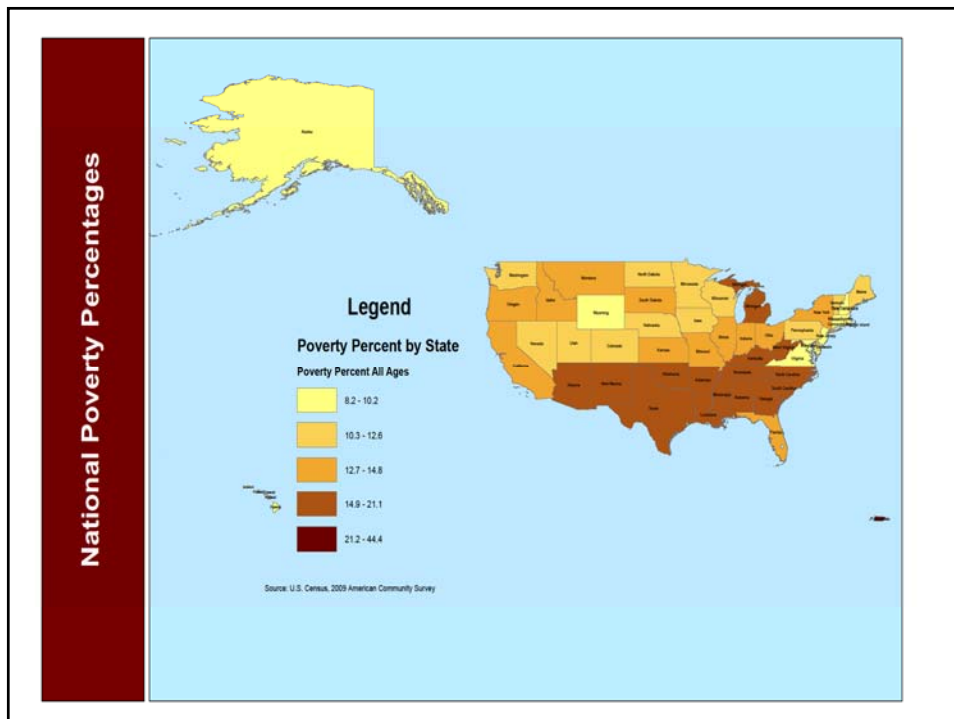




**Role of Poverty Competency in
Assessment
SCAO 7th Annual Child Welfare
Conference
April 27, 2011**

Voices4Action@michigan.gov
www.michigan.gov/poverty



Poverty In U.S., cont.

- One hundred and one congressional districts had a child poverty rate of 25 percent or more, and at least one-third of children experienced poverty in 32 districts.
- Of the 303 districts for which data are available at least one in three African Americans lived below the poverty line in 24 percent of districts. One in three Latinos lived in poverty in 15 percent of districts for which data are available.

Poverty Thresholds

- 1 person: \$10,991
- 2 people: \$14,051
- 3 people: \$17,163
- 4 people: \$22,025
- 5 people: \$26,049
- 6 people: \$29,456
- 7 people: \$33,259

Median Income

- Real median household income in the United States fell between 2008 and 2009 — decreasing by 2.9 percent from \$51,726 to \$50,221.
- Between 2008 and 2009, real median household income decreased in 34 states and increased in one: North Dakota.

Median Income

- Median household income in MI of \$45,255 is the 35th highest; compared to 2008 when \$48,591 was 31st highest household income.
- Michigan had the biggest drop in median household income between 2008 and 2009 (6.5%) and median income has dropped 21.3% since 2000.

Poverty Measure Issues

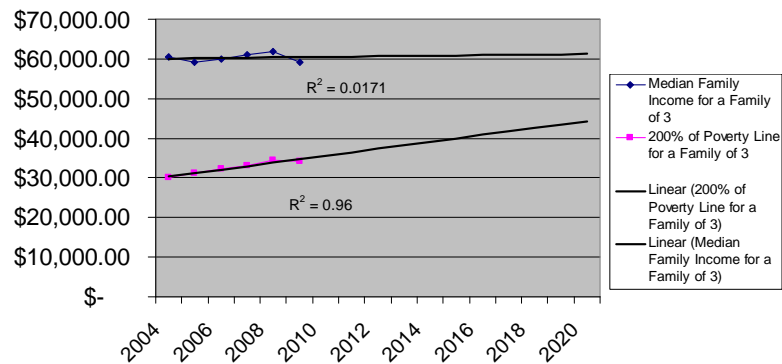
- The poverty threshold is based on old estimates of what it takes to provide basic support: families in 1957 spent 1/3 of their income on food, so the measure takes the monthly “food basket” estimate and multiplies by 3.
- Some adjustments have been made over time, but the measure is still severely inadequate.

Focus on Low-Income

- Until a better measure is available next year; we use 200% of poverty as an indicator of “low-income.”
- This is less than other estimates related to economic self-sufficiency but more than the poverty threshold.

