College Achievement Alliance Half-day Agenda

Understanding and Engaging Under-Resourced College Students

Defining Poverty
Mental Models of Poverty, Middle Class, and
Wealth Key Points
Causes of Poverty

Hidden Rules of Economic Class and College

Relationships and Role Models
Social Capital
Relationships of Mutual Respect

Mental/Cognitive Resources
Mediation and Cognitive Functions
Teaching/Learning Strategies

Language
Registers of Language
Discourse Patterns and Story
Structure Vocabulary and Voices
Code Switching

Conclusion
Personal Action and Systemic
Change Next Steps

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Key Points

1. Economic class is a continuous line, not a clear-cut distinction.

2. Poverty, middle class, and wealth occur in all races and in all countries.

3. Generational and situational poverty are different.

4. Poverty is relative (in comparison to others) and is experienced first on a personal level.

5. This discussion is based on patterns. All patterns have exceptions.

6. In order to move from poverty to middle class or from middle class to wealth, an individual may have to give up relationships (at least for a time) for achievement.

7. Colleges and many agencies and workplaces operate from middle-class norms and values.

8. Individuals bring with them the hidden rules of the class in which they were raised.

9. For our students to be successful, we must understand their hidden rules and teach the hidden rules they need to know in order to navigate school and work successfully.

10. Tacit knowledge bases can be taught.

11. Three things that help one move out of poverty are well-paying jobs, education that leads to well-paying jobs, and bridging social capital.

12. To build relationships of mutual respect, we must articulate clear and high expectations, insist that students will reach them even if they think they can't, and provide appropriate support.

13. Reasons people leave poverty:
    a. It's too painful for the person to stay.
    b. The person has a vision or goal.
    c. The person has a key (bridging) relationship.
    d. The person has a special gift or talent.

Differentiating Principles

1. Poverty is defined as "the extent to which one does without resources" (Payne, 2005), as opposed to simply a level of income or wealth.

2. We focus on how the *economic environment* affects stability, access to power, and ability to make choices because these are the issues most central to the success of students from under-resourced backgrounds.

3. Income and wealth disparity has an impact on individuals and communities, including the rules that govern behavior in different economic classes.

4. Deepening our understanding of our personal societal experience can help reduce judgmental attitudes and the sense of superiority, helping to establish relationships of mutual respect.

5. Using the lens of economic class, students and faculty develop a more broadly defined social and academic landscape within which to build knowledge, skills, relationships, and resources.

6. *Investigations into Economic Class in America* is a form of participatory action research. We engage and learn from students in poverty. As investigators, students inform and add knowledge.

7. The purpose of *Investigations* is to provide a transformational educational experience that teaches students to "deal critically and creatively with reality and participate in the transformation of their world," as opposed to fostering conformity to the present system.

8. *Investigations* is unique in that it (1) both examines and begins to address the realities of political/economic systems that contribute to poverty and (2) trusts the students to analyze their situation, to solve problems, and to transform their world.

9. This process of studying economic class and the hidden rules of class illuminates the discrepancy between life as it is now and what it might be in the future—and this cognitive dissonance is what motivates students toward personal change and a new "future story."

10. Explicitly revealing and reinforcing the process of change underlying *Investigations* shifts the ownership of change, placing it in the hands of the students.

11. As pedagogy, the sequenced co-investigation (1) builds on prior knowledge and (2) puts the students in charge of developing the content. This is the foundation for sustained thinking.

12. The facilitator's job is to listen, question, support, and guide—not manage, tell, or solve.

13. A Bridges Steering Committee is a community of practice that operates to create sustainable communities where everyone can live well. Bridges Steering Committees create pathways out of poverty for individuals and redesign institutional systems and processes to better support them.

14. *Investigations* graduates can be a source of energy, ideas, and feedback for committees, institutions, and communities.

15. This work offers a comprehensive approach to addressing all the causes of poverty and consequently can be used to prevent and alleviate suffering, support transition out of poverty, and work to end poverty.

16. This work is applied locally according to the history, leadership, best practices, and unique characteristic of the organization and community.

17. The Circles™ model builds connections that can be helpful to *Investigations* graduates, no matter which resources they choose to build.

