

# ***HIDDEN RULES TO SUCCESS!***

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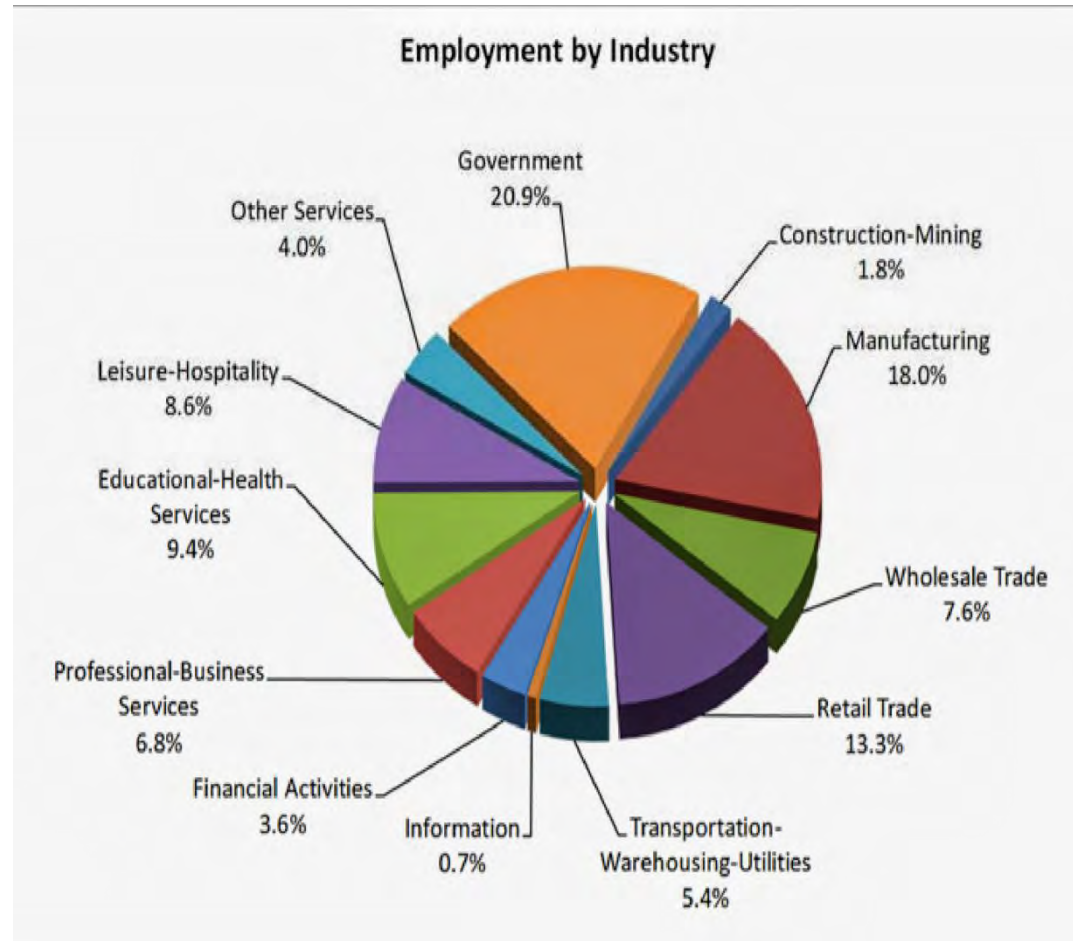
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# About Us...

- Vermilion County is located in East Central Illinois along the Illinois/Indiana border.
- Danville sits as the county seat and boasts industrial, medical, and retail positions in an ever-growing community.
- Vermilion County is 900 square miles in size, with 21 incorporated communities operating under their own governmental structures.
- Mostly rural, farming communities
- Population:
  - Danville: ~ 33,000
  - Vermilion County: 81,625

# Major Industries in Vermilion County

- Government
- Manufacturing
- Retail
- Education



# Illinois Dept. of Employment and Security Unemployment Rates

**May 2017**  
(not seasonally adjusted)

- Vermilion County – 6.0%
- Champaign – 4.0%
- Iroquois – 3.9%
- Danville – 7.2%
- Champaign – 4.0%
- Urbana – 4.3%
- Illinois State – 4.3%
- United States – 4.1%

