October 31, 2019

**CURRICULUM VITAE**

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**EDUCATION**

Stanford University Ph.D., Sociology 1990

Stanford University M.A., Sociology 1985
University of Texas at Austin M.A., Sociolinguistics 1983

Angelo State University B.A., English 1981

**ADMINISTRATIVE EXPERIENCE**

2012-15 Program Head, Education Policy and Planning Program, Department of Educational Leadership and Policy, University of Texas at Austin

2012-15 Graduate Adviser, Department of Educational Leadership and Policy, University of Texas at Austin

2007-12 Associate Vice President for University Partnerships, Division of Diversity and Community Engagement

2008- Director, National Latino/a Education Research and Policy Project (NLERAP)

2006- Director, The Texas Center for Education Policy

* 1. Co-Editor, *Anthropology and Education Quarterly*
	2. Co-Editor, *International Journal of Qualitative Studies in Education*
	3. Associate Director, Center for Mexican American Studies

**TEACHING EXPERIENCE**

Summer 2019 Visiting Scholar, Institute of Higher Education, Beihang University, Beijing, China

Fall 2018- Faculty Affiliate, Native American and Indigenous Studies

Summer 2017 Scholar in Residence, School of Education, University of Colorado Boulder

Fall 2015- Faculty Affiliate, Teresa Lozano Long Institute of Latin American Studies

Fall 2012- Professor, Education Policy & Planning, Department of Educational Administration, University of Texas at Austin

2006- Professor, Cultural Studies, Curriculum & Instruction
Professor, Education Policy & Planning, Educational Leadership and Policy

2007-08 Visiting Professor, Law School, University of Guanajuato and Fulbright Scholar, Guanajuato, Guanajuato, Mexico

1999-06 Associate Professor, Curriculum & Instruction and Center for Mexican American Studies University of Texas at Austin

1998-99 Visiting Scholar, Mexican American Studies, University of Houston

1990-98 Assistant Professor, Rice University, Houston, Texas

1989-90 Lecturer, Rice University, Houston, Texas

**COURSES TAUGHT**

|  |  |
| --- | --- |
| **Undergraduate** | **Graduate** |
| Latino Educational Pipeline | Educational Foundations of Public Policy |
| Introduction to Policy Studies | Race, Ethnicity, and the Schools  |
| Advanced Policy Seminar | Critical Policy Analysis |
| Sociocultural Influences on Learning | Latino Education Policy in Texas |
| Latino Educational Experience | Immigration, Globalization & Education |

**SCHOLARLY APPOINTMENTS**

*Journal of Curriculum and Pedagogy*, Editorial Board Member, Spring 2004-

*International Journal of Qualitative Studies in Education*, Co-editor, Spring 2001-04.

National Latino Educational Research Agenda Board Member, City University of New York, Hunter College, New York, 2001-

*Journal of Latinos and Education*, editorial advisory board member, 2001-

Conference organizer, Annual Conference of the Sociology of Education Association, Monterey Bay, California, 1998-2000.

Review Panel for Spencer Foundation Dissertation Fellowships, 1996-97.

Session Organizer and Chair, Multicultural Education, Southwestern Social Science Association Annual Meeting, March, 1996.

*Harvard Journal of Hispanic Policy*, editorial board member, Fall 1992-2005.

*American Educational Research Journal*-Social and Institutional Analysis, editorial board member, Fall 1999-

Member of Council for the American Educational Research Association 2010-2011

**PUBLICATIONS**

**Books and Special Issues**

*Growing Critically Conscious Teachers for Latino/a Youth:* A Social Justice Curriculum for Educators of Latino/a Youth (2016). NY: Teachers College Press.

*Leaving Children Behind: How “Texas-style” Accountability Fails Latino Youth*. (2004). New York: State University of New York Press.

*Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*. New York: State University of New York Press, 1999. Winner of the 2000 American Educational Research Association Outstanding Book Award; honorable mention from the Gustavus Myers Outstanding Book Awards 2000; and the 2001 American Educational Studies Association Critics’ Choice Award.

No Child Left Behind and Minority Youth: What the Qualitative Evidence Suggests, Studies, Valenzuela, A. (ed.), 2007. *Anthropology and Education Quarterly*, Spring 2007, *38*(1).

Presence, Voice, and Politics in Chicana/o Studies, Valenzuela, A. (ed.), 2005. *International Journal of Qualitative Studies in Education* 2005, *18*(2).

**Articles and Book Chapters**

The Struggle to Decolonize Official Knowledge in Texas’ State Curriculum: Side-Stepping the Colonial Matrix of Power, *Educational Equity & Excellence in Education* (2019)*.* Special Issue Editors: Nolan Cabrera & Korina Jocson.

Valenzuela, A. (2019) “Insurrection and the Decolonial Imaginary at Academia Cuauhtli: The Liberating Potential of Third-Space Pedagogies in a Third Space,” Chapter 1 in Berry, T., Rodriguez, M., & Kalinek-Craig, C. A. Latinx Curriculum Theorizing. Lanham, Maryland: Lexington Books, Rowman and Littlefield.

“Ethnic studies and community-engaged scholarship in Texas: The weaving of a broader “we.” (2019). M. Zavala, T. Cuauhtin, C. Sleeter E, & W. Au. *Rethinking Ethnic Studies*. Milwaukee, WI: Rethinking Schools Ltd. Co-author: Emilio Zamora.

“Assessment and English Language Learners in Special Education in Texas” (2019). DeMatthews, D. & Izquierdo, E. (Eds). *Dual Language Education: Politics, Paradigms, and Promises*. Springer. Co-authors: Edgar M. Torres Ovando & Danika L. S. Maddocks.

“Grow Your Own Educator Programs: A Roadmap to a Community-Based, Partnership Approach” (2018). Intercultural Development Research Association, EAC-South. Special Edition.

“Asuntos, temas y prospectos principales de la educación de los méxico-americanos en Estados Unidos: Panorama general.” [“Themes and Issues in the Education of Mexican Americans in the United States: A General Overview”] (2018). *ISTOR: Revista de Historia Internacional, Centro de Investigación* y *Docencia Económicas*. Co-author: Cori Salmerón.

“Academia Cuauhtli: (Re)Locating the Spiritual, if Crooked, Path to Social Justice” (2017). *International Journal of Qualitative Studies in Education, Issue 10.*

“Grow Your Own Educator Programs: A Review of the Literature with an Emphasis on Equity-based Approaches” (Fall, 2017). Intercultural Development Research Associates-**Equity Assistance Center, U.S. Region II.**

“Subtractive Schooling” (2017)*. Encyclopedia of English Language Teaching*. Liontas, John I. (Editor). Hoboken, NJ: John Wiley & Sons. Co-author: Brenda Rubio.

“Education,” Vargas, D., Mirabal, N. R., La Fountain-Stokes, L. (2017). *Keywords for Latina/o Studies*.  NY:  New York University Press.

“[Teach For America’s long arc: A critical race theory textual analysis of Wendy Kopp’s works](http://epaa.asu.edu/ojs/article/view/2046)” (2016). ***Education Policy Analysis Archives*.** Co-authors: Michael Barnes and Emily Germain

“A Policy History of House Bill 1403, the Texas ‘Dream Act.’ (2016). *Texas Handbook Online*. Texas State Historical Association. Co-Author: Chloe Sikes. <https://tshaonline.org/handbook/online/articles/mlt03>

“A Concise History of the National Latino/a Education Research and Policy Project: Origins, Identity, Accomplishments and Initiatives” (2015). In Magaly Lavadenz & Anaida Colon Muñiz (eds.), *Latinos and Educational Civil: Narratives and Counter-Narratives*. Paradigm Publishers. Co-author: Patricia D. Lopez.

“Academia Cuauhtli and the Eagle: *Danza Mexica* and the Epistemology of the Circle,” *Voices in Urban Education* (September, 2015).

“Epistemological Exclusion and Inserting *La Clase Mágica* into State-level Policy Discourses,” (2014) in Flores, B. B., Vásquez, O. A., & Clark, E. R. (Eds.) *La Nueva Generación de La Clase Mágica: Generating Transworld Pedagogy*. Lexington Books: Lanham Maryland, pp. 76-98. Co-author: Patricia D. Lopez.

Cultivating a Cadre of Critically Conscious Teachers and “Taking this Country to a Totally New Place” (2014).  In Portes, P., Salas, S. & Mellom, P. (Eds.), *U.S. Latinos in K-12 education: Seminal Research-Based Policy Directions for Change We Can Believe In*.  Charlotte, NC:  Information Age Publishing. Co-author: Patricia D. Lopez.

*English Learners and Advocacy Handbook*. (2013). National Education Association, Washington, D. C. “Education Policy and Youth: Effects of Policy on Practice,” (Summer, 2013). *Theory into Practice*, 52: 152-159. Co-author: Sharon L. Nichols.

Nieto, S. (S.Ed.), Rivera, M. (Ed.), Cammarota, J., Cannella, C., Garcia, E., González, M., Irizarry, J., Moll, L., Nieto, S., Perez, B., Romo, H. and Valenzuela, A. (2013). *Charting a New Course: Understanding the Sociocultural, Political, Economic, and Historical Context of Latino/a Education in the United States*. Special issue of the Association of Mexican-American Educators Journal.

“Subtractive Schooling” (2012). In James Banks (ed.), *Encyclopedia of Diversity in Education*. Sage Publications, Inc.

“Caring Theory in Education” (2012). In James Banks (ed.), *Encyclopedia of Diversity in Education*. Sage Publications, Inc., pp. 300-302. Co-author: René Antrop-Gonzalez.

“How a Teacher Turned a ‘B’ Track Class into Honors” (2011). In Sam Chaltain (ed.), *Faces of Learning: 50 Powerful Stories of Defining Moments in Education*.

“Limited English Proficient Youth and Accountability: All Children (Who Are Tested) Count” (2011). In David L. Leal and Kenneth J. Meier (eds.), *The Politics of Latino Education*. New York: Teachers College Press. With Brendan Maxcy.

“The Critical Ethnography of Public Policy for Social Justice” (2011). In Bradley A.U. Levinson and Mica Pollock (eds.), *Companion to the Anthropology of Education*. Blackwell Publishing. With Patricia Lopez and Emmanuel García.

“Submerged in a Neoliberal Utopia: Disruption, Community Dislocation and Subtractive Citizenship.” In Van Heertum, R., Torres, C. & Olmos, L., eds. (2010). *Educating the global citizen: Globalization, educational reform, and the politics of equity and inclusion*. Oak Park, IL: Bentham Science Publishers. With Curtis Brewer.

“Subtractive Policy and ‘Other’s People’s Children’: The Plight of English Language Learners during the 81st Texas Legislative Session.” In Flores, B. B., Sheets, R. H., Clark, E. R., eds. (2011). *Preparing Teachers for Bilingual Student Populations*. With Claudia Cervantes-Soon.

“Cultural and Linguistic Subtraction as an Act of Betrayal,” *Teacher Education & Practice*.

“The Struggle Over Vouchers in Texas: Race, Ethics and Conflict in the Mexican-Origin Community.” In Thomas A. Pedroni, Ed. (in press). *Educational Markets and the Dispossessed: Agency, Identity, and Educational Struggle in Unsettling Times*. New York: State University of New York Press. Co-authors: John Gasko and Ana Yañez Correa.

“High-Stakes, Standardized Testing in the U.S.” In Deborah Carr, Robert Crosnoe, Mary Elizabeth (M.E.) Hughes, Amy Pienta, Eds. (2009). *Encyclopedia of Life Course & Human Development. Macmillan Reference*. With Madlene Hamilton.

“Democracy at Risk: The Need for a New Federal Policy in Education.” *Forum for Education and Democracy*. (2008). Washington, D.C., April 23, 2008.

