



Poverty in the United States

Presented By Dena Parmer and Faye Estrada



Workshop Objectives

The background of the slide features a stylized orange and white graphic. The top portion is a solid orange color, transitioning into a white silhouette of a city skyline with various building heights. Below the skyline, there are several rounded, orange mountain-like shapes. The overall aesthetic is clean and modern.

- Learn basic information about poverty in the United States
- Gain an understanding of hidden rules
- Identify some principles for improving outcomes with children from poverty
- Identify resources that can help your work with children in poverty

United States Official Poverty Guidelines: 2009

Family Size	Annual Income
Four	\$ 22,050
Three	\$ 18,310
Two	\$ 14,570
One	\$ 10,830

Source: U.S. Department of Health & Human Services (January 2009)

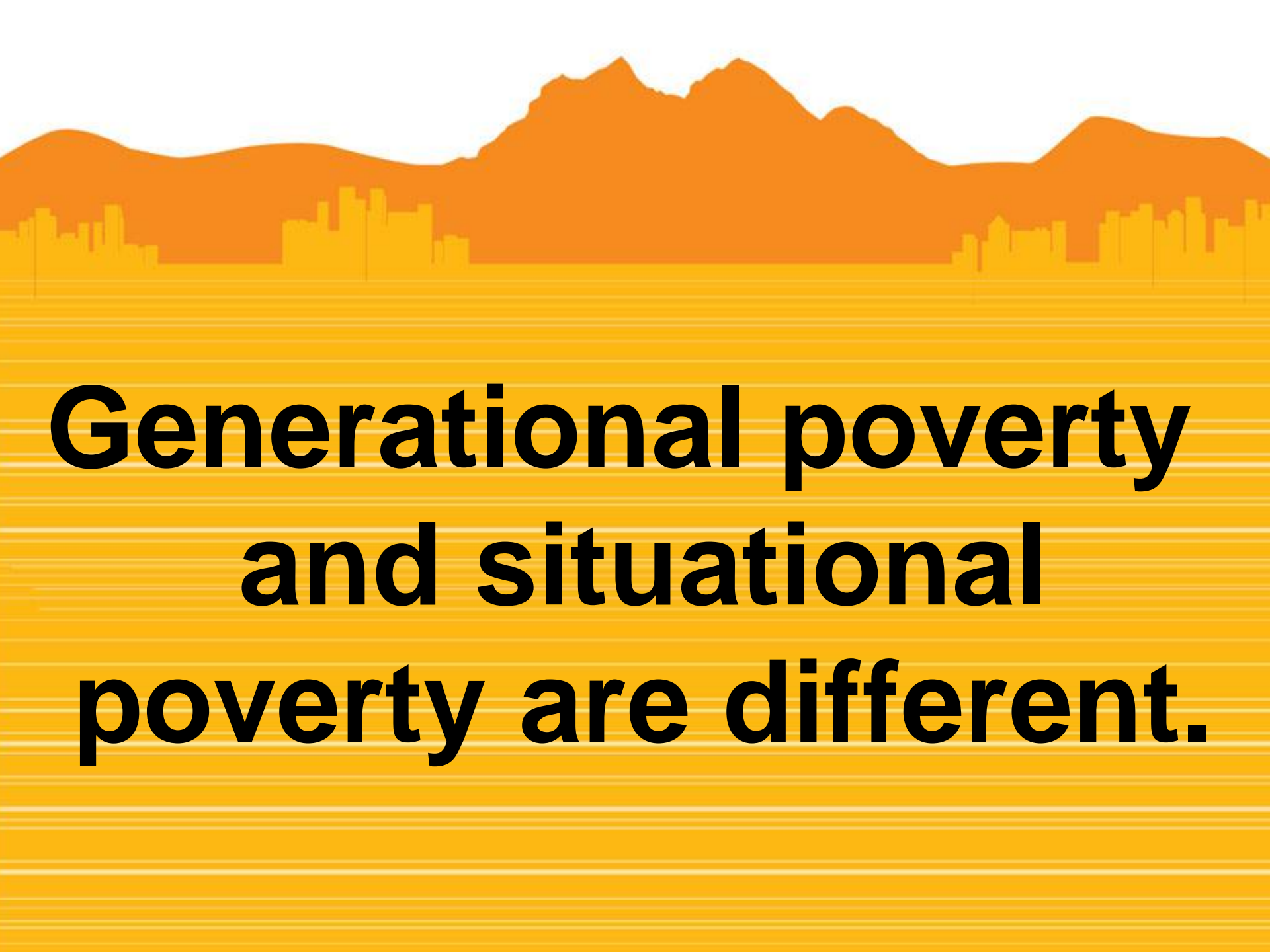
Causes of Poverty?

