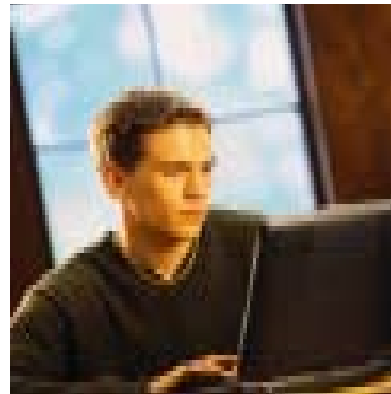


AN ANNOTATED BIBLIOGRAPHY OF LATINO EDUCATIONAL RESEARCH



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A paper prepared by the Educational Policy Institute
and the College of Education, University of Maryland, College Park

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October 2007

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About the University of Maryland, College Park

The College of Education at the University of Maryland is committed to excellence in research, leadership development, teaching, and service that influences policy and practice related to education, assessment, counseling, and human development in Maryland, nationally, and internationally. The College is ranked 21st in the nation among the top colleges of education by *U.S. News & World Report* for 2008. College programs prepare educators, counselors, psychologists, administrators, researchers, and educational specialists. Graduates work with individuals from infancy through adulthood in schools, community agencies, colleges, and universities. Educational programs are accredited and approved by the following: National Council for Accreditation of Teacher Education, Maryland State Department of Education, American Psychological Association, Council on Accreditation of Counseling and Related Educational Professions, and Council on Rehabilitation Education.

CITATION: Alon, S., & Tienda, M. (2005). Assessing the “mismatch” hypothesis: Differences in college graduation rates by institutional selectivity. *Sociology of Education*, 78(4), 294-315.

QUESTION & FOCUS: Does consideration of Hispanic origin and race in admissions decision at elite institutions predestine “affirmative admits” for inevitable failure?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: Nationally representative samples of students attending non-selective, selective, and the most selective 4-year post secondary institutions.

RESEARCH DESIGN: Data sources: High School and Beyond survey (HS&B); the National Education Longitudinal Study of 1988 (NELS:88); College & Beyond survey (C&B). N= 29,018 (C&B); 4,530 (NELS:88); 3,260 (HS&B). Analysis: Matching estimator method & propensity-score method.

FINDINGS & ARGUMENTS: Minority students have higher drop-out rates at selective institutions than do non-minority students. Regardless of race and ethnicity, all groups of students who attend selective post-secondary institutions are more likely to graduate within six years of enrollment than students who attend less-selective institutions. Minority students’ likelihood of college graduation increases as the selectivity of the institution attended rises.

IMPLICATIONS FOR POLICY AND PRACTICE: Affirmative action programs at selective institutions should be instituted/ maintained. Elite universities should provide supports for minority students.

CITATION: Arbona, C., & Nora, A. (2007). The influence of academic and environmental factors

on Hispanic degree attainment. *Review of Higher Education*, 30(3), 247-269.

QUESTION & FOCUS: What characteristics impact college persistence and undergraduate degree attainment among Hispanic high school students?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: a longitudinal survey of a nationally representative sample of students from 1988 (when students were in 8th grade) until 2000 (when students were 8 years out of high school. Sample was limited to Hispanic students who enrolled in either a community college (N = 517) or a four-year college (N = 408) in 1992 or early 1993

RESEARCH DESIGN: N = 925 Data source: National Educational Longitudinal Study (NELS:88) Analysis: logistic regression analyses.

FINDINGS & ARGUMENTS: Students who completed a rigorous academic curriculum in high school were 46% more likely to enroll in a four-year college than students in the general or vocational track, and students who completed an academic curriculum were 37% more likely to enroll in a four-year college than students in the general or vocational track. Community college students who started college right away and were continuously enrolled for the first three years were 93% and 67% more likely respectively to have earned a bachelor’s degree than their peers who showed lower levels of commitment to their academic goals. Among those who first enrolled in a four-year college, parents’ expectations that students attain a degree, similar aspirations of peers, and immediate and continuous enrollment increased students’ chances completing a college degree.

IMPLICATIONS FOR POLICY AND PRACTICE: As they currently operate, two-year colleges are not

likely to be a bridge to four-year institutions for Hispanic students who graduate from high school with lower academic achievement and tentative expectations about attaining an undergraduate degree. Four-year institutions must also reach out to community colleges' administrators and students in facilitating the transfer process.

CITATION: Auerbach, S. (2002). "Why do they give the good classes to some and not to the others?" Latino parent narratives of struggle in a college access program. *Teachers College Record*, 104(7), 1369-1392.

QUESTION & FOCUS: How do Latino parents' narratives enable their children's academic success?

RESEARCH TRADITION & RESEARCH CONTEXT: Ethnography: Latino parents whose children were in an experimental college access program at a large, racially and socioeconomically diverse high school in the Los Angeles metropolitan area, known for its strong college preparatory program. The school has a history of stark divides in student performance along racial and class lines.

RESEARCH DESIGN: N = 4 Data sources: Semi-structured interviews. Analysis: Narrative analysis.

FINDINGS & ARGUMENTS: Parental support groups allow parents to generate their own discourse on schooling. Such discourse is empowering for parents as it allows them to increase their base of knowledge and support. The honoring of parents' narratives of and in schools can be instrumental in furthering parent empowerment and family-school relations through: building and strengthening social networks; negotiating conflict with the school, and imagining new family roles and identities.

IMPLICATIONS FOR POLICY AND PRACTICE:

Schools should learn more about students' families; provide safe spaces where parents can learn, share, and reflect; transform high school counseling departments into a key communications link with families; and anticipate and seek to understand and reduce conflict between schools and minority families.

CITATION: Auerbach, S. (2004). Engaging Latino parents in supporting college pathways: Lessons from a college access program. *Journal of Hispanic Higher Education*, 3(2), 125-145.

QUESTION & FOCUS: How can K-16 partnerships enlist Latino parents as informed allies in support of their children's college planning?

RESEARCH TRADITION & RESEARCH CONTEXT: Ethnography: parents involved in the Futures & Families program, the parent component of a small experimental college access program at a large, racially and socioeconomically diverse high school in the Los Angeles metropolitan area. The study was conducted during students' 10th-through 12th-grade years.

RESEARCH DESIGN: N = 15 parents. Data sources: observations of parent meetings, surveys, interviews with parents and students. Analysis: Topical, theoretical, and in vivo coding.

FINDINGS & ARGUMENTS: The parents in this study grasped the notion of steps along the pathway to college, the need for their involvement in that pathway, and the desirability and viability of 4-year college for their families. Parents expanded their college-relevant social networks, and some gained confidence for intervention, advocacy, and leadership roles. Participation in Futures and Families made the difference for many parents in being able to

provide strong moral, emotional, and instrumental support for college to their children. This may have greater ripple effects in the future with younger family members as parents share the experience they have gained with college pathways.

IMPLICATIONS FOR POLICY AND PRACTICE: If K-16 partnerships are to take a comprehensive approach to increasing the rate of Latino college access, it behooves them to invest in meeting these parents' needs rather than neglecting this potential resource for students.

CITATION: Auerbach, S. (2006). "If the student is good, let him fly": Moral support for college among Latino immigrant parents. *Journal of Latinos and Education*, 5(43) 275-292.

QUESTION & FOCUS: How do Latino immigrant parents with limited formal education and college knowledge support their children's pathway to college as first-generation students?

RESEARCH TRADITION & RESEARCH CONTEXT: Ethnography: Parents of Latino students attending a large, diverse Los Angeles area high school. None of the students' parents had attended college.

RESEARCH DESIGN: N = 7 Data source: interviews and participant-observation

FINDINGS & ARGUMENTS: Parents' moral support for college (consisting of verbal exhortation, encouragement, and consejos) helped students to persist and overcome barriers to attending college.

IMPLICATIONS FOR POLICY AND PRACTICE: Educators must respect and value parents' moral

capital and try to understand its meaning and vital necessity in parents' lives.

CITATION: Bullington, R.L., & Arbona, C. (2001). Career development tasks of Mexican American adolescents: An exploratory study. *Journal of Career Development*, 28(2), 139-153.

QUESTION & FOCUS: What indications of involvement in stage-appropriate career development tasks are present in the participants' narratives? How do the participants understand the role that ethnicity plays in career-related behaviors?

RESEARCH TRADITION & RESEARCH CONTEXT: Case study and small sample qualitative research: four Mexican American public high school students participating in a residential summer academic and social enrichment program sponsored by a large urban university in the southwestern US.

RESEARCH DESIGN: N = 4 Data source: interviews. Analysis: categorical analysis, based on Super's (1963, 1964) categories of career development tasks.

FINDINGS & ARGUMENTS: All students in the sample were actively engaged in schooling and planning for their future careers. These findings are consistent with quantitative studies that have indicated that Hispanic college students are similar to their White counterparts in terms of career aspirations and expectations and in terms of career decision-making attitudes and skills. Also, ethnic and family contexts are important to these students' career development tasks.