“Uncovering Internalized Oppression,” in Pollock, Mica, ed. (2008). *Everyday Antiracism: Concrete Strategies for Successfully Navigating the Relevance of Race in School*. New York: The New Press.

“Ogbu’s Voluntary and Involuntary Minority Hypothesis and the Politics of Caring,” in John U. Ogbu, ed. (2008). *Minority Status, Oppositional Culture and Academic Engagement*, pp. 496-530. Routledge, Taylor and Francis.

“Introduction,” Special Issue, No Child Left Behind and Minority Youth: What the Qualitative Evidence Suggests, *Anthropology and Education Quarterly*, Spring 2007. Co-authors: Linda Prieto and Madlene Hamilton.

“Subtractive Schooling.” 2006. *Latinos and Education in the United States: An Hispanic Encyclopedia*. Greenwood Press. Lourdes Diaz Soto, Editor.

“Testimony in Support of HB 1612 and HB 1613 before the Committee on Public Education.” (2006). *Latinos and Education in the United States: An Hispanic Encyclopedia*. Greenwood Press. Lourdes Diaz Soto, Editor.

“The Disappearance of High School English Language Learners from Texas High Schools,” *Williams Institute Journal*, Volume 1, October, 2006, pp. 170-200, with Ed Fuller & Julian Vasquez-Heilig.

“The Politics of Reform in an Era of ‘Texas-style’ Accountability: An Interview with Angela Valenzuela. 2005. *InterActions: UCLA Journal of Education and Information Studies*. Vol. 1, Issue 2, Article 9. <http://repositories.cdlib.org/gseis/interactions/vol1/iss2/art9>

“Scholarship and Civil Rights: Claiming a Progressive Voice in Texas Politics and Policy Making.” 2005. *The Journal of Curriculum and Pedagogy*, Volume 2 Issue 1.

“Critical Ethnography: The Politics of Collaboration.” In Norman K. Denzin and Yvonna S. Lincoln, eds., *Handbook of Qualitative Research*. Thousand Oaks, CA: Sage Publications. 2005. Co-author: Douglas E. Foley.

“Voice, Presence and Community: Challenging the Master Narrative.” In A. Valenzuela (ed.), 2005. *International Journal of Qualitative Studies in Education*, Special Issue, A. Valenzuela, Editor, “Presence, Voice, and Politics in Chicana/o Studies,” 18(2), 139-146.

“Educational Accountability for English Language Learners in Texas: A Retreat from Equity.” In Linda Skrla and James J. Scheurich, eds., *Educational Equity and Accountability: Paradigms, Policies & Politics*. Routledge 2003. Co-author: William R. Black.

“Desde Entonces, Soy Chicana” A Mexican Immigrant Students Resist Subtractive Schooling, in Michael Sadowski, ed. *Adolescents at School: Perspectives on Youth, Identity, and Education*. Cambridge: Harvard Education Press. 2003.

“High-Stakes Testing and U.S.-Mexican Youth in Texas: The Case for Multiple Compensatory Criteria in Assessment,” *Harvard Journal of Hispanic Policy*, Vol. 14, 2002: 97-116.

“Reflections on the Subtractive Underpinnings of Education Research and Policy,” *Journal of Teacher Education*, Vol. 53, No. 3, May/June 2002: 235-241.

 “Let’s Treat the Cause, Not the Symptoms: Equity and Accountability in Texas Revisited,” *Phi Delta Kappan*, December, 2001: 318-321, 326. Co-authors: Richard Valencia, Kris Sloan, and Doug Foley.

“The Harmful Impact of the TAAS System of Testing in Texas: Beneath the Accountability Rhetoric,” pp. 127-150 in Mindy Kornhaber and Gary Orfield, eds., *Raising Standards or Raising Barriers? Inequality and High Stakes Testing in Public Education*. New York: Century Foundation, 2001. Co-author: Linda McNeil.

“The Significance of the TAAS Test for Mexican Immigrant and Mexican American Adolescents: A Case Study,” *Hispanic Journal of the Behavioral Sciences*, Vol. 22, No. 4, 2000: 524-539.

“‘Checking Up on My Guy’: High School Chicanas, Social Capital, and the Culture of Romance,” *Frontiers: A Journal of Women Studies*, Vol. 20, No. 1 (1999) Special issue on Educated Latinas Leading America.

“Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring,” *Reflexiones 1998: New Directions in Mexican American Studies.* (Austin, Tx: Center for Mexican American Studies, University of Texas, 1999).

Book Review. Trujillo, Armando. 1998. *Chicano Empowerment and Bilingual Education: Movimiento Politics in Crystal City, Texas*. New York: Garland Publishing, 1998.

“Mexican American Youth and the Politics of Caring.” In Elizabeth Long, ed., *From Sociology to Cultural Studies*. Second Volume: Sociology of Culture Annual Series. (London: Blackwell, 1997).

“Familism and Assimilation Among Mexican-Origin and Anglo High School Adolescents,” in Roberto M. De Anda, ed., *Chicanas and Chicanos in Contemporary Society* (Boston: Allyn and Bacon, 1996). Co-author: Sanford M. Dornbusch.

“The Educational Future of Chicanos: A Call for Affirmative Diversity,” in Special Issue: Challenges of Diversity. *The Journal of the Association of Mexican American Educators,* (1993/94). Co-authors: Richard Valencia and Martha Menchaca.

“Familism as Social Capital in the Academic Achievement of Mexican-Origin and Anglo High School Adolescents,” *Social Science Quarterly*, Vol. 75, No. 1 (March 1994), 18-36. Co-author: Sanford M. Dornbusch.

“Liberal Gender Role Ideology and Academic Achievement Among Mexican-Origin Adolescents in Two Houston Inner-City Catholic Schools,” *Hispanic Journal of the Behavioral Sciences,* Vol. 15, No. 3 (August 1993): 310-23.

**In Press**

Dominant Issues, Themes, and Prospects in the Education of Mexican Americans in the United States: An Overview (in press). Paraskeva, J. (Ed). *Critical Transformative Educational Leadership and Policy Studies*. Co-author: Cori Salmerón.

“Translanguaging and Subtractive Schooling (in press). In D. Schwarzer, M. Petrón, & C. Larrotta. *Bilingualism and Bilingual Education: Conceptos Fundamentales*. Under contract with Peter Lang. Co-authors: Cori Salmerón and Nathaly Batista-Morales.

“Representation in a Postcolonial Enactment of Citizenship: The Struggle for Mexican American Studies in Texas State Curriculum” (in press). Pratt, M., Gonzales, P., & Rosaldo, R. *Cultural Citizenship.*

**Forthcoming Article and Book Chapter**

“School Disciplinary Policy Reform in Texas” (forthcoming). *Educational Policy*. Co-author: Wei-Ling Sun.

Nuestro Grupo and Academia Cuauhtli: A New Social Architecture for the Cultural Practices of Citizenship in the Trumpian Moment.” Co-author: Irene I. Gómez.

**Forthcoming Special Issue**

*Academia Cuauhtli: Presence, Voice, and Policy in The Third Space* (forthcoming) [Special issue]. Special Issue Editor: Angela Valenzuela. *International Journal of Qualitative Studies in Education.* This special issue consists of research and creative works associated with Academia Cuauhtli, a community-run, community-based Saturday academy for fourth- and fifth-graders attending five Title I AISD schools.

**SIGNIFICANT SERVICE AND RESEARCH ACTIVITIES**

**The National Latino/a Education Research and Policy Project (NLERAP)**

Since Fall 2008, I direct the National Latino/a Education Research and Policy (NLERAP) project. I am the successor to City University of New York Hunter College Professor Pedro Pedraza, who was NLERAP’s former director. A specific goal among others is to establish a grow-your-own, Latina/o teacher preparation pipeline for high school students in five cities located in five states throughout the country via a partnership model that involves higher education, school districts, and community-based organizations.

With support from a fifteen-month, $300,000.00 grant from the Ford Foundation (fiscal year October 2009-December 2010) to the University of Texas at Austin Texas Center for Education Policy, I spearheaded the planning phase of these institutes and developing a research agenda that has local-, state-, and national-level policy implications for addressing the vexed Latino/a teacher preparation pipeline with a focus on the kinds of programmatic elements, including curriculum development, that need to be in place for the effective preparation of teachers.

With support from a $400,000.00 grant from the W.K. Kellogg Foundation (January 1, 2011-July 31, 2011) we built on the Ford Foundation grant to provide another planning year for our grow-your-own, high school Latina/o teacher preparation pipeline. This grant funded the development of a researched-based, higher education curriculum contained in these now published volumes, to which NLERAP’s teacher candidates are exposed: *Growing Critically Conscious Teachers for Latino/a Youth: A Grounded Social Justice Approach* and *PAR Entremundos: A Pedagogy of the Américas.*

**Texas Center for Education Policy (TCEP)**

**Archer Center Graduate Program in Public Policy.** A main annual fall event for TCEP is to organize a TCEP Brown Bag that serves as a recruitment tool for the Archer Center Graduate Program in Public Policy where students get to hear from prior recipients of this program that allows students 9 credit-bearing hours as interns in a government office, national nonprofit, or agency in Washington, D.C.  We hear regularly from the Archer Center Graduate Program of the strength of our applicants with a pool to date (since 2014), cumulatively numbering 20 students.  These are masters and doctoral students from Education Policy and Planning and Higher Education Leadership.

**Legislative Activities.** TCEP continues to be involved in the issue of high-stakes testing, generally, as well as in the redesign of an accountability system that is informational, rather than tied to a system of rewards and punishments that leads to teaching to the test, testing to the test, system gaming and cheating. During the 2015 84th Texas Legislative Session, the TCEP worked in tandem with local efforts statewide to create a consortium of high schools identified in House Bill 406 sponsored by State Representative Mary Gonzalez, El Paso. HB 406 was pursued as a statutory alternative to high-stakes testing in select high schools in select districts throughout the state of Texas. The proposal is for a research-based, authentic, project-based assessment system. Despite many attempts by constituents to get this legislation out of committee and several public opportunities throughout the legislative session to speak to authentic assessment as an alternative, House Bill 406 failed to receive a hearing.

This is unfortunate as the bill’s passage would have triggered a request by the state’s education commissioner, Michael Williams who was receptive to the bill, to request a waiver from the Department of Education from the federal testing requirements under No Child Left Behind for the 6 Texas school districts identified by the proposed legislation. Moreover, this research-based, assessment alternative would have fallen on fertile ground with these select districts already moving in the direction of project-based learning and authentic assessment.

TCEP was nevertheless successful at educating the larger education advocacy community on formative assessment, project-based learning, and authentic assessment. Numerous policymakers, advocates, legislators and their staff were also educated and expressed genuine interest in HB 406. With respect to accountability, policy analyses were conducted and presented on accountability in the context of the TCEP Graduate Seminar (next paragraph). The 2017 85th biennial Texas Legislative Session legislative session was unfortunately unfriendly to assessment bills proposals. We now anticipate the 2019 86th biennial Texas Legislative Session with fresh resolve together with more opportunities to continue educating our communities on preferable, alternatives to assessment.

**TCEP Graduate Seminar: Assessment, Accountability, and Vouchers.** On October 22, 2014, Education Policy and Planning faculty and graduate students organized the TCEP Graduate Seminar. The Seminar is a mentorship opportunity involving faculty and graduate students to work together to develop constructive, research-based, policy alternatives in public forums that additionally create a public space for focused policy deliberations. Our first seminar took place on Tuesday, November 18, 2014, at the Texas State Capitol, addressing the topic of alternatives to Texas’ high stakes-testing accountability framework in education (see Valenzuela at al., 2015 policy brief titled, “[*High-Stakes Accountability in Texas Reconsidered*](https://www.edb.utexas.edu/tcep/resources/TCEP%20Graduate%20Seminar%20Policy%20Memorandum%20Texas%20Accountability%202.20.15.pdf)*.”*)

School vouchers and school privatization constituted another focus for the TCEP Graduate Seminar. Recently, state-level policymakers and advocates proposed a grant program to give public school families public funds to send their children to private schools. Proponents argued that school vouchers will save the state money, generate healthy competition between traditional and private schools, and remedy unequal access to high quality schools caused by racial segregation. Opponents argue that voucher policies will draw away much-needed funds from public schools and are the first step in a broader effort to privatize public schools. TCEP acknowledges that these are tense, polarizing debates that, too often, are not based on evidence.

