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**A Pipeline to Education:
The Tools to Draw America's Children Out Of Poverty**

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Introduction

Poverty is a complex word with multiple meanings. In the United States, based on the Office of Management and Budget's (OMB) Statistical Policy Directive 14, the Census Bureau defines poverty as household income less than \$24,008/year for a family of four with two children. The United Nations defines it as follows:

Fundamentally, poverty is a denial of choices and opportunities, a violation of human dignity. It means a lack of basic capacity to participate effectively in society... It means insecurity, powerlessness and exclusion of individuals, households and communities. It means susceptibility to violence, and it often implies living in marginal or fragile environments, without access to clean water or sanitation.¹

According to the 2020 US Census Bureau data, 37.2 million Americans are living in poverty.² Of these millions of people, reports by the National Center for Education Statistics (NCES) show that in 2016, 24% of black, 24% of Hispanic, 12% of Asian, and 8% of white students under the age of 18 lived in poverty.³ Although the Census Bureau reported an all-time low in poverty rates among Blacks and Hispanics in 2019, they are still over-represented in poverty.⁴ For example, "the share of Blacks in poverty was 1.8 times greater than their share among the general population. The share of Hispanics in poverty was 1.5 times more than their share in the general population."⁵ To put this in more stark terms, "one of every three African

¹ Statement of Commitment for Action to Eradicate Poverty Adopted by Administrative Committee on Coordination (ACC), Press Release ECOSOC/5759, 20 May 1998, <https://www.un.org/press/en/1998/19980520.eco5759.html> Accessed November 30, 2021.

² "Number in Poverty and Poverty Rate: 1959 to 2020," US Census Bureau, Accessed October 7, <https://www.census.gov/content/dam/Census/library/visualizations/2021/demo/p60-273/Figure8.pdf>

³ "Indicator 4: Children Living in Poverty," National Center for Education Statistics, Last modified February 2019, Accessed October 8, 2021, https://www.google.com/url?q=https://nces.ed.gov/programs/raceindicators/indicator_rad.asp&sa=D&source=editor&ust=1633464725474000&usg=AOvVaw2gHPEeMBptFgTiqQ8nxhWQ

⁴ Creamer, John, "Inequalities Persist Despite Decline in Poverty For All Major Race and Hispanic Origin Groups," Last modified September 15, 2020, Accessed November 30, 2021, <https://www.census.gov/library/stories/2020/09/poverty-rates-for-blacks-and-hispanics-reached-historic-lows-in-2019.html>

⁵ Creamer, John, "Inequalities Persist Despite Decline in Poverty For All Major Race and Hispanic Origin Groups," Last modified September 15, 2020, Accessed November 30, 2021, <https://www.census.gov/library/stories/2020/09/poverty-rates-for-blacks-and-hispanics-reached-historic-lows-in-2019.html>.

American children and one of every four Latino children lives in poverty.”⁶ Historical events in the United States have direct links to today's poverty.

It may seem like the concepts of *equality* and *equity* can be used interchangeably, but this is not true. In terms of social justice, equality means everyone gets the same benefit, however if not everyone starts at the same place then they still have different outcomes; equity is when those behind get what they need to finish at the same place as those ahead.⁷ America prides itself on equality, yet millions are still suffering from injustice. In a country as rich as America, it is unacceptable for half of the citizens to experience poverty at least once in their lifetime.⁸ Deep seeded poverty persists in areas concentrated on historical racial injustice. The NCES, shows that 15 states have more children living in poverty than the US average, and all but 1, Ohio, are located below the Mason-Dixon Line.⁹ Of these southern states, Mississippi holds the highest percent of individuals in poverty at 19.6%.¹⁰ States with a history of racial problems often have highest rates of poverty and lowest rates of educational attainment. School systems in the United States rely partially on property taxes; an inevitable link of economics to academics.¹¹

Neighborhoods and school systems are inequitable in the United States because the system was created during times of discrimination.

⁶ Ann Chih Lin and David R. Harris, “Why is American Poverty Still Colored in the Twenty-First Century?,” in *The Colors of Poverty: Why Racial and Ethnic Disparities Persist* (eds.) Ann Chih Lin and David R. Harris (New York: Russell Sage Foundation, 2010), 1.

⁷ “Equity and Equality Are Not Equal,” The Education Trust, last modified 2014, <https://edtrust.org/the-equity-line/equity-and-equality-are-not-equal/>.

⁸ Mark Rank, Lawrence Eppard, and Heather Bullock, *Poorly Understood: What Americans Get Wrong About Poverty* (New York: Oxford University Press, 2021), 1.

⁹ “Characteristics of Children’s Families,” National Center for Education Statistics, last modified May 2021, <https://nces.ed.gov/programs/coe/indicator/cce>.

¹⁰ “2020 Current Population Survey Annual Social and Economic Supplement (CPS ASEC),” United States Census Bureau, last modified 2020, Accessed October 5, 2021.

<https://www.census.gov/search-results.html?searchType=web&cssp=SERP&q=poverty%20thresholds>

¹¹ Pedro A. Noguera, “Racial Isolation, Poverty, and the Limits of Local Control in Oakland,” *Teachers College Record*, 106, no. 11 (2004): 2146–2170.

The United States poverty threshold varies depending on family size. In 2020, a family of 4 has an estimated poverty threshold at \$26,495.¹² However, 2019 NCES statistics shows the median annual income for those with a highschool diploma is \$35,000; while those with less than a highschool diploma is \$29,300, and those with some college, but no degree bring in a median income of \$39,700. In contrast to those with a bachelor's degree or higher, the median annual income is \$55,700 or higher.¹³ Those in poverty are exposed to inadequate educational systems, which lead to low wage and undesirable employment. Unstable income will result in adult poverty, compiled with a faulty housing market, an unfair taxing system, and a discriminating education. Thus, fueling the perpetual cycle of poverty. Education is the rope to pull children out of poverty. Still, the United States education system is not a system of equity.

Students that come from low income families face many challenges when it comes to a college education. Jennifer Glynn states in her research funded by the Jack Kent Cooke Foundation that, “high-achieving students from the bottom socioeconomic quartile – despite their equal academic potential – are only one-third as likely to enroll in selective colleges as academically similar students from the top socioeconomic quartile,” even though they have shown to perform the same when accepted.¹⁴ The obstacles surrounding higher education is an injustice to children born into poverty. When education has proven to raise income and success in future generations, it is unjust that those who need it most have the most difficulty obtaining it.

¹² “Poverty Thresholds: Poverty thresholds by Size of Family and Number of Children,” United States Census Bureau, last modified 2020,

<https://www.census.gov/data/tables/time-series/demo/income-poverty/historical-poverty-thresholds.html>

¹³ “Annual Earnings by Educational Attainment,” National Center for Education Statistics, last modified May 2021, Accessed October 3, 2021, <https://nces.ed.gov/programs/coe/indicator/cba>.

¹⁴ Jennifer Glynn, *Opening Doors Opening Doors: How Selective Colleges and Universities Are Expanding Access for High-Achieving, Low-Income Students* (Jack Kent Cooke Foundation, 2017), 1-2.

In an effort to level the playing field, an Education and Community Development Center will be designed to create a pipeline to higher education for children in poverty. This center will provide the children and teens with the necessary resources to enhance their career development and continue their education in competitive colleges or universities. For children and teens, 7th-12th grade, there will be numerous programs for tutoring, scholarships, exposure to arts, afterschool programs, and free counseling services to build an enriched foundation. High school students and first generation college students will be linked to career coaches, job networking guides, funding programs, and college success advisors. The center will create a hub for networking and learning. Inspiring connections between local entrepreneurs, companies, and colleges to help bridge the gap. The American Dream is one of opportunity and success, yet many Americans are still living in the poverty nightmare. Education is the tool for ensuring children's success, freedom, and happiness in their adult lives. It also creates a better and safer society as a whole. In helping our neighbor, a brighter future will be in store for all of us.

Literature Review

America has a long history with poverty. Wealth distribution, as an ontology, runs through many different cultures and time periods. For a country ranked 13 in the world for GDP per capita, it is surprising just how poor the American citizens are.¹⁵ This becomes an issue of equity. Poverty is often thought of as a consequence of poor decision making or careless actions. However, research explains wealth is determined by much more than lifestyle and work ethic.

Part 1: Poverty in the US

Definition of poverty

Poverty is an economic situation. The United States Census Bureau follows the Office of Management and Budget's (OMB) Statistical Policy Directive 14 to determine which households live in poverty. Poverty can be measured by household or individual. The poverty threshold is a ratio of 1, measuring income over needs. A threshold of 1 is when the income meets the needs exactly. A ratio above 1 means a family or individual's income is exceeding their needs. Otherwise stated as, performing above the poverty threshold. When the ratio is below 1, a family or individual's income does not meet their needs. When the needs exceed the income, the family or individual is below the poverty threshold. Classifying the family or individual as poor or in poverty. There many forms of income; such as, earnings, unemployment compensation, workers' compensation, social security, supplemental security income, public assistance, veterans' payments, survivor benefits, disability benefits, pension, retirement

¹⁵ "GDP per capita (current US\$)," The World Bank Group, Accessed October 8, 2021, https://data.worldbank.org/indicator/NY.GDP.PCAP.CD?most_recent_value_desc=true

incomes, interest, dividends, rents, royalties, estates, trusts, educational assistance, alimony, child support, financial assistance, and other forms of income.¹⁶

When discussing poverty, it is important to realize the different types of poverty. The international consulting firm, Communications Across Barriers, has been dedicated to breaking the poverty cycle for decades. Over their years of experience, they have experienced four kinds of poverty: Generational, Working-Class, Immigrant, and Situational. Generational Poverty is passed down from generation to generation. The effects of first generation poverty affect the next generation. Circumstances from this type of poverty make it extremely difficult to build generational wealth: such as academic completion, owning property, and often literacy. These families can only afford the bare minimum to survive. Working-Class Poverty describes one generation's current economic status. This is a result of low income and high needs. Working-Class Poverty results from low paying jobs that fulfill daily needs, but leaves no money for savings, wellbeing, or wants. Few in this category can afford health care and most live paycheck to paycheck. Immigrant Poverty is constructed through language and culture barriers, limited access to resources, and a faulty system. The last kind of poverty is Situational Poverty. This occurs from a sudden crisis. Typically, this group has grown up middle class and experienced a period below the poverty line. People in Situational Poverty have the best chances to make it back to middle class.¹⁷ Different aid is required for each group of poverty.

¹⁶ Jessica Segma *et al.* "Income and Poverty in the United States: 2018," *Current Population Reports*, US Department of Commerce and US Census Bureau Report (September 2019, revised June 2020):18- 23.

¹⁷ "Educating Students Who Live In Poverty," *Communication Across Barriers*, US Department of Education, www2.ed.gov/programs/slep/2012thematicmtg/studentpovty.pdf

In *Poorly Understood: What America Gets Wrong About Poverty* (2021), Mark Rank, Lawrence Eppard, and Heather Bullock, explain the importance of society's judgment towards the poor. Unfortunately, those suffering are perceived as lazy, undeserving, and unwilling to work hard when this is often not the case. Because the majority of American adults (approximately 60% of the population between the ages of 20 and 75) will fall below the poverty line during their lifetime, it is important to shift the way society looks at those in poverty.¹⁸ US Poverty is seen as a *them* problem when in fact it is a *we* problem. The hard truth is, the majority of our neighbors are likely hovering over or falling below the national poverty line. Why are the poor treated as outcasts when they are actually in the majority? Most of this stems from the American attitude of hard work and self-reliance, which dates back to pre-depression periods.¹⁹

History of poverty in America

Poverty is a deep seated, multifaceted issue in our society. Although its roots go further, The New Deal and Great Depression in the 1930s was a turning point in the United States; it changed the way the government helped the poor. This government reform was the first time in history that Americans believed that being poor was not the fault of the individual.²⁰ According to the Constitutional Rights Foundation, during the Great Depression, “an estimated 200,000 boys left home to wander the streets and beg because of the poor economic condition of their families,” and 20 percent of students showed signs of malnutrition, homelessness, and

¹⁸ Mark Rank, Lawrence Eppard, and Heather Bullock, *Poorly Understood: What Americans Get Wrong About Poverty* (New York: Oxford University Press, 2021), 10.

¹⁹ “BRIA 14 3 a How Welfare Began in the United States,” Constitutional Rights Foundation. Accessed September 4, 2021. <https://www.crf-usa.org/bill-of-rights-in-action/bria-14-3-a-how-welfare-began-in-the-united-states.html>

²⁰ Mark Rank, Lawrence Eppard, and Heather Bullock, *Poorly Understood: What Americans Get Wrong About Poverty* (New York: Oxford University Press, 2021), 15.

sickness.²¹ School systems were lacking resources and funding to help these students and most had to shut down.

Housing, food, and education are just a few of the causes for consistent poverty. After it was released that 10.6 million families had to spend over half their income on housing in 2010, the National Low Income Housing Coalition, “conducted a study that examined the cost of housing across the United States and found that no city had rentals priced low enough where a minimum wage earner could live comfortably.”²² For our modern nation, the 2020 report from the Household Food Insecurity in the United States finds that 38 million people go hungry.²³ These hungry families vary in race and region. As if these struggles weren’t enough, poverty also blocks those from becoming educated. In an article written by Communication Across Barriers, they state that, “today, it is less likely a person in poverty will attain a college education than it was in the 1940’s.”²⁴

Formulating the “Ghetto”

Housing and Urban Planning in the United States is fundamentally unjust. The housing system changed in the 1930s. Starting with The Home Owners Loan Coalition and following with The Federal Housing Administration and the GI Bill. Jacob Faber, a New York University Associate Professor in the Robert F. Wagner School of Public Service, explains the source of US

²¹ “BRIA 14 3 a How Welfare Began in the United States,” Constitutional Rights Foundation, 2021, Accessed September 5, 2021,

<https://www.crf-usa.org/bill-of-rights-in-action/bria-14-3-a-how-welfare-began-in-the-united-states.html>

²² “Educating Students Who Live In Poverty,” Communication Across Barriers, US Department of Education, www2.ed.gov/programs/slep/2012thematicmtg/studentpovty.pdf

²³ “Facts About Hunger in America,” Feeding America, 2021, Accessed October 6, 2021,

<https://www.feedingamerica.org/hunger-in-america>.

²⁴ “Educating Students Who Live In Poverty,” Communication Across Barriers, US Department of Education, www2.ed.gov/programs/slep/2012thematicmtg/studentpovty.pdf.

discriminative neighborhoods. The Home Owners Loan Coalition was adopted in 1933.²⁵ It was a government act aimed to relieve the housing crisis during The Great Depression. HOLC changed the way long term mortgage was handled in reaction to the large amount of debt. Neighborhoods were labeled into four categories: A as most desirable, B as desirable, C as declining neighborhoods, and D as undesirable. The categories put in place by HOLC inevitably set up a racist real estate market and urban planning system. HOLC, previously planned to be temporary governmental intervention, paved the way for long term federal programs such as The Federal Housing Administration and the GI Bill. The effects of HOLC not only created the *white suburbia* and *black ghetto*, but it also resulted in racial zoning, school districts, and interstate systems. This is more commonly known as *redlining*; a term coined by Northwest University sociologist John McKnight in the late 1960's. The New Deal reforms created *racial geography* in the United States by limiting goods and services based on the neighborhood grading scale. Post war era housing held black communities back while allowing white communities to advance.²⁶

Much of this poverty can be found in older, inner- ring suburban areas. These were among the first suburbs developed, often at the beginning of the 20th century. By the end of the 20th century, their infrastructure and housing stock were aging and frequently in need of repair. Likewise, some of these communities saw their school districts slowly deteriorate over time. Consequently, these have been many of the areas where the more affluent have left in order to relocate further afield. The result has been a rising number of poor households in these communities.²⁷

The National Community Reinvestment Coalition (NCRC) is an organization designed to improve wealth within communities. NCRC Research conducted in 2018 found that, “most of the neighborhoods (74%) that the HOLC graded as high-risk, or ‘Hazardous’ eight decades ago

²⁵ Jacob W. Faber, “We Built This: Consequences of New Deal Era Intervention in America’s Racial Geography,” *American Sociological Review*, 85, no. 5 (2020): 740-741.

²⁶ Jacob W. Faber, “We Built This: Consequences of New Deal Era Intervention in America’s Racial Geography,” *American Sociological Review*, 85, no. 5 (2020): 739–775.

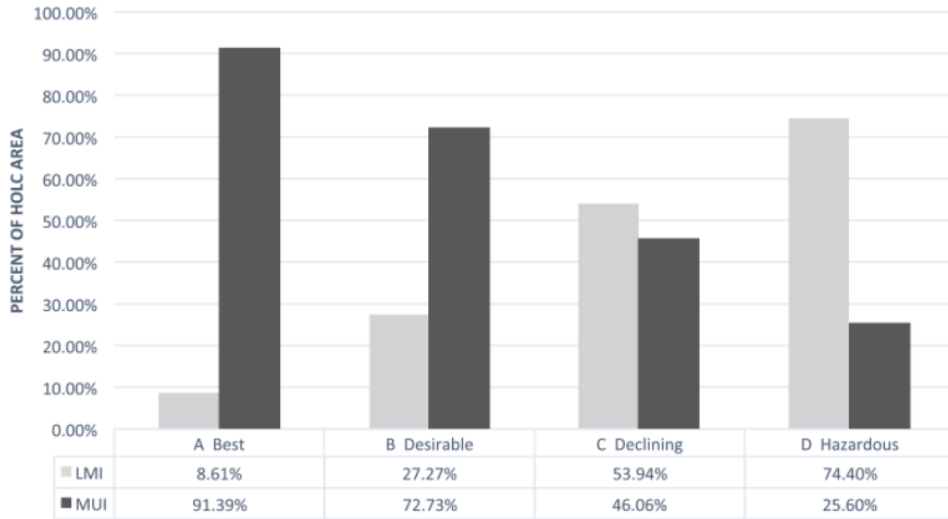
²⁷ Mark Rank, Lawrence Eppard, and Heather Bullock, *Poorly Understood: What Americans Get Wrong About Poverty* (New York: Oxford University Press, 2021), 20.

are low-to-moderate income (LMI) today. Additionally, most of the HOLC graded ‘Hazardous’ areas (nearly 64%) are minority neighborhoods now.”²⁸ Figure 1, shows the relationship between racial groups, wealth, and redlining. Neighborhoods originally labeled as “A” are dominantly white as well as middle to upper income. Inversely, neighborhoods originally labeled as “D” are dominantly minority groups as well as lower to moderate class. Location affects generational wealth, proving that the majority of people suffering can be found in “High Poverty Neighborhoods” which are areas where 40% or more of the population lives below the poverty line.²⁹

²⁸ Bruce Mitchell and Juan Franco, *HOLC ‘Redlining’ Maps: The Persistent Structure of Segregation and Economic Inequality* (Washington: NCRC Research, 4).

²⁹ Mark Rank, Lawrence Eppard, and Heather Bullock, *Poorly Understood: What Americans Get Wrong About Poverty* (New York: Oxford University Press, 2021), 18.

National HOLC Grades and Income



National HOLC Grades and Race

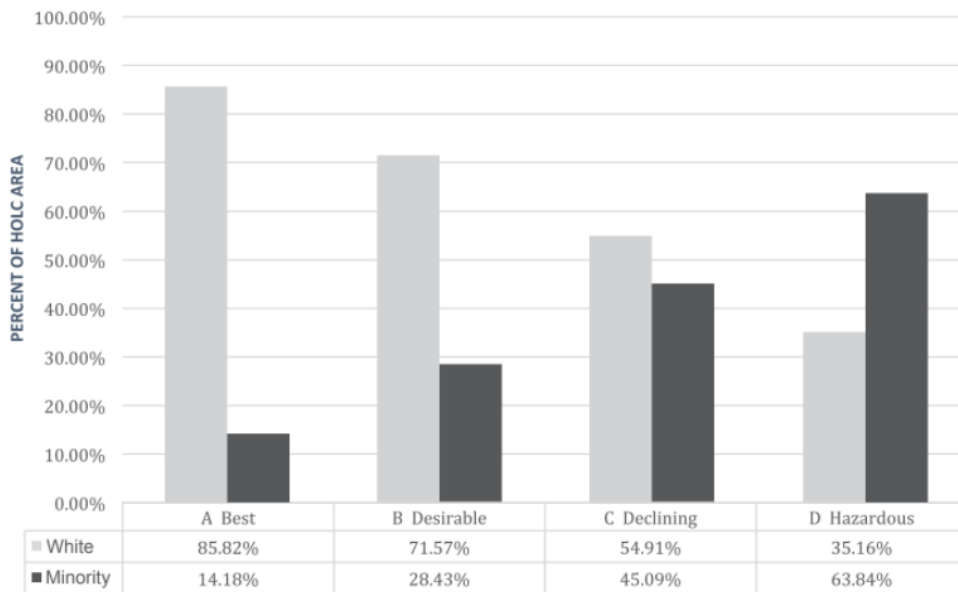


Figure 1: The Bar graphs above show relations between race, income, and The Home Owners Loan Coalition’s *graded* neighborhoods set by the original HOLC 1933-1940 maps. High rates of poverty and dominantly minority communities make up the hazardous neighborhoods. In stark contrast, wealthy, white communities make up the best neighborhoods.

Part 2: Education Connection to Poverty

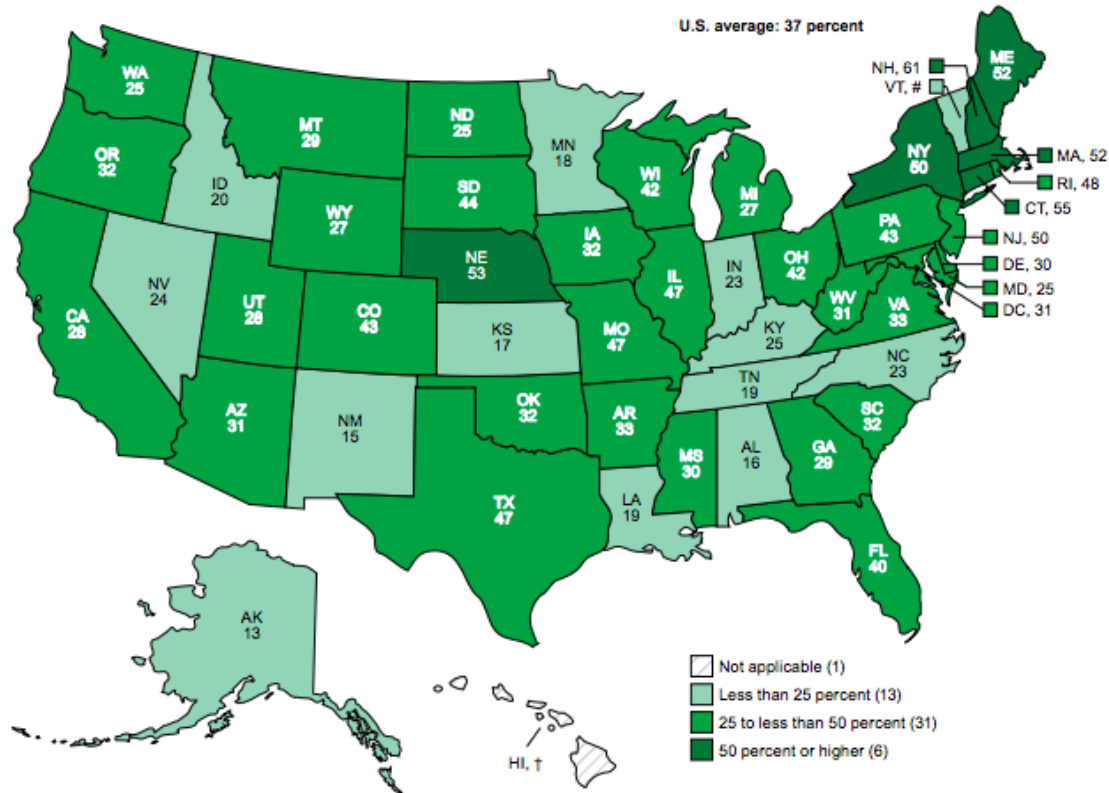
Racial Injustice

Historical redlining affects contemporary school systems. Public schools receive funding through federal sources, state sources, and local sources. According to a report by NCES, the average public school revenue in 2021 was sourced from 45% local, 47% states, and only 8% federal.³⁰ Figure 2 shows how much of the states' total revenue comes from property taxes. In 2018, 36 out of 50 states relied on more than 25% of total income on local revenue. Nationally, “in 2017–18, some \$279 billion, or 81 percent, of local revenues for public school districts were derived from local property taxes.”³¹ Therefore, school districts located in historically “hazardous” zones rely partially on property taxes for school revenue. As stated above, these neighborhoods have suffered from generations of poverty, meaning it is not likely they can afford property taxes to fund the schools. School districts ultimately lose funding, and in return, the schools fail to provide for the community; thus continuing the cycle of poverty.