Median Income & Low Income

Projected Trendlines of Median Income and 200% of Poverty Line (U.S. Census, Family of 3)

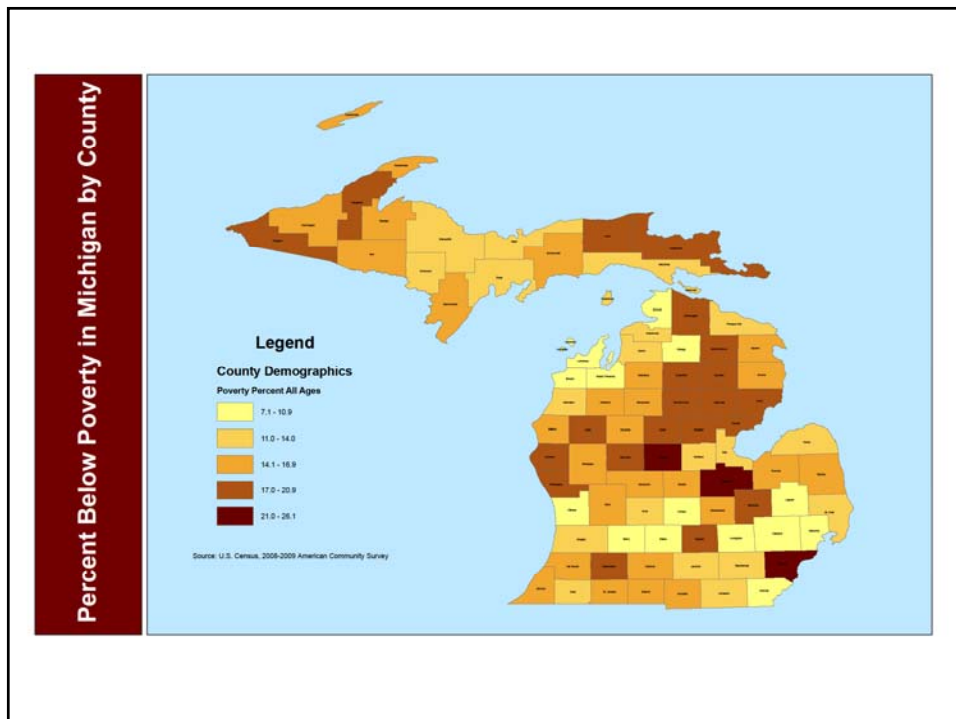


POVERTY IN MICHIGAN

- Michigan has the 15th highest poverty rate in the nation (16.2%).
- The City of Detroit has the highest poverty rate (36.4%) of any city in the U.S.

Poverty in Michigan

- 9% of households & 6% of families in MI have less than \$10,000 in income.
- Child poverty in MI moved from 19.4% (17th highest rate in the U.S.) to 22.5% (13th highest rate in the U.S.).
- **53.6%** of female-headed single parent families w/children under 5 years are below the poverty line.





CONNECTOR

- Partnership between DHS, MCAAA, and the Governor's Commission on Community Action & Economic Opportunity.
- Connecting local, state and federal poverty initiatives to move from poverty alleviation to poverty reduction.
- Eight regions led by local DHS, Community Action Agencies and key stakeholders.

GUIDING PRINCIPLES

- Reducing poverty is a key component of economic recovery.
- Poverty can be ended; not just managed.
- People in poverty must be engaged in designing and implementing poverty reduction efforts.
- Government plays a key role and must learn to partner differently in order to meaningfully impact poverty.

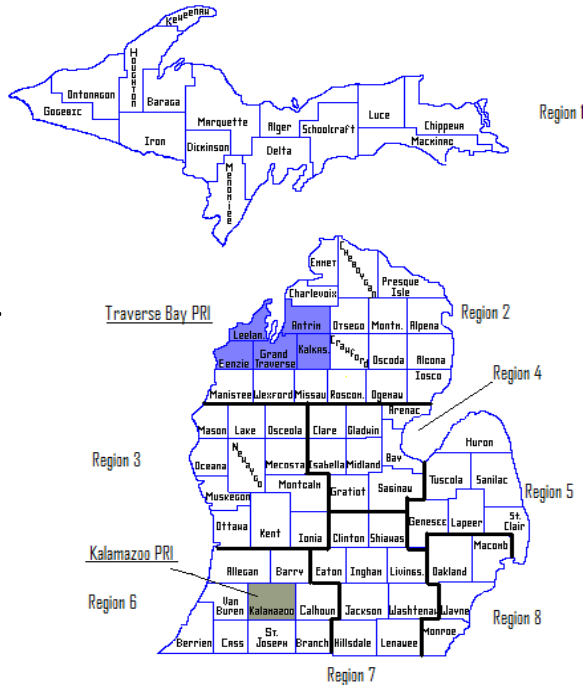
Poverty Reduction Myths

- Most people in poverty are working; working alone is not the answer.
- There is not equal access to opportunity; we have built a system around the exceptional rather than the norm.
- Many people living in poverty do not qualify for cash assistance from the state; only those at 52% of the threshold currently qualify.

