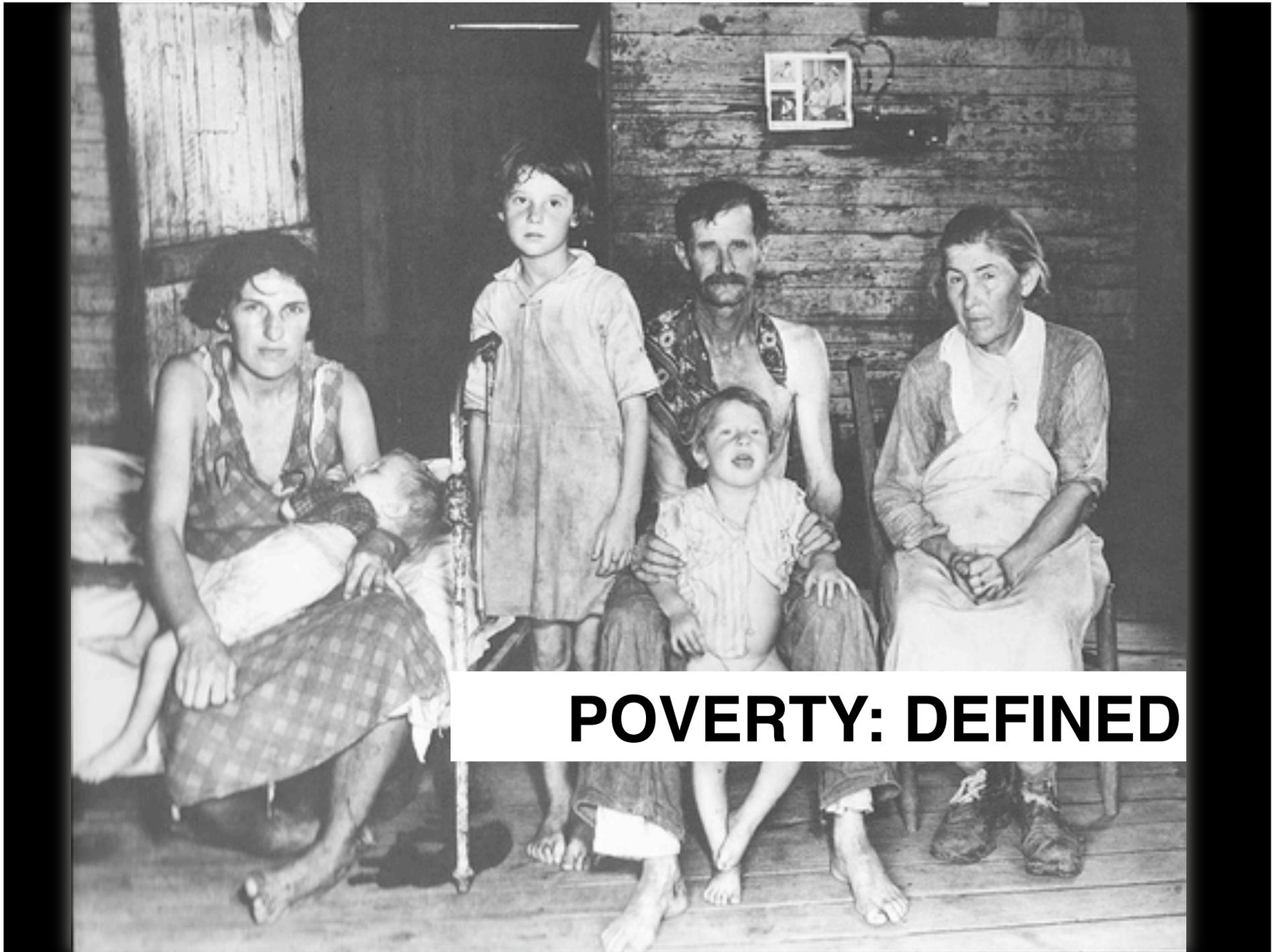




POVERTY: ALABAMA

demographics + causes

kristina scott
alabama poverty project



POVERTY: DEFINED









LOVE YOUR ENEMIES
JESUS

SOUTHSIDE BAPTIST CHURCH, BIRMINGHAM, AL

19 MAY 2006









webster's dictionary

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

federal government

The 2009 Poverty Guidelines for the 48 Contiguous States and the District of Columbia

Persons in family	Poverty guideline
1	\$10,830
2	14,570
3	18,310
4	22,050
5	25,790
6	29,530
7	33,270
8	37,010

For families with more than 8 persons, add \$3,740 for each additional person.