³⁰ National Center for Education Statistics, “Pre Primary, Elementary, and Secondary Education,” *The Condition of Education, 2021*. Accessed December 8, 2021. https://nces.ed.gov/programs/coe/pdf/2021/cma_508c.pdf.

³¹ National Center for Education Statistics, “Pre Primary, Elementary, and Secondary Education,” *The Condition of Education, 2021*. Accessed December 8, 2021. https://nces.ed.gov/programs/coe/pdf/2021/cma_508c.pdf.

Figure 3. Property tax revenues for public elementary and secondary schools as a percentage of total public school revenues, by state: School year 2017–18



† Not applicable.
 # Rounds to zero.
 NOTE: All 50 states and the District of Columbia are included in the U.S. average. Categorizations are based on unrounded percentages.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "National Public Education Financial Survey," 2017–18. See *Digest of Education Statistics 2020*, table 235.20.

Figure 2 shows public schools' reliance on property tax per state. Information provided by NCES.

Although in 1964, the Civil Rights Act made it illegal for schools to discriminate based on race, injustice is still woven into the system. Sean Drake, a member of the Department of Sociology at the University of California, emphasizes this remark in his article, "the US Supreme Court ruled in *Brown v. Board of Education* that a system of 'separate but equal' schools for Blacks and Whites was 'inherently unequal', thus ending de jure segregation in American schools," the education system still suffers from this inequality.³² However, there is still clear

³² Sean Drake, "Academic Segregation and the Institutional Success Frame: Unequal Schooling and Racial Disparity in an Integrated, Affluent Community," *Journal of Ethnic & Migration Studies* 43, no. 14 (2017): 2423.

separation between race in neighborhoods and school systems. The US Department of Education and the US Department of Justice continue to address these issues today. Racially isolated schools often have, “fewer effective teachers, higher teacher turnover rates, less rigorous curricular resources (e.g., college preparatory courses), and inferior facilities and other educational resources.”³³ All of which are important for an adequate education. Sean Drake cites Massey Douglas and Nancy Denton on academic segregation; explaining, “just as residential segregation creates separate and unequal living environments and access to community resources (Massey and Denton 1993), academic segregation creates separate and unequal teaching and learning environments and access to education resources and opportunities.”³⁴ When students are not exposed to adequate educational resources, the chances of academic success decrease.

Juan Battle and Michael Lewis examine the effects of race and socioeconomics on education in their article, “The Increasing Significance of Class: The Relative Effects of Race and Socioeconomic Status on Academic Achievement.” The study found black students tested lower than white students in general. However, when socioeconomic status was taken out, blacks actually outperform whites.³⁵ Because of historical injustice, black families are more likely to experience long lasting poverty. This skews the data for racial academic qualifications, showing a link between economic situation and academic achievement.

³³ US Department of Education and US Department of Justice, *Guidance On The Voluntary Use Of Race To Achieve Diversity And Avoid Racial Isolation In Elementary And Secondary Schools*, (Washington DC): 1.

³⁴ Massey, Douglas S., and Nancy A. Denton. 1993. *American Apartheid*. Cambridge, MA: Harvard University Press. cited in Sean Drake, “Academic Segregation and the Institutional Success Frame: Unequal Schooling and Racial Disparity in an Integrated, Affluent Community,” *Journal of Ethnic & Migration Studies* 43, no. 14 (2017): 2425.

³⁵ Juan Battle and Michael Lewis, “The Increasing Significance of Class: The Relative Effects of Race Socioeconomic Status on Academic Achievement,” *Journal of Poverty* 6, no. 2 (2002): 21.

Poverty and educational attainment is passed down through generations. This can be shown geographically within regions of the United States.

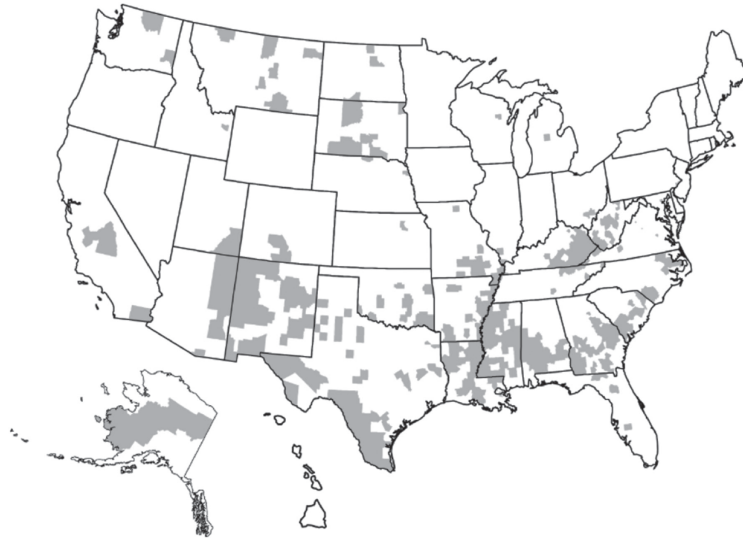


Figure 3 is a map of the US highlighting counties that were persistently poor from 1990 to 2010. US Census Bureau, 2019. <http://www.ruralhome.org/sct-initiatives/mn-persistent-poverty>

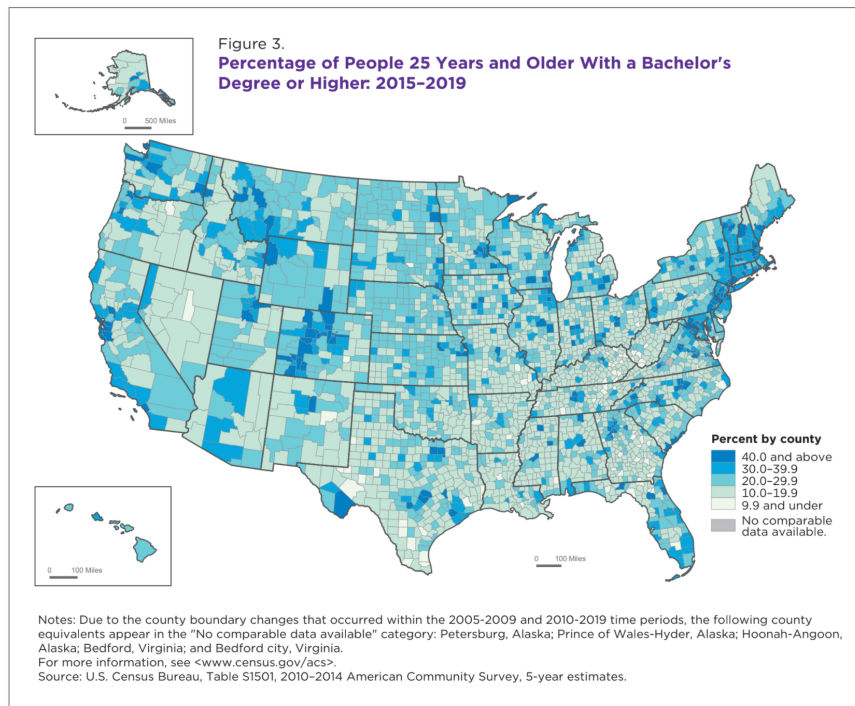


Figure 4 is a map of the US showing percentages of adults with a Bachelor's Degree or higher in 2015-2019.

Figures 3 and 4 compare two statistical maps of the United States. The first map, found in the book *Poorly Understood: What America Gets Wrong About Poverty*, shows areas of long standing poverty. This is found mostly in areas with a history of racial injustice: including the South, Great Plains, and the southern Texas border. These are areas where Blacks have historically experienced slavery, Indigenous communities have been taken over, and Hispanic Americans have had suffered from the US Mexican Border.³⁶ Correlation between long standing poverty and bachelor degree attainment can be seen between the two maps. The map on the right shows rates of bachelor degree completion based on location in the United States. The lowest areas of education tend to fall where the greatest areas of long standing poverty are. A clear negative relationship: increasing poverty, decreases chance of college education. In fact, according to this assessment by the US Census Bureau, out of the 89 counties with the lowest educational attainment rates, 76 of them are located in the South.³⁷ The South is historically identified as states below the Mason Dixon line. The Mason-Dixon Line was originally created as a divider between the Pennsylvania and Maryland colonies in 1767. However, in 1820, the Mason-Dixon line was used in the Missouri Compromise as the defining border of southern states, otherwise known as the Confederates, during the Civil War.³⁸ Hardships from these counties can be traced back to slavery. This pattern is a strong example of generational poverty; families have continuously grown with little to no wealth due to the circumstances of their previous generations. The future generations are not given resources to advance themselves-specifically in education. Geographically, it is evident how family history can affect generational wealth.

³⁶ Mark Rank, Lawrence Eppard, and Heather Bullock, *Poorly Understood: What Americans Get Wrong About Poverty* (New York: Oxford University Press, 2021), 21.

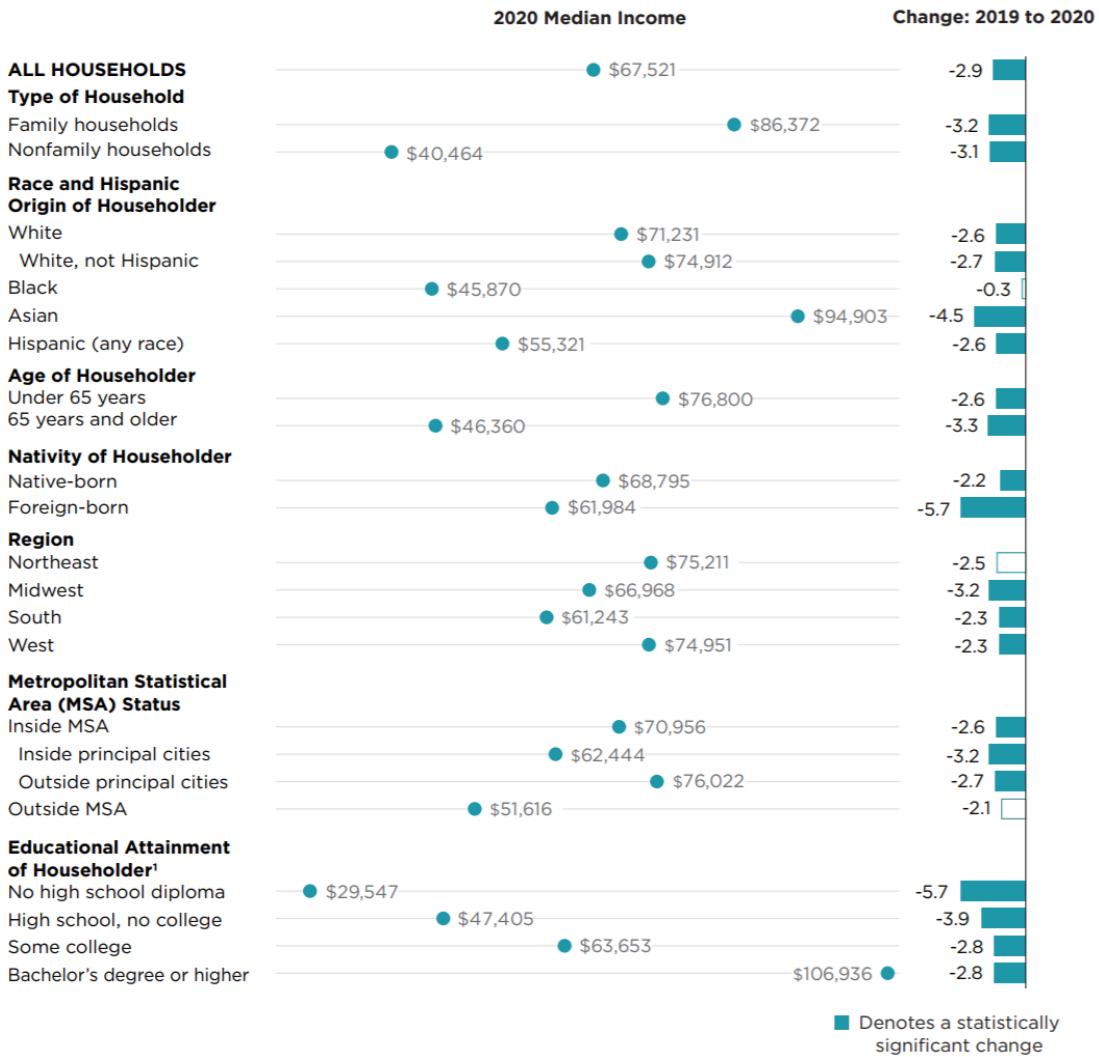
³⁷ Kevin McElrath and Michael Martin, "Bachelor's Degree Attainment in the United States: 2005 to 2019," (*American Community Survey Briefs*, US Census Bureau, 2021), 4-6.

³⁸ "Mason and Dixon draw a line, dividing the colonies," *History*, last modified October 15, 2020, Accessed October 9, 2021, <https://www.history.com/this-day-in-history/mason-and-dixon-draw-a-line>.

Figure 1.

Median Household Income and Percent Change by Selected Characteristics

(Households as of March of the following year)



¹ Householders aged 25 and older. In 2020, the median household income for this group was \$57,317.

Notes: Statistically significant indicates the change is statistically different from zero at the 90 percent confidence level. Margins of error and other related estimates are available in Table A-1. Information on confidentiality protection, sampling error, nonsampling error, and definitions is available at <<https://www2.census.gov/programs-surveys/cps/techdocs/cpsmar21.pdf>>.

Source: U.S. Census Bureau, Current Population Survey, 2020 and 2021 Annual Social and Economic Supplements (CPS ASEC).

Figure 5: US Census Bureau mean household income in 2020.

The US Census Bureau tracks yearly median household income rate, typically two incomes per house, for different variables: such as race, age, region, and educational attainment.

In figure 5, it is shown that Asians have the highest median household income followed by White and White Non-Hispanic. Black has the lowest median income. Historically, blacks reside mostly in Southern states which also have the lowest median income when comparing regions. The Northeast and Northwest are the two highest which correlate to bigger cities, greater capital, and increased opportunities-such as Ivy League Universities and world renowned cities. The table also shows how age can affect your median income. Those older than 65 being about 30,000 lower than ages below 65. Lastly, the table shows clear correlation between income and educational attainment. Those with Bachelor's degree or higher receive over double the median household income as compared to those with only a highschool diploma.³⁹

Power of Parents

Similarly to socioeconomic status and race, parents' involvement plays a major role in a child's academic success. Mothers have a strong impact on child development and educational performance. Unfortunately, single parenting, and subsequently economic status, control that impact. Erin Holmes, Hayley Holladay, Jeffrey Hill, and Jeremy Yorgason found that a mothers involvement with the school system correlates with better performance levels in students. Involvement with academics would include volunteer work, encouraging hard work on assignments, good communication with teachers, and more. There are many factors that could lower a mothers involvement in school systems. These factors include socioeconomic status, work-to-family conflicts, and mothers' education. For example, a single mother could need to spend more time at work to gain enough income on her own. Entry level, minimum wage jobs

³⁹ U.S. Census Bureau, Current Population Survey, 2020 and 2021 Annual Social and Economic Supplements (CPS ASEC), Accessed October 12, <https://www.census.gov/content/dam/Census/library/visualizations/2021/demo/p60-273/figure1.pdf>.

are offered to those who have only completed their high school education. These hours are often long, varied, and inconsistent. On the opposite end of the spectrum, a mother who works as a surgeon could experience high levels of stress and long hours that affect family relationships and time. Figure 6 explains the positive and negative impacts of mothers on childrens' academic success. When a mother's work-to-family conflict is increased, then their school involvement is decreased. Therefore, a decrease in school involvement causes a decrease in academic achievement.⁴⁰

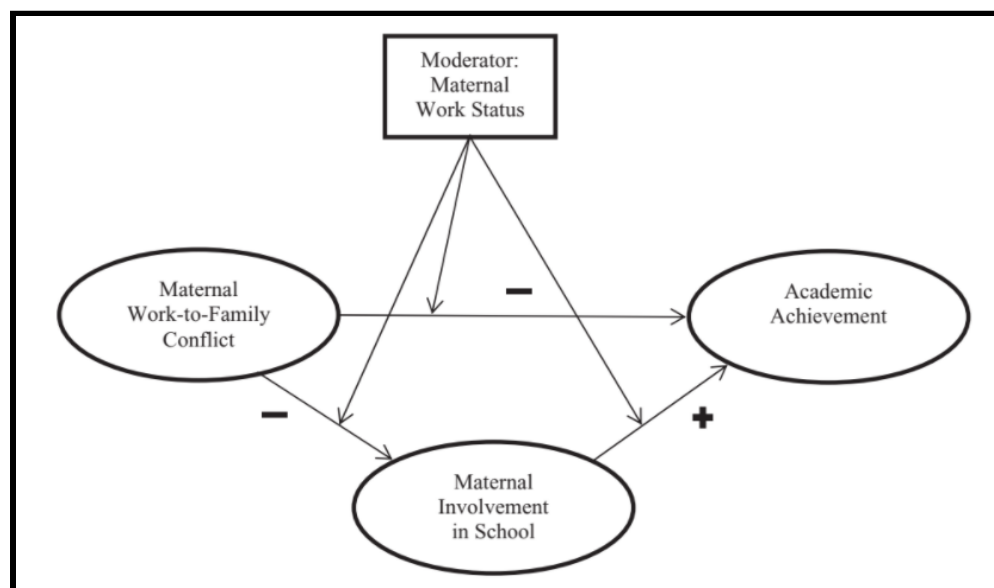


Figure 6: When accessing maternal work to family conflict, maternal involvement in school, and students academic achievement, there is a clear negative feedback loop.

A large factor to maternal work, education, and involvement is teen pregnancy. Because children's education has been proven to link back to maternal education and involvement, it is important to proactively address this issue. Teen parents are less likely to earn higher education,

⁴⁰ Erin Holmes, Hayley Holladay, Jeffrey Hill, and Jeremy Yorgason, "Are Mothers' Work-to-family Conflict, School Involvement, And Work Status Related To Academic Achievement?" *Journal of Child and Family Studies*, No. 27 (2018): 1882-83.

which in turn leads to low paying jobs; increasing chances of raising a child in poverty. In the United States, teen pregnancy remains an issue. In 2016, 209,809 babies were born to parents between the ages of 15 and 19. Teen parents face many more problems than regular teens and older parents. For example, “teen parents had not only lower initial educational levels, hourly compensation, and annual wages, but also lower increases in educational level, hourly compensation, and annual wages over 10 years,” therefore teen parents have to work harder than those their same age to be a parent, employee, and a student.⁴¹ Title IX of the Educational Amendments declared public schools cannot discriminate against pregnant teens.⁴² At its time it helped break down some of the barriers of education for teen mothers, yet it still does not come easily. Without a strong support system, these teens will have to be a parent, adult, and student all at the same time. In comparison to their non-parenting peers, teen parents have lower rates of highschool graduation, as well as college enrollment. On average, teen parents completed an average of 11 years (junior year of high school), and non-teen parents completed an average of 13 years (first year of college). As education has proven to be a leading factor in job qualification, teen parents are less likely to be hired for quality jobs than their peers. The gap between the two groups is almost \$2.00 extra per hour, with teen parents earning an average of \$13.22 an hour and non-teen parents earning an average of \$15.62 an hour. The gap widens over time because teen parents will take two years to earn a raise of only \$0.62. While non-teen parents will earn a raise of \$1.56 over the same amount of time.⁴³ Further trajectory trends for non-parenting teens vs parenting teens can be found in figure 7. Teen pregnancy affects the

⁴¹ Junghee Bae, “Teen Parents’ Cumulative Inequality in Job Achievement: Mediation Effect of Educational Achievement,” *Social Work Research* 44, no. 2 (2020): 99-100.

⁴² Junghee Bae, “Teen Parents’ Cumulative Inequality in Job Achievement: Mediation Effect of Educational Achievement,” *Social Work Research* 44, no. 2 (2020): 100.

⁴³ Junghee Bae, “Teen Parents’ Cumulative Inequality in Job Achievement: Mediation Effect of Educational Achievement,” *Social Work Research* 44, no. 2 (2020): 103.

ability for the parent and the future child to have an adequate education, resulting in a successful career path.

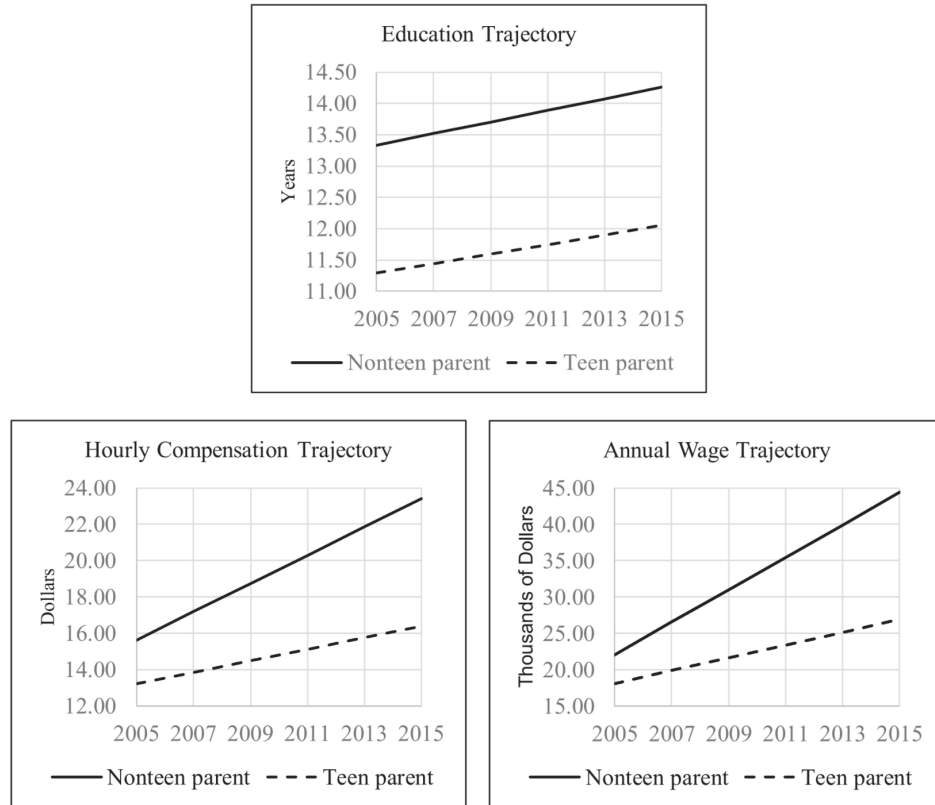


Figure 7: Trajectory charts comparing teen parents vs nonteen parents in wage, compensation, and education.

First Generation College Students

A significant area of study revolves around first generation college students in particular. First generation college student means neither of the child's parents have a college education. Because of the link between economic status and educational attainment, first generation college students are likely to come from minority families that have suffered from long term poverty. Jessica Reynolds and Susan Cruise conduct research over the persistence of college students and

found that, “in the United States, about half of individuals entering college will not earn their bachelor’s degree within five years, a rate that has continued to increase since the 1970s (Bound et al. 2009).”⁴⁴ Factors that increase dropout rates range from self confidence and adjustment abilities to socioeconomic status and parent education level. These problem areas include factors that are outside of the individual's control. It was shown that, “these students are more likely to have poor pre-college preparation, lack of family support, fear of the college environment, and a lack of study skills,” which create obstacles in educational success.⁴⁵ Regarding race in schools, a study examining public schooling found that teachers' effects on students can change their outcome; if white teachers believe that black students will perform to lower standards than white students, then black students will end up proving that to be true. In reality, race does not change a student’s natural knowledge. Rather a student’s race can affect their support system, opportunities, and ability to focus on school. Teachers bias towards black students includes, “viewed as absent more often, exerting less effort, more often inappropriately dressed, etc. Teachers’ negative evaluation of these practices leads them to give African American students lower grades even though these practices may be unrelated to academic performance (Farkas et al., 1990).”⁴⁶ Support, encouragement, and kindness are extremely important in the educational process.

