐ Not seeing yourself beyond your block. The block is the end of the road for you.
- ☐ The block is your comfort zone, my home. Even with the danger, it is where you feel safe.



## Effects of Block Mentality

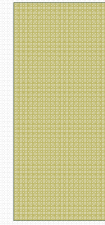
- You give up on dream – career, education, anything to better myself.
- You are afraid of trying something new.
- You don't trust the world outside of the block.
- You don't want to hear anything from anyone outside of your block.
- You don't believe anyone from outside of the block. If you are not from my block, you can't tell me nothing!



## RESOURCES FOR REENTRY

### GETTING AHEAD IN A JUST-GETTIN'-BY WORLD

PHILIP DEVOL, MICHELLE WOOD, MITCHELL LIBSTER  
NATIONAL CONFERENCE-NASHVILLE TN-OCTOBER 6 & 7, 2014



## AMERICA'S PRISON POPULATION





## HISTORY OF GETTING AHEAD IN PRISONS

DEAN JOHNS  
MICKIE LEWIS  
ELAIN ELLERBE  
MITCH LIBSTER  
MICHELLE WOOD



WELCOME

✦ ROLE OF OFFENDERS AND  
GETTING AHEAD GRADUATES.

✦ MITCH AND MICHELLE-  
MARION CORRECTIONAL  
INSTITUTION



## ASSISTANCE WITH BOOKS

## FEATURES OF THE COMPLETE RESOURCES FOR REENTRY BOOKS

### WORKBOOK

- Language, Terms
- Case Studies
- Module 7, Threat Assessment
- 72 Hour Plan
- Resource Development

### FACILITATOR NOTES

- How to work with Corrections Staff.
- How to work with Offenders.



## TRAINING AND WORKSHOPS

- RFR (Resources for Reentry) for Offenders
- RFR Facilitator Training
- Tactical Communications for Corrections Staff
- Bridges training for communities
- Getting Ahead for family members of Returning Citizens

## RESOURCES FOR REENTRY

### • OUTCOMES

- GA pre/post survey
- MPOWER
- Charity Tracker

### • ENDORSEMENTS

- Ohio Department Of Rehabilitation & Corrections,
- Marion Matters
- Mid-Ohio Re-entry Coalition



## THE RESOURCES FOR REENTRY MODEL



## THE RESOURCES FOR REENTRY MODEL

### RFR Reentry works with:

- Offenders,
- Their families,
- Bridges Communities,
- Existing Reentry Programs,
- Correctional Facilities,
- Communities

### Purpose of Model:

- To support Ex-Offenders,
- Strengthen Families,
- Improve Recidivism Rates,
- Build communities

## ROLL OUT OF THE MODEL



## PHASE I: BRIDGES COMMUNITIES

- Identify first Bridges sites that want to use RFR immediately. Engage them in early stage roll outs and pilot sites.
- Encourage existing Bridges Communities to expand their work to include reentry, providing GA to families and connecting with existing reentry programs.
- Offer Tactical Communication Workshops and information about the new Reentry Model/Books to Corrections Staff.





## PHASE II: REENTRY PROGRAMS

- Encourage existing Reentry Programs, that meet the RFR Reentry criteria, to add elements offered in the RFR Reentry Model that they do not currently use.
- Example, Pre-release using RFR Reentry or connections with families. Required criteria for partnerships with existing criteria (SEE HANDOUT).



## PHASE III: STATE DEPARTMENTS OF CORRECTIONS

- Utilize outcomes generated by RFR Reentry to establish program as an evidence supported Model.
- Work towards an evidence-based status.



## BRIDGES SUPPORT FOR GA GRADS & RFR GRADS



- Employee Resource Network
- Bridges Financial Management Courts
- Achievement Alliance (post-secondary)
- Youth-R Rules
- Courts
- Housing
- Child Care
- Workforce Development

## CONCLUSION

- We can offer corrections established Bridges sites and a tested curriculum.
- We are close to securing a data collection system that can give us return on investment information and measure the development of resources.
- With the new RFR Reentry Model we are positioned to respond to the opportunity



## Danville Area Community College



---

---

---

---

---

---

---

---

## Danville Area Community College

- ▶ FY 13 Students– 2,230 FTE, 8,764 headcount
- ▶ College of choice for nearly 40% of high school graduates
- ▶ Area of Manufacturing and rich farm land
- ▶ Unemployment—typically higher than the state or national average

---

---

---

---

---

---

---

---

## Danville, IL

- ▶ Nearly 1 in 3 people live below the poverty line with nearly 56% of children living in poverty
- ▶ 40% have worked in the last 12 months
- ▶ 58% of those working part-time did not work continuously for the entire year
- ▶ Of those living in poverty, 42% are white, 51% black, 7% AI/A or other
- ▶ Those 25 or above, 69% have a HS diploma, equivalency, some college or college degree

---

---

---

---

---

---

---

---



## Achieving the Dream

- ▶ Increased our data collection
- ▶ Collected data by cohorts
- ▶ Disaggregated by race, gender, socio-economic status
- ▶ Identified gatekeeper courses

---

---

---

---

---

---

---

## Expanded Our Vocabulary

- ▶ Equity
- ▶ Focus Group
- ▶ Scale Up
- ▶ Disaggregate
- ▶ Intervention

---

---

---

---

---

---

---

## Established Sub-Teams

- ▶ Equity and Inclusion
- ▶ Teaching and Learning
- ▶ First Year Experience

---

---

---

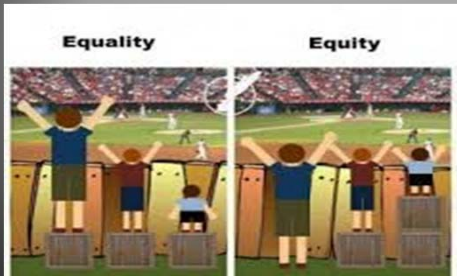
---

---

---

---

## Equity & Inclusion



---

---

---

---

---

---

---

---

## The Team:

- ▶ The Equity and Inclusion team is comprised of faculty, staff and administrators from key offices:

President; Chief Financial Officer;  
Institutional Effectiveness; Faculty  
(Developmental, Science, Liberal Arts);  
Student Services

---

---

---

---

---

---

---

---

## How decisions are made:

- ▶ Data Driven:
  - Equity Survey during All Staff In-service
  - Focus Groups with Students and Staff
  - Continuous disaggregation of data

---

---

---

---

---

---

---

---

## Courageous Conversations



---

---

---

---

---

---

---

---

## Concerns to Address:

- ▶ Why are we only focusing on the black students?
- ▶ Why are we not looking at economics as opposed to race?
- ▶ Support Groups don't work!
- ▶ The students wouldn't want to be singled out!

---

---

---

---

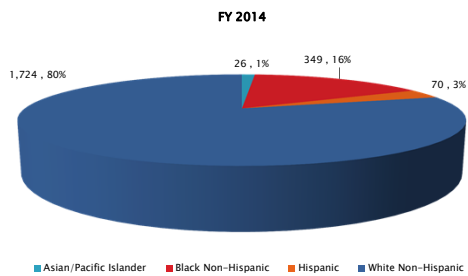
---

---

---

---

## Total Students in Gatekeeper Courses By Ethnicity



---

---

---

---

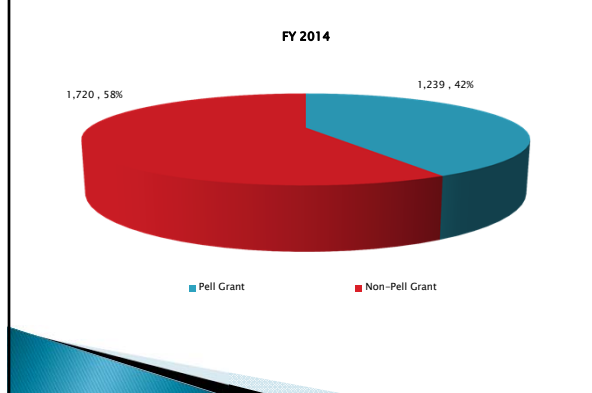
---

---

---

---

Total Students in Gatekeeper Courses by Socio-Economics




---

---

---

---

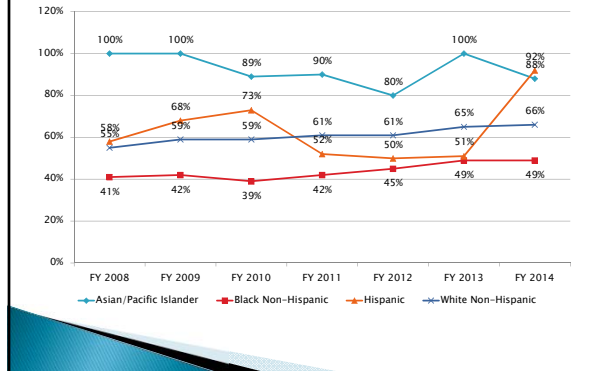
---

---

---

---

Success Rates for Gatekeeper Courses Among Pell Grant Recipients by Ethnicity




---

---

---

---

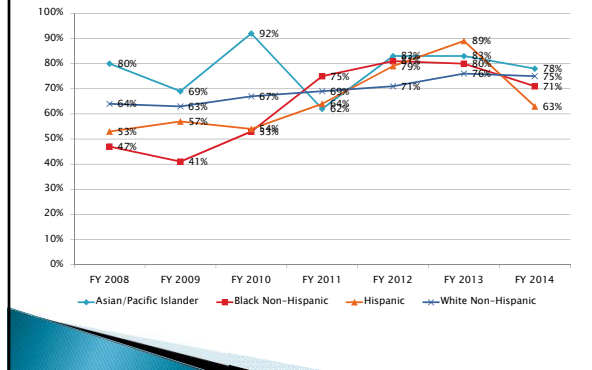
---

---

---

---

Success Rates for Gatekeeper Courses Among Non-Pell Grant Recipients by Ethnicity




---

---

---

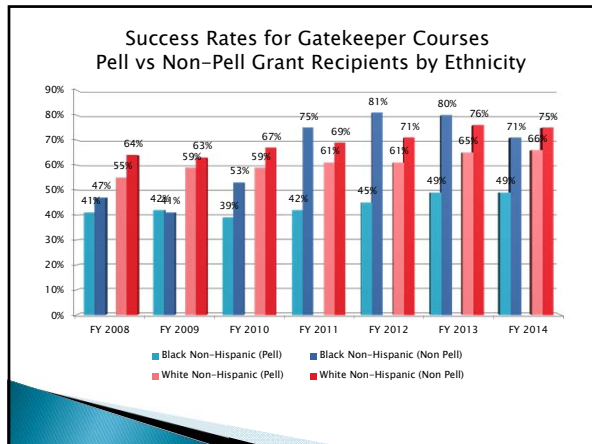
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

## What did the Data say?

- Statistically significant success gaps between minority groups and their white counterparts
- Initial focus on improving overall success rates and specifically those of minority groups
- Overall success rates improved as did overall success rates among minorities
- The team looked at how to scale up their efforts to affect a larger number of students.

---

---

---

---

---

---

---

---

---

---

## Transitioning to Economics

- From an economic perspective, we see that minority students who are not Pell eligible actually saw a substantial increase in success rates during the course of the work done so far.
- However, we are still seeing a substantial socio-economic gap
- We are now addressing this gap through *Investigations into Economic Class in America* with our students and *Getting Ahead...in a just gettin' by world* in the community.
- 

---

---

---

---

---

---

---

---

---

---

## Initiatives

- ▶ **Students:**
  - A-MALE (African American Males Addressing Life Effectively )
  - WISE (Women Inspiring Success Effectively)– Cultural focused Freshmen orientation course
  - Success In College (Freshman Orientation class)
  - Investigations class for WISE & TRiO program
- ▶ **Staff:**
  - A Framework for Understanding Poverty
  - Finish Line...a barrier simulation exercise
  - Incognito– Michael Fosberg
  - *Getting Ahead...in a just gettin' by world*
  - *Investigations into Economic Class in America*
- ▶ **Community:**
  - Bridges for Businesses
  - Getting Ahead...in a just gettin' by world...for area employees

---

---

---

---

---

---

---

---

## Results :

- ▶ The AA student initiatives continue to inform the leadership team on barriers and concerns.
- ▶ AtD “scaling model”; the Equity and Inclusion team focus is transitioning from ethnicity gaps to economic gaps to impact greater numbers of students.
- ▶ Piloting 2 Investigations into Economic Class in America Fall 2014

---

---

---

---

---

---

---

---

## What have we Learned

- ▶ Transforming lives is hard work, be prepared for failure
- ▶ Have to have “buy-in” from all sectors of the community
- ▶ Do a Reality Check!
- ▶ Develop a plan of action!

---

---

---

---

---

---

---

---



---

---

---

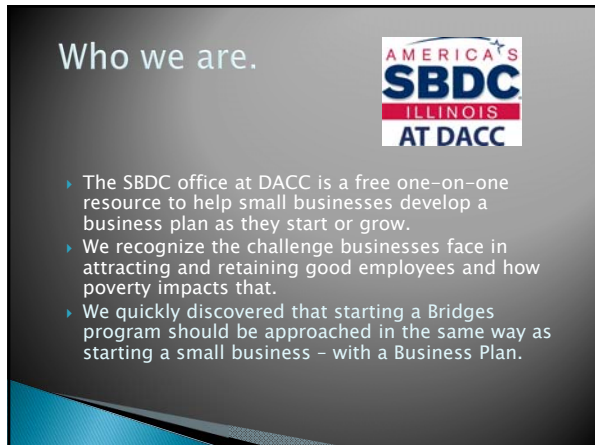
---

---

---

---

---



---

---

---

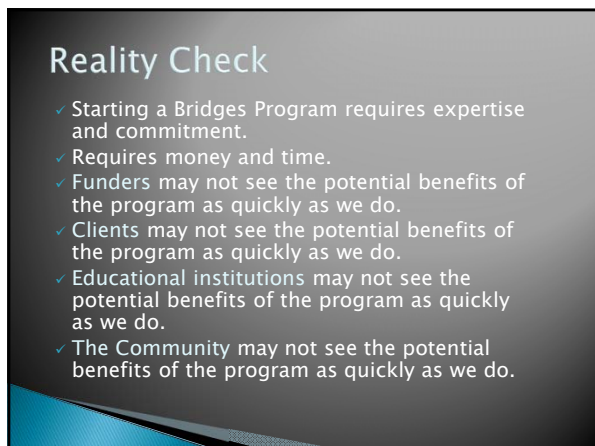
---

---

---

---

---



---

---

---

---

---

---

---

---

Every business starts with an idea!



- ▶ Bridges programs start with that aha! moment for one or two individuals in your community.

2

---

---

---

---

---

---

---

---

Personal Feasibility Checklist

- ▶ Are you comfortable addressing poverty?
- ▶ Do you have a frame of reference to understand poverty?
- ▶ Do you have a network that can help?
- ▶ Can you personally adapt to changing conditions?
- ▶ Do you have the physical stamina and emotional strength to handle creating this program?
- ▶ Do you understand that starting this type of program probably means taking on additional responsibilities in your already busy life?
- ▶ Do you understand that you may or may not be compensated for this extra time?
- ▶ Are you comfortable being the front person for this cause?

---

---

---

---

---

---

---

---

As with a business, Bridges project managers wear many hats!



- ▶ You plan, staff, control and direct. You will find that some hats fit you better than others; you may have to beg, borrow or buy some of the hats that you find you are missing.

3

---

---

---

---

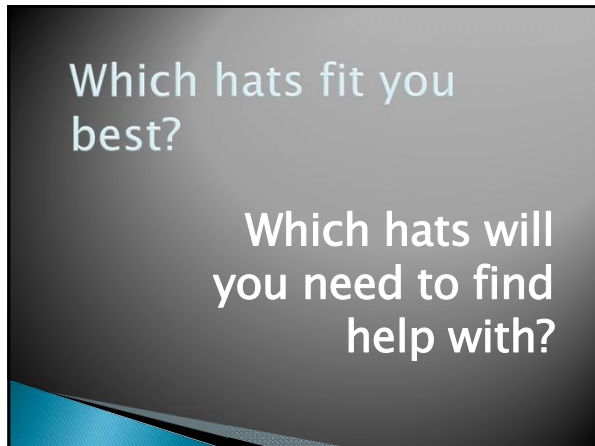
---

---

---

---






---

---

---

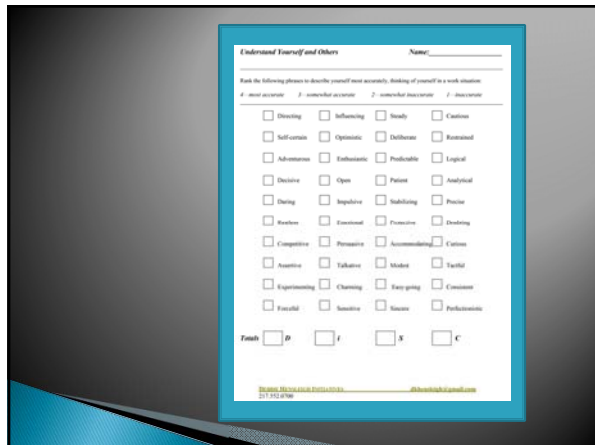
---

---

---

---

---




---

---

---

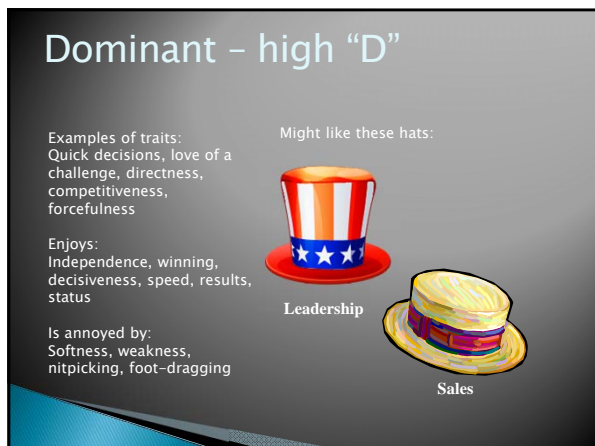
---

---

---

---

---




---

---

---

---

---

---

---

---

## Influencing – high “I”

Examples:  
Much interaction,  
importance of relationships,  
expressing thoughts and  
feelings,  
optimism, belief that work  
can be fun, constant change

Enjoys:  
Creativity, enthusiasm,  
passion

Is annoyed by:  
Too much emphasis on  
research, rules, or  
regulations, boredom,  
ignoring the  
group, insensitivity

Might like these hats:



Sales



Marketing



Personnel

---

---

---

---

---

---

---

---

## Stable – high “S”

Examples:  
Security, stability, harmony,  
teamwork, joint projects,  
pleasant and relaxed  
atmosphere

Enjoys:  
Conformity, cooperation,  
helpfulness, loyalty

Is annoyed by:  
Disruptions, pushiness,  
verbal or physical attacks,  
strong individualism

Might like these hats:



Product Development



Operations



Marketing

---

---

---

---

---

---

---

---

## Conscientious – high “C”

Examples:  
High standards, careful  
analysis, tact, diplomacy,  
weighs pros and cons

Enjoys: Accuracy,  
completeness, attention to  
detail, dependability, on-  
time performance

Is annoyed by:  
Mistakes, sloppiness,  
lateness, incomplete  
research, too much  
enthusiasm

Might like these hats:



Finance



Operations

---

---

---

---

---

---

---

---

## Why does it matter?

If you focus on:



Operations

And not:



Sales

Then:

You may produce a wonderful program, but you may not have funding to operate it or investigators to participate.

---

---

---

---

---

---

---

---

## Fill in the gaps

- ▶ Perhaps your co-facilitator scores high in the areas where you score low. Partners can share duties, complimenting each other's preferences.
- ▶ Expand your team to find experts to handle the areas you like least. Identify potential team members in the area who like fundraising or have connections to pools of potential participants.
- ▶ Hire an employee to assist in the areas that are your lower scores. (But remember, employees mean funding.)
- ▶ Of course, you have the ability to wear all the hats, but all areas are important, so don't short-change one just because it is your least favorite and understand that the more people you pull into the project, the more successful it will be.

---

---

---

---

---

---

---

---

## Your Business Plan



Whether you are seeking team members, funders, community support or participants, a well thought out plan will help guide you through your business' goals and objectives, marketing, financial strategies and it will serve as an introduction to the program you want to bring to your community.

6

---

---

---

---

---

---

---

---

## Your Bridges Program Plan

- Executive Summary
- How are individuals and communities, nationally, impacted by poverty today
- What does your program look like and what will it do
- Market Analysis – who is impacted by poverty today (your target customers)
- Marketing Strategy – how will you reach these various customers and convince them to participate in your program.
- Budget

---

---

---

---

---

---

---

---

## What You Sell

### Defined Programs

- Investigations (College)
- Getting Ahead (Business/Employees)
- A Framework for Understanding Poverty (K–12)
  - Bridges Out of Poverty (Community)

But what are you really selling and who is buying it?

---

---

---

---

---

---

---

---

## Market Analysis -Target Audience

What you sell...	Program offered	Program offered	Program offered	Program offered	Program offered	Program offered
	Investigations	Investigations				
Feature	Semester-long college course	Semester-long college course				
Benefit	Build resources to succeed in college & in life.	Students adapt well and complete their course of study.				
Who will buy...	Under-resourced & first generation college students.	College Administration				
Male or Female						
Age range						
Geographic area						
Individual/Business						
Income level						
Children at home						
Homeowner						
Race/Ethnic						
# Customers						

---

---

---

---

---

---

---

---

## Competition

**Who provides a similar program now?:** Most likely the need for your product or service is being met in some way today. Identify who is meeting that need and list them in the first column with their address and check off which products or services you are offering that they also provide.

**Why people “buy” from them:** Take an honest look at these competitors. Visit them if you can or at least visit their on-line presence. Why are people buying from them now? Is their program working?

**Why people will “buy” from you instead:** If you are to carve out a niche in your chosen field, you will probably have to take that business from someone who has it now. How will you do that? What can you do better or faster? How can you be more convenient? Try not to assume that you will be able to undercut them in price. When we get into the next section on costs, you may find out why they charge what they do.

---

---

---

---

---

---

---

---

## Competition

	Product/Service 1 Investigations (students)	Product/Service 2 Investigations (administration)	Product/Service 3	Product/Service 4	Product/Service 5	Product/Service 6
Who Sells It now?						
TRIO program						
Success in College						
Required classes						
Social programs						
Retention						
Personnel						

Why people buy from them:

---

---

---

Why people will buy from me instead:

---

---

---



---

---

---

---

---

---

---

---

## Marketing Strategy

What you sell...	Product/Service: Investigations Target Market: Under-resourced & first generation college students
Marketing / PR	
Newspaper	
Magazines	
Radio	
Television	
Outdoor (Billboards)	
Website	
Social Media	
Business Cards	
Flyers	
Direct Mail	
Direct Contact	
Newsletters/Email Blasts	
Projected Students/Investigations/Funds needed	

---

---

---

---

---

---

---

---

## Implement your plan

- ▶ Assemble your team
- ▶ Create a checklist and timeline based on your planning document
- ▶ Identify the most important stakeholders and present your plan to them first
- ▶ Follow up with details
- ▶ Start your program
- ▶ Celebrate your success!

---

---

---

---

---

---

---

---



## The Common Good in an Uncommon Way

One Church's Journey of Cross-Sector Collaboration

## An Overview

- ♡ A snapshot of our story
- ♡ Why?
- ♡ How?
- ♡ What?



## A Snapshot of Our Story

- ❖ Will we survive?
- ❖ What do we do now?
- ❖ What is this shaping us into?
- ❖ What strategies need updated for growing impact?



## What is not changing?

- ❖ **Mission:**
  - ❖ Developing Fully Devoted Followers of Jesus Christ
- ❖ **Core Beliefs:**
  - ❖ Jesus is still our Savior
  - ❖ Sin is still our problem
  - ❖ Grace is still God's offer
  - ❖ Faith is still our response
  - ❖ The Bible is still God's Word



## The Why

- “The church remains the epicenter of what is possible. It's the most uniquely positioned channel of cultural influence when it's operating on all cylinders. No other institution regularly convenes people who work within all channels of culture on a weekly basis...

## The Why

- ...On any given Sunday in the church, leaders from all channels join together to pray, worship, learn and socialize all in one place. They are sent out, dispersed to support one another and to work within the sphere of society God has gifted and called them to in order to carry out his restoration work.”

- **Gabe Lyons** in *The Next Christian*

## The Why

- “Christianity will not be attractive enough to win influence except through sacrificial service to all people, regardless of their beliefs.”

- **Tim Keller** in *A New Kind of Urban Christian*

## The Why

- “Mission describes everything the church is sent into the world to do, including the political dimension of social concern. While our love of neighbor is first expressed in our desire to share the gospel, it does not stop there, but extends to all human needs”

- **John Stott** in *Christian Mission in the Modern World*



## The Why

- “One of Martin Luther’s dicta was that we are saved by faith alone but not by a faith that remains alone. His point is that true gospel belief will always and necessarily lead to good works, but salvation in no way comes through or because of good works. Faith and works must never be confused for one another, nor may they be separated.”

- **Tim Keller** in *Center Church*

## The Why to The How Strategy

- Relentless in our pursuit of the social, spiritual and cultural good
  - Social - how people relate to people
  - Spiritual - how people relate to God
  - Cultural - how people relate to systems
- Jer. 29:4-7; Mt. 5:45-46; Jn. 1:14; Eph. 2:10

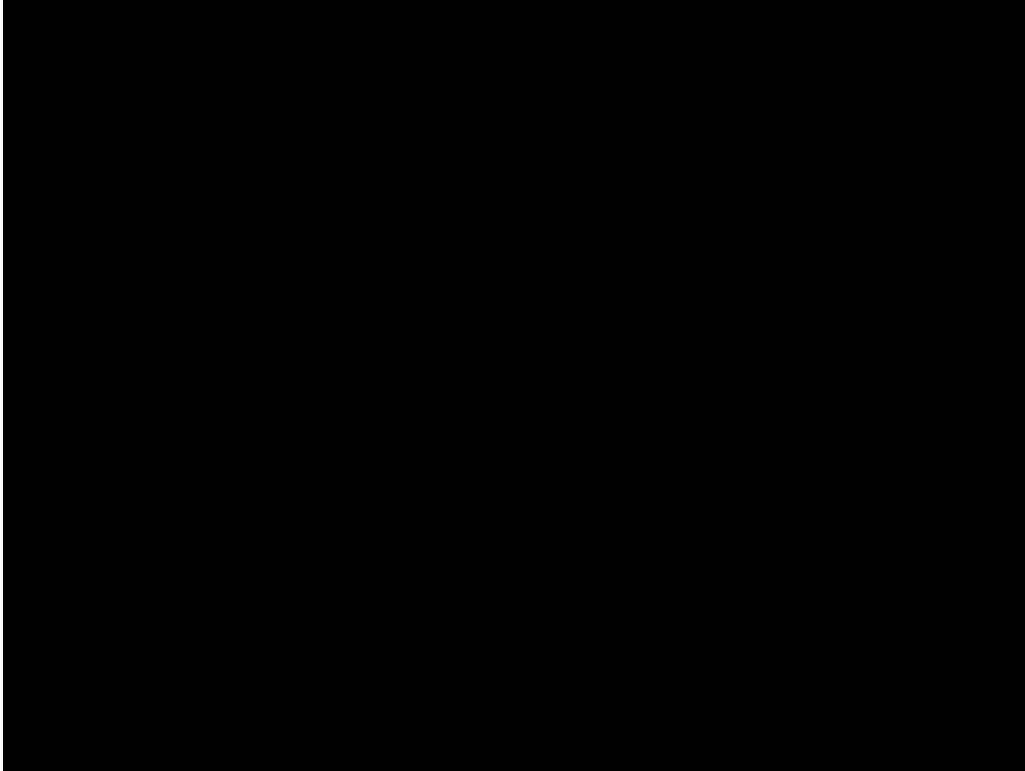
## The How to the What

- Began conversations with the right people
- Asked simple questions:
  - If money & people resources were no object, what would you really want to do?
  - How can we help?
- Began Bridges training
- Started something
  - “A good plan today is better than a perfect plan tomorrow.”

## The What



TOGETHER2014



## The What

- **Together Initiative** - A collaborative effort of organizations and people working together for the common good in the Pequea Valley community.
- **Some ways we've done this:**
  - Summer school programming & lunches
  - Sponsoring Getting Ahead classes
  - Cleaning roads
  - Refurbishing school & municipal buildings
  - Community wide picnics
  - Food drives
  - Centralized & built community food ministries center
  - Upgrades to park playground equipment
  - Assist in development of youth sports programming
  - Contribute to development of district wide preschool program
  - Annual Run, Ride, Walk fundraising event

## How Does Together Work?

- Right people in place
- Some structures we've found helpful:
  - Together Steering Committee
  - Together Churches Steering Committee
  - Shared Mission & Evangelism Philosophy
- Shared beliefs:
  - What could be done if we don't care who gets the credit?
  - If you want to go faster, go alone, if you want to farther, go together.
  - "Mistakes are expected in a culture of adventure, but feared in a culture of safety." Edwin Friedman, A Failure of Nerve

## More Info

**[www.togetherforthegood.com](http://www.togetherforthegood.com)**  
**[www.gracepointparadise.com](http://www.gracepointparadise.com)**





## The Common Good in an Uncommon Way

One Church's Journey of Cross-Sector Collaboration

# Addressing the Challenges of Poverty through Healthcare Integration

**Christine Seals, M.D.**  
**Mike Shirtcliff, D.M.D**



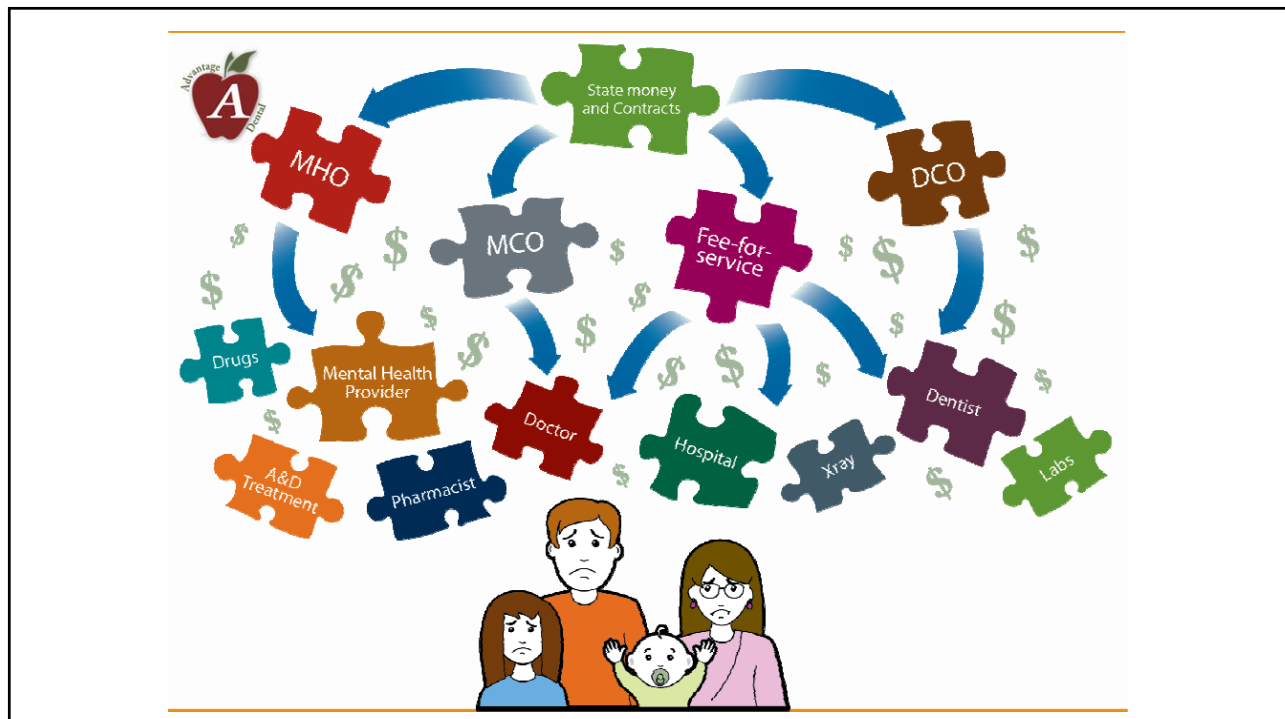
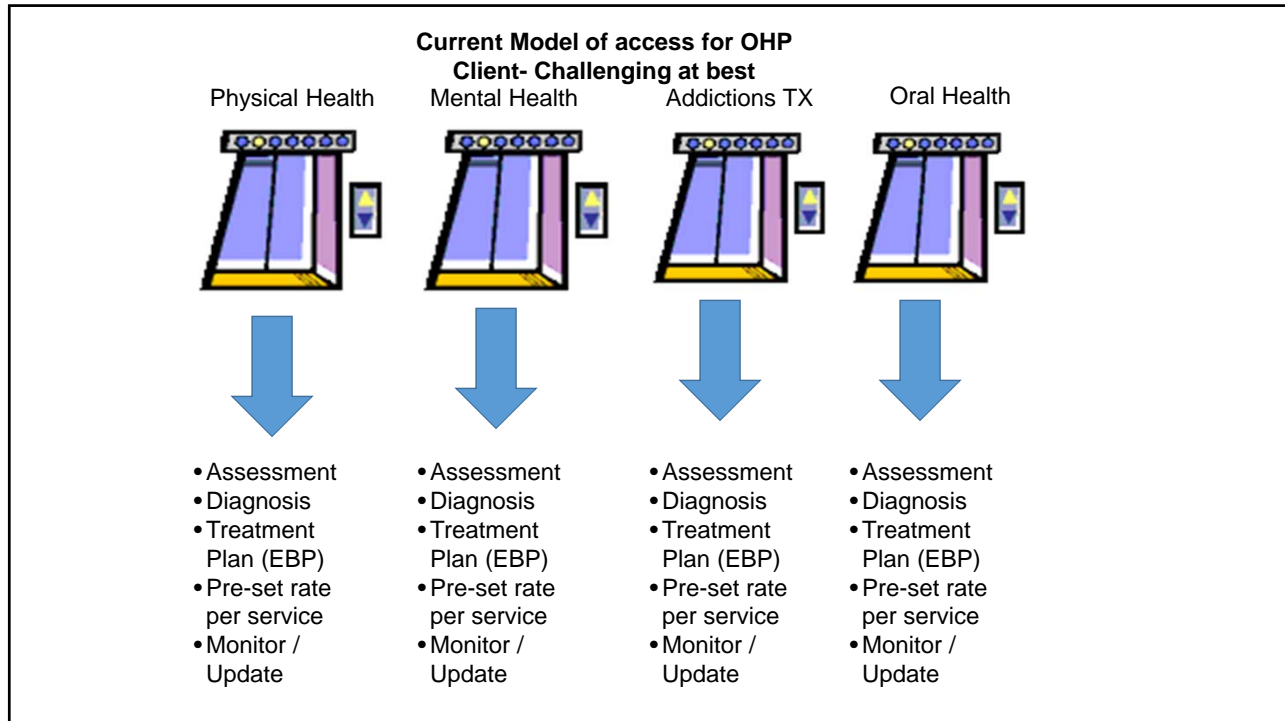
## Changes in Oregon Health Plan



## Achieving the Triple Aim:

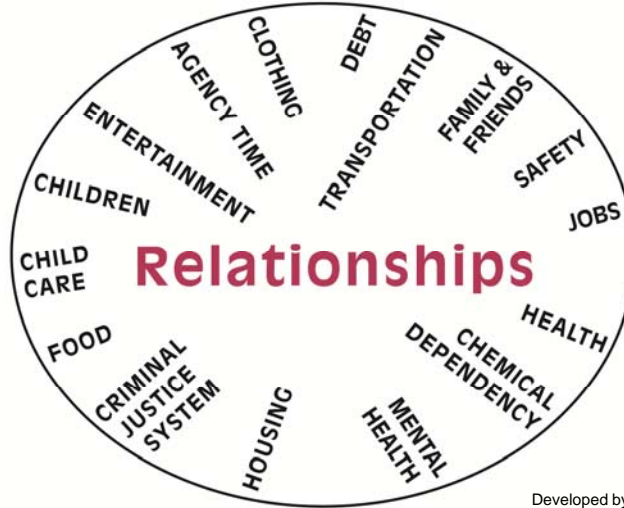
The Simultaneous Pursuit of:

- **Population Health**
- **Enhanced Individual Care**
- **Controlled Costs**



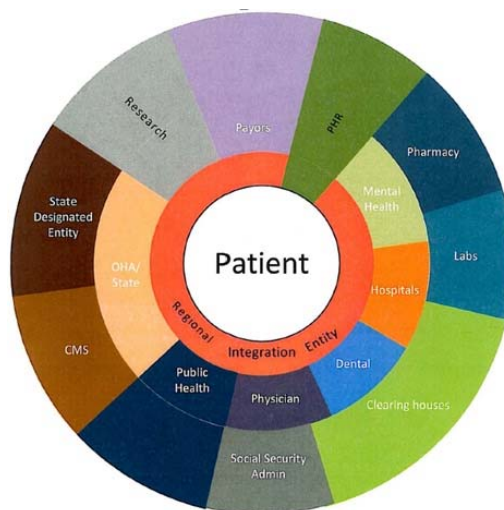
## Mental Model for Poverty

### What It's Like Now

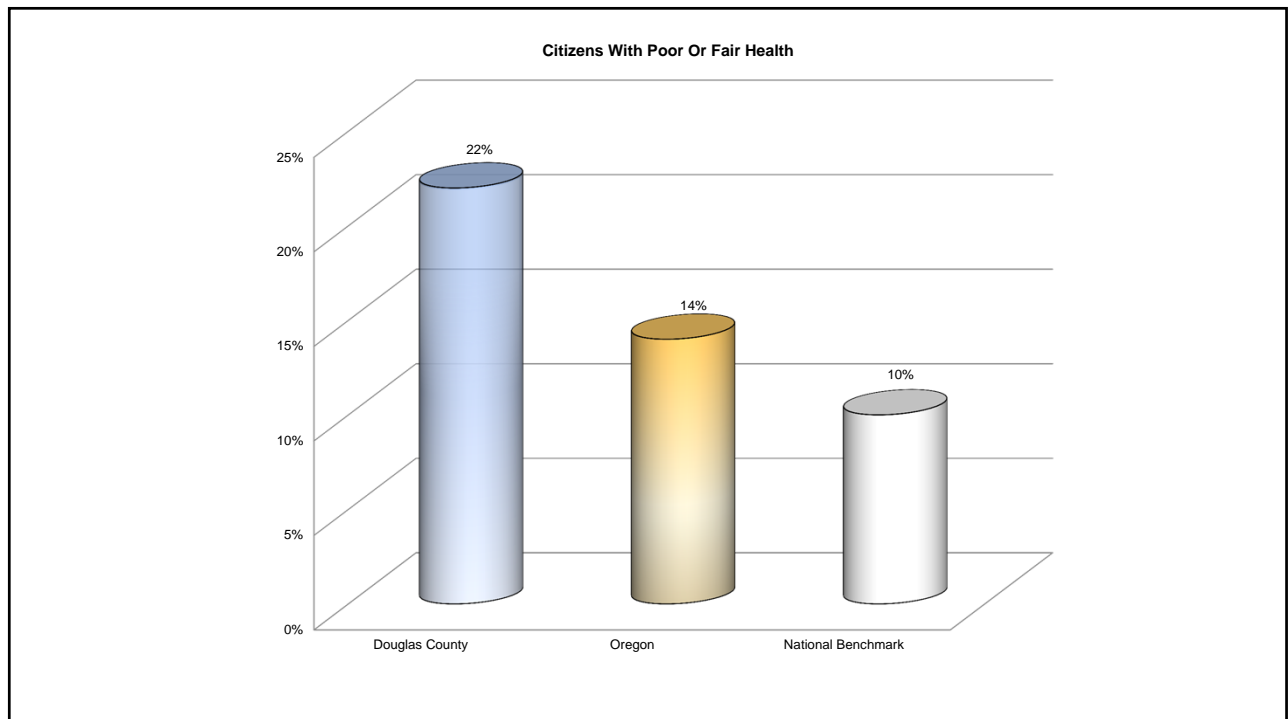


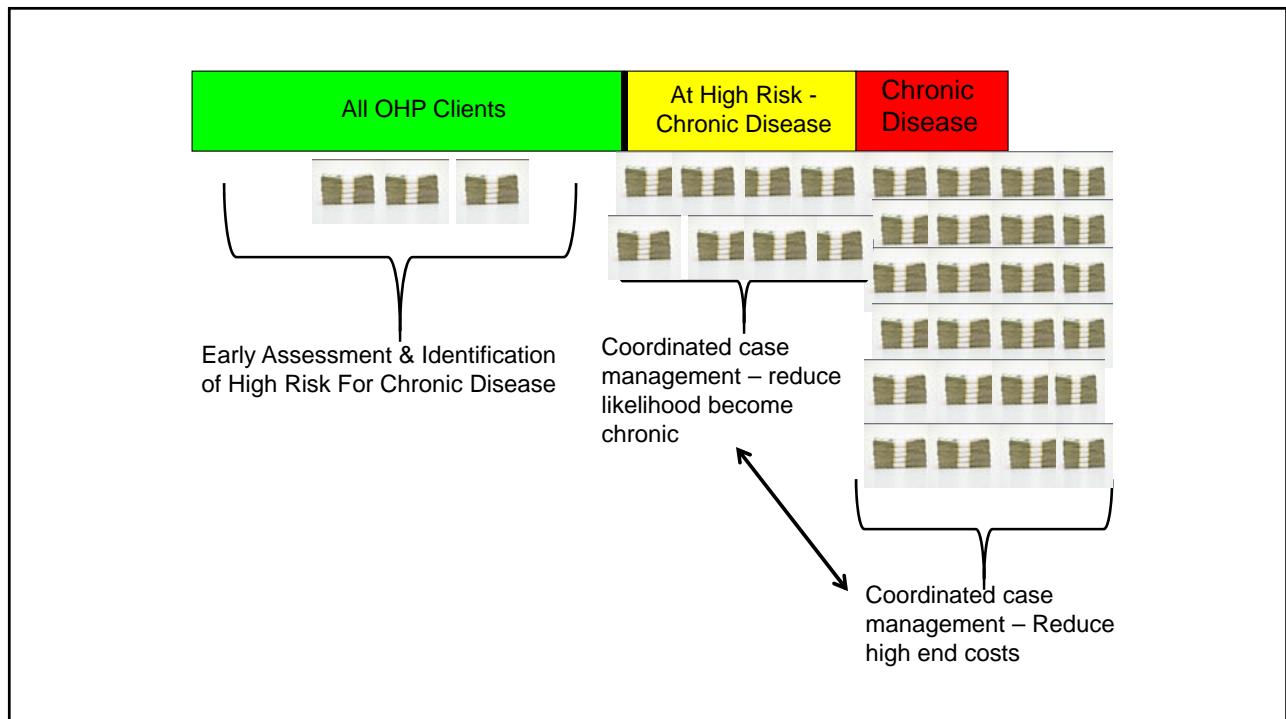
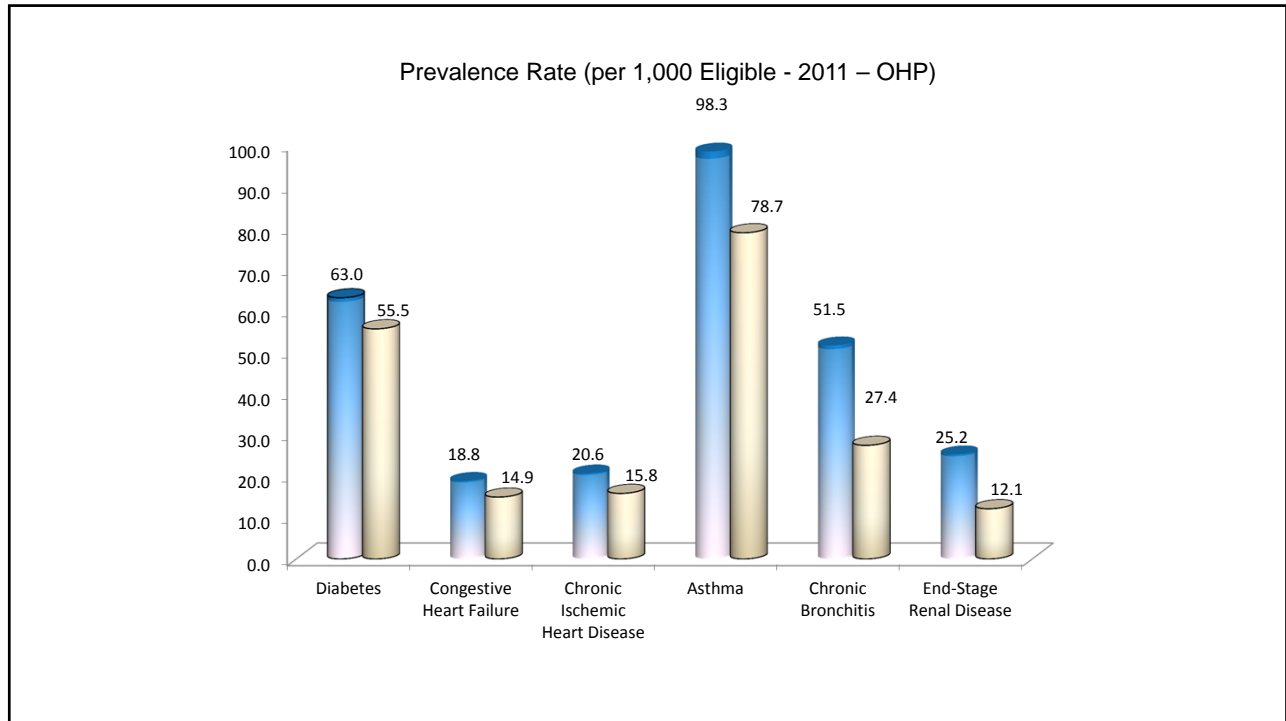
Developed by Phil DeVol (2006)

## CCO Model













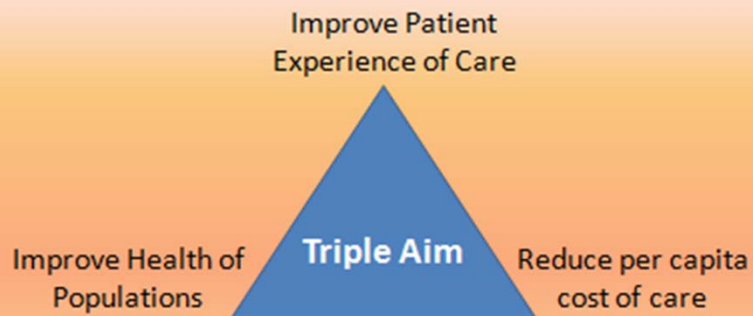
## Co-Investigating Health Issues



- 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*, (1998), by Robert Sapolsky.

## New Era of Health Care: ACA & CCOs

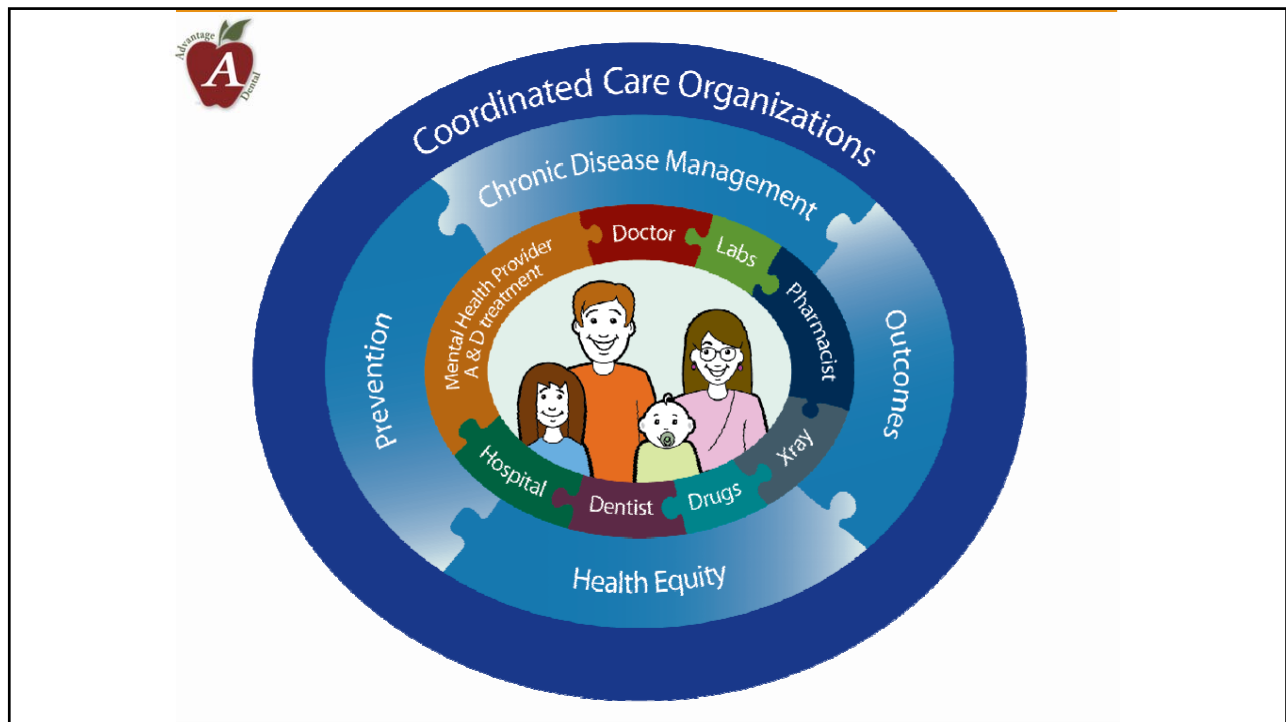


**IHI Triple Aim Initiative**

Better Care for Individuals, Better Health for Populations, and Lower Per Capita Costs



Integration creates a culture which allowed integration of medical, mental health and oral health providers to bring innovative methods to health care delivery

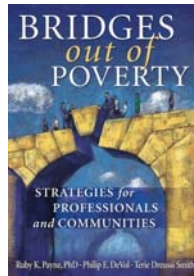


**The more we understand  
how class affects us and  
are open to hear how it  
affects others, the more  
effective we can be.**



# Workshop Goals

## Day One



### Individual Lens

To introduce a framework (or larger perspective) for understanding poverty.

## Day Two

To review the skills, policies, and procedures that will enable organizations and communities to become more skilled in working with individuals who are in poverty.

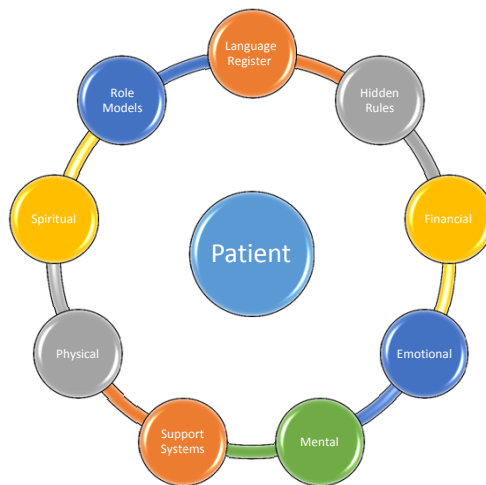








## Viewing Patient in Their Environment



## Systems Change

- Making our message more meaningful
- Giving our message a future focus
- Separating environmental barriers from personal strengths

## Thinking from a different framework

- What impact does thinking from a different framework have.....
- Changing paradigms and what that looks like



## Community Engagement

- Child Abuse Prevention Partnership (CAPP)
- Umpqua Health Alliance
- Advantage Dental
- Mercy Medical Center
- ADAPT
- Family Development Center
- Other community partners

## Integration of Health Care Nashville, Tennessee Fall, 2014



“The future is where our greatest leverage is.”

Advantage HQ Redmond, OR

Paradigms, the Business of Discovering the Future, Joel Arthur Barker



## ***Streptococcus mutans*** **Transmission**



## Early Dental Infection

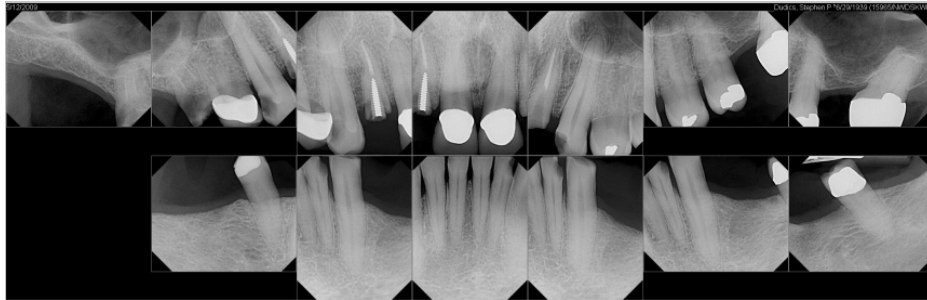




## NORMAL PRIMARY DENTITION



## Dental Infection: Full Mouth



## Dental Infection: Full Mouth





THE BULLETIN • THURSDAY, MARCH 15, 2012

MONEY

Prineville resident Tishon Reinhardt, 14, ended up in the emergency room due to excruciating tooth pain. Dental issues are a common reason for an emergency room visit and were the No. 1 diagnosis in the Prineville emergency room in 2010.

**A dental crisis**

• Lack of access to dental care driving more low-income patients to emergency rooms for tooth woes

By Beth Q. Cliff  
The Bulletin

Tishon Reinhardt, 14, ended up in the emergency room due to excruciating tooth pain. Dental issues are a common reason for an emergency room visit and were the No. 1 diagnosis in the Prineville emergency room in 2010.

The 14-year-old Prineville woman does not have dental insurance and, as a summer seasonal worker, she said she has no way to pay for dental care. So, when a crack in her tooth caused what she described as excruciating pain, she felt she had nowhere else to go.

Most recently, she went in two months ago, she said, because the pain had kept her from sleeping for two days.

Burch's situation is common. In 2010, more patients visited Pioneer Memorial's ER for dental issues than for any other reason, said the department's medical director, Dr. Josh Cook.

"Dental pain is ubiquitous," said Cook.

A lot of people can't afford good dentistry. Many of the people with the Oregon Health Plan or no ability to pay come to the emergency room as a place of last resort.

In this way, Pioneer Memorial is part of a nationwide trend. A national report by the Pew Center on the States found that dental conditions were the primary diagnosis for more than 650,000 emergency room visits across the country in 2010. The report found a 10 percent increase in dental visits to emergency rooms between 2005 and 2010.

In Oregon, the Pew report found the number of dental-related emergency room visits by patients enrolled in OHP, the state's Medicaid program that provides health and sometimes dental coverage for those with low incomes, increased 10 percent between 2008 and 2010.

**Percent of Oregonians without dental insurance**

The number of Oregonians without coverage for dental care increases the number without health insurance. Experts say access to dental care is a major public health issue.

Without health insurance	Without dental insurance
17%	34%
Without insurance that pays for routine dental care	19%
Ages 4-18 without routine dental coverage	34%
Ages 19-64 without routine dental coverage	68%
Ages 65-plus without routine dental coverage	

Source: Kaiser Family Foundation, Oregon Health Authority

Andy Ziegler / The Bulletin

## Dental care in the ER: wrong place, wrong time



*Sattenspiel says that in a better coordinated system, patient-centered teams could steer patients toward timely preventive care, including dental checkups.*

**May 17, 2011 - When someone shows up in a hospital emergency room with a toothache, it's not just the patient who hurts.** Dental treatment in the ER — inefficient, costly and untimely — is a sign of missed opportunity for preventive health and a failure for coordinated care. Unfortunately, it happens a lot.

For example, 2,085 patients of a leading Lane County medical group went to hospital emergency rooms for dental problems last year. That accounts for more than 4 percent of the group's ER visits. The most common diagnosis was tooth decay — the most preventable of chronic diseases in adults and children.

"ERs are not the place to go for dental care," says Dr. John Sattenspiel, chief medical officer of Lane Individual Practice Association (LIPA), a Eugene-based doctors group that contracts with the state to take care of Oregon Health Plan clients. "All they can do is something temporizing," such as prescribe antibiotics for a presumed infection or narcotics for pain.

Meanwhile, the underlying problem, a lack of preventive oral health, goes untreated.

"It's not the kind of system that anybody who actually wanted to take care of the issue would set up," Sattenspiel says.

Several factors combine to bring dental patients to the ER, the most expensive and least effective place for treatment. Many Oregonians have no source of routine dental care, either because they lack insurance or can't find a dentist to see them. When coverage of preventive dental care is limited or people have a hard time making appointments, they tend to wait until dental problems turn into emergencies such as infection, inflammation or pain. Wait times for dental appointments are long. Few clinics have walk-in hours, and those that do often cannot see patients right away.

In a better-coordinated system, as in Oregon's proposed health transformation, patient-centered teams would help steer patients toward timely preventive care, including dental checkups.



# Boy who died of tooth abscess becomes symbol for reform

by Judson Berger | Staff Writer  
Gazett.Net

Thursday, March 8, 2007

The 12-year old Prince George's County boy who died last week from what began as a tooth infection is quickly becoming a national symbol among lawmakers and advocates of the need to expand and improve dental coverage.

EMBARGOED FOR RELEASE  
UNTIL 12:01 A.M. ET, TUESDAY,  
JANUARY 8, 2013



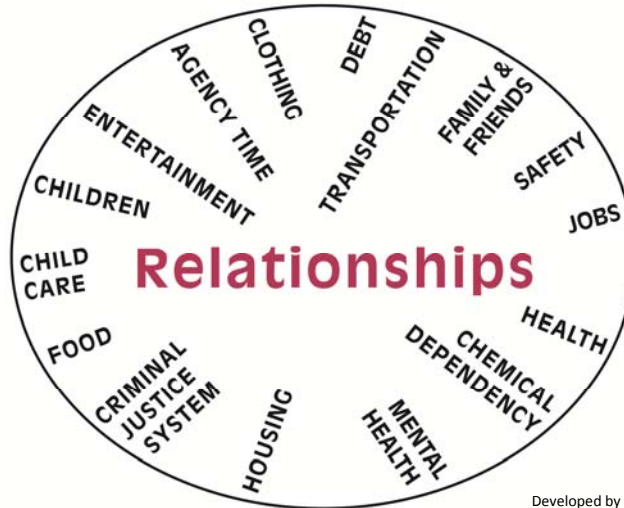
## Falling Short Most States Lag On Dental Sealants

PEW CENTER ON THE STATES

DENTAL SEALANTS

## Mental Model for Poverty

### What It's Like Now



## 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.”**

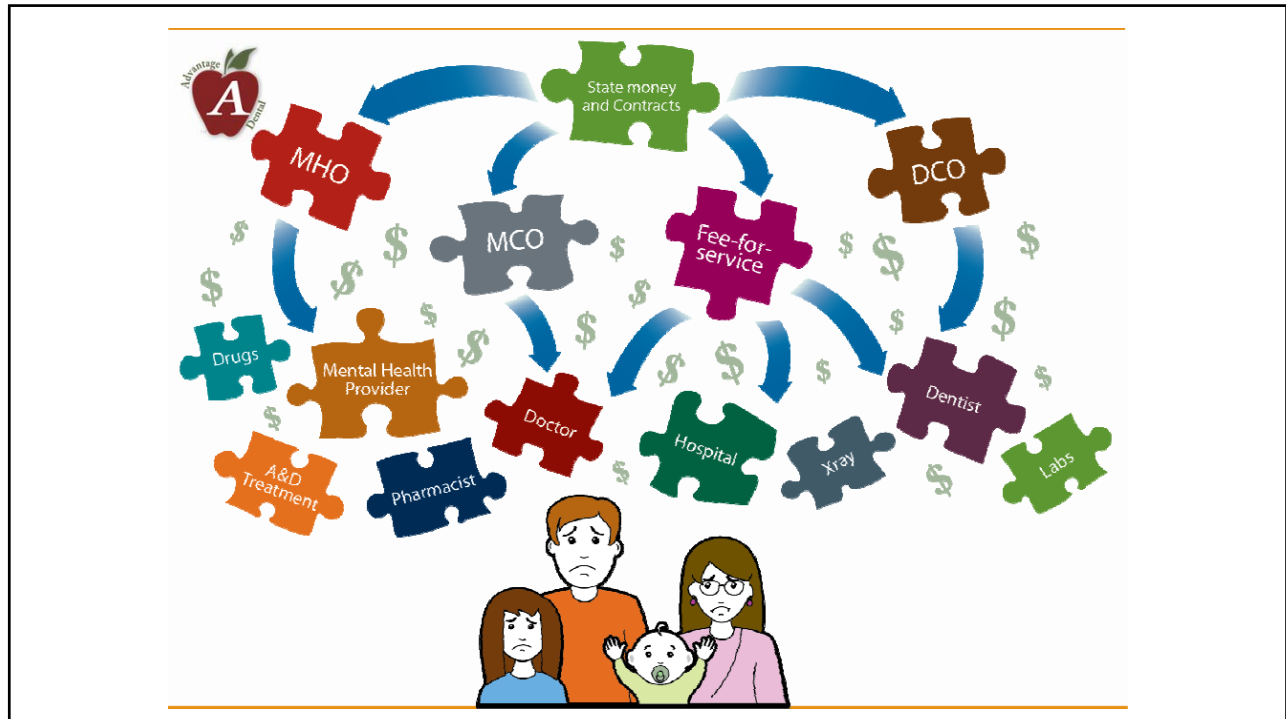
Source: *Management of the Absurd*, (1996), by Richard Farson.

## Key Point #7

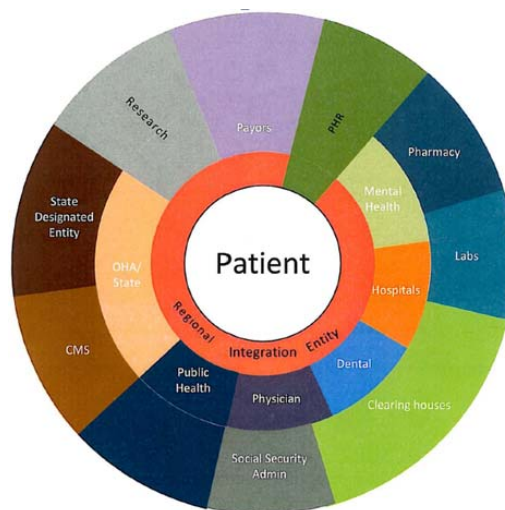
**Schools and businesses operate from middle class norms and use the hidden rules of middle class.**



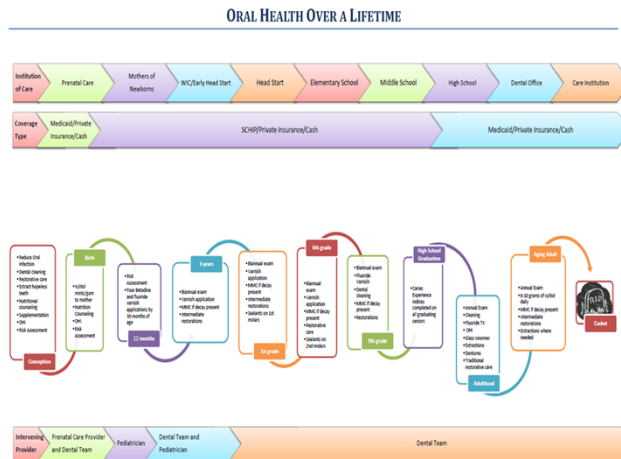
Community Population Based  
Health Care



## CCO Model



## Prevention Right treatment, right time, right place And what time in life to intervene?



## Conception

to get the infection under control in the pregnant women so she can deliver an infection free baby and keep the child disease free through 3 years of age and beyond.



## Goals & Expectations

- Increase preventive visits for pregnant women and Birth–12 months
- Decrease pediatric patients receiving care in the OR
- Decrease ER visits for dental concern
- Decrease unnecessary drug use
- Control infection/decrease disease burden
- Graduate students from high school without dental decay



## Prevention – Expectations

Each coordinated care organization prioritizes working with members who have high health care needs, multiple chronic conditions, mental illness or chemical dependency and involves those members in accessing and managing appropriate preventive, health, remedial and supportive care and services to reduce the use of avoidable emergency room visits and hospital admissions.

(House Bill 3650 & ORS 414.625)





*“Perfection is the  
enemy of good....”*

Voltaire



# Addressing the Challenges of Poverty National Conference

Nashville, TN  
October 6 & 7, 2014

## Partnerships that Matter: Higher Education and Local School Districts

Nancy Varian, PhD  
Malone University  
Canton, Ohio



## Can partnerships between colleges and local schools work?

*Early research suggests...that there is a difference in how university professors and teachers think, (Kagen, 1993) and there is a dichotomy between the “ivory tower” of the university and the “trenches” of the public school (Rakow and Robinson, 1997)*

## In addition...

- *Both institutions are devoted to the pursuit of learning and intellectual development, and both play a major role in socializing and preparing American youth for future roles in society*
- *Beyond the commonalities of purpose, there are also the pressing needs which arise from the problems confronting public schools, especially in low income urban areas. If public education is indeed in “crisis,” then one might expect that universities, as centers of research and advanced learning, would be both a logical and appropriate resource for assistance.*

*Noguera 1998*

- *Mutual interests, not charity or guilt, should drive collaborations between universities and schools. Undoubtedly, achieving such partnerships will also require visionary leadership; leaders who recognize that the fates of these two institutions – higher education and public k-12 education – are inextricably linked.*

*Noguera & Klevan 2011*

**Who are we?**  
**Where are we?**



*Canton Repository*  
Headlines read...

**“Family poverty  
in Canton: Worst  
among Ohio's  
biggest cities”**

#### Poverty levels

Percentage of families and individuals whose income was below the poverty level in 2008.



