

Theresa (Terri) M. Akey, Ph.D.
Curriculum Vita

Professional Contact Information

Center for Evaluation and Education Policy
Indiana University
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Professional Statement

A collaborative, innovative professional with interests in multiple-method research issues and in the evaluation, assessment, and policy of educational and community-based programs, including school reform, charter schools; teacher professional development and evaluation; instructional strategies; standards-based education; youth-serving agencies and after-school programming; and special education policy and practice. My professional goals include:

- Engagement in scientifically-based research of educational and community-based youth and family programs to promote socially-responsible policies and practices;
 - Provide mentorship to junior researchers and/or students in the areas of applied program and policy analysis and evaluation, community-based research, and assessment of processes and outcomes through engagement in real-world educational and community-based research problems and systematic teaching of basic and applied principles and applications of research;
 - Promote the continuous improvement of educational and community-based youth and family serving organizations through collaborative partnerships, participatory action-oriented research, and application of theory and methods to practice; and
 - Engage in ongoing professional development in areas of social policy and research such as youth development, education, special education, early childhood, welfare and families, and international aid efforts.
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Areas of Professional Expertise

- Management of large-scale, multiple site evaluation and research projects (national, regional, state, and community)
- Conduct of community-research projects and provision of technical assistance to community organizations using participatory, action research methods
- Program evaluation in educational and community settings, including empowerment evaluation, scientifically-based research, utilization-focused evaluation, and systemic school reform evaluations
- Successful grant and proposal writing track record
- Technical assistance in strategic planning and organizational development
- Information management development for the management and dissemination of research and evaluation data and findings.
- Applied educational research design and analysis including complex quantitative analyses (HLM, SEM), categorical modeling, and qualitative design and analysis
- Special education policy research
- Development of educational assessment materials and psychometric validation of those materials.

- Curriculum, assessment, and instructional alignment and development in K-12 and higher education settings
 - Professional development in the use of data for organizational improvement, assessment development, curricular alignment, and program evaluation
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Educational Background and Training

University of Kansas, Life Span Institute. Post-Doctoral Training (1996).

Studied complex statistical analysis and research design, including structural equation modeling, hierarchical linear modeling, and categorical data analysis under the supervision of Dr. Samuel Green and Dr. Janet Marquis.

University of Kansas, Lawrence, KS, Ph.D. (1995).

Majored in educational psychology and research with emphases in developmental psychology and quantitative research methods under the supervision of Dr. Samuel Green, Dr. Neil Salkind, and Dr. Aletha Huston.

University of Kansas, Lawrence, KS, Ed.S. (1992).

Majored in school psychology under supervision of Dr. Marvin Fine.

Delta State University, Cleveland, MS, M.Ed. (1991).

Majored in school and community psychology under supervision of Dr. Fred Woodall

University of Arkansas, Little Rock, AR, B.S. (1990).

Majored in social psychology and sociology, with an emphasis on urban and community planning

Research and Evaluation Experience

Center for Evaluation and Education Policy, Indiana University

(2008 to present) Senior Research Associate

Responsibilities include:

- Project manager of large-scale evaluation and research projects.
- Write grants and proposals to conduct new projects.
- Supervise and mentor junior staff.
- Provide quantitative research methods expertise and technical assistance.
- Conduct complex statistical analyses
- Design scientifically-based research projects and program evaluations
- Develop and maintain productive client relations and networks
- Write and present research findings for client, policy, and research audiences

Community Research Associates Consulting Firm, Bloomington, IN

(2007 to present). Owner and Principal Consultant

Responsibilities include the following:

- Strategic planning and company management
- Project manager and principal investigator of several large-scale evaluation and research projects.
- Network with professional organizations and clients
- Write grants and proposals to conduct new projects

- Provide technical assistance in action-based research and organizational development to educational and community-based organizations
- Conduct complex statistical analyses
- Design scientifically-based research projects and program evaluations
- Write and present research findings for client, policy, and research audiences

Selected research projects conducted include:

Boys and Girls Clubs of America—Triple Play Evaluation (Health education, afterschool programming, youth development)
(2006 to 2008)

Research team member for national evaluation to evaluate the effectiveness of BGCA's Triple Play program, a program designed to increase healthy eating habits and exercise behaviors among youth through a combination of nutrition education, daily physical challenges, and promotion of sports clubs. Data collection methods include longitudinal youth survey data (collected at three time points), interviews and surveys of Club staff, and observations and focus groups with youth in 20 treatment sites and 10 control sites (randomized control trial).

Camp Coca Cola Program Evaluation (youth development)
(2004 to 2009).

Research team member of five-year national evaluation of Coca Cola's summer youth camp program focused on career development, creating and sustaining healthy relationships, self-efficacy and esteem, youth leadership, and recreation. Data collection methods include longitudinal youth survey data (annually collected all five years), interviews and surveys of Camp staff, and observations and focus groups with youth in 5 national sites.

Manpower Development Resource Corporation, New York, NY (School reform and professional development)

(2006 to present) Presently conducting research study on IFL principles and their relationship to teaching practice, and student achievement in collaboration with Dr. Janet Quint at MDRC. The IFL framework proposes a theory linking principal's instructional leadership to teacher practice changes, and then subsequently to student achievement.

