SOCIAL JUSTICE CURRICULUM

A workbook from SOME

Department of Advocacy and Social Justice

In over 30 years, So Others Might Eat (SOME) has evolved from a soup kitchen into a comprehensive social services agency that addresses emergency, socialization, and rehabilitative needs of people who are homeless. SOME could not possibly do its work without the help of volunteers. Each year, over 7,000 people cook and serve food in our dining room, do landscaping, and share their gifts in a variety of ways throughout our services continuum.

Although SOME benefits tremendously from the work of our volunteers, we also hope volunteers are able to increase their understanding of homeless and poverty through their service. SOME tries to provide service opportunities to volunteers that enable them to honor the dignity of those who are homeless or poor.

In an effort to help volunteers process the often contradictory or surprising images of their service experience, SOME offers a Social Justice Reflection guided by our Social Justice Coordinator. The Social Justice Coordinator's role is designed to help volunteers reflect on their service experience, discuss issues of poverty and homelessness, and explore how SOME responds to these issues. As the program has evolved, it has become a type of "Service Learning" in that participants and/or volunteers learn through direct, hands-on experience and then participate in a guided period of reflections on their service experience. In addition, the Social Justice Curriculum can be integrated into an academic curriculum or educational components of community service programs. Many schools in the DC Metro area have a service requirement that sends the students to SOME to volunteer and like for their students to also participate in a Social Justice Reflection.

For many, the Social Justice Reflection is a key component to the process of understanding. Participants begin to understand the issues of homelessness and poverty facing the community and learn how to actively confront these issues. More importantly, the Social Justice Reflection encourages them to draw on their volunteer experience in order to fully understand these problems and to think critically about them. Our hope is that through our Social Justice Program, SOME can bring a humanity to homelessness that volunteers can carry with them and impart to others throughout their lives.

We are often asked if we really succeed in helping
hundreds of people who come to us each day.
A good question, but it may miss the point of what SOME is all about.
Before all else, So Others Might Eat is a place of hospitality.
It means taking care of anyone in need,
especially the person who is destitute.
At SOME we offer hospitality in very concrete ways:
Two good meals a day; a sympathetic ear; relief of pain;
shared laughter and tears; and a firm handshake.
And it is through this hospitality that our eyes are opened
and our isolating fears shattered.
Our faith traditions all teach that we must recognize the poor
as our brothers and sisters in need and help them
in whatever way we can.
We consider ourselves successful when we do not judge
Those who come to us, but do our best to nourish the body
with food and the spirit with encouragement and a smile.
We are gentle with the angry, supportive of the struggling,
a companion to the lonely, patient with the trying,
hospitable to all.

Father John Adams, *President*

What We Do:

- **MEALS:** Each day of the week over 800 hot well-balanced meals are prepared, delivered, and served by our Provide-a-Meal volunteers, a network of Churches, Synagogues and Civic organizations.

- **HEALTH CARE FOR THE HOMELESS:** Our volunteer and staff physicians, nurses, dentists, and specialists provide quality medical and dental care to homeless persons.

- **AFFORDABLE HOUSING:** Because of the lack of affordable housing in D.C., SOME also became a non-profit housing developer providing attractive, affordable, safe, private rooms for homeless and low-income persons.

- **REHABILITATIVE SERVICES:** SOME focuses its programs on four areas that keep people poor and homeless including lack of jobs; serious mental illness; addiction to alcohol & drugs; and lack of affordable housing.

- **SOCIAL JUSTICE & ADVOCACY:** Through a range of educational and advocacy projects, SOME is able to use its 30 years experience to advance local policy and program initiatives that better serve people who are homeless.
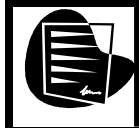
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MODULE 1: POVERTY & HOMELESSNESS

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Introduction

There has never been a time in our city's history or our nation's history, for that matter, where a community has been without poverty. As American societies began to grow and as the District quickly blossomed the supply of assistance could not keep up with the demand.

Today, in Washington, DC over 17,000 people experience homelessness in one year. On any given day, over 500 people live on the streets of our nation's capital.[i] In addition, at least one out of five District residents lives in poverty. More shocking is that more than one out of three of our city's children are living in poverty, the highest rate in the nation.[ii] No matter how hard people try to ignore this problem it will not go away; in fact, it continues to get more severe.

This Module will provide discussion topics and reflection programs to assist groups in understanding the issues of homelessness and poverty more fully. Although it is a broad topic, it is important to understand what causes so many people to live in these dire situations and to understand who these people are.

Understanding the Basic Causes of Homelessness

There are an infinite number of reasons why any person might become homeless in their lifetime. However, homelessness can largely be attributed to several specific causes: an overall shortage of affordable housing, lack of available jobs that pay a living wage, physical and psychological abuses, and lack of access to affordable health care. Approximately two-thirds of low-income households in the District pay greater than or equal to 30% of their income for housing cost alone. (The Department of Housing and Urban Development's definition of affordability is for a household to pay no more than 30% of its annual income on housing.) Of these households, almost 40% pay more than half of their income for rent.[iii] These families are very much at risk of becoming homeless.

It is not easy to break the cycle. Poverty is certainly one of the main causes of homelessness, and the complications generated by homelessness very often keep people there for decades without hope. What seems like a simple problem can easily escalate. Living on a tight and fixed income means struggling to make ends meet, which leads to sacrificing many basic needs.

Individual and social attitudes toward people who are poor, disenfranchised, and homeless might either deter or accelerate this cycle. Understanding that homeless people have dignity, rights, and needs is essential to break the cycle of homelessness.

Take some distance to reflect on the causes pushing a person into homelessness and gain a new perspective on the issue. What are the complex causes that begin this inevitable cycle of poverty and homelessness?

Questions for Discussion

> ? What does "home" mean to you?
> ? What are possible situations that could cause a person living in poverty to quickly become homeless?
> ? How do you think individual and social attitudes influence the problem of homelessness and the individuals experiencing homelessness?

Different Struggles for Families

Families with children represent the fastest growing portion of the homeless population across the nation. This population faces an entirely different set of struggles and has very different needs than those who are single. According to The Institute for Children and Poverty, lack of affordable housing is just one of the many problems these families face. Other problems include inadequate education, domestic violence, poor employability, and a general lack of community and personal support.[iv]

Nationwide one in four homeless mothers say that domestic violence was the reason they became homeless; in addition, almost half of homeless school-aged children have witnessed domestic violence.[v] Since 2000 the number of homeless families seeking shelter in the District has more than doubled. The applicant families included over 5,000 children.[vi] According to The Department of Housing and Urban Development (HUD), more than 5.4 million renter families spend more than half of their income on housing costs, or they live in extremely distressed housing.[vii]

This is an urgent call to our nation's capital. Families are facing more problems and are at a greater risk of homelessness than ever before. There is a constant struggle for a parent to provide for a child's basic needs while working to keep the family together.

Questions for Discussion

? What are possible situations that could cause a family living in poverty to quickly become homeless?
? Where do families stay if they have to be on a waiting list to get emergency shelter for six months?
? What might a homeless family need that is different from the needs of a single person?

School-Aged Children Set Up for Failure

Homelessness means constant mobility for anyone experiencing it: moving from shelter to shelter, staying with family and friends as they allow, and often not knowing where you will find a place to sleep on any given day. This lifestyle makes things especially difficult for children.

Over half of homeless children transfer schools during the school year and over two-thirds transfer multiple times. One in ten homeless children will miss one month of school each year. Homeless children are twice as likely to repeat a grade.[viii]

Not only do homeless students face the daunting task of keeping up academically despite extended absence and multiple school transfers, they face the challenges of these difficult transitions without the many emotional and physical resources vital to the success of young students. At the same time, education represents both homeless children and their mothers' best chance at a better life.

Multiple transfers and excessive absences make it difficult for a homeless student to keep up academically. In addition, constantly transitioning into new schools or classes could present both emotional and social consequences for the student. Education is often the key to accessing a better life for both parents and children. Without a high school diploma they will be less likely to find employment paying a decent wage, and without further education they will struggle to find employment paying a living wage. These young children are then more likely to face poverty and homelessness as adults. This vicious cycle begins for many at a very young age.

Questions for Discussion

? Why does homelessness impact school-aged children's academic stability and performance?
? What other struggles to you think homeless children face?
? What should be done to stop this cycle? What can you as an individual do? What do our lawmakers need to do?

Making Space for All

> **Prior Knowledge Necessary:** None
> **Number of Participants:** 10-Any
> **Level of Interaction:** Medium

Learning Objective:
Participants will begin to understand the concept of unequal distribution of resources in our society and how this problem perpetuates the cycle of poverty.

Materials Needed:
- Seven chairs

Instructions

1. **Place seven chairs in the center of the room without giving any introduction to the activity.** Select 10 volunteers. Ask the volunteers to walk around the group of chairs (as in "Musical Chairs") until you ask them to sit.

2. **After the group walks around the chairs a few times, tell them to sit.**

3. **Observe how the situation is resolved in order to meet the need.** It is likely that seven of them will take seats and three will be left standing. Another possibility is that some one who has a chair will make space for someone to share; or a person who does not have a chair will try to share a seat, but will be pushed off by the person who is already sitting there. Ask the rest of the group (those who are not amongst the ten circling the chairs) to explain what happened.

4. **Did everyone receive a seat?** If no one shared their seat, ask why not. Some possible responses might include: I "won" the seat fairly; in "musical chairs" only one person can sit in each chair. If some one did share their seat, ask that person what made them share. Some possible responses might include: you did not say I was not allowed to share, so I assumed I could; I did not want anyone to have to stand.

5. **How might we compare this situation to the real world?** Ask how people felt when the received a chair or did not receive a chair. What are examples of unequal distribution of resources in our community? Encourage the group to think beyond just money; they might also say food, education, health care, housing, support, etc.

6. **What are ways that we as individuals can share our resources to help others?**

Story Web

Prior Knowledge Necessary: None
Number of Participants: 5-Any
Level of Interaction: Medium

Learning Objective:
Participants will understand the basic causes of homelessness, and how independent problems can create a complex web of causation that can be difficult to escape.

Materials Needed:
- Ball of yarn
- Butcher paper, chalkboard, or other large surface on which to write
- Markers or chalk

1. **Explain that every person and family has a story.** One thing in their life led to another until eventually they ended up where they are today. Whether each step was spontaneous or was planned, it contributed to what happened next and what happened after that and so forth. There is no one thing that leads to an enormous problem like homelessness. What are some possible causes of homelessness? (Examples include lack of affordable housing, born into poverty, low-wage jobs, unemployed, lack of affordable health care, domestic violence, substance abuse, mental illness, etc.) List them on the board.

2. **Have the group form a circle. The facilitator will begin with the full ball of yarn as they start telling a story of a person or family.** For example, "Once there was a man who lost his job..." or "Once there was a family who lost their home in a tornado..." Then, holding on to the end of the yarn, toss the ball to another person in the circle.

3. **Keep passing the ball of yarn.** Give each person ten seconds to add to the story. Once they have contributed, they should hold on to part of the yarn as they toss it to the next person. They might continue the scenario of the man who lost his job by saying "…when the company decided to close. Without a job, he wasn't earning any money and couldn't pay rent…" Encourage the participants to add whatever they would like and as many details as they would like as long as they are fairly realistic.

4. **Once the story has evolved to explain how the person or family came to be homeless, and the yarn has made a web inside of the circle, the facilitator will stop the story and begin the discussion.** Ask the group what they have created (a web, a net, etc.) Explain that while the issue of homelessness may seem to be as simple as "the man lost his home," there is a complex web of causation associated with a social problem.

5. **Refer back to the list of causes that you made on the board.** Which of these causes were present in the story you created? What was in the story that is not yet on the board?

6. **Elaborate on points if necessary.** That is, if the group says that the man lost his job due to mental illness, discuss why that might occur.

7. **Talk about ways to help the individual or family out of their situation.** Ask the group if they removed one factor, would the problem be solved? What can we do to eliminate the web of causation?

Wally: Understanding the Root Causes of a Problem

Prior Knowledge Necessary: None
Number of Participants: Any
Level of Interaction: Low

Learning Objective:
Participants will understand how independent problems create a complex web of causation that can be difficult to escape.
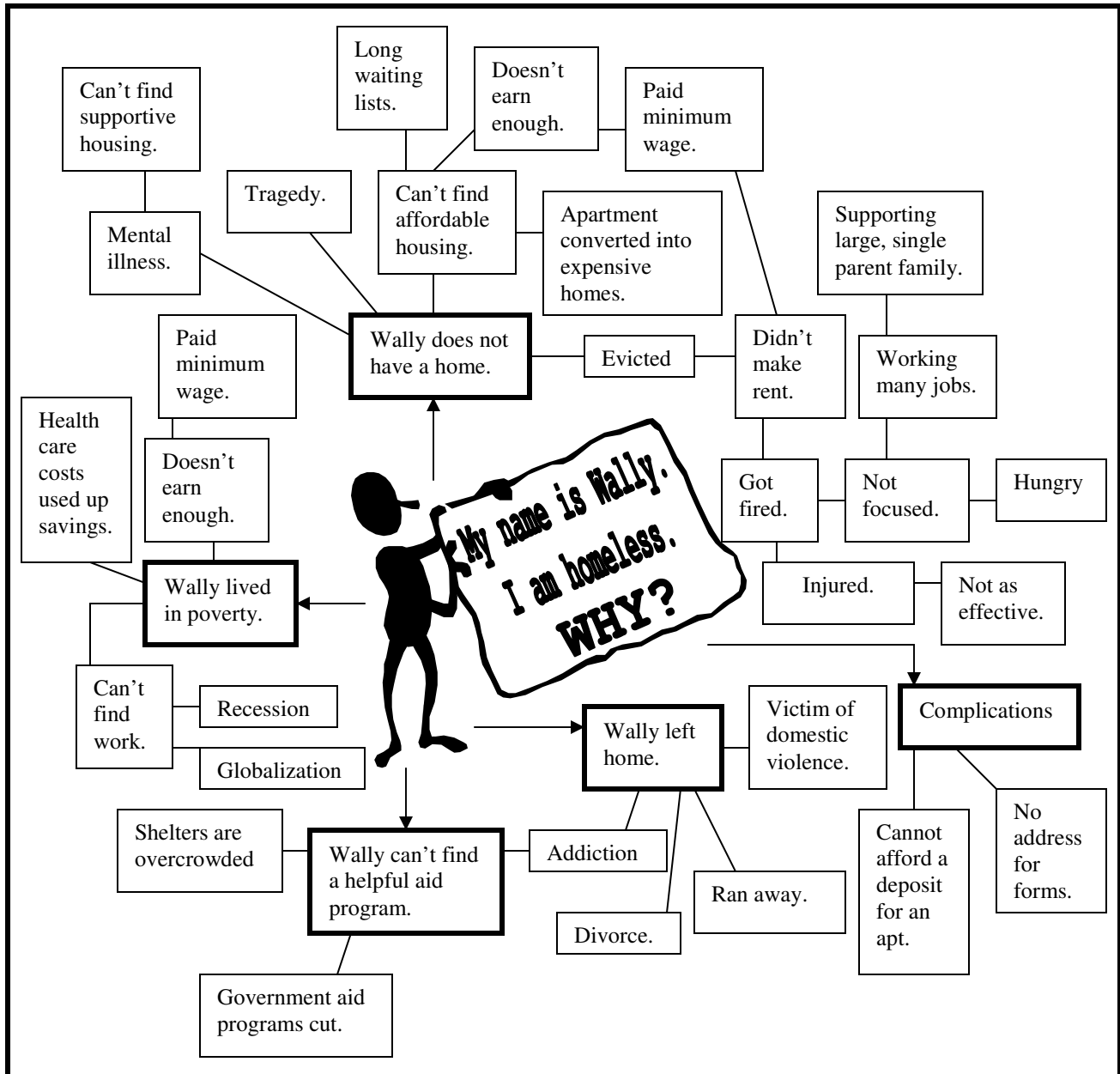
Materials Needed:
- Butcher paper, chalkboard, or other large surface on which to draw
- Markers or chalk

1. **Determine and define Wally's affliction.** He can be inflicted with any issue and could be non-human (i.e.; Wally is hungry, an isolated senior citizen, illiterate, a dilapidated building, a child living in poverty, etc.) This outline uses the example of homelessness.

