

Author Biographies

Karla Bretado is an educator and scholar with experience teaching social science across grades 7-12. She has taught middle school for six years and currently teaches at the high school and collegiate levels. Her work includes developing curriculum for Ethnic Studies and centering the histories, languages, identities and educational experiences of Chicane/Mexican American, Mexican and Latine communities. As an emerging university scholar-educator, Karla is particularly interested in connecting scholarship, teaching and culturally responsive education. Outside of her professional work, Karla is a new mother, avid reader and crafter, and devoted to her three dogs.

Nolan L. Cabrera, PhD, is a full professor in the Center for the Study of Higher Education at the University of Arizona. He studies the racial dynamics on college campuses, with a focus on Whiteness, impacts of Ethnic Studies, and he is the author of the recently published *Banned! The Fight for Mexican American Studies in the Streets and the Courts*.

Alexis A. Figueroa is an undergraduate student at Santa Clara University (SCU), studying double majors in psychology and sociology, as well as double minors in philosophy and ethnic studies. He is looking to pursue a PhD in the social sciences after SCU, and some of his research interests include liberation psychology, critiques of the neoliberal university system as an institution of imperialism, the political economy of knowledge production, and the sociology of culture. Applying and developing these areas of interest, Alexis also works as a popular educator as part of broader political organizing work within his community, on and off campus.

Jesica Siham Fernández, PhD, is an associate professor of Ethnic Studies at Santa Clara University. Trained as a social-community psychologist, Jesica's scholarship centers on documenting and facilitating youth sociopolitical development within community organizing, and afterschool programming spaces. Her expertise lies in utilizing participatory action research paradigms to support Latiné communities and student activists' process toward collective wellbeing, and decolonial liberation. Jesica is the author of the award-winning book "Growing Up Latinx: Coming of Age in a Time of Contested Citizenship" (New York University Press, 2021).

Luis-Genaro García, PhD, is an artist, and former secondary art-educator guided by Critical Education methodologies. As an art-educator he draws on students' Funds of Knowledge for learning and welcomes students' familial knowledge. As an artist he draws on his lived experiences in South Central Los Angeles to analyze the impact of historic forms of racism in communities today. His work is collected by the U.S. Library of Congress, the Altamed foundation, and the Los Angeles County Museum of Art. He is an associate professor of art education at Sacramento State collaborating with local schools, students and families through community-engaged practices.

Jing Ge is a PhD student in the Higher Education program within the Department of Educational Policy Studies and Practice at the University of Arizona. Her research centers on international students' cultural adaptation and resistance, examining how international students navigate and make meaning within and against dominant institutional and social norms.

Gonzalo Guzmán, PhD, is an assistant professor of Educational Studies at Macalester College. His scholarship focuses on the educational history of Mexican American and Mexican immigrant

communities in the Pacific Northwest and Mountain States. Guzmán is specifically interested in the historic role of public schooling in constructing the Mexican race. He is currently finalizing his first book manuscript, tentatively titled, *Education for a New Race: Making Whites and Schooling the Mexican in Greater Juan Crow*. He thanks Guillermo V. Castaneda, Rubén Donato, Erasmo Gamboa, Brian Lozenski, the *AMAE Journal* editors, and anonymous reviewers for their helpful feedback and suggestions.

Sergio Fernando Juárez, PhD, comes from a migrant family, and his experiences growing up in Santa Barbara, California, have shaped his commitment to creating more equitable educational spaces. He is an Assistant Professor of Communication Studies and Basic Course Director at California Polytechnic State University, San Luis Obispo. His primary area of focus is developing equitable pedagogical practices within and beyond the classroom. His research examines critical pedagogies within the field of communication and the development of institutional practices that recognize and value multiple forms of intelligence, knowledge, and lived experience. He is completing his term as Associate Editor of Communication Education and is co-editor of the book *Migrant Worldmaking*.

Patricia D. López, PhD, is a first-generation college student born and raised on Yokuts land (Visalia, California). She is Associate Professor of Social Foundations and Contexts of Education at California State University, Fresno, where she works with current and future teacher leaders. Patricia is a public scholar whose work examines how intersecting relations of race/ethnicity, class, language and power shape educational policies, practices and opportunities across the P16 continuum, particularly for first-generation, minoritized communities. She examines how social, material and environmental conditions shape educational experiences and community well-being, and how communities navigate and challenge inequitable conditions. Patricia's work reflects a deep commitment to bridging community-based ways of knowing with evidence-based policy, practice and scholarship in the pursuit of educational justice.

