

Index

A

- A Day Without a Mexican* (film), 24
AACHE. *See* Arizona Association of Chicanos for Higher Education (AACHE),
Abrego, S. H., 57, 77
Academic achievement: blame for lack of, 78; current statistics of, 40–41; and distance learning, 26–27; outreach programs for, 185–188; in South Texas schools, 47; for success at four-year college, 177
Academic advising, 55, 89, 224
Academic credentials, 63
Academic preparation, 174–175
Academic Roadmap Project, 53, 54
Accelerated high schools, 118
Accountability: and K–12 education, 53; and leadership, 207–208; in Texas, 73–75
Acevedo, B. A., 123, 125, 140
Add-on programs, xix
Administrators: accountability of, 207–208; as change agents, 211–212; character traits of, 196–197, 200–201; competencies of, 196; and discrimination, 198–199; duties of, 195–196; and educational pipeline, 204–205; and ethics, 208–209; family life of, 209; goal of, 206; tenure of, 209–210
Administrators, Latino: challenges of, 212; lack of, 61–62; stereotypes about, 201; tenure of, 209–210; in Texas, 66, 67
Admissions. *See* Higher education admissions,
Affirmative action, 72, 179
African Americans: college enrollment of, 10, 11, 15; doctorate degrees earned by, 11; historically Black colleges for, 115, 204; preparation efforts for, 189–190; in Texas, 64, 65
Agriculture, 42, 156, 197–198
Aldaco, M., 187
Alfaro, C., 195
Alumni, 37, 182
Alvarez, R., 195
AMAE. *See* Association of Mexican American Educators (AMAE)
American Association for Higher Education, 60, 93, 101, 203
American Council on Education, 11, 14, 15, 60, 97–98
American Institutes for Research, 48
Anderson, F., 140
Annual conferences, 100, 101, 102
Apodaca, E., 57, 59
Aragon, J., xxi–xxii

Aranda, L., 165
 Arau, S., 24
 Arcega, C., 165
 Arciniega, T., 210
 Arezmendi, Y., 24
 Arispe y Acevedo, B., Jr., 3
 Arizona, 7, 121
 Arizona Association of Chicanos for
 Higher Education (AACHE), 94
 Arizona State University, 15, 27
 Arkansas, 62
 Art programs, 173
 Asian Americans, 10, 11
 ASPIRA, 94
 Assembly Office, 67–68
 Assessment, 119, 162–163
 Associate degrees, 12
 Association of Latino Superinten-
 dents and Administrators, 94
 Association of Mexican American
 Educators (AMAE), 94
 Astin, A., 118–119
 Asynchronous learning, 220
 Atkisson, A., 129
 Austin Community College, 55
 Austin Platica, xx, 29, 151, 153
 Award ceremonies, 101

B

Baby boomers, 13, 103
 Bachelor's degrees, 12, 65
 Baker, E., 53
 Baldassare, M., 109
 Ballesteros, D., 193
 Ballesteros, L., 197–198
 Ballesteros, R., 197–198
 Banners, 224–225
 Baran, B., 8
 Barrios, 16
 Behavior, 224
 Bilingualism, 20–21, 205
 Bill & Melinda Gates Foundation, 42,
 47, 55
 Birks, A., 12
 Blame, 24–25, 60, 78
 Bok, D., 189

Bolívar, S., 202
 Bollinger, L., 44, 45
 Bolman, L. G., 194
 Bowen, W. G., 189
 Boys and Girls Clubs, 52
 Bridge to the Doctorate program, 85
Brown v. Board of Education, 44
 Bureau of Labor Statistics, 117
 Business management, 156–157

C

Cabrera, A. F., 168
 Cal Grant Program, 180
 California, 7, 10, 12, 33; address-
 ing Latinos' learning needs in,
 114–115; alternative institutions
 in, 113–114; education trends
 in, 109; faculty in, 68–69; higher
 education enrollment in, 69–70,
 109–111, 156; higher education
 funding in, 120–122; outreach pro-
 grams in, 82–83, 86; overview of,
 67–68; threats to economy of, 77
 California Budget Project, 8
 California Community Colleges, 68,
 70
 California Master Plan for Higher
 Education, 68, 175–176
 California Postsecondary Education
 Commission, 170
 California Research Bureau State
 Library, 68
 California State University, 68, 70,
 110t, 111, 188
 California State University-Fullerton,
 82, 85, 86, 178
 Campaign for College Opportunity,
 77, 156
 Campos-Flores, A., 143
 Campus Compact, 42
 Campus culture: and educational
 reform, 152; and new educational
 models, 28; and paradigm shift, 219;
 and retention programs, 86–91
 Cardoso, P., 173–174
 Carter, T. P., 6

