

- 1 2. I have previously submitted testimony before this Commission in Application
2 No. 24-10-006, relating to the transfer of control under Public Utility Code
3 Section 854 of Frontier Communications to Verizon Communications Inc.
4 (“Verizon”) where I provided testimony on behalf of intervenor California
5 Emerging Technology Fund (“CETF”) relating to a letter from Verizon to the
6 Federal Communications Commission (“FCC”), in which Verizon announced
7 greatly modified Diversity, Equity and Inclusion (“DEI”) practices to
8 eliminate those that the FCC Chairman Carr has implied are illegal. Verizon
9 obtained approval from the FCC for its transfer of control to purchase
10 Frontier.
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- 12 3. In this Charter Cox proceeding, I have reviewed a letter to FCC Chairman
13 Carr, dated February 25, 2026, from Jamal Haughton, Executive Vice
14 President, General Counsel and Corporate Secretary of Charter
15 Communications (“FCC Letter”). This FCC Letter is attached hereto as
16 **Exhibit 2.** In the FCC Letter, Charter states it has “ended its diversity and
17 inclusion practices and reaffirms its continued commitment to equal
18 employment opportunity and a work environment free of invidious
19 discrimination, in both name and substance. . .” The FCC Letter then lists five
20 categories in which Charter has changed its practices: (1) Talent, Culture and
21 Community Investments: Charter states it does not maintain workforce
22 diversity targets or utilize recruitment or retention programs focused on
23 particular demographic groups and will not consider race, sex or an other
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1 protected characteristic in making an employment decision. Charter ended a
2 Chief Diversity Officer role, who had advanced diversity and inclusion
3 priorities and instead this individual now leads Communication Impact &
4 Engagement efforts, and philanthropic programs. The company also ended its
5 External Diversity Counsel and Executive Steering Committee. (2) Career
6 Development and Training: Charter eliminated optional inclusive leadership
7 training and references to diversity and inclusion the internal and external
8 messaging of the Company. Charter changed its eligibility requirements of its
9 Spectrum Scholars program to focus on factors not related to a protected class.
10 (3) Business Resource Groups: Charter stated it has corporate oversight of the
11 Business Resource Groups and that they are open to all employees and ensure
12 the groups and their activities comply with nondiscrimination policies. In the
13 BRGs which are focused on demographic criteria or other protected
14 characteristics, the company stated it does not draw distinctions based on any
15 protected characteristic in granting permission to establish new groups or host
16 events nor is BRG membership a factor in any employment decision. (4)
17 External Surveys: Charter will decline to participate in any recognition
18 surveys based on protected characteristics. (5) Procurement Practices:
19 Charter stated it will increase its focus on “identifying small businesses which
20 may have otherwise be overlooked.” Charter stated in selecting suppliers it
21 “does not grant preferences based on protected characteristics, nor does the
22 company impose them on its vendors or suppliers.” The company further
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1 stated that any procurement tracking or reporting is done to comply with
2 current law or government contracts.

- 3 4. I also have reviewed the Rebuttal Testimony of Adam Falk, Senior Vice
4 President, State Government Affairs, of Charter Communications, Inc., filed
5 on March 4, 2026, in the Charter – Cox Transfer of Control Application No.
6 A.25-07-016 (“Falk Testimony”). In the Falk Testimony at pages 24-26, Falk
7 testifies about Charter’s change in policies related to the FCC Letter. In its
8 entirety (footnotes omitted), Falk stated:

9
10 *“B. Charter’s Commitment to Ensuring Equal Opportunity and a Welcoming
Workplace Culture Remains the Same.*

- 11 1. **Q: Would you describe the letter that Charter submitted to the FCC last
12 week concerning diversity, equity, and inclusion (“DEI”) practices?**

13 Discussions with the FCC related to approval of the Transaction intensified in
14 advance of the FCC approving the Transaction on February 27, 2026.⁶⁴ As part of
15 those negotiations, Charter submitted a letter to the agency outlining policies
16 enacted to maintain consistency with recent developments in federal law related
17 to DEI practices. In each of the major FCC-regulated telecommunications and
18 media transactions since President Trump took office, the acquiring party
19 submitted a similar letter. These letters followed the President’s issuance of
20 several executive orders in January of 2025, one of which requires federal
21 contractors to certify expressly that they do not operate any unlawful DEI
22 programs. There was also a broader legal shift after the Supreme Court’s 2023
23 decision on race conscious admissions under the Equal Protection Clause and
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1 Title VI of the Civil Rights Act of 1964. In light of those changes, Charter
2 undertook a comprehensive review of its workforce, contracting and related
3 practices.

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5 **Q: Have Charter's values changed?**

6 No. Charter remains committed to maintaining a workplace that is free
7 from discrimination of any kind; to a culture of inclusiveness where our
8 employees can provide for their families and grow their careers; and to an
9 environment that promotes merit-based achievement and equal opportunity
10 for all in hiring, promotions, procurement and similar endeavors. Charter
11 remains committed to customer service in all communities. Further, the
12 company's philanthropic endeavors remain dedicated to our business
13 priorities, which include improving communities and impacting lives where
14 our customers and employees live and work, through programs such as
15 Spectrum Community Center Assist, Spectrum Digital Education, Spectrum
16 Employee Community Grants, the Spectrum Community Investment Loan
17 Fund, and Spectrum Scholars.

18
19 **Q: Mr. Goodman stated that the proposed Transfer "promises
20 to harm supplier diversity in California."⁶⁷ What is your response?**

21 Mr. Goodman's assertion lacks factual support. While Charter's
22 contracting policies are solely merit-based after the Supreme Court's
23 decisions, we continue to track our diverse spending and comply with GO-
24 156, and conduct broad outreach to potential suppliers in California, with a
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1 focus on identifying small businesses and businesses in the communities
2 we serve; after these changes to procurement policies, our use of diverse
3 suppliers *grew* by almost two percent between 2024 and 2025. Charter is
4 confident that the merger will benefit a wide range of suppliers in
5 California.⁶⁸”

- 6 5. I have also reviewed the Commission’s General Order 156 (“GO 156”) which
7 sets forth a landmark supplier diversity program in April 1988 to establish
8 policies designed to increase contracting opportunities for diverse businesses
9 – including women-owned business enterprises (“WBEs”), minority-owned
10 business enterprises (“MBEs”), disabled veteran-owned business enterprises
11 (“DVBES”), and LGBTQ-owned business enterprises – within the regulated
12 utility sector in California, which applies to both Joint Applicants Charter and
13 Cox. GO 156 requires telecommunications companies to make good faith
14 efforts to contract with WBEs, MBEs, DVBES and LGBTQ-owned
15 businesses. GO 156 is a market access program and not a quota program. GO
16 156 requires utilities to have a supplier diversity program, and to establish
17 internal supplier diversity policies, designate staff responsible for procurement
18 and to conduct supplier development and mentoring. GO 156 further requires
19 annual reporting requirements by the regulated companies, including dollars
20 and percentages of procurement from diverse suppliers, outreach events and
21 programs, and plans and goals. These reports are public for transparency and
22 accountability. The Commission sets annual utility goals but not mandated
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1 quotas, which are historically around 15% minority owned, 5% women
2 owned, and 1.5% disabled veteran owned and LGBTQ-owned. There are no
3 penalties for missing any Commission set goals. Each year, the CPUC holds
4 an Annual CPUC En Banc meeting on Supplier Diversity, where the
5 companies present their results for accountability and stakeholders may
6 comment.

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8 6. I have also reviewed California Public Utilities Code Section 8290.2. This
9 California law requires the following:

10 “8290.2. (a) (1) The commission shall require each electrical corporation, gas
11 corporation, water corporation, wireless telecommunications service provider,
12 electric service provider, and telephone corporation with gross annual
13 California revenues exceeding twenty-five million dollars (\$25,000,000), and
14 their commission-regulated subsidiaries and affiliates, to annually submit to
15 the commission a report describing the employment of women, minority,
16 disabled veteran, and LGBT individuals at all levels of employment within
17 their organization and describing the diversity, equity, and inclusion policies
18 or activities that promote equitable recruitment and hiring. . .

