

THE TENTH ANNUAL LATINA/O EDUCATION SUMMIT

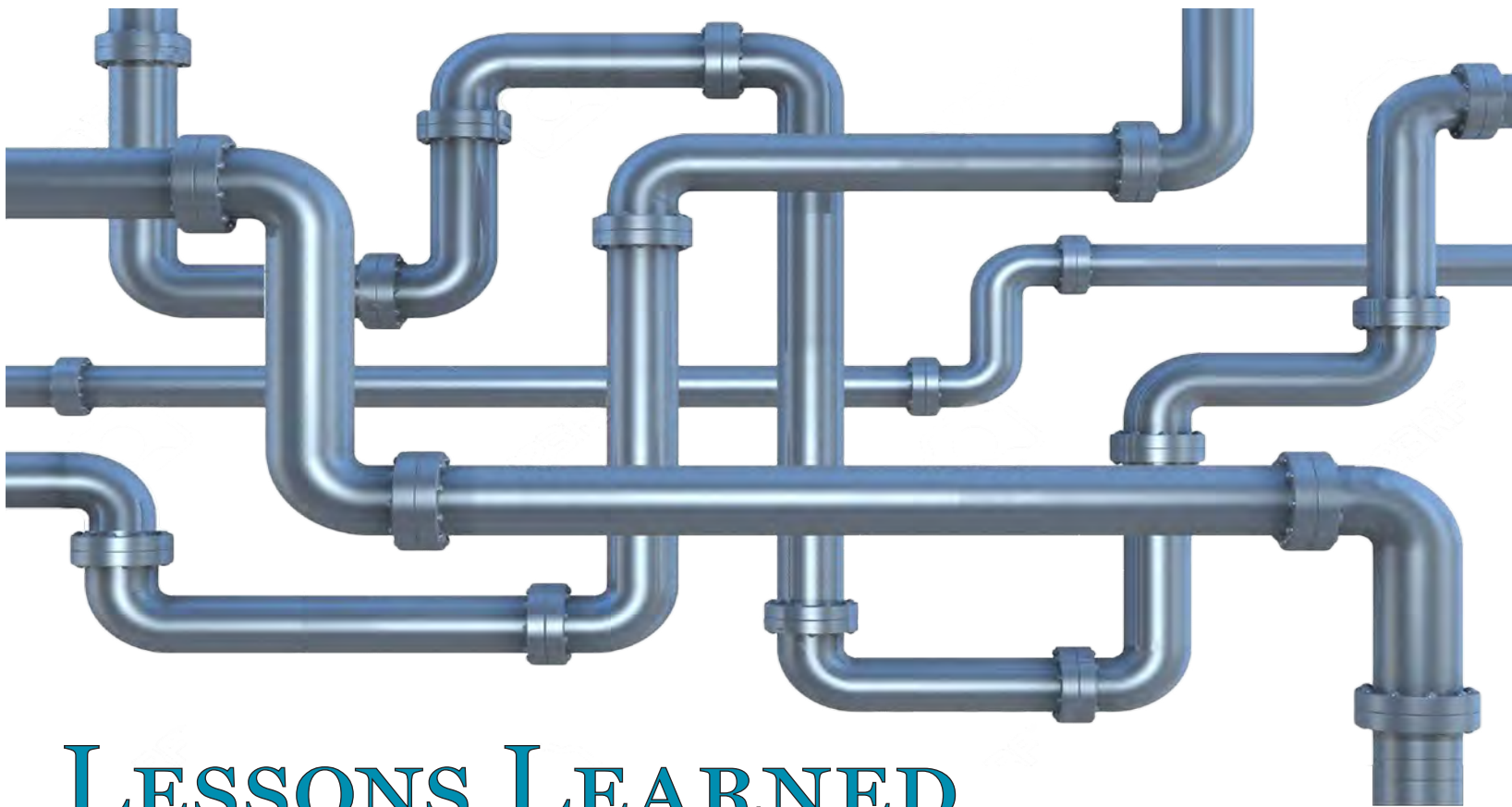
ORGANIZED BY THE UCLA CHICANO STUDIES RESEARCH CENTER

IN COOPERATION WITH THE UCLA GRADUATE SCHOOL OF EDUCATION AND INFORMATION STUDIES

COSPONSORED BY THE UCLA INSTITUTE OF AMERICAN CULTURES, UCLA STUDENT AFFAIRS

AND THE UCLA OFFICE OF EQUITY, DIVERSITY, AND INCLUSION

TEN YEARS OF THE LATINA/O EDUCATION PIPELINE



LESSONS LEARNED AND SITES OF POSSIBILITIES

FRIDAY, NOVEMBER 6, 2015
UCLA FACULTY CENTER

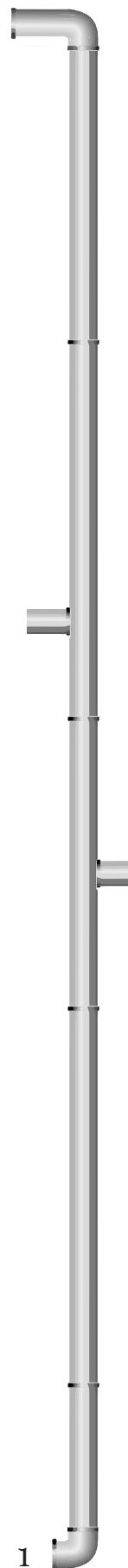
WELCOME FROM THE COORDINATORS

Ten years ago the UCLA Chicano Studies Research Center (CSRC) hosted the first Latina/o Education Summit to highlight significant issues in the Latina/o education pipeline, from K-12 to graduate school. Each year since then the CSRC has organized this event to bring together faculty, administrators, students, policymakers, educators, and community members to discuss current research, policy, and practice. This year the summit is presented in conjunction with the UCLA Graduate School of Education and Information Studies (GSE&IS). We are grateful to have support from our cosponsors: the UCLA Institute of American Cultures, UCLA Student Affairs, and the UCLA Office of Equity, Diversity, and Inclusion. Together, we will examine how far we have come in educational access and opportunity for Latina/o students in California—from K-12 to graduate education—since these summits began in 2006. We will identify key points for educational access and achievement for Latina/o students at the K-12, community college, undergraduate, and graduate segments of the pipeline and discuss the work that lies ahead.

Before examining where we are today in terms of Latina/o educational attainment, it is important to recognize the work that has been done in past Latina/o Education Summits. The first summit found that Latinas/os were indeed “falling through the cracks” and focused on the factors that were necessary to enable more Latina/o students to successfully move through the critical transitions between elementary school, high school, college, and graduate school.

Later education summits addressed issues relevant to specific segments of the pipeline: the community college segment as a gateway for enabling more Latinas/os to transfer to a four-year university; the role of elected school boards and superintendents in efforts to improve Latina/o education; and the experiences of undocumented Latina/o AB 540 students, a student population whose needs were just entering mainstream educational discourse. The summits also dealt with the role of policy in shaping Latina/o educational outcomes and experiences, including *Fisher v. Texas*, in which the Supreme Court upheld the use of affirmative action in university admissions, and the federal Deferred Action for Childhood Arrivals (DACA) program.

