

40th Annual InterCourt Conference



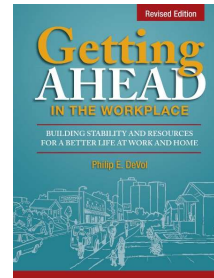
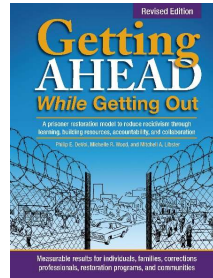
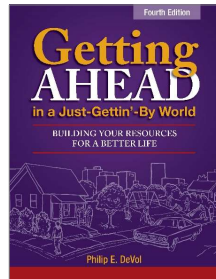
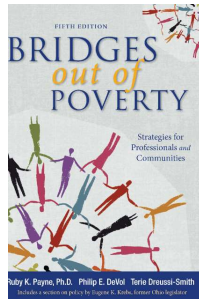
Session 4B: Bridges Out of Poverty

Presenters: *Phil DeVol*

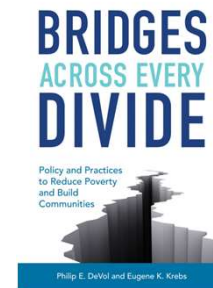
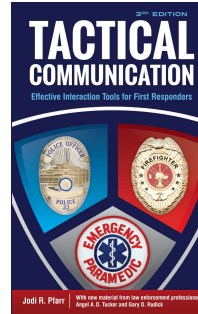
March 15, 2024
8:15 - 9:45 a.m.



THE SUPREME COURT *of* OHIO
JUDICIAL COLLEGE



40th Annual InterCourt Conference Philip DeVol



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Quakertown, Pennsylvania



Mental Model of "My Life Now"

Mental Model of "My Future Story"

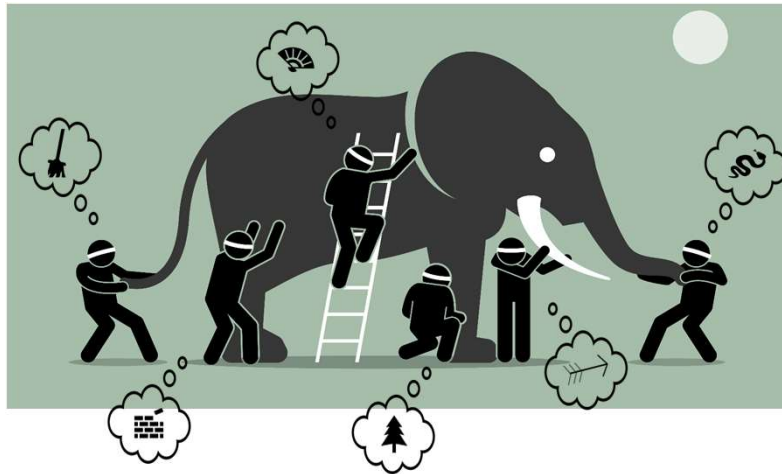


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2

Why is it important to have a common language for poverty?



None of them had all the information, so they could not identify the elephant for what it really was.

When those who work to serve people experiencing poverty operate without a common understanding of poverty, the people they serve face inconsistent and sometimes contradictory programs and messages.



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Why We Use Mental Models

“As the visual literacy expert Lynell Burmark explains, ‘unless our words, concepts and ideas are hooked onto an image, they will go in one ear, sail through the brain, and go out of the other ear.

Words are processed by our short-term memory where we can only retain about seven bits of information...**Images, on the other hand, go directly into long-term memory** where they are indelibly etched.”

“Half of the nerve fibers in our brains are linked to our vision and, when our eyes are open, vision accounts for two-thirds of the electrical activity in the brain. It takes just 150 milliseconds for the brain to recognize an image and a mere 100 milliseconds more to attach a meaning to it.”



Raworth, Kate. *Doughnut Economics: Seven Ways to Think Like a 21st Century Economist*. (2017). White River Junction, VT: Chelsea Green Publishing.



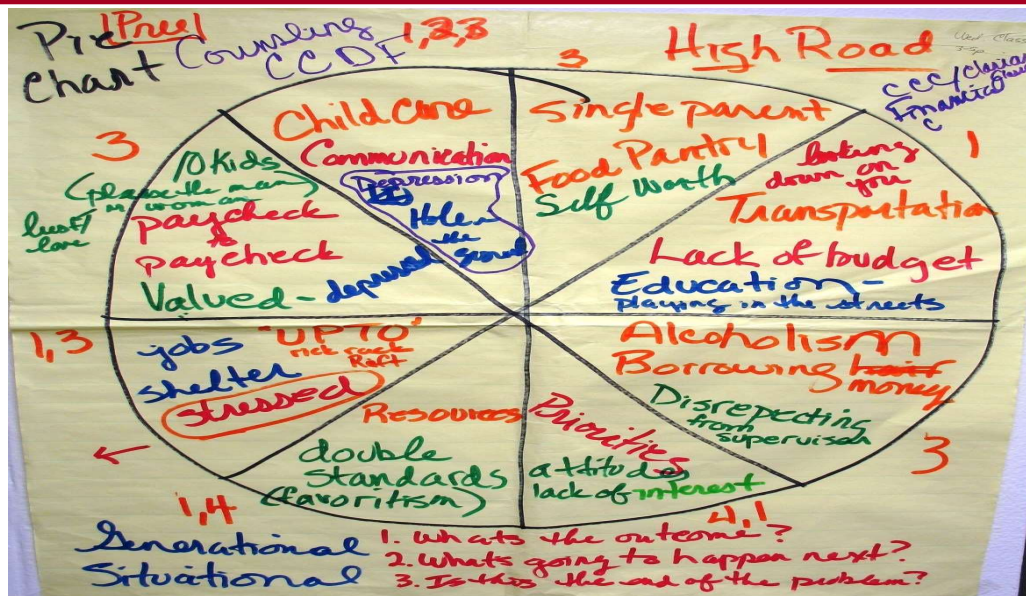
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Investigators in Indianapolis, Indiana, "What is poverty like in your community?"

