



Chicano Studies Research Center  
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**The 2006 Latino/a Education Summit**

# **Falling through the Cracks: Critical Transitions in the Latino/a Educational Pipeline**

**•K-12**

**•Community College**

**•Undergraduate Education**

**•Graduate Education**



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**University of California, Los Angeles  
March 24, 2006  
UCLA Faculty Center, California Room  
8:30 a.m.–7:00 p.m.**

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## **Contents**

<b>From the Director</b>	<b>2</b>
<b>About the Conference</b>	<b>3</b>
<b>Conference Program</b>	<b>4</b>
<b>Panelist and Moderator Biographies</b>	<b>6</b>
<b>Research Note: The Latina/o Educational Pipeline</b>	<b>9</b>
<b>Selected Bibliography</b>	<b>11</b>
<b>About the Center</b>	<b>12</b>

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# ***From the Director***



In May 2003, the UCLA Chicano Studies Research Center (CSRC) convened an education community forum on campus. Our goal was to bring together UCLA education faculty and community leaders to discuss the crisis facing Latina/o students in the Los Angeles area.

Professor Daniel Solórzano and I co-hosted this first meeting, which included José Huizar, then Vice President of the Board of Education, Los Angeles Unified School District, as well as representatives from other school districts, state assembly offices, and the Mexican American Legal Defense and Education Fund (MALDEF).

The numbers made the issue clear: 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. If the educational system is a “pipeline” running from kindergarten through graduate and professional programs, then 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.

Everyone at the forum agreed that an important part of the solution would be found in an emerging leadership focused on Latina/o education in the L.A. area. In subsequent meetings we developed the outline for this summit, which initiates an ongoing forum at UCLA where this emerging leadership can meet, hear from scholars about their latest research, and establish professional networks.

The goal of the summit is to center attention on the entire educational pipeline, not just one segment, since any viable solution must take the big picture into account. I want to thank our sponsors for joining us in this goal: Washington Mutual, The John Randolph and Dora Haynes Foundation, Hilton Hotels Corporation, Union Bank of California, UCLA Graduate Division, and UCLA Student Affairs. Their generous support not only makes this conference possible but also enables the publication of research reports with important new data.

In bringing together scholars, educators, community representatives, policy makers, and students, we hope to gather diverse and invaluable input about the critical factors facing Latina/o students at each segment in the educational pipeline. In this way, we can join together in building a consensus, developing practical solutions, and establishing an ongoing forum for realizing the goal of educational equity for all students.

Chon Noriega  
Professor and CSRC Director

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# **About the Conference**

## ***The role of the audience in developing conference policy recommendations***

The Latina/o Education Summit is designed to produce significant participant input in developing policy recommendations. The summit includes panels of educational experts who will discuss important issues in each of the four segments of the educational pipeline: K-12, community college, undergraduate, and graduate education. Following each panel, there will be a discussion period in which audience members will have the opportunity to engage with one another and the panelists in formulating policy recommendations for improving the Latina/o educational experience in the given segment of the pipeline. At the end of the summit, Professor Daniel Solórzano will provide a summary of the policy recommendations and lead a discussion on next steps. The Chicano Studies Research Center will publish the results and disseminate them to all participants as well as educational and civic leaders.

## ***Concurrent displays and book signings***

Throughout the summit, the Hacienda Room will be set up for the display and presentation of Latina/o educational research, publications, and sponsor exhibits.

After the closing panel, two authors will sign their new books related to the summit topic:

Professor Tara Yosso, *Critical Race Counterstories along the Chicana/ Chicano Educational Pipeline*.

Dr. Jeanett Castellanos, *The Latina/o Pathway to the Ph.D.: Abriendo Caminos*, co-edited with Dr. Alberta Gloria and Mark Kamimura-Jimenez.

## ***Acknowledgments***

The following people were crucial in the planning and organizing of the 2006 Latina/o Education Summit:

Lindsay Perez Huber, Doctoral Student in the UCLA Department of Education and Graduate Associate at the Chicano Studies Research Center.

Dr. Carlos Haro, Assistant Director of the Chicano Studies Research Center.