CAUSES OF POVERTY			
Behaviors, Choices, and Characteristics of the Individual	**Human and Social Capital in the Community**	**Exploitation**	**Political/Economic and Social Structures**
Definition: Research on the choices, behaviors, characteristics, and habits of people in poverty.	*Definition:* Research on the resources available to individuals, communities, and businesses.	*Definition:* Research on how people in poverty are exploited because they are in poverty.	*Definition:* Research on the economic, political, and social policies at the international, national, state, and local levels.
Sample topics: Dependence on welfare Morality Crime Single parenthood Breakup of families Intergenerational character traits Work ethic Racism and discrimination Commitment to achievement Spending habits Addiction, mental illness, domestic violence Planning skills Orientation to the present Language experience	*Sample topics:* Intellectual capital Social capital Availability of jobs Availability of well-paying jobs Racism and discrimination Availability and quality of education Adequate skill sets Childcare for working families Decline in neighborhoods Decline in social morality Urbanization Suburbanization of manufacturing Middle-class flight City and regional planning	*Sample topics:* Drug trade Racism and discrimination Payday lenders Subprime lenders Lease/purchase outlets Gambling Temp work Sweatshops Sex trade Internet scams	*Sample topics:* Globalization Equity and growth Corporate influence on legislators Declining middle class De-industrialization Job loss Decline of unions Taxation patterns Salary ratio of CEO to line worker Immigration patterns Economic disparity Racism and discrimination

Note. From *Bridges Out of Poverty: Strategies for Professionals and Communities* workbook, by P. DeVol, R. Payne, and T. Smith, 2006, Highlands, TX: aha! Process. Adapted with permission. Also seen on p. 6 of *Understanding and Engaging Under-Resourced College Students,* by K. Becker, K. Krodel, and B. Tucker, 2009, Highlands, TX: aha! Process. Adapted with permission.

Eleven Resources

INTERNAL RESOURCES	EXTERNAL RESOURCES
1) KNOWLEDGE OF HIDDEN RULES Knowing the unspoken cues and habits of a group	**8) LANGUAGE** Having the vocabulary, language ability, and negotiation skills to succeed in work and/or school environment
2) MENTAL/COGNITIVE Having the mental ability to learn in order to gain an education and compete in the workforce; having acquired the "readiness" skills necessary for success in college, including organization, not taking, sorting, and planning	**9) RELATIONSHIPS/ROLE MODELS** Having frequent access to adult(s) who are appropriate, who are nurturing, and who do not engage in destructive (including self-destructive) behavior
3) EMOTIONAL Being able to choose and control emotional responses, particularly to negative situations, without engaging in self-destructive behavior	**10) SUPPORT SYSTEMS** Having friends, family, and backup resources available to access in times of need
4) MOTIVATION/PERSISTENCE A mindset that includes having the energy and drive to prepare for, plan, and complete projects, jobs, and personal changes; having a willingness to learn from mistakes	**11) FINANCIAL** Having the ability to earn and manage money to purchase needed goods and services
5) INTEGRITY/TRUST Related to predictability, reliability, and safety; having the desire to be accountable, to hold others accountable; trusting others and being trustworthy having insight about people and situations that will contribute to well-being	
6) PHYSICAL Having physical health and mobility	
7) SPIRITUAL Believing in divine purpose and guidance; having optimism and hope for the future	

Note. From *Getting Ahead in a Just-Gettin'-By World,* by P. DeVol, 2004, Highlands, TX: aha! Process. Reprinted with permission. Also seen on p. 27 of *Understanding and Engaging Under-Resourced College Students,* by K. Becker, K. Krodel, and B. Tucker, 2009, Highlands, TX: aha! Process. Reprinted with permission.

