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**Allison R. Lombardi**

Professor

Rehabilitation Psychology and Special Education  
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**Education**

Ph.D. 2010 University of Oregon (Special Education)  
M.A. 2003 University of California, Berkeley (Education, Literacy, Society and Culture)  
B.A. 2000 University of California, Berkeley (English Literature)

**Professional Experience**

2024-present Professor, Rehabilitation Psychology and Special Education, *School of Education, University of Wisconsin-Madison*

2018-2024 Associate Professor, Educational Psychology, *Neag School of Education, University of Connecticut*

2012-2024 Research Associate, *Center on Postsecondary Education and Disability, University of Connecticut*

2012-2024 Research Scientist, *Center for Behavioral Education and Research, University of Connecticut*

2012-2018 Assistant Professor, Educational Psychology, *Neag School of Education, University of Connecticut*

2010-2012 Postdoctoral Research Associate, *Secondary Special Education and Transition (SSET), University of Oregon*

2010-2012 Adjunct Instructor, *Department of Educational Methodology, Policy, and Leadership, University of Oregon*

2010-2012 Data Analyst, *Educational Policy Improvement Center (EPIC) and Center for Educational Policy Research (CEPR)*

2008-2010 Research Assistant, *Secondary Special Education and Transition (SSET), University of Oregon*

2007-2010 Research Specialist, *Educational Policy Improvement Center (EPIC), Eugene, OR*

- 2004-2007 Learning Specialist, *Support Services for Student Athletes, University of Oregon.*
- 2003-2004 Learning Specialist, *Academic Support and Career Development Unit, University of Maryland.*
- 2002-2003 Graduate Assistant, *Athletic Study Center and the Graduate School of Education, University of California, Berkeley.*
- 2000-2002 Programmer/Analyst, *Information Systems and Technology, University of California, Berkeley.*

**Grants Awarded: Total awards and contracts over \$14,000,000 since 2011**

- Lombardi, A., Mueller, C., Tarconish, E., Scanlon, E., & Rifenbark, G. (2024). *Collaborative Research: Barriers and Solutions for Physics Graduate Students and Faculty with Disabilities in Training and Workplace Settings*. NSF #2348210. NSF 23-593 Workplace Equity for Persons with Disabilities in STEM and STEM Education. Total award amount \$1,284,000.
- Jenda, O., Buck, A., Lombardi, A., & Scanlon, E. (2022). *NSF INCLUDES Alliance: The Alliance of Students with Disabilities for Inclusion, Networking, and Transition Opportunities in STEM (TAPDINTO-STEM)*. NSF #2119902. National Science Foundation. Research in Disabilities Education Alliance. Site PI. Subaward with Auburn and Ohio State Universities. Award amount \$105,352.
- Lombardi, A., Shogren, K., Loken, E., Rifenbark, G., Hicks T. A., & Challenger, C. (2021). *Exploring relationships between college and career readiness, self-determination, and transition planning among adolescents with and without disabilities*. U.S. Department of Education, Institute of Educational Sciences, Special Education Research Grant Programs: Transition Outcomes for Secondary Students with Disabilities (CFDA 84.324A). Principal Investigator. Award amount \$817,548.
- Williams-Diehm, K., Hennessey, M., Sanford, C., Lombardi, A., Rifenbark, G., & Sinclair, T. (2021). *TAGG-MS: Development and Validation of the Transition Assessment and Goal Generator (TAGG) for Middle School Students with Disabilities*. U.S. Department of Education, Institute of Educational Sciences, Special Education Research Grant Programs: Transition Outcomes for Secondary Students with Disabilities (CFDA 84.324A). Subaward with University of Oklahoma. Co-Principal Investigator. Award amount \$397,395
- Bruder, M.B., Bray, M., Cienkowski, K., Grela, B., Eigsti, I. M., Lombardi, A., Lutz, T., Snyder, M., & Wilson, C. (2021). *Leadership Education in Neurodevelopmental and Related Disorders Training Program, Maternal and Child Health Bureau, UConn School of Medicine*. US

Department of Health and Human Services, Health Resources and Services Administration. Core faculty. Award amount \$2,494,185.

Kern, L., Liang, C., Freeman, J., & Lombardi, A. (2020). *Supported College and Career Readiness for Secondary Students with Emotional and Behavioral Problems*. U.S. Department of Education, Institute of Educational Sciences, Special Education Research Grant Programs: Social, Emotional, and Behavioral (CFDA 84.324A). Subaward with Lehigh University, amount \$497,173.

Lombardi, A., Morningstar, M., Mazzotti, V., Swaminathan, H., Rogers, H. J., & Freeman, J. (2019) *College and Career Readiness for Transition: Development and Validation of a Student Measure*. U.S. Department of Education, Institute of Educational Sciences, Special Education Research Grant Programs: Transition Outcomes for Secondary Students with Disabilities (CFDA 84.324A). Principal Investigator. Award amount \$1,398,298.

Lombardi, A., & Madaus, J. (2019). *Evaluation of post-school outcomes for special education exiters in Connecticut*. Connecticut State Department of Education. Principal Investigator. Award amount \$128,196.

Kearns, D., Freeman, J., Lombardi, A., Coyne, M., & Simonsen, B. (2019). *Preparing Scholar Leaders to Study Interventions and Complex Systems Shaping Lives and Outcomes of Students with Disabilities: A Special Education Leadership Preparation Program*. U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs. Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel. (CFDA 84.325D). co-Principal Investigator. Award amount \$2,500,000.

Lombardi, A. & Tarconish, E. (2018). *Assessing the impact of disability awareness videos on faculty members' teacher effectiveness*. Center for Excellence on Teaching and Learning Mini-grant competition, University of Connecticut. Principal Investigator. Award amount \$4,988.

Lombardi, A., & Madaus, J. (2018). *Evaluation of post-school outcomes for special education exiters in Connecticut*. Connecticut State Department of Education. Principal Investigator. Award amount \$53,882.

Coyne, M., Simonsen, B., & Lombardi, A. (2017). *Project NeXus II*. U. S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs. Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel. (CFDA 84.325D). co-Principal Investigator. Award amount \$1,127,452.

Lombardi, A., & Madaus, J. (2017). *Evaluation of post-school outcomes for special education*

*exiters in Connecticut*. Connecticut State Department of Education. Principal Investigator. Award amount \$245,129.

Bruder, M.B., Gelbar, N., & Lombardi, A. (2016). *The Connecticut Leadership Education in Neurodevelopmental and Other Related Disabilities Program (CT LEND)*. US Department of Health and Human Services, Health Resources and Services Administration. Core faculty. Award amount \$2,403,336.

Freeman, J., & Lombardi, A. (2015). *Reducing High School Drop Out by Embedding College and Career Readiness into School-wide Positive Behavior Interventions and Supports*. Research Excellence Program (REP), University of Connecticut. co-Principal Investigator. Award amount \$24,737

Lombardi, A., (2014). *EnvisionIT in Connecticut: Scaling-Up and Sustaining a Model Transition Curriculum*. Submitted as a Subcontract to the Ohio State University Nisonger Center with U.S. Department of Education, Office of Special Education Programs. Principal Investigator. Award amount \$132,000.

Clark, A., Lombardi, A., McCombs-Tolis, J., & Senff, J. (2013). *State Application for CEEDAR Intensive Technical Assistance*. The Collaboration for Effective Educator Development, Accountability, and Reform at the University of Florida. Office of Special Education Programs. Faculty Representative. Award amount \$200,000

Lombardi, A., & Madaus, J. (2012). *Integrating College and Career Readiness Evaluation into Transition Services for Students with Disabilities*. University of Connecticut, Large Faculty Grant Competition. Principal Investigator. Award amount: \$16,243.

Lombardi, A., & Conley, D. T. (2012). *Robert E. Skippen Fund award recipient for research in secondary-to-postsecondary transition for underrepresented college students*. University of Oregon College of Education Faculty Funds. Principal Investigator. Award amount: \$9,492.

Murray, C., Lombardi, A., Gerdes, H. (2008). *Cultural Awareness of Exceptional Learners: A Culture Change Model of Faculty Development (Project ExCEL-UO)*. Expanding U.S. Department of Education, Office of Postsecondary Education (OPE, CFDA 84.333). Project Coordinator. Award amount: \$1,016,046.

**Publications in Peer-Reviewed Journals (76 articles in 31 unique journals)**

Kowitt, J., Madaus, J. W., Simonsen, B., Lombardi, A., Freeman, J., & Ventola, P. (in press). Implementing pivotal response treatment to teach question asking to high school students with autism spectrum disorder. *Journal of Autism and Developmental Disorders* <https://doi.org/10.1007/s10803-024-06405-3>

Lombardi, A. R., Rifienbark, G. G., Shogren, K., Taconet, A., & Hicks, T. A. (in press, registered report). Exploring the relationship between self-determination and economic hardship constructs for youth with and without disabilities. *Remedial and Special Education* <https://doi.org/10.1177/07419325241247343>

Morningstar, M.E., Lombardi, A., Mazzotti, V. L., Buddeke, K., Langdon, S., Taconet, A., & Rifienbark, G., & Kwiatek., S. (in press). Perspectives of college and career readiness among educational stakeholders. *Journal of Disability Policy Studies* <https://doi.org/10.1177/10442073231177405>

Taconet, A., Langdon, S., Esposito, C., Mazzotti, V., Morningstar, M., & Lombardi, A. (2024). Using data to improve instruction and support college and career readiness for students with disabilities. *Intervention in School and Clinic*, 59(5), 295-302 <https://doi.org/10.1177/10534512231183361>

Hester, O., Taconet, A., & Lombardi, A. R. (2024). Addressing the transition needs of justice-involved youth with intellectual and developmental disabilities. *Journal of Correctional Education*, 75(1), 91-115.

Lombardi, A., Rifienbark, G., & Taconet, A. V. (2024). An intersectional examination of economic hardship and Individualized Education Program meeting participation. *Exceptional Children*, 90(2), 148-163 <https://doi.org/10.1177/00144029231184568>  
Postprint: <https://osf.io/vsyph>



Mazzotti, V. L., Morningstar, M. E., Lombardi, A. R., Kwiatek, S., Taconet, A., Buddeke, K., Monahan, J. L., & Harris, R. (2024). Policy and practice considerations to support college and career readiness for youth with disabilities: A systematic mixed studies review. *Journal of Disability Policy Studies*, 34(4), 278-289 <https://doi.org/10.1177/104420732211305>

Mazzotti, V. L., Morningstar, M. E., Raley, S., Lombardi, A., Rowe, D. A., Poppen, M., Reardon, K., Carlson, S., Unruh, D., Monahan, J., Rousey, J., Vicchio, J., & Test, D. W. (2024). Conceptualizing and developing the Secondary Transition Fidelity Assessment to support transition programming and practice. *Career Development and Transition for Exceptional Individuals*, 47(2), 106-118. <https://doi.org/10.1177/21651434231163498>

Taconet, A., Lombardi, A. R., Madaus, J. W., Sinclair, T., Rifienbark, G. G., Morningstar, M. E., & Langdon, S. (2024). Interventions focused on independent living skills for youth with intellectual disability or autism. *Career Development and Transition for Exceptional Individuals*, 47(1), 32-45 <https://doi.org/10.1177/21651434231152200>

Lombardi, A. R., Rifenbark, G. G., & Taconet, A. V. (2023). Quality Indicators of secondary data analyses in special education research: A pre-registration guide. *Exceptional Children*, 89(4), 397-411. <https://doi.org/10.1177/00144029221141029>

Lombardi, A., Rifenbark, G., Rogers, H. J., Swaminathan, H., Taconet, A., Morningstar, M. E., Mazzotti, V. L., Wu, R., & Langdon, S. (2023). Establishing construct validity of a measure of adolescent perceptions of college and career readiness. *Career Development and Transition for Exceptional Individuals*, 46(1), 4-14. <https://doi.org/10.1177/21651434221081229>

Lombardi, A. R., Wu, R., Loken, E., Rifenbark, G. G., Challenger, C., Taconet, A. V., Langdon, S., & Shogren, K. (2023). Revisiting economic hardship in a national sample of adolescents with and without disabilities: A conceptual replication. *Exceptional Children*, 90(1), 11-26. <https://doi.org/10.1177/00144029221141044>  
Preprint: <https://osf.io/df65g/>



Monahan, J. L., Lombardi, A. R., Madaus, J. W., Freeman, J., & Gelbar, N. (2023). Developing and validating the college and career readiness teacher expectation survey for students with disabilities. *Career Development and Transition for Exceptional Individuals*, 46(2), 83-93. <https://doi.org/10.1177/21651434221116311>

Rifenbark, G., Lombardi, A., Freeman, J., & Morningstar, M. (2023). The adolescent behavioral index: Identifying students at-risk for disengagement in high school. *Journal of Vocational Rehabilitation*, 58(2), 115-128.  
Preprint: <https://edarxiv.org/k68dp/>

Tarconish, E., Lombardi, A., & Taconet, A. (2023). Disability awareness & inclusive teaching online training videos for college faculty featuring students with disabilities. *Journal of Postsecondary Education and Disability*, 35(4), 339-353.