19
20 (b) Every entity specified in subdivision (a) shall furnish an annual report to
21 the commission regarding the implementation of the programs established
22 pursuant to this article in the form that the commission requires and at the
23 time that the commission annually designates.
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1 (c) (1) The Legislature declares that each community choice aggregator,
2 electrical corporation, gas corporation, water corporation, mobile telephony
3 service provider, electric service provider, and telephone corporation that is
4 not required to submit a report pursuant to subdivision (a) is encouraged to
5 voluntarily adopt a plan for increasing women, minority, disabled veteran, and
6 LGBT employment at all levels of employment in those entities.
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8 (2) The Legislature declares that each cable television corporation, direct
9 broadcast satellite provider, exempt wholesale generator contracting to sell
10 electricity to a retail seller, distributed energy resource contractor, and energy
11 storage system company is encouraged to voluntarily adopt a plan for
12 increasing women, minority, disabled veteran, and LGBT employment at all
13 levels of employment in those entities. *(Added by Stats. 2024, Ch. 784, Sec.*
14 *6. (SB 1177) Effective January 1, 2025.)*”
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16 7. I do not think that the approach described in Charter’s FCC Letter and the
17 Falk Testimony is sufficient to comply with the requirements of General
18 Order 156 and California Public Utilities (“PU”) Code Section 8290.2 based
19 on my understanding of the root causes of poverty and the obstacles that make
20 it difficult to achieve equal opportunity and nondiscrimination in American
21 society generally, and California particularly. For example, the requirement
22 in PU Code Section 8290.2 requires an annual report on hiring of women,
23 minority, disabled veteran, and LGBT individuals by large utilities that
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1 include Charter and Cox, as well as a description of the diversity, equity and
2 inclusion policies or activities that promote equitable recruitment and hiring.
3 Yet, in the FCC Letter at page 1, Mr. Falk explicitly stated Charter has “ended
4 its diversity and inclusion policies.” It further explicitly states that “Charter
5 does not maintain workforce diversity targets or utilize recruitment or
6 retention programs focused on particular demographic groups and will not
7 consider race, sex, or any other protected characteristic in making
8 employment decisions.” It appears Charter also terminated the role of “Chief
9 Diversity Officer” who advanced diversity and inclusion priorities and also
10 ended its External Diversity Council. Finally, specifically in procurement, the
11 Charter FCC Letter states that in selecting suppliers, Charter “does not grant
12 preferences based on protected characteristics” but will “cast a wide net” to
13 identify suppliers who provide the best value to meet business needs. These
14 very significant changes in Charter policy will likely reduce the ability of
15 Charter to meet the goals of GO 156 and increase diverse hiring in California,
16 and thus is a public detriment.

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18 8. Mr. Falk further states the company is proud of a two percent increase in GO
19 156 performance. I find a two percent increase in performance anemic at best
20 and, by definition, evidence of "non-equal opportunity" and "discrimination"
21 unless Charter has an insidious racist perspective that expects one population
22 group to be more capable than another based only on merit. If there was
23 "equal opportunity" and "non-discrimination" without poverty barriers rooted
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1 in systemic racism, then based on true merit, there would be representation in
2 Charter's workforce and suppliers that reflected the diversity of California
3 population.

- 4 9. Reaching a state of real equal opportunity that overcomes institutionalized
5 racism and discrimination requires understanding the barriers and tackling
6 poverty with a multi-faceted integrated set of strategies. In light of the
7 statements in the Charter FCC Letter and the Falk Testimony, I think it is
8 highly unlikely that Charter will be able to achieve the diversity, inclusion and
9 equity goals of the California Legislature in Section 8290.2 or of the
10 Commission in General Order 156 given Charter's stripping of corporate
11 policies in support of such goals, a lack of leadership among senior company
12 officers supporting supplier diversity and diverse hiring goals, and removal of
13 workforce diversity targets and use of recruitment and retention programs
14 focused on particular demographic groups who have faced systemic
15 discrimination in the past. As a result, I would expect there to be a significant
16 reduction in efforts at Charter in the near future, to ensure diverse and
17 inclusive hiring and supplier diversity opportunities. The Commission should
18 be very concerned about the Charter FCC Letter and the Falk Testimony and I
19 recommend evaluating whether these delineated activities are consistent with
20 the public benefits of the proposed transfer of control.
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- 22 10. I further recommend that the Commission consider these impacts to be
23 detriments to the public interest, which will need to be outweighed by public
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1 benefits which should be substantial and provide mitigating impacts to this
2 specific set of corporate action. For example, in the recent Verizon – Frontier
3 proceeding, Verizon committed \$500 million to invest in small businesses in
4 California and pledged \$10 million over five years to support a workforce
5 development program administered by a California high education institution
6 of higher learning, as well as a recruiting pipeline to recruit underrepresented
7 populations to the workforce of the utilities and the workforce of supplier
8 companies working for Verizon and Frontier.¹ Verizon further invested \$40
9 million in Digital Inclusion programs, to help close the Digital Divide for
10 unconnected people.² It also agreed to engage in meaningful Tribal
11 consultation for Tribes adjacent to its service territory. In contrast, Falk cites
12 relatively small amounts of grants to a few community organizations that don't
13 achieve Digital Inclusion on the scale that is required to tackle poverty. The
14 CETF position in advancing a foundational approach of "Inclusion, Diversity,
15 Equity" ("IDE") by tackling concentrated and persistent poverty, the primary
16 indicator today of institutionalized racism, is the most tangible way in which
17 the Commission can assure substantive DEI beyond symbolism and reporting.
18 Further, the IDE legal tenet set forth by CETF in the Verizon-Frontier
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24 ¹ Frontier Verizon Decision No. 26-01-023, Ordering Paragraphs 4, 6 at pp. 117-118.

25 ² Ordering Paragraph 33, approving settlement agreement with CETF.

1 proceeding regarding FCC-accepted commitments to "equal opportunity" and
2 "non-discrimination" in which the metric is whether or not over a reasonable
3 period of time in tackling racism, such as five years, a company's workforce
4 and suppliers reflect the population of California is a breakthrough bedrock
5 principle that should be embraced by the Commission and applied to Charter
6 if the transaction is approved.
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8 11. In the Verizon – Frontier Decision No. 26-01-023 (issued January 20, 2026),
9 at Ordering Paragraphs 5, 7, 8, 9, 10, the Commission mandated certain
10 employee surveying, regular reporting on survey results, engagement with
11 Chambers of Commerce and State Labor and Workforce Development
12 Boards, maintaining of a small business accelerator program, and quarterly
13 employee satisfaction surveys that including questions on belonging and
14 inclusion, relating to Verizon’s compliance with GO 156 and PU Code
15 8290.2. I recommend that similar reporting requirements may be appropriate
16 as to the Joint Applicants in this proceeding.
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18 12. I have also reviewed and endorse the California Emerging Technology Fund
19 (“CETF”) concerns and general recommendations contained in its
20 supplemental testimony on important Inclusion, Diversity and Equity issues,
21 responding to the ALJ’s Fifth Ruling, dated March 18, 2026. I agree with the
22 ALJ that these Diversity, Equity and Inclusion issues are directly relevant to
23 the Environmental and Social Justice scoped issue in the Charter Cox
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1 proceeding. Despite advancements in internet access, many communities in
2 the United States, particularly in low-income urban and rural areas, continue
3 to have limited access to the Internet. Incumbents such as the local exchange
4 provider and the cable incumbent deign to build out modern network facilities
5 to these low-income urban and rural areas, on grounds they are not economic
6 and will not bring adequate returns to the company. According to the 2023
7 Statewide Survey, low-income, minority, non-English speaking, and lower
8 education attainment have a lower rate of adoption of technology than the
9 population as a whole, which is 91% of all households (HHs) (88% Connected
10 and 3% Underconnected), leaving only 9% Unconnected to the Internet. This
11 is in contrast to households who are Digitally-Disadvantaged (the combination
12 of Unconnected (no Internet access at all) and Underconnected (have only a
13 smartphone)):

- 15 • 19% of low-income HHs (13% Unconnected and 6%
16 Undersconnected);
- 17 • 12.1% of African American HHs (7.7% Unconnected and 4.4%
18 Underconnected);
- 19 • 15.5% of Latino HHs (12.2% Unconnected + 3.3% Undersconnected),
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- 21 • 21% of HHs with only a high school degree or less.³

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24 ³ 2023 Statewide Digital Equity Survey page 13 (Figure 5), page 16 (Figure 8), page 19 (Figure 11),
25 page 21 (Figure 13).