Council for the Advancement of Standards in Higher Education:
16 outcome domains (adapted from Dean, 2006, pp. 23–24)

1. **Intellectual growth:** Produces personal and educational goal statements; exercises critical thinking in problem solving; applies previously understood information *(mental/cognitive)*

2. **Effective communication:** Writes and speaks coherently and effectively, after reflection; effectively articulates abstract ideas; uses appropriate syntax *(language)*

3. **Enhanced self-esteem:** Shows self-respect and respect for others; takes reasonable risks; engages in assertive behavior as appropriate *(emotional)*

4. **Realistic self-appraisal:** Acknowledges strengths and weaknesses; seeks feedback; learns from past experiences *(mental/cognitive and motivation/persistence)*

5. **Clarified values:** Makes decisions that reflect personal values; explains how values influence decision making *(mental/cognitive and integrity/trust)*

6. **Career choices:** Articulates career choices based on assessment of interests, skills, values, and abilities; makes connection between classroom and out-of-classroom learning; can articulate preferred work environment *(knowledge of hidden rules)*

7. **Leadership development:** Serves as leader; understands group dynamics; can visualize group purpose and outcomes *(emotional, relationships, and support systems)*

8. **Healthy behavior:** Chooses behaviors that promote health and reduce risk, as well as advance a healthy community *(physical)*

9. **Meaningful interpersonal relationships:** Develops and maintains mutually satisfying interpersonal relationships, listens to others' points of view; treats others with respect *(emotional, integrity/trust, and relationships)*

10. **Independence:** Exhibits self-reliant behavior; functions autonomously; accepts supervision; manages time effectively *(motivation/persistence, emotional, and relationship)*

11. **Collaboration:** Works cooperatively; seeks involvement and feedback; works toward group goal(s) *(knowledge of hidden rules, relationships, and support systems)*

12. **Social responsibility:** Understands and participates in governance systems; challenges unjust behavior; participates in service/volunteer activities, as well as takes part in orderly change of community, social, and legal standards or norms *(knowledge of hidden rules)*

13. **Satisfying and productive lifestyle:** Achieves balance among education, work, and leisure; meets goals; overcomes obstacles; functions on the basis of personal identity and ethical, spiritual, and moral values *(all)*

14. **Appreciation for diversity:** Understands own identity and culture; seeks involvement with people different from self and with diverse interests; challenges stereotypes; understands impact of diversity on society *(knowledge of hidden rules)*

15. **Spiritual awareness:** Develops and articulates personal belief system; understands roles of spirituality in personal and group values and behaviors *(spiritual)*

16. **Personal and educational goals:** Sets, articulates, and pursues individual goals; uses personal and educational goals to guide decisions; understands effects of one's personal and educational goals on others *(mental/cognitive)*
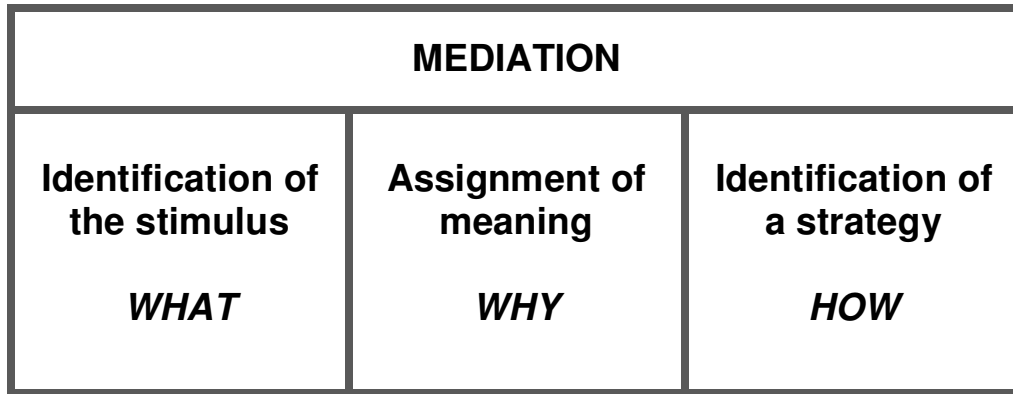
Hidden Rules of Economic Class

Category	Notes
FOOD	
MONEY	
PERSONALITY	
SOCIAL EMPHASIS	
POSSESSIONS	
CLOTHING	
TIME	
EDUCATION	
DESTINY	
LANGUAGE	
FAMILY STRUCTURE	
WORLD VIEW	
LOVE	
DRIVING FORCES	

Motivators:

If you can learn this, or do this, then you:
- Will be in control
- Will be smarter
- Will win more often
- Won't be cheated
- Will be safe when you are old

MEDIATION		
Identification of the stimulus *WHAT*	**Assignment of meaning** *WHY*	**Identification of a strategy** *HOW*

Cognitive Development:
Input Skills

1. Use planning behaviors
2. Focus perception on specific stimuli
3. Control impulsivity
4. Explore data systematically
5. Use appropriate and accurate labels
6. Organize space using stable systems of reference
7. Orient data in time
8. Identify constancies across variations
9. Gather precise and accurate data
10. Consider two sources of information at once
11. Organize data (parts of a whole)
12. Visually transport data

Cognitive Development:
Elaboration Skills

1. Identify and define the problem
2. Select relevant cues
3. Compare data
4. Select appropriate categories of time
5. Summarize data
6. Project relationship of data
7. Use logical data
8. Test hypothesis
9. Build inferences
10. Make a plan using the data
11. Use appropriate labels
12. Use data systematically

Cognitive Development:
Output Skills

1. Communicate clearly the labels and processes
2. Visually transport data correctly
3. Use precise and accurate language
4. Control impulsive behavior

Intellectual Processing Challenges and Diagnostic Language Describing Observable Behaviors

Student Characteristic Resulting from Missing or Lacking Input, Elaboration, and Output Skills	Classroom Behaviors That Demonstrate These Characteristics
Input Phase Impairments concerning the quantity and quality of data gathered by the individual	
▪ Blurred and sweeping perceptions	▪ Misses seeing salient features of an object or event ▪ Has difficulty concentrating ▪ Cannot relate parts of information to a whole structure
▪ Unplanned, impulsive, and unsystematic exploratory behavior	▪ Does not care where they start or move to next in solving a problem ▪ Does not have a need to do things sequentially
▪ Impaired receptive verbal tools and concepts that affect discrimination	▪ Does not fully understand concepts
▪ Impaired spatial organization, including the lack of stable systems of reference, which impairs the establishment of topological and Euclidian organization of space	▪ Has difficulty organizing space
▪ Impaired temporal orientation	▪ Does not "fully comprehend sequences of events or the concept of succession" (p. 64) ▪ Fails to "use past experience or anticipations of the future to control themselves" (p. 64) ▪ Has difficulty organizing time effectively ▪ Is unable to read question completely before starting a task because "time during periods of excitement, danger, depression or great anticipation can burst far beyond its 'real' barriers" (p. 64) ▪ Spending too much time on one question
▪ Lack of or impaired conservation of constancies	▪ Has difficulty remembering shapes, colors, and orientation of an object in order to compare it with another
▪ Lack of or deficient precision and accuracy in data gathering	▪ Considers "accuracy in what they do as a waste of time and energy" (p. 66)
▪ Lack of or impaired capacity for considering two sources of information at once, reflected in dealing with data in a piecemeal fashion rather than as a unit of organized facts	▪ Misses some clues when several clues present themselves for use in solving a problem ▪ Lacks need or ability to impose order on information

Intellectual Processing Challenges and Diagnostic Language Describing Observable Behaviors

Student Characteristic Resulting from Missing or Lacking Input, Elaboration, and Output Skills	Classroom Behaviors That Demonstrate These Characteristics
Elaboration Phase Impairments concerning the efficient use of data available to the individual	
▪ Inadequacy in experiencing the existence of problems and subsequently defining actual problems	▪ Misses clues or alarms that indicate that a problem exists
▪ Inability to select relevant, as opposed to irrelevant, cues in defining a problem	▪ Has difficulty summarizing
▪ Lack of spontaneous comparative behavior or limitation of its appearance to a restricted field of needs	▪ Demonstrates judgmental and "iffy" thinking ▪ When asked to compare two objects or events, first describes one at a time, without referring to the other
▪ Narrowness of the psychological field	▪ Cannot process much information at one time ▪ Has poor short-term memory
▪ Lack of or impaired need for summative behavior	▪ Is unable to measure progress toward goals
▪ Difficulties in projecting virtual relationships	▪ Lacks need to provide logical reasons for their opinions ▪ Has no need to pursue logical evidence when confronting a problem
▪ Lack of orientation toward the need for logical evidence as an interactional modality with one's objectal and social environment	▪ Is unable to construct strategies for solving a problem
▪ Lack of or limited interiorization of one's behavior	▪ Is unable to construct hypotheses of possibly correct solutions
▪ Lack of or restricted inferential/hypothetical thinking	▪ Cannot generate information from given information
▪ Lack of or impaired strategies for hypothesis testing	▪ Becomes committed to hypotheses before testing them