⁴⁴ Bound, J., Lovenheim, M., & Turner, S. (2009). Why have college completion rates declined? An analysis of changing student preparation and collegiate resources. cited in Reynolds, Jessica and Cruise, Susan. “Factors that Influence Persistence Among Undergraduate Students: An Analysis of the Impact of Socioeconomic Status and First-Generation Students.” *Interchange* 51, (2020): 199.

⁴⁵ Reynolds, Jessica and Cruise, Susan. “Factors that Influence Persistence Among Undergraduate Students: An Analysis of the Impact of Socioeconomic Status and First-Generation Students.” *Interchange* 51, (2020): 200-201.

⁴⁶ Juan Battle and Michael Lewis, “The Increasing Significance of Class: The Relative Effects of Race Socioeconomic Status on Academic Achievement,” *Journal of Poverty* 6, no. 2 (2002):23.

Improving Quality of Life

Education is a tool for good livelihood in adult life. Based on a report published by the Federal Bureau of Prisons, approximately 38.2% of United States prison inmates are black.⁴⁷ Assessing injustices through the United States prison system, Stephanie Ewert and Tara Wildhagen found that, “Prisoners are also more likely than the general population to have a GED (Harlow 2003). Black and Hispanic inmates have lower (Ewert and Wildhagen 4) levels of educational attainment than white prisoners (Coley and Barton 2006), but education levels of Hispanic prisoners are even lower than for blacks (Jackson 1997).”⁴⁸ In fact, 40% of male inmates did not complete high school, and only 15% of men outside of prison have not completed high school. Race still plays a major factor, even inside the prisons.

Although young black and Hispanic men in the general population have lower levels of educational attainment than young white men, the racial and ethnic differences in high school dropout were even greater among the adult correctional population. While 25 percent of young black men in the general population did not complete high school, 14 percent of young white men did not, resulting in an 11 percentage point difference. In contrast, 58 percent of young black men in prison did not complete high school while 41 percent of young white men in prison did not (an 18 percentage point difference).⁴⁹

We can attest these results to the lack of resources given to those in minority groups. Often these groups have nowhere else to turn besides a life of crime to gain any sort of substantial income.

⁴⁷ “Inmate Race,” Federal Bureau of Prisons, last modified December 4, 2021. Accessed December 10, 2021. https://www.bop.gov/about/statistics/statistics_inmate_race.jsp.

⁴⁸ Harlow, Caroline. 2003. “Education and Correctional Populations.” U.S. Department of Justice, Bureau of Justice Statistics Special Report. January 2003. Coley, Richard and Paul Barton. 2006. “Locked Up and Locked Out: An Educational Perspective on the U.S. Prison Population.”

Jackson, Kevin. 1997. “Differences in the Background and Criminal Justice Characteristics of Young Black, White, and Hispanic Male Federal Prison Inmates.” *Journal of Black Studies*, 27:494-509. cited in Stephanie Ewert and Tara Wildhagen, “Educational Characteristics of Prisoners: Data from the ACS” (U.S. Census Bureau: Housing and Household Economic Statistics Division, Washington, DC, 2011), 1-2, 15-25.

⁴⁹ Stephanie Ewert and Tara Wildhagen, “Educational Characteristics of Prisoners: Data from the ACS” (U.S. Census Bureau: Housing and Household Economic Statistics Division, Washington, DC, 2011), 1-2, 15-25.

Prison education helps prisoners obtain employment once released. These are designed to reduce continuing criminal activity and keep inmates from returning.⁵⁰ This is a reactive approach, when instead, we should approach this problem proactively. Educational attainment increases chances for higher paying jobs, therefore, reducing the “survival” factor that some of these prisoners face; a do-whatever-it-takes mentality. Below is a table categorizing male prisoners' education, age, and race.

⁵⁰ “Educational Programs,” Federal Bureau of Prisons, Accessed December 10, 2021. https://www.bop.gov/inmates/custody_and_care/education.jsp.

	BJS SISCF 2004*		ACS 2009	
		SE		SE
All men (total number)	1,124,000	2,000	1,122,011	11,064
Less than high school (percent)	36.3	0.10	39.5	0.48
High school diploma	21.7	0.09	15.8	0.31
GED	30.5	0.09	22.3	0.31
Some college +	11.5	0.05	22.4	0.31
Age				
18-24 (total number)	199,000	6,000	165,524	3,739
Less than high school (percent)	49.0	0.18	52.3	0.95
High school diploma	15.9	0.29	14.2	0.70
GED	31.3	0.22	21.4	0.55
Some college +	3.8	0.07	12.2	0.77
25-44 (total number)	722,000	8,000	657,448	11,183
Less than high school (percent)	34.2	0.12	38.9	0.57
High school diploma	23.0	0.09	15.6	0.41
GED	32.2	0.10	23.8	0.42
Some college +	10.6	0.06	21.7	0.42
45+ (total number)	221,000	7,000	299,039	7,676
Less than high school (percent)	31.2	0.17	33.7	0.74
High school diploma	22.9	0.13	16.9	0.55
GED	24.3	0.13	19.6	0.54
Some college +	21.6	0.14	29.7	0.63
Young men age 18-24				
Black, non-Hispanic (total number)	84,000	5,000	75,135	2,469
Less than high school (percent)	56.4	0.26	58.0	1.52
High school diploma	14.3	0.42	13.8	1.22
GED	26.8	0.45	19.6	1.20
Some college +	2.6	0.08	8.7	0.90
Hispanic (total number)	46,000	3,000	37,675	1,757
Less than high school (percent)	59.3	0.32	61.0	1.88
High school diploma	11.6	0.26	12.5	1.16
GED	25.2	0.30	16.2	1.12
Some college +	4.0	0.18	10.4	1.47
White, non-Hispanic (total number)	56,000	4,000	45,849	1,711
Less than high school (percent)	32.7	0.33	37.4	1.33
High school diploma	19.6	0.34	16.1	1.15
GED	42.2	0.53	28.5	1.44
Some college +	5.5	0.13	18.0	1.42
Note: racial and ethnic categories are mutually exclusive, including non-Hispanic white alone, non-Hispanic black alone, and Hispanic				
*Numbers (and corresponding standard errors) rounded to the nearest thousand				
Source: Bureau of Justice Statistics, Survey of Inmates in State Correctional Facilities, 2004; U.S. Census Bureau, American Community Survey, 2009.				

Figure 8: Survey showing education rates based on race for male prisoners over the age of 18.

Mental Health

Kryisia N. Mossakowski explains in her article, “Dissecting the Influence of Race, Ethnicity, and Socioeconomic Status on Mental Health in Young Adulthood,” that poverty and mental health have a direct correlation. Stressors are responsible for inflaming existing mental illness, and there are two types: acute stressors and chronic stressors. Chronic stressors are long term and are known to worsen symptoms more than acute stressors. When categorizing poverty as a stressor, generational poverty can be classified as a chronic stressor because it is long lasting. Situational poverty can be classified as an acute stressor. Therefore, long lasting poverty will cause worse mental illness than situational poverty.

Longitudinal studies have documented that the time spent in poverty is significantly associated with subsequent mental health problems in childhood and health problems in adulthood (Duncan et al. 1994; McDonough and Berglund 2003; McLeod and Shanahan 1993, 1996). Results indicate that chronic poverty before ages 4 or 5 significantly predicts symptoms of depression and anxiety in childhood, independent of present poverty status (Duncan et al. 1994; McLeod and Shanahan 1993, 1996).⁵¹

Blacks and Hispanics are more likely to experience poverty than Whites. Because of this cross section between race and economics, mental health can be worse for those minority groups. Ultimately, factors like socioeconomic status, race, and education can affect one’s mental health. Mental health issues during adolescence can translate into physical health issues during

⁵¹ Duncan, Greg, Jeanne Brooks-Gunn, and Pamela Kato Klebanov. 1994. “Economic Deprivation and Early-Childhood Development.” *Child Development* 65:296-318., McDonough, Peggy and Pat Berglund. 2003. “Histories of Poverty and Self-Rated Health Trajectories.” *Journal of Health and Social Behavior* 44:198-214., and McLeod, Jane D. and Michael Shanahan. 1993. “Poverty, Parenting, and Children’s Mental Health.” *American Sociological Review* 58:351-66. cited in Kryisia Mossakowski, “Dissecting the Influence of Race, Ethnicity, and Socioeconomic Status on Mental Health in Young Adulthood,” *Research on Aging* 30, no. 6 (2008): 653.

adulthood.⁵² It is important to limit childhood poverty, so the detrimental effects do not spill over into adulthood.

Success in the Unfamiliar

H. Wenwen Ni, Brianna M. Goodale, and Yuen J. Huo conducted a case study on learning environments and academic performance. They found that interiors affect the gaps in socio-economic achievements in colleges. They coin this term as, “social class-environment match”. Physical cues of high class and social affluence can be found in interior spaces. These include leather bound books, wood molding, brass accents, i.e. signs of high class. The idea is that students who come from high socioeconomic backgrounds are familiar with these spaces, and students from low socioeconomic backgrounds are not familiar with these interiors. Social class-environment match can cause students to feel more comfortable within a space and increases their sense of belonging. This experiment argues that having the sense of belonging gives students with a high socioeconomic class background an advantage when it comes to studying and/or testing, compared to students who come from low socioeconomic backgrounds. Results of the experiment showed that the lower socioeconomic students were not necessarily affected by these social cues, yet high socioeconomic students had a greater success rate when the social cues were present.⁵³ Therefore, the prestige environments of colleges and universities may contribute to the gap of socioeconomic performance among students.

⁵²Krysia Mossakowski, “Dissecting the Influence of Race, Ethnicity, and Socioeconomic Status on Mental Health in Young Adulthood,” *Research on Aging* 30, no. 6 (2008): 649-671.

⁵³Ni, H. Wenwen, Goodale, Brianna M., Huo, Yuen J, “How the rich get richer: affluence cues at universities increase the social class achievement gap.” *Social Psychology of Education*, no. 23 (2020): 653-654, 663-666.

Damage of Student Debt

Colleges have raised the prices of tuition, yet grants have not followed this increase. Meaning families are left to pay this burden on their own. Student debt is related to parents' income and education. Debt amounts can vary depending on college choice, scholarships, grants, and years of schooling. For example, law school average debt is over \$100,000 and medical school average debt is over \$200,000. Middle class families are the most likely to have high student debt. Grants are usually reserved for those with the greatest financial need, and families in the Upper class are able to afford college tuition and debt payments. Research founded by Educational data, sheds light on the issue around national debt. In fact after 20 years, 48.9% are still making payments. In 2020, the national average federal student debt was \$36,635. On average, black students have over \$27,000 more in debt than white students and over \$20,000 more of the national average.⁵⁴

Unfortunately, a study conducted by the Jack Kent Cooke Foundation revealed that, “high-achieving students from the bottom socioeconomic quartile – despite their equal academic potential – are only one-third as likely to enroll in selective colleges as academically similar students from the top socioeconomic quartile.”⁵⁵ This means that two-thirds of students that are academically talented, yet underprivileged, do not get to attend competitive schools of their choosing. The choice is based solely on their socioeconomic status and has nothing to do with their potential for academic success.

⁵⁴ Melanie Hanson, “Average Student Loan Debt,” Education Data, last modified July 10, 2021, Accessed October 27, 2021, <https://educationdata.org/average-student-loan-debt>

⁵⁵ Jennifer Glynn, “Opening Doors: How Selective Colleges and Universities Are Expanding Access for High-Achieving, Low-Income Students,” (Jack Kent Cooke Foundation, 2017), 1.

Part 3: Proposed Solution

Promisingly, the rates of college education are rising. In 2019 the US Census Bureau, states that 32.1% of adults over the age of 25 have a Bachelor's Degree or higher. This percentage has increased through the last 10 to 15 years.⁵⁶ It is important for society as a whole to continue this trend. This can be done by increasing accessibility to technology, increasing student engagement, and spreading aid to those who are blocked by obstacles of race, socioeconomics, and other life circumstances. Anthony Carnevale *et al.* provides data to support that, “Across racial and ethnic groups, top-half math scores in high school increase the odds that a student from an economically disadvantaged family will earn a good entry-level job as a young adult.”⁵⁷ Meaning students with low SES have a better chance of moving out of their economic class in adulthood if their math scores remain above average k-12. Schools and community services can focus on the STEM curriculum to increase these odds.

Even if students in poverty do everything right, Universities need to make applications, acceptance, and payment more accessible to the lower socioeconomic quartile. A 2019 study done by Anthony Carnevale *et al.* shows college enrollment and completion for the four socioeconomic quartiles. In every category, low socioeconomic status makes up the smallest percentage of students, while high economic status makes up the largest percentage of students.

⁵⁶ Kevin McElrath and Michael Martin, “Bachelor’s Degree Attainment in the United States: 2005 to 2019,” (*American Community Survey Briefs*, US Census Bureau, 2021), 1.

⁵⁷ Anthony P. Carnevale et al, “Born to Win, Schooled to Lose: Why Equally Talented Students Don’t Get Equal Chances to Be All They Can Be,” Georgetown University: Center on Education and the Workforce, 2019, 20.

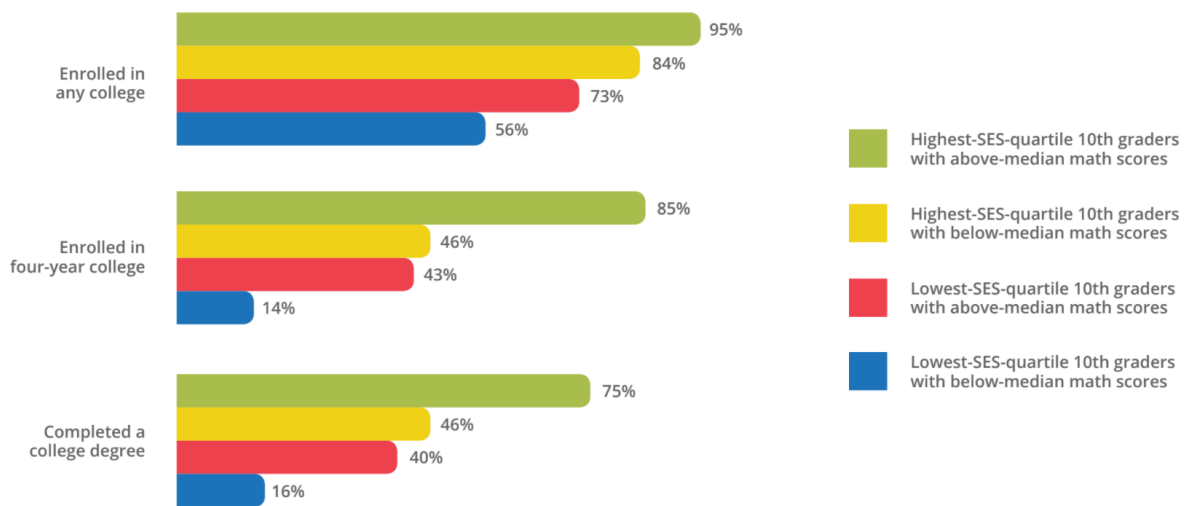
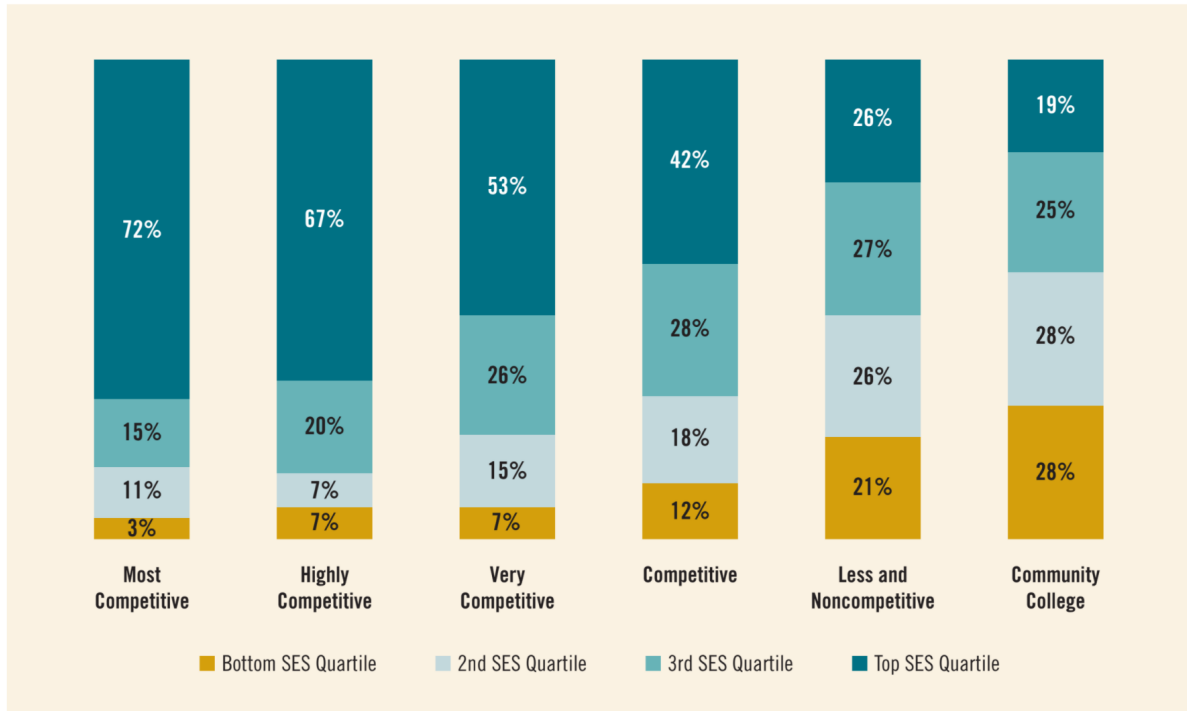


Figure 9: College students divided by socioeconomic status.

To break down the college demographic further, school prestige and economic diversity is skewed. According to the Jack Kent Cooke Foundation study, over 50% of community college students are from the bottom two socioeconomic quartiles. In contrast, only 14% of the most competitive colleges' students are made up of the bottom two socioeconomic quartiles, 72% of the most competitive colleges' students come from the top socioeconomic quartile.⁵⁸ As seen in Figure 10.

⁵⁸Jennifer Glynn, "Opening Doors: How Selective Colleges and Universities Are Expanding Access for High-Achieving, Low-Income Students," (Jack Kent Cooke Foundation, 2017), 2.



Source: Jennifer A. Giancola and Richard D. Kahlenberg, "True Merit: Ensuring Our Brightest Students Have Access to Our Best Colleges and Universities," (Lansdowne, Va.: Jack Kent Cooke Foundation, 2016).

Figure 10: Student economic demographic for each college type: ranging from most competitive to least competitive.

The foundation, Communication Across Barriers, has shared 5 research based theories to help the poor get education. The five theories are Strengths Perspective Approach, Resiliency Theory, Asset Theory, Social Capital Theory, and Faulty Attribution Theory.

Strengths Perspective Approach focuses on the individual's strength in an attempt to maximize their talents. This helps empower the student and/or family. Putting this theory into practice includes finding students strengths, allowing students to be helpful and contribute to tasks, and showing empathy to those in need.

The *Resiliency Approach* focuses on how support can help those suffering be resilient. This is achieved by celebrating uniqueness and seeing their strengths from the strategies of the

Strengths Perspective Approach. This is the time to put the strengths to action. Strengths can be used to be resilient in times of trouble.

Asset Theory focuses on assets that improve success. Assets are internal or external. Internal assets could be good time management, confidence, design thinking, and much more. Examples of external assets would include relationships, school involvement, and educational activities. Practicing Asset Theory means connecting students to resources, building their network, and using their assets to take steps toward success.

Social Capital Theory addresses the importance of networking, success comes easier when you know the right people. This theory uses relationships, opportunities, and connections to help the student with education attainment.

Faulty Attribution Theory discourages our inherent judgmental behavior. The theory focuses on understanding one another's differences. It helps expose people to different perspectives, thus promoting a more inclusive and understanding environment.⁵⁹

The paper "Born to Win, Schooled to Lose: Why Equally Talented Students Don't Get Equal Chances to Be All They Can Be," shares a similar 3 step process to improve academic success throughout primary school. This includes (1) academic intervention from kindergarten through high school, (2) improved high school counseling to ensure students have tools and necessary knowledge to transition to secondary schools, and (3) integrated career exploration to the high school development.⁶⁰

⁵⁹"Educating Students Who Live In Poverty," Communication Across Barriers, US Department of Education, www2.ed.gov/programs/slcp/2012thematicmtg/studentpovty.pdf

⁶⁰Anthony P. Carnevale et al, "Born to Win, Schooled to Lose: Why Equally Talented Students Don't Get Equal Chances to Be All They Can Be," Georgetown University: Center on Education and the Workforce, 2019, 24.

On the federal level, The US Department of Justice and the US Department of Education teamed together to address the educational system. The address emphasized diversity in K-12 education. This tool can enrich the growing minds. They state successful ways of integration as, “strategic site selection of new schools; drawing attendance zones with general recognition of the demographics of neighborhoods; allocating resources for special programs; recruiting students and faculty in a targeted fashion; and tracking enrollments, performance, and other statistics by race.”⁶¹ These implications should be race-neutral, yet still apply to those suffering from the inequity. Race-neutral changes focus more on socioeconomic status, parental success factors, and neighborhood demographics. Some schools have to turn to race-specific implications to achieve the desired race-diversity, but should do so with caution not to favor students of certain races. An overall framework is given for school districts to fix racial isolation. This framework includes site choices, grade realignment/feeder patterns, zoning decisions, enrollment types, competitive program enrollment, and district transfers.⁶²

Ultimately, the poverty cycle can best be broken through education. Injustice in the United States economy, educational system, urban planning practice, and society all take its toll on the poor population. To combat this issue on a small scale, the Educational and Community Development Center will create an environment for communities in need to experience culture, enjoy recreation, gain career development, and most importantly expand and enhance their education.

⁶¹ US Department of Education and US Department of Justice, *Guidance On The Voluntary Use Of Race To Achieve Diversity And Avoid Racial Isolation In Elementary And Secondary Schools*, (Washington DC): 4.

⁶² US Department of Education and US Department of Justice, *Guidance On The Voluntary Use Of Race To Achieve Diversity And Avoid Racial Isolation In Elementary And Secondary Schools*, (Washington DC): 5-13.

LOCATION	SHENZHEN, CHINA
ARCHITECT	O-OFFICE ARCHITECTS
YEAR	2019
SQUARE FOOTAGE`	362969.82 ft ²

MATERIALITY

Mood: Raw Materials

- Concrete
- Steel and glass
- Painted Stucco
- Texturized with pops of color

LIGHTING

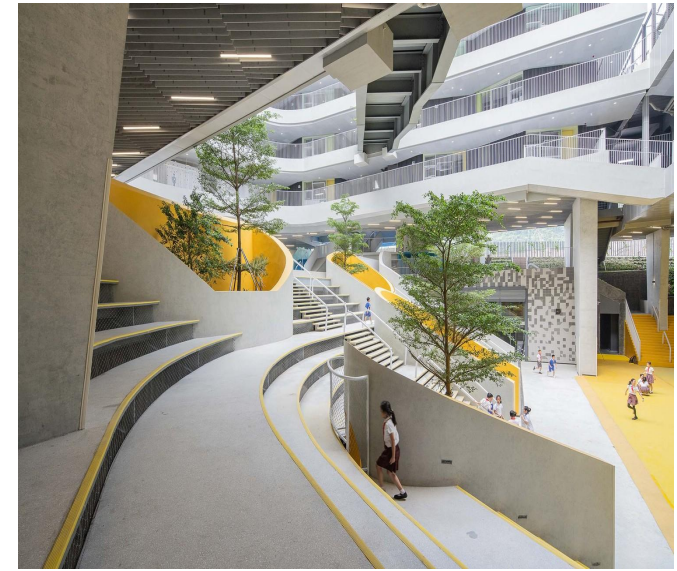
Lots of natural light from the central space. Majority of the spaces are connected to outdoors. Class rooms pulled back from the rail to ensure full height windows.

