EMPA Capstones   Student Scholarship

Fall 9-26-2005

The Effects of Poverty on the Academic Achievement of Adolescents

Racquel O'Connor

GOLDEN GATE UNIVERSITY

THE EFFECTS OF POVERTY ON THE ACADEMIC ACHIEVEMENT OF

ADOLESCENTS

Racquel O'Connor

EMPA 396

Dr. Jay Gonzalez

September 26, 2005

Table of Contents

Chapter One-Introduction

"Ms. O'Connor, can I please finish my breakfast? It's the only thing I've eaten in three days."

In the last three years, I have heard this response many times from my students. I am an eighth grade language arts teacher in one of the poorest public school districts in the State of Arizona. While I've learned many things in my few years of being a teacher, I feel I have learned more about the detrimental effects of poverty and how it can change an adolescent's life more than anything else. I have seen the numerous factors of poverty hinder my students' capability to learn, concentrate, and be at their best far too often. Moreover, my heart has been broken multiple times when I find out their current living conditions or present circumstances.

In the past, Miami, Arizona was a booming mining community that reaped the benefits of the affluent copper mines. In fact, Miami prospered in many societal areas, such as employment, population, economics, development, and education. The mines were generous when it came to sharing the wealth and often, if not always, supported the local schools, community facilities, and businesses. It was apparent that the success of the mines was raising the overall quality of life in the town.

Unfortunately, due to the incessant plummet of copper prices during the past two decades in combination with the increase of technology and the widespread trend of relocation to foreign countries who have cheaper labor, the need for as many workers has been severely diminished, thus causing the level of poverty, which currently resides in this community comparable to an inner city. This large amount of poverty affects every aspect of functionality in the community and has resulted in the development of a modern day ghost town.

The mines have continuously laid off hundreds of workers at a time, thus resulting in a high unemployment rate. Many families are forced to leave the community in search of work because of lack of sustaining businesses in town. Subsequently, some families' cannot afford to leave, thus causing them to rely on social services and welfare to meet their families basic needs. High unemployment, low morale, and lack of opportunity have caused the deterioration of this once prominent town. All that is left is an Arizona highway used to travel to other towns; abandoned buildings, broken and unkempt houses, and the wounded community which poverty has created.

All too often, I see students who do not even have their most basic needs met. They wear clothing too small for their growing bodies, and do not have shoes that fit properly. The school or individual teachers frequently have to purchase needed school supplies for their students and have even taken it upon themselves to take turns making sandwiches at the local public library during school vacations, for school is the only place many of our students eat. In fact, over 80 percent of the students in the Miami school district are on the free and reduced lunch program sponsored by the federal government.

I'll never forget the time when a student asked me during my first period class, if he could quickly finish his breakfast, though the bell had already rung. He hastily added that it had been the only food he had eaten in three days. On another occasion, I found out one of my students was being prostituted out by her parents to earn extra income. Just today I had a student ask me if I had heard what had happened to his cousin. When I replied that I hadn't, he began to nonchalantly explain that his cousin was in the hospital for being beaten with a golf club. He elaborated that his cousin's brain was so swollen that the doctors had to open his skull until the swelling subsided. My student was

4

doubtful that his cousin would survive. When I asked why this had happened, my student told me his cousin was a drug dealer and had ripped the assailant off.

The degree of calmness and acceptance; with which my students relate their daily lives and circumstances is both frightening and heart wrenching. No one should have to live the way they do day after day. In all actuality, one cannot even say they are living, but only surviving. It has been several incidents like these that have made me realize the full force behind poverty, for poverty not only affects what one has, but who one is.

Poverty changes people after prolonged exposure. Values and moral infrastructures frequently transform. Subsequently, priorities and needs also undergo transformation. What is important is survival in the here and now. With the development of this new ideology, I have found that many of my students limit their realm of possibility, thus limiting their prospects for success concomitantly.

It's extremely difficult to get students to concentrate on the essay you're trying to teach them how to write when they have not eaten for twenty-four hours, or they don't know where they'll go after school because they are homeless. Some students live in unstable households, in which domestic violence is a common event. Others live in homes without utilities or adequate adult supervision. All of these factors must have an unwavering effect on a student's academic achievement, and can no longer be ignored.

The abundant needs that the students in my school district present have caused the faculty to partake in a mass intervention. All staff, both classified (paraprofessionals, custodians, administrative assistants, etc) and certified (educators, administrators), have undergone generational poverty training directed by two staff members who attended a training led by Dr. Ruby Payne. The training has not only enlightened the staff on what

our students' situational circumstances are, but has also taught us a variety of ways to reach and better educate our students who live in poverty. In addition to providing lunches during school vacations through a community partnership with the local public library, our district has also purchased clothing for students in need, has donated household items to one child whose home burned down after a propane tank caught fire (which served as the only heat source in the home), and have donated many uncompensated hours. The staff worked through a large majority of the summer months to partake in professional development programs and rewrote current curriculum geared toward increasing academic achievement.

The teamwork dynamic in my school district, as well as the common goal to help all our students succeed, has proven essential in surviving the copious mandates schools are now required to fulfill in addition to providing the emotional support needed to sustain, in what can be, a very trying and consuming occupation. I remember one time in which I volunteered to chaperone an ice skating field trip out of town during my first year in teaching. I was told that if I were a chaperone, I would be financially compensated. Being a teacher, and needing some extra cash, I dutifully accepted the job. The trip was eventful, to say the least. Two hours on a bus one- way, music blaring, students loud with laughter, a skating accident, which required an ambulance to take a student for X-rays, and two hours on a bus coming home, made me thankful that at least I was getting paid for my generous attendance. However, when funds did not suffice, all staff who volunteered, and I, were paid in cookie dough, which the students were selling in an effort to raise funds. The camaraderie among the staff, made the situation comical, and in fact made me realize that the most important thing was that the kids got a chance

to get out of our small town and participate in a sport, most of them would never have had the opportunity to experience if it had not been for us, teachers. Since then, there have been bowling field trips, movie theater trips, overnight camping trips, and even trips to Disneyland, and compensation has never been brought up. Chaperoning is just another accepted duty our job entails because it is what's best for the students.

Because of the dramatic effects poverty has forced onto my students, it is important for me to showcase these effects and highlight why children living in poverty portray different characteristics and learning styles than those children in other social classes. Therefore, I propose a policy research study, which investigates poverty in an effort to discuss its impact on the academic achievement of eighth grade students in Miami, Arizona. More specifically, this study will: (1) decipher why and how specific poverty characteristics affect the academic achievement of eighth grade students and (2) analyze other poverty stigmas which also affect an eighth grade student's academic achievement.

Chapter Two-Literature Review

What is Poverty

The official definition of poverty in the United States is based upon the total amount of income for a family in relation to the amount a family consumes, along with the size and composition of the family. An individual is living in poverty if their total income multiplied by three, meets or is less than national poverty guidelines. In table 2.1, the 2005 Federal Poverty Guidelines are displayed.

(Table 2.1)

2005 Federal Poverty Guidelines

Family Size	Gross Yearly Income	Gross Monthly Income	Approximate Hourly Income
1	$9,570	$798	$4.60
2	$12,830	$1,069	$6.17
3	$16,090	$1,341	$7.74
4	$19,350	$1,613	$9.30
5	$22,610	$1,884	$10.87
6	$25,870	$2,156	$12.44
7	$29,130	$2,428	$14.00
8	$32,390	$2,699	$15.57
Over 8 add per child	+$3,260	+$272	+$1.57

(Source: HHS Poverty Guidelines, http://aspe.hhs.gov/poverty/02poverty.htm)

According to Dr. Ruby Payne, poverty is defined as "the extent in which an individual does without basic resources" (Payne pg. 16). Contrary to popular belief, these resources go beyond the common thought of financial hardships, which are usually associated with the term poverty. In fact, Dr. Payne lists eight essential resources that

everyone must have in order to suffice. The fundamental resources are broken down into categories of financial, emotional, mental, spiritual, physical, support systems, relationships/role models, and knowledge of the hidden rules. By looking past economic stigmas, each basic resource category identifies and thoroughly explains how the gap in academic achievement among the social classes exists by investigating each resource and its imperative function. Concomitantly, each resource plays a crucial role in individual success; therefore, complete understanding of each resource and its function is particularly important to educators who are trying to assist the academic achievement of their poverty-ridden students.

Eight Essential Resources

Financial

While financial resources are particularly important, they do not explain the differences in individuals who succeed in leaving poverty, nor do financial resources explain the reasons that many individuals continue to reside in poverty. In truth, the ability to leave poverty is more dependent upon the other resources than it is upon financial resources. Accordingly, more focus must be given to the other seven resources in order to create a stable rise out of poverty into economic sovereignty. Current government programs such as cash assistance, welfare, and food stamps may take care of immediate financial necessities, but do not provide the foundation needed to create independent, self-reliant, successful individuals.

Emotional

"Emotional resources provide the stamina to withstand difficult and uncomfortable emotional situations and feelings. According to Dr. Payne, emotional

resources are the most important of all the resources because, when present, they allow the individual not to return to old habit patterns" (Payne pg. 17). This is critical in order for a person to move out of poverty because an individual must be able to defer from his/her "emotional memory bank" and respond to new situations differently, thus identifying with another assemblage of hidden rules.

Mental

Mental resources are merely being able to process information and then utilize that information in day-to-day life. "If an individual can read, write, and compute, he/she has a decided advantage. That person can access information from many different free sources, as well as be somewhat self-sufficient" (Payne pg. 17). This is a major step in overcoming poverty restraints, not to mention the growth of self-esteem and confidence, which comes from being able to make competent decisions.

Spiritual

Spiritual resources stem from the belief that assistance can be "obtained from a higher power, that there is a purpose for living, and that worth and love are gifts from God," but does not however, promote a belief in any particular religion (Payne pg. 17). This is a powerful resource in that; it provides hope and acceptance, thus creating a sense of worth and value within an individual.

Physical

Physical resources consist of having a healthy, functioning body that works and is capable. This resource is important in order for an individual to become self-sufficient.

Support Systems

Having a support system is a valuable resource, which provides help through the daily trials of life. It is very important to distinguish that this resource is not about providing financial or emotional assistance, but is rather a knowledge base to draw from. A support system contains those individuals who can offer guidance and knowledge during times of need. For example, a support system may offer answers as to how to get into college or apply for a job.

Relationships/Role Models

All individuals have role models, and it is from these role models that individuals learn how and what they want their own lives to become. Additionally, role models also influence how an individual deals with life in general and has an overall impact on their emotional being. Thus making role models an extremely important resource in the general development of self.

Knowledge of the Hidden Rules

"Knowledge of the hidden rules is crucial to whatever class in which the individuals wishes to live. Hidden rules exist in poverty, in middle class, and in wealth, as well as in ethnic groups and other units of people" (Payne pg. 18). Hidden rules are about the significant, assumed understandings, which cue members of a particular group that an individual does or does not "fit in". For example, three of the hidden rules in poverty are: high noise level (the television is always on and everyone may talk at once), the most important information is translated non-verbally, and one of the main values of the group is an ability to entertain. There are generally hidden rules for everything one can imagine from food to dress to decorum, etc. "Students need to be taught the rules of

the middle class-not in denigration of their own, but rather as another set of rules that can be used if they so choose" (Payne pg. 61). This new knowledge will broaden students' prospects for opportunity and success by providing versatility that they may invoke in any given situation.

In addition to acknowledging each separate resource, it is also essential to remember that poverty is relative and occurs in all races and in all countries. Moreover, economic class is a continuous line, not a clear-cut distinction, and individuals will utilize the hidden rules of the social class in which he or she was raised.

Because schools and businesses operate from middle-class norms and use the hidden rules of the middle class, educators must understand the hidden rules of poverty as well as teach their students the rules, which will make them more successful at school and work. Subsequently, educators must neither excuse, nor scold students for not knowing middle class rules or social cues, and must in fact, educate students in the areas they lack in addition to providing support through persistence and high expectations.

The Role of Language and Story

Other critical aspects, which are also central to better comprehending poverty, are the differences between registers of language, discourse patterns, and story structures. "Many of the key issues for schools and businesses are related to these three patterns, which are often different in poverty than they are in the middle class" (Payne pg. 42). There are five different registers of language that can be found in every language in the world. Table 2.2 lists and briefly defines the different types of registers in use today.

(Table 2.2- Language Registers)

REGISTER	EXPLANATION
FROZEN	Frozen register is language that is always the same. For example: the Lord's prayer, wedding vows, etc.
FORMAL	Formal register is the standard sentence syntax and word choice of work and school. Has complete sentences and specific word choice.
CONSULTATIVE	Consultative register is the formal register used in conversation. Discourse pattern not as direct as formal register.
CASUAL	Casual register is the language between friends and is characterized by a 400- to 800-word vocabulary. The word choice is general and not specific. Conversation is dependent upon non-verbal assists. The sentence syntax is often incomplete.
INTIMATE	Intimate register is language between lovers or twins. It is also the language of sexual harassment.

(Source: Payne, Ruby (2001). *A Framework for Understanding Poverty.* Aha! Process, Inc: Highlands, TX)

It is important to note that Payne says it is only socially acceptable to go down one language register per conversation, and that a drop of two or more registers in the same conversation is interpreted to be socially offensive.

