LEAD SUMMIT VII
BLACK BROWN INDIGENOUS UNITY
WEDNESDAY, MARCH 30, 2016

California State University, San Bernardino

LATINO EDUCATION & ADVOCACY DAYS

Presented by The College of Education
Dear Friends and Colleagues,

Welcome to our seventh annual Latino Education and Advocacy Days Summit. Six years ago nearly 200,000 viewers, listeners and attendees at the inaugural Latino Education and Advocacy Day at Cal State San Bernardino made it a historical success in bringing needed attention and discussion to critical issues in Latino education. Then five years ago we surpassed that with more than 1,300 Town Hall viewing partners across 17 countries, mostly universities, and we reached millions of participants across various media (Internet webcast, cable TV, radio, and the various social media platforms).

Four years ago we even surpassed that, with more than 1,500 Town Hall viewing sites across 29 countries, and the year before last added 30 new viewing sites and 3 additional countries. Now we are happy to report we have in all partnered with more than 1,600 Town Hall viewing sites across 39 countries.

Six years ago, as a direct result of our LEAD Summit, the State of California had declared the last week of March as a statewide Week of Advocacy for Latino Education (Assembly Concurrent Resolution 137); and two years ago was reified for our fifth annual Summit (Assembly Concurrent Resolution 109).

Our LEAD network promotes “Working Together” – allowing participants to connect with each other and relevant leaders such as yourselves, to address how we improve access and outcomes for the Latino community, both here and abroad.

Thanks to the solid reputation we’ve amassed over the years and our media partners, we now have the potential to reach more than 60 million people.

LEAD Summit 2016 will bring just as much attention to the plight of Latino Education. For this year we have focused on particular aspects that we believe will help create a positive future. Among the discussion strands are the “Black Brown Indigenous Unity”; Violence and Indigenous Rootedness, Project Inspire; Catholic School Advantage: Latino and African American Student Achievement; The Rising Selectivity at Public Universities; the promotion of Ethnic Studies at the high school level.

We hope you enjoy your day and visit to California State University, San Bernardino.

Thanks for raising your hand, stepping in, and getting involved!

Sincerely,

Dr. Enrique G. Murillo, Jr.

WELCOME! ¡BIENVENIDOS!

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GREETINGS FROM PRESIDENT BARACK OBAMA

The White House
WASHINGTON
March 8, 2016

I send greetings to all those attending the 7th Annual Latino Education and Advocacy Days Summit.

If you work hard and live up to your responsibilities, you should be able to build a life worthy of your talents and potential—no matter who you are, what you look like, or where you come from. Education is the cornerstone of that promise, broadening our horizons and empowering us with knowledge and confidence to reach for our greatest aspirations.

For too long, hardworking women and men in Latino, African American, and indigenous communities have not been afforded equal opportunities to thrive in our education system. Summits like yours help address these disparities by bringing dedicated professionals, educators, and community leaders together in a spirit of common purpose. Your combined efforts play an important role in shaping our shared future and moving our Nation forward on our journey to secure our highest ideals for all.

As you continue striving to ensure all people can realize their full potential, I wish you the best for a productive summit.

Barack Obama

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Dr. Enrique G. Murillo, Jr.

WELCOME! ¡BIENVENIDOS!
2016

HONORARY CHAIRS, 2010-2016

Father Patricio S. Guillen, Chicoan Priest and Co-Founder of Librería Del Pueblo

Patricio Guillen Santoyo was born in 1929 in Bellflower, Calif., and the eighth child of ten born to Patricio Guillen Zendejas from Michoacán and Juana Santoyo Castorena from Aguascalientes, Mexico. Both of his parents immigrated to the United States at the turn of the 20th century.

Just 8 months after he was born, the Great Depression of 1929 shook the economy and his family soon lost both their dairy farm and family home in Bellflower. To make matters worse, the Long Beach earthquake of 1932 damaged badly and they spent several days living outdoors until the aftershocks lessened in intensity and finally stopped.

From 1932 on, his family became one of the thousands of migrant Mexican American farm working families barely earning enough for food and lodging. As the Depression intensified, four of his siblings and 15 of his cousins all began to die in their teen years due to the great tuberculosis epidemic that struck with deadly force.

Patricio graduated from Chino High School in 1948, attended both La Verne College and Immaculate Heart Major Seminary. He earned his bachelor’s degree in 1957, the same year he was ordained Roman Catholic priest (March 19, 1957), in the Diocese of San Fernando, Calif.

Fr. Guillen recounts in his essay “The Journey of a Chicano Priest” (2011) that he began his pastoral ministry right after his ordination and that he felt “offered his life to God in the service of His people.” “Two of his most consoling experiences were supporting the campesinos under Cesar Chavez and the founding of PADRES (the National Association of Chicoan Priests).” By the 1970s he had served in five parishes that began to broaden the scope of pastoral ministry, forming Comunidades de Base and establishing a school of ministry for the formation of lay leadership in the areas of Catechesis, Evangelization, Liturgy and Social Action.

It was in October 1986 he began to work with friends who were committed to organize the community and together they formed and founded Librería Del Pueblo, Inc (LDP) a community-based non-profit organization with a $501 (c) (3) status. Fr. Guillen recounted: “Too often we neglect to read the Bible, carefully under the historical context of the Historical Jesus and His Liberating practice. It is frightening to think that Mary and Jesus spoke and Church has been a very limited ministry. In a way I can say that since I was allowed the opportunity to work for PADRES and for Librería Del Pueblo Inc., an entirely new exciting ministry has opened up for me.”

