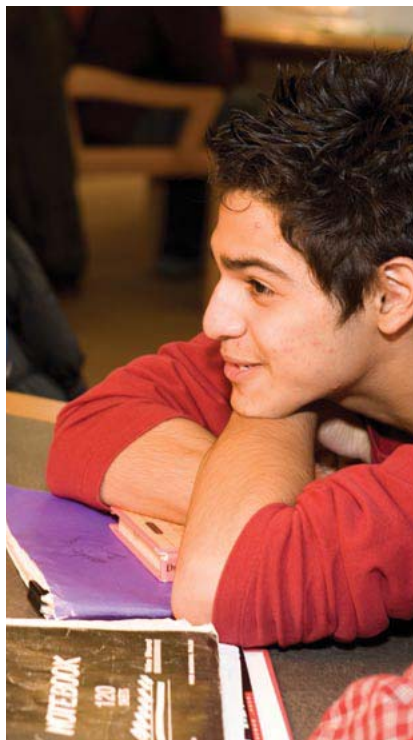
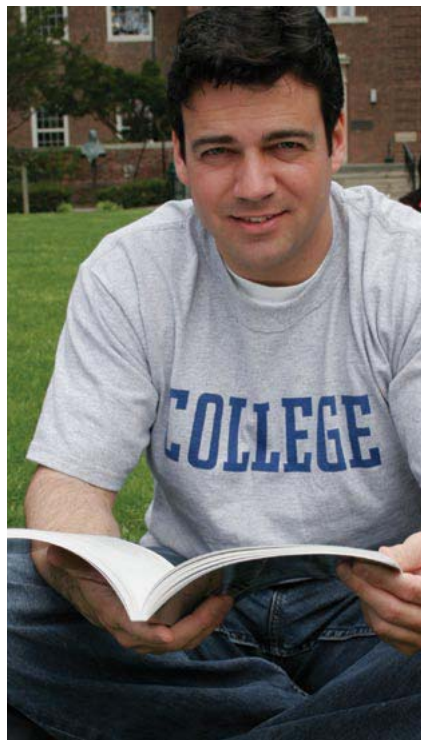


# Latino Education:

A Synthesis of Recurring Recommendations  
and Solutions in P–16 Education



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## Executive Summary

This report provides a synthesis of recurring recommendations and proposed solutions on improving the current status of Latinos in education in the United States. The review is based on a content analysis of a multitude of reports published across the country in the last 20 years.

The study responds to a call for the development of a comprehensive report outlining action-oriented practices that successfully increase educational opportunities and success across education systems (P-16) for Latinos. To meet this goal, we assumed the responsibility of identifying, collecting, and analyzing national, state, and local reports on the status of Latinos in education. The reports collected offer an opportunity to gauge the educational progress of Latinos. In reviewing these reports, we emphasize close attention to the recommendations and solutions proposed by the authors. This allowed us to draw general conclusions on recurrent concepts across the reports. Notable concepts that have been well documented in academic journals and books, which were absent or were given only a cursory review in the majority of reports analyzed, were as follows: undocumented students; school segregation; inequity in school funding; school violence and safety; and the role of school leaders in increasing the educational achievement of Latino students. Additionally, among the inventory of reports reviewed, the balance of providing equal coverage to academic and student affairs issues impacting students was absent. The overwhelming focus was on improving the academic circumstances impacting Latino students, while improving the social, emotional, and mental well-being of students was largely neglected. These concepts can be construed as controversial. However, it is imperative to face these issues head-on if we are serious about increasing the status of Latinos in education.

Even though considerable research still needs to be conducted to examine the intricacies of factors impacting the education of Latinos, we have come across substantial reports that serve as a guide to put into practice what many have already known intuitively. We hope this study does not serve as “just another report,” but rather as an impetus to guide educational leaders, state and federal legislators, and public officials in implementing recommendations and solutions focused on practices that have positively impacted the educational attainment of Latinos.

The primary reason a variety of agencies have focused on increasing the educational achievement of Latinos stems from potential economic gains the country can accrue. The purchasing power of the Latino population is projected to reach \$926 billion by 2007,<sup>1</sup> far outpacing other segments of the U.S. population in terms of growth. The economic resources of Latinos have global implications with respect to purchasing power and the economic welfare of the nation.

