

INCREASING POSTSECONDARY SUCCESS FOR UNDERSERVED STUDENTS  
AN ANNOTATED BIBLIOGRAPHY WITH LINKS TO ELECTRONIC COPIES OF RECENT STUDIES AND REPORTS

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## Under-served Students

### General

**American Council on Education. 2003. *Student Success: Understanding Graduation and Persistence Rates*.** This brief describes cross-institutional patterns of college persistence, including the impact of work intensity and family responsibilities on degree attainment.

[www.acenet.edu/AM/Template.cfm?Section=Home&CONTENTID=33951&TEMPLATE=/CM/ContentDisplay.cfm](http://www.acenet.edu/AM/Template.cfm?Section=Home&CONTENTID=33951&TEMPLATE=/CM/ContentDisplay.cfm)

**Cabrera, A., Burkam, K., & LaNasa, S. 2005. *Pathways to a Four-year Degree: Determinants of Transfer and Degree Completion*.** This paper examines differences in postsecondary attendance and patterns between low SES students and their economically better off peers.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=311](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=311)

**Center for Labor Market Studies, Northeastern University. 2008. *Getting to the Finish Line: A Seven Year Study of the Boston Public School Class of 2000*.** This study reports on the college persistence and degree attainment rates of Boston high school graduates seven years after they complete high school.

[www.bostonpic.org/files/resources/BPS%20college%20graduation%20study.pdf](http://www.bostonpic.org/files/resources/BPS%20college%20graduation%20study.pdf)

**Public Agenda. 2009. *With their Whole Lives Ahead of Them: Myths and Realities about Why So Many Students fail to Finish College*.** This paper reports the findings of a national study that many young adults drop out of college because of their difficulties with juggling school, work and basic living expenses and provides suggestions that can make it easier for working students to complete college.

[www.publicagenda.org/theirwholelivesaheadofthem](http://www.publicagenda.org/theirwholelivesaheadofthem)

**Stoutland, S. and Coles, A. 2009. *Who's Making It: the Academic Achievement of Recent Boston Public School Graduates in their Early College Years*.** This study explores questions related to the persistence, progress and performance of graduates of the Boston Public Schools who began college full-time for the first time in the fall of 2005.

[www.tbf.org/UnderstandingBoston/PortalListingDetails.aspx?sec=Education Education Reports Reports\\_1&id=10182](http://www.tbf.org/UnderstandingBoston/PortalListingDetails.aspx?sec=Education Education Reports Reports_1&id=10182)

### African American and Latino Students

**Cabrera, A., Nora, A., Terenzini, P., Pascarella, E., Hagedorn, L. 1999. *Campus Racial Climate and the Adjustment of Students to College: A Comparison between White Students and African-American Students*.** This paper examines the effects of perceptions of prejudice and discrimination on African American and white student adjustment to college, according to four assertions made in literature addressing the issue.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=84](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=84)

**College Board. 2010. *The Educational Crisis Facing Young Men of Color: Reflections on Four Days of Dialogue on the Educational Challenges of Minority Males*.** This report summarizes discussions that took place in four one-day seminars which brought together more than 60 scholars, practitioners and activists from the African American, Hispanic/Latino, Asian American and Pacific Islander, and Native American communities.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19940](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19940)

**Ellis, P. 2004. *Addressing the Shame of Higher Education: Programs that Support College Enrollment and Retention of African-American Males*.** This report discusses intervention programs in existence to increase the academic achievement of African American males.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=681](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=681)

**Engle, J., and Theokas, C. 2010. *Top Gainers: Some Public Four-year Colleges and Universities Make Big Improvements in Minority Graduation Rates*.** This brief highlights efforts of public colleges and universities that have boosted graduation rates for minority students; the data presented provide a baseline for colleges seeking to raise minority graduation rates and show that improvements are taking place in a range of settings.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19968](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19968)

**Gandara, P. and Maxwell-Jolly, J. 1999. *Priming the Pump: Strategies for Increasing the Achievement of Underrepresented Minority Undergraduates*.** This report identifies higher education programs and strategies that have the capacity to help many more minority students distinguish themselves academically in the undergraduate level than is now the case.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=2721](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=2721)

**Guiffrida, D. 2005. *Othermothering as a Framework for Understanding African American Students' Definitions of Student Centered Faculty*.** This study documents interviews with students at predominantly white institutions of their perceptions of faculty attributes that facilitate meaningful relationships with African American students.

