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This conference is made possible, in part, through the support of the CSRC Latino Research Program, which receives funding from the University of California Committee on Latino Research, and UC/ACCORD (University of California All Campus Consortium on Research for Diversity). Additional support is provided by the CSRC California Program on Opportunity and Equity (CalPOE), which receives funding from the William and Flora Hewlett Foundation.

Struggling for Opportunity: Undocumented AB 540 Students in the Latina/o Education Pipeline, CSRC Research Report No. 13. Lindsay Perez Huber, Maria C. Malagon, and Daniel G. Solorzano summarize legislative efforts to increase access to higher education for immigrant students, examine current challenges to AB 540, and offer recommendations for educators and policy makers.

Still Dreaming: Legislation and Legal Decisions Affecting Undocumented AB 540 Students, CSRC Latino Policy and Issues Brief No. 23. Nancy Guarneros, Cyndi Bendezu, Lindsay Perez Huber, Veronica N. Velez, and Daniel G. Solorzano review AB 540's background, the legal challenge that threatens the statute, and legislation that would give undocumented students a path to citizenship.

Both publications are available at www.chicano.ucla.edu/press.

Cover illustration by Carolina Montes.

www.chicano.ucla.edu

UCLA

Chicano Studies Research Center

UC/ACCORD

THE 2009 LATINA/O EDUCATION SUMMIT

Critical Issues for Immigrant and Undocumented Students in the Latina/o Education Pipeline



Friday, May 15, 2009

UCLA Faculty Center, California Room

8:30 a.m. – 5:00 p.m.

Followed by a Reception, Book Signings, and Resources Display in the Hacienda Room

▲ 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 fourth annual Latina/o Education Summit.

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. Participants explore viable policy recommendations and initiatives that can improve educational opportunity and increase the number of Latina/o students who earn undergraduate and graduate degrees. Past summits have assessed the strengths and weaknesses found in the entire education pipeline from K-12 through graduate school, the importance of community colleges for transferring to four-year institutions, and the vital role of the superintendent and school board. (The policy briefs and research reports related to earlier summits are available at www.chicano.ucla.edu/press.)

This year the conference focuses on documented and undocumented immigrant Latina/o students in elementary, secondary, and undergraduate programs. We will examine how policy and practices affect these students by looking at the obstacles that limit their opportunities and their access to education, the programs that serve them, and their academic success. Panelists include former students of the UCLA Migrant Scholars Program, students from East Los Angeles College Adelante program, and students from IDEAS (Improving Dreams, Equality, Access, and Success), an advocacy group for undocumented students at UCLA.

I want to acknowledge the work done by the Education Summit planning group: Dr. Carlos Manuel Haro (coordinator), Professor Daniel G. Solorzano (moderator), doctoral candidate Lindsay Perez Huber (co-coordinator and researcher), and undergraduate Nancy Guarneros (student coordinator).

Although this summit addresses the education of documented and undocumented immigrant students, in the course of our discussions we will consider the research, resources, and relationships needed to improve the education pipeline for all Latina/o students. In this way we can join together to work toward the goal of educational equity and to lay the foundation for a better future for all Californians.

Chon A. Noriega
Professor and CSRC Director

▲ Welcome from the Chancellor

Welcome to UCLA and to the fourth annual Latina/o Education Summit. UCLA is a world-class university and a leader in many fields of study. It represents the very best of what a university can be—a diverse community of talented people who enrich our society through education, research, and service.

This annual summit is an example of the important contributions that UCLA can make to significant issues facing our society. I commend the UCLA Chicano Studies Research Center for its leadership in this area and for focusing the 2009 summit on the education of immigrant and undocumented students.

Earlier this year, I responded to an article in the *Los Angeles Times* about the California Supreme Court’s decision to review a state law granting in-state tuition to undocumented immigrants. I wrote:

While your coverage regarding California state law AB 540 has highlighted some important issues, I’d like to underscore that the law—and good policy—dictate that we not discriminate against undocumented students who reside in California when offering in-state tuition to California high school graduates.

We must keep in mind that most, if not all, undocumented students who are eligible for admission to California’s public institutions were not adults when their families brought them here. Many who may qualify for amnesty and naturalization programs have been unable to tap those opportunities because they lack access to sound legal advice.