CITATION: Cabrera, A. F. Burkum, K. R., & La Nasa, S. M. (2005). Pathways to a four-year degree: Determinants of transfer and degree completion (pp. 155-214). In Alan Seidman (Ed.). *College Student Retention: A formula for success. ACE/Prager Series on Higher Education.*

QUESTION & FOCUS: Why do postsecondary attendance and degree completion patterns differ markedly between socioeconomically disadvantaged students and their better-off peers?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: a longitudinal survey of a nationally representative sample of high school students, beginning in 1980 (when students were high school sophomores), ending in 1981 (when students were 9 years out of high school).

RESEARCH DESIGN: Data source: the National Longitudinal High School and Beyond 1980 Sophomore Cohort (HS&B/So). Analysis: various statistical procedures, including logistic regression analyses.

FINDINGS & ARGUMENTS: Aside from socioeconomic status, other factors play a role in students' completion of 4-year college degrees. These include: students' aspirations, academic preparation, encouragement from peers, and avoiding having children. Students' preparations for college work begin as early as middle school.

IMPLICATIONS FOR POLICY AND PRACTICE: Academic preparation for college should begin as early as the eighth grade. Curriculum should be articulated to foster the development of critical competencies, values, and skills known to prepare students to successfully undertake college work. Policies which encourage year-to-year persistence within one institution should be revised to emphasize degree completion across the entire

higher education system. Colleges and universities can work with K-12 schools to align curriculum with competencies, experiences, values, and skills deemed essential for college-level work. Students with low SES should be provided with the financial resources necessary to attend postsecondary institutions.

CITATION: Ceja, M. (2004). Chicana college aspirations and the role of parents: Developing educational resiliency. *Journal of Hispanic Higher Education, 3*(4), 338-362.

QUESTION & FOCUS: What role do parents play in shaping the college aspirations of Chicana students? Among Chicana students with college-going aspirations, what form does parental influence and encouragement take? What do parents say or do to inculcate in their daughters a high educational value? How does a theory of resiliency help us to understand the role of parents in shaping their children's educational aspirations?

RESEARCH TRADITION & RESEARCH CONTEXT: Qualitative: a longitudinal study of Chicana seniors enrolled at one inner-city high school in the greater Los Angeles area. The participants were all first-generation college-bound Chicana students from low socio-economic backgrounds.

RESEARCH DESIGN: N = 20 Data source: interviews. Analysis: analysis through thematic patterns.

FINDINGS & ARGUMENTS: Through their support and encouragement, the parents of these students created a "culture of possibility." These parents created this culture by transmitting messages about the importance of education that were based on their limited social opportunities, past and present. The fact that Chicana students

were able to find meaning in the marginal conditions and struggles of their parents served to strengthen students' belief that to avoid a similar life as their parents, advancing in the educational pipeline would be crucial. The existence of a culture of possibility, coupled with Chicana students' ability to find meaning in their current realities, also reinforced Chicana students' sense of educational resiliency that allowed them to reinterpret and redefine many of the factors and circumstances that would normally make it difficult for students to succeed. Instead, students' sense of resiliency gave them the ability to view and interpret their everyday experiences as empowering realities and gave them a source of motivation to aspire to a college education.

IMPLICATIONS FOR POLICY AND PRACTICE:

Schools must acknowledge that Mexican parents, despite their low levels of educational and occupational attainment, act as an important resource in the schooling process of their children. Schools that enroll large numbers of Chicana/o students can structure educational opportunities aimed at developing educational resiliency as an important way of increasing educational success and college participation among these students.

CITATION: Collatos, A., Morrell, E., Nuno, A, & Lara, R. (2004). Critical sociology in K-16 early intervention: Remaking Latino pathways to higher education. *Journal of Hispanic Higher Education*, 3(2), 164-179.

QUESTION & FOCUS: What strategies do Latinos use to help them overcome overt and covert social and educational barriers to attending a 4-year university?

RESEARCH TRADITION & RESEARCH CONTEXT:

Ethnography: Students were participants in the Futures Project, a college access intervention program.

RESEARCH DESIGN: N = 2 Data sources: student narratives.

FINDINGS & ARGUMENTS: Latino students struggle to access language proficiency, social and cultural capital, official and unofficial college access information, and a college-going identity. Students' writing about their own experiences through critical perspectives allowed them to develop strategies to overcome these barriers.

IMPLICATIONS FOR POLICY AND PRACTICE:

Schools should implement a strength-based model to locate their students' K-16 pathways in the strength and agency found in students' families and communities. Curriculum should include critical approaches. Schools must also prepare students adequately for the academic challenges of college.

CITATION: Cooper, C.R. (2002). Five bridges along students' pathways to college: a developmental blueprint of families, teachers, counselors, mentors, and peers in the Puente project. *Educational Policy*, 16(4), 607-622.

QUESTION & FOCUS: How can outreach programs be strengthened by mapping how their components function as interconnecting bridges along students' pathways to college and careers?

RESEARCH TRADITION & RESEARCH CONTEXT:

Ethnography: high school Puente students were followed from the time they entered the Puente program in ninth-grade through high school graduation and college enrollment. All students were first-generation college students.

RESEARCH DESIGN: N = 27 students. Data source: adapted from cases developed by Gándara.

FINDINGS & ARGUMENTS: Family involvement, culturally enriched teaching, counseling, mentoring, and peers are key bridges along students' pathways to college. These bridges often extend beyond high school to support students' college enrollment, transfer, and retention.

IMPLICATIONS FOR POLICY AND PRACTICE: Further clarification of developmental models through longitudinal research can help outreach programs such as Puente strengthen bridges along multiple pathways to college and careers.

CITATION: Cornelius-White, J.H.D., Garza, A.C., & Hoey, A.T. (2004). Personality, family satisfaction, and demographic factors that help Mexican American students succeed academically. *Journal of Hispanic Higher Education*, 3(3), 270-283

QUESTION & FOCUS: What personality and family factors are associated with the academic achievement of Mexican American students?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: High-achieving Mexican American high school seniors from 7 schools in south Texas.

RESEARCH DESIGN: N = 122 Data source: Questionnaires- the NEO Five-Factor Inventory; the Family Adaptation, Partnership, Growth, Affection, and Resolve survey; and a demographic survey. Analysis: Multiple regression analysis.

FINDINGS & ARGUMENTS: Fathers' education, families' equal use of English and Spanish, family support of students growth into areas of their own particular interests, and students' openness

to experience have high correlation with student achievement.

IMPLICATIONS FOR POLICY AND PRACTICE: Increase the academic achievement of Mexican American students by: (1) emphasizing critical thinking rather than memorization; (2) educating parents and teachers to encourage students to follow their own goals; (3) encouraging parents to pursue their own education; and (4) offering community-funded English instruction to better ensure that English is spoken in the home.

CITATION: Durán, R. (1994). Hispanic student achievement. In M.J. Justiz, R. Wilson, & L.G. Björk (Eds.), *Minorities in Higher Education*, 151-172. Phoenix, AZ: The Oryx Press.

QUESTION & FOCUS: What patterns emerge from analysis of Hispanic school achievement and attainment? What explanations can be made for factors that influence Hispanic's success in schools?

RESEARCH TRADITION & RESEARCH CONTEXT: Literature review.

RESEARCH DESIGN: Literature review.

FINDINGS & ARGUMENTS: Hispanic students score well below their White peers on achievement tests. Hispanic students completing high school are likely to be under prepared in language arts, mathematics, and science. Researchers have used the following factors to explain these differences: (1) racial and ethnic segregation in schools, (2) language and cultural biases in school practices, (3) limited academic achievement of Hispanic students, (4) dropping out of school, (5) limited school financing, (6) poor- or low-quality teacher-student interaction, (7) tracking and curriculum differentiation, (8)

lower college eligibility and enrollment rates, (9) psychological stress, (10) special education practices, and (11) the absence of Hispanics in the teaching force.

IMPLICATIONS FOR POLICY AND PRACTICE:

Schools should (1) strengthen Hispanic parents' and community members' participation in the education of children, (2) improve the quality of instruction provided to students, and (3) devise learning opportunities for parents so that they may improve their literacy and schooling knowledge, and thus their opportunity to help their children progress in school.

CITATION: Fry, R. (2004). Latino youth finishing college: The role of selective pathways. Washington, DC: Pew Hispanic Center.

QUESTION & FOCUS: How do Whites and Hispanics differ in college completion rates? What are the factors that contribute to any difference in college completion rates for Whites and Hispanics?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: Nationally representative sample of students. Survey begun when students were in 8th grade (1988). Last survey follow-up completed when students were 26 (2000).

RESEARCH DESIGN: N = 25,000 Data source: National Educational Longitudinal Study (NELS:88). Analysis: Multiple methods of statistical analysis.

FINDINGS & ARGUMENTS: Latino students complete college at a lower rate than their White peers of equal academic ability. Latino students' choice of institutions (more frequently those that are not selective and those with low completion rates), and Latinos students' education

experiences (living on or off campus, working and attending school simultaneously) account for much of the difference in completion rates.

IMPLICATIONS FOR POLICY AND PRACTICE: Policy initiatives could effectively increase the Latino college completion rate by targeting those Latino youth who finish high school with the preparation necessary to complete college, but fail to do so.

