

Los Estudiantes Que Compartimos ~ The Students We Share

La Conferencia Binacional ~ A Binational Conference

15 Y 16 DE ENERO, 2010 ~ JANUARY 15 AND 16, 2010

Viernes/Friday

- 8:30-9:30 a.m.** **Registración, Café y Pan Dulce**
- 9:30-10:00 a.m.** **Mensaje de Inauguración/Introductory Address:**
Max Parra, *Director of University of California Abroad in Mexico and Director of La Casa de la Universidad de California*
Patricia Gándara, *University of California, Los Angeles*
Carlos Ornelas, *Universidad Autónoma Metropolitana*
- 10:00-10:40 a.m.** **Ponencia Magistral/Keynote: *Education and Migration***
Roberto Suro, *University of Southern California*
Founder and former Director of the Pew Hispanic Center, veteran international journalist, and author of "Strangers Among Us: Latino Lives in a Changing America"
- 10:50-12:30 p.m.** **Panel #1: La Migración Mexicana a los Estados Unidos: Demografía, Debates Cruciales, y Relevancia del Estudio Binacional de la Educación / Mexican Migration to the United States: Demographic Overview, Current Issues, and Relevance to Binational Study of Education**
Panelists:
1) Agustín Escobar Latapí, *Centro de Investigaciones y Estudios Superiores en Antropología Social Occidente (Guadalajara)*
2) Michael Fix, *Migration Policy Institute*
3) René Zenteno, *Colegio Frontera de la Norte*
4) Edward Telles, *Princeton University*
Moderator: Victor Zuñiga, *Universidad de Monterrey*
- 12:40-1:20 p.m.** **Ponencia Magistral/Keynote: La Investigación Educativa Mexicana Frente a los Retos del Sistema Educativo / Mexican Educational Research Facing Challenges of the Educational System**
Felipe Martínez Rizo, Universidad Autónoma de Aguascalientes
- 1:30-2:30 p.m.** **Grupos de Taller/Working Groups**
- 2:30-3:40 p.m.** **Comida/Lunch**

Viernes/Friday cont'd.

- 3:40- 4:10** **Avances en la Educación Pública en México / Advances in Public Education in Mexico**
Silvia Ortega, *Rector of Universidad Pedagógica Nacional*
Eduardo Aguado, *Universidad Autónoma del Estado de México*
- 4:20-5:45 p.m.** **Panel #2: Retos Contemporáneos en el Sistema Educativo Mexicano / Contemporary Challenges in the Mexican Education System**
Panelists:
1) Sergio Cardenas, *Centro de Investigación y Docencia Económicas*
2) Carlos Ornelas, *Universidad Autónoma Metropolitana*
3) Lucrecia Santibañez, *Fundación IDEA*
4) Ernesto Treviño, *Universidad Diego Portales*
Moderator: José Felipe Martínez, *University of California, Los Angeles*
- 7:00 p.m.** Recepción en la Secretaría de Relaciones Exteriores/Reception at the Ministry of Foreign Affairs
Anfitrión/Host: Jefe de la Unidad Sr. Cándido Morales, Instituto de los Mexicanos en el Exterior

Sábado/Saturday

- 9:00-9:30 a.m.** Café y Pan Dulce
- 9:30-10:00 a.m.** **Ponencia Magistral/Keynote: La Escolarización de los Méxicoamericanos en Estados Unidos / The Schooling of Mexican Americans in the United States**
Eugene Garcia, *Arizona State University*
David Garcia, *Arizona State University*
- 10:05-11:30 a.m.** **Panel #3: La Educación Infantil de los Niños Mexicanos y Méxicoamericanos / Early Education of Mexican and Mexican American Children**
Sponsored by the Foundation for Child Development
Panelists:
1) Eduardo Backhoff, *Universidad Autónoma de Baja California*
2) María Guadalupe Pérez Martínez, *Instituto Nacional para la Evaluación de la Educación*
Guadalupe Ruiz Cuéllar, *Universidad Autónoma de Aguascalientes*
Benilde Garcia-Cabrero, *Universidad Nacional Autónoma de México*
3) Claudia Galindo, *University of Maryland, Baltimore County*
4) Iliana Reyes, *University of Arizona*
Moderator: Bruce Fuller, *University of California, Berkeley*

