

*Figure 1: Conceptual Framework for Understanding Family Perceptions of Success*

©Copyright by J. Justine López 2019 | All Rights Reserved

**Student Success in School in a Rural Community:  
Examining Underrepresented Cultures and Marginalized Families' Perceptions of Success Across Educational Pipelines**

J. Justine López, EdD | University of Denver | jlopez@du.edu | <http://portfolio.du.edu/jlopez>  
23<sup>rd</sup> Biennial Conference | World Council for Gifted and Talented Children | Nashville, TN | July 24-28, 2019

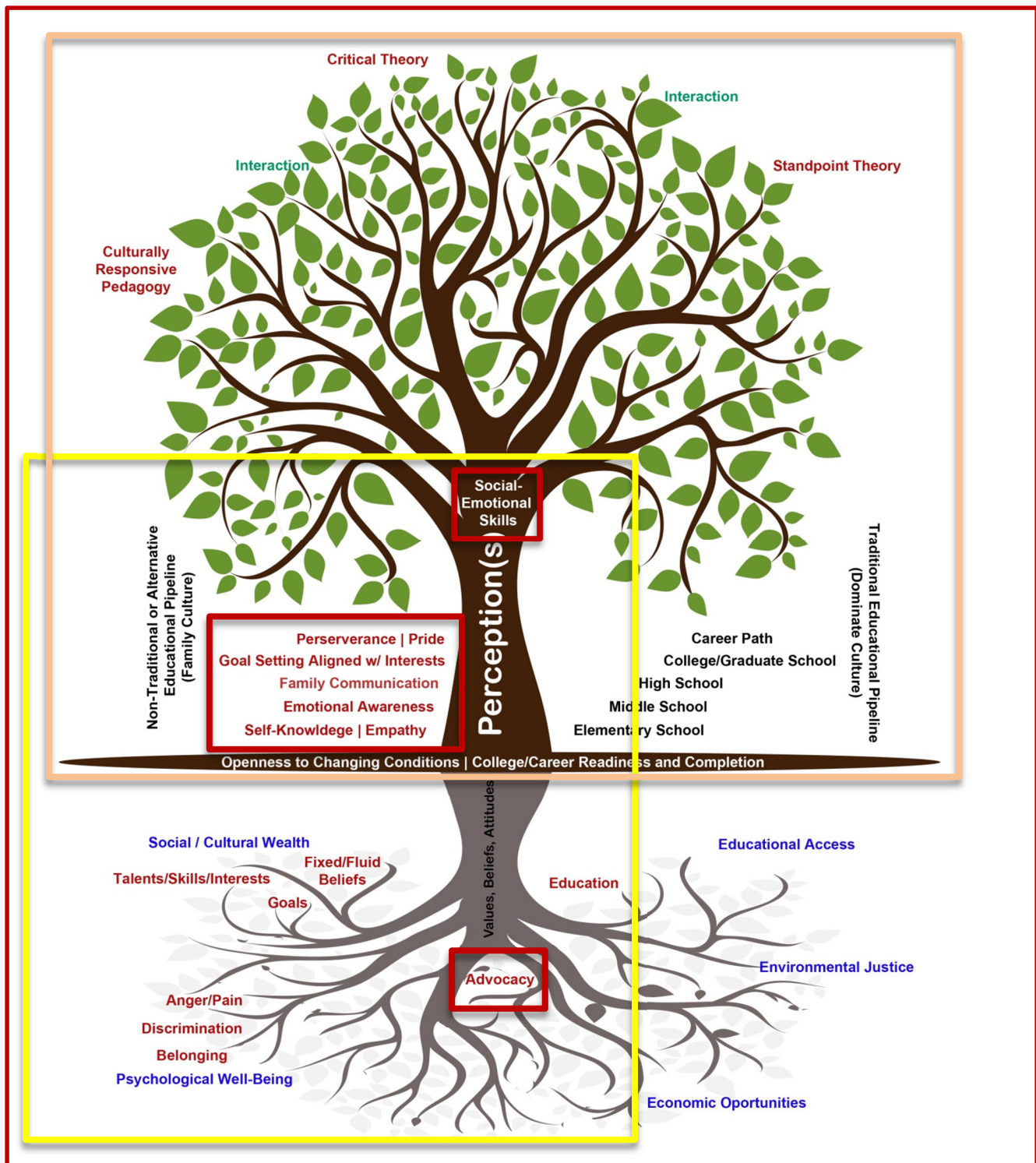


Figure 19: Conceptual Model REVISED

©Copyright by J. Justine López 2019 | All Rights Reserved

**Student Success in School in a Rural Community:**  
**Examining Underrepresented Cultures and Marginalized Families' Perceptions of Success Across Educational Pipelines**

J. Justine López, EdD | University of Denver | jlopez@du.edu | <http://portfolio.du.edu/jlopez>

23<sup>rd</sup> Biennial Conference | World Council for Gifted and Talented Children | Nashville, TN | July 24-28, 2019

