

Contributors

Ramona Alcalá is a scholar, activist and community-based education advocate. She received her PhD in policy studies in urban education from the University of Illinois – Chicago, where she currently works as the associate director of undergraduate research. Ramona began her career in education as a youth coach for high school students through after-school programming at a community organization located in Chicago's southwest side. Her research examines urban public education policy, dual language bilingual education, Midwest Mexican/Latinx schooling and the transformative potential of teachers of color.

Adriana Alvarez is an assistant professor in the culturally and linguistically diverse education program at the School of Education and Human Development at the University of Colorado Denver. Her research interests center on bilingual education, biliteracy development and pedagogy, and family–school partnerships with a focus on equity-oriented and strength-based approaches in Latinx communities. She was a bilingual teacher for 11 years in the border community of El Paso, Texas, prior to receiving her PhD.

Katie A. Bernstein is a former early childhood teacher, an applied linguist and an early childhood education researcher. She studies young multilingual children and the contexts that shape their learning – from peer interactions to education policies. She is currently an associate professor at Mary Lou Fulton Teachers College at Arizona State University.

Claudia Cervantes-Soon, PhD, is associate professor of bilingual education at Arizona State University and a former K-12 bilingual educator. Her research draws on ethnographic approaches, critical pedagogies and Chicana/Latina feminisms to examine sociocultural, pedagogical and policy factors affecting the teaching and learning experiences of youth from historically marginalized communities, particularly in bilingual and borderlands contexts. She is the author of *Juárez Girls Rising: Transformative Education in Times of Dystopia* (2017, UNM Press), and the recipient of many awards including a 2017 Spencer Postdoctoral Fellowship, the 2019 AERA Bilingual Education SIG Early Career Award and

the 2019 Doug Foley Early Career Award from the Council of Anthropology and Education.

Chris K. Chang-Bacon is an assistant professor at the University of Virginia School of Education and Human Development. His research explores how teachers interpret educational policy, particularly in ESL, dual language and bilingual education contexts. His work also examines the impact of critical literacy and anti-oppressive pedagogies in teacher education. In 2022, Chang-Bacon was awarded the James Alatis Prize for Research on Language Planning and Policy in Educational Contexts. As a former English language teacher in Massachusetts, South Korea and Morocco, Chang-Bacon's scholarship is informed by the dynamic language practices young people bring to classrooms.

Sofia Chaparro is an assistant professor at the University of Colorado Denver, where she teaches in the culturally and linguistically diverse education program at the School of Education and Human Development. Her research investigates how race and class influence ideologies of language development and bilingualism, as well as the rise of two-way immersion bilingual programs in urban contexts. Her work has been funded by the Spencer Foundation and the Ford Fellowship Foundation. A former bilingual elementary teacher, she is originally from the border between the United States and Mexico, from the west Texas town of El Paso.

Emily Crawford-Rossi, PhD, is an associate professor in the Department of Educational Leadership and Policy Analysis at the University of Missouri. Her research explores issues related to leadership and immigration in Pk-12 public schools in urban and rural contexts. Specifically, her research examines the intersections among immigration policy, educational policy and leadership, and ethics. Her work has appeared in *Educational Administration Quarterly*, *Equity & Excellence in Education* and *Journal of School Leadership*.

M. Garrett Delavan is an assistant professor in Georgia State University's Department of Middle and Secondary Education. His research revolves around equitable educational access in language education. His view of educational access is ultimately about transformation of problems sometimes under-recognized as related to language learning, such as new forms of racism, classism and anthropocentrism embedded within the marketization trends in education. His work balances two aspects of equitable access: (1) language education planning that creates equitable access to program types, effective teaching practices and curriculum content; and (2) social justice and ecological justice curriculum connections that will allow language learners to access the empowering awareness it will take to transform society for the better.

Nancy Domínguez-Fret, PhD, is an assistant professor of applied linguistics and director of Spanish, French and German teaching licensure at Northern Illinois University. Nancy's research explores the language experiences across the educational pipeline of heritage speakers who became Spanish as heritage language (SHL) teachers and how their educational experiences may inform their pedagogical practices. Nancy's research and practice also explore the intersections of critical language pedagogy and ethnic studies in the SHL classroom. Nancy completed a master's degree in Spanish applied linguistics at the University of Wisconsin-Madison and a PhD in curriculum and instruction from the University of Illinois Chicago.

