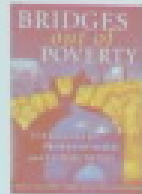


Bridges Out of Poverty Presentation

(Note: This is not the presentation shown but rather the pictures that were taken during the presentation)

Workshop Goals



Individual Lens

Day One

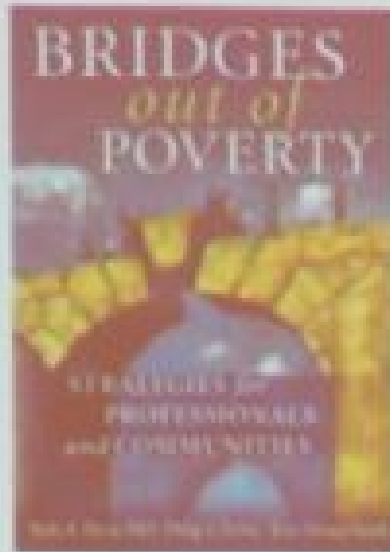
To introduce a framework (or larger perspective) for understanding poverty.

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.



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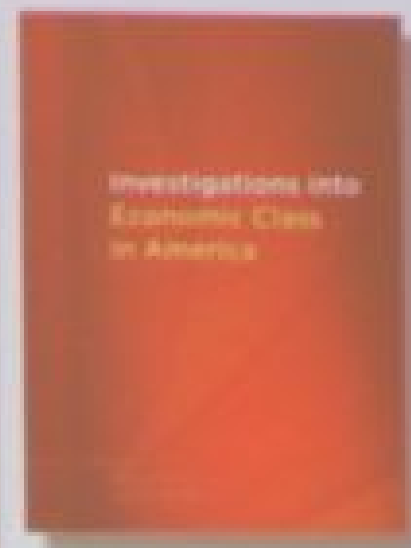
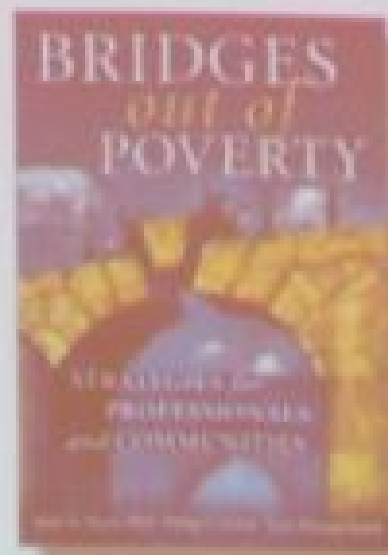
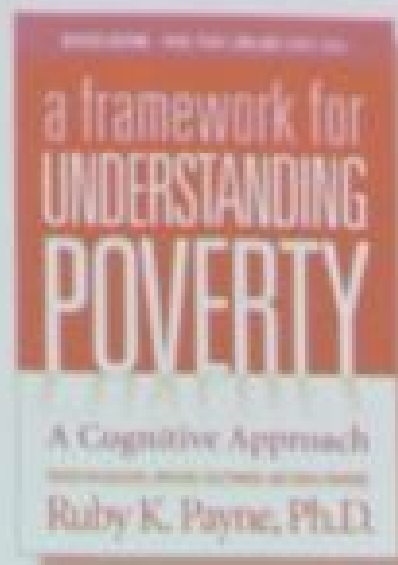
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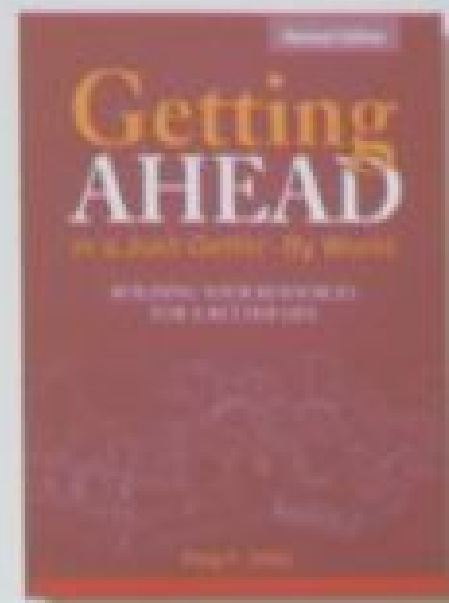
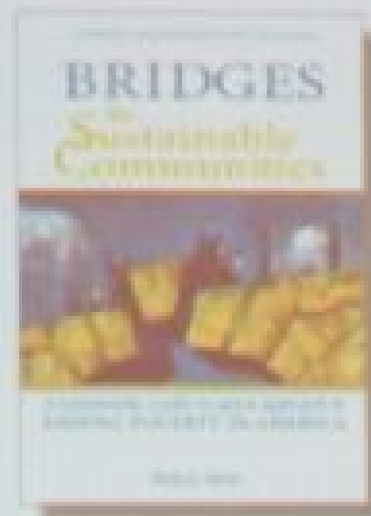
The Bridges Model Is *NOT* a Program



- **People and organizations use Bridges to develop programs and strategies that:**
 - Improve relationships at the individual level.
 - Improve outcomes at the organizational level.
 - Change systems at the community level.
- **Bridges helps:**
 - Prevent poverty.
 - Alleviate suffering.
 - Support people in transition.
 - Eliminate poverty.