2. **Draw Wally as a stick figure in the center of the paper.** The figure is intentionally a stick figure because it does not have a racial identity, gender, or any distinguishing characteristics. *(See sample diagram.)*

3. **What causes a person to be homeless?** Start with the basics. "Wally is homeless because he does not have a home." Write the causes around Wally's body as the beginning of the web. After establishing the basic causes, elaborate on each one making the web larger and more detailed. Some groups may develop a story about Wally ("He was hit by a car and was not able to continue working.") others may look at more general causes ("There are few employment opportunities due to the recession."). Go with whichever the group prefers as long as they are developing a web of his infliction.

4. **Elaborate on points if necessary.** That is, if the group says that Wally is homeless because he is mentally ill explain why that would lead to homelessness.

5. **Talk about the importance of drawing a web.** Emphasize that while the issue of homelessness may seem to be as simple as "Wally does not have a home," there is a complex web of causation associated with a social problem.

6. **Discuss the web of assistance** (individual, community group, aid organization, government program). Some contribute to greater social change while others are considered to "band-aid" the problem. Discuss the positive and negative aspects of both while using Wally's situation as an example.

SAMPLE: Wally is homeless.

Long waiting lists.

Doesn't earn enough.

Paid minimum wage.

Can't find supportive housing.

Tragedy.

Can't find affordable housing.

Mental illness.

Apartment converted into expensive homes.

Supporting large, single parent family.

Paid minimum wage.

Wally does not have a home.

Evicted

Didn't make rent.

Working many jobs.

Health care costs used up savings.

Doesn't earn enough.

My name is Wally. I am homeless. WHY?

Got fired.

Not focused.

Hungry

Wally lived in poverty.

Injured.

Not as effective.

Can't find work.

Recession

Wally left home.

Victim of domestic violence.

Complications

Globalization

Shelters are overcrowded

Wally can't find a helpful aid program.

Addiction

Cannot afford a deposit for an apt.

No address for forms.

Ran away.

Divorce.

Government aid programs cut.

Kids and Families 101

Prior Knowledge Necessary: Low - Intermediate
Number of Participants: 2-Any
Level of Interaction: Medium

Learning Objective:
Participants will understand the specific struggles families with children face on any given day.

Materials Needed:
- Scenario cards – one group of cards is a low-income family and one is a middle-income family

Instructions:
1. Divide participants into small groups of 2-5. Give each group a stack of scenario cards. Explain that they will be helping a family make decisions throughout their day. Ask them to read each card and select an option for their next steps.

2. Once they have completed the scenarios ask how they felt about their choices. Do you feel that you had a lot of choices and options that were possible? Do you feel that your economic status either helped or hindered the decisions you could and could not make? Explain that although these situations were created so that you had little control over your choices, in general people believe that they have the ability to choose their life courses. However, depending upon your economic status your choices can become more determined for you based upon the fact that you do not have adequate resources to obtain different options.

3. What was the most difficult decision that you had to deal with as a member of your family? What made it so difficult?

4. The poverty threshold in 2001 for a family of 3 was $14,128 and for a family of 4 was $18,104. Do you feel as though these figures are a livable income for families with 3 and 4 people?

5. 1 out of every 8 women are poor compared with 1 out of every 12 men being poor. What are some possible causes for the large gap in rates of poverty between women and men?

6. What are some changes that can be made to help families thrive more in society?

Budgeting 101

Prior Knowledge Necessary: Low - Intermediate
Number of Participants: Any-18
Level of Interaction: Medium

Learning Objectives:
- Participants will understand the difficulties associated with budgeting.
- Participants will better understand what it feels like to be in the position of a person trying to meet their family's needs on a very tight budget.

Materials Needed
- Envelopes for each character (including character summary, Spending Options sheet, Housing Options sheet, and budget worksheet- *See accompanying CD entitled "Reflection Materials"*)
- Pencils
- Calculators
- Dry erase markers

Instructions
1. Overview of game

2. Importance of roles-you will be role-playing the part of someone trying to meet their family's needs on a tight budget. You might be a single person or you might be someone with a family. Lots of different income levels, family situations.

3. Objective of game-to budget for the coming month.

4. Folders-each person will get a folder that contains their character bio, a budget sheet, spending options for how much they could spend on various expenses (food, health insurance, transportation, child care, and phone), and housing options. Pull these out and hold them up as you explain.

5. Give the group 10-15 minutes. Make sure everyone has completed his or her budget.

Questions for Discussion

- One word- how did you feel while making decisions as your character?

- Go around the room and ask each person to <u>briefly</u> describe their situation and the most difficult decision that they had to make. Examples will likely include items that they could not choose because a more important one was too expensive (e.g.; no health care so they could afford housing).

- Did they get enough food, child care, health insurance, etc?

- How many people were employed? Were they able to make ends meet?

- How real was this? (Time, forms, expenses not included, etc)

- What would have helped you in this game? Focus on finding solutions to some of the obstacles and difficult decisions they named earlier.

- Point out that these character sketches were drawn from real people who have come to SOME.

The Net

Prior Knowledge Necessary: Low - Intermediate
Number of Participants: 8-15
Level of Interaction: Medium

Learning Objective:
Participants will understand homelessness as a manifestation of poverty and the way systems in our society can either support or trap individuals.

Materials Needed
See accompanying CD entitled "Reflection Materials"
- Case scenarios (optional)
- Ball of string
- System Badges
- Big rubber ball (optional)
- Pencils (optional)
- MLK Quote on small pieces of paper

Discussion
Open by talking about the causes of homelessness.
- Did anything surprise you during your service in the dining room today?
- Who are homeless people? (Age? Gender? Race? Employed? Emphasize diversity and counter stereotypes.)
- What are some of the many ways people could become homeless? (brief discussion)

Case Scenarios (optional)
This is a good addition to the reflection, particularly if participants are younger, because it gives them a basis for the next activity. However, if participants already have a good understanding of the obstacles facing people who are homeless, you may want to skip this activity.

Divide the group into 2-4 smaller groups. Pass out one scenario and a pencil to each group.

Tell the groups to put themselves in the shoes of the person or family described in their scenario. The groups should discuss what their person or family needs, how they will be able to meet those needs, and what some of the complicating factors, or obstacles, might be.

After the groups have had five to ten minutes to discuss their scenarios, bring everyone back into a large circle. Ask each group to briefly summarize their scenario and some of the needs they identified.

Net Activity

Introduce this next activity by explaining that individuals (like the ones in the scenarios) act within a social context, and they are affected by various social systems, like the economic system (example: it can be hard for an individual to get a job during a recession) or the educational system.

Explain that together the group is going to create a net that represent the various social systems that make up a society. Ask participants to form a circle in the middle of the room or around the table. Pass out the name badges and explain that each person will represent one (or two, if it is a small group) system in society.

Create the net by throwing the string from person to person (system to system). When the net is created, ask the group what they have created. Guide the discussion into looking at this net either as a **safety net** or as a **trapping net**.

Discuss how these systems are interrelated and how they might work to support individuals or trap them. (If you can get a big rubber ball, at this point it is fun to try to balance the ball on top of the net. Does the ball "fall through the cracks?" Discuss how the ball represents the ways an individual interacts with society.)

Go around the circle and give examples of how the net could trap people. (How can these systems be a hindrance to individuals? Use the individuals in the scenarios as examples.)

Go around the circle giving examples of how the net supports individuals. (How could these systems work together to support individuals?)

Reflection

Pass out the following quotation on small pieces of paper and ask a member of the group to read it out loud.

"We are tied together in a single garment of destiny, caught in an inescapable network of mutuality. And whatever affects one directly, affects all indirectly. I can never be what I ought to be until you are what you ought to be. And you can never be what you ought to be until I am what I ought to be. This is the way God's universe is made."

-Rev. Martin Luther King, Jr.

Ask the group what Martin Luther King means when he talks about being "tied together in a single garment of destiny?"

What would Dr. King say about our responsibility to those who are homeless?

Tough Choices

Prior Knowledge Necessary: None (Grades K-2)
Number of Participants: Any
Level of Interaction: Low

Learning Objective:

Younger children will understand the difficulty of making choices that often leave people in poverty or homeless.

Materials Needed:

- Pencils
- Worksheets (see *See accompanying CD entitled "Reflection Materials"*)

1. **What is the difference between a house and a home?** A house is a structure: four walls, rooms, a roof, a door, etc. A home is a place where we feel comfortable and safe; it is where our belongings are kept. Explain that some children do not have a home as was just described. Some children live in a shelter in a room that is not their own. Some children even live in their family's car or on the streets.

2. **Ask the children to think of their two favorite rooms or places in their home.** Have them draw them both on the worksheet. Go around and have the group share the rooms that they chose. If the group is large, put them in smaller groups and have them share with each other. Tell them that they must give up one of those places and will no longer be able to spend time there. How will they decide?

3. **Then, on the reverse side of the worksheet, have them draw their two favorite things in the room they chose to keep.** Again, go around and have the group share the rooms that they chose. If the group is large, put them in smaller groups and have them share with each other. Tell them that they have to give up one of those things forever. How will they decide?

4. **Was it easy or hard to decide what to give up?** Explain that people who do not have very much money have to make hard choices. Some families must decide whether to keep their home or to keep their food. In order to keep both, some parents work two or three jobs to earn enough money. They do not make enough money to pay for a place to live AND to pay their bills AND to pay for the doctor if they get sick. Some people are too sick to work at all.

Quotes/Facts Activity

Prior Knowledge Necessary: None
Number of Participants: Any
Level of Interaction: Medium

Learning Objective:
Volunteers will consider factual information and philosophical information with regard to their volunteer experience. It will allow for a more meaningful and complete experience.

Materials Needed:
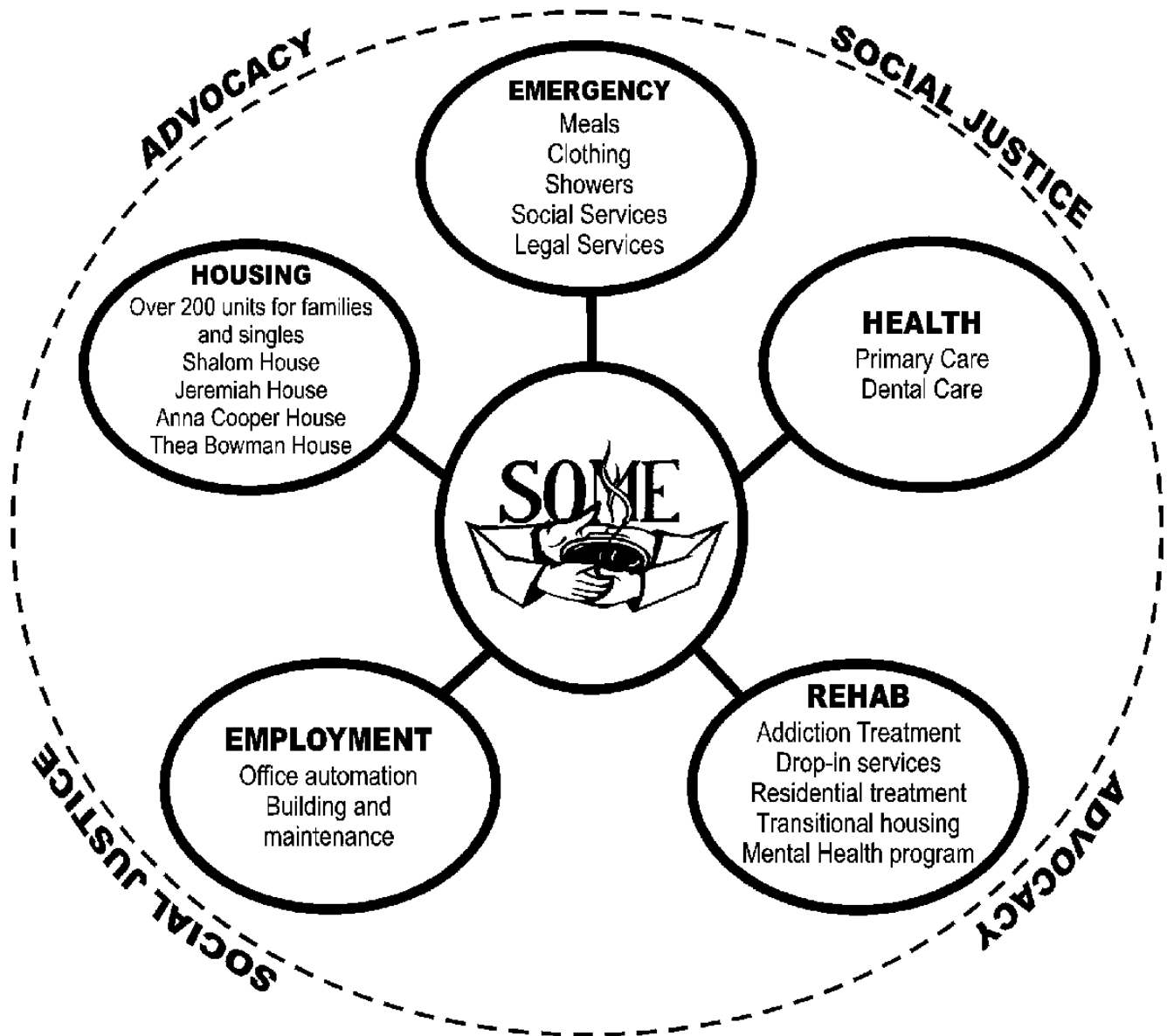   • Quote and fact cards (*See accompanying CD entitled "Reflection Materials"*)

Instructions

1. Before the group begins volunteering give each volunteer one card, which includes a quote and a fact. Have them read it over and put it in the pocket. Encourage them to think about what is on their card while they are volunteering.