CITATION: Fry, R. (2005). The higher dropout rates of foreign-born teens: The role of schooling abroad. Washington, DC: Pew Hispanic Center.

QUESTION & FOCUS: What is the school dropout rate of foreign-born youth? What factors correlate with school dropout for foreign-born youth?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: A nationally representative sample of foreign-born 15- to 17- year olds in the United States.

RESEARCH DESIGN: N = 40,000 Data Source: the 2000 Decennial U.S. Census. Analysis: Multiple statistical methods.

FINDINGS & ARGUMENTS: Foreign-born school dropout rates are strongly linked to two factors: the age at which the teen migrates and the country that initially educated the teen. Foreign-born teens that arrive in the United States early in childhood have a modestly higher school dropout rate than native-born teens. Foreign-born teens that arrive in adolescence and had education difficulties before migration have a school dropout rate greater than 70%. Many of the males who arrive in late adolescence and who had education difficulties before migration are likely to be labor migrants—they came to the U.S. to work.

CITATION: Gándara, P. (1995). *Over the ivy walls: The educational mobility of low-income Chicanos.* Albany, NY: State University of New York Press.

QUESTION & FOCUS: What permits Chicana/os from low-income and low-education backgrounds to accomplish extraordinary educational achievements?

RESEARCH TRADITION & RESEARCH CONTEXT: Multiple-case study: Chicana/o individuals with doctorate-level education (Ph.D., M.D., or J.D.). The childhoods of all these individuals meet most of the criteria that are predictive of school failure: poverty, low levels of parental education, large families, and limited exposure to English at home.

RESEARCH DESIGN: N=50: 30 men & 20 women. Data source: interview. Analysis: Some statistical analyses, but primarily qualitative analyses.

FINDINGS & ARGUMENTS: The parents (especially the mothers) of these high achieving Chicana/os fostered a culture of possibility by: relating stories of past family successes, supporting educational goals, setting high performance standards, modeling literacy, and helping with schoolwork. Many parents also facilitated their child's attendance at middle-class schools. Individuals own motivation and persistence allowed them to overcome barriers. Participants cited opportunities provided by participating in a college preparatory curriculum and access to college information and resources as essential to their college success.

IMPLICATIONS FOR POLICY AND PRACTICE: Education reform should include policies for improving literacy in Chicana/o homes in the language in which these families are most proficient. Education policies should promote ethnically integrating experiences as a part of the

school curriculum. Teachers and schools must be willing to be as persistent as much as the most persistent students. Education reforms must provide more equal resources and opportunities for schools serving low-income populations.

CITATION: Gándara, P. (2002). A student of high school Puente: What we have learned about preparing Latino youth for postsecondary education. *Educational Policy*, 16(4), 474-495.

QUESTION & FOCUS: What is the impact of the Puente program on student retention, attitudes, dispositions, and academic preparation?

RESEARCH TRADITION & RESEARCH CONTEXT: Mixed methods: longitudinal study of Puente students (N = 1,000) and non-Puente students (N = 1,000) in the same social science classrooms.

RESEARCH DESIGN: N = 2,000 Data sources: student transcripts and data files, interviews, observations. Analysis: mixed methods.

FINDINGS & ARGUMENTS: Puente students appear to be somewhat more likely to stay in school, their attitudes toward school are significantly more positive, their preparation for making college applications is stronger, their aspirations are higher, and they are more eager to identify with the label of good student than ore non-Puente students who are Latinos as well as those who are primarily White and Asian.

CITATION: Garcia, L.M., & Bayer, A.E. (2005). Variations between Latino groups in US post-secondary educational attainment. *Research in Higher Education*, 46(5), 511-533.

QUESTION & FOCUS: What are the differences in post-secondary education attainment between Latina/o groups?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: Stratified national probability sample of high school seniors in 1980. Follow up surveys in 1982, 1984, and 1986.

RESEARCH DESIGN: N= 6,118 Data source: the High School and Beyond longitudinal study (1980-1986). Analysis: Logistic regression analysis.

FINDINGS & ARGUMENTS: When other background factors are controlled for, Mexican Americans are significantly less likely to obtain a college education than other Latina/os (only Cubans and Puerto Ricans) and Whites.

CITATION: Garrod, A., Kilkenny, R., & Gómez, C. (Eds.). (2007). *Mi voz, mi vida: Latino college students tell their stories*. Ithaca, NY: Cornell University Press.

QUESTION & FOCUS: What is the nature of Latino college students' formative relationships and influences, life-changing events? What factors help to shape these students' values, educational outcomes, and sense of personal identity?

RESEARCH TRADITION & RESEARCH CONTEXT: Autobiography: Latino students at Dartmouth college, all between the ages of 18 and 22.

RESEARCH DESIGN: N=15 Data sources: Students' own memoirs.

FINDINGS & ARGUMENTS: The editors found that four themes emerge from Latino college students' reflections of their educational influences: (1) Resilience—these students remain strong in light

of persistent difficulties; (2) Biculturalism—these students operate in multiple cultural contexts, often at great personal costs; (3) Mentors—parents and teachers are important to these students; and (4) Latino identities—these students often face crises of identity, where they question their “Latineness” and place in society.

CITATION: Gibson, M.A., Gándara, P., & Koyama, J.P. (Eds.). (2004). *School connections: U.S. Mexican youth, peers, and social achievement*. New York, NY: Teachers College Press.

QUESTION & FOCUS: What types of interactions and influences occur among Mexican-descent youth and between Mexican-descent youth and their non-Mexican peers? What impact do these interactions and influences have on schools and the education of Mexican-American youth?

RESEARCH TRADITION & RESEARCH CONTEXT: Mixed methods: Numerous authors from multiple disciplines (anthropology, psychology, sociology, and educational policy studies) present chapters on Mexican-American youth in various settings.

RESEARCH DESIGN: Research design varies by chapter.

FINDINGS & ARGUMENTS: A lack of peer support and access to peer and adult social capital are important factors in Hispanic youth's underachievement. Schools that (1) create spaces of belonging; and/or (2) foster teacher-student relationships can improve students' chances of academic success.

IMPLICATIONS FOR POLICY AND PRACTICE: Schools need to provide structured opportunities for students to become integrated into academically supportive peer groups. Large high schools need to organize themselves into smaller

communities, while creating opportunities for students to cross racial, ethnic, socioeconomic, and skill groups on a daily basis. Each high school class should teach students and their parents something about college access. Governments must provide schools with the funds necessary to complete these tasks.

CITATION: González, K.P, Stoner, C., & Jovel, J.A. (2003). Examining the role of social capital in access to college for Latinas: Toward a college opportunity framework. *Journal of Hispanic Higher Education*, 2(1), 146-170.

QUESTION & FOCUS: What experiences of Latina primary and secondary students limit or expand their opportunities to pursue post-secondary education?

RESEARCH TRADITION & RESEARCH CONTEXT: Life history research methods: Two groups of Latina students: (1) 12 students who attended a highly selective post-secondary institution; (2) 10 students who began their post-secondary education at a community college.

RESEARCH DESIGN: N = 22 Data source: interviews. Analysis: inductive analysis.

FINDINGS & ARGUMENTS: Latina students' opportunities for college are a result of exposure to of accumulation of high volumes of social capital and low volumes of institutional neglect and abuse. The outcomes of such exposure or accumulation influence students' perceived and actual opportunities for college attendance.

IMPLICATIONS FOR POLICY AND PRACTICE: Schools need to address the under-representation of Latinas and other students of color in AP and honors programs. as well as the over-representation of these students in special

education programs. School personnel need to be mindful of how they can serve as either agents of social capital or institutional abuse and neglect.

CITATION: González, N., & Moll, L.C. (2002). Cruzando el Puente: Building bridges to Funds of knowledge. *Educational Policy*, 16(4), 623-641.

QUESTION & FOCUS: How can Puente teachers and students enhance their practice and mutual learning through ethnographic fieldwork in students' home communities?

RESEARCH TRADITION & RESEARCH CONTEXT: Ethnography: students and teachers in the Puente project conducted ethnographic studies of students' homes and communities.

RESEARCH DESIGN: Data sources: students' written work.

FINDINGS & ARGUMENTS: Ethnographic fieldwork facilitates: (1) students' and teachers identification and validation of local cultural and social capital; (2) activation of parental and community networks for pedagogical purposes; (3) teachers' participation in transformative professional development which goes beyond the classroom walls; and (4) students' understanding of the world of educational and occupational institutions.

IMPLICATIONS FOR POLICY AND PRACTICE:

CITATION: Grubb, W.N., Lara, C.M., & Valdez, S. (2002). Counselor, coordinator, monitor, mom: The roles of counselors in the Puente program. *Educational Policy*, 16(4), 547-571.

QUESTION & FOCUS: How do Puente high school counselors facilitate student success?

RESEARCH TRADITION & RESEARCH CONTEXT:

Case study: the counseling program of Puente high school.

RESEARCH DESIGN: Data source: interviews and observations of Puente counselors, and focus groups with students.

FINDINGS & ARGUMENTS: Compared to most schools with one-on-one advising, Puente counselors arrange group meetings about college, cooperate with English teachers, set up meetings with parents to enhance participation in their children's academic lives, arrange field trips to colleges, and carry out many other activities beyond the conventional roles of school counselors.