Tarconish, E., Scott, S., Banerjee, M., & Lombardi, A. (2023). Universal Design for Instruction and Learning in Higher Education: Where have we been and where are we headed? *Journal of Postsecondary Education and Disability*, 36(3), 207-222.

Lombardi, A. R., Rifenbark, G. G., Hicks, T. A., Taconet, A., & Challenger, C. (2022). College and career readiness support for youth with and without disabilities based on the National Longitudinal Transition Study 2012. *Exceptional Children*, 89, 5-21. <https://doi.org/10.1177/00144029221088940>



- Lombardi, A. R., Rifenshank, G. G., Poppen, M., Reardon, K., Mazzotti, V. L., Morningstar, M. E., Rowe, D. A., & Raley, S. K. (2022). Development and validation of the Secondary Transition Fidelity Assessment. *Assessment for Effective Intervention, 47*(3), 147-156. <https://doi.org/10.1177/15345084211014942>
- Lombardi, A., Buenner, L., Loose, J., & Hoos, O. (2021). Measuring inclusive instruction at German universities: Extending validity evidence. *Journal of Postsecondary Education and Disability, 34*, 361-368.
- Tarconish, E., Lombardi, A., Madaus, J., Taconet, A., & Coelho, C. (2021). Available supports and resources for postsecondary students with Traumatic Brain Injury: A systematic review of the literature. *Journal of Vocational Rehabilitation, 55*, 15-26. DOI: 10.3233/JVR-211143
- Rifenshank, G. G., Lombardi, A., & Freeman, J. (2021). A confirmatory item factor analysis of a school climate measure for adolescents with and without disabilities. *Educational Assessment, 26*, 52-68. DOI 10.1080/10627197.2020.1841625
- Bromley, K. W., Murray, C. J., Rochelle, J., & Lombardi, A. (2020). Social support among college students with disabilities: Structural patterns and satisfaction. *Journal of Student Affairs Research and Practice, 1-14* doi 10.1080/19496591.2020.1778485
- Conrad, M., Harvey, M. W., Rowe, D. A., Parr, K. S., & Lombardi, A. (2020). Understanding CTE for students with disabilities: What educators need to know. ACTE: *Techniques, 32-39*. [acteonline.org](http://acteonline.org)
- Harvey, M., Rowe, D., Test, D. W., Imperatore, C., Lombardi, A., Conrad, M., Szymanski, A., & Barnett, K. (2020). Partnering to improve Career and Technical Education for Students with Disabilities: A Position Paper of the Division on Career Development and Transition. *Career Development and Transition for Exceptional Individuals, 43*, 67-77 DOI <https://doi.org/10.1177/2165143419887839>
- Lombardi, A., Rifenshank, G., Monahan, J., Tarconish, E., & Rhoads, C. (2020). Aided by extant data: The effect of peer mentoring on achievement for college students with disabilities. *Journal of Postsecondary Education and Disability, 33*, 143-154.
- Lombardi, A., Rifenshank, G., Tarconish, E., Volk, D., Monahan, J., Buck, A., Izzo, M., & Murray, A. (2020). Main and moderating effects of an online transition curriculum on career readiness. *Career Development and Transition for Exceptional Individuals, 43*, 146-156 DOI 10.1177/2165143419900952
- Monahan, J., Lombardi, A., Madaus, J., Carlson, S., Freeman, J. & Gelbar, N. (2020). A systematic literature review of college and career readiness frameworks for students with

disabilities. *Journal of Disability Policy Studies*, 31(3), 131-140. DOI 10.1177/1044207320906816

- Faggella-Luby, M. N., Gelbar, N., Dukes, L. L., Madaus, J. W., Lalor, A., & Lombardi, A. (2019). Learning strategy instruction for college students with disabilities: A systematic review of the literature. *Journal of Postsecondary Education and Disability*, 32, 63-81.
- Freeman, J., Kern, L., Gambino, A., Lombardi, A., & Kowitt, J. (2019). Assessing the relationship between the Positive Behavior Interventions and Supports framework and student outcomes in high schools. *Journal of At Risk Issues*, 22(2), 1-11.
- Keenan, W., Madaus, J. W., Lombardi, A., & Dukes, L. L. (2019). The impact of the Americans with Disabilities Act Amendments Act on documentation for students with disabilities in transition to college: Implications for practitioners. *Career Development and Transition for Exceptional Individuals*, 42, 56-66. DOI: 10.1177/2165143418809691
- Lombardi, A. R., Rifenshark, G. G., Freeman, J., & Harvey, M. (2019). Measuring grit in adolescents with and without disabilities. *Journal of Disability Policy Studies*, 30(2), 67-77. DOI: 10.1177/1044207319863635
- Lombardi, A., McGuire, J., & Tarconish, E. (2018). Promoting inclusive teaching among college faculty: A framework for disability service providers. *Journal of Postsecondary Education and Disability*, 31(4), 401-417.
- Anagnostopolous, D., Levine, T., Roselle, R., & Lombardi, A. (2018). Learning to redesign teacher education: A conceptual framework to support program change. *Teaching Education*, 29, 61-80. doi: 10.1080/10476210.2017.1349744
- Lombardi, A. R., Dougherty, S. M., & Monahan, J. (2018). Students with intellectual disabilities and career and technical education opportunities: A systematic literature review. *Journal of Disability Policy Studies*, 29(2), 82-96. doi: 10.1177/1044207318764863
- Lombardi, A. R., Freeman, J., & Rifenshark, G. G. (2018). Modeling college and career readiness for adolescents with and without disabilities: A bifactor approach. *Exceptional Children*, 84(2), 159-176. doi: 10.1177/0014402917731557
- Lombardi, A., Gelbar, N., Dukes, L. L., Kowitt, J., Wei, Y., Madaus, J. W., Lalor, A., & Faggella-Luby, M. N. (2018). Higher education and disability: A systematic review of assessment instruments designed for students, faculty, and staff. *Journal of Diversity in Higher Education*, 11, 34-50 <http://dx.doi.org/10.1037/dhe0000027>
- Madaus, J. W., Gelbar, N. W., Dukes, L.L., Lalor, A. R., Lombardi, A., Kowitt, J., & Faggella-Luby, M. (2018). Literature on Postsecondary Disability Services: A Call for Research



Guidelines. *Journal of Diversity in Higher Education*, 11(2), 133-145.  
<http://dx.doi.org/10.1037/dhe0000045>

Monahan, J., Lombardi, A., & Madaus, J. (2018). Promoting college and career readiness: Practical strategies for the classroom. *Teaching Exceptional Children*, 51(2), 144-154. doi: <https://doi.org/10.1177/0040059918802579>

Morningstar, M. E., Lombardi, A. R., & Test, D. (2018). Including college and career readiness within a multi-tiered systems of support framework. *AERA Open*, doi: 10.1177/2332858418761880

Dukes, L. L., Madaus, J. W., Faggella-Luby, M., Lombardi, A., & Gelbar, N. (2017). PASSing college: A taxonomy for students with disabilities in postsecondary education. *Journal of Postsecondary Education and Disability*, 30(2), 111-122.

Faggella-Luby, M., Dukes III, L.L., Gelbar, N., Madaus, J.W., Lombardi, A., & Lalor, A. (2017). Universal design and college students with disabilities: Does the data equal the zeal? *Currents in Teaching and Learning*, 9(2), 5-19.

Lombardi, A. R., Izzo, M. V., Gelbar, N., Murray, A., Buck, A., Johnson, V., Hsiao, J., Wei, Y., & Kowitz, J. (2017). Leveraging information technology literacy to enhance college and career readiness for secondary students with disabilities. *Journal of Vocational Rehabilitation*, 46, 389-397.

Lombardi, A. R., Izzo, M. V., Rifenshank, G. G., Murray, A., Buck, A., & Johnson, V. (2017). A preliminary psychometric analysis of a measure of information technology literacy skills. *Career Development and Transition for Exceptional Individuals*, 40(4), 235-243. doi: 10.1177/2165143416682476

Lombardi, A. R., Izzo, M. V., Rifenshank, G. G., Murray, A., Buck, A., Monahan, J., & Gelbar, N. (2017). The impact of an online transition curriculum on secondary student reading: A multilevel examination. *Career Development and Transition for Exceptional Individuals*, 40(1), 15-24. doi: 10.1177/2165143416681287

Lombardi, A., Kern, L., Flannery, K. B., & Doren, B. (2017). Is college and career readiness adequately addressed in annual and postsecondary goals? *Journal of Disability Policy Studies*, 28(3), 150-161. doi: 10.1177/1044207317716147

Morningstar, M., Lombardi, A., Fowler, C., & Test, D. (2017). A college and career readiness framework for secondary students with disabilities. *Career Development and Transition for Exceptional Individuals*, 40(2), 79-91. doi: 10.1177/2165143415589926

- Wei, Y., Lombardi, A., Simonsen, B., Coyne, M., Faggella-Luby, M., Freeman, J., & Kearns, D. (2017). A revised embedded planning tool for intensive reading instruction. *Learning Disabilities: A Multidisciplinary Journal*, 22(2), 50-62.
- Dougherty, S. M., & Lombardi, A. R. (2016). From vocational education to career readiness: The ongoing work of linking education and the labor market. *Review of Research in Education*, 40, 326-355. doi: 10.3102/0091732X16678602
- Freeman, J., Simonsen, B., McCoach, D.B., Sugai, G., Lombardi, A., & Horner, R. (2016). Relationship between School-Wide Positive Behavior Interventions and Supports and academic, attendance, and behavior outcomes in high schools. *Journal of Positive Behavior Interventions*, 18, 41-51.
- Gawronski, M., Kuk, L., & Lombardi, A. (2016). Inclusive instruction: Perceptions of community college faculty and students pertaining to Universal Design. *Journal of Postsecondary Education and Disability*, 29(4), 331-347.
- Lombardi, A., Murray, C., & Kowitt, J. (2016). Social support and academic success for college students with disabilities: Do relationship types matter? *Journal of Vocational Rehabilitation*, 44, 1-13.
- Makel, M., Plucker, J., Freeman, J., Lombardi, A., Simonsen, B., & Coyne, M. (2016). Replication of special education research: Necessary but far too rare. *Remedial and Special Education*, 37(4), 205-212.
- Flannery, K. B., Lombardi, A., & Kato, M. M. (2015). The impact of professional development on the quality of the transition components of IEPs. *Career Development and Transition for Exceptional Individuals*, 38, 14-24.
- Freeman, J., Simonsen, B., McCoach, D.B., Sugai, G., Lombardi, A., & Horner, R. (2015). An analysis of the relationship between implementation of school-wide positive behavior interventions and supports and high school dropout rates. *The High School Journal*, 98(4), 290-315.
- Gelbar, N., Madaus, J. W., Lombardi, A., Faggella-Luby, M. N., & Dukes, L. L. (2015). College students with physical disabilities: Common on campus, uncommon in the literature. *Physical Disabilities: Education and Related Services*, 34, 14-31.
- Lombardi, A. R., Kowitt, J., & Staples, F. (2015). Correlates of critical thinking and college and career readiness for secondary students with and without disabilities. *Career Development and Transition for Exceptional Individuals*, 38, 142-151.