Lisa M. Dorner, PhD, is a professor in the Department of Educational Leadership and Policy Analysis and the director of the Cambio Center at the University of Missouri-Columbia. Always striving to work alongside communities to disrupt inequities, her research centers on the politics and discourses of bilingual education, educational policy enactment and immigrant childhoods, especially children's and families' integration in 'new' spaces. Her work can be found in such journals as *AERA Open*, *American Educational Research Journal*, *Educational Policy*, *Language Policy* and *TESOL Quarterly*, and on her website, lisamdorner.com.

Ivana Espinet is a Latina, immigrant, bilingual scholar. She is assistant professor in the education program at the City University of New York, Kingsborough Community College. She is a former high school teacher and a former project director for the CUNY New York State Initiative on Emergent Bilinguals. Her research interests focus on the use of multimodal and collaborative methodologies to learn about emergent bilinguals and their families in school and in out-of-school programs.

Nelson Flores is an associate professor in educational linguistics at the University of Pennsylvania. His research examines the intersection of language, race and the political economy in shaping US educational policies and practices. He has been the recipient of many academic awards, including a 2017 Spencer Postdoctoral Fellowship, the 2019 James Alatis Prize for Research on Language Planning and Policy in Educational Contexts and the 2022 AERA Early Career Award.

Juan A. Freire, PhD, is an associate professor in the Department of Teacher Education at Brigham Young University. He worked for several years as an elementary school teacher, both in Spain and in a Spanish-English dual language bilingual program at an urban school in Utah. His research focuses on equity in dual language bilingual education in the areas of multicultural/bilingual teacher research and the analysis of DLBE policy, planning and programming. He co-edited a special issue on

the gentrification of DLBE in the journal *Language Policy* in September 2021, is the lead editor of *The Handbook of Dual Language Bilingual Education*, Routledge, and has numerous publications in peer-reviewed journals.

Suzanne García-Mateus is an assistant professor of bilingual education and the director of the Monterey Institute for English Learners at California State University – Monterey Bay. She was a bilingual teacher in both Missouri and Texas prior to pursuing a doctoral degree. Her research examines the intersection of race, class, language and identity in the schooling experiences of racialized bilingual children and the cultural and language practices of Latinx parents raising bilingual children. Most recently, she co-authored a children's book series in Spanglish: *Vitamina T for Tacos* and *Vitamina C for Cultura*. Her work has appeared in the *International Journal of Bilingual Education and Bilingualism*, *The Modern Language Journal* and the *Journal of Language, Identity and Education*.

Dan Heiman is an assistant professor of bilingual/biliteracy education at the University of Texas at El Paso, a former elementary bilingual teacher in the borderlands and teacher educator at the University of Veracruz. He uses critical ethnographic methods in dual language bilingual education (DLBE) contexts and examines how stakeholders make sense of gentrification processes in these contexts and at times counter them through praxis. He teaches and publishes in both English and Spanish and his work has appeared in *Anthropology & Education Quarterly*, *The Journal of Language, Identity, and Education*, *Language Policy*, *The Reading Teacher* and *La Revista Bilingüe*.

Kathryn I. Henderson is an associate professor in the Department of Bicultural-Bilingual Studies, College of Education and Human Development at The University of Texas at San Antonio. She taught elementary school in Guadalajara, Mexico, before working in teacher preparation. She is the current graduate advisor of record for the culture, literacy and language PhD program. Her education interests include language ideologies, language policy and dual language bilingual education. She has presented regularly at local, regional and international conferences and is published in journals such as the *Modern Language Journal*, *Language Policy*, *TESOL Quarterly* and *Journal of Language, Identity and Education*.

Imee Hernandez is an LMSW-SIFI. She is a native New Yorker who was raised and worked in her wonderful community of Sunset Park Brooklyn. She started her social work passion at the age of 15 at the Center for Family Life (CFL). With CFL's support, she went on to get her bachelor's at

Empire State College, SUNY. She also earned a full scholarship through the Department of Education to get her master's in social work at New York University. After 10 years of working in the field with case management, clinical and psychiatric treatment, she is now working as a certified bilingual school social worker, serving pre-K through 8th grade.