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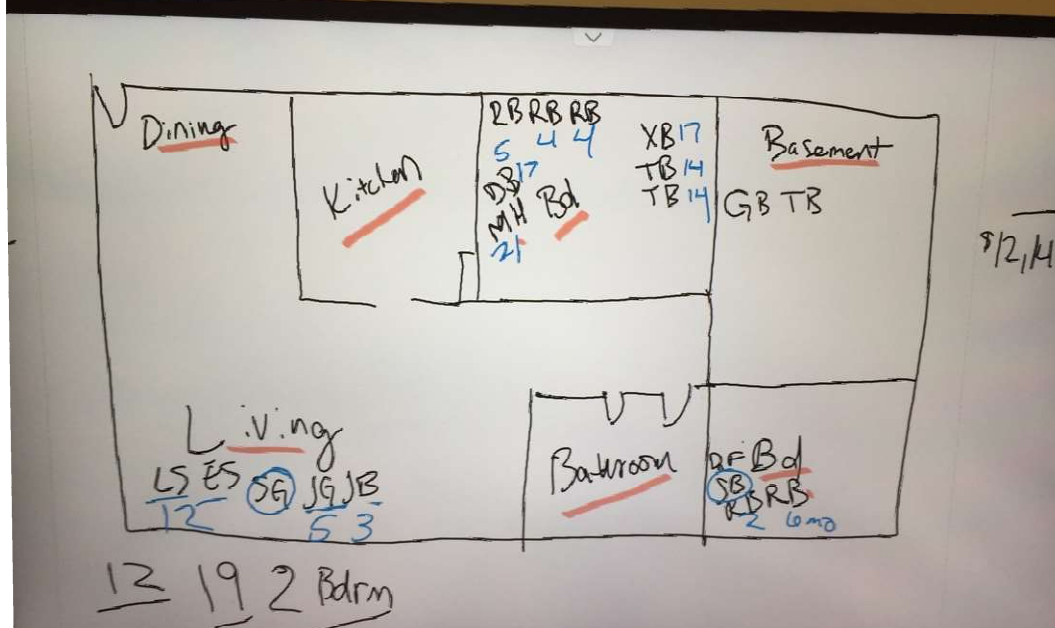


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Affordable Housing Payment Threshold and Wages

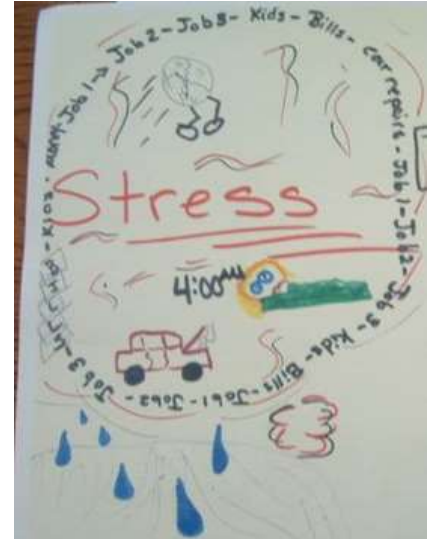


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Investigating the Tyranny of the Moment

- Economists: Milton Friedman
- Mental bandwidth: *Scarcity*, Sendhil Mullainathan, Eldar Shafir
- Neuroscience of poverty: JAMA Pediatrics, Nature Neuroscience
- *Smart but Scattered*, Peg Dawson, Richard
- [Thomas Hylland Eriksen](#). *A World of Insecurity*



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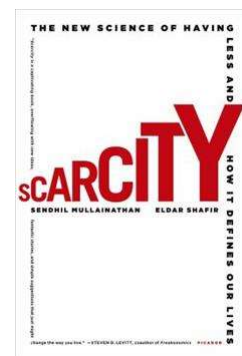


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Tyranny of the Moment

“Poverty and all its related concerns require so much mental energy that the poor have less remaining brainpower to devote to other areas of life.”

When your bandwidth is loaded...you're just more likely to not notice things, **you're more likely to not resist things you ought to resist**, you're more likely to forget things, you're going to have less patience, less attention to devote to your children when they come home from school.”