Alfred Herrera, MPA, Director of the UCLA Center for Community College Partnerships.

Dr. Daniel Solórzano, Professor of Education and Associate Director of the Chicano Studies Research Center.

Monica Garcia, Kris Gutierrez, José Huizar, Maggie Mejia, Jeannie Oakes, Concepción Valadez, Edward Velasquez, and Victor Viramontes, who also participated in the initial meetings that outlined the goals and features of this summit.

Special thanks to Washington Mutual, The John Randolph and Dora Haynes Foundation, Hilton Hotels Corporation, Union Bank of California, UCLA Graduate Division, and UCLA Student Affairs.

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# Conference Program

**8:30 a.m.**

## **Registration**

UCLA Faculty Center, California Room

**9:00 a.m.**

## **Welcome and Introductions**

- Director Chon A. Noriega, UCLA Chicano Studies Research Center
- Vice Chancellor Claudia Mitchell-Kernan, UCLA Graduate Studies
- Dean Aimee Dorr, Graduate School of Education & Information Studies
- Professor Daniel Solórzano, Graduate School of Education & Information Studies

**9:20 a.m.**

## **The K-12 Segment of the Latina/o Educational Pipeline**

“Critical Conditions for Achievement and College Access in K-12”

This panel will discuss what factors have been found to positively influence student success at the K-12 level and encourage college enrollment among Latina/o students. Dr. Jeannie Oakes will present her research on the critical conditions that are needed in K-12 schools to ensure student academic success and college-going. Dr. Dolores Delgado Bernal will discuss her research on effective pedagogical tools for Latina/o students. Superintendent Edward Velasquez, who heads a school district with a large Latina/o population, will discuss how a school district can ensure preparation for college and success at the K-12 level.

MODERATOR: Dr. Concepción Valadez, Associate Professor of Education, UCLA

PANELISTS:

- Dr. Jeannie Oakes, Professor of Urban Schooling and Director of UC ACCORD, UCLA
- Dr. Dolores Delgado Bernal, Associate Professor of Education, Culture, and Society, University of Utah
- Mr. Edward Velasquez, Superintendent of Montebello Unified School District

*10:35 a.m. Break*

**10:45 a.m.**

## **The Community College Segment of the Latina/o Educational Pipeline**

“Creating a Transfer Culture: Increasing Latina/o Student Transfer to Four-Year Universities”

Panelists will discuss their research on the Los Angeles Community College District (LACCD), where Latina/o students compose the majority of the student population but have very low transfer rates to four-year universities. Dr. Armida Ornelas will discuss her work on “transfer culture,” presenting specific factors that are needed at community colleges to increase Latina/o student transfer. Dr. Linda Hagedorn will present her research on Latina/o students in the Los Angeles Community College District. Dr. Adriana D. Barrera will discuss the institutional perspective on community college transfer.

MODERATOR: Alfred Herrera, MPA, Director of the Center for Community College Partnerships, UCLA

PANELISTS:

- Dr. Armida Ornelas, Assistant Professor of Social Sciences, East Los Angeles Community College (ELAC)

- Dr. Linda Hagedorn, Professor and Chair, Department of Education, University of Florida
- Dr. Adriana D. Barrera, Senior Vice Chancellor, Los Angeles Community College District (LACCD)

**12:00 p.m.**

**Lunch and Keynote Address**

KEYNOTE SPEAKER: José Huizar, Los Angeles City Council Member, District 14, and Past Member and President, Board of Education, Los Angeles Unified School District

**1:30 p.m.**

**The Undergraduate Segment of the Latina/o Educational Pipeline**

“Campus Climate: A Key Factor in the Latina/o Undergraduate Experience”

This panel will explore the issue of campus climate at four-year institutions and its effects on the Latina/o student undergraduate experience. Dr. Sylvia Hurtado and Dr. Walter Allen will share their extensive research on this issue.