<https://urresearch.rochester.edu/institutionalPublicationPublicView.action?institutionalItemId=2802>

**Noguera, P. 2002. *The Trouble with Black Boys: The Role and Influence of Environmental and Cultural Factors on the Academic Performance of African American Boys*.** This paper suggests that the academic performance of African American males can be improved by devising strategies that counter the effects of harmful environmental and cultural forces.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=700](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=700)

**Pew Hispanic Center. 2009. *Between Two Worlds: How Young Latinos Come of Age in America*.** This report takes an in-depth look at Latinos, ages 16 to 25, a phase of life when young people make choices that set their path to adulthood while navigating the two cultures they inhabit—American and Latin American.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19803](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19803)

**Santiago, D. 2007. *Voices: A Profile of Today's Latino College Students*.** This publication provides a synthesis of national data and the perspectives of Latino students speaking in their own voice about how they and their families view college affordability and opportunity.

[www.edexcelencia.org/research/voces-profile-todays-latino-college-students](http://www.edexcelencia.org/research/voces-profile-todays-latino-college-students)

## Immigrant/Undocumented Students

**Capps, R., and Fix, M. 2005. *Undocumented Immigrants: Myths and Reality*.** This paper debunks common myths about undocumented immigrants and their families.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=679](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=679)

**Erisman, W. & Looney, S. 2007. *Opening the Door to the American Dream: Increasing Higher Education Access and Success for Immigrants*.** This report discusses barriers faced by legal immigrants seeking postsecondary education, particularly older immigrants, who face significant challenges in understanding and gaining access to the U.S. higher education system because they did not attend American primary and secondary schools.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=2152](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=2152)

**Sweet, R., Anisef, P., and Walters, D. 2008. *Immigrant Parents' Investments in their Children's Post-secondary education*.** This paper examines relationships between the resources available to immigrant and non-immigrant families and what parents are willing and able to save for their children's postsecondary education.

<http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19599>

## Low-Income Students

**Davis, R. and McSwain, C. 2007. *College Access for the Working Poor: Overcoming Burdens to Succeed in Higher Education*.** This report examines the precarious position of working poor students in our society as they view the prospect of attending postsecondary education while juggling conflicting work and family demands.

[www.ihep.org/Publications/publications-detail.cfm?id=8](http://www.ihep.org/Publications/publications-detail.cfm?id=8)

**Engle, J. and Tinto, V. 2008. *Moving beyond Access: College Success for Low-Income, First Generation Students*.** This report highlights how the combined impact of being both low-income and first-generation correlates with a range of factors (i.e. demographic and enrollment characteristics) that lower students' chances of successfully earning a college degree.

[http://www.coenet.us/files/files-Moving\\_Beyond\\_Access\\_2008.pdf](http://www.coenet.us/files/files-Moving_Beyond_Access_2008.pdf)

**Institute for Higher Education Policy. 2001. *Getting through College: Voices of Low-income and Minority Students in New England*.** This report discusses how low-income and minority students are faring in the New England region with its diverse array of public and private higher education institutions.

[www.ihep.org/Publications/publications-detail.cfm?id=35](http://www.ihep.org/Publications/publications-detail.cfm?id=35)

**Macy, B., 2000. *From Rusty Wire Fences to Wrought-Iron Gates: How the Poor Succeed in Getting to – and Through – College*.** This paper describes the college experiences of 20 students from low-income backgrounds and identifies six keys to the success of such students.

