

Curriculum Vita

Charles R. Martinez, Jr., Ph.D.

Office of the Dean, College of Education
The University of Texas at Austin


PROFESSIONAL EXPERIENCE

Educational Background

- 1997 Doctor of Philosophy, Clinical Psychology (*fully APA accredited*)
California School of Professional Psychology, San Diego, CA
Major Professor: Sharon L. Foster, Ph.D.
Dissertation: *The Influence of Dyad Ethnic Composition on the Liking Ratings and Conflict Resolution Strategies of African American and Mexican American Boys.*
- 1993 Master of Arts, Clinical Psychology
California School of Professional Psychology, San Diego, CA
Major Professor: Sharon L. Foster, Ph.D.
- 1991 Bachelor of Arts, Psychology, cum Honoribus in Psychology
Pitzer College, Claremont, CA
Major Professor: Alan Jones, Ph.D.; Richard Tsujimoto, Ph.D.
Honors Thesis: *The Role of Cytochrome P-450 in Ventromedial Hypothalamic Obesity.*

Professional Licensure

1999-Present Oregon Licensed Psychologist

Current and Recent Positions

- 2019-Present Dean, College of Education, University of Texas, Austin, TX
Tenured Professor, Department of Educational Psychology, College of Education,
University of Texas, Austin, TX
Lee Hage Jamail Regents Chair, College of Education, University of Texas, Austin, TX
Sid W. Richardson Regents Chair, College of Education, University of Texas, Austin, TX

Duties: Serve as chief academic and administrative officer of the college (currently ranked 4th among public colleges of education in the U.S.). Responsible for providing strategic and intellectual leadership and collaborating with faculty, staff, and other stakeholders regarding the college's positioning and operations, including all programmatic and personnel activities. Manage and develop relationships with

key stakeholders, including the Texas state government, students, alumni, as well as local and national education leaders and philanthropists. Lead all faculty hiring, promotion, and tenure processes in the college. Responsible for all academic programs (including three undergraduate degree programs, 25 master's and doctoral degree programs, and numerous advanced degree certifications) across five nationally ranked academic departments. Oversee a core budget of approximately \$110 million, an endowment of over \$100 million, and a diverse community of over 3,800 students (including the largest percentages of students of color and first-generation college students in the university), more than 200 full-time faculty, and more than 350 full-time staff. Grow and support the college's research enterprise, which includes twelve research/outreach centers with annual research expenditures totaling over \$52 million for the 2022-23 academic year.

- 2017-2019 Philip H. Knight Professor, Educational Methodology, Policy, and Leadership, College of Education, University of Oregon, Eugene, OR
2009-2019 Tenured Professor, Educational Methodology, Policy, and Leadership, College of Education, University of Oregon, Eugene, OR

Duties: Participated in all departmental activities. Designed and taught courses in diversity and multicultural education, health and education equity, research methodology, and behavioral maladjustment prevention. Served on dissertation committees and advised doctoral students in two programs. Led doctoral concentration in Equity Leadership. Published research findings. Presented research at national and international scientific meetings. Collaborated with university colleagues on grants and research interests. Tenured Associate Professor in 2009. Promoted to Full Professor in 2014. Appointed Department Head from 2013 to 2017, with duties including: overseeing all academic programs in the department (i.e., two doctoral programs, two master's degree programs, and administrative licensure programs), supervising departmental faculty and staff, and overseeing all aspects of departmental budget.

- 2012-2019 Director, Center for Equity Promotion, University of Oregon, Eugene, OR

Duties: Directed all scientific and operational activities of Center for Equity Promotion. Supervised research and administrative staff. Provided oversight for all center budget matters. Prepared and submitted federal and international grant applications and progress reports for sponsored projects. Designed research, analyzed results, and prepared manuscripts for scholarly publication. Presented research findings to national audiences. Trained and mentored postdoctoral fellows and early career scientists. Trained and supervised Graduate Teaching Fellows.

- 2005-2011 Vice President / Vice Provost for Institutional Equity and Diversity, University of Oregon, Eugene, OR

Duties: Served as Chief Diversity Officer for university. Served as member of the University Executive Leadership Team. Provided leadership for campus-wide diversity efforts. Led development and implementation of University Diversity Plan. Oversaw activities of Office of Institutional Equity and Diversity, Office of Multicultural Academic Support, Many Nations Longhouse, and Center on Diversity and Community. Represented the university and its diversity programs to external audiences. Supported diversity-building programs across campus. Worked with central administration to prioritize initiatives that served the diversity goals and education mission of the institution.

2009-2013 Senior Scientist, Oregon Social Learning Center, Eugene, OR

Duties: Acted as principal investigator and co-investigator on various research projects funded by the National Institutes of Health. Independently responsible for all scientific and operational aspects of projects under direction. Hired, trained, and supervised project staff. Planned, designed, and implemented project agenda. Supervised all intervention activities. Designed research, analyzed results, and prepared manuscripts for scholarly publication. Wrote federal grant proposals. Directed the center's Latino Research Team. Continued service as Senior Fellow beginning in 2013.

Past Positions

- 2001-2009 Research Scientist, Oregon Social Learning Center, Eugene, OR
- 2004-2009 Associate Professor / Senior Research Associate & Director of Diversity, Educational Leadership, COE, University of Oregon, Eugene, OR
- 1999-2005 Program Faculty, Educational Leadership, COE, University of Oregon, Eugene, OR
- 2000-2001 Research Associate, Oregon Social Learning Center, Eugene, OR
- 1997-2000 National Institute of Mental Health (NIMH) Postdoctoral Fellow, Oregon Social Learning Center, Eugene, OR
- 1995-1996 Chief Psychology Intern, University of Miami School of Medicine, Jackson Memorial Hospital, Miami, FL (Fully APA accredited)
- 1993-1994 Psychology Intern, Counseling and Psychological Services, San Diego State University, San Diego, CA
- 1992-1993 Psychology Trainee, Family Stress Center, Chula Vista, CA

PUBLICATIONS

*Denotes publication with a major mentee as lead.

Refereed Journal Articles

- *Cobb, C. L., Schwartz, S. J., & **Martinez**, C. R., Jr. (in press). A theory of cultural continuity: Heritage culture retention as an important psychological motivation. *Psychological Review*.
- *Lorenzo-Blanco, E. I., Zhang, M., *Henriquez, K. L., Cobb, C., Kim, SY, Szapocznik, J., Unger, J. B., Lee, T. K., Cano, M. A., **Martinez**, C. R., Jr., Schwartz, S. J. (in press). Can adolescent hope buffer against the adverse effects of cultural stress on Latinx youths' adjustment outcomes? *Developmental Psychology*.
- Liu, X., Eddy, J. M., **Martinez**, C. R., Jr. (2025). Causal Estimands and Multiply Robust Estimation of Mediated-Moderation. *Multivariate Behavioral Research*, 60(3), 460-486.

- Schwartz, S. J., Ertanir, B., Harkness, A., Zamboanga, B. L., Bessaha, M. L., Bartholomew, J. B., Meca, A., Michikyan, M., Duque, M., Montero-Zamora, P., López-Madrigal, C., Castillo, L. G., Cano, M. A., Subrahmanyam, K., Piña-Watson, B., Regan, P., Ham, L. S., Hanson, M. K., & **Martinez**, C. R., Jr. (2025). The role of personal identity as a resource for college students during COVID-19. *Journal of American College Health*, 73, 244-254.
- Watkins, L. G., Cobb, C. L., Schwartz, S. J., Duque, M., Montero-Zamora, P., Alpysbekova, A., Romero S., Ertanir, B., & **Martinez**, C. R., Jr. (2025). Ethnic discrimination, cultural identification, and well-being among undocumented Hispanic immigrants in the United States: A test of the rejection-identification model. *American Journal of Orthopsychiatry*, 95(5), 561-573.
- *Cobb, C. L., Crumly, B., Montero-Zamora, P., Schwartz, S. J. & **Martinez**, C. R. Jr. (2024). The problem of miscitation in psychological science: Righting the ship. *American Psychologist*, 79, 299-311.
- *Cobb, C. L., Watkins, L., Schwartz, S. J., Romero, S. A., & **Martinez**, C. R., Jr. (2024). Everyday discrimination and risk for clinical depression among a community sample of undocumented Latino immigrants in the United States. *Psychiatry Research*, 334.
- *Cobb, C. L. & **Martinez**, C. R., Jr. (2023). Trajectories of depression for Latino immigrant adolescents: The influence of individual, family, and sociocultural factors. *Journal of Psychopathology and Clinical Science*, 132, 1-12.
- *Cobb, C. L. & **Martinez**, C. R., Jr., Schwartz, S. J., & Montero-Zamora, P. (2023). Effects of social support processes during implementation of community-based randomized controlled trials: An example from a culturally adapted replication trial for Latino families. *Journal of Community Psychology*, 51, 1201-1216.
- *Cobb, C. L. & **Martinez**, C. R., Jr. (2023). Correlates of alcohol use likelihood for Latino immigrant youth in an emerging context. *Journal of Research on Adolescence*, 33, 302-317.
- Meca, A. Allison, K. K., Passini, J., Veniegas, T., Cruz, B., Castillo, L. G., Schwartz, S. J., Zamboanga, B. L., Michikyan, M., Bessaha, M., Regan, P. C., Subrahmanyam, K., Bartholomew, J., Piña-Watson, B., Pina-Watson, B., Cano, M. A., & **Martinez**, C. R., Jr. (2023). Navigating identity uncertainty: Identity distress during the COVID-19 pandemic. *Emerging Adulthood*, 11(6), 1518-1534.
- Regan, P., Michikyan, M., Subrahmanyam, K., Bartholomew, J. B., Bessaha, M. L., Cano, M. A., Castillo, L. G., Ham, L. S., Hanson, M., Harkness, A., **Martinez**, C. R., Jr., Meca, A., Piña-Watson, B., Schwartz, S. J., & Zamboanga, B. L., (2023). "I haven't been in the right mind:" The experiences of first-generation and continuing California State University students during the COVID-19 pandemic. *College Student Journal*, 57, 23-44.
- Ertanir, B., Cobb, C. L., Unger J. B., Celada-Dalton, T., West, A.W., Zeledon, I., Perazzo, P. A., Cano, M. A., Des Rosier, S. E., Duque, M. C., Ozer, S., Cruz, N., Scaramutti, C., Vos, S. R., Salas-Wright, C. P., Maldonado-Molina, M. M., Nehme, L., **Martinez**, C. R., Jr., Zayas, L. H., & Schwartz, S. J. (2023). Crisis migration adverse childhood events: A new category of youth adversity for crisis migrant children and adolescents. *Research on Child and Adolescent Psychopathology*, 51, 1871-1882.
- Martinez**, C. R., Jr., Eddy, J. M., McClure, H. H., & Cobb, C. L. (2022). Promoting strong Latino families within an emerging immigration context: Results of a replication and extension trial of a culturally adapted preventive intervention. *Prevention Science*, 23, 283-294.
- *Cobb, C. L. & **Martinez**, C. R., Jr. (2022). Parent immigration stress predicts youth externalizing behaviors among Latino immigrant families in an emerging destination context. *Family Process*, 61, 1629-1645.

