NTACT THE COLLABORATIVE | National Technical Assistance Center on Transition

NTACT:C Key Personnel Skills and Qualifications

Management Team (alphabetical)

Kelli Crane, Ph.D., (.7 FTE) serves a Contract Liaison as the PI for the Center's work through the University of Maryland. Dr. Crane is an assistant research professor at the Center for Transition and Career Innovation (CTCI) at UMD, where she specializes in developing, implementing and evaluating school-to-work transition systems and practices. Dr. Crane has extensive knowledge in secondary transition and employment programs for youth with disabilities, most recently as the Project Director for MD PROMISE. Her roles within NTACT:C include serving on the Management Team, co-facilitating matches of TA requests to providers, and providing specific targeted and intensive TA to state agencies. Dr. Crane's previous experience is relevant to the Center's objectives (a), (b), (d), (e),, (j), and (m).

Melissa Diehl, M.A., CRC, (.45 FTE) is a Contract Liaison as the Project Director for the Center's work through the George Washington University Center for Rehabilitation Counseling, Rehabilitation and Education (CRCRE). Ms. Diehl has more than 25 years of combined experience working as Project Director for the WINTAC pre-employment transition services team, a Senior Research Associate for GW's Technical Assistance and Continuing Education (TACE) Center, a Program Specialist for the RSA, a Staff Specialist and Training Coordinator in the public VR program, and rehabilitation counselor with a specialty in deaf services and transition in a rural area. Her roles within NTACT:C include serving on the Management Team, liaising with OSERS and other federally funded Centers, co-facilitating the intensive TA, and delivering focused and specific targeted, as well as intensive TA to state agencies. Ms. Diehl's previous experience is relevant to the Center's objectives (a),(d), (e), (f), (g), (j), and (m).

Catherine Fowler, Ph.D., (.7 FTE) serves as the Principal Investigator (PI) for NTACT:C and a Co-Director of activities for the Center. Dr. Fowler was Project Coordinator of the OSEP- and RSA-funded NTACT and a project coordinator for other OSEP funded TA Centers since 2002. Dr. Fowler is also an adjunct instructor at UNC Charlotte and supports TA and research on other U.S. Department of Education-funded projects related to secondary students with disabilities. Her roles within NTACT:C include overseeing execution of the Center's activities, liaising with OSERS and other federally funded centers, co-facilitating matches of TA requests to providers, and delivering some specific targeted TA to state agencies. Dr. Fowler's previous experience is relevant to the Center's objectives (b), (c), (g), and (j).

Dana Lattin, M.S.Ed., (.9 FTE) is a Contract Liaison as the PI for the Center's work through the University of Kansas. Ms. Lattin is also the Research Project Director at KU's Life Span Institute where she co-directs the Transition Coalition (TC) KU offices to provide PD, TA, and resources for secondary transition stakeholders across the country. She has developed content for a

variety of online and blended learning with multiple states for more than 20 years. Within NTACT:C she serves on the Management Team and other workgroups, manages the development and ongoing construction of the website as its primary mode of dissemination, advises on other universal TA activities, and co-coordinates web applications and online PD and instruction through the TC for NTACT:C. Ms. Lattin's previous experience is relevant to the Center's objectives (b), (c), (g), (j), and (k).

Caroline MaGee, M.Ed., (1.0 FTE) is the Project Coordinator for NTACT:C. Ms. MaGee works within the Secondary Special Education and Transition Research unit at the University of Oregon. She has served as a TA Specialist on NTACT, the National Post-School Outcomes Center, and the Western Regional Resource Center, and as Project Coordinator for an IES-funded grant focused on employment outcomes for young offenders with disabilities. In her 16 years with the UO, Caroline has provided project management and TA to state, local, and culturally and linguistically diverse geographic jurisdictions. Previously a general educator in inclusive settings, she has worked on both school- and district-level initiatives, in more than 22 years in education. Her roles within NTACT:C include coordinating activities across the Center, liaising with OSERS and other federally funded Centers, communicating with NTACT:C's Advisory Board, serving on the Management Team and nearly all internal workgroups, and delivering focused and specific targeted TA to state agencies. Ms. MaGee's previous experiences are relevant to the Center's objectives (a), (c), (e), (g), (h), and (j).

