

Social class

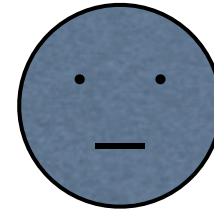
1. Can we effectively teach children from a social class other than our own?
2. Can we effectively teach children from poor backgrounds?
3. What is your attitude toward this question as a principal or future principal.

(We must ask ourselves these questions because we most commonly are not effective.)

1. Just one example among many:

The U.S. Department of Education conducted “The Longitudinal Evaluation of School Change and Performance (LESCP) in Title I Schools” (2001a) to determine the effectiveness of Title I schools. Key findings were that individual and school poverty had a clear, negative effect on student achievement and that students who attended schools with the highest percentages of poor students performed worse initially on both reading and mathematics tests. (U.S. Department of Education. The Longitudinal Evaluation of School Change and Performance (LESCP) in Title I schools, Volume I: Executive summary (Doc. No. 2001-20). Washington, DC: Office of the Deputy Secretary.)

Test your social class IQ.....



From a NYTimes article, May 26, 2001
By LOUIS UCHITELLE

A common definition of living above the poverty threshold: "That is self-sufficiency," said David Weinschrott, a United Way director. "Poverty is all about stereotypes. Families with less than \$25,000 fall below self-sufficiency."

Adam Smith would have agreed. There's more to poverty than lacking the bare necessities, he argued. "A linen shirt, for example, is, strictly speaking, not a necessary of life," Smith wrote in 1776. "The Greeks and Romans lived, I suppose, very comfortably though they had no linen. But in the present times, through the greater part of Europe, a creditable day laborer would be ashamed to appear in public without a linen shirt, the want of which would be supposed to denote that disgraceful degree of poverty which, it is presumed, nobody can well fall into without extreme bad conduct."

The importance of how we measure poverty, and assess children:

Second international Mathematics Study (SIMS):

1. Scores from children in districts that are well funded, with little poverty --> rate second only to Japan
2. Poorly funded schools with high poverty --> “our aggregate achievement score would have been below those of all other industrialized nations studied and nearly on a par with those of Nigeria and Swaziland” (Payne and Biddle, 1999)

Twenty-seven federal or federal-state programs that provide cash or in-kind benefits link eligibility to the federal poverty line.

(Examples: Head Start, Title I, National School Lunch and Breakfast)

Wall Street Journal attempt to discredit US Census Bureau 1998 report that concluded there are 30 million people living in poverty. WWSJ:

Poor are rich compared to the past, therefore,
Poverty is an issue that has been “solved”

So, can poverty be considered an absolute measure, or is it relative to the times in which one lives?

History of the poverty measure

1775 English magistrates calculated:

minimum income = the cost of a gallon loaf of bread, multiplied by three, + allowance for each dependent

1963, Molly Orshansky of the Social Security Administration calculated:

Minimal Diet (see following slides)
(source: US Department of Agriculture, 1955)

1/3 of income = food. Therefore, Orshansky took the cost of the low cost food budget $\times 3$ = poverty line (1964 = \$3000 for a family of four.)

1974: a different basic food budget has been used, but not one the Department of Agriculture considers “nutritionally adequate for long-term use” (Sidel, 1986. pp 3-4)

Changes in consumption patterns:

Food accounts for less than 1/6 of current consumption, while it was approximately 1/3 of income in 1955.

Today:

Housing = 42% of total expenditure, while it was 34% in 1955

Single parent expenses: Example, childcare costs

What is the minimum wage?

<http://www.dol.gov/esa/minwage/america.htm>

Minimum wage worksheet:

$$\$7.25 \times 8 \text{ hours} = \$58.00 \text{ per day}$$

$$\$58.00 \text{ per day for 5 days} = \$290 \text{ per week}$$

$$\$290 \times 50 \text{ weeks of work} = \$14,500 \text{ per year}$$

North Carolina Minimum Wage		Federal

What is the income that defines a family of four as living in poverty in the United States?

A	B	C	D	E	F	G	H	I	J	K
Poverty Thresholds for 2012 by Size of Family and Number of Related Children Under 18 Years										
Size of family unit	Weighted average thresholds	Related children under 18 years								
		None	One	Two	Three	Four	Five	Six	Seven	Eight or more
One person (unrelated individual).....	11,720									
Under 65 years.....	11,945	11,945								
65 years and over.....	11,011	11,011								
Two people.....	14,937									
Householder under 65 years.....	15,450	15,374	15,825							
Householder 65 years and over.....	13,892	13,878	15,765							
Three people.....	18,284	17,959	18,480	18,498						
Four people.....	23,492	23,681	24,069	23,283	23,364					
Five people.....	27,827	28,558	28,974	28,087	27,400	26,981				
Six people.....	31,471	32,847	32,978	32,298	31,647	30,678	30,104			
Seven people.....	35,743	37,795	38,031	37,217	36,651	35,594	34,362	33,009		
Eight people.....	39,688	42,271	42,644	41,876	41,204	40,249	39,038	37,777	37,457	
Nine people or more.....	47,297	50,849	51,095	50,416	49,845	48,908	47,620	46,454	46,165	44,387

Source: U.S. Census Bureau.

