New Mexico’s Hispanic Students: Their Future Is Our Future

A Presentation Prepared For Hispanic Education/Achievement Gap Task Force Meeting

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Data... Insight... Impact
Overview

- Helping Hispanic Students Should Transcend Politics.
- The Word “Gap” Is Too Benign; The Issue Is Inequality.
- Hispanic Students Face Many Kinds of Inequalities Including Disparities In Economic Opportunities, Health, Social Support, and Academic Achievement And Attainment.
- Good People Can Debate The Cause And Effect Relationships Among These Inequalities And The Ways That We Address Them.
- Few Can Argue, However, About The Destructive Effects These Inequalities Have On Children, Families, Communities, and The Future.
- Dealing With These Inequalities And The Damage They Do To Our Children Requires Pragmatic Answers, Partnerships, and Collective Action.
- The Potential Power Of The Hispanic Education Act.
Our Challenges
New Mexico is ranked 46th in the country for overall risks to children.
14,532 — The number of children referred to the juvenile justice system in New Mexico in FY2010.
28.3% - the percentage of households with children facing food insecurity
39% of New Mexico Students Graduate From College
What Do We Know About Hispanic Students Nationally?
Figure 1

Number of Children in Poverty, by Race and Ethnicity, 1976-2010

(in millions)

Notes: Children include all individuals younger than 18. Whites include only non-Hispanic whites. Blacks include both Hispanic and non-Hispanic components of the black population.


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Figure 2
Poverty Rate of Children, by Race and Ethnicity, 1976-2010
(%)
Figure 5. Mathematics achievement score gaps between Hispanic and White public school students at grade 4: Various years, 1990–2009

* Accommodations were not permitted for this assessment.
* Significantly different (p<.05) from 2009.

NOTE: Score gaps are calculated based on differences between unrounded average scores.

What Do We Know About Hispanic Students In New Mexico?
New Mexico Has 89 School Districts
Hispanics as a Percentage of Students Enrolled in Public Schools, By School District

Source: New Mexico Public Education Department, 2009-2010 School Year. Enrollment is based on the 40-day count. Note that state-chartered charter schools are not included in these calculations.
Hispanics as a Percentage of Individuals Under 18 Years of Age, By Census Tract

Source: U.S. Census 2010
New Mexico Funds Schools Based On A Formula That Calculates Program Costs For Each District. This Map Shows The Program Costs Per Membership For Each District. The Program Costs Per MEM range from $14,582 for Wagon Mound to $6,250 for Clovis. The state average is $6,940.

Legend
Program Costs Per Student

- $12,000.01 - $14,582.00
- $9,999.01 - $12,000.00
- $6,939.01 - $9,999.00
- $6,250.00 - $6,939.00

Source: New Mexico Public School 2011-2012 Final Funded Run, February 2012. These data do NOT include charter schools. Membership is defined as the total enrollment of qualified students on the current roll of a class or school on a specified day (22-8-2 2011 NMSA 1978)
What Do We Know About The Kinds Of Inequalities That Face Hispanic Students In New Mexico?

The Following Slides Offer A Sense Of The Difficult Paths Hispanic Students Must Take Both In And Out Of School, And From Early Childhood To Successful Adulthood
Percentage of NM 4th Grade Students Scoring At or Above Proficient in Math, By Race/Ethnicity

Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.
Percentage of NM 8th Grade Students Scoring At or Above Proficient in Math, By Race/Ethnicity

Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.
Percentage of NM 4th Grade Students Scoring At or Above Proficient in Reading, By Race/Ethnicity

Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.
Source: National Assessment of Educational Progress (NAEP), 1992-2011. Asian/Pacific Islander is not reported in all years because NAEP reporting standards have not been met. African American data is not reported in all years because NAEP reporting standards have not been met.
Four-Year High School Graduation Rate, Graduation Gap Between Caucasians and Students of Color

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Classes of 2008-2010.
Four-Year High School Graduation Rate, All Students, By District

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2010.
Four-Year High School Graduation Rate, Hispanics, By District

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2010.
Percentage of New Mexico Public High School Graduates Attending New Mexico Colleges Who Took Remedial Classes, 2000-2009, By Race/Ethnicity

Source: "Ready For College? A Report on New Mexico’s High School Graduates Who Take Remedial Courses In College," June 2010, New Mexico Office of Education Accountability. Data do not include charter or alternative schools.
NM Community College Three-Year Graduation Rates

