



UCLA

**CHICANO STUDIES RESEARCH CENTER
CIVIL RIGHTS PROJECT/PROYECTO DERECHOS CIVILES**

THE 2011 LATINA/O EDUCATION SUMMIT

BUILDING ON OUR ASSETS LANGUAGE, CULTURE, AND EDUCATION



FRIDAY, MAY 6, 2011

CALIFORNIA ROOM • UCLA FACULTY CENTER

8:30 AM – 6:30 PM

From the Directors

The UCLA Chicano Studies Research Center (CSRC) and the UCLA Civil Rights Project/Proyecto Derechos Civiles (CRP) are pleased to welcome you to the sixth annual Latina/o Education Summit. Each year this conference brings together scholars, educators, community representatives, policy makers, and students to discuss critical education issues at each segment of the education pipeline. Participants explore viable policy recommendations and initiatives that can improve educational opportunity for Latina/o students. This year the conference focuses on how to build on Latino/a students' language and culture as assets that schools can use to improve educational success.

The CSRC coordinates the Latina/o Education Summit series to bring some of the best scholarship to bear on the issues related to Latina/o academic success in order to improve conditions in the local community, the state, and the nation. Past summits have focused on the educational pipeline, community colleges, school governance, the challenges facing documented and undocumented immigrant Latina/o students, and school finance. Participants have explored viable policy recommendations and initiatives that can improve educational opportunity and increase the number of Latina/o students who earn undergraduate and graduate degrees. The policy briefs and research reports related to earlier summits are available at www.chicano.ucla.edu/press.

We would like to thank the speakers and moderators who are participating in this year's education summit, which is a collaborative effort between the CSRC and the CRP. Participants include scholars from UCLA, the University of Arizona, Stanford University, the University of Southern California, and San Jose State University. We are especially pleased to welcome Rachel Moran, professor and dean of the UCLA School of Law, who will present a special morning address, "Challenges and Opportunities: A Personal Journey." We also would like to acknowledge the hard work of the summit coordinating team: Laurie Russman, from CRP, and Carlos Manuel Haro, coordinator of the CSRC Latina/o Education Summit series.

This year's panels include presentations that not only consider the incorporation of an assets model into education practice but also examine programs that successfully enhance the education of Latino students. The keynote address will be provided by Kenji Hakuta, Stanford University, who will focus on the legacy of the *Lau v. Nichols* ruling on language education.

Chon A. Noriega

Professor and Director
Chicano Studies Research Center

Patricia Gándara

Professor and Co-Director
Civil Rights Project/Proyecto Derechos Civiles

Program

8:30 AM

REGISTRATION

UCLA Faculty Center, California Room

9:00 – 9:30 AM

WELCOME AND INTRODUCTIONS

Chon A. Noriega

Director, Chicano Studies Research Center, UCLA

Patricia Gándara

Professor and Co-director, Civil Rights Project/
Proyecto Derechos Civiles, UCLA

9:30 – 10:15 AM

ADDRESS

Rachel F. Moran

Professor and Dean, UCLA School of Law

"Challenges and Opportunities: A
Personal Journey"

10:15 – 10:30 AM

BREAK

10:30 AM – 12:00 PM

MORNING PANEL

*The Challenges of Adopting an Assets
View of Language and Culture*

Moderator

Patricia Gándara

Panelists

Luis C. Moll

Professor, University of Arizona

"Only Life Educates: Mobilizing
Knowledge in Communities and
Classrooms"

Robert Rueda

Professor, University of Southern California

"Motivation, Literacy, and Dual
Language Learners: How Do You
Create Failure?"

