

## INTERGENERATIONAL POVERTY

WHEREAS, The more impoverished a person is during their childhood, the more likely that person is to be impoverished during adulthood, and the longer period of time a child experiences poverty the longer they are likely to be in poverty as an adult<sup>1,2</sup>; and

WHEREAS, Children living in poverty are more likely to struggle in school<sup>3</sup>, are five times more likely to dropout<sup>4</sup>, and, among those who graduate, students in poverty are less likely to enroll in college<sup>5</sup>; and

WHEREAS, Children in poverty are at a higher risk of substance abuse and dependence, teenage pregnancy, sexual and physical abuse, abandonment, and gang involvement and incarceration<sup>6,7</sup>; and

WHEREAS, Hidden rules exist in each group or economic class, and an individual's patterns of thought, social interactions, and cognitive strategies remain with them even though their income level may change, thus making it difficult to move into another class<sup>8,9</sup>; and

WHEREAS, When individuals and families in intergenerational poverty receive long-term mentoring and appropriate support they have a greater chance of breaking the cycle of poverty, and being more successful moving into and understanding the middle class culture<sup>8,9</sup>; now, therefore, be it

Resolved, That Utah PTA supports the training of school administrators, teachers, and staff to recognize and understand the unique situation and needs of families living in intergenerational poverty; and be it further

Resolved, That Utah PTA advocate for legislation that funds programs that assist intergenerational poverty families that are dealing with issues such as substance abuse recovery, teen pregnancy, domestic violence and child abuse; and be it further

Resolved, That Utah PTA support programs that help mentoring families, including those that focus on the individual or family for a significant amount of time, teaching parenting skills, promoting continuing education, encouraging good health care for themselves and their children, and helping children succeed in school.

### Documentation:

<sup>1</sup>*Childhood and Intergenerational Poverty: The Long-Term Consequences of Growing Up Poor* Robert L. Wagniller Jr, Robert M. Adelman.

<sup>2</sup>Utah Department of Workforce Services report: Intergenerational Poverty in Utah 2012 pgs. 5, 11.

- <sup>3</sup>Battistich, V., Solomon, D., Dong-il, K., Watson, M., & Schaps, E. (1995). *Schools as communities, poverty levels of student populations, and students' attitudes, motives, and performance: A multi-level analysis*. American Educational Research Journal, 32, 627–658 <http://aer.sagepub.com/content/32/3/627.full.pdf+html>. Specifically pages 16-22 but you might want to print the first three pages as well.
- <sup>4</sup>Rumberger, R.W. *Poverty and High School Dropouts, The SES Indicator*, May 2013 American Psychological Association. <http://www.apa.org/pi/ses/resources/indicator/2013/05/poverty-dropouts.aspx>. Online article.
- <sup>5</sup>Shapiro, D., Dundar, A., DeWitt, J., Hyland, R., et al. Report: High School Benchmarks 2013. National Student Clearinghouse (R) Research Center <http://nscresearchcenter.org/hsbenchmarks2013/#more-92> or <http://nscresearchcenter.org/wpcontent/uploads/HighSchoolBenchmarks2013.pdf>. Specifically page 4.
- <sup>6</sup>Duncan, Greg J., and Brooks-Gunn, Jeanne, Editors. *Consequences of Growing Up Poor*. New York, NY: Russell Sage Foundation, 1997 pg. 388.
- <sup>7</sup>*Childhood and Intergenerational Poverty: The Long-Term Consequences of Growing Up Poor*. Robert L. Wagniller Jr, Robert M. Adelman [www.nccp.org/publications/PDF/text\\_909.pdf](http://www.nccp.org/publications/PDF/text_909.pdf).
- <sup>8</sup>*Bridges Out of Poverty: Strategies For Professionals and Communities*; Ruby K. Payne, Philip Devol, Terie Dreussi Smith.
- <sup>9</sup>*A Framework for Understanding Poverty*; Ruby K. Payne pgs. 107, 110-111.