

Investing IN YOUR Community

Increasing Prosperity
and Well-Being for All

The Growing Divide: The Haves and Have Nots

We define poverty and wealth as the extent to which an individual, institution, or community does or does not have these 11 resources:

- 1. Financial:** Having enough income to purchase goods and services and to save or invest money. Having an educated understanding of how money works—being financially literate.
- 2. Emotional:** Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. This is the “state of mind” that determines the way we think, feel, and behave at any given moment. This is a resource that shows itself through stamina and choice. This is about interpersonal skills like teamwork, teaching others, leadership, negotiation, and working with people from many backgrounds.
- 3. Mental/Cognitive:** Having the mental ability and acquired skills (reading, writing, computing) to deal with daily life. This includes how much education and training individuals have in order to compete in the workplace for well-paying jobs or to run their own businesses.
- 4. Language/Formal Register:** Having the vocabulary, language ability, and negotiation skills to succeed in the work and/or school environments.
- 5. Social Capital:** Having friends, family, and backup resources available to access in times of need. Sometimes this resource is called “support systems.”
- 6. Physical:** Having physical health and mobility.
- 7. Spiritual:** Believing in divine purpose and guidance and/or having a rich cultural connection that offers support and guidance.
- 8. Integrity and Trust:** Trust is linked to two issues: predictability and safety. Can I know with some certainty that this person will do what they say? Can I predict with some accuracy that it will occur nearly every time? The second part of the question is safety: Will I be safe with this person?
- 9. Motivation and Persistence:** Having the energy and drive to prepare for, plan, and complete projects, jobs, and personal changes.
- 10. Relationships/Role Models:** Having frequent access to adults who are appropriate, who are nurturing, and who don't engage in self-destructive behavior.
- 11. Knowledge of Hidden Rules:** Knowing the unspoken cues and habits of poverty, middle class, and wealth.

The fewer the resources, the more unstable the environment.
The more unstable the environment, the more time is spent in crisis.

The Growing Divide: How You Spend Your Time and Knowledge

Survival environments (few resources) produce very different thinking from environments where the resources are stable. Abundantly resourced environments produce very different thinking from stable environments.



Your Community Has
All Three Environments

**Mental Model of
Poverty**

Actual responses from
people living in poverty.

