

**CURRICULUM VITAE****Dawn A. Rowe, Ph.D.**

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**EDUCATION**

- 2008-2011 Ph.D., University of North Carolina at Charlotte, Special Education  
Dissertation: *The effects of classroom simulation using static picture prompts to teach students with disabilities to make purchases with a debit card and track their expenses.*
- 1998-1999 MAT., Appalachian State University, Boone, North Carolina, Special Education  
Area of Emphasis: Cross Categorical Special Education  
Masters Project: *Family involvement in secondary transition.*
- 1994 – 1997 BS, Appalachian State University, Boone, North Carolina, Communication Disorders Minor:  
*Psychology*
- Licenses: South Carolina Professional Teaching License in Special Education (Valid through June 30, 2021): Areas of certification include Generic Special Education, Educable Mental Disabilities (EMD), Trainable Mental Disabilities (TMD) [Currently enrolled in online teaching endorsement program]
- National Foundation for Teaching Entrepreneurship, certified instructor

**AREAS OF EXPERTISE**

- Family involvement in secondary transition
- Transition services and supports for secondary youth with disabilities
- Transition assessment
- Evidence-based practices in secondary transition
- Evidence-based predictors of positive post-school outcomes.

**AWARDS/HONORS**

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|---|-----------|
| Graduate Multidisciplinary Research Fair at<br>University of North Carolina at Charlotte, 2 <sup>nd</sup> Place | 2011      |
| Pat Sitington Student Research Award Finalist DCDT  | 2009      |
| Teacher of the Year, West Ashley High School  | 2007-2008 |

**PROFESSIONAL EXPERIENCE*****Higher Education***

- 2019-Present Associate Professor, East Tennessee State University. Duties include both research and teaching in the department of Educational Foundations and Special Education in addition to providing technical assistance to states and local education agencies as part of the National Technical Assistance Center for Transition (NTACT), and (e) co-leading knowledge development activities for NTACT (e.g., systematic review of literature), and (f) leading and conducting various analyses and dissemination activities.
- 2017-2019 Research Associate Professor, University of Oregon, Eugene, Oregon. Duties include working directly with a research team(s) to conduct a variety of research, scholarly activities, and technical

assistance related task, including, but not limited to, (a) designing and conducting various research studies, (b) managing various data collections, (c) developing curricula and measures, (d) providing technical assistance to states and local education agencies as part of the National Technical Assistance Center for Transition (NTACT), and (e) co-leading knowledge development activities for NTACT (e.g., systematic review of literature), and (f) leading and conducting various analyses and dissemination activities.

- 2016-2017 Research Assistant Professor, University of Oregon, Eugene, Oregon. Duties include working directly with a research team(s) to conduct a variety of research, scholarly activities, and technical assistance related task, including, but not limited to, (a) designing and conducting various research studies, (b) managing various data collections, (c) developing curricula and measures, (d) providing technical assistance to states and local education agencies as part of the National Technical Assistance Center for Transition (NTACT), and (e) co-leading knowledge development activities for NTACT (e.g., systematic review of literature), and (f) leading and conducting various analyses and dissemination activities.
- 2010-2015 Research Associate, University of Oregon, Eugene, Oregon. Project Coordinator for National Post School Outcome Center for Students with Disabilities, University of Oregon, OR. Duties include technical assistance provider to states on Indicator 14, product development and dissemination, event coordination, and overall project coordination activities. Member of research team for Goal 2 IES grant.
- 2016-present Lecturer University of Oregon, Eugene, Oregon. Duties include teaching graduate level secondary transition courses (SPED 633, 634); serving as faculty mentor for graduate students and advisor for doctoral candidates.
- 2012-2016 Pro-Tem Instructor University of Oregon, Eugene, Oregon. Duties include teaching graduate level secondary transition course; serving as faculty mentor for graduate students and advisor for doctoral candidates.
- 2013-present Adjunct Lecturer University of Kansas, Lawrence Kansas. Duties include teaching graduate level on-line secondary transition coursework; serving as Co-Chair on Master's Thesis Committees for graduate students.
- 2008-2010 Graduate Research Assistant for National Secondary Transition Technical Assistance Center, Department of Special Education, UNC Charlotte at Charlotte, NC. Duties include facilitator, Check and Connect, Milwaukee, WI, 2008; facilitator, State planning Institute, Charlotte, NC, 2009; facilitator, Check and Connect, Savannah, GA, 2009; reviewed literature to expand evidence-base for secondary transition practices and predictors; developed training materials for dissemination; provided technical assistance on transition to state and local departments of education.
- 1998-1999 Graduate Research Assistant, Appalachian State University, Boone, North Carolina. Worked with Dr. Larry Kortering in the Special Education Department on a Secondary Special Education grant focused on drop-out prevention.
- 1998-1999 Graduate Research Assistant, Appalachian State University, Boone, NC. Worked with Dr. Margaret Werts in the Special Education Department on a Primary Special Education grant focused on supporting paraprofessionals.

### ***School/Community***

- 2001-2008 Vocational Special Needs Teacher /Transition Specialist at West Ashley High School in Charleston, SC, Home-based and Home-bound teacher, Extended School Year Instructor, Entrepreneurship Teacher, Occupational Diploma Committee member, and Transition Core Team Leader.

- 2000-2001 Special Education teacher, St. John's High School, Charleston, South Carolina, EMD/TMD self-contained classroom, Occupational Diploma Committee Member, Head of TMD/PMD Probes Committee, PACT-ALT teacher leader, Writing instructor in summer enrichment program, Extended School Year Teacher, Home-based and Home-bound Teacher.
- 1999 Substitute Teacher, Avery High School, Avery County, North Carolina.
- 1998-1999 Compensatory Education Instructor, Caldwell Community College, Boone, North Carolina. Duties included working one-on-one with adults with varying disabilities on community living skills (e.g., cooking, purchasing, recreation, social skills) in a community-based classroom.
- 1996-1998 Weekend relief Group Home Manager, Watauga Opportunities, Boone, North Carolina. Duties included assisting six adult males with intellectual disabilities in performing daily routines such as personal hygiene, cooking, purchasing, and other daily living skills in addition to providing recreational activities and other community interactions.
- 1994-1996 Personal Care Attendant, Holy Angels, Belmont, North Carolina. Duties included assisting with personal care needs for individuals with severe/profound mental and physical disabilities, cleaning homes and provided recreational opportunities to clients on second and third shift. During first shift, I was a teacher's aide. I worked with clients on skills such as sorting, eating, academics, and daily living skills. I also helped the physical therapist during therapeutic horseback riding and aquatics.

## PUBLICATIONS

\* denotes publications in which I served as mentor to doctoral students during preparation/submission of manuscript

### Peer Reviewed Journal Articles

- Hirano, K. A., **Rowe, D. A.**, Lindstrom, L., & Chan, P. (2018). Identifying parent needs in transition: A systematic review of the qualitative literature. *Journal of Child and Family Studies*, 27, 3440-3456. 10.1007/s10826-018-1189-y
- Mazzotti, V.L., **Rowe, D.A.**, Wall, J. C., Bradley, K. E. (2018). Increasing Self-advocacy for Secondary Students with Disabilities: Evaluating Effects of ME. *Inclusion*, 6, 194-207. doi: 10.1352/2326-6988-6.3.194 [Special Issue]
- Rowe, D. A.**, Sinclair, J., Hirano, K., & Barbour, J. (2018). Let's talk about sex...education. *American Journal of Sexuality Education*, 13, 205-216. doi: 10.1080/15546128.2018.1457462
- Mazzotti, V. L., **Rowe, D. A.**, Simonsen, M., Boaz, B., VanAvery, C. (2018). Steps for Implementing a State-Level Professional Development Plan for Transition. *Career Development and Transition for Exceptional Children*, 41, 56-62. doi: 10.1177/2165143417742404 [Special issue on Personnel Preparation]
- Williams-Diehm, K. L., **Rowe, D. A.**, Johnson, M. C., & Guilmeus, J. F. (2018). A systematic analysis of transition-focused coursework required for special education licensure. *Career Development and Transition for Exceptional Children*, 41, 16-26. doi: 10.1177/2165143417741478 [Special issue on Personnel Preparation]
- \*Hirano, K. A., Shanley, L. J., Garbacz, A., **Rowe, D. A.**, Lindstrom, L., & Leve, L. (2018). Validating a Model of Motivational Factors Impacting Involvement for Parents of Transition-Age Youth with Disabilities. *Remedial and Special Education*. 39, 15-26. doi: 10.1177/0741932517715913
- Rowe, D. A.**, McNaught, J., Yoho, L. M., Davis, M., & Mazzotti, V.L., (2018). Helping Students Make Informed Decisions about Transition via Web-based Resources. *Career Development and Transition for Exceptional Children*, 41, 252-259. doi.org/10.1177/2165143417736266

- Rowe, D. A.**, Mazzotti, V.M., Ingram, A., & Lee, S. (2017). Effects of goal-setting instruction on academic engagement for students at-risk. *Career Development and Transition for Exceptional Children*, 40, 25-35. doi: 10.1177/2165143416678175 [Special issue on Academics and Transition]
- \*Sinclair, J., Kahn, L. G., **Rowe, D. A.**, Mazzotti, V. L., Hirano, K. A., & Knowles, C. (2016) Collaborating to plan and implement a sex education curriculum to individuals with disabilities. *Career Development and Transition for Exceptional Individuals*. Advance online publication. doi:10.1177/2165143416670136
- \*Hirano, K.A., Garbacz, S.A., Shanley, L., & **Rowe, D.A.** (2016). Parent involvement in secondary special education & transition: An exploratory psychometric study. *Journal of Child and Family Studies*. Advanced Online Publication, doi: 10.1007/s10826-016-0516-4
- Haber, M. G., Mazzotti, V. L., Mustian, A. L., **Rowe, D. A.**, Bartholomew, A. L., Test, D. W., & Fowler, C.H. (2016). What works, when, for whom, and with whom: A meta-analytic review of predictors of postsecondary success for students with disabilities. *Review of Educational Research*, 86,123-162. doi:10.3102/0034654315583135
- Mazzotti, V. L., & **Rowe, D. A.** (2015). Meeting the transition needs of students with disabilities in the 21<sup>st</sup> century [Editorial]. *Teaching Exceptional Children*, 47, 298-300. doi: doi:10.1177/0040059915587695
- Rowe, D. A.**, Mazzotti, V. L., Hirano, K., & Alverson, C. Y. (2015). Transition assessment in the 21<sup>st</sup> century. *Teaching Exceptional Children*, 47, 301-309. doi: 10.1177/0040059915587670
- Mazzotti, V. L., **Rowe, D. A.**, Sinclair, J., Poppen, M., Woods, W.E., & Shearer, M. (2015). Predictors of post-school success: A systematic review of NLTS2 secondary analyses. *Journal of Career Development and Transition for Exceptional Individuals*, 39, 196-215. doi: 10.1177/2165143415588047
- \*Hirano, K. A., & **Rowe, D. A.** (2015). A Theoretical model for parent involvement in secondary special education. *Journal of Disability Policy Studies*, 27, 43-53. doi: 10.1177/1044207315583901
- Rowe, D. A.**, Mazzotti, V. L., & Sinclair, J. (2015). Strategies for teaching self-determination skills in conjunction with the common core. *Intervention in School and Clinic*, 50, 131-141 doi: 10.1177/1053451214542043.
- Rowe, D. A.**, Alverson, C. Y., Unruh, D., Fowler, C., Kellems, R., & Test, D. W. (2015). A delphi study to operationalize evidence-based predictors in secondary transition. *Career Development and Transition for Exceptional Individuals*, 38, 113-126. doi: 10.1177/2165143414526429.
- Mazzotti, V. L., **Rowe, D. A.**, Cameto, R., Test, D. W., & Morningstar, M. (2013). Establishing evidence-based practices and predictors: A position paper of DCDT. *Career Development and Transition for Exceptional Individuals*, 36, 140-151. doi:10.1177/2165143413503365.
- Rowe, D. A.**, & Test, D. W. (2012). Effects of simulation to teach students with disabilities basic finance skills. *Remedial and Special Education*, 34, 45-56. doi:10.1177/0741932512448218.
- Mazzotti, V. L., **Rowe, D. R.**, & Test, D. W. (2012). Navigating the evidence-based practice maze: Resources for teachers of secondary students with disabilities. *Intervention in School and Clinic*, 3, 159-166. doi: 10.1177/1053451212454004
- Rowe, D. A.**, Cease-Cook, J., & Test, D. W. (2011). Effects of simulation training on making purchases with a debit card and tracking expenses. *Career Development for Exceptional Individuals*, 34, 107-114.
- Konrad, M., Freeman, S., M., Bartholomew, A., Kelley, K. R., Cease-Cook, J., Flynn, S. D.,...**Rowe, D. A.** (2011). In other sources. *Career Development for Exceptional Individuals*, 34, 187-196.

