

Curriculum Vitae

Gregory Paul Hickman, Ph.D.
Faculty Member
Walden University

September, 2011

BUSINESS ADDRESS

Walden University
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EDUCATION

Ph.D. College of Education & Human Ecology, Department of Human Development & Family Science, Cognate: Education and Child/Adolescent Behavior, The Ohio State University, June 2000.

M.S. College of Education & Human Ecology, Department of Human Development & Family Science, The Ohio State University, March 1998.

B.A. Psychology, Department of Psychology, The Ohio State University, June 1996.

EMPLOYMENT HISTORY

Walden University
650 W. Exeter St.
Baltimore, MD 21202
September 2010 – Present

Primary responsibilities include teaching online Ph.D courses such as Research Methods, Research and Program Evaluation, Quantitative Research Methods, Advanced Quantitative Research Methods, Qualitative Research Methods, Mixed Methods Research, Human Development, Marriage and Family Counseling, and Organizational Leadership and Management, Other primary responsibilities include mentoring students in their doctoral dissertation processes and instructing and advising at residencies.

Clinical Associate Professor: Arizona State University
College of Teacher Education & Leadership
P.O. Box 37100
Glendale, Arizona 85069
July 2006 – December, 2010

Primary responsibilities include teaching the Introduction to Child and Adolescent Development course to undergraduate Education majors and the Educational Research & Evaluation Methods course to graduate students in College of Teacher Education & Leadership (CTEL), and serve as Director of The Rodel Community Scholars Program. Additional duties include course coordinator for the Child and Adolescent Development course across all four ASU campuses, co-chair for Grade Policy/Grade Inflation Review Committee within CTET,

and the development of student research studies for publications and presentations, as well as community partnerships.

Director, The Rodel Community Scholars: Arizona State University
College of Teacher Education & Leadership
P.O. Box 37100
Glendale, Arizona 85069
April 2005 – December, 2010

Created an interdisciplinary collegiate program in which students collaborated to address and provide solutions to educational concerns with Arizona high schools. Responsibilities included overseeing budget and daily operations of 30 college students and collaborative efforts with administrators, teachers, guidance counselors, and other educational leaders of high schools from various Arizona communities. Additional duties included, but not limited to supervising the research conducted by The Rodel Community Scholars, overseeing and managing the program budget, securing financial partnerships, program expansion, and collaborating with various outside agencies regarding educational and psychological research. <http://rodel.asu.edu>

Director, Arizona Dropout Initiative: Center for the Future of Arizona
541 E. Van Buren
Suite B-5
Phoenix, Arizona 85004
January 2004 – March 2005

Responsible for building research, consensus and statewide collaboration in order to reduce the dropout rate and increase the graduation rate for the State of Arizona. Additional duties included statistical and program design consulting, creation of state and national data bases to further advance educational evidence-based research, longitudinal research of high school dropouts, and organizing a regional high school dropout prevention conference co-sponsored by the National Dropout Prevention Center and the Arizona Department of Education.

Assistant Professor: The Pennsylvania State University - Fayette
Department of Human Development and Family Studies
Box 519, Route 119
Uniontown, Pennsylvania 85016
August 2002 – January 2004

Primary responsibilities included teaching courses in Research Methods, Life-Span Development, Child Development, Adolescent Development, and Developmental Psychopathology. Additional duties included development of student research studies for publications and presentations, as well as active collaborative community affairs.

Assistant Professor: Grand Canyon University
Department of Psychology
3300 W. Camelback Road
Phoenix, AZ 85017
January 2000 - August 2002

Primary responsibilities included teaching Introductory Statistics, Experimental Psychology, Life-Span Development, Child Development, Adolescent Development, Psychology of Juvenile Delinquency, Developmental Psychopathology, and Introduction to Psychology undergraduate courses. Additional duties included development of student research studies for publications and presentations, as well as active collaborative community affairs.

Adjunct Faculty: Glendale Community College
Department of Psychology
6000 W. Olive Ave.
Glendale, AZ 85302
August 2000 - March 2002

Primary responsibilities included teaching Research Methodology, Developmental Psychology, and General Psychology courses.

Adjunct Faculty: Midwestern University
19555 N. 59th Avenue
Glendale, AZ 85308
December 2000 - August 2002

Primary responsibilities included teaching Research Methods and Statistics to graduate students. In addition, served as a chair on multiple thesis committees.