- Lombardi, A., Vukovic, B., & Sala-Bars, I. (2015). International comparisons of inclusive instruction among college faculty in Spain, Canada, and the United States. *Journal of Postsecondary Education and Disability, 28*, 447-460
- Faggella-Luby, M., Lombardi, A., Lalor, A., & Dukes, L. L. (2014). Methodological trends in disability and higher education research: A historical analysis of the Journal of Postsecondary Education and Disability. *Journal of Postsecondary Education and Disability, 27*(4), 357-368.
- Madaus, J. W., Dukes, L. L., Lombardi, A. (2014). JPED at 30: Looking back and AHEAD. *Journal of Postsecondary Education and Disability, 27*(4), 345-346.
- Murray, C., Lombardi, A., & Kosty, D. (2014). Profiling adjustment among postsecondary students with disabilities: A person-centered approach. *Journal of Diversity in Higher Education, 7*(1), 31-44.
- Murray, C., Lombardi, A., Seeley, J., & Gerdes, H. (2014). Effects of an intensive disability-focused training experience on university faculty self-efficacy. *Journal of Postsecondary Education and Disability, 27*(2), 179-193.
- Doren, B., Flannery, K. B., Lombardi, A. R., & Kato, M.M. (2013). The impact of professional development, student, and teacher characteristics on the quality of postsecondary goals. *Remedial and Special Education, 34*(4), 215-224.
- Doren, B., Lombardi, A. R., Clark, J., & Lindstrom, L. (2013). Addressing career barriers for high risk adolescent girls: The PATHS curriculum intervention. *Journal of Adolescence, 36*(6), 1083-1092.
- Lindstrom, L., Doren, B., Post, C., & Lombardi, A. (2013). Building career PATHS for young women with disabilities. *Career Development Quarterly, 61*(4), 330-338.
- Lombardi, A., Doren, B., Gau, J., & Lindstrom, L. (2013). The influence of instructional settings in reading and math on postsecondary participation. *Journal of Disability Policy Studies, 24*(3), 169-179.
- Lombardi, A. R., Murray, C., & Dallas, B. (2013). University faculty attitudes toward disability and inclusive instruction: Comparing two institutions. *Journal of Postsecondary Education and Disability, 26*(3), 221-232.
- Lombardi, A.R., Conley, D. T., Seburn, M., & Downs, A. (2013). College and career readiness assessment: Validation of the key cognitive strategies framework. *Assessment for Effective Intervention, 38*(3), 163-171.

- Murray, C., Lombardi, A. R., Bender, F., & Gerdes, H. (2013). Social support: Main and moderating effects on the relation between financial stress and adjustment among college students with disabilities. *Social Psychology of Education, 16*(2), 277-295.
- Lombardi, A. R., Murray, C., & Gerdes, H. (2012). Academic performance of first generation college students with disabilities at a four-year university. *Journal of College Student Development, 53*(6), 811-826.
- Lombardi, A., Downs, R. C., Downs, A., & Conley, D. T. (2012). Development of a college readiness screening measure for student athlete recruits. *Journal of Issues in Intercollegiate Athletics, 5*, 64-78.
- Lombardi, A. R., Murray, C., & Gerdes, H. (2011). College faculty and inclusive instruction: Self-reported attitudes and actions pertaining to Universal Design. *Journal of Diversity in Higher Education, 4*(4), 250-261.
- Lombardi, A. R., Seburn, M., & Conley, D.T. (2011). Development and initial validation of a measure of academic behaviors associated with college readiness. *Journal of Career Assessment, 19*(4), 375-391.
- Lombardi, A. R., Gerdes, H., & Murray, C. (2011). Validating an assessment of individual actions, postsecondary supports, and social supports of college students with disabilities. *Journal of Student Affairs Research and Practice, 48*(1), 107-126.
- Lombardi, A. R., & Murray, C. (2011). Measuring university faculty attitudes toward disability: Willingness to accommodate and adopt universal design principles. *Journal of Vocational Rehabilitation, 34*(1), 43-56.
- Murray, C., Lombardi, A., & Wren, C. (2011). The effects of disability-focused training on the attitudes and perceptions of university staff. *Remedial and Special Education, 32*(4), 290-300.
- Murray, C., Lombardi, A., Wren, C., & Keys, C. (2009). Associations between prior disability-focused training and disability-related attitudes and perceptions among university faculty. *Learning Disability Quarterly, 32*(2), 89-100.

### **Pre-Registered Studies**

- Taconet, A. V., Hicks, T., Shogren, K., Lombardi, A., & Rifenshark, G. (2024, March 25). Youth and Parent Reports of IEP/Transition Planning Meeting Involvement for Youth with Intellectual Disability Using Data from the NLTS2012.  
<https://doi.org/10.17605/OSF.IO/Q6FKM>

Lombardi, A. R., Rifienbark, G. G., Shogren, K., & Hicks, T. A. (2023, February 6). Exploring the relationship between self-determination and economic hardship constructs for youth with and without disabilities. <https://doi.org/10.17605/OSF.IO/JQS3V>

Taconet, A., Lombardi, A. R., & Rifienbark, G. G. (2022, October 5). Examining independent living skills and economic hardship for youth with disabilities using data from the NLTS2012. <https://osf.io/52d7j>

Lombardi, A., Rifienbark, G., Wu, R., & Taconet, A. V. (2022, June 3). Exploring the Relationship between Transition Planning and Economic Hardship for Youth with Disabilities. <https://doi.org/10.17605/OSF.IO/Y3ABZ>

Lombardi, A., Rifienbark, G., Hicks, T., Taconet, A. V., & Challenger, C. (2021, August 9). College and Career Readiness Support for Youth with and without Disabilities based on the National Longitudinal Transition Study 2012. <https://doi.org/10.17605/OSF.IO/C9D4P>

### **Manuscripts Under Review and In Preparation**

Lombardi, A. R., Rifienbark, G. G., Esposito, C., Taconet, A. V., Mazzotti, V. L., & Morningstar, M. E. (under review). An intersectional examination of college and career readiness for youth with and without disabilities. *Journal of Education*

Tarconish, E. J., Lombardi, A. R., Madaus, J. W., & Simonsen, B. (under review). A cognitive support technology and coaching intervention for postsecondary students with traumatic brain injuries. *Career Development and Transition for Exceptional Individuals*

Tarconish, E. J., Lombardi, A. R., & Madaus, J. W. (under review). Perspectives from students with TBI: How cognitive support technology and coaching affected academic progress. *and Rehabilitation:*

Tarconish, E., Lombardi, A., & Jordan, T. (under review). Are disabled graduate students using disability services and what are their additional needs? *Journal of Postsecondary Education and Disability*  
Preprint: <https://osf.io/fqxey/>

Challenger, C. D., Lombardi, A. R., Duquette, K., Esposito, C., & DeJesus, J. (under review). School counselors collaborating with transition specialists: A multi-tiered approach to college and career readiness. *Journal of Education*

Taconet, A. V., Rifienbark, G. G., Lombardi, A. R., Mazzotti, V. L., & Morningstar, M. E. (under review). Independent living skills and college and career readiness. *Journal of Special Education*

Taconet, A., Lombardi, A., Rifienbark, G., Madaus, J., Papay, C., Sinclair, T., & Shogren, K. (under review). Examining daily living skills and economic hardship for youth with disabilities

using data from the NLTS2012. *Career Development and Transition for Exceptional Individuals*

Shogren, K., Taconet, A. V., Hicks, T. A., Lombardi, A. R., & Rifenbark, G. G. (under review). Youth with intellectual disability and family perceptions of Individualized Education Program meeting participation during secondary education. *American Journal on Intellectual and Developmental Disabilities*

Lombardi, A. R., Chow, J., Cook, B., Scott, L., Root, J., & Fleming, J. (in preparation). Prioritizing preregistration in special education research.

### **Book Chapters**

Scanlon, E. M., Tarconish, E. J., Lombardi, A. R., & Chini, J. J. (submitted). Supporting disabled learners through the planning for variations tool and Universal Design: Enabling, mitigating, and disabling instructional practices. In K. Aquino & A. Lalor (Eds.) *The New Accessibility in Higher Education*. Oxford University Press

Lombardi, A. R., Taconet, A. V., Sinclair, T. E., & Jackson, S. (2024). College and career readiness access and support for youth with intellectual disability. In K. Shogren, L. Scott, E. Dean, & B. Linnenkamp (Eds.). *Research-Based Practices for Educating Students with Intellectual Disability (2<sup>nd</sup> Edition)*. New York, NY: Routledge.

Madaus, J. W., Sinclair, T. E., Grigal, M., Lombardi, A. W., & Keenan, W. (2024). Transition to postsecondary education. In J. Kauffman, D. Hallahan, & P. C. Pullen (Eds.), *Handbook of Special Education, 3<sup>rd</sup> ed.* New York: Routledge.

Lombardi, A., Monahan, J., & Morningstar, M. (2020). Integrating college and career readiness into transition education. In K. Shogren & M. Wehmeyer (Eds.). *Handbook of Adolescent Transition Education for Youth with Disabilities (2<sup>nd</sup> Edition)*. New York, NY: Routledge.

Fowler, C., Getzel, E. E., & Lombardi, A. (2018). Facilitating college supports to ensure student success (p. 101-112). In R. Hughes, C. Johnson, & B. Taga (Eds.). *New Directions for Adult and Continuing Education, Issue 160, Winter 2018: Support and Transitions for Adults with Special Needs*. Wiley Online.

Freeman, J., Kern, L., Lombardi, A., Swain-Bradway, J., & Sugai, G. (2018). Stronger together: Delivering college and career readiness skills to all through a Schoolwide Positive Behavioral Interventions and Supports framework. In Flannery, K. B., Hershfeldt, P., Freeman, J. (Eds.). *Lessons Learned on Implementation of PBIS in High School Current Trends and Future Directions*. Center for Positive Behavioral Interventions and Supports. Eugene, OR: University of Oregon Press.

Lombardi, A., Morningstar, M., & Kern, L. (2018). Strategies to increase college and career readiness for all students through multi-tiered systems of support. In M. Grigal, J. W.

Madaus, D. Hart, & L. L. Dukes (Eds.) *Navigating the transition from high school to college for students with disabilities* (pp. 184-200). New York, NY: Routledge.

Lombardi, A., & Lalor, A. (2017). Faculty and administrator knowledge and attitudes regarding disability. In E. Kim & K. Aquino (Eds.) *Disability as Diversity in Higher Education: Policies and Practices to Enhance Student Success* (pp. 107-121). New York, NY: Routledge.

Lombardi, A., & Lalor, A. (2016). Including disability in the discourse: Extending and advancing the definition of diversity in higher education. In P. A. Pasque, M. P. Ting, N. Ortega, & J. C. Burkhardt (Eds.), *Transforming understandings of diversity in higher education: Demography, democracy and discourse* (pp. 148-162). Sterling, VA: Stylus.

Lombardi, A. (2008). "Student Athlete Learning Issues" chapter in NACADA Monograph Series #18 *Advising Student Athletes: A Collaborative Approach to Success*.

### **Webinars**

Lombardi, A. & Rifenshark, G.G. (December, 2023). *Secondary Data Analyses*. In Toste, J., Talbott, E., & Cumming, M. (Co-Chairs), Council for Exceptional Children, Division for Research Webinar Series on *The Next Generation of Quality Indicators in Special Education Research*.

Lombardi, A., Challenger, C., & Esposito, C. (December, 2023). *Maximizing expertise for transition planning: Collaboration between special educators and school counselors*. Virginia Transition Technical Assistance Center Professional Development Webinar Series.

Lombardi, A., & Challenger, C. (March, 2023). *Get to know your school counselor: Improving collaboration to support college and career readiness for youth with disabilities*. National Technical Assistance Center for Transition Ask the Experts Webinar Series.

Morningstar, M. E., & Lombardi, A. R. (December, 2022). *College and career readiness for youth with disabilities*. Partners Resource Network. Texas statewide network of Parent Training and Information Centers.

Morningstar, M. E., & Lombardi, A. R. (October, 2022). *College and career readiness for youth with disabilities: Practices for classrooms, schools, and communities*. Texas Collaboration Institute, sponsored by the Texas Education Agency's Student-Centered Transitions Network.

Challenger, C., & Lombardi A., (July, 2022). *College and career support for students with disabilities*. American School Counselor Association webinar series.