- Rowe, D. A., & Test, D. W.** (2010). The effects of computer-based instruction on the transition planning process knowledge of parents of students with disabilities. *Research and Practice for Persons with Severe Disabilities, 35*, 102-115.
- Konrad, M., Bartholomew, A. L., Hudson, M. E., Kelley, K. R., Toms, O. M., **Rowe, D. A.**,...Fishley, K. M. (2010). In other sources. *Career Development for Exceptional Individuals, 33*, 177-186.
- Mazzotti, V. L., **Rowe, D. A.**, Kelley, K. R., Test, D. W., Fowler, C. H., Kohler, P. D., Kortering, L. J. (2009). Linking transition assessment and post-secondary goals: Key elements in the secondary transition planning process. *Teaching Exceptional Children, 42*, 44-51.
- Konrad, M., Luu, K. C. T., **Rowe, D. A.**, Mazzotti, V. L., Kelley, K. R., Mustian, A. L., Kesey, S., & Fishley, K. M. (2009). In other sources. *Career Development for Exceptional Individuals, 32*, 182-192.  
doi:10.1177/0885728809348376

### Manuscripts Under Review

- Mazzotti, V. M., Sinclair, J., Gion, C., **Rowe, D. A.**, & McCroskey, C. (2018). *Evidence-based practices to teach writing to secondary students with disabilities*. Manuscript submitted for publication.
- Holzberg, D. G., Voggt, A., Chang, W., Alshuayl, M., Stevenson, B. S., Mazzotti, V. L., **Rowe, D. A.**, & Test, D. W. (2019). Evidence-based practices to teach science and social studies to secondary students with disabilities. Manuscript submitted for publication.
- Clark, K. A., Owens, T. L., **Rowe, D. A.**, Mazzotti, V. L., Stevenson, B. S., Fowler, C. H., Holzberg, G., Rusher, D. L., & Test, D. W. (2018). Evidence-based practices to teach mathematics to secondary students with disabilities. Manuscript submitted for publication.
- Owens, T. L., **Rowe, D. A.**, Stevenson, B. S., Holzberg, D. G., Mazzotti, V. L., & Test, D. W. (2018). Evidence-based practices to teach reading to secondary students with disabilities. Manuscript submitted for publication.
- Rowe, D. A.**, D'Agord, C., Kawatachi, M., Horiuchi, F., Norbert, J., & Avoke, S. (2018). *State systemic improvement planning: impact on systems and student outcomes*. Manuscript submitted for publication.
- Harvey, M., **Rowe, D. A.**, Test, D. W., Lombardi, A., Szymanski, A., Barnett, K., Conrad, M., & Kohler, P. (2018). *Promoting career and technical education for students with disabilities: A position paper of the division on Career Development and Transition and Association for Career and Technical Education Research*. Manuscript under review.
- Schuster, R. & **Rowe, D. A.** (2018). *Systematic review of research related to service delivery and outcomes following vocational evaluation and career assessment services*. Manuscript submitted for publication.
- Rowe, D. A.**, Kellems, R., Kim, J., Ruppert, T., Herra, S. B. (2017). Influencing change: Features of effective professional development in special education. Manuscript submitted for publication.

### Manuscripts Under Revision

- Kellems, R. O., **Rowe, D. A.**, Sabey, C., Hansen, B.D., Frandsen, K., Clarke, B....Zaru, M. (2017). *Teaching conversation initiation skills to adults with disabilities using a video-based intervention package*. Manuscript under revision.
- \*Ingram, A., & **Rowe, D. A.** (2017). Improving cultural competence for teachers: Applying an intersectional framework. Manuscript under revision.

### Manuscripts in Preparation

**Rowe, D. A., & Kellems, R. O.** (2018). *Understanding the infrastructure to scale-up professional development for Special Education Teachers in the republic of the Marshall Islands*. Manuscript in preparation.

**Rowe, D.A., Mazzotti, V.L., Test, D. W., Fowler, C.H., Clark, K.,...Gushanas, C.** (2018). *Evidence-based practices in secondary transition: An update to the research base*. Manuscript in preparation.

**Rowe, D. A., Mazzotti, V. M., & Harn, B.** (2018). *Effects of Coaching on Fidelity of Teacher Implementation of Secondary Transition Curricula*. Manuscript in preparation.

Mazzotti, V. L., **Rowe, D. A.**, Alverson, C. A., Poppen, M., and Sinclair, J. (2018). *Secondary transition predictors of post-school success: An update for the field*. Manuscript in preparation.

**Rowe, D. A., Mazzotti, V. L., & Wren, J.** (2018). *Secondary transition in-school predictors of in-school success: A systematic review of the literature*. Manuscript in preparation.

### Books

Mazzotti, V. L., & **Rowe, D. A.** (2015). *On my side: Building an alliance for transitioning youth through collaboration*. Washington, D. C.: Council for Exceptional Children.

### Book Chapters

**Rowe, D. A. & Kellems, R.** (2017). Preparing for Community Living and Full Inclusion in Community. In M.M. Morningstar (Eds.), *The Complete Guide to Transition Planning and Services*. Baltimore, Maryland: Brookes Publishing.

Kellems, R., **Rowe, D. A.**, Palmer, D., & Williams, C. (2017). The transition to adulthood for those with disabilities. In L.M. Padilla-Walker & L.J. Nelson (Eds.), *Flourishing in Emerging Adulthood*. New York, NY: Oxford University Press.

Test, D. W., Kelley, K., & **Rowe, D. A.** (2013). Teaching for transition to adulthood. In B. Cook, & M. Tankersley (Eds.), *Research-based practices in special education*. Upper Saddle River, NJ: Pearson.

Test, D. W., Kelley, K., & **Rowe, D. A.** (2013). Teaching for transition to adulthood. In R McWilliam, B. Cook, & M. Tankersley (Eds.), *Research-based strategies for improving outcomes for targeted groups of learners*. Upper Saddle River, NJ: Pearson.

**Rowe, D. A., & Sherry, L.** (2012). Transitioning from early intervention to adulthood. In G. D. Campbell-Whately & J. E. Lyons (Eds.), *Leadership Practices for Special and General Educators* (pp. 108-122). Upper Saddle River, New Jersey: Pearson/Merrill Prentice Hall.

**Rowe, D. A., Kortering, L. J., & Test, D. W.** (2011). Transition Assessment for Instruction. In D. W. Test (Eds.), *Teaching Secondary Transition Skills*. Baltimore, Maryland: Brookes Publishing.

### Online Publications

**Rowe, D. A., Alverson, C. Y., Kwiatek, S., & Fowler, C. H.** (2019). *Effective Practices in Secondary Transition: Operational Definitions*. Retrieved from:  
[https://transitionta.org/system/tdf/news/Description%20of%20EBPs\\_NTACT\\_2019.pdf?file=1&type=node&id=1821&force=0](https://transitionta.org/system/tdf/news/Description%20of%20EBPs_NTACT_2019.pdf?file=1&type=node&id=1821&force=0)