- 11:35-1:00 p.m.** **Panel #4: Los Adolescentes: Eficiencia Terminal en la Educación Media y Acceso a la Universidad en México y los Estados Unidos / Adolescents, High School Completion, and College Access in Mexico and the United States**
Panelists:
1) Frank Gaytan, *Northeastern Illinois University*
2) Stella Flores, *Vanderbilt University*
3) Silvia Giorguli, *Colegio de México*
4) Regina Cortina, *Columbia University*
Moderator: Alicia Tinley
- 1:05-1:55 p.m.** **Grupos de Taller/Working Groups**
- 2:00-3:00 p.m.** **Comida/Lunch**
- 3:00-3:20 p.m.** **Ponentes/Speakers:**
Hugo Casanova Cardiel, *Presidente del Consejo Mexicano de Investigación Educativa (COMIE)* and Alfredo Artiles, *Vice President of the American Educational Research Association (AERA)*
- 3:25-4:10 p.m.** **Ponencia Magistral/Keynote:**
Antecedentes en Colaboraciones Binacionales
Antecedents in Binational Partnerships
Graciela Orozco, *Secretaría de Educación Pública*
Josue González, *Arizona State University*
- 4:15-5:40 p.m.** **Panel #5 Primeros Pasos en la Colaboración Binacional en Investigación Educativa / Binational Research and Collaborations: First Steps**
Panelists:
1) Bryant Jensen, *Bard College*
2) Adam Sawyer, *Bard College*
3) Edmund T. Hamann, *University of Nebraska, Lincoln*
4) Tom Stritikus, *University of Washington*
5) Elena Quiroz, *University of California, Riverside*
Moderator: Patricia Gándara, *University of California, Los Angeles*
- 5:45 p.m.** **Clausura / Closing:**
Agustín Escobar Latapí, *Centro de Investigaciones y Estudios Superiores en Antropología Social Occidente (Guadalajara)*
Patricia Gándara, *University of California, Los Angeles*

Ponentes/Speakers

Eduardo Aguado López

Eduardo Aguado López es Consejero Profesor de la Facultad de Ciencias Políticas y Administración Pública de la *Universidad Autónoma del Estado de México*.

Eduardo Backhoff Escudero

Eduardo Backhoff Escudero es licenciado en psicología por la UNAM, Maestro en Educación por la Universidad de Washington y Doctor en Educación por la Universidad Autónoma de Aguascalientes. Es miembro del Sistema Nacional de Investigadores desde 1990, nivel II. Fue profesor de la carrera de psicología en la UNAM (1975–1980); Profesor en la UABC (1984-1993), Director del Instituto de Investigación y Desarrollo Educativo (IIDE) (1993-2003), Director de Pruebas y Medición del INEE (2004-2008). Actualmente, es Editor científico de la Revista Electrónica de Investigación Educativa (REDIE). Se interesa por el desarrollo y validación de pruebas de aprendizaje de gran escala. Es coordinador del informe de México en el Estudio Internacional sobre Enseñanza y Aprendizaje (TALIS).

Sergio Cárdenas Denham

Sergio Cárdenas Denham es Profesor/Investigador de la División de Administración Pública del Centro de Investigación y Docencia Económicas (CIDE). Sus principales líneas de investigación incluyen: desigualdad social y distribución educativa; educación y desigualdad social; gasto educativo; política educativa; políticas de descentralización y análisis organizacional y políticas educativas en México. Es doctorado por la Universidad de Harvard.

Regina Cortina

Regina Cortina es Profesora de Educación en el “Teachers College” de la Universidad de Columbia en la ciudad de Nueva York. Es reconocida nacional e internacionalmente por sus investigaciones sobre la equidad de género en niñas y mujeres de América Latina y sobre la escolarización, en los EEUU, de niños y jóvenes migrantes de América Latina. Sus investigaciones destacan por su carácter internacional, comparativo e interdisciplinario. Entre su producción se encuentran dos libros recientes: *Immigrants and Schooling: Mexicans in New York* (2003), editado con Mónica Gendreau y *Women and Teaching: International Perspectives on the Feminization of a Profession* (2006), editado con Sonsoles San Román. Entre las publicaciones recientes (en español) de la Dra. Cortina se encuentran: *Poblanos en Nueva York: Migración Rural, Educación y Bienestar*, en colaboración con Mónica Gendreau (Puebla: Universidad Iberoamericana Puebla); *Líderes y Construcción de Poder. Las Maestras y el SNTE* (México, D.F.: Santillana, 2003).