Maureen McGuire-Kuletz, Ed.D., CRC, (.29 FTE) is a Contract Liaison as the PI for the Center's work through the GW CRCRE. Dr. McGuire-Kuletz serves as the PI on several other RSA funded projects and has previously managed GW CRCRE work on WINTAC, Project E3, Return on Investment, and Virginia Career Pathways. She is a GW Associate Professor in Rehabilitation Counseling. Dr. McGuire-Kuletz has experience with state VR general and blind state agencies, community-based programs for persons with mental illness and severe physical and cognitive disabilities, and with research addressing ethical issues faced by rehabilitation professionals. Her roles within NTACT:C include serving on the Management Team and liaising with OSERS and other RSA funded Centers. Her expertise contributes to the Center's objectives (c), (g), (j), (k), and (m).

Mary E. Morningstar, Ph.D., (.2 FTE) is a Co-Director of NTACT:C and PI for the Center's work within the Transition Coalition at Portland State University. Dr. Morningstar was previously on the Leadership team for NTACT and has decades of experience designing, developing, and evaluating distance and online professional development for practitioners. She is a Professor in the Department of Special Education at Portland State University (PSU) with additional U.S. Department of Education funded grants including an inclusive postsecondary education program and an IES grant focused on developing and testing a new College and Career for Transition instrument (CCR4T). Her roles within NTACT:C include serving on the Management Team, facilitating the Universal TA team, co-facilitating and participating in specific workgroups

(e.g., systems of professional development), and designing and delivering online TA. Her expertise contributes to the Center's objectives (b), (c), (j), (k), and (l).

Deanne Unruh, Ph.D., (.5 FTE) is a Co-Director and PI for the Center's work through the University of Oregon. Dr. Unruh is a former Co-Director of NTACT and Director of the National Post-School Outcomes Center (NPSO). She has multiple research grants focused on reentry for young offenders with disabilities to the community and other youth with disabilities (e.g., OSEP, IES, NIDILRR, OJJDP, CDC). Dr. Unruh is a Research Professor at the University of Oregon's (UO) College of Education (COE) and the Director of the Secondary Special Education & Transition (SSET) Research unit at UO. Her roles within NTACT:C include serving on the Management Team, co-facilitating the intensive TA team, liaising with other federally funded projects, and delivering focused and specific targeted, as well as intensive TA to state agencies. Dr. Unruh's experiences support the Center's objectives (a), (c), (e), (g), and (k).

Specialists (alphabetical)

Ruth Allison, M.B.A., (1.0 FTE), from the UMD, serves as a TA provider for NTACTC.. She has over 35 years' experience with VR and Corrections including serving as a Regional VR Manager and as the State VR Transition Consultant. Prior to joining UMD, she was a Senior Research Associate at TransCen providing TA and developing product and resources for NTACT and other state contracts. Ms. Allison's efforts support to the Center's objectives (a), (c), (d), (e), (j), (l), and (m)

Charlotte Y. Alverson, Ph.D., (.55 FTE) Research Associate Professor in SSET at UO, has been a TA provider for the NTACT and internal evaluator and TA specialist for the NPSO. She is Director of the Oregon Youth Transition Program and PI of the National Science Foundation-funded STEM-ECO systems, focused on STEM career pathway opportunities for students with disabilities. Dr. Alverson's experience is relevant to objectives (c), (e), (f), (g), and (j).

Bettie Ray Butler, Ph.D. (.18 FTE) is a Content Specialist for NTACT:C and an Associate Professor of Urban Education and the Director of the M.Ed. in Urban Education program at UNC Charlotte. Her specialized research interest is in culturally responsive practices (i.e., leadership, instruction, and classroom management) and she was recently awarded the Cato College of Education's Diversity Award. She joined NTACT's work in 2017 leading the Urban State Collaborative and supported development of materials on cultural responsiveness in transition. For NTACT:C, Dr. Butler co-facilitates the Justice Equity Diversity and Inclusion (JEDI) internal workgroup and delivers universal as well as focused and specific targeted TA. Her expertise contributes to NTACT:C's objectives (c), (i), (k), and (l).