- Castellanos, J., 173
 Castillo, M., 210
 Castro, R., 4
 Catholic schools, 43–44
 Cavanna, S., 40
 CBOs. *See* Community-based organizations (CBOs)
 CDCs. *See* Community development corporations (CDCs)
 Center for Advancement of Racial and Ethnic Equality, 97–98
 Center for the Study of Education Policy, 112
 Central Americans, xviii
 Ceremonies, 101
 Chaloux, B., 12
 Chancellors, 207
 Change: agenda for, 24–33; in economy, 216–219; and paradigm shift strategies, 224–226; and population growth, 71–72; recent calls for, 215–216
 Change agents, 211–212, 215
 Chapa, J., 8
 Chávez, C., 202
 Chicano Coordinating Council on Higher Education, 158
 Chicano Movement, 149
 China, 77
 Cisneros, H., 4
 Citizens for Educational Excellence, 52
 Citizenship, 141–144
 Civil disobedience, 128
 Civil Rights Act, 72
 Civil Rights movement, xix, 6, 93
 Clayton, M., 172
 Clemente, R., 4
 Cliques, 102–103
 Closing the Gaps by 2015, 139
 Coastal Bend Collaborative on Mathematics, 55
 Collaboratives: in education reform, 161, 164; in outreach efforts, 83–84; for paradigm shift, 221–222; of professional associations, 100–101
 College Board, 29, 170
 College Connections, 55
 College Now program, 84
 College ratings, 48
 Collis, D. J., 29
 Colorado, 7
 Commission on Professions in Science and Technology, 47
 Committee for Economic Development, xxi
 Committees, 100, 223
 Communities. *See* Local communities
 Community colleges. *See* Two-year colleges
 Community development corporations (CDCs), 18
 Community-based organizations (CBOs), 18
 Computers, 120, 169
 Conferences, 100, 101, 102
 Connelly, J., 46
 Conservative Latinos, 36
 Consumerism, 12–13, 17
 Corporations: examples of leadership in, 195; Hispanic involvement in, 16–17; management of, 156–157; and MESA project, 188; and philanthropy strategies, 38; tax credits for, 121–122
 Cortes, E., 97
 Cota-Robles, E., 174, 175
 Counseling, 89
 Creative thinking, 25
 Cross-cultural leadership, 208
 Crow, M., xxi, 27
 Cruz, R., 115
 Cubans, xviii
 Curriculum: in K–12 education, 53, 55, 56; and new educational models, 28; and paradigm shift, 220, 224; proposed reforms to, 15, 118–119
 Cynicism, 152

D

Daimler-Chrysler, 195
 Data, 133, 144
 Davis, J., 164
 de Hostos, E. M., 202
 De La Rosa, B., 8
 de los Reyes, O., 140
 De Los Santos, A. G., Jr., 78
 De Los Santos, G. E., 78
 Deal, T. E., 194
 Deans, 207
 Debt, 112
 Decision making, 207
 Del Mar College, 41, 51, 54
 DeLuna-Castro, E., 10
 Democracy, 157–158
 Demographics: changes in, 7–11; and K–12 education, 14, 40–42; and power, 7, 143–144; and professional associations, 97–98
 Derek, A. F., 33
 Dewey, J., 148
 Di Maria, F., 155, 156
 Discrimination: and changes in enrollment, 72; effects of, 5; examples of, 198–199; and Latino faculty, 63; and leadership, 198–199; and rationale for social justice, 5–7; recommendations to eliminate, 72–73, 74–75
 Distance learning: diversity in, 27; and higher education mindset, 26; to increase access, 113–114; Latinos' achievement in, 26–27; proposed changes to, 120
 Diversity: in distance learning, 27; and economic changes, 218–219; of Hispanic community, 126; and paradigm shift, 224; and philanthropy, 35, 37
 Dixit, A. K., 137
 Doctorate degrees, 11, 46–47, 65
 Domhoff, G. W., 184
 Drop-out rate: and distance learning, 26; implications of, 41; number of,

13; recent studies of, 79; regional differences in, 42; in Texas, 60
 Drucker, P. F., 194
 Dual credit courses, 55
 DuBois, W.E.B., 189

