

LUCRECIA SANTIBAÑEZ

Graduate School of Education and Information Studies (GSE&IS)
University of California at Los Angeles
Moore Hall, Room 3331
Los Angeles, CA 90095

Email: lsantibanez@ucla.edu

https://www.researchgate.net/profile/Lucrecia_Santibanez

POSITIONS/TITLES

University of California at Los Angeles (UCLA) , Associate Professor School of Education & Information Studies	2019-present
Claremont Graduate University , Associate Professor School of Educational Studies	2014-2019
RAND Corporation , Education Economist	2002-2006, 2010-14
Centro de Investigación y Docencia Económicas , Assistant Professor Department of Public Policy.	2006-2008
Universidad Centroamericana José Simeón Cañas (El Salvador) Visiting Professor	2006, 2007

EDUCATION

Stanford University
Ph.D. in Education
M.A. in Economics
M.A. in Latin American Studies

Tecnológico de Monterrey (Mexico)
B.S. in Economics (with honors)

MEDIA COVERAGE

NPR (All Things Considered), BBC (The World), Univision, Ed Source, Education Next, Christian Science Monitor, Education Week, Reforma (Mexico), El Universal (Mexico), Milenio (Mexico).

REFEREED JOURNAL ARTICLES

Santibañez, L., Snyder, C. and Centeno, D. (2021) "Missed Opportunity: How Induction Policy Fails to Explicitly Address Emergent Bilinguals" *Journal of Teacher Education*, p. 1-16.

Santibañez L. and Guarino, C. (forthcoming) "The Effects of Absenteeism on Cognitive and Social-Emotional Outcomes: Lessons for COVID-19." *Educational Researcher*.

López, F. and Santibañez, L. (2018). Teacher Preparation for Emergent Bilingual Students: Implications of Evidence for Policy. *Educational Policy Analysis and Archives*. 26 (36).

- Santibañez, L. and Fagioli, L. (2016) "Nothing Succeeds Like Success? Equity, Student Outcomes, and Opportunity to Learn in High and Middle-Income Countries." *International Journal of Behavioral Development*, 40(6), 517-525.
- Santibañez, L. (2016) "The Indigenous Achievement Gap in Mexico: The Role of Teacher Policy under Intercultural Bilingual Education" *International Journal of Educational Development*, 47, pp. 63-75.
- Santibañez, L., Abreu-Lastra, R. and O' Donoghue J. L. (2014) "School-Based Management Effects: Resources or Governance Change? Evidence from Mexico." *Economics of Education Review*, 39, pp. 97–109.
- Santibañez, L., and Jarillo, B. (2008) "Muscle, Timing and Priorities: Teacher Unions and Education Quality in Mexico." *Well-Being and Social Policy*, 3 (2), pp. 21-40.
- Santibañez, L. (2008) "Educational Reform: SNTE's Role." *Revista Mexicana de Investigación Educativa*, 13 (37), (in Spanish).
- Santibañez, L. (2007) "Between Said and Done: Preparation and Professional Development of Middle School Teachers in Mexico." *Revista Mexicana de Investigación Educativa*, 12 (32), pp. 305-335 (in Spanish).
- Santibañez, L., Gonzalez, G., Morrison, P., and Carroll, S. (2007) "Methods for Gauging the Target Populations that Community Colleges Serve." *Population Research and Policy Review*, 26 (1), pp. 51-67.
- Santibañez, L. (2006). "Why We Should Care if Teachers Get A's: Teacher Test Scores and Student Achievement in Mexico." *Economics of Education Review*, 25 (15), pp. 510-520. **most downloaded paper in the journal during first trimester of 2014.*
- Guarino, C., Santibañez L. and Daley, G. (2006) "Teacher Recruitment and Retention: A Review of the Recent Empirical Literature." *Review of Educational Research*, 76 (2), pp. 173-208.
- Gates, S. M.; Ringel, J. S., Santibañez, L., Guarino, C, and Brown A. (2006) "Mobility and Turnover Among School Principals." *Economics of Education Review*, 25 (3), pp. 289-302.
- Gates, S. M., Ringel, J. S., Santibañez, L., and Brown, A. (2004) "Careers of School Leaders: What State and District Policy Makers Need to Know." *Spectrum*, 22 (3), pp. 39-49.
- Santibañez, L. (2002) "Are Teachers Poorly Paid? Estimate of Relative Teacher Salaries in Mexico." *Revista Latinoamericana de Estudios Educativos*, 32 (2), pp. 9-41 (in Spanish).
- Carnoy, M., Santibañez, L., Maldonado A., and Ordorika, I. (2002) "Entry Barriers to Higher Education and Professional Opportunities for Mexico's Indigenous Peoples." *Revista Latinoamericana de Estudios Educativos*, 32 (3), pp. 9-43 (in Spanish).

BOOKS, BOOK CHAPTERS, AND OTHER PUBLICATIONS

- Santibañez, L. (forthcoming) "Contrasting Realities: How Differences Between the Mexican and U.S. Education Systems Affect Transnational Students" in The Students we Share: Preparing US and Mexican Educators for our Transnational Future., Gándara, P. and Jensen, B. (Editors). SUNY Press.