Center for Community Research, University of Indianapolis

(2005 to present) Interim Director and Consultant (Adjunct)

Responsibilities include:

- Working with neighborhood organizations, stakeholders, and coalitions to determine research and evaluation needs, and sources of funding
- Provide oversight and supervision of graduate students conducting community-based research
- Serve as PI as necessary for community-based research and evaluation projects
- Provide guidance in strategic planning for doctoral level community-based research and training center development
- Teach graduate-level research methods classes as needed

Selected research projects conducted include:

HOPE VI Evaluation of Indianapolis Brokenburr Revitalization Grant (Urban re-development, community coalitions)

(2005 to present) The HOPE VI Evaluation is designed to evaluate the impact of a large scale (250+ unit) re-development of a previously urban blighted area in Indianapolis. Specifically, the evaluation focuses on the impact of the new units and community supportive services on new residents, waiting list participants, and the surrounding neighborhood. Outcomes of interest include partnership and coalition development among the key partners, quality of life for new and potential residents (including work, education, public safety, quality of housing and neighborhood, drug use, and criminal behavior), and neighborhood economic development. The study spans across several community partners (including the

housing authority, city government, private and public investors, neighborhood organizations, schools, business, and other community groups. Role includes design and conceptualization of the evaluation project, providing oversight to graduate student data collection activities, and meeting with stakeholders as necessary.

Rockman Et al, Bloomington, IN and San Francisco, CA

(2004 to present) Senior Researcher and Business Development Coordinator

Responsibilities include:

- Project manager of large-scale evaluation and research projects
- Coordinate business development activities
- Participate in company leadership meetings
- Write grants and proposals to conduct new projects
- Supervise and mentor junior staff
- Provide quantitative research methods expertise and technical assistance to staff of 20 professionals
- Conduct complex statistical analyses
- Design scientifically-based research projects and program evaluations
- Develop and maintain productive client relations and networks
- Write and present research findings for client, policy, and research audiences

Selected research projects conducted include:

Evaluation of New Tech High in Indiana (Technology, school reform)

(2007 through 2008).

Member of multi-organization research team evaluating the implementation and impact of three schools in Indiana implementing the New Tech High model of school reform. Primary responsibility for conducting stakeholder interviews, analyzing learning management system data, and conducting impact analyses of school and student performance data, including attendance, test scores, and discipline.

Boys and Girls Club of America—Club Tech Evaluation (Technology, afterschool programming, youth development).

(2007 through 2009).

Principal investigator for national study of impact and implementation of BGCA's Club Tech program. Research project includes longitudinal impact study of youth outcomes and technology proficiency and attitudes, and case studies of high implementing sites. Data collection methods include youth survey data (collected at three time points), pre- and post technology skills assessment, interviews and surveys of Club staff, and observations and focus groups with youth.

Star Schools, Catapult Online (Technology, supplemental educational services).

(2005 through 2009)

Project manager of implementation and field study component of five year supplemental educational services grant. Catapult Online is researching the degree to which online supplemental educational services provided by mobile technologies influence student learning, parent support for education, and student developmental outcomes. The study uses a mixed-methods approach of surveys, student assessment data, interviews, and site visits to collect information about the use and implementation of the services and to link these factors back to student learning and developmental outcomes.

NEA/IMLS/Arts MidWest: Big Read Independent Evaluation (Community-based programs, arts education)

(2006 through 2008) Co-Pi of research project on the *Big Read* which includes A) a program evaluation that assesses key elements of the *Big Read*, its supporting materials, Web site, and professional development resources; and B) a study of the *Big Read's* effect on reading behaviors and community partnership development. The study employs a mixed-methods design with both quantitative and qualitative components. Using surveys and interviews, we are collecting certain data from all 200 grantees over the project's two cycles. 20 case-studies (10 for each cycle) are also being conducted, 12 of which will involve site visits and an opportunity to conduct focus groups and observe events firsthand.

The evaluation plan also includes instruments that local grantees will use to collect uniform data across sites.

21st Century Community Learning Centers, Fayette County Indiana (Youth development, after-school programming)

(2006 to present)

Conducted evaluations of 21st Century Community Learning Center grants in Fayette County Indiana. In this program, changes in student grades, test scores, discipline rates, attendance rates were analyzed as were student perceptions of the program and teacher perceptions of the improvement in a number of additional student variables throughout the year (e.g., attentiveness in class, timeliness and completion of homework, on-time arrival, etc.). Parent surveys and interviews were also conducted

Ripple Effects, San Francisco, CA (Youth development, quantitative analysis)

(2006 to present)

Conducted analyses of randomized control studies examining the impact of Ripple Effects program on student safety, decision-making, norms and behaviors related to drugs, tobacco, and alcohol, and school attendance and grades.

Education Station, Baltimore, MD (Assessment and curriculum)

(2006 to present)

Currently creating a kindergarten version of the ASA- the assessment used in Education Station tutoring and supplemental educational service provision. The assessment focuses on math and reading. The studies include a pilot psychometric study with 60 children in Baltimore, and a content validity study conducted with 60 students in Indiana.

