

Germán A. Cadenas

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Education & Training

Post Doctoral Fellowship in Health Service Psychology (July 2017 – July 2018)

University of California Berkeley

University Health Service, Counseling and Psychological Services

Doctoral Psychology Internship (July 2016 – July 2017)

University of California Berkeley

University Health Service, Counseling and Psychological Services

American Psychological Association-Accredited Program

Doctor of Philosophy in Counseling Psychology (August 2017)

Arizona State University

American Psychological Association-Accredited Program

Dissertation: *Exploring the Relationship between Critical Consciousness and Persistence in Immigrant Latina/o College Students*

Committee: Bianca L. Bernstein (Chair), Lisa Spanierman, Terence G. Tracey

Master of Arts in Counseling Psychology (May 2013)

Arizona State University

Thesis: *Academic Outcomes in Documented and Undocumented College Student*

Advocates: A Test of Social Cognitive Career Theory

Committee: Bianca L. Bernstein (Chair), G. Miguel Arciniega, Sharon E. Robinson Kurpius

Bachelor of Science in Business Administration, Magna Cum Laude (May 2009)

Arizona State University

Capstone courses in strategic management and entrepreneurship

Bachelor of Arts in Psychology, Magna Cum Laude (May 2009)

Arizona State University

Academic Appointments

Assistant Professor (tenure track), August 2018 – Present

Counseling Psychology Program, Department of Education and Human Services
College of Education, Lehigh University
Bethlehem, PA

Research Interests

- Immigrant psychology and its intersection with educational attainment and critical consciousness development.
- Attitudinal change toward immigrants using interventions rooted in Intergroup Contact.
- Career and educational development pathways in STEM and social entrepreneurship in underserved communities.
- Social justice advocacy and leadership development in professional psychology training and practice.

Peer-Reviewed Journal Articles

Cadenas, G. A., Cantú, E. A., Spence, T., & Ruth, A. (2018). Integrating critical consciousness and technology in entrepreneurship career development with diverse community college students. *Journal of Career Development*. <https://doi.org/10.1177/0894845318793968>

Cadenas, G. A., Bernstein, B. L., & Tracey, T. J. (2018). Critical consciousness and intent to persist through college in DACA and US citizen students: The role of immigration status, race, and ethnicity. *Cultural Diversity & Ethnic Minority Psychology*.
<https://doi.org/10.1037/cdp0000200>

Cisneros, J., & **Cadenas, G.** (2017). Examining the effect of DREAMzone: Preparing higher education professionals to respond to the presence and needs of undocumented students. *Journal of Student Affairs Research and Practice*, 1-15. doi:
<http://dx.doi.org/10.1080/19496591.2017.1289098>

Hewitt, A.A., Watson, L.B., DeBlaere, C., Dispenza, F., Guzman de Molina, C., **Cadenas, G.,** Chain, J., Ferdinand, L., & Tran, G.T. (2017). Leadership development in counseling psychology: Voices of leadership academy alumni. *The Counseling Psychologist*. doi:
<https://doi.org/10.1177/0011000017740429>

Cadenas, G., Cisneros, J., Todd, N.R., & Spanierman, L.B. (2016). DREAMzone: Testing two vicarious contact interventions to improve attitudes toward undocumented immigrants. *Journal of Diversity in Higher Education*. doi: <http://dx.doi.org/10.1037/dhe0000055>

Cadenas, G. (2012). An unfinished dream. *Arizona Counseling Journal*, 27, 1-3.

Works in Progress

Cadenas, G. (Under Review). Advocacy in career development with immigrants.

Cadenas, G., & Bernstein, B.L. (Manuscript in Preparation). Measuring college students' leadership engagement in advocacy.

Cadenas, G., & Bernstein, B.L. (Manuscript in Preparation). The relationship between undocumented college students' leadership skills in social justice advocacy and educational outcomes.

Santos, C.E., **Cadenas, G.,** Menjivar, C., & Cisneros, J. (Under Review). The stigma of illegality and marginalization of Latina/os (SMIL) scale, links to psychological distress.

Garcia, P., **Cadenas, G.,** Scott, K., & Zion, S. (Manuscript in Preparation). Building intersectional sociopolitical identities among adolescent girls of color through technology learning: The role of critical consciousness and psychological empowerment.

Kiehne, E. & **Cadenas, G.** (Manuscript in Preparation). A multidimensional attitudes toward immigrants scale.

Arredondo, P., **Cadenas, G.,** & Santos, C. (Manuscript in Preparation). Latinx immigrant racial trauma and healing in the context of sociopolitical hostility.

Cadenas, G., & Spanierman, L.B. (Manuscript in Preparation). Social justice advocacy training in counseling psychology: needs and interests.

Book Chapters

Cadenas, G. (2018). The growing Venezuelan diaspora in the United States. In P. Arredondo (Ed.), *Latinx immigrants* (pp. 211 – 225). Cham, Switzerland: Springer.

Cadenas, G., Peña, D., & Cisneros, J. (Under Review). Creating a welcoming environment of mental health equity for undocumented students. In E. Crawford & L. Dorner, *Equitable Education for Immigrant Students*.

Other Publications

California Psychological Association (2018). *Recommendations for Psychological Practice with Undocumented Immigrants in California*. Sacramento, CA: Hernandez, E., **Cadenas, G.,** Mejia, I., Zamudio, E., Peña, D., Lopez Beltran, D.

Cadenas, G. (2017). Responding to the needs of Immigrants in California: The CPA Immigration Task Force. *The California Psychologist*, 50(4).

Cadenas, G. (2017). *Group Facilitation Manual. Pláticas: A Holistic Approach to Development*. Tempe, AZ: Arizona State University School of Transborder Studies.

Cadenas, G. (2016). *Poder, Facilitator Manual*. Scottsdale, AZ: Arizona State University Entrepreneurship & Innovation.

Refereed Conference Presentations

Cadenas, G. (2018). Supporting the mental health of undocumented and DACA students facing anti-immigrant hostility: The UC Berkeley postdoctoral fellowship. In Dunn, J. (Chair), *From the shadows to the streets: Undocumented Latinx students' needs for visibility and anonymity in managing stress, community-building and activism*. Symposium to be presented at National Latinx Psychological Association Conference, San Diego, CA.

Cadenas, G., Arredondo, P., & Santos, C. (2018, October). *Latinx immigrant racial trauma and healing in the context of sociopolitical hostility*. Roundtable to be presented at National Latinx Psychological Association Conference, San Diego, CA.