Intellectual Processing Challenges and Diagnostic Language Describing Observable Behaviors

Student Characteristic Resulting from Missing or Lacking Input, Elaboration, and Output Skills	Classroom Behaviors That Demonstrate These Characteristics
Output Phase Impairments concerning the communication of the outcome of elaborative processes	
▪ Egocentric communicational modalities	▪ Has impaired need to express thoughts clearly
▪ Blocking	▪ Has impaired or lack of ability to express ideas
▪ Trial-and-error responses	▪ Is unable to learn a route to a successful answer again
▪ Lack of or impaired verbal tools for communicating adequately elaborated responses	▪ Is unable to communicate problem solutions that the student has solved mentally
▪ Impulsive acting-out behavior, affecting the nature of the communication process	▪ Says the first thing that comes to mind

Note. From *Changing Children's Minds: Feuerstein's Revolution in the Teaching of Intelligence* (pp. 60–74), by H. Sharron and M. Coulter, 2004, Highlands, TX: aha! Process. Adapted with permission.

Skill	Issue for Some Students	Not an Issue for Students	Strategy
Planning			
Focusing Perception			
Controlling Impulsivity			
Vocabulary Usage			
Organization			
Identifying Constancies			
Time Management			
Data Collection			
Comparisons			
Organizing Data			
Transporting Data Visually			
Communicating Clearly			

Registers of Language

FROZEN	Language that is always the same. Examples: Lord's Prayer, wedding vows, etc.
FORMAL	The standard sentence syntax and word choice of work and school. Has complete sentences and specific word choice.
CONSULTATIVE	Formal register when used in conversation. Discourse pattern not quite as direct as formal register.
CASUAL	Language between friends, characterized by a 400- to 800-word vocabulary. Word choice general and not specific. Conversation dependent upon nonverbal assists. Sentence syntax often incomplete.
INTIMATE	Language between lovers or twins. Language of sexual harassment.

Note. From *Under-Resourced Learners* (p. 40), by R. Payne, 2008, Highlands, TX: aha! Process. Reprinted with permission. Also seen on p. 63 of *Understanding and Engaging Under-Resourced College Students,* by K. Becker, K. Krodel, and B. Tucker, 2009, Highlands, TX: aha! Process. Reprinted with permission.

Voices

Child Voice	**Parent Voice**
▪ Quit picking on me.	▪ You (shouldn't) should do that.
▪ You made me do it.	▪ It's wrong (right) to do _____.
▪ You don't love me.	▪ That's stupid, immature, out of line, ridiculous.
▪ You made me mad.	▪ You are good, bad, worthless, beautiful (any judgmental, evaluative comment).
▪ You want me to leave.	▪ Do as I say.
▪ It was his (her) fault.	▪ If you weren't so _____, this wouldn't happen to you.
▪ Don't blame me.	▪ Why can't you be like _____?
▪ You make me sick.	
▪ I hate you.	

Adult Voice
- ▪ In what ways could this be resolved?
- ▪ What factors will be used to determine the effectiveness/quality of _____?
- ▪ I would like to recommend _____.
- ▪ What are choices in this situation?
- ▪ I am comfortable (uncomfortable) with _____.
- ▪ Options that could be considered are _____.
- ▪ For me to be comfortable, I need the following things to occur: _____.
- ▪ These are the consequences of that choice/action: _____.
- ▪ We agree to disagree.

Note. Adapted from *Games People Play: The Basic Handbook of Transactional Analysis,* by E. Berne, 1996, New York, NY: Ballantine Books. Also seen on pp. 69–70 of *Understanding and Engaging Under-Resourced College Students,* by K. Becker, K. Krodel, and B. Tucker, 2009, Highlands, TX: aha! Process.