E

Early College High School (ECHS), 55
 Eberly, D. E., 132, 141
 Eckel, P., xx–xxi, 15, 216
 Economy: barriers to healthy, 51; benefits of Latino college graduates to, 172; changes in, 216–219; and earlier immigrants versus today's Latinos, 117; global nature of, 18–20; and Latinos as donors, 33–34; Latinos' impact on, xii; and local communities, 16–17; and needed educational changes, 11–13; and new educational models, 30; and rationale for sustainability, 129; threats to, 77
 Education: California trends in, 109; importance of, 59; relationship of student with, 147–148; for sustainability, 137–140
 Education reform: balance of external and internal realities in, 159; challenges to, 148; and culture of learning, 154–155; dealing with setbacks in, 162–163; global awareness in, 159–160; and institutional culture, 152; and interdependence of reformers, 153; language of, 152; local planning in, 159–160; optimism in, 153; pipeline collaboration in, 161; promise-focused rhetoric in, 158–159; recognizing gains in, 162; sharing of resources for, 163–165; students' role in, 148–149; tools and resources for, 153–154; winning support for, 160–161
 Education Trust, 11, 14, 42, 47, 51, 52, 222

- Educational Testing Service, 39
 El Grito de Dolores, xiv
 El Plan de Santa Barbara, 158
 Elected committees, 100
 Elite universities: attendance at, 172–183; benefits of, 173; and leadership, xiv–xv; networking and, 183–185; number of Latinos in, 168, 171–172; and philanthropy, 34; rewards of attending, 169
 Elitism, 188–189
 Endowment, 121
 Engineering, 156
 English as a second language instruction, 119
 ENLACE program, 82–85
 Entrepreneurship, 134, 135
 Ethics, 202, 208–209
 Ethnic studies courses, 220
 Expectations, 26–27, 47
 Experiential learning programs, 28
- F**
- Faculty: accountability of, 207; and blame for underachievement, 78; importance of experience to, 151; needed changes to, 15; in retention programs, 88, 91; retirement of, 63, 64, 103
 Faculty, Latino: in California, 68–69; judgments of, 63; lack of, 41, 60–61; number of, xiii; in Texas, 65–66, 67
 Failure, 226
 Fain, P., 29
 Family life, 209
 Fernández, R., 210
 Financial services, 12–13; access strategies for, 90–91; at private liberal arts colleges, 180; and rising tuition costs, 112
 Flexibility, 225–226
 Florida, R., 20
 Foreign colleges, 115
 Four-year universities: collaboration of two-year college with, 205; costs of, 170–171; networking and, 183–185; overview of, 176–178; and philanthropy, 34; transfers to, 168
 Free meal programs, 10
 Freshman Experience Program, 87–88
 Friedman, J., 13, 192
 Friedman, T. L., 19–20, 27–28
 Future Search model, 52
- G**
- Galaviz, F., 185
 Gandara, P., 168, 183, 186
 García, K., 210
 Garrido, J., 23
 Gates, B., 77
 GEAR UP program, 82
 Georgia, 62
 G.I. Forum, 128, 157
 Gibson, D. V., 133, 134, 135
 Gilbert, A., 47
 Gilder, G., 18
 Gilroy, M., 156
 Glenn, D., 48
 Gloria, A. M., 173
 Gomez, M. N., 147
 Gonzales, J. L., Jr., 177
 Gonzales, R., 127
 Graduate students: in California colleges, 110–111; and changing demographics, 11; examples of discrimination against, 198; Latino versus other populations, 156; in professional organizations, 104; retention programs for, 91
 Graduation. *See* High school diploma; Higher education graduation
 Grinnell College, 181
 Groceries, 12
- H**
- H. Ross Perot Group, 47
 HACU. *See* Hispanic Association of Colleges and Universities (HACU)