- Rowe, D. A.,** Lee, S., Ingram, A., Marble, R., Fowler, C. H., & Kwiatek, S. (2018). *Monitoring Student Progress for Transition: A Toolkit for Collecting Student Level Transition-Related Data*. Retrieved from: <https://www.transitionta.org/tcds>
- Rowe, D. A.** & the NTACTION Knowledge Development Team (2019). *What a difference career and technical education can make*. Medium. Retrieved from: <https://medium.com/@1539635743964/what-a-difference-career-and-technical-education-can-make-1f008ef3a4ad>
- Rowe, D. A.,** & Hirano, K. (2016). Annotated bibliography of *family involvement in transition planning*. Retrieved from National Transition Technical Assistance Center Web site: [http://transitionta.org/sites/default/files/AB\\_Parent\\_10\\_15.pdf](http://transitionta.org/sites/default/files/AB_Parent_10_15.pdf)
- Freeman-Greene, S. **Rowe, D. A.,** & Holzberg, D. (2016). Annotated bibliography of *cultural diversity and secondary transition*. Retrieved from National Transition Technical Assistance Center Web site: [http://transitionta.org/sites/default/files/AB\\_CLDYouth\\_2016.pdf](http://transitionta.org/sites/default/files/AB_CLDYouth_2016.pdf)
- Rowe, D. A.,** Allison, R., & Hyatt, J. (2016). *Competitive integrated employment quick guide*. Retrieved from: [http://transitionta.org/sites/default/files/Quick\\_IntegEmploy\\_Final.pdf](http://transitionta.org/sites/default/files/Quick_IntegEmploy_Final.pdf)
- Mazzotti, V., M., **Rowe, D. A.,** Wagner, K., Ingram, A., Blackhorn, H., Thomas, J.R. (2016). Annotated bibliography of *NLTS-2 secondary analysis*. Retrieved from National Technical Assistance Center on Transition Technical Assistance Center Web site [http://www.transitionta.org/sites/default/files/AB\\_NLTS2.pdf](http://www.transitionta.org/sites/default/files/AB_NLTS2.pdf)
- Rowe, D. A.,** Test, D.W., Jennings, D. (2015). *A parent guide to the age of majority*. Retrieved from: <http://www.parentcenterhub.org/repository/age-of-majority-parentguide/>
- D'Agord, C., **Rowe, D.** (2014). *The tree of influence: Using the system of SPP indicators as a blueprint for improvement (Revised)*. Graphical Illustration of system of influence among Part B indicators and characterization of the system of indicators as a logic model. Retrieved from National Transition Technical Assistance Center website: <http://www.transitionta.org/sites/default/files/dataanalysis/TreofInfluence.pdf>
- Rowe, D. A.,** Alverson, C. Y., Unruh, D., Mazzotti, V.L., & MaGee, C. (2014, Jun). *State toolkit for examining post-school success facilitator guide*. Retrieved from [http://transitionta.org/sites/default/files/dataanalysis/STEPSS\\_Facilitator.pdf](http://transitionta.org/sites/default/files/dataanalysis/STEPSS_Facilitator.pdf)
- Rowe, D. A.,** Mazzotti, V.L., Alverson, C. Y., MaGee, C. & Unruh, D. (2016, Jun). *Branding your post-school outcomes data collection process*. Retrieved from [http://transitionta.org/sites/default/files/dataanalysis/NPSO\\_BrandingPostSchoolOutcomes.pdf](http://transitionta.org/sites/default/files/dataanalysis/NPSO_BrandingPostSchoolOutcomes.pdf) .
- Rowe, D. A.,** Alverson, C. Y., Unruh, D., Fowler, C. H., Kellems, R. & Test, D. W. (2013, May). *Predictor self-assessment*. Retrieved from [http://transitionta.org/sites/default/files/Predictor\\_Self-Assessment2.0.pdf](http://transitionta.org/sites/default/files/Predictor_Self-Assessment2.0.pdf)
- Rowe, D. A.,** & Alverson, C. Y (2012, October). *Writing and evaluating S.M.A.R.T. improvement activities for the SPP/APR*. Retrieved from [https://dl.dropboxusercontent.com/u/56425813/SMART%20IAs/SMART%20IA%20Final\\_11\\_08\\_12.pdf](https://dl.dropboxusercontent.com/u/56425813/SMART%20IAs/SMART%20IA%20Final_11_08_12.pdf)
- Rowe, D. A.,** Unruh, D., Kellems, R., Leinen, J., & Alverson, C. Y. (2012, September). *Do your special education services achieve the end outcomes of IDEA?* DCDT Network Newsletter. Retrieved from <http://www.dcdt.org/wp-content/uploads/2012/09/Fall2012.pdf>
- Alverson, C. Y., Unruh, D., **Rowe, D. A.,** & Kellems, R. (2011). *Post-school data collection question bank stage 2: Supplemental questions to address indicator 14*. Retrieved from [http://transitionta.org/sites/default/files/dataanalysis/NPSO\\_DataCollectionQuestionBankStage2SupplementalQuestionsI14.pdf](http://transitionta.org/sites/default/files/dataanalysis/NPSO_DataCollectionQuestionBankStage2SupplementalQuestionsI14.pdf)

- Rowe, D. A., & Toms, O. M.** (2010, October). *Diversity and transition assessment*. DCDT Network Newsletter. Retrieved from [http://www.dcdt.org/cms\\_files/resources/DCDT\\_10\\_OctFinalforWeb.pdf](http://www.dcdt.org/cms_files/resources/DCDT_10_OctFinalforWeb.pdf).
- Walker, A. R., Kortering, L. Fowler, C. H., **Rowe, D. A.**, Bethune, L. (2013) *Age-Appropriate Transition Assessment Guide* (3<sup>rd</sup> ed.), National Secondary Transition Technical Assistance Center: University of North Carolina at Charlotte. Retrieved from: <http://transitionta.org/sites/default/files/TransitionAssessmentToolkit.pdf>
- Fowler, C. H., Walker, A. R., & **Rowe, D. A.** (2010) *Age-Appropriate Transition Assessment Guide* (2<sup>nd</sup> ed.), National Secondary Transition Technical Assistance Center: University of North Carolina at Charlotte. Retrieved from: <http://transitionta.org/sites/default/files/TransitionAssessmentToolkit.pdf>
- Rowe, D. A.** (2009). Annotated bibliography of *customized employment*. Retrieved from National Transition Technical Assistance Center Web site: <http://transitionta.org/>
- Rowe, D. A.** (2009). Annotated bibliography of *family involvement in transition planning*. Retrieved from National Transition Technical Assistance Center Web site: [http://transitionta.org/sites/default/files/AB\\_Parent\\_10\\_15.pdf](http://transitionta.org/sites/default/files/AB_Parent_10_15.pdf)
- Rowe, D. A.** (2008). Annotated bibliography of *transition assessment*. Retrieved from National Transition Technical Assistance Center Web site: <http://transitionta.org/>

## EXTERNAL GRANTS

### *Funded*

- 2017 Lind, J., Lindstrom, L., DeGarmo, D., & Rowe, D. A. *Paths 2 the Future: for All High School Students*. Goal 2 Development Grant Submitted to the United States Department of Education Institute for Education Sciences: Education Research Grants. [**Co-writer, Funded** 04/11/17, \$1,400,000]
- 2015 Mazzotti, V.L., Rowe, D. A., & Flannery, B. Highly-qualified Interventionists with Transition Evidence-based Knowledge and Skills (Hi-TEKS). Submitted to United States Department of Education Office of Special Education Programs: Personnel Development to Improve Services and Results for Children with Disabilities, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA Number: 84.325K). [**PI, Funded** 05/27/15, H325K150204, \$1,250,000]
- 2013 McIntosh, K., Murray, C., Rowe, D. A., Horner, R., Harn, B., & Sprague, J. Engaging New leaders in Implementation Science Training: Enhancing Implementation of Evidence-based Practices in Special Education (Project ENLIST). Submitted to U. S. Department of Education Office of Special Education & Rehabilitative Services, Office of Special Education Programs. [**Faculty, Funded** 07/15/13, \$1,250,000]
- 2012 Alverson, C. Y., Unruh, D. K., Rowe, D. A., & Kellems, R. *State Toolkit for Examining Post-School Success (STEPSS) PD Project*. Developed and submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants. [**Measurement Coordinator, Curriculum Developer, Funded** 04/11/12, \$1,500,000]
- 2009 Rowe, D. A. *Parents, Students, and Schools Transition (PSST)*. Developmental Disabilities Council of South Carolina. [**PI, Funded** 10/01/08 for one-year total \$36,000]
- 2004 Rowe, D. A. *Cook to Employment*. Community Education Grant awarded for the development of a Food Service Curriculum for students in the Vocational Special Needs Program. [**PI, Funded** 08/01/2004 for one year \$800]
- 2003 Rowe, D. A. *Clean City Sweeps Vocational Special Needs Gardening Project*: City of Charleston, South Carolina. [**PI, Funded** 08/01/04 for one year \$200]



***Under Review***

- 2019 Gross, J., Francis, G., Rowe, D. A., & Roy, S. Identifying the Factors that Impact Decision-making for Families with members with Disabilities: Developing a Measure of the Influencers. Submitted to National Institute on Disability, Independent Living, and Rehabilitation Research Disability and Rehabilitation Research Projects. [Submitted 03/25/19, not funded, \$2,500,000]

***Submitted (not funded)***

- 2018 Doren, B., Rowe, D. A., Lombardi, A. Preparing Relevant, Effective, Plans (PREP). Submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants. [submitted 08/23/18, not funded, \$1,500,000]
- 2018 Glang, A., McCart, M., & Rowe, D. A. Professional Development in TBI Validation of the Brain Injury Education Support and Training Model (BEST). Submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants. [submitted 08/23/18, not funded, \$1,500,000]
- 2018 Rowe, D. A., Joye, S., Fickas, S., & Prideaux, J. Choices for Spending your Hard Earned Money (CASH\$). Submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants. [submitted 08/23/18, not funded, \$1,500,000]
- 2018 Unruh, D. K. & Rowe, D. A. Transition Assessment in Juvenile Justice Settings: Professional Development (TAJJ-PD). Submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants. [Re-submission 08/23/18, not funded, \$1,500,000]
- 2018 Rowe, D. A., Hirano, K. A., & Flannery, B. Parents Accessing Collaborative Tools for Transition (PACTT). Submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants. [Re-submission 08/23/18, not funded, \$1,500,000]
- 2019 Unruh, D. K., Rowe, D. A., & Glang, A. Project *B-JUST*: Brain Injury & JUvenile Services Training: Empirically Defining Training Needs and Competencies for Juvenile Services Personnel for Young Offenders with TBI. Submitted to National Institute for Disability, Independent Living, and Rehabilitation Research (NIDLRR). [Submitted 02/04/19, not funded, \$600,000]
- 2018 Walsh, A. & Rowe, D. A., Comprehensive Advocacy and Planning: Evaluation of Effectiveness. Letter of Intent Submitted to the Brady Education Foundation. [submitted 11/30/18, not funded, \$1,733,365]
- 2018 Gross, J., Rowe, D. A., Francis, G., & Conn-Powers, M. A Lifespan Focus on the Sources and Messages that Influence Families' Expectations for Their Family Members with Disabilities. Letter of Intent Submitted to the Lyle Spencer Research Awards. [submitted 09/21/18, not funded, \$1,000,000]
- 2018 Unruh, D. K., Rowe, D. A., Glang, A. Brain Injury Research and Education for Adjudicated Youth offenders: Professional Development for Correctional Education Teachers in Transition (B-READY). Submitted to National Institute on Disability, Independent Living, and Rehabilitation Research Disability and Rehabilitation Research Projects: Employment of Individuals with Disabilities. [Submitted 04/23/18, not funded, \$2,374,996]
- 2018 Rowe, D. A. Enhancing 21<sup>st</sup> Century Skills in Middle School. MISK Foundation. [Submitted 04/21/18, not funded, \$100,000]