Danny C. Martínez

Graduate Student, UCLA

"The Challenges and Opportunities of
Counseling Latino Students for High
School Graduation and Beyond"

12:00 – 12:45 PM

LUNCH

UCLA Faculty Center, Sequoia Room

12:45 – 1:30 PM

KEYNOTE ADDRESS

Kenji Hakuta

Professor, Stanford University

"Building on the Legacy of *Lau*: A
Retrospective and Prospective Look
at the Role of the Native Language in
Educating English Language Learners"

1:30 – 2:45 PM

FIRST AFTERNOON PANEL

*Constructing Language and Culture as
Assets*

Moderator

Concepción Valadez

Associate Professor, UCLA

Panelists

Marjorie Faulstich Orellana

Professor, UCLA

"Repertoires of Bilingual Youth:
Language Brokering, Style Shifting,
and the Language Demands of a
Globalized Future"

Ursula Aldana and

Mary Martínez-Wenzl

Graduate Students, UCLA

"Unpacking the Bilingual Advantage:
The Cognitive and Social Benefits of
Knowing Two Languages"

Megan Hopkins

Graduate Student, UCLA

"Building on Our Teaching Assets:
The Unique Contributions of Bilingual
Teachers"

2:45 – 3:00 PM

BREAK

3:00 – 4:30 PM

SECOND AFTERNOON PANEL

*Building Programs that Foster
Language and Cultural Assets*

Moderator

Octavio Pescador

Coordinator, Center for Mexican Studies, UCLA

Panelists

Karen Hunter Quartz

Director of Research, Center X, UCLA

"Overcoming Resistance: The UCLA
Community School and Building a K-12
Dual Language Program"

Kathryn Lindholm-Leary

Professor, San Jose State University

"Building Dual Language Programs"

Marcos Aguilar

Executive Director, Semillas Community Schools

"Semillas Community Schools:

International Baccalaureate,

International Indigeneity"

4:30 – 5:00 PM

CONCLUSION

*Summary of Summit Presentations,
Discussion of Important Findings, and
Policy Recommendations*

Moderator

Patricia Gándara

5:00 PM

RECEPTION AND BOOK SIGNING

UCLA Faculty Center, California Room
Patio

Biographies

Marcos Aguilar

Marcos Aguilar has been involved in education for decades, as a prominent student activist in the nineties, as a history teacher in the Los Angeles Unified School District, and as a traditional Aztec dancer and community organizer. He is the co-founder and current executive director of Semillas Sociedad Civil, a nonprofit organization that operates two public charter schools in East Los Angeles: Xinaxcalmecac Academia Semillas del Pueblo (K-8) and Anahuacalmecac International University Preparatory High School. As its spokesperson, he interacts with the media, the school district, the business community, and the state legislature. The schools' innovative educational program incorporates indigenous culture, multilingual instruction, and the internationally acclaimed International Baccalaureate World Schools programs. Mr. Aguilar has also secured over \$20 million in facility funds for school design and construction for the main business corridor of El Sereno, California, and he is currently partnering with several national and international organizations to help improve education for indigenous children throughout the world.

Ursula Aldana

Ursula Aldana is a PhD candidate in the Division of Urban Schooling at UCLA's Graduate School of Education and Information Studies. She works for the Civil Rights Project/Proyecto Derechos Civiles as a research assistant for Project SOL (Secondary Online Learning), a study focused on the implementation of a math and science online curriculum in Spanish. She also teaches and serves as a university field supervisor at UCLA Extension's Teacher Preparation Program. Before starting graduate school she was a middle school teacher for English language learners (ELL) and a high school history teacher in the Compton Unified School District. Her research interests include urban schools, cultural competencies of students and teachers, and the sociology of education. Ms. Aldana received a BS in international politics from Georgetown University and MA in education from Loyola Marymount University.