Source: IPEDS National Data Center Profile For New Mexico, 2009
NM University Six-Year Graduation Rates

- White/White non-Hispanic: 44%
- Black or African American/Black non-Hispanic: 33%
- Hispanic or Latino/Hispanic: 35%
- Asian/Native Hawaiian/Other Pacific Islander: 48%
- American Indian or Alaska Native: 25%

Source: IPEDS National Data Center Profile For New Mexico, 2009
What Do We Know About Hispanic Students In Dona Aña County?
Percentage of Students Attending New Mexico Colleges Who Took Remedial Classes, Doña Ana County School Districts

Las Cruces Public Schools Four-Year Graduation Rate, Graduation Gap Between Caucasians and Hispanics

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2008-2010.
Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2008-2010.
Hatch Valley Public Schools Four-Year Graduation Rate, Graduation Gap Between Caucasians and Hispanics

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2008-2010.
Early Childhood
Head Start, Pre-Kindergarten and Child Care Sites in New Mexico

Source: U.S. Census, American Community Survey 2010, Five Year Estimates. National Average = 15.7%; State Average=22%. Children defined as under 18 years of age.
DOÑA ANA COUNTY
Head Start, Pre-K & Child Care Centers in Doña Ana County

In 2010, Doña Ana County had 15,483 children under the age of five, which made up 7.4% of Doña Ana County’s total population of 209,233. Approximately 40% of families with related children under five years of age in Doña Ana County had an income less than the federal poverty level.

This map shows where 4- & 5-Star Child Care Centers, Head Start Centers, and Pre-Kindergarten sites are located in Doña Ana County.
Child Care Centers & Ratings in Doña Ana County
Head Start, Pre-K & Child Care Centers in Las Cruces

Percentage of Families with Children with Income Less than 100% of the Federal Poverty Level

- Green: Less than 5%
- Light Green: 5.1 - 15.7%
- Orange: 15.8 - 22.0%
- Red: Greater than 22%

- Black Circle: 4- & 5-Star Child Care Centers
- Black Diamond: Head Start Centers
- Black Triangle: Pre-Kindergarten Sites
- Black Star: Number of Children Under 5 in Census Tract
Child Care Centers & Ratings in Las Cruces
Truancy
Source: New Mexico Public Education Department, 2009-2010 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
Source: New Mexico Public Education Department, 2009-2010 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days of unexcused absences.
Percentage of High School Students Who Were Habitually Truant, By School District

Source: New Mexico Public Education Department, 2009-2010 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more unexcused absences.
Teen Safety & Suicide
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 12 months, how many times were you in a physical fight on school property?" The percentage reported here reflects respondents who answered one or more times.
During the past 12 months, have you ever been bullied on school property? It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “During the past 12 months, have you ever been bullied on school property?” The percentage reported here reflects respondents who answered “Yes.” According to the survey, “bullying is when one or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when two students of about the same strength or power argue or fight or tease each other in a friendly way.”
Percentage of High School Students Who Didn’t Go To School Because They Felt Unsafe, By County

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?" The percentage reported here reflects respondents who answered one or more days.
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “During the past 12 months, did you ever seriously consider attempting suicide?” The percentage reported here reflects respondents who answered “Yes.”

Counties shaded green and orange have rates below the state average of 15.9%. Counties shaded red have rates above the state average. The national average was unavailable for middle school students.
Percentage of High School Students Who Seriously Considered Attempting Suicide

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “During the past 12 months, did you ever seriously consider attempting suicide?” The percentage reported here reflects respondents who answered “Yes.” The national rate of 13.8% is drawn from the Youth Risk and Behavior Surveillance System survey, Centers for Disease Control and Prevention, 2009.

Counties shaded green have rates below the national average of 13.8%. Counties shaded orange have rates above the national average but below the state average of 15.9%. Counties shaded red have rates above both the state and national averages.
Percentage of Middle School Students Who Actually Attempted Suicide

Counties shaded **green** and **orange** have rates below the state average of 6.8%. Counties shaded **red** have rates above the state average. The national average was unavailable for middle school students.

