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UCLA CHICANO STUDIES RESEARCH CENTER  
IN COOPERATION WITH THE UCLA SCHOOL OF LAW AND THE  
UCLA GRADUATE SCHOOL OF EDUCATION AND INFORMATION STUDIES

# THE NINTH ANNUAL LATINA/O EDUCATION SUMMIT



## LATINA/O EDUCATION AFTER DACA AND THE CALIFORNIA DREAM ACT

FRIDAY, OCTOBER 17, 2014  
UCLA FACULTY CENTER

# WELCOME FROM THE COORDINATORS OF THE NINTH ANNUAL LATINA/O EDUCATION SUMMIT

THE UCLA CHICANO STUDIES RESEARCH CENTER (CSRC), THE UCLA LAW School, and the UCLA Graduate School of Education and Information Studies present the ninth annual Latina/o Education Summit, “Latina/o Education after DACA and the California DREAM Act.” This year’s conference focuses on two recent policy events that have had an impact on undocumented Latina/o students in California. In 2011 a package of California state bills (AB 130 and AB 131) known as the California DREAM Act was passed into law, and in June 2012 the Department of Homeland Security announced the federal DACA (Deferred Action for Childhood Arrivals) program. Summit discussions will explore how Latina/o students benefit from these policies and the limitations and challenges they continue to face. Presenters will include scholars, practitioners, and students whose research and advocacy center on these issues. The event will set an agenda for future research and policy efforts regarding increased access and opportunity for Latina/o undocumented immigrant students.

As the United States reexamines its border and immigration policies, the debate over educating immigrant students in our public schools continues, dividing residents of the United States. Some who consider all Latina/o immigrants as illegal have placed undocumented people at the center of their anti-immigrant movement. They allege that undocumented immigrants fail to adopt traditional American values and culture and are responsible for increasing crime rates, a shaky economy, and the loss of jobs. No issue reveals more about the values of our country than our treatment of the poor and the undocumented. Carola Suárez-Orozco, writing with Marcelo M. Suárez-Orozco and Irina Todorova, points out in *Learning a New Land* (Belknap Press, 2010) that one child in five in the United States was the child of an immigrant parent. Very few of those who are undocumented will return to a country they barely remember.

Undocumented students were a largely invisible group until activists began claiming their own position within US society in the mid-2000s. Undocumented students have increasingly affirmed their existence and demanded to have their rights recognized. The federal Development, Relief, and Education for Minors (DREAM) Act aims to give conditional citizenship to undocumented college students who have graduated from US high schools and have been in the country for at least five years. Ultimately, through the undocumented youth movement, DREAMers have gained a meaningful voice in the political debate on

immigration and education. Considering how small this undocumented college student population is—Michael Olivas, writing in the *Wayne Law Review* in 2009, reported the number at approximately 50,000 to 60,000—the impact of these students on policy, legislation, and litigation has been significant.

There have been a number of developments that have kept the DREAM Act and the issue of undocumented students in the news and on federal and state legislative agendas. In 2012 the Obama administration changed the conversation regarding undocumented youth and young adults with the introduction of DACA. A 2012 Pew Research Center report authored by Jeffrey S. Passel and Mark Hugo Lopez states that there are approximately 1.7 million immigrants currently in the United States who might meet the requirements of the deferred action initiative, either now or when they are older. This estimate signals the significance of examining the impact of DACA on Latina/o education, the focus of the ninth annual Latina/o Education Summit.

Lindsay Pérez Huber  
Assistant Professor, College of Education  
California State University, Long Beach

Carlos Manuel Haro  
Assistant Director Emeritus and Postdoctoral Scholar in Residence  
UCLA Chicano Studies Research Center

## MESSAGE FROM THE INTERIM DIRECTOR

WELCOME TO “LATINA/O EDUCATION AFTER DACA AND THE CALIFORNIA DREAM Act,” the ninth annual Latina/o Education Summit. The UCLA Chicano Studies Research Center (CSRC) is pleased to have the UCLA School of Law and the UCLA Graduate School of Education and Information Studies join us in focusing attention on two recent federal and state actions that benefit undocumented students who are pursuing postsecondary education.

