About the Authors

Edmundo M. Aguilar, an assistant teaching professor at the University of Washington Seattle, is a dedicated educator and scholar whose work embodies a commitment to social justice, equity, and transformative education. Professor Aguilar's approach is deeply community-oriented, emphasizing the importance of grassroots collaboration and the power of storytelling through digital media, including documentary filmmaking.

Tianna Mae G. Andresen (she/they) is a queer Filipinx American liberatory educator, documentarian, fashion designer, and lifelong student. Originally from Duwamish land (Central District Seattle), Tianna is a current graduate student at San Francisco State University working on their Masters in Ethnic Studies thesis documentary on multigenerational movement building in Seattle's Filipinx American activist and community organizer families.

Charles E. Becknell, Jr. is an assistant professor of Africana Studies at New Mexico State University whose work integrates Africana thought, Black theology, and critical pedagogy to examine liberation and educational transformation in the U.S.–Mexico borderlands. As a scholar-pastor, he draws on community-rooted research and contemplative practice to illuminate Black life and advance justice-centered approaches to learning and social change.

Charlia Boyer, Ph.D., is a graduate of National University's Sanford College of Education whose work centers on culturally responsive teaching and learning in elementary schools. She applies this work by blending her performing arts background and the experiences of Black womanhood into storytelling-based pedagogy that empowers young learners and advances culturally sustaining justice.

Dr. Luis-Genaro Garcia is an artist, associate professor of art education, and former LAUSD high school art-educator guided by Critical Education methodologies. His critical art-based practices on Creative Resistance have been presented as professional development for k-16 educators at the local, state, and national institutions as collaborative community-engaged practices that welcome the home-based and communal knowledge of communities.

Timothy Green, IV is a Ph.D. candidate in the Department of Language, Literacy, and Sociocultural Studies at the University of New Mexico whose work focuses on decolonial approaches to teaching and learning. He examines how critical, community-rooted practices can reshape schooling, affirm marginalized identities, and advance more just educational futures.

Maria Gutierrez de Jesus earned her Ph.D. in Native American Studies from UC Davis. She is an assistant professor of Ethnic Studies in the concentration of Native American and Indigenous Studies at California State University, Bakersfield and a community broadcaster at Radio Uekorheni in Michoacán, Mexico.

Dr. Sandra Jasmin Gutierrez de Jesus (P'urhepecha) is assistant professor in Latin American Studies, American Indian and Indigenous Studies and Chicana/o Latina/o Studies at California

State University, Los Angeles. She also is a community broadcaster at Radio Uekorheni, a P'urhepecha radio project in Michoacán, Mexico.

Andrea N. Juárez Mendoza is a doctoral candidate in Urban Education at CUNY whose scholarship investigates radical accompaniment as a method of relational praxis in immigrant worldmaking ecosystems. Grounded in decolonial, feminist, and participatory research traditions, her work analyzes how migrating people, youth communities, and movement actors enact collective care, counter-carceral strategies, and knowledge production across legal, mutual aid, and organizing spaces. Her scholarship traces the subtle architectures of worldmaking and radical accompaniment that unfold within immigrant communities as they navigate displacement, enclosure, and the pursuit of collective freedom.

Mika Kennedy is an assistant professor of Asian American Studies at the Center for the Study of Culture, Race, and Ethnicity at Ithaca College, where she teaches courses that focus on Asian American and Pacific Islander histories, activisms, and cultural productions. Her current book project examines narratives of Japanese American incarceration, and the ways these narratives are in conversation with questions about the environment, the seductions of the "frontier," and Indigenous sovereignty. She and collaborator Pamela K. Sertzen currently co-coordinate the Native American & Indigenous Studies Minor together.

The Localized History Project@AAARI-CUNY is a Youth Driven Participatory History Collective based in New York City, made up of Asian American youth ages 16 to 22. Our collective is committed to the uplifting of working class, solidarity-oriented, and movements histories of the Asian American community, and to classrooms that are youth driven and community led. You can follow our work at www.localizedhistoryproject.org.