1 Lack of access to the internet at a time when many private and public organizations
2 rely on the internet for communication and to obtain essential services represents a
3 major disadvantage to affected communities. Work by organizations such as CETF
4 and its community-based organization partners constitutes a necessary and essential
5 remediation to address ongoing challenges caused by inequity in access. As a scholar
6 who has studied the effects of inequality in education and public services on social
7 and economic opportunity, I support the CETF recommendation for "Appropriate,
8 Fair, Comparable" public benefits as a substantive strategy to advance IDE and
9 mitigate the abandonment of DEI commitments by Charter in this transfer of control
10 proceeding as compared to past corporate consolidation settlement agreements that
11 were approved in the Commission's past decisions. CETF submitted its relevant
12 testimony in its Opening Testimony filed on February 11, 2026. Exhibit 6A to the
13 testimony of Sunne Wright McPeak contains an analysis of the Charter Cox
14 transaction which contains three categories of Public Benefits:
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- 16 • Deployment of High-Speed Internet Infrastructure;
- 17 • Affordable Internet Service Subscription Offers, and
- 18 • Investments in Digital Inclusion Programs.

19 These three core categories of public benefits ensures that new mergers provide
20 significant, verifiable benefits to California consumers, particular in low-income and
21 underserved communities, meaning the "hardest to reach" areas such as rural, Tribal
22 Lands and high-poverty urban neighborhoods. Without close Commission attention
23 on these low-income and underserved communities, corporate providers will continue
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1 their “business as usual” practices driven by a revenue focus which leave out these
2 consumers.

3 In Exhibit 6B for Ms. McPeak’s Opening Testimony, CETF listed five past
4 corporate consolidations in the telecommunications area where significant voluntary
5 actions were undertaken by joint applicants to ensure there are public benefits to the
6 proposed transaction. These included important voluntary corporate actions such as
7 connecting unconnected communities with modern infrastructure upgrades to
8 broadband speeds, provision of donated public WiFi hotspots, donations to school
9 based technology programs, donations for digital inclusion and digital equity
10 programs, provision of affordable broadband offers at rates at or below \$30/month,
11 participation in the Commission’s Lifeline discount programs, electronic device
12 donations to non-profit organizations for digital literacy training, and regular
13 consultations with Regional Broadband Consortia, Metropolitan Planning
14 Organizations, and Tribes on connectivity needs. I urge the Commission to
15 appropriately condition any grant of the application with public benefits that are
16 “appropriate, comparable and fair” consistent with past decisions and the CETF
17 recommendations in this proceeding. In particular, I urge the Commission to ensure
18 there are remedies ordered for the issues involving inclusion, diversity and equity.
19 This completes my testimony.
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EXHIBITS

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Exhibit 1 CV of Dr. Pedro Noguera, Ph.D.

Exhibit 2 Charter FCC Letter dated February 25, 2026.

PEDRO ANTONIO NOGUERA

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EDUCATION

Ph.D. in Sociology, University of California, Berkeley, December 1989

M.A. in Sociology, Brown University, May 1982

B.A. in Sociology and American History, Brown University, May 1981

Teaching Credential in History and Social Studies, Brown University, 1981

PROFESSIONAL EXPERIENCE

- 2020 – Present Emery Stoops and Joyce King Stoops Dean and Distinguished Professor of Education, University of Southern California
- 2015 – 2020 Distinguished Professor of Education, Graduate School of Education and Information Studies, UCLA
- 2003 – 2015 Peter L. Agnew Professor of Education, Departments of Teaching and Learning and Social Science and Humanities, Steinhardt School of Culture, Education and Development at New York University
- Affiliated appointments – Department of Sociology, Africana Studies, Latin American Studies
- Executive Director of the Metropolitan Center for Research on Equity and the Transformation of Schools, New York University
- Co-Director Institute for the study of Globalization and Education in Metropolitan Settings (IGEMS)
- Fall 2003 Sussman Visiting Professor of Education, Teachers College, Columbia University
- 2000 – 2003 Judith K. Dimon Professor of Communities and Schools, Chair, Doctoral Program in Communities and Schools, Graduate School of Education, Harvard University
- 1996 – 2000 Associate Professor, Division of Social and Cultural Studies Graduate School of Education, UC Berkeley
- Director, Institute for the Study of Social Change, University of California, Berkeley
- 1990 – 1996 Assistant Professor, Division of Social and Cultural Studies Graduate School of Education, UC Berkeley

- 1989 Lecturer, Department of Afro-American Studies, UC Berkeley
Instructor Department of Social Science, Diablo Valley College
- 1986 Lecturer, Department of Ethnic Studies, UC Berkeley Lecturer–
Department of Peace and Conflict Studies, UC Berkeley
- 1981 Classroom Teacher, grades K-12

RELATED PROFESSIONAL EXPERIENCE

- 2019 – 2020 Special Advisor, Governor of New Mexico
Special Advisor, State Department of Public Education, Washington
- 2011 – 2014 Trustee, State University of New York (SUNY)
- 2003 – 2015 Executive Director, Metropolitan Center for Urban Education, responsible for 80 employees, \$11M annual budget
- 1990 – 1994 President, School Board, Berkeley Unified School District, Elected to the Berkeley School Board in November, 1990. Responsible for developing educational policy for district of 8,000 students and overseeing \$65M annual budget
- 1989 – 1990 Coordinator Diversity Initiatives, University of California, Berkeley Responsible for designing new courses, developing campus programs, and assisting administrative units in areas related to racial and ethnic diversity. Supervised staff of five Directors who worked on multicultural issues with students
- 1988 – 1989 Special Assistant to the Vice Chancellor Business and Administrative Services, University of California, Berkeley
Responsible for administration for summer and year-round youth employment programs at the University of California, Berkeley. Responsible for a staff, which recruited high school students and provided them with training, job placements, education support services, and counseling. Served as a community liaison between UC Berkeley and the Oakland/Berkeley community.
- 1986 – 1988 Executive Assistant, Mayor of Berkeley
Responsible for policy development, staff coordination and implementation in the following areas: youth services, crime and law enforcement, economic development and housing, homelessness and relations with the University of California. Also served as the Mayor's community liaison.
- 1985 – 1986 Director, South Berkeley Youth Project
Community service project established by the Office of Economic Development of the City of Berkeley, and the University of California. Trained and hired twenty-two teenagers to implement a door-to-door needs assessment survey of South Berkeley and to organize community educational events related to community development issues.

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- Noguera, P. A. and Robby Cohen "A Return to Plessy?" in *The Nation*, May 3, 2004.
- Noguera, P. A. and Robby Cohen "Reflections on School Integration 50 years After Brown" in *Education Week*, May., 2004.
- Noguera, P.A. "The Leaders We Must Have" in *Horace, Journal of the Coalition of Essential Schools*, Vol. 19, No. 3, Spring 2003
- Noguera, P. A. "Blaming or Saving Disadvantaged Youth: The Social Context of Risk and Resilience" published as part of the conference proceedings of the National Conference on Risk and Resilience. Cambridge, MA October 24, 2002.
- Noguera, P. (forthcoming in 2003) "The Crisis of the Black Male" in *The Encyclopedia of Men and Masculinity*, edited by Michael Kimmel.
- Noguera, P. A. (2003) "How Racial Identity Affects School performance" in *Harvard Education Letter*, March/April, Vol. 19, No. 2
- Noguera, P.A. (2002) "Taking on the Tough Issues: the Role of Educational Leaders in Restoring Public Faith in Public education" in *Leadership in Changing Times*, Monograph of Women Administrators Conference. Edited by Helen C. Sobehart, Duquesne University. Published by School of Education Leadership Institute and the American Association of School Administrators, February 2003.
- Noguera, P. A. (2003) The Impact of September 11th on Caribbean Societies. In *Caribbean Perspectives*, January.
- Noguera, P. and E. Brown (2002) "Educating the New Majority" *The Boston Globe*, September 24.
- Noguera, P. A. (2002) "Zero Tolerance for School Violence" in *Ed.Vol. XLVI*, No. 2, Fall.
- Noguera, P. A. (2002) "The Role of Schools of Education in Transforming Inner-City Schools" in *Transforming Urban Education: Community, Equity and Access*. Buffalo, N.Y.: SUNY Press.
- Noguera, P. A. (2002) Beyond Size: The Challenge of School reform" in *Educational Leadership*, Volume 59, No. 5, February
- Noguera, P.A., A. Okahara and J. Wing (2000) Organizing Against Racial Inequality: The Berkeley High School Diversity Project. In *Toward a collective wisdom: forging*

successful educational partnerships, Nina Hirsch Gabelko, editor. Berkeley, CA: Eco Center, Graduate School of Education, UC Berkeley.