# Education in Vermilion County

## Social Characteristics

	<b>Estimate</b>	<b>Percent</b>	<b>U.S. Percent</b>
Population 25 years and over	54,531		
High school graduate or higher	46,897	85.8	85.6
Bachelor's degree or higher	7,634	14.0	28.2

\* Information taken from the Vermilion Advantage website: <http://www.vermilionadvantage.com/>

# Economic Characteristics

	<b>Estimate</b>	<b>Percent</b>	<b>U.S. Percent</b>
Total Population Vermilion County	81,625		
In labor force (population 16 years and over)	36,383	57.2	N
Median household income (dollars)	40,463	(X)	N
Families below poverty level	(X)	18.3	N
Individuals below poverty level	(X)	21.4	N

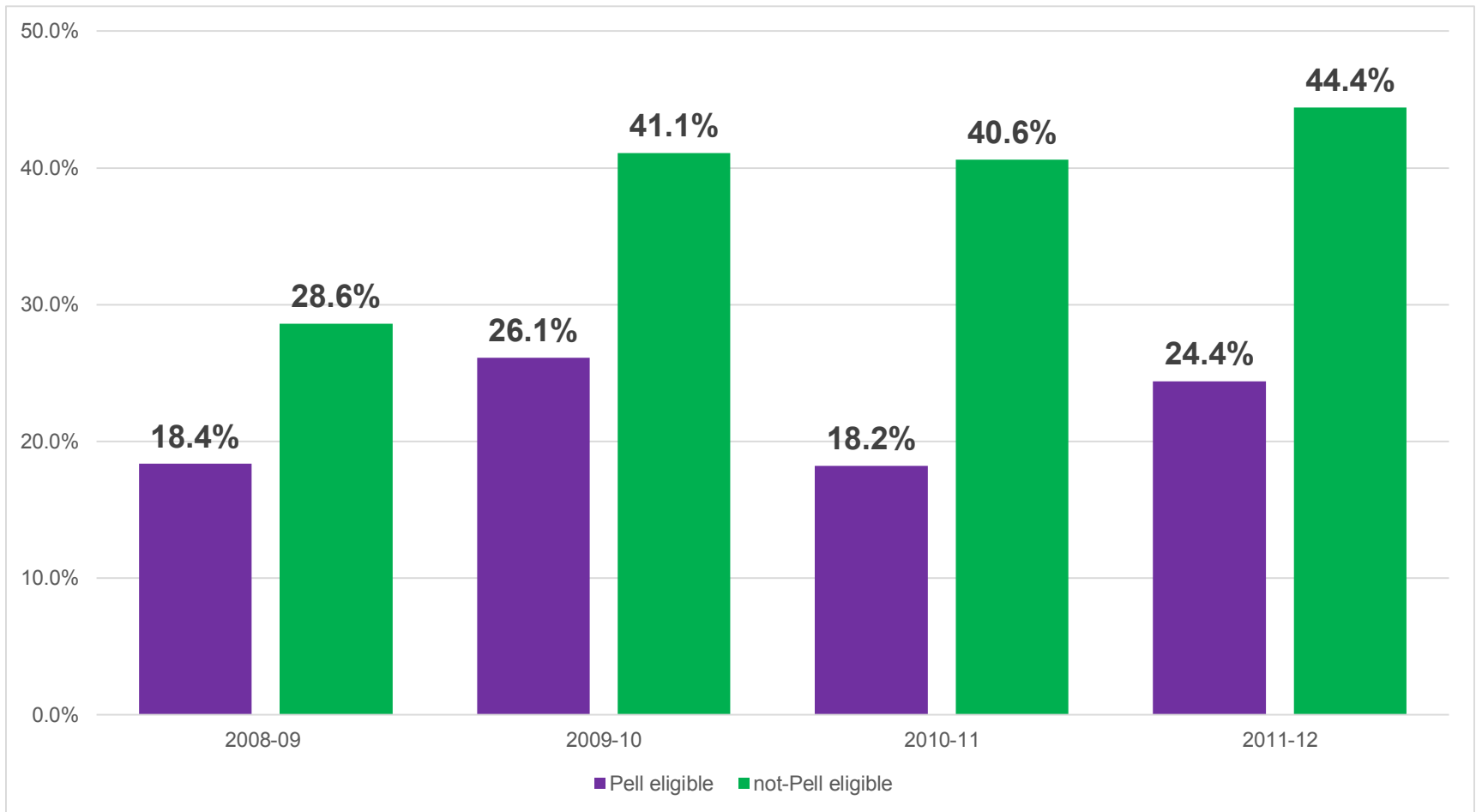
# Danville District 118

- Largest High School in Vermilion County
- Graduation Rate...70%
- College readiness...23%
- Post-Secondary Remediation...42%
- Achievement Gap between Non-Low Income and Low Income...19%