IMPLICATIONS FOR POLICY AND PRACTICE: The conception of counselor in virtually all high schools is much too narrow. Additional resources are necessary for all high school counselors to offer both academic and personal advice, a combination of support and pressure, linkages to and information for parents, the coordination of small learning communities, and a greater variety of activities linked to helping students get through high school and into college.

CITATION: Harrell, P.E., & Forney, W.S. (2003). Ready or not, here we come: Retaining Hispanic and first-generation students in postsecondary education. *Community College Journal of Research and Practice*, 27(2), 147-156.

QUESTION & FOCUS: What can high schools do to help foster Hispanic attendance and success in post-secondary institutions?

RESEARCH TRADITION & RESEARCH CONTEXT: Statistical analyses: The authors use multiple data

sources to compare the education status of different groups (e.g., race, gender, income).

RESEARCH DESIGN: Data sources: the authors use data collected from various national demographic data sets. Analysis: Comparison of descriptive statistics for various groups.

FINDINGS & ARGUMENTS: Students who take more rigorous high school coursework (particularly in mathematics) are more likely to succeed in post-secondary institutions. Hispanics score below the national average on the SAT and ACT. Parents' educational attainment is a significant predictor of Hispanic students' post-secondary success.

IMPLICATIONS FOR POLICY AND PRACTICE: Hispanic students should be advised to complete a rigorous academic program at the high school level. Hispanic students need models and mentors to help them navigate the college system.

CITATION: Hurtado-Ortiz, M.T., & Gauvain, M. (2007). Postsecondary education among Mexican American youth: Contributions of parents, siblings, acculturation, and generational status. *Hispanic Journal of Behavioral Sciences*, 29(2), 181-191.

QUESTION & FOCUS: How do experiences in the family context (specifically the contributions of parents and older siblings, acculturation status, and generational status) contribute to the postsecondary educational attainment of Mexican American youth?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: Participants are recent Mexican-American high school graduates. Half of the sample was enrolled in a 4-year post-secondary institution in southern California; the other half of the sample

was not enrolled in any post-secondary institution. All had at least one older sibling.

RESEARCH DESIGN: N=104 Data sources: Questionnaire and open-ended interview (available in both Spanish and English) Analysis: Stepwise multiple regression analyses.

FINDINGS & ARGUMENTS: Parents and older siblings influence the postsecondary educational experiences of Mexican American youth. Generational status and acculturation affect the educational attainment of Mexican American youth. The educational goals of Mexican American youth enrolled in college differ from youth of the same age who are not enrolled in college.

CITATION: Jasinski, J.L. (2000). Beyond high school: An examination of Hispanic educational attainment. *Social Science Quarterly*, 81(1), 276-290

QUESTION & FOCUS: How do Hispanic origin groups (Mexican, Cuban, and Puerto Rican) differ from each other and from the White non-Hispanic population in terms of educational attainment? What socioeconomic and sociocultural factors are associated with participation in post-secondary education?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: Two-stage stratified probability sample. Initial survey conducted in 1988, with follow-up survey in 1994. The sample includes 6,294 White non-Hispanic students and 492 Hispanic students.

RESEARCH DESIGN: N=6,786 Data source: National Education Longitudinal Study. Analysis: Logistic regression analyses.

FINDINGS & ARGUMENTS: Socioeconomic factors (including family socioeconomic status, educational resources, and plans for further education) predict post-secondary education for both White and Hispanic students. No sociocultural factors were found to be significant predictors of postsecondary education.

CITATION: Lopez, J.D. (2005). Race-related stress and sociocultural orientation among Latino students during their transition into a predominantly White, highly selective institution. *Journal of Hispanic Higher Education*, 4(4), 354-365.

QUESTION & FOCUS: What race-related psychosocial stress do Latino students experience during their freshman year at a predominantly White, highly selective, private university? How do Latino students cope with minority-status stress? What changes in stress and coping do students experience during the freshman year?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: a 1-year longitudinal study of Latino freshmen students at a predominantly White, highly selective, private university on the west coast of the United States.

RESEARCH DESIGN: N = 54 Data sources: the Minority Status Stress survey and the Sociocultural Orientation Scale survey. Analysis: Factor analysis and ANOVA.

FINDINGS & ARGUMENTS: As Latino students entered the institution, the least reported form of stress was stress due to racism. Latino students were most affected by achievement stress because of the challenging curriculum and stress induced by members of their own Latino community. Students reported experiencing a greater degree of racism and less intragroup

stress over time. These findings suggest that in a hostile campus racial climate, Latino students begin to see their Latino peers as less a source of stress and more of a support network. Therefore, experiencing racism appears to decrease Latino students' social and academic integration.

IMPLICATIONS FOR POLICY AND PRACTICE:

Student life and development personnel must make efforts to fully integrate Latino students into predominantly White, highly selective university contexts. These efforts must have the goal of increasing multicultural awareness, tolerance, and acceptance. Coursework, seminars, and workshops designed to address the issues of race and tolerance could be requisites of enrollment. Moreover, reported incidences of racism must be dealt with swiftly and fairly.

CITATION: Marsiglia, F.F. (1998). Barriers to access and succeeding in college: Perceptions of a group of Midwestern urban Latino youth. *Journal of Poverty*, 2(2), 69-82.

QUESTION & FOCUS: What are the barriers Latino students identify that impede their access to and success in post-secondary education?

RESEARCH TRADITION & RESEARCH CONTEXT: Mixed-methods: students from a community college, and high-school students and their family members from a Latino church.

RESEARCH DESIGN: N = 89 Data sources: researcher-developed questionnaire and focus groups. Analysis: mixed methods.

FINDINGS & ARGUMENTS: Subjects identified three types of barriers to college: (1) logistic barriers, e.g., lack of knowledge about the application process, lack of institutional support, lack of money; (2) cultural specific barriers, e.g.,

intimidated by the English language, racism against Latinos, lack of support from the Latino community; and (3) self-efficacy barriers, e.g., limited expectations, lack of long-term goals, low self-esteem.

IMPLICATIONS FOR POLICY AND PRACTICE:

Schools and universities need to institute programs and policies that foster the social integration and self-efficacy of Latino students.

CITATION: Martinez, M., & Klopott, S. (2005). The link between high school reform and college access and success for low-income and minority youth. American Youth Policy Forum & Pathways to college Network.

QUESTION & FOCUS: How have the predictors of college-going behavior been addressed within the school reform movement? What promising practices from existing school reform initiatives are effective at increasing college enrollment for low-income and minority high school students?

RESEARCH TRADITION & RESEARCH CONTEXT: Literature review: The following reform models were reviewed: America's Choice, Advancement Via Individual Determination (AVID), Coalition of Essential Schools, First Things First, High Schools That Work, Talent Development High Schools, GE Foundation College Bound, small learning environments, EQUITY 2000, Urban Systemic Initiative, Advance Placement, and International Baccalaureate.

RESEARCH DESIGN: Literature review.

FINDINGS & ARGUMENTS: Four practices are most commonly credited with the success of low-income and minority high school students: (1) access to a rigorous academic common core

curriculum for all students; (2) the prevalence of personalized learning environments for students; (3) a balance of academic and social support for students in developing social networks and instrumental relationships; and (4) alignment of curriculum between various levels (e.g., high school and postsecondary, within the K-12 system). High school reform efforts that integrate these practices have the greatest potential to improve college access and success for underserved minority and low-income students.

IMPLICATIONS FOR POLICY AND PRACTICE:

Schools should: (1) implement rigorous common core curriculum; (2) create a system for the identification of academically-under prepared high school freshmen; (3) alter their structures to facilitate the development of supportive and instrumental relationships for students; (4) work closely with postsecondary institutions to align curricula with college enrollment requirements; and (5) ensure students and their parents have good information about college entrance requirements. Universities and foundations should (6) evaluate the relationships between their reform initiatives and college preparedness.

CITATION: Martinez, M.D. (2003). Missing in action: Reconstructing hope and possibility among Latino students placed at risk. *Journal of Latinos and Education*, 2(1), 13-21.

QUESTION & FOCUS: What supports and services does a TRIO program provide for Latino college students?

RESEARCH TRADITION & RESEARCH CONTEXT:

Multiple case study: The author studies four former participants of a TRIO Student Support Service Program.

RESEARCH DESIGN: N=4 Data source: Open ended interviews.

FINDINGS & ARGUMENTS: Participants cited their parents support, but not involvement in their education; the low expectations of high school teachers and counselors; lack of a teacher-role model in K-12 schools; and the transition to college life as factors which TRIO helped them to overcome. Specifically, TRIO support counselors provided students with advice and emotional support.

IMPLICATIONS FOR POLICY AND PRACTICE: High schools and postsecondary institutions need to provide support structures for students (including academic skill advising, counseling, medical services, financial advice, and equity advocacy) in ways that make students feel comfortable about them.

CITATION: Moreno, J.F. (2002). The long term outcomes of Puente. *Educational Policy*, 16(4), 572-587.