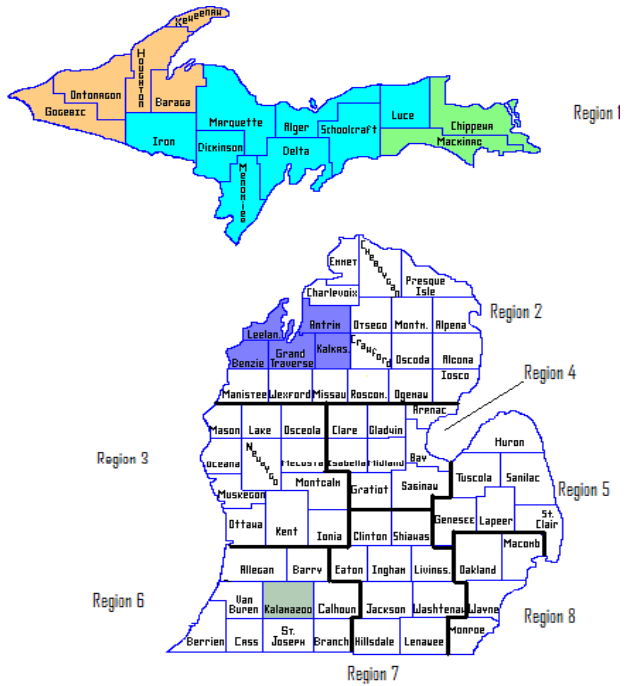
Poverty Reduction Strategies

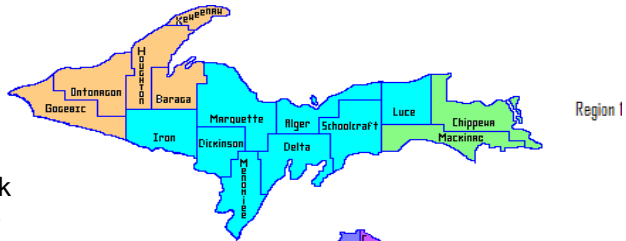
- Voices for Action has adopted a poverty reduction model that focuses on:
 - Access to Benefits
 - Access to Assets
 - Access to Work that leads to a living wage:
 - Opportunities to gain marketable skills
 - Opportunities for secondary education

BEFORE SUMMIT

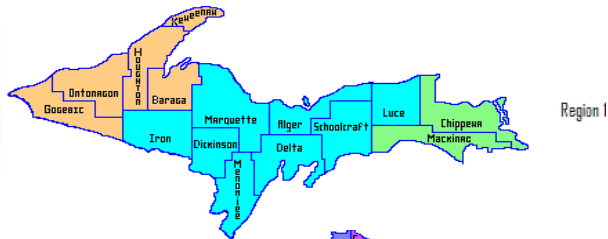
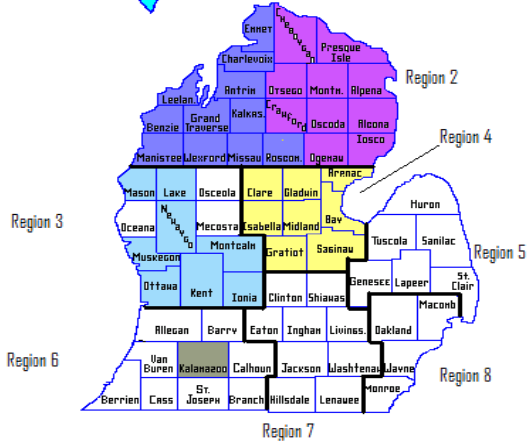


Region 1 has engaged over 500 community members.



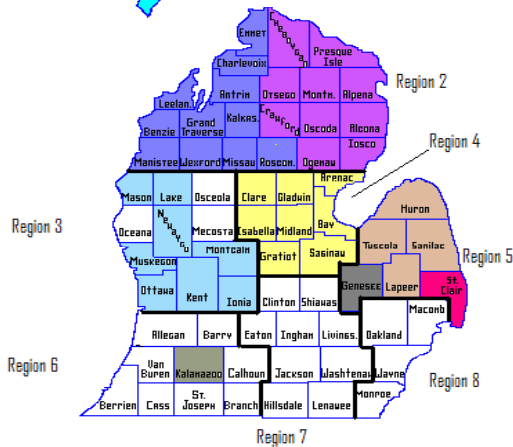


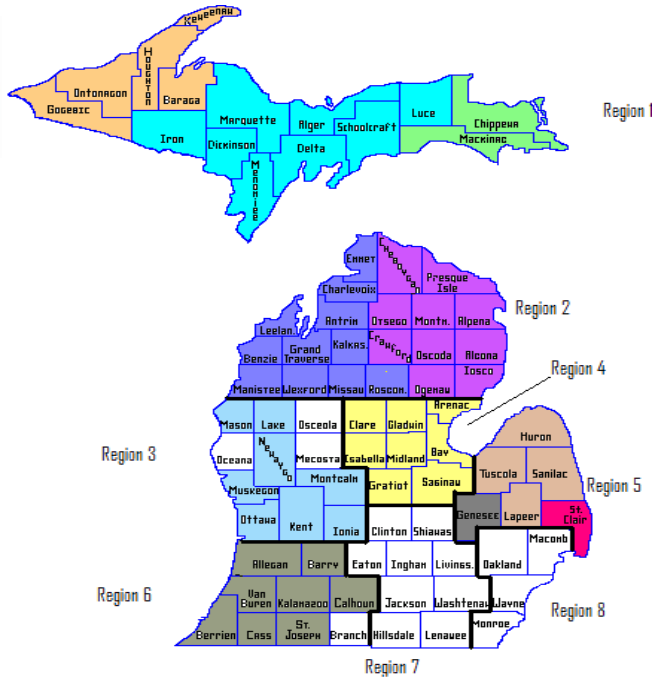
Region 4 partners work to connect low-income college students to community resources that help them finish school.