1. Humphreys, J. (2002). The multicultural economy 2002: Minority buying power in the new century, *Georgia Business and Economic Conditions*, Vol. 62. Athens, GA: The University of Georgia.

# The Benefits of Improving the Educational Achievement of Latinos

The inventory analysis of reports provided an overwhelming focus on the nation’s economic potential in educating Latinos. Social gains were less of a focus among the same reports.

## Economic Benefits

With the shortage of an educated workforce, the nation is dependent on educating the fastest growing ethnic/racial population. Between 1993 and 2003, the proportion of Latino students enrolled in elementary and secondary schools increased from 12.7 percent to 19.0 percent, while the proportion of white students decreased from 66 percent to 58 percent.<sup>2</sup> Changes in the population demographics require a greater focus on educating and training tomorrow’s workforce. Additional economic benefits include savings in public expenditures

(i.e., welfare, health care, law enforcement); an increase in tax revenues; and an increase in disposable income.<sup>3</sup>

## Societal Benefits

A cursory review of a plethora of reports quickly reveals a dearth of attention to the importance of how an educated Latino populace contributes beyond economic benefits. An educated citizenry is more likely to engage in political, societal, and economic functions that actualize the democratic ideals of the United States (i.e., justice, peace, due process, honesty, egalitarianism, and human rights).

## Latino Population

The national population as of July 2004 was composed of 293,665,404 residents, with Latinos representing 41,322,070—or 14 percent of the U.S. population. This represents a 17 percent growth from April 1, 2000, when the nation’s population stood at 281,424,600. U.S. Census projections reveal noticeable growth patterns: Latinos will account for about 15 percent of the U.S. population by 2010; 18 percent in 2020; 20 percent in 2030; and 22 percent by 2040. Among the Latino population, two-thirds of residents are 18 years of age or older, while less than 6 percent of Latinos are 65 years of age or older.<sup>4</sup>

In comparison to the other ethnic groups, Latino youth reflect a greater percentage rate in growth within the past four years. The percentage distribution of whites 65 years of age or older is three times (15 percent) greater than that of Latinos (5 percent), while Latinos under 5 years of age represent a 2 to 1 ratio to whites.

### Percent Distribution of Population by Race and Age Group, 2000 to 2004<sup>5</sup>

	TOTAL	PERCENT DISTRIBUTION				
		Under 5 years	5 to 13 years	14 to 17 years	18 to 64 years	65 years or older
<b>Total U.S. Population</b>	<b>100.0</b>	<b>6.8</b>	<b>12.4</b>	<b>5.7</b>	<b>62.7</b>	<b>12.4</b>
American Indian and Alaskan Native	100.0	6.1	15.9	7.6	63.2	7.3
Black	100.0	8.7	15.7	7.1	60.5	7.9
<b>Latino</b>	<b>100.0</b>	<b>10.6</b>	<b>16.8</b>	<b>6.6</b>	<b>60.8</b>	<b>6.2</b>
Asian	100.0	7.5	12.7	5.5	66.3	7.9
Native Hawaiian and Other Pacific Islander	100.0	6.8	17.4	7.5	62.6	5.7
White	100.0	5.7	10.8	5.3	63.2	15.0

- Kohler, A. D., & Lazarin, M. (2007). *Hispanic education in the United States*. National Council of La Raza. Statistical Brief No. 8.
- Vernez, G., & Mizell, L. (2001). *Goal: To double the rate of Hispanics earning a bachelor’s degree*. RAND Education. Center for Research on Immigration Policy. Santa Monica, CA.
- U.S. Census Bureau. (2006, January). *Population profile of the United States: Race and Hispanic origin in 2004*. Washington, DC: U.S. Department of Commerce.
- Ibid.