QUESTION & FOCUS: What is the actual college-going rate of the Puente students and their non-Puente comparisons? Does the instillation of aspiration, motivation, academic preparation, and knowledge of navigating the college pathway also translate into greater college persistence for Puente students?

RESEARCH TRADITION & RESEARCH CONTEXT:

Case study: matched pairs of Puente and non-Puente high school students, two years after high school graduation.

RESEARCH DESIGN: N = 31 matched pairs. Data source: interviews.

FINDINGS & ARGUMENTS: Puente does make a difference in students' college preparation, persistence in college, and preparedness. The levels of assistance and guidance, as well as overall preparation, serve to instill in many Puente students a deep commitment to pursuing higher education.

IMPLICATIONS FOR POLICY AND PRACTICE: Additional research is necessary to assess the long-term influences of precollege outreach programs.

CITATION: National Center for Education Statistics. (2007). America's high school graduates: Results from the 2005 NAEP high school transcript study. Washington, DC: U.S. Department of Education.

QUESTION & FOCUS: What types of courses did 2005 high school graduates take during high school? How many credits did these students earn? What grades did they receive? How did these students perform on the NAEP test?

RESEARCH TRADITION & RESEARCH CONTEXT: Transcript study: a nationally representative sample of 2005 high school graduates.

RESEARCH DESIGN: N = 26,000 Data source: students' transcripts, NAEP test results. Analysis: Descriptive statistics.

FINDINGS & ARGUMENTS: Since 1990, Black graduates have closed a 6 percentage point gap with White graduates in the percentage completing at least a midlevel curriculum; however, the corresponding White-Hispanic gap in 2005 was not significantly different from that in 1990. In 2005, both Black and Hispanic graduates were less likely than White graduates to have

completed calculus or advanced science courses and to have high GPAs.

CITATION: Niemann, Y.F., Romero, A., & Arbona, C. (2000). Effects of cultural orientation on the perception of conflict between relationship and education goals for Mexican American college students. *Hispanic Journal of Behavioral Sciences*, 22(1), 46-63.

QUESTION & FOCUS: How do components of cultural orientation, which include cultural knowledge, behaviors, values, and social interaction preferences, predict adherence to beliefs that are associated with relationship/ educational goal conflicts which originate in the prominence of endogamy?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: Students of Mexican descent at universities and community colleges in the Texas Valley and Houston areas.

RESEARCH DESIGN: N= 546 (356 females, 200 males) Data sources: Survey packet consisting of an endogamy preference/ perceived alienation and elitism questionnaire, the Keefe & Padilla (1987) cultural orientation scale, a SES measure, and a demographic questionnaire. Analysis

FINDINGS & ARGUMENTS: Mexican American's ethnic loyalty plays an important role in men's and women's beliefs that by pursuing education they may be perceived as elitists, which may alienate them from their ethnic communities. Mexican Americans high in ethnic loyalty believe that by pursuing higher education, they may be leaving their ethnic communities. Individuals of low SES are more likely to see endogamy as a barrier to higher education.

IMPLICATIONS FOR POLICY AND PRACTICE: High school counselors, teachers, and college recruiters need to reframe educational pursuits as means for students to fight discrimination, enhance ethnic pride, and assist their communities after degree completion.

CITATION: Nora, A. (1990). Campus-based aid programs as determinants of retention among Hispanic community college students. *The Journal of Higher Education*, 61(3), 312-331.

QUESTION & FOCUS: What effects do grants, loans, and work study programs have on the retention of Chicano community college students?

RESEARCH TRADITION & RESEARCH CONTEXT: Quantitative: sample drawn from a total population of 883 first-time Chicano students who were enrolled in 1982 in a community college in south Texas.

RESEARCH DESIGN: N = 170 Data source: student transcripts and data files. Analysis: structural equation modeling.

FINDINGS & ARGUMENTS: Both campus- and noncampus-based (Pell grants) resources were found to be significant in the retention of Chicano community college students. These effects are larger than the effects of students' high-school grades and students' cumulative grade-point average.

IMPLICATIONS FOR POLICY AND PRACTICE: Community college administrators need to develop a comprehensive financial aid advisement program that reaches out to students and their parents before high school graduation.

CITATION: Nora, A. (2004). The role of habitus and cultural capital in choosing a college, transitioning from high school to higher education, and persisting in college among minority and nonminority Students. *Journal of Hispanic Higher Education*, 3(2), 180-208.

QUESTION & FOCUS: What are the underlying dimensionalities of two precollege psychosocial factors, habitus and cultural capital? To what extent do these factors influence student college choice? What are the effects of these factors on different measures of student satisfaction at three different higher education institutions (traditional, minority-serving, and highly selective)?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: Representative samples of degree-seeking students attending college for the first time between the ages of 18 and 22 at 3 colleges in the southwestern United States: a minority-serving institution; a private, religious institution with a large minority student population; a selective institution

RESEARCH DESIGN: N= 893 Data sources: Researcher developed survey instrument (Survey of Attitudes and Behaviors Influencing College Choice) Analysis: Multiple and logistic regression analyses.

FINDINGS & ARGUMENTS: Habitus factors , including personal acceptance, personal and social fit, early influences, others' approval, family encouragement, academic interests, intuition, and family expectation, are predictive of measures of student satisfaction, including institutional commitment, satisfaction with academic experience, environmental satisfaction, and satisfaction with expected expenses. One factor of cultural capital, academic self-esteem, is predictive of satisfaction with expected expenses.

Students are more likely to reenroll if they feel personally accepted at the institution, they are encouraged by their families, and their academic interests match academic offerings at the institution. Students who report fewer precollege leadership experiences, lower academic performance, and who perceived less institutional support are more likely to drop out of college.

IMPLICATIONS FOR POLICY AND PRACTICE:

College advising personnel need to be aware that students' social needs often take precedence over academic needs. Students should be encouraged to choose a college where they experience reassurance, open mindedness, and a sense of match. College admissions programs should shift their focus to matching students' interests to university programs.

CITATION: Perna, L.W. (2000). Differences in the decision to attend college among African Americans, Hispanics, and Whites. *Journal of Higher Education*, 71(2), 117-141.

QUESTION & FOCUS: Does including measures of social and cultural capital in an econometric model of four-year college enrollment improve the explanatory power of the model for African Americans, Hispanics, and Whites? How do the variables that are related to the decision to enroll in a four-year college or university vary among African American, Hispanic, and White high-school graduates?

RESEARCH TRADITION & RESEARCH CONTEXT:

Survey: a nationally representative sample of students, beginning when the students were in eighth grade and ending two years after students' scheduled graduation from high school.

RESEARCH DESIGN: N = 11,933 Data source: third follow-up (1994) to the National Educational

Longitudinal Study (NELS:88). Analysis: descriptive and logistic regression analyses.

FINDINGS & ARGUMENTS: Four-year college enrollment rates are comparable for Hispanics and Whites after controlling for differences in costs, benefits, ability, and social and cultural capital. The lower observed enrollment rate for Hispanics is attributable to their lower levels of the types of capital required for college enrollment. Academic ability and social and cultural capital are important factors in the four-year college decisions of Whites, African Americans, and Hispanics.

IMPLICATIONS FOR POLICY AND PRACTICE:

Improving academic achievement among Hispanic students is an important step toward increasing their college enrollment. Financial aid alone is not sufficient to increase college access.

CITATION: Pradl, G.M. (2002). Linking instructional intervention and professional development: Using the ideas behind Puente high school English to inform educational policy. *Educational Policy*, 16(4), 522-546.

QUESTION & FOCUS: How do the teaching and learning strategies in Puente English classrooms form a bridge between the cultures of the Puente students and the standards that the mainstream academic curriculum requires of them?

RESEARCH TRADITION & RESEARCH CONTEXT:

Case study: the teacher education program for English teachers in the Puente high school program.

RESEARCH DESIGN: Data source: review of relevant documents and interview with Puente's director of teacher training.

FINDINGS & ARGUMENTS: Puente educates teachers in how to make writing processes and portfolios work in their classrooms. In breaking the cycle of the teacher-centered English classroom and focusing on writing workshops, group discussion, and activities such as community-based writing, Puente suggests that teachers can learn to factor the powers of each student into the instructional equation.

IMPLICATIONS FOR POLICY AND PRACTICE: Education policies should promote the education of both new and experienced teachers in approaches that honor multicultural realities.

CITATION: Rendón, L. I., & Valadez, J. R. (1993, February). Qualitative indicators of Hispanic student transfer. *Community College Review*, 20 (4), 27-37.

QUESTION & FOCUS: How does college culture impede or enhance Hispanic college students' transfer from two-year to four-year postsecondary institutions?

RESEARCH TRADITION & RESEARCH CONTEXT: Ethnographic: six community colleges in the southwestern United States.

RESEARCH DESIGN: Data source: interviews with college administrators, staff, and faculty. Analysis: Open coding, data reduction, and clustering.

FINDINGS & ARGUMENTS: The authors found five factors which influenced students' transfer from two-year to four-year institutions: (1) familial customs, behaviors, and attitudes; (2) the existence of a depressed economy and pressures placed on students to work while attending school, and find a job immediately upon completion of school; (3) students' and parents' lack of knowledge with the college system; (4) the

absence of cultural knowledge on the part of some faculty; and (5) a lack of collaborative relationships with feeder schools and four-year institutions.

