

No child living in poverty has the same story.

—Jen Schwanke, p. 72

It is educators' beliefs—not the familiar challenge of inequitable resource allocation—that pose the greatest barrier to improving learning and achievement in high-poverty schools.

—Kathleen M. Budge and William H. Parrett, p. 30

For our families to be able to focus on education, their basic needs must be met. Schools can help accomplish this.

—Luis Eladio Torres, p. 54

If we're unable to recognize inequitable conditions, we can't fix them; that makes us complicit.

—Paul Gorski, p. 22