

Desiree Vega, Ph.D.

Pronouns: She/her/hers

Department of Disability and Psychoeducational Studies

The University of Arizona

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Educational Background

- 2011 **Ph.D.**, School Psychology, The Ohio State University (*NASP-approved program*)
Dissertation: “With a Little Faith and Support, You Could Really Do Anything”: A Study of Urban Youth.
Dissertation Chair: Antoinette H. Miranda, Ph.D.
Committee Members: James L. Moore, III, Ph.D. & Lilia Fernández, Ph.D.
- 2008 **M.A.**, School Psychology
The Ohio State University (*NASP-approved program*)
- 2006 **B.A.**, Psychology
Binghamton University, State University of New York (SUNY)
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Professional Appointments

- 2024 – present Faculty Fellow, University Fellows Program, Graduate College, University of Arizona
- 2023 – present Faculty Chair, Ph.D. Program Director, and Director of Clinical Training, School Psychology Program, University of Arizona
- 2021 – 2022 Acting Faculty Chair, Ph.D. Program Director, and Director of Clinical Training, School Psychology Program, University of Arizona
- 2019 – present Associate Professor (With Tenure), School Psychology, The University of Arizona
- 2016 – 2019 Assistant Professor (Tenure-track), School Psychology, The University of Arizona
- 2013 – 2016 Assistant Professor (Tenure-track), School Psychology, Texas State University
- 2011 – 2013 School Psychologist, Omaha Public Schools
- 2010 – 2011 School Psychology Predoctoral Intern, Omaha Public Schools, Nebraska
Internship Consortium on Professional Psychology
(*APA-accredited internship, APPIC member*)
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Professional Credentials

Licensed Psychologist (Arizona # 4817) Expires: 11/30/2025

Nationally Certified School Psychologist # 41431 Expires: 11/30/2026

Honors and Awards

- 2023 Institute of Education Sciences (R305B210019) Core Faculty, AWARDSS Mentor
- 2023 2023 Presidential Award, Exceptional Service to Children and School Psychology, National Association of School Psychologists
- 2022 [Catalyst Scholar, School Psychology Research Collaboration Conference](#) (SPRCC), Society for the Study of School Psychology (SSSP)
- 2021 [New Leader Award](#), College of Education and Human Ecology Alumni Office, The Ohio State University
[Excellence in Graduate Teaching and Mentoring Award](#), The Graduate College, University of Arizona
- 2019 [HSI Fellow](#), University of Arizona
 Arizona Champion, College of Education and Arizona Athletics, University of Arizona
 Invited Participant, APA-MOU Learning Partner Program, England
- 2018 Faculty Fellow, Education Policy Center
 Faculty Fellow, The Thrive Center, University of Arizona
[Maria Urquides Laureate Award](#), College of Education, University of Arizona
 Invited Participant, Frances McClelland Institute Winter Writing Retreat
- 2017 Outstanding Author Contribution in the category of “*Advances in Race and Ethnicity in Education*,” Emerald Publishing
[Early Career Scholar](#), School Psychology Research Collaboration Conference (SPRCC), Society for the Study of School Psychology (SSSP)
[Emerging Scholar](#), *Diverse: Issues in Higher Education*
- 2016 Invited Participant, Frances McClelland Institute Summer Writing Retreat
 Early Career Spotlight, National Association of School Psychologists
 Excellence in Diversity Team Award, Project SUPERB, Texas State University
 Favorite Professor, Alpha Chi, Texas State University
 American Educational Research Association Division G Early Career Scholar Mentoring Seminar
 College of Education Achievement Award for Scholarly/Creative Activities, Texas State University
- 2015 Summer Visiting Scholar, Todd Anthony Bell National Resource Center on the African American Male, The Ohio State University
 Faculty Fellow, American Association for Hispanics in Higher Education

Scholarly Activity

Refereed Journal Articles: (* Denotes current/former student authors)

- *Tanaka, M., & Vega, D. (2024). Beyond asset-based frameworks: Middle school teachers perpetuating raciolinguistic paradigms. *School Psychology Review*, 1-12. Advanced online publication. <https://doi.org/10.1080/2372966X.2024.2361625>

2. Mayes, R. D., Hines, E. M., **Vega, D.**, Harris, P. C., & Lawson, T. K. (2024). Cultivating homeplace for Black girls through tier 2 group counseling experiences. *Professional School Counseling*, 28(1a), 1-8. <https://doi.org/10.1177/2156759X241234927>
3. Hines, E. M., Mayes, R. D., Harris, P. C., & **Vega, D.** (2023). Using a culturally responsive MTSS approach to prepare Black males for postsecondary opportunities. *School Psychology Review*, 52(3), 357-371. <https://doi.org/10.1080/2372966X.2021.2018917>
4. Calderón, C. A., Styck, K. M., **Vega, D.**, & Kranzler, J. H. (2022). Evaluating the cultural and linguistic load of IQ test scores for English language learners. *International Journal of School & Educational Psychology*, 10(1), 46-62. <https://doi.org/10.1080/21683603.2020.1803164>
5. Hines, E. M., Mayes, R. D., Hines, M. R., Henderson, J. A., Golden, M. N., Singleton, P., II, Cintron, D. W., Wathen, B. J., Wright, C. G., & **Vega, D.**, & Slack, T. (2021). “You are going to school”: Exploring the precollege experiences of first-year Black males in higher education. *Professional School Counseling*, 25(1), 1-12. <https://doi.org/10.1177/2156759X211040044>
6. Harris, B., **Vega, D.**, Peterson, L., & Newell, K. (2021). Critical issues in the training of bilingual school psychologists. *Contemporary School Psychology*, 25, 273-287. <https://doi.org/10.1007/s40688-020-00340-7>
7. **Vega, D.**, & Plotts, C. (2020). Bilingual school psychology graduate students’ perceptions of a cultural immersion experience. *School Psychology International*, 41(2), 137-153. <https://doi.org/10.1177/0143034319888965>
8. *Stathatos, M. E., **Vega, D.**, *Wolf, J. N., *Iurino, C. L., *Hammer, L. M., & *Barton, D. O. (2020). An examination of bilingual school psychology training programs: Implications for serving English language learners. *The School Psychologist*, 74(1), 3-13. https://apadivision16.org/wp-content/uploads/2020/03/TSP-Spring-2020_1.pdf
9. Hines, E. M., Moore, J. L., III, Mayes, R. D., Harris, P. C., **Vega, D.**, Robinson, D., Gray, C. N., & Jackson, C. E. (2020). Making student achievement a priority: The role of school counselors in turnaround schools. *Urban Education*, 55(2), 216-237. <https://doi.org/10.1177/0042085916685761>
10. **Vega, D.**, *Wolf, J. N., *Barton, D. O., *Stathatos, M. E., *Iurino, C. L., & *Hammer, L. M. (2019). Identifying the training experiences and needs of bilingual school psychologists. *Psychology in the Schools*, 56(10), 1687-1699. <https://doi.org/10.1002/pits.22288>
11. Hines, E. M., **Vega, D.**, Mayes, R. D., Harris, P. C., & Mack, M. (2019). School counselors and school psychologists as collaborators of college and career readiness for students in urban school settings. *Journal for Multicultural Education*, 13(3), 190-202. <https://doi.org/10.1108/JME-02-2019-0015>
12. Martinez, M. A., **Vega, D.**, & *Marquez, J. (2019). Latinx students’ experiences with college access and preparation at college preparatory charter schools. *Journal of Latinos and Education*, 18(1), 28-41. <https://doi.org/10.1080/15348431.2017.1418353>
13. **Vega, D.**, & Moore, J. L., III (2018). Access to gifted education among African American and Latino males. *Journal for Multicultural Education*, 12(3), 237-248. <https://doi.org/10.1108/JME-01-2017-0006>