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “During the past 12 months, how many times did you actually attempt suicide?” The percentage reported here reflects respondents who answered one or more times.
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “During the past 12 months, how many times did you actually attempt suicide?” The percentage reported here reflects respondents who answered one or more times. The national rate of 6.3% is drawn from the Youth Risk and Behavior Surveillance System survey, Centers for Disease Control and Prevention, 2009.

Counties shaded **green** have rates below the national average of 6.3%. Counties shaded **orange** have rates above the national average but below the state average of 9.7%. Counties shaded **red** have rates above both the state and national averages.
Counties shaded green have rates below the national average of 7.6. Counties shaded orange have rates above the national average but below the state average of 18.29. Counties shaded red have rates above both the state and national averages.

Source: New Mexico Indicator-Based Information System (IBIS). The suicide rate for each county is averaged over the time period 1999 to 2010 and includes all New Mexico residents, ages 15-19 years of age. The national average is based on data from the Centers for Disease Control and Prevention over the time period 1999 to 2007 and includes all youth, ages 15-19 years of age.
Resiliency

Caring Adults &
Out-of-School Supports
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to comment on the statement, "In my home, there is a parent or some other adult who is interested in my school work." The percentage reported here reflects respondents who answered, "Not true at all."
Key Outcomes of High School Students Experiencing High & Low Levels of Caring and Supportive Relationships With Parents, New Mexico, 2009

- Cigarette Smokers: 34.8% (High), 18.3% (Low)
- Binge Drinkers: 34.3% (High), 19.7% (Low)
- Marijuana Users: 40.5% (High), 21.4% (Low)
- Cocaine Users: 10.9% (High), 3.5% (Low)
- Suicide (past 12 months): 24.3% (High), 4.9% (Low)
- Physical Fight: 53.4% (High), 30.7% (Low)
- Overweight or Obese: 36.6% (High), 25.3% (Low)

Source: New Mexico Epidemiology, 2010. (http://nmhealth.org/erd/HealthData/pdf/ER%20YRRS%20092410.pdf)
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to comment on the statement, “At my school, there is a teacher or some other adult who really cares about me.” The percentage reported here reflects respondents who answered, “Not true at all.”
Key Outcomes of High School Students Experiencing High & Low Levels of Caring and Supportive Relationships With Teachers, New Mexico, 2009

Source: New Mexico Epidemiology, 2010. (http://nmhealth.org/erd/HealthData/pdf/ER%20YRRS%20092410.pdf)
Percentage of High School Students Who Report Not Having an Adult Outside of Home or School Who Cares About Them

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to comment on the statement, "Outside of my home and school, there is an adult who really cares about me." The percentage reported here reflects respondents who answered, "Not true at all."
Key Outcomes of High School Students Experiencing High & Low Levels of Caring and Supportive Relationships With Adults in the Community, New Mexico, 2009

Cigarette Smokers  | Marijuana Users  | Cocaine Users  | Suicide (past 12 months)  | Physical Fight  | Overweight or Obese
---|---|---|---|---|---
21.5% | 23.2% | 3.8% | 7.0% | 45.3% | 24.4%
28.6% | 34.0% | 8.7% | 18.3% | 33.7% | 37.0%

Source: New Mexico Epidemiology, 2010. (http://nmhealth.org/erd/HealthData/pdf/ER%20YRRS%20092410.pdf)
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, "Outside of my home and school, I am a part of clubs, sports teams, church/temple, or other group activities." The percentage reported here reflects respondents who answered "Not true at all."
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “Outside of my home and school, I am a part of clubs, sports teams, church/temple, or other group activities.” The percentage reported here reflects respondents who answered “Not true at all.”
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked to respond to the statement, “At school I am involved in sports, clubs, or other extra-curricular activities (such as band, cheerleading, or student council).” The percentage reported here reflects respondents who answered “Not true at all.”
What Do We Know About The Kinds Of Inequalities That Face Hispanic Students When We Have The Data To Look At Communities?

