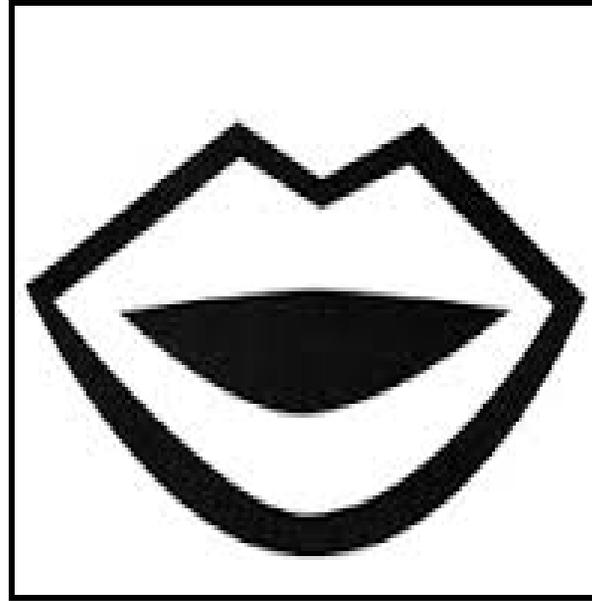


## Language of the Discipline



**Generational Poverty:** According to Ruby Payne, generational poverty is the state of being poor for the more than 2 generations.

**Situational Poverty:** It is the period of poor being poor due to a catastrophic or traumatic experience, such as divorce and loss of job.

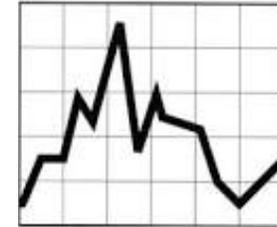
**Payday Loan:** Relatively a small loan given to an individual where they would have to payback the next time they earn their paycheck.

**Culture:** It is a way of life, how one lives their own life.

**Generalization:** Patterns may be influenced by other systems.

What influences generational poverty?

- There are many reasons why a person could be generationally poor. It could be result of spending money and not saving or because of another reason. Although, a common trait that we have noticed is that the majority don't plan for the future. According to Ruby Payne, "Time occurs only in the present. The future does not exist as a concept but as a word." This implies that most families don't prepare or believe in a future, why is that? Well, according to John Rosales, "30 percent of students who drop out of school between the ages of 16 and 18 are working in a variety of jobs..." Because the culture of these generational poor families, money is a priority. It is what is being earned now, not what you will earn in after graduating college. The real question from this is why. Why does this culture exist; why don't they just take advantage of education?



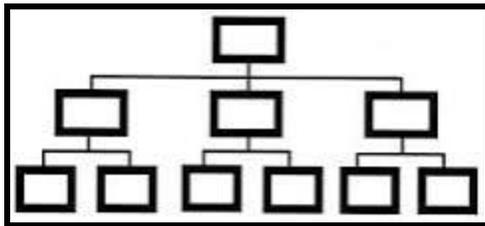
Why do generational poverty families inadvertently pass this idea down to their children?

- This is most likely do to the lack of education that these people receive and that they don't know "anyone who has benefited from education". Our group understands that being poor is not a limitation to education, but money given to educate does. In a 2011 report, it "shows that many high-poverty schools receive less than their fair share of state and local funding, leaving students in high-poverty schools with fewer resources than schools attended by their wealthier peers. (2011)" The majority of these schools are Title I schools that need the funds to have programs and other resources. These same funds are used to help "of educating at risk students (2011)." It is inferred that

these at risk students might be those who are in generational poverty and planning to drop out, especially since the areas funded by this are low-income areas.

**Generalization:** Patterns follow rules.

What is the recurring rule this system follows?



- In a documentary by the organization Al Jazeera English, the reporters interviewed people living in Oakland. When they asked 30 year old Janine about living in Oakland she said, “I have been residing in Oakland my whole life. Born in Oakland, raised in Oakland, still in Oakland.” According to the US Census, “20% of people in Oakland are poor.” Another key factor is that 53% of the people living in Oakland are of colored skin. This lady has always lived there her whole life and so did her parents and most likely her children as well. The reason her children might not break the “poverty cycle” is because “People caught in a poverty cycle are often on survival mode... and education is not important to the family.” What most people in generational poverty might not understand is that education is one of the ways to break the cycle.