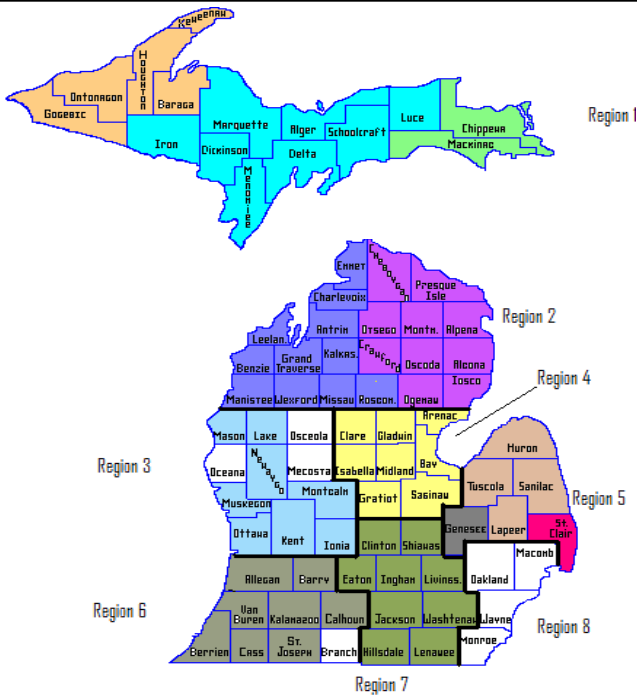
Region 5 has engaged over 200 low-income partners who work to help each other.

The City of Flint is leading the first V4A-Cities of Promise joint project to reduce poverty by 1%.

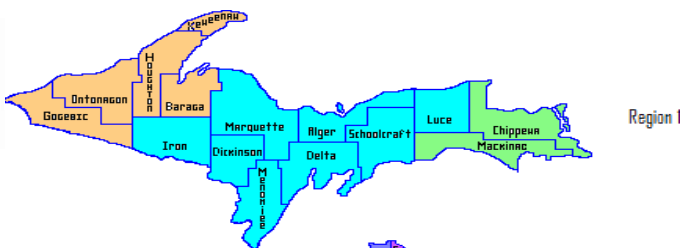




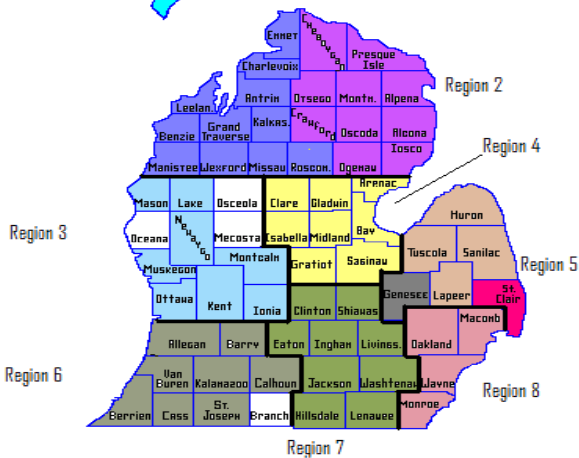
In Region 6, over 1000 people have participated in poverty simulation seminars.



Region 7 is focusing on foreclosure prevention and stays connected with low-income people to help them hold on to their assets.



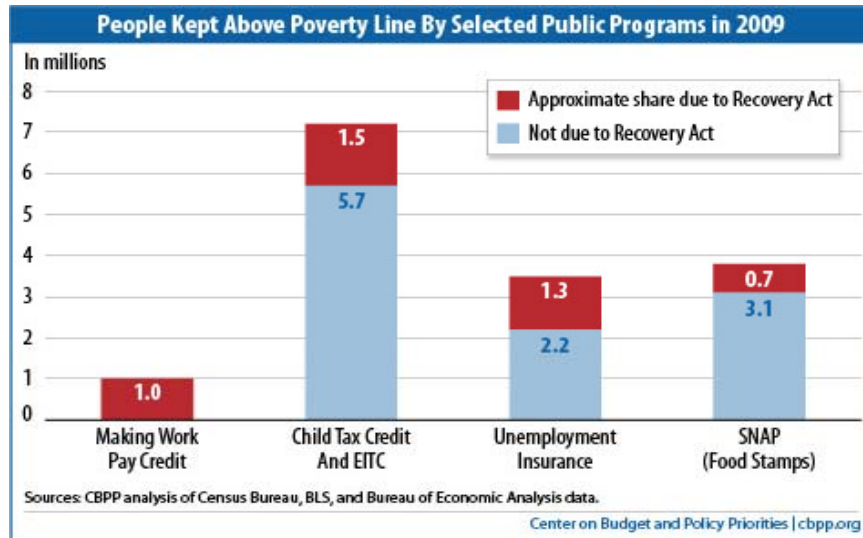
Region 8 worked to ensure that low-income people had access to testing for Census jobs and played a key role in surpassing the Census Bureau's regional goal for qualified people from hard-to-count areas by **7440**.



Strategies That Work - Macro

- Targeting policies to specific groups of people in poverty has been extremely effective.
 - Poverty among African-Americans moved from over 68% before the Economic Opportunity Act in 1962 to under 30% within 3 years.
 - Poverty among seniors cut in half immediately after Social Security and cut again after Medicare.
 - The Earned Income Tax Credit and other policies prevented people from falling into poverty.

Impact of Policy



Strategies That Work - Micro

Examples from NYC Center for Economic Opportunity – Families and Young Children

– **Early Childhood Policy & Planning**

Early Childhood Policy and Planning leverages the new investments made by New York State to expand Universal Pre-Kindergarten and improve the quality of early childhood programs. Such expansion will help to better meet the needs of working families.

