



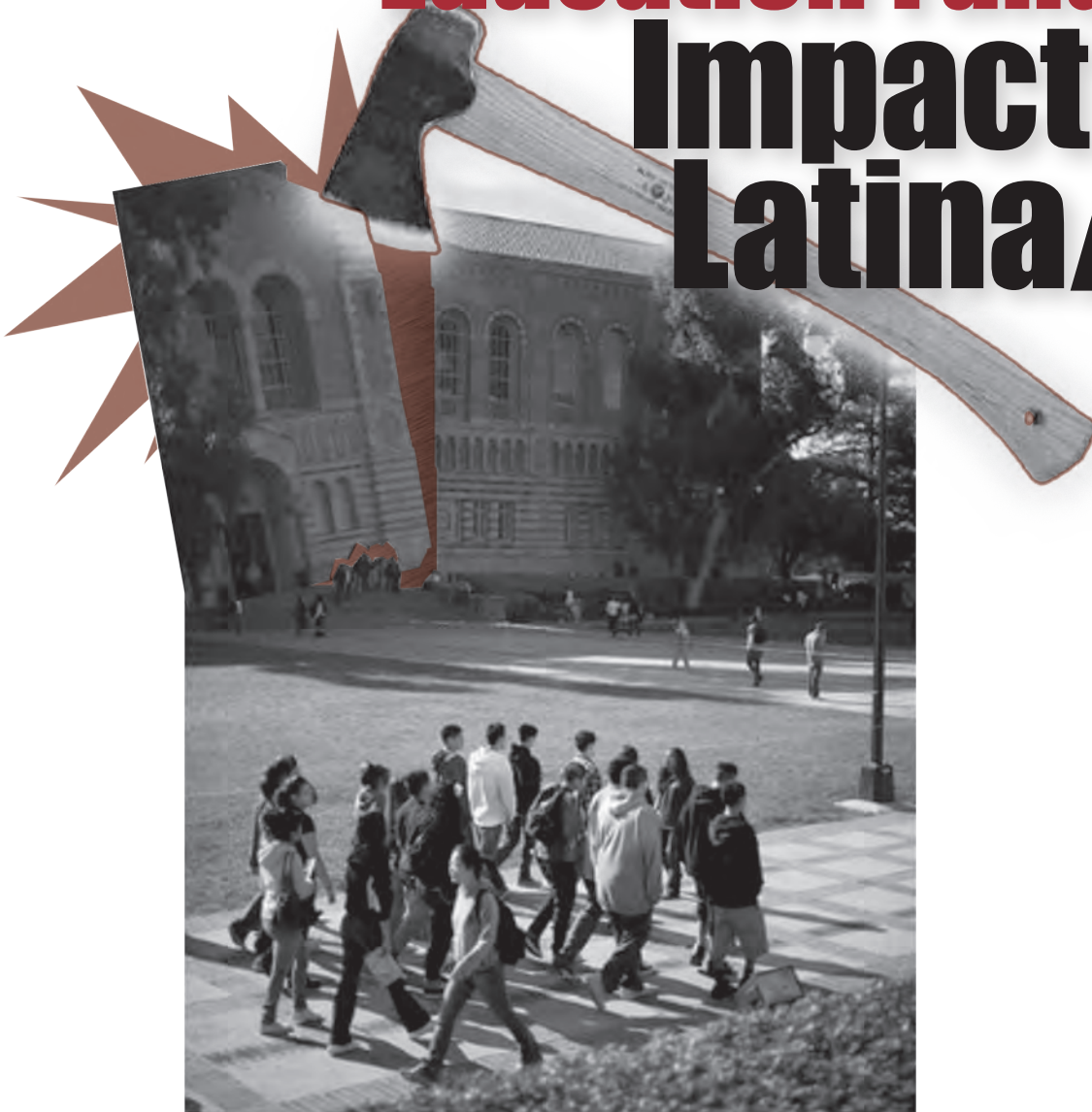
UCLA

Chicano Studies Research Center

UC/ACCORD

THE 2010 LATINA/O EDUCATION SUMMIT

K-12 and Higher Education Funding Impact on Latina/os



Thursday, March 18, 2010

UCLA Faculty Center

9:00 a.m. – 5:00 p.m.