FEATURES

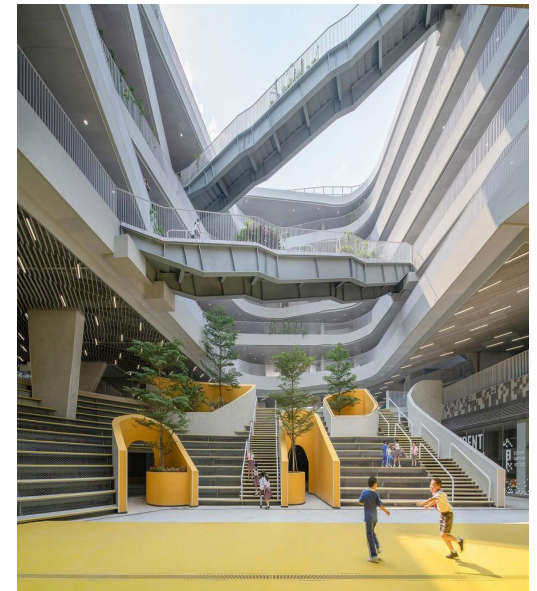
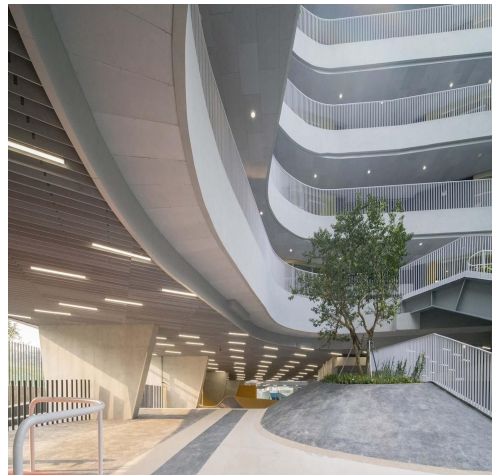
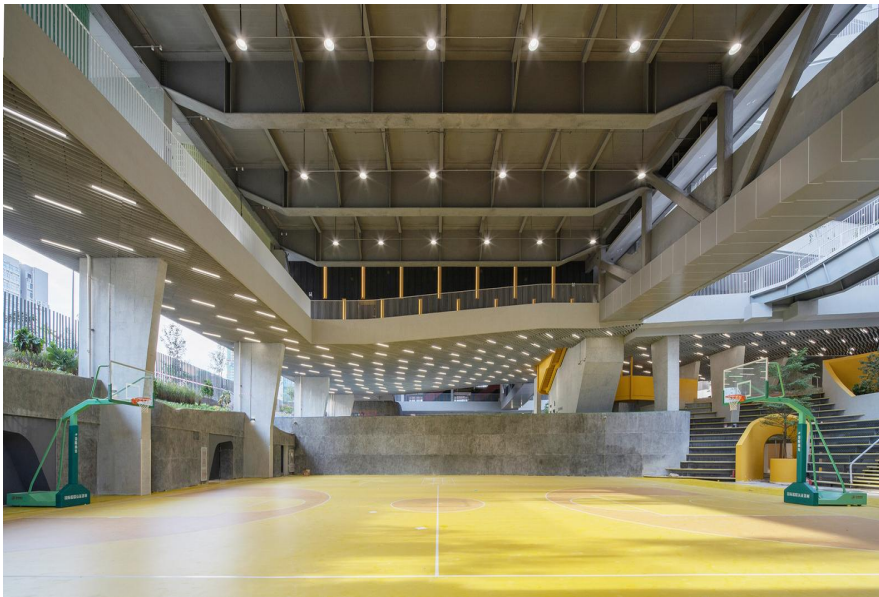
36 classes, architecture responds to the physical interaction of the children, central atrium, lots of outdoor interaction, semi outdoor swimming pool and gymnasium, 300 seat auditorium, cellular unit active space, “drum shaped” rooms for classroom design,

KEY ELEMENTS

Successful urban integration - Unique play areas that spark creativity - outdoor connection - flexible classroom design - Incorporating Gardens

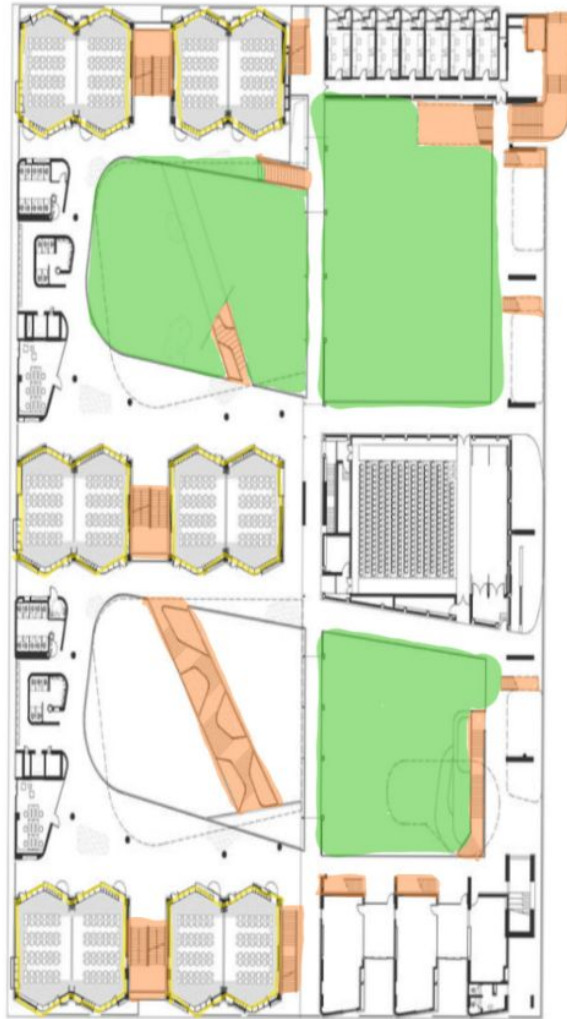


HONGLING EXPERIMENTAL PRIMARY SCHOOL

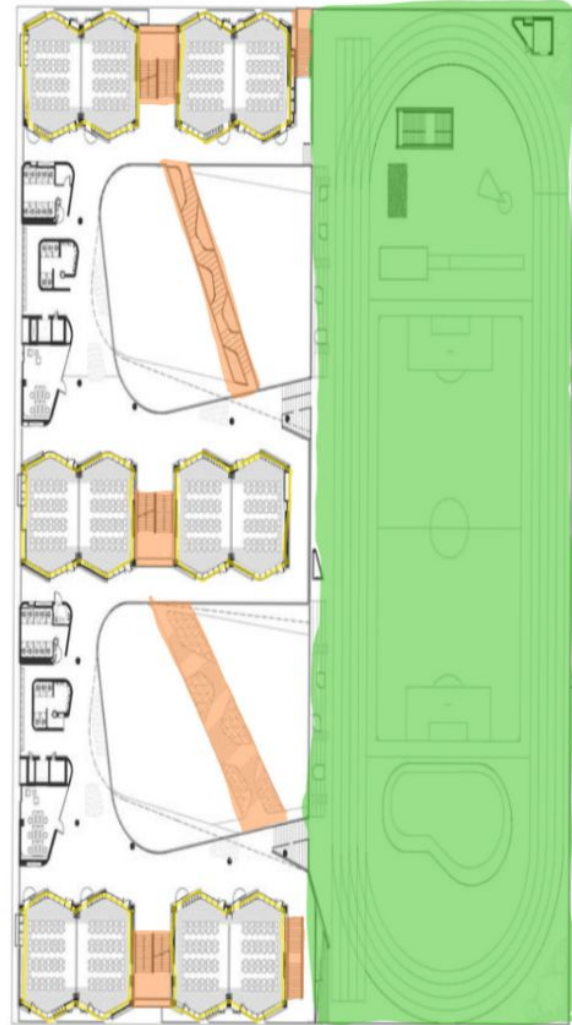


HONGLING EXPERIMENTAL PRIMARY SCHOOL

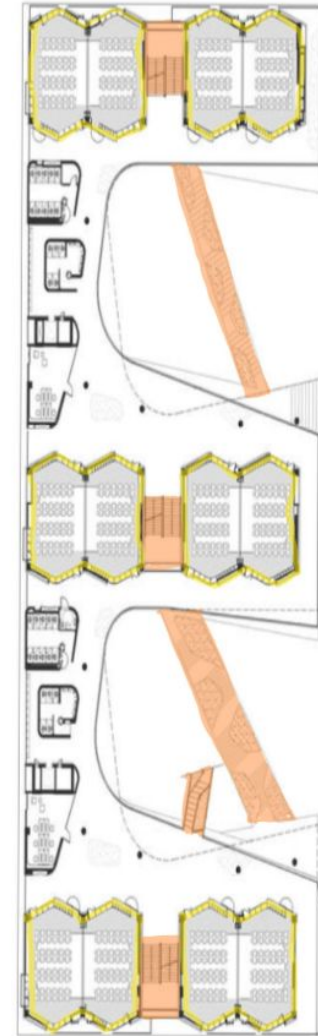
VERTICAL CIRCULATION
FLEXIBLE CLASSROOM PODS
OUTDOOR SPACE



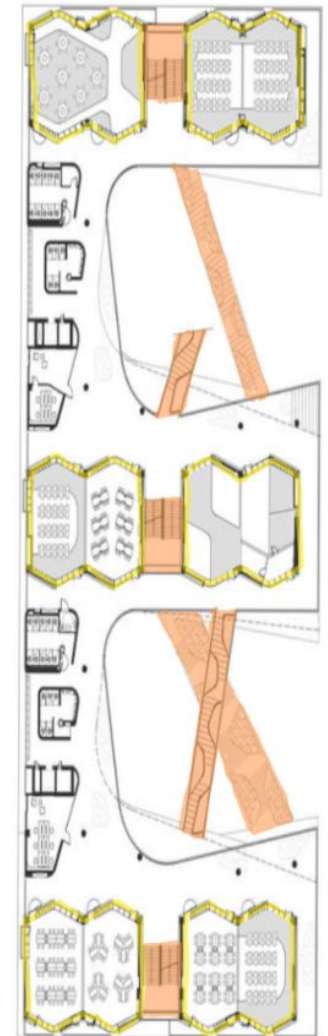
0 5 10 20M
First Floor Plan



0 5 10 20M
Second Floor Plan

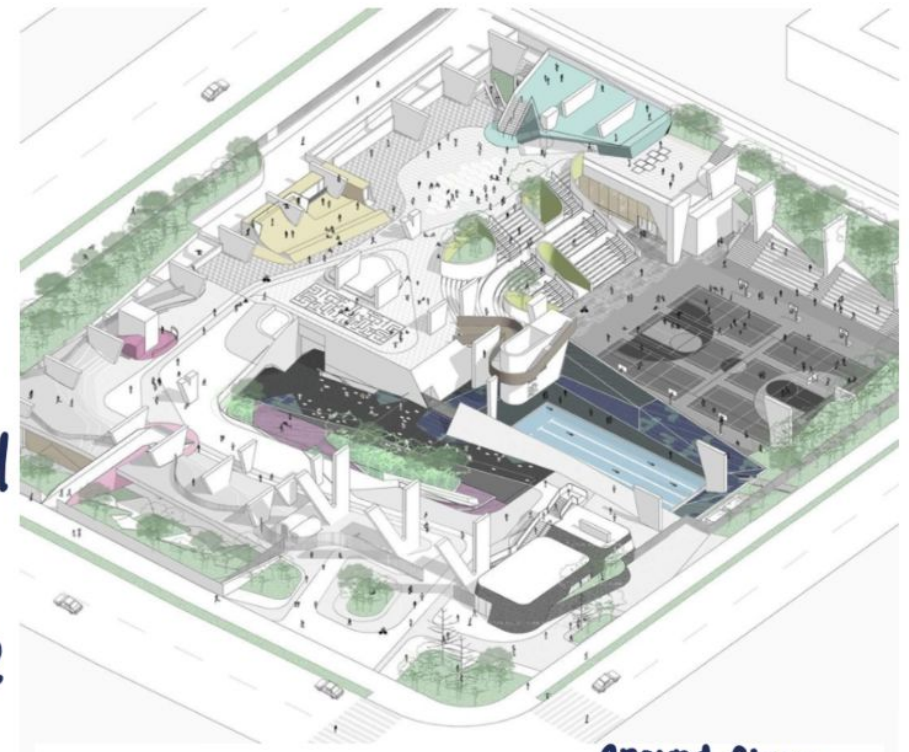
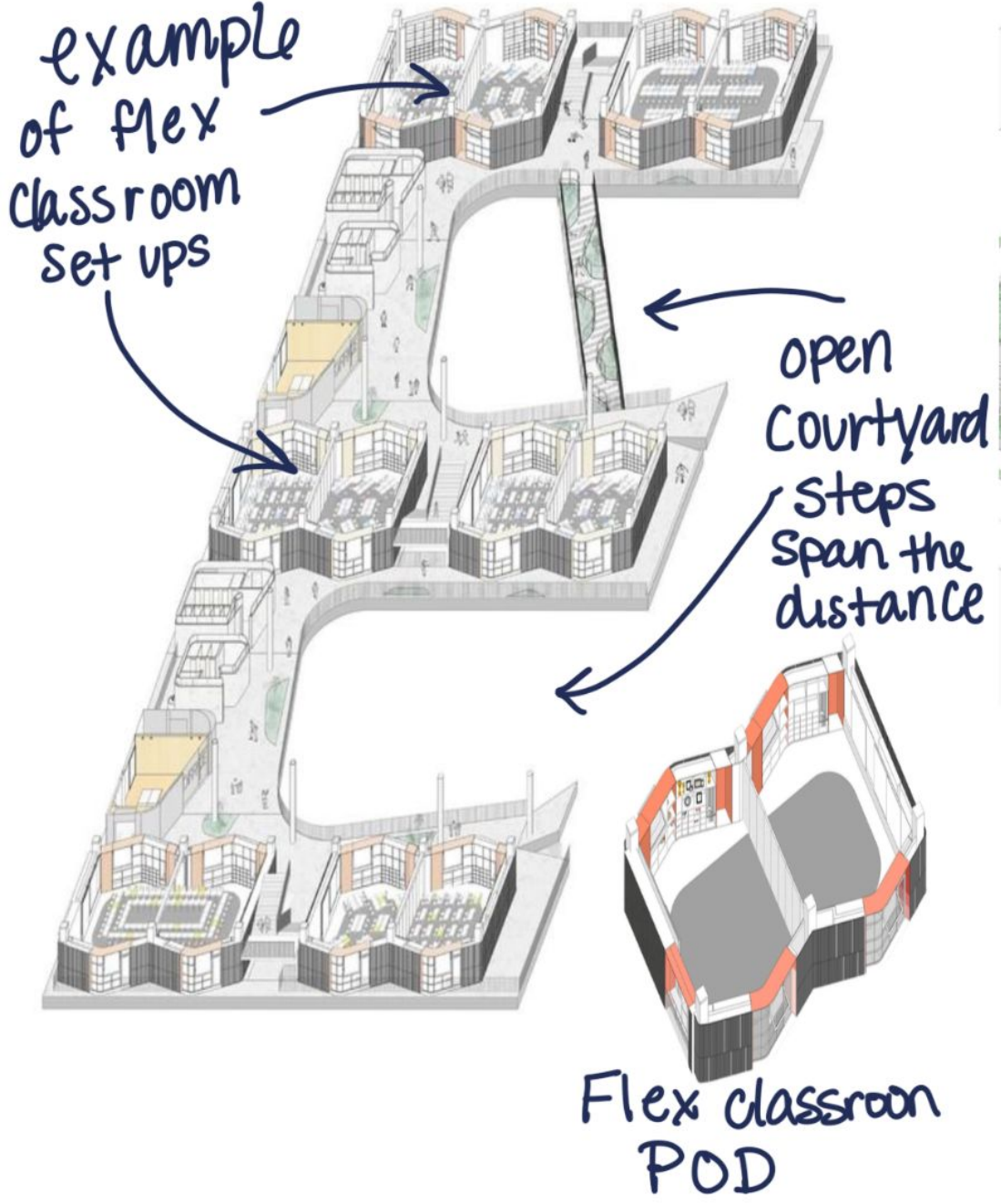


0 5 10 20M
Third Floor Plan



0 5 10 20M
Fourth Floor Plan

HONGLING EXPERIMENTAL PRIMARY SCHOOL



HONGLING EXPERIMENTAL PRIMARY SCHOOL

LOCATION	AMSTERDAM, THE NETHERLANDS
ARCHITECT	MOKE ARCHITECTEN
YEAR	2021
SQUARE FOOTAGE`	4650009 ft ²

MATERIALITY

Mood: Earthy and Natural

- Concrete Structure
- Wooden Frame
- Wood Cladding
- Glass windows
- Carpet flooring

LIGHTING

Large windows on exterior structure. Flexible classrooms to open up to outdoors. As well as pendant hung Linear LED fixtures in classrooms.

FEATURES

Near energy neutral, connection with public space, sustainable materials, core central space, large monumental stair structure, Natural material for child exploration, outdoor covered pavilion, and 15 flex classrooms.

KEY ELEMENTS

The people make the space - Interior allows for individual creation and natural backdrop for those inhabiting - Central Stair doubles as play area - Connection to nature - Natural and Recycled Materials - warm materials - Function created beautifully - Details and simplicity

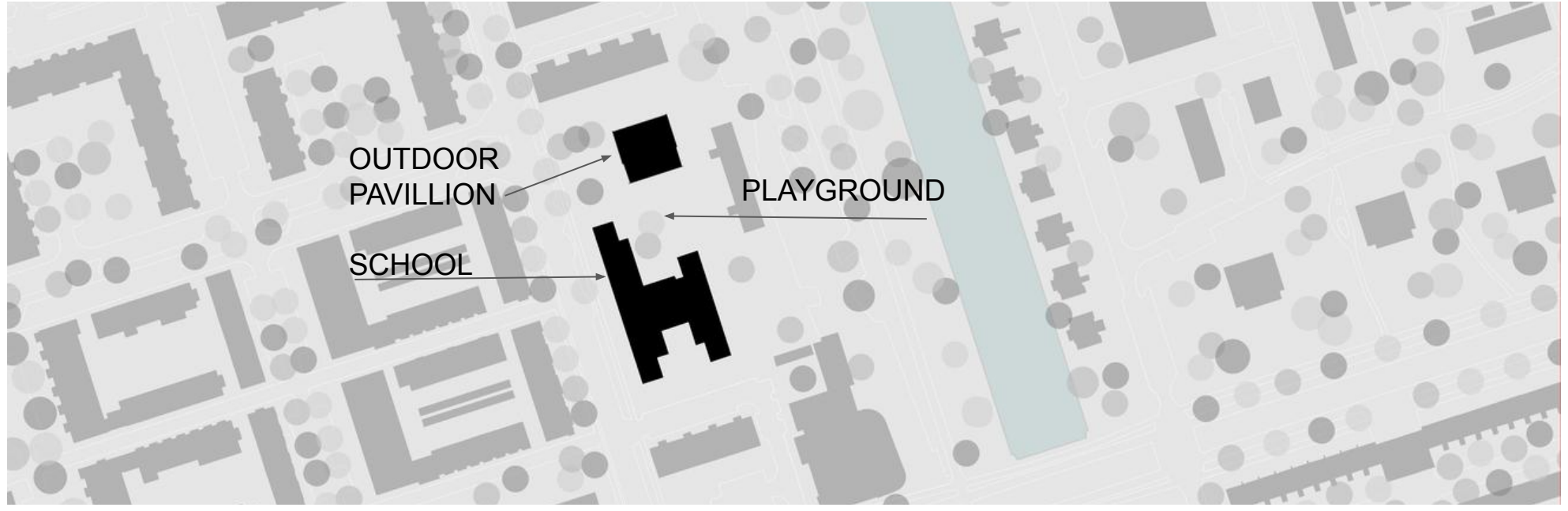


De Wereldburger Amsterdam Elementary School

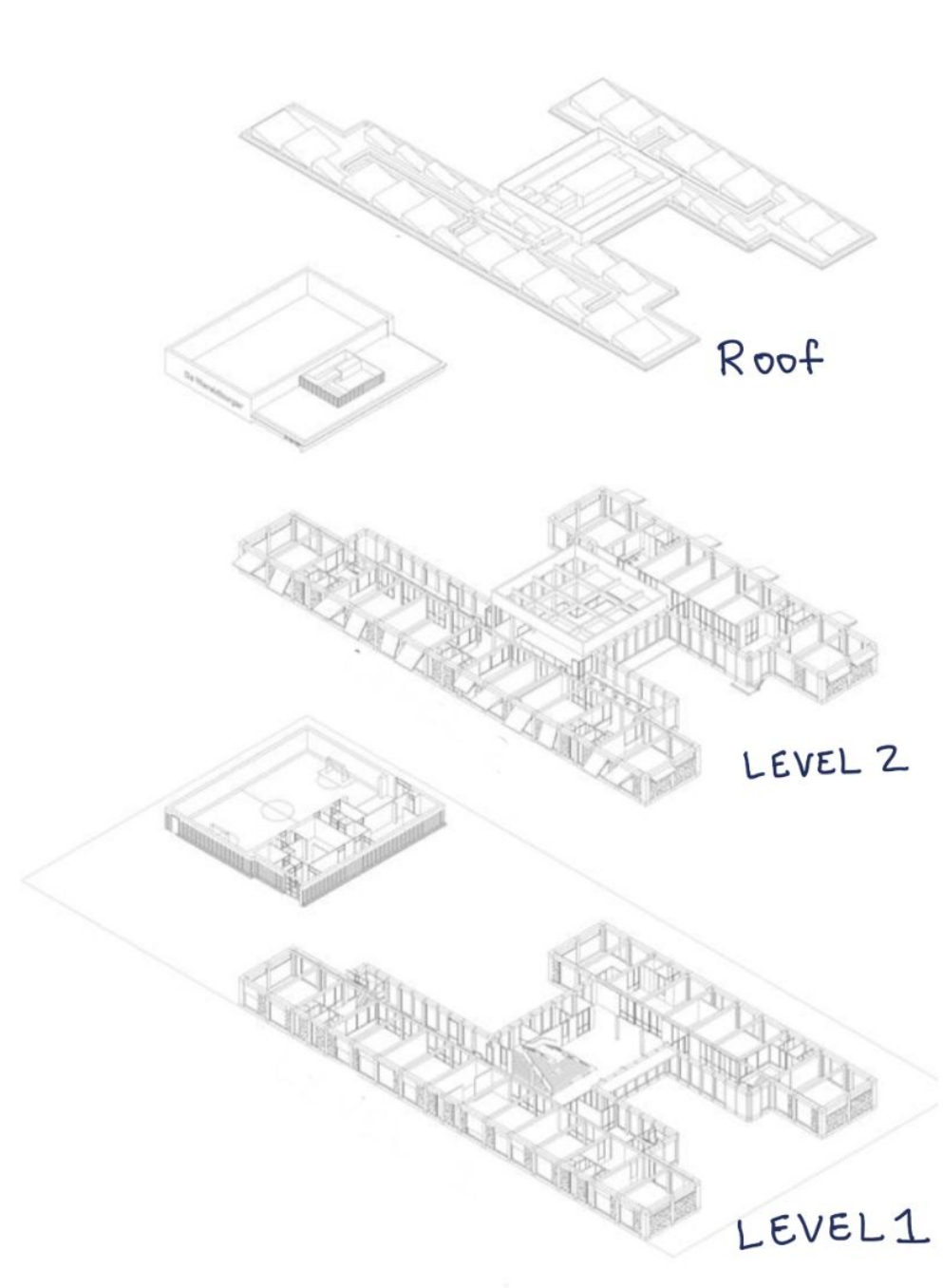


De Wereldburger Amsterdam Elementary School

VERTICAL CIRCULATION
CEREMONIAL STAIR
CLASSROOMS
CONNECTION WITH
OUTDOORS



De Wereldburger Amsterdam Elementary School



De Wereldburger Amsterdam Elementary School

LOCATION	MEXICO CITY, MEXICO
ARCHITECT	SULKIN ASKENAZI
YEAR	2019
SQUARE FOOTAGE`	937751.9 ft ²

MATERIALITY MOOD Playful and Warm

- Wood cladding
- Cork
- Carpet Tiles
- Glass and steel mullions
- Peg Boards
- Painted Gypsum
- Wall Tiles

LIGHTING

Natural lighting from large windows. Recessed cove lighting for ambient diffused lighting. Round LED recessed lighting in play areas. Lower ceiling height for primary school.

