

FINAL REPORT

FALL 2007

A FRAMEWORK FOR UNDERSTANDING POVERTY

A Training for Educators



Sponsoring Partners:
Bank of America
City of Columbia
Sisters of Charity Foundation of South Carolina

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TRAINING FOR EDUCATORS

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**A FRAMEWORK FOR UNDERSTANDING POVERTY
TRAINING FOR EDUCATORS**

Final Report

SUMMARY

Educators in the Midlands face many complex problems when addressing education strategies and behavioral management solutions for teaching children of generational poverty. Teachers continuously struggle because they do not understand and cannot relate to the culture and problems children of generational poverty face, which makes it harder for students to learn properly. It has been apparent for some time that we need to address the problem of poverty and how it affects our educational system in the Midlands.

Realizing there are no quick fixes nor a single magic bullet to alleviate all of the problems our education system faces, Midlands Education and Business Alliance (MEBA) sought to offer one solution that could assist with the problems educators face when trying to successfully teach children from poverty stricken communities. Through partnerships with Bank of America and the Sisters of Charity Foundation of South Carolina and other unrestricted funding, MEBA was able to provide “A Framework for Understanding Poverty” training sessions to teachers, counselors and administrators from two elementary schools with high free and reduced lunch rates in the Midlands.

The training, based on the book, *A Framework for Understanding Poverty (AFFUP)* by Ruby K. Payne, Ph.D., provided an in-depth study of information and issues that increased the training participant’s knowledge and understanding of the culture of poverty. Teachers are second only to parents in influencing children’s lives. Administrators and counselors play vital roles in helping students transition successfully from school to work. The training was held in the spring of 2007 and was a huge success in reaching 68 educators. A follow-up study was carried out in the fall of 2007 to research the results of the training. Feedback gathered at roundtable follow-up sessions uncovered the positive impact and benefits of the training and are summarized in this report. The training benefited the participating educators, but more importantly, students who live in poverty will eventually benefit from the training these educators received.

A FRAMEWORK FOR UNDERSTANDING POVERTY TRAINING FOR EDUCATORS

Final Report

OVERVIEW

The Midlands Education and Business Alliance's (MEBA) mission is to connect students, parents, educators and employers to education and career opportunities through programs and partnerships. MEBA believes education plays a critical role in improving the quality of our citizens and communities in the Midlands. MEBA seeks to decrease poverty levels in its service areas of Richland, Lexington and Fairfield Counties through all programmatic efforts by promoting the most important components of fighting the War on Poverty - Education, Job and Life Skills Awareness and Economic and Workforce Development. MEBA works daily to improve the lives of students, parents, teachers and businesses in our community, which includes collaborative relationships that promote and support academics and beneficial teaching and learning experiences (*See Supplemental Appendix for MEBA Fact Sheet*). Partnerships with Bank of America and the Sisters of Charity Foundation of South Carolina and other unrestricted funding allowed MEBA to provide "A Framework for Understanding Poverty" (AFFUP) training sessions for 68 teachers and administrators from two Midlands elementary schools with high free and reduced lunch rates. Sponsors were able to direct their financial resources to benefit the people they serve in the Midlands. Partnering with MEBA through AFFUP allowed program sponsors to make a notable impact toward improving the educational instruction of children from impoverished environments.

About the AFFUP Training Facilitator:

Kay Barlow, MEBA's Education and Community Director, holds a masters degree in education and has 15 years of experience connecting the community, educational systems and businesses in the Midlands. She worked as a School-to-Work coordinator in Richland School District Two for five years and has served on boards and committees for Richland and Lexington school districts for many years. Kay has been certified to provide the "A Framework of Understanding Poverty" training model for three years and has also been certified as a Global Career Development Facilitator Instructor (GCDFI). She has coordinated and managed MEBA's parent programs for the past two and a half years, reaching more than 10,000 parents through MEBA's *Your Child Is Job #1* program since its creation in 2004.



Kay Barlow at AFFUP training session.

AFFUP Training Goals:

Professional development is the key that keeps educators abreast of current issues in education and helps them implement innovative strategies and refine and update instruction practices. The following goals were established for AFFUP training program.