AWARDS AND FELLOWSHIPS

John W. Teets Professor of the Year Finalist - 2006
W.P. Carey School of Business
Arizona State University

Who's Who Among America's Teachers - 2002
Department of Human Development Family Studies
The Pennsylvania State University – Fayette

Best Poster Presentations - 2002
Annual Council on Family Relations National Conference. *The Influence of humor and family on the initial adjustment of male and female college freshmen* and *The differential influence of extreme religiosity on the academic achievement and adjustment of college students*, Houston, TX.
Department of Human Development Family Studies
The Pennsylvania State University – Fayette

PUBLICATIONS

Published Journal Articles

Hickman, G. P. & Heinrich, R. (2011). *Do Children Drop Out of School in Kindergarten?* Rowman & Littlefield. Lanham, MD.

Hickman, G. P. & Wright***, D. (2011), Academic and school behavioral variables as predictors of high school graduation among at-risk adolescents enrolled in a youth-based mentoring program. *Journal of At-Risk Issues*, 16(1), 27-33.

Hickman, G. P., Bartholomew, M.*, & Mathwig, J.* (2008). Differential developmental pathways of high school dropouts and graduates. *The Journal of Educational Research*, 102(1), 3-14.

- Hickman, G. P. (2008). Differential developmental pathways of high school dropouts and graduates. *Audio Education Journal, Updates March 08*.
- Hickman, G. P., & Garvey, I.* (2006). Academic and school behavior variables as predictors of program completion among at-risk inner-city children and youth in a youth-based mentoring program. *Journal of At-Risk Issues, 12(1), 1-9*.
- Hickman, G. P., & Crossland, G. L.*(2005). The predictive nature of humor, authoritative parenting style, and academic achievement on the initial personal-emotional, social, academic, and commitment to college adjustments among male and female college freshmen. *Journal of College Student Retention, 6(2), 219-239*.
- Hickman, G. P. (2003). The effects of extreme religiosity on academic achievement and indices of college adjustment among college students enrolled at a southwestern Evangelical Christian university. *Family Focus, 56, 12-13*.
- Hickman, G. P., & Burgoyne, J.*, & Cole, J.*(2003). The relationship between humorous coping skills and the initial personal-emotional adjustment of college freshmen in a small southwestern evangelical Christian university. *Journal of Psychology and Behavioral Sciences, 17, 1-8*.
- Hickman, G. P., & Andrews, D. W. (2003). Influence of humor and family on the initial adjustment of male and female college freshmen. *Journal of The First-Year Experience and Students in Transition, 15(2), 61-82*.
- Hickman, G. P., & Starr, M. K.* (2001). The influence of family on the development of humorous coping skills of college freshmen. *National Council of Family Relations Report, 46(2), 12-13*.
- Hickman, G. P., Toews, M. L.**, & Andrews, D. W. (2001). The differential influence of authoritative parenting on the initial adjustment of male and female traditional college freshmen. *Journal of The First-Year Experience and Students in Transition, 13(1), 23-48*.
- Hickman, G. P., Bartholomae, S.**, & McKenry, P. (2000). Influence of parenting styles on the adjustment and academic achievement of traditional college freshmen. *Journal of College Student Development, 41(1), 1-15*.
- Andrews, D. W., & Hickman, G. P. (1998). Family involvement in juvenile diversion and the prevention of problem behaviors. *Family Science Review, 11(3), 259-276*.