NYC – CEO #2

- **Food Policy Coordinator**

The Office of the Food Policy Coordinator was established by Mayor Bloomberg in January of 2007. The Food Policy Coordinator is responsible for convening the Food Policy Taskforce and coordinating the efforts of City agencies to improve access to healthy food.

NYC-CEO #3

- **Non-Custodial Parents Initiative**

Establishes a range of programs for low-income, non-custodial parents (NCPs) in order to support their work participation, increase their compliance with child support payments, and encourage positive involvement in their children's lives.

NYC-CEO #4

- [Opportunity NYC](#)

Opportunity NYC is a collection of three conditional cash transfer experiments. This privately-funded initiative tests the impact of monetary incentives on family and individual health, education and employment outcomes. For two of the pilots, the incentives are substantial enough to reduce poverty in the short-term in order to encourage families to make long-term investments in human capital. The third pilot program, Spark, tests the impact of small monetary incentive payments on academic achievement.

NYC-CEO #5

- [Nurse-Family Partnership](#)

Based on a national model, the Nurse-Family Partnership expands the capacity of the existing NFP program, a national home visitation model that aims to improve the health, well-being, and self-sufficiency of low-income, first-time parents and their children through regular home visits by registered nurses.

- LOTS more info at: www.nyc.gov/ceo

Staying Connected

- Connect with Voices for Action and other groups working toward policy solutions
- Half in Ten Policy Goals www.halfinten.org
 - Creating Good Jobs
 - Promoting Economic Security
 - Strengthening Families
 - Cutting Poverty in Half

Poverty Competency

- Poverty Competency is an organizational change process; not a one-time fix;
- “Sustainable change must come from within and must be grounded in the community’s vision and leadership capacity.” (Beegle 2008, Schein, 1992, Fullan, 2001)

“Mono Economic Experience”

- Assume all families are from the same economic class or culture,
- Expectation for families to conform to the behavior and communication styles of the middle class.
- Services are received only by complying with class-based norms and rules.
- Differences are downplayed.

American “Exceptionalism”

- Absence of a class-based uprising.
- Belief in economic mobility.
- Belief in individual responsibility.
- Belief in meritocracy.

...leads to disconnect between lived reality and assumed reality.

Victim Culture

- “The Blame Game” doesn’t help anyone...
- It may not be fair, but personal responsibility is the only way out...
- At some point you have to stop living in the past and focus on the future...
- Focusing on the barriers is disabling and just depressing; we need people to keep moving.

Victim Culture vs. Reality

- If you acknowledge having cancer; does that mean you are doomed to not be able to do anything about it?
- Would you say to a victim of domestic violence that it’s best to put all of that in the past and never think about it again?
- How do we help people deal with real, tangible developmental issues related to poverty if poverty doesn’t exist?
- Why is it so hard to acknowledge poverty?

Poverty Competency Process

- Review “Creating Solutions from Within: Blueprints for Change”
- Community Immersion: Edison Project

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Connecting People

Communication
Across Barriers

Creating Solutions from Within: Blueprints For Change

Each community has its own strengths and assets to call upon. Research on organizational change has shown that sustainable change must come from within and must be grounded in the community's vision and leadership capacity (Schein, 1992; Fullan, 2001). Therefore, there is no magic quick fix to make an organization responsive and successful in addressing the needs of people in poverty. Rather, it is an evolutionary process (as outlined below) that can lead an organization towards poverty competency.

Mono Economic Experience

- Members of the organization act like all families are from the same economic class or culture.
- Expectation from "experts" for families to conform to the behavior and communication styles of the middleclass.
- Information services are received only by complying with middle class rules and norms.
- All families are expected to "act" middle-class (be on time, have correct paperwork, participant and so on).
- Differences in resources, priorities, culture, economic opportunity, literacy and life experiences are downplayed.

Non-Discriminatory

- Attention paid to removing cultural or economic related roadblocks that inhibit families from receiving services in ways that are helpful and meaningful to them.
- An organizational goal is to increase methods of communicating and serving people in poverty situations.
- Poverty related awareness and communication training is usually offered in this stage.
- Members of the organization give a little to compromise to the needs of those with different cultural or economic backgrounds and resources.

Economic Competency

- Recognition and valuing of differences, preferences, backgrounds, opportunities and values.
- "Experts" help people from different backgrounds to navigate their system including presenting information in multiple formats and providing one-on-one coaching.
- Staff is conscious about how different experiences, perceptions and communication styles affect priorities and relationships.
- Organization staff is aware of their own perceptions about difference and able to suspend judgment of behavior, attitude, and styles that may not match their own.
- New organizational norms are created that allow for more leeway for families to participate in ways that makes the most sense to them.
- Organization policies and procedures are flexible enough to work for everyone, not just those with economic privilege.
- Poverty competency issues/barriers to information and services are openly discussed in meetings and in general in the organization.
- Staff spend time sharing success stories for helping people break down poverty-related barriers.

This change process is based in inquiry where small groups determine areas to focus on, learn about poverty, study examples of how others have responded with positive results, and generate their own goals, strategies, and solutions. The proposed solutions are continually tested, modified, refined and replaced as needed. The outline below sets the stage for initiating, planning, implementing, and evaluating the change process.