Followed by a Reception

From the Director

The UCLA Chicano Studies Research Center (CSRC) and UC/ACCORD (University of California All Campus Consortium on Research for Diversity) are pleased to welcome you to the fifth annual Latina/o Education Summit at UCLA.

This year we focus attention on the current budget crisis confronting all levels of education in California and across the nation. In most analyses of this crisis, little or nothing is said of the disparities in funding and their effect on educational quality. The Latina/o Education Summit seeks to shed light on this crucial subject as it relates to the education pipeline for Latina/o students, who comprise the vast majority of students in public schools in Southern California. In particular, we examine funding for public education and the impact it has on Latina/o students, programs, and departments at every level, from Kindergarten through graduate school.

Each year this conference brings together scholars, educators, community representatives, policy makers, and students to discuss the critical issues facing Latina/o students at each segment of the education pipeline. Past summits have focused on the educational pipeline, community colleges, school governance, and the challenges facing documented and undocumented immigrant Latina/o students. Participants explore viable policy recommendations and initiatives that can improve educational opportunity and increase the number of Latina/o students who earn secondary, undergraduate, and graduate degrees. The policy briefs and research reports related to earlier summits are available at www.chicano.ucla.edu/press.

I want to acknowledge the exemplary work done by the education summit coordinating team: Professor José Luis Santos, faculty moderator for the summit, and Dr. Carlos Manuel Haro, coordinator of the CSRC education summit series. Thanks also to all our speakers and moderators. We are especially pleased to have our friend and community partner Thomas A. Saenz, president and general counsel of the Mexican American Legal Defense and Educational Fund (MALDEF), as our keynote speaker. Our day concludes with a case study on critical issues facing higher education, with a presentation from Scott L. Waugh, UCLA executive vice chancellor and provost, and a roundtable discussion by senior faculty involved in advancing Chicano studies on campus and in the field: Patricia Gandara, Alicia Gaspar de Alba, and Daniel G. Solorzano.

Chon A. Noriega
Professor and Director
Chicano Studies Research Center

Program

8:30 a.m.

REGISTRATION

Downstairs Lounge

9:00 a.m.

WELCOME AND INTRODUCTIONS

Chon A. Noriega

Director, Chicano Studies Research Center
Professor, Department of Film, Television, and
Digital Media
University of California, Los Angeles

José Luis Santos, Faculty Moderator

Assistant Professor, Graduate School of
Education and Information Studies
University of California, Los Angeles

9:10 a.m.

SESSION ONE

Funding K-12 Education

This session includes presentations on K-12 school finance policies, the dramatic changes that are occurring in support of public education, and the impact of school funding on Chicana/o students. Participants will discuss the funding of public schools as a critical investment and the implications for the future well-being of California.

PRESENTATION

Community as a Critical Resource: The Impact of School Finance Changes on Chicana/os and the Implications for Investing in California's Future

Gloria M. Rodriguez

Assistant Professor, School of Education
University of California, Davis

PRESENTATION

For Chicana/os, By Chicana/os: (Re)Framing School Finance Policy, Challenges, and Opportunities

Enrique Alemán Jr.

Assistant Professor, College of Education
University of Utah

Moderator

José Luis Santos

10:35 a.m.

BREAK

10:45 a.m.

KEYNOTE ADDRESS

School Choice: Can It Work for Latinos in an Era of Reduced Funding?

Thomas A. Saenz

President and General Counsel
Mexican American Legal Defense and Educational Fund (MALDEF)

Moderator

Chon A. Noriega

12:00 p.m.

LUNCH

Redwood Room

BOOK SIGNING

Patricia Gandara

The Latino Education Crisis: The Consequences of Failed Social Policies (2009) and *Forbidden Language: English Learners and Restrictive Language Policies* (2010)

1:15 p.m.

SESSION TWO

Funding Higher Education

This session will consider how higher education in California has been affected by reductions in state financial support, state and federal policy shifts regarding financial aid, broad market conditions, and competition among higher education institutions. The effects are felt particularly strongly by Latino students—and other under-represented minorities—and their families.