- 2018 Rowe, D. A., Unruh, D. K., McIntosh, K., & Seeley, J. Transition, Research, Advocacy, and Instruction in Notable Evidence-based Practices (TRAINE). Submitted to United States Department of Education Office of Special Education Programs: Personnel Development to Improve Services and Results for Children with Disabilities, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA Number: 84.325D). [Submitted 7/30/18, not funded, \$1,250,000]
- 2018 Rowe, D. A., Bromley, K. W., & Reardon, K. Inequalities in Higher Education. Grant submitted to the William T Grant Foundation. [Submitted 07/25/18, not funded, \$600,000]
- 2018 Walsh, A., Rowe, D. A., & Seeley, J. Comprehensive Advocacy and Planning (CAP): Expanding the Reach of High-Fidelity Wraparound. Robert Wood Johnson Foundation. [Letter of Interest submitted 05/31/18, not funded, \$433,385]
- 2018 Rowe, D. A. & Hirano, K. Understanding Factors that Influence Parent Expectations for Students with Disabilities. Spencer Foundation. [Re-submission, 01/08/18, not funded, \$50,000]
- 2017 Rowe, D.A., Seeley, Hirano, K., & Walsh, A. Comprehensive Advocacy and Planning (CAP). Goal 2 Development Grant Submitted to the United States Department of Education Institute for Education Sciences: Education Research Grants. [Submitted August 2017, not funded, \$1,400,000]
- 2017 Rowe, D. A., Hirano, K. A., & Flannery, B. Parents Accessing Collaborative Tools for Transition (PACTT). Submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants. [Re-submission August 2017, not funded, \$1,500,000]
- 2017 Rowe, D.A., Seeley, Wagner, K., & Gau, J. Persistence in Postsecondary Education for Students with Disabilities (PIPE-SD). Goal 5 Measurement Grant Submitted to the United States Department of Education Institute for Education Sciences: Education Research Grants. [Submitted August 2017, not funded, \$1,400,000]
- 2017 Mazzotti, V.M., Rowe, D.A., Smolkaski, K., & Gau, J. Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES). Goal 3 Efficacy Grant Submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants. [re-submission August 2017, not funded, \$3,300,000]
- 2017 Unruh, D. K. & Rowe, D. A. Transition Assessment in Juvenile Justice Settings: Professional Development (TAJJ-PD). Submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants. [submitted August 2017, not funded, \$1, 500,000]
- 2017 Mazzotti, V.M., & Rowe, D. A., & Keating, T. Goal Guide 2.0: Facilitating Goal Setting and Self-Management. Submitted to U. S. Department of Education Office of Special Education & Rehabilitative Services, Office of Special Education Programs. [Submitted June 2017, not funded, \$2,500,000]
- 2017 Rowe, D. A. & Seeley, J. Social Behavior Scale for Higher Education. Grant submitted to the William T Grant Foundation. [re-submitted May 2017, not funded, \$600,000]
- 2017 Rowe, D. A. & Hirano, K. Understanding Factors that Influence Parent Expectations for Students with Disabilities. Grant submitted to the Spencer Foundation. [Submitted, 04/27/17, not funded, \$50,000]
- 2017 Rowe, D. A., Mazzotti, V.L., & Unruh, D. Flannery Transition, Research, Advocacy, and Instruction in Evidence-based Practices (TRAINE). Submitted to United States Department of Education Office of Special Education Programs: Personnel Development to Improve Services and Results for Children with Disabilities, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA Number: 84.325D). [Re-submitted February 2017, not funded, \$1,250,000]
- 2016 Rowe, D. A. & Seeley, J. Social Behavior Scale for Higher Education. Grant submitted to the William T Grant Foundation. [Submitted 12/30/2016, not funded, \$599, 884]

- 2016 Rowe, D.A., Mazzotti, V.M., Rosen, J. Promoting Academic Engagement in Middle School (PAE-MS). Goal 2 Development Grant Submitted to the United States Department of Education Institute for Education Sciences: Education Research Grants. [Submitted 07/20/16, not funded, \$1,400,000]
- 2016 Mazzotti, V.M., Rowe, D.A., Smolkaski, K., & Gau, J. Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES). Goal 3 Efficacy Grant Submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants. [Submitted 07/22/16, not funded, \$3,300,000]
- 2016 Rowe, D.A., Seeley, J., Biancarosa, G., Wagner, K., & Farley. Persistence in Postsecondary Education for Students with Disabilities (PIPE-SD). Goal 5 Measurement Grant Submitted to the United States Department of Education Institute for Education Sciences: Education Research Grants. [Submitted 08/01/16, not funded, \$1,400,000]
- 2016 Mazzotti, V.M., Rowe, D. A., Strand-Cary, M., Kennedy, P., & Keating, T. Goal Guide 2.0: Goal Setting, Monitoring, and Attainment (GG2). Submitted to U. S. Department of Education Office of Special Education & Rehabilitative Services, Office of Special Education Programs. [Submitted April 2016, not funded, \$2,500,000]
- 2015 Rowe, D. A., Mazzotti, V.L., & Unruh, D. Flannery Transition, Research, Advocacy, and Instruction in Evidence-based Practices (TRAINE). Submitted to United States Department of Education Office of Special Education Programs: Personnel Development to Improve Services and Results for Children with Disabilities, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA Number: 84.325D). [Submitted December 2015, not funded, \$1,250,000]
- 2015 Lind, J., Lindstrom, L., Rowe, D. A. & Kosty, D. *Paths 2 the Future*: for High School Boys with Disabilities. Submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants. [Submitted 08/08/15, not funded, \$1,500,000]
- 2015 Rowe, D. A., Hirano, K. A., Flannery, B., & Joye, S. Parents Accessing Collaborative Tools for Transition (PACTT). Submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants. [Submitted 08/08/15, not funded, \$1,500,000]
- 2015 Rowe, D. A., Mazzotti, V. L., & Unruh, D. K. *Supporting Self-determination in Low-Performing Schools (SLOPES)*. Developed and submitted to United States Department of Education Office of Innovation and Improvement (CFDA Number: 84.411C; Development). [Submitted 8/11/15, not funded, \$3,000,000]
- 2015 Mazzotti, V. L., Rowe, D. A., & Unruh, D. K. *Goal Attainment Through E-Learning*. Developed and submitted to the National Institute on Independent Living, Disability, and Rehabilitation Research: Disability and Rehabilitation Research Projects on Employment of Individuals with Disabilities (CFDA Number: 84.133A-9). [Submitted 4/3/15, not funded, \$2,500,000]
- 2015 Wendt, A. & Rowe, D. A. Supportive College Preparatory Training for Students with Intellectual Disabilities. Submitted to National Institutes for Health Small Business Innovation Reward. [Submitted March 2015, not funded, \$224,835]
- 2015 Mazzotti, V. L., Rowe, D. A., & Unruh, D. School and Community-Based Job Skill Interventions for Improving Job-Readiness Skills and Employment Outcomes for Transition-Aged Youth with Disabilities: A Systematic Review. Submitted to The Jacobs Foundation and the Campbell Collaboration's Crime & Justice and Education Coordinating Groups. [Submitted January 2015, not funded, \$50,000]
- 2014 Unruh, D. Flannery, Rowe, D. A., Mazzotti, V.L., & Alverson, C. Transition, Research, Advocacy, and Instruction in Notable Evidence-based Practices (TRAINE). Submitted to United States Department of Education Office of Special Education Programs: Personnel Development to Improve Services and Results

- for Children with Disabilities, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA Number: 84.325D). [Submitted December 2014, not funded, \$1,250,000]
- 2014 Rowe, D. A., & Unruh, D. K., Hirano, K. A. Parents Supporting Students in Transition (PSST) Submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants. [Submitted 08/08/14, not funded, \$1, 500,000]
- 2014 Mazzotti, V. L., Rowe, D. A., & Unruh, D. K. Weighing Informed Life Decisions (WILD) Submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants. [Submitted 08/08/14, not funded, \$1, 500,000]
- 2014 Rowe, D. A., Mazzotti, V. L., & Unruh, D. K. *Supporting Self-determination in Low-Performing Schools (SLOPES)*. Developed and submitted to United States Department of Education Office of Innovation and Improvement (CFDA Number: 84.411P). [Submitted 8/11/14, not funded \$3,000,000]
- 2014 Mazzotti, V. L., Rowe, D. A., & Unruh, D. K. *Supporting Self-Efficacy through E-learning (SSEE)*. Developed and submitted to United States Department of Education Office of Innovation and Improvement (CFDA Number: 84.411P). [Submitted 8/11/14, not funded, \$3,000,000]
- 2014 Rowe, D. A., & Unruh, D. K. Parents Accessing Collaborative Training for Transition (*PACTT*). Submitted to National Institute for Disability Rehabilitation Research (NIDRR). [Submitted February 2014, not funded, \$600,000]
- 2014 Murray, C., CHIXapkaid, P., Mazzotti, V. L., & Rowe, D. A. *NEXT GENERATION of Indigenous Scholars in Special Education*. Developed and submitted to United States Department of Education Office of Special Education Programs: Personnel Development to Improve Services and Results for Children with Disabilities, Preparation of Special Education, Early Intervention, and Related Services Leadership Personnel (CFDA Number: 84.325D). [Submitted February 2014, not funded, \$1,250,000]
- 2014 Rowe, D. A., & Unruh, D. K. Choices About Spending Your Hard Earned Money (CASH\$). Submitted to National Institute for Disability Rehabilitation Research (NIDRR). [Submitted January 2014, not funded, \$2,500,000]
- 2013 Rowe, D. A., & Unruh, D. K. Choices About Spending Your Hard Earned Money (CASH\$). Submitted to U. S. Department of Education Office of Special Education & Rehabilitative Services, Office of Special Education Programs. [Submitted March 2013, not funded, \$2,500,000]
- 2012 Rowe, D. A., & Unruh. Parent, Students, Teachers Transition Parent training project. Submitted to the United States Department of Education Institute for Education Sciences: Special Education Research Grants. [submitted September 2012, not funded, \$1, 500,000]

## INTERNAL GRANTS/ CONTRACTS

### ***Funded***

- 2018 Rowe, D. A., & Unruh, D. K. Secondary Transition and Differentiated Accountability. Contract with the state of Iowa. [**PI, Funded** September 2018, \$90,888].
- 2018 Rowe, D. A. Work-based Learning Professional Development. Center for Transition and Career Innovation, University of Maryland. [**PI, Funded** 08/15/18, \$150,335]
- 2017 Rowe, D. A. *Coaching Teachers to Support Native American Youth with Disabilities in Transition*. Submitted to the University of Oregon College of Education Faculty Research Awards. [**PI, Funded** May 2018, \$2,620]

- 2017 Fuhriman, C., & Rowe, D. A. Ability Explorer Assessment. [**Co-PI, Funded** October 2017, \$15,000]
- 2014 Unruh, D. K., & Rowe, D. A. Iowa Youth Facility Transition Professional Development Project. Contract with the state of Iowa [**Co-PI, Funded** November 2014, \$37,700]
- 2014 Rowe, D. A., & Mazzotti, V. L. *Building Evidence to Support Implementation of Self-Determination Curriculum* for middle school students at-risk, or with disabilities. Submitted to the University of Oregon Faculty Research Awards. [**PI, Funded**, February 2014, \$3209]
- 2014 Flannery, B., Rowe, D. A., & Helms, L. *Online Modules for the Special Education K-12 Licensure Program*. Submitted to the University of Oregon Faculty Research Awards. [**Co-PI, Funded February 2014**, \$9037]
- 2014 Flannery, B., Unruh, D., & Rowe, D. A. *Iowa IEP Project*. Contract with the state of Iowa [**CO-PI, Funded** January 2014, \$50,000]
- 2009 Rowe, D. A. *Transition 101: Learning the Language of the Professionals*. UNC Charlotte Special Education and Child Development Grant. [**PI, Funded** for one year \$500]

