

**Ignacio Higareda, Ph.D.**  
Associate Professor  
Department of Teaching and Learning, School of Education  
Loyola Marymount University  
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## **EDUCATION**

Ph.D. Educational Psychology; University of Southern California; August 2005.  
B.A. Psychology; University of California, Santa Cruz; June 1996.

## **RESEARCH INTERESTS**

- Academic achievement of low-income ethnic minority students
- Access and success of post-secondary education for ethnic minority students
- Social Constructivist influences on academic achievement for English Language Learners
- Parent empowerment and advocacy

## **ACADEMIC EMPLOYEMENT**

Associate Professor  
School of Education, Department of Teaching and Learning  
Loyola Marymount University, August 2011 - Present

Assistant Professor  
School of Education, Elementary and Secondary Education  
Loyola Marymount University, August 2005-2011

California State University at Dominguez Hills  
January 2002 - December 2002  
Instructor of Statistics for the Social Sciences

## **TEACHING**

### **Courses taught**

Education 5001: Applied Educational Psychology for the Childhood and Adolescent Years  
Education 5101: Teaching and Learning in Diverse Communities  
Education 6105: Assessment and Research Methodology  
Education 6900: Educational Studies Capstone Project  
Education 6995: Comprehensive Exam (Problem of Practice)  
Education 7021: Statistical Analysis in Education

## **MENTORSHIP EXPERIENCE**

Mentor; Principal Investigator; Los Angeles Community College District (LACCD) – Loyola Marymount University (LMU): Community College Student Access to Higher Education (June 7<sup>th</sup> 2018 – July 16<sup>th</sup> 2018).

Mentor; Principal Investigator; Los Angeles Community College District (LACCD) – Loyola Marymount University (LMU): High School Students Access to Higher Education (July 25<sup>th</sup> 2017 – July 30<sup>th</sup> 2017)

Mentor; Principal Investigator; Los Angeles Community College District (LACCD) – Loyola Marymount University (LMU): Community College Student Access to Higher Education (June 9<sup>th</sup> – June 18<sup>th</sup> 2017)

Mentor; Principal Investigator; Los Angeles Community College District (LACCD) – Loyola Marymount University (LMU): High School Students Access to Higher Education (July 5<sup>th</sup> – July 10<sup>th</sup>, 2016)

## **SCHOLARSHIP/CREATIVE WORKS**

### **Peer Reviewed**

Solari, E. J., Aceves, T. C., Higareda, I., Richards-Tutor, C., Filippini, Gerber, M. M., & Leafstedt, J. (2014). Longitudinal prediction of 1<sup>st</sup> and 2<sup>nd</sup> grade English oral reading fluency in English language Learners: Which early reading and language skills are better predictors? *Psychology In The Schools*.

Higareda, I. (November, 2010). Catholic schools' impact on high school graduation and college enrolment of low-income students. *Journal of Catholic School Studies*, 82, (2).

Litton, E. F., Martin, S. P., Higareda, I., & Mendoza, J. A. (2010). The promise of catholic schools for educating the future of Los Angeles. *The Catholic Education Journal*, 13, (3), 350-367.

Artiles, A., Rueda, R., Salazar, J., & Higareda, I. (2005). Within-group diversity in minority disproportionate representation: English Language Learners in urban school districts. *Exceptional Children*, 71, (3), 283-300.

Rueda, R., Monzo, L., & Higareda, I. (2004). Appropriating the sociocultural resources of Latino paraeducators for effective instruction with Latino students: Promise and problems. *Urban Education*, 39, (1), 52-90.

Pontón, M. O., Gonzalez, J. J., Hernandez, I., Herrera, L., & Higareda, I. (2000). Factor analysis of the neuropsychological screening battery for Hispanics (NeSBHIS). *Applied Neuropsychology*, 1, (1), 32-39.

Kawamoto, A. H., Kello, C. T., Higareda, I., & Vu, J. Q. (1999). Parallel processing and initial phoneme criterion in naming words: Evidence from frequency effects on onset and rime duration. *Journal of Experimental Psychology: Learning, Memory, & Cognition*, 25, (2), 362-381.

### **Non-Peer Reviewed (Book Chapters and Reports)**

Aceves, T. C. & Higareda, I. (2014). Community Organizations Supporting Special Education Advocacy With Diverse Families. In L. Lo & D. Hiatt-Michael (Eds.). *Promoting practices to empower culturally and linguistically diverse families of children with disabilities* (pp. 95-112). Scottsdale, AZ: Information Age, Inc.

Litton, E. F., Martin, S. P., Higareda, I., & Mendoza, J. A. (2008). The promise of Catholic schools for educating the future of Los Angeles. Los Angeles, CA: Loyola Marymount University.  
<http://www.lmu.edu/Assets/Colleges+Schools/SOE/CEF+Study.pdf>

Litton, E. F., Martin, S. P., Higareda, I., & Mendoza, J. A. (2007). *The promise of Catholic schools for educating the Future of Los Angeles*. Los Angeles, CA: Loyola Marymount University.