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



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| Individuals. | Institutions | Communities |
|--|----------------------------------|----------------------------------|
| Tyranny of the Moment—Scarcity Mindset | | |
| Live paycheck to paycheck | Grant to grant | Annual budget to annual budget |
| Pass up education | Cut professional development | Cut research and development |
| Neglect repairs | Neglect maintenance/upgrades | Neglect infrastructure; bridges |
| Pawn valuables | Give up valuable programs | Lease assets: prisons, highways |
| Skimp on food, health checkups | Cut salaries, reduce benefits | Reduce benefits and regulations |
| Work harder, under the table | Reduce staff, increase caseloads | Cut programs, reduce services |
| Compete for well paying jobs | Compete for grants | Compete with other cities/states |
| Use benefit system | Use bankruptcy system | Use bailout system |

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| Self Assessment: Stability Scale — Five Point Scale | | | |
|---|--------------------|----------|---------------|
| | Extremely Unstable | Unstable | Fairly Stable |
| Time Horizon | | | |
| Housing | | | |
| Bills | | | |
| Emotional | | | |
| Income | | | |
| Employment | | | |
| Wages | | | |
| Stress | | | |
| Physical | | | |
| Legal | | | |
| Plus 5 more: Safety, Behaviors of Others, Behaviors of Children, Transportation, Social Connections | | | |

It's hard to make changes when your situation is very unstable.



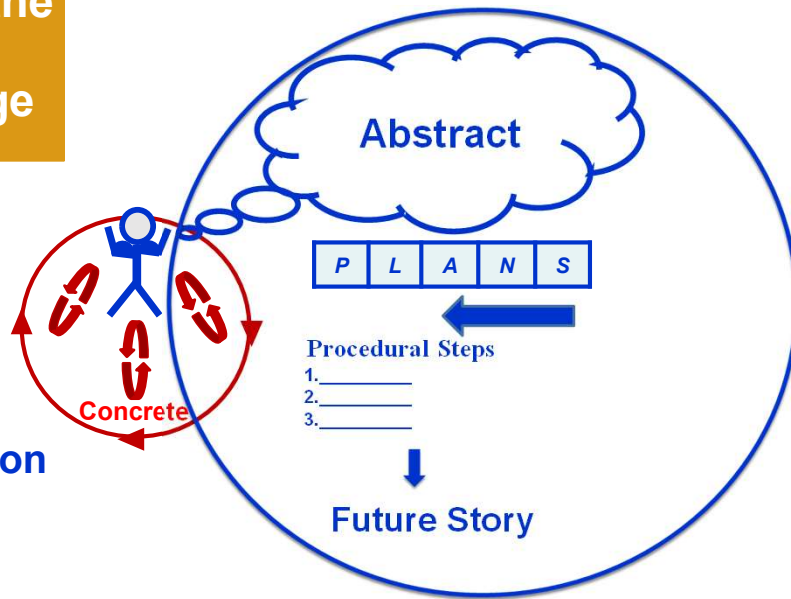
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Mental Model of the Getting Ahead Theory of Change

Abstract:
Detached
Objective
Think
Analyze
New information
Education
Plans
Support



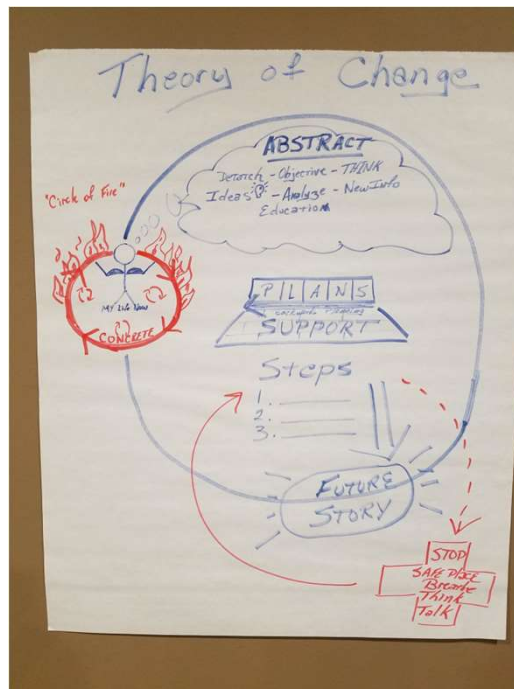
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Brian Dejewski
Cofounder
Executive Director

Mobile Hope
Minnesota



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Investigator Comment, Billings, MT

“I usually couldn’t concentrate when our groups began because I was too caught up in all of my problems. I also wondered how is it possible to learn anything when no one is telling us what to do? Yet every Tuesday someone comments, ‘Isn’t it amazing how much we learned?!’”