Language register greatly impacts those students currently living in poverty. "Dr. Maria Montano-Harmon has found that the majority of the students in her research, who are of a minority and poverty background, do not have access to formal register at home" (Payne pg. 42). In point of fact, these students cannot even utilize formal register in any manner because the students lack the vocabulary, knowledge of sentence structure, and syntax to employ formal register. This causes severe academic barriers for students living in poverty because all state assessments and college preparation exams (SAT, ACT, etc) are written in formal register, thus eliminating and decreasing these students' chances for high academic achievement. Unfortunately, the backlashes from the lack of

knowledge of formal register do not end there. In fact, these same students will face other obstacles when trying to obtain employment due to the worldwide utilization of formal register language.

Further predicaments arise when teachers try to sustain effective home-school communications. Many times parent-teacher conferences are misunderstood on both sides due to the difference in discourse patterns among the social classes. While teachers tend to want to get right to the point, parents, particularly those from poverty, need to prevaricate first. Therefore, when teachers skip the small talk and jump right to the point, parents view the teacher as rude and uncompassionate, hence diminishing clear and effective home-school communications and any chances of resolving the issues, which necessitated the conference in the first place.

Moreover, "many of the attitudes that students and parents bring with them are an integral part of their culture and belief systems, therefore, middle-class solutions should not necessarily be imposed when other, more workable, and solutions might be found" (Payne pg. 61). Acknowledging the differences in social classes and the acceptable behavior associated with that particular class could result in the development of more viable and long-term solutions and tactics, which have a higher rate of success.

Below is an abbreviated version of the fairytale, Cinderella in both formal and casual registers. The obvious discrepancy in vocabulary, sentence structure, and syntax showcases just how vast the differences between language registers and discourse patterns can be between social classes and why these differences kindle countless complications in schools worldwide.

Formal Register Version

Once upon a time, there was a girl named Cinderella. She was very happy, and she lived with her father. Her father remarried a woman who had three daughters. When Cinderella's father died, her stepmother treated Cinderella very badly and, in fact, made her the maid for herself and her three daughters. At the same time in this land, the King decided that it was time for the Prince to get married. So, he sent a summons to all the people in the kingdom to come to a ball. Cinderella was not allowed to go, but was forced to help her stepsisters and stepmother get ready for the ball. After they left for the ball, and as Cinderella was crying on the hearth, her fairy godmother came and, with her magic wand, gave Cinderella a beautiful dress, glass slippers, and a stagecoach made from pumpkins and mice. She then sent Cinderella to the ball in style. There was one stipulation: She had to be back home by midnight.

At the ball the Prince was completely taken with Cinderella and danced with her all evening. As the clock began striking midnight, Cinderella remembered what the fairy godmother has said and fled from the dance. All she left was one of her glass slippers.

The Prince held a big search, using the glass slipper as a way to identify the missing woman. He finally found Cinderella; she could wear the glass slipper. He married her, and they lived happily ever after. (Payne pg. 47-48)

Casual-Register Version

(Bold type indicates the narrator, plain type indicates audience participation)

Well, you know Cinderella married the Prince, in spite of that old nasty stepmother. Pointy eyes, that one. Old hag! **Good thing she had a fairy godmother or she never would've made it to the ball.** Lucky thing! God Bless her ragged tail!

Wish I had me a fairy godmother. **And to think she nearly messed up big time by staying 'till the clock was striking 12. After all the fairy godmother had done for her.** Um, um. She shoulda known better. Eyes too full of the Prince, they were. They didn't call him the Prince for no reason. **When she got to the ball, her stepsisters and stepmother didn't even recognize her she was so beautiful without those rags.** Served em' right, no-good jealous hags. **The Prince just couldn't quit dancing with her, just couldn't take his eyes off her. He had finally found his woman.** Lucky her! Lucky him! Sure wish life was a fairy tale. Kinda like the way I met Charlie. Ha ha. **The way she arrived was something else- a coach and horseman- really fancy. Too bad the when she ran out of there as the clock struck 12 all that was left was a pumpkin rolling away and four mice!** What a surprise for the mice! **Well, he has to find her because his heart is broken. So he takes the glass slipper and hunts for her- and her old wicked stepmother, of course, is hiding her.** What a prize! Aren't they all? **But he finds her and marries her. Somebody as good as Cinderella deserved that.** Sure hope she never invited that stepmother to her castle. Should make her the maid!! (Payne pg. 48)

While both examples tell the same story about Cinderella, the way the stories are told greatly differ. In fact, they almost sound like two completely different stories. Depending upon which social class you relate most with, one of the stories was probably easier to relate and understand. This is also true in diverse classrooms. Because formal register, which is associated with the middle class, is mainly utilized in schools, students who are not familiar with this dialect are segregated and have a diminished capacity of comprehension capability because they have never been taught or exposed to this

language register or discourse pattern, which negatively affects their overall academic achievement.

Importance of Effective School-Family-Community Partnerships

Research has shown time and time again just how imperative effective home-school relations are in increasing academic achievement. Because of the large discrepancies which exist between language registers and discourse, it is extremely crucial for schools to make an effort to relate to their students and parents, as well as the surrounding community, so that barriers may be broken down.

Students living in poverty tend to "have multiple precipitating factors and stressors that put them at risk for school failure like: homelessness; having to retain employment, which may require them to miss school frequently; neighborhoods characterized by crime; violence; and drugs," unfortunately, overriding one of the prerequisites for security in young children's lives; constancy and predictability (Bryan). "Several national data sets have shown that children who live at or below the poverty line in America change residences more than twice as often and are five times more likely to be evicted in a given year than children who do not live in poverty" (Federman).

Concomitantly, many students who live in poverty are also plagued by sociocultural factors such as discrimination and racism on a daily basis. Sadly, these students are over represented in special education programs, and unfortunately, underrepresented in gifted and talented programs (Bryan). Furthermore, there are top-heavy numbers of students of racial and ethnic minorities living in poverty, who not only face oppression and a lack of privilege, but also face a higher probability of being "neglected, labeled, and left to wither in the lowest tracks in our schools" (Bryan).

17

The difference in value, moral, and social structures established between schools and their students and parents living in poverty has created significant communication barriers. Sadly, "oftentimes, parents are regarded by school officials as adversaries instead of supporters of their children's education" (Bryan). This type of ideology further reinforces the constricting barriers, which are holding many intelligent children back. Poverty should not be a life sentence for failure. Schools can no longer blame differences in cultural values and family structure for poor academic achievement. Nor can parents blame discrimination and insensitivity by school personal (Bryan). The incessant shift of blame will not help students succeed. It is time for schools and parents to form an alliance to ensure the success of ALL students, regardless of socioeconomic status.

One way to even the academic playing field is for schools to teach and instill resilience in all of their students living in poverty. "Resilience in children can be fostered and promoted by establishing protective factors in their environments. Protective factors reduce the negative effects of adversity and stressful life event" (Bryan). A study conducted in 1999 observed 18 culturally diverse, high achieving students in poverty-ridden communities. The study revealed, "A number of factors enhanced these students' ability to be resilient amid poverty, family crises, and adverse environments" (Herbert). Among the most influential factors were: supportive adults at home, at school, and in the community; extra-curriculum after-school, Saturday, and summer enrichment programs; challenging educational experiences; a network of achieving peers; and a strong belief in and sense of self. These successful factors were also reiterated in Payne's eight essential resources. Through establishing a well-built school-family-community partnership, more

at-risk students will have their essential resources met, therefore constructing the groundwork for success.

"School-family-community partnerships are collaborative initiatives or relationships among school personnel, parents, family members, community members, and representatives or community-based organizations such as businesses, churches, libraries, and social service agencies" (Bryan). All stakeholders work together with the same mission in mind; to help the students succeed. To accomplish this, new programs, policies, activities, and workshops are developed and implemented in an effort to increase overall student achievement. By involving all possible stakeholders and role models, the school-family-community team serves as an outreach, which not only benefits the students, but the entire team through the establishment of "supportive relationships, such as parent-teacher support, and the involvement of family, school, and community members in implementing programs that promote academic success for students" (Bryan). Moreover, the involvement and contribution of family members and community partners greatly benefits the schools by allowing educators and administrators the chance to learn the hidden rules of poverty, thus breaking down previous barriers, and creating a better breed of educators through enlightenment. If educators can more clearly comprehend where their students are coming from, in addition to understanding why they do and say specific things, educators will become more effective teachers and the students living in poverty, will no longer be segregated in a system, which has in the past, ignored their explicit needs.

The Rationale Behind School-Family-Community Partnerships

For the past three decades, education reform initiatives, such as Goals 2000 and No Child Left Behind, have focused on the importance of school-family-community partnerships. In fact, No Child Left Behind, the most current education reform policy, mandates the development of school-family-community partnerships in all Title I schools. "Under NCLB, Title I schools are required to work jointly with family and community members to develop a school-family-community involvement policy" (US Department of Education). This stipulation innately supports several research findings, which assert, "When schools and communities work together to give poor children the supports typically enjoyed by children in middle-class neighborhoods, they help children avoid a culture of failure" (Bryan). Research findings have also proclaimed that school-family-community partnerships actually "improve school programs and school climate, increase parents' skills and leadership, connect families with others in the school and the community, and improve children's chances of success in school and life" (Epstein).

In a longitudinal study of 293 third and fifth graders in the Baltimore City Schools, it was found that all of the teachers' active involvement of parents during both Fall and Spring semesters, positively attributed to an increase in the students' reading achievement scores. "Relatedly, Henderson and Mapp have synthesized 51 studies that highlight the positive influences of family and community involvement in schools on student academic achievement. When family members are involved in their children's education, children are more likely to earn higher grades, enroll in rigorous classes, go on to college, and have better academic-achievement-related behaviors, such as good social skills and regular attendance at school" (Bryan).

Advantages from the partnerships between schools and parents not only successfully increase student achievement, but also benefit parents through empowerment and the attainment of new knowledge and skills, which also boosts self-confidence. By assisting the parents of low-income students, schools create an environment, which teaches appropriate child rearing techniques, ways to improve current economic conditions, and citizenship. "Winters observed that low-income, single mothers seem to emerge from these programs with strengthened self-competence, new skills, and a determination to alter the direction of their lives" (Bryan). She further explains that when these parents first entered the program, they suffered from a feeling of powerlessness, meaninglessness, social isolation, and self-estrangement. However as a direct result of their involvement in school-family partnership programs, these parents gained a number of benefits including an improved sense of happiness and personal aptitude.

School-family-community partnerships are imperative to ensure success for all students regardless of economic status. "These relationships provide a source of connections, information, and understandings that parents can draw on to help their children's success. Such partnerships facilitate the exchange of knowledge across cultures and lead to a bridging of the gap between home and school cultures, values, and expectations (Huang, Gibbs). Unfortunately these valuable partnerships are infrequent and far between, mainly due to the lack of trust which low income parents feel towards the schools and the lack of trust school administrators have towards minorities, low-income families, and the communities in which they reside. "Some of the barriers to trust are the parents' past negative experiences with schools, poor school-home

communication, parents' experiences of discrimination, and incongruent teacher and parent expectations" (Bryan).

Obviously a change in paradigms must occur on both the schools' and parents' part, so that the constraining barriers, which are holding our children back can be destroyed. Parents can no longer view the schools as the enemy, nor can the schools see the parents as a peripheral, and even deficient element in their child's education. Parents and schools alike must recognize one another as valuable resources that both have a shared responsibility and equal capacity to contribute to the education of the children at hand. Encouraging parental and stakeholder involvement with the schools must be done with an all or nothing attitude; progressive engagement will not be as successful. "Schools that embrace families and community members as valued partners have comprehensive programs of partnerships that move beyond traditional partnership roles for parents, such as involvement in the parent-teacher association, to engage family and community members in working as a team at multiple levels in the school" (Christianson, Sheridan). Ways to accomplish this feat include the establishment of family-school teams or partnership teams, school mental health teams, and action teams for partnership programs, which are suggested as the preeminent way to aid the planning, development, and appraisal of partnership programs.

"Teaming is the process of working with a group of individuals to accomplish common goals and objectives" (Bryan). More often than not, parents living in poverty do not voice their ideas out of fear of their team's reaction of them; therefore it is essential for schools to go the extra mile in an effort to establish an atmosphere in which team members welcome the proficiency and diverse perspectives that poor and minority

parents bring to the team. Additionally, collaboration is a frequently tapped resource, which also helps support school-family-community partnerships. During collaboration, goals which cannot be accomplished individually are accomplished through "shared vision, responsibility, and resources; parity; joint work; mutual expertise; and shared outcomes in accomplishing the goals. Successful collaboration among members of urban schools, families, and communities will take place when they see each other as equals, share common goals, and contribute equally to developing and implementing partnership plans" (Bryan). Furthermore, effective collaboration must also include open dialogue, which involves respecting and valuing differing points of view.

Poverty Statistics

Hundreds of different statistics, which various studies have revealed, provide numerous reasons as to why and how poverty can effect academic achievement among adolescents. The very state of poverty, which it created through deficiencies of various types, can create enough stress and anxiety to distract the most alert and driven individual. "Poverty places families at risk, frequently negatively impacting the development and emotional status of children" (Schmitz, Wagner, Menke). The following statistics describe some of the environmental factors and circumstances in which, students in poverty have to deal with on a day-to-day basis.