SOURCE: US CENSUS DATA REPOSITORY/GRAPHIC

That equates to 65,730 people

## 1 in 4 children in Stark County are food insecure



## Stark County, Ohio has...

- **6 Universities**
  - Malone University
  - University of Mount Union
  - Walsh University
  - Kent State/Stark
  - Ashland University/Branch
  - Stark State (2 year Tech)
- **17 School districts (60,017 students)**
  - 12 locals
  - 5 cities

## Community Resources

- Countless local resources with the number of universities
- Strong business and organizational interest in the education of our youth
- **Dedicated foundational support** (Stark Community Foundation, Deuble Foundation, David Foundation, Timken Foundation, Sisters of Charity)
- **Concentrated geographic area**



## Community Needs

- Networking – knowing what different agencies and institutions are doing and what their goals are
- Connectivity – finding ways to collaborate as not to duplicate services
- Capitalizing on the culture of the whole community... knowing strengths of different areas and how to utilize them
- Educate the community on understanding the issues of poverty

How can we partner to assist our K-12 schools as well as benefiting our own university students and staff?



## Teacher preparation program partnerships – college and local school districts

- Student teaching
- Field experience
- College/university visits by high school students
- Local tutoring
- Volunteerism



## Grants...federal, state, and local....

Improving Teacher Quality Grant

National Professional Development Grant

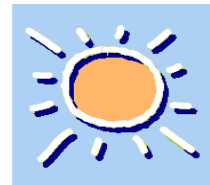
State Department Grants

Locally funded Grants - ARTSinSTARK

## SUNBEAMS!!

2007 – 2013 Improving Teacher Quality (in school districts with low-income demographics)

Ohio Board of Regents Grant (79,000)	2008-2009	25 PreK-K teachers
Ohio Board of Regents Grant (89,000)	2009-2010	30 PreK-K teachers
Ohio Board of Regents Grant (92,000)	2010-2011	30 PreK-K teachers
Ohio Board of Regents Grant (98,000)	2011-2010	30 1 <sup>st</sup> and 2 <sup>nd</sup>
Ohio Board of Regents Grant (99,000)	2012-2011	30 1 <sup>st</sup> and 2 <sup>nd</sup>
Ohio Board of Regents Grant (115,000)	2013-2014	30 1 <sup>st</sup> and 2 <sup>nd</sup>



## National Professional Development Grant – Project ACHIEVE

- Partnership of two area universities and six city and county school districts
- Two million dollar, five year project
- Project **ACHIEVE**

Access to Curriculum and High Quality Instruction for Educators Valuing English Language Learners



## State Department Grants

- Environmental studies
- Physical education programs
- Exchanges for students and teachers

.....All with international partnerships

**Universities** provide  
grant writing skills,  
leadership & support

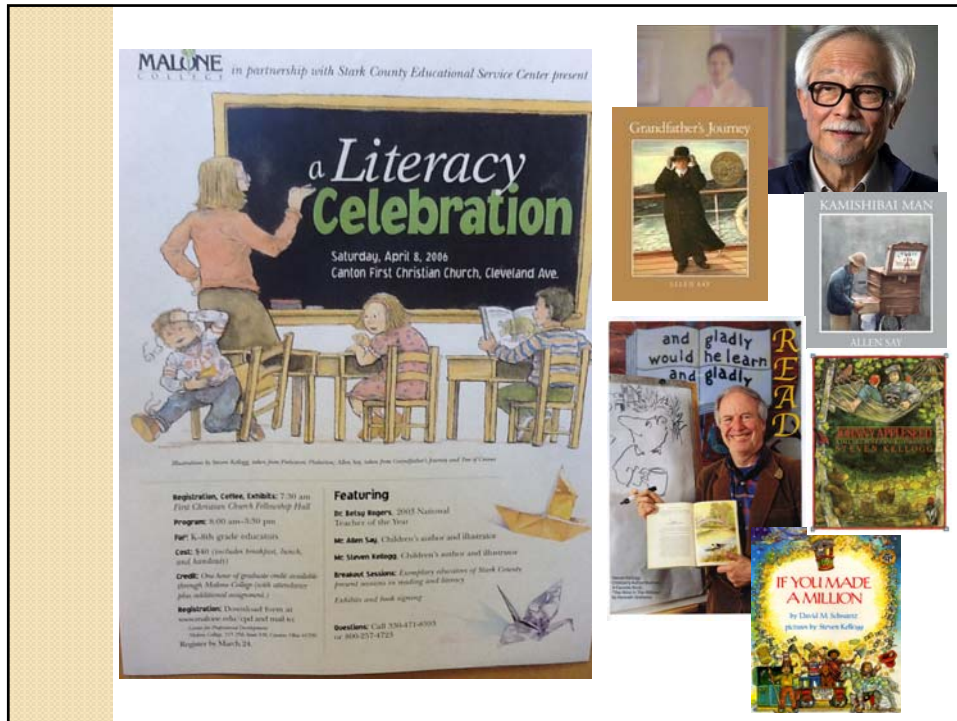
**Schools** provide  
home stays and  
school involvement



## Local grant support and professional development combined...

Literacy Celebrations from 2006 to 2012

- \* Bring in children's book authors and/or illustrators to share their work
- \* Invite area educators (teachers, librarians, art teachers, etc.) to participate
- \* Get local grant support to sponsor local school activities based on the work of the guest presenter



## 2009

- ArtsinStark Grants
  - Kamishibai Story Telling – 3 school districts, hundreds of middle school, and primary students to create and share stories through the Japanese art of storytelling
- (\$3,000.00)







Malone College Center for Professional Development presents the 2nd annual

# Literacy Celebration

March 31 | Malone College Campus

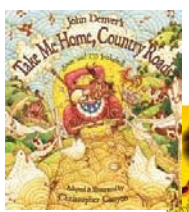


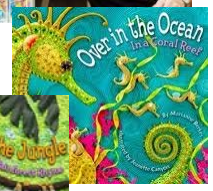

**Registration, Cost:** 7:30 am  
Sub Auditorium, Mitchell Hall  
**Program:** 8:00 am–3:30 pm  
**For:** K–5th grade educators, art and music teachers, administrators  
**Cost:** \$40 (includes continental breakfast, lunch, and handouts)  
**Credit:** One hour of graduate credit available with attendance and additional assignment  
**Registration:** Download form at [www.malone.edu/cpd](http://www.malone.edu/cpd) and mail to:  
Center for Professional Development  
Malone College, 515 25th Street NW, Canton, Ohio 44705  
Register by March 30. Space is limited.

**Featuring:**  
 **Christopher Canyon**, award-winning book artist and musician  
 **Juvenile Canyon**, award-winning book illustrator  
*Featured books will be available for purchase and autograph signing.*



**Information:** Call 330-471-8595 or 800-257-4723  
**MALONE COLLEGE**  
CANTON'S EDUCATION HEART


Malone College Center for Professional Development | 515 25th Street NW, Canton, Ohio 44705 | [www.malone.edu/cpd](http://www.malone.edu/cpd)




Malone College Center for Professional Development presents the 3rd annual


# Literacy Celebration

March 24, Malone College Johnson Center

**Featuring:**  
 **Jerry Pallotta**, children's author


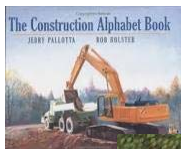

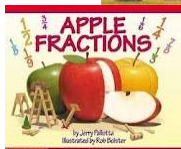
**Registration, Cost:** 7:30 am  
Johnson Center, Cleveland Ave.  
**Program:** 8:00 am–4:00 pm  
**For:** Elementary teachers, early childhood teachers, intervention specialists, administrators, support staff, and librarians  
**Cost:** \$50.00 (includes continental breakfast, lunch, and handouts)  
**Credit:** One hour of graduate credit available with attendance and additional assignment  
**Registration:** Download form at [www.malone.edu/cpd](http://www.malone.edu/cpd) and mail to:  
Center for Professional Development  
Malone College  
515 25th Street NW  
Canton, Ohio 44705  
Register by March 21, 2015

**Featuring:**  
 **Sticky Reptile**  
 **Apple Fractions**  
 **Butterfly**  
*Featured books will be available for purchase and autograph signing.*



**Information:** Call 330-471-8595 or 800-257-4723 ext. 8595  
**MALONE COLLEGE**  
CANTON'S EDUCATION HEART

Malone College Center for Professional Development | 515 25th Street NW, Canton, Ohio 44705 | [www.malone.edu/cpd](http://www.malone.edu/cpd)





Malone University Center for Professional Development Presents the 4th Annual

# Literacy celebration

Saturday, April 4, 2009  
Malone University Brehme Conference Center

**Featuring:** Herman Parish, author of Amelia Bedelia series

**Registration, Coffee:** 8:00 am  
Brehme Conference Center

**Program:** 8:30am–2:00pm

**For:** PreK–8th grade educators, art and music teachers, librarians, and administrators

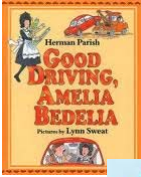
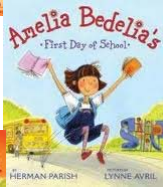
**Cost:** \$50 (includes continental breakfast, lunch, and handouts)


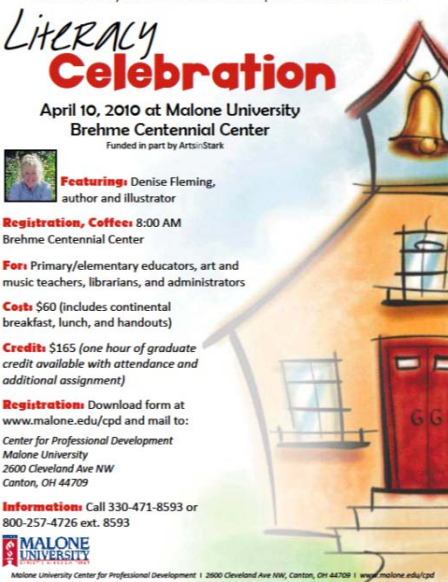
**Credit:** \$155 (one hour of graduate credit available with attendance and additional assignment)

**Registration:** Download form at [www.malone.edu/cpd](http://www.malone.edu/cpd) and mail to:  
Center for Professional Development  
Malone University  
2600 Cleveland Ave NW, Canton, OH 44709

Malone University Center for Professional Development  
2600 Cleveland Ave NW  
Canton, OH 44709  
Information: Call 330-471-8593 or 800-257-4726 ext. 8593

**MALONE UNIVERSITY**  
CANTON, OH

Malone University Center for Professional Development Presents the 5th Annual

# Literacy Celebration

April 10, 2010 at Malone University  
Brehme Centennial Center  
Funded in part by Arts@Stark

**Featuring:** Denise Fleming, author and illustrator

**Registration, Coffee:** 8:00 AM  
Brehme Centennial Center

**For:** Primary/elementary educators, art and music teachers, librarians, and administrators

**Cost:** \$60 (includes continental breakfast, lunch, and handouts)


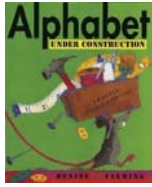

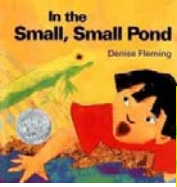
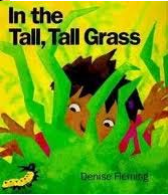
**Credit:** \$165 (one hour of graduate credit available with attendance and additional assignment)

**Registration:** Download form at [www.malone.edu/cpd](http://www.malone.edu/cpd) and mail to:  
Center for Professional Development  
Malone University  
2600 Cleveland Ave NW  
Canton, OH 44709

**Information:** Call 330-471-8593 or 800-257-4726 ext. 8593

**MALONE UNIVERSITY**  
CANTON, OH

Malone University Center for Professional Development | 2600 Cleveland Ave NW, Canton, OH 44709 | [www.malone.edu/cpd](http://www.malone.edu/cpd)

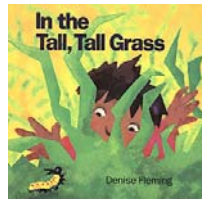






# 2010

## • ArtsinStark Grant

- Denise Fleming– 3 school districts (Plain Local, North Canton, and Malone CDC), over 600 Kindergarten students to learn about her art work, books, and to complete a paper art project.
- Piggy backed on Malone University's Literacy Celebration by bringing a children's author/illustrator

## • \$2400.00 matching grant




Malone University Center for Professional Development presents the 6th annual

# Literacy Celebration

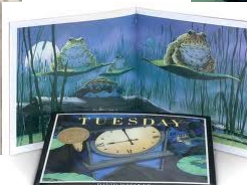
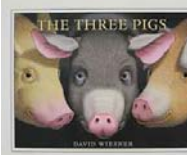
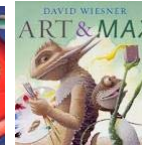
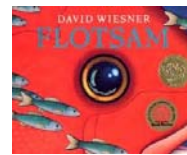
April 9, 2011 | Malone University Johnson Center

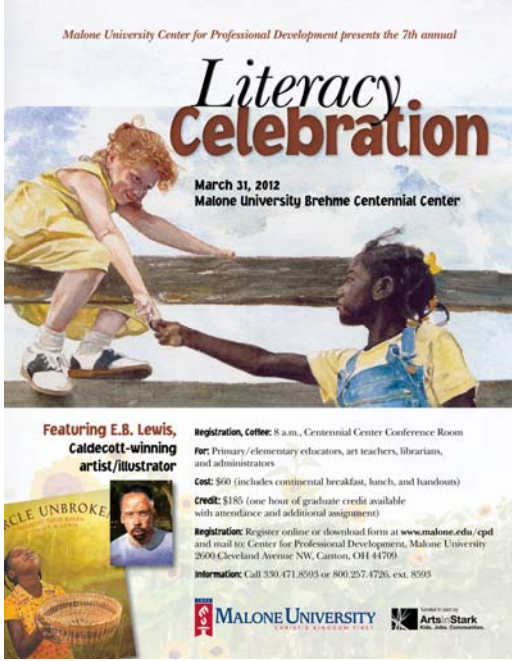
**Featuring David Wiesner;**  
internationally renowned author of 3 Caldecott-winning books



**Registration, Coffee:** 8 a.m., Johnson Center Dining Room  
**For:** Primary/elementary educators, art teachers, librarians, and administrators  
**Cost:** \$90 (includes continental breakfast, lunch, and handouts)  
**Credit:** \$175 (one hour of graduate credit available with attendance and additional assignment)  
**Registration:** Download form at [malone.edu/cpd](http://malone.edu/cpd) and mail to: Center for Professional Development, Malone University, 2000 Cleveland Avenue NW, Canton, OH 44709  
**Information:** Call 330.471.8593 or 800.257.4726, ext. 8593

**MALONE UNIVERSITY**  
COURTESY ANDREW PAUL





Malone University Center for Professional Development presents the 7th annual

# Literacy Celebration

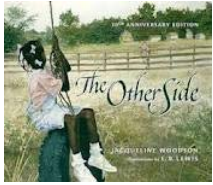

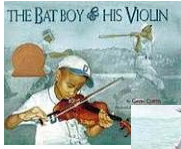

March 31, 2012  
Malone University Brehme Centennial Center

**Featuring E.B. Lewis, Caldecott-winning artist/illustrator**

**Registration, Coffee:** 8 a.m., Centennial Center Conference Room  
**For:** Primary/elementary educators, art teachers, librarians, and administrators  
**Cost:** \$60 (includes continental breakfast, lunch, and handouts)  
**Credit:** \$185 (one hour of graduate credit available with attendance and additional assignment)  
**Registration:** Register online or download form at [www.malone.edu/cpd](http://www.malone.edu/cpd) and mail to: Center for Professional Development, Malone University, 2600 Cleveland Avenue NW, Canton, OH 44709.  
**Information:** Call 330.471.8593 or 800.257.4726, ext. 8593

**Malone University**  
CHRISTIAN KIDNEY CARE

**ArtsinStark**  
KIDS, ARTS, COMMUNITIES

## 2012

- **ArtsinStark Grant**
  - The work of E.B. Lewis 2 school districts (Plain Local and Canton City), over 800 elementary students to learn about his children's book illustrations and work and to complete a project on their own.
- Piggy backed on Malone University's Literacy Celebration by bringing a children's author/illustrator
- **\$2300.00 matching grant**







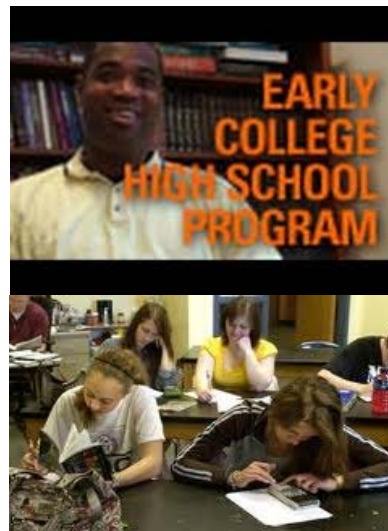

## ARTS in the ORCHARD

- A free event for families to enjoy spending time together, experience art and nature



## Successful partnerships to assist students academically and financially...

- Canton Early College High School (CECHS) is a program designed to provide the high school students of Canton City access to college coursework and college readiness training while completing their four years of high school.
- The program is designed to serve those students normally under represented in higher education by welcoming students of racial and ethnic minorities, low-income families, first-generation college attendees and/or English language learners.
- CECHS has a diverse student body focused on a common goal – attending an institution of higher learning and completing a four year degree.



## Successful partnerships to assist students academically and financially...

- **College Opportunity Credits / Dual Credit**  
Stark County school districts have embarked on a bold, broadly-focused effort to provide College Opportunity Credits—opportunities for students to earn both high school and college credit while attending high school—in ever increasing numbers. This effort involves a series of distinct programs and approaches.

## Special programs hosted on campus...

- **Simulated Model UN** – Social Studies professors working with area high school teachers and bringing students on campus for programming
- **Power of the Pen** – Creative Writing professors offering assistance and student judges for 7<sup>th</sup> and 8<sup>th</sup> grade writing on our campus



## Go out into the schools...

### Campus clubs and organizations

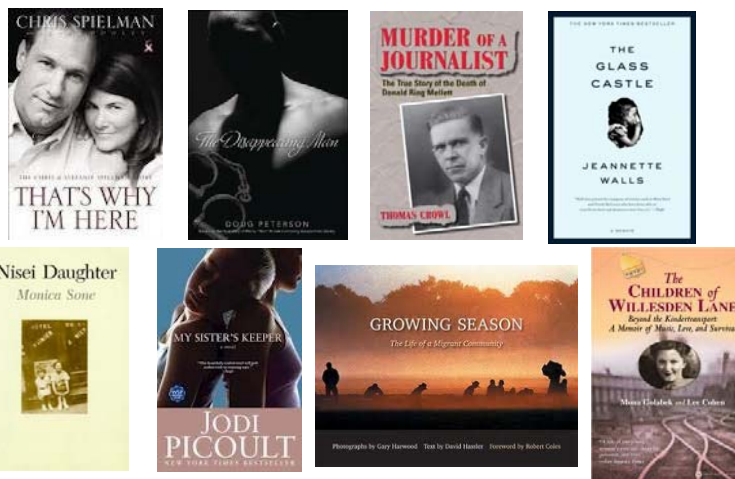
- Free enterprise club... “I pencil” and “Money”
- Into the Streets...volunteering in local neighborhoods around the schools
- Sending out student musicians for concerts
- Student athletes running field days for schools

### Professors and university staff

- Offering in-services and guest speakers
- Serving as consultants or on-line support

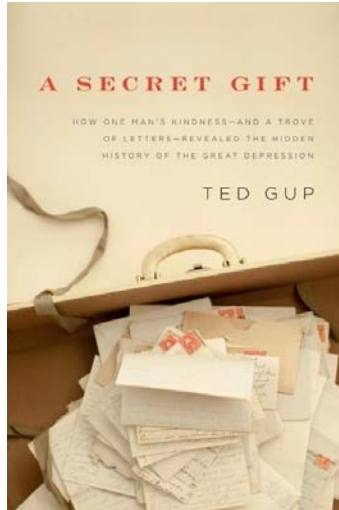
## Community & school connections

- One Book, One Community Reads
  - Community-wide reading program sponsored by The Mayor's Literacy Commission, Malone University, and the Stark County District Library





## More...



## Community Harvest

- One of many organizations who target food insecurity in our community
- Community Harvest was created to collect perishable and prepared food that would otherwise be wasted from local restaurants, caterers, hospitals, and the food industry. This food is then distributed to local soup kitchens, shelters and hot meal program sites to alleviate hunger.

## History of Community Harvest

- Community Harvest was created through the combined and diligent efforts of the members of the Tri-County Restaurant Association and other concerned members of the community.
- Its aim was to increase the involvement of the restaurant and food service industry by collecting excess prepared and perishable food and donating it to community groups serving the homeless and the hungry. Our inception began in October 1989 after “the Good Samaritan Laws” were passed in Ohio. These codes protect food donors and volunteers from liability.

## 90 Different Food Donors



## 29 Community-Based Agencies & Soup Kitchens



eliminating racism  
empowering women  
**ywca**



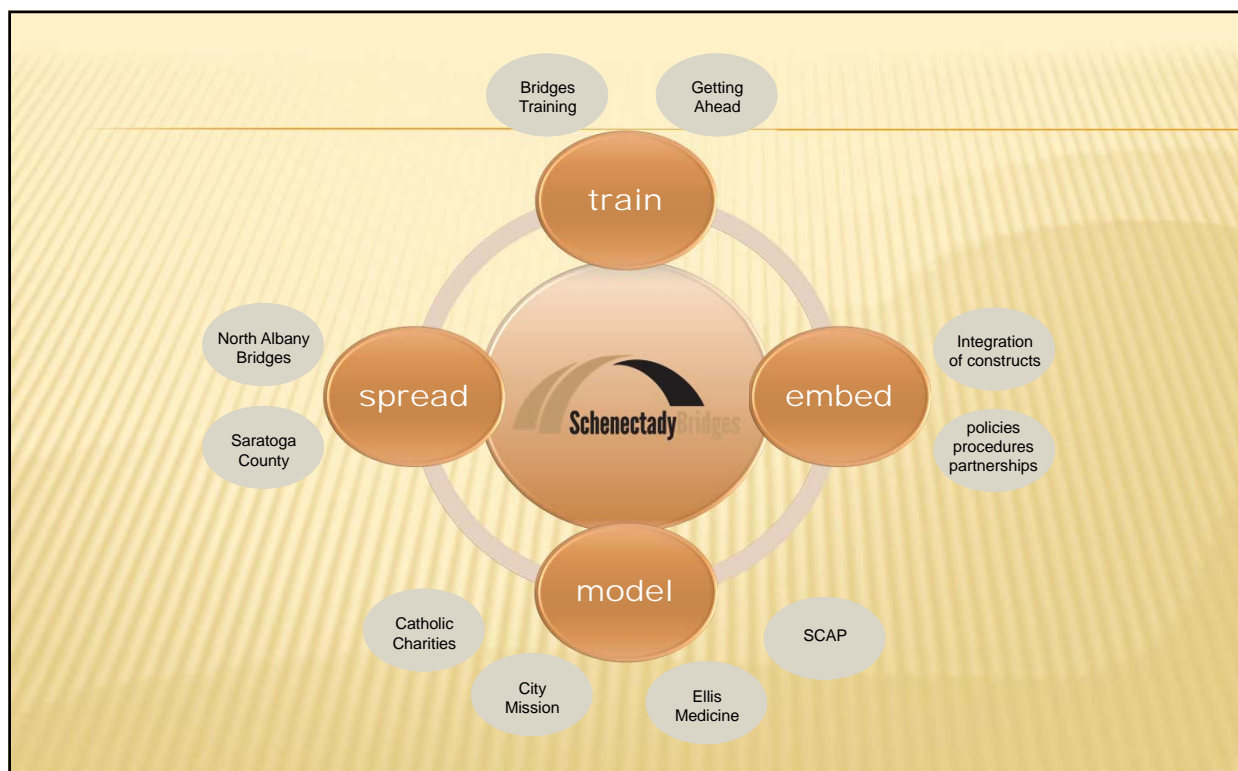
## How is Community Harvest Different?

- We transport food directly from donors to local agencies
- We do NOT charge for the food we distribute
- Our mission is executed by a team of volunteers and a staff of only ONE
- All food collected in Stark County remains in Stark County

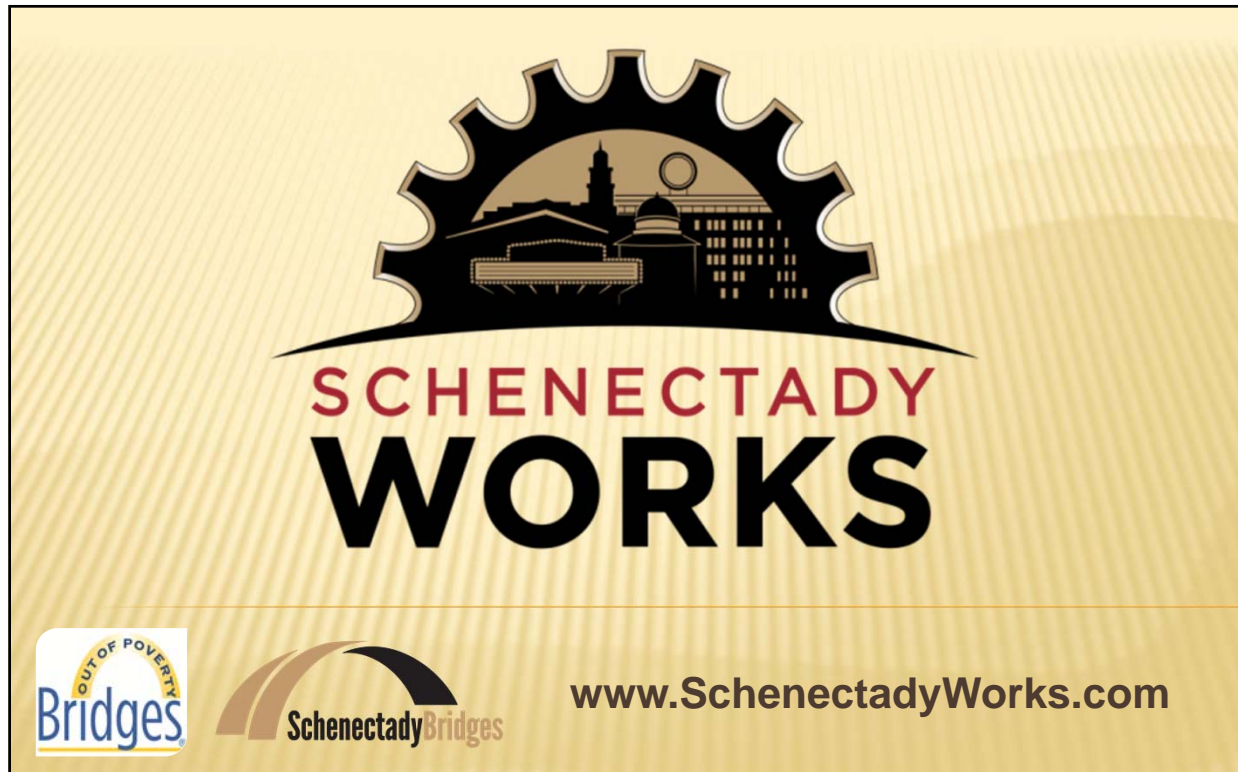
## In summary...Partner through

- Grant writing for the benefit of both
- Teacher prep programs in the schools
- Programs hosted on campus
- Going into the local schools
- Early college high schools and Dual credit programs
- Community & school connections
- Building relationships of academic excellence, trust, reciprocity

THANK YOU...







## Schenectady Area Employer Resource Network

Success Assistance for Valued  
Employees



4



## Employer Resource Network (ERN)

ERN is an employer-based model:

- Consortium of 5 to 10 small to mid-sized businesses
- Workforce consists of entry-level, low-skilled or low-wage
- Employees generally at under-resourced level, receive public assistance
- Low-cost, shared Success Coach

5

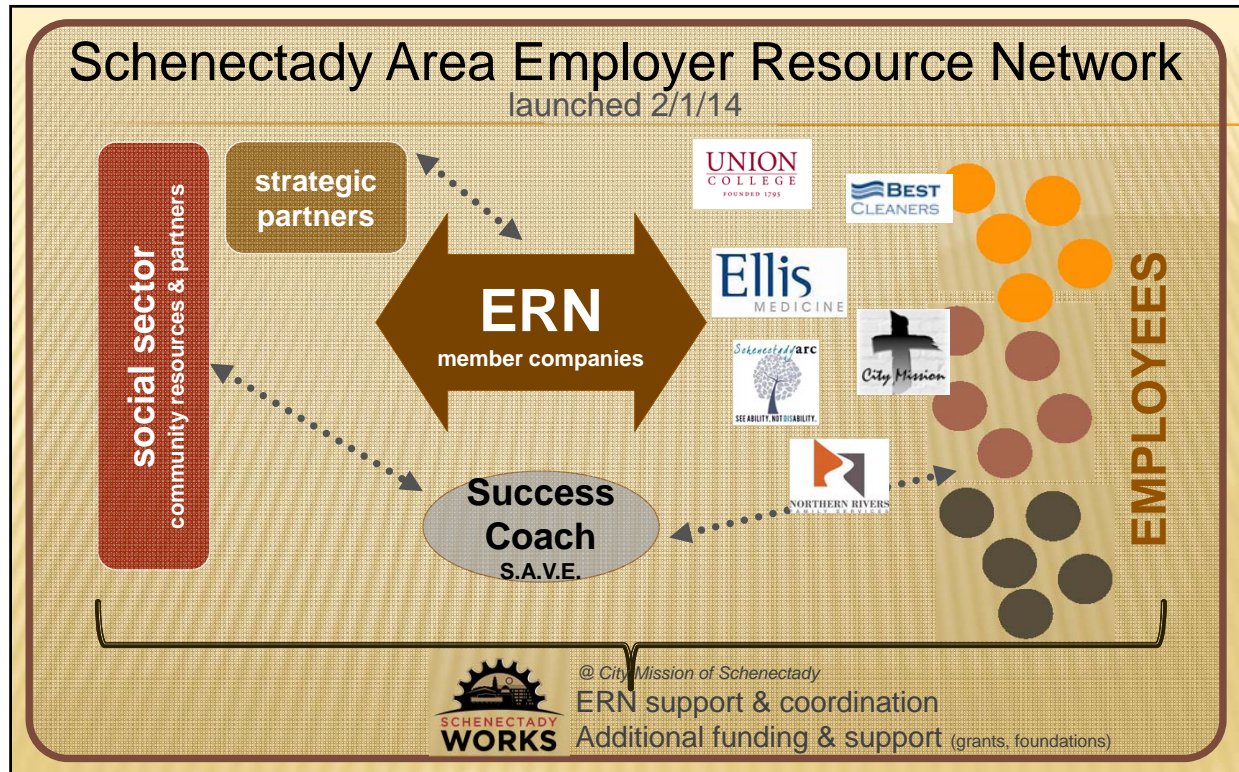
## Defining Under-Resourced Employees

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



6



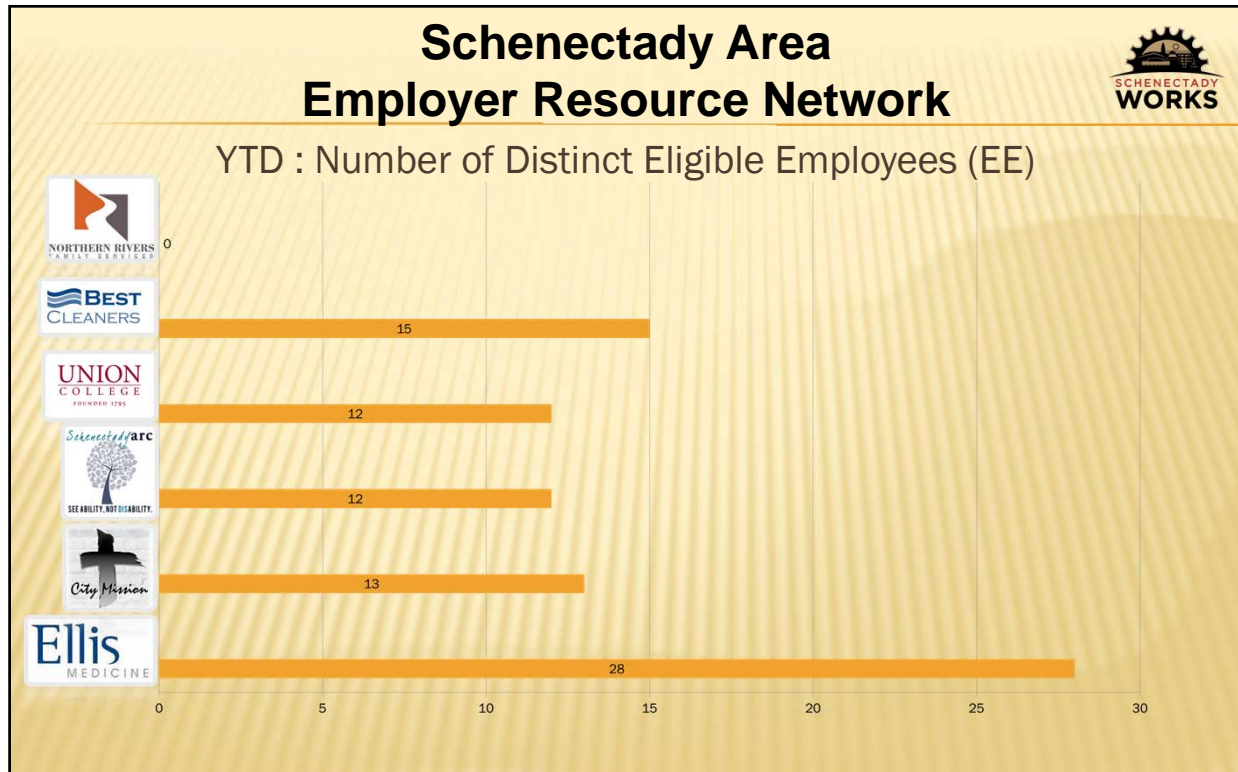


## Schenectady Area Employer Resource Network

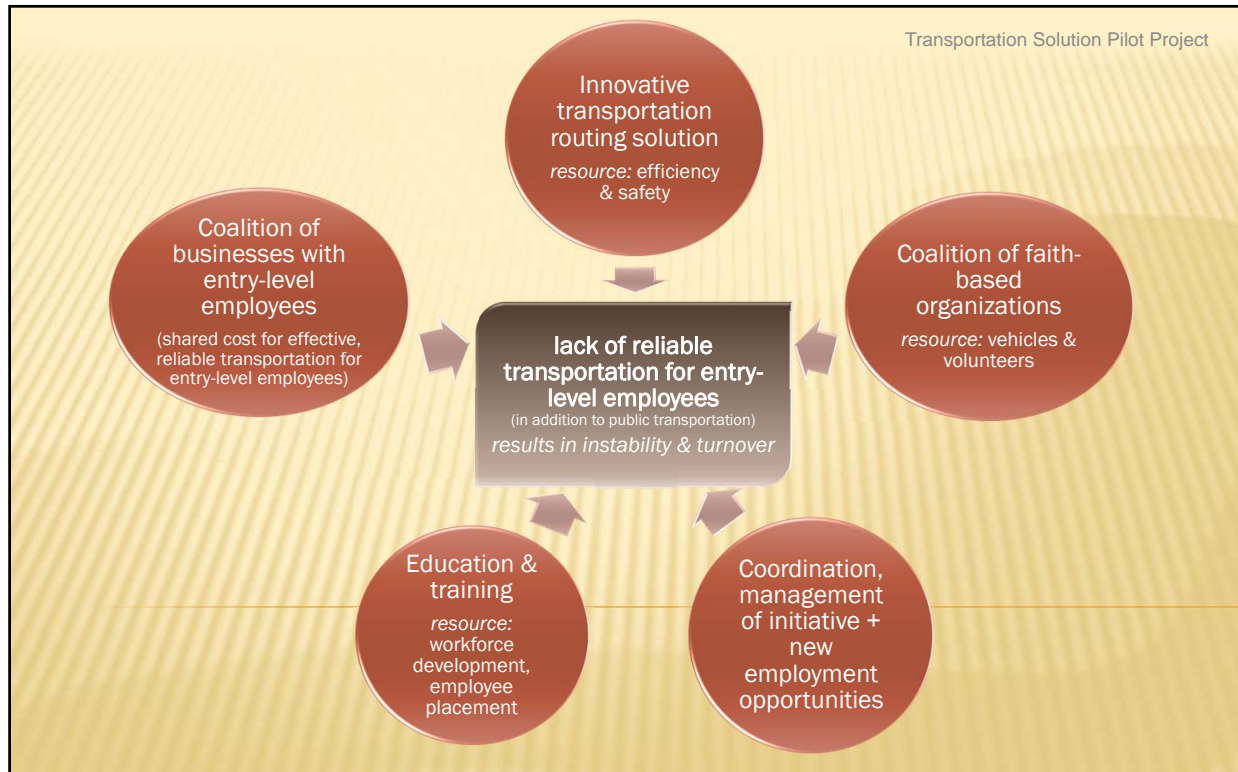
### Results to Date:

- (80) distinct employees supported
- (234) community programs/services accessed
- “bridge loans” developed in partnership with (2) local credit unions
- overall improved culture/morale for employees
- increased EAP usage via Success Coach referrals
- “ERN model” – National Network of Support & Best Practices





**[WWW.SCHENECTADYAMBASSADORS.ORG](http://WWW.SCHENECTADYAMBASSADORS.ORG)**



**SchenectadyBridges**

**SCHENECTADY WORKS**

**OUT OF POVERTY Bridges**

[www.SchenectadyBridges.org](http://www.SchenectadyBridges.org)  
[www.SchenectadyWorks.com](http://www.SchenectadyWorks.com)



# Schenectady Area Employer Resource Network

Schenectady Area Employer Resource Network intends to help you **improve employee retention and productivity**.

Do you find that personal employee issues affect your business every day?

- Attendance, behavior, productivity can all suffer
- Human Resources staff feel helpless when faced with many of these issues
- Estimated turnover cost for an entry-level employee is 30-50% of their annual salary and a mid-level employee is 150% of their annual salary (taking into consideration interviewing, hiring, training, reduced productivity, lost opportunity costs, and more)

(www.zenworkplace.com, 2014)

Schenectady Area Employer Resource Network is a **low-cost, shared resource**. Our member businesses will provide **effective, confidential solutions** that often keep valued employees on the job and **reduce the demands on HR**. And when employees maintain employment, everyone benefits (businesses, families, and communities).

ERN Success Coaches will be a **direct conduit to social services** that provide **fast relief** for many issues:

- Financial/Debt
- Transportation
- Workplace Conflict
- Attendance/job performance
- Childcare
- Housing
- Family challenges
- Substance Abuse

The onsite Success Coach is a **confidential** resource that employees can access on a predictable, ongoing basis.

- No more wasted hours in social services offices; Success Coaches offer direct connection and access to community resources
- Employees who faces crises from lack of resources can get immediate, personal relief, onsite
- Services are available for all employees in our member businesses

Schenectady Area Employer Resource Network will also offer referrals for **training opportunities** to build employee skills:

- Computer skills & applications
- Financial management/budgeting
- Leadership & problem solving
- English as Second Language
- Math proficiency/GED classes
- Free Income Tax preparation

Schenectady Area Employer Resource Network will provide all of this for **less than the cost of two turnovers per year**. *That's per company, not per person.*

**To find out more about the Schenectady Area ERN**, please contact  
Nathan Mandsager, Director of Schenectady Works:

518.346.2275 ext 341

## Employer Resource Network (ERN)

### Frequently Asked Questions

**What is an Employer Resource Network (ERN)?** The goal of an ERN is to bring together small to mid-size private and public employers and provides an opportunity to improve employee retention and increase productivity through a low-cost shared Success Coach.

**What is a Success Coach?** A confidential resource responsible for providing on-site, face-to-face assistance and effective solutions to employees when confronted with challenges or personal problems such as Financial, Debt, Transportation, Workplace Conflict, Attendance, Job Performance, Childcare, Housing, Family Challenges or Substance Abuse.

**Which employees benefit from ERNs?** The initial focus is on under-resourced, low-wage or low-skilled workers, although all employees in ERN participating companies can access the Success Coach for assistance. Employees benefit by remaining at work and focusing on their job responsibilities while the Success Coach connects them with the organizations, resources and services that they need.

**What is my Return on Investment (ROI)?** The cost associated with high employee turnover; estimated \$3,500 for an hourly employee and \$5,000 for a salaried employee. **The Success Coach is a low-cost benefit for less than the cost of 2 turnovers per year.** This is a minimal investment considering the investment made to recruit and retain employees.

**How is the ERN operating model different from the usual social service approach?** A Success Coach is not in central, social service location but on-site at participating company workplaces. Their caseload is typically 1/3 that of a public case worker. The Success Coach's accessibility and availability are keys to the ERN success. Employees have immediate and direct access to counseling and referrals and employers retain workers whose social issues might otherwise result in termination.

**How do the Success Coach and managers/human resources integrate their work?** The Success Coach is fully integrated into the partnering employers' policies, practices and protocols. Events such as employee lateness, absenteeism or poor performance may trigger managers/human resources to make referral to the employee's Success Coach. Employees are also able to contact their Success Coach directly, without being referred by the human resources. Confidentiality is ensured by the Success Coach not being a "company employee" and maintaining a balance of appropriate communication with human resources.

**Who provides leadership and direction for an ERN / Success Coach?** Partnering employers control the ERN, reviews monthly performance and makes decisions based on the specific needs of their companies and may shift focus due to changing economies or markets.

**What is the launch date for the ERN Success Coach program?** We already have commitments from partnering employers and we have identified a Success Coach candidate. The time frame for those interested in **purchasing a share(s) is January 1, 2014.** We plan on having a follow-up meeting with committed partnering employers' mid-January.

**My company would like to participate in the ERN Success Coach program, who do I contact to purchase a share(s)?** Please contact:

**Nathan Mandsager**

Director of Schenectady Works, City Mission  
518.346.2275 ext. 341  
NMandsager@schenectadyworks.com

**Dayna Marks**

HR Manager Business Partner  
Ellis Medicine  
518.831.8808  
MarksD@EllisMedicine.org

**Susan Vellano**

Director of Human Resources  
Best Companies  
518.438.4300 ext 229  
susan@lookyourbest.com





*The Mission of the Schenectady Ambassadors is to contribute in the revitalization of our City while providing employment opportunities for men and women of the City.*

This will be accomplished by:

**partnering**

with local businesses to support the economic development and human capacity needs that are vital to the advancement of our city

**promoting**

the city by creating an atmosphere of welcoming hospitality to visitors

**creating**

“first step” employment opportunities to marginalized and under-resourced men and women of our city

**improving**

the future by providing on-going career training and development to result in sustainable career opportunities that will support city-wide growth and revitalization

[www.SchenectadyAmbassadors.org](http://www.SchenectadyAmbassadors.org)

## Resiliency and the Single Mom



What do families look like  
in the United States?

## Myth

The average American family consists of a husband, wife and their children



## Fact

According to the current U.S. census only 20% of households fits this description





## Alternative Family Forms

- Single mothers
- Single fathers
- Grandparents raising grandchildren
- Homosexual couples
- Adoptive parents
- Kinship care
- Foster parents
- Adult siblings raising siblings
- Cohabiting couples raising children
- Polygamist families
- Others?



## Fact



Of these alternative family forms, single mothers make up the Majority (83%).



## Single Mother Stereotypes: Superhero or a burden to society?



### Myth

Single mothers are young, poor, uneducated  
and unemployed women who live off  
public assistance.





## Facts

Of the nearly 12 million single family households in the US

- 39% of custodial single mothers are 40 years old or older
- 83% of custodial parents are mothers
- 70% of custodial single mothers are gainfully employed
- 40% of custodial single mothers and their children live in poverty
- 25% receive Medicaid, food stamps receive some form of public housing or rent subsidy and/or receive TANF



How do single mothers break through these negative stereotypes to grow strong healthy families especially in today's society?

The answer:  
**Resiliency**

## What is Resiliency?

Resiliency is defined as, “(1) the power or ability to return to the original form, position, etc., after being bent, compressed, or stretched; elasticity (2) ability to recover readily from illness, depression, adversity, or the like; buoyancy” (dictionary.com).



## Components to resiliency

from the book, *Resiliency: How to Bounce Back* by Warschaw and Barlow

1. Unambivalent Commitment to Life
2. Self Confidence
3. Adaptability
4. Resourcefulness
5. Willingness to Risk
6. Acceptance of Personal Responsibility
7. Perspective
8. Openness to New Ideas
9. Willingness to Be Proactive
10. Attentiveness





## Obstacles for single mothers

- Economic disadvantages
- Lack of resources
- Child care
- Time with children
- Social stigma



## Adapting Their Environment

- Utilizing extended family
- Community involvement
- Reaching out for assistance when it is needed



## Working with single mothers

As social workers and/or future social workers, what can we do to help single mothers realize their own potential?



## The Strengths Perspective

The Strengths Perspective is a philosophy and practice model that builds on the idea that a client possesses many strengths and identifying these strengths can ultimately lead to that client being able to reach their goals.





## Benefits of the Strengths Perspective

- Higher self-esteem
  - Motivated to reach goals
  - More likely to use positive parenting techniques
  - More likely to reach out to others to meet needs
- Setting a new family standard



## Mental Models and Single Mothers

- How might a mental model for a single mother in poverty look different than the mental model of a two person family living in poverty? Look different than a single mother in the middle class?
- What resources do single mothers need? What do they already have?
- What to agencies and providers need to consider in working with single mothers?





## Hidden Rules and Single Mothers

- How do recognizing hidden rules of social class help single mothers?  
Help agencies and providers working with single mothers?
- How do you think not recognizing them hinders agencies and providers working with single mothers?
- How does not recognizing them hinder single mothers in society?



## Expectations and Single Mothers

- What are your agency's expectations for clients?
- How do you communicate/provide support for your expectations?
- Discuss how you/the agency can improve your communication regarding the expectations.

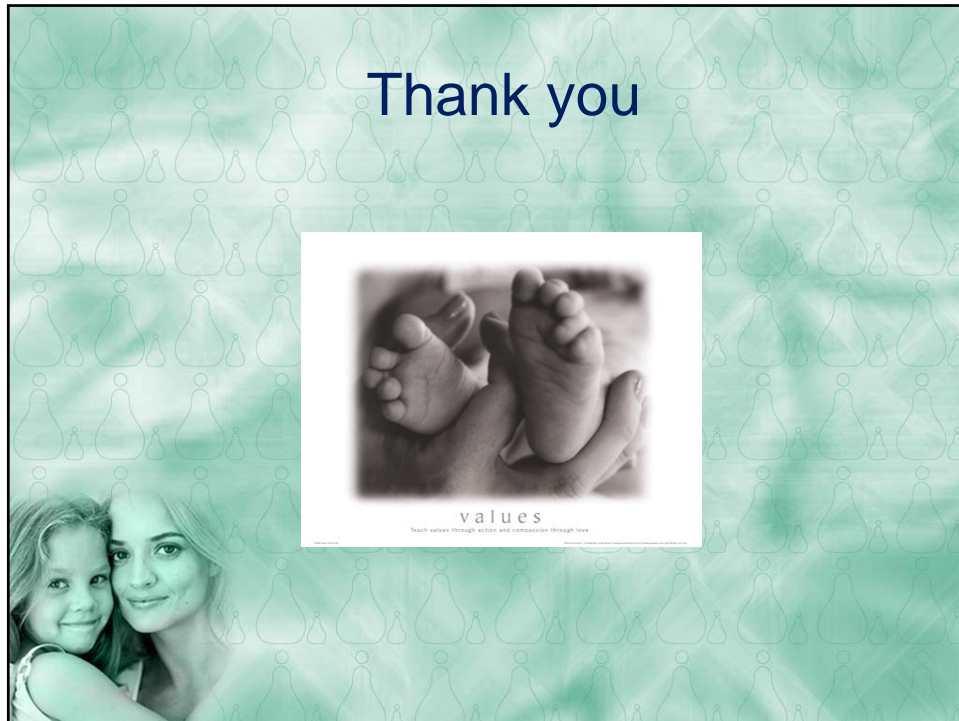


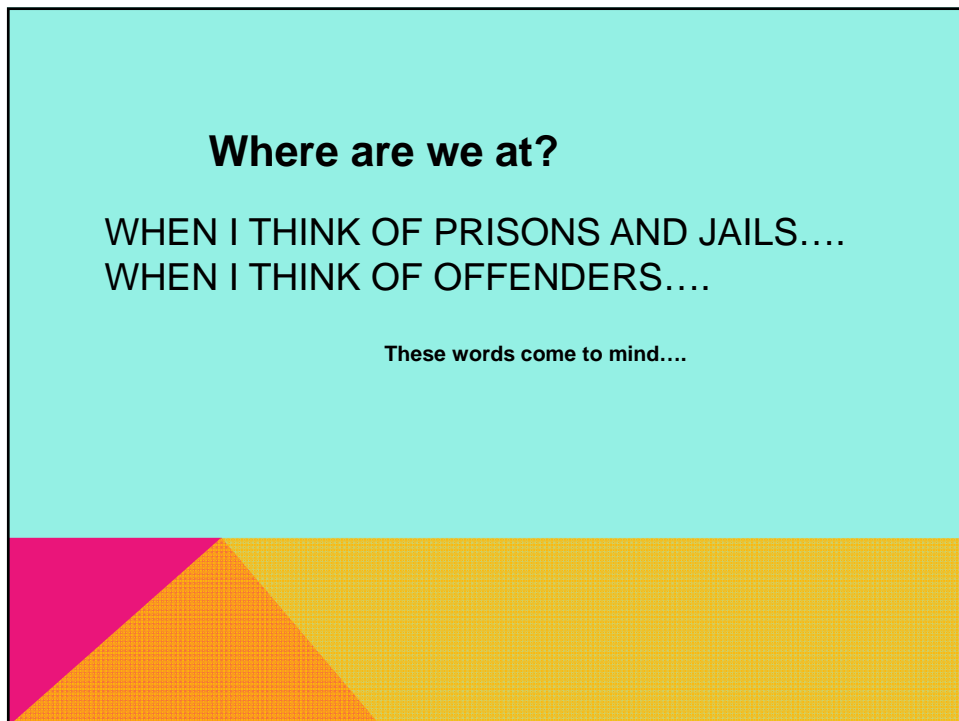
Single Moms can do it all!



Case Study



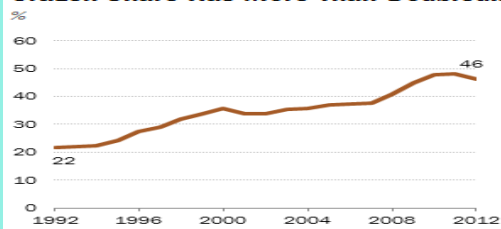




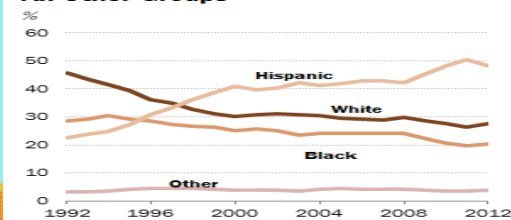


# STATISTICS

**FIGURE 6**  
**Among Sentenced Offenders, The Non-Citizen Share Has More Than Doubled...**



**As the Share Hispanic Has Surpassed All Other Groups**



Note: For the top panel, analysis is of sentenced offenders for whom U.S. citizenship status is known. For the bottom panel, analysis is of sentenced offenders for whom race and Hispanic origin is known. Blacks and whites include only non-Hispanics. Hispanics are of any race.

Source: Pew Research Center analysis of United States Sentencing Commission Monitoring of Federal Criminal Sentences data.

PEW RESEARCH CENTER



**A report by the organization, "The Price of Prisons," states that the cost of incarcerating one inmate in Fiscal 2010 was \$31,307 per year. "In states like Connecticut, Washington state, New York, it's anywhere from \$50,000 to \$60,000."**

**"The United States has about 5 percent of the world's population, but we have 25 percent of the world's prisoners - we incarcerate a greater percentage of our population than any country on Earth."**

**-Michael Jacobson, director of the non-partisan Vera Institute of Justice.**

**Nearly 2.4 million people are behind bars,  
even though over the last 20 years the  
crime rate has actually dropped by more  
than 40%.**

**BRINGING GETTING  
AHEAD BEHIND WALLS**

- What Conversations Need to Happen?
- What Partners Need to be Made?
- How Will You Design Your Program?
- Who Will Pay for the Curriculum?
- How to Market Your Program?

BEST TIME

## TIMING IS EVERYTHING

If you offer the program early during incarceration, the only arena they have to practice is in prison...

If you offer the program 3-6 months before release, they can begin practicing these new concepts behind the walls, while reconnecting with their support systems and plan for their release activities...

WHY FACILITATE THERE

## TOO MUCH TIME ON MY HANDS....

- Since the beginning of the recession, correctional facilities have consistently cut funding...or lost it...

Therefore...

- There is less to do to occupy one's time...waiting...
- Approximately 30% of offenders self-sabotage right before release...
- Approximately 52% of returning citizens self-sabotage within the first six months of freedom...

LET'S LOOK AT SOME OF THE PROBLEMS  
THAT MAY COME UP, AS YOU ARE  
PLANNING AND EXECUTING YOUR NEW  
PROGRAM....





## Addressing the Challenges of Poverty



### *The R Rules*

**Betti Souther**  
[southerb@msn.com](mailto:southerb@msn.com)



aha! Process, Inc., Highlands, TX  
[www.ahaprocess.com](http://www.ahaprocess.com)



- Introduction*
- 1. Roadwork*
  - 2. Relevance*
  - 3. Realities*
  - 4. Reasons*
  - 5. Rules*
  - 6. Resources*
  - 7. Review*
  - 8. Relationships*
  - 9. Response*
  - 10. Register*
  - 11. Reframe*
  - 12. Roadwork*



## *1. The R Rules*

### *1. Rules – Relationships = Rebellion*

*“Rules without relationships breed rebellion.”* —Grant East

### *2. Rules + Rigor + Relationship = Resources, Results, Respect*

*To get resources, results, and respect,  
understand the rules, rigor, and relationships.*

### *3. Resources = Choices*

*More Resources = More Choices*



*The R Rules is a strengths based model;  
uses research, proven practices,  
and facilitated processes to  
identify and build resources  
for school, college, the workplace, and life.*

*A Little Background Information...*

© The R Rules, 2008 aha! Process, Inc. www.ahaprocess.com

“Yet the role of the educator or  
social worker or employer  
is not to save the individual,  
but rather to offer a  
support system, role models, and  
opportunities to learn,  
which will increase the likelihood  
of a person’s success.  
Ultimately, the choice always  
belongs to the individual.”

–Dr. Ruby K. Payne

GEAR UP DATA - NWEA MAP					NWEA Expected Annual Growth			
	Grade	Language	Math	Reading	Grade	Language	Math	Reading
Heights	7			7.8	5	4	5	4
Heights	8			10	6	3	5	5
Hermosa	8			10	7	1	4	2
Kirtland	7 & 8			5	8	2	4	4
Koogler	7 & 8			3.5	Fall to Spring			
Mesa Alta	7 & 8	5	18	9	MAP= Measure of Academic Progress			
Mesa View	8	19		10	2004 2005 Results			
Tibbetts	6	7	13	8				
Transition	8	8	18	8				



*Menominee Indian School District  
Keshena, Wisconsin*

*Menominee Model A For Credit Course Grades 9-12  
Advisory*

*Student Personal Planners and Electronic Portfolios*

*Menominee Works Class*

*Speaker's Bureau*

*Student Managed "Up Cycle" Store*

*Community Engagement, Leadership, Service Projects*

*Annual Scholarship Gala*

*Community Partners*


*2014 Early College High School- 4 College Partners*

*Dual Credit: Study Skills 101 ("R Rules" and "On Course")*



**GEAR UP Farmington Class of 2012**

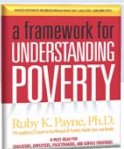
**804 Semester Credits Recovered**  
**Increase in SAT and ACT Exams Taken**  
**528 AP Exams Passed**  
**307 High School Dual Credits = 921 College Credits**  
**80 Early Graduates**  
**4245 Hours Community Service 2010-12**  
**4500 Books Distributed by “Seniors Give Back”**  
**Increased Number of Seniors Enrolled in College**  
**Chief Manuelito Scholarships Increased from 4 to 14**  
**Increase in Scholarships Awarded:**  
     **400% PVHS (\$6,619,281.00)**  
     **319% FHS (\$2,150,778.00)**  
**District with Highest Completion of FASFA NM**



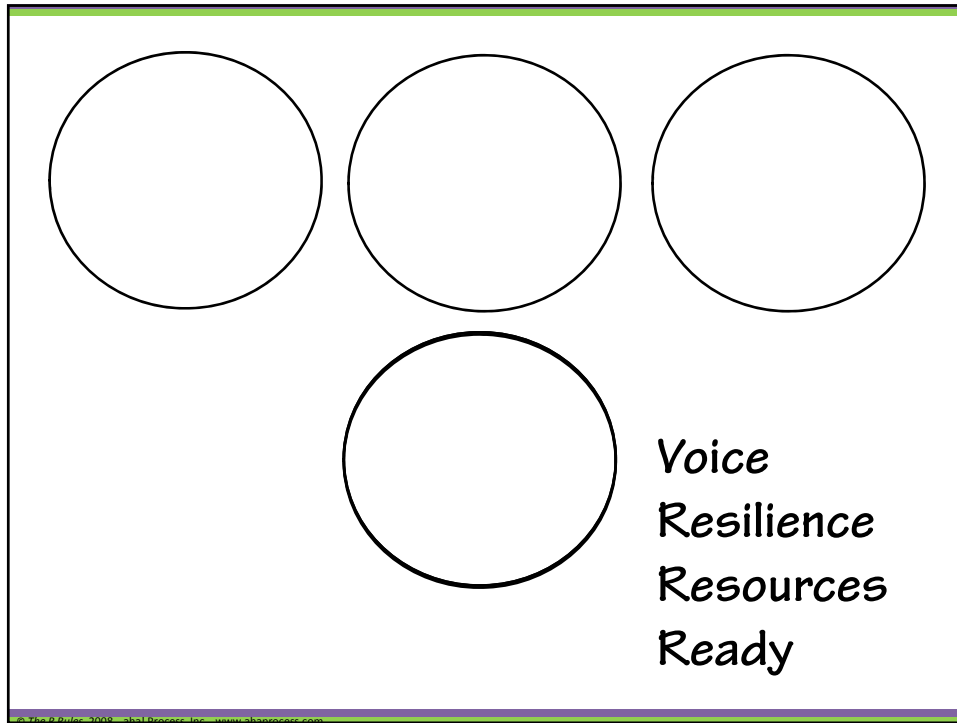
Action	What	Why?
1	Build relationships of mutual respect.	Motivation for learning.
2	Teach students the hidden rules of school.	Hidden rules break relationships, and without relationships learning is decreased.
3	Analyze the resources of your students, and make interventions based on resources the students have access to.	Interventions do not work if they are based on resources that are not available.
4	Teach formal register, the language of school and work.	To understand written text, which is essential for success at school and work.
5	Teach mental models.	Mental models translate between the abstract representational world and the sensory concrete world.
6	Teach abstract processes.	All learning involves <i>what</i> , <i>why</i> , and <i>how</i> . The <i>how</i> piece must be directly taught for tasks to be done.
7	Teach students how to plan.	To control impulsivity for task completion.
8	Use the adult voice and reframing to change behaviors.	To maintain relationships and get the appropriate behaviors.
9	Understand the family resources and dynamics.	To better understand the resources the child has access to and better select interventions.
10	Teach how to ask questions.	So students can get past the third grade reading level so they can get inside their head and know what they know and what they don't know.

**10 ACTIONS**

© The R Rules, 2008 aha! Process, Inc. www.ahaprocess.com

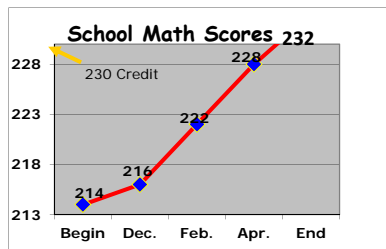


**HOW: THE R RULES**



## 21<sup>st</sup> Century Skills and the “DOW” -

## “Data on the Wall” Intellectual Capital



“The current and future health of America’s 21<sup>st</sup> century economy depends directly and deeply on how Americans reach a new level of literacy... ‘21<sup>st</sup> Century Literacy’ that includes strong academic skills, thinking, reasoning, teamwork skills, and proficiency using technology.”

-21<sup>st</sup> Century Workforce Commission  
National Alliance of Business

### Twenty-First Century Skills

#### 1. Digital Age Literacy

Basic Science, Economic and Technological Literacy; Visual and Information Literacy; Multicultural Literacy and Global Awareness

#### 2. Inventive Thinking – Intellectual Capital

Adaptability, Managing Complexity, and Self Direction; Curiosity, Creativity, and Risk Taking; Higher Order Thinking and Sound Reasoning

#### 3. Interactive Communication – Social and Personal Skills

Teaming, Collaboration and Interpersonal Skills; Personal, Social and Civic Responsibility; Interactive Communication

#### 4. Quality State of the Art Results

Prioritizing, Planning, and Managing for Results; Effective use of Real World Tools; Ability to Produce Relevant, High Quality Products

*Signing the front of a paycheck  
as well as the back.*

©2002NCREL [www.ncrel.org](http://www.ncrel.org)

## CERTIFICATE OF EXPERIENCE

**Is Hereby Granted To:**

*Angela Romero*

**85 Hours in Project  
Management, Planning, &  
Community Service**

**College & Career Success Course  
Fall, 2010**



Instructor  
FHS College & Career Success

Class of 2012

Program Administrator  
Farmington Municipal Schools GEAR UP

December, 2010  
To Whom It May Concern,



Completion of New Mexico's *College & Career Success 0890* course requires participation in project planning and implementation to develop student leadership skills. This course is provided by GEAR UP NM to promote graduation and post-secondary success. I have participated in the following activities during the fall semester, 2010 at Farmington High School:

	PROJECT	Hours of Service
X	Serve as cast member in a training video demonstrating <i>How to Create Community, Structure, and Climate for Student Ownership &amp; Success</i>	2
X	Project Management: Plan long range goals for Student Leadership Projects	8
X	Project Management: Budget, purchase, and deliver bed linens to United Way agency, P.A.T.H. (People Assisting the Homeless)	2.5

\_\_\_\_\_ has participated in the leadership and community action plans checked above. Please accept hours dedicated to leadership development and authorized signature as official verification. Your consideration toward grants, scholarships, or other supports in the student's post-secondary pursuits is appreciated.

HANDOUT 1

Your mind is a tool to invent and discover.  
Your mind is a weapon to fight fear and injustice.  
Your mind is a resource to create the world  
we all HOPE to live in.



*“Begin with the end in mind.”* –Steven Covey



*Believing is seeing.  
All physical creation is  
preceded by mental creation.*

As Alice said to the Cheshire Cat:  
“Would you please tell me which  
way I ought to walk from here?”  
“That depends a great deal on where  
you want to go to,” said the Cat.  
“I don’t much care where,” said Alice.  
“Then it doesn’t much matter which  
way you walk,” said the Cat.

## Personal Plans and Planners

**Personal Information** Photos, Goals, Action Plans, Future Pictures **SECURITY**

**Education** Transcripts, Progress Checks, Data, Processes, General Information

**College** Investigation, Research, Placement Assessments, Applications, Scholarships

**Career** Exploration, Interests, Clusters, Pathways, and Programs of Study, Portfolio

**Leadership** Projects, Awards,  
Recognition, Activities, Participation

**Tools** School and Workplace

**Units** of Study

Start with Paper Copy

Then Electronic Copy

	To Do	Date
	Completed	
✓	Graduation progress report	8/31/10
✓	Historical Grades	8/31/10
✓	Transcript	9/2/10
✓	Learning Styles x3	9/2/10
✓	Habits	10/6/10
✓	Questionnaire	10/27
✓	Application Gearup Summit	10/27
✓	Daily Times	12/6

Tool to Organize, Plan, Manage, Revise  
Scheduled time to Assess, Check Progress  
Conferencing – Relationships and Feedback  
Content Items  
Security  
School Appropriate



## R<sup>u</sup> Progress Check

0	.5	1	1.5	2	2.5	3	3.5	4	
									Following directions
									Following classroom and school rules
									Demonstrating respect for others, self, and property
									Accepting responsibility for own actions
									<i>Student's personal goal here</i>
									<b>Vocabulary:</b> respect, responsibility

### Create a Mission Statement

Why are we here? To do what?

**Why are we here?**

To do what?

What do you want to learn in this class?

What do we need to do well together?

**What do we need to do well together?**

How will we make it happen?

Helping each other

Q<sup>®</sup> 2003

The fourth-hour Life Skills class has *chosen* to attend Rocinante High School in order to get an education and graduate using the options and resources provided to meet individual needs and learning styles.

In order to do this we will:

have an attendance rate of 80% or better

be on time

respect each other



What does respect mean to you?

Mutual Respect?

At school, work and home?

© The Rules 2008 aha! Process, Inc. www.ahaprocess.com


### Rubrics

	4	3	3	1
Respect				



What does respect mean to you?

What does mutual respect mean to you?



**Transcripts – Blank they build!!!!**

Credits

Attendance

Grades

Personal Planners

Management

Patterns

Self-advocacy

Appointments 101


The R Rules

Rules-Relationship=Rebellion

To get resources, results, respect-

Understand the rules, rigor and relationships.





## SMART GOALS


The parts of a goal are:  
who, what, when, how.

Smart Goals are:  
*Specific, can be Measured, and have an Action, Results, and a Timeline.*

Specific	Measurement	Actions	Results	Timeline
<b>WHO</b> will do <b>WHAT,</b> <b>WHEN</b> to reach the goal or desired outcome and <b>HOW</b> success will be measured	<b>WHAT</b> What is the focus of the goal? What will be done or accomplished?  What measurement will be used to determine success?	<b>HOW</b> How will improvement be measured?  How will achieving the goal be determined?	<b>HOW</b> The outcome or measure of what was achieved  Realistic Relevant Resources	<b>WHEN</b> When work on the goal will start the target date to accomplish the goal the deadline or when the work will stop.