Small Business Innovation Research, Department of Education, Washington, D.C. (School improvement)

(March 2006 to December 2006)

The goal of this Phase I project is to conduct a feasibility study of a combined training and online tool designed to support the creation, monitoring and implementation of a school wide improvement plans. The EIP system was developed for use in on-site technical assistance efforts focusing on developing measurable and actionable school or district improvement plans, collecting data and developing a well-substantiated and coherent plan for improving the school. This work provides an ideal opportunity to conduct feasibility research and improve the return on investment from federally funded development and research for economic and social benefits, identified as a key purpose for the SBIR program. A Phase II application has been submitted.

National Endowment for the Arts, Washington, DC and National Poetry Foundation (Arts education)

(2005 to present)

Presently conducting evaluation of NEA Poetry-Out-Loud Initiative, designed to expose students to oral poetry recitation. Students participate in local, state, and national competitions. The project consists of conducting surveys and interviews with state directors, surveys of participating teachers and state winners of the poetry contests, curriculum review, and site-based data collection on participation and demographics.

National Endowment for the Arts, Washington, DC (Professional Development, Arts Education)

(2004 to 2007)

Principal investigator for evaluation of NEA Summer Teacher Institutes, designed to immerse arts and content-area teacher teams in the teaching of anchor works. The project consists of twelve Institutes in the western and northeastern U.S. Methods include in-depth case studies and site visits of each of the Institutes, participant surveys and reflections, interviews with directors, and observation of Institute activities and implementation of lesson plans after the Institute.

ED PACE, State Department of Education, West Virginia (Foreign language instruction, distance and virtual learning)

(2005 to 2007)

Conducted evaluation of statewide virtual-Spanish program and its impact on student Spanish proficiency. The study examined the impact of various aspects of the Virtual Spanish program on student Spanish proficiency. Methods included classroom observations, student and instructional team surveys, and analysis of Spanish performance data.

Youth Policy Research Group, Inc. Kansas City, Missouri
(2002 to 2006). Co-owner and President, Senior Research Scientist

Responsibilities include the following:

- Strategic planning and corporate management
- Project manager and principal investigator of several large-scale evaluation and research projects.
- Network with professional organizations and clients
- Write grants and proposals to conduct new projects
- Supervise and mentor junior staff
- Conduct complex statistical analyses
- Design scientifically-based research projects and program evaluations
- Write and present research findings for client, policy, and research audiences

Selected current and past research projects conducted include:

New Mexico Math and Science Initiative (School reform, professional development, math and science)
(2004 to 2005)

Conducted impact analyses of the effects of the NM MSP initiative on student performance, and student and teacher experiences across the five years of the grant. Analyses include multi-level time series analysis of participating and non-participating schools.

Iowa Governor's Developmental Disabilities Council (Special education policy and community-based initiatives)
(2004 to 2006)

Conducted comprehensive community-based needs assessment regarding quality of life of lowans with developmental disabilities. Methods included interviews with state agency representatives, local and regional service providers and consumers regarding the gaps in service availability, data documentation, and strategic planning for the DD Council.

Community Education Center, Rushville, Indiana (Community education)
(2005)

Provided technical assistance to the community education center in developing ongoing evaluation and continuous improvement tools. Tools developed included session evaluations, instructor surveys, data collection templates, and reporting mechanisms.

Analysis of High Scope Practices and Supports and Opportunities, YDSI, Philadelphia, PA (Youth development)
(2005)

Conducted HLM analyses examining relationships between observed practices in youth-serving agencies and youth reported supports and opportunities.

Evaluation of Big Brothers, Big Sisters of Central Indiana (Youth development, after-school programming)
(2005 To 2006)

Conducted a two-year evaluation of the impact of the BBBSI Dreamcatchers program on middle school students' attendance, achievement, and socioemotional development, as well as the quality of the program and mentoring relationships through the Indiana Youth Institute. Evaluation methods include observations of program activities, surveys of mentors and program staff, ratings of student behavior, surveys of participating students, student attendance and grades, and interviews with key stakeholders.

Irvington Community School, Indianapolis, Indiana (Charter schools, arts education)

(2004 -2005)

Conducted evaluation of ICS's arts and culture program through the Indiana Youth Institute. The evaluation focused on curriculum, instruction and programming issues. Methods included focus groups with parents and students, classroom observations, interviews and surveys with teachers, student surveys, and interviews and surveys with community members.

Peace Learning Center, Indianapolis, Indiana (Community education, youth development)

(2004-2005)

Conducted needs assessment, community inventory, and strategic planning for PLC board of directors. Methods included community surveys and interviews, development of tracking tools and ongoing evaluation methods, and strategic planning sessions with PLC board of directors.

Reach Out and Read, Indianapolis, Indiana (Literacy, community education)

(2004)

Conducted survey of parents and physicians about use and implementation of the Reach Out and Read program. Methods included oral surveys of parents (in several languages) about family literacy and the degree to which their physician promoted literacy activities during their children's wellness visits; and online surveys of physicians about their participation in the program.

HORIZONS, Purdue University, West Lafayette, Indiana (Higher education, first generation college transition)

(2004-2005)

Conducted evaluation of Purdue University's HORIZONS program, a student support program for first generation and low-income students. The evaluation focused on student attitudes and performance, and on staff and university perceptions of the program. Methods included focus groups and surveys of students, surveys of university faculty, interviews with program staff, and analysis of participation data and other institutional measures (GPAs and good progress measures)

Pre-KTL, Kansas City, Kansas (Early childhood literacy)

(2002-2005)

Conducted a longitudinal evaluation of pre-KTL literacy initiative for large urban district and economically impoverished preschoolers. Methodology included random assignment to treatment and control conditions, classroom observations, child expressive and auditory language skills, and teacher and parent surveys. Findings suggest that the pre-KTL does help ameliorate the negative effects of disadvantage for students in kindergarten. Treatment students demonstrated significantly greater increases in language skills than control group students. In addition, gains were even stronger for Spanish-speaking children.