- "The level of poverty facing the children in the United States is the highest in the industrial world" (Children's Defense Fund). Currently, the percentage of children living in poverty is 20.5 percent, with the majority of children residing in female-headed single parent families.

- "Low-income children in comparison to middle-income children are exposed to greater levels of violence, family disruption, and separation from their family" (Evans). Hence, creating an unstable environment, which hinders emotional, physical, and mental development. Additionally, this abundance of negative instability makes it extremely difficult for children to focus during the school day due to the immense amount of other worries, which weigh heavy on their minds.

- Poor children are more likely to spend at least a week in foster care or some other type of institutionalized facility. In fact, "low-income families live precariously, frequently spending up to 70 percent of their income on rent. They have no cushion for changes in income or housing costs. Therefore, all families living in poverty are at risk of homelessness at transition points" (Schmitz, Wagner, Menke).

- Low-income parents tend to be more unresponsive and harsh to their children than parents of other social classes, as well as partake in more punitive parenting beginning at infancy.

- "Parents in unskilled worker families were nearly twice as likely (40%) to frequently rely on corporal punishment for seven-year olds than parents in professional families (21%)" (Evans).

- "In a national study, low-income American parents of eighth graders compared with middle-income parents knew significantly fewer of the parents of their children's friends" (Lee, Croninger). However, this lack of knowledge may be attributed to the high frequency in which people in poverty tend to change

residences, thus making it difficult to continually know all of the relatives of the child's friends.

- "Lower social class adolescents have smaller social support networks and are more dependant upon their peers than upon adults for social support" (Bo). Unfortunately, this aspect may also be negatively affected when frequent change in residency complicates the process of maintaining social support networks, hence adding an additional burden to the child's life.

- Children living in poverty experience considerably "less cognitive stimulation and enrichment in comparison to wealthier children" (Evans). In fact, compared to middle-income families, low-income parents speak less often to their children, and when they do engage in conversation it is in a less sophisticated manner. Furthermore, low-income parents are less likely to take their children to the library or engage in literary activities with them such as reading aloud than middle-income parents. This phenomenon may be the direct result of a parent working more than one job at odd hours, in hopes of improving or even sustaining their family's living conditions.

- "Children in low-income families also watch considerably more television than their more affluent counterparts" (Larson, Verma). "For example, 18 percent of low-income American thirteen year olds watch more than six hours of television daily, whereas 10 percent of thirteen year olds above the poverty line watch this much" (US Department of Health and Human Services).

- Low-income families are also less likely to be actively involved with the schools. "In a national survey, 59 percent of American parents above the poverty line were

involved in three or more school activities on a regular basis; this contrasts with 36 percent of parents below the poverty line" (US Department of Health and Human Services).

- It has also been found that low-income parents on average, volunteered with their child's school less, attended school functions relatively infrequently, and were characteristically less likely to ensure the completion of homework and other assignments compared with parents in the other economic classes.

- Low-income families tend to live closer to toxic waste dumps, thus their children run a greater risk of absorbing toxins. "As an illustration, the prevalence of unsafe lead levels in American children from a national survey was four times higher in low-income families (16.3%) than in high-income families (4%)" (Brody).

- Additionally, pesticide and air pollution (e.g. sulfur oxides, particulates) exposure are more rampant in low-income children.

- Furthermore, "statistics show that 65 percent of low-income American preschool children are exposed to parental smoking at home relative to 47 percent of those not in poverty" (National Center for Health Statistics).

- Low-income homes also have elevated levels of carbon monoxide, radon, and nitrogen dioxide, as well as allergen exposures associated with asthma.

- "U.S. Census data reveal that the percentage of people living in homes with more than one person per room is linearly related to household income levels and that poor families with one or more children under eighteen years of age are more than

three times likely (29.4%) to live in crowded homes (more than one person/room) than families who are not poor (8.7%). (Children's Defense Fund).

- "Children living at or below the poverty line are 3.4 timers more likely to live in homes with structural defects (22.3%), 3.6 times more likely to live in houses infested with rodents (14.4%), and 2.7 times more likely to have inadequate heat in the winter (17.9%), compared with children living above the poverty line" (Children's Defense Fund).

- In direct correlation to these insufficient living conditions, children living below the poverty line are also at greater risk for acquiring childhood injuries, which are related to the risks in the home.

- "Low-income neighborhoods have significantly more crime. A meta-analysis of poverty and crime showed a mean correlation of .44 between the percentage of households below the poverty line and violent crime rates in American standard metropolitan statistical areas" (Hsieh, Pugh).

- Low-income neighborhoods typically have three times fewer grocery stores, "comparable numbers of small grocers and convenience stores, and three times more bars and taverns as middle and upper-income neighborhoods" (Evans).

- "American elementary school aged children from low-income families are exposed to more street traffic (50% more street crossings per day relative to the non-poor), which largely accounts for the six fold greater risk of pedestrian accidents among poor children" (Macpherson, Roberts, Pless).

- Schools, which educate a predominately low-income array of students, tend to be "more likely to have leaky roofs, inadequate plumbing and heating, problems with

lighting, inadequate ventilation, acoustical deficiencies, as well as overcrowded classrooms" (Evans). In fact, "12 percent of low-income schools are above their 125 percent of building capacity; this compares with 6 percent of relatively affluent schools" (National Center For Education Statistics).

Stereotypes

In addition to the vast environmental, physiological, psychological, and circumstantial factors poverty imposes, people in poverty also have the unfortunate task of handling pessimistic stereotypes, which are ignorantly assumed of them. Assumptions and stereotypes negatively restrict students in poverty by influencing and persuading the majority to react and treat those in poverty in an unacceptable and inhumane manner. This despicable behavior then makes the already difficult task of overcoming poverty, much more difficult, hence creating a vicious cycle of rejection, prejudice, and inequality.

"Categorization of groups of people into upper and lower strata, into superior and inferior, is done by those who require such categorization to maintain their power, prevent others from obtaining an equal share of resources, and sustain the myth of superiority" (Lott). As a result, an overall classism outcome has prevailed, with only the select few benefiting from the inequality of class privilege and power. Consequently, these same select few are also given the sole authority to determine which qualities are socially acceptable, and accordingly, which are unacceptable. Thus, much of the population who lack in many of the "acceptable" qualities are condemned to linger in a deficient state of being.

Moreover, "people in the United States have invented labels to designate the poor both directly and indirectly," through the invention of words such as racial minority, and

inner city, which are code words for low-income or poor (Lott). The discrimination and radicalization is felt among all those living in poverty, and it is almost ironic that while a majority discriminate and believe the negative stereotypes concerning the poor, those same judgmental individuals have no preference of racial background, hence for the first time, uniting all races in a solitary discriminatory execution. Coined terms such as, white trash, trailer park trash, and crackers further assure that all people in poverty suffer to the same degree of humility.

Paradoxically, "when white middle-class people use the term White trash, they are talking about 'them,' not 'us,' and are saying, we are not like that" (Lott). This ludicrous act, which morally excludes an entire group of people based upon socioeconomic status, is detrimental to society as a whole, regretfully setting American society back years in the fight for equality and justice. "Through cognitive distancing and institutional and interpersonal discrimination, the nonpoor succeed in separating from the poor and in excluding, discounting, discrediting, and disenabling them" (Lott). Assisting these misconceptions are the governing images of individuals living in poverty, which inscribe negative beliefs regarding their characteristics, in addition to promoting unconstructive expectations about their conduct. This distinguishable division of classes is like a destructive game, in which there are no winners. "By and large, the research literature supports the conclusion of Halpern (1993) that the tendency in the United States is to see poverty as an individual problem and to be preoccupied with poor people's behavior, rather than the social and economic arrangements that perpetuate poverty, inequality, and social exclusion" (Lott). Oppression of the poor will only further burden society and thwart economic autonomy by making it impossible for those in poverty to

rise above their current circumstance. Regrettably, "the cognitive responses of middle-class children to poor people have been found to mirror those of adults" (Lott). Thus passing on the torch of ignorance, and unfortunately guaranteeing the presence of discrimination in the future.

Forlornly, it is the children living in poverty who suffer the most. The children never had a choice in who or what their parents would be, nor do they presently have the choice in how society will choose to respond to their current lack of privilege. As if the consequences of being poor weren't punishment enough, children in poverty also have the immense burden of dealing with society's ignorance and prejudice. Research has indicated that, on the whole, "the poor are perceived as failing to seize opportunities because they lack diligence and initiative" (Bullock). Further research has also noted that the poor, as well as, welfare recipients are routinely characterized as "dishonest, dependant, lazy, uninterested in education, and promiscuous" (Bullock). The lack of awareness among the majority misconstrues the reality of the poor, in addition to making it extremely difficult for the poor to ever get ahead, thus discouraging change and encouraging poverty-ridden individuals to remain in their current state.

Chapter Three- Methodology

This particular research study will exclusively focus on the eighth grade students in the Miami Unified School District, located in Miami, Arizona. As the introduction describes, Miami, Arizona is a small rural mining community, which currently suffers from widespread poverty. By examining a small sample of the community's youth, this study hopes to decipher if and how poverty effects an adolescent's academic achievement.

Frequently Used Terminology

Below is a list of terminology that has been frequently used throughout this research design. The definitions, which have been listed, are exclusively suitable for this study.

- Socioeconomic status- financial standing of a family (i.e. annual income).

- Poverty- a student who participates in the government's free and reduced lunch program.

- AIMS- Arizona Instrument to Measure State Standards is an annual standardized test in Arizona. These test scores will be used in the overall comparison of students in study one.

- Falls Far Below- The AIMS test's lowest possible score in any one academic area.

- Approaching- The AIMS test's second lowest score in any one academic area. This term means that while a student has not yet mastered the standards for his/her particular grade level, they are on the verge of doing so.

- Meets- The AIMS test's mean score, which confirms that a student has met grade level academic requirements.

- Exceeds- The AIMS test's advanced score, which indicates a student has surpassed expected academic standards for the particular grade level.

Study One

The first research design is focused on distinguishing a clear relationship between standardized test score achievement and socioeconomic status. To accomplish this, the eighth grade class in the Miami Unified School District will be separated into two categories, poverty and non-poverty. To determine which students fit into the appropriate category, the government's free and reduced lunch program list will be utilized. All eighth grade students who receive free and reduced lunch at the school will be placed under the category of poverty. All other students will be placed under the category of non-poverty. The Arizona Instrument to Measure State Standards (AIMS) will also be utilized through analyses of the eighth grade students' test scores during the 2004-2005 school year.

A graph will be created for each category: poverty and non-poverty. The students' names will be listed vertically, and their corresponding test scores will be listed horizontally. There will be three graphs for each category of students because there are three academic areas, in which the AIMS test assesses: reading, writing, and mathematics. An example of the graph, which will be used, is portrayed below.

Student Names	Falls Far Below	Approaching	Meets	Exceeds

After each graph is completed, a number corresponding to each AIMS scoring indicator will be assigned. If a student receives a Falls Far Below score they will earn one point. If a student receives an Approaching score, they will earn two points. A Meets score earns three points, and an Exceeds score receives four points. The total points for each graph will be tabulated and divided by the number of students in that particular category. This process will produce a mean score for both the academic area (reading, writing, mathematics) as well as the mean score for each subset of students, poverty and non-poverty. An example is printed below.

Poverty

READING SCORES

Student Names	Falls Far Below (1 point)	Approaching (2 points)	Meets (3 points)	Exceeds (4 points)
Joe Smith		x		
Jane Doe	x			
Bob Jones			x	
TOTALS	1(1)=1	1(2)=2	1(3)=3	0(4)=0

1+2+3+0=6

6/3(number of students)=2

In the above example, the total score for the reading portion of the AIMS test for students in poverty is six. The number six is then divided by the total number of students in this category, so a mean score can be achieved.

Example: (6 /3=2)

The example depicts an average score of 2 on the reading portion of the AIMS test for students in poverty. This process will be completed for each group of students, both poverty and non-poverty, for all three tested academic areas: reading, writing, and mathematics. Both groups of students' scores will be compared and analyzed in an effort to detect a discrepancy in academic achievement in all academic areas.

Study Two

A subsequent study will also be conducted in an effort to determine if poverty has an effect on academic achievement. This study will consist of a six-week analysis of eighth grade students in the Miami Unified School Districts' weekly language arts test scores. The tests that will be used contain a combination of random language arts facts, which the students were given at the beginning of the school year. Each test is comprised of thirty-three facts, of which thirteen are based from the Arizona reading standards, thirteen are spelling words, and seven are vocabulary. Even though the students may not recognize some or even most of the facts that appear on the test, the theory behind the process states that by reviewing past lessons and previewing lessons to come, students are not allowed to forget past material while at the same time gaining insight toward future lessons, thus broadening their educational foundation. Theoretically, by the end of the first quarter the students should be mastering 25 percent of all test questions, and by the

34

end of second quarter, students should be mastering 50 percent of all test questions, and so on.