The Following Slides Offer A Sense Of What We Need To Do For All Of New Mexico’s Communities
Hispanics as a Percentage of All Students Enrolled in Albuquerque Public Schools, By High School

Source: National Center for Education Statistics, 2009-2010 School Year. The average for all APS high schools combined was 62.4%.
Percentage of All Students Who Are Habitually Truant, By APS High School

Source: Albuquerque Public Schools, RDA Department, 2010-2011 School Year. A student is identified as a Habitual Truant when the student has accumulated 10 or more days truant.
Heroin, Cocaine, & Meth Usage (Lifetime), By APS High School

Source: APS and state high school data taken from New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked the following three questions: “During your life, how many times have you used any form of cocaine, including powder, crack, or freebase?” “During your life, how many times have you used heroin (also called smack, junk, or China White)?” “During your life, how many times have you used methamphetamines (also called speed, crystal, crank, or ice)?” The percentages reported here reflect respondents who reported using the given drug one or more times. National data taken from High School Youth Risk Behavior Survey, 2009, Centers for Disease Control & Prevention.
Percentage of All Students with Not Enough Food to Eat, By APS High School

Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “During the past 12 months, which of the following statements best describes the food eaten by you and your family?” The percentage reported here reflects respondents who answered “Sometimes not enough food to eat” and “Often not enough food to eat.”
Source: New Mexico Youth Risk and Resiliency Survey, 2009. Students were asked, “During the past 12 months, how many times did you actually attempt suicide?” The percentage reported here reflects respondents who answered one or more times.
Early Warning Indicator:
Percentage of Students Entering 9th Grade with One or More F grades and 5 or More Absences in 8th Grade Core Courses, By APS High School

Source: Albuquerque Public Schools, School Max, 2011-2012 School Year. Data provided by APS RDA Department. Analysis performed by CEPR.
According to the Alliance for Excellent Education, there are nearly 2000 high schools nationally that graduate less than 60% of their students within four years.

These schools disproportionately produce 51% of the nation’s dropouts.

APS has four high schools with less than a 60% graduation rate.

Source: NM Public Education Department, 4-Year Cohort High School Graduation Rate, Class of 2010. Data were unavailable for Atrisco Heritage Academy High School, which did not have a graduating class in 2010. Alliance for Excellent Education statistics taken from http://www.all4ed.org/about_the_crisis/schools/dropout.
Percentage of Students Attending New Mexico Colleges Who Took Remedial Courses, 2000-2009, By Sending APS High School

Source: “Ready For College? A Report on New Mexico’s High School Graduates Who Take Remedial Courses In College,” June 2010, New Mexico Office of Education Accountability. Data were unavailable for Volcano Vista & Atrisco Heritage Academy.
CNM Success Rate by Sending APS High School

Source: CNM Office of Institutional Research, Fall 2006 Cohort. The success rate measures each cohort of new students taking nine or more credit hours who are successful after three years. Success is defined as earning a degree, earning a certificate, or transferring. (Data for students from Atrisco Heritage Academy and Volcano Vista were unavailable.)
Source: UNM Office of Institutional Research. The six-year graduation rate is the percentage of first-time, full-time, degree seeking students each Fall semester who graduate with a Bachelors degree or PharmD degree, or who are enrolled in the fourth fall of the PharmD Program within six years (this is the definition of Graduation Rate as reported to the Federal Department of Education IPEDS system). The data reported here are for the 2004 student cohort.
Bernalillo County has an estimated 423,230 adults 25 years of age and older. An estimated 260,571 (62%) of these adults do not have a college degree (Associate, Bachelor, Graduate or Professional).

Percent of Adults Over 25 With No College Degree
- 20.6% - 25%
- 25.1% - 50%
- 50.1% - 75%
- 75.1% - 100%

Source: New Mexico Community Data Collaborative. The rates shown here reflect the average number of children per 1000 women born to teen mothers (ages 15-19) between 2001 and 2005. Rates are reported by census tract; high school boundaries are overlaid to provide perspective. In 2005, the statewide teen birth rate was 62 per 1000, and the nationwide rate was 40 per 1000 (Kids Count Data Center, http://datacenter.kidscount.org).
Capacity of 4- and 5-Star Licensed Child Care Centers in Bernalillo County

Source: New Mexico Community Data Collaborative, December 2010. Enrollment data are reported by program site. Elementary school boundaries are overlaid to provide perspective.
It is clear that Hispanic students face enormous challenges both in and out of school and all along the journey from childhood to adulthood.