Artiles, A., Rueda, R., Salazar, J., & Higareda, I. (2002). English-Language Learner representation in special education in California urban school districts. In D. J. Losen & G. Orfield (Eds.) *Racial Inequality in Special Education* (pp. 117-136). Cambridge, MA: Harvard Education Press.

Rueda, R., Artiles, A., Salazar, J., & Higareda, I. (2002). An analysis of special education as a response to the diminished academic achievement of Chicano students. In R. Valencia (Ed.) *Chicano School Failure and Success* (2nd ed., pp. 310-332), London: Routledge Falmer.

### **Grants**

Los Angeles Community College District (LACCD) – Loyola Marymount University (LMU):  
Community College Student Access to Higher Education. LACCD (2018, funded \$122,243)

Los Angeles Community College District (LACCD) – Loyola Marymount University (LMU): High  
School Students Access to Higher Education. LACCD (2017, funded \$45,000)

Los Angeles Community College District (LACCD) – Loyola Marymount University (LMU):  
Community College Student Access to Higher Education. LACCD (2017, funded \$128,469)

Santa Monica Community College (SMC) – Loyola Marymount University (LMU): Community  
College Student Access to Higher Education. SMC (2017, funded \$45,558)

Los Angeles Community College District (LACCD) – Loyola Marymount University (LMU): High  
School Students Access to Higher Education. LACCD (2016, funded \$48,243)

Project INSPIRE: Innovations that Nurture Success and Parent Involvement to Research Excellence.  
Grant #U310A060096, Federal Register, Department of Education (2006, funded \$1,374,938)

### **Presentations**

Higareda, I. (2018, June). *How to Interview, and How to Create and Present an Elevator Speech*.  
Professional training at LMU for mentors and local high school students. Los Angeles, CA.

Higareda, I. (2018, June). *How to Present Research*. Professional training at LMU for mentors and  
local community college students. Los Angeles, CA.

Aceves, T., Higareda, I. & Ruiz, C. (2014, April). *Common Core State Standards*. Presenter, in Spanish  
language, at Learning Rights Law Center, Tiger Townhall. Los Angeles, CA.

Higareda, I., Martin, S. P., Litton, E. F., & Montejano, F. (2010, May). *The promise of Catholic  
Education for at-risk youth*. Paper presented at the American Educational Research Association  
(AERA) annual conference, Denver, CO.

Aceves, T. C., & Higareda, I. (2009, July). *Predicting risk status on 1<sup>st</sup> grade English oral reading  
fluency in English Language Learners: Which early reading and language skills are the best  
predictors?*. Paper presented at the Sixteenth International Conference on Learning, Barcelona,  
Spain.

Higareda, I., Martin, S. P., & Litton, E. (2009, April). *The promise of Catholic schools for educating the future of Los Angeles*. Paper presented at the National Catholic Education Association (NCEA) annual conference, Anaheim, CA.

Higareda, I. (2009, January). *Catholic schools and the common good: Future directions and challenges*. Panel discussant at the Catholic Higher Education Collaborative (CHEC) conference, Los Angeles, CA.

Higareda, I. (2008, October). *LMU-Catholic School Study for Marketing and Fundraising*. Paper presented at the First Priests' Conference on Parish School Education, Los Angeles, CA.

Litton, E., & Higareda, I. (2007, March). *The promise of Catholic schools for educating the future of Los Angeles*. Paper presented at the Presidents' Day annual conference at Loyola Marymount University, Los Angeles, CA.

Higareda, I. (2006, April). *English Language Learner representation in special education in California urban school districts*. Poster session presented at the American Educational Research Association (AERA) annual conference. San Francisco, CA.

Selmi, A., Rueda, R., and Higareda, I. (2001, April). *Contextual factors in hearing and deaf use of symbolic representations*. Paper presented at the American Educational Research Association (AERA) annual meeting, Seattle, Washington.

Artiles, A., Rueda, R., Salazar, J., & Higareda, I. (2000, November). *Factors associated with English learner representation in special education: Emerging evidence from urban school districts in California*. Paper presented at Harvard University's Civil Rights Project Conference on Minority Issues in Special Education. Cambridge, Massachusetts.

Herrera, L.P., Ponton, M.O., Corona, M., Gonzales, J., & Higareda I. (1997). *Acculturation impact on neuropsychological test performance in Hispanic population*. Paper presented at the National Academy of Neuropsychology 17<sup>th</sup> Annual Meeting, Las Vegas, Nevada.

### **Interview to the media as expert in the field of education**

Quoted in Benavides, D. (2009, May 1). Survey: Parents in poor communities care about education. *Tidings*. p. 1