14. **Vega, D.**, Tabbah, R., & *Monserrate, M. R. (2018). Multicultural school psychology training: An examination of students' self-reported course outcomes. *Psychology in the Schools*, 55(5), 449-463. <https://doi.org/10.1002/pits.22123>
15. **Vega, D.** (2018). Navigating postsecondary pathways: The college choice experiences of first-generation Latina/o transfer students. *Community College Journal of Research and Practice*, 42(12), 848-860. <https://doi.org/10.1080/10668926.2017.1360219>
16. **Vega, D.**, Lasser, J., & *Fernandez, S. E. (2017). School psychologists' family-school partnering experiences with Latinos. *Psychology in the Schools*, 54(2), 169-182. <https://doi.org/10.1002/pits.21988>
17. **Vega, D.**, Hines, E. M., Mayes, R. D., & Harris, P. C. (2016). Preparing Latino students for life after high school: The important role of school counselors and school psychologists. *National Youth At-Risk Journal*, 2(1), 70-82. <https://digitalcommons.georgiasouthern.edu/nyar/vol2/iss1/7/>
18. **Vega, D.** (2016). "Why not me?": College enrollment and persistence of high-achieving, first-generation Latino college students. *School Psychology Forum*, 10(3), 307-320. <https://eric.ed.gov/?id=EJ1148998>
19. Harris, P. C., Bennett, R. A., III, Mayes, R. D., Hines, E. M., **Vega, D.**, & Dougadir, S. (2016). Achievement gap: A look back and a way forward. *Journal of Educational Research & Interdisciplinary Studies*, 1(2), 7-15. <https://jveducational.org/wp-content/uploads/2019/09/JV-Educational-Fall-Winter-2017-Journal.pdf>
20. **Vega, D.**, *Arellano, J. I., & *Carrillo, G. L. (2016). The under-identification of Autism among Latino youth: Improving culturally competent training in school psychology programs. *Trainers' Forum*, 34(1), 42-53. <https://www.proquest.com/docview/2032395527?sourcetype=Scholarly%20Journals>
21. Harris, P. C., Mayes, R. D., **Vega, D.**, & Hines, E. M. (2016). Reaching higher: College and career readiness for African American males with learning disabilities. *Journal of African American Males in Education*, 7(1), 52-69. <https://jaamejournal.scholasticahq.com/api/v1/articles/18473-reaching-higher-college-and-career-readiness-for-african-american-males-with-learning-disabilities.pdf>
22. *Garcia-Joslin, J. J., *Carrillo, G. L., *Guzman, V., **Vega, D.**, Plotts, C., & Lasser, J. (2016). Latino immigration: Preparing school psychologists to meet students' needs. *School Psychology Quarterly*, 31(2), 256-269. <https://psycnet.apa.org/doi/10.1037/spq0000136>
23. **Vega, D.**, Lasser, J., & *Afifi, A. F. M. (2016). School psychologists and the assessment of culturally and linguistically diverse students. *Contemporary School Psychology*, 20(3), 218-229. <https://doi.org/10.1007/s40688-015-0075-5>
24. **Vega, D.**, Moore, J. L., III, & Miranda, A. H. (2015a). "I'm going to prove you wrong": Responses to perceived discrimination among African American youth. *Journal for Multicultural Education*, 9(4), 210-224. <https://doi.org/10.1108/JME-11-2014-0037>

25. **Vega, D.**, Moore, J. L., III, & Miranda, A. H. (2015b). In their own words: Perceived barriers to achievement by African American and Latino youth. *American Secondary Education*, 43(3), 36-59. <https://www.jstor.org/stable/43694217>
26. **Vega, D.**, Moore, J. L., III, & Miranda, A. H. (2015c). Who really cares? Urban youths' perceptions of parental and programmatic support. *School Community Journal*, 25(1), 53-72. <https://www.adi.org/journal/2015ss/VegaMooreMirandaSpring2015.pdf>
27. **Vega, D.**, Lasser, J., & Plotts, C. (2015). Global migration: The need for culturally competent school psychologists. *School Psychology International*, 36(4), 358-374. <https://doi.org/10.1177/0143034315587011>
28. **Vega, D.** (2014). The relationship between familism and suicide attempts among Latina youth: Prevention and intervention efforts. *Journal of Research on Women and Gender*, 5, 62-70. <https://digital.library.txst.edu/items/c7ca6b68-f376-4b7e-aa90-95882acb6250>
29. Jantz, P. J., **Vega, D.**, Klose, L., & Lasser, J. (2014). Field-based practicum experiences in specialist-level school psychology programs: Implications for graduate preparation. *Trainers' Forum*, 33(1), 38-47.

Refereed Book Chapters: (* Denotes current/former student authors)

1. **Vega, D.** (2024). Exceptionalities. In P. A. Schutz, & K. R. Muis (Eds.), *Handbook of Educational Psychology* (4th ed., pp. 335- 358). Routledge.
2. **Vega, D.** & *Wolf, J. N. (2023). Best practices in assessment of bilingual learners in schools. In P. Harrison, S. L. Proctor, & A. Thomas (Eds.), *Best Practices in School Psychology* (7th ed., pp. 163-173). National Association of School Psychologists.
3. **Vega, D.** (2023). First-generation college experience: Lessons learned. In A. Rodriguez (Ed.), *Know that you are worthy: Stories from first-generation college graduates* (pp. 39-43). Rowman & Littlefield Publishers.
4. Womack, T. A., *Mercado Anazagasty, J., **Vega, D.**, & Johnson, A. H. (2022). Interrogating cognitive assessment using a critical study of whiteness lens. In S. L. Proctor & D. Rivera (Eds.), *Critical theories for school-based practice: A foundation for equity and inclusion in school psychology and counseling* (pp. 144-158). Routledge.
5. Mayes, R. D., & **Vega, D.** (2022). Postsecondary planning for Black girls with disabilities: The role of school counselors and school psychologists. In R. D. Mayes, M. C. Shavers, & J. L. Moore III (Eds.), *African American young girls and women in prek12 schools and beyond: Informing research, policy, and practice* (pp. 119-135). Information Age Publishing.
6. **Vega, D.**, *Wolf, J. N., *Tanaka, M. L., *Villalobos, C. D., & *Troutman, A. C. (2022). School psychologist and school counselor collaboration to support the college and career readiness of immigrant and refugee youth. In E. M. Hines & L. Owen (Eds.), *Equity-based career development and postsecondary transitions: An American imperative* (pp. 219-246). Information Age Publishing.
7. Proctor, S. L., Collins, T., **Vega, D.**, Wang, C., & Worrell, F. (2020). Succeeding as a person of