S Specific

M Measurable

A Action

R Results

I Timeline



—————> <—————

## Plan Backward

To Plan, Organize, and Manage

4 \_\_\_\_\_

4 \_\_\_\_\_

4 \_\_\_\_\_

--	--	--	--

←

## Relevance - What, Why, How

What	Why	HOW
		⌚

**WHAT** is this?

**WHY** is it important?

*To me?*

**HOW** will I use this?

Will I use this?

**HOW** will I respond?

Do I need to respond?

How long can I take to respond?

## IF-THEN

A tool to plan, identify cause and effect, predict, and plan.

Step 1: In the If box write the current situation, topic or prediction.

Step 2: In the Then box write what happened, next step, or new prediction

Step 3: Repeat for five rounds or to the end of the story or problem.

IF

THEN

1

2

3

4

5

1

2

3

4

5

J. Pfarr

**Process to identify relevant factors, options, predict and plan.**

If she says _____	→	then I'll say
If we are going to have a party _____	→	then
If my car won't start _____	→	then
If the baby keeps crying _____	→	then
If the trees are not growing _____	→	then
In order to graduate this spring _____	→	then
If you could help me understand _____	→	then
If my future picture is _____	→	then

## Patterns






If you can see a pattern  
 You can predict.  
 If you can predict  
 You can plan.  
 If you can plan ...

**Organizational Patterns:** Chronological, Sequential, Cause and Effect, Compare and Contrast, Classification, Alphabetical

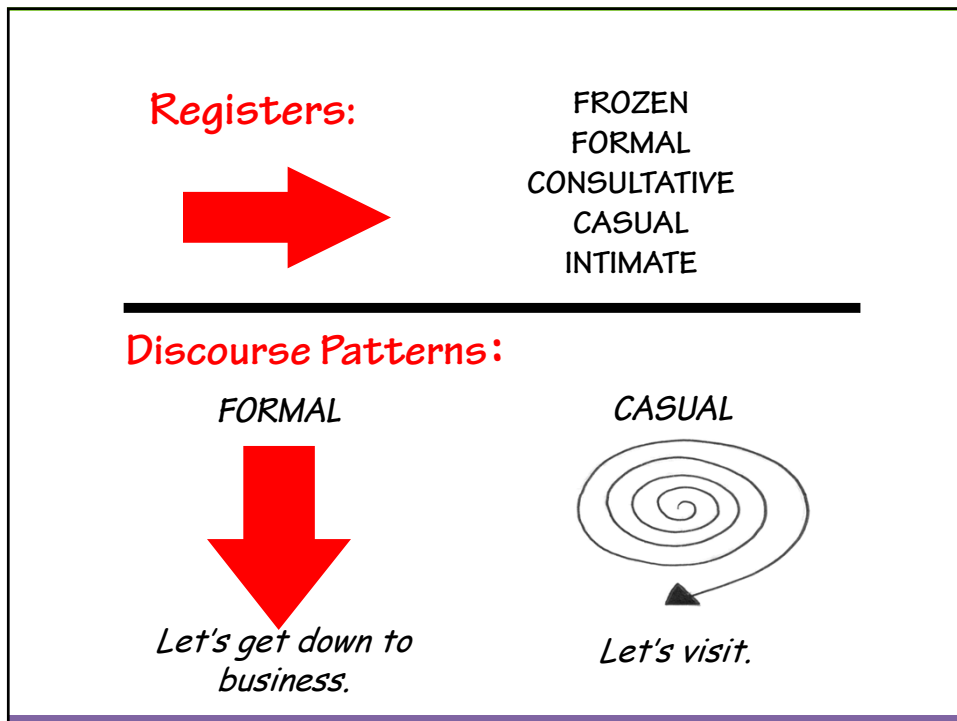
**Personal Patterns:** Learning Styles, Relationships, Habits: keys and phone same place each night

**Interpersonal Patterns:** Family Boss

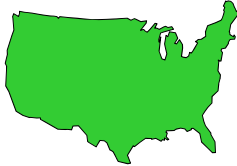


Registers of Language	
	One: OK Two: Go Away
Register	Explanation
	<b>Frozen</b> —Language that is always the same. Examples: Pledge of Allegiance, Lord's Prayer, ceremonies, Constitution, brand names, Miranda Warning, Gettysburg Address, saying 'please' and 'thank you'
	<b>Formal</b> —Standard sentence syntax and word choice of school and work. Complete sentences and specific word choices. To the point. Examples: textbooks, newspapers, applications, technical manuals, lecture, job interview
	<b>Consultative</b> —Formal register when used in conversation. Discourse not quite as direct as formal register. Mix of formal and casual. Examples: mix of casual and formal, explanation of repairs to vehicle, consultation
	<b>Casual</b> —Language between friends. Characterized by a 400- to 800-word vocabulary. Word choice general and not specific. Conversation dependent on nonverbal assists. Sentence syntax often incomplete. Examples: Hey! Yo! Huh? Yup. DOH! LOL JK
	<b>Intimate</b> —Language of twins and lovers. Language of sexual harassment. Shared, exclusive language Examples: She's a Mable. It's a gizzle.

From the work of Joos and Payne



## Vocabulary

1. United States of America	
2. Definition	3. In Your Words
4. Mental Model	5. Connections
	
6. Home Language	

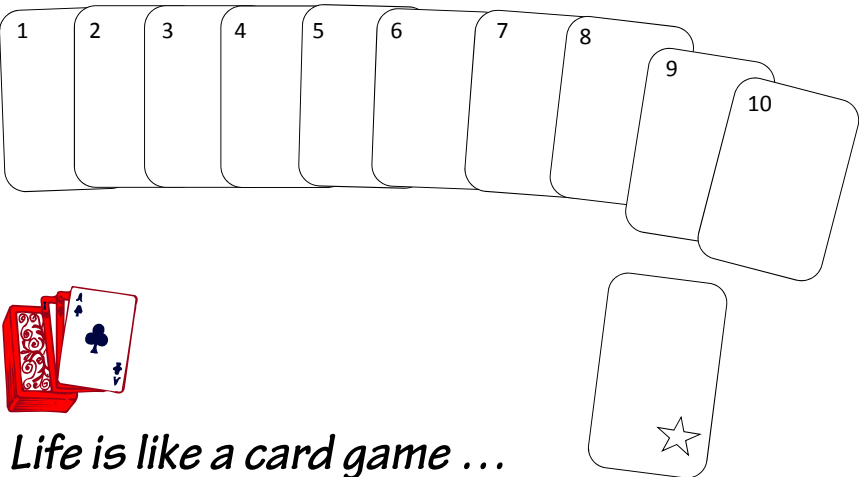
Vocabulary process adapted and used with permission from the work of Diane Paynter

## Chart it!



	Child	Parent	Adult
7:00 to 10:00			
10:00 to 12:00			
12:00 to 2:00			
2:00 to 4:00			
4:00 to 7:00			
7:00 to 10:00			
10:00 to 12:00			

What voice does the person you are dating use most often?  
 Which voice does a bully use?  
 Self-talk?





*Life is like a card game ...*  
Everyone gets a set of cards.  
While you can't control the cards you get.  
You can decide how to play them.

Handout 2

## Relationships

*can be a driver to help reach a goal.*  
*can be a roadblock.*


Identify and Discuss  
*drivers and roadblocks for Maria.*  
*options and strategies*



—————→      ←————

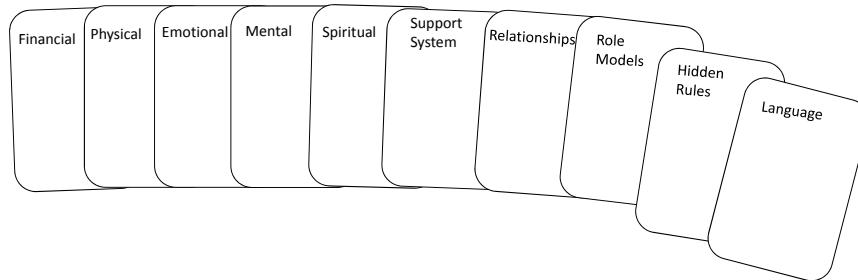
Sometimes individuals must  
change how they spend their time  
in order to reach a goal.

**WHY?**



Check your cards.  
What cards will you add?  
What cards will you discard?

## Check Your Cards



High, Medium, Low  
Strengths Based

## Card of Fate



You just won the  
lottery!!!

\$10,000,000



## *Game Days*

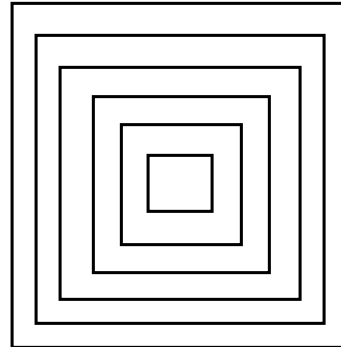
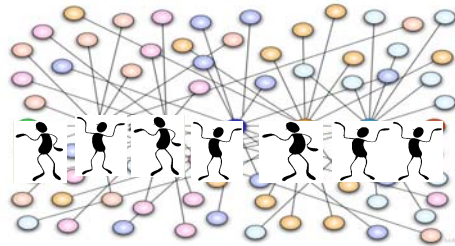


### *Introduction*

- 1. Roadwork*
- 2. Relevance*
- 3. Realities*
- 4. Reasons*
- 5. Rules*
- 6. Resources*
- 7. Review*
- 8. Relationships*
- 9. Response*
- 10. Register*
- 11. Reframe*
- 12. Roadwork*



What are you a part of?  
The bigger picture ...



**Leadership**  
**Service Learning**  
**Project Management**  
**Community**

[www.freerice.com](http://www.freerice.com)  
[www.heifer.org/gift](http://www.heifer.org/gift)

Civic Organizations  
Service Organizations  
Community Action Plans  
Community Resource Project  
Service Learning  
Workforce  
Project Management

© The 8 Rules, 2008 aha! Process, Inc. www.ahaprocess.com

“All men dream: but not equally.  
Those who dream by night  
in the dusty recesses of their mind  
wake in the morning to find that it was vanity;  
but the dreamers of the day are dangerous men,  
for they may act their dreams with open eyes,  
to make it possible.”

-T. E. Lawrence



(Logo or letterhead of your school or program with contact information)

Date December, 2010

To Whom It May Concern,

XYZ District's name of course/ state number i.e. NM Career and College Readiness Course 0890) requires students to participate in project planning, implementation and completion in order to develop leadership, college and career readiness. I have participated in the following activities during (or from)-----semester, 2010 at xyz High School:

	PROJECT	Hours of Service
	Serve as cast member in a training video demonstrating <i>How to Create Community, Structure, and Climate for Student Ownership &amp; Success</i>	2
	Project Management: Plan long range goals for Student Leadership Projects	8
	Project Management: Budget, purchase, and deliver bed linens to United Way agency, P.A.T.H. (People Assisting the Homeless)	2.5
	Project Management: Engage student body in donations for United Way agencies: Desert View Counseling; Echo Food Bank; and, Aztec Boys' & Girls' Club	3
	Project Management: Sort Christmas donations of food and toys for United Way agency, Salvation Army	4
	Project Management: Work on pathway for volunteers to walk dogs for United Way agency, Aztec Animal Shelter	4
	Project Management: Clean and organize storage facility for United Way agency, Aztec Boys' & Girls' Club	4
	Project Management: Develop presentation and/or support materials for NM GEAR UP Student Leadership Summit	8
	Professional Development: Participate in NM GEAR UP Student Leadership Summit	24
	Project Management: Develop presentation and/or support materials for Junior Assembly @ FHS	5
	Professional Development: Present to peers @ Junior Assembly (400+)	1

	Project Management: Develop presentation format and support materials for training video: <i>How to Develop a Community Action Project</i>	5
	Professional Development: Cast member in filming <i>How to Develop a Community Action Project</i>	1.5
	Project Management: Develop presentation format and support materials for Farmington School Board report	4
	Professional Development: Present College & Career Success course value to Farmington School Board	1
	Project Management: Develop Modern Graffiti Art plan for Farmington Winter Art Walk display	12
	Professional Development: Present Modern Graffiti Art plan to Teen Enterprise, Farmington Library staff, Mayor's Teen Advisory Council, and facilitate event	10
	Project Management: Prepare and deliver donated items to Echo Food Bank and Desert View Counseling	2
	Professional Development: Present Community Action Plan to United Way Board of Directors	1.5
	Professional Development: Participate in training on Work Keys, a national certification program	1.5
	College Success: Enrollment in dual credit course <i>LRNS:111: College Success Strategies @ San Juan College</i> for Spring semester, 2011	1
	TOTAL HOURS	

The below named student has participated in the leadership and community action plans checked above. Please accept hours dedicated to leadership development and authorized signature as official verification. Your consideration toward grants, scholarships, or other supports in the student's post-secondary pursuits is appreciated.

---

Principal, Program Manager

XYZ School District

Your City, State

---

Course Facilitator

XYX School/ College/ Program

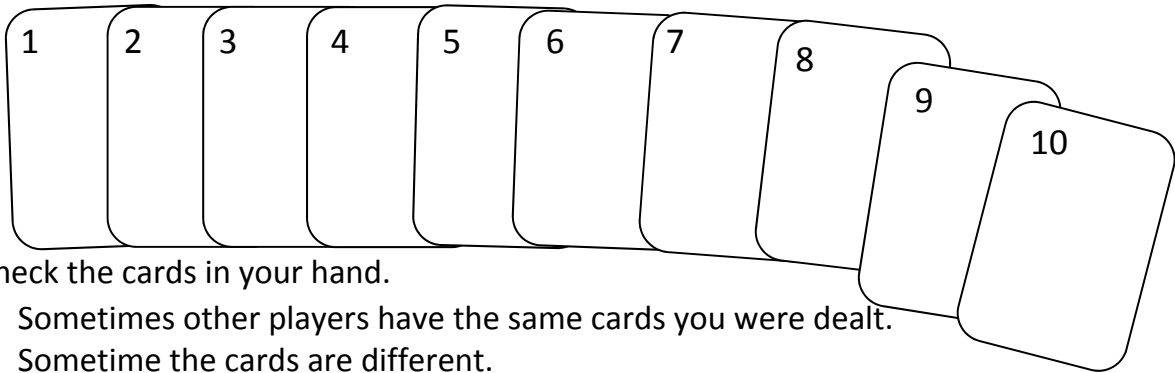
Your City, State

## In the *R Rules* ...



### *Life is like a card game ...*

Everyone gets a set of cards.  
You can't control the cards you get.  
You can decide how to play them.

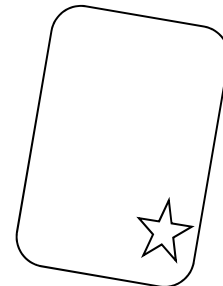


#### 1. Check the cards in your hand.

Sometimes other players have the same cards you were dealt.  
Sometime the cards are different.

### *We all...*

have hopes and fears, goals and dreams.  
face unique challenges and situations.  
use the resources that are available to achieve and win.  
are problem-solvers.



### *We all...*

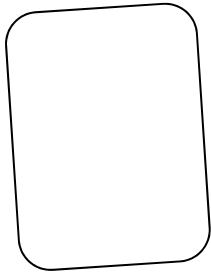
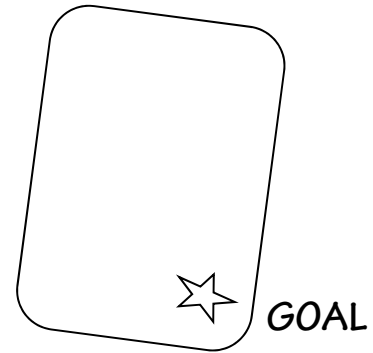
1. Live in a particular region or part of a country.
2. Have a heritage and are members of a group based on race.
3. Face the possibility of illness or disability.
4. Have intelligence and an education—formal and/or informal.
5. Will experience the effects of aging.
6. Deal with issues and expectations related to gender.
7. Have an economic reality and belong to an economic class.
8. Use the rules and patterns we know.
9. Have a variety of resources—external and internal.
10. Use languages to communicate and negotiate.

*We are all different, we are all alike.*

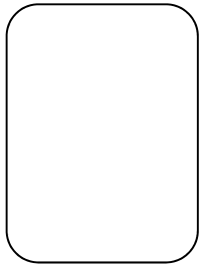
## The R Rules

Life is like a card game ...

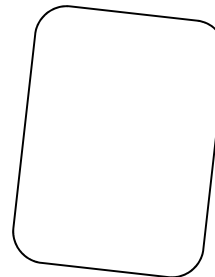
2. Listen to Maria's story and use the information to identify her cards



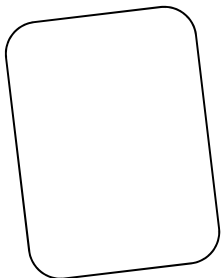
1.



2.



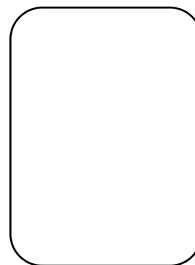
3.



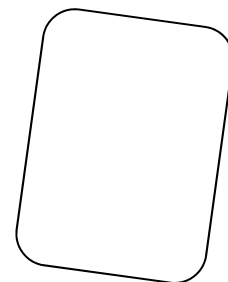
4.



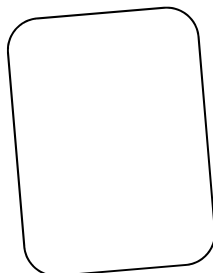
5.



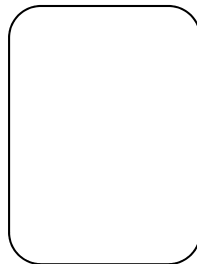
6.



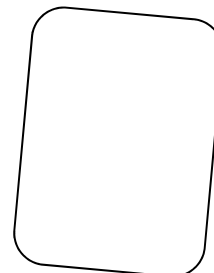
7.



8.



9.




10.





R Rules Speaker's Bureau      Contact: Mary Martin <a href="mailto:martinm@rrx.edu">martinm@rrx.edu</a> or 434-325-9843 ext 4					
Topic	Speaker	Employer/Organization	Resources	Contact Person	Presentations
Careers in Mining Engineering Geology Environmental Mgmt.	Fred Flintstone Manager Pebbles Engineering	Bedford Rock Quarry 402 Bedstone Lane Cartoonville, USA W 432-098-8767 C 432-860-3434	Classroom Presentation Tour of Mine Handouts Video Safety Glasses	Betty Rubble 324-9850 –extension 142 ▲	Date: 1-4-10 To: B. Haley Heights Middle School Social Skills Class Contact: bhaley@xyz.edu
<p>Invite guests to the classroom to build bridging capital, develop role models, and provide information that can inform and inspire. Speakers provide rich resources to learn about careers and options, share insights into current and historical efforts of a community, and offer experiences and opportunities that can help students see roles and options to contribute.</p> <p>The table above is an example information one school uses to manage their speaker's bureau.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> <li>Identify and follow guidelines of your organization/school regarding speakers on campus.</li> <li>Designate one person as the point of contact for your speaker's bureau.</li> <li>Establish a process to request speakers.</li> <li>Inform members of your organization in writing on the process and protocol to request a speaker.</li> <li>Provide an evaluation process.</li> <li>Have students write a thank you note to the speaker.</li> </ul> <p>Using one person as point of contact ensures timely processing, evaluation and information on the process and speakers. It also helps avoid overloading a single volunteer with multiple requests that over time may discourage participation. Discuss expectations, desired outcomes, and learning goals with staff, students and speakers. Contact speakers to ensure they are informed and provide any information that would be of benefit.</p>					

Contact person for the business or organization who can provide information or process requests for speakers.

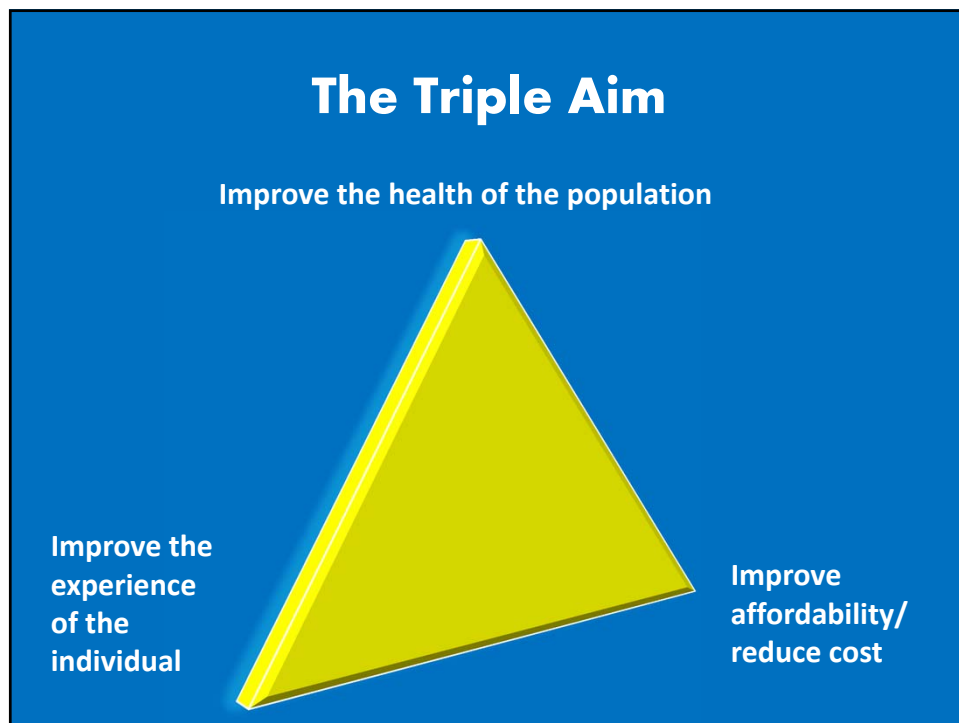


## BRIDGES to Health and Healthcare: *In Practice*

Dr. George Garrow,  
Sharon Health System with  
Terie Dreussi-Smith



Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com) 1



## Understanding the Future of Healthcare Delivery Reform

- Triple Aim
  - Improved population & community health
  - Improved quality of care
  - Improved value
    - Lower cost

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

3

## The Process

- The enrollment of an identified population, a commitment to universality for its members
- The existence of an organization (an “integrator”) that accepts responsibility for all three aims for that population.
- The integrator’s role includes at least five components
  - 1) partnership with individuals and families,
  - 2) redesign of primary care
  - 3) population health management
  - 4) financial management
  - 5) macro system integration.

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

4

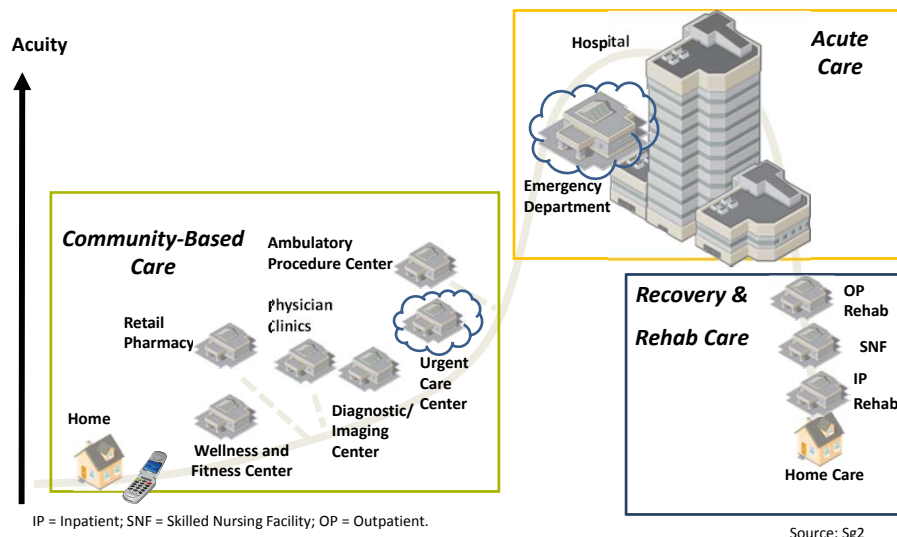
## CQMs measure many aspects of patient care including

- health outcomes
- clinical processes
- patient safety
- efficient use of health care resources
- care coordination (patient centered)
- patient engagements (effective)
- population and public health (equitable)
- adherence to clinical guidelines

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

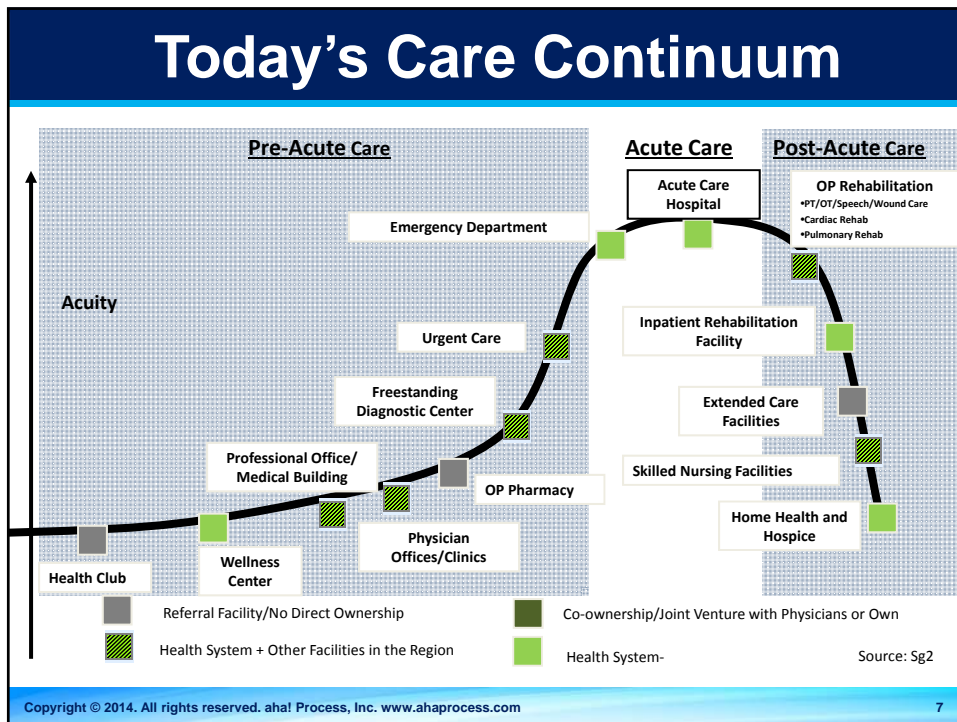
5

## Traditional Care Delivery



Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

6



## Transition to Value-Based Care:

- Targeting Frequently-Admitted Patients
- Reducing Unnecessary 30-day Readmissions
- Core Measure Compliance
- Evaluating for Medical Necessity
- Reducing Length of Stay
- Reduction of PPCs



## Optimizing Inpatient Resources: Frequently-Admitted Patients

- Objectives:

- Offer less expensive, coordinated care venues
- Develop long-range plan of care for each through care coordination

- Initiatives:

- Care Coordination Teams
- Chronic Disease Management Programs

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

9

## 30-Day Readmissions

- Objectives:

- Reduce the number of unnecessary readmissions
- Identify causes for readmissions to acute care

- Initiatives:

- Census Rounds
- Coordination of Care Committee
- Collaboration with post-acute care partners
- Medication Reconciliation

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

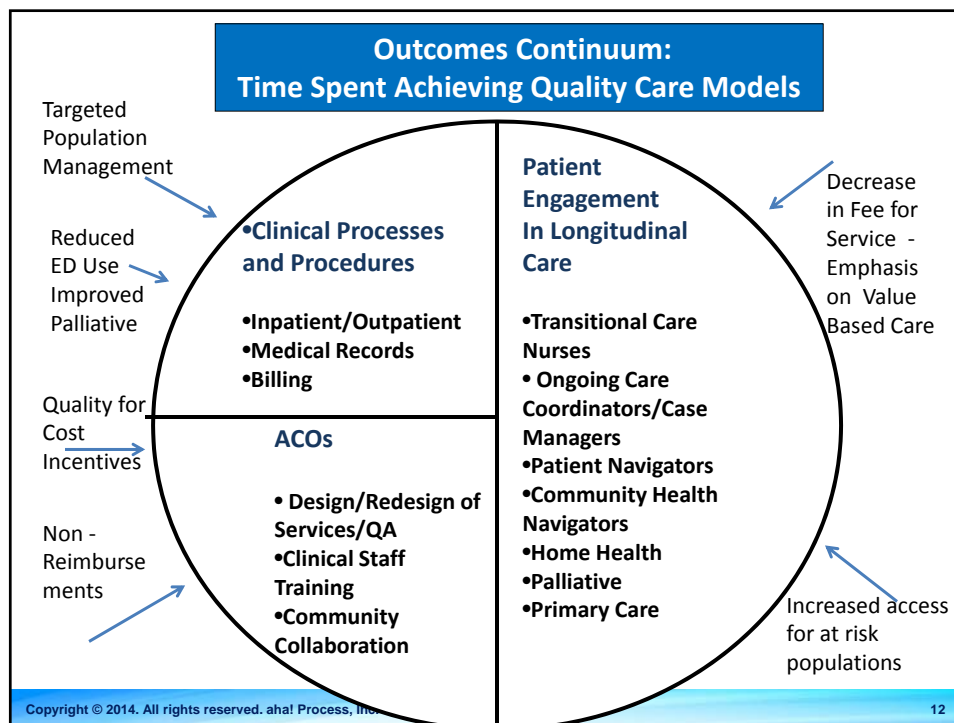
10

## 30-Day Readmissions

- Opportunities:
  - Discharge transition care planning
  - Transitionist nurse
    - Coordinate hand-off communication
  - Improved risk screening
  - Patient education
  - Understanding relationship between poverty and healthcare resource utilization

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

11



12

## Quality not Quantity

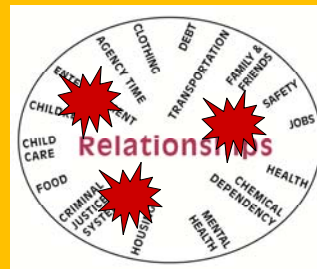
### Clinical Quality Measures Basics

- Clinical quality measures, or CQMs, are tools that help measure and track the quality of health care services provided by eligible professionals, eligible hospitals and critical access hospitals (CAHs) within our health care system.
- These measures use data associated with providers' ability to deliver high-quality care or relate to long term goals for quality health care.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

13

**Physicians wish they could write prescriptions to help patients with social needs**



**Physicians in this survey reported that if they had the power to write prescriptions to address social needs, such prescriptions would represent approximately 1 out of every 7 prescriptions they write— or an average of 26 additional prescriptions per week.**

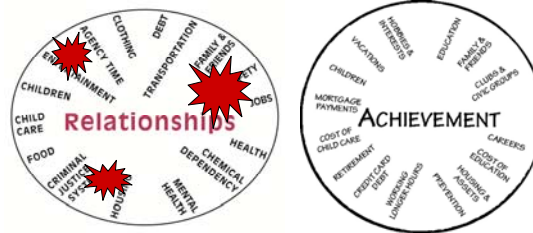
Health Care's Blind Side: The Overlooked Connection Between Social Needs and Good Health RWJF 2011

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

14

## Health and Wellness Brainstorm

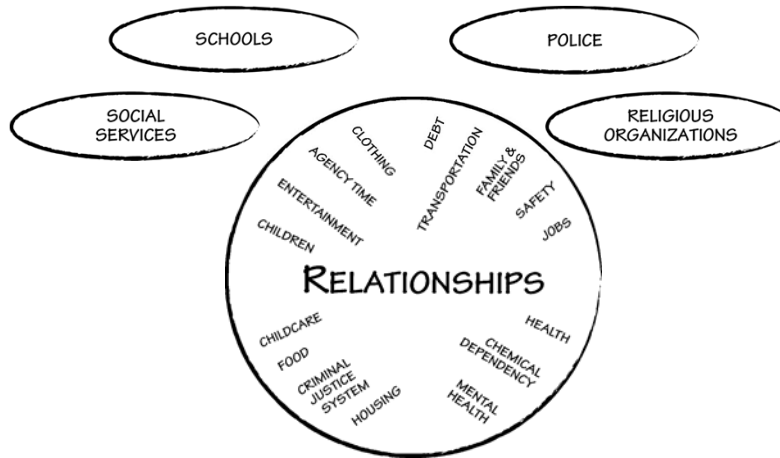
### Learning Exercise



- Talk at your table. Make a list of the benefits of having good to great health and wellness.
- Report your responses to the large group.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

15



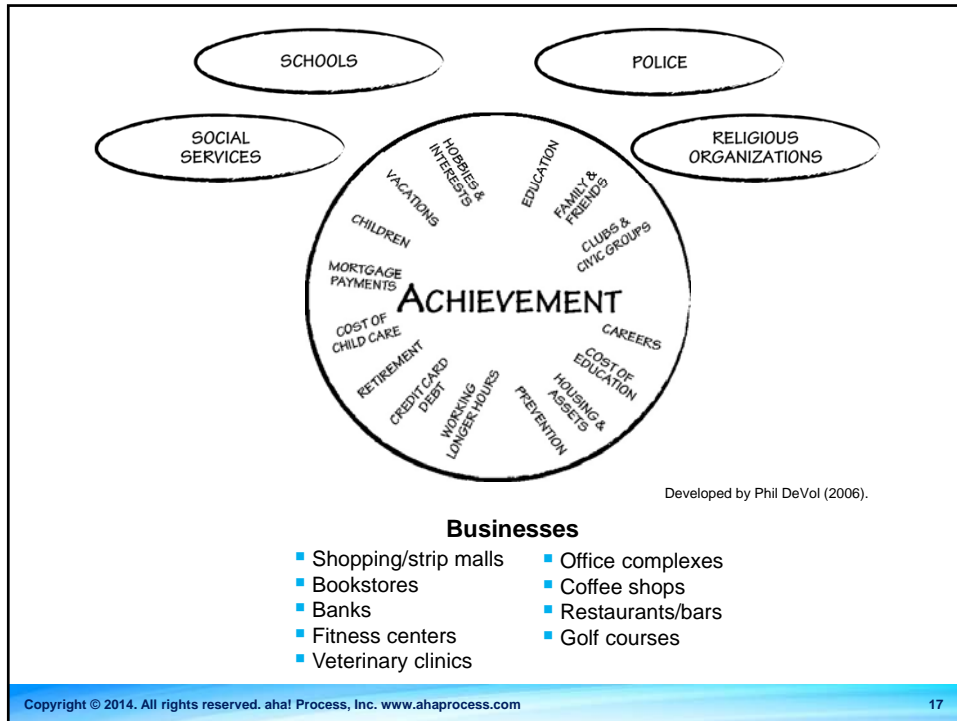
Developed by Phil DeVol (2006).

### Businesses

- Pawn shops
- Liquor stores
- Corner stores
- Rent-to-own
- Laundromats
- Fast food
- Check cashing
- Temp services
- Used car lots
- Dollar store

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

16



**DESTINY**

**POVERTY**  
Believes in fate  
Cannot do much to mitigate chance

**MIDDLE CLASS**  
Believes in choice  
Can change future with good choices now

**WEALTH**  
*Noblesse oblige*

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com 18



# HEALTH AND HEALTHCARE SECTOR “TRIGGERS”

RESPECT

THE “LOOK”

## Healthcare Research Areas

ACCESS	AVAILABILITY	COST	QUALITY	EFFICACY	COMMUNICATION
<b>DEFINITION</b>					
Ability to engage with a healthcare provider, system, resource	Conditions and timeframe in which care can be received or allowed	Actual cost, price charged, and amount paid for services offered or provided	Extent to which services provided actually improve health outcomes	Capacity to produce desired or optimal health outcome at the individual, institutional, community, and policy levels	Verbal and nonverbal tools for reciprocal shared meaning and communication that positively impact health outcomes
<b>EXAMPLES</b>					
<ul style="list-style-type: none"> <li>Public transportation</li> <li>Insurance type</li> <li>Insurance co-pay</li> <li>Provider types, number, and location</li> <li>Appointment access</li> <li>Provider/agency policies</li> <li>Contact information</li> <li>Medication types</li> </ul>	<ul style="list-style-type: none"> <li>Specialty care options</li> <li>Provider types, numbers, mix</li> <li>Hours of operation</li> <li>Location of providers</li> <li>Continuity of care</li> <li>Fragmentation in delivery system</li> </ul>	<ul style="list-style-type: none"> <li>Payer source</li> <li>Insurance</li> <li>Reimbursement models</li> <li>Types of medication and cost</li> <li>Billing processes coding</li> <li>Legal/regulatory requirements</li> <li>Paperwork costs</li> <li>Non-coverage of complementary and alternative medicine</li> </ul>	<ul style="list-style-type: none"> <li>Standards of practice</li> <li>Suboptimal management plans</li> <li>Knowledge of plans</li> <li>Level of continuity of delivery system</li> <li>Level of fragmentation of delivery system</li> <li>Knowledge bases and experience of providers' staff</li> <li>Competitions among health systems</li> <li>Wraparound case management services</li> <li>Appropriate materials and expectations</li> </ul>	<ul style="list-style-type: none"> <li>Individual resource analysis, 9 resources—financial, emotional, mental, spiritual, physical, support systems, relationships/role models, knowledge of hidden rules, formal register</li> <li>Community resource analysis</li> <li>Outcomes and disparities by subgroup (race, class, gender)</li> <li>Social cohesion (everyone represented)</li> <li>Social coherence (does it make sense?)</li> <li>Patient compliance</li> <li>Readmissions</li> <li>Change Model</li> </ul>	<ul style="list-style-type: none"> <li>Hidden rules</li> <li>Formal register</li> <li>Abstract representational systems</li> <li>Impact of poverty on planning, thinking, and allostatic load</li> <li>Information gathering from story (plot versus character)</li> <li>Mental models for communication</li> <li>Role of one-on-one relationships in compliance</li> <li>Role of nonverbals in survival environment</li> </ul>

**COMMUNICATION:** Verbal/nonverbal tools for reciprocal shared meaning and communication to positively impact health outcomes

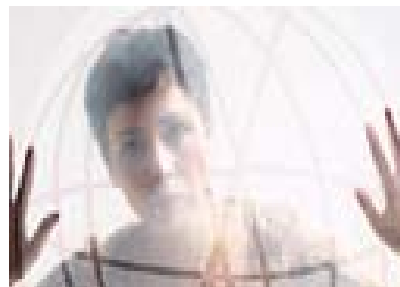
- Hidden rules
- Formal register
- Abstract representational systems
- Impact of poverty on planning, thinking, and allostatic load
- Information gathering from story
- Mental models
- Role of 1:1 relationships in compliance
- Role of nonverbals in survival
- Role of “voice” in change

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

21

**EFFICACY:** Capacity to produce desired or optimal health outcomes at individual, institutional, community, and policy levels

- Individual resource analysis (9 resources)
- Community resource analysis
- Outcomes and disparities by subgroup (race, class, gender)
- Social cohesion (everyone represented at table)
- Patient compliance
- Readmissions
- Change models



Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

22

## Making the Case for Palliative Care



Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

23

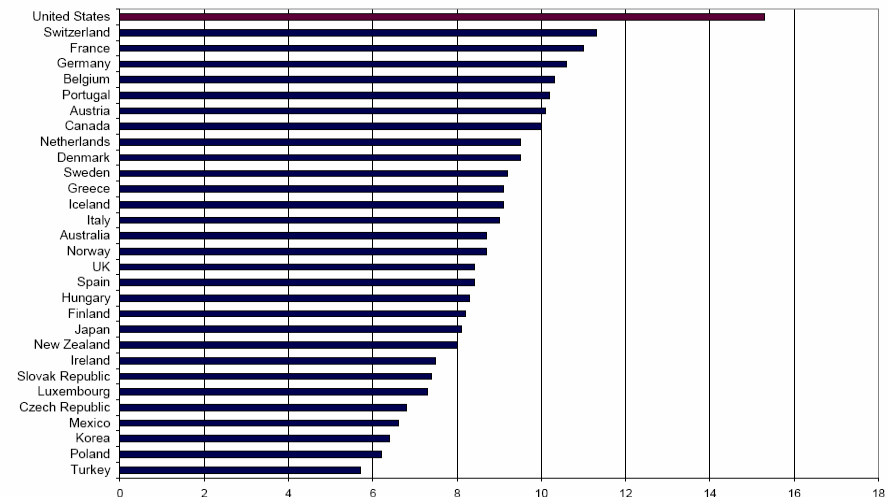
## The Economics of Dying: Impact on Individuals

- Americans for Better Care of the Dying
  - “The crushing costs of caring for a dying loved one is creating a new cohort of impoverished senior citizens.”
  - Predominantly women
- 2005 Harvard Medical & Law Schools
  - Surveyed 2000 federal bankruptcy filings
  - Illness and medical bills accounted for >50%

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

24

### Healthcare Spending as % GDP

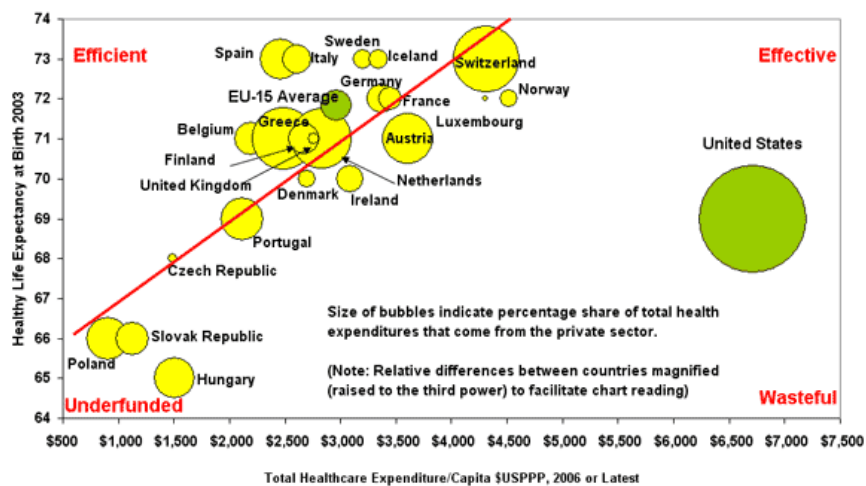


Source: Organization for Economic Cooperation and Development, OECD Health Data, 2008 (Paris: OECD, 2008).  
Note: For countries not reporting 2006 data, data from previous years is substituted.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

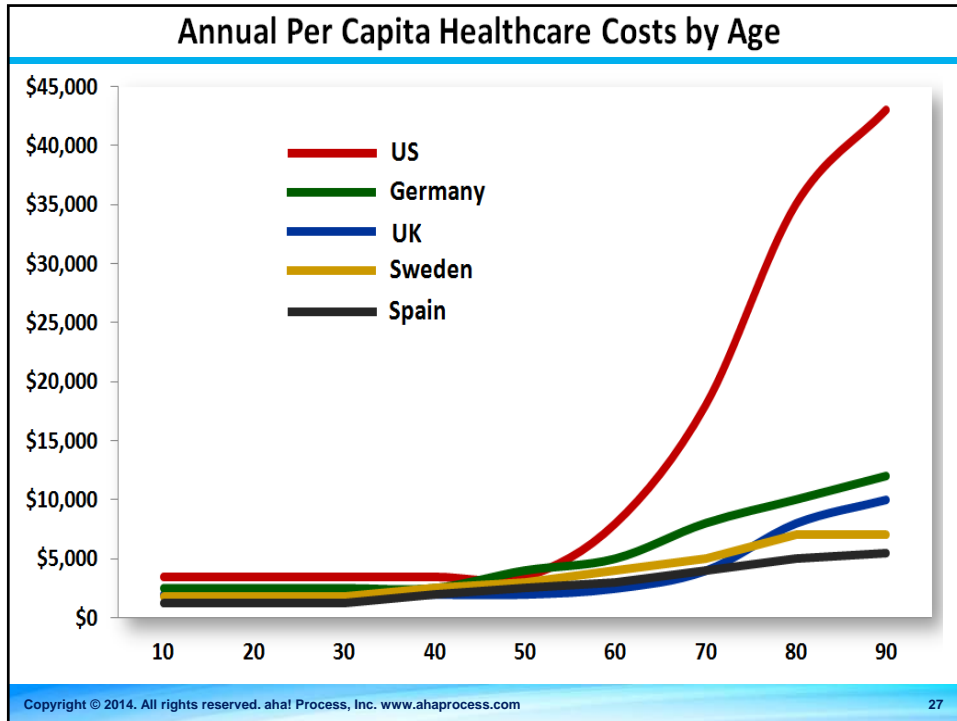
25

**Figure 1: Healthy Life Expectancy Total Population and Total Healthcare Expenditure/capita, 2003/2006**

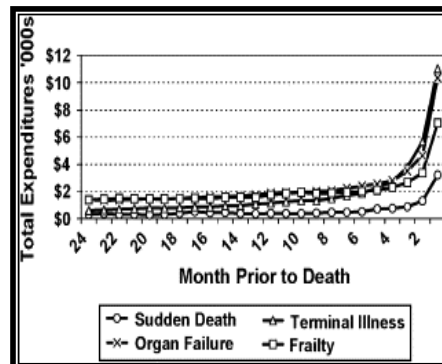
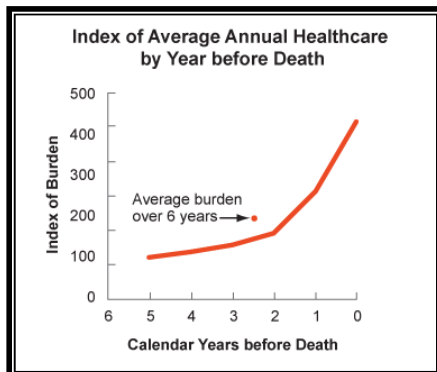


Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

26



## The Economics of Dying: Impact on Society





**Learning Exercise:** Compare and contrast the following patterns of economic environments. Give examples of your experiences within these environments or with individuals or systems using the hidden rules of these economic classes.

**Focus: Poverty Environments**

- **Diminishing resources to survive**
- **Caregiving in the “tyranny of the moment”**
- **Focus on relationships**
- **Communication:** Concrete, mostly informal; more appreciation of longer more circular communication
- **Navigation of System:** May rely on personal relationship skills. Concrete communication of emotions in a range of situations.
- **Focus on being tough and surviving as individuals, social unit.**

**Focus: Middle Class Environments**

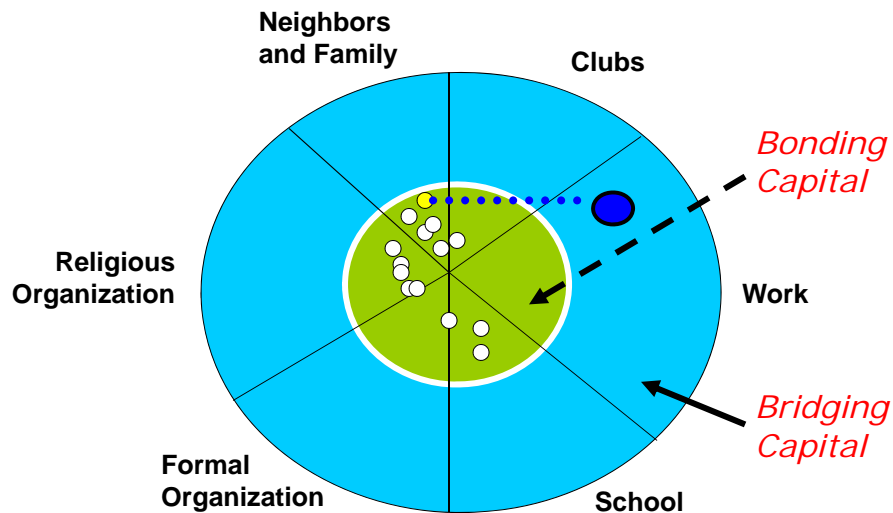
- **Stable resources to thrive**
- **Caregiving in long-term sustainable resources**
- **Focus on self-sufficiency**
- **Communication:** More appreciation of “get to the point”, formal language and story structure. Less tolerance for unwinding “disjointed” story.
- **Navigation of system:** Relies on knowledge, formal language skills, medical networks and connections . Emotions accepted in critical and emergent situations.
- **Focus on systemic survival-outcomes and goals**

[Pages 78-79](#)

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

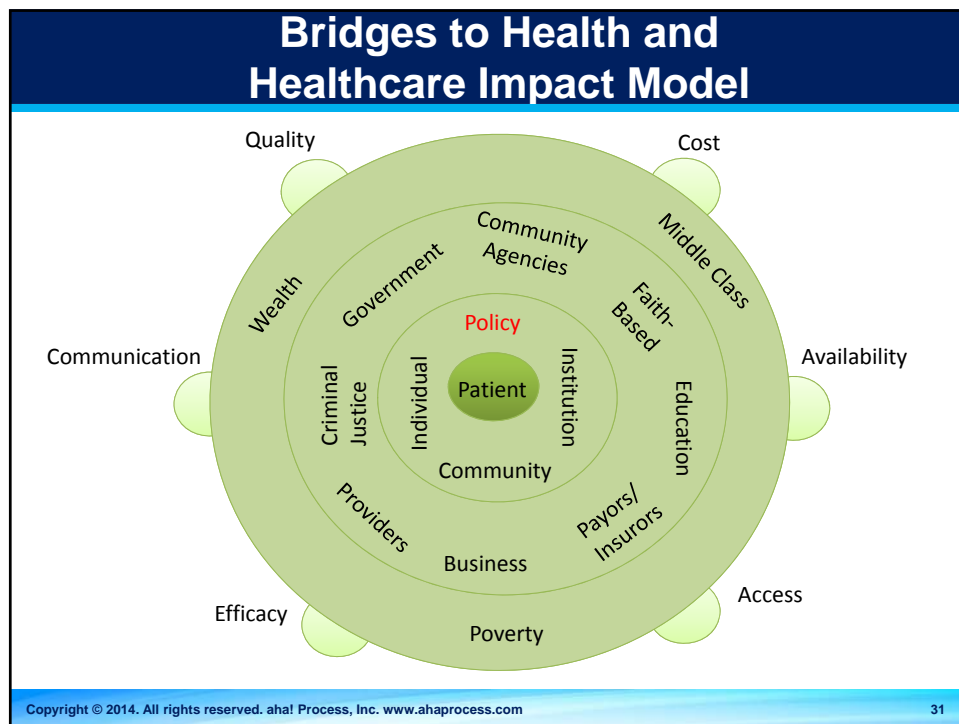
29

## Bonding and Bridging Social Capital



Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

30



# TRANSFORMING THE CLASSROOM

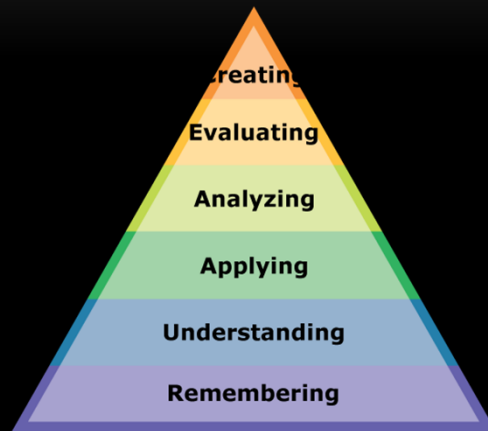
## One Educator at a Time

Beth Reinhart, Rebecca Scheuer, Sharon Ray

## WHY?

School Year	Total number of students	Number of Economically Disadvantaged students	%
1999-2000	1904	368	19%
2002-2003	1983	419	21%
2005-2006	1883	520	28%
2009-2010	1811	684	38%
2013-2014	1613	799	50%

## REVISED BLOOM'S TAXONOMY



## REMEMBERING

# UNDERSTANDING

# APPLYING

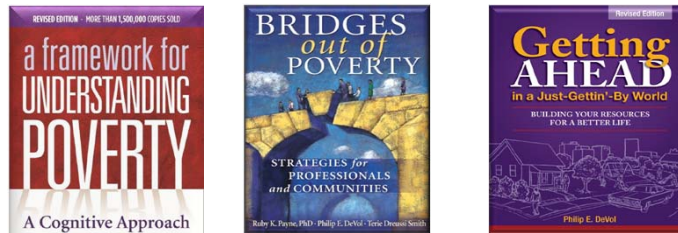


# ANALYZING

# EVALUATING



# CREATING



## Bridges Beyond Borders

**Working with Latino Populations  
in the USA and Latin America  
Dr. Emilia O'Neill-Baker, Ph.D.  
Consultant aha! Process**

Copyright 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

1

## Dr. Emilia O'Neill-Baker, Ph.D.

- Bicultural, bilingual.
- Psychologist, psychotherapist, teacher of English and Spanish as second languages, Professor of Higher Education.
- Trainer for volunteers and professionals in areas of trauma, emotional intelligence, and community development.
- Consulting in the US and Latin America for more than 20 years.
- aha! Consultant –Bridges Out of Poverty, Getting Ahead, Developing Emotional Resources.

Copyright 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

2

## Experiences in Border Areas

- McAllen, TX
- Laredo, TX
- Brownsville, TX
- San Antonio, TX
- El Paso, TX
- Corpus Christi, TX
- Las Cruces, NM
- Hatch, NM
- Monterrey, Nuevo León, México



Copyright 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

3

## Background

- NMSU
- DACC
- CAMP
- RISE
- STEM
- TRIO

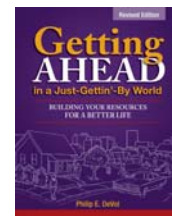
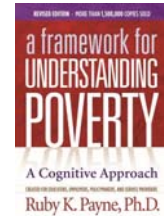
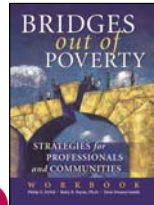
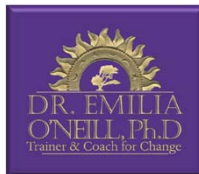


Copyright 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

4

## Building Bridges with Latinos

**Focus Group with  
Latino Professionals  
to Discuss Bridges Philosophy,  
Approach, Key Points, and  
their applicability with  
Latino populations**



Copyright 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

5

## Bridges Principles and Latino populations

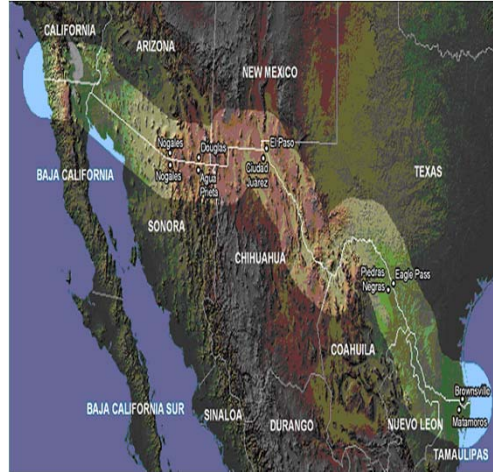
- Mental Models
- Key Concepts
- Hidden Rules
- Cultural/Language factors

Copyright 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

6

## Background: El Paso, TX/Ciudad Juárez, México

- **Ciudad Juárez.** Known in the past as *Paso del Norte* (North Passage). 1.5 million people.
- Located on the Río Grande, south of El Paso, TX
- Ciudad Juárez and El Paso comprise the second largest bi-national metropolitan area on the Mexico-United States border (after San Diego-Tijuana), with a combined population of over 2.7 million people.



Copyright 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

7

## Background: El Paso/Ciudad Juárez, México



Centro Familiar para la Integración y Crecimiento A.C.

40,000 people served  
2012-2013

**Faith-based Foundation**

**High Risk Population in  
Chihuahua**

**Grief and Loss Workshops  
Adults/Adolescents/Children**

**Integrative Development  
Model IAM**

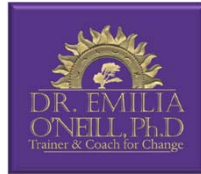


Copyright 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

8



## Building Bridges with Ciudad Juárez, México



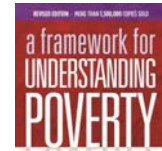
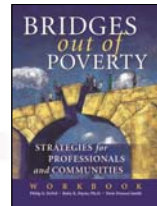
FECHAC



Centro Familiar para la Integración y Crecimiento A.C.

**aha!**  
Process, Inc.

A Ruby Payne Company



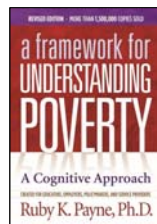
A Cognitive Approach  
Ruby K. Payne, Ph.D.



Copyright 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

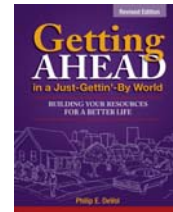
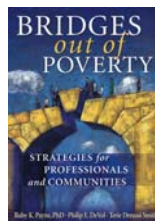
9

## Materials available in Spanish Trainings also delivered in Spanish



**aha!**  
Process, Inc.

A Ruby Payne Company



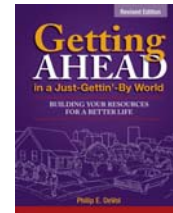
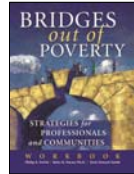
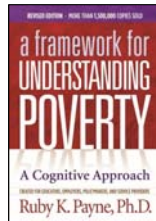
Copyright 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

10

## Bridges Beyond Boundaries

**aha!**  
Process, Inc.

A Ruby Payne Company



10,000 people will be reached in one year  
(7,000 participants in poverty)

Copyright 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

11

**QUESTIONS?**  
**COMMENTS?**

**aha!**  
Process, Inc.  
A Ruby Payne Company

***THANK YOU!***

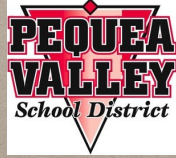
**Dr. Emilia O'Neill-Baker, Ph.D.**  
**Consultant aha! Process, Inc**

Copyright 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

12

## WE IS BETTER THAN ME

THE POWER OF COLLABORATION  
IN YOUR COMMUNITY




---

---

---

---

---

---

---

---

---

---

## MEGHAN'S STORY

Megan is a single mother with a teenage son and two young daughters. The boyfriend is out of the picture. She left him cause he was being abusive. Her parents have been helping her with rent and stuff by they cannot help her anymore. Her rent is \$750 a month and she is 3 months behind. She just got an eviction notice. She is also behind in her utilities and needs oil. Her car is running but is making some strange noises. She used to have a job but got let go. Her teenage son has been getting in trouble at school and she kept going to meetings at the school during work hours and her boss fired her. She has applied for services but has no proof of income so she was declined. She is very distraught and doesn't know where to turn.

---

---

---

---

---

---

---

---

---

---

## WAYS IN WHICH A COMMUNITY HELPS PEOPLE IN POVERTY

- **Enabling** - I give to you because you are in need and I have the resources to help. I do not expect anything in return although I often wonder what you are going to do to change your situation.
- **Changing** - I still give to you but I am frustrated that you are not doing anything to change your situation. I try harder and try to change you so that you can overcome your problems.
- **Judging** - I am frustrated and decide that I am not going to help you anymore or at all. It seems to me that you are doing nothing to help yourself. I don't understand why you won't change.

---

---

---

---

---

---

---

---

---

---



## HELPING PEOPLE IN POVERTY

### - AN ALTERNATIVE APPROACH

- **Empowering** - I am not going to judge you or try to change you. I realize that your situation is complicated and my easy solutions may not work. I will support you in your journey but I will not just give to you. I will help provide the resources that you need to make your own changes. I know that financial resources are only part of the problem and that you may need other resources including: physical, emotional, intellectual, spiritual and relational.

---

---

---

---

---

---

---

---

## PANEL DISCUSSION

- **WHAT** was our problem?
- **WHO** was going to be part of the solution?
- **HOW** could we come together?
- **WHAT** were the results - anecdotal and quantitative data

---

---

---

---

---

---

---

---

## KEY COMPONENTS TO CREATING A BRIDGES STEERING COMMITTEE

- Determine who is doing what
- Determine a "point person" organization
- Do Bridges out of Poverty Training - Train, Train, Train.
- Begin meeting together with those who "get it" and buy into the culture

---

---

---

---

---

---

---

---

## KEY COMPONENTS TO CREATING A BRIDGES STEERING COMMITTEE

- Identify key people from each sector form a steering committee
- Start Getting Ahead Classes
- Begin to do something together
- Assess, Unite, Protect, Expand

---

---

---

---

---

---

---

---

to watch The Factory Ministries video go to  
<http://www.thefactoryministries.com>

---

---

---

---

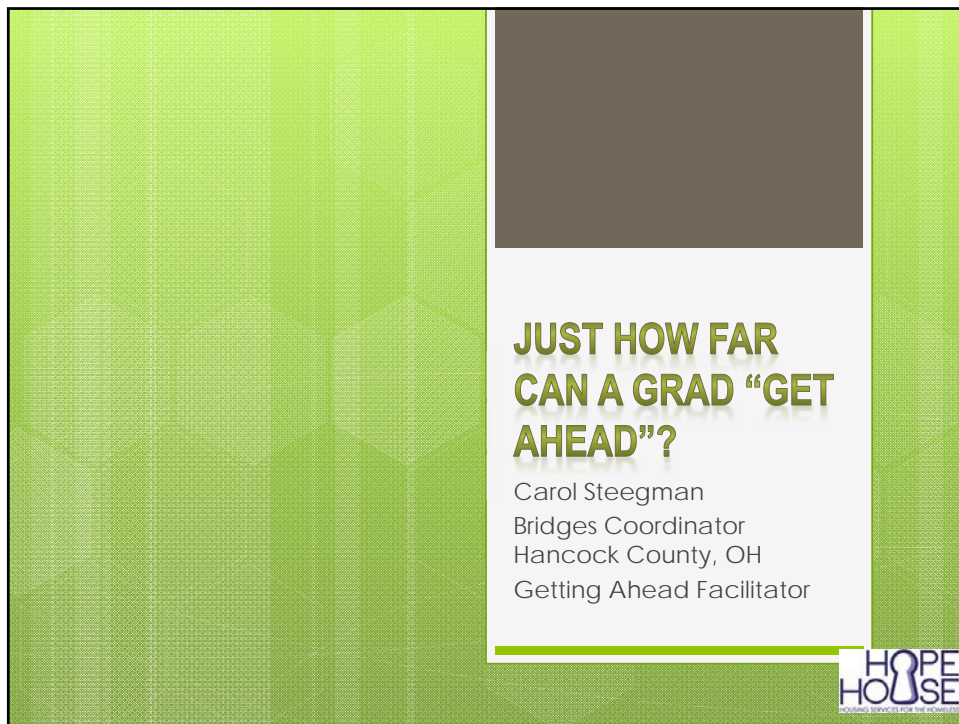
---

---

---

---





## JUST HOW FAR CAN A GRAD “GET AHEAD”?

Carol Steegman  
Bridges Coordinator  
Hancock County, OH  
Getting Ahead Facilitator



## HANCOCK COUNTY BRIDGES OUT OF POVERTY



### Mission Statement:

"We are committed to creating sustainable community solutions to poverty by collaboratively fostering human potential through trusting relationships, empowerment and education."

## BRIDGES TO SPORTS EQUIPMENT TEAM

- Four Getting Ahead Graduates
- Kiwanis New Member Engagement Group

The Kiwanis Club of Findlay  
wants

**YOUR used sports gear!**



As a community, we should recognize the social and economic consequences for kids who do not have the opportunity to be involved in sports and other after-school activities. Children and teens who are unsupervised after school are more likely to engage in high-risk behaviors. Kiwanis is partnering with Bridges out of Poverty to collect used sports equipment to donate to those in need.

Please consider donating your used sports gear (equipment bags, helmets, bats, gloves, cleats, racquets, balls, protective pads and guards) to a good cause.

**JUST DONate IT!**

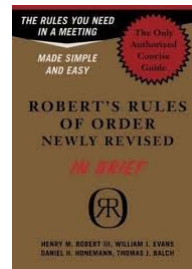
## BRIDGES TO WORK CONNECTIONS

- o Raven Rock
- o 6 Months post graduation assistance
- o Work force foot wear, uniforms and eye protection



## BRIDGES TO THE BOARD

- o Getting Ahead Graduates complete 4 week course
- o Skills learned include
  - o Robert's Rules
  - o Reading Non-profit fiscal reports
  - o Proper attire
  - o Formal register



## GETTING FURTHER AHEAD

- Cooking Classes
- Budgeting Classes
- Couponing Classes
- Dressing for the Next Position
- Co-facilitation of Getting Ahead
- Breakfast Poverty Simulation
- Lunch Poverty Simulation
- 3 Hour "In The Life of Poverty"

## BRIDGES IN COMMUNITY SERVICE

- "Amy's" story
- "Michael's story"
- "Jesse's story"



## FUTURE BRIDGING PROJECTS

- Bridges to Voices of Freedom
- Bridges to Re-entry
- Participation in the Nationwide Getting Ahead Evaluation
  - Conducted by Dr. Wahler and Phillip DeVol , author of Getting Ahead



## MY PAST STORY

- There will be a video clip inserted here from YouTube

## STRATEGIC PARTNERS



Carol Steegman  
Bridges Coordinator Hancock County, OH  
Csteegman@findlayhopehouse.org  
(419)427-2848 (work)  
[www.findlayhopehouse.org](http://www.findlayhopehouse.org)

Follow us on Facebook : Hancock County Bridges Out  
of Poverty  
Follow me on Twitter: @Csteegman  
Blog: AhaProcess.com



# From Tax Burdens To Tax Payers

Presenter: Elain Ellerbe



Initiatives of Refined By Fire Ministries, Inc.

[www.rbf.la](http://www.rbf.la)



## ■ How We Got Started — Faith-Based Prison / Inner City Outreach



Dallas Block Party  
SBC Convention, 1998



Michael Ellerbe & Refined By Fire



Living Witness Church  
New Orleans 1999



Faith-Based Services in Prisons



Post 9/11 – NYC, December 2001





# RBF reentry benefiting families

An Initiative of Refined By Fire Ministries, Inc.

## ■ What We Do Now



Incarcerated Fathers Parenting & Read To Me Daddy Video Project

Correctional Staff Trainings

Solutions to Poverty/ Financial Management Programs

Bridges / Getting Ahead / R Rules



Marriage & Relationship Seminars





# RBF reentry benefiting families

An Initiative of Refined By Fire Ministries, Inc.