1. Train 30 to 40 educators from schools located in low-to-moderate income areas with high free and reduced lunch rates. *This goal was achieved by training 68 educators from schools with high free and reduced lunch rates.*
2. Arm teachers and administrators with strategies and tools to improve teaching, counseling and interactions with students from low-to-moderate income families. *This goal was achieved through the information learned during the training sessions and the TRIO field study.*
3. Create learning environments in which at-risk children can improve their educational achievement levels through new-found instructional practices tailored specifically for children of poverty. *This goal was achieved by uncovering new strategies and tools educators can use when teaching or interacting with students.*
4. Create a base to research and establish best practices for educators teaching and interacting with children of poverty. *This goal was achieved through the follow-up study conducted in which participant data and feedback was gathered.*

Outcomes Statements:

The following are outcomes that MEBA intended to achieve as a result of educators participating in this training:

- Educators' perceptions about children from generational poverty will be changed.
- The anger and frustration educators periodically feel when dealing with students and parents from low-to-moderate income families will be lessened by uncovering and understanding the culture and values of poverty.
- Training participants will begin using teaching strategies and behavioral management ideas to develop mental models of teaching children of poverty.
- Educators will learn new ways to effectively teach, communicate with and handle disciplinary issues of students from low-to-moderate income families.
- During the next few years, hundreds of students who sit in a teacher's class, who work with a counselor or transition through a school whose educators participated in the training will benefit from the skills and strategies learned by that teacher, counselor or school administrator.
- Educators from schools with high free and reduced lunch rates will benefit from the training by becoming enlightened and empowered.

Training Evaluation:

A mixed evaluation method was used to evaluate the effectiveness of AFFUP training. A follow-up study was carried out five months after the last training session to track and research the results of the training. Pre- and post-test evaluations were administered during the training. Written evaluation questionnaires were administered to each participant during the roundtable follow-up, and group discussions were held to gain verbal feedback. The follow-up data has been compiled and are presented within this final report. These findings are also being disseminated to further educate K-12 administrators and other nonprofits/social service organizations that might benefit from this training.

THE TRAINING

The AFFUP training program served 39 educators from Swansea Primary and 29 educators from Arden Elementary schools. The training participants consisted of literacy coaches, resource teachers, physical education teachers, instructional assistants, pre-school through fifth grade teachers, speech pathologists, counselors, principals and assistant principals. The training was delivered through five blocks of training sessions in the spring of 2007. Training participants met for an average of one and a half hours each session. Training sessions consisted of lectures, specialized exercises and group discussions.

College TRIO Programs missions are to increase the enrollment of low-income, potentially first-generation students and to provide academic, financial and career counseling to middle school students with regards to education in order to motivate them to complete high school and pursue a post-secondary education. Arden Elementary AFFUP training participants had the opportunity to tour Benedict College and learn about the College's TRIO Program from program managers and coordinators. Swansea Primary participants were able to meet with and learn from TRIO Program managers and coordinators from Midlands Technical College. Training participants were able to learn what issues TRIO program managers and coordinators must be aware of and sensitive to when working with this targeted student population and what teaching and interactive strategies they employ in order to be successful in reaching low-income students.



AFFUP training participants.

Training participants received supportive handouts and other useful aides throughout the course of the training that they can use as a reference after the training. Participants also received course completion certificates and professional development credits toward their education re-certification at the conclusion of the training.

EVALUATION & ROUNDTABLE FOLLOW-UP RESULTS

Participants were given pre-test and post-test evaluations to ascertain if their knowledge base had changed after receiving the training. The pre-tests uncovered that some participants did not know the effects poverty has on a child's attitude and approach toward education. The pre-tests also revealed that the majority of participating educators were unaware of the hidden rules among each social class or the eight resources a student might need support in, in order to be successful in their education process. Pre-tests helped to confirm the suspected deficiencies many educators have when considering their ability to properly understand or interact with students living in poverty. The post-test results revealed that the knowledge base for all AFFUP training participants increased in terms of their understanding of students who live in poverty. In addition, each participant felt more empowered at the conclusion of the training because they had a deeper understanding of how to better educate and interact with students living in poverty.

Spring 2007 Pre- & Post-Evaluation Results

Question	Pre-Test Yes	Pre-Test No	Post-Test Yes	Post-Test No
Do you understand the many effects poverty has on the attitude and approach students have toward education?	38	18	53	0
Are you aware of the eight resources that a student might have? (i.e. financial, spiritual, mental, physical, etc.)	13	43	53	0
Are you familiar with the "hidden rules" among the different classes?	29	27	53	0

Fall 2007 Roundtable Follow-up

The roundtable follow-ups were carried out to evaluate the effectiveness of the training and to gather both verbal and in-depth written responses in order to measure the impact the training had on participants. Feedback was gathered through evaluation questionnaires, group discussions and personal conversations.