The University of California is leading the way as DACA and the DREAM Act provide increased access to higher education for undocumented students. In October 2013 University of California president Janet Napolitano allocated \$5 million for scholarships, advising, and other resources for undocumented students throughout the UC system. By the end of the academic year, 2,000 undocumented students were enrolled on UC campuses, a 100 percent increase from the previous year. UCLA experienced a 65 percent increase. Meanwhile, a bill currently with the US Senate Appropriations Committee that was proposed by California senator Ricardo Lara (D-Bell Gardens) and supported by Napolitano would allow undocumented students to obtain access to federal and private loans.

Much of the support UCLA has been able to provide to undocumented students to date has been the result of dialogue among earlier generations of students, researchers, educators, and administrators. The CSRC Latina/o Education Summit has played a critical role in fostering discussions that can lead to substantial changes in Latina/o students’ access to college and graduate education. The policy briefs and research reports related to past summits are available at [www.chicano.ucla/research/education](http://www.chicano.ucla/research/education); summits since 2011 are viewable on YouTube.

I want to thank my cohosts, Rachel Moran, dean of the UCLA School of Law, and Daniel Solórzano, professor in the UCLA Graduate School of Education and Information Studies and director of the University of California All Campus Consortium on Research for Diversity (UC/ACCORD). Dean Moran will be giving our opening presentation on an important case on immigrant status that bridges law and education. I would also like to thank the authors of this year’s policy brief and research report: Lindsay Pérez Huber, Verónica N. Vélez, and Daniel Solórzano for “The Growing Educational Equity Gap for California’s Latina/o Students,” and Lindsay Pérez Huber, Brenda Pulido Villanueva, Nancy Guarneros, Verónica N. Vélez, and Daniel Solórzano for “DACAmented in California: The Impact of the Deferred Action for Childhood Arrivals Program on Latina/os.” I am grateful to the panelists for their contributions to today’s discussion and to our distinguished keynote speaker, Michael A. Olivas, for his perspective on DACA

and immigration-related litigation and legislation concerning higher education. Finally, I would like to thank our conference co-coordinators, Carlos M. Haro, CSRC assistant director emeritus, and Lindsay Pérez Huber, assistant professor of social and cultural analysis at the CSU Long Beach College of Education. Due to their efforts, this annual conference continues to be at the forefront of research and analysis pertaining to Latina/o education in the United States.

Marissa K. López  
Associate Professor and Interim Director  
UCLA Chicano Studies Research Center

## MESSAGE FROM THE DEAN

THE UCLA SCHOOL OF LAW IS PROUD TO PARTNER WITH THE UCLA CHICANO Studies Research Center and the UCLA Graduate School of Education and Information Studies to host the ninth annual Latina/o Education Summit, “Latina/o Education after DACA and the California DREAM Act.” For a young Latina/o population, often growing up in conditions of poverty and segregation, educational access can be a powerful tool in fostering self-actualization and upward mobility. The law can play an important role in facilitating this access.

The purpose of this summit is to address the impact of DACA and the DREAM Act on Latina/o students and to examine whether students will benefit from these policies. By also focusing on the limitations and challenges that Latina/o students continue to face, we hope to make concrete recommendations for ongoing research and policy efforts that are needed to increase access and opportunities for all Latina/o students, including undocumented immigrants.

We are very fortunate that our distinguished panelists include scholars and practitioners who have studied these policies with care and fully appreciate their complexity. We are grateful for our participants’ insights and applaud their dedication. We are also especially proud that UCLA continues to be a site for this important event. Our ongoing collaboration demonstrates our longstanding commitment to building community partnerships that are true to an ethic of service that has defined UCLA Law since its inception.

I hope that you enjoy the event, but more important, I hope that you are inspired to make a difference. Working together, we can ensure that the dream of educational access and opportunity is realized by all who choose to pursue it.

Rachel F. Moran  
Dean and Michael J. Connell Distinguished Professor of Law  
UCLA School of Law

# PROGRAM

**10:30 a.m.**

CONFERENCE SIGN-IN AND CONTINENTAL BREAKFAST

**11:00 a.m.**

WELCOME AND INTRODUCTIONS

**Marissa K. López**

Interim Director, Chicano Studies Research Center, and Associate Professor, Department of English and César E. Chávez Department of Chicana/o Studies, UCLA

**11:15 a.m.**

MORNING PRESENTATION

**Rachel F. Moran**

Dean and Michael J. Connell Distinguished Professor of Law, UCLA School of Law  
“California DREAMer: How Sergio Garcia Changed the Boundaries of the Legal Profession”