- color in school psychology. In R. G. Floyd & T. L. Eckert (Eds.), *Handbook of university and professional careers in school psychology* (pp. 179-194). Routledge.
8. **Vega, D.**, *Wolf, J. N., *Stathatos, M. E., *Barton, D. O., *Guzman, V., & *Arellano, J. I. (2019). "I always knew I was going to college": First-generation Latinas' college choice experiences. In T. Hicks, D. Butler, & M. Myrick (Eds.), *First-generation college students research studies* (pp. 21-44). Rowman Littlefield Publishing Group.
 9. Harris, P. C., Mayes, R. D., **Vega, D.**, & Hines, E. M. (2017). Reaching higher: College and career readiness for African American males with learning disabilities. In A. L. Ellis (Ed.), *Transitioning children with disabilities: From early childhood through adulthood* (pp. 195-212). Springer.
 10. **Vega, D.** (2017). School changed my life. In D. Y. Ford, J. L. Davis, & M. T. Scott (Eds.), *Gumbo for the soul: Liberating memoirs and stories to inspire females of color* (pp. 301-304). Information Age Publishing.
 11. **Vega, D.**, & Moore, J. L., III. (2016). Where are all the Latino males in gifted programs? In J. L. Davis & J. L. Moore, III (Eds.), *Gifted children around the world: Diverse needs, exemplary practices and directions for the future* (pp. 87-103). Emerald Group Publishing Limited.
 12. **Vega, D.** (2015). High school to college transition: "I've always been college-bound": A case study of a successful first-generation, Latina college student. In T. Hicks (Ed.), *High school to college transition: Quantitative and qualitative research studies* (pp. 50-72). University Press of America, Inc.
 13. Robinson, D. V., **Vega, D.**, Moore, J. L., III, Mayes, R. D., & Robinson, J. R. (2014). Chutes and ladders: Young African American males navigating potholes to achieve academic success. In J. L. Moore, III and C. W. Lewis (Eds.), *African American males in PreK-12 schools: Informing research, practice, and policy* (pp. 107-124). Emerald Publishing.
 14. **Vega, D.**, Moore, J. L., III, Baker, C. A., Bowen, N. V., Hines, E. M., & O'Neal, B. (2012). Salient factors affecting urban African American students' achievement: Recommendations for teachers, school counselors, and school psychologists. In J. L. Moore, III and C. W. Lewis (Eds.), *African American students in urban schools: Critical issues and solutions for achievement* (pp. 113-139). Peter Lang Publishing.
 15. **Vega, D.**, & Moore, J. L., III (2012). African American and Latino first-generation students: Implications for teachers, school counselors, university officials, parents, and students. In T. Hicks and A. Pitre (Eds.), *Research studies in higher education: Educating multicultural college students* (pp. 3-25). University Press of America, Inc.

Books:

1. **Vega, D.**, & *Wolf, J. N. (under contract). *Culturally and linguistically responsive intervention and assessment practices with emergent bilingual students*. Springer. Edited book under contract. Anticipated publication: 2025

Technical Reports and Manuals:

1. National Association of School Psychologists. (2023). The provision of school psychological services to multilingual students [[Position statement](#)], National Association of School Psychologists].
2. National Association of School Psychologists. (2016). Recruitment of culturally and linguistically diverse school psychologists in graduate education programs [[Position statement](#)], National Association of School Psychologists].

Non-Refereed Journal Articles (Editor-Reviewed):

1. **Vega, D., & *Puff, A. M.** (2020). It takes a village: How counselors and psychologists support the college aspirations of students of color. *Phi Delta Kappan*, 102(4), 40-45. <https://kappanonline.org/counselors-psychologists-college-aspirations-students-of-color-vega-puff/>
2. **Vega, D.** (2010). Increasing Latino parental involvement in urban schools. *School Psychology: From Science to Practice*, 2, 20-25.

Manuscripts “Under Review”: (* Denotes current/former student authors)

1. *Wolf, J., **Vega, D.**, & *Tanaka, M. (under review). *Examining bilingual school psychologist demographics, training experiences, and multicultural competencies.*
2. Hines, E. M., **Vega, D.**, Harris, P. C., & Mayes, R. D. (under review). *School counselors and school psychologists as collaborators for Black students pursuing career and technical education: An antiracist approach.*
3. Harris, B., Newell, K., **Vega, D.**, & Chaparro, S. (under review). *Supporting youth who are multilingual.*
4. **Vega, D.** & *Vega, C. B. (under review). *Microaggressions.*
5. **Vega, D.**, *Tanaka, M., *Merced, I., & *Troutman, A. (under review). *Supporting youth from racial and ethnic minoritized backgrounds.*
6. **Vega, D.** *Gifted and talented.*

Manuscripts “In Progress”: (* Denotes current/former student authors)

1. **Vega, D.**, *Kaiser Silva, I., *Cooper, V., & *Vega Torres, C. (in progress). The racialized experiences of AfroLatinx students at Hispanic serving institutions.
2. *Wolf, J. N., & **Vega, D.** (in progress). “¡Existo!”: The educational experiences and needs of Spanish-speaking Latinx emergent bilingual students.
3. *Stathatos, M., **Vega, D.**, & *Wolf, J. N. (in progress). School psychologists’ awareness, training, and attitudes toward transgender and gender-diverse youth.
4. **Vega, D.**, & *Wolf, J. N. (in progress). Who are emergent bilingual students?

5. *Wolf, J. N., & **Vega, D.** (in progress). Assessment of emergent bilingual students for a specific learning disability.
6. **Vega, D.** (in progress). Examining the graduate training experiences of bilingual school psychologists.

Conference Presentations: (* Denotes current/former student presenters)

- Vega, D.**, *Kaiser Silva, I., *Cooper, V., & *Vega Torres, C. (2024, April). *Afro-Latinx students' experiences navigating four-year public Hispanic serving institutions*. Paper presented at the Latina/x/o Studies Association Conference, Tempe, AZ.
- Vega, D.** (2024, April). *Examining the racialized experiences of Afro-Latinx students at four-year public Hispanic-serving institutions*. Paper presented at the American Educational Research Association Annual Meeting, Philadelphia, PA.
- Newell, K. W., Ojeda-Beck, A., Harris, B., Oganés, M., & **Vega, D.** (2024, February). *Deepening knowledge about the NASP position statement on multilingual learners*. Paper presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- *Kaiser Silva, I., *Vega Torres, C., *Martinez, A., *Espinosa, E., **Vega, D.**, *Kendrick-Perez, A., & *Cooper, V. (2024, February). *An examination of bilingual school psychologist's graduate training experiences*. Poster presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- *Wolf, J., & Vega, D. (2024, February). *The educational experiences and needs of Spanish-speaking Latinx emergent bilinguals*. Paper presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- *Kendrick-Perez-A., & **Vega, D.** (2023). *Exploring the experiences of queer and transgender students of color in predominantly white institutions*. Poster presented at the Undergraduate Research Opportunities Consortium Summer Programs Poster Session, the University of Arizona, Tucson, AZ.
- Collins, T. C., **Vega, D.**, Malone, C., Brown, J., & Albritton, K. (2023, February). *Black in school psychology: Lived experiences of Black faculty*. Symposium presented at the National Association of School Psychologists Annual Convention, Denver, CO.
- *Stathatos, M., **Vega, D.**, & *Wolf, J. N. (2023, February). *School psychologist's awareness, training, and current practices with transgender youth*. Paper presented at the National Association of School Psychologists Annual Convention, Denver, CO.
- Vega, D.** (2022, November). *Improving bilingual school psychologist training to effectively support emergent bilingual students*. Paper presented at the International Conference on Urban Education, Cancun, Mexico.
- *Wolf, J., *Puff, A., & **Vega, D.** (2021, February). *Examining bilingual school psychologists: Demographics, training, and competencies*. Paper presented at the National Association of School Psychologists Virtual Convention.
- *Villalobos, C. D., *Islas, M., *Wang, H., * Tanaka, M. L., & **Vega, D.** (2021, February). *Illuminating*

