



2007

Low Socio-Economic Think Tank Strategic Plan

Follow this and additional works at: <https://cedar.wvu.edu/jec>

 Part of the [Education Commons](#)

Recommended Citation

(2007) "Low Socio-Economic Think Tank Strategic Plan," *Journal of Educational Controversy*. Vol. 2 : No. 1 , Article 22.

Available at: <https://cedar.wvu.edu/jec/vol2/iss1/22>

This Special Section is brought to you for free and open access by the Peer-reviewed Journals at Western CEDAR. It has been accepted for inclusion in *Journal of Educational Controversy* by an authorized editor of Western CEDAR. For more information, please contact westerncedar@wwu.edu.

Low Socio-Economic Think Tank Strategic Plan

Revised January 2005



“Completing school and succeeding academically increase children’s ability to escape poverty, form strong families, and raise successful kids of their own. Indeed, a good education is one of the strongest ways to break the cycle of intergenerational poverty” –The Annie E. Casey Foundation

Introduction: Low Socio-Economic Think Tank Strategic Ed Plan

The age of accountability and education reform has been an on going movement within educational institutions for many years and affecting different parts of the system. Until 1993 when Washington State passed Substitute Senate-House Bill 1209, education reform had never reached the height of public consciousness with the measure of coordinated involvement. This established a statewide mandate for systemic change of the K-12 education system. The new provisions of the law provided for the creation of the Commission on Student Learning and education reform to improve the academic success for all students in Washington.

These new expectations challenged the school system to measure how prepared Washington State schools, teachers, students, families, and communities are to meet the new standards. Just as important is how long it should take to institute school change and academic success for all students. Research was not needed to understand that traditionally in past years all students had not succeeded at the same level or rate as other students, regardless of what the standards were or what test and assessments were utilized to measure that growth. Evidence from the WASL, ITBS, and student retention and drop out rates indicated the continuation of the historically persistent achievement gap. Students of color and students from low socio-economic backgrounds repeatedly succeeded at substantially lower rates than their peers who were most often white and middle class. This disparity, “the academic achievement gap”, is not solely a Washington State problem but parallels national trends.

Are race and income levels major factors in a student’s ability to gain equal education attainment: Any school or classroom having a higher percentage of children who are non-white, or come from economically disadvantaged households was perceived by some to be at a disadvantage. It was believed that these students were such a detriment that the school or teacher could not attain the same performance goals as their colleagues who taught in more affluent schools.

Allowing this type of behavior, attitudes and thinking of predetermination of failure to continue to guide our actions is not only dangerous but devastating to the future of our children and nation. There are currently thousands of schools that have disproved the predetermination of low outcomes. It is only predetermined if we treat all kids ‘the same’ and if funding allocations continue to be disproportionate. For those who take school reform seriously great strides are possible.

Research has verified that the political and social patterns of prejudice and racial bias as contributing factors. Both race and low income are such strong factors in student success that we must simultaneously address both. We should demand that all barriers which cause this distinctive “achievement gap” to be addressed immediately.

Socio-economic status (SES) impacts student achievement because school practices do not address various needs. Many schools have significantly closed the achievement gap by attending to those needs. Even when SES is factored out of studies, race continues to be a factor in underachievement, indicating a system of injustice in our society continues to play out in schools.

This introduction to the strategic education plan prepared by Low Socio-Economic Think Tank (LSETT) is to invoke the reader to take a moment to experience a critical reflection and briefly examine their own images, visions, thoughts, notions, and perceptions that come to mind when we harbor the worlds “free and reduced lunch”, “economically disadvantaged”, “poor”, “welfare”, “homeless”, reservation”, “immigrant”, “migrant”, “English language learner”, “Black”, “Latino/a”, “Native American”, “Asian”, “Pacific Islander”, etc. When students and families are classified by these terms we may not be conscious of our own programming and experimental, behavioral, and research facts or myths that come into our minds. The data, facts, goals, and resources on the pages that follow are unique beginning to help establish a context to assist you in examining and addressing students, families, and communities. The Low-Socio Economic Think Tank hopes that you will find their hours of deliberation helpful. Your ongoing dedication and collaboration with your colleagues, peers, students, families, communities, and school service agencies in assuring that No Child is Left Behind.