**11:45 a.m.**

LUNCH AND KEYNOTE ADDRESS

**Michael A. Olivas**

William B. Bates Distinguished Chair of Law and Director, Institute for Higher Education Law and Governance, University of Houston  
“The Undocumented and the DACAmented: State and Federal Immigration-Related Litigation and Legislation Concerning Higher Education”

**1:00 p.m.**

FIRST PANEL

*Implications of DACA and the California DREAM Act for Latina/o Students: Community Efforts and Institutionalized Support*

*Moderator*

**Alfred R. Herrera**

Assistant Vice Provost for Academic Partnerships and Director, Center for Community College Partnerships, UCLA

*Panelists*

**Grecia Mondragon**

Co-Chair, Improving Dreams, Equality, Access, and Success (IDEAS), UCLA

**Seth Ronquillo**

Past Co-Chair, Improving Dreams, Equality, Access, and Success (IDEAS), UCLA

“For Us, By Us: Undocumented Youth Advocacy and Outreach for Resources”

**Angela Chuan-Ru Chen**

Coordinator, Undocumented Student Program, Bruin Resource Center, UCLA  
“The Praxis of Supporting Undocumented Students in Higher Education”

**2:30 p.m.**

SECOND PANEL

***Current Research on the Impact of DACA and the California DREAM Act***

*Moderator*

**Daniel G. Solórzano**

Professor, Graduate School of Education and Information Studies, and Director, All Campus Consortium on Research for Diversity (UC/ACCORD), UCLA

*Panelists*

**Carola Suárez-Orozco**

Professor, Graduate School of Education and Information Studies, and Co-Director, Institute for Immigration, Globalization and Education, UCLA

**Robert Teranishi**

Professor, Graduate School of Education and Information Studies, and Co-Director, Institute for Immigration, Globalization, and Education, UCLA

“UndocuScholars: The Student Experience in Higher Education in California”

**Nancy Guarneros**

PhD Candidate, Claremont Graduate University

“Demographic Characteristics of DACA Recipients in Los Angeles”

**Leisy J. Abrego**

Assistant Professor, César E. Chávez Department of Chicana/o Studies, UCLA

“‘I Can Reevaluate My Goals’: How Students and Non-Students Experience DACA”

**Lindsay Pérez Huber**

Assistant Professor, College of Education, CSU Long Beach

**Brenda Pulido Villanueva**

MA Candidate, College of Education, CSU Long Beach

“Still DREAMing? Latina *Testimonios* on the Implications of DACA and the California DREAM Act”

**4:30 p.m.**

CLOSING SESSION

***Reflections and Setting the Agenda: Where Do We Go from Here?***

*Moderators*

**Alfred R. Herrera and Daniel G. Solórzano**

**5:00 p.m.**

RECEPTION



## BIOGRAPHIES

### LEISY J. ABREGO

Leisy J. Abrego is an assistant professor in the César E. Chávez Department of Chicana/o Studies at UCLA. Her research focuses on families, Central American migration, and Latino immigrants' lived experiences of US immigration laws. Her first book, *Sacrificing Families: Navigating Laws, Labor, and Love across Borders* (Stanford University Press, 2014) examines the well-being of transnational Salvadoran families as their experiences are shaped by US immigration policies and gendered expectations. Dr. Abrego has published award-winning articles on the educational experiences of undocumented students and is currently working on a project about the well-being of mixed status Latino families and the ways in which parents, children, and siblings navigate stratified access to resources based on their legal status.

### ANGELA CHUAN-RU CHEN

Angela Chuan-Ru Chen coordinates the Undocumented Student Program at UCLA. She received her PhD in higher education and organizational change from the Graduate School of Education and Information Studies at UCLA. She has published on the politics of supporting undocumented students in higher education and has developed ally training programs for the UC system. She also consults at campuses across the country on developing institutionalized support for undocumented students.

### NANCY GUARNEROS

Nancy Guarneros is currently a doctoral student at Claremont Graduate University in Claremont, California. Nancy was born in Mexico and was brought to the United States when she was eight months old. She attended Santa Monica College and transferred to UCLA, where she received a BA in sociology and education. At UCLA Nancy was actively involved with Improving Dreams, Equality, Access, and Success (IDEAS), the undocumented student support group on campus. Ms. Guarneros received a master's degree in social science and comparative education with a focus in race and ethnicity in 2010 from UCLA's Graduate School of Education and Information Studies. Her research interests include undocumented youth in higher education, mixed methods research, and spatial analysis and geographic information systems as social justice tools to study immigrant communities. Ms. Guarneros's current research is on the impact of DACA on undocumented young adults. Nancy is also one of the co-founders of Graduates Reaching a Dream Deferred (GRADD), an organization founded by undocumented graduate students that aims to address the needs of immigrant students interested in pursuing graduate education.

