

# Gustavo Loera

Phone: (213) 447-5591 • E-mail: [gustavoloera@gmail.com](mailto:gustavoloera@gmail.com) • Professional Website: [motivationomics.com](http://motivationomics.com)

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## PROFESSIONAL SUMMARY

For more than two decades, I've been an educator and researcher using qualitative and quantitative research methods. My area of expertise centers on working side-by-side organizations—school districts, colleges and universities, government agencies, counties, community-based organizations, and historically underserved communities—to advance equity and address the social, economic, and environmental determinants of health. As a leader, I've designed and implemented community-driven strategies and solutions to ensure that every individual fully participates in community life. The business-as-usual ways of doing things is no longer effective nor equitable to a changing and diverse world. In my work, I recognize the daily challenges facing communities and seek innovative ways to advance inclusivity, opportunity, equity, and a society free of discrimination. Principles of community engagement grounded in trustworthiness are essential to serving communities in a culturally, linguistically, and contextually appropriate way. I have exceptional written and communication skills in English and Spanish.

## WORK EXPERIENCE

- Mar 2023 – Present      Creator and Founder  
Motivationomics, LLC
- Provide technical assistance to educators with program and curriculum development in mental health.
  - Provide technical assistance and training to teachers on improving school achievement for high school students.
  - Offer guidance to schools interested in designing and implementing a human services academy model.
  - Authors reports and publications on issues of equity and access, policy and practice implications, and alignment of programs with needs of populations.
- Sep 2022 – Mar 2023      Senior Technical Assistance Consultant  
American Institutes for Research
- Provided technical assistance and group facilitation to small cohort of Spanish-speaking teachers from Mexico and Central America from a Spanish immersion elementary school program.
  - Recruit local education agencies to advance student success, and training on implementing early warning and on-track systems.
  - Examined and prepared recommendations on how to improve data collection instruments for purposes of evaluating the effectiveness of career and technical education programs.
- Jul 2014 – Sep 2022      Independent Education and Research/Evaluation Consultant  
UC Davis, Center for Reducing Health Disparities  
California Department of Education – California HOSA
- Served as a contract-based consultant on state-level research and program development for prevention and early intervention initiatives.
  - Led multi-year research/evaluation projects consisting of large sets of qualitative and quantitative data to reduce disparities in education, health, and mental health.
  - Provided technical assistance to community-based organizations implementing community-defined evidence-based practices.
  - Planned and authored reports and publications on issues of equity in serving underserved populations in California.

- Provided coaching/mentoring to educators and schools on developing and evaluating career pathways.
- Jul 2009 – Jul 2014      Director of Educational Research and Development  
Mental Health America of Los Angeles
- Developed and directed the evaluation of state-funded school capacity-building programs.
  - Trained mental health providers from five California counties on Latino mental health disparities and prevention and early intervention subjects.
  - Delivered mental/behavioral health psychosocial rehabilitation and recovery curriculum alignment training to educators and administrators statewide.
  - Provided K-12 leadership and program development support for California health science and medical technology funded projects.
- Jul 2004 – Jul 2009      Director of Research, Design & Evaluation, Workforce Development  
Mental Health America of Los Angeles
- Developed and evaluated an 18-Unit Mental Health Worker Certificated Program for community college students.
  - Designed and implemented recruitment plan for mental health agencies to partner with high schools and provide students with work-placed learning opportunities.
  - Provided professional staff development to secondary and postsecondary faculty on aligning mental health and academic curriculum.
- Aug 2001 – Jun 2008      Certified ROP/CTE Instructor, Narbonne High School & Huntington Park High School  
Los Angeles Unified School District
- Designed and taught an introduction to human service course.
  - Recruited community-based organizations to support student work-based learning.
  - Trained and prepared 11<sup>th</sup> & 12 grade students in understanding and implementing psychosocial rehabilitation and Recovery concepts and skills in real-world settings.
  - Built a consortium of two high schools and community-based organizations and Los Angeles County Human Services agencies to support a high school to work pipeline.
- Jul 1997 – Jul 2004      Director and Trainer, Human Services Academy  
Mental Health America of Los Angeles
- Founded and managed the day-to-day activities of the Human Services Academy Model at two comprehensive high schools.
  - Designed and implemented mental health workforce development components for students to gain real-life experiential/work-based learning.
  - Developed curriculum for secondary and postsecondary institutions using evidence-based mental health recovery perspectives.
  - Trained over 400 high school youth as emerging mental/behavioral health paraprofessionals and certified mental health workers.
- Aug 1995 – Jul 1997      Assistant Director/Interim Project Director  
California Opportunity & Access Program/National Early Intervention Scholarship Program
- Started the National Early Intervention Scholarship & Partnership (NEISP) program at nine elementary schools in school districts serving underserved populations.
  - Organized and implemented early college outreach programs for historically underserved children and families.
  - Worked with schools and teams of teachers to identify struggling students and provide interventions that were appropriate and adequate for the students and families.

