Growing Resources in Information Technology

(G.R.I.T.)

Grant Program Partnership

Final Report

2012-2016

Written by Marcy L. Hayden, Program Lead Staff

Native American Affairs Coordinator, SC Commission for Minority Affairs
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Introduction

The Growing Resources for Information Technology (G.R.I.T.) was a fully funded grant program by the U.S. Department of Labor, Employment and Training Administration. Midlands Technical College was awarded $5,000,000 to be received over a four year period. The program became effective April 1, 2012 and will end on March 31, 2016. This program provided training for participants in the seven-county area served by Midlands Technical College and Central Carolina Technical College.

Midlands Technical College, as the lead partner, was joined by Central Carolina Technical College, to expand the service area of the G.R.I.T. program to the seven county area. These seven counties include: Clarendon, Fairfield, Kershaw, Lee, Lexington, Richland and Sumter. These counties and the two technical colleges represent 20% of the State’s population and 22% of the veteran population.¹ These counties are home to 25% of African Americans, 25% of Asians, 17% of Hispanics and 13% of our State’s Native American Indian population.² Of those individuals living in the seven counties, 43,087 are unemployed workers and nearly 500 of them are displaced IT workers with a college education³. The region is home to three significant military bases and the SC National Guard Headquarters.

The SC Commission for Minority Affairs (CMA) was contracted to work with Midlands Technical College and the G.R.I.T. program partners to provide training, outreach, technical assistance, and service on the program’s advisory committee. Ms. Marcy L. Hayden, Native American Affairs Coordinator, was appointed to serve as the Project Team Leader on this program to ensure that contracting requirements were met. Additionally, Ms. Hayden worked in partnership with Ms. Lee S. McElveen, Hispanic Affairs Coordinator, to develop training materials⁴ and to conduct training activities. Outreach requirements were met by all CMA staff.

The Commission provided program support, training, recruitment and outreach in the following areas:

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¹ Source: Midlands Technical College
² Source: U.S. Census Bureau, 2009-2013 5-Year American Community Survey-Compiled by MHayden.
³ Source: Midlands Technical College
⁴ See Appendix for ‘Cultural Competency Training: SC Demographics and the Culture of Poverty’ Training PowerPoint developed by Ms. Marcy L. Hayden and Ms. Lee S. McElveen for the G.R.I.T. Program.
• Education Outreach to African-American, Hispanic, and Native American Communities;
• Technical Assistance;
• Culture Competency and Outreach Training; and
• Direct Student Recruitment.

A detailed outreach plan was developed by Ms. Hayden in early 2013 as student recruitment began for the programs. Ms. Hayden and staff attended meetings and events to provide face-to-face recruitment and outreach efforts with the following types of organizations:

• Churches and Faith-Based Organizations;
• Native American Tribes and Communities;
• Hispanic Organizations and Communities;
• State Agencies; and
• Non-profit Organizations.

Reports regarding outreach efforts and supplemental documentation were provided to Midlands Technical College staff each month as needed by Ms. Hayden and Ms. Lauretha Whaley, Administrative Manager. Additionally, staff served on the G.R.I.T. Advisory Committee along with other partners to establish On-the-Job training opportunities, to ensure cultural competence and to provide feedback to G.R.I.T. staff.

The program, which offers free Information Technology (IT) job training, will end this year. The last cohort will graduate on March 31, 2016, officially ending the G.R.I.T program. The classes will be rolled back into the Midlands Technical College’s “Quick Jobs” program and will be offered for a fee.

**G.R.I.T. Program**

The purpose of the G.R.I.T. program was to build a training infrastructure for high-growth, high-demand information technology occupations for unemployed veterans, minorities, women and others through a technical skills program that included on-the-job training (OJT). The G.R.I.T. program identified insurance and healthcare information technology as two industry sectors whose growth is jeopardized by regional skill and training gaps. Participants received the training through Midlands Technical College’s Corporate and Continuing Education Division and were afforded the opportunity to be considered for an OJT experience with local employers like BlueCross/BlueShield of South Carolina.
Regional employers in insurance and health care IT departments anticipate needing nearly 2,200 new and replacement IT workers over the next four years. The G.R.I.T. Training Program provided training exclusively for the three occupations in the highest demand among insurance and healthcare industries, which are as follows:

- Front-end Web Developer/Programmer Analyst,
- Computer Network Support Specialist, and
- Network and Data Communication Analyst.

These target occupations are on the H-1B Visa list through the U.S. Department of Labor and account for nearly three out of every four Information Technology job openings in the local insurance and health care industries. The program provided tuition, books, and multiple certifications at no cost to eligible participants. This equates to approximately $18,000 of training per participant.

