

***BE THE
DIFFERENCE***

NACTC
2015 Summer
Conference
Presented by
Dr. G. Edward
Hughes

MEET SHERRY



THE NATION'S UGLIES

- **Nearly half of the nation's school students live in poverty.**

Southern Education Foundation, 2013

- **Poverty rates have risen in every state since 1992**

POVERTY IN AMERICA

46.2 MILLION
PEOPLE

15%

OF THE
POPULATION



FAMILY OF FOUR

INCOME OF
\$23,021

The Associated Press

THE FACES OF POVERTY IN AMERICA



CHANGING ROLE OF COLLEGES AND UNIVERSITIES

“Our people need our colleges to be different...

We have to do everything possible to help them, make them feel wanted and cared for.

We are their only hope.”

Dr. Bruce Ayers, President Emeritus,
Southeast Kentucky Community College

Poverty in America



1 in 6 Americans

1 in 3 Americans would be living in poverty but for public benefits

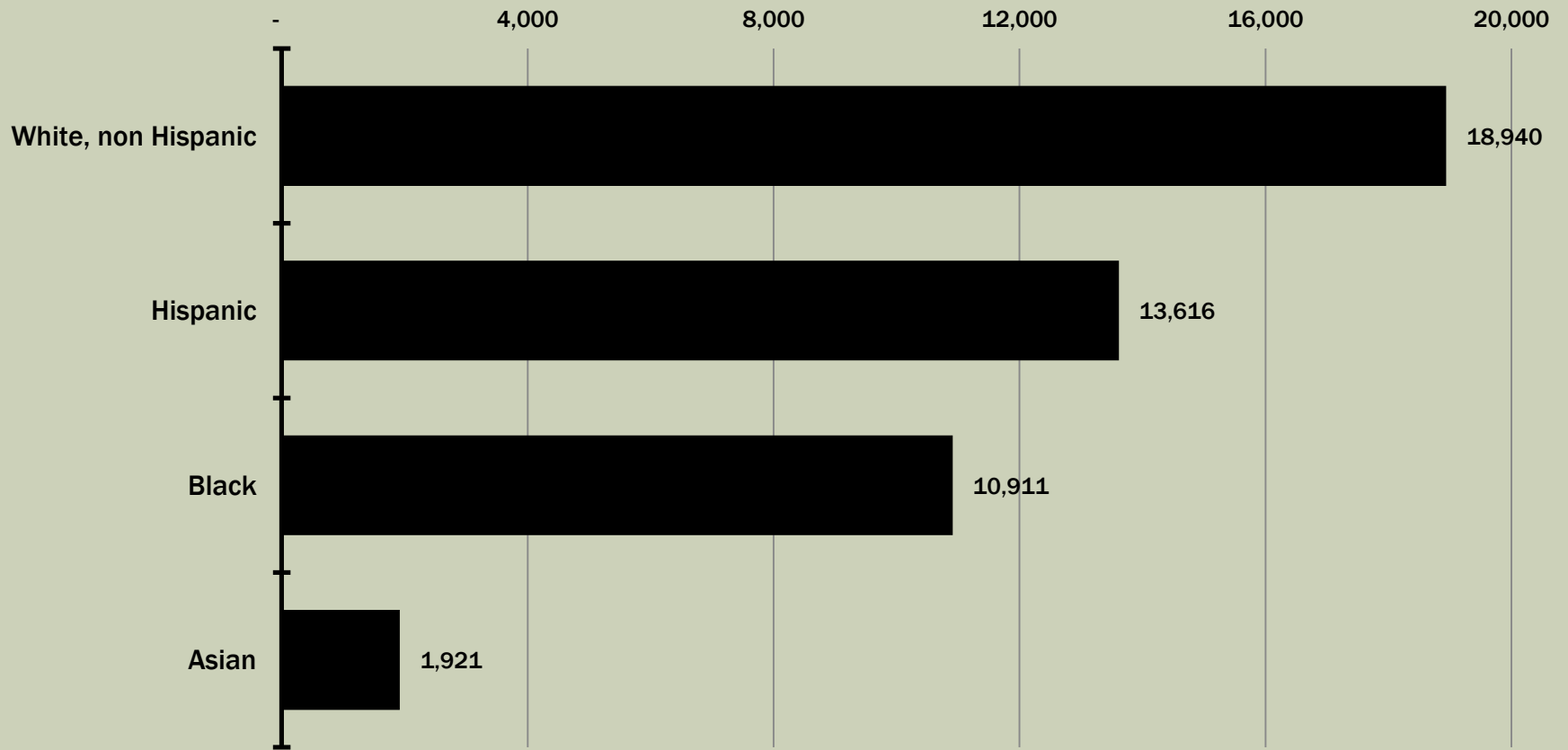
POVERTY RATES 2012

■ Non-Hispanic Whites	9.7%.
■ Blacks	27.2%.
■ Hispanics	25.6%.
■ Asians	11.7%.

DeNavas-Walt, Proctor, & Smith, 2013

46.2 MILLION AMERICANS IN POVERTY

People in Poverty in 2012 (In thousands)