Each of the Latina/o Education Summits, and the accompanying research reports and policy briefs, has provided important recommendations for improving educational conditions and outcomes for Latina/o students. These recommendations are still highly relevant because educational attainment for Latinas/os still falls far behind that of other major racial/ethnic groups in the United States.



The 2015 Latina/o Education Summit seeks to revisit the critical transitions throughout the Latina/o educational pipeline, explore how far we have come in terms of educational equity and opportunity, and offer recommendations for continuing efforts to improve Latina/o education.

Lindsay Pérez Huber

Assistant Professor

California State University, Long Beach, College of Education

Carlos Manuel Haro

Assistant Director Emeritus and Postdoctoral Scholar in Residence

UCLA Chicano Studies Research Center



MESSAGE FROM THE DIRECTOR

In May 2003 the UCLA Chicano Studies Research Center (CSRC) convened an education 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 the vice president of the Los Angeles Unified School District Board of Education, as well as representatives from other school districts, state assembly offices, and the Mexican American Legal Defense and Educational Fund (MALDEF). Monica Garcia, who was Huizar's chief of staff, was involved in the initial meetings and planning process.

The numbers told the story: Latina/o students represented almost three-quarters of public school enrollment in Los Angeles, yet little more than one-eighth of the entering class at UCLA. If the education 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: K-12, community college, undergraduate school, and graduate school.

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 Los Angeles area. In subsequent meetings we developed the outline for the Latina/o Education Summit, which has become an annual event at UCLA. The summit offers a space in which the emerging leadership can meet, hear from scholars about their latest research, and establish professional networks. The goal is to center attention on the entire education pipeline, not just one segment, since any viable solution must take the big picture into account.

There are many to thank for planning and implementing the Latina/o Education Summit series and making these conferences a success. Among them: the UCLA Graduate School of Education and Information Studies, including former dean Aimee Dorr and current dean Marcelo Suárez-Orozco, who is also today's keynote speaker; the UCLA School of Law and former dean Rachel F. Moran; MALDEF and Thomas A. Saenz, president and general counsel; the UCLA Institute of American Cultures; UCLA Student Affairs; and the UCLA Office of Equity, Diversity, and Inclusion. Appreciation is also extended to various UCLA faculty and to all the scholars who have participated in the series, with special recognition for professors Daniel Solórzano, Lindsay Pérez Huber, and Robert Chao Romero.

