

JESSICA TREJOS
Email: jtcanela@ucsd.edu

EDUCATION

University of California, San Diego; La Jolla, CA

PhD candidate in Education Studies, September 2017 to present

Concentration: Transforming Education for a Diverse Society

Specialization: Critical Gender Studies

Advisor: Amanda L. Datnow, PhD

Research interests include: adolescent development, trauma and resilience, Latinx issues

Columbia University School of Social Work; New York, NY

Master of Science in Social Work, May 2013

Concentration: Advanced Generalist Practice and Programming

Specialization: Family, Youth, and Children's Services

Minor: International Social Welfare and Services to Immigrants and Refugees

Pace University School of Education; New York, NY

Master of Science in Teaching, May 2008

Concentration: Adolescent Education

Specialization: Foreign Language Arts

Minor: Spanish

Providence College; Providence, RI

Bachelor of Arts, May 2006

Majors: Social Sciences and Spanish

RESEARCH EXPERIENCE

Graduate Research Assistant, *University of California, San Diego;* La Jolla, CA

June 2021 – September 2021

- Assisted the Principal Investigators of the CSforEL intervention, led by a team of computer science and English language development experts, to examine whether and how a professional development initiative focused on fostering access and opportunity in computer science courses for English learners leads to positive changes in enrollment and outcomes.
- Developed teacher interview protocols, conducted individual interviews, transcribed and coded interviews using qualitative data analysis software (MAXQDA).
- Developed teacher observation protocols, collected and analyzed observational data, and prepared field notes.

Graduate Research Assistant, *University of California, San Diego;* La Jolla, CA

August 2020 – September 2020

- Maintained an up-to-date repository of academic journals on Social Emotional Learning and well-being with the aim of co-authoring a literature review.
- Project management with partners at schools and non-profits.
- Planned research engagement sessions for educator participants.

Graduate Research Assistant, University of California, San Diego; La Jolla, CA

July 2018 – September 2019

- Performed a variety of project management, data collection, and analytical research related tasks to support the goals and intent of New Vistas Project, an interdisciplinary partnership between education researchers, neuroscience researchers, cognitive psychology researchers, and educators in Vista Unified School District to gather real-time information about children's developing minds and brains, in order to address mismatches between educational practices and learning science.
- Assisted the Principal Investigators in coordinating the collection and analysis of quantitative and qualitative data with participating school sites, teachers, students, and families; including coding data, writing field notes, conducting individual child assessments, classroom observations, and conducting home visits for parent interviews at parent-child observations.
- Met with study participants and other partner school and school district stakeholders; attended meetings that are part of the research-practitioner partnership (e.g. Parent Information Nights, Teacher Researcher Collaborative and Teacher Think Tank meetings); attended research team meetings, took notes at all meetings attended.

Graduate Research Assistant, University of California, San Diego; La Jolla, CA

July 2017 – July 2018

- Evaluated data from the Improving Odds study about Mexican-heritage mothers' experiences with intervention systems for their children diagnosed with Autism Spectrum Disorder; collected through a mixed-methods investigation that utilized focus groups, interviews, surveys, and text message-based questionnaires.
- Conducted data analysis with appropriate software (Dedoose); coded qualitative data and write thematic memos; cleaned survey data, conducted descriptive and inferential analyses of data.
- Presented research results at an international education conference.

PUBLICATIONS

Cohen, S. R., Miguel, J., Trejos, J. (2022). ASD Diagnosis and Treatment Among Mexican Heritage Families. *Journal of Autism and Developmental Disorders*.
<https://doi.org/10.1007/s10803-022-05512-3>

Datnow, A., Yoshisato, M., Macdonald, B., Trejos, J., Kennedy, B.C. (2023). Bridging Educational Change and Social Justice: A Call to the Field. *Educational Researcher*.
<https://doi.org/10.3102/0013189X221138837>

Lin, N., Parra, H., Dowling, S., Cohen, S. R., Datnow, A., Doyle, M., Jernigan, T., Molgaard, M., Orem, M., Shiroya, S., Trejos, J., Wishard Guerra, A. G., Iversen, J., Brown, T. T. (Submitted for Initial Review). Early Childhood Vocal Pitch Matching: Associations with Developing Cognitive and Academic Skills and Socioeconomic Status.