Noguera, P. (2000) When parents want out. *The Courier*, Unesco November 2000.

Noguera, P.A. and Akom, A. Disparities Demystified. In *The Nation*. June 25, 2000. Vol. 270, No.

Noguera, P.A. (1999) Developing Systems to drive student success. In *Systems for Student Success*.

Sacramento, CA: California Professional Development Consortia, November.

Noguera, P.A. (1999) Equity in Education: What Difference Can Teachers make? In *Standards to Support Teachers' Growth*. Sacramento, CA: California Professional Development Consortia, October.

Noguera, P. A. (1999). Confronting the challenge of diversity. *The School Administrator*, 56(5), 16- 18.

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Education." Noguera, P. A., & Worrell, F. (1998). The crisis of the Black male in the

English-speaking

Caribbean. *Caribbean Perspectives*, 25-31.

Noguera, P. A. (1997). No excuses accepted: How one urban district succeeds where others fail.

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Noguera, P. A. (1996). In defense of Affirmative Action. *In Motion Magazine*, an on-line publication (<http://www.inmotionmagazine.com>).

Noguera, P. A. (1996). Fortress mentality is not a cure for school violence. *School Board News*, 16(1), 2.

Noguera, P. A. (1996). The critical state of violence prevention. *The School Administrator*, 53(2), 8- 13.

INVITED CHAPTERS IN EDITED VOLUMES AND POLICY PAPERS

Fergus, E., Scieurba, K., Martin, M., & Noguera, P. A. (2010). Theories of Change Among Single-Sex Schools for Black and Latino Boys: An Intervention in Search of Theory. Metropolitan Center for Urban Education.

Meade, B., Gaytan, F., Fergus, E., & Noguera, P. A. (2009). A Close Look at the Dropout Crisis: Examining Black and Latino males in New York City. Metropolitan Center for Urban Education.

Meade, B., Gaytan, F., Fergus, E., & Noguera, P. A. (2009). Making the Grade in New York City Schools: Progress Report Grades and Black and Latino Students. Metropolitan Center for Urban Education.

Meade, B., Gaytan, F., Fergus, E., & Noguera, P. A. (2008). Is All Male Already? An Intervention Study of Single-Sex Schools for Black and Latino boys: Second Year Report. Metropolitan Center for Urban Education.

Fergus, E., Noguera, P. A., Hucks, D., & McCready, L. (2007). Is All Male Already? An Intervention Study of Single-Sex Schools for Black and Latino boys: First Year Report. Metropolitan Center for Urban Education.

Noguera, P.A., Sealey-Ruiz, Y., & Fergus, E. (2007). Equity and Excellence: Achievement Gap Report of Teaneck Schools. The research investigated the school district's factors contributing to the achievement gap. Metropolitan Center for Urban Education

Noguera, P. A. (2008) In Pursuit of Equity and Excellence in the Ossining Public Schools. Unpublished study on the factors contributing to the achievement gap in the Ossining Public Schools.

Noguera, P. A. (2007) In Pursuit of Equity and Excellence in the Teaneck Public Schools. Unpublished study on the factors contributing to the achievement gap in the Teaneck Public Schools.

Noguera, P.A. (2004) Pathways to Student Success: Final District-wide Report. Funded by the National Science Foundation and Nellie Mae Foundation.

Noguera, P.A. (2003) A Plan for Linking Schools to Social Services in Los Angeles County. Funded by the Los Angeles County Office of Education.

Noguera, P. A. and Sanborn, J. (2002) Pathways to Student Success: Report on Student Experiences at Ten High Schools in the Boston Metropolitan Area. Funded by the National Science Foundation and Nellie Mae Foundation.

Noguera, P.A. and Miranda Bliss (2001) Youth Leadership and Inter-group Violence: Final Evaluation report of Youth Together, Submitted to Arts, research and Curriculum, Oakland, CA

Noguera, P.A., Araujo, M., Mo, K. H., Robles, R., & Sanders, D. (2001). *Final year report on the new student admissions policy at Lowell High School*. Prepared for Superintendent of Schools, Waldemar Rojas, SFUSD. .

Noguera, P. A., Bliss, M. (2001). *School violence reduction initiative: Youth Together Project. Final year Report*. Berkeley, CA: Center on Diversity & Urban School Reform, University of California., Berkeley, December 1998.

Noguera, P., Routé-Chatmon, L., & Williams, J. (1999). *Berkeley High School Diversity Project. Project report*. Berkeley, CA: University of California at Berkeley Graduate School of Education and Berkeley High School.

- Noguera, P. A., Johnson, J., Terriquez, V., & Johnson, E. (1999). *School violence reduction initiative: Youth Together Project. First year Report*. Berkeley, CA: Center on Diversity & Urban School Reform, University of California., Berkeley, December 1998.
- Noguera, P., Adams, R., & Razai, K. (1998). *Youth Together: An evaluation of the first year of operation*. Prepared for Arts, Curriculum, Oakland, CA, November 1998.
- Noguera, P.A., Araujo, M., Mo, K. H., Robles, R., & Sanders, D. (1998). *Second year report on the new student admissions policy at Lowell High School*. Prepared for Superintendent of Schools, Waldemar Rojas, SFUSD. November 1998.
- Noguera, P A., Araujo, M., Mo, K.-H., Robles, R., & Sanders, D. (1997). *Report on the new student admissions policy at Lowell High School*. Prepared for Waldemar Rojas, Superintendent of Schools, San Francisco Unified School District.
- Noguera, P. A. (1996). Preventing and reducing youth violence: An analysis of causes and an assessment of successful programs. Woodland Hills, CA: California Wellness Foundation.
- Noguera, P. A., Aboitiz, A., Arenas, A., George, S., & Howard, E. (1994). *Factors influencing patterns of academic achievement among Latino students: An assessment of educational programs and a prescription for change*. Berkeley, CA: Chicano/Latino Policy Project, University of California, Berkeley.
- Noguera, P. A. (1992). *Violence prevention and the Latino population: An analysis of patterns and trends and prescriptions for effective intervention*. Atlanta, GA: Centers for Disease Control.
- Noguera, P. A. (1985). Education and social responsibility. In *Learning to teach: A handbook for teaching assistants at Berkeley*. Berkeley, CA: Graduate Assembly, University of California, Berkeley.
- Goldberg, L., Donahue, M., Noguera, P. A., & Shandera, M. (1985). *Adult illiteracy in the workplace, employment and job training*. Sacramento, CA: Librarian of the State of California.
- Noguera, P. A. (1982). Adult education in Grenada: A progress report on phase 1 of the national literacy campaign. St. Georges, Grenada: Center for Population Education.

FUNDED RESEARCH (*Abridged List*)

2015-2020 Center for Transformation of Schools UCLA, 2.8 million raised in two years.

Sponsor	Timeline	Amount
Stuart Foundation	01-01-2017 to 06-30-2017	50,000
The California Endowment (TCE)	10-01-2017 to 09-30-2019	280,000
National Science Foundation (NSF)	09-01-2017 to 08-31-2019	300,000
Spencer Foundation	11-01-2017 to 09-30-2018	75,000
Stuart Foundation	Forum Sponsorship	15,000

Equity, Diversity, and Inclusion (EDI)	Forum Sponsorship	3,000
Forum Registration	Forum Sponsorship	8,005
Stuart Foundation		250,000
Spencer Foundation		1,000,000
LACOE CEPIP		322,240
Gates Foundation		500,000
	Total	\$2,803,245

2003 – 2015 Executive Director of Metropolitan Research Center for the Study of Equity and the Transformation of Schools – over 100 million in grants from state, federal and local sources, private foundations and school district contracts

- Denver Public Schools: \$1M
- Pittsburgh Public Schools: \$1.25M
- Northforest ISD: \$430k

2009 – 2011 A Broader and Bolder Approach to School Reform in Newark

- Ford Foundation: \$1.3M
- Prudential Foundation: \$300K
- Victoria Foundation: \$200K

2007 – 2008 Research on Latino Masculinity

- Ford Foundation: \$200M

2006 – 2009 Research on Disproportionality in Special Education

- \$8M

2006 – present Male Alright? A Critical Analysis of Same Sex Schools

- Gates Foundation: \$585K

2001- 2003 Pathways for Student Success: How School Organization and Culture Impacts Academic Achievement

- National Science Foundation: \$500k
- Schott Family Foundation: \$500K
- Nellie Mae Foundation: \$500K

2001 - 2003 Increasing parental and Community Engagement in Secondary Schools. In collaboration with the Boston Plan for Excellence.