Hernandez, E., & **Cadenas, G.** (2018). *Institutional change-making for immigrants: Notes from the California Psychological Association Immigration Task Force*. Workshop to be presented at National Latinx Psychological Association Conference, San Diego, CA.

Cadenas, G. (2018, August). Critical view of immigration policy embedded with racism. In Liang, C. (Chair), *Psychologists responding to the needs of immigrants in the context of sociopolitical hostility*. Symposium presented at American Psychological Association Annual Convention, San Francisco, CA.

Cadenas, G. (2018, August). Discussant in symposium. In Davis III, C. (Chair), *Innovative approaches to serving undocumented students*. Symposium presented at American Psychological Association Annual Convention, San Francisco, CA.

Cadenas, G. (2018, June). Educational and career development challenges experienced by undocumented students, promoting retention and thriving. In **McWhirter, E.** (Chair), *Living in transition: Enacting support across ecologies of DREAMER college students*. Symposium presented at the Society for Vocational Psychology 's 13th Biennial Conference, Scottsdale, AZ.

Aguilar, C., **Cadenas, G.**, Arreola, J. (2018, March). *Emotions and politics: Responding to the mental health needs of our immigrant community*. Workshop presented at the Latino Social Workers Organization Conference 2018, Seattle, WA.

Kiehne, E, **Cadenas, G.** (2018, January). *Development and preliminary validation of the multidimensional attitudes toward immigrants and immigration instrument*. Paper presented at the 22nd Annual Conference for the Society for Social Work and Research (SSWR), Washington, DC.

Cisneros, J., **Cadenas, G.**, Todd, N.R., & Spanierman, L.B. (2017, June). *Improving attitudes toward undocumented immigrants with vicarious contact interventions*. Poster accepted for the Society for the Study of Social Issues Conference, Albuquerque, NM.

Cisneros, J., & **Cadenas, G.** (2016, November). *Examining the effect of DREAMzone: Preparing higher education professionals to respond to the presence and needs of undocumented students*. Paper accepted and presented at the 41st Annual Association for the Study of Higher Education (ASHE) Conference, Columbus, OH.

Cadenas, G. (2016, September). *Critical consciousness and persistence in undocumented immigrant and Latina/o college students*. Paper accepted and presented at the National Latina/o Psychological Association Biennial Conference, Orlando, FL.

Cadenas, G., & Arciniega, G. M. (2016, September). *Embedding and implementing social justice advocacy through systems/family and community in a counseling psychology seminar*. Roundtable conducted at National Latina/o Psychological Association Biennial Conference, Orlando, FL.

Cisneros, J., **Cadenas, G.**, Spanierman, L. B., & Todd, N. (2015, November). *Examining the effects of DREAMzone: An educational intervention to reduce prejudice toward undocumented immigrants*. Paper accepted for the Association for the Study of Higher Education (ASHE) conference, Denver, CO.

Cisneros, J., **Cadenas, G.**, Santos, C.E., & Menjivar, C. (2015, April). *The relationship between mental health and the stigma of illegality among U.S. Latinos/as*. Session accepted for the American Educational Research Association (AERA) conference, Chicago, IL.

Cadenas, G. (2014, October). The academic benefits of DREAMers' advocacy. In **Cadenas, G.** (Chair), *DREAMers in higher education: A holistic approach to counseling, building allies with DREAMzone, and academic benefits of students' advocacy*. Symposium conducted at the National Latina/o Psychological Association Biennial Conference, Albuquerque, NM.

Ramos, K., Gonzalez, C., & **Cadenas, G.** (2014, October). *The path less traveled: Former undocumented immigrants' tips for navigating higher education for undocumented youth*.

Roundtable conducted at the National Latina/o Psychological Association Biennial Conference, Albuquerque, NM.

Cadenas, G. (2014, August). Student advocacy with and on behalf of undocumented immigrants in Arizona: Operationalizing competencies. In B. Davis and S. Pitre (Chairs), *Domestic and international diversity: Promoting social justice through advocacy*. Symposium conducted at the American Psychological Association Annual Convention, Washington, DC.

Cadenas, G. (2014, August). *Advocacy training in counseling psychology: Are we ready for new training models?* Society of Counseling Psychology Leadership Academy Project presented at the American Psychological Association Annual Convention, Washington, DC.

Cadenas, G., Santos, C.E., & Scott, K. (2014, April). *Digital media self-concept in adolescent girls of color*. Paper presented at the National Social Science Association's National Technology & Social Science Conference, Las Vegas, NV.

Chung, Y.B., & Vasquez, M.J.T. (2014, March). *SCP Leadership academy: Beginning years and the future of leadership development*. Leadership Academy participant and presenter at the Society of Counseling Psychology (APA Division 17) Conference, Atlanta, GA.

Cisneros, J., **Cadenas, G.**, & Aranda, F. (2013, November). *Immigration reform: Creating DREAMzones in higher education institutions*. Workshop presented at National Association of Graduate & Professional Students 27th Annual National Conference, Kalamazoo, MI.

Cadenas, G., & Bernstein, B. L. (2013, August). *Advocacy and academic outcomes in documented and undocumented college students*. Poster presented at the American Psychological Association Annual Convention, Honolulu, HI.

Cadenas, G., & Arciniega, G. M. (2012, October). *Mental health and advocacy implications with undocumented students*. Paper presented at the National Latina/o Psychological Association Biennial Conference, New Brunswick, NJ.

Cadenas, G., & Arciniega, G. M. (2012, May). *Arizona immigration reform and undocumented students' mental health*. Symposium presented at the Arizona Counselors Association Annual Conference, Phoenix, AZ.

Invited Presentations

Cadenas, G. (2018, June). *Empowerment and advocacy in career development with immigrants*. Closing general session **keynote address** at National Career Development Association (NCDA) Global Career Development Conference, Phoenix, AZ.

Anderson, A., Baillie, J., **Cadenas, G.**, & Medina, C. (2018, June). *In pursuit of liberation and well-being*. Continuing Education (CE) workshop at University of California Berkeley' University Health Services, Berkeley, CA.

Cadenas, G., Zamudio, E. (2018, May). *Working with undocumented students: First steps for ally development*. Workshop presented at University of California, San Francisco Counseling & Psychological Services, San Francisco, CA.

Cadenas, G. (2018, April). *Considering the immigration context in mental health*. Invited presentation for Multicultural Symposium at The Wright Institute, Berkeley, CA.