[www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content\\_storage\\_01/0000019b/80/16/2f/6e.pdf](http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/16/2f/6e.pdf)

**Wei, C. and Horn, L. 2009. *A Profile of Successful Pell Grant Recipients*.** This report describes characteristics of college graduates who received Pell Grants and compares them to graduates who were not Pell Grant recipients. <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2009156>

## **Youth Transitioning from Foster Care**

**Casey Family Programs. 2001. *It's My Life: A Framework for Youth Transitioning from Foster Care to Successful Adulthood*.** This guide is for child welfare professionals and others who are assisting and supporting teens aging out of foster care as they prepare for adulthood.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=882](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=882)

**Casey Family Programs. 2006. *It's My Life: Postsecondary Education and Training*.**

This guidebook provides recommendations, strategies, and resources to help young people transitioning from foster care access college opportunities. [www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=881](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=881)

**Casey Family Programs. 2008. *Supporting success: Improving Higher Education Outcomes for Students from Foster Care—A Framework for Program Enhancement*.** This guide offers advice to the higher education community for improving the effectiveness of support services for students coming from foster care.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=18596](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=18596)

**Cooprider, C. 2005. *Improving Education Outcomes for Foster Youth: The Guardian Scholars Project Year 1*.**

This paper describes collaboration between a four-year and a two-year public college in Indiana to improve retention and graduation rates for former foster youth enrolled on their campuses.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=876](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=876)

## **Disconnected Youth**

**Center for Law and Social Policy. 2004. *Disconnected Youth: Educational Pathways to Reconnection*.** This paper discusses the plight of disconnected youth and describes education pathways to reconnection for such youth. [www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=270](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=270)

**Center for Mental Health in Schools. 2010. *Interventions to Support Readiness, Recruitment, Access, Transition, and Retention for Postsecondary Education Success*.** This paper discusses the need to develop a comprehensive and cohesive system of interventions that address barriers to learning and teaching and the need to re-engage disconnected students at every stage from pre-kindergarten through postsecondary education. [www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19905](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19905)

## **Student Engagement and Contextual Issues - Challenges and Strategies**

### **General**

**Community College Survey of Engagement. 2009. *Making Connections: Dimensions of Student Engagement*.** This paper discusses research findings that students who enroll in college part-time are less likely to be engaged than their full-time counterparts and suggests ways in which to strengthen the connection between such students and campuses.

[www.ccsse.org/publications/national\\_report\\_2009/CCSSE09\\_nationalreport.pdf](http://www.ccsse.org/publications/national_report_2009/CCSSE09_nationalreport.pdf)

**Cushman, K., 2006. *First in the Family: Advice about College from First-Generation Students: Your College Years*.** This book summarizes advice from 16 first-generation college students about how to navigate the

transition to college and succeed in the first year. Available for purchase only. [www.amazon.com/First-Family-College-Generation-Students/dp/0976270668/ref=pd\\_sim\\_b\\_1](http://www.amazon.com/First-Family-College-Generation-Students/dp/0976270668/ref=pd_sim_b_1)

**Engle, J., Berneo, A., and O'Brien, C. 2006. *Straight from the Source: What Works for First-Generation College Students*.** This paper discusses findings from focus groups with first-generation students in Texas regarding what helped them make the transition from college to high school, as well as what didn't work or what could work better. [www.pellinstitute.org/files/files-sfts\\_what\\_works.pdf](http://www.pellinstitute.org/files/files-sfts_what_works.pdf)

**Harris, L. and Ganzglass, E. 2008. *Creating Postsecondary Pathways to Good Jobs for Young High School Dropouts: the Possibilities and the Challenges*.** This paper examines strategies for connecting high school dropouts between the ages of 16 and 24 to pathways to postsecondary credentials that have value in the labor market. [www.americanprogress.org/issues/2008/10/postsecondary\\_pathways.html](http://www.americanprogress.org/issues/2008/10/postsecondary_pathways.html)

**Jobs for the Future. 2009. *Key Design Features of a GED to College Pathway*.** This brief describes the key design features of a pathway that provides school dropouts with the skills necessary for entry and success in postsecondary education. [www.jff.org/publications/education/key-design-features-ged-college-pathway/866](http://www.jff.org/publications/education/key-design-features-ged-college-pathway/866)

**Jobs for the Future. 2010. *The Breaking Through Practice Guide*.** This guide describes four "high leverage strategies" that community colleges and other programs can adopt to increase the success of low-skilled younger and older adults in preparing for jobs with family-sustaining incomes. [www.jff.org/publications/education/breaking-through-practice-guide/1059](http://www.jff.org/publications/education/breaking-through-practice-guide/1059)