MODERATOR: Dr. Miguel Ceja, Assistant Professor, Department of Public Policy and Administration, California State University, Sacramento (CSUS)

PANELISTS:

- Dr. Sylvia Hurtado, Professor of Higher Education and Organizational Change, UCLA
- Dr. Walter Allen, Professor of Higher Education and Organizational Change, UCLA

*2:45 p.m. Break*

**2:55 p.m.**

**The Graduate Segment of the Latina/o Educational Pipeline**

“Over the Ivy Walls: Revisiting Chicana/o Educational Mobility”

Dr. Claudia Mitchell-Kernan will discuss issues related to Latina/o student representation in graduate programs generally and at UCLA specifically. Dr. Patricia Gándara will revisit her 1995 book, *Over the Ivy Walls: The Educational Mobility of Low-Income Chicanos*, and will consider how far we have come since this study and map where research, practice, and policy still need to go in order to increase Chicana/o and Latina/o postsecondary degree attainment.

MODERATOR: Dr. Tara Yosso, Assistant Professor, Department of Chicana and Chicano Studies, University of California, Santa Barbara (UCSB)

PANELISTS:

- Dr. Claudia Mitchell-Kernan, Vice Chancellor for Graduate Studies and Dean of the Graduate Division, UCLA
- Dr. Patricia Gándara, Professor of Education, UC Davis

*3:55 p.m. Break*

**4:00 p.m.**

**Conclusion**

“Where Do We Go from Here? Summary of the Latina/o Education Summit Policy Recommendations”

MODERATOR: Dr. Daniel Solórzano, Professor of Education, UCLA

**5:00 p.m.**

**Reception and Book Signing**

UCLA Faculty Center, Hacienda Room

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# **Panelist and Moderator Biographies**

## **Walter Allen**

Walter R. Allen is Professor in Higher Education and Organizational Change (HEOC) at the UCLA Graduate School of Education. He is also co-director of the CHOICES Project: Access, Equity and Diversity, a longitudinal study of college attendance among African Americans and Latina/os in California. Dr. Allen's research and teaching focus is on educational equity, higher education, social inequality, family patterns, socialization and personality development, race/ethnic relations, and higher education desegregation. His work has appeared in more than eighty publications. He has also co-edited the special issue "Comparative Perspectives on Black Family Life" for the *Journal of Comparative Family Studies*.

## **Adriana D. Barrera**

Adriana D. Barrera was appointed to serve as Los Angeles Community College District's Senior Vice Chancellor in December 2005. From 2000 to 2005, she was president of Los Angeles Mission College; she was president of El Paso Community College from 1994. As Senior Vice Chancellor, Dr. Barrera has administrative oversight for educational support, business operations, accounting, budget development and management, and information technology for LACCD. She has worked with community college faculty and staff in the development of shared governance models of decision making, on accreditation issues, and on resource development.

## **Miguel Ceja**

Miguel Ceja received his Ph.D. in the Higher Education and Organizational Change (HEOC) program in the Department of Education at UCLA. He is currently Assistant Professor in the Department of Public Policy and Administration at California State University, Sacramento (CSUS). Dr. Ceja is also Faculty Researcher for the Institute of Higher Education Leadership and Policy (IHELP) at CSUS. Dr. Ceja's research focuses on the transition from high school to college for Students of Color, the college-choice process for Latina/o students, equity and access to higher education, and educational pipeline analysis for Students of Color.

## **Dolores Delgado Bernal**

Dolores Delgado Bernal has researched and taught about issues relating to Chicana/o education and schooling, critical race theory, Latina/o critical theory in education, and the examination of race, class, and gender in the sociology of education. Dr. Delgado Bernal has written extensively on Chicana feminist epistemologies and pedagogies, including "Using a Chicana Feminist Epistemology in Educational Research" and "Learning and Living Pedagogies of the Home: The Mestiza Consciousness of Chicana Students." She is currently Associate Professor in the Department of Educational Studies and the Ethnic Studies Program at the University of Utah. Dr. Delgado Bernal received her Ph.D. in the Teaching and Curriculum Studies program in the Department of Education at UCLA.