One of our deepest convictions is that education is the path to a better life.
“Education is the most powerful weapon which you can use to change the world.”
"Real education should consist of drawing the goodness and the best out of our own students."
But Two National Trends Are Threatening Our Hopes For Education

The Education Gap Is Growing Between The Rich And The Poor

It Is Harder For Americans To Rise From The Lower Rungs Of The Economic Ladder
Martin Luther King delivered his “I Have A Dream Speech” in 1963. The Civil Rights Act was passed in 1964. The Selma to Montgomery marches took place in 1965.
Our History Is Filled With Daunting Challenges, Crises Unmet, and Audacious Responses
How Will New Mexico Respond To The Challenges We Face?
The Purposes Of The Hispanic Education Act

- **Study, develop, and implement education systems** that affect the educational success of Hispanic students to close the achievement gap and increase graduation rates.

- **Encourage and foster parental involvement** in the education of their children.

- **Provide mechanisms to work together** for parents, community, and business organizations, public schools, school districts, charter schools, public post-secondary educational institutions, the Public Education Department, and state and local policymakers to improve educational opportunities for Hispanic students for the purpose of closing the achievement gap, increasing graduation rates, and increasing post-secondary enrollment, retention, and completion.
The Potential Power Of The Hispanic Education Act

- Good legislation is only the first step. Policies need to be implemented fully and wisely if they are to have their intended effects.
- One purpose of the Hispanic Education Act is to provide parents, communities, business organizations, educators, and policy makers with information about Hispanic students. Another is to provide mechanisms for New Mexicans to work together to improve the opportunities for Hispanic students to succeed.
- Our deepest hopes for the future rest on the successful implementation of the Hispanic Education Act, the Indian Education Act, and the other policies New Mexicans have passed to address the inequalities that face too many of our students.
- We believe that powerful data and collaborative efforts are crucial to making the difference in the lives of Hispanic students and we look forward to supporting your work in any way we can.
The Potential Power Of Collective Impact

• The approach and the term were made popular by Kania and Kramer, in a 2011 Stanford Social Innovation Review article.

• Defined as “the commitment of a group of important actors from different sectors to a common agenda for solving a specific social problem.”

• The initial article was based largely on the experience of the “Strive” initiative in Cincinnati, but a follow-up article draws from multiple collective impact initiatives across the nation.
### The Five Conditions of Collective Impact

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<td><strong>1. Common Agenda</strong></td>
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<td>Shared vision, common understanding of the problem, and a joint approach to solving the problem.</td>
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<td><strong>2. Shared Measurement</strong></td>
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<td>Collecting data to measure results on a regular basis so that participants can hold each other accountable.</td>
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<td><strong>3. Mutually Reinforcing Activities</strong></td>
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<td>Coordinated, but differentiated activities among the participant organizations.</td>
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<td><strong>4. Continuous Communication</strong></td>
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<td>Consistent and open communication to: build trust, assure mutual objectives, and create common motivation.</td>
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<td><strong>5. Backbone Support</strong></td>
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<td>A separate organization to coordinate the overall initiative and the participating organizations.</td>
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Preconditions for Collective Impact

• An influential champion who commands the respect of and can bring together cross-sector leaders in the community.

• Adequate financial resources to sustain the collective impact initiative for at least the first two years. In many cases, an anchor funder is involved in the startup.

• The urgency for change around an issue or a set of issues.

### Collective Impact Takes Time to Achieve and Requires a Phased Approach

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<th>Evaluation and Improvement</th>
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<td>Champions, cross-sector groups</td>
<td>Map the landscape, use data to make case</td>
<td>Community outreach</td>
<td>Baseline data to identify key issues, gaps</td>
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<td><strong>Phase II: Organize for Impact</strong></td>
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<tr>
<td>Infrastructure (backbone)</td>
<td>Common agenda (goals, strategy)</td>
<td>Engage community, build public will</td>
<td>Shared metrics</td>
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<td><strong>Phase III: Sustain Action and Impact</strong></td>
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<td>Facilitate and refine</td>
<td>Support implementation (alignment)</td>
<td>Further engagement, advocacy</td>
<td>Collect and track data and report progress</td>
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How Do We Develop The Collective Will To Focus On Hispanic Students?

We believe that we can help state and local communities develop the capacity for collective impact by:

• Creating a sense of urgency;
• Creating a cohesive and well articulated statewide vision for addressing the inequalities;
• Focusing people's attention to those areas they can impact;
• Applying pressure to and holding stakeholders accountable;
• Framing issues as opportunities as well as difficulties;
• Bringing constituency groups together to work constructively and offer solutions;
• Working together and mediating conflicts when they occur.
The Value of Doubt

William Miller, President, Wallace Foundation