PRESENTATION

Higher Education Funding: California and the National Perspective

José Luis Santos

Assistant Professor, Graduate School of Education and Information Studies
University of California, Los Angeles

Moderator

Carlos Manuel Haro

Postdoctoral Scholar in Residence, Chicano Studies Research Center
University of California, Los Angeles

Respondent

Kathleen Chavira

Principal Consultant
California Senate Education Committee

2:20 p.m.

BREAK

2:30 p.m.

SESSION THREE

Higher Education Case Study

Scott L. Waugh will speak about the impact of state reductions in funding on the UC System and how UCLA is managing the cuts. His presentation will be followed by a roundtable discussion by UCLA faculty on how budget reductions have affected Chicana and Chicano studies departments and research centers.

PRESENTATION

The Impact of State Budget Reductions on the UC System and UCLA

Scott L. Waugh

Executive Vice Chancellor and Provost
University of California, Los Angeles

ROUNDTABLE DISCUSSION

The Cost of Budget Contraction to Chicana/o Studies Research and Teaching Programs

Patricia Gandara

Co-Director, The Civil Rights Project/Proyecto Derechos Civiles
Professor, Graduate School of Education and Information Studies
University of California, Los Angeles

Alicia Gaspar de Alba

Chair and Professor, César E. Chávez Department of Chicana and Chicano Studies
University of California, Los Angeles

Daniel G. Solorzano

Director, UC ACCORD
Professor, Graduate School of Education and Information Studies
University of California, Los Angeles

Moderator

Chon A. Noriega

CLOSING REMARKS

Chon A. Noriega

José Luis Santos

5:00 p.m.

RECEPTION

Sierra Room

Message from Thomas A. Saenz

President and General Counsel

Mexican American Legal Defense and Education Fund (MALDEF)



Throughout its forty-two-year history, MALDEF has made access and equity in public education for the entire Latino community a central goal of its advocacy efforts. The United States Constitution guarantees access to a free public education for every child regardless of gender, race, national origin, language, or immigration status, but vigilant monitoring remains necessary to ensure that all public K-12 schools understand and fully comply with this basic guarantee of access. Ensuring access to institutions of higher education—which requires an effective preparatory pipeline, fair admissions practices, and affordability—remains a more serious challenge. Moreover, at all levels of education, access is meaning-

less if the quality of education provided to Latinos is unduly diminished as a result of systemic inequity, low levels of public investment, or internal stagnation. MALDEF has a strong track record of working with the Latino community to increase access, equity, and quality of education for all students through litigation, policy advocacy, and community education.

As the nation slowly begins to emerge from an unprecedented period of economic retrenchment, our efforts to protect, promote, and reform public education must continue with vigor. The future of our state and nation depends on the success of Latino students. With Latinos comprising the vast majority of public school students in Los Angeles County, we cannot afford to fail in our collective campaign to improve public education. Too many Latino students end their academic careers before going on to a four-year university. Of those that do go to college, only a tiny percentage completes a degree and moves on to graduate school and beyond.

I thank and congratulate the UCLA Chicano Studies Research Center for its ongoing efforts—epitomized by this fifth annual Latina/o Education Summit—to highlight and seek solutions to the plight of public education. In celebrating its fortieth anniversary, the CSRC continues to live out its commitment to “research that makes a difference.”

Selected MALDEF Program Areas

Campaign for High School Equity (CHSE)

MALDEF is part of this diverse coalition of national organizations that represent communities of color. CHSE's mission is to ensure that high schools have the capacity and motivation to prepare every student for graduation, college, work, and life.

Listening to Latinas: Barriers to High School Graduation

To help keep girls in school and on track for success, the National Women's Law Center and the Mexican American Legal Defense and Educational Fund went straight to the source: Latina students and the adults who work with them every day. A new report, *Listening to Latinas: Barriers to High School Graduation*, explores the causes of the dropout crisis for Latinas and identifies the actions needed to improve their graduation rates and get them ready for college.

Access to College for ALL!

California's AB 540 exempts qualified undocumented students from paying significantly higher out-of-state tuition at public colleges and universities in California. By making college more affordable, AB 540 has had a significant impact on the lives of many undocumented students who have dreams of attending college. The proposed federal DREAM Act would ensure that these college-bound students have a future in the United States by providing legal protections to their presence and right to work.

