

Helping Students of Low Income Benefit from FCCLA

We're here to serve ALL students.



Based on work of Dr Donna Beegle,
Communication Across Barriers

Do you have students who need help to afford being in FCCLA and CTE programs?

- ▶ What do you know about your student's financial needs?
- ▶ What can you do to help?
- ▶ How are CTE classes and FCCLA supported to serve special populations of students ?

What is your perspective of poverty?

► Draw poverty.....

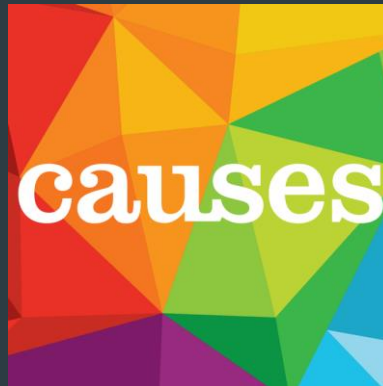


► When you think about poverty, what comes to your mind?



Questions to Reflect on....

- ▶ What do you believe causes poverty?
- ▶ Where do your beliefs come from?
- ▶ How are your experiences and exposure to opportunities, while growing up, different than people struggling in poverty that you serve?
- ▶ Are you armed with facts about poverty in your community?
- ▶ Are you able to suspend judgement and believe that people are making their best decisions possible from their perspective?
- ▶ Are you willing to assist people who may believe and respond differently than you?



Perkins Federal Legislation for CTE programs encourages educators to serve special populations of students.

Perkins IV defines several subpopulations as special populations for the purposes of the Act. It emphasizes that special populations CTE students must be provided support that will ensure program accessibility and assist them in overcoming barriers that may limit their opportunity for success. The following are special populations as defined by the Carl D. Perkins Career and Technical Education Act. For specific definitions of each special population, see [ICSPS's Special Populations](#) resource page.

- Displaced homemakers
- Individuals with limited English proficiency
- Individuals with disabilities
- Individuals from economically disadvantaged families
- Individuals preparing for nontraditional fields
- Single parents

Perkins V “Strengthening Career and Technical Education for the 21st Century”

legislation adds these to the special populations definition

- Adds Homeless individuals, youth who are in or have aged out of foster care system, youth with an active military parent.
- Includes low income youth and adults.
- Replaces displaced homeworkers with the term Out-of Workforce individuals

What is poverty?

What are the poverty guidelines?

How is this determined?

What is the federal minimum wage?

What is the state minimum wage?

How can you determine your school's low income student population?

Some indicators:

Check for free and reduced school lunch data.

Interview county staff for Head start, family support services.

Ask at local food shelves for the number of clients who use their services.

Poverty Guidelines (48 Contiguous States and D.C.)

Poverty guidelines are simplified versions of the poverty thresholds that are used to determine income eligibility for certain programs. The U.S. Department of Human Services publishes poverty guidelines each year. (1 person-2018=\$12,140)

2016

Household Size	100%	138%	150%	200%
1	\$11,770	\$16,242	\$17,655	\$23,540
2	\$15,930	\$21,983	\$23,895	\$31,860
3	\$20,090	\$27,724	\$30,135	\$40,180
4	\$24,250	\$33,465	\$36,375	\$48,500
5	\$28,410	\$39,205	\$42,615	\$56,820
6	\$32,570	\$44,946	\$48,855	\$65,140
7	\$36,730	\$50,687	\$55,095	\$73,460
8	\$40,890	\$56,428	\$61,335	\$81,780

TANF and MFIP - AKA WELFARE

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TANF: Temporary Assistance to Needy Families - Federal Term

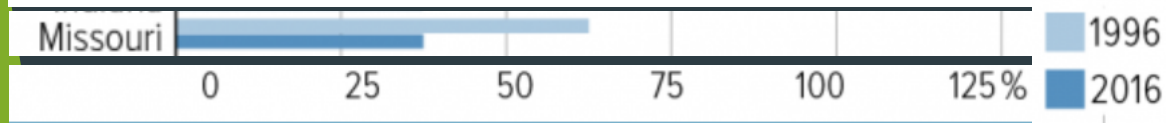
MFIP: Minnesota Family Investment Program - MN State Term