Verbal Feedback

During the roundtable follow-up, participants were able to discuss what they learned during the training and how they were implementing the suggested strategies and tools. The following are paraphrased notable responses shared during the roundtable discussions that highlight some of the positive outcomes of the training:

- ✓ Arden Elementary's principal stated that the school does an annual end-of-the-year evaluation and one of the notable findings was that the perceptions of both teachers and parents increased positively when it came to parent/educator relationship. The principal stated that she did not know to what to attribute this increase but believes the AFFUP training had an impact.
- ✓ After learning that some students who live in poverty may not be able to eat breakfast before coming to school, one teacher noted that she bought an extra box of saltine crackers at the grocery store. She began offering her students saltine crackers every Monday morning as they entered the classroom; as time went on she noticed that other students from other classes would stop by and ask for crackers. As a result, she and some of her colleagues have now started keeping snacks on hand, especially around test times.
- ✓ One teacher noted that her perceptions changed after doing the suggested home visits. She recognized that dirty socks equal an unclean home. She became aware of her perceptions about a child and has changed how she treats that child now. Another stated that she cut back the number of items on her supply list that parents needed to purchase after doing home visits. This teacher has started buying more community items for the classroom and asks parents to send things they may already have in their homes instead of expecting them to purchase certain items.

- ✓ One participant stated that he now knows that laughter at inappropriate times is an act of entertainment for children who live in poverty. Although there may be hidden rules in each class, he realizes he needs to personally teach the rules of the middle class and appropriateness to his students. He added that students also need to be taught coping skills and that teachers can do this by helping to build a child's self-esteem by making them feel accepted and forming bonds with them.
- ✓ A few participants spoke about the teacher/parent conference techniques they have implemented since the training. One participant mentioned that she tries not to be judgmental and makes more attempts to reach a parent through phone calls and visits because she now understands that some parents work different schedules or more than one job or may be facing other serious issues. Another teacher stated that she now calls to say something nice about the child or to relay something positive about the child's work or performance in class, because many parents expect that a phone call from the teacher is always going to be negative. One teacher stated that she tries to have solutions to problems when discussing problematic issues with parents because sometimes parents simply do not know what to do. She also has something good to say about the child and asks the parents if they have any concerns so they can feel "heard." She tries to form bonds with the parents and to always respect the level the parent is on by not doing things such as correcting their grammar, etc.
- ✓ Participants stated that they realize they need to be more patient, less judgmental and to look at the entire picture before drawing conclusions about students and their parents. They also realize that most of the time parents need help but do not know how to ask for it.

Written Feedback

The following are questions asked and feedback gathered at the roundtable follow-ups 5 months following the training. Each of the following questions are followed by a subset of the most common responses. An extended list of responses for all 12 questions can be reviewed in the supplemental appendix at the end of this report.

1. *Was this course interesting and pertinent?*
 - Yes, because we live in a community of 95% low socio-economic background.
 - Yes. Understanding our students' home life is pertinent to their education.
 - Yes. This training definitely made me more aware of where our children are coming from.
2. *Did you gain new insight into families living in poverty and the hard challenges they face?*
 - I had never really realized how difficult life might be for a child living in poverty. This training gave me a better insight into some of the behaviors of my students and parents.
 - Yes. Every family has priorities, and if they are working to make sure they have food they may not think about homework.
 - Yes. I now have a greater understanding as to why some people react the way they do.

3. *Do you have a better understanding of the “hidden rules” of each economic class and their impact on education?*
- Yes. We can offend those in different classes when we don't understand their culture/economy or their hidden rules.
 - Yes. The survey was eye opening -- a great way to help others understand.
 - Yes. You have to understand how students think in order to understand how to teach them.
 - Yes. It really was interesting to understand and learn about the hidden rules because it gave us a better background to know how to talk with children and their families.
4. *When calling parents on the phone or meeting with them in a conference about a problem it is important to have a solution to the problem in place before talking about the problem. Has this information helped you when talking with parents?*
- Yes. Now in my conversations with my parents, I am more aware of tone and being judgmental when I made several attempts to get a return phone call.
 - I state the problem the child is having. I offer different strategies they can use with their child or sometimes I have to find other solutions.
 - You need an action plan. Have a variety of solutions and set goals.
 - Yes. It makes us more thoughtful about how we can help, other than putting it back on the parents.
5. *There are two ways to escape poverty -- education and relationships. Would you consider having role models come into your classroom to stress the importance of education and relationships?*
- Yes. Our students need many examples of relationships and education.
 - Yes. Role models could show what an education can do for you. Also, having mentors can help you to come out of poverty.
 - What better way to learn from than positive role models.
 - Yes. I think it is important for children to see an adult come talk to their class and set goals.
6. *Has this course changed your teaching strategy? If so, how has it changed?*
- This training helped me learn how to provide more activities on a different level, instead of focusing on the average and above average learner.
 - Yes. This training has influenced how I react and interact with my children. I have a better understanding.
 - I think I have a deeper level of empathy for their situation, which has changed my interactions with children.
 - Yes, by understanding needs of the children and modifying what I teach.