In the TCEP policy memorandum written by Jabbar et al. (2015) titled, [“*Will School Vouchers Benefit Low-Income Families: Assessing the Evidence*,”](https://www.edb.utexas.edu/tcep/resources/TCEP%20Graduate%20Seminar%20DRAFT%20Vouchers%20Memo.pdf) the co-authors focus on the research, providing rigorous evidence, to assess the claims that are being made. Specifically, they focus on the equity claim that school vouchers will help poor and minority families in low-performing schools to access higher-quality education. TCEP used this brief to successfully counter arguments in a pivotal [hearing](http://texasedequity.blogspot.com/2015/03/will-school-vouchers-benefit-low-income.html) on school privatization that took place at the Texas State Capitol in the Senate Education Committee on March 27, 2015.

Under the auspices of TCEP, doctoral student Greg Worthington prepared a policy memo titled,“Voucher-Induced Market Competition Education Reform: A Panacea for Texas Schools or a Distraction from Real Solutions?” The policy memo calls upon legislators to re-consider high-stakes accountability and opt instead for collaborative approaches, citing a short-lived 1988 Chicago School Reform Act (Bryk et al., 2010) where power is decentralized and schools are permitted to decide how to best address improving student performance within their own communities and with financial resources for discretionary use.

Worthington’s work built upon an earlier TCEP policy memorandum germane to the 84th Texas State Legislative session written by Jabbar et al. (2015) titled, “*Will School Vouchers Benefit Low- Income Families:Assessing the Evidence*,” the co-authors focus on the research, providing rigorous evidence, to assess the claims that are being made. Specifically, they focus on the equity claim that school vouchers will help poor and minority families in low-performing schools to access higher-quality education. TCEP used this brief to successfully counter arguments in a pivotal hearing on school privatization that took place at the Texas State Capitol in the Senate Education Committee on March 27, 2015. While three privatization bills got a hearing, they failed to come out of committee. We can only conjecture that the research evidence that our faculty, students, and presented fell on receptive ears.

**Nuestro Grupo and Academia Cuauhtli/ Eagle Academy Saturday School**

As director of the Texas Center for Education Policy (TCEP), I have been involved in the founding of a community-based organization, *Nuestro Grupo* (which literally means, “Our Group” in Spanish), to which I also belong and serve as chair. Nuestro Grupo’s key initiative is the establishment of Academia Cuauhtli/Eagle Academy Saturday School at the Emma S. Barrientos Mexican American Culture Center (ESB-MACC) serving 35 fourth-grade, Title I, Austin Independent School District (AISD) students with an opening inaugural date of January 10, 2015. Conceptualized as a cultural arts and literacy project that seeks to revitalize young children’s heritage language and culture, Academia Cuauhtli offers a Mexican American Studies curriculum in the areas of migration history, civil rights, and local history—specifically the Tejano Monument located on capitol grounds, Mexi-Carte, and the Mexican-American Culture Center. I have also been involved in the developing the curriculum for this initiative that consists of a legal, three-way partnership between the City of Austin’s ESB-MACC, AISD, and Nuestro Grupo.

The curriculum development component merged in Spring 2014 with the Tejano Monument Curriculum Initiative <<http://ows.edb.utexas.edu/site/tejano-history-curriculum-project>> surrounding the inauguration of the Tejano Monument that took place on March 29, 2012 at the Texas State Capitol and directed by University of Texas at Austin History Department professor, Dr. Emilio Zamora. This merger now additionally includes AISD’s Curriculum Writers Cadre that gathers to write curricula that led to an expansion of this curriculum to other grades in the district. Since Fall 2014, this curriculum is not only available to students attending Academia Cuauhtli, but is also currently getting taught in many AISD schools given its availability in grades 3-7 and 11.

At Academia Cuauhtli, the curriculum gets taught by certified, highly-qualified, Bilingual Education AISD teachers exclusively in Spanish. As chair of Nuestro Grupo, I convene regular, Wednesday evening meetings, facilitate partnership efforts between AISD and the City of Austin, fundraise, and coordinate the activities of various Austin-area undergraduate and graduate students and faculty from the University of Texas at Austin, Texas State University, and Southwestern University in Georgetown, Texas. I am also currently searching for funding support to research the impact of the curriculum on the first cohort of students and their parents at Academia Cuauhtli. By Fall 2018, these students will be high school students.

**TCEP’s Focus on Ethnic Studies in Local AISD Context**

Since January 2017, this has involved sitting on the Austin Independent School Distict (AISD) Social Studies Ethnic Studies Committee that developed high school curriculum for students that began taking courses in Ethnic Studies Social Studies in Fall, 2017. This involved extensive work with monthly meetings through the summer to develop a course that is now getting taught in AISD. This course came into existence on December 12, 2016, largely as a result of community pressure spearheaded by Nuestro Grupo, the community-based organization that orchestrates the activities for Academia Cuauhtli and AISD Board Member Paul Saldaña. The curriculum was taught last year in 8 AISD high schools. It will get offered to all students districtwide by Fall, 2018.

**HONORS, AWARDS AND RECOGNITION**

2019 Kappa Delta Pi Laureate

2019 Benedict Distinguished Visiting Professorship at Carleton College in Northfield, Minnesota

2019 Fellow, The Shifting Terrain of Citizenship Among People of Mexican Origin in the United States School for Advanced Research, Santa Fe, New Mexico.

2019 Faculty Research Assignment (research sabbatical) from the Center for Mexican American Studies for Fall 2018

2019 Academia Cuauhtli, nominated by *Excelencia* in Education for an “Examples of *Excelencia*” award

2018 [Made t](http://texasedequity.blogspot.com/2018/01/honored-to-make-it-to-rick-hess.html)he list of public influencers in education in the U.S. by 2018 *Edu-Scholar Public Influence Rankings* by the American Enterprise Institute, ranking 148th of the top 200 “university-based scholars who shape public discussions of education by doing the most to move ideas from academic journals into the national conversation”

2017 *Habla Con Orgullo* Latina Legend Award, Austin, Texas

2015 Nominated a second time for the Brock International Prize in Education

2014 Nominated for the Brock International Prize in Education, a prize that goes to major influencers with big ideas in education

2013 Recipient of the Austin American Statesman, *Ahora Sí* Power Couple award as part of Hispanic Heritage Month, 2013

2013 National Board Member, FairTest, Cambridge, Massachusetts

2013 Women of Distinction Award, Texas Association of Mexican American Chambers of Commerce

2011 *Voces de Latinas*, Photo Exhibit sponsored by the Austin History Center

2011 AERA Hispanic Research Issues SIG Research in Elementary, Secondary,
and Postsecondary Education Award

2010 Elected to Member At-Large position of the Executive Council of the American Educational Research Association

2010 Fellow of the American Educational Research Association on behalf of the AERA Council and the Fellows Committee

2010 Paulo Freire, Critical Pedagogy and Emancipation SIG Distinguished Scholar Award, American Educational Research Association

2010 Austin LULAC Council 650 Advocate for Education 2010

2008 Top 25 Influential Hispanics, City of Austin, La Voz de Austin

2007 Fulbright Award, University of Guanajuato, Guanajuato, Mexico

2007 Faculty Research Assignment, University of Texas at Austin

2006 University of Texas Hispanic Faculty/Staff Association Outstanding Faculty Member of the Year Award

2006 Haskew Centennial Professorship Faculty Fellowship

2005 Eyes of Texas Are Upon You Teaching Award

2005 Texas League of United Latin American Citizens Award for Service in Education Policy

2004 Nomination by the Progressive Democrats of America to the Kerry Campaign for U.S. Secretary of Education

2004 Texas Association for Bilingual Education, Award for Excellence in Service to Higher Education

1. University of Texas Graduate Studies Faculty Research Assignment award

2002 Based on a nomination from President Larry Faulkner, participated in a Summer Institute for Women in Higher Education at Bryn Mawr College in Bryn Mawr, Pennsylvania

2001 American Educational Studies Association Critics’ Choice Award for *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*

1. Co-editor, International Journal of Qualitative Studies in Education

2001 Nominated for the position of the Houston Independent School District Superintendency by the Houston Mexican American Bar Association

1. League of United Latin American Citizens, Scholar Honoree Award for Commitment to Educational Scholarship Excellence, Council 402, Houston, Texas

2000 Honorable Mention—The Gustavus Myers Outstanding Book Awards 2000 for *Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring*

2000 Texas Association for Chicanos in Higher Education Distinguished Scholar Annual Award

2000 American Educational Research Association Book Award for *Subtractive Schooling: U.S. Mexican Youth and the Politics of Caring*

1998 Visiting Scholar, Center for Mexican American Studies, University of

 Houston

1997 Houston’s Mayor Lee Brown’s Transition Team Appointee, Image Houston subcommittee

1997 Houston’s Hispanic Forum Hall of Fame Inductee

1997 American Leadership Forum awardee, Houston, Texas

1997 Phi Beta Kappa Teaching Award nominee, Rice University

1996 Metropolitan Transit Authority’s Outstanding Hispanic Family Award

1994 Ford Foundation Minority Postdoctoral Fellowship

1989 Dorothy Danforth Compton Fellowship

1988 Dissertation Spencer Fellowship by the Woodrow Wilson National Fellowship Foundation

1988 Business and Professional Women's Foundation Award

1988 Paul Wallin Memorial Award, Stanford University

1987 Latino Summer Workshop, a quantitative training program sponsored

by the Inter-University Program in Chicano and Puerto Rican Research and the Inter-University Consortium for Political and Social Research, University of Michigan, Ann Arbor

1986 American Sociological Association Minority Fellowship

1983 Chancellor Tomás Rivera Scholarship, University of California, Riverside

1981 Becas the Aztlán Recipient, Summer, 1981, El Colegio de México,

Mexico City

1981 Bachelor of Arts awarded with great distinction in general scholarship

**NON-REFEREED PUBLICATIONS**

Valenzuela, A., Cabrera, N. & Pitti, S. (2017). The numbers won’t speak for themselves, Inside Higher Education. https://www.insidehighered.com/views/2017/09/12/legal-case-about-mexican-american-studies-demonstrates-why-scholars-must-be

“Lead the Change Series: Q & A with Angela Valenzuela, AERA Educational Change Special Interest Group, Issue No. 42, September, 2014. <http://www.AERA.NET/Educational_Change_SIG.htm>

 “[No time to waste: We must advocate for books for our childre](http://somosenescrito.blogspot.com/2013/10/no-time-to-waste-we-must-advocate-for.html)n,” 2013. *Somos en Escrito* <http://somosenescrito.blogspot.com/2013/10/no-time-to-waste-we-must-advocate-for.html>

 “A Superintendent for DISD’s English-language learners,” *Dallas Morning News*, February 16, 2012.

“A Reflection on Age and Generation: The Raza Unida Party Reunion,” *Rio Grande Guardian*, July 15, 2012.

“Fulfillment of a Just and Worthy Dream,” *Rio Grande Guardian*, July 8, 2012.

“Regarding the Transition and Implementation of the State of Texas Assessment of Academic Readiness (STAAR) System: Considerations for the 82nd Session of the Texas State Legislature” (2011). Austin, TX: Texas Center for Education Policy. With Patricia D. Lopez.

“Policy Brief on House Bill 9: Student success-based funding for public institutions of higher education.” (2011). Austin, TX: Texas Center for Education Policy. With Patricia D. Lopez.