Monthly TANF Benefit Levels (Single-Parent Family of Three)

	July 1996	July 2000	July 2005	July 2010	July 2014	July 2015	July 2016	Change 1996-2016 (inflation-adjusted dollars)
Minnesota	532	532	532	532	532	532	532	-37.3%

TANF Benefits Falling Further Behind Housing Costs

Percent of HUD Fair Market Rent covered by cash assistance in 1996 and 2016



From the Center on Budget and Policies Priorities:

<http://www.cbpp.org/research/family-income-support/tanf-cash-benefits-have-fallen-by-more-than-20-percent-in-most-states>

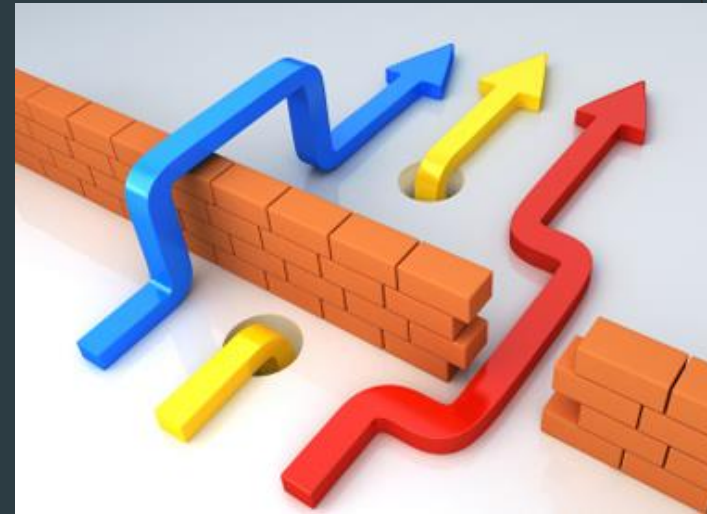
Barriers to Education

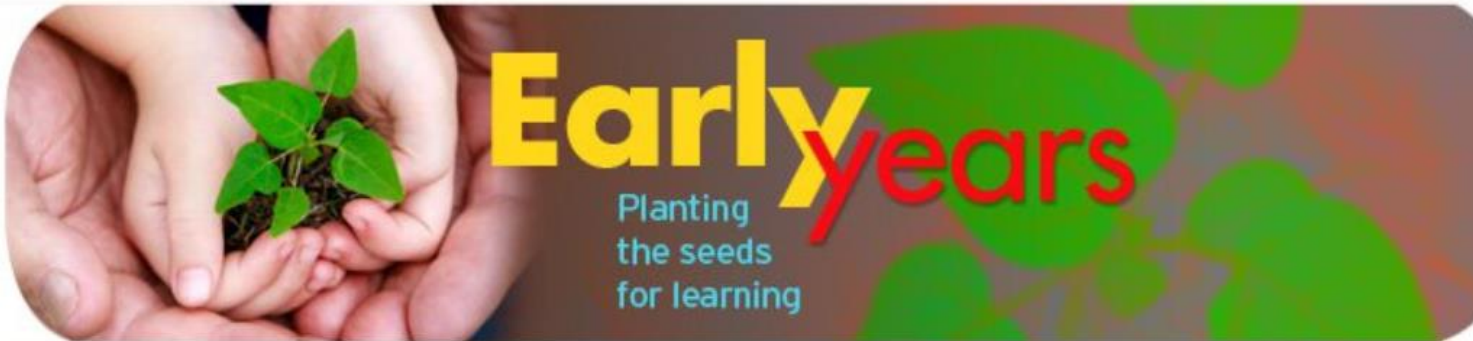
What are barriers today to education?

A 1995 study showed that these two barriers remain:
RACE and POVERTY

* Mortenson Report 1995.

A study in 2009 also said that poverty was a reason students are not accessing post secondary education.





« Head Start Chief Reflects on a Tenure Marked by Major Changes | Main | PBS Math Supplement Boosts Math Skills For Young Children »

Only 42 Percent of Eligible Children Participate in Head Start


By Julie Blair on November 25, 2013 10:15 AM

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Despite funding increases for Head Start over the past six years, only 42 percent of eligible children are now served, and just 4 percent of those eligible are served by Early Head Start, a report by the New York-based **National Center for Children in Poverty** and the Washington-based **Center for Law and Social Policy** states.