*Published with undergraduate students

**Published with graduate students

***Published with Walden students

Manuscripts Under Review

PRESENTATIONS

Referred and Invited Papers Presented at National Meetings

- Hickman, G.P. & Rahl, D. (2011). *Achieving a college education: A study of ACE programs designed to improve high school retention/graduation rates and college enrollment rates for at-risk high school students*. Presented to the Association for Institutional Research. Toronto, CN.
- Hickman, G. P. (2009). *The high school dropout phenomena: What do we really know?* Presented to the National Virtual Reality High School Student Retention Seminar. Orlando, FL (Invited).
- Hickman, G. P., Bartholomew, M.*, & Mathwig, J.* (2007). *Differential developmental trajectory of high school graduates and dropouts*. Presented to The Arizona Department of Education National Dropout Prevention Conference, Phoenix, AZ (Invited).
- Hickman, G. P., Owin, B., Hilby, A.*, and Parker, B.** (2004). *Understanding and reducing the "status unknown" problem in high school dropout rates*. Presented at the annual meeting of the National Dropout Prevention Center, Orlando, FL.
- Hickman, G. P. (2004). *Analyses of academic achievement and school behavior problems as indices of program effectiveness among at-risk children and youth enrolled in a school-based mentoring program*. Presented at the annual meeting of the National Dropout Prevention Center, Orlando, FL.
- Hickman, G. P., (2004). *Predictors of program completion among at-risk youth in a large Cincinnati youth-based mentoring program*. Presented at the annual meeting of the National Dropout Prevention Center, Orlando, FL.
- Hickman, G. P., & (2004). *Arizona dropout prevention coverage: Statewide dropout prevention initiative*. Presented at the annual meeting of the National Dropout Prevention Center, Orlando, FL.
- Hickman, G. P., & Crossland, G. L.* (2003). *The predictive nature of humor, authoritative parenting style, and academic achievement on the initial personal-emotional, social, academic, and commitment to college adjustments among male and female college freshmen*. Poster session presented at the annual meeting of the National Council on Family Relations, Vancouver, Canada.
- Hickman, G. P., Gilbert, C.**, & Moreau, T. (2003). *The predictive nature of taking a family history as effective management of childhood obesity among pediatricians*. Poster session presented at the annual meeting of the National Council on Family Relations, Vancouver, Canada.
- Hickman, G. P. (2002). *The differential influence of extreme religiosity on the academic achievement and adjustment of college students*. Poster session presented at the annual meeting of the National Council on Family Relations, Houston, TX.
- Hickman, G. P., & Starr, M.* (2002). *Influence of humor and family on the initial adjustment of male and female college freshmen*. Poster session presented at the annual meeting of the National Council on Family Relations, Houston, TX.

Hickman, G. P., Meyer, K.*, & Andrews, D.W. (1999). *Family process variables and humor development: A coping mechanism for first quarter freshmen*. Poster session presented at the annual meeting of the National Council on Family Relations, Los Angeles, CA.

Hickman, G. P., Toews, M.L.** , & Andrews, D.W. (1999). *Authoritative parenting: Predictors of initial academic achievement and overall adjustment of male and female traditional college freshmen*. Poster session presented at the annual meeting of the National Council on Family Relations, Los Angeles, CA.

Hickman, G. P., & Bartholomae, S.** (1998). *Influences of parenting styles and characteristics on adjustment and academic achievement on college freshmen*. Poster session presented at the annual meeting of the National Council of Family Relations, Milwaukee, WI.

Papers Presented at Regional, State, or Local Meetings

Hickman, G. P. (2009). *The impact of free and/or reduced lunch on 3rd grade AIMS mathematical performance: Schools that beat the odds*. Presentation to The Center for the Future of Arizona. Phoenix, AZ.

Hickman, G. P. (2009). *The impact of free and/or reduced lunch on 3rd grade AIMS mathematical performance: Schools that beat the odds*. Presentation to The Rodel Charitable Foundation. Scottsdale, AZ.

Hickman, G.P. (2008). *The impact of Mac-Ro and free and/or reduced lunch in Arizona*. Paper presented to The Rodel Charitable Foundation, Scottsdale, AZ.

Hickman, G.P. (2008). *Differential developmental pathways of high school graduates and dropouts*. Paper presented to The City of Phoenix Prosecutor's Office, Phoenix, AZ.

Hickman, G.P. (2008). *Findings of the 2nd Annual Arizona High School Town Hall*. Paper presented to Office of The Governor State of Arizona, Phoenix, AZ.

Hickman, G.P. (2007). *The Rodel Community Scholars*. Presentation to College of Education and Human Ecology, The Ohio State University, Columbus, OH.

Hickman, G. P., Bartholomew, M.* (2007). *Differential developmental pathways of high school graduates and dropouts*. Paper presented to The Governor's P-20 Advisory Council, Phoenix, AZ.

Hickman, G. P. (2007). *Differential developmental pathways of high school graduates and dropouts*. Paper presented to The Rodel Charitable Foundation All A's, Scottsdale, AZ.

Hickman, G. P., Atkinson, S.* (2007). *The influence of parenting styles on indices of initial adjustment to high school in rural Arizona*. Paper presented to the 34th Western Regional Honors Council Conference, Anaheim, CA.