**Kuh, G., Kinzie, J. Buckley, J., Bridges, B., and Hayek, J. 2006. *What Matters to College Success: a Review of the Literature*.** This paper examines the array of social, economic, cultural and education factors related to the success of students in college and summarizing promising strategies for improving college success. [http://nces.ed.gov/npec/pdf/kuh\\_team\\_report.pdf](http://nces.ed.gov/npec/pdf/kuh_team_report.pdf)

**Maraskian, L. 2004. *Raising the Graduation Rates of Low-Income College Students*.** This report presents the findings of research on retention at institutions that serve large numbers of Pell Grant recipients and identifies differences in institutional characteristics and practices that might help to explain differences in student outcomes. [www.luminafoundation.org/publications/PellDec2004.pdf](http://www.luminafoundation.org/publications/PellDec2004.pdf)

**Perna, L. and Thomas, S. 2006. *A Framework for Reducing the Student Success Gap and Promoting Success for All*.** This paper provides a framework for guiding the ways in which policymakers and practitioners can intervene to improve postsecondary outcomes for students and eliminate gaps in outcomes among students. [http://nces.ed.gov/npec/pdf/Perna\\_Thomas\\_Report.pdf](http://nces.ed.gov/npec/pdf/Perna_Thomas_Report.pdf)

**Savitz-Romer, M., Jager-Hyman, J., and Coles, A. 2009. *Removing Roadblocks to Rigor: Linking Academic and Social Supports to Ensure College Readiness and Success*.** This paper offers a unifying framework for academic and social support practices and policies that support student success on the secondary and postsecondary levels. [www.pathwaystocollege.net/uploadedFiles/Pathways\\_To\\_College\\_Network/About\\_Us/Pathways\\_Publications/Roadblocks.pdf](http://www.pathwaystocollege.net/uploadedFiles/Pathways_To_College_Network/About_Us/Pathways_Publications/Roadblocks.pdf)

**Tinto, V. and Pusser, B. 2006. *Moving from Theory to Action: Building a Model of Institutional Action for Student Success*.** This paper discusses the conditions within colleges and universities that are associated with student success, including the learning climate, support services for students, the nature of feedback students receive about their performance and other factors, and consider how institutions can change to increase the success of students. [http://nces.ed.gov/npec/pdf/Tinto\\_Pusser\\_Report.pdf](http://nces.ed.gov/npec/pdf/Tinto_Pusser_Report.pdf)

## **Institutional Policies, Programs and Practices**

**Adelman, C. 2006. *The Toolbox Revisited: Paths to Degree Completion from High School through College*.** This essay examines the aspects of secondary school and college that lead to the successful completion of postsecondary degrees and certificates. [www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=711](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=711)

**Cook, N., and King, J. 2005. *Improving Lives through Higher Education: Campus Programs and Policies for Low-Income Adults*.** This paper is a comprehensive assessment of how colleges and universities serve low-income adults. [www.acenet.edu/bookstore/pdf/2005CampusPP4Adults.pdf](http://www.acenet.edu/bookstore/pdf/2005CampusPP4Adults.pdf)

***Delta Cost Project. 2009. Calculating Cost-return for Investments in Students Success .***

This paper describes a project that explored the extent to which the revenue that colleges and universities generate by increasing student retention offsets the additional cost of first-year programs.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19864](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19864)

***Driscoll, A.K. 2007. Beyond access: How the First Semester Matters for Community College Students' Aspirations and Persistence.***

This report identifies factors related to students' first semester in community college (taking a full course load, GPA, etc.) that are predictors of transferring to a four-year college or university.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=2893](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=2893)

***ECMC Foundation. 2006. PERSIST- A Guide to Improve Higher Education Persistence, Retention, and Success.***

This guide provides tools designed to increase college retention and graduation rates, especially among low-income, first-generation college students.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=20322](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=20322)

***Ekman, Garth, R., and Noonan, J. 2004. Powerful Partnerships: Independent Colleges Share High-Impact Strategies for Low-income Students' Success.***