Again, the students will be divided into two categories: economically disadvantaged (True), which represents students in poverty and economically disadvantaged (False), which represents those students in non-poverty. The test scores will be graphed according to class period, using the Miami Unified School District's graphing computer software, L to J. By using this software a distinct correlation between each category of students can be determined through analyzing each group of students' academic achievement.

Study Three

The final study for this research project will involve an eight-question survey, which will be given to all kindergarten through eighth grade teachers in the Miami Unified School District. The survey will be based off of the Likert Scale and will provide space to elaborate responses through the allocation of personal experience and examples. The survey has been pre-tested with the junior high staff at Lee Kornegay Junior High in Miami, Arizona and revisions were made to increase clarity and comprehension.

All surveys will be reviewed and the responses will be tabulated. The average response for each question will be reported in an effort to arrive at a conclusion for this research project's purpose, which is to investigate poverty to discover its impact on the academic achievement of eighth grade students, to decipher why and how specific poverty characteristics effect the academic achievement of eighth grade students, and to analyze other poverty stigmas, which also effect an eighth grade student's overall academic achievement.

Closing Thought on the Study

Overall, this study hopes to illustrate one of the many factors that can have a significant effect on a student's academic achievement, as well as point out the fact that poverty is more than just a financial state of being. Poverty affects all faucets of one's life, including the ability to succeed in the education system. With the steady growth of technology and advancement, education is more important than ever, and for the children suffering in poverty; education may be their only way out. Thus it is important to fully understand poverty and all of its implications, so that the current education policy, No Child Left Behind, will ring true, and No Child will be Left Behind. As educators we must find a way to reach all of our students regardless of their financial background. Hopefully, this study will shed some light on this imperative issue, in addition to making policy makers aware of one of our country's biggest obstacles, poverty.

Chapter Four-Findings

Study One Findings

After placing the students into their designated categories of poverty and non-poverty, and tabulating each category's overall mean, a difference in academic achievement was documented. Table 4.1 and 4.2 display the analysis of the mean scores of achievement on the AIMS 2004-2005 standardized test for students living in poverty as well as non-poverty.

(Table 4.1: Mean Scores of Achievement on the AIMS 2004-2005 Standardized Test)

Poverty

Academic Area	Mean
Reading	2.20
Writing	2.58
Mathematics	2.38

(Table 4.2: Mean Scores of Achievement on the AIMS 2004-2005 Standardized Test)

Non-Poverty

Academic Area	Mean
Reading	2.43
Writing	2.43
Mathematics	2.50

As the above tables imply, there is an unequivocal difference in academic achievement between both poverty and non-poverty categories. However, the students in the poverty category did not lag behind in all academic areas. In fact, contradictory to current research findings, which recognize the significant difference of the written word

among the various social classes, the students in poverty scored 15 percent higher than their fellow classmates who do not live in poverty. Concomitantly, non-poverty students scored 23 percent higher in reading and 12 percent higher in Math. Overall, the students who do not live in poverty achieved higher academic success on the AIMS standardized achievement test of 2004-2005 by 7 percent, thus reiterating the assumption that poverty does in fact effect academic achievement of eighth grade students. Table 4.3 depicts the overall difference of academic achievement between poverty and non-poverty students on the 2004-2005 AIMS Standardized Test.

(Table 4.3: Overall Difference of Academic Achievement)

Category	Reading	Writing	Mathematics	Overall Average on AIMS
Poverty	2.2	2.58	2.38	2.38
Non-Poverty	2.43	2.43	2.50	2.45
Overall Difference	23% non-poverty higher	15% poverty higher	12% non-poverty higher	7% non-poverty higher

Study Two Findings

Through the utilization of L to J software, I was able to graph my language arts students' success on their weekly exams, and disaggregate the data in order to examine if there is in fact a difference in test scores between students who live in poverty and those who do not. (The blue line in each graph indicates students in the poverty category, while the green line depicts students in the non-poverty category) In my third hour language arts class, which is my first language arts class of the day, my poverty students actually preformed better than my students who do not live in poverty.

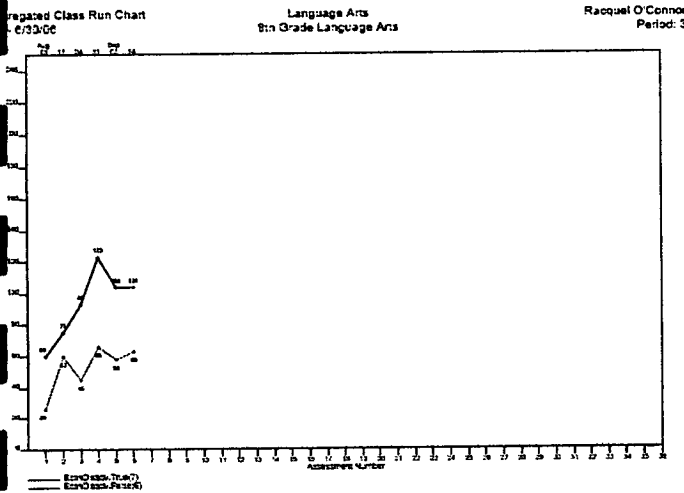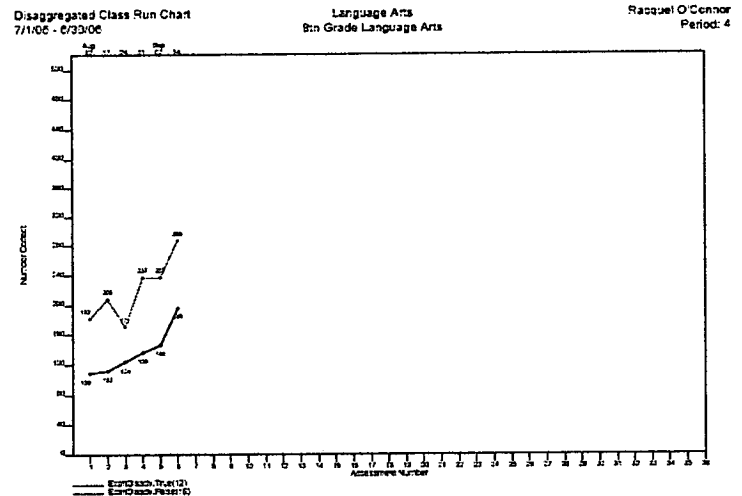(Chart 4.1: 3rd Hour Language Arts Achievement)

Chart 4.1 depicts this phenomenon. Not only did the poverty students achieve a far higher level of academic achievement, but they also did this on all six tests.

In chart 4.2, the scores for my fourth hour language arts class are displayed. Unfortunately, the students in the poverty category did not maintain the high level of achievement as the previous class. In fact, students in the non-poverty category outperformed those students in the poverty category on all six tests.

(Chart 4.2: 4th Hour Language Arts Achievement)

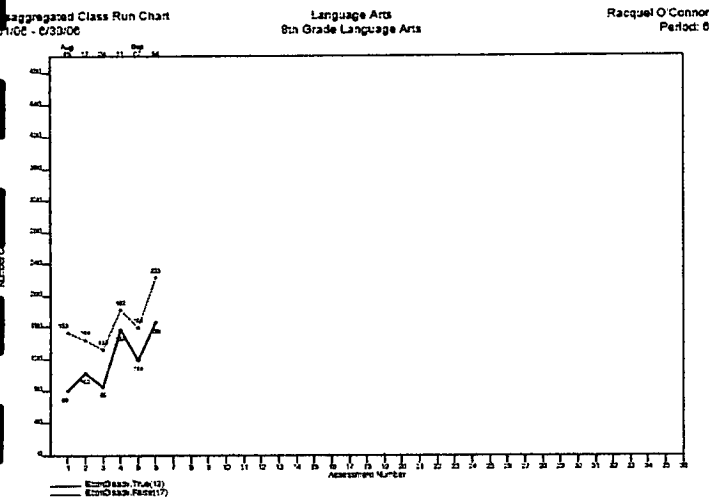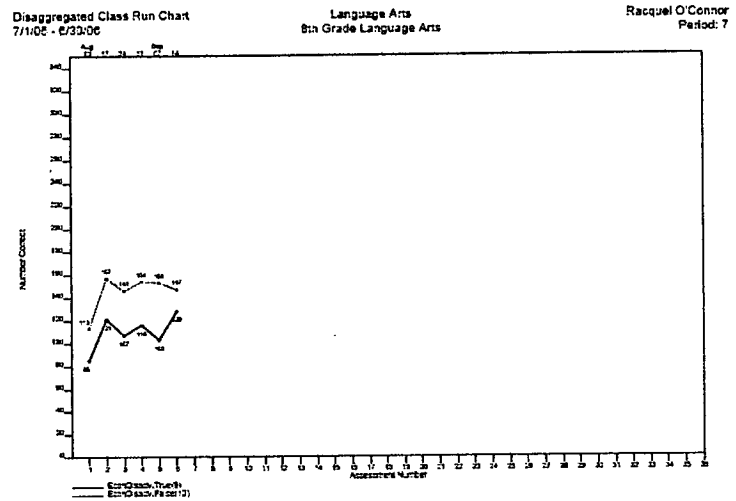(Chart 4.3: 6th Hour Language Arts Achievement)

Chart 4.3 showcases my sixth hour language arts students' scores for all six weekly tests. Again, the students in the non-poverty category achieved higher academic success than those students in the poverty category during all six weeks.

39

Chart 4.4 shows my seventh hour language arts students' scores. And again, the achievement levels of the non-poverty students surpass those of the poverty students throughout the entire six-week testing period.

(Chart 4.5: 8th Hour Language Arts Achievement)
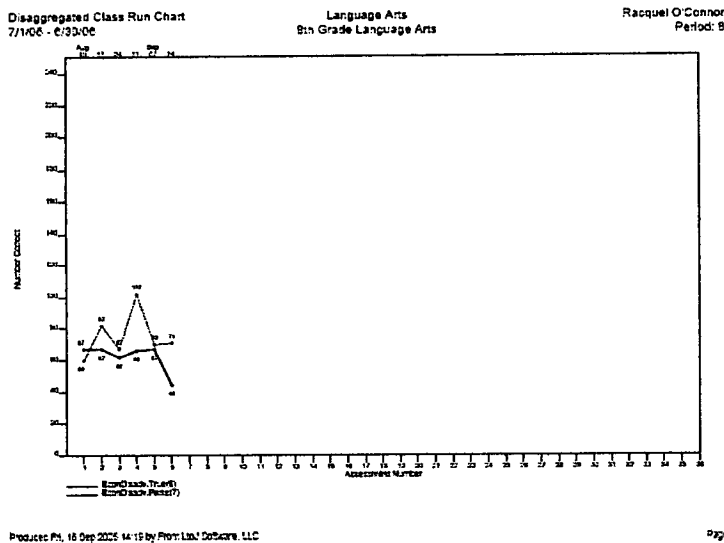
In Chart 4.5, my eighth hour language arts students' scores are shown. Once more, the non-poverty students performed better on average than the students in the poverty category. However, this time, the non-poverty students did not outperform the poverty students on all six exams.

Chart 4.6 was created through the desegregation of all of my eighth grade students' language arts scores during the six-week period. The findings on this graph support the growing trend of each individual class period graph, which displayed the apparent difference in academic achievement among poverty and non-poverty students. In this chart, the non-poverty students consistently performed better on all six exams during the six-week testing period.

40

(Chart 4.6: Eighth Grade Language Arts Achievement)
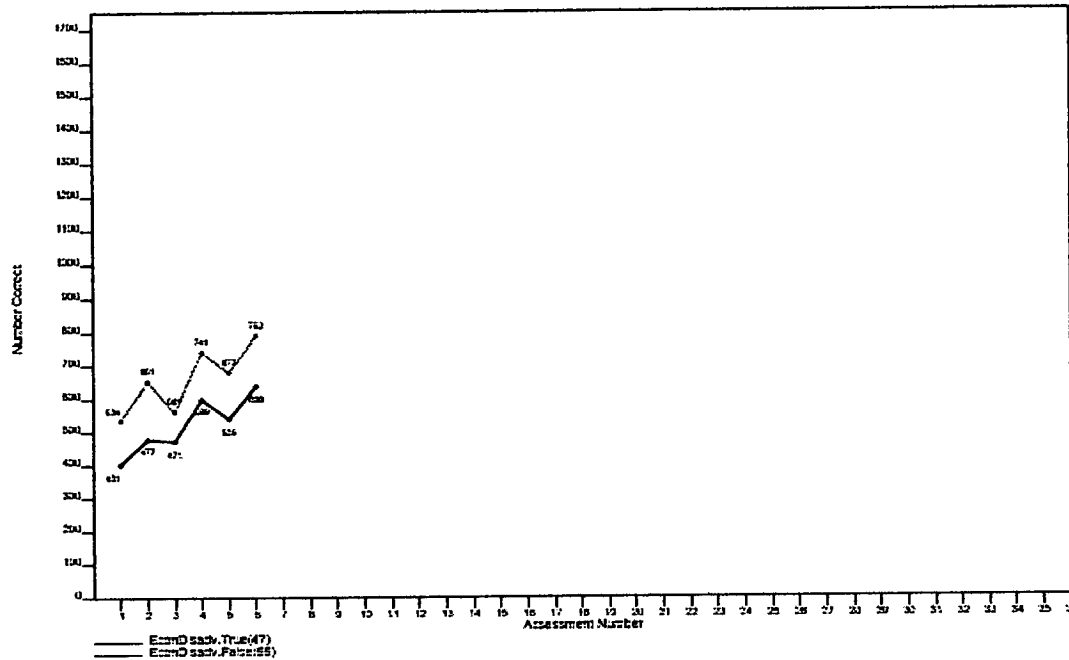
While the students in poverty continued to improve their overall scores each week, they were never able to reach the same level of academic achievement of the non-poverty students. Overall, it is clear that the eighth grade students in this study who were in the non-poverty category achieved much higher academic success than that of the students in the poverty category. Thus, supporting the assumption that poverty does, in fact, have an effect on the academic achievement of eighth grade students.