Cadenas, G. (2018, January). *Social justice in action*. Invited panelist at conference on Social Justice, Immigration Issues, & Vulnerable Populations: Implications for Practice by California Psychological Association and Saybrook University, Monterey, CA.

Cadenas, G., Zamudio, E. (2018, January). *Immigrant psychology in California*. Workshop presented at conference on Social Justice, Immigration Issues, & Vulnerable Populations: Implications for Practice by California Psychological Association and Saybrook University, Monterey, CA.

Cadenas, G. (2017, April). *Advocacy and organizing to promote Latino and immigrant rights*. Invited lecture presented for Arizona State University School of Social Work SWG 682: Community Participation Strategies graduate seminar, Phoenix, AZ.

Cadenas, G. (2017, January). *Resources and services for Dreamers and undocumented immigrant students*. Invited panelist during social justice track retreat for California School of Professional Psychology at Alliant, San Francisco, CA.

Cadenas, G. (2016, November). *Mental health resources for coping with anxiety webinar*. Invited workshop presented for thedream.us scholars from multiple partner colleges across the United States, Berkeley, CA.

Cadenas, G. (2015, June). *Advocacy with and on behalf of undocumented immigrants*. Invited lecture presented for Arizona State University's Master of Counseling internship class, Tempe, AZ.

Cadenas, G. (2015, April). *Higher education policy and advocacy*. Advocacy & Psychology 101 Hosted by Arizona Psychological Association (AzPA), Tempe, AZ.

Cadenas, G., Dodson, M., Ferdinand, F., Gonzalez, D., & Hewitt, A. (2014, August). *Sharing with all – Wisdom gained as society of counseling psychology leadership academy participants*.

Conversation hour conducted at the American Psychological Association Annual Convention, Washington, DC.

Cadenas, G., & Cohn, L. (2013, September). *Immigration reform: Take-home actions for your campus*. Workshop presented at the National Association of Graduate & Professional Students Fall 2013 Student Legislative Action Days, Washington, DC.

Cadenas, G., & Chacon, S. (2013, August). *What is a Latino/a leader?* Session presented at Arizona State University LINK Leadership Launch, Tempe, AZ.

Cadenas, G. (2013, August). *Being a Latino/a leader at Arizona State University*. Participated in Student Panel at Arizona State University LINK Leadership Launch, Tempe, AZ.

Cadenas, G. (2013, February). *Academic outcomes in documented and undocumented student advocates: A test of social-cognitive career theory*. Presented for Counseling Psychology Professional Development Seminar at Arizona State University, Tempe, AZ.

Gonzalez de Bustamante, C., Andiola, E., Valles, C., **Cadenas, G.**, Garcia, C., Tometi, O., Rodriguez, D., Sanidad, C., Rodriguez, R., Messer, L., Coonan, T., Kun, J., & Cantu, E. (2012, May). Presenter at *Roundtable III. Lessons in migrant struggles*. 2012 International Communication Association Preconference, Phoenix, AZ.

Unrein, S., & **Cadenas, G.** (2011, October). *Building coalitions*. Workshop Presented at the Arizona Students' Association Conference of Arizona Student Leaders, Flagstaff, AZ.

Cadenas, G., & Brooks, Z. (2011, October). *The DREAM Act and "isms."* Workshop Presented at Arizona Students' Association Conference of Arizona Student Leaders, Flagstaff, AZ.

Cadenas, G., & Cruz, D. (2011, April). *Immigration and LGBTQ history timeline match-up*. Session Co-led at Gay, Lesbian, & Straight Education Network Student of Color Organizing Conference, Phoenix, AZ.

External Grants

Choi, J.M. (P.I.), Ruth, A. (Co P.I.) (2016-2019). Educational and Career Development of Underserved Youth in Relation to Social Entrepreneurship 2016-154100. Silicon Valley Community Foundation. **Awarded:** \$998,741. **Role in Grant:** Core Research Team Member/Consultative Researcher, Leadership Role in Developing Proposal.

Choi, J.M. (P.I.) (2015-2018). ASU Poder Culturally-Responsive Entrepreneurship Training and College/Career Preparation for Low-Income Ethnic Minority College Students 2015-149635

(4012). Silicon Valley Community Foundation. **Awarded:** \$169,112. **Role in Grant:** Proposal Co-Author, Principal Investigator December 2015 to March 2016.*

Choi, J.M. (P.I.) (2015-2018). Culturally-Responsive Entrepreneurship Training for Underserved High School Youth 2015-149517 (4012). Silicon Valley Community Foundation. **Awarded:** \$502,112. **Role in Grant:** Proposal Co-Author, Principal Investigator December 2015 to March 2016.*

Choi, J.M. (P.I.) (2015-2018). Internet of Everything (IoE) Innovation Challenge 2015-149426 (4012). Silicon Valley Community Foundation. **Awarded:** \$219,062. **Role in Grant:** Proposal Co-Author, Principal Investigator December 2015 to March 2016.*

* Transitioned principal investigator role due to upcoming doctoral internship responsibilities.

Research Experience

Core Research Team Member, Social Entrepreneurship Career Pathways Study (SECPS), School of Human Evolution and Social Change, Arizona State University, August 2016 – August 2018.

Principal Investigator: Dr. Alissa Ruth; Grant Funded by Silicon Valley Community Foundation.

- Provided research consultation regarding design and implementation of research protocol related to Poder program intervention.
- Provided leadership in conceptualization, data analysis, manuscript development, and dissemination of findings for project.
- Led collaborative team of researchers in project, involved graduate students in research process and guided them learning new concepts and applying skills as they assisted in research activities.

Graduate Research Assistant, CompuGirls (now part of Center for Gender Equity in Science and Technology, CGEST), School of Social Transformation, Arizona State University, August 2013 – May 2014 and Summer 2015

Principal Investigators: Dr. Kimberly Scott, Dr. Carlos E. Santos; Grant Funded by National Science Foundation (NSF)

- Participated in conceptualization and research design discussions for CompuGirls, a National Science Foundation funded project.
- Synthesized related literature to aid in conceptualization and scholarship production.
- Prepared and delivered training to program staff regarding attendance tracking, survey administration, and other technical aspects of the research process.
- Prepared quantitative surveys to be administered to girls of color participating in the program.
- Managed and prepared longitudinal datasets for statistical analysis.
- Conducted statistical analyses using longitudinal datasets.
- Managed, coded, and analyzed qualitative datasets.