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As implied, these areas are of low income, so you cannot say that a person “who starts their life in a wealthier area has an equal opportunity. (2016)” This was stated by one of the people in the video. He points out that a person living in an area with a school with more money would offer the same opportunities. These poor people are kept with poor people, where these poor people live near poor schools. We could go back to the story of Janine, who was born poor in a with poor people

all around, no middle class individuals. This is an inequity in the education system, which could be another reason why these families don't care about school. Because of this, they end up hurting themselves. They are not being educated but they don't even care about education to begin with, "so why even bother" is what they are probably thinking. These rules is what is keeping them back, they can't escape because they don't know these rules. According to Ruby Payne "Driving forces for decision making are survival, entertainment, and relationships." Because they are too caught up with this, they don't take the time to realize how to get out of the poverty cycle, ultimately hurting them more in the end.

**Generalization:** Patterns are composed of subsystems and parts.

What are subsystems that could affect the poverty cycle?

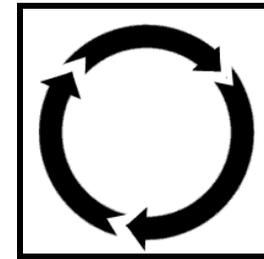
- One of these subsystems is that the gap between those in wealth and those in poverty is gradually increasing. According to Bruce Drake, his survey found that many believed that the gap between the poor and the rich is increasing and how 65% percent believe it is a bad thing. Although it shows the opinion of the people, it is in fact happening. According to Joaquim Moreira Salles, "When compared to lower income family wealth, upper income family wealth is 70 times larger." From this we could conclude that it is getting even more difficult for those who are poor to get out of poverty.
- Separation from the rich and the poor maybe another subsystem that affects these poverty cycles. According to Patrick Shirley, "Compared to the 1970's the rich are most likely to live in different communities than the poor. (2013)" In most generational poverty families, they don't know people who has valued education or has had a career. If there is a lack of diversity in terms of education and economic mobility, then the chances of the

impoverished knowing about other pathways is hidden, compared to those who are surrounded by financial success and opportunity.

**Generalization:** Patterns work to complete a task or mission.

What is the mission of the poverty cycles?

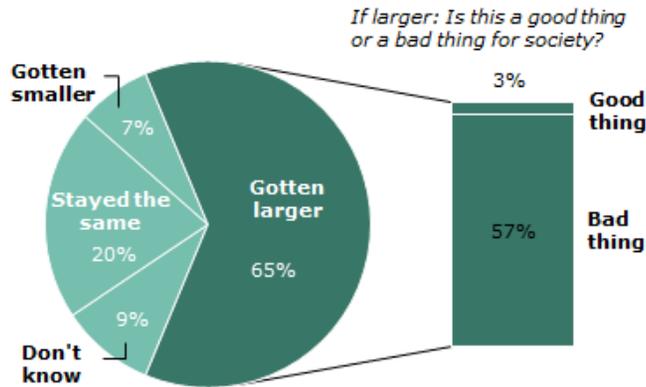
- The mission of these poverty cycles are to keep these people poor. As implied before, many people in generational poverty are taught differently than those who aren't. Because the mindset of those in generational poverty is that "a job is making enough money to survive, not building of careers (Vogel 2008)," they don't think about other ways to get them out of these systems. They then remain trapped. Going back to those students who drop out of highschool, when they do this, they don't get a diploma. Without a diploma, they won't be able to go to college. Without going to college, they can't pursue a goal. Then, they will remain poor and if they have children, then it will most likely be the same until they teach their child the value of education and working outside of their communities. As a result, according to Dennis Romero, "97% of poor neighborhoods [in Los Angeles County] in the 1900's were still the poorest neighborhoods in the 2000's. Over the course of many years, these areas are still poor. This is an example of generational poverty because it shows how the poverty cycle will just ensure that these individuals remain in poverty over time.