- Lombardi, A., & Rifenbark, G. (June, 2021). Measuring the five domains of college and career readiness. In J. A. Melton & S. Lasserre-Cortez (Chairs), *College and Career Ready Content Experts* [Panel Presentation] REL Southeast, Tallahassee, FL.
- Freeman, J., & Lombardi, A. (June, 2021). *Implementation of PBIS in High School*. National Center on Positive Behavioral Interventions and Supports Webinar Series.
- Powell, S., & Lombardi, A. (March, 2021). *Creating your career trajectory*. Division for Research, Council for Exceptional Children: Early career researcher workshop series.
- Powell, S., & Lombardi, A. (March, 2021). *Writing grants that receive funding*. Division for Research, Council for Exceptional Children: Early career researcher workshop series.
- Lombardi, A., Powell, S., Rifenbark, G., & Hicks, T. (May, 2021). *Writing grants for the IES competitions: Addressing cost analysis*. Division for Research, Council for Exceptional Children: Early career researcher workshop series.
- Lombardi, A., Morningstar, M., & Mazzotti, V. (February, 2020). *How do you know students are college and career ready?* National Technical Assistance Center for Transition Ask the Experts Webinar Series.
- Lombardi, A., Weir, C., & Ellison, M. L. (February, 2017). *Prepping for college: What and how?* National Technical Assistance Center for Transition Ask the Experts Webinar Series.
- Lombardi, A., & Freeman, J. (February, 2015). *Linking PBIS and College and Career Readiness*. High School Model Demonstration Webinars. Midwest PBIS.
- Morningstar, M. E., & Lombardi, A. R. (October, 2014). *Ask the experts: What does it take to be college and career ready?* Kansas Secondary Connections. Lawrence, KS: Kansas Technical Assistance Systems Network.

### **Teaching**

2015-2024

Director of Online Graduate Certificate Program in Postsecondary Disability Services

<http://pds-certificate.uconn.edu/>

2016-2024

Director of Online Graduate Certificate Program in Special Education Transition to Adulthood

<http://sped-transition-certificate.uconn.edu/>

2019-2021

Special Education Program Coordinator, Department of Educational Psychology

*Direct admissions and advising across Integrated Bachelor's/Master's, Teacher Certification Program for College Graduates, General Master of Arts, and PhD programs*



2021-present

Special Education PhD Program Coordinator, Department of Educational Psychology  
*Direct admissions and advising supports for PhD students in SPED program*

Graduated PhD or EdD Student Advisees:

*Major Advisor:* Ashley Taconet (2023), Emily Tarconish (2021), Aaron Puzarne (2021), Jessica Monahan (2020), Yan Wei (2015)

*Associate Advisor:* Elizabeth Zagata (2024), Sophie Rodenbush (2022), Jennifer Kowitt (2018), Adam Lalor (2016), Michael Gawronski\* (2014, Colorado State University), Ingrid Sala Bars\* (2013, Ramon Llull University, Barcelona, Spain),

*Reader:* Walter Keenan (2014), Jennifer Freeman (2013)

*\*denotes institution other than University of Connecticut*

Graduated MA and certificate students listed by name- see page 36

Graduate courses:

2020-2022	EPSY 6194: Doctoral Seminar. Educational Psychology, University of Connecticut. Instructor
2018-2023	EPSY 5146: Advanced Topics in Secondary Transition. Educational Psychology, University of Connecticut. Instructor
2015-2024	EPSY 5140: Transition Planning for Students with Disabilities, Educational Psychology, University of Connecticut. Instructor
2015-2023	EPSY 5145: Issues in Postsecondary Disability Services, Educational Psychology, University of Connecticut. Instructor
2013-2018	EPSY 5119: Policy, Law, and Ethics in Special Education, Educational Psychology, University of Connecticut. Instructor
2012-2020	EPSY 5121: Developmental Foundations of Exceptionality, Educational Psychology, University of Connecticut. Instructor
2013-2014	EPSY 5108: Students with Special Needs in Classroom Settings, Educational Psychology, University of Connecticut. Instructor
2013	EPSY 5116: Assessment in Special Education, Educational Psychology, University of Connecticut. Instructor
2011-2012	EDLD 641: Standards and Accountability Systems, Educational Leadership, University of Oregon. Instructor.
2010-2012	EDLD 683: Educational Policy Analysis, Educational Leadership, University of Oregon. Instructor
2008-2009	SPED 615: Adolescent Development and Transition, Special Education and Clinical Sciences, University of Oregon. Teaching Assistant

2008-2009 SPED 616: Transition Assessment and Planning, Special Education and Clinical Sciences, University of Oregon. Teaching Assistant

Undergraduate courses:

2017, 2020 EPSY 4110: Advanced Foundations of Exceptionality, Educational Psychology, University of Connecticut. Instructor.

2013-2018 EPSY 4120W: Fundamentals of Assessment in Special Education, Educational Psychology, University of Connecticut. Instructor.

2012 EPSY 3100: Introduction to Exceptionality, Educational Psychology, University of Connecticut. Instructor.

2011 EDLD 410: Freshman Transition to the University, Educational Leadership, University of Oregon. Instructor.

2003-2004 EDCP 108K: Introduction to College-level Reading, Education Counseling & Psychology Department, University of Maryland. Instructor

2003 ED 98: Introduction to Academic Literacy, School of Education, University of California, Berkeley. Co-Instructor.

2003 CW 10: Introduction to Composition, Summer Bridge Program, University of California, Berkeley. Instructor.

**Curricula/Professional Development Materials/Other Published Papers/Practice Briefs**

Perna, L. W., Gonzalez, M., Hines, E. M., Holcomb-McCoy, C., Lombardi, A., Long, B., Rodriguez, A., Winkler, D. Brockman, S., Bruch, J., Espinoza, A., Haymond, K., A., Person, A., Pham, C., Steele, E., Wissel, S., Wood, M. (2024). *Improving college access and readiness for all students: A practice guide for educators* (WWC 2022003). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education.

Freeman, J., Kern, L., Lombardi, A. R., Morningstar, M. E., & Mazzotti, V. L. (2021). *PBIS high school implementation: Supporting college and career readiness through PBIS*. Eugene, OR: OSEP TA Center on PBIS, University of Oregon. Retrieved from [www.pbis.org](http://www.pbis.org)

National Technical Assistance Center on Transition (2018). *Postsecondary Education and Training Preparation Toolkit*, C. H. Fowler, D. Holzberg, C. MaGee, A. Lombardi, and D. W. Test. Charlotte, NC.

Lindstrom, L., Doren, B., Post, C, Kahn, L, Lombardi, A. & Poppen, M. (2011). *PATHS (Post School Achievement Through Higher Skills) Teacher Resource Guide*. Secondary Special Education and Transition Research Unit, University of Oregon.

Lindstrom, L., Doren, B., Post, C., & Lombardi, A. (2010). *PATHS (Post School Achievement Through Higher Skills) Curriculum Guide*. Secondary Special Education and Transition Research Unit, University of Oregon.

Murray, C., Gerdes, H., & Lombardi, A. (2010). *Project ExCEL-UO: Expanding Cultural Awareness of Exceptional Learners at the University of Oregon Summer Institute Curriculum Guide*. Secondary Special Education and Transition Research Unit, University of Oregon.

Conley, D.T., McGaughy, C.M., Lombardi, A., & Gray, E. (2008). *College-readiness Performance Assessment System (C-PAS) Scoring Guide and Curriculum Materials*. Educational Policy Improvement Center, Eugene, OR.

### **Reports/Other Unpublished Papers**

Lombardi, A. (2010). *Measuring faculty attitudes and perceptions toward disability at a four-year university: A validity study*. Doctoral dissertation. University of Oregon. Eugene, OR: Scholars Bank. Available online: <https://scholarsbank.uoregon.edu/>

Lombardi, A., & Saihong, P. (2008). *Needs Assessment of Student Academic Support for the College of Education*. Evaluation Report prepared for the University of Oregon, College of Education, Office of the Dean. Eugene, OR.

Lombardi, A. (2007). *An Interdisciplinary Approach to Understanding Adolescent Literacy Learning: Linking Cognitive Psychology and Sociocultural Theories*. Unpublished concept paper. University of Oregon. Eugene, OR.

Lombardi, A. & Miller, D. (2007). *Defining the learning specialist position: Results of the 2006 hot topics survey*. Report presented to the Executive Board of the National Association of Academic Advisors for Athletics. Phoenix, AZ.

Lombardi, A. (2003). *The Student Athlete and Mandated Study Hall*. Unpublished master's thesis. University of California, Berkeley. Berkeley, CA.

### **Invited/Keynote Presentations**

"Promoting Inclusion via Schoolwide College and Career Readiness". (December 9, 2022). Invited speaker at the Mid-year Check and Connect Cadre Meeting. Rhode Island Transition Network. Providence, RI.

"Promoting Inclusion via Schoolwide College and Career Readiness". (November 3, 2022). Invited speaker at the Council for Exceptional Children Division on Career Development and Transition annual conference. Little Rock, AR.

"Universal Design and Inclusive Instruction: Moving from theory to practice". (May 28, 2019). Invited Speaker at Research and Practice Association to Promote Inclusion and Barrier-free Bavaria, sponsored by University of Wuerzberg. Munich, Germany

"Inclusive Instruction: Reaching and Teaching Diverse Students". (May 2, 2019). Invited Keynote Speaker at University of Waterloo Teaching and Learning Conference. Waterloo, ON, CA.

“Evaluation of Inclusive Instruction”. (November 17, 2015). Invited presenter at Iowa State Engaging Persons with Disabilities workshop series. Ames, IA.

“Multi-tiered Systems of Support in Secondary Settings”. (July 28, 2015). Invited presenter at the Office of Special Education Programs (OSEP) Leadership Conference. Washington, DC.

“An Organizing Framework of College and Career Readiness for Secondary Students with Disabilities”. (July 13, 2015). Keynote speaker for the First Annual Connecticut Transition Symposium. Hartford, CT.

“Academic and Non-Academic Factors of College and Career Readiness”. (December 5, 2013). Keynote speaker for Life After High School Program, East Hartford High School. East Hartford, CT.

“The Four Keys of College and Career Readiness”. (March 19, 2013). Keynote speaker for Life After High School Program, East Hartford High School. East Hartford, CT.

#### **Conference Presentations – International**

“Results from the NLTS2012: Transition Planning, Self-Determination, Independent Living Skills, and Economic Hardship”. (2023). Concurrent session at the Council for Exceptional Children Division on Career Development and Transition annual conference. Reno, NV

“How to Design an 18-22 Transition Program from the Ground Up: The Student Transitional Education Pathways Program”. (2023). Concurrent session at the Council for Exceptional Children Division on Career Development and Transition annual conference. Reno, NV

“School Counselor and Special Educator Partnerships: Improving College and Career Readiness for Youth”. (2023). Concurrent session at the Council for Exceptional Children Division on Career Development and Transition annual conference. Reno, NV

“Integrating College and Career Readiness Data into the IEP Process”. (2022). Concurrent session at the Council for Exceptional Children Division on Career Development and Transition annual conference. Little Rock, AR.

“Submitting your Transition-Related Work to Research and Practitioner Journals”. (2022). Concurrent session at the Council for Exceptional Children Division on Career Development and Transition annual conference. Little Rock, AR.

“Perspectives of college and career readiness among educational stakeholders: Supporting development of a new measure” (2022). Concurrent session at Division of Career Development and Transition International Conference, Council for Exceptional Children. Myrtle Beach, SC

- “Are Independent Living Skills Related to College and Career Readiness?” (2022). Concurrent Session at Division on Career Development and Transition, Council for Exceptional Children National Conference. Myrtle Beach, SC.
- “The STFA: Validation of a Secondary Transition Fidelity Assessment” (2020). Concurrent Session at Division on Career Development and Transition, Council for Exceptional Children International Virtual Conference.
- “Development of the College and Career Readiness for Transition (CCR4T): Our First Year” (2020). Concurrent Session at Division on Career Development and Transition, Council for Exceptional Children International Virtual Conference.
- “The College and Career Readiness for Transition (CCR4T): Development and Validation of a New Schoolwide Measure”. (2019). Concurrent Session at Division on Career Development and Transition, Council for Exceptional Children International Conference, Seattle, WA.
- “A Framework with Actionable Items for Access and Success of Students with Disabilities in Career and Technical Education”. (2019). Concurrent Session at Division on Career Development and Transition, Council for Exceptional Children International Conference, Seattle, WA.
- “Disability Awareness & Inclusive Teaching Videos: Connections to Secondary Transition Education” (2019). Poster Session at Division on Career Development and Transition, Council for Exceptional Children International Conference, Seattle, WA.
- “Post-school Outcomes: A Systematic Review of Studies Utilizing Indicator 14 Data” (2019). Poster Session at Division on Career Development and Transition, Council for Exceptional Children International Conference, Seattle, WA.
- “Main and moderating effects of an online transition curriculum on career readiness” (2019). Poster presented at the International Pacific Rim Conference on Disability and Diversity. Honolulu, HI.
- “A Research Showcase of the 2018 DCDT Graduate Student Scholarship Winners”. (2018). Session presented at the 2018 Council for Exceptional Children Division on Career Development and Transition Conference. Cedar Rapids, IA.
- “Practical Strategies for Encouraging College and Career Readiness”. (2018). Session presented at the 2018 Division on Council for Exceptional Children Career Development and Transition Conference. Cedar Rapids, IA.