“What about the students? After all, the purpose of any reform initiative is to benefit them. As far as I know, beyond collecting, analyzing, and reporting test scores, none of your school systems makes an effort to describe how either individual students or groups of students perform as a result of your interventions. This is not surprising. The pressure on you is to produce “tofu data” that on the one hand is dry and tasteless and on the other hand can absorb nearly any flavor of interpretation. It is no wonder, then, that the quantification of student performance prevails and that there continues to be so little understanding of what students really know and can do, or what makes a difference in their learning. I am confident that there are compelling stories in your schools of how students are responding to the challenges that standards present, and how standards-based instruction is causing them to raise their performance levels. I hope that one day your school systems will document those stories and learn from them.”

-- Shooting for the Sun: The Message of Middle School Reform, pp135-36, 2002 The Edna McConnell Clark Foundation, ISBN: 1-929633-00-9

Goal 1: Read with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.

Group	Responsibility
Legislative/Government	<ul style="list-style-type: none"> • Provide resources to restructure traditional classroom instructional practices to fit the specific learning and communication styles, attendance patterns, perception of time, and specific relationship needs of LSE youth. In particular, the development of support groups and the establishment of smaller classes to provide an environment conducive to a warm and demanding educational culture. • Include LSE competency requirement with teacher certification. • The Legislature shall provide sufficient funds and personnel so that OSPI can develop programs to ensure balanced fiscal policies to provide equitable educational opportunities for LSE students. • Develop a policy that allows for fiscal policies to provide equitable educational opportunities for LSE students. • Develop a policy that allows for establishment of a records management system statewide using the individual student identifier for the tracking of educational performance and the granting of credits that can disaggregate for LSE.
Higher Education	<ul style="list-style-type: none"> • Require teacher certification programs to include strategies that recognize diverse learning styles and promote an understanding of LSE students' experiences, needs and strengths. • Infuse LSE perspectives within the core content in every teacher preparation program; i.e., best practices, issues of privilege, perception of time, relationships, use of diverse communication and learning styles. • Train teachers and assist districts in training Para-educators to meet NCLB standards for high quality teaching. • Model educational practices that support pre-service teachers who come from generational poverty. • Actively recruit pre-service teachers who come from generational poverty. • Train pre-service teachers to support LSE students in developing skills to operate within the culture of poverty. • Teach all educational candidates the importance and processes of collaboration with families, communities and other stakeholders.
OSPI/ESD	<ul style="list-style-type: none"> • OSPI shall develop programs to ensure balanced fiscal policies to provide equal educational opportunities for low-socio economic (LSE) students. • Infuse LSE perspectives in program and staff development guidelines and presentations. • Establishment of a records management system statewide using the individual student identifier for the tracking of educational performance and the granting of credits that can disaggregate for LSE. • Establish hiring practices to include people coming from generational poverty.
School Districts	<ul style="list-style-type: none"> • Provide training and access to technology for all students including after school and weekends. • Include LSE competencies in staff development. • Adopt a policy to assess student progress toward learning goals at least three times a year and provide additional

Family	<ul style="list-style-type: none"> • Collaborate in building a bridge between the community, family and school district with programs such as Saturday School, or other learning opportunities. • Participate in a mentorship or liaison program that promotes a mutual understanding between the family and the educational system and connects families to needed services, i.e., health, education, etc. • Ensure your child attends school daily and on time.
--------	--

Goal 2: Know and apply the core concepts and principles of mathematics; social, physical and life sciences; civics and history; geography; arts; and health and fitness.	
Group	Responsibility
Legislative/Government	<ul style="list-style-type: none"> • Provide funding of and focus support for programs that effectively address the needs of LSE students.
Higher Education	<ul style="list-style-type: none"> • Develop courses and prepare teachers with an eye towards issues of LSE students • Perform research around effective practices for LSE students • Support adoption of materials by districts that are sensitive to the needs of LSE students
OSPI/ESD	<ul style="list-style-type: none"> • Provide leadership and in-service opportunities for existing teachers of LSE students. • Find funding opportunities that schools/districts might use to train teachers of LSE students. • Champion the cause of LSE students. • Establish and maintain high expectations for all students communicated through program instruction and interactions.
District	<ul style="list-style-type: none"> • Adopt instructional materials that are sensitive to the needs of LSE students. • Provide in-service opportunities that assist teachers and schools with issues of poverty. • Connect with community entities to form partnerships that will provide opportunities for LSE students. • Implement policies that ensure rigorous curricula for all students. • Establish and maintain high expectations for all students communicated through program instruction and interactions.
School Building	<ul style="list-style-type: none"> • Provide and fund opportunities for students to accelerate learning (before and after school, summer programs, free onsite daycare for LSE families, etc.). • Provide opportunities for families to participate and support their child’s education (Family math, EQUALS, family nights, etc.) recognizing accessibility and child care needs. • Offer rigorous curricula for all students. • Educate parents and students on ways to access the educational system (entrance into higher ed., changing schedules, etc.). • Establish and maintain high expectations for all students communicated through program instruction and interactions. • Develop strategies to address/increase attendance and punctuality for all students.