- bilingual school psychology practice: Effects of policy and procedures.* Poster presented at the National Association of School Psychologists Virtual Convention.
- Vega, D.,** Lugo, E., & Capielo, C. (2020, October). *Testimonios of Afro-Latinx psychologists.* Plenary session at the National Latinx Psychological Association Virtual Convention.
- Vega, D.,** *Howard, L., *Villalobos, C. D., *Wang, H., * Tanaka, M. L., Islas, M., & Halpin, C. (2020, October). *An examination of what it means to be a bilingual school psychologist.* Poster presentation at the National Latinx Psychological Association Virtual Convention.
- Vega, D.,** *Tanaka, M. L., & *Villalobos, C. D. (2020, July). *More than just bilingualism: Defining bilingual school psychologists.* World Education Educational Research Association Annual Meeting, Santiago de Compostela, Spain (Conference Canceled).
- Vega, D.,** *Wolf, J., & *Barton, D. (2020, Apr 17 - 21) *Identifying the training experiences and needs of bilingual school psychologists* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/u83sc32> (Conference Canceled)
- *Wolf, J. N., & **Vega, D.** (2020, February). *CLD students and gifted programs: Decreasing bias and increasing representation.* Poster presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
- *Puff, A., *Villalobos, C. D., *Howard, L., *Barton, D. O., & **Vega, D.** (2019, December). *Examining the role of Arizona's English-only legislation on English Language Learners' (ELL) placement in special education.* Poster presented at the Arizona Educational Research Organization Annual Meeting, Tempe, Arizona.
- Vega, D.,** *Wolf, J. N., *Myers-Saltgaver, K., *Puff, A., *Tanaka, M. L., *Villalobos, C. D., & *Wang, H. (2019, October). *Developing and enhancing Latinx family-school partnerships.* Roundtable presentation at the National Latinx Psychological Association, Miami, FL.
- Vega, D.** (2019, May). *Training bilingual school psychologists to meet the needs of culturally and linguistically diverse students.* Paper presented at the British Psychological Society's Annual Convention in Harrogate, England, United Kingdom.
- Vega, D.,** *Stathatos, M. E., *Wolf, J. N., *Barton, D. O., *Hammer, L. M., & *Iurino, C. (2019, February). *Bilingual school psychologists' perceptions of training experiences and needs.* Paper session presented at the National Association of School Psychologists Annual Convention in Atlanta, GA.
- Vega, D.,** & Mayes, R. D. (2018, November). *African American girls and college and career readiness.* Paper presented at the International Conference on Urban Education, Nassau, Bahamas.
- *Stathatos, M., **Vega, D.,** & *Wolf, J. N. (2018, October). *An examination of bilingual school psychology training programs.* Poster presented at the National Latina/o Psychological Association, San Diego, CA.
- Vega, D.,** & *Wolf, J. N. (2018, October). *The provision of psychological services in school settings to ELL and Latina/o students: Training needs to implementation of best practices.* Symposium presented at the National Latina/o Psychological Association, San Diego, CA.

- Vega, D., & *Wolf, J. N.** (2018, September). *College enrollment and persistence of first-generation Latinx students*. Workshop presented at the inaugural First Generation Southwest Symposium, Flagstaff, AZ.
- Vega, D., *Stathatos, M. E., & *Barton, D. O.** (2018, February). *Identifying the training experiences and needs of bilingual school psychologists*. Poster presented at the National Association of School Psychologist's Annual Convention, Chicago, IL.
- Vega, D., Oganés, M., Peterson, L. S., *Lugo-Morales, W., *Guzman, V., & Ney, E.** (2018, February). *Best practices in providing supervision to bilingual school psychology trainees*. Practitioner conversation session presented at the National Association of School Psychologist's Annual Convention, Chicago, IL.
- *Vasquez, B., *Guzman, V., & Vega, D.** (2018, February). *Dark clouds: Supporting Latina adolescents exhibiting depressive and suicidal symptoms*. Paper presented at the National Association of School Psychologist's Annual Convention, Chicago, IL.
- *Stathatos, M. E., *Barton, D. O., & Vega, D.** (2017, November). *Using a social justice framework to promote college and career readiness for juvenile offenders*. Poster presented at the Arizona Association of School Psychologist's Conference, Phoenix, AZ.
- Sotelo-Dynega, M., **Vega, D., Oganés, M., & Lopez, E. C.** (2017, February). *The credentialing of bilingual school psychologists*. Symposium presented at the National Association of School Psychologist's Annual Convention, San Antonio, TX.
- Vega, D., *Cano, A. M., *Monserrate, M., *Villalpando, J., *Herrera, C. A., *King, M. D., *DiFranco, M., *Miranda-Contreras, P., & *Taylor, D.** (2017, February). *School psychology students' reflections on a multicultural course*. Symposium presented at the National Association of School Psychologist's Annual Convention, San Antonio, TX.
- Plotts, C., **Vega, D., *Pedraza, I., & *Zapata, E.** (2017, February). *Bilingual school psychology graduate students' attitudes toward social justice*. Paper presented at the National Association of School Psychologist's Annual Convention, San Antonio, TX.
- Vega, D., Mayes, R. D., Hines, E. M., & Harris, P. C.** (2016, November). *Reaching higher: College and career readiness for African American males with learning disabilities*. Paper presented at the International Conference on Urban Education, San Juan, Puerto Rico.
- Piña-Watson, B., **Vega, D., *Martinez, A. J., *Cruz, A., & Romero, A.** (2016, September). *Latina/o adolescent and emerging adult suicidality: An exploration of familial, cultural, developmental, and gendered contexts*. Symposium presented at the National Latina/o Psychological Association, Orlando, FL.
- Vega, D., & *Guzman, V.** (2016, September). *Intervention efforts to address the relationship between familism and Latina suicidality*. Poster presented at the National Latina/o Psychological Association, Orlando, FL.
- Vega, D., *Fernandez, S. E., *Garcia-Joslin, J. J., *Zeceña, C. M., Lasser, J., *Reeves, H., & *Guzman, V.** (2016, February). *School psychologists' attitudes and actions toward family school partnering activities*. Paper presented at the National Association of School Psychologist's Annual Convention, New Orleans, LA.

- Vega, D.,** Harris, B., Barrett, C., & Ogan, M. (2016, February). *You're bilingual, does that make you a bilingual school psychologist?* Paper presented at the National Association of School Psychologists' Annual Convention, New Orleans, LA.
- *Kuebler, R., & **Vega, D.** (2016, February). *Parents of special education students serving as school psychologists.* Poster presented at the National Association of School Psychologists' Annual Convention, New Orleans, LA.
- Vega, D.,** & *Afifi, A. F. M. (2015, March). *Following in the footsteps of high-achieving, first generation, Latina/o college students.* Paper presented at the American Association of Hispanics in Higher Education Conference, Frisco, TX.
- Vega, D.,** Robinson-Zañartu, C., Elizalde-Utnick, G., Thomas-Presswood, T. N., & Lopez, E. C. (2015, February). *Challenges and recommendations for the preparation of bilingual school psychologists.* Symposium presented at the National Association of School Psychologists Annual Convention, Orlando, FL.
- Vega, D.,** Lasser, J., *Boring, A., *Campbell, C., *Greenwood, K., & *Afifi, A. F. M. (2015, February). *An examination of the assessment practices of culturally and linguistically diverse students among school psychologists.* Poster presented at the Trainers of School Psychologists Annual Conference, Orlando, FL.
- Vega, D.,** *Fernandez, S. E., & *Whelan, J. (2015, February). *Infusing multiculturalism into a school psychology course.* Poster presented at the Trainers of School Psychologists Annual Conference, Orlando, FL.
- Vega, D.,** *Hernandez, A., & *Ramos, D. (2015, February). *Project SUPERB: Scholars Using Psychology and Education to Reach Bilinguals.* Poster presented at the Trainers of School Psychologists Annual Conference, Orlando, FL.
- Moore, J. L., III, Cartledge, G., Brown, B., Lewis, C., Hines, E., Bonner, F., & **Vega, D.** (2014, November). *African American students in urban schools: Critical issues and solutions for achievement.* Panel presented at the International Conference on Urban Education, Montego Bay, Jamaica.
- Vega, D.** (2014, March). *Suicide attempts among Latina youth.* Paper presented at the Exploring Gender, Mental Health, and Wellness Symposium at Texas State University, San Marcos, TX.
- Vega, D.,** *Fernandez-May, A., *Luquire, R., *Garrison, T., & *Jackson, K. (2014, February). *Effective training for school psychologists working with deaf and hard of hearing students.* Poster presented at the Trainers of School Psychologists Annual Conference, Washington, DC.
- Jantz, P., **Vega, D.,** Klose, L., Lasser, J., *Kuebler, R., & *Campbell, C. (2014, February). *Field-based experiences in specialist-level school psychology programs: Implications for graduate preparation.* Poster presented at the Trainers of School Psychologists Annual Conference, Washington, DC.
- Vega, D.** (2014, February). *Who really cares? Perceptions of support among urban youth.* Paper presented at the National Association of School Psychologists Annual Convention, Washington, DC.