“Policy Brief of House Bill 10: Eligibility for a TEXAS grant and to administration of the TEXAS grant program.” Austin, TX: Texas Center for Education Policy. With Patricia D. Lopez.

“House Bill 500: Relating to end-of-course assessment instruments administered to public high school students.” Austin, TX: Texas Center for Education Policy. With Patricia D. Lopez.

Second-Generation Accountability in Texas: Lessons Learned,” with Patricia Lopez, Washington Post, March, 2010.

“Say No to More,” *Waco Tribune-Herald*, Sunday, April 3, 2005.

Right School Finance Can Make Brown a Reality, with Ana Yañez-Correa, *Waco Tribune-Herald*, May 21, 2004.

“Why Lower Bar for Teachers?” *Waco Tribune-Herald,* March 13, 2004, 12A.

 “Our Students Deserve Better than ‘Testocracy’” *Houston Chronicle*, May 1, 2001, 23A.

 “TAAS Language Dependent,” Houston Chronicle, Sunday, October 10, 1999, 3C

“HISD Upgrades Miss Most-Needy?” *Houston Chronicle*, Sunday, February 19, 1995, 5C.

“These Children Can be Houston’s Golden Opportunity,” *Houston Chronicle*, Sunday, December 17, 1995.

“Every Kid Needs Someone,” *Centerpiece*, Vol. 1, Number 1, January-March, 1994, 1; 8.

“Latino Family-School Connection,” *Centerpiece*, Vol. 2, Number 2, Fall, 1995.

“Academic Competence: The Cornerstone of Latino/a Academic Achievement,” *Centerpiece*, Vol. 4, Number 1, Spring, 1997.

**PAPERS**

Ethnic Studies at 50: The Unfulfilled Promise of Equity and Justice,” Annual Meeting of the American Educational Research Association, Toronto, Canada, April 7, 2019.

A Presidential Circle: Sage Up: A Dialogical and Healing Space for Reimagining Education, Annual Meeting of the American Educational Research Association, Toronto, Canada, April 7, 2019

“Education Policy, Politics, and the Public Good: Toward New Visions of Democracy and Citizenship in a "Post-Truth" World, April 6, 2019.

“Critical Ethnic Studies Praxis in an Age of Expansion,” Annual Meeting of the American Educational Research Association, Toronto, Canada, April 6, 2019.

 “Subtractive Schooling,” Skyline College Equity Summit, San Bruno, CA,November 2, 2018.

“Social Studies and Reinscribing the Colonial Matrix of Power: The Ethnic Studies Option,” College and University Faculty Assembly (CUFA), Chicago, Il., November 27-30.

“Community Activism and Ethnic Studies in Texas: Implications for Policy and Practice, [Critical Race Studies in Education Association annual conference, Albuquerque, New Mexico, May 31, 2018.](https://www.crsea.org/)

“Root Shock and Bridges to a Redemptive, Roots-Conscious Imaginary in Education,” Annual Meeting of the American Educational Research Association, New York, NY, April 15, 2018.

 “Public Intellectualism and Ethnic Studies Advocacy in Texas,” Annual Meeting of the American Educational Research Association, New York, NY, April 15, 2018.

 “The Legal Battle for ‘Precious Knowledge’ in the Tucson Unified School District in Arizona,” Annual Meeting of the American Educational Research Association, New York, NY, April 15, 2018.

 “Growing Critically Conscious Teachers for an Emerging Ethnic Studies Policy Environment,” Annual Meeting of the American Educational Research Association, New York, NY, April 14, 2018.

“The Fight for Ethnic Studies in Texas: Decolonizing the Curriculum,” Presidential Session, Annual Meeting of the American Educational Research Association, San Antonio, Texas, April 27, 2017.

“The Benefits of Ethnic Studies Curriculum in K-12 Schools,” Presidential Session, New Evidence on caps irrigation, integration, Culturally Relevant pedagogy, and Educational Equity, Annual Meeting of the American Educational Research Association, San Antonio, Texas, April 29, 2017.

“The Struggle Against Vouchers in Texas’ 84th Legislative Session,” Presidential Session titled, “Justice Requires Informed Action: Fighting Anti-Intellectualism With Educational Research,” Annual Meeting of the American Educational Research Association,” April 20, 2015.

“Teach For America's Long Arc: A Critical Race Theory Textual Analysis of Wendy Kopp's Works,” with Michael C. Barnes and Emily Germain, The University of Texas Austin, presentation at the American Educational Research Association Annual Meeting, April 17, 2015.

 “Academia Cuauhtli: A Grassroots Approach to Parent, Child and Community Engagement and Empowerment,” Classroom Management SIG Business Meeting Keynote Speaker, American Educational Research Association Annual Meeting, Chicago, April 16, 2015.

A Giant Step Toward Justice in Conducting Education Research and Praxis: The Call for Integrated Study and Research Teams, Featured Speaker, Presidential Session, American Educational Research Association Annual Meeting, San Francisco, April 17, 2013.

Operationalization of Accountability in the P–12 Experiences of Immigrant Students” Featured Speaker, Presidential Session titled In the Name of Justice: Actions for and Against Justice,” American Educational Research Association Annual Meeting, San Francisco, April 17, 2013.

“High-Stakes Testing, Minorities, and Equity,” Distinguished Lecture. Equity Conference, Wayne State University, Detroit, Michigan, April 8, 2013.

 “Building and Strengthening a Latino/a Teacher Workforce,” Distinguished Lecture. Blue Ribbon Mentor Advocate Program, University of North Carolina Chappell Hill, May 21, 2013.

“Culture Wars, Policy, and Politics,” Distinguished Lecture. Minnesota Association of Alternative Programs (MAAP) Annual Conference, Rochester, Minnesota, February 15, 2013.

“Growing-Our-Own Latina/o Teachers: A National Counter-narrative to Poverty,” American Educational Research Association Annual Meeting, San Francisco, April 27, 2013.

“Engaged Policy: Theoretical Directions for Political Action and Social Change,” American Educational Research Association Annual Meeting, San Francisco, April 28, 2013.

“Mexican Immigrants and Education,” Universidad Autonoma de Barcelona, December 12, 2012.

Politics, Identity and Engaged Policy: The Case of Texas-Style Accountability in Higher Education, Inter-University Program for Latino Research, New York, NY, February 25, 2012.

Charting a New Course: A Community-Centered, University-Connected Pathway for Latino/a Teachers, Inter-University Program for Latino Research, New York, NY, February 25, 2012.

Native Worldings Centered on Land and Relationships: The Dismantling of Colonial Symbolic Orders in Education and Educational Policy Angela Valenzuela, Annual Meeting of the American Educational Research Association, Vancouver, Canada, April 13, 2012.

Equity-Oriented Public Knowledge Formation: Lessons from Dewey toward Social and Institutional Transformation, Annual Meeting of the American Educational Research Association, Vancouver, Canada, April 15, 2012.

“Combining Community Voice and Research-Based Evidence to Promote Equity in Educational Policy and Practice,” Annual Meeting of the American Educational Research Association, Vancouver, Canada, April 16, 2012.

“School Culture and How Schooling is Organized,” Presidential Session, American Educational Research Association Annual Meeting, New Orleans, Louisiana, April 8, 2011.

“[High-Stakes Testing, Scientific Research in Education, and the Texas State Legislature](http://convention3.allacademic.com/one/aera/aera11/index.php?click_key=1&cmd=Multi+Search+Search+Load+Publication+For+Extra&publication_id=497713&PHPSESSID=4dbfa3cb38bc306954dca0f6a64e1af8),” Presidential Session presenter, American Educational Research Association Annual Meeting, New Orleans, Louisiana, April 10, 2011.

 “Love of Community, Social Justice y Movimiento in the Building of a National Teacher Preparation Pipeline for Latina/o Youth,” Distinguished Lecture for the Graduate Student Colloquy, University of Arizona, Tucson, Arizona, February 25, 2010.

“The Rationale for a National Agenda for a Latina/o Educational Pipeline,” Capitol Hill Briefing, Forum for Education and Democracy, October 27, 2009.

 “Undocumented Youth and Their Right to an Education: From Civil to Human Rights,” Keynote, ATLAS Principal’s Institute, North Pines, Texas, March 21, 2007.

 “Latina/o Immigrant Youth and the Right to an Education,” Texas A & M Social Justice Distinguished Lecture, University Council for Educational Administration, San Antonio, Texas, November 11, 2006.

“Latino Immigrant Youth and the Right to an Education: Toward a Groundless, Post-National Definition of Citizenship,” Charlotte Acer Distinguished Lecture, State University of New York, Buffalo, Buffalo, New York, October 12, 2006.

 “The Disappearance of High School English Language Learners from Texas High Schools,” with Ed Fuller & Julian Vasquez-Heilig, High School Dropout: Causes and Costs seminar by the J McDonald Williams Institute, Dallas, Texas, September 15, 2006.

“Racialized Harms, Soul Wounds, and Racial Oppression,” National Association for Chicana and Chicano Studies Annual Conference, Guadalajara, Jalisco, Mexico, June 29, 2006.

“Education Research as the New Civil Right,” American Educational Research Association, San Francisco, April, 2006.

“Be Aware That Students of Color Experience and Need Healing from Soul Wounds Resulting From Internalized Oppression.” American Educational Research Association, San Francisco, April, 2006.

“Protecting the Public Interest: What Research Has to Say to the Next Generation of Policymakers,” American Educational Research Association, San Francisco, April, 2006.

The Struggle Over Vouchers in Texas: Race, Ethics and Conflict in the Mexican-Origin Community,” American Educational Research Association, Montreal, April, 2005.

“Levels of Analysis in Accountability Research: Implications for Agency,” American Educational Research Association, Montreal, April, 2005.

 “Endarkened Epistemology and Angles of Vision in Education Policy,” American Educational Research Association, San Diego, April, 2004.

“The Struggle for Fair Assessment in Texas,” American Educational Research Association, Chicago, April, 2004.

“Sidestepping the Rhetorical Conundrum of Accountability,” American Educational Research Association, Chicago, April, 2004.

 “Educational Issues Emerging from the 2003 Texas Legislative Session,” Mujeres Activas en Letras y Cambio Social Annual Conference, San Antonio, Texas, August 10, 2003.

“Claiming an Authoritative Voice in Education Policy Research,” American Educational Research Association, Chicago, April, 2003.

“What Sociology Contributes to our Understanding of a Quality Education,” American Educational Research Association, Chicago, April, 2003.

“The Testing Mania in Texas Public Education,” University of Texas, Pan American, April 11, 2003.

“Limited English Proficient Youth and Accountability: All Children (Who Are Tested) Count,” Keynote for the National Association for Bilingual Education Conference, January 31, 2003.

“Reflections on the Subtractive Underpinnings of Education Research and Policy,” American Association of Colleges for Teacher Education, New York, N.Y., February 24, 2002.

“Latinos and Education in Texas,” Mosaic of Texas Conference, Hardin Simmons University, Abilene, Texas, February 15, 2002.

“Accountability in Texas and the Objectification of Latino and Latina Youth,” Keynote in the 1st annual Relevance of Assessment and Culture in Evaluation, Arizona State University Tempe, Arizona, January 6, 2001.

 “Subtractive Schooling and the Racial Politics of Accountability,” San Antonio Area Association for Bilingual Education, University of Texas at San Antonio, March 31, 2001.

“The Policy Relevance of Subtractive Schooling,” Gaston Institute, University of Massachusetts, Boston, November 22, 2000.

“The Myth of the Texas Miracle,” National Association of Hispanic Journalists Conference, Houston, Texas, June 23, 2000.

 “Bilingual Education and the Politics of Caring,” Hispanics in Houston Conference, University of Houston, April 14, 2000.