2. Bring the group together after they finish their work. Have each person read their quote and their fact. Ask them what they thought about in relation to each while in the dining room.

   • Did the quote/fact address any expectations (positive or negative) that they had prior to volunteering?
   • Did the quote/fact impact their perception of the quests?
   • How did it make them feel about their volunteer time?

3. After each person takes their turn allow others to comment or ask questions.

SOME'S CONTINUUM OF CARE

EMERGENCY $\longrightarrow$ EMPLOYMENT

HEALTH   HOUSING

REHAB

ADVOCACY

SOCIAL JUSTICE

EMERGENCY
Meals
Clothing
Showers
Social Services
Legal Services

HEALTH
Primary Care
Dental Care

HOUSING
Over 200 units for families
and singles
Shalom House
Jeremiah House
Anna Cooper House
Thea Bowman House

SOME

REHAB
Addiction Treatment
Drop-in services
Residential treatment
Transitional housing
Mental Health program

EMPLOYMENT
Office automation
Building and
maintenance

SOCIAL JUSTICE

ADVOCACY

MODULE 2: LACK OF AFFORDABLE HOUSING

MODULE 2: LACK OF AFFORDABLE HOUSING

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Introduction

Across the nation poor families and individuals struggle to find a decent affordable place to call home. Although the housing market remains strong, it is of little benefit to the low-income community. Rising rents and housing costs have exceeded affordability for many in the District. More than half of low-income households pay unaffordable housing costs.[ix] These households include those supported by a full-time librarian or firefighter.

In addition, poor residents face a shortage of other housing options such as emergency shelters, Single Room Occupancy (SRO) units, and government subsidized housing. Approximately 52,500 households are on waiting lists at the DC Housing Authority. According to the DC Housing Authority, many on the waiting list could wait several years while others might not ever receive subsidized housing in their lifetime.[x]

This Module discusses the difficulties associated with the lack of affordable housing in any community. The discussions and reflections will help a group consider and "experience" these difficulties as best they can. They will see how a lack of resources coupled with an outright lack of housing units can be frustrating, degrading, and simply disappointing.

Housing Hardship a Reality for Too Many

Across the nation low-income households are finding it more difficult than ever to find a place to live. Families who once considered themselves financially stable have come face to face with the affordable housing crisis plaguing many.   Firefighters, school cafeteria workers, librarians, and others are often unable to continue living in the communities that they serve. As prices soar and the number of affordable units drops, many have to take undesirable actions just to keep afloat.

From 2000 to 2002 median home sale prices in the District rose 37%, and rent for a two-bedroom apartment rose 12%. This drastic increase forced some residents out of the city; others found themselves with nowhere to go.   In addition, the actual number of affordable units is far fewer than the number of extremely low-income renters. Not surprisingly, there has been a 4% increase in the number of people experiencing homelessness since 2002. [xi] Many researchers and advocates would cite the lack of affordable housing as the number one reason people become homeless in our city.

As the District tries to entice high-income households into the city by developing expensive town homes and condominiums, many current residents are being squeezed out of their homes and their city. Although the District is small in size, it is still possible for a range of socioeconomic groups to coexist.   Unfortunately, if the city continues to progress as it is now there will be no room for those who need it most.

Questions for Discussion

? What do you like and dislike about your neighborhood? What would you do if you could not afford to live there any more? How would you feel?
? Do you think it is possible for low-income and high-income residents to live in the same neighborhood? Why or why not?
? Do you think it is fair for the District to bring in high priced town homes rather than develop more affordable housing units? What are pros and cons of each option?

Unequal Access to Resources

The District is socio-economically polarized as are many cities. In order for many to find affordable housing, they must turn to the city's lowest income areas. However, living in the lowest income areas of this city often means having poor access to many crucial resources.

East of the Anacostia River, made up of Council Wards 7 and 8 (see map), is home to the District's poorest residents. This area has the highest poverty rate, the lowest median income, and the highest crime rate in the city. Nearly half of all children living in Wards 7 and 8 live in poverty.[xii] Despite the extreme need in this community, residents lack the resources to live a healthy productive life. There are over 141,000 people living in this small community; that is one-quarter of the city's total population. There are only two hospitals, both of which are in the southern part of the area (Ward 8). Even though this area has the highest crime rate in the city, there are only four Police Station Centers; three of those are in the northern part of the area (Ward 7). In addition, of the 394 grocery stores in the District, only 39 are in Wards 7 and 8. Almost none of those stores that are in this area are large grocery stores that carry a variety of fresh foods; the vast majority are small corner markets that carry non-perishable items such as pasta and canned goods. That means residents have less access to healthy foods. Of the 43 Metro stops in the District, only four are in this area.[xiii]
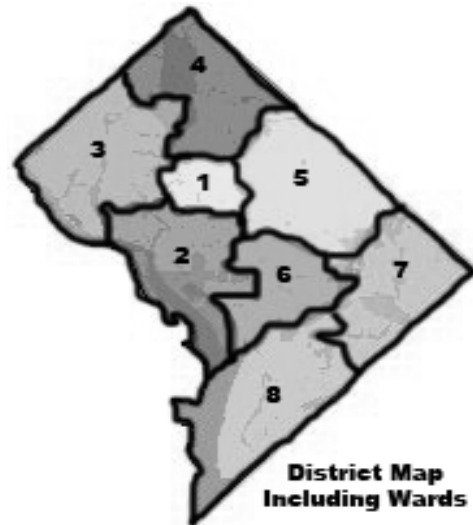
District Map Including Wards

Low-income areas across the nation tend to have the worst schools, residents with more health problems, unequal access to public transportation, and fewer jobs paying a living wage. Without equal access to these crucial resources, families and individuals find themselves trapped in the cycle of poverty.

Questions for Discussion

? What sacrifices do you think an individual or a family makes by choosing to live in a low-income area? Do you think it is worth it?

? How can the city and its residents work together to make sure low-income residents have greater access to basic necessities?

Government and Private Programs Respond

There are many government and private programs that are trying to address the growing need for affordable housing. Some programs have been successful, but others have not. These are some examples:

Inclusionary Zoning policies require new and/or rehabilitated residential developments to include housing units affordable to low and moderate-income residents. In exchange, developers may receive non-monetary compensation—in the form of density bonuses—that reduce construction costs. This policy produces affordable housing for lower and middle income workers; supports the creation of mixed income communities; prevents rising prices from driving out low and moderate income residents; and leverages the expertise and capacity of the private market to develop affordable housing.[xiv]

The Housing Choice Voucher Program (HCVP) is administered by the DC Housing Authority (DCHA) under contract with the federal government. Participants generally contribute 30% of their monthly income toward housing costs, with the Housing Choice Voucher Program making up the difference—up to a locally defined "payment standard."[xv] Unfortunately, due to a lack of affordable units and budget cuts on the federal level, vouchers are not currently being given out in the District. Over 35,000 households are currently waiting for vouchers.

The Public Housing Program consists of fifty-two apartment communities in Washington, DC that are managed and maintained by DCHA.[xvi]

Single Room Occupancy (SRO) housing contains units for occupancy by one person. These units may contain food preparation or sanitary facilities, or both. Like other housing programs, residents pay approximately 30% of their monthly income toward housing costs and DCHA makes up the difference.[xvii] SROs usually offer various social services and case management for residents.

Although these programs may offer assistance, the growing need for such services and the dwindling supply of affordable housing units is making it tough for people to benefit. In general, the need for assistance in the District far exceeds the programs' availability.

The House on the Rock

> **Prior Knowledge Necessary:** None
> **Number of Participants:** Any
> **Level of Interaction:** Low

Learning Objective:
Participants will understand the challenges associated with unequal access to resources.

Materials Needed:
- Copies of the story (*See accompanying CD entitled "Reflection Materials"*)

Instructions
1. Divide participants into groups of 2-4. Ask them to read the story within their groups.

   > There was a poor man who needed to build a house for his family. The only land he could afford was by the seaside, a place where the wind blows hard and the sand dunes continuously shifted. Since they needed shelter so badly, the poor man and his family decided to build the house on that bad plot anyway.
   >
   > Another man also wanted a house for his family. Unlike the poor man, this one had several options. He could afford land by the seaside if he wanted, but he thought that building his house on the sand would not be a good idea. He could also afford land high up on the rock where the winds and the sandy ground would not destroy it. So, he decided to build his family's house there.
   >
   > Both men built the house for their families. When the strong winds started blowing, the house built by the seaside fell as the foundations rapidly shifted while the house built on the rock remained secure. As a result, the poor man and his family not only became homeless, but they were worse off than before. They now had no house, no savings, and limited alternatives to revert their situation.

2. Ask the group to compare these scenarios to problems people face in a city or community. Encourage the group to think about general resource distribution in neighborhoods that are mostly low-income versus those that are mostly high-income. Aside from just different housing options, what else is different in these neighborhoods? The schools are better in the high-income areas; there are fewer grocery stores in low-income areas; and there are fewer hospitals in low-income areas.

3. Are people who live in areas with fewer resources set up for failure just as the man who built the house on the seaside was? Why or why not?

4. What can we do to ensure that resources are distributed equally throughout the District? Who has the power to change that?

Housing Puzzle

Prior Knowledge Necessary: Low-Intermediate
Number of Participants: Any
Level of Interaction: High

Learning Objective:
Participants will understand the difficulties faced by low-income families and individuals who are without proper resources or are facing various barriers.

Materials Needed:
- One housing puzzle for each group (*See accompanying CD entitled "Reflection Materials")*
- Envelopes

Instructions
1. Divide participants into groups of 3-5. Put one housing puzzle into each envelope. No puzzle should be complete; they will include several pieces that will not make a complete house. A complete house should have a large square frame, a triangle for a roof, a rectangle door, and two small square windows.   All of the pieces from the many different puzzles combined should create several houses without any unused pieces. Envelopes might look like this:
    - Two large squares, one rectangle, two triangles
    - One triangle, two small squares, one rectangle
    - Two large squares, one triangle, two small squares
    - Two rectangles, four small squares

2. Divide participants into groups of 2-5. Give each group an envelope including a housing puzzle. Ask them to put the puzzle together, creating a proper house, in one minute. Observe how they work together. Some groups will see that they do not have the right pieces and will quit. Others might turn to other groups for assistance. Do not give them suggestions on how to work on their puzzle. Do notice if they chose to collaborate, if they give up, or if they come up with another creative solution.

3. After their minute is up, ask the groups what happened. They will say that they were unable to complete the house as instructed. Ask if they were able to come up with ways to manage without proper resources. If the groups did not work all together, ask why.

4. Now tell the groups that they have one more minute to complete the puzzle and that they may all work together, but give each group a disability of sorts. For example, Group One members may not speak; Group Two members may not touch any puzzle pieces; Group Three members may not get out of their chairs; and group four members may not do all three (no speaking, no touching, no getting up).

5. After the minute is up, again ask what happened. Were they able to work together despite these new barriers? Why or why not?

6. Ask the group to compare the activity to real life. How are resources distributed? What are some ways that a city or community can more effectively distribute resources and collaborate?

7. What are some real life barriers that low-income families and individuals face when trying to find housing? Possible barriers might include discrimination based on income or race, the need for strong credit, a prior eviction, or simply not wanting to live in a dangerous neighborhood.

Housing 101

Prior Knowledge Necessary: Low - Intermediate
Number of Participants: 12-22
Level of Interaction: High

Learning Objectives:
- Participants will understand the difficulties associated with budgeting and finding housing.
- Participants will have a better understanding of the causes of homelessness, mainly the housing crisis and difficulty of "making ends meet."
- Participants will better understand what it feels like to be in the position of a person seeking housing on a very tight budget.

Materials Needed
See accompanying CD entitled "Reflection Materials"
- Envelopes for each character (including character summary, options sheet, and budget worksheet)
- Envelopes for each housing agency (including instructions and any necessary forms)
- Signs for each housing agency
- Pencils
- Calculators
- Dry erase markers

Instructions
1. Overview of game

2. **Importance of roles**-you will be role-playing the part of someone looking for housing. You might be a single person or you might be someone with a family. Lots of different income levels, family situations.

3. **Objective of game**-to find housing for the coming month. You will do this by first figuring out a budget, based on your income and expenses. This will tell you how much you have to spend this month on housing. Then you will go out and get housing.

4. **Folders**-each person will get a folder that contains their character bio, a budget sheet, and options for how much they can spend on various expenses (food, health insurance, transportation, child care, and phone). Pull these out and hold them up as you explain.

5. **Housing Options**-your income will be given to you in the character biography. You will figure out your expenses, and then determine how much you have left over to spend on housing. Once you have this amount, you can go to any of four places to look for housing: 1) Smith Realty; 2) DC Housing Authority; 3) Shalom House/SRO; 4) Emergency Shelter. Talk through each option with the group in very general terms. Do not get into procedures or requirements. Participants should find all this out for themselves.

6. Select four people to play the roles of housing providers- one each for Smith Reality, DC Housing Authority, Shalom House, and Emergency Shelter. Let them set up their "offices" in the four corners of the room.

7. Tell everyone that time will move quickly, so they should try to secure housing as quickly as possible.

8. Let the activity run for around 15 minutes. Make sure to stop before everyone has had a chance to find housing.

Discussion Topics

- One word- how did you feel while you were in your role?