REFORMULATING THE PREMISES OF HIGHER EDUCATION
Student retention, persistence, achievement

Traditional Assumptions	New Paradigms
Students	
Students prepared with internal and external resources, focused on educational priority	Under-resourced students with multiple learning barriers, less-than-ideal background preparation, and competing demands brought on as a result of highly complex life conditions
Unprepared students seen as remedial, high-risk	Under-resourced students seen as problem solvers and creators
Learning Environment	
Faculty as discipline-specific experts in unsupported, autonomous, competitive learning environments	Faculty as learning facilitators using discipline specific expertise to engage students in supported, relational, cooperative learning environments
Didactic teaching of decontextualized and theoretical knowledge	Knowledge created through service and community engagement models involving multiple individuals from diverse backgrounds, formal planning documents, and work for a given cause
Students isolated from each other and the community in the learning tasks	Contextualized and situated learning connects students to each other and to the community in the learning tasks
Institutions	
Enrollment-driven	Student retention, persistence, achievement, and completion as top priorities
Pricing and funding	Focusing on cost and value as the instructional recipe for student success
Development of human and social capital secondary to scholarship and research	Intentional structured development of human and social capital for achievement, sustainability, and prosperity
Institutional outcomes connected to self-sustainability and infrastructure	Institutional outcomes become connected to community sustainability
Accreditation based on institutional assets and fiscal resources	Accreditation based on learner outcomes
Relatively low accountability	High accountability

Note. From *Helping Under-Resourced Learners Succeed at the College and University Level: What Works, What Doesn't, and Why* (p. 3), by K. Krodel, K. Becker, H. Ingle, and S. Jakes, 2008, Highlands, TX: aha! Process. Adapted with permission. Also seen on p. 162 of *Understanding and Engaging Under-Resourced College Students,* by K. Becker, K. Krodel, and B. Tucker, 2009, Highlands, TX: aha! Process. Used with permission.

Course Design

The Purpose, Structure, Patterns, and Processes of
Investigations into Economic Class in America

by Philip DeVol and Karla Krodel, 2010

Purpose: *Investigations* provides a means of understanding oneself, individuals, and society through the lens of economic class. It develops cognitive skills and other resources that enable students to experience college success and envision a new future story. *Investigations* provides the missing link, enabling students to transfer their life experience to the college campus, and it provides a "Rosetta stone," teaching students to translate, at times literally, based on the needs of the setting.

Structure: Causes of poverty, hidden rules of economic class, resources for a stable life, and an intentional process of change support personal growth and engagements in the learning process. Applications can be within the campus, the larger community, and/or within social/political structures.

Patterns: *Investigations* uses mental models, mediated learning experiences, a distinct lexicon, and assessment/planning processes to discover new information and understand its relevance—and how it might be utilized to achieve and maintain change.

Processes: As an intentional sequence it begins by using the students' strengths in "situated learning"—telling personal stories and solving emergent problems and dilemmas. Through a process of co-investigations and assessments, students learn to utilize the framework of economic class, as well as to analyze and support their reasoning with new information and meaning. By directly teaching assessment and planning skills, problem solving becomes informed, proactive, and differentiated. Students learn to define and predict problems—and to seek the relationships and support necessary to address them. The group process of co-investigations, assessments, discussion/debate, and reflection build peer support and language skills. Creation of mental models develops abstract thinking and analysis, concrete planning, and future stories.

A Message from the Authors of *Investigations*

Education That Transforms

Investigations into Economic Class in America opens doors to rich areas of intellectual thought and academic content related to the history of class, causes of poverty, change theory, language development, and associated arts and literature. This balance of intellectual development based on the study of economic class and personal self-discovery, fostered by the relevance of the content, fits the needs of students in a variety of postsecondary institutions. In the foreword to *Pedagogy of the Oppressed,* Richard Shaull writes:

> There is no such thing as a *neutral* educational process. Education either functions as an instrument that is used to facilitate the integration of the younger generation into the logic of the present system and bring about conformity to it, *or* education becomes "the practice of freedom," the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world. (Freire, 1999, p. 16)

This student workbook is unique in that it (1) both examines and begins to address the realities of political/economic systems that contribute to poverty and (2) trusts the students to analyze their situation, to solve problems, and to transform their world. The educational process underlying this workbook can lead to individual transformations. This approach is fundamentally different from most other entry-level strategies, and we believe that these differences are crucial.