Agustín Escobar Latapí

Agustín Escobar Latapí is Professor/Researcher at Centro de Investigaciones y Estudios Superiores en Antropología Social-Occidental (CIESAS) in Guadalajara, Mexico. He was elected a member of the National Social Policy Evaluation Council in 2006, of the Mexican System of Researchers (top level) in 2003 and Academy of Science in 1991. He received a national award for scientific research in social sciences from the Mexican Academy of Science (1994) and has written or co-authored ten books and over 110 articles and chapters. Until 2006, he served as co-director of “Mexico – US Migration Management: A Binational Approach”, a binational study of migration. From 1999 to 2005 he directed the qualitative evaluation of *Oportunidades*, Mexico’s main social policy program. Mr. Escobar’s recent books and articles include: *Pobreza y Migración Internacional* (CIESAS, 2008), *Mexico – US Migration Management* (Lexington in US and INAMI in Mexico, 2008,9), “The economy, development and work in the final report of the GCIM” *International Migration* (4: 2006), “Migration, poverty and inequality in Mexico” (forthcoming, *International Migration*).

Michael Fix

Michael Fix is Senior Vice-President and Director of Studies at MPI, as well as the Co-Director of the National Center on Immigrant Integration Policy. Prior to joining MPI in 2005, Mr. Fix was Director of Immigration Studies at the Urban Institute in Washington, DC. His research has focused on immigration and integration policy, race and the measurement of discrimination, and federalism. Mr. Fix is also a Research Fellow with IZA, Bonn Germany. He served on The Committee on the Redesign of US Naturalization Tests of the National Academy of Sciences and is a member of the Advisory Panel to the Foundation for Child Development’s Young Scholars Program. In November 2005, Mr. Fix was a New Millennium Distinguished Visiting Scholar at Columbia University’s School of Social Work. His publications include: *Immigrants and Welfare: The Impact of Welfare Reform on America’s Newcomers* (Russell Sage, 2009); *Uneven Progress: The Employment Pathways of Skilled Immigrants in the United States* (2008); *Los Angeles on the Leading Edge* (2008), and *Measures of Change: The Demography and Literacy of Adolescent English Learners* (2006). Mr. Fix received a J.D. from the University of Virginia and B.A. from Princeton University.

Stella Flores

Stella M. Flores is an Assistant Professor of Public Policy and Higher Education at Vanderbilt University. She received her Ed.D. and Ed.M. from Harvard University, an M.P.Aff. from The University of Texas at Austin, and a B.A. from Rice University. Her scholarly work investigates the impact of state and federal policies on college access and completion for immigrant, low-income, and underrepresented minority populations. She has written on the role of college admissions, financial aid, demographic changes in higher education, and Latino students in community colleges. Dr. Flores also previously served as an evaluator and program specialist for two U.S. federal agencies.

Bruce Fuller

Bruce Fuller is Professor of Education and Public Policy at the University of California, Berkeley. He was trained in sociology at Stanford University. Much of Fuller's work explores the interplay among government, cultural pluralism, and democratic impulses inside communities. He delves into how local organizations, such as preschools or charter schools, advance the development of children and their families. Fuller worked as a research sociologist at the World Bank, then taught at Harvard's graduate school of education before returning home to the San Francisco Bay Area. He is author of *Standardized Childhood* (Stanford), *Inside Charter Schools: The Paradox of Radical Decentralization* (Harvard), and *Government Confronts Culture* (Taylor & Francis).

Claudia Galindo

Claudia Galindo is Assistant Professor in the Language, Literacy and Culture Ph.D. Program at the University of Maryland, Baltimore County, where she teaches courses in quantitative methodology, immigration, and inequality in education. She received her doctorate in Educational Theory and Policy and Comparative International Education from The Pennsylvania State University and was a Post-doctoral Fellow at the Center for Social Organization of Schools at The Johns Hopkins University. Her research interests focus on educational inequality and minority student's educational experiences. She has published articles on the education and social development of Latino students and on the effects of family and school connections on students' achievement. Her work integrates the fields of sociology of education, educational policy, and immigration.

