

PATRICIA GANDARA

EDUCATION

Ph.D., Educational Psychology, 1979  
University of California, Los Angeles  
M.S., Counseling/School Psychology, 1972  
California State University, Los Angeles  
B.A., Sociology/English Literature, 1969  
University of California, Los Angeles

Certificate in Spanish Language and Literature, 1974  
Universidad Menéndez-Pelayo, Santander, Spain

EMPLOYMENT HISTORY

2014	Professor Emerita University of California, Los Angeles
2007 - 2013	Professor, School of Education and Information Studies University of California, Los Angeles
2000 - 2006	Professor, School of Education University of California, Davis
1998 - 1999	Visiting Scholar, Graduate School of Education & Civil Rights Project, Harvard University
1995 - 1998	Associate Professor, School of Education University of California, Davis
1990 to 1995	Assistant Professor, School of Education, University of California, Davis
1987 to 1990	Associate Professor, School of Education, California State University, Sacramento
1985 to 1988	Director, Education Research Program Assembly Office of Research, California Legislature
1980 to 1985	Associate Social Scientist RAND Corporation, Santa Monica, CA
1981	Lecturer, Graduate School of Education, University of California, Los Angeles

- 1979 Lecturer, Department of Counseling Psychology,  
University of California, Santa Barbara
- 1977 to 1980 Research Associate, Juárez & Associates, Los Angeles, CA  
Co-Director, National Evaluation of Bilingual Headstart  
(Funded by Agency for Children, Youth & Families of HEW)
- 1972 to 1975 Psychologist (Bilingual); Director, Diagnostic Clinic  
Los Angeles Unified School District

#### GOVERNMENTAL BODIES

- 2011—present Commissioner, White House Commission on Educational  
Excellence for Hispanics
- 1990 - 1992 Commissioner, California Planning Commission for Educational  
Technology. (Charged with developing a Master Plan for  
educational technology for California. Appointed by the  
California Legislature)
- 1981 – 1986 Commissioner, California Postsecondary Education  
Commission, Sacramento, CA (Oversight of all higher education  
policy for the state)
- 1976 – 1979 Commissioner, Los Angeles County Commission on the Status  
of Women

#### INDEPENDENT RESEARCH ORGANIZATIONS

- 2007-- Co Director, The Civil Rights Project/Proyecto Derechos Civiles  
University of California, Los Angeles
- 2005-06 Director, Center for Applied Policy in Education, University of  
California, Davis
- 2003-2006 Co-Director, Policy Analysis for California Education (PACE)  
Consortium with UC Berkeley and Stanford University
- 2000- 2009 Associate Director, Linguistic Minority Research Institute  
and Director, Education Policy Center, UC Davis
- 1998- present Board Member, Representing the University of California,  
West Ed, San Francisco, CA

#### RECENT HONORS

- 2014 Educator of the Year, Loyola Marymount University

2011	Presidential Citation for Outstanding Contributions to Education Research, American Educational Research Association
2011	100 Most Influential Hispanics in the U.S., Hispanic Business Magazine
2011	Commissioner, White House Commission on Educational Excellence for Hispanics
2011	Fellow of the American Educational Research Association
2009	Fellow, Sudikoff Foundation for Education and Media
2009	Fellow/Lectuer, Sciences Po (Graduate Institute), Paris, France
2005	Fellow, Rockefeller Foundation Bellagio Center (Italy)
2005	Distinguished Public Service Award, U of California, Davis
2005	Outstanding Latino faculty in higher education, American Association of Hispanics in Higher Education
2004	Fellow, Educational Testing Service