Immigrant Integration

As the proportion of immigrants in our nation's schools and workforce continues to grow, it is critical that investments are made to train and educate English language learners (ELL) and to assist their transition into their new communities. This extends to ensuring that English learners in K-12 education receive the attention and resources necessary to ensure their success and advancement to higher education.

Language Access

MALDEF recognizes that learning English is critical to participating in, contributing to, and succeeding in American society. Nonetheless, "English only" and "official English" laws do nothing constructive to advance the important goal of English proficiency. Laws that interfere with or undermine the government's ability to communicate quickly and effectively are simply bad public policy, and the secondary effect of these laws—hindering adequate attention to the needs of English learners in school—is equally pernicious.

No Child Left Behind

The Elementary and Secondary Education Act (ESEA), also known as the No Child Left Behind Act (NCLB), is among our nation's most critical federal civil rights measures. ESEA includes a number of federal programs aimed at improving the performance of U.S. primary and secondary schools. Reauthorization of ESEA must attend to ensuring that federal measures are in place to aggressively address the education achievement gap.



MALDEF

Mexican American Legal Defense and Educational Fund

www.maldef.org

Biographies

Enrique Alemán Jr.

*Assistant Professor, College of Education
University of Utah*

Dr. Alemán is an assistant professor in the Department of Educational Leadership and Policy and a faculty fellow with the Center for Critical Race Studies at the University of Utah. He has published articles in *Harvard Educational Review*, *Equity and Excellence in Education*, and *Educational Administration Quarterly*. His research and teaching interests include critical race and Latina/o critical theory epistemologies and methodologies, the politics of education, community-engaged scholarship, and Chicana/o and Latina/o educational issues. Most recently he has worked with Dr. Dolores Delgado Bernal in creating and instituting a university-school-community partnership with Salt Lake City School District's Jackson Elementary School. The program, Adelante: A College Awareness and Preparatory Partnership, works with elementary students enrolled in a Spanish dual immersion program. Adelante integrates higher education awareness into the students' school experience and into their personal lives. It is designed to introduce and reinforce college attendance as a viable option for each child in the program.

Kathleen Chavira

*Principal Consultant
California Senate Education Committee*

Ms. Chavira has worked for the California Legislature since 1992. Her interest in education policy led her to a position as a policy analyst in governmental relations with the California Postsecondary Education Commission, and since 2002 she has been a principal consultant to the California Senate Education Committee. She is responsible for policy analysis of K-12 and higher education legislation, specifically for bill analyses and policy development regarding English learners, education facilities, community colleges, and higher education equity and access issues. In addition, Ms. Chavira participates in a variety of task force and advisory group activities related to the implementation of education budget and policy initiatives. Her professional background includes financial services industry experience at Citibank and The Prudential. Her education includes completion of a BA in human biology at Stanford University and an MBA at the UCLA Anderson School of Management.

Patricia Gandara

*Co-Director, The Civil Rights Project/Proyecto Derechos Civiles
Professor, Graduate School of Education and Information Studies
University of California, Los Angeles*

Dr. Gandara's research focuses on educational equity and access for low-income and ethnic minority students, language policy, and on the education of Mexican-origin youth. She is the author and editor of more than one hundred reports, articles, and books, including the newly released *Forbidden Language: English Learners and Restrictive Language Policies*, from Teachers College Press (with M. Hopkins), and *The Latino Education Crisis: The Consequences of Failed Social Policies* (with F. Contreras), from Harvard University Press.

