

University of New Mexico

Institute for Social Research

Program View

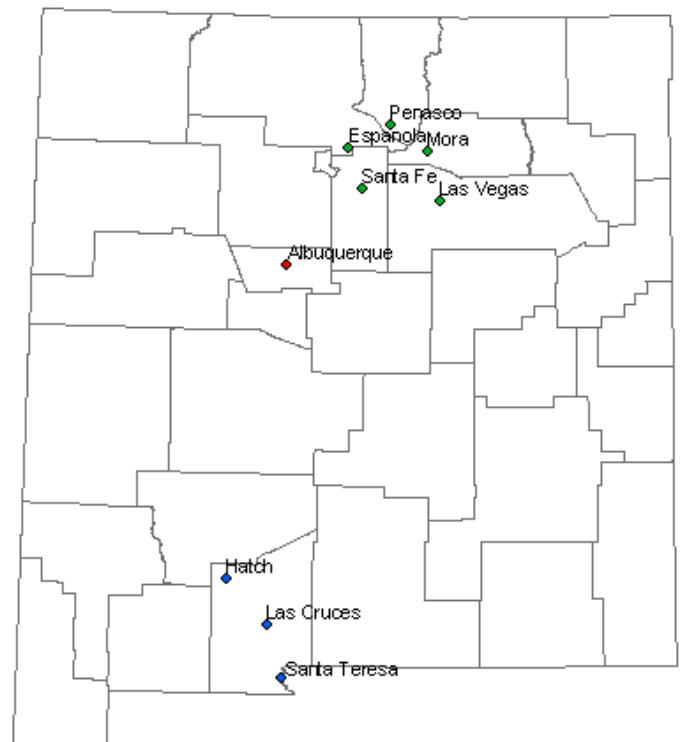
ENgaging LATino Communities for Education:



ENLACE OBJECTIVES

1. *Strengthen select Hispanic-serving institutions (HSIs) and other qualifying institutions to serve as catalysts and models for educational and community change.*
2. *Support higher education/community coalitions and partnerships that increase educational success for Latino and other students.*
3. *Support the creation or adoption of educational models based on best practices that improve enrollment, academic performance, and graduation rates of Hispanic high school and college students.*
4. *Facilitate sustainable implementation or scale-up of successful programs through strategic planning, networking, leadership development, and policy efforts.*
5. *Infuse into key stakeholder groups information and models that stimulate changes in policies and practices related to the education of Latinos.*

ENLACE in New Mexico



ENgaging Latino Communities for Education: ENLACE In New Mexico

Findings to Date

- Smaller caseloads are an important factor in the success of the UNM Student Success Counselor program. Retention for UNM freshmen is over 95% for program participants compared to 76% of all freshmen. This program is based on best practices and research.
- Of the students who participated in Chicano Studies, the percentage planning to attend a 4-year college increased from 44.4% to 52%. The percentage of students who took the ACT increased from 3.7% to 12%. Recruitment for the courses has been problematic.
- In the Summer Bridge program, reading levels improved dramatically in 2 out of 3 locations. Participating teachers comment that the culturally relevant class material is helpful in maintaining students interest in reading.
- Family Centers volunteers perform an important activity known as “knock and talks.” Volunteers physically track down dropouts in an attempt to reenroll them back into school.
- Average GPAs of ENLACE scholarship recipients at TV-I, over the course of three terms, increased from 3.26 to 3.50 on a 4.0 scale. Enrollment statements showed that almost 70% of scholarship recipients were currently continuing their academic studies at TVI on scholarship.
- Three college graduates who received funding from the Pathways program are now teaching in the APS district.

HISPANIC EDUCATION

Statistics from the U.S. Department of Education and the Pew Hispanic Center tell the story. Thirty-seven percent of Hispanics do not finish high school, compared to the national average of 15 percent. The percentage of Hispanic teens that drop out of high school is and has been higher than that of African Americans and Caucasians every year for the last 30 years. Even among those Hispanic students who remain in high school, 34 percent are below grade level in reading and math. There has been improvement. The number of American-born Hispanic high school graduates that attend college are nearly equal to that of White students. Yet despite finishing high school and enrolling in college in large numbers, Hispanic students lag every other population group in attaining college degrees.