Hickman G. P. (2006). *The Rodel Community Scholars*. Presentation to Leeds Business College, University of Colorado, Boulder, Colorado

- Hickman, G. P. (2005). *Everybody's Problem: The driving forces behind high school graduation rates*. Paper presented at the National Dropout Prevention Center Regional Conference, Phoenix, AZ.
- Francis, S., & Hickman, G.P. (2004). *Improving Arizona's high school graduation rate: What does it take?* Presentation to Office of The Governor State of Arizona, Phoenix, Arizona.
- Coor, L., Francis, S., & Hickman, G. P. (2004). *Projecting high school graduation rates*. Presentation to the Tucson Legislative Council, Tucson, Arizona.
- Hickman, G. P. (2004). *Center for the Future of Arizona: A "Do Tank."* Paper presented at the ACT, Inc. West Regional Council, Phoenix, Arizona.
- Hickman, G. P. (2004). *Everybody's problem: The driving forces behind high school completion rates*. Paper presented to The Rodel Charitable Foundation's All A's, Scottsdale, Arizona.
- Hickman, G. P. (2004). *Everybody's problem: The driving forces behind high school graduation rates*. Paper presented to East Valley Think Tank, Mesa, Arizona.
- Hickman, G. P. (2003). *Attention-Deficit/Hyperactive Disorder: Myths and Realities*. Presentation to Fayette County Teachers Association (FCTA), Uniontown, PA.
- Hickman, G. P. (2003). *Attention-Deficit/Hyperactive Disorder, Oppositional Defiant Disorder, and Conduct Disorder: Myths, realities, treatments, and interventions*. Presentation to Fayette County Head Start, Uniontown, PA.
- Hickman, G. P. (2003). *The Normal-abnormal developmental continuum of children three to five-years of age*. Presentation to Fayette County Head Start, Uniontown, PA.
- Hickman, G. P. (2003). *The state of mentoring as a diversion program for severe and borderline at-risk children and adolescents*. Paper presented at The Pennsylvania State University Undergraduate Research Conference, University Park, PA.
- Hickman, G. P., Boyard, C.*, & Bowers, J.* (2003). *The differential impact of paternal authoritative and authoritarian parenting styles on the aptitude, GPA, and overall adjustment to college among college freshmen*. Paper presented at The Pennsylvania State University Undergraduate Research Conference, University Park, PA.
- Hickman, G. P., Burgoyne, J.*, & Cole, J.*(2003). *The relationship between humorous coping skills and the initial personal-emotional adjustment of college freshmen in a small southwestern evangelical Christian university*. Paper presented at The Pennsylvania State University Undergraduate Research Conference, University Park, PA.
- Hickman, G. P., & Immel, J. A.* (2003). *The differential influence of maternal and paternal acceptance and rejection towards initial commitment to college among college freshmen*. Paper presented at The Pennsylvania State University Undergraduate Research Conference, University Park, PA.
- Hickman, G. P. (2002). *An evaluation of the Cincinnati Youth Collaborative Mentoring Program*. Colloquium presentation at The Pennsylvania State University – Fayette, Uniontown, PA.

Hickman, G. P. (2000). *An evaluation of the Cincinnati Youth Collaborative Mentoring Program*. Paper presented to Chairman, Procter & Gamble, Cincinnati, Ohio.

Hickman, G. P., & Bartholomae, S.** (1997). *Influences of parenting styles on the adjustment, aptitude, achievement, and self-esteem on college freshmen*. Paper presented at the 11th Annual Ohio Conference on the Family, Columbus, OH.

* Supervised undergraduate students ** Supervised graduate students

RESEARCH

Primary Investigator in the “Evaluation of Achieving a College Education (A.C.E.) Program.” This 5-year cross-sequential study will examine the impact of adolescents participating in the ACE program compared to adolescents not enrolled in the program. Partnerships with school districts have enabled obtainment of academic and behavioral variables for both the experimental and control groups. This research will also examine the predictive nature of who succeeds in ACE and which factors predict success as a programmatic whole and at each individual community college.

My research also examines attentional biases of high school students. Attentional biases are measured via ones reaction times to various threatening cues presented at 1250 ms via a computer program entitled E-Prime. The goal is to see if high school dropouts respond quicker or shift their attention toward educational threatening cues compared to students that do not drop out of school. This longitudinal study is in its third year with an incoming freshmen cohort. My colleagues and I have obtained responses to educational cues and initial academic achievement. In the studies third year we are monitoring academic achievement and progress toward graduating or dropping out of school.