Of course, the principal driver of the CSRC Latina/o Education Summit series and the coordinator of all these conferences is Carlos M. Haro. A key force since the CSRC's founding, Carlos receives my most sincere gratitude

for his service at UCLA and commitment to this issue. In addition to the Latina/o Education Summit, he has organized related popular conferences, 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).

Over the last ten years, thanks to our participants and partners, the Latina/o Education Summit has become a signature program of the CSRC— one that provides an ongoing forum for realizing the goal of educational equity for all students.

Chon A. Noriega

Director

UCLA Chicano Studies Research Center



MESSAGE FROM THE DEAN

Dear Colleagues,

Welcome to the annual Latina/o Education Summit!

GSE&IS is especially happy join the UCLA Chicano Studies Research Center (CSRC) in this very special tenth anniversary conference. This is a time to celebrate ten years of scholarly work on broad topics related to Latina/o education. It is also a time to pause and carefully reflect on the challenges as we move forward. The topics that we have discussed over the past decade—from Latinas/os in community college to undocumented Latina/o AB 540 students—tell the story of a broad intellectual vision, a dedication to engaged scholarship, and a muscular connection between research and practice, all animated by an ethic of care and a spirit of social justice.

This year we return to a foundational theme, “The Latina/o Education Pipeline: Learned Lessons and Sites of Possibilities.” The topic is both timely and urgent. The United States is witnessing two historic formations: the monumental growth of the Latina/o school population nationwide, and levels of inequality that are surpassing previous records. At a time when more is asked of education than ever before in human history, growing inequality and our unfinished business of educating all Latina/os to their greatest potential threaten our economic vitality, social cohesion, and our most fundamental democratic ideals. Let me be clear: without a bright future for Latina/o education, there is no bright future for America.

GSE&IS is proud of our partnership over the decade with our colleagues in the CSRC, as well as the many other scholars and practitioners of good will who have contributed so much to Latina/o education over the years. The topic of our tenth annual convening is near and dear to GSE&IS. Education and information studies are a vital part of UCLA’s DNA. From 1882, when the Los Angeles branch of the State Normal School welcomed the first students to its campus—the Los Angeles Public Library now occupies the site—to 1919, when the State Normal School officially became the Southern Branch of the University of California, to today, education and information have been at the center of the school’s evolution into a globally renowned university.

I am delighted to give a warm welcome to our distinguished panelists. These faculty, students, researchers, and practitioners are doing fundamental work on what matters most in education in the twenty-first century: the discovery and application of usable knowledge at the crossroads of policy and practice. This is purposeful work that will prepare all our citizens to be fully engaged in an ever more miniaturized, interconnected, and fragile world.

I hope you will enjoy the conference and your stay at UCLA. Bienvenidos y felicidades!

Marcelo M. Suárez-Orozco

Wasserman Dean and Distinguished Professor of Education
UCLA Graduate School of Education and Information Studies



PROGRAM

9:00 A.M.

REGISTRATION

UCLA Faculty Center, California Room

9:30 A.M.

WELCOME AND INTRODUCTIONS

Chon A. Noriega

Director, Chicano Studies Research Center, and Professor of Film, Television, and Digital Media, UCLA

Marcelo M. Suárez-Orozco

Wasserman Dean and Distinguished Professor of Education, Graduate School of Education and Information Studies, UCLA

Daniel G. Solórzano

Professor of Education, Graduate School of Education and Information Studies, UCLA

10:00 A.M.

FIRST PANEL: STRUCTURING OPPORTUNITIES IN K-12 SCHOOLS

Mónica García

School Board Member, Los Angeles Unified School District

“A Culturally Relevant Curriculum in LAUSD: High School Ethnic Studies Requirements”

Lindsay Pérez Huber

Assistant Professor, Social and Cultural Analysis of Education, California State University, Long Beach

“Making Education Work for Latinas in the US”

Maria C. Malagón

Assistant Professor, Department of Sociology, California State University, Fullerton

“Improving Educational and Life Trajectories for Latino Boys”

11:15 A.M.

SECOND PANEL: INCREASING LATINA/O COMMUNITY COLLEGE STUDENT SUCCESS

Carola E. Suárez-Orozco

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

“Opportunities for Latina/o Community College Success”

Roberto Gonzalez

Dean, Student Success Initiatives, Santa Monica College

“The Student Success Initiative and Latina/o Community College Student Success”

Nancy Acevedo-Gil

Assistant Professor, Doctoral Studies Program, California State University, San Bernardino

“Developmental Education for Latina/o Community College Students”

12:30 P.M.

LUNCH AND KEYNOTE ADDRESS

Marcelo M. Suárez-Orozco

“Immigration and the State of Latina/o Education in 2015”

2:00 P.M.