The History



Key Point #1

This workshop focuses on economic environments.



Household Income in 20% Increments of Total: 2012

Group	Average Household Income Ranges: 2012
LOWEST 20%	\$0–\$20,593
SECOND 20%	\$20,594–\$39,736
THIRD 20%	\$39,737–\$64,554
FOURTH 20%	\$64,555–\$104,086
HIGHEST 20%	\$104,087+
TOP 5% (part of highest 20%)	\$191,150+

Source: U.S. Census Bureau, Current Population Survey, 2012 Annual Social and Economic Supplement (households as of March of the following year)

2013 Poverty Guidelines for the 48 Contiguous States and Washington, D.C.

Family Size	Annual Income
1	\$11,490
2	\$15,510
3	\$19,530
4	\$23,550


Source: U.S. Department of Health and Human Services, *Federal Register*, Vol. 78, No. 16, January 24, 2013, pp. 5182-5183.

Key Point #4

**Generational poverty
and situational poverty
are different.**



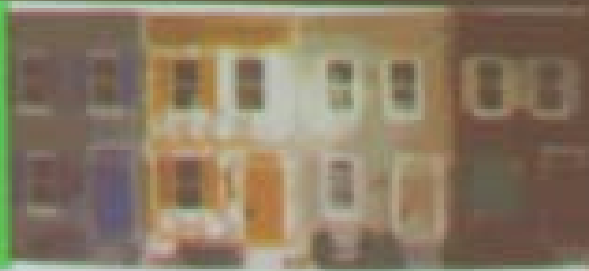
Life in Poverty



Learning Exercise

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

Housing Trends



State-level findings (2009):

- In 30 states, more than two full-time *minimum wage* jobs are required to afford the two-bedroom fair market rent (FMR).
- In 34 states, an extremely low-income (ELI) household cannot afford to spend more than \$500 per month on rent and utilities.
- In 11 states, a household must work at least two full-time jobs at the minimum wage to afford the two-bedroom FMR in the state's combined nonmetropolitan areas.

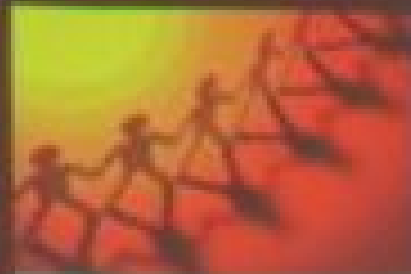
Source: "Out of Reach 2009," National Low Income Housing Coalition, Keith E. Wardrip, senior research analyst, Danto Pedersen, research director, Sheila Crowley, president, www.nlhc.org

Casual Register (the language of close friends)	Formal Register (the language of school and business)
Wazzup?	<ul style="list-style-type: none">▪ How are you doing?
My bad.	<ul style="list-style-type: none">▪ It was my fault; please excuse me.▪ I accept responsibility for my grievous error.▪ I apologize for my <i>faux pas</i>.
... Groan ...	<ul style="list-style-type: none">▪ I made a mistake.▪ I feel uncomfortable.▪ I do not wish to comply with your request. Would you consider an alternative?

Listening Skills

- **Reflect what you hear:**
 - It sounds like ...
 - It seems like ...
 - So you think ...
 - You feel ...
- Remember that your interpretation is only a guess and may not match what was actually meant.
- Questions can be roadblocks.
- Instead of asking questions, compare and contrast two statements to encourage the person to continue clarifying.





What Can You Do in the Work and Agency Setting?

Individual Lens

Language, Story Structure, and Cognition

1. Teach formal register to employees and customers so they have access to even more community settings.
2. Encourage front-line staff to understand casual register. Staff must be able to translate forms and instructions from formal to casual register. Staff must be aware of nonverbal communication.
3. Rewrite forms to be more meaningful.
4. Reduce middle class "noise" by using meaningful mental models, drawings, stories, and analogies.
5. Work with community partners to promote a rich language experience for children from birth to 5 years of age.
6. Reframe into learning experiences conflicts that have resulted from the use of casual register.
7. Use the Tucker Signing Strategies to teach reading skills.

Creating Relationships

Deposits made to individuals in poverty

Appreciation for humor and entertainment provided by the individual

Acceptance of what the individual cannot say about a person or situation

Respect for the demands and priorities of relationships

Using the adult voice

Assisting with goal setting

Identifying options related to available resources

Understanding the importance of personal freedom, speech, and personality

Withdrawals made from individuals in poverty

Put-downs or sarcasm about the humor or the individual

Insistence and demands for full explanation of person or situation

Insistence on the middle class view of relationships

Using the parent voice

Telling the individual his/her goals

Making judgments on value and availability of resources

Assigning pejorative character traits to the individual