Extending my study *differential developmental pathways of high school dropouts and graduates* I am exploring the path of graduates that were once on the path of dropouts. The former study found the path of dropouts started in kindergarten. My question is two-fold: First, are there students that graduated high school that were once on the path to dropping out? Second, if so, what grade level did this dropout path skew toward the graduate path and across which variables did it occur?

Finally, my research has demonstrated a trend when it comes to free and/or reduced lunch (FRL) and AIMS 3rd grade mathematical scores. Namely, the higher a school’s FRL the lower student’s 3rd grade AIMS mathematical scores. This pattern holds true regardless of how AIMS is reconfigured or scaled. My research is examining schools designated at 70% - 100 % FRL whose students score on average similar to students from schools designated at 0% - 30% FRL. The question is, how are some high poverty schools obtaining AIMS mathematical scores similar to low poverty schools? We have identified 59 schools designated at 70% - 100% FRL over the past five years whose 3rd grade students have scored on average similar to students from schools designated at 0% - 30% FRL. In addition, we have randomly selected 59 comparative schools designated at 70% - 100% FRL that have scored on average similar to other 70% - 100% FRL schools. A survey has been designed and sent to each of these 118 schools. The objective is to identify which factors differentiate schools that “beat the odds.”

GRANTS & CONTRACTS

Hickman, G.P. (2007 – Present). Lumina Foundation. Maricopa Community Colleges – Evaluation of Achieving a College Education (A.C.E.) program. \$347,400.00.

Hickman, G.P. (2005 – 2010). State Farm Insurance Grant. Arizona State University. \$ 125,000.00.

Hickman, G.P. (2005 - 2010). The Rodel Charitable Foundation Grant. Arizona State University. \$1,000,000.00.

Hickman, G. P. (2003). Research Development Grant. The Pennsylvania State University. The mediating influence of parenting styles on attentional biases of male and female college freshmen. \$3,600.00.

Hickman, G. P. (2003). Swimmer Family Grant. The Pennsylvania State University. Presentation of academic research at a national conference. \$1,500.00.

Hickman, G. P. (2000). Procter & Gamble. The Ohio State University. Evaluation of the Cincinnati Youth Collaborative Mentoring Program. \$15,000.00.

INSTRUCTION

Courses Taught

HDFS 229	Lifespan Development	1998 - 2003
HDFS 315	Family Development	2003
HDFS 432	Problem Behavior Infancy - Ad	2003
HDFS 433	Transition to Young Adulthood	2003
Psychology 101	Introduction to Psychology	2000 - 2010
Psychology 290/HDFS 312	Research Methods	2002 - 2010
Psychology 324	Learning & Memory	2000 - 2002
Psychology 341/HDFS 239	Adolescent Psychology	2000 - 2003
Psychology 363	Introduction to Statistics	2000 - 2002
Psychology 341	Developmental Psychology	2000 - 2005
Psychology 495	Experimental Psychology	2000 - 2002
Psychology 498	Juvenile Delinquency	2000 - 2002
Psychology 498	Child Psychopathology	2000 - 2002
Psychology 499	Independent Research	2000 - 2006
TEL 315	Child & Adolescent Development	2007 - Present
TEL 494	Rodel Civic Leadership	2005 - Present
TEL 501	Research Methods in Ed.	2007 - Present
TEL 593	Applied Projects	2009 – Present
COUN 6201*	Intro to Counseling	2010 – Present
COUN 6316*	Techniques in Counseling	2010 – Present
COUN 6360*	Assessment & Evaluation	2011 – Present
COUN 6726*	Marriage & Family Counseling	2010 – Present
HUMN 8420*	Organizational Leadership/Mgmt	2010 – Present
HUMN 8660*	Social Change and Leadership	2010 – Present
RSCH 8100*	Research Methods	2010 – Present
RSCH 8200*	Quantitative Research	2011 – Present
RSCH 8250*	Advanced Quantitative Research	2011 – Present
RSCH 8450*	Mixed Methods Research	2011 – Present

* Graduate courses taught at Walden University

PROFESSIONAL ORGANIZATIONS

American Psychological Association	1994 - 2004
National Council on Family Relations	1996 - 2004
ACT, Inc.	2004 - 2006
Communities in Schools	2004 - 2010
All A's	2004 - 2010

SERVICE ACTIVITIES

College/Departmental Committees and Activities

Walden University

Center for Research Support: Served as a committee member to evaluate 2011 Summer Outstanding Student Research Awards.