According to The Education Trust, 50% of public school students in New Mexico are Hispanic and 8th grade Hispanic students are more than 2 years behind Anglo students in math, science, and reading. According to educational researchers, the status of education for Hispanics in this country is in a state of crisis.

Substantial educational reform literature and public opinion surveys support a need for changes in the K-12 educational continuum. Reform tends to fall into four categories: parent involvement, standards, teacher networking, and professional development. ENLACE addresses these issues by uniting institutions, organizations, and communities in single-minded commitment to improving education for Hispanic youth.

ENLACE NATIONWIDE

ENLACE is a national, multi-million dollar effort funded by the W.K. Kellogg Foundation to help communities weave

together existing programs and introduce new ones to increase opportunities for Hispanic students to enter and complete college. Kellogg funds 13 partnerships in seven states. A partnership is comprised of a collection of projects that have common goals, objectives, strategies, and support interventions that guide individual projects’ work. Each project defines efforts and goals based on local needs but also inform the work of the partnership. For this reason, networking and sharing across projects are encouraged within the partnership. The Kellogg Foundation board of directors has approved funds to assist with overall networking, sharing, evaluation, communication, and dissemination of collective lessons learned from ENLACE to a broader audience, including policymakers.

ENLACE IN NEW MEXICO

ENLACE in New Mexico is a statewide partnership supporting the strengths and assets of three local ENLACE programs: ENLACE in Albuquerque, Northern New Mexico ENLACE, and Southern New Mexico ENLACE.

ENLACE’s goal: Empower New Mexico communities, students, and educators to affect positive change in our public education system, leading to increased student success.

ENLACE in New Mexico has focused on four key areas representing the most comprehensive means of creating change to the New Mexico public educational system for Hispanic students. Those areas are: project management (including marketing and communication/dissemination), evaluation, and leadership and policy development.

ENLACE Lessons Learned

- Effective program recruitment and selection balances need with ability to commit to ENLACE programs. Often the students who are most accessible and willing to participate are not those with the greatest academic needs.
- Teachers are challenged to meet student needs when basic classroom materials are not provided.
- Effective communication of program objectives among teachers, administrators, program managers, and evaluators is essential to support ENLACE goals.
- The level of staff commitment appears to be a strong contributor to program effectiveness.
- Changes in program organization may be required to adapt to local school conditions.
- Abrupt changes in data collection methods affect the evaluation process and findings across multiple sites.
- Research based programs like AVID, if implemented according to the model are more likely to have a positive effect on student retention and achievement.

Policy Importance

ENLACE New Mexico is part of a national educational reform movement to increase student achievement, retention in school, and graduation rates. Four school reform efforts to meet these goals are: Teacher Professional Development, Parent Involvement, Instructional Standards, and Teacher Networking. ENLACE interventions at the school, district, and state levels inform the policy processes in New Mexico by demonstrating effective practices and creating change. High school college preparation curricula and leadership training for teachers, parents, and school administrators are two of the models for change.

Santa Fe Community College in Northern New Mexico has a national reputation in the area of leadership development and, provides the leadership development strategies to the statewide partnership in the form of coordination and oversight. The Leadership for Social Change model addresses individual, school and community change through training, information exchange, dialogue, and practice via ENLACE activities including:

- Annual youth leadership development conference
- Annual statewide impact team and local leadership team summit
- Annual Educators As Leaders conference.

ENLACE in Albuquerque, through the UNM Institute for Social Research, provides the evaluation component to the statewide collaboration. The evaluation strategy is based upon the analysis and synthesis of data and information generated statewide in conjunction with ENLACE programs and projects. Moreover, the evaluation component serves as a management tool for ENLACE by providing project:

- **Feedback** based on research and evaluation activities.
- **Management** of a comprehensive ENLACE database.
- **Documentation** (e.g., research plans, fact sheets, monthly/annual reports).