#### RECENT FUNDED RESEARCH PROJECTS

2013	Access to Higher Education and Community Colleges, Ford Foundation, \$200,000
2012	Factors Influencing Positive Academic Outcomes for Latinas, Eva Longoria Foundation, \$75,000
2012	Evaluación del Programa IME Becas, Instituto de Mexicanos en el Exterior, Secretaria de Relaciones Exteriores, México, \$65,000MN
2012	Benefits of Bilingualism in the Labor Market, ETS, \$50,000
2010	Los Estudiantes que Compartimos, Conference in Mexico City on the Students we Share, UC MEXUS \$20,000
2010	From Crisis to Possibility: A New Research Agenda For the Education of English Learners, Ford Foundation, \$100,000
2009	Horne v Flores: Addressing the Needs of the Court, Foundation for Child Development, \$10,000
2008 --	Project SOL, US/Mexico Binational Research Initiative for Secondary Immigrant Students, Irvine Foundation, Gates Foundation, Carnegie Corporation, \$1.14 M
2007-10	Breaking the Chain of Failure: From Weak High Schools to Higher Performing Community Colleges, Ford Foundation, \$250,000

2007	English Learner Policy for California, Gates Foundation, \$52,000
2005-06	Resource Needs for California's English Learners Multi-Foundation Consortium, \$40,000
2005-06	Latinos in the Community Colleges: Successful transfer strategies, University of California, Office of the President, \$60,000
2005-06	US/Mexico Dual Accreditation of secondary curriculum Irvine Foundation, \$80,000
2003-04	PACE at UC Davis, Hewlett Foundation, \$330,000
2004-05	Understanding Student Diversity in the Community Colleges, Irvine Foundation, \$69,000
2004-05	A Survey of Teachers of English Learners, Center for the Future of Teaching and Learning, \$41,000
2004-05	A Study of Mexican Educational Initiatives for Mexican Students In the US, Instituto de Mexicanos en el Exterior, Secretaria de Relaciones Exteriores, Mexico, \$20,000 USD
2004-05	US-Mexico Education Initiative, UC MEXUS, \$12,000
2004-05	Secondary English Learners, Hewlett Foundation, \$60,000
2001-05	UC ACCORD, Research Working Group, Office of the President of the University of California, \$139,00
2000-01	Strategies to Increase Diversity in the Health Professions, Bureau of Health Professions, National Institutes of Health, Washington DC. (\$41,000)
2000-02	Puente Research Agenda, Puente Project, Office of the President, University of California, \$285,000

#### PROFESSIONAL ORGANIZATIONS

Editorial Advisory Board, American Journal of Education 2010- present

Editorial Board, American Educational Research Journal, 2008 – present

Editorial Board, Sociology of Education, 2004 - 2010

Chair, Committee on Scholars of Color, American Educational Research Association, 2002-005

Chair, Annual Award for Social Justice, American Educational Research Association, 2003-04

Member, Social Justice Action Committee, American Educational Research Association, 2003- 2005

Standing Committee on the Program, American Educational Research Association, 1999-2001

President and Treasurer, Sociology of Education Association, 1996-98

President, Sociology of Education Association, 1995-96

Program Chair, Division G, Social Context of Education, American Educational Research Association, 1995-96.

Chair, Hispanic SIG, American Educational Research Association, 1992-93

Reviewer for Anthropology and Education Quarterly, American Educational Research Journal, Educational Policy, Educational Evaluation and Policy Analysis, Sociology of Education, Hispanic Journal of Behavioral Sciences, Teachers College Record, Urban Education, Comparative Education Review, Teacher Education Quarterly, Child Development, State University of New York Press, University of Arizona Press, University of California Press, McGraw Hill, Westview Press, Erlbaum, Temple University Press, Harvard University Press, Teachers College Press, Russell Sage Press.

## PUBLICATIONS

### Books, Monographs, and Edited Journal Issues

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|------|--|
| 2014 | Callahan, R. & Gándara, P., <i>The Bilingual Advantage: Language, Literacy and the U.S. Labor Market</i> . Bristol: UK: Channel View/Multilingual Matters  |
| 2012 | Rios-Aguilar, C. & Gándara, P. (Eds). Horne v. Flores and the Future of Language Policy: Special Issue. <i>Teachers College Record</i> , 114, 9  |
| 2012 | Rios-Aguilar, C. & Gándara, P. (Eds) (Re) Conceptualizing and (Re) Evaluating Language Policies for English Language Learners: The Case of Arizona, Special Issue <i>Language Policy</i> , 11, 1 |

