

History of the problem:

Community members being underserved or marginalized dates back thousands of years in most cultures. This was typically based upon a cast system which was built around the standing of a person's economic status. Since the beginning of time, a person's socioeconomic status has in some way dictated their education. In 1896, right before the turn of this century, the "Supreme Court made a decision in the case Plessy v. Ferguson that racially segregated public facilities were legal, so long as the facilities for Black people and whites were equal". This ruling made it okay for education in America be segregated by skin color as long as the education standard, treatment to students and all academic learnings were fair to every student regardless of their skin color. Unfortunately, things were not equal across the board so in 1954, Oliver Brown filed a class action suit against the Board of Education. "Brown v. Board of Education of Topeka was a landmark Supreme Court case in which the justices ruled unanimously that racial segregation of children in public school was unconstitutional. Brown v. Board of Education was one of the cornerstones of the civil rights movement, and helped establish the precedent that "separate-but-equal" education and other services were not, in fact, equal at all". Browns suit was based upon the claim that his black daughter, Linda Brown, was not treated equally or protected under the "equal protection clause" of the 14th Amendment. The Supreme Court agreed with Browns opinions and he solidified a win for his suit. This was a pinnacle point in public education being "equal" for ALL children in America. Fast forward to the last decade, and you can see that some of the inequalities have been remedied. However, we have a long way to go!

Causes:

"In the United States, students who are considered underserved most commonly include students from low-income backgrounds, students who are the first in their families to attend

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college, and/or students who identify as Black/African American or Latinx”. Most underserved and marginalized students are children of parents who were also underserved students as children. There is a vicious cycle that happens when you are a part of a lower socioeconomic area. Unfortunately, in those areas you may simply not know the rights or resources afforded to your child and their education. Also, if you come from a lower socioeconomic status, you may not necessarily even care about your child’s education enough to advocate for them. Immigrants who come to America tend to move into inner cities opposed to the suburbs. Some reasons for that is that their families may already reside in a city. Also some parts of cities are less expensive to live in and may be the only area an immigrant can afford to rent on their very low income. The downfall to this is that cities are inclined to be over populated. This then trickles down into the school system causing the schools to be over crowded. So now classrooms are packed full of students but understaffed with teachers. Understaffing is a big issue for a lot of lower socioeconomic area schools. However, the problem goes even deeper than understaffing. Many schools have underqualified or under certified people in the classrooms teaching their students. This obviously contributes to the lack of education and advocacy a child will be getting because the teachers themselves don’t know the process or steps to providing an adequate and appropriate education for their students. On top of these said factors, immigrant parents typically don’t not know or understand the rights of their child when it comes to education in the United States. If they are here illegally they can be scared to ask questions, in fear that if they “rock the boat” they may be deported back to their country.

Consequences:

The consequences of the underserved and marginalized in education can have many negative outcomes. There are of course the more obvious effects of not receiving a proper and

deserved education; continuing the low socioeconomic cycle down to your children, higher crime and incarceration rates, lower paying jobs, and higher unemployment rates. Besides these consequences there are many outcomes that jeopardize the social, psychological, physical and financial stability of the marginalized and underserved in children's education. Education can create opportunities for better health. "People with better education – and thus higher incomes – are often spared the health-harming stresses that accompany prolonged social and economic hardship. Those with less education often have fewer resources (social support, sense of control over life, and high self-esteem) to buffer the effect of high stress levels". Most people don't automatically correlate poor education and children advocacy with physical and/or mental health issues. Every stage of a child's life is effected in some way by the education or lack of education they received between grades Kindergarten up to senior year. These years build and mold children into the adults they will one day grow to be. This is why advocating for children to receive a proper education is so important to parents, teachers and our communities.

Roles of Organizations, Policies, Practices and Funding:

As stated in the first section, lack of effective advocacy for children's education has had many holes and dysfunctions for hundreds and hundreds of years. Today, there are many programs, policies, funding and bills that are set up to help the marginalized and underserved students in America. A key federal policy in the United States is No Child Left Behind. Title 1 is a section of that law which provides federal funding to school districts to educate underserved and marginalized children. "The purpose of Title 1 is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging State academic achievement standard and state academic assessments". Schools in low socioeconomic areas receive funding through the Title 1 program.

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However, even some suburbia schools qualify for Title 1 funding based upon the amount of low income families in its school. Another section of funding under the No Child Left Behind policy is Title 3. Title 3 funding is designed to improve the education of English learners by helping them learn English as their second language and also meet and pass state academic content and student achievement standards. Funds from the Title 3 policy can be used to fund activities that strengthen and increase parent, family, teacher, and community engagement in helping serve English learners. Title 3 provides advocacy for these students in education regardless of their immigrant status. A private organization that implements training sessions helping to advocate for children education is the Cost Of Poverty Experience (C.O.P.E.). “The Cost of Poverty Experience reveals poverty through a human lens and encourages participants to consider their own triggers, biases, and how their own life experiences color how they see the children and families being served”. This program helps school staff and faculty to deepen their understanding of the effects that poverty has on children and their families and the struggles they face in getting a proper education. “The simulation will also help develop new ideas for staff members to implement in their classrooms to help close the gap between students who are living in poverty and those who are not”. There are various policy, programs and funding throughout our country trying to help underserved and marginalized students and advocate for every student to get an appropriate education.