- Eddy, J. M., **Martinez**, C. R., Jr., Burraston, B. O., Herrera, D., & Newton, R. M. (2022). A randomized controlled trial of a parent management training program for incarcerated parents: Post-release outcomes. *International Journal of Environmental Research and Public Health*, 19(8):4605.
- Schwartz, S. J., Waterman, A. S., Cobb, C. L., Cano, M. A., Scaramutti, C., Meca, A., Ozer, S., Ward, C., Puente-Duran, S., Lorenzo-Blanco, E., I., Unger, J. B., Duque, M. C., Vos, S. R., Zeledon, I., Garcia, M. F., & **Martinez**, C. R., Jr. (2022). Cultural stress, daily well-being, and internalizing and externalizing symptoms among Hispanic college students. *Journal of Counseling Psychology*, 69, 416-429.
- Schwartz, S. J., **Martinez**, C. R., Jr., Meca A., Szabó A., Ward, C., Cobb C. L., Stuart, J., Lorenzo-Blanco E. I., Cano, M. A., Unger, J. B., & Salas-Wright, C. P. (2021). Toward a micro-level perspective on acculturation among U.S. Hispanic college students: A daily diary study. *Journal of Clinical Psychology*, 77, 121-144.
- *Cobb, C. L., **Martinez**, C. R., Jr., Lee, S., Lee, T. K., & Lorenzo-Blanco, E. I. (2021). Acculturation trajectories differ by youth age at migration and time in residency among Latino families in an emerging immigrant context. *International Journal of Intercultural Relations*, 81, (79-93).
- *Cobb, C. L., Salas-Wright, C., John, R., Schwartz, S. J., Vaughn, M., **Martinez**, C. R., Jr., Awad, G., Pinedo, M., & Cano, M. A. (2021). Discrimination trends and mental health among native- and foreign-born Latinos: Results from national surveys in 2004 and 2013. *Prevention Science*, 22, 397-407. DOI:10.1007/s11121-020-01186-4
- *Cobb, C. L., **Martinez**, C. R., Jr., Schwartz, S. J., Salas-Wright, C. P., Pinedo, M., Martinez, P., Meca, A., Garcia Isaza, A., Lorenzo-Blanco, E. I., McClure, H., Marsiglia, F. F., & Cano, M. A. (2020). Alcohol use severity, depressive symptoms, and optimism among Hispanics: Examining the immigrant paradox in a serial mediation model. *Journal of Clinical Psychology*, 76, 2329-2344.
- *Thier, M., Beach, P., **Martinez**, C. R., Jr., & Hollenbeck, K. (2020). Take care when cutting: Five approaches to disaggregating data on rural schools. *Theory and Practice in Rural Education*, 10, 63-84.
- Schwartz, S. J., Szabó, A., Meca, A., Ward, C., **Martinez**, C. R., Jr., Cobb, C. L., Benet-Martínez, V., Unger, J. B., & Pantea, N. (2020). The convergence between cultural psychology and developmental science: Acculturation as an exemplar. *Frontiers in Psychology*, 11, 887.
- *Thier, M., **Martinez**, C. R., Jr., Alresheed, F., Storie, S., Sasaki, A., Meline, M., Rochelle, J., Witherspoon, L., & Yim-Dockery, H. (2020). Cultural adaptation of promising, evidence-based, and best practices: A scoping literature review. *Prevention Science*, 21, 53-64.
- Eddy, J. M., Wu Shortt, J., **Martinez**, C. R., Jr., Holmes, B. S., Wheeler, A., Gau, J., Seeley, J., & Grossman, J. B. (2020). Outcomes from a randomized controlled trial of the Relief Nursery program. *Prevention Science*, 21, 36-46.
- Linville, D., McClure, H., & **Martinez**, C.R., Jr., & Morales, C. M. (2020). Latinx immigrant community health promotion: A needs assessment. *Health Promotion Practice*, 20, 372-382.
- Linville, D., Mintz, B., **Martinez**, C. R., Jr., Gau, J., Shune, S., & Stice, E. (2020). Preliminary effects of tailoring an obesity prevention intervention program for Latino immigrant families. *Family and Community Health*, 43, 118-130.
- *Cobb, C. L., Zamboanga, B. L., Xie, D., Schwartz, S. J., **Martinez**, C. R., Jr., & Skaggs, S. (2019). Associations among the advisory working alliance and research self-efficacy within a relational efficacy framework. *Journal of Counseling Psychology*, 67, 361-370.
- *Cobb, C., Branscombe, N., Meca, A., Schwartz, S. J., Dong, X., Zea, M., Molina, L., & **Martinez**, C. R., Jr. (2019). Toward a positive psychology of immigrants. *Perspectives on Psychological Science*, 14, 619-632.

- *Petrova, M., **Martinez**, C. R., Jr., Jean-Jacques, J., McClure, H. H., Pantin, H., Prado, G., & Schwartz, S. J. (2019). Mind the gap: Bridging the divide between current binge drinking prevention and the needs of Hispanic underage emerging adults. *Prevention Science*, 20, 1114-1124.
- *Measelle, E., McClure, H. H., **Martinez**, C. R., Jr., Snodgrass, J. J., Jimenez, R., & Isiordia, L. (2019). Climbing the ladder of decline: Income and acculturation associated with chronic inflammation among Mexican immigrants. *American Journal of Human Biology*, 31, e23271.
- *Meca, A., Schwartz, S. J., **Martinez**, C. R., Jr., & McClure, H. H. (2018). Longitudinal effects of acculturation on mental health: Does the measure of acculturation matter? *Development and Psychopathology*, 20(5), 1849-1866.
- Kjellstrand, J., Yu, G., Eddy, J. M., & **Martinez**, C. R., Jr. (2018). Children of incarcerated parents: Development of externalizing behaviors across adolescence. *Criminal Justice and Behavior*, 45(11), 1742-1761.
- Martinez**, C. R., Jr., Schwartz, S. J., Thier, M., & McClure, H. H. (2017). A tale of two measures: Concordance between the ARSMA-II and the BIQ acculturation scales among Latino immigrant families. *Psychological Assessment*, 30(4), 459-473.
- Eddy, J. M., **Martinez**, C. R. Jr., Baldwin Grossman, J., Cearley, J., Herrera, D. Wheeler, A. C., Rempel, J., Foney, D., Gau, J. M., Burraston, B. O., Harachi, T. W., Haggerty, K. P., & Seeley, J. R. (2017). A randomized controlled trial of a long-term professional mentoring program for children at risk: Outcomes across the first 5 years. *Prevention Science*, 18(8), 899-910.
- *McClure, H. H., Snodgrass, J. J., **Martinez**, C. R., Jr., Squires, E. C., Jiménez, R. A., Isiordia, L. E., Eddy, J. M., McDade, T. W., & Small, J. (2015). Stress, place, and allostatic load among Mexican immigrant farmworkers in Oregon. *Journal of Immigrant & Minority Health*, 17(5) 1518-1525.
- *McClure, H. H., Snodgrass, J. J., **Martinez**, C. R., Jr., Eddy, J. M., McDade, T. W., Hyers, M. J., & Johnstone-Díaz, A. (2013). Integrating biomarkers into research with Latino immigrants in the United States. *Advances in Anthropology*, 3(2), 112-120.
- Eddy, J. M., **Martinez**, C. R., Jr., & Burraston, B. (2013). A randomized control trial of parent management training program for incarcerated parents: Proximal impacts. In J. Poehlmann (Eds.), *Relationship Processes and Resilience in Children with Incarcerated Parents. Monographs of the Society for Research in Child Development*, 78(3), 75-93.
- *McClure, H. H., Eddy, J. M., Kjellstrand, J. M., Snodgrass, J. J., & **Martinez**, C. R., Jr. (2012). Child and adolescent affective and behavioral distress and elevated adult Body Mass Index. *Child Psychiatry and Human Development*, 43(6), 837-854.
- Kjellstrand, J. M., Cearley, J. J., Eddy, J. M., Foney, D., & **Martinez**, C. R., Jr. (2012). Characteristics of incarcerated fathers and mothers: Implications for preventive interventions targeting children and families. *Children and Youth Services Review*, 34(12), 2409-2415.
- Squires, E. C., McClure, H. H., **Martinez**, C. R., Jr., Eddy, J. M., Jiménez, R. A., Isiordia, L. E., & Snodgrass, J. J. (2012). Diurnal cortisol rhythms among Latino immigrants in Oregon. *Journal of Physiological Anthropology*, 31(19).
- Martinez**, C. R., Jr., McClure, H. H., Eddy, J. M., Ruth, B., & Hyers, M. J. (2012). Recruitment and retention of Latino immigrant families in prevention research. *Prevention Science*, 13(1), 15-26.
- Martinez**, C. R., Jr., McClure, H. H., Eddy, J. M., & Wilson, M. D. (2011). Time in U.S. residency and the social, behavioral, and emotional adjustment of Latino immigrant families. *Hispanic Journal of Behavioral Sciences*, 33(3), 323-349.
- Hall, G. C. N., **Martinez**, C. R., Jr., Tuan, M., McMahon, T. R., & Chain, J. (2011). Toward ethnocultural diversification in higher education. *Cultural Diversity and Ethnic Minority Psychology*, 17(3), 243-251.

- *Burrow-Sanchez, J. J., **Martinez**, C. R., Jr., Hops, H., & Wrona, M. (2011). Cultural accommodation of substance abuse treatment for Latino adolescents. *Journal of Ethnicity in Substance Abuse*, 10(3), 202-225.
- *McClure, H. H., Snodgrass, J. J., **Martinez**, C. R., Jr., Eddy, J. M., Jiménez, R. A., & Isiordia, L. E. (2010). Discrimination, psychosocial stress, and health among Latin American immigrants in Oregon. *American Journal of Human Biology*, 22(3), 421-423.
- *McClure, H. H., **Martinez**, C. R., Jr., Snodgrass, J. J., Eddy, J. M., Jiménez, R. A., Isiordia, L. E., & McDade, T. W. (2010). Discrimination-related stress, blood pressure, and Epstein-Barr Virus Antibodies among Latin American Immigrants in Oregon. *Journal of Biosocial Science*, 42(4), 433-461.
- Martinez**, C. R., Jr., McClure, H. H., & Eddy, J. M. (2009). Language brokering contexts and behavioral and emotional adjustment among Latino parents and adolescents. *Journal of Early Adolescence*, 29(1), 71-98.
- *McClure, H. H., **Martinez**, C. R., Jr., Eddy, J. M., Jimenez, R., Isiordia, L. E., McDade, T. W. & Snodgrass, J. J. (2008). Stress and lifestyle change among recent Latino immigrants in Oregon. *American Journal of Human Biology*, 20(2), 201-211.
- Eddy, J. M., **Martinez**, C. R., Jr., Schiffmann, T., Newton, R., Olin, L., Leve, L., Foney, D. M., & Wu Shortt, J. (2008). Development of a multisystemic parent management training intervention for incarcerated parents, their children and families. *Clinical Psychologist*, 12(3), 86-98.
- Eddy, J. M., & **Martinez**, C. R., Jr. (2008). An Introduction to the Sloboda and Bukoski Society for Prevention Research (SPR) Cup. *Prevention Science*, 9(1), 1-3.
- Castro, F. G., Barrera, M., Jr., Pantin, H., **Martinez**, C. R., Jr., Felix-Ortiz, M., Rios, R., Lopez, V. A., & Lopez, C. (2006). Substance abuse prevention intervention research with Hispanic populations. *Drug and Alcohol Dependence*, 84(S1), S29-S42.
- Martinez**, C. R., Jr. (2006). Effects of differential family acculturation on Latino adolescent substance use. *Family Relations*, 55(3), 306-317.
- DeGarmo, D. S., & **Martinez**, C. R., Jr. (2006). A culturally informed model of academic well-being for Latino youth: The importance of discriminatory experiences and social support. *Family Relations*, 55(3), 267-278.
- Martinez**, C. R., Jr., & Eddy, J. M. (2005). Effects of culturally adapted parent management training on Latino youth behavioral health outcomes. *Journal of Consulting and Clinical Psychology*, 73(4), 841-851.
- Martinez**, C. R., Jr., DeGarmo, D. S., & Eddy, J. M. (2004). Promoting academic success among Latino youth. *Hispanic Journal of Behavioral Sciences*, 26(2), 128-151.
- Castro, F. G., Barrera, M., Jr., & **Martinez**, C. R., Jr. (2004). The cultural adaptation of prevention interventions: Resolving tensions between fidelity and fit. *Prevention Science*, 5(1), 41-45.
- Martinez**, C. R., Jr., & Forgatch, M. S. (2002). Adjusting to change: Linking family structure transitions with parenting and boy adjustment. *Journal of Family Psychology*, 16(2), 107-117.
- Eddy, J. M., **Martinez**, C. R., Jr., Morgan-Lopez, A., Smith, P., & Fisher, P. A. (2002). Diversifying the ranks of prevention scientists through a community collaborative approach to education. *Prevention & Treatment*, 5(3), <http://journals.apa.org/prevention/volume5/pre0050003a.html>
- Martinez**, C. R., Jr., & Forgatch, M. S. (2001). Preventing problems with boys' noncompliance: Effects of a parent training intervention for divorcing mothers. *Journal of Consulting and Clinical Psychology*, 69(3), 416-428.
- Forgatch, M. S., & **Martinez**, C. R., Jr. (1999). Parent management training: A program linking basic research and practical application. *Journal of the Norwegian Psychological Society*, 36, 923-937.