Teachers	<ul style="list-style-type: none"> • Implement a variety of curricula that recognize the needs, knowledge, and skills LSE students bring with them (thematic approach, integrated materials, relevance, etc). • Build on prior knowledge and experiences with relevant, real-world, hands-on opportunities that develop student attentiveness and engagement. • Develop student focus, planning, precision of language, and allow for students to make predications • Provide guidance on nutrition and fitness necessary to sustain a healthy life-style. • Establish and maintain high expectations for all students communicated through program instruction and intervention.
Community	<ul style="list-style-type: none"> • Connect with schools to form partnerships in order to provide services to LSE students (i.e., after school programs, technology, field trips, mentors, tutors, etc.).
Family	<ul style="list-style-type: none"> • Participate in opportunities for families to support their child’s education (family math, EQUALS, family nights, etc.). • Participate in programs that help educate parents and students on ways to access the educational system (entrance into higher education, changing schedules, etc.) • Establish and maintain high input for your child and advocate on their behalf. • Ensure your child attends school daily and on time.

Goal 3: Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems.

Group	Responsibility
Legislature & OSPI	<ul style="list-style-type: none"> • Provide web-based access and analysis to other state’s research and programs that emphasize the development of thinking and problem solving skills.
Higher Education	<ul style="list-style-type: none"> • Prepare ALL teachers to assess diverse problem solving/thinking processes and how these processes might be transferred or interchanged. • Prepare ALL teachers to understand diverse problem solving and thinking processes used by students. • Prepare ALL professors to understand diverse problem solving and thinking processes used by students.
OSPI/ESD	<ul style="list-style-type: none"> • Provide professional development on the use of prior knowledge and experiences that LSE students bring to problem solving and thinking processes.
School District	<ul style="list-style-type: none"> • Adopt and implement curriculum that integrates divergent problem solving processes including estimation and prediction as well as higher level problem solving skills • Develop strategies to address/increase attendance and punctuality for all students.
School Building	<ul style="list-style-type: none"> • Implement curriculum that integrates divergent problem solving processes and higher-level problem solving skills. • Provide a social and learning environment that actively validates these problem-solving styles, promotes and provides opportunities for LSE students (alone and in groups) to think analytically, logically and creatively. • Expand instruction in original language for low-income education.

School Building (Continued)	<ul style="list-style-type: none"> • Teach students how to learn more effectively. • Develop strategies to address/increase attendance and punctuality for all students.
Community	<ul style="list-style-type: none"> • Coordinate activities and programs that support using thinking and problem solving skills in real life situations to LSE parents.
Family	<ul style="list-style-type: none"> • Engage in activities at community-based centers (i.e., literacy, technology, etc.). • Develop and implement opportunities for families to learn similar skills and to assist their children, including estimation and prediction skills. • Ensure your child attends school daily and on time.

Goal 4: Understand the importance of work and how performance, effort, and decisions directly affect career and educational opportunities.