The process of studying economic class and the hidden rules of class illuminates the discrepancy between life as it is now and what it might be in the future—and this motivates individuals toward personal change. We must be cognizant of the nature of that change. The goal is for that personal change to be driven by self-awareness, informed by the theories of economic class, and free from the agenda of other people.

Personal change becomes "the practice of freedom." This workbook will help you (the facilitator) illustrate the differences between the self-empowerment of making informed choices to achieve economic stability and the essentially passive resignation of doing what others think one should do or ought to do. Thus this is not about "training," "soft skills," or "assimilation." Moving from poverty to economic stability and prosperity doesn't require conformity to the system or that one embrace any particular ideology or political philosophy—or strive or want to become middle class. One *can* choose to use knowledge about the "hidden rules" of economic classes and how to build resources without losing touch with community, family, or personal identity. Having more stability, choice, and power allows for different approaches to *shape one's own reality*.

This educational process can transform students from feelings of helplessness about their situation to becoming an active driving force in their own future, including becoming visible and effective in society. Generally speaking, people from poverty are not present when decisions that affect their lives are made. They are invisible. Their lives are interpreted and assumptions are made by others, such as middle-class educators and policymakers from wealth, most of whom have little or no firsthand experience with poverty. Equipped with the information from this course, students can come to the table as problem solvers, advisers, and informed decision makers. Their visibility and civic engagement can have a positive impact on college campuses and on many of the conditions that contribute to poverty in their community. Jane Vella, author of *Learning to Listen, Learning to Teach* (2002), puts it this way:

> When we work diligently to design learning tasks that are in simple and sound sequence and that reinforce learning, we address the disparity in political power more directly than if we preach loudly on social and economic injustice. These rather technical principles and practices—reinforcement and sequence—are tough to use. They demand attention and diligence to design. When you do that hard work, you are in fact addressing sociopolitical-economic inequalities. It is all of a piece. (pp. 13–14)

Faculty and staff may find involvement with this workbook to be a transformational experience as well. As we learn about economic class from our students' experience, we too will develop a better understanding of ourselves and have the opportunity, as Shaull says, to deal "critically and creatively with reality and discover how to participate in the transformation of [our] world." Within our institution the process creates the possibility of transformation or at least change that incorporates multi-class perspectives and experiences to the benefit of all students.

An invitation: Please share how you use *Investigations into Economic Class in America,* your students' thoughts about these materials, your use of additional supplemental materials, and your insights and observations. We invite you to join, contribute to, and benefit from a community of practice through the *www.gettingaheadnetwork.com/college* website.

Philip E. DeVol
Karla M. Krodel

March 2010

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POST-WORKSHOP EVALUATION FORM
(Understanding and Engaging the Under Resourced College Student)

Material

1. This session helped me build my knowledge and skills.
   Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

2. The ideas, activities, and/or materials are practical and useful for me.
   Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

3. This session was a worthwhile professional development experience.
   Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

Use of information

4. I will use at least one strategy or idea presented in this workshop.
   Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

5. I will use this information in my decision making with students and parents.
   Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

6. I will share this information with someone else.
   Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

Attitude toward the presenter

7. Had a professional approach and style.
   Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

8. Was respectful of the audience.
   Strongly disagree…. 1 …. 2 …. 3 …. 4 …. 5 …. 6 …. 7 ….Strongly agree

What information or ideas presented in this workshop do you think you will readily implement or use in your current assignment?

How will you use this information or implement the ideas presented in this workshop?

Comments:

WORKSHOP: **Understanding and Engaging the Under-Resourced College Student**
LOCATION: **Pablo, MT**
DATE: **July 30, 2015**
PRESENTER: **Bethanie Tucker**

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Sign up at www.ahaprocess.com.

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PRESENTER:	**Bethanie Tucker**

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