## **Aimee Dorr**

Aimee Dorr is Professor and Dean of the Graduate School of Education and Information Studies at UCLA. Dean Dorr is a member of the American Educational Research Association (AERA), American Psychological Society, International Communication Association, and Society for Research in Child Development. She is also a fellow of the American Psychological Association. Dean Dorr is a distinguished teacher and scholar who is recognized internationally for her work on the roles of electronic media in children's informal and formal education. She is currently involved in efforts to assist teachers in intelligently integrating new technology into their classrooms. Dean Dorr's research interests include processes by which electronic media are used by and affect children and adolescents, roles of television and parents in the socialization of emotions, the design of effective and beneficial electronic media products, and media literacy. Her work has appeared in *Ethnicity and Diversity: Minorities No More* and *Media Competency as a Challenge to School and Education*.

## **Patricia Gándara**

Patricia Gándara is Co-Director of PACE (Policy Analysis for California Education), Associate Director of the UC Linguistic Minority Research Institute (LMRI), and Professor of Education at the University of California, Davis. Dr. Gándara is author of *Over the Ivy Walls: The Educational Mobility of Low-Income Chicanos*, and co-author of *Paving the Way to Post-Secondary Education: K-12 Intervention Programs for Underrepresented Youth*. Dr. Gándara has authored and co-authored numerous books and articles on peer group influence and college-attendance behavior of low-income Latina/o students, immigrant students, bilingual education policy in public schools, Mexican-American and education mobility, and mathematics instruction in multicultural classrooms. Currently, she is researching the effectiveness of college access and early intervention programs for underrepresented students, as well as strengthening the educational pipeline for Latina/o, African American, and Native American students.



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## **Linda Hagedorn**

Linda Hagedorn was appointed Chair of the Educational Administration and Policy Department at the University of Florida's College of Education in 2005. Dr. Hagedorn's research focus has been the identification of policies regarding the factors that promote community college student retention, and transfer and degree acquisition. She is also Vice President of the Postsecondary Education Division of the American Educational Research Association (AERA), an organization that promotes scholarly inquiry in education with the goal of improving the educational process. Dr. Hagedorn has written and edited numerous books and journals on community college student success, equity issues, and college retention of underrepresented student groups. Some of her works include chapters in books such as: *College Student Retention: Formula for Student Success* and *Serving Minority Populations: New Directions for Community Colleges*.

## **Alfred Herrera**

Alfred R. Herrera holds the position of Interim Director of the UCLA Academic Advancement Program (AAP) as well as Founding Director of the UCLA Center for Community College Partnerships (CCCP). He has worked to create educational access for all students. Recently, Mr. Herrera was one of five professionals selected nationwide by the Social Science Research Center to be a member of a Practitioner Advisory Group for the "Transitions to College" project, funded by the Lumina Foundation, which examines the extent to which conditions for opportunity and success are available to all American adolescents as they attempt to navigate through secondary school to college. Mr. Herrera has also received recognition in the U.S. Congressional Record by Congresswoman Hilda Solis for his work in higher education and on AB540, a bill to assist undocumented students in obtaining a college degree.

## **José Huizar**

José Huizar was elected to represent the 14th Council District of the City of Los Angeles on November 8, 2005. Previously, he represented the Second District of the Los Angeles Board of Education, beginning in 2001, and he served two terms as Board President, from July 2003 through June 2005. Under his leadership, LAUSD undertook the largest public works program in the country, with a plan to build 160 new schools in the next eight years. His interest in bringing additional accountability to the LAUSD led him to work with the City of Los Angeles and surrounding cities to establish the Presidents' Joint Commission on LAUSD Governance, the first comprehensive evaluation of the district in its 150-year history.

José Huizar was profiled in the *Los Angeles Business Journal* as one of twenty-five figures in the Los Angeles area that "stand out for their potential to shape lives," and he was recently appointed to the Board of Trustees for Princeton University. He is a native of Zacatecas, Mexico, and was raised in the East Los Angeles neighborhood of Boyle Heights. He earned his BA degree from UC Berkeley, his MA in Public Affairs and Urban and Regional Planning from Princeton University, and his JD from UCLA School of Law. José Huizar began his career as a land use attorney.