- Go around the room and ask each person to briefly describe their situation and whether or not they found a place to stay. Write the four different housing centers on the board and put checks in each category as people tell you where they are staying. For those who did not get a place to stay, ask them where they are staying. If they say "nowhere," push them to name a place.

- Ask them to list some of the obstacles they faced as they looked for housing. Some examples that you will want to draw out include: bad credit, waiting lists, not enough income, not enough affordable housing, applications that are difficult to understand, not enough time, and addictions/mental illness. As people list obstacles, ask the group, "was this an obstacle for the rest of you?"

- Ask what people had to sacrifice to make ends meet. Did they get enough food, child care, health insurance, etc?

- How realistic was this? Points to address might include time, forms, expenses not included in their budget (toiletries, school supplies, etc), and distance to and from each place.

- What would have helped you in this game? Focus on finding solutions to some of the obstacles they named.

- How were you assigned a character? Point out that these character sketches were drawn from real people who have come to SOME.

SOME: An Alternative to High Cost Housing

Due to the lack of affordable housing in the District, SOME became a non-profit housing developer in 1989. SOME now provides attractive, affordable, safe, private units for hundreds of homeless and low-income persons.

Transitional Housing:
Jordan House is a "Safe House" for homeless persons who are waiting to be placed in our residential addiction treatment programs (Maya Angelou House or Exodus House).

Leland Place is a transitional-housing and job-readiness program for 29 homeless men recovering from addictions.

Harvest House is SOME's transitional-housing and job-readiness program for homeless women.

Thea Bowman Housing Program includes a 10-unit apartment building and four townhouses (**"O" Street Town House**), all of which are reserved for 14 needy families. This program provides two years of case management and affordable, transitional housing and serves as a bridge from homelessness to self-sufficiency.

Single Room Occupancy Units (SROs):
Shalom House was the first and is the largest Single Room Occupancy facility in the city. Since opening in 1989, Shalom House provides housing for 94 formerly homeless men and women who are without long-term housing. Shalom House is accessible for those with disabilities.

Jeremiah House provides single rooms, common social areas and kitchens to 52 formerly homeless men and women.

Anna Cooper House provides 51 single rooms, common social areas and kitchens to 51 formerly homeless women and men.

Housing Units for Families:
Independence Place is a new program that provides a home to 21 families. The building also includes an enrichment and nutrition program for children. This new program will be called **SOME Place for Kids** and will provide educational activities and structured recreation.

MODULE 3: EMPLOYMENT AND WAGES

MODULE 3: EMPLOYMENT AND WAGES

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Introduction

It is clear that employment and wages are the backbone of a person's material livelihood, yet they frequently do not provide as necessary. In order to earn enough money to live, one must have a job that pays at least a living wage; in order to have a job that pays that much, a person will likely need training or education; most often, in order to get training or further education, a person must have money to pay for it; and in order to earn money, one must have a job. However, as the nation's economy fluctuates many are left unemployed and minimum wage positions are occupied.

There is no jurisdiction in this nation (DC and Puerto Rico included) where a person can work forty hours per week earning that state's minimum wage and afford a two-bedroom rental home. In addition, there are only four counties in the country where a person can work forty hours per week earning that state's minimum wage and afford a one-bedroom apartment. The national Housing Wage (the amount a person would need to earn to afford housing) for a two-bedroom apartment is $15.37 per hour. However, the median hourly wage in this country is only $14.00 and over 25% of the population earns less than $10.00 per hour. The District's Housing Wage is $22.83 per hour; the minimum wage is only $6.60.[xviii]   As the cost of living increases and the purchasing power of the dollar decreases, the low and stagnant minimum wage makes it difficult or impossible for a person to appropriately provide for their family.

One of the most common stereotypes of those who are homeless or poor is that they are "lazy" and a common question is "why don't they just get a job?" This Module will address that stereotype directly and indirectly. The discussions and reflections will focus on the difficulty of "getting by" when you are earning minimum wage and, in a broader sense, the distribution of wealth across socio-economic classes.

Working Does Not Always Solve the Problem

Although it is easy to assume that a person who is homeless must not be working, it is not always the case. Shelters across country report that they house significant numbers of employed people. Data shows that one in five homeless people (20%) are employed nationwide.[xix] In the D.C. Metro Region, one in three homeless people are employed.[xx]

Today's minimum wage of $5.15 was set in 1997. All efforts to raise the minimum wage since then have failed. Although states do have the freedom to raise the minimum wage as they wish, only fifteen states including D.C. have done so (thirty-seven states including Puerto Rico are still at $5.15).[xxi] In addition, the recent economic downturn caused job stability and job security to deteriorate. Involuntary job loss such as lay-offs and non-standard work arrangements such as day labor or regular part-time employment offer low wages, few benefits, and little to no job security. In order to keep afloat a person would need to find stable employment paying at least twice the minimum wage in most areas.

The unemployment rate measures those people who are actively seeking employment, but are unable to find it. The unemployment rate for 2004 for the US was 5.5% and was 7.6% for D.C.[xxii] The under-employment rate reflects not only individuals who are unemployed, but also involuntary part-time workers and those who want to work but have been discouraged by their lack of success. In 2004, the under-employment rate stood at 9.6%, substantially higher than the 5.5% unemployment rate. Many workers choose to take part-time work rather than remain unemployed. Although it is probably the better option, it still means facing great hardship.

Work does not necessarily provide relief from poverty for many Americans. It hardly seems fair that a person working one or several jobs should still face poverty, but that is the reality in this city and in this country.

Questions for discussion

? What could be done to prevent unemployment and under-employment? What can employers, employees, and elected officials do?
? How would you respond to a person who says "homeless people are lazy and should just get a job!"?

The Right to a Living Wage

Declining wages have put housing out of reach for many workers. For many, working two jobs at minimum wage still does not mean they are able to provide appropriately for their family. See the charts below for the average cost of living for two different families. Neither budget is suitable for a parent earning minimum wage (a person working for minimum wage in the District earns approximately $1,145 per month).

2 Parents, 2 Children[xxiii]

Monthly Housing	$820
Monthly Food	$510
Monthly Child Care	$1,042
Monthly Transportation	$221
Monthly Health Care	$329
Monthly Other Necessities	$412
Monthly Taxes	$768
Monthly Total	$4,102
Annual Total	$49,218

1 Parent, 1 Child

Monthly Housing	$820
Monthly Food	$230
Monthly Child Care	$650
Monthly Transportation	$157
Monthly Health Care	$260
Monthly Other Necessities	$325
Monthly Taxes	$667
Monthly Total	$3,109
Annual Total	$37,309

An alternative to the minimum wage is a living wage. This is the amount of money a person would need to earn working one full-time job in order to make ends meet. Jurisdictions around the nation are working to implement laws that would require big businesses and large contractors to pay their employees a living wage (usually they exclude small businesses and non-profit organizations). Locally, Montgomery Count and Prince George's Counties in Maryland and Arlington, VA have implemented living wage laws. Other cities include New York, NY, Miami Beach, FL, and San Francisco, CA. There are over 120 places that have enacted such laws and another 120 campaigns are currently underway.[xxiv] These laws allow a person to work only one full-time job that will pay them enough to support their family, while respecting the tight budget of small businesses.

Questions for Discussion

? Do you think living wage laws are a good idea? Why or why not?
? Aside from financial struggles, what other troubles do people who work multiple jobs face? Would living wage jobs alleviate those troubles? Why or why not?

Wealthy Get Wealthier and the Poor Get Poorer

The number one reason that people become homeless in this country is because they are born into poverty. According to the US Department of Health and Human Services, poverty literally means that a single person earns less than $9,570 per year (add $3,260 for each additional family member). However, people earning more than that amount are often still unable to meet their own basic needs. They struggle to feed and raise their children, to provide the elderly with shelter and health care, and to find a job that pays a living wage.

Successful economic development in the District requires economic growth for all and the reduction of inequality. Unfortunately the reality is that the wealthy are getting wealthier and poor are getting poorer. The debate over causes of poverty and inequality raises questions about flawed character, restricted opportunities and the role played by the government. There are a number of barriers that force people to live dangerously close to the poverty line or to homelessness.

During the last thirty years the highest earners in this country have continued to acquire more and more of the nation's wealth, while the lowest earners continue to lose wealth. The top 20% of earners currently own over 50% of the wealth. That leaves the other 50% of the wealth to be divided amongst 80% of the population. The gap between the wealthy and the poor has grown considerably and continues to expand.

As wealthy entrepreneurs continue to expand their businesses and their bank accounts, it is becoming hard and harder to convince them to pay their workers enough to live. Capitalism is a very important part of our nation's structure; people want to earn as much as they can in any given financial venture. Some would argue that a person has the right to pay what they wish and to make as much money as they are able. However, others would argue that this attitude is now becoming the root of many of our nation's problems.

Questions for discussion

? Why do you think the growing gap between the wealthy and the poor considered a problem?
? What do you think could bridge this gap of inequality?
? Do you think capitalism causes more problems or solutions in our society? Why?

Budgeting 101

Prior Knowledge Necessary: Low - Intermediate
Number of Participants: Any-18
Level of Interaction: Medium

Learning Objectives:
- Participants will understand the difficulties associated with budgeting.
- Participants will better understand what it feels like to be in the position of a person trying to meet their family's needs on a very tight budget.

Materials Needed
- Envelopes for each character (including character summary, Spending Options sheet, Housing Options sheet, and budget worksheet- *See accompanying CD entitled "Reflection Materials"*)
- Pencils
- Calculators
- Dry erase markers

Instructions

1. Overview of game

2. Importance of roles-you will be role-playing the part of someone trying to meet their family's needs on a tight budget. You might be a single person or you might be someone with a family. Lots of different income levels, family situations.

3. Objective of game-to budget for the coming month.

4. Folders-each person will get a folder that contains their character bio, a budget sheet, spending options for how much they could spend on various expenses (food, health insurance, transportation, child care, and phone), and housing options. Pull these out and hold them up as you explain.

5. Give the group 5-10 minutes. Make sure everyone has completed his or her budget.

Questions for Discussion
- One word- how did you feel while making decisions as your character?

- Go around the room and ask each person to <u>briefly</u> describe their situation and the most difficult decision that they had to make. Examples will likely include

items that they could not choose because a more important one was too expensive (e.g.; no health care so they could afford housing).

- Did they get enough food, child care, health insurance, etc?

- How many people were employed? Were they able to make ends meet?

- How real was this? (Time, forms, expenses not included, etc)

- What would have helped you in this game? Focus on finding solutions to some of the obstacles and difficult decisions they named earlier.

- How were you assigned a character? Point out that these character sketches were drawn from real people who have come to SOME.

Employment 101

Prior Knowledge Necessary: Low - Intermediate
Number of Participants: 12-22
Level of Interaction: High

Learning Objectives:
- Participants will understand the difficulties associated with budgeting and finding employment that meets their needs.
- Participants will better understand what it feels like to be in the position of a person seeking employment and trying to meet certain financial requirements.

Materials Needed
- Envelopes for each character
- Envelopes for each employer
- Signs for each employer (*See accompanying CD entitled "Reflection Materials"*)
- Pencils
- Calculators
- Dry erase markers

Instructions
1. Overview of the game

2. Each person will be given an identity. This is who they are until the end of the game. They are to put themselves in this person's position when making any decisions. Ask for four volunteers to serve as the employers. They, too, will need to fully assume this role. After you explain this, instruct them to open their folders.

3. *(As you go through the instructions, make sure each participant is looking at the sheet that you are referring to.)* Explain that the objective of Employment 101 is for each person to find employment that will cover their monthly expenses. They will calculate exactly how much they need to earn each month based on information that is on their identity sheets. That information will be filled in on their "Salary Worksheet." Once this is completed, they will move around and visit the employers to inquire about the jobs available.

4. Once you have reviewed everything, they may begin completing their "Salary Worksheets." After they are all finished, move onto the next step.

5. Have everyone look at the "Job Listings." Go through the four different employers: ACME Temp Agency, Memorial Hospital, Johnson's Warehouse, University of State, and four minimum wage jobs.

6. Explain that all positions require separate interviews (i.e., they cannot go to an employer and be interviewed for every opening at one time). If the cannot find a job or if their job does not meet their necessary requirements, they can seek a minimum wage position. They will need to go to the facilitator for an application. If they fill it out correctly, they can have the job. Do not help them with the application. Explain that they might need to get more than one job.

7. Do not answer too many questions about the activity. Allow them to find out for themselves.

8. They will have approximately 15 minutes to find work (more time for larger groups). Once time is up, employers are closed and everyone must return to the table.

Discussion

1. Go around and have everyone tell a little about themselves, which jobs they received, and whether it met their needs. Keep a tally on the board: who received jobs and who received jobs that met their needs.

2. How did you feel in your role? How did you feel while being interviewed?

3. What challenges did you face? What would have made the process easier?

4. Topics to address:

   a. Minimum wage: amount vs. value
   b. What is a living wage?
   c. What determines unemployment? What is unemployment insurance?
   d. How many people work more than one job? How many hours per week must a person work in order to afford housing?
   e. What are additional struggles that people coming off of TANF (welfare) face?

5. Did you feel that this was realistic? Why or why not?

Income Quintiles

Prior Knowledge Necessary: Low - Intermediate
Number of Participants: 10-Any
Level of Interaction: Medium

Learning Objectives:
Participants will understand how distribution of wealth is unequal and how that leads to poverty and homelessness.

Materials Needed
- Placards for each volunteer participant to hold, identifying the quintiles and showing the income range
- Charts representing trends (optional)

Instructions

This activity compares income distribution in two recent periods of economic growth in the U.S. Five volunteers come up and stand in front of the room. (For this activity to work, the volunteers will need plenty of space to move forward and some space to move back.) For greatest effect, the more recent period (1979-1998) is demonstrated first.

1. **The facilitator tells participants that the group will look at changes in family income during two recent periods of economic growth.** First, the group shares some examples of income [salary, social security check, capital gains from selling investments, gifts, etc.] The facilitator then asks for five volunteers to come to the front of the room and stand shoulder to shoulder.

2. **The facilitator introduces the concept of income quintiles: economists often talk about the U.S. population in 'quintiles' or 'fifths' of the population.** They imagine the entire population of the U.S. lined up in order, from the lowest income to the highest. Then they divide that line into five equal parts. This activity looks at what happened to the incomes during two periods of economic growth: 1947- 1979 and 1979- 1997. The facilitator then asks the group to identify the occupations or economic situations that participants might imagine fall into each quintile?