Developed by Phil DeVol



**Mental Model of
Middle Class**

Developed by Phil DeVol

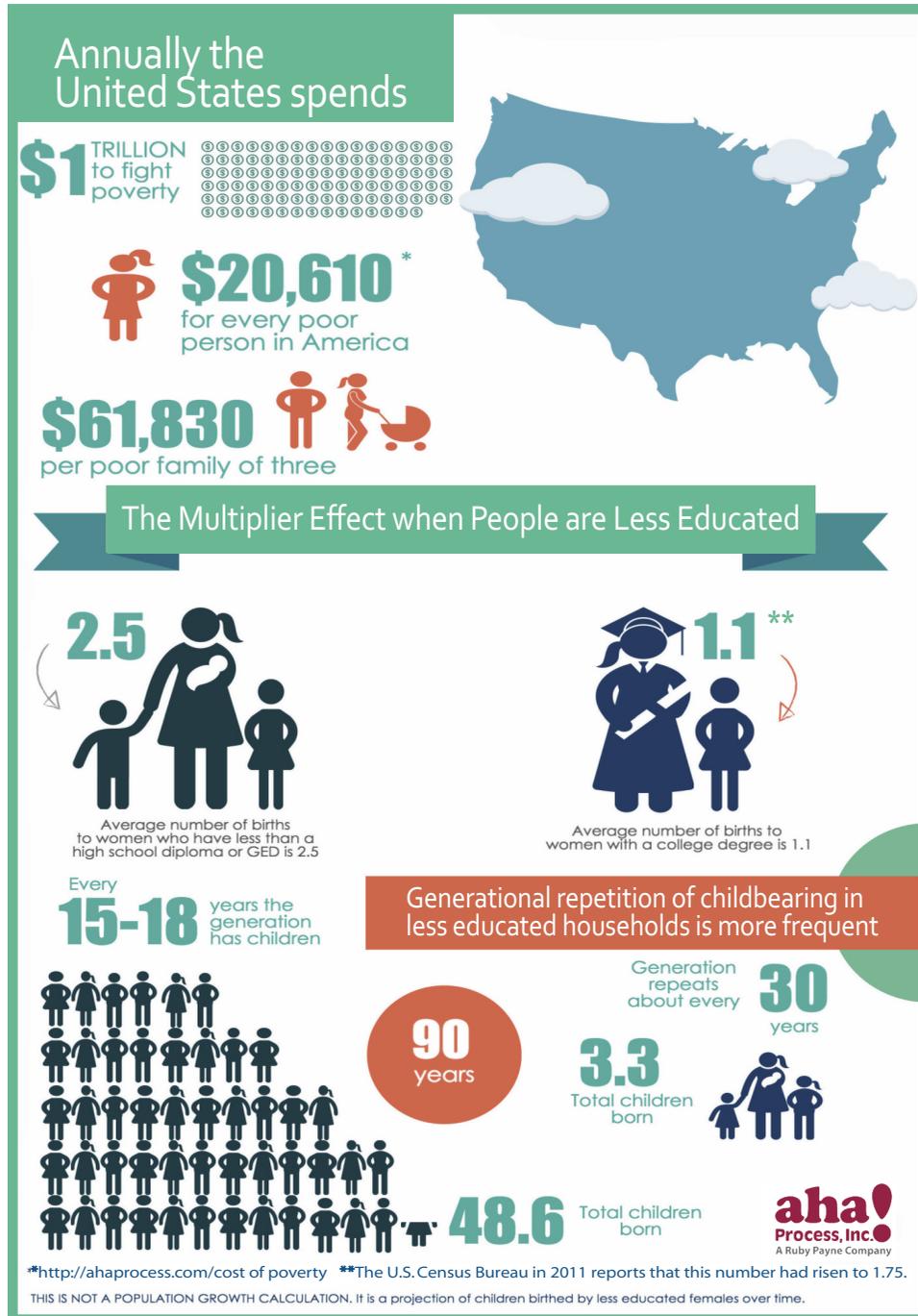


**Mental Model of
Wealth**

Developed by Ruby Payne

Adapted from *Workplace Stability* (Weirich)

Cost of Poverty to Community Sustainability



What Makes Bridges Different?

Hard Differentiators: Bridges Community of Practice Model

Phil DeVol

Hard Differentiator	Explanation
We use the lens of economic class to address poverty.	There are other lenses we recognize: e.g., race, ethnicity, age, gender, disability, and sexual identity. While we honor all lenses, our contribution to discussions on poverty uses the lens of economic class.
We define poverty as "the extent to which an individual does without resources."	This gives us something to do about poverty—build resources/assets.
We engage and learn from people in poverty.	People who are living in poverty give us concrete, local information about poverty. They provide us with an accurate mental model of poverty. Without this local mental model of poverty, planners (who are usually from middle class) operate on their own perception of what poverty is in the community.
We engage people in poverty as problem solvers; they are at the planning and decision-making tables.	Typically people in poverty are "invisible," absent from the decision-making process. The middle class and upper class make plans and decisions about and for people in poverty. In Bridges, everything is based on the premise that people in poverty are problem solvers and should be at the planning and decision-making table.

Create Community Infrastructure for a Knowledge-Based Economy

Community Infrastructure



Getting By

Most communities have a safety net for "getting by."



Getting Ahead

Few communities have an infrastructure for "getting ahead."

For Sustainability, Use Both Approaches: Technical and Relational

The *Stanford Social Innovation Review* article "The Face of Poverty" states the following:



Technical changes (housing, transportation, job placement, etc.) "build positive momentum, tangible outcomes, organizational resilience, and resources more quickly ... The history of development projects is full of examples where the provision of economic resources has not generated much benefit."

