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Curriculum Vitae
College of Education, San Diego State University
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DEGREES

Ph.D., 2006 University of North Carolina at Chapel Hill
Culture, Curriculum, & Change

M.A., 2003 California State University at San Bernardino
Bilingual Cross Cultural Education with emphasis in Language
Biliteracy and Second Language Acquisition

B.A., 2001 University of California at Riverside
College of Humanities, Religious Studies

ACADEMIC AND PROFESSIONAL APPOINTMENTS

2025- Present President, National Association for Bilingual Education Organization

2024- 2025 Vice President, National Association for Bilingual Education Organization

2018- Present Full Professor, San Diego State University Department of Dual Language and ESL Education

2018- 2023 Rural and Migrant Education, San Diego State University Department of Dual Language and ESL Education

2018-2023 Chair, San Diego State University Department of Dual Language and ESL Education

2015-2023 Co-Chair of the National Latino Education Research and Policy Project (NLERAP)

2014-2018 Associate Professor, University of Texas at San Antonio, College of Education and Human Development, Division of Bicultural- Bilingual Studies

2014-2018 Migrant Education Director, University of Texas at San Antonio, College of Education and Human Development, Division of Bicultural- Bilingual Studies

2011-2014 Assistant Professor, University of Texas at San Antonio, College of Education and Human Development, Division of Bicultural- Bilingual Studies

2010-2011 Assistant Professor, Wayne State University, College of Education Teacher Preparation Division, Bilingual/Bicultural & Language Education Programs

2007-2010 Assistant Professor, University of Texas at San Antonio, College of Education and Human Development, Division of Bicultural- Bilingual Studies

2006-2007 Post-Doctoral Fellow, University of North Carolina at Chapel Hill & Duke University, FPG Child Development Research Institute, Research project: The Nuestros Niños Early Language & Literacy Program

2005-2007 Migrant and Immigrant Education Director, University of North Carolina at Chapel Hill. Language & Literacy Program, FPG Child Development Research Institute

2005-2006 Research Associate, University of North Carolina at Chapel Hill. Language & Literacy Program, FPG Child Development Research Institute, The Nuestros Niños Early, Language and Literacy Program.

2003-2006 Latino Outreach Coordinator, University of North Carolina at Chapel Hill, Research Triangle Schools Partnership and Durham Public Schools.

2003-2005 Instructor, Elementary Education, University of North Carolina at Chapel Hill, School of Education, Division of Teacher Education.

2003-2004 Graduate Researcher, The University of North Carolina at Chapel Hill, School of Education, Evaluation of Dual Language Instruction in Durham, North Carolina. 2003-2004 Research Intern, SouthEast Center for Teaching Quality “Researching five South East states which include, Alabama, Kentucky, Georgia, Tennessee, and North Carolina on the effects of the Highly Qualified Notion of No Child Left Behind”.

2003-2004 Graduate Researcher, The University of North Carolina at Chapel Hill, School of Education, North Carolina Charter School Evaluation Program. Research Triangle Schools Partnership.

2003-2004 Elementary & Secondary Education Instructor, The University of North Carolina at Chapel Hill, School of Education, Division of Teacher Education.

1999-2003 Bilingual/Bicultural Elementary Classroom Teacher (Spanish/English), K-5 levels.

AWARDS, HONORS, AND FELLOWSHIPS

2015 “Distinguished Advisor” by the undergraduate organization, Bilingual Student Association (BESO) at UTSA.

2012 *Reconocimiento por Educación Global* (Global Education Recognition Award), Bluefields Indian and Caribbean University, Nicaragua, 2012.

2007-2008 Distinguished Professor” by the undergraduate organization, Bilingual Student Association (BESO) at UTSA, Spring, 2008; Fall, 2008; Spring, 2007.

2006 The State of North Carolina’s Dissertation IMPACT Award, for research that has direct IMPACT to North Carolina and the South, The University of North Carolina, 2006. 2006 California State University office of the President, Forgivable Loan Scholarship Program, 2006.

2004 American Association for Higher Education, Graduate Fellowship Award, 2006. North Carolina Association of Hispanic Professionals, and Mexican, American Legal Educational Fund, Parent Involvement Fellows, 2004.

2003 California State University San Bernardino Graduate Research Award, Annual Graduate Research Conference; 1st place, 2003.

2002-2003 California State University Graduate fellowship, 2002-2003.

RESEARCH AND SCHOLARLY ACTIVITIES

Refereed Publications

AFTER FULL PROFESSORSHIP

- Machado-Casas, M.** & Alaniz, I. (2022). Research Anthology on Bilingual and Multilingual. *Examining Bilingual Teacher Candidates' Use of Digital Media*. IGI Global
- Machado-Casas, M.,** Espinoza, K. (2021). Affirming Blackness, Indigenous, and Muslim Cultural Memory in Bilingual Education: What We Don't Say But Imply. *Multilingual Educator*, Spring 2021.
- Espinoza, K. **Machado-Casas, M.,** Martinez-Suarez, A., Zargar, A. (2021) Sobrevivencia en tiempos difíciles: Los efectos de la pandemia de COVID-19 en programas de preparación de maestras/os bilingües. In Perez de Guzman-Puya, V. (Ed), (2021). *Educar para construir sociedades más inclusivas. Retos y claves del futuro*. Sociedad Iberoamericana de Pedagogía Social, Sevilla, España. (Forthcoming, 2021).
- Espinoza, K., **Machado-Casas, M.,** Martinez-Suarez, A. (2020) Disruption Through *Concientización*: Using a Three Tier Approach to Family Engagement Through a VERDAD Framework In Keengwe, S., & Onchwari, G. (Eds.), (2020). *Handbook of Research on Bridging Family Teacher Relationships for ELL and Immigrant Students*. Pennsylvania: IGI Global (Accepted for publication).
- Garza, E., Espinoza, K., **Machado-Casas, M.,** Schouten, B., Guerra, M. J. (2020). Highly effective practices of three bilingual teacher preparation programs in US Hispanic Serving Institutions (HSIs). *Equidad International Welfare Policies and Social Work Journal*, 14(2), 95-128.
- Pour-Khorshid, F., **Machado-Casas, M.,** Talati, K., Gomez, D., Castillo, G. (2020). Engaging in Testimonio as a walk through el laberinto (the labyrinth) of higher education: Releasing, receiving and returning to the field with deeper purpose. *La Revista Tequio de la Uabjo*. 3(9), 25-48.
- Machado-Casas, M.,** Talati, K., Baron, Ana. (2020) STEM Access for Latina bilingual teacher candidates: Discrimination en la educación. How do informal programs motivate women to pursue STEM related fields. *La Revista Tequio de la Uabjo*, 3(9), 9-22
- Pour-Khorshid, F., **Machado-Casas, M.,** Talati, K., Gomez, D., Castillo, G. (2020). Engaging in Testimonio as a walk through el laberinto (the labyrinth) of higher education: Releasing, receiving and returning to the field with deeper purpose. *La Revista Tequio de la Uabjo*. 3(9), 25-48.
- Maldonado, S. I., & **Machado-Casas, M.** (2019). Sustaining the sociopolitical spirit of bilingual education: Assessment practices and evaluative policies for students minoritized by national background and English-language proficiency. In S. Keengwe & G. Onchwari (Eds.) *Handbook of research on assessment practices and pedagogical models for immigrant students* (pp. 1-17). Hershey, PA: IGI Global.
- Pérez-de-Guzmán, V., Rodríguez-Díez, J. L., **Machado-Casas, M.** (2017). Analysis of active aging through cineforum: an educational experience: Análisis del envejecimiento activo a través del cineforum: una experiencia educativa. *Revista de Humanidades*. 31(5), 1-35.
- Machado-Casas, M.,** Alanis, I., Ruiz, E. (2017). *La Tecnología Como Inclusión Educativa de la Diversidad Cultural Transformando Prácticas Informales de Educación en los Estados Unidos*. *Pedagogía Social. Revista Interuniversitaria*, 29(3), 1-12. (Journal is produced in three different languages)
- Machado-Casas, M.,** Alanis, I., Ruiz, E. (2017/Translated). Innovative Technologies as Social