Dissertation Committee – Serve as a committee member on various dissertation committees as a methods expert.

Arizona State University

CTEL TEL 315 Child & Adolescent Development Course Coordinator: Served as course coordinator for Child & Adolescent Development course. Duties included overseeing course curriculum, aligning of textbooks and syllabi, and designing the course signature assignment for 22 course sections across all four ASU campuses
August 2009 - Present

CTEL Student Support Subcommittee: Our goal was to establish clear processes and identify key people who can assist incoming freshman students with issues on a timelier basis. The group has created a FAQ document that will be displayed on the CTEL website.
September 2008 – May 2009

CTEL Retention Study: Served as Primary Investigator in examining initial college adjustment of incoming college freshmen. This study utilized the Student Adaptation to College Questionnaire to examine indices of initial adjustment such as personal-emotional adjustment, social adjustment, academic adjustment, goal-commitment adjustment, and overall adjustment. The purpose of the study is to recognize where CTEL freshmen are having most difficulty adjusting to college. In doing so, CTEL can implement strategies to improve this adjustment difficulty experienced by students. Hence, improving retention rates.
August 2009 – Present

CTEL Grade Inflation/Policy Subcommittee, Co-Chair: As Co-Chair of the subcommittee I am directing CTEL faculty members to evaluate current grading scales used in CTEL. Our goal is to recommend a common grading scale for CTEL faculty across all four campuses. In addition, we are evaluating the concern of grade inflation. Our subcommittee is examining syllabi of faculty to see where we can reduce grade inflation.
August 2009 - Present

ASU Recruitment Project: Recruited students from 62 high schools least represented at Arizona State University. A database that includes students name, address, phone number, email address, and intended major was forwarded to appropriate College of Education & Leadership personnel as well as other appropriate personnel from other colleges in an effort to recruit potential students.

August 2008 – Present

CTEL Faculty Community Extension Database: Created a database which connects College of Education & Leadership faculty to elementary and secondary high schools in Arizona. The database consists of school name, contact information, and three areas in which school leadership would be willing to create collaborative partnerships with ASU CTCL faculty specializing in their schools educational, familial, and community concerns.

August 2008 – Present

Pennsylvania State University

Center for Student Academic Progress: Served as a faculty tutor to students demonstrating difficulty in Introductory Statistics, Research Methodology, and research writing courses.

August 2002 – December 2003

Human Development Family Studies Association (HDFSA): Oversaw the organization and activities of the program. In addition, organized and developed a seminar program entitled Helping the Development of Fellow Students (H.D.F.S.) aimed at fostering students knowledge and awareness of various employment opportunities within the field of HDFSA.

August 2002 – December 2003

Community Activities

Arizona State University

State Farm Territorial Cup, Co-Chair: Appointed by State Farm Insurance, I am responsible for overseeing a \$25,000.00 project budget and organizing activities across all four ASU campuses to generate money and canned food items in a competition against the University of Arizona. As a part of our efforts each university will receive \$20,000.00 to be donated to the schools General Scholarship Fund.

August 2009 – December 2010

City of Avondale: Partnering with the City of Avondale to create a mentoring program designed to reduce recidivism among delinquents on probation. This program will be piloted and then marketed to juvenile judges as a possible diversion alternative of the juvenile justice system.

August 2008 – December 2010

Meeting Educational Needs Through Out Reach (M.E.N.T.O.R) Apache County: Conducting research regarding mentoring programs available to students in Apache County, Arizona. Currently, schools and community organizations are being contacted to catalogue pre-existing mentoring programs. These existing mentoring programs will be displayed on website and marketed to schools in southern Apache County. Phase 2 of the project entails in-depth discussions with students, teachers, guidance counselors, and administrators in an effort to gain multiple perspectives of what type of mentoring programs are needed in Apache County.

August 2008 – December 2010

Kurt Warner Foundation: Partnering with NFL quarterback Kurt Warner and Habitat for Humanity our goal is to ease the hardship of Midwest flood victims. In an effort to do so we created partnerships with NFL, NBA, MLB, and NHL professional franchises and players by securing financial and material donations for families victimized by floods in the Midwest. To date we have raised over \$650,000.00 for our efforts.