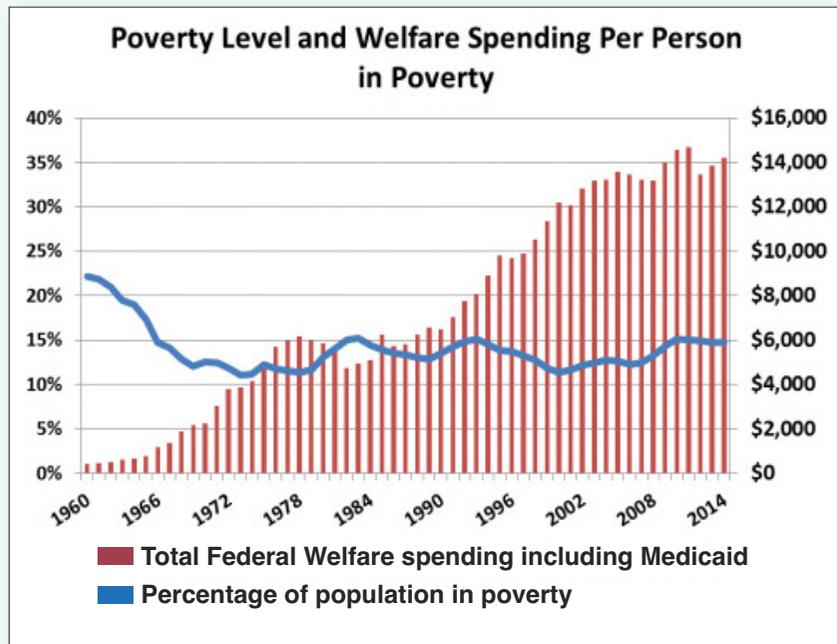


Relational changes are cognitive and require a much longer time to engage people and communities. Positive outcomes take much longer, and codifying interventions is difficult. "The accumulation of intangibles such as trust is essential."

To maintain sustainability over time, cognitive/relational changes are necessary.

"The Face of Poverty" link:
ssir.org/articles/entry/the_face_of_poverty

Federal Spending



Identify the percentage of individuals in your community who are in poverty. Multiply that number by \$20,610. That will tell you the federal dollars that come to your community for “getting by” in poverty.

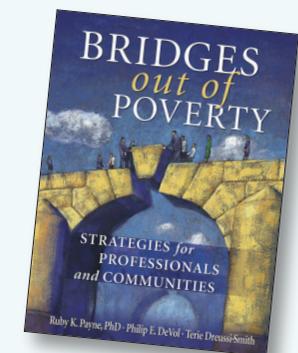
What Is Bridges?



Bridges Out of Poverty: Strategies for Professionals and Communities

Bridges is a process to:

- ◆ Connect people in middle class and wealth with people in poverty to solve community and workplace problems.
- ◆ Develop infrastructure to move from mere survival to thriving individuals, institutions, and communities.
- ◆ Bring stability to community budgets for social services, healthcare, education, and law enforcement.
- ◆ Develop an accurate understanding of and language for the issues of the community by looking through the lens of economic diversity.
- ◆ Define poverty as the extent to which an individual, institution, or community does without 11 essential resources: financial, emotional, mental/cognitive, language/formal register, social capital, physical, spiritual, integrity and trust, motivation and persistence, relationships/role models, and knowledge of hidden rules.
- ◆ Generate new strategies and solutions that are locally based and community specific.
- ◆ Develop the personal skills to interact effectively with all members of the community.



What Is Getting Ahead?



Getting Ahead in a Just-Gettin'-By World: Building Your Resources for a Better Life

- ◆ Getting Ahead is a 16-session program (2½–3 hours per session) that we use with under-resourced adults. Adults in poverty are problem solvers. They have to be problem solvers to survive. They just do not necessarily get the same information that resourced individuals get.
- ◆ Participants are paid \$25 per session to attend.

Getting Ahead Modules:

Module 1: My Life Now

Module 2: Theory of Change

Module 3: The Rich/Poor Gap and Research on Causes of Poverty

Module 4: Hidden Rules of Economic Class

Module 5: The Importance of Language

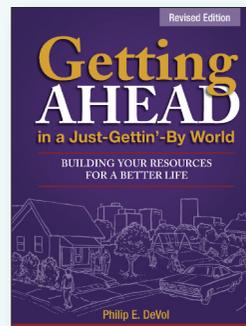
Module 6: Eleven Resources

Module 7: Self-Assessment of Resources

Module 8: Community Assessment

Module 9: Building Resources

Module 10: Personal and Community Plans

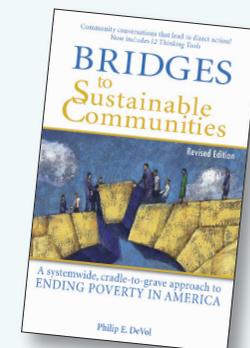


Visit: gettingaheadnetwork.com

What Is a Bridges Community?