Poverty & Class Awareness Quiz

According to a study sponsored by the Pew Research Center (Tayler et al., 2010), the median wealth of white households in the U.S. is how many times larger than that of African American households?

- a. 5 times larger
- b. 10 times larger
-  c. 20 times larger

From: EdChange and Paul C. Gorski, 2013 - <http://www.EdChange.org>

Poverty has been the unspoken diversity issue in our education system for more than 100 years!

- ▶ Students from poverty are the least likely to gain an education and it is worse today than it was in the 1940's.
- ▶ “We cannot ignore poverty. It comes to school with our students and follows them home. Our goal is to address the barriers of poverty and work together to improve educational outcomes.” Donna Beegle



Why have this issue on our minds??

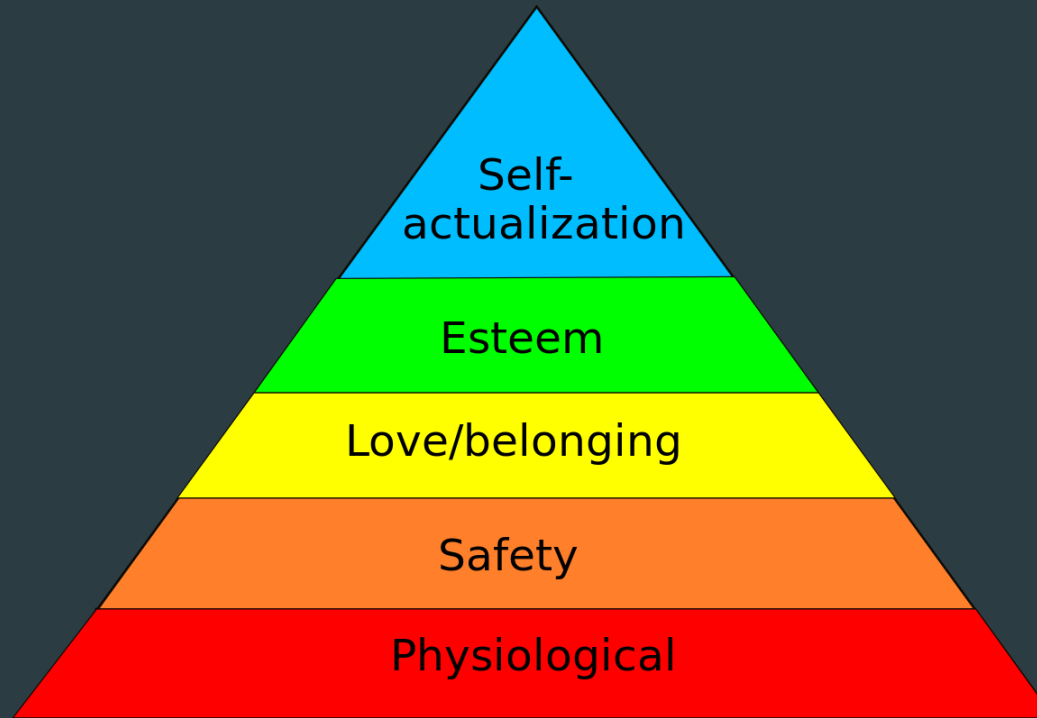
Federal Perkins legislation addresses funding categories for “special populations” of students described in federal Perkins CTE legislation?

- ▶ Our purpose is to develop the academic, career and technical skills of secondary and postsecondary Special Population students who elect to enroll in career and technical education programs.
- ▶ Special Population groups include :