I have met several of UCLA’s AB 540 students who . . . are citizens or foreign nationals who attend California high schools. They are impressive young adults. They will become doctors, engineers, and teachers, and they are passionate in their intent to give back to our communities. If we charge them out-of-state tuition, we will rob them of an educational opportunity that they have earned through hard work, and we will lose the benefit of their extraordinary drive and commitment.

The nation is looking to California for leadership on this critical issue, which is now before the California Supreme Court. We must continue to provide educational opportunity for all of the state’s students. I believe that California’s future depends on it.

I thank you for your participation in this summit and for your commitment to educational opportunity for all students in California.

Gene D. Block
Chancellor

Program

8:30 a.m.

Registration

UCLA Faculty Center, California Room

9:00 a.m.

Welcome and Introductions

Dr. Chon A. Noriega

Director, UCLA Chicano Studies Research Center

Dr. M. Belinda Tucker

Associate Dean, UCLA Graduate Division

Dr. Daniel G. Solorzano

Summit Moderator

Director, UC/ACCORD

Professor, Social Science and Comparative Education, UCLA Graduate School of Education and Information Studies

9:30 a.m.

Critical Issues in K-12 Schools, Part I: Creating Opportunities for Quality Bilingual Education in California

This panel will examine how schools can offer quality bilingual programs that view language and culture as educational assets for learning and development. The panelists will also discuss the challenges posed by state legislation that affects bilingual education in California.

Ms. Martha Hernandez

Director of Curriculum, Instruction, and Continuous Improvement, Ventura County Office of Education

Mr. Raul Alarcón

Lead Teacher, Learning in Two Languages Program, UCLA Lab School

10:30 a.m.

Break

10:45 a.m.

Critical Issues in K-12 Schools, Part II: Increasing College Awareness for High School Students

Panelists will discuss programs designed to increase college awareness and programs that can provide support for immigrant and undocumented students. Panelists will offer tips for school-based personnel, parents, and students. The focus will be on the UCLA Migrant Scholars Program and on LAUSD's Bravo Medical Magnet School. Former student participants in the Migrant Scholars Program will discuss their educational experiences and their college pathways.

Dr. Kris Gutiérrez

Professor, Social Research Methodology, UCLA Graduate School of Education and Information Studies

Ms. Mayra Soriano

Counselor, Bravo Medical Magnet School, and Co-author of AB 540 Student Guide

Former Students of the UCLA Migrant Scholars Program

12:15 p.m.

Lunch

1:15 p.m.

Critical Issues in Postsecondary Education, Part I: AB 540 and the Community College as a Pathway to the University

California Assembly Bill 540 (AB 540) is the focus of this panel. Panelists will explore its impact on undocumented Latina/o undergraduate students and the challenges of providing institutional support at public universities. Students from the East Los Angeles College Adelante

program—a program for students who plan to transfer to a four-year institution—will discuss their experiences and preparation for transferring to UCLA and other universities.

Mr. Alfred Herrera

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

Dr. Armida Ornelas

Associate Professor, Political Science, East Los Angeles College

Students Participating in Adelante

2:45 p.m.

Break

3:00 p.m.

Critical Issues in Postsecondary Education, Part II: AB 540 Students and California Four-Year Universities

This panel will explore critical issues faced by undocumented Latina/o AB 540 students who attend four-year universities in California. Research on academically successful undocumented AB 540 students and the strategies that students employ to overcome obstacles to their education will be presented, and institutional support programs designed for AB 540 at California State University, Fullerton, will be discussed. Members of IDEAS (Improving Dreams, Equality, Access, and Success), an AB 540 student advocacy group at UCLA, will talk about their undergraduate experiences and offer suggestions for the direction that research, practice, and policy should take.

Dr. William Perez

Assistant Professor, Education, Claremont Graduate University

Dr. Patricia Perez

Assistant Professor, Chicana/o Studies, California State University, Fullerton

Members of IDEAS

4:30 p.m.

Concluding Session

Dr. Daniel G. Solorzano

Ms. Lindsay Perez Huber

Summit Co-coordinator and Researcher

Closing Remarks

Dr. Chon A. Noriega

5:00 p.m.

Reception, Book Signings, and Resources Display

UCLA Faculty Center, Hacienda Room

Dr. Patricia Gándara

Professor, Education, UCLA

Dr. Frances Contreras

Assistant Professor, Leadership and Policy Studies, University of Washington

The Latino Education Crisis: The Consequences of Failed Social Policies

UCLA Undergraduate Students and UCLA Labor Center Staff

Underground Undergrads

Dr. Alejandra Rincón

Activist and Author

Undocumented Immigrants and Higher Education: Si se puede!