## ■ Pre-Release / Re-Entry Programs History

- 2003 - Louisiana Legislature mandated 100 hours of life skills to be provided to offenders incarcerated in state correctional facilities.
  - Topics include Job Readiness Skills, Financial Literacy, Parenting, Substance Abuse Education, Communications and Victim Awareness
  - No funding was appropriated, Corrections expected to implement within regular budget
- 2004 – Federal Grants Provided funding for Initial Reentry Programs
  - Open the door to community & faith-based organizations to partner with correctional facilities to provide resources and volunteers to implement reentry programs
  - RBF Mission: "Partnering with corrections facilities, community-based and faith-based organizations to provide educational services to assist in expanding and improving support programs for the incarcerated, the ex-offender and families impacted by criminal justice system."
- 2014 – Today DOC has standardized 10 module pre-release program, Probation & Parole Officers trained in reentry, five active reentry coalitions across state, Getting Ahead approved for good time credit, recidivism rate lowering



- **Why We Do What We Do – It's Not Only the Right Thing to Do, But the Smart Thing to Do. . . Economically**
  - **Cost of Incarcerating**
    - \$24,000 per year for Adult
    - \$80,000 per year for Juveniles
      - In comparison, yearly tuition to Harvard is \$40,000 and LSU is \$16,000
  - **Wow Moment: For every dollar Louisiana spends on higher education, we spend 46 cents on corrections** (The Pew Center on the States Public Safety Performance Report, March, 2009)
  - **Wow Moment: According to Ready4Work, a national job-preparedness program, it costs as little as \$1,000 a semester to train someone in a skill.**
  - **Cost of Incarceration (\$24,000 annually) Versus Cost to Train (\$4,000)**

**You Do the Math!!!**

## How We Introduced Bridges Philosophy & Getting Ahead to Louisiana Corrections:



## Outcomes of Implementation

### Initial Utilization of FDIC Money Smart Program

Allowed identification of committed participants who were prepared to undertake a more in-depth study using their critical thinking skills

### Implementation of Getting Ahead & R Rules

Inaugural class included 20 participants and four peer facilitators who received additional training in GA key concepts. Facility also housed youthful offenders (17-20 years) five were selected for participation in R Rules.

### Results

To date, 200 offenders have graduated from Getting Ahead & FDIC Money Smart. Expansion into a second facility has happened and a new project at a local detention center has allowed the immersion of the facility from staff to offender into all things Bridges Out of Poverty and Getting Ahead as well as key concepts from R Rules.

## Participants words speak volumes:



**Walter Washington**  
Offender / Peer Facilitator

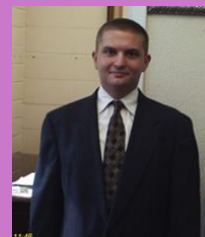
"Learning about the resources I need to take better care of my family and to keep me from coming back has really changed my life. I knew life should be better, but didn't know what to do. Now I do!"

Upon release, Walter will be employed by RBF.



**Valrice Cooper**  
Ex-Offender / International Boxing Coach

"What would I have done after being locked up for 20 years had I not learned about a poverty mindset? I'm living my dream now and have set up my own boxing club coaching internationally ranked boxers. And I didn't know anything about planning ahead or even a checking account. Getting Ahead has truly saved my life."



**Richard Scott**  
Ex-Offender / Seminary Student

"Getting Ahead helped me get my thinking straight and made me realize I can think and plan for the future. I am now reaching my goals of taking care of my new wife and going to seminary. No more tyranny of the moment for me!"

## Key Elements to Consider When Implementing Prison Based Programs

- A previous direct service partnership with a facility is important to gain approval from the administration, a comfort level from security and trust of the offenders who will participate.
- At least two Nationally trained facilitators should be utilized. While a group of no more than 10-12 is recommended, having two trained facilitators helps to facilitate larger groups of 20 with breaking them down into two groups
- Peer facilitators are extremely effective and can be identified out of the first Getting Ahead group. Providing them with additional facilitating skills training is also suggested.
- Material resources should include a workbook for each participant, writing tablet, pens, pencils, portfolio to keep materials organized as well as a calendar, and calculator (if allowed by facility). Snacks are also a nice addition, again if allowed.
- Classes should be held weekly for a minimum of 2 ½ hours.
- Participants for Getting Ahead should be at least 20 years old, have taken previous self-help classes and are approaching release (within in a year). R Rules participants should be 15-20 years old and are likely to need to “get their heads straight” types. R Rules helps motivate them to go on to GED / Skills Training



- Why We Do What We Do – Is It Working? .
  - Recidivism Rates (Repeat offenses)
    - National – 67.5%
    - Louisiana – 48%
    - Dixon Correctional Institute
      - Prior to 2004 - 50%
      - Data from 2004 to 2012 – 36%
        - Same time frame as aggressive implementation of pre-release life skills program, parenting, Solutions to Poverty/Financial Management programs and other reentry activities
- Wow Moment: For every 1% decrease in state recidivism a savings to the state budget is realized in the amount of \$12 million

Source: La. Dept. of Public Safety & Corrections

 **resources benefiting families**  
An Initiative of Refined By Fire Ministries, Inc. • www.rbf.la

 **reentry benefiting families**  
An Initiative of Refined By Fire Ministries, Inc.

**RBF is featured in**  
**From Vision to Action**  
**“Making Their Time Count: Implementing Bridges, Getting Ahead, and the R Rules in a Prison Setting” along with 10 other best practice programs**

**Available from Aha Process Online Store**  
<http://www.ahaprocess.com/store/from-vision-to-action/>



 **resources benefiting families**  
An Initiative of Refined By Fire Ministries, Inc. • www.rbf.la

 **reentry benefiting families**  
An Initiative of Refined By Fire Ministries, Inc.

**Contact Info**  
**Elain Ellerbe**  
**President & CEO**  
[elainellerbe@bellsouth.net](mailto:elainellerbe@bellsouth.net)  
**Jackson, LA 70748**  
**225-963-2074**  
[www.rbf.la](http://www.rbf.la)



# Colleges as Partners

To  
End Poverty

Karla M. Krodel

## Colleges as Partners to End Poverty

- \* Mental Model of Colleges
- \* Hidden Rules and Driving Forces
- \* Who, What, When, and How?
- \* Maintaining the Relationship



## Mental Model of Academic Affairs



## Mental Model of Student Services



## Hidden Rules and Driving Forces

### Academic Affairs

- \* **ACHEIVEMENT**
- \* Attendance
- \* Timeliness
- \* Self-governance
- \* Proactive communication
- \* Derailed chains of command
- \* Respect associated with position

### Student Services

- \* **ACCOUNTABILITY & RELATIONSHIPS**
- \* Deadlines
- \* Fees and penalties
- \* Organization
- \* Free resources

## What are you talking to?

### Type of school

- \* Vocational school
- \* Technical school
- \* Community college
- \* Private college
- \* Proprietary college
- \* University

### Driving Force

## Who are you talking to?

### Position

- \* President, Provost, VP Student Affairs
- \* Deans
- \* Faculty
- \* Program managers/coordinators
- \* Grant funded program staff
- \* Committee

### Driving Force

## When to talk to people

### Academic Calendar on-line

- \* Week before semester starts
- \* First week of September and February
- \* Avoid midterm and finals if working with faculty

### Student Affairs Staff

- \* Early summer
- \* NOT 2 weeks before and after semester starts
- \* Winter break

## How to approach

- \* Follow the energy
- \* Follow the money
- \* Federal mandates
- \* State initiatives
- \* Local partnerships
- \* Initially, coordinating, possibly cooperating
- \* Connecting to individual and program goals
- \* Revisit the MMs and connect your service or request to the MM

## How to approach

- \* Stop talking!!!
- \* Identify the intersection of their need with yours
- \* Seek confirmation of understanding
- \* Open ended questions “what”, “when”, “why”, “how”, “where”
- \* Listen for feelings and opinions and build rapport
- \* Clarify definitions
- \* Show “social proof” that their situation is similar to that of other people you've worked with.
- \* Don't leave without “next steps”

## Maintaining the Relationship

- \* **Long** term planning
- \* Establish timelines and responsibilities
- \* Expect delays and SNAFUs
- \* Give credit and recognition
- \* Respect the chain of command
- \* Share resources
- \* Include stakeholders
- \* Clarify authority and accountability
- \* Data, Data, Data

## Moving Things Along

- \* Positive Deviance
- \* Strategic Doing
  - \* What could we do together?
  - \* What should we do together?
  - \* What WILL we do together?
  - \* What have we learned in the past 30 days?

[kmkrodel@me.com](mailto:kmkrodel@me.com)

Karla Krodel  
Author, Consultant, and  
Director of Metro Education Outreach  
Youngstown State University



## Building Resources and Human Capacity within the Faith-Based Organization

Kimberly J. Ruiz

### What causes individuals to be under-resourced

#### Four Basic Causes

- Individual Choices/Behavior
- Human and Social Capital in the Community
- Exploitation
- Political/Economic Structures

#### Research on the resources

- Choices, behaviors, characteristics and habits of people in poverty
- Available to individuals, communities, and businesses
- On how people in poverty are exploited because they are in poverty
- Economic, political, and social policies at the international, national, state, and local levels.

## WHAT IS HUMAN CAPACITY

### When resources are available

- Create/enhance their own resource base: self-sustaining
  - Choices that promote dignity, well-being, and continued development
  - Give back to others
  - Tools to negotiate almost any environment to promote self-preservation, personal well-being, and the well-being of others
  - Grow spiritually
- It Begins with the development in a “situated learning” environment and depends on the relationships and information within that environment

Human Capacity is then defined by these characteristics

## CHARACTERISTICS OF A HUMAN CAPACITY DEVELOPMENT MODEL

### Interactive model

- **Cognitive model**
  - focuses on knowledge, thinking, and understandings
  - double-coded: cognitively and emotionally (Greenspan & Benderly, 1997)
- **Co-investigative, interactive approach**
  - builds one-on-one relationship
  - mutual respect
- **Creates language**
  - express experience
- **Mediates**
  - tells the what, why, and how
- **Relates and reframes individuals personal life**
- **Provides tools to move from sensory, physical understanding to abstract representational concept:**
  - stories, parables, metaphors, analogies, and drawings
- **Personal Choice**
- **Future story**
- **Development of resources**

## What model is being used in many churches

### INSTITUTIONAL DEVELOPMENT

- Institutional maintenance and development vs. human capacity development
- Believes most resources are in place; focus is spiritual resources
- Heavy emphasis on “Bonding” (people like you) rather than develop “Bridging” (people different)
- Knowledge provided to groups by “authorities”
  - Does not proactively build one-on-one interactions
  - Positions and knowledge provided in writing
- Language about spiritual experience is provided
- Very few tools offered to move from concrete to abstract
- Integration of knowledge into one’s personal life is haphazard and related to personal choice; not embedded into the institution
- Ask member to give resources to the institution
  - May or may not develop resources in the members

## Why do we need a Human Capacity Development Model

## Why do we need a Human Capacity Development Model

- **TO MOVE TO SUSTAINABILITY**
  - When resources are limited they need to be developed
  - Resources can be developed at any stage of life
  - Support system is needed
- **YOUNG PEOPLE**
  - Have grown up with Internet which provides: Interactive model of one-on-one building within a co-investigative knowledge experience, e.g., Facebook, Twitter
- **FAMILY**
  - Happening less and less
  - Institution that makes human capacity it's mission will rule next century
  - HC primarily through Media with mixed reviews

## Where did we Get the Human Capacity Development Model

- Jesus provided it
- He did not go to the religious organizations, government agencies, or corporate sponsors and say give us money and resources
- He went to the people themselves and said "let me tell you how you personally can have salvation."
- 2<sup>nd</sup> he instructed his disciples to provide basic resources within relationships
- "Love your neighbor as yourself" (Mark 12:31)

## Resource/Human Capacity

- It's a cognitive model
- Focuses on knowledge, thinking, and understandings
- Learning is double-coded: both cognitively and emotionally.
- Emotionally coding comes from the relationship
- "Ask and it shall be given you; seek and you will find; knock and the door will be opened to you" (Luke 11:9)



## Resources/ Human Capacity

- It is co-investigative
- Interactive approach
- Builds one-on-one relationships of mutual respect
- With individuals who are different from you
  - Jesus 12 disciples could not have been more different—in personality, in occupation, in background.
  - From the lepers to the Samaritan woman at the well
  - Tax collectors to prostitutes even the dead (Lazarus)
  - HE made deep connections with everyone he met

- It assigns a language
  - "For God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life. For God did not send his Son, into the world to condemn the world, but to save the world through him." (John 3:16–17)
- It mediates (tells what, why, how).
  - "I am the way, the truth, and the life. No one comes to the Father except through me." (John 14:6)

## Resources/Human Capacity

- It relates to and reframes the individual's personal life.
  - "But the fruit of the spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control ... (Galatians 5:22–23)
- Provides tools to move from a sensory, physical understanding to an abstract, representational concept (stories, parables, metaphors, analogies and drawings)
- Jesus used these tools constantly, often telling parables and other stories
  - "I am the vine; you are the branches"(analogy, John 15:5)
  - the parable of the good Samaritan (Luke 10:25–37), the prodigal son(Luke 15:11–31)

## Resources/Human Capacity

- It allows for personal choice
  - "Your Faith has saved you; go in peace."(Luke 7:50)
- It always has a future story at an individual level.
  - "But seek first his kingdom and his righteousness, and all these things will be given to you as well."(Matthew 5:33)
- It results in the development of resources
  - "Give to Caesar what is Caesar's, and to God what is God's." (Luke 20:25)

## Why do we need the resources and prosperity this model develops

- The better resourced a person is, the more the whole community is sustainable
- Greater opportunity for learning and development
- Can focus time on that and not constantly on survival
- A BASIC RULE IN NATURE IS THIS: TO RECEIVE YOU MUST GIVE AND VICE VERSA
  - The ocean ebbs and flows
  - Plants take in the air and water and give back food
  - Prosperity allows for the process of giving and receiving
- THIS INCLUDES THE GIVING AND SHARING OF INFORMATION  
"GIVE, AND IT WILL BE GIVEN TO YOU" (LUKE 6:38)

## What does the church have to offer individuals from poverty

- Huge pool of individuals that have huge human capacity, knowledge bases, talents, understandings, language, and resources.
- If utilized the church has the potential to provide:
  - Cognitive
  - Spiritual and emotional tools
- To provide individuals in poverty to become resourced
- To get past survival (money and thinking)

## FOOD

- Many resourced become frustrated with the bridge card (food stamps) being used a way they wouldn't use (prepared, expensive)
- To prepare food
  - Electricity
  - Ability to plan
  - Pots and pans
  - Knowledge base about preparing
  - Tools to do that
  - Reading skills
  - Time to prepare
  - Working refrigerator utensils
  - Recipes

If you moved three times in three months or you are homeless, you don't have these basic resources.

## Does Human Capacity Help Adults Transition out of Poverty?

- aha! Process using model for several years
- Takes 2-5 years to successfully build a resource base that is self-sustaining
- RESOURCES
  - Bridges communities
  - Built upon "Getting Ahead"
  - Provides knowledge base and social bridging capital relationships = development of resources

## DISCIPLESHIP

- “For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothe me, I was sick and you looked after me, I was in prison and you came to visit me.”
- This is not only at a physical level, but also at a very cognitive level:
  - Hungering for information
  - Thirsting for knowledge
  - Developing social bridging capital (a stranger)
  - Providing comfort and support (sick at heart ... emotional well being)
  - Giving belonging and identity (clothing)
  - Giving new ideas (no longer imprisoned) some people greatest prison is there own mind
- **HE WENT TO THE PEOPLE BY PROVIDING INFORMATION AND RELATIONSHIP!**



## Integrating Bridges Concepts With Oral Health Outreach

Bridges National Conference  
Nashville Tennessee  
October 6, 2014

Cindy Shirtcliff, LCSW  
Sharity Ludwig, BS, RDH, EPP



## Overview

- ▶ Advantage Dental – Company Overview
- ▶ Dental Paradigm Shift
- ▶ Outreach Efforts – Bringing the science to the people
- ▶ Bridging Dental Care with Bridges Health
- ▶ Patient Centered Care



▶ Advantage Dental proprietary information [www.AdvantageDental.com](http://www.AdvantageDental.com)





## Advantage Dental – Company History

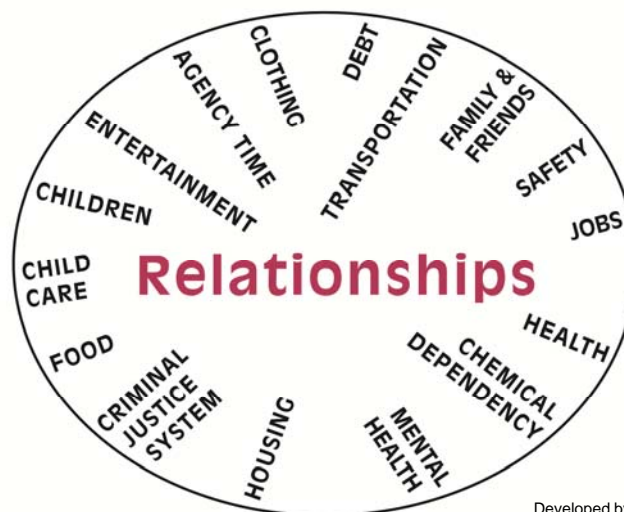
- ▶ Company started in 1994 to create access for Medicaid members
- ▶ Model of care
  - ▶ Staff Based Clinic
  - ▶ Provider Network
  - ▶ Expanded Practice Permit Dental Hygienist
  - ▶ Collaborative efforts with Community Partners
  - ▶ Advanced Dental Information Network (ADIN)

▶ Advantage Dental proprietary information

[www.AdvantageDental.com](http://www.AdvantageDental.com)

## Mental Model for Poverty

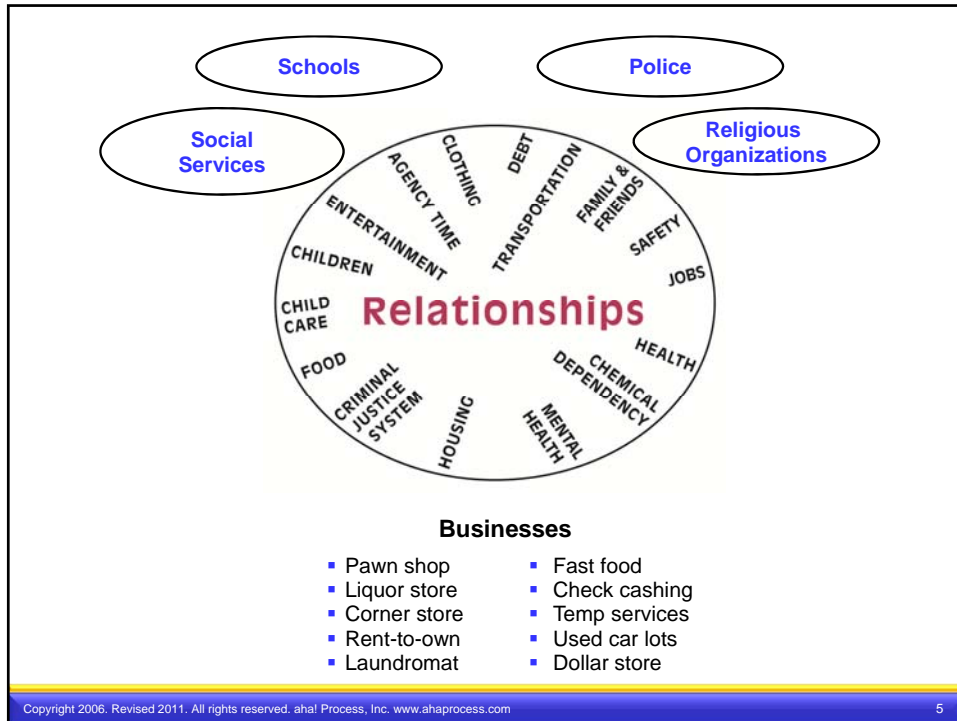
### What It's Like Now




Developed by Phil DeVol (2006)




Copyright 2006. Revised 2011. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

4

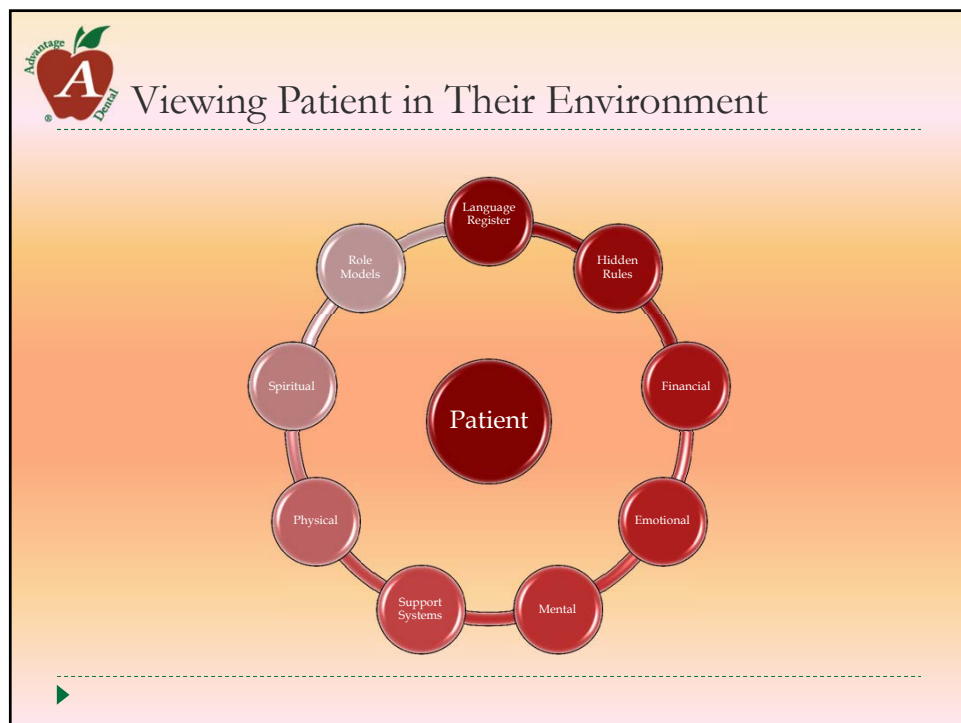
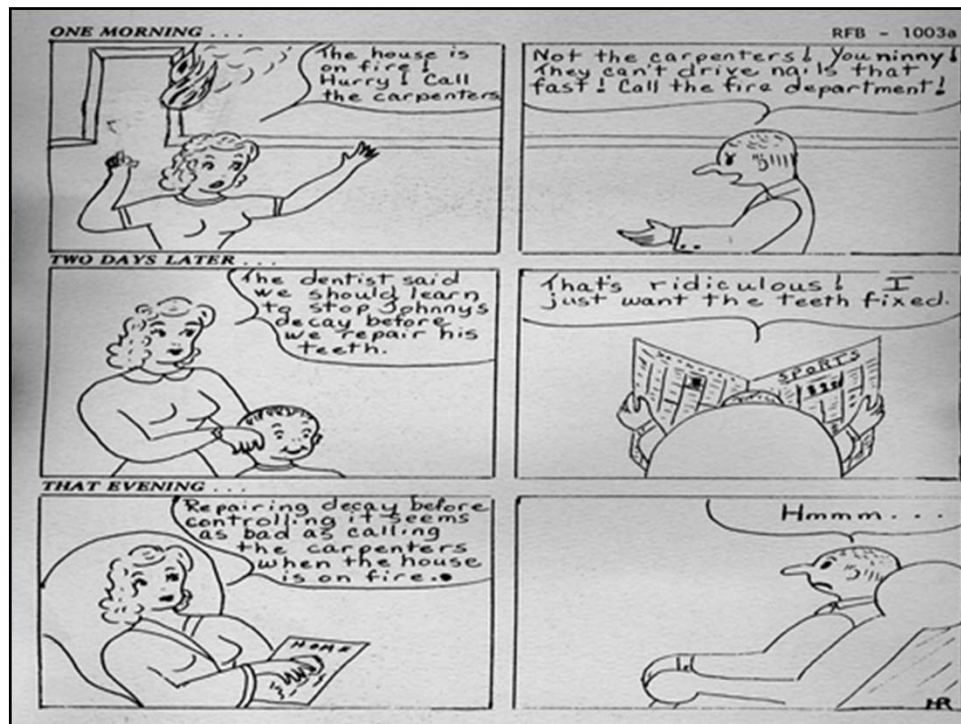


 **Paradigm Shift in Dentistry**

<p>▶ <b>Traditional Restorative Dentistry</b></p> <ul style="list-style-type: none"> <li>▶ “Drill and Fill”</li> <li>▶ Cookie cutter approach</li> </ul>	<p>▶ <b>The Medical Management of Caries</b></p> <ul style="list-style-type: none"> <li>▶ Think outside the box</li> <li>▶ Treating the infection first!</li> </ul>
--	---

▶ Advantage Dental proprietary information      www.AdvantageDental.com





## Taking the Science to the people

- ▶ Dental Office (traditional)
  - ▶ Wait in office for patients
  - ▶ Dental Fears
- ▶ Dental Outreach (non-traditional)
  - ▶ Risk assess
    - ▶ Pregnant women, Women, Infant, Children (WIC), Head Start, Schools, Medical offices, Residential facilities
  - ▶ Trusted Community Partners

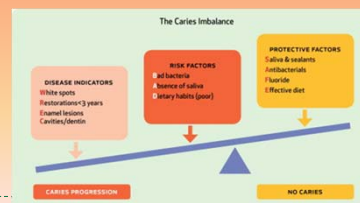


▶ Advantage Dental proprietary information [www.AdvantageDental.com](http://www.AdvantageDental.com)



## Laying the Foundation

- ▶ Cavities are an infectious communicable disease
- ▶ 99% Preventable
- ▶ Oral health over a lifetime
- ▶ Cavity is considered a failure
- ▶ Not about drilling teeth



## 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*, (1998), by Robert Sapolsky.

Copyright 2006. Revised 2011. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

11

## 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*, (1996), by Richard Farson.

Copyright 2006. Revised 2011. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

12

**No significant  
learning occurs  
without a  
significant  
relationship.**

**–Dr. James Comer**

Copyright 2006. Revised 2011. All rights reserved. aha! Process, Inc. www.ahaprocess.com

13



## Bridging Dental Care with Bridges Health

### Patient Centered Care

- ▶ Rapport Building
- ▶ Promote patient engagement
- ▶ Ask them vs Tell them
- ▶ Awareness and Understanding Preventative treatment plan
- ▶ Better understanding to reduce barriers to care

### Bridges Health Concepts

- ▶ Understand hidden rules
- ▶ Relate & engage
- ▶ Future Focus message
- ▶ Develop plan



▶ Advantage Dental proprietary information

[www.AdvantageDental.com](http://www.AdvantageDental.com)





## Measured Standard of Care

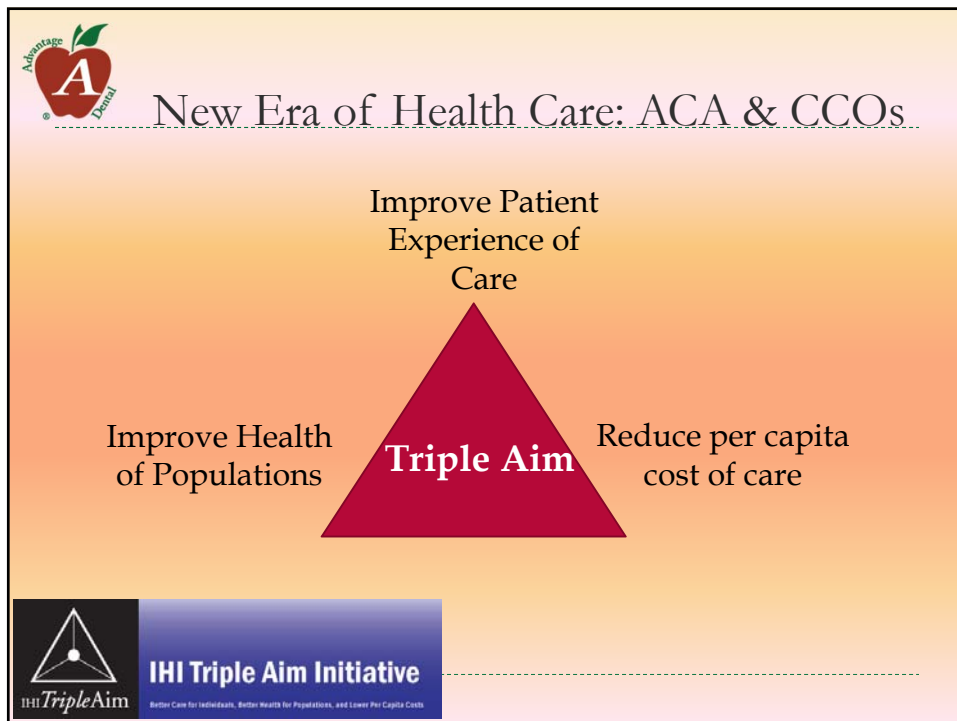
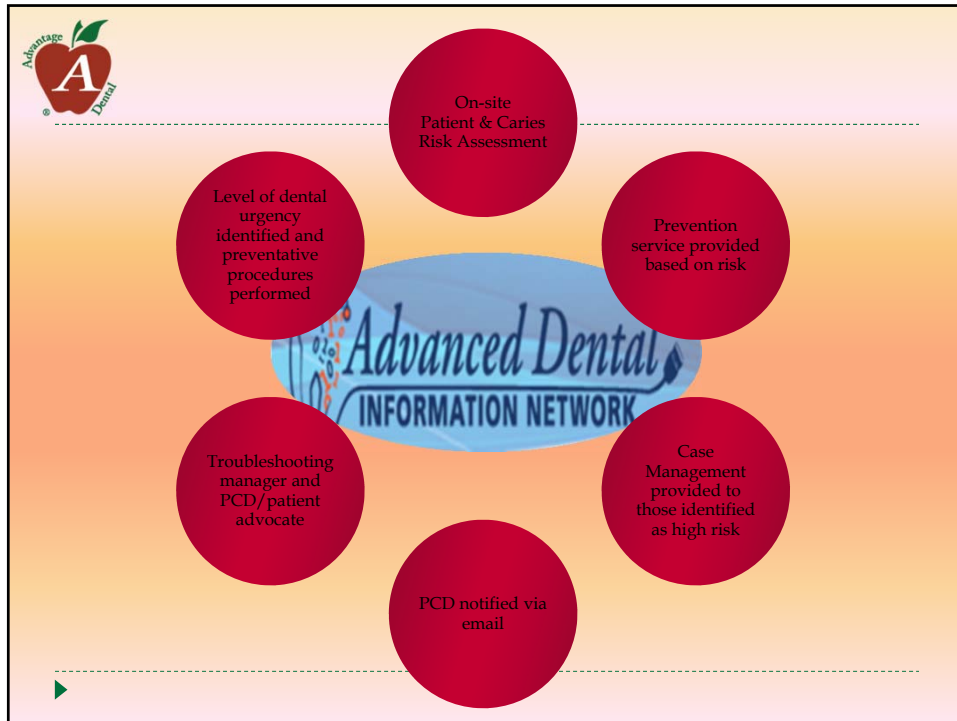
- ▶ Preventative Dental Visit
  - ▶ Pregnant women
  - ▶ 0-11 year olds
- ▶ Utilization Management
  - ▶ Provider complaints
  - ▶ Provider referrals
  - ▶ Provider utilization vs. capitation
- ▶ Community Outreach Activities
  - ▶ Caries experience
  - ▶ Level of dental urgency
  - ▶ Case management



## ADIN



Provide information technology that will allow providers to remain independent while connecting them to other organizations





## Bringing Bridges to the Organization and Community

- ▶ Douglas County Transformation Plan
  - ▶ Adopted provider and staff training around poverty as our Cultural Competency measure in addressing Health Equity and Disparity
- ▶ Advantage Dental Mission
  - ▶ Bridges Out of Poverty Certified Trainer within the company

▶ Advantage Dental proprietary information      [www.AdvantageDental.com](http://www.AdvantageDental.com)



## Douglas County Collaborative Efforts

- ▶ CAPP - Child Abuse Prevention Partnership
- ▶ ADAPT - Substance Abuse Treatment Provider
- ▶ UCC - Umpqua Community College
- ▶ DHS - Department of Human Services
- ▶ Advantage Dental
- ▶ Planned and developed budget to host one day community training with Terie Dreussi-Smith for 200 participants

▶ Advantage Dental proprietary information      [www.AdvantageDental.com](http://www.AdvantageDental.com)



## Douglas County Community Partner Engagement

- ▶ Umpqua Health Alliance – Dr. Christine Seals
- ▶ Advantage Dental
- ▶ CAPP
- ▶ Douglas County Health & Social Services
- ▶ Mercy Medical Center – Hospital
- ▶ Cow Creek Tribe of Umpqua Indians
- ▶ Community sponsor of in-kind services

▶ Advantage Dental proprietary information      [www.AdvantageDental.com](http://www.AdvantageDental.com)



## Integration of Bridges Concepts

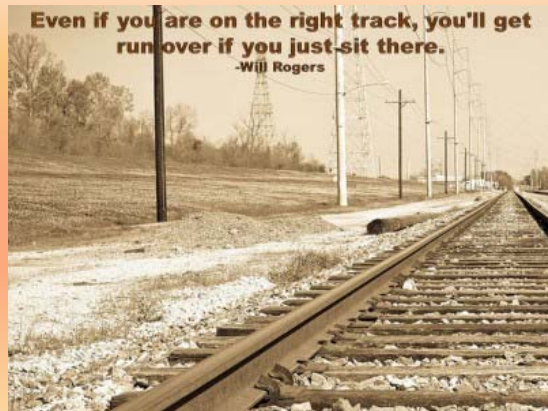
### Advantage Dental

- ▶ Certified trainer
  - ▶ trained 12 other entities in Bridges concepts
- ▶ New staff on-boarding
  - ▶ Bridges introductory training
- ▶ Onsite training
  - ▶ Clinic providers and staff
  - ▶ Administration staff
- ▶ Webinars
  - ▶ Expanded Practice Dental Hygienist
  - ▶ Providers & staff
- ▶ Annual Summer Meeting
  - ▶ Network dentist & staff

### Douglas County

- ▶ Trained other entities in Bridges concepts
- ▶ Hosted Bridges Conference
  - ▶ 1 day in 2013
  - ▶ 2 days in 2014
    - ▶ CAPP & collaborators hosted Terie Dreussi-Smith
- ▶ Over 500 community members have attended the two trainings

▶ Advantage Dental proprietary information      [www.AdvantageDental.com](http://www.AdvantageDental.com)



► Advantage Dental proprietary information      [www.AdvantageDental.com](http://www.AdvantageDental.com)



## Contact Information

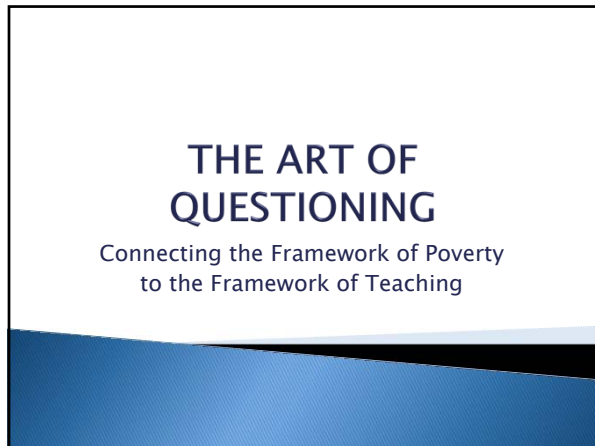
### **Cindy Shirtcliff, LCSW**

Regional Manager Community Liaison  
Advantage Dental  
Phone: 541-504-3986  
E-mail: [cindys@advantagedental.com](mailto:cindys@advantagedental.com)

### **Sharity Ludwig, B.S., R.D.H., E.P.P.**

Quality Improvement Manager  
Advantage Dental  
Direct: 541.504.3983  
Email: [SharityL@advantagedental.com](mailto:SharityL@advantagedental.com)

► Advantage Dental proprietary information      [www.AdvantageDental.com](http://www.AdvantageDental.com)




---

---

---

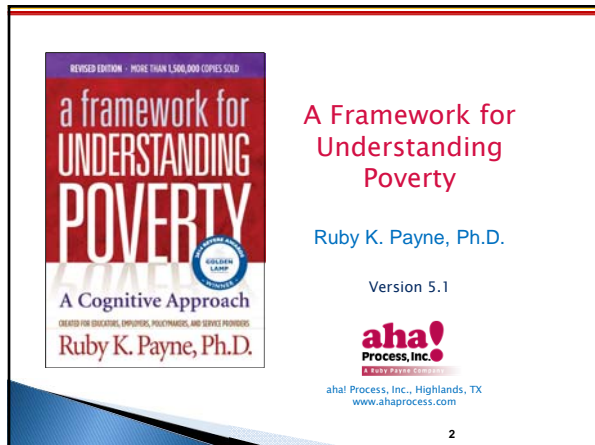
---

---

---

---

---




---

---

---

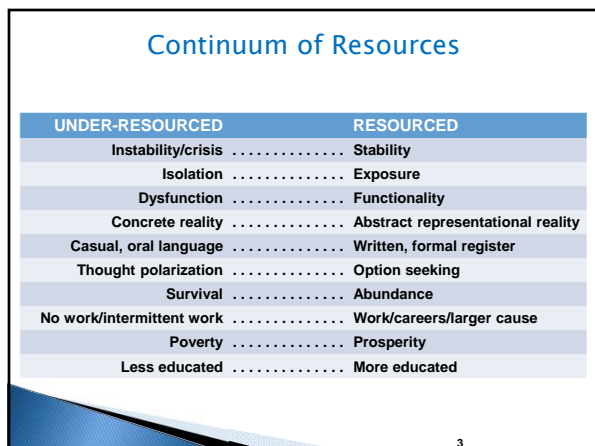
---

---

---

---

---




---

---

---

---

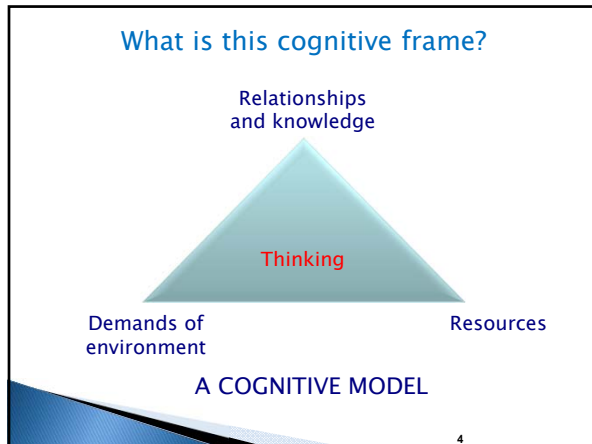
---

---

---

---





---

---

---

---

---

---

---

---

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.

---

---

---

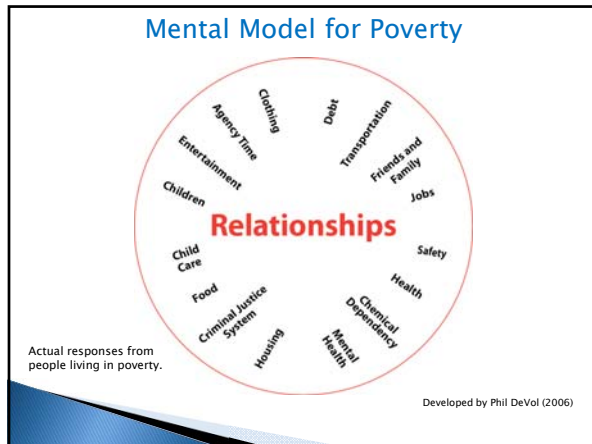
---

---

---

---

---



---

---

---

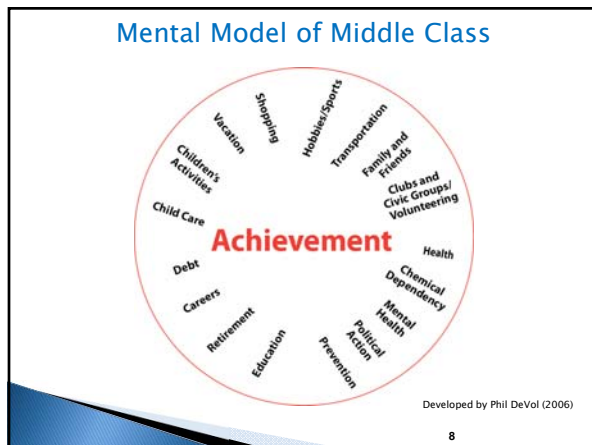
---

---

---

---

---



---

---

---

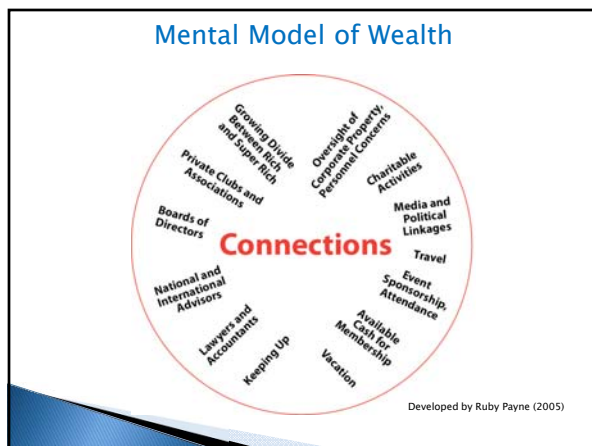
---

---

---

---

---



---

---

---

---

---

---

---

---

### Key Point

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




---

---

---

---

---

---

---

---

### Key Point

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



11

---

---

---

---

---

---

---

---

### Key Point

**Hidden rules about time and money:**

Poverty	Middle Class	Wealth
Survival	Work	Political connections
Relationships	Achievement	Financial connections
Entertainment	Material security	Social connections



12

---

---

---

---

---

---

---

---

## Key Point

Three things that help one move out of poverty are:

- Education
- Relationships
- Employment



13

---

---

---

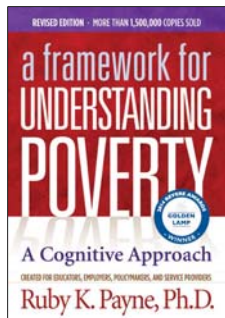
---

---

---

---

---



## 10 Actions to Educate Students from Poverty

14

---

---

---

---

---

---

---

---

## 10 ACTIONS

Action	Why?
1 Build relationships of mutual respect.	Motivation for learning.
2 Teach students the hidden rules of school.	Hidden rules break relationships, and without relationships learning is decreased.
3 Analyze the resources of your students, and make interventions based on resources the students have access to.	Interventions do not work if they are based on resources that are not available.
4 Teach formal register, the language of school and work.	To understand written text, which is essential for success at school and work.
5 Teach abstract processes.	All learning involves what, why, and how. The how piece must be directly taught for tasks to be done.
6 Teach mental models.	Mental models translate between the abstract representational world and the sensory concrete world.
7 Teach students how to plan.	To control impulsivity for task completion.
8 Use the adult voice and reframing to change behaviors.	To maintain relationships and get the appropriate behaviors.
9 Understand the family resources and dynamics.	To better understand the resources the child has access to and better select interventions.
10 Teach how to ask questions.	So students can get past the third grade reading level so they can get inside their head and know what they know and what they don't know.

15

---

---

---

---

---

---

---

---

## ACTION 10

Teach how to ask questions.

### *WHY?*

So students can get past the third-grade reading level—and so they can get inside their head and know what they know and what they don't know.

16

---

---

---

---

---

---

---

## LIFELONG SKILL

- ▶ SOFT SKILLS IN THE WORKFORCE
- ▶ EMPLOYABLE
- ▶ OBTAIN RESOURCES
- ▶ OBTAIN KNOWLEDGE

---

---

---

---

---

---

---

"Helping teachers become strategic questioners takes us only halfway to our goal. Our students must see questioning as a productive way to contribute to classroom dialogue and, most important, a mind tool for learning."

Brookhart and Moss

---

---

---

---

---

---

---

**RESULTS OF STUDENTS DEVELOPING THE KNOWLEDGE, SKILLS, AND DISPOSITION OF AN EFFECTIVE QUESTIONER**

- › Develop independence and autonomy
- › Construct deeper and richer meaning for important content and concepts
- › Take more responsibility for their own learning
- › Learn and practice discipline-specific ways of thinking
- › Discover how to persist during a challenge by seeking accuracy and clarity
- › Explain and express themselves more easily
- › Think deeply about what they are trying to achieve and master
- › Seek explanations and alternatives more frequently
- › Use self-assessment to monitor and evaluate their own understanding

---

---

---

---

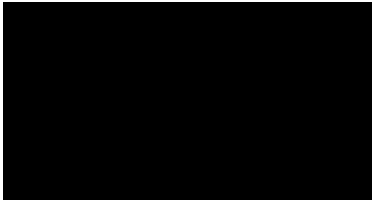
---

---

---

---

**Quantity vs. Quality**



---

---

---

---

---

---

---

---

**How are student/teacher voice like the sun?**



---

---

---

---

---

---

---

---



How do you help students to ask productive, effective questions?

---

---

---

---

---

---

---

---

- ▶ MODEL, MODEL, MODEL
- ▶ VERBALLY PRAISE/RECOGNIZE WHEN STUDENTS ASK A “GOOD” QUESTION
- ▶ PHASE IN USING QUESTION STEMS OR FRAMES
- ▶ WRITE QUESTIONS FOR FORMATIVE ASSESSMENT

---

---

---

---

---

---

---

---

Think about it...

What is the relationship between effective questioning and effective classroom discussion?

---

---

---

---

---

---

---

---

### Effective Questioning + Discussion

Leads students to...

- Deeper understanding of content
- Rethinking viewpoints
- Making connections
- Also sets the stage for engaging discussions

---

---

---

---

---

---

---

### Quality of Questioning/Prompts

High quality prompts...

- › Cause students to think and reflect
- › Deepen student understanding
- › Test student ideas against those of their classmates

---

---

---

---

---

---

---

### Quality of Questioning/Prompts

High quality prompts...

- › Cause students to think and reflect
- › Deepen student understanding
- › Test student ideas against those of their classmates

---

---

---

---

---

---

---

### Think about it...

What is the difference between high cognitive level and low cognitive level questions?

---

---

---

---

---

---

---

---

### Think about it...

Should all questions be high level questions?

---

---

---

---

---

---

---

---

### Professional Growth and Effectiveness System

Effective Questioning Skills:

1. Read the 3b Component of Using Questioning and Discussion Techniques
2. Highlight interesting or powerful words and phrases
3. Discuss with *Thinking Partner*

---

---

---

---

---

---

---

---

### Professional Growth and Effectiveness System

Effective Questioning Skills:

1. Read the 3b Component of Using Questioning and Discussion Techniques
2. Highlight interesting or powerful words and phrases
3. Discuss with *Thinking Partner*

---

---

---

---

---

---

---

### Unsatisfactory (Ineffective)

Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. A few students dominate the discussion.

---

---

---

---

---

---

---

### Unsatisfactory (Ineffective)

Teacher's questions are of **low cognitive challenge**, require single correct responses, and are asked in **rapid succession**. Interaction between teacher and students is predominantly **recitation style**, with the teacher mediating all questions and answers. **A few students dominate** the discussion.

---

---

---

---

---

---

---

### Basic (Developing)

Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved. Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.

---

---

---

---

---

---

---

---

### Basic (Developing)

Teacher's questions lead students through a **single path of inquiry**, with answers seemingly determined in advance. Alternatively, the teacher **attempts** to frame some questions designed to promote student thinking and understanding, but only **a few students** are involved. Teacher **attempts** to engage all students in the discussion and to encourage them to respond to one another, but with **uneven results**.

---

---

---

---

---

---

---

---

### Proficient (Accomplished)

Although the teacher may use some low-level questions, he or she asks the students questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. The teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

---

---

---

---

---

---

---

---

### Proficient (Accomplished)

Although the teacher may use **some low-level questions**, he or she asks the students questions designed to **promote student thinking** and understanding. The teacher creates a **genuine discussion** among students, providing adequate time for students to respond and stepping aside when appropriate. The teacher successfully **engages most students** in the discussion, employing a range of strategies to ensure that most students are heard.

---

---

---

---

---

---

---

---

### Distinguished (Exemplary)

Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

---

---

---

---

---

---

---

---

### Distinguished (Exemplary)

Teacher uses a variety or series of questions or prompts to **challenge students** cognitively, **advance high-level thinking and discourse**, and **promote metacognition**. **Students** formulate many questions, initiate topics, and make unsolicited contributions. **Students** themselves ensure that all voices are heard in the discussion.

---

---

---

---

---

---

---

---



## Five Templates for Effective Questions

- ❖ A Range of Answers
- ❖ A Statement
- ❖ Right and Wrong
- ❖ Starting from the Answer or End
- ❖ An Opposing Standpoint

---

---

---

---

---

---

---

## A Range of Answers

### Description:

Ask a question and give a range of possible answers for children to discuss. Include definite yes answers, definite no answers and some ambiguous answers to enrich the discussion. This template is not helpful when only one answer is correct and the rest are wrong, because there is very little to discuss.

### Impact:

- Develops thinking skills
- Improves reasoning skills
- Promotes discussion and explanation
- Reveals misconceptions
- Encourages debate

---

---

---

---

---

---

---

Is this happening because the cats are trained, this was a fluke, or the cats learned on their own?



---

---

---

---

---

---

---

## A Statement

### Description:

Simply turn a question into a statement and ask whether pupils agree or disagree with the statement, and give reasons. "Closed questions" with only one right answer, are clearly not as effective as those which need explanation.

### Impact:

- Encourages open discussion and debate
- Develops critical thinking
- Reveals misconceptions and understanding
- Gives students confidence in expressing their opinions

---

---

---

---

---

---

---

---

Do not make children aware of a learning difficulty as it will damage their self-esteem.

*AGREE OR DISAGREE? JUSTIFY YOUR OPINION.*

---

---

---

---

---

---

---

---

## Right and Wrong

### Description:

Two opposites are presented to the students. They are told one is "right" and one is "wrong", and they have to decide how we know this to be true.

### Impact:

- Encourages problem-solving
- Identifies the success criteria
- Stimulates curiosity and interest
- Assesses knowledge
- Reinforces previous learning
- Demands explanation

---

---

---

---

---

---

---

---

Are both of these number sentences true?

$$8+2=10$$

$$8-2=10$$

---

---

---

---

---

---

---

### Starting from the Answer or End

**Description:**

This involves giving students the "answer" or endpoint at the beginning and asking what they think the question might have been arrived at or why they think it is correct. This changes the focus from the answer itself to discussing the reasons for the answer.

**Impact:**

- Promotes reasoning skills
- Elicits prior knowledge
- Reinforces and revisits learning objectives
- Children identify the success criteria
- Good for assessment
- Inclusive, because all can come up with their own ideas and solutions at many levels

---

---

---

---

---

---

---

Water, gas, the moon, and shiny material can all do this. What might the question have been?

The answer is square. What might the question have been?

The prince kissed Sleeping Beauty and she woke up. What needs to take place in the story before this happens?

---

---

---

---

---

---

---

## Opposing Standpoint

### Description:

This template involves introducing a different point of view in the question, rather than the conventional slant. (sometimes sounds like the devil's advocate)

### Impact:

- › Improves debating skills
- › Encourages reasoning skills
- › Develops respect for other points of view
- › Teachers get students to substantiate their opinions
- › Encourages lateral thinking

---

---

---

---

---

---

---

---

How could Cinderella have helped her stepmother become a better person?

---

---

---

---

---

---

---

---

How are questions like a window?



---

---

---

---

---

---

---

---

## Strategies to Help Effective Questioning

- Take a questioning snapshot
- Use strategies that promote wait time
- Following questions with planned thinking extenders

---

---

---

---

---

---

---

## Take a Questioning Snapshot

- Teachers choose a lesson
- Observe using a recording device to gather data
- Reflect on the data

REAL DATA...

Analyze the question activity

---

---

---

---

---

---

---



WAIT TIME

How is using wait time like using an interstate highway?

---

---

---

---

---

---

---

## Using Strategies That Promote Wait Time

- ▶ Thinking Time, No Hands Up
- ▶ Pair Thinking, No Hands Up
- ▶ Square Thinking, No Hands Up
- ▶ Not just after teacher asks a question
- ▶ After student asks a question
- ▶ After a student answers a question

---

---

---

---

---

---

---

## Following Strategic Questions with Planned thinking Extenders

### Explanation:

- ▶ Gets students thinking and engages them in formative discussions
- ▶ The power of the question is multiplied when teachers plan for and use strategies to extend thinking.

### Examples of Extenders:

- ▶ Inviting students to elaborate and offer more information
- ▶ Reinforcing useful ideas, processes, or concepts contained in a response
- ▶ Encouraging further questioning and speculation
- ▶ Modeling how to summarize
- ▶ Reflecting on the use of a certain strategy or process

---

---

---

---

---

---

---

## Question Shells

Questions requiring higher cognitive thinking are purposefully “framed”.

Look at the Question Shell Handout

Two basic frames

- ▶ “Why is \_\_\_\_\_ an example of \_\_\_\_\_?”
- ▶ “Why is \_\_\_\_\_ and \_\_\_\_\_ is not?”

---

---

---

---

---

---

---



### Writing Multiple-Choice Questions

Question:

- a.
- b.
- c.
- d.

Three Rules:

1. One wrong-answer choice must be funny.
2. Only one answer choice can be right.
3. May not use "all of the above," "none of the above," etc.

Note: From Research-Based Strategies: Narrowing the Achievement Gap for Under-Resourced Students, by Ruby K. Payne, 2010.

58

---

---

---

---

---

---

---

---

### Content Specific Questions

Different content requires the use of different thinking strategies.

---

---

---

---

---

---

---

---

### Math Questions

1. Stems (see explanation below) need to use the terminology.
2. Distracters are:
  - Incorrect operation
  - Incorrect order
  - Decimal in wrong place
  - Answer in wrong form (percentage instead of number, etc.)
  - Missed step
  - Unnecessary information included
  - Computational errors

Note: From Research-Based Strategies: Narrowing the Achievement Gap for Under-Resourced Students, by Ruby K. Payne, 2010.

60

---

---

---

---

---

---

---

---

**Social Studies Question Stem Starters**

Secondary (Grades 5–12)

1. How are different ways of life determined by location?
2. How do/did \_\_\_\_\_ adapt to their environment?
3. How are/were the roles of the \_\_\_\_\_ different from the \_\_\_\_\_?
4. What circumstances led to changes in the lives of \_\_\_\_\_?
5. What would happen to the \_\_\_\_\_ civilization if \_\_\_\_\_?
6. How are the \_\_\_\_\_ and the \_\_\_\_\_ similar and different?
7. What connects the grouping?
8. What was the response by \_\_\_\_\_ to the \_\_\_\_\_?
9. How did the actions of \_\_\_\_\_ conflict with \_\_\_\_\_?
10. How did the \_\_\_\_\_ feel about \_\_\_\_\_?
11. What is the correct sequence for the events?
12. What are the connections between the events listed/shown?
13. What contributed the MOST to \_\_\_\_\_?
14. What are \_\_\_\_\_ reasons for \_\_\_\_\_?

Developed by Connie Abernathy

Note: From *Research-Based Strategies: Narrowing the Achievement Gap for Under-Resourced Students*, by Ruby K. Payne, 2010.

61

---

---

---

---

---

---

---

---

---

---

**Social Studies Question Stem Starters**

(continued)

Secondary (Grades 5–12)

15. What are \_\_\_\_\_ causes of/for \_\_\_\_\_?
16. What are \_\_\_\_\_ effects of/for the \_\_\_\_\_?
17. Why do you think the \_\_\_\_\_ was successful or unsuccessful?
18. Between which years did the number increase/decrease/remain the same? What explains this answer?
19. What was the status of \_\_\_\_\_ before/after the \_\_\_\_\_?
20. How did the presence of \_\_\_\_\_ affect the \_\_\_\_\_?
21. What is the relative/absolute location of \_\_\_\_\_?
22. How was propaganda used during \_\_\_\_\_?
23. What determines whether an event is labeled as a "turning point"?
24. How did the \_\_\_\_\_ and the \_\_\_\_\_ affect the \_\_\_\_\_?
25. What are "primary resources" and why are they important?

Developed by Connie Abernathy

Note: From *Research-Based Strategies: Narrowing the Achievement Gap for Under-Resourced Students*, by Ruby K. Payne, 2010.

62

---

---

---

---

---

---

---

---

---

---

**Social Studies Question Stem Starters**

(continued)

Secondary (Grades 5–12)

26. How would your life be different today if \_\_\_\_\_?
27. How are the maps, events, and/or people similar and different?
28. What is the difference between a primary source and secondary source?
29. What were (person's) problems and how successful or unsuccessful were attempts to resolve each problem?
30. Which opinion would you judge valid, unacceptable? Why?
31. What actions taken by \_\_\_\_\_ led to \_\_\_\_\_?
32. Do you agree or disagree with \_\_\_\_\_? Why?
33. What is the writer's point of view?

Developed by Connie Abernathy

Note: From *Research-Based Strategies: Narrowing the Achievement Gap for Under-Resourced Students*, by Ruby K. Payne, 2010.

63

---

---

---

---

---

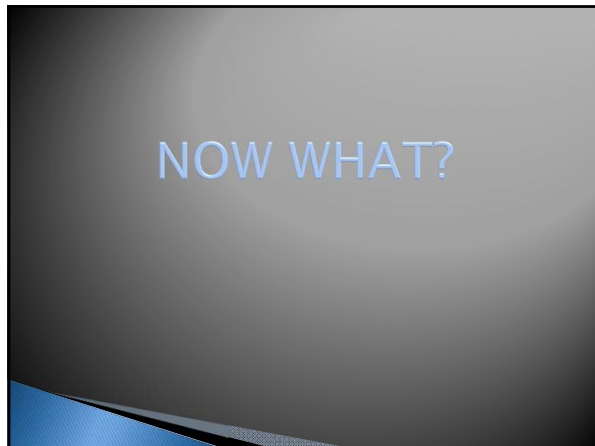
---

---

---

---

---



---

---

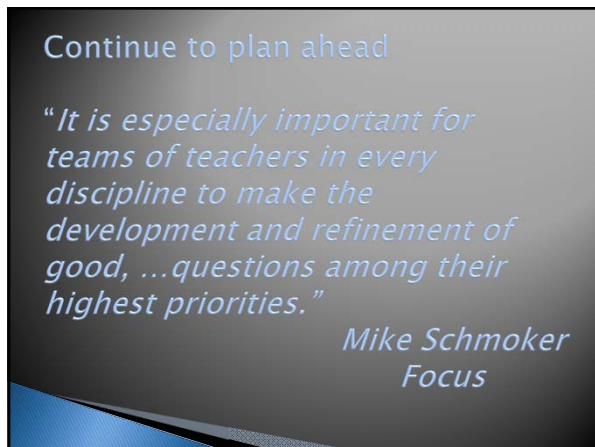
---

---

---

---

---



---

---

---

---

---


---

---

Get Connected  
Maximize Resources

**Bridges Out Of Poverty and MPOWR**  
*Key Insights to Achieve  
Collective Impact*

**MPOWR™**  
A SupplyCore Solution



**Brooke Saucier**  
Manager of Partnership Programs


**Allan Barsema**  
MPOWR Founder

**The Ultimate Goal...**

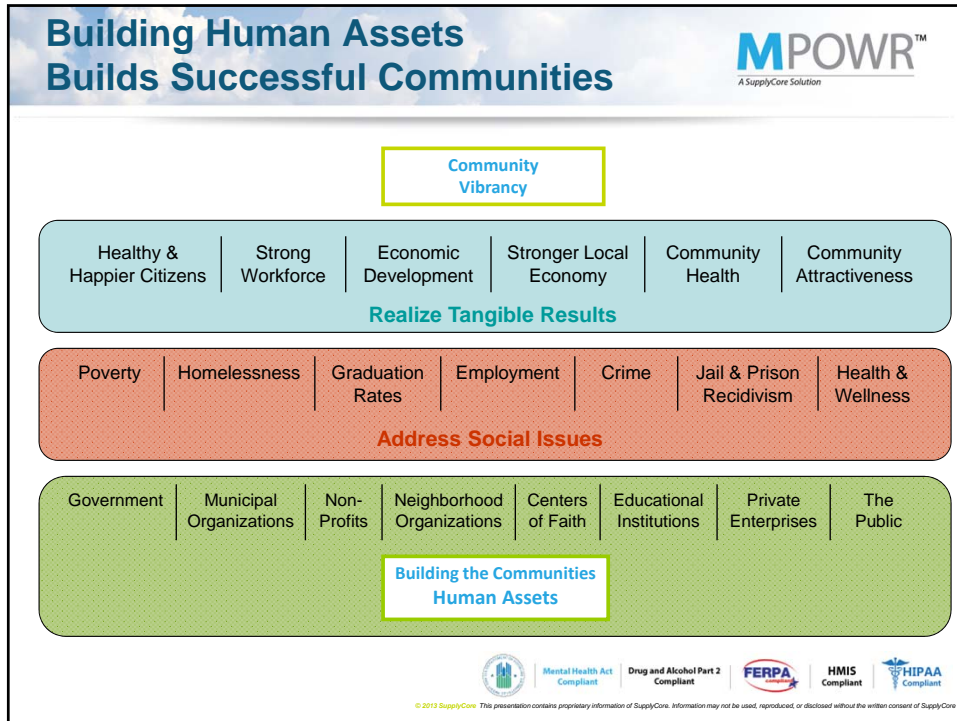
**MPOWR™**  
A SupplyCore Solution

Achieve **Healthy Vibrant Communities** ... Which Will Require:

- Leadership
- Strategy and Planning
- Resources and Financial Capital
- **Human Assets**
  - **Healthy Citizens**
  - **ALL Citizens**



© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.



## SYMPTOMS OF FAILURE

**MPOWER™**  
A SupplyCore Solution

- Increasing Social Issues
- Decreasing Resources
- The Needles Are Not Moving Up
- Delivery Systems are Challenged
  - Not truly functioning as “systems”
  - Siloed series of isolated specialists
- A Need For Improved Results, which will require
  - More effective approaches
  - More effective supporting tools

© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

## Let's Talk About...



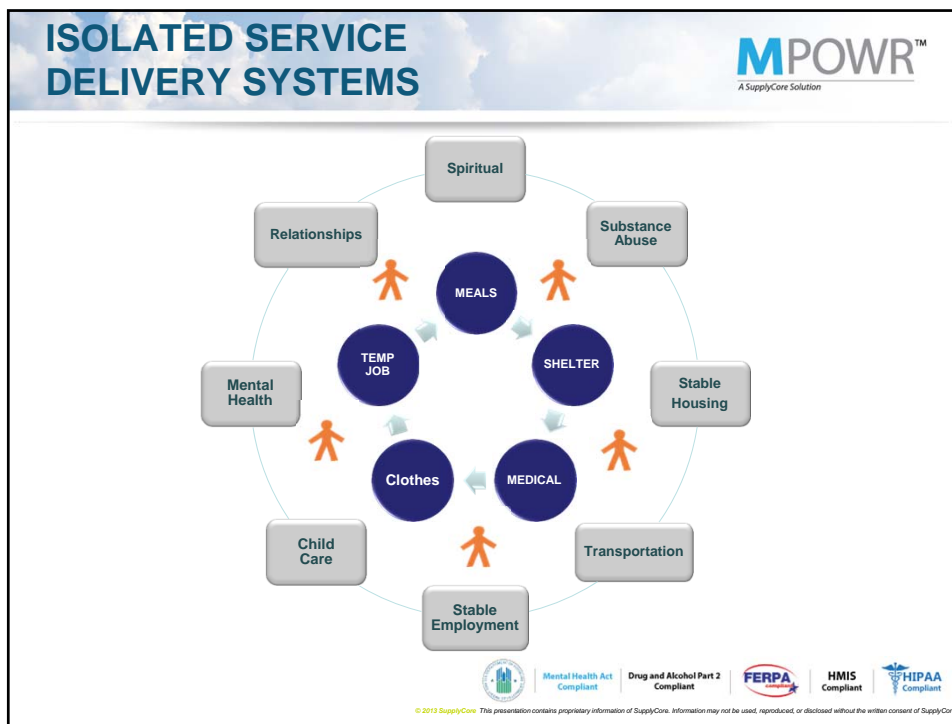
- **Human Service Delivery**
  - The Way It Is...
  - The Way It Can Be...
- **Tools To Make It More Effective**




## The Way It Is...













## CURRENT CHALLENGES




- Delivery Systems Lack...
  - **W**holistic Participant Goal Planning
    - Addressing The Needs Of The **W**hole Person
  - Collaborative Participant Service Delivery
    - **W**hole Communities Helping Neighbors Become **W**hole!
  - Technology Support
- Misaligned Results
  - Individual agencies can be successful
    - While participants are NOT successful
  - Prolongs and enables distress
  - ***Need To Heal And Empower***





© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.



# The Way It Can Be...



© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.



## MPOWR SUCCESS FACTORS


Wholistic  
Goal  
Planning

Collaborative  
Common Plan  
& Svc Delivery

Accountability  
Among  
Stakeholders

Technology Supported


Data & Outcomes



© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.



## MPOWER ... WHAT IS MPOWER?




**MPOWER™**  
A SupplyCore Solution






### A Cloud Based Case Management System

Supporting Real-time Collaboration On Common Care Plans

*Peter Provenzano, CEO of SupplyCore*


“Our participant centered methodology helps achieve collective impact by enabling multiple organizations to work in a coordinated manner, executing an individual’s life improvement plan focusing on goal achievement across key areas of life.”