## References:

- Aleman, M. Sonya, (2018). Mapping intersectionality and Latina/o and Chicana/o students along educational frameworks of power. *Review of Research in Education*. AERA. 42, 177-202.
- Alonso-Zaldivar, Richardo, Trevor Thompson (2010). *87% of hispanics value higher education, 13% have college degree*. USA Today. Retrieved from [http://usatoday30.usatoday.com/news/education/2010-07-30-poll-hispanic-college\\_N.htm](http://usatoday30.usatoday.com/news/education/2010-07-30-poll-hispanic-college_N.htm)
- Anyon, J. (1980). *Social class and the hidden curriculum of work*.
- Apple, M. (2012). *Knowledge, power, and education*. Routledge, Taylor & Francis Group. New York, London.
- Apple, M. (1979). *Ideology and Curriculum*. Routledge and Kegan Paul. Boston.
- Arao, B. & Clemens, K. (2013). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. In L. Landreman (Ed.), *The art of effective facilitation: Reflections from social justice educators*, 135-150. Sterling, VA: Stylus.
- Andrews, F.M., & Withey, S.B. (1976). Social indicators of well-being. New York: Plenum.
- Brewster, C., Railsback, J. (2003). Building trusting relationships for school improvement: Implications for principals and teachers. Northwest Regional Educational Laboratory. Retrieved from the internet on 5/4/2015 from: <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=0CDYQFjAD&url=http%3A%2F%2Feducationnorthwest.org%2Fsites%2Fdefault%2Ffiles%2Ftrust.pdf&ei=yOZYVe2mOsGOyAT0goHgBQ&usq=AFQjCNHLrPvEYhdb3sLQT0ok8wauf3UEA&sig2=yGdbAnt23-N-pexrC98Axxw&bvm=bv.93564037,d.aWw>
- Bandura, A. (1977). *Self-efficacy: Toward a unifying theory of behavioral change*. Psychological Review, 84(2), 191-215.
- Banks, J. A., & Banks, C. A. M. (Eds.). (2004). *Handbook of Research on Multicultural Education* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.
- Bandura, A. (1997). *Self-Efficacy: The exercise of control*. New York, NY: W. H. Freeman.
- Basen-Engquist, K. (1992). Psychosocial predictors of "safer sex" behaviors in young adults. *AIDS Education and Prevention*, 4(2), 120-134.
- Brafford, L. J., & Beck, K. H. (1991). Development and validation of a condom self-efficacy scale for college students. *Journal of American College Health*, 39(5), 219-225.
- Becker, H.J., & Epstein, J.L. (1982). Parent involvement: A study of teacher practices. *Elementary School Journal* 88: pp. 85-1-2.
- Boyte, C. Harry. (2004). *Everyday politics: Reconnecting citizens and public life*. Philadelphia: University of Pennsylvania Press.
- Brewster, C., Railsback, J. (2003). Building trusting relationships for school improvement: Implications for principals and teachers. Northwest Regional Educational Laboratory. Retrieved from the internet on 5/4/2015 from: <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&ved=0CDYQFjAD&url=http%3A%2F%2Feducationnorthwest.org%2Fsites%2Fdefault%2Ffiles%2Ftrust.pdf&ei=yOZYVe2mOsGOyAT0goHgBQ&usq=AFQjCNHLrPvEYhdb3sLQT0ok8wauf3UEA&sig2=yGdbAnt23-N-pexrC98Axxw&bvm=bv.93564037,d.aWw>
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Development Psychology*, 22(6), pp. 723.
- Brien, T. M., Thombs, D. L., Mahoney, C. A., & Wallnau, L. (1994). Dimensions of self-efficacy among three distinct groups of condom users. *Journal of American College Health*, 42(4), 167-174.
- Benson, John (2012). *Why California needs more latinos to graduate from college*. Huff Post. LatinoVoices. Retrieved from [http://www.huffingtonpost.com/2014/01/10/california-latinos-graduate\\_n\\_4575154.html](http://www.huffingtonpost.com/2014/01/10/california-latinos-graduate_n_4575154.html)
- Blenky, M. F., Clinchy, B. M., Goldberger, N. R. & Tarule, J. M. (2007). *Women's Ways of knowing: The development of self, voice, and mind*. Perseus Books Group: New York, NY
- Boylorn, R. M., & Orbe, M. P. (Eds.). (2014). *Critical autoethnography: Intersecting cultural identities in everyday life*. Walnut Creek, CA: Left Coast Press.
- CASEL. (2017; 2018). Collaborative for Academic, Social, and Emotional Learning (n.d.). *Social and emotional learning (SEL) and student benefits: Implications for safe schools/healthy students core elements*. Chicago, IL.
- Census Reporter. (2018). Retrieved from <https://censusreporter.org/profiles/05000US08087-morgan-county-co/>
- Cole, M., & Griffin, P. (1987). Contextual factors in education. Madison: Wisconsin Center for Education Research.
- Coleman, J. (1987). Families and schools. *Educational Researcher*, 16, 32-38.
- Colorado Department of Education (2015). *Right for rural Javits grant program*. Retrieved from <http://www.cde.state.co.us/gt/right4ruralprogram> 6/14/2016
- Campbell, D. T., & Fiske, D. W. (1959). Convergent and discriminant validation by the multitrait-multimethod matrix. *Psychological Bulletin*, 56, 81-105.
- Cornel Pewewardy (1993)
- Chowdary, V. Nagendra. (2008). Executive interview with Charles Spinosa on strategy execution. *IBS Case Development Centre: Asia-Pacific's largest repository of management case studies*. [http://ibscdc.org/executive-interviews/Q&A\\_with\\_Charles\\_Spinosa.htm](http://ibscdc.org/executive-interviews/Q&A_with_Charles_Spinosa.htm). (accessed January 15, 2012).
- . 2008. Executive interview with Donald N. Sull on strategy execution. *IBS Case Development Centre: Asia-Pacific's largest repository of management case studies*. [http://ibscdc.org/executive-interviews/Q&A\\_with\\_Don\\_Sull\\_2.htm](http://ibscdc.org/executive-interviews/Q&A_with_Don_Sull_2.htm). (accessed January 15, 2012).
- . 2008. Executive interview with Melissa Raffoni on strategy execution. *IBS Case Development Centre: Asia-Pacific's largest repository of management case studies*. [http://ibscdc.org/executive-interviews/Q&A\\_with\\_Melissa\\_Raffoni.htm](http://ibscdc.org/executive-interviews/Q&A_with_Melissa_Raffoni.htm). (accessed January 15, 2012).
- Collins, Jim. (2008). *Good to great*. New York: HarperCollins Publishers Inc.
- Collins, J. David, and Michael G. Rukstad. (2008). Can you say what your strategy is? *Harvard Business Review* hbr.org. (April): 8.
- Chiari, G. & Nuzzo, M. L. (1996). Psychological constructivism: A metatheoretical differentiation. *Journal of Constructivist Psychology*. 9(3), 163-184.
- Covey, M. R. S. (2012). *The Speed of Trust*. New York, NY: Free Press. Simon & Schuster.
- Covey, Stephen. (2012). Closing the execution gap. Overdrive: the official blog of the entrepreneurs' organization. <http://blog.eonetwork.org/2012/07/closing-the-execution-gap/>. (accessed January 15, 2016).
- Covey, Stephen. (2012). Stephen Covey: the execution gap. Driving Improved Results; <http://www.drivingir.com/stephen-covey-execution-gap>. (access January 15, 2015).