## Statistics and Research

### The Growing Gap Between Rich and Poor

% saying the income gap between rich and poor has ... in the past 10 years

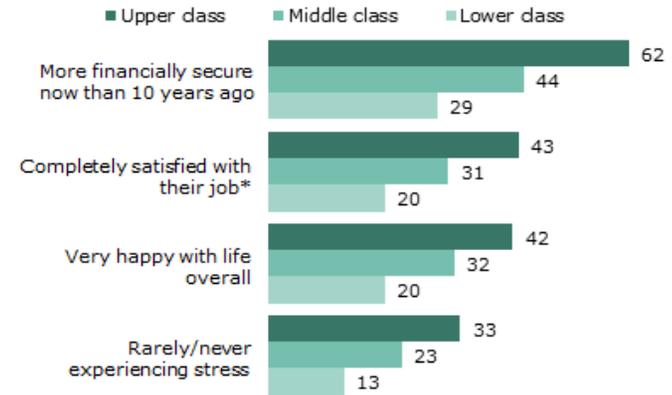


Notes: Based on all adults, N=2,508. Percentages may not add to 100% due to rounding. For Q13b (good thing/bad thing), voluntary responses of "Mixed/Neither" and "Don't know/Refused" not shown.

PEW RESEARCH CENTER Q13, 13b

### How Social Class Matters

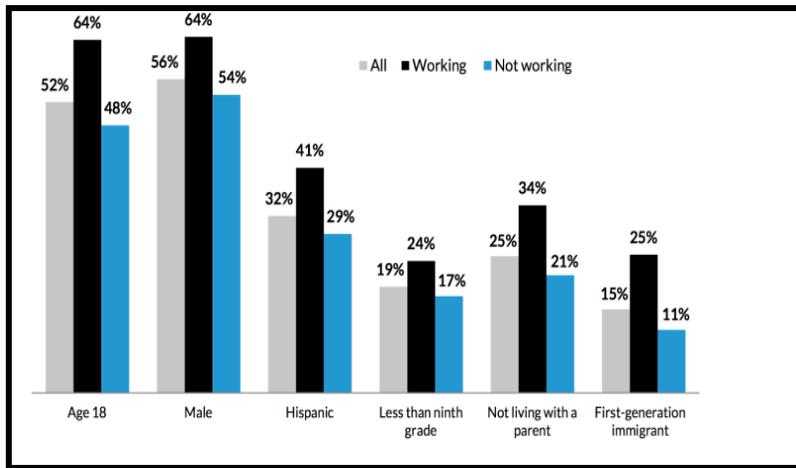
% in the upper, middle and lower classes saying they are ...



Notes: Based on adults who identified themselves as "upper" or "upper-middle" class (n=507); "middle class" (n=1,287); and "lower" or "lower-middle" class (n=670).  
\*This item is based on those who are employed full- or part-time, n=1,481.

PEW RESEARCH CENTER Q1, 15, 22, STRESS

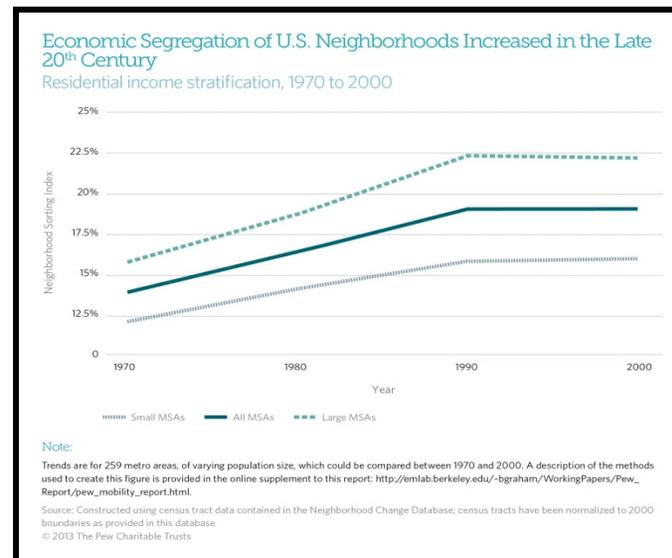
In this survey, the poor are more likely to have stress and be unhappy with their lives, but our research shows how the methods they use are not effective in escaping poverty. Instead the impoverished are often stuck in a cycle of poverty that is exacerbated by their decision.