THIRD PANEL: MODELS FOR EQUITY IN UNDERGRADUATE EDUCATION

Enrique Campos

Undocumented Student Program Coordinator, Bruin Resource Center, UCLA

“Supporting Undocumented Latina/o Students at UCLA”

Dolores Delgado Bernal

Professor of Education and Ethnic Studies, University of Utah

“Lessons Learned from a University-School-Community Partnership”

Sylvia Hurtado

Head, Higher Education and Organizational Change Division, and Professor of Education, Graduate School of Education and Information Studies, UCLA

“Trends in Campus Climate for Latina/o College Students”

3:15 P.M.

FOURTH PANEL: GRADUATE SEGMENT AND BEYOND: IMPROVING CAMPUS CLIMATE AND REPRESENTATION

Edith Ng

Systemwide Training Coordinator for Faculty Development, Office of the President, University of California

“Raising Awareness around Gender and Racial Biases and Microaggressions in Academic Departments”

Daniel G. Solórzano

“Racial Microaggressions in the Latina/o Education Pipeline”

Octavio Villalpando

Professor of Educational Leadership and Policy, University of Utah

“Creating Institutional Change and Inclusionary Practices in Higher Education”

4:30 P.M.

CONCLUDING SESSION

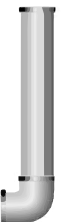
Moderators

Daniel G. Solórzano and Lindsay Pérez Huber

“Recommendations for Moving Forward: Equity, Access, and Opportunity in the Latina/o Education Pipeline”

5:00 P.M.

RECEPTION





BIOGRAPHIES

NANCY ACEVEDO-GIL

Nancy Acevedo-Gil is an assistant professor in the Doctoral Studies Program at California State University, San Bernardino. She applies qualitative, quantitative, and spatial analysis methods to study critical transitions along the higher education pipeline. In particular, she examines the experiences of low-income, first-generation, and students of color by using critical race theory, Chicana feminist theories, and higher education theories. Among other work, she has published articles examining the experiences of low-income community college students of color in developmental education. These articles have appeared in the *Journal of Hispanics in Higher Education* and *New Directions for Community College*. Her awards include the AAHHE Fellowship and the UC/ACCORD Fellowship.

ENRIQUE CAMPOS

Enrique Campos was born in Mexico and migrated to the United States at the age of ten. He is the Undocumented Student Program Coordinator at the UCLA Bruin Resource Center, where he oversees the Mariposa Achievement Project, a program committed to enhancing undocumented student academic persistence, retention, and success. Mr. Campos holds a bachelor's degree in Spanish, Latin American studies, and education from UCLA, and he is currently a graduate student in the Social and Cultural Analysis of Education (SCAE) master's program in the College of Education at California State University, Long Beach.

DOLORES DELGADO BERNAL

Dolores Delgado Bernal is a professor of education and ethnic studies at the University of Utah. Her research in educational (in)equity, educational pathways, and Chicana methodologies is informed by critical raced-gendered epistemologies. In her ten-year ethnographic study with the Westside Pathways Project—a university-school-community K-16 partnership that addresses the underrepresentation of Latina/o students in higher education—she works directly with K-16 students, parents, and schools to create educational opportunities and college-going expectations. She is co-editor of *Chicana/Latina Education in Everyday Life: Feminista Perspectives on Pedagogy and Epistemology*, which received the American Educational Studies Critics Choice Award, and she is the author of many chapters and articles, some of which have appeared in *Harvard Educational Review*, *Frontiers: A Journal of Women Studies*, *Urban Education*, and *Social Justice*. Her awards

include the American Educational Research Association's Distinguished Scholar Award, the Derrick Bell Legacy Award, and a Ford Foundation Postdoctoral Fellowship.

MÓNICA GARCÍA

Mónica García serves on the Los Angeles Unified School District Board of Education. She was elected to the board in 2006 and served as board president from 2007 through 2013. She continues to galvanize the LAUSD school community with bold initiatives that have contributed to an increase in graduation rates from 45 to 70 percent. Ms. García has set a clear goal of graduating 100 percent of LAUSD students. Through her earlier work as a guidance counselor in South Los Angeles, she solidified her belief that with opportunities and support, every child can learn. Prior to joining the LAUSD Board of Education, Ms. Garcia served as chief of staff to José Huizar, board president. Both Mr. Huizar and Ms. García were involved in the planning of the first Latina/o Education Summit in 2006, and Ms. García has participated in several summits during the past ten years. She was born and raised in East Los Angeles, graduated from the University of California, Berkeley with a BA in Chicano studies and political science, and earned her MSW from the University of Southern California.

