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experience is significant. Second, the type and quality of academic preparation and guidance in the K-12 grades most often determine success or failure in admission to and matriculation at the campus of choice. Third, once at a college or university campus, advising staff and the faculty of the college or university will determine, for the most part, whether a Latino student prepares adequately for graduate or professional school. And finally, access to enrichment programs, undergraduate research opportunities, and other forms of "pregraduate school preparation" activities are determinative at the level of post-baccalaureate attainment.

Latino parents and students need to learn as much as possible about selecting the best undergraduate college or university for the career desired, especially if the choice involves engineering, mathematics, or the sciences. Access to pertinent information about how to prepare for admission to the college or university of choice and then how to negotiate the system on the campus so as to graduate on time and with high grades are critical. There are sources of advice for Hispanics going about college that can be found at community centers, public libraries, schools, outreach programs, and on the Internet. In addition, there are faculty and academic guidance personnel on most good campuses who will assist students in making informed decisions about career plans.

Eugene E. García in his presentation, "Better Informing Efforts to Increase Latino Student Success in Higher Education," stated that it is widely recognized that expanding the number of Latinos who successfully pursue associate, bachelor's, graduate, and professional degrees is one of the most important and complex challenges for U.S. colleges and universities. It is a particularly pressing priority for institutions located in the Southwest, because a high percentage of the nation's large and rapidly growing Latino population lives in that part of the country.

One way for the leaders of colleges and universities to develop more effective policies, programs, and practices for meeting this challenge at their institutions is to make much greater use of their student-oriented institutional research capacities and, where necessary, to expand those capacities. Via the Internet and computerized databases and the Internet, it is now possible for colleges and universities to gather and combine a great deal of information about their students' academic and university experience and their academic and other experiences while pursuing their degrees, and thereby gain a better understanding of their academic progress and development. However, much more can and should be done. García's recommendations focused mainly on the bachelor's degree level, although many of his suggestions apply for understanding outcomes at the associate degree and graduate and professional degree levels as well. He also stressed the importance of the Latino student's academic preparation before entering college, including Advanced Preparation courses and the SATs.

Sternaz B. García and Patricia L. Guerra in their presentation "Deconstructing Deficit Thinking: Working with Educators to Create More Equitable Learning Environments" stated that an unwillingness on the part of schools to undertake change can often reflect attitudes of powerlessness on the part of educators, that their school is doing an adequate job in educating its students, or resignation that they can do no more to educate their students. In one way or another, the teachers often lead efforts to superimpose programs designed for historically successful students and families on students and families from low-income and culturally/linguistically diverse (CLD) communities. When these efforts don't produce the desired success, deficit beliefs are likely to be reinforced and the cycle repeats itself. In other words, school reform efforts stall or fail because deficit beliefs become a filter that blocks educators' ability to examine their assumptions for undergraduate and graduate education, their academic and other experiences while pursuing their degrees, and thereby gain a better understanding of their academic progress and development. However, much more can and should be done. García's recommendations focused mainly on the bachelor's degree level, although many of his suggestions apply for understanding outcomes at the associate degree and graduate and professional degree levels as well. He also stressed the importance of the Latino student's academic preparation before entering college, including Advanced Preparation courses and the SATs.

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Dr. Kent Scribner, Superintendent Isaac Elementary School District Ms. Lifty Schulz, Counselor, Isaac Middle School
Dr. Diane Hamilton, Superintendent Tolleson Elementary School District

The following are the numbers of students who are participating in the ESC activities:

- César Chávez High School 100
- Gilliland Middle School 88
- P.H. Gonzales Elementary School 56
- Isaac Middle School 73
- Phoenix Preparatory Academy 64
- Stardust House 32
- Teacher Prep High School 17
- Tolleson High School 36

socio-cultural and linguistic backgrounds. The work began with the Organizing for Diversity Project (OPD) at the Southwest Educational Development Laboratory (SEDL) in Austin, Texas. Using a sociocultural framework, they challenged teachers—and subsequently administrators—that deficit views about CLD students and families and asked them to redefine the prevailing interrelationships between culture and learning so that culture is viewed as the context in which teaching and learning occur for all students, not just children from subordinate sociocultural, racial, and ethnic groups. The teachers' negative beliefs about students' learning potential and family seem to have lowered their expectations for student performance as well as their response to students' underachievement. Because the staff development experience created cognitive discomfort for the teachers involved, they were confronted with the task of resolving these conflicts—often by rejecting previous practices and adopting new strategies. These strategies are designed to increase awareness of culture in educational settings, were able to question and reject their previously held negative views, and were more likely to recognize their role in student learning and success. In turn, this appeared to lead to a readiness to examine instructional practices and to modify them to be more culturally responsive.

The complete papers will be published in Education and Urban Society in February 2004.