Bridges to Sustainable Communities: A Systemwide, Cradle-to-Grave Approach to Ending Poverty in America

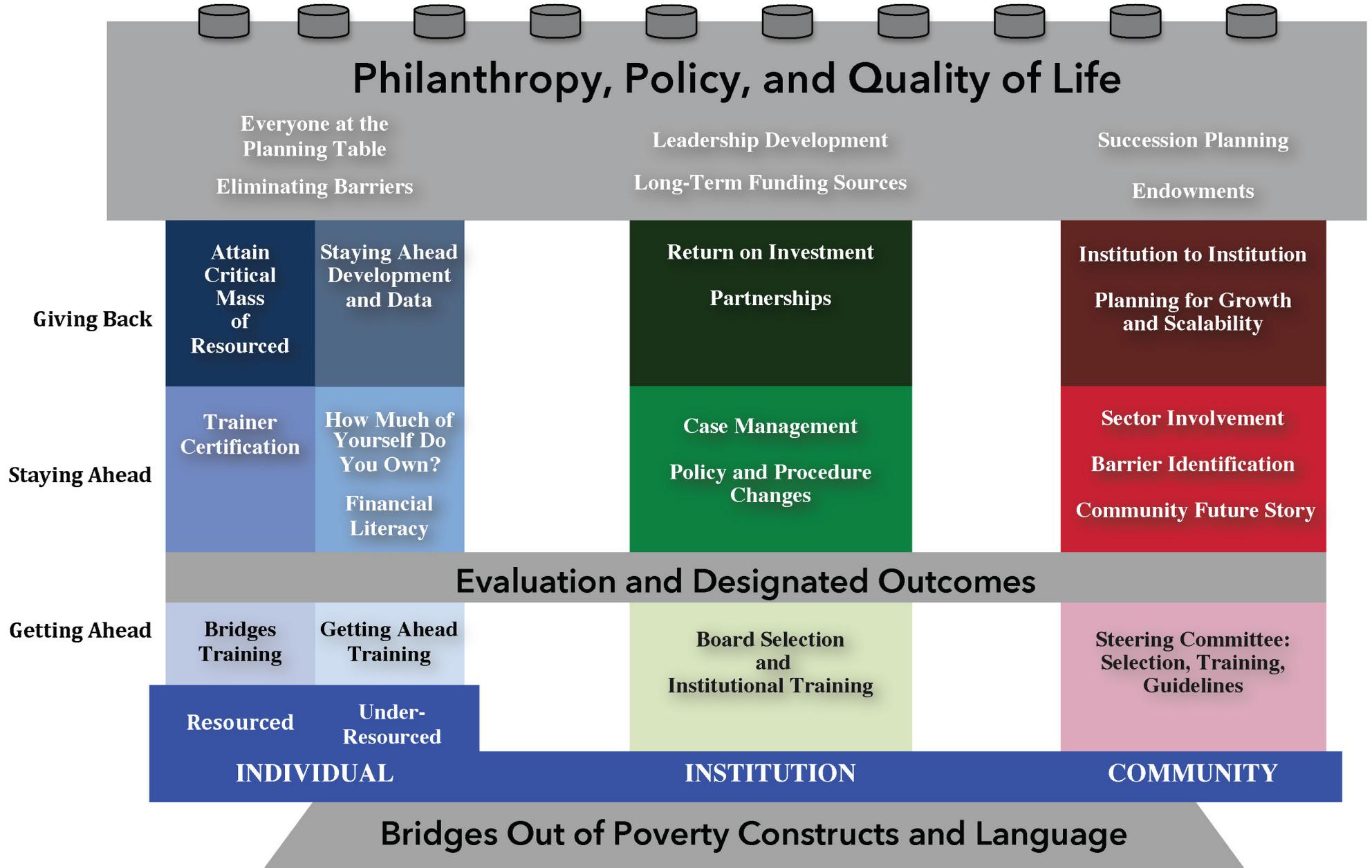
- ◆ A systemic approach to creating infrastructure that develops a thriving community, as opposed to a feral community.
- ◆ A process that arrests the increase of poverty in the community.
- ◆ An approach that moves more under-resourced individuals to self-sufficiency, thereby reducing costs to city, county, and state governments, as well as the federal government.
- ◆ A way to move social service providers' models from "getting by" to "getting ahead."





Bridges Model

ahaprocess.com



Data collection at every level

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Who Does This?