PREDICTORS OF POSTSECONDARY ATTENDANCE AND COMPLETION

- **Poverty, not race, ethnicity, national origin or where you attend school, is the best predictor of college attendance AND completion.**

Nat'l Student Clearinghouse 2013

THE FACES OF POVERTY IN AMERICA

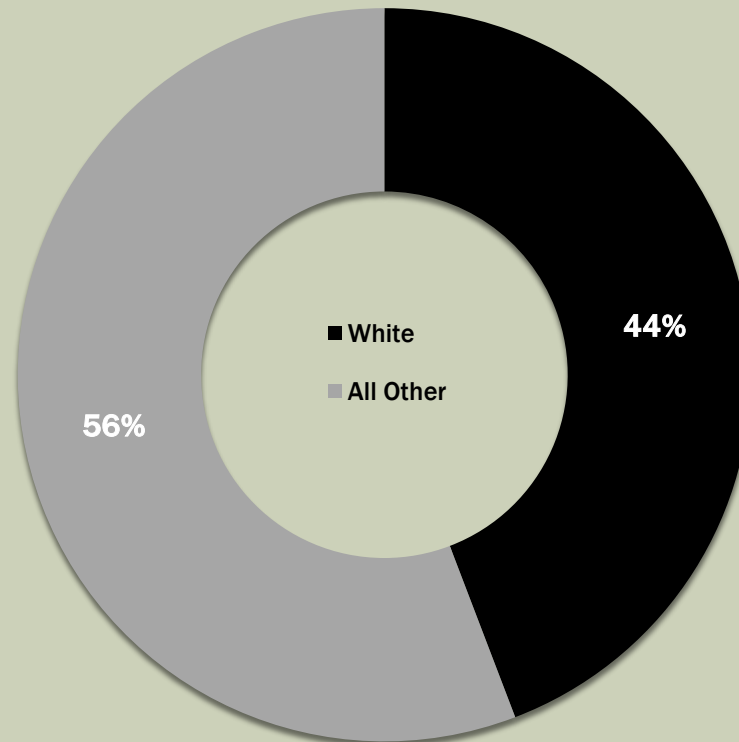


AMERICA'S COMMUNITY COLLEGES ENROLLMENT (2013)

- 46% of all US undergraduates
- 41% fulltime first time freshman
- 61% Native Americans
- 57% Hispanics
- 52% Black
- 43 % Asian/Pacific Island

COMMUNITY COLLEGE STUDENTS

2011-12 Community College enrolled 8 million students of which 3.9 million had incomes of 150% of poverty or LESS.



UNDERSTANDING POVERTY'S IMPACT ON STUDENTS AND OUR COLLEGES

Situational Poverty

- Living on the edge of poverty where one crisis plunges individuals and families into poverty.

Generational Poverty

- Unique life perspective leading to hopelessness and despair.

UNDERSTANDING THE EFFECTS OF POVERTY

Individuals who from poverty cultures arrive at the school house doors every year.

They arrive at our colleges and universities.

They arrive at the employment office.

They are part of our community.