## **CARLOS MANUEL HARO**

Carlos Manuel Haro is a postdoctoral scholar-in-residence at the UCLA Chicano Studies Research Center. Retired in 2008 as the assistant director of the CSRC, Dr. Haro is the coordinator of the annual CSRC Latina/o Education Summit series, a post he has held since 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.

## **ALFRED R. HERRERA**

Alfred R. Herrera is the assistant vice provost for academic partnerships and the director of the Center for Community College Partnerships at UCLA. His work focuses on developing and strengthening collaborative relationships between UCLA and feeder community colleges and developing academic enrichment programs focused on preparing underserved students to become competitively eligible for UC admission. He has been an advocate for undocumented students for over thirty years and has done training and presentations across the nation. He was appointed to President Janet Napolitano’s recently created Advisory Board for Undocumented Students, as well as her Transfer Action Team, which is focused on improving services to transfer students across the UC campuses. He was the recipient of the 2013 Inclusion, Access, and Success Award from the National Association of College Admissions Counselors (NACAC) for his work in higher education and the Dr. Winston C. Doby Impact Award from the University of California Office of the President for his work with transfer students. He also received special mention in the *Congressional Record* by Congresswoman Hilda Solis for his work in promoting access, social justice, and opportunity in higher education, particularly for transfer students and for his work on equity and fairness for undocumented students. He is co-author of several articles, including “Access and Retention of Students from Educationally Disadvantaged Backgrounds: Insights from the University of California” in *Improving Completion Rates among Disadvantaged Students* (Trentham Books, 2003), “Strategies to Support Undocumented Students” in *Transitions* (2010), and the seminal “Critical Race Theory and the Transfer Function: Introducing a Transfer Receptive Culture” in *Community College Journal of Research and Practice* (2011). He is the lead author for two recent publications, “Increasing Transfer Student Diversity in the Absence of Affirmative Action” in *Diversity and Democracy* (2013) and “Building

a Transfer-Receptive Culture at Four-Year Institutions” in *Collegiate Transfer: Navigating the New Normal: New Directions for Higher Education* (Wiley, 2013).

### **MARISSA K. LÓPEZ**

Marissa K. López is the interim director of the Chicano Studies Research Center and an associate professor of English and Chicana/o studies at UCLA. Her research and teaching interests include Chicana/o literature, nineteenth-century literature (especially the literature of the West and California), globalization and transnational studies, disability studies, and digital humanities. Her first book, *Chicano Nations* (NYU Press, 2011), looks at how Chicano literature from the nineteenth to twenty-first centuries represents the nation. Her second book will investigate the significance of the body in Chicana/o cultural production. Serving as CSRC associate director since fall 2012, Dr. López has been developing programming around the CSRC’s extensive collection of documents that are related to the forced sterilization of Chicanas in Los Angeles; developing the UC Latino Cultures Network (LCN)—an open-access site foregrounding innovations in pedagogy and collaborative scholarship in Latino studies—and connecting it with the CSRC’s archival and digital resources; and building the CSRC’s archival holdings in literature and the language arts by producing a series of podcasts featuring Los Angeles-based Chicana/o and Latina/o authors. Dr. López is the CSRC’s interim director for fall 2014.

### **GRECIA MONDRAGON**

Grecia Mondragon was born in Mexico and raised in South Central Los Angeles. She is a student at UCLA, where she is pursuing a degree in Chicana/o studies with a minor in labor and workplace studies. She currently serves as the co-chair of Improving Dreams, Equality, Access, and Success (IDEAS) at UCLA. IDEAS is a support and advocacy organization for undocumented students and the immigrant community. She has also served as an AB 540 project director and office manager for IDEAS. Ms. Mondragon is undocumented herself and is committed to working with the immigrant community after she completes her undergraduate degree.