Table 716. Families Below Poverty Level by Selected Characteristics: 2009

[8,792 represents 8,792,000. Families as of March 2010. Based on Current Population Survey (CPS), Annual Social and Economic Supplement (ASEC); see text, this section and Section 1, and Appendix III. The 2010 CPS allowed respondents to choose more than one race. For 2009, data represent persons who selected this race group only and exclude persons reporting more than one race. See also comments on race in the text for Section 1. For composition of regions, see map, inside front cover]

Characteristic	Number below poverty level (1,000)					Percent below poverty level				
	All races ¹	White alone	Black alone	Asian alone	Hispanic ²	All races ¹	White alone	Black alone	Asian alone	Hispanic ²
Total families	8,792	5,994	2,125	337	2,369	11.1	9.3	22.7	9.4	22.7
Age of householder:										
15 to 24 years old	1,096	708	328	26	283	34.2	30.1	52.6	21.7	36.2
25 to 34 years old	2,476	1,649	635	69	756	18.9	16.3	33.1	10.2	29.8
35 to 44 years old	2,072	1,437	491	76	681	12.1	10.7	21.9	7.9	23.5
45 to 54 years old	1,454	998	322	73	370	8.0	6.7	15.4	8.8	17.6
55 to 64 years old	894	644	192	31	154	6.5	5.6	14.2	5.5	13.4
65 years old and over	757	536	141	58	114	5.6	4.6	12.9	13.4	12.6
Region:										
Northeast	1,314	866	329	92	335	9.3	7.4	21.2	11.8	22.5
Midwest	1,827	1,227	485	55	208	10.5	8.1	28.6	12.7	25.7
South	3,717	2,432	1,127	71	892	12.5	10.5	21.4	8.7	22.4
West	1,934	1,470	184	120	935	11.0	10.2	21.7	7.7	22.5
Type of family:										
Married couple	3,409	2,694	366	230	1,054	5.8	5.4	8.6	7.9	16.0
Male householder, no spouse present	942	629	234	32	249	16.9	15.0	25.0	12.6	23.0
Female householder, no spouse present	4,441	2,671	1,524	76	1,066	29.9	27.3	36.7	16.9	38.8

¹ Includes other races, not shown separately. ² Hispanic persons may be any race.

Source: U.S. Census Bureau, *Income, Poverty, and Health Insurance Coverage in the United States: 2009*, Current Population Reports, P60-238, and Detailed Tables—Tables POV04 and POV44, September 2010. See also <<http://www.census.gov/hhes/www/cpstables/032010/pov/toc.htm>>.

Do you know the hidden rules?

Can we really teach without knowing the rules we live by, and without also knowing the rules by which our students live?

Hidden Rules

GENERATIONAL POVERTY

◆ The driving forces for decision making are survival, relationships and entertainment.

◆ People are possessions. It is worse to steal someone's girlfriend than a thing. A relationship is valued over achievement. That is why you must defend your child no matter what he or she has done. Too much education is feared because the individual might leave.

◆ The "world" is defined in local terms.

◆ Physical fighting is how conflict is resolved. If you only know casual register, you do not have the words to negotiate a resolution. Respect is accorded to those who can physically defend themselves.

◆ Food is valued for its quantity.

MIDDLE CLASS

◆ The driving forces for decision making are work and achievement.

◆ Things are possessions. If material security is threatened, often the relationship is broken.

◆ The "world" is defined in national terms. The national news is watched; travel tends to be in the nation.

◆ Fighting is done verbally. Physical fighting is viewed with distaste.

◆ Food is valued for its quality.

WEALTH

◆ The driving forces for decision making are social, financial and political connections.

◆ Legacies, one-of-a-kind objects, and pedigrees are possessions.

◆ The "world" is defined in international terms.

◆ Fighting is done through social inclusion/exclusion and through lawyers.

◆ Food is valued for its presentation.

Other Rules

◆ You laugh when you are disciplined; it is a way to save face. Your mother is the most important person in your life. Many times, the mother is the keeper of the soul. An insult against your mother is unforgivable.

◆ The noise level is higher, non-verbal information is more important than the verbal, emotions are openly displayed, and the value of your personality to the group is your ability to entertain.

◆ Destiny and fate govern. The notion of having choices is foreign. Discipline is about penance and forgiveness, not change.

◆ Tools are often not available. Therefore, the concept of repair and fixing may not be present.

◆ Formal register is always used in an interview and is often an expected part of social interaction.

◆ Work is a daily part of life.

◆ Discipline is about changing behavior. To stay in middle class, one must be self-governing and self-supporting.

◆ A reprimand is taken seriously (at least the pretense is there), without smiling and with some deference to authority.

◆ Choice is a key concept in the lifestyle. The future is very important. Formal education is seen as crucial for future success.

◆ The artistic and aesthetic are key to the lifestyle and include clothing, art, interior design, seasonal decorating, food, music, social activities, etc.

◆ For reasons of security and safety, virtually all contacts are dependent upon introductions (connections).

◆ Education is for the purpose of social, financial and political connections, as well as to enhance the artistic and aesthetic.

* One of the key differences between the well-to-do and the wealthy is that the wealthy almost always are patrons to the arts and often have an individual artist(s) to whom they are patrons as well.

