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This book offers an innovative look at the pre- and post-migration educational experiences of immigrant young adults with a particular focus on members of the Latino community. Combining quantitative data with original interviews, this book provides an engaging and nuanced look at a population that is both ubiquitous and overlooked, challenging existing assumptions about those categorized as 'dropouts' and closely examining the historical contexts for educational interruption in the chosen subgroup. The combination of accessible prose and compelling new statistical data appeals to a wide audience, particularly academic professionals, education practitioners and policy-makers.

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