The background features a stylized, orange-toned illustration. On the left, there are several rectangular shapes representing buildings of varying heights. In the center, there are rolling hills or mountains. On the right, there is a silhouette of a city skyline with several tall buildings. In the foreground, there is a field with diagonal lines, possibly representing a plowed field or a field of crops. A large, dark silhouette of a tree is on the far right.

1. Behaviors of the Individual
2. Absence of Human and Social Capital Within the Community
3. Human Exploitation
4. Political/Economic Structures



**Poverty is relative
and so is wealth.**

The background features a stylized city skyline in shades of yellow and orange, with a range of mountains in a darker orange hue above it. The overall color palette is warm and monochromatic.

**Generational poverty
and situational
poverty are different.**

How Decisions Are Made

In poverty they
are based on:


- **Survival**
- **Relationships**
- **Entertainment**

In middle class
they are based
on:

- **Work**
- **Achievement**
- **Material security**

In wealth they
are based on:

- **Political**
- **Financial**
- **Social connections**



“To achieve a minimum but decent standard of living, families need more than material resources; they also need “human and social capital.”





Resources Needed

1. Financial for life long stability
2. Emotional
3. Mental
4. Spiritual
5. Physical
6. Support Systems
7. Role Models
8. Knowledge of Hidden Rules

Pop Pop Pop Pop



A hand holding a piece of white chalk is writing the word "PopQuiz" in a cursive, handwritten style on a dark chalkboard. The chalk is positioned at the end of the word, having just finished writing the letter 'z'.

Trivia Challenge!

There are approximately _____ million children living in the United States ranging from 0-18 about _____ million are under the age of 5.

- a) 12, 5
- b) 52, 39
- c) 74, 21
- d) 100, 46

A hand is shown writing the word "PopQuiz" in white chalk on a dark chalkboard. The letters are slightly blurred, suggesting motion.

Trivia Challenge!

Just over _____ million children live in families with incomes below the federal poverty level – \$22,050 a year for a family of four.

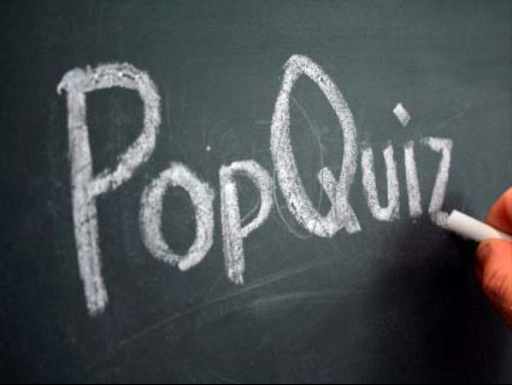
- a) 22
- b) 13
- c) 8
- d) 4



Trivia Challenge!

Almost _____ million children in the United States lives in *extreme* poverty.

- a) 2.4
- b) 3.1
- c) 4.6
- d) 5.8



Trivia Challenge!

About _____ million children are uninsured.

- A. 12
- B. 11
- C. 9
- D. 7

Hidden Rules

- Possessions
- Time
- Money
- Love
- Social Emphasis
- Personality
- Food
- Clothing
- Destiny
- Education
- World View
- Humor
- Family Structure
- Language
- Power
- Driving Forces



Examples of Hidden Rules

Time

– Poverty

- Present is most important
- Decisions are made in the moment based on feelings or survival

– Middle Class

- Future is most important
- Decisions are made against future ramification

– Wealthy

- Traditions and history are most important
- Decisions are made partially on the basis of tradition/decorum