Invited Talks:

- Vega, D.** (2024, February). *Culturally responsive SLD assessment of emergent bilingual youth*. Featured session presented at the National Association of School Psychologists Annual Convention, New Orleans, LA.
- Vega, D.** (2023, June). *Culturally responsive mental health practices with bilingual-bicultural students*. Keynote presentation at Loyola-Cicero Community School Mental Health Partnership Summer Institute at Loyola University, Chicago, IL.
- Vega, D., Gaona, M., Hernandez, J., & Diaz, Y.** (2023, June). *Lessons from the field on implementing culturally responsive practices with bilingual-bicultural students*. Panel discussion at Loyola-Cicero Community School Mental Health Partnership Summer Institute at Loyola University, Chicago, IL.
- Vega, D.** (2023, June). *Culturally responsive SLD assessment of bilingual-bicultural learners*. Workshop presented at Loyola-Cicero Community School Mental Health Partnership Summer Institute at Loyola University, Chicago, IL.
- Vega, D.** (2023, February). *Differentiating language and culture of ELLs from learning and behavioral difficulties*. Workshop presented at the National Association of School Psychologists Annual Convention in Denver, CO.
- Vega, D.** (2023, February). *Assessment of emergent bilinguals for special education*. Workshop presented at the National Association of School Psychologists Annual Convention in Denver, CO.
- Vega, D., Diep, H., & Raines, T.** (2023, January). *Supporting the mental health needs of minoritized youth*. Panel presentation at The Las Vegas My Brother's Keeper Conference (virtual).
- Vega, D.** (2022, September). *Dissertation to manuscript preparation process*. Presentation for school psychology graduate students and graduates (virtual).
- Vega, D.** (2021, June). *Supporting Latinx students and families in a "post-pandemic" world*. Presentation for the Integrated Behavioral Care Colloquium at Heidelberg University (virtual).
- Vega, D.** (2021, April). *Considerations in the assessment of emergent bilingual students*. Presentation for the Annual School Psychology Institute at Illinois State University (virtual).
- Vega, D.** (2021, April). *Training experiences of bilingual school psychologists: Implications for emergent bilingual students*. Presentation for the Annual School Psychology Institute at Illinois State University (virtual).
- Vega, D.** (2021, April). *Afro-Latinidad*. Presentation for the Center for Latin American Studies, The Ohio State University (virtual).
- Vega, D.** (2020, November). *Navigating the politics of the academy*. Panelist for The Ohio State University 8th Annual Preparing for the Professoriate Virtual Retreat.
- Vega, D.** (2020, September). *Empowering Latinx college students for success*. Panelist for The Ohio State University Latinx Heritage Month Virtual Event.

- Vega, D.** (2020, June). *Faculty Panelist* at the Undergraduate Research Opportunities Consortium (UROC) Graduate School Virtual Symposium.
- Vega, D.** (2020, February). *Supporting gifted students from culturally and linguistically diverse backgrounds*. Documented session presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
- Vega, D.** (2020, February). *Language difference or SLD? Assessing culturally and linguistically diverse students*. Workshop presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
- Vega, D.** (2020, February). *Assessing culturally and linguistically diverse students: Considerations of exclusionary factors*. Workshop presented at the National Association of School Psychologists Annual Convention in Baltimore, MD.
- Vega, D.** (2019, August). *Keynote Address* presented at the Undergraduate Research Opportunities Consortium Summer Programs Closing Ceremony. University of Arizona, Tucson, AZ.
- Vega, D.** (2019, May). *Welcome Address* at 2019 First Cats Graduation Convocation. University of Arizona, Tucson, AZ.
- Vega, D.** (2019, March). *Family-school partnerships to serve culturally and linguistically diverse youth*. Presented at the Integrated Behavioral Care Colloquium at Heidelberg University, Tiffin, Ohio.
- Vega, D.** (2019, March). *Grad school and workforce panel*. Panelist for the Thrive Center's First Cats Wednesday program at the University of Arizona, Tucson, AZ.
- Vega, D.** (2019, January). *Language difference or learning disability?: Culturally responsive assessment for English language learners*. Presented at the Department of Psychology Colloquia Series at Tulane University, New Orleans, LA.
- Vega, D.** (2018, May). *Advancing best practices & policy in working with first-generation Latinx college students*. Preconference diversity training session at the National Conference on Diversity, Race & Learning at The Ohio State University, Columbus, OH.
- Vega, D.** (2017, October). *What does it mean to be a first-generation college student?* Keynote speaker at the First Cats Mixer. University of Arizona, Tucson, AZ.
- Vega, D.** (2016, October). *Culturally responsive assessment of English Language Learner students*. Fall Speaker for the Student Associates of School Psychology (SASP). University of Arizona, Tucson, AZ.
- Vega, D., & Tabbah, R.** (2016, May). *From start to finish: Getting published*. Presented at The Ohio State University School Psychology Program Doctoral Writing Retreat. Deer Creek Lodge and Conference Center, Mt. Sterling, OH.
- Vega, D.** (2015, November). *Lessons on teaching in higher ed*. Presented at the 4th Annual Preparing for the Professoriate Retreat. Deer Creek Lodge and Conference Center, Mt. Sterling, OH
- Vega, D.** (2015, May). *"My mission in life is not merely to survive, but to thrive..."*. Presented at the Bell Fellows 2015 Celebration. The Ohio State University, Columbus, OH.

Plotts, C., **Vega, D.**, & Lasser, J. et al. (2015, April). *Preparing bilingual school psychologists to serve the mental health needs of students in the U.S. and beyond*. Presented at the Bilingual Symposium, "Serving bilingual students: Emergent communities". Texas State University, San Marcos, TX.

Vega, D. (2014, August). *Thriving in year one*. Presented at the New Tenure-Track Faculty Orientation. Texas State University, San Marcos, TX.

Plotts, C., & **Vega, D.** (2014, June). *Becoming a bilingual school psychologist: Texas State training model*. Presented at the Texas Association of School Psychologists Summer Institute. Corpus Christi, TX.

Invited Professional Development and In-Service Workshops:

Vega, D. (2021, November). *Building family-school partnerships with Latinx families*. Professional development session presented for the Florida Association of School Psychologists Convention.

Vega, D. (2020, October). *Supporting Latinx families through family-school partnerships*. Professional development session presented for the Texas Association of School Psychologists Convention.

Vega, D. (2020, September). *Language difference or specific learning disability? Assessing emergent bilingual students*. Keynote presented for the Missouri Association of School Psychologists Conference.

Vega, D. (2020, May). *Decreasing bias and increasing representation of gifted students from culturally and linguistically diverse backgrounds*. Professional development session presented for the Washington State Association of School Psychologists Spring Workshop Series.

Vega, D. (2019, March). *Culturally responsive assessment of English language learners*. Continuing education workshop for school psychologists. Hosted by the University of Arizona Chandler campus, Chandler, AZ.

Vega, D. (2017, November). *Language difference or disability? Assessment of the culturally and linguistically diverse*. Continuing education workshop for school psychologists. Hosted by the Arizona Association of School Psychologists and the Southern Arizona Psychological Association, Tucson, AZ.

Vega, D. (2015, February). *Understanding & addressing disproportional representation of culturally diverse learners in special education*. Workshop for evaluation and special education personnel at Region 20 Education Service Center, San Antonio, TX.

Vega, D. (2014, December). *Working with diverse populations in the schools*. Workshop for LSSPs at the Military Schools Cooperative at Fort Sam Houston ISD, San Antonio, TX.

Vega, D. (2014, October). *Addressing the needs of culturally and linguistically diverse learners*. Workshop for LSSPs and Diagnosticians at Region 20 Education Service Center, San Antonio, TX.