“A Critical Ethnography of the Battle Over Bilingual Education in Houston: A Conceptual Refinement of ‘The Politics of Caring,’” American Educational Research Association, New Orleans, March 2000.

“The Testing of Minority Youth in Texas,” American Educational Research Association, New Orleans, March 2000.

“High-Stakes Testing and the Narrowing of Opportunity in Texas,” Testing Mania! Good Intentions Gone Awry? Conference as part of the Inglis Lecture Series, Harvard University, March 20, 2000.

“Exploring the Hidden Curriculum within the Schooling Experiences of U.S.-Mexican Youth,” Sociology of Education Association Annual Conference, Monterey Bay, California, February 25, 2000.

“The Harmful Impact of the TAAS System of Testing in Texas: Beneath the Accountability Rhetoric,” in conjunction with the Harvard Civil Rights Project and the American Youth Forum, January 2000. This was a version of the paper delivered before Junior Achievement in July, 1999.

"Females and the Academy:  Walking the Tightrope," Texas Association for Chicanos in Higher Education Annual Conference, San Antonio, Texas, November 17, 1999.

"The Harmful Effects of the TAAS Test on Children in Texas," Junior Achievement Annual Conference, Colorado Springs, Colorado, July, 1999.

“Strengthening the Pipeline for Latino Urban Youth,” National Association for Chicano Studies Annual Conference, San Antonio, Texas, April, 1998.

 “Adding, Subtracting, and Dividing: Barriers to Achievement among Latino Urban Youth,” American Educational Research Association, Montreal, Canada, April, 1999.

“Chicanas in the Academy: Barriers to Progress,” Texas Association for Chicanos in Higher Education Annual Conference, Houston, Texas, November 17, 1998.

“Subtractive Schooling and De-identification from Mexican Culture, the Spanish Language, and Things Mexican,” National Association for Chicano Studies Annual Conference, Mexico City, Mexico, June, 1998.

“Challenges Facing Latinas in Higher Education,” Rewriting the master Narrative: Women, Race, and Culture at the Millennium,” Rice University Women’s Conference, March 15, 1998.

“Schooling and De-identification from Mexican Culture and Things Mexican,” Texas Association for Chicanos in Higher Education Annual Conference, Laredo, Texas, July, 24, 1997.

“The Experience of Schooling: Immigrant Mexicans and Mexican American Youth,” Pacific Sociological Association Annual Conference, San Diego, California, April 17, 1997.

“Mexican Origin High School Adolescents and ‘The Problem of Discipline,’” American Sociological Association Annual Conference, Washington, DC, August, 1995.

“Angels and the Doorway to Heaven: A Case of Reverential Collective Action,” with Chad Gordon, American Sociological Association Annual Conference, Los Angeles, California, August, 1994.

“Mexican-Origin Youth and the Politics of Caring,” University of Pennsylvania Annual Ethnography in Urban Education Conference, February, 1994; another version of this paper was delivered at the Southwestern Social Science Association Meetings, San Antonio, Texas, April, 1994.

“Liberal Gender Role Ideology as Cultural Capital: An Investigation of Achievement Among Mexican-Origin Adolescents in Two Houston Inner-City Catholic Schools,” American Educational Research Association Meetings, San Francisco, California, April, 1992. This paper was also delivered at the National Association for Chicano Studies Annual Conference, San Antonio, Texas, March, 1992.

“The Mexican Family in Historical Perspective," Texas A & I University Fund for the Improvement of Post Secondary Education (FIPSE) Transcultural Seminar, Kingsville, Texas, October, 1991.

“The Significance of Extended Family Orientations Among Anglo and Mexican-Origin adolescents for Educational Outcomes,” World Congress of Sociology Meetings, Madrid, Spain, July, 1990.

“Familism and Academic Achievement Among Mexican-Origin High School Adolescents,” (with Sanford M. Dornbusch) American Educational Research Association Meetings, San Francisco, March 1988.

“Ethnic Differences in Familism,” Pacific Sociological Association Meetings, Reno, April 1988.

“Conformity in the Family: The Case of Latinos in the Schools,” (with Sanford M. Dornbusch) ” American Sociological Association Annual Conference, Chicago, August 1987. An earlier version of this paper was delivered at the National Association for Chicano Studies Annual Conference, El Paso, March 1986.

“Quantitative Analysis: Can Numbers Tell a Story?” Margins and Mainstreams: Feminist Scholarship, Method and Practice Conference, Stanford University, October 1985.

“Spanish Language Media Use Among Mexican-American Women,” (with Diana Bustamante and Adalberto Aguirre) National Association for Chicano Studies Annual Conference, Austin, April 1984.

**PUBLIC LECTURES**

“Indigeneity in the Teaching of Ethnic Studies: Implications for Child Development,” June 6, 2019.

“Liberating Ways of Knowing: Ethnic Studies and Growing Our Own Educators,” Colorado College, Colorado Springs, Colorado, October 2, 2019.

“The Ethnic Studies Movement: Scope, Approaches, Evidence, and Policy Goals,” The Public Education Foundation in Las Vegas, December 18, 2019.

“Ethnic Studies and the Role of University, School District, and Community Partnerships,” Racial Equity Summit: Fort Worth Independent School District, March 18, 2019.

“Policy, Community Development, Sustainability, and Comparative Higher Education,” Beihang University, Beijing, China, June 20, 2019.

 “Social Studies and Reinscribing the Colonial Matrix of Power: The Ethnic Studies Option,” College and University Faculty Assembly of the National Council for the Social Studies, Chicago, Il., November 27-30, 2018.

“Subtractive Schooling,” Skyline College Equity Summit, San Bruno, CA,November 2, 2018.

“Community Activism and Ethnic Studies in Texas: Implications for Policy and Practice, [Critical Race Studies in Education Association annual conference, Albuquerque, New Mexico, May 31, 2018.](https://www.crsea.org/)

 “Ethnic Studies and Values-Based, Community-Anchored Education,” Distinguished Keynote, La Cosecha, Albuquerque, New Mexico, November 3, 2017.

 “Merging the GYO, Critically Conscious Educators, Bilingual Education and Ethnic Studies Agendas, Texas Association for Bilingual Education, McAllen, Texas, October 20, 2017.

 “Considering Ethnic Studies in Mexico,” Keynote. Universidad Pedagógica Nacional, Guadalajara, Jalisco, Mexico, September 29, 2017.

“Growing Critically Conscious Teachers and Indigenous Ways of Knowing,” Keynote, Coalition to Increase Teachers of Color and American Indian Teachers, Metropolitan State University, St. Paul, Minnesota, August 10, 2017.

"The Fight for Ethnic Studies and What This Implies for Teacher Education," Distinguished Lecture, School of Education, University of Colorado Boulder, June 28, 2017.

“Curriculum and Epistemological Resistance and Emancipation,” Resisting Colonizing Epistemologies Conference, University of Texas San Antonio, San Antonio, Texas, June 9, 2017.

“The Ethnic Studies Agenda: Implications for Teacher Recruitment and Preparation,” EdTalk, College of Education, May 12, 2017.

“Ethnic Studies and the Politics of Curriculum: A Grassroots Perspective,” Distinguished Keynote. Curriculum Matters: Race, Place and Belonging South of the Border Conference, American Association for the Advancement of Curriculum Studies, April 26, 2016.

“The Creation of a Teacher Education Pathway for Latino/a Youth: Setting the Foundation for Ethnic Studies” at the “Implementing Mexican American Studies in Texas Public Schools: The Power of Culturally Relevant Pedagogy” conference held at the University of Houston, Houston, Texas, March 31-April 1, 2017.

Building Community Capacity and Growing Your Own Educator Programs, “Distinguished Lecture,” American Association of Colleges for Teacher Education, Tampa, Florida, March 2, 2017.

“Growing Our Own Latin@ Teachers, Curriculum, and Spiritual Renewal, Keynote, 6th Annual Living and Learning on the Border Symposium, Bisbee, AZ, February 18, 2017.

“Growing Our Own Educators and Organizing Our Communities in Troubled Times,” Distinguished Lecture. Morris K. Udall Escuela de Bellas Artes, Phoenix, Arizona, December 10, 2016.

“Growing Our Own Educators: A National Imperative,” Concurrent Session Presenter, The Future of American Public Education Symposium, National Advancing Equity in Adult, Community College, and Career and Technical Education Symposium, U.S. Department of Education, Washington, D.C., October 31, 2016.

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|  | “Ethnic Studies in the College and High School Curriculum,” Keynote, Día de la Raza Symposium keynote, University of Texas Rio Grande Valley, October 8, 2017.“Ethnic Studies and Combatting Institutionalized forms of Oppression,” Keynote address to the governing board of the National Education Association of the 50 States, Washington, D. C., October 1, 2016. |

 “Growing Our Own Educators and its Relevance to Ethnic Studies,” Concurrent Session Presenter, Learning Policy Institute, Washington, D.C., September 16, 2016.

“Growing the Critically Conscious Teachers that We Need in Public Education,” California Latino School Board Association, Del Mar, California, September 10, 2016.

“Authentic Curriculum and Assessment as an Antidote to Subtractive Schooling,” Keynote address Annual Research Colloquium, Virginia Commonwealth University, Virginia, February 4, 2016.

“A District, City and Community Partnership for a Culture and Language Revitalization Project in Austin, Texas,” National Association for Bilingual Education Annual Meeting, Chicago, Illinois, March 2-5, 2016.

 “ Resisting Linguistics,” Guanajuato, Guanajuato, Mexico, October 1-4, 2015

“Renaming, Metaphors, and Language Revitalization as Decolonial Projects,” Texas Association for Bilingual Education Keynote Address, El Paso, Texas, October 14-17, 2015.

“Culturally Relevant Pedagogy as a Disposition of the Heart for Civically‐Engaged Educators,” ABC Conference Keynote Address, El Paso, Texas, October 17, 2015.

“Community-Based Education,” Puerto Rican Studies Association, Chicago, October 23, 2015

"Subtractive Schooling and Children’s Identity Development: Significance and Alternatives from an Indigenous Perspective,” Fresno State University, October 29, 2015.

 “Making Invisible Children and Youth Visible in Research, Theory, and Practice,” University Council for Educational Administration, San Diego, California, November 20-23, 2015.

 “Towards a New Discourse on Latino Pedagogy,” Paseo Boricua, Chicago, Illinois, April 17, 2015.

“Accountability, Assessment and the Public Ethnography of Policy,” Keynote Lecture, University of Pennsylvania, Philadelphia, February 27-28, 2015.

“Developing a New Assessment System for the State of Texas,” Mexican American School Board Association Annual Meeting, Austin, Texas, January 25, 2014.

“Authentic Assessment and Accountability: A New Vision for Texas,” “Carlos Cantu Lecture, Texas A & M University, January 31, 2015.

“But Is It Science? Producing Justice-Oriented Ethnography of Education for Varied Publics,” American Anthropological Association Meeting, Washington, D.C., December 6, 2014.

 “Assessing while Accountable: An Alternative Approach,” University Council for Educational Administration, Washington, D.C. Nov. 20, 2014; Fireside Chat session on Friday, Nov. 21, 2014.

 “Impactful Partnerships: Implications for Policy, Practice and Community Transformation,” Social Justice Education Distinguished Lecture, University of Massachusetts Amherst, November, 13th, 2014.

“Educational Equity and the Policy Imperative,” Northeastern Illinois University, Dr. Jean B. Carlson Memorial Lectureship, Chicago, Il, November 2-4, 2015.

“Addressing The Leaky Latina/o Educational Pipeline Into Higher Education Through The Establishment of a Community-Based Language & Culture Revitalization Project,” Texas Association for Bilingual Education, McAllen, Texas, October 15-18, 2014.

“Heritage and Leadership,” Lecture delivered to Kappa Delta Chi, University of Texas at Austin, October 8, 2014.

