

Combating Community Barriers through Higher Education

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AGENDA

- Goal of Presentation
- Chicago Statistics/ Effects of Poverty on Students
- Chicago Statistics/ Effects of Violence on Students
- CCC/KKC Data
- CCC Resources
- Case Study Participation

GOAL



The goal of this session is to identify top issues in Chicago plaguing students at City Colleges of Chicago. We will discuss best practices and advising techniques for working with students facing barriers as a result of these identified issues. During this session we will identify key conversation components and resources utilized to help students at City Colleges of Chicago persist.

Two Highlighted Barriers



POVERTY



VIOLENCE

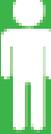
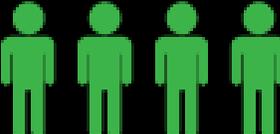


POVERTY

Poverty in Illinois

- Over one-third of Illinois citizens are considered low-income or living in poverty.
- Illinois's poverty rate is stuck where it was during the Great Recession.
- Nearly 2 in 5 black children and more than 1 in 4 Latino children in Illinois live in poverty.
- Women, children and people of color have the highest rates of poverty in Illinois.

Poverty in Illinois

Family Size	Extreme Poverty (0-49% FPL)	Poverty (0-99% FPL)	Low Income (100-199% FPL)
	\$6,243	\$12,486	\$24,972
	\$8,036	\$16,072	\$32,144
	\$9,387	\$18,774	\$37,548
	\$12,378	\$24,755	\$49,510