Study Three Findings

In study three, 45 surveys were handed out to K-8 teachers in the Miami Unified School District, of which, 41 were returned. Thus resulting in a 91 percent return rate. The survey consisted of seven questions based off of the Likert scale and one question provided optional room for additional comments. These are the results.

Question One

40
30
20
10
0

■ Very Important   ■ Important
■ Somewhat Important   □ Not Important
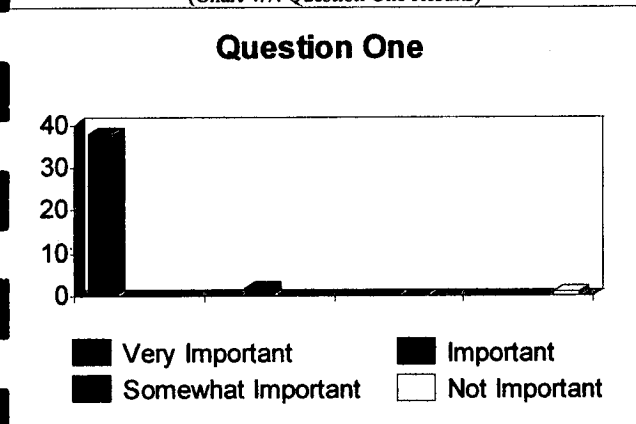
Question one asked, "How would you rate the degree of importance of classroom stability for students living in poverty"? Ninety-three percent of the respondents rated this question as very important, 5 percent rated it as important, 0 percent rated it as somewhat important, and 2 percent rated it as not important. Chart 4.7 showcases these results. Though this question did not leave a space for additional comments, one respondent wrote in, *"Consistency is very important for all children, not just those living in poverty."* While some discrepancy existed between answers, the vast majority thought that classroom stability was at some degree important for students living in poverty.

Question two asked, "Compare the degree of importance of classroom consistency and stability between students living in poverty and students who do not live in poverty"? Twenty-seven percent of respondents rated this question as more important for students living in poverty, 71 percent rated it as equally important for all students- poverty and non-poverty, 0 percent rated the question as not important to both groups, and 2 percent wrote in that it was less important for students living in poverty. The respondent who wrote in that it was less important for students living in poverty elaborated by explaining, *"Consistency is probably less important for poverty stricken students, education usually not stressed in low income families."* Additionally, question two had a section for comments. All comments are listed below.

> *"Often students that live in poverty do not have the real experiences that pertain to organization and/or systems in place."*

"Agree with Ruby Payne theories!"

"Consistency and stability makes all students feel less stress while at school."

"Students/children in general don't adjust well to change."

"Consistency is important for all students. Consistency produces a sense of security and security helps students perform better. It is all cyclical."

"Students in impoverished areas don't have access to cultural things. For example, plays at a theatre, fine dining, museums, etc. These things enhance leaning and provide background knowledge and gives students ways to utilize comparison."

All in all, the majority of respondents felt that classroom consistency and stability was equally important for all students regardless of socioeconomic background.

(Chart 4.8: Question Three Results)

Question three asked, "Do you see a difference in parental involvement among your students in poverty compared to students who do not live in poverty"? Seventy-one percent responded that there was a significant difference, 29 percent thought there was some difference, and 0 percent believed there was no difference. Chart 4.8 displays these results. Though this question did not offer space for explanation, two respondents wrote in the following statements. *"Different for all children."*

"Depends on family. Many affluent parents are too busy with their careers, therefore their children are emotionally needy."
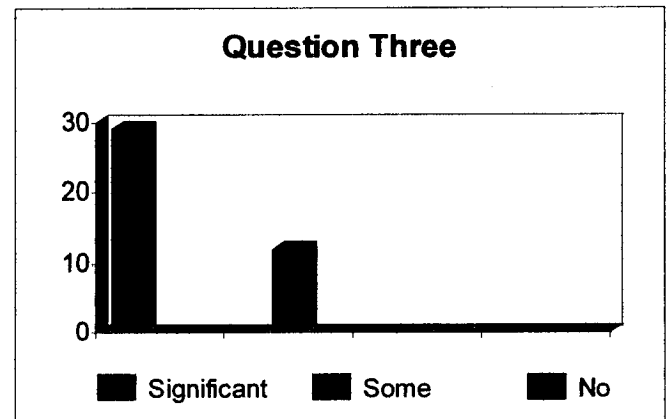
On the whole, the majority of the respondents found that there is to some degree a difference of parental involvement between poverty ridden parents and parents who are not in poverty.
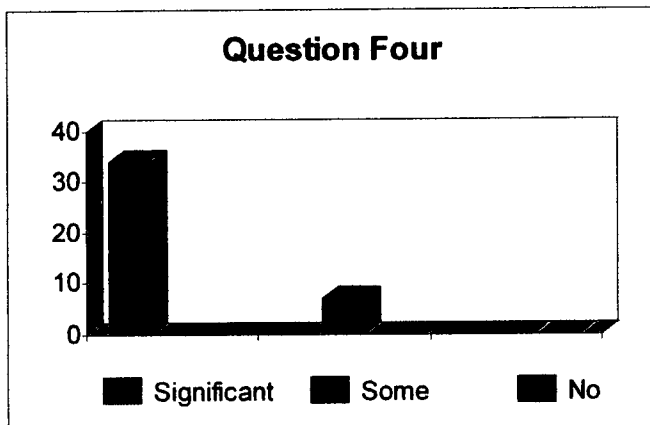
(Chart 4.9: Question Four Results)

Question four asked, "Do you see a correlation between parental involvement and academic success"? Eighty-three percent responded there was a significant correlation, 17 percent noted some correlation, and 0 percent selected no correlation. One respondent added that the correlation between parental involvement and academic success was true, *"especially with younger children."* Overall, all of the respondents noted some type of correlation between parental involvement and academic achievement.

Question Four

40
30
20
10
0

■ Significant   ■ Some   ■ No

Chart 4.10: Question Five Results)
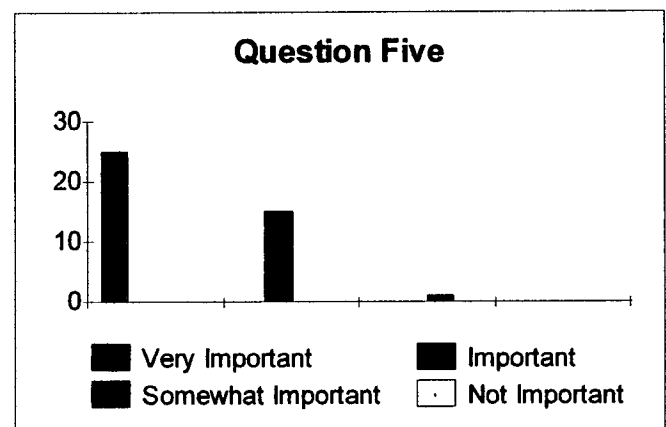
Question five asked, "Do you feel it is important to involve the surrounding community (i.e. surrounding businesses and organizations) with school events, functions, and updates"? Sixty-one percent responded that this was very important, 37 percent thought it was important, 2 percent only thought it was somewhat important, and 0 percent did not think it was important. Chart 4.10 displays these results. Once more, all respondents seemed to agree that on some level it is important to involve the surrounding community with school events, functions, and updates.

Question Five

30
20
10
0

■ Very Important   ■ Important
■ Somewhat Important   ▫ Not Important

(Chart 4.11: Question Six Results)

Question Six

Yes ■ No
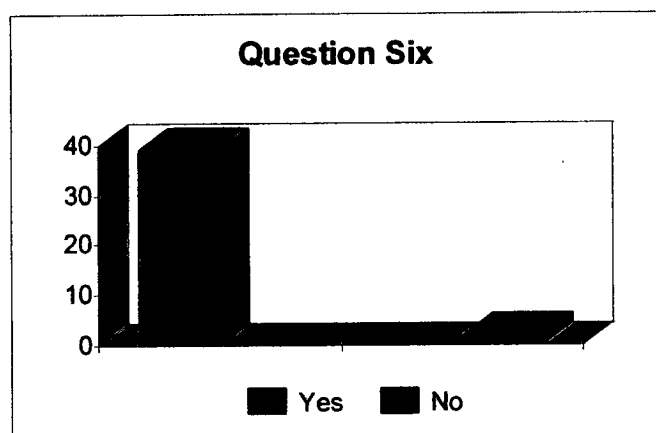
Question six asked, "Have you personally seen poverty affect your students' academic achievement throughout the years you have taught in Miami"? Ninety-five percent responded yes, while 5 percent responded no. Therefore, a great majority of all respondents have personally seen poverty affect their students' academic achievement. Chart 4.11 displays these results.

Question seven asked, "How have you seen poverty manifested among your students"? The choices were: lack of physical necessities, poor housing conditions, homelessness, parents incarcerated, born addicted to drugs, and other. Respondents were allowed to select all options that were applicable. Eighty-five percent selected lack of physical necessities, 85 percent also noted poor housing conditions, 56 percent noted homelessness, 83 percent noted parents were incarcerated, 68 percent noted the student was born addicted to drugs, and 38 percent noted the following other manifestations.

"Lack of parental support at school."

"Living with people other than a parent."

"Fragmented families, ex: step parents, live-ins, whoever.."

"Parents with lack of parenting skills."

"Not living with parents."

"Moving constantly."

"Lack of basic needs-glasses, medication, dental care."

"Fetal Alcohol Syndrome (F.A.S.), bad attitudes, anger, helplessness."

"Lack of personal hygiene, lack of attention, frequent out of town trips and

missing school to go places."

"Less quality time given to raising the child. (Parents are un survival mode)"

"Low self-esteem is a significant problem with these children- these children also

are more apt to be hostile."

"More aggressive behaviors, lack of language skills, lack of understanding rules,

inability to process behavior/consequence."

"Students are worried who will be at home-if anybody there to baby-sit, cook,

etc."

"All and more."

From the high response rate, it is apparent that most teachers have seen poverty manifest

among their students in one way or another, thus segregating students in poverty from

their fellow classmates due to the incessant burdens, which poverty brings forth.

Question eight allowed respondents to append additional comments, of which 27

percent chose to do so. All additional comments are listed below.

"Sometimes those in poverty splurge on 'fun things' and neglect necessities and

education. Some of their poor habits (adults) go on in their kids. Some things are

good. They have plenty of time to spend with family."

"Regardless of income, parents need to be involved in their children's lives. That

is the significant difference- love, care, nurture, and support. Certainly income –

or lack of- has a profound impact, but most important is the positive involvement

of parents in their children's lives."

"Everything is affected by poverty, this is why Title I Schools exist and are funded by the federal government. More than anything though, here is what I see: The Harvard Preschool Project product called, The First Three Years of Life (by Burton L White) was published in 1975. I believe what that research found has held throughout my teaching career. Children are molded by age 3 into 2 basic types of learners: (basically) active/passive learners. Active learners believe they can influence and direct outcomes to their advantage. They can act on the environment to change it for the better. Passive learners believe nothing they can do will change matters, they are powerless, helpless, and victims of the environment. I believe poverty generates more of the 2nd type of learner, who believes there is no point or value to learning. This is the reason poverty mentalities perpetuated from generation to generation. These types of students must be brainwashed that they can do it!"

"Inadequate healthcare, students come to school in dirty clothes, same day after day."

"Students who are in poverty do not have the support they need to breakout of the poverty situation without intervention from those outside the poverty situation."

"When students worry about home life it's very hard for them to concentrate or even care about school work."

"This survey is hard to answer due to the fact that I'm not sure sometimes which is causing the problems-the drugs in the home or the poverty. It's like the old chicken/egg question: Did the drugs cause poverty, or does the poverty cause the drugs? I've had students from poverty stricken homes who have loving parents

and go on to be very successful in life. However, I've not had a student from a drug addicted home who is unaffected by it. These kids seem to survive and succeed only if removed from the home, harsh as that may sound."

"Students whose parents get involved are high achievers. Students who don't live with parents or live with grand parents are not high achievers. In our area there is a lot of disregard to behavior leads to consequences. Students want to do bare minimum then blame others when they don't achieve."

"Teaching in this situation is definitely a challenge. Physical needs are important to be met in order for students to even be ready to learn."

"Academic achievement is affected by poverty, in that; our students do not have their basic resources met. However, I feel students who have an abundance of their resources met or too much are also at high risk to fail because they don't feel they should have to try hard because everything has always been handed to them on a silver platter. So it can go both ways."