Vega, D. (2014, October). *Cultural proficiency for school evaluation personnel*. Workshop for LSSPs, Diagnosticians, and SLPs at Region XIII Education Service Center, Austin, TX.

Invited Guest Lectures:

Vega, D. (2024, January). *Culturally Responsive Cognitive Assessment*. Presented in M. Spencer's SERP 679 Psychoeducational Assessment course at the University of Arizona, Tucson, AZ.

Vega, D. (2021, September). *Bilingual School Psychology Practice*. Presented in K. Radley's Doctoral Seminar in School Psychology course at the University of Utah (virtual).

Vega, D. (2021, March). *Culturally Responsive Assessment*. Presented in I. Adodo's SERP 559 Cultural Diversity class at the University of Arizona, Tucson, AZ.

Vega, D. (2018, September). *Preparing to apply for academic positions*. Presented in A. Romero's FSHD 696z Professional Development class at the University of Arizona, Tucson, AZ.

Steen, S., & **Vega, D.** (2017, March). *Social justice and advocacy: Multicultural and language-related issues*. Presented in L. Shaw's SERP 699 Leadership and Advocacy in Counseling class at the University of Arizona, Tucson, AZ.

Vega, D. (2016, October). *Responding to cultural and linguistic diversity*. Presented in J. Kirkpatrick's SERP 549 Introduction to School Psychology class at the University of Arizona, Tucson, AZ.

Vega, D. (2016, September). *Working with culturally and linguistically diverse students*. Presented in J. Kirkpatrick's SERP 693B School Psychology Internship class at the University of Arizona, Tucson, AZ.

Vega, D. (2014, October). *English Language Learners and special education*. Lecture presented in B. Loya's CI 3332 Foundations and Methods for ESL course at Texas State University, San Marcos, TX.

Vega, D. (2014, February). *Addressing the educational needs of English Language Learners (ELLs)*. Presented to Texas State University SPSY 5389 school psychology practicum students, San Marcos, TX.

Vega, D. (2013, June). *Providing culturally competent mental health and crisis intervention services*. Lecture presented in C. Plotts' EDP 5394 Multicultural School Psychology course, Texas State University, San Marcos, TX.

Grant Activity

Funded External Grants:

2024 – 2029 **Consultant.** (PI: Darling-White, M., and Co-PI: Baylor, C.). *A biopsychosocial approach to the deep phenotyping of communicative participation in adolescents with Down syndrome*. National Institutes of Health. Amount awarded: \$2.9 million/5 years.

2023 – 2026 **Principal Investigator.** *Examining school psychologist assessment practices with*

emergent bilingual students: The impact of Arizona's English-only legislation. Spencer Foundation. Amount awarded: \$49,828/3 years.

2017 – 2021 **Consultant.** (PI: Lipford-Sanders, J., and Co-PI: Shavers, M.). *Project K.I.T.E. (Keep Interdisciplinary Teams Evolving).* Health Resources & Services Administration, U.S. Department of Health and Human Services. Awarded: \$1.3 million/4 years.

2014 – 2016 **Co-Principal Investigator.** (PI: Plotts, C. and Co-PI: Lasser, J.). *Project SUPERB (Scholars Using Psychology and Education to Reach Bilinguals).* Office of Special Education Programs at the U.S. Department of Education. Awarded: \$1.03 million/5 years.

Funded Internal Grants:

2017 **Principal Investigator.** *Improving bilingual school psychologists' delivery of psychological services to English Language Learners.* University of Arizona College of Education Smith Junior Faculty Support Award. Amount awarded: \$5,000.

2015 **Co-Principal Investigator.** (PI: Nelson, S. W, and Co-PIs: Billingsley, G., Greene, J., Martinez-Ramos, G., Price, L., Ryser, G., Supancic, P. M., Martinez-Prather, K., & McKenna, J.). *Creating a secondary school climate instrument focused on safety and security.* Multi-disciplinary Internal Research Grant (MIRG) program. Amount awarded: \$25,000.

2015 **Principal Investigator.** (Co-PI: Lasser, J.). *Family-school partnerships and Latinos: An examination of school psychologists' attitudes and actions.* Texas State University College of Education Intramural Grant Program. Amount awarded: \$2,750.

2013 **Principal Investigator.** *Following in their footsteps: An exploratory study of high-achieving, first-generation, Latino college students.* Texas State University Research Enhancement Program Grant. Amount awarded: \$8,000.

Submitted Grants, Under Review

Submitted, but not Funded, Grants:

2024 **Co-Principal Investigator.** (PI: Sacoman, J., Co-PI: Marquez, A.). *Women of Color STEM Cohort.* University of Arizona Hispanic Serving Institution Seed Grant Program. Amount requested: \$21,800.

2023 **Consultant.** (PI: Darling-White, M., and Co-PI: Baylor, C.). *A biopsychosocial approach to the deep phenotyping of communicative participation in adolescents with Down syndrome.* National Institutes of Health. Amount requested: \$3.7 million.

2022 **Consultant.** (PI: Darling-White, M., and Co-PI: Baylor, C.). *A biopsychosocial approach to the deep phenotyping of communicative participation in adolescents with Down syndrome.* National Institutes of Health. Amount requested: \$3.6 million.

- 2021 **Principal Investigator.** (Co-PI: Renae Mayes). *Examining the racialized experiences of Afro-Latinx students at four-year public Hispanic serving institutions.* University of Arizona Hispanic Serving Institution Seed Grant Program. Amount requested: \$15,000.
- 2020 **Co-Principal Investigator.** (PI: Jenkins, D., Co-PIs: Jeremy Garcia, Taucia Gonzalez, Jill Koyama, Francesca López, Adai Tefera, Valerie Shirley, Mary Carol Combs). *Examining the assets-based approaches of educators, families, and community members for institutionally marginalized youth amid the COVID-19 pandemic.* Spencer Foundation: COVID-19 Related Research Grant Program. Amount Requested: \$50,000.
- 2019 **Co-Principal Investigator.** (PI: Cammarota, J., Co-PI: Deil-Amen, R.). *Persistence in the face of trauma: Puerto Rican college student's creative resilience.* Submitted to the University of Arizona's Accelerate for Success Grant program. Amount requested: \$15,000.
- 2019 **Principal Investigator.** *Examining the role of Arizona's English-only legislation on English Language Learners' (ELL) placement in special education.* Submitted to the University of Arizona's Faculty Seed Grant program. Amount requested: \$15,000.
- 2017 **Principal Investigator.** (Co-PIs: Chavarria, S., Smith, B., Siderelis, K., & van Leeuwen, W.). *Competency, motivation and persistence of Latina girls in STEM through geospatial exploration and industry mentorships.* Submitted to the National Science Foundation Innovative Technology Experiences for Students and Teachers program. Amount requested: \$1,199,910/3 years.
- 2016 **Principal Investigator.** *Exploring the role of Arizona's English-only legislation on English language learners' placement in special education.* Submitted to the National Academy of Education (NAEd)/Spencer Postdoctoral Fellowship Program. Amount requested: \$70,000.
- 2016 **Co-Principal Investigator.** (PI: Chavarria, S., Co-PIs: Siderelis, K., van Leeuwen, W., & Higgins, M.). *Competency, motivation and persistence of minority girls in STEM through geospatial exploration and industry mentorships.* Submitted to the National Science Foundation Innovative Technology Experiences for Students and Teachers program. Amount requested: \$1,199,910/3 years.
- 2015 **Co-Principal Investigator.** (PI: Nelson, S. W., Co-PIs: Scheuermann, B., Price, L., Ausbrooks, A., Ryser, G., & Martinez-Ramos, G.). *Assessing school safety climate and investigating the impact of a multidisciplinary approach to culturally responsive interventions.* Submitted to the National Institute of Justice, FY15 Comprehensive School Safety Initiative.
- 2015 **Principal Investigator.** *An examination of the training experiences of bilingual school psychologists.* Texas State University Research Enhancement Program Grant. Amount requested: \$8,000.
- 2015 **Principal Investigator.** *A longitudinal examination of the factors related to persistence among first-generation, Latino college students.* Greater Texas Foundation Faculty Fellowship Program. Amount requested: \$90,000.