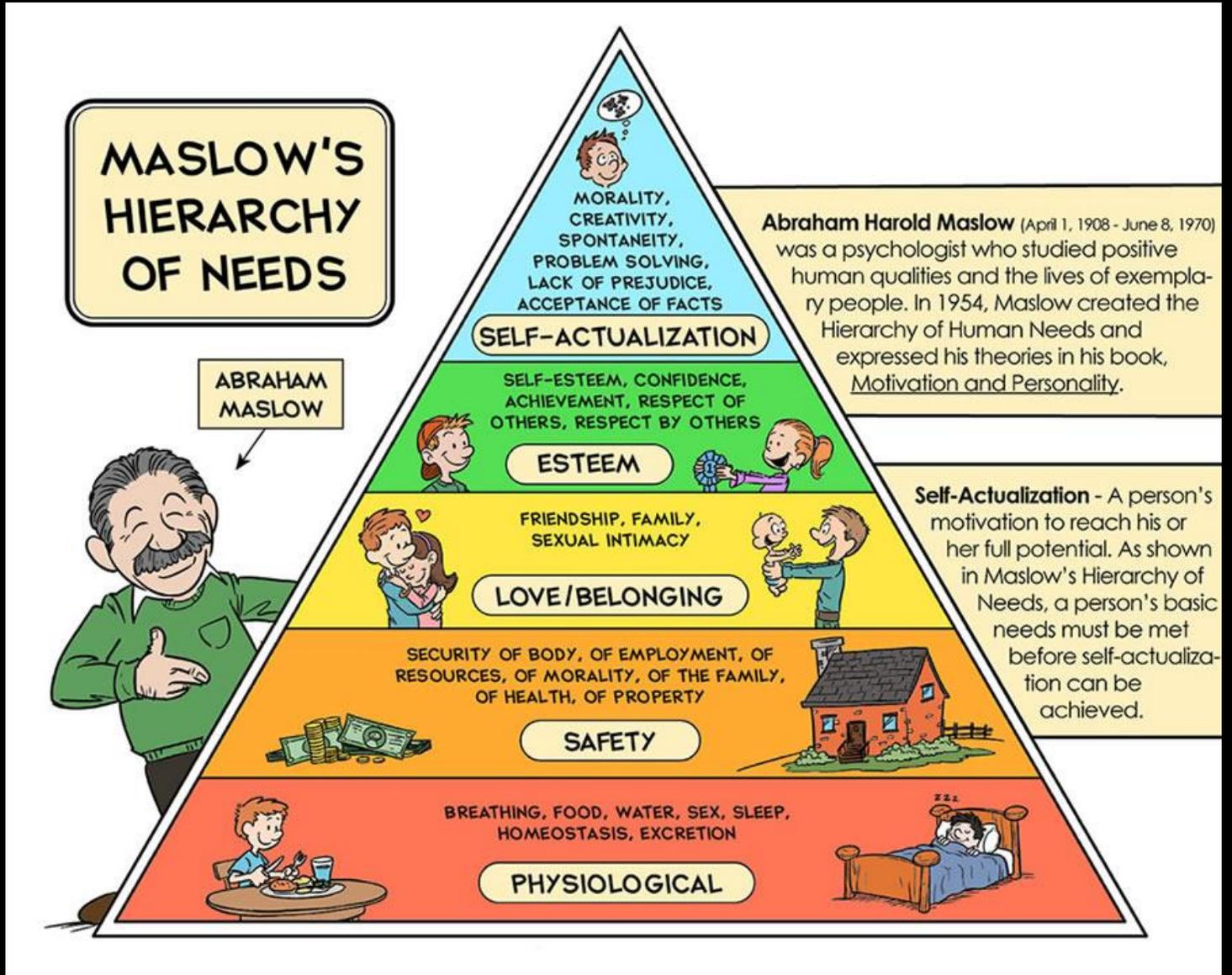
Poverty in Chicago

Approximately [half of residents](#) in Chicago were considered low income or in poverty for 2015, according to a report from Heartland Alliance, a leading anti-poverty organization.

Poverty

The state of being deprived of the essentials of well-being:

- Adequate housing
- Food
- Sufficient income
- Employment
- Access to social services & status





Student Effects

- Academically Underprepared
- Lack of Time/Time Management
- Psychological (anxiety, stress, depression)
- Frustration
- Desperation

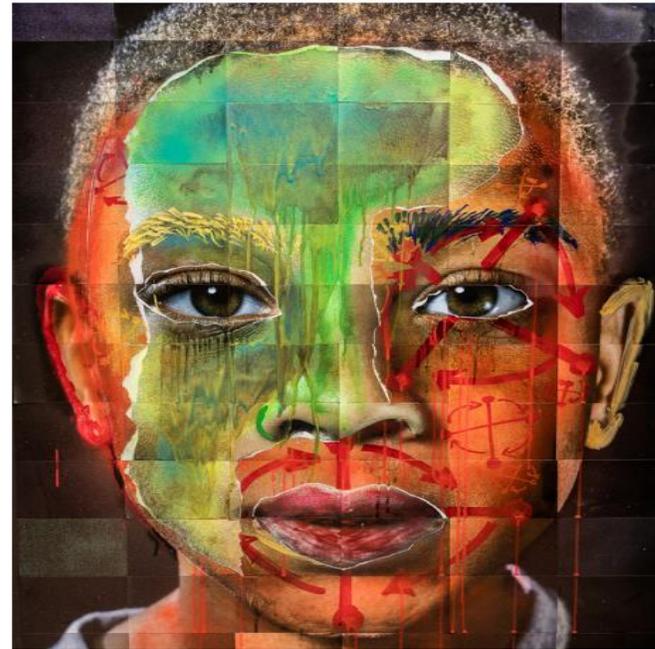
Students living in poverty who manage to go to college, are, on average, ill-prepared for the journey. "Their poor academic preparation handicaps them the entire way, as do poor time-management and study skills."

[+++++True Story+++++](#)

CYCLE OF RISK

Cycle of Risk: The
Intersection of Poverty,
Violence, and Trauma

*“the surge of violence in
Chicago cannot be
stopped without first
understanding its root
cause, which first and
foremost, is poverty.”*



CYCLE OF RISK:

**THE INTERSECTION OF POVERTY,
VIOLENCE, AND TRAUMA**

REPORT ON ILLINOIS POVERTY
March 2017

**HEARTLAND
ALLIANCE**
ENDING POVERTY



VIOLENCE

Statistics show that people of color are disproportionately affected by violence. The study used data from 2015, showing that black men ages 15 to 44 made up more than half of the homicide victims in Illinois, though they accounted for just 3 percent of the population. (Chicago Tribune 2017).

Chicago Violence

530 people were murdered in Chicago in 2018, the victims range from 1 to 93 years of age (Suntimes 2018).

As of Dec. 23, 2018 according to the CPD, the city recorded 2,355 “shooting incidents” (Suntimes 2018).

The next highest shooting incident total of any district was 193, logged by the Calumet District on the Far South Side. (Olive Harvey is located on this district)

According to Chicago Tribune “Englewood ended the year with 50 homicides, third highest in the city of Chicago (2018).

According to the medical examiner’s office, well over half of Chicago’s homicide victims in 2018 were black males between 16 and 41 years old.