ROBERTO GONZALEZ

Roberto Gonzalez is the dean of Student Success Initiatives at Santa Monica College. He oversees the Office of Outreach and Recruitment, Basic Skills Initiative, Center for Teaching Excellence, Welcome Center, First Year Experience (FYE), and FYE Summer Programs. Dr. Gonzalez is responsible for providing transition services to new students, retention programs and services to new and continuing students, and student success programs for pre-college and first-year student populations. Dr. Gonzalez has spent his career working to improve student success and student access to higher education.

CARLOS MANUEL HARO

Carlos Manuel Haro is a postdoctoral scholar-in-residence at the CSRC. Retired in 2008 as the assistant director of the CSRC, Dr. Haro has continued as the coordinator of the annual CSRC Latina/o Education Summit series since 2006. He has also directed a number of other significant 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. He obtained his BA, MA, and PhD degrees from UCLA.

SYLVIA HURTADO

Sylvia Hurtado is a professor in the Graduate School of Education and Information Studies at UCLA and head of the Division of Higher Education and Organizational Change. She is also the director of the Higher Education Research Institute, which houses the Cooperative Institutional Research Program (CIRP). CIRP is the longest-running empirical study of higher education involving data collection on students and faculty. Her numerous publications focus on undergraduate education, student development in college, and diversity in higher education. She is past president of the Association for the Study of Higher Education (ASHE), and she has served on the boards of the Higher Learning Commission and initiatives of the Association of American Colleges and Universities. Recent national projects focus on how colleges are preparing students to participate in a diverse democracy (with funding from the US Department of Education), the pathways of underrepresented students in scientific research and professional careers (with funding from the National Institutes of Health/National Science Foundation), and student and institutional outcomes of diverse and broad-access institutions in higher education (with funding from the Ford Foundation). She obtained her PhD from UCLA, her MEd from the Harvard Graduate School of Education, and her BA from Princeton University.

MARIA C. MALAGÓN

Maria C. Malagón is an assistant professor in the Department of Sociology at California State University, Fullerton. The daughter of Mexican migrants, Dr. Malagón grew up in Buena Park. She received her PhD in social sciences and comparative education with a specialization in race and ethnic studies from UCLA in 2011. She completed a postdoctoral position with UC/ACCORD's Pathways to Postsecondary Success project in 2013, and from 2010 to 2015 she was adjunct faculty in the Chicana and Chicano Studies Department at CSU Fullerton. In her research, which focuses on various segments of the Latina/o education pipeline, she uses feminist analysis to interrogate how discourses of racialized femininities and masculinities are manifested in educational policy and practice. Her published work can be found in education, social justice, and legal studies journals. She is currently working on a book that explores the experiences of Mexican American girls in a California reformatory school during the 1940s. Dr. Malagón has a strong commitment to teaching



and to students. She sets high expectations and encourages critical thinking by developing a curricular and pedagogical practice that draws from diverse lived experiences.

EDITH NG

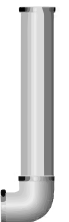
Edith Ng served as the director of staff equity and diversity services at UC Berkeley for over fifteen years. She has over twenty years of experience in diversity services and thirty years of experience in higher education. An alumnus of UC Berkeley, Edith developed the first institutional student and staff diversity programs at Berkeley. She has created diversity educational curricula and has consulted on multicultural organizational development efforts to enhance organizational productivity in campus departments. Ms. Ng was also a lecturer in the Peace and Conflict Studies Program. Research interests include multicultural conflict resolution, intercultural competence, institutional “isms,” change management, and multicultural organizational development. Currently serving as the system-wide training coordinator for faculty development in academic personnel and programs at the UC Office of the President, Ms. Ng has developed a faculty leadership seminar series that utilizes interactive theater to address climate issues in academic departments by raising awareness about gender and racial biases and microaggressions.

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 author of *Shot in America: Television, the State, and the Rise of Chicano Cinema* (University of Minnesota, 2000), co-author of *Phantom Sightings: Art After the Chicano Movement* (LACMA/California, 2008), and co-editor of *L.A. Xicano* (CSRC Press, 2011). He is editor of nine other books and three book series. Since 1996 he has been the editor of *Aztlán: A Journal of Chicano Studies*. He co-curated four interrelated exhibitions on Chicano art from 1945 through 1980 that were on display at three art museums in Los Angeles from October 2011 through February 2012. His 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.