Learners with Economic Disadvantage



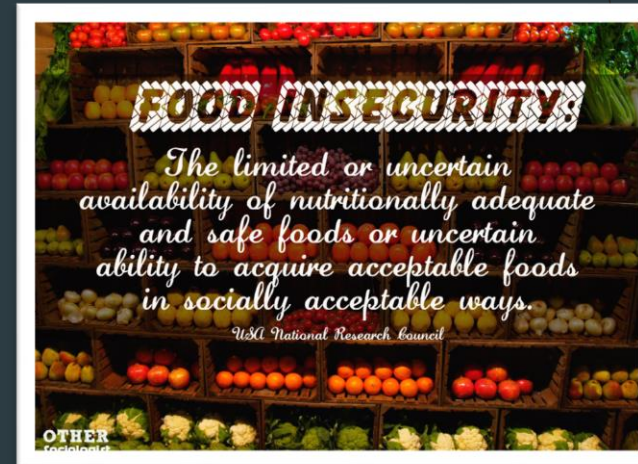
What we know about our Basic Human Needs- Maslow's Hierarchy



It is difficult to learn or develop your full potential when your fundamental needs are not being met.

How does Maslow's Hierarchy affect education?

- ▶ Hungry
- ▶ Insecure
- ▶ Resiliency
- ▶ Mental or physical health needs
- ▶ Safety
- ▶ Sense of belonging
- ▶ Confidence in self
- ▶ Relationships to others
- ▶ Friendships and acceptance



Some myths and facts

What are the messages?

- ▶ Education is attainable if someone works hard enough and applies themselves.
- ▶ Poverty steals hope.
- ▶ All students want to participate and really want to learn.
- ▶ Living in the context of poverty creates real external and internal barriers to learning.
- ▶ Students in poverty get messages that they are not smart enough, don't have middle class sentence structures or don't know adults who can assist them.



Did you know?

- ▶ Most professionals who work with people in poverty graduate from college without having a course on poverty.



- ▶ Education about poverty to people living in poverty gives back the hope needed to attain and seize opportunities.

- ▶ What you believe affects learning outcomes for those you serve.



Poverty?

- ▶ Something is wrong with the way you talk, act or looks and do not have the right friends or family.
- ▶ You must do and say what it takes to survive.
- ▶ If you are silent or give off an aura of violence, people might leave you alone.
- ▶ No purpose for education. Education and learning have no place in the war zone of poverty.
- ▶ Education can add stress to an already stressed-out world.
- ▶ Things get taken away. You learn not to care about or value personal objects.
- ▶ Jobs can be menial and unfulfilling.
- ▶ There is little or no hope for a better life.
- ▶ Poverty takes priority over learning. (Maslow's hierarchy)

POVERTY AND CLASS AWARENESS QUIZ

According to the Center for American Progress, what proportion of U.S. citizens will live at least one year of their lives in poverty?