Information taken from Illinois State Board of Education website:

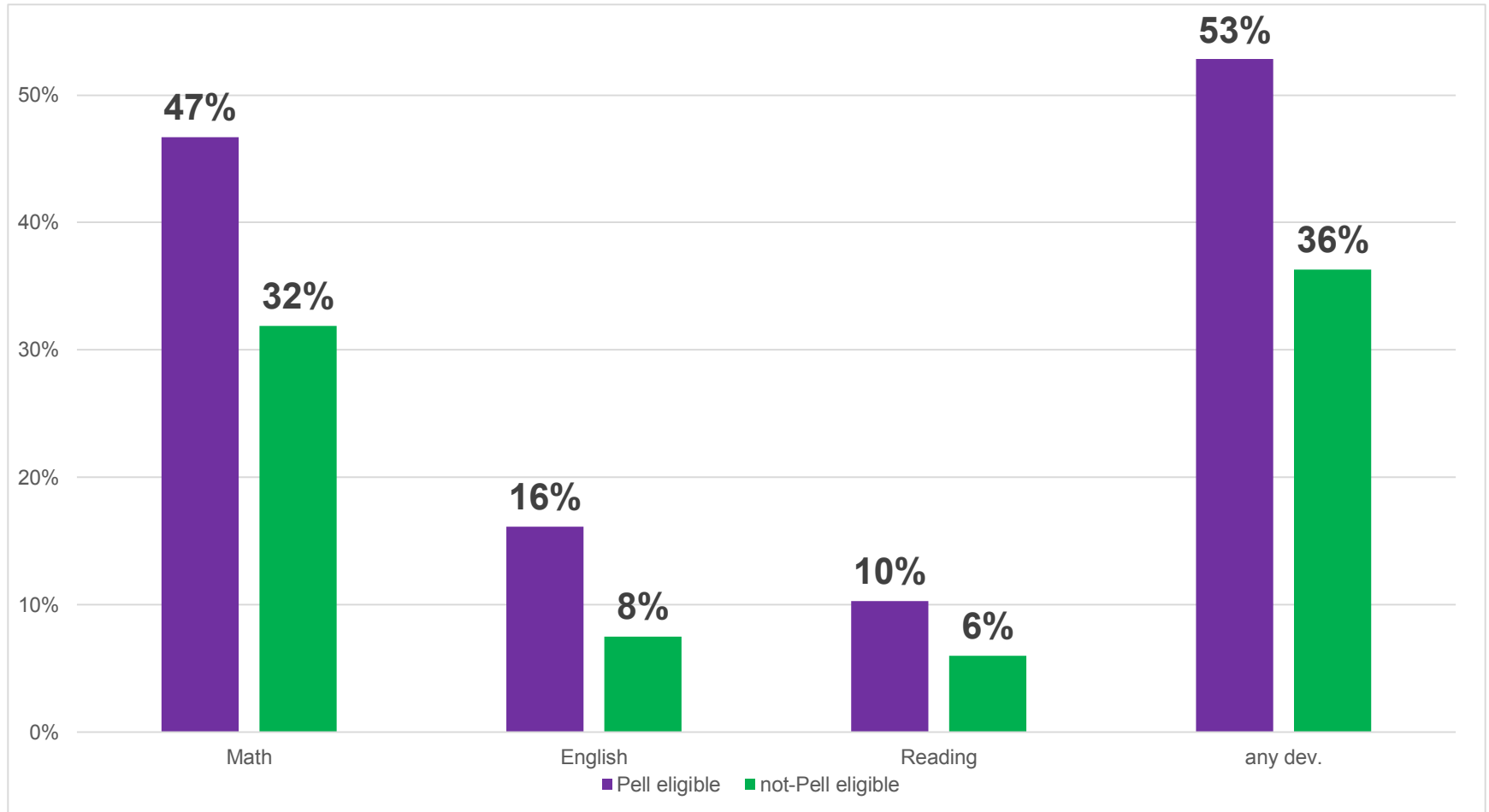
<https://www.illinoisreportcard.com/District.aspx?districtId=54092118024>