For nearly 30 years, LDP has primarily focused on improving the lives of Latinos who reside in the counties of San Bernardino and Riverside. It has served the community by providing health, educational, citizenship classes and social services with a focus on the immigrant community.

LDP is strategically located in the heart of the city of San Bernardino’s poorest barrios, “The West Side.” For three decades the organization has consistently focused on the needs of the poor, providing seeds of life and hope for some of the poorest and neediest of those in the community: victims of domestic violence, farm workers, and homeless people. A Catholic priest for nearly 60 years, Fr. Guillen served as executive director of LDP until stepping down from his role a few years ago under the advice of his physician. At the celebration of LDP’s 25th anniversary, Fr. Guillen shared: “I realize how my entire life as a child with my migrant parents, my years of poverty, hunger and homelessness and deaths have provided me with compassion, patience and love for those whom we daily serve. The opportunities I have had to educate myself and the church continue learning has helped me not fall into that dread that routine that leads to a conservatism that destroys the spirit of creativity and freedom. In a way I can say that since I was allowed the opportunity to work for PADRES and for Librería Del Pueblo Inc., an entirely new exciting ministry has opened up for me.”

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On behalf of the LEAD Organization, we are truly honored that he has accepted to serve as our Padrino de Honor as he is among those who consider us a community giant and pillar who has contributed to the fields of education, civil rights, justice for human rights, preserving the arts, journalism, youth leadership development and political awareness.

2010 Inaugural LEAD Summit “Madrina de Honor,” Sylvia Mendez

Sylvia Mendez is the oldest daughter of Gonzalo Mendez, a Mexican immigrant, and Feliciana Mendez, a Puerto Rican, who fought so she and her brothers could have equal education through the case of Mendez et al v. Westminster et al. In 2000, she received the Career Achievement Award from the University of Redlands Alumni Association and was recognized as one of “Forty Who Made a Difference” by the UCR Alumni Association on the occasion of UCR’s 40th anniversary. She was named to the Alumni Hall of Fame by San Bernardino Valley College and received the “El Fuego Nuevo” award from the Association of Mexican-American Educators, where she served as state president.

In 2010, CSUSB named its fourth-year old public art program the Judy Rodriguez Watson Public Art Project in honor of her passion and financial support for placing art in public spaces at CSUSB, the surrounding community and around the city of San Bernardino.

2011 Inaugural Feria Educativa “Padrinos de Honor,” Graciano and Juana Santoya Castorena

Mr. and Mrs. Graciano and Trini Gonzalez graciously accepted to serve as our 2011 Honorary Chairs for the inaugural LEAD Feria Educativa. They are affectionately known as our event’s “padrino y madrina de honor.” Married for more than 60 years, Graciano and Trini are very well known, have deep roots, and are highly active in and across our regional communities.

They place a high value on education and socio-economic endeavors, and in the collaboration of community groups working towards mutual goals and objectives. They are well known for their hard work and commitment in having established the Inland Empire Hispanic News. Since the publication’s inception, Mrs. Trini Gonzalez has played a vital role in the development and ongoing operation of the newspaper, alongside Graciano, who served as publisher and editor. Together they have made into reality this dream of creating such an elemental resource for our communities across the region.

The Inland Empire Hispanic News has been one of the primary newspapers to bring to light important public and social policies in regards to health, education, economic development, and business news. It captures the spirit of the greater Inland Empire community by sharing the inspirational stories of outstanding role models of leaders in the community, business, education, and non-profit sectors, and individuals and families who are making positive contributions.

2012 LEAD Summit “Padrino de Honor,” Dr. Ernest F. Garcia

Ernie Garcia served as dean of Cal State San Bernardino’s College of Education for more than a decade during the 1980s. Garcia, who retired in 1990 and lives in San Bernardino, was named the LEAD 2012 honorary chair or “padrino de honor.” He spent 36 years in education, including 13 as a teacher and an administrator in K-12 schools and 23 years in higher education that included 11 years as the dean of the CSUSB College of Education, where he also served as a professor and chair in the department of elementary education.

Garcia’s educational career also included serving as an associate professor of elementary education at the University of Redlands and teaching part time and during summers at the University of Redlands, Stanford University, UC Santa Barbara, UC Riverside and San Bernardino Valley College. Garcia served on the board of the Rialto Unified School District for nine years; later, an elementary school was named in his honor. He received the Career Achievement Award from the University of Redlands Alumni Association and was recognized as one of “Forty Who Made a Difference” by the UCR Alumni Association on the occasion of UCR’s 40th anniversary. He was named to the Alumni Hall of Fame by San Bernardino Valley College and received the “El Fuego Nuevo” award from the Association of Mexican-American Educators, where he served as state president.

2013 LEAD Summit “Madrina de Honor,” Josie Gonzales

Josie Gonzales proudly serves as supervisor for San Bernardino County’s 5th District on the Board of Supervisors.

Gonzales continues to champion issues important to our communities, including public safety, economic development, improved transportation, ending chronic homelessness and promoting environmental stewardship. She addresses these key issues through cooperative efforts developed on federal, state and local levels.

In an effort to improve the well-being of county families, Gonzales initiated a countywide Healthy Communities campaign. To date, 16 cities and towns throughout the county have adopted innovative Healthy Cities programs that encourage residents to make healthy lifestyle choices.

Prior to her election to the San Bernardino County Board of Supervisors, Gonzales served on the Fontana City Council, and the Fontana Planning Commission.

The San Bernardino County native has also owned and operated a successful small business in the city of Fontana.