### Student Success in School in a Rural Community:

#### Examining Underrepresented Cultures and Marginalized Families' Perceptions of Success Across Educational Pipelines

J. Justine López, EdD | University of Denver | [jlopez@du.edu](mailto:jlopez@du.edu) | <http://portfolio.du.edu/jlopez>

23<sup>rd</sup> Biennial Conference | World Council for Gifted and Talented Children | Nashville, TN | July 24-28, 2019

- Covey, Franklin. (2004). The execution quotient; the measure of what matters. A FranklinCovey White Paper. [http://www.franklincoveyresearch.org/catalog/xQ\\_White\\_Paper\\_3.0.pdf](http://www.franklincoveyresearch.org/catalog/xQ_White_Paper_3.0.pdf). (accessed January 15, 2016).
- Creswell, J. W. (2013). Qualitative inquiry & research design: Choosing among five approaches (3<sup>rd</sup> ed.) Thousand Oaks: Sage Publications, Inc.
- CME Center for Multicultural Excellence (2014). *CME resources: inclusive excellence at DU*. Retrieved from <http://www.du.edu/cme/resources/inclusive-excellence.html>
- D'Andrade, R. (1984). Cultural meaning systems. In R. A. Shweder & R. A. LeVine (Eds.) *Culture theory: Essays on mind, self and emotion*. (pp. 88-119). New York: Cambridge University Press.
- D'Andrade, R. (1990). Some propositions about the relationship between culture and human cognition. In J. W. Stigler, R. A. Shweder, & G. Herdt (Eds.), *Cultural psychology: Essays on comparative human development*. (pp. 65-129) New York: Cambridge University Press.
- DeCuir-Gunby, J.T., & Schutz, P.A. (2017). Developing a mixed methods proposal: a practical guide for beginning researchers. Thousand Oaks, CA: Sage Publications, Inc.
- Delpit, Lisa. (2006). *Other people's children: Cultural conflict in the classroom*. The New Press. New York, NY.
- DePrince, A.P. & Freyd, J.J. (2002). The harm of trauma: Pathological fear, shattered assumptions, or betrayal?, J. Kauffman. Loss of the assumptive world: A theory of traumatic loss. pp. 71-82. New York, NY: Brunner-Routledge.
- Dorn, D. S. (1987). The first day of class: Problems and strategies. *American Sociological Association: Teaching Sociology*, 15(1), 61-72.
- Dobbin, F., Kaley, A. (2016, July). Why diversity programs fail: What works better. *Harvard Business Review*. Retrieved from <https://hbr.org/2016/07/why-diversity-programs-fail>
- Drucker, F. Peter. (1997). Seeing things as they really are. *Business News Profile Interview: Chief Learning Officer*. Retrieved from <https://www.forbes.com/forbes/1997/0310/5905122a.html#15ae2a6824b9>. Accessed February 17, 2018
- Duckworth, A. (2016). *Grit: The power of passion and perseverance*. Simon & Schuster, Inc. New York, NY.
- Durkheim, E. (1915). The elementary forms of religious experience. New York: Free Press.
- DU University of Denver (2011). *University of denver strategic plan for inclusive excellence*. University Vision Statement. Retrieved from <http://www.du.edu/cme/resources/inclusive-excellence.html>
- DU University of Denver. (2007). *University vision statement: diversity statement*. DUs Commitment to Diversity. University of Denver. Retrieved from <http://www.du.edu/chancellor/vision/diversitystatement.html>
- Eisner, W. Elliot. 1994. Cognition and curriculum reconsidered: second edition. New York, NY. Columbia University. Teachers College Press.
- Eisner, E. (1998). The enlightened eye: Qualitative inquiry and the enhancement of educational practice. Upper Saddle River, New Jersey: Prentice Hall, Inc.
- El Yaafouri, L. (2018). The newcomer student: An educator's guide to aid transition. Rowman & Littlefield International.
- El Yaafouri, L. (2017). The newcomer fieldbook: A workbook companion to the newcomer student. Sidon Press.
- El Yaafouri, L. (2017, August). Community partner meeting. Justine López. STEAM. Denver, Colorado.
- Epstein, J. (2001). School, family and community partnerships: Preparing educators and improving schools. Boulder, CO: Westview Press.
- Fletcher, Dan (2017). Standardized testing. *TIME Archives*. Retrieved 1/27/2017 from <http://content.time.com/time/nation/article/0,8599,1947019,00.html?iid=sr-link4>
- Flinders, D. J. & Stephen T. J. (2013). Subtractive schooling: U.S.-Mexican youth and the politics of caring. *The Curriculum Studies Reader*. London/New York. Routledge Taylor & Francis Group.
- Ford, D.Y. (2011). Multicultural gifted education. Prufrock Press, Inc. Waco, TX.