Rita's Stories

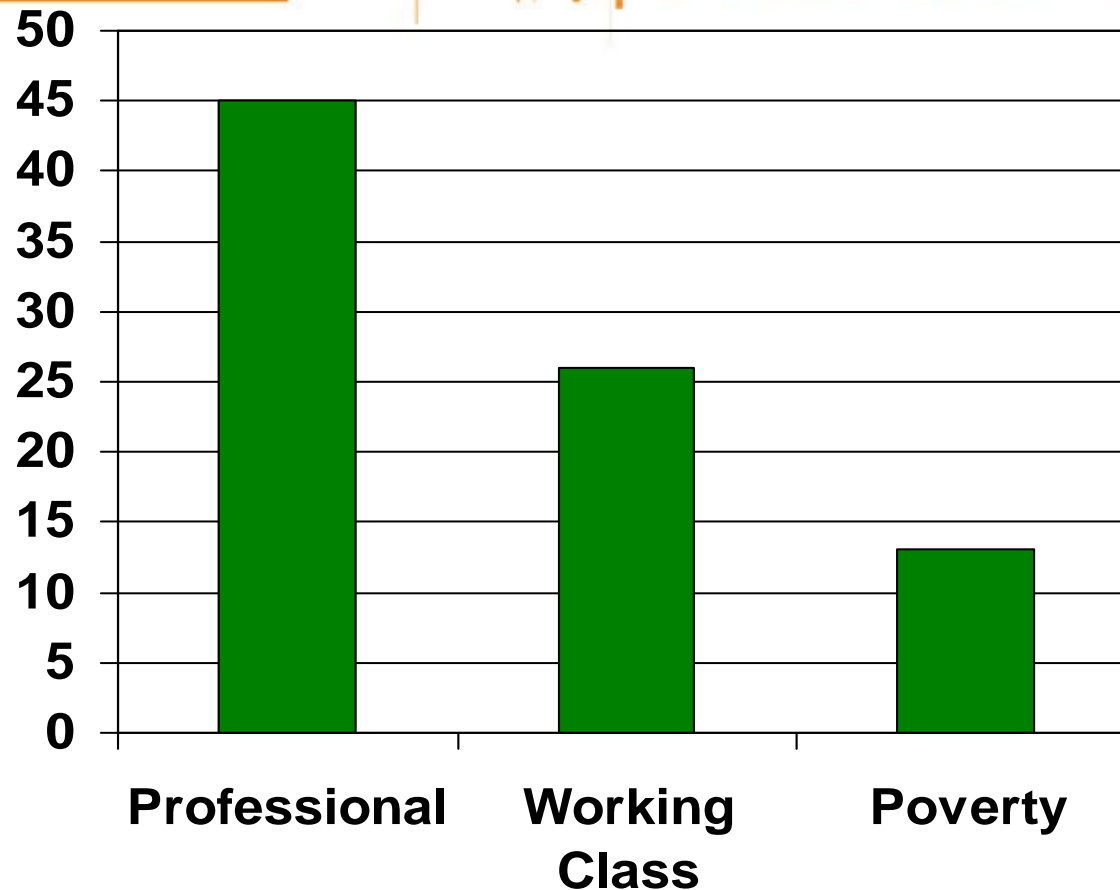
Rita F. Pierson, Ed.D of Houston, Texas has been a professional educator since 1972. She has served in numerous roles including elementary, junior high and special education teacher; counselor; assistant principal; director; and testing coordinator. She is also a Licensed Professional Counselor.



Children spend an average of **900** hours in school and **7,800** hours outside of school.



Total Words (in Millions) heard by child by age 4



The Impact of Poverty on Learning

- Brain Development
- General Health
- Behavior
- Relationships

Students from poverty may:

- Be unclear about the purpose of education
- Not know subjects/norms/vocabulary
- May feel like they do not belong because of stereotypes/myths/judgments
- Have inadequate learning conditions, including under qualified educators, crumbling buildings, old textbooks
- Be isolated from people who have benefited from education
- Lack health care, nutrition, stable housing and have other crisis that demand attention