- “Availability & Efficacy of Postsecondary Disability Services for Students with Brain Injury”. (2018). Poster presented at the 2018 Council for Exceptional Children Division on Career Development and Transition Conference. Cedar Rapids, IA.
- “Should Grit be considered in Transition Assessment? Measuring Grit in Adolescents with and without Disabilities”. (2018) Poster Session at Division on Career Development and Transition, Council for Exceptional Children International Conference. Cedar Rapids, IA.
- “Social Support Among College Students with Disabilities: A Descriptive Analysis”. (2018). Poster session at the Annual Division for Career Development and Transition International Conference, Cedar Rapids, IA.
- “Assessing fidelity in secondary transition: A framework for transition personnel”. (2017). Session presented at the 2017 Division on Career Development and Transition Conference. Milwaukee, WI.
- “Implementation of an online transition curriculum: Does the instructional setting matter?” (2017). Session presented at the 2017 Division on Career Development and Transition Conference. Milwaukee, WI.
- “The Experiences of College Students with TBI and How to Support this Population”. (2017) Poster Session at Division on Career Development and Transition, Council for Exceptional Children International Conference. Milwaukee, WI.
- “Faculty Attitudes and Actions toward Diversity and Inclusive Higher Education: A Transcultural Study from the USA, Canada, and Spain”. (2017). In M. Augusto Santos (Chair) *Inclusion in Higher Education: Multiple Perspectives*. Symposium presented at Porto International Conference on Research in Education. Porto, Portugal.
- “Using a Bayesian Multilevel Graded Response Model to Detect Group Differences in Measurement Properties of Grit Scale Items Across Schools”. (2017). In T. D. Jorgensen (Chair), *Modeling real-world complexity using Bayesian methods*. Symposium presented at the 29<sup>th</sup> Association for Psychological Science convention, Boston, MA.
- “Applying an Organizing Framework of College and Career Readiness to Transition Policies and Procedures” (2016). Presentation at the 2016 international conference of Council for Exceptional Children Division D, Career Development and Transition. Myrtle Beach, SC.
- “Career Readiness for Students with Intellectual Disabilities at the Secondary and Postsecondary Levels” (2016). Presentation at the 2016 international conference of Council for Exceptional Children Division D, Career Development and Transition. Myrtle Beach, SC.

- “Developing a Research Agenda: Strategies for Early Career Scholars” (2016). Presentation at the 2016 international conference of Council for Exceptional Children Division D, Career Development and Transition. Myrtle Beach, SC.
- “Information Technology (IT) Literacy: What is it? Why Does it Matter for Transition?” (2016). Presentation at the 2016 international conference of Council for Exceptional Children Division D, Career Development and Transition. Myrtle Beach, SC.
- “Emphasizing the ‘T’ in STEM: Facilitating College and Career Readiness through Information Technology Literacy” (2015). Presentation at the 2015 international conference of Council for Exceptional Children Division D, Career Development and Transition. Portland, OR.
- “An Organizing Framework of College and Career Readiness for Secondary Students with Disabilities” (2015). Presentation at the 2015 international conference of Council for Exceptional Children Division D, Career Development and Transition. Portland, OR.
- “Developing a Research Agenda: Strategies for Early Career Scholars” (2015). Presentation at the 2015 international conference of Council for Exceptional Children Division D, Career Development and Transition. Portland, OR.
- “Career Development for Students with Disabilities in Higher Education: A Systematic Literature Review” (2015). Poster session at the 2015 international conference of Council for Exceptional Children Division D, Career Development and Transition. Portland, OR.
- “A Review of Postsecondary Education and Disability Assessment Tools for Students and Faculty” (2015). Poster session at the 2015 international conference of Council for Exceptional Children Division D, Career Development and Transition. Portland, OR.
- “Facilitating faculty outreach and support in inclusive instructional practices: Strategies and research findings” (2015). Presentation at the National Association for Disability Practitioners International Conference. Manchester, United Kingdom.
- “Preparing Students for Success: Linking SWPBIS with College and Career Readiness” (2015). Presentation at the 12<sup>th</sup> International Conference on Positive Behavior Support. Boston, MA.
- “Scaling up a 21<sup>st</sup> century curriculum that emphasizes college and careers” (2014). Presentation at the 2014 international conference of Council for Exceptional Children Division D, Career Development and Transition. Cleveland, OH.
- “From Infancy to Adolescence: Research on Disability in higher education” (2014). Presentation at the 2014 international conference of Council for Exceptional Children Division D, Career Development and Transition. Cleveland, OH.
- “College and career readiness of students with and without disabilities: Comparing academic and non-academic factors” (2013). Presentation at the 2013 international conference of Council for Exceptional Children Division D, Career Development and Transition. Williamsburg, VA.

“An International Examination of Postsecondary Faculty Attitudes and Actions Toward Inclusive Instruction: Comparing the United States and Spain” (2013). Concurrent session presented at the 8<sup>th</sup> International Conference on Higher Education and Disability. Innsbruck, Austria.

“Data-based Decision Making in Postsecondary Environments: Evaluation of Faculty and Student Support Needs Related to Disability and Accessibility” (2012). Topical Session presented at the 2012 International Pacific Rim Conference on Disabilities. Honolulu, HI.

“Social Support as a Moderator of the Effects of Financial Stress on the Postsecondary Adjustment of College Students with Disabilities” (2012). Poster session presented at the 2012 International Pacific Rim Conference on Disabilities. Honolulu, HI.

“Expanding Cultural Awareness of Exceptional Learners: Promoting University Faculty Awareness of Students with Disabilities.” (2010). Topical session presented at the 2010 International Pacific Rim Conference on Disabilities. Honolulu, HI.

### **Conference Presentations – National**

“Multilevel Examination of School and Student Characteristics on College and Career Readiness”. (2024). Paper session at the American Educational Research Association annual meeting. Philadelphia, PA.

“Examining Economic Hardship, Transition Planning, Self-Determination, and Independent Living Skills for Transition-aged Youth using the NLTS2012”. (2024). Paper session at the American Educational Research Association annual meeting. Philadelphia, PA.

“Preregistered Studies on Transition Planning, Self-Determination, Independent Living Skills, and Economic Hardship”. (2024). Poster session at the Pacific Coast Research Conference. Coronado, CA.

“How to Pre-Register a Study” (2023). In symposium session *Open Science Basics: Training for Educational Researchers*. American Educational Research Association annual meeting. Chicago, IL.

“Using Data to Support College and Career Readiness for Students with Disabilities” (2023). Concurrent session at the Council for Exceptional Children annual convention. Louisville, KY

“School Counselor and Transition Specialist Partnerships to Support Youth” (2023). Concurrent session at the Council for Exceptional Children annual convention. Louisville, KY

“Transition within Multi-Tiered Systems of Support: Promoting Data-Based Decision Making” (2023). Concurrent session at the Council for Exceptional Children annual convention. Louisville, KY



- “The Item Development and Refinement Process of the College and Career Readiness for Transition” (2022). Panel presentation at the Badar-Kauffman Conference on Contemporary Issues in Special Education Research. Kent, OH
- “Open Science Approaches to Secondary Data Analyses” (2022). Interactive session at the Open Science Unconference. Charlottesville, VA.
- “COVID-19 Research Pivots: Lessons Learned” (2022). Interactive session at the Institute of Educational Sciences Principal Investigators Meeting.
- “High School Implementation: Supporting College and Career Readiness through PBIS” (2021) Concurrent session at the Association on Positive Behavioral Support virtual conference.
- “Validation of the Secondary Transition Fidelity Assessment” (2021). Concurrent Session at the Council for Exceptional Children Virtual Conference.
- “Measuring Sense of Belonging for Adolescents with and without Disabilities” (2021). Concurrent Session at the Council for Exceptional Children Virtual Conference.
- “Development of the College and Career Readiness for Transition (CCR4T) Items” (2021). Concurrent Session at the Council for Exceptional Children Virtual Conference.
- “A Systematic Literature Review of Independent Living Skills” (2021). Poster Session at the Council for Exceptional Children Virtual Conference.
- “School climate, high school, and disability: A hybrid measurement model of adolescent perceptions and school data”. (April, 2020). Presentation at Badar-Kauffman Conference on Contemporary Issues in Special Education Research. Kent, OH
- “How does your school measure up? The secondary transition fidelity assessment”. (February 2020). Demonstration session presented at the annual convention of the Council for Exceptional Children. Portland, OR
- “The CCR4T: A New Schoolwide Measure to Assess all Students’ Transition Readiness” (February 2020). Demonstration session presented at the annual convention of the Council for Exceptional Children. Portland, OR
- “Advancing Inclusive Teaching: A Framework for Collaboration Between Faculty and Disability Services Providers” (July 2019). Concurrent session at Association on Higher Education and Disability (AHEAD), Boston, MA.
- “Disability awareness videos: An educational tool to promote faculty members’ disability-related self-efficacy and inclusive teaching practices” (2019). Concurrent session

presented at University of Waterloo Teaching and Learning Conference. Waterloo, Ontario, Canada.

“Inclusive Assessment: Getting Started” (2019). Pre-conference workshop presented at University of Waterloo Teaching and Learning Conference. Waterloo, Ontario, Canada.

“Main and moderating effects of an online transition curriculum on career readiness” (2019). Poster presented at the Bader-Kauffman Conference on Contemporary Issues in Special Education Research. Kent, OH.

“Results, Strategies, and Lessons Learned from Three Years of Implementation Research” (2019). Demonstration session presented at the annual convention of the Council for Exceptional Children. Indianapolis, IN

“The secondary transition fidelity assessment: Results from field-testing” (2019). Demonstration session presented at the annual convention of the Council for Exceptional Children. Indianapolis, IN

“Grit and disability: Measurement invariance and achievement effects in a sample of adolescents” (2018). Poster session presented at the Annual Meeting of American Educational Research Association, New York, NY.

“Assessing fidelity of implementation in secondary transition: A tool for secondary personnel” (2018). Demonstration session presented at the annual convention of the Council for Exceptional Children. Tampa, FL.

“Implementation of an online transition curriculum: Does the instructional setting matter?” (2018). Poster session presented at the annual convention of the Council for Exceptional Children. Tampa, FL.

“Promoting Inclusive Teaching Among College Faculty: A Framework for Disability Service Providers” (2017). Pre-Institute Session presented at the 29<sup>th</sup> annual Postsecondary Disability Training Institute sponsored by the Center on Postsecondary Education and Disability, University of Connecticut. Boston, MA.

“What’s it Take for College Success?” (2017). Content session at the Capacity Building Institute, National Technical Assistance Center on Transition. Kansas City, MO.

“Making All Students College and Career Ready Through 21<sup>st</sup> Century Literacy Skills” (2017). Demonstration session presented at annual convention of the Council for Exceptional Children. Boston, MA.

“Academic Outcomes for Students with Disabilities in Peer Mentor Programs at the Postsecondary Level”. (2017). Poster session presented at annual convention of the Council for Exceptional Children. Boston, MA.

“Combining College and Career Readiness and Reading in a Blended Learning Context for Adolescents with and without Disabilities” (2017). Poster session presented at the 2017 conference of the Society for Research on Educational Effectiveness. Washington, DC.