- Supported program staff with various aspects of program delivery and evaluation.

Graduate Research Assistant, Project INTERSECT, College of Letters and Sciences, Arizona State University, December 2012 – May 2013

Principal Investigator: Dr. Carlos E. Santos, Grant Funded Project.

- Managed daily operations of research laboratory.
- Prepared materials and coordinated logistics for data collection wave of ongoing longitudinal project.
- Contributed variables and measurement instruments to study's battery.
- Recruited and trained undergraduate and graduate student volunteers for data collection at local middle school, which entailed managing classrooms and providing extensive survey battery to over 1,000 middle school children.
- Managed and cleaned master dataset containing data from previous waves to prepare for data analysis.

Graduate Research Assistant, Culture, Health and Environment Laboratory, School of Human Evolution and Human Change, Arizona State University, January 2012 – August 2012

Principal Investigators: Dr. Alexandra Brewis, Dr. Amber Wutich

- Prepared multi-language computerized Implicit Association Tests (IATs) to measure automatic weight bias in participants. This included developing instructions and protocols, translating scripts, setting up IAT program, uploading tests to the web, and using SPSS to collect usable data from tests.
- Conducted scholarly searches about implicit association, experiences of racism, perceived discrimination, and psychometric scales.
- Prepared and implemented a sampling strategy that combined grid, random, and cluster sampling approaches.
- Piloted the study's protocol and sampling strategy over the Summer in a sample of college students.
- Transcribed over 900 hours of qualitative data in Spanish.
- Supervised a group of undergraduate interns and conducted regular quality checks on their work.

Volunteer Research Assistant, College of Letters and Sciences, Arizona State University, September 2010 – May 2011

Supervisor: Dr. G. Miguel Arciniega

- Conducted a comprehensive literature review on counseling competencies for Latino families.
- Conducted literature review on counseling Latinas.

Volunteer Research Assistant, Corazon Project Lifestyles to Prevent Type 2 Diabetes, Department of Psychology, Arizona State University, September 2009 – December 2009

Principal Investigator: Dr. Felipe Castro

- Actively participated in weekly team meetings where the final design of data collection protocol “platica” (chat), surveys, and the progress of the project were discussed.
- Interviewed participants in both English and Spanish.
- Transcribed and coded data collected.

Volunteer Research Assistant, Proyecto La Familia/ The Family Project, Prevention Research Center, Arizona State University, July 2009 – October 2009

Principal Investigator: Dr. Mark Roosa

- Assisted project coordinator in a variety of tasks and projects (preparing for interviewers’ training sessions, preparing interview materials, organizing files and resources, etc.).
- Updated databases and used search engines to locate participants’ current schools.
- Translated over twenty documents from English to Spanish and vice versa.
- Contacted fifty participant families by phone to update personal information.

Volunteer Research Assistant, Together Raising Successful Teens: Juntos, School of Social and Family Dynamics, Arizona State University, July 2009 – October 2009

Principal Investigator: Dr. Kimberly Updegraff

- Assisted project coordinator in various administrative tasks (organizing files, preparing materials, preparing mailings, scanning and copying, updating spreadsheets).
- Tracked project participants using search engines and social networks.
- Worked closely with data manager and graduate students assisting them in data management projects (updating data files for the adolescent and parent participants, creating codebooks for new data from romantic partners being collected in the latest phase of the project).

Teaching Experience

Assistant Professor, Counseling Psychology, College of Education, Lehigh University

Courses Taught:

CPSY 451: Helping Skills

- Graduate level seminar training aspiring counselors in beginning counseling skills.

Lecturer, Counseling and Counseling Psychology, Department of Counseling, College of Health and Social Sciences, San Francisco State University, August 2017 – December 2017

Course Taught:

COUN 720: Career Counseling

- Taught core course required of master’s level students in counseling program, placing an emphasis on social justice issues in career counseling as well as on application and practice of counseling skills.

Teaching Assistant/Co-Instructor, Counseling and Counseling Psychology, College of Letters and Sciences, Arizona State University, August 2015 – December 2015

Course Taught:

CPY 691: Advocacy, Systems, and Community Counseling

- Co-designed and co-prepared all aspects of new graduate level seminar in advocacy, systems, and community counseling.
- Co-design and preparation duties included syllabus design, textbook selection, conducting background research and selecting peer-reviewed readings for class, structuring course timeline, design of assignments and grade point structure.
- Co-taught selected lectures related to the development of advocacy competencies in counseling and professional psychology. Made use of active-learning exercises, group discussions, and lecture style learning.

Instructor of Record/Teaching Assistant, Counseling & Counseling Psychology, College of Letters & Sciences, Arizona State University, August 2012 - May 2015

Course Taught:

CED 250 Career Development: Fall 2012 (1 section), Spring 2013 (1 section), Fall 2013 (1 section), Spring 2014 (1 online section), Fall 2014 (1 online section), Spring 2015 (1 online section).

- Taught university-level courses in career development as principal instructor.
- Participated in course development and curriculum planning.
- Prepared lessons independently incorporating active learning activities.
- Managed classroom behavior, engaged students in class discussions, and facilitated group activities.
- Actively engaged students in online learning environment and in teleconferencing professional learning activities.
- Facilitated learning of career related topics such as: theories of career development, self-assessment tools, career-related research, interviewing, diversity, and career planning.

Instructor of Record/Teaching Assistant, University College, College of Letters & Sciences Arizona State University, August 2012 - December 2012

Courses Taught:

UNI 150 Major & Career Exploration, Fall 2012 (2 sections)

ASU 101 The ASU Experience, Fall 2012 (1 section)

- Taught as principal instructor for three one-credit hour courses about major exploration and academic success.
- Participated in course development and curriculum planning that incorporated active learning activities.
- Managed classroom behavior, engaged students in class discussions, and facilitated group activities.
- Contributed to instructor meetings to enhance quality of teaching and increase engagement.

- Facilitated learning of topics related to first year college students success, such as: awareness of campus resources, decision making, time management, writing and communication skills.

Adjunct Faculty, Counseling Department, Glendale Community College, Summer 2013 – Summer 2015

Course taught:

CPD 150 Strategies for College Success: Summer 2013 (1 section), Summer 2014 (1 section), Fall 2014 (1 section), Summer 2015 (1 section) in Achieving a College Education (ACE) Program for high school students.