## **Sylvia Hurtado**

Sylvia Hurtado is Professor in Higher Education and Organizational Change (HEOC) in the Department of Education at UCLA. Dr. Hurtado also serves as Director of the UCLA Higher Education Research Institute (HERI). Dr. Hurtado is an internationally recognized scholar in the field of higher education. A prolific writer, she has focused her research on issues of diversity and democratic practices in education. Her current scholarly focus is on diverse college students and college preparation for citizenship in a diverse society. She has published numerous articles and research reports on student educational outcomes, student transition to college, access, campus climates for learning among diverse peers, college impact on student development, and student diversity in higher education. Dr. Hurtado was named among the top fifteen influential faculty whose work has had an impact in the academy by *Black Issues in Higher Education*. Dr. Hurtado received her Ph.D. from the UCLA Department of Education.

## **Claudia Mitchell-Kernan**

As Vice Chancellor for Graduate Studies and Dean of the Graduate Division at UCLA, Claudia Mitchell-Kernan serves as the campus-wide advocate for the advancement of graduate education and works to insure that standards of excellence, fairness, and equity are maintained across all graduate programs. Concurrent with her administrative responsibilities, she is Professor in the Departments of Anthropology, Psychiatry, and Biobehavioral Sciences. Throughout her career she has maintained an active record of service for federal agencies that sponsor research. She currently serves on the Board of Higher Education and Workforce of the National Research Council, and the Board of Directors of the Council of Graduate Schools. She is Chair of the Advisory Committee on Minorities in Graduate Education and the Board of Directors of the Consortium of Social Science Associations. In her thirty-year career at UCLA, Dr. Mitchell-Kernan has been extensively involved in campus governance and has served on a wide variety of departmental, campus, and university-wide committees.

## **Jeannie Oakes**

Jeannie Oakes is Presidential Professor in Educational Equity at UCLA. She is also Director of UCLA's Institute for Democracy, Education & Access (IDEA) and UC's All Campus Consortium on Research for Diversity (ACCORD). Dr. Oakes's research examines inequalities in U.S. schools and follows the progress of equity-minded reform. Her research has delved

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into the tracking and ability grouping of children in the educational system, the unequal distribution of educational resources in California, and educators' attempts to eliminate schooling inequalities and build democratic school communities. She is the author of seventeen scholarly books and monographs and more than one hundred published research reports, chapters, and articles.

### **Armida Ornelas**

Armida Ornelas is Assistant Professor of Political Science in the Department of Social Science at East Los Angeles College (ELAC). Dr. Ornelas's research and teaching focus on the transfer process for Latina/o community college students, transfer culture, educational outcome and conditions for Chicana/o and Latina/o students, critical race theory, and institutional case study analysis. She has published several articles on these issues and is currently working on a chapter for *An Equal Opportunity Analysis of Advance Placement Courses and University Admissions: A Case of Educational Identity*. Dr. Ornelas currently serves as Vice Chair of History/Social Science on the Subject Matter Committee for the California State Board of Education.

### **Daniel Solórzano**

Daniel G. Solórzano is Professor in the UCLA Graduate School of Education and Information Studies and former Chair of the Department of Education. He holds the position of Associate Director of the Chicano Studies Research Center and of the UC All Campus Consortium on Research for Diversity (ACCORD) at UCLA. Dr. Solórzano's current work applies critical race theory to examine the college admissions process and access to Advanced Placement courses for Chicana/o, Latina/o, and African American high school students. Dr. Solórzano has written extensively on educational access, equity, persistence, and graduation of Students of Color in all segments of the educational pipeline. His scholarly publications include numerous journal articles and books. Some of his published works are *Critical Race Theory, Marginality, and the Experience of Minority Students in Higher Education* (with Octavio Villalpando) and *Critical Race Theory, Racial and Gender Microaggressions, and the Experiences of Chicana and Chicano Scholars*.