**Submitted (not funded)**

- 2017 Rowe, D. A. Understanding Factors that Influence Parent Expectations for Students with Disabilities. Submitted to the University of Oregon Faculty Research Awards. [Submitted November 2017, not funded, \$5,500]
- 2017 Rowe, D. A. *Exploring the Construct of Parents Expectations*. Submitted to the University of Oregon College of Education Faculty Research Awards. [Submitted November 2016, not funded, \$2,500]
- 2016 Rowe, D. A. *Parent expectations: What are implications for students with disabilities*. Submitted to the University of Oregon Faculty Research Awards. [Submitted November 2016, not funded, \$5,500]
- 2016 Lind, J., & Rowe, D. A. *Understanding the Professional Development Infrastructure in the Republic of the Marshall Islands*. Submitted to the University of Oregon College of Education Faculty Research Awards. [Submitted January 2015, not funded, \$32,000]
- 2013 Rowe, D. A. & Alverson, C. *Building Evidence to Support Implementation of the Life Centered Education Transition Curriculum (LCE): A Feasibility Study*. Submitted to the University of Oregon College of Education Faculty Research Awards. [submitted January 2013, not funded, \$3433]

**OTHER RESEARCH AND TRAINING EXPERIENCE**

2018-present *IEPs: Translating Knowledge into Practice [Non-funded research]* Investigators: McCroskey & Rowe. The purpose of this study will be to: (a) better understand special education teachers' knowledge of IEP development (b) attitudes and perceptions toward implementation of IEP goals and objectives, (c) and process for assessing progress and attainment of IEP goals and objectives. [research in progress]

**Role:** Co-Investigator, responsibilities include: Research design, data collection, data analysis

2018-present *Employer Perspectives on Hiring Individuals with Disabilities* Investigators Reardon, Rowe, Unruh, McCroskey, & Blu (non-funded research). The purpose of this study is to (a) better understand the perspectives of employers toward hiring individuals with disabilities and (b) determine industries more open to hiring individuals with disabilities. [research in progress]

**Role:** Co-Investigator, responsibilities include: Research design, data analysis

- 2018-present *Secondary Transition and Differentiated Accountability Investigators Rowe & Unruh.* (funded by Iowa State Department of Education). The purpose of this proposal is to assist Iowa Department of Education in further defining a tiered model of technical assistance. To efficiently implement this process, IA DOE has defined a need for an accurate measure to determine the unique needs in secondary transition of districts to place districts in the level of technical assistance based on their needs. Development of this measure will provide IA DOE with an empirically based and resource efficient mechanism for implementing their tiered technical assistance based on district needs. [research in progress]
- Role:** Project Investigator, Responsibilities include development and testing of measure
- 2017-present *Secondary Transition Fidelity Assessment Development and Validation Project [Non-funded research] Investigators: Test et al. [Developed in Collaboration with NTACT and DCDT].* The purpose of this project is to provide high school leadership teams, including, but not limited to teachers, guidance counselors, families, students, and administrators, with a self-assessment measure to examine their school's use of secondary programs and practices demonstrated by research to lead to meaningful college and career outcomes for all students, including students at-risk for, or with disabilities, and students from diverse backgrounds. The STFA is divided into six critical features, including: (1) Adolescent Engagement and Development, (2) Family Engagement, (3) Community Engagement, (4) School Level Capacity, (5) District Level Capacity, and (6) Professional Capacity. [research in progress]
- Role:** Co-Investigator, responsibilities include: Development of Family and Community Engagement Critical Features, Research design, data analysis
- 2017-present *Feasibility of implementing a girls-only transition curriculum in middle school [Non-funded research] Investigators: Hirano & Rowe.* The purpose of this study is to explore teacher and administrator perceptions of the unique needs of middle school students, including girls with disabilities, and the feasibility of implementing a girls-only curriculum. [research in progress]
- Role:** Co-Investigator, responsibilities include: Research design, data collection, data analysis
- 2015-present *Assessing Transition Knowledge and Skills of K-12 Pre-Service Special Education Teachers Investigators: Rowe, Mazzotti, & Jamgocian.* The purpose of this study is to examine the difference in secondary transition knowledge and skill acquisition between scholars, who received the additional HI-TEKS grant coursework, and scholars who did not receive the additional HI-TEKS coursework. [research in progress]
- Role:** Co-Investigator, responsibilities include: Research design, data collection, data analysis
- 2018-2019 *Center for Brain Injury Research and Training Project Director Ann Glang.* TBI Team is funded by a contract with the Oregon Department of Education to support students age 0–21 with TBI. CBIRT leads the TBI Team by working closely with the Regional Programs for Low Incidence Disabilities to provide statewide leadership, training and consultation, a website, library services, and other supports as requested.
- Role:** TBI liaison to consult with and coach school district personnel in evidence-based methods to support students with TBI in secondary transition.
- 2018-2019 *Smart Living Learning and Earning with Autism (SLLEA).* Executive Director Sherry Sandreth. Nonprofit organization provide specialized, quality housing and support to adults with autism and related disorders.
- Role:** Consultant, responsibilities include development of a systematic evaluation plan
- 2016-2018 *Diagnostic Interview Schedule for Children (DISC\_ID) Project (RO1MH108869)*

*Investigators: Seeley, Sanford, & Hollway.* Development and Validation of a Diagnostic Interview Schedule to Assess Psychopathology in Youth with Intellectual Disabilities. The purpose of this project is to conduct formative development activities to adapt the Diagnostic Interview Schedule for Children (DISC) for assessing DSM-5 mental disorders among adolescents and young adults with intellectual disabilities (ages 14 to 21 years). A field test will be conducted to examine the reliability and validity of the modified DISC interview formats with a diverse sample of 400 adolescents and young adults with intellectual disabilities and their caregivers recruited from both clinical and community settings.

**Role:** Assessment Coordinator

2018-2019 *Ability Explorer Investigator: Fuhrman, Rowe, & Howe.* The ability explorer (Harrington, Harrington, & Wall, 2012) is a self-report measure design to help individuals (i.e., middle school to adulthood) explore their abilities to assist in career planning. The major goal of the Ability Explorer was to help individuals discover and determine potential through self-reporting of aptitude and assist individuals in mapping these aptitudes to future careers. The focus of the assessment is on increased self-awareness of career related abilities. The purpose of this study is to identify ways that Ability Explorer can be used as a tool to expand the scope of occupations typically presented to individuals with disabilities, with a focus on improving transition plans.

**Role:** Co-Investigator, responsibilities include: Research design, data analysis

2017 *Journey to Self-Determination Primary Investigator Rauscher.* The purpose of the project was to pilot Your Journey to Self-Determination Web-based Instructional Series developed by the National Center for Appropriate Dispute Resolution in Special Education (CADRE). This online series was specifically designed for 13-14-year-old students with disabilities who are preparing to be more involved in their educational planning. [research complete]

**Role:** Consultant, designed facilitator guide to accompany online modules, provided input into the research design of pilot.

2016-2018 *Goal Guide Investigators: Keating & Sprague [R324A160298].* The purpose of this Goal 2 project is to develop and evaluate the potential efficacy of a responsively designed prototype web application, Goal Guide, which enables students with mild to moderate Autism Spectrum Disorders to effectively manage self-defined goals for school related academic and behavioral school performance, personal behavior, and life skills. [research in progress]

**Role:** Consultant, responsibilities include content development, input on data collection

2015-2016 *Assessment of Sexuality Knowledge in Young Adults with Disabilities Investigators Sinclair, Rowe, & Hirano.* The aim of this study was to understand the relationship between a specially designed sex education course and knowledge of sex and sexuality issues in young adults with disabilities. [research complete]

**Role:** Co-investigator, Co-Investigator, responsibilities include: Research design, data analysis, dissemination of results

2014-2015 *Behavioral Health Needs Assessment of High Schools in Rhode Island Investigators Sinclair, Poppen, Hirano, & Rowe [non-funded research]* The purpose of this research was to collect information regarding school personnel experiences with youth with behavioral/mental concerns and the resources schools and students have available to support addressing students' behavioral/mental health needs. Results of the survey were used to further develop continuing education for teachers, administrators, and school professionals and informed implementation of behavioral/mental health best practices in Rhode Island. A summary of results was prepared for the Rhode Island Department of Education and Rhode Island Regional Transition Centers and disseminated throughout the state. [research complete]

**Role:** Co-Investigator, responsibilities include: Research design, data analysis, reporting

2014-2015 *Reviewing IEPs for Compliance and Appropriate Transition Services and Supports: An External Review Investigators Flannery, Unruh, & Rowe [funded by the Iowa State Department of Education]..* The purpose of this project was to conduct comprehensive review and synthesis of secondary transition services of 54 Individual Education Programs (IEPs) for youth with disabilities served at the Midland Park School. to better understand what services were planned to be provided for the student and, if any, additional transition services could be recommended based on the information located in the student's IEP. [research complete]

**Role:** Co-Investigator, responsibilities include: Research design, data analysis, reporting

2010-2014 *National Post-School Outcomes Center (NPSO), an Office of Special Education Program funded TA and dissemination center (Cooperative Agreement Number H326U090001) Deanne K. Unruh.* Conducted research for the purposes of product development. I conducted two studies as part of this work. The first was a qualitative study using focus groups to examine ways to contact youth one year out of high school. Results were used to develop a tip sheet for state departments of education (SEAs) on strategies for contacting hard-to-find youth. I collaborated with a colleague to develop and publish the tip sheet on the centers website and disseminate at three national conferences (e.g., Council for Exceptional Children (CEC) conference, Capacity Building Institute). The second was a delphi study to operationally define the predictors of post-school success. Results were used to develop a product titled the *Predictor Self-Assessment* which was published online on the centers website and presented at several state and national conferences (e.g., Rhode Island Transition Institute, CEC's Division of Career Development and Transition, PepNet). [research complete]

**Role:** Research design, data collection, data analysis, product development

## PRESENTATIONS

### *Keynote/invited addresses*

Rowe, D. A. Invited keynote speaker (August, 2018). *From Paper to Practice: Implementation of Quality IEPs.* Republic of Marshall Islands Summer Special Education Institute. Majuro, Marshall Islands.

Rowe, D. A. Invited keynote speaker (April, 2018). *Plan, Do, Study, Act: Engaging in Systems Level Change to Support Positive Outcomes for Youth.* Indiana Cadres of Transition Leaders Capacity Building Institute. Indianapolis, IN.

Rowe, D. A. Invited keynote speaker (October, 2017). *Engaging Family and Community Stakeholders for Transition Program Improvement.* Australian Association of Special Education Regional Trainings. Sydney & Wollongong, Australia.

Rowe, D. A., & Mazzotti, V.L. Invited keynote speaker (October, 2017). *National Technical Assistance Center for Transition: What we do.* Australian Association of Special Education National Meeting. Sydney, Australia.