- Ford, D.Y. (2012). Ensuring equity in gifted education. Suggestions for change (again). *Gifted Child Today*. 35(1).
- Forsyth, A. D., & Carey, M. P. (in press). Problems in the measurement of self-efficacy: Review, critique, and recommendations. *Health Psychology*.
- Forsyth, A. D., Carey, M. P., & Fuqua, R. W. (1997). Evaluation of the validity of Condom Use Self-Efficacy Scale (CUSES) in young men using two behavioral simulations. *Health Psychology*, 16(2), 175-178.
- Fry, R. & Lopez, M.H. (2012). Now largest minority group on four-year college campuses: Hispanic student enrollments reach new highs in 2011. *Pew Research Center*. Washington, DC: Retrieved from <http://www.pewhispanic.org/2012/08/20/hispanic-student-enrollments-reach-new-highs-in-2011/>
- Gay, G. (2000). Culturally Responsive Teaching: Theory, Research, and Practice. New York: Teachers College Press.
- Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education*, 53(2), 106-116.
- Gay, G. (2010). Culturally responsive teaching: Theory, research, and practice. Columbia University. Teachers College Press: New York, NY.
- Giddens, A (1991). *Modernity and self-identity: Self and society in the late modern age*. Cambridge, UK: Polity Press.
- Glesne, C. (1999). Becoming qualitative researchers: An introduction. New York: Longman.
- Goleman, Daniel. (2000). Leadership that gets results. *Harvard Business Review* EBSOC Publishing. (March-April): 13.
- Hafenstein, N.L., Hesbol, K.A., Medina, J., & Lopez, J. (November 2016). *Giftedness in rural poverty: A preliminary analysis of Right4Rural data*. Paper presented at the annual meeting of The National Association for Gifted Children (NAGC), Orlando, FL.
- Hafenstein, N.L., Hesbol, K.A., Medina, J., Lopez, J., Polat, C., & Berghoff, A. (October 2016). *Right 4 rural: Innovations and inspiration*. Paper presented at annual meeting of Colorado Association for Gifted and Talented (CAGT), Loveland, CO.
- Hambrick, C. D., and James W. Fredrickson. (2005). Are you sure you have a strategy? *Academy of Management Executives*, Vol. 19, No 4.
- Harding, G. S. (2005). Rethinking standpoint epistemology: What is "strong objectivity"? In Cudd, Ann E.; Andreasen, Robin O. (Eds). *Feminist Theory: A Philosophical Anthology*. Oxford, UK Malden, Massachusetts: Blackwell Publishing. pp. 218-236.
- Harding, G. S. (1998). Women, Science, and Society. *Science*.
- Harding, G. S. (1992). Rethinking standpoint Epistemology: What is "Strong Objectivity"? In Linda A.; Elizabeth P. (Eds). *Feminist Epistemologies*. New York: Routledge, 1992.
- Hesbol, K.A., Hafenstein, N.L., Lopez, J., Taylor, R., & Amiri, F. (February, 2018). *Cultural competency: A critical component to ensure appropriate gifted identification of every student*. Daniel L. Ritchie Endowed Chair in Gifted Education, Policy Symposium and Conference. Talented voices: Diversity & equity in gifted education. Morgridge College of Education, University of Denver, Denver, CO.
- Hesbol, K.A., Hafenstein, N.L., Amiri, F., Lopez, J., & Taylor, R.E. (February, 2018). *Rural and Remote: Changing the underrepresentation of giftedness among underrepresented minority students*. Paper presented at annual meeting of the Colorado Association of School Executives (CASE), Denver, CO.
- Hesbol, K.A., Hafenstein, N.L., Taylor, R.E., Lopez, J., & Amiri, F. (October 2017). *Growing cultural competency in rural Colorado school districts*. Paper presented at annual meeting of Colorado Association for Gifted and Talented (CAGT), Loveland, CO.
- Hesbol, K.A., Hafenstein, N.L., Lopez, J., & Taylor, R.E. (July 2017). *Re-envisioning culturally proficient leadership to expand student success for all: Examining the identification of underrepresented minority children in rural Colorado*. Paper presented at the Biennial Conference of the World Council for Gifted and Talented Children (WCGTC), Sydney, Australia.
- Hesbol, K.A., Hafenstein, N.L., & Lopez, J. (April 2017). *An examination of the identification of underrepresented rural minority gifted students in a western state*. Paper presented at the annual meeting of the American Educational Research Association (AERA), San Antonio, Texas.
- Hjorth, C.H. (2017). Underachievement in early childhood education. *Gifted underachiever: Education in a competitive and globalizing world*. Nova Science Publishers: New York, NY. p. 75-92.