**BORN WITH LITTLE PRENATAL CARE;
LACK CONSISTENT MEDICAL, DENTAL CARE
INTO ADULTHOOD.**



Children 6 - 11 increase in obesity from 7%-18%



Adolescents 12 - 19 Increase in obesity from 5% - 21%



LACK OF QUALITY EARLY HIGH QUALITY CHILD CARE.

Lack of stimulating environment impacts brain development which is never reversed after 4.



ARRIVE AT KINDERGARTEN WELL BEHIND EXPERIENCE GREATER DECLINES ("SUMMER SLIDE")



RESTRICTED SCHOOL OPPORTUNITIES (LACK OF \$ FOR ACTIVITIES)



35 Money Saving
Tips For Kids
Extracurricular
Activities

www.thecentsiblelife.com



SCHOOL IS JUST ANOTHER PLACE WHERE THEY DO NOT FEEL WELCOMED.



PARENT (S) WORK AT LOW WAGE JOBS OR INVOLUNTARILY WORK LESS TO CARE FOR FAMILY



JOBS HAVE FEW BENEFITS, STABLE HOURS OR ADVANCEMENT POSSIBILITIES.



FOOD AND JOB INSECURITY CREATES A PRESENT ORIENTATION TO LIFE.



INORDINATE AMOUNT OF TIME SPENT TRAVELLING AMONG A MYRIAD OF SERVICES TO MEET LIFE NEEDS



IMPOVERISHED AMERICANS HEADED OUR WAY

- Experience “Poverty Stigma” from the outside.
- Experience internal messages:
 - “I am not worthy.”
 - “I am not good enough.”
 - “I don’t deserve better.”

IMPOVERISHED AMERICAN HEADED OUR WAY

- “I always make bad decisions.”
- “I am not smart.”
- “I am not able to be a breadwinner.”
- “White T-”

They feel ISOLATED

THEIR ARRIVAL



THE CHALLENGES TO STUDENTS

Modern Day Immigrants



THE CHALLENGES TO STUDENTS



WHAT THEY ARE LOOKING FOR....

- Cautiously looking for support.
- They believe they may not belong; are not smart enough.
- Often blame selves for “bad choices”.
- Operating at or near basic needs.
- Living in the present; survival mode.
- They desire love and belonging but may not articulate those concepts well.

LANGUAGE OF GENERATIONAL POVERTY

- **Oral culture communications style.**
 - Understanding through relationships, not print.
 - Often repeat stories; storytelling is important.
 - Personal relationships; “go with the flow”.
 - Emotions are expressed freely.
 - Non-verbal cues observed carefully.

Walter Ong

LANGUAGE OF COLLEGES

- **Print culture communications style.**
 - Future oriented.
 - Information heavy.
 - Technology rich.
 - Print dependent.
 - Logical and analytical.
 - Not relational.

CULTURAL CLASH

Oral Culture

- Relation-based
- Present-oriented
- Go with the flow
- Emotional

Print Culture

- Information-based
- Future-oriented
- Logical
- Analytical

PERSONAL GUIDES

- 1.** Help them be “bilingual” by teaching the print culture (using the oral culture of communications).
- 2.** Frame most conversations within the experiences of the at-risk student.
 - Tell stories to feel impact of actions.
 - Model behavior in supportive ways.
 - Build relationships by sharing information.
 - Use simple familiar words, examples.
 - Give information verbally and repeat often.

PERSONAL GUIDES

- 4.** Look at institutional barriers and policies. Hint: Language is very important.
- 5.** Develop partnerships with resources in the college and community that support students from poverty. Benefits Access Programs.
- 6.** Build on their survival skills. (Anticipate the survival behaviors which clash with rigid institutional policies.)
- 7.** Advocate for greater understanding. Poverty Simulations are powerful tools.

NOW THE REST OF THE STORY



THE FACES OF POVERTY IN AMERICA



THE FACES OF STUDENTS OF GREAT PROMISE



- ***Be the Bridge.***
- ***Be the Personal Guide.***
- ***Be the Storyteller.***
- ***Be the Cultural Language teacher.***
- ***Be the Friend and Supporter.***

Be the Difference