- Facilitated learning in college readiness courses designed to increase diverse groups of freshmen college students' success. Topics included: self-management, emotional intelligence, time-management, interconnectedness, communication skills, career planning, educational planning, and diversity.
- Designed lessons to increase level of engagement and course participation.

Adjunct Faculty, Chandler-Gilbert Community College, Summer 2014

Course taught:

CPD 150 Strategies for College Success Achieving a College Education (ACE) Program: Summer 2014 (2 sections).

- Facilitated learning process in college readiness courses for a diverse group of high school students enrolled in the Achieving a College Education (ACE) Program.
- Designed lessons to engage adolescents, employed classroom management activities, used active learning strategies to create dynamic learning environment.
- Topics covered in courses covered eight skills and habits of successful college students in depth through lectures, discussion, videos, and individual and group assignments.

Mentor-Teacher, CompuGirls Gila River cohort, School of Social Transformation, Arizona State University, June 2012 – July 2013

- Delivered the CompuGirls program to a small group of adolescent girls of color at the Gila River Native American reservation in Arizona.
- Taught adolescent girls how to conduct basic research utilizing the research method; and facilitated discussion to increase critical consciousness about social justice topics.
- Guided girls toward the process of positing a research question regarding a social justice topic of their interest, using databases to gather information regarding that topic, and using basic quantitative and qualitative methods to collect data.
- Guided adolescent girls through the process of utilizing video technology (iMovie) to report their findings and spread them in their communities.

Spanish Tutor/Instructor, Le Tutor Language School, March 2011 – December 2011

- Independently prepared and taught beginning, intermediate, and advanced Spanish classes to individuals, couples, and groups utilizing active learning strategies.

Independent Tutor, Self-Employed, August 2009 – December 2011

- Independently tutored lessons on topics including psychology, business, Spanish, finance, research-methods, and English as a Second language to diverse individuals and groups of various age groups, occupations, and cultural backgrounds.
- Established long-term clientele.

Clinical Experience

Postdoctoral Psychology Fellowship, Counseling & Psychological Services, University Health Service, University of California Berkeley, July 2017 – July 2018

- Dedicated 50% of time to working within Undocumented Student Program (USP) on campus and serving undocumented college students with counseling services.
- Managed interactive screening program, using technology to identify students with distress and provide mental health interventions.
- Collaborated with multidisciplinary team to provide holistic services to students, including pre and post hospitalization services, crisis services, and outreach programs.
- Collaborated with attorneys to conduct psychological assessments to be considered as part of students' legal cases.
- Led drop-in outreach, support groups, healing spaces, and mental health workshops tailored toward immigrant student's needs.
- Provided consultation to university-wide UndocuAlly committee, which led to significant restructuring and strengthening of ally development workshop program.

Doctoral Psychology Intern, Counseling & Psychological Services, University Health Service, University of California Berkeley, July 2016 – July 2017

- Provided brief psychotherapy to diverse caseload of undergraduate and graduate students, including international, ethnic-minorities, and first-generation students.
- Provided crisis intervention and crisis management services as part of interdisciplinary team, including psychiatrists and social workers.
- Co-facilitated cognitive-behavioral skills groups for managing stress, anxiety, and depression for diverse group of undergraduate students.
- Co-facilitated support group for undocumented students.
- Developed mental health outreach programs for student organizations, including the Undocumented Student Program at UC Berkeley.
- Engaged in training seminars on professional development, multiculturalism, assessment, as well as regular case conferences.
- Supervised a master's level practicum student in developing career counseling competencies.
- Contributed toward official multicultural statement for the center.

Consultant, College Assistance Migrant Program (CAMP), Grant Funded by U.S. Department of Education, School of Transborder Studies, Arizona State University, Spring 2017

- Based on general direction from the Program Director, developed *Pláticas: A Holistic Approach to Development* as a semi-structured support and educational group for migrant college students.
- Developed group facilitation manual, which guides facilitators through how to use counseling and psychology techniques and content to facilitate groups for students to explore topics related to wellness, identity, culture, and educational success strategies.

Clinical supervision practicum, Counselor Training Center, Arizona State University, Fall 2015

- Clinically supervising two master's of counseling students in all aspects of their development as clinicians during their first semester in master's level practicum.
- Providing group supervision to cohort of master's level of students in master's level clinical practicum clinic.
- Using a developmental approach to support students' growth as clinicians. Holding weekly supervision meetings. Conducting live video observation as well as video review on weekly basis. Overseeing clinical paperwork (i.e., intake assessments, clinical case notes) and other administrative tasks. Providing supportive feedback and using clinical interventions to shape appropriate clinical behavior is supervisees.

Advanced clinical practicum, Arizona State University Counseling Services, Fall 2014-Spring 2015

- Provided direct mental health, crises intervention, and mental health counseling services to college students of diverse backgrounds including nontraditional students, international students, and minority students.
- Co-led an interpersonal process group titled *Empowered Connections* for college students struggling with social anxiety and other distress related to interpersonal skills.
- Designed a social justice project composed of providing consultation to developer of a technology app to be used by practitioners at ASU's partner Mayo Clinic and other healthcare organizations as a tool to better understand stressors faced by students and patients.
- Consultation was aimed at enhancing the cultural responsiveness of the app, particularly toward Latina/o students and patients in order to facilitate and support process of identity development.

Advanced clinical practicum, Phoenix Job Corps, Fall 2013-Spring 2014

- Provided an average of 20 hours a week direct and indirect counseling services to diverse population of young adults from disadvantaged backgrounds ranging from ages 18 to 25 in integrative health and educational community location.
- Delivered regular outreach presentations to small and large groups of students during their Career Preparation Period (CPP) to raise awareness of, and socialize incoming students to, mental health services on site.

- Co-led two anger management groups that focused on skill building and processing for students with history of disruptive and explosive mood and behaviors.
- Co-led career group for select cohort of students. Group focused on guiding students through completion of a comprehensive career test that assessed their interest, values, and perceived skill competence. Facilitated major and occupation exploration, college preparation, and processing activities based on test results.

Case conceptualization facilitator, Master of Counseling internship class, Arizona State University, Fall 2013

- Facilitated biweekly one-hour case conceptualization groups for six masters level counselors-in-training on internship.
- Encouraged case facilitation informed by trainee's theoretical orientation, by the Community Counseling model, and by Diagnostic Statistical Manuals.
- Provided consultation regarding direction of treatment, ethics, and interventions to use.
- Provided education regarding counseling theory and assessment tools.