First Things First Educational Reform Initiative, Kansas City, Kansas, River View Gardens, MO, and Houston Texas (System wide school reform)

(1998-2004)

Evaluated the effects of whole school reform in three urban districts, including small learning communities, data-driven decision-making, new curriculum and instructional approaches and professional development on students' levels of engagement, experiences of high quality instruction, and reading and math achievement. Analyses focused on elementary students and high school students as separate groups. Methods included a quasi-experimental design with matched comparison schools, longitudinal tracking of student growth and change, and assessment of fidelity of implementation through surveys and observations, and the relationship of implementation to changes in student performance. Analysis of findings was conducted using multi-level logistic regression analyses. Findings suggested that substantial improvements in reading were made for both elementary and secondary students, and in mathematics for elementary and middle school students. There was also a shift in instruction from passive approaches to more active approaches.

Reading First, Kansas City, Kansas (Literacy)

(2002-2005)

Conducted longitudinal evaluation of Reading First literacy initiative for large urban district and economically impoverished preschoolers. Methodology included random assignment to treatment and

control conditions, classroom observations, informal and formal reading assessments, and teacher and parent surveys. Findings suggest that Reading First students show greater gains on district assessments in reading, and that as a group, perform significantly better than the control group on the grade 3 state reading assessment (controlling for prior achievement).

Department of Defense Activity, Washington, DC (Curriculum and assessment alignment)
(2002-2003)

Conducted alignment studies of DoDEA reading and mathematics assessments and curriculum standards. Methods included expert review and matching of standards and assessments, and analysis of alignment indices for reading and mathematics standards and assessments in grades 3 through 12.

Ohio Department of Education, Office of Exceptional Children (Special education policy)
(2004 to 2005)

Conducted a policy investigation of special education funding and services distribution for the Ohio Department of Education, sampling 280 school districts across the state. The study involved collecting existing data sources on special education populations and expenses for special education students, and also contacting 280 districts (sampled randomly) to obtain specific data on the related services provided to students for various disability categories, and the range of costs from minimum to average to maximum associated with each category of related services within each disability category. In addition, district personnel were asked several questions about the level of parent involvement in the IEP process, funding and allocation issues, and other concerns related to IDEA funding.

Manpower Development Research Corporation (MDRC) (System-wide educational reform)
(2004 to present)

Provided statistical consulting and technical assistance to MDRC in analyzing the impact data for the First Things First expansion site evaluation. Analyses conducted include multi-level impact time-series analyses and regression analyses to examine the impact of length of implementation on student test scores, attendance rates, and graduation/dropout rates. Technical assistance involves discussions of displaying findings in accessible manner, choice of analytic methods, and expertise in multi-level modeling approaches.

(2005 to present)

Conducted longitudinal analyses examining the relationships among school context, student attitudes and behaviors and reading and mathematics achievement and authored paper on school context effects on student attitudes and achievement for the WT Grant foundation.

21st Century Community Learning Centers, Kansas City, Kansas, Jemez Springs, NM, and Indianapolis IN (Youth development, after-school programming)
(2001 to present)

Conducted evaluations of 21st Century Community Learning Center grants in Kansas City, Kansas (12 programs), on the Jemez Pueblo in New Mexico (3 programs) and the Goodwill Industries Charter School in Indianapolis, Indiana. In these programs, changes in student grades, test scores, discipline rates, attendance rates were analyzed as were student perceptions of the program and teacher perceptions of the improvement in a number of additional student variables throughout the year (e.g., attentiveness in class, timeliness and completion of homework, on-time arrival, etc.).

Junior Achievement (Youth development)
(2004 to present)

Currently conducting a longitudinal evaluation of the impact of the national Junior Achievement school-based program. During the 2004-2005 program year, the plans for a five-year controlled study comparing middle and high school students who have participated in Junior Achievement programs and students who have not. Students will be followed post high school into post secondary education and work lives.

(2004 to present)

Currently conducting an impact study of the Chicago JA JA-in-A-Day program. Methods included a quasi-experimental design comparing student knowledge and skills in JA-in-a-Day programs with

traditional JA weekly format programs. Developed knowledge and skills assessments for students in three JA programs, administered pre and two post assessments to students, and interviewed and surveyed teachers, volunteers and JA staff members involved in both programs.

Youth Volunteer Corps of America (Youth development)
(2002-2004)

YPRG conducted an impact study for the Youth Volunteer Corps of America (YVCA) involving 18 of the 54 YVCA sites in North America. Methods included phone interviews of site coordinators, executive directors, and individuals within community organizations served by the volunteer efforts of the programs; surveys of youth volunteers, review and analysis of written evaluations of participants in YVCA's national conference; and surveys and interviews of AmeriCorps members in national grant AmeriCorps Youth Volunteer Corps sites. Analysis of the data was mixed method, with thematic coding of the qualitative interview and open-ended survey data, and descriptive and inferential comparisons using the quantitative survey data.