- The Carnegie Foundation

1998- 2000 Principal Investigator, Youth Together Violence Prevention Initiative, a study on race relations and violence prevention at seven northern California high schools.

1996- 2000 Principal Investigator, Lowell High School Admissions Study

1996–2000 Principal Investigator, The Diversity Project, a collaborative research and reform initiative at Berkeley High School

1995-1996 De-Tracking the Urban High School, El Cerrito High School

1992–1996 Principal Investigator, Urban School Collaborative, Lowell Middle School,

- Oakland, CA
- 1989-1991 Principal Investigator, Real Alternatives Project, study on educational alternatives for at-risk youth
- 1987-1988 Ethnographic and historical research in Grenada
- 1985 Research Consultant–Goldberg and Associates. Conducted on research efforts to reduce illiteracy in the State of California.
- 1984 Research on resettlement of Salvadoran refugees in Belize. United Nations High Commission for Refugees.
- 1983 Field research on adult education and political socialization in Grenada.
➤ Conducted in cooperation with a UNESCO literacy project.
- 1982 Participant observation research on the resettlement of Cuban refugees in East Oakland.

ADVISORY ROLES: SCHOOL DISTRICTS AND STATE DEPARTMENTS OF EDUCATION

School District	State Department
Miami/Dade County, FL	Dayton, OH
Atlanta, GA	Houston, TX
Baltimore County	Springfield, IL
Boston, MA	Seattle, WA
Broward County, FL	Everett, WA
Cobb County, GA	Tacoma, WA
Detroit, MI	Montclair, NJ
Los Angeles County, CA	Cambridge, MA
Newark, NJ	Elizabeth, NJ
New Haven, CT	Evanston, IL
New York City, NY	Providence, RI

HONORS AND AWARDS

- 2024 Honorary doctorate, Brown University
- 2023 Ranked 1st in the nation for influence and impact, *Education Week*
- 2022 Distinguished Professor of Education, University of Southern California
- 2018 Honorary Doctorate, Wheelock College

- 2018 Social Justice Award, Loyola Marymount University
- 2015 Horace Mann Award for distinguished service to the field of education
- 2015 Honorary Doctorate, Duquesne University
- 2015 Honorary Doctorate Leslie University
- 2014 Center for the Advanced Study of the Behavioral Sciences/Sage Award for outstanding achievement in advancing the understanding of the behavioral and social sciences as they are applied to pressing social issues.
- 2014 National Association of Secondary Principals, award for distinguished service to the field of education.
- 2013 National Academy of Education, elected member
- 2013 McSilver Award for Combating Poverty (NYU School of Social Work)
- 2013 Honorary Doctorate, Lewis and Clark College
- 2012 John Dewey Award for Critical Scholarship in Education
- 2012 Martin Luther King Award, New York University
- 2012 Honorary Doctorate, Metropolitan College of New York
- 2010 Border Crosser Award for leadership in Promoting Racial Understanding and Justice
- 2010 Honorary Doctorate, Bank Street College
- 2009 Hero Award for Leadership in Education, Scholastic Books
- 2008 Hot Schott Award for Research on Race and Gender, Schott Foundation
- 2006 25 Most Influential Hispanics in New York City *El Diaro Magazine*
- 2005 Whitney Young Award for Leadership in Field of Education, Nation Urban League, Orlando, Florida
- 2005 Eugene Carothers Human Relations Award
- 2003 100 Most Influential Hispanic Leader, *Hispanic Business Magazine*
- 2002 Honorary Doctorate in Education, University of San Francisco
- 2001 Faculty Speaker, Commencement Address, Graduate School of Education, Harvard University
- 2001 Centennial Medal for Outstanding Contributions in the Field of Education, Philadelphia University
- 2000 Distinguished Service Award, UC Berkeley Public Education Foundation
- 2000 Distinguished Service Award, Dean of Student Life, UC Berkeley
- 1997 Distinguished Teaching Award, UC Berkeley
- 1996 Award for Community Service, UC System
- 1995 Award for Research on Youth Violence, California Wellness Foundation

- 1994 Icon Award for Community, City of Berkeley
- 1994 Hellman Family Faculty Fellowship
- 1994 40 Leaders Under 40, EastBay Express
- 1993 Eisenhower Mathematics, Engineering and Science Award
- 1992 Presidential School Improvement Award
- 1992 San Francisco Foundation School Improvement Research Award
- 1991 Junior Faculty Research Fellowship
- 1987 U.S. Department of Education Fulbright-Hayes Doctoral Dissertation Fellowship
- 1986 30 Top Leaders Under 30, *Ebony Magazine*
- 1985 President, Associated Students, UC Berkeley
- 1984 Chairman, Graduate Assembly, UC Berkeley
- 1984 Tinker Foundation Travel Award for Research in Belize and El Salvador
- 1981 American Sociology Association Graduate Fellowship
- 1981 Teaching Assistant Prize, Brown University
- 1981 Samuel P. Lampert Prize for Advanced International Understanding in Sociology

PROFESSIONAL ACTIVITIES

Board Member	Donor's Choose	11/1/2024
Member	National Commission on Social and Emotional Learning, Aspen Institute	2017 to present
Board Member	LA's Best, Los Angeles	2019 to 2022
Board Member	Center for the Community School, Nelson Mandela University, Port Elizabeth South Africa	2022 to 2024
Faculty Advisory Committee, Member	Facing History and Ourselves	2010 to present
Board Member	Learning Policy Institute	2018 to present
Board Member	Unite-LA	9/1/2024
Board Member	National	2010 to present
Member	Brotherhood Sister Sol	2008
Board Member	Education and Social	2008 to present

	Responsibility	
Board Member	Economic Policy Institute	2007 to present
Member	White House Commission on Excellence and Equity for Hispanics	2021 - present
Board Member	City Year, Los Angeles	2018 - present
Board Member	Los Angeles Partnership	2024 - present

FOREIGN LANGUAGES

Spanish: read and write. Portuguese: adequate reading

PEDRO ANTONIO NOGUERA

Emery Stoops and Joyce King Stoops Dean
Distinguished Professor of Education

UNIVERSITY OF SOUTHERN CALIFORNIA ■ ROSSIER SCHOOL OF EDUCATION
3470 Trousdale Parkway ■ Waite Phillips Hall 1101 ■ Los Angeles, CA 90089-0031
(213) 740-5756 ■ rossier.dean@usc.edu ■ pnoguera@usc.edu

EDUCATION

Ph.D. in Sociology, University of California, Berkeley, December 1989

M.A. in Sociology, Brown University, May 1982

B.A. in Sociology and American History, Brown University, May 1981

Teaching Credential in History and Social Studies, Brown University, 1981

PROFESSIONAL EXPERIENCE

2020 – Present Emery Stoops and Joyce King Stoops Dean and Distinguished Professor of Education, University of Southern California

2015 – 2020 Distinguished Professor of Education, Graduate School of Education and Information Studies, UCLA

2003 – 2015 Peter L. Agnew Professor of Education, Departments of Teaching and Learning and Social Science and Humanities, Steinhardt School of Culture, Education and Development at New York University

Affiliated appointments – Department of Sociology, Africana Studies, Latin American Studies

Executive Director of the Metropolitan Center for Research on Equity and the Transformation of Schools, New York University

Co-Director Institute for the study of Globalization and Education in Metropolitan Settings (IGEMS)

Fall 2003 Sussman Visiting Professor of Education, Teachers College, Columbia University

2000 – 2003 Judith K. Dimon Professor of Communities and Schools, Chair, Doctoral Program in Communities and Schools,

Graduate School of Education, Harvard University

1996 – 2000 Associate Professor, Division of Social and Cultural Studies
Graduate School of Education, UC Berkeley

Director, Institute for the Study of Social Change, University of California, Berkeley

1990 – 1996 Assistant Professor, Division of Social and Cultural Studies
Graduate School of Education, UC Berkeley