- 2010 Gándara, P. & M. Hopkins (Eds.) Forbidden Language: English Learners and Restrictive Language Policies. New York: Teachers College Press.
- 2009 Gándara, P. & Contreras, F., The Latino Education Crisis. The Consequences of Failed Social Policies. Cambridge: Harvard University Press.
- 2006 Gándara, P., Orfield, G., & Horn, C. (Eds) Expanding Opportunity in Higher Education, Leveraging Promise. Albany: State University of New York Press.
- 2005 Gándara, P., Orfield, G. & Horn, C. The Access Crisis in California Higher Education: Harbinger of the Future: Special Issue. *Educational Policy*, 19, May.
- 2005 Gándara, P., Latino Achievement: Identifying Models that Foster Success, National Center for the Gifted and Talented, University of Connecticut, Storrs, CT.
- 2004 Gibson, M., Gándara, P. & Koyama, J. School Connections: U.S. Mexican Youth, Peers, and School Achievement, New York: Teachers College Press.
- 2002 Gándara, P. & Moreno, J. The Puente Project: Issues and Perspectives on Preparing Latino Youth for Higher Education. *Educational Policy*, 16, September.
- 2001 Cooper, C. & Gándara, P. Special Issue: When Diversity Works: Bridging Families, Peers, Schools, and Communities, *JESPAR*, 6, 1 & 2.
- 2001 Gándara, P. with Bial, D. Paving the Way to Postsecondary Education: K-12 Intervention Programs for Underrepresented Youth. Washington D.C.: National Center for Education Statistics.
- 2000 Gándara, P. (ed.) The Dimensions of Time and the Challenge of School Reform. Albany: State University of New York Press.
- 1999 Gándara, P. and J. Maxwell-Jolly. Priming the Pump: Strategies for Increasing the Achievement of Underrepresented Minority Undergraduates. New York: The College Board.
- 1995 Gándara, P. Over the Ivy Walls: the educational mobility of low-income Chicanos. Albany: State University of New York Press.

## Journal Articles and Chapters

- 2015 Gándara, P. (forthcoming). With the future on the line: Why studying Latino education is so urgent, *American Journal of Education*, May.
- 2015 Gándara, P. (forthcoming). Rethinking bilingual education, *Educational Leadership*, March.
- 2014 Gándara, P. & Aldana, U. Brown at 60: *Who's segregated now?* *Education and Administration Quarterly*, 50, 735-748
- 2014 Gándara, P. & Callahan, R. Looking toward the future: Opportunities in a s shifting linguistic landscape, in (Callahan, R & Gándara, P. (eds), *The Bilingual Advantage: Language, Literacy and the U.S. Labor Market*. Bristol, UK: Multilingual Matters.
- 2014 Porras, D., Ee, J., & Gándara, P. Employer preferences: Do bilingual applicants and employees experience an advantage? In (Callahan, R & Gándara, P. (eds), *The Bilingual Advantage: Language, Literacy and the U.S. Labor Market*. Bristol, UK: Multilingual Matters.
- 2014 Callahan, R. & Gándara, P. Contextualizing bilingualism in the market: New destinations, established enclaves and the information age, , in (Callahan, R & Gándara, P. (eds), *The Bilingual Advantage: Language, Literacy and the U.S. Labor Market*. Bristol, UK: Multilingual Matters.
- 2013 Hopkins, M., Martinez-Wenzl, M., Aldana, U. & Gándara, P. Cultivating capital: Latino newcomer young men in a U.S. urban high school. *Anthropology and Education Quarterly*, 44, 286-303.
- 2013 Gándara, P., Meeting the needs of language minorities, in P. Carter and K. Welner (eds), The Opportunity Gap. New York: Oxford University Press.
- 2012 Rios-Aguilar, C. & Gándara, P., Horne v Flores and the future of language policy, *Teachers College Record*, 114, 9 (online version; print version due in 2013).
- 2012 Gándara, P., Educating English learners in the aftermath of Horne v Flores, in Biegel, S. (ed.) *Education and the Law, Third Edition*, West-Thomson/Reuters (American Casebook Series) 582-594.