- Hall, D., 41
 Hanak, E., 109
 Haney Lopez, I. T., 225
 Hargroves, K., 125, 129, 130, 138
 Haro, R., 167
 Haro, R. P., 177
 Harvard Civil Rights Project, 79
 Harvard University, 180
 HBLI. *See* Hispanic Border Leadership Institute (HBLI)
 Head Start, 205
 Hebel, S., 40, 62
 Hernandez, M., 167
 Hernandez-Leon, R., 126, 127
 Hidalgo y Costilla, Miguel, xiv, 123–124
 High school diploma, 13; in California, 111; current status of, 39, 60; projections of, 167
 Higher education: access and retention history of, 15; agenda for change in, 25–27; economic links to, 11–13; fragmentation of, 19; goals of, 17, 19; K–12 partnership with, 15, 42–50, 56; Latino representation in, 156; new models for, 27–31; and population projections, 23–24; purpose of, 226; ratings of, 48; rationale for change in, 1, 3–4, 14; reputations of, 218; in South Texas, 44–47; types of institutions in, 168–172
 Higher education access: alternative institutions for, 113–114; and economic changes, 217–218; first-generation strategies for, 79–81; foreign colleges for, 115; Hispanic-Serving Institutions for, 115–116; need for, 77–78; to research institutions, 178–179; second-generation strategies for, 84–86
 Higher education admissions: and K–12 pipeline, 48–49; and local Latino communities, 189; and types of university, 172–183
 Higher education centers, 84
 Higher education enrollment: and African Americans, 15; in California, 69–70, 109–111, 156; current state of, xii–xiii; and decline in funding, 63; and demographic changes, 10–11, 59–60; importance of networks in, 183–185; institutions' past responses to, 175–176; Latino eligibility for, 40; of Latinos, 77–78; Latinos' decisions regarding, 169–170; Latinos' history of, 156; leaders' apprehension about, 71–72; rationale for, 172; and sustainability, 138–139
 Higher education funding: in California, 120–122; and community college enrollment, 170–171; and creative thinking, 25; and decline of White enrollment, 63; history of, 32; Latinos as donors to, 33–34; and new educational models, 29–30; new models for, 35–37; and outreach programs, 82, 83–84; paradigm shift for, 221–222; and politics, 32; and rising college costs, 111–113; in South Texas, 45–46; strategies for, 37–38; and tuition, 32–33
 Higher education graduation: in California, 111; current numbers of, 13; lack of, 41–42; and philanthropy strategies, 37; and sustainability, 138–139; in Texas, 65; and Title V legislation, xiv
 Higher education recruitment: history of, 79; outreach programs for, 80–81; and parents, 79–80
 Higher Education Research Institute, 118–119
 Higher education retention: addressing Latinos' learning needs for, 114–115; history of, 15; programs for, 86–91
 High-tech economy, 18–20

- Hispanic Association of Colleges and Universities (HACU), 27, 93, 116, 128, 203
- Hispanic Association on Corporate Responsibility, 16, 17
- Hispanic Border Leadership Institute (HBLI), xx, 31, 205
- Hispanic Development Helix for a Sustainable Community Model, 125; and community citizenship, 141–144; and economic participation, 140–141; education for, 137–140; and educational development, 137–140; and leadership, 131–136; overview of, 130–132; and technology literacy, 144–145; visioning and planning in, 136–137
- Hispanic Educational Telecommunications Systems, 27
- Hispanic Scholarship Fund, 36
- Hispanic-Serving Institutions (HSI) programs, 107, 115–117
- Historically Black colleges, 115, 204
- History: Civil Rights reforms in, xix; of discriminatory acts, 6; of Mexican Americans, 126–128; of reformers' school experiences, 149
- Hodgkinson, H., 15, 222
- Holzer, H. J., 140
- Homogenous multiversity, 29
- Hopwood vs. University of Texas*, 72
- Housing costs, 170
- HSI. *See* Hispanic-Serving Institutions (HSI) programs,
- Humes, E., 157
- I**
- Idealism, 153
- Immigrants: achievements of, 4; and higher education admissions, 49; statistics about, 40; versus today's Latinos, 117
- Income, 140–141, 142*t*
- Indecisiveness, 29
- India, 77
- Individual Education Plan (IEP), 89
- Infrastructure, 135–136
- Ingle, H., 2, 23
- Ingle, Y., 2, 23
- Innovation, 27–28, 226
- Institute of Educational Leadership, 51
- Instructional methods: agenda for change in, 25; paradigm shift for, 220; proposed reforms to, 118, 119
- Intercultural Development Research Association, 52, 59–60
- Internet, 144–145
- Internships, 104
- Isolation, 87
- Ivy League colleges. *See* Elite universities
- J**
- James, S. D., 49
- Jaschik, S., 156
- Jobs: balance of life and, 209; careers versus, 20; current barriers to, 39; by degree type, 12; and earlier immigrants and today's Latinos, 117; and economic changes, 216–217; Hispanic leadership in, 16–17; importance of Latinos for, 23–24; in local communities, 16, 17; and needed educational changes, 12–13; quality of life issues, 136; and sustainability, 140–141, 142*t*
- Journals, 63
- Juarez, B., 202
- K**
- Kamman, J., xviii, 23, 40
- Kantorwitz, B., 111
- Katsinas, S., 113
- Kellogg Leadership for Community Change, 50
- Kelly, F., 39
- Kerner Commission Report, 6
- Kerner, O., 6
- Kezar, A., xx–xxi, 15, 216