- 1989 Lecturer, Department of Afro-American Studies, UC Berkeley
Instructor Department of Social Science, Diablo Valley College
- 1986 Lecturer, Department of Ethnic Studies, UC Berkeley Lecturer–
Department of Peace and Conflict Studies, UC Berkeley
- 1981 Classroom Teacher, grades K-12

RELATED PROFESSIONAL EXPERIENCE

- 2019 – 2020 Special Advisor, Governor of New Mexico
Special Advisor, State Department of Public Education, Washington
- 2011 – 2014 Trustee, State University of New York (SUNY)
- 2003 – 2015 Executive Director, Metropolitan Center for Urban Education, responsible for 80 employees, \$11M annual budget
- 1990 – 1994 President, School Board, Berkeley Unified School District, Elected to the Berkeley School Board in November, 1990. Responsible for developing educational policy for district of 8,000 students and overseeing \$65M annual budget
- 1989 – 1990 Coordinator Diversity Initiatives, University of California, Berkeley Responsible for designing new courses, developing campus programs, and assisting administrative units in areas related to racial and ethnic diversity. Supervised staff of five Directors who worked on multicultural issues with students
- 1988 – 1989 Special Assistant to the Vice Chancellor Business and Administrative Services, University of California, Berkeley
Responsible for administration for summer and year-round youth employment programs at the University of California, Berkeley. Responsible for a staff, which recruited high school students and provided them with training, job placements, education support services, and counseling. Served as a community liaison between UC Berkeley and the Oakland/Berkeley community.
- 1986 – 1988 Executive Assistant, Mayor of Berkeley
Responsible for policy development, staff coordination and implementation in the following areas: youth services, crime and law enforcement, economic development and housing, homelessness and relations with the University of California. Also served as the Mayor's community liaison.
- 1985 – 1986 Director, South Berkeley Youth Project
Community service project established by the Office of Economic Development of the City of Berkeley, and the University of California. Trained and hired twenty-two teenagers to implement a door-to-door needs assessment survey of South Berkeley and to organize community educational events related to community development issues.

OPINIONS, OP-EDS AND OTHER COMMENTARY

Fryday, J. & Noguera, P. (2023, November 7). Service programs could be key to addressing our education crisis. EdSource. <https://edsources.org/2023/service-programs-could-be-key-to-addressing-our-education-crisis/700281>

Noguera, P. (2023, September 28). Will AI make American education even more unequal? *The Hill*. <https://thehill.com/opinion/education/4226468-will-ai-make-american-education-even-more-unequal/>

Noguera, P. (2023, September 14). AI will eventually AI will eventually disrupt the status quo in education. Will students benefit? *The San Francisco Chronicle*. <https://www.sfchronicle.com/opinion/openforum/article/ai-artificial-intelligence-students-18356126.php>

PUBLICATIONS

Books

Noguera, P., & Syeed, E. (2020). *City Schools and the American Dream 2: The Enduring Promise of the American Dream*. New York: Teachers College Press.

Fergus, E., Noguera, P., & Martin, M. (2014). *Schooling for Resilience Improving the Life Trajectory of Black and Latino Boys*. Harvard Education Press.

Noguera, P. A., & Wade Boykin, A. (2011). *Creating the Opportunity to Learn: Moving from Research to Practice to Close the Achievement Gap (Illustrated ed.)*. Association for Supervision and Curriculum Development.

Noguera, P. A. (2009). *The Trouble With Black Boys: ...And Other Reflections on Race, Equity, and the Future of Public Education (1st ed.)*. Jossey-Bass.

Noguera, P. A., Wing, J. Y., & Stahl, M. K. (2008). *Unfinished Business: Closing the Racial Achievement Gap in Our Schools (1st ed.)*. Jossey-Bass.

A. Noguera, P. (2003). *City Schools and the American Dream: Reclaiming the Promise of Public Education (Multicultural Education Series) (J. A. Banks, Ed.) (1st ed.)*. Teachers College Press.

Noguera, P. (1997). *The Imperatives of Power: Political Change and the Social Basis of Regime Support in Grenada from 1951-1991 (American University Studies)*. Peter Lang Inc., International Academic Publishers.

EDITED VOLUMES

Noguera, P. (2020). *The Schools We Need: Education, Inequality and America's Future*. NYU Press.

Way, N., Ali, A., Giligan, C., & Noguera, P. (2018). *The Crisis of Connection Roots, Consequences, and Solutions*. NYU Press.

Noguera, P., Pierce, J., & Ahram, R. (2016). *Race, Equity, and Education Sixty Years from Brown*. Springer Cham.

Blankstein, A. M., Noguera, P., & Kelly, L. (2016). *Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student*. Association for Supervision and Curriculum Development.

Noguera, P., Hurtado, A., & Fergus, E. (2011). *Invisible No More: Understanding the Disenfranchisement of Latino Men and Boys (1st ed.)*. Routledge.

Ayers, W., Ladson-Billings, G., Michie, G., & Noguera, P. A. (2008). *City Kids, City Schools More Reports from the Front Row*. The New Press.

Torres, C. A., & Noguera, P. (2008). *Social Justice Education for Teachers: Paulo Freire and the Possible Dream*. Sense Pub.

Ginwright, S., Noguera, P., & Cammarota, J. (2006). *Beyond Resistance! Youth Activism and Community Change (Critical Youth Studies) (1st ed.)*. Routledge.

REFEREED JOURNAL ARTICLES

Noguera, P. A. (2019). Why School Integration Matters. *ACSD*, 76(7).
<http://www.ascd.org/publications/educational-leadership/apr19/vol76/num07/Why-School-Integration-Matters.aspx>

Keo, P. T., & Noguera, P. A. (2019). From the margins to the center: Debunking claims about Southeast Asian American masculinity. *Equity & Excellence in Education*, 51(2), 199-216.
<https://doi.org/10.1080/10665684.2018.1518172>

Bishop, J. P., & Noguera, P. A. (2019). The Ecology of Educational Equity: Implications for Policy. *Peabody Journal of Education*, 94(2), 121-144.
<https://doi.org/10.1080/0161956X.2019.1598108>

Nguyen, B. M. D., Noguera, P., Adkins, N., & Teranishi, R. T. (2019). Ethnic Discipline Gap: Unseen Dimensions of Racial Disproportionality in School Discipline. *American Educational Research Journal*, 56(5). <https://doi.org/10.3102/0002831219833919>

Noguera, J., & Noguera, P. (2018). Equity through mutual accountability: Collective capacity building helps educators address the needs of all students. *The Learning Professional*, 39(5).
<https://learningforward.org/journal/october-2018-vol-39-no-5/equity-through-mutual-accountability/>

Noguera, P. A. (2017). Writing for Their Lives in the Deeper Part of Hell. *California English*, 22(4).

Freidus, A., & Noguera, P. A. (2017). Making Difference Matter: Teaching and Learning in Desegregated Classrooms. *The Teacher Educator*, 52(2), 99-113.
<https://doi.org/10.1080/08878730.2017.1294925>

Marsh, L. T. S., & Noguera, P. A. (2017). Beyond Stigma and Stereotypes: An Ethnographic Study on the Effects of School-Imposed Labeling on Black Males in an Urban Charter School. *The Urban Review*, 50, 447-477. <https://doi.org/10.1007/s11256-017-0441-x>

Noguera, P. A. (2017). Introduction to “Racial Inequality and Education: Patterns and Prospects for the Future”. *The Educational Forum*, 81(2), 129-135. <https://www.tandfonline.com/doi/full/10.1080/00131725.2017.1280753>

Noguera, P. (2016). The (Evasive) Language of School Reform. *ACSD*, 74(3). [https://www.ascd.org/el/articles/the-\(evasive\)-language-of-school-reform](https://www.ascd.org/el/articles/the-(evasive)-language-of-school-reform)

Noguera, P. A. (2016). The Cultural Matrix: Understanding Black Youth. Edited by Orlando Patterson and Ethan Fosse. *American Journal of Sociology*, 121(6), 1940-1943. <https://doi.org/10.1086/685719>

Freidus, A., & Noguera, P. (2015). From “Good Will” to “Anachronism”: Racial Discourse, Shifting Demographics, and the Role of School Desegregation in the Public Good. *Humanity & Society*, 39(4). <https://doi.org/10.1177/0160597615601716>

Noguera, P. A., Pierce, J. C., & Ahrm, R. (2015). Race and Social Problems. *Humanity & Society*, 7(1). <https://link.springer.com/journal/12552/volumes-and-issues/7-1>

Vuglarides, C. A. Alward and P. Noguera (2015) “The Elusive Quest for Equity: An Analysis of How Contextual Factors Contribute to the Likelihood of School Districts Being Legally Cited for Racial Disproportionality in Special Education” in *Journal of Law and Society*, Vol. 15

Saeed, E. and P. Noguera (2014) “When Parents United: Exploring the Changing Civic Landscape of Urban Education Reform” in *Journal of Education and Social Justice*, Vol. 13, No. 4, Winter.