- 2012 Gándara, P. From González to Flores: A return to the Mexican room? In Santa Ana, O. & Bustamante, C. (eds). *Arizona Firestorm*. Lanham, MD: Roman & Littlefield Publishers, forthcoming.
- 2012 Maxwell-Jolly, J. & Gándara, P. Teaching all our students well. Teachers and teaching to close the academic achievement gap. In Timar, T. & Maxwell-Jolly, J. (eds) *Narrowing the Achievement Gap: Perspectives and Strategies for Challenging Times*, Cambridge: Harvard Education Press. Pp. 163-186.
- 2012 Gándara, P. & Orfield, G. Why Arizona matters: Historical, legal, and political contexts of Arizona's instructional policies for English learners and U.S. linguistic hegemony, *Language Policy*, 11, 7-19.
- 2011 Martinez-Wenzl, M., Pérez, K., & Gándara, P. Is Arizona's approach to educating its English learners superior to other forms of instruction? *Teachers College Record*, 114, 9 (online version; print version due in 2013).
- 2011 Gándara, P., & Orfield, G. Segregating Arizona's English learners: A return to the "Mexican Room"? *Teachers College Record*, 114, 9 (online version; print version due 2013).
- 2011 Gándara, P. Latinos, language, and segregation: Options for a more integrated future, in Frankenberg, E., & DeBray, E. (Eds.). *Integrating Schools in a Changing society: New policies and Legal Options for a Multiracial Generation*. University of North Carolina Press. Pp. 265-278.
- 2010 Gándara, P. Addressing housing equity, *Educational Leadership*, 68, 31. November.
- 2010 Gándara, P. Overcoming triple segregation, *Educational Leadership*, 68, 60-64. November.
- 2010 Gándara, P. The Latino Education Crisis, *Educational Leadership*, 67, 24-30. February 2010.
- 2009 Gándara, P. & Rumberger, R. Immigration, Language, and Education: How Does Language Policy Structure Opportunity? *Teachers College Record*, 111, 6 - 27



- 2009 Gándara, P., & Gómez, M.C. Language policy in education, in B. Schneider, G. Sykes, & D. Plank (Eds.) AERA Handbook on Educational Policy Research. Washington DC: American Educational Research Association. Pp. 581-595
- 2008 Gándara, P. Multiple pathways for immigrant and English Learner Students, in M. Saunders & J. Oakes (Eds.) Multiple Pathways: High School Reform that Promises to Prepare All Students for College, Career, and Civic Participation. Cambridge: Harvard Education Press.
- 2008 Gándara, P. & G. Baca. NCLB and California's English Language Learners. The Perfect Storm, *Language Policy*, 7, 201-216
- 2008 Gándara, P., Strengthening student identity in school programs, in M. Pollock (Ed.) Everyday Anti-racism: Getting Real about Race in School. New York: The New Press. Pp. 66-74.
- 2008 Gándara, P., & R. Rumberger, Defining an Adequate Education for English Learners, *Education Finance and Policy*, 3, 130-148.
- 2007 Rumberger, R., & P. Gándara, Resource needs for educating linguistic minority students, in H. F. Ladd and E.B. Fiske, (Eds.), Handbook of Research in Education Finance and Policy. New York: Routledge. Pp. 591-611.
- 2006 Abedi, J., & Gándara, P., Performance of English Language Learners as a Subgroup in Large-Scale Assessment: Interaction of Research and Policy, *Educational Measurement Issues and Practice*, 25, 36-46.
- 2006 Maxwell-Jolly, J. & Gándara, P., Critical Issues in the Preparation of Teachers for English Learners in (PACE) Critical Issues in California Education. Berkeley: PACE
- 2006 Gándara, P. Strengthening the academic pipeline leading to careers in math, science and technology for Latino students, *Journal of Hispanic Higher Education*.5, 222-237.
- 2006 Gándara, P. Fragile Futures: Risk and Vulnerability among Latino high achievers. Policy Brief. Princeton: ETS
- 2006 Contreras, F. & Gándara, P. Latinas/os in the Ph.D. Pipeline: A Case of Historical and Contemporary Exclusion. In Journey to a

Ph.D.: The Latina/o Experience in Higher Education edited by J. Castellanos and A.Gloria. Stylus Publishing.