POVERTY: SITUATIONAL VS. SYSTEMIC



situational poverty



**systemic
poverty**

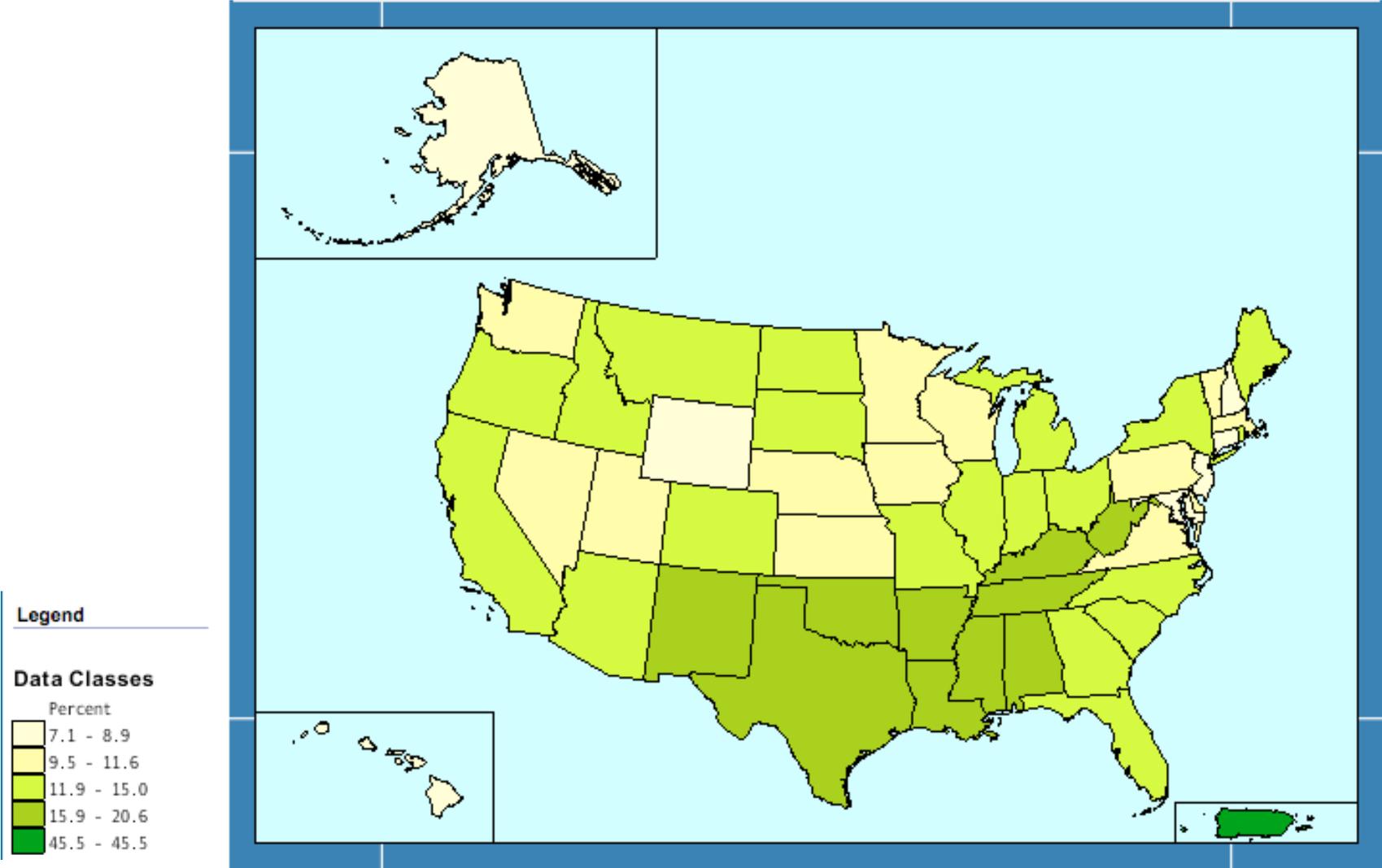




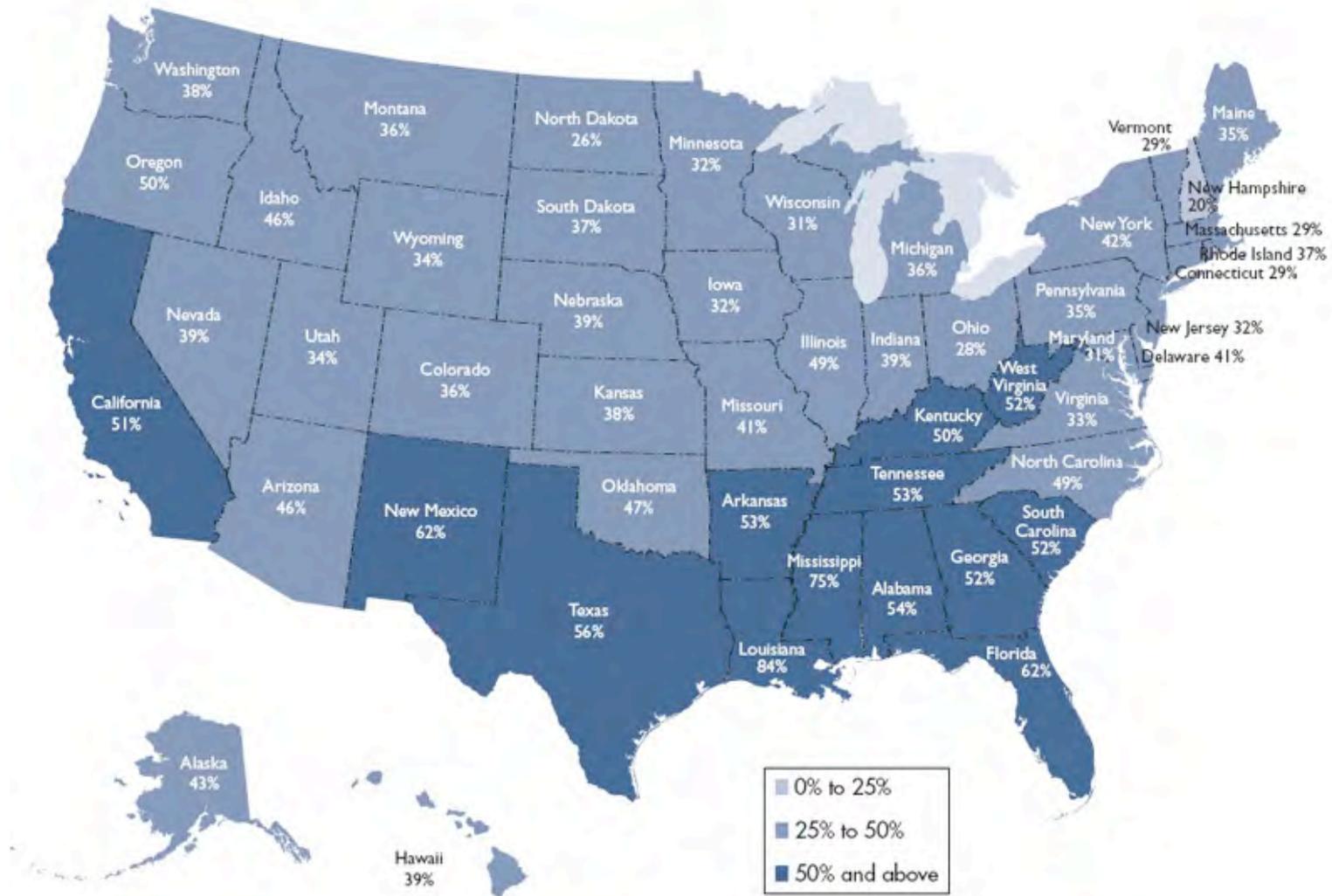
POVERTY: DEMOGRAPHICS



poverty: nationwide

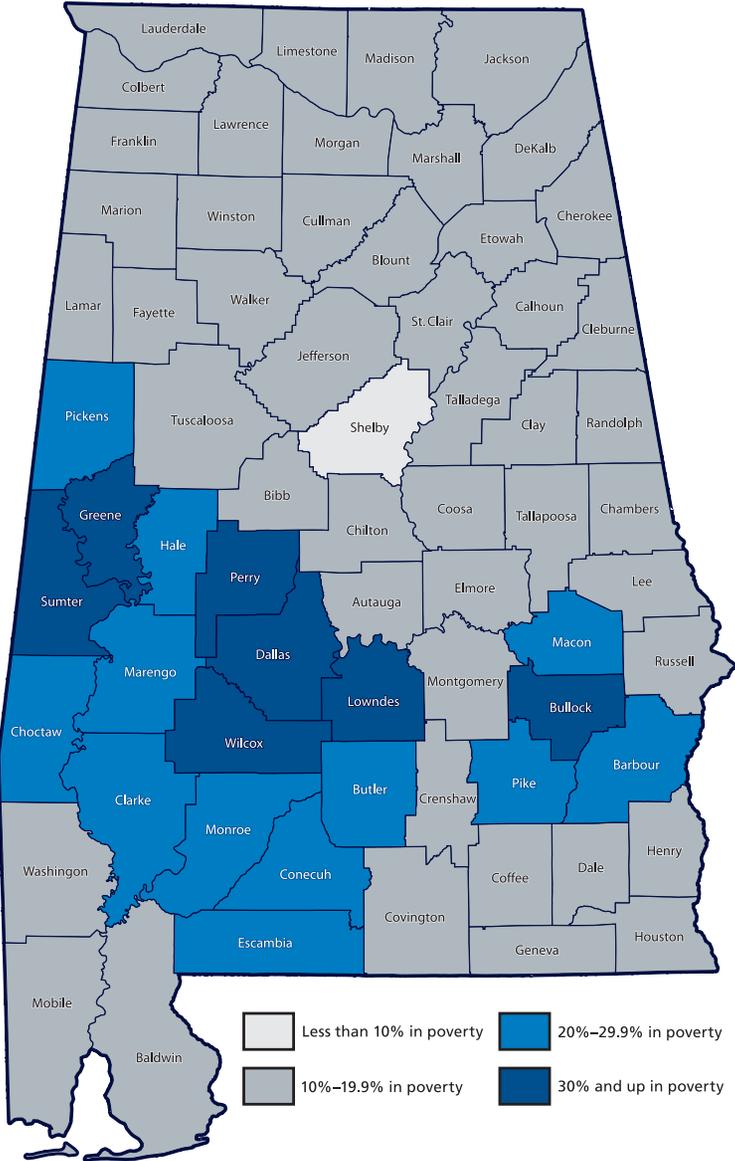


public schools: low-income children



2006

poverty: alabama



poverty: race

†
Poverty Rate by Race/Ethnicity, states (2007-08), US (2008)

	AL #	AL %	US #	US %
White	433,600	13.8%	24,157,800	12.3%
Black	421,900	34.9%	12,103,400	33.2%
Latino	NSD	NSD	14,526,300	30.6%
Other	NSD	NSD	4,155,000	20.6%
Total	918,900	19.9%	54,942,500	18.3%

poverty: age

†
Poverty Rate by Age, states (2007-08), US (2008)

	AL #	AL %	US #	US %
Children 18 and under	346,200	29.0%	19,306,600	25.0%
Adults 19-34	482,400	17.0%	30,870,100	17.0%
Elderly 65+	90,300	14.0%	4,765,800	13.0%
Total	918,900	20.0%	54,942,500	18.0%

poverty: children race/ethnicity

Population Distribution of Children by Race/Ethnicity, states (2007-08), US (2008)

	AL #	AL %	US #	US %
White	745,900	62%	44,054,800	56%
Black	371,300	31%	11,334,800	14%
Latino	NSD	NSD	17,207,100	22%
Other	NSD	NSD	6,080,400	8%
Total	1,194,900	100%	78,677,200	100%