BEFORE FULL PROFESSORSHIP

- Machado-Casas, M.,** Flores, B. & Guzman Puya, M. (2015). Global Education. *Journal of Latinos in Education, Special Issue*, 14(1), 1-29.
- Machado-Casas, M. & Alanis, I.** (2015). La tecnología como inclusión educativa de la diversidad cultural: Transformando prácticas informales de educación en los estados unidos. *Diversidad Cultural e inclusión socioeducativa Journal*, 5(1), 45- 60. Spain.
- Machado-Casas, M., & Flores, B. B.** (2015). Engaging Latino Families in Technology: Transforming and Empowering Home Pedagogy and Practices. Psychology, Knowledge and Society. *Psychologia, Conocimiento y Sociedad Journal*, 4(2), 89-108.
- Machado-Casas, M., Alanis, I., & Ruiz, E.** (2014). Beyond the technical apparatus: Identity, connections, and the use of “Autonarrativas virtuales” (virtual autonarrativas). *NABE Journal of Research and Practice*. 5(1), 1-29.
- Machado-Casas, M.** (2014). Supervivencia y trascendencia de inmigrantes Latinos indígenas transnacionales (ILIS) en los estados unidos. *Pedagogía Social*. 23(1), 12-36.
- Machado-Casas, M., Ek. L., & Sanchez, P.** (2014). The Digital Literacy Practices of Latina/o Immigrant Parents in an After-school Technology Partnership. *Multicultural Education Journal*. 21(3/4), 28-33.
- Ruiz, E., **Machado-Casas, M.** (2013). An Academic Community of Hermandad: Research for the Educational Advancement of Latin@s (REAL), a Motivating Factor for First-Tier Tenure-Track Latina Faculty. *Educational Foundations. Winter/Spring*, 27(1-2), 49-63.
- Machado-Casas, M., Ruiz, E., Cantu, N. E.** (2013). Women of color faculty testimonios and laberintos: Validating spaces for women of color faculty in higher education: Introduction to the special issue. *Educational Foundations, Winter/Spring*, 27(1- 2), 3-16.
- Machado-Casas, M.** (2012). Pedagogía del camaleón / Pedagogies of the chameleon: Strategies of survival and identity for transnational indigenous Latino immigrants in the US south. *The Urban Review*, 44(5).
<http://link.springer.com/article/10.1007/s11256-012-0206-5>
- Machado-Casas, M.** (2012). Globalized students vs. Unglobalized families: Limiting family participation in education. *The Association of Mexican-American Educators Journal (AMAE)*, 6(3). <http://amaejournal.asu.edu/index.php/amae/issue/current>
- Urrieta, L., **Machado-Casas, M.** (2012). Book banning, censorship, and ethnic studies in urban schools. *The Urban Review*, 45(1). <http://rd.spr>
- Machado-Casas, M., Cabellos, Sergio, A., Talati-Espinoza, K., Abdul-Razaq, H.** (2017). Working with Immigrant and Refugee Families: Broadening Cross-Cultural Understanding with Immigrant/Refugee Families. *Revista Foro de Educación*. 21(2), 1-15.
- Machado-Casas, M., Talati, K., Abdul-Razaq, H., Martinez-Suarez, A., Fonseca, M., Peña, C.** (2017). Pedagogies of Puppetry: Marginalization, Hegemony and colonized treatment of Latino/Indigenous Families. *Revista Equidad*. 7(1), 11-42.
- Cervantes, M., Cabello, S.A., **Machado-Casas, M.** (2016). From Corridos to Hip Hop: Integrating

music in Mexican American Studies Courses. *Revista de la Sociedad Comparada de Educación Comparada*. 84(3), 2-15.

Machado-Casas, M., Smith, H., Pourkhorshid, F., Cabello, S.A. (2016). Language as Problem, Right, Resource and Resistance: The Realities of Nicaragua's Multilingual Atlantic Coast. *Revista Barceo*. 171(2), 133-146.

Machado-Casas, M., Cabello, S.A. (2016). Discursos sobre las trayectorias en educación universitaria de primeras y segundas generaciones de inmigrantes en estados unidos. *Revista de la Sociedad Comparada de Educación Comparada*. 84(3), 20-45. neger.com/article/10.1007/s11256-012-0221-6

Prieto, L., Yuen, T., Arreguá-Anderson, M., **Machado-Casas, M.**, Sánchez, P., & Ek, L. (2016). Four Cases of a Sociocultural Approach to Mobile Learning in La Clase Mágica, an Afterschool Technology Club. *Interactive Learning Environments Journal*, 24(2), 345-356.

Ek, L.D., **Machado-Casas, M.**, Sánchez, P., & Alanis, I. (2010). Crossing cultural borders: *La Clase Mágica* as a university-school partnership. *Journal of School Leadership*, 20(6), 820-849. [CABELL'S ACCEPTANCE RATE: 6-10%]

Machado-Casas, M. (2009). The new global transnational citizen: The role of multilingualism in the lives of Latino/s indigenous immigrants in the U.S. *CIMEXUS: Revista de Investigaciones México Estados Unidos*, 2(7), 99-123.

Sánchez, P. & **Machado-Casas, M.** (2009). Introduction: At the intersection of transnationalism, Latino youth, and education. *High School Journal*, 92(4), 3-15.

Machado-Casas, M. (2009). La Supervivencia indígenas en E.U. por medio de la tecnología informática. *DIDAC*, 53. <Peer reviewed journal published by Universidad Ibero Americana, México>

Machado-Casas, M. (2009). The politics of organic phylogeny: The art of parenting and surviving as transnational multilingual Latino indigenous immigrants in the U.S. *High School Journal*, 92(4), 82-99.

Machado-Casas, M. (2008). Multilingualism and the new global transnational citizen: Latino/s indigenous immigrants in North Carolina. *NABE NEWS*, 31(2), 3-15.

Machado-Casas, M. (2007). Arts in the Classroom: La llave (the key) to awareness, community relations, and parental involvement. *The Journal of Thought*, Winter 2007.

BOOKS

AFTER FULL PROFESSORSHIP

Machado-Casas, M., Medina, Y. (2022). *encyclopedia of Critical Understandings of Latinx and Global Education*. NY: Brill.

Machado-Casas, M., Flores, B., Maldonado, S. (2022). Evaluating Bilingual Education Programs: Assessing Students Bilingualism, Biliteracy, and Social Cultural Competence. In Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter Lang, Inc.

BEFORE FULL PROFESSORSHIP

Pérez de Guzmán, V., Bas-Peña, E., and **Machado-Casas, M.** (2019). Gender Issues in Latin America and Spain: Multidisciplinary Perspectives. In **Machado-Casas, M.**, Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter Lang, Inc.