Literacy Circles, Kansas City, Kansas (Literacy)
(2001-2003)

Conducted evaluation of Literacy Circles program, a reading intervention program for middle and high school students in large urban district. Methods included case studies, quasi-experimental design with matched comparison groups, multiple pre and post assessments, classroom observations, teacher and student surveys, and informal and formal reading assessments. Findings suggested that middle school students were showed increased reading achievement scores, but little or no effect was noted for high school students.

NESSI Small Schools, Indianapolis, Indiana (System wide educational reform, small schools)
(2003-2004)

Conducted formative and baseline evaluation study of the Gates Small School Initiative in Indianapolis. Methods included case studies, classroom observations, reading and mathematics assessments, student and teacher surveys, and interviews with stakeholders. Findings suggested that no impacts were noted on high school students reading and math achievement after one year of implementation, but that students were more engaged and felt more positively about school. In addition, there were significant changes in instructional practices and teacher autonomy and control after one year of intervention.

Teacher Mentoring Program, CELL, Indianapolis, Indiana (Professional development)
(2003-2004)

Evaluated the implementation of the Teacher Mentoring program and the impact on participant learning. Evaluation methodologies included observation of professional development sessions, pre-post assessments of teacher knowledge, analysis of teacher work products, and interviews and surveys with teacher participants.

Substance-Impacted Children, Fairbanks Hospital, Indianapolis, Indiana (Substance abuse, prevention education)
(2003- 2005)

Provided technical assistance and research design consultation to the Substance Impacted Children project. Designed research studies and research protocols. Provided assistance with grant-writing and proposal development.

Community Technology Center, KCPTV, Kansas City, MO (Community centers, technology use)
(2002-2005).

Evaluated the impact of the Community Technology Center grant on student achievement and teacher professional development opportunities. Methods included quasi-experimental design with analysis of student achievement, participation in professional development, technology competency, and use of community technology facilities.

Illinois Professional Learners Partnership, Illinois State University (Professional development)
(2002-2004)

Conducted multi-site evaluation of IPLP professional development program and partnership formation among five universities and five large school districts. Examined impacts on participant skill development, pre-service teacher placement and first year teacher retention. Also examined the development and sustainability of the partnership as an ongoing model. Conducted case studies of IPLP teachers in four schools. Methods included observations, interviews, review of institutional data, surveys, and observations of partnership meetings and activities.

Kansas Health Foundation, Wichita, Kansas (Professional development)
(2002-2004)

Conducted evaluation of the Kansas Health Foundations' Superintendents' Forum across two years. Evaluation focused on changes in superintendents' practices, beliefs and policies as a result of participating in the ongoing Forum activities. Evaluation methods included surveys of superintendents, observations of Forum activities, and site visits to targeted school districts to interview personnel, conduct document reviews, and conduct board member assessments.

Indiana State Teachers' Association, Indianapolis, IN (Professional development, teacher evaluation)
(2002)

Evaluation of implementation of teaching standards and certification procedures across the state of Indiana. Surveyed 156 districts about their policies and procedures for teacher evaluation based on recently adopted teaching standards and certification competencies. Provided policy recommendations for ISTA in helping districts align their evaluation practices and policies more closely with state mandates and national guidelines.

Park Hill School District Kansas City, MO

(July 1998 to May, 2002), Director of Research Evaluation and Assessment

Responsibilities included:

- Oversight and coordination of all district assessment and program evaluation activities.
- Preparation of short-term and long-range budget and operational plans;
- Fiscal authority for budget of \$300,000+ annually.
- Responsibility for all personnel and resource utilization within the Department
- Provided assistance to district staff in obtaining external funding for programs.
- Development and implementation of a comprehensive local curriculum-embedded assessment system integrated with the Missouri Standards.
- Conducted alignment studies in math, science, communication arts, and social studies among assessment items and Missouri State Standards.
- Development and implementation of district-wide continuous improvement planning and evaluation
- Documentation and analysis of district performance on all state accreditation performance and evaluation guidelines.
- Conducted OCR audits and evaluations of special education programs within the district.
- Development and implementation of district-wide program evaluations of instructional practices, special education), professional development, assessment, supplemental instruction (Title I, gifted, ESL), curriculum, and other educational initiatives, including ESL programs and early childhood programs.
- Served on regional and state committees related to K-12 assessment and evaluation issues.
- Led applied and theoretical research projects to address pressing educational issues relevant to local policy and instructional practice.
- Collaborated with district stakeholders and school leadership to find innovative solutions to chronic educational problems in the District.

Beach Center on Families and Disabilities, University of Kansas, Lawrence, Kansas

1992 through 1996, Project Director and Research Manager

Responsibilities included:

- Coordinated Center research activities and data analysis as research manager
- Provided technical assistance in instrument development and research design
- Developed instruments to measure constructs of psychological empowerment
- Primary research investigator on two projects (one qualitative and one quantitative) concerning responsive services and psychological empowerment in family members of a child with a disability.
- Worked in collaborative manner with community-based family support programs in several states to evaluate responsiveness of services to families of a child with a disability using a participatory empowerment evaluation model.
- Grant and report writing

Professional Teaching Experience

Auburn University, Auburn, AL

(1996 to 1998). Assistant Professor, Department of Educational Foundations, Leadership and Technology, Taught educational Statistics (including structural equation modeling, hierarchical linear modeling, multivariate statistics, and basic statistics), research methods, program evaluation, and classroom assessment to pre-service teachers. Directed and served as a committee member on approximately 15 masters' and doctoral committees.