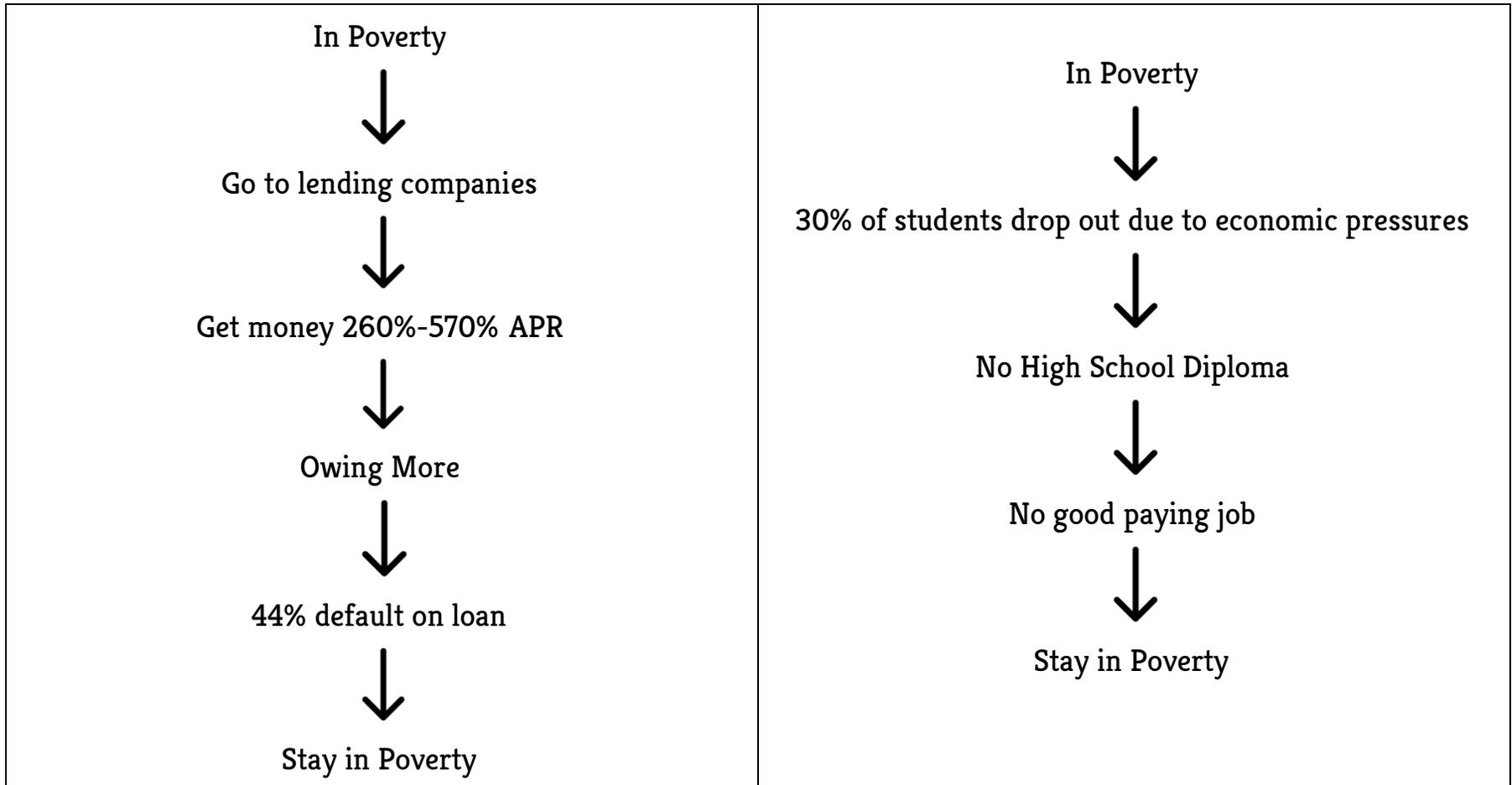
The statistics shows that a lot of people who are in school sometimes work as well. Due to these responsibilities, they are more likely to drop out, leading to a lack of education and no diploma. This means that are not able to go to college and get a career, which furthers the cycle of poverty due to lower income.

	Americans Over 25 years old (Millions)	Americans In Poverty (Millions)	Poverty Rate
No high school diploma	23.5	7.2	30.6%
High school diploma, no college	62.0	8.0	12.9%
Some college, no degree	57.6	5.6	9.6%
College degree or higher	<u>71.9</u>	<u>3.2</u>	<u>4.5%</u>
	215.0	24.0	10.7%

The statistics show that those who have a degree or a high school diploma have a really low poverty rate. But, those in generational poverty don't value education. They then remain in poverty.