STAGE I: Preparing For Change

“The first problem for all of us, men and women, is not to learn, but to unlearn”. –Gloria Steinem

• Core knowledge for building an organizational culture that is responsive to poverty conditions and the people who live in poverty

- Historical perspectives on poverty in the United States and the current conditions of people in poverty.
- Key concepts for understanding our own attitudes and beliefs as well as understanding the context of generational poverty (perception, membership, motivation, identification, and empathy).
- A recognition that motivating people in poverty requires knowing them on a personal level and knowing what is going on in their lives and what is most important to them.
- How communication and learning styles are impacted by poverty conditions (oral and print culture styles of learning, communicating, and relating).
- Familiarity with the theories of: Resiliency, Strengths Perspective, Assets, and Social Capital. Applying these theories provides a foundation for creating authentic opportunity and addressing barriers related to poverty.
- Importance of flexibility and comprehensiveness in any approach to addressing the needs of people in poverty. Design your system to serve people and remove access barriers and policies that punish people for their poverty conditions.
- An awareness of individual poverty competencies in your organization. Who has experienced poverty? Use their expertise. Who judges or does not understand? Provide training.

• Examining our values, biases and assumptions related to people in generational poverty:

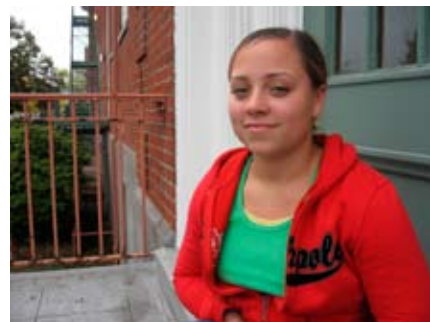
- How do we interpret the behavior of people in poverty?
- What misperceptions do we hold as we try to understand the behavior, actions, and reactions of people in poverty?
- Where do we assign the “blame” for failure?

• Examining the current vision and goal of your organization:

- Is moving people out of poverty part of your organizational goals?
- Does your organizational vision empower and embrace people who live in the crisis of poverty, and reflect commitment and sensitivity to the challenges they face?

• Ensuring staff commitment and their readiness to engage in the change process:

- Does your staff feel the need for an intervention?
- Is your staff aware of the challenges and possibilities of serving people in poverty?
- Does the staff understand the potential impact of the change to their work?
- Does the staff understand the potential challenges that will come with embarking on the change process?
- Are moving people out of poverty strategies tied to performance reviews?



STAGE II: Action Planning Process and On-Going Evaluation

The evaluation and action planning stage are designed for integration into the organizational plans for improvement. The process is composed of three phases that are repeated as needed. The goal is to first create a current snapshot of what is working well, then customize strategies for improving success for individuals living in poverty conditions in your community/served by your organization while continuously evaluating the process and its success. The three phases are:

Phase One – Capturing your organization’s current reality – Poverty Competency Assessment

Phase One focuses on the competency in your organization for serving individuals living in poverty conditions. It examines what your community is doing that is working well and identifies areas for growth. This process is similar to other needs assessment processes; however, the focus in the poverty competency examination is to look exclusively at the environment from the perspective of those living in poverty. This is an information-gathering phase using surveys, focus groups and interviews.

The following are assessed in Phase One:

- Existing policies and practices, e.g. spoken and unspoken/sacred cows
- Staff and leadership competencies, including individual attitudes, beliefs, skills, and values regarding children and families living in poverty
- Existing capacity of the organization to reduce/overcome poverty related barriers (what’s working)
- Capacity of community partnerships and/or parent involvement to support organizational efforts to reduce poverty effects

Also in Phase One, the organization forms the Poverty Competency Advisory Team. This is a group made up of staff/leadership, parents, and community stakeholders. This team meets regularly to provide guidance and assist with assessment and the implementation of the action plan (Phase Three).

Outcomes for Phase One:

- Baseline data in the words of your staff, those you serve, and your partners showing your organization’s strengths regarding serving/working with individuals who are living in poverty conditions
- Areas for improvement identified where individuals are falling through the cracks. This information serves as a tool for planning and measuring progress.
- The formation of the Poverty Competency Advisory Team.
All staff (including advisory team members) receive poverty training.



Activity

Poverty Competency Assessment

Below are critical areas to address for improving opportunities for people from poverty. Use the questions on the following page to help define each of the critical areas. Then check the box on the right that best fits the current reality of your organization. An area is emerging if there is awareness about the issue surrounding it and you have begun thinking about the issue. An area is developing if there is awareness and some attempts are being made to develop an action plan. An area is proficient if there is awareness, goals are measurable, action plans are developed, and there is some evidence that things are working well (people are seeing a difference!). An area is distinguished if there is awareness of the issues, action plans are consistently effective, and you have the ability and willingness to share your experiences/your model with others. Action plans (on page 143) should include aspects for addressing each of these areas.

	Emerging	Developing	Proficient	Distinguished
1. Education and Self-Awareness About Poverty and Its Causes				
2. Organizational Policies and Procedures that are Responsive to Poverty Conditions				
3. Partnerships & Resources				
4. Staff Buy-In				
5. Collaborative Relationships				
6. Effective Communication Skills (Oral culture training)				
7. All Staff as Mentors				
8. Building Resiliency and Positive Self-Concept				
9. Exposure Opportunities				
10. Maintaining Motivation/ Building Value of Education/ Planning for the Future				
11. Welcoming Families/Reaching out to the Community				

See the questions on the following page to help you define your current poverty competency indicators.



Questions to ponder as you fill out the Poverty Competency Assessment

1. **Education and Self-Awareness About Poverty and Its Causes:**

Is the history of poverty taught in your organization? Are staff members trained on poverty competencies necessary for serving those living in the context of poverty? Are poverty issues included as a topic of conversation at all staff meetings?