- 2005 Gándara, P., Contreras, F., & Santiago, D. Higher Education, in S. Oboler & D. González (Eds) Oxford Encyclopedia of Latinos and Latinas in the United States. New York: Oxford University Press.
- 2005 Gándara, P. & Maxwell-Jolly, J. Critical issues in the development of the teacher corps for English learners. In Waxman, H., Tellez, K., Preparing quality teachers for English Language Learners. Mahweh, NJ: Lawrence Erlbaum Press.
- 2005 Gándara, P. Addressing educational inequities for Latino students: The politics of “forgetting, *Journal of Hispanic Higher Education*, 4, 295-313
- 2005 Gándara, P., Moran, R. & Garcia, E. Legacy of *Brown*: Lau and language policy in the United States, *Review of Research in Education*, 28, 27-46
- 2004 Callahan, R. & Gándara, P. Nobody’s Agenda: English learners and post-secondary education, in Sadowski, M. (Ed.) Immigrant and English-Language Learners: Strategies for Success. Cambridge: Harvard Education Press, 2004. 107-127.
- 2004 Gándara, P. Building bridges to college: The Puente Program, *Educational Leadership*, 62, 56-60.
- 2004 Gándara, P. & Mejorado, M., Putting your money where your mouth is: Mentoring as a strategy to increase access to higher education. In W. Tierney, Z. Corwin, & J. Colyar (Eds) Preparing for College: Nine Elements of Effective Outreach. Albany: State University of New York Press.
- 2004 Rumberger, R. & Gándara, P., Seeking equity in the education of California’s English learners, *Teachers College Record*, 106, 2031-2055
- 2004 Gándara, P. & Gibson, G., Peers and school performance: Implications for policy, research, and practice, Gibson, M., Gándara, P. & Koyama, J. School Connections: Peers, Schools, and the Achievement of U.S. Mexican Youth, New York: Teachers College Press. Pp. 173-191.
- 2004 Gibson, M., Gándara, P., & Koyama, J., The role of peers in the

Schooling of U.S. Mexican youth, in Gibson, M., Gándara, P., & Koyama, J. (Eds.) . School Connections: Peers, Schools, and the Achievement of U.S. Mexican Youth, New York: Teachers College Press. Pp. 1-17.

- 2004 Gándara, P. Equitable Access and academic preparation for higher education: Lessons learned from college access programs, in Zwick, R.,(ed.) Rethinking the SAT in University Admissions, New York: Routledge Falmer Press. Pp. 167-188.
- 2004 Gándara, P., O'Hara, S. & Gutiérrez, D. The changing shape of Aspirations, in Gibson, M, Gándara, P. & Koyama, J. ( Eds.), School Connections: U.S. Mexican Youth, Peers, and School Achievement. New York: Teachers College Press. Pp. 39-62.
- 2003 Gándara, P., Rumberger, R., Maxwell-Jolly, J., & Callahan, R. English learners in California Schools: Unequal resources; unequal outcomes, *Educational Policy Analysis Archives*. <http://epaa.asu.edu/epaa/v11n36/> (refereed)
- 2003 Gándara, P.. Forward, in D. Leon (Ed.), Latinos in Higher Education. Boston: JAI Press. Pp. ix – xii.
- 2003 Gándara, P. and Chávez, L., Putting the cart before the horse: Latinos and higher education, in D. López & A. Jiménez (Eds.) Latinos and Public Policy in California, An Agenda for Opportunity. Berkeley: California Policy Research Center, University of California.
- 2002 Gándara, P., High School Puente: What we have learned about preparing Latino youth for higher education, *Educational Policy*, 16, 474-495.
- 2002 Maxwell-Jolly, J. and Gándara, P., A quest for quality: Providing qualified teachers for California's English learners, in Beykont, Z. (Ed.) The Power of Culture: Teaching Across Language Difference. Cambridge: Harvard Education Press.
- 2002 Gándara, P., Early intervention for higher education, in J. Forest & K. Kinser (eds.) Higher Education in the United States: An Encyclopedia. Santa Barbara, CA: ABC-CLIO Publishers.
- 2002 Gándara, P. Meeting Common Goals: Linking K-12 and Higher Education Interventions, W. Tierney & L. Hagedorn (Eds.) Increasing Access to College. Albany: State University of New York Press.