Garver, R. and P. Noguera (2014) “Supported and Unsafe: The Impact of Educational Structures for Immigrant Students on School Safety” in *Youth Violence and Juvenile Justice*, Fall.

Garver, R. and P. Noguera (2012) “For Safety’s Sake: A Case Study of School Security Efforts and Their Impact on Education Reform” in *Journal of Applied Research on Children: Informing Policy for Children at Risk*. Vol. 3, Issue 2, Article 5.

Noguera, P. and E. Morrell (2011) “A Framework for Change: A Broader and Bolder Approach to School Reform” in *Teachers College Record*, August 4. <http://www.tcrecord.org>

Noguera, P. and L. Wells (2011) “The Politics of School Reform: A Broader and Bolder Approach for Newark” in *Berkeley Review of Education*, Vol. No. 1.

Meade, B. and Noguera, P. (2011) Factors Contributing to High Dropout Rates Among Black and Latino Males. *Journal of Urban Education*.

Fergus, E. and Noguera, P. (2011) Single Sex Schools: An Intervention in Search of a Theory. *Journal of Social Problems*.

Worrell, Frank and P. Noguera (2011) "Educational Attainment of Black Males: Views of Male Secondary School Students in Trinidad and Tobago" in *The Caribbean Journal of Teacher Education and Pedagogy*, Vol. 2.

Ahram, R., Fergus, E., and P. Noguera (2011). Addressing Racial/Ethnic Disproportionality in Special Education: Case Studies of Suburban School Districts. *Teachers College Record*

Gregory, A., R. Skiba and P. Noguera (2010) Closing the Discipline Gap. In *Review of Educational Research*, January.

Noguera, P. and S. Steen (2010) "A Broader and Bolder Approach to Counseling: Expanding Partnership Roles for School Counselors" in *American Journal of School Counseling*, Vol. No.

Fergus, E., M. Martin and P. Noguera (2009) "Responding to the Needs of the Whole Child: A Case study of a high performing school for immigrant children" in *Reading and Writing Quarterly*, Fall.

Noguera, P. (2009) "The Change We Need: The Future of Education Policy in the Obama Administration" forthcoming in *Labor Review*, Spring.

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Noguera, P. A. (1999). Confronting the challenge of diversity. *The School Administrator*, 56(5), 16- 18.

Noguera, P.A. (1999). "The Role of Research in Challenging Racial Inequality in

Education." Noguera, P. A., & Worrell, F. (1998). The crisis of the Black male in the

English-speaking

Caribbean. *Caribbean Perspectives*, 25-31.

Noguera, P. A. (1997). No excuses accepted: How one urban district succeeds where others fail.

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Noguera, P. A. (1996). In defense of Affirmative Action. *In Motion Magazine*, an on-line publication (<http://www.inmotionmagazine.com>).

Noguera, P. A. (1996). Fortress mentality is not a cure for school violence. *School Board News*, 16(1), 2.

Noguera, P. A. (1996). The critical state of violence prevention. *The School Administrator*, 53(2), 8- 13.

INVITED CHAPTERS IN EDITED VOLUMES AND POLICY PAPERS

Fergus, E., Scieurba, K., Martin, M., & Noguera, P. A. (2010). Theories of Change Among Single-Sex Schools for Black and Latino Boys: An Intervention in Search of Theory. Metropolitan Center for Urban Education.

Meade, B., Gaytan, F., Fergus, E., & Noguera, P. A. (2009). A Close Look at the Dropout Crisis: Examining Black and Latino males in New York City. Metropolitan Center for Urban Education.

Meade, B., Gaytan, F., Fergus, E., & Noguera, P. A. (2009). Making the Grade in New York City Schools: Progress Report Grades and Black and Latino Students. Metropolitan Center for Urban Education.

Meade, B., Gaytan, F., Fergus, E., & Noguera, P. A. (2008). Is All Male Already? An Intervention Study of Single-Sex Schools for Black and Latino boys: Second Year Report. Metropolitan Center for Urban Education.

Fergus, E., Noguera, P. A., Hucks, D., & McCready, L. (2007). Is All Male Already? An Intervention Study of Single-Sex Schools for Black and Latino boys: First Year Report. Metropolitan Center for Urban Education.

Noguera, P.A., Sealey-Ruiz, Y., & Fergus, E. (2007). Equity and Excellence: Achievement Gap Report of Teaneck Schools. The research investigated the school district's factors contributing to the achievement gap. Metropolitan Center for Urban Education

Noguera, P. A. (2008) In Pursuit of Equity and Excellence in the Ossining Public Schools. Unpublished study on the factors contributing to the achievement gap in the Ossining Public Schools.

Noguera, P. A. (2007) In Pursuit of Equity and Excellence in the Teaneck Public Schools. Unpublished study on the factors contributing to the achievement gap in the Teaneck Public Schools.

Noguera, P.A. (2004) Pathways to Student Success: Final District-wide Report. Funded by the National Science Foundation and Nellie Mae Foundation.

Noguera, P.A. (2003) A Plan for Linking Schools to Social Services in Los Angeles County. Funded by the Los Angeles County Office of Education.

Noguera, P. A. and Sanborn, J. (2002) Pathways to Student Success: Report on Student Experiences at Ten High Schools in the Boston Metropolitan Area. Funded by the National Science Foundation and Nellie Mae Foundation.

Noguera, P.A. and Miranda Bliss (2001) Youth Leadership and Inter-group Violence: Final Evaluation report of Youth Together, Submitted to Arts, research and Curriculum, Oakland, CA

Noguera, P.A., Araujo, M., Mo, K. H., Robles, R., & Sanders, D. (2001). *Final year report on the new student admissions policy at Lowell High School*. Prepared for Superintendent of Schools, Waldemar Rojas, SFUSD. .

Noguera, P. A., Bliss, M. (2001). *School violence reduction initiative: Youth Together Project. Final year Report*. Berkeley, CA: Center on Diversity & Urban School Reform, University of California., Berkeley, December 1998.

Noguera, P., Routé-Chatmon, L., & Williams, J. (1999). *Berkeley High School Diversity Project. Project report*. Berkeley, CA: University of California at Berkeley Graduate School of Education and Berkeley High School.

- Noguera, P. A., Johnson, J., Terriquez, V., & Johnson, E. (1999). *School violence reduction initiative: Youth Together Project. First year Report*. Berkeley, CA: Center on Diversity & Urban School Reform, University of California., Berkeley, December 1998.
- Noguera, P., Adams, R., & Razai, K. (1998). *Youth Together: An evaluation of the first year of operation*. Prepared for Arts, Curriculum, Oakland, CA, November 1998.
- Noguera, P.A., Araujo, M., Mo, K. H., Robles, R., & Sanders, D. (1998). *Second year report on the new student admissions policy at Lowell High School*. Prepared for Superintendent of Schools, Waldemar Rojas, SFUSD. November 1998.
- Noguera, P. A., Araujo, M., Mo, K.-H., Robles, R., & Sanders, D. (1997). *Report on the new student admissions policy at Lowell High School*. Prepared for Waldemar Rojas, Superintendent of Schools, San Francisco Unified School District.
- Noguera, P. A. (1996). Preventing and reducing youth violence: An analysis of causes and an assessment of successful programs. Woodland Hills, CA: California Wellness Foundation.
- Noguera, P. A., Aboitiz, A., Arenas, A., George, S., & Howard, E. (1994). *Factors influencing patterns of academic achievement among Latino students: An assessment of educational programs and a prescription for change*. Berkeley, CA: Chicano/Latino Policy Project, University of California, Berkeley.
- Noguera, P. A. (1992). *Violence prevention and the Latino population: An analysis of patterns and trends and prescriptions for effective intervention*. Atlanta, GA: Centers for Disease Control.
- Noguera, P. A. (1985). Education and social responsibility. In *Learning to teach: A handbook for teaching assistants at Berkeley*. Berkeley, CA: Graduate Assembly, University of California, Berkeley.
- Goldberg, L., Donahue, M., Noguera, P. A., & Shandera, M. (1985). *Adult illiteracy in the workplace, employment and job training*. Sacramento, CA: Librarian of the State of California.
- Noguera, P. A. (1982). Adult education in Grenada: A progress report on phase 1 of the national literacy campaign. St. Georges, Grenada: Center for Population Education.