Guest Editorships

BEFORE FULL PROFESSORSHIP

Machado-Casas, M., Flores, B., Guzman-Puya, M.V. (2015). Global Education: Connecting Research, Practice, and Community through GLOBAL LEAD. *Journal of Latinos in Education, Special Issue. 14(1), 1-29.*

Machado-Casas, M., Ruiz, E., Cantu, N. E. (2013). Guest Editors. Women of color faculty. *Testimonios and laberintos: Validating spaces for women of color faculty in higher education: Introduction to the special issue. Educational Foundations. Winter/Spring, 27(1-2).*

Urrieta, L., **Machado-Casas, M.** (2012). Guest Editors. Special Issue: Book Banning, Censorship, and Ethnic Studies in Urban Schools. *The Urban Review.*

Sánchez, P. & **Machado-Casas, M.** (2009). Guest Editors. Special Issue: At the intersection of transnationalism, Latino youth, and education. *High School Journal, 92(4).*

Edited Books

AFTER FULL PROFESSORSHIP

Groves, P., Oviawe, J. O. & **Machado-Casas, M.** (2020) *The Oxford Encyclopedia of Race and Education*. London: Oxford Press

BEFORE FULL PROFESSORSHIP

Murillo Jr, E. G., Delgado- Bernal, D., Morales, S., Urrieta, L., Bybee, E., Munoz, J., Saenz, V., Machado-Casas, M., Espinoza, K. (Eds.). (2008). *V2 Handbook of Latinos and education: Theory, research, and practice*. Routledge.

Murrillo, E., Villenas, S., Trinidad Galvan, R., Sánchez Muñoz, J., Martínez, C. & **Machado-Casas, M.**, (2009). *Handbook of Latinos in Education: Theory, Research, and Practice*. NY: Routledge, Taylor and Francis, Inc.

Book Series Editorships

AFTER FULL PROFESSORSHIP

Machado-Casas, M., Maldonado, S., Flores, B. (2022). Evaluating bilingual education programs: Assessing students' bilingualism, biliteracy and sociocultural competence. In **Machado- Casas, M.**, Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter Lang, Inc.

Cervantes, M., Saldaña, L. (2022). El Sur en el Norte: Decolonizing Education through Critical Readings of Chicanx and Latinx Music. In **Machado- Casas, M.**, Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter Lang, Inc.

Gallard, A., Pitts, W., Flores, B., Ramos-de-Robles, S.L., (2021). Latina Pathways of Success in Science: Exploring Contextual Mitigating Factors as a Form of Resiliency. In **Machado-Casas,**

- M.,** Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter Lang, Inc.
- Marte, L. (2020). *Cimarrón pedagogies: notes on auto-ethnography as a tool for critical education*. In **Machado-Casas, M.,** Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter Lang.
- Vega, J. A. R. (2020). *High school Latinx counternarratives: Experiences in school and post-graduation*. Peter Lang Incorporated, International Academic Publishers.
- Ek, L. **Machado-Casas, M.,** Alanis, I., & Sánchez, P. (2020). Un Lugar Sin Igual (An unrivaled Space). Digital Biliteracies in a Latinx Community. In **Machado-Casas, M.,** Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter Lang, Inc.
- Noboa-Ríos, A. (2019). *The story of Latinos and education in American history*. In **Machado Casas, M.,** Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter Lang, Inc.
- Sadlier, S. (2019). Movements on the Streets and in Schools. In **Machado-Casas, M.,** Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter Lang, Inc.
- Arreguin-Anderson, M., & Alanis, E. (2019). Translingual Partners in Early Childhood Elementary Education: Pedagogies in Linguistic and Cognitive Engagement. In **Machado Casas, M.,** Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter Lang, Inc.
- Pérez de Guzmán, V., Bas-Peña, E., and **Machado-Casas, M.** (2019) Gender Issues in Latin America and Spain: Multidisciplinary Perspectives. In **Machado-Casas, M.,** Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter Lang, Inc.
- Yuen, T., Bonner, E., Arreguín-Anderson, M. (2018). (Under)Represented Latin@s in STEM: Increasing Participation Throughout Education and Workplace. In **Machado-Casas, M.,** Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter Lang, Inc.
- Castañeda, M. & Krupezynsk, J. (2018). Civic Engagement in Diverse Latina/o Communities: Learning from Social Justice Partnerships in Action. . In **Machado-Casas, M.,** Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter Lang, Inc.
- Ayala, J., Cammarota, J., Rivera, M., Rodriguez, L.F., Berta-Avial, M., Torre, M. (2018). *PAR Entremundos: A Pedagogy of Las Americas*. In **Machado-Casas, M.,** Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter Lang, Inc.
- Bussert-Webb, K., Díaz, M. E., & Yanez, K. A. (2017). Justice and space matter in a strong, unified Latino community. In **Machado Casas, M.,** Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter Lang, Inc.
- Flores, B. B., Riojas Clark, E. (2017). *Despertando el Ser: Latin@ Teacher's Discovery and Affirmation of Self Through Identity, Consciousness, and Belief Exploration*. In **Machado-Casas, M.,** Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter

BEFORE FULL PROFESSORSHIP

- Guerra, N. (2016). *Addressing Challenges Latino/as Encounter with the LIBRE Problem Solving Model*. In **Machado-Casas, M.,** Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter Lang, Inc.
- Vega, J. A. R. (2015). *Counterstorytelling Narratives of Latino Teenage Boys: From «Vergüenza» to «Échale Ganas»*. In **Machado Casas, M.,** Medina, Y. (Eds.) *Critical Issues in Latino Education*. NY: Peter Lang, Inc.
- Rodriguez, L.F. (2015). Intentional Excellence: The Pedagogy, Power, and Politics of Excellence in Latina/o Schools and Communities (Peter Lang Publishing). In **Machado-Casas, M.,** Medina, Y.

- (Eds.) Critical Issues in Latino Education. NY: Peter Lang, Inc.
- Harris, D. M., & Kiyama, J. M. (2015). *The plight of invisibility: A community-based approach to understanding the educational experiences of urban Latina/os*. In **Machado Casas, M.**, Medina, Y. (Eds.) Critical Issues in Latino Education. NY: Peter Lang, Inc.
- Medina, Y., & Donoso Macaya, Á. (2015). Latinas/os on the East Coast: a critical reader. In **Machado Casas, M.**, Medina, Y. (Eds.) Critical Issues in Latino Education. NY: Peter Lang, Inc.
- Muñoz, S. M. (2015). *Identity, social activism, and the pursuit of higher education: The journey stories of undocumented and unafraid community activists*. In **Machado Casas, M.**, Medina, Y. (Eds.) Critical Issues in Latino Education. NY: Peter Lang, Inc.
- Rolón-Dow, R., & Irizarry, J. G. (2014). *Diaspora Studies in Education: Toward a Framework for Understanding the Experiences of Transnational*. In **Machado Casas, M.**, Medina, Y. (Eds.) Critical Issues in Latino Education. NY: Peter Lang, Inc.
- Velasco Caballero, F., & Torres, M. D. L. A. (2014). Global cities and immigrants: a comparative study of Chicago and Madrid. In **Machado Casas, M.**, Medina, Y. (Eds.) Critical Issues in Latino Education. NY: Peter Lang, Inc.