### **Concepción Valadez**

Concepción Valadez is Associate Professor at UCLA's Graduate School of Education and Information Studies and Faculty Associate in the Chicano Studies Research Center. Her research and teaching interests include language education, bilingualism, literacy, curriculum design, testing, and linguistic minorities. She is a past editor of *Advances in Language Education*, and her article "Language-Minority Students and Educational Reform: An Incomplete Agenda" was published in *From the Campus: Perspectives on the School Reform Movement*. Dr. Valadez was the first Chicana professor to earn tenure in the Department of Education at UCLA.

### **Edward Velasquez**

Edward Velasquez holds the office of Superintendent of Schools of the Montebello Unified School District (MUSD). He has worked hard to increase student achievement within his district by challenging MUSD high schools to increase the number of students who meet graduation requirements after four years of instruction. Mr. Velasquez has a long history working with Latina/o children, and he taught within the MUSD for a number of years before transitioning to an administrative position. He has also taught as Adjunct Professor of Education at California State University, Los Angeles (CSULA). Mr. Velasquez is involved and dedicated to the community and to the education of children.

### **Tara J. Yosso**

Tara J. Yosso is Assistant Professor in the Department of Chicana and Chicano Studies at the University of California, Santa Barbara (UCSB). She received her Ph.D. from the Department of Education at UCLA. Her research and teaching draw on the frameworks of critical race theory and critical media literacy to examine issues of educational access and equity. As a 2005–06 Ford Foundation Postdoctoral Diversity Fellow and a Visiting Scholar with the UCLA Chicano Studies Research Center, Dr. Yosso is completing a manuscript that explores Hollywood representations of Latina/os in schools. She has authored numerous chapters and articles, some of which have appeared in the *Review of Research in Education*, *International Journal of Qualitative Studies in Education*, *Journal of Negro Education*, and *Journal of Popular Film and Television*. Her book, *Critical Race Counterstories along the Chicana/Chicano Educational Pipeline*, analyzes Chicana/o experiences of navigating through the structures, practices, and discourses of racism from elementary through graduate school.

# Research Note: The Latina/o Educational Pipeline

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

Within educational research, the pipeline metaphor is often used to describe how students move through the primary, secondary, and postsecondary levels of education. The educational pipeline functions well for some groups of students, allowing them to flow smoothly through the various levels of education and yielding a fairly proportionate number of high school and postsecondary graduates. The pipeline for Latina/o students, however, does not work in this way.<sup>1</sup> Figure 1 illustrates, for example, that out of every 100 Latina elementary students in the United States, 54 will graduate from high school. From these high school graduates, 11 will graduate from college, 4 will graduate from graduate or professional school, and less than 1 will receive a doctorate.<sup>2</sup>

Figure 1. The U.S. Educational Pipeline, by Race/Ethnicity and Gender, 2000.



Note: The first number in each box represents females; the second, males.  
Source: U.S. Bureau of the Census (2000).

Figure 2. The U.S. Latina/o Educational Pipeline, by Subgroup and Gender, 2000.



Note: The first number in each box represents females; the second, males.  
Source: U.S. Bureau of the Census (2000).

The Latina/o educational pipeline does not ensure a smooth flow of students from one end of the conduit to the other, but a broken trickle of fewer and fewer students graduating from each level. Among Latina/o students, Chicana/os and Salvadorans have the lowest attainment rates at every segment of the pipeline, as Figure 2 shows.<sup>3</sup>

These students are not being prepared to make a successful transition into high school, resulting in tremendous dropout rates. High dropout rates continue for the students who do make it to college. Latina/o students are severely underrepresented at four-year colleges and universities and in graduate and professional programs.

Research has found that in California, Students of Color are concentrated into overcrowded, underresourced schools that are most in need of qualified teachers (Oakes et al., 2004).<sup>4</sup> These students remain drastically disadvantaged in terms of receiving a high-quality education in comparison to their White and Asian American counterparts (Carroll, Krop, Arkes, Morrison, & Flanagan, 2005). As the Latina/o population increases, more students fall through the cracks in the educational pipeline and the disparity in attainment continues to grow.

Currently, Latina/o students in California compose almost half the entire K-12 student population. State projections estimate that by the year 2009, the majority—over 51 percent—of K-12 students in California’s public schools will be Latina/o (California Department of Finance, 2003). The future of the Latina/o community and the future of California will be determined by the efforts made to improve educational conditions for Latina/o students.