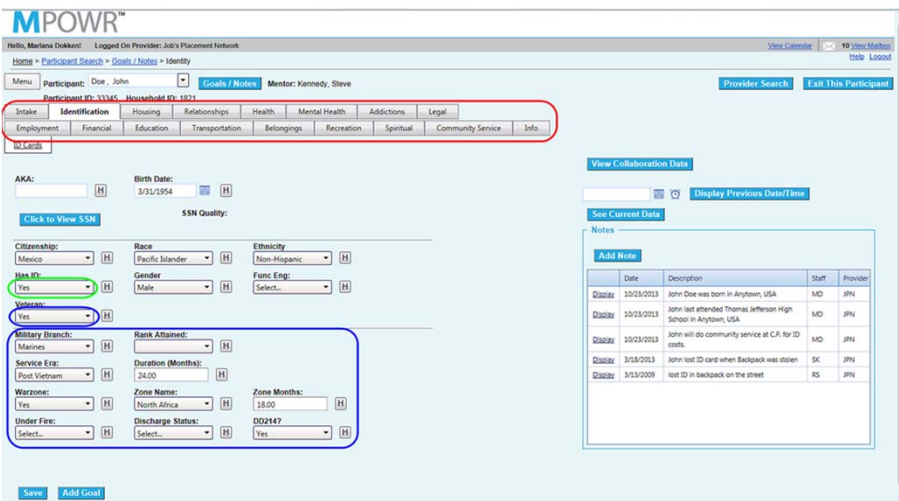











© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

## MPOWER ASSESSMENT AND PLANNING



**MPOWER™**  
A SupplyCore Solution



© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

## MPOWER GOAL MANAGEMENT

**MPOWER™**  
A SupplyCore Solution

---

[Home](#) > [Participant Search](#) > [Goals / Notes](#) > [Goal Edit](#)

Menu: Participant: Doe, John | Goals / Notes | Member: Kennedy, Steve

Participant ID: 33345 | Household ID: 1821

Goal Category: Identification | Goal Definition: Obtain ID card. | Start Date: 10/23/2013 | Target Date: mm/dd/yyyy | Follow Up Date: mm/dd/yyyy

Goal Completion: Status: In Process | Finish Date: mm/dd/yyyy | Provider Used: Job's Placement Network

Date	Description	Completed	Staff	Provider
10/23/2013	Money	<input type="checkbox"/>	MD	JPN
10/23/2013	Get School Transcripts	<input type="checkbox"/>	MD	JPN
10/23/2013	Birth Certificate	<input type="checkbox"/>	MD	JPN

[Add Step](#) | [Make Referral](#)

Date	Description	Staff	Provider
10/23/2013	John will do community service at C.F. for ID costs.	MD	JPN
10/23/2013	John last attended Thomas Jefferson High School in Anytown, USA.	MD	JPN
10/23/2013	John Doe was born in Anytown, USA.	MD	JPN

[Add Note](#)

[Save](#) | [Add Another Goal](#) | [Return To Goals/Notes](#)

Private Provider: JPN Staff Member: MD

© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

## MPOWER PLAN SUMMARY

**MPOWER™**  
A SupplyCore Solution

---

[Home](#) > [Participant Search](#) > [Goals / Notes](#)

Menu: Participant: Doe, John | Participant Profile | Member: Kennedy, Steve

Participant ID: 33345 | Household ID: 1821

Intake Status: BASIC

[Alerts](#) | [Restrictions](#) | [Appointments](#) | [Resource Overrides](#)

Next Visit Note: [Add Next Visit Note](#) | [Clear Next Visit Note](#)

Log in | HHS | A.A. | S-G

Goals & Outcomes	Category	Goal	Steps	Start	Target	Follow-Up	Status	Staff	Provider
Details	Identification	ID Card	0	10/23/2013		Follow-Up	In Progress	MD	JPN
Details	Identification	Birth Certificate	1	6/20/2013			In Progress	MD	JPN
Details	Education	Obtain GED	2	3/20/2013	1/1/2014	6/1/2013	In Progress	SK	JPN
Details	Additions	Assessment	2	3/7/2013		3/15/2013	In Progress	SK	JPN
Details	Employment	Job - Full Time	0	2/20/2013			In Progress	SK	JPN


Show: ☒ Only Active Goals/Notes | ☐ All Goals/Notes | Entered By: ☒ Current Provider | ☐ All Providers | Entered For: ☒ Current Participant | ☐ All Members Of Household | [Add Goal](#)

Date	Type	Category	Description	Staff	Provider
10/23/2013	ActionItem	Identification	John Doe was born in Anytown, USA.	MD	JPN
10/23/2013	ActionItem	Identification	John last attended Thomas Jefferson High School in Anytown, USA.	MD	JPN
10/23/2013	ActionItem	Identification	John will do community service at C.F. for ID costs.	MD	JPN
03/20/2013	ActionItem	Education	John has completed the Language portion of the GED prior to this.	SK	JPN
03/18/2013	Category	Identification	John lost ID card when Backpack was stolen.	SK	JPN

[Intake Narrative](#) | [Add Note](#) | [View Resources](#) | [Client Documents](#) | [Manage Household](#) | [Run Eligibility Screening](#)

© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

## MPOWER – HIPAA COMPLIANT SHARING AND SECURITY



MPOWER™  
A SupplyCore Solution

**MPOWER™**

Hello, Mariana Dokken | Logged On Provider: Job's Placement Network | View Calendar | 19 View Markers | Title | Logout

Participant: Doe, John | Expiration Date: 10/23/2014

Created: 10/23/2013 | Created By: Dokken, Mariana (Job's Placement Network) | Last Updated: 10/23/2013 | Last Updated By: Dokken, Mariana (Job's Placement Network)






Client Initials: jd | Staff Initials: md | ☐ Require update on next visit

[Change/Update](#) | [Cancel](#) | [Print Current ROI](#)

Providers:


Providers	County Probation Department	Downstream Recovery Place	Helpful House Top	Hope House	Job's Placement Network	Midtown Health Clinic	My Place Food Pantry	Nocturne Church	Santitas	Sunshine Nutrition Center	Supportive Housing Group	Uptown Empowerment Center
County Probation Department	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
Downstream Recovery Place	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
Helpful House Top	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
Hope House	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
Job's Placement Network	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
Midtown Health Clinic	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
My Place Food Pantry	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
Nocturne Church	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
Santitas	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
Sunshine Nutrition Center	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
Supportive Housing Group	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green
Uptown Empowerment Center	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green

**Green = Sharing**      **Red = No Sharing**      **Yellow = View Only**

© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

## MPOWER – COMMUNITY RESOURCE DIRECTORY



MPOWER™  
A SupplyCore Solution

Provider Name | By Service Provided | By Individual

Category:  | Service:  | Payment-Sliding Fee: ☐






Selected Keywords:  | All Keywords: Children, GED, Handicapped

To select multiple keywords at one time hold down the control key while making your selection.

Gender Served:  | Age Group Served:

To select all providers at one time check top check box.

Details	Name	City	State	Services	Notes
<input type="checkbox"/>	Helpful House Top	anywhere	IL	Long Term Apartment GED-(GED) Crisis Shelter Benefits/Financial Assistance-(GED) Food Pantry MPOWER collaborative case management partner	Two (2) one bedroom apartments are available July 1, 2008. One Studio apartment is available August...
<input type="checkbox"/>	Job's Placement Network	Chicago	IL	ID Card (Drivers License) GED-(GED) Certified Translation Copywriting Job Placement-(Monthly 30, Youth, Handicapped, Agency, Disabled, Elderly, Post Time) MPOWER collaborative case management partner	***Microsoft Word and Excel Beginner classes are starting July 1st. Intermediate class will be in th...
<input type="checkbox"/>	Uptown Empowerment Center	Cook Park	IL	GED Mental Counsel/Support Career/Vocational Counsel Benefits/Financial Assistance MPOWER collaborative case management partner	GED classes begin the 15th of each month. Call for further details.

© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.



## MPOWER – POWERFUL REPORTING TOOLS

MPOWER™  
A SupplyCore Solution

© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

Compliance Logos: Mental Health Act Compliant, Drug and Alcohol Part 2 Compliant, FERPA Compliant, HMIS Compliant, HIPAA Compliant

## MPOWER Differentiators


MPOWER™  
A SupplyCore Solution

- Designed to Enable “Shared Doing” including
  - Shared, client centered goals
  - Mutual, closed-loop referrals
  - Multiple agencies can participate in developing, writing, and completing goals
- Comprehensive, multi-tiered, privacy controls
  - Based on patient preferences
  - Can be set a variety of ways
    - Agency by agency
    - Category by category
    - At the individual and agency level


© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

Compliance Logos: Mental Health Act Compliant, Drug and Alcohol Part 2 Compliant, FERPA Compliant, HMIS Compliant, HIPAA Compliant

## MPOWER Differentiators

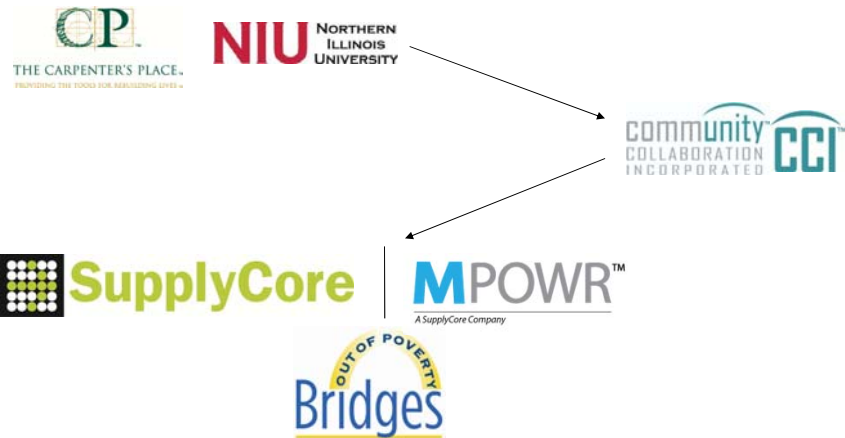



- Designed BY Case Managers FOR Case Managers
  - Supports Effective Case Management Activities
  - Reduces Implementation Resistance
  - Increases Staff Moral and Retention
- Participant Centered vs. Program Centered
  - Focuses On An Individuals Goals, and Accomplishment Of Them
  - Not Merely Programs Fulfillments and Widgets Dispensed
- Collaborative Real-Time Data Sharing
  - Work Together On Common Comprehensive Goal Plans
- Automatically Tracks During The Case Management Process
  - Data Needed For Funding Requirements
  - Individual, Agency, and Collective Results and Outcomes
  - Attendant Information such as Gaps In Resources, Referral Patterns, Etc.



© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

## MPOWER HISTORY



CP THE CARPENTER'S PLACE. PROVIDING THE TOOLS FOR RESILIENT LIVES.


NIU NORTHERN ILLINOIS UNIVERSITY

COMMUNITY COLLABORATION INCORPORATED CCI


SUPPLYCORE

MPOWER™ A SupplyCore Company

OUT OF POVERTY BRIDGES








© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.




# Results


## Does It Work?



© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.








## EXAMPLE: HOMELESS OUTCOMES



- Five Year Average of ANNUAL OUTCOMES
  - 7/1/2005 through 6/30/2012
  - 302 Homeless Persons Obtain Stable Housing
  - 185 Homeless Persons Secure Employment

*“Represents Significant Transformation In The Lives Of Long Term Homeless Individuals With Multiple and Complex Life Issues.”*



© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

## EXAMPLE: JAIL RE-ENTRY OUTCOMES



- Homeless Jail Reentry Pilot Program
  - **85%** Average County Jail Recidivism
  - **18%** Average Pilot Jail Recidivism
  - **77** days Average County Jail Stay 77 Days
  - **10** days Average Pilot Jail Stay 10 Days

*“The Last 12-Month Report Covering 88 Program Participants Saved Winnebago County, IL \$348,920 In One year In Jail Stay Days Alone!”*




## MINNEAPOLIS 'NORTHSIDE ACHIEVEMENT ZONE'




- Nations Largest Urban Promise Neighborhood 'Cradle to College' implementation
- MPOWER Is The Backbone Technology Used By NAZ Connectors To Develop Whole Family Plans And Achieve Participant Goals
- Increased Participant Retention From 15% to 94%
- Documenting Individual & Family Outcomes
- Recently Awarded \$28 Million Dollars By DOE For Further Development and Expansion In Minneapolis






# MPOWR And Bridges Out Of Poverty



© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.




## MPOWR + Bridges A Complete Package...

**MPOWR Covers the More Objective 15 Areas of Life**

**The Bridges Out Of Poverty 11 Resources**

**Add The More Subjective Personal Components Of Life**

- Motivation and Persistence
- Emotional Stability and Strength
- Integrity & Trust
- Knowledge of Hidden Rules of Class (Poverty, Middle Class and Wealth)
- Language and Communication
- Mental and Cognitive Skillsets
- Relationships and Role Models
- Building Social Capital



© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

## GETTING AHEAD '11 RESOURCE' TABS

**MPOWER™**  
A SupplyCore Solution

**MPOWER™**  
Welcome, Dan Sundstedt | Logged On Provider: Upstream Empowerment Center

Home » Participant Search » Goals/Notes » Bridges-Resources » Financial

Participant: One, John | Case Manager: Dejwesi, Brian

Participant ID: 33345 | Household ID: 1980

Intake - UEC | Bridges-Resources | Getting Ahead | Identification | Housing | Relationships | Health | Mental Health | Addictions

Legal | Employment | Financial | Education | Transportation | Recreation | Spiritual | Community Service | Info

Financial | Emotional | Mental | Language | Social Capital | Physical | Spiritual | Integrity/Trust | Motivation/Persistence | Relationships/Rule Models | Knowledge of Hidden Rules

View Collaboration Data

Save Current Data | Display Previous Data/Time

Notes

Add Note

Date | Description | Start | Provider

No records to display.

(1) Urgent/Crisis

☒ When an adult in my household works, the job usually pays less than \$8 an hour.

☒ Members of our household have been homeless or have doubled up with others who are not related to us in the past 12 months.

☐ My family uses one or more government subsidies, such as cash assistance, food stamps, medical card, and/or HEAP (Home Energy Assistance Program).

☒ Someone in my household goes to payday lenders, check-cashing places, and/or loan-purchase services.

☒ The transportation that my household uses isn't reliable.

☒ Our family's income is at or below the Federal Poverty Guidelines.

(2) Vulnerable High-Risk

☒ When an adult in my household works, the job usually pays less than \$10 an hour.

☐ Half (50%) of my household income comes from earnings and/or child support.

☐ More than a third (33%) of my household income goes toward housing.

☐ I live in subsidized housing.

☐ We don't have insurance for the family car(s).

☐ Our household's income is 200% of the Federal Poverty Guidelines.

(3) Stable

☒ At least one adult in my household has a job that pays a living wage or a self-sufficient wage.

☒ All of my household income (100%) is from earnings and/or child support.

☒ My household's housing costs are 30% of the household income.

☐ Our household has liability insurance for our car(s) and renters insurance.

☐ Our family's income is 300% of the Federal Poverty Guidelines.



Mental Health Act  
Compliant

Drug and Alcohol Part 2  
Compliant

FERPA  
Compliant

HMIS  
Compliant

HIPAA  
Compliant

© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

## GETTING AHEAD 'ASSESSMENT SCORING' TAB

**MPOWER™**  
A SupplyCore Solution

**MPOWER™**  
Welcome, Dan Sundstedt | Logged On Provider: Upstream Empowerment Center

Home » Participant Search » Goals/Notes » Bridges-Resources » Financial

Participant: One, John | Case Manager: Dejwesi, Brian

Participant ID: 33345 | Household ID: 1980

Intake - UEC | Bridges-Resources | Getting Ahead | Identification | Housing | Relationships | Health | Mental Health | Addictions

Legal | Employment | Financial | Education | Transportation | Recreation | Spiritual | Community Service | Info

Financial | Emotional | Mental | Language | Social Capital | Physical | Spiritual | Integrity/Trust | Motivation/Persistence | Relationships/Rule Models | Knowledge of Hidden Rules

View Collaboration Data

Save Current Data | Display Previous Data/Time

Notes

Add Note

Date | Description | Start | Provider

No records to display.

Financial: 1 - Urgent/Crisis

Emotional: 1 - Urgent/Crisis

Mental: 1 - Urgent/Crisis

Language: 1 - Urgent/Crisis

Social Capital: 1 - Urgent/Crisis

Physical: 1 - Urgent/Crisis

Spiritual: 1 - Urgent/Crisis

Integrity & Trust: 1 - Urgent/Crisis

Motivation & Persistence: 1 - Urgent/Crisis

Relationships/Rule Models: 1 - Urgent/Crisis

Knowledge of Hidden Rules: 1 - Urgent/Crisis

Save | Add Note

All attribute data recorded on this tab is self-reported by the participant unless otherwise noted.



Mental Health Act  
Compliant

Drug and Alcohol Part 2  
Compliant

FERPA  
Compliant

HMIS  
Compliant

HIPAA  
Compliant

© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.



## MPOWR AND BRIDGES OUT OF POVERTY

**MPOWR™**  
A SupplyCore Solution

### Supporting Bridges Work

- MPOWR Wholistic & Collaborative Planning Tools
- MPOWR 15 Areas + Bridges 11 Resources
- ‘Getting Ahead’ Classes (New GA Manuals & MPOWR)
- Assessment Scoring & Progress Building The 11 Resources

### New Book ‘Bridges To Wholeness’ In Development...

- Combining Bridges and MPOWR Methodologies and Toolsets



Building Communities. Changing Lives.



Mental Health Act  
Compliant

Drug and Alcohol Part 2  
Compliant

FERPA  
Compliant

HMIS  
Compliant

HIPAA  
Compliant

© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

## WHOLISTIC AND COLLABORATIVE HUMAN SERVICE DELIVERY SYSTEM

**MPOWR™**  
A SupplyCore Solution



Mental Health Act  
Compliant

Drug and Alcohol Part 2  
Compliant

FERPA  
Compliant

HMIS  
Compliant

HIPAA  
Compliant

© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

## Wholistic & Collaborative Results



- **Increased Efficiencies**
  - Individual Programs And Resources
  - Delivery System As A Whole  
(Also Reduces Abuse of Services)
- **Greater Outcomes**
- **Lower Recidivism**
- **Healing and Empowering**



Mental Health Act  
Compliant

Drug and Alcohol Part 2  
Compliant

FERPA  
Compliant

HMIS  
Compliant

HIPAA  
Compliant

© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

## MPOWER Supports Collectively Impacting Lives



### The Five Conditions of Collective Impact

- **Common Agenda**
  - *Collectively Assist An Individual or Family To Attain Success*
- **Shared Measurement**
  - *Working Together on Common Individual Client Goal Attainments*
  - *Common Community Indicators for Poverty, Education, Health, Others...*
- **Mutually Reinforcing Activities**
  - *Supporting Each Others Efforts On Common Client Goal Plans*
- **Continuous Communication**
  - *Real Time Technology Supported Data Sharing*
- **Backbone Support**
  - *MPOWER Provides The Communication Technology Backbone*



Mental Health Act  
Compliant

Drug and Alcohol Part 2  
Compliant

FERPA  
Compliant

HMIS  
Compliant

HIPAA  
Compliant

© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

## ADDRESS MULTIPLE COMMUNITY ISSUES CONCURRENTLY



### Technology Supported Collaborations Can Collectively Impact

- Poverty
- Homeless
- Education
- Re-Entry
- Health
- Employment
- Disaster Recovery
- *Any Scenario Requiring  
Personal Assessment, Planning,  
and Resource Coordination...*



Mental Health Act  
Compliant

Drug and Alcohol Part 2  
Compliant

FERPA  
Compliant

HMIS  
Compliant

HIPAA  
Compliant

© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

## QUESTIONS & CONTACT



### Contact Bridges or Schedule an MPOWER Demonstration...

MPOWER, a SupplyCore Solution

[MPOWER@SupplyCore.com](mailto:MPOWER@SupplyCore.com)

815-316-6390

[www.MPOWER.com](http://www.MPOWER.com)

Brooke Saucier

Manager of Partnership Programs

[Brooke.Saucier@SupplyCore.com](mailto:Brooke.Saucier@SupplyCore.com)

(815) 997-1660 - office

(815) 298-2392 - cell



Mental Health Act  
Compliant

Drug and Alcohol Part 2  
Compliant

FERPA  
Compliant

HMIS  
Compliant

HIPAA  
Compliant

© 2013 SupplyCore. This presentation contains proprietary information of SupplyCore. Information may not be used, reproduced, or disclosed without the written consent of SupplyCore.

## GA Goes Mobile



## Beacon Voice

- Who are we?
- Tools for GA investigators and graduates.
- Demo
- Future focus on GA communities and research.
- Q & A

## Who Are We?

- Who are these computer geeks?
- What are they doing at a conference on poverty?
- And why are they hanging out with Phil DeVol???

## Beacon Voice Tech Team

- Sam Raudabaugh
- OSU College of Engineering
- SMART scholar at Wright Patt AFB
- Mobile app developer
- 
- Bill Raudabaugh
- OSU College of Engineering
- **Founder of Adivo Health Informatics**
- 
- Jill Raudabaugh
- OSU College of Engineering
- OSU Masters Public Health



## Our Mission

1. To help GA grads investigate what's true in their lives and communities.
  - Provide tools for organizing and tracking.
  - Give GA grads a voice.
2. To help researchers and community leaders hear the voice of GA Grads.
  - The truth needs facts and facts need data.
  - Translate voice of GA grads into actionable data.

## GA Investigators & Grads

- Founded in the goals of the Getting Ahead program.
- Designed with input from GA investigators and grads.
- Suite of smartphone apps designed to help GA investigators and grads achieve their goals and have a voice.



## Getting Ahead Goals

Assist Getting Ahead Investigators to:

- Take charge of their lives.
- Stabilize their situations.
- Build resources.
- Participate in solving community problems.

## Design Goals

- Free stand-alone apps for iPhone and Android
- Easy to install from the iPhone App Store and Google Play.
- Fun to use!

## Initial Launch

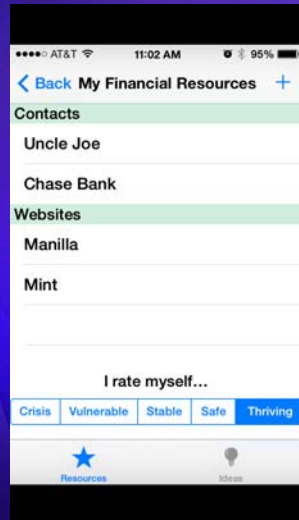
- Getting Ahead Stability
  - App that focuses on stability and stability indicators.
- Getting Ahead Resources
  - App that focuses on the 11 resource areas.

## Stability App

- Assess your stability.
- Track improvement over time.
- Tell your story with words and photos.
- Have a voice!



## Resources App



- Assess and organize your resources.
- Capture contacts, links to websites and photos.
- Tell your story with words and photos.
- Have a voice!

## Demo

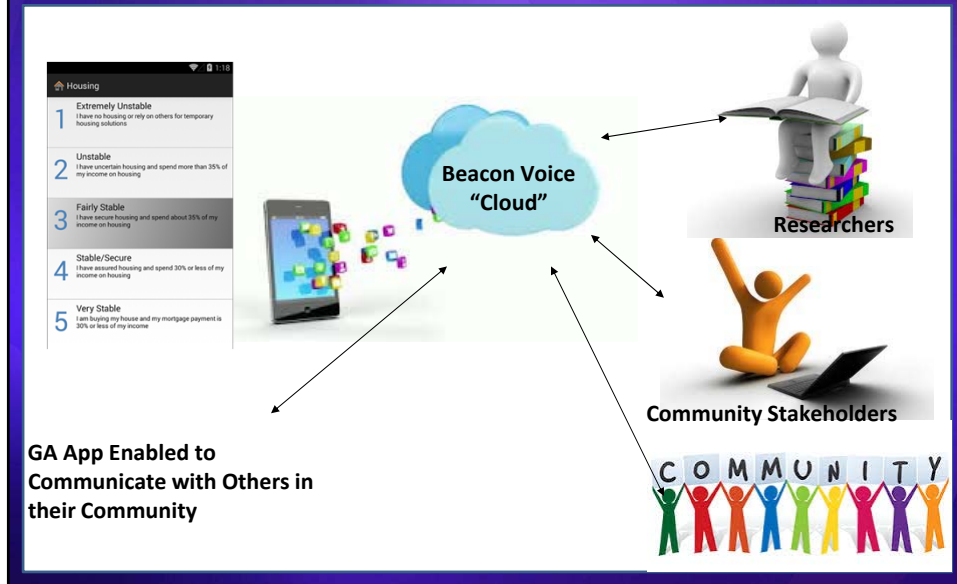
## How do I get the apps?

- Visit [beaconvoice.com/apps.html](http://beaconvoice.com/apps.html)
- Follow the instructions provided

## Communities & Researchers

- Focus of the next phase of Beacon Voice development
- Building the Beacon Voice “Cloud”
- Support bridging GA Grad and GA community communication.

## Beacon Voice Cloud



## Beacon Voice Cloud

- Getting Ahead graduates would be encouraged to complete occasional surveys on topics including wages, healthcare, housing, safety, and banking.
- Getting Ahead graduates will have a voice!
- At no point will personally identifiable data be collected

## Surveys

- Can be as little as one question
- Flexible on how many and how often
- Can serve as the policy corner - gives users a voice
- Community organizations can create their own surveys for their community
- Users can see results, locally and nationally
- Users will need to "join" their community group - pick list based on GPS

## Survey Results

- Survey participants will have access to the results.
- The results of these surveys and any other personal data recorded via the app will be de-identified and aggregated for the purpose of finding better solutions to poverty.
- Valuable to researchers and journalists, helping them analyze poverty issues from many new perspectives.
- Can better educate the public and positively influence governments on the direction of future legislation.







**Beacon Voice**


- Website: [beaconvoice.com](http://beaconvoice.com)
- E-mail: [info@beaconvoice.com](mailto:info@beaconvoice.com)

Questions?

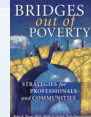
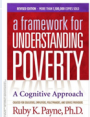


## Finding Talent, Growing Profits

Employee retention and performance in your economically diverse workforce



**aha!**  
Process, Inc.  
www.ahaprocess.com  
(800) 424-9484



© 2014 aha! Process, Inc. All rights reserved www.ahaprocess.com

---

---

---


---

---


---

---

---



## The Stability Paradigm



© 2014 aha! Process, Inc. All rights reserved www.ahaprocess.com

---

---

---


---

---

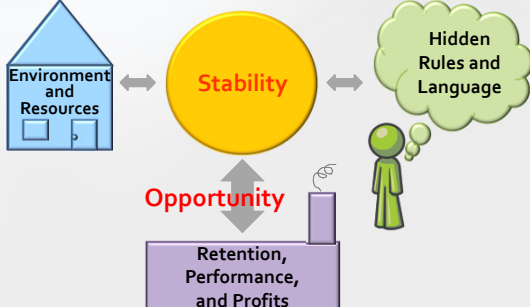
---

---

---



## The Stability Paradigm



© 2014 aha! Process, Inc. All rights reserved www.ahaprocess.com

---

---

---


---

---


---

---

---



# The Opportunity



**Employer Stabilizing Tami. (Benefits scenario)**

- <http://vimeo.com/198790371>

Consider....

- What does the company do that stabilizes its employees' lives?
- How might benefits programs and management practices make companies more profitable?
- What would have happened to Tami if the company hadn't implemented the stability initiatives discussed in the video?
- Think about an employee who you might keep if his/her life could be stabilized.

© 2014 aha! Process, Inc. All rights reserved [www.ahaprocess.com](http://www.ahaprocess.com)

6

---

---

---

---

---

---

**ROI Calculator**

	TOTAL	Employee	Team	Supv	HR
Hourly wage		\$10	\$10	\$18	\$22
Hours/week lost productivity per employee in instability					
Annual productivity cost of 10 employees in instability					
Annual cost of 40% turnover among those employees					
Total annual cost of instability					
Annual cost of stability initiatives					
ROI of stability initiatives					

© 2014 aha! Process, Inc. All rights reserved [www.ahaprocess.com](http://www.ahaprocess.com)

---

---

---

---

---

---

“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”. Ruby K. Payne, Ph. D.

---

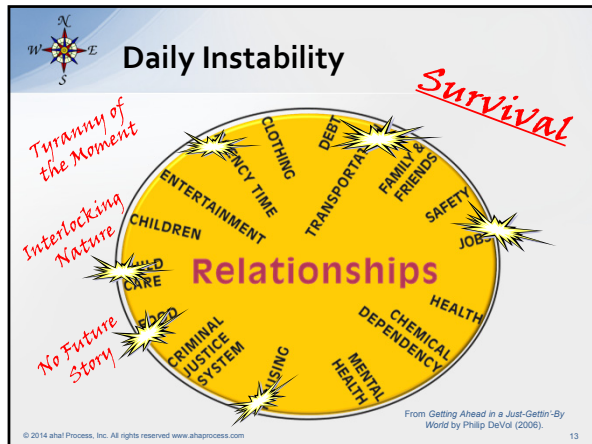
---

---

---

---

---




---

---

---

---

---

---

---

---

CAUSES OF POVERTY			
Behaviors of the Individual	Human and Social Capital in the Community	Exploitation	Political/Economic Structures
<b>Definition:</b> Research on the choices, behaviors, characteristics, and habits of people in poverty.	<b>Definition:</b> Research on the resources available to individuals, communities, and businesses.	<b>Definition:</b> Research on how people in poverty are exploited because they are in poverty.	<b>Definition:</b> Research on the economic, political, and social policies at the international, national, state, and local levels.
<b>Sample topics:</b> Dependence on welfare Morality Crime Single parenthood Breakup of families Intergenerational character traits Work ethic Racism and discrimination Commitment to achievement Spending habits Addiction, mental illness, domestic violence Planning skills Orientation to the future Language experience	<b>Sample topics:</b> Intellectual capital Social capital Availability of jobs Availability of well-paying jobs Racism and discrimination Availability and quality of education Adequate skill sets Childcare for working families Decline in neighborhoods Decline in social morality Urbanization Suburbanization of manufacturing Middle-class flight City and regional planning	<b>Sample topics:</b> Drug trade Racism and discrimination Payday lenders Sub-prime lenders Lease/purchase outlets Gambling Temp work Sweatshops Sex trade Internet scams	<b>Sample topics:</b> Globalization Equity and growth Corporate influence on legislators Declining middle class De-industrialization Job loss Decline of unions Taxation patterns Salary ratio of CEO to line worker Immigration patterns Economic disparity Racism and discrimination

---

---

---

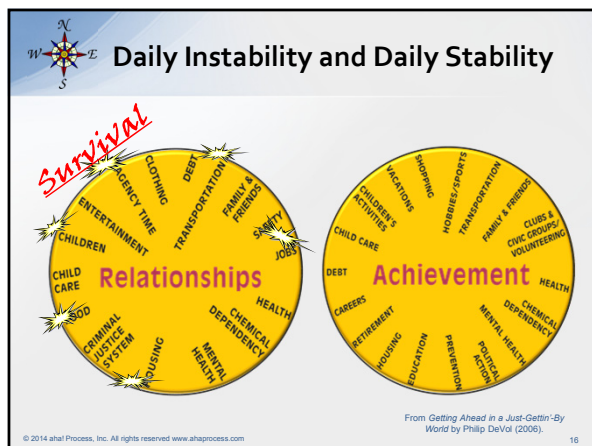
---

---

---

---

---




---

---

---

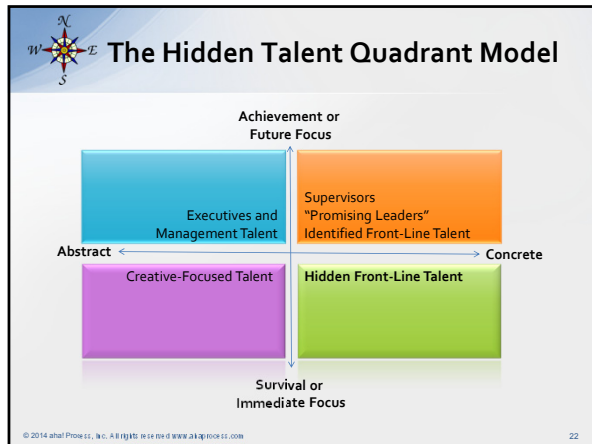
---

---

---

---

---




---

---

---

---

---

---

---

---

**Retention Issues**

- Stability versus instability of resources
- Acquired knowledge bases for work
- Hidden rules of time and money
- Role of relationships in instability

© 2014 aha! Process, Inc. All rights reserved. www.ahaprocess.com 23

---

---

---

---

---

---

---

---

**Promotion Issues**

- Organizational demands change at different levels
- Loss of relationships
- Change in identity
- Hourly wage to beginning supervision is a big jump because of additional required resource base
- Extent of organizational resources

© 2014 aha! Process, Inc. All rights reserved. www.ahaprocess.com 24

---

---

---

---

---

---

---

---

## The Demands of a Position

ISSUE	Daily Instability Entry Level	←————→	Daily Stability	Long-Term Stability Executive Level
<b>Planning</b>	Daily, if any.		Planning for group tasks and task delegation.	Weekly to annual. Project management.
<b>Time Commitment</b>	For paid hours.		Some overtime.	50-60 hours a week. Position involves spouse, social activities, and extensive travel 60-80 hours a week.
<b>Communication</b>	Mostly spoken, some written.		Responds in writing to written reports.	Produces written reports. Makes reports/presentations to peers, customers, subordinates, and executive level.

© 2014 aha! Process, Inc. All rights reserved www.ahaprocess.com
25

---

---

---

---

---

---

---

---

## Hidden rules manifest behavior

Hidden Rules and Language

	Daily Instability	Daily Stability	Long Term Stability
Money	Spend it.	Manage it.	Conserve it.
Time	Decide for <u>now</u> .	Consider future ramifications.	Decide based on history & decorum.
Power	Attributed to personal respect & relationship	Attributed to position, institution	Attributed to connections, expertise
Possessions	People	Things	One-of-a-kind objects, legacies, pedigrees
Language	Speak in casual register	Speak in formal register	Speak in formal register

© 2014 aha! Process, Inc. All rights reserved www.ahaprocess.com
27

---

---

---

---

---

---

---

---

## Building Language at Work

Hidden Rules and Language

Concrete, Abstract

Language Registers

Story Structure and Discourse

Nonverbal, Verbal

Ability to Formulate Questions

© 2014 aha! Process, Inc. All rights reserved www.ahaprocess.com
28

---

---

---

---


---

---

---

---





## Resources

**Financial**  
Having the money to purchase goods and services.

**Emotional**  
Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. This is an internal resource and shows itself through stamina, perseverance, and choices.

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

**Spiritual**  
Believing in divine purpose and guidance. Having hope or a future story.

**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, who are nurturing to the child, and who do not engage in self-destructive behavior.

**Knowledge of Hidden Rules**  
Knowing the unspoken cues and habits of a group.

**Formal Register**  
Having the vocabulary, language ability, and negotiation skills necessary to succeed in school and/or work settings.

© 2014 aha! Process, Inc. All rights reserved www.ahaprocess.com 35

---

---

---


---

---

---

---

---



## Resources – Emotional

What does it look like in the workplace and how does it affect productivity and profitability?

© 2014 aha! Process, Inc. All rights reserved www.ahaprocess.com 36

---

---

---

---

---

---

---

---

## EMOTIONAL RESOURCE

	Daily Instability		Long-Term Stability	
<b>Emotional</b>	No emotional stamina. Impulsive. Engages in self-destructive behavior (addiction, violence, abusive adult relationships, casual sex).	Moves between voices of child and parent. Blames and accuses. Impulsive mood swings.	Uses adult voice except in conflict. Outbursts of anger. Sometimes engages in impulsive behavior.	Uses adult voice in conflict. Avoids conflict. Rarely impulsive.
				Uses adult voice in conflict. Confronts, yet maintains relationships. Is not impulsive.

Source: Krabill/Payne Resource Quotient

© 2014 aha! Process, Inc. All rights reserved www.ahaprocess.com 37

---

---

---

---

---

---

---

---

MENTAL RESOURCE					
	Daily Instability			Long Term Stability	
Mental	Relies totally on casual register and non-verbal data to communicate. Not much formal education. Disorganized.	Can read and write formal register. Prefers casual register. Can do basic math. Has difficulty managing time and tasks.	Knows when to use formal register. Has some training beyond high school. Can implement a plan if told how. Knows the <u>what</u> but not the <u>how</u> .	Uses formal register well. Formal education. Can do long-range planning. Knows the <u>what</u> and the <u>how</u> .	Consistently uses formal register well. Knows the <u>what</u> and the <u>why</u> . Initiates and executes plans. Congruence between non-verbals and words.
Source: Krabill/Payne Resource Quotient					

© 2014 aha! Process, Inc. All rights reserved www.ahaprocess.com 38

---

---

---

---

---

---

---

---

---

---

Finding Talent, Growing Profits Strategy Matrix						
<b>Problem Statement:</b> Employees engage in destabilizing problem solving (e.g., payday loans, paycheck advances), miss or quit work because they cannot pay for life-stabilizing expenses. <b>Objective:</b> Develop and implement an employee loan program. <b>Type:</b> Benefit Program <b>Now, Next, Later?</b> NOW <b>Projected Start Date</b> 9/1/2013	Builds Resources	Finds Hidden Talent	Reveals Hidden Rules	Teaches Language	What can one person do? (impact of individuals on each other)	Other Company Goal
	x	x				
<b>Benefit Program</b> Health insurance, retirement savings, tuition reimbursement, etc. Includes changes in benefits themselves and in how they are communicated. <b>Policy Changes</b> Flextime, attendance, discipline, etc. Policies that can be updated to effectively respond to diverse employee situations. <b>Management Practices</b> Employee orientation, performance appraisal/management systems, management's execution of policies.			<b>Training Programs</b> Training to HR, supervisors, managers, and other leaders, work teams. Updating training to reflect ideas and culture development. Interactions learned here, such as training front-line staff in "the rules" and formal register. <b>Individual Interactions</b> Strategies for training or other ways to encourage new, relationship-building interactions. <b>Other</b>			

© 2014 aha! Process, Inc. All rights reserved www.ahaprocess.com 39

---

---

---

---

---

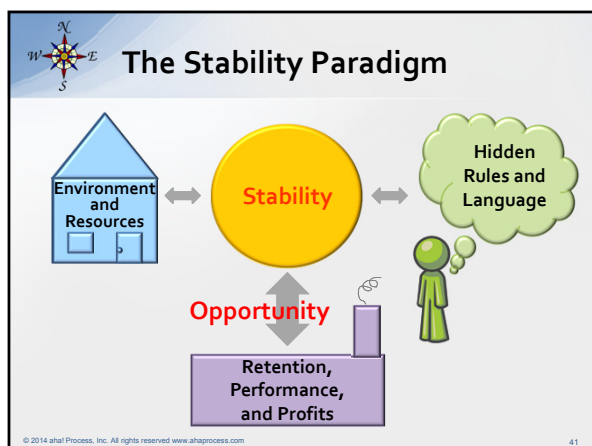
---

---

---

---

---




---

---

---

---

---

---

---

---

---

---

# EMOTIONAL INTELLIGENCE





The slide features a large orange circle on a light gray background. Inside the circle, at the top, is a red rectangle with the text "What's Your EQ?". Below this is a white rectangle with the text "Emotional Intelligence". Underneath is an image of an iceberg floating in dark blue water. The small tip of the iceberg above the water is labeled "IQ" in red. The much larger portion of the iceberg submerged below the water is labeled "EQ" in yellow. At the bottom of the circle is a red rectangle with the text "Emotional Intelligence, Needs Analysis, and Conflict Transformation". To the right of the slide, outside the main content area, is a solid orange circle.


What's Your EQ?

Emotional Intelligence

IQ

EQ

Emotional Intelligence, Needs Analysis, and Conflict Transformation



The slide features a large orange circle on a light gray background. To the left of the circle is a red rectangle with the text "EQ" in white. Inside the circle is an image of a blue silhouette of a human head in profile, facing left. The head is filled with numerous small, colorful smiley face icons of various expressions. Below the head image is a red rectangle containing the following text: "A person's abilities to perceive, identify, understand, and successfully manage emotions in self and others." followed by "Leaders should understand:" and a bulleted list: "• Range of emotions people have" and "• How emotions manifest themselves". To the right of the slide, outside the main content area, is a solid orange circle.

EQ

A person's abilities to perceive, identify, understand, and successfully manage emotions in self and others.

Leaders should understand:

- Range of emotions people have
- How emotions manifest themselves

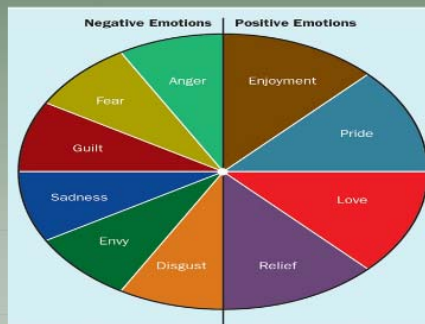
## EQ Explored

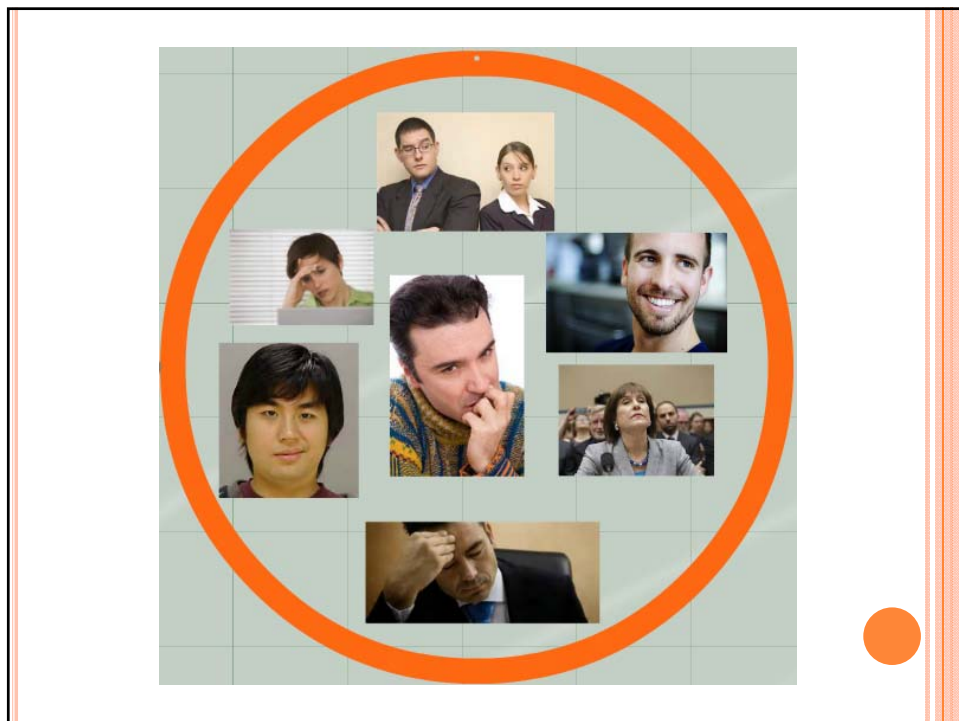
Leaders “tune in” to the emotional state of others, bring unhealthy emotions to the surface and encourage people to explore and use positive emotions in everyday work.

Departments in a bad mood can't succeed because people have no energy, feel anxious, disillusioned or hopeless.

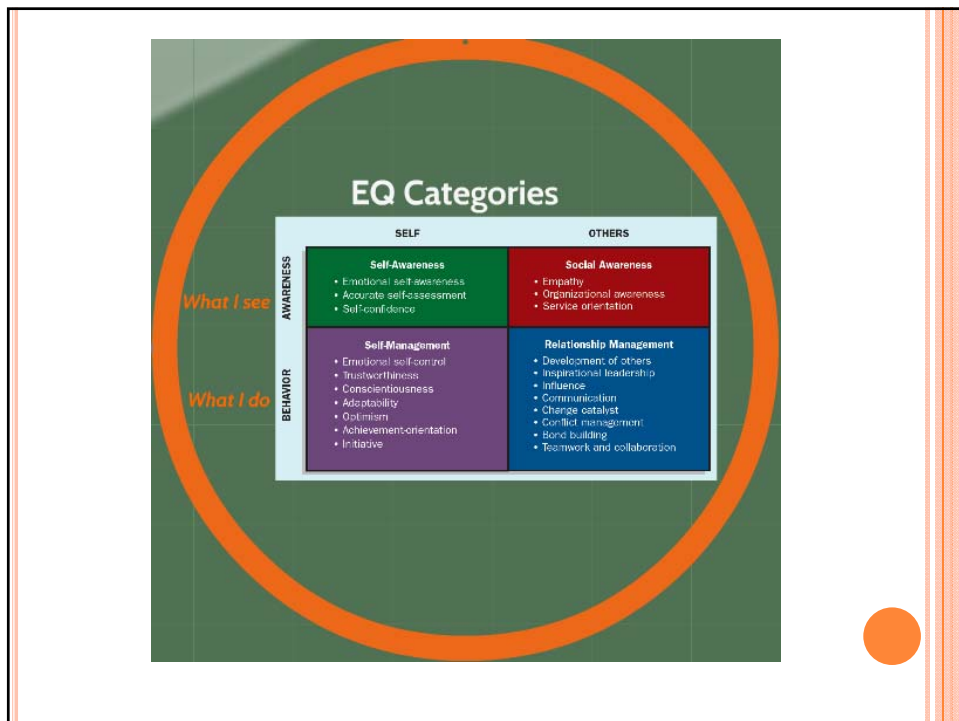
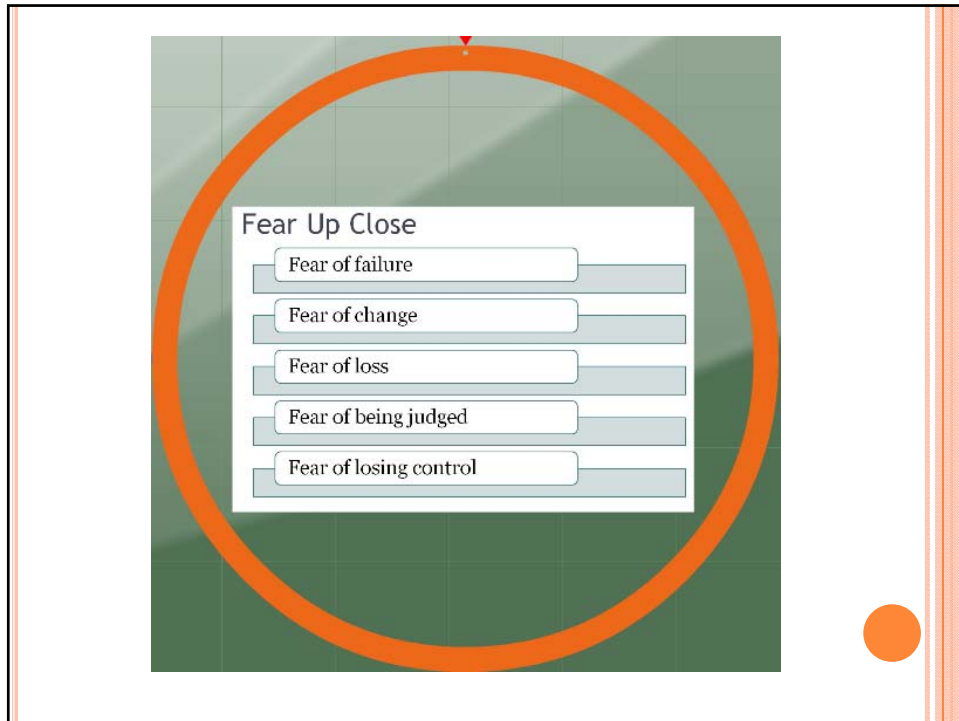
Toxic environment=emotional survival.


## Major Types of Emotions











**EQ Insight**

What's Your EQ?

Take a moment to evaluate your EQ

Books shown: Daniel Goleman's *Emotional Intelligence*, Daniel H. Pink's *Drive*, Daniel Goleman's *Primal Leadership*, and Bill George's *Finding Your True North*.

This graphic is set against a light green grid background with a large orange circle. To the right of the circle is a vertical orange bar with a small orange dot.



**Employee Exploration**

JUSTIN

GEORGETTE

DONNA

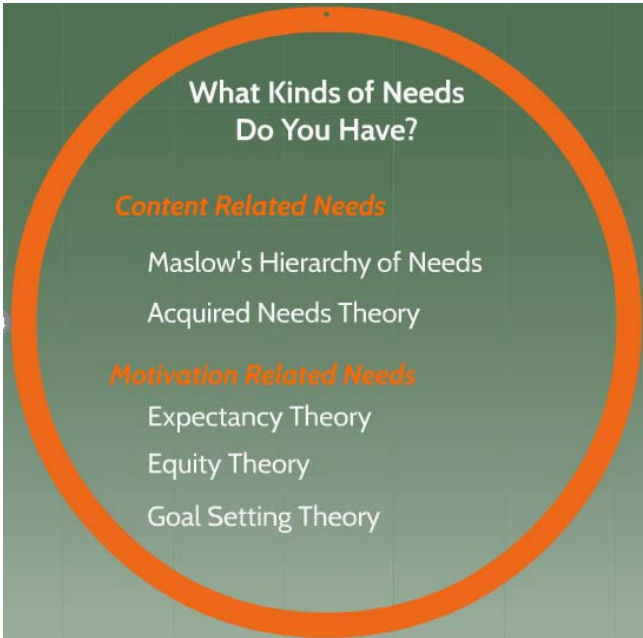

This graphic is set against a light green grid background with a large orange circle. To the right of the circle is a vertical orange bar with a small orange dot.



**Needs Analysis**

You can predict/explain behavior based upon needs.  
People do what they do to meet their **needs = satisfaction**.

You can understand why people choose the behavior they do to satisfy their needs.




**What Kinds of Needs Do You Have?**

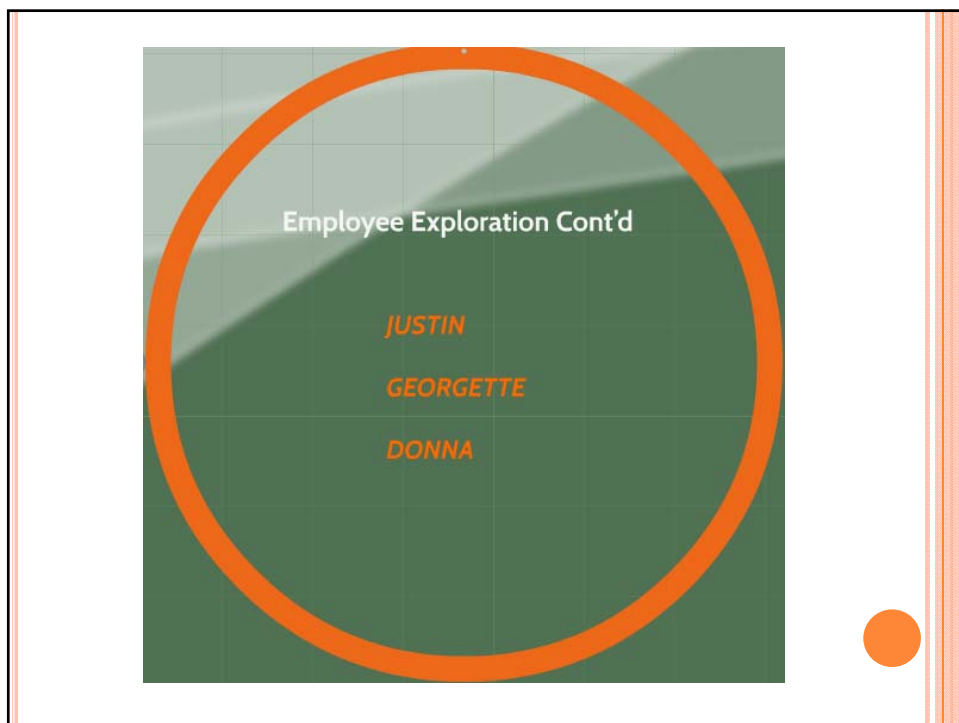
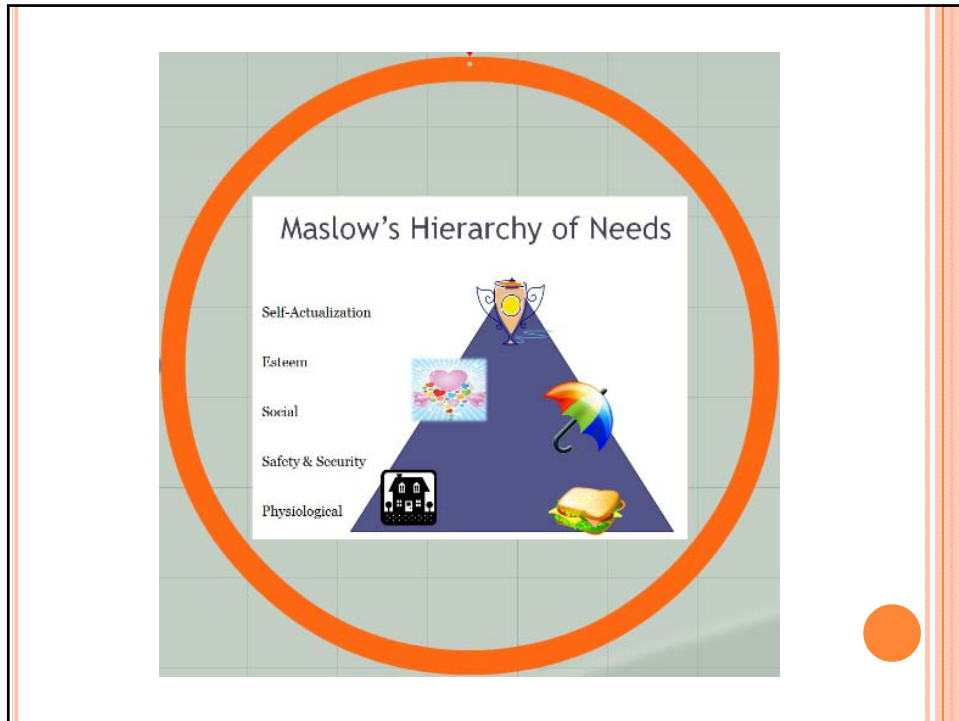
***Content Related Needs***

- Maslow's Hierarchy of Needs
- Acquired Needs Theory

***Motivation Related Needs***

- Expectancy Theory
- Equity Theory
- Goal Setting Theory



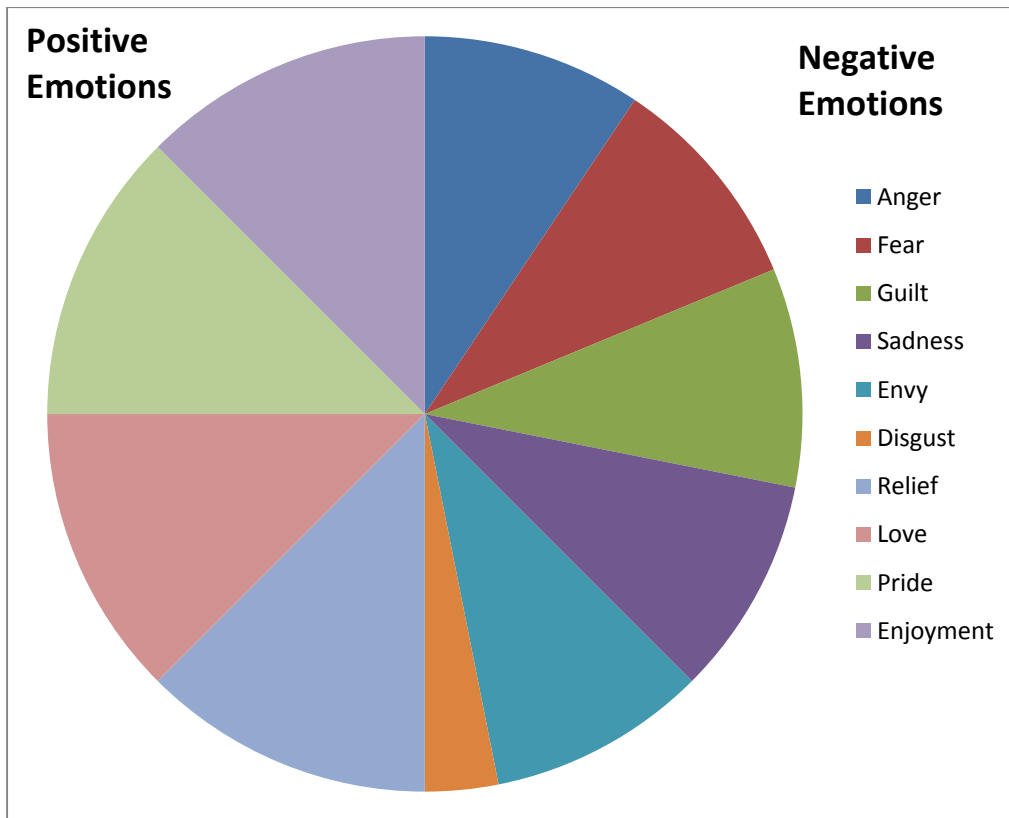




## THANK YOU!

If you tune into the behaviors, you will understand  
a persons needs.

Notice  
Tune in  
Help



### **Negative Emotions**

**Anger:** fury, outrage, frustration, exasperation, animosity, annoyance, irritability, hostility

**Sadness:** grief, sorrow, gloom, melancholy, self-pity, loneliness, dejection, despair, discouragement

**Fear:** anxiety, apprehension, nervousness, concern, wariness, dread, fright, terror, panic

**Guilt:** shame, embarrassment, remorse, humiliation, regret

**Envy:** jealousy, resentment, suspicion, spite

**Disgust:** contempt, scorn, aversion, revulsion, distaste

### **Positive Emotions**

**Enjoyment:** happiness, joy, delight, amusement, thrill, euphoria

**Pride:** satisfaction, dignity, self-esteem, fulfillment

**Love:** affection, respect, friendliness, trust, kindness, devotion, adoration

**Relief:** release, reassurance, ease, contentment





**Self-awareness-** The ability to recognize and understand your own emotions and how they affect your life and work. Leaders with a high level of self-awareness learn to trust their “gut feelings” and realize that these feelings can provide useful about difficult decisions. Ability to assess your own strengths and limitations.

**Self-Management-** The ability to control disruptive, unproductive, or harmful emotions and desires. Consistently display honesty and integrity. Managing and honoring your responsibilities and adjusting to changing situations and overcoming obstacles. Delete those hot buttons!

**Social Awareness-** One’s ability to understand others. Practice empathy by putting yourself in other people shoes, sense their emotions, and understand their perspective. Learn to engage in professional intimacy (*display compassion and concern for others without becoming so wrapped up in others emotions that it clouds their judgment*). Able to navigate the currents of organizational life, build networks, and effectively use political behavior to accomplish positive results. You must recognize and the serve the needs of employees, customers and clients.

**Relationship Management-** Ability to connect with others and build positive relationships. Leaders understand the impact of their behaviors on others and they treat people with compassion sensitivity, and kindness. This aspect encompasses developing others, inspiring others with a powerful vision, learning to listen and communicate clearly and convincingly. Lead people toward something better, to build teamwork and collaboration, and to resolve conflicts. You maintain a relationship both within and outside the organization.

Source: adapted from Henrie Weisinger, *Emotional Intelligence at Work* (San Francisco; Josey-Bass, 1998), pp. 214-215  
Cengage Learning 2015

**HANDOUT #3**

## EQ Survey

Question	Mostly False	Mostly True
Associate different internal physiological cues with different emotions.		
Relax when under pressure in situations		
Know the impact that your behavior has on others.		
Know when you are becoming angry.		
Recognize when others are distressed.		
Build consensus with others.		
Produce motivation when doing uninteresting work.		
Help others manage their emotions.		
Make others feel good.		
Identify when you experience mood shifts.		
Stay calm when you are the target of anger from others.		
Know when you become defensive.		
Follow your words with actions.		
Engage in intimate conversations with others.		
Accurately reflect people's feelings back to them.		

Sum your Mostly True responses to the 15 questions to obtain your overall score. Your score for **self-awareness is the total of questions 1, 5, 11, and 13**. Your score for **self-management is the total of questions 2, 8, 12, and 14**. Your score for **social awareness is the sum of questions 4, 7, 10 and 15**.

A score of 14 or higher indicates a high level of emotional intelligence.

A score of 10-13 means you have a good platform for emotional intelligence in which to develop strong leadership capability.

A score of 7-9 indicates a moderate level of emotional intelligence.

A score of 7 or below indicates you realize that you are low in emotional intelligence.

**In each segment, a score of 4 is considered high. A score of 2 or lower, is considered low.**

**Self-Awareness**- Ability to recognize and understand your own emotions and how they affect your life and work. Leaders with a high level of self-awareness learn to trust their “gut feelings” and realize that these feelings can provide useful about difficult decisions. Ability to assess your own strengths and limitations.

**Self-Management**-The ability to control disruptive, unproductive, or harmful emotions and desires. Consistently display honesty and integrity. Managing and honoring your responsibilities and adjusting to changing situations and overcoming obstacles.

**Social Awareness**-One’s ability to understand others. Practice empathy by putting yourself in other people shoes, sense their emotions, and understand their perspective. Learn to engage in professional intimacy (*display compassion and concern for others without becoming so wrapped up in others emotions that it clouds their judgment*). Able to navigate the currents of organizational life, build networks, and effectively use political behavior to accomplish positive results. You must recognize and the serve the needs of employees, customers and clients.

**Relationship Management**-Ability to connect with others and build positive relationships. Leaders understand the impact of their behaviors on others and they treat people with compassion sensitivity, and kindness. This aspect encompasses developing others, inspiring others with a powerful vision, learning to listen and communicate clearly and convincingly. Lead people toward something better, to build teamwork and collaboration, and to resolve conflicts. You maintain a relationship both within and outside the organization.



## **Acquired Needs Motivational Factors**

### **nACH- Achievement Motivation**

The nACH person is achievement motivated and therefore seeks achievement, attainment of realistic but challenging goals, and advancement in the job. There is a strong need for feedback as to achievement and progress, and a need for a sense of accomplishment, this leads to a high level of self-esteem. People with high nACH, seek to excel and thus tend to avoid both low risk and high risk situations. Achievers avoid low risk situations because the easily attained success is not a genuine achievement. In high risk projects, achievers see the outcomes as one of chance rather than one's own effort. High nACH individuals prefer work that has a moderate probability of success, ideally a 50% chance. They prefer to work alone or with other high achievers.

### **nPOW- Authority/Power Motivation**

The nPOW person is authority motivated. This driver produces a need to be influential, effective and to make an impact. There is a strong need to lead and for their ideas to prevail. There is also motivation and need towards increasing personal status and prestige.

There are two types-personal and institutional. Those who need personal power want to direct others, and this need is often perceived as undesirable. People who need institutional power (also known as social power) want to organize the efforts of others to further the goals of the organization. People with a high need for institutional power tend to be more effective than those with a high need for personal power.

### **nAFF-Affiliation Motivation**

The nAFF person is affiliation motivated as has a need for friendly relationships and is motivated towards interaction with other people. They need harmonious relationships with other people and need to feel accepted by other people. The affiliation driver produces motivation and the need to be liked and held in popular regard. These people are team players. They tend to conform to the norms of their work group. High nAFF individuals prefer work that provides significant personal interaction. They perform well in customer service and client interaction situations.

*McClelland's motivation theory argues that nACH people with strong achievement motivation make the best leaders, although there can be a tendency to demand too much of their staff in the belief that they are all similarly and highly-achievement focused and results driven, which of course many people are not.*

### **SCENARIO #1**

Justin is an employee within the organization that has a good handle on his current work; he is a quick learner and is able to complete his assigned tasks. Lately, he is spending a great deal of time socializing and networking within the organization, joining committees and socializing with employees all over the company. In addition, he has been assisting other employees in different departments on some effective process changes that worked in Purchasing. Within his department, the employees and the manager are seeing Justin focus less on the necessary tasks and deadlines and more time networking and assisting others. The Purchasing Department has a reputation of being less than stellar at customer service.

**Manager Perspective-**Needs Justin to focus more on what is going on in the department. The expectation is less time socializing and canoodling with employees elsewhere in the organization. The manager feels this is non-productive and does not like it. His team members feel he should be concentrating on what is happening in his “own” department versus helping other employees elsewhere.

**Justin’s Perspective-** Justin enjoys involving himself with others and in building relationships with when other employees in the department do not take the time to do so. He believes he is creating better rapport with other employees and creating a more positive view of the department. Justin is seen as optimistic and always in a good mood, but his department comes across as too busy and isolates themselves within it. He wants new challenges but has not been given the opportunity to do so. Other employees have been trying to recruit him out of Purchasing into a different area where his talents will be utilized.

### **SCENARIO #2**

Georgette is an HR analyst within a department. She has been with the organization for approximately 15 years. Lately with the changes made within the department, her tasks have changed due to a LOA and other initiatives brought on by upper leadership. Her role in the past was very structured but has now changed to her having to problem solve, critically think, with little direction from others. With the LOA in the small dept. she is being asked questions she does not know and her time is being spent researching the answers and less time is spent on her designated work.

*Previous/current responsibilities were coordinating company events, service awards, employee newsletter, tracking leave of absences, workers comp processing and maintenance of personnel files.*

*Additional responsibilities are handling employee relations/policy translation issues, recruitment, advertising and offers of employment.*

**Manager Perspective**-Needs Georgette to step up and be self- directed take on additional responsibilities that may be out of her comfort zone and timeliness of other tasks assigned. She has to think independently and be confident in her decisions. This employee is viewed by the manager as uncertain and timid.

**Georgette's Perspective**-Feeling overwhelmed with the additional responsibilities, lack of knowledge and subject matter expertise and direction. She is frustrated that her work she was hired to do is lacking in order to take on additional work from the employee on leave and the changes within the dept. She is unsure what takes priority and what the deadlines are. She does not mind the new challenges but does not want to skim surfaces on everything; she wants to be great at what she does. She has always had above average performance which she is concerned will change, if things continue this way.

### **SCENARIO #3**

Donna over the past 6 months has become negative and confrontational via written e-mail and in her face to face interactions with peers and management. She is a go getter with high-expectations and gets extremely frustrated by co-workers who are not performing to her standards. She works long hours and weekends showing extreme commitment. The quality of her work is exceptional, yet she pushes her ideas onto others in a forceful way that creates a major conflict with others. In addition, she is very frustrated with the expectations and workload being placed on her. She has poor working relationships with others and at this point is not being included in workplace activities created to build strong relationships within the department and outside of it.