—Bernard




Causes of Poverty—Research Continuum

Page 6

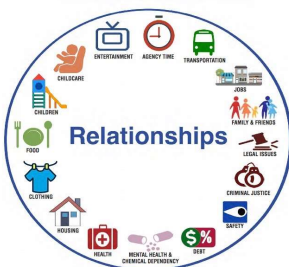
| Behaviors of the Individual | Human and Social Capital in the Community | Exploitation | Political/Economic Structures |
|---|---|--|---|
| Definition: Research on the choices, behaviors, characteristics, and habits of people in poverty | Definition: Research on the resources and human and social capital in the city or county. | Definition: Research on the impact of exploitation on individuals and communities. | Definition: Research on the economic, political, economic, and social policies at the organizational, city/county, state, national and international levels |
| Sample topics: Racism Discrimination by age, gender, disability, race, and sexual identity Bad loans and credit card debt Lack of savings Skill sets Dropping out Lack of education Alcoholism Disabilities Job loss Teen pregnancies Early language experience Child-rearing strategies Bankruptcy due to health Street crime White-collar crime Dependency Lack of organizational skills | Sample topics: Racism Discrimination by age, gender, disability, race, and sexual identity Layoffs Middle class flight Plant closings Underfunded schools Weak safety net Criminalizing poverty Rising insurance premiums Charity that leads to dependency High rates of illness, absenteeism and low productivity Brain drain City/regional planning Downward pressure on wages | Sample topics: Racism Discrimination by age, gender, disability, race, and sexual identity Payday lenders Subprime lenders Lease/purchase outlets Sweatshops Human trafficking Wage and benefit theft Some landlords Sex trade Internet scams Drug trade Poverty premium (the poor pay more for goods and services) Day labor Temp, contractual, part-time, gig economy jobs | Sample topics: Racism Discrimination by age, gender, disability, race, and sexual identity Financial oligarchy Return on Political Investment (ROPI) Corporate lobbyists Bursting bubbles Recessions Lack of wealth creating mechanism Stagnant wages Healthcare costs Lack of insurance Globalization Increased productivity not reflected in wage increases Declining middle class Decline in union Wealth-creating mechanisms |



Addressing All Causes of Poverty

| | Individual Behavior | Human and Social Capital—Community | Exploitation | Political/ Economic Structures |
|--|----------------------------|------------------------------------|-----------------|-----------------------------------|
| Individual Action | | | | |
| Organizational Action | | | | |
| Community Action  | Financial literacy classes | Credit Union offered loans | Lawyer Advocate | Lobbying, predatory lending laws |
| Policy | | | | |

Mental Models of Economic Class



Problem Solvers — Problem Solvers
Concrete — Abstract
Unstable — Stable
Tyranny of the Moment — Long View
Financial Insecurity — Financial Security
Low Resources — High Resources
Powerless — Powerful



Pages 5



Hidden Rule Among Classes

Page 3

| | Poverty | Middle Class | Wealth |
|------------------------|---|--|---|
| Possessions | People | Things | One-of-a-kind objects, legacies, pedigrees |
| Money | To be used, spent | To be managed | To be conserved, invested |
| Personality | Is for entertainment; sense of humor is highly valued | Is for acquisition and stability; achievement is highly valued | Is for connections; financial, political, social connections are highly valued |
| Social emphasis | Social inclusion of people who are liked | Emphasis is on self-governance and self-sufficiency | Emphasis is on social exclusion |
| Food | Key question: Did you have enough? Quantity important | Key question: Did you like it? Quality important | Key question: Was it presented well? Presentation important |
| Clothing | Valued for individual style and expression of personality | Valued for its quality and acceptance into norm of middle class; label important | Valued for its artistic sense and expression; designer important |
| Time | Present most important; decisions made for moment based on feelings or survival | Future most important; decisions made against future ramifications | Traditions and history most important; decisions made partially on basis of tradition and decorum |
| Education | Valued and revered as abstract but not as reality | Crucial for climbing success ladder and making money | Necessary tradition for making and maintaining connections |
| Destiny | Believes in fate; cannot do much to mitigate chance | Believes in choice; can change future with good choices now | Noblesse oblige |



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Hidden Rule Among Classes

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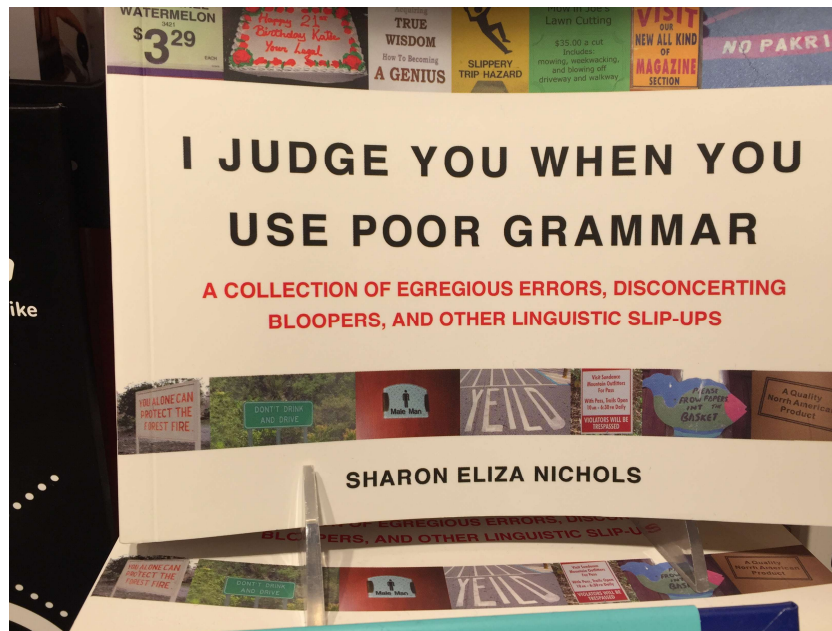
| | Poverty | Middle Class | Wealth |
|-------------------------|--|--|--|
| Language | Casual register; language is about survival | Formal register; language is about negotiation | Formal register; language is about networking |
| Family structure | Tends to be matriarchal | Tends to be patriarchal | Depends on who has the money |
| Worldview | Sees world in terms of local setting | Sees world in terms of national setting | Sees world in terms of international view |
| Love | Love and acceptance conditional and based on whether individual is liked | Love and acceptance conditional and based largely on achievement | Love and acceptance conditional and related to social standing and connections |
| Driving forces | Survival, relationships, entertainment | Work, achievement, material security | Financial, political, and social connections |
| Humor | About people and sex | About situations | About social faux pas |