#### Student Success in School in a Rural Community:

#### Examining Underrepresented Cultures and Marginalized Families' Perceptions of Success Across Educational Pipelines

J. Justine López, EdD | University of Denver | [jlopez@du.edu](mailto:jlopez@du.edu) | <http://portfolio.du.edu/jlopez>

23<sup>rd</sup> Biennial Conference | World Council for Gifted and Talented Children | Nashville, TN | July 24-28, 2019



- Hindus, Myra, & Pherwani S. (2014). *University of denver: executive summary – status of women and people of color studies*. Creative Diversity Solutions and IBIS Consulting Group, Inc. Retrieved from <http://portfolio.du.edu/statusstudies/page/51749>
- Horkheimer, M. (1972). *Traditional and critical theory*. New York, NY: Herder and Herder.
- Hussar, W.J., & Bailey, T.M. (2013). Projections of education statistics to 2022 (NCES 2014-051). *Washington, DC: U.S. Government Printing Office*. Retrieved from <http://nces.ed.gov/pubs2014/2014051.pdf>. Accessed February 17, 2018
- IES Institute of Education Sciences (2010). *U.S. department of education*. National Center for Education Statistics. Retrieved from <http://nces.ed.gov/fastfacts/display.asp?id=72>
- Johnson, A.G. (2001). The trouble we're in: privilege, power, and difference. In *Privilege, Power, and Difference* (15-41). Boston: McGraw Hill.
- Johnson, A.G. (2006). *Privilege, power, and difference*. New York, N.Y.: McGraw Hill Higher Education.
- KeyedIn Solutions. (2012). *Business strategy and technology alignment*. White paper. Retrieved 10/5/2016 from <http://www.keyedin.com/>.
- Khosla, Sanjive. 2008. Strategy development and execution processes: a telcom investments case study. Retrieved 1/15/2012 from [http://www.dkvevents.ae/files/Strategy%20&%20Tactics%20@%20TECOM\\_V2.pdf](http://www.dkvevents.ae/files/Strategy%20&%20Tactics%20@%20TECOM_V2.pdf).
- Kiken, Laura G, and Natalie J Shook. (2011). Looking up: Mindfulness increases positive judgments and reduces negativity bias. *Social Psychological and Personality Science* 2.4: 425-31.
- Kim, T. J. & Cho, Y. H. (2004). Psychological analysis of trust relationships between teachers and students in the classroom. *Korean Educational Development Institute*. Vol. 1, No. 1. pp. 43-60. Seocho-gu, Seoul: Korea.
- Kim, T. J. & Lee, S. W. (1992). The effect of position involvement in perception if social conflicts. *Korean Journal of Social Psychology*, 6(2), 29-42. (In Korean): Seocho-gu, Seoul: Korea.
- Kimmel, Sarah (2014). HCM Advisory Group. *2014 diversity and inclusion state of the industry report*. Talent Management's diversity executive. Human Capital Media Research and Advisory Services. Retrieved from <http://www.talentmgt.com/publications/1>
- Krober, A.L., & Kluckhohn, C. (1952). *Culture: A critical review of concepts and definitions*. Cambridge, MA: Peabody Museum.
- Krogstad, J.M. (2016a). 5 facts about Latinos and education. *Washington, DC: Pew Internet & American Life Project*. Retrieved from <http://www.pewresearch.org/facttank/2016/07/28/5-facts-about-latinos-and-education/>. Accessed February 17, 2018
- Ladson-Billings, G. (1995). But that's just good teaching! The case for culturally relevant pedagogy. *Theory into Practice*, 34(3), 159-165. College of Education. Ohio State University. San Francisco, CA: Jossey-Bass.
- Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.
- Lawrence-Lightfoot, S., & Hoffman, J. (1997). *The art and science of portraiture*. San Francisco, CA.: Jossey Bass Publishing.
- Lee, S. W., & Kim, T. J. (1988). Perspectives and attitudes: transformational and genetic process of attitude structure. *Korean Journal of Psychology*, 7(1), 75-95. (In Korean): Seocho-gu, Seoul: Korea.
- Lee, S. W., & Kim, T. J. (1990). The effect of social role in social event perception. *Korean Journal of Social Psychology*, 5(1), 10-23. (In Korean): Seocho-gu, Seoul: Korea.
- Little, J. W. (1999). Organizing schools for teacher learning. In L.Darling-Hammond, G. Sykes (Eds.), *Teaching as the learning profession: Handbook of policy and practice* (pp. 233–262). San Francisco, CA: Jossey-Bass.
- López, J. (2019). *Student success in school in a rural community: Examining underrepresented cultures and marginalized families' perceptions of success across educational pipelines*. Unpublished doctoral dissertation. University of Denver, Denver, CO.