IN CONCLUSION

Like our sponsors, MEBA understands that education is crucial to improving the quality of life in the Midlands. Teachers are second to parents in influencing children's lives. Administrators and counselors play vital roles in helping students successfully transition from school into the working world. The "A Framework for Understanding Poverty" training opportunity successfully reached 68 educators from elementary schools with high free and reduced lunch rates. The evaluations and feedback results prove that the training helped to change teachers' mindsets and instruction strategies. Although the training benefited the participants directly, more importantly, it will benefit students who live in poverty because of the awareness, sensitivity and positive interactive and instructive strategies educators will employ as a result of the training. Since the program's inception one year ago, numerous schools have approached MEBA with an interest in receiving *AFUP* training for their staff. In considering the program's mission, the success we have experienced thus far and the follow-up feedback received, this training opportunity has proven to be critical and necessary in helping educators help students in the Midlands.

**A FRAMEWORK FOR UNDERSTANDING POVERTY
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Supplemental Appendix

Complete Listing of Roundtable Follow-up Responses

1. *Was this course interesting and pertinent?*

- Yes. We live in a community of 95% low socio-economic background.
- Yes. Understanding our students' home life is pertinent to their education.
- Yes. It opened my eyes to a lot of situations that being in poverty can produce.
- Yes. It is very important for faculty and staff to be informed on awareness of poverty.
- Yes. It really made me understand what parents feel and what the children could be going through.
- Yes. I never knew about hidden rules; it was very interesting.
- Yes. It definitely made me more aware of where our children are coming from.
- Yes. It taught me how to see through the eyes of others.
- Yes. It was amazing to learn about the issues, challenges and characteristics of poverty, because it helped me think more about our current students and students of the past.
- I enjoyed the presentations.
- Very Interesting.

2. *Did you gain new insight into families living in poverty and the hard challenges they face?*

- Yes, regarding choices/challenges.
- I have a better understanding of why my students don't return papers.
- Yes. Prior to this course, I would get upset with some of my parents for different reasons. I wasn't taking into consideration what the parents may be facing.
- I can help provide students with materials they can't afford.
- Yes. The lesson is a reminder that sensitivity to others rather than criticism and judgment are most important in impacting our neighbors.
- I had never really realized how difficult life might be for a child living in poverty.
- Understanding poverty gave me a better insight into some of the behaviors of my students and parents.
- Yes. Every family has priorities, and if they are working to make sure they have food they may not think about homework.
- Yes, all they want is to have an equal chance in life.
- I am more aware of the problem, and this training answered a lot of questions.
- Yes. When field trips and other money activities come up, it really helps me find the money this family needs.
- Yes. It also helped in doing home visits.
- Yes. It is still hard for me to comprehend on some levels.
- Yes. I better understand where their minds may be.
- Yes. I now have a greater understanding as to why some people react the way they do.
- Yes. The insight was amazing and the challenges are very difficult to overcome.
- Definitely! It made me more respectful and understanding to the families in our community.
- Yes. I was able to understand them in a different way.