- DeGarmo, D. S., Forgatch, M. S., & **Martinez**, C. R., Jr. (1999). Parenting of divorced mothers as a link between social status and boys' academic outcomes: Unpacking the effects of SES. *Child Development*, 70(5), 1231-1245.
- Burian, B. K., Yanico, B. J., & **Martinez**, C. R., Jr. (1998). Group gender composition effects on judgments of sexual harassment. *Psychology of Women Quarterly*, 22(3), 465-480.
- Foster, S. L., & **Martinez**, C. R., Jr. (1995). Ethnicity: Conceptual and methodological issues in child clinical research. *Journal of Clinical Child Psychology*, 24(2), 214-226.

Refereed Articles Under Review:

- *Garcia Isaza, A., **Martinez**, C. R., Jr., Eddy, J. M., McClure, H. H., & Cobb, C. L. (2025). *Challenges and Promising Avenues to Effective Family-School Collaboration with Marginalized Families to Promote Student Success*. Manuscript submitted for review.

Book Chapters

- Eddy, J. M., Garcia Isaza, A., Montero-Zamora, P., **Martinez**, C. R., Jr., McClure, H. H., Esmail, R., Christ, A., Figueroa, A. L., Aguilar, K., Avila Santos, J., & Borja, S. (in press). Jóvenes, familias y escuelas en la prevención de la violencia: Lecciones de una intervención comunitaria en Centroamérica. In P. Isnardo De la Cruz Lugardo (Ed.) *Cultura y ciencia aplicada en prevención de las violencias: Un estudio transdisciplinario*. UNAM.
- *Cobb, C. L., Schwartz, S. J., Watkins, L., & **Martinez**, C. R., Jr., (in press). Heterogeneity in Latino social identity and mental health as the next generation of Latino-focused scholarship in psychology. In N.R. Branscombe & K.J. Reynolds (Eds.), *Handbook of Social Identity Research*. Elgar Publishing.
- McClure, H. H., **Martinez**, C. R., Jr., & Eddy, J. M. (in press). Substance use among racial/ethnic minority youth: Prevalence, risk and protective factors, and culturally appropriate preventive interventions. In C. Koch & C. Reyes (Eds.), *Diversity in human behavior*. New York: Worth Publishing.
- *McClure, H. H., Eddy, J. M., **Martinez**, C. R., Jr., Esmail, R., Figueroa, A. L., & Batz, R. (2023). Addressing U.S. youth violence and Central American migration through fortifying children, families, and educators in Central America: A collaborative approach. In I. Muenstermann (Ed.), *The changing tide of immigration and emigration during the last three centuries*. London: IntechOpen.
- *Cobb, C. L., **Martinez**, C. R., Jr., Garcia-Isaza, A., McClure, H. H., & Eddy, J. M. (2020). Linking acculturation factors, family environments, and mental health outcomes among Latino families in traditional, emerging, and crisis immigrant receiving contexts in the United States. In G. N. Hall (Ed.), *Mental and behavioral health of immigrants in the United States: Cultural, environmental, and structural factors* (pp. 3-24). Philadelphia, PA: Elsevier.
- Eddy, J. M., Kjellstrand, J.M., Schumer, J. **Martinez**, C. R., Jr., Newton, R. (2019). Theory-based multimodal parenting intervention for incarcerated parents and their children. In J. M. Eddy and J. Poehlmann-Tynan (Eds.), *Handbook on children of incarcerated parents: Research, policy, and practice, second edition* (pp. 219-235). New York: Springer International Publishing.
- Eddy, J. M., Feldman, B. J., & **Martinez**, C. R., Jr. (2016). Short- and long-term impacts of a coercion theory-based intervention on aggression on the school playground. In T. J. Dishion and J. Snyder (Eds.), *The Oxford handbook of coercive relationship dynamics* (pp. 286-299). New York: Oxford University Press.

- Martinez**, C. R., Jr., McClure, H. H., & Eddy, J. M. (2016). Latino youth substance use in states with emerging immigrant communities. In Y. F. Thomas, L. N. Price, & A. V. Lybrand (Eds.), *Drug use trajectories among minority youth* (pp. 305-330). New York: Springer Publishing.
- *McClure, H. H., Shortt, J. W., Eddy, J. M., Holmes, A., Van Uum, S., Russell, E., Koren, G., Sheeber, L., Davis, B., Snodgrass, J. J., **Martinez**, C. R., Jr. (2015). Associations among mother-child contact, parenting stress, and mother and child adjustment related to incarceration. In J. Poehlmann (Ed.), *Children's contact with incarcerated parents: Implications for policy and intervention* (pp. 59-82). New York: Springer International Publishing.
- Eddy, J. M., **Martinez**, C. R., Jr., Metzler, C. W., & Heyman, R. E. (2014). Environmental influences: Family. In Z. Sloboda & H. Petras (Eds.), *Advances in prevention science (Volume 1): Defining prevention science* (pp. 137-150). New York: Springer Publishing.
- Eddy, J. M., Kjellstrand, J., **Martinez**, C. R., Jr., & Newton, R. (2010). Theory-based multimodal parenting intervention for incarcerated parents and their families. In J. M. Eddy & J. Poehlmann (Eds.), *Children of incarcerated parents: A handbook for researchers and practitioners* (pp. 237-261). Washington, DC: Urban Institute Press.
- Martinez**, C. R., Jr., McClure, H. L., & Eddy, J. M. (2008). Latino immigrant children and families: Demographics, challenges, and promise. In R. Bussel (Ed.), *Understanding the immigrant experience in Oregon: Research, analysis, and recommendations from University of Oregon Scholars* (pp. 56-67). Eugene, OR: Creative Publishing.
- Hardwick, S., & **Martinez**, C. R., Jr. (2008). Oregon: An emerging immigrant gateway. In R. Bussel (Ed.), *Understanding the immigrant experience in Oregon: Research, analysis, and recommendations from University of Oregon Scholars* (pp. 12-19). Eugene, OR: Creative Pub.
- Martinez**, C. R., Jr., Eddy, J. M., & DeGarmo, D. S. (2003). Preventing substance use among Latino youth. In W. J. Bukoski & Z. Sloboda (Eds.), *Handbook of drug abuse prevention: Theory, science, and practice* (pp. 365-380). New York: Kluwer Academic/Plenum Publishers.
- Foster, S. L., **Martinez**, C. R., Jr., & Kulberg, A. (1996). Race, ethnicity and children's peer relations. In T. M. Ollendick & R. J. Prinz (Eds.), *Advances in child clinical psychology: Vol. 18* (pp. 133-172). NY: Plenum.

Curricula and Intervention Materials

- Martinez**, C. R., Jr., Garcia Isaza, A., Ruth, B., & McClure, H. H., Eddy, J. M., Orozco-Lapray, D., Mason, S., Zapata, D., & Reino, C. (2024). *Conexiones II: Latino education after public school (parent, youth, counselor components)*. Austin, TX: University of Texas at Austin.
- Martinez**, C. R., Jr., Schwartz, S. J., McClure H. H., Ruth, B., Garcia Isaza, A., & Moon, E. (2020). *Latino Emerging Adults*. Eugene, OR: University of Oregon.
- Martinez**, C. R., Jr., Ruth, B., Figueroa, L., McClure, H. H., & Eddy, J. M. (2019). *Conexiones: Juntos Project (parent, youth, school leader components)*. Eugene, OR: University of Oregon.
- Central American Youth Violence** Prevention Collaborative (2015). *Miles de Manos: Familias y escuela: Juntas hacen la diferencia / A youth violence prevention program*. Bonn, Alemania: Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ).
- Martinez**, C. R., Jr., Linville, D., Figueroa, L., Leon-Monsalve, J. & McClure, H. (2014). *Familias saludables: Promoting health and wellbeing in Latinx farm working community families*. Eugene, OR: University of Oregon.
- Martinez**, C. R., Jr., Mujica, A., Eddy, J. M., & Chakerian, R. (2007). *Nuestras Familias: Andando entre culturas / Our families: Moving between cultures*. Eugene, OR: Oregon Social Learning Center.

- Schiffmann, T., Eddy, J. M., **Martinez**, C. R., Jr., Leve, L., & Newton, R. (2006). *Parenting inside out: Parent management training for incarcerated parents in jail*. Portland, OR: Children's Justice Alliance.
- Schiffmann, T., Eddy, J. M., **Martinez**, C. R., Jr., Leve, L., & Newton, R. (2006). *Parenting inside out: Parent management training for the caregivers of the children of incarcerated parents*. Portland, OR: Children's Justice Alliance.
- Schiffmann, T., Eddy, J. M., **Martinez**, C. R., Jr., Leve, L., & Newton, R. (2006). *Parenting inside out: Parent management training for incarcerated parents in prison*. Portland, OR: Oregon Social Learning Center and Children's Justice Alliance.
- Martinez**, C. R., Jr., Mujica, A., & Chakerian, R. (2004). *Nuestras Familias: Andando entre culturas / Our families parenting between cultures*. Intervention curriculum manual, Oregon Social Learning Center.

Reports and Other Publications

- *McClure, H. H., **Martinez**, C. R., Jr., Snodgrass, J. J., Eddy, J. M., Squires, E. C., & Ridgeway-Díaz, J. G. (2011). Feasibility of integrating biomarkers into research with Latino immigrant families: Findings from the Stress and Acculturation Project. *American Journal of Human Biology*, 23, 243.
- McClure, H. H., Eddy, J. M., Snodgrass, J. J., **Martinez**, C. R., Kjellstrand, J. M., & Cearley, J. J. (2010). Adolescent behavioral predictors of increased adult body mass index. *American Journal of Human Biology*, 22(2), 262.
- Midttveit, E. C., McClure, H. H., Snodgrass, J. J., McDade, T. W., **Martinez**, C. R., Jr., Eddy, J. M., Jimenez, R., Isiordia, L. E. (2010). Body composition and lifestyle correlates of high sensitivity C-reactive protein among Latino immigrants in Oregon. *American Journal of Human Biology*, 22, 263.
- Martinez**, C. R., Jr., DeGarmo, D. S., & Eddy, J. M. (2001). *Latino youth project survey: Final report*. Eugene, OR: Latino Research Team, Oregon Social Learning Center.