Alicia Gaspar de Alba

*Chair and Professor
César E. Chávez Department of Chicana and Chicano Studies
University of California, Los Angeles*

Dr. Gaspar de Alba is a founding faculty member of the César E. Chávez Department of Chicana and Chicano Studies and is currently department chair; she also holds joint appointments in the Departments of English and Women's Studies. She offers courses in Chicana/o cultural studies, the U.S.-Mexico border, Chicana lesbian literature, barrio popular culture, Chicana feminisms, and bilingual creative writing. In 2000-01 she served as interim director of the LGBT Studies Program, and from 2002 through 2004 she was associate director of the CSRC. Her scholarly publications include a monograph on Chicana/o art (1998) and an edited volume on representations of Chicana/o sexuality in popular culture (2003). She has also published articles on Chicana aesthetics, *Sor Juana Inés de la Cruz, la Malinche*, border consciousness, and Chicano/a popular culture. At UCLA she has been awarded the Shirley Collier Prize for Literature from the Department of English and, most recently, the 2008 Gold Shield Faculty Prize for Academic Excellence.

Latina/o Education Summit Series Coordinator

Carlos Manuel Haro

*Postdoctoral Scholar-in-Residence, Chicano Studies Research Center
University of California, Los Angeles*

Former assistant director of the CSRC, Dr. Haro is the coordinator of the annual CSRC Latina/o Education Summit series, which began in 2006. He has also directed a number of other scholarly conferences at UCLA, including "Mendez v. Westminster School District: Paving the

Path for School Desegregation and the Brown Decision” (2004), “The Sleepy Lagoon Case, Constitutional Rights, and the Struggle for Democracy” (2005), and “Sal Castro and the Chicano Youth Leadership Conference: The Development of Chicano Leadership since 1963” (2006). Dr. Haro has published on college admission policies, the *Bakke* decision, and school desegregation. As a postdoctoral scholar at the CSRC, he undertakes and directs specific education research projects and assists with the research and fellowship programs of the CSRC.

Chon A. Noriega

Director, Chicano Studies Research Center

Professor, Department of Film, Television, and Digital Media

University of California, Los Angeles

Dr. Noriega has been the CSRC’s director since 2002 and editor for the CSRC Press since 1996. The CSRC Press publishes academic books, policy briefs, and *Aztlán: A Journal of Chicano Studies*, the flagship journal for the field since its founding in 1970. Dr. Noriega has curated numerous media and visual arts projects and has helped recover and preserve independent films. He was co-curator of *Phantom Sightings: Art after the Chicano Movement*, an exhibition that opened at the Los Angeles County Museum of Art and has traveled to sites in New York, Texas, and Mexico. Dr. Noriega’s academic recognitions include the Getty Postdoctoral Fellowship in the History of Art and the Rockefeller Foundation Film/Video/Multimedia Fellowship. He is author of *Shot in America: Television, the State, and the Rise of Chicano Cinema* (Minnesota, 2000) and editor of nine books dealing with Latino media and performance and visual art.

Gloria M. Rodriguez

Assistant Professor, School of Education

University of California, Davis

Dr. Rodriguez’s research interests include educational finance and resource allocation and leadership from a critical, social justice perspective. Current projects include a multidisciplinary investigation of the healthy transition to adulthood for youth in the Sacramento-capital region of California, as well as a study of resource development and investment in youth and communities via the California Healthy Start Program. Her teaching includes courses in social justice frameworks in education, diversity and leadership, and educational resource allocation. Dr. Rodriguez co-edited (with R. Anthony Rolle) and was a contributing author of *To What Ends and By What Means? The Social Justice Implications of Contemporary School Finance Theory and Policy* (Routledge, 2007).

Thomas A. Saenz

President and General Counsel

Mexican American Legal Defense and Educational Fund (MALDEF)

A nationally recognized civil rights attorney and a member of the Board of Education for the Los Angeles County Office of Education, Mr. Saenz returned to MALDEF as president and general counsel in 2009 after serving as legal counsel to the mayor of Los Angeles. During his four-year tenure with the City of Los Angeles, he helped lead the legislative effort to change the governance of the Los Angeles Unified School District (LAUSD), the effect of which has been to take Los Angeles a step closer to securing a quality education for all students in the city. Before joining the mayor's office, he was an attorney for twelve years at MALDEF, where he served as lead counsel in numerous civil rights lawsuits. From 2001 to 2005, he served as vice president of litigation at MALDEF, overseeing the organization's litigation efforts nationwide. Before joining MALDEF, Mr. Saenz was a law clerk to the late Honorable Harry L. Hupp of the Central District of California and the Honorable Stephen Reinhardt of the Ninth Circuit Court of Appeals. Mr. Saenz is a graduate of Yale College and Yale Law School.