This paper describes how institutions that have high graduation rates for low-income students have achieved success in retaining such students.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=177](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=177)

***Engle, J. & O'Brien, C. 2007. Demography is not Destiny: Increasing the Graduation Rates of Low-income College Students at Large Public Universities.***

This study analyzes 14 public four-year institutions serving large numbers of Pell Grant recipients to determine the institutional characteristics, practices, and policies that might account for differences in retention and graduation rates.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=2371](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=2371)

***Exelencia in Education. 2010. Growing What Works.*** This database provides examples of over 100 promising practices for improving Latino student success implemented by colleges and universities across the U.S.

[www.edexcelencia.org/programs/what\\_works](http://www.edexcelencia.org/programs/what_works)

***Hooker, S. and Brand, B. 2009. Success at Every Step: How 23 Programs Support Youth on the Path to College and Beyond.***

This publication describes 23 programs that have been proven to help young people successfully complete high school prepared for success in postsecondary education and careers.

[www.aypf.org/publications/SuccessAtEveryStep.htm](http://www.aypf.org/publications/SuccessAtEveryStep.htm)

***MDRC, Inc. 2010. Can Improved Student Services Boost Community College Success?***

This report documents various ways community colleges are enhancing student services and improving academic outcomes by getting counselors and advisers into classrooms - either to support developmental math instructors or to teach college success courses.

[www.mdrc.org/area\\_issue\\_38.html](http://www.mdrc.org/area_issue_38.html)

***Myers, D. 2003. College Success Programs.*** This report describes college persistence programs that have demonstrated effectiveness in retaining and graduating traditionally underrepresented college students by showing that the academic achievement of such students was equal to, or better than, campus-wide student populations.

[www.pathwaystocollege.net/pdf/CollegeSuccessPrograms.pdf](http://www.pathwaystocollege.net/pdf/CollegeSuccessPrograms.pdf)

***Offenstein, J., Moore, C., & Shulock, N. 2010, Advancing by Degrees: A Framework for Increasing College Completion.***

This paper describes 'on-track to degree' indicators (based on an analysis of the transcripts of students attending California's community colleges and Florida's public four-year universities) that enable institutional leaders and others to monitor the progress of students toward completing college degrees and understanding which milestones students fail to reach and why.

[www.edtrust.org/sites/edtrust.org/files/publications/files/AdvbyDegrees.pdf](http://www.edtrust.org/sites/edtrust.org/files/publications/files/AdvbyDegrees.pdf)

***Southern Regional Education Board. 2010. Promoting a Culture of Student Success: How Colleges and Universities are Improving Degree Completion.***

This paper examines strategies that public higher education institutions in 15 states are using to help more students earn college credentials.

[www.publications.sreb.org/2010/10E02\\_Promoting\\_Culture.pdf](http://www.publications.sreb.org/2010/10E02_Promoting_Culture.pdf)

***Survey of Entering Student Engagement (SENSE). 2008. Starting Right: A First Look at Engaging Entering Students.***

This report presents preliminary findings from the 2007 Survey of Entering Student Engagement (SENSE) at community colleges, which typically lose about half of their students prior to the students' second college year.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=18543](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=18543)



**Swaner, L., and Brownell, J. 2008. *Outcomes of High Impact Practices for Underserved Students: A Review of the Literature*.** This paper examines the outcomes of five high-impact practices – learning communities, service-learning, undergraduate research, first-year seminars, and capstone courses and projects – for underserved student populations (underrepresented minorities, and low income and first-generation college students). [www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19213](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19213)

## Developmental Education

**Achieving the Dream Data Notes. 2008. *Achieving the Dream Data Notes: Developmental Education: Completion Status and Outcomes*.** This analysis examines outcomes of four different groups of students organized by their developmental education needs and completion statuses.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=18860](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=18860)

**Bailey, T. 2009. *Rethinking Developmental Education in Community Colleges*.** This brief reviews evidence on students who enter community college with weak academic skills and summarizes study findings on the effectiveness of developmental education. [www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19438](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19438)