Doctoral level clinical practicum, Counselor Training Center, Arizona State University, Fall 2012-Spring 2013

- Provided 10 hours a week direct and indirect counseling services to diverse population of community-based clients at counselor training center facility.
- Clients ranged from 19 to 65 years of age and of lower and middle socioeconomic status.
- Provided cognitive-behavioral, interpersonal, and systems-based interventions for career counseling, marital discord, depression, anxiety, post-traumatic stress disorder, obsessive-compulsive disorder, social skills training, academic skills training schizophrenia, addictions, and substance use/abuse.

Psychoeducation group co-leader, Prevention Research Center (PRC), Bridges to High School project, Arizona State University, Spring 2013

- Co-led psychoeducational group at middle school in lower middle-class neighborhood for Latina/o Spanish speaking parents of adolescents for an average of 10 hours a week.
- Taught communication and parenting skills to increase parental support of adolescents' academic endeavors and advancement.
- Facilitated group processing and discussions surrounding topic of the week; assigned weekly practice assignments.

Master's clinical practicum, Counselor Training Center, Arizona State University, Spring 2012

- Provided an average of 10 hours a week direct and indirect counseling services to diverse population of community-based clients at counseling training center facility.
- Clients ranged from 14 to 65 years of age, from lower and middle socioeconomic status, and from diverse backgrounds and racial/ethnic groups.

- Provided cognitive-behavioral, interpersonal, and systems-based interventions for career counseling, marital discord, depression, anxiety, eating disorder, grief, social skills training, academic skills training, and schizophrenia.

Leadership and Service

Institutional – Lehigh University

- Member of College of Education Diversity Committee, August 2018 – August 2021

Institutional – Arizona State University

- Strategic Initiatives Fellow – Office of Entrepreneurship & Innovation, Arizona State University, July 2015 – July 2016.
 - Designed new program named Poder, in collaboration with team of experts, to provide entrepreneurship training in combination with career and educational success interventions community college underserved youths in culturally-responsive modality.
 - Led and supported the development of grant proposals to obtain external funding for new and existing projects at the university aimed at increasing access to entrepreneurship training and higher education to underrepresented youth, while supporting entrepreneurship ecosystem in Phoenix metropolitan area. Grant proposals totaled nearly \$2 million.
 - Designed programming to engage and support faculty and staff entrepreneurship aspirations and needs.
 - Initiated and managed relationships with external non-profit collaborators, and managed engagement and relationship with private sector partner.
 - Conducted strategic analysis and provided consultative support in relation to new and existing initiatives to engage high school teacher, female students, Latina/o youths and community members, and faculty in entrepreneurship and innovation programming.
 - Represented the Office in a variety of events and meetings with stakeholders in order to establish and develop business relationships.
- Examiner Team Member – ASU President’s Award for Innovation, Academic years 2015-16 and 2016-17.
 - Collaborated with diverse team of select university faculty and administrators in reviewing submissions and selecting exemplary innovative projects to be honored with this award.
- President – Graduate and Professional Student Association (GPSA), Arizona State University, April 2014 – May, 2015.
 - Elected by graduate student body, led and managed official association of graduate students representing nearly 16,000 graduate students and comprised of 15 executives, over 400 volunteers, and nearly \$1 million in funding to provide direct

- services, coordinate programming, and advocate on local and national policy issues to support ASU graduate students' educational and professional success.
- Collaborated and served on committees and working groups with high-level university administrators, faculty, staff, and students.
 - Key outcomes include: highest level of graduate student body engagement to date, establishment of GPSA Director of Wellness focused on violence prevention outreach, establishment of GPSA Director of International Student Concerns focused on representing growing number of international students, establishment of Childcare Subsidy for low-income student parents, creation of GPSA's first innovation grant competition, reporting of large needs-assessment study with over 1,000 participants, and broad support for policy change in Arizona's public university system to allow DACA undocumented students to pay in-state tuition.
 - Delivered remarks during fall and spring Graduate Commencement for audiences of about 5,000 in attendance.
- Co-Chair of Graduate Student Working Group in the Sexual Violence Prevention Task Force. Appointed by Arizona State University's President, Michael Crow. Fall 2014 – Spring 2015.
 - Co-led Working Group composed of university students, staff, and faculty, to examine the state and need for policies and efforts to prevent sexual violence.
 - Drafted recommendations based on extensive analysis that were forwarded to University President in Task Force report, and later implemented.
 - Collaborated with University Faculty Senate leadership and student leaders to draft new policy to prevent sexual violence on campus. Rallied graduate student body and faculty to support such measure, which was approved democratically by University Faculty Senate.
 - Vice President of External Affairs, Graduate and Professional Student Association (GPSA), Arizona State University, May 2012 – May 2014.
 - Oversaw team of two GPSA Directors, and External Affairs Committee, charged with advocating with and on behalf of all ASU graduate students on a number of issues, including: immigration reform, research funding, education funding, violence against women prevention, student debt, open access to educational resources, and civic engagement.
 - Chair of External Affairs Committee with the Graduate and Professional Student Association (GPSA), May 2012 – May 2014.
 - Led committee through drafting, recommending, and passing several internal GPSA "bills" in support of broad advocacy efforts, including the establishment of advocacy agendas for the Association.
 - Director of Graduate Student Advocacy, Graduate and Professional Student Association (GPSA), Spring 2011 – Spring 2012.
 - Led civic engagement efforts, advocated on behalf of graduate students on a number of issues, organized and mobilized graduate student body.
 - Committee Member, DREAMzone, Ally Certification Workshop, May 2012 – Present.

