The studies in this report were reviewed using WWC Evidence Standards, Version 2.0 (see the WWC Procedures and Standards Handbook, Chapter II).

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.

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


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.


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.


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.


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.