Faculty Moderator

José Luis Santos

Assistant Professor, Graduate School of Education and Information Studies

University of California, Los Angeles

Dr. Santos is an affiliate scholar at the Higher Education Research Institute. His research centers on comparative state policy research in higher education, involving higher education economics, finance, and public policy. He works on issues affecting students from underrepresented groups, such as the influence of finances on equity and access, the burden of student debt, and the linking of tuition-setting policies with need-based aid policies. He was selected as an associate of the National Center for Public Policy and Higher Education in 2006. Dr. Santos has published in the *Review of Higher Education*, *Journal of Higher Education*, and *Research in Comparative and International Education* on topics such as resource allocation, Proposition 209 in California, and the privatization of public universities. Before joining UCLA he was a senior institutional researcher and the founding director of the Latina/o Policy Research Initiative at the University of Arizona.

Daniel G. Solorzano

Director, UC/ACCORD

Professor, Graduate School of Education and Information Studies

University of California, Los Angeles

Dr. Solorzano is a professor of social science and comparative education. He also has a joint appointment in the César E. Chávez Department of Chicana and Chicano Studies and is an affiliated professor in the Department of Women's Studies. He is the director of the University of California All Campus Consortium on Research for Diversity (UC ACCORD), an interdisciplinary, multi-campus research center devoted to a more equitable distribution of educational resources and opportunities in California's public schools and universities. His teaching and research interests include critical race and gender studies on the educational access, persistence, and graduation of underrepresented minority undergraduate and graduate students in the United States. Dr. Solorzano has authored over sixty articles, book chapters, and reports on issues of educational access and equity for underrepresented minority populations in the United States. In 2007 he was awarded the UCLA Distinguished Teacher Award. Dr. Solorzano is past chair of the UCLA Department of Education.

Scott L. Waugh

Executive Vice Chancellor and Provost

University of California, Los Angeles

Dr. Waugh assumed his current post on December 1, 2008, following his service as acting executive vice chancellor and provost for nearly two years. Dr. Waugh served as dean of the Division of Social Sciences, UCLA's largest academic division, for fourteen years (1992–2006). He first came to UCLA as a student, graduating summa cum laude in 1970 with a bachelor's degree in history. In 1975, after earning a PhD from the University of London, he returned to UCLA to teach in the Department of History. He has received honors, fellowships, and grants from the National Endowment for the Humanities, the American Philosophical Society, and others. He has also received the UCLA Distinguished Teaching Award, the Harvey L. Eby Award for the Art of Teaching, the UC President's Fellowship in the Humanities, and a UCLA Faculty Development Award. The author of two books and co-editor of a third, he has also published numerous articles in scholarly journals.

The UCLA Chicano Studies Research Center Latina/o Education Summit Series

Each year, the UCLA Chicano Studies Research Center plans and implements a summit that focuses on a crucial issue that affects the public education of Latina and Latino students.

The first summit, “Falling Through the Cracks: Critical Transitions in the Latina/o Educational Pipeline” (2006), looked at the entire education pipeline to provide a comprehensive overview of the research. Participants discussed viable policies and programs for all levels of Latina/o education. The summit provided data that illuminated a fundamental issue: Latina/o students represented almost three-quarters of the enrollment of public schools in Los Angeles, yet little more than one-eighth of the entering class at UCLA. A disproportionate number of Latina/o students were falling through the cracks at every segment in the pipeline: K-12, community college, undergraduate, and graduate education.

Leaks in the Chicana and Chicano Educational Pipeline

Tara J. Yosso and Daniel G. Solorzano

CSRC Latino Policy and Issues Brief No. 13, March 2006

Falling Through the Cracks: Critical Transitions in the Latina/o Educational Pipeline

Lindsay Perez Huber, Ofelia Huidor, María C. Malagón, Gloria Sánchez, and Daniel G. Solorzano

CSRC Research Report No. 7, March 2006

The goal of the second summit was to focus attention on the community college segment of the education pipeline. Presentations at the conference, “California Community College Students: Understanding the Latina/o Transfer Experience through All Segments of Postsecondary Education” (2007), underscored the fact that an overwhelming majority of Latina/o students who pursue higher education attend California community colleges and aspire to transfer into four-year institutions. Participants noted that the community college route also plays a critical role in Chicana/o doctoral production: of the total doctorates produced between 1990 and 2000, 23 percent of those receiving the degree had attended a community college—nearly twice that of any other racial/ethnic group.