3. *There is a big difference in generational poverty and situational poverty? Do you have an understanding of the difference and how it affects our available resources?*
- I do, and now I can identify with more of their difficulties and lack of resources.
 - Children and families from generational poverty have different ideas about life/education.
 - Yes. In the beginning when you said poverty, I only thought of people in generational poverty. Now, I understand that anyone could be in situational poverty.
4. *Do you have a better understanding of the “hidden rules” of each economic class and their impact on education?*
- Yes, “hidden rules” drive ability to move upward economically as well as being accepted in a “group”.
 - Yes. I thought I could “relate” to my students in every way.
 - I learned a lot about different classes.
 - Yes. This was interesting because I had no idea about some of these “hidden rules.”
 - We can offend those in different classes when we don’t understand their culture/economy or their hidden rules.
 - In a classroom of poverty, friendships and impressing peers may be of more value to a student than learning material to help get a good job.
 - Yes. The survey exercise was eye opening.
 - Great way to help others understand.
 - Yes. Because the hidden rules can be an awareness as to why the children and parents have inappropriate behavior.
 - Yes. Economically, not all classes can afford an education.
 - Yes. Now, I know that all classes have their own hidden rules.
 - Yes. You have to understand how students think to understand how to teach them.
 - Yes. It helped me to understand how to teach these rules (acceptable middle class rules) to children who are unfamiliar with them.
 - Yes. It really was interesting to understand and learn about the hidden rules because it gave us a better background to know how to talk with children and their families.
 - Never thought of it before - show emotion.
5. *Can we save all children in poverty?*
- Absolutely Not!
 - No. But we can try.
 - No. But we can save as many as possible.
 - Sure can, if we try to make a difference.
 - Yes. We need to make more of an effort to provide an education that meets their needs.
 - No. Because the economy is getting out of control.
 - No. But we need to try and be aware of the problem.
 - No. But a lot of children can be saved. On the other hand, that should not stop us from trying to save all.
 - Yes. I have to believe this.
 - I am not giving up on any child.
 - Yes. We can provide them with the tools they need to be successful citizens.

- We can help our children to understand more so they can do more and hopefully break the cycle of poverty.
6. *As an educator, can you have a significant effect on children living in poverty? How?*
- As a sensitive, caring role model.
 - Yes, I can be that positive support for my students. I can be that person who makes them look at things in a different way.
 - Yes. By caring.
 - Yes. One at a time.
 - Yes. By teaching them confidence and respect.
 - Yes. By understanding and guiding parents as I work with their children.
 - Yes. By instilling character in them.
 - Yes. By being a positive example and trying to understand through the child's/parent's view.
 - Yes. An educator can be sensitive to individual circumstances.
 - I can be a great role model and comfort for them.
 - Yes. By loving and teaching by example.
 - Yes. By respecting their background/home life.
 - Work with families to help provide resources.
 - Yes. I can be more sensitive to their needs.
 - Yes. Understanding of each child's background.
 - Give them acceptance, security and the desire to do their best.
 - Yes. By being understanding of their situation, by helping them speak in the formal register and by helping them with organization.
 - Yes. Build long-lasting relationships and educate them to the best of my ability.
 - Yes. I can provide them with rich experiences and teach them how learning relates to their everyday life.
 - Yes. By meeting each of their needs.
 - All children have diverse backgrounds and being considerate and understanding can have a tremendous effect on their lives.
 - Yes. As an educator you can make all resources available to all students throughout the day.
 - We can have a huge effect on our students.
 - Show them the different future possibilities.
7. *Parents living in poverty care first and foremost, "Does the teacher love my child?" Now that you have this knowledge, will it change your conference tactics?*
- Not really. I always talk about how I love the child!
 - Yes. I will stop and think about their situation.
 - I already do a lot of communicating that, but I will be sure that I do it more effectively.
 - Yes. Making them more at ease. Trying to be more understanding of transportation issues.
 - Focus on the positive and build up the weakness.
 - I have always shown my parents that I love their child.
 - Yes, absolutely!

- Yes. I will continue to be a nurturing teacher.
- Yes. I have always loved all of my kids but I will be sure to make it known.
- Begin with affirmation of child's worth.
- Encourage their child to be successful.
- Yes. Always tell them what their child is good at doing.
- Yes. Always make the parents understand how important their child is.
- Yes. The parent must know that the teacher loves their child since that child is precious to them.
- Yes. I will strive to be more open and gentle.
- Yes. They need to know you care and you need to care.
- Yes. Because I can ease the parents' fears and let them know that their child comes first.

8. *When calling parents on the phone or meeting with them in a conference about a problem it is important to have a solution to the problem in place before talking about the problem. Has this information helped you when talking with parents?*

- Many parents are tired now rather than trying to find a solution.
- Yes, because I recognize what many struggle from but don't allow excuses to be passed to me.
- Yes. I will continue to refer to this.
- Yes. In my conversations with my parents, I am more aware of tone and being judgmental when I have made several attempts to get a return phone call.
- Yes. I usually provide a solution and ask if they have one - to give them a sense of ownership in the solution.
- Yes. I usually have a goal for the child.
- Yes, but they need to be a part of the solution.
- Yes. It will change the way I conference.
- I state the problem the child is having. I offer different strategies they can use with their child or sometimes I have to find other solutions.
- Take some time to consider what you want to accomplish before you call.
- You need an action plan. Have a variety of solutions. Set goals.
- Yes. It makes us be thoughtful about how we can help rather than putting it back on the parents.
- Yes. I always try to have several options available.
- Yes, to slow my urgency and remember their needs.