- “Scaling Up 21<sup>st</sup> College and Career Readiness Interventions with Technology”. (2016). Breakout session presented at the Office of Special Education Programs (OSEP) Leadership Conference. Washington, DC.
- “Scaling Up 21<sup>st</sup> Century Skills Across States”. (2016). Poster presented at the Office of Special Education Programs (OSEP) Leadership Conference. Washington, DC.
- “A Framework for Faculty Workshops on Universally Designed Inclusive Instruction” (2016). Pre-Institute Session presented at the 28<sup>th</sup> annual Postsecondary Disability Training Institute sponsored by the Center on Postsecondary Education and Disability, University of Connecticut. Philadelphia, PA.
- “Career Readiness for Students with Intellectual Disabilities at the Secondary and Postsecondary Level” (2016). Poster presented at the 28<sup>th</sup> annual Postsecondary Disability Training Institute sponsored by the Center on Postsecondary Education and Disability, University of Connecticut. Philadelphia, PA.
- “An Investigation of an Embedded Planning Tool for Tier 3 Literacy Instruction”. (2016). Poster session presented at the 2016 annual meeting of the American Educational Research Association. Washington, DC.
- “Disability in Higher Education: A Primer for Student Affairs Professionals” (2016). Concurrent session presented at the 2016 American College Personnel Association (ACPA) Convention. Montreal, Quebec, Canada.
- “Integrating College and Career Readiness into School-wide PBIS: A Case Study of One High School” (2015). Concurrent session presented at the 2015 National PBIS (Positive Behavior Interventions and Supports) Leadership Forum. Rosemont, IL.
- “A Review of Assessment Tools for Students and Faculty Relevant to Postsecondary Education and Disability” (2015). Session presented at the 27<sup>th</sup> annual Postsecondary Disability Training Institute sponsored by the Center on Postsecondary Education and Disability, University of Connecticut. Boston, MA.
- “The Impact of Relationship Types and Social Support Satisfaction on Academic Success for College Students with Disabilities” (2015). Paper session presented at the 2015 annual meeting of the American Educational Research Association. Chicago, IL.
- “Scaling Up 21<sup>st</sup> Century Curricula that Prepares Students for Common Core Standards, College, and Careers” (2015). Presentation at the 2015 annual convention of the Council for Exceptional Children. San Diego, CA.
- “Investigation of Embedded Planning Tool for Tier Three Literacy Planning and Instruction” (2015). Poster presentation at the annual meeting of Pacific Coast Research Conference. Coronado, CA.
- “Preparing Students for Graduation and Post-High School Success: Linking PBIS with College and Career Readiness” (2014). Concurrent session presented at the 2014 National PBIS (Positive Behavior Interventions and Supports) Leadership Forum. Rosemont, IL.

- “Strategies for Facilitating Faculty Outreach and Support in Inclusive Instructional Practices” (2014). Session presented at the 26<sup>th</sup> annual Postsecondary Disability Training Institute sponsored by the Center on Postsecondary Education and Disability, University of Connecticut. Philadelphia, PA.
- “Scaling Up 21<sup>st</sup> Century Curricula that Prepares Students for Common Core Standards, College, and Careers” (2014). Poster Presentation at the National Secondary Transition Technical Assistance Center Annual Capacity Building Conference. Charlotte, NC.
- “Effective Practices for Students with Disabilities in Higher Education: Analysis from 1985-Present” (2014). Presentation at the 2014 annual convention of the Council for Exceptional Children. Philadelphia, PA.
- “Correlates of Academic and Non-academic Indicators of College and Career Readiness for Students with and Without Disabilities” (2014). Paper session presented at the 2014 annual meeting of the American Educational Research Association. Philadelphia, PA.
- “Our Literature, Our Field: Findings and Trends from Postsecondary Disability Literature” (2013). Concurrent session presented at the 2013 annual conference of the Association on Higher Education and Disability. Baltimore, MD.
- “The Influence of the Instructional Setting of Common Core Subjects on Postsecondary Participation” (2013). Paper session presented at the 2013 annual meeting of the American Educational Research Association. San Francisco, CA.
- “PATHS: Improving Career and Educational Outcomes for Young Women with Disabilities” (2013). Roundtable session presented at the 2013 annual meeting of the American Educational Research Association. San Francisco, CA.
- “Linking Teacher Effectiveness with Instruction of Academic Behaviors Associated with College Readiness” (2012). Paper session presented at the 2012 annual meeting of the American Educational Research Association. Vancouver, British Columbia, Canada.
- “Development of a College Readiness Screening Measure for Student Athlete Recruits” (2012). Paper session presented at the 2012 annual meeting of the American Educational Research Association. Vancouver, British Columbia, Canada.
- “A Professional Development Training Model to Develop Meaningful and Effective Individual Education Programs for Transition-Aged Students” (2012). Paper session presented at the 2012 annual meeting of the American Educational Research Association. Vancouver, British Columbia, Canada.
- “Development and Evaluation of a Curriculum to Improve Education and Career Options for Girls with Disabilities” (2012). Poster session presented at the 2012 conference of the Society for Research on Educational Effectiveness. Washington, DC.
- “The Development and Evaluation of a Professional Development Model to Build Meaningful and Effective IEPs for Transition-Aged Students” (2012). Poster session presented at the 2012 conference of the Society for Research on Educational Effectiveness. Washington, DC.

- “Pilot Study of a Curriculum to Improve Education and Career Options for Girls with Disabilities” (2012). Poster session presented at the 2012 Pacific Coast Research Conference. Coronado, CA.
- “Expanding Cultural Awareness of Exceptional Learners in Postsecondary Environments: A Three Year Update” (2011). Concurrent session presented at the 2011 annual conference of the American Speech-Language-Hearing Association. San Diego, CA.
- “Building Career PATHS for Girls with Disabilities.” (2011) Concurrent session presented at the 2011 annual conference of Council for Exceptional Children Division D, Career Development and Transition. Kansas City, MO.
- “Expanding Cultural Awareness of Exceptional Learners in Postsecondary Environments: A Project Update.” (2011). Concurrent session presented at the 2011 annual conference of the Association on Higher Education and Disability. Seattle, WA.
- “Treatment of Nonresponse Items on Scale Validation: What “Don’t Know” Responses Indicate about College Readiness” (2011). Paper session presented at the 2011 annual conference of the American Educational Research Association. New Orleans, LA.
- “Validating an Assessment of Individual Actions, Postsecondary Supports, and Social Supports of College Students with Disabilities” (2011). Paper session presented at the 2011 annual conference of the American Educational Research Association. New Orleans, LA.
- “Measuring Instructor Knowledge of Universal Design: Implications for Measure Design and Professional Development” (2011). Poster session presented at the 2011 Pacific Coast Research Conference. Coronado, CA.
- “Expanding Cultural Awareness of Exceptional Learners within Postsecondary Environments.” (2010). Concurrent session presented at the 2010 annual conference of the Association on Higher Education and Disability. Denver, CO.
- “Expanding Cultural Awareness of Exceptional Learners at the University of Oregon.” (2010). Poster session presented at the 22<sup>nd</sup> annual Postsecondary Disability Training Institute sponsored by the Center on Postsecondary Education and Disability, University of Connecticut. Saratoga Springs, NY.
- “A Generalizability Investigation of Cognitive Demand and Rigor Ratings of Items and Standards in an Alignment Study.” (2010). Paper presented at the 2010 annual conference of the American Educational Research Association. Denver, CO.
- “Measuring University Faculty Attitudes toward Disability: Willingness to Accommodate and Adopt Universal Design Principles.” (2010). Poster presented at the 2010 annual conference of the American Educational Research Association. Denver, CO.
- “Promoting University Faculty Awareness of Postsecondary Students with Disabilities.” (2010). Poster presented at the 2010 annual conference of the American Educational Research Association. Denver, CO.

“Formative Assessment for College Readiness on Five Key Cognitive Strategies Associated With Postsecondary Success.”(2009). Paper presented at the 2009 annual conference of the American Educational Research Association. San Diego, CA.

“Defining the Learning Specialist Position: Results of the 2006 Hot Topics Survey” (2007). Concurrent session presented at the National Association of Academic Advisors for Athletics National Convention. Phoenix, AZ

“Learning Specialist Models of Service Delivery” (2006). Concurrent session presented at the National Association of Academic Advisors for Athletics National Convention. Pittsburgh, PA.

“The Student Athlete and Mandated Study Hall” (2003). Concurrent session presented at the National Association of Academic Advisors for Athletics National Convention. St. Louis, MO.

#### **Conference Presentations – Regional and State**

“Special educator partnerships: Improving college and career readiness for youth with disabilities” (2024). Oral presentation at the Annual New Jersey School Counselor Association (NJSCA) Conference, Milltown, NJ.

“Teaming up to support college and career readiness for youth with disabilities” (2023). New York State School Counselor Association. Albany, NY.

“Data-based Decision Making to Support Youth in College and Career Readiness” (2022). Lower Kuskokwim School District Annual Fall Conference. Bethel, AK.

“Exploring Relationships between College and Career Readiness, Self-Determination, and Transition Planning among Adolescents with and without Disabilities” (2022). Connecticut School Counselor Association Annual Conference, virtual.

“College and Career Ready Assessments” (2020). Arkansas Local Education Agency (LEA) Academy. Division of Elementary and Secondary Education, Arkansas State Department of Education. Little Rock, AR

“Evidence-based Practices in Transition” (2019). Connecticut Council for Exceptional Children Annual Conference. Cromwell, CT.

“Envision(ing)IT: Utilizing an Online Transition Planning Curriculum” (2018). Connecticut Secondary Transition Summer Symposium. Storrs, CT.

“Integrating College and Career Readiness into SW-PBS Tier 1 Implementation” (2016). May Institute New England PBIS Conference. Norwood, MA.

“EnvisionIT: An Online Transition Curriculum focused on College and Career Readiness” (2016). Second Annual Connecticut Secondary Transition Summer Symposium. West Hartford, CT.

- “Preparing for Postsecondary Education: Tips and Traps” (2016). Second Annual Connecticut Secondary Transition Summer Symposium. West Hartford, CT.
- “Connecticut’s Dyslexia Policy in Practice” (2015). Panel presentation at the Critical Issues in Dyslexia: Research, Policy, and recent Legislation mini conference. University of Connecticut, Reading and Language Arts Center. Storrs, CT.
- “School implementation of Pivotal Response Treatment: A systematic literature review” (2015). Poster presentation at the Northeast PBIS Network Leadership Forum 2015, Mystic, CT.
- “Preparing Students for Graduation and Post-High School Success: Linking PBIS with College and Career Readiness” (2014). Concurrent session presented at the 2014 Northeast PBIS (Positive Behavior Interventions and Supports) Network Leadership Forum. Mystic, CT.
- “Integrating College and Career Readiness into Practice Using Multi-Tiered Systems of Support” (2013). Concurrent session presented at the 2013 Northeast PBIS (Positive Behavior Interventions and Supports) Network Leadership Forum. Cromwell, CT.
- “The Impact of Secondary Instructional Settings on Postsecondary Participation” (2012). Concurrent session presented at the 2012 regional conference of Council for Exceptional Children Division D, Career Development and Transition. Denver, CO.
- “Post-School Achievement Through Higher Skills (PATHS): Increasing Career Options for Girls” (2011). Concurrent session presented at the 2011 annual conference of the Oregon Association for Vocational and Special Needs Personnel. Hood River, OR.
- “Learning Specialist Roundtable” (2005). Roundtable session presented at the National Association of Academic Advisors for Athletics, Region V Convention. Eugene, OR.