- Kluver, L., 10
 Knowledge economy, 216
 Kochhar, R., 39, 108
 K-16 Seamless Educational Pipeline project, 51-52, 53
 K-12 education: accountability in, 53; achievement gap in, 13-14; college credit courses in, 55; current challenges of, 39-40; curriculum alignment in, 53; and demographic changes, 7-8, 14, 40-42; fragmentation of, 19; and future leadership, 204; importance of, 59; increased Latino population in, 39, 167; leadership in, 50-52; in local communities, 16; mathematics education in, 54-55; and MESA project, 187; and partnerships for paradigm shift, 222; and politics, 44-47; and success in universities, 177, 178; university partnership with, 15, 42-50, 56
- L**
- Land-grant institutions, 11
 Lane, J. I., 140
 Latino Baccalaureate and Beyond program, 85
 Latino population: achievements of, 4; current statistics for, xviii, 3, 39, 62; definition of, xviii.1; distribution of, xii, xviii, 8-10, 156; growth of, 108; historical increases in, 7; overview of, 59-60; power of, 155-156; projection of, xi, xviii, 3, 23; and rationale for social justice, 5; in Texas and California, 33, 64
 LaVoo, G., 173-174
 Leadership: accountability of, 207-208; advocacy for, 203-204; and apprehension about Latino enrollment, 71-72; challenges of, 212; as change agents, 211-212; character traits of, 196-197, 200-201; competencies of, 196; and discrimination, 198-199; duties of, 195-196; and educational pipeline, 204-205; and elite universities, xiv-xv; and ethics, 208-209; examples of, 195; family life of, 209; frames of, 194; goal of, 206; and higher education networking, 183-184; including stakeholders in, 206; in K-16 pipeline, 50-52, 204; in local communities, 16-18; for paradigm shift, 223-224; and population projections, 3; positions in, 193; pride among, 197; purposes of, 194-195; selection of, 200-202; and sustainability, 131-136; visioning and planning in, 136-137
 League for Innovation in the Community College, 27, 216
 League of United Latin American Citizens (LULAC), 36, 93, 128
Leaks in the Chicana and Chicano Educational Pipeline (Yosso & Solorzano), 79
 Learning centers, 90
 Learning communities, 119
 Learning, culture of, 154-155
 Lee, C., 168
 Lenth, C. S., 30
 Liberal arts college, 180-183
 Liberal Latinos, 36
 Lincoln, A., 6
 Lindsay, J., 6
 Lingenfelter, P. E., 30
 Local communities: citizenship in, 141-144; diversity of, 126; education reform in, 159-160; effect of university admissions on, 189; and partnerships for paradigm shift, 221-222; reshaping of, 16-18
 Lopez, E. S., 70
 Lopez, G. A., 2, 39
 López, R. E., 151
 Los Angeles mayor, 143
 Los Angeles Unified School District, 79-80
 Low-income students, 112

- LULAC. *See* League of United Latin American Citizens (LULAC)
- Lumina Foundation for Education, 216
- M**
- Madrid, A., 71–72
- Maidique, M., 210
- MALDEF. *See* Mexican American Legal Defense and Educational Fund (MALDEF)
- Manufacturing jobs, 117
- Manzo, K. K., 40
- Marianist missionaries, 43
- Marshall Plan, 155
- Martí, J., 202
- Mass education, 175
- Master's degrees, 65
- Mathematics: access and retention strategies for, 84; educational preparation for, 173; K–12 initiatives for, 54–55; lack of Latinos in, 60; mentoring in, 174–175; outreach programs for, 187–188
- Mathematics, Engineering, and Science Achievement (MESA) program, 84, 187–188
- Matute, A. M., 202
- McDonald's Corporation, 195
- McGrath, P., 185
- McNair Program, 91
- McWilliams, C., 4
- Medicaid, 112–113
- Melendez v. Westminster School District*, 44
- Mellando, R., 156
- Mentoring: in math and sciences, 174–175; and philanthropy strategies, 38; in Puente Project, 185–186; in retention programs, 88, 90
- Merit scholarships, 171
- MESA. *See* Mathematics, Engineering, Science Achievement (MESA) program
- Mexican American Legal Defense and Educational Fund (MALDEF), 36, 94, 128
- Mexican American School Board Members Association, 94
- Mexican American Youth Association, 79
- Mexican American Youth Organization, 79
- Mexican Americans: achievements of, 4; community citizenship of, 141–144; and diversity of Hispanic community, 126; economic participation of, 140–141; educational development of, 137–140; historical roots of, 126–128; and leadership for sustainability, 131–136; social status of, 6; technology literacy of, 144–145; visioning and planning of, 136–137
- Mexican Americans in School: A History of Educational Neglect* (Carter), 6
- Mexico, 115, 120, 133–134
- Middle-class Latinos, 20
- Middle-class society, 157–158, 171
- Miller, D., 127–128
- Mills, C. W., 183–184
- Mingle, J., 12
- Mistral, G., 202
- Mizell, L., 172
- Money transfers, 12–13
- Montoya, J., 4
- Moreno, J. F., 186
- Morin, R., 4
- Motivation, 147
- Movimiento Estudiantil Chicano de Aztlán, 79
- Murdock, S., 7, 42, 64
- N**
- NAFTA. *See* North American Free Trade Agreement (NAFTA)
- Nalebuff, B. J., 137
- National Assessment of Educational Progress, 13–14, 40