### **RACHEL F. MORAN**

Rachel F. Moran is the dean and Michael J. Connell Distinguished Professor of Law at the UCLA School of Law. She received her AB in psychology from Stanford University in 1978 and her JD from Yale Law School in 1981. Prior to her appointment at UCLA, Dean Moran was the Robert D. and Leslie-Kay Raven Professor of Law at UC Berkeley School of Law. From July 2008 to June 2010 she served as a founding faculty member of the UC Irvine Law School. Dean Moran is highly active in the legal community. In September 2011 she was appointed by President Barack Obama to serve as a member of the Permanent Committee

for the Oliver Wendell Holmes Devise. She was appointed as president of the Association of American Law Schools (AALS) in 2009. She is a member of the American Law Institute and served on the executive committee of the Association of American Law Schools. She sat on the standing committee of the Division of Public Education of the American Bar Association, serves on the board of advisors for the *Texas Hispanic Journal of Law and Policy*, and was on the executive board of the Berkeley Law Foundation. In May 2014 she was selected by American Bar Association (ABA) president James R. Silkenat to serve on the ABA Task Force on the Financing of Legal Education. In recent years she was also inducted into the Lincoln Club and the Chancery Club of Los Angeles, was elected to the Beverly Hills Bar Association's board of governors, and completed her service as a senator for the Phi Beta Kappa Society. Some of her latest publications include "Foreword: A Tribute to Margaret Montoya" in *Chicana/o Latina/o Law Review* (2014), "Untoward Consequences: The Ironic Legacy of *Keyes v. School District No. 1*" in *Denver University Law Review* (2013), and "Clark Kerr and Me: The Future of the Public Law School" in *Indiana Law Journal* (2013).

### **MICHAEL A. OLIVAS**

Michael A. Olivas is the William B. Bates Distinguished Chair in Law and director of the Institute for Higher Education Law and Governance at the University of Houston Law Center. He has chaired the graduate program in higher education and served as associate dean of the Law Center. He holds a BA (magna cum laude) from the Pontifical College Josephinum, an MA and PhD from the Ohio State University, and a JD from the Georgetown University Law Center. He is the author or co-author of fifteen books and has served on the editorial board of more than twenty scholarly journals. He was elected to membership in the American Law Institute and the National Academy of Education, the only person to have been elected to both. He also has been elected to the American Bar Foundation, and he is a NACUA Fellow and an AERA Fellow. Dr. Olivas has served as general counsel to the American Association of University Professors and serves on its Litigation Committee and Legal Defense Fund. He has served as a trustee of the College Board and The Access Group, Inc. Both the Mexican American Legal Defense and Educational Fund (MALDEF) and the Hispanic Bar Association of Houston have given him awards for lifetime achievement. Since 2002 he has served as a director on the MALDEF board. Dr. Olivas also hosts a weekly NPR radio show, "The Law of Rock and Roll."

### **LINDSAY PÉREZ HUBER**

Lindsay Pérez Huber is an assistant professor in the social and cultural analysis of education (SCAE) master's program in the College of Education at CSU Long Beach. Dr. Pérez Huber's research analyzes racial inequities in education, its impact on marginalized urban students of color, and how students and their communities

respond to those inequities through strategies of resistance for educational and social change. She has conducted this research at public elementary and secondary schools, community colleges, and four-year universities. She specializes in critical race theory perspectives and has published over a dozen peer-reviewed journal articles on race, immigration, and education; critical-race gendered epistemologies and methodologies; and racial microaggressions. Her articles can be found in peer-reviewed journals in the fields of education, law, and interdisciplinary studies. Collectively, her research provides theoretical, empirical, and methodological contributions toward an understanding of urban education for students of color, particularly undocumented immigrant students. Her scholarly contributions have been recognized by the Ford Foundation and the American Association for Hispanics in Higher Education (AAHHE). Dr. Pérez Huber holds an appointment as visiting scholar at the UCLA Chicano Studies Research Center. She also currently serves as vice president for the Critical Race Studies in Education Association (CRSEA). She received her PhD in social science and comparative education (SSCE), with a specialization in race and ethnic studies, from the UCLA Graduate School of Education and Information Studies.

### **BRENDA PULIDO VILLANUEVA**

Born and raised in Mexico, Brenda Pulido Villanueva immigrated to the United States with her family at the age of eleven. She obtained a bachelor's degree in international developmental studies with a minor in political science from UCLA, where she began her research on educational access for Latina/o immigrant students. After graduating, she worked with immigrant and undocumented youth at UC Merced. During her time at Merced, she organized the first conference for undocumented students and parents and co-founded an undocumented student support and advocacy group called Dreamers in Action/Soñadores en Acción. This organization's mission was to inform students about accessing higher education and to organize community members in support of the DREAM Act. She is a master's degree candidate in social and cultural analysis of education at CSU Long Beach. Her thesis shows how undocumented Mexicana students utilize the education they receive at home from their families to access and navigate higher education. Her research interests include immigration, Latina/o undocumented immigrant students and educational access, pedagogies learned in Latina/o homes, critical race theory, and Chicana feminisms in education.

