POVERTY: ALABAMA

demographics + causes

kristina scott
alabama poverty project
POVERTY: DEFINED
What does the word "poverty" mean to you?
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poverty
1 a: the state of one who lacks a usual or socially acceptable amount of money or material possessions b: renunciation as a member of a religious order of the right as an individual to own property

2: scarcity, dearth

3 a: debility due to malnutrition b: lack of fertility
The 2009 Poverty Guidelines for the 48 Contiguous States and the District of Columbia

<table>
<thead>
<tr>
<th>Persons in family</th>
<th>Poverty guideline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>$10,830</td>
</tr>
<tr>
<td>2</td>
<td>14,570</td>
</tr>
<tr>
<td>3</td>
<td>18,310</td>
</tr>
<tr>
<td>4</td>
<td>22,050</td>
</tr>
<tr>
<td>5</td>
<td>25,790</td>
</tr>
<tr>
<td>6</td>
<td>29,530</td>
</tr>
<tr>
<td>7</td>
<td>33,270</td>
</tr>
<tr>
<td>8</td>
<td>37,010</td>
</tr>
</tbody>
</table>

For families with more than 8 persons, add $3,740 for each additional person.
POVERTY: SITUATIONAL VS. SYSTEMIC
situational poverty
systemic poverty
POVERTY: DEMOGRAPHICS
poverty: nationwide
public schools: low-income children

Map showing the percentage of low-income children in public schools across different states in 2006.
poverty: alabama

<table>
<thead>
<tr>
<th>Race</th>
<th>AL #</th>
<th>AL %</th>
<th>US #</th>
<th>US %</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>433,600</td>
<td>13.8%</td>
<td>24,157,800</td>
<td>12.3%</td>
</tr>
<tr>
<td>Black</td>
<td>421,900</td>
<td>34.9%</td>
<td>12,103,400</td>
<td>33.2%</td>
</tr>
<tr>
<td>Latino</td>
<td>NSD</td>
<td>NSD</td>
<td>14,526,300</td>
<td>30.6%</td>
</tr>
<tr>
<td>Other</td>
<td>NSD</td>
<td>NSD</td>
<td>4,155,000</td>
<td>20.6%</td>
</tr>
<tr>
<td>Total</td>
<td>918,900</td>
<td>19.9%</td>
<td>54,942,500</td>
<td>18.3%</td>
</tr>
</tbody>
</table>
# Poverty Rate by Age, states (2007-08), US (2008)

<table>
<thead>
<tr>
<th>Age Group</th>
<th>AL #</th>
<th>AL %</th>
<th>US #</th>
<th>US %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Children 18 and under</td>
<td>346,200</td>
<td>29.0%</td>
<td>19,306,600</td>
<td>25.0%</td>
</tr>
<tr>
<td>Adults 19-34</td>
<td>482,400</td>
<td>17.0%</td>
<td>30,870,100</td>
<td>17.0%</td>
</tr>
<tr>
<td>Elderly 65+</td>
<td>90,300</td>
<td>14.0%</td>
<td>4,765,800</td>
<td>13.0%</td>
</tr>
<tr>
<td>Total</td>
<td>918,900</td>
<td>20.0%</td>
<td>54,942,500</td>
<td>18.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>AL #</th>
<th>AL %</th>
<th>US #</th>
<th>US %</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>745,900</td>
<td>62%</td>
<td>44,054,800</td>
<td>56%</td>
</tr>
<tr>
<td>Black</td>
<td>371,300</td>
<td>31%</td>
<td>11,334,800</td>
<td>14%</td>
</tr>
<tr>
<td>Latino</td>
<td>NSD</td>
<td>NSD</td>
<td>17,207,100</td>
<td>22%</td>
</tr>
<tr>
<td>Other</td>
<td>NSD</td>
<td>NSD</td>
<td>6,080,400</td>
<td>8%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>1,194,900</td>
<td>100%</td>
<td>78,677,200</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>AL #</td>
<td>AL %</td>
<td>US #</td>
<td>US %</td>
</tr>
<tr>
<td>----------------</td>
<td>--------</td>
<td>------</td>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>Female</td>
<td>274,400</td>
<td>19%</td>
<td>16,397,400</td>
<td>18%</td>
</tr>
<tr>
<td>Male</td>
<td>207,900</td>
<td>15%</td>
<td>14,472,600</td>
<td>16%</td>
</tr>
<tr>
<td>Total</td>
<td>482,400</td>
<td>17%</td>
<td>30,870,100</td>
<td>17%</td>
</tr>
</tbody>
</table>
## Poverty: Family Structure