- Contributed to the creation of DREAMzone, an ally-certificate program aimed at training college students, staff, and faculty in order to build competencies for working with undocumented immigrants and create a healthy campus environment for them.
- Designed empirical research study to test the effectiveness of the workshop by integrating key concepts from social psychology, counseling psychology, experimental psychology, and by coordinating an interdisciplinary research team.
- Represented DREAMzone in high-level meetings with university administrators as well as with community stakeholders.
- Facilitated DREAMzone workshops, and established connections with departments at the university and local community colleges interested in receiving workshop.
- Advocated for the establishment of a staff position dedicated to managing the project at Arizona State University, which was hired in August 2015.
- Committee Founding Member, DREAMer Research Initiative, 2012-2013 academic year.
 - Contributed to meetings in broad committee composed of students, staff, and faculty, focused on starting initiatives to support undocumented students' success in higher education.
 - Committee nurtured the formation of DREAMzone.
- Committee Member, University Facilities Fee Board, August 2012 – May 2013.
 - Represented graduate student body in high-level meetings with student leaders and administrators in university committee that oversaw revenue generated from facilities fee, which funded the building of several new university facilities.
- Vice President, Sigma Alpha Pi -The National Society of Leadership and Success, Arizona State University Polytechnic Chapter, August 2008 – May 2009.
 - Co-led the establishment of ASU Chapter of this national student organization, with the mission of supporting student leadership development.
 - Oversaw executive team composed of a dozen student executive leaders through a number of activities such as recruitment, event planning, community service, and interface with university administration.
 - The student organization became the largest at the ASU Polytechnic campus that academic year, with over 100 members who participated in leadership training, Success Networking Teams, and other aspects of the organization.
- Secretary, Officer, Board of Student Leaders, Arizona State University Polytechnic Campus, January 2008 – December 2008.
 - Served as organizational leader for seminar of student leaders who were learning about how to become effective service leaders on campus.
 - Co-led several projects, including outreach to students revolving around library services, tax-related support, and community building.

Professional

- Chair, Immigration Task Force, California Psychological Association (CPA), May 2017 – present.

- Assembled and provided leadership to a team of professional psychologists in California with expertise in immigrant psychology.
- The Task Force provided recommendations for psychologists working with immigrant populations, and compiled resources to support their work and to make mental health services more accessible and responsive to the needs of immigrants in California.
- State Advocacy Coordinator (SAC), American Psychological Association of Graduate and Professional Students (APAGS), August 2013 – August 2014.
 - Oversaw a small group of APAGS Campus Representatives, psychology graduate students representing several professional psychology programs in Arizona.
 - Led the formation of brief needs assessment project to understand the needs and interests of Arizona psychology students as related to social justice and professional advocacy.
- Governing Board Member, ASU Student Representative, Arizona Counselors Association (AzCA), Spring 2011 – Spring 2012.
 - Represented graduate students enrolled at ASU Master of Counseling program at Arizona Counselors Association meetings.
 - Supported several projects, including planning for professional conference and advocacy efforts against state-legislature bill intended to allow mental health professionals to deny services to individuals based on religious beliefs.

Community

- Scholarship Selection Committee, Go! Farther Scholarship, Students Run Philly Style, Spring 2018
 - Reviewed applications from diverse students applying for \$5K scholarship
 - Participated in scholarship selection meeting.
- Volunteer Mental Health Collaborator for thedream.us and fwd.us
 - Provided consultation on mental health content development for InformedImmigrant.com, a national web hub for resources for immigrants and immigrant serving organizations.
 - Provided mental health workshops using technology to reach immigrant communities, undocumented students, and immigrant rights leaders.
- Mentor, Center for Neighborhood Leadership (now Poder in Action), Academic and Leadership Accelerator for Service (ALAS), 2015-2016
 - Mentored high school student interested in psychology and business administration.
- Board Member, Isac Amaya Foundation, 2012 – 2015.
 - Served as founding Board Member as organization underwent process of establishment as non-profit foundation. The mission of the Foundation is to provide access to low-income Latina/o students to higher education.
 - Made decisions pertaining to direction of the Foundation, and supported planning for the Foundations' many signature events including Golf Tournament Fundraiser,

Dinner Fundraiser, Community Educational Forums, and Stylos fashion and culture show.

- Legislative Concerns Committee Member, National Association of Graduate and Professional Students (NAGPS), Spring 2012 – May 2014.
 - Contributed to setting the legislative platform and advocacy agenda for this National Association that advocates for over 900,000 graduate students nationwide.
 - Provided analysis and intelligence as related to immigration reform, and established relationship between NAGPS and FWD.us, an advocacy organization founded by technology leaders such as Mark Zuckerberg and Bill Gates.
 - Led the Association's campaign to support the passage of national comprehensive immigration reform legislation through Congress in 2013, which included drafting letters of support and white papers, coordinating lobbying efforts on Capitol Hill, and conceptualizing mobilization actions such as phone banking and email "action alerts."
- Dreamer Roundtable Participant and Selection Committee Member, TheDream.us, June 2013 – Present.
 - Participated, by invitation of organizations' founders, in roundtable to conceptualize this scholarship fund. This fund became largest in the nation to support DREAMers' college success.
 - Currently serving in scholarship selection committee, which decides scholarship awardees.
 - Assisted in attracting scholarship fund to Arizona State University, and participated in strategic meetings related to fundraising and launching of the local scholarship.
- Board of Directors Member, Arizona Students' Association (ASA), May 2012 – May 2013.
 - Served as Board Member, representing ASU students, in this statewide student-led advocacy organization focused on representing student concerns to State government, and in civically engaging youth.
 - Participated in decision making pertaining to the direction of the organization, including the management of over \$600,000 of funding.
- Founding Executive Board Member, SUFFRAGE (Now Arizona DREAM Act Coalition), January 2009.
 - Served as Executive Board Member of this student-led organization that ignited the immigrant rights' movement in Arizona.
 - Played strategic role in branding organization, forming relationships with allies, developing students leaders, and leading/supporting advocacy campaigns and events.

Advocacy and Outreach Projects

University In-State Tuition for DREAMers, Summer 2014 - Spring 2015

- Coordinated statewide advocacy effort aimed at encouraging the Arizona Board of Regents to vote to allow DACA qualifying undocumented students who graduated from Arizona high schools to pay in-state tuition at Arizona public universities.

- The effort was led by student leaders at the three public universities, and included the participation of all university student governments (representing over 150,000 students), university faculty leadership, community advocacy organizations, philanthropic organizations, and public elected officials (i.e., Phoenix Mayor, Congressional Representatives).
- Addressed the Regents at every public meeting in the 2014-2015 academic year, and lobbied stakeholders to secure their support and encourage supportive vote.

ASU Childcare Subsidy Program, Spring 2015

- Initiated conversations with broad group of stakeholders in the university, based on needs assessment data indicating high need for financial support by nontraditional low-income student parents.
- Established working relationship with appropriate university administrators and student leaders to draft pilot project proposal to create new subsidy program to provide financial support for student parents' childcare expenses.
- Advocated for funding allocation of over \$60,000 by student government organizations and other university units, and secured continuation of support by student leaders and university administrators to launch program in the Fall 2015.