Mr. Andrés E. Jiménez

Director, UC's California Program on Opportunity and Equity (CalPOE)

BecasLatinas.org (a college success website for students from immigrant families)

UCLA Chicano Studies Research Center Press

Aztlán: A Journal of Chicano Studies

Con Safo: The Chicano Art Group and the Politics of South Texas

The Fire of Life: The Robert Legorreta—Cyclona Collection

Teacher's Guide for Gronk (an online resource)

DVDs in the Chicano Cinema and Media Art Series

▲ Biographies

Chon A. Noriega

*Director, Chicano Studies Research Center
University of California, Los Angeles*

Dr. Noriega is a professor in the UCLA Department of Film, Television, and Digital Media. He 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.

M. Belinda Tucker

*Associate Dean, Graduate Division
University of California, Los Angeles*

Dr. Tucker is a social psychologist and professor of psychiatry and biobehavioral sciences at UCLA, based in the Center for Culture and Health at the Semel Institute for Neuroscience and Human Behavior. She is also a faculty associate of the Bunche Center for African American Studies. Dr. Tucker currently directs the National Institute of Mental Health—funded by the Family Research Consortium IV, a national collaborative network of scholars interested in family mental health—as well as its affiliated national postdoctoral training program. In collaboration with anthropologist Claudia Mitchell-Kernan, Dr. Tucker directed a national panel survey that examined the social context and social and psychological correlates of family formation behaviors and attitudes in 1996–97 and 2004–05. Through a UCLA Community Partnership grant with Friends Outside of Los Angeles County, she is currently examining the impact of incarceration on adult family members in Southern California. Dr. Tucker has authored over seventy articles and monographs on marriage and couple relationships, interethnic relations, and research methods for diverse populations.

Daniel G. Solorzano

*Summit Moderator
Director, UC/ACCORD
University of California, Los Angeles*

Dr. Solorzano is a professor of social science and comparative education in the UCLA Graduate School of Education and Information Studies. He holds a joint appointment as a professor in the Chicana and Chicano studies department and an affiliated professor in the women's studies department. He is the director of UC/ACCORD (University of California All Campus Consortium on Research for Diversity), 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 Dr. Solorzano was awarded the UCLA Distinguished Teacher Award.

Martha Hernandez

*Director of Curriculum, Instruction, and Continuous Improvement
Ventura County Office of Education*

Ms. Hernandez is the director of curriculum, instruction, and continuous improvement for the Ventura County Office of Education. She is the county representative to the Promise Initiative, a six-county collaboration focused on English learner success. In her thirty-three-year career, she has served as director of curriculum, assessment and instruction, principal, staff developer, Title VII director, and bilingual and special education teacher. She was also the director of bilingual teacher training at California Lutheran University. She is the immediate past president of the California Association for Bilingual Education and was appointed to the Curriculum Development and Supplemental Materials Commission by the Senate Rules Committee, of which she was recently elected vice chair.

Raul Alarcón

*Lead Teacher, Learning in Two Languages Program
University of California, Los Angeles, Lab School*

Mr. Alarcón is a demonstration teacher and the bilingual coordinator of the Learning in Two Languages Program at the UCLA Lab School. He is also a lecturer for the Teacher Education Program at the UCLA Graduate School of Education and Information Studies. Mr. Alarcón has been a bilingual educator for twenty years. He is a strong proponent of bilingual education and has been involved with various organizations in the field of education (including the California Association of Bilingual Education) throughout his career. He represented UCLA recently at the Performance Assessment for California Teachers (PACT), a consortium that develops teacher assessments for bilingual teaching candidates who are in the process of earning their teaching credentials in California. He is also the founder and director of the Bilingual Education in California Symposium at UCLA. This conference brings together a diverse group that includes educators, researchers, activists, parents, and political leaders to discuss best practices, research, policy, and legislative issues related to bilingual education. An expert in curriculum design, he is developing a curriculum that integrates twenty-first-century learning strategies such as integrated technology, critical thinking, project-based learning, and information literacy, particularly for use in a bilingual learning environment.