- Luft, R., & Ward, J. (2009). Toward an intersectionality just out of reach: confronting challenges to intersectional practice. In V. Demon & M.T. Segal (Eds.) *Perceiving gender locally, globally, and intersectionally* (pp. 9-37). Bingley, England: Emerald.
- McNeal, R.B. Jr. (2001). Differential effects of parental involvement on cognitive and behavioral outcomes by socioeconomic status. *The Journal of Socio-Economics*, 30(2), 171
- Mahoney, C. A., Thombs, D. L., & Ford, O. J. (1995). Health belief and self-efficacy models: Their utility in explaining college student condom use. *AIDS Education and Prevention*, 7(1), 32-49.
- Madill, A., Gough, B., Lawton, R. and Stratton, P. (2005). How should we supervise qualitative projects? *Psychologist* 18(10), 616-18.
- McGinnis, T. A. (2009). *Seeing possible futures: khmer youth and the discourse of the american dream*. *Anthropology & Education Quarterly*, 40 (1), 62-81.
- McIntosh, P. (1989). *White privilege: unpacking the invisible knapsack*.
- McKenzie, K.B. & Scheurich, J.J. (2004). Equity traps: A useful construct for preparing leaders in schools that are successful with racially diverse students. *Education Administration Quarterly*, 40:5, p. 601-636.
- McLaren, P. (1989). *Life in schools: An introduction to critical pedagogy in the foundations of educations*. New York: Longman.
- Mead, G. H. (1934). *Mind, self, and society from the standpoint of a social behaviorist*. Chicago: University of Chicago Press.
- Mead, G. H. (1956). *George Herbert Mead on social psychology*. Chicago: University of Chicago Press.
- Miller, A. (2001). *The truth will set you free: Overcoming emotional blindness and finding your true adult self*. Farrar, Straus and Giroux. New York, NY.
- Miller, A. (2002). *For your own good: Hidden cruelty in child-reading and the roots of violence*. Evas Erwachen; Basic Books. New York, NY.
- Misztal, B. (1996). *Trust in modern societies*. UK: Blackwell Publishers Ltd.
- Misztal, B. (2011). The challenges of vulnerability: In search of strategies for a less vulnerable social life. New York, NY: St. Martin's Press LLC.
- Moerer-Urdahl, T. (2003). *Collegiate mentoring: Long-term effects across four decades*. Unpublished manuscript. University of Nebraska, Lincoln.
- Moore, L. (2009). *The high-trust classroom: Raising achievement from the inside out*. New York, NY: Routledge Taylor & Francis Group.
- Moustakas, C. (1994). *Phenomenological research methods*. Thousand Oaks, CA: Sage Publications, Inc.
- Mugleston, W. F. (1989). Turning them on the first day of class. *OAH Magazine of History: Science and Technology*, 4(2), 7-8: JSTOR.
- Nadal, K.L. (2012). Featured commentary: Trayvon, Troy, Sean: When racial biases and microaggressions kill. *Communiqué*, American Psychological Association. Retrieved from <http://www.apa.org/pi/oema/resources/communique/2012/07/microaggressions.aspx>.
- Nieto, S. (1999). *The light in their eyes*. New York: Teachers College Press.
- National Center for Frontier Communities. Retrieved from <https://www.census.gov/dataviz/visualizations/001/> 10/3/2016.
- National Center for Frontier Communities. *Resource Library*. Retrieved from <http://frontierus.org/library/> 6/13/2016.
- NEA (2018). Why cultural competence? To help educators' close achievement gaps. *National Education Association*. Retrieved from <http://www.nea.org/home/39783.htm>.
- Niche (2018). *Census Reporter*. Retrieved from <https://censusreporter.org/profiles/97000US0804050-fort-morgan-school-district-re3-co/>
- Nuri-Robins, Lindsey, Lindsey, Terrell (2012). The tools of cultural proficiency. *Culturally Proficient Instruction*. Corwin. Retrieved: <https://us.corwin.com/en-us/nam/culturally-proficient-instruction/book235135> 10/4/2016.
- Noddings, N. (1984). *Caring: A feminine approach to ethics and moral education*. Berkeley, CA: University of California Press.
- Noddings, Nel. 2005. *The challenge to care in schools: an alternative approach to education*. New York, NY. Columbia University. Teachers College Press.
- Osterwalder, A., and P. Yves. (2009). Business model generation. <http://alexosterwalder.com/>. (accessed January 15, 2012).
- Palmer, J. P. (2007). *The Courage to Teach*. [Kindle ebook version]. San Francisco, CA.: Jossey-Bass.
- Pfeffer, Jeffry. (2010). *Power, why some people have it—and others don't*. HarperCollins Publishers.