### **SETH RONQUILLO**

Seth Ronquillo is an undocumented immigrant with degrees in film and linguistics from UCLA. Currently working with Asian Students Promoting Immigrant Rights through Education (ASPIRE), Seth has served as co-chair and project director in for Improving Dreams, Equality, Access, and Success (IDEAS) at UCLA, an on-campus organization that advocates for undocumented immigrants.

His thesis documentary, *US*, chronicles his family's undocumented immigrant narrative after his dad went back to the Philippines in 2011 with no guarantee of returning to the United States. Seth seeks to use filmmaking as a tool to raise awareness about the struggles of undocumented immigrants and the resources that are available to their communities.

### **DANIEL G. SOLÓRZANO**

Daniel G. Solórzano is a professor of social science and comparative education at the UCLA Graduate School of Education and Information Studies. His teaching and research interests include critical race theory in education, racial microaggressions and other forms of everyday racism, and critical race pedagogy. Dr. Solórzano is also the associate dean of equity and diversity and chief diversity officer of the GSE&IS and director of the University of California All Campus Consortium on Research for Diversity (UC/ACCORD). Dr. Solórzano has authored over seventy research articles and book chapters on issues related to educational access and equity for underrepresented student populations in the United States. Recognition for his work includes the UCLA Distinguished Teacher Award (2007), the American Education Research Association (AERA) Social Justice in Education Award (2012), the Critical Race Studies in Education Association Derrick A. Bell Legacy Award (2012), and the Mildred Garcia Exemplary Scholarship Award from the Association for Studies in Higher Education (ASHE) (2013). In 2014 Dr. Solórzano was selected as a fellow of the American Education Research Association.

### **CAROLA SUÁREZ-OROZCO**

Carola Suárez-Orozco is a professor of human development and psychology in the UCLA Graduate School of Education and Information Studies. Her areas of research include educational achievement among immigrant-origin youth, immigrant family separations, the role of mentors in facilitating youth development, the effects of unauthorized status on developing youth, gendered experiences of immigrant youth, the experiences of immigrant origin youth in community college settings, and civic engagement among emerging adults of immigrant origin. She is a co-author of *Learning a New Land: Immigrant Children in American Society* (Belknap Press, 2010); *Children of Immigration* (Harvard University Press, 2002); *Transformations: Immigration, Family Life, and Achievement Motivation among Latino Adolescents* (Stanford University Press, 1995); and *The New Immigration: An Interdisciplinary Reader* (Routledge, 2006). She has been awarded an American Psychological Association Presidential Citation for her contributions to the understanding of cultural psychology of immigration and has served as the chair of the APA Presidential Task Force on Immigration. Dr. Suárez-Orozco is the editor of the *Journal of Adolescent Research* and is a senior program associate for the W.T. Grant Foundation.

## **ROBERT TERANISHI**

Robert Teranishi is a professor of social science and comparative education and the Morgan and Helen Chu Endowed Chair in Asian American Studies at UCLA. He is also co-director for the Institute for Immigration, Globalization, and Education and a senior faculty fellow with the Steinhardt Institute for Higher Education Policy. Dr. Teranishi's research has been influential to federal, state, and institution policies related to college access and completion. He has testified before Congress on the Higher Education Reauthorization Act, the College Cost Reduction and Affordability Act, and the Elementary and Secondary Education Act. His research has been referenced in US Supreme Court cases on desegregation and affirmative action. He also recently served as a strategic planning and restructuring consultant for the Ford Foundation. Dr. Teranishi is the recipient of the Martin Luther King Jr. Faculty Award and the Daniel E. Griffiths Research Award at New York University. He was also named one of the nation's top "up-and-coming" leaders by *Diverse: Issues in Higher Education* and ranked by *Education Week* as one of the nation's most influential education scholars. In 2011 he was appointed by the secretary of education, Arne Duncan, to the US Department of Education's Equity and Excellence Commission. Teranishi was a National Institute for Mental Health postdoctoral fellow at the University of Pennsylvania's W.E.B. Du Bois Research Institute. He received his BA from UC Santa Cruz in sociology and his MA and PhD from UCLA in higher education and organizational change.