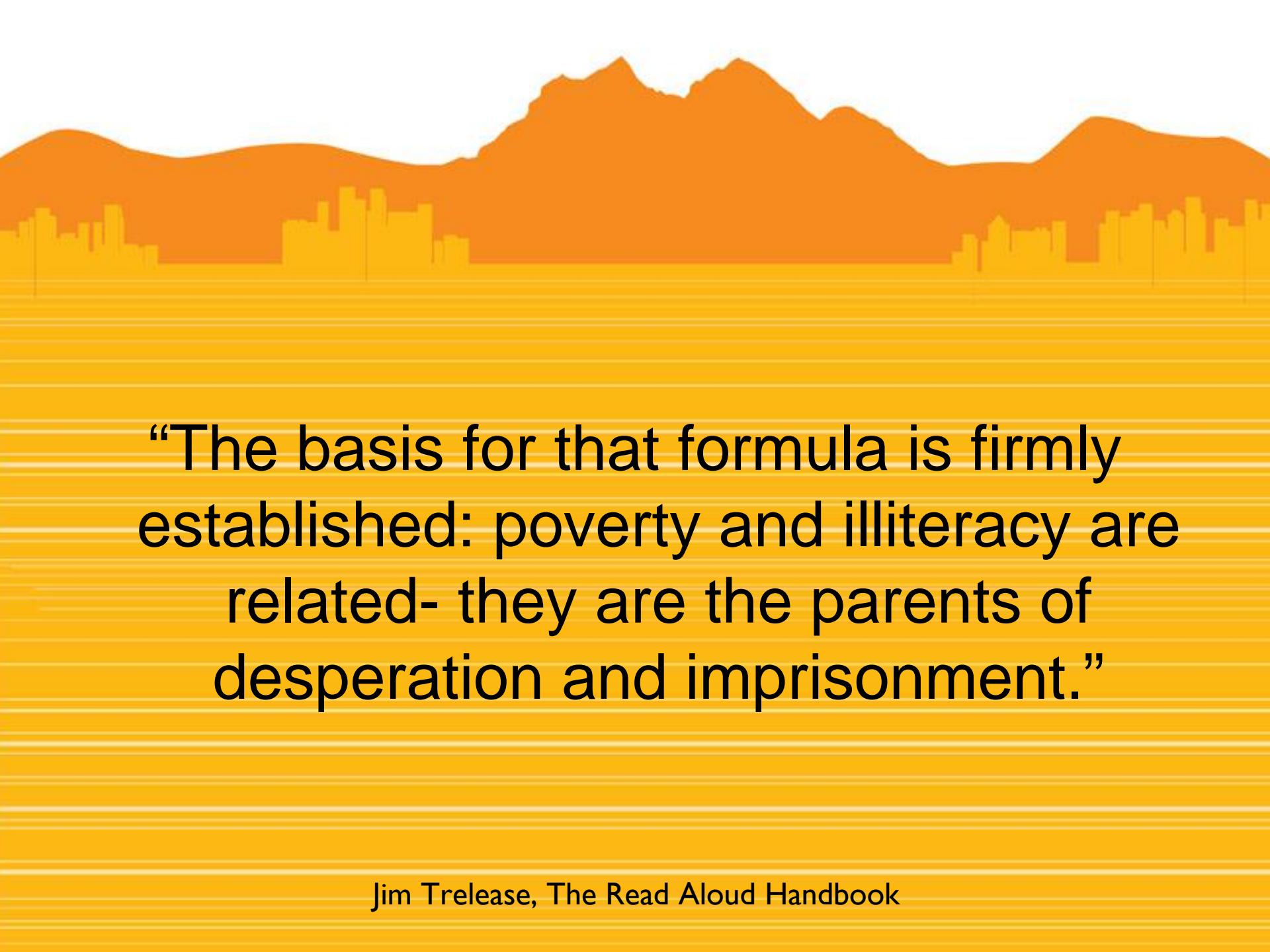
The following formula is based on research:

- The more you read, the more you know. The more you know, the smarter you grow.
- The smarter you are, the longer you stay in school.
- The longer you stay in school, the more diplomas you earn and the longer you are employed-thus the more money you earn in a lifetime.
- The more diplomas you earn, the higher your children's grades will be in school.
- The more diplomas you earn, the longer you live.



The opposite would also be true:

- The less you read, the less you know.
- The less you know, the sooner you drop out of school.
- The sooner you drop out, the sooner and longer you are poor.
- The sooner you drop out the greater your chances of going to jail.



“The basis for that formula is firmly established: poverty and illiteracy are related- they are the parents of desperation and imprisonment.”

Jim Trelease, *The Read Aloud Handbook*

Change the graduation rate and you change the prison population-which changes the social climate of America.