CITATION: Rendón, L.I. (2002). Community college Puente: A validating model of education. *Educational Policy*, 16(4), 642-667.

QUESTION & FOCUS: How is validation (both academic validation and interpersonal validation) employed in Community College Puente?

RESEARCH TRADITION & RESEARCH CONTEXT: Ethnographic: the Puente project is in place at 38 two-year colleges in California.

RESEARCH DESIGN: Data sources: Interviews with the Puente Project's staff; group interviews with 15 high school and community college Puente Project counselors; observation of a Puente Project English class; and 22 student narratives.

FINDINGS & ARGUMENTS: Puente students benefit from direct, sustained, and supportive (not patronizing) academic and interpersonal validation. Puente's instructors, counselors, and mentors take on the responsibility for moving students through educational pathways. These individuals provide students with (1) information and a plan necessary to transfer to and earn a degree from a 4-year institution; (2) solid academic preparation, especially in literacy skills; and (3) knowledge about the payoffs of getting a college education. Puente employs strategies that go beyond intellectual development to attend to social, emotional, and inner life skills.

IMPLICATIONS FOR POLICY AND PRACTICE: Active and sustained intervention is needed to ensure that Latinos and nontraditional students do not drop out of postsecondary institutions.

Future research should explore the extent to which validation is a prerequisite for student involvement in college.

CITATION: Reyes, P., & Rorrer, A. (2001). US school reform policy, state accountability systems and the limited English proficient student. *Journal of Education Policy*, 16(2), 163-178.

QUESTION & FOCUS: What has been the school reform policy response to the challenges experienced by minority students in public schools? What are the experiences of limited English proficient students in the environment of accountability and reform?

RESEARCH TRADITION & RESEARCH CONTEXT: Literature review.

RESEARCH DESIGN: Literature review.

FINDINGS & ARGUMENTS: The accountability movement holds promise for language minority groups in the United States. Thus far, accountability systems have uncovered a tremendous gap in student achievement between students of color and white students, and placed a great deal of pressure on school officials to develop strategies to narrow this gap. Failure to address dwindling levels of support for language-minority students and their achievement creates a serious problem in our educational policy environment.

CITATION: Romo, H.D., & Falbo, T. (1996). Latino high school graduation: Defying the odds. Austin, TX: University of Texas Press.

QUESTION & FOCUS: How do “at-risk” Hispanic youth defy the odds and stay in school to earn a high school diploma?

RESEARCH TRADITION & RESEARCH CONTEXT:

Mixed-methods: 4-year longitudinal study of “at risk” Hispanic youth in a urban school district in Texas. Students were 15-years old at the start of the study.

RESEARCH DESIGN: N=100 Data sources: School district data, questionnaires administered to students and their parents; interviews with students, their families, teachers, and other relevant individuals; observations of students’ schools and neighborhoods. Analysis: Multip

FINDINGS & ARGUMENTS: The study highlights a number of factors which are significant in the high school graduation rates of Hispanic students, including: tracking, complicated school policies, gangs, teen pregnancy, ethnic stereotypes, alternative routes to a high school diploma (e.g., GED), bureaucratic glitches, and family resources.

IMPLICATIONS FOR POLICY AND PRACTICE:

Schools have the primary responsibility for educating students. Schools must change to meet this responsibility by: putting the learning of students first, clarifying scholastic standards, preventing student failure, making participation in schoolwork rewarding, emphasizing hard work, making schools accessible, and creating clear pathways to good outcomes.

CITATION: Saenz, V.B., Ngai, H.N., & Hurtado, S. (2007). Factors influencing positive interactions across race for African American, Asian American, Latino, and White college students. *Research in Higher Education*, 48(1), 1-37.

QUESTION & FOCUS: What factors predict positive cross-racial interactions among college students? What student-level and institutional-level conditions are necessary for achieving positive intergroup interactions?

RESEARCH TRADITION & RESEARCH CONTEXT:

Survey: a multi-campus national research project that surveyed students at college entry and again at the end of their second year.

RESEARCH DESIGN: Data source: the Diverse Democracy Project. Analysis: multiple regression analyses.

FINDINGS & ARGUMENTS: Students' pre-college background characteristics did not have a strong predictive relationship with positive interactions across race, with the exception of the Latino student sample. SAT score (having high scores) and gender (being female) were strong predictors of positive race relations for Latino students. The majority of students' pre-college environment measures were found to be statistically significant predictors of positive race relations for all students. For all racial groups, the frequency and extent of interactions with diverse peers in high school appears to offer opportunities for students to have experiences and develop skills that make it more likely for them to engage diverse peers in college.

IMPLICATIONS FOR POLICY AND PRACTICE:

Faculty support can serve as a reflection of institutional commitment to diversity and diverse students, and thus contribute to providing a positive and validating campus environment for all students.

CITATION: Sánchez, B., Reyes, O., & Singh, J. (2005). Makin' it in college: The value of significant individuals in the lives of Mexican American adolescents. *Journal of Hispanic Higher Education*, 5(1), 48-67.

QUESTION & FOCUS: What are the roles of important individuals who provide guidance and

support in Mexican American college students' academic experiences?

RESEARCH TRADITION & RESEARCH CONTEXT:

Qualitative: students (N = 10) from a large, urban, mid-western, 4-year university, and the important individuals in their lives (N = 12).

RESEARCH DESIGN: N = 22 Data source: interviews Analysis: grounded theory.

FINDINGS & ARGUMENTS: The important individuals in these students' lives provided students with social support, and were people who students looked up to, cared for, respected, and trusted. These key persons in Mexican American adolescents' lives provided them with important social capital to succeed in college. This study's findings highlight the significant, positive impact of parents on their academically successful Mexican American children. Teachers, counselors, and peers provided students with support in the areas of scholarships/ financial aid and the college application process.

IMPLICATIONS FOR POLICY AND PRACTICE: Many mentoring programs recruit adults outside youths' social networks and communities to serve as mentors. It may be beneficial to use naturally occurring mentoring relationships when intervening with Mexican American youth.

CITATION: Santiago, D.A., & Brown, S. (2004). Federal policy and Latinos in higher education. Washington, DC: Pew Hispanic Center.

QUESTION & FOCUS: What federal programs support higher education? To what extent do Latinos participate in these programs?

RESEARCH TRADITION & RESEARCH CONTEXT: Literature review: The authors use national

statistics (including those from the U.S. Department of Education.

RESEARCH DESIGN: Literature review.

FINDINGS & ARGUMENTS: Several federal programs (all are part of the Higher Education Act) impact Latino student access and achievement in higher education. These include: the Developing Hispanic Serving Institutions Program; the Minority Science and Engineering Improvement Program; student grant loan programs; TRIO programs; Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP);

CITATION: Santos, S.J., & Reigadas, E.T. (2002). Latinos in higher education: An evaluation of a university faculty mentoring program. *Journal of Hispanic Higher Education*, 1(1), 40-50.

QUESTION & FOCUS: How does mentoring facilitate Latino students' adjustment to college?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: Students were participants in a faculty mentoring program at California State University, Dominguez Hills. Students selected for the mentoring program are identified as at-risk of dropping out of the university.

RESEARCH DESIGN: N = 32 Data source: researcher-developed survey. Analysis: t-tests and Pearson product-moment correlations.

FINDINGS & ARGUMENTS: Students experienced an increase in college self-efficacy and academic goal definition as a result of participating in the mentoring program. Students with same-ethnic mentors perceived their mentors to be significantly more supportive in furthering their personal and career development and reported

significantly greater program satisfaction than non-matched students. The frequency of student-mentor contact was positively correlated with students' adjustment to college, perceived mentor supportiveness, and program satisfaction.

CITATION: Saunders, M., & Serna, I. (2004). Making college happen: The college experiences of first-generation Latino students. *Journal of Hispanic Higher Education*, 3(2), 146-163.

QUESTION & FOCUS: What are the long-term effects of a college access/ intervention program? How do first-generation Latino students navigate the transition from high school to college, maintain a capacity to access academic and social support while in college, and sustain a college-going identity?

RESEARCH TRADITION & RESEARCH CONTEXT: Mixed methods: a longitudinal study of students in the Futures Project. The sample is limited to students in the Futures Project who enrolled in 4-year postsecondary institutions.

RESEARCH DESIGN: N = 10 Data sources: surveys, focus groups, interviews, and written reflections.

FINDINGS & ARGUMENTS: The ability of first-generation Latino college students to create, negotiate, and sustain social networks influences the college experience. The fact that an old network to access is available to all these students is critical. Students who have succeeded in creating new networks, however, have achieved higher GPAs than students who continue to rely on their old networks.

IMPLICATIONS FOR POLICY AND PRACTICE: It is important for postsecondary institutions to use a pedagogy that infuses a sense of trust or community to assist Latino first-generation

students in the college environment. It is important to expand the services of high school college access programs through college.