9. *Relationships and respect are very important to people living in poverty. Have you considered using this knowledge in your dealings with parents and students in poverty? Would using this knowledge help you?*

- Always looking for resources and suggestions for parents.
- Establishing relationships with parents and acknowledging their strengths as parents.
- This knowledge has helped me to work harder to treat all parents with unconditional regard.
- Yes, it could be the difference in the type of support that you receive.
- Yes. Very Important!
- Yes. We are all about building a community.

- Yes. Try to always say something nice about the student in the conference.
- Yes. By trying to get parents involved in school programs.
- Yes. I will try to help them to understand that I respect them.
- Our school is all about RESPECT.
- Get them involved and meet other parents.
- Never talk down. Be respectful.
- Yes. I reflect upon this information before I have any kind of communication with a parent.
- We are all equal.
- Yes. It helped me to understand the importance of building relationships from the beginning so we will have them on our side.
- Treat everyone as equal.
- Yes. No matter what their background, being respectful always brings about a positive reaction.
- Yes. I know that in order to have a good relationship with a parent, I need to show respect toward them.

10. Goal setting and achievement of goals is very important to people in the middle class. This is not necessarily an important skill to people in poverty? Would you consider making goal setting a focus for your class this year?

- True. Yes – Always!
- I encourage and motivate all my children to have a goal and focus on accomplishing it.
- Yes. I will plan activities that use the student planner.
- Yes. I have always started out the school year with allowing my students to set a goal.
- Yes. Setting goals is important, and teaching children to set and reach goals is a good skill.
- Yes. We should set goals as a class each day.
- Yes and start small.
- Yes. You need goals so the students can feel successful. The ones in poverty can be helped along.
- Focusing on goals leads to success.
- Young children need short-term goals set.
- Yes. We are doing this.
- Yes. We constantly talk about our goals.
- Yes. I think children need to learn how to set goals and work to achieve them.
- Yes. We talk about what we are going to do and how we are going to do it.
- Yes. I think it is our job to explain the rationale to parents.
- Yes. When children learn to work toward a goal they are more driven.
- Yes. Great way to teach children.

11. *There are two ways to escape poverty, through education or relationships. Would you consider having role models come into your classroom to stress the importance of education and relationships?*

- Sure.
- I also think they need more field trips and hands-on experiences outside of the classroom.
- Definitely.
- Yes. Our students need many examples of relationships and education.
- Yes. It has taught me to be more sensitive to the lives of students.
- I think I have more patience with the parents.
- No. I simply reaffirmed what I am doing.
- Yes. We already have a program in place at our school.
- Yes. I try to do this every year.
- Yes. They could show what an education can do for you. Also, having mentors can help you to come out of poverty.
- What better way to learn from than positive role models.
- Career Days, Hug Program, Cub Pals.
- Yes. It is very important for children to see that this can really happen.
- Yes. To have a positive influence for everyone.
- Yes. Children look up to grandparents and parents who visit.
- Yes. I think it is important for the children to see an adult come to talk to their class and set goals.

12. *Has this training changed your teaching strategy? If so, how has it changed?*

- Yes. I will try to make more connections with real-life situations.
- Yes. I try to be more patient.
- It gave me a better understanding of the logic behind my parents' thinking.
- Yes. Tailoring at students' need levels.
- Yes. I will work to build relationships.
- This helped me to provide more activities on a different level, instead of focusing on the average and above average learner.
- Yes. It has taught me to be more sensitive to the lives of my students.
- I think I have more patience with the parents now.
- No. Simply reaffirmed what I am doing.
- Yes. I am more understanding and accommodating.
- Yes. I am more sensitive to the parents and the challenges they face.
- I am more aware of the hidden rules and compassionate about the needs of low-income students.
- Awareness of naming things for children like explaining hidden rules.
- Yes. It has influenced how I react and interact with my children.
- Yes. I am more understanding.
- I think I have a deeper level of empathy for their situations, which has changed my interactions with children.
- Yes. I am a lot more understanding when students don't bring papers back signed.
- Yes, by understanding the needs of the children and modifying what I teach.