

What Works Clearinghouse



High School Puente Program

Effectiveness¹ No studies of the *High School Puente Program* that fall within the scope of the Dropout Prevention review protocol meet What Works Clearinghouse (WWC) evidence standards. The lack of studies meeting WWC evidence standards means that, at this time, the WWC is unable to draw any conclusions based on research about the effectiveness or ineffectiveness of the *High School Puente Program*.

Program Description² The *High School Puente Program* aims to help disadvantaged students graduate from high school, become college eligible, and enroll in four-year colleges and universities. The program consists of the following components: 1) a 9th- and 10th-grade college preparatory English class that incorporates Mexican-American/Latino and other multicultural literature; 2) a four-year academic counseling program for students; and 3) student leadership and mentoring activities with volunteers from the local community. *High School Puente* is open to all students and is targeted to students from populations with low rates of enroll-

ment at four-year colleges. Students are identified for the program at the end of their 8th-grade year through an application and selection process. Each *High School Puente* site is implemented by a team consisting of an academic counselor and an English teacher. These team members receive intensive initial training in program methodologies, along with ongoing training and support for as long as they implement the program. In addition to *High School Puente*, the Puente Program has a community college program model. The community college program does not fall within the WWC Dropout Prevention protocol.

The WWC identified 11 studies of the *High School Puente Program* that were published or released between 1988 and 2009.

Two studies are within the scope of the review protocol but do not meet WWC evidence standards because they use a quasi-experimental design in which the analytic intervention and comparison groups are not shown to be equivalent.

Nine studies are out of the scope of the review, as defined by the Dropout Prevention protocol, for reasons other than study design. Two studies did not include an outcome within a domain specified in the protocol, and seven studies did not examine the effectiveness of an intervention.

1. The studies in this report were reviewed using WWC Evidence Standards, Version 2.0 (see the WWC Procedures and Standards Handbook, Chapter III).
2. The descriptive information for this program was obtained from publicly available sources: the program's website (<http://www.puente.net/programs/hsprogram.html>, downloaded April 2009) and Gándara (1998). The WWC requests developers to review the program description sections for accuracy from their perspective. Further verification of the accuracy of the descriptive information for this program is beyond the scope of this review.

References Studies that fall outside the Dropout Prevention review protocol or do not meet evidence standards

Cazden, C. B. (2002). A descriptive study of six *High School Puente* classrooms. *Educational Policy*, 16(4), 496–521. The study is ineligible for review because it does not examine the effectiveness of an intervention.

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. The study is ineligible for review because it does not examine the effectiveness of an intervention.

Donnelly, D. J. (1999). An analysis of the impact of the *High School Puente Program* on the academic, behavioral and college admission patterns of Hispanic students. (Doctoral dissertation, Azusa Pacific University, 1999). *Dissertation Abstracts International*, 60(05A), 138–1506. The study does not meet WWC evidence standards because it uses a quasi-experimental design in which the analytic intervention and comparison groups are not shown to be equivalent.

Gándara, P. (1998). *Final report of the evaluation of High School Puente, 1994–1998: Executive summary*. Oakland, CA: Puente Project, University of California, Office of the President. The study does not meet WWC evidence standards because it uses a quasi-experimental design in which the analytic intervention and comparison groups are not shown to be equivalent.

Additional sources:

Gándara, P. (2004). Building bridges to college. *Educational Leadership*, 62(3), 56–60.

Gándara, P. (2002). A study of *High School Puente*: What we have learned about preparing Latino youth for postsecondary education. *Educational Policy*, 16(4), 474–495.

Gándara, P., Larson, K., Mehan, H., & Rumberger, R. (1998). *Capturing Latino students in the academic pipeline: CLPP policy report, 1(1)*. Berkeley, CA: Chicano/Latino Policy Project, University of California, Berkeley.

Gonzales, N. A., Dumka, L. E., Deardorff, J., Carter, S. J., & McCray, A. (2004). Preventing poor mental health and school dropout of Mexican-American adolescents following the transition to junior high school. *Journal of Adolescent Research*, 19(1), 113–131. The study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

González, N., Moll, L. C. (2002). Cruzando el Puente: Building bridges to funds of knowledge. *Educational Policy*, 16(4), 623–641. The study is ineligible for review because it does not examine the effectiveness of an intervention.

Grub, 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. The study is ineligible for review because it does not examine the effectiveness of an intervention.

Moreno, J. F. (2002). The long-term outcomes of Puente. *Educational Policy*, 16(4), 572–587. The study is ineligible for review because it does not include an outcome within a domain specified in the protocol.

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. The study is ineligible for review because it does not examine the effectiveness of an intervention.

Tierney, W. G. (2002). Parents and families in precollege preparation: The lack of connection between research and practice. *Educational Policy*, 16(4), 588–606. The study is ineligible for review because it does not examine the effectiveness of an intervention.

References *(continued)*

University of California, Office of the Vice President of Student Affairs. (2008). *University of California Student Academic Preparation and Educational Partnerships: A report to the legislature on student academic preparation and educational*

partnerships for the 2006–07 academic year. Oakland, CA: University of California, Office of the President. The study is ineligible for review because it does not examine the effectiveness of an intervention.