Patricia Gándara

Patricia Gándara is Professor of Education in the Graduate School of Education and Information Sciences at the University of California, Los Angeles (UCLA). She received her Ph.D. in Educational Psychology from UCLA. She has been a bilingual school psychologist, a Social Scientist with the RAND Corporation, director of education research in the California Legislature (State Assembly) and Commissioner for Post-secondary Education for the state of California, and Associate Director of the UC Linguistic Minority Research Institute. She is currently Co-Director of the Civil Rights Project/*Proyecto Derechos Civiles* at UCLA. Dr. Gándara's research focuses on educational equity and access for low income and ethnic minority students, language policy, and the education of Mexican origin youth.

Eugene Garcia

Eugene García was Dean and Professor of the Graduate School of Education at the University of California, Berkeley, before coming to Arizona State University in 2002. He then held the position of Dean at ASU's Mary Lou Fulton College of Education from July 2002 to June 2006. As of July 1, 2006, he stepped down as dean and assumed a new role as Vice President for Education Partnerships. The goal of this assignment is to strengthen K-12 education in Arizona, link college campuses and school districts and oversee the implementation of the University Public School Initiative to establish campus schools.

David Garcia

David R. Garcia is an Assistant Professor in the Mary Lou Fulton College of Education at Arizona State University. Dr. Garcia's professional experience includes extensive work in state education policy development and implementation. Prior to his appointment at ASU, he served as the Associate Superintendent of Public Instruction for the state of Arizona and worked for the Arizona state legislature. His research interests include school choice, accountability and the study of factors which facilitate or distort policy implementation in public education. Dr. Garcia received his doctorate from the University of Chicago in Education Policy, Research and Institutional studies.

Benilde García Cabrero

Benilde García Cabrero is an Associate Professor of Psychology within the Graduate Division of the National Autonomous University of Mexico (UNAM). Her lines of teaching and research are related to the design and evaluation of educational programs, from the preschool level to the higher education level, civic and moral education, as well as teaching evaluation in face to face and virtual environments. She has worked as a consultant and program coordinator in numerous international institutions and governmental agencies such as UNICEF, UNESCO, OECD, CONAFE, IFE (Federal electoral Institute) and SEP (Ministry of Education). She participated as curriculum designer of the 1993 Reform of Basic Education in Mexico, and she was a member of the team of researchers who implemented in 1983 the "Cognitively Oriented Curriculum" originally designed by the High/Scope Educational Research Foundation (Ypsilanti, Michigan), and adapted to the conditions of preschools in Mexico. Dr. García Cabrero received her Ph.D in Psychology from UNAM and was a Special Student of the Doctorate in Educational Psychology at the Faculty of Education, McGill University, Canada.

Frank Gaytán

Frank Gaytán is an Assistant Professor of Social Work at Northeastern Illinois University in Chicago. He has worked as a social worker in Chicago and the San Francisco Bay Area. He has also worked as an afterschool educator and mentor in Latino communities in Boston and New York. He has a bachelor's degree from Loyola University Chicago. He has master's degrees from the University of California at Berkeley and Harvard University. His dissertation, which he completed at New York University, focuses on social capital and the cultural, academic, and psychological adaptation of Mexican immigrant students in New York City.

Silvia Giorguli

Silvia Giorguli Saucedo es Directora del Centro de Estudios Demográficos, Urbanos y Ambientales del Colegio de México. Realizó su doctorado en Sociología en Brown University.

Josue González

Josué M. González is Professor of Education at Arizona State University. He completed the doctorate in education at the University of Massachusetts-Amherst in 1974. Dr. González has a long history of public service in the areas of bilingual and dual-language education, including curriculum development, educational leadership, and education policy. Dr. González has also published many chapters, articles, and books. The most recent are the *Encyclopedia of Bilingual Education*, which he edited, and *Conflicts, Disputes, and Tensions between Identity Groups: What Modern School Leaders Should Know*, an introductory text on conflict management and transformation for administrators in education, human services, law enforcement and related fields.

Edmund T. Hamann

Edmund 'Ted' Hamann (Ph.D. University of Pennsylvania 1999) is an Associate Professor in the Department of Teaching, Learning, and Teacher Education at the University of Nebraska-Lincoln. He is also currently a visiting professor at the Universidad de Monterrey. His binational educational research studies focus on (a) students in Mexican schools with prior U.S. school experience and (b) the educational responses to Latino newcomers in the 'New Latino Diaspora' (i.e., where significant local Latino populations are a new phenomenon).