# Latinos and Early Childhood Education

Involvement in a quality preschool education provides students with a solid educational foundation. This early exposure serves children well in their academic success in later schooling years. The school environment encourages and supports a learning atmosphere where students are expected to use their five senses,<sup>6</sup> which, in turn, allows for the development of cognitive and social skills needed for long-term knowledge acquisition. In 1998, approximately 20 percent of Hispanic three-year-olds were enrolled in early childhood programs, compared to 42 percent of whites and 44 percent of African Americans.<sup>7</sup> One of the primary reasons for the low enrollment of Latino children in preschool cited by the inventory of reports reviewed points to



cultural beliefs. Latino families often believe that their home environment is more conducive to the well-being of children. This is reaffirmed when linguistic issues are considered.<sup>8</sup> Differing conceptions of school readiness between parents and educators hinder students' enrollment in early childhood education programs. Families appear to emphasize academic skills, while educators emphasize child behaviors when making decisions about prekindergarten readiness and enrollment. Additional barriers that deter Latino families from enrolling their children in preschool include cost, lack of transportation, availability of health care (immunization requirements for preenrollment), and lack of information on the positive outcomes related to preschool enrollment.

## Recurring Recommendations and Solutions

In general, the reports reviewed seldom focused on the status of early childhood education of Latino children even though there was agreement across reports on the importance of introducing schooling early, and the information provided by the few reports was brief and did not fully develop the complexities of the issue.

**Information Packets.** In addressing the low enrollment of Latino children in early childhood education programs, informational packets on the benefit of preschool enrollment should be disseminated to parents and families during pregnancy, delivery, and scheduled immunizations with the child's pediatrician.

**Parent Education.** Expose parents to early childhood programs available to them in their respective communities. Schools should engage in community-based awareness pro-

grams by providing education workshops for parents and families on teacher expectations for early childhood school readiness and enrollment.

**Teacher Education.** Considering the differing viewpoints of early childhood readiness and enrollment between parents and teachers, timely teacher professional development can provide an understanding of the cultural views and perspectives of Latino parents toward early childhood readiness and enrollment.

**Resource Allocation.** In encouraging Latino parents to enroll children in early childhood programs, schools, in collaboration with community organizations and governmental entities, should make resources and services (e.g., transportation, costs, health care, etc.) available to parents and families.

6. President's Advisory Commission on Educational Excellence for Hispanic Americans. (1996, September). *Our nation on the fault line: Hispanic American education*. White House Initiative on Educational Excellence for Hispanic Americans. Washington, DC.
7. Padron, Y. N., Waxman, H. C., & Rivera, H. H. (2002). *Educating Hispanic Students: Obstacles and avenues to improved academic achievement*. Center for Research on Education, Diversity & Excellence.
8. President's Advisory Commission on Educational Excellence for Hispanic Americans. (1996, September). *Our nation on the fault line: Hispanic American education*. White House Initiative on Educational Excellence for Hispanic Americans. Washington, DC.

# Elementary and Middle School Education

For the vast majority of students, elementary school is their initial engagement into formalized education. Students' experiences during this time period shape their cognitive and social development. Unfortunately, for most Latino children, this experience can be characterized by underachievement. Latino students in elementary schools score below the national average in reading, science, and mathematics. In 1998, the percentage of Latino kindergarteners in the lowest reading quartile of students was 42 percent, as compared to 18 percent of white students. Similarly, 40 percent of Latino kindergarteners fall into the lowest math quartile as compared to 18 percent of white students.<sup>9</sup>



As Latino students progress through the education system, the achievement gap becomes even more evident. By age 9, test scores of Latino children in reading and mathematics considerably lag behind those of other students.<sup>10</sup> The National Assessment of Educational Progress reports that in 2004, the percentage of Latino children at age 9 who scored above 200 out of 500 on reading- and math-level assessments was 57 percent and 27 percent, respectively. These numbers are juxtaposed with those of white students, who scored 78

percent and 49 percent. With regard to writing proficiency, 18 percent of Latino students in the fourth grade scored at or above proficiency level, as opposed to 35 percent of white students. By middle school, the percentage of Latino children who scored above 250 for reading and 250 for math was 43 percent and 68 percent, respectively. With these same scales in mind, the Latino students' percentages can be contrasted with that of white students, who scored 69 percent in reading and 91 percent in math.<sup>11</sup>

