Poverty

Intro IDEA 36 A culture of poverty: Reality or myth?

Some urban teachers view children from low-income families as unmotivated: students and families do not care about education; so, parents do not prepare their children to come to classrooms ready to learn.

These teachers buy into the most common and dangerous myth about poverty: there is a consistent and observable *"culture" of poverty* made up of a more or less monolithic and predictable set of beliefs, values, and behaviors poor people share. These myths are:

- Myth: Poor people are unmotivated and have weak work ethics.
- Myth: Poor parents are uninvolved in their children's learning; mainly, they do not value education.
- Myth: Poor people are linguistically deficient.
- Myth: Poor people tend to abuse drugs and alcohol.
- Myth: America's poor America may struggle to pay for necessities like rent, gas and health care. Yet, they're still pretty well off by international standards, because they have running water and air conditioning--and cell phones and televisions, too.

IDEA 36 A culture of poverty: Reality or myth?
http://vorcreatex.com/wp-content/uploads/2016/08/A-culture-of-poverty-Reality-or-myth.pdf

Intro IDEA 37 A comprehensive vision for urban school transformation

The *Engaging all* children and youth* proposal maintains that to be successful, educational reforms in urban schools have to be part of a larger effort to address the problems of poverty and other social toxins in urban communities. Thus, a more comprehensive vision of urban education, especially regarding our Indianapolis Public Schools, is needed.

This vision recognizes the need to move beyond attempts to only change the system of education inside schools in order to also address more fundamental problems in our community environment itself--an environment which enables failing schools and can destroy the hopes of urban students and their families.

IDEA 37 A comprehensive vision for urban school transformation
http://vorcreatex.com/wp-content/uploads/2016/08/A-comprehensive-vision-for-urban-school-transformation.pdf

Intro IDEA 38 What are urban schools for: Disrupting or eradicating poverty?

"The purpose of education for urban students is not to help them get out of poverty, but to end it."
~ Dr. Jeff Duncan-Andrade

What is the purpose of urban public schools?
The role of urban public schools in educating urban students must be put in perspective. For some urban students, their local school is a public institution which basically ignores the

existential threats from poverty they, their families, and neighborhoods face daily—the same poverty schools claim interferes with the academic success of their students.

The response of schools to this poverty is to provide students help to cope or "put up" with poverty such as counseling, free and reduces lunches, school health clinics, or food and clothing banks. Schools also provide tutoring, mentoring, even a longer school day and year.

Yes, schools can be great at *disrupting* the effects of poverty, but not its sources. Simply "disrupting" this social toxin perpetuates poverty itself and reproduces the very social-economic inequalities public schools were created to erase. *Is there a way for schools to meet the academic needs of urban students while working to end poverty and other social toxins?*

IDEA 38 What are urban schools for: Disrupting or eradicating poverty?
http://vorcreatex.com/wp-content/uploads/2016/08/What-are-urban-schools-for-Disrupting-or-eradicating-poverty.pdf

Intro **IDEA 39 Transformational Community Schools: Ending neighborhood poverty through self-reliance and self-determination**

The concept of community schools is not new. IPS has several. George Washington is note-worthy. The whole school/community works together to make the school successful. Here providers, (agencies or individuals) come in and help with school/students' needs around issues concerning health, counseling, tutoring, etc. A school advisor council helps the school staff. Yet, from the standpoint of IDEA 39, the traditional Community Schools concept is akin to an urban "colony" relying on those outside the community for quality of life.

The idea of a Transformational Community School is different and appears more akin to young democracies. Each day the school works toward personal/community empowerment via self-rule. The school and its community connect and collaborate. With the help of the array of supports and wrap-around services, they create a place where what these supports/services provide no longer arrives there, but now grows out of the community's self-determination.

Over time, manifesting its own sustainability, the community "raises" its own counselors, teachers/principals, health specialists, police, social workers, etc., who live/work there.