Southern New Mexico, with a history of effective policy development, and implementation, provides the third component to the statewide partnership by identifying statewide policy targets and training local groups to effectively address policy issues. Strategic objectives are to organize students, parents, community groups, and educators into local and statewide policy action teams for policy reform aimed at

improving student success.

Collectively, the ENLACE in New Mexico leadership implements marketing, communication and information dissemination strategies to raise awareness of ENLACE issues, projects, and best practices. This component of the statewide partnership involves the collection of relevant information, announcements, and data by local site directors who then forward it to the partnership director for organization, management, and final dissemination. The partnership maintains the ENLACE New Mexico web site, brochures, and information packets.

(www.ENLACEinNewMexico.com)

SITE DESCRIPTIONS

Northern New Mexico ENLACE is multi-sited and community-based in its mission to improve Hispanic student college awareness, preparation, and graduation rates. Geographic and historic factors contribute to the student achievement gap in Northern New Mexico. These factors include rural isolation and land-based economies, first generation college going, and a flow of new Hispanic immigrant students.

Public schools in Northern New Mexico offer limited classes for advanced placement and college preparation curricula to meet college admission requirements. ENLACE in conjunction with the schools, focuses on systemic change required to create school cultures that support post-secondary education for all students. Working with schools, the ENLACE presence has resulted in school-based tutoring and college preparation curricula in four high schools and three institutions of higher education in three communities: Santa Fe, Española, and Las Vegas. In Santa Fe, a cohort of students from two high schools participate in after-school tutoring, leadership development, and college preparation curricula. At Española Valley High and Robertson High in Las Vegas students, comprise

two cohorts of a credit course for college preparation called Advancement Via Individual Determination (AVID). Students from each school have been trained as community researchers to explore local educational traditions and attitudes.

The challenge of ENLACE in the North is to raise expectations and increase skills within the schools and communities and to strengthen parental advocacy for students' educational goals. To accomplish these goals, resources are leveraged among the sites to enhance student support. Weekend and summer programs, student leadership conferences, tutor training, parent and educator leadership seminars, and teacher training and networking are functions that are conducted collectively for all sites.

ENLACE in Albuquerque is investing in the professional development of Hispanic teachers by strengthening parental advocacy and putting students' families at the forefront of education. ENLACE in Albuquerque operates programs in 3 clusters: West Mesa High/Garfield Middle School, Albuquerque High/Washington Middle School, and Valley High/Truman Middle School.

While many of Albuquerque's programs are concentrated in the middle and high school levels, the Albuquerque site operates retention programs at the main campus of the University of New Mexico (UNM) and the Technical Vocational-Institute (TV-I).

The Albuquerque site is striving to enhance professional development among Hispanic teachers. It is also working to incorporate culturally relevant literature into the standard curriculum, expose middle school students to high school and college environments, and retain Hispanic college students to graduation.

The Southern ENLACE initiative is creating models that pave the way for the advancement of Hispanic education and opportunity. The Southern ENLACE vision weaves families, schools, and the community together and actively engages them in creating an environment that values and supports the advancement of Hispanic youth. Similar barriers to education exist in Southern New Mexico that exists across the State. A deficiency in student educational achievement and the absence of parental involvement are major barriers. The Southern ENLACE focuses on school, families, and communities to collaborate and transform education systems for the academic success of Hispanic students.

Southern ENLACE concentrates its efforts in the Las Cruces Public Schools and two rural school districts, Gadsden Independent and Hatch Valley. The three school districts served have higher percentages of Hispanic students than the state average. The ENLACE targeted sites are Mayfield High School and its feeder, Picacho Middle School in Las Cruces.

Also included in this initiative are the higher education institutions, Dona Ana Branch Community College (DABCC) and New Mexico State University (a Hispanic Serving Institution). These institutions also serve a significant percentage of Hispanic students.