**Student Success in School in a Rural Community:  
Examining Underrepresented Cultures and Marginalized Families' Perceptions of Success Across Educational Pipelines**

J. Justine López, EdD | University of Denver | [jlopez@du.edu](mailto:jlopez@du.edu) | <http://portfolio.du.edu/jlopez>

23<sup>rd</sup> Biennial Conference | World Council for Gifted and Talented Children | Nashville, TN | July 24-28, 2019

- Pinar, F.W., Reynolds, W. M., Slattery, P., & Taubman, P.M. (1996). *Understanding curriculum: An introduction to the study of historical and contemporary curriculum discourses*. Peter Lang, (v17). New York, NY.
- Ponjuan, Luis (2011). NEA National Education Association. Recruiting and retaining latino faculty members: the missing piece to latino student success. *The NEA Higher Education Journal*. Retrieved from <http://www.nea.org/home/49914.htm>
- Pratt-Johnson, Y. (2006). Communicating cross-culturally: What teachers should know. *The Internes TESL Journal*, 12(2). St. Johns University. Queens, New York, NY. Retrieved from <http://iteslj.org/Articles/Pratt-Johnson-CrossCultural.html>.
- Reis, M. Sally (2002). Internal barriers, personal issues, and decisions faced by gifted and talented females.” *Gifted Child Today Magazine*, Winter.
- Reger, J., and S. Staggengborg. (2006). Patterns of mobilization in local movement organizations: leadership and strategy in four national organizations for women chapters. *Sociological Perspectives* 49 (3): 297-323. <http://caliber.ucpress.net/doi/abs/10.1525/sop.2006.49.3.297>. (accessed June 5, 2008).
- Rhodan, Maya (2017). The secretary of education equated historically black colleges to ‘school choice’. *TIME Archives*. Retrieved 1/27/2017 from <http://time.com/4685456/betsy-devos-black-colleges-school-choice/?iid=sr-link1>
- Richards, H. V., Brown, A. F., & Forde, T. B. (2007). Addressing diversity in schools: Culturally responsive pedagogy. *Council for Exceptional Children. PR actioner Brief Series*. (39)3.
- Rieman, D.J. (1986). The essential structure of a caring interaction: Doing phenomenology. In P.M. Munhall & C. J. Oiler (Eds.) *Nursing research: A qualitative perspective* (pp. 85-105). Norwalk, CT: Appleton-Century-Crofts.
- Right4Rural. R4R. (2016; 2017;2018) University of Colorado. Colorado Department of Education. Right for rural Javits grant program. Retrieved from <http://www.cde.state.co.us/gt/right4ruralprogram> 6/14/2017.
- Rothman, Lily (2017). The complicated history behind California’s vote on bilingual education. *TIME Archives*. Retrieved 1/27/2017 from <http://time.com/4041224/history-california-bilingual-education/?iid=sr-link2>
- Saldana, J. (2016). *The coding manual for qualitative researchers*. Thousand Oaks, CA., Sage Publications.
- Achubert, W. H. (1975). Imaginative projection: A method of curriculum invention. Unpublished doctoral dissertation. University of Illinois, Urbana-Champaign.
- Schubert, W. H. (1980). Recalibrating education research: Toward a focus on practice. *Educational Researcher*, 9(1)0, 17-24, 31.
- Schubert, W. H. (1986). *Curriculum: Perspective, paradigm, and possibility*. New York: Macmillan.
- Schultz, B. D. (2008) Spectacular things happen along the way: Lessons from an urban classroom. New York: Teachers College Press.
- Schwab, J.J. (1971). The practical: Arts of eclectic. *School Review*, 79, 493-542.
- Shadiow, L. K. (2009). The first day of class: How it matters. *The Clearing House: A Journal of Educational Strategies*, 82(4), Arizona: Heldref Publications.
- Showalter, D., Klien, R., Johnson, J., & Hartman, S. (2017). Why rural matters 2015-2016: Understanding the changing landscape. *A Report by The Rural School and Community Trust and Our Partners: Institute for Child Success and Save the Children*. Rural School and Community Trust, Washington, DC.
- Shulock, Nancy, & Moore, C. (2014). State of leadership in higher education: six case studies. Sacramento State. *Institute for Higher Education Leadership & Policy*. Sacramento, CA. Retrieved from <http://collegecampaign.org/portfolio/july-2014-state-leadership-in-higher-education-lessons-from-other-states/>
- Souto-Manning, M., & Rabadi-Raol, A., (2018). (Re) Centering quality in early childhood education: Toward intersectional justice for minoritized children. *Review of Research in Education*. AERA. 42, 203-225.
- Sue, W. D., Capodilupo, C. M, Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K., & L., Esquilin, M. (2007). Racial Microaggressions in everyday life. *American Psychologist*, 62(4): 271–286. Teachers College, Columbia University. Retrieved from <https://www.psychiatry.org/news-room/apa-blogs/apa-blog/2016/10/racial-microaggressions-the-everyday-assault>
- Steele, M., Claude, & Aronson, J. (1995). *Stereotype threat and the intellectual test performance of african americans*.
- Steinhauer, Jason (2015). America’s student need history—but not for the reasons you’re hearing. *TIME Archives*. Retrieved 1/27/2017 from <http://time.com/4037579/history-education/?id=sr-link7>
- Sull, N. D., and C. Spinoso. (2007). Promise-based management: the essence of execution. *Harvard Business Review*. (April): 11.
- Suzuki, L., & Valencia, R. R. (1997). Race-ethnicity and measured intelligence: Educational implications. *American Psychologist* 52, 1103–1114.
- Tatum, B. (1997). Defining racism: Can we talk? In “*Why Are All the Black Kids Sitting Together in the Cafeteria?*”: and Other Conversations About Race p 3-17. New York: BasicBooks
- Tatum, B. (1997). The Early Years: “Is my skin brown because I drink chocolate milk?” In “*Why Are All the Black Kids Sitting Together in the Cafeteria?*”: and Other Conversations About Race p 31-51. New York: BasicBooks
- Tatum, B. (1997). The development of white identity: “I’m not ethnic, I’m just normal”. In “*Why Are All the Black Kids Sitting Together in the Cafeteria?*”: and Other Conversations About Race p 93-113. New York: BasicBooks
- Tharp, R.G., R., P. Estrada, S.S. Dalton, & L.A. Yamauchi. (2000). *Teaching transformed: Achieving excellence, fairness, inclusion, and harmony*. University of Virginia, Westview Press.
- Toppo, Greg (2009). *Hispanic students aspire to higher education but face barriers*. USA Today. Retrieved from [http://usatoday30.usatoday.com/news/education/2009-10-07-hispanic-college\\_N.htm](http://usatoday30.usatoday.com/news/education/2009-10-07-hispanic-college_N.htm)
- Trainer, Sean (2015). How community colleges changed the whole idea of education in America. *TIME Archives*. Retrieved 1/27/2017 from <http://time.com/4078143/community-college-history/?id=sr-link6>
- U.S. Bureau of Census. (2010). *2010 Census Home*. Retrieved from <http://www.census.gov/2010census/> 10/3/2017.
- U.S. Bureau of Census. (2010). *Data*. Retrieved from <http://www.census.gov/data.html> 10/3/2017.
- Valencia, R. R., & Suzuki, L. A. (2001). *Intelligence testing and minority students: Foundations, performance factors and assessment issues*. Thousand Oaks, CA: Sage.
- Valliani, Nadia. (2013). The state of latinos in higher education in california: the campaign for college opportunity. *The Economic and Social Imperative for Advancing Latino College Achievement*. Retrieved from <http://collegecampaign.org/portfolio/november-2013-the-state-of-latinos-in-higher-education-in-california/>
- Vance, J.D., (2016). *Hillbilly elegy: A memoir of a family and culture in crisis*, pp. 209-222, HaperCollins Publishers, New York, NY.
- Vickers, H. S., & Minke, K. M. (1995). Exploring parent-teacher relationships: Joining and communication to others. *School Psychology Quarterly*, 10(2), 133-150.
- Villegas, A. M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education*, 53(13).
- Vocate, D. R. (1994). *Intrapersonal communication: Different voices, different minds*. University of Colorado at Boulder. Lawrence Erlbaum Associates, Publishers: Hillsdale, New Jersey.
- Vocate, D.R. (1991). Consciousness and linguistic competency, *Issues in Integrative Studies*, (9)35-48.
- Vygotsky, L.S. (1934; 1987). *Thinking and Speech*. New York: Plenum. Originally published 1934.
- Wallace, E. K. (1908). The first day of school. *The Journal of Education*, 68(8), 233. Boston, MA: Trustees of Boston University.
- Watzlawick, P., Beavin, J., & Jackson, D.D. (1967). *Pragmatics of human communication*. New York: Norton.
- Weinhardt, L. S., Forsyth, A. D., Carey, M. P., Jaworski, B., & Durant, L. (1998). Reliability and validity of self-report measures of HIV-related sexual behavior: Progress since 1990 and recommendations for research and practice. *Archives of Sexual Behavior*, 27, 155-180.
- Wertsch, J. V. (1991). *Voices of the mind*. Cambridge, MA: Harvard University Press.
- Williams, R. (1983). *Keywords: A vocabulary of culture and society*. New York, NY: Macmillan.