Book Chapters

BEFORE FULL PROFESSORSHIP

- Pourkhorshid, F., **Machado-Casas, M.** (2016). The Benefits to Bilingual Education. In Ramirez, L. Et Al. *No Estas Solo: Recetas para Obtener el EXITO de Padres a Padres*. Vasquez Press, CA.
- Machado-Casas, M.**, Flores, B. B., & Murillo, E. (2015). Reframing: We Are Not Public Intellectuals; We Are Movement Intellectuals. In C. Gestl-Pepin & C. Reyes, *Reclaiming the Public Dialogue in Education: Putting the Public in Public Intellectual* (pp. 31-38). NY: Peter Lang Publishers.
- Machado-Casas, M.** (2013). *El Mundo en la Palma de la Mano* [The World in the Palm of the Hand]: Bridging Families' Multigenerational Technology Gaps through *La Clase Magica*. In Flores, B.B., Vaquez, O.A., & Clark, E.R. *La Clase Mágica: Generating Transworld Pedagogy*. Lexington Publishers, Rowman Littlefield Publishing Group.
- Smith, H., Sánchez, P., Ek, L.D., & **Machado-Casas, M.** (2011). From linguistic imperialism to linguistic *conscientización*: Learning from heritage language speakers. In D. Schwarzer, M. Petrón, & C. Luke, (Eds.), *Research informing practice – Practice informing research: Innovative teaching methodologies for world language teachers* (pp. 177-198). Charlotte: Information Age Publishing, Inc.
- Ek, L.D., **Machado-Casas, M.**, Sánchez, P., Smith, H.L. (2011). *Aprendiendo de sus comunidades / Learning from their communities: Bilingual teachers researching urban Latino neighborhoods*. In V. Kinloch (Ed.), *Urban Literacies: Critical Perspectives on Language, Learning, and Community* (pp. 15-37). New York: Teachers College Press.
- Machado-Casas, M.**, & Flores, B. (2010). *Trabajando y Comunicando con Nuestras Comunidades Indígenas Inmigrantes*. In Flores, B., Clark, E., and Hernandez Sheets, R. (Eds.), *Educar para Transformar: Teacher Preparation for Bilingual Student Populations* (pp. 205-216). New York:

Routledge, Taylor and Francis, Inc.

Bettez, S., Lopez, J., & **Machado-Casas, M.**, (2008). “*Hermanidad*” (Sisterhood): Latinas in Higher Education. In Cleveland, D. (Ed.), *When Minorities Are Especially Encouraged to Apply: Diversity and Affirmative Action in Higher Education* (pp. 23- 34). New York: Peter Lang Publishing Inc.

Encyclopedia Entries

AFTER FULL PROFESSORSHIP

Maldonado, S., **Machado-Casas, M.** (2022). Assessment and evaluation strategies for students minoritized by English-language background. In the Handbook of Research on Assessment Practices and Pedagogical Models for Immigrant Students.

Grooves, P. & **Machado-Casas, M.** (Associate Editors) .(2019). The Oxford Encyclopedia of Race and Education. NY: Routeledge, Taylor and Francis, Inc.

Alanis, I., **Machado-Casas, M.** (2017). Examining Bilingual Teacher Candidates use of Digital Media. In Sagini, K. et. Al. In The Handbook of Research on Pedagogies and Cultural Considerations for Young English Language Learners. NY: Routeledge, Taylor and Francis, Inc.

BEFORE FULL PROFESSORSHIP

Machado-Casas, M. (2009). Resources and information for Latinos in education: Research, theory & practice. In Murrillo, E., Villenas, S., Trinidad Galván, R., Sánchez Muñoz, J., Martínez, C. & **Machado-Casas, M.** (Eds.). *Handbook of Latinos in Education: Theory, Research, and Practice*. NY: Routledge, Taylor and Francis, Inc.

Non-refereed Publications

BEFORE FULL PROFESSORSHIP

Machado-Casas, M. Durham public schools and Latinos in education: Parent conversations about school perceptions. *Durham Public Schools Parental Educational Link*. May, 2006.

Machado-Casas, M. Now I’m part of this school: A conversation with a Latino parent. *Durham Public Schools Parents Educational Link*, January 2005.

In Progress

Machado-Casas, M., Alanis, I., Ruiz, E. (In Progress/Tranlation of original published article). A Tecnologia como inclusão educative da diversidade cultural: Transformado Practicas Informais de Educação nos estados unidos. *Pedagogía Social. Revista Interuniversitaria*.

Flores, B. B., **Machado-Casas, M.**, Claeys, L. & Solis, J. (In press). Promising learning and instructional practices for culturally diverse practicing teachers: The case of *Nepohualtitzin* Ethnomathematics Club (NEC). *Revista Barceo*. 18(3), 145-160.

Machado-Casas, M., Cabello, S.A., Miranda, J.M. (In Press). Crisis, Familia y Escuela: La Precarización de la Vida. *Revista de Educación y Humanismo*. 10(2), 1-39. Colombia.

- Machado-Casas, M.**, Cabello, S.A. (In Press). Subjetividad en las trayectorias educativas en inmigrantes Latinos en Estados Unidos y España. *Revista de Pedagogía Social*. Spain.
- Pérez-de-Guzmán, V., Rodríguez-Díez, J.L. & **Machado-Casas, M.** (2015). Education and active aging: preparation for finitude. An educational experience. *Pedagogía Social*, 23(2), 25-46. Spain.
- Abdul-Razaq, H., **Machado-Casas, M.** (In Progress). Newly Arrived Refugees: Challenges and Hope when Engaging the School Systems.
- Machado-Casas, M.**, Lindahl, K. (In Progress). FAMTECH: Sociocultural Approaches to Digital Learning for L2 families.
- Abdul-Razaq, H., **Machado-Casas, M.** (In Progress). Newly Arrived Refugees: Shifting the Paradigm of Parent Involvement.
- Solis, J., & **Machado-Casas, M.** (In Progress). Agency and Transcultural Citizenship for Pre- Service Teachers in STEM through Ethnomathematics NEPO club.
- Machado-Casas, M.** Indigenous Latino Communities Educational Experiences in the U.S. South. Submitted for review for Luis Urrieta's new book, *Latino Indigenous Communities in the US*.
- Smith, H., Combs, M.C. & De La Viña, D. (In Progress). A Commemorative Anthropology in Memory of Dr. Richard Ruiz. In **Machado-Casas, M.**, Medina, Y. (Eds.) Critical Issues in Latino Education. NY: Peter Lang, Inc.
- Zamora, G., Ramirez, G., & Sánchez, P. (In Progress). In **Machado-Casas, M.**, Medina, Y. (Eds.) Critical Issues in Latino Education. NY: Peter Lang, Inc.