Marlene Mercado is an assistant professor at California State University, San Marcos where she teaches in the Sociology, Criminology & Justice Studies Department. She is originally from the El Paso, Texas // Ciudad Juárez borderlands and this has informed her collaborative approach in working with formerly incarcerated and systems impacted Xicanas/Chicanas from the Southwest carceral borderlands.

Claudia Morales, author and scholar. *No habrá retorno* (Rosario Castellanos National Novella Prize, 2015) and *Lacandona Speed* Literal Latin American Voices International Literature Prize. Assistant Professor of English and Creative Writing at the Dominican University of California.

Alicia Moseley is a choreographer with over 30 years of experience teaching dance to individuals of all ages. Alicia holds Bachelor's and Master's degrees in Latin American Studies, along with a minor in dance from California State University, Los Angeles, where she also received her doctorate in Leadership and Education. She is the co-founder and Artistic Choreographer Director of Danzantes de la Vida, a grassroots organization.

Julissa O. Muñiz is an assistant professor in the School of Education and Information Studies at the University of California, Los Angeles. Broadly, her scholarship examines how individuals and communities of color—specifically Black and Latinx communities—navigate, negotiate, and resist racialized organizations and systems of power such as the public education, criminal and juvenile legal systems.

Enrique C. Ochoa is a professor of Latin American studies and history at the California State University, Los Angeles. Enrique's research focuses on Mexican and Central American history, food studies, Latinx studies, immigration, and teaching history and intersectional ethnic studies in K-16 classrooms and communities.

Gilda L. Ochoa is a professor of Chicana/o Latina/o Studies at Pomona College and writes about the East San Gabriel Valley. Her books include *Becoming Neighbors in a Mexican American Community* (2004), *Learning from Latino Teachers* (2007), *Academic Profiling* (2013), and *In the Shadows of Los Angeles* (forthcoming).

Jose Salvador Orellana (they/he) is Executive Director & Co-Founder of LOUD For Tomorrow, a youth-led nonprofit based in Delano, California. He graduated from UC Santa Cruz.

R. Joseph Rodríguez is the author of *This Is Our Summons Now: Poems* (FlowerSong Press, 2022), a 2023 finalist for the John A. Robert Johnson Award for First Book of Poetry from the Texas Institute of Letters. He lives and teaches in Austin, and Fredericksburg, Texas.

Marisa D. Salinas is an assistant professor and Chicana mamascholar at CSU San Marcos. Marisa's research connects the experiences of formerly incarcerated Latinas to Latina professors with PhDs from carceral communities to disrupt the exceptionality and disposability continuum by interrogating how neoliberal institutions utilize mechanisms of social control to socially reproduce inequality for Latinas.

Pamela K. Sertzen is assistant professor of Latinx Studies at the Center for the Study of Culture, Race, and Ethnicity at Ithaca College. Her current project examines the role of community-based museums in shaping and defining urban space through museum practices that re-center history and memory from the urban periphery. Together, she and collaborator Mika Kennedy currently co-coordinate the Native American & Indigenous Studies Minor.

Sandra Sotelo-Miller is a Lecturing Fellow in the Thompson Writing Program at Duke University, where she teaches classes in writing and Latin American and Latinx Studies.

Veronica Terriquez (she/her) is the Director of the UCLA Chicano Studies Research Center and a Professor in the Departments of Chicana/o and Central American Studies and Urban Planning.

Susan Thananopavarn is the Director of the Asian American and Diaspora Studies Program and a Lecturing Fellow in the Thompson Writing Program at Duke University, where she teaches classes in writing and Asian American studies. She is the author of *LatinAsian Cartographies: History, Writing, and the National Imaginary* (2018).

Seye Ytilaer is a secondary educator with a decade of experience developing and implementing liberation-centered pedagogies within historically marginalized school communities. Ytilaer earned his M.A. in Latin American Studies in May 2025, where his research engaged decolonial theory, Indigenous thought, and the undisciplining of academic structures.