**G.R.I.T. Program Eligibility Requirements**

- Underemployed or Unemployed Veteran, Woman, Minority, or Other
- Currently reside in one of the following counties:
  - Clarendon
  - Fairfield
  - Kershaw
  - Lee
  - Lexington
  - Richland
  - Sumter
- An associate or bachelor’s degree or equivalent combination of education and work experience in IT, including academic credit for military training.
- Documented IT Education and Work Experience (I.E. Resume, References, Educational or Training Transcript or Diploma, IT Training Certificate or Certification)
- Eligible to work in the U.S. without sponsorship.

**Application Process**

All applicants must have met the eligibility requirements before applying to the G.R.I.T. program. The application process was competitive, and those selected received a full scholarship that covered tuition, books, and certification exam fees. All eligible applicants had to complete the following process:

- Submit the online application and a resume;

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5 Source: Midlands Technical College
• Eligible applicants are referred to the Midlands or Santee Lynches Workforce Development Board for enrollment in the Workforce Innovation and Opportunity Act (WIOA) program;
• Complete the WorkKeys and Kenexa Prove It assessment tests;
• Complete a SLED criminal background check; and
• Participate in a hands-on exercise and interview.

All applicants received email verification of their eligibility and with information to advance to the next step in the application process from Midlands Technical College staff. The G.R.I.T. staff conducted a comprehensive review of the documents submitted for eligibility. Completion of the application process did not guarantee enrollment in the G.R.I.T. program.

**On-the-Job Training (OJT)**

The G.R.I.T. On-the-Job Training (OJT) program provided wage reimbursements to employers to help defray the cost associated with upgrading information technology skills or training new hires in the fields of computer programming and network systems administration. The OJT program assisted employers desiring an expansion to their business or to enhance their use of information technology. Depending on the size of the company, the OJT employers received between 50-90% of the hourly wage paid to OJT trainees for participating in the program. This allowed companies the opportunity to gain a skilled workforce, while not having to absorb the full cost of a new hire. The trainees gained valuable experience and in some cases, were able to gain full time employment with their OJT company.

The G.R.I.T. program included up to eight weeks of OJT for participants to build technical and soft skills through work experience with a private or non-profit employer. Participants must have completed one of three 10-week or 14-week non-credit courses before starting their OJT work experience. The OJT experience provided the practical experience employers require and provided opportunities to secure permanent jobs. More than 70% of G.R.I.T. students secured a job in information technology after completing one of the programs.6

Employers were able to select their participants and conduct interviews for OJT, as if they were hiring for this position. This, in-turn, gave the participants the opportunity to practice interviewing skills and other soft skills needed to secure full time employment. Soft skills are a major hurdle for many employees seeking employment. Companies were able to discuss these

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6 This statistic is from Midlands Technical College’s G.R.I.T. webpage- “Fast Facts” Section: [http://www.midlandstech.edu/student-resources/college-opportunity-programs/growing-resources-information-technology-grit/grit-1](http://www.midlandstech.edu/student-resources/college-opportunity-programs/growing-resources-information-technology-grit/grit-1).
concerns during the Advisory Committee meetings with G.R.I.T. staff and other partners. These concerns lead to soft skills coaching classes through Midlands Technology College.

G.R.I.T. Partners

Throughout the duration of the grant, many partners were brought in to assist with various areas of need. These partners were strategically selected to aid in program design and strengthen the recruitment process for diversification as well as provide On-the-Job Training (OJT) opportunities. Many of these same partners also assisted in recruitment efforts and served on the G.R.I.T. Advisory Committee.

G.R.I.T. Partners

- Agape Senior Care
- Central Carolina Technical College
- City of Columbia Chamber of Commerce
- City of Columbia Economic Development Office
- Clarendon Health System
- EngenuitySC
- Greater Columbia Area Chapter of the Black Data Processing Associates
- Greater Columbia Chamber of Commerce Information Technology Council
- Insurance Technology and Services Cluster (iTs|SC)
- IT-oLogy
- Midlands and Santee-Lynches Regional Education Centers
- Midlands Workforce Development Board
- Palmetto Health
- Santee-Lynches Workforce Investment Board
- SC Commission for Minority Affairs
- SC National Guard
- Tuomey Healthcare System
- University of South Carolina’s Insurance and Risk Management Program
- Over 20 other employer partners from the insurance technology and healthcare industries across the Midlands Region.
CMA Outreach Efforts

The Commission partnered with Midlands Technical College on the G.R.I.T. grant program during the initial phase of grant writing in 2011. As a partner, we were contracted to provide assistance in recruiting to members of minority communities, to provide outreach assistance and to provide cultural competency and diversity training for staff of the Midlands Technical College.

The table below provides a detailed overview of the outreach activities provided by the Commission. This table contains the actual number of reported outreach events, number of hours recorded for events, and communities reached for each year of the grant from 2012-2016.