2014 LEAD Summit “Madrina de Honor,” Josie Gonzales

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In 2006 the HBO film “Walkout,” the role of Dr. Julian Nava was played by director Edward James Olmos.

Most notably, in 1980 Nava was the first Mexican-American to be appointed as the U.S. Ambassador to Mexico by then President Jimmy Carter. He is the author of several history books, as well as a memoir, Julian Nava: My Mexican-American Journey (2002).

Today he is retired and lives San Diego County with his wife, Patricia. He holds the title of professor emeritus of history at CSUN. Nava lectures widely about multicultural education, and serves on the board of directors of Encuentros, which promotes education among young Hispanic males.

In 2011, a school was named for him.

2015 Lead Summit “Padrinos de Honor”

The 2015 Summit was held at the University of Texas at San Antonio.

Julian Castro

U.S. Secretary of Housing and Urban Development

Julian Castro was sworn in as the 16th Secretary of the U.S. Department of Housing and Urban Development in March 2015. As Secretary, he oversees the Federal Housing Finance Agency, the Federal Housing Administration, the Federal Missouri Mortgage Insurance Fund, the Federal National Mortgage Association, and the Department of Veterans Affairs

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Hon. Antonio Villaraigosa

41st Mayor of Los Angeles, Calif., and National Chairman of the Advisory Board for Education Post

Hon. Antonio Villaraigosa served as the 41st mayor of Los Angeles, Calif., from 2005 to 2013, and finished his two terms after eight years of major strides in transportation, crime reduction, infrastructure, energy and resource sustainability, right-sizing government, business development and education reform.

During his tenure as mayor, he gained national attention for his work and was featured in Time's story on the country's 25 most influential Latinos. He was the third Mexican American to have served as mayor of Los Angeles, and the first in more than 130 years. Because of term limits, he could not run for re-election in 2013.

He is a respected voice in American politics and a prominent policymaker with a keen understanding of America's mainstream and emerging communities. Known for his exceptional skill at building broad bi-partisan coalitions, he draws support from the broad center of both Democratic and Republican voters.

Prior to being elected mayor he was a member of the California State Assembly from 1994 to 2000, the Democratic leader of the Assembly from 1996 to 1998, and the speaker of the Assembly from 1998 to 2000. After leaving the Assembly due to term limits, he was elected to the Los Angeles City Council from 2003 until he was elected mayor in 2005.

He continues to be actively engaged in education, civic engagement, water, immigration, transportation, and economic development issues. He speaks nationally and throughout California on these issues.

Mr. Villaraigosa also has served in academia, as a fellow at Harvard University and a professor in public policy at the University of Southern California. He also is a senior fellow at the Bipartisan Policy Institute in Washington, D.C. Additionally, he works in the private sector as a Senior Advisor with Banc of California, amongst others, and serves on the McTigwe Hill Global Education board of directors. He is the National Chairman of the Advisory Board for Education Post.

Dr. Maulana Karenga

Professor and Chair, Department of Africana Studies at CSULB, and creator of the pan-African cultural holiday Kwanzaa

Dr. Maulana Karenga is professor and chair of Africana Studies at California State University, Long Beach. He holds two Ph.D.s, one in political science and the other in social ethics with a focus in classical African ethics of ancient Egypt.

An activist-scholar of national and international recognition, Dr. Karenga has played a major role in Black intellectual and political culture since the 60's, especially in Black Studies, and the Black Power, Black Arts, Million Man March/Day of Absence and other social movements. He is also the executive director of the African American Cultural Center (US), the Kawaida Institute of Pan-African Studies and chair of the National Association of Kawaida Organizations.

Moreover, he is the creator of the pan-African cultural holiday Kwanzaa and the Nguzo Saba and the author of Kawaida philosophy out of which both were conceived and developed. He is also author of numerous scholarly articles and books, including: Kwanzaa: A Celebration of Family, Community and Culture; Introduction to Black Studies; Odu Ifa: The Ethical Teachings; Maat, The Moral Ideal in Ancient Egypt; A Study in Classical African Ethics, and Kwanzaa and Questions of Life and Struggle.


FEATURED SPEAKERS

8 a.m.: Check-In — Live Music

8:45 a.m.: Presentation of Colors

9 a.m.: Welcome Remarks

9:45 a.m.: “Novela Educativa” video screening

10 a.m.: Opening Ceremony — “Honoring the Ancestors”


11 a.m.: Break / “Un Cafecito” and Live Performance

11:15 a.m.: Panel — “Project Inspire - Proyecto Inspire Transformando Vidas” (bilingual format)

Noon: Lunch / Live Entertainment

1:20 p.m.: Featured Address — Hon. Antonio Villaraigosa

2 p.m.: Panel — “Catholic School Advantage: Latino and African American Student Achievement”

2:40 p.m.: Panel — “Access Denied: Rising Selectivity at California’s Public Universities”

3:20 p.m.: Break / “Otro Cafecito” and Live Performance

3:35 p.m.: Panel — “Campaign to Promote Ethnic Studies: the El Rancho and Long Beach Models”

4:15 p.m.: Capstone Address — Dr. Maulana Karenga

5 p.m.: Concluding Address

5 p.m.: Networking Reception

PROGRAM AT A GLANCE
SCHEDULE

Masters of Ceremony

Dr. Enrique G. Murillo, Jr.
Professor of Education, and LEAD Executive Director
California State University, San Bernardino

Elias Escamilla
Mt. San Jacinto Community College Faculty Association Board Member / Community College Association Director Area H