SELECTED PRESENTATIONS

- Martinez, C. R., Jr. (2025, June). *The Power of Higher Education to Transform Lives*. Keynote address the GEAR UP Conference, Institute for Public School Initiatives, University of Texas at Austin, Austin, TX.
- Martinez, C. R., Jr. (2025, May). *To Use or Not to Use Technology: Leveraging (or Not) Technology to Develop, Adapt, and Monitor the Implementation of Preventive Interventions in Domestic and International Contexts*. Chair of roundtable conducted at the annual meeting of the Society for Prevention Research, Seattle, WA.
- Martinez, C. R., Jr. (2025, March). *A Permian Basin Education Moonshot: Driving Enduring Systems Change*. Invited plenary, Permian Strategic Partnership, Midland, TX.
- Martinez, C. R., Jr. (2024, November). *Higher Education Leadership Lessons in Challenging Times: A Perspective from Texas*. Invited talk at the University of Oregon, Eugene, OR.
- Martinez, C. R., Jr. (2024, May). *Standards of Ethics Task Force*. Roundtable conducted at the annual meeting of the Society for Prevention Research, Washington, DC.
- Montero-Zamora, P., Eddy, J. M., Martinez, C. R., Jr., Garcia Isaza, A., McClure, H. (2024, May). *Exploring Behavioral and Emotional Difficulties in Honduran Children after the COVID-19 Pandemic; A Latent Class Analysis*. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.

- Montero-Zamora, P., Eddy, J. M., Martinez, C. R., Jr., Garcia Isaza, A., McClure, H. (2024, May). *Validation of the Spanish Version of the Parenting and Family Adjustment Scales (PAFAS) for Evaluating a Violence Prevention Intervention in Central America*. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- Eddy, J. M., Martinez, C. R., Jr., Steinfeldt, A., Reino, C., & Clark, M. (2024, May). *Reflecting on 15 years of dissemination and implementation of an evidence-based program: The case of Parenting Inside Out for incarcerated parents*. Paper presented to the annual meeting of the Society for Prevention Research, Washington, DC.
- Martinez, C. R., Jr. (2023, June). *On the “stickiness” of promising and evidence-based practices*. Roundtable presentation to annual meeting of the Society for Prevention Research, Washington, D.C.
- McClure, H. H., Pasch, K., Baker, K., Terrazas Arellanes, F., & Martinez, C. R., Jr. (2023, June). *Parental confidence in having difficult conversations is associated with positive child outcomes: Implications for intervention*. Paper presented to the annual meeting of the Society for Prevention Research, Washington, DC.
- Eddy, J. M., & Martinez, C.R., Jr. (2023, May). *Looking forward: Where do we go from here?* Address to the “Children and youth violence prevention: Looking back and looking forward” International Conference on Violence Prevention, Tegucigalpa, Honduras.
- Martinez, C. R. Jr. (2023, January). *Thriving for first-generation students during inflection points*. Keynote speaker at RISE Summit, New Student Services, UT Austin, Austin, TX.
- Martinez, C. R. Jr. (2022, October). *Inflection points: Driving positive actions at critical moments*. Featured speaker in the SPR-DNC Speaker Series, Society for Prevention Research (virtual).
- Eddy, J. M., & Martinez, C. R., Jr. (October 2022). *The Young Adult Study: Current status and next steps*. Invited address to the Friends of the Children National Network, Austin, TX.
- Martinez, C. R. Jr. (2022, June). *The future of education in Texas*. Invited panel presentation at the Texas Academy of Medicine, Engineering, Science, and Technology conference, San Antonio, TX.
- Martinez, C. R., Jr., & Eddy, J. M. (2022, May). *From best practices to best processes in the cultural adaptation and implementation of prevention programs*. Symposium presentation at 30th Annual Meeting of Society for Prevention Research, Seattle, WA.
- Martinez, C. R., Jr. (2022, March). *Harnessing cultural assets to support student success and wellbeing*. Keynote address at the Academic Counselors Association Annual Professional Development Day. University of Texas at Austin, (virtual).
- Martinez, C. R., Jr. (2021, November). *Advancing educational equity: Moving from words to action by leveraging family and community strengths*. Keynote address at the TED Conference, Council for Exceptional Children, Fort Worth, TX.
- Martinez, C. R., Jr. (2021, October). *Advancing Latina/o student success in higher education: Driving positive action at critical moments*. Plenary presentation presented at the Hispanic Association of Colleges and Universities 10th Annual Deans’ Forum (virtual).
- Martinez, C. R., Jr. (2021, July). *Equity in education*. Plenary panel presentation at the 2021 OSEP Leadership and Project Directors’ Conference, Office of Special Education Programs, US Office of Special Education and Rehabilitative Services, (virtual).
- Martinez, C. R., Jr. (2021, April). *Using data to address community impact and advance equitable outcomes*. Invited plenary presentation at the Unraveling the Mysteries of Texas Early Childhood Data conference, United Way of Texas, Texas Department of Family and Protective Services, (virtual).

- Martinez, C. R., Jr. (2021, April). *The cultural adaptation of evidence-based practices in behavioral health: Balancing fidelity and fit*. Invited lecture at the UT Integrated Behavioral Health Scholars Program, Dell Medical School, (virtual).
- Martinez, C. R., Jr. (2019, May). *The cultural adaptation of evidence-based practices: Balancing fidelity and fit*. Invited lecture at the UT Integrated Behavioral Health Scholars Program, Dell Medical School, Austin, TX.
- Martinez, C. R., Jr. (2019, April). *New directions for eliminating behavioral health and education disparities among Latino families and children in the U.S. and abroad*. Keynote address, Alderson Lecture, UT Department of Kinesiology and Health Education, Austin, TX.
- Martinez, C. R., Jr. (2019, March). *Harnessing family and community strengths to advance equity for students and schools*. Closing keynote address at the Texas Mexican American School Board Association Conference, Austin, TX.
- Eddy, J. M., Martinez, C. R., Jr., McClure, H., Ruth, B., & Garcia Isaza, A. (2019, February). *Miles de Manos: Program overview and cultural adaptation methods*. Invited workshop to ChildFund International (Kenya, Philippines, Sierra Leone, Sri Lanka), Washington, DC.
- Martinez, C. R., Jr. (2019, January). *Leading for equity: Moving from words to action*. Keynote address at the Texas Association of School Boards Governance Summit, Austin, TX.
- Linville, D. McClure H. H., & Martinez, C. R., Jr. (2018, May). *Cultural specificity and the development of effective interventions for Latinx immigrant families in Oregon*. In H. McClure (Organizer), *Cultural specificity and designing efficacious interventions for real world contexts*. Symposium conducted at the meeting of the Society for Prevention Research, Washington, DC.
- Martinez, C. R., Jr. (2018, January). *Leading for equity: Moving from words to actions*. Keynote address at the 2018 Winter Institute, Oregon Association for Bilingual Educators, Salem, OR.
- Martinez, C. R., Jr. (2018, January). *Harnessing family and community strengths to advance equity for students and schools*. Keynote address at the 2018 conference, Oregon Association for Comprehensive Education, Seaside, OR.
- Martinez, C. R., Jr., & Eddy, J. M. (2017, September). *Haciendo una diferencia: Una colaboración internacional para prevenir la violencia juvenil en Centroamérica / Making a difference: An international collaboration to prevent youth violence in Central America*. Recorded keynote presentation for the International Prevention Conference on Youth Violence in Education in Central America, Ministry of Education, and USAID, San Salvador, El Salvador.
- Martinez, C. R., Jr. (2017, April). *Leading for equity: Moving from words to actions*. Keynote address at the *Committing to Student Safety: A Call to Action* Leadership Institute, Oregon Leadership Network, Salem, OR.
- Martinez, C. R., Jr. (2017, March). *Sociocultural influences on health and education disparities: Innovations and lessons learned*. Keynote address at the Graduate Research Symposium, Idaho State University, Pocatello, ID.
- Martinez, C.R., Jr., & McClure, H. H. (2017, February). *New directions for eliminating behavioral health and education disparities among Latino families and children in the U.S. and abroad*. Invited presentation at the annual conference for the Oregon Association of Latino Administrators, University of Oregon, Eugene, OR.
- Martinez, C.R., Jr., McClure, H. H., Eddy, J. M., Olivos, E., & Sprague, J. (2016, December). *Proyecto Juntos: Aligning schools and families to promote equitable student outcomes*. In E. Doolittle and C. Martinez Jr. (Moderators), *New directions for promoting equity in student outcomes through culturally responsive intervention development, evaluation, and dissemination*. Symposium conducted at the 2016 Principal Investigators Meeting of the Institute of Education Sciences, Washington, DC.

- Martinez, C. R., Jr. (2016, June). *Development and implementation of an evidence-informed youth violence prevention program for Central America*. Keynote address at the Regional Conference for Prevention and Education, Secretaría de Seguridad, Secretaría de Prevención, Tegucigalpa, Honduras.
- Martinez, C. R., Jr. (2016, January). *New directions in preventive interventions: Improving behavioral health among Latino children and families in the U.S. and abroad*. Distinguished lecture, Department of Public Health Sciences, University of Miami Miller School of Medicine, Miami, FL.
- Martinez, C. R., Jr. (2015, November). Panel presentation at the *Partnering to Improve Mental Health for Latinos: Ya es Hora* Conference, Latino Center for Health, University of Washington, Vancouver, WA.
- Martinez, C. R., Jr. (2015, October). *Harnessing family and community strengths to promote equitable outcomes*. Summit Chair at the *Changing the Course for Oregon Students Graduation Success Summit*, University of Oregon, Eugene, OR.
- Martinez, C. R., Jr., Esmail-Arndt, Rubeena (2015, September). *Miles de Manos: Lessons learned by a multi-national collaborative team on the development and refinement of an evidence-informed youth violence prevention program for Central America*. Presenter at 7th Milestone of a Global Campaign for Violence Prevention, World Health Organization, Geneva, Switzerland.
- Martinez, C. R., Jr., (2015, May). *Dissemination and implementation of U.S.-based youth and family focused behavioral intervention in international contexts: innovations and lessons learned*. Chair, roundtable presentation at the meeting of the Society for Prevention Research, Washington, DC.
- Martinez, C. R., Jr. (2015, April). *From "best practices" to best processes in cultural adaptation of prevention strategies*. Keynote speaker at the Third Annual 90by30 Conference *Building Bridges: Connecting Communities to Prevent Child Abuse*, Eugene, OR.
- Martinez, C. R., Jr. (2014, December). Organizer and chair for symposium *Running from Peril, Chasing Hope: Central American Children and the Refugee Crisis*. University of Oregon, Eugene, OR.
- Martinez, C. R., Jr., McClure, Van Ryzin, M., Schwartz, S. & Eddy, J. M., & McClure, H. H. (2014, September). *Latino acculturation process and behavioral health: Social contextual variation*. In C. R. Martinez, Jr. (Chair), *Unpacking the pathways linking acculturation processes to behavioral health outcomes for Latino youth and families*. Symposium conducted at the meeting of the National Hispanic Science Network on Drug Abuse, El Paso, TX.
- Martinez, C. R., Jr. (2014, June). *Race, ethnicity, and schooling*. Plenary speaker at the Third Annual Research Conference, American Psychological Association, Division 45, Eugene, OR.
- Martinez, C. R., Jr. (2014, April). Conference organizer and co-chair at the *Strong Global Communities: International Conference on Prevention Implementation*, University of Oregon, Eugene, OR.
- Martinez, C. R., Jr., Eddy, J. M., Vincent, C. G., & Urbina, C. X. (2013, November). *Foundations for an effective youth violence prevention program for Central America*. Invited workshop presented at the Regional Violence Prevention Conference for Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ; Society for International Collaboration), Guatemala City, Guatemala.
- Eddy, J. M., Martinez, C. R., Jr., & Burraston, B. O. (2013, May). *Adapting and testing a prison-based parent training program for incarcerated fathers and mothers of elementary school aged boys and girls*. In J. M. Eddy (Chair), *Lessons learned from adapting and implementing evidence-based prevention programs in settings relevant to child welfare*. Symposium conducted at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- Eddy, J. M. Martinez, C. R., Jr., Feldman, B., & Barkan, S. (2013, May). *Impacts of the Linking the Interests of Families and Teachers multimodal universal preventive intervention program on substance use and abuse during emerging adulthood*. In M. V. Véronneau (Chair), *Preventing substance use from early adolescence to young adulthood by changing youths' ecology: Results from*