Bryant Jensen

Bryant Jensen is an Assistant Professor in Cognition and Learning at Bard College. He earned a Ph.D. in Educational Psychology from Arizona State University, and currently teaches courses in cognition and learning in a Masters of Arts in Teaching (MAT) program in California's San Joaquin Valley. His scholarly interests include the intersection of culture and cognition, early education, immigration, literacy development, home-school collaborations in student learning, and mixed methodological approaches in educational research. Bryant has worked as a school psychologist in urban schools in the Southwest, and studied literacy learning across diverse communities and school types in Mexico. Awards include the CIES New Scholars Award and the Fulbright-García Robles Fellowship. His work appears in the *Journal of Latinos and Education*, *The New Educator*, *Current Issues in Education*, *Journal of Immigrant and Refugees Studies*, *Social Policy Report*, *Educational Leadership*, and the *Harvard Journal for Hispanic Policy*, among other sources.

Jose Felipe Martinez

José Felipe Martínez (Ph.D UCLA, 2004) es Profesor Asistente de métodos cuantitativos avanzados en la escuela de educación de la Universidad de California, Los Angeles. Trabajó en la RAND Corporation entre 2005 y 2006 como investigador asociado en ciencias sociales y de la conducta, realizando evaluaciones de programas nacionales en los Estados Unidos y México. Sus áreas de investigación incluyen la medición de la práctica docente y su impacto en el aprendizaje de los alumnos, la confiabilidad de herramientas y sistemas de evaluación del aprendizaje, y la evaluación de programas y políticas educativas. Sus trabajos más recientes incluyen el desarrollo y validación de instrumentos que se basan en la recolección y revisión de artefactos para medir la oportunidad de aprender (OTL) y las prácticas docentes en general en aulas de ciencias y matemáticas. Su tesis doctoral explora distintos métodos de medir y estimar el impacto del ambiente escolar y del aula (la oportunidad de aprender) en el aprovechamiento de los alumnos.

Felipe Martínez Rizo

Felipe Martínez Rizo es licenciado en Ciencias Sociales (Universidad de Lovaina). Desde 1974 profesor de la Universidad Autónoma de Aguascalientes, donde fue Director de Planeación y Asuntos Académicos, Decano de Ciencias Sociales y Rector. Sus temas de investigación incluyen calidad, evaluación y desigualdad en educación. Ha escrito o dirigido más de 40 libros y unos 150 artículos o capítulos. Investigador Nacional y miembro de la Academia Mexicana de Ciencias. Director General fundador del Instituto Nacional para la Evaluación de la Educación. En 2009 recibió el premio Pablo Latapí Sarre del Consejo Mexicano de Investigación Educativa y la Medalla de la Facultad de Filosofía y Ciencias de la Educación de la Universidad de Valencia, España.

Carlos Ornelas

Carlos Ornelas es Profesor de Educación y Comunicación en la Universidad Autónoma Metropolitana, Xochimilco. Ha sido profesor en las universidades Juárez de Durango y Nacional Autónoma de México; profesor visitante en el Centro de Investigación y Docencia Económicas, el Tecnológico de Monterrey y la Universidad Iberoamericana, *Fulbright Scholar* y profesor visitante en la Escuela de Graduados en Educación de la Universidad de Harvard. En 2008-2009 fue profesor visitante de Educación Comparada e Internacional en el Teachers College de la Universidad de Columbia. Obtuvo el doctorado en educación por la Universidad de Stanford. Es autor de *Política, poder y pupitres: Crítica al nuevo federalismo educativo* (México: Siglo Veintiuno Editores, 2008); *El sistema educativo mexicano: La transición de fin de siglo* (México, Fondo de Cultura Económica, 1995; décima reimpresión, 2006), editor de *Buenas prácticas de educación básica en América latina* (México: Instituto Latinoamericano de la Comunicación Educativa, 2005), otros ocho libros, 36 capítulos en obras colectivas y 30 artículos en revistas especializadas (en español, inglés y francés). Es editorialista de *Excelsior*.

