

# Rectifying Quantitative Methods through Critical Race Theory

a sociology colloquium

## Featuring National Scholars:

### GIS & Spatial Analysis as Anti-Racist Methods in Educational Research and Practice



**Verónica Nelly Vélez** is an Assistant Professor and the Founding Director of the Education and Social Justice Minor at Western Washington University (WWU). Before joining WWU, Verónica worked as a Research Fellow and the Director of Public Programming at the Center for Latino Policy Research at UC Berkeley. Her work focuses on Latinx parent engagement in school reform, particularly for im/migrant families, community-based participatory action research in grassroots contexts, and the use of GIS mapping technologies to explore the spatial dimensions of educational (in)opportunity. In addition to her scholarly

work, Verónica serves as a consultant for several grassroots and non-profit organizations throughout California, building upon her work as a community organizer for over 15 years. She received her Ph.D. in Education from UCLA with a specialization in race and ethnic studies.

law

### Toward Methodological Solutions: Dismantling Status Quo Use of Secondary Data Sets



**Nichole M. Garcia** received her PhD in Social Science and Comparative Education from the University of California, Los Angeles. As a post-doctoral fellow at the Center of Race and Equity at the University of Pennsylvania, she is collaboratively building an online repository of data disaggregated by race, ethnicity, and sex that aims to better understand and strategically improve the experiences and outcomes of boys and men of color in the United States. Dr. Garcia's research agenda is interdisciplinary in analyzing racial inequities in higher education. She employs mixed methods to examine inaccurate portrayals of educational outcomes for communities of color. Specifically, she conducts comparative studies of Chicana/o and Puerto Rican college-educated families to advance narratives of intergenerational achievement. In doing so, policy makers and institutions of higher education can plan appropriate programs and decide which evidence-based interventions to select to meet the growing needs of Latina/o students.

**Friday, March 31**  
**4 PM | SSC0 1061**

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