These low test scores become even more alarming when one considers that Latino children represent a large and growing segment of school-age children, such as in California, where Latinos accounted for 46 percent of children ages 5 to 17 in 2004.<sup>12</sup> Nationally, the enrollment of Latino students in public elementary schools has increased over 150 percent, compared to 20 percent for African American students and 10 percent for white students in the last 20 years.<sup>13</sup> Many of the academic problems Latinos encounter are due to the ramifications of poverty. About 35 percent of Latino children live in poverty. Schools with high enrollments of poor students tend to be poorly maintained, structurally unsound, fiscally underfunded, and staffed with a high concentration of not properly credentialed teachers. Thus, it is no surprise that Latino students encounter problems of underachievement and low educational attainment.<sup>14</sup>

9. U.S. Department of Education, National Center for Education Statistics. *America's kindergarteners*. NCEs 2000-070.

10. President's Advisory Commission on Educational Excellence for Hispanic Americans. (1996, September). *Our nation on the fault line: Hispanic American education*. White House Initiative on Educational Excellence for Hispanic Americans. Washington, DC.

11. U.S. Department of Education. National Center for Education Statistics. National Assessment of Educational Progress. (2003). *2002 writing assessment*.

12. Santiago, D. (2006). *California policy options to accelerate Latino success in higher education*. Excelencia in Education.

13. Secada, W., Chavez-Chavez, R., Garcia, E., Munoz, C., Oakes, J., Santiago-Santiago, I., & Slavin, R. (1998). *No more excuses: The final report of the Hispanic dropout project*. Washington, DC: Hispanic Dropout Project.

14. Garcia, E. E. (2001) *Hispanic Education in the United States: Raices y alas*. Lanham, MD: Rowman & Littlefield.

## Recurring Recommendations and Solutions

An inventory analysis of reviewed reports revealed a minimal focus on Latino educational issues involving elementary and middle school, except with respect to mathematics, language, writing, and reading proficiency scores. These reports stressed the underrepresentation of Latino students in gifted and talented programs, unqualified teachers, inadequate school funding, pedagogical concerns, second language acquisition barriers, and teacher bias. All in all, the authors addressed these issues in a cursory fashion.

**Research.** An emphasis on the development of reports focused on improving the education of Latinos in grades K–8 needs to be developed. Agencies with qualified program evaluators should provide detailed reports to school leaders as to which proven practices will address the specific causal needs of Latinos. Other factors such as social and economic status, level of achievement, and student-to-teacher relationships should be considered in the development of these reports.

**School Reform.** In order to improve the performance of all students, fundamental changes in curriculum and instruction, teacher professional development, and school organizational structures and policies must be made. School reform models are typically considered for implementation independent of context; reform models should be tailored to the practices, values, and needs of schools where Latinos reside.

**Parent Involvement.** Engaging families and parents in schooling practices deters Latino students from dropping out of school and increases academic achievement. Two-way communication, where roles and expectations of both parties are defined, is essential to effective parental involvement, since Latino parents define their role in their child's education based on cultural values. A parent's sense of belonging is critical to successful parent involvement.

**Engaging Partnerships and Student Advocacy.** Five key interactive techniques that are effective in partnerships that foster a relationship with Latino parents, communities, and schools are:

1. a two-way communication process;
2. support of the child, family, and the school;
3. a process to learn about each other, and how to work together;
4. sharing teaching responsibilities; and
5. collaborating in decision making and advocacy. School and community partners should engage these techniques in daily practices.



**Gatekeepers.** Successful completion of Algebra I by the end of a student's eighth-grade year is an identifier as to whether the student will enroll in a postsecondary institution upon high school graduation.<sup>15</sup> Yet, Latino students are less likely to be enrolled in Algebra I courses by the end of the ninth grade. Teachers and school leaders can counter erroneous assumptions about who can learn, and ensure that Latino students are offered subject-matter courses that allow them to fulfill elementary algebra requirements.

**Gifted and Talented Students.** Latino students are disproportionately underrepresented in academically gifted, talented, and college-preparation programs.<sup>16</sup> Nationally, Latinos represent 4 percent of students in gifted programs. In certain situations, Latino students are “tagged” as low ability and are overlooked for inclusion in gifted programs. Others, for behavioral and disciplinary reasons, are regarded as troublemakers and are excluded from participation. Schools must begin to develop equitable practices to identify gifted and talented students, including alternative methods of assessing what constitutes such students.

15. National Center for Education Statistics. (1996). *The condition of education*.

16. Oakland, T., & Rossen, E. (2005, October). A 21st-century model for identifying students for gifted and talented programs in light of national conditions: An emphasis on race and ethnicity. *Gifted Child Today*. Vol. 28, Issue 4, pp. 1076–2175.