Graciela Orozco

Graciela Orozco es Directora de Relaciones Bilaterales de la Dirección General de Relaciones Internacionales, en la Secretaría de Educación Pública. Es miembro del Consejo Directivo de la Fundación Solidaridad Mexicano Americana (FSMA), del Consejo Consultivo del Instituto Nacional de Migración, y del Comité de Seguimiento y Evaluación de Proyectos Productivos de Hispanics in Philanthropy en México. Ha fungido como Presidenta del Consejo Consultivo de la Coordinación Nacional de Oficinas Estatales de Atención a Migrantes, y Directora Ejecutiva de la FSMA. En el sector público, se ha desempeñado como Directora de Análisis Político y Asesora, en la Presidencia de la República; Asesora Técnica de la Academia de Arbitraje Comercial Internacional; y Directora de Intercambio Académico y Servicios a Estudiantes en la Universidad Pedagógica Nacional. En la Secretaría de Educación Pública, se desempeñó como Subdirectora de Intercambios Culturales y Directora de Proyectos Educativos para Mexicanos en Estados Unidos. En la Secretaría de Relaciones Exteriores, fungió como Subdirectora General para América del Norte y Directora de Promoción Educativa. Recibió el International Advocacy Award en 2003. Es licenciada en Relaciones Internacionales por la Universidad Nacional Autónoma de México.

Sylvia Ortega

Sylvia Ortega es Rectora de la Universidad Pedagógica Nacional. Socióloga y educadora, realizó la licenciatura en Sociología en la Universidad Nacional Autónoma de México. Durante sus estudios de maestría en la universidad de Wisconsin se especializó en sociología rural. Realizó el doctorado en Población y Desarrollo en la Universidad de Texas- Austin. Ha publicado más de 50 artículos en prestigias revistas como El Cotidiano, Universidad Futura, Revista de Comercio Exterior, Educación 2001, Demografía y Economía, Revista Mexicana de Sociología y 15 capítulos en libros colectivos de los cuales el más reciente es "Maltrato infantil, violencia intrafamiliar y adicciones entre estudiantes de educación básica en la Ciudad de México". Ha sido autora y co-autora en 10 libros, el título más reciente es *Política y Acción Educativa en el Distrito Federal 2001-2006* de la serie *Iniciativas para Mejorar la Educación Básica y Normal: Seis Años de Experiencias de las Comunidades Educativas en el Distrito Federal*.

María Guadalupe Pérez Martínez

María Guadalupe Pérez works at the National Institute for the Evaluation of Education (INEE) since 2005. She is currently the head of the schools evaluation area of the institute. In her work at the INEE she has been involved in projects related to the exploration of the teaching practices for promoting reading and comprehension and their relationship with school conditions; the evaluation of the conditions in which preschool education is provided; the exploration of assessment teaching practices and beliefs in primary school; teacher turnover; and the exploration of secondary school conditions for curricula implementation. She earned her Ph.D. in Politics at the University of York, in the U.K. Her Ph.D. thesis focused on the implementation of educational policies. She has lectured at the Universidad Autónoma de Aguascalientes and tutored at the University of York. He supervised graduate works at the Facultad Lationamericana de Ciencias sociales and the Universidad Autónoma de Aguascalientes.

Elena Quiroz

Elena Quiroz es Investigadora Posdoctoral en la Escuela de Graduados en Educación; Universidad de California, Riverside. Dra. en Ciencias Sociales por la Universidad Autónoma Metropolitana. Maestra en Pedagogía por la Universidad Pedagógica Nacional. Licenciada en Psicología por la Universidad Nacional Autónoma de México. Profesora-investigadora en la Universidad Pedagógica Nacional, Unidad Oaxaca.

Iliana Reyes

Iliana Reyes is an Associate Professor in the Language, Reading and Culture Program, and a faculty in the Interdisciplinary Graduate Program in Second Language Acquisition and Teaching, and the Early Childhood Education Program at the University of Arizona. Her research focuses on language development and socialization practices, bilingualism, and biliteracy in children. She is the Principal Investigator of a longitudinal research study that focuses on emergent biliteracy and literacy practices in young children and their immigrant families in the U.S. Southwest. Her most recent publications include “Emergent Biliteracy in Young Mexican Immigrant Children” (2008) in *Reading Research Quarterly*, and “What Do We Know about the Discourse Patterns of Diverse Students in Multiple Settings?” (2009) published in the *Handbook of Research on Literacy and Diversity*.