PROFESSIONAL CONFERENCES, PRESENTATIONS, AND LECTURESHIP

- Machado-Casas, M.**, Suarez-Martinez, A., Medrano, V., Ramirez, M., Adame, H., Lare, M., Palao, E., Leon, J., Martinez, A., Rodriguez, R., Salmeron, F. (2017). Communities United for Education: Parent Panel of Family School Partnership Program. Intercultural Development Research Association Parent Summit. San Antonio, TX.
- Machado-Casas, M.**, Baquedano-Lopez, P., Perez, W., Casanova, S., Mojica Lagunas, R. (2017). The Multiple Context of Indigenous Mexican Students and Their Families: Knowledge, Praxis, and Educational Opportunity. American Educational Research Association (AERA). San Antonio, TX
- Machado-Casas, M.**, Espinoza, K., Abdul-Razaq, H. (2017). Pedagogy of the Puppet: Ensuring Equal Educational Opportunities for Latino Families. Educational Research Association (AERA). San Antonio, TX
- Machado-Casas, M.**, Ramirez, M., Adame, H., Lare, M., Palao, E., Leon, J., Martinez, A., Rodriguez, R., Salmeron, F. (2017). Communities United for Education: Parent Panel of Family School Partnership Program. SAISD Spring 2017 Parent Summit. San Antonio, TX.
- Claeys, L., **Machado-Casas, M.** (2016). STEM, and Informal Learning Clubs. California Latino School Board Association. San Diego, CA. September, 2016.
- Machado-Casas, M.**, Medrano, V., Ramirez, M., Adame, H., Lare, M., Palao, E., Leon, J., Martinez, A., Rodriguez, R., Salmeron, F. (2016). Communities United for Education: Parent Panel of Family School Partnership Program. SAISD Fall 2016 Parent Summit. San Antonio, TX.

- Machado-Casas, M.** Claey, L., & Flores, B. (2016). *Bridging Community, Teachers, and Schools: The case of La Clase Mágica: Generating Transworld Pedagogy and Social Justice afterschool Informal learning clubs*. California Association for Bilingual Education (CABE). San Francisco, CA. May, 2016.
- Machado-Casas, M.** Claey, L., & Flores, B., Lares, K. (2016). Comunidades Unidas Para la Educación/Communities United for Education (CUPE) Family Leadership and Community Engagement Program. California Association for Bilingual Education (CABE). San Francisco, CA. May, 2016.
- Machado-Casas, M.** Claey, L., & Flores, B., Lares, K. (2016). The La Clase Mágica Nephualtitzin Ethnomathematics Club: Setting up an Ethnomathematics afterschool informal learning club. California Association for Bilingual Education (CABE). San Francisco, CA. May, 2016.
- Machado-Casas, M.**, Duran, R., Main, E., Equinca, Alberto, Ricon, B., Delas Mercedes, C., Monarrez, A., Gonzalez, E., Rocha, J. (2016). STEM & Hispanics. American Educational Research Association (AERA). San Antonio, TX. April, 2016.
- Machado-Casas, M.**, Peña, C. (2015). *Latinos United for Education/Latinos Unidos para la Educación (LUPE): Empowering Families and Communities*. Educational Studies Association (AESA). San Antonio, TX. November, 2015.
- Machado-Casas, M.**, Medrano, V., Ramirez, M., Adame, H., Lare, M., Palao, E., Leon, J., Martinez, A., Rodriguez, R., Salmeron, F. (2015). Communities United for Education: Parent Panel of Family School Partnership Program. SAISD Fall 2015 Parent Summit. San Antonio, TX.
- Prieto, L., Arreguin-Anderson, M., Yuen, T.T., Ek, L.D., García, A., **Machado-Casas, M.**, & Sánchez, P. (2015). Four Cases of a Sociocultural Approach to Mobile Learning in *La Clase Mágica*, an Afterschool Technology Club. International Mobile Learning Festival. Hong Kong SAR China. May, 2015.
- Prieto, L., Flores, B., Claey, L., Arreguin-Anderson, M., Sánchez, P., Ek, L.D., & **Machado-Casas, M.** (2015). *The La Clase Mágica Nephualtitzin Club: Afterschool Informal Learning Clubs*. Annual Conference of the National Association for Bilingual Education (NABE). Las Vegas, NV. March, 2015.
- Machado-Casas, M.**, Borg, E., Pour-Khorshid, F., Anderson-Zavala, C., Rawls, K., Espinoza, K., Abdul-Razaq, H., Zaragoza, M., Rodriguez, H., (2015). Radical Love & Collective Testimonio: Reflecting on Life in Graduate School. American Educational Studies Association (AESA). San Antonio, TX. November, 2015.
- Flores, B., Claey, L., Ek, L., Arreguín-Anderson, M., Lares, K., Rodríguez, **Machado-Casas, M.**, Sander, S. (2015). Bridging Community, Teachers, & Schools: Generating Transworld Pedagogy & Social Justice Through the Sacred Sciences During Informal Learning Clubs. American Educational Studies Association (AESA). San Antonio, TX. November, 2015.
- Hilton K., Berry, T., **Machado Casas, M.**, Baszile, D., Stark, L., Williams, T. (2015). From Student to Scholar - Persisting in the Academy When Love has to be enough. American Educational Studies Association (AESA). San Antonio, TX. November, 2015.
- Mayo, C., Van Galen, J. **Machado-Casas, M.**, Kramer, A. (2015). "What's Magic: Connection & Agency in Mediated Teaching & Learning." American Educational Studies Association (AESA). San Antonio, TX. November, 2015.
- Machado-Casas, M.**, Medrano, V., Ramirez, M., Adame, H., Lare, M., Palao, E., Leon, J., Martinez, A., Rodriguez, R., Salmeron, F. (2015). Communities United for Education: Parent Panel of Family School

Partnership Program. SAISD Spring 2015 Parent Summit. San Antonio, TX.

Margarita Machado-Casas, M. & Schouten, B. (2015). Bilingual Education Student Organization, Inaugural NABE SIG. National Association for Bilingual Education. Las Vegas, NV.

Margarita Machado-Casas, M. & Schouten, B. (2013). Bilingual Education Student Organization, Inaugural NABE SIG. National Association for Bilingual Education. Tampa, FL. February, 2013.

Machado-Casas, M. & Schouten, B. (2012). Language Policy for English Language Learners and Bilingual Children in the US. National Association for Bilingual Education. Dallas, TX. February, 2012.

Machado-Casas, M. & Smith, H. L., (2012). El Multiculturalismo entre Afrodescendientes en Latino America, hacia la transformacion global: El caso de Nicaragua. Conferencia de Pedagogia Social Educacional. Seville, Spain. July, 2012.

Sanchez, P., Ek, L., **Machado-Casas, M.** (2012). Digital Literacy Practices of Latino/a Immigrant Children and Families in an Afterschool Technology Program. American Anthropological Association (AAA) Meeting. San Francisco, California. November, 2012.

Machado-Casas, M., Smith, H., Ek, L., Quijada, P., Urrieta, L., Pour-Khourshid, F., Guevara, M. T., & Galvan, R. T. (2012). Multilingual, Multicultural Diaspora in Latin America: Exploring Transnational and Global Perspectives. American Educational Studies Association. Seattle, WA.

Machado-Casas, M. (2012). Bilingual Families in Dual Language Programs. Texas Association for Bilingual Education. San Antonio, TX. October. 2012.

Machado-Casas, M. & Smith, H. (2012, June). "El Multilingualismo entre Afrodescendientes en Latino America, hacia la Transformación global: El Caso de Nicaragua". Conference proceedings of the *1st Congreso de Pedagogía Social Educacional*. Seville, Spain.

Bustos Flores, B., Ek, L., **Machado-Casas, M.,** Sánchez, P. (2010). Pedagogical Practice and Possibility: Establishing La Clase Mágica at a Hispanic-Serving Institution in South Texas. American Educational Research Association. Denver, CO. May, 2010.

Flores, B.B., Cortez, M., Ek, L.D., **Machado-Casas, M.,** & Sánchez, P. (2010). Pedagogical practice and possibility: Establishing La Clase Mágica at a Hispanic Serving Institution in South Texas. Panel: "La nueva generación de La Clase Mágica: Policy, process, and practice." Annual Meeting of the American Educational Research Association. Denver, Colorado. April-May, 2010.