GPSA GradChallenge, Fall 2014 and Spring 2015

- Created and led the GPSA New Programs Committee, comprised of graduate student leaders, to design an innovation grant competition to create a new program that provided a solution to a systemic problem on campus.
- Advocated for funding allocation of \$15,000 to conduct innovation grant competition.
- Led committee through implementation of competition process, which incorporated a peer-review selection process and participatory democracy using technology to have the graduate student body select the winner of the competition.

ASU Graduate Student Leadership Summit, Spring 2015

- Formed broad committee composed of graduate student leaders and Graduate College staff to conceptualize outreach event to build community among graduate students and encourage student leadership development at the university.
- Guided committee through planning of event, and empowered evolving graduate student leaders to oversee project.
- Allocated funding, secured keynote speaker, and hosted event with an over 50 graduate student leaders from diverse programs and student organizations in attendance.

GPSA Arijit Guha Graduate Student Advocacy Awards, Spring 2014

- Led the Graduate and Professional Student Association's External Affairs committee through designing and piloting the organization's first advocacy awards program to honor graduate student excellence in advancing social causes.

- Named the advocacy awards in memory of Arijit Guha, an ASU graduate student who was taken by colon cancer and ran a grassroots campaign to raise funds for his treatment that brought unprecedented attention to the issue of student health insurance caps.

Gradvocation Updates and Action Alerts, Fall 2011 – Spring 2014

- Created monthly newsletter for the Graduate and Professional Student Association (GPSA) to inform graduate students about policy and social issues impacting them at the university, state, and national levels.
- Provided virtual space for students to take action about advocacy issues by contacting their elected officials, learn about upcoming events, sign petitions, etc.
- The newsletter featured information on topics such as graduate student debt, research funding, open access, immigration reform, health & wellness advocacy, civic engagement, leadership development, etc.

Advocacy Resource Center, Fall 2013

- Gathered resources to be used by ASU graduate students and compiled them in the form of a virtual advocacy resource center. The virtual site contains information about advocacy training, voter registration, and education about policy issues impacting students.

ASU Day at the Capitol, Spring 2012

- Submitted application and was accepted to display a booth about the Graduate and Professional Student Association (GPSA) at the ASU Day at the Capitol to be seen by State legislators in Arizona.

Legislative Visits, Fall 2012 – Spring 2014

- Coordinated and attended legislative visits for ASU graduate and professional students at the offices of Congress in Washington, DC as well as their local offices in Arizona.
- Trained graduate students in Arizona to attend such meetings and created leave behinds materials and talking points.

ASU VOTES 2012, Fall 2012

- Designed website and voter education campaign to inform students about the candidates running for all offices during the 2012 November elections with the purpose of increasing voter turnout.
- Reached a total of over 2,000 views in the month leading up to Election Day.

The DREAM: The Whole Story, Spring 2012

- Conceptualized, planned, and hosted this event in collaboration with a dozen university and community partners. The event drew 200 ASU faculty, students, and staff to learn about research regarding undocumented students and listen to their real life stories. A

broad discussion was held about what the university community could do to support these students in their journey through higher education.

German, Chasing his Dream, Summer 2011

- Managed personal educational fundraising campaign with the goal of raising enough funds to start doctorate studies and raise awareness about undocumented students' educational challenges. The campaign received local, national, and international media coverage and raised \$25,000 in three months through individual and organizational contributions.

DREAM Army, Fall 2010

- Organized advocacy project to highlight the stories of undocumented students wishing but unable to join the military due to their immigration status. The project featured peaceful demonstrations of patriotism in key policymakers' offices and events. The concept received local media attention and was eventually taken up by a larger national advocacy group and made it part of national actions to bring support to the DREAM Act.

Vigil of Hope against SB 1070, Spring 2010

- Initiated peaceful vigil against Arizona Senate Bill 1070 at the Arizona State Capitol in collaboration with six other individuals and with support from local organizations. The vigil eventually grew into marches and other civic actions in response to the signing of SB 1070 into law.
- Contributed to various media outlets, gave presentations to small and large groups, and trained groups and individuals on advocacy engagement tactics (e.g. story of self, voter registration) for civic engagement campaign ran by local organizations to mobilize Latino voters.

3 Minutes of Your Time, Spring 2009

- Directed short video documentary, in collaboration with small team of student advocates, to highlight the real stories of undocumented immigrants and bring light to the immigration issue in the United States.
- The video received over 4,000 views on social media and was used as an advocacy tool.

Professional Memberships

American Psychological Association (APA), Society of Counseling Psychology (Division 17)

American Psychological Association of Graduate Students (APAGS)

National Latina/o Psychological Association (NLPA)

National Association of Graduate and Professional Students (NAGPS)

Arizona Counselors Association (AzCA)

ASU Graduate and Professional Student Association (GPSA)

Honors and Awards

- Serving University Needs (SUN) Award presented by ASU Associate Vice President Ji Mi Choi in Spring 2016 for “leadership and advocacy in presenting Unlocking Entrepreneurship.”
- Excellence in Diversity and Inclusion Award, Graduate Student Category 2016, awarded by the Committee for Campus Inclusion, ASU Office of the University Provost.
- Selected for Spirit of Service Scholars 2014-2015 Cohort, College of Public Programs, Arizona State University.
- Selected for Leadership Academy 2014, Division 17 Society of Counseling Psychology, American Psychological Association.
- Isaac Amaya Scholarship Recipient (\$5000 for academic year 2011-2012)
- Tostitos Cesar Chavez Scholarship Recipient (\$10,000 for academic year 2011-2012)
- American Dream Fund Scholarship recipient (full tuition covered academic year 2008, 2009)
- The National Scholars Honors Society, Inducted
- Sigma Alpha Pi : The National Society of Leadership and Success, inducted
- Psi Chi: The National Honor Society in Psychology, inducted
- Psi Beta: The National Honors Society in Psychology (Community College), inducted
- Dean’s List at College of Liberal Arts and Sciences, Spring 2009
- Dean’s List at W.P. Carey School of Business, Fall 2008

Language Proficiency

Proficient reading, writing, listening, and speaking in English and Spanish.

Media Contributions

Contributed to local, national, and international news stories and shows on topics such as the DREAM Act, comprehensive immigration reform, SB 1070, student debt, the 2012 elections, student leadership and advocacy, and personal immigration story.

Media outlets: Naming It Podcast, The Arizona Republic, The State Press, Latino Perspectives, Fox 10, Channel 12, Univision 33, Univision national, Telemundo, CBS national, Teen Vogue, CNN Latino, and National Public Radio StoryCorps.