2. **Assess Organizational Policies and Procedures:**

Have you examined your organization's policies and procedures through the lens of poverty to see if they are serving those living in poverty conditions? Are they responsive to poverty conditions?

3. **Partnerships and Resources:**

Does your organization have enough community partnerships to provide a comprehensive approach to addressing barriers related to poverty (clothes, supplies, utilities, housing, food, jobs, legal help)? Do staff members know the neighborhoods/community where those from poverty live (i.e. are there sidewalks, what kinds of businesses are in their area, how are they treated in their community, what is available to them in their community)?

4. **Staff Buy In:**

Do you have staff buy-in for increasing the success of individuals living in poverty? Do you have a shared vision and clearly stated goal on how your organization will serve people in poverty?

5. **Collaborative Relationships:**

Have you begun to develop a collaborative program? Does your organization have professional development teams who discuss and share best practices for serving people in poverty? Do you help individuals form peer (helping) relationships (i.e. student-to-student, parent-to-parent)?

6. **Effective Communication Skills (oral culture training):**

Does your organization have a program to address vocabulary/grammar/oral culture language differences and help individuals gain the middle class vocabulary and the skills of print culture while honoring and learning from the wealth of skills people from oral culture bring?

7. **All Staff as Mentors:**

Are staff in your organization able to act as mentors (as defined by Levine and Nidiffer, and Beegle): i.e. Do they believe in the person, do they believe that there is a way out of poverty, are they aware of the history of poverty and local poverty conditions, and do they introduce those they are mentoring to

people within their network? Do individuals identify with staff (e.g. Do they see how they are like them and do staff see how they are like those from poverty) For example, do staff members self-disclose personal stories and/or examples of how they learned/how they created success for themselves?

8. **Building Resiliency and Positive Self-Concept:**

Do staff know how to build positive self-concepts among those in poverty situations? Can they remind an individual what is special about them?

9. **Exposure Opportunities:**

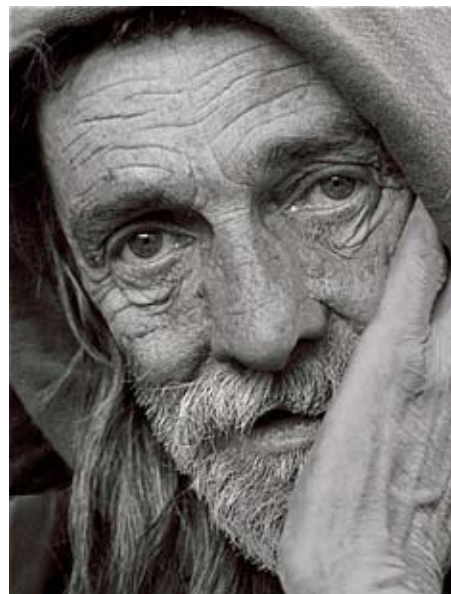
Do those from poverty have opportunities to become exposed to outside adventures that will increase their awareness of possibilities (e.g. trying new foods, visiting new places, and meeting professionals in a relaxed setting)?

10. **Motivation/Value of Education/Planning for the Future:**

Can your staff help people from poverty externalize the blame and raise their awareness about the external barriers that are challenging their progress towards success? Can they make their services meaningful to them? Can they empower and motivate them to challenge those barriers and aim for success?

11. **Welcoming Families and Reaching out to the Community:**

Do staff know how to set up a welcoming climate for people in crisis? Do they reach out to the community to understand the social context that surrounds the people they are trying to serve?



Phase Two – Data Interpretation and Presentation

Phase Two consists of

- Creating focus groups and survey data analysis
- Providing a presentation of the Poverty Competency Assessment findings
- Facilitating brainstorming sessions designed to
 - Set new goals specific to the areas for growth
 - Determine priorities and decide on areas to target for improvement
 - Define the guidelines for necessary actions/strategies for improving outcomes for individuals living in poverty

Outcomes for Phase Two:

- An increase in the awareness of what your organization is doing that is working
- Actions to impact those areas identified for growth in Phase One assessment results

Phase Three – Finalizing the Action Plan

Phase Three focuses on

- Refining actions, plans, and strategies identified in Phase Two
- Identifying necessary resources and measurable outcomes
- Identifying the role of the administration, staff, and physical environment in the proposed change
- Selecting a minimum of three staff to champion each action
- Presenting the comprehensive year-long action plan to improve success for individuals living in poverty to all stakeholders

- Forming implementation groups to ensure its successful results for people living in poverty
- Outlining a timeline for reflecting upon the results from the ongoing evaluation

Outcomes for Phase Three:

A comprehensive yearlong custom action plan to increase success for individuals living in poverty conditions. This plan is designed to be folded into the organizational improvement plan



Activity

Moving From WORDS to ACTION: Guideline for Action Plans

The task for action groups is to brainstorm challenges and identify problem areas, then start designing actions to address the challenges in each area on an on-going basis. The guidelines generated from Phases One and Two will be used as the general umbrella that provides direction and accountability criteria. Meanwhile, these guidelines are subject to revision and change based on the result of the on-going evaluation all through the implementation phase. The action plans/ problem-solving strategies generated in this process should describe the following:

Area/Challenge You Want to Effect (i.e. attendance, motivation, parent involvement, communication, improved collaboration, partners):

Desired Outcome:

Intervention Strategy:

Champions (three key staff who lead the change):

Resources (fiscal, physical, and human):

Monitoring Progress: (How will you know it is working?)