- four randomized intervention studies.* Symposium conducted at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- Martinez, C. R., Jr., Eddy, J. M., & Vincent, C. G. (2013, May). *Developing an effective youth violence prevention program for Honduras.* Invited workshop presented for Deutsche Gesellschaft für Internationale Zusammenarbeit (Society for International Collaboration), Tegucigalpa, Honduras.
- Eddy, J. M. Burraston, B. O., Martinez, C. R., Jr. Grossman, J., Herrera, D. Cearley, J. J., & Harachi, T. W. (2013, April). *A Randomized controlled trial of a long-term professional youth mentoring program for high risk children: One-year follow up.* Poster presented at the biennial meeting of the Society for Research on Child Development, Seattle, Washington.
- Martinez, C. R., Jr., Eddy, J. M., Urbina, C. X., & Ruth, B. (2013, January). *South of the university: An inspiring partnership with the people of Central America.* Colloquium sponsored by the Center for Equity Promotion and the Department of Educational Methodology, Policy, and Leadership at the University of Oregon, Eugene, OR.
- Martinez, C. R., Jr., Eddy, J. M., & Vincent, C. G. (2012, December). *Collaborations for youth violence prevention in Central America.* Invited workshop presented to Central American Ministries of Education representatives, non-government organizational leaders, and human service professionals, for Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ; Society for International Collaboration), Antigua, Guatemala.
- Martinez, C. R., Jr., Eddy, J. M., Urbina, C. X., & Ruth, B. (2012, October). *Fidelity and fit: Cultural adaptation of evidence-based prevention programs.* Invited workshop presented to Central American Ministries of Education representatives, non-government organizational leaders, and human service professionals, for Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ; Society for International Collaboration), Antigua, Guatemala.
- Martinez, C. R., Jr., Eddy, J. M., Urbina, C. X., & Ruth, B. (2012, October). *Envisioning success for all of Roatán's children and families.* Invited presentation to elected official, civic and community leaders, Infinity Bay Resort, Roatán, Honduras.
- Martinez, C. R., Jr., McClure, H. H. (2012, September). Social contextual influences of acculturation factors on parent and adolescent behavioral health outcomes among immigrant Latino families. In C.R. Martinez, Jr. and H. H. McClure (Chairs), *Bridging the gap: Social contextual factors, stress processes, and drug abuse in Mexican origin families.* Symposium conducted at the 12th Annual National Hispanic Science Network International Conference, San Diego, CA.
- Martinez, C. R., Jr., Eddy, J. M., & McClure, H. H. (2012, April). *Promoting strong Latino families in emerging immigrant communities.* Invited symposium presentation at the 10th Annual Southwest Interdisciplinary Research Center Scientific Conference, Phoenix, AZ.
- Martinez, C. R., Jr. (2012, February-March). *Fidelity and cultural adaptation for prevention evidence-based programs.* Invited workshop series for Florida Certification Board and Florida Department of Children and Families, Substance Abuse and Mental Health Program Office, Miami, FL and Jacksonville, FL.
- Martinez, C. R., Jr., Eddy, J. M., & McClure, H. H. (2011, August). *Nuestras Familias:* Replication and extension of a culturally adapted prevention program for Latino families. In C. R. Martinez, Jr. (Chair), *Latino family health disparities in emerging immigrant communities: Stress pathways and promising interventions.* Symposium conducted at the meeting of the National Hispanic Science Network on Drug Abuse, Miami, FL.
- McClure, H. H., Martinez, C. R., Jr., Snodgrass, J., Eddy, J. M., Squires, E.C., & Ridgeway-Díaz, J.G. (2011, April). *Feasibility of integrating biomarkers into research with Latino immigrant families: Findings from the Stress and Acculturation Project.* Paper presented at the Human Biology Association Annual Meeting, Minneapolis, MN.

- Eddy, J. M., Burraston, B., & Martinez, C. R., Jr. (2011, April). *Outcomes due to Prison-based Parent Management Training*. Paper presented at the biennial meeting of the Society for Research on Child Development, Montreal, Canada.
- Martinez, C. R., Jr. (2010, November). *Breaking through: Implications of 'Minorities in Higher Education 24th Status Report'*. Invited national webinar presentation, American Council on Education, Washington, DC.
- McClure, H. H., Snodgrass, J., Martinez, C. R., Jr., Eddy, J. M., Midttveit, E. C., McDade, T. W., Jimenez, R. A., & Isiordia, L. E. (2010, June). *Psychosocial stress exposure and salivary cortisol among Latino immigrants in Oregon*. Paper presented at the 17th annual meeting of the Society for Prevention Research, Denver, CO.
- Cearley, J. J., Eddy, J. M., Martinez, C. R., Jr., Herrera, D., Grossman J., Foney, D. M., Harachi, T. W., & Stoolmiller, M. (2010, June). *The Child Study: A randomized controlled trial of a long-term professional mentoring program*. Paper presented at the 17th annual meeting of the Society for Prevention Research, Denver, CO.
- Eddy, J. M., Martinez, C. R., Jr., Burraston, B., Herrera, D., Schiffmann, T., Foney, D. M., & Newton, R. (2010, June). *Initial results from a randomized controlled trial of prison-based parent management training*. Paper presented at the 17th annual meeting of the Society for Prevention Research, Denver, CO.
- Martinez, C. R., Jr., Eddy, J. M., McClure, H., & Snodgrass, J. J. (2010, June). *Lessons learned from prevention research using biosocial approaches among Latino immigrants in Oregon*. Paper presented at the 17th annual meeting of the Society for Prevention Research, Denver, CO.
- Eddy, J. M., Burraston, B., Kjellstrand, J., & Martinez, C. R. (2010, June). *Parent psychopathology as a moderator of universal preventive intervention effects: The case of linking the interests of families and teachers randomized controlled trial*. In L. N. Price (Chair), *Parent psychopathology and risk for child mental health and substance use disorders: Opportunities for prevention and intervention*. Symposium conducted at the 17th annual meeting of the Society for Prevention Research, Denver, CO.
- Martinez, C. R., Jr. (2010, May). *Supporting strong Latino families in Oregon: Links between acculturation and behavioral health*. Keynote address at the Oregon State Addictions and Mental Health Division integrated conference, Salem, OR.
- Martinez, C. R., Jr., & Eddy, J. M. (2010, March). *Issues and outcomes related to cultural adaptation of prevention programs for Latino families*. Invited paper for the 2010 Society for Research on Adolescence biennial meeting, Philadelphia, PA.
- Martinez, C. R., Jr., (2009, August). *Connecting the dots between equity and outcomes*. Keynote address given at the Lane County Administrator Academy, Eugene, Oregon.
- McClure, H. H., Martinez, C. R., Jr., & Eddy, J. M. (2009, May). *Time in residency and behavioral and emotional adjustment within recent Latino Immigrant families in Oregon*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- Martinez, C.R., Jr. (2008, December). *Linking acculturation to behavioral health outcomes among Latino families in emerging communities*. Invited presentation at *The Science of Eliminating Health Disparities* NIH Summit, National Harbor, Maryland.
- Martinez, C.R., Jr. (2008, December). *Towards "best processes" in cultural adaptation of family-based prevention programs*. Invited presentation at *The Science of Eliminating Health Disparities* NIH Summit, National Harbor, Maryland.
- Martinez, C. R., Jr. (2008, March). *Promoting positive behavioral health outcomes for Latino families in emerging communities*. Invited presentation at the Strengthening Connections Conference, National Abandoned Infants Resource Center, University of California at Berkeley, San Francisco, CA.

- Martinez, C. R., Jr., & Eddy, J. M., (2007, November). *Cultural adaptation of prevention programs for Latino families: Models and effects*. In S. L. Foster (Chair), *Informing the next generation of empirically supported interventions for families*. Symposium conducted at the annual meeting of the Association for Behavioral and Cognitive Therapies, Philadelphia, PA.
- Martinez, C.R., Jr. (2007, October). *Latino behavioral health and health disparities in Oregon*. Keynote address at the annual meeting of the Oregon Public Health Association, Corvallis, OR.
- Martinez, C.R., Jr. (2007, September). *The Role of family environment in linking acculturation to behavioral health outcomes among Latino Youth*. Invited plenary speaker at National Hispanic Science Network on Drug Abuse International Scientific Conference, Miami, FL.
- Martinez, C.R., Jr. (2007, September). *Drug use and adaptation to rapidly changing environments*. Conference Chair at the 2007 National Hispanic Science Network on Drug Abuse International Scientific Conference, Miami, FL.
- Martinez, C.R., Jr. (2007, June). *Adaptation to change and behavioral health outcomes among Latino families in emerging communities*. Keynote address given at the Family Research Consortium IV Summer Institute, Durham, NC.
- Martinez, C.R., Jr. (2007, June). *Translating science for diverse communities: Beyond 'best practices' to best processes*. Keynote address given at the *Crossroads II: Community-Based Collaborative Research for Social Justice* conference, Hartford, CT.
- Martinez, C.R., Jr. (2007, April). *Issues in cultural adaptation of "best practice" interventions*. Keynote address given at the *Each Student Successful: Exploring Policies to Address Health Disparities and the Academic Achievement Gap* conference, Seattle, WA.
- Martinez, C.R., Jr. (2006, May). *Models and methods for cultural adaptation of prevention programs*. Invited preconference workshop conducted at the annual meeting of the Society for Prevention Research, San Antonio, TX.
- Martinez, C.R., Jr. (2005, December). *Culturally specific models for prevention efforts among Latino families in emerging immigrant communities*. Invited workshop presented at the Oregon Health & Science University's School of Nursing, Portland, OR.
- Martinez, C. R., Jr. (2005, October). *Culturally specific models for substance use prevention among Latino youth in emerging immigrant communities*. Invited presentation, Health Disparities Conference, National Institute on Drug Abuse, Atlanta, GA.
- Martinez, C. R., Jr. (2005, March). *Preventing behavioral health problems among Latino families in emerging immigrant communities*. Invited keynote address at the Annual Atherton Dinner, Pitzer College, Claremont, CA.
- Martinez, C. R., Jr. (2004, April). *Culturally specific preventive intervention for Latino families: Theory and strategies*. Invited workshop presented at the Southwest Regional Behavioral Health Conference, Albuquerque, NM.
- Martinez, C. R., Jr. (2004, March). *Establishing models of community collaboration to build research capacity*. Invited presentation at the NIMH national meeting on Including Speakers of Languages-other-than-English in Research, Washington, DC.
- Martinez, C. R., Jr. (2003, October). *Prevention in context: Adapting preventive intervention models for communities undergoing rapid sociodemographic shifts*. Invited address presented at the annual meeting of the National Hispanic Science Network on Drug Abuse, Miami, FL.
- Martinez, C. R., Jr., & Eddy, J. M., (2003, April). *Culturally specific adaptation of parent training interventions for Latino families*. In I. N. Sandler (Chair), *Prevention science efforts to promote resilience in at-risk youth*. Symposium conducted at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

- Martinez, C. R., Jr., & Eddy, J. M. (2002, November). *Issues in cultural adaptation of empirically supported interventions for Latino families*. Paper presented at First Biennial Sundberg Conference on Cultural and Community Psychology, University of Oregon, Eugene, OR.
- Martinez, C. R., Jr., Urbina, C. X., Eddy, J. M., DeGarmo, D. S., Reid, J. B., Alonso, J. L., & Hall, G. C. (2002, May). *Models and methods for community and research institution collaboration in prevention science*. Paper presented at the annual meeting of the Society for Prevention Research, Seattle, WA.
- Martinez, C. R., Jr., & Urbina, C. X. (April, 2002). *Culturally specified parent training intervention for Latino families*. Invited workshop presented at the *Building Bridges with the Hispanic Community "El Puente"* Conference, Scottsdale, AZ.
- Martinez, C. R., Jr., & Urbina, C. X. (November, 2001). *Establishing community and research institution collaboration in prevention*. Invited symposia presented at the *Weaving Culture into Prevention Interventions* Third Conference on Minority Issues in Prevention, Arizona State University, Tempe, AZ.
- Martinez, C. R., Jr., Urbina, C. X., & Reid, J. B. (2001, July). *Building community collaboration to develop culturally sensitive intervention models*. Invited presentation at the NIMH national meeting on Research Approaches to Early Treatment and Prevention of Mental Disorders for Children and Adolescents, Washington, DC.
- Martinez, C. R., Jr., (2000, November). *Barriers to research training of early career drug prevention scientists at the intersection of neurobiological, behavioral, and prevention sciences*. Invited presentation at the *Bridging Neurobiological, Behavioral, and Prevention Sciences* NIDA Planning Conference, Bethesda, MD.