Patricia Gándara

Patricia Gándara received her PhD in educational psychology from UCLA. She has been a bilingual school psychologist, a social scientist with the RAND Corporation, and a director of education research for the California State Legislature. Since 1990 she has been a professor of education in the University of California system. She has also served as commissioner for postsecondary education for the State of California, associate director of the Linguistic Minority Research Institute, and the co-director of PACE (Policy Analysis for California Education). She is currently co-director of the Civil Rights Project/Proyecto Derechos Civiles at UCLA. Dr. Gándara

is a fellow of the American Educational Research Association and a past fellow at the Rockefeller Foundation Bellagio Center in Bellagio, Italy, and the Educational Testing Service in Princeton. She has also been a French-American Foundation/Sciences Po visiting scholar at Sciences Po in Paris. In 2005 she was awarded the Distinguished Public Service Award from UC Davis and the Outstanding Researcher in Higher Education Award from the American Association of Hispanics in Higher Education. She has written or edited six books and more than 100 articles and reports on educational equity for racial and linguistic minority students, school reform, access to higher education, the education of Latino students, and language policy. Her two most recent books are *The Latino Education Crisis: The Consequences of Failed Social Policies* (Harvard University Press, 2009), with Frances Contreras; and *Forbidden Language: English Learners and Restrictive Language Policies*, edited with Megan Hopkins (Teachers College Press, 2010).

Kenji Hakuta

Kenji Hakuta is the Lee J. Jacks Professor of Education at Stanford University. He has taught at Stanford since 1989, except for three years when he served as founding dean of UC Merced's School of Social Sciences, Humanities, and Arts. After receiving his PhD in experimental psychology from Harvard University, Dr. Hakuta began his career as a developmental psychologist at Yale University. He is the author of many research papers and books, including *Mirror of Language: The Debate on Bilingualism* (Basic Books, 1986). Dr. Hakuta is active in education policy. He has testified before Congress and other public bodies on language policy, the education of language minority students, affirmative action in higher education, and the quality of educational research. Dr. Hakuta is an elected member of the National Academy of Education, a fellow of the American Educational Research Association, and a fellow of the American Association for the Advancement of Science, which recognized him for his accomplishments in linguistics and language sciences.

Carlos Manuel Haro

Carlos Manuel Haro is the Latina/o Education Summit series coordinator and a postdoctoral scholar-in-residence at the UCLA Chicano Studies Research Center. In 2008 he retired as the assistant director of the CSRC. Dr. Haro is the coordinator of the annual CSRC Latina/o Education Summit series, which began in 2006. He has 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.

Megan Hopkins

Megan Hopkins is a doctoral candidate in the Division of Urban Schooling at UCLA's Graduate School of Education and Information Studies. She is also a research associate for the Civil Rights Project/Proyecto Derechos Civiles at UCLA. As a former bilingual teacher in Arizona, her work focuses on building teacher capacity to work with English learners, and her dissertation project examines bilingual teachers' pedagogy and policy implementation. She holds a BA in Spanish from Indiana University and an MEd in international education policy from the Harvard Graduate School of Education.

Kathryn Lindholm-Leary

Kathryn Lindholm-Leary is a professor emeritus of child and adolescent development at San Jose State University, where she taught for twenty-three years. Her research interests focus on understanding the cognitive, language, psychosocial, and societal factors that influence student achievement, with a particular emphasis on culturally and linguistically diverse students. Dr. Lindholm-Leary has worked with two-way immersion and other bilingual programs for the past twenty-five years, and during that time she has evaluated over thirty-five programs and helped establish programs in over sixty school districts in twelve states. She consults regularly with various state departments of education and the U.S. Department of Education. Dr. Lindholm-Leary received her PhD in developmental psychology from UCLA, where she worked at the Spanish-Speaking Mental Health Research Center and the Center for Language Education and Research. She is the recipient of a Teacher-Scholar Award at San Jose State, was a finalist for the President's Scholar award, and has received a number of other awards for her teaching, service, and research. She is the author or co-author of four books and many chapters and journal articles on the topics of dual language education and child bilingualism, and she has presented her findings at over one hundred local, state, national, and international conferences.