# Latinos and Secondary Education

Latinos constitute 2.9 million high school students, representing 17 percent of all secondary public school students.<sup>17</sup> Unfortunately, a considerable percentage of Latino students drop out of school early and have the lowest high school graduation rate of the three major ethnic/racial groups. In 1993, about 40 percent of Latino dropouts had not completed the eighth grade. While the high school completion rate among Latinos incrementally increased between 1970 and 2004, these rates still remain very low. In 1970, 32 percent of the Latino population over the age of 25 had completed high school; by 2004, this increased to 58 percent. These numbers are dismal compared to the national high school graduation rate of 85 percent.<sup>18</sup>

Factors that have been attributed to the low graduation rate of Latinos include lack of cultural understanding, inadequate academic advising, nonsupportive school climate, and fewer rigorous courses available. Latino students are more likely not to be placed in



college-preparatory courses because of “tracking” policies, identification of students as English Language Learners (ELL), or personal perception of the students’ potential.

Over 61 percent of the high school graduates from 1998 successfully completed Algebra II,<sup>19</sup> whereas only 48 percent of Latino students completed Algebra II. Similar trends are found in biology, chemistry, and physics. High school graduation is an accurate

assessment of whether the nation’s public school system is adequately enrolling, retaining, and successfully graduating an educated populace to be productive citizens in society. In

today’s increasingly competitive global economy, graduating from high school is more critical than ever to securing a good job and a promising future. From a strictly economic perspective, high school dropouts earn about \$200,000 less than high school graduates over their lifetimes<sup>20</sup> and can be a burden on communities through the overusage of public services, such as health care and law enforcement; high school dropouts make up 82 percent of prisoners nationwide.<sup>21</sup>



17. U.S. Census Bureau. (2006). School enrollment—social and economic characteristics of students: October 2005. Table 1, *Current population survey*. Washington, DC: U.S. Department of Commerce, 2006.
18. Verdugo, R. (2006). *A report on the status of Hispanics in education: Overcoming a history of neglect*. National Education Association. Human and Civil Rights. Washington, DC.
19. U.S. Department of Education. National Center for Education Statistics. (2006). *High school and beyond; 1990 high school transcript study; National education longitudinal study of 1988; 1994 high school transcript study; and 1998 high school transcript study*. Washington, DC.
20. Verdugo, R. (2006). *A report on the status of Hispanics in education: Overcoming a history of neglect*. National Education Association, Human and Civil Rights. Washington, DC.
21. Barton, P. E. (2005). *One-third of a nation: Rising dropout rates and declining opportunities*. Princeton, NJ: Educational Testing Service.



## Recurring Recommendations and Solutions

**Academic Advising.** Adequate academic advising throughout high school needs to be made readily available to Latino students. Students should be placed in classes that provide them with opportunities to be eligible to attend a four-year university after high school graduation. This entails a reduction of the student-to-academic-counselor ratio and an increase in academic enrichment services, particularly in reading, math, and science. Additionally, programs that provide after-school support and that emphasize language skills and academic skills for English language learners need to be developed or increased.

**Culturally Competent Teachers.** Culturally competent teachers are a benefit to all students, but particularly to Latinos. They serve as cultural brokers to students by facilitating their transition into the school environment, increasing parent involvement, reducing absenteeism, and advocating for the equitable tracking of students into appropriate academic placements.<sup>22</sup> Highly qualified, culturally proficient teachers will be better suited to serve in schools where Latinos enroll because of their knowledge, compassion, advocacy, and affirmation of their culture, language, and identity.

**School Environment.** A positive school culture and climate promotes an environment that is conducive to successfully educating Latino students through establishing a community of care where students are respected, valued, and expected to achieve academically. An affirming environment ultimately impacts the success of Latino students by supporting positive behaviors, attitudes, and expectations that lead to academic success. Creating an environment that allows Latino students to be loyal to and identify with their cultural community allows for the development of a school climate that affirms their cultural identity.