 “Equity and School Improvement: Building Staff Capacity,” AISD Equity Symposium, University of Texas at Austin,” Sept. 27, 2014.

“What kind of evaluation? For What Purpose?” Symposium: Mexico’s Education System in the 21st Century, Center for Mexican Studies, CIDE & Columbia University, New York City, September 18-19, 2014.

“Educational Equity, Policy, and Politics in Texas,” Commemorative Lecture for Rice University’s 50th Anniversary of its Teacher Education Program, September 3, 2014.

 “De-Coupling Standardized, High-Stakes Testing from Assessment: A Grassroots Initiative in a Central Texas School District,” Texas Association for School Administrators Annual Summer Conference, Austin, Texas, July 14, 2014.

“Research, Advocacy, and Community in Public Policy Struggles in Education,” University of Massachusetts Dartmouth, November 22, 2013.

“High-Stakes Testing and ‘Putting Our Work to Work’ in the Belly of the Beast,” Keynote Lecture, Minnesota Association of Alternative Programs (MAAP) Annual Conference, Rochester, Minnesota, February 14, 2013.

 “The Struggle Against High-Stakes Testing in Texas in Historic Perspective,” Measuring Up: A Statewide Conversation on High-Stakes Testing and Accountability, University of Texas LBJ School, October 24, 2012.

“The Implications of the STAAR System of Testing for the State of Texas, Tejano Monument Conference, March 30, 2012.

 “Testing and Assessment: Implications for Community-Based Action, Schooling Practices and Policies,” Center for Equity for English Learners (CEEL), Loyola Marymount University March 22, 2012.

“Testing and Assessment: Implications for Community-Based Action, Schooling Practices and Policies,” California Association of Latino Superintendents and Administrators annual conference, March 23, 2012.

“STAAR Struck and What Our New Testing System Means for Equity,” Texas Center for Education Policy Brown Bag, University of Texas at Austin, March 8, 2012.

“This Is How We Change: Engaging Policies and Politics” National Association for Chicano and Chicana Studies Foco Conference, San Antonio, Texas, March 2, 2012.

“A Different Chicano Identity: Protestantes, An Overlooked Segment of the Population,” National Association for Chicano and Chicana Studies Foco Conference, San Antonio, Texas, March 2, 2012.

“Building a Constituency for Transformational Education in Texas,” Mexican American School Board Association annual meeting, San Antonio, Texas, January 12, 2012.

“Subtractive Schooling and Teaching Towards School Readiness.” Migrant Education Conference, San Antonio, Texas, November 15, 2011.

“Texas’ System of Accountability and College Readiness: Closing the Gaps or Engendering (New) Inequalities?” University of Texas, Nova Fall 2011 Session, October 26, 2011.

“Building a Latina/o Teacher Preparation Pipeline in Chicago,” Humbolt Community Pre-education Summit, Roberto Clemente High School, Chicago, IL, June 16, 2011.

“Student Assessment, High-Stakes Accountability and the Texas State Legislature,” BEEMS 18th Annual Conference, Distinguished Lecture, El Paso, Texas, March 25, 2011.

“We Make the Road by Walking,” Alumni of Color Conference at the Harvard Graduate School of Education, Cambridge, Massachusetts, Distinguished Lecture, March 4-5, 2011.

“A Twenty-Five Year Perspective on Student Attrition,” Leading the Nation: A Texas Retrospective on Educational Reform,” statewide conference co-sponsored by the Texas Center for Education Policy, the Division of Diversity and Community Engagement, and Aztec Worldwide, Austin Hilton Downtown, February 9, 2011.

“Subtractive Schooling and the Politics of Caring: Schooling and (Not) Educating
Latina/o Youth,” Texas State University, San Marcos, February 5, 2010.

 “Subtractive Schooling, Concientización, and Community Engagement,” Inaugural Speaker, the Berkeley Diversity Research Initiative, University of California, Berkeley, March 11, 2010.

“Teacher Quality and Latina/o Youth: Building a National Advocacy Imperative for Educational Reform,” First Triennial Conference on Latino Education and Immigrant Integration, Athens, Georgia, March 22, 2010.

“Developing a 21st Century Educational Agenda: Reactions to the Cuban Report,” The University of Texas at Austin, School of Education and The Austin Independent School District, Seminar on Urban Education, September 10, 2008.

 “The Coyolxauhqui Journey: Immigration, Generational Detachment and Getting (Re)membered in Mexico,” Division of Diversity and Community Engagement Fall Lecture Series, September 9, 2008.

“U.S. Latina/os, Cultural Citizenship and Critical Democracy: From Civil to Human Rights,” presented at the 3rd International Globalization, Diversity, and Education Conference at the Red Lion Hotel at the Park, Spokane, Washington, March 2, 2007.

“High-Stakes Testing and Legislative Activism,” 4th annual Abriendo Brechas Conference, University of Texas at Austin, Feb. 24, 2007.

 “Subtractive Citizenship and Community Engagement,” Texas Women’s Political Caucus Conference, Texas League of United Latin American Citizens, Austin, Texas, February 16, 2007.

 “Undocumented Immigrant Youth and the Right to an Education: From Civil to Human Rights and a Groundless, Post-National Definition of Citizenship,” Keynote, Texas Association for Chicanos in Higher Education Annual Conference, Dallas, Texas, 2007.

“Subtractive Schooling and the Assimilation of U.S.-Mexican Youth,” Si, Se Puede" Conference, Los Angeles Unified, Los Angeles, December 12, 2006.

 “The Disappearance of English Language Learners in Texas Public Schools,” Dropout Conference, Rice University, October 6, 2006.

“Internalized Oppression, Subtractive Schooling, and the Performance of Identity,” Keynote, National Council of Teachers of English Assembly for Research, February 25, 2006.

“Student Assessment, Legislative Advocacy, and the Public Ethnography of Policy,” Keynote, Qualitative Interest Group Annual Conference, University of Georgia, Athens, Georgia, January 7, 2006.

“The Challenge of High-Stakes Testing for Children of Color,” Keynote, Diversity Project, Graduate School of Education, Portland State University, Portland, Oregon, September 23, 2005.

“Educational Accountability, Racism, and Political Formations,” Keynote, 13th Annual Summer Institute, Bridging the Divide: Racial Justice, Diversity, and the Achievement Gap, Lesley University, Cambridge, Massachusetts, July 6, 2005.

“Critical Ethnography:  The Politics of Collaboration,” Keynote, with Dr. Douglas Foley, First Annual Summer Institute on Qualitative Research, Universidad de Guanajuato, Guanajuato, June 3, 2005.

“Race, Ethnicity and Peaceful Coexistence,” Coexistence Sunday, Anti-Defamation League, Austin, Texas, March 7, 2005.

“Cultural Ways of Knowing:  A Critique of Numbers-Based Accountability,” Keynote, National Association for Bilingual Education, San Antonio, Texas, January 21, 2005.

“Scholarship and Civil Rights:  Claiming a Progressive Voice in Texas Politics and Policy Making,” Keynote, Assistant Principals Conference at Texas State University, San Marcos, January 21, 2005.

“Shifting the Attention from Accountability to Responsibility: Implications from the Texas Experience,” Distinguished Lecture, National Staff Development Council, Vancouver, British Columbia, December 7, 2004.

“Culture, Knowledge and Educational Accountability: A Latina/o Alternative,” Keynote, Texas Association for Bilingual Education Annual Meeting, El Paso, October 21, 2004.

“Acoustic Vision as Enlightened Epistemology in Education Policy:  A Latina/o Perspective,” second international conference on Education Labor and Emancipation, Universidad Autónoma Ciudad Juarez, October 2, 2004.

 “Accountability and Reclaiming Our Schools:  Lessons from Texas,” Keynote, Tucson Unified School District Raza Studies Institute, July 30, 2004.

“Accountability and Privatization in Texas,” Harvard University Graduate School of Education, June 24, 2004.

“Accountability and Privatization: Ethics, Policies, and Politics in Texas,” Helen DeVitt Jones Lecture at Texas Tech University, Lubbock, Texas, April 29, 2004.

“Leaving Children Behind: High-Stakes Testing, Accountability and Privatization in Texas,” Keynote, Forum on High-Stakes Testing, Southwestern University, Georgetown, Texas, April 24, 2004.

“No Child Left Behind and Community Organizing,” Boyle Heights Learning Collaborative Education Conference, Los Angeles, California, March 19, 2004.

“Leaving Children Behind: High-Stakes Testing, Accountability and Privatization in Texas,” Texas State University, San Marcos, February 24, 2004.

“Privatizing Education in Texas: Neo-Liberalism, Accountability, Latinos and the Market,” Kenyote, R. Freeman Butts Lecture, American Educational Studies Association, Mexico City, Mexico, October 31, 2003.

“Crafting a Definition of Democracy for Latinas,” Keynote, Hispanic Women’s Network of Texas Annual Conference, Austin, Texas, October 12, 2003.

“The Impact of School Reform on Minority Youth,” Kremen School of Education and Human Development, California State University, Fresno, June 17, 2003.

"Texas-Style Accountability and the Pursuit of Educational Equity," Center for Multilingual Muticultural Research, Rossier School of Education University of Southern California, University of Southern California, April 3, 2003.

 “Testing and Accountability,” Forum on High-Stakes Testing, Accountability, and Minority Youth, University of Texas College of Education, March 25, 2003.

“Patriotism, Pedagogy, and Critical Democracy,” Keynote. La Cosecha Dual Language Conference, Albuquerque, New Mexico, November 22, 2004.

“Leaving Children Behind: How ‘Texas-style’ Accountability Fails Latino Youth,” La Cosecha Dual Language Conference, Albuquerque, New Mexico, November 22, 2004.

 “Improving Student Performance,” The Charles A. Dana Center’s Commemoration, UT-Austin, December 3, 2003.

“Subtractive Cultural Assimilation and Achievement: A Cautionary Tale,” La Cosecha Dual Language Conference, Albuquerque, New Mexico, November 22, 2003.

“Subtractive Schooling, the Politics of Caring and Current Challenges for Pre-Service Teachers,” Lee and Zachry Carter Lecture, Trinity University, San Antonio, Texas, August 6, 2002.

“Our Children: Are Our Public Schools Giving Them a Fair Shake?” Annual Hazel Creekmore Keynote Lecture, Rice University, April 22, 2002.

“Reflections on Subtractive Schooling: U.S.-Mexican Youth and the Politics of Caring,” Pomona College, Claremont Colleges, California, March 7, 2002.

“The Subtractive Underpinnings of Education Policy,” Teachers College, New York, February 25, 2002.

“Testing: Using Multiple Measures, Evaluating Test Results,” The Southwest Regional Action Conference on Strengthening the Hispanic Family, San Antonio, Texas, January 19, 2001.

“TAAS Testing and the Advent of Anti-Social Promotion: How Texas Can Help Close the Gap,” Texas Association for Chicanos in Higher Education,” Austin, Texas, December 3, 2001.

“The Role of Research in Successful Policymaking: The Passage of the Higher Education Immigrant, Out-of-State Tuition-Waiver Bill in Texas,” Austin, Texas, December 3, 2001.

“The Impact of the TAAS System of Testing on Latino Youth: A Research and Policy Perspective,” Texas Association for Bilingual Education, Dallas, Texas, November 19, 2001.

“What it Takes to Make it through College,” the University of Texas Hispanic Mother Daughter Program, July 13, 2001.

“Making Sense of the New Demographics,” Honors Colloquium, July 27, 2001.

 “What Subtractive Schooling Means for Bilingual Education Teachers,” Houston Independent School District First Annual Bilingual/ESL Teacher Summit 2000, Lamar High School, Houston, Texas, March 4, 2000.

 “Dual Language Education in Houston,” Leaders in Partnership: Strong Communities—Strong Economies,” City of Houston, September 10, 1999.