Amy Dwyre D'Agati (.6 FTE) serves as a TA provider on NTACTC, from UMD. Amy has been working in the field of transition and career development for people with disabilities for nearly 30 years, providing direct employment services to students and their families, partnering with businesses, training transition personnel, and researching and implementing best practices strategies in the field. She has worked as a TA provider on several federally funded research and demonstration projects, including the 5-year RSA funded Way2Work research project, she has acted as a liaison between all project partners, working to ensure fidelity of interventions and practices. Because of her strong background in business and career development, researching the benefits of employment to young adults with disabilities is a strong interest. Her expertise contributes to NTACT:C's objectives: (a), (b), (c), (d), (j), and (l).

Julya Doyle (.5 FTE) is a Senior Center Technical Assistance and Research Analyst. She formerly worked for DOE RSA as a Financial Management Specialist for about 13 years. . In her role as Financial Management Specialist, she was responsible for 22 State VR agencies, trained two new fiscal staff, assisted in writing the pre-employment transition services regulations as a result of WIOA. Her expertise is nationally recognized in the field with pre-employment fiscal requirements, period of performance, and establishment. Ms. Doyle's experience will support NTACT:C's objectives (a), (f), and (m).

Debbie Flores, M.A.Ed. (.15 FTE) is a Research Project Specialist at the University of Kansas' (KU) Life Span Institute (LSI) and the TC KU office. She brings 30+ years of experience as a special educator and transition coordinator to provide PD, TA and support to local-level teams and regional coaches participating in the TC Self-Study. Ms. Flores' experiences are relevant to the Center's objectives (b) and (j).

Robert Froehlich, Ed.D., CRC, LPC (.5 FTE) is an Associate Professor at GW and Project Director with CRCRE, working with the VR Return on Investment Project, the WINTAC and Targeted Communities Technical Assistance Centers, and the Virginia Career Pathways for Individuals with Disabilities Project. His training and expertise include ethics in the VR setting, psychiatric rehabilitation, career development and counseling, and rehabilitation leadership development. Dr. Froehlich's expertise is relevant to NTACT:C's objectives (k) and (m).

Brigid Griffin (1.0 FTE) is a Senior Technical Assistance and Research Analyst with George Washington's University's Center for Rehabilitation Counseling Research and Education (CRCRE) at the National Technical Assistance Center on Transition: The Collaborative (NTACT:C). Prior to joining the NTACT:C, she worked at Nebraska VR, where she served adults and students with disabilities over 20 years in several capacities, most recently as the Program Director for Transition, with direct responsibility for implementing the pre-employment transition services requirements of the Rehabilitation Act, as amended by WIOA. Ms. Griffin holds a Master's degree in Counseling and a postgraduate school transition specialist certificate. Her experience is relevant to the Center's objectives (a), (c), (d), (e), (f), and (m), specifically.

Ken Hergenrather, Ph.D., CRC, (.15 FTE) is an Associate Professor of Rehabilitation Counseling with GW. Dr. Hergenrather is the internal evaluator for several of the federal GW-CRCRE grants. He is a past President of the National Council on Rehabilitation Education (NCRE) and an Executive Board Member for the National Working Positive Coalition. Dr. Hergenrather supports the Center's efforts regarding objective (g), specifically.

Jacque Hyatt, M.Ed., (1.0 FTE) is a TA Specialist for NTACT:C at UNC Charlotte. Developing relationships between special and career technical education and vocational rehabilitation agencies and their partner organizations and stakeholders has become an important aspect of her work to increase career development and employment opportunities for youth with disabilities. Jacque has over 40 years experience in special education serving students with a wide range of disability, age, racial, ethnic, and geographic identities. She served 15 years with the Idaho Department of Education where she established the Interagency Council on Secondary Transition prior to working at TransCen, Inc. in conjunction with NTACT. Jacque facilitates NTACT:C's Peer Network on special education, career and technical education (CTE), and vocational rehabilitation partnerships and participates in other internal workgroups (e.g., transition program tool restructuring, CTE literature review) . She primarily provides specific targeted and intensive TA to several state agencies for NTACT:C. Jacque's experience address the Center's objectives (a), (c), (d), (e), (f), (g), (h), and (j).

Christine Johnson, M.A., CRC, (.9 FTE) has more than 20 years of experience in the VR counseling field, with expertise in providing TA and continuing education for TACE, and most recently as Senior Research Associate for the WINTAC pre-employment transition services team. She has experience engaging partners in the workforce development system, including special educators, in order to effectively support persons with disabilities on their paths to employment. Ms. Johnson's experience addresses the Center's objectives (b), (d), (k), and (m).