Mariana Lima Becker is an assistant professor in the Department of Educational Theory and Practice at the University of Georgia. Her research is situated at the intersection of bilingual education, im/migration and language and literacy studies. Lima Becker's work explores the educational experiences and trajectories of bi/multilingual children in and out of schools, and transborder families' (digital) literacy practices. Her research has received academic awards, including the 2022 National Academy of Education/Spencer Foundation Dissertation Fellowship and a 2021 doctoral dissertation grant from the International Research Foundation for English Language Education. Her work has appeared in the *Journal of Early Childhood Literacy*, *Childhood* and the *International Journal of Bilingual Education and Bilingualism*.

Ramón Antonio Martínez is associate professor in the Graduate School of Education and the Center for Comparative Studies in Race and Ethnicity at Stanford University. His research explores the intersections of language, race and ideology in public schools, with a particular focus on literacy learning among multilingual children and youth. He has published articles in the *International Multilingual Research Journal*, *Linguistics and Education*, *Language Policy*, *Research in the Teaching of English*, *Anthropology & Education Quarterly* and *Review of Research in Education*. Before entering academia, Dr Martínez was a bilingual elementary school teacher in the Los Angeles Unified School District.

CoCo Massengale is a doctoral candidate in the Graduate School of Education at Stanford University with a concentration on race, inequality and language in education. Her research sits at the intersection of literacy studies, the history of education and Black Studies, exploring the historical and contemporary formation of Black reader identities. She received her BA in sociology from Stanford in 2009 and worked as a qualitative researcher for 10 years at a not-for-profit organization before returning to pursue a doctorate.

Kate Menken is professor of linguistics at Queens College of the City University of New York (CUNY), and a research fellow at the Research Institute for the Study of Language in an Urban Society of the CUNY Graduate Center. She is co-editor in chief of the journal *Language Policy*. Her research interests include language education policy, bilingual education and educational policies and practices for bilingual students in the

United States (especially New York City). Further information can be found on her website: <http://katemenken.org> and Google scholar page.

Norma Monsivais Diers is a graduate of the literacy, language and culture PhD program at the University of Illinois Chicago. She works as a bilingual executive literacy coach at a company providing literacy solutions in English and Spanish in Grades K-12. Her research examines the intersection of language education policy and Latinx family language policies, specifically, how language education policy at school impacts emergent bilinguals' biliteracy and their family education policies at home. Dr Monsivais Diers was formerly a bilingual elementary school teacher, a network instructional coach and an English learner network specialist in the Cicero and Chicago school districts.

Trish Morita-Mullaney is an associate professor at Purdue University in the College of Education with a courtesy appointment in Asian American studies. Her research focuses on the intersections between language learning, gender and race and how this informs educator identities of emergent bilinguals. Guided by critical and feminist thought, she examines how these intersecting identities shape individual and structural policymaking for emergent bilinguals. Her work can be found in the *American Educational Research Journal*, *Educational Policy*, *International Journal of Bilingual Education and Bilingualism*, *TESOL Quarterly* or at <https://purdue.academia.edu/TrishMoritaMullaney>

P. Zitlali Morales is an associate professor of curriculum and instruction in the College of Education and affiliated faculty of the Latin American and Latino Studies program at the University of Illinois Chicago. Her research focuses on the linguistic practices of Latinx bilinguals, the language ideologies of immigrant communities and language education policy. She prepares pre-service and in-service teachers to work with emergent bilingual students and their families and coordinates the bilingual and ESL endorsement at UIC. Dr Morales is co-editor of the book *Transforming Schooling for Second Language Learners: Theoretical Insights, Policies, Pedagogies, and Practices* by Information Age Publishing.

Mariela Nuñez-Janes (Profe) is a professor of anthropology and affiliate faculty with the Latino/a Mexican American Studies program at UNT. Her scholarly activism is fueled by her expertise in Latinx immigrant education, youth and participatory research and guides her engaged and community-driven pedagogy. She is the author of numerous articles and book chapters including the book *Eclipse of Dreams: The Undocumented-Led Struggle for Freedom*, co-authored with undocumented youth. She has received numerous awards and honors for her engaged

research and mentorship, and currently serves as the past-president of the Council for Anthropology and Education (CAE), a section of the American Anthropological Association.

