

Abstract

Today schools are preparing more students for a college education than at any other point in history. While the school system has embraced the challenge, some student groups are not enrolling in college as expected. The Hispanic student population in Texas has transformed the state's population over the last two decades. Yet, while the population has significantly increased, the percentage pursuing an advanced degree has remained rather stagnant. This qualitative study was designed to seek out the supports needed to best help the state's growing population of Hispanic students aspire to and attain a post-secondary degree. While students receive the schooling that prepares them for the next phase of education, Social Capital Theory suggests that there are other factors that may be equally important, if not more so. The current study provides educators insight into the most beneficial supports offered at schools to better serve this growing population. These supports include communication, involvement on behalf of the student, resources for success and long-term opportunity. In conjunction with discovering the most helpful supports, schools will become more aware of the impact that social capital plays when it comes to students attaining access to a post-secondary education.