# THE CSRC LATINA/O EDUCATION SUMMIT SERIES

**E**ACH 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.

## 2006

The first summit, “Falling Through the Cracks: Critical Transitions in the Latina/o Educational Pipeline” 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. Solórzano

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

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

Lindsay Pérez Huber, Ofelia Huidor, María C. Malagón, Gloria Sánchez, and Daniel G. Solórzano

CSRC Research Report No. 7, March 2006

## 2007

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,” 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. Solórzano

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. Solórzano

CSRC Research Report No. 9, May 2007

## 2008

The third Latina/o Education Summit, “K-12 Education: What Can School Board Members and School Superintendents Do to Assure Student Success?” brought together school board members and school superintendents from the Los Angeles Unified School District and the Montebello Unified School District, 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

## 2009

“Critical Issues for Immigrant and Undocumented Students in the Latina/o Education Pipeline,” the fourth summit, 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 Pérez Huber, Verónica N. Vélez, and Daniel G. Solórzano

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

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

Lindsay Pérez Huber, María C. Malagón, and Daniel G. Solórzano

CSRC Research Report No. 13, May 2009

## **2010**

The fifth Latina/o Education Summit, “Funding K-12 and Higher Education: Impact on Latinos,” focused on the funding of public education and the impact it has on Latino students, programs and departments at every level, from kindergarten through graduate school. Presentations and the keynote address discussed the effects of budget reductions despite the critical role of public education and considered how higher education has affected its students in significant ways in response to state financial support, state and federal policy shifts regarding financial aid, response to broad market conditions, and competition among higher education institutions.

## **2011**

“Building on Our Assets: Language, Culture and Education,” the sixth summit, explored a significantly different approach to the education of Latina/o students: viewing their language and culture as assets that schools can use to build success. The panelists considered not only the difficulties of incorporating a language and cultural assets model in education but also the construction of programs that have been proven to successfully enhance the education of Latino students.

*An Assets View of Language and Culture for Latino Students*

Patricia Gándara, Megan Hopkins, and Danny C. Martínez

CSRC Policy and Issues Brief No. 25, 2011

## **2012**

The 2012 summit focused on litigation and legislation that relate to the education of Chicanos/Latinos. “Law & Policy: Conversations Across the Disciplines” was jointly sponsored by the UCLA Law School, the Mexican American Legal Defense and Education Fund, MALDEF, and the CSRC to bring together attorneys, legal scholars and social scientists—conversations across disciplines—to focus on significant areas of intersection between Latinos’ educational needs and law and policy. The presentations also addressed how Chicanos have played a leading

role in significant cases that directly impact their educational status, as well as that of other communities of color in the United States.

*Law, Social Policy, and the Latina/o Education Pipeline*

Robert Chao Romero

CSRC Research Report No. 15, October 2012

## 2013

The eighth annual Latina/o Education Summit was again a collaboration with the UCLA School of Law that brought together scholars, educators, community representatives, policy makers, administrators, and students to discuss critical issues regarding the education pipeline. The summit, “*Fisher v. Texas: Implications for Latina/o Educational Diversity*,” specifically addressed the US Supreme Court’s 2013 ruling upholding race as one factor in admissions decisions. But while race-conscious considerations for admission to public institutions are legally permissible according to *Fisher*, they are not constitutionally required, leaving the door open for further challenges to affirmative action admission policies. The panelists discussed the significance of *Fisher v. Texas* to Latinos’ access to public education, addressing current affirmative action policies in constitutional, administrative, and social terms.

*Fisher v. Texas: A History of Affirmative Action and Policy Implications for Latinos and Higher Education*

Robert Chao Romero and Marcia V. Fuentes

CSRC Research Report No. 17, October 2013

*The United States Supreme Court’s Ruling in Fisher v. Texas: Implications for Latinos and Higher Education*