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Activities/Events</th>
<th>Number of Hours</th>
<th>Approximate Number of Contacts</th>
<th>Types and Number of Activities/Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 2012- Dec. 2012</td>
<td>21</td>
<td>63</td>
<td>1,876</td>
<td>Hispanic Specific Outreach-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Native American Specific Outreach-6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>African American Specific Outreach-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>General Outreach-8</td>
</tr>
<tr>
<td>Jan. 2013- Dec. 2013</td>
<td>40</td>
<td>83</td>
<td>7,519</td>
<td>Hispanic Specific Outreach-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Native American Specific Outreach-11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>African American Specific Outreach-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>General Outreach-21</td>
</tr>
<tr>
<td>Jan. 2014- Dec. 2014</td>
<td>19</td>
<td>60.5</td>
<td>11,202</td>
<td>Hispanic Specific Outreach-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Native American Specific Outreach-7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>African American Specific Outreach-1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>General Outreach-8</td>
</tr>
<tr>
<td>Jan. 2015- Dec. 2015</td>
<td>15</td>
<td>40</td>
<td>12,097</td>
<td>Hispanic Specific Outreach-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Native American Specific Outreach-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>African American Specific Outreach-2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>General Outreach-7</td>
</tr>
<tr>
<td>May 2012- Mar. 2016</td>
<td>95</td>
<td>246.5</td>
<td>32,694*</td>
<td>Hispanic Specific Outreach-16</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Native American Specific Outreach-27</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>African American Specific Outreach-9</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>General Outreach-44</td>
</tr>
</tbody>
</table>

During the G.R.I.T. grant program period, the CMA made 32,964* contacts with individuals and organizations throughout the seven county area. Staff attended 95 events and activities hosted by and for diverse communities to spread the word about the G.R.I.T. program. In total 246.5 staff hours were spent in the field earning the Commission a total of $14,790.00 in reimbursement funds. The staff participated in 44 General outreach efforts; 27 Native American

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*These contacts were direct and indirect contacts. Approximations for events were recorded as approximations in reporting. All reported numbers are calculated from GRIT monthly reporting.
population specific outreach efforts; 16 Hispanic population specific outreach efforts and 9 African American population specific outreach efforts during the grant period.

CMA Training Efforts

As part of the Commission’s contractual work with the G.R.I.T. program, Cultural Competency training was developed specifically for the program’s staff. Ms. Hayden and Ms. McElveen developed a workshop training module to be used each year of the program to train staff. The training provided the G.R.I.T. staff with the tools they needed to better work with diverse cultures, communities and individuals in poverty.

These workshops included many interactive exercises for staff members to engage in and work through competency themes. Materials, group exercises and a PowerPoint presentation were created by CMA staff. The PowerPoint presentation, “Cultural Competency Training: SC Demographics and the Culture of Poverty,” contained multimedia videos, demographic information, photographs and cultural competency theories and best practices models.

A total of four trainings were conducted by CMA staff. The table below provides the dates, number of attendees, presenter(s) and general impressions score from evaluations. Evaluations were graded on a scale of 1-5, with one being 1 being “Extremely Poor” and 5 being “Excellent.” Attendees were also given the option to write in comments and responses regarding what they liked and didn’t like about the training.

<table>
<thead>
<tr>
<th>Date</th>
<th>Number of Attendees</th>
<th>Presenters</th>
<th>General Impressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24, 2012</td>
<td>9</td>
<td>Marcy L. Hayden, Lee S. McElveen</td>
<td>Attendees scored the overall workshop as “Excellent” (5) and “Very Satisfactory” (4) on a scale of 1-5. Presenters were given a score of Excellent by all attendees on their knowledge of the subject matter.</td>
</tr>
</tbody>
</table>

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8 Appendix for “Cultural Competency Training: SC Demographics and the Culture of Poverty” Training PowerPoint developed by Ms. Marcy L. Hayden and Ms. Lee S. McElveen for the G.R.I.T. Program.
<table>
<thead>
<tr>
<th>Date</th>
<th>Total</th>
<th>Name</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 4, 2013</td>
<td>3</td>
<td>Marcy L. Hayden, Lee S. McElveen</td>
<td>Attendees state they agreed that the training was an “Excellent” training scoring all 5’s on a scale of 1-5. Attendees believed the overall quality of the workshop was “Excellent” and applicable to the theme with helpful content. They also believed that the presenters had an “Excellent” knowledge of the subjects presented. Attendees felt the cycle of poverty information was most helpful along with the open discussion.</td>
</tr>
<tr>
<td>September 4, 2013</td>
<td>7</td>
<td>Marcy L. Hayden</td>
<td>Attendees state they agreed that the training was an “Excellent” training scoring all 5’s on a scale of 1-5. Attendees believed the overall quality of the workshop was “Excellent” and applicable to the theme with helpful content. They also believed that the presenters had an “Excellent” knowledge of the subjects presented. Attendees enjoyed the multi-media and interaction the most.</td>
</tr>
<tr>
<td>September 22, 2015</td>
<td>3</td>
<td>Marcy L. Hayden</td>
<td>Attendees scored the overall workshop as “Excellent” (5) and “Very Satisfactory” (4) on a scale of 1-5. The presenter was given a score of Excellent by all attendees on their knowledge of the subject matter. Attendees felt they learned a great deal in a short amount of time. They said they took away the ability to “identity ways to accept the differences in others and accepting them in a positive way along with their differences.” Additionally, attendees stated that the videos, demographic and social media information were their favorite parts of the training.</td>
</tr>
</tbody>
</table>