University of Kansas, Lawrence, KS

(2001 to 2003). Psychology and Research in Education Department, Adjunct Professor, educational research, statistics, and classroom assessment. Served as adjunct member of several doctoral committees.

(1995-1996), Department of Educational Psychology and Research, Instructor, Basic educational statistics.

(1991-1995). Department of Educational Psychology and Research, Graduate Teaching Assistant, developmental psychology, basic educational statistics, and multiple regression.

University of Missouri-Kansas City, Kansas City, MO

(2000-2001). Department of Educational Psychology and Research, Adjunct Professor, classroom assessment

Park University, Parkville, MO

(2000 to 2001). Education Department, Adjunct Professor, standards-based assessment

University of Indianapolis. Indianapolis, IN

(2003 to 2004). School of Education and Department of Social Sciences. Adjunct professor, Quantitative methods in education/social sciences and educational research masters committee member.

Other Professional Experience

Topeka Public Schools, Topeka, KS
(1991-1993) School Psychologist

Clarksdale Public Schools, Clarksdale, MS
(1990-1991), School Psychologist

Arkansas Children's Hospital, Little Rock, AR
(1989-1991) Behavioral Intervention Unit, Classroom Teacher

Arkansas Children's Hospital, Little Rock, AR
(1989-1991) Counselor

Kansas State University, Manhattan, Kansas
(1987-1988). Community Development Intern

Recent Selected Technical and Evaluation Reports

Akey, T.A., Gambone, M.A., Puckett, C., and Furano, K. (2007). Technology capacity and readiness of Boys and Girls Clubs of America. Report prepared for Boys and Girls Clubs National Organization. December 2007.

Akey, T.A. (2007). Year 2 Evaluation Report for the Indianapolis HOPE VI Revitalization Effort. Report prepared for the Indianapolis Housing Agency and the Center for Community Research.

Akey, T.A. (2006). Quality of Life Indicators and Service Needs in Iowa: Preliminary Environmental Scan of Data Accessibility and Service Gaps from State Agencies. Report prepared for the Iowa Governor's Developmental Disabilities Council. Youth Policy Research Group, Inc: Kansas City, MO.

Akey, T.A., Farr, B. & Puckett, C. (2007). Evaluation Study of NEA Teacher Institutes: Final Report. Report prepared for the National Endowment for the Arts, Education Department. Rockman, Et Al: San Francisco, CA.

Akey, T.A. (2006) School Context, Student Engagement, and Academic Performance: An Exploratory Analysis. Technical paper prepared for Manpower Development Research Corporation. Can be downloaded at <http://www.mdrc.org/publications/419/overview.html>

Gambone, M.A., Klem, A.K., Summers, J.A., Akey, T.A., and Sipe, C.L. (2005). Turning the Tide: First Things First in Kansas City, Kansas. Final report to Kauffman Foundation (Kansas City, MO) and OERI.

Akey, T.A., and Klem, A.K. (2005). Turning the Tide: First Things First in Kansas City, Kansas: Technical and Statistical Report. Final report to Kauffman Foundation (Kansas City, MO) and OERI. Youth Policy Research Group, Inc: Kansas City, MO.

Akey, T.A. (2005). Final Evaluation Report on the HORIZONS Program. Final report submitted to HORIZONS TRIO Program, Purdue University: Youth Policy Research Group, Inc: Kansas City, MO.

Akey, T.A. (2005). Evaluation of the Arts and Culture Program at the Irvington Community Charter School. Final report submitted to Irvington Community School, Indianapolis, IN: Youth Policy Research Group, Inc: Kansas City, MO.

Akey, T.A. (2005). Prevalence, Intensity, and Expenditures for Special Education Related Services Study. Report prepared for the Ohio Department of Education, Office for Exceptional Children. Youth Policy Research Group, Inc: Kansas City, MO.

Akey, T.A. & Clay, P.L. (2004) Evaluation of the Kansas Health Foundation Superintendents' Forum. Report prepared for the Kansas Health Foundation, Wichita, KS. Youth Policy Research Group, Inc: Kansas City, MO.

Akey, T.A. & Clay, P.L. (2004) Evaluation of the Illinois Professional Learner's Partnership. Report prepared for the University of Illinois: Champaign IL. Youth Policy Research Group, Inc: Kansas City, MO.

Akey, T.A. (2003). Curriculum and Assessment Alignment of DoDEA English-Language Arts standards and assessments. Report prepared for the Department of Defense Education Activity Office. Youth Policy Research Group, Inc: Kansas City, MO.

Akey, T.A. (2003). Curriculum and Assessment Alignment of DoDEA Mathematics standards and assessments. Report prepared for the Department of Defense Education Activity Office. Youth Policy Research Group, Inc: Kansas City, MO.

Akey, T.A. (2003). Program Evaluation Supplement to Middle School Transition Program. Report prepared for the Little Rock School Board. Youth Policy Research Group, Inc: Kansas City, MO.

Akey, T.A. (2002). Synopsis of Indiana Teacher Evaluation Policies. Report prepared for Indiana State Teacher's Association. Youth Policy Research Group, Inc: Kansas City, MO.