FEATURES

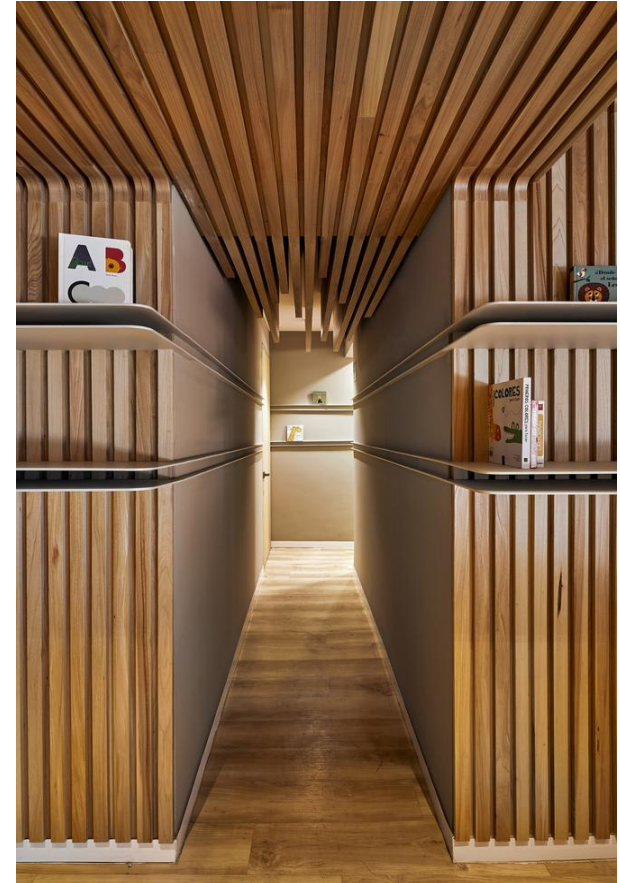
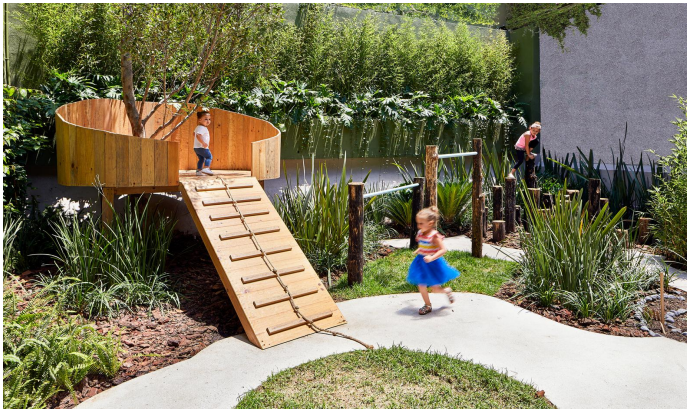
Indoor and outdoor play areas, creative forms designed for innovative learning, instrumental wall, designed ergonomically for children, display areas for children's arts

KEY ELEMENTS

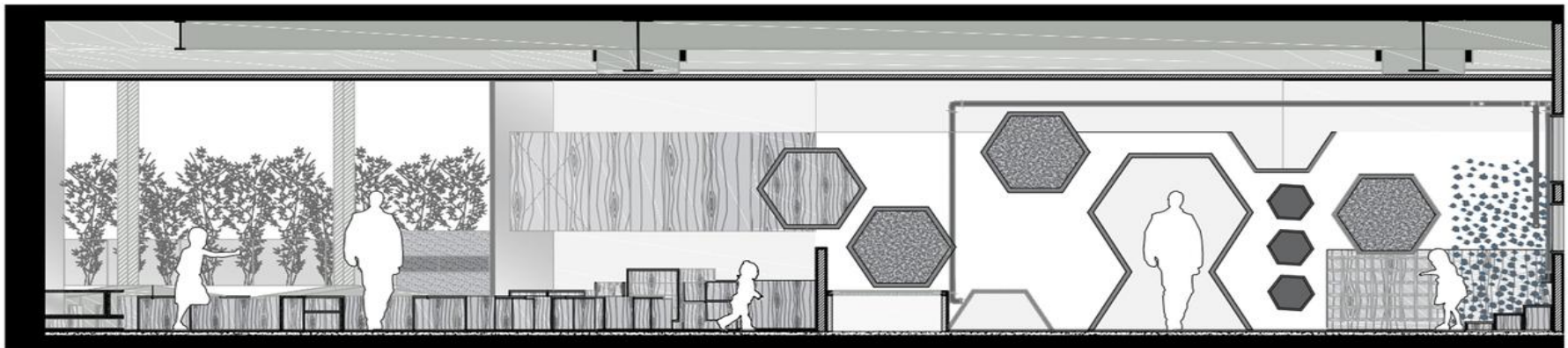
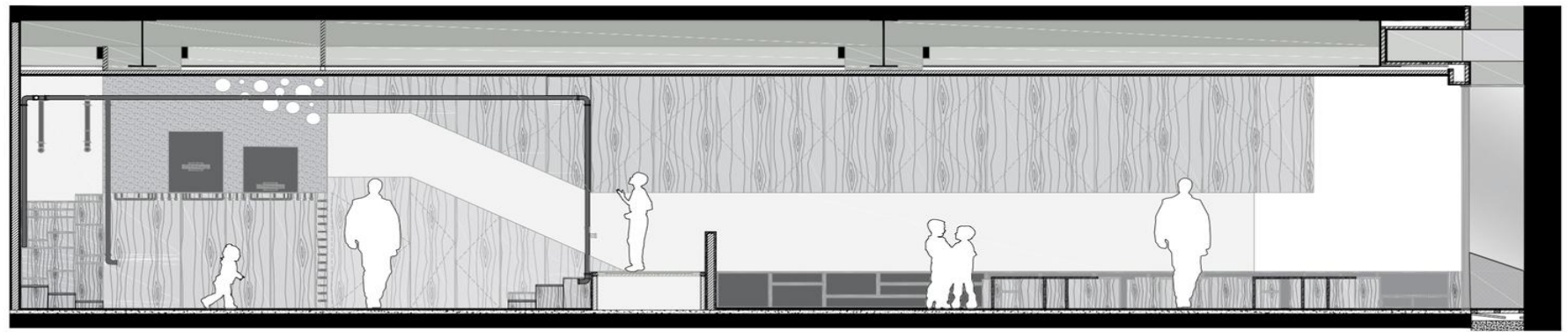
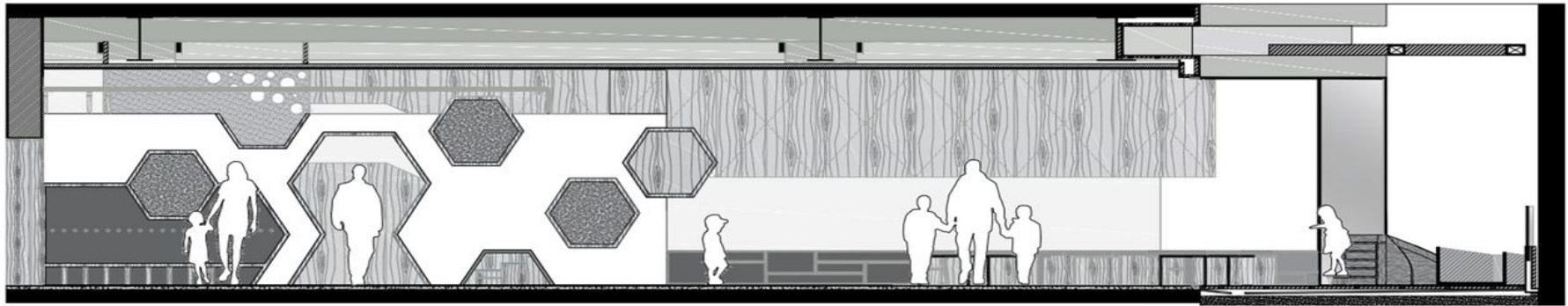
Open classrooms - personalization spaces, areas for enhancing creativity - innovative play areas, musical education and exploration - learning through the interior - close proximity to outdoors



Nía School



Nía School



Nía School



PRIMARY CIRCULATION

CLASSROOM SPACE

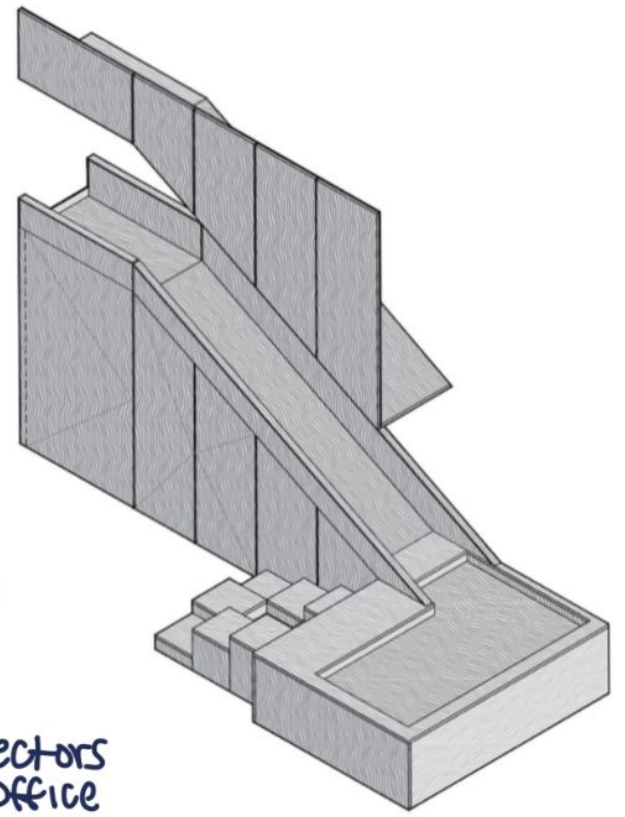
OUTDOOR PLAYSPACE

INDOOR PLAYSPACE

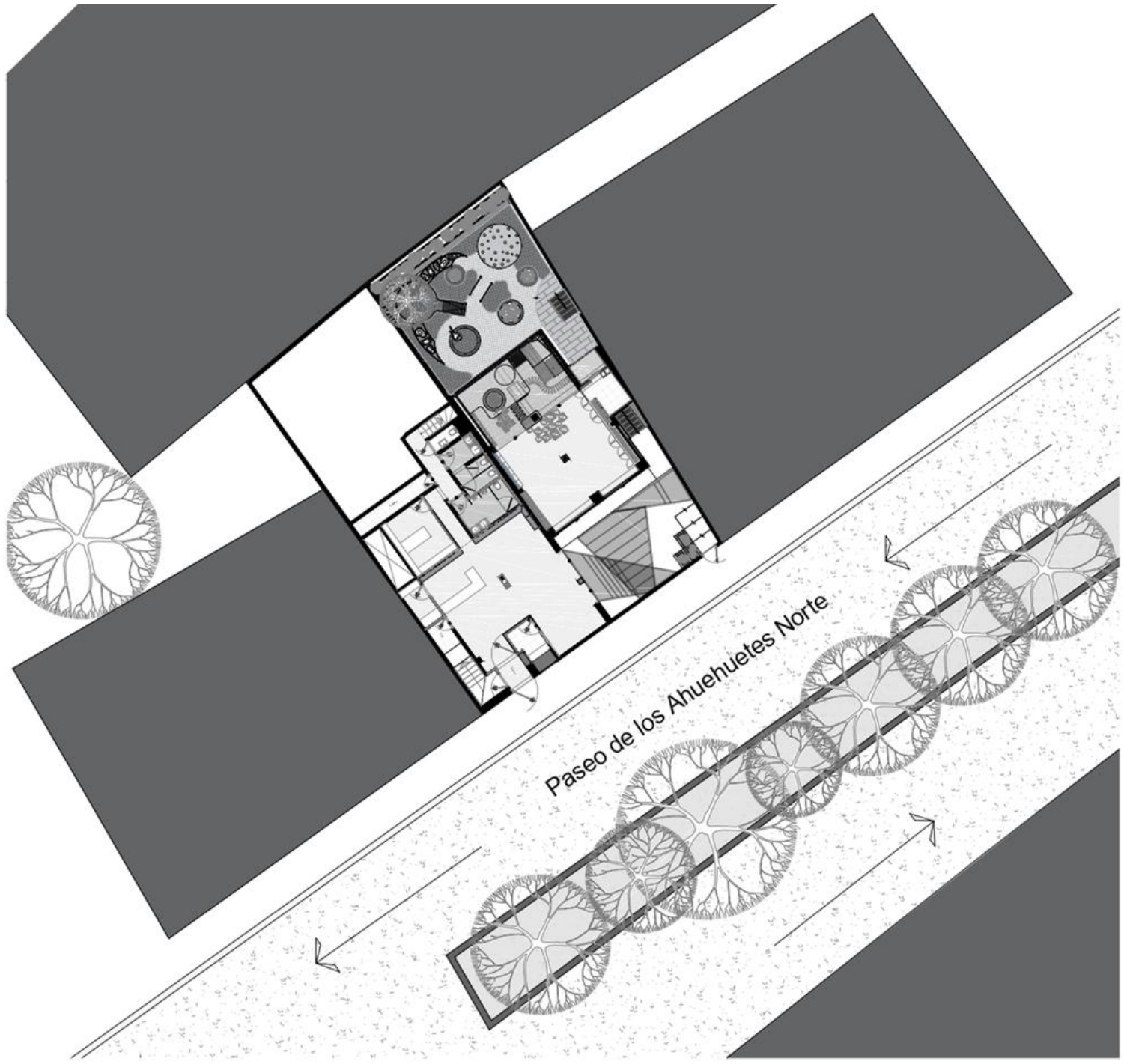


Lobby

Directors Office



Nía School



Nía School

LOCATION	EXCELSIOR SPRINGS, UNITED STATES
ARCHITECT	SFS ARCHITECTURE
YEAR	2016
SQUARE FOOTAGE`	50000 ft ²

MATERIALITY Mood Colorful Industrial

- Metal structure and Beams
- Corrugated Metal
- Sealed concrete
- Wood LVT
- Brick Masonry
- Use of large scale Graphics and wallcoverings

LIGHTING

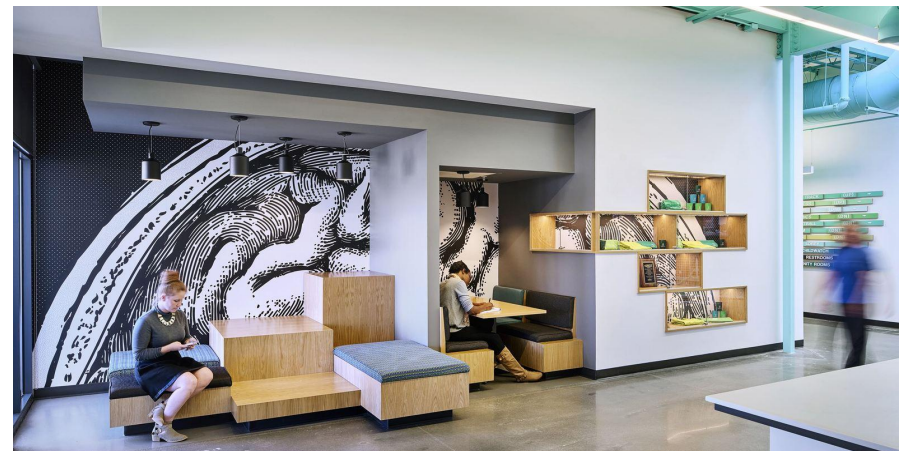
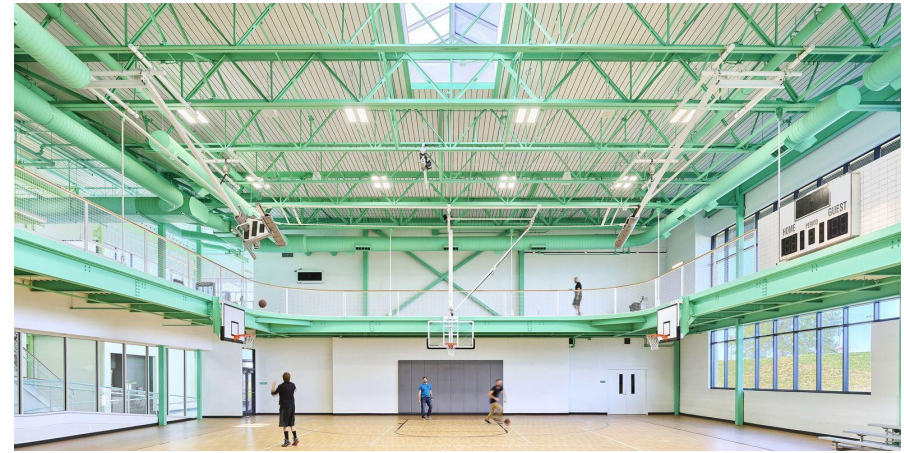
LED light fixtures linear and pendant. Use of Windows and skylights for for natural light

FEATURES

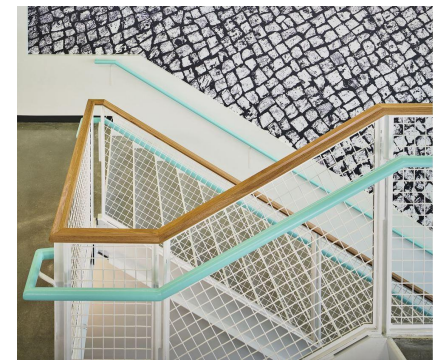
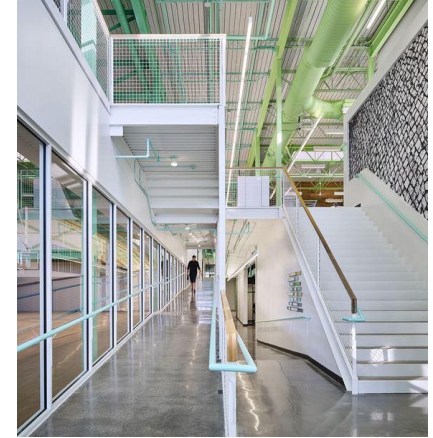
All Open Ceilings with painted structure and MEP, large scale graphics, thoughtful wayfinding, partial recycled materials, Lounge rooms, kitchen, Gymnasium, Pool, workout facility

KEY ELEMENTS

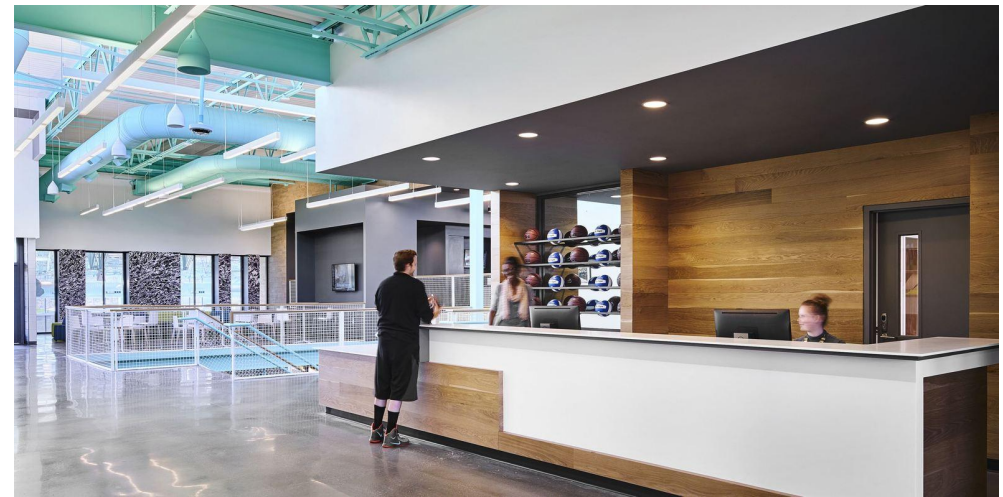
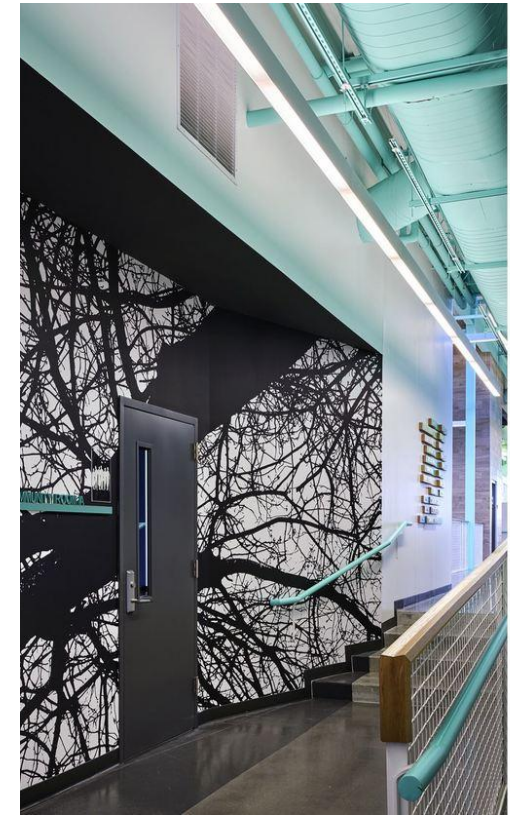
Celebrating the structure of the space - Inviting and Fun graphics, Programming space to fit the site - Enhancing Community engagement - Mix of materiality