## Patterns



In poverty



Not enough food



Brain development may be delayed, due to poor nutrition and neglect



School is difficult so student drop out



Living wages are out of reach without diploma



Children are born into poverty and they remain poor themselves

In poverty



Teach children ineffective financial habits



Children learn from the habits



Children make poor economic choices

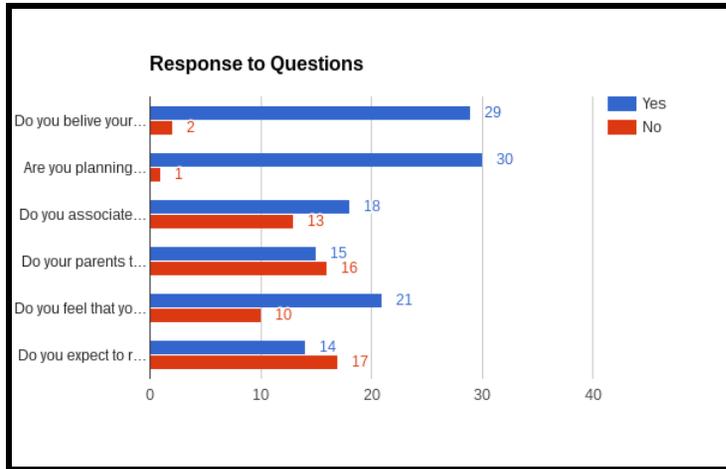


The children remain poor



Children grow up to become parents and teach their kids what habits they learned

## Student Led Research (Our Findings)



These are the questions we asked organized by the row number.

1. Do you believe that your education will have monetary value in the future?
2. Are you planning on going to college?
3. Do you associate with friends outside of your community?
4. Do your parents talk to about ways to be financially successful? If yes, how?
5. Do you feel like you have an equal chance to be successful as those who have money?
6. Do you expect there to always be financial help from organizations, to help your house when you are an adult?

## Analysis

- When asked about their education and its financial value, the majority of the students answered that they know how important their education is. Mendez Fundamental Intermediate school is a Title 1 school, which implies that the majority of them might be poor.
- Although, when it came to asking about their association with diverse communities, only five more people said yes than those who said no. If they stay in their communities, it is less likely that they will know someone with the hidden rules to get out of poverty. They will most likely only be around other people in poverty.
- We gave students a chance to tell us what financial advice their parents give them and only one of them ever spoke about savings account. Only one individual was taught about the savings account. Others just said their parents give advice but didn't really elaborate on specifics. Also, the majority of these students spend their money when they have it. They don't save it; they just spend it. That is a part of the culture of generational poverty, where the entirety of the month's income is spent and not saved.

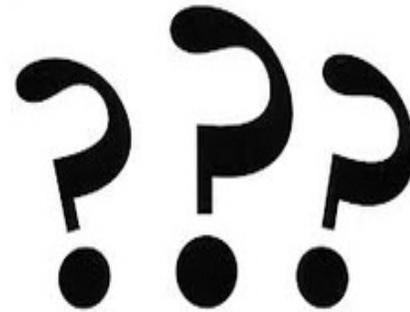
### Ending Question

- After reviewing all our research we noticed that those in poverty blame other things for their poverty except the fact that they are hurting themselves. They are not happy or content with the jobs and have constant stress. We figured out that the majority of people don't know how to get out of poverty, which is why only 4% of them get out of it. But what causes them not to care? Why blame other things when you are hurting your opportunities, by dropping out of school, not mingling with others who are not poor? Is it because you are born into this situation this harsh situation where it makes it really difficult to get out. That maybe just the right question. Is just being born into generational poverty discrimination?