### **Professional Organizations**

- |                          |   |
|--------------------------|---|
| 2016-2019                | Member, Society for Research on Educational Effectiveness (SREE)  |
| 2012-present             | Member, Council for Exceptional Children (CEC)<br>Division on Research<br>Division on Career Development and Transition   |
| 2009-present             | Member, American Education Research Association (AERA)<br>Division D: Research Methodology<br>Division J: Postsecondary Education<br>SIG- Test Validity (ended 2017)<br>SIG- Special Education Research<br>SIG – Special and Inclusive Education Research<br>SIG – Disability Studies (2015-2018)<br>SIG – Adolescence and Youth Development (joined 2022)<br>SIG – Career and Technical Education (joined 2022)<br>SIG – Faculty Teaching, Evaluation, and Development (joined 2022) |
| 2014-2016                | Member, Association for the Study of Higher Education (ASHE)  |
| 2009-2013 ;<br>2016-2021 | Member, Association on Higher Education and Disability (AHEAD)  |
| 2009-2012                | Member, National Council on Measurement in Education (NCME)   |

2002-07 Member, National Association of Academic Advisors for Athletics (N4A)

### **National Service**

2025-2025 Panelist, What Works Clearinghouse Practice Guide for Supporting Student Success in High School Classrooms, Pre-school to Postsecondary Evidence Synthesis Task Order 5, Institute of Educational Sciences

2023-2024 Panelist, What Works Clearinghouse Practice Guide for Career Access and Readiness, Pre-school to Postsecondary Evidence Synthesis Task Order 2, Institute of Educational Sciences

2023 Ad Hoc Reviewer, R & D Center on Students with Disabilities in Postsecondary Education, 84.324C, Institute of Educational Sciences

2022-2023 Panelist, What Works Clearinghouse Practice Guide for College Access and Readiness, Pre-school to Postsecondary Evidence Synthesis Task Order 2, Institute of Educational Sciences

2022 Panelist, Discovery Research Prek-12, Education and Human Resources Division, National Science Foundation

2021 Panelist, Postsecondary Education Technical Working Group, Institute of Educational Sciences, U.S. Department of Education

2021-present Co-Editor, *Career Development and Transition for Exceptional Individuals*

2021-2023 Associate Editor, *Exceptional Children*

2023-present Editorial Board, *Exceptional Children*

2018-present Editorial Board, *The Journal of Special Education*

2014-2019 Editorial Board, *Journal of Diversity in Higher Education*

2015-2021 Editorial Board, *Career Development and Transition for Exceptional Individuals*

2015-present Editorial Board, *Journal of Postsecondary Education and Disability*

2016-2019 Editorial Board, *Teaching Exceptional Children*

2023 Immediate Past President, CEC Division on Career Development and Transition

2022 President, CEC Division on Career Development and Transition

2021 President-Elect, CEC Division on Career Development and Transition

2019-2020 Vice President, CEC Division on Career Development and Transition

2017-2019 Chair, Research Committee, CEC Division on Career Development and Transition

2014-2017 Chair, Early Career Scholars and Graduate Students Mentoring Events subcommittee, Research Committee, CEC Division on Career Development and Transition

2014-15 Member, PBIS High School Work Group, Positive Behavior Interventions and Supports (PBIS) Technical Assistance Center, sponsored by the Office of Special Education Programs (OSEP)

2014-20 Conference Proposal Reviewer, CEC Division on Career Development and Transition

2014 Connecticut State Team Member, National Secondary Transition Technical Assistance Center (NSTTAC) Capacity Building Institute, sponsored by the Office of Special Education Programs (OSEP)

2020-2021 Advisory Board, Gregory S. Fehribach Center



2017-2019 Member, AHEAD Research Review Panel

2016 Panelist, Education and Human Resources Core Research (ECR) Program Competition, National Science Foundation

2015-2021 Advisory Board, *National Technical Assistance Center on Transition (NTACT)*

2015 Conference Proposal Reviewer, Society for Research on Adolescence Biennial Meeting

2015-2019 Conference Proposal Reviewer, Postsecondary Disability Training Institute (PTI)

2018 Guest editor, special issue on Postsecondary Preparation for Students with Disabilities, *Career Development and Transition for Exceptional Individuals*

2014 Guest Editor of a Special Issue, *Journal of Postsecondary Education and Disability*

2023 Guest Reviewer, *School Psychology Review*

2023, 2015-17 Guest Reviewer, *Remedial and Special Education*

2023 Guest Reviewer, *Youth & Society*

2023 Guest Reviewer, *Review of Higher Education*

2023 Guest Reviewer, *Teacher Education and Special Education*

2023 Guest Reviewer, *Learning Disabilities Research and Practice*

2022-2024 Guest Reviewer, *Educational Policy*

2018, 2022 Guest Reviewer, *Inclusion*

2023 Guest Reviewer, *Studies in Higher Education*

2020-2021 Guest Reviewer, *Educational Assessment*

2021 Guest Reviewer, *Journal of STEM Education: Innovations and Research*

2021 Guest Reviewer, *Career and Technical Education Research*

2021 Guest Reviewer, *Future Review: International Journal of Transition, College, and Career Success*

2020-2021 Guest Reviewer, *Intellectual and Developmental Disabilities*

2017-2021 Guest Reviewer, *Exceptional Children*

2013-17 Guest Reviewer, *The Journal of Special Education*

2014-16 Guest Reviewer, *American Educational Research Journal*

2015-20 Guest Reviewer, *Assessment for Effective Intervention*

2017 Guest Reviewer, *Science Education*

2017 Guest Reviewer, *Evaluation and Program Planning*

2017 Guest Reviewer, *Research in Higher Education*

2014 Guest Reviewer, *Journal of Career Development*

2014 Guest Reviewer, *Teaching Exceptional Children*

2014 Conference Proposal Reviewer, Council for Exceptional Children (CEC)

2014 Guest Reviewer, *Review of Educational Research*

2012-2014 Guest Reviewer, *Career Development and Transition for Exceptional Individuals*

2013 Guest Reviewer, *Social Psychology of Education*

2013, 2020 Guest Reviewer, *The High School Journal*

2012 Guest Reviewer, *Disability and Health Journal*

2012-2013 Guest Reviewer, *Journal of Diversity in Higher Education*

2012 Paper Session Chair, "Topics in Test Validity: Theory and Practice", SIG- Test Validity Research and Evaluation. AERA Annual Meeting in Vancouver, BC.

- 2012 Paper Session Chair, "Identity and Postsecondary Campus Climate", Division J: Postsecondary Education, Section 6: Society, Culture, and Change. AERA Annual Meeting in Vancouver, BC.
- 2007-08 Committee Chair, N4A Learning Concerns and Enhancements Committee
- 2005-07 Committee Co-Chair, N4A Learning Concerns and Enhancement Committee
- 2006-2007 Co-authored and administered 2006 Hot Topics Survey. Results available: <http://nfoura.org/committees/learning-concerns.php>

### **State and University Service**

- 2022-2023 Member, Salary Savings Committee, Department of Educational Psychology, University of Connecticut
- 2022-2023 Member, Merit Committee, Department of Educational Psychology, University of Connecticut
- 2021-2023 PhD Program Co-Coordinator, Special Education Program, Department of Educational Psychology, University of Connecticut
- 2020-2022 Member, Doctoral Studies Committee, Neag School of Education, University of Connecticut
- 2021-2022 Proposal Reviewer, Dean's Research Incentive Course Release funding competition, Neag School of Education, University of Connecticut
- 2019-2021 Program Coordinator, Special Education, Department of Educational Psychology, University of Connecticut
- 2019-2020 Chair, Search Committee for Assistant Clinical Professor in Special Education, Department of Educational Psychology, University of Connecticut
- 2019-2021 Member, Curriculum and Courses Committee, Neag School of Education, University of Connecticut
- 2018-2020 Member, Merit Committee, Department of Educational Psychology, University of Connecticut
- 2016-2018 Member, Dean's Doctoral Scholars Committee, Neag School of Education, University of Connecticut
- 2015-2020 Member, Online Program Council, University of Connecticut
- 2013-2018 Coordinator of MA Admissions, Special Education Program, Department of Educational Psychology, University of Connecticut
- 2014-2016 Member, Honors Committee, Department of Educational Psychology, University of Connecticut
- 2012-2016 Member, Neag Assessment Committee, Neag School of Education, University of Connecticut
- 2013-2020 Member, SPED Transition Task Force, Connecticut State Department of Education, Bureau of Special Education
- 2013-2014 Search Committee Member, SPED Program Faculty Search, Department of Educational Psychology, University of Connecticut
- 2013-2014 Member, Admissions Team, MA in Special Education, University of Connecticut
- 2013-2019 Member, Admissions Team, PhD in Special Education, University of Connecticut

- 2013-2019 Member, Admissions Team, Integrated Bachelor's/Master's Degree in Comprehensive Special Education, University of Connecticut
- 2014 Co-Chair, Common Sequence Redesign Committee, Teacher Education Program, Neag School of Education, University of Connecticut
- 2014 State Leadership Team Leader for UConn, Collaborative for Effective Educator Development, Accountability, and Reform (CEEDAR)
- 2013 Member, First Generation Student Working Group, University of Connecticut
- 2011 Volunteer, Student Orientation, College of Education, University of Oregon
- 2008-10 Reviewer, SPED Master's Admissions Team, College of Education, University of Oregon.
- 2007-08 Member, Student Advisory Board, College of Education, University of Oregon

**Awards**

- 2018 Outstanding Early Career Scholar, Neag School of Education, University of Connecticut
- 2013 Emerging Diversity Scholar Citation, National Center for Institutional Diversity, University of Michigan
- 2013 Beginning Career Scholar, Division on Research, Council for Exceptional Children
- 2012 Robert E. Skippen Fund award recipient, College of Education Faculty Funds, University of Oregon
- 2003 N4A Research Award, Master's Thesis: "The Student Athlete and Mandated Study Hall"
- 1998-99 Jeff Kent Women Driven Scholarship, Original Recipient
- 1996-2000 University of California, Track and Field, Athletic Scholarship Recipient
- 1996-99 Varsity Letterwinner in 2 intercollegiate sports, Cross Country and Track and Field
- 1996-2000 Golden Bear Scholar Award, Awarded to team member with highest cumulative GPA

**Grant Proposals Submitted – Unfunded and Under Review**

Dougherty, S., Lombardi, A., Rifenbark, G., & Ansel, D. (2024). *Expanding the Supply of CTE Programs and Work-based Learning to Match Student & Workforce Demands*. U.S. Department of Education, Institute of Educational Sciences, Education Research Networks Grants Program: Career and Technical Education Research Network (ALN 84.305N). Subaward with Boston College. Proposed amount \$561,571.

Lombardi, A., Scanlon, E., Rifenbark, G., Tarconish, E., & Mueller, C. (2023). *Disability in STEM: Measuring Ableism Not in Teaching and Learning Environments (DisMANTLE)*. Collaborative Proposal between University of Connecticut, University of Wisconsin-Madison, and University of Illinois Urbana-Champaign. National Science Foundation (23-593), Workplace Equity for Persons with Disabilities in STEM and STEM Education. Proposed amount \$1,474,993.