Excelsior Springs Community Center



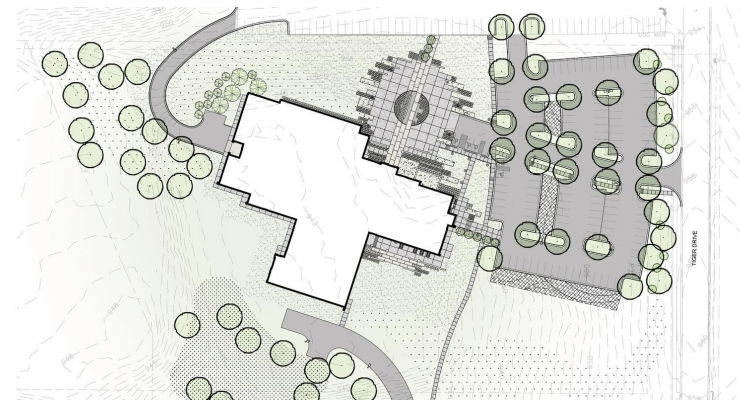
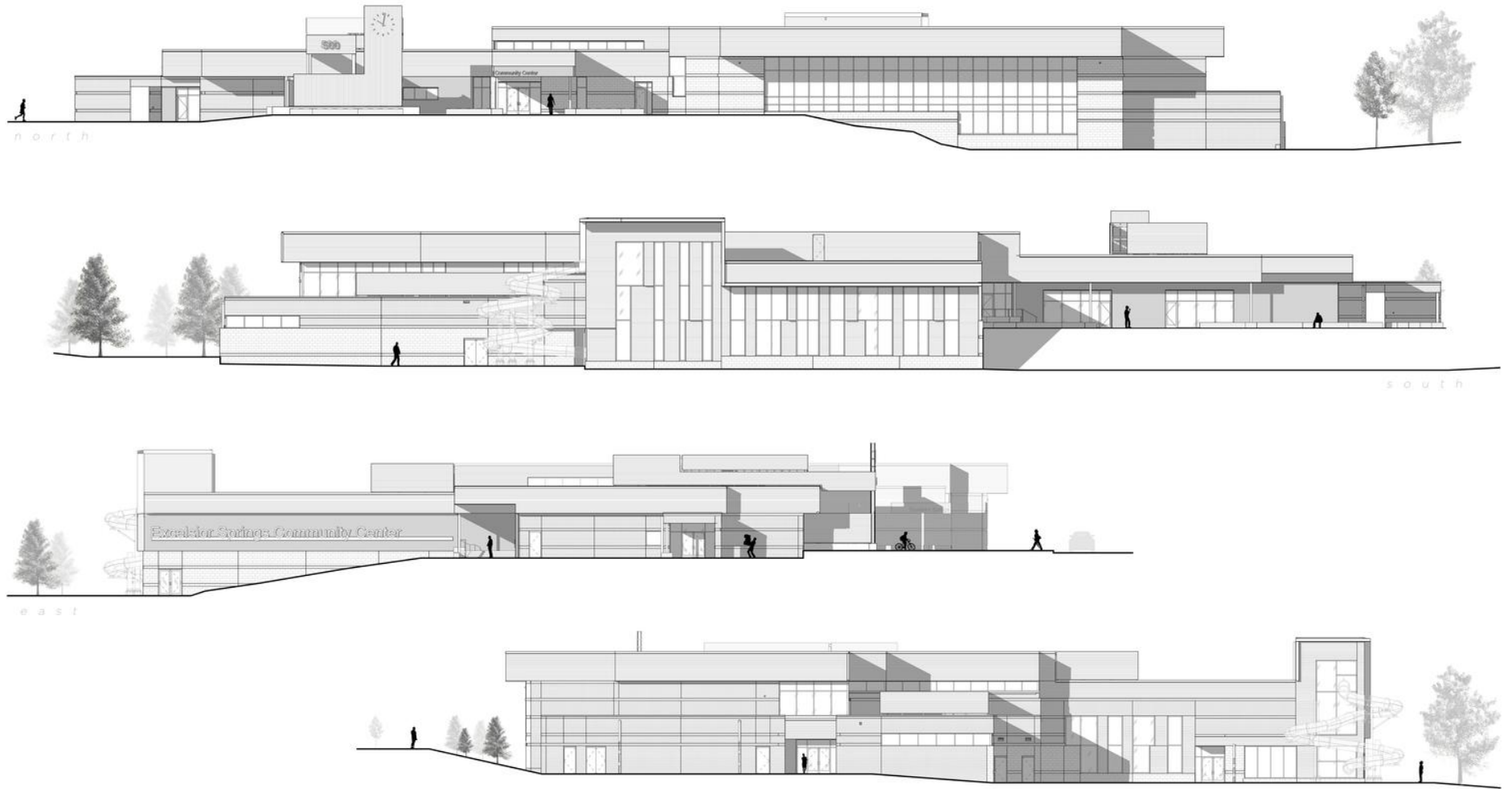
Excelsior Springs Community Center



Excelsior Springs Community Center

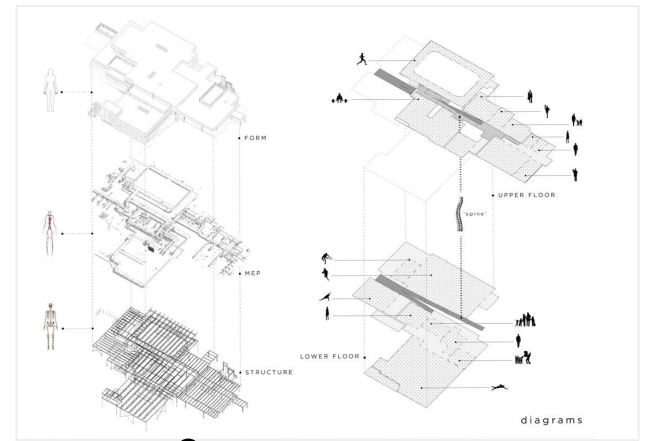


Excelsior Springs Community Center

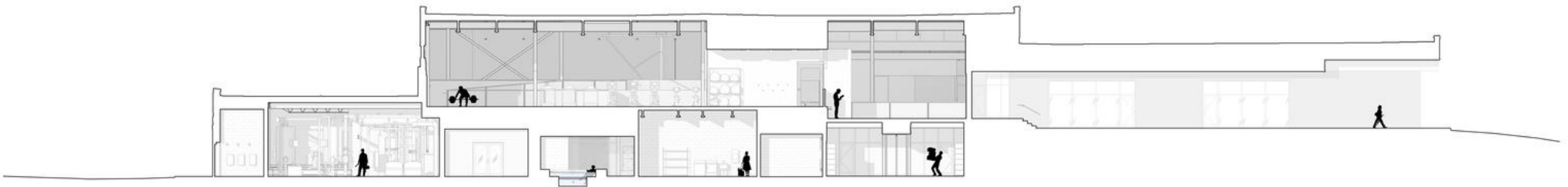
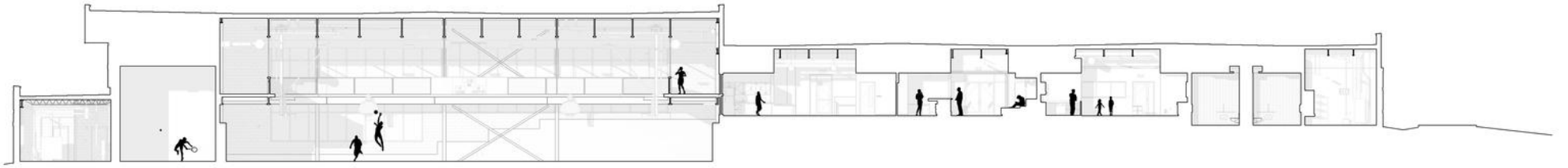
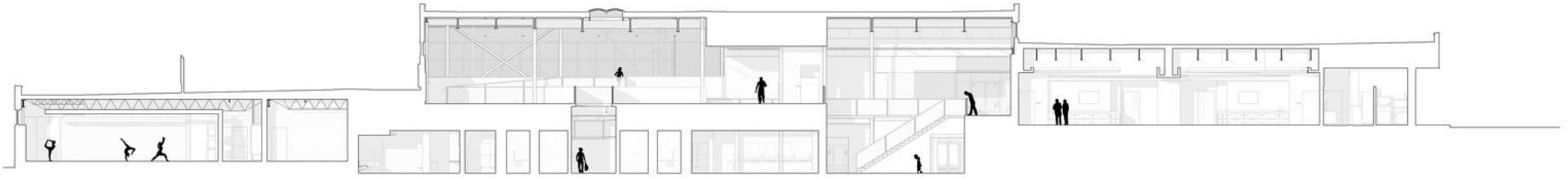
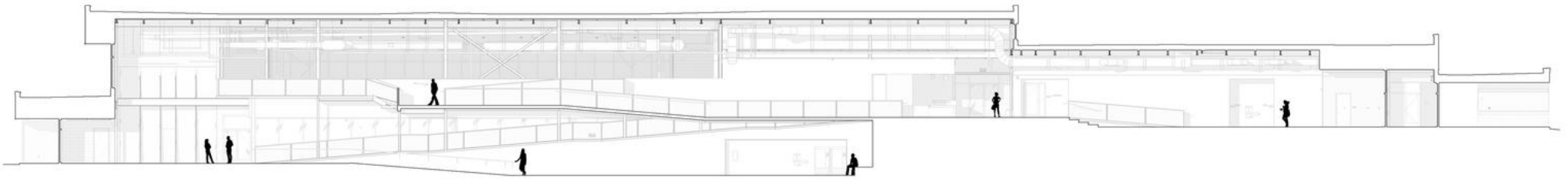


CONCEPTUAL
DIAGRAM

FORM = SKIN
MEP = ORGANS
STRUCTURE = BONES



Excelsior Springs Community Center



Excelsior Springs Community Center

LOCATION

OAKLAND, UNITED STATES

ARCHITECT

FOUGERON ARCHITECTURE

YEAR

2016

SQUARE FOOTAGE`

45000 ft²

MATERIALITY

Mood Contemporary

- Wood flooring and cladding
- Frosted glass
- Sealed concrete
- Painted gypsum

LIGHTING

Natural lighting through central atrium and skylight. Linear LEDs found in common areas. Drum LED lightning in classroom areas. Frosted glass and clerestory windows add lighting to entirety of the space.

FEATURES

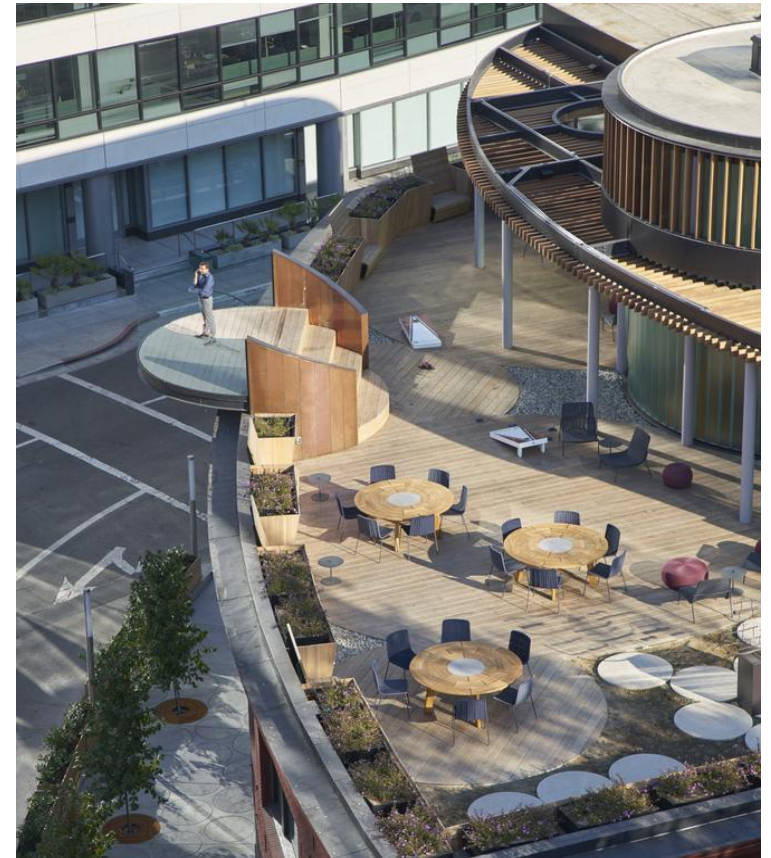
Adaptive Reuse Community building, Round staircase wrapping around the “living room” space, Rooftop patio with a lookout perch, Atrium space, Inviting Welcome Center, Zen Den, telephone booths, Displayed Artwork. LEED Gold Building

KEY ELEMENTS

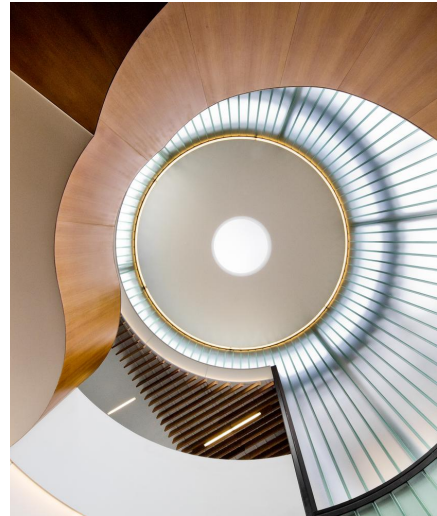
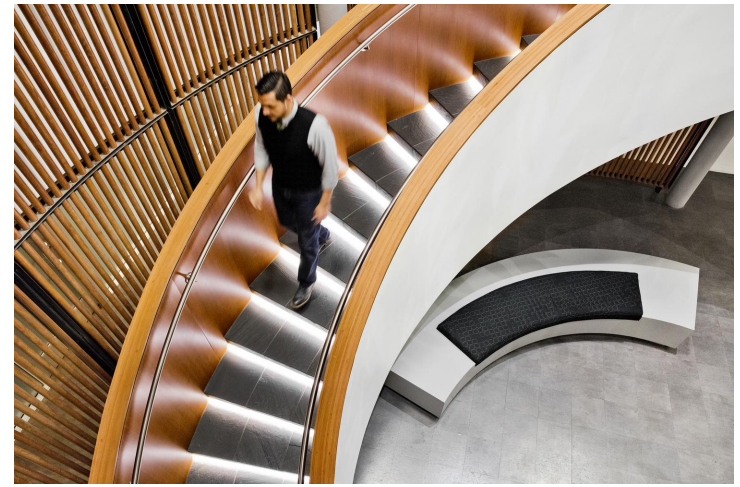
Variety of Seating - Meeting spaces surrounded by lounge and outdoors - telephone booths - atrium space - Utilizing Rooftop - Integration into the City - Incorporate sustainability



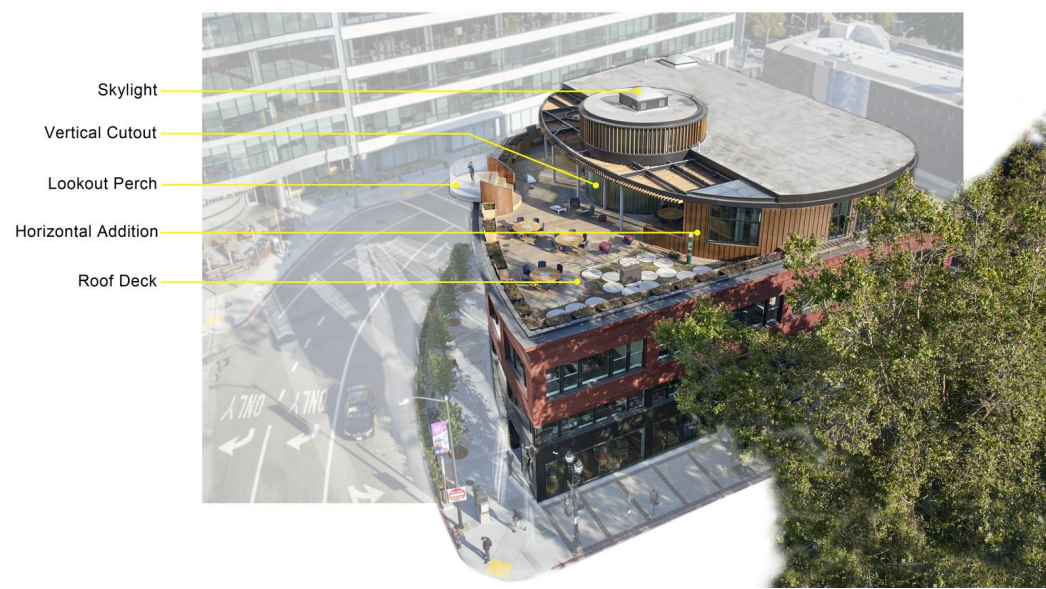
Kapor Center for Social Impact



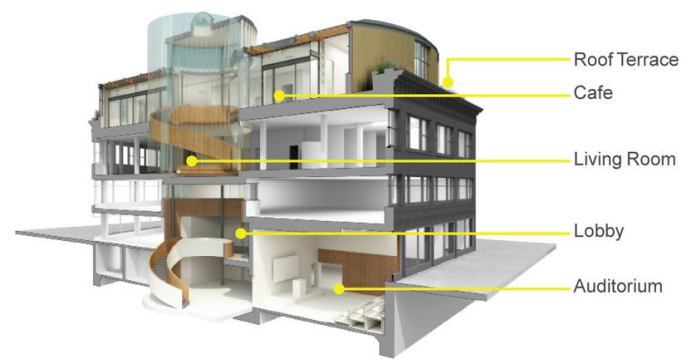
Kapor Center for Social Impact



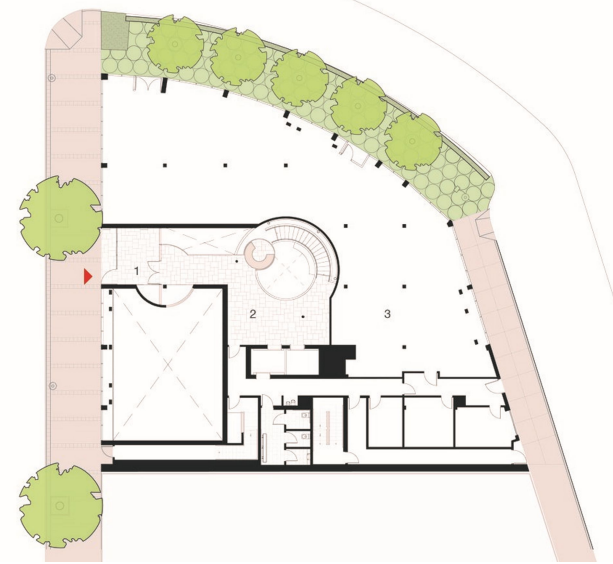
Kapor Center for Social Impact



Light and transparency

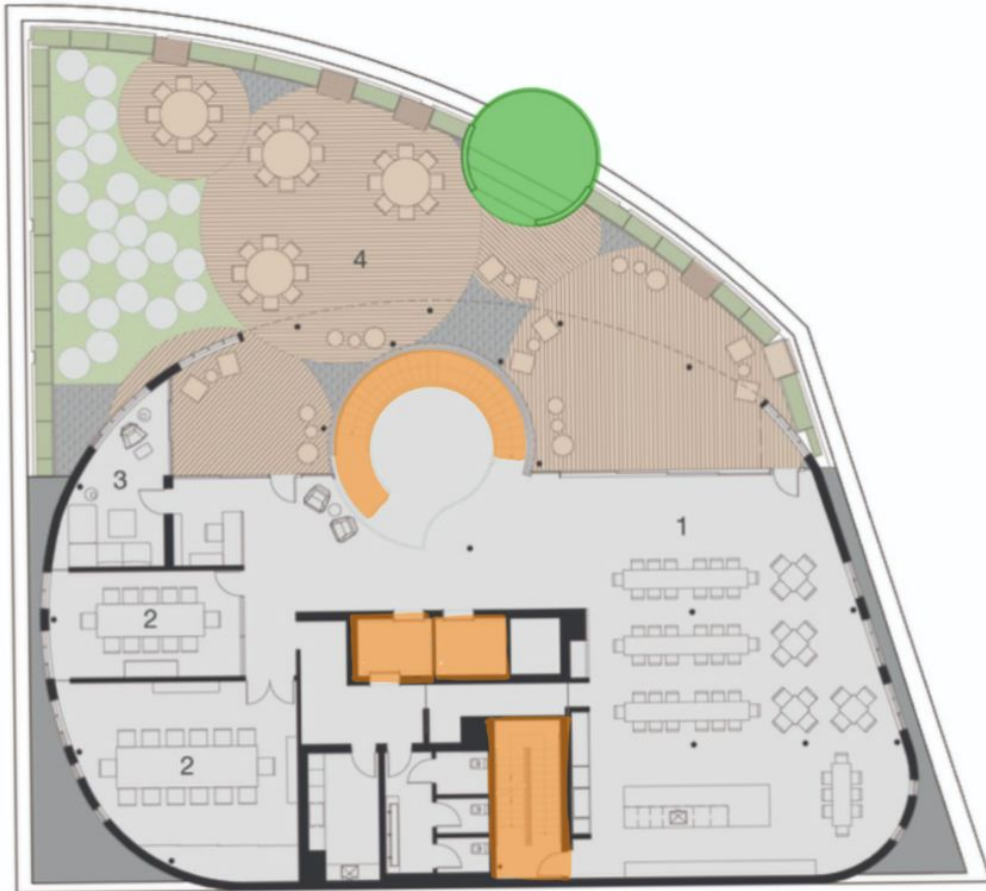


Social spaces interspersed along central stairs

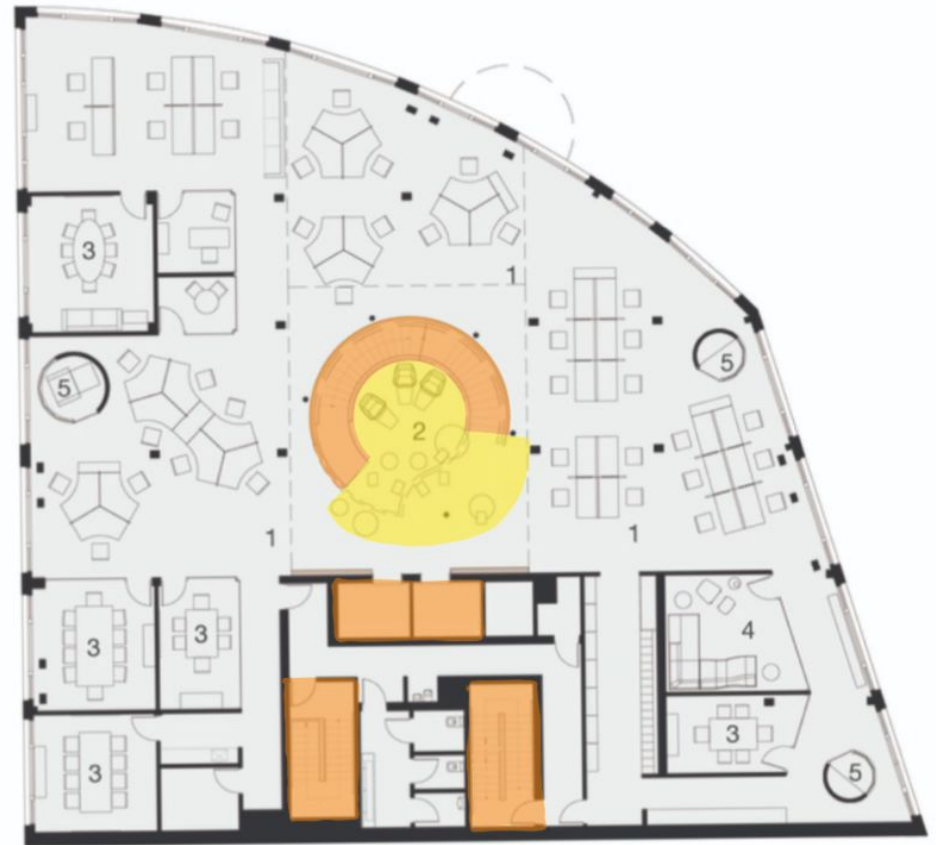


Kapor Center for Social Impact

VERTICAL CIRCULATION
LOOKOUT PERCH
LIVING ROOM

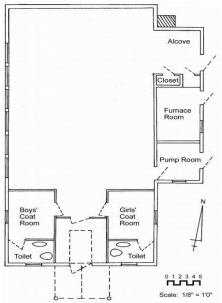
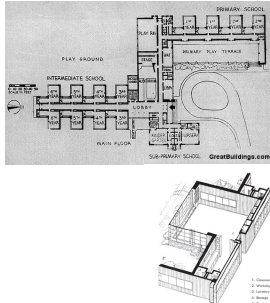
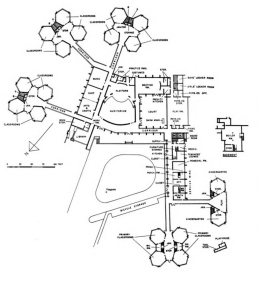
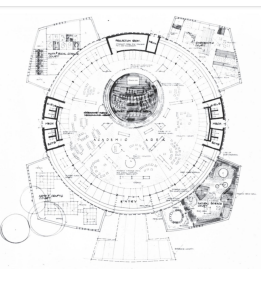
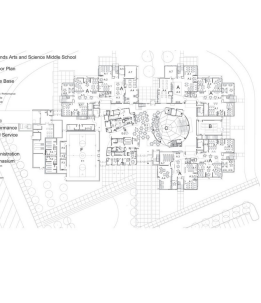
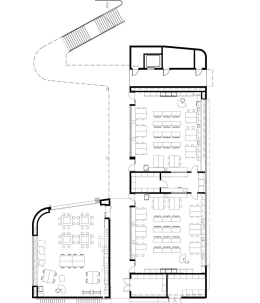


LEVEL 3



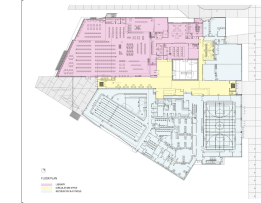
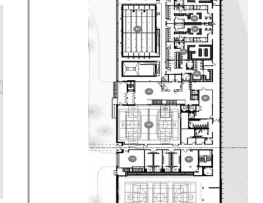