“What it Means to Care for Latino Youth,” Marshall Middle School Annual Retreat, Del Lago, Conroe, Texas, April, 1999.

“Caring for our Children: A Response to the legacy of Dr. Gloria Johnson Powell,” Children’s Museum of Houston, February, 1999.

“Language and Culture,” Reforming Schools Summer Institute, Center for Education, Rice University, July 21, 1998.

“Education and the Hispanic Woman in Texas,” Hispanic Women in Leadership Annual Conference, Houston, May 8, 1998.

“Educational Leadership Issues for Mexican Americans,” League of United Latin American Citizens Conference, LULAC District 18, Houston, April 18, 1998.

“Education and the Mexican American Woman in Texas,” The Mexican Presence in Texas Conference, Sponsored by the Center for Mexican American Studies, University of Houston, April 10, 1998.

“Does Everybody Care? The Structures of Caring and Cultural Subtraction in Schools,” Faculty & Student Seminar with guest speaker, Dr. Nel Noddings. Sponsored by the Rice University Center for Education, April 2, 1998.

“How Schooling Subtracts Resources from Youth: Let Me Count the Ways,” Rice University Department of Education Colloquium, October 27, 1997.

“The Myth of Assimilation,” Principal’s Summer Institute, Center for Education, Rice University, July 1997.

“The Implications of Latino Educational Research for Teaching in Inner-City Schools,” Coalition of Essential Schools Conference, Albuquerque, New Mexico, November 16, 1996.

“Latino Assimilation Issues” a project update to the board of the Child-Centered Schools Initiative, Rice University, July 19, 1996.

“Theoretical Treatments of Mexican-Origin Achievement,” University of Houston, Downtown presentation to the English as a second language summer training program, June 6, 1996.

“The Dominant Ideology and the Hidden Curriculum of Schooling for Mexican Americans,” Keynote address for Mexican-American Week at Angelo State University, sponsored by the Association of Mexican-American Students, April 17, 1995.

“The Predicament of Academic Achievement Among Mexican Americans,” presentation for the Houston Community College Central Campus, May 9, 1995.

“Educación and Academic Success among Mexican-Origin Youth,” presentation to the Center for Education, and representatives from Union Texas Petroleum, Price Waterhouse, Towers Perrin, Fulbright and Jaworski, and Andrews and Kurth, June 22, 1994.

“Educational Issues Facing Mexican-Origin Youth: Interpersonal Perceptions and Misperceptions among Parents, Students, and Teachers,” Keynote address for Hispanic Heritage Month, Houston Independent School District, Houston, Texas, September 29, 1993.

“Chicana Student Retention,” for Mujeres Activas en Letras y Cambio Social Summer Institute, Laredo, Texas, August, 1991.

“An Examination of Achievement Among Seventh and Eighth Grade Adolescents at Our Lady of Guadalupe and Holy Name Schools: A Final Report,” faculty meeting of Our Lady of Guadalupe and Holy Name Schools, Houston, Texas, May, 1991.

**UNIVERSITY SERVICE**

**Educational Administration**

Program head, Education Policy and Planning, 2013-

Graduate Adviser, Department of Educational Administration, 2012-2015

Faculty advisor, Bridging Disciplines Programs, 2015-

Faculty Co-sponsor, (Student) Journal of Education Policy planning committee, 2013-

Educational Administration SACS Committee, 2013-

Research Committee, Department of Educational Administration, 2012-

Graduate Studies Committee, 2006-

Executive Committee, 2006-

Public School Executive Leadership Committee, 2006-

**Curriculum and Instruction**

Graduate Studies Committee, 1999-

Executive Committee, 2002-2012

Teacher Education Committee, Fall 2004-

Diversity Committee, Chair, Teacher Education Committee, Fall 2005-06

Executive Committee, January, 2001-2004; 2005-

Cultural Studies Faculty Search Committee, member, Fall, 2006

Secondary Education search committee member, January 2001.

Faculty Awards Committee, 1999-2000.

Technology Integration Committee, 1999-2000.

**Mexican American Studies**

Executive Committee, Fall 2014-

Assessment Committee, Spring 2013-

Public Policy Collective, Fall 2007-

Américo Paredes Lecture Committee, Spring 2005.

Executive Committee, Fall 2004-

Associate Director of Mexican American Studies, 2000-2001.

Organizer, Latinos and Educational Equity Conference, January 26, 2001.

Organizer, University of Texas-University of California Collaborative to address the Top Ten Percent Plan, Latino Educational Advancement Forum

Founder, Américo Paredes Scholars’ Program, 2000-2001

**College of Education Committees**

Technology Committee, 2015-16

Research Committee, 2013-15

Financial Aid Committee, 2013-15

Promotion and Tenure Committee, 2011-12

**University-Wide Committees**

Bridging Disciplines Program Policy Curriculum Project Committee, 2013-

Admissions and Registration Committee of the General Faculty, 2004-06

Committee on Committees of the General Faculty, 2004-06

Faculty Grievance Committee of the General Faculty, 2004-06

Cesar Chavez Statue Committee, 2003-

Enrollment Task Force Committee, 2002-2004

Urban Issues Program, 2002-2003

University Committee on Recruitment and Retention, 2000-2004

**PROFESSIONAL SERVICE ACTIVITIES**

AERA 2019, Chair, Exemplary Contributions to Practice Award

AERA Division G, Mentoring Award Committee Member, 2018

Board Member, FairTest, 2013-

Board Member, The Alliance for Smart Schools, Systems, and Communities, 2012-

Board Member, Transforming Education Systems Alliance, Oakland, California, 2012-15

Member, High Quality Teacher (HQT) Coalition, Washington, D.C. 2012-15

Member at-large, Executive Committee, American Educational Research Association, 2010-12

Policy Committee Chair, Texas Association for Bilingual Education, 2009-10

Division K Seminar Mentor, American Educational Research Association, 2005-

Forum for Education and Democracy, Co-Founder and Convener, 2003-

Grants Reviewer, Spencer Foundation, 1998-99

Advisory Committee, Center for Immigration Research, University of Houston, 1995-

Research Advisory Committee, Houston Inter-Ethnic Forum, 1995-96.

American Sociological Association Section in Latino Sociology, Council Member, 1993-95.

Advisory Committee, The Houston Evaluation of Community Priorities Project, Tomás Rivera Center, 1991-1993.

**MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS**

National Latino/a Education Research and Policy Project

American Educational Research Association

National Association for Chicano and Chicana Studies

National Association for Chicano and Chicana Studies Tejas Foco Award

Texas Association for Bilingual Education

Austin Area Association for Bilingual Education

National Association for Bilingual Education

**COMMUNITY SERVICE**

AISD Ethnic Studies Social Studies Working Group, 2017-18.

Education Working Group of the Mayor’s Task Force on Institutional Racism & Systemic Inequities (IRSI)

“Who Wished Upon this STAAR?” Mexican American School Board Association annual meeting, San Antonio, Texas, January 12, 2012.

 “STAAR Facts and Texas Legislative Trends in Educational Policy in Texas,” League of United Latin Americans Statewide Conference, San Marcos, June 9-10, 2012

 “High-Stakes Testing and the Vote,” East Austin Unite Education Forum, Cepeda Library, August 2, 2012.

Third Coast Sunday Community Forum, sponsored by the Texas Observer, August 11, 2012.

“Texas State Accountability and the TCEP Theory of Action,” National Association for Chicano and Chicana Studies Foco Conference. McAllen, Texas, February 25, 2011.

“STAAR and State Education Policy,” Women for Good Government (WGG) Presentation, Howson Library, Austin, Texas, November 28, 2011.

Commentary on Precious Knowledge Documentary, University of Texas at Austin Colectiva Feminíl, November 10, 2011

“Supporting Language Acquisition for English Language Learners,” National Association for Latino Elected Officials Annual Conference, June 23, 2011, San Antonio, Texas.

“Teacher & Educational Leaders: Preparation, Professional Support, Student Learning, & a 21st Century Knowledgebase & Skills,” National Task Force Retreat, NALEO? Education Leadership Initiative, Houston, Texas, December 5, 2009.

“Mexico, Globalization and Mexican American Identity Formation and Maintenance: Implications for Cross-National Collaboration,” July 4, 2008, University of Arizona Summer Teacher Education Program, Guanajuato, Guanajuato, Mexico.

 “Social Justice and Authentic Caring,” The 5th Annual A Call for Social Justice Event, George I. Sanchez Building, May 30, 2007.

“English Language Learners and Disappearance from High School,” Legislative Conference, Texas State Capitol, January 23, 2007.

 “High-Stakes Testing and Children of Color,” University of Texas Rotary Club, May 16, 2006.

“Racial Oppression and Middle School Youth,” Keynote, O’Henry Middle School Staff Development, Austin Independent School District, February 27, 2006.

 “The Education Reform Agenda for the Second Called Session of the Legislature,” Texas LULAC Board Meeting, January 21, 2006.

“Legislative Issues and Community Needs,” Texas LULAC Youth Conference, Austin, Texas, February 2005.

“Policy Considerations in High School Redesign,” Seminar on High School Redesign, University of Texas Club, Austin Independent School District, May 23, 2005.

“Scholar-Activist Research and Public Policy Development,” Abriendo Brechas Conference, February 24, 2005.

“Latinos and Accountability,” National LULAC Conference, San Antonio, July, 2004.

“Changing Demographics and School Finance in Texas,” Texas LULAC annual convention, June 4, 2004.

“Vouchers in the 2003 Texas Legislative Session,” Chicago Teachers Union, April 24, 2003.

“Everyday Experiences of Mexican-origin Students,” presentation for bilingual education teachers in-service, L.A. Unified, University of Southern California, April 6, 2003.

“Testing, Accountability, and Markets,” College of Education Forum on High-Stakes Testing, Accountability, and Minority Youth,” March 25, 2003.

“Fairness in Assessment,” Get Up…Stand Up! Rally for our Rights! Austin, Texas, February 2, 2003.

“The Impact of Testing on Youth,” Texans for Quality Assessment Rally, Capitol Grounds, Austin, Texas, January 25, 2003.

“Doing Policy in Texas,” University of Houston Urban Experience Program, Austin, Texas, January 17, 2003.

“High-Stakes Testing, Vouchers, and Latino Youth,” Interfaith Education Fund, Austin, Texas, February 9, 2003.

“Conducting Policy Research,” Curriculum and Instruction Research Colloquium, UT-Austin, October 26, 2002.

“High-Stakes Testing and Latino Youth,” New Texas Forum Seminar with Lucia Gilbert, September 2001, 2002.

“Latinos, Education, and the Economy,” Latino Economic Summit, Austin, Texas, August 18, 2002.

“Mexican American Student Progress in Historical Perspective,” World War II History Project, UT-Austin, August 12, 2002.

“Teacher-Student Relations and the Politics of Caring,” Forging Academic Partnerships for Student Success at UT Austin Conference. March 2, 2001.

“Mexican American Education as a Human Rights Issue,” Houston Hispanic Human Rights 2000: Challenging the Century at the Outset,” March 5, 2000.

 “Mexican Immigrant Youth in Schools,” Education Foundation of Harris County,” November 19, 1997.

“The Problem of Assimilation for Mexican American Youth,” Teach for America. April 29, 1997.

“Challenging the Myth of Assimilation,” Alumni College, April 27, 1997.

“What Christ Means to Me,” Rice University Youth Campus Ministries, February 12, 1997.

“Researching Latina Sexuality,” Pláticas: 2nd Annual Latina Reproductive Rights Conference, Houston, Texas, September 7, 1996.

“Review of ‘Intergroup Relations Between Hispanics and African Americans in Harris County,’” The African American-Latino Researchers’ Forum sponsored by the Inter-Ethnic Forum, Houston, Texas, October 25, 1996.