**Achievement.** The academic achievement of Latino students continues to stubbornly lag behind that of white students. Some of the following measures can be implemented: Increase access to rigorous courses beyond minimum requirements in high school, provide incentives to attract qualified teachers, and provide financial rewards to high schools that demonstrate an increased percentage of applications submitted to four-year institutions. Additionally, provide schools with funding to implement remedial academies in which Latino students can repeat courses in which a D+ or lower grade is received.

**English Language Learners (ELL).** Even though about 45 percent of all Latino students are English language learners in public schools,<sup>23</sup> bilingual education programs that assist students with limited English proficiency are not readily available. This is disconcerting, as much research has found that the development of literacy skills in the first language is essential to cognitive and academic development and is considered to be one of the most effective ways for ELL students to become proficient in English. Schools need to support or develop bilingual education programs. This recommendation is consistent with the NCLB Act, which supports providing high-quality instructional programs so that ELL students can learn English and attain high levels of academic achievement.



**Prevention and Intervention Programs.** The Advancement Via Individual Determination (AVID), Puente, College Assistant Migrant Program (CAMP), and Coca Cola Valued Youth Project are a few of the programs which focus on improving the academic achievement of Latino students by providing an array of academic and social support services.<sup>24</sup> These types of programs have successfully improved high school graduation rates and increased higher education enrollment. These programs need to be supported and every school should be required to have at least one.

22. Education Commission of the States. (2003). *Recruiting teachers of color: A program overview*.

23. Kohler, A. D., & Lazarin, M. (2007). *Hispanic Education in the United States*. National Council of La Raza. Statistical Brief No. 8.

24. West, S., Aiken, L., & Todd, M. (1993). Probing the effects of individual components in multiple component prevention programs. *American Journal of Community Psychology*, 21, 571–605.

# Latinos and Postsecondary Education



Latino students are underrepresented in postsecondary institutions. According to the National Center for Education Statistics (2006), the percentage distribution of Latino students in degree-granting institutions was 9.5 percent in 2000 and increased to 10.5 percent by 2004. The incremental change is due to problems related to students not fulfilling admissions requirements, not receiving informational resources or assistance on the admissions process, and the lack of resources to finance a postsecondary education. Therefore, Latino students are less likely to enroll in institutions of higher education upon high school graduation.

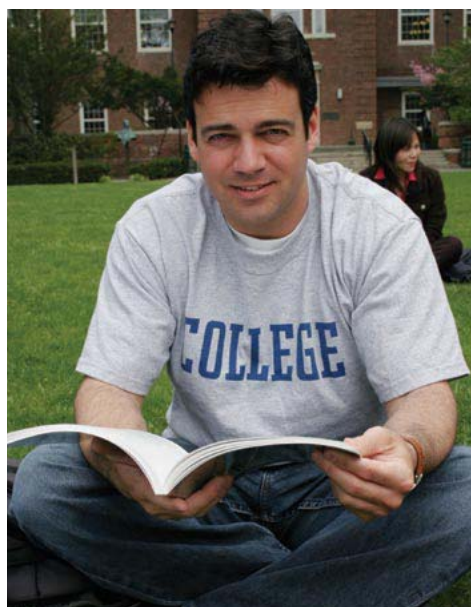
In 2005, just 12 percent of Latinos ages 25 years and older had received a bachelor's degree or higher, compared to nearly 18 percent of African Americans and more than 30 percent of whites of the same age.<sup>25</sup> There is a disparity as to the type of institutions in which Latino students enroll. In 1998, approximately 56 percent of Latino students enrolled in two-year institutions, while 37 percent of white students did so. Lack of information pertaining to the process of enrolling in four-year institutions has been cited as a reason for low enrollment in these institutions. According to a telephone survey of more than 1,000 Latino parents in Chicago, New York, and Los Angeles, 65.7 percent are not knowledgeable about the crucial steps that lead to college, especially to selective institutions<sup>26</sup> and four-year institutions. This directly affects Latino



students in that the decision to attend college is generally a family decision.