The ENLACE in New Mexico partnership is represented by the 3 regions of the state. The programs in the partnership are organized into 5 major categories.

PROGRAM FRAMEWORK

Professional Development

Pathways to Teaching: As a means to increase the number of Hispanic teachers in Albuquerque, Pathways to Teaching grants scholarships to

Hispanic undergraduates from UNM and TV-I who are pursuing a degree in Education. The scholarship is distributed as an incentive for students to complete their degree in less time and teach in the APS district. Additionally, the program offers recipients the opportunity for professional and academic development through advisement and mentorship from education faculty and staff. In 2001, there were 14 scholarship recipients. In 2002, there are 12 recipients.

A second component of **Pathways to Teaching** is an apprenticeship program entitled 'Student Shadows.' Up to 60 middle and high school students interested in pursuing a career in teaching are paired to a licensed Champion Teacher at an elementary school. This component began in 2001 and, currently there are more than 30 student shadows and at least 12 Champion Teachers.

Curriculum

Chicano Studies: The Chicano/Mexican-American Studies courses, sponsored by Albuquerque ENLACE, are offered to all students at Albuquerque High, West Mesa High, and Valley High School. By exposing Hispanic students to Hispanic role models and promoting their contributions to history, this program hopes to raise students' self-esteem, cultural awareness and, ultimately, to prevent them from

ENLACE New Mexico	
<i>Main Categories</i>	<i>Number Served</i>
<i>Professional Development</i>	• 60
<i>Parental Involvement/ Education</i>	• 300
<i>Academic Support</i>	• 248
<i>Mentoring / Tutoring</i>	• 716
<i>Curriculum</i>	• 371

dropping out. Last year, **124** students enrolled in the courses. This year, **81** students are enrolled.

Se Puede - Summer Bridge: The Summer Bridge Program is a 6-week course with a primary focus on reading and language arts skills. The course provides 9th grade students an opportunity to read and discuss literature written by Hispanic authors. The main objectives of this Albuquerque program include preparing students for high school by increasing literacy levels, familiarizing students with the high school environment, and exposing students to the university atmosphere through weekly field trips to the UNM. Last summer, **55** students enrolled for the Summer Bridge course.

Saber y Hacer: Ten teachers and parents from the Hatch School District in Southern New Mexico collaborated to develop a “seamless” 6-12 curriculum of skills needed to be a successful student. The curriculum is integrated vertically with strong articulation between grades. The goal of this program is to help the students develop the appropriate skills at the appropriate time to help them achieve academically.

AVID: The Northern NM ENLACE coordinated the implementation of the AVID (Advancement Via Individual Determination) program model at Robertson High and Espanola Valley High as a means to prepare underserved Hispanic students to compete academically and to succeed in college. **Twenty-four** student at Espanola Valley High and **25** students at Robertson High participate in this program. Tutors work with the students twice a week on note-taking, time management, and organization skills. Each week, students have either a guest speaker or a field trip.

Youth Leadership Academy (YLA): In September 2002, **16** students from Capital High School and **15** students from Santa Fe High School were recruited to be a part of a combined

leadership development cohort. Santa Fe ENLACE students attend weekly tutoring sessions where they learn to take Cornell Notes, to organize their schoolwork and inquire about the content of their classes. They also participate in a youth leadership development class where they learn leadership and facilitation skills that will prepare them to go into the community and talk with younger Hispanic students about the importance of staying in school. In addition to the students' commitment, the parents of each student have agreed to commit to the success of their young person by participating in a series of parent workshops.

Parental Involvement / Education

Family Centers: Family Centers are based on research that student achievement increases when there is emotional and academic support from parents. Parents and community members are allocated space on the campus where they create a ‘family’ environment for students. Volunteers advocate for Hispanic students and their families, translate school information for Spanish-speaking parents, and provide guidance for parents who want to prepare their students for college. The Family Center volunteers reach out in the neighborhoods to encourage parents to take active roles in their children’s education. In 2001, the Family Centers helped more than **75** students and visited more than **67** families during community knock-and-talks. In 2002, **177** students were enrolled in the Family Center program.