The purpose of the 2006 Latina/o Education Summit Conference is to identify the factors that are critical if educators are to successfully prepare Latina/o students to make the

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transition from primary to secondary and secondary to postsecondary schools. Our goal is to compile policy recommendations that come from the research literature and that offer practical solutions to educators and policy makers. The structure of the Latina/o Education Summit has been framed largely by the research of UCLA faculty, alumni, and graduate students.

By focusing this conference on the greater Los Angeles area we will be able to share, create, and build on the research, resources, and relationships necessary to repair and strengthen the pipeline, so that more Latina/o students are able to make successful educational transitions. Our report, *Falling through the Cracks: Critical Transitions in the Latina/o Educational Pipeline*, examines the research literature on critical transitions within each segment of the educational pipeline—K-12, community college, undergraduate, and graduate—and offers recommendations for policies that, if implemented, will increase the number of Latina/os who graduate with advanced degrees.

## Notes

1. The term *Latina/os* refers to a non-homogenous group of persons of Mexican, Puerto Rican, Cuban, Central American, and South American heritage. It should be mentioned that while most studies use the term *Latina/o* as a homogenous category, there are differences among and within the various Latina/o subgroups (see Figure 2).
2. Data for Latinos is also provided in Figure 1, represented by the number following the slash.
3. Chicana/os are female and male persons who have familial and/or cultural ties to Mexico and live in the United States, regardless of immigration status. They comprise a subgroup within the Latina/o population.
4. The terms *Students of Color* and *Faculty of Color* are capitalized to reject the standard grammatical norm. Capitalization is used as a means to defy the marginalization of this group; it is a grammatical move toward social and racial justice.

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## Authors

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**Ofelia Huidor** is a doctoral student in the Social Science and Comparative Education program (SSCE) in the UCLA Department of Education. Her specialization is in Race and Ethnic Studies.

**María C. Malagón** is a doctoral student in the Social Science and Comparative Education program (SSCE) in the UCLA Department of Education. Her specialization is in Race and Ethnic Studies.

**Gloria Sánchez** is a graduate of the Masters program in Social Science and Comparative Education (SSCE) with a specialization in Race and Ethnic Studies at UCLA.

**Daniel G. Solórzano** is a Professor of Social Science and Comparative Education at the UCLA Graduate School of Education and Information Studies. He specializes in the role of race, gender and class in educational access and attainment. He is also the Associate Director of the UCLA Chicano Studies Research Center and the Associate Director of the University of California All Campus Consortium on Research for Diversity (UC ACCORD).

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# ***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 needs to 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 social sciences, life sciences, humanities, 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, which now constitutes nearly one-third of the population of California and one-half that of Los Angeles, but continues 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 eighteen institutions in the United States.

The Center 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. In addition to the Latina/o Education Summit, the Center has published several policy briefs on educational issues. These can be downloaded at <http://www.chicano.ucla.edu/press/briefs/archive.html>.

Director Chon A. Noriega is Professor in the UCLA Department of Film, Television, and Digital Media. 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, performance, and visual art. Since 1996, he has been editor of *Aztlán: A Journal of Chicano Studies*, the flagship journal for the field since its founding in 1970. He became CSRC Director in July 2002.

Assistant Director Carlos Manuel Haro oversees CSRC research activities, including a research grants program, a postdoctoral and graduate fellowship program, and faculty development and visiting scholar program. In addition, he undertakes and directs specific education research projects and scholarly conferences at CSRC, including the Latina/o Education Summit. Other conferences he has coordinated include: *The Sleepy Lagoon Case, Constitutional Rights, and the Struggle for Democracy* (2005), and *Mendez v. Westminster School District: Paving the Path for School Desegregation and the Brown Decision* (2004). He is currently planning a one-day symposium called *Sal Castro and the Chicano Youth Leadership Conference: The Development of Chicano Leadership Since 1963* for May 26, 2006. Dr. Haro has published on school admissions, the Bakke Decision, and school desegregation.





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