An Examination of Latina/o Transfer Students in California's Postsecondary Institutions

Martha A. Rivas, Jeanette Pérez, Crystal R. Alvarez, and Daniel G. Solorzano
CSRS Latino Policy and Issues Brief No. 16, May 2007

Latina/o Transfer Students: Understanding the Critical Role of the Transfer Process in California's Postsecondary Institutions

Martha A. Rivas, Jeanette Pérez, Crystal R. Alvarez, and Daniel G. Solorzano
CSRC Research Report No. 9, May 2007

The third CSRC Latina/o education summit, "K-12 Education: What Can School Board Members and School Superintendents Do to Assure Student Success?" (2008) brought together school board members and school superintendents from the Los Angeles Unified School District (LAUSD) and the Montebello Unified School District (MUSD), which have the largest enrollments of Latino students in the country, and the Los Angeles County Office of Education, which provides services to the county's eighty school districts. These policy makers identified and explored factors at the primary and secondary levels that are critical if Latina/o students are to make successful transitions through the education pipeline.

Improving Latino Education: Roles and Challenges for Superintendents and School Boards

Peggy Fan, with contributions by Jenny Walters, Erica Bochanty-Aguero, and Carlos Manuel Haro
CSRC Research Report No. 11, May 2008

School Governance for Latino Communities

Peggy Fan
CSRC Research Report No. 12, May 2008

The 2009 summit, "Critical Issues for Immigrant and Undocumented Students in the Latina/o Education Pipeline," examined how policy and practices affect documented and undocumented immigrant Latina/o students in elementary, secondary, and undergraduate programs. Panelists included former students of the UCLA Migrant Scholars Program, students from East Los Angeles College's Adelante program, and students from IDEAS (Improving Dreams, Equality, Access, and Success), an advocacy group for undocumented students at UCLA.

Still Dreaming: Legislation and Legal Decisions Affecting Undocumented AB 540 Students

Nancy Guarneros, Cyndi Bendezu, Lindsay Perez Huber, Veronica N. Velez, and Daniel G. Solorzano

CSRC Latino Policy and Issues Brief No. 23, May 2009

Struggling for Opportunity: Undocumented AB 540 Students in the Latina/o Education Pipeline

Lindsay Perez Huber, Maria C. Malagon, and Daniel G. Solorzano

CSRC Research Report No. 13, May 2009

Related CSRC Books on Access to Education

Paths to Discovery: Autobiographies from Chicanas with Careers in Science, Mathematics, and Engineering

Edited by Norma E. Cantú

Related CSRC Latino Policy and Issues Briefs

Community College as a Pathway to Chicana Doctorate Production

Daniel G. Solorzano, Martha A. Rivas, and Veronica N. Velez

CSRC Latino Policy and Issues Brief No. 11, June 2005

Latina Equity in Education: Gaining Access to Academic Enrichment Programs

Daniel G. Solorzano, Maria C. Ledesma, Jeannette Pérez, Maria Rebeca Burciaga, and Armida Ornelas

CSRC Latino Policy and Issues Brief No. 4, February 2003

CSRC Latino Policy and Issues Briefs are available in print and in PDF; CSRC Research Reports are available in PDF. PDF documents can be downloaded from the CSRC website. Visit www.chicano.ucla.edu/press for more information and a full list of CSRC Press publications.

About the Center

The UCLA Chicano Studies Research Center (CSRC) was founded in 1969 with a commitment to foster multidisciplinary research efforts as part of the land grant mission of the University of California. That mission states that University of California research must be in the service of the state and that it must maintain a presence in the local community.