EXTERNAL FUNDING

Total award amounts (direct plus indirect) across all federal, international, and foundation research grants as PI or Co-I total more than \$47.7 million (including more than \$19.8 million as PI).

Completed or Ongoing National/Federal Awards

August, 2024 to June, 2027	<u>Texas Network for Postsecondary Success: Collective Challenges, Collaborative Solutions</u> UTAUS-FP00006025, The Moody Foundation Role: PI	<u>Texas Network for Postsecondary Success: Collective Challenges, Collaborative Solutions</u> UTAUS-FP00006025, The Moody Foundation Total Award: \$1,807,915
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Specific Aims: The Texas Education Research-Practice-Policy Partnership Network enables Texas to generate and spread evidence-based approaches that improve outcomes for students, families, and communities across the state, and serves as a model of educational innovation and improvement for the nation. This statewide Network accelerates and amplifies the work of existing regional partnerships, each authentically engaged with their community, to understand and address local problems of practice limiting student success. During its inaugural year, the Network surfaced challenges that education systems face in supporting students on their path to postsecondary success. This project aims to mobilize the Network's community connections and research strengths to: (1) investigate problems of practice limiting postsecondary readiness, access, and persistence (2) identify and implement practical and scalable solutions to improve student outcomes in Member communities, (3) engage with state agencies and educational institutions to share knowledge to improve pathways to postsecondary success at scale.

July, 2024 The Latino Youth and Family Empowerment Study – III: Bridging to Scale a Culturally-Adapted and Evidence-Based Intervention for Latino Families
 to
 June, 2027 R34MH134935, NIMH, NIH, U.S. PHS
 Role: PI (MPI: Cobb) Direct Funds: \$528,966 Total Award: \$715,307

Specific Aims: This study adapts *Nuestras Familias*, an evidence-based Latino parenting program, to an online format and then conducts a hybrid Type 1 effectiveness-implementation randomized controlled trial (RCT) to: (1) test the online program's promise while evaluating target mechanisms of action and their effects on youth mental health outcomes; and (2) evaluate the feasibility, appropriateness, and acceptability of the online version of *Nuestras Familias*.

September, 2023 Support Pathways Research Capacity in Texas
 to Texas RP3 Network
 September, 2027 UTAUS-FA00002582/AWD00004457, Bill and Melinda Gates Foundation
 Role: PI Total Award: \$4,766,715 (incl. \$3,292,353 renewal)

Specific Aims: The Texas Research-Practice-Policy (RP3) Network was collaboratively conceived as an intentional coordinated statewide effort to accelerate and amplify these existing regional efforts to generate and translate the knowledge, tools and experiences needed to change practice, reform policy, and transform education systems at scale. The RP3 Network is an opportunity for Texas to generate and spread innovative, evidence-based solutions for students, families, and communities that improve education locally and at scale, and to serve as a model of educational innovation and improvement for the nation. Investment in the RP3 Network will amplify best practices by connecting problems of practice in classrooms to researchers and then scaling solutions through intentional engagement with key decision-makers in schools, districts, and policy agencies.

September, 2020 Miles de Manos: Testing the Efficacy of a School-Based Youth Violence
 to Preventive Intervention in a High-Risk International Context
 July, 2025 1R01HD102984-01A1, NICHD, NIH, U.S. PHS
 Role: PI (MPI: Eddy) Direct Funds: \$2,895,168 Total Award: \$3,027,978

Specific Aims: This project will conduct a randomized controlled trial of Miles de Manos (MdM; "Thousands of Hands"), a universal, multi-modal, evidence-informed and community-based youth violence prevention intervention designed for use Central America by our research team over the course of eight years. MdM has been widely disseminated throughout the region, and has been adopted as a key component of the national education plans of Honduras and El Salvador. The RCT will take place across the country in Honduras, and will be conducted in collaboration with the Honduran Secretary of Education and ChildFund International, experienced in-country experts in the implementation of MdM through work funded by USAID. The aims of the proposed project are to: (1) examine the effectiveness of a culturally specified youth violence prevention program on improving effective parent and teacher behavior management practices and reducing both youth problem behaviors and youth association with peers and adults involved in problem behaviors; (2) investigate potential mediators of any outcomes due to the intervention, specifically to conduct a test of the social learning theory underlying the intervention; and (3) investigate potential moderators of any outcomes due to the intervention.

July, 2020 [Project LEAPS: Latino Education after Public School](#)
 to R305A200387, IES, NCER
 June, 2026 Role: PI Direct Funds: \$1,123,756 Total Award: \$1,400,000

Specific Aims: This project will design curricula to support the postsecondary readiness of Latino students as they transition from middle school to high school. The program will teach instrumental skills to promote postsecondary readiness, while highlighting Latino cultural assets, addressing common challenges confronting Latino families, and catalyzing educators to practice culturally responsive equity leadership. The project aims are to: (1) develop a multiple component intervention program directed at students, families, teachers and school counselors with promise to improve Latino high school students' course-taking, grades, and knowledge, skills and behaviors that predict postsecondary readiness and success; (2) specify the resulting multi-component program through manualization of the content, development of a facilitator training approach, design of a fidelity monitoring system, and testing feasibility of implementation in a school setting that is typical of large urban centers; and (3) conduct a small-scale randomized controlled trial to test the program's promise for student, parent, and educator outcomes across three waves of data collection (baseline, 1 year post-baseline, 2 years post-baseline).

July, 2017 [Positive and Restorative Investment in Discipline Reform in Education \(PRIDE\): Integrating School-wide Positive Behavior Interventions and Supports and Restorative Discipline to Reduce Racially Inequitable Discipline Outcomes](#)
 to R305A170631, IES, NCER, U.S. Department of Education
 June, 2020 Role: Co-PI Direct funds: \$1,072,888 Total award: \$1,398,070

Specific Aims: This project is in response to (a) persistently documented over-representation of Latino and other non-White students in exclusionary disciplinary and truancy, (b) the opportunity to strengthen the capacity of behavioral support strategies such as school-wide positive behavior interventions and supports (SWPBIS) to respond to these disparities, and (c) promising evidence suggesting that restorative discipline practices can reduce discipline disparities for vulnerable students. The project builds on prior work that resulted in development of modules introducing teachers to restorative practices, and initial data supporting the modules' acceptability, teachers' increased use of restorative practices, improvement students' perceptions of school climate, and reduced disciplinary disparities.

August, 2016 [A Family-Based Alcohol Preventive Intervention for Latino Emerging Adults](#)
 to R34AA023994-01A1, NIAAA, NIH, U.S. PHS
 July, 2020 Role: PI Direct funds: \$550,807 Total Award: \$753,205

Specific Aims: The study will design a family-based underage drinking prevention program for Latino emerging adults (EAs) ages 18-20—the age group that is most at risk for binge drinking, drunken driving, and other alcohol-related behaviors that represent major costs to society. The project aims are: (1) to adapt existing family-based substance use prevention intervention components designed for Latino adolescents so that they are developmentally appropriate for families of EAs, and to draw upon existing identity development intervention components to construct an identity development component to be delivered to EAs themselves; (2) to pilot-test the intervention modules designed for Aim 1 with Latino As and their families in Miami-Dade and Lane counties; conduct focus groups to obtain feedback; and modify the intervention modules accordingly; and (3) to conduct a larger randomized pilot study to provide preliminary data on the efficacy of the intervention that we have designed, and to set the stage for a full randomized trial.

Specific Aims: The project will develop ESCALA (Escuela y Carrera Latina/Latino School and Career), a mobile web app designed to increase the college and lowest educational attainment in the United States. ESCALA proposes to impact Latino students' college and career preparedness by intervening with students, parents, and school staff. The ESCALA app will include (a) dual language (Spanish/English), culturally relevant training videos that clarify the college prep process, (b) action plans for accomplishing concrete goals, and (c) decision making tools with which to facilitate informed choices about students' postsecondary education aims.

Specific Aims: The four-year development study involves the design and creation of new curricula and the revision of existing *Nuestras Familias* curricula to build a multiple component program that builds on Latino cultural assets, addresses common challenges confronting immigrant families, and utilizes effective strategies for recognizing and transforming teacher bias and building family-school partnerships. The project aims are: (1) through a five-step iterative process that involves close collaboration with school and community leaders, build upon the evidence-based NF intervention to develop a multiple component intervention program directed at parents and teachers with promise to improve academic and school success for Latino students; (2) specify the resulting multi-component program through manualization of the content, development of a facilitator training approach, development of a fidelity monitoring system, and determination of feasibility of implementation in typical school settings; and (3) test the potential promise of the intervention in a small-scale randomized controlled trial by examining proximal and distal effects on student, parent, and school staff outcomes across three waves of data collection (pre-intervention, post-intervention, and 12-month post-baseline).

July, 2014
to
June, 2017

The Role of Native Language and Culture in Decreasing Discipline Problems and Increasing Academic Achievement for American Indian/Alaska Native Students
R305A140162, IES, NCER, U.S. Department of Education
Role: PI (7/16-6/17) Direct Funds: \$672,488 Total Award: \$1,222,706

Specific Aims: American Indian and Alaska Native (AI/AN) students represent about 1 percent of the total U.S. school population, yet they experience some of the highest dropout rates and are consistently over-represented among students identified for special education services and students suspended or expelled from school. The Native community has recommended that native language and culture be infused into school environments (e.g., by incorporating culturally relevant social skills lessons, using culturally relevant language, supporting strong parent participation) to increase AI/AN students' sense of belonging, positive identity development, and increased self-awareness and cultural awareness. Data from the *National Indian Education Study* (NIES) along with data from the School-wide Information System (SWIS) allow for the exploration of these recommended strategies and their relationship to education outcomes. The purpose of this study is to explore the relationship between school personnel's

use of Native Language and Culture (NLC) in discipline and instruction and the behavioral and academic outcomes of AI/AN students along with important moderators and mediators of this relationship. The findings of this exploration study will lay the foundation for the development of interventions specifically designed to benefit the academic success of these students.

March, 2013 An International Collaboration to Develop and Implement Youth Violence Prevention Interventions in Central America
to
May, 2015 UO EPICS 19876, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ;
Society for International Collaboration)
Role: PI Direct Funds: \$533,681 Total Award: \$638,593

Specific Aims: In order to facilitate the integration, cultural adaptation, and uptake of evidence-based practices in schools, communities, and families to prevent youth violence and promote positive school outcomes, experts from the University of Oregon and the University of Washington will provide, in partnership with GIZ, technical assistance and leadership in the adaptation of extant evidence-based practices for Central America and implementation of the resulting intervention model in selected pilot municipalities in four countries (i.e., Honduras, Guatemala, El Salvador, Nicaragua). The project has three distinct phases: (1) national creation of an intervention based on evidence-based practices developed in the U.S., (2) initial training of trainers in the adapted intervention approach, and (3) guiding the implementation of the adapted program in partnership with communities, schools, and Ministries of Education in each country.