August 2008 – May 2009

Parent Education Related Needs Training (P.A.R.E.N.T.): As students transition from middle school to high school parents are often unaware of the educational environment of students as the educational system becomes more complicated. Last year, The Rodel Scholars partnered with three school districts to develop a "Hitchhikers' Guide to Education" for parents of students entering high school. This guide/handbook addresses key issues such as assessment, standards, accountability, special education, ELL, governing boards, charter schools, class scheduling, graduation requirements, credits, university requirements and possibilities, scholarships, teachers and administrators, free and reduced lunch, uniforms, district types, state board, guidance counselors, contact information, and school and/or district demographics. This year P.A.R.E.N.T. will be implemented in schools across all 15 counties in Arizona.

August 2007 – December 2010

Arizona High School Town Hall: Created Arizona High School Town Hall as an opportunity for high school students in the State of Arizona to exhibit civic leadership by exploring and creating solutions to issues concerning education. In addition, students learn about college life such as enrollment procedures, scholarship and financial aid information, engage in student-life activities, and experience dorm living on a college campus. After a full day of crafting solutions and experiencing college life students convene the following morning to create consensus on the various agenda topics and help craft a final report to be presented to education, business, and political leaders. The enrollment office has confirmed that 61% of high school seniors that attend this event enroll at Arizona State University at the West campus.

January 2007 – December 2010

Communities in Schools: As a Board Member aided in program analyses, assessment, evaluation, and grant writing for recovery schools such as the Metro Academy and Suns & Diamondbacks Academy. In addition, taught classes at Metro Center Academy have been keynote speaker for Metro Center Academy graduation on a yearly basis.

January 2005 – May 2007

The Rodel Charitable Foundation: One of twenty-five statewide consultants picked by Dr. Carol Peck to facilitate the Arizona Adequacy Funding Study. As the developmental and statistical consultant provided evidence-based research to support, design, change, and strengthen the current educational system in the State of Arizona. Currently, serve as a research and statistical consultant for various educational research endeavors aimed at educational policy for the State of Arizona.

January 2004 – December 2010

Pennsylvania State University

Westmoreland County Juvenile Justice System: Evaluated an intervention program for Judge Driscoll and Clinical Psychologist Dr. Doug Ramm of Westmoreland Juvenile County Court aimed at changing moral and cognitive reasoning of adjudicated youth.

November 2002 - 2004

East End Community Center: Evaluated their after-school program for at-risk and problematic children of the Fayette County community. Indices of evaluation included both academic and behavior variables. As an elected Board Member, my duties included the exploration of possible sources for grants to maintain this facility and provide statistical reports of research conducted.

October 2002 – December 2003

Fayette County Housing Authority (FCHA): Organized and designed the longitudinal evaluative research methodology of FCHA's police patrol diversion program. The aim of our research is to examine if calls to the police, police responses, and police arrests of Non-Index and Index crimes among adult and juvenile offenders in governmental housing residents curtailed as a result of exposure to added police patrol among selected governmental housing projects.

September 2002 – December 2003

Westmoreland Intermediate Unit: Organized and designed the evaluative research methodology of the Westmoreland County "Day Treatment Intervention Program." The aim of our research was to evaluate if problem behavior among juvenile delinquent adolescents curtailed as a result of their exposure to the day treatment intervention program.

September 2002 – December 2003

Grand Canyon University

Arizona Technical Advisory Committee (AzTAC): My primary function was to provide statistical analyses and recommendations from a developmental perspective to the Arizona Department of Education for improving standardized proficiency tests for the state of Arizona.

January 2001 - January 2002.

National Activities

Journal of Asian Pacific Education Research: Quantitative, adolescent, education referee.

July 2009 - Present

Journal of At-Risk Issues: Associate Editor of journal.

October 2008 – Present

Journal of At-Risk Issues: Quantitative, adolescent, and educational referee.

October 2004 – September 2008

Act, Inc.: Western Regional Board Member

January 2004 – December 2006

National Council on Family Relations: Quantitative and adolescent referee for International proposals submitted to the annual National Council on Family Relations National Conference.

October 2002 – February 2003

Journal of College Student Retention: Research, Theory & Practice: Quantitative and adolescent development referee.

September 2002 – January 2006

Journal of The First-Year Experience & Students in Transition: Quantitative and adolescent development referee.

September 2002 – Present