8 a.m. Check-In: Live Music
Continental Breakfast, Distribution of Packets and Optional Credit Registration
Mariachi Generación Musical

8:45 a.m. Presentation of Colors

Color Guard Presentation: Air Force Junior ROTC, West Covina High School
Pledge of Allegiance: Jesus Acuña-Perez, Capt. (ret) USAF, Senior Aerospace Science Instructor, West Covina High School
National Anthem: Guest Singer, Miranda Allred, Pre-Nursing, California Baptist University

9 a.m. Welcome Remarks

Dr. Timothy P. White
Chancellor, California State University Video Message

Dr. Jay Fiene
Dean, College of Education California State University, San Bernardino

Dr. Tomás D. Morales
President California State University, San Bernardino

Ms. Rosemary Zometa
Interim Director, Office of Student Engagement, Division of Student Affairs California State University, San Bernardino

Hon. John Longville
President, Board of Trustees San Bernardino Community College District

Fr. Patrick S. Guillen
2016 LEAD Honorary Chair / “Padrino de Honor” Co-Founder, Libreria Del Pueblo

9:45 a.m. “Novela Educativa” video screening

Introduction:

Miguel Orozco
Media Producer and Co-Founder, Novelas Educativas

“StrikeOut” Docu-Drama (15 Min)
Written by: Miguel & Andrés Orozco
Directed by: Andrés Orozco
Produced by: Novelas Educativas

In the U.S. there exists a crisis of extreme disciplinary of young black and brown youth within the K-12 school system. Many of the disciplinary actions and use of excessive force are due to fear, misconceptions, and low regard/value of their lives. The docu-drama film, “StrikeOut” provides an inside view into the devastating reality of the students and families living in the school-to-prison pipeline.

*Presentation made possible through a working partnership with Novelas Educativas®, a digital media company based in Burbank, Calif., that specializes in entertainment-education strategies, bilingual outreach strategies and multi-platform campaigns. Our mission is to create cultural-relevant media campaigns that help diverse communities navigate through educational, financial, health and other complex systems. Our digital media resources are distributed via Internet, mobile, broadcasting, radio and film to have the maximum community and social impact.

10 a.m. Opening Ceremony: “Honoring the Ancestors”

Sacred Circles is an indigenous based performance group that incorporates Aztec/Mayan and other traditional teachings, danza, storytelling and imagery to inspire, enlighten, heal and honor the spirit of the ancestors and people of all roots.

Dembrebrah West African Drum and Dance Ensemble is a collection of professional and semi-professional lay artist educators dedicated to the study, preservation and promotion of authentic West African art, culture, and history in all its power, beauty, strength and grace.

Maestro Jerry Tello
Introduction / Facilitator
Director of the National Compadres Network, Therapist, Author, Performer and Program Developer, Recipient of the Ambassador of Peace Award and Presidential Crime Victims Service Award

Participants

Sacred Circles:
Maestro Jerry Tello, Susanna Armps, Citlali Aviztu, Virginia Aviztu-Sanchez, and Victor Muñoz

Dembrebrah:
Baba John Beatty, Ndilla Davis-Diassy, Kwesi Williams, Librecht Baker, and Hanif Riley

*Presentation made possible through a working partnership with the National Compadres Network (NCN), whose mission is to strengthen, rebalance, and redevelop the traditional Compadre extended kinship network by encouraging, supporting and re-rooting the positive involvement of males in their families and community and preventing or reducing the incidence of family and community violence, teen pregnancy, substance abuse, and other oppressive behaviors.

The mass media continues to discuss the occurrences of violence, killings, and brutality we have witnessed on TV in this country as abstractions, bypassing the larger systems that drive them. This line of thinking actually contributes to the national crisis we are living — a crisis that goes beyond “human rights abuses.” Moreover, historically, it is recognized that all indigenous people from a sense of purpose, values, and traditions are connected to their rooted story and medicine. At the same time, the sense of interconnectedness based on teachings, journey, struggle and survival has intertwined the journey of Black and Brown people along a parallel and blended path.

The panel will first examine the violence and the common threads of dehumanization and impunity. Next, panelists share important elements of ideology, pedagogy and ceremony that are important to consider and build on as we acknowledge and build on this interdependent strength and leadership as a connected people moving forward.

Cherina Betters
Introduction / Moderator
Educator, Yucaipa-Calimesa Joint Unified School District
Doctoral Candidate, Educational Leadership Program, CSUSB

Panelists:

Roberto “Dr. Cintli” Rodriguez
Associate Professor
Department of Mexican American & Raza Studies,
University of Arizona, Tucson

Maestro Jerry Tello
Director of the National Compadres Network,
Therapist, Author, Performer and Program Developer, and Recipient of the Ambassador of Peace Award and Presidential Crime Victims Service Award

Baba John Beatty
Licensed Clinical Social Worker, retired PSA Counselor and Director of the Traditional African Drum Prase Minister

11 a.m.
Break / “Un Cafecito” and Live Performance

Courtesy of The PUNTE Project
Spoken Word: “In Lak’ ech — You are My Other Me.”
Message focus: Empowerment and strength in unity.
Alejandra Reyes, Student, De Anza Community College
Dr. Irene Monica Sanchez, Education Leadership and Policy Studies—Higher Education, University of Washington, Seattle

11:15 a.m.
Panel: “Project Inspire -” (bilingual format)

The California Association for Bilingual Education (CABE) 2-INSPIRE Program works with parents to increase their knowledge about schooling to ensure that parents have vital information about high quality educational options for their children (especially those traditionally underserved and/or attending Program Improvement schools). The Project 2-INSPIRE curriculum informs parents of their role in their children’s education, works with parents so they learn how to work with the information acquired and develops parent leadership skills to ensure their participation and collaboration as part of the school community.