It seems that the overall trend for the above responses is that is not necessarily poverty, which predicts academic achievement, but the implications, which seem to frequently accompany poverty, such as, drug addiction, homelessness, family instability, lack of resources met, value and moral structures, etc. Though there are exceptions to every rule, and by no mean am I suggesting that all children in poverty will achieve less academic success than that of children who do not live in poverty, it seems that in general poverty does in fact, have an effect over academic achievement.

Chapter Five-Conclusions and Areas for Further Research

Recommendations for Success

Based on the findings, poverty does indeed have an effect over academic achievement; therefore, it is crucial for educators and school districts nation-wide to make a valid effort to reach and better educate children of poverty. Luckily, there are a variety of ways to accomplish this. In fact, many things can be easily incorporated within a functioning school to increase the success of all students regardless of socioeconomic background.

Hence, I recommend the continued support of the No Child Left Behind mandate which requires all Title I Schools "to work jointly with family and community members to develop a school-family-community involvement policy" (US Department of Education). The steady flow of feedback and communication with which these partnerships produce, will create better relations between schools and families thus breaking down stereotypes and misconstrued perceptions about one another. Moreover, the involvement and contribution of family members and community partners greatly benefits the schools by allowing educators and administrators the chance to learn the hidden rules of poverty, accordingly breaking down previous barriers, and creating a better breed of educators through enlightenment. If educators can more clearly comprehend where their students are coming from, in addition to understanding why they do and say specific things, educators will become more effective teachers and the students living in poverty, will no longer be segregated in a system, which has in the past, ignored their explicit needs.

I also recommend that the Miami Unified School District continue to develop new curriculum and strategies, which better fulfill their poverty students' diverse needs while also establishing a solid school-family-community partnership, which is extremely imperative for the Miami Unified School District due to the extreme level of poverty that exists in the surrounding community.

Case Study-Plan in Action

Involving families and communities within a school can be accomplished in a variety of ways. The Miami Unified School District has been persistently working on a continuous improvement plan, which includes the establishment of a well-built school-family-community partnership. Over the past few years, the schools have invited community members and families to take more of a stake in the successful academic achievement of the students.

Below is a list of what Lee Kornegay, the junior high school in the Miami Unified School District, has done to develop school-family-community partnerships. I recommend that these activities and procedures be continued on a district wide basis as well as utilized, observed, and possibly implemented by schools that share similar poverty demographics.

- Community Partners Breakfast- A breakfast prepared by the staff for the town's local business people. Students were invited to help greet and meet the attendees as well as showcase a PowerPoint presentation, which they created themselves. The presentation highlighted school success and progress.
- Parent Contact Sheets- Each teacher is responsible for making two positive parent contacts per week in addition to calling those parents who have students who are

currently having difficulty with their academics, in an effort to intervene in those students' lives before they begin to fall behind.

- School Beautification Committee- A student and teacher constructed committee, which was established to come up with a way to beautify the campus. By working with the local community, the school was able to get a presentation from the area arboretum on which plants are best suited for our campus, as well as plants donated. The local mines also helped out by providing the school with large giant boulders for the front gates.

- Open House- A time when parents can come view their child's school and meet the teachers.

- The local mines have also generously donated funds to help sponsor the school's Mathathlete team, so they can attend out of town competitions.

- The local Wal-Mart has donated school supplies.

- A local organization named, Community Kids, graciously gave scholarships to eighth grade students who could not afford to go on the annual Disneyland trip.

- While learning how to write business letters, the students decided to write the mayor about issues, which were of concern to them. The mayor responded to the outpour of letters by coming to the campus and speaking with the students personally.

- The local Forest Service and Sheriff's Department sponsor an overnight camping/fishing trip for all students.

- A site council has been established, which includes teacher, administrator, parent and community representatives.

By allowing the community to be active members in the academic achievement of the children, Lee Kornegay has been able to create new and exciting experiences for their students, as well as improve academic achievement in the process. Table 5.1 provides a more distinct picture of how effective and beneficial school-family-community partnerships have been for the Miami Unified School District through showcasing the progress that has been accomplished on the eighth grade AIMS standardized test scores from 2004 to 2005.

(Table 5.1: 8th Grade AIMS Score Comparison)

AIMS	2004- %	2005- %
8th Math:		
Exceeds	5	0
Meets	6	54
Approaches	25	22
Falls Far Below	65	24
8th Reading		
Exceeds	9	0
Meets	27	50
Approaches	21	46
Falls Far Below	44	4
8th Writing		
Exceeds	0	1
Meets	34	61
Approaches	43	36
Falls Far Below	23	1

(Source: Susan Hocking)

As the above table indicates, academic strides were made in just one year's time in every academic subject. Student scores in the Falls Far Below category in 2005 were nearly eliminated. Additionally, more students met test standard requirements in 2005 than 2004. In fact, in 2005 almost all of the students fit under the Approaches or Meets category, a big improvement from the previous year.

Areas for Further Research

While studies have shown that poverty does have an effect over academic achievement, more research needs to be done that can identify ways to ensure the success of children living in poverty. Through this research, schools and communities can implement specific programs and policies that better benefit all students, thus increasing overall achievement. By instituting a system which better educates all children, schools will turn out more competent, productive, and functioning members of society who will be able to be financially independent, thus depleting much of the United State's fiscal burden to support those who cannot support themselves. The future of our country depends on the great success of today's youth and their success greatly depends upon us. Therefore, it is imperative that we take real notice in assuring success for all and eliminating barriers, which will prevent the growth and achievement for a large segment of today's population.

Disaggregated Class Run Chart
7/1/05 - 6/30/06

Language Arts
8th Grade Language Arts

Racquel O'Connor
Period: 3

Number Correct

Aug
10   17   24   31   Sep   Sep
                    07   14

240
220
200
180
160
140
120
100
80
60
40
20
0

60
25
75
50
93
45
123
66
104
58
104
63

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36
Assessment Number

——— EconDisadv.True(7)
··········· EconDisadv.False(6)

Disaggregated Class Run Chart
7/1/05 - 6/30/06

Language Arts
8th Grade Language Arts

Racquel O'Connor
Period: 4

Number Correct

Assessment Number

——— EconDisadv.True(12)
·········· EconDisadv.False(15)

Disaggregated Class Run Chart
7/1/05 - 6/30/06

Language Arts
8th Grade Language Arts

Racquel O'Connor
Period: 6

Number Correct

480
440
400
360
320
280
240
200
160
120
80
40
0

Aug
15
17
24
31
Sep
07
14

80
102
85
57
119
66

153
144
132
182
159
223

—— EconDisadv.True(13)
.... EconDisadv.False(17)

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36
Assessment Number

Disaggregated Class Run Chart
7/1/05 - 6/30/06

Language Arts
8th Grade Language Arts

Racquel O'Connor
Period: 7

Number Correct

0 20 40 60 80 100 120 140 160 180 200 220 240 260 280 300 320 340

Aug
10 17 24 31 Sep
                07 14

85
113
21
157
107
146
116
154
103
153
28
147

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36

Assessment Number

——— EconDisadv.True(9)
········· EconDisadv.False(10)

Produced Tue, 20 Sep 2005 14:47 by From LtoJ Software, LLC

Page 1
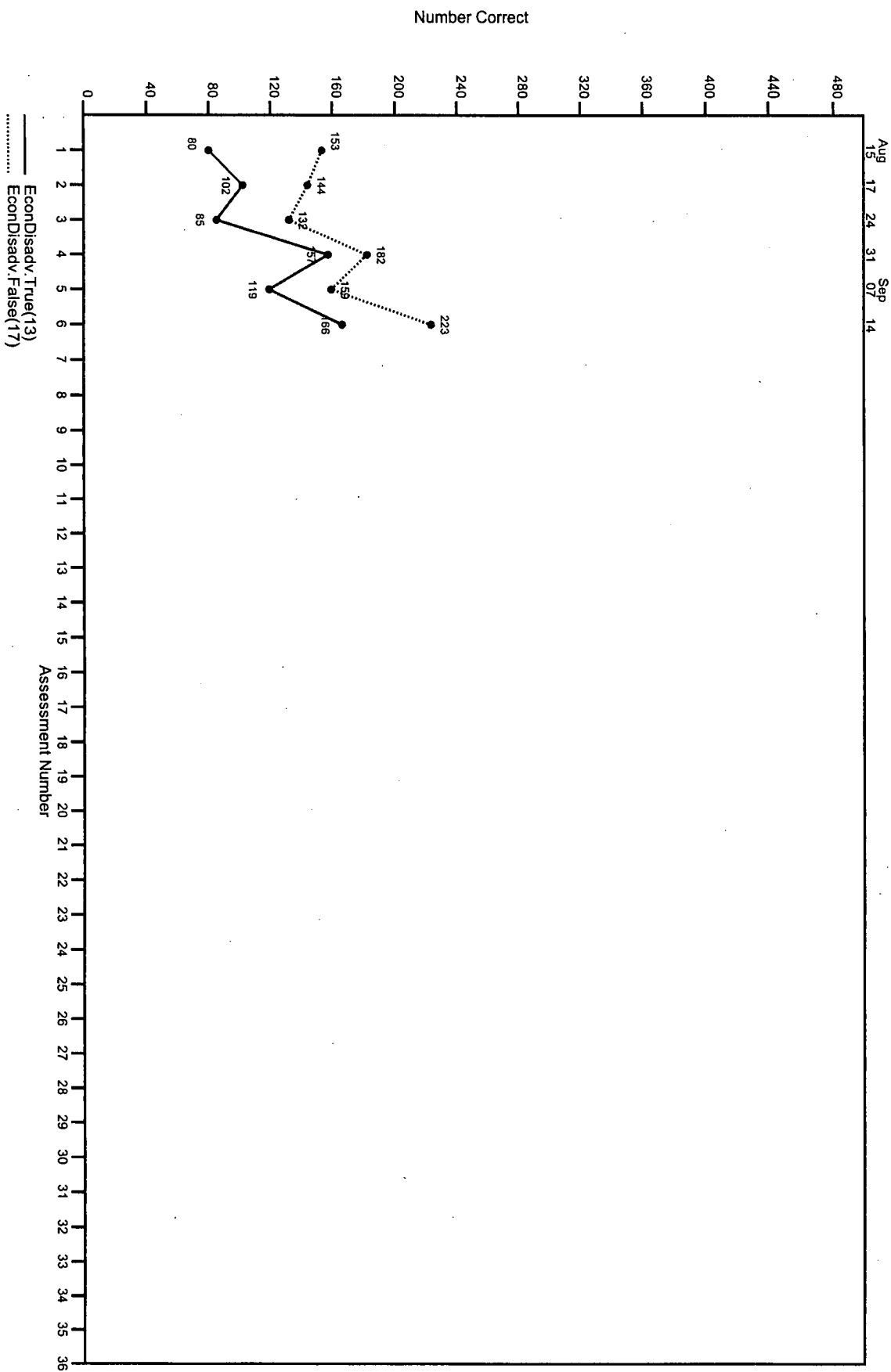
Disaggregated Class Run Chart
7/1/05 - 6/30/06

Language Arts
8th Grade Language Arts

Racquel O'Connor
Period: 8

Number Correct

Assessment Number

EconDisadv.True(6)
EconDisadv.False(7)

Aug 10   17   24   31   Sep 07   14

60   67   67   82   62   67   66   102   67   70   44   71

Disaggregated Class Run Chart
7/1/05 - 6/30/06

Language Arts
8th Grade Language Arts

Racquel O'Connor
poverty: 5 classes.