Total Trainings: 4

Total Participants: 22

9 Trainings were provided for a contractual fee of $1,500 per training paid to the SC CMA. These trainings secured approximately $6,000 in addition to the outreach efforts. CMA was funded at an approximate total of $20,790 during the 2012-2016 program project period for contractual work. (Actual amount may vary slightly due to adjustments.)
Program Demographics

During the G.R.I.T. grant program period, Midlands Technical College tracked demographic numbers based on their applications, enrollment and competition of the program. In addition to these numbers, the college also tracked demographics of race, gender and military service. The tables below indicate the total number of participants and total number of applicants enrolled in the program. This data is provided by Midlands Technical College and is based on their last program cohort as of January 5, 2016.

### Total Number of Participants by Year

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Number of Eligible Enrolled Participants</th>
<th>Total Number of Participants to Complete (To Date)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 (2012-2013)</td>
<td>62</td>
<td>56</td>
</tr>
<tr>
<td>Year 2 (2013-2014)</td>
<td>42</td>
<td>33</td>
</tr>
<tr>
<td>Year 3 (2014-2015)</td>
<td>44</td>
<td>34</td>
</tr>
<tr>
<td>Year 4 (2015-2016)</td>
<td>39</td>
<td>14</td>
</tr>
</tbody>
</table>

Total number served: 187 as of 1/5/16*

### Total Number of Applicants by Program Cohort

<table>
<thead>
<tr>
<th>Who applied</th>
<th>Programmer Analyst</th>
<th>Network Support Specialist</th>
<th>Network and Data Communication</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>129</td>
<td>236</td>
<td>183</td>
<td>548</td>
</tr>
<tr>
<td>American Indian</td>
<td>4</td>
<td>8</td>
<td>8</td>
<td>20</td>
</tr>
<tr>
<td>Asian</td>
<td>15</td>
<td>5</td>
<td>9</td>
<td>29</td>
</tr>
<tr>
<td>Hispanic</td>
<td>12</td>
<td>16</td>
<td>16</td>
<td>44</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>87</td>
<td>69</td>
<td>76</td>
<td>232</td>
</tr>
<tr>
<td>Veterans</td>
<td>52</td>
<td>106</td>
<td>94</td>
<td>252</td>
</tr>
<tr>
<td>Who applied</td>
<td>Programmer Analyst</td>
<td>Network Support Specialist</td>
<td>Network and Data Communication</td>
<td>Totals</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------------</td>
<td>---------------------------</td>
<td>-------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Female</td>
<td>135</td>
<td>138</td>
<td>122</td>
<td>395</td>
</tr>
<tr>
<td>Male</td>
<td>110</td>
<td>196</td>
<td>166</td>
<td>472</td>
</tr>
<tr>
<td>Applicants with an IT Background</td>
<td>195</td>
<td>205</td>
<td>209</td>
<td>609</td>
</tr>
<tr>
<td><strong>All Total Applicants</strong></td>
<td><strong>245</strong></td>
<td><strong>334</strong></td>
<td><strong>288</strong></td>
<td><strong>867</strong></td>
</tr>
</tbody>
</table>

Based on the data provided by Midlands Technical College, 187 individuals enrolled in the three cohorts over the four year program period. Of those enrolled individuals, 147 have completed the program. The program had a 79% completion rate. Of those that completed the program, 70% or 103 individuals went on to gain full time employment in the Information Technology sector.

The program had the highest number of interest from African Americans, in which 548 applications were received for the three cohorts. A total of 867 applications were received for the three cohorts during the program project period.

**Conclusion**

The CMA provided the G.R.I.T. program with four cultural competency trainings ensuring that the 22 staff attendees gained knowledge and skills needed to work with a diverse group of learners. These students included African Americans, Native Americans, Hispanics, Asians, Native Hawaiians, veterans, women and other under/un-employed individuals who enrolled in the G.R.I.T. grant program between 2012-2016.