3. **Each volunteer, representing a quintile or a fifth of the U.S. population, steps forward or back according to whether their income gained or declined.** Each step equals a 10% change. For example, two steps forward would indicate an income gain of 20%.

4. Here's what happened between 1979 and 1997:

Quintile	Steps	Percent Change	Yearly Income Range (1998) (family income before taxes)
Lowest	½ step back	-5%	$0- 21, 600
Second	no change	0%	$21,600- 37,700
Middle	1 step forward	+8%	$37,700- 56,000
Fourth	1 ½ steps forward	+15%	$56,000- 83,700
Highest	4 steps forward	+38%	$83,700 and up

5. If the top quintile is broken down even further and only the richest 1% of the population is examined—people with incomes of $250,000 and up—we see that from 1979 to 1998, the income of this group grew 106% (11 steps forward, or an additional seven steps from where the highest quintile is already standing).

Quintile	Steps	Percent Change	Yearly Income Range (1998) (family income before taxes)
Top 1%	11 steps forward	+106%	$243,000 and up

 Now let us look at what happened to the quintiles during the post war years: 1947-1979. We will start with the top four quintiles. The facilitator asks participants what strikes them about these two periods in history.

Quintile	Steps	Percent Change
Lowest	12 steps forward	+116%
Second	10 steps forward	+100%
Middle	11 steps forward	+111%
Fourth	11 steps forward	+114%
Highest	10 steps forward	+99%
Top 5%	9 steps forward	+86%

From "A Faith-Based Response to Growing Economic Inequality," published by United for a Fair Economy and the Episcopal Network for Economic Justice.

Distribution of Wealth

Prior Knowledge Necessary: Low - Intermediate
Number of Participants: 10-Any
Level of Interaction: Medium

Learning Objectives:
Participants will understand how distribution of wealth is unequal and how that leads to poverty and homelessness.

Materials Needed
- 10 chairs

Instructions

1. **Line up 10 chairs in front of the room and ask 10 volunteers to stand in front of each chair.** Explain that each person represents 10% of the U.S. population, and each chair represents one-tenth of all the private material wealth in the U.S. Ask the group for examples of wealth: money, stocks, bonds, property, houses, boats, cars, jewelry, etc.

2. **Ask the ten volunteers to take a seat. Explain that if wealth were evenly distributed, it would look like this: one person per chair.** Tell the group that this picture of equal wealth distribution has never existed.

3. **Announce that the group is going to travel back in time to the year 1976.** Explain that in 1976, the top 10% owned half of all the private wealth and the bottom 90% owned the other half. The volunteer representing the top (wealthiest) 10% lies across five of the chairs. The remaining nine people--representing 90% of the U.S. population--scrunch into the remaining five chairs.

4. **Now announce that we are fast-forwarding to the year 1998.** By 1998, a little more than twenty years later, there was a dramatic shift in wealth. Now the top 10% owns 70% of all private wealth (instruct the volunteer representing the top 10% to now lie across seven chairs) and the remaining nine volunteers must share three chairs.

5. **Even within the top 10% there is greater disparity.** If we let the arm of the volunteer representing the top 10% represent the wealthiest 1% of the population, then the arm's share alone (the top 1%) in 1998 is four chairs, or 39% of all wealth! That is more than the bottom 90% have combined!

6. **Ask the group to notice the circumstances they are in and their feelings about this.** How are you feeling at the top? How about in the bottom 90%? If you were going to push someone off the chairs to make room, who would it be? Why? What conclusions do you draw about the focus of public policy discussions—looking up at the chairs (at the top 1%) or looking down the chairs at the disadvantaged? What questions do you have?

[Excerpted from "A Faith-Based Response to Growing Economic Inequality," published by United for a Fair Economy and the Episcopal Network for Economic Justice.]

SOME: Preparing for Employment

SOME provides job readiness programs and job training as a response to the need of low income, unemployed, and homeless persons:

Leland Place is a transitional-housing and job-readiness program for 29 homeless men recovering from addictions.

Harvest House is SOME's transitional-housing and job-readiness program for homeless women.

The Center for Employment Training (CET) gives extremely low-income and homeless women and men in DC the opportunity to receive intensive job training so that they may find new directions in life. The mission of SOME CET is based on a philosophy of self-determination. We seek to promote the human development and education of low-income people by providing them with the marketable skills training and supportive services that contribute to self-sufficiency. CET provides thorough education in marketable skill areas that were identified through an industry and market survey. The curriculum is designed with the needs of employers in mind, and SOME CET is constantly adapting to ensure that CET graduates will always be in high demand. In addition to teaching the skills critical to each training area, CET teaches the "soft skills" that are essential to obtaining and maintaining employment. These skills include developing a work ethic, arriving at the center and punching in on time every day, putting in eight full hours and being productive the entire day. CET staff also stress the importance of maintaining a positive attitude toward the job, as well as toward supervisors and coworkers.

MODULE 4: HEALTH & HEALTH CARE FOR THE UNDERSERVED

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Introduction

There is no easy way and there certainly is not any *one* way to create social change. Members of our community volunteer regularly, write letters to their Congresspersons, attend rallies, or simply take the time to learn about or teach about a particular issue. We can follow the lead of great people who advocated on behalf of others and empowered those whom they encountered, such as Martin Luther King, Jr. or Cesar Chavez. Often altering our own way of thinking and dismissing stereotypes that we hold are equally valuable and crucial.

This Module ties the Curriculum together. Now that the group has learned about the issues, they can begin thinking critically. Many of the discussion topics and reflections address certain power structures in the community, while others give participants the power to put their newfound knowledge to use.

Advocacy, Organizing, and Awareness Building

The word "advocacy" comes from the Latin words *ad voca* meaning "to speak." In practice it can mean many different things, often all relating to speaking on behalf of those who may not have a voice on their own. There are an infinite number of effective ways do be an advocate. Below are three general examples of way to advocate for a cause.

Legislative Advocates work closely with elected officials, coalitions, and other agencies to ensure that laws are being passed and policies are being developed that properly serve the homeless and poor communities. This could include lobbying, or actively trying to influence an elected official in favor of a cause. It could also include making suggestions on legislative issues, writing letters, or calling to voice support or opposition on an issue.

Community Organizers work directly with the homeless and poor community to organize them to get involved in an issue. For example, if a shelter is at risk or being closed an Organizer would work with the people sleeping in the shelter to help them voice their opinions. Organizers work for two victories: 1) winning whatever it is that you want (keeping the shelter open) and 2) developing leadership skills within the community (the shelter residents).

Awareness building is a crucial part of effective advocacy. If those in power or those in the community have certain stereotypes of the homeless and poor, effective policies and necessary changes will not be made. It is very important to change the attitudes of those around you. It can be assumed that a person who holds certain stereotypes simply does not know all the facts. By educating those in your community and elected officials, it can be easier for Legislative Advocates and Community Organizers to get appropriate policies implemented.

Questions for Discussion

? What are some specific examples of each kind of advocacy?
? How do you think you can advocate on behalf of those who are homeless and poor?
? Do you know who your elected officials are? How might you find out? What are something you could tell them about homelessness and poverty?
? Do you think they will listen? Why or why not? What power might you have over them?

The Need for Effective Assistance Programs

Since the inception of this country there has been poverty, and, with that, there has been spite towards those asking for assistance. However, it can been said that the fundamental acceptance of public responsibility to those in need has never wavered in America. The question remains what is the best way to assist those who are poor.

Local, state, and federal government agencies are constantly looking at how to help. In the 1930s relief programs mostly provided financial assistance directly to the individual or family in need. Programs developed in the 1960s more often provided funds to service providers and community programs rather than giving money to each person. Today we have government programs that do both; along with that, we have welcomed a new word into our vocabulary: empowerment. Government and private assistance programs are more often trying to empower those in need to acquire the skills necessary to take control of their own lives so that the affects can be long term. That is, today we see an attempt to create programs that "teach a man to fish so he may eat for a lifetime" rather than "give a man a fish so he may eat for a day." There was also an influx in the number of non-profit organizations providing assistance from 1960 through today. These groups have done a terrific job at providing empowering services, but certainly cannot alleviate the problem on their own.

Wendy, a homeless advocate from the District often says: "We need to think outside of the box! " This is a call for a change of mind. For Wendy, "thinking outside of the box" symbolizes a way of leaving aside stereotypes that block individual and societal responses to the needs of those persons who are homeless.

No government or private program could eliminate poverty by itself. It is time for everyone – citizens, lawmakers, and service providers alike – to begin "thinking outside the box" so that we may help those who are without the necessary resources to help themselves.

Questions for Discussion

? What are some local, state, and government programs that are intended to help the poor? Do you think they are working? Why or why not?
? How do you think non-profit organizations and government agencies can work together on this problem?
? What are some new ways government agencies, private organizations, and citizens can help those who are poor? Try "thinking outside the box."

Successful Citizen Action Movements

There are certain social movements that have come to represent various time periods in history. These movements have created long-lasting effects on how society operates. From them evolved leaders whose names will be forever remembered and whose lessons will be taught for generations.

These successful movements are examples that have proved that citizens can create real sustainable change:

- **Women's Suffrage Movement** at the turn of the century: after years of fighting for equal voting rights, women we granted the right to vote in 1920.
- **Civil Rights Movement** from the mid-1950s through the early 1970s: student sit-ins, preaching campaigns, voter registration drives, and boycotts all made up this enormous citizen movement. Many victories were celebrated during this time.
- **Peace Movement** of the 1960s: Before, during, and after the War in Vietnam citizens organized in the name of peace. Although it is hard to say if the movement itself brought the troops home, it can be assumed that the movement brought about a culture of peace and greater international understanding around the country.

It is often perceived that these massive social movements are a thing of the past; if we allow that to be true, it will be true. Those are, in fact, great successes that changed our nation forever. If it has been proven that citizen action can create change, why has there not been a major anti-poverty movement? There are countless examples of local movements that have brought about changes such as living wage laws, laws forbidding discrimination based on income, increases in affordable housing, and others. Although it is not necessary to create a huge national movement, it is important to keep these smaller local movements going and to connect them with similar efforts elsewhere.

As Mahatma Gandhi once said, "You must be the change you wish to see in the world." There is no need for all change-seekers to be powerful elected officials or directors of large organizations. There is plenty of work to be on a local level; there is a movement waiting to happen in every town.

Questions for Discussion

? Do you think it would be possible for a large citizen movement to change the future of poverty in America?

? What does it take to start a movement? How can you create an anti-poverty movement in your area?

MODULE 5: EMPOWERMENT, INCLUSION, AND ADVOCACY

Outside the Box

Prior Knowledge Necessary: Low - Intermediate
Number of Participants: 8-30
Level of Interaction: Low

Learning Objective:

Participants will understand the definition of a stereotype and why stereotypes of the homeless/poor community are not true as generalizations.

Materials Needed:

- Box with a slot on top
- Small pieces of paper
- Pencils

Instructions:

1. Define Stereotype-Who can tell me what a stereotype is? Emphasize that a stereotype is a *prejudiced image*. Break down prejudiced-"pre" and "judge"-judging before you know. Stereotypes often begin with the word "ALL" and fill in the statement "All _____ people are _____." Ask for examples.

2. What stereotypes do people have of people who are poor and homeless? Have participants write them on pieces of paper. Go around the room and ask each participant to read what they have written and then drop them into the stereotypes box. After everyone has read their stereotypes aloud, ask the group what some of the common ones were.

3. Stereotypes are FALSE. Give some facts to dispel myths. Pass out the "Homelessness & Poverty" fact sheet (see Module 1).

    - One in five homeless people in the U.S. are employed
    - In DC, half of homeless people are women and children[xxv]

4. Talk about the effect of stereotypes on individuals. Participants can examine how people who have these stereotypes might treat people who are poor or homeless. (Employers, bankers, landlords, government, average person.) How would it feel to be a person who is stereotyped in this way?

5. Now that we have talked about the myths, we are going to talk about the realities. How do people become homeless? At this point we need to start "thinking out of the box," explain that concept using the stereotypes box as a prop. Who knows what it means to "think outside the box?"

6. List causes of homelessness on the board.

7. How do we work to end homelessness? How can we dispel the myths? Again, list on the board.

8. There are two possible conclusions to this program. For both, bring a large container full of water, and as many pebbles as participants.

    Option 1: Distribute the pebbles to participants while they are entering the room. After reflecting on prejudices & stereotypes, ask participants to look at the pebble in their hands and give it a name, e.g.: prejudice, stereotype, discrimination because of race, status, etc. Then, come up front where the glass container is, say aloud the name given to the pebble, and throw it in the water. Pebbles like prejudice & stereotypes push down. Their aim is to oppress people, preventing their access to common resources.

    Option 2: The water can also be used as a metaphor for doing service and learning about the problems of homelessness and poverty. Have each person take two stones. First, each person will throw in one of the stones and say something that they learned during the activity. After everyone has gone, the group throws their last stone all together. The facilitator explains that each person alone makes a ripple by volunteering and learning, but that together they make a splash.

Stereotype Name Tags

Prior Knowledge Necessary: None
Number of Participants: 15-30
Level of Interaction: High

Learning Objective:
Participants will understand stereotypes of the homeless and poor communities by focusing on the way it feels to be stereotyped.

Materials:
Name tags (*See accompanying CD entitled "Reflection Materials"*)

1. Participants are asked to close their eyes. They are told that everyone has been brought together in one room for an experiment. Explain that you will be putting a name tag around their necks hanging backwards (the tag will be on their backs) that has their identity written on it.

2. They must talk with everyone in the room at least once. While they are circulating, they are to relate to one another based on the identity of the person they are talking with. For example, if the tag reads "I was in jail," a person might be distrusting and hold onto their wallet or stand farther away. They may NOT ask each other what their own identity is.

3. Allow participants to spend 10 minutes to talk with everyone (approximately one minute per participant).

4. After time is up, bring everyone together. Before their identities are revealed discuss how they felt about others' reactions to them.

5. Go around and have everyone say what they believe their identity to be and turn around their tags to see if they are correct. Once everyone has gone, ask how everyone chose to respond to the other participants. Was it easy or was it difficult? Why? How did they feel about responding to others based on stereotypes?

Frames of Reference

Prior Knowledge Necessary: Low - Intermediate
Number of Participants: Any
Level of Interaction: Medium

Learning Objective:

Participants will understand stereotypes of the homeless and poor communities, and will understand that there is not one "face" of homelessness or poverty.

