



Bridging The Gap: Cultural Wealth And College Transition (Abstract Only)

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Abstract

This qualitative study examined the experiences of first-generation, Black and Latinx, Upward Bound alumni as they transitioned into and through postsecondary education using photograph/artifact elicited semi-structured interviews. Since first-generation, Black and Latinx college students have been systemically disenfranchised within various forms of the hegemonic education system (Berliner, 2006), this study situated the students' narratives as essential provisions in addressing inequities. Therefore, the purpose of this study was twofold, as it: (1) explored the ways that first-generation, low-income, Black and Latinx college students used their cultural wealth to persist and transition into/through postsecondary education, and (2) investigated the role of an Upward Bound program preparing them for college. The project is guided by the following research questions:

- How do first-generation, low-income, Black and Latinx Upward Bound college students use their cultural wealth within their transition and persistence through college?
- How do first-generation, low-income, Black and Latinx students perceive the role of Upward Bound in preparing them for college?

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