**Manager Perspective**-Several complaints have been made from employees and peers on her negativity and behavior. When she does not agree with a decision, she will not participate in helping out or problem solving. She has alienated herself from co-workers and peers due to her negativity and lack of tolerance for others. She has a drive that is next to none but is almost obsessive about it.

**Donna's Perspective**-Believes there is an inequity of workload, feels that other employees are getting away with sub-standard work. Does not feel she is getting the feedback she should for her exceptional work. She is frustrated with not being heard when her opinions are given or recognized for her achievements. In addition, she feels her co-workers and management are not following through on objectives she is a part of. She has the best interests of the customers at heart, but feels the stress of what is happening is affecting her relationships with them.



## Employee Needs

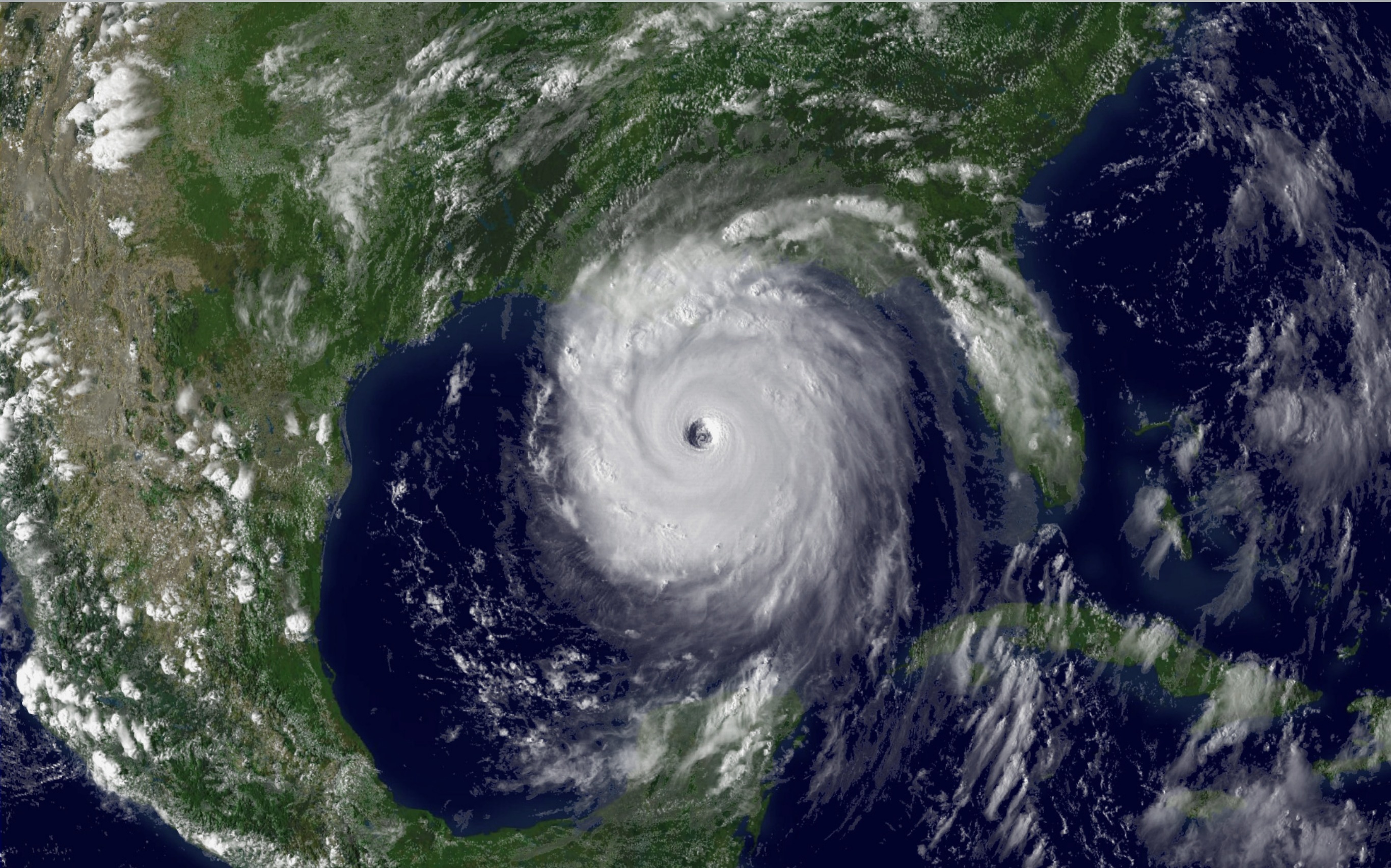






CharityTracker is a cloud-based service  
used by thousands of organizations  
to maximize their efficiency  
while helping others









**752**  
CITIES



**6,618,377**  
RECORDS



**\$185,428,818**  
VALUE



**2,586,816**  
PEOPLE



*[VIDEO HERE]*

What is CharityTracker?



2006



2012



2014





# Getting Ahead Self Assessment – Emotional Resources

- ✓ Assessment Info
- ✓ Financial Resources
- ✓ Emotional Resources ➔

Mental Resources

Language Resources

Social Capital Resources

Physical Resources

Spiritual Resources

Integrity and Trust Resources

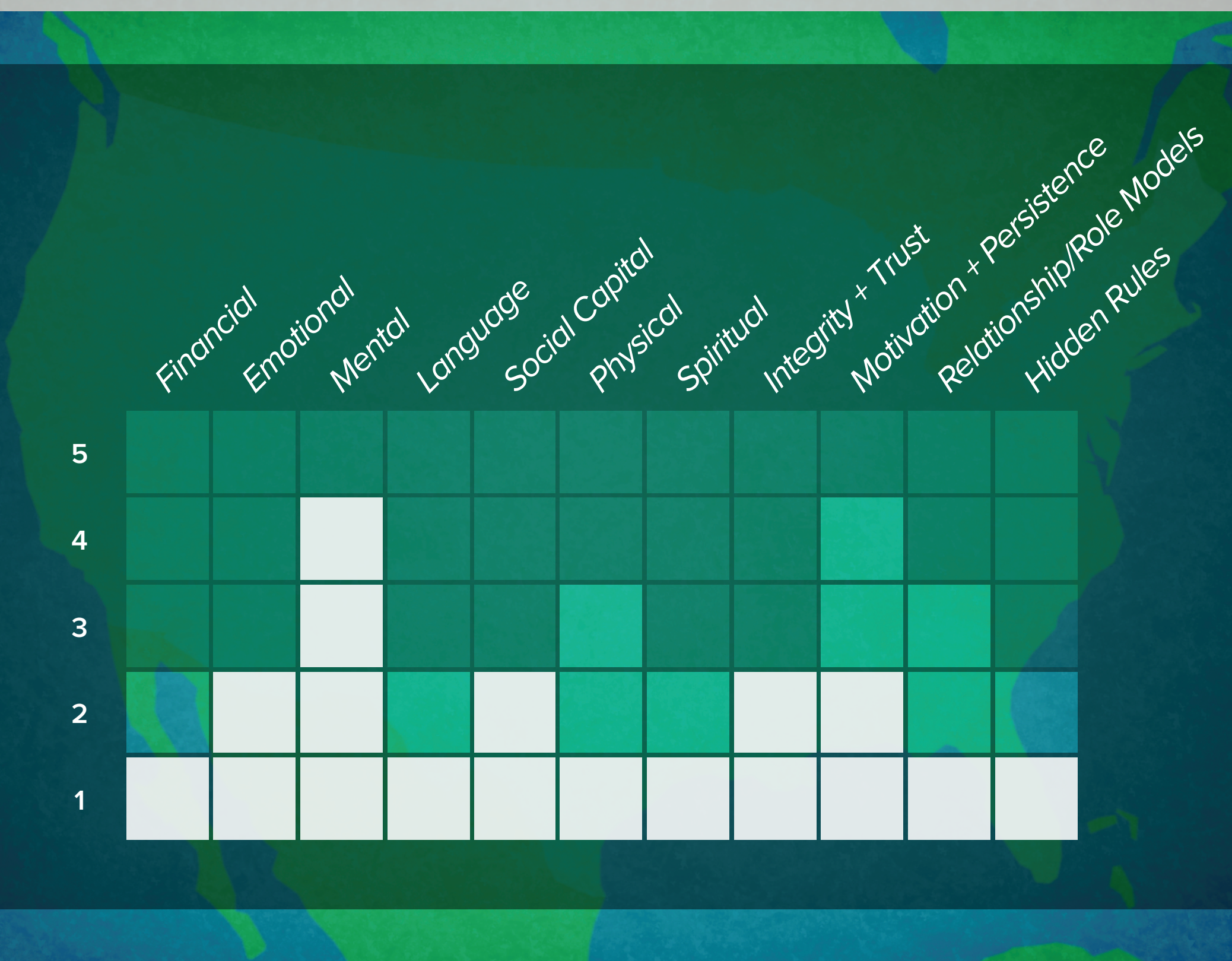
Motivation and Persistence Resources

Relationship/Role Models Resources

Knowledge of Hidden Rules Resources

- ☐ I Have Trouble Naming The Feelings I'm Having.
  - ☐ I Often Lose My Temper.
  - ☐ I Regularly Try To Control The Thoughts, Feelings, And Actions Of Others.
  - ☒ I Often Feel Anxious Or Depressed.
  - ☐ I Have Trouble Getting Along With Others At Work/School.
  - ☐ I Have Been In Legal Trouble Because Of My Anger.
- 
- ☐ I Sometimes Use Positive Self-Talk To Help Me Deal With Problems.
  - ☐ I Seldom Get Into Fights Or Threaten Others.
  - ☐ I Usually Control My Temper.
  - ☐ I Sometimes Feel Anxious Or Depressed.
  - ☒ For The Most Part, I Accept Responsibility For My Actions.
  - ☐ I Get Along With Others At Work/School More Often Than Not.
- 
- ☐ I Identify My Feelings Quickly.
  - ☐ I Use My Thoughts To Control My Feelings.
  - ☐ I Usually Choose Positive Behaviors, Even In Stressful Situations.
  - ☐ I Rarely Feel Anxious Or Depressed.
  - ☐ I Can Solve Problems With Others By Talking Things Through.
  - ☒ I Get Along Well With People At Work/School Most Of The Time.
- 
- ☒ I Almost Always Manage My Thoughts And Feelings In Positive Ways.
  - ☐ I Can Almost Always Set Aside Emotional Issues So That I Can Focus On Immediate Issues.
  - ☐ I Make Most Of My Choices Based On Future Results Rather Than On The Feelings Of The Moment.
  - ☐ I Almost Always Get Along Well At Work/School.









Generate reports at individual and organizational levels



Keep track of Getting Ahead graduate assessments



Set up goals, action plans, and develop future stories





CharityTracker<sup>™</sup> PLUS

Bridges out of Poverty + Getting Ahead

We can get you started in as little as 5 minutes.

1 • 888 • 764 • 0633  
[www.CharityTracker.net](http://www.CharityTracker.net)



# MAKING THE PERILOUS PARADIGM SHIFT!

**David Walker**  
**Addressing the Challenges of Poverty**  
**National Convention**  
**October 7, 2014**  
**Nashville, Tennessee**



## Welcome!



# Introduction

- A Little About Me
- A Little About OneRoad
- A Little About **WHY** We're Here
- A Little About **WHAT** You Can Learn
- A Little About **HOW** You Can Learn It
- A Little About What I **HOPE** You WILL Learn

**The Moral of This Story Is... A LITTLE is a LOT  
When You're in the RIGHT Spot!**

**TIME FOR A  
CHANGE...**

**...A New Paradigm  
is Needed!**



par·a·digm

'parəˌdīm/

*noun*

**1. Technical** - a typical example or pattern of something; a model.

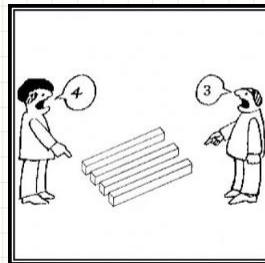
*"there is a new paradigm for public art in this country"*



## Paradigm Shift

For our purposes, think of a **'paradigm shift'** as moving from one way of *thinking* to another, which leads to changing from using *one approach to solving problems* or one way of *'doing things'*, to another.

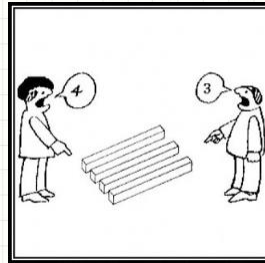
**A Paradigm Shift is NOT  
Complete (Nor Effective) Until  
There Has Been a Significant  
Change in Thinking AND in  
Behavior (Action).**



## A Tale of Two Models

The Current Model	A New Mindset/New Approach
<ul style="list-style-type: none"><li>❖ Safety Net – Provide Help With ‘Crisis Needs’ – Focused on the Immediate</li><li>❖ Requires Minimal Client Investment</li><li>❖ Offers Limited Long Term Guidance and Assistance</li><li>❖ Is ‘Weakness’ Based</li><li>❖ Utilizes the ‘Righting’ Approach – Gives the Answer and Requires Adherence</li><li>❖ Focuses on Outputs</li></ul>	<ul style="list-style-type: none"><li>❖ Help Others Help Themselves – Focus on Change and Stability</li><li>❖ Require ‘Skin in the Game’</li><li>❖ Provide Navigation to Discover and Develop a Way Up and a Way Out</li><li>❖ Should be ‘Strengths Based’</li><li>❖ Focus on Guidance, Navigation and Support – Help Client Set Own Goals and Develop Own Plan of Action</li><li>❖ Focus on Outcomes</li></ul>

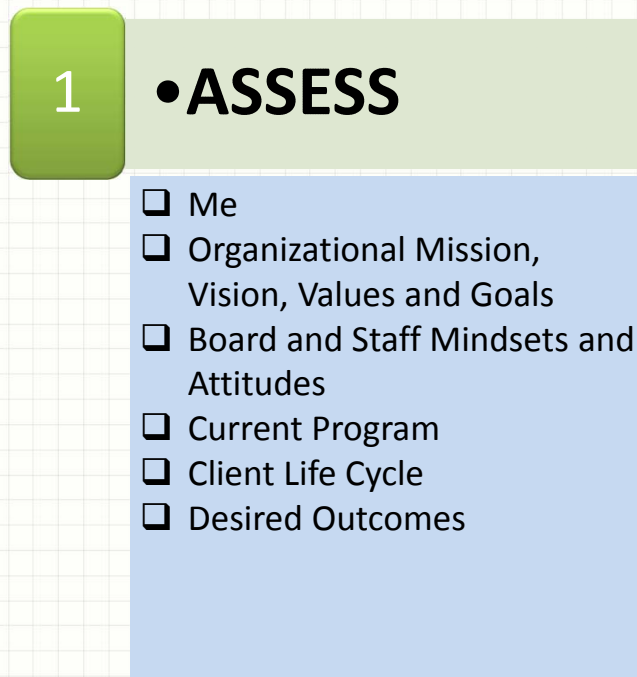
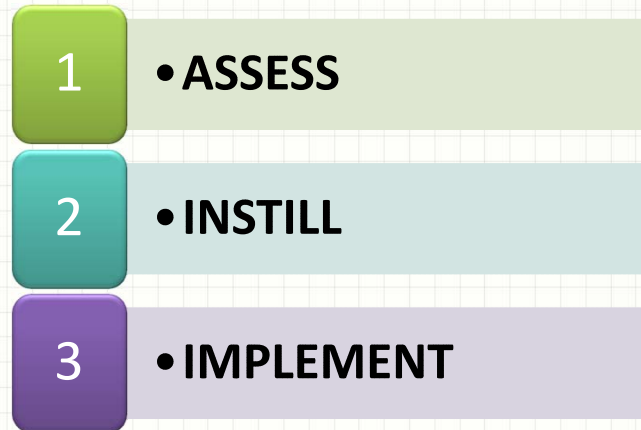
**A Paradigm Shift is NOT  
Complete (Nor Effective) Until  
There Has Been a Significant  
Change in Thinking AND in  
Behavior (Action).**



### **THE 'PERILS' IN 'PERILOUS PARADIGM SHIFT'!**

- Board
- Funders/Supporters/Fans
- Clients
- Collaborators/Partners
- Community

## The Path to a Meaningful and Effective Paradigm Shift:



2

## •INSTILL

- ☐ A New Way of Thinking
- ☐ A New Perspective
- ☐ A New Knowledge Set
- ☐ A New Passion
- ☐ A New Vision
- ☐ A New Commitment

3

## •IMPLEMENT

- ☐ **Development**
  - ☐ Policies and Best Practices
  - ☐ The Program
  - ☐ Funding Sources
  - ☐ Staff and Volunteers
- ☐ **Implementation**
  - ☐ “Line Upon Line, Precept Upon Precept.”
  - ☐ **BEGIN!!!**



## Wrap-Up

- Decide If A Paradigm Shift is for You
- Define Your New Paradigm
- Be Aware of the Perils
- Develop Your New Model
- Implement Your Plan

## Resources

- *Bridges Out of Poverty, Strategies for Professionals and Communities* – Ruby K. Payne, PhD, Philip E. DeVol, Terie Dreussi Smith – Copyright 2001, Revised 2005, 2006, 2009
- *Toxic Charity: How Churches and Charities Hurt Those They Help, And How to Reverse It* - Robert D. Lupton  
Copyright Oct 2, 2012
- *Getting Ahead in a Just-Getting'-By World* – Philip E. DeVol – Third Edition, Copyright 2013



## QUESTIONS?

**DAVID WALKER**  
**ONEROAD**  
**118 E. MORGAN STREET**  
**MARTINSVILLE, INDIANA 46151**  
**OFFICE: 765-349-9740**  
**CELL: 765-346-4462**  
**FAX: 765-349-9739**  
**E-MAIL: [DAVIDWALKER@ONEROADSUPPORT.ORG](mailto:DAVIDWALKER@ONEROADSUPPORT.ORG)**

# The Impact of the Getting Ahead Class

The stories of  
Marcie Hertzog and Bev Campbell

---

---

---

---

---

---

---

---

## What we learned from the GA Class

- ♦ I can make changes
- ♦ There is a way out - it's not hopeless
- ♦ I felt empowered - was not enabled to stay where I am or judged for where I have been
- ♦ There are more people in the community who want to help that I realized

---

---

---

---

---

---

---

---

## What we learned from the GA Class

- ♦ It was a life altering experience
- ♦ I can do this - I am not out of poverty totally but I am further along in it and see that I can get out of poverty in time
- ♦ I can be a part of the solution too!

---

---

---

---

---

---

---

---



### Things to remember when leading a Getting Ahead Class

- ◆ Help individuals keep their dignity
- ◆ Make sure you focus on relationships with the attendees and the facilitator
- ◆ Think through the abilities of the participants and adjust accordingly
- ◆ Do not be afraid of a strong selection process

---

---

---

---

---

---

---

---

### Things to remember when leading a Getting Ahead Class

- ◆ Understand how the hidden rules of poverty affect the class and the participants
- ◆ Understand the pride and embarrassment that go along with poverty
- ◆ Understand that it is not so much a program as it is a discovery process

---

---

---

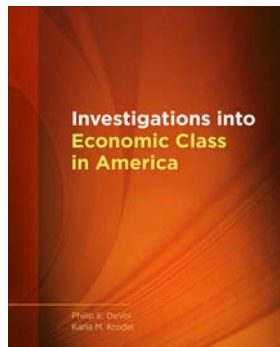
---

---

---

---

---



## How to Introduce *Investigations* on the College Campus

Karla Krodel  
[kmkrodel@me.com](mailto:kmkrodel@me.com)

© 2012 DeVol & Associates, LLC • [www.ahaprocess.com](http://www.ahaprocess.com)

1



## Objectives

- ▶ Quantify the benefits of retention
- ▶ Understand the course design.
  - ▶ Purpose
  - ▶ Patterns
  - ▶ Process
  - ▶ Outcomes
- ▶ Discuss program models.
- ▶ Account for student support on campus.

© 2012 DeVol & Associates, LLC • [www.ahaprocess.com](http://www.ahaprocess.com)

2

## Return on Investment Definition

$$\text{ROI} = \frac{(\text{Gain from investment} - \text{Cost of Investment})}{\text{Cost of Investment}}$$

<http://youtu.be/71n-Oe9Bq9c>

© 2012 DeVol & Associates, LLC • www.ahaprocess.com

3

## Facts and figures to calculate ROI

<b>Current Retention Rate (Graduation)</b>	<b>55%</b>
Projected Retention Rate (Graduation)	60%
<b>Increased Rate (Graduation)</b>	<b>5%</b>
Cohort Group	2,500
Tuition	\$8,000
Tuition Subsidy	\$2,000
Retention Attrition Rate Year 2	20%
Retention Attrition Rate Year 3	10%
Retention Attrition Rate Year 4	5%

© 2012 DeVol & Associates, LLC • www.ahaprocess.com

4



## CAA ROI Calculator



	TOTAL	Year 1	Year 2	Year 3	Year 4
Retained Students – Year 1	125 \$1,250,000	125 \$1,250,000			
Retained Students – Year 2	225 \$2,250,000	125 \$1,250,000	100 \$1,000,000	\$0	\$0
Retained Students – Year 3	315 \$3,150,000	125 \$1,250,000	100 \$1,000,000	90 \$900,000	\$0
Retained Students – Year 4	400.5 \$4,005,000	125 \$1,250,000	100 \$1,000,000	90 \$900,000	85.5 \$855,000
Tuition Total	\$10,655,000				
Cost of Retention Initiatives (4 years)	\$104,550				
ROI	101%				

© 2012 DeVol &amp; Associates, LLC • www.ahaprocess.com

5

5

## Implementation Costs

URCS Training with National consultant	\$4,000
URCS Book	\$3,500
Investigations Training	\$250
Certified Trainer—Lifetime including travel	\$2,500
Instructor for Investigations (6 classes per year)	\$72,000
Investigations books	\$17,500
Student Engagement (6 classes per year)	\$4,800
<b>TOTAL</b>	<b>\$104,550</b>

© 2012 DeVol &amp; Associates, LLC • www.ahaprocess.com

6

## Course Design

© 2012 DeVol & Associates, LLC • [www.ahaprocess.com](http://www.ahaprocess.com)

7

## What Is Investigations?

Investigations is designed to improve retention and success rates for under-resourced college students. It is a curriculum that can be tailored to the level of academic rigor appropriate for the students and the setting in which it is used.

- It meets the objectives of most orientation courses.

- It can be used for elective credit.

- It can be used as a non-credit bridge course.

**Differentiating principle:** This work is applied locally according to the history, leadership, best practices, and unique characteristics of the institution and community.

© 2012 DeVol & Associates, LLC  
[www.ahaprocess.com](http://www.ahaprocess.com)

## Purpose of Investigations

Investigations provides a means of understanding oneself, individuals, and society through the lens of economic class. It develops cognitive skills and other resources that enable students to experience college success and envision a new future story. Investigations provides the missing link, enabling students to transfer their life experience to the college campus, and it provides a “Rosetta stone,” teaching students to translate, at times literally, based on the needs of the setting.

© 2012 DeVol & Associates, LLC • [www.ahaprocess.com](http://www.ahaprocess.com)

9

## College Success

1. Hidden rules of college
2. Peer support
3. Planning skills
4. Language
  - Registers, story structure, discourse
  - Sequence of writing assignments
  - Annotated reading list
  - The lexicon

© 2012 DeVol & Associates, LLC • [www.ahaprocess.com](http://www.ahaprocess.com)

10

## Course Patterns

- ▶ Mediated learning experience
- ▶ Mental models
- ▶ Activities
- ▶ Discussion
- ▶ Lexicon
- ▶ Assessment
- ▶ Planning

## The Process

- ▶ Situated learning
- ▶ Co-investigation and assessment
- ▶ Process of change
- ▶ Conceptual framework of economic class
- ▶ Analysis and problem solving
- ▶ Culture of learning and building resources
- ▶ Engagement

## Structure: Six Sequences

- ▶ Metacognition
- ▶ Income and wealth disparity and the hidden rules
- ▶ Process of change and future story
- ▶ Relationships during transition
- ▶ Motivation
- ▶ Engagement: Group process and social capital on and off campus

## Course Outcomes

- ▶ Self-direction and transformation
- ▶ Autonomy and critical reflection
- ▶ Cognitive development

## Student Outputs

- ▶ Mental models
- ▶ Journal reflections
- ▶ Assessments of self, campus, and community
- ▶ Investigations and analysis
- ▶ Written plans
- ▶ Strategies to build economic stability, access to power, and personal choice
- ▶ Solutions for community problems

## Assessing Student Performance

- ▶ Attendance
- ▶ Participation
- ▶ Execution of planning behaviors related to assignments
- ▶ Journal entries
- ▶ Writing assignments
- ▶ Completion of activities from the workbook
- ▶ Engagement with campus life or activities



## Assessing Learning Outcomes for Accreditation

### The Council for the Advancement of Standards in Higher Education (CAS)

- Composed of 36 national associations
- Develop professional standards for student support services



The Investigations curriculum and educating under-resourced learners aligned with CAS's assertion:

***“Theory without practice is empty, and practice without theory is blind.”***

(Dean, 2006, p. 8)

Dean, L. A. (Ed.). (2006). *CAS professional standards for higher education* (6th ed.). Washington, DC: Council for the Advancement of Standards.

© 2012 DeVol & Associates, LLC • www.ahaprocess.com

17

## Hidden Rules in College

	Poverty	Middle Class
<b>Driving Force</b>	Relationships for survival. Entertainment.	Achievement through work and education.
<b>Destiny</b>	Believes in fate. Cannot do much to mitigate chance.	Believes in choice. Can change future with good choices now.
<b>Time</b>	Present survival most important. Tyranny of the moment.	Future most important. Decisions made against future ramifications.
<b>Money</b>	To be spent.	To be managed.
<b>Language</b>	Casual register, used for survival.	Formal register, used for negotiation.
<b>Power</b>	Linked to personal respect, ability to fight.	Power separated from respect, linked to information and institutions.

© 2012 DeVol & Associates, LLC • www.ahaprocess.com

18

## Program Design: Where and How Does Investigations Fit on Your Campus?

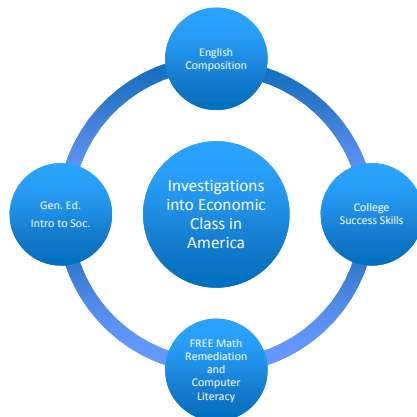
© 2012 DeVol & Associates, LLC • www.ahaprocess.com

19

19

## Learning Communities

### Model Program



Meet students “where they are”

- Problem solvers
- Knowledge creators
- Relational, cooperative teaching
- Situated, contextualized learning

© 2012 DeVol & Associates, LLC • www.ahaprocess.com

20

## Reimagining Student Orientation

- What is the driving force behind your program?
- What hidden rules exist for surviving orientation?
- How are these the same as/different than the driving forces and hidden rules used by students from poverty?
- In what ways do students from poverty experience their first semester?

## Self-Orientation Through Investigations into Economic Class in America

- The orientation is situated within the student's life experience and needs.
- Define the campus as the community.
- The learner is involved in controlling the learning.
- The investigations *become* the orientation to campus services and expectations.

## The Sequences in Investigations Accomplish Typical Goals of Orientation Courses

- Assist freshmen with the transition to college.
- Provide the student with skills for college success, knowledge of campus and local resources.
- Appreciation for diversity and strategies for mastering the academic, social, and civic aspects of college life.
- A positive, practical learning experience in a friendly, inclusive environment.
- Preparation for graduation, transfer, or the workforce.

## Integrate into Existing Orientation Programs

- ▶ **Advantages**
- ▶ **Disadvantages**

## **Integrate into Other Existing Programs**

- ▶ **Advantages**
  
- ▶ **Disadvantages**

## **Who Are the Champions?**

- ▶ **Brainstorm**
  - ▶ **Internal**
  - ▶ **External**



[www.collegeachievementalliance.com](http://www.collegeachievementalliance.com)

(800) 424-9484





**Engaging High Poverty Families**  
Through Collaborative Community Relationships

Presented by: Sherry Slankard, MS  
School Counselor

---

---

---

---


---

---

---

---

**Presenter's Background**



- 20+ years working with at-risk youth
- Foster Parent for runaway teens
- Crisis Interventionist
- School Counselor
- College Instructor
- Facilitator of Community Network Group
- Certified Trainer:
  - Bridges Out of Poverty
  - Nurtured Heart
  - 7 Habits of Highly Effective People/Teens

---

---

---

---


---

---

---

---

**What to expect today:**



1. Be challenged to look beyond current perspectives on poverty.
2. Gain strategies on ways to build relationships.
3. Learn to assess and utilize available resources while working with community partners to achieve the common goal of empowering families.
4. Have fun by participating in the interactive activities!

---

---

---

---

---

---

---

---

## Guidelines

- Refer to back of name tents:
  - Norms of Collaboration
  - Working agreements
- Brain Recharging (60 seconds):
  - Jot down your ideas
  - Share & generate more ideas
- Other?
- Comments/Questions?

---

---

---

---

---

---

---

## Who's who?



---

---

---

---

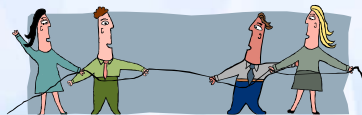
---

---

---

## Let's share!

Circle **ONE** word from the workshop description that pulled you in today!



---

---

---

---

---

---

---

### What do you already know about poverty?



---

---

---

---

---

---

---

---

### Ruby Payne's Description



It is the extent to which an individual does without resources.

Poverty knows no bounds neither race, gender, or culture.

Poverty is relative & is experienced first on a very personal level.

---

---

---

---

---

---

---

---

### Another interesting perspective:



- In his book, *Teaching with Poverty in Mind*, Eric Jensen defines poverty as...
  - “a chronic and debilitating condition that results from multiple adverse synergistic risk factors and affects the mind, body, and soul.”

---

---

---

---

---

---

---

---

### Poverty – Discussion Point



- If you or your employees have not experienced living in poverty, what steps have you taken to fully understand what being in poverty means?

---

---

---

---

---

---

---

### Perception is Reality!



---

---

---

---

---

---

---

### A *Different Empathetic* Perspective



Describe poverty in your community.

Think of it in terms of your 5 senses:

What does it “look” like?

“sound” like?

“feel” like?

“smell” like?

“taste” like?

---

---

---

---

---

---

---

## Rural IL Community Background

- Community issues were prevalent.
  - Hungry kids
  - Absenteeism/truancy
  - Juvenile delinquency
  - Increase in teen pregnancy
  - Youth “Gang”
  - Drug abuse
  - Parents incarcerated

---

---

---

---

---

---

---

## Investigate and Assess

- Community Assessments Concluded
  - Poverty directly linked to issues
    - Mental health
    - Crime, violent crime
    - Sex offenses
    - Vandalism
    - Drug offenses (meth)
  - Poverty rates increasing according to DHS, Census, & School Data

---

---

---

---

---

---

---

## Background

- Greatest Community Needs
  - Lack of social service agencies
  - One of only 2 counties in IL with no health department
  - Little collaborative effort
  - Food insecure families
  - Other basic needs unmet for children
  - Lack of health service providers that accept Medicaid (e.g dental/eye/psychological)
  - Lack of empathy for those in poverty
- Result – Training for All!

---

---

---

---

---

---

---

## When lost...seek more knowledge

- Bridges Out of Poverty
  - Week long training
  - Certified Trainer
  - New mindset

To learn more:

<http://www.bridgesoutofpoverty.com/>

---

---

---

---

---

---

---

---

## Community Training

### Representatives of social organizations meet for strategy session

Representatives from area social organizations gathered at St. Michael's United Methodist Church on Wednesday for a workshop on poverty. East Richmond Middle School Counselor and Certified Trainer Sherry Swanson led the workshop, "Bridges Out of Poverty: Strategies for Professionals and Communities."



By Staff Writers  
"Bridges Out of Poverty: Strategies for Professionals and Communities" was held Wednesday at St. Michael's United Methodist Church.

---

---

---

---

---

---

---

---

## Multi-Agency Group



---

---

---

---

---

---

---

---



## Evolution of Agency Group



- Initially, group was a network group.
- With leadership, it has evolved into a solution-focused group or a working group.
- Steering committee was selected by the volunteers and nominations.
- Steering committee leads group and makes decisions.
- Facilitator(s) lead/direct the meetings.

---

---

---

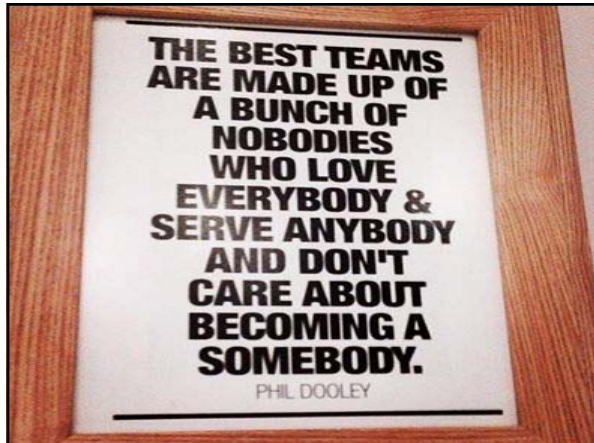
---

---

---

---

---



---

---

---

---

---

---

---

---

## Local Agency Group



- Current representation includes:
  - State Representative
  - Law Enforcement
  - Judges & Probation Officers
  - Social Service Agencies
  - Faith Based Community
  - County Townships
  - Representatives from five area counties

---

---

---

---

---

---

---

---

### Content of Meetings

Group meets 4 times a year

- 1<sup>st</sup> meeting - Regroup/brainstorm issues
- 2<sup>nd</sup> meeting - “Table Talk” collaboration
- 3<sup>rd</sup> meeting – Selection process to tackle an issue and develop a plan.
- 4<sup>th</sup> Updates – From those with plans in progress and any agency updates.

---

---

---

---

---

---

---

Community Sustainability Grid A Comprehensive Planning Tool for Bridges Steering Committees				
	Individual Behavior	Human and Social Capital in the Community	Exploitation	Political/Economic Structures
Individual Action				
Organizational Action				
Community Action				
Policy				

---

---

---

---

---

---

---

### Agency Collaboration

- Direct Results
  - Community awareness
  - Table talk
  - Backpack Food Program
  - Community Garden
  - Expansion of Clothing Program for kids
  - Multi-agency parenting program
  - BUILD Community

---

---

---

---

---

---

---

## Agency Collaboration Continues

- Task Force Developed to address lack of Health Department.
- Area county representatives are attending meetings and developing their own groups!
- Moving forward
  - Community grant writing to address needs
  - Collaborative efforts expanding
  - Chamber of Commerce has become an active partner, working with businesses to develop programs in the schools.

---

---

---

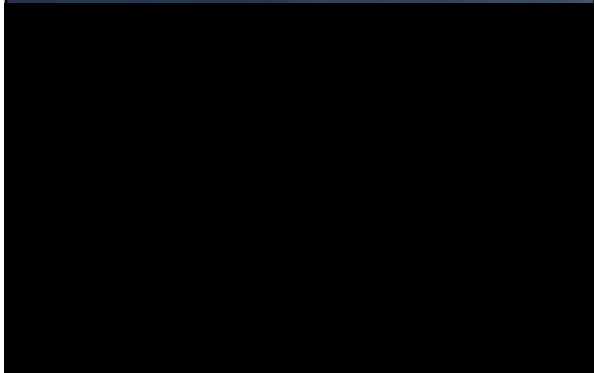
---

---

---

---

## Produced by our High School Students



---

---

---

---

---

---

---

## Investigations into Economic Class

### Transition class for adult learners

- Collaboration between a local community college and school district
- Orientation or transitional course
- Provided connection from school to college
- Follow up Sociology course provided at the college with same instructor as a transition
- Scholarships provided for successful completion.



---

---

---

---

---

---

---

## Parent Training – College Course



### Participants Received

- 3 transferable college credit hours
- All preexisting & current fees waived
- Scholarship provided for successful completion of course
- Childcare & transportation provided
- Light meal provided

---

---

---

---

---

---

---

## Outcomes – 1 year later



### • Success Stories

- 80% completed course successfully.
- 100% of those who completed the course currently were still enrolled in college or working.



---

---

---

---

---

---

---

## Outcomes – 1 year later



### • Individual Success Stories

- One man along with a local minister taught other parents about budgeting.
- A mother of 4 accepted into a radiology program.
- A mother of 2 found a job working at a preschool program.



---

---

---

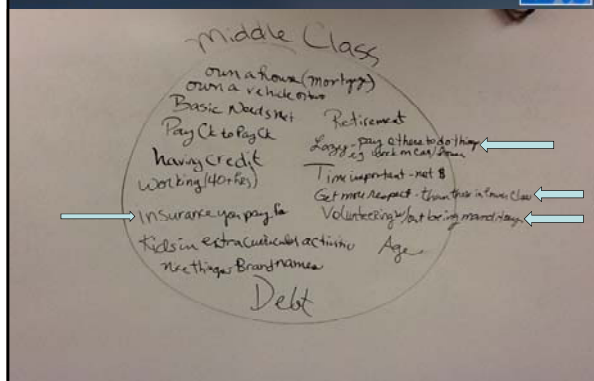
---

---

---

---

## Perceptions Activity



---

---

---

---

---

---

---

---

## Parent Led Workshops



- Theme for the year  
"Thrifty Living"
- Sewing
- Budgeting
- Couponing
- Crockpot Meals
- Do it Yourself  
Cleaning
- Gardening Basics

---

---

---

---

---

---

---

---

## Childcare Provided



---

---

---

---

---


---

---

---

**Brain Break!**

Process time = 60 seconds  
Write down ideas, thoughts, questions.  
Discuss with a neighbor.



---

---

---

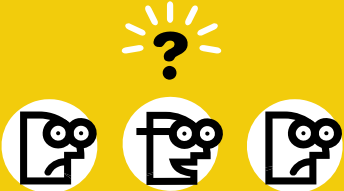
---

---

---

---

**Questions/Comments ?**



**It's QUESTION TIME !!**

---

---

---


---

---

---

---

**What's the Secret to Involvement?**



**RELATIONSHIPS!!**

---

---

---

---

---

---

---



## Build relationships

No significant learning occurs  
without a significant relationship.

**(of mutual respect)**

**–Dr. James Comer**

---

---

---

---

---

---

---

## Ways to Get Involvement

- Little Time Invested
  - Newsletters
  - Mail letters/invitations
  - Use Media to advertise events
  - Referrals from other sources
- More Time Invested
  - Calls home
  - Home visits
  - Schedule family meetings

---

---

---

---

---

---

---

## Empower Parents to Lead

Everyone has a strength! Find it!

**AMPLIFYING  
WHAT IS GREAT  
WITHIN YOU WILL  
ACCELERATE YOUR  
LIFE FASTER  
THAN TRYING  
TO FIX WHAT  
YOU \*THINK\*  
'LIMITS' YOU.**

**- BRENDON BURCHARD  
AUTHOR OF THE CHARGE**



---

---

---

---

---

---

---

## Strategies to Build Relationships

- Listen
- Learn hidden rules
- Use “Champions” at your workplace
- Educate
- Be patient! Change takes time!

---

---

---

---

---

---

---

## Listen

Listen with your eyes, ears, and heart!

“When people talk, listen completely.  
Most people never listen.”  
— [Ernest Hemingway](#)



---

---

---

---

---

---

---

## Hidden Rules

- An individual brings the hidden rules of which he/she was raised.
- In order to build relationships of mutual respect, learn more than one set of hidden rules.
- What are some “hidden rules” at your workplace? Do families know them?

---

---

---

---

---

---

---

## Use “Champions”

- No one is “everything” to “everyone”.
- Use “Champion” relationship builders to grow your program.
- Think of a “Champion” relationship builder on your staff?
  - What are some of his/her qualities?
  - Could he/she train other staff members?

---

---

---

---

---

---

---

## Everyone is a Champion to someone!

**We can't help everyone,  
but everyone can help someone.**

Ronald Reagan



Lessons Learned In Life

---

---

---

---

---

---

---

## Educate

- Train, Research, Read
- Excellent training programs to consider:
  - Ruby Payne's Framework
  - Bridges out of Poverty
  - 7 Habits of Highly Effective People
  - Eric Jenson's Brain Based Research

---

---

---

---

---

---

---

### Change can be scary and lonely.

Understand that people change and sometimes they're no longer compatible with our lives. We just have to learn to accept it & move on.



WWW.LIVELIFEHAPPY.COM

---

---

---

---

---

---

---

---

### Regarding change...keep in mind.

1. Relationship is the center piece for many in poverty.
2. When a person changes, relationships change.
3. Be patient and empathic!

---

---

---

---

---

---

---

---

### Process & Share



1. One program design that needs to **STOP**
2. One change that you think needs to **CONTINUE**.
3. One program design that needs to **START**.

---

---

---

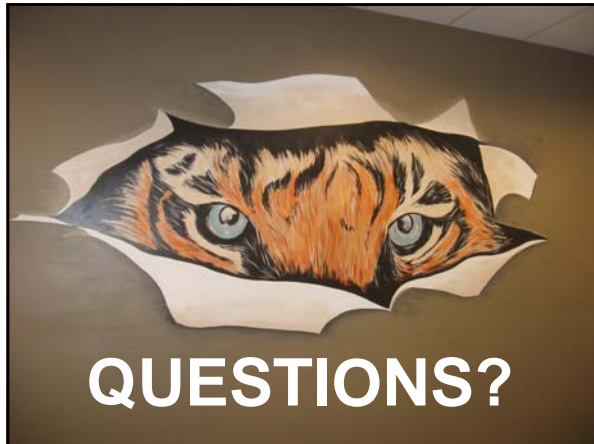
---

---

---

---

---



---

---

---

---


---

---

---


---

### Contact Information



Sherry Slankard [sslankard@ercu1.net](mailto:sslankard@ercu1.net)  
618-395-4372 #2111

East Richland Middle School  
1099 N. Van  
Olney, IL 62450



---

---

---

---

---

---

---

---



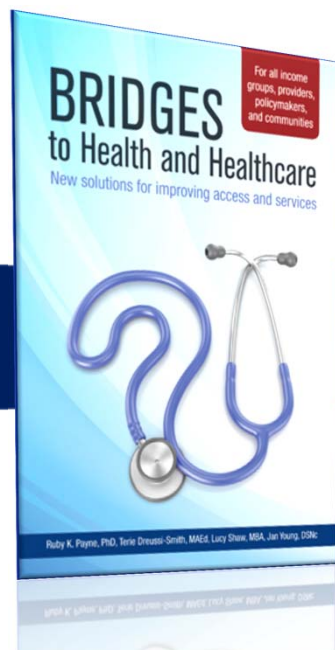
## ***A Case Study Introduction to Bridges to Health and Healthcare***



**Lucy Shaw, M.B.A.  
Jan Young, D.N.Sc.**

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

1



**BRIDGES to Health  
and Healthcare:  
New solutions for improving  
access and services**

**Ruby K. Payne, Ph.D.  
Terie Dreussi-Smith, M.A.Ed.  
Lucy Shaw, M.B.A.  
Jan Young, D.N.Sc.**

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

2



## Workshop Objectives

Participants will be able to identify:

- A. at least two areas of healthcare research
- B. the application of at least three Bridges key concepts
- C. the importance of language and cognition in healthcare decision making
- D. importance of social capital in health
- E. examples of health efficacy at the individual, institutional and community resources

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

3

## Methodology

- Grand Rounds
- Interdisciplinary Team Meeting

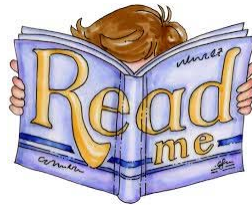


Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

4

## Weaver Family

- Review report submitted by the home health nurse, Kathy Nardis, RN
  - Tammy Lynn
  - Mary Sue
  - Mr. Weaver



Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

5

## Healthcare Research Areas

ACCESS	AVAILABILITY	COST	QUALITY	EFFICACY	COMMUNICATION
<b>DEFINITION</b>					
Ability to engage with a healthcare provider, system, resource	Conditions and timeframe in which care can be received or allowed	Actual cost, price charged, and amount paid for services offered or provided	Extent to which services provided actually improve health outcomes	Capacity to produce desired or optimal health outcome at the individual, institutional, community, and policy levels	Verbal and nonverbal tools for reciprocal shared meaning and communication that positively impact health outcomes
<b>EXAMPLES</b>					
<ul style="list-style-type: none"> <li>Public transportation</li> <li>Insurance type</li> <li>Insurance co-pay</li> <li>Provider types, number, and location</li> <li>Appointment access</li> <li>Provider/agency policies</li> <li>Contact information</li> <li>Medication types</li> </ul>	<ul style="list-style-type: none"> <li>Specialty care options</li> <li>Provider types, numbers, mix</li> <li>Hours of operation</li> <li>Location of providers</li> <li>Continuity of care</li> <li>Fragmentation in delivery system</li> </ul>	<ul style="list-style-type: none"> <li>Payer source</li> <li>Insurance</li> <li>Reimbursement models</li> <li>Types of medication and cost</li> <li>Billing processes coding</li> <li>Legal/regulatory requirements</li> <li>Paperwork costs</li> <li>Non-coverage of complementary and alternative medicine</li> </ul>	<ul style="list-style-type: none"> <li>Standards of practice</li> <li>Suboptimal management plans</li> <li>Knowledge of plans</li> <li>Level of continuity of delivery system</li> <li>Level of fragmentation of delivery system</li> <li>Knowledge bases and experience of providers' staff</li> <li>Competitions among health systems</li> <li>Wraparound case management services</li> <li>Appropriate materials and expectations</li> </ul>	<ul style="list-style-type: none"> <li>Individual resource analysis, 9 resources—financial, emotional, physical, mental, spiritual, support systems, relationships/role models, knowledge of hidden rules, formal register</li> <li>Community resource analysis</li> <li>Outcomes and disparities by subgroup (race, class, gender)</li> <li>Social cohesion (everyone represented)</li> <li>Social coherence (does it make sense?)</li> <li>Patient compliance</li> <li>Readmissions</li> <li>Change Model</li> </ul>	<ul style="list-style-type: none"> <li>Hidden rules</li> <li>Formal register</li> <li>Abstract representational systems</li> <li>Impact of poverty on planning, thinking, and allostatic load</li> <li>Information gathering from story (plot versus character)</li> <li>Mental models for communication</li> <li>Role of one-on-one relationships in compliance</li> <li>Role of nonverbals in survival environment</li> </ul>

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

6

## Which Areas Impacted Health Status?

- Access
- Availability
- Cost
- Quality
- Efficacy
- Communication



Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

7

## Impact of Economic Class on Health and Healthcare

POLICY



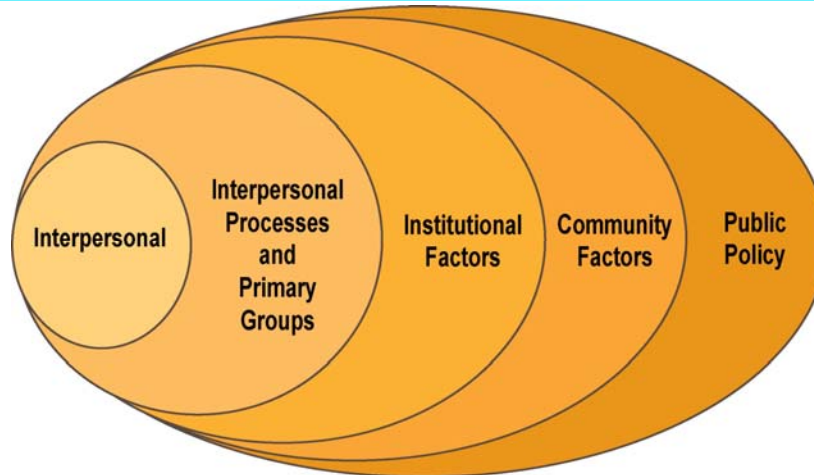
*Adapted from J. Pfarr Consulting*

Copyright © 2013, J. Pfarr Consulting.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

8

## The Social Ecological Approach

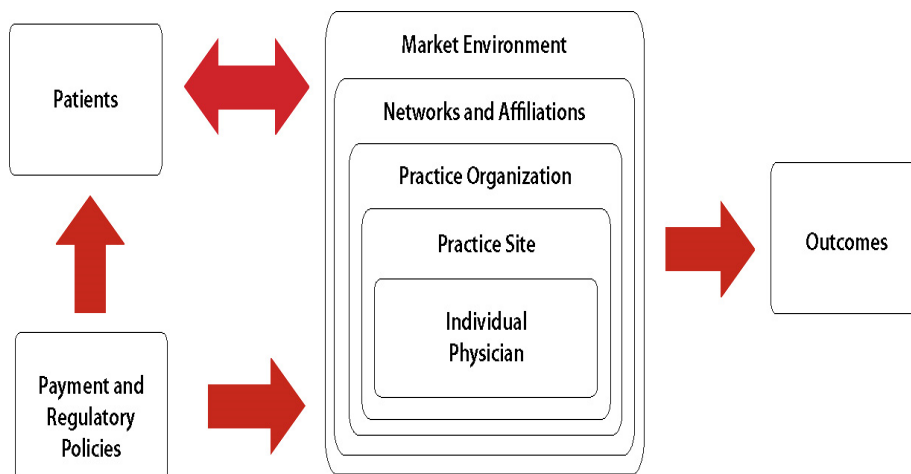


Source: McLeroy, K. R., Steckler, A. and Bibeau, D. (Eds.) (1988). The social ecology of health promotion interventions. *Health Education Quarterly*, 15(4):351-377. Retrieved from [http://www.acha.org/healthycampus/ecological\\_model.cfm](http://www.acha.org/healthycampus/ecological_model.cfm)

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

9

## Organizational Influences on Point-of-Care Decisions



Source: Lake et al, 2012.

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

10

## Health Efficacy

**Definition:** The capacity to produce a desired or optimal health outcome for an individual, community, or defined population.

**Subsets of health efficacy:**

**Resource Capacity and belief :**

- **Self-efficacy**— in one's ability to succeed in specific situations
- **Response efficacy**—that one's action or inaction can create a desired health outcome
  
- **Collective efficacy**—Shared resources and beliefs that a desired outcome can be achieved by working together. Types of collective efficacy:
  - Team
  - Family
  - Neighborhood
  - Institution



Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

11


## Telling the Story



- **How well did we get an adequate patient history?**
- **How effectively did we communicate our treatment plan?**


Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

12



# Communication

- *Verbal and nonverbal tools for reciprocal shared meaning and communication that positively impact health outcomes*




## EXAMPLES

- Hidden rules
- Formal register
- Abstract representational systems
- Impact of poverty on planning, thinking, and allostatic load
- Information gathering from story (plot versus character)
- Mental models for communication
- Role of one-on-one relationships in compliance
- Role of non-verbals in survival environment

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com) 13

# Barriers to Health



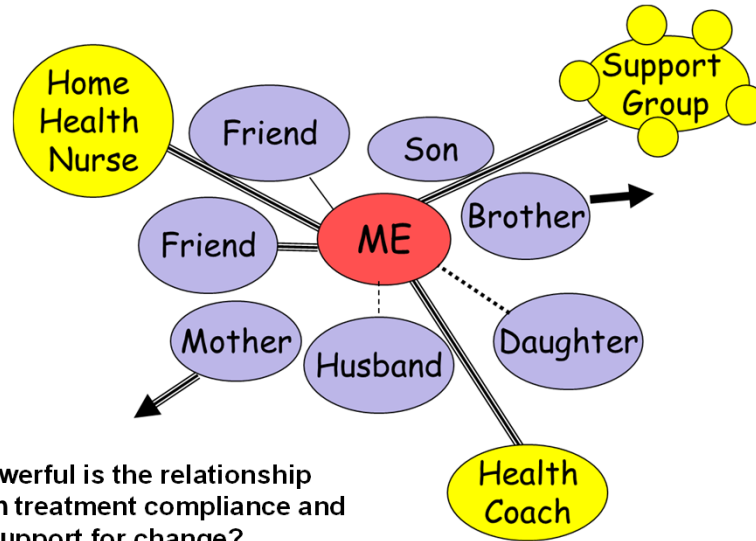
## “Hidden Rules”

How might we use hidden rules to facilitate compliance to a treatment plan?

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com) 14



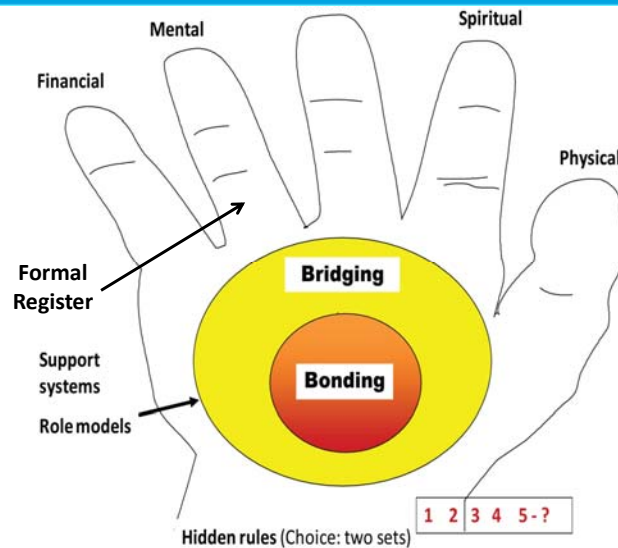
## Impact of Social Capital on Health



Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

15

## Mental Model of Resources



Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

16

## Weaver Family Resources

- **What resources does the family have?**
  - **Tammy Lynn**
  - **Mr. Weaver**
  - **Mary Sue**
  - **Provider(s)**



Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

17

## Weaver Family

- **What concerns do you have about the health status of the Weaver family?**
- **Based on what you know now, how might we address this?**



Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

18

## Summary

- If you miss any one of these pieces you will not get optimal results.
- All of the pieces must be addressed together; one used without the others may cause unintended results.
- Institutions cannot successfully work or plan independently of the collective whole.

- Hours of operation
- Complicated forms
- Redundant questions/processes
- Perceived rudeness or apathy of staff
- Treatment/outcome disparities
- Fragmentation of care
- Delays
- Excessive time in waiting room
- Bills difficult to understand

- Community assets
- Housing
- Education systems
- Road infrastructure
- Civic engagement
- Childcare
- Employment
- Environment
- Neighborhoods
- Economics
- Social/cultural determinants
- Psychogeodemographic segmentation

- Late for appointments
- No shows
- Use of emergency rooms instead of clinics
- Non-compliance
- Provides incomplete or false information
- Substitution of prescribed care with advice from friends, family members, neighbors, coworkers, or internet

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

19

## What Have We Learned?



Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

20

## What Do We Do Monday Morning?

- What are three ways you can improve your skills in working directly with patients from different economic class environments?
- What are three ways you can improve an institution's programs, theory, policy, and structured procedures to meaningfully engage patients from diverse economic settings?

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

21

## What Do We Do Monday Morning?

- What are three ways you can improve community systems and environments to build more sustainable resources and have a positive impact on health?
- What follow-up does your organization need?

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

22

## **CASE STUDY #4—DIABETES: THE WEAVER FAMILY**

J. D. and Elvira Weaver live on 50 acres of land in rural Tennessee that has been in the family for three to four generations. The trees have been harvested and not replanted, and the farm is not worth much because it's in the heart of a poverty-stricken part of the state in what seems like the middle of nowhere. However, it provides a home for 78-year-old J. D., 79-year-old Elvira (J. D.'s second wife), their 31-year-old daughter Mary Sue and her 13-year-old daughter Tammy Lynn.

Mr. Weaver's first wife passed away many years ago; they had two daughters and one son together. Elvira brought one daughter, now an adult, into the marriage and Mary Sue is the child of her marriage to J. D. All the other children took flight from the farm as soon as they were old enough, moving to faraway states. As the youngest, almost a generation apart from her stepsiblings, Mary Sue was never able to escape.

Mr. and Mrs. Weaver are on Medicaid and Medicare. Mary Sue's young husband is deployed in the U.S. military overseas. Following a recent accident, Tammy Lynn has TNCare Medicaid coverage. Three months ago, she was thrown from one of the horses on the farm when it was startled by a snake. She suffered a broken pelvis and right femur. She was hospitalized for almost three months in the nearest tertiary-care hospital, a three-hour drive from their home.

Tammy recently came back home and has been assigned to a home health nurse, Kathy Nardis, RN, and today is nurse Nardis' first visit to assess Tammy Lynn's progress and the conditions in the home. Upon arrival, having taken that same three-hour drive, nurse Nardis remarked to Mary Sue that she had not expected the 10-mile journey from the highway, followed by a two-mile, bumpy drive from the road where the Weavers' mailbox is located. She was, however, impressed with the size and bounty of the vegetable garden, the fruit trees, a few cows, chickens, and the two horses she saw on the property.

Mary Sue told nurse Nardis that going to the only primary physician in the area took a full day—made all the worse because she didn't like the doctor, plus the waiting room was always “wall to wall” full. Getting another PCP (primary care provider) would mean traveling even farther.

The home is a fairly large wooden farm house in much need of painting and repair. The inside of the house was clean, although it seems that nothing has ever been thrown away. The nurse noticed that Mary Sue is clearly the spokesperson and main caregiver for the family. Mr. Weaver repeatedly interrupted their conversation with requests for attention and pointedly ignored nurse Nardis.

Nurse Nardis began her assessment by asking about the health of Tammy's grandfather. Mr. Weaver is a morbidly obese diabetic. The nurse learned that he was initially treated with oral medication. His blood sugar was continually out of control, so he was placed on insulin injections two times a day, with sliding-scale insulin to cover each meal. His blood sugars

continue to run in the 300s every day. Mary Sue has learned to give the insulin shots and perform the blood tests.

Sensing where the conversation might be going, Mary Sue suddenly said,

We aren't happy with the prescriptions from the doctor and don't much believe in medicine anyway. So I let Daddy take his home remedies and only use what I have to from the drugs prescribed by the doctor. When something goes wrong and we call the doctor's office, it can take days for them to get back with us. When we go in to the office, they try to stuff a whole lot of information down our throats at one time, and I don't understand half of what they're saying anyway. So I just tune them out. The same thing happens if I try to talk to them on the phone.

Nurse Nardis asked Mr. Weaver, "How can we work together to bring your blood sugar down and not have to increase your meds?" His response: "I'm an old man, I love to eat, and it's too late for me to change." Looking at his medications, nurse Nardis saw that he was being treated with two prescriptions for dyslipidemia (high cholesterol) and a drug specific to high triglycerides.

Using the plates in the house to show Mary Sue what she means by portion size, nurse Nardis instructed her to make the small change of giving Mr. Weaver exactly what he likes to eat but in much smaller portions. The nurse asked Mr. Weaver if he would go along with this plan, and he agreed, saying, "It doesn't take much to get me full anyway."

While surveying and checking the kitchen, nurse Nardis noticed a large amount of packaged chips, candy, nuts, and cookies. Although the Weavers grow quite a bit of their own food and slaughter chickens and the occasional cow, Mary Sue said the closest thing to a grocery store is the Dollar Store in town, and they stock up on snacks there.

When nurse Nardis inquired about other diseases in the family, Mary Sue, who looks 20 years older than her 31 years, replied, "We all have diabetes, and all the women are fat like my daddy." Wife #1 didn't have diabetes, although the current Mrs. Weaver does.

Continuing with the history taking, the nurse discovered that Mr. Weaver smokes a pack of non-filtered cigarettes a day, and both women chew tobacco. Mary Sue said that "chewing ain't as dangerous as smoking." Nurse Nardis asked for a hand mirror and proceeded to gently teach Mary Sue and Mrs. Weaver how to look inside the mouth cavity and observe the actual darkening of the mucosa—and how to check for lesions in the mouth and under the tongue. She warned them that cancerous lesions in the mouth may not be painful and thus can easily be missed. They both looked amazed and seemed to appreciate what they were seeing and learning!

Warming up to nurse Nardis, Mary Sue told her about the "lumps" on Mr. Weaver's back and legs. She said she had called the insurance company's "Nurse Call Line" several months back to



ask what to do about them and was told to take him to a doctor. “As usual,” she said, “the call was a disaster because they tried to make me think I was stupid and acted like they couldn’t understand what I was saying.”

In the past she had received calls from the insurance company to follow up on Mr. Weaver’s diabetes. Those calls also were very unproductive and left her feeling like she wasn’t doing enough or was stupid. She said, “They tried to sound nice and sweet, but I could tell they didn’t mean it. They act like I should know what to do, and I don’t!” She said she didn’t follow the instructions to take her father to the PCP because it was a three-hour drive each way, and she had homeschooling and the farm to take care of. She had decided to “just squeeze them herself and drain the pus out.” After that, they just seemed to spread and come right back.

Nurse Nardis took a look and suspected they were MRSA (methicillin-resistant staph aureus lesions) based on the history of reoccurrence and the malodorous pus. Mary Sue was instructed by nurse Nardis to contact her PCP, describe the “lumps,” and ask for antibiotics, explaining that she couldn’t come in now because of Tammy’s condition.

At this point, Mary Sue talked about how she was taking care of mother, father, and her own child and was unable to keep her own diabetes under control. Her only pleasure lately is in food, she admitted. Mrs. Weaver has been diagnosed with diabetes and refuses to take any medications because she doesn’t trust the medicines or the doctors and is “taking care of it herself with diet.” However, she too is morbidly obese. There are lots of cousins in the area, but the family avoids asking them for help because they don’t want them putting claims on the land if something happens to Mr. Weaver. In addition, Mr. Weaver has become more and more forgetful and paranoid the past few years.

Finally getting to Tammy Lynn, the nurse was very concerned about the possibility of diabetes. Mary Sue said that Tammy had developed breasts very quickly but at 13, unlike her at that age, she still hadn’t started her menses. This had never come up during Tammy’s three-month stay in the hospital. Mary Sue said that was probably because during the hospital stay she had been able to visit her daughter just once a week because of the distance, the money, and having to take care of the senior Weavers and the farm. To visit the hospital even that often, she had grudgingly asked one of the cousins to stay while she was gone, but she didn’t want them there too long. Mary Sue clearly felt bad about this and said the only way she got through that experience—and every day now—was by “constantly praying to the good Lord for strength to carry on.”

Mary Sue then confided to nurse Nardis that her dream was to help Tammy Lynn get off the farm. Her parents went only to eighth grade, and she was the child of their old age; she had been fortunate to barely finish high school. Mary Sue said she could get food stamps now that Tammy had TNCare but was too proud to do so—and anyway, she would have to drive three hours to the city to use them and avoid being seen. Otherwise, Tammy seemed to be doing fine, except that she wasn’t doing the prescribed exercises and sat snacking in front of the television all day.

What nurse Nardis expected to be a one-hour home visit turned into a three-hour consultation for the entire family. The nurse left with a four-part plan: Increase the frequency of home visits, include the entire family in the visits, get social services involved for everybody, and get a personal support worker to help Mary Sue with Tammy and Mr. Weaver.

Nurse Nardis felt sure there was more she needed to do, but she was just too tired to think about it anymore. She still had a long drive ahead of her.

## QUESTIONS

1. What are the resources that Mary Sue and Tammy have? Using a scale of 1–3, rate the resources of each individual.

Resource	Mary Sue	Tammy
Financial		
Emotional		
Mental/cognitive		
Spiritual (future story)		
Physical		
Support systems		
Relationships/role models		
Knowledge of hidden rules		
Language/formal register		

2. Which of these research bases most impacted the health outcomes? Why?

Access	Availability	Cost	Quality	Efficacy	Communication

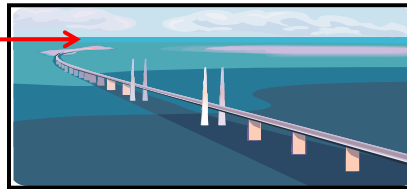
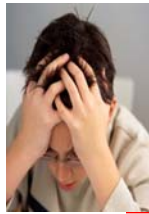
3. What could have been done differently to enhance the outcomes?

## ADDITIONAL QUESTIONS AND DEBRIEFING

1. Based on the results, what else would you do for the Weavers? How might this family's strengths be better leveraged to their advantage?
2. What desirable skills did nurse Nardis demonstrate in her visit with the Weavers? What will it take for her interventions to stick?
3. In what ways did the insurance company's efforts to communicate and manage Mr. Weaver's care fall short—and how could they be improved?
4. How do issues of access, availability, cost, efficacy, communication, and quality show up in a situation of rural generational poverty and chronic disease? Is there a significant variable unlike what might appear in urban incidence?
5. How might the same conditions—an accident, emergency care, and diabetes—have presented and been handled in a rural *wealthy* family?

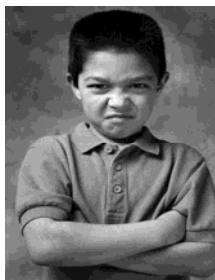
## ***Bridges of Success for Boys***

**Jim Littlejohn**  
**jimlittlejohn81@gmail.com**



Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

Many boys/men are not finding success in school, work, or in their relationships.

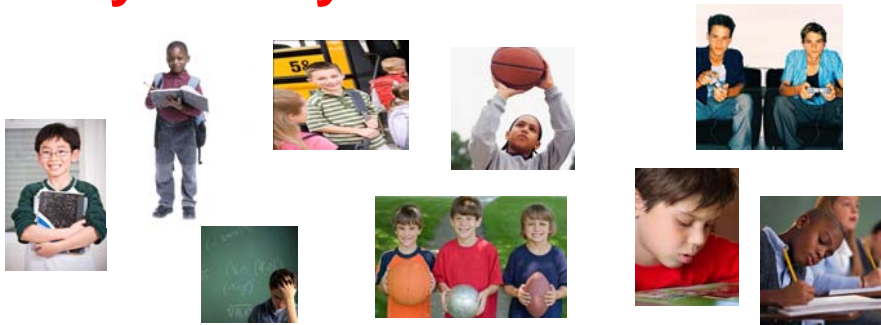


Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

## Introductory Question

**Do you believe that boys face  
a “crisis”?**

**Why or why not?**



Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)



### Key Point

**Males significantly  
outnumber females in  
acts of aggression.**

Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

4

## Aggression Stats

For every **100** females ages **15** to **19** that commit suicide **549** males in the same range kill themselves.