a. $1/5$



b. $1/3$

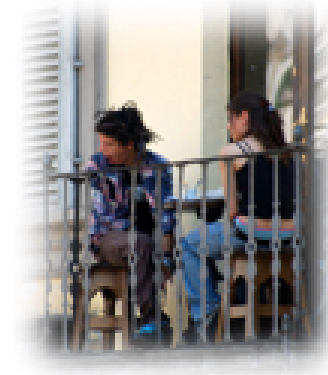
c. $1/2$

From: EdChange and Paul C. Gorski, 2013 - <http://www.EdChange.org>

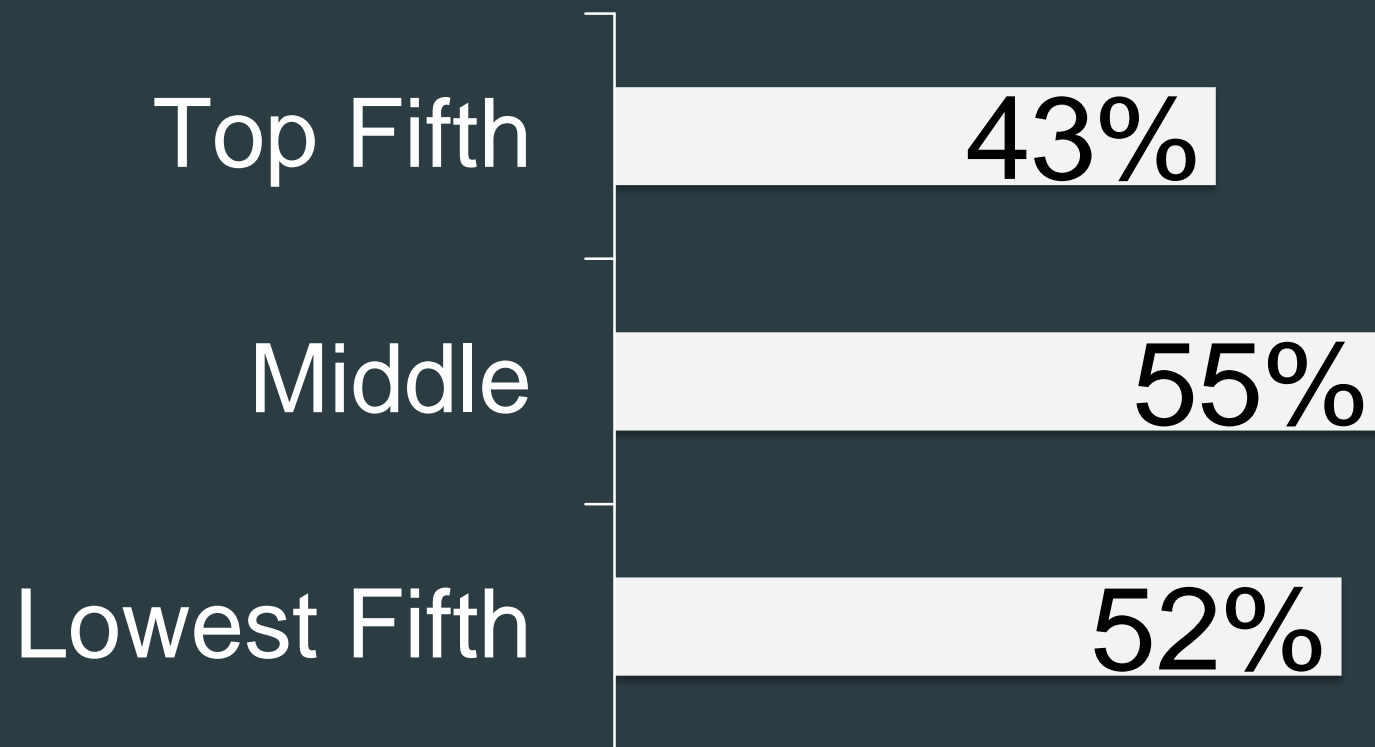


Realities and Facts About Poverty

- Inadequate pay---2/3 of people in poverty are working 1.7 jobs
- Inadequately funded fragmented support systems
- Policies often punish for poverty conditions
- Isolation from people who have benefited from education & jobs
- Lack of health care & stable housing