May, 2013 Developing a Community Empowered Intervention to Promote Latino Family Health
to
April, 2016 1 R24 MD009039-01, NIMHD, NIH, U.S. PHS
Role: PI Direct Funds: \$749,526 Total Award: \$961,730

Specific Aims: The study involves collaboration between the University of Oregon's Center for Equity Promotion (CEQP) and Farmworker Housing Development Corporation (FHDC) and is designed in three phases: (1) collaboration advancement and community needs assessment ($n = 95$); (2) intervention development; and (3) intervention feasibility and initial efficacy trial ($n = 120$ families; 210 parents; 120 youth). The intervention would be delivered with Spanish-speaking Latino parents who live in FHDC housing developments and would focus on those malleable behaviors (e.g., parenting practices, stress management, healthy nutrition, physical activity) that can promote Latino family health and youth well-being. The project aims are: (1) to create a sustainable structure for ongoing, community-empowered research by building on our existing collaborative community partnership; (2) to identify key family-based health behaviors that confer risk for and protection against negative physical and behavioral health outcomes (e.g., overweight and obesity, respiratory illness, substance use, depression, and youth problem behaviors) among FHDC families, through a collaboratively designed and implemented mixed methods needs assessment; (3) to develop, refine, and manualize an intervention that adapts promising practices from community and evidence-based interventions shown to impact behavioral and physical health outcomes for immigrant Latino families, and emphasizes family resilience, strong parenting practices, and family health-promoting behaviors; and (4) to examine the feasibility and initial efficacy of the intervention in terms of promoting healthy family behaviors that reduce risk for negative physical and behavioral health outcomes.

September, 2006 [Latino Youth and Family Empowerment Project – II \(LYFE-II\)](#)
 to [Linking Acculturation to Latino Adolescent Substance Use](#)
 May, 2012 1 R01 DA019654, NIDA, NIH, U.S. PHS
 Role: PI Direct Funds: \$2,250,000 Total Award: \$3,300,000

Specific Aims: This study is randomized longitudinal efficacy trial of *Nuestras Familias*, a culturally specific preventive intervention for Latino families with children at risk of behavioral health problems. The program, developed over four years with the support of NIDA, will be evaluated in a sample of 240 Latino families with youngsters in the 6th through 8th grade. The project aims are to: (1) examine the efficacy of a culturally specified parent training intervention for Latino families on decreasing family stress, improving effective parenting practices, and reducing youngster risk for substance use and related problems; (2) examine potential differential effects of the intervention as a function of youth nativity status, youth gender, and higher initial levels of youth problem behaviors; and (3) test the theory underlying the intervention by determining whether changes in youngster trajectories towards risk for substance use and related behavioral health problems are mediated by intervention-related changes to targeted parenting practices.

June, 2009 [A Culturally Specific Intervention for Latino Families \(ARRA-Related Competitive Supplement\)](#)
 to 3 R01 DA019654-04S1, NIDA, NIH, U.S. PHS
 October, 2010 Role: PI Direct Funds: \$51,673 Total Award: \$76,475

Specific Aims: The parent grant (see below) is a randomized longitudinal efficacy trial testing a culturally specific prevention intervention adapted from the Oregon Social Learning Center's Parent Management Training model. This supplemental grant provides for employing and mentoring a diverse group of undergraduate students for two summer internship sessions to participate in all phases of the grant activity currently under way, including data collection, subject retention, and data cleaning and analysis. Additionally, students engage in independent scientific inquiries using the data sets which culminate in manuscripts to be submitted for publication. The purpose of the summer program is threefold: provide students from diverse backgrounds underrepresented in the sciences with a set of fundamental research skills and knowledge that will enhance their education and future opportunities in the research; provide summer employment for up to twelve students; and provide valuable support for the parent grant, allowing us to accelerate the pace of data analysis and the preparation of presentations and publications.

September, 2009 [Rigorous Evaluations of Existing Child Abuse Prevention Programs](#)
 to 90CA1781. (Eddy, PI) Administration on Children and Families
 September, 2014 Role: Co-I (J.M. Eddy) Direct Funds: \$134,376 Total Award: \$995,590

Specific Aims: The Relief Nursery program will be evaluated using a randomized controlled trial. Families ($N=180$; 22% Latino) who are considered at high risk for child maltreatment will be assigned to the Relief Nursery program or to a community "services as usual" respite care condition. Services will be provided in English or Spanish. Five assessments using multiple measures from multiple agents on constructs of theoretical and practical interest will be conducted over two years. The incidence of increased social and material support, reduced number of family risk factors, and decreased child abuse, neglect, and related behaviors will be analyzed, as will three long-term outcomes—improved family functioning, reduced involvement with child welfare, and improved child outcomes.

August, 2007 A Randomized Trial of a Mentoring Program for High Risk Children
to 1 R01 HD054880 (Eddy, PI), NICHD, NIH, U.S. PHS
May, 2012 Role: Co-I (J.M. Eddy) Direct Funds: \$1,965,000 Total Award: \$2,900,000

Specific Aims: The main goals of this 5-year randomized efficacy are: (1) to investigate whether a theoretically and empirically based long-term youth mentoring program for high risk children positively impacts the behavior, the well-being, and the key interpersonal relationships of children during the first three years (i.e., kindergarten to third grade) of the program; (2) to investigate whether the quality of the mentor-child relationship predicts program persistence, satisfaction, and engagement, as well as changes in the behavior, well-being, and quality of the other interpersonal relationships of children during the first three years of the program; (3) to explore differential effectiveness of the FOTC program based on ethnicity, child gender, and baseline risk status and problem behaviors during the first three years of the program; and (4) to investigate the cost-effectiveness and cost-benefit of the FOTC program during the first three years of the program.

July, 2008 Emotion-Focused Intervention for Mothers and Children Under Stress
to 5 R34 MH 079911 (Shortt, PI), NIMH, NIH, U.S. PHS
April, 2011 Role: Co-I (J. W. Shortt) Direct Funds: \$147,293 Total Award: \$638,063

Specific Aims: The goals of this project are to develop and pilot a translational multi-modal emotion-focused intervention program for incarcerated mothers, their children, and children's caregivers. The intervention is designed to improve mothers' and children's emotion regulation as well as mothers' emotion coaching skills in order to facilitate a successful family reunification and promote positive adjustment in a vulnerable population of children.

April, 2005 Adolescent Latino Acculturation Study (ALAS)
to (a.k.a. Linking Acculturation to Latino Adolescent Substance Use)
February, 2011 1 R01 DA17937, NIDA, NIH, U.S. PHS
Role: PI Direct Funds: \$2,000,000 Total Award: \$2,960,000

Specific Aims: The study will examine the developmental pathways towards substance use and related problems for 225 recently immigrated Latino families. The aims are to: (1) examine the longitudinal effects of acculturation processes, social contexts, and social support processes on family environment, parenting practices, and youth substance use and related problems for immigrant Latino families; (2) examine the effects of years in U.S. residency on the relationship between acculturation processes and the development of youngster substance use and related problems for immigrant Latino families; and (3) test an integrative theoretical model based on social interaction learning theory that specifies mediating effects of family environment and parenting practices on the relationships between macrosystem and exosystem factors (i.e., acculturation processes, social contexts, and social support processes) and substance use and related problems for immigrant Latino youth and their families.

September, 1995 Follow-up of a Randomized Trial for CD
 to 2 RO1 MH054248-09 (Eddy, PI), NIMH, NIH, U.S. PHS
January, 2011 Role: Co-I (J.M. Eddy) Direct Funds: \$2,100,000 Total Award: \$3,100,000

Specific Aims: The major goals of this competing continuation are: (1) to examine the effects of the LIFT program on the developmental trajectories into young adulthood of antisocial behavior, depression, and substance use; (2) to examine the effects of the LIFT program on overall adjustment and functioning during young adulthood, including living situation, educational status, employment status, mental health, substance use and abuse, romantic relationships, relationships with family members and friends, and parenting; (3) to examine whether long-term effects of the LIFT program were mediated by family and peer processes central to Coercion Theory; and (4) to examine variations in the long-term impact of the LIFT program associated with child sex and baseline levels of child antisocial behavior.

September, 2003 Pathways Home: Reducing Risk in the Child Welfare System
 to 1 P20 DA17592 (Reid, PI), NIDA, NIH, U.S. PHS
July, 2008 Role: Co-I (J.B. Reid) Direct Funds: \$5,000,000 Total Award: \$7,200,000+

Specific Aims: This is a highly focused center grant to develop assessment strategies, intervention procedures, and a randomized trial designed for biological parents of children in the Child Welfare System. Specifically it will be designed to facilitate the transition as their children return home from foster care. The center has three interrelated project areas: (1) projects to translate and refine developmental models for children in the CWS that will inform the selection of specific intervention targets; (2) ethnographic and psychometric studies of the children as they return home from foster care in order to develop measurement strategies; (3) the development, piloting and design of a randomized intervention trial.

June, 2003 Effects of an Intervention for Incarcerated Parents
 to 1 RO1 MH 065553 (Eddy, PI), NIMH, NIH, U.S. PHS
April, 2009 Role: Co-I (J.M. Eddy) Direct Funds: \$2,500,000 Total Award: \$3,600,000

Specific Aims: The major goals of this proposed study are: (1) to examine the efficacy of a PMT intervention delivered to inmates just before their release on improving the behavior, adjustment, and relationship quality of inmate parents and their children; (2) to determine whether changes in child behavior, adjustment, and relationship quality are mediated by intervention-related changes in inmate parenting practices; (3) to test a theoretical model based on social interaction learning theory of the links of social context, inmate parent adjustment, inmate-caregiver relationship quality, and inmate parenting to child adjustment; and (4) to explore potential differential effects of the intervention based on inmate parent gender and ethnicity, and to explore potentially unique family interaction processes models within various subgroups.

September, 2001 Latino Youth and Family Empowerment (LYFE) Project
 to
May, 2005 (a.k.a. A Parent Intervention to Prevent Latino Youth Drug Use)
 1 R21 DA14617, NIDA, NIH, U.S. PHS
Role: PI Direct Funds: \$450,000 Total Award: \$648,000

Specific Aims: This study was a product of an ongoing collaboration between the OSLC Latino Research Team and Latino community organizations throughout Oregon to address significant gaps in prevention science and intervention services to evaluate and address the needs of Latino families with youngsters at risk for substance use and related problems. The project was based on a community empowerment model and involved active collaboration and partnership in addressing project goals. The aims of the project were to: (1) develop a culturally specific parent training intervention for Latino families with youngsters at risk for substance use and related problems, (2) evaluate implementation feasibility and initial efficacy of the intervention in a pilot study, (3) develop and refine measurement methods for assessing Latino individual family processes, and (4) test an integrative theoretical model that hypothesizes how social and acculturation contexts, family stress processes, and parenting practices are linked to predict Latino youngster adjustment.

Specific Aims: This was a mature Prevention (Intervention) Research Center and the continuation of a grant that originally began in 1991. The major goals of this proposal were to test the effectiveness of a series of research-based interventions for child conduct problems in community settings. Five of these interventions have been evaluated with efficacy trials. Activities were supported to ready those interventions for randomized community trials. Other, less advanced interventions were readied for efficacy trials designed to test their underlying models and to prepare them for community implementation. The center will support the ongoing development of biostatistical, assessment, cost effectiveness evaluation, and data management technology; provide support for mentoring intervention scientists; continue to support development of underlying theoretical models; and expand the cultural relevance of the interventions.