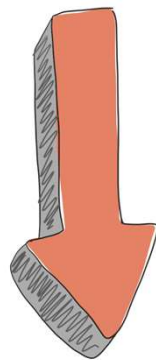
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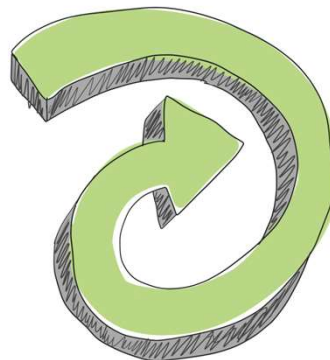
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FORMAL



CASUAL



Patterns of Discourse

Registers of Language

Page 7

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

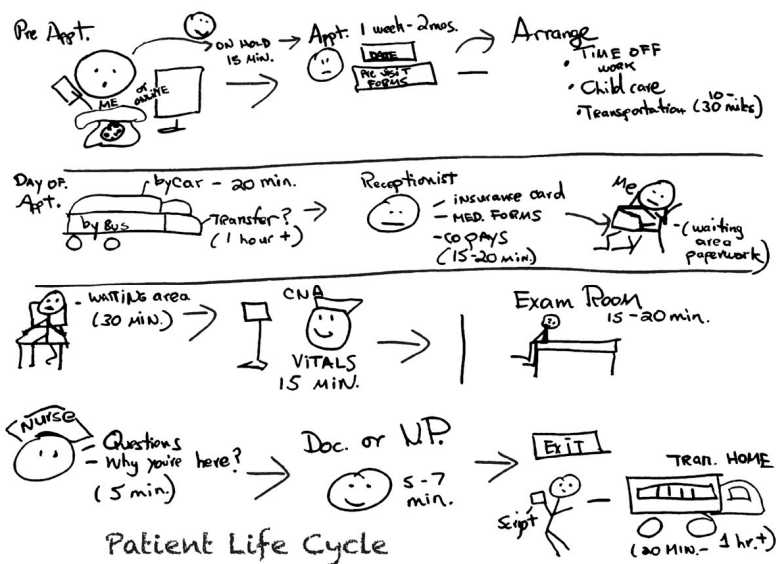


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Customer/Patient Life Cycle: A Prototype for Every One of Our Sectors



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Poverty: the extent to which one does without resources.

| Resource | (1) Urgent/crisis | (2) Vulnerable/ high-risk | (3) Stable | (4) Safe/secure | (5) Thriving/ giving back |
|------------------|--|--|---|--|---|
| Financial | Doesn't have enough income to purchase needed goods and services | Has some, but not enough, income to purchase needed goods and services—and to save money | Has enough income to purchase needed goods and services—and to have money saved for a crisis | Has enough income to purchase needed goods and services, to save for emergencies, and to invest for future | Actively seeks to increase personal financial assets over time and help build community assets |
| Emotional | Can't choose and control emotional responses; often behaves in ways that are harmful to others or self | Can sometimes choose and control emotional responses; sometimes behaves in ways that are harmful to others or self | Can almost always choose and control emotional responses; almost never behaves in ways that are harmful to others or self | Is good at choosing and controlling emotional responses; engages in positive behaviors toward others | Actively seeks to improve emotional health in self and others |
| Mental | Lacks ability, education, or skills to compete for well-paying jobs | Has some ability, education, or skills to compete for well-paying jobs | Has enough ability, education, or skills to compete for well-paying jobs | Has plenty of ability, education, or skills to compete for well-paying jobs | Actively seeks to improve upon existing ability, education, or skills—and build mental resources in community |
| Language | Lacks vocabulary, language ability, and negotiation skills needed for workplace settings | Has some vocabulary, language ability, and negotiation skills needed for workplace settings | Has enough vocabulary, language ability, and negotiation skills needed for workplace settings | Has plenty of vocabulary, language ability, and negotiation skills needed for workplace settings | Actively seeks to improve upon already strong vocabulary and language ability foundation—and works to develop language resources in community |

Developed by Phil DeVol

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Resources Scoring Chart (continued)

| Resource | (1) Urgent/crisis | (2) Vulnerable/ high-risk | (3) Stable | (4) Safe/secure | (5) Thriving/ giving back |
|----------------------------|--|---|---|---|--|
| Social capital | Lacks positive friends, family, and connections that can be accessed to improve resources | Has some positive friends, family, and connections that can be accessed to improve resources | Has enough positive friends, family, and connections that can be accessed to improve resources | Has plenty of positive friends, family, and connections that can be accessed to improve resources | Actively develops networks and social resources that can be accessed to improve personal and community resources |
| Health | Lacks physical health and mobility for workplace settings | Has some physical health and mobility problems that could limit effectiveness in workplace | Has physical health and mobility needed for workplace settings | Consistently maintains physical health and mobility needed for self and others in workplace | Actively develops health resources for self, workplace, and community |
| Spiritual | Lacks cultural connections and/or sense of spiritual purpose that offer support and guidance | Has some cultural connections and/or sense of spiritual purpose that offer support and guidance | Has sufficient cultural connections and/or sense of spiritual purpose that offer support and guidance | Has plenty of cultural connections and/or sense of spiritual purpose that offer support and guidance | Actively seeks cultural connections and/or spiritual growth |
| Integrity and trust | Cannot be trusted to keep their word, to accomplish tasks, and to obey laws, even when under supervision | Can sometimes be trusted to keep their word, to accomplish tasks, and to obey laws when under supervision | Can be trusted to keep their word, to accomplish tasks, and to obey laws without supervision | Can invariably be trusted to keep their word, to accomplish tasks, to follow laws, and to inspire others to do the same | Actively seeks to build integrity and trust—and sets high ethical standards at work and in community |