- National Center for Education Statistics, 10, 11
- National Center for Higher Education Management Systems, 218
- National Commission on Excellence in Education, 72–73
- National Community College Hispanic Council (NCCHC), 93–94
- National Council for Community and Education Partnerships, 82
- National Council of La Raza, 36, 94, 128
- National Hispanic University, 15, 114, 115
- National Postsecondary Education Cooperative, 186
- National Science Foundation, 54
- National University, 113
- NCCHC. *See* National Community College Hispanic Council (NCCHC),
- Networking, 182–185
- Nevada, 62
- New American Alliance, 38
- New American University, 15, 27
- New Mexico, 7–8
- Newman, F., 138
- No Child Left Behind Act, 53, 152
- Nongovernmental organizations (NGOs), 18
- Nora, A., 177
- North American Free Trade Agreement (NAFTA), 121
- North Carolina, 62
- O**
- Ohmae, K., 133, 144
- Older students, 225
- Open forums, 102
- Optimism, 153
- Organization for Economic Cooperation and Development, 157
- Organizational change, 211
- Our Lady of the Lake University, 43
- Outreach programs: for academic achievement, 185–188; challenges of, 107–108; examples of, 79–86
- Outsourcing, 77
- Owens, W., 194
- P**
- Padres Promotores de la Educación program, 84–85
- Padrón, E., 210
- Palmer, J., 113
- Paradigm shift: and campus culture, 219; and changing economy, 216–219; and curriculum, 220, 224; and recent calls for change, 215–216; strategies for, 223–226
- Parents: importance of, 79–80; and MESA program, 187; outreach programs for, 79–80, 84–85
- Patience, 163
- Patron system, 46
- Pena, F., 4
- Pérez, J., 200
- Perez, M. E., 3, 107
- Personal development, 89
- Pew Hispanic Center, 39, 55, 77
- Phase III ENLACE program, 85
- Philanthropy: Latinos' history of, 35–36; new models for, 35–37; overview of, 33–34; strategies for, 37–38
- Pipeline model, 42–44
- Policy Institute, 71
- Politics: and higher education funding, 32; of local communities, 16, 18; and paradigm shift, 221–222, 223; and sustainability, 142–143; of Texas K–12 education, 44–47
- Pomona College, 181
- Posturing, 98–99
- Poverty, 10
- Power: and demographics, 7, 143–144; of Latinos, 155–156; of professional associations, 97; and sustainability, 143–144
- Preschool programs, 205