CCC District Breakdown

Kennedy King- District 7

Olive Harvey- District 5

Richard J. Daley- District 8

Malcolm X- District 12

Harold Washington – District 1

Harry S. Truman- District 19

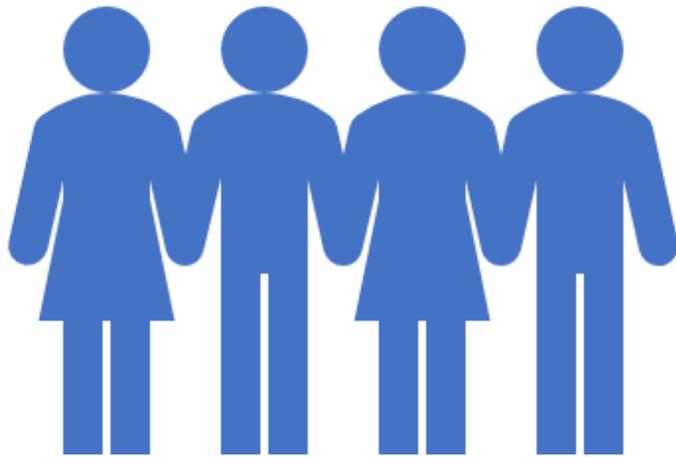
Wilbur Wright- District 16

Student Effects

- Students may lose hope
- Travel
- Fear of student rivals
- Anger

"Exposure to neighborhood violence has a much bigger impact than we think it does," said the lead author, Johns Hopkins sociologist [Julia Burdick-Will](#), an assistant professor in the Johns Hopkins [School of Education](#). "It seeps into places that you don't expect. It can affect an entire school and how it's able to function."

++++TRUE STORY++++



Burdick-Will CPS Study

Study shows how urban violence and school choice programs contribute to negative learning outcomes for students in Chicago

Sample - 5 cohorts, Freshmen 2002 followed them until Senior year 2006. Started different cohorts in 2006-2010.

Findings:

- Students in Chicago public schools experience, on average, about 70 violent crimes a year within a few blocks of their homes.
- crimes included homicides, sexual assaults, aggregated and simple batteries, aggravated and simple assaults, and robberies.
- About half of the students studied were African-American and about a third were Hispanic. Schools with students who experienced high levels of neighborhood violence, however, were more than 94 percent African-American.
- Because Chicago offers students the option of attending school anywhere in the city, students often commute to schools across town. Students from nearly every neighborhood attend nearly every school. This means that the experience of violence that Chicago students face where they live does not necessarily remain in their neighborhood, but is taken with them all over the city where they attend school.
- In schools in which more kids have a high exposure to violence, their classmates score as much as 10 percent lower on annual standardized math and reading tests than peers with classmates from safer areas