All three levels of the program share the same objective and goal. To increase parental engagement in their child’s learning at home, school, and/or community; and thereby increase their child’s academic achievement. However, each of the levels differs markedly in their approach, strategies, methods, activities, and outcomes for parents and their children.

The panelists are parent leaders who currently serve as officers of the Binational Parent Leadership Institute (BPLI). The purpose of the BPLI is to explore and establish an organized Parent Involvement mechanism in the Inland Empire that will provide parents with institutional leadership trainings to become effective change agents in service delivery for their families; develop a process for parents to create a cadre of leadership for parent voice, direct input, advocacy and impact in schools and communities and at local, regional, state and national level; and develop focus on effective strategies to meaningfully engage parents in planning, implementation and evaluation of service to ensure successful outcomes for student and families.

Cherina Betters
Introduction / Moderator
Educator, Yucaipa-Calimesa Joint Unified School District
Doctoral Candidate, Educational Leadership Program, CSUSB

Panelists:

Patricia Luna
BPLI President, ELAC Past-president
Chaffey HS, DELAC Vice-president
Chaffey JSD, Presentadora de Los 12 Poderes del Negocio Familiar, Secretaria de Mesa Directiva de Instrucción de Escuela Dominical Infantil, and Instructora de Escuela Dominical Infantil

Isabel Torres
BPLI Secretary, ELAC President, PELI Parent Engagement Leadership Initiative, and Coordinadora del grupo de Apoyo Padres Con Poder

Elidia Valencia
BPLI Vice-president, Parent Consultant
CABE, Presentadora de Los 12 Poderes del Negocio Familiar, LCAP / LEA Committee Member, LCAP Advisor Committee Member, Code of Conduct Committee, DELAC Representative, and CMIE Member

Maribel Colin
BPLI Parliamentarian, ELAC President, Padres Líderes De Ontario HS Member, Presentadora de Los 12 Poderes del Negocio Familiar, and Presentadora de PIQE

*Presentation made possible through a working partnership with multiple organizations and entities collaborating under the collective banner of the Binational Parent Leadership Institute (BPLI). The purpose of the BPLI is to explore and establish an organized Parent Involvement mechanism in the Inland Empire that will provide parents with institutional leadership trainings to become effective change agents in service delivery for their families; develop a process for parents to create a cadre of leadership for parent voice, direct input, advocacy and impact in schools and communities and at local, regional, state and national level; and develop focus on effective strategies to meaningfully engage parents in planning, implementation and evaluation of service to ensure successful outcomes for student and families.
Panel: “Catholic School Advantage: Latino and African American Student Achievement”

Catholic schooling began in the 1800’s “in a spirit of protest,” when Church leaders objected to the discrimination of Catholic children, and did not want their children indoctrinated in Protestant and secular settings. Disregarded and denigrated by state legislatures, the Church leadership turned to its congregations, demanding that every parish build and support a school and that all Catholic families enroll their children in their parochial school. The result was the largest private school system and alternative to public schooling in the U.S.

In many communities, parochial schools are entirely supported by a largely working-class minority population. Parents scrimp and save to send their children to parochial school because it matters to them and they want it to make a difference in the formation of their children. For many working-class families, the Catholic schools are the only alternative to public schools that they can afford. And in many areas of the city, the parish school down the street has become the neighborhood school. Additionally, the enrollment of non-Catholic students in Catholic schools has been rising nationwide for the last several decades.

Collaboration exemplifies the wide support for accessibility to Catholic Education in many of our communities, where the U.S. Catholic School system has historically produced successful students from immigrant, poor and medium-income family backgrounds. The mission of Catholic Schools is to provide the skills to successfully complete high school and prepare students for college. While Catholic Schools are not equipped to provide education for students with special needs, the curriculum does include scaffolding, differentiation and adaptation to meet the student where they are with the interest of moving him/her forward with learning and comprehension skills.

Successful professionals across disciplines can be found anywhere and in great numbers you might find that their education has a Catholic School base. Studies have demonstrated that anywhere in the U.S., for example, a Latino student who attends Parochial School has 45% increased chances of graduating, in comparison to his/her counterpart in the public school system. These schools also have great success promoting students from Catholic elementary schools onto High school, where students are able to succeed because Catholic schools are known to teach good study habits and develop student values that make them a good role model and positive influence in any environment.

In full circle and in the similar spirit of protest that began Catholic schooling, leaders are now called to ignite Church concerns related to the material and cultural discrimination of Latino and African American communities today. This to suggest that the Church must take a proactive leadership role in creating the conditions by which undeserved communities can reflect and act upon the importance of education. How are Catholic Schools successful? What are the influencing factors to their success and why is Catholic School a viable option for parents? Why does this financial investment make sense? How can Public and Catholic Schools continue collaborating for the success of our cities, towns?

Sharon Pierce
Introduction / Moderator
School Administrator, Lighthouse Christian Academy
Doctoral Candidate, Educational Leadership Program, CSUSB

Panelists:

Delila A. Vasquez
President, San Bernardino Catholic Elementary Schools

Carla Ford-Brunner
Senior Account Executive, Inland News Papers and Board Chair, San Bernardino Catholic Elementary Schools

Maria Echeverria
Vice Chancellor, San Bernardino Diocese, Former Catholic Schools Parent

Robert Villaseñor
Member, Catholic Association of Latino Leaders (CALL), Vice President, Deposit Relationship Manager, ProAmerica Bank

Madeline G. Thomas
Principal, Resurrection Academy, Fontana

*Presentation made possible through a working partnership with the Roman Catholic Diocese of San Bernardino. The Diocese of San Bernardino was established on November 6, 1978 by Pope Paul VI. Prior to 1978, San Bernardino and Riverside counties were part of the Diocese of San Diego. San Bernardino native Phillip Stealing was the founding bishop of the diocese. In December of 1993 Bishop Gerald R. Barnes became the second bishop of the diocese.

