Introduction

In 2010, 15.1 percent of the United States population lived in poverty. Children are one of the groups most affected by poverty. 22 percent (1 out of 5) children under the age of 18 living in the United States are in poverty. Among different ethnic backgrounds living in poverty in the United States, Black children represent 38.2 percent, Latina/o children represent 35.0 percent, and Asian children represent 13.6 percent of the population. (U.S. Bureau of the Census, Income, Poverty, and Health Insurance Coverage in the United States: 2010, Report P60, n. 238, Table B-2, pp. 68-73.) There is a good reason to believe that increasing the educational attainment of poor children and improving the quality of schools they attend would improve their outcomes as adults. Unfortunately not everyone in the United States has access to a quality education.

Research Question

Can public education help to reduce poverty in the United States?

Education Reform

• The No Child Left Behind Act (NCLB) of 2002, by President George W. Bush was started. Under NCLB, schools must take adequate yearly progress by scores on standardized testing.
• Voucher programs provide students with vouchers that can be used to pay for tuition at private, or parochial schools.
• Job training helps unskilled youth to become skilled workers and to earn enough money to lift themselves out of poverty. There are many Job training programs such as MTDJA, CETA, AJTPA, WIA, and WIN. These programs cost $6.2 billion and served almost three million individuals.

Literature Review

There are three different types of schools that are regulated and funded differently.

PUBLIC SCHOOLS
• Financed through federal, state, and local taxes.
• Functions as a part of the government and must follow the rules and regulations set by the state.
• More diverse: 46 percent of public school student populations are non-white, 75 percent of African American and 79 percent of Latina/o students go to schools where minority students are the majority.

PRIVATE SCHOOLS
• Depend on their own funding which comes from tuition, private grants, and fundraising from parents, alumni, and other community members.
• Accru from their independence.
• Tuition is usually expensive: the national average for day schools is about $19,100.
• Less diverse: 27 percent of private school student populations are non-white, 85 percent of white students go to schools where they are the majority.

CHARTER SCHOOLS
• Like traditional public schools are free and cannot discriminate against students because of their race, gender, or disability.
• Spaces are limited in private schools.
• Charter schools are still funded by the state.
• They must meet some public schools regulations but usually not all of them.

Findings

<table>
<thead>
<tr>
<th>Differences between schools in the United States, 2010</th>
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<td>Types of schools</td>
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<td>Amount of schools</td>
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<tr>
<td>Enrollment</td>
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<td>Expenditures per student</td>
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<td>The pupil/teacher ratio</td>
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<td>What schools are preferred with income over $75,000 a year</td>
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<td>Dropouts</td>
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<td>Jobless under 24 years</td>
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<td>In lost wages, lost taxes and lost productivity due to dropouts from the class of 2007</td>
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<td>In lost income and taxes due to each dropout of cohort of dropouts</td>
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According to the table “Differences between schools in the United States, 2010,” we can conclude that public education does not give any good results. It is characterized as least funded, highest dropout rates, highest jobless rates. Moreover, it has an impact on the economy of the United States, because there are big amounts of lost wages, lost taxes and lost income. As a result, public school student, most of whom are non-White remain in poverty.

Results

Public education does not help to reduce poverty in the United States.
• There are no significant results in the education reform. Most of the programs are low-cost and they are unlikely to substantially increase the workers’ long-term earning capability.
• Individuals from public and charter schools are at higher risk of being in poverty because of the lack of materials at their disposal and the non-qualified teachers.

Conclusion

When students are segregated by race, schools with high non-white populations often have high poverty rates. Schools with disadvantaged student populations generally have lower test scores, lower graduation rates, fewer courses for students to choose from, inexperienced teachers and lower rates of parental involvement that hinder student success.

References