Number Correct

Assessment Number

—— EconDisadv.True(47)
·········· EconDisadv.False(55)

Data points (EconDisadv.True, solid line): 401, 477, 471, 598, 539, 638

Data points (EconDisadv.False, dotted line): 534, 651, 564, 741, 677, 792
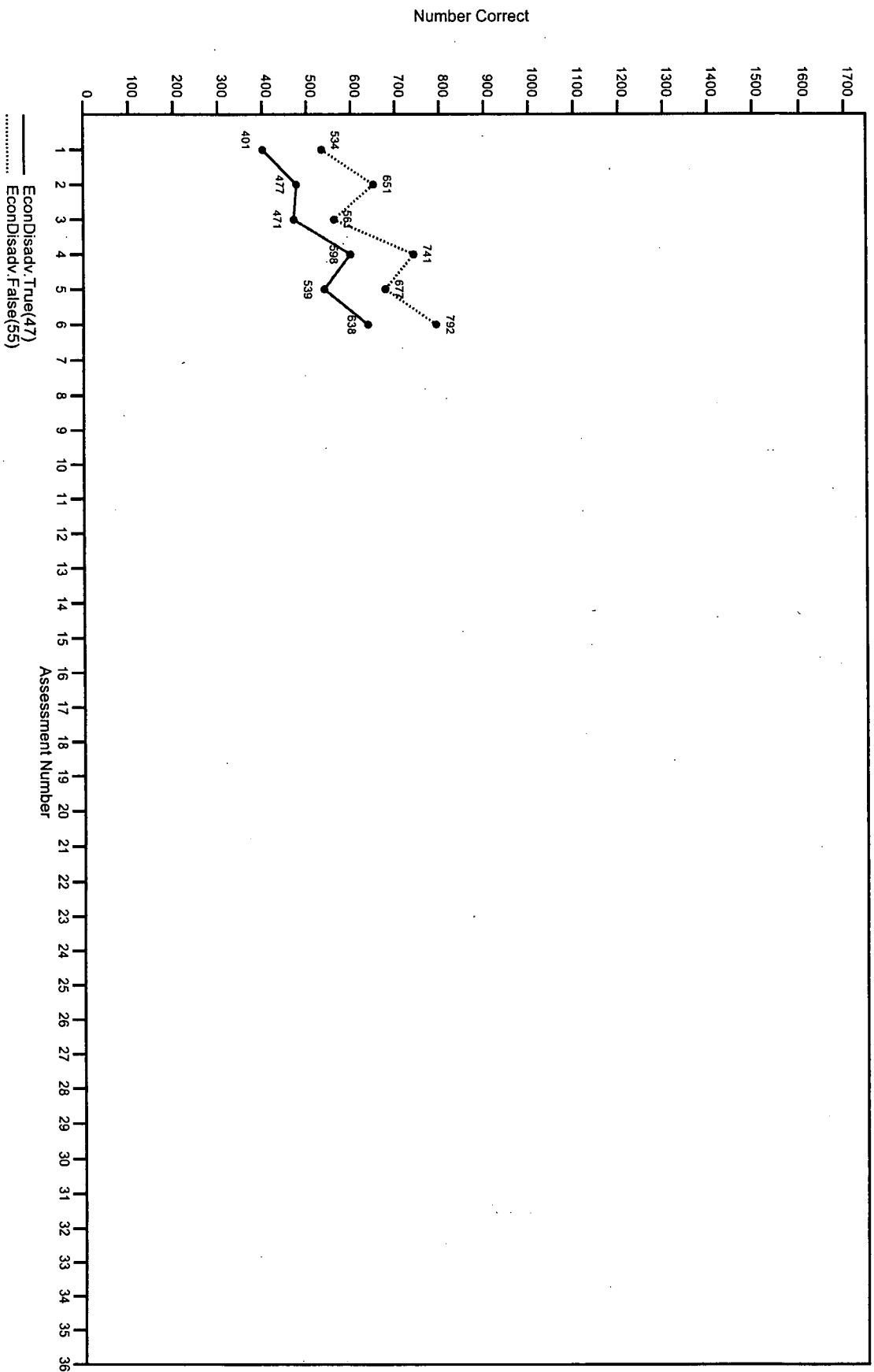
References

1. Aber, L., Bennett, N., Conley, D., and Li, J. (1997). *The Effects of Poverty on child health and development.* Annual Review of Public Health, 18, 463-483.

2. Adam, Emma K.; Chase-Lansdale, P. Lindsay. *Home Sweet Home(s) Parental Separations, Residential Moves, and Adjustment Problems in Low-Income Adolescent Girls.* Developmental Psychology. September 2002. Vol. 38, No. 5. 8-22-05, from OCLC PsycInfo.

3. Arbor, Ann. (1994). *Teaching At-Riskers How To Cope.* The Education Digest. Vol. 60, Iss. 2. 8-22-05, from Proquest database.

4. Attat, B., Guerra., and Tolan, P. (1994). *Neighborhood Disadvantage, Stressful Life Events, and Adjustment in Urban Elementary School Children.* Journal of Clinical Child Psychology, 23, 391-400.

5. Bartlett, S. (1999). Children's Experience of the Physical Environment in Poor Urban Settlements and the Implications for Policy, Planning, and Practice. Environment and Urbanization, 11, 63-73.

6. Bartlett, S., Hart, R., Satterthwaite, D., de la Barra, X., and Missair, A. (1999). Cities for Children: Children's Rights, Poverty and Urban Management. London: Earthscan.

7. Benard, B. (1997). *Turning it around for all youth: From risk to resilience* (ERIC/CUE Digest, No. 126). New York: ERIC Clearinghouse on Urban Education. (ERIC Document Reproduction Service No. ED412309)

8. Benard, B. (1991). *Fostering resiliency in kids: Protective factors in the family, school, and community.* Portland, OR: Northwest Regional Educational Laboratory. (ERIC Document Reproduction Service No. ED335781)

9. Bo, I. (1994). *The Sociocultural Environment as a source of support.* In F. Nestmann and K. Hurrelmann (Eds.), Social networks and social support in childhood adolescence (pp. 363-384). New York: Walter de Gruyter.

10. Bradley, R.H., and Corwyn, R.F. (2002). *Socioeconomic Status and Child Development.* Annual Review of Psychology, 53, 371-399

11. Brewster, C., & Railsback, J. (2003). *Building trust with schools and diverse families: A foundation for lasting partnerships.* Portland, OR: Northwest Regional Educational Laboratory. Retrieved January 30, 2004, from http://www.nwrel.org/request

12. Brody, D.J., Pirkle, J., Kramer, R., Flegal, K., Matte, T.D., Gunter, E., and Pascal, D. (1994). *Blood Lead Levels in the US Population: Phase I of the Third National Health and Nutrition Examination Survey (NHANES III, 1998-1991).* Journal of the American Medical Association, 272, 277-283.

13. Brody, G.H., and Flor, D. (1997). *Maternal Psychological Functioning, Family Processes, and Child Adjustment in Rural, Single Parent, African-American Families.* Developmental Psychology, 33, 1000-1011.

14. Brody, G.H., Ge, X., Conger, R.D., Gibbons, F., Murry, V., Gerrad, M., and Simons, R. (2001). *The Influence of neighborhood Disadvantage, Collective Socialization, and Parenting on African American Children's Affiliation with Deviant Peers.* Childhood Development, 72, 1231-1246.

15. Brody, G.H., Stoneman, Z., Flor, D., McCrary, C., Hastings, L., and Conyers, O. (1994). *Financial Resources, Parental Psychological Functioning, Parent Co-Caring, and Early Adolescent Competence in Rural Two Parent African-American Families.* Child Development, 65, 590-605.

16. Bryan, Julia Ph.D. *Fostering Educational Resilience and Achievement in Urban Schools Through School-Family Community Partnerships.* Professional School Counseling. Vol. 8, No. 3. 8-22-05 from PsycInfo.

17. Bryan, J. A., & Holcomb-McCoy, C. H. (2004). *School counselors' perceptions of their involvement in school-family-community partnerships.* Professional School Counseling, 7, 162-171. PsycINFO No.: 2004-12072-005

18. Bullock, H.E. *Class Acts: Middle-Class Responses to the Poor.* In B. Lott and D. Maluso (Eds.), The Social Psychology of Interpersonal Discrimination (pp. 118-159). New York: Guilford Press., 1995

19. Bullock, H.E. *Attributions for Poverty: A Comparison of Middle-Class and Welfare Recipioent Attitudes.,* Journal of Applied Social Psychology, In B. Lott and D. Maluso (Eds.), The Social Psychology of Interpersonal Discrimination (pp. 118-159). New York: Guilford Press., Vol 29, 1999, 2059-2082

20. Bullock, H.E., Lott, B. *Building a research and advocacy Agenda on Issues of Social Jusitice. Analyses of Social Issues and Public Policy,* In B. Lott and D. Maluso (Eds.), The Social Psychology of Interpersonal Discrimination (pp. 118-159). New York: Guilford Press., Vol 1, 2001, 147-162

21. Bullock, H.E., Wyche, K.F., Williams, W.R. *Media Images of the Poor.* Journal of Social Issues, In B. Lott and D. Maluso (Eds.), The Social Psychology of Interpersonal Discrimination (pp. 118-159). New York: Guilford Press., Vol 57, 2001, 229-246

22. Center on Hunger, Poverty and Nutrition Policy. (1995). *Statement on Key Welfare Reform Issues: The Empirical Evidence.* Medford, MA: Author.

23. Charles, A., & Dana Center. (1999). *Hope for urban education: A study of nine high-performing, high poverty urban elementary schools.* Washington, DC: U.S. Department of Education, Planning and Evaluation Services.

24. Children's Defense Fund. (1991). *Child Poverty in America.* Washington, D.C.: Author.

25. Children's Defense Fund. (1995). *Children's Hardships Intensify.* CDF Reports, 16(6), p.1-2, 12.

26. Children's Defense Fund. (1998). *The State of America's children: Yearbook 1998.* DC: Author.

27. Christenson, S. L., & Sheridan, S. M. (2001). *Schools and families: Creating essential connections for learning.* New York: The Guilford Press.

28. Christiansen, J. (1997). *Helping teachers meet the needs of students at risk for school failure.* Elementary School Guidance and Counseling, 31, 204-210.

29. Cohen, Joel E. Bloom.; David E. *Cultivating Minds.* Finance and Development. Vol. 42, Iss. 2; pg. 8, 7pgs. 8-22-05, from Proquest database.

30. Dye, Thomas R. (2002). *Understanding Public Policy.* Prentice Hall: New Jersey.

31. Epstein, J.L. (1995). *School/Family/Community Partnerships: Caring for the Children We Share.*Phi Delta Kappan, 76(9), 701-712.

32. Epstein, J.L., & Dauber, S.L. (1991). *School Programs and Teacher Practices of Parent Involvement in Inner City Elementary and Middle Schools.*The Elementary School Journal, 91, 289-305.

33. Epstein, J.L., &Sanders, M.G. (2000). *Connecting Home, School, and Communit: New Directions for Social Research.* In M. Hallinan (Ed.), Handbook of sociology of education (pp.285-306). New York: Plenum.

34. Evans, G.W. *The Environment of Childhood Poverty.* American Psychologist Vol 59(2) (Feb-Mar 2004): 77-92

35. Evans, G.W. (2001). *Environmental Stress and Health.* In A. Baum, T. Revenson, and J.E. Singer (Eds.), Handbook of health psychology (pp. 365-385). Mahwah, NJ: Erlbaum.

36. Evans, G.W. (2003). *A Multimethodological Analysis of Cumulative Risk and Allostatic Load Among Rural Children.* Developmental Psychology, 39, 924-933.

37. Evans, G.W., and English, K. (2002). *The Environment of Poverty: Multiple Stressor Exposure, Psychophysiological Stress, and Socioemotional Adjustment.* Child Development, 73, 1238-1248.

38. Evans, G. W., Kliewer, W., & Martin, J. (1991). *The Role of the Physical Environment in the Health and Well Being of Children.* In H. E. Schroeder (Editor), New directions in health psychology assessment (pp. 127-157). New York: Hemisphere.

39. Evans, G. W., Wells, N. M., & Moch, A. (2003). *Housing and mental health: A Review of the Evidence and a Methodological and Conceptual Critique.* Journal of Social Issues, 59, 475-500.

40. Federal Interagency Forum on Child and Family Statistics. (2000). *America's children: Key national indicators.* Washington, DC: Author.

41. Federman, M., Garner, T., Short, K., Cutter, W., Levine, D., McGough, D., & McMillen, M. (1996, May). *What does it mean to be poor in America?* Monthly Labor Review, 3-17.

42. Fogel, S.J. (1997). *Moving Along: An Exploratory Study of Homeless Women With Children Using a Transitional Housing Program.* Journal of Sociology and Social Welfare, 24(3), 113-133.

43. Henderson, A. T., & Mapp, K. L. (Eds.). (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement* [Electronic version]. Austin, TX: National Center for Family and Community Connections with Schools, Southwest Educational Development Laboratory.

44. Herbert B. *Unmasking the Poor.* Retrieved July 31, 2001, from The New York Times Web Site: http://www.nytimes.com/2001/07/30/opinion/, 2001, July 30

45. HHS. *Poverty Guidelines.* http://aspe.hhs.gov/poverty/02poverty.htm. 8-22-05.

46. Hiatt-Michael, D. B. (Ed.). (2001). *Promising practices for family involvement in schools: A volume in family school community partnership.* Greenwich, CT: Information Age Publishing.

47. Hsieh, C. C., & Pugh, M. D. (1993). *Poverty income inequality, and violent crime: A meta-analysis of recent aggregate data studies.* Criminal Justice Review, 18, 182-202. PsycINFO No.: 1994-33910-001

48. Huang, L. N., & Gibbs, J. T. (1992). *Partners or adversaries? Home-school collaboration across culture, race, and ethnicity.* In S. L Christenson & J. C. Conoley (Eds.), Home-school collaboration: Enhancing children's academic and social competence (pp. 19-52). Colesville, MD: National Association of School Psychologists.

49. Joint Center for Housing Studies at Harvard University. (1999). *The State of the Nation's Housing.* Cambridge, MA: Harvard University.

50. Larson, R. W., & Verma, S. (1999). *How children and adolescents spend time around the world: Work, play, and developmental opportunities.* Psychological Bulletin, 125, 701-736. PsycINFO No.: 1999-01567-005 DOI: 10.1037//0033-2909.125.6.701

51. Lee, V. E., & Croninger, R. (1994). *The relative importance of home and school in the development of literacy skills for middle-grade-students.* American Journal of Education, 102, 286-329. PsycINFO No.: 1995-11452-001

52. Leedy, Paul D.; Ormrod, Jeanne Ellis. (2005). *Pratical Research: Planning and Design 8th Edition.* Pearson Merrill Prentice Hall: New Jersey.