SCHEDULE

Noon Lunch/Live Entertainment: Aztec Dancers, Grupo Xipetotec

All performances throughout the summit made possible through the generous support of our Arts, Culture, Music and Entertainment sponsor/benefactor, Dr. Judy Rodriguez Watson. Judy’s impact on the education and arts communities has been extraordinary. She has served in a number of capacities at the university, including as the honorary chairperson for the CSUSB Latino Education and Advocacy Days Summit in 2011, where she was affectionately referred to as “La Madrina de Honor,” or godmother.

1:20 p.m. Featured Address

Dr. Juan Sanchez Muñoz
Introduction / Moderator
Senior Vice President and Vice Provost, Texas Tech University

Featured Speaker:

Hon. Antonio Villaraigosa
41st Mayor of Los Angeles, California, and National Chairman of the Advisory Board for Education Post Presentation made possible through a working partnership with Del Sol Group and Education Post. Del Sol Group is a Policy & Public Affairs firm specializing in Strategy, Outreach and Leadership. Del Sol Group is uniquely positioned to assist organizations to develop initiatives, strategies and organize communities in key public policy issues, as well as helping businesses flourish through strategic partnerships. Education Post is a non-partisan communications organization dedicated to building support for student-focused improvements in public education from preschool to high school graduation.

2 p.m.

Panel: “Catholic School Advantage: Latino and African American Student Achievement”

Roman Catholic Diocese of San Bernardino

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Panel: “Access Denied: Rising Selectivity at California’s Public Universities”

Representatives from three different groups that have advocated for greater access to California higher education will discuss perspectives on this problem. The panelists include Audrey Dow, Vice President of External Affairs and Operations for the Campaign for College Opportunity; Dr. Daniel M. Estrada, Chair of the California LULAC Latino Educational Attainment Committee; and Irene Tovar, Chair of the Statewide Coalition Against CSU Impaction.

Audrey Dow explains the recent Campaign report, “Access Denied: Rising Selectivity in California’s Public Universities.” This report highlights the mismatch between California workforce needs for college degrees and shortages of college seats in California’s public universities. Demand for college admission, among state high school and community college students, forced both the University of California (UC) and California State Universities (CSU) to raise admissions standards. The CSU calls this impaction. Coincidently, California reduced financial support for higher education to previous levels as federal spending, through student Pell Grants, increased. As state higher education spending decreased, UC tuition, since 2000, has increased by 200 percent and CSU tuition by 175 percent. Meanwhile California is 49th among states in the percentage of undergraduate students enrolled in a four year university – public or private not for profit.

Dr. Estrada discusses how the 1960 California Master Plan for Higher Education was visionary but not sustainable. Baby boomers benefited from tuition free public universities; but later generations now pay rising tuition to attend these schools. Universal access through a three tiered system of community colleges, CSU and UC campuses no longer exists. Meanwhile, baby boomers are retiring.

After review of CSU campus enrollments, these funds are small for the number of students attending yearly. Also, aside from UC flagship campuses, Berkeley and UCLA, similar problems exist for other UC campuses. California’s economy confronted multiple recessions over several decades. Policy makers know that capital gains taxes are volatile. This problem causes state surpluses in one or several year(s) and deficits in others. Other states address this problem by having universities de-develop to build endowments and by creating state higher education trust funds. Increasing higher education investments is critical. Every state dollar invested in the CSU generates $5.43 more. When CSU graduates’ enhanced earnings are considered this investment rises to $23 for every state dollar invested. Today 46% of all Bachelors and 32% of all Masters’ degrees in the state are granted by CSU. In 2006-07 CSUs awarded 71,000 BA and 18,000 MA degrees. CSUs employ tens of thousands workers. As wage earners and consumers these workers produce tax revenues for local, state and federal government.

Ms. Tovar discusses the Statewide Coalition Against CSU Impaction’s work. This Coalition consists of labor unions, college alumni associations, and community based organizations across the state. The coalition’s first task has been public education on CSU impaction and how to address CSU admissions practices. This group is mobilizing organizations to challenge current CSU admissions practices and the CSU budget. The coalition is meeting with legislators and the governor this year on the higher education budget.

Questions for the panel discussion:

- Why have the CSU and UC increased admissions standards?
- Do the new admissions practices go against California’s Master Plan for Higher Education?
- Is rejecting eligible students for admission into the CSU and UC healthy for the state economy? How is the Latino student population and Latino community affected by changes in public university admissions standards?
- How many eligible students were denied admission into the CSU and UC?
- California is 49th in the country in terms of the number of college-aged adults enrolled in a four-year university. Can California come up with another master plan for higher education that is sustainable and bring California back into the top five of the country’s states in higher education?
- How can parents assist their sons or daughters for admission into the CSU or UC?

3:20 p.m.

Break / “Otro Cafecito” and Live Performance

3:35 p.m.