Guadalupe Ruiz Cuellar

Guadalupe Ruiz Cuéllar works at the Universidad Autónoma de Aguascalientes. She is a Professor at the Education Department. She has worked at the UAA since 1984 and currently is coordinating the Master in Educational Research. Her research projects have been related the evaluation of the quality of basic education, classroom assessment and school effectiveness. She has also worked in the evaluation of educational programs, in-service training for basic education teachers and educational quality and equity. She headed the Schools Evaluation area at the National Institute for the Evaluation of Education (INEE) from 2003 and until 2008, coordinating projects related to infrastructure of basic education, school violence in secondary schools, reading and comprehension teaching practices in primary education, the implementation the curricula reform at the secondary level, preschool education conditions and school assessment. She earned her Ph.D. in Education at the Universidad Autónoma de Aguascalientes, her thesis dealt with the evaluation of the quality of primary education in Aguascalientes.

Lucrecia Santibañez Martínez

Lucrecia Santibañez Martínez es Directora del área de Educación de Fundación IDEA, A.C. y Profesora-Investigadora (con licencia) del Centro de Investigación y Docencia Económicas, A.C. (CIDE). Tiene un Doctorado en Educación de la Universidad de Stanford, además de la Maestría en Economía y la Maestría en Estudios Latinoamericanos de la misma institución. Ha publicado diversos artículos en revistas arbitradas nacionales e internacionales sobre temas de formación docente, calidad e incentivos para el magisterio, salarios de maestros, indígenas en la educación superior y educación en México. Recientemente publicó en conjunto con otros autores el libro *Haciendo Camino: Análisis del Sistema de Evaluación y del Impacto del Programa Carrera Magisterial en México*. En conjunto con Emiliana Vegas (del Banco Mundial) publicará próximamente el libro *The Promise of Early Childhood Development in Latin America*. Es miembro del Consejo Editorial sobre Educación del Periódico Reforma, del Consejo Académico de Mexicanos Primero, A.C., y del Comité Técnico de la prueba ENLACE y del CENEVAL.

Adam Sawyer

Adam Sawyer is Assistant Professor of Education at Bard College's Delano, CA campus. Adam's work focuses on numerous dimensions of the U.S.-Mexican binational nexus in immigration and education including such topics as binational cooperation in teacher education and the impact of U.S. remittances on the education of students remaining in Mexico. His current research examines the relationship between parent involvement and secondary schooling outcomes for Mexican origin students in California's Central Valley. Adam formerly worked as a Spanish bilingual elementary school teacher in California and as a teacher educator for Mexico's Secretariat of Education. He is a graduate of the Harvard Graduate School of Education and past Visiting Research Fellow at the Center for Comparative Immigration Studies at University of California, San Diego.

Tom Stritikus

Tom Stritikus is Associate Professor and Associate Dean of Academic Programs (on sabbatical leave) at the College of Education, University of Washington. Dr. Stritikus examines the daily practice of teachers and learners through the macro policy and social contexts surrounding the education of immigrant students. Dr. Stritikus focuses on the educational realities of students, and doing so has brought him in close collaboration with students and parents, teachers, principals, and district and state-policymakers. His involvement with these groups has strengthened his commitment to improve educational policies and practices for culturally and linguistically diverse students. He has worked with districts throughout the state to help them improve instruction and learning for Latino students. Dr. Stritikus' work has appeared in juried journals aimed at policymakers and researchers interested in bilingual/ESL education (*Bilingual Research Journal*, *International Journal of Bilingualism and Bilingual Education*, and *Journal of Language, Identity, and Education*) and broader audiences of researchers, policymakers, and practitioners (*Teachers College Record*, *Journal of Teacher Education*, *Educational Policy*, and *American Educational Research Journal*).

Roberto Suro

Roberto Suro is Professor at the Annenberg School for Communication and Journalism at University of Southern California. He has nearly 35 years experience in the immigration field as a journalist, author and researcher. His specialties are the Hispanic population, U.S. immigration policy and the dynamics of U.S. popular opinion regarding immigration. Prior to joining the USC faculty in August 2007, Suro was director of the Pew Hispanic Center, a research organization in Washington D.C. which he founded in 2001 with support from the Pew Charitable Trusts. At the Center, Suro supervised the production of more than 100 publications that offered non-partisan statistical analysis and public opinion surveys chronicling the rapid growth of the Latino population and its implications for the nation as a whole. Under his direction, the Center conducted research collaborations with the Inter-American Development Bank, the Brookings Institution, the Kaiser Family Foundation and other partners. Suro is author of *Strangers Among Us: Latino Lives in a Changing America*, (Vintage, 1999), *Watching America's Door: The Immigration Backlash and the New Policy Debate*, (Twentieth Century Fund, 1996), *Remembering the American Dream: Hispanic Immigration and National Policy*, (Twentieth Century Fund, 1994) as well as more two dozen book chapters, reports and other publications related to Latinos and immigration.