Materials Needed:

- **Pencils and Paper**
- Photographs depicting homelessness and/or poverty

Option 1:

1. Display several photographs around the room. Participants are to study each image carefully. Ask participants to determine who the people are and what is happening in the photograph, and to write down their description.

2. Allow no more than two minutes to examine each photograph. When time is up and the group returns ask each person to describe what they thought was happening in the photograph and what lead them to that conclusion. Compare everyone's interpretation and the reasons that led them to make those assumptions.

3. Once everyone has shared his or her interpretation, the facilitator will share that every photograph reveals the face of homelessness or poverty. The facilitator will reveal what is actually occurring in each photograph.

4. Define Stereotype-Who can tell me what a stereotype is? Emphasize that a stereotype is a *prejudiced image*. Break down prejudiced-"pre" and "judge"- judging before you know. Stereotypes often begin with the word "ALL" and fill in the statement "All _____ people are _____."

5. How did stereotypes or pre-judgments influence each person's interpretation of the photographs? How do stereotypes affect people in their day-to-day lives?

6. What is the face of homelessness? Poverty? Is there such a thing?

7. Share some statistics using the *Homelessness & Poverty* fact sheet:
   - Families with children represent 43% of DC's homeless population
   - Over 60% of our nation's homeless population has at least a high school diploma and 24% have attended college
   - Children make up 37% of the nation's poor

Option 2:
1. Break participants into small groups, and give each group one photograph.

2. Prior to any group discussion, ask individuals to observe the photograph and determine who the people are and what is happening in the photograph, and to write down their description privately. They are not to consult with other group members.

3. Once everyone is finished writing their observations, ask participants to discuss their different interpretations within their groups.

4. Continue with #3 above.

The Starfish Story and The River Story

Prior Knowledge Necessary: None
Number of Participants: Any
Level of Interaction: Low

Learning Objective:
Participants will understand the importance of both direct service and advocacy (promotion of "social change").

1. Divide the group into two. Give one group *The River Story* and one *The Starfish Story*. Ask them to read through the stories and discuss the questions amongst themselves.

2. When the groups are done, have them present their story and their answers to the other group. After the presentations, discuss the differences between the two approaches taken in the stories. Ask the group what makes them both effective and to think of ways they are used in fighting/addressing homelessness.
   - *The River Story* ~ advocacy, "social change"
   - *The Starfish Story* ~ direct service

The Starfish Story

Low tide had stranded many starfish on the beach, and the young woman walking along the wet sand barely noticed them as she passed. Up ahead she observed an elderly man apparently throwing something into the waves. As she came closer, she realized the old man was laboriously retrieving starfish and tossing them back into the water.

"Why bother, friend? There must be several thousand starfish on this one beach, and millions on all the beaches of the world. In a few hours, another low tide will strand many more. What difference does it make for you to throw them back one at a time?"

With exquisite care and timeless wisdom, the frail old man stooped to retrieve yet one more starfish and fling it into the sea. "It makes a difference to that one."

Questions for Discussion
? What or who does the young woman represent?
? What or who does the old man represent?
? What or who does the starfish represent?
? What do the ocean and low tide represent?
? Retell the story from your experience at SOME, giving new meanings to the characters and events.

The River Story

Two friends are hiking in the woods when the come to a river. As they stand admiring the waters they see a man drowning as he floats by. One hiker immediately jumps in to save him. Just as he is climbing out of the river another person floats by! The other jumps in to save him.

After rescuing several people and seeing that more were still coming, one hiker says, "I'm going to go upstream to see what is causing all of these people to fall in! You stay here and rescue as many as you can."

Questions for Discussion
? What or who do the two hikers represent?
? What or who do the drowning people represent?
? What does the river represent?
? What does the hiker's decision represent?

Change Diagrams

Prior Knowledge Necessary: Extensive
Number of Participants: 6-24
Level of Interaction: Medium

Learning Objective:

Participants will think critically about homelessness and will make educated decisions on effective ways to affect change.

Materials:

- Butcher paper, chalkboard, or other large surface on which to write
- Chalk or markers
- Paper
- Pens, Pencils, or markers

Time Needed:

- Introduction- 5 minutes
- Activity- 20 minutes
- Presentation- 3 minutes per group
- Questions, comments, suggestions from others- 30 minutes

Instructions

1. Explain that the participants have been chosen to draft a plan to alleviate homelessness in our area. They will have the next hour to develop it, debate its pros and cons, and to perfect the plan. Before they begin, ask the group to list the various causes of homelessness. Write them on the board.

2. Divide into groups of three. Have each group draw a diagram or a timeline of their plan on a piece of paper. Changes can include legislative, character, financial, etc. There are no restrictions except they must be realistic (i.e.; they cannot build a new home for every person in the nation, but they may come up with an idea to make more affordable housing options). They may focus on one large change or they can come up with ideas to change many aspects of the crisis of homelessness. Give groups 20 min to draw their plan.

3. Once they have finished, they will present their diagram to the other groups. Allow 3 minutes for each presentation. After each presentation, others may ask questions for clarification, but comments will be held until everyone has finished.

4. After all groups have presented, participants may make comments or suggestions that they feel would better each diagram. Encourage the groups to debate and discuss.

5. Final discussion will be a diagram of the entire group's collaborative plan.

Power Play

Prior Knowledge Necessary: Intermediate
Number of Participants: 15-Any
Level of Interaction: High

Learning Objectives:

- Participants will understand how unequal distribution of income and power can lead to and foster poverty and homelessness.
- Participants will begin to consider effective tactics for advocating on behalf of a small group.

Materials Needed:

See accompanying CD entitled "Reflection Materials"

- Tag for each participant
- Paper bags
- Board or other large surface on which to write
- Chalk or markers
- A pitcher of ice-cold water and cups (if the group is large enough, snacks also)

- Chart listing the chip point values
- Chart outlining the rules
- Large table

- Chips: Approx. 200 red, white, and blue
    25 gold chips
    9 "bonus chips" of another color

Set-Up:
Draw a blue square, red circle, or orange triangle on each of the blank white tags. Make sure there are square tags for 20% of the total number of participants, circle tags for 30% of the total number of participants, and triangle tags for 50% of the total number of participants.

Arrange a set of chairs around the table. The chairs should seat 20% of the participants. In a corner, arrange a set of chairs in a circle. These chairs should seat 30% of the participants. The remaining 50% of the participants will sit on the floor.

Introduction (2 minutes)
As participants arrive, ask them to sit on the floor. Have each participant grab five chips from the bag. Instruct them not to show their chips to anyone!

"This is an activity which involves trading and bargaining. The three people with the highest scores at the end of the activity will be declared the winners."

Explaining the Rules (10min)
1. Use the wall chart to explain the scoring system. Point out that the activity involves four different sets of colored chips. Gold chips are worth 60 points and are very few. Red chips are worth 30 points, white chips are worth 20 points, and blue chips are worth 10 points. In addition, 4 blue chips are worth 60 points and 4 white chips are worth 100 points.

>   Ex. "I have here 1 red chip and 4 white chips. What is my score?" (130 points)

2. Explain the following rules of bargaining:
   a. The participants have five minutes of trading time to try to improve their scores.
   b. They improve their scores by trading advantageously with other participants.
   c. Participants must be standing face-to face to initiate a trade.
   d. When they approach each other they will shake hands and will NOT let go until they have traded a chip of unequal value. (That is, a blue chip cannot be traded for another blue chip.) If a pair cannot reach a trade agreement, they must stand face to face, hands gripped for the entire trading session.
   e. Only the top five chips count. If a person has six or more chips at the end of the trading round, he or she may only use the largest five to determine their score.
   f. Participants may not talk unless they are grasping hands and attempting a trade.
   g. People with folded arms do not have to trade with other people.
   h. All chips must be hidden from view. There are no exceptions to this rule.
   i. Scores are cumulative throughout the activity.
3. Once the participants are finished trading, they should report to the scorer's area. A scorer will put their name and score on the board.

Trading Session (5min)
1. After the rules have been explained, start the first trading session. The facilitator should tell the participants it will last five minutes. He should give time warnings before the session ends.
2. Towards the end of the trading session, encourage those who are finished trading to record their scores on the board. This avoids a big rush when the trading ends.
3. The players calculate their scores for the trading session and report them to the scorer.
4. Arrange the groups according to the scores. The top 20% become "Squares," are congratulated for their success, and are given tags with squares on them to identify their membership in the group. The squares will be escorted to the chairs surrounding the table, where the pitcher of ice-water and cups (and

snacks, if available) is set out for them. The middle 30% become the "Circles," are each given a tag with a circle, and are referred to the chairs in the corner. The bottom 50% are the "Triangles," are given their appropriate tags, and are instructed to sit on the floor.

Bonus-Point Session (5min)
1. Announce that a bonus-point session will now take place. A bonus round will allow a person to move to a different group or protect a group's status.
2. Explain the following rules for the session:
   a. Display a bonus chip for the group to see. Each bonus chip is worth 20 points.
   b. Give each group three bonus chips. Their tasks during the bonus session is to distribute the chips are they see fit.
   c. The group's decision regarding the chips must be agreed upon by unanimous vote.
   d. Individual bonus chips may not be shared by more than one person; however, one person may receive more than one bonus chip.
   e. The group members have three minutes to distribute the bonus chips. If a group has not made a unanimous decision by the end of the three minutes, the bonus chips will be taken back by the facilitator and no one will receive the bonus points.
3. Answer any questions.
4. Explain that before they begin the bonus round, they will have a Power Play Session (4min). The squares will now have the opportunity to make a new rule for the game. Their rule can be anything. (Examples include: All circles and triangles must give the squares give one chip; or, Everyone distributes chips evenly.) It is entirely up to them. They will have two minutes to decide on a rule. Before beginning the bonus round, implement the rule.
5. Begin the bonus round.
6. When the three-minute bonus period has ended, gather the bonus chips and add the bonus points to the appropriate participants' scores. Examine the scores and make any necessary changes in the group membership. The number of members in each group must remain constant; if a person moves up to a higher group, that person must displace someone else who then moves down to a lower group.

Logistics
Since "Power Play" has the potential to happen in a variety of ways, the facilitator should observe the activity carefully and be prepared to be flexible. The Squares most likely will hoard their snacks or water and refuse to share with other groups. They may also taunt, tease, or criticize the other participants. The Circles and Triangles may revolt together and refuse to continue participating in the activity. One or several members from the Circles or Triangles may plot to steal snacks or water from the Squares.

Second Power Play Session (8min)
Ask if the participants feel that some changes need to be made in the activity. If they agree that changes do need to be made, allow them an opportunity to make change.

Announce that the Squares will now have the power to create another rule. If Circles and Triangles have suggestions of rules they would like implemented, this time they may send a single representative to advocate for their ideas. Groups will have three minutes to decide on a rule to propose, and representatives will then have one minute to present to the Squares. Squares will have three minutes to decide on a new rule.

Debriefing (26min)
The debriefing questions should be direct and concrete and should include:
   a. Who is enjoying this activity? (Invariably, only the squares will like "Power Play.")
   b. What one word describes how you are feeling?
   c. Who are the triangles, circles, and squares in real life?
   d. What kind of problems does a system like this cause?
Explain the distribution of wealth in our society: the top 10% of the population owns 70% of the wealth.[xxvi]

Based on the "Starpower" simulation activity by Simulation Training Systems

Town Meeting

Prior Knowledge Necessary: Extensive
Number of Participants: 8-25
Level of Interaction: Medium

Learning Objectives:
- Participants will understand the issues of housing and community development by considering various perspectives on these issues.
- Participants will also understand the basic ideas of advocacy.

Number of Participants:
- Group 1: 2-5
- Group 2: 3-6
- Group 3: 2-5
- Group 4 (panel): 3-5
- (Discussion facilitator will serve as the moderator.)

Time Needed: 60 min.

1. What is advocacy? Discuss the basic ideas of advocacy (empowerment of the systematically disenfranchised; working towards "social change"). What are different ways of advocating for a particular cause? (Lobbying, testifying, etc.) How are direct service and advocacy related?

2. Give each person a folder. Folders include the following:
   - a. Position papers for their group
   - b. Housing Fact Sheet
   - c. Description paper stapled to the outside of each folder

3. Read the scenario aloud and review each group's basic position. Explain that although there may be different characters in their group, they are all to work together on their debate and will draw from each character's experience. Also go over the schedule and the importance of staying within the time limits.

4. The groups will then meet and review their materials. They need to have an understanding of what they are fighting for and need to develop a defense based on their materials.

5. After time is up on their discussion, they will present their group's position and then debate. During the debate encourage participants to ask questions of each other and to challenge the opposing group's statements.

6. Following the debate, one member of the group will present their closing statement.

7. The panel will then convene to discuss the pros and cons of each plan. They will then vote on which plan is most appealing. After the panel makes their decision, all participants will vote as themselves, not as their assigned group.

8. After the vote, open the floor for questions on anything that was brought up during the Town Meeting or anything on homelessness in our area.

See accompanying CD entitled "Reflection Materials"
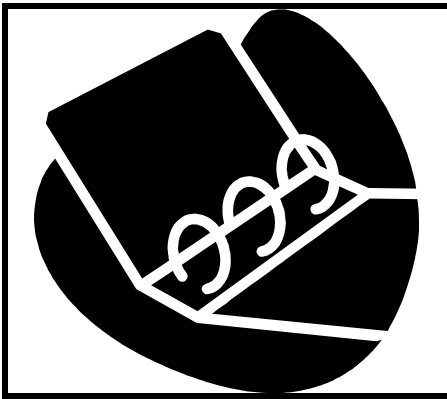
Advocacy & Social Justice

The SOME **Advocacy and Social Justice Department** promotes SOME's mission to "alleviate pain, hunger, and isolation" of the District's most needy and vulnerable people on a systemic level. Through a range of educational and advocacy projects, SOME is able to use its 35 years experience to advance local policy and program initiatives that better serve people who are homeless. The department's activities focus on three primary areas:

Advocacy: The Advocacy Program's primary focus is on systemic change to eliminate homelessness and expand opportunities for people who are homeless. Because issues that affect people who are homeless extend beyond shelter and emergency services, SOME's advocacy covers a range of issues in the social service delivery system that relate to homelessness. Such areas include:

- Income assistance
- Shelter and housing
- Substance abuse treatment
- Health care
- Rehabilitation services
- Mental health
- Welfare reform
- Employment services

Citizens About Real Empowerment (C.A.R.E.): C.A.R.E. is a group of politically-active participants of SOME's program who fight for the rights of homeless and low-income District residents by working for safe neighborhoods, affordable housing, and fair policies in the community.