- López F., and Santibañez, L. (forthcoming) "Language and Cultural Skills of U.S. Teachers: Informing Policy to Meet the Needs of Transnational Bilingual Students" in *The Students we Share: Preparing US and Mexican Educators for our Transnational Future.*, Gándara, P. and Jensen, B. (Editors). SUNY Press.
- Santibañez, L. and Guarino, C. (2020) " The Effects of Absenteeism on Academic and Social-Emotional Outcomes: Lessons for COVID-19." PACE Policy Brief. CORE-PACE Research Partnership.
- Santibañez, L. and Snyder, C. (2018) Teaching English Learners in California: How Teacher Credential Requirements in California Address their Needs. Technical Report (with peer review) for Getting Down to Facts II. Available at http://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII_Report_Santibanez.pdf
- Santibañez, L. and Umansky, I. (2018) English Learners: Charting their Experiences and Mapping Their Futures in California Schools. Research Brief. Available at http://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII_Brief_EnglishLearners.pdf
- Ball, C., Santibañez, L., and Taylor, E. (2018) Improving Teacher Practice. Research Brief. Available at: http://gettingdowntofacts.com/sites/default/files/2018-09/GDTFII_Brief_ImprovingTeaching.pdf
- Santibañez, L. and P. Gándara (2018). Teachers Of English Language Learners In Secondary Schools: Gaps in Preparation and Support. The Civil Rights Project/Proyecto Derechos Civiles, UCLA.
- Gándara, P. and Santibañez, L. (2016) "The Teachers our English Learners Need." *Education Leadership*. February.
- Santibañez, L. and E. Zárate (2014) "Bilinguals in the U.S. and College Participation" in Callahan, R.M. and Gándara, P.C. (Eds.). *The Bilingual Advantage: Language, Literacy, and the Labor Market*. Multilingual Matters: Clevedon, U.K. (with peer review).
- Santibañez, L. (2014) "School Block Grants" in Dominic Brewer and Lawrence O. Picus, (Eds.) *Encyclopedia of Education Economics and Finance*. SAGE Publications.
- Santibañez, L. (2014) "Differences-in-Differences Estimation" in Dominic Brewer and Lawrence O. Picus, (Eds.) *Encyclopedia of Education Economics and Finance*. SAGE.
- Fox, L., Santibañez, L., Nguyen, V., & André, P. (2012). *Education Reform in Mozambique: Lessons and Challenges*. World Bank Publications.
- Bruns B., and Santibañez, L. (2011) "Making Teachers Accountable" In *Making Schools Accountable: What Works in the Developing World*. Barbara Bruns, Deon Filmer and Harry Patrinos. The World Bank Press: Washington D.C. (with peer review).
- Santibañez, L. (2010) "Teacher Incentives" in Dominic Brewer and Patrick J. McEwan (Eds.) *The Economics of Education*. 3rd Edition. Elsevier Press.
- Vegas, E. and Santibañez, L. (2009) *The Promise of Early Childhood Development in Latin America and the Caribbean. Issues and Policy Options*. The World Bank and Palgrave MacMillan: New York, NY. (Spanish translation available) (with peer review).

Barrera-Osorio, F., Fasih, T., Patrinos, H. A with Santibañez, L. (2009) *Decentralized Decision Making in Schools. The Theory and Evidence on School-Based Management*. The World Bank Press: Washington D.C.

Santibañez, L., Martínez, J. F., Datar, A., McEwan, P. J., Setodji, C. M., and Basurto-Dávila, R. (2007) *Breaking Ground: Analysis of the Assessments and Impact of the Carrera Magisterial Program in Mexico*. Santa Monica, CA: RAND/MG-141 (with peer review).

McEwan, P. J. and Santibañez, L. (2005) "Teacher Incentives in Mexico" in *Beyond Pay: Motivating Teachers to Raise Student Learning. Lessons from Latin America*, E. Vegas, Ed. The World Bank Press: Washington D.C. (with peer review).

AWARDED GRANTS AND CONTRACTS

W.T. Grant Foundation (2020-2022) \$570,000
Can Ethnic Studies Courses Reduce Racial Inequality as They Scale? Evidence from Three Research-Practice Partnerships. E. Penner (PI), L. Santibañez (Co-PI), N. López (Co-PI), K. Yamashiro (Co-PI)

Institute of Education Sciences, Department of Education (2019-21) \$599,000
Uprooting Children: The risks and rewards of mobility for vulnerable students in California's public schools. C. Guarino (PI), L. Santibañez (Co-PI), R. K. Ream (Co-PI)

National Science Foundation (2019-22) \$718,407
Uprooting Children: The risks and rewards of mobility for vulnerable students in California's public schools. C. Guarino (PI), L. Santibañez (Co-PI), R. K. Ream (Co-PI)

J-PAL Abdul Latif Jameel Poverty Action Lab, Post-Primary Initiative (2018)
 \$48,233

Effective Teacher Coaching: Improving Student Outcomes in Mexico. S. W. Parker (PI), L. Santibañez (Co-PI)