Gabrielle Oliveira is the Jorge Paulo Lemann associate professor of education and Brazil studies at the Harvard Graduate School of Education. Her research examines family migration, immigrant children's educational trajectories across the Americas and structures of care as they relate to schooling. She is the author of the award-winning book *Motherhood Across Borders: Immigrants and their Children in Mexico and in New York City* (NYU Press). Gabrielle has also been the recipient of many academic awards including the 2020 National Academy of Education/Spencer Postdoctoral Fellowship and the Council of Anthropology and Education 2021 early career award.

María Fernanda Ortega is a Latina, first-generation, bilingual teacher at the University of North Texas and a Ronald E. McNair scholar. Her research interests include acompañamiento and critical consciousness in dual language bilingual education. Her passion for community engagement and children has led her to participate with Denton ISD's Bilingual Homework Hotline for several years and has mentored and tutored many bilingual students. She graduated with her bachelor's degree in December 2022 and uses her passion for education and social justice to guide her development as a dual language educator.

Deborah Palmer, PhD, is professor of equity, bilingualism and biliteracy in the School of Education at the University of Colorado Boulder, and affiliate faculty in the Department of Ethnic Studies and the Culture, Language and Social Practice (CLASP) program. A former dual language bilingual teacher in California and bilingual teacher educator in Texas, she is a qualitative researcher who conducts critical ethnography and discourse analysis to support equity and justice. Her co-edited book (with the authors of her chapter in this volume) *Critical Consciousness in Dual Language Bilingual Education: Case Studies on Policy and Practice* is published by Routledge. She has recent articles in *Teaching and Teacher Education*, *Education Policy Analysis Archives*, *Language Policy* and *Journal of Language, Identity and Education*.

Luis E. Poza is an associate professor of teacher education in the Connie L. Lurie College of Education at San José State University. Luis' research examines how ideologies of language, race, class and nation are embedded and enacted in educational policy and practice for bilingual learners, and his publications appear in *Harvard Educational Review*, *Journal of Education Policy*, *Language Policy*, *Bilingual Research Journal* and

Whittier Law Review, among other venues. Luis co-coordinates SJSU's ethnic studies teacher residency program and teaches about multicultural education, bilingual education and the roles of language and education in human rights frameworks.

César Rosales is a dual language bilingual education (DLBE) middle school teacher in Denton ISD located in Denton, Texas. He is also a doctoral candidate in curriculum and instruction at the University of North Texas. His research interest focuses on how sports (specifically fútbol) act as language activism for our historically marginalized communities to critically engage in conversations that disrupt curriculum gentrification in dual language bilingual education. He has continued to work along with GOAL (Guys/Girls Operating As Leaders) for over nine years to advocate for marginalized communities by connecting Familia, Escuela y Comunidad through youth mentorship.

Verónica E. Valdez, PhD, a professor in the University of Utah's Department of Education, Culture & Society, has over 20 years of experience working with culturally and linguistically diverse programs, teachers, students, families and communities in several states across the United States. Her interdisciplinary research focuses on educational language policy and planning and its equity impacts; language learning efforts that foster multilingualism/biliteracy in- and out-of-school contexts; Latinx education; and teacher practices that promote multilingualism, multiculturalism and educational equity across educational settings. Her research is published in *Educational Policy*, *The Urban Review*, *International Multilingual Research Journal* and the *Bilingual Research Journal*, among others.

Bingjie Zheng earned her doctoral degree in the second language acquisition program at the University of Wisconsin-Madison. Bingjie's research examines the local discourses in Chinese-English dual language bilingual programs, and how the ideologies and power relations are manifested in the local appropriation of bilingual policy and practices. Her publications appear in *International Journal of Bilingual Education and Bilingualism*, *Journal of Multilingual and Multicultural Development* and *Language & Education*. Bingjie works as a qualitative researcher in a consulting company focusing on projects about language and interaction.