Edward Telles

Edward Telles is Professor of Sociology at Princeton University. He was formerly a Professor of Sociology at UCLA and previous to that, the Human Rights Program Officer of the Ford Foundation in Rio de Janeiro. He received the Distinguished Scholarly Publication Award, the Otis Dudley Duncan Award and the Oliver Cromwell Cox Award from the American Sociological Association for his 2004 book *Race in Another America: The Significance of Skin Color in Brazil*. He published *Generations of Exclusion: Mexican Americans, Assimilation and Race* with Vilma Ortiz in 2008, which examines intergenerational change among Mexican Americans based on random surveys in Los Angeles and San Antonio in 1965 and 2000. That book recently won the Distinguished Publication Award from the Pacific Sociological Association, the Otis Dudley Duncan Award and the Latino Section Award, both from the American Sociological Association. He is currently involved in an eight-nation study of race and ethnicity in Latin America.

Alicia Tinley

Alicia Tinley has a Ph.D. in Education from the University of Alabama, the state where she began her research with recent immigrant Mexican families. She was a consultant for Ford Foundation on migration, teacher civil organizations and intercultural education and from 2007 to 2008 worked on the internationalization of graduate programs at the Universidad Iberoamericana. She has published in the journal *Sociológica* and in the book *La Migración y Los Latinos en Estados Unidos*, edited by Elaine Levine. She has taught education, research and migration courses at diverse universities in Mexico City. Her current research focus is on immigrant youth and their educational options in the United States and Mexico. In another life, she was a mathematics teacher for 30 years at the American School in Mexico City.

Ernesto Treviño

Ernesto Treviño es Doctorado y Maestro en Educación por la Universidad de Harvard. Actualmente es académico e investigador de la Facultad de Educación de la Universidad Diego Portales en Chile, desde donde dirige distintos proyectos de evaluación de programas y políticas educativas. Ha sido subdirector de evaluación de factores escolares en el INEE de México entre 2005 y 2007, así como consultor para la UNESCO, OEA y Plan Internacional.

René Zenteno

René Zenteno is Provost and Professor of Sociology and Demography at *El Colegio de la Frontera Norte* (COLEF). Prior to joining COLEF faculty, he served as Executive Director of the Center for U.S.-Mexican Studies at the University of California San Diego. He has received numerous honors and fellowships, including President of *Sociedad Mexicana de Demografía* and membership in the National Academy of Science of Mexico. He has been a member of the Mexican National System of Researchers since 1992, a distinction awarded only to the best national scholars. During his tenure as a professor at the *Tecnológico de Monterrey*, he was awarded the chair in “Economic Integration and Social Development,” in 2003, and the “Outstanding Teaching and Research Award,” in 2005. He has published widely in the areas of social and demographic change, international migration, and social inequality, with a focus on Mexico, U.S.-Mexican migration, and Mexican immigrant incorporation. He obtained his MA in demography from *El Colegio de Mexico* in 1988 and his PhD in sociology and demography from the University of Texas at Austin in 1995. From 1996 to 1998 he undertook postdoctoral research at the University of Pennsylvania.

Victor Zúñiga

Victor Zúñiga is Dean of the School of Education and Humanities at the Universidad de Monterrey. His researches focus in international migrants: culture and education, and the dynamic of borders. Co-editor with Rubén Hernández-León *New Destinations of Mexican Immigration to the U.S.* (Russell Sage Books 2005); co-author with Edmund T. Hamann and Juan Sánchez *Alumnos Transnacionales: Las Escuelas Mexicanas Frente a la Globalización* (SEP 2009). Number member of Sistema Nacional de Investigadores of Mexico (level III), he is visiting professor at Université de Versailles, de Provence, de Sherbrooke and Católica de Chile.

Gracias a Nuestros Patrocinadores ~ Thank You to Our Sponsors

University of California Institute for Mexico and the United States (UC MEXUS)

UCLA Civil Rights Project/Proyecto Derechos Civiles

Arizona State University Education Partnerships

Foundation for Child Development

Secretaría de Educación Pública

Consejo Mexicano de Investigación Educativa

American Educational Research Association

Instituto de los Mexicanos en el Exterior

Universidad Pedagógica Nacional