- 2014 **Principal Investigator.** *Identifying best practices in the persistence and graduation of first-generation, Latino college students.* Spencer Foundation. Amount requested: \$49,156.
- 2014 **Principal Investigator.** *Identifying best practices in the preparation for and transition to college among first-generation, Hispanic students in Central Texas.* Greater Texas Foundation Faculty Fellowship Program. Amount requested: \$90,000.

Teaching & Mentoring

Courses Taught:

University of Arizona

- SERP 549: Introduction to School Psychology (FA19)
- SERP 559: Cultural Diversity and School Psychology (SP17, 19, 22, 24)
- SERP 599: Independent Study (SP17, FA 21, SP 23)
- SERP 601: Cognition and Development (FA17)
- SERP 638: Psychological Consultation and Supervision (FA16, 17, 18, 19, 20, 21)
- SERP 679: Educational and Psychological Assessment of Children (SP17, 18, 19, 20)
- SERP 693C: Internship Supervision and College Teaching (SP17)
- SERP 920: Dissertation (SP18 - present)
- GRAD 695: University Fellows Colloquium (FA 24)

Texas State University

- SPSY 5378: Assessment of Culturally and Linguistically Diverse Students (FA15, SP16)
- SPSY 5378: Psycholinguistics of Second Language Acquisition (SU16)
- SPSY 5386: Consultation and Professional Issues in School Psychology (FA14)
- SPSY 5389: Practicum in School Psychology (School-based) (FA13, SP14)
- SPSY 5389: Practicum in School Psychology (Clinic) (FA14, SP15, FA15, SP16)
- SPSY 5394: Multicultural Issues in School Psychology (SU14, 15, 16)
- SPSY 5398: Alternative Evaluation, Intervention, & Student Outcomes (FA13, SP14, FA14, SP15)

Curriculum Development:

University of Arizona

- SERP 559: Cultural Diversity and School Psychology (2017, 2019)**
 - Updated existing course: syllabus, readings, course content, and assignments.
- SERP 601: Cognition and Development (2017)**
 - Updated existing course: syllabus, readings, course content, and assignments.

Texas State University

- SPSY 5378: Psycholinguistics of Second Language Acquisition (2016)**
 - New course: developed syllabus, course content, readings, and assignments.
- SPSY 5378: Assessment of Culturally and Linguistically Diverse Students (2015)**
 - New course: developed syllabus, course content (e.g., administration and interpretation of Spanish language assessment instruments), readings, and assignments.
- SPSY 5398: Alternative Evaluation, Intervention, & Student Outcomes (2014)**
 - Updated existing course: received “Multicultural Perspectives” designation following completion of the Multicultural Curriculum Transformation and Research Institute.

SPSY 5394: Multicultural Issues in School Psychology (2014)

- Updated existing course: syllabus, readings, course content, and assignments.

Doctoral Student Advising:

1. Samantha Mijares (2024 – present)
2. Ingrid Kaiser Silva (2024 – present)
3. Cristina Hanzlik (2024 – present)
4. Fedra Calderón (2023 – present)
5. Celeste Vega (2023 – present)
6. Omar Mendez (2023 – present)
7. Victoria Hawa Cooper (Minor Advisor, 2023 – present)
8. Ana Martinez (2021 – present)
9. Elaina Espinosa (2021 – present)
10. Lorrie Yates (2019 – present)
11. Kade Downs (2020 – 2024) – Graduated August 2024
12. Lakyn Kearns (2019 – 2024) – Graduated August 2024
13. Melina Islas – Graduated August 2023
14. Hongyi Wang – Graduated August 2023
15. Marie L. Tanaka – Graduated August 2023
16. Alaina Puff – Graduated August 2022
17. Dylan O. Barton – Graduated August 2021
18. Jaclyn N. Wolf – Graduated August 2021
19. Lily M. Hammer – Graduated August 2020
20. Michele E. Stathatos – Graduated August 2020

Dissertation Committees:

Chair:

1. Lorrie Yates (2023 – present)
2. Kade Downs (2022 – present) – Graduated August 2024
3. Lakyn Kearns (2022 – present) – Graduated August 2024
4. Melina Islas (2022 – 2023) – Graduated August 2023
5. Hongyi Wang (2022 – 2023) – Graduated August 2023
6. Marie Tanaka (2021 – 2023) – Graduated August 2023
7. Alaina Puff (2020 – 2022) – Graduated August 2022
8. Dylan O. Barton (2019 – 2021) – Graduated August 2021
9. Jaclyn N. Wolf (2019 – 2021) – Graduated August 2021
10. Lily M. Hammer (2019 – 2020) – Graduated August 2020
11. Michele E. Stathatos (2019 – 2020) – Graduated August 2020

Committee member:

1. Celina LeForge (2022 – 2024) – Graduated August 2024
2. Chelsea Privette (2021) – Graduated August 2021
3. Estrella Ochoa (2020 – 2021) – Graduated August 2021
4. Evelyn Jaramillo (2020 – 2021) – Graduated May 2021
5. Grai P. Bluez (2021) – Graduated May 2021
6. Ariel L. McKinney (2017 – 2019) – Graduated August 2019
7. Isoken Adodo (2017 – 2018) – Graduated December 2018

Doctoral Comprehensive Examination Committee:

Chair:

1. Ana Martinez (2024)
2. Elaina Espinosa (2024)
3. Lorrie Yates (2023)
4. Kade Downs (2022)
5. Lakyn Kearns (2022)
6. Melina Islas (2021)
7. César D. Villalobos (2021)
8. Marie Tanaka (2020)
9. Alaina Puff (2020)
10. Colleen Corcoran (2019)
11. Jaclyn N. Wolf (2019)
12. Dylan O. Barton (2019)
13. Lily M. Hammer (2018)

Committee member:

1. Celina LeForge (2021)
2. Hongyi Wang (2021)
3. Erin Bradley (2020)
4. Colleen Halpin (2020)
5. Charlotte Iurino (2018)
6. Michele E. Stathatos (2018)
7. Caitlin Francis (2017)
8. Estrella Ochoa (2017)

Qualifying Examination Committee:

Chair:

1. Celeste Vega (2024)
2. Ingrid Kaiser Silva (2024)
3. Ana Martinez (2023)
4. Elaina Espinosa (2023)
5. Lakyn Kearns (2021)
6. Kade Downs (2021)
7. Sara Ivette Merced (2021)
8. César D. Villalobos (2020)

Committee member:

1. Samantha Tousignant (2021)
2. Lauren Howard (2021)
3. Lisbeth Campos (2021)
4. Emily Wimsett (2021)
5. Hongyi Wang (2020)
6. Alma Gonzalez (2019)
7. Alissa Barse (2018)
8. Jimena Morales (2018)
9. Michele E. Stathatos (2017)
10. Madison Sween (2017)
11. Kendall Welliver (2017)

Advising of Specialist-level Students at Texas State University:

2013: Andrew Heeter, Gina Hockless, Kayla Jones, Kaitlin McAllister, Marlene Schwaighofer

2014: Leah Dark, Elena Esparza, Andrew Heeter, Kayla Jones, Stephanie Kneedler, Kaitlin McAllister, Jenna Satrang, Marlene Schwaighofer

2015: Laura Adrian, Gerardo Carrillo, Sarah Fernandez, Jacqueline Garcia-Joslin, Veronica Guzman, Christopher Liaw, TreAnna McBride, Katy O'Bannon, Kylie Pherigo, Kelsey Theis, Jennifer Townsend

2016: Diana Escamilla, Hailey House, Ileana Moreno, Irma Pedraza, Hilary Reeves, Elizabeth Ruiz, Carol Zeceña