- 2002 Gándara, P., Learning English in California: Guideposts for the nation, in M. Suárez-Orozco & M. Páez. (ed.), Latinos. Remaking America. Berkeley: University of California Press.
- 2001 Gándara, P. Multiculturalism, In D. Levinson, A. Sadovnik, and P. Cookson, Jr. (eds.), Education and Sociology : An Encyclopedia. New York: Falmer Press.
- 2001 Gándara, P., Gutiérrez, D., & O'Hara, S., Planning for the future in rural and urban high schools, *Journal of Education for Students Placed at Risk (JESPAR)*, 6, 73-93.
- 2001 Gándara, P., Lost Opportunities: The difficult journey to higher education for underrepresented minority students, in Smedley, B., A. Stith, L. Colburn & C Evans (Eds). The Right Thing to Do, The Smart Thing to Do. Enhancing Diversity in the Health Professions. Washington D.C.: Institute of Medicine. National Academy Press.
- 2000 Gándara, P. Creating cultures of high achievement, *Liberal Education*, 86, 14-17.
- 2000 Gándara, P. In the aftermath of the storm: English learners in the post-227 Era, *Bilingual Research Journal*, 24, 1-13.
- 2000 Rumberger, R. and Gándara, P., The schooling of English Learners. In Burr, E., Hayward, G., Fuller, B., & Kirst, M. Crucial issues in California Education. University of California and Stanford University: Policy Analysis for California Education
- 1999 Genesee, F. and P. Gándara, Bilingual education programs: A cross-national perspective, *Journal of Social Issues*, 55, 665-685.
- 1999 Gándara, P. Rethinking time and teacher working conditions, In P. Gándara (ed), The Dimensions of Time and the Challenge of School Reform. Albany: SUNY Press.
- 1999 Gándara, P. Telling stories of success: Cultural capital and the educational mobility of Chicano students, *Latino Studies Journal*, Winter, Vol. 10, 38-54.
- 1999 Gándara, P. Staying in the race: The challenge for Chicanos in higher education. In Moreno, J. (ed) The Elusive Quest for Equality. Cambridge, MA: Harvard Educational Review Press.

- 1998 Gándara, P. and López, E., Latino students and college entrance exams: How much do they really matter? *Hispanic Journal of Behavioral Sciences*, 20, 17-38.
- 1996 Gándara, P. The challenge of Latino education: Implications for social and educational policy, In A. Yanez (ed.), Latino Politics in California. San Deigo, CA: Center for US-Mexican Studies. Pp 89-119.
- 1994 Gándara, P. and Osugi, L., Educationally ambitious Chicanas, *Thought & Action*, 10, 7-36.
- 1994 Gándara, P., Choosing higher education: educationally ambitious Chicanos and the path to social mobility, *Education Policy Analysis Archives* 2, 1-46 (2820 lines). [A peer-reviewed electronic journal, Gene Glass, Editor.]
- 1994 Gándara, P. The impact of the educational reform movement on Limited English Proficient students, In McLeod, B. (Ed.) Language and Learning: Educating linguistically diverse students. Albany:SUNY Press.
- 1994 Gándara, P., Chicana high achievers across two generations: A working paper, in Hurtado, A. and Garcia, E. (eds.) The Educational Achievement of Latinos: Barriers and Successes. Regents of the University of California, University of California, Santa Cruz, Latino Eligibility Study, 121-148.
- 1994 Gándara, P. and Fish, J., Year round schooling as a avenue to major structural reform. *Educational Evaluation and Policy Analysis*. 16, 67-86.
- 1993 Gándara, P. and Merino, B., Measuring the outcomes of LEP programs: exit rates and other mythological data. *Educational Evaluation and Policy Analysis*, 15, 320-338
- 1992 Gándara, P., Extended year, extended contracts increasing teacher salary options, *Urban Education*, 27. 229-247.
- 1992 Gándara, P., Language and ethnicity as factors in school failure: The case of Mexican Americans. R. Wollons (Ed.), Children at Risk in America. Albany: SUNY Press.
- 1989 Gándara, P., Those children are ours: Moving toward community, *Equity and Choice*, 5, 5-12. (Reprinted from NEA Today.)