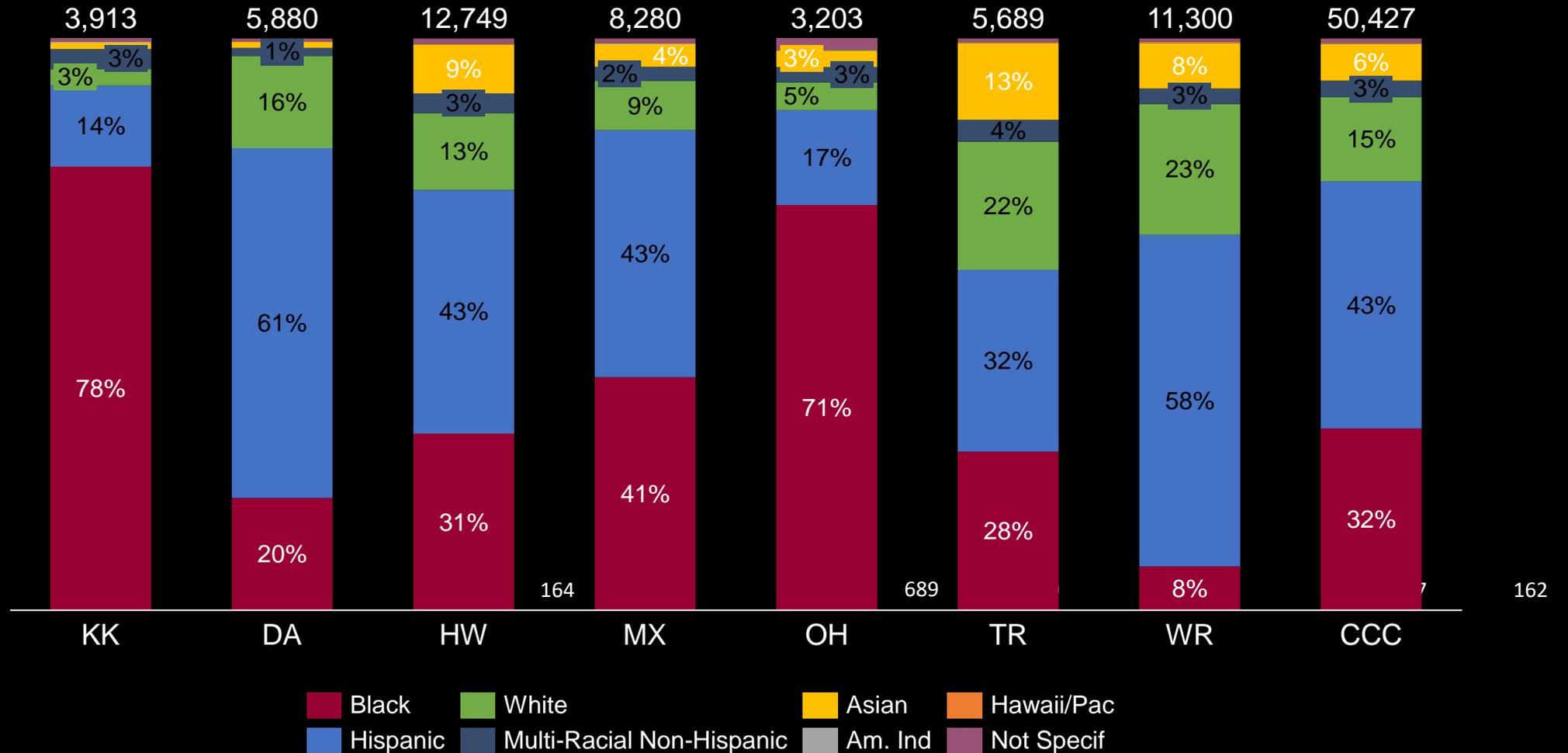
City Colleges of Chicago Data



CITY COLLEGES
of CHICAGO
Education that Works

AY17-18 CCC Credit Enrollment

By Ethnicity



The Real College Survey



National movement created by the [Hope Center for College, Community, and Justice](#).



The movement includes nationwide systematic data collection on students' challenges, a student advocacy campaign, and more



Aim is to reveal the daily experiences of college students and how students meet their basic needs

CCC Real College Survey Results



Food Insecurities: 44%

Employed 68%

Unemployed 32%



Housing Insecurities: 54%

Employed 71%

Unemployed 29%



Homelessness: 15%

Employed 67 %

Unemployed 33%

CCC Resources & KKC Reach Rates

- Wellness Center
- Child Care Services
- Food Pantry
- Emergency Fund
- Financial aid/ student meal accounts
- Partnerships (OMD, One Goal, CHA)
- Star Scholarship
- Advising Center
- Career and Transfer Center
- Disability Access Center
- And more....

- Students that visited at least 3 resource centers FA 18 were retained at 82.2%
- Students that visited no resource centers FA 18 were retained at 41.1%

**KKC
WELLNESS
DATA**

Aug 2017-July 2018

Resources Only

Housing 15

Expungement 1

clothing 1

Condoms 36

Food pantry 1

HIV Testing 1

Emergency Funding 23

Total for resources only 78

All Clients

Therapy & Diagnostic 17

Therapy Only 156

Diagnostic Only 37

Total # 210

SUGGESTIONS



WHAT CAN COLLEGES DO TO
ENCOURAGE THE USE OF CAMPUS
RESOURCES?

Audience Suggestions

- Incorporate campus resources into classroom activities
- Incentivize classroom visits via professors
- Change the name of the resource centers to make them sound more attractive to students
- Increase marketing
- Use a student panel to discuss services at orientation
- Bring the resources to students
- Invite representatives from resource centers to speak in classes
- Create a webpage/social media page that highlights campus resources



PLEASE SPLIT UP INTO
GROUPS



READ OVER THE
SCENARIO



ANSWER QUESTIONS AT
THE END OF THE SENARIO

Case Studies

CASE STUDY #1

Lance is a single parent with limited financial resources and family support. He has a full-time job working overnight and is currently ineligible for financial aid due to his inability to obtain supporting documentation required for his Satisfactory Academic Progress (SAP) appeal. Lance has not disclosed his situation to his instructors nor his advisor. Lance struggles to make his installment payments and does not have any additional funding to purchase textbooks for the semester. Lance is significantly challenged with time management issues due to conflicts with his work and child's day care schedules. To further compound the matter, Lance was recently informed by his employer that his hours will be reduced. Lance has received several at-risk alerts this semester due to being late and missing class. Lance is currently working towards completing his AA degree. He has accumulated 30 credit hours and scheduled an appointment with his advisor to discuss his best options. Lance wants to become an elementary school teacher.

CASE STUDY #2

Mark is a returning student who is working towards completing his AAS in Air Conditioning. Mark lives on the north side of the city. Mark is an active gang member who is dealing with violence in his neighborhood. Mark takes public transportation to and from school. Mark has a younger cousin who has been threatened by the rival gang in the neighborhood. Mark was chased to the train platform earlier in the week by rival gang members at gunpoint. Mark has missed several classes and is on the verge of being dropped from courses before midterms. He meets with his advisor and says he wants to withdraw because it's not safe for him on campus.

Thank You!



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