Trejos, J. (In Preparation). Migration-Related Trauma, Adolescent Development, and Educational Outcomes of Central Americans: A Review of the Literature

UNIVERSITY TEACHING EXPERIENCE

Adjunct Professor, University of California, San Diego; La Jolla, CA

Summer 2022

- EDS 115 — Cognitive Development and Education

Instructional Assistant, *University of California, San Diego*; La Jolla, CA
Spring 2020 and Spring 2021

- DOC 3 — Imagination + Action

Winter 2020 and Winter 2021

- DOC 2 — Arguing Justice

Fall 2019 and Fall 2020

- DOC 1 — Reading Diversity

Fall 2017

- EDS 50 — CASP Freshman Intro Course
- EDS 150 – CASP Transfer Intro Course

Adjunct Professor, *Graduate School of Social Service, Fordham University*; New York, NY
Spring 2019

- SWGS 6320 — Social Work Practice With Organizations and Communities
- SWGS 6903 — Continuing Generalist Field Seminar

Fall 2018

- SWGS 6903 — Generalist Field Seminar

Teaching Assistant, *University of California, San Diego*; La Jolla, CA
Fall 2023

- CGS 2A — Introduction to Critical Gender Studies

Winter 2018, Spring 2018, Winter 2019, Spring 2020, and Summer 2021

- EDS/SOC 126 — The Social Organization of Education

Reader/Grader, *University of California, San Diego*; La Jolla, CA
Fall 2020

- CGS 120/ANSC 180 — Capitalism & Gender

Summer 2020

- EDS 125 — History, Politics, and Theory of Bilingual Education

Fall 2019 and Winter 2020

- EDS 115 — Cognitive Development & Education

Fall 2018 and Spring 2019

- EDS 118 — Adolescent Development & Education

Winter 2018

- EDS 113 — Chicanas/os & Latinas/os in Education

Guest Lecturer, *School of Human Ecology, University of Wisconsin-Madison*; Madison, WI
July 2015, April 2016, April 2017, and June 2017

- HDFS 474 — Racial Ethnic Families in the United States

Guest Lecturer, *School of Social Work, University of Wisconsin-Madison*; Madison, WI
February 2016 and February 2017

- SOC WORK 462 — Social Work Practice in Public and Private Child Welfare
- SOC WORK 442 — Social Work Practice in Community Agencies

November 2014

- SOC WORK 452 — Social Work Practice in Disabilities & Advocacy in Multicultural Settings

Guest Lecturer, School of Medicine and Public Health, University of Wisconsin-Madison

November 2014

- PHS 795 — M1 Integrative Case: Poverty and Health

Guest Lecturer, School of Education, University of Wisconsin-Madison; Madison, WI

October 2014

- C&I 975 — Literacy as a Civil Right

PRESENTATIONS

Trejos, J. (2022). Whose Trauma Is It Anyway? Working with Central American Immigrant Youth & Families. Presented at the Latino Social Workers Organization La Familia Conference, Seattle, WA.

Datnow, A., Yoshisato, M., Macdonald, B., Trejos, J., Kennedy, B. C. (2021). Bridging Educational Change and Social Justice: A Call to the Field. Presented at the American Educational Research Association Annual Meeting, Orlando, FL (Virtual Conference).

Lin, N., Dowling, S., Cohen, S. R., Datnow, A., Doyle, M., Iversen, J., Jernigan, T., Molgaard, M., Orem, M., Trejos, J., Wishard-Guerra, A., Brown, T. T. (2020). Early Childhood Cognitive and Academic Performance: Associations with Developing Singing Abilities and Socioeconomic Status. Presented at the Annual Flux Congress, Santa Rosa, CA (Virtual Conference).

Hemans, P. B. & Trejos, J. (2020). Working in Community Coalitions Towards the Creation of Culturally-Relevant Trauma-Informed Schools: Recommendations for State Policy. American Educational Research Association Annual Meeting, San Francisco, CA (Conference Canceled).

Trejos, J. (2020). Undocumented Student Resource Centers in High School: Collaborating with California Public Schools and Public Colleges/Universities. American Educational Research Association Annual Meeting, San Francisco, CA (Conference Canceled).

Trejos, J. & Hemans, P. B. (2019). Toward Culturally-Relevant Trauma-Informed Schools: A Closer Look at California Assembly Bill 2691. Presented at the American Educational Research Association Annual Meeting, Toronto, ON.

Trejos, J., Miguel, J., & Cohen, S. (2019). ASD Diagnosis to Intervention: The Process for Immigrant, Mexican-Heritage Mothers. Presented at the American Educational Research Association Annual Meeting, Toronto, ON.

Miguel, J., Trejos, J., & Cohen, S. (2019). Understanding the ASD Referral Process of First Generation Immigrant Mothers who Rear Children with ASD. Presented at the Gatlinburg Conference on Research and Theory in Intellectual and Developmental Disabilities Annual Meeting, San Antonio, TX.

Trejos, J., Pulles, S., Nguyen, T., & Meza, D. (2017). Keys to Success and Survival in Graduate School. Presented at the Southern California Annual Forum for Diversity in Graduate Education, California State University, Channel Islands.

Trejos, J. (2017). Your Next Move: Building Yourself Through Graduate School. Presented at the PEOPLE College Scholars Annual Leadership Conference, Delavan, WI.

Trejos, J. (2016). Mental Health Training for Resident Mentors. Presented at the 2017 PEOPLE Pre-College Resident Mentor Training, Madison, WI.