The Commission for Minority Affairs provided outreach and recruiting over a four year period making direct and indirect contacts with approximately 32,694 individuals and organizations by participating in 95 events. The CMA staff dedicated 246.5 hours to outreach and recruitment for this program. Along with outreach provided by other program partners and the CMA, the G.R.I.T. program had 867 applications to the program.

In conclusion, the SC Commission for Minority Affairs, Midlands Technical College and G.R.I.T. program partners were able to assist 103 individuals secure full time employment in the information technology sector. Additionally, the Commission assisted in helping 187 individuals earn some type of additional training in the information technology and health care fields, with 147 individuals completing the G.R.I.T. program.

10 Total number based on male and female application numbers. All data on applications, enrollment, and graduation is provided by Midlands Technical College “GRIT” Staff. Numbers provided February 3, 2016. Program officially ends March 31, 2016.
Cultural Competency Training:
SC Demographics and the Culture of Poverty
GRIT Partners Training
Midlands Technical College
Northeast Campus
September 2015
Prepared by
SC Commission for Minority Affairs

Poverty
SC Demographics and the Culture of Poverty
Cultural Competency Training
Information Technology and Health Care

https://www.youtube.com/watch?v=HikMck-
zlbl&list=PL88B6E8FAC5ABACBA
What we will cover...

- Role of Commission
- Brief Demographics/Data on Minorities in Our State
- Introduction to Cultural Competency
- The Culture of Poverty
- Next Steps

Role of Commission
Commission for Minority Affairs

SC Code of Laws-Title 13 Chapter 1

Established in 1993

Purpose: Have a single point of contact for the minority populations and to address issues at socio-economic deprivation and poverty affecting ethnic minorities.

Inclusion of other minority groups: African-Americans, Hispanics, Native American Indians, and Asians.
Program Areas

- Hispanic/Latino Initiative
- Native American Initiative
- African American Initiative
- Small and Minority Business
- Research and Evaluation
- Community Based Program
Specific Services

- Technical Assistance
- Trainings
- Research, Data and Evaluation
- Information and Referral
- Capacity Building
- Business Development
- State Recognition for Native American Entities
Technology Use
And
Racial and Ethnic Minority Populations

Demographics
South Carolina
Racial/Ethnic Population Totals:
- African American - 29%
- Native American - <1%
- Hispanic - 5%
Percent of Population in South Carolina

Source: SC Commission for Minority Affairs 2010
Technology
Did You Know?

Video Clip

https://youtu.be/0eUeL3n7FDs

Did You Know?
<table>
<thead>
<tr>
<th>Educational attainment</th>
<th>% who use the Internet</th>
</tr>
</thead>
<tbody>
<tr>
<td>College +</td>
<td>97</td>
</tr>
<tr>
<td>Some College</td>
<td>96</td>
</tr>
<tr>
<td>High school Grad</td>
<td>90</td>
</tr>
<tr>
<td>No high school diploma</td>
<td>61</td>
</tr>
<tr>
<td>$75,000+</td>
<td>69</td>
</tr>
<tr>
<td>$50,000-$74,999</td>
<td>63</td>
</tr>
<tr>
<td>$30,000-$49,999</td>
<td>60</td>
</tr>
<tr>
<td>Less than $30,000/yr</td>
<td>75</td>
</tr>
<tr>
<td>Household Income</td>
<td>% who use the Internet</td>
</tr>
<tr>
<td>65+</td>
<td>58</td>
</tr>
<tr>
<td>50-64</td>
<td>85</td>
</tr>
<tr>
<td>30-49</td>
<td>96</td>
</tr>
<tr>
<td>18-29</td>
<td>69</td>
</tr>
<tr>
<td>Age</td>
<td>% who use the Internet</td>
</tr>
<tr>
<td>Hispanic (English- and Spanish-Speaking)</td>
<td>80</td>
</tr>
<tr>
<td>Black, Non-Hispanic</td>
<td>86</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>86</td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td>% who use the Internet</td>
</tr>
<tr>
<td>Women</td>
<td>85</td>
</tr>
<tr>
<td>Men</td>
<td>85</td>
</tr>
<tr>
<td>All adults</td>
<td>% who use the Internet</td>
</tr>
</tbody>
</table>

Source: The Pew Research Center's Internet & American Life Project
Yearly household income

Internet use vs. home broadband by

<table>
<thead>
<tr>
<th>Income Level</th>
<th>Have Home Broadband (% of Adults 18+)</th>
<th>Use Internet (% of Adults 18+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$75,000+</td>
<td>87</td>
<td>71</td>
</tr>
<tr>
<td>$50,000-$74,999</td>
<td>97</td>
<td>85</td>
</tr>
<tr>
<td>$30,000-$49,999</td>
<td>85</td>
<td>68</td>
</tr>
<tr>
<td>Less than $30,000</td>
<td>93</td>
<td>71</td>
</tr>
</tbody>
</table>

Source: Pew Research Center’s Internet & American Life Project
Adult Gadget Ownership, 2006-2012
Gadgets by household income

Source: Pew Research Center's Internet & American Life Project

Note: Pew Internet surveys. Data is for adults age 18+.
Gadget ownership by race/ethnicity

*English- and Spanish-Speaking

Source: Pew Internet surveys. Data is for adults age 18+.