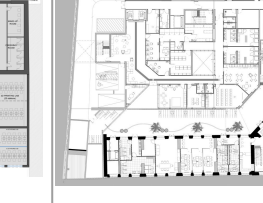


LEVEL 2

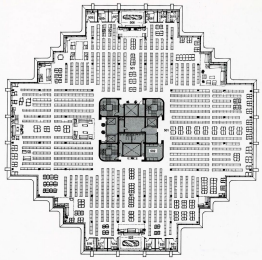
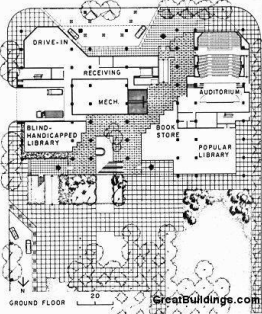
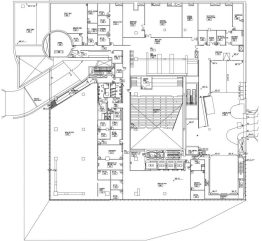
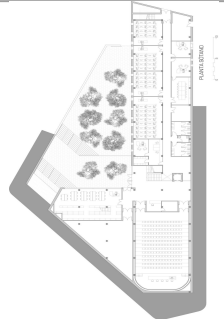
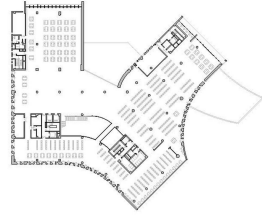

Kapor Center for Social Impact

Name	Iron Hill School	Crow Island School	the Heathcote School	Paul Klapper School	Crosswinds Arts & Science Middle School	Menlo-Athert on High School STEM Building
Location	Newark, Delaware	Winnetka, Illinois	Scarsdale, New York	Queens, N. Y.	Woodbury, Minnesota	Woodbury, Minnesota
Year	1928	1938	1954	1966–67	2001	2019
Square Footage	1,152 sf	66,725 sf	-	-	121,000 sf	17,400 sf
Plan						
Special Remarks	One room schoolhouse - include vestibule, RR, furnace, and coat closet Segregated until 1960's	“Finger” classroom pods that branch off of the central corridor - connection to nature - lots of light - modular nature -	Post war = One story school building - pods much like Crow Island - branch off from central core to enhance connection to nature	Circular plan - break away from rigid classrooms - flexible interiors - social aspect of teaching	Incorporating lots of extracurricular - urbanization and population increase demanded space - back to walled classrooms	Walled classrooms, but partitions for variety of spaces - variety emphasized more in seating arrangement - connection to outdoors
Source	https://www.nps.gov/articles/iron-hill-school-an-african-american-one-room-school-teaching-with-historic-places.htm	Jeffery A. Lackney, “History of the Schoolhouse in the USA,” In Walden R. (eds) <i>Schools for the Future</i> , (Switzerland: Springer, Wiesbaden, 2015): 23-29.	http://s3.amazonaws.com/arena-attachments/2488340/a3ebf189dbbd56968fabee485fbb23d5.pdf?1532836523	http://s3.amazonaws.com/arena-attachments/2488340/a3ebf189dbbd56968fabee485fbb23d5.pdf?1532836523	Jeffery A. Lackney, “History of the Schoolhouse in the USA,” In Walden R. (eds) <i>Schools for the Future</i> , (Switzerland: Springer, Wiesbaden, 2015): 23-29.	https://www.archdaily.com/970276/menlo-atherton-high-school-stem-building-lpa/ https://www.archdaily.com/970276/menlo-atherton-high-school-stem-building-lpa-photo?next_project=&no

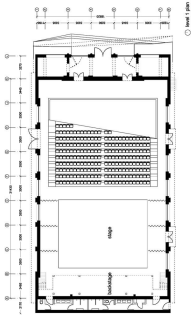
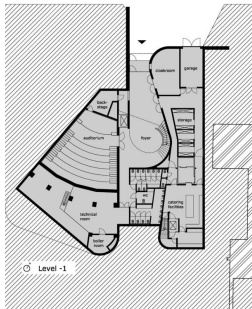
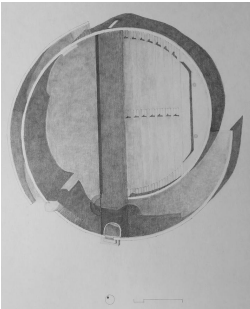
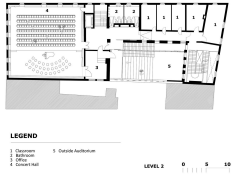
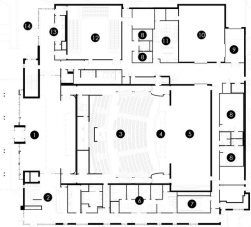
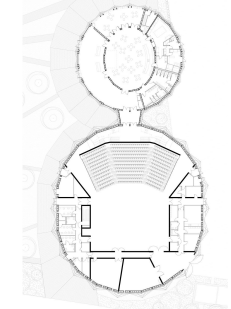
Community Centers

Name	Opificio Golinelli: youth and cultural center	Remington YMCA	John M. Harper Branch Library & Stork Family YMCA	Laurier Brantford YMCA	Tumo Center for Creative Technologies	Matta Sur Community Health Center
Location	Bologna, Italy	Calgary, Canada	Scarsdale, New York	Queens, N.Y.	Gyumri, Armenia	Santiago, Chile
Year	2015	2016	2011	2018	2020	2021
Square Footage	48,437 sf	103,333.5 sf	60,000 sf	120,000 sf	26,640 sf	59,191 sf
Plan						
Special Remarks	amenities centered around the Arts - lots of work space - organized and ample windows	Recreational amenities - combines working areas and active areas - pool and gymnasium	Mix of library and recreational spaces - central corridor to divide the two	Urban recreational center - compact space planning - use of multiple floors	Technologies community center - computer rooms - multi-use work rooms - flexible seating	Wellness - integrations of outdoors - building shape for natural lighting - individual and group work
Source	https://www.archdaily.com/898553/opificio-golinelli-diverse-rihgestudio?ad_medium=gallery	https://www.archdaily.com/903853/remington-ymca-gec-architecture/5bc0f438f197cc91e1000005-remington-ymca-gec-architecture-second-floor-plan?ad_medium=widget&ad_name=navigation-previous	https://www.archdaily.com/619073/john-m-harper-branch-library-and-stork-family-ymca-a-teple-architects/552c61a8e58ecbf5400011f-floor-plan?next_project=no	https://www.archdaily.com/928757/laurier-brantford-ymca-cannondesign?ad_medium=gallery	https://www.archdaily.com/966433/tumo-center-for-creative-technologies-bernard-khoury-architects?ad_medium=gallery	https://www.archdaily.com/958463/matta-sur-community-health-center-luis-vidal-plus-arquitectos/604ad495f91c815c4f000096-matta-sur-community-health-center-luis-vidal-plus-arquitectos/-plan-basement?ad_source=search&ad_medium=image_search

Libraries

Name	Geisel Library	Broward County Library	Seattle Central Library	Baza Municipal Library	Library of the Chinese University of Hong Kong's Shenzhen Campus	The Martin Luther King Jr. Memorial Library
Location	San Diego, United States	Fort Lauderdale, Florida	Seattle, United States	Baza, Spain	Shenzhen, China	Washington, United States
Year	1970	1984	2004	2012	2017	2021
Square Footage	176,000 sf	60,000 sf	412,258 sf	-	234,664 sf	426,251 sf
Plan						
Special Remarks	Symmetrical plans - spatial planning book stacks - central core away from natural light	Integration of outdoors - enhance community - aspect of retail - cafe - inclusive design	Adding workstations and lounge areas to libraries - turning community center	Mix of outdoor and indoor - auditorium added - community engagement - classrooms	Mixing work areas with book stacks - angling site for collar patterns - space planning book stacks	social area centered between stacks - variety of work areas at the perimeter for natural lighting
Source	https://www.archdaily.com/566563/ad-classics-geisel-library-william-l-pereira-and-associates?ad_medium=gallery	http://www.greatbuildings.com/buildings/Broward-County-Library.html	https://www.archdaily.com/11651/seattle-central-library-oma-lmn?ad_medium=gallery	https://www.archdaily.com/571417/baza-municipal-library-redon-do-y-trujillo-arquitectos?ad_medium=gallery	https://www.archdaily.com/957527/library-of-the-chinese-university-of-hong-kong-shenzhen-campus-wang-weijen-architecture/60363ad1f91e81223000110-library-of-the-chinese-university-of-hong-kong-shenzhen-campus-wang-weijen-architecture-3fplan?next_project=no	https://www.archdaily.com/972337/the-martin-luther-king-jr-memorial-library-mecanoo-plus-otj-architects?ad_medium=gallery

Auditorium and Presentation

Name	Diocesan School for Girls Music & Drama School	Auditorium AZ Groeninge Kortrijk	Jai Jagat Theatre	Conservatory for Music & Ballet	Christ Presbyterian Academy Fine Arts Center	Domaine de Bayssan Theater
Location	Beijing, China	Kortrijk, Belgium	Ahmedabad, India	Liubliana, Slovenia	Nashville, United States	Béziers, France
Year	2009	2014	2017	2019	2020	2021
Square Footage	-	-	4,219 sf	4,144 sf	45,000 sf (total)	48,438 sf (total)
Plan						
Special Remarks	One room seating - rectangular plan - core spaces behind stage - diffuse lighting	Cone shaped plan - core spaced to right of entry with auditorium to left of entry - underground	Amphitheater - outdoors - no doors - looking perch - rounded plan - good views to stage	Concert hall - intimate experience - two sided seating stage in center - classes and support spaces to right of plan	Tilted seating and stacked for more viewers - performing arts classes etc. surrounding - circular corridor	Egg shaped plan - rounded seating for best views of stage - connection to outdoor amphitheater
Source	https://www.archdaily.com/39507/red-diamond-chiasmus-partners?ad_medium=gallery	https://www.archdaily.com/510250/auditorium-az-groeninge-kortrijk-dehullu-architecten?ad_medium=gallery	https://www.archdaily.com/889685/jai-jagat-theatre-scalab?ad_medium=gallery	https://www.archdaily.com/571417/baza-municipal-library-redon-do-y-trujillo-arquitectos?ad_medium=gallery	https://www.archdaily.com/971857/christ-presbyterian-academy-fine-arts-center-hastings?ad_medium=gallery	https://www.archdaily.com/971085/domaine-de-bayssan-theater-k-architectures?ad_medium=gallery

PROJECT DESCRIPTION

Concept

Connecting children in poverty to education is all about

GROWTH and **EXPLORATION**

The Educational and Career Development Center will be a place that is equipped with tools to create, learn, and inspire. Often people in poverty feel stuck, and they can forget about their *individuality*. Days can often be filled with problems and responsibilities leaving one going through the motions. This center will be an escape to focus on your *interests*, your *aspirations*, and your *abilities*.

Focusing on four main functions

- EDUCATION
- RECREATION AND CULTURE
- CAREER DEVELOPMENT
- COMMUNITY AID

Culture and Lifestyle

Intended to be a Hub, the center will be lively and inviting at all times. The goal is to create a comforting environment that encourages community engagement. People in persistent poor communities are relatively close to their neighbors, but they lack community amenities of generally wealthy communities. An important aspect of the space will be the Career

Development and Community Aid sections. These will help guide those in poverty to the resources they have long been without.

Specifically...

- A detailed program of scholarship and grant offices to help with college debt/ navigate opportunities and governmental aid
- First generation college student hub will be centered around a community approach to enrolling, attending, and graduating college. Without guidance from family members this will serve as their support system.
- Career Center that is filled with networking opportunities. It will be connected to the community as well as local and further colleges.
- Counseling services to relieve the stress of poverty, school, injustice, and other hardships experienced as a child/teen.
- Childcare and Single Parent Aid to ensure everyone can follow their dreams. Although the program is geared towards youth, teen parents and single parents also deserve the opportunity.

Education and Learning will be woven into all aspects of the center to enrich the youth minds.

Programming: Spatial Requirements

Classrooms total: 6,660 sf

- 5 subject classrooms: (science, math, english, history, and reading)
- 1 flex classroom
- Federal child care standards: 48.5 sf per child. Class of 20 equals 970 sf. Adding 140 sf for teacher's desk and circulation equals 1,110 sf per classroom

Tutor spaces (group) total: 360 sf

- 3 huddle rooms
- Seat 4-6
- 10' x 12'
- 3'-6" minimum between table and wall/3' minimum for aisle if against the wall

Tutor spaces (one on one) total: 123.5 sf

- 2 huddle rooms
- Seats 2
- 9'-6" x 6'-6" minimum
- Possible sliding door
- 2'-6" x 3' table

Breakout Rooms total: 300 sf

- 2 breakout rooms
- 10' x 15'

Counseling Center total: 510 sf

- 3 rooms, each seats 2-3
- Counseling rooms at 10' x 12'

- Waiting room 10' x 15'
- Informal seating. Cushioned seating and positioned diagonal or next to one another.
- Behind a desk formation can be intimidating.

Management Offices total: 750 sf

- 5 offices
- 10' x 15'
- Desking system and 2 extra chairs for meeting and/or guests

Scholarship and Grant Hub total: 412 sf

- Lobby/Lounge 10' x 7'
- Meeting rooms (3 breakoff stations) 8' x 8'
- Offices (2 executive) 10' x 15'

First gen. college student lounge total: 398 sf

- Entry 10' x 7'
- Meeting rooms (2 breakoff stations) 8' x 8'
- Exec Office (1) 10' x 20'

Resources Library total: 1,200 sf

- 30' x 40'
- Small collection of common testing prep, tutoring books, and common core textbooks
- Reading rooms/area

Financial Board total: 954 sf

- 4 offices
- Offices 10' x 15'
- Shared lounge 10' x 10'

- Conference 12' x 16'-6"
- Kitchenette 7' x 8'

Teachers and tudors offices total: 1,000 sf

- 5 offices
- 10' x 20'
- Desking system and two extra chairs

Playground / Sports facilities (outdoor and indoor) total: 3,808 sf

- Playground 20' x 20'
- Tennis courts (2) 78' x 36'
- Weights and cardio equipment 20' x 30'

Recreation center total: 5,600 sf

- Indoor basketball court/gymnasium 94' x 50'
- Dance Studio 30' x 30'

Outdoor Courtyard total: 831 sf

- Garden area 10' x 15'
- Greenhouse 20' x 20', Environmental learning facility
- Outdoor seating 10' x 20'
- Rock wall 9' x 9'

Computer lab total: 384 sf

- 16' x 24'
- To include monitors, printing, scanning, and other technologies

Presentation rooms total: 1,500 sf

- Large presentation room: fit about 60 workstations 31' x 29'

- Small presentation room: fit about 25-30 workstations 24' x 25'

Event space total: 900 sf

- Banquet/Reception/Party for 100 people: 8-9 sf per person: 30' x 30'

Auditorium total: 2,380 sf

- Seating 200 people: 8-9 sf per person: 50' x 34'
- Entry Lobby 34' x 20'

The Arts / Studios total: 1,281 sf

- Art studios (3) 10' x 20'
- Large studio 20' x 20'
- Music room (1) 10' x 20'
- Audio rooms, seats 1-2 (2) 9' x 9'

Dance Studio total: 3,000 sf

- Average 100 sf per student
- Fits 30 dancers

Community rotating gallery total: 600 sf

- 30' x 20'

Child Care Facility total: 3,454 sf

- 18 mo -2 yr/o classroom
- 2 yr/o - 3 yr/o classroom
- 3 yr/o - 4 yr/o classroom
- 4 yr/o - 5 yr/o classroom
- Each classroom holds 15 kids & 2 teachers: if 48.5 sf per person, then 824.5 per classroom. The classroom total is 3,298 sf.

- Kitchen: 12' x 13'

Single Parent Resources total: 700 sf

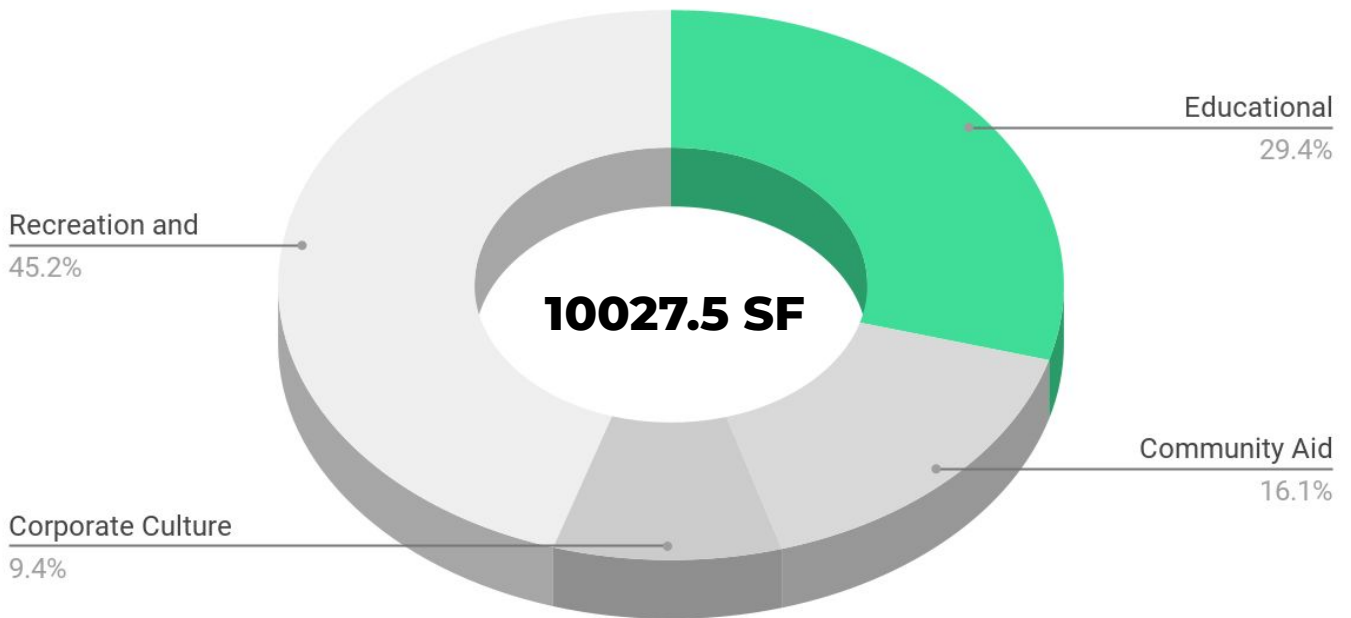
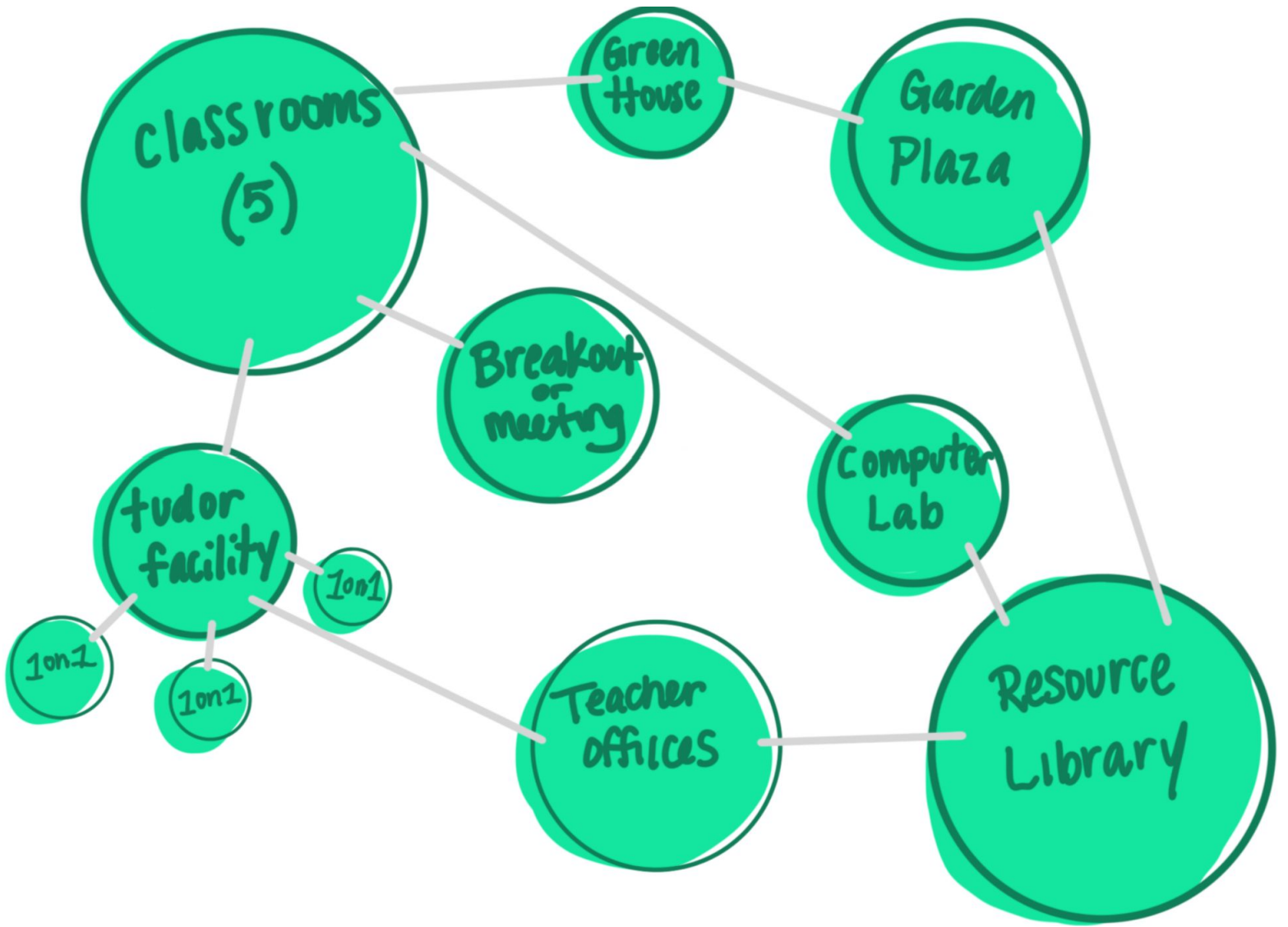
- Offices (3) 10' x 15'
- Lounge 10' x 20'
- Single Parent rest room 10' x 10'