- Trejos, J. (2016). Racial and Ethnic Disparities in Access and Achievement for Dane County, WI. Keynote Address at the Chi Upsilon Sigma Annual Charity Ball, Madison, WI.
- Trejos, J. (2012). Neighborhood Report: Changing Demographics from 1990 to the Present. Presented at the Mercy Center Board of Directors End-of-Year Meeting, Bronx, NY

OTHER PROFESSIONAL EXPERIENCE

Community Coordinator, Claremont International High School; Bronx, NY

June 2021 – September 2023

- Worked directly with students and families living in unstable housing, to ensure they have access to essential services and supports so that student access to education could continue without interruption or diminishment.
- Served as a liaison for families and students with shelter-based staff, school administrators, social workers and guidance counselors, attendance teachers, and other support personnel to facilitate referral to needed supports (e.g., access to public benefits, attendance improvement and academic achievement, mental health supports).
- Collected, organized, and synthesized information on assets and needs of the school and its students protected by the McKinney-Vento Act to coordinate tailored, data-driven, culturally relevant, trauma-informed strategies and supports.
- Monitored and facilitated services provided in shelters and schools, ensuring consistent adherence to NYC Department of Education (DOE) policies and federal laws and regulations regarding Students in Temporary Housing.
- Supported the school in its efforts to increase and maintain ongoing communication between the students, families, staff, and community partners as well as other community resources including but not limited to: medical and mental health, employment and training programs, food pantries, public assistance and other entitlement benefits, parenting support, legal assistance, violence interventions, and educational institutions.
- Assisted students and staff in building relationships with external partners involved with providing services to support the school's educational and social-emotional programs.

Pre-College Advisor, University of Wisconsin; Madison, WI

December 2015 – June 2017

- Coordinated educational enrichment programs, activities, and components of pre-college programs aimed at increasing enrollment and graduation rates of students from underrepresented backgrounds.
- Provided guidance and support on academic, social, cultural, behavioral and other areas that positively and negatively impacted the success of student participants.
- Maintained regular and ongoing communication with students, parents, teachers and other school staff as needed to ensure the educational plans of each participant; resolved any site, staff and student issues and concerns; and ensured the delivery of quality service to all participants and partners.
- Solicited, recruited and interviewed highly qualified instructional staff, teaching assistants, and tutors.
- Developed manuals and presented workshops for summer residential staff on mental health protocols.

Program Director, Centro Hispano of Dane County; Madison, WI

September 2013 – November 2015

- Achieved promotional advancement from earlier position as Program Coordinator.
- Planned and developed curriculum for the New Routes Adolescents programs; recruited participants.
- Selected, trained, and supervised a team of social work interns to assist with the New Routes Adolescents programs.
- Provided bilingual case management services and casework counseling for the families of participants.
- Conducted outreach to Dane County high schools to support at-risk Latino youth, as well as located and collaborated with community organizations dedicated to improving the quality of life for underserved youth and families.
- Ensured that all service and outcome reports are completed accurately and on time while monitoring program progress to ensure goals and objectives are being met.
- Prepared and submitted grant proposals to secure funding and sustain programs.

Program Assistant, Mercy Center; Bronx, NY

September 2012 – August 2013

- Educated, advocated, and promoted immigrant rights among agency participants.
- Met with individuals/families and referred participants to outside organizations, including entitlement benefits agencies as necessary.
- Planned and developed a curriculum for a support group for pre-teen girls, co-facilitated the group.
- Co-facilitated bilingual workshops and created informative materials for distribution at the workshops
- Conducted research on the neighborhood, and prepared a presentation and a report based on the findings to present to the Board of Directors for program planning purposes.

Case Planner, Harlem-Dowling Westside Center; Jamaica, NY

September 2011 – May 2012

- Provided bilingual case management services, casework counseling and conferencing.
- Administered and evaluated safety and risk assessments, service plan developments, and health and educational monitoring to children who are at risk of disruption (foster care placement).
- Addressed short-term crisis interventions.
- Located and collaborated with community organizations dedicated to preserving the integrity of families and keeping children safe and at home in the community.

Teacher, Eugenio Maria de Hostos I.S. 318; Brooklyn, NY

August 2006 – August 2011

- Taught Spanish Foreign language Arts to nearly 300 seventh and eighth graders each year.
- Analyzed student learning difficulties and recommended action.
- Created assignments that developed critical thinking and practice, and created exams that evaluated knowledge and skill mastery.
- Incorporated at-risk population and cultural diversity materials into the course.

SERVICE

Mentor, The Preuss School UC San Diego

August 2019 – June 2021

Committee Member and Volunteer, *MANA de San Diego*
July 2017 – June 2021

Volunteer, *Otay Mesa Detention Resistance*
November 2018 – June 2021

LANGUAGES

Professional working proficiency in Spanish, written and spoken.