



Institute for Social Research

Results Summary—September 2002

ENLACE FAMILY CENTERS

INTRODUCTION

During Summer 2002, the ISR conducted a comprehensive review of all student files obtained from Family Center staff during the academic year 2001-2002. Original files were copied at the ISR and then returned to respective Family Centers. This file review summary is intended to help the Family Centers improve their various data collection processes by providing suggestions and encouraging feedback from staff members in accordance with this summary review. By working in tandem with the Family Centers, the ISR staff is confident that the overall data collection process can be improved, resulting in a true and accurate report of the Family Centers' impact on students and families. Moreover, by implementing the ISR suggestions noted below, the Family Centers can better expose their best traits (see *Program Strengths*).

PROGRAM STRENGTHS:

1. Family Center files helped to identify barriers and obstacles that high school students are encountering in their academic as well as home and community environments.
2. Family Center files revealed that a strong effort was made by staff to establish linkage with other ENLACE Programs (e.g., Educational Access Rooms [EARs]).
3. For the most part, the Family Centers' files were found to be well organized.

ISR SUGGESTIONS:

1. More focus is needed on making logical connections between students' concerns and the action steps taken to remedy the situation. Action steps should be a road map of actions taken by Family Center staff to correct the problem the student(s) initially sought help for. In a number of files, much insight was offered by Family Center staff concerning personal views about prejudice issues, ethnic conflicts, unfair practices, etc. While these insights are important and valuable, this information *does not* follow a logical path from the concern. By linking concerns and the action steps in a logical, consistent manner, the ISR can better assess the process that the Family Centers are addressing in terms of student issues and concerns.
 - Example: If a student approaches a Family Center because they are having a conflict with a certain teacher, then some possible action steps would be: 1) set up a student/teacher conference and 2) notify parents of situation.
2. Family Centers need to note the dates of student contact. Contact dates are crucial in tracking progress of individual cases.
 - Example: Dates of student contact provide a record of when action steps were taken by Family Center staff in helping to resolve student issues and concerns. Additionally, dates provide a timeframe of when Family Center services were rendered during the academic year.

FACE SHEETS:

- **VHS Family Center:** Of 39 student files provided, 32 (or 82%) contained completed ENLACE Face Sheets.
- **WMHS Family Center:** Of 19 student files provided, 15 (or 80%) contained completed ENLACE Face Sheets.
- **AHS Family Center:** Of 23 student files provided, 7 (or 30%) contained completed ENLACE Face Sheets.