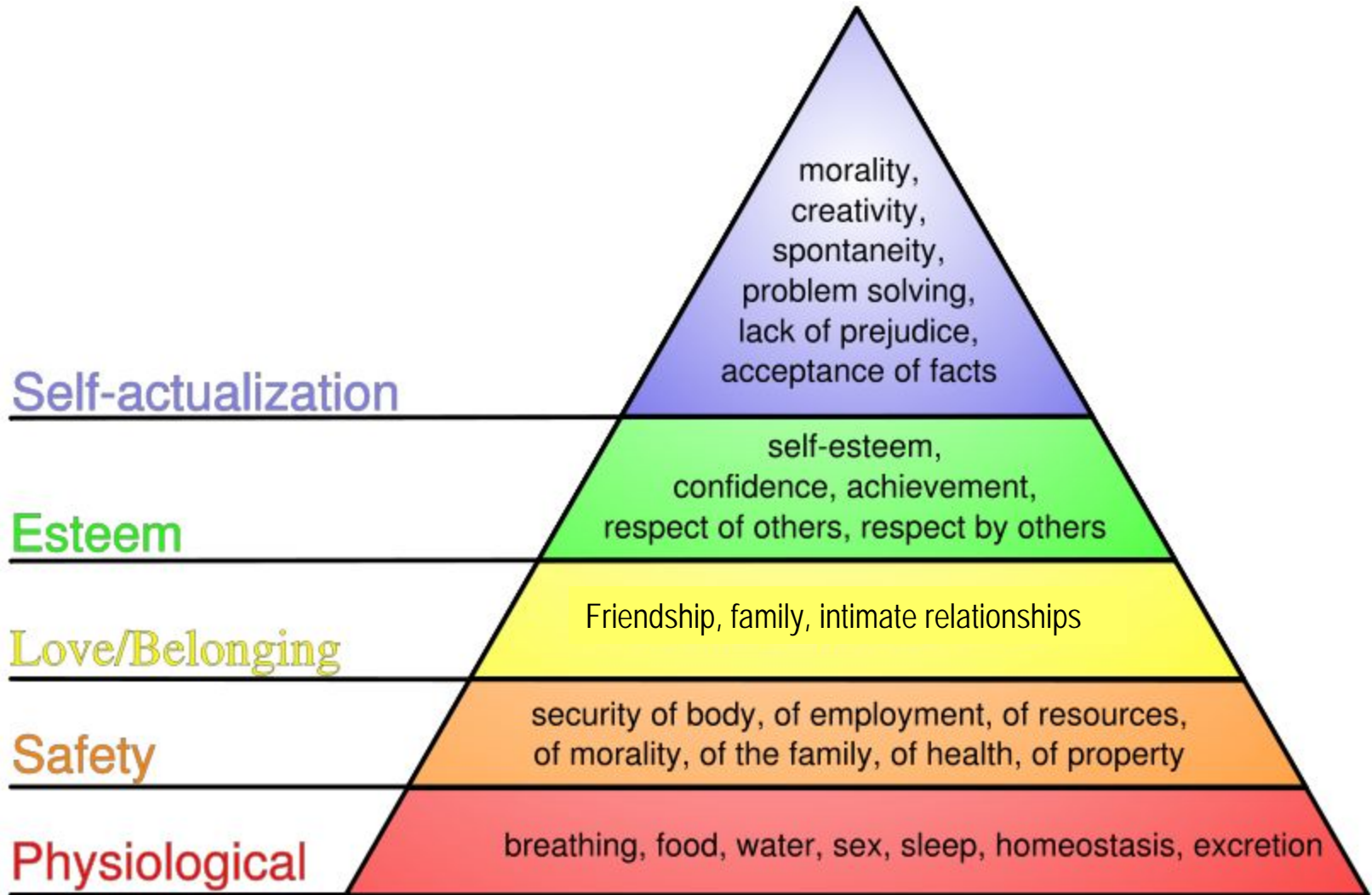


Tips and Tools for Out of School Time Providers



Tips and Tools

1. Access to books
2. Read aloud to students
3. Understand the impacts of poverty on learning
4. Put the relationship first
5. Understand and remove barriers to their most urgent needs and be flexible with crisis.



Tips and Tools

1. Access to books
2. Read aloud to students
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5. Understand and remove barriers to their most urgent needs and be flexible with crisis.
6. Provide opportunities using the motivator of what they care most about.