Smith, H.L., Sánchez, P., Ek, L.D., & **Machado-Casas, M.** (2010). From linguistic imperialism to linguistic conscientización: Preparing bilingual teacher candidates to become language mediators. Panel: "Preparing teachers to better serve Latina/o students: The development of conscientización in language and literacy." Annual Meeting of the American Educational Research Association. Denver, Colorado. April- May, 2012.

Machado-Casas, M., Ek, L. Sanchez, P. and Smith, H. (2010). Bilingual Teacher Candidates' Explorations of Community Language & Literacy Views. TABE (Texas Association for Bilingual Education). El Paso, Texas. October, 2010.

Vasquez, O., Gutierrez, C., Valenzuela, A., Bustos Flores, B. **Machado-Casas, M.,** Ek, L., Sanchez, P. (2010). *La Nueva Generacion de las Clase Mágica*. American Educational Research Association Meeting. Denver, CO. May, 2010.

- Alanís, I., Ek, L., **Machado-Casas, M.** (2010). La clase mágica: Fostering Bilingualism & Biliteracy Through Technology. TABE (Texas Association for Bilingual Education). El Paso, Texas, October, 2010.
- Douglas, T., **Machado-Casas, M.**, Bettez, S. (2010). Broadening Curriculum, Brokering Change: 'Cultural Confessions' from Scholars Utilizing the Pedagogical Power of Non-traditional Educative Spaces. AESA (American Educational Studies Association). Denver, CO, October, 2010.
- Machado-Casas, M.** (2010). La Clase Mágica Technology Community: Crossing Divides. AESA (American Educational Studies Association). Denver, CO, October, 2010. Ek, L.D., & Sánchez, P., **Machado-Casas, M.** (2009, April). Locating the Self: Latina/o Bilingual Preservice Teachers' Language History Maps. Panel: "Revealing the Experiences and Understandings of Latina/o Preservice Teachers." Annual AERA (American Educational Research Association) Meeting. San Diego, California. April, 2009.
- Smith, H.L., Ek, L.D., Sánchez, P., & **Machado-Casas, M.** (2009). From linguistic imperialism to linguistic conscientización: Understanding the linguistic repertoires and ideologies of Latina/o bilingual teacher candidates. Annual Meeting of the Texas Association for Bilingual Education. Houston, Texas. October, 2009.
- Machado-Casas, M.** & Ruiz, E. (2009). Hermandad: First-Year Tenure-Track Faculty Building Community through REAL. Panel: "Creating and Interdisciplinary Space of Resistance: (Counter) narratives of a Latin Research Collaborative," Annual American Educational Research Association Meeting. San Diego, California. April, 2009.
- Ek, L., Timmons Flores, M., Guerrero, A., Ueland, M., Urrieta, L., **Machado-Casas, M.** (2009). Transnationalism, Displacement, and Identity: Lessons from Latin America and the United States. Annual American Educational Research Association Meeting. San Diego, California. April, 2009.
- Machado-Casas, M.** (2008). Pedagogía del Camaleón (Pedagogy of the Chameleon): The Subjugated Voices of New Transnational Latino Indigenous communities, and its effects Family School Interactions. **Feature Speaker**, National Association for Bilingual Education National Conference. Tampa, Florida.
- Machado-Casas, M.** (2008). The Sociopsychogenesis of Beginning Literacy & Biliteracy: How Children "Come to Know" Written Languages in L1 & L2. International World Reading Conference. San Jose, Costa Rica. July, 2008.
- Machado-Casas, M.** (2008). *Building Bridges and Crossing Borders: Working with Immigrant Families in Communities and Schools.* **Keynote Speaker.** Texas Teachers of English to Speakers of Other Language. San Antonio, TX.
- Machado-Casas, M.** (2008). Building Community Amid Uncertainty: Activist Research and Activist Pedagogy. American Educational Studies Association.
- Machado-Casas, M.** (2008). Countering Academic Apartheid in the Academy: Funds of Knowledge as Tools for Advancement in the Experiences of Faculty of Color. American Educational Studies Association. Savannah, GA.
- Machado-Casas, M.** (2008). Making the Connection between Theory and Students' Lives: Lessons Often Ignored. Paper presented at the American Educational Studies Association. Savannah, GA.
- Machado-Casas, M.** (2008). Lessons from the "Other" Nicaragua: Making Classroom Connections with Transnational AfroLatinos. American Educational Studies Association. Savannah, GA.

- Machado-Casas, M.** (2007), *Somos sus títeres*: Transnational Latina/Latino Indígena families narrating their effects on Parental Involvement Puppetry. American Educational Research Association. Chicago, IL.
- Machado-Casas, M.,** Bettez, S., Comas, A., Moore, K. (2007). Pedagogy of the Chameleon: The Forgotten Voices of Transnationality and Hybridity. American Educational Research Association (AERA). Chicago, Illinois.
- Machado-Casas, M., & Zuniga, K.** (2006), *Abriendo Puertas*: Working with Latino Families for Student Success. Paper presented at the Hispanic Achievement Conference. Raleigh, N.C.
- Flores, B., & **Machado-Casas, M.** (2006), Estructuras mediatizadoras para organizar la adquisición del language y la lectoescritura. VII congreso de las Américas de Lectura y Escritura. Guatemala, Guatemala.
- Castro, D., Gillarders, C., & **Machado-Casas, M.** (2006), *Supporting language and literacy development in young English language learners*: The Nuestros Niños professional development program. FPG Child Development Institute, UNC- Chapel Hill. NAEYC. Greensboro, NC.
- Machado-Casas, M.** (2005). Let's Talk Race Conference. Teaching Fellows Program, University of North Carolina at Chapel Hill, Chapel Hill, NC.
- Machado-Casas, M.** (2005). Mediated Structures for the Bilingual Classroom. V Congreso de las Americas y I Congreso Nacional de Lectura y Escritura. San Juan, Puerto Rico
- Flores, B., & **Machado-Casas, M.** (2005). Estructuras de Mediación como Herramientas para Organizar la Adquisición del Conocimiento del Lenguaje y la Lectoescritura. VII Congreso Latinoamericano para el Desarrollo de la Lectura y Escritura. San Juan, Puerto Rico.
- Machado-Casas, M.** (2005). *Padres Unidos Jamas Seran Vencido*: Métodos de Involucramiento de Padres in Maestros. International Educational Conference. Guatemala City, Guatemala.
- Machado-Casas, M.** (2005). *Comunicación del Silencio*: Immigrant Lines in North Carolina. Navigating the Globalization of the American South, Chapel Hill, North Carolina.
- Machado-Casas, M.** (2005). Birth of a New Community: When and How; Then and Now: Longitudinal Study of Latinos in North Carolina. Globalization Diversity and Education. Washington State University at Pullman. Pullman, Washington.
- Machado-Casas, M.** (2005). We Can't Teach What We Do Know: Surviving While Teaching in the South. American Association for Educational Research. Ontario, Canada.
- Machado-Casas, M.** (2005). *Cruzando Fronteras*: Latino Parents Crossing the Bridge and Redefining Parental Involvement. North Carolina Hispanic Professional Annual Conference. Raleigh, North Carolina.
- Castro, D., Gillarders, C., & **Machado-Casas, M.** (2005). *Nuestros Niños Early Language and Literacy Program*: Bridging the research-practice gap. NAEYC Professional Development conference. San Antonio, TX.
- Machado-Casas, M.** (2004). Genre: Biographies and Narratives Across Cultures. California of Bilingual Educators. Dual Language Conference. San Diego, CA.
- Machado-Casas, M.** (2004). Latino's in North Carolina: Connection Through Music and Arts. Curriculum, Music, and Culture Conference. Chapel Hill, NC.
- Machado-Casas, M.** (2004). Surviving Academia: Reflections of Women of Color in Tier I Institutions. 12th World Congress of Comparative Education. Havana, Cuba.
- Machado-Casas, M.** (2004). Biografías: Genero que Atraviesa Fronteras: Promoviendo Lectura, Escritura, y Análisis Crítico. 12th World Congress of Comparative Education. Havana, Cuba.
- Machado-Casas, M.** (2004). Students of Color in Tier I Institutions. American Association

Studies Association, Kansas City, Missouri.