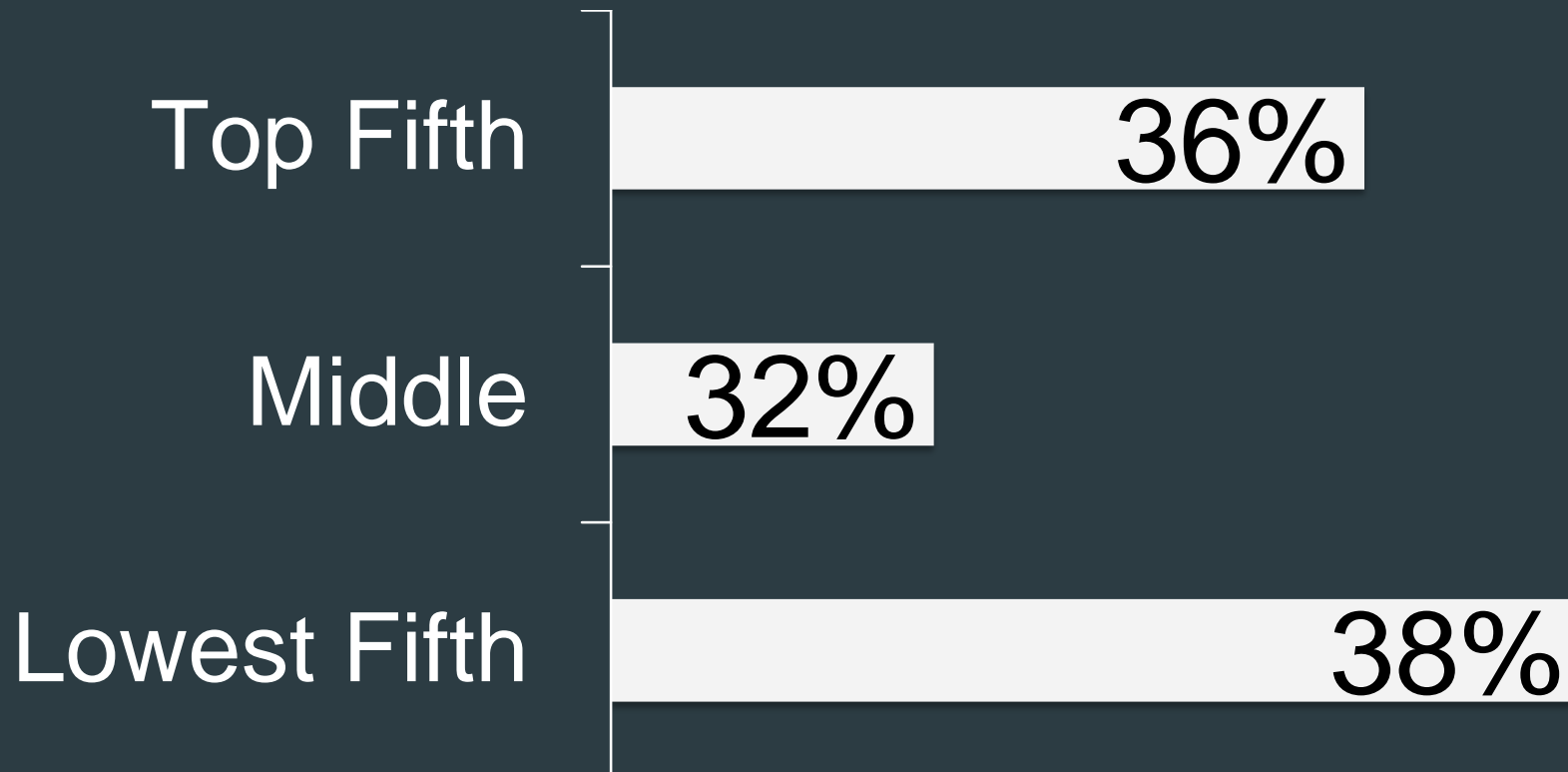


Increase in Family Income: 1947-1964

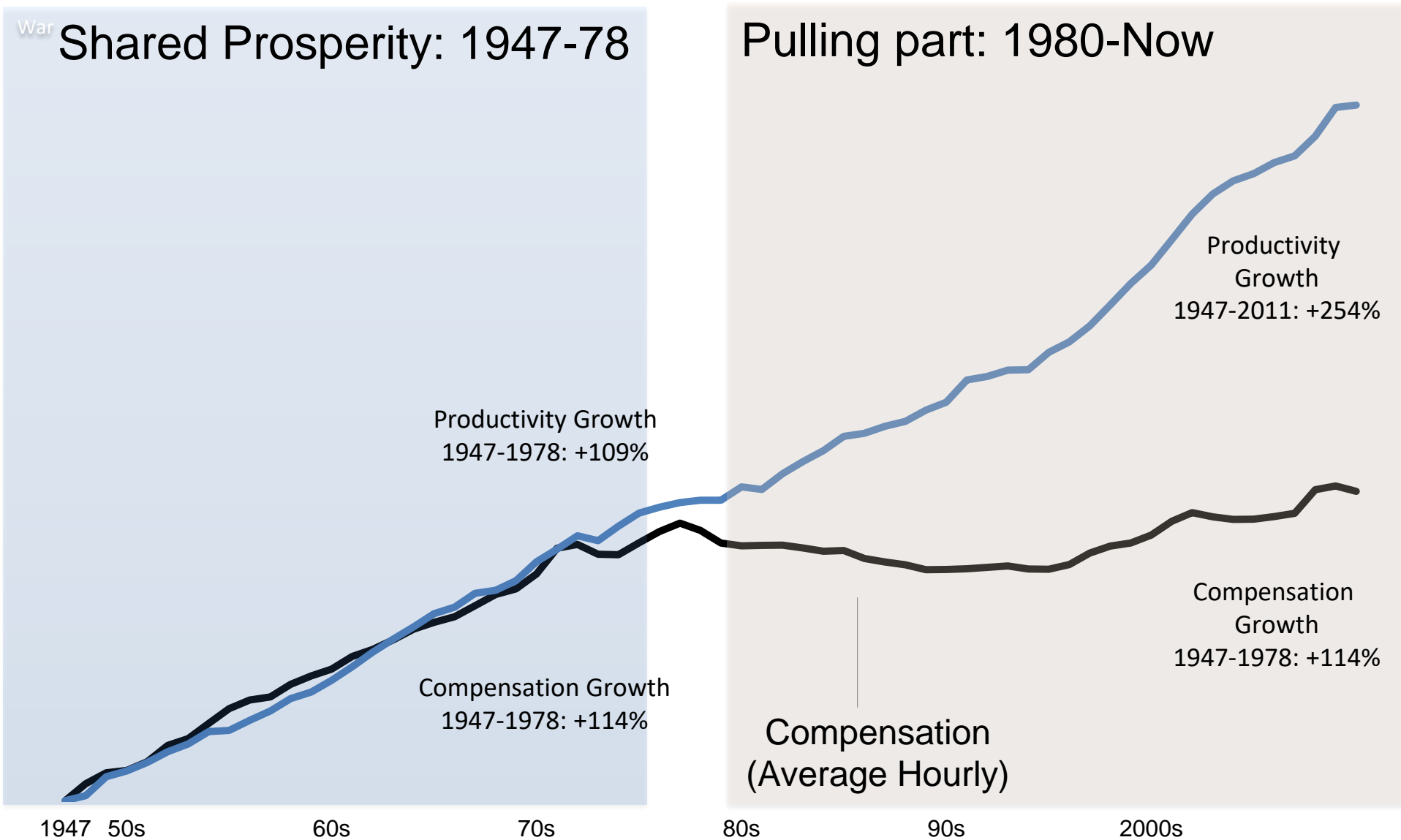


From May 1, 2014 presentation by Erik R. Stegman, Associate Director, Half in Ten Campaign, Center for American Progress Action Fund for the Minnesota Without Poverty Call to Action

Increase in Family Income: 1965-1979



From May 1, 2014 presentation by Erik R. Stegman, Associate Director, Half in Ten Campaign
Center for American Progress Action Fund for the Minnesota Without Poverty Call to Action



Source: Economic Policy Institute, State of Working America.

Poverty-5 Kinds of Poverty

- ▶ Generational Poverty
- ▶ Working Class Poverty
- ▶ Immigrant Poverty
- ▶ Situational Poverty
- ▶ Depression Era Poverty



Generational

“Life happens to me and I don’t have any control over it.”

- ▶ Generational Poverty teaches:
- ▶ Workers of the land rather than owners of land.
- ▶ You are dirty and unwelcome. High family illiteracy.
- ▶ Your way is wrong and you need to change and act middle class.
- ▶ Do whatever it takes to survive.
- ▶ Be tough- have an aura of violence to protect yourself.
- ▶ Illegal or impulsive activity can reap immediate relief and help the crisis.

- ▶ Voting does not put food on the table. Education means stress.
- ▶ No matter how hard you try- nothing changes- there is no hope.
- ▶ Those making it are better and smarter than you.
- ▶ Generational poverty families are highly mobile, move frequently looking for work.



Working Class Poverty

- ▶ Working Class Poverty teaches
- ▶ Live paycheck to paycheck.
- ▶ Rarely have money for extras. Few have health care.
- ▶ Few have health care or own property. Renters rather than owners.
- ▶ Do not take advantage of programs because they don't believe in their ability to succeed or achieve goals.
- ▶ Shy away from middle class environments.
- ▶ Focus on making it through the week or month.