Danny C. Martínez

Danny Martínez is a field research assistant who coordinates program implementation and professional development for Project SOL (Secondary Online Learning), a project of the UCLA Civil Rights Project/Proyecto Derechos Civiles. Mr. Martínez is a doctoral candidate in the Division of Urban Schooling at UCLA's Graduate School of Education and Information Studies. His dissertation research utilizes sociocultural theoretical perspectives on language and literacy development to examine the shared language and literacy practices of black and Latino youth in English-only classrooms. He received his BA from UCLA in American literature and culture and Chicana/o studies, with a minor in educational studies, and his MA from UC Berkeley in education, with an emphasis in language, literacy, and culture. Mr. Martínez taught English and ESL at the secondary level in Los Angeles and San Francisco and worked as a college advisor in Los Angeles. At UCLA he has taught in the educational studies minor program and the teacher

education programs. He has conducted research and curriculum development for a project that examined the language practices of nondominant youth as a resource for learning, focusing on the translation skills of bilingual students who are children of immigrants.

Mary Martínez-Wenzl

Mary Martínez-Wenzl is a PhD student in the Division of Urban Schooling at the Graduate School of Education and Information Studies at UCLA. She works for the Civil Rights Project/ Proyecto Derechos Civiles as the coordinator of Project SOL (Secondary Online Learning). She has conducted research related to college readiness for the Educational Policy Improvement Center and coordinated recruitment for the Latino research team at the Oregon Social Learning Center. She was awarded a Fulbright grant for graduate study and research at the Universidad Nacional Autónoma de México. Her research interests include school engagement, college preparation and access among newcomer immigrant students, community colleges, and binational educational partnerships. Ms. Martínez received a BA in public policy and international studies and an MPA from the University of Oregon.

Luis C. Moll

Luis C. Moll is a professor in the Department of Teaching, Learning, and Sociocultural Studies at the University of Arizona's School of Education. He received his PhD in educational psychology and early childhood development from UCLA. Previously, he was an assistant research psychologist at UC San Diego's Laboratory of Comparative Human Cognition. His main research interest is the connection among culture, psychology, and education, especially as it relates to the education of Latino children. Dr. Moll has served on the editorial board of *American Educational Research Journal*, *Educational Researcher*, *Reading Research Quarterly*, *Journal of Literacy Research*, and *Mind, Culture, and Activity*. His co-edited volume (with Norma González and Cathy Amanti), *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms* (Lawrence Erlbaum, 2005), received the 2006 Critics' Choice Award from the American Educational Studies Association. Among his honors, he was elected to membership in the National Academy of Education (1998) and named a Fellow of the American Educational Research Association (2009). He delivered the AERA's Sixth Annual Brown Lecture in Education Research in Washington, DC, in 2009.

Rachel F. Moran

Rachel F. Moran is the dean and Michael J. Connell Distinguished Professor of Law at the UCLA School of Law. She is the first Latina dean of a top-ranked U.S. law school. She was previously the Robert D. and Leslie-Kay Raven Professor of Law at the UC Berkeley School of Law and a founding faculty member of the UC Irvine School of Law. Moran, who teaches torts, education law, and race and the law, joined the Berkeley law faculty in 1983 and

received a distinguished teaching award in 1995. From 1993 to 1996 she served as chair of the Chicano/Latino Policy Project, and from 2003 to 2008 she was director of the Institute for the Study of Social Change. In 2009 she became president of the Association of American Law Schools. She has published and lectured extensively on affirmative action, desegregation, and bilingual education. She is the author of *Interracial Intimacy: The Regulation of Race and Romance* (University of Chicago Press, 2001), co-author (with Mark G. Yudof, David L. Kirp, and Betsy Levin) of the fourth edition of *Educational Policy and the Law* (Wadsworth, 2002), and co-editor (with Devon W. Carbado) of *Race Law Stories* (Foundation Press, 2008). Recent publications include "Rethinking Race, Equality and Liberty: The Unfulfilled Promise of Parents Involved" (*Ohio State Law Journal*, 2008), "Let Freedom Ring: Making *Grutter* Matter in School Desegregation Cases" (*University of Miami Law Review*, 2009), and "Terms of Belonging," in *The Constitution in 2020* (Oxford University Press, 2009). Following her undergraduate education at Stanford and law school at Yale, Professor Moran clerked for Chief Judge Wilfred Feinberg of the U.S. Court of Appeals for the 2nd Circuit and worked for the firm of Heller Ehrman White & McAuliffe. She has served as a visiting professor at UCLA (2002, 1988), Stanford (1989), New York University (1996), University of Miami (1997), University of Texas (2000), and Fordham University (1995).