CONACYT (Mexican Science and Technology Council) (2017-18) \$20,000
Effective Teacher Coaching: Improving Student Outcomes in Mexico: Support for design/pilot phase. L. Santibañez (PI), S. W. Parker (Co-PI)

Spencer Foundation, Lyle Research Grant (2016-19, awarded, not executed) \$999,000
English Learner Achievement in Elementary School: Classroom Composition and Opportunity to Learn. P. Estrada (PI), L. Santibañez (Co-PI)

Fletcher Jones Foundation (2016-18) \$8,500
Study of Teacher Induction for teachers of English Learners at CGU's Teacher Education Program. L. Santibañez (PI)

Inter-American Development Bank (2104-16) \$100,000
Teacher Labor Markets in Colombia. J. E. Saavedra (P), L. Santibañez (Co-PI)

Strategic Impact Evaluation Fund (SIEF) - World Bank (2012-17) \$450,000
Low-Cost Private School Model in Mexico Targeting Urban Children Living in Poverty. L. Santibañez (PI)

The World Bank (2013-14) <i>Baseline evaluation of School-Based Management parental and community involvement program in Lao PDR.</i> L. Santibañez (PI)	\$67,000
Interamerican Development Bank (2011-12) <i>Rural teacher incentives in Mexico's community schools program.</i> L. Santibañez (PI)	\$400,000
W. K. Kellogg Foundation (2008-10) <i>Teachers in rural and bilingual indigenous schools in Mexico.</i> L. Santibañez (PI)	\$150,000
Fundación México Unido, A.C. (Mexico) (2009-10) <i>Evaluation of PEC-FIDE School Based Management Program in Mexico.</i> L. Santibañez (PI)	\$125,000
The Hewlett Foundation (2008-09) <i>Opportunities and Challenges in Mexico's Education System.</i> G. Vernez (PI), L. Santibañez (Co-PI).	\$100,000
Secretaría de Educación Pública, Mexico (2004-06) <i>Evaluation of Carrera Magisterial Teacher Incentive Program.</i> L. Santibañez (PI)	\$335,000
The Bill and Melinda Gates Foundation (2003-04) <i>Successful high schools for Hispanics in the U.S.</i> G. Gonzalez (co-PI), L. Santibañez (Co-PI).	\$50,000

WORKING PAPERS

Saavedra, J., Maldonado, D., Santibañez, L. and Pardo, L. O. "Premium or Penalty? Labor Market Returns to Novice Public Sector Teachers" (revise and resubmit at *Journal of Human Resources*)

Santibañez, L., Saavedra, J., Kattan, R.B., and Patrinos, H. "Comprehensive Private Schooling for Low-Income Children: Experimental Evidence from Mexico" (under review at *Economics of Education Review*)

Santibañez, L., Guarino, C., and Ream, R. K. "Variation in the Extent of School Mobility among Vulnerable Students in California."

Darriet, C. and Santibañez L. "Predicting Dual Language Immersion Program Growth: The Case of Los Angeles County."

HONORS AND AWARDS

Member of the Technical Board Alt-ELPAC, Educational Testing Service (2019-present)
Outstanding Reviewer, *American Education Research Journal* (2019)
Outstanding Reviewer, *International Journal of Educational Development* (2019)
Outstanding Reviewer, *Educational Evaluation and Policy Analysis* (2016)
Member of the Technical Committee of the "ENLACE" National Standardized Student Test in Mexico (2014)

Presidential Appointment to Board of *Instituto Nacional para la Evaluación de la Educación*, Mexico. Appointed by the President of Mexico, Felipe Calderón (2011).
Member of the OECD International Steering Committee for Teacher Evaluation, Mexico (2008).
RAND Silver Merit Award (2005)
Mexican Science and Technology Council Award for Graduate Studies (1998).

PROFESSIONAL SERVICE

2019-present Editorial Board, *International Journal of Educational Development (IJED)* (Outstanding Reviewer Award, 2019)
2016-present Editorial Board, *American Education Research Journal (AERJ)* (Outstanding Reviewer Award 2019)
2016-present Editorial Board, *Comparative Education Review (CER)*
2014-present Editorial Board, *Educational Evaluation and Policy Analysis (EEPA)* (Outstanding Reviewer Award 2016)
2016-17 Chair, Long Policy Report Awards Committee, AERA, Division J
2015-16 Member, Short Policy Report Awards Committee, AERA, Division J
2015-16 Program Chair, School Effectiveness and Improvement SIG, AERA

REFEREE SERVICE

Educational Researcher, *Journal of Teacher Education*, *American Education Research Journal*, *Educational Evaluation and Policy Analysis*, *Bilingual Research Journal*, *Education Finance and Policy*, *Economics of Education Review*, *Comparative Education Review*, *Journal of Human Capital*, *International Journal of Educational Development*, *International Journal of Educational Research*, *Journal of Education Policy*, *Policy and Politics*, *Educational Policy Analysis Archives*, *Latin American Research Review*, *Education Policy Analysis Archives*, *Latin America Research Review*, *El Trimestre Económico (Mexico)*, *Revista de Gestión y Políticas Públicas (Mexico)*, *Revista Mexicana de Investigación Educativa (Mexico)*.