## EDUCATION

- 2003 – 2006 EdD Educational Psychology, University of Southern California, Los Angeles, California  
1995 – 1998 MA Clinical Psychology, California State University, Dominguez Hills, Carson, California  
1992 – 1995 BA Psychology & Mexican American Studies, California State University, Dominguez Hills, Carson, California.  
1989 – 1992 AA Psychology, Cerritos College, Norwalk, California

## SELECTED PUBLICATIONS

- Beck C., **Loera G.**, Nakamoto, J., and Parsons, J. (2022). A qualitative study: Examining students' involvement in career and technical student organizations and promoting mental wellness. *Journal of Research in Technical Careers*, 6(1), 47-64.
- Quirk M., Swami S., **Loera G.**, & Garcia S. (2020). Latinx Adolescents' Reading Motivation Profiles and Association with Higher Education Aspirations. *Journal Literacy Research and Instruction*, 59(3), 218-239.
- Aguilar-Gaxiola, S., **Loera, G.**, Vigo, D., Scott, K., & Talamantes, E. (2017). The burden of comorbidity: Depressive and physical disorders. In Cohen, N. (Ed.), *Public Health Perspectives on Depressive Disorders*. Baltimore: John Hopkins University Press.
- Loera G.** (2016). Improving the connection between healthcare employers and schools to increase work-based learning opportunities for urban high school students. *Journal of Urban Learning, Teaching and Research*, 12, 15-23.
- Loera, G.**, Nakamoto, J., Boal, A.L., Wendt, S.J., Beck, C., & Cherry, C. (2015). Growth in career academy students' experience, knowledge, and self-confidence related to health care careers. *Career Technical Education Research*, 41(1), 13-31.
- Loera, G.**, Rueda, R., & Joo Oh, Y. (2015). Learning and Motivational Characteristics of Urban Latino High School Youth. *Journal of Urban Education*, 53(7), 875-898.
- Loera, G.**, Rueda, R., & Joo Oh, Y. (2013). Factors that promote motivation and academic engagement in a career technical education context. *Journal of Career Technical Education Research*, 38(3), 173-190.

## SELECTED PEER-REVIEWED CONFERENCE PRESENTATION

- 2022 Early identification, prevention, and intervention: A youth-led and school-based approach for mental wellness. American Educational Research Association. San Diego, CA.
- 2021 A career and technical student organization model: Advancing prevention and early identification, and early intervention. Association for Career and Technical Education Research. Virtual.
- 2016 Latino youths transitioning out of foster care: An examination of risk factors associated with barriers to mental health care. American Public Health Association Meeting & Expo. Denver, CO.
- 2015 Changing the course of a mental health disorder: School-based solutions for immigrant Latino students' mental health care disparities. Ninth World Congress on the Promotion of Mental Health and the Prevention of Mental and Behavioral Disorders Conference. Columbia, SC.
- 2013 Health science capacity building: Students' experience and confidence from the classroom to healthcare careers. Social Psychology of the Classroom International Conference, the University of Auckland, New Zealand.
- 2012 Educator networking: Collegial support and collective efficacy among health science educators. American Educational Research Association Meeting, Vancouver, British Columbia, Canada.

## SELECTED RESEARCH AND TECHNICAL ASSISTANCE GRANTS & CONTRACTS

- 2022 – 2024 California Department of Education Contracts  
2022 – 2023 East Bay Community Foundation Grant  
2020 – 2022 Kaiser Foundation Hospitals Grant  
2016 – 2022 University of California Davis, Center for Reducing Health Disparities Contracts  
2008 – 2011 California Department of Education Grants  
2007 – 2009 The California Endowment Grants