LINDSAY PÉREZ HUBER

Lindsay Pérez Huber is an assistant professor in the Social and Cultural Analysis of Education (SCAE) master's program in the College of Education at California State University, Long Beach. Dr. Pérez Huber's research analyzes racial inequities in education, the impact on marginalized urban students of



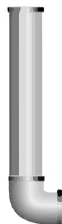
color, and how students and their communities respond to those inequities through strategies of resistance for educational and social change. She has conducted this research at all levels of public education: K-12 schools, community colleges, and four-year universities. She has published numerous peer-reviewed journal articles in the following areas: race, immigration, and education; critical-race gendered epistemologies and methodologies; and racial microaggressions. Her articles can be found in peer-reviewed journals in the fields of education, law, and interdisciplinary studies. Collectively, her research provides theoretical, empirical, and methodological contributions toward a critical understanding of urban education for students of color, particularly undocumented immigrant students. Her awards include a Ford Foundation Dissertation Fellowship and an American Association for Hispanics in Higher Education (AAHHE) Faculty Fellowship. Dr. Pérez Huber holds an appointment as visiting scholar at the CSRC.

DANIEL G. SOLÓRZANO

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

CAROLA E. SUÁREZ-OROZCO

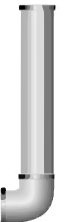
Carola E. Suárez-Orozco is co-director of the Institute for Immigration, Globalization, and Education and a professor of education at the UCLA Graduate School of Education and Information Studies. Her areas of research include educational achievement among immigrant-origin youth, immigrant family separations, the role of mentors in facilitating youth development, the effects of unauthorized status on developing youth, gendered experiences of immigrant youth, and the experiences of immigrant-origin youth in



community college settings, as well as civic engagement among emerging adults of immigrant origin. Among her publications are *Learning a New Land: Immigrant Students in American Society*, with Marcelo Suárez-Orozco and Irina Todorova (Harvard University Press, 2008), *Children of Immigration*, with Marcelo Suárez-Orozco (Harvard University Press, 2001), *Transformations: Immigration, Family Life, and Achievement Motivation among Latino Adolescents*, with Marcelo Suárez-Orozco (Stanford University Press, 1995), and *The New Immigration: An Interdisciplinary Reader* (Routledge, 2005), which she co-edited with Marcelo Suárez-Orozco and Desiree Baolian Qin-Hilliard. *Transitions: The Development of the Children of Immigrants* is forthcoming from New York University Press. She has been awarded an American Psychological Association Presidential Citation for her contributions to the understanding of cultural psychology of immigration and has served as the chair of the APA Presidential Task Force on Immigration. Dr. Suárez-Orozco is the editor of the *Journal of Adolescent Research* and is a senior program associate for the W.T. Grant Foundation.

MARCELO M. SUÁREZ-OROZCO

Marcelo M. Suárez-Orozco is the Wasserman Dean and Distinguished Professor of Education, UCLA GSE&IS. He leads two academic departments, sixteen nationally renowned research institutes, and two innovative demonstration schools. His research focuses on cultural psychology and psychological anthropology, with an emphasis on globalization, mass migration, and education. He is an award-winning author and co-author of multiple books and essays published by Harvard University Press, University of California Press, Cambridge University Press, New York University Press, inter alia. The recipient of the Mexican Order of the Aztec Eagle (Mexico's highest honor bestowed to a foreign national), he has served as special advisor to the chief prosecutor of the International Criminal Court, The Hague, and he has authored multiple texts for Pope Francis's Pontifical Academies. At Harvard he was the Victor S. Thomas Professor of Education and Culture and the co-founder and co-director of the Harvard Immigration Projects. At NYU he was the inaugural Courtney Sale Ross University Professor of Globalization and Education. In 2009-10 he was the Richard Fisher Member at the Institute for Advanced Study, Princeton. At Stanford he was a fellow at the Center for Advanced Study in the Behavioral Sciences. He has co-authored, with Carola Suárez-Orozco, the award-winning *Transformations: Immigration, Family Life, and Achievement Motivation Among Latino Adolescents* (Stanford University Press, 1996). He has been a visiting professor at École des Hautes Études en Sciences Sociales in Paris, Universitat de Barcelona, and and Katholieke Universiteit te Leuven in Belgium. He has lectured at the German



Foreign Office, the Mexican Foreign Office, the Spanish Foreign Office, and the Vatican and before the US Congress, the UN, and the World Economic Forum, and in multiple other scholarly and policy venues in the Middle East, Europe, and Latin America. He is a member of the American Academy of Arts and Sciences, the National Academy of Education, and a trustee of the Carnegie Foundation for the Advancement of Teaching. Dean Suárez-Orozco was educated in public schools in his native Argentina, at Diablo Valley College, and at UC Berkeley, where he received his BA, MA and PhD.