Social Justice: In an effort to help volunteers process the often contradictory or surprising images of their service experience, SOME offers a period of reflection guided by our Social Justice Coordinator. The Social Justice Coordinator's role is designed to help volunteers reflect on their service experience, discuss issues of poverty and homelessness, and explore how SOME responds to these issues. Our hope is that through our Social Justice Program, SOME can bring a humanity to homelessness that volunteers can carry with them and impart to others throughout their lives.

RESOURCES

Advocacy/Social Justice Webliography

Washington, DC Information:

Community Partnership for the Prevention of Homelessness
http://www.community-partnership.org/
Here you will find up to date facts about homelessness in Washington, D.C., a current overview of the city's homeless system, and information about new initiatives to end homelessness in DC.

Council of the District of Columbia
http://www.dccouncil.washington.dc.us/
The City Council's web site is will keep you informed of Council actions and public meetings, invite your participation, and invite your views.

DC Action for Children
http://www.dckids.org/
DC Action for Children (DC ACT) is dedicated to improving the quality of life for children and their families living in the DC.

In addition to information about the organization and their projects, DC ACT's site has a lot of information on advocacy that could be applied in any area to any issue. For example, under the *Advocacy* link is a category entitled "Lobbying Basics" that contains tips and samples.

DC Board of Elections and Ethics
http://www.dcboee.org/
This site is very useful for finding your polling place and information about elected officials. You can also download voter registration forms.

DC Fiscal Policy Institute
http://www.dcfpi.org/
The D.C. Fiscal Policy Institute engages in research and public education on the fiscal and economic health of the District of Columbia. DCFPI analyzes local and federal tax and budget policies that concern the District, with a particular emphasis on policies that affect low- and moderate-income residents.

D.C. Office of Planning/State Data Center
http://www.dclibrary.org/sdc/
http://www.planning.dc.gov/documents/census2000.shtm
The Office of Planning is the State Data Center for the District of Columbia. They make some statistical information available on this web site. The tables contain commonly

requested data on the District of Columbia from the 1990 Decennial Census along with some later statistical data compiled by the State Data Center.

DCWatch
http://www.dcwatch.com
DCWatch posts articles and columns about political issues and politicians, as well as resources for civic activists and background material on legislation and current events in the District of Columbia.

District of Columbia Homepage
http://dc.gov/

The Washington Legal Clinic for the Homeless
http://www.legalclinic.org/
The Washington Legal Clinic for the Homeless works to meet the legal needs of those who are homeless or at–risk of becoming so, assuring access to a system too often inaccessible to those unable to pay.

National Information:

Center for Community Change
http://www.communitychange.org/default.asp
The Center for Community Change helps people build organizations and create better communities and policies. They do this by providing on-site assistance to grassroots groups, connecting people to resources, increasing the capacity of community-based organizations, and involving community-based groups, local leaders and advocates in state and national policymaking forums and debates.

Economic Policy Institute
http://epinet.org/
This site has a lot of good reports and very understandable answers to common questions such as "What is the difference between the minimum wage and a living wage?" Their site also has great tools such as a Family Budget Calculator.

FirstGov
http://www.firstgov.gov
FirstGov is the official U.S. gateway to all government information from the federal government, local and tribal governments and to foreign nations around the world.

Food Research and Action Center (FRAC)
http://www.frac.org
FRAC is national organization working to improve public policies to eradicate hunger and undernutrition in the United States.

Hobsons Choice
http://www.realchangenews.org/hobsons/index.html

Hobsons Choice will help give you a sense of what becoming homeless might be like. At present, the game offers six possible ways to get off the street.

Institute for Research on Poverty (IRP)
http://www.ssc.wisc.edu/irp/
IRP's site has a lot of data, most of which is very specific. On their home page, however, they have links to some basic questions such as "Who is poor?" and "How many children are poor?"

Kids Count Census Data
http://www.aecf.org/kidscount/kc2002/
Kids Count is a national and state-by-state effort to track the status of children in the U.S including topics such as education and health status.

National Alliance to End Homelessness (NAEH)
http://www.naeh.org
NAEH is a nonprofit organization whose mission is to mobilize the nonprofit, public and private sectors of society in an alliance to end homelessness. A useful tool on their site is a set of age appropriate fact sheets and educational activities for students (K-12). Their site also links to several useful reports by many different agencies.

National Coalition for the Homeless (NCH)
http://www.nationalhomeless.org/
NCH's mission is to end homelessness. The site has a lot of information and resources on homelessness at a national level, as well as links to organizations in your locality.

National Health Care for the Homeless Council
http://www.nhchc.org/
The National HCH Council advocates for universal health care and for the improvement of current systems intended to serve people who are poor and homeless.

National Low Income Housing Coalition
http://nlihc.org/
The National Low Income Housing Coalition's site has a lot of great resources on housing at a national level.

- *The Advocate's Guide to Housing and Community Development Policy* aims to keep advocates current on a wide range of issues, programs, and tools at play in the world of housing policy, and to serve as a primer for those new to the field.

- *Out of Reach 2002: Rental Housing for America's Poor Families: Farther Out of Reach Than Ever* is another great resource on NLIHC's site. *Out of Reach* is a searchable database that contains income and rental housing cost data for the fifty states, District of Columbia and Puerto Rico by state, metropolitan area, and county.

US Conference of Mayors
http://www.usmayors.org/USCM/home.asp
This site has information on the issues of hunger and homelessness in our nation's cities, including several links to information on housing specifically. Also on this site is *A*

Status Report on Hunger and Homelessness in America's Cities, a report on a survey taken in 27 cities.

U.S. Full Press Coverage—Homelessness

http://fullcoverage.yahoo.com/Full_Coverage/US/Homelessness/

Tools for Action:

Homelessness – HUD
http://www.hud.gov/homeless/index.cfm
Several lists of other links for information on homelessness and, at the bottom, there is a list of ways to help.

Identify Your Elected Officials
http://www.congress.org

Project Vote Smart
http://www.vote-smart.org/
Project Vote Smart provides information and tools for making you a more educated voter.

Other Useful Sites:

SocialAction.com (Jewish Social Justice resources)
http://www.socialaction.org/

Resources for Catholic Educators

http://www.silk.net/RelEd/justice.htm

54 Ways You Can Help The Homeless

http://earthsystems.org/ways/

Advocacy Organizations in Suburban MD and VA

Montgomery County, MD

Action in Montgomery
http://www.aim-iaf.org
301-388-0700
aimiaf@aol.com
Action in Montgomery is a three-year-old, inter-faith, citizen-based, non-partisan, social justice organization whose purpose is to advance quality of life in Montgomery County and support it elsewhere in the region. AIM focuses on issues such as housing, education, and mental health.

Community Ministry of Montgomery County
http://www.communityministrymc.org/
301-762-8682
administrator@communityministrymc.org
CMMC has provided a voice for the people in Montgomery County least able to speak for themselves – the poor, the homeless, and the dispossessed. A vital mission of CMMC is to ensure that no person is left behind in our public policy, executive action and legislation at the county and state level. We accomplish this mission by advocating measures affecting the poor through testimony, action alerts, and our publications.

Mental Health Association (MHA)
http://www.mhamc.org/
301-424-0656
The Mental Health Association's mission is to provide education, advocacy and direct service around issues of mental health and mental illness to area residents. From infants to senior adults, the Mental Health Association provides direct service as well as advocacy for our community's neediest residents.

Montgomery County Coalition for the Homeless
http://www.mcch.net/
301-217-0314
The Montgomery County Coalition for the Homeless is committed to be a broad based coalition of agencies and concerned citizens who provide dynamic leadership and direct in program development and administration, service coordination, resource management and education to maximize both human and fiscal resources to serve the homeless in Montgomery County, Maryland.

Stepping Stones Shelter
http://www.steppingstonesshelter.org/stepstones/default.asp
301-251-0567

Stepping Stones Shelter provides the opportunity for homeless men, women, and children to regain their independence. By offering emergency housing, the residents can seek employment and permanent housing in an atmosphere of respect, acceptance, and companionship. Stepping Stones Shelter is one of the few Montgomery County Shelters that provides services to entire families.

Prince George's County, MD

Action Langley Park (ALP)
langleypark98@hotmail.com
301-405-4005
ALP is dedicated to an improved quality of life in and around Maryland's Langley Park neighborhood. ALP provides education, research, and service in a predominantly immigrant area about one mile west of University of Maryland campus.

CASA de Maryland
http://home.us.net/~skegley/
301-431-3721
CASA is an advocacy/support organization for low-income latinas, latinos and anyone else who needs our services. CASA facilitates the self-development, organization, and mobilization of the Latino community to achieve full participation in the larger society. CASA achieves these goals through programs in areas such as education, housing, employment, legal, health, and social services.

Laurel Advocacy and Referral Services (LARS)
http://www.laureladvocacy.org/
301-776-0442
LARS is an ecumenical ministry that serves the Greater Laurel Area by assisting homeless and low income individuals and families in crisis with Emergency and Transitional Services. The mission of LARS is to assist individuals in crisis with tools, resources, and skills needed to empower them with confidence and a sense of competence. LARS helps people to solve problems and become self-sufficient so that stability can be returned to their lives.

Arlington County/Alexandria City, VA

Arlington-Alexandria Coalition for the Homeless, Inc.
volunteer@aachhomeless.org
703-525-7177
The Arlington-Alexandria Coalition for the Homeless, Inc. does more than offer shelter to homeless people; it provides them with a foundation to rebuild their lives. AACH works in coordination with public agencies, businesses and community groups to give homeless people the support, shelter, counseling and employment training they need to regain self-sufficiency.

Arlington Street People's Assistance Network (A-SPAN)
http://www.a-span.org/
703-820-HELP (4357)
info@a-span.org
A-SPAN is a non-profit community-based organization whose mission is to assist every homeless person in Arlington County get off the streets and live a life of dignity. A-SPAN works with and on behalf of homeless people to secure the support and services necessary for them to lead self-sufficient and healthy lives. A-SPAN accomplishes its goal by working with homeless people, local government, business, religious and charitable institutions, and concerned individuals.

Carpenter's Shelter
http://www.carpentersshelter.org/
703-548-7500
Carpenter's is an innovative provider of services to the homeless providing lifelong self-reliance. As Northern Virginia's largest homeless shelter, Carpenter's serves more than 1,000 children, women and men each year. Carpenter's coordinates four major programs for the homeless of Alexandria: a residential program, a day shelter (David's Place), an overnight winter shelter, and an aftercare program (provides support and comprehensive case management for the individual or family leaving the shelter).

The Arlington Community Temporary Shelter (TACTS)
http://www.tacts.org
703-522-8858
Rosanne Campbell- rcampbell@tacts.org
The purpose of The Arlington Community Temporary Shelter, Inc. is to empower women and families who are abused, homeless or at-risk to live safe, secure and self-sufficient lives. To this end, TACTS' goals are to provide shelter and services, to act as an advocate, to educate the community, to build and work in collaboration, and to influence policy.

Fairfax County, VA

Catholics for Housing, Inc. (CFH)
http://www.catholicsforhousing.org
703-931-5075
CFH is nonprofit housing provider that was founded and incorporated in 1979. CFH has worked throughout Fairfax County and in other jurisdictions in Northern Virginia to increase housing options for low income persons, especially families with children, the elderly, and persons with physical or mental disabilities.

Housing and Community Services of Northern Virginia, Inc.
http://www.hcsnv.org
703-913-0880
jfriedman@hcsnv.org
Housing and Community Services of Northern Virginia, Inc. (formerly Fairfax Housing
Counseling Services, Inc.) provides comprehensive housing counseling, emergency
financial assistance, and intensive case management services to prevent the
occurrence or recurrence of homelessness.
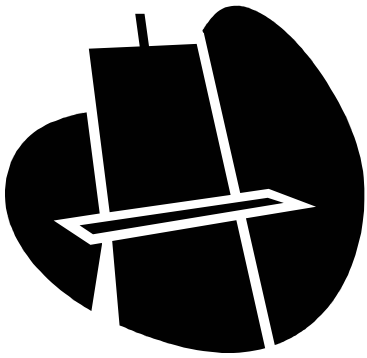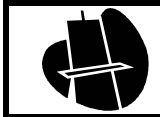**Volunteer Fairfax**
www.volunteerfairfax.org
703-246-3460
Jane Kornblut
Volunteer Fairfax will help you find other agencies in Fairfax County that are doing
advocacy work around topics such as poverty, hunger, disabilities, and mental illness. If
you are interested in finding an organization, ask for Jane Kornblut and mention that
you were referred by SOME. She is familiar with our program and will be glad to help.

CHAIN OF EVENTS TO HOMELESSNESS

POVERTY

Modest personal resources

COMPLICATIONS

No place to go
No apartment deposit funds
No immediate new job
Opt out

OUTCOMES

Family breakup
Loss of job
Medical problems
Catastrophe

HOMELESSNESS

FACILITATING REFLECTION

Facilitating Reflection

What is Facilitation?

The Difference between leading and facilitating

Understanding facilitation begins with an awareness of the *difference between facilitating and leading*. It has been said that leadership is something you do to a group, while facilitation is something you do *with* a group.

Although many leaders can (and should) be effective facilitators, the facilitator differs from a leader in that the former is cognizant about the use of power, authority, or control and places limitations on uses of it. A facilitator should be "a neutral mediator whose job is to provide information and accommodate the exchange of dialogue among ... participants" (from <u>Catalyst</u>).

Facilitators assist groups as they work together toward achieving group goals, and in most instances *do not interject their own personal opinions or agenda*. By expressing their opinions to the group, facilitators risk discouraging others with differing opinions from speaking. They remain alert to group dynamics and encourage challenging reflection while maintaining respect and safety within the group. Although facilitators may help guide a discussion, they also recognize and *foster the groups own ability to lead itself*. Thus unlike authoritative leaders, good facilitators relinquish control to the group and promote open, democratic dialogue among group members.

Effective reflection requires that facilitators demonstrate an open-minded attitude, communicate appropriately, manage group dynamics, incorporate diversity, and provide closure. Developing skill in each of these areas involves learning and becoming comfortable with numerous facilitation practices. An explanation of practices pertaining to each area follows. Also refer to the "Activities" section of this manual for ideas about promoting certain behaviors in the group.