Tablets

Desks tops

Cell phones

Laptops

E-readers

Hispanic

Black

White

Source: The Pew Research Center's Internet & American Life Project
Twitter use by race/ethnicity

- Hispanic
- Black
- White

Source: The Pew Research Center's Internet & American Life Project
Source: Pew Internet February 2012 survey

% of internet users ages 18+
% of internet users who use each social media site, by race and ethnicity

To use Pinterest, Whites to use Instagram, less likely than Latinos and Blacks. More likely than Hispanics of any race.

Note: Blacks and whites include non-Hispanics.
Groups that are more likely to say their phone is their main source of internet access:

- Those in lower-income households
- Those with no college experience
- Minorities
- Young adults

About one third of them do not have a traditional broadband connection at home.

25% of smartphone owners say they mostly go online with their smartphone.
Introduction to Cultural Competency
“How You View Others”

Group Activity:
Group Activity:

"How You View Others"

How did these "descriptions", "characteristics", and "stereotypes" make you feel? Were they mostly positive or negative? Why?

How do you think this effects or could effect the way you and others like you work with others?

Is it important to understand how other people view you and others like you?
Cultural Competency Goal:

To be capable of interacting positively with people who do NOT:

- Look like
- Talk like
- Think like
- Believe like
- Act like
- Look like

... or

Live like
Or
Act like
Believe like
Think like
Talk like

ME!!!
Cultural Competency Training
Culture is an integrated pattern of human behavior.
Glass presents many challenges.

It is only when we join the observed perspective, everything we see is from our own observed through a one-way mirror. Culture is akin to being the person and ourselves clearly—put getting to the other side of the glass presents many challenges.
Avoiding Stereotyping

DR. Jacqueline Jordan Irvine

Video Clip

http://www.youtube.com/watch?v=lYPl1f4wegQ
<table>
<thead>
<tr>
<th>IT: The Geek</th>
<th>IT: The Business IT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is introverted by nature—poor communicator.</td>
<td>Is extroverted by nature—in desperate need of effective communication.</td>
</tr>
<tr>
<td>Often views the technology as an artwork and toy box.</td>
<td>Communication from IT.</td>
</tr>
<tr>
<td>Views the business through profits.</td>
<td>Doesn’t care. Has business needs that are one’s own artwork and toy box.</td>
</tr>
<tr>
<td>Knows who does not share the same knowledge.</td>
<td>Does not care. Has business needs that are one’s own artwork and toy box.</td>
</tr>
<tr>
<td>Requires tolerance.</td>
<td>Doesn’t care. Has business needs that are one’s own artwork and toy box.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td><strong>Support</strong></td>
</tr>
</tbody>
</table>

Understand behavioral culture of IT teams to help align with business goals: By Change Tech Solutions Inc. April 25, 2003, 7:00am PDT
What is Cultural Competency?

The ability to work effectively across cultures in a way that acknowledges the cultures in a way that acknowledges the culture of the person or organization being served, and respects the culture of the

Source: J. H. Hanley (1999) - Beyond the tip of the iceberg: Five stages toward cultural competence
Effectively cross-culturally policies, structures, and practices that enable them to work values and principles, and demonstrate behaviors, attitudes, requires that organizations have a clearly defined, congruent set of

Cultural Competence
Set to work effectively cross-culturally requires values, attributes, knowledge and a skill set.
Five Elements of Cultural Competence

Organizational Level

- Services
- Values
- Policies
- Structures

Communities Served
- Adapt to diversity & cultural contexts of
- Acquire & institutionalize cultural knowledge
- Manage the dynamics of difference
- Conduct cultural self-assessment
- Value diversity
These five elements must be manifested at every level of an organization including:

- Policy making
- Administrative
- Practice/service delivery
- Consumer/family
- Community

Adapted from Cross, Bazar, Denile, & Jacobs, 1989.
Laws and Regulations

- Other Accrediting Bodies
- Peer Review Organizations
- Joint Commission on Accreditation of Health Care Organizations
- CARF
- National Standards on Culturally and Linguistically Appropriate Services (CLAS)
- Culturally Competent Care (Standards 1-3)
- Language Access Services (Standards 4-7)
- Organizational Supports for Cultural Competence (Standards 8-14)
- Accreditation Guidelines (Examples)

- Joint Commission on Civil Rights and Civil Rights Legislation
Linguistic Competence