OCTAVIO VILLALPANDO

Octavio Villalpando is a professor in the Educational Leadership and Policy Department at the University of Utah. From 2007 to 2014 he served as associate vice president and chief diversity officer for the University of Utah, reporting directly to the president and senior academic vice president, and he served as a member of the president's executive cabinet. Major responsibilities included oversight of campus diversity policies and practices and supervision of over twenty-five academic administrators and other professional personnel, including an assistant vice president, academic program and department chairs, directors, coordinators, and other staff. He managed university-wide faculty diversity funds and served as de-facto academic dean responsible for the university's Ethnic Studies Program (African American studies, Chicana/o studies, Asian American/Pacific Islander studies, and Native American studies) and Gender Studies Program, with approximately twenty-five combined ladder-rank faculty. He supervised campus faculty recruitment process and faculty development for underrepresented faculty, secured and managed diversity grants and development, and sponsored campus-wide diversity-related cultural events and programs, community relations, and student support programs, including the Center for Ethnic Student Affairs, the LGBT Resource Center, the American Indian Resource Center, Undergraduate Scholarships and Grants, Early Student Outreach, and Transfer Student Outreach.



THE CSRC 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.

2014

The UCLA Chicano Studies Research Center (CSRC), the UCLA Law School, and the UCLA Graduate School of Education and Information Studies presented the ninth annual Latina/o Education Summit, “Latina/o Education after DACA and the California DREAM Act.” In 2011 a package of California state bills (AB 130 and AB 131) known as the California DREAM Act was passed into law, and in June 2012 the Department of Homeland Security announced the federal DACA (Deferred Action for Childhood Arrivals) program. Summit discussions explored how Latina/o students benefit from these policies and the limitations and challenges they continue to face. Presenters included scholars, practitioners, and students whose research and advocacy centered on these issues. The event set an agenda for future research and policy efforts regarding increased access and opportunity for Latina/o undocumented immigrant students.

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

Lindsay Pérez Huber, Brenda Pulido Villanueva, Nancy Guarneros, Verónica N. Vélez, and Daniel G. Solórzano

CSRC Research Report, No. 18, October 2014

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

Lindsay Pérez Huber, Verónica N. Vélez, and Daniel G. Solórzano

Latino Policy & Issues Brief, No. 29, October 2014

2013

The eighth annual UCLA Latina/o Education Summit, “*Fisher v. Texas*: Implications for Latina/o Educational Diversity,” brought together scholars, educators, community representatives, policy makers, administrators, and students to explore the US Supreme Court’s 2013 ruling upholding race as one factor in admissions decisions. According to the Court’s decision, race-conscious considerations for admission to public institutions are legally permissible but not constitutionally required, leaving the door open for challenges to affirmative action admission policies. The panelists discussed the significance of *Fisher v. Texas* to Latinos’ access to public education, addressing

current affirmative action policies in constitutional, administrative, and social terms. The summit was organized in collaboration with the UCLA School of Law.

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

Robert Chao Romero and Marcia V. Fuentes
CSRC Research Report No. 17, October 2013

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

Robert Chao Romero and Marcia V. Fuentes
CSRC Latino Policy & Issues Brief No. 28, October 2013

2012

The 2012 conference focused on litigation and legislation that relate to the education of Chicanos/Latinos. The conference, “Law and Policy: Conversations across the Disciplines,” was jointly sponsored by the UCLA Law School, the Mexican American Legal Defense and Educational Fund (MALDEF), and the CSRC. The presenters—attorneys, legal scholars, and social scientists—focused on significant areas of intersection between Latinos’ educational needs and law and policy. The presentations also addressed how Chicanos have played a leading role in significant cases that directly impact their educational status, as well as that of other communities of color in the United States.

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

Robert Chao Romero
CSRC Research Report No. 15, October 2012

2011

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

An Assets View of Language and Culture for Latino Students

Patricia Gándara, Megan Hopkins, and Danny C. Martínez
CSRC Policy and Issues Brief No. 25, 2011



2010

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

2009

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

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

Nancy Guarneros, Cyndi Bendezu, Lindsay Pérez Huber, Verónica N. Vélez, and Daniel G. Solórzano

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

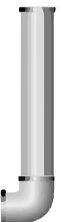
Struggling for Opportunity: Undocumented AB 540 Students in the Latina/o Education Pipeline

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

CSRC Research Report No. 13, May 2009

2008

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



critical if Latina/o students are to make successful transitions through the education pipeline.

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

Peggy Fan, with contributions by Jenny Walters, Erica Bochanty-Aguero, and Carlos Manuel Haro

CSRC Research Report No. 11, May 2008

School Governance for Latino Communities

Peggy Fan

CSRC Research Report No. 12, May 2008

2007

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

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

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

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

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

2006

The first summit, “Falling Through the Cracks: Critical Transitions in the Latina/o Educational Pipeline” looked at the entire education pipeline to provide a comprehensive overview of the research. Participants discussed viable policies and programs for all levels of Latina/o education. The summit provided data that illuminated a fundamental issue: Latina/o students represented almost three-quarters of the enrollment of public schools in



Los Angeles, yet little more than one-eighth of the entering class at UCLA. A disproportionate number of Latina/o students were falling through the cracks at every segment in the pipeline: K-12, community college, undergraduate, and graduate education.