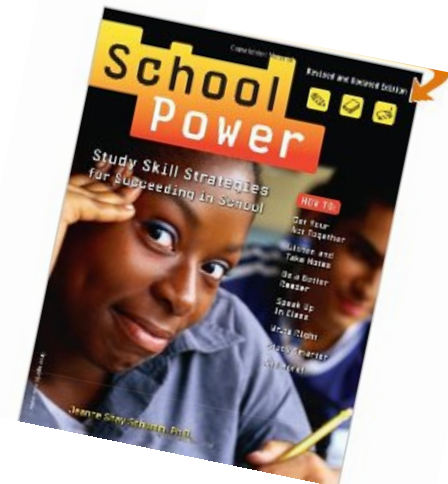
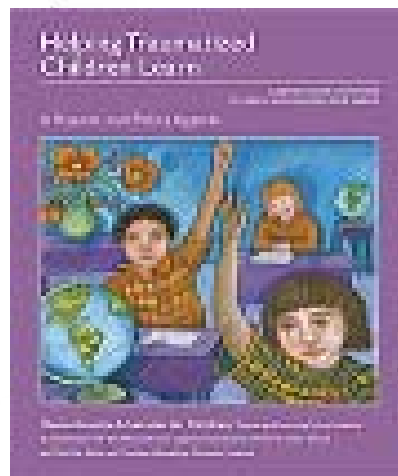
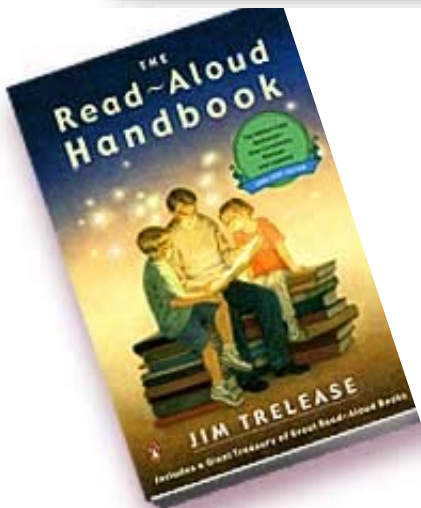
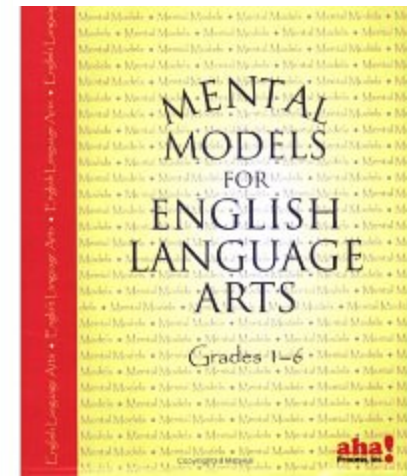
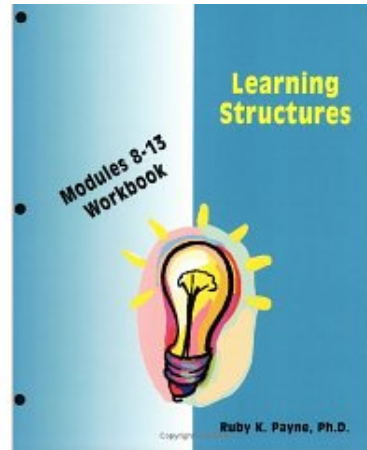
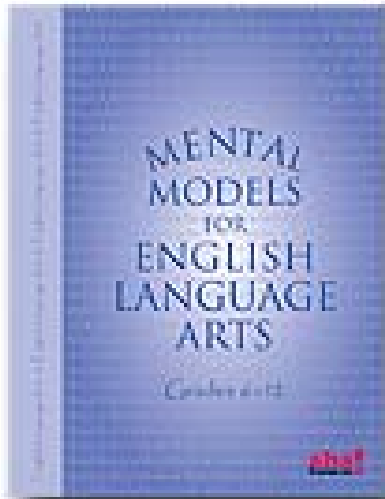
Tips and Tools

7. Build in opportunities for students to shine.
8. Create lists, practice sorting and categorizing
9. Break assignments down into smaller parts and state the steps necessary to be successful
10. Mental Models
11. Learning that involves the student