- 1989 Gándara, P., Those children are ours: Moving toward community, *NEA Today* 7, 38-43.
- 1987 Gándara, P., Fighting the myths in the debate over bilingual education, *Sacramento Bee*, March 6.
- 1986 Gándara, P., Chicanos and higher education: The politics of self-interest. *American Journal of Education*, 95(1), 256-272.
- 1982 Gándara, P., Passing Through the eye of the needle: High achieving Chicanas. *Hispanic Journal of Behavioral Sciences*, 4(2), 167-179.
- 1980 Gándara, P., B. Keogh, & B. Yoshioka-Maxwell, Predicting academic performance of Anglo and Mexican-American kindergarten children, *Psychology in the Schools*, 17, 174-177.
- 1980 B.K. Keogh, S. Major, H. Omori, P. Gándara, & H.P. Reid., Proposed markers in learning disabilities research. *Journal of Abnormal Child Psychology* 8(1), 21-31.
- 1978 B. Keogh, S. Major, H.P. Reid, P. Gándara, & H. Omori, Marker variables: A search for comparability generalizability in the learning disabilities field. *Learning Disabilities Quarterly*, 1(3), 5-11.
- Major Policy Reports with Broad Distribution
- 2013 Gándara, P. with Aldana, U. Diaz, M., Hopkins, M., Martinez, D., Martinez-Wenzl, M. Preparing Secondary English Learners for Graduation and College. Los Angeles: Civil Rights Project/ Proyecto Derechos Civiles. September 30.  
<http://civilrightsproject.ucla.edu/research/k-12-education/language-minority-students/preparing-secondary-english-learners-for-graduation-and-college>
- 2012 Gándara, P. California: A Case Study in the Loss of Affirmative Action. Los Angeles: Civil Rights Project, UCLA.  
[www.civilrightsproject.ucla.edu](http://www.civilrightsproject.ucla.edu)
- 2012 Gándara, P., Alvarado, E., Driscoll, A., & Orfield, G., Building Pathways to Transfer: Community Colleges that Break the Chain of Failure for Students of Color. Los Angeles: Civil Rights Project/Proyecto Derechos Civiles, UCLA.

- 2012 Gándara, P., The Impact of English-Only Instructional Policies on English Learners, *Colorín Colorado*, Online resource for educators. <http://www.colorincolorado.org/article/50832/>
- 2011 Gándara, P. Improving Education for English Learners: Knowledge, Rights, and Capacity. Washington DC: National Research Council, Equity Commission, National Academy of Sciences. October 2011.
- 2011 Gándara, P. High stakes and low horizons: Changing the odds for Latino students. The NEA 2011 Almanac of Higher Education. Washington DC: NEA.
- 2011 Gándara, P. Addressing root causes of the achievement gap for California's Latino youth. Policy Brief. San Francisco: West Ed. [www.childrennow.org/uploads/documents/bw1w2011\\_brief3\\_gandara.pdf](http://www.childrennow.org/uploads/documents/bw1w2011_brief3_gandara.pdf)
- 2008 Gándara, P. & M. Hopkins, Benchmarking improvements for students of color and English learners, in D. Plank (Ed.) Conditions of Education 2008. Berkeley CA: Policy Analysis for California Education (PACE). Pp. 5 – 16.
- 2008 Gándara, P. A Preliminary Evaluation of Mexican-sponsored Educational Programs in the United States: Strengths, Weaknesses, and Potential, Libro de Recursos, Southwest Center for Education Equity and Language Diversity, Arizona State University.
- 2008 Gándara, P., R. Rumberger, & J. Maxwell-Jolly. Resource Needs for English Learners: Getting Down to Policy Recommendations. UC Santa Barbara & UCLA: UC Linguistic Minority Research Institute (Funded by the Bill & Melinda Gates Foundation).
- 2007 Gándara, P. & R. Rumberger. Resource Needs for English Learners. Stanford: Stanford University Institute for Research, Policy and Practice.
- 2005 Gándara, P. Fragile Futures: Risk and Vulnerability among Latino High Achievers. Princeton: Educational Testing Service
- 2005 Gándara, P., Maxwell-Jolly, J., Driscoll, A. Listening to Teachers of English Learners. Santa Cruz, CA: Jointly published with The Center for the Future of Teaching and Learning, PACE, and The University of California Linguistic Minority Research Institute. Copyrighted by the University of California.