Professional Service & Outreach

National Outreach:

Editorial Activities

Grant Panel

2017 Panel Reviewer, National Science Foundation

Associate Editorship

2020 – present Associate Editor, *Journal of School Psychology*

2019 – 2020 Guest Associate Editor, *Journal of School Psychology*

Editorial Board

2023 – present *Contemporary School Psychology*

2020 – present *School Psychology International*

2018 – 2024 *Journal of Latinx Psychology*

2017 – 2020 *Journal of School Psychology*

Ad-Hoc Reviewer

2021 – present *Journal of Educational & Psychological Consultation*

2018 *Journal of Latinx Psychology*

2018 *Journal of Latinos and Education*

2017 *Youth & Society*

2016 – 2018 *Journal of School Psychology*

2016 *Palgrave Macmillan*, Book Reviewer

2015 *Teachers College Record*

2014 – present *Contemporary School Psychology*

2014 *Palgrave Macmillan*, Book Proposal Reviewer

2013 – present *Urban Education*

Ad-Hoc Conference Proposal Reviewer

2016 – 2018 American Educational Research Association

2014 – present National Association of School Psychologists

National Leadership & Service

2023 – present Co-Chair, Bilingual Subcommittee, Trainers of School Psychology

2020 – 2021 Mentor, NLPA Mentoring Program

2020 – 2023 At-large Member, NASP Ethics and Professional Practices Board

- 2020 – present Member, Social Justice and Anti-racism Committee, Journal of School Psychology
 2020 – 2021 Co-Chair, Scientific Programming Committee, NLPA Convention
 2019 Member, NASP MA Accreditation Task Force
 2019 – 2022 Board Member, Nationally Certified School Psychologist Certification Board
 2018 Guest Reviewer, Nationally Certified School Psychologist Board Meeting
 2018 – 2021 Member, Committee on Ethnic Minority Affairs, APA Division 16
 2017 – 2019 Planning Committee Member, 2019 School Psychology Research Collaboration Conference, Society for the Study of School Psychology (SSSP)
 2015 – 2017 Co-chair, Bilingual School Psychology Interest Group, National Association of School Psychologists
 2014 – present Portfolio Reviewer, Nationally Certified School Psychologist
 2014 – 2018 Mentor, National Association of School Psychologists Convention

Media

- 2021 *Podcast Episode Guest: Culturally Affirming Assessment of English Language Learners*. Dear School Psych Sistah. <https://podcasts.apple.com/us/podcast/e5-culturally-affirming-assessment-of-english/id1552667020?i=1000513677983>
 2018 *Manuscript rejected: Moving onward and upward*, SSSP Early Career Forum, January 2018
<https://www.sssp-research.org/manuscript-rejected-moving-onward-and-upward/>

External Reviewer for Promotion/Tenure

- 2024, Chapman University
 2024, Loyola University
 2023, University of California, Santa Barbara
 2021, University of Massachusetts Boston

University Committees/Service:

University of Arizona

- 2023 Reviewer, Graduate Mentoring and Teaching Awards
 2023 Mentor, Institute of Education Sciences (R305B210019) AWARDSS Program
 2020 – 2022 Faculty Advisor, Healthy and Active Minds (HAMs)
 2019 – 2020 Co-chair, Professors of Color- Faculty Support Committee
 2019 – 2020 Hispanic Serving Institution (HSI) Fellow
 2019 Reviewer, University Fellows Award Review Committee
 2018 – 2020 Faculty Fellow, The Thrive Center (*Program paused in 2020 due to funding constraints*)
 2018 – 2021 Member, Professors of Color
 2018 – 2019 Faculty Advisor, Liberating Undocumented Voices (LUV) Student Group
 2016 – present Member, Women of Color Faculty (formerly Minority Women Faculty)

Texas State University

- 2015 – 2016 Member, Hispanic Retention Committee
 2014 – 2016 Member, Equity & Access Committee
 2014 – 2016 Member, Hispanic Policy Network

College Committees/Service:

University of Arizona

- 2021 – 2022 Member, Dean Search Advisory Committee
 2021 Member, Third-Year Review Committee
 2019 – 2021 Chair, Academic Programs Committee (APC)
 2018 Faculty Fellow, Education Policy Center

- 2018 – 2019 Strategic Planning Subcommittee Member (Improving/Increasing Access)
 2018 – 2019 Steering Committee Member, Education Policy Center
 2017 – 2019 Member, College of Education Faculty and Staff Awards Committee
 2017 – 2018 Member, College of Education College Council Diversity Committee

Departmental/Program Committees:

University of Arizona

- 2024 Member, Departmental Promotion and Tenure Committee
 2023 Member, Faculty Search Committee, Assistant Professor of Practice in School Psychology- Chandler [*search closed due to hiring freeze*]
 2023 – present Faculty Chair, School Psychology Program
 2023 – present Ph.D. Program Director, School Psychology Program
 2023 – present Member, Annual Review Committee, Department of Disability & Psychoeducational Studies
 2021 – 2022 Chair, Faculty Search Committee, Open rank Position in School Psychology
 2021 – 2022 Acting Director of Clinical Training, School Psychology Program
 2021 – 2022 Acting Faculty Chair, School Psychology Program
 2021 – 2022 Acting Ph.D. Program Director, School Psychology Program
 2021 Member, Faculty Search Committee, Assistant Professor of Practice in School Psychology- Chandler
 2021 Member, Faculty Search Committee, Visiting Assistant Professor of Practice in School Psychology
 2019 – 2020 Member, Faculty Search Committee, Open rank position in School Counseling, Department of Disability & Psychoeducational Studies
 2019 – 2020 Member, Faculty Search Committee, Open rank position in Learning Sciences, Department of Educational Psychology
 2018 – 2019 Member, Faculty Search Committee, Open rank position in Special Education, Department of Disability & Psychoeducational Studies
 2018 Member, DPS Diversity Statement Workgroup Committee
 2017 Member, Faculty Search Committee, Associate/Full Professor Position, Department of Teaching, Learning, & Sociocultural Studies
 2016 – present Advisor, School Psychology Program
 2016 – present Member, School Psychology Admissions Committee
 2016 – present Member, Ed.S. Qualifying Exams Committee

Texas State University

- 2016 Member, Faculty Search Committee, Assistant Professor Tenure-track position
 2016 Member, Faculty Search Committee, Lecturer position
 2016 Exhibitor, Statewide Evaluation Personnel Conference
 2015 – 2016 Member, Faculty Search Committee, Clinical Assistant Professor position
 2014 Assessor, Ph.D. in Education- School Improvement Assessment Center
 2013 – 2016 Advisor, School Psychology Program
 2013 – 2016 Member, School Psychology Admissions Committee
 2013 – 2016 Member, School Psychology Oral Exam Committee

Professional Memberships:

- 2019 – 2021 Member, American Psychological Association
 2017 – 2021 Member, Arizona Psychological Association
 2017 – present Member, Arizona Association of School Psychologists

2017 – 2020 Member, National Latinx Psychological Association
2017 – 2021 Affiliate Member, APA Divisions 16, 45
2016 – present Member, Southern Arizona Psychological Association
2014 – present Member, American Educational Research Association
2013 – 2016 Member, Texas Association of School Psychologists
2006 – present Member, National Association of School Psychologists

Local/State Outreach:

2018, 2019, 2020 Interview Committee Member, Immigrant Student Resource Center
2019 Member, African American Advisory Council, Arizona Department of Education
2018 Reviewer, Immigrant Scholarship Hustle, ScholarshipsA-Z (February & October)
2017 Volunteer, Deferred Action for Childhood Referrals (DACA) Renewal Clinic,
ScholarshipsA-Z
Co-Facilitator, 2017 Arizona Educators Conference, Immigrant Student Resource
Center
2016 – 17 Volunteer, Keep Tucson Together
2014 Coach, Girls on the Run Austin, Rodriguez Elementary