Panel: “Campaign to Promote Ethnic Studies: The El Rancho and Long Beach Models”

This presentation has been made possible by the California-Mexico Studies Center, El Rancho Unified School District and LEAD, as co-vennors of the Campaign to Promote Ethnic Studies Summit on October 18, 2014 at CSU Long Beach. The CPES Summit was webcast by LEAD throughout its worldwide network and prompted the Los Angeles and San Francisco school districts to adopt policies similar to the historic El Rancho USD’s resolution approved in June 2014, as the first Ethnic Studies graduation requirement by a local school board in California. Since the CPES Summit, 15-20 more local school boards have adopted comparable Ethnic Studies policies throughout California, including the Santa Ana, Montebello, Bassett and Woodland school districts. This panel will present on the progress that has been made at El Rancho USD, to build upon their landmark resolution a comprehensive Ethnic Studies curriculum, and the also precedent-setting Long Beach Ethnic Studies Studies (LB-ESP) that has created a model for school districts to offer ethnic studies H.S. and college-credit courses on Saturdays. The LB-ESP builds upon the nationally recognized Long Beach College Promise relationship between the LBUSD and CSULB, supported with a 5-year funding commitment by LBUSD, to offer high school students at least 12 college-credit Ethnic Studies courses every semester.

The panelists will discuss in detail how these initiatives came about, their benefit and replicability, and answer questions related to the Campaign to Promote Ethnic Studies’ goal to promote Ethnic Studies for all students in the K-12 curriculum, throughout California and the United States.

Idali Lopez
Introduction / Moderator
San Bernardino High School Program Specialist and SBCUSD Ethnic Studies Committee Facilitator

Dr. Aurora Villion
School Board President, El Rancho Unified School District

Prof. Armando Vásquez-Ramos
President, California-Mexico Studies Center

Tino Gutierrez
El Rancho USD Ethnic Studies Curriculum Master Teacher

*Presentation made possible through a working partnership with the California LULAC Committee on Educational Attainment. The League of United Latin American Citizens (LULAC), founded in 1929, is the oldest and most widely respected Hispanic civil rights organization in the United States of America. LULAC was created at a time in our country’s history when Hispanics were denied basic civil and human rights, despite contributions to American society.

Idali Lopez
Introduction / Moderator
San Bernardino High School Program Specialist and SBCUSD Ethnic Studies Committee Facilitator

Dr. Aurora Villion
School Board President, El Rancho Unified School District

Prof. Armando Vásquez-Ramos
President, California-Mexico Studies Center

Tino Gutierrez
El Rancho USD Ethnic Studies Curriculum Master Teacher

*Presentation made possible through a working partnership with the California-Mexico Studies Center (CMSC). The CMSC is a 501(c)(3) non-profit whose mission is to research, develop, promote, and establish policies and programs between higher educational institutions and cultural organizations that will enhance the teaching, mobility and exchange of faculty, students, and professionals between California and the U.S. with Mexico and other nations in the Western Hemisphere.
**ÉBANO: LA AFRICANIA EN MÉXICO**
*Courtesy of Consulado de México en San Bernardo, CA.*

**ÉBANO** (Ebony) is a photographic exhibition by Nicolás Tríedo on the African presence in Mexico consisting of 40 art photographs in black and white.

Afro-Mexicans, also known as Black Mexicans (Spanish: afromexicanos; negros; afrodescendientes), are Mexicans of African descent, and have been largely ignored by researchers of the African diaspora in Latin America. They encompass those Mexicans descended or recently immigrated from Caribbean countries, as well as Africa in recent decades, but also Mexicans who are directly descended from slaves during the 15th and 16th centuries. Albeit carried out on a smaller scale and over a shorter period of time relative to other colonies in our hemisphere, such as Brazil and Cuba, Mexico had an active slave trade since the early colonial period and an estimated 200,000 Africans were brought there. African labor was vital to the Spanish colonists. As Indigenous peoples were killed or died from European diseases, slave labor assumed a disproportionate share of the burden of work. African slaves labored in the silver mines of Zacatecas, Taxco, Guanajuato, and Pachuca in the northern and central regions; on the sugar plantations of the Valle de Orizaba and Morelos in the south; in the textile factories (“obrajes”) of Puebla and Oaxaca on the west coast and in Mexico City; and in households everywhere. Others worked in skilled trade or on cattle ranches.

A deeper look into Mexican history reveals that, in fact, some of Mexico’s earliest national heroes were afromexicanos! The revolutionary Gaspar Yanga established a free society (one the first free towns) of formerly enslaved Africans in all of the Americas after the start of the Atlantic Slave Trade. National heroes such as José María Morelos y Pavón, independence leader, and Vicente Guerrero, second president of Mexico, were both of African descent. Black resistance occupies a special place in Mexico’s revolutionary tradition, a tradition that is a source of pride for many Mexicans. It was in 1829 that the Guerrero decree conditionally abolished slavery throughout Mexican territories.

Advocacy groups during the last two decades relentlessly campaigned for official recognition of the Mexican Black population and to seek more resources allocated to Afro-Mexicans. In just recent months (Dec. 2015), and for the first time in its history, the move by the Mexican government to officially recognize 1.38 million afromexicanos in the national census has been hailed as a step in the right direction as Latinos and Latin Americans of African descent continue with their quest against racism and invisibility.
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Mexican Consulate (SB)
Earn Optional Credit for participating in the LEAD Summit at the CSUSB campus or online from a Town Hall Viewing Site. To successfully earn credit for those participating on-site at the LEAD Summit:

- Register for the LEAD Summit no later than March 30, 2016;
- Using the link below, register for the optional credit by the registration deadline of March 30, 2016; https://celors.csusb.edu/cel/student/op/viewCourse?courseId=1456 &categoryId=2995;
- Fully participate in the LEAD Summit by attending all of the sessions (8:30 a.m. to 4:30 p.m.); and
- Complete the LEAD post-summit survey by March 31, 2016, which will be emailed to you after the event.