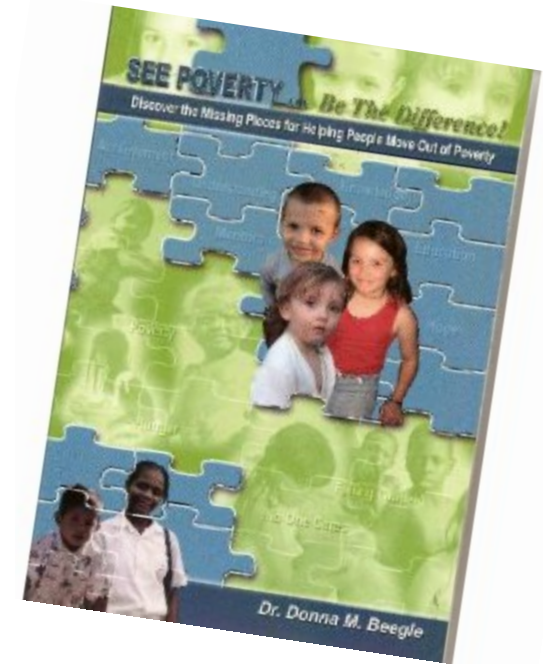
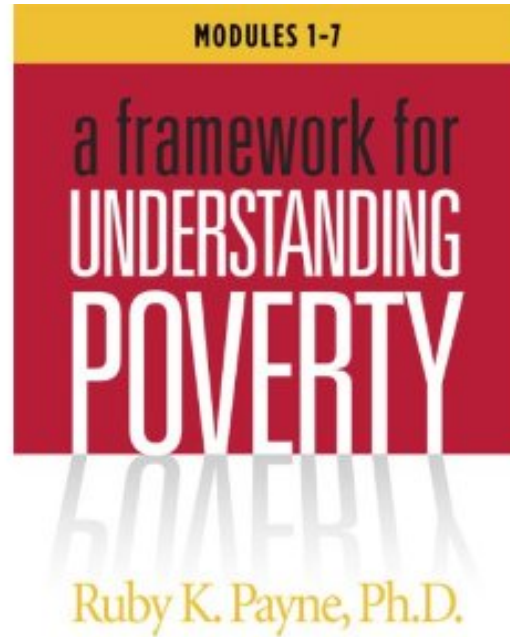
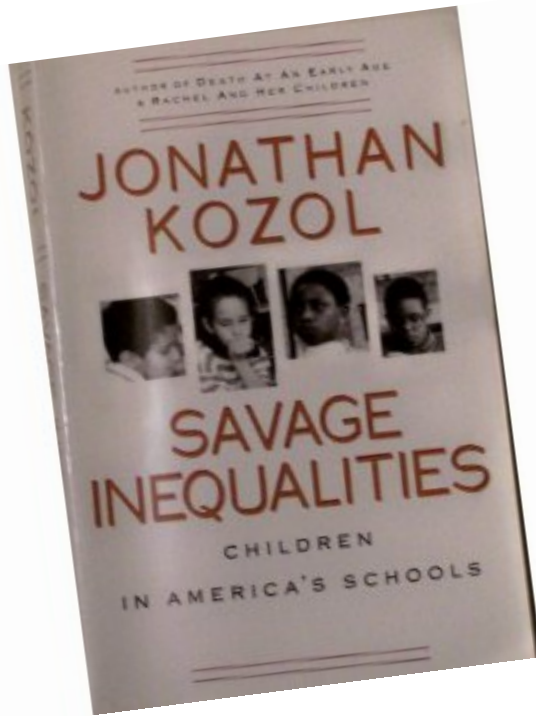
Tips and Tools

12. Multiple opportunities to see and practice the learning
13. Connect learning to “real world”
14. Help student understand the purpose of the learning's

Books



Books on Poverty





Resources:

Aha Process, Ruby Payne

www.ahaprocess.com

Communication Across Barriers, Donna Beegle

www.combarriers.com

First Book

www.firstbook.org

National Center for Children in Poverty

www.nccp.org

Children's Defense Fund

www.childrensdefense.org

Jim Trelease

www.trelease-on-reading.com

Helping Traumatized Children Learn

www.massadvocates.org

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Thank you for your participation!

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