- Lombardi, A., Mazzotti, V., Dougherty, S., Giani, M. & Rifienbark, G. (2023). *Project EXCCTE: Exploring components of Career and Technical Education*. U.S. Department of Education, Institute of Educational Sciences, Special Education Research Grant Programs: Transition Outcomes for Secondary Students with Disabilities (CFDA 84.324A). Proposed amount \$1,576,947.
- Mazzotti, V., Lombardi, A., Shogren, K., Rifienbark, G., Hicks, T., & Fowler, C. (2023). *Transition within Multi-tiered Systems of Support (TMTSS): Promoting Data-Based Decision Making for Youth with Disabilities*. U.S. Department of Education, Institute of Educational Sciences, Special Education Research Grant Programs: Transition Outcomes for Secondary Students with Disabilities (CFDA 84.324A). Subaward with University of Kansas, Proposed amount \$349,520. Under review
- Scanlon, E., Lombardi, A., Madaus, J., Krauss, N., Rizzie, E., & Wasalathanthri, N. (2023). Conducting a national survey of STEM instructors beliefs about and use of inclusive teaching strategies. Spencer Foundation. Proposed amount: \$49,863. Co-PI, Under review
- Lombardi, A., Mazzotti, V., Shogren, K., Rifienbark, G., Hicks, T., & Fowler, C. (2022). *Transition within Multi-tiered Systems of Support (TMTSS): Promoting Data-Based Decision Making for Youth with Disabilities*. U.S. Department of Education, Institute of Educational Sciences, Special Education Research Grant Programs: Transition Outcomes for Secondary Students with Disabilities (CFDA 84.324A). Proposed amount \$1,999,820. **Proposed PI, unfunded paneled and scored 2.23**
- Mazzotti, V., Lombardi, A., Dougherty, S., & Rifienbark, G. (2022). *Project EXCCTE: Exploring components of Career and Technical Education*. U.S. Department of Education, Institute of Educational Sciences, Special Education Research Grant Programs: Transition Outcomes for Secondary Students with Disabilities (CFDA 84.324A). Subaward with UNC Charlotte, Proposed amount \$427,457. **Proposed co-PI, unfunded paneled and scored 2.51**
- Scanlon, E. Lombardi, A., Madaus, J. et al (2022). Disability is Diversity: Investigating STEM Instructors' Views about Inclusive Teaching Strategies. Submission to UConn Justice, Equity, Diversity and Inclusion Research Initiative \$59,986. *Proposed co-PI, unfunded.*
- Izzo, M., Lombardi, A., Buck, A., Rifienbark, G, & Brock, M. (2021). Empowering Teachers with Technology Skills in Transition (Empower3T). U.S. Department of Education, Office of Special Education & Rehabilitative Services, Office of Special Education Programs: Educational Technology, Media, and Materials for Individuals with Disabilities (CFDA 84.327S). Proposed amount \$685,438 subcontract with Ohio State University *Proposed PI, unfunded*

- Mazzotti, V., Lombardi, A., Dougherty, S., & Rifenbark, G. (2020). *Project EXCCTE: Exploring components of Career and Technical Education*. U.S. Department of Education, Institute of Educational Sciences, Special Education Research Grant Programs: Transition Outcomes for Secondary Students with Disabilities (CFDA 84.324A). Subaward with UNC Charlotte, Proposed amount \$382,828. *Proposed co-PI, unfunded*
- Lombardi, A., Shogren, K., Loken, E., Rifenbark, G., & Qian, X. (2019). Exploring relationships between college and career readiness, self-determination, and transition planning among adolescents with disabilities. U.S. Department of Education, Institute of Educational Sciences, Special Education Research Grant Programs: Transition Outcomes for Secondary Students with Disabilities (CFDA 84.324A). Proposed amount \$596,650. *Proposed PI, unfunded*
- Izzo, M., Lombardi, A., Buck, A., Murray, A., & Kearns, D. (2019). Empowering Teachers with Technology Skills in Transition (Empower3T). U.S. Department of Education, Office of Special Education & Rehabilitative Services, Office of Special Education Programs: Educational Technology, Media, and Materials for Individuals with Disabilities (CFDA 84.327). Proposed amount \$598,521 subcontract with Ohio State University *Proposed PI, unfunded*.
- Lombardi, A., Kearns, D., Gelbar, N., Swaminathan, H., Izzo, M., & Benedict, A. (2018). Empowering Teachers with Technology Skills in Transition (Empower3T): Equipping teachers to improve college and career readiness outcomes for students with disabilities. U.S. Department of Education, Institute of Educational Sciences, Special Education Research Grant Programs: Transition Outcomes for Secondary Students with Disabilities (CFDA 84.324A). Proposed amount \$1,400,000. *Proposed PI, Resubmitted, Unfunded*.
- Doren, B., Rowe, D., & Lombardi, A. (2018). Developing and implementing transition-focused individualized education programs for early adolescents with disabilities. U.S. Department of Education, Institute of Educational Sciences, Special Education Research Grant Programs: Transition Outcomes for Secondary Students with Disabilities (CFDA 84.324A). Proposed amount \$1,400,000. *Proposed co-PI, Unfunded*.
- Morningstar, M., Lombardi, A., Mazzotti, V., Swaminathan, H., Rogers, H. J., & Freeman, J. (2017) Secondary Transition Assessment: Development and Validation of a Student College and Career Readiness Measure. U.S. Department of Education, Institute of Educational Sciences, Special Education Research Grant Programs: Transition Outcomes for Secondary Students with Disabilities (CFDA 84.324A). Proposed amount \$1,400,000. *Proposed co-PI, Unfunded*.
- Lombardi, A., Kearns, D., Gelbar, N., Swaminathan, H., Izzo, M., & Benedict, A. (2017). Empowering Teachers with Technology Skills in Transition (Empower3T): Equipping teachers to improve college and career readiness outcomes for students with

disabilities. U.S. Department of Education, Institute of Educational Sciences, Special Education Research Grant Programs: Transition Outcomes for Secondary Students with Disabilities (CFDA 84.324A). Proposed amount \$1,400,000. *Proposed PI, Resubmitted, Unfunded.*

Lombardi, A., Kearns, D., Izzo, M., Gelbar, N., Swaminathan, H., & Murray, A. (2016). Empowering Teachers with Technology Skills in Transition (Empower3T): Equipping teachers to improve college and career readiness outcomes for students with disabilities. U.S. Department of Education, Institute of Educational Sciences, Special Education Research Grant Programs: Transition Outcomes for Secondary Students with Disabilities (CFDA 84.324A). Proposed amount \$1,400,000. *Proposed PI, Unfunded.*

Banerjee, M., & Lombardi, A. (2016). Peer Academic Networks (PAN): A Predictive Model for STEM Performance Based on Interaction between Negative Stereotypes and Peer Networks of Females and Students with Disabilities. National Science Foundation, EHR Core Research. Proposed Award \$126,429. *Proposed Institutional Liaison. Unfunded*

Izzo, M. V., Murray, A. M., Lombardi, A., & Day, K. (2016). Digital Adolescent Reading and Transition (DART) to 21<sup>st</sup> Century Literacy. U. S. Department of Education. Office of Special Education and Rehabilitative Services, Office of Special Education Programs. Stepping-Up Technology Implementation (CFDA 84.327S). \$3,206,392. *Proposed Project Evaluator. Unfunded.*

Banerjee, M., & Lombardi, A. (2015). Peer Academic Networks (PAN): A Predictive Model for STEM Performance Based on Interaction between Negative Stereotypes and Peer Networks of Females and Students with Disabilities. National Science Foundation, EHR Core Research. Proposed Award \$63,231. *Proposed Institutional Liaison. Unfunded.*

Lombardi, A., Sugai, G., & Card, N. (2015). Exploring the Relationship between Positive Behavior Interventions and Supports and College and Career Readiness (PBIS+CCR). U.S. Department of Education, Institute of Educational Sciences. CFDA 84.324B, Research Training Program in Special Education: Early Career Development and Mentoring. Total Proposed Award \$400,000. *Proposed PI. Unfunded.*

Madaus, J. W., Lombardi, A. R., Gelbar, N., & Mason, J. (2015). Postsecondary Education and Disability Technical Assistance Center (PEDTAC). U.S. Department of Education, Office of Postsecondary Education. CFDA 84.116D, Application for Grants Under the National Center for Information and Technical Support for Postsecondary Students with Disabilities Program. Total Proposed Award \$2,475,000. *Proposed co-PI. Unfunded.*

Lombardi, A., Sugai, G., & McCoach, D. B. (2014). Exploring the Relationship between Positive Behavior Interventions and Supports and College and Career Readiness (PBIS+CCR). U.S. Department of Education, Institute of Educational Sciences. CFDA 84.324B, Research

Training Program in Special Education: Early Career Development and Mentoring. Total Proposed Award \$400,000. *Proposed PI. Unfunded.*

Lombardi, A. (2014). Does critical thinking and grit impact student athletes academic performance? Submitted to the 2014 National Collegiate Athletic Association Innovation in research and Practice Grant Program. *Total Proposed Award \$20,043. Proposed PI. Unfunded.*

Clark, A., Lombardi, A., (2013). Roads to Success: Increasing Family Engagement in Student Learning Plans. U.S. Department of Education, Application for Investing in Innovation, Development Grants (CFDA 84.411C). Total Proposed Award Amount \$3,500,000. Proposed PI of Evaluation. Unfunded.

Lombardi, A. (2013). All READY: College and Career Readiness Evaluation and Assessment for Disadvantaged Youth. Spencer Foundation Small Grants Competition. Proposed Award \$49,750. *Proposed PI. Unfunded.*

Lombardi, A. (2013). Evaluation of the College Readiness Camp at East Hartford High School. University of Connecticut, Large Faculty Grant Competition (award amount: \$3,725). *Proposed PI. Unfunded.*

Lombardi, A., Murray, C., Doren, B., & Conley, D. T. (2011). Postsecondary Readiness Evaluation, Promotion, and Skill-Building for Secondary Students with Disabilities (Project PREPS). U.S. Department of Education, Institute of Educational Sciences (IES CFDA 84.324A, Special Education Research Grants, Transition Outcomes for Secondary Special Education Students, Goal 2: Development and Innovation). Total Proposed Award \$1,256,798. *Proposed co-PI. Unfunded.*

Lombardi, A., Conley, D. T., Doren, B., & Ward, T. H. (2011). Team College Career Ready: Fostering a College and Career Ready Culture in High Schools (Team CCR). U.S. Department of Education, Institute of Educational Sciences (IES CFDA 84.305A, Education Research Grants, Improving Education Systems: Policies, Management, Organization, and Leadership, Goal 2: Development and Innovation). Total Proposed Award \$1,284,405. *Proposed co-PI. Unfunded.*

Master of Arts (MA) – Graduated students as a Major Advisor:

<u>Name of advisee</u>	<u>Year admitted</u>	<u>Year degree awarded</u>
Beshlian, Grace	August 2020	May 2021
Caulfield, Kaleigh	August 2020	May 2021
Conklin, Alyssa	August 2020	May 2021
Coyne, Sarah	August 2020	May 2021

Grigely, Katie	August 2020	May 2021
Gurski, Elizabeth	August 2020	May 2021
Inglis, Natalie	August 2020	May 2021
Martin, Sarah	August 2020	May 2021
Ostrinski, Larissa	August 2020	May 2021
Pickering, Carlee	August 2020	May 2021
Rakers, Emily	August 2020	May 2021
Nowinski, Rebecca	August 2022	May 2023
PetrSORIC, Daniel	August 2022	May 2023
Parker, Katherine	August 2021	May 2022
Palmucci, Stephanie	August 2021	May 2022
Green, Nadejah	August 2019	May 2020
Clarke, Ceire	August 2019	May 2020
Morris, Marissa	August 2019	May 2020
Knerr, Lauren	August 2019	May 2020
Jenkins, Cassidy	August 2019	May 2020
VanDeventer, Lesley	August 2019	May 2020
Bardos, Alexis	August 2019	May 2020
Dannen, Nicole	August 2019	May 2020

Graduate Certificate Students – Postsecondary Disability Services and SPED Transition to Adulthood programs graduated students Major Advisor:

<u>Name of advisee</u>	<u>Year admitted</u>	<u>Year degree awarded</u>
Julie Bragg	August 2017	August 2018
Harlie Dale	August 2017	August 2018
Erin Hickey	August 2017	December 2018
Debra Nassau	August 2017	December 2018
Julia Price	January 2018	May 2019
Morgan Sutton	January 2018	May 2019
Ashley Caine	August 2018	August 2019



Sandra Flores-Gonzalez	August 2018	December 2019
Sybil Holloway	August 2018	December 2019
Morgan Coleman	August 2018	May 2019
Tashua Sotil	January 2019	December 2019
Nichole Fussell	August 2018	August 2019
Nicole Sims	January 2019	May 2020
Lori Mollema	August 2019	December 2020
Kelly Kiefer	August 2019	December 2020
Sarah Triano	June 2020	December 2021
Anabelle McDonald	August 2020	August 2021
Gil Goldman	August 2021	May 2023
Tarah Jordan	August 2021	May 2023
Erica Palumbo	January 2022	May 2023
Rachel Roth	January 2018	May 2019
William Tesbir	January 2019	May 2020
Rachel Hartong	January 2019	May 2020
Kelly Lestrage	January 2019	December 2020
Rachel Dubuque	January 2019	May 2020
Monica Hockenbrock	January 2019	May 2020
Irismary Santiago Saez	January 2019	May 2020
Rayshonda Mitchell	January 2020	December 2020
Nicole Cormier	January 2020	December 2020
William Wesley	January 2020	December 2020
Heather Cox	January 2021	May 2022
Justine Steffens-Willis	January 2021	May 2022
Karee Robinson	January 2021	May 2022
Samantha Dellonna	August 2021	May 2022
Amy Butterfield-Tozzo	January 2022	May 2023
Bryanna Paskowitz	August 2022	May 2023

Melissa Bochman	August 2022	May 2023
Eva Lee	January 2022	May 2023