FUNDED RESEARCH (*Abridged List*)

2015-2020 Center for Transformation of Schools UCLA, 2.8 million raised in two years.

Sponsor	Timeline	Amount
Stuart Foundation	01-01-2017 to 06-30-2017	50,000
The California Endowment (TCE)	10-01-2017 to 09-30-2019	280,000
National Science Foundation (NSF)	09-01-2017 to 08-31-2019	300,000
Spencer Foundation	11-01-2017 to 09-30-2018	75,000
Stuart Foundation	Forum Sponsorship	15,000

Equity, Diversity, and Inclusion (EDI)	Forum Sponsorship	3,000
Forum Registration	Forum Sponsorship	8,005
Stuart Foundation		250,000
Spencer Foundation		1,000,000
LACOE CEPIP		322,240
Gates Foundation		500,000
Total		\$2,803,245

2003 – 2015 Executive Director of Metropolitan Research Center for the Study of Equity and the Transformation of Schools – over 100 million in grants from state, federal and local sources, private foundations and school district contracts

- Denver Public Schools: \$1M
- Pittsburgh Public Schools: \$1.25M
- Northforest ISD: \$430k

2009 – 2011 A Broader and Bolder Approach to School Reform in Newark

- Ford Foundation: \$1.3M
- Prudential Foundation: \$300K
- Victoria Foundation: \$200K

2007 – 2008 Research on Latino Masculinity

- Ford Foundation: \$200M

2006 – 2009 Research on Disproportionality in Special Education

- \$8M

2006 – present Male Alright? A Critical Analysis of Same Sex Schools

- Gates Foundation: \$585K

2001- 2003 Pathways for Student Success: How School Organization and Culture Impacts Academic Achievement

- National Science Foundation: \$500k
- Schott Family Foundation: \$500K
- Nellie Mae Foundation: \$500K

2001 - 2003 Increasing parental and Community Engagement in Secondary Schools. In collaboration with the Boston Plan for Excellence.

- The Carnegie Foundation

1998- 2000 Principal Investigator, Youth Together Violence Prevention Initiative, a study on race relations and violence prevention at seven northern California high schools.

1996- 2000 Principal Investigator, Lowell High School Admissions Study

1996–2000 Principal Investigator, The Diversity Project, a collaborative research and reform initiative at Berkeley High School

1995-1996 De-Tracking the Urban High School, El Cerrito High School

1992–1996 Principal Investigator, Urban School Collaborative, Lowell Middle School,

- Oakland, CA
- 1989-1991 Principal Investigator, Real Alternatives Project, study on educational alternatives for at-risk youth
- 1987-1988 Ethnographic and historical research in Grenada
- 1985 Research Consultant–Goldberg and Associates. Conducted on research efforts to reduce illiteracy in the State of California.
- 1984 Research on resettlement of Salvadoran refugees in Belize. United Nations High Commission for Refugees.
- 1983 Field research on adult education and political socialization in Grenada.
➤ Conducted in cooperation with a UNESCO literacy project.
- 1982 Participant observation research on the resettlement of Cuban refugees in East Oakland.

ADVISORY ROLES: SCHOOL DISTRICTS AND STATE DEPARTMENTS OF EDUCATION

School District	State Department
Miami/Dade County, FL	Dayton, OH
Atlanta, GA	Houston, TX
Baltimore County	Springfield, IL
Boston, MA	Seattle, WA
Broward County, FL	Everett, WA
Cobb County, GA	Tacoma, WA
Detroit, MI	Montclair, NJ
Los Angeles County, CA	Cambridge, MA
Newark, NJ	Elizabeth, NJ
New Haven, CT	Evanston, IL
New York City, NY	Providence, RI

HONORS AND AWARDS

- 2024 Honorary doctorate, Brown University
- 2023 Ranked 1st in the nation for influence and impact, *Education Week*
- 2022 Distinguished Professor of Education, University of Southern California
- 2018 Honorary Doctorate, Wheelock College

- 2018 Social Justice Award, Loyola Marymount University
- 2015 Horace Mann Award for distinguished service to the field of education
- 2015 Honorary Doctorate, Duquesne University
- 2015 Honorary Doctorate Leslie University
- 2014 Center for the Advanced Study of the Behavioral Sciences/Sage Award for outstanding achievement in advancing the understanding of the behavioral and social sciences as they are applied to pressing social issues.
- 2014 National Association of Secondary Principals, award for distinguished service to the field of education.
- 2013 National Academy of Education, elected member
- 2013 McSilver Award for Combating Poverty (NYU School of Social Work)
- 2013 Honorary Doctorate, Lewis and Clark College
- 2012 John Dewey Award for Critical Scholarship in Education
- 2012 Martin Luther King Award, New York University
- 2012 Honorary Doctorate, Metropolitan College of New York
- 2010 Border Crosser Award for leadership in Promoting Racial Understanding and Justice
- 2010 Honorary Doctorate, Bank Street College
- 2009 Hero Award for Leadership in Education, Scholastic Books
- 2008 Hot Schott Award for Research on Race and Gender, Schott Foundation
- 2006 25 Most Influential Hispanics in New York City *El Diaro Magazine*
- 2005 Whitney Young Award for Leadership in Field of Education, Nation Urban League, Orlando, Florida
- 2005 Eugene Carothers Human Relations Award
- 2003 100 Most Influential Hispanic Leader, *Hispanic Business Magazine*
- 2002 Honorary Doctorate in Education, University of San Francisco
- 2001 Faculty Speaker, Commencement Address, Graduate School of Education, Harvard University
- 2001 Centennial Medal for Outstanding Contributions in the Field of Education, Philadelphia University
- 2000 Distinguished Service Award, UC Berkeley Public Education Foundation
- 2000 Distinguished Service Award, Dean of Student Life, UC Berkeley
- 1997 Distinguished Teaching Award, UC Berkeley
- 1996 Award for Community Service, UC System
- 1995 Award for Research on Youth Violence, California Wellness Foundation

- 1994 Icon Award for Community, City of Berkeley
- 1994 Hellman Family Faculty Fellowship
- 1994 40 Leaders Under 40, EastBay Express
- 1993 Eisenhower Mathematics, Engineering and Science Award
- 1992 Presidential School Improvement Award
- 1992 San Francisco Foundation School Improvement Research Award
- 1991 Junior Faculty Research Fellowship
- 1987 U.S. Department of Education Fulbright-Hayes Doctoral Dissertation Fellowship
- 1986 30 Top Leaders Under 30, *Ebony Magazine*
- 1985 President, Associated Students, UC Berkeley
- 1984 Chairman, Graduate Assembly, UC Berkeley
- 1984 Tinker Foundation Travel Award for Research in Belize and El Salvador
- 1981 American Sociology Association Graduate Fellowship
- 1981 Teaching Assistant Prize, Brown University
- 1981 Samuel P. Lampert Prize for Advanced International Understanding in Sociology

PROFESSIONAL ACTIVITIES

Board Member	Donor's Choose	11/1/2024
Member	National Commission on Social and Emotional Learning, Aspen Institute	2017 to present
Board Member	LA's Best, Los Angeles	2019 to 2022
Board Member	Center for the Community School, Nelson Mandela University, Port Elizabeth South Africa	2022 to 2024
Faculty Advisory Committee, Member	Facing History and Ourselves	2010 to present
Board Member	Learning Policy Institute	2018 to present
Board Member	Unite-LA	9/1/2024
Board Member	National	2010 to present
Member	Brotherhood Sister Sol	2008
Board Member	Education and Social	2008 to present

	Responsibility	
Board Member	Economic Policy Institute	2007 to present
Member	White House Commission on Excellence and Equity for Hispanics	2021 - present
Board Member	City Year, Los Angeles	2018 - present
Board Member	Los Angeles Partnership	2024 - present

FOREIGN LANGUAGES

Spanish: read and write. Portuguese: adequate reading