“Careers for the 21st Century: Have You Thought About What You Want to Be?” presentation for “Girl Talk—Looking Ahead and Preparing for Success Conference,” to East District High School females, University of Houston, May 14, 1996.

“If I Could Change One Thing At My School,” *Conciencia, Confianza y Educación*: Presentation for the Youth Leadership Conference of La Raza Student Alliance,” University of Houston Mexican-American Studies Program, August 5, 1995.

“Critical Pedagogy and Mexican Youth,” Mathematical and Computational Sciences Awareness Workshop, July, 1995.

“Give Voice to the Rage,” Inter-Ethnic Partnerships for the Twenty-First Century,” Inter-Ethnic Forum of Houston, February 17, 1995.

“*Educación* as a Basis for Academic Success,” Mathematical and Computational Sciences Awareness Workshop, July, 1994.

“Social Correlates of Domestic Violence among Latinos,” University of Houston Mexican American Studies Annual 16 of September Conference, September 16, 1992.

**Media Presentations**

“Diversifying the Teaching Profession,” [video] for Teachers College, Columbia University in anticipation of of both the Reimagining Education Institute and the Gordon Distinguished Lecture scheduled for July 16, 2018. Teachers College, New York City.

“Grow Your Own Approaches [webinar],” Catch the Next, November 16, 2018.

 “Grow Your Own Educators and Equity-Based Approaches [webinar],” Intercultural Development Research Association,” November 8, 2018.

“Academia Cuauhtli Works to Bridge History with Language,” [Academia Cuauhtli Works to Bridge History with Language](https://www.youtube.com/watch?v=KVoimyigrw4),KLRU/PBS Video, May 1, 2015.

“High-stakes testing in public schools,” Houston Public Media, Classical 91.7, Houston, Texas, September 4, 2014.

“Texas, Arizona and a Culturally Inclusive Curriculum [with Sean Arce], Channel 16 Austin Public television, September 18, 2012.

“High-Stakes Testing and STAAR,” Eddie Arevalo’s Spotlight on Channel 16 Austin Public television [with Patricia D. Lopez], July 31, 2012.

Texas Observer Sundays at 5604 Manor – Third Coast Productions, “Public Education in Texas,” [with Patricia D. Lopez], Sunday, August 12, 2012.

Speech from the Save Our Schools Rally in Washington, D.C., July 30, 2011.

<http://www.youtube.com/watch?v=CgLezKSOjCA>

CNN Interview from the Save Our Schools Rally in Washington, D.C., July 30, 2011.

<http://www.cnn.com/2011/US/08/05/sos.march.teachers/index.html?iref=allsearc>h

  “CNN Presents High Stakes,” CNN Interview, May 2005.

“Analysis of the CSHB2 Testing Provisions,” Moderator, Statewide Teleconference, Regan Building, Austin, Texas, March 10, and April 21, 2005.

“Official LULAC Statement on School Vouchers,” Press Conference, Austin, Texas, April 5, 2005.

“Official LULAC Statement on School Finance in Texas,” Press Conference, Austin, Texas, May 4, 2004.

“The Effects of Student Retention,” KHOU Houston news investigation, “HISD: Lesson in Deception?” November 30, 2003.

“Latinos and Testing,” *Este es tu Capitolio*, Telemundo, February 19, 2003.

“Education, Social Promotion, and Legislation,”Latino Voices, KPFT, Houston, Texas, January 15, 2003.

“Hispanic Contributions to American History,” Joe Landez KNCT program, Killeen, Texas, 2003.

“The Latino Family,” Channel 13 interview, October 5, 1997.

KTRK interview for an education segment, “Making the Grade,” May 21, 1996.

“Education and Culture,” Channel 8 interview for their “Hispanics in Houston Series,” November, 1995.

“Hispanic Ethnicity in Houston,” Channel 8 panel discussion with Leonel Castillo, July, 1993.

**Expert Testimony**

Testimony before the Texas Board of Education for changing the name of the course, “Ethnic Studies: Americans of Mexican Descent” to “Mexican American Studies,” June 12, 2018.

Testimony before the Texas Board of Education for a TEKS-aligned high school level course titled, Mexican American Studies, April 11, 2018.

Testimony to have the Texas Board of Education reject the factually false and disrespectful ‘Mexican American Heritage’ textbook on Tuesday, November 15, 2016; September 14, 2017; January 30, 2018.

[“*Will School Vouchers Benefit Low-Income Families: Assessing the Evidence*,”](https://www.edb.utexas.edu/tcep/resources/TCEP%20Graduate%20Seminar%20DRAFT%20Vouchers%20Memo.pdf) Texas State Capitol in the Senate Education Committee, March 27, 2015.

“Assessment Policy in Texas Reconsidered,” Texas African American Legislative Summit Panel, Texas State Capitol, March 2, 2015.

“House Bill 640: Relating to public school accountability and end-of-course assessment instruments,” written testimony before the Committee on Public Education with Patricia D. Lopez, February 19, 2013.

“House Bill 5: Relating to public school accountability, including assessment, and curriculum requirements,” written testimony before the Committee on Public Education with Patricia D. Lopez, February 19, 2013.

Senate Bill 3: Relating to public high school graduation, including curriculum requirements for graduation and funding in support of certain curriculum authorized for graduation, 2013.

 “Policy Brief on House Bill 9: Student success-based funding for public institutions of higher education,” written testimony before the Committee on Public Education with Patricia D. Lopez, 2011.

 “English Language Learners and Best Practices: The Case of La Clase Mágica,” testimony before the Senate Committee on Education,” October 20, 2008.

“The Means and Goals of the National Voucher Agenda,” testimony before the Committee on Public Education, April 6, 2005.

“Testimony in Support of HB 1612 and HB 1613,” testimony before the Committee on Public Education, May 3, 2005.

“LULAC’s Position on the Top Ten Percent Plan,” testimony before the Senate Committee on Education, March 28, 2005.

“LULAC’s Position on School Finance in Texas,” testimony before the Committee on Public Education, February 28, 2005.

“Latinos, Testing, and Accountability,” testimony before the Special Committee on School Finance, Special Session, July 10, 2003.

“The Case for Multiple Compensatory Criteria,” before the Committee on Public Education,” April 29, 2003.

“History and Evidence on Vouchers,” testimony before the Committee on Public Education,” March 18, 2003.

“Recommendations to the Texas State Board of Education on the Setting of the TAKS Standards: A Call to Responsible Action [written testimony],” November 12, 2002.

“In Support of Multiple Criteria Legislation,” Latino Legislative Summit with State Representative Dora Olivo and Senator Gonzalo Barrientos, June 18, 2004.

“Committee on Public Education Brief Concerning the Use of Multiple Assessment Criteria at the criteria at the 3rd, 5th, and 8th grade Levels Where Social Promotion Decisions are Made,” House Committee on Public Education [HB2570], Texas House of Representatives, March 27, 2001.

“My position on the Exemption Policy for Limited English Proficient Youth in Texas [HB 2487],” House Committee on Public Education, Texas House of Representatives, March 13, 2001.

“Why Immigrant Youth are Deserving of an Opportunity,” House Committee on Higher Education [HB 1403] March 13, 2001.

“Re-thinking Accountability,” Mexican American Legislative Caucus Hearing on Low Performing Schools in Texas, Austin, Texas, September 26, 2000.

“The Inappropriateness of the TAAS Test for Mexican immigrant and Mexican American Youth.” Witness for the Mexican American Legal Defense in Education Fund, San Antonio, Texas, September, 1999.

“Why the District’s Vanguard Admissions Program Should Retain Ethnicity.” Testimony for the Houston Independent School District Board of Education as Chair of the Latino Policy and Education Group, October 23, 1997.

“Comments on the Education of Mexican Immigrant Youth.” Testimony before the U.S. Commission on Immigration Reform, Houston, Texas, May 2, 1996.

**Appointments**

FairTest, Boston, Massachusetts, Board Member, 2013-

People’s Transition Committee, Board Member, 2013-

Congressional Advisory Committee to Speaker Nancy Pelosi regarding the re-authorization of the No Child Left Behind Federal Policy, 2006-

Employee Awards Judge, Carol K. Strayhorn Comptroller of Public Accounts, October, 2004

Education Committee Chair, Texas League of United Latin American Citizens, 2003-05

Board Member, Legislative Committee, Texas Association for Bilingual Education, 2003-

Houston’s Annenberg Challenge Board, 1997-98

State of Texas Higher Education Coordinating Board’s Advisory Committee on Criteria for Diversity, 1996

Multi-Cultural Committee of the United Way of the Texas Gulf Coast, 1996-97

**Other Community Service**

Nuestro Grupo, Chair. Community-based organization addressing the paucity of books and curricula by and about Latino/as, curriculum development and founding Academia Cuauhtli/Eagle Academy for fourth-graders in Austin, Texas at the Emma S. Barrientos Mexican American Culture Center, September 9, 2013-present.

Rally presenter and singer, Save Texas Schools, Austin, Texas, February 23, 2013.

Rally presenter. Save Our Schools, Washington, D.C., July 30, 2011.

Organizer, “Leading the Nation: A Texas Retrospective on Educational Reform,” a statewide conference co-sponsored by the Texas Center for Education Policy, the Division of Diversity and Community Engagement, and Aztec Worldwide, Inc., Austin Hilton Downtown, Austin, Texas, February 9, 2011.

Legislative Advisor, 2007 Legislative Session, to Thomas Craddick, Speaker of the Texas House of Representatives, contributing to the writing of micro-grant legislation that is part of HB 2237 in order to address Texas’ dropout crisis.

Co-organizer, Challenges and Opportunities: Conversations about Immigration and Higher Education, National Forum on Higher Education for the Public Good, University of Michigan, Ann Arbor, June 11-13, 2007.

Organizer, K-16 Arts Education Distinguished Lecture and Summit, Texas Center for Education Policy, April 20, 2007.

Organizer, Inaugural Distinguished Lecture and College-Readiness Convening, Texas Center for Education Policy, November 9-10.

Hispanic Quality of Life Task Force, Austin Independent School District, 2006-

League of United Latin American Citizens Council 4786 President, 2004-

Texas League of United Latin American Citizens Education Committee Chair, 2003-

Consultant and Reviewer for “Program that Provides Instruction about State Law on Hate Crimes,” State Representative Sefronia Thompson, September 5, 2000.

Interim Education Committee Chair, La Raza Unida.

Organizer and moderator of a press briefing on Capitol Hill, Washington, D.C. to address the effects of High-Stakes Testing and Social Promotion on Latino Youth, March 15, 2002.

Education Committee member with One Austin, a grassroots, public policy organization.

Consultant to the Mexican American Legal Defense and Education Fund during the 2001 77th Legislative Session of Texas.

Latino Educational Equity Forum organizer, Center for Mexican American Studies, University of Texas, Austin, January 26, 2001.

Latinas Unidas mentor through the office of State Representative Jessica Farrar, 1998-99.

Election eve lunch speaker at a Latino campaign function for Dr. Lee Brown, Friday, December 5, 1997.

Education and Youth Advisory Council for Nuestras Vidas magazine, 1997-98.

The Latino Policy and Education Council, founding member, 1997-99.

The Latino Policy and Education Council Subcommittee on Governor Bush’s K-3 Reading Initiative, Chair, 1997.

Planning Committee, Platicas: 2nd Annual Latina Reproductive Rights Conference, Houston, Texas, September 7, 1996.

Youth Advocates, Inc., Board Member, 1995-96.

Communities in Schools, Board Member, 1995-96.

Advisory Committee on Education for State Representative Diana Davila, 1994-95.

Founding Member of “Madres Por La Vida ,” a local grassroots community organization combating violence among Houston inner-city youth, Winter, 1993-95.

Latinos Unidos, grassroots coalition of Latino political leaders, 1992-95.

Stephen F. Austin High School Parent Teacher Association, Fall 1992-1994.