**Community College Bridges to Opportunity Initiative. 2008. *Developmental Education Toolkit*.** This toolkit is designed to help state and education leaders reshape policy to support the efforts of community colleges to reduce the number of students entering college under-prepared and improve the success of under-prepared students who enroll at their institutions.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19171](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19171)

**Russell, A. 2008. *Enhancing College Student Success through Developmental Education*.** This paper makes the case for the importance of developmental education at both community colleges and four-year institutions to ensure educational opportunity for all. [www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19209](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19209)

**Schwartz, W., and Jenkins, D. 2007. *Promising Practices for Community College Developmental Education*.** This document provides a summary of key findings from the literature on effective developmental education practices. [www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=3218](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=3218)

## Paying for College

**American Council on Education. 2006. *Missed Opportunities Revisited: New Information on Students Who Do not Apply for Financial Aid*.** This paper analyzes the rate at which undergraduates did not file a financial aid application in 2003-2004 and describes the characteristics of students who did not apply that year.

[www.acenet.edu/AM/Template.cfm?Section=CPA&Template=/CM/ContentDisplay.cfm&ContentFileID=1374](http://www.acenet.edu/AM/Template.cfm?Section=CPA&Template=/CM/ContentDisplay.cfm&ContentFileID=1374)

**American Council on Education. 2006. *Working their Way through College: Student Employment and Its Impact on the College Experience*.** This brief addresses questions about undergraduates who work using data from the 2003–04 National Postsecondary Student Aid Study (NPSAS) by the U.S. Department of Education.

[www.acenet.edu/AM/Template.cfm?template=/CM/ContentDisplay.cfm&ContentFileID=1618](http://www.acenet.edu/AM/Template.cfm?template=/CM/ContentDisplay.cfm&ContentFileID=1618)

**Choy, S., Berker, A., and Carroll, D. 2003. *How Families of Low- and Middle-income Undergraduates Pay for College: Full-time Dependent Students in 1999-2000*.** This paper examines how students by income level and type of institution pay for college. <http://nces.ed.gov/pubs2003/2003162.pdf>

**Cunningham, A. and Santiago, D. 2005. *How Latino Students Pay for College*.** This paper discusses how Latino students and families manage college costs. [www.edexcelencia.org/pdf/LSA\\_eng.pdf](http://www.edexcelencia.org/pdf/LSA_eng.pdf)

**Cunningham, A. and Santiago, D. 2008. *Student Aversion to Borrowing: Who Borrows and Who Doesn't*.** This report highlights the borrowing patterns of students who attend in college and suggests why some students may not borrow, even when it seems a logical choice.

[www.ihep.org/assets/files/publications/s-z/StudentAversiontoBorrowing.pdf](http://www.ihep.org/assets/files/publications/s-z/StudentAversiontoBorrowing.pdf)

**Geckeler, C. 2008. *Helping Community College Students Cope with Financial Emergencies: Lessons from the Dreamkeepers and Angel Fund Emergency Financial Aid Programs*.** This paper describes the Dreamkeepers and Angel Fund Emergency Financial Aid Programs created by the Lumina foundation to assist community college and tribal college students who are at risk of dropping out because of unexpected financial crises.

[www.mdrc.org/publications/479/overview.html](http://www.mdrc.org/publications/479/overview.html)

**Fried, T., and Associates. 2009. *Providing Effective Financial Aid Assistance to Students from Foster Care and Unaccompanied Homeless Youth*.** This guide provides suggestions for ways to help youth from foster care and unaccompanied homeless youth secure financial aid for college.

[www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19747](http://www.pathwaystocollege.net/PCNLibrary/ViewBiblio.aspx?aid=19747)

**Haynes, R.M. 2008. *The Impact of Financial Aid on Postsecondary Persistence: A Review of the Literature*.** This article identifies the conundrum that exists between removing financial barriers to college and the challenges of sustaining reenrollment among students who receive aid, and suggests possible interventions to address this problem. [www.nasfaa.org/Annualpubs/Journal/Vol37N3/RMichaelHaynes.PDF](http://www.nasfaa.org/Annualpubs/Journal/Vol37N3/RMichaelHaynes.PDF)

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