<table>
<thead>
<tr>
<th>Family Structure</th>
<th>AL #</th>
<th>AL %</th>
<th>US #</th>
<th>US %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Married-couple families with related children</td>
<td>26,000</td>
<td>7%</td>
<td>1,634,000</td>
<td>6%</td>
</tr>
<tr>
<td>Single-parent families with related children</td>
<td>84,000</td>
<td>39%</td>
<td>4,051,000</td>
<td>32%</td>
</tr>
</tbody>
</table>
POVERTY: SYSTEMIC CAUSES
society + culture
education
economics + employment
health care
environment
Service-Learning: Enhancing Student Learning and Transforming Communities
Lifetime of Learning
Service-Learning Can Maximize Student Engagement and Retention
Course-based, credit-bearing educational experience in which students partake in:

- Rigorous academic learning
- Meaningful community service
- Critical reflection
service-learning outcomes

• Enhanced Civic Attitudes and Skills
  • Civic Responsibility, Social Justice Attitudes
  • Interpersonal, Communication and Leadership Skills
  • Plans for Future Civic Action

• Academic Engagement and Achievement
  • Critical thinking
  • “Transformative” Learning

• Satisfaction with College – Retention
Tulane Study

- 333 undergraduates
  - 142 in service-learning courses
  - 171 in other academic courses

- Courses in 9 academic disciplines

- Demographics
  - 70% female, 79% white
  - Equal representation across 4 years of college
  - Mean college GPA = 3.33
  - 86% planning advanced degrees

Source: Gallini and Moely, 2003
service-learning outcomes: tulane study

Students completed a survey assessing

• Retention Plans
• The impact of service-learning on
  • Community Engagement
  • Interpersonal Engagement
  • Academic Engagement
  • Academic Challenge
SL students evaluated courses more positively than did non SL students

SL made them more likely to continue their studies at the university

SL positively affected their community engagement and interpersonal engagement

SL students more positive about the course’s effect on their academic engagement and the extent to which they felt challenged by their course
service-learning: what matters

SERVICE LEARNING ➔ Academic Engagement ➔ Plans for RETENTION

Academic Challenge
high quality service-learning: elements

• Quality of the service experience
  • well-prepared student and community partner
  • worthwhile service
  • student’s work was appreciated

• Opportunities for oral and written reflection

• Integration of service with course content
Service-Learning: Transforming Communities through Engagement
community engagement

Describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.

Source: Carnegie Foundation
defining partnerships

Partnerships develop out of relationships and result in mutual transformation and cooperation between parties.
They are motivated by a desire to combine forces that address their own best interests/mission and ideally result in outcomes greater than any one organization could achieve alone.
They create a sense of shared purpose that serves the common good

Source: Partnership Forum, 2008
Partnerships are the:

• process of two or more people envisioning a better life for themselves and for the community in which they live,

• learning together ways to accomplish a better life, and then

• working together in creating it

Source: Gerber, 2008
Community partnerships have an explicit and intentional democratic dimension framed as inclusive, collaborative and problem-oriented work in which academics share knowledge generating tasks with the public and involve community partners as participants in public problem-solving.

Source: Saltmarsh, Hartley & Clayton 2009
partnership types

- Higher Education Institution/Community Partnerships
- College, Department, Program/Community Partnerships
- Individual Faculty/Community Partnerships for Service-Learning
- Individual Faculty/Community Partnerships for Community-Based Research
- Student(s)/Community Partnerships
- Student Organization/Community Partnerships
essential components of partnerships

1. Quality Processes

2. Meaningful Outcomes

3. Transformation

Source: Community-Campus Partnerships for Health, 2006-8
essential components of partnerships

1. Quality Processes
   a. Relationship-focused
   b. Characterized by integrity
   c. Trust building
   d. Acknowledgement of history
   e. Commitment to learning
   f. Sharing Credit

Source: Portland State University’s Center for Academic Excellence
quality processes include

- Asset (resources, strengths, and interests) identification and recognition for all partners
- Dialogue within and between partners
- Creation of common language
- Relationship-building strategies
- Describing and understanding each other’s cultures
- Learning together

Source: Portland State University’s Center for Academic Excellence
Collaborative problem posing and solving
- Collaborative agenda setting
- Identification and recognition of each partner’s needs, issues and challenges
- Self assessment and reflection within each partner group and between partners
- Constant negotiation and modification
- Supporting infrastructure in each partner’s organization