Group	Responsibility
Legislative/Government	<ul style="list-style-type: none"> • Provide resources to implement programs and promising practices that have been shown to be academically effective with LSE students. • Provide access for all LSE students, who have resided in Washington State for at least one year and have graduated from high school or earned a GED to higher education at in-state tuition rates.
Higher Education	<ul style="list-style-type: none"> • Prepare ALL teachers to integrate academic and life skills, real world events and activities into lessons that prepare LSE students for career and educational opportunities.
OSPI/ESD	<ul style="list-style-type: none"> • Provide access to curriculum and instruction that assures LSE students the academic and social skills necessary to obtain opportunities in career and post-secondary education, including apprenticeship and vocational technical education. • Provide technical support, staff development, assessment, and remediation strategies that are education putdown free, culturally competent and relevant to LSE students and their parents.
District	<ul style="list-style-type: none"> • Create partnerships with business, professional and social service organizations in order to secure tutors, mentors, counselors, and advisors for LSE students. • Develop and nurture partnerships with LSE business, professional, and CBOs to play an integral role in policy and decision-making designed to support LSE students with their educational success. • Create and support educational policies that would provide release time for both students and school employees to conduct home visits to support the academic needs of LSE students. • Include LSE parents on advisory committees dealing with staffing; budget, curriculum, policy, recognizing accessibility, and child care needs. • Provide LSE students and their parents with K-12 career exploration, guidance and planning services including non-traditional career opportunities. • Improve counseling and articulation agreements in course alignment between high schools and post-secondary education. • Develop strategies to address/increase attendance and punctuality for all students.

<p style="text-align: center;">School Building</p>	<ul style="list-style-type: none"> • Provide a broad range of options and access to post-secondary training, apprenticeships, vocational technical, nontraditional, and college education as an integral part of PK-20 student programs. • Ensure counselors continually review student records to assess whether LSE students are accessing and successfully completing appropriate course work to continue post-secondary education (e.g., access to advanced placement courses) and successfully attain the Certificate of Mastery. • Create an educational plan to guide all LSE students in goal setting, acceptance of academic responsibility, and the importance of education and work for their future success. • Provide guidance and counseling in life and work planning for LSE students to consider alternatives to traditional post-secondary pathways. • Develop a comprehensive counseling plan, which includes the student portfolio noted under Goal 1, School Building, Bullet 1, to help students access educational opportunities (e.g., scholarships, grants, workshops, college visitations, camps, and other leadership institutes). • Actively recruit and ensure LSE youth participate in academic and social extracurricular activities. • Develop linkages with higher education in order to strengthen alternative school programs and allow LSE students to earn needed credits to graduate in non-traditional settings and/or a typical time period. (i.e. School-to-work, Running Start, career links, internships, distance learning, HEP, Job Corps, GED, etc.). • Develop strategies to address/increase attendance and punctuality for all students.
<p style="text-align: center;">Community</p>	<ul style="list-style-type: none"> • Participate actively with districts in areas such as vocational training/retraining, career-oriented activities and volunteer opportunities. • Enrich the curriculum and instruction as speakers, mentors, volunteer leaders, etc., for LSE students. • Provide opportunities for community service learning that is connected to LSE student educational plan. • Strengthen partnerships with community organizations that provide students with resources that assist them to be successful in school. • Provide opportunities for parents to increase knowledge and understanding of child development and learning processes.
<p style="text-align: center;">Family</p>	<ul style="list-style-type: none"> • Participate in the above activities. • Encourage students to participate in activities, which will develop them to their fullest potential. • Ensure your child attends school daily and on time.

RESOURCES

[A Framework for Understanding Poverty](#), Ruby Payne, Ph.D.

ISBN: 0-9647437-2-8 1998 [Rev. 2003], 204 pages, aha! Process, Inc., Highlands, TX 77562 ;(800) 424-9484; www.ahaprocess.com

[Hidden Rules of Class at Work](#), Ruby K. Payne, aha! Process, Inc., Highlands, TX 77562 ;(800) 424-9484; www.ahaprocess.com

[Un Marco Para Entender La Probreza](#) A Spanish translation of Dr. Ruby Payne's *A Framework for Understanding Poverty* Ruby K. Payne, 1998 [Rev. 2003], 204 pages, aha! Process, Inc., Highlands, TX 77562 ;(800) 424-9484; www.ahaprocess.com

[Think Rather of Zebra: Dealing with Aspects of Poverty Through Story](#), Ruby K. Payne, aha! Process, Inc., Highlands, TX 77562 ;(800)424-9484; www.ahaprocess.com

[Bridges Out of Poverty: Strategies for Professionals and Communities](#), Ruby Payne, Philip DeVol, and Terie Dreussi Smith, aha! Process, Inc., Highlands, TX 77562 ;(800)424-9484; www.ahaprocess.com

[Removing the Mask: Giftedness in Poverty](#), Paul Slocumb, Ed.D. & Ruby K. Payne, Ph.D. ISBN 1-929229-00-3, aha! Process, Inc., Highlands, TX 77562 ;(800)424-9484; www.ahaprocess.com

[The Secrets of 'Can-Do' Schools](#), Joan Richardson, *Results*, February 2003, <http://www.nsd.org/library/publications/results/res2-03rich.cfm>

Schools Making a Difference: Let's be Realistic! School Mix, School Effectiveness and the Social Limits of Reform. Thrupp, M. (1999). Buckingham, Philadelphia: Open University Press, ISBN 0-335-20212-8.