Rowe, D. A. Invited keynote speaker (August, 2017). *Planning for and Implementing Evidence-based Practices.* Republic of Marshall Islands Summer Special Education Institute. Majuro, Marshall Islands.

Rowe, D. A., & Thompson, E. Invited keynote speaker (September, 2016). *Improving Secondary Transition Services: Meeting the SPP/APR Part B Requirements.* Bureau of Indian Education Tribally Controlled Schools Special Education Training. Bellingham, WA.

Rowe, D. A. Invited keynote speaker (July, 2016). *Using Data-based Decision Making to Improve Attendance.* Republic of Marshall Islands Summer Special Education Institute. Majuro, Marshall Islands.



- Rowe, D. A. Invited keynote speaker (March, 2015). *What is in an institute: Using Data-based Decision Making to Improve Secondary Transition Programs*. Rhode Island Secondary Transition State Institute. Bristol, RI.
- Rowe, D. A. Invited keynote speaker (June, 2014). *Data-based decision making*. Colorado Secondary Transition Conference. Breckenridge, CO.
- Rowe, D. A. Invited keynote speaker. (March, 2013). *Evidence-based special education: Why evidence matters*. North Dakota Secondary Transition and Parent Involvement Conference. Mandan, ND.
- Alverson, C. Y., & Rowe, D. A. Invited keynote speakers. (October 2012). *Understanding and using your district's post-school outcomes data to improve student outcomes*. Nebraska Transition Summit. Grand Island, NE.
- Rowe, D. A., Invited keynote Speaker (March, 2010). *Meaningful transitions*. Partners in Policy Making, Raleigh, NC.
- Mazzotti, V. L., & Rowe, D. A., Invited Keynote Speaker (December, 2009). *Linking transition assessment and postsecondary goals: Key elements in the transition planning process*. Transition Assessment, Providence, RI.
- Rowe, D. A. (October, 2009). *Family involvement in secondary transition*. Division of Career Development and Transition 15<sup>th</sup> International Conference, Savannah, GA.
- Test, D., Mazzotti, V., Mustian, A., Kelley, K., Rowe, D. (October, 2009). *Evidence-based practice and post-school success in secondary transition*. Division of Career Development and Transition 15<sup>th</sup> International Conference, Savannah, GA.

### ***National/International Conferences***

- Mazzotti, V. L., Rowe, D. A., & Test, D. W. (2019). *Evidence-Based and Research-Based Practices for Teaching Academics to Secondary Students with Disabilities*. Council for Exceptional Children Convention & Expo. Indianapolis, Indiana.
- Mazzotti, V. L., Test, D. W., Lombardi, A., Reardon, K., Clark, K. Rowe, D. A., & Unruh, D. K., & (2019). *Secondary Transition Fidelity Assessment for Secondary personnel: Results from Field Testing*. Council for Exceptional Children Convention & Expo. Indianapolis, Indiana.
- Unruh, D., Rowe, D. A., & Alverson, C. (2019). *Lessons learned from National Technical Assistance Center on Transition's Intensive Technical Assistance Process*. Council for Exceptional Children Convention & Expo. Indianapolis, Indiana.
- Rowe, D. A. (2018). *Selecting transition assessments and curricula to match student need*. NACT 12<sup>th</sup> Annual Capacity Building Institute. Denver, CO.
- Mazzotti, V.M., & Rowe, D. A. (2018). *Defining best available evidence in secondary transition*. Council for Exceptional Children Convention & Expo. Tampa, FL.
- Rusher, D., & Rowe, D.A. (2018). *Using General Case Analysis to Develop Simulated Instruction*. Council for Exceptional Children Convention & Expo. Tampa, FL.
- Rowe, D. A. & Thompson, E. (2017). *The Nuts and bolts of future planning*. Native American Conference on Special Education. Albuquerque, New Mexico.
- Rowe, D. A. & Mazzotti, V. M. (October, 2017). *Using Data and Evidence-Based Predictors to Drive Program Improvement*. Australian Association of Special Education Regional Trainings. Sydney, Wollongong, & Bathurst, Australia.

- Harvey, M., Test, D.W., & Rowe, D. A. (2017). *Workforce development for 21<sup>st</sup> Century Jobs, STEM to STEAM*. Division of Career Development and Transition Conference. Milwaukee, WI.
- Mazzotti, V. M., Rowe, D.A., Fowler, C., & Test, D. W. (2017). *Secondary Evidence-based Practices and Predictors of Post-School Success: Findings from NTACTION*. Division of Career Development and Transition Conference. Milwaukee, WI.
- Rusher, D., & Rowe, D.A. (2017). *Using General Case Analysis to Develop Simulated Instruction*. Division of Career Development and Transition Conference. Milwaukee, WI.
- Rowe, D. A. & Mazzotti, V. M., (2016). *Bridging the Research to Practice Gap: Implementing Secondary Transition EBPs*. Division of Career Development and Transition Conference. Myrtle Beach, SC.
- Mazzotti, V.M., Stevenson, B., Rowe, D. A., & Test, D.W. (2016). *Defining best available evidence in secondary transition*. Council for Exceptional Children Convention & Expo. St. Louis, MO.
- Rowe, D. A., & Mazzotti, V. L. (2015). *Implementing evidence-based practices in secondary transition*. Council for Exceptional Children Convention & Expo. San Diego, CA.
- Mazzotti, V. L., Rowe, D. A., & Sinclair, J. (2015). *Predictors of post-school success: A systematic review of the NLTS2 Secondary Analysis*. Council for Exceptional Children Convention & Expo. San Diego, CA.
- Hirano, K., & Rowe, D. A. (November, 2014). *A framework for parent involvement in education & transition planning*. Division of Career Development and Transition Conference. Cleveland, OH.
- Rowe, D. A., & Mazzotti, V.L. (November, 2014). *Implementing evidence-based practice for youth with disabilities*. Division of Career Development and Transition Conference. Cleveland, OH.
- MaGee, C., & Rowe, D. A. (November, 2014). *Teaching transition in conjunction with the common core*. Division of Career Development and Transition Conference. Cleveland, OH.
- Poppen, M., & Rowe, D. A. (November, 2014). *Predictors of post-school success: A systematic review of NLTS2 secondary analysis literature (poster)*. Division of Career Development and Transition Conference. Cleveland, OH.
- Rowe, D. A., & Fowler, C. H. (January, 2014). *Determining characteristics of evidence-based predictors of post-school success: A tool for districts and schools*. PepNet. Denver, Colorado.
- Mazzotti, V.L., Rowe, D. A., Carter, E., Zhang, D., & Roberts, E. (November, 2013). *Developing a research agenda: Strategies for early scholars*. Division of Career Development and Transition Conference. Williamsburg, VA.
- Rowe, D. A., Bethune, L., & Mazzotti, V.L. (November, 2013). *Implementing evidence-based practice for youth with low incidence disabilities*. Division of Career Development and Transition Conference. Williamsburg, VA.
- Rowe, D. A., & Fowler, C. H. (November, 2013). *Determining characteristics of evidence-based predictors of post-school success: A tool for districts and schools*. Division of Career Development and Transition Conference. Williamsburg, VA.
- Rowe, D. A., & Fowler, C. H. (April, 2013). *Determining characteristics of evidence-based predictors of post-school success: A tool for districts and schools*. Council for Exceptional Children. San Antonio, TX.
- Rowe, D. A. (October, 2012). *Determining characteristics or evidence-based predictors of post-school success*. Division of Career Development and Transition Regional Conference. Denver, CO.

- Rowe, D. A. (October, 2012). *The where and how of family involvement in transition*. Division of Career Development and Transition Regional Conference. Denver, CO.
- Rowe, D. A. (October, 2012). *Implementing effective practices*. Mid-Year Check Connect. Denver, CO.
- Rowe, D. A., & Test, D. W. (April, 2012). *Effects of simulation to teach students with disabilities basic finance skills*. Council for Exceptional Children Annual Conference, Denver, CO.
- Rowe, D. A., Alverson, C. L., Kellems, R. Leinen, J., & Unruh, D. (April, 2012). *Using post-school outcome data to determine effectiveness of statewide transition programming*. Council for Exceptional Children Annual Conference, Denver, Colorado.
- Rowe, D. A., Martin, J., & Dojonvic, S., (October, 2011). *Transition assessment: The position of the division of career development and transition revisited*. Division of Career Development and Transition 16<sup>th</sup> International Conference, Kansas City MO.
- Rowe, D. A., Alverson, C. L., Kellems, R. Leinen, J., & Unruh, D. (October, 2011). *Using post-school outcome data to determine effectiveness of statewide transition programming*. Division of Career Development and Transition 16<sup>th</sup> International Conference, Kansas City MO.
- Rowe, D. A., & Alverson, C. L. (October, 2011). *Improving outcomes with evidence-based practices*. Division of Career Development and Transition 16<sup>th</sup> International Conference, Kansas City MO.
- Rowe, D. A., Cease-Cooke, J., & Test, D. W. (October, 2011). *Effects of simulation training on making purchases with debit card and tracking expenses*. Division of Career Development and Transition 16<sup>th</sup> International Conference, Kansas City MO.
- Rowe, D. A., & Test, D. W. (October, 2011). *Effects of computer-based instruction on transition planning process knowledge of parents of students with disabilities*. Division of Career Development and Transition 16<sup>th</sup> International Conference, Kansas City MO.
- Kellems, R., Leinen, J., Rowe, D. A., Alverson, C. L., & Unruh, D. (October, 2011). *Exploring administrative data sources (SLDS) to report post-school outcomes (Indicator -14)* Division of Career Development and Transition 16<sup>th</sup> International Conference, Kansas City MO.
- Rowe, D. A., & Test, D. W. (April, 2011). *Effects of computer-based instruction on transition planning process knowledge of parents of students with disabilities*. Council for Exceptional Children Annual Conference, National Harbor, MD.
- Alverson, C. Y., & Rowe, D. A. (2011). *Back to the future: Preparing students for the future using post-school outcome data*. South Dakota Council for Exceptional Children Annual Conference, Rapid City, SD.
- Bartholomew, A., & Rowe, D. A. (2010). *Using student-centered, transition assessments to develop a comprehensive, postsecondary vision*. TASH 35<sup>th</sup> Annual Conference, Denver, CO.
- Rowe, D. A., & Johnston-Rodriguez, S. (2010). *Diversity and transition planning: Evidence-based practices and predictors in secondary transition*. Transition in the 21<sup>st</sup> Century. Division of Career and Development 16<sup>th</sup> annual conference, Mystic, CT.
- Rowe, D. A. (April, 2010). *Planning for adulthood: What happens after high school?*. Council for Exceptional Children Annual Conference, Nashville, TN.

### ***Regional/State Conferences***

- Rowe, D. A. (December 2018). *Implementation of Quality IEPs*. Guam Secondary Transition Training. Guam.