Chon A. Noriega

Chon A. Noriega is director of the UCLA Chicano Studies Research Center and a professor in the UCLA Department of Film, Television, and Digital Media. He is the author of *Shot in America: Television, the State, and the Rise of Chicano Cinema* (Minnesota, 2000), and co-author of *Phantom Sightings: Art After the Chicano Movement* (LACMA/California, 2008) and *L.A. Xicano* (CSRC/Washington, 2011). He is the editor of nine books and three book series. Since 1996 he has been the editor of *Aztlán: A Journal of Chicano Studies*. He is currently co-curating four inter-related exhibitions on Chicano art that will be on display at three art museums in Los Angeles from October 2011 through February 2012. Dr. Noriega's awards include the Getty Postdoctoral Fellowship in the History of Art, the Rockefeller Foundation Film/Video/Multimedia Fellowship, and the Ann C. Rosenfield Distinguished Community Partnership Prize.

Marjorie Faulstich Orellana

Marjorie Faulstich Orellana is a professor in the Graduate School of Education and Information Studies at UCLA, where she teaches in the Division of Urban Schooling and the Teacher Education Program. She is director of faculty for the Teacher Education Program and a co-facilitator of the Migration Studies Seminar Series. Her research examines how the children of immigrants serve as language and culture brokers for their families and the transcultural competencies that they develop as a result; she also explores how educators can leverage those skills in the classroom. She is the author of *Translating Childhoods: Immigrant Youth, Language*

and Culture (Rutgers University Press, 2009) and articles in *Harvard Educational Review*, *Reading Research Quarterly*, *American Anthropologists*, *Social Problems*, *Linguistics and Education*, and *Educational Researcher*. Before completing her doctorate, Dr. Orellana worked as a bilingual classroom teacher in Los Angeles for ten years.

Octavio Pescador

Octavio Pescador is a research associate for the Paulo Freire Institute at the UCLA Graduate School of Education and Information Studies and the coordinator for the UCLA Center for Mexican Studies. He received a BA in political science from UCLA, an MA in international development education from Stanford University, and a PhD in education from UCLA. He has taught education and social sciences at numerous institutions domestically and internationally. Over the last decade Dr. Pescador has worked extensively with Angeleno students and immigrant groups in both formal and popular education settings. He is a service-learning practitioner and advocate and has served as an academic advisor for multiple educational organizations including the California Department of Education, Families in Schools, Larchmont Charter School, the Mexican American Legal Defense and Education Fund, and Thomas Jefferson Senior High School. In 2009 he was appointed by Chancellor Gene Block to serve on the governing council of the UCLA Community School. He is a frequent political analyst in print and electronic media.

Karen Hunter Quartz

Karen Hunter Quartz is the director of research for Center X, the home of UCLA's professional credentialing and advancement programs for K-12 educators, and for the UCLA Community School, a public K-12 small school that opened in 2009 within the Los Angeles Unified School District. In 1994, after Dr. Quartz received her PhD in philosophical foundations of educational policy and practice from UCLA, she conducted research on school reform at UC San Diego's Center for Research in Educational Equity, Assessment, and Teaching Excellence (CREATE). From 1999 to 2006 Dr. Quartz was the assistant director for research at UCLA's Institute for Democracy, Education, and Access (IDEA), where she directed the UCLA Longitudinal Study of Urban Educators, and in 2003 she co-founded the Los Angeles Small Schools Center to support the development of small democratic schools. In 2006 she led the planning effort to establish the UCLA Community School as one of six small schools at the historic Robert F. Kennedy Community Schools complex in central Los Angeles. Dr. Quartz's research, teaching, and writing focus on not only the creation of democratic small schools but also the struggle to recruit and retain good urban teachers. She co-authored (with Jeannie Oakes, Steve Ryan, and Martin Lipton) *Becoming Good American Schools: The Struggle for Civic Virtue in Education Reform* (Jossey Bass, 2000), which received the 2001 American Educational Research Association's Outstanding Book Award, and (with Brad Olsen, Lauren Anderson, and Kimberly Barraza-Lyons)