Nearly 60 percent of Latino students who were academically prepared to attend selective colleges and universities attended nonselective higher education institutions, compared to 52 percent of white students. Students who initially enroll at a more selective college or university are more likely to complete a bachelor's degree than those who choose less selective college pathways.<sup>27</sup>

One factor affecting the retention of Latino students in higher education is the support to finance a postsecondary education. The distribution of Latino students enrolled in a postsecondary institution who received a federal Pell Grant during the 1999–2000 academic year is 17.6 percent, whereas white students constituted 50.8 percent of the recipients.<sup>28</sup> Similarly, in the college application process, many La-



tino students are not aware of the financial aid programs provided by educational institutions, and state and federal governments. Additionally, because Latino students are more likely to be low-income and may be expected to financially contribute to his or her family, they are more sensitive to tuition rates. As tuition continues to increase, students will seek out colleges that offer lower tuition costs.<sup>29</sup> Given this information, community colleges should expect an increased enrollment of Latino students.

25. U.S. Census Bureau. (2005). College degree nearly doubles annual earnings, Census Bureau reports. Retrieved February 1, 2007, from <http://www.census.gov/Press-Release/www/releases/archives/education/004214.html>.

26. The Tomás Rivera Policy Institute. (2002). *Latino students could be handicapped by parent's lack of college knowledge*.

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

28. U.S. Department of Education. National Center for Education Statistics. *1999–2000 National postsecondary student aid study*.

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

## Recurring Recommendations and Solutions

### School/University Academic Interventions and

**Preparation Programs.** Postsecondary institutions, in partnership with public schools, should take the lead in providing college-related information to Latino students and their families during the early stages of planning for college. Building partnerships across academic preparation programs among primary and secondary schools and colleges ensures a seamless support system for students as they move from one level of education to another.<sup>30</sup> These programs provide academic and social support services that facilitate the matriculation of students into higher education. Federal- and state-funded programs have demonstrated effective techniques that encourage Latino students to enroll in postsecondary institutions (e.g., AVID, Upward Bound, and TRIO programs). Such programs provide an array of services, such as academic advising, financial aid, tutoring, mentorship, and a network of support that serve students well in their efforts toward completion.

**Family Informational Sessions.** Students whose parents did not attend college received less help from their parents in applying to college.<sup>31</sup> Provide and disseminate information packets and workshops to parents and families on the college application process, deadlines, and requirements through partnership community and business members. In collaboration with school officials, develop a family resource center with information about vocational and career options. Parents and families need to be provided with information on how the education system works.



**Financial Aid.** Increase the amount and number of state/federal grants awarded to Latino students throughout the four or more years of college. The Pell Grant covers less than 40 percent of the costs of a public four-year college education. The unmet need, which is typically met through student employment or loans, discourages Latino students from continuous enrollment.<sup>32</sup> Greater hours worked jeopardizes study time and degree completion. Accrued debt, especially in low-income households, is not viewed favorably.

**Campus Racial Climate.** Institutions of postsecondary education need to continue their efforts in establishing a positive racial climate conducive to the well-being of Latino students. When the campus's racial climate is positive, it includes adequate representation of both faculty and students of color, curriculum and instruction that directly address the historical underpinnings and experiences of diverse groups, and outreach and academic support programs (targeted at Latino students) that are supported and institutionalized into the everyday operations of the institution.<sup>33</sup>

**Culturally Competent Faculty.** Generally, Latino faculty members benefit Latino students in that they serve as cultural brokers by aiding the students' adjustment to the college environment; providing academic advice; serving as role models; and preparing all students to live in a global and pluralistic society. Postsecondary institutions can play a greater role in developing culturally proficient faculty members by providing professional development opportunities in the areas of educational change, offering specialized training in critical pedagogy, and encouraging exposure to diverse communities through an array of practical and academic activities.

30. Vernez, G., & Mizell, L. (2001). *Goal: To double the rate of Hispanics earning a bachelor's degree*. RAND Education. Center for Research on Immigration Policy. Santa Monica, CA.

31. Choy, S. (2001). *Students whose parents did not go to college: Postsecondary access, persistence, and attainment* (NCES 2001-126). Washington, DC: U.S. Department of Education, National Center for Education Statistics.

32. Vernez, G., & Mizell, L. (2001). *Goal: To double the rate of Hispanics earning a bachelor's degree*. RAND Education. Center for Research on Immigration Policy. Santa Monica, CA.

33. Carroll, G. (1998). *Environmental stress and African Americans: The other side of the moon*. Westport, CT: Greenwood Press; Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. *Review of Higher Education*, 21, 279–302.



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