Kris Gutiérrez

*Professor, Social Research Methodology
University of California, Los Angeles*

Dr. Gutiérrez is a professor of social methodology research in the UCLA Graduate School of Education and Information Studies. She is past director of the Migrant Student Leadership Institute. Her current research interests include a study of the sociocultural contexts of literacy development, particularly the study of the acquisition of academic literacy for language minority students. Her research also focuses on understanding the relationship between language, culture, development, and pedagogies of empowerment.

Mayra Soriano

*Counselor
Bravo Medical Magnet School
Co-author of AB 540 Student Guide*

Ms. Soriano is a counselor at Francisco Bravo Medical Magnet High School in Los Angeles, where she provides academic, personal, social, and career guidance to students in grades nine through twelve. Ms. Soriano previously worked with the Salvadoran American Leadership and Educational Fund (SALEF) as the education and youth programs manager and, later, the development director. Her experiences at SALEF deepened her interest in working with undocumented students as they struggle to pursue a higher education. An advocate for college access for all students, Ms. Soriano is dedicated

to providing the information, resources, and motivation that students need to be admitted to and succeed in college. Alongside a coalition of undocumented students and advocates, she was instrumental in the development of *The College and Financial Aid Guide for AB540 Undocumented Immigrant Students*, which has been disseminated to thousands of undocumented students and their advocates throughout California. The guide served as the framework for her graduate project, "Serving the Needs of Undocumented Students: A Counselor's Guide."

Alfred Herrera

Director, Center for Community College Partnerships

Assistant Vice Provost for Academic Partnerships

University of California, Los Angeles

As assistant vice provost for academic partnerships and the director of the UCLA Center for Community College Partnerships in the Division of Undergraduate Education, Mr. Herrera develops collaborative partnerships between UCLA and community colleges and implements the Summer Academic Residential programs, which assist students in their academic development. In April 2003 he received special mention in the United States 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 efforts to provide equity for and fair treatment of undocumented students, including his work on the passage of AB 540. Mr. Herrera is a co-founder, chair, and member of the Leticia A. Network, a statewide group that addresses the educational needs of undocumented students.

Armida Ornelas

Associate Professor, Political Science

East Los Angeles College

Dr. Ornelas, a graduate of UCLA, is an associate professor of political science in the Department of Social Science at East Los Angeles College. She is also the past director of Adelante, a comprehensive program involving student services, linked courses, a stimulating learning environment, and committed faculty, which together provide students with opportunities to succeed in transferring to a four-year university. 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.

William Perez

Assistant Professor, Education

Claremont Graduate University

Dr. Perez is an assistant professor of education at Claremont Graduate University. His research focuses on the social and psychological development of immigrant youth. He also studies the academic achievement and higher education access of Latino students. His most recent work examines the achievement motivation and civic engagement of undocumented immigrant students. Before joining Claremont Graduate University, Dr. Perez worked at various research institutes, including the RAND Corporation, the UCLA Neuropsychiatric Institute, and the Tomas Rivera Policy Institute.

Patricia Perez

Assistant Professor, Chicana/o Studies

California State University, Fullerton

Dr. Perez is an assistant professor in the Department of Chicana and Chicano Studies at California State University, Fullerton. She received her PhD from UCLA in higher education and organizational change. Her research interests focus on U.S. educational inequality with an emphasis on the Latina/o population in regard to higher education access and equity, college choice, college persistence and retention, undocumented students, financial aid policy, and racial diversity in higher education.

Patricia Gándara

Professor, Education

University of California, Los Angeles

Dr. Gándara is a professor of education in the UCLA Graduate School of Education and Information Studies. She received her PhD in educational psychology from UCLA and has recently returned to the university after many years away. She has been a bilingual school psychologist, a social scientist with the RAND Corporation, the director of education research in the California State Assembly, and a commissioner for post-secondary education for the State of California. She is currently co-director of the UCLA Civil Rights Project/Proyecto Derechos Civiles and associate director of the UC Linguistic Minority Research Institute. Professor Gándara's research focuses on educational equity and access for low income and ethnic minority students, language policy, and the education of Mexican-origin youth. Dr. Gándara and Dr. Frances Contreras co-authored *The Latino Education Crisis: The Consequences of Failed Social Policies*.