Matthew Klare, Ph.D. (.77 FTE) is an Evaluation and TA Specialist for NTACT:C at UNC Charlotte. Dr. Klare has more than 30 years of experience developing educational assessments, conducting data analysis, and developing and delivering TA to support school completion at State and local levels through the work of NTACT, the IDEA Data Center, and formerly with the National Dropout Prevention Center for Students with Disabilities. For NTACT:C, he coordinates event and other survey collection to examine the impact of the Center's work and inform TA activities. He also provides specific targeted TA to states and districts regarding graduation initiatives, diploma pathways, dropout prevention strategies and data analysis. Dr. Klare's experiences are relevant to the Center's objectives (c), (f), (g), (h), and (i).

Valerie L. Mazzotti, Ph.D. (.18 FTE) co-facilitates the Center's Knowledge Translation activities and serves as co-PI at UNC Charlotte. Dr. Mazzotti is a Professor in the College of Education and Co-PI for four IES-funded research projects and an OSEP leadership preparation grant. Dr. Mazzotti has published more than 30 articles in peer-reviewed journals on self-determination,

evidence-based practices, and predictors of post-school success, interagency collaboration, and secondary transition for students at-risk for, or with, high incidence disabilities. For NTACT:C she co-facilitates the Center's reviews of evidence - currently focusing on effective practices in CTE and effective practices in the delivery of Pre-Employment Transition Services, specifically work-based learning experiences. She also provides specific targeted or intensive TA to a limited number of state agencies. Dr. Mazzotti's expertise is most relevant to NTACT:C's objectives (c), (g), and (j).

Sandra Miller, M.S. (1.0 FTE) has over 20 years of professional experience in the field of Vocational Rehabilitation, serving in several capacities within State VR agencies including VR Counselor, Transition Coordinator, and Director. In her current role as a Senior Technical Assistance and Research Analyst with the GW-CRCRE on the NTACT:C pre-employment transition services team, she utilizes her experience to develop resources, coordinate and provide training and technical assistance, and collaborate with other TA centers to assist State and local VR and education agencies and their partners throughout the US. Ms. Miller's experience supports NTACT:C's objectives (a), (f), (j), (k), (l), and (m).

Natasha Mitchell, Ph.D. (.2 FTE) is an Associate Clinical Professor and TA provider at CTCI at UMD on the RSA-funded Way2Work Project. Dr. Mitchell has worked as a Student Services Executive Officer, a school counselor, and professor. She has years of experience successfully collaborating and leveraging school system partnerships to improve outcomes for youth, with specific expertise in youth from underrepresented and minority backgrounds. For NTACT:C, she offers content expertise to technical assistance efforts and delivers universal TA. Dr Mitchell's expertise addresses Center objectives (a), (d), and (k).

Stephanie Oyler, M.Ed. (1.0 FTE) serves as a project coordinator for the work of NTACT:C through PSU and provides universal and targeted TA services to states. Ms. Oyler is a certified secondary educator with backgrounds in Special Education, English as a Second Language, Mathematics instruction, and school administration. She is currently pursuing an advanced degree in the field of agricultural education. Ms. Oyler also brings considerable experience coordinating project activities focused on professional development and inservice training for education professionals through previous employment with the University of Kansas Center for Research on Learning. Ms. Oyler's experiences support NTACT:C's objectives (b), (e), (h), and (j).

Briana Parra, B.S. (.5 FTE) has worked at SSET for more than four years as an administrative and research project coordinator. She brings a breadth and depth of knowledge to her work with an understanding of the importance of diversity engagement in all project objectives and is a parent of a transition age daughter with disabilities. She serves on the board of FACT, Oregon's Parent Training and Information Center and is currently pursuing a Master's in Public Policy and Management with a disability focused specialization. Ms. Parra's experiences add value to the Center's efforts regarding objective (l).

DJ Ralston, M.A. (.85 FTE) is a Senior Research Associate at the CRCRE and serves as the Project Director on Project Educate, E3. They are a certified Bridges Out of Poverty trainer, with expertise in financial empowerment and financial literacy. Ralston has over 15 years of experience supporting the public workforce development system at the local, state, and national levels, including the Disability Program Navigator Initiative and the Disability Employment Initiative. Ralston's experiences address the Center's objectives (d), (j), (k), and (l).