Program total: 34105.5 square feet

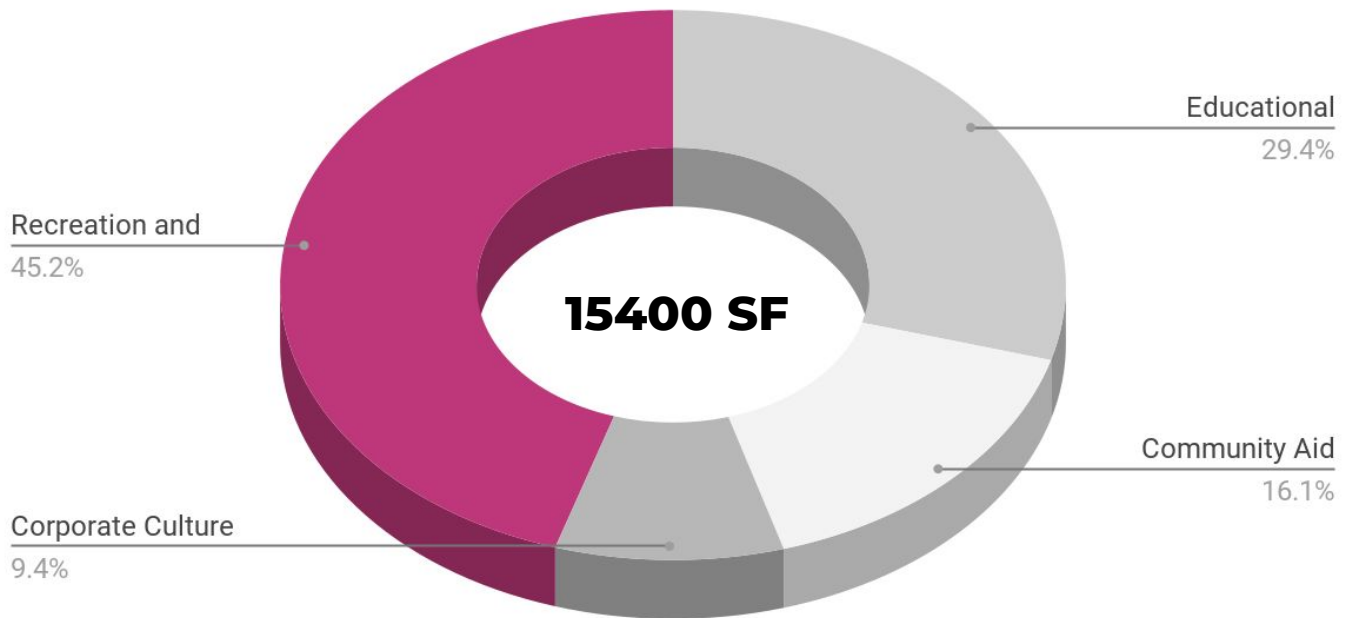
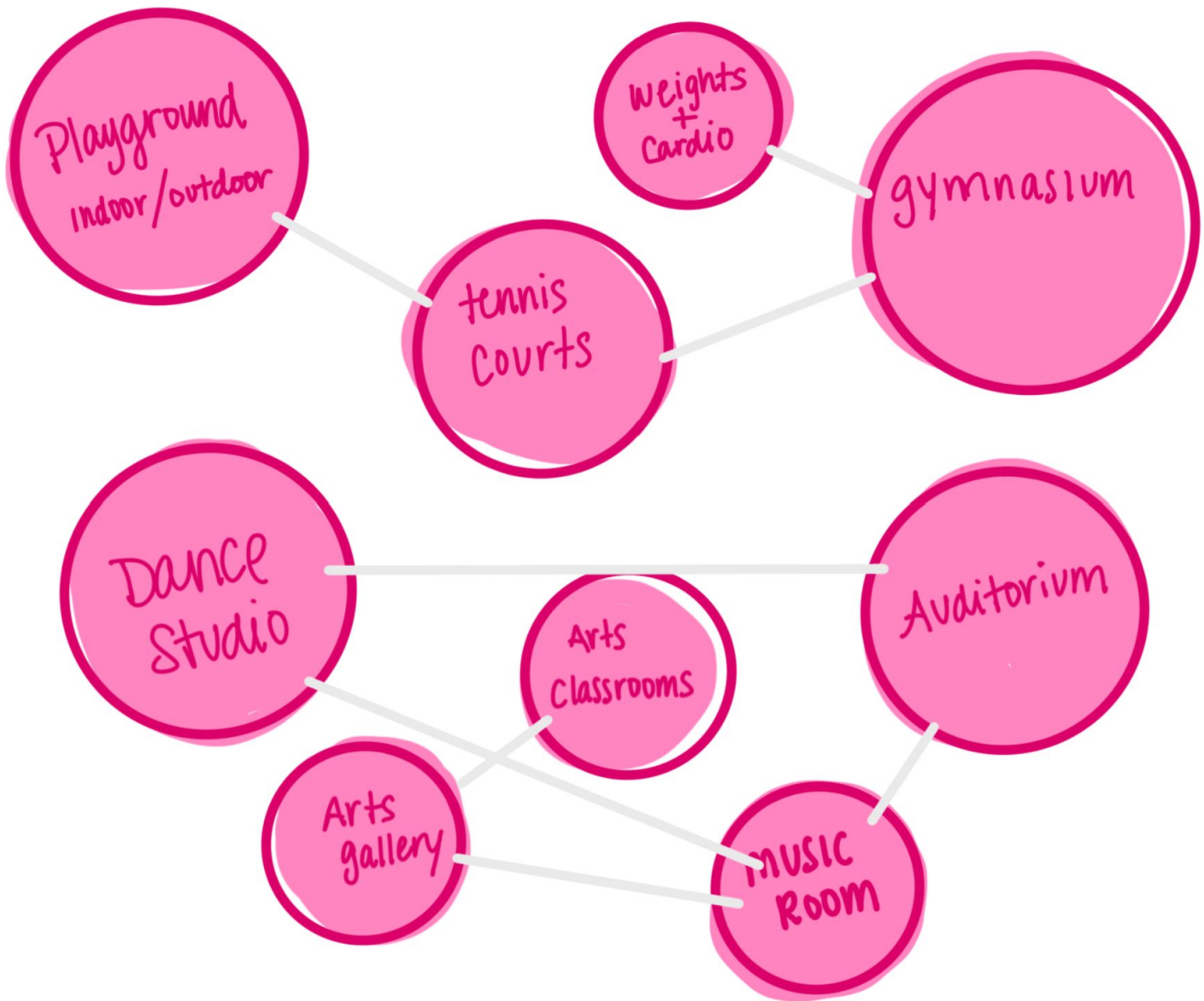
Circulation: about 7,000 sf

TOTAL SQUARE FOOTAGE: 41,106 square feet

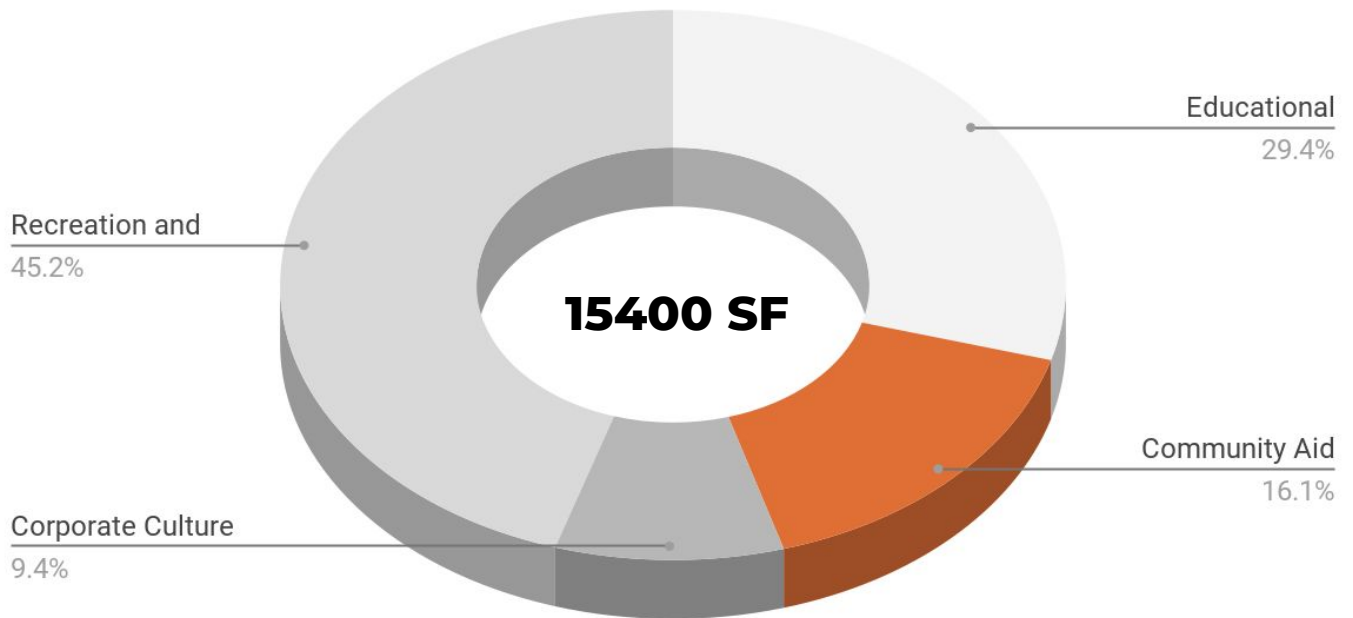
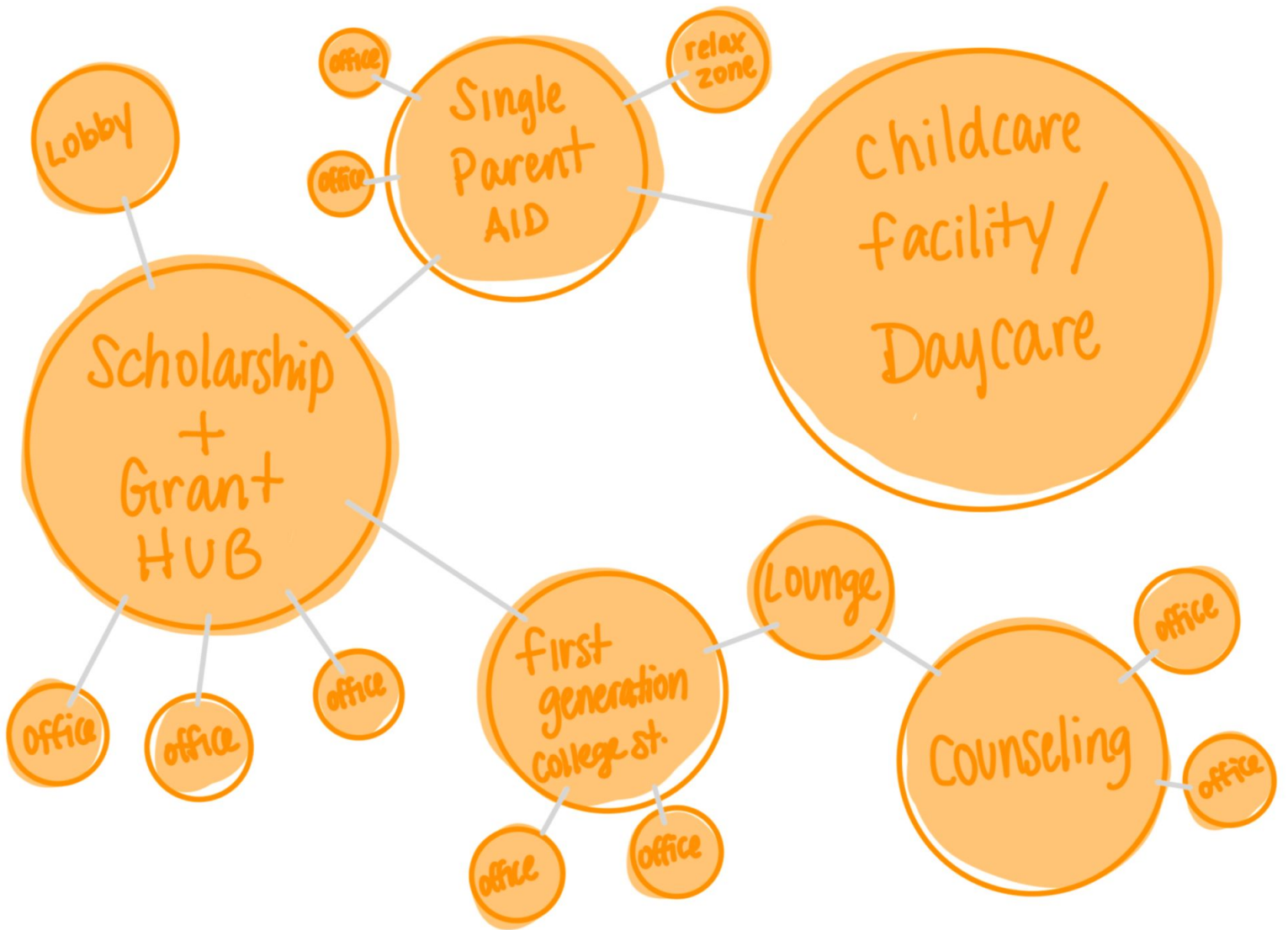
EDUCATIONAL PROGRAM



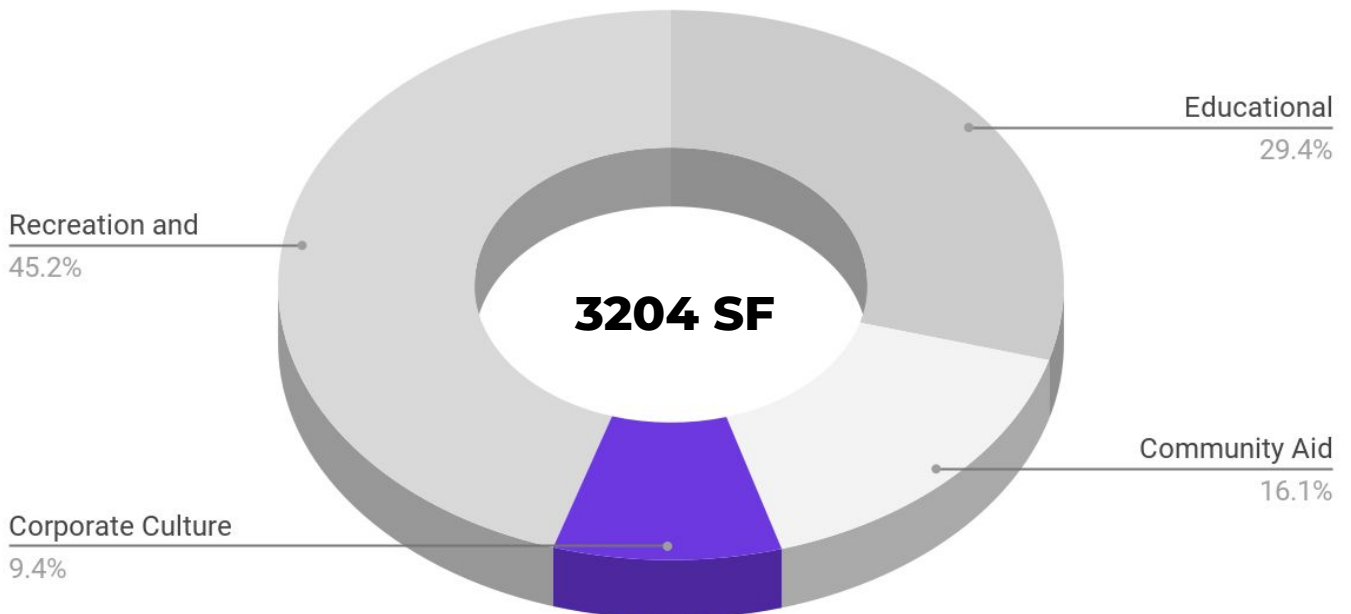
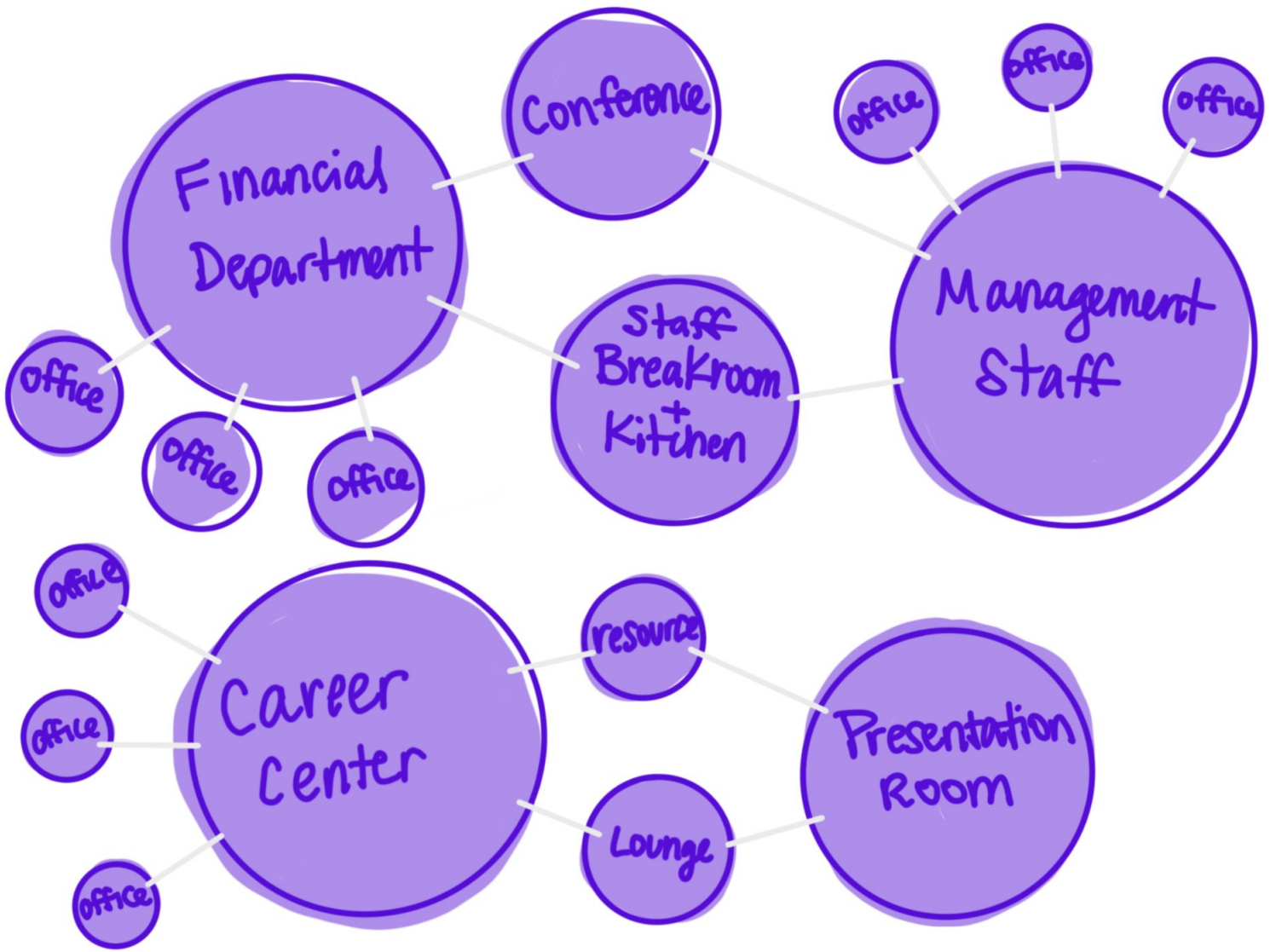
RECREATION AND CULTURE PROGRAM



COMMUNITY AID PROGRAM



CAREER PROGRAM



SCHEMATIC PROGRAM - BUBBLE DIAGRAMS

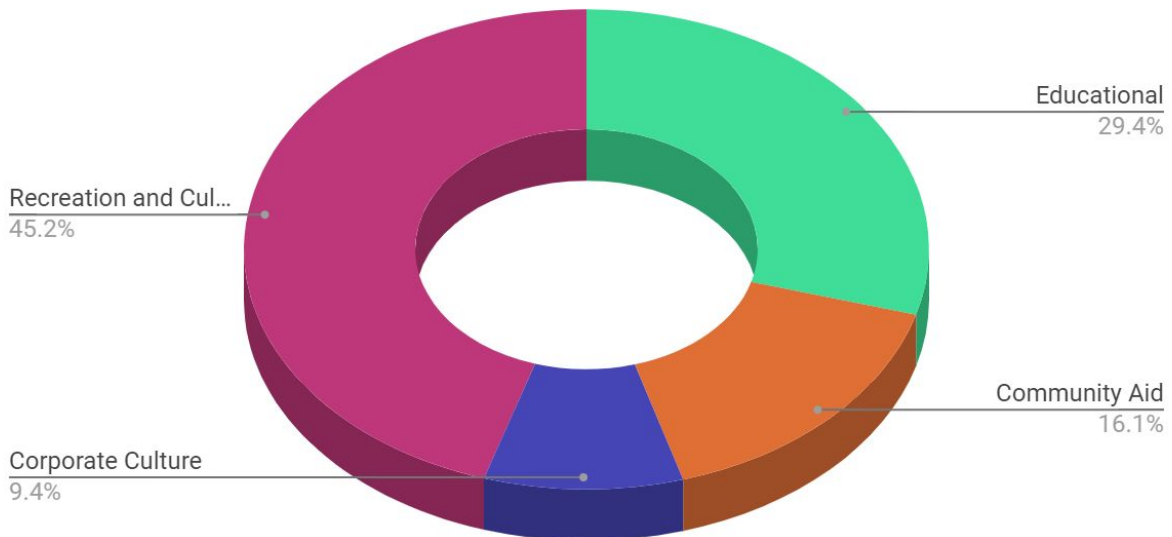
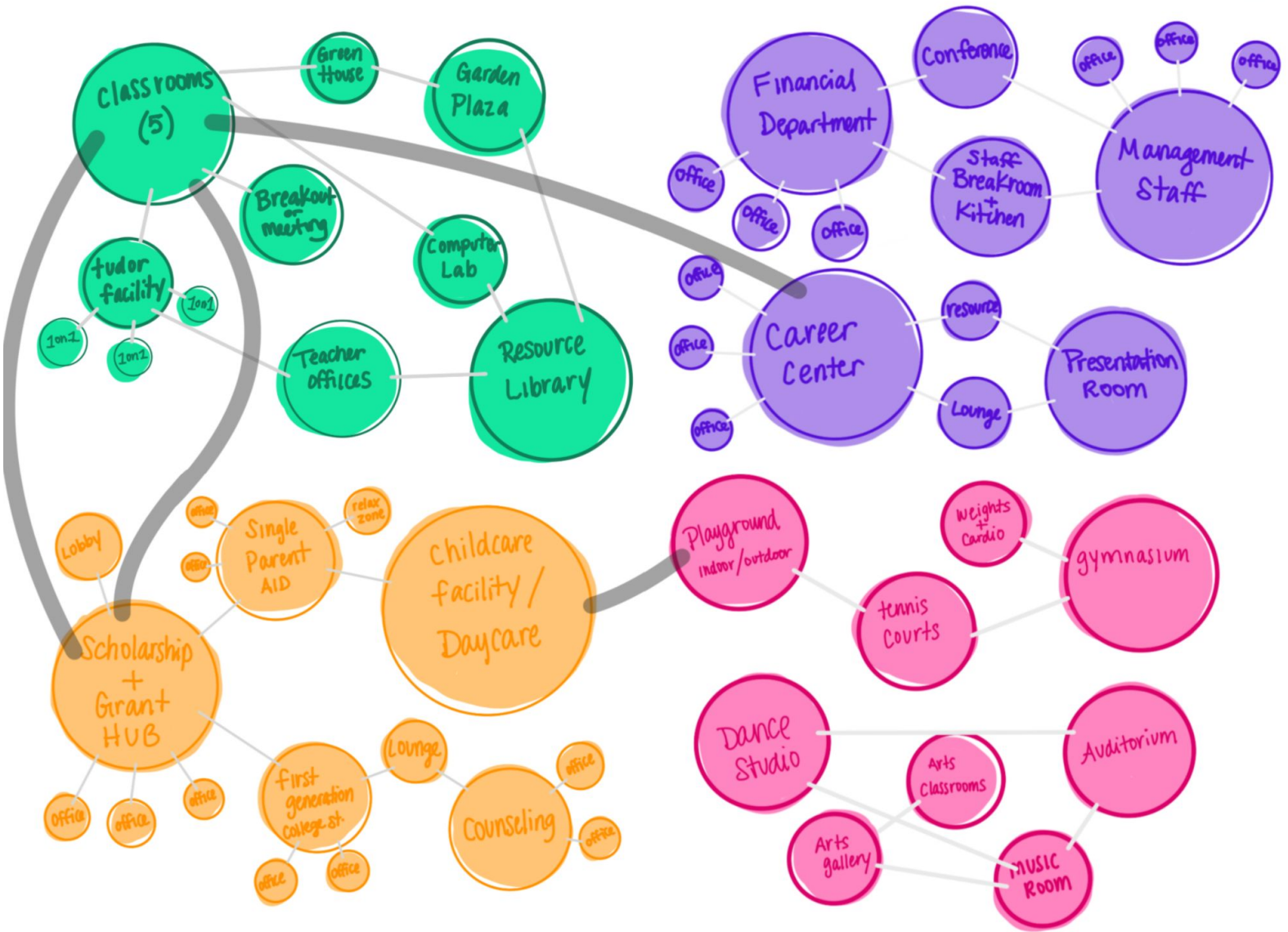


Figure Credits

Figure 1

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Figure 2

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Figure 3

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Figure 4

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Figure 5

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Figure 6

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Work-to-family Conflict, School Involvement, And Work Status Related To Academic Achievement?” *Journal of Child and Family Studies*, No. 27 (2018): 1882-83.

Figure 7

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Figure 8

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Figure 9

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Figure 10

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