- dedicating resources to support this capacity
- policy, structures, practices, procedures and
- individuals with disabilities
- who are not literate or have low literacy skills, and
- including persons of limited English proficiency, those
  manner that is easily understood by diverse audiences
  communicate effectively, and convey information in a
  the capacity of an organization and its personnel to
Linguistic Competence:

- Enhanced print
- Materials in alternative formats (e.g., audiotape, Braille)
- (e.g., picture and symbol formats)
- Print materials in easy-to-read and low literacy formats
- Ethnic media in languages other than English
- Sign Language Interpretation services
- Foreign Language Interpretation services
- TTY
- Multilingual Telecommunication systems
- Cultural brokers
- Bilingual/Bicultural staff
Linguistic Competence

- Public awareness materials & campaigns
- Health education materials
- Signage
- Release of information, applications
  Confidentiality and patient rights statements
  Legally binding documents (e.g. consent forms)

Translation of:

Who experience cognitive disabilities
Varied approaches to share information with individuals
* Cross, Beaton, Denns & Isaac, 1999

- Spiritual leaders and healers
- Ethnic, social, and religious organizations
- Local & neighborhood merchants and alliance groups
- Neighborhood civic, and advocacy associations

Diverse communities.

Community Engagement

Cultural competence involves working in conjunction with natural, informal support and helping networks within culturally determined to the community. Cultural competence extends the concept of self.
Community Engagement should result in the reciprocal transfer of knowledge and skills between all collaborators and partners.

Communities should benefit economically from collaborations.

Communities members are full partners in decision-making.
Pieces of the Same Puzzle
Integrally Linked
Challenges for Providers

- Organizational support for cultural competence
- Policies and Procedures
- Knowledge of individual cultures
- Use of interpreters and language resources
- Community participation
- Culturally appropriate services
- Organizational support for cultural competence

54
Video Clip

Students' Cultures

DR. Alfredo Artiles - Addressing
Culturally competent leaders work to understand their own biases as well as patterns of discrimination. They have the skills to mitigate the negative effects on student achievement and the personal courage and commitment to persist. Culturally competent leaders work to understand their own biases as well as patterns of discrimination.
South Carolina

Demographics

Culture of Poverty

The culture of poverty concept is a social theory explaining the cycle of poverty. Based on the concept that the poor have a unique value system, the culture of poverty theory suggests the poor remain in poverty because of their adaptations to the burdens of poverty. The culture of poverty concept is a social theory.
Contributing Factors to Poverty

- Family Destruction and Weakness
- Education Deprivation
- Lack of Jobs – Under and Unemployment
- Health Status and Care - Disparities
- Lack of Minority Business/Venture Capital
- Lack of Income and Wealth Creation
- Justice System
- Disproportionate Representation - Criminal
- Lack of Community/Economic Development
- Education Deprivation
- Family Destruction and Weakness
Poverty and the Working Poor:

Tammy’s Story

Video Clip
Video Clip: Tammy’s Story

How did this video make you feel? Why?

What are some barriers they are facing to getting out of poverty?

What did Tammy value most? What did her son value most?

How do you think this effects or could effect the son’s future?

Do you think he went to college? Why or Why not?
The Culture of Poverty:

Percent of Total Population in Poverty, 2008:

Source: www.ers.usda.gov USDA-Economic Research Services

Percent of Total Population in Poverty, 2010: SC

South Carolina
The Culture of Poverty

Percent of Total Population in Poverty, 2013: SC

Source: www.ers.usda.gov USDA-Economic Research Services
<table>
<thead>
<tr>
<th>County</th>
<th>Percentage % (All Ages)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Allendale</td>
<td>42.4</td>
</tr>
<tr>
<td>2. Williamsburg</td>
<td>33.4</td>
</tr>
<tr>
<td>3. Lee</td>
<td>32.8</td>
</tr>
<tr>
<td>4. Marlboro</td>
<td>31.3</td>
</tr>
<tr>
<td>5. Marion</td>
<td>30.7</td>
</tr>
<tr>
<td>6. Bamberg</td>
<td>30.7</td>
</tr>
<tr>
<td>7. Darlington</td>
<td>28.2</td>
</tr>
<tr>
<td>8. Hampton</td>
<td>27.3</td>
</tr>
<tr>
<td>9. Clarendon</td>
<td>27.2</td>
</tr>
<tr>
<td>10. Jasper</td>
<td>27.2</td>
</tr>
</tbody>
</table>

Top 10 SC Counties With the Highest Poverty (lowest to highest)