Machado-Casas, M. (2003). Accelerated Reading in the Dual-Language Classroom 3-5. Dual Language Conference. Long Beach, CA.

Machado-Casas, M. (2003), Creating Literacy and Equity through Mediate Structures. Dual Language Conference. Long Beach, CA.

Machado-Casas, M. (2003), Doors to Success; Dual-Immersion and Parental Involvement. California State University at San Bernardino. Annual Research Conference. San Bernardino, CA. **Machado-Casas, M.** (2003), Como Promover la Escritura de Textos Expositivos Utilizando Estructuras de Mediación. IV Congreso de las Américas y I Congreso Nacional de Lectura y Escritura. Panamá, Panamá.

Machado-Casas, M. (2002) Strategies for Dual Language Classroom K-3. California Association for Bilingual Educators. **Keynote Presentation**

Hacia el Mañana: Academic Success in Graduate School. (2015). Hispanic Heritage Month. University of Texas at San Antonio.

Educación y Nuestro Futuro: Una Mirada Global (Education and our future: A Global Look). (2012). Bluefields Indian and Caribbean University. Bluefields, Nicaragua.

Educación transnacional de comunidades multilingües en Latinoamérica: La conexión Global (Transnational Education of Multilingual Communities in Latin America: The Global Connection). (2011). International Reading Association. Managua, Nicaragua.

Building Bridges and Crossing Borders: Working with ELL's and Immigrant Families in Urban Communities and Schools. (2010). Michigan State Department of Education, Teacher Education Division Conference. Detroit, Michigan.

Crossing Bridges and Borders: Working with Immigrants and their Families for Student Success. (2009). Unity in Diversity: Immigration, Education, and Building Community. University of North Carolina at Greensboro. Greensboro, N.C.

Beyond the Bi in Bilingual: Language Matters when Working with Culturally and Linguistically Diverse Populations. (2008). TextESOL II Fall Conference. San Antonio, Texas.

Language and Literacy Practices: Working with Latino and Immigrants families at home and in Schools. (2007). *Advance* Summer Institute. San Antonio, Texas.

Yes we can! Getting ahead in the United States: A Pedagogy of Hope. (2004). Hispanic Heritage Month celebration, Yadkinville, NC.

GRANT ACTIVITIES

Funded

2015 **Machado-Casas, M.** (Affiliated Faculty, along with other faculty at UTSA), & Claves, L. (PI) and the Academy for Teacher Excellence. *Douglass Elementary and Crockett Elementary Community Lab Schools*, Research Grant Funded by San Antonio Independent School District: TTIPS Grants (USD \$1,800,000) (2015 – 2017).

2014 Claves, L. (Principal), **Machado-Casas, M. (Co-principal)** & Carmona, G. (Co- Principal) (2014). **Sustainable Support System for Student Success (S⁵)**. U.S. Department of Education through the Developing Hispanic-Serving Institutions (HSI) Program. **\$2,586,850** over five years. (Funded)

2013 Cardenas Rodriguez, M. (Principal) & **Machado-Casas, M. (Co-Principal)**. *Investigación sobre mujer migrante y vulnerabilidad*. Colegio de la Frontera Norte (COLEF) in México, and Universidad Pablo Olavide (Spain), \$350,000.00. (Funded)

- 2013 **Machado-Casas, M.** (Principal). 2013 EVP/SIO UTSA International Initiatives Grant. Office of the Provost and Vice President of Academic Affairs. \$2500. (Funded)
- 2012 **Machado-Casas, M.** (Principal), Smith, H. L. (Co-Principal). TOEFL Library and Resource Center Award. Sponsored by TOEFL, Other, \$3,000.00. (Funded)
- 2011 **Machado-Casas, M.** (Co-Principal). R-34 Planning Research Grant for *Mujeres Interesadas en Cambios por la Salud*. Sponsored by National Institute for Drug Abuse (NIH), \$234,000.00. (Funded)
- 2010 **Machado-Casas, M.** (Co-Principal), Roberts, K. (Co-Principal), & Miller, A. (Co-Principal). Wayne State University, College of Education Faculty research grant. Digital Literacy for Early Childhood Education, co-written with Kate Roberts, and Anna Miller. \$5,000. (Funded).
- 2009 **Machado-Casas, M.** (Co-Principal). P-20 Evaluation grant. Sponsored by P-20 Office of the Provost, UTSA, \$15,000.00. (Funded).
- 2009 **Machado-Casas, M.** (Principal). Faculty Research Mini Grant to conduct research on the Afro Latino and Indigenous populations in the U.S and Central America. Sponsored by University of Texas, Office of the President, \$4,000.00. (Funded).
- 2008 **Machado-Casas, M.** (Principal). Faculty Research Mini Grant to conduct research on the Afro Latino and Indigenous populations in the U.S and Central America. Funded by the University of Texas, Office of the President, \$4000. (Funded).
- 2007 **Machado-Casas, M.** (Principal). Faculty Research Mini Grant to conduct research on language and linguistic diversity among newly arrived immigrants in the South. Funded by the University of Texas at San Antonio, office of the Dean for the College of Education and Human Development, \$1,200. (Funded).
- 2007 **Machado-Casas, M.** (Principal). Travel Grant to conduct research on the Afro- Latino and Indigenous populations in the U.S and Central America. Funded by the University of Texas, Office of the President, \$1400. (Funded).
- 2006 **Machado-Casas, M.** (Contributor). The Goals of the Phase II Project: Harnessing Technology, Addressing Barriers to Achievement of Latinos in N.C research grant. Funded by the National Institute for Drug Abuse (NIDA), \$1million. (Funded).
- 2006 **Machado-Casas, M.** (Principal). External grant to conduct research on newly arrived Latino families in North Carolina. Grant provided funding for two years of research and data collection. Funded by the N.C. Schools Partnership, \$17,000. (Funded).
- 2004 **Machado-Casas, M.** (Principal). External grant to conduct research, support, and a curriculum for culturally and linguistically diverse families in N.C. This grant provided initial support for the creation for LUPE (Latinos United for Education) a group founded by me and implemented throughout the state of N.C. Founded by Durham Public Schools and The City of Durham, \$30,000. (Funded). Under Review
- 2012 **Machado-Casas, M.** (Supporting). "I-3 grant," Sponsored by Academy for Teaching Excellence. Federal. (Funded).
- 2012 Flores, B. (Principal), **Machado-Casas, M.** (Co-Principal), Claey's, L. (Co-Principal), Saas, D. (Co-Principal), Alanis, I. (Principal), Rodriguez, M. (Co-Principal), Arreguin, M. (Co-Principal), Ye, K. (Co-Principal). English Learners Academic Success: Effective Instructional Approaches and Practices. Sponsored by IES, Federal. (Not Funded) 2012 Shipley, H. (Principal), **Machado-Casas, M.** (Co-Principal). Grant Title: PIRE: Partnership for Advancing Sustainable Global Water Management and Sanitation. Sponsored by USAID, \$4,000,000.00. (Funded)
- 2016 Flores, B. (Principal), **Machado-Casas, M.** (Co-PI), Claey's, L. (Co-PI). La Clase Mágica: An

Informal Learning Approach to STEM Education Development Grant. U.S. Department of Education, \$3,000,000.00 (Funded)

2016 Ek, L., **Machado-Casas, M.**, Soliz, J., Claey's, L., Flores, B. (2016). Teacher Empowerment and Advocacy for ELs (TELA). National Professional Development Grant. US Department of Education. \$3,000,000.00 (Funded).