# Attaining a Credential within Four Years by PELL Status





# Developmental Placement by PELL Status 2010SP – 2017SP



# History

- DACC joins Achieving the Dream in 2009 – adopted data-driven decision-making process
- Developed a 3-prong focus for addressing student success
  - Equity and Inclusion
  - Teaching and Learning
  - First Year Experience
- Dr. Bethany Tucker provides workshop on Understanding and Engaging Under-Resourced College Students
- A Framework for Understanding Poverty; Getting Ahead Trainer Certification obtained
- DACC offers “Investigations in to Economic Class in America” curriculum as a non-traditional Freshman Orientation class for credit
- DACC approached by Housing Authority of the City of Danville in the summer of 2015
- DACC began offering Getting Ahead Class in Fall of 2015

# Equity and Inclusion Team

## □ Support Group Format

- A-MALE
- WISE

## □ Classroom Format

- Targeted Class incorporating Dr. Payne's model/construct

## □ Freshmen Orientation

- Success in College...
- Phoenix Program- Investigations into Economic Class in America
- Implementation/Integration/Partnership w/ Housing Authority of the City of Danville

## EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.



In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

# Resources

## **Financial**

Having the money to purchase goods and services.

## **Emotional**

Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior. This is an internal resource and shows itself through stamina, perseverance, and choices.

## **Mental**

Having the mental abilities and acquired skills (reading, writing, computing) to deal with daily life.

# Resources (cont.)

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## **Spiritual**

Believing in divine purpose and guidance.  
Having hope or a future story.

## **Physical**

Having physical health and mobility.

## **Support Systems**

Having friends, family, and backup resources available to access in times of need. These are external resources.

# Resources (cont.)

## **Relationships/Role Models**

Having frequent access to adult(s) who are appropriate, who are nurturing to the child, and who do not engage in self-destructive behavior.

## **Knowledge of Hidden Rules**

Knowing the unspoken cues and habits of a group.

## **Formal Register**

Having the vocabulary, language ability, and negotiation skills necessary to succeed in school and/or work settings.

# Resources (cont.)

## **Motivation/Persistence**

Having the energy and drive to prepare for, plan, and complete projects, jobs, and personal changes

## **Integrity/Trust**

Trust is linked to two issues: predictability and safety. Can I know with some certainty that this person will do what she or she says? Can I predict with some accuracy that it will occur nearly every time? Will I be safe with this person.




# Hidden Rules of Economic Class

	Poverty	Middle Class	Wealth
Possessions	People	Things	One-of-a-Kind objects; legacies; pedigrees
Money	To be spent	To be managed	To be conserved, invested
Personality	Is for entertainment; Sense of humor is highly valued	Is for acquisition and stability. Achievement is highly valued	Is for connections; Financial, political, social connections are highly valued.
Food	Key question: Did you have enough? Quantity important	Key Question: Did you like it? Quality important.	Key Question: Was it presented well? Presentation important.
Time	Present most important. Decisions made for moment based on feelings or survival.	Future most important. Decisions made against future ramifications.	Traditions and pasts

# Hidden Rules of Economic Class

	Poverty	Middle Class	Wealth
Education	Valued and revered as abstract but not reality. Education is about facts	Crucial for climbing success ladder and making money	Necessary tradition for making and maintaining connections
Language	Casual register. Language is about survival	Formal register. Language is about negotiation.	Formal register. Language is about connection
Family Structure	Tends to be matriarchal	Tends to be patriarchal	Depends on who has/controls money.
Driving Forces	Survival, relationships, entertainment	Work and achievement	Financial, political, social connections.

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- ❑ Freshmen Orientation Course
  - ❑ Adult Education/Danville District 118- Phoenix program
  - ❑ Housing Authority of the City of Danville

# Where Do We Go from Here?

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- **Scaling Up**
- **Sharing**







# Resources Used

- *A Framework for Understanding Poverty*  
*-Dr. Ruby Payne*
- *Investigations into Economic Class in America*  
*-Philip DeVol & Karla Krodel*
- *Getting Ahead...in a just getting by world*  
*-Philip DeVol*