Frances Contreras

Assistant Professor, Leadership and Policy Studies

University of Washington

Dr. Contreras is an assistant professor of leadership and policy studies at the University of Washington's College of Education. She presently researches issues of equity and access for underrepresented students in the education pipeline, including transitions between K-12 and higher education, community college transfer, faculty diversity, affirmative action in higher education, and the role of the public policy arena in higher education access for underserved students of color. Dr. Contreras has conducted research using College Board Data on Latino high achievers in the United States and data on the use of individual applicant and admission profiles at select UC campuses. Her articles have appeared in journals such as *Educational Policy* and *Journal of Hispanics in Higher Education*, and she is author of "The Role of High Stakes Testing and Accountability in Educating Latinos," a chapter in *The Handbook of Latinos and Education: Research Theory and Practice*, edited by E. Murillo (forthcoming). Another manuscript, *The Brown Paradox: Latinos and Educational Policy in the United States*, is currently under contract with Teachers College Press.

Alejandra Rincón

Activist and Author

Dr. Rincón's *Undocumented Immigrants and Higher Education: ¡Sí se puede!* (2008) chronicles the historic struggle of undocumented students to gain equal access to higher education through legislation that guarantees them in-state tuition. The ongoing attempts to secure eligibility for in-state tuition can be characterized as a human and civil rights struggle based on the fundamental premise that no group should be subjected to discrimination. Undocumented students seek equality under the law while affirming their humanity and thus their rights as human beings. Their efforts, which have been successful in ten states thus far, are the current expression of past civil rights struggles and may have broader implications for the population as a whole. As immigrants confront increasing attacks by vigilante forces and draconian governmental legislation, they are saying, "¡Sí se puede!" The book is available from LFB Scholarly Publishing; it is part of a series titled *New Americans: Recent Immigration and American Society*.

Andrés E. Jiménez

Director, California Program on Opportunity and Equity (CalPOE)

Co-chair, Achievement Trust—Becas Latinas

Mr. Jiménez is director of the California Program on Opportunity and Equity (CalPOE); he has served at this cross-campus UC program since October 2006. Before joining CalPOE, Mr. Jiménez directed the UC California Policy Research Center and coordinated research programs at the UC Berkeley Institute of International Studies and Institute for the Study of Social Change. He currently serves as a member of the diversity and equity committee for the Association of Public Policy

Analysis and Management (APPAM), which he founded and chaired for its first three years. Mr. Jiménez has researched and published scholarly articles and commentary on society and politics in the United States and Mexico, U.S. race and ethnic relations, U.S. immigration policy, and U.S.–Latin American relations.

Lindsay Perez Huber

Summit Co-coordinator and Researcher

Doctoral Candidate, Graduate School of Education and Information Studies

University of California, Los Angeles

Ms. Perez Huber is a doctoral candidate in the division of social science and comparative education, race, and ethnic studies at the UCLA Graduate School of Education and Information Studies. Her research interests are in race/ethnicity, immigration, and critical race theory in education. She is currently completing her dissertation, which examines the educational experiences of undocumented and U.S.-born Chicana college students who attend a public research university in California. She has authored and co-authored several articles, reports, and book chapters on Latina/o students generally, and undocumented immigrant students in particular. Ms. Perez Huber is currently a Ford Foundation Dissertation Fellow and a UC/ACCORD Dissertation Fellow.

Nancy Guarneros

Summit Student Coordinator

Undergraduate, Sociology

University of California, Los Angeles

Ms. Guarneros is a fourth-year undergraduate student at UCLA, majoring in sociology with a minor in education. Prior to attending UCLA, she attended Santa Monica College, where she was an honors student and an active participant in her community. At UCLA she is an honors student, a member of the UCLA student group IDEAS (Improving Dreams, Equality, Access, and Success), and a member of the editorial board for a UCLA undergraduate research journal. Ms. Guarneros’s research interests focus on the obstacles that undocumented AB 540 students face and how they overcome them. She will graduate with honors in June and will begin a graduate program in education in the fall.

Carlos Manuel Haro

Latina/o Education Summit Series Coordinator

Postdoctoral Scholar-in-Residence, Chicano Studies Research Center

University of California, Los Angeles

Dr. Haro, who retired in 2008 as the assistant director of the CSRC, is the coordinator of the annual CSRC Latina/o Education Summit series. He has 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.

▲ 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

Two documents have been published in conjunction with this year's summit, "Critical Issues for Immigrant and Undocumented Students in the Latina/o Education Pipeline."

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

Two other CSRC Latino Policy and Issues Briefs address related issues.

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, including reports generated by the Latina/o Education Summit. Information on publications can be found at www.chicano.ucla.edu/press. For further information about the CSRC, visit www.chicano.ucla.edu.