Robert Chao Romero and Marcia V. Fuentes

CSRC Latino Policy & Issues Brief No. 28, October 2013

## Related CSRC Latino Policy and Issues Briefs

*Community College as a Pathway to Chicana Doctorate Production*

Daniel G. Solórzano, Martha A. Rivas, and Verónica N. Vélez

CSRC Latino Policy and Issues Brief No. 11, 2005

*Latina Equity in Education: Gaining Access to Academic Enrichment Programs*

Daniel G. Solórzano, María C. Ledesma, Jeannette Pérez, María

Rebeca Burciaga, and Armida Ornelas

CSRC Latino Policy and Issues Brief No. 4, 2003

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# SPONSORING INSTITUTIONS

## **The UCLA Chicano Studies Research Center**

Since its founding in 1969, the UCLA Chicano Studies Research Center (CSRC) has established a national reputation for cutting-edge research that makes a difference with respect to the Chicano-Latino population. The CSRC houses the largest library, archival, and digital holdings in the United States on Chicanos and Latinos, and its academic press publishes the premier peer-reviewed journal in its field. Its collaborative research projects and award-winning books span numerous disciplines, including public health, education, law, economic security, media impact, and the arts. The CSRC also organizes free public programs on campus and in the community throughout the year, and it reaches an international audience by curating and lending archival holdings to museum exhibitions. The CSRC is one of four ethnic studies centers established at UCLA that are part of the Institute of American Cultures, which reports to the Office of the Chancellor. The CSRC is also a founding member of the national Inter-University Program for Latino Research (est. 1983), a national consortium of Latino research centers that now includes twenty-five institutions. For more information, visit [www.chicano.ucla.edu](http://www.chicano.ucla.edu).

## **The UCLA School of Law**

UCLA School of Law is the youngest major law school in the nation and has established a tradition of innovation in its approach to teaching, research, and scholarship. UCLA Law is a first mover in many arenas: it is the first law school to have a law and policy institute focused on climate change; the first and only law school to have an institute devoted to the study of sexual orientation and gender identity law and policy; the first top law school to have a program on food law and policy; and the first and only law school to offer degree certification in critical race studies. In addition, the law school's public interest program is among the best in the country, and UCLA Law is a leader in hands-on training that prepares students for real-world practice.

Among UCLA Law's notable recent accomplishments:

- UCLA Law's Entertainment, Media, and Intellectual Property Law Program was recently ranked number one in the country by *The Hollywood Reporter*.
- UCLA Law had the second highest bar passage rate in California for the July 2013 exam.
- UCLA Law is ranked third, following only Harvard and Yale law schools, in terms of the number of students who secured 2014 Skadden Fellowships.

- UCLA School of Law was named the fifth best public interest law school in the country by *The National Jurist* in 2014.
- For the fifth year in a row, UCLA School of Law was named one of the Top 10 Best Law Schools for Hispanics by *Hispanic Business* magazine.
- UCLA Law’s faculty was recently ranked eighth for scholarly impact in a listing on *Brian Leiter’s Law School Reports* blog.
- UCLA Law has the largest number of alumni who currently serve as judges on the US Court of Appeals for the Ninth Circuit.

### **The UCLA Graduate School of Education and Information Studies**

Education and information are deeply ingrained in UCLA’s DNA. Nearly a century ago, a small Los Angeles “branch” of the University of California opened its doors as a teaching college to meet the needs of a rapidly growing metropolis. Today, we continue to build on this legacy at the UCLA Graduate School of Education and Information Studies (GSE&IS) by doing fundamental work on what matters most in education and information studies in the twenty-first century: the discovery and application of usable knowledge at the crossroads of policy and practice. We are home to sixteen nationally renowned research centers, two groundbreaking partnership schools, and some of the world’s premiere education and information experts. This where the most pressing issues in education and information are transformed by UCLA and strategic partners into opportunity and real-world solutions. GSE&IS is dedicated to inquiry, the advancement of knowledge, the improvement of professional practice, and service to the education and information professions. We develop future generations of scholars, teachers, information professionals, and institutional leaders. Our work is guided by the principles of individual responsibility and social justice, an ethic of caring, and commitment to the communities we serve.

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*The Growing Educational Equity Gap for California's Latina/o Students*

Latino Policy and Issues Brief No. 29

Lindsay Pérez Huber, Verónica N. Vélez, and Daniel G. Solórzano re-evaluate recent educational attainment findings by contextualizing the data in terms of demographic shifts in the state.

*DACAmented in California: The Impact of the Deferred Action for Childhood Arrivals Program on Latina/os*

CSRC Research Report No. 18

Lindsay Pérez Huber, Brenda Pulido Villanueva, Nancy Guarneros, Verónica N. Vélez, and Daniel G. Solórzano discuss the DACA program and its impact on undocumented Latina/os, with a focus on Latinas in California.