Accelerated Learning for the 21st Century: The Six Step Plan, Colin Rose/Malcolm J. Nicholl, ISBN 04405077900, 1998

The War Against Parents, Hewlett, Sylvia Ann, 2000, ISBN 0786117222

CAL STATE L.A. STUDY REVEALS CALIFORNIA'S LOW-INCOME STUDENTS ARE SHOWING GREATER IMPROVEMENT IN CHARTER SCHOOLS, Los Angeles, CA - March 11, 2002, http://www.calstatela.edu/academic/ccoe/c_perc/press1.pdf

Inequality at the starting gate: Social background differences in achievement as children begin school, Valerie E. Lee and David T. Burkham, September 2002, [Economic Policy Institute](http://www.economicpolicyinstitute.org)

Including Every Parent: A Step-by-Step Guide to Engaging and Empowering Parents at Your School, <http://psinnovation.org/PSI/BTFT/book8.html>

Resources (Continued)

[Supporting At-Risk Students: A Step-by-Step Guide to Helping At-Risk Students Succeed Academically and Emotionally](http://psinnovation.org/PSI/BTFT/book9.html), <http://psinnovation.org/PSI/BTFT/book9.html>

Abell, E., Clawson, M., Washington, W.N., Boast, K.K., & Vaughn, B.E. (1996) Parenting values, attitudes, behaviors, and goals of African American mothers from low-income population in relation to social and societal contexts. *Journal of Family Issues*, 17, 593-613

Altarriba, J. & Bauer, L.M. (1998). Counseling the Hispanic client: Cuban Americans, Mexican Americans, and Puerto Ricans. *Journal of Counseling and Development*, 76, 389-396

Benin, M. & Keith, V.M. (1995) The social support of employed African American and Anglo mothers. *Journals of Family Issues*, 16, 275-297

Bradley, C.R. (1998) Child discipline in African American families: Scholars must question the generalizability of poor research. *The Family Journal: Counseling and Therapy for Couples and Families*, 6, 287-288

Bradley, C.R. (1998) Child rearing in African American families: A study of the disciplinary practices of African American parents. *Journal of Multicultural Counseling and Development*, 26, 273-281

Bradley, C.R. (1998) Cultural interpretations of child discipline: Voices of African American scholars. *The Family Journal: Counseling and Therapy for Couples and Families*, 6, 272-278

Brucker, P.S. & Perry, B.J. (1998) American Indians: Presenting concerns and considerations for family therapists. *The American Journal of Family therapy*, 26, 307-319

Butterfield, R.A. (1994) Blueprints for Indian education: Improving Mainstream schooling. *Rural Education and Small Schools: Charleston, WV*. (ERIC Document Reproduction Service No. ED372898)

Coltrane, S. (1998) Stability and change in Chicano men's family lives. In Kimmel, M.S., & Messner, M.A. (Eds.) *Men's lives* (4th ed., pp.520-536) Needham Heights, MA: Allyn & Bacon

Dalla, R.L. & Gamble, W.C. (1997) exploring factors related to parenting competence among Navajo Teenage mothers: Dual techniques of inquiry. *Family Relations*, 46, 113-121

Deloria, E (1995) Kinship was the all-important matter, In Hirschfelder, A. (Ed.), *Native heritage: Personal Accounts by American Indians 1790 to the present* (pp. 9-11) New York: Macmillan.