Making a Difference: Developing Meaningful Careers in Education (Paradigm, 2010). The author of several presentations and articles, she received an American Association of Colleges of Teacher Education's Outstanding Writing Award in 2004 for her article "Too Angry to Leave: Supporting New Teachers' Commitment to Transform Urban Schools" (*Journal of Teacher Education*, 2003).

Robert Rueda

Robert Rueda is the Stephen H. Crocker Professor of Education at the Rossier School of Education at the University of Southern California, where he teaches in the area of psychology in education. He also has a joint appointment in the Department of Psychology. Dr. Rueda completed his doctoral work at UCLA in educational psychology and completed a postdoctoral fellowship at UC San Diego's Laboratory of Comparative Human Cognition, where he studied cross-cultural psychology. His research has centered on the sociocultural basis of motivation, learning, and instruction, with a focus on reading and literacy in English learners and students in at-risk conditions, and he teaches courses in learning and motivation. He served as a panel member for the National Academy of Science Report on the Overrepresentation of Minority Students in Special Education and as a member of the National Literacy Panel (SRI International and Center for Applied Linguistics), looking at issues in English language learners' early reading. He is a fellow of the American Psychological Association and of the American Educational Research Association and a member of the International Society for Cultural Research and Activity Theory, the Council for Exceptional Children (Mental Retardation Division; Learning Disabilities Division; and Division for Culturally and Linguistically Diverse Exceptional Learners), the American Anthropological Association (Council on Anthropology and Education), the International Reading Association, the California Reading Association, and the National Reading Conference. Dr. Rueda recently served as the associate editor of the *American Educational Research Journal*, and he currently serves on the editorial boards of several educational journals. He chairs the committee that oversees the EdD program at the Rossier School.

Laurie Russman

Laurie Russman is the Latina/o Education Summit CRP Coordinator. She came to the Civil Rights Project/Proyecto Derechos Civiles in 2007 after two decades of studying, teaching, and working in the field of documentary film and television. Her work in documentaries involved field producing extensively throughout Latin America and Africa, producing and managing independent films and international co-productions, and negotiating licensing contracts. Ms. Russman then segued from television to the unsung and notoriously low-wage field of motherhood and parenting. It was this latter journey that led to a deep interest in education and civil rights, particularly for children with special learning needs, and to her work at the CRP. At the CRP Laurie manages day-to-day operations and oversees financial management of a multitude of projects

in addition to coordinating events and handling the release of CRP publications and reports. Laurie attended the University of Michigan and later pursued graduate studies at UCLA in the School of Theater, Film, and Television.

Concepción Valadez

Concepción Valadez is an associate professor at the UCLA School of Education and Information Science. Her research and teaching interests include language education, bilingualism, literacy, curriculum design, testing, and linguistic minorities. She was editor of *Advances in Language Education* and is the author of "Language-Minority Students and Educational Reform: An Incomplete Agenda," in *From the Campus: Perspectives on the School Reform Movement* (Praeger, 1989).

The 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.

Last year's summit, "K-12 and Higher Education Funding: Impact on Latina/os" (2010), explored the budget crisis that confronted all levels of education in California and across the nation. Among the speakers and panelists were Thomas A. Saenz, Scott Waugh, Patricia Gándara, Alicia Gaspar de Alba, and Daniel G. Solorzano.