Bridges locations are blue, while Getting Ahead locations are yellow.
For more detailed information see: ahaprocess.com/map

Bridges and Getting Ahead Communities

- ◆ 300+ communities around the world
- ◆ 40,000+ adults have graduated from Getting Ahead

Results—Stabilizing Households and Promoting Employment

- ◆ **Rural Colorado:** Among 165 Getting Ahead graduates, unemployment dropped from 60% to 42%.
- ◆ **Dubuque, Iowa:** In one year, among 119 Getting Ahead graduates, unemployment dropped from 51% to 25%, full-time employment doubled, and homelessness dropped from 21% to 7%.
- ◆ **Youngstown, Ohio:** Among 300 Getting Ahead graduates, full-time employment increased from 31% to 76%, and 58% of graduates pursued postsecondary endeavors.
- ◆ **Muskogee, Oklahoma:** Among nearly 200 Getting Ahead graduates, more than 50% decreased their debt, increased their income, opened a checking or savings account, and sought some form of higher education.
- ◆ **Harford County, Maryland:** Within 20 weeks of graduating from Getting Ahead, 88% of participants obtained a job and a checking account, and 63% reduced their use of predatory lending and resolved major legal issues (past or present).
- ◆ **A 2015 study** by Elizabeth Wahler, Ph.D. of the Indiana University School of Social Work, found that from beginning to end of the Getting Ahead learning experience there were statistically significant improvements in perceived stress, mental health and well-being, social support, self-efficacy, hope, goal-directed behavior and planning, and poverty-related knowledge.
Wahler study link: ahaprocess.com/getting-ahead-study
- ◆ **The first national report** of Getting Ahead outcomes shows a 62% reduction in the use of benefits, a 74% decrease in total debt, and a 38% increase in monthly income for Getting Ahead graduates.
See the report: ahaprocess.com/ga-report/

Before You Start a Bridges Community

1. Assess your community
2. Create critical mass

Assess your community

- ◆ Percentage of individuals who are unbanked
- ◆ Percentage of population in poverty
- ◆ Percentage of free and reduced lunch in schools
- ◆ Percentage of businesses folding
- ◆ Percentage of population without work
- ◆ Percentage of individuals who qualify for bank loans

Create critical mass

- ◆ The sponsoring group organizes a dinner and invites the influential and resourced to an overview workshop of Bridges Out of Poverty given by an aha! Process consultant.
- ◆ Interested individuals are invited to take part in further discussion.
- ◆ A level-of-interest survey is provided as a follow-up.
- ◆ Recommended: Provide participants with a copy of the *Bridges Out of Poverty* book.

Basic Implementation Steps

- 1. Introduce Bridges Out of Poverty concepts.**
 - ◆ Read *Bridges Out of Poverty* and *Bridges to Sustainable Communities*.
 - ◆ Bring in a consultant to do a workshop for a group of resourced individuals.
- 2. Develop critical mass.**
 - ◆ Schedule a series of presentations about the ideas for resourced individuals.
 - ◆ Send a group of individuals to be trained as trainers for your community.
- 3. Offer Getting Ahead classes to under-resourced individuals.**
 - ◆ Start with one class of 12 people.
 - ◆ Have the class led by someone trained in Getting Ahead facilitation.
- 4. Develop a steering committee.**
 - ◆ Identify individuals who wish to be on the steering committee.
 - ◆ Identify the organizational structure that will oversee the activities.
 - ◆ Bring in an aha! Process consultant to facilitate formation of the steering committee.
- 5. Arrange for a fiscal agent.**
 - ◆ Identify how money will be tracked and disbursed.

Basic Implementation Steps *(continued)*

6. Engage the business community.

- ◆ Develop a future story for your community.
- ◆ Involve the employers.
- ◆ Designate a support person to facilitate the process.

7. Maintain training and delivery.

- ◆ Support person facilitates planning.
- ◆ Continue training resourced individuals in the Bridges concepts.
- ◆ Continue offering Getting Ahead classes.

8. Begin addressing policy issues.

- ◆ Identify barriers to self-sufficiency.
- ◆ Identify interventions necessary to address the future story of your community.
- ◆ Use data from the community resource analysis that was done by Getting Ahead graduates.
- ◆ Support person facilitates the plans for transition to operation without a support person role.

To book a consultant,
call (800) 424-9484 or
email: questions@ahaprocess.com

Who/What Is aha! Process?