**Student Success in School in a Rural Community:  
Examining Underrepresented Cultures and Marginalized Families’ Perceptions of Success Across Educational Pipelines**

J. Justine López, EdD | University of Denver | [jlopez@du.edu](mailto:jlopez@du.edu) | <http://portfolio.du.edu/jlopez>

23<sup>rd</sup> Biennial Conference | World Council for Gifted and Talented Children | Nashville, TN | July 24-28, 2019

- Wise, T. (2017). Tim Wise on White Privilege. *Jack Kooyman's videos*. Vimeo. Retrieved from <http://vimeo.com/25637392>
- Wlodkowski, R. J. & Ginsberg, M. B. (2011). A framework for culturally responsive teaching. *Educational Leadership: Strengthening Student Engagement*. Vol. 53,(1), pp. 17-21.
- Wong, H. K., & Wong, R. T. (1998). The first days of school: How to be an effective teacher. *Radical Teacher*, 60. Mountain View, CA: H.W. Publications, Inc.
- Wood, J.T. (2005). Gendered lives: communication, gender, and culture. Belmont, CA: Thomson Wadsworth.
- Wright, T. (2009). Sustainability, internationalization, and higher education. *Internationalizing the Curriculum in Higher Education*. Vol. 118, p. 105-115. Wiley Online Library.
- Yoskovitz, Ben. (2011). Understand the difference between marketing tools, tactics and strategies. Instigator Blog. (January): 2. <http://www.instigatorblog.com/marketing-tools-tactics-and-strategies/2011/01/24/>. (accessed January 15, 2012).
- Yosso, T.J. (2005). Whose, culture has capital? *Race, Ethnicity and Education*, 8(1), pp. 69-91.
- Yosso, T.J. (2006). *Critical race counterstories along the Chicana/Chicano educational pipeline*. Taylor & Francis Group, LLC., Routledge, New York, NY.

**Student Success in School in a Rural Community:  
Examining Underrepresented Cultures and Marginalized Families' Perceptions of Success Across Educational Pipelines**

J. Justine López, EdD | University of Denver | [jlopez@du.edu](mailto:jlopez@du.edu) | <http://portfolio.du.edu/jlopez>  
23<sup>rd</sup> Biennial Conference | World Council for Gifted and Talented Children | Nashville, TN | July 24-28, 2019