- Rowe, D. A. (August 2018). *Implementation of Quality IEPs*. Republic of the Marshall Summer Special Education Institute [4-day professional development workshop]. Majuro, Marshall Islands.
- Rowe, D. A. (August, 2017). *Quality IEPs and Planning for and Implementing Accommodations*. Republic of the Marshall Summer Special Education Institute [4-day professional development workshop]. Majuro, Marshall Islands.
- Rowe, D. A. (June, 2017). *Embedding Transition Skills into Academic Instruction: Implementation of Secondary Academic Evidence-based Practices*. Colorado Secondary Transition Conference. Keystone, CO
- Rowe, D. A., & Thompson, E. (September, 2016). *Evidence-based practices and predictors of post-school success*. Bureau of Indian Education Tribally Controlled Schools Special Education Training. Bellingham, WA.
- Rowe, D. A. (July, 2016). *Collaborating for effective transition*. Republic of the Marshall Summer Special Education Institute [4-day professional development workshop]. Majuro, Marshall Islands.
- Rowe, D. A. (March, 2016). *Middle School Matters: Transition, Assessment, Instruction, and Services*. Rhode Island Secondary Transition State Institute. Providence, RI.
- Rowe, D. A. (January, 2016). *Using assessment data to drive IEP development and instruction*. Republic of the Marshall Islands SSIP Planning Team Meeting [3-day professional development workshop]. Majuro, Marshall Islands.
- Rowe, D. A. (March, 2015). *Transition assessment: Making the link to improve transition IEPs*. Rhode Island Secondary Transition State Institute. Bristol, RI.
- Rowe, D. A. (March, 2015). *Data-based decision making: Important or just a buzz word*. Rhode Island Secondary Transition State Institute. Bristol, RI.
- Rowe, D. A., Mazzotti, V.L., & MaGee, C. (February, 2015). *Implementing evidence-based practice for youth with low incidence disabilities*. Oregon Association for Vocational Special Needs Conference. Hood River, OR.
- Mazzotti, V.L., & Rowe, D. A. (February, 2015). *Teaching non-cognitive skills to youth with disabilities*. Oregon Association for Vocational Special Needs Conference. Hood River, OR.
- Rowe, D. A. (October, 2014). *Post-school outcomes data collection: Training data collectors*. [2-day professional development] Regional Trainings in Pueblo, Grand Junction, Greeley, and Colorado Springs, CO.
- Rowe, D. A. (October, 2014). *Aligning evidence-based practices and predictors*. Centennial Bocces Professional Development Day. Greeley, CO.
- Rowe, D. A. (August, 2014). *Keeping the end in mind: Building a logic model*. Bureau of Indian Education, Albuquerque, NM.
- Rowe, D. A. (July, 2014). *Graduation/dropout: An informed conversation*. Pennsylvania Special Education Leadership Academy, Bedford Springs, PA.
- Rowe, D. A., & Alverson, C. Y. (August, 2014). *STEPSS: Facilitators training*. Bureau of Indian Education, Albuquerque, NM.
- Rowe, D. A. (June, 2014). *Aligning evidence-based practices and predictors*. Colorado Secondary Transition Conference. Breckenridge, CO.
- Rowe, D. A., & Fowler, C. (March, 2014). *Identifying and implementing effective transition services*. Rhode Island Transition Capacity Building Institute. Bristol, RI.

- Rowe, D. A. (March, 2014). *Parents part 2*. Rhode Island Transition Capacity Building Institute. Bristol, RI.
- MaGee, C., Mazzotti, V.L., & Rowe, D. A. (February, 2014). *Transition and the common core*. Oregon Association for Vocational Special Needs Conference. Hood River, OR.
- Rowe, D. A., Mazzotti, V.L., & MaGee, C. (February, 2014). *Implementing evidence-based practice for youth with disabilities*. Oregon Association for Vocational Special Needs Conference. Hood River, OR.
- Rowe, D. A., & Magee, C. (October, 2013). *College and career readiness: Transition focused education*. South Dakota Transition Institute. Pierre, SD.
- Rowe, D. A., Krogstrand, A., & MaGee, C. (October, 2013). *Are you implementing transition evidence-based practices?* South Dakota Transition Institute. Pierre, SD.
- Rowe, D. A. (June, 2013). *Using post-school outcomes to drive district program improvement*. Iowa Secondary Transition Summer Leadership Institute. Ames, IA.
- Rowe, D. A. (June, 2013). *Post-school outcomes nationally and in Iowa: Improving outcomes with evidence-based practices and predictors*. Iowa Secondary Transition Summer Leadership Institute. Ames, IA.
- Rowe, D. A. (March, 2013). *Improving post-school outcomes with evidence-based special education*. North Dakota Secondary Transition and Parent Involvement Conference. Mandan, ND.
- Rowe, D. A. (March, 2013). *Parent involvement: The why and how of teaching parents about the transition planning process*. North Dakota Secondary Transition and Parent Involvement Conference. Mandan, ND.
- Rowe, D. A. (March, 2013). *Using post-school outcomes and secondary transition data to drive district improvement activities*. Rhode Island Transition Capacity Building Institute. Bristol, RI.
- Rowe, D. A. (March, 2013). *The where and how of family involvement in transition*. Rhode Island Transition Capacity Building Institute. Bristol, RI.
- Rowe, D. A., & Kellems, R. (February, 2013). *Implementing evidence-based practice for youth with low incidence disabilities*. Oregon Association of Vocational Special Needs Personnel Conference, Hood River, OR.
- Kellems, R., & Rowe, D. A. (February, 2013). *Transition assessment*. Oregon Association of Vocational Special Needs Personnel Conference, Hood River, OR.
- Alverson, C. Y., & Rowe, D. A. (October, 2012). *Linking post-school outcomes to the classroom: Evidence-based practices and predictors*. Nebraska Transition Summit. Grand island, NE.
- Rowe, D. A. (October, 2011). *Evidence-based practice: Effective transition strategies for students with emotional behavioral disorders*. Nebraska Department of Education 2011 Transition Webinar Series.
- Rowe, D. A., Test, D.W., Bost, L.B., & Leuking, R. (August, 2011). *The biggest production of all: Status of national and state secondary transition services*. Indiana Transition Forum, Indianapolis, IN.
- Rowe, D. A. (August, 2011). *It's showtime! An in depth look at postsecondary follow-up data and evidence*. Indiana Transition Forum, Indianapolis, IN.
- Rowe, D. A. (August, 2011). *Stage right or left? Understanding how to facilitate transition for students with emotional support needs*. Indiana Transition Forum, Indianapolis, IN.
- Rowe, D. A. (June, 2011). *Post-school outcomes: Nationally and in Colorado*. Colorado Annual State Transition Institute, Colorado Springs, CO.

- Rowe, D. A. (2011). *Linking evidence-based practices and predictors to post-school outcome data*. National Post-school Outcomes Center Cross Regional Meeting, Denver, CO.
- Rowe, D. A. (2011). *Using transition assessment to guide IEP development*. Oregon Association of Vocational Special Needs Personnel Conference, Hood River, OR.
- Rowe, D. A. (2011). *Effects of simulation training on making purchases with a debit card and tracking expenses*. Oregon Association of Vocational Special Needs Personnel Conference, Hood River, OR.
- Rowe, D. A. (April, 2010). *Using transition assessment to guide IEP development*. North Carolina Division of Career Development Annual State Conference, Raleigh, NC.
- Rowe, D. A. (February, 2010). *Using transition assessment to guide IEP development*. DC Public Schools/ OSSE Workshop Series: Improving Transition Services and Outcomes for Students, Washington, DC.
- Rowe, D. A., Mazzotti, V. L., & Hudson, M. (2010, January). *Bridging the research to practice gap: Evidence-based practice in secondary transition*. The 2010 North Carolina Council for Exceptional Children State Conference, Wilmington, NC.
- Mazzotti, V. L., & Rowe, D. R. (December, 2009). *Using transition assessment to guide IEP development*. Rhode Island State Transition Conference, Providence, RI.
- Rowe, D. A., & Mazzotti, V. L. (November, 2009). *Transition assessment*. NCDCDT Piedmont West Regional meeting, Concord, NC.
- Rowe, D. A. (November, 2009). *Transition assessment and writing post-secondary and annual IEP goals*. Darlington, SC.
- Rowe, D. A., & Kelley, K. R. (2009, September). *Interagency collaboration: Working with schools*. North and South Carolina Association for Persons in Supported Employment Joint Employment Conference, Myrtle Beach, SC.
- Rowe, D. A., & Mazzotti, V. L. (2009, July). *Developing an 18-21 year old program: Using evidence-based practices*. Charlotte Mecklenburg Schools, Charlotte, NC.
- Rowe, D. A., Kelley, K. R., & White, J. A. (2009, April). *Writing postsecondary goals*. North Carolina Division of Career Development Annual State Conference, Raleigh, NC.
- Kelley, K. R., Rowe, D. A., & White, J. A. (2009, February). *Student involvement in the IEP process*. The 2008 North Carolina Council for Exceptional Children State Conference, Wilmington, NC.

## UNIVERSITY TEACHING

### Courses Taught

SPED 543	Low incidence Disabilities (face-to-face), University of Oregon
SPED 607	Systematic Instruction for Youth with Low Incidence Disabilities (face-to-face), University of Oregon [OSEP personnel preparation grant-funded course, H325K150204]
SPED 610	Self-Determination and Cultural Diversity in Secondary Transition [OSEP personnel preparation grant-funded course, H325K150204]
SPED 610	Implications for Policy and Practice in Secondary Transition [OSEP personnel preparation grant-funded course, H325K150204]
SPED 601	Research, Independent Study in Secondary Transition Research, University of Oregon

SPED 605	Reading, Independent Study in Self-Determination, University of Oregon
SPED 605	Reading, Independent Study in Professional Writing, University of Oregon
SPED 633	Transition Planning and Instruction I (face-to-face), University of Oregon
SPED 634	Transition Planning and Instruction II (face-to-face), University of Oregon
SPED 614	School-to-Careers (co-taught with Dr. Ryan Kellems, graduate, face-to-face), University of Oregon
SPED 856	Transition Education and Services (asynchronous distance education via Blackboard, Moodle, & Canvas), University of Kansas
SPED 858	Assessment for Transition Planning (asynchronous distance education via Canvas), University of Kansas
SPED 859	Interagency Collaboration (asynchronous distance education via Canvas), University of Kansas
SPED 898	Masters Project I, Independent Study (distance education), University of Kansas
SPED 899	Masters Project II (distance education), Independent Study, University of Kansas
SPED 5273	Life Skills Instruction (synchronous distance education via Wimba), University of North Carolina at Charlotte
SPED 5316	Transition Planning and Service Delivery (co-taught with Dr. Nellie Aspel, graduate, synchronous distance education via Wimba), University of North Carolina at Charlotte
RSCH 6101	Research Methods (co-taught with Dr. Lynn Ahlgrim-Delzell, graduate, face-to-face), University of North Carolina at Charlotte