53. Leventhal, Tama; Brooks-Gunn, Jeanne. *A Randomized Study of Neighborhood Effects on Low-Income Children's Educational Outcomes.* Developmental Psychology. July 2004. Vol. 40, No, 4. 8-22-05, from PsycInfo.

54. Lezotte, Lawrence W., McKee, Kathleen M. (2002). *Assembly Required A Continuous School Improvement System.* Effective Schools Products: Michigan.

55. Lezotte, Lawrence W. (1992). *Total Quality Effective School.* Effective Schools Products: Michigan.

56. Lezotte, Lawrence W. (2004). *Learning For All.* Effective Schools Products: Michigan.

57. Lott, B. *Low-income Parents and the Public School.* Journal of Social Issues, In M. Hill and E. Rothblum (Eds.), Classism and Feminist Therapy: Counting Costs (pp.45-57). New York: Haworth., Vol, 57, 2001, 247-260

58. Lott B., Bullock, H.E. Eds. *Listening to the Voices of Poor Women.*[Special issue]., Journal of Social Issues, 57(2)., Vol 57, 2001a, 189-206

59. Lott B., Bullock, H.E. *Who are the Poor?* Journal of Social Issues, 57(2)., Vol 57, 2001b, 189-206

60. Lott, B., Saxon S. *The Influence of Ethnicity,Social Class and Context on Judgements about American Women.* Journal of Social Psychology, in press

61. Macpherson, A., Roberts, I., & Pless, I. (1998). *Children's exposure to traffic and pedestrian injuries.* American Journal of Public Health, 88, 1840-1845.

62. National Center for Education Statistics. (2000). *Condition of America's public school facilities: 1999* (NCES 2000 032). Washington, DC: U.S. Department of Education.

63. National Center for Health Statistics. (1991). *Children's exposure to environmental cigarette smoke* (Advance data from vital and health statistics. No. 202). Hyattsville, MD: Author.

64. National Institute of Child Health and Human Development Early Child Care Research Network. (1997). *Poverty and patterns of child care.* In G. J. Duncan & J. Brooks-Gunn (Editors), Consequences of growing up poor (pp. 100-131). New York: Russell Sage Foundation.

65. National Research Council. (1991). *Environmental Epidemiology* (Vol. 1). Washington, DC: National Academy Press.

66. Noguera, P. A. (1996). *Confronting the urban in urban school reform.* The Urban Review, 28, 1-19.

67. Noguera, P. A. (2001). *Racial politics and the elusive quest for excellence and equity in education.* Education and Urban Society, 34, 18-41.

68. Payne, Ruby. (2001). *A Framework for Understanding Poverty.* AHA! Process, INC: United States.

69. Schein, Edgar H. (2004). *Organizational Culture and Leadership.* Jossey-Bass: San Francisco.

70. Schmitz, Cathryne L., Wagner, Janet D., and Menke, Edna M. *The Interconnection of Childhood Poverty and Homelessness: Negative Impact/Points of Access.* Families in Society: The Journal of Contemporary Human Services. (2001).

71. Schorr, L. (1997). *Common purpose: Strengthening families and neighborhoods to rebuild America.* New York: Doubleday.

72. Shafritz, Jay M., Ott, Steven J., Jang, Yong Suk. (2005). *Classics Of Organizational Theory.* Wadsworth: United States.

73. Simon, B. S., & Epstein, J. L. (2001). *School, family, and community partnerships: Linking theory to practice.* In D. B. Hiatt-Michael (Ed.), Promising practices for family involvement In schools: A volume in family school community partnership (pp. 1-24). Greenwich, CT: Information Age Publishing.

74. Taylor, L., & Adelman, H. S. (2000). *Connecting schools, families, and communities.* Professional School Counseling, 3, 298-307. PsycINFO No.: 2001-14301-001

75. U.S. Census Bureau. (2000). *Population survey* (March Supply 2000). Washington, DC: U.S. Government Printing Office.

76. U.S. Department of Health and Human Services. (2000). *Trends in the well being of America's children and youth 2000.* Washington, DC: U.S. Government Printing Office.

77. US Department of Education. http://www.ed.gov/index.jhtml. 9-01-05.

78. U.S. Department of Education. (2001). *No Child Left Behind Act of 2001 (H.R.1).* Washington, DC: Author.

79. U.S. Environmental Protection Agency. (1977). *The urban noise survey* (EPA 550/9-77-100). Washington, DC: Author.

80. Wang, M. C., Haertel, G. D., & Walberg, H. J. (1997). *Fostering Educational Resilience in Inner-City Schools.* Children and Youth, 7, 119-140.

81. Wang, M. C., Haertel, G. D., & Walberg, H. J. (1998). *Educational Resilience (Laboratory for Student Success Publication Series No. 11).* Philadelphia: Temple University Center for Research in Human Development and Education.

Appendix A

Sources for References Cited

1. Bo, I. (1994). *The Sociocultural Environment as a source of support.* In F. Nestmann and K. Hurrelmann (Eds.), Social networks and social support in childhood adolescence (pp. 363-384). New York: Walter de Gruyter.

2. Brody, D.J., Pirkle, J., Kramer, R., Flegal, K., Matte, T.D., Gunter, E., and Pascal, D. (1994). *Blood Lead Levels in the US Population: Phase I of the Third National Health and Nutrition Examination Survey (NHANES III, 1998-1991).* Journal of the American Medical Association, 272, 277-283.

3. Brody, G.H., and Flor, D. (1997). *Maternal Psychological Functioning, Family Processes, and Child Adjustment in Rural, Single Parent, African-American Families.* Developmental Psychology, 33, 1000-1011.

4. Brody, G.H., Ge, X., Conger, R.D., Gibbons, F., Murry, V., Gerrad, M., and Simons, R. (2001). *The Influence of neighborhood Disadvantage, Collective Socialization, and Parenting on African American Children's Affiliation with Deviant Peers.* Childhood Development, 72, 1231-1246.

5. Brody, G.H., Stoneman, Z., Flor, D., McCrary, C., Hastings, L., and Conyers, O. (1994). *Financial Resources, Parental Psychological Functioning, Parent Co-Caring, and Early Adolescent Competence in Rural Two Parent African-American Families.*Child Development, 65, 590-605.

6. Bryan, Julia Ph.D. *Fostering Educational Resilience and Achievement in Urban Schools Through School-Family Community Partnerships.* Professional School Counseling. Vol. 8, No. 3. 8-22-05 from PsycInfo.

7. Bryan, J. A., & Holcomb-McCoy, C. H. (2004). *School counselors' perceptions of their involvement in school-family-community partnerships.* Professional School Counseling, 7, 162-171. PsycINFO No.: 2004-12072-005

8. Bullock, H.E. *Class Acts: Middle-Class Responses to the Poor.* In B. Lott and D. Maluso (Eds.), The Social Psychology of Interpersonal Discrimination (pp. 118-159). New York: Guilford Press., 1995

9. Bullock, H.E. *Attributions for Poverty: A Comparison of Middle-Class and Welfare Recipioent Attitudes.,* Journal of Applied Social Psychology, In B. Lott and D. Maluso (Eds.), The Social Psychology of Interpersonal Discrimination (pp. 118-159). New York: Guilford Press., Vol 29, 1999, 2059-2082

10. Bullock, H.E., Lott, B. *Building a research and advocacy Agenda on Issues of Social Jusitice. Analyses of Social Issues and Public Policy,* In B. Lott and D.

Maluso (Eds.), The Social Psychology of Interpersonal Discrimination (pp. 118-159). New York: Guilford Press., Vol 1, 2001, 147-162

11. Bullock, H.E., Wyche, K.F., Williams, W.R. *Media Images of the Poor.* Journal of Social Issues, In B. Lott and D. Maluso (Eds.), The Social Psychology of Interpersonal Discrimination (pp. 118-159). New York: Guilford Press., Vol 57, 2001, 229-246

12. Christenson, S. L., & Sheridan, S. M. (2001). *Schools and families: Creating essential connections for learning.* New York: The Guilford Press.

13. Christiansen, J. (1997). *Helping teachers meet the needs of students at risk for school failure.* Elementary School Guidance and Counseling, 31, 204-210.

14. Evans, G.W. *The Environment of Childhood Poverty.* American Psychologist Vol 59(2) (Feb-Mar 2004): 77-92

15. Federman, M., Garner, T., Short, K., Cutter, W., Levine, D., McGough, D., & McMillen, M. (1996, May). *What does it mean to be poor in America?* Monthly Labor Review, 3-17.

16. Hsieh, C. C., & Pugh, M. D. (1993). *Poverty income inequality, and violent crime: A meta-analysis of recent aggregate data studies.* Criminal Justice Review, 18, 182-202. PsycINFO No.: 1994-33910-001

17. Herbert B. *Unmasking the Poor.* Retrieved July 31, 2001, from The New York Times Web Site: http://www.nytimes.com/2001/07/30/opinion/, 2001, July 30

18. HHS. *Poverty Guidelines.* http://aspe.hhs.gov/poverty/02poverty.htm. 8-22-05.

19. Hocking, Susan. *Lee Kornegay AIMS Comparison Chart.* 2005.

20. Huang, L. N., & Gibbs, J. T. (1992). *Partners or adversaries? Home-school collaboration across culture, race, and ethnicity.* In S. L Christenson & J. C.

21. Larson, R. W., & Verma, S. (1999). *How children and adolescents spend time around the world: Work, play, and developmental opportunities.* Psychological Bulletin, 125, 701-736. PsycINFO No.: 1999-01567-005 DOI: 10.1037//0033-2909.125.6.701

22. Lee, V. E., & Croninger, R. (1994). *The relative importance of home and school in the development of literacy skills for middle-grade-students.* American Journal of Education, 102, 286-329. PsycINFO No.: 1995-11452-001

23. Lott, B. *Low-income Parents and the Public School.* Journal of Social Issues, In M. Hill and E. Rothblum (Eds.), Classism and Feminist Therapy: Counting Costs (pp.45-57). New York: Haworth., Vol, 57, 2001, 247-260

24. Lott B., Bullock, H.E. Eds. *Listening to the Voices of Poor Women.*[Special issue]., Journal of Social Issues, 57(2)., Vol 57, 2001a, 189-206

25. Lott B., Bullock, H.E. *Who are the Poor?* Journal of Social Issues, 57(2)., Vol 57, 2001b, 189-206

26. Lott, B., Saxon S. *The Influence of Ethnicity,Social Class and Context on Judgements about American Women.* Journal of Social Psychology, in press

27. L to J Software. Ltojsoftware.com. Last accessed on 9-21-05.

28. Macpherson, A., Roberts, I., & Pless, I. (1998). *Children's exposure to traffic and pedestrian injuries.* American Journal of Public Health, 88, 1840-1845.

29. National Center for Education Statistics. (2000). *Condition of America's public school facilities: 1999* (NCES 2000 032). Washington, DC: U.S. Department of Education.

30. Payne, Ruby. (2001). *A Framework for Understanding Poverty.* AHA! Process, INC: United States.

31. Schmitz, Cathryne L., Wagner, Janet D., and Menke, Edna M. *The Interconnection of Childhood Poverty and Homelessness: Negative Impact/Points of Access.* Families in Society: The Journal of Contemporary Human Services. (2001).

32. U.S. Department of Health and Human Services. (2000). *Trends in the well being of America's children and youth 2000.* Washington, DC: U.S. Government Printing Office.

33. US Department of Education. http://www.ed.gov/index.jhtml. 9-01-05.

34. U.S. Department of Education. (2001). *No Child Left Behind Act of 2001 (H.R.1).* Washington, DC: Author.

Appendix B

Survey

1. **How would you rate the degree of importance of classroom consistency and stability for students living in poverty?**

a. Very important
b. Important
c. Somewhat important
d. Not important

2. **Compare the degree of importance of classroom consistency and stability between students living in poverty and students who do not live in poverty?**

a. More important for students living in poverty
b. Equally important to students living in poverty and students who do not live in poverty
c. Not important to both student groups

Please feel free to elaborate on your response if you wish:

_____
_____
_____
_____

3. **Do you see a difference in parental involvement among your students living in poverty compared to students who do not live in poverty?**

a. Significant difference
b. Some difference
c. No difference

4. **Do you see a correlation between parental involvement and academic success?**

a. Significant correlation
b. Some correlation
c. No correlation

5. **Do you feel it is important to involve the surrounding community (i.e. surrounding businesses and organizations) with school events, functions, and updates?**

a. Very important
b. Important
c. Somewhat important
d. Not important

6. **Have you personally seen poverty affect your students' academic achievement throughout the years you have taught in Miami?**

   a. Yes
   b. No

7. **How have you seen poverty manifested among your students?**

   a. Lack of physical necessities, (clothing, school supplies, etc)

   b. Poor housing conditions

   c. Homelessness

   d. Parents incarcerated

   e. Born addicted to drugs

   f. Others, please list: _____

8. **Additional Comments...............................**

   _____
   _____
   _____
   _____
   _____
   _____

GOLDEN GATE UNIVERSITY

THE EFFECTS OF POVERTY ON THE ACADEMIC ACHIEVEMENT OF

ADOLESCENTS

Racquel O'Connor

EMPA 396

Dr. Jay Gonzalez

September 26, 2005