Parent University: The Parent University has two goals: to help parents become educational coaches to their children and to empower families by guiding parents in learning their rights and responsibilities in the educational system. The program provides parents with educational resources and offers monthly modules to teach parents about decision-making, college preparation, and other

issues related to education. In 2001, there were **24** parents enrolled in the program; **29** parents were enrolled in 2002.

AVID Parent Workshops: Parents of AVID students in Northern New Mexico meet on a regular basis to learn how to motivate their children to continue their education beyond high school and attend a community college or university.

Academic Support

The programs included in this category focus on providing general academic support services for students, rather than a specific curriculum, including advisement and counseling.

Educational Access Rooms: The Educational Access Rooms (EARs) provide Albuquerque students an opportunity to catch-up on required high school credits they may have missed. Currently, there are EARs operating at **2** Community Centers and Valley High School. Classes are held in the afternoon, allowing students to attend regular classes or work during the day. Last year, **63** students received services at the EARs, although not all were taking courses for credit. This year, there are **19** students enrolled in classes.

TechEd: Southern ENLACE is supporting the work literacy development efforts of Santa Teresa High School by underwriting Hispanic literature for the students. It is also underwriting the development of tests in the new literature. The school uses the *STAR reader* software to determine the students’ reading level, accompanied by the *Accelerated Reader* software to encourage reading and test student’s comprehension level of selected books. This program will begin tracking student progress this year.

TV-I Ambassadors: This Albuquerque ENLACE program transfers community college students

to a four-year university where they are able to attain a bachelor's degree. Technical Vocational Institute (TV-I) students meet with TV-I ambassadors, who are fellow students, to discuss UNM admissions, financial aid and the process of transferring credits. Through Fall 2002, this program has served **39** students.

UNM Student Success Counselor: Studies indicate that college dropout rates are highest between students' first and second years of attendance. Considering this, ENLACE funds a Student Success Counselor who works with incoming freshmen that graduate from the **3** targeted Clusters. The counselor advises and connects students into other university programs that provide tutoring, academic advisement and mentoring. The counselor supplies students with information on financial aid, scholarships, and study skills. Last year, the counselor saw **86** freshmen.

Pathways to Success: Pathways to Success works to increase the number of Hispanic students who complete an Associates degree at the Doña Ana Branch Community College (DABCC) and continue their studies at NMSU. Students attend an orientation meeting that is designed to encourage recent DABCC graduates to continue their education at New Mexico State University main campus. Students are awarded a \$300 textbook stipend upon committing to a 4-year program at NMSU. **Twenty** students attended the first orientation, **9** students attended the second one.

Mentoring/Tutoring

Los Compañeros: The Los Compañeros program hires UNM undergraduates as mentors for Hispanic sixth graders. In one-on-one sessions, the mentors are involved with students in activities that are aimed at improving self-esteem, literacy levels, and cultural awareness. Tutoring sessions are designed to help prevent ENLACE students from falling behind in their schoolwork. Last year, there were **66** students receiving continuous

Events and Activities

Highlights from ENLACE sponsored activities in Northern NM and Albuquerque

Event and Activity Type	Number of Events	Number of ENLACE participants
Student Leadership <i>Student development activities are designed to develop leadership skills in participants by teaching new skills such as risk-taking, decision-making and research .</i>	6	265
Professional Leadership <i>These events include conferences and workshops attended by education professionals. (AVID Training, etc.)</i>	8	291
College Awareness <i>These events encourage students to continue their education after graduating from high school and attend a university or community college .</i>	4	1,245
Family / Community Involvement <i>Family/community involvement activities strive to incorporate family and community members in active roles in their students' education. These include parent trainings, workshops, GED classes, etc.</i>	11	3,515
Policy <i>Policy events include activities that emphasize the importance of systemic change such as school board meetings, meetings with various political figures in the community and legislators.</i>	17	902
Budget and Financial Sustainability <i>Events and activities that focus on sustainability seek additional funds that would ensure ENLACE's future efforts. These include applying to various foundations and organizing major fundraisers.</i>	3	5,058

mentoring. **Thirty-six** of these students are still being mentored. This year the program has plans for **62** students.