- Presidential campaigns, 145
 Presidents, 207
 President's Advisory Commission on Educational Excellence for Hispanic Americans, 62
 Pride, 197, 218
Princeton Review, 48
 Princeton University, 180
 Prison, 16
 Private universities: attendance at, 172–183; benefits of, 173; networking and, 183–185; number of Latinos in, 168, 171–172; and philanthropy, 34; rewards of attending, 169
 Proactive stance, 99
 Professional associations, Latino: history of, 93–94, 95; proposals for, 96–105; purpose of, 94–95; value of, 94–95
 Progressive education, 148
 Public policies: and networking, 183–184; and sustainability, 132–133
 Public Policy Institute, 69
 Public Policy Institute of California, 12, 77
 Public schools. *See* K–12 education, Publications, 63
 Puente Project, 84, 185–187
 Puente, T., 4
 Puerto Ricans, xviii, 169
- Q**
- Quality of life, 135–136
- R**
- Rand Center for Research on Immigration Policy, 172
Real Women Have Curves (film), 173–174
 Relational power, 97
 Release time, 104
 Religion, 33
 Remedial courses: and barriers to pipeline system, 48; in education reforms, 119; in four-year college experience, 177; recent initiatives involving, 54; statistics regarding, 40
 Reputations, 218
 Research institutions, 61, 74, 178–179
 Resistance to change, 211
 Retreats, 102
 Revolving door syndrome, 177
 Rhi-Perez, P., 133, 134, 135
 Richardson, B., 18
 Risk taking, 226
 Robbins, S. P., 194–195, 211
 Robles, B., 126, 138, 140
 Rochin, R. I., 70
 Rodriguez, G., Jr., 177
 Rodriguez, I., 140
 Rodriguez, R., 33
Rodriguez v. San Antonio Independent School District, 44
 Role models, 88
 Ronald E. McNair Postbaccalaureate Achievement Program, 91
 Rooke, D., 133
 Rotary International, 208
 Royce, A., 33
 Rural students, 159, 178
- S**
- St. Mary's University, 43
 St. Phillip's College, 43
 Samora, J., 151
 San Antonio College, 43, 44
 San Antonio public schools, 43–44
 San Diego State University, 199, 203, 205, 206
 Sanchez, G. I., 4, 151, 152
 Santa Ana College, 82, 85, 86
 Santa Ana ENLACE Partnership, 82–83
 Santa Ana Unified School District, 82
 Santiago, D., 7, 10
 Santillan, L., 165
 Sarason, S., 147

- Sassen, S., 131, 132
 Schermerhorn, J. R., Jr., 136–137
 Schevitz, T., 171, 179
 Schmidt, P., 41
 Scholastic Aptitude Test (SAT), 55, 78
 School reform. *See* Education reform
 Schrempf, J., 195
 Sciences: educational preparation for, 174; lack of Latinos in, 60, 156; mentoring in, 174–175; outreach programs for, 84; in South Texas schools, 47
 Segregation, xix, 16
 Service economy, 216–217
 Silo mentality, 48
 Sisters of Charity of the Incarnate Word, 43
 Sisters of Divine Providence, 43
 Slavery, 4, 5, 6
 Smith, M. A., 125, 129, 130, 138
 Social justice: and Mexican American history, 127–128; rationale for, 5–7
 Social reform, xix
 Social regression, 136
 Social security fund, 13
 Social security numbers, 49–50
 Solorzano, D. G., 79
 South Americans, xviii,
 South Texas, 44–47, 51–52
 South Texas Higher Education Plan, 135
 Southwest Airlines, 116
 Spanish language, 149
 Spring, J. H., 149
 SSS. *See* Student Support Services (SSS) Program
 Stakeholders, 206
 Standing committees, 100
 State coordinating agencies, 50
 Stavans, I., 168
 Stereotypes, 200–201
 Stern, E., 156
 Strategic insight, 137
 Strategic planning, 136–137
 Student orientation, 87
 Student services: needed changes to, 15, 119–120; obstacles to, 177–178; in retention programs, 87–89; sample programs for, 185–188; in Talent Search program, 81
 Student Support Services (SSS) Program, 88–91
 Student tracking mechanisms, 49–50
 Study groups, 90
 Study skills, 89
 Suburban schools, 178
 Suggs, W., 215
 Summer Bridge Program, 86
 Summer Scholars Transfer Institute, 86
 Suro, R., 39, 108
 Sustainability: and community citizenship, 141–144; definition of, 125; and economic participation, 140–141; education for, 137–140; and educational development, 137–140; and K–12 pipeline initiatives, 53–55; and leadership, 131–136; model for, 130–132; rationale for, 129; and technology literacy, 144–145; visioning and planning in, 136–137
 Swail, W. S., 168
 Symposium, 2001, 52
 Synergy, 161
- T**
- TACHE. *See* Texas Association of Chicanos in Higher Education (TACHE)
 Tafoya, S., 39, 108
Taking the Reins (Eckel & Kezar), xx–xxi,
 Talamantes, F., 174
 Talent Search Program, 80–81
 Tapia, R., 174
 Tapscott, D., 145
 Taxes, 121–122, 172
 Teacher Corps, 198–199
 Teaching, 119, 200