For every **100** females ages **20** to **24** that commit suicide **624** males of the same age kill themselves.

[http://www.cdc.gov/nchs/data/dvs/LCWK1\\_2002.pdf](http://www.cdc.gov/nchs/data/dvs/LCWK1_2002.pdf)

For every **100** girls ages **15** to **17** in correctional facilities there are **837** boys behind bars.

For every **100** women ages **18** to **21** in correctional facilities there are **1430** men behind bars.

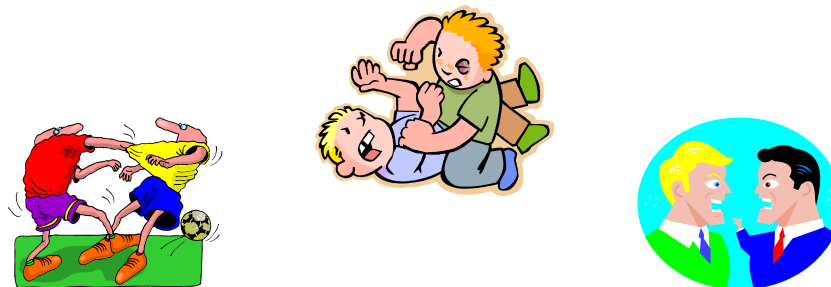
For every **100** women ages **22** to **24** in correctional facilities there are **1448** men in correctional facilities.

<http://www.census.gov/population/www/cen2000/phc-t26.html>

Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

## Violent Behavior

- What causes violent behavior?
- Is it nature or nurture?



Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

6



## Nature(biology) verses Nurture(parenting)

- Nature – the impact of physical development
- Nurture – the impact of how we are raised.



Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

7

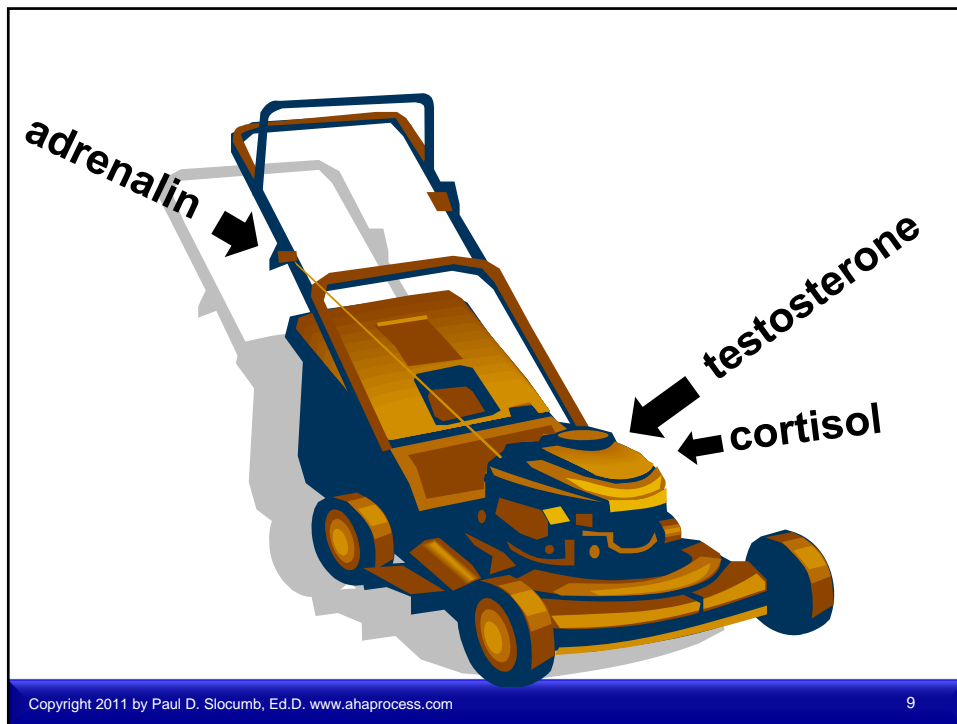


**Testosterone**

**Levels of testosterone vary as a result of aggression. Testosterone is not the cause of the aggression.**

Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

8



## Fundamental

Boys need positive male role models to teach them about being a **“real man”**.



## What is a “**real man**?”



Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

11



Where does a **boy** learn to be  
a “**man**” in today’s world?

Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

12

## Effects of Father Absence

- **71%** of all high school dropouts come from fatherless homes—**nine times the average.**  
(National Principals Association Report)
- **70%** of youths in state-operated institutions come from fatherless homes—**nine times the average.** (U.S. Department of Justice)
- **85%** of all youths in prison come from fatherless homes—**20 times the average.**  
(Fulton County, Georgia; Texas Department of Corrections)



Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

13

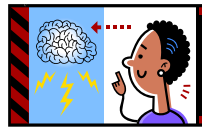
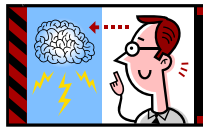
*The more time fathers  
stayed close to their boys,  
the better the boys did in  
high school, college, and in  
the workplace.*

*—Pollack, Real Boys*



## Fundamental

Male and female brains have *similarities* and *differences*.



Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

15

## Brain Development



2006 Neuroscientist (NIMH) MRI scans 12 year study:

- Regions of the brain develop with *different sequence, tempo, and pace*



Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

16

## Brain Development



2006 Neuroscientist (NIMH) MRI scans 12 year study:

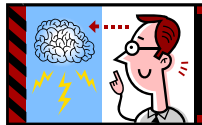
- Girls maybe two years ahead of boys in the development of the parietal gray matter, which helps integrate all of the senses.
- Boys are ahead of the girls in the development of the temporal gray matter, which creates spatial perception and object recognition.



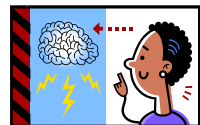
Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

17

## Male vs. Female Brain



Boys



Girls

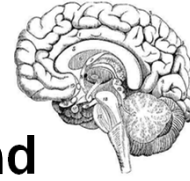
- **Gross motor skills develop faster.**
  - Examples include running, walking, lifting, sitting, and throwing.
- **Fine motor skills develop faster.**
  - Examples include refined movements of the hands, fingers, and thumbs (draw, write, and button a shirt).

Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

18



## Making Connections



**Prefrontal cortex (just behind forehead) = executive control center.**

- Controls **higher-order thinking** and **problem solving**, and interfaces with the **emotional system**.



Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

19

## Making Connections



**Prefrontal cortex:**

- Controls tasks such as **getting started** on something, **sustaining attention**, **remembering critical information**, **monitoring one's own actions**, and **memory**.
- Develops over the years; however, puberty slows down the growth of the prefrontal cortex.

Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

20

## Helping boys succeed in school

- Allow boys more physical space (twice body width)
- Speak in a louder voice for males
- Visual cortex different in males
- Leave space between important wall mounts.
- Use manipulatives to help focus.



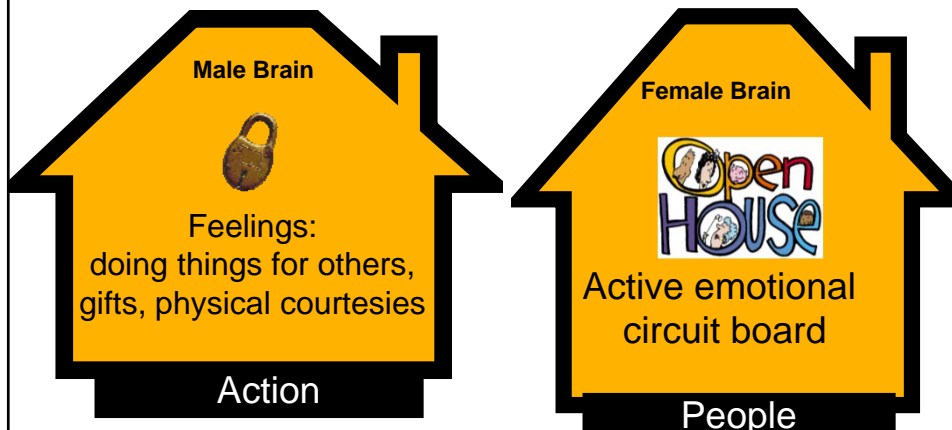
Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

### Male Brain:

Specialized rooms; some are difficult to access.

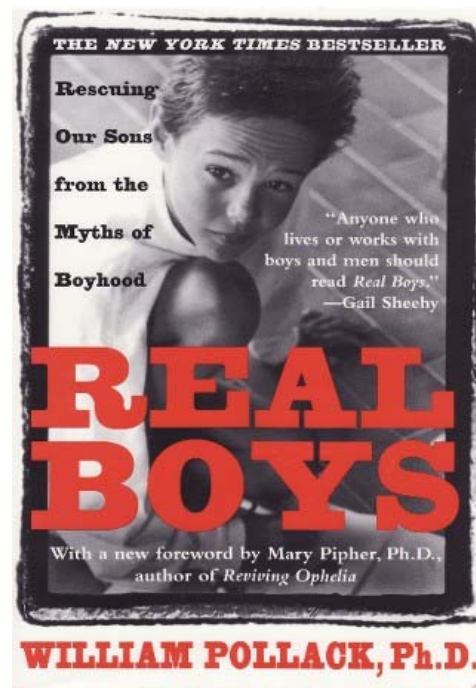
### Female Brain:


Feelings are an integral part of every room.



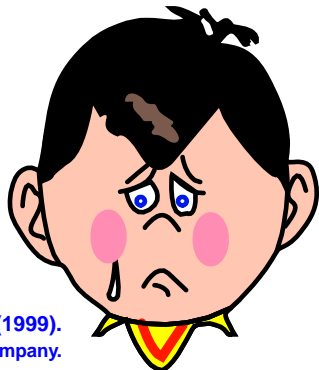
## Fundamental

The “Boy Code” sets the stage for a boy’s pain, anger, and rage.





***Big boys  
don't cry!***



***Real Boys*** by William Pollack, Ph.D. (1999).  
Henry Holt and Company.

Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com) 25

# How boys behave!



Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com) 26

## Fundamental

Boys tend to be more  
“**active**” which leads to

1. Distractibility
2. Impulsivity
3. Hyperactivity



Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

27

## Disciplining Boys

- ✓ Understand
- ✓ Coach
- ✓ Guide




.....  
**Punitive measures = increased aggression**

“No matter how concrete your message, if you rebuke a boy in **anger** he will focus on your emotions, not the content of what you say. Wait to speak until you have more perspective.”

—Pollack, *Real Boys* workbook

Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

28




## Conflict



- **Timed-silence syndrome:**  
“What’s wrong? Talk to me.”  
—Pollack, *Real Boys*
- **Feelings intensify, sense of shame, retreats further, becomes angrier.**
- **The wounded animal must have time to nurse his pain in his cave.**

Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com) 29

## Fundamental



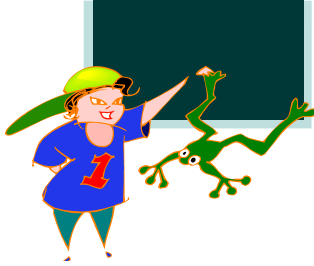
Allow for the “**Time-silenced syndrome**”. Give boys the time to be alone and process their emotions.



Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)



## Nature vs. Nurture



### Anger and Aggression vs. Emotional Vocabulary

**Biology and experience are linked.  
Environmental factors affect the  
structures of our brains.**



Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

31

## Male

- Emotions are stored in the amygdala, which is located in the medial temporal lobes. Processing takes place in the cerebral cortex, located in the front of the brain.
- Emotions must travel a greater distance for processing.



## Female

- Emotions are stored throughout the brain.
- Less distance is required for processing.

Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

32

## Dealing with Emotions

**Males:** action, doing



**Boys must have processing time.**

**Females:**  
words, talking



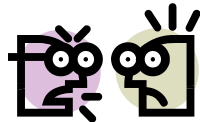
## Male Emotional Communication

- males use less positive emotional words
- tend to become more isolated emotionally after age 15
- tend not to share feelings with friends
- prefer to work out problems on their own
- leads to higher levels of depression

Niobe Way, professor of applied psychology NYU.  
“Deep Secrets: Boys’ Friendships and the Crisis of Connections”

## Fundamental

Males may take up to 5 hours to process emotions.



Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

## Fundamental

Boys communicate best through action not always with words.



Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

36

## Male Language



**Action**

Love, affection, and empathy are communicated through action. Love and empathy emerge from a shared game, a joint building project, a walk around the block.

Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

37

## Boys from Poverty: The Double Whammy!

- Poverty is a concrete, sensory, emotional world.
- School is verbal and abstract.
- Without language, one does not have the tools necessary to negotiate and manipulate his position in the world.



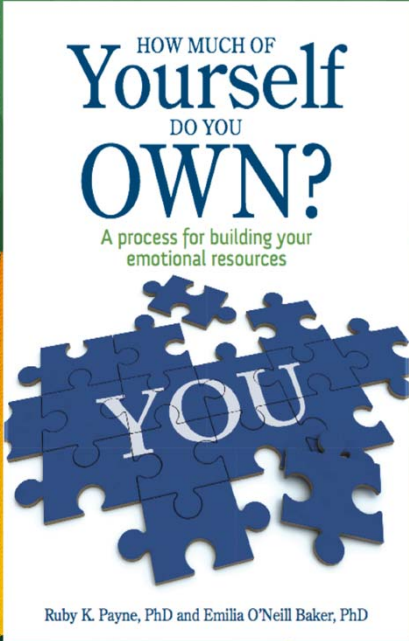
Copyright 2011 by Paul D. Slocumb, Ed.D. [www.ahaprocess.com](http://www.ahaprocess.com)

38

**What will you do to help our  
boys build a bridge to  
success?**

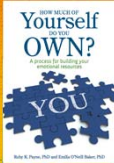
# Building Your Emotional Resources

**Ruby K. Payne, Ph.D.  
and  
Emilia O'Neill, Ph.D.**



Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

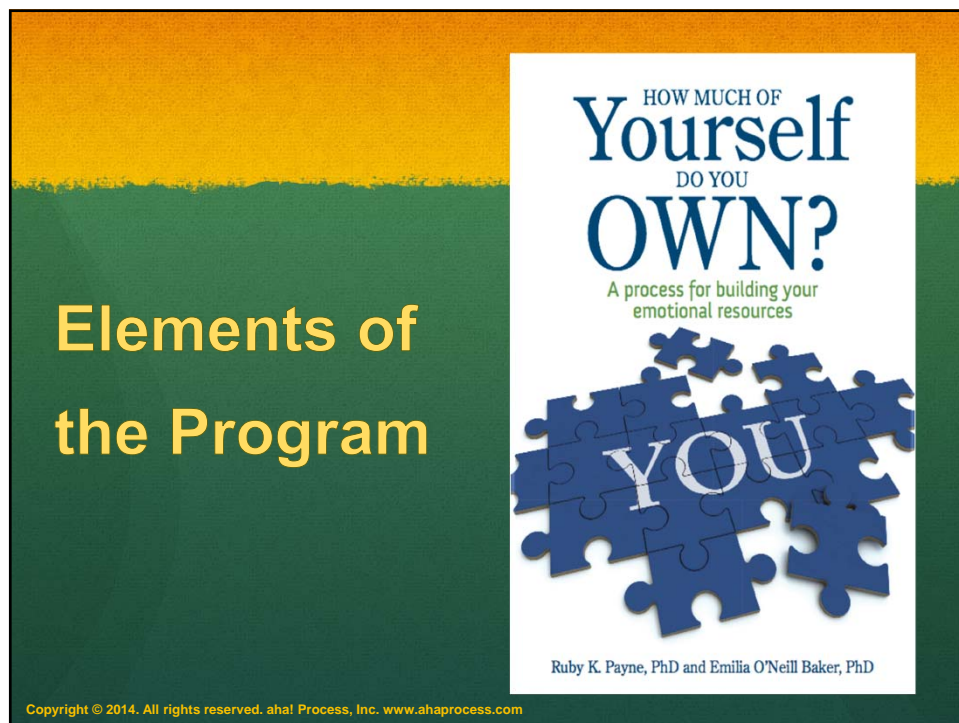
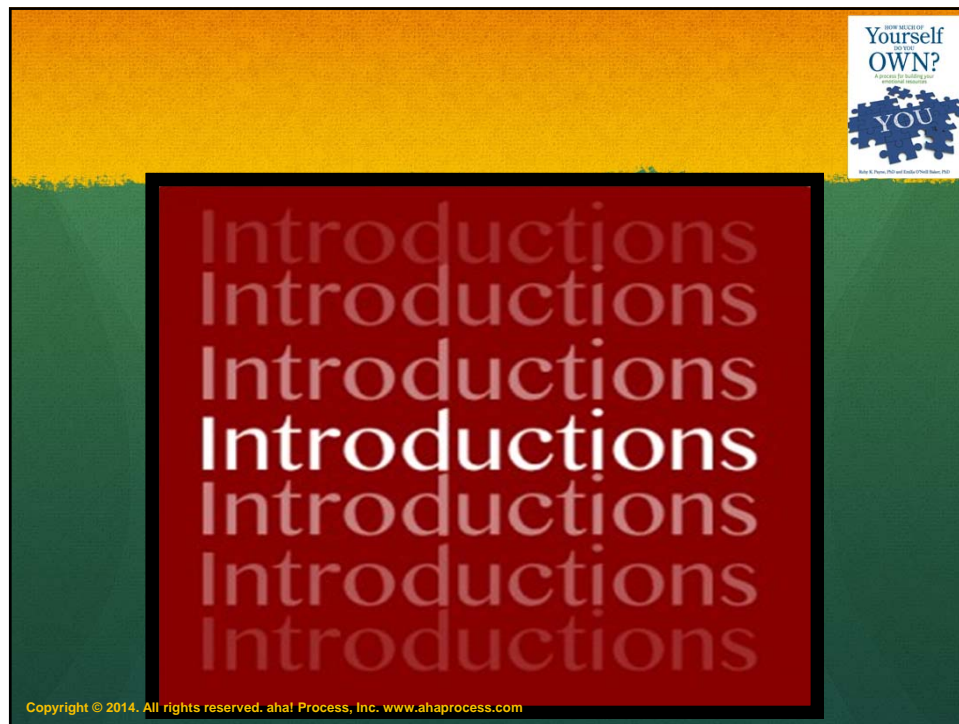
# Rules of Engagement



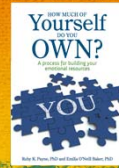
- Respect
- Confidentiality
- Participation

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)





## How Does It Work?

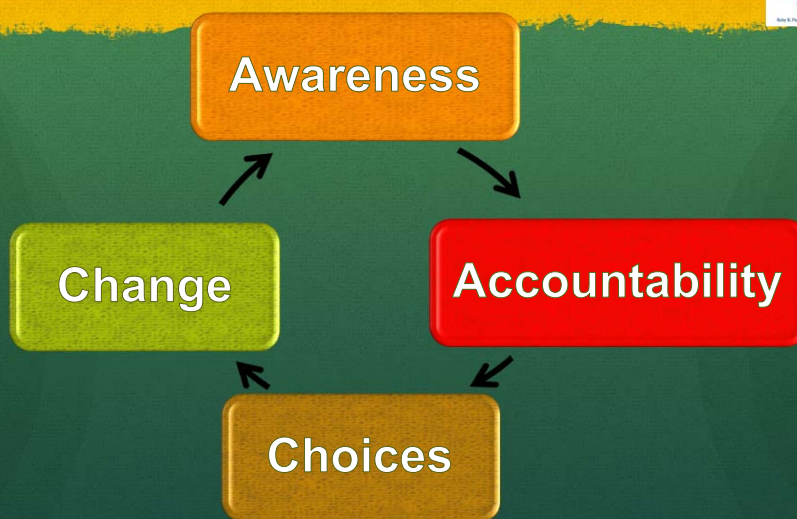
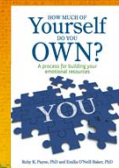


- Self-Paced
- Individual exercises (self-reflexing, self-assessment, etc.)
- Group activities



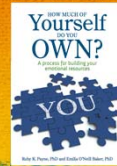
Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

## How Does It Work?



Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

# Why Do We Feel Good Or Bad?

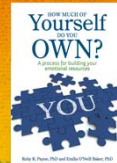


- THE IMPORTANCE OF ENERGY

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

# Stress and Energy

<https://scixchange.missouri.edu/blog-post/studying-stress-from-taiwan-to-missouri/>



Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)



# Choosing How to Use Our Energy



**Healthy or Unhealthy Choices?**

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

www.ahaprocess.com  
Yourself  
OWN?  
A process for building your  
energy  
YOU  
Mark K. Pines, PhD and Linda O'Hell, MA, PhD

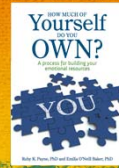
# Where does my energy go?

	TIME GIVEN TO RESPONSIBILITIES	ENERGY
Contingent (hobbies, interests)		
Work		
Personal relationships, family, friends		
Self-care		
Sleeping, eating		
Anxieties, worries, fears		

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

www.ahaprocess.com  
Yourself  
OWN?  
A process for building your  
energy  
YOU  
Mark K. Pines, PhD and Linda O'Hell, MA, PhD

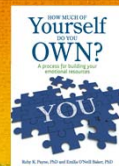
## Energy eaters...



- Anxieties, fears, shame, and guilt.
- Concerns, problems, and dilemmas.

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

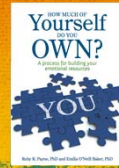
## Parts of Ourselves...



- We have lost, given away (for love or survival), traded away, *or*
- Bartered—and the parts that have been taken *or*
- Have never developed: how do we know what they are?

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

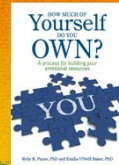
## Relationships And Parts Of Ourselves:



- How relationships contribute to missing pieces and the stories we tell ourselves about ourselves.

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

## How Do We Get Those Pieces Back?



## REINTEGRATION:

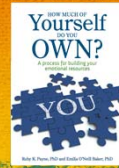
- What is the process and what does it look like?

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)



## I Did *That* Again???

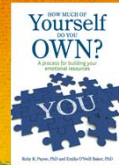
### What Is Real Change



- Why does it often involve habits *and*
- Other stumbling blocks?
- How do they impact relationships?

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

## I did *that* again???



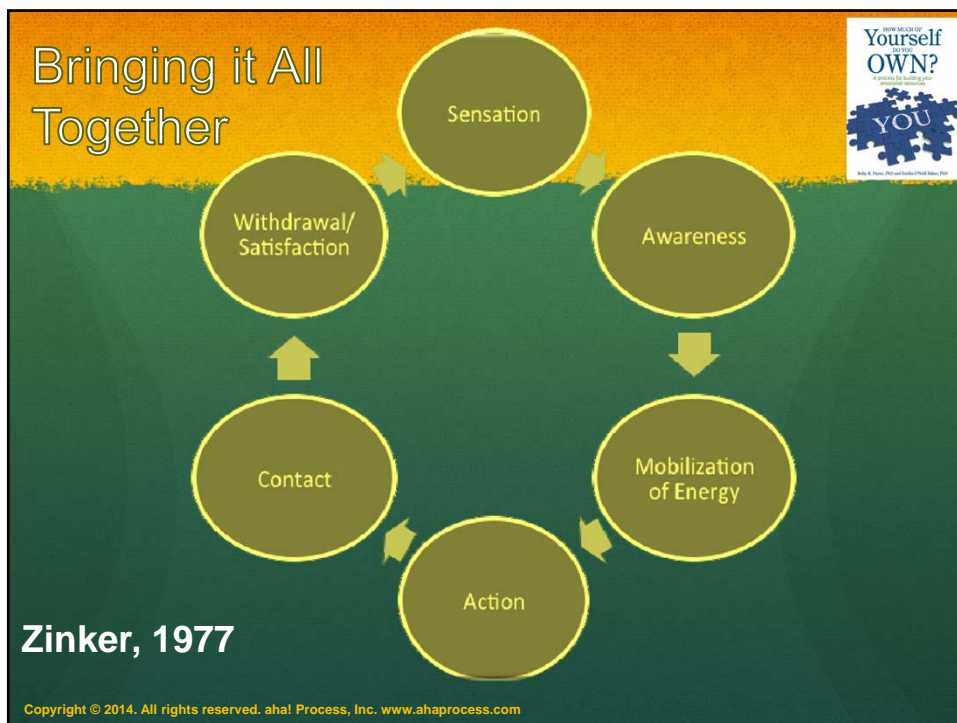
- What is real change, *and*
- Why does it often involve habits and other stumbling blocks?
- How do they impact relationships?

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

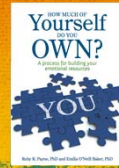
**FEELING GOOD!**

**REGAINING ENERGY  
—ONE PIECE AT A TIME**

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)



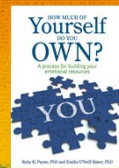
## Some Gifts of Emotional Resources



1. Profound relaxation.
2. Increased energy at higher and higher levels.
3. A decrease in the amount of “traffic” or “noise” in your head.

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

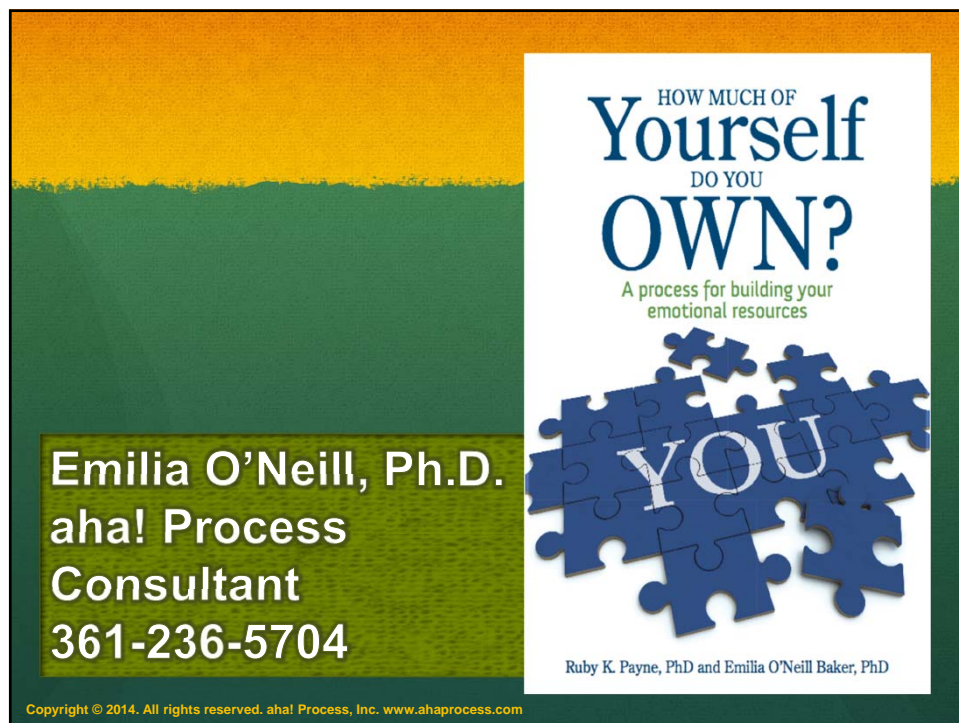
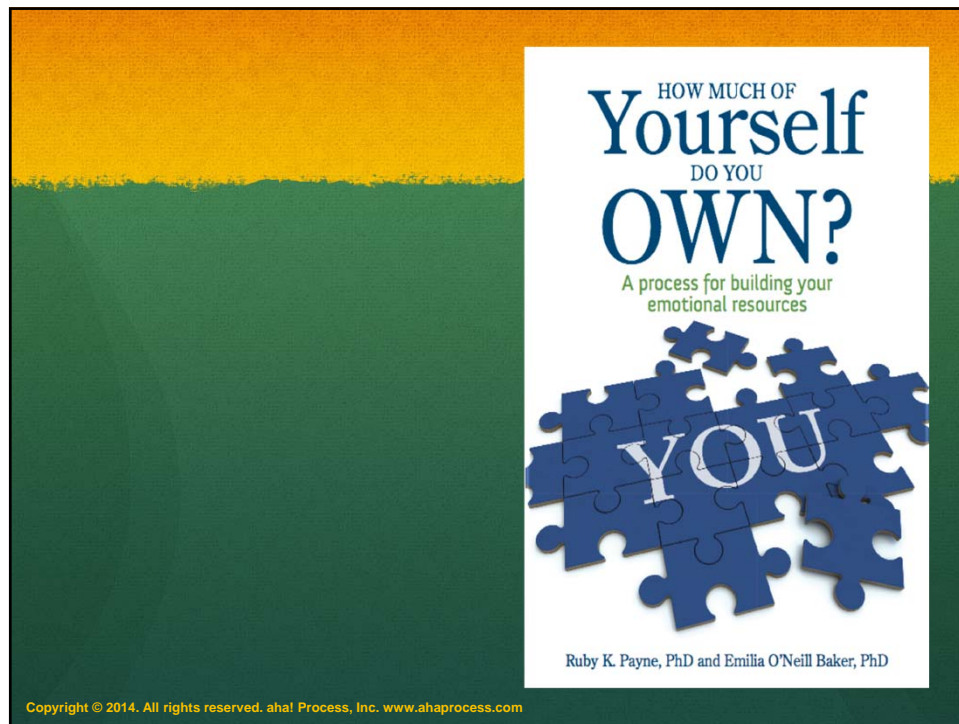
## Some Gifts Of Emotional Resources



4. “Thinking” less and “knowing” more and more.
5. Ability to “stay out” of damaging situations and relationships before you ever “get in.”

Copyright © 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)







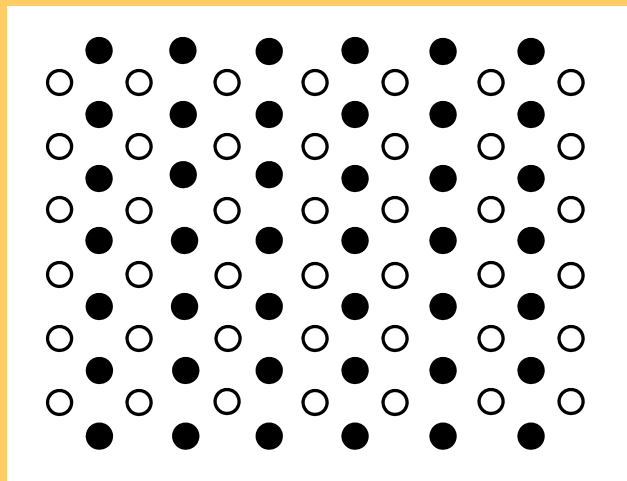
***“What Do You Say When . . .”  
Dispelling Middle Class Myths About Poverty***

**Jim Ott  
Dubuque, IA**



## **A New Game!**

**Please draw this array and play with another person.**



## **A New Game!**

**What do you do if you don't  
know the rules??**

**Make up your own rules**

**Withdraw/Refuse to play**

**Goof off and make jokes**

**Become sullen, angry or defiant**



## **A New Game!**

**What do you do if you don't  
know the rules??**

**Someone who knows the rules can teach  
you!!**





**“Why are they doing things that  
don’t make sense?”**

**Translated:**  
**What is WRONG with these people??!**



## **The Reality of Difference**

**What works.**

**What solves the problems.**

**What answers the questions.**



**NOT**

**“Why are they doing things that  
don’t make sense?”**

**INSTEAD**

**“Why is what they are doing making  
sense to them?”**



## **The Reality of Difference**

**Common sense is only  
common to those for  
whom it is common!**



## **Working the System**

**What is “normal” for us?**

**What is the common sense  
that our system assumes?**



## **MYTH**

**People in poverty are lazy.**

**MYTH**

**People in poverty  
unmotivated.**

**MYTH**

**People in poverty are stupid.  
(lack intelligence)**

**MYTH**

**People in poverty are  
manipulative.**

**MYTH**

**People in poverty  
know better.**

**MYTH**

**People in poverty don't  
care about their children.**

**MYTH**

**People in poverty don't  
take care of their property.**



**MYTH**

**People in poverty waste  
their money.**

**MYTH**

**The exception proves the  
rule.**



## Consulting in Human Relationships

[jim@jmoservicesllc.com](mailto:jim@jmoservicesllc.com)

[www.jmoservicesllc.com](http://www.jmoservicesllc.com)



# How to Use Bridges with First Responders

Presented by Jodi Pfarr

Copyright 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com) 1

## Good Leader:

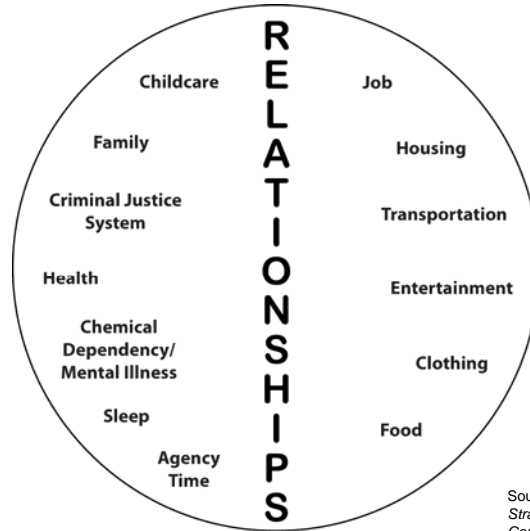
  
  
  
  
  
  
  
  
  
  

## Bad Leader:

Copyright 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com) 2

## Mental Model for Poverty



Source: *Bridges Out of Poverty: Strategies for Professionals and Communities Workbook* (2006)

Copyright 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

3

## Mental Model of Middle Class

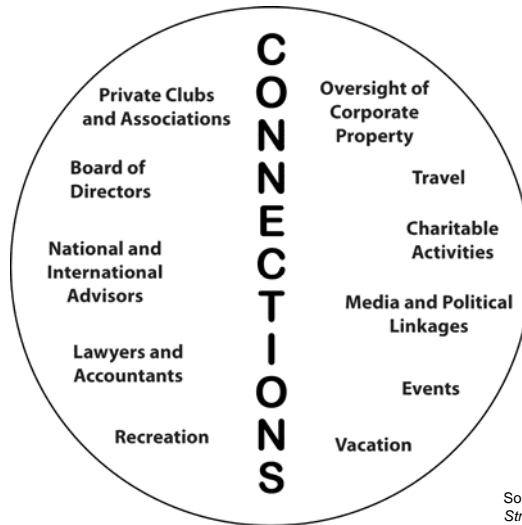


Source: *Bridges Out of Poverty: Strategies for Professionals and Communities Workbook* (2006)

Copyright 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

4

## Mental Model for Wealth

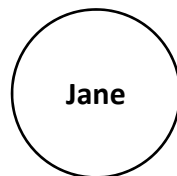


Source: *Bridges Out of Poverty: Strategies for Professionals and Communities Workbook* (2006)

Copyright 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

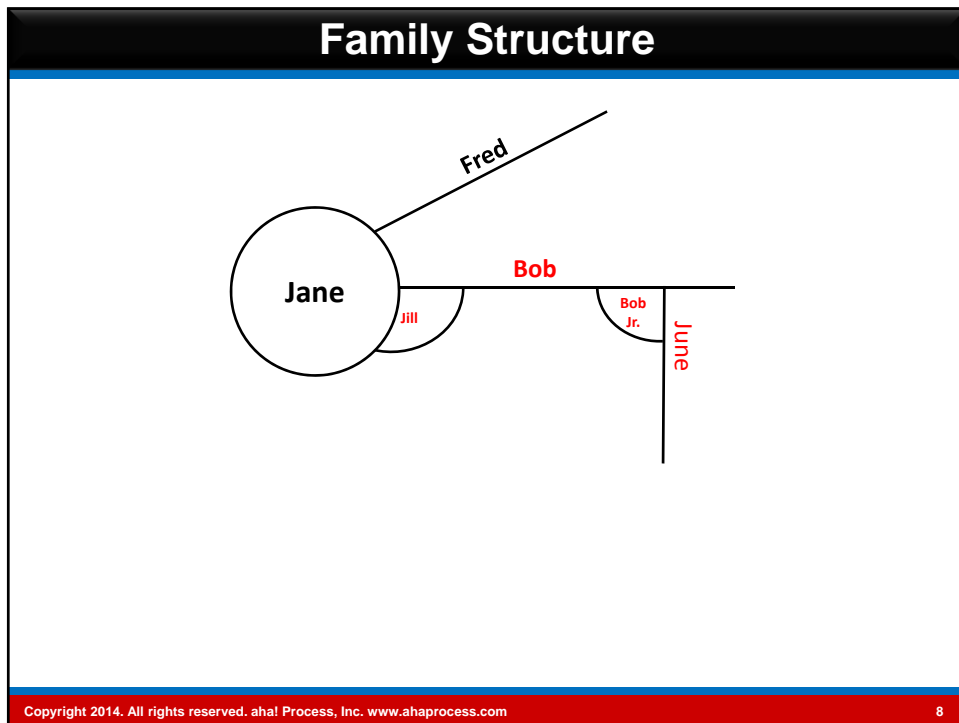
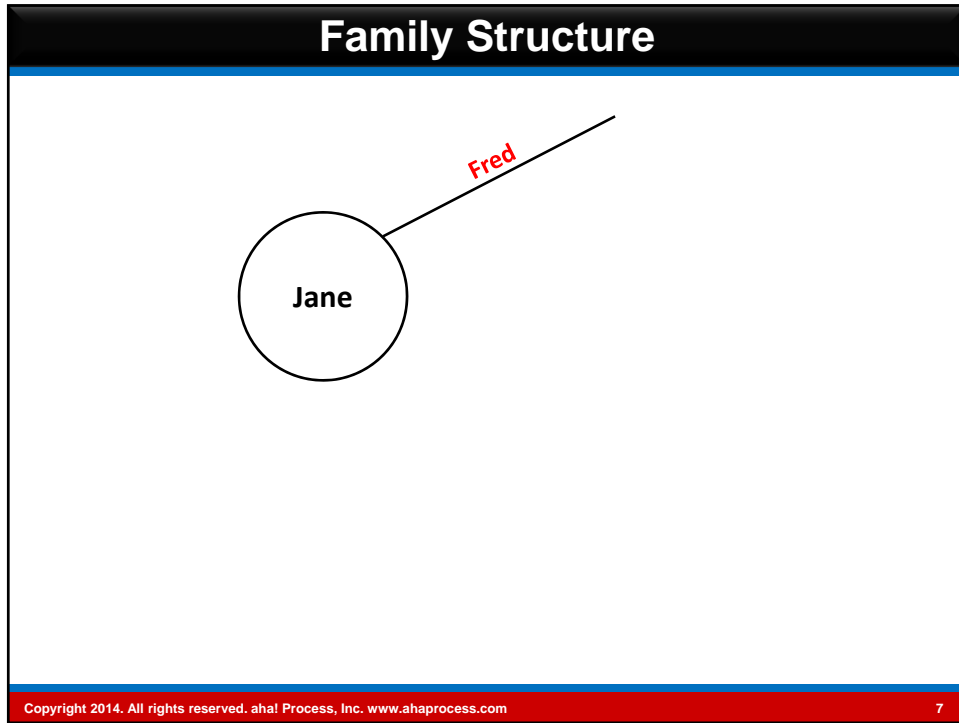
5

## Family Structure



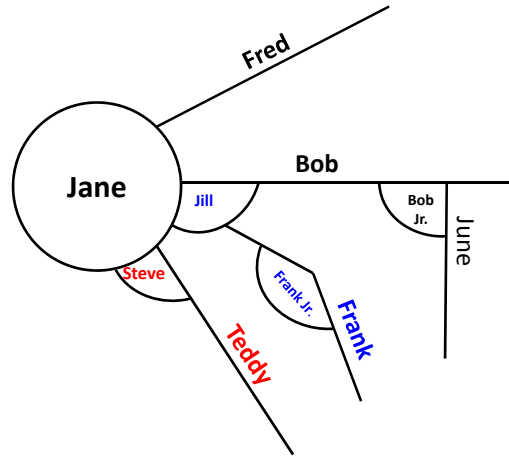
Copyright 2014. All rights reserved. aha! Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

6





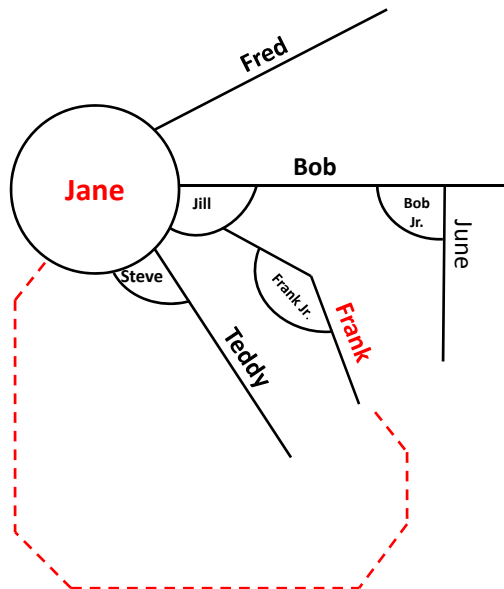
## Family Structure



Copyright 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

9

## Family Structure



Copyright 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

10

## 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.

### **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.

**Addressing the Challenges of Poverty**  
**2014 Annual Conference**  
**October 7, 2014**

**“EVALUATING THE SUCCESS OF BRIDGES COMMUNITIES”**

**Al Rivett, Chairman**  
**Bridges to Prosperity, St. Lucie (Florida)**  
**And President**  
**Advancing Bridges, Inc.**

Evaluating success of a local Bridges community can be problematic at best. "What data should you use" and "where can you find it" are common questions that will be addressed in this session. Bridges to Prosperity, St. Lucie (Florida) has identified data sources for evaluating success, doing so using metrics/indicators for each of the 11 poverty resources identified by Bridges. Through the use of this data, a Community Evaluation Tool has been developed and will be reviewed. Much of the session will include the real-time demonstration of using on-line sources for data collection for session attendees.

## COMMUNITY ASSESSMENT TOOL

How do communities evaluate progress in their efforts to eliminate poverty? This Community Assessment Tool is designed to quantify what is otherwise considered to be a subjective process. The tool uses datasets associated with each of the 11 resources identified in Bridges. The resulting information and evaluation process will help communities grade their efforts.

The Community Assessment Tool datasets were selected to provide consistency from community to community. With few exceptions, each uses national databases. The associated rating document and process will help communities grade their efforts in comparison with other Bridges communities.

### FINANCIAL

Poverty Rates (Children [<18 year of age])

Poverty Rates (Overall)

Percentage of Families & People whose Income in the Past 12 Months is below the Poverty Level

Median Household Income

Per Capital Income

Percentage with Food Stamp/SNAP Benefits in the Past 12 Months

Unemployment Rate

SOURCE: [www.factfinder2.census.gov](http://www.factfinder2.census.gov)

(Advanced Search---Show Me All---Filters (Topics: Poverty; Year; Geography)---Selected Economic Characteristics (ASC 3-y

Students Eligible to Participate in Free/Reduced Lunch

SOURCE: <http://datacenter.kidscount.org/>

(Click on your State---Under "Locations", click on "For State" or "By County"---Under "Topics", click on "Education" and "School Age"---Click on fourth bullet")

Gross Rent as a Percentage of Household Income (35% or more)

SOURCE: [www.factfinder2.census.gov](http://www.factfinder2.census.gov)

(Advanced Search---Show Me All---Filters (Topics: Housing---Financial Characteristic---Owner Costs & Fees; Year; Geography)---Selected Housing Characteristics (ASC 3-year averages)

### EMOTIONAL

Poor Mental Health Days (in the Past 30 Days)

SOURCE: [www.countyhealthrankings.org](http://www.countyhealthrankings.org) (USE GOOGLE CHROME AS YOUR BROWSER)

(Click on your State---Click tab call "Measures"---Click on orange box to "Select a Measure"---Click "Health Outcomes", "Quality of Life", and "Poor Mental Health Days"---Change year using dropdown box next to name of your State)

Mental Health Provider Ratio (per Population)

(Click on your State---Click tab call "Measures"---Click on orange box to "Select a Measure"---Click "Additional Measures", "Health Care", and "Mental Health Providers"---Change year using dropdown box next to name of your State)

Violent Crime Rate (per 100,000 population)

Aggravated Assaults (per 100,000 population)

SOURCE: [www.fbi.gov](http://www.fbi.gov) ---Click on tab "Stats & Services"---"Crime Statistics"---Under "Uniform Crime Reports [first paragraph], click on desired year---In box entitled "Offenses Known by Law Enforcement, click on "Violent Crimes"---Click on Table 4 for U.S. and State data and Table 10 for County data

Food Insecurity

SOURCE: <http://feedingamerica.org/hunger-in-america/hunger-studies/map-the-meal-gap.aspx> --- Use dropdown box for "Year"---National data is displayed---for State data, place cursor on the map over your State---for Local data, click on your State and place cursor over your County

## MENTAL

### Cognitive Difficulty (number of diagnosed persons)

SOURCE: [www.factfinder2.census.gov](http://www.factfinder2.census.gov)

(Advanced Search---Show Me All---Filters (Topics: People---Disability---Disability; Year; Geography)---Selected Disability Characteristics (ASC 3-year averages)

### School Readiness (Percent of Children Not Ready for Kindergarten)

According to Childtrends.org ([www.childtrends.org/wp-content/uploads/2013/02/Child\\_Trends-](http://www.childtrends.org/wp-content/uploads/2013/02/Child_Trends-2010_06_18_ECH_SchoolReadiness.pdf)

2010\_06\_18\_ECH\_SchoolReadiness.pdf), in 2010, 29 states (not specified) conduct school readiness assessments in

SOURCE: Search the Internet for information for your State and County

Source for Florida: [www.fldoe.org/eias/eiaspubs/xls/readystart.xls](http://www.fldoe.org/eias/eiaspubs/xls/readystart.xls) --- Florida Kindergarten Readiness Screener Results (F

### High School Graduates (Percent of population who are a high school graduate or higher)

### Educational Attainment (Some College thru Graduate/Professional Degree [for persons 25 years and over])

SOURCE: [www.factfinder2.census.gov](http://www.factfinder2.census.gov)

(Advanced Search---Show Me All---Filters [Topics: People---Education---Educational Attainment; Year; Geography]---Selected Housing Characteristics (ASC 3-year averages) --- add four datasets together)

## SPIRITUAL

### Church Membership (Congregants [aka Adherents] as a percent of Population)

SOURCE: Association of Statisticians of American Religious Bodies ([www.asarb.org](http://www.asarb.org)) --- click on the tab entitled "Projects"

--- Click on U.S. Religion Census --- in left column, click on "Lists & Rankings (All Years)" --- in dropdown boxes select year and "List of County Data" --- click on "Confirm Selection" to open an EXCEL file --- divide Adherents by Population

### Charitable Giving (Average Itemized Contributions by Household)

SOURCE: - National Center for Charitable Statistics (<http://www.nccs.urban.org/>) --- must register (free) --- In session entitled "Overview", click on Table Wizard --- Dropdown "Charitable Giving by Household" --- Dropdown for "SHOW", click on Average Giving & AGI --- Dropdown for "BY", click on State or County (for 1997-2008) --- Dropdown by Year (2007 is the last year with data) --- Dropdown by State

## PHYSICAL

### Sexually Transmitted Infections (per 100,000 population)

SOURCE: [www.countyhealthrankings.org](http://www.countyhealthrankings.org) (USE GOOGLE CHROME AS YOUR BROWSER)

(Click on your State---Click tab call "Measures"---Click on orange box to "Select a Measure"---Click "Health Factors", "Health Behaviors", and "Sexually Transmitted Infections"---Change year using dropdown box next to name of your

### Poor Physical Health Days (Average number of physically unhealthy days reported in past 30 days )

SOURCE: [www.countyhealthrankings.org](http://www.countyhealthrankings.org) (USE GOOGLE CHROME AS YOUR BROWSER)

(Click on your State---Click tab call "Measures"---Click on orange box to "Select a Measure"---Click "Health Outcomes", "Quality of Life", and "Poor Physical Health Days"---Change year using dropdown box next to name of your State)

### Poor or Fair Health (Percent of adults reporting fair or poor health)

(Click on your State---Click tab call "Measures"---Click on orange box to "Select a Measure"---Click "Health Outcomes", "Quality of Life", and "Poor or Fair Health"---Change year using dropdown box next to name of your State)

### Disabilities (All Persons 18-64 Years of Age)

SOURCE: [www.factfinder2.census.gov](http://www.factfinder2.census.gov)

(Advanced Search---Show Me All---Filters (Topics: People---Disability---Disability; Year; Geography)---Selected Disability Characteristics (ASC 3-year averages)

## SUPPORT SYSTEMS

### Inadequate Social Support

SOURCE: [www.countyhealthrankings.org](http://www.countyhealthrankings.org) (USE GOOGLE CHROME AS YOUR BROWSER)

(Click on your State---Click tab call "Measures"---Click on orange box to "Select a Measure"---Click "Health Factors", "Social & Economic Factors", and "Inadequate Social Support"---Change year using dropdown box next to name of your

### Children in Single-Parent Households

(percent of all children in family households that live in a household headed by a single parent)

(Click on your State---Click tab call "Measures"---Click on orange box to "Select a Measure"---Click "Health Factors", "Social & Economic Factors", and "Children in Single-Family Households"---Change year using dropdown box next to

## KNOWLEDGE OF SOCIETY'S HIDDEN RULES (Original data obtained by observation)

### Persons Who Received Bridges Training

### Persons Who Received Getting Ahead Training

### Persons Who Received Frameworks Training

### Persons Who Received R-Rules Training

### Persons Who Received Investigations Training

## RELATIONSHIPS / ROLE MODELS

### Volunteerism

Original data reported by one or more local not-for-profit agency

## FORMAL REGISTER

Unfortunately, current and comprehensive (available by County throughout the country) information is not available for the two evaluation criteria listed below. Some States, however, have excellent information. Each community will have to search the Internet to obtain relevant information; some suggestions are listed below.

### Reading: Percent at Level 3 or Higher

### Reading: Percent Making Learning Gains

### Reading: Percent of Lowest 25% Making Learning Gains

SOURCE: Florida Department of Education ([www.fldoe.org](http://www.fldoe.org)) --- (on left) Click on "Data & Statistics" --- (in center of page) Click on "(Year) Preliminary School Grades" --- Click hyperlink immediately under "Search School Accountability Reports" --- Check appropriate boxes: School Grades; District; County; and applicable years --- Click "Continue" at bottom of page  
SUGGESTED DATA SOURCE: [http://nationsreportcard.gov/reading\\_math\\_2013/#/](http://nationsreportcard.gov/reading_math_2013/#/) --- Information primarily at State-level; School District info available for 21 major metropolitan areas --- go to

### Literacy: Percent Lacking Basic Prose Literacy Skills

## MOTIVATION & PERSISTENCE

### Graduation Rates

SOURCE: Florida Department of Education (<http://www.fldoe.org/>); Data & Statistics; scroll down to "ARM Reports and Resources"; click on "PK-12 Reports and Publications"; click on "Students"; scroll down to "Graduation and Dropout Rates"; click on "Florida's Federal High School Graduation Rates, 2012-13";  
<http://www.fldoe.org/eias/eiaspubs/pubstudent.asp>; Table 5: Graduation Rates by District, 2008-09 thru 2012-13

### Work Status in the Past 12 Months (Percent of workforce who worked 35+ hours per week, 50-52 weeks per year)

### Work Status (Percent of workforce who did not work)

SOURCE: [www.factfinder2.census.gov](http://www.factfinder2.census.gov)

Advanced Search---Show Me All---Filters (Topics: People---Employment---Employment (Labor Force) Status; Year; Geography) --- Select "Work Status in the Past 12 Months" ACS 3-Year Estimates"



## INTEGRITY & TRUST

Delinquency (by petition of 17 year olds and younger)

SOURCE: [www.ojjdp.gov/ojstatbb/default.asp](http://www.ojjdp.gov/ojstatbb/default.asp)

(center tab) Click on "Data Analysis Tools" --- use dropdown box; click on "Juvenile Court Data" and "State/County Data" -

-- (center tab) Click on "Access Case Counts" --- use "Year" and "Jurisdiction" dropdown boxes --- Click on "View Table" ---

use data in "Delinquency Petition" column

USA data --- go to [www.ojjdp.gov/ojstatbb/ezajcs/asp/process.asp](http://www.ojjdp.gov/ojstatbb/ezajcs/asp/process.asp) --- use "Total Petitioned" column

## COMMUNITY EVALUATION TOOL

RESOURCES (according to Bridges)		POINTS (Totals)	POINTS (Subtotals)	YOUR COMMUNITY
<b>FINANCIAL</b>				
	Poverty Rates (Children [<18 years of age])		20	
	Poverty Rates (Overall)		20	
	Percentage of Families & People whose Income in the			
	Past 12 Months is below the Poverty Level		40	
	Median Household Income		20	
	Per Capital Income		20	
	Percentage with Food Stamp/SNAP Benefits in the Past 12 Months		20	
	Unemployment Rate		20	
	Students Eligible for Free/Reduced Lunch		20	
	Gross Rent as a Percentage of Household Income			
	(35% or more)		20	
	<b>Subtotal</b>	200	200	
<b>EMOTIONAL</b>				
	Poor Mental Health Days (in the Past 30 Days)		40	
	Mental Health Provider Ratio (per Population)		40	
	Violent Crime Rate		40	
	Aggravated Assaults		40	
	Food Insecurity		40	
	<b>Subtotal</b>	200	200	
<b>MENTAL</b>				
	Cognitive Difficulty (number of diagnosed persons)		40	
	School Readiness (Percent of Children Not Ready for Kindergarten)		40	
	High School Graduates (Percent of Population who are a		40	
	High School Graduate or higher)			
	Educational Attainment (Some College thru Graduate/Professional			
	Degree [for persons 25 years and over])		30	
	<b>Subtotal</b>	150	150	
<b>SPIRITUAL</b>				
	Church Membership (Congregants as a Percent of Population)		50	
	Charitable Giving (Average Itemized Contributions by Household)		50	
	<b>Subtotal</b>	100	100	

RESOURCES (according to Bridges)		POINTS (Totals)	POINTS (Subtotals)	YOUR COMMUNITY
<b>PHYSICAL</b>				
	Sexually Transmitted Infections (per 100,000 population)		30	
	Poor Physical Health Days (Average number of physically unhealthy days reported in past 30 days)		40	
	Poor or Fair Health (Percent of adults reporting fair or poor health)		40	
	Disabilities (all persons 18-64 years of age)		40	
	<b>Subtotal</b>	150	150	
<b>SUPPORT SYSTEMS</b>				
	Inadequate Social Support		50	
	Children in Single-Parent Households		50	
	<b>Subtotal</b>	100	100	
<b>KNOWLEDGE OF SOCIETY'S HIDDEN RULES</b>				
	Persons Who Received Bridges Training		20	
	Persons Who Received Getting Ahead Training		15	
	Persons Who Received Frameworks Training		5	
	Persons Who Received R-Rules Training		5	
	Persons Who Received Investigations Training		5	
	<b>Subtotal</b>	50	50	
<b>RELATIONSHIPS / ROLE MODELS</b>				
	Volunteerism		50	
	<b>Subtotal</b>	50	50	
<b>TOTAL</b>		1000	1000	

## COMMUNITY EVALUATION TOOL

RESOURCES (additional according to Getting Ahead)		POINTS (Totals)	POINTS (Subtotals)	YOUR COMMUNITY
<b>FORMAL REGISTER</b>				
High School Reading Scores:				
Percentage at Level 3 or Higher in Reading			10	
Percentage Making Learning Gains in Reading			10	
Percentage of Lowest 25% Making Learning Gains			20	
in Reading				
Literacy			10	
<b>Subtotal</b>		50	50	
<b>MOTIVATION &amp; PERSISTENCE</b>				
Graduation Rates			20	
Work Status in the Past 12 Months:				
Percent of workforce working 35+ hours,			15	
50+ weeks per year				
Percent of workforce who did not work			15	
<b>Subtotal</b>		50	50	
<b>INTEGRITY &amp; TRUST</b>				
Delinquency (by petition of 17 year olds and younger)			50	
<b>Subtotal</b>		50	50	
<b>TOTAL</b>		150	150	

<b>COMMUNITY EVALUATION TOOL</b>		
<b>RESOURCES (according to Bridges)</b>	<b>POINTS (Totals)</b>	<b>YOUR COMMUNITY</b>
<b>FINANCIAL</b>	200	
<b>EMOTIONAL</b>	200	
<b>MENTAL</b>	150	
<b>SPIRITUAL</b>	100	
<b>PHYSICAL</b>	150	
<b>SUPPORT SYSTEMS</b>	100	
<b>KNOWLEDGE OF SOCIETY'S HIDDEN RULES</b>	50	
<b>RELATIONSHIPS / ROLE MODELS</b>	50	
<b>TOTAL</b>	1000	
<b>RESOURCES (additional according to Getting Ahead)</b>	<b>POINTS (Totals)</b>	<b>YOUR COMMUNITY</b>
<b>FORMAL REGISTER</b>	50	
<b>MOTIVATION &amp; PERSISTENCE</b>	50	
<b>INTEGRITY &amp; TRUST</b>	50	
<b>TOTAL</b>	150	
<b>TOTAL</b>	1150	

## COMMUNITY EVALUATION TOOL

GRADE	POINTS	
A+	>1000	
A	960	1000
A-	910	950
B+	860	900
B	810	850
B-	760	800
C+	710	750
C	660	700
C-	610	650
D+	560	600
D	510	550
D-	460	500
F	0	450



## STARTING A FAITH HEALTH COMMUNITY MINISTRY



*Building, Developing and Sustaining*

## FAITH COMMUNITY HEALTH MINISTRY

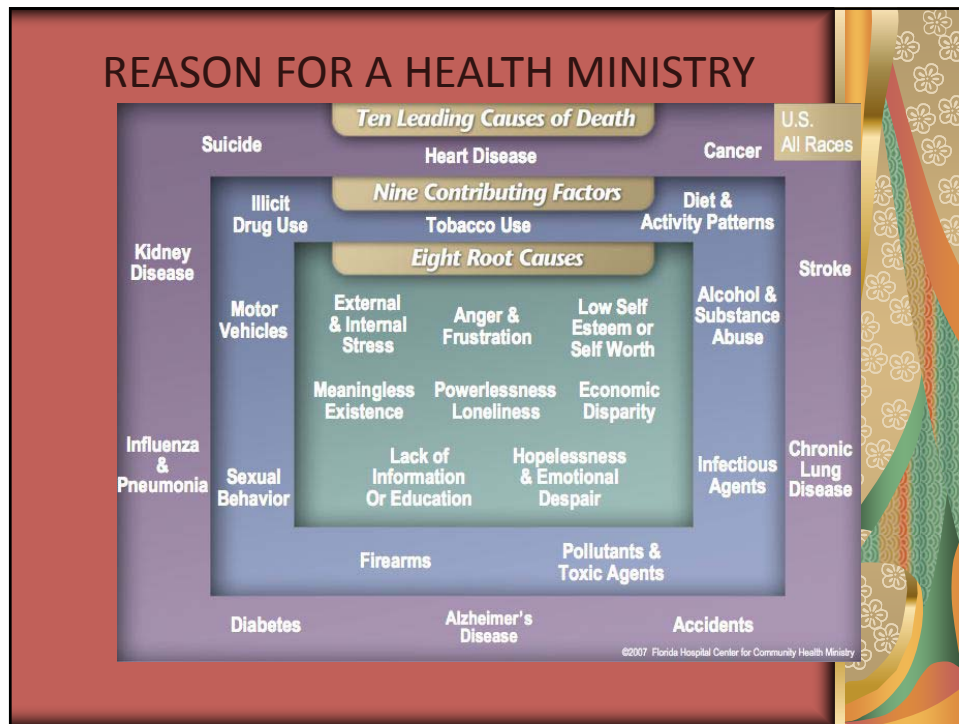
### PRESENTERS

Mike Dames, M.S., M.Ed.,  
National Consultant

*and*

Carole Dickens, R.N., M.S.FCN, MCHES

*Wellthy Journey*



## WHY A HEALTH MINISTRY?

- WHAT IS MINISTRY?
- WHY THE CHURCH?
- WHAT ARE THE BENEFITS?
- WHAT IF MT. ZION MISSIONARY BAPTIST CHURCH WANTED TO START A HEALTH MINISTRY? WHAT STEPS DO WE TAKE TO GET STARTED?

## THE ROLE OF THE CHURCH IN MINISTRY

- PROVIDING *"A MORE EXCELLENT WAY"*
- *PEOPLE- FOCUSED*
- *BIBLE-BASED*
- *DOCTRINAL-PURPOSED*

## GOAL OF THIS SESSION:

- AT THE END OF THIS SESSION, THE PARTICIPANT WILL BE ABLE TO:
- DEFINE HEALTH MINISTRY
- DISCUSS THE ROLE OF THE CHURCH IN HEALTH MINISTRY
- OUTLINE THE NECESSARY STEPS TO START A CHURCH HEALTH MINISTRY
- DISCUSS POSSIBLE SERVICES TO PROVIDE (PROGRAMS)
- IDENTIFY COMMUNITY RESOURCES

## MINISTRY

■ SIMPLY STATED:

*TO SERVE; TO PROVIDE  
HELP; ATTEND TO THE  
NEEDS OF*

## " A MORE EXCELLENT WAY"

■ TO GET HERE: That is, the pursuit of excellence, the church should actively seek ways in which to address the total needs of its congregation. Begin thinking of the whole person. Wholistic Health  
How do we do that?

## Cont'd. "A More Excellent Way"

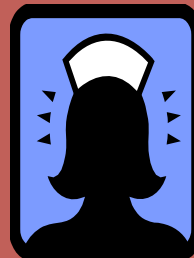
- **Speak to the pastor/congregational leader.**

Discuss the need for developing such an important church ministry to serve the congregation.



## Cont'd. "A More Excellent Way"

- *Meet with a Church member who is a health care professional to discuss how a health ministry can serve the congregation*



## PEOPLE - FOCUSED

- RECRUIT CONGREGATION VOLUNTEERS
- SURVEY THE CONGREGATION TO ASSESS NEEDS



## BIBLE -BASED

- DEVELOP PROGRAM(S) BASED ON ASSESSED NEEDS

*Important to involve clergy with the appropriate bible related message. The pastor promotes the ministry!*





## PROGRAMS/SERVICES

- Health care professionals can assist in the assessment phase of ministry development and the development of health programs to address the congregations health needs. Some of these programs/services may include, but are not limited to the following:

## PROGRAMS/SERVICES

- *Health Needs Survey of congregation*
- *Health Fairs*
- *Pamphlet displays*
- *Support Groups*
- *Health Screenings, such as immunizations, cholesterol, glucose and blood pressure*
- *Exercise programs*
- *Educational programs/Guest Speakers*
- *Home Ministry*

## ***GOALS OF THE MINISTRY***

- **The goal of the Church Health Ministry is to foster wholeness and wellness within the community by:**
  - Identifying & addressing the specific needs of your congregation
  - Advocating for the value and dignity of all life
  - Focusing on holistic health promotion & disease prevention
  - Collaborating with other agencies to respond to congregational needs

## **Doctrinal - purposed**

- **The beliefs, principles and teachings of the church must always be respected and observed as programs are planned and developed.**
- **It is important to recognize the differences in the teachings and beliefs of the various denominations.**

## Doctrinal - Purposed

- Before the implementation of any program- during the program development phase- the pastor or the congregational leader should be involved in what will be kind of information will be introduced to the congregation.
- In some churches, (based on the program), it may be a fatal event to introduce a program that was not approved by church leadership!

## COMMUNITY RESOURCES

### Linkages to the medical community

Health ministries help congregations provide well being of body, mind and spirit among their members. A major support for health ministries is the health care professional who is the health promoter for the congregation.

## Cont'd. Community Resources

### Role of the health promoter

- ✓ Health educator
- ✓ Personal Health Counselor
- ✓ Referral Source
- ✓ Facilitator
- ✓ Integrator of Health & Healing

## Q & A



## Building Bridges to Healthcare in the Community



REINVENTING HEALTHCARE **ONE PATIENT AT A TIME**



### Presenters

- **Kellie Valenti**- Vice President, Strategic Planning and Program Development
- **Nicole Baptiste**- Director, Social Work Services
- **Shatiki Beatty**- Community Health Worker, Care Central



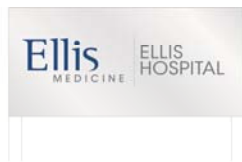
## Objective

- The impact of healthcare reform on our health system and the response of hospital administration
- Innovative service delivery models in providing population health management for under resourced patients
- A dual-focus, grassroots approach in overcoming socioeconomic challenges

Ellis  
MEDICINE

2

Ellis  
MEDICINE



Central location for inpatient and emergency care.



Location for inpatient OB/GYN services.



Central location for outpatient services, primary and wellness care, and rehabilitation and long term care.