### Unanswered Questions

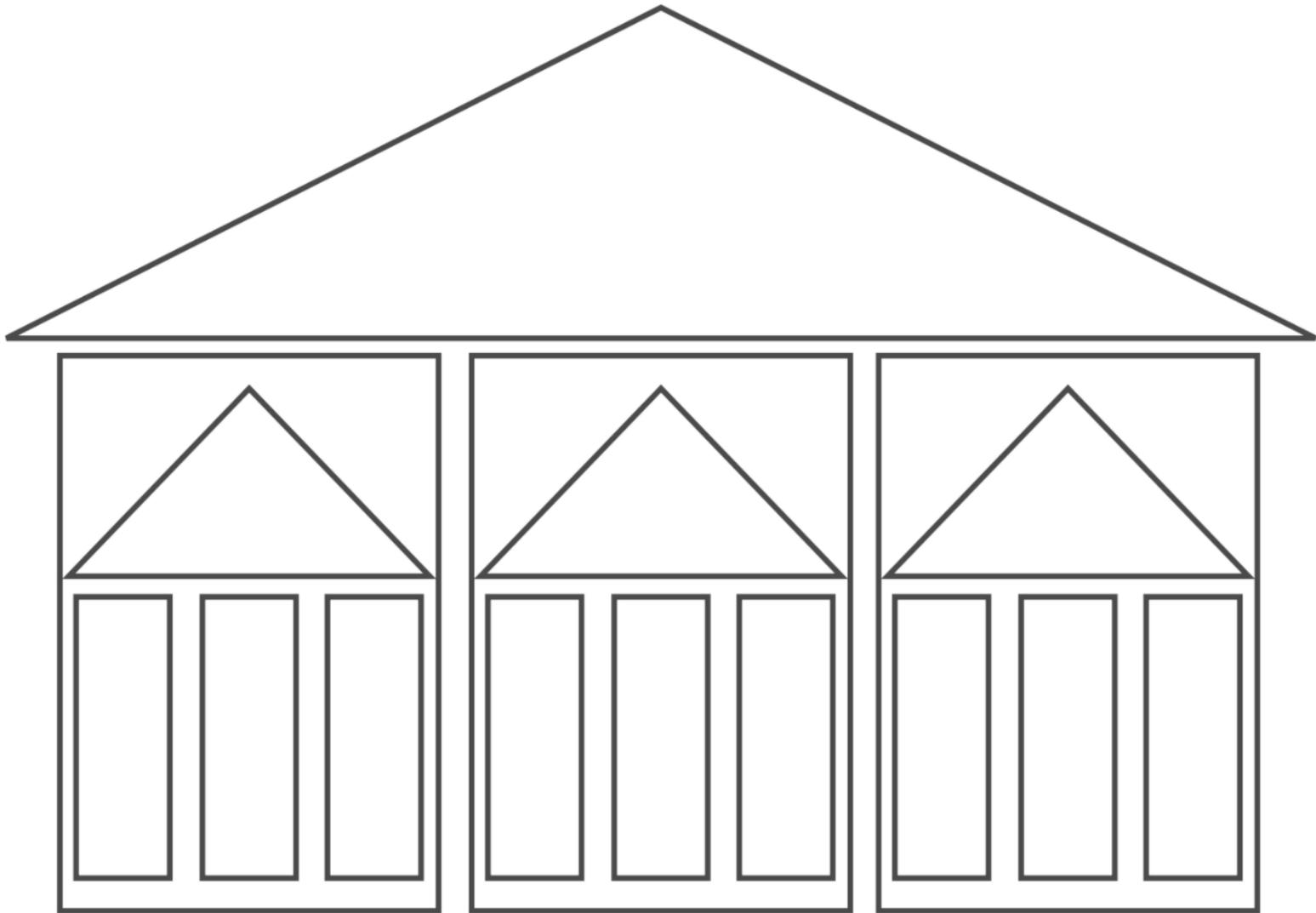
At the end of the research, analysis, and surveys, we are struck with more questions that lead us without answers.

- What can those who have money help the poor break this chain?
- How can I, in a world with generational poverty, stop the cycle and help others do the same?
- Why do the rich live separately from those in generational poverty. If they were to interact with them on how to be successful, those in generational poverty might have a better chance of knowing how to gain money?
- Is generational poverty a form of discrimination?
- Is generational poverty something that will never end?



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- "Generational Poverty"



**Board Tag**

**Driving Question: How do the patterns of poverty contribute to the systems of remaining in poverty overtime?**

**Names of student researchers: Cynthia Melton, Christopher Wallace, Jose Guerrero**

**Grade level: 8th**

**Mentor teacher: Park and Romeo**