Leyendo Por Vida: This Southern ENLACE program works to improve the reading skills of Hispanic mid-school students through one-on-one tutoring. By exposing students to Hispanic authors, the program promotes the enjoyment of reading while simultaneously attempting to increase the academic achievement and graduation rates of the students. Americorps volunteers serve as tutors. Last year, over **255** students were tutored. This year, there are **155** students in the program.

EXITO!: EXITO is a mentoring program at NMSU sponsored by the Chicano Programs Department. The program strives to help freshman complete their first year of college and develop a strong connection to their college campus. The program

involves professional staff and faculty who serve as mentors. It is important for the program that the transitioning freshman will be retained as a mentor for the following academic year initiating a "cycle of mentoring" that includes both faculty and peers for the *new* incoming freshman. Last year there were **66** students and **51** mentors.

FINDINGS TO DATE

In general, recruiting participants is a challenge for some programs. Some programs represent innovative ideas and are still developing effective methods to achieve results. Several programs existed before ENLACE and have not yet been objectively evaluated. The evaluation process seems to have helped some program managers focus on structuring programs to improve student outcomes. Many programs are based on known best practices.

Pathways to Teaching: Three college graduates who received funding to complete their senior year are now teaching in the APS district. Scholarship recipients were offered professional development and academic advisement from UNM faculty. TV-I students who completed their 2-year course work in education transferred to UNM. The evaluation process has been hampered because of communication problems.

Chicano Studies: Of the students that participated in this program, the percentage planning to attend a 4-year college increased from **44.4% to 52%**. The percentage of students who took the ACT increased from **3.7% to 12%**. An initial assessment indicates further information about Chicano Studies: recruitment into classes is problematic; lack of texts; and communication between high schools and collaboration on program curriculum is inadequate. Despite these restrictions, participant teachers feel the program is an opportunity for immigrant and American-born Hispanic students to co-exist.

Se Puede - Summer Bridge: Reading levels improved dramatically in **2** out of **3** locations. Participating teachers comment that the culturally relevant class material is helpful in maintaining students interest in reading. Students in the program have an opportunity to earn a high school credit.

Family Centers: This is an innovative approach to bridge the gap between parents and school staff. It seems to have an added benefit to the students and families by being conveniently located on the high school campus.

Parent volunteers have served in a variety of activities. The most significant service is an activity known as a “knock-and-talks,” in which volunteers physically track down dropouts in an attempt to

The ISR Evaluation Method

The UNM Institute for Social Research staff has implemented a variety of data collection methods (quantitative and qualitative) for use in short- and long-term project assessments, drawing on multiple information sources and perspectives. Additionally, the staff has developed English and Spanish evaluation instruments, methods, and protocols for use in conducting more thorough evaluations of the impacts of statewide ENLACE initiatives on our targeted population, i.e., K-16 Hispanic students. The evaluation team makes extensive efforts to integrate research

methods because, clearly, a project as dynamic as ENLACE cannot rely on quantitative measures for sustainability. ISR uses classic quantitative and qualitative research methods to answer key research questions for evaluating the overall impacts of ENLACE in New Mexico.

- **Program Observations**
- **Focus Groups**
- **Interviews**
- **Surveys**
- **Official School Data**
- **Student Tracking**

reenroll the teen back into school. Volunteers also advocate on behalf of immigrant Hispanic parents; provide assistance for GED courses; and help students and families with life issues, such as poverty and academic barriers. Volunteers have established common program guidelines and goals.

Parent University: This program has facilitated focus group activities to empower the participants and augment plans for the program. Communication and stronger ties between this program and the Leyendo Por Vida program are vital if the Parent University is going to recruit parent participants.