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

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

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

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

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

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

CSRC Research Report No. 13, May 2009

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

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

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

School Governance for Latino Communities

Peggy Fan
CSRC Research Report No. 12, May 2008

The 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 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

Related CSRC Latino Policy and Issues Briefs

Community College as a Pathway to Chicana Doctorate Production

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

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

Latina Equity in Education: Gaining Access to Academic Enrichment Programs

Daniel G. Solorzano, María C. Ledesma, Jeannette Pérez, María 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 Sponsoring Centers

The UCLA Chicano Studies Research Center

Founded in 1969 with a commitment to foster multidisciplinary research efforts as part of the land grant mission of the University of California, the UCLA Chicano Studies Research Center (CSRC) has fully implemented the mission that 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 newly remodeled and enhanced library, a special collections unit that includes over 100 Chicano and Latino archives, an academic press, research projects, community-based partnerships, competitive grant and fellowship programs, and the Los Tigres del Norte Fund. Current research areas include demographics, labor, education, public health, and arts and culture. The CSRC Press has published *Aztlán: A Journal of Chicano Studies*, the flagship journal for the field, since its founding in 1970. It also publishes policy briefs and research reports on educational issues, including reports generated by the Latina/o Education Summit. Information on publications can be found at www.chicano.ucla.edu/press.

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

The Civil Rights Project/Proyecto Derechos Civiles

Founded in 1996 by former Harvard professors Gary Orfield and Christopher Edley Jr., the Harvard Civil Rights Project moved to UCLA in 2007 and became the Civil Rights Project/Proyecto Derechos Civiles (CRP). It is now co-directed by Dr. Orfield and Patricia Gándara, professors at UCLA. Its mission is to create a new generation of research in social science and law on the critical issues of civil rights and equal opportunity for racial and ethnic groups in the United States. The CRP bridges the worlds of ideas and action, strives to be a source of intellectual capital, and looks to deepen the understanding of the issues that must be resolved to

achieve racial and ethnic equity. At the heart of its mission is the belief that focused research and the best ideas of scholars and leaders from all parts of the country can make a decisive contribution toward renewing the promise of the civil rights movement.

Fifteen years after its founding at Harvard, the CRP is a leading organization devoted to civil rights research. It has found eager collaborators and wide-open doors among advocacy organizations, community groups, policymakers, and journalists. It has convened dozens of national conferences and roundtables, commissioned over 400 new research and policy studies, and produced major reports and over fourteen books on desegregation, student diversity, school discipline, special education, dropouts, college access for underrepresented students, No Child Left Behind, language policy, and the education of Latino youth. CRP directors and staff testify and provide technical assistance on Capitol Hill and in state capitals and develop tools for grassroots activists seeking changes at the local level. Its research has been incorporated into federal legislation and has spurred on advocacy efforts in courts and school boards across the nation, and its reports are frequently quoted in major national media. The CRP's work was cited by the Supreme Court in *Grutter v. Bollinger*, the 2003 decision that upheld affirmative action, and in Justice Breyer's dissent (joined by three other Justices) to its 2007 *Parents Involved in Community Schools* decision.

For further information about the CRP, visit www.civilrightsproject.ucla.edu

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This conference is made possible with the support of The Ford Foundation.

An Assets View of Language and Culture for Latino Students, CSRC Latino Policy and Issues Brief No. 25. Patricia Gándara, Megan Hopkins, and Danny C. Martínez show how incorporating Latino students' home language and aspects of their culture into instruction can improve their academic achievement. Available online at www.chicano.ucla.edu/press.

Cover illustration: Detail of *Chicano Time Trip*, painted by Los Dos Streetscapers (Wayne Healy and David Botello) in 1977. The mural is located in Lincoln Heights. Photograph by Wayne Healy.

The work of Los Dos Streetscapers will be shown in *Mapping Another L.A.: The Chicano Art Movement*, an upcoming exhibition on Chicano art groups of the 1970s that opens at the Fowler Museum at UCLA on October 16, 2011, and runs through February 26, 2012. It is one of four exhibitions being organized by the UCLA Chicano Studies Research Center under the rubric of *L.A. Xicano*, which is part of Pacific Standard Time: Art in LA 1945–1980, a citywide initiative supported by the Getty Foundation. The presenting sponsor is Bank of America.