CITATION: Solorzano, D.G. & Yosso, T.J. (2000). Toward a critical race theory of Chicana and Chicano education. In C. Tejada, Cl Martinez, & Z. Leonardo (Eds.), *Chartering new terrains of Chicana(o)/Latina(o) education*, 35-65. Cresskill, NJ: Hampton Press, Inc.

QUESTION & FOCUS: How do race, gender, and class impact the educational conditions and outcomes of Chicana/o students? How do schools and teachers reinforce racial, class, and gender inequality in relation to Chicana/o students? How do Chicana/o students and parents respond to race, class, and gender inequality?

RESEARCH TRADITION & RESEARCH CONTEXT: Storytelling/ Counterstorytelling: The family and friends of a Chicana parent and her child in the public schools and post secondary institutions in southern California during the 1960s-1990s.

RESEARCH DESIGN: Data sources: Interviews, focus groups, biographical narratives, review of relevant literature, and personal experiences of the authors. Analysis: A composite case built from multiple sources.

FINDINGS & ARGUMENTS: Racism, sexism, and classism diminish the quality of education received by Chicana/o students. Testing, tracking, counseling, financial support, and lack of Chicana/o curriculum and instructors are factors in education for which racism, sexism, and classism are most prevalent.

IMPLICATIONS FOR POLICY AND PRACTICE: Education reforms which focus on race, sex, and

class often disregard the ideologies behind racism, sexism, and classism. Reform needs to be preceded by critique of these ideologies.

CITATION: Solorzano, D.G., Villalpando, O., & Oseguera, L. (2005). Educational inequities and Latina/o undergraduate students in the United States: A critical race analysis of their educational progress. *Journal of Hispanic Higher Education*, 4(3), 272-294.

QUESTION & FOCUS: What are the educational conditions and related outcomes that exist as Latina/os navigate the undergraduate pipeline, and why do these conditions continue to exist?

RESEARCH TRADITION & RESEARCH CONTEXT: Literature review.

RESEARCH DESIGN: Literature review.

FINDINGS & ARGUMENTS: Despite increases in their enrollment rates, Latinas/os still remain underrepresented at almost every level of the educational pipeline. Both 2- and 4-year postsecondary institutions lack academically and culturally appropriate support systems to meet the social and educational needs of Latina/o students. Although colleges clearly provide economic, social, political, and other benefits to the small trickle of Latina/o college graduates who can navigate them successfully, these post-secondary institutions also exercise a significant degree of oppression by sustaining a campus culture and climate that marginalizes, devalues, and silences these students.

IMPLICATIONS FOR POLICY AND PRACTICE: Postsecondary institutions need to adopt more explicit race-conscious practices to truly enhance the success and achievement of Latina/o college students.

CITATION: Stanton-Salazar, R.D. & Spina, S.U. (2005). Adolescent peer networks as a context for social an emotional support. *Youth & Society*, 36(4), 379-417.

QUESTION & FOCUS: In what ways do peer networks provide adolescents with social support? What is the empowering potential of adolescent relationships, as well as the forces that undermine their potential to provide support?

RESEARCH TRADITION & RESEARCH CONTEXT: Mixed methods: low-income, Mexican-origin adolescents at a predominantly Latino high school in San Diego.

RESEARCH DESIGN: N = 1,187 Data sources: observations, surveys, interviews, and questionnaires. Analysis: critical ethnography.

FINDINGS & ARGUMENTS: Students' embeddedness within peer networks significantly influenced by the cultural principles of trust and social support appear to provide the resources necessary to foster developmental gains and school achievement, in spite of the many stressors associated with acculturation and with segregated and economically marginalized schools and neighborhoods. Enriching and supportive peer relationships and networks buffer the adolescent from environmental stressors and enable the adolescent to develop relationship-based coping strategies that foster resiliency.

IMPLICATIONS FOR POLICY AND PRACTICE: Supportive peer relationships are most likely to form when both social and psychological conditions are conducive to them, though the social and psychological conditions for friendship are inextricable. The formation of supportive peer relationships requires a facilitating institutional context where students can get to

know and learn to trust one another. The emotional strength that young people need to form strong, supportive friendships can in part be fostered by the mentorship of adults and other, more well-grounded teens.

CITATION: Stanton-Salazar, R.D., & Dornbusch, S.M. (1995). Social capital and the reproduction of inequality: Information networks among Mexican-origin high school students. *Sociology of Education*, 68(2), 116-135.

QUESTION & FOCUS: What is the relation between the educational and occupational goals and expectations of Mexican-origin high school students, their academic performances, and their reported ties with institutional agents? How do language patterns affect supportive contact with such agents?

RESEARCH TRADITION & RESEARCH CONTEXT: Mixed-methods: Mexican-origin 10th-, 11th-, and 12th-graders from six high schools in the San Francisco-San Jose area. All six schools were located in middle- and high-income White majority areas.

RESEARCH DESIGN: N = 205 Data source: questionnaires and interviews. Analysis: descriptive statistics, ANOVA, and regression analysis.

FINDINGS & ARGUMENTS: Mexican-origin high school students with higher grades and higher status expectations will generally have greater social capital than their counterparts with lower grades and expectations. Lower SES Spanish-dominant students have yet to acculturate sufficiently. Highly bilingual students may have an advantage over working-class, English-dominant students in gaining access to adult social capital.

CITATION: Swail, W. S., Cabrera, A. F., & Lee, C. (2004). Latino youth and the pathway to college. The Pew Hispanic Center/USC Annenberg School for Communications. Washington, DC: Educational Policy Institute, Inc.

QUESTION & FOCUS: How do the postsecondary participation and completion rates for Latinos compare to students from other racial/ethnic groups? What variables offer insight into how motivated and prepared Latino students are for postsecondary work?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: a longitudinal survey of a nationally representative sample of students from 1988 (when students were in 8th grade) until 2000 (when students were 8 years out of high school); and an examination of college transcripts from all postsecondary institutions student reported attendance in between 1992 and 2000.

RESEARCH DESIGN: N > 15,000 Data sources: National Educational Longitudinal Study (NELS:88), and the Postsecondary Transcripts Study (PETS). Analysis: Descriptive statistics.

FINDINGS & ARGUMENTS: Among all eighth-grade students, 15.2 percent of Latino youth earned a BA within 8 years of scheduled high school graduation, compared to 35.7 percent of white students. Factors which account for this difference include: family income, education status of parents, students' aspirations, academic preparation, high school completion rate, participation in postsecondary institutions, institutional cost, institutional selectivity, delayed postsecondary entry, attendance patterns, and time to degree.

IMPLICATIONS FOR POLICY AND PRACTICE: Broad social programs are necessary to increase levels

of educational attainment for minority and at-risk youth.

CITATION: Swail, W. S., Cabrera, A.F., Lee, C., & Williams, A. (2005a). Latino students & the educational pipeline: From middle school to the workforce: Latino students in the educational pipeline. Washington, DC.: The Educational Policy Institute.

QUESTION & FOCUS: How do Latino students compare with White students throughout the various stages of the educational and occupational pipeline?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: a longitudinal survey of a nationally representative sample of students from 1988 (when students were in 8th grade) until 2000 (when students were 8 years out of high school).

RESEARCH DESIGN: Data source: National Educational Longitudinal Study (NELS:88) Analysis: Descriptive and inferential statistics.

FINDINGS & ARGUMENTS: Latino students are much less likely than White students: to have a parent with an earned educational credential; to aspire to a postsecondary degree; to be academically well-prepared for collegiate-level work; to have enrolled in a postsecondary institution; and to have earned a postsecondary degree by the age of 26. Latino students are more likely than White students: to come from low-income family; to live in an urban area; to have children before the age of 26; to be identified as having two or more risk factors that impact their ability to enroll in and complete postsecondary education; and to be employed in the service industry.

CITATION: Swail, W. S., Cabrera, A.F., Lee, C., & Williams, A. (2005b). Latino students & the educational pipeline: Latino high school & baccalaureate graduates: A comparison. Washington, DC.: The Educational Policy Institute.

QUESTION & FOCUS: What are the primary difference between Latino and White students for those who completed a BA and other levels of education?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: a longitudinal survey of a nationally representative sample of students from 1988 (when students were in 8th grade) until 2000 (when students were 8 years out of high school. Sample was limited to only students who pursued some type of postsecondary education.

RESEARCH DESIGN: Data source: National Educational Longitudinal Study (NELS:88) Analysis: Descriptive and inferential statistics.

FINDINGS & ARGUMENTS: Students who pursue postsecondary education are more likely to have: high educational aspirations; remain single before the age of 26; be identified with few risk factors which would prevent postsecondary education; and the academic preparation necessary for college-level work. After degree completion, college graduates earn more money than their non-college graduating peers.

CITATION: Swail, W. S., Cabrera, A.F., Lee, C., & Williams, A. (2005c). Latino student & the educational pipeline: Pathways to the bachelor's degree for Latino students. Washington, DC.: The Educational Policy Institute.

QUESTION & FOCUS: What factors seem to have the most impact on Latino students' ability to

navigate the educational system and achieve higher levels of learning?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: a longitudinal survey of a nationally representative sample of students from 1988 (when students were in 8th grade) until 2000 (when students were 8 years out of high school. Sample was limited to only White and Hispanic students.

