

PATRICIA GANDARA
SHORT BIO

JANUARY 2005

Patricia Gándara received her Ph.D. in Educational Psychology from the University of California at Los Angeles in 1979. Since that time she has been a Social Scientist with the RAND Corporation in Santa Monica, California (1980-85); she has directed education research in the California Legislature (1985-87), and she has been a Commissioner for Postsecondary Education in California (1981-86). She has also been an Associate of the Civil Rights Project at Harvard University where she was in residence 1998-99 and 2002. She currently is Professor of Education at the University of California, Davis where she is also Director of the Institute for Education Policy, Law, and Government; Co-Director of Policy Analysis for California Education (PACE—a research consortium of UC Davis, UC Berkeley, and Stanford University), and Associate Director of the UC Linguistic Minority Research Institute. During 2002-03, she served as Associate to the Vice President for Outreach for the University of California, Office of the President. In this capacity she worked on issues of minority access to the university. She also Chairs the Committee on Scholars of Color for the American Educational Research Association.

Professor Gándara leads the Education Policy Studies emphasis at UC Davis and her research focuses on access to higher education for low income and minority students, and the education of English Learners. She has been a consultant to numerous educational evaluation studies dealing with these topics, and is currently working with the Mexican government on issues related to the education of Mexican migrant students. Recent publications include:

- *Priming the Pump, Strategies for Increasing the Academic Achievement of Underrepresented Undergraduates*, The College Board, 1999
- *Paving the Way to Postsecondary Education, K-12 Intervention Programs for Underrepresented Youth*, US Dept of Education, NCES, 2001
- Equitable Access and academic preparation for higher education: Lessons learned from college access programs, in Zwick, *Rethinking the SAT*, 2004
- *Leveraging Promise and Expanding Opportunity in Higher Education*, State University of New York Press, forthcoming (with G. Orfield and C. Horn)
- *The Crisis in Access to Higher Education* (Editor, with Horn & Orfield), Special issue of Educational Policy, forthcoming
- *Fragile Futures: Latinos and High Achievement*, Educational Testing Service, forthcoming.