GOAL: The school environment fosters relationship building and a sense of caring among students

Actions	Champions	Resources	Progress
<p>1. Create a “Parade of Stars” spotlight featuring students, teachers, staff, and administrators that is accessible for all to see.</p> <p>2. Current photos of students will be displayed. Teachers/ staff will display a baby picture and a middle school picture of themselves.</p> <p>3. Each person will record hobbies, favorites, talents, etc.</p>	<ul style="list-style-type: none"> • Administrators • Teachers • Staff • Students • Coordinators for “Parade of Stars” hallway display 	<ul style="list-style-type: none"> • Digital camera, or partnership with local photographer • Paper, pens, markers • Wall space to hang “Parade of Stars” displays 	<p>30 days: Determine which students are struggling and create schedule to make sure they are highlighted first</p> <p>60 days: Plan entire year’s spotlight schedule to ensure all students, teachers, and staff are showcased by year’s end</p>

GOAL: The school environment is caring and friendly

Actions	Champions	Resources	Progress
<p>1. Monthly school theme will be adopted to instill a sense of belonging and pride.</p>	<ul style="list-style-type: none"> • PAT • Administrators • One Teacher from each grade level • 3 Students 	<ul style="list-style-type: none"> • Time to plan the themes • Coordinator for publicizing themes 	<p>30 days: Themes developed</p> <p>60 days: First two themes are publicized</p> <p>90 days: Students and staff are talking about and participating in themes</p>





Communication
Across Barriers

Extraordinary Leadership: Improving Outcomes for Students Who Live in the Crisis of Poverty

It takes a particular form of courage to be an extraordinary leader and work to change the statistics that students in poverty overwhelmingly fall through the cracks in our educational systems.

Below are five core practices that extraordinary leaders are using to break poverty barriers to education.

1. Extraordinary leaders step outside to question sacred cows of the very educational system that has placed them in leadership positions in the first place. The courage to move beyond “this is the way we have always done it” increases success for students who live in poverty. With this philosophy, leaders can have dialogue with stakeholders and ask two core questions: a) Is this strategy or practice working for our students who live in the war zone of poverty?; And b) If what we are doing is not assisting students in poverty to grow and learn, what else can we do. Extraordinary leaders ensure regular creative problem solving and development of measurable growth actions.
2. Extraordinary leaders model and practice their beliefs in the ability and worth of all children. In America, there is widespread deficit thinking that permeates our beliefs about and actions toward students and families who live in poverty. Walking the talk of “all students can and will grow and learn” sets the tone for high expectations for all. This modeling includes a) Visiting homes to learn about students' daily life; b) Participating in activities with students who are in poverty; c) Visiting classrooms to ensure a welcoming climate; d) Reviewing curriculum to ensure relevancy to lived experiences of students from poverty; e) Observing teaching and learning strategies; and e) Developing opportunities for students from poverty to shadow and interact with leaders to build their confidence and create role models.
3. Extraordinary leaders take a “Whole Family” approach to educating students who live in poverty. They do this three key ways: a) Have a full-resource backpack of what resources and opportunities in the community could support family health and stability; b) Learn the skills and talents of family members and brainstorm ways to highlight and celebrate those talents; c) Ask family members how school staff can best assist them in helping their children to succeed; and d) Go out of their way to brag on what is right about their students to their family members.
4. Extraordinary leaders broaden views of learning beyond test scores. These leaders assist stakeholders in realizing students' negative feelings about education are not based on a belief that education does not matter, but most often on lack of confidence in their own abilities to be successful. Staff are taught communication and negotiation skills rather than just “instructing.” Students feelings are considered and they are seen holistically.
5. Extraordinary leaders abandon the ‘magic bullet’ one size fits all approach. They develop multiple interventions and monitor how they actually impact on the factors towards which they are directed.



Communication
Across Barriers

About Donna Beegle

Donna M. Beegle, Ed.D. is a highly experienced National public speaker, discussion leader, trainer, and the author of “*See Poverty, Be The Difference*,” a resource book for professionals who work with people in poverty.

Donna has worked and written articles providing insights and strategies for communicating more effectively across race, class, gender and generational barriers for 17 years. Donna’s inspiring story and work have been featured in newspapers around the nation, on local TV and on National programs such as PBS. Her work on poverty is being featured in an upcoming PBS documentary titled: *Invisible Nation* (air date will be posted on our website when confirmed). Donna has worked with educators, justice professionals, health care providers, social service agencies, and other organizations all over the nation who want to make a difference for those living in the crisis of poverty.



Donna is the only member of her family who has not been incarcerated. After growing up in generational migrant labor poverty, leaving school for marriage at 15, having two children and continuing to cope with poverty, she found herself, at 25, with no husband, little education, and no job skills. What followed in 10 short years were: self-confidence, a G.E.D., an A.A. in Journalism, a B.A. (with honors) in Communications, a Master’s Degree in Communication with a minor in Gender Studies (with honors), and completion of a Doctorate Degree.

Donna completed her Doctorate in Educational Leadership at Portland State University in 2000, where she taught speech communication courses for eight years. She is currently president of Communication Across Barriers, a consulting firm devoted to improving communication and relationships. Donna is also founder of the new nonprofit, PovertyBridge which is dedicated to changing lives for people in poverty.

Donna is available for workshops, curriculum development, organizational development and planning, and inspirational keynote presentations. For additional information: 503.590.4599; www.combarriers.com