RESEARCH DESIGN: Data source: National Educational Longitudinal Study (NELS:88) Analysis: Descriptive and inferential statistics.

FINDINGS & ARGUMENTS: Socioeconomic status, parental expectations, planning, course-taking patterns, and student postsecondary behaviors have a significant impact on postsecondary degree completion. Latinas are more likely to complete a four-year degree than their male counterparts. Middle-income Latinos are more likely to complete four-year degree than low-income Latinos. Parental expectations of advanced degrees have a significant impact on the college completion rates of Latino students. Latino students who aspire to postsecondary degrees are more likely to complete postsecondary degrees. Beginning postsecondary studies at a four-year institution, and maintaining continuous enrollment increase the probability that Latino students complete postsecondary degrees. Students with higher GPAs are more likely to complete postsecondary degrees.

IMPLICATIONS FOR POLICY AND PRACTICE: Middle schools should develop college knowledge among students and their families. High schools must ensure adequate academic preparation of students, including Algebra I no later than the ninth grade, and remedial English for Latino students. High schools must provide students and their families with solid advising about

postsecondary education. Postsecondary institutions must provide students with the support necessary to maintain continuous enrollment.

CITATION: Talbot, D., & Kuehn, P. (2002). The postsecondary preparation of San Joaquin Valley Hispanic rural high school students. *Journal of Hispanic Higher Education*, 1(2), 111-124.

QUESTION & FOCUS: How do the cultural and social capital resources available to rural Hispanic students from the San Joaquin Valley contribute to students' eligibility for admission to college?

RESEARCH TRADITION & RESEARCH CONTEXT: Quantitative: California's San Joaquin Valley – a rural area with an ethnically diverse population and a large Hispanic presence. Historically, Hispanics students from the San Joaquin Valley have been underrepresented in California's top-tier public universities, the University of California system.

RESEARCH DESIGN: N = 109 schools Data sources: data files from the Education Demographics Office of the California Department of Education Analysis: Independent samples t-tests.

FINDINGS & ARGUMENTS: In spite of limited resources, San Joaquin Valley schools were successful at giving Hispanic students the high levels of cultural and capital necessary for participation in post-secondary education. The findings suggest that because many of the rural schools in the San Joaquin Valley are predominantly Hispanic, students do not encounter barriers to access as they would in more diverse schools.

IMPLICATIONS FOR POLICY AND PRACTICE: Efforts to increase the number of AP science and

math courses offered to Hispanic students should be increased. Public universities should institute outreach programs to predominantly Hispanic and rural schools.

CITATION: Walpole, M., McDonough, P.M., Bauer, C.J., Gibson, C., Kanyi, K., & Toliver, R. (2005). This test is unfair: Urban African American and Latino high school students' perceptions of standardized college admission tests. *Urban Education*, 40(3), 321-349.

QUESTION & FOCUS: What are African American and Latino high school students' perceptions of, knowledge regarding, and preparation for standardized college admission exams? What implications do these perceptions, knowledge, and preparations have for these students' college choice processes?

RESEARCH TRADITION & RESEARCH CONTEXT: Interview: Urban African American and Latino high school juniors and seniors from three counties in southern California.

RESEARCH DESIGN: N = 227 Data source: Interviews and focus groups. Analysis: Qualitative analyses via deductive and inductive coding schemes.

FINDINGS & ARGUMENTS: These African American and Latino students were concerned about taking college admission tests and scoring well enough to be admitted to the college of their choice. Students expressed that they felt a lot of pressure to perform well on the test; that the tests were unfair and unjust; and that they had little chance of performing well on the tests. The strategies students used to improve their scores included partaking in free or low-cost test preparation assistance programs and taking the tests multiple times. Pressures to perform well

and a lack of information, resources, and preparation, serve as barriers to college attendance for African American and Latino students.

IMPLICATIONS FOR POLICY AND PRACTICE:

Students need more and clearer information regarding what tests to take and when to take them, and more in-depth preparation. College admissions officers should rely on grades and class ranks, rather than standardized tests, as predictors of students' post-secondary success.

CITATION: Weiher, G.R., Hughes, C., Kaplan, N., & Howard, J.Y. (2006). Hispanic college attendance and the state of Texas GEAR UP program. *Review of Policy Research*, 23(5), 1035-1051.

QUESTION & FOCUS: Are the interventions represented by GEAR UP activities effective in increasing the probability that low-income Hispanic students pursue postsecondary education?

RESEARCH TRADITION & RESEARCH CONTEXT:

Survey: six school districts in Texas (Alice ISD, Corpus Christi ISD, Jim Hogg ISD, Laredo ISD, Robstown ISD, and United ISD). All are predominantly Hispanic.

RESEARCH DESIGN: Data source: surveys administered as part of the Texas GEAR UP program. Analysis: Logistic regression.

FINDINGS & ARGUMENTS: There is a strong relationship between exposure to the GEAR UP program and reported college attendance, with greater exposure increasing the probability of a positive report. This relationship is independent of student academic performance, school attendance, parent education, household college experience, household composition, student

gender, the language spoken in the home, and unspecified district-level effects.

IMPLICATIONS FOR POLICY AND PRACTICE:

Programs such as GEAR UP, which require small, locally controlled, and relatively inexpensive changes to the current education system, may be sufficient to increase the success and participation of Hispanics in postsecondary education.

CITATION: Wimberly, G.L., & Noeth, R.J. (2005). College readiness begins in middle school. Washington, DC: ACT.

QUESTION & FOCUS: What is the extent of early exploration and planning in certain college readiness areas (i.e., setting educational goals, selecting classes, exploring postsecondary options, and considering ways to meet college costs)? How do parents, school staff, and school experiences help students with their early educational planning?

RESEARCH TRADITION & RESEARCH CONTEXT:

Mixed methods: 8th-, 9th-, and 10th-grade students and high school students from 15 schools in six school districts (Chicago; Charleston, WV; Denver; Los Angeles, New Orleans; and Oklahoma City).

RESEARCH DESIGN: N = 2,942 survey participants; 263 focus group participants. Data sources: questionnaires and focus group discussions.

FINDINGS & ARGUMENTS: There may be a misalignment between postsecondary plans and high school programs of study. Many middle and early high school students are failing to take a college preparatory curriculum that is designed to help them develop the skills necessary for college and for their intended careers.

IMPLICATIONS FOR POLICY AND PRACTICE: (1) College readiness should begin in middle school. (2) Schools should explain to students and their parents the effects of taking a challenging curriculum on their future educational, career, and income options. (3) Schools should use multiple sources of information, including standardized assessments, to help inform students and their parents of the students' progress towards college readiness. (4) Schools should work with families to calculate college costs and develop a plan to meet these costs.

CITATION: Wycoff, S.E.M. (1996). Academic performance of Mexican American women: Sources of support that serve as motivating variables. *Journal of Multicultural Counseling & Development*, 24(3), 146-155.

QUESTION & FOCUS: What factors, outside of parental beliefs and behaviors, contribute to the academic success of Mexican American women?

RESEARCH TRADITION & RESEARCH CONTEXT: Survey: Female students (50 graduate, 50 undergraduate) from a large southwestern U.S. university.

RESEARCH DESIGN: N = 100 Data sources: Questionnaire. Analysis: Multiple linear regression analyses.

FINDINGS & ARGUMENTS: Female Mexican American students with a positive view of their academic ability and a strong sense of personal responsibility for their academic future are likely to be academically successful. Family influence is strongly related to academic performance.

CITATION: Zalaquett, C.P. (2005). Study of successful Latina/o students. *Journal of Hispanic Higher Education*, 5(1), 35-47.

QUESTION & FOCUS: What barriers do Latina/o students face when pursuing a postsecondary education? What factors allow these students to overcome such barriers and reach college?

RESEARCH TRADITION & RESEARCH CONTEXT: Narrative: students enrolled in a large urban university. All students are bilingual (Spanish & English), have a minimum GPA of 3.0, graduates of accredited high schools, and are eligible for financial aid.

RESEARCH DESIGN: N = 12 Data source: students' narratives. Analysis: scientific inductive methodology.

FINDINGS & ARGUMENTS: Students' stories illustrate the diversity of Latina/o college students and reveal the complexities of students' lives as they study and find their own path to meet the requirements of postsecondary education. In addition, the analysis of the stories also reveals a core of common factors: family, education, responsibility towards others, a sense of accomplishment, friendship, scholarships, community support, and school personnel. Understanding these core factors can help teachers and counselors better understand what led these students to pursue a college education.

IMPLICATIONS FOR POLICY AND PRACTICE: (1) Accept Latina/o students as capable learners interested in getting an education. (2) Collaborate with teachers and other stakeholders to establish a mentoring system. (3) Create multicultural, international, or Latino clubs. (4) Provide student with career guidance and information regarding colleges and universities. (5) Assist students with college, financial aid, and scholarship applications.

(6) Welcome Latina/o parents and demonstrate respect for what they and their children bring to the school. (7) Invite college representative to speak with parents in Spanish about admissions and scholarships. (8) Develop coalitions and

alliances between schools, community agencies, and churches to develop plans to support students in their journey toward college education.

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