Leaks in the Chicana and Chicano Educational Pipeline

Tara J. Yosso and Daniel G. Solórzano

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

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

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

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

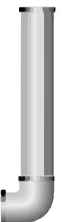
CSRC Latino Policy and Issues Brief No. 11, 2005

Latina Equity in Education: Gaining Access to Academic Enrichment Programs

Daniel G. Solórzano, María C. Ledesma, Jeannette Pérez, María Rebeca Burciaga, and Armida Ornelas

CSRC Latino Policy and Issues Brief No. 4, 2003

CSRC Latino Policy and Issues Briefs and CSRC Research Reports are available in PDF from the CSRC website. For a full list of CSRC Press publications, visit www.chicano.ucla.edu





SPONSORING INSTITUTIONS

UCLA CHICANO STUDIES RESEARCH CENTER

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

www.chicano.ucla.edu

UCLA GRADUATE SCHOOL OF EDUCATION AND INFORMATION STUDIES

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

gseis.ucla.edu

UCLA INSTITUTE OF AMERICAN CULTURES

The mission of the UCLA Institute of American Cultures (IAC) is to advance our understanding of the new social and cultural realities in America. The unparalleled population shifts that have occurred in recent decades have transformed our sociocultural landscape, expanding both intra-group diversity as well as opportunities for intersectional exchanges. Drawing on ethnic and American studies that serve as its intellectual core, the IAC is devoted to the study of this *emerging America*, with an emphasis on academic excellence, civic engagement, and diversity. The IAC serves as the administrative hub for UCLA's four ethnic studies centers: the Asian American Studies Center, the American Indian Studies Center, the Ralph J. Bunche Center for African American Studies, and the Chicano Studies Research Center. It also initiates campus-wide programs and collaborations that support a wide range of disciplinary approaches to the study of ethnic and American cultures at UCLA. Located in Los Angeles—one of the most diverse and dynamic urban areas, and arguably a bellwether for the new demographic and sociocultural changes—the IAC is well positioned to make innovative contributions to research on these developing trends. Among other activities, the IAC both supports and initiates original research focused on emerging America, fosters a productive multidisciplinary intellectual environment on and off campus (through lectures, symposia, conferences, and workshops), links the research mission to professional development activities for faculty and students, and engages in strategic partnerships with the broader community.

www.iac.ucla.edu

UCLA STUDENT AFFAIRS

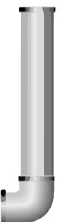
UCLA Student Affairs supports the academic success of all UCLA students, fosters their intellectual, personal, social and professional development in preparation for the entirety of their lives, and contributes to enhancing the quality of campus life, the educational environment, and our students' relationship with the broader UCLA family, including alumni.

www.studentaffairs.ucla.edu

UCLA OFFICE OF EQUITY, DIVERSITY, AND INCLUSION

The newly established Office of Equity, Diversity, and Inclusion is committed to building an equal learning and working environment by holding ourselves accountable to our professed ideals. Under the leadership of Vice Chancellor Jerry Kang, the Office comprises several teams, including Discrimination Prevention, Title IX, Programs & Initiatives, and Bruin X. The Office of Equity, Diversity, and Inclusion aims to assess and improve campus climate, develop systems of accountability, and ensure that UCLA is addressing all obstacles to a fair and equitable University.

equity.ucla.edu



UCLA CHICANO STUDIES RESEARCH CENTER

193 HAINES HALL
LOS ANGELES, CA 90095-1544
310-825-2363
CSRCINFO@CHICANO.UCLA.EDU
WWW.CHICANO.UCLA.EDU

UCLA GRADUATE SCHOOL OF EDUCATION AND INFORMATION STUDIES

290 CHARLES E. YOUNG DRIVE
LOS ANGELES, CA 90095
(310) 206-0375
GSEIS.UCLA.EDU

Racial Microaggressions: What They Are, What They Are Not, and Why They Matter
CSRC Policy and Issues Brief No. 30

Lindsay Pérez Huber and Daniel G. Solórzano present research on racial microaggressions, which are a significant obstacle in the educational, professional, and life trajectories of Latinas/os.

Still Falling through the Cracks: Revisiting the Latina/o Education Pipeline
CSRC Research Report No. 19

Lindsay Pérez Huber, Maria C. Malagón, Brianna Ramirez, Lorena Camargo, Alberto Jimenez, and Verónica N. Vélez review the research and recommendations from past Latina/a Education Summit research reports and conclude that much is still applicable today because Latina/o degree attainment remains proportionately low.

CSRC Policy and Issues Briefs and CSRC Research Reports are available at
www.chicano.ucla.edu/publications