TEACHING EXPERIENCE

2014-2018 Leading for Equity
Graduate Course
University of Oregon, Eugene, OR

Duties: Taught graduate students current research and practice in leading for equity and inclusion within professional educational settings. Course provided students with strong conceptual foundation in leadership theories that enhance equity in terms of access, student outcomes, and institutional culture, with an emphasis on application of leadership approaches to real-world administrative settings in educational and human service contexts.

2014-2018 Cultural Adaptation of Evidence-Based Practices

Graduate Course

University of Oregon, Eugene, OR

Duties: Taught graduate students models and methods for the cultural adaptation of evidenced-based prevention, and treatment practices in school, community, and family settings. Drawing from implementation science, this course provided students with a framework to contextualize the tension between program fidelity and contextual fit when implementing evidence-based programs in diverse settings and to apply models of cultural adaptation in developing and implementing interventions.

2013 Advanced Measurement and Assessment

Graduate Course

University of Oregon, Eugene, OR

Duties: Taught graduate students foundational knowledge base in educational and psychological measurement and assessment, with an emphasis on applications of scale development and psychometric evaluation techniques. Course focused on measurement fundamentals, including definitions of key terms, and introduction to methodological approaches to develop and evaluate the adequacy of scales designed for applied research settings.

2004-2018 Equity and Achievement

Graduate Course

University of Oregon, Eugene, OR

Duties: Taught graduate students in education and administrative licensure programs advanced applications of multicultural and culturally competent practices in educational administrative leadership settings. Course focused on providing a framework to proactively plan for multicultural inclusiveness in the content, to collect and utilize equity-related data within relevant professional settings, and to develop skills in addressing inequities as they emerge in administrative contexts.

1999-2007 Diversity in Education

Graduate Course (5 courses per year)

University of Oregon, Eugene, OR

Duties: Taught graduate students in education and human services fields principles and conceptual models for understanding and working with culturally diverse groups. Course focused on diversity issues in race, ethnicity, gender, exceptionality, religion, age, language, and sexual orientation. Lectures were combined with self-exploration discussion groups and exercises.

1998-1999 History and Systems in Psychology

Graduate/Doctoral Course (2 courses)

University of Oregon, Eugene, OR

Duties: Taught doctoral counseling and school psychology students basic foundations and historical approaches associated with psychology. Lectures were combined with dynamic student discussions and interactive activities on various topics.

1997 Psychology of the Adolescent

Undergraduate Course

St. Thomas University, Miami, FL

Duties: Taught undergraduate students various developmental and psychological theories of adolescence. Planned all course activities. Taught methodology for research with adolescents.

1997 Introduction to Psychology

Undergraduate Course

St. Thomas University, Miami, FL

Duties: Taught undergraduate students elements underlying the science and history of psychology. Taught issues relating to ethical research and clinical practice. This course was part of a 2-semester course focused on clinical theory, intervention, and abnormal psychology.

1997 Theories of Personality and Psychotherapy

Graduate Course (2 courses)

St. Thomas University, Miami, FL

Duties: Taught graduate students the basic theories of personality and psychotherapeutic treatment. Combined lecture topics with in-vivo counseling role-plays and case vignette discussions.

1996-1997 Introduction to Counseling

Graduate Course (4 courses)

St. Thomas University, Miami, FL

Duties: Taught graduate students the basic elements and skills associated with clinical counseling. Combined lecture topics in counseling with in-vivo counseling experiences. Taught and discussed various components of ethical professional practice. Supervised students' clinical training activities.

1996 Descriptive Methods of Research

Undergraduate Course

St. Thomas University, Miami, FL

Duties: Taught undergraduate students basic elements associated with behavioral research. Topics included various descriptive methodologies, statistics, and research ethics.

1995-1996 Clinical Interviewing

Course for First-year Medical Students

University of Miami School of Medicine

Duties: Taught clinical interviewing techniques to medical students. Supervised structured laboratory interviews and provided feedback. Supervised patient interviews.

MAJOR RECENT PROFESSIONAL SERVICE ACTIVITIES

Boards and Committees

2025-Present Member, Board on Gulf Education and Engagement, National Academies of Sciences, Engineering, and Medicine, Washington, D.C.

2019-Present Member (Chair/Vice Chair, 2022-Present), Board of Directors, E3 Alliance, Austin, TX.

2019-Present Member, Board of Trustees, Breakthrough Central Texas, Austin, TX.

2019-Present Member, Austin Area Research Organization (AARO), Austin, TX.

2018-2021 Member, Board of Directors, Society for Prevention Research, Washington, D.C.

- 2013-2019 Member (Chair, 2016-2018), Governor Appointed, Oregon State Board of Education
- 2012-2019 Member, Research and Evaluation Team, United Way of Lane County, Lane County, OR
- 2006-2011 Member, Board of Directors, National Association of Diversity Officers in Higher Education, Washington, D.C.
- 2009-2010 Chair, Latino Student Access and Success Taskforce, Oregon Board of Higher Education, Oregon University System
- 2007 Chair, Annual International Scientific Conference, National Hispanic Science Network, Miami, FL
- 2006 Member, National Conference Planning Committee, Society for Prevention Research, Washington, D.C.
- 2005-2014 Member (Chair, 2012-2014), Equity Committee, Eugene School District 4J, Eugene, O
- 2004-2009 Member, Publicly Elected, Board of Directors, Eugene School District 4J, Eugene, OR.
- 2004 Member, Governor Appointed, Oregon Council on Alcohol and Drug Abuse Programs
- 2002-2005 Member, Board of Directors, Volunteers in Medicine Clinic, Eugene, OR
- 2002-2004 Member, Board of Directors, Oregon Social Learning Center, Eugene, OR
- 2002-2003 Chair, SB555 Cultural Competency Consultation Committee, Lane County, OR
- 2001-2006 Member, Governor Appointed, Oregon Task Force on Racial and Ethnic Health
- 2001-2007 Ad Hoc Examiner, Oregon Board of Psychologist Examiners

University Service

- 2022-Present Member, Hispanic Serving Institution Presidential Steering Committee, University of Texas at Austin
- 2021-2022 Chair, Search Committee for Vice Provost for Faculty Diversity, Equity and Inclusivity, University of Texas at Austin
- 2020-2021 Member, Hispanic Serving Institution Transition Committee, University of Texas at Austin
- 2019-2021 Member, Provost Strategic Priorities Deans' Advisory Group, University of Texas at Austin

- 2017-2018 Member, President's Faculty Advisory Council, University of Oregon
- 2017-2018 Member, College of Education Scholarship Committee, University of Oregon
- 2017 Member, Presidential Building Renaming Committee, University of Oregon
- 2016 Member, Online/Hybrid Education Taskforce, University of Oregon
- 2016 Academic Program Reviewer, Office of Academic Affairs, University of Oregon
- 2012-2014 Senator, University of Oregon Senate
- 2012-2018 Steering Committee, Oregon Latino Heritage Collaborative, University of Oregon
- 2010-2011 Chair, Latino Initiatives Committee, University of Oregon
- 2010 Member, VP Enrollment Management Search Committee, University of Oregon
- 2009-2014 Member, America's Big Idea Steering Committee, University of Oregon
- 2007 Member, Provost Search Committee, University of Oregon
- 2005-2011 Member, Leadership Council, University of Oregon
- 2005-2011 Member, Enrollment Management Council, University of Oregon
- 2005-2011 Member, Executive Leadership Team, University of Oregon
- 2005-2011 Member, Affirmative Action Administrative Council, University of Oregon
- 2005-2006 Member, Executive Diversity Workgroup, University of Oregon
- 2004-2006 Chair, Diversity Steering Committee, College of Education, University of Oregon, Eugene, OR

Manuscript and Grant Reviews

- 2021, 2024 Review Committee Member, Special Emphasis Panel, NIMHD, National Institutes of Mental Health, Bethesda, MD
- 2016, 2017 Scientific Review Committee Member, Native American Research Centers for Health, National Institutes of Health, Bethesda, MD
- 2011-2014 Member, Editorial Board, *Journal of Diversity in Higher Education*
- 2009-Present Member, Editorial Board, *Prevention Science*

- 2010-2015 Standing Review Committee Member, Health Disparities and Equity Promotion IRG, Center for Scientific Review, National Institutes of Health, Bethesda, MD
- 2004-2009 Standing Review Committee Chartered Member, Community Influences on Health Behavior IRG, Center for Scientific Review, National Institutes of Health, Bethesda, MD
- 2009-Present Ad-Hoc Reviewer, *Psychology of Addictive Behaviors*
- 2008-Present Ad-Hoc Reviewer, *Family Relations*
- 2008-Present Ad-Hoc Reviewer, *Journal of Diversity in Higher Education*
- 2008-Present Ad-Hoc Reviewer, *Journal of Primary Prevention*
- 2007-Present Ad-Hoc Reviewer, *Journal of Adolescence*
- 2005-Present Ad-Hoc Reviewer, *Journal of Early Adolescence*
- 2004-Present Ad-Hoc Reviewer, *Journal of Family Psychology*
- 2004-Present Ad-Hoc Reviewer, *Child Development*
- 2004-Present Ad-Hoc Reviewer, *Developmental Psychology*
- 2002-Present Ad-Hoc Reviewer, *Cultural Diversity and Ethnic Minority Psychology*
- 2001-Present Ad-Hoc Reviewer, *Journal of Consulting and Clinical Psychology*

Recent Consulting

- 2004-2005 Diversity Consultant / Trainer, Springfield School District, Springfield, OR
- 2004-2005 Diversity Consultant / Trainer, Commission on Children and Families, Lane County, OR
- 2004-2007 Scientific / Methodological Consultant, Oregon Center for Applied Science, Eugene, OR
- 2004-2005 Organizational Diversity Consultant, Springfield Police Department, Springfield, OR
- 2003 Organizational Diversity Consultant, Eugene Police Department, Eugene, OR
- 2002-2008 Scientific / Methodological Consultant, Arizona State University, Tempe, AZ

AWARDS AND HONORS

- 2019 Appointed to the Lee Hage Jamail Regents Chair, College of Education, University of Texas, Austin, TX

- 2019 Appointed to the Sid W. Richardson Regents Chair, College of Education, University of Texas, Austin, TX
- 2017 Appointed the Philip H. Knight Professor, College of Education, University of Oregon
- 2016 Service to SPR Award, Society for Prevention Research, Washington, D.C.
- 2015 International Collaborative Prevention Research Award, Society for Prevention Research, Washington, D.C.
- 2013 Diversity Leadership Award, Oregon Psychological Association, Oregon
- 2011 MLK Award, Lane County MLK Jr. Celebration Committee, Lane County, OR
- 2003 Community, Culture, and Prevention Science Award, Society for Prevention Research, Washington, D.C.
- 2003 Hometown Hero Award Recipient, Human Rights Commission, Eugene, OR
- 2002 National Award Recipient (competitive), Health Disparities Scholar, National Institutes of Health, Washington, D.C.
- 2002 El Pueblo Community Service Award Recipient, Centro LatinoAmericano, Eugene, OR
- 1997 Minority Fellowship Recipient, National Institutes of Mental Health, Washington, D.C.
- 1991 Diversity Scholarship Recipient, CSPP, San Diego, CA
- 1991 Scholarship Recipient, CSPP, San Diego, CA
- 1991 Honors Graduate, Pitzer College, Claremont, CA
- 1989 Charter Member, Psi Chi (Psychology Honors Association), Pitzer College, Claremont, CA
- 1987 Pitzer College Scholarship Recipient

PROFESSIONAL AFFILIATIONS

American Psychological Association, Member

Society for Prevention Research, Member

American Educational Research Association, Member

National Hispanic Science Network on Drug Abuse, Research Scientist Member