- ◆ A social enterprise that does training and publishing
- ◆ Has been in business more than 20 years
- ◆ Owned by Ruby K. Payne, Ph.D.
- ◆ 20+ employees and 30+ independent consultants
- ◆ Does work nationally and internationally (Australia, Britain, Canada, China, India, Ireland, Mexico, New Zealand, Slovakia, and more)
- ◆ aha! Process books have been translated thus far into Czech, Korean, Slovak, and Spanish
- ◆ Producer of trainings and materials for law enforcement, healthcare, higher education, K-12, reentry from prison, business (workplace), human capacity development, community sustainability (relational/cognitive aspects), the faith community, foster children, and more

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Expert Consultants



Michael Saccocio

Michael Saccocio

Executive Director, City Mission of Schenectady

Mike Saccocio catalyzed an \$8 million capital expansion and neighborhood revitalization. Recipient of many service awards, he speaks nationwide on leadership, faith, and community collaboration. Mike previously was deputy mayor of Schenectady, and he founded the Schenectady Bridges Transformation Project, recently awarded a \$1 million grant.

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Gina Elias

Gina Elias

CEO/Executive Director, Building Bridges of Oklahoma Bartlesville, Oklahoma

Gina Elias has been consulting with Bridges communities and businesses across the nation on enhancing upward mobility and overall quality of life for the past 10 years. Gina currently oversees one of the largest and oldest Bridges sites in the nation with an operating budget of \$1.5 million. Gina has experience implementing Bridges constructs throughout Fortune 500 companies, healthcare, education, statewide policy, judicial, banking, and faith-based communities.

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Dan Moore

Dan Moore

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Dan Moore joined Home Bank in 1978. He is vice chairman of the Federal Home Loan Bank of Indianapolis and also is on the board of Indiana University Health Morgan Hospital. In addition, he served as an adjunct instructor in the School of Business at the University of Indianapolis.

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Lisa Arnold

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Lisa Arnold joined Home Bank in 1985. Among her many community affiliations are Community Foundation of Morgan County, Relay for Life, Habitat for Humanity, and the Foundation at Indiana University Health Morgan Hospital.

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Authors



Ruby K. Payne, PhD

Ruby K. Payne, Ph.D.

Ruby Payne is the founder and CEO of aha! Process and an author, speaker, publisher, and career educator. Recognized internationally for *A Framework for Understanding Poverty*, her foundational book and workshop, she has helped students and adults of all economic backgrounds achieve academic, professional, and personal success. As an expert on the mindsets of economic classes and overcoming the hurdles of poverty, she has trained hundreds of thousands of professionals—from educators and school administrators to community, religious, and business leaders. Dr. Payne received a bachelor's degree from Goshen College in Goshen, Indiana; a Master's Degree in English Literature from Western Michigan University in Kalamazoo, Michigan; and a Ph.D. in Educational Leadership and Policy from Loyola University in Chicago, Illinois.



Philip E. DeVol

Philip E. DeVol

DeVol is an international consultant who has been working with aha! Process since 1997. He used aha! Process concepts to make institutional changes at the addiction treatment center where he was the executive director for 19 years. During this time he cowrote *Bridges Out of Poverty* with Ruby Payne and Terie Dreussi-Smith. His book *Getting Ahead in a Just-Gettin'-By World* is being used to engage people in poverty in the work of building communities where everyone can live well. It worked so well that Phil used it as the basis for a prison reentry model called *Getting Ahead While Getting Out*.

DeVol works with community leaders to help them move quickly from an attraction to application of Bridges concepts. Getting Ahead and Bridges are being used in hundreds of communities in the U.S. and internationally. His books have been translated into Spanish, Slovak, and Czech.

For More Information



T. (Tee) Hardie Bowman

T. (Tee) Hardie Bowman

VP, Sales and Operations, aha! Process, Inc.

Tee works directly with clients to promote the company's work in communities and schools. He is a CPA, spent two years auditing banks, and owned his own firm for 30 years.

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Lynn Jackson

Lynn Jackson

Bridges Engagement Manager

Lynn works closely with Bridges communities to meet their needs, including private trainer certifications and development of various sectors of the work.

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Lucy Shaw

Lucy Shaw

Chair of the Board, Tri-State Bank of Memphis, and CEO of LifeWorks

Lucy co-authored *Bridges to Health and Healthcare*, published by aha! Process, and consults nationally. She is an institutional, personal, and professional life coach.

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Starting a Bridges Community

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