- Team teaching, 119
 Technology, 120, 144–145
 Tennessee, 62
 Tenured faculty: in California, 68, 69,
 70; in Texas, 63–64, 65
 Texas, 6, 7, 10, 32, 33; accountabil-
 ity in, 73–75; admission policies
 in, 113; demographics of, 64–66;
 drop-out rate in, 42; and enroll-
 ment for sustainability, 139;
 four-year institutions in, 64–66;
 high school graduation rate in,
 59–60; incomes in, 140–141;
 leaders' apprehension in, 71–72;
 leadership model in, 133–134;
 overview of, 64; pipeline model in,
 42–44, 51–52; politics in education
 in, 44–47; two-year institutions in,
 67
 Texas A&I University, 45, 46
 Texas A&M University, 46, 51, 53
 Texas A&M University-Corpus
 Christi, 54
 Texas A&M University-Kingsville,
 46–47, 51, 54
 Texas Assessment of Knowledge and
 Skills, 54, 55
 Texas Association of Chicanos in
 Higher Education (TACHE), 93
 Texas Coastal Bend region, 51
 Texas Education Agency, 8
 Texas Higher Education Assessment,
 55
 Texas Higher Education Coordinating
 Board, 65, 66, 74, 139
 Texas Higher Education Plan, 139
 Texas Hispanic Report Card,
 73–75
 Thinking skills, 28–29
Time Magazine, 41
 Tinto, V., 118
 Title V legislation, 107; and col-
 lege graduation, xiv; overview of,
 115–116; revisions to, 116–117
 Tomas Rivera Center, 71
 Tomas Rivera Lecture, 101
 Tomas Rivera Policy Brief,
 174
 Torbert, T. R., 133
 Tornatzky, L. G., 170
 Total quality management approach,
 206
 Traditional professional associations,
 97
 Transdisciplinary courses, 220
 Transfers, 113–114, 222
 Transitional focus, 85–86
 Treaty of Guadalupe Hidalgo,
 127
 TRIO programs, 80–92
 Trust funds, 121–122
 Trustees, 207
 Truth, 208, 209
 Tuition: history of, 32; and K–12
 pipeline model, 48; and lack of
 government funding, 32–33; and
 new educational models, 30; rising
 costs of, 111–112
 Tutoring, 90
 Tutu, D., 215
 Two-year colleges: in California, 70,
 109–110; change in, 216; collab-
 oration of four-year college with,
 205; and demographic changes,
 10–11; for first-generation college
 attendees, 170; number of transfers
 from, 168; in Texas, 43, 67
- U**
- UNESCO, 138
 Unilateral power, 97
 United Latino Fund in Los Angeles,
 36
 U.S. Census, 3, 6, 7, 10, 23, 62, 64,
 78, 109, 118, 169
 U.S. Department of Agriculture, 10
 U.S. Department of Education, 13
 United States Hispanic Chamber of
 Commerce, 12
U.S. News & World Report, 48
 University of California, 68, 69–70,
 110t, 111, 156, 188

- University of California-Berkeley, 178–179
 University of California-Irvine, 82, 85, 86
 University of Incarnate Word, 43
 University 100 class, 87–88
 University of Phoenix, 113, 220
 University of Texas at Austin, 46, 113, 198–199
 University of Texas at El Paso, 32–33
 University of Texas at San Antonio, 43, 44
 Upward Bound program, 81, 120
- V**
- Values, shared, 33
 Valverde, L. A., 3, 13, 14, 93, 215
 Varsalona, D., 40
 Vazquez, O., 165
 Vela, W., 174, 175
 Vernez, G., 172
 Vietnam War protests, 149
 Villaraigosa, A., 18, 143, 204
 Virtual learning marketplace initiatives, 27
 Vision, 136–137, 195, 223
 Volunteering, 209
 Voting districts, 18
- W**
- Wagner, L., 33
 Warren, M., 97
 Washburn, J., 111–112
 Weber, S., 205
 Welch, J., 194
 Welch, S., 194
- Western Association of Schools and Colleges, 114
 Western Governor's University, 220
 Western Interstate Commission for Higher Education (WICHE), 7–8, 62, 97–98, 167
 Wheary, J., 49
 White population: college enrollment level of, 10, 11; and decline in funding, 63; and demographic changes, 7; doctorate degrees earned by, 11; projected status of, 3; in Texas, 64–65
 WICHE. *See* Western Interstate Commission for Higher Education (WICHE)
 Williams College, 181
 W.K. Kellogg Foundation, xxi, 50, 51, 82
 Wolfson, J., 48
 Women, Latino: college enrollment of, 11; income of, 141; as leaders, 202
The World Is Flat: A Brief History of the Twenty-First Century (Friedman), 27–28, 192
- X**
- Yochelson, J., 156
 Yosso, T. J., 79
 Youth, 23, 62
- Y**
- Zetsche, D., 195
 Zuniga, V., 126, 127