poverty: gender

Adult Poverty Rate by Gender, states (2007-08), US (2008)

	AL #	AL %	US #	US %
Female	274,400	19%	16,397,400	18%
Male	207,900	15%	14,472,600	16%
Total	482,400	17%	30,870,100	17%

poverty: family structure

Poverty Rate by Family Structure, states (2008), US (2008)

	AL #	AL %	US #	US %
Married-couple families with related children	26,000	7%	1,634,000	6%
Single-parent families with related children	84,000	39%	4,051,000	32%

POVERTY: SYSTEMIC CAUSES



**society
+
culture**





education



economics + employment



health care



environment



governance

**Service-Learning:
Enhancing Student Learning
and
Transforming Communities**



Lifetime *of* Learning

**Service-Learning Can Maximize
Student Engagement
and Retention**

defining service-learning

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**

service-learning outcomes: 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

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

service-learning outcomes: tulane study

- 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



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

defining partnerships

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

defining partnerships

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

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

quality processes include

- 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

essential components of partnerships

2. Meaningful Outcomes

Specific (measurable) and significant to
all partners

essential components of partnerships

3. Transformation

- a. Individual
- b. Institutional
- c. Organizational
- d. Society

transformational vs. transactional partnerships

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

Source: Barbara Jacoby

transformational vs. transactional partnerships

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

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

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

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

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

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?

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



BLUEPRINTS



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