Attitude

* Be honest: Effective facilitation requires that he facilitator be honest with him/herself and with the group. This includes being honest about the limits of one's own abilities and knowledge. If the facilitator does not know the answer to the group's questions, s/he should admit it and work on finding the answer. Honest facilitators gain the trust of the group and model the importance of honesty from all participants. However,

facilitators should be careful not to stray from preventing a neutral stance while maintaining honesty.

* Managing dual roles: There is some disagreement among expert, facilitators as to whether a facilitator should always maintain a neutral stance, particularly if the facilitator is an active member of the group and a decision making is taking place. A skilled facilitator will calculate the potential impact of his or her interjections into the group and determine if it will result in a misuse of power. Sometimes, a skilled facilitator will state that s/he wants to suspend his or her role as facilitator for the sake of making an opinion or perspective heard. These instances should be handled with extreme caution and some forethought.

* The facilitator is not an expert: Facilitators must keep in mind that their role in the reflection is to moderate and guide communication, not make personal contributions to it, or push their own agenda. By controlling the group, facilitators threaten the open sharing of thoughts and feelings, and may close themselves off from the group's feedback. Instead facilitators should remain flexible and responsive to the group, and encourage evaluation of the, process. The facilitator's neutrality throughout the process is crucial. An effective way for facilitators to avoid voicing their personal opinion is to reflect question back to the group. For example, when asked whether s/he supports the death penalty, a facilitator may say "The death penalty is a controversial topic. What do you think are the main issues for and against it?" By responding in this way the facilitator has remained neutral and encouraged further reflection by the group.

* Everyone can learn: Facilitators should view reflection as a learning opportunity and should communicate this attitude to the group. This means that facilitators themselves remain open to learning from others, and that everyone's contributions are treated as credible and educational. This serves to validate group members and helps to avoid arguments between them.

Other qualities of an open-minded attitude include:

• Somewhat informal	• Stay interested in group discussion
• Be empathetic	• Be, real, direct, and genuine
• Maintain a sense of humor	

Communication

Set ground rules: Ground rules establish a foundation upon which the group's communication will occur. They help to create a safe environment in which participants can communicate openly, without fear of being criticized by others. Ground rules can be repeated if tension rises during reflection. Sample ground rules follow.
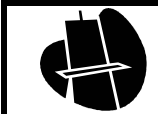
FACILITATING REFLECTION

• Be honest	• Do not interrupt
• Listen, even if you disagree	• Everything is confidential
• Criticize the idea, not the person	• Agree to disagree
• Pass if you are not comfortable	

* Encourage participation by all: Facilitators should clearly communicate that reflection is an egalitarian process in which everyone has a right to speak, or to choose not to speak. Group members who have not spoken should be encouraged to do so, if they wish. This can be accomplished by creating a space for more introverted group members to speak. This can be accomplished by stating something like, "Let's give an opportunity to hear from some people who haven't spoken yet..."

Other practices for effective communication include:

DO:

* Use open-ended questions (not "Should the welfare system be reformed?", but "What aspects of the welfare system would you change?")
* Ask for specifics and examples
* Paraphrase and summarize ("So what you're concerned about is who defines what's best for the se communities?")
* Acknowledge contributions
* Redirect questions to group ("Rehabilitation may not be occurring in our prisons, should that be the goal of the criminal justice system?")
* Be creative
* Take some risks by posing provocative questions

DON'T:

* refute people's ideas
* put people on the spot
* downplay thoughts, feelings
* force people to speak

Group Dynamics

* Create a safe space: The key to open and honest reflection is an environment in which participants feel safe and comfortable. In order for group members to express

their thoughts and opinions they must feel that they can do so without fear of attack or condemnation. It is the facilitator's job to create such an environment, to monitor participant's comfort levels, and to take the necessary steps to maintain safety. This includes understanding and planning for individual differences in needs, abilities, fears, and apprehensions. Participants who feel safe are more likely to make honest and genuine contributions and to feel camaraderie and respect towards other group members.

* **Manage disagreements:** It has been said that "whatever resists will persist." Facilitators must be adept at recognizing tension building in the group, and respond to it immediately. Among the most useful strategies is to repeat the ground rules, including a reminder that criticism should pertain to ideas not to people. In addition, facilitators should not permit any disrespect or insults and should clarify misinformation. It is important that negative behavior be handled immediately so that participants do not get the impression that the behavior is condoned by the facilitator.

* **Promote equality:** As indicated, effective reflection is not designed around the leadership of one person. Equality of participants should be communicated and modeled by the facilitator. Again, the facilitator must be an alert observer, identifying signs of a developing hierarchy, or of divisive factions within the group. S/he should not permit arguing up against any group member(s), and should not take sides in any developing debate. Such situations can be counteracted by recognizing all members, and encouraging their participation equally.

* **Be mindful of power, and who has it:** All groups have opinion leaders or people who most others look up to. Often, these opinion leaders will set the tone for a discussion, thereby limiting active involvement of the more reserved members. Identify who these opinion leaders are and if it appears as though their power and authority is dominating the discussion, ask them, politely, to entertain other opinions.

Other keys to managing group dynamics include:

• know the group	• reflect responsibility back on group
• keep the group on track	• be prepared for disagreements
• don't avoid topics	• encourage challenging issues

* **Closure and Evaluation:** As a challenging and meaningful reflection session draws to an end, participants may feel that their intended objectives have not been met, or that questions have not all been answered. Nonetheless, the group needs to recognize that progress has been made and that he process must continue. It is the job of the facilitator to initiate this sense of resolution, and to invite feedback so that the process may foster as it continues. Suggestions for accomplishing this include:

FACILITATING REFLECTION

- Provide participants with resources, such as written material and upcoming events, to encourage their continued involvement.

- Request written and verbal evaluations so that participants may voice those concerns and ideas that have been left unsaid, and so that facilitators may understand the strengths and weaknesses of their skills.

FACILITATING REFLECTION

Framework for Social Justice Reflections

The Social Justice Reflections are typically structured according to the following framework:

1. **Processing the Volunteer Experience** – The facilitator will help participants process the volunteer experience in the Dining Room by facilitating a brief discussion preceding the introduction of the issue as well as throughout the Reflection. The purpose is to link the volunteer experience with the larger issues of homelessness and poverty.

2. **Introducing the Issue** – The facilitator will introduce the specific topic to be discussed in the Social Justice Reflection.

3. **Conducting the Reflection Exercise** – The facilitator must introduce new information while facilitating awareness and encouraging participants to make realizations on their own about the topic. The Reflection uses an experiential learning model, consisting of a discussion and an interactive exercise, which encourages participants to ask questions throughout the Reflection. The discussion focuses not only on the local area but also ties the topic to the larger social system.

4. **Integrating SOME's Mission** – In conclusion, the facilitator will emphasize SOME's mission of service provision and advocacy as a continuum of care for the homeless and poor populations.

5. **Distributing Fact Sheets** – For each Reflection, there is at least one fact sheet that directly corresponds to the topic for that specific Reflection, which will be distributed by the facilitator. In addition, the Social Justice Coordinator will make available any other fact sheets on other topics that interest participants.

6. **Evaluation** – At the end of each Reflection the facilitator will ask participants to complete a brief evaluation of the program. It is important that the facilitator either leave the room or stand away from the group as to allow the participants to comment as they wish.

When community groups or donors participate in Social Justice Reflections, especially off site, the format of the Reflection is slightly varied. For example, because participants would not have volunteered in SOME's Dining Room, the processing of the service experience is omitted. Instead, the primary focus at the beginning of the Reflections is an introduction to SOME and its mission, programs, and services. This introduction includes a verbal description as well as distribution of literature (SOME brochures, fact sheets, etc.) and other items.
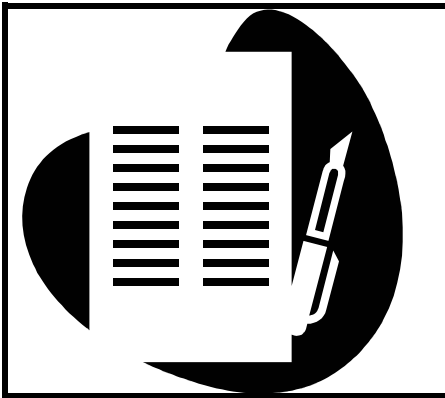
EVALUATION TOOLS

Social Justice Reflection Evaluation

Please take a moment to complete the following questionnaire before leaving.

Date _____/ _____/ 2005

I found the reflection meaningful.	Yes	No
The Social Justice Coordinator invited comments from all participants.	Yes	No
The Social Justice Coordinator respected different views.	Yes	No
I gained an understanding of SOME's role in bringing about social justice.	Yes	No

How would you rate the Social Justice Reflection?

		Poor		Average		Excellent
I.	Content	1	2	3	4	5
II.	Activities	1	2	3	4	5
III.	Facilitator:					
	Clarity	1	2	3	4	5
	Knowledge	1	2	3	4	5
	Organization	1	2	3	4	5

1. What was the most important thing that you learned during the Social Justice Reflection?

2. Was there anything that you disliked about the Social Justice Reflection?

3. Other comments or suggestions to enhance the Social Justice Program:

Are you registered to vote in the District of Columbia?	Yes	No
Would you like to receive our Advocacy and Social Justice e-newsletter? If so, be sure to include your email address below.	Yes	No

Name   Street

City   State   Zip Code   Email Address
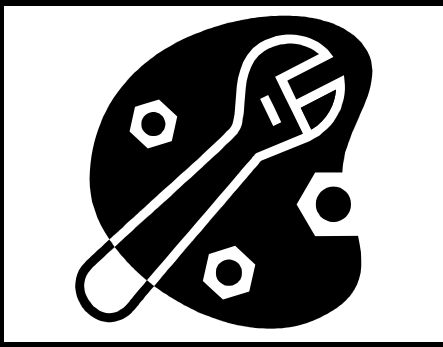
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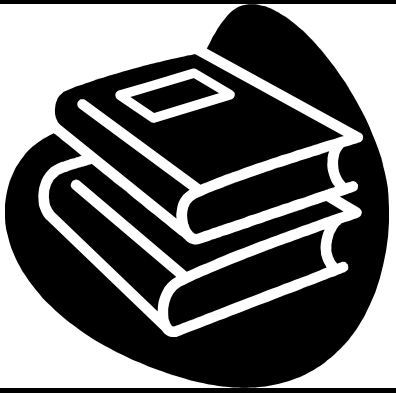*Learning Objective:* Arial 14 Bold Italic
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ENDNOTES

ENDNOTES

Module 1: Poverty & Homelessness

i "Facts on Homelessness." The Community Partnership 2003; <http://www.community-partnership.org/Homeless_Facts-2003.pdf (February 2004)>.

ii Mark Rubin, 2000 Census Numbers Reveal Higher Poverty Numbers in the District by Ward and Neighborhood Cluster. DC Agenda, October 2002; < http://www.neighborhoodinfodc.org/pdfs/2000-census-number.pdf> .

iii Margery Austin Turner, et al., Housing in the Nation's Capital 2002. Fannie Mae Foundation, June 2002.

iv "Reports and Statistics: General." Homes For the Homeless and The Institute for Children and Poverty, 2004; <http://www.homesforthehomeless.com>.

v "Reports and Statistics: Domestic Violence." Homes For the Homeless and The Institute for Children and Poverty, 2004; <http://www.homesforthehomeless.com>.

vi Every Kid Counts in the District of Columbia: 10th Annual Fact Book 2003. DC Kids Count Collaborative, 2003; <http://www.dckidscount.org/>.

vii Kids Count Data Book: State Profiles of Child Wellbeing 2003. The Annie E. Casey Foundation: Kids Count, 2003; <http://www.aecf.org/kidscount/>.

viii "Reports and Statistics: Education." Homes For the Homeless and The Institute for Children and Poverty, 2004; <http://www.homesforthehomeless.com/>.

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ix Margery Austin Turner, et al., Housing in the Nation's Capital 2004 (Washington, DC: Fannie Mae Foundation, December 2004).

x Michael P. Kelly (Executive Director, DC Housing Authority), et al, June 2004.

xi Margery Austin Turner, et al., Housing in the Nation's Capital 2004 (Washington, DC: Fannie Mae Foundation, December 2004).

xii "DC Ward Profiles: Wards 7 and 8" NeighborhoodInfo DC, February 2005; <http://www.neighborhoodinfodc.org/wards/wards.html>.

xiii "Make a Map" DC Citizen Atlas Search, April 2005; <http://citizenatlas.dc.gov/atlasapps/custommapsearch.aspx>.

xiv "DC Campaign for Mandatory Inclusionary Zoning" Policy Link, April 2005; <http://www.policylink.org/DCIZ/>.

xv "Housing Choice Voucher Program (Formerly Section 8)" DC Housing Authority, April 2005; <http://www.dchousing.org/hcvp/index.html>.

xvi "Client Placement Division" DC Housing Authority, April 2005; <http://www.dchousing.org/department/client_placement.html>.

xvii "Single Room Occupancy Program (SRO)" US Department of Housing and Urban Development, March 30, 2005; <http://www.hud.gov/offices/cpd/homeless/programs/sro/index.cfm>.

Module 3: Employment & Wages

xviii Out of Reach 2004: America's Housing Wage Climbs (Washington, DC: National Low Income Housing Coalition, 2004).

xix A Status Report on Hunger and Homelessness in America's Cities, 2001 (Washington, DC: The United States Conference of Mayors, December 2001).

xx Homeless Enumeration for the Washington Metropolitan Region 2004 (Washington, DC: Metropolitan Washington Council of Governments, June 2004)

xxi Out of Reach 2004: America's Housing Wage Climbs (Washington, DC: National Low Income Housing Coalition, 2004).

xxii Monthly Employment Situation Summaries, 2004 (Washington, DC: The Bureau of Labor Statistics, 2004).

xxiii Basic Family Budget Calculator, Economic Policy Institute <http://www.epinet.org/content.cfm/datazone_fambud_budget>

xxiv Living Wage Wins, ACORN Living Wage Resource Center, http://www.livingwagecampaign.org/index.php?id=1959

Module 4: Health & Health Care for the Underserved

Module 5: Empowerment, Inclusion, & Advocacy

xxv A Status Report on Hunger and Homelessness in America's Cities, 2001 (Washington, DC: The United States Conference of Mayors, December 2001).

xxvi United for a Fair Economy, <http://www.ufenet.org/research/wealth_charts.html>.