IDEA 39 Transformational Community Schools: Ending neighborhood poverty through self-reliance and self-determination
http://vorcreatex.com/wp-content/uploads/2016/08/Transformational-Community-Schools-Ending-neighborhood-poverty-through-self-reliance-and-self-determination.pdf

Intro **IDEA 40 Involving students in high poverty schools to ease and eradicate poverty: Let's follow Canada's example of *Campaign 2000***

If a goal of Marion County public schools is merely getting students out of poverty, then the circumstances of poverty experienced daily by these students and their families will continue to be experience by those left behind, negatively affecting that school's future students. Therefore, if the school works to eventually end poverty and eradiate other social toxins, then each new class or generation will be free of these barriers.

What is foundational: it is vital that we understand and appreciate the insight that reducing and getting rid of poverty in Marion County Indy will benefit *all** Indianapolis residents.

IDEA 40 Involving students in high poverty schools to ease and eradicate poverty: Let's follow Canada's example of *Campaign 2000*

http://vorcreatex.com/wp-content/uploads/2016/08/Involving-students-in-high-poverty-schools-to-ease-and-eradicate-poverty-Lets-follow-Canadas-example-Campaign-2000.pdf

***Intro* IDEA 41 American and international anti-poverty programs involving students**

Besides Canada's Campaign 2000/Keep The Promise initiatives "...for students, by students, and with students," there is an American example (*www.povertyusa.org*)
and a global example (*Student Voices Against Poverty*) of students engaged in anti-poverty research and actions.

IDEA 41 American and international anti-poverty programs involving students

http://vorcreatex.com/wp-content/uploads/2016/08/American-and-international-anti-poverty-initiatives-involving-students.pdf

***Intro* IDEA 42 Envisioning a collaboration among the Southeast Working-Class Task Force, The Gene and Mary Ann Zink Poverty Institute, and the Southeast Education Task Force to ease and eradicate poverty in southeast Indianapolis**

During the fall of 2009, Angie and Tori Calvert organized the Southeast Poverty Study Circle (SEPSC) to study the causes and solutions to poverty. The circle sought chances to include the voice of long-time southeast residents in local decision-making, regardless of their income.

In 2011, the Southeast Education Task Force was created to prepare students for career, college and citizenship. The members realize the relationship between poverty and school success.

http://vorcreatex.com/wp-content/uploads/2016/08/Education-Section-Southeast-Quality-of-Life-Plan.pdf

Since 2015, 2 southeast Indy initiatives regarding poverty emerged:

1) SEPSC members imagined a more comprehensive approach--the Southeast Working-Class Task Force. Its goals are:

- Preserve working class history and culture in southeast Indy
- Increase representation of low-income southeast people in their community's affairs
- Work with southeast's families, youth/community and labor/business organizations, K-16 schools and religious entities, and local government to ease and eradicate local poverty.

2) What is relevant and very significant, the University of Indianapolis is opening The Gene and Mary Ann Zink Poverty Institute. The center will be active in addressing the pressing public and social issues around poverty while creating learning opportunities for students.

The challenge: can the working-class group and the institute work together with the established education task force ease and eradicate poverty in the Southeast of Indianapolis?

IDEA 42 Envisioning a collaboration among the Southeast Working-Class Task Force, The Gene and Mary Ann Zink Poverty Institute, and the Southeast Education Task Force to ease and eradicate poverty in southeast Indianapolis

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Intro **IDEA 43 Equity Literacy: The challenge to urban educators to appreciate equity in regard to students living in the circumstances of poverty**

Equity Literacy (EL) is an approach for creating and sustaining an equitable classroom and school environment. EL does not focus on such concepts as "cultural competence." Focusing on "culture" instead of "equity" hides the inequities plaguing urban schools.

IDEA 43 Equity Literacy: The challenge to urban educators to appreciate equity in regard to students living in the circumstances of poverty

http://vorcreatex.com/wp-content/uploads/2016/08/Equity-Literacy-The-challenge-to-urban-educators-to-appreciate-equity-in-reagrd-to-students-living-in-the-circumstances-of-poverty.pdf