To successfully earn credit for those participating virtually from a Town Hall Viewing Site should:

- Register for the LEAD Summit not later than March 30, 2016;
- Using the link below, register for the optional credit by the registration deadline of March 30, 2016; https://celors.csusb.edu/cel/student/op/viewCourse?courseId=1456 &categoryId=2995;
- Fully participate in the LEAD Summit from a distance by virtually attending all of the sessions from a Town Hall Viewing Site (8:30 a.m. to 4:30 p.m.); and
- Complete the LEAD post-summit survey by March 31, 2016, which will be emailed to you after the event.

Note: Once your optional credit registration and fee is received no refunds are permitted.

Please Note: once the optional credit registration and fee is received, no refunds are permitted.

REGISTRATION DEADLINE: March 30, 2016

Quarter: Winter 2016

Course Title: Latino Education and Advocacy Days (LEAD) Summit - Optional Credit

Category: Education Summit

Course No. EDU 4104

Unit(s): 1

Schedule No.: 2264

Fee: $60

Day(s)/Date(s): Wednesday, March 30, 2016

Time: 8:30 a.m.-4:30 p.m.

Location: SAN BERNARDINO-CSUSB, Santos Manual Student Union or virtually from a Town Hall Viewing Site

Instructor: Enrique Murillo

Registration Deadline: by March 30, 2016, online or a limited morning opportunity to register onsite the morning of the Summit.

Course Fee: $60.00 for one unit of continuing education, professional development level of credit.

Please Note: once the optional credit registration and fee is received, no refunds are permitted.

Description: This summit will cover a broad range of topics on the educational issues that impact Latinos, particularly students and families. There are four components which will encompass most issues of relevance:

(1) Community Engagement, (2) Professional Development, (3) Parental Involvement, and (4) Youth Leadership.

These include, but are not limited to the following strands:

- Schooling Conditions and Outcomes / Educational Pipeline
- Culture, Identity and Diversity
- Immigration, Globalization and Transnationalism
- Language Policies and Politics
- Early Childhood
- Latino Perspectives on School Reform
- Culturally-Responsive Pedagogies and Effective Practices
- High Stakes Testing and Accountability
- Community Activism and Advocacy
- Higher Education Eligibility, Enrollment and Attainment

The Professional Development Component of the Latino Education and Advocacy Day (LEAD) Summit is designed to provide administrators, teachers and staff an experience in broadening your understanding of the educational issues that impact Latinos, particularly students and families. The educational success of an individual is linked to many factors. Understanding those factors can create unprecedented success in the teaching and learning community.

Course Requirements (attendance at all sessions from 8:30 a.m. to 5:30 p.m. in person or virtually from a Town Hall Viewing Site):

- 8 a.m.: Check-In — Live Music
- 8:45 a.m.: Presentation of Colors
- 9 a.m.: Welcome Remarks
- 9:45 a.m.: “Novela Educativa” video screening
- 10 a.m.: Opening Ceremony — “Honoring the Ancestors”
- 11 a.m.: Break / “Un Cafecito” and Live Performance
- 11:15 a.m.: Panel — “Project Inspire - Proyecto Inspire Transformando Vidas” (bilingual format)
- Noon: Lunch / Live Entertainment
- 12 p.m.: Featured Address — Hon. Antonio Villaraigosa
- 2 p.m.: Panel — “Catholic School Advantage: Latino and African American Student Achievement”
- 2:40 p.m.: Panel — “Access Denied: Rising Selectivity at California’s Public Universities?”
- 3:20 p.m.: Break / “Otro Cafecito” and Live Performance
- 3:35 p.m.: Panel — “Campaign to Promote Ethnic Studies: the El Rancho and Long Beach Models”
- 4:15 p.m.: Capstone Address — Dr. Maulana Karenga
- 5 p.m.: Concluding Remarks and Acknowledgements
- 5 p.m.: Networking Reception

Full Summit Attendance: One (1) unit of optional credit at the continuing education level, from the College of Extended Learning at CSUSB, is available for those who fully participate in this summit AND complete the post-summit survey.

Please Note: once the optional credit registration and fee is received, no refunds are permitted.

Course Requirements (attendance at all sessions)
The continued and successful growth of the LEAD conference is heavily dependent upon partnerships with our community, and personal support from individual donors and businesses. There are many ways in which you can donate:

**Checks**

Writing a check is an immediate way to support student scholarships or to assist the programmatic efforts of the LEAD conference. To make a gift by check, make your check payable to:

CSUSB Philanthropic Foundation

Send to:

California State University, San Bernardino
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Or, if you prefer to make a credit card by phone, please call either:

Yvonne Salmon
Development Coordinator or Central Development Office
College of Education (909) 537-5299

CSUSB Dining has a variety of options for visitors on campus.

The Santos Manuel Student Union features Starbucks Coffee.

The Commons features entrees and salads and is located directly east of University Hall and the Santos Manuel Student Union.

**Food Services Availability on March 30, 2016**

- **Commons Dining- 8 a.m.-2 p.m.**
  10% discount off combo meals with printed coupon.

- **Starbucks Coffee 8 a.m.-4 p.m.**
  Philly Steak Sandwich stand (outside, east of the Santos Manuel Student Union): 11 a.m.-2 p.m.