- 2004 Gándara, P., Seven Ways in Which we Shortchange the Education of English Learners and What We All Can and Must Do About It, *California Curriculum News Report*, Vol 29, April 2004, pp. 2-3.
- 2004 Gándara, P. & Maxwell-Jolly, J., Critical Issues in Developing the Teacher Corps for English Language Learners, *The LSS Review*, Mid-Atlantic Regional Educational Laboratory, Vol. 3, No. 1, September.
- 2004 Gándara, P. & Rumberger, R., Promoting the Academic Success of English Language Learners, Recommendations to the North Carolina Legislature. May 2004.
- 2003 Rumberger, R. & Gándara, P., How Quickly are California English Learners Reach English Proficiency? *UCLMRI Newsletter*, Vol 12, No. 3
- 2003 Grumbach, K., Coffman, J., Rosenoff, E., Muñoz, C., Gándara, P. & Supulveda, E., Strategies for Improving the Diversity of the Health Professions A Report to the California Endowment. University of California San Francisco and Davis.
- 2002 Gándara, P. & Rumberger, R., The Growing Achievement Gap for California's English Learners, *UCLMRI Newsletter*, Vol 11, No.1
- 2000 Gándara, P. and Maxwell-Jolly, J., Preparing teachers for diversity: The crisis of quantity and quality. Santa Cruz, CA: The Center For the Future of Teaching and Learning.
- 2000 Gándara, P. Interventions for Excellence, What we know about nurturing high achievement in underrepresented students. Washington DC: National Academy of Sciences.
- 2000 López, E.; Puddefoot, G., & Gándara, P. (Eds.) A Coordinated Approach to Raising the Socio-economic Status of Latinos in California. Sacramento: California State Library, California Research Bureau.
- 1999 Gándara, P., Maxwell-Jolly, J., Stritikus, T., Curry, J., Garcia, E., Asato, J., Gutiérrez, K, The Initial Effects of Proposition 227 on English Learners. Santa Barbara: University of California, Linguistic Minority Research Institute. Available on line at: <http://www.lmri.uscb.edu>
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Oakland: Office of the President of the University of California.

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“Immigrant Students in the United States: Preparing Teachers to Teach Them,”  
Keynote at 11<sup>th</sup> Annual Shanghai International Curriculum Forum, East China  
Normal University, Shanghai China, November 2, 2013

“How Well Prepared are We to Meet the Needs of English Learners?”  
66<sup>th</sup> Annual Education Writers Association Conference, Stanford  
University, May 4, 2013

“The Latino Education Crisis”, Education Writers of America,  
Washington DC, May 2, 2009.

“Defending diversity, language rights and access to education in the United  
States”, UNESCO, Paris, France, April 9, 2009

“The Latino Education Crisis”, American Youth Policy Forum,  
Russell Building, U.S. Congress, Washington DC, February 27, 2009

“Teaching to a new nation,” Education Writers Association & Chicago  
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“The crisis in access to higher education in the United States,” Symposium on  
higher education access, Sciences Po, Paris, France, April 18, 2008

“The consequences of resegregation of Latino students,” Symposium on  
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“The Impact of Lau v Nichols on the education of ELL students,” Symposium on  
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“A Preliminary Evaluation of Mexican-sponsored Educational Programs in the  
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