Ellis  
MEDICINE

3



## WHERE WE ARE TODAY....

Ellis Hospital



Ellis Health Center



Bellevue Woman's Center



Medical Center of Clifton Park

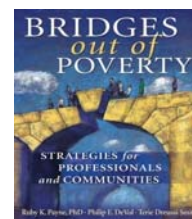


Ellis  
MEDICINE

4

## Evolution of Ellis Medicine

- Began building a new health system in 2008
- Invited to join Schenectady Bridges in 2009
- Perfect storm for innovation
- Applied a new “lens” in the development of a comprehensive primary care model



Ellis  
MEDICINE

## Medical Home



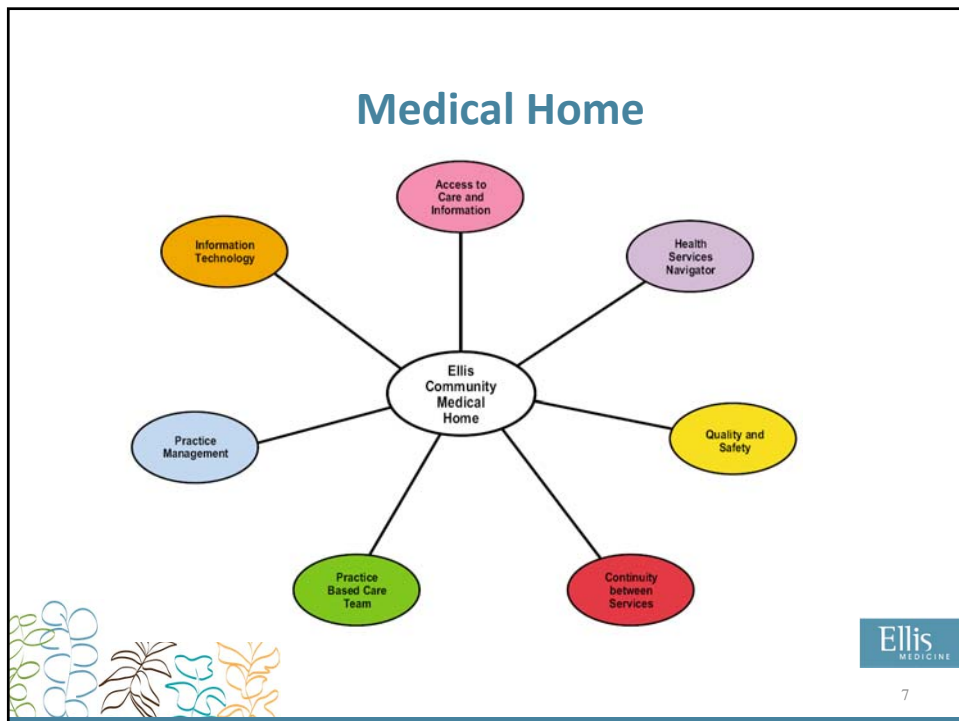
**Ellis Health Center (EHC):  
Outpatient Services**

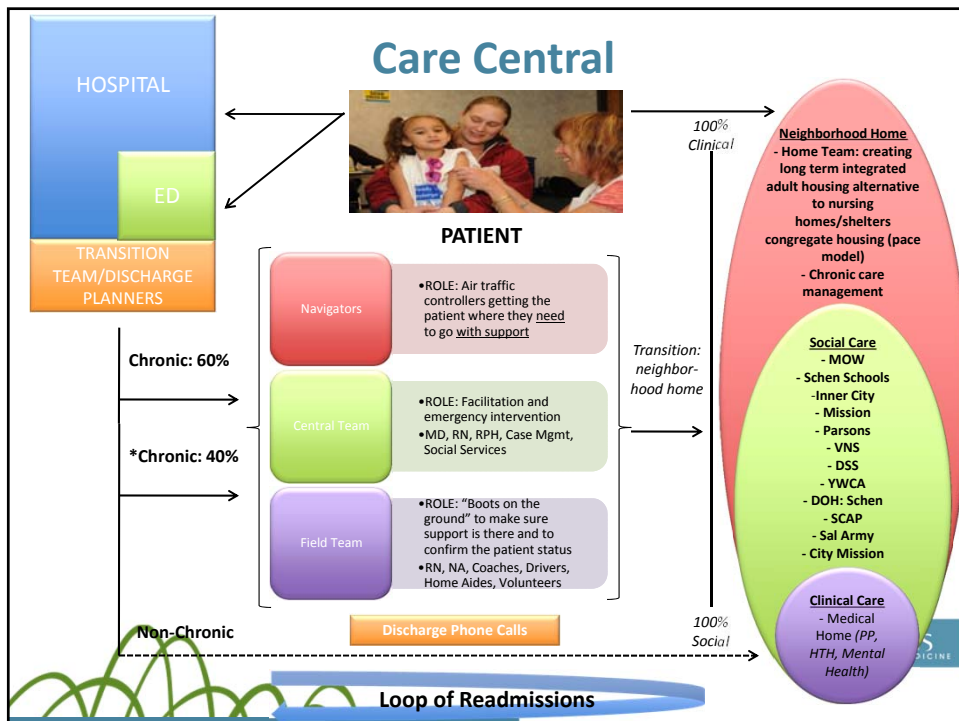
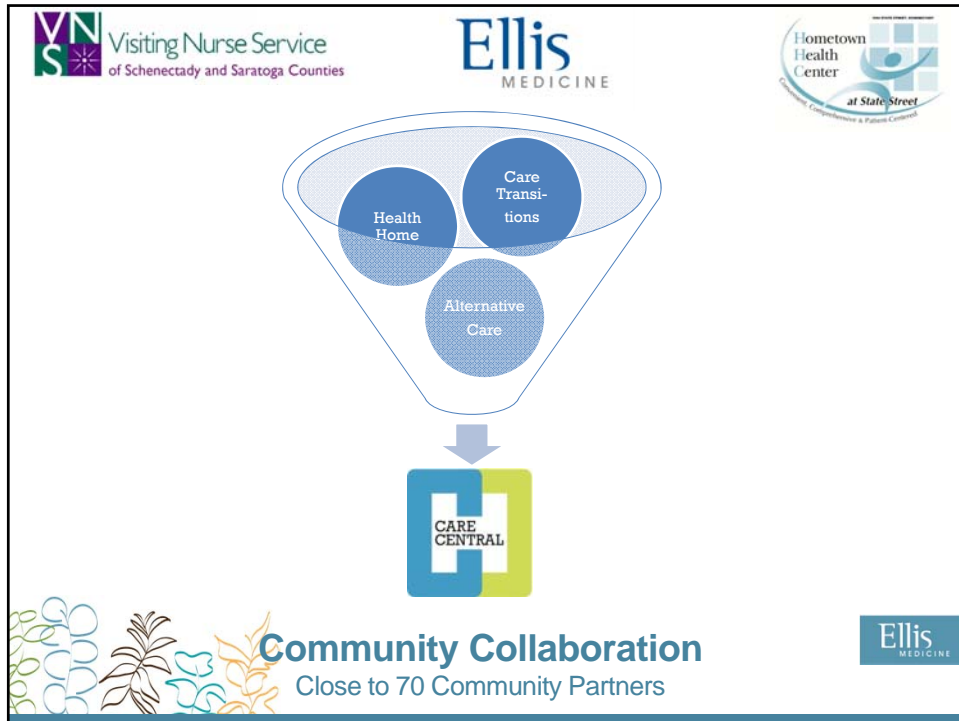
- Enhanced Day Surgery
- Sleep Disorders Center
- Wound Care
- Infusion Therapy
- Diabetes Education
- Swallowing & Speech Therapy
- Nutrition Counseling
- Pulmonary Function Test Lab
- Imaging
- Primary Care
- Emergency Services

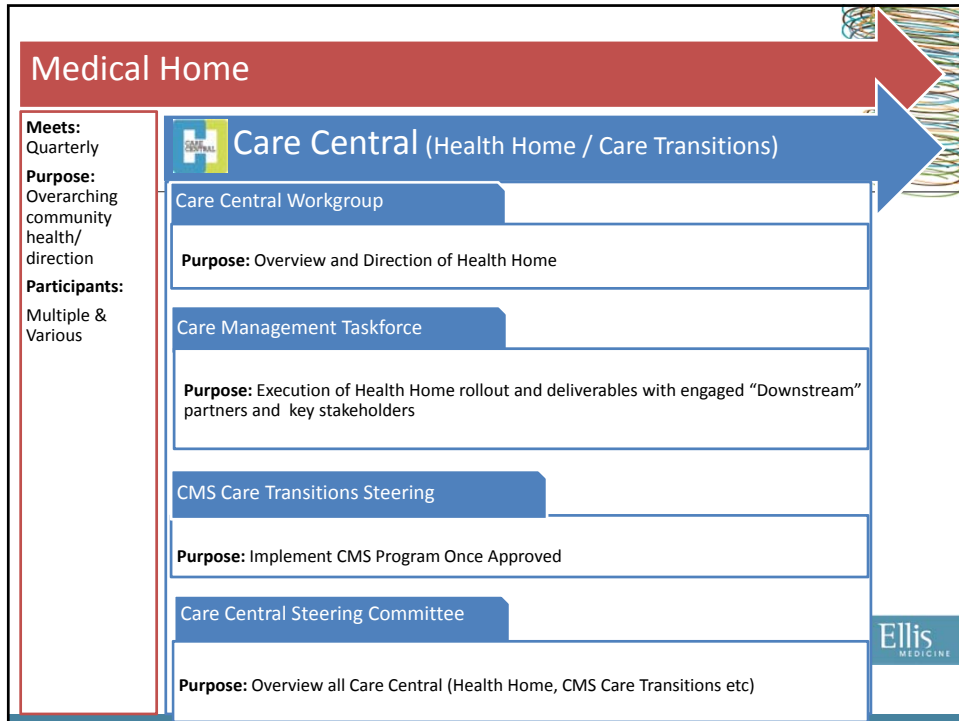
**HEALTH SERVICES NAVIGATORS**




6







## Increasing Access to Primary Care



### ELLIS PRIMARY CARE

Clifton Park | Glenville | Latham | Schenectady

REQUEST APPOINTMENT

Ellis MEDICINE

## Capital Region QuickCare

### Quickcare Asthma Awareness Days

#### CONTROL YOUR ASTHMA

#### FREE Asthma Education

FRIDAYS, MAY 9 & 16 | 11:00 AM – 3:00 PM

*Free lung function screening also offered.*

*No appointment needed.*

#### QuickCare

*Located within Price Chopper*

MALTA – 1 Kendall Way

LATHAM – 873 New Loudon Road

Quickcare

Walk-In Health Center  
capitalregionquickcare.com

Ellis  
MEDICINE

## Accountable Care Organizations (ACO)

### In moving care into the community- Next Steps:

- Patient-centric, based on metrics of quality and cost of care of “attributed” patients
- Focus on primary care in the community, with patient “attribution” depending on where the patient gets primary care
- Payment is outcomes based, with providers rewarded for meeting cost/quality goals rather than for meeting volume goals

Ellis  
MEDICINE

13

## Delivery System Reform Incentive Payment Program Organizations (DISRIP)

### In moving care into the community- Next Steps:

- Performing Provider Systems
- Patient-centric, with all metrics starting with “attributed” patients
- Strongly community-based, patient “attribution” starts with primary care, but may also count care in other community sites
- Require broad community collaboration – they must include physical health, mental health, home health, and long-term care providers, and community agencies
- Payment is community-based (capitation, a flat rate based on population rather than on patients served), but requires meeting cost/quality outcomes



14

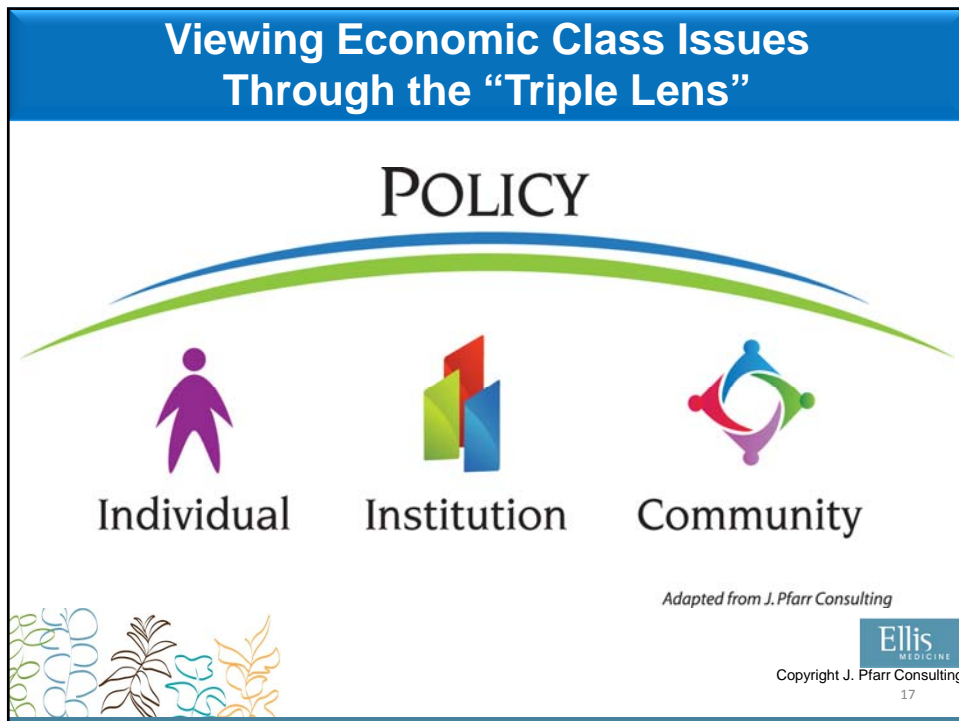
## Overcoming Socioeconomic Challenges

### A Grassroots Approach

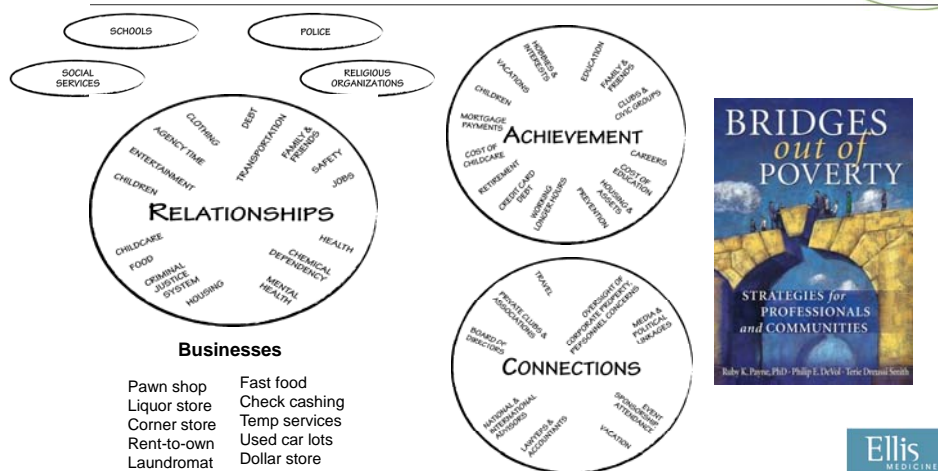


15





## Organizational Education “Bridges out of Poverty”



Copyright 2006. Revised 2014. All rights reserved. aha!Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)

## Community Wellness Cabinet

Encompasses all Ellis Medicine community wellness, education and screening programs



## Senior Leader Bus Trips



Ellis  
MEDICINE

## Family Medicine Residency Program Community Clinic



REINVENTING HEALTHCARE  
ONE PATIENT AT A TIME

Ellis  
MEDICINE



Ellis  
MEDICINE

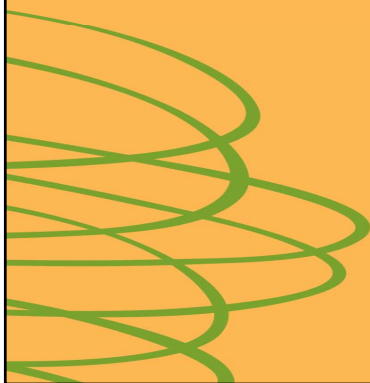
## Health Shares Partnership



Ellis  
MEDICINE

**WELCOME TO**

Before Your  
Baby Basics



**WOMAN<sup>2</sup>**  
**WOMAN**

Ellis  
MEDICINE

# OH, BABY!

## Orientation and Tour for Expectant Mothers

EVERY WEDNESDAY at Bellevue Woman's Center with free shuttle service. Plan ahead. Visit now. BEFORE the baby comes.

### Free Shuttle Service to Bellevue and Back

- 9:50 am:** Leave Ellis Hospital
- 10:00 am:** Leave Family Health Center/Ellis Health Center
- 10:15 am:** Leave Hometown Health/Planned Parenthood
- 10:30 am:** Arrive at Bellevue Woman's Center  
Bellevue Tour (one hour)
- 11:45 am:** Return to Hometown Health/Planned Parenthood
- 12:00 noon:** Return to Family Health Center/Ellis Health Center
- 12:10 pm:** Return to Ellis Hospital

### What's Included

FREE transportation; personal tour of labor and delivery area; nursery; patient rooms; free lunch coupon



**Ellis**  
MEDICINE  
REINVENTING HEALTHCARE  
ONE PATIENT AT A TIME

Ellis  
MEDICINE

24

## Poverty Simulation



Ellis  
MEDICINE





- Schenectady Coalition for a Healthy Community (SCHC)- close to 70 community partners
- Community Committee (grassroots leaders)
- Assessment- Embedding Bridges Constructs
- Community Health Workers (CHW)- SCAP partnership



Ellis  
MEDICINE

26

### Community Partners

Ellis  
MEDICINE



**eliminating racism  
empowering women.**  
ywca

27



## Local Headlines:

### THE DAILY GAZETTE

#### **Teen pregnancies on rise in Schenectady. Albany, others drop; hike alarms workers**

Wednesday, May 2, 2012 [Kathleen Moore](#)

#### **Schenectady's teen abortion rate soaring Adoption numbers have dropped to all-time low**

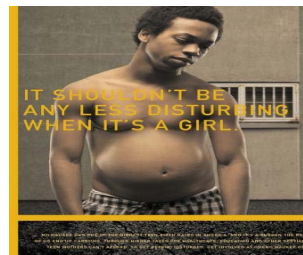
Sunday, June 3, 2012 [Kathleen Moore](#)

Ellis  
MEDICINE

28

## Adolescent Pregnancy

- In 2011, 46 teenagers (prenatal care at Ellis) and 55 teenagers (prenatal care at Hometown Health) gave birth at Bellevue
- Convened a group of teenagers to conduct focus groups on the root causes of pregnancy; this will lead to the development of a community campaign
- Working with Planned Parenthood and the AIDS Council to coordinate events such as a teen overnight and a parent and teen day out
- Also working with DOH to plan a provider training related to teen pregnancy prevention
- Completing an asset inventory with community partners to assess gaps in services for teens



Ellis  
MEDICINE

29

**At the heart of the issue is the “Culture of Despair”** Kearney et. al. 2012

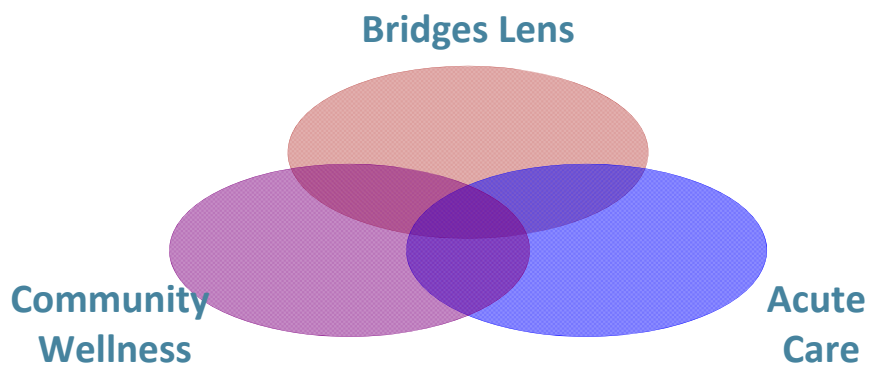
**“Hope is the best contraception”  
A Future Story**



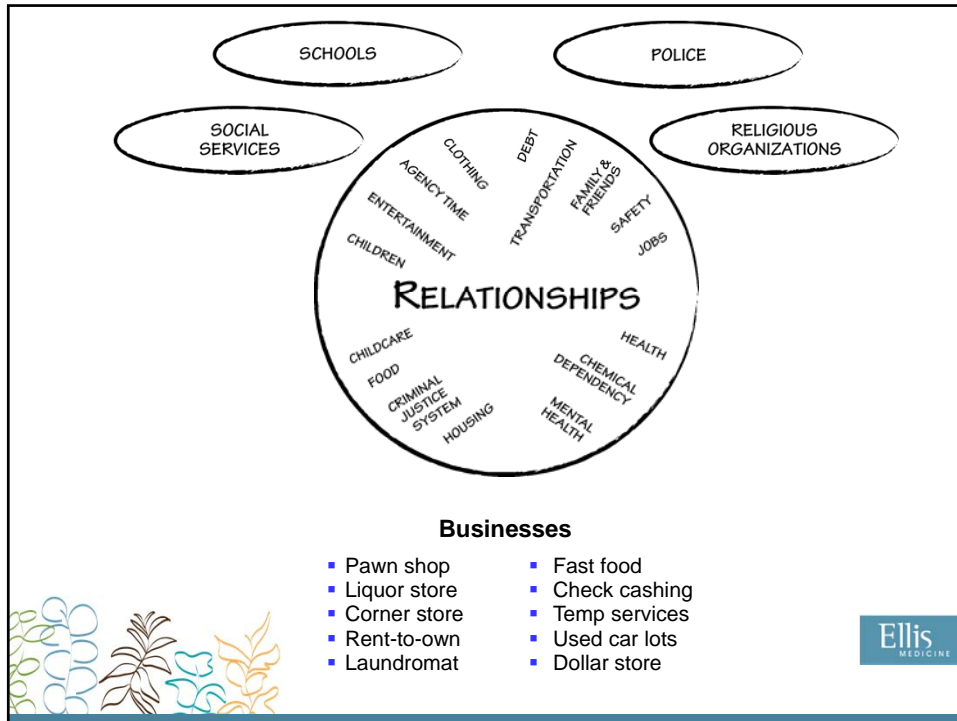
Ellis  
MEDICINE

30

## **“Bridges Evolution”: Next Steps**



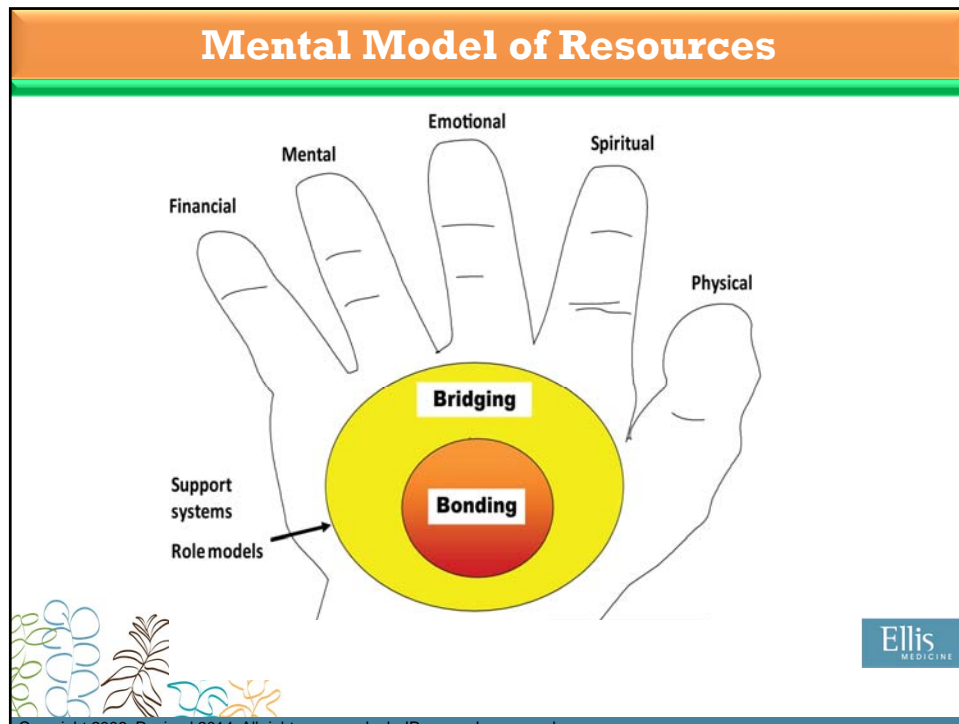
Ellis  
MEDICINE



**No significant  
learning occurs  
without a  
significant  
relationship.**

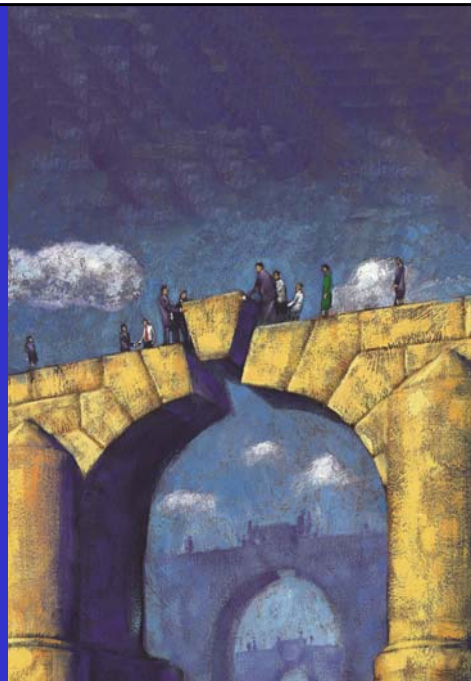
**—Dr. James Comer**

Copyright 2006. Revised 2014. All rights reserved. aha!Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)



**“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**



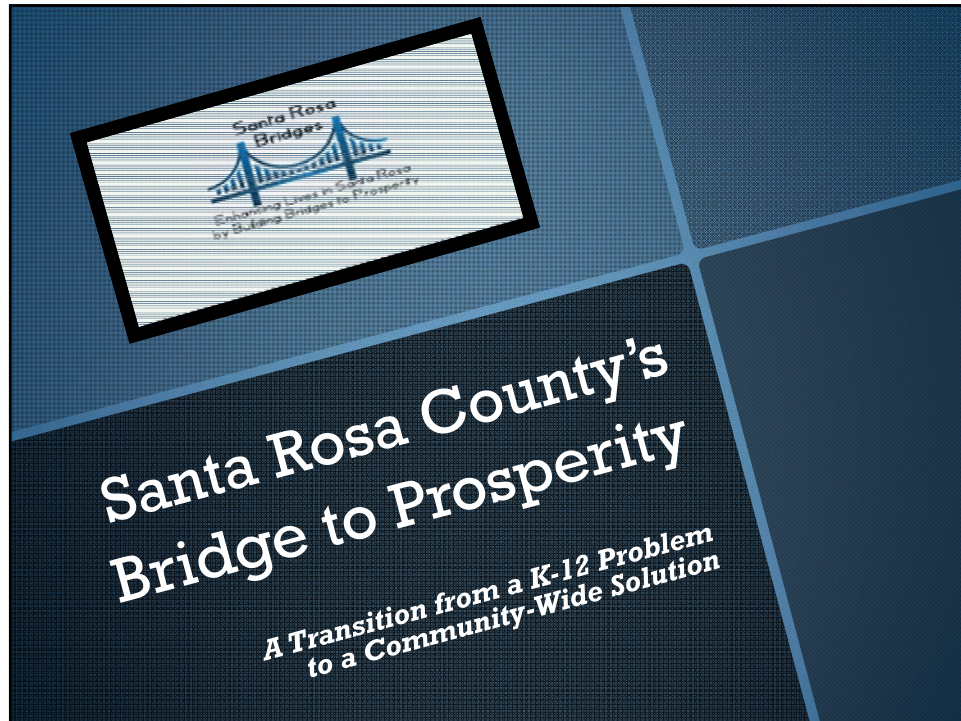
Copyright 2006. Revised 2014. All rights reserved. aha!Process, Inc. [www.ahaprocess.com](http://www.ahaprocess.com)



REINVENTING HEALTHCARE  
ONE PATIENT AT A TIME

Ellis  
MEDICINE





## FROM IGNORANCE TO ENLIGHTENMENT

Santa Rosa Bridges journey began in 2008 with the onset of the Great Recession. Located in the panhandle, Santa Rosa County is known for its natural beauty, featuring forests, beaches, and a family-friendly atmosphere. Santa Rosa County's population is 158,512 with a rural population of 21% (compared with 11.2% of the state as a whole) and 27% of the population is below the poverty level with 67.5% within 200% of the poverty level. The median income is \$44,810.

There were 958 homeless students in 2008 compared with 1,530 homeless students in 2012. That was a 60% increase!

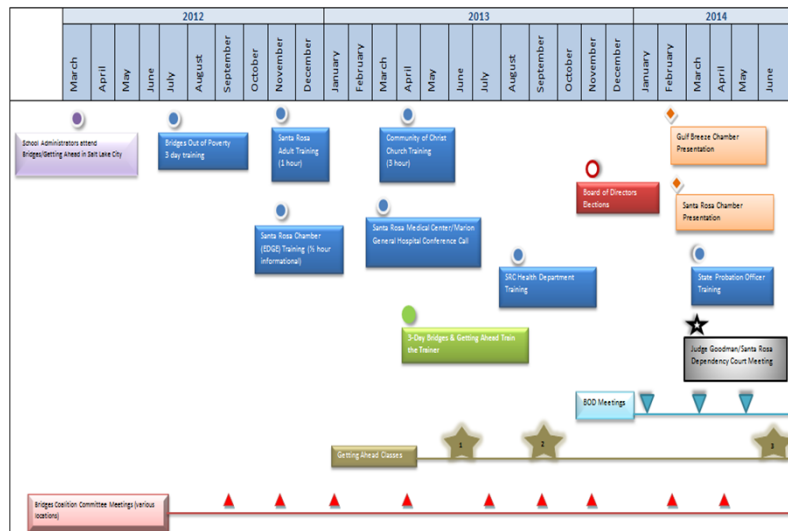




Ayers, Quinn, and Stovall (2013) say it best: “Schools serve society; society is reflected in its schools. Schools are in fact microcosms of the societies in which they're embedded, and every school, is both mirror of and window into a specific social order.”



### Santa Rosa Bridges Timeline











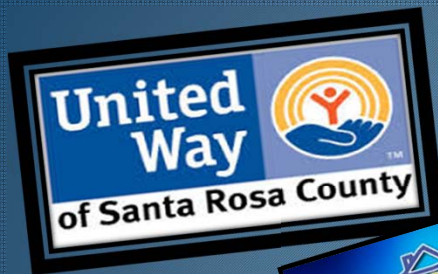




## Santa Rosa District Schools



Education K-12



Service  
Providers







## Steps to Developing A Bridges Community

### 1. Introduce Bridges Constructs to Community

Bridges is typically discovered by organizations that interact closely with people in poverty. It spreads by word of mouth.

#### Progress:

July 2012	Bridges Out of Poverty 3 day training
September 2012	Bridges Steering Committee @ SRMC
November 2012	Bridges Steering Committee @ Milton Community Center—Conducted poverty simulation
January 2013	Bridges Steering Committee @ EME—FaceTime with Marion Matters
April 2013	Bridges Steering Committee @ PSC Milton Campus
July 2013	Bridges Steering Committee @ Pine Terrace Baptist Church
September 2013	Bridges Steering Committee @ Russell Center
November 2013	Bridges Steering Committee @ Milton City Hall
February 2014	Bridges Steering Committee @ Bagdad United Methodist Church
April 2014	Bridges Steering Committee @ Board of County Commissioners



## Steps to Developing A Bridges Community

### 2. Develop Critical Mass

- ☐ Host Bridges workshops for people and organizations that interact with people in poverty regularly
- ☐ Provide short Bridges sessions for businesses and local leaders
- ☐ Develop a group of Certified Bridges Trainers

#### Progress:

Santa Rosa Adult School – 1 hour training  
Santa Rosa Chamber (EDGE) – ½ hour informational meeting  
Community of Christ Church – 3 hour training  
Conference Call with Santa Rosa Medical Center and Marion General Hospital  
Bridges and Getting Ahead Training the Trainer – April 1-4, 2013  
Health Department Training  
State Probation Officer Training  
Gulf Breeze Chamber Presentation  
Santa Rosa Chamber Presentation  
County Commissioner Don Salter  
Judge Marci Goodman and Santa Rosa Dependency Court

## Steps to Developing a Bridges Community

### 3. Offer Getting Ahead to people in poverty

- ✓ 1<sup>st</sup> Getting Ahead Class Summer of 2013
- ✓ 2<sup>nd</sup> Getting Ahead Class Fall/Winter of 2013
- ✓ 3<sup>rd</sup> Getting Ahead Class Summer of 2014

#### Need:

1. Ferris Hill Baptist will provide space for GA Classes
2. Church/other organization(s) to provide meals (light supper)
3. Church/other organization to provide child care
4. 12 mentors for Getting Ahead Graduates
5. Business partners to provide graduates with employment opportunities

#### Progress:

United Way of Santa Rosa--\$3,000  
Seeking additional funds from City of Milton  
Locklin Technical Center will incorporate Getting Ahead into curriculum  
Community of Christ Church \$500  
Bagdad United Methodist \$500  
Private Sponsors \$1,800  
ECOH and St. Rose of Lima \$1,000





## Steps to Developing a Bridges Community

### 4. Develop an organizational structure

- ✓ The group is guided and adheres to the Bridges Model and guiding principals
- ✓ Members make a commitment to shared power and respect for minority opinions
- ✓ Meetings are about planning, action, problem solving, next steps, deliberation, collaborative solutions, and celebrations
- ✓ No single organization “owns” Bridges but every organization and person has ownership

### Progress:

Bridges is now part of SAFER Santa Rosa! [www.safersantarosa.org](http://www.safersantarosa.org)

Bridges is recognized as a part of SAFE COMMUNITY DESIGNATION

Board of Directors!

## ‘Silos’ to Symbiosis

Santa Rosa Bridges and SAFER Santa Rosa (Support Alliance for Emergency Readiness.)

McKinney-Vento Health Services now provided through a partnership of the Health Department of Santa Rosa County  
United Way of Santa Rosa and the ESCAROSA Coalition on the Homeless







## 'Silos' to Symbiosis

Santa Rosa Bridges and Marian Matters, a Bridges Community in Marion, Ohio—A conference call was conducted between Joe Hooper, the chief operations officer of Marion General Hospital and Phillip Wright, chief executive officer of Santa Rosa Medical Center to talk about the benefits of Bridges training for medical personnel, as well as the benefits of Getting Ahead for hospital employees.

Having learned from Marian Matters' example, Santa Rosa Bridges is now mentoring Transformation Okaloosa, a newly formed Bridges initiative in Okaloosa County,

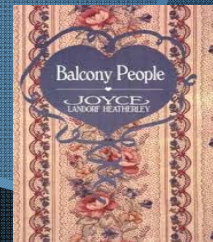




## From Books to Balconies

Balcony People, Joyce Landorf Heatherly (2004) refers to two basic types of people in the world: the evaluators and the affirmer. Heatherly asks, "Who is the affirmer in your life, who by one small sentence or more has changed and lifted your opinion of yourself" (p. 15)

The implementation of Getting Ahead (GA) has created and expanded the balconies of our community. The Bridges Coalition began with 68 organizations represented. Two years later, there are 88 organizations.



## Location, Meals, and Childcare

Marion Matters noted that churches are usually a terrific location for GA. Churches usually have a kitchen, classroom, and nursery needed for childcare.

Santa Rosa's recommendation regarding GA location: Give different churches the opportunity to host a class.





*"There are very few things that can get a 78-year-old man excited and enthused, but Bridges Out of Poverty has done it for me. One of the initiatives for Community of Christ Church is to abolish poverty and end suffering. Bridges is the best conduit to help us accomplish this goal. The Milton congregation of the Community of Christ has sponsored the 15-week course, and 30 people in our congregation participated. The whole congregation was blessed by this endeavor."*

*~Jim Marcombe*



## Quality over Quantity

Marion Matters recommended starting small. It conducts two Getting Ahead classes per year and also advocates the recruitment of mentors/allies for the Getting Ahead investigators prior to beginning a Getting Ahead class.

Santa Rosa Bridges followed Marion Matters' recommendation and conducted two Getting Ahead classes during the first year of GA. Find a mentor/ally for each investigator has been a challenge; however, Santa Rosa Bridges has developed a mentor/sponsor program so that individuals can volunteer to sponsor an investigator with a \$225 donation and/or volunteer to be a mentor.

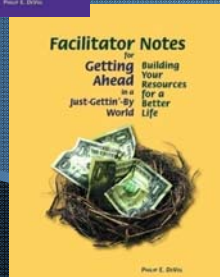




## Financial Support

Marion Matters reported that as it established a successful track record the financial support became easier. They recommended that groups apply for nonprofit 501(c)3 status, so that individuals and organizations can make tax-deductible donations.

Santa Rosa has long-term plans to become a 501(c)3 organization. While awaiting approval, Santa Rosa Bridges has partnered with United Way of Santa Rosa, which offered to “incubate” our initiative as it continues to grow. To promote Santa Rosa Bridges, as well as finance GA, two community yard sales have been conducted raising several thousand dollars for GA and registering investigators.



## Getting Ahead in a Just-Gettin'-By-World:

### Building Your Resources for a Better Life

Philip DeVol  
aha! Process, Inc.



## What's involved?

- Work groups of 10-15 people
- 15-20 sessions that are two and a half hours long
- Putting our knowledge into a series of mental models
- A facilitator who helps us explore solutions; not someone to tell us what to do
- Long term support for our plans



## What does a participant get? What are the Getting Ahead Goals?

- to explore and analyze the themes of our lives;
- to assess our resources;
- to build our own future stories
- to make our own choices
- to enjoy the power that comes from solving problems and controlling our own life;
- to make concrete plans for economic stability;
- and to become skillful at using the hidden rules to class to build resources





## Getting Ahead in Santa Rosa

### Goals:

- To conduct a minimum of 2 Getting Ahead Courses for 24 participants by June 2014
  - Mission Accomplished! First and second class complete!
  - Third class currently meeting
  - 21 people registered for Fall class
- Assign an all (mentor) to each Getting Ahead participant
  - Need 20 mentors! Currently have 7.
- Graduate a minimum of 20 (83%) participants from Getting Ahead
  - Twenty-two (92%) graduated!
- A minimum of 19 Getting Ahead Graduates will enroll in an educational program (GED, college, university or technical training) and/or become employed
  - 2 working on GED, 7 became employed, 5 obtained services, 1 applied for promotion, 4 beginning programs through Locklin and PSC. (79%)

## GRADUATES FROM GETTING AHEAD!!!





I would recommend the Getting Ahead class to anyone. It has provided me with many useful tools that I have already started to use in my personal life and plan on implementing in the work place when I find a job. I believe it would be helpful and educational to anyone from any background

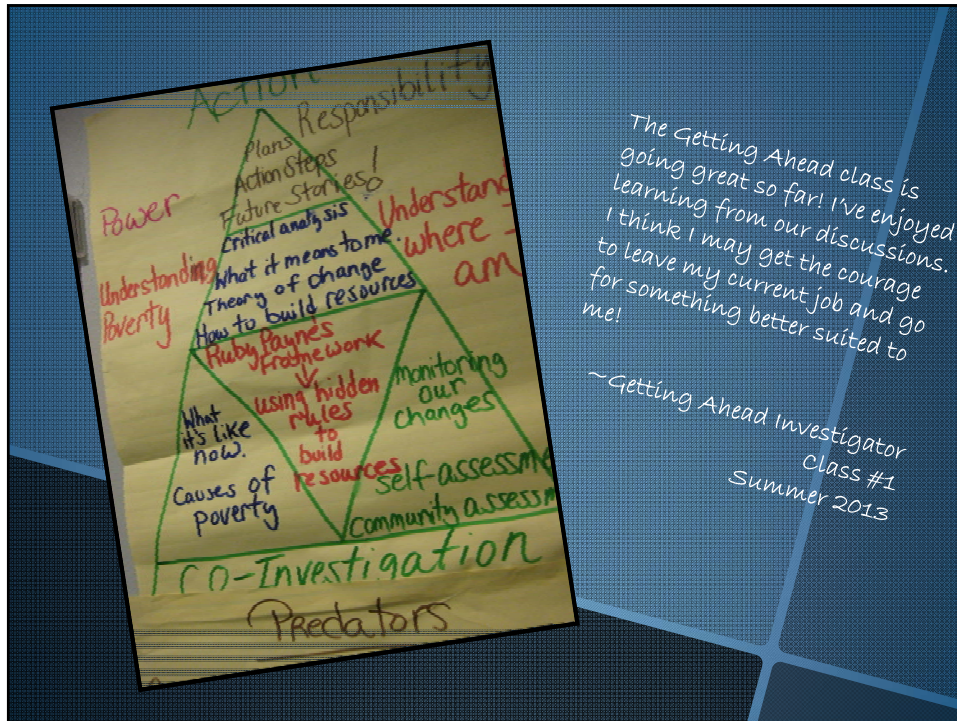


~Meredith  
GA Class #1  
Summer 2013

While working in community corrections, I have witnessed the effect poverty has on individuals. Recently an individual on my caseload reported to my office extremely excited. She said she wanted to share her most recent accomplishment. The client handed me a Completion Certificate from the Getting Ahead program. This was the first time I had see this "investigator" walk through my office with a sense of purpose: holding her head high and with the feeling that she can accomplish anything.

~Vicki Nolan  
Correctional Probation Officer





Ayers, W.; Quinn, T.; & Stovall, D. (2008). *Handbook of Social Justice in Education*. New York: Taylor & Francis.

DeVol, P. E. (2010). *Bridges to Sustainable Communities*. Highlands, TX: aha! Process.

DeVol, P. E. (2013). *Getting Ahead in a Just-Gettin'-By World* [3rd ed.]. Highlands, TX: aha! Process.

Heatherly, J. L. (1984). *Balcony People*. Georgetown, TX: Balcony Publishing, Inc.

Payne, R. K. (2013). *A Framework for Understanding Poverty: A Cognitive Approach* (5th rev. ed.). Highlands, TX: aha! Process.

Payne, R. K., DeVol, P. E., & Dreussi-Smith, T. (2011). *Bridges Out of Poverty: Strategies for Professionals and Communities* [5th ed.]. Highlands, TX: aha! Process.

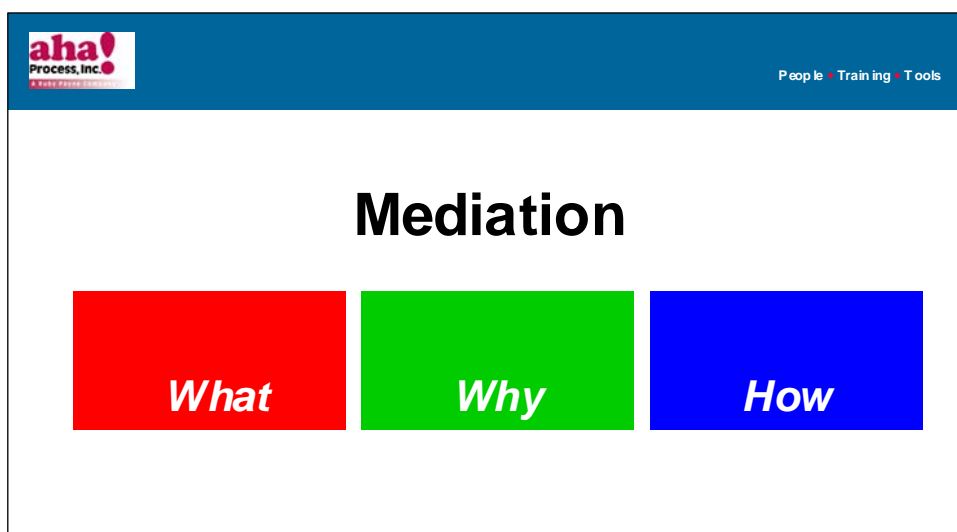


FOR MORE INFORMATION:


- [www.safer santarosa.org](http://www.safer santarosa.org)
- [www.ahaprocess.com](http://www.ahaprocess.com)
- Dr. Karen Barber  
5086 Canal Street  
Milton, FL 32570  
850-983-5001/5237  
[barberk@santarosa.k12.fl.us](mailto:barberk@santarosa.k12.fl.us)

Devol, P. (2010). *Bridges to Sustainable Communities*. Highlands, Texas: aha! Process, Inc.

# Early Childhood: It's Never Too Early to Develop Thinking Skills






People • Training • Tools


<i><b>Unmediated Directions</b></i>	<i><b>Mediated Directions</b></i>
<i>Close the window.</i>	
<i>Wash your hands.</i>	
<i>Put your things away.</i>	
<i>Tie your shoe.</i>	
<i>Don't splash water</i>	
<i>Say nice things to other people.</i>	
<i>Button your coat.</i>	
<i>Take a nap.</i>	

Copyright 2011 aha! Process, Inc. www.ahaprocess.com
4


**Cognitive Strategies**
People • Training • Tools





1. Use planning behaviors.
2. Focus perception on specific stimulus.
3. Control impulsivity.
4. Explore data systematically.
5. Use appropriate and accurate labels.
6. Organize space using stable systems of reference.
7. Orient data in time.
8. Identify constancies across variations.
9. Gather precise and accurate data.
10. Consider two sources of information at once.
11. Organize data (parts of a whole).
12. Visually transport data.

*Adapted from the work of Reuven Feuerstein*



## Planning a Puppet Show

People • Training • Tools

Steps	Amount of Time
Select a story 	1 day
Select puppets 	1 day
Choose parts and puppets 	1 day
Practice puppet play 	1 day
Perform Puppet Play	Friday!

(Check off steps as they are completed.)

Copyright 2011 aha! Process, Inc. www.ahaprocess.com
13



People • Training • Tools

## 2. Focusing

**Explanation:** Drawing a child's attention to an object in the environment and encouraging him or her to observe its details helps to develop focusing skills.



### 3. Controlling Impulsivity

**Explanation:** Children are born impulsive. Some have caring adults to tell them, for example, “Finish your vegetables before eating desert.”

Those who are inadequately mediated remain impulsive. Impulsive people often fail to gather needed tools before beginning a task or to follow procedures.

Copyright 2011 aha! Process, Inc. • [www.ahaprocess.com](http://www.ahaprocess.com)



### 4. Getting Organized

**Explanation:** People are not born organized. We acquire organization skills through mediation. Individuals must acquire both the need and the skills to be organized (Sharron, 2004).

Copyright 2011 aha! Process, Inc. • [www.ahaprocess.com](http://www.ahaprocess.com)



## 5. Sorting

Explanation: In addition to the ability to sort *objects*, students of all ages need to learn to sort *ideas*.

(The inability to sort important from less important data is one major reason some students quit high school or college.)



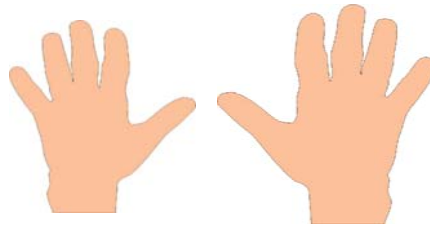
## 6. Identifying Constancies Across Variations

Explanation: children and students who lack consistencies, such as the same face (person) caring for them daily, often do not acquire the ability to note constancies in their environments.



## 7. Directionality

Have children or students face the front of the room and point left. Ask them to tell who is on their left. Then have them face the back of the room and point left. Ask them who is on their left now.



## 8. Consider Two Sources of Information at Once

### Guess what!

Tell the students that they must guess what or whom you're thinking of, but you will give them clues to help them guess.

### Examples:

"The person I'm thinking of is a boy. He has black hair. He is wearing a red shirt," etc.

"I'm thinking of something in this room. It is made of cloth. It is hanging from a pole," etc.



## 9. Visually Transport Data

Show the children a simple picture and tell them that they need to draw and color one just like it. Tell them that you will put the picture away. They will not be able to look at it while they are drawing and coloring, so they must look at it very carefully now.

Sample pictures to show:

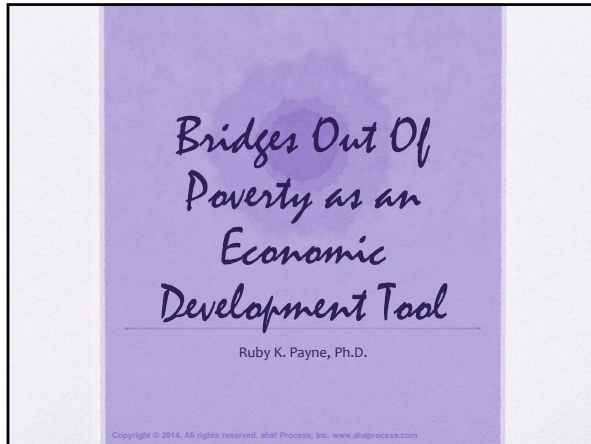
- One red, one green, and one yellow apple
- Animals of various colors and shapes



## 10. Use Accurate Labels

Teach precise vocabulary






---

---

---

---

---

---

---

---

### War on Poverty: 50 years later

**Launched programs to provide a safety net**

- food stamp program
- modernize unemployment insurance
- extend the coverage of our minimum wage laws
- provide more housing for our poor and our elderly
- launched Head Start
- provide school free breakfasts and lunches
- widened employment and training programs

*Unfortunately, many Americans live on the outskirts of hope — some because of their poverty, and some because of their color, and all too many because of both.*

***Our task is to help replace their despair with opportunity.***

*This administration today, here and now, declares unconditional war on poverty in America.*

- President Johnson : Jan. 8, 1964

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

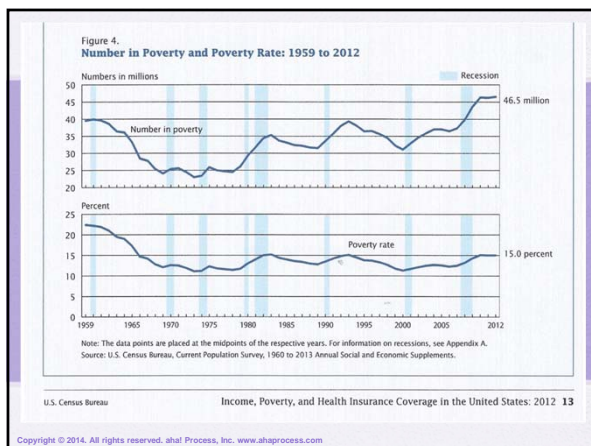
---

---

---

---

---




---

---

---

---

---

---

---

---

## What happened?

Why did the needle stop moving?

1. We shifted from an industrial economy to a knowledge economy (intellectual capital)
2. We created generational multipliers of those who did not know how to create their own resources.
3. We based our public policy on an inaccurate model of generational poverty and on a maintenance approach to poverty.
4. We based legislation upon one of the causes of poverty rather than all four.
5. We did not have individuals from poverty at the decision making table.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

## 1

- We shifted from an industrial economy to a knowledge-based economy.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

## Changes in Economic Systems

Economy	Measure of wealth	Representation on paper
Agrarian	Land, cattle, children	Deeds
Industrial	Tools, machines, manufacturing	Stock certificates
Knowledge (intellectual capital)	Technology, knowledge, patents, copyrights	???????

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

## 2

- We created generational multipliers of those who did not know how to create their own resources.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

## Multiplier Effect

- Average age of a college degreed woman to have a child is 30.1 and she has 1.1 children.
- Average age of a high school dropout with no GED to have a child is 15-18 years old and she has 2.5 children.
- In 90 years, that is 3 generations of children for an educated woman for a total of 3.3 children.
- In 90 years, that is 5 generations of children for an uneducated woman for a total of 48.6 children.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

## 3

- We based our public policies on an inaccurate model of generational poverty AND on a maintenance approach to poverty.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

### Maintenance versus Transition

Getting By	Getting Ahead
	

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

### Generational Poverty

- “A family’s exposure to neighborhood poverty across two consecutive generations reduces child cognitive ability by more than half a standard deviation.”

University of Chicago. 2011. The Legacy of Disadvantage. Sharkey & Elwert.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

### 4

- We based legislation on one of the causes of poverty rather than all four causes.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

Causes of Poverty			
Behaviors of the Individual	Human and Social Capital in the Community	Exploitation	Political/Economic Structures
<b>Definition:</b> Research on the choices, behaviors, characteristics, and habits of people in poverty.	<b>Definition:</b> Research on the resources available to individuals, communities, and businesses.	<b>Definition:</b> Research on how people in poverty are exploited because they are in poverty.	<b>Definition:</b> Research on the economic, political, and social policies at the international, national, state, and local levels.
<b>Sample topics:</b> Dependence on welfare Morality Crime Single parenthood Breakup of families Intergenerational character traits Work ethic Racism and discrimination Commitment to achievement Spending habits Addiction, mental illness, domestic violence Planning skills Orientation to the future Language experience	<b>Sample topics:</b> Intellectual capital Social capital Availability of jobs Availability of well-paying jobs Racism and discrimination Availability and quality of education Adequate skill sets Childcare for working families Decline in neighborhoods Decline in social morality Urbanization Suburbanization of manufacturing Middle-class flight City and regional planning	<b>Sample topics:</b> Drug trade Racism and discrimination Payday lenders Sub-prime lenders Lease/purchase outlets Gambling Temp work Sweatshops Sex trade Internet scams	<b>Sample topics:</b> Globalization Equity and growth Corporate influence on legislators Declining middle class De-industrialization Job loss Decline of unions Taxation patterns Salary ratio of CEO to line worker Immigration patterns Economic disparity Racism and discrimination

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

---

---

Political Divide			
RIGHT	RIGHT	LEFT	LEFT
BEHAVIOR	JOBS	EXPLOITATION RACISM	GOVERNMENT

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

---

---

Community Sustainability Grid				
	Individual Behavior	Human and Social Capital in the Community	Exploitation	Political/Economic Structures
Individual Action				
Organizational Action				
Community Action				
Policy				

Source: Facilitator Notes for Getting Ahead in a Just-Getting-By World by Philip E. DeVol (2006).

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

---

---



5

- We did not have individuals from poverty at the decision-making table.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

### Bridges definition of poverty:

- The extent to which you do without resources.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

### Definitions 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; education; trade or skills

**SPIRITUAL**  
Believing in (divine) purpose and guidance; one's cultural base

**PHYSICAL**  
Having physical health and mobility; appearance, fitness, athletic abilities

**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.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

## The Micro and the Macro

- **MICRO**—The person in context of the environment.
- **MACRO**—The collection of numbers about the group in the environment.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

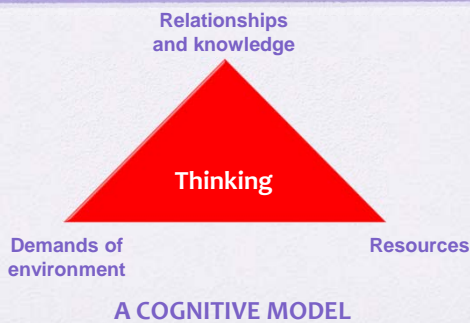
---

---

---

---

## What is at the Micro Level?



Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

## Continuum of Resources

UNDER-RESOURCED ..... RESOURCED	
Instability/crisis	Stability
Isolation	Exposure
Dysfunction	Functionality
Concrete reality	Abstract representational reality
Casual, oral language	Written, formal register
Thought polarization	Option seeking
Survival	Abundance
No work/intermittent work	Work/careers/larger cause
Poverty	Prosperity
Less educated	More educated

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

**HOW YOU SPEND  
YOUR TIME  
DETERMINES YOUR  
KNOWLEDGE BASE**

Knowledge becomes a form of privilege

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

**Mental Model for Poverty**

What It's Like Now

**RELATIONSHIPS**

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

**Mental Model for Middle Class**

**ACHIEVEMENT**

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

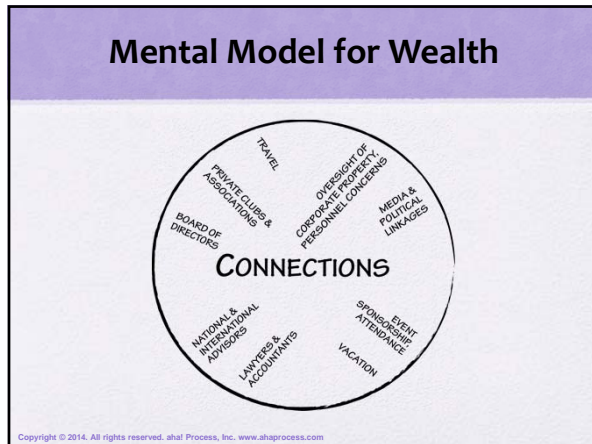
---

---

---

---

---




---

---

---

---

---

---

---

---

THESE  
KNOWLEDGE  
BASES AND USE  
OF TIME CREATE  
HIDDEN RULES

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

### Hidden Rules About Time and Money

Under-Resourced	Stable Resources	Abundant Resources
Survival Relationships Entertainment	Work Achievement Material security	Social, political, and financial connections

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

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, 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 Martin Joos  
Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

Research about language in children from ages 1 to 4 years from stable households by economic group			
Number of Words Exposed to	Economic Group	Affirmations (Strokes)	Prohibitions (Discounts)
13 million words	Welfare	1 for every	2
26 million words	Working class	2 for every	1
45 million words	Professional	6 for every	1

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

So what does this mean for communities?

Why this view of economic development?



Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---



## Institute for the Human Future

Paul Saffo states:  
“It takes 20-25 years to  
become an overnight  
success.”

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

## Institute for the Human Future

Paul Saffo states:  
“In the future, communities  
will either be feral  
(domesticated and went back  
to the wild) or thriving.”

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

**INSTITUTIONS CANNOT  
SURVIVE IN FERAL  
COMMUNITIES.**

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

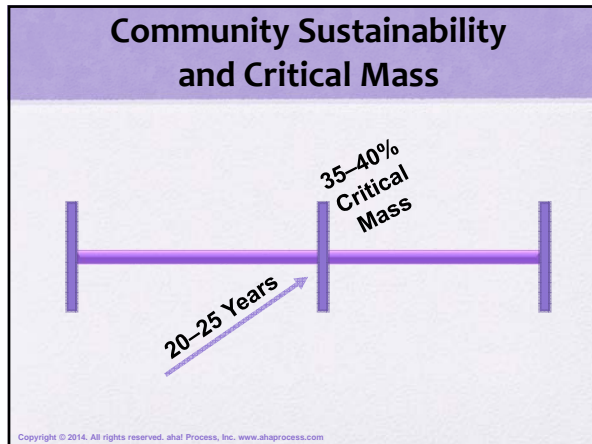
---

---

---

---

---



---

---

---

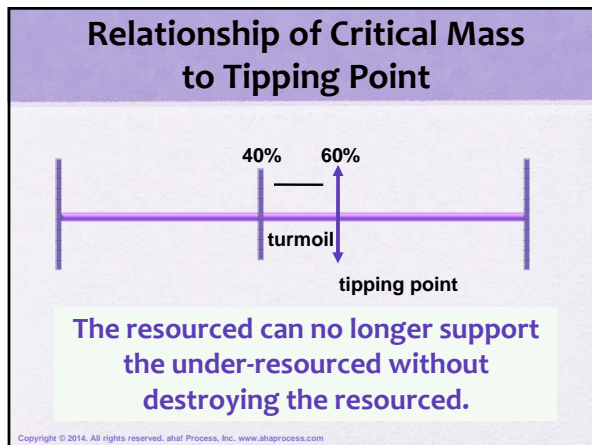
---

---

---

---

---



---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

### The Safety Net costs 12%

- **Safety Net programs =**
  - Earned Income Tax Credit and Child Tax Credit,
  - TANF,
  - Supplemental security,
  - Unemployment insurance
  - SNAP (food stamps),
  - school meals,
  - low-income housing assistance,
  - child care assistance,
  - home energy assistance
- Safety net programs kept some 25 million people out of poverty in 2010
  - Without them, the poverty rate would double.
- 10% of this total is spent on the nonworking poor

**Most of Budget Goes Toward Defense, Social Security, and Major Health Programs**

Program	Percentage
Social Security	22%
Medicare, Medicaid, and CHIP	21%
Defense and International Security Assistance	19%
Safety Net Programs	12%
Interest on Debt	6%

Center on Budget and Policy Priorities: <http://www.cbpp.org/cms/?view=6&id=1258>

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

---

---

## Total Safety Net

- **55% of federal budget**

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

---

---

### 46 million Americans living in poverty

- More than **100 million** Americans either live near the brink of poverty “or churn in and out of it.”
- Nearly **70 percent** of these Americans are **women** (42 million) and their **children** (28 million).
- **One in six people** are on food stamps
  - a **70% increase** between **2007 and 2011**
    - Average monthly benefit **\$133.**




Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

---

---

### So what do you do about it? Why bridges?

Most communities maintain poverty.  
They help people “get by.”

Bridges helps individuals,  
institutions, and communities to  
“get ahead”—to thrive.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

### What is Bridges?

- A set of constructs
- Used in 6 countries in the world and every state in the USA
- Uses all four causes of poverty to identify solutions.
- Works at all four levels—individual, institution, community and policy

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

### How does Bridges do this?

1. Educate the resourced about the thinking and realities of being under-resourced.
2. Educate the under-resourced about the thinking and reality of being resourced.
3. Invite individuals from poverty to the decision-making table.
4. We create sustainable communities through relationships, linkage, and a future story.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

GOVERNMENT  
USES MONEY

Are you  
getting by?



Copyright © 2014. All rights reserved.  
aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

Bridges uses  
measures of  
transition

Are you getting ahead?

1. Stability
2. Resource development
3. Employment
4. Reduction in social risk factors
5. Movement to a future story

At all lenses



Copyright © 2014. All rights reserved.  
aha! Process, Inc. www.ahaprocess.com

---

---

---

---

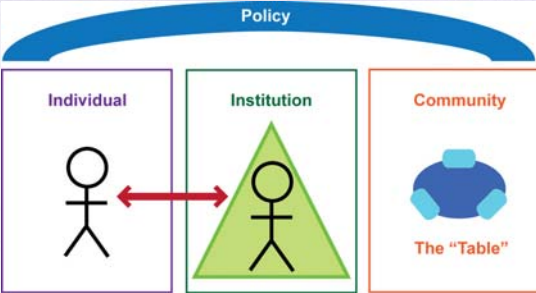
---

---

---

---

Application of the  
Economic Class “Lens”



Copyright J. Plarr Consulting. Reproduced with permission.  
Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---



### Are you and your environment becoming more stable?

- Are you increasing your stability?
- Have you been able to stay at the same place for more than 3 months?
- Have you had food every day for a month?
- Has your electricity stayed on for three months?

(see handout)

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

### Are you developing resources?



Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

### Are you employed? Is there economic development?



Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

Getting Ahead Results YWCA, South Bend, Indiana May 2008		
YWCA of Saint Joseph County	Getting Ahead Quarter 1	Getting Ahead Quarter 2 May 2008
Income	26%	84%
Education	36%	69%
Employment	32%	63%
Support systems	13%	84%

YWCA National names "Bridges Out of Poverty/Getting Ahead" a model program—Women's Economic Empowerment Hallmark Model Initiative—December 18, 2008

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

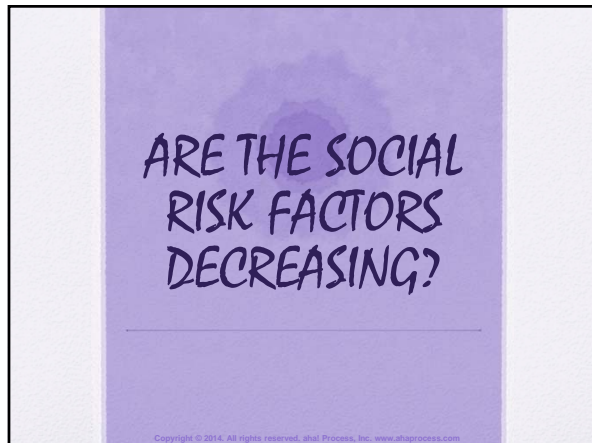
---

---

---

---

---




---

---

---

---

---

---

---

---

## Risk Factors For Individuals

### Education

- Increasing percentage of students in special education; about 70% of special education students are on SSI (Supplemental Security Income), which pays \$721/month/person
- Increasing percentage of students on free and reduced lunch
- Increasing student mobility (the problem arises when there's a decreasing percentage of students who started the year in a grade or class and are still there at the end of the year)
- Increasing percentage of students who don't graduate (this is different from dropout rates; graduation rates involve total number of students who come into school as freshmen/first-year students and the total number who graduate as seniors)
- Decreasing percentage in the educational attainment level of adults
- Decreasing levels of persistence/retention at community colleges

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---



---

---

---

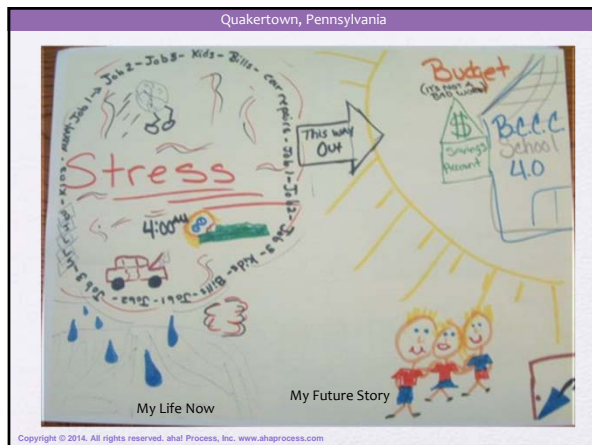
---

---

---

---

---



---

---

---

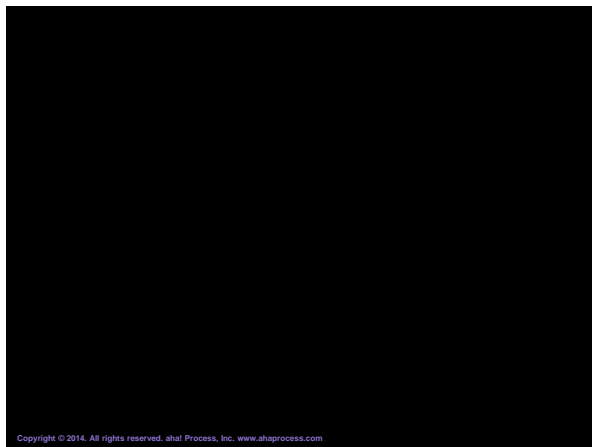
---

---

---

---

---



---

---

---

---

---

---

---

---

WE ARE NOT MOVING  
THE NEEDLE USING  
MAINTENANCE MODELS.

55% of Federal Government  
spending is about maintenance.

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---

*aha! Process will  
work with you to  
move the needle of  
prosperity in your  
community*

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

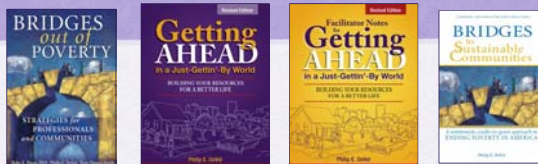
---

---

---

---

---



**Bridges Out of Poverty**

**aha!**  
Process, Inc.  
A Ruby Payne Company  
Highlands, TX  
www.ahaprocess.com

[www.ahaprocess.com](http://www.ahaprocess.com)

Copyright © 2014. All rights reserved. aha! Process, Inc. www.ahaprocess.com

---

---

---

---

---

---

---

---