Dawn A. Rowe, Ph.D. (.15 FTE) serves as PI for the work of NTACT:C at East Tennessee State University where she is an Associate Professor in the Department of Educational Foundations and Special Education. She had TA experience as a doctoral student with two earlier OSEP funded grants, as well as NTACT. She currently oversees other Department of Education funded grants, is the Interim Department Chair at ETSU, and directs the university's inclusive postsecondary education program for young adults with intellectual disabilities. She is also the academic editor for the CEC's research-to-practice journal, *TEACHING Exceptional Children* and on the Board of CEC's Division on Career Development and Transition. Dr. Rowe co-facilitates NTACT:C's literature reviews, contributes to product development, and delivers specific targeted TA to a limited number of states. Her experiences support NTACT:C's objectives (b), (c), (e), (g), (j), (k), and (l).

Brenda Simmons, M.S. (.95 FTE) has 35 years of professional experience as a VR district supervisor, project director for a statewide transition systems change grant, and a Senior Research Associate with the GW-CRCRE on the WINTAC's pre-employment transition services. Through this work, she has collaborated with TA centers, including NTACT, in the facilitation and coordination of on-site and virtual delivery of joint training, toolkits, and strategic planning for State and local VR and education agencies and other partners throughout the US and US territories. Ms. Simmons expertise is relevant to NTACT:C's objectives (a), (d), (f), (j), and (m).

RaQuaam Smith, M.Ed., (.75 FTE) is a TA Specialist for NTACT:C at UNC Charlotte. He is currently pursuing his doctoral degree in Urban Education. He comes to NTACT:C with teaching experience in urban settings and non-profit experience focused on increasing the success of urban, minority youth in community and four-year colleges and universities within and outside the United States. For NTACT:C Mr. Smith participates in various internal work groups (e.g., JEDI, family engagement, correctional education, systems of professional development) and provides specific and intensive technical assistance to state agencies. His knowledge and skills address NTACT:C's objectives (h), (i), (k), and (l).

Michael Stoehr, M.S. (1.0 FTE) is a TA Specialist with NTACT:C at UNC Charlotte. Previously he served in a similar role with NTACT, creating training materials, tools, and resources to support states in collaborative interagency engagement. Mr. Stoehr has worked in the field of special education in Pennsylvania for 35 years at local and state levels. He has extensive experience in the areas of transition assessment, supported and customized employment, communities of

practice, and youth leadership development. Within NTACT:C Mr. Stoehr serves in various internal workgroups (UTA planning, CB[V]I planning), co-facilitates three Communities of Practice or Peer Networks, co-facilitates the Youth Engagement Transition Initiative (YETI), and delivers targeted and intensive TA to state agencies. His experiences are most relevant to the Center's objectives (a), (d), (j), (k), and (l).

Christy Stuart, (.5 FTE) Dr. Stuart, is the Center Director UMD's CTCI and serves as a TA provider and UTA co-lead for NTACTC. Dr. Stuart has over 28 years of experience in the fields of special education, school-to-work transition, and employment and training of persons with disabilities, especially those from underrepresented populations and high poverty areas. Her efforts to collaborate with local, state and federal partners on research, evaluation, training and technical assistance and partner with local, state and national stakeholder groups to translate research to practice and policy have yielded positive collaborative outcomes. Her experiences are most relevant to the Center's objectives (a), (c), (e), (f), (g), (h), and (j).

John C. Walsh, M.Ed., CRC (.15 FTE) has close to forty years' experience working in human services, with a focus on promoting full integration for individuals with disabilities in their communities and the workforce; thirty of those years working for the New Jersey Commission for the Blind and Visually Impaired. He currently serves as the Project Director for the Center for Innovative Training in Vocational Rehabilitation (CIT-VR and provides training and technical assistance to State VR agencies via the Vocational Rehabilitation Technical Assistance Center for Quality Management (VRTAC-QM). He also served as the Project Manager for the Vocational Rehabilitation Technical Assistance Center – Targeted Communities (VRTAC-TC), administering the project, and providing training and technical assistance to State VR agencies and their partners to address barriers to VR participation and competitive integrated employment of historically underserved groups of individuals with disabilities who are living in economically disadvantaged communities. Mr. Walsh's experience contributes to NTACT:C's objectives (a), (b), (k), and (m).