Source: Portland State University’s Center for Academic Excellence
2. Meaningful Outcomes

Specific (measurable) and significant to all partners

Source: Portland State University’s Center for Academic Excellence
3. Transformation
   a. Individual
   b. Institutional
   c. Organizational
   d. Society

Source: Portland State University’s Center for Academic Excellence
### transformational vs. transactional partnerships

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>TRANSACTIONAL</th>
<th>TRANSFORMATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basis of Relationship</td>
<td>Based on tasks to be accomplished; utilitarian</td>
<td>Focus on ends beyond utilitarian</td>
</tr>
<tr>
<td>End goal</td>
<td>Satisfaction with task accomplishment</td>
<td>Mutual increase in aspirations</td>
</tr>
<tr>
<td>Purpose</td>
<td>Satisfaction of immediate needs</td>
<td>Arouses need to create larger meaning</td>
</tr>
<tr>
<td>Support of Institutional Goals</td>
<td>Accepts institutional goals</td>
<td>Pushes institutional goals further</td>
</tr>
</tbody>
</table>

*Source: Barbara Jacoby*
## transformational vs. transactional partnerships

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>TRANSACTIONAL</th>
<th>TRANSFORMATIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boundaries</td>
<td>Works within systems</td>
<td>Transcends boundaries; challenges structures</td>
</tr>
<tr>
<td>Partner Identity</td>
<td>Maintain separate institutional identity</td>
<td>Transcends boundaries; challenges structures</td>
</tr>
<tr>
<td>Scope of Commitment</td>
<td>Limited time and resources to specific projects</td>
<td>Potentially unlimited vision, transformation</td>
</tr>
<tr>
<td>Roles Played by Partners</td>
<td>Managers</td>
<td>Leaders</td>
</tr>
</tbody>
</table>

*Source: Barbara Jacoby*
initiating mutuality in partnerships

- Share history/tradition, assets, needs, challenges, and interests
- Develop a common language for the partnership
- Establish processes of feedback
- Develop clear expectations, indicators of progress and incremental successes
- Articulate risks and describing tension points
- Consider ways to share resources

Source: Portland State University’s Center for Academic Excellence
initiating mutuality in partnerships

• Use “ice breaker” strategies to begin sharing history/tradition, values, needs, interests, etc.
• Tell stories of successes, frustrations, and failures in partnerships
• Develop ground rules for the partnership
• Design a framework of questions that reflect each partner’s needs, interests, understandings, etc.
• Distribute materials from each partner (catalog, brochure, manuals, journal articles, magazines, etc.)

Source: Portland State University’s Center for Academic Excellence
initiating mutuality in partnerships

• Compare missions, values, identity for common ground and contrasts
• Establish a glossary of vocabulary (jargon, acronyms, etc.) of each partner
• Clarify difference between dialogue and debate and set up process for moving from debate to dialogue
• Identify common study topics and share insights and perspectives
• Schedule intentional and facilitated discussions of each partner’s culture and differences between partners, power differences, expectations, and resource differences

Source: Portland State University’s Center for Academic Excellence
initiating mutuality in partnerships

- Establish a contact person for each partner and an infrastructure to support ongoing communication
- Determine a location for partnership meetings and conversations that supports the equity of the partners’ roles
- Discuss the differences between the partners in terms of culture, modes of decision making, perceived identity, and ways of thinking about knowledge

Source: Portland State University’s Center for Academic Excellence
initiating mutuality in partnerships

• Establish criteria for the partnership—qualities that are desired when working together (ex. understanding, humor, efficiency, organization, etc.)

• Develop short-term and long-term goals for the partnership

• Develop an action plan based on goals

Source: Portland State University’s Center for Academic Excellence
sustaining mutuality in partnerships

• Develop a timeline of the partnership and regularly chart progress and accomplishments
• Develop a means to document achievements over time
• Conduct progress checks using an inquiry approach:
  • What’s working well in our partnership?
  • What’s not working well in our partnership?
  • What do we need to proceed?
  • What expectations have been met so far?
  • What expectations have not met?
  • What are sources of satisfaction for each partner?
  • What are sources of frustration so far?

Source: Portland State University’s Center for Academic Excellence
sustaining mutuality in partnerships

• Revise or develop new action plans based on responses to the questions
• Partners take turns reporting on the perspective of partnership – visually, through narratives, “rap” or using continua of criteria
• Check-in every six months—or more frequently—on common goals or the need to revise goals, on the action agenda or the need to revise the agenda and plans

Source: Portland State University’s Center for Academic Excellence