Akey, T.M. (2002). Alignment of district assessments to state and local standards. Implications for Park Hill School District Assessment Plan. Technical report for the Park Hill School District.

Akey, T.M. (2002). Development of curriculum-based writing assessment. Pilot results and recommendations for curriculum. Technical report for the Park Hill School District.

Akey, T.M. (2002). Effects of standards-based assessment on instructional practices in middle school math teachers. Technical report for the Park Hill School District, February 2002.

Akey, T.M (2001). Using data as a method for school improvement planning and decision-making: Administrators. Technical report for Park Hill School District, August 2001.

Akey, T. M. (2000). 2000-2001 District Performance Update: Assessment of the Show-Me Standards. Evaluation report prepared for Park Hill School District, October 12, 2000.

Akey, T.M (2001). Using data as a method for instructional planning and decision-making: Teachers. Technical report for Park Hill School District, August 2001.

Akey, T.M. (2001) Validation of learning expectations for a standards-based curriculum in communication arts. Technical report for Park Hill School District, January, 2001

Akey, T. M. (2001). Effectiveness of the Class-Within-a-Class Model.. Evaluation report for Park Hill School District. February, 2001

Akey, T. M. (2001). Evaluation of class rank procedures: Examination of alternate methods. Evaluation report for Park Hill School District. February, 2001

Akey, T. M. (2001). Effects of Block Scheduling on Instructional Practices. Evaluation report prepared for Park Hill School District, February, 2001.

Akey, T. M. (2000). Title I Evaluation Report: Adequate Yearly Progress and Recommendations for Program Improvement. Evaluation report prepared for Park Hill School District, December 7, 2000.

Akey, T. M. (2000). 1999-2000 District Performance Update. Evaluation report prepared for Park Hill School District, October 12, 2000.

Akey, T. M. (2000). Effects of Block Scheduling on Student Outcomes: Mastery achievement, credits, and test scores. Evaluation report prepared for Park Hill School District, April, 2000.

Akey, T. M. (1999). Effectiveness of Full-Day Kindergarten: Third Year Evaluation. Evaluation report prepared for Park Hill School District.

Akey, T. M. (1999). 1998-1999 District Performance Update. Evaluation report prepared for Park Hill School District, October 10, 1999.

Refereed Publications

Akey, T.M., & Marquis, J.M. (under review). The Effects of Parents' Perceptions of the Responsiveness of Family Support Programs and Skills and Participatory Behaviors on Psychological Empowerment Submitted to Journal of Community Psychology (June, 2005).

Akey, T. M. & Ares, N. M. (2002). Using a Learning Partnership to Teach Classroom-based Assessment in Context: Conceptual and Belief Changes in Preservice Teachers. Teaching Education.

Ares, N.M., & Akey, T. (2000/2001). Self-organization in educational systems. Louisiana Education Research Journal, 25(1), 49-71.

Akey, T. M., Marquis, J. M., & Ross, M. E. (2000). The development of the Psychological Empowerment Scale: Evidence of its construct validity. Educational and Psychological Measurement. 60(3), 419-437.

Jensen, C., Hansen, C., Green, S. B., & Akey, T. M. (1997). An investigation of item difficulty incorporating structure of listening tests: A hierarchical linear modeling analysis. Proceedings of the Language Testing Research Colloquium.

Green, S.B., Salkind, N.J., & Akey, T.M. (1999). Using SPSS for Windows: Analyzing and Understanding Data, 2nd Edition. New York: Prentice Hall.

Green, S. B., Akey, T. M., Fleming, K. K., Hershberger, S. L., & Marquis, J. G. (1997). The effects of the number of scale points on chi square fit indices in confirmatory factor analysis. Structural Equation Modeling, 4(2).

Akey, T. M. (1996). Empowering families of children with a disability: Implications for professional educators and service providers from a family-centered program. Teacher Education Research and Practice, 12(2).

Green, S.B., Salkind, N.J., & Akey, T.M. (1996). Using SPSS for Windows: Analyzing and Understanding Data, 1st Edition. New York: Prentice Hall.

Jones (Akey), T. M., Garlow, J. G., Turnbull, H. R., & Barber, P. A. (1995). Family empowerment in a family support setting. In G. Singer, L. E. Powers, & Olson, A.L. (Eds.) Redefining family support: Introduction to public-private partnerships.

Jones (Akey), T. M. (1995). To help or not to help: A study of group and individual variables in a moral system. Unpublished doctoral dissertation. Department of Educational Psychology and Research, University of Kansas

Jones (Akey), T. M. (1994). Development of the Psychological Empowerment Scale: Preliminary investigations. Unpublished master's thesis. Department of Educational Psychology and Research, University of Kansas.

Frey, B., Jones (Akey), T. M., & Saxon, T. F., (1993). Exploring Research: Teacher's Manual (Teacher's Manual for N.J. Salkind's Exploring Research). New York: MacMillan.

Conference Presentations and Workshops

Akey, T. M. (2000). Using Data to Improve Instruction. Workshop presented to the Regional Professional Development Center, Kansas City, MO, April 16, 2001.

Akey, T. M. (2000). Using Data to Improve Instruction. Workshop presented to East Central Show-Me Curriculum Administrators Association, St Louis, MO, April 1, 2000.