The CSRC serves the entire campus and supports faculty and students in the College and the professional schools. Since its establishment, the CSRC has achieved international recognition for its leadership role in scholarly research on the growing Chicano and Latino population. Although Chicanos and Latinos constitute one-third of the population of California and one-half that of Los Angeles, and even higher percentages of the students in the region's public school systems, they continue to have disproportionately low access to higher education. Given its campus and community-wide mandate, the CSRC reports directly to the Office of the Chancellor at UCLA. The CSRC also forms part of the Inter-University Program for Latino Research (IUPLR), a consortium of Latino research centers located at twenty-one institutions in the United States.

The CSRC houses a library and special collections archive, an academic press, research projects, community-based partnerships, competitive grant and fellowship programs, and the Los Tigres del Norte Fund. Current research areas include demographics, labor, education, public health, and arts and culture. The CSRC Press has published *Aztlán: A Journal of Chicano Studies*, the flagship journal for the field, since its founding in 1970. It also publishes policy briefs and research reports on educational issues, including reports generated by the Latina/o Education Summit. Information on publications can be found at www.chicano.ucla.edu/press.

During 2009-10 the CSRC is celebrating its fortieth anniversary, as well as looking ahead to the key issues facing the Chicano and Latino community in the next decade. More information on our fortieth anniversary programs is available at: www.ethnicstudies40th.ucla.edu. Be sure to visit *Art, Activism, Access: Forty Years of Ethnic Studies at UCLA*, an exhibition on display at the Fowler Museum at UCLA from February 28 through June 13. *Art, Activism, Access* celebrates the fortieth anniversary of the UCLA ethnic studies centers. The exhibition features murals, graphic art, photographs, films, and objects that document the history of the four centers: the CSRC, the American Indian Studies Center, the Asian American Studies Center, and the Bunche Center for African American Studies. For more information, visit the Fowler Museum website: fowler.ucla.edu.

For further information about the CSRC, go to www.chicano.ucla.edu.

UCLA CHICANO STUDIES RESEARCH CENTER

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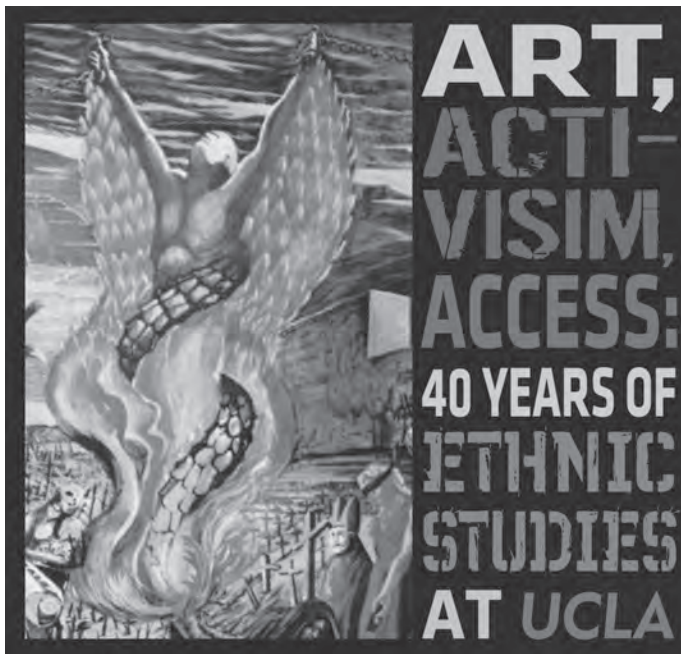
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This conference is made possible, in part, through the support of the CSRC Latino Research Program, which received funding from the University of California Committee on Latino Research, and UC/ACCORD (University of California All Campus Consortium on Research for Diversity), and the UCLA Office of the Chancellor.



Now at the Fowler Museum at UCLA

*Art, Activism, Access:
40 Years of Ethnic
Studies at UCLA*

This exhibition explores the contributions of the CSRC, the American Indian Studies Center, the Asian American Studies Center, and the Ralph J. Bunche Center for African American Studies to the university and to local, national,

and international communities. *Art, Activism, Access* features murals, graphic art, photographs, films, and objects that document the history of the four centers. The museum, located on the UCLA campus, is open Wednesday through Sunday, noon until 5:00 p.m., and on Thursday until 8:00 p.m.

www.chicano.ucla.edu