Mikaela Magaña is a first-generation college graduate and proud queer Chicana from the Central Valley. She is an educator whose work centers on decolonized United States History, inclusive education, and affirming learning environments. Her perspective is informed by her lived experiences and academic training at California State University, Fresno.

Isabel Martínez, PhD, is The Ellen Riojas Clark, PhD Endowed Chair and Associate Professor in the Department of Bicultural and Bilingual Studies and the Interdisciplinary School for Engagement at The University of Texas at San Antonio. Her research highlights unaccompanied immigrant youths from Mexico and Central America and their transitions to adulthood. This research resulted in the monograph, *Becoming Transnational Youth Workers* and articles, reports and programming including her internship program, the Unaccompanied Latin American Minor Project (U-LAMP). She co-edited two books, *Crossing Digital Fronteras: Rehumanizing Latinx Education and Digital Humanities* and *Navegar por terrenos disputados: Casos Etnográficos por la vida migrante*.

Primavera Leal Martinez, JD, is a full-time lecturer at California Polytechnic State University. She received her M.A. in Communication Studies from Fresno State, and her J.D. from UC Berkeley School of Law. Her interests are in rhetoric, argumentation, and critical pedagogy, with a focus on LatCrit theory. Primavera is very proud of her hometown of Sanger, CA and her family's farmworker roots.

Arturo Nevárez, PhD, is a scholar of race and racism in schooling, a teacher educator and a former middle-school and high-school English teacher who taught in South Central Los Angeles and Hawthorne, CA. He is currently an Associate Professor in Liberal Studies at California State University, Stanislaus. Dr. Nevarez' research explores youth racial literacies, teacher racial-justice praxis and the experiences and contributions of teacher educators of Color. He has published articles in the AERA's *Review of Research in Education*, *Journal of Teacher Education*, the *International Journal of Critical Pedagogy* and *Race, Ethnicity & Education*.

Daisy Paredes is a PhD candidate in Anthropology and Higher Education Administration at the University of Texas at San Antonio. A cultural anthropologist from the Rio Grande Valley, her research examines care, value, and institutional life in higher education, with particular attention to first-generation students, Hispanic-Serving Institutions, and educational policy. Her dissertation draws on ethnographic fieldwork with programs serving first-generation Latine/Chicane students in South Texas to explore how practices of care shape educational experiences, identities, and futures. Her work has been supported by the National Science Foundation, the Wenner-Gren Foundation, and the Crossing Latinidades Mellon Fellowship.

Michelle Soto – Peña, PhD, is an Assistant Professor of Early Childhood Studies at California State Polytechnic University, Pomona. Her research sits at the intersection of bilingual education, Ethnic Studies pedagogies, and early childhood teacher education, with a particular focus on critical pedagogies, educational policy, and educational justice. Drawing on community-centered and critical approaches, she examines how teachers and students engage issues of language, race, identity, and belonging across educational contexts. Her scholarship has appeared in peer-reviewed journals and edited volumes focused on bilingual education, literacy, and teacher preparation. As a former classroom teacher, she remains committed to advancing equitable and humanizing educational practices for multilingual communities.

Cassie Tanks is a public historian, archivist, and digital humanist whose research examines spatial histories of borderlands, imperialism and decolonization through community archival, transnational liberation, and spatial frameworks. A PhD candidate in World History at Northeastern University, she co-authored the introduction to *Crossing Digital Fronteras*, assisted in facilitating the community-engaged project *Caminos de Esperanza*, and co-curated *Amandla is Unity*, an exhibit centering youth and women's anti-apartheid work. She is a Garden Club of America Research Fellow, a Harry Ransom Center Fellow at UT Austin, a Lecturer in Digital Humanities at UC Berkeley, and a very proud first-gen student and community college alum.

Von Torres (he/him) is a Filipino American poet, writer, community college professor, scholar, and events organizer in Fresno's Central Valley. He is a professor in the English & Library Department and affiliated faculty in Ethnic Studies & Asian American Studies at Clovis Community College. His latest chapbook is *We are not crazy for escaping and experiencing liberation* and he co-wrote and contributed to four entries in *The SAGE Encyclopedia of Filipina/x/o American Studies*. He lives in Clovis, California which is on the traditional unceded territory of the Yokut Tribe. His writings are liberatory love letters to the ancestors and himself.