Akey, T. M. (2000). Using Data to Improve Instruction. Workshop presented to West Central Show-Me Curriculum Administrators Association, Kansas City, MO, February 16, 2000.

Pennell, J., Eick, C., and Akey, T. M. (2000). Teacher beliefs and grading practices. Paper presented at the annual meeting of the American Educational Research Association, New Orleans, April 26-30, 2000.

Akey, T. M., Sanders, S., Boyd, P., Gorrell, J. J., Kamen, M., & Salisbury-Glennon, J. (1999). Assessment and evaluation in the Celebration School: Links to learning and curriculum. Paper presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 19-23, 1999.

Ares, N. & Akey, T. M. (April, 1999). Modeling and understanding of social interactions. Roundtable presented at the annual meeting of the American Educational Research Association, Montreal, Canada, April 19-23, 1999.

Akey, T. M. & Lawrence, F. (April, 1998). Understanding the effects of non-normal data on latent growth curve models. Violations of normality and influence of sample size. Paper accepted as part of a symposium (also chair and organizer of session) Modeling Non-normal Data for the annual meeting of the American Educational Research Association, San Diego, CA, April 12-17, 1998.

Akey, T. M., & Ares, N. M. (November, 1997). Conceptual and Belief Changes: Implications of a Sociocultural Approach to Educating Preservice Teachers in Classroom-Based Assessment. Paper presented at the annual meeting of the MidSouth Educational Research Association, Memphis, TN, November 12-14, 1997

Akey, T. M., Marquis, J. G., & Turnbull, H. R. (August, 1997). Effects of Family Support Programs on Parental Empowerment. Paper presented at the annual meeting of the American Psychological Association, Chicago, IL, August 1997.

Lustig, D., & Akey, T. M. (April, 1997) Family Adaptation in Families with Adult Children with Mental Retardation: Impact of Family Strengths and Appraisal. Paper presented at the annual meeting of the American Counseling Association, Orlando FL, April 10-13, 1997.

Akey, T. M. & Green, S. B. (March, 1997). A Model of Moral Decision-Making: A Study of Group and Individual Influences. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL. March 24-28, 1997.

Akey, T. M. & Green, S. B. (March, 1997). The Relationship Between Power and Intercorrelated Dependent Variables in MANOVA. Poster presented at the annual meeting of the American Educational Research Association, Chicago, IL. March 24-28, 1997.

Akey, T. M. (February, 1997). Confirmatory Factor Analysis of a Moral Dilemma Helping Measure. Paper presented at the annual meeting of the Eastern Educational Research Association, Hilton Head, SC, February 19-22, 1997.

Jensen, C., Hansen, C., Green, S. B., & Akey, T. M. (1996). An investigation of item difficulty incorporating structure of listening tests: A hierarchical linear modeling analysis. Paper presented at the Language Testing Research Colloquium, Tampere, Finland, July 31-August 3, 1996.

Akey, T. M. (December, 1995). Effects of family support programs on parental empowerment. Workshop presentation at the annual Empowering Families Conference, Chicago, IL.

Jones (Akey), T. M. (August, 1994). The development of the Psychological Empowerment Scale: Preliminary investigations. Poster presentation at the annual meeting of the American Psychological Association, Los Angeles, CA.

Jones (Akey), T. M. (June, 1993). Roundtable discussions on family empowerment and family services. Invited roundtable participant and presenter at the annual Family Support and Family Empowerment Conference, Dartmouth, NH.

Books

Green, S. B., Salkind, N. J., & Akey, T. M. (1997). Using SPSS for Windows: Analyzing and Understanding Data. New York: Prentice Hall.

Green, S. B., Salkind, N. J., & Akey, T. M. (1997). Using SPSS for the Macintosh: Analyzing and Understanding Data. New York: Prentice Hall.

Professional and Community Service

Kansas City, Kansas YWCA, (Dec 2001 to present), Board of Directors

Heartland Student Achievement Gap Organization, (August 2001 to present). Board of Directors

Park Hill Educational Foundation, (August 2000 to present), Advisory Board

Auburn University

1998: Undergraduate Core Curriculum Development Committee for Teacher Education

1997: Chair, Library Appeals Committee

1997: Reviewer. Professional Educator, College of Education

University of Kansas

1993: Representative to the Graduate Student Council

1993, 1995: Student representative for faculty meetings of Educational Psychology and Research Department.

Recent Honors

- Nomination for Dissertation of the Year: University of Kansas, School of Education, May 1996
- Who's Who in College, 1987, 1991
- President's List 1987-1991
- Outstanding Psychology Student, 1990

Professional Organizations

- Show-Me Curriculum Administrators Association 1998 to present
- ASCD National Organization, 1998 to present
- Missouri ASCD: 1998 to present
- American Psychological Association: 1990-1998
- American Educational Research Association: 1993 to present
- 1997: Reviewer for American Educational Research Association Annual Meeting
- MidSouth Educational Research Association: 1996-1998
- 1998: Graduate Student Involvement Committee
- 1997: Reviewer for MidSouth Educational Research Association Annual Meeting
- 1997: Graduate Student Involvement Committee
- Eastern Educational Research Association: 1996-1998
- American Evaluation Association: 1998-present
- Association for Humanist Sociology: 2002 to present