- Garrett, M.T. (1999). Understanding the “Medicine” of Native American traditional values: An integrative review. *Counseling and Values*, 43, 84-98.
- Garrett, M.W. (1995) Between two worlds: Cultural discontinuity in the Dropout of Native American youth. *The School Counselor*, 42, 186-195
- Gomel, J.N., Tinsley, B.J., Parke, R. D., & Clark, K. M. (1998). The effects of economic hardship on family relationships among African American, Latino
- Gonzalez, G.M. (1997) The emergence of Chicanos in the twenty-first century: Implications for counseling, research, and policy. *Journal of Multicultural Counseling and Development*, 25, 94-106
- Grant, A., & Gillespie, L. (1993). *Joining the circle: A practitioners’ guide to responsive education for Native students*. ERIC Clearinghouse on Rural Education and Small Schools: Charleston, WV.
- Greif, G.L., Hrabowski, F.A., & Maton, K.I. (1998) African American fathers of high-achieving sons: Using outstanding members of an at-risk population to guide intervention. *Family in Society: The Journal of Contemporary Human Services*, 79, 45-52
- Harvey, K.D., Harjo, L.D., & Welborn, L. (1995) *How to teach about American Indians: A guide for the school library media specialists*. Greenwood Press: Westport, CT.
- Henning-Stout, M. (1996) ¿Que podemos hacer?: Roles for school psychologists with Mexican and Latino migrant children and families. *School Psychology Review*, 25, 152-164
- Herring, R. (1999, March). Advocacy for Native American Indian and Alaska Native clients and counselees. *Counseling Today*, 41, 28-29, 37
- Hochschild, A. (1998) The second shift: Employed women are putting in another day of work at home. In Kimmel, M.S., & Messner, M.A. (Eds.), *Men’s lives* (4th ed., pp. 515-519). Needham Heights, MA: Allyn & Bacon
- Hunter, A.G. (1997) counting on grandmothers: Black mothers’ and fathers’ reliance on grandmothers for parenting support. *Journal of Family Issues*, 18, 251-269
- Hunter, A.G., Pearson, J. L., Ialongo, N.S., & Kellam, S.G. (1998) parenting alone to multiple caregivers: Childcare and parenting arrangements in Black and White urban families. *Family Relations*, 47, 343-353
- Jayakody, R. (1998). Race differences in intergenerational financial assistance. *Journal of Family Issues*, 19, 508-533
- Lindermuth, D.C. (1998) Counseling African American families: Implications for White counselors. *Family Therapy*, 25, 41-49

McAdoo, J.L. & McAdoo, J.B. (1998). The African-American father's roles within the family. In Kimmel, M.S., & Messner, M.A. (Eds.), Men's lives (4th ed., pp. 537-547)

Menchaca, V.D., & Ruiz-Escalante, J.A. (1995) Instructional strategies for migrant students. Charleston, WV: Rural Education and Small Schools. (ERIC Document Reproduction Service No. ED388491)

Murry, V.M. & Brody, G. H. (1999). Self-regulation and self-worth of Black children reared in economically stressed, rural, single mother-headed families. Journal of Family Issues, 20, 458-484

Planos, R., Zayas, L.H., & Busch-Rossnagel, N.A. (1997) Mental health Factors and teaching behavior's among low-income Hispanic mothers. Families in Society: The Journal of Contemporary Human Services, 78, 4-12

Pruchno, R Patrick, J.H., & Burant, C.J. (1997) African American and White mothers of adults with chronic disabilities: Care giving burden and satisfaction. Family Relations, 46, 335-346

Quane, J.M. & Rankin, B.H. (1998). Neighborhood poverty, family characteristics, and commitment to mainstream goals: The case of African American adolescents in the inner city. Journal of Family Issues, 19, 769-794

Raymond, H.J. (1998). African American scholars and parents cannot blame current harsh physical punishment of Black males on slavery: A response to "Cultural interpretations of child discipline: Voices of African American scholars. The Family Journal: Counseling and Therapy for Couples and Families, 6, 279-286

Romo, H. (1993). Mexican immigrants in high schools: Meeting their needs. Charleston, WV: Rural Education and Small Schools. (ERIC Document Reproduction Service No. ED357905)

Roy, K. (1999). Low-income single fathers in an African American community and the requirements of welfare reform. Journal of Family Issues, 20, 432-457

Salem, D.A., Zimmerman, M.A., & Nataro, P.C. (1998). Effects of family structure, family process, and father involvement on psychosocial outcomes among African American adolescents. Family Relations, 47, 331-341.

"If you're not educated, you don't have a choice. And if you look at the research about who doesn't get educated, its children of poverty."—Ruby K. Payne