Educational Access Rooms: Programs change and evolve as they improve organizational procedures. This program has a reconstructed format. It has used a one-on-one tutoring format and now uses an instructional-based format. Initially, academic credits were not available for the program but beginning this school year, **8** classes were offered for credit. Evaluators have noticed higher numbers of unexplained absences during the current school year. This program also has difficulty finding referrals.

TechEd: This program has been delayed for an extensive period. Student assistants who had major responsibilities in the program

graduated and they have not been replaced.

TV-I Ambassadors: Average GPAs of ENLACE scholarship recipients at TV-I, over the course of three consecutive terms, increased from **3.26 to 3.50** on a 4.0 scale. Enrollment statement showed that **70%** of scholarship recipients were continuing their academic studies at TV-I on scholarship; the academic whereabouts of five former scholarship recipients is unknown.

TV-I Ambassadors made **63** contacts with **16** scholarship recipients (avg. 4 contacts/student); **88%** of scholars were contacted **3** or more times. Student files showed that TV-I Ambassadors provided a wide variety of student services to scholarship recipients (e.g., portfolio/resume development and maintenance, financial aid/scholarship research and form preparation, present/future academic planning, and Hispanic services information).

UNM Student Success Counselor: Overall retention for UNM freshmen is approx. **76%** and over **95%** for participants of this program. While the program saw a high retention rate at the end of its first year, it is essential to study other factors affecting the retention rate. The Counselor was able to identify incoming freshmen who graduated from the three-targeted high

schools. The Counselor linked each student with appropriate campus organizations such as the Center for Academic Program Support (tutoring and academic support), Amistades (mentoring), and the University College Advisement Center (academic advisement). Counselor devised and distributed a Retention Alert System form to instructors in an attempt to track participants' academic progress. Smaller caseload is an important factor in the success of this program. ISR has determined that this program is based on best practices and research.

Los Compañeros: Most surveyed parents have noticed an improvement in their child's self-esteem and interest in school. Students indicate that they had built long-lasting relationships with their paid mentors. Dissemination of information on culture and heritage does not seem to be important to the students or mentors. Fieldtrips to the UNM campus is a favorite activity for the students. Surveys indicate that student participants and their parents are discussing this program and the activities.

Leyendo Por Vida: The program has changed considerably since last year. A recent program policy change dealt with utilizing fewer Americorp volunteers and hiring tutors that are more qualified. Tutors enrolled in college or have previously

attended college are being hired. Until recently, participant data was not filled out completely, but this situation was corrected.

EXITO!: This program is considered to be "mentor driven." Establishing communication between mentors and mentees has been an obstacle for this program.

STATEWIDE INITIATIVES

The three ENLACE projects in New Mexico joined to form a state collaborative for the purpose of leveraging impact for success among Hispanic youth in four domains:

- Statewide K-16 education policy analysis, revision, and reform;
- Leadership development at student, family, community, and institutional levels;
- Enhanced statewide effectiveness of communication and dissemination throughout the K-16 pipeline focused on sharing and refining "best practices" and;
- Close coordination of process and outcome evaluation activities on two levels (statewide and local sites) to improve educational outcomes for all New Mexico Hispanics.

Statewide efforts are focused on leveraging resources for the entire state of New Mexico while the local site initiatives are tailored to meet the

needs of the individual communities they serve.

The vision of ENLACE in New Mexico is to combine the strengths and assets of the three local ENLACE initiatives to maximize their impact statewide. The collective goal is to empower communities, students and educators in New Mexico to affect positive change in the public educational system, leading to increased student success.

Leadership development, policy, and evaluation as the primary statewide project objectives were selected because ENLACE in New Mexico believes these are the best ways to have a significant impact on creating an environment for change. During the last two years various activities have been undertaken to create this change.

These activities include: ENLACE Day at the Legislature, an annual Educators as Leaders conference, the development of statewide and local Policy Action Teams.

In the next two years, evaluation activities will be used to measure the success of the statewide objectives in creating systemic change in schools.



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