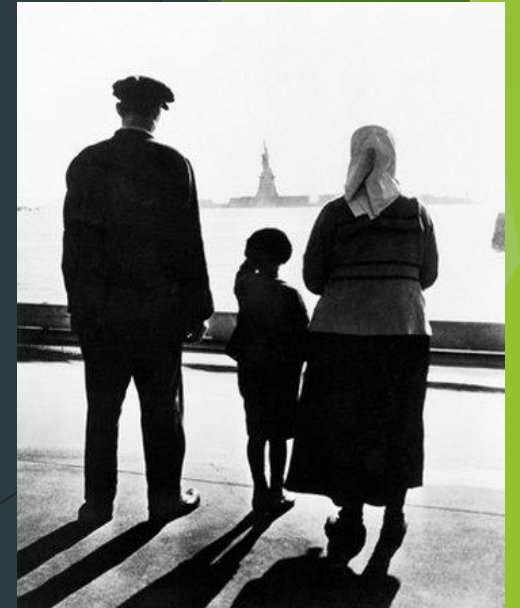
“I have some control over my life, but not much”



Immigrant Poverty

- ▶ Immigrant Poverty teaches:
- ▶ They face cultural and language barriers.
- ▶ Come to the new country with few resources.
- ▶ Stronger sense of self-seem to do better than Americans born into poverty.
- ▶ See poverty as a societal deficiency or a system problem.
- ▶ May seek out and take advantage of opportunities to help them move out of poverty.

“I have the power to make a better life for me and my family”.



Situational Poverty

- ▶ Situational Poverty:
- ▶ Come from stable middle-class conditions.
- ▶ Attends school regularly.
- ▶ Are surrounded by educated people, role models and possibilities.
- ▶ May experience a sudden event affecting income. (Divorce, health issue, etc)
- ▶ Often are able to make it back into middle class.
- ▶ Have not internalized poverty as personal deficiency. Once out of poverty, are harsh critics of others still in poverty.
- ▶ Take middle class upbringing for granted.

“I pulled myself out of poverty. If I did it anyone can- you just have to make better choices, work harder, and make sacrifices.”



Depression Era Poverty

- ▶ Depression Era Poverty:
- ▶ Credited themselves for getting out of poverty.
- ▶ Were critical of those born into poverty many did not recognize the privileges they had that helped them succeed.
- ▶ Blamed society for their poverty (We are all in this together.)
- ▶ Keep things (bread plastic bags, twisters for bags, don't throw anything away)

“I survived the Depression because I worked hard and was determined. If you work hard, you too can pull yourself up by your bootstraps”.



Historical Perspectives on Poverty

- ▶ Poverty is a crime
- ▶ Worthy poor and unworthy poor
- ▶ Poverty is a character flaw
- ▶ Culture of Poverty theory
- ▶ Current model used to address poverty- Eligibility model

We learn about poverty from the media

- ▶ How are people in poverty portrayed in the media?
- ▶ Labels used to describe people and their lives
- ▶ Focus of news stories about people in poverty.

STEREOTYPES

- ▶ People get rich from having babies on welfare
- ▶ People do not want to work
- ▶ Poor people just want big screen TVs, Nike and cell phones if they have any money.

Impacts of Poverty

- ▶ Purpose of education/ job may be unclear.
- ▶ May not know subjects/ norms/ vocabulary.
- ▶ Stereotypes, myths and judgements isolate and cause hopelessness.
- ▶ People are punished for poverty related barriers and for behavior that makes sense in poverty world.
- ▶ Poverty is internalized as a personal deficiency
- ▶ Poverty realities pull attention and demand attention. Expectations are limited by life experiences.

Discussion: How do different types of poverty impact your students?

- ▶ Do you know what proportion are from generational poverty, working class poverty, immigrant poverty, or situational poverty?
- ▶ How might knowing this information help you help your students more effectively?

Oral and Print Communication

Dr. Donna Beegle: Oral vs. Print Culture

- ▶ Research reveals two distinct Styles of communicating based on the ways people give and receive information for living their lives
- ▶ Oral- Strongly associated with generational poverty
- ▶ Print- Observed in middle class families.
- ▶ *Oral and print communication styles were first discovered by Walter Ong (1982). All people are born oral culture, as they grow up in an environment they learn to become print communicators.*

THANK YOU!

► Resources

See Poverty... Be the Difference, Dr. Donna Beegle.

www.combarriers.com

Some recommended reading:

Herbert Gans, War on the Poor.

Freire, Pedagogy of the Oppressed.

Ehrenreich, Nickel and Dimed.