

BIOGRAPHICAL SKETCH

NAME: Catherine H. Fowler, PhD.

eRA COMMONS USER NAME: ORCID 0000-0002-7643-7802

POSITION TITLE: Project Director

EDUCATION/TRAINING

| INSTITUTION AND LOCATION | DEGREE | COMPLETION DATE | FIELD OF STUDY |
|---|---------------|------------------------|-----------------------|
| Wake Forest University, Winston-Salem, NC | BA | 1993 | History |
| University of North Carolina at Charlotte | M.Ed. | 1998 | Mental Handicaps |
| University of North Carolina at Charlotte | PhD. | 2007 | Special Education |

A. Personal Statement

Dr. Fowler’s research and national technical assistance efforts focused on transition-age students with disabilities provides support to this application. As the director of the current technical assistance (TA) center (H326E20003) funded by the U.S. Department of Education focused on improving outcomes for students and out-of-school youth with disabilities, she has knowledge of the evidence-based practices and related resources available through the National Technical Assistance Center on Transition: the Collaborative’s (NTACT:C. Fowler brings nearly twenty years of experience coordinating and delivering TA, including professional development, to state agencies and their local partners across the nation.

B. Positions and Honors

Positions and Employment

- 2025 – Present North Carolina State University, Elevate Program Director
- 2020 – Present National Technical Assistance Center on Transition: the Collaborative, Principal Investigator and Co-Director
- 2019 – 2020 National Technical Assistance Center on Transition, Co-Director
- 2019 – Present IDEA Data Center (Westat), Technical Assistance Specialist
- 2019 – Present Evaluation of Transition Supports for Youth with Disabilities (American Institutes for Research), Senior Recruiter/ Contractor
- 2016 – Present University of North Carolina at Charlotte, Adjunct Instructor Special Education
- 2015 – 2019 National Technical Assistance Center on Transition, Project Coordinator
- 2012 – 2014 Center on Secondary Education for Students with Autism Spectrum Disorder (Frank Porter Graham Center, UNC Chapel Hill), Research Associate
- 2006 – 2015 National Secondary Transition Technical Assistance Center, Project Coordinator
- 2004 – 2007 Self-Determination Technical