### **Guest Lecturer**

SPED 607	Seminar in Implementation Science (Topic: Systematic Reviews of the Literature), University of Oregon
EDSE 677	Transition to Adulthood for Youth with Exceptionalities (Topic: Evaluating Transition Programs), University of Northern Colorado
SPED 5316	Transition Planning and Service Delivery (Topic: Preparing students for community life: Independent living and community participation), University of North Carolina at Charlotte
SPED 8472	Professional Writing in Special Education (Topic: Strategies for conducting literature searches), University of North Carolina at Charlotte
EDSE 677	Transition to Adulthood for Youth with Exceptionalities (Topic: Predictors of post-school success), University of Northern Colorado

### **Course Design or Redesign**

SPED 543	Low Incidence Disabilities (asynchronous distance education via ObaVerse, University of Oregon [Redesign of permanent course])
SPED 856	Transition Education and Services (asynchronous distance education via Blackboard), University of Kansas [Redesign of permanent course]
SPED 633	Transition Planning and Instruction I, University of Oregon [Redesign of permanent course]
SPED 634	Transition Planning and Instruction II, University of Oregon [Redesign of permanent course]
SPED 610	Self-determination and Cultural Diversity in Secondary Transition, University of Oregon [Specially Designed course for an OSEP Personnel Prep Grant course, H325K150204]
SPED 607	Instructional Programming with Low Incidence Disabilities, University of Oregon [Specially Designed course for an OSEP Personnel Prep Grant course, H325K150204]
SPED 610	Implications for Policy and Practice in Secondary Transition, University of Oregon [Specially Designed course for an OSEP Personnel Prep Grant course, H325K150204]
SPED 593	College and Career Ready: Preparing Students with Disabilities Using Indicator 14 Post School Outcomes Data and Evidence-Based Predictors and Practices for Secondary Transition, Black Hills State University South Dakota

### **Doctoral Student Advisees, University of Oregon (ongoing)**

Ph. D. Angela Ingram (Doctoral Advisor), University of Oregon, Department of Secondary Special Education and Transition. Graduated August 2018

Ph.D. Kara Hirano (Doctoral Advisor), University of Oregon, Department of Secondary Special Education and Transition. Graduated June 2016

### **Doctoral Dissertation Committees**

Dissertation committee member, Angela Ingram. (SPED). *An Arts-Based Phenomenological Study of Transgender Youth with Disabilities High School Experiences*. Completed. Defended July 2018.

Dissertation committee member, Ms. Colleen McCarthy. (PSY). *The Influence of Parental Support on Emerging Adult Career Development*. Completed. Defended June 2017.

Dissertation committee member, Ms. Kara Hirano. (SPED). *Identifying factors that influence parent engagement in secondary transition planning*. Completed. Defended June 2016.

### **Doctoral Program Committees**

Ph. D. Kyle Reardon (program committee member), University of Oregon, Department of Secondary Special Education and Transition

Ph. D. Seunghee Lee (program committee member), University of Oregon, Department of Secondary Special Education and Transition

Ph. D. Hobie Blackhorn (program committee member), University of Oregon, Department of Secondary Special Education and Transition

Ph. D. Richie Thomas (program committee member), University of Oregon, Department of Secondary Special Education and Transition

### **Master Students Mentees, University of Oregon (ongoing)**

M. A. Lindi Esplin (graduate mentor), University of Oregon, Department of Special Education [*graduated* June 2016]

M. A. Kathryn Henson (graduate mentor), University of Oregon, Department of Special Education [*graduated* June 2017]

M. A. Lauren Kotz (graduate mentor), University of Oregon, Department of Special Education [*graduated* June 2017]

M. A. Niles Potts (graduate mentor), University of Oregon, Department of Special Education [*graduated* June 2017]

### **Special Graduate Faculty, Advisement of Graduate Students, University of Kansas (Distance Education, ongoing)**

M.A. Kelly Brooks (Masters committee co-chair), University of Kansas, Department of Special Education [*graduated* December 2013]

M.A. Trisha Simmons (Masters committee co-chair), University of Kansas, Department of Special Education [*graduated* June 2014]

M.A. Andrea Suk (Masters committee co-chair), University of Kansas, Department of Special Education [*graduated* August 2014]

M.A. Candy Montero (Masters committee co-chair), University of Kansas, Department of Special Education [*graduated* June 2015]

M.A. Loretta Alvarez (Masters committee co-chair), University of Kansas, Department of Special Education [*graduated* June, 2015]

M.A. Mae Fernandez (Masters committee co-chair), University of Kansas, Department of Special Education [*graduated* June, 2015]

M.A. Jennifer Starkey (Masters committee co-chair), University of Kansas, Department of Special Education [*graduated* June, 2015]



- M.A. Cathy Fitzgerald (Masters committee co-chair), University of Kansas, Department of Special Education  
[*graduated* July 2016]
- M.A. Heather Underwood (Masters committee co-chair), University of Kansas, Department of Special Education  
[*graduated* December 2016]

## SERVICE

### *University service*

- 2018 Search Committee for Assistant Vice President for Research Integrity and Operations  
2018-present University of Oregon Institutional Review Board (chair)  
2017-2018 University of Oregon Institutional Review Board (vice chair)  
2016-2017 University of Oregon Institutional Review Board (full board member)  
2012-2016 University of Oregon Institutional Review Board (alternate member)  
2012-2014 Faculty Advisor for University of Oregon's Student Council for Exceptional Children

### *College service*

- 2014 University of Oregon College of Education Faculty Research Award Committee  
2014-present University of Oregon Special Education Department Masters Committee Member  
2013-present University of Oregon Special Education Department Doctoral Committee Member

### *Department service*

- 2012-2014 Interview/Hiring committee for student workers in SSET  
2014-present Faculty Advisor, Secondary Transition Research Group University of Oregon

## SERVICE TO FIELD

### *Editorial Experience*

- 2019-present Academic Editor TEACHING Exceptional Children  
2017-present Guest reviewer for School Psychology Quarterly  
2017-present Editorial Board for Journal for Vocational Rehabilitation  
2016 Guest Editor for Vocational Evaluation and Work Adjustment Association Journal Special Issue on Transition Assessment  
2016-present Manuscript reviewer for the Assessment for Effective Intervention  
2014-2015 Guest Editor for Teaching Exceptional Children Special Issue on Transition in the 21<sup>st</sup> Century  
2017-present Manuscript reviewer for Journal of Positive Behavior Interventions  
2015-present Manuscript reviewer for Vocational Evaluation and Career Assessment Professionals Journal  
2014-present Consulting Editor for the Journal Intervention in School and Clinic  
2012-present Manuscript reviewer for Sage Open Interactive Open Access Journal for the Social and Behavioral Sciences, Humanities, and Other Disciplines.  
2011-present Consulting Editor for the Journal of Career Development and Transition for Exceptional Individuals (CDTEI)  
2009 Reviewer, Council for Exceptional Children's Professional Standards Committee and Division of Career Development and Transition and Professional Standards Committee, Identified evidence-based practices for Common Core Standards and Skills  
2009 to 2014 Newsletter Co-editor, *Savage Controversies*, Newsletter of Evidence-Based Practice Special Interest Group, Association for Behavior Analysis International

### *External Review Experience*

- 2018-present Reviewer on Council for Exceptional Children Publications Review Panel  
2018 Reviewer for The National Professional Development Center on Autism Spectrum Disorders Update on Evidence-based Practices for ASD: Training and Article Review

2017	Guest Reviewer for Secondary Transition: Student Led IEP IRIS Module
2016	Guest Reviewer for Secondary Transition: Interagency Collaboration IRIS Module
2014	Life Centered Career Education (LCE) focus group participant
2014	Guest Reviewer for Transition Curriculum Review Panel (National Network on Youth Transition for Behavioral Health)
2012	Reviewer for The National Professional Development Center on Autism Spectrum Disorders Evidence-based Practices for ASD: Training and Article Review
2011	Life Centered Career Education Curriculum Revision Team, Council for Exceptional Children's Division of Career Development and Transition
2010	Guest Grant Reviewer, The Arc of the United States/Wal-Mart Foundation School-to-Community Transition Project

### ***Professional Membership Committee Work***

2018	Member of IES Technical Working Group (TWG) on Families of Children with Disabilities
2015-2018	At-large Board Member Vocational Evaluation and Career Professionals (VECAP)
2014-2018	President and Founder of Oregon Division of Career Development and Transition (ORDCDT)
2012-2018	Division of Career Development and Transition (DCDT) Board Member, North West Regional Representative
2011	Judge for the DCDT Pat Sitlington Student Researcher Competition
2011-present	Member, Council for Exceptional Children, Division of Career Development and Transition's, Publication committee
2009	Student Representative, North Carolina Division of Career Development and Transition (NCDCDT)
2009	Participant, Council for Exceptional Children, participation in website usability study
2009-present	Member, Council for Exceptional Children, Division of Career Development and Transition's, Human Rights and Cultural Diversity (HRCDD) committee
2009-2014	Member, Council for Exceptional Children, Division of Career Development and Transition's, Transition Assessment committee
2009-present	Member, Council for Exceptional Children, Division of Career Development and Transition's, Research committee
2009-present	Member, Council for Exceptional Children, Division of Career Development and Transition's, Publication committee

### ***Service to community***

2019-present	Board member, ARC Washington County
2018-present	Advisory Board Member, Career and Technical Education Research Network Lead Center, funded by the Office of Career, Technical, and Adult Education (OCTAE)
2008-Present	Facilitated State Level teams at the Annual Capacity Building Institute for Secondary Transition
2018	Facilitated local school improvement teams at Indiana State Capacity Building Institute
2016	Facilitated local school improvement teams at Rhode Island Annual Secondary Transition State Institute
2016-2017	Advisory Board Member, Switzer Fellowship project with Marcus Poppen
2014-2019	Board member, Alternative Work Concepts, Eugene, Oregon
2014-2016	Advisory Board Member, Rehabilitation Research and Training Center on Advancing Employment for Individuals with Intellectual and Developmental Disabilities, University of Massachusetts, Boston

- 2013-2015      Advisory Board Member, Regional Healthcare Pathways: Innovation in Education grant, Lane County School District
- 2012-2015      Advisory Board Member, Access to integrated Employment (AIE) Project, Institute for Community Inclusion, University of Massachusetts, Boston
- 2011             Volunteer for the Bridgeway House for youth with Autism
- 2010             Organized Food for Lane County Food Drive
- 2009             Member, Charlotte Mecklenburg County Best Practice in Transition Committee

**PROFESSIONAL AFFILIATIONS**

- Council for Exceptional Children (CEC)
- CECs Division of Career Development and Transition (DCDT)
- Oregon Council for Exceptional Children
- Oregon Division of Career Development and Transition
- Vocational Evaluation and Career Assessment Professionals (VECAP)
- TASH