South Carolina Average Poverty Rate: 18.5%

National Average Poverty Rate: 15.1%

The Culture of Poverty
<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>State Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two or More Races</td>
<td>25.3%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander</td>
<td>34.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>8.5%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>33.8%</td>
</tr>
<tr>
<td>American Indian or Alaskan Native</td>
<td>33.9%</td>
</tr>
<tr>
<td>Blacks</td>
<td>30.1%</td>
</tr>
<tr>
<td>Whites</td>
<td>12.8%</td>
</tr>
<tr>
<td>State</td>
<td>18.2%</td>
</tr>
</tbody>
</table>

Source: Income, Earnings, and Poverty Data from the 2010 American Community Survey, U.S. Census Bureau.

www.census.gov, 2012 SC Commission for Minority Affairs
Poverty Defined

- Relative poverty measures are the simplest ways to determine the extent of poverty in individual countries.
- Poverty is relative to where you live and whose around you.
- The bottom 10% (or whatever percentage the government chooses to use) is then considered 'poor' or 'impovertished.'
Poverty Defined

Poverty is a state of privation or lack of the usual or socially acceptable amount of money or material possessions. Poverty is defined as a lack of those goods and services commonly taken for granted by members of mainstream society. The definition of poverty is based on total income received. For example, the poverty level for 2012 was set at $23,050 (total yearly income) for a family of four (2012 HHS Poverty Guidelines, U.S. Department of Health & Human Services).

The most common measure of poverty in the United States is the poverty threshold set by the U.S. government. This measure recognizes poverty as a lack of those goods and services commonly taken for granted by members of mainstream society. The official threshold is adjusted for inflation using the consumer price index.


Poverty Defined
Poverty Defined

The official poverty definition uses a set of money income thresholds that vary by family size and composition to determine who is in poverty.

The Census Bureau uses a set of money income thresholds that vary by family size and composition to determine who is in poverty. The Census Bureau uses a set of money income thresholds that vary by family size and composition to determine who is in poverty. The Census Bureau uses a set of money income thresholds that vary by family size and composition to determine who is in poverty. The Census Bureau uses a set of money income thresholds that vary by family size and composition to determine who is in poverty.

U.S. Census Bureau

Poverty Defined
Poverty Types

**Generational poverty**: families who have lived in poverty for at least two generations.

**Situational poverty**: families that have fallen into poverty because of a traumatic event such as illness or divorce, unemployment, etc.
A Framework for Understanding Poverty

1. Poverty is relative.
2. Poverty occurs in all races and in all countries.
3. Economic class is a continuous line, not a clear-cut distinction.
4. Generational poverty and situational poverty are different.
5. This information and work is based on patterns. All patterns have exceptions.
6. An individual brings with him/her the hidden rules of the class in which he/she was raised.
7. Schools and businesses operate from middle-class norms and use the hidden rules of middle class.

Key Points to Remember

1. Poverty is relative.
2. Poverty occurs in all countries.
3. Poverty occurs in all races.
4. Generational poverty and situational poverty are different.
5. This information and work is based on patterns. All patterns have exceptions.
6. An individual brings with him/her the hidden rules of the class in which he/she was raised.
7. Schools and businesses operate from middle-class norms and use the hidden rules of middle class.
10. To move from poverty to middle class or middle class to wealth, an individual must give up relationships, at least for some period of time.

11. Two things that help one move out of poverty are education and relationships.

12. Four reasons one leaves poverty are: It’s too painful to stay, a vision or goal, and a key relationship. Two things that help one move are education and relationships.

8. For our students/adults, we must teach them and provide support, insistence, and expectations. We can neither excuse nor scold them for not knowing, as educators/clinicians we must teach students the rules that will make them successful at school and at work.

9. We can neither excuse nor scold them for not knowing, as educators/clinicians we must teach them and provide support, insistence, and expectations.

Key Points to Remember

A Framework for Understanding Poverty
A Framework for Understanding Poverty

Could you survive in poverty?

Hidden Rules:
One of the key resources for success in school and at work is an understanding of hidden rules. Hidden rules indicate membership in a group, which individuals use to communicate clues that help them understand the hidden rules. A Framework for Understanding Poverty
<table>
<thead>
<tr>
<th>POVERTY</th>
<th>MIDDLE CLASS</th>
<th>WEALTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survival</td>
<td>Work</td>
<td>Social connections</td>
</tr>
<tr>
<td>Relationships</td>
<td>Achievement</td>
<td>Financial connections</td>
</tr>
<tr>
<td>Entertainment</td>
<td>Material security</td>
<td>Political connections</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A Framework for Understanding Poverty

Hidden Rules Chart
Intervention Issues

- Advocacy
- Relationships
- Communication styles
- How you approach others matters
- Be aware and prepared

A Framework for Understanding Poverty
• What did you learn today?
• How will this help you work with underserved and diverse communities?

Conclusion Exercise
Cultural Competency Training
Questions
Contact Information

SC Commission for Minority Affairs
2221 Devine Street
Suite 408
Columbia, SC 29205
803-333-9621
www.cma.sc.gov