2017 Neely, L. (Principal), **Machado-Casas, M.** (Contributor). Autism and Bilingual Families. The Higher Education Texas Coordinating Board. (Proposal Under Review).

2017 Ek, L.(Principal), **Machado-Casas, M.** (Co-PI), Claey's, L. (Co-PI), Soliz, J. (Co-PI), Flores, B. (2017). Teacher Empowerment for Leadership and Advocacy (TELA) for English Learners (ELs) in Middle School Transition Years. US Department of Education. (\$2,740,761.00). (Proposal Under Review).

2017 Flores, B. (Principal), **Machado-Casas, M.** (Co-PI), Claey's, L. (Co-PI)., Henderson, K. (2017). Reimagining Teaching in Urban Dual Language Academies (RTUDLA). US Department of Education Professional Development Grant. (2,000,000.00) (Proposal Under Review).

2017 Guerra, N. (Principal), Claey's, L.(Co-PI), **Machado-Casas, M.** (Co-PI), Flores, B. (Co- PI). (2017). Academy for Teacher Excellence in Partnership with Northwest College. Hispanic Teacher Candidates in Critical Teaching Areas. US Department of Education. (5,000,000.00) (Proposal Under Review).

2017 Flores, B. (Principal), **Machado-Casas, M.** (Co-PI), Claey's, L. (Co-PI). (2017). Academy for Teacher Excellence: Culturally Efficacious Professional Learning Community. Hispanic Serving Institution Program Individual Development Grant. (4,000,000.00). (Proposal Under Review).

Not Funded

2021 **Machado-Casas, M.**, (Co-PI). La Feria Partnership. Foundation for Developmental Disabilities, \$15,000.

2020 **Machado-Casas, M.**, (Co-PI), Castillo, G. Project ACCESS Grant. Chancellor of the California Community Colleges, \$500,000.

2015 Ek, L. (Co-PI), **Machado-Casas, M.** (Co-PI), Flores, B. (Co-PI), Claey's, L. (Co- PI). National Professional Development Grant. U.S. Department of Education. Total requested, \$5,000,000.00 (Not Funded)

2012 **Machado-Casas, M.** (Principal), Shipley, H. (Co-Principal). Consortium Center for Advancing Sustainable Global Water Management, Sanitation, and Education. Sponsored by USAID, Federal, \$999,977.00. (Not Funded)

PROFESSIONAL SERVICE

Editorial Reviewer (Appointed Position)

Texas Association for Bilingual Education (TABE), Journal Reviewer, 2009- present
Journal of Bilingual Education and Research Instruction, 2015-preent.

National Professional Service

National Association for Bilingual Education - Board Member Western Region Representative,
National Association for Bilingual Education (2020- 2023).

Chair (Appointed Position)

President Elect, Hispanic Special Interest Group (SIG). American Educational Research Association. (2015-2016).

National Association for Bilingual Education, BESO SIG. Chair. (2013-present). National Bilingual Education Student Organization. Chair. (2012-present). National Council of la Raza, Lideres Program at UTSA. Chair. (2014-present).

National Association for Bilingual Education, Language Policy SIG Chair (2009- present).

Associate Editor

Journal of Latinos in Education

The High School Journal

The Handbook of Latinos in Education: Theory, Research, and Practice

Associate Editor for Book Series

Critical Issues in Latino Education in the US, Peter Lang, NY. (Co- Associate Editors, Yolanda Medina & **Margarita Machado-Casas**)

Global Perspective on Critical Issues on Education around the World, Peter Lang, NY. (Co- Associate editors, Yolanda Medina & **Margarita Machado-Casas**)

Editorial Board Member

The Journal of Latinos in Education

The Urban Review

The High School Journal Educational

Foundations Journal

Revista Interuniversitaria de Pedagogía Social, Spain

Revista Educació y Humanismo, Colombia Revista de Education, Chile

Journal Reviewer

Journal of Education and Research Bilingual Research Journal

Urban Education

Harvard Educational Review

Journal of Bilingual Education and Research Instruction

Conference Proposal Reviewer

American Educational Research Association (AERA), *Hispanic Research SIG & Division G – Social Contexts of Education, Section 1 - Local Contexts of Teaching and Learning*

National Association for Bilingual Education (NABE)

American Educational Studies Association (AESA) California Association for Bilingual Education (CABE)

Asociación de Pedagogia Social

Asociacion de Educación Comparada

MEMBERSHIPS IN PROFESSIONAL ORGANIZATIONS

National Memberships

American Educational Research Association (AERA)

National Association for Bilingual Education (NABE) American

Educational Studies Association (AESA) National Council of Teachers of English (NCTE) National Reading Conference (NRC)

National Association of Bilingual Educators (NABE), Co-Chair of Language Policy SIG
Association of Teachers of English to Speakers of Other Languages

National Executive Board Memberships

American Educational Research Association (AERA). CHAIR, Hispanic SIG. American Educational Studies Association (AESA)

National Association for Bilingual Education (NABE) Language Policy SIG, Co-Chair

National Community Appointments

President Joe Biden and Kamala Harris, Presidential Transition Team, President of the United States, Transition Team

Adelante Education Fund, Washington DC National Council of La Raza, Lideres Program, Washington, DC Adelante, Education Coalition of North Carolina. Durham, NC NCCARE, Non-Profit Community Outreach organization. Raleigh, NC AMEXCAN (Association of Mexicans in North Carolina), Duplin, NC

Texas Association for Bilingual Education (TABE) California Association for Bilingual Education

International

Board member: Comité Científico del XV Congreso Nacional de Educación Comparada: Ciudadanía Mundial y Educación para el Desarrollo.

International Reading Association (IRA)

Asociación Iberoamericana de Educación

Asociación Iberoamericana de Educación Superior a Distancia Nicaragua LEE

Asociación de Pedagogía Social

MEDIA REQUEST

Spoolful Magazine, “Trump a creado un division en nuestro pais”. Madrid, Spain. December 2016.
“La Educación de Latino en las Americas”. Periodico de La Rioja, Spain. (December, 2016). Al Rojo Vivo, National Syndicated Show, Telemundo. Educación en USA. (August 2016). TV España, interview on “Retos en la educación Española”. November 2016). Univision Buenos Dias Austin. In charge fo the Education Segment. (January 2015-January 2016).

Noticiero-Univision Internacional, "Ejemplos de Éxito" program highlighting successful Latinos in the US. August, 2015.

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