Developed by Phil DeVol

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Resources Scoring Chart (continued)

| Resource | (1) Urgent/crisis | (2) Vulnerable/ high-risk | (3) Stable | (4) Safe/secure | (5) Thriving/ giving back |
|-----------------------------------|--|---|---|--|--|
| Motivation and persistence | Lacks energy and/or drive to prepare for, plan, and complete projects, jobs, and personal change | Has some energy and/or drive to prepare for, plan, and complete projects, jobs, and personal change | Has enough energy and/or drive to prepare for, plan, and complete projects, jobs, and personal change | Has plenty of energy and/or drive to prepare for, plan, and complete projects, jobs, and personal change | Actively seeks to maintain motivation and persistence—and to assist others in finding theirs |
| Relationships/role models | Lacks access to others who are supportive and nurturing | Has limited access to others who are supportive and nurturing | Has enough access to others who are supportive and nurturing | Has plenty of access to others who are supportive and nurturing | Actively seeks out others who are supportive and nurturing—and supports and nurtures others |
| Knowledge of hidden rules | Lacks knowledge of hidden rules of other economic classes | Has some awareness of hidden rules of other economic classes but doesn't use them | Knows hidden rules of other economic classes and uses some of them in personal ways | Knows hidden rules of all three economic classes and uses most of them effectively in limited settings | Actively seeks to understand hidden rules of all three economic classes and to use them effectively in a variety of settings |

Developed by Phil DeVol

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Key Points

In order to achieve anything, an individual may have to give up or modify relationships, at least for a period of time.

"I use to feel guilty because I separated myself from my loved ones a while ago and no one understood it, but in my mind and heart I needed to separate to elevate and it has been the best decision I've ever made for me and my sons."
- Auqae Grant, Tucson AZ

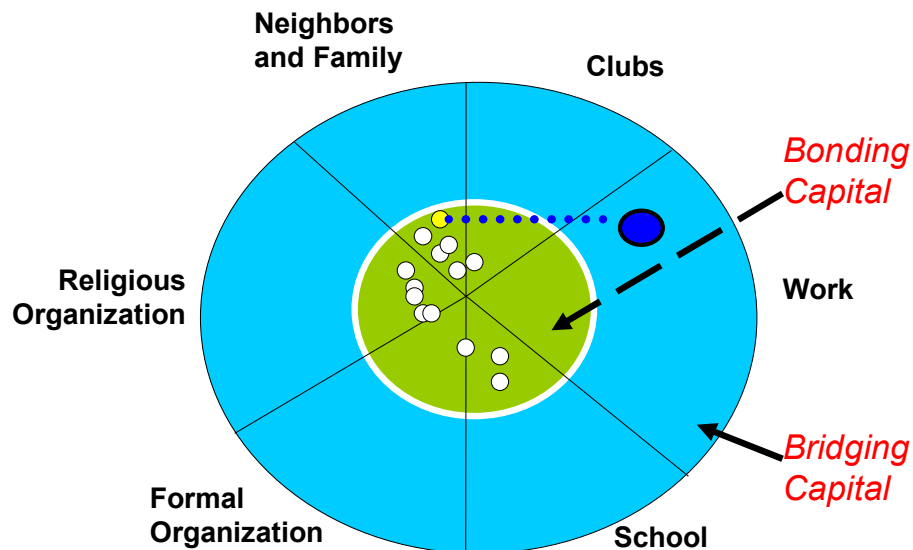


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Social Capital



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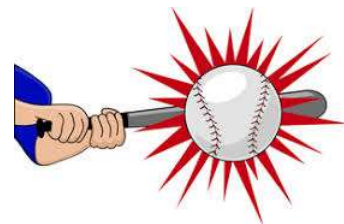


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You don't have to hit a home run the first time you introduce a new concept.
Five Learning Sequences

1. Income/wealth disparity and hidden rules of class (Modules 1,3,4,6,7,8,9)
2. Theory of change; Building a future story (Modules 1, 2, 3, 10)
3. Relationships during transition (Modules 1, 3, 4, 6, 7, 9, 10)
4. Motivation (Modules 2, 3, 4, 6, 7)
5. Relationships with other members of the group and community (Modules 1, 3, 4, 6 8)

You don't have to hit a home run the first time!



We will reinforce the concept again and again.



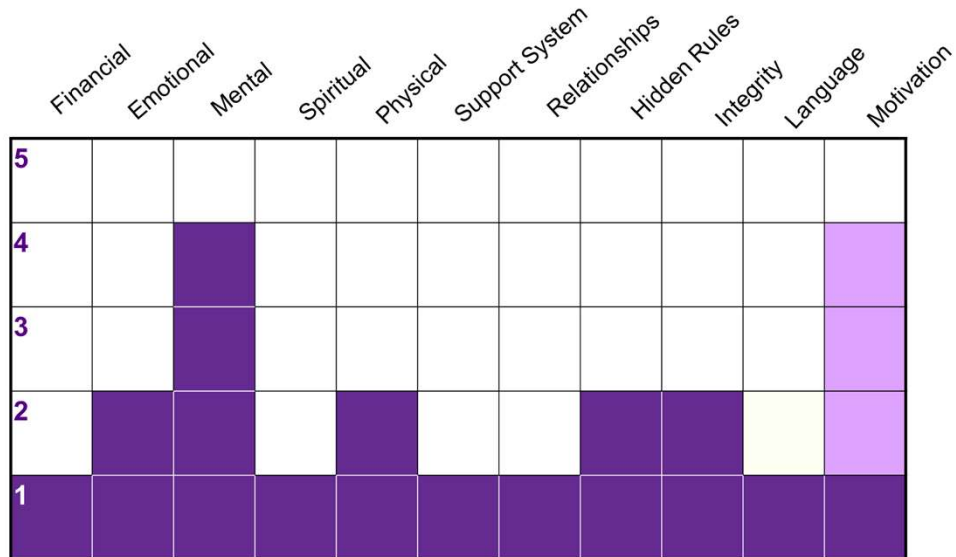
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Resource Self Assessment

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Danville, KY
Heart of Kentucky
United Way



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**A couple from Dayton
Ohio and their
community
assessment
in a 3-ring binder!**



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Carrie Montgomery – Hot Springs AR

<https://www.youtube.com/watch?v=EZieusgtixg&t=1s>

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

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The 72 Hour Plan

Darnitree Conathan

72-Hour Stability Plan (blank form)

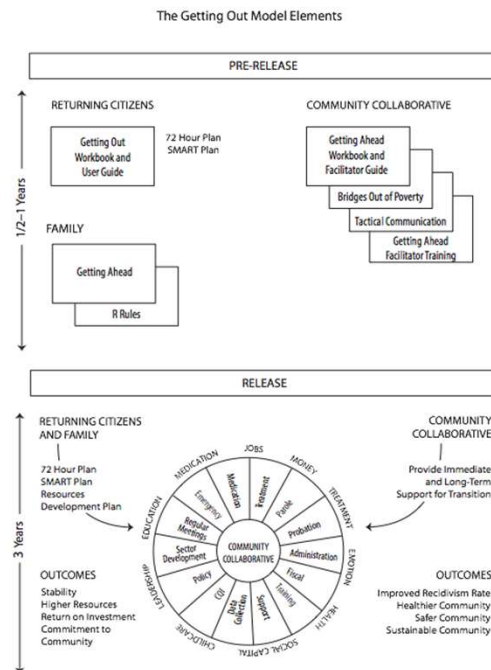
| The Plan: What I must do in the 72 hours | What I can do before release | Things that might happen that could sabotage my plan | What to do about them: My Backup Plan |
|---|---|--|---------------------------------------|
| meeting P.O. | initial contact by phone | Transportation | work/family help |
| sign up for benefits | enroll/create online account | not having all right documents | make copies prior |
| network for legal assistance for custody | research my rights | low emotional resource | build confidence |
| network with agencies get it's feeling & organizations address that can help my success | research my past | Be open and honest | |
| look for housing | research & apply for housing | not accepted b/c of background check | ask for land lords who are friendly |
| find a church home | research churches in my community | loose focus on faith | Keep Jesus close! |
| employment | pay per hr not meeting needs at Tim Hortons | pay per hr not meeting needs | ask for reasonable pay |
| get my tubes tied | research make initial appt | childcare | ask family to watch my kids |
| my son evaluated | contact Help Me Grow | Transportation | Medicaid assistance for a ride |

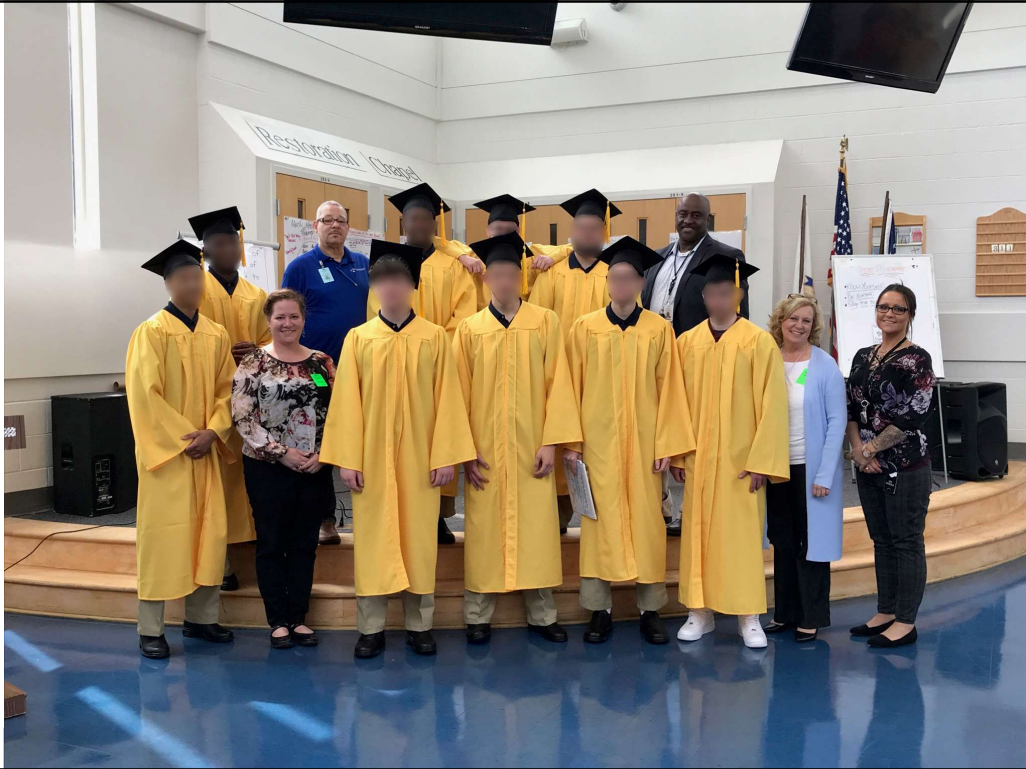
Appendix

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Elements of the Getting Out Restoration Model





Getting Ahead while Getting Out with young gang members

"I have observed how bad gang activity is in Cleveland.

The most exciting thing about Getting Out in Cleveland is that kids from different gangs are able to sit at the same table and do our program.

They are loving it.

Institution staff are amazed that the rival gang members can sit together and get along."

Michelle Wood,
Co-author, *Getting Ahead While Getting Out: A prisoner restoration model to reduce recidivism through learning, building resources, accountability, and collaboration.*
Juvenile Parole Officer
Bureau of Parole, Courts, & Communities
S

Getting Ahead in a Just-Gettin'-By World: Program Evaluation Results

Beth Wahler, Ph.D., LSW



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Change in Scores—Full Sample

| Scale Name (Range of Potential Scores) | Baseline Score | Follow-up Score |
|---|----------------|-----------------|
| Perceived Stress Scale (0–52) | 27.7 | 25.2*** |
| Mental Health Continuum—Short Form | | |
| Positive Affect Subscale (0–15) | 9.8 | 10.8*** |
| Social Well-Being Subscale (0–25) | 11.1 | 13.2*** |
| Psychological Well-Being Subscale (0–30) | 19.6 | 21.8*** |
| State Hope Scale (6–48) | 32.9 | 37.3*** |
| Agency Subscale (3–24) | 15.6 | 18.4*** |
| Pathways Subscale (3–24) | 17.3 | 18.9*** |
| General Self-Efficacy Scale (10–40) | 29.5 | 31.9*** |
| Interpersonal Support Evaluation List | | |
| Appraisal Support Subscale (0–30) | 17.3 | 19.6*** |
| Tangible Support Subscale (0–30) | 16.6 | 18.6*** |
| Self-Esteem Support Subscale (0–30) | 17.3 | 19.3*** |
| Belonging Support Subscale (0–30) | 17.8 | 19.8*** |
| Overall Functioning | | |
| Days of Poor Physical Health in Previous Month (0–30) | 8.4 | 7.3 |
| Days of Poor Mental Health in Previous Month (0–30) | 12.8 | 9.1*** |
| # of Days Health Prevented Usual Activities (0–30) | 7.7 | 5.5*** |

* = $p \leq .05$, ** = $p \leq .01$, *** = $p \leq .001$ (significant changes are highlighted)



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Change in Scores—Full Sample

| Question | Average Score at Baseline (Range of 0–3) | Average Score at Follow-Up (Range of 0–3) |
|--|---|--|
| I know the self-sufficiency wage, or how to find the self-sufficiency wage, in my area. | 1.4 | 2.1*** |
| Single mothers are much more likely to live in poverty than any other group. | 1.8 | 2.0* |
| I know how much rent I can afford based on my income. | 2.2 | 2.5*** |
| I know what financial predators are and how to avoid them. | 1.7 | 2.5*** |
| I know the maximum interest rate that I can be charged on a loan in my state. | 0.8 | 1.6*** |
| I know how much debt I have. | 1.7 | 2.1*** |
| I have a plan to reduce my debt. | 1.5 | 2.0*** |
| I can explain how the economy affects my daily life. | 1.3 | 2.0*** |
| I can switch back and forth between the way I talk with friends and family and the way I talk with people in professional roles. | 2.2 | 2.6*** |
| I can manage my time well. | 2.2 | 2.4*** |
| When I have a conflict with someone, I am able to resolve the problem with the person through talking, discussion, or negotiation. | 2.1 | 2.3*** |

* = $p \leq .05$, ** = $p \leq .01$, *** = $p \leq .001$ (significant changes are highlighted)



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Value of Bridges Model to Communities

“From 2009 to today (June, 2018) we’ve made \$55M in grants. The best grants we ever made were to Bridges Out of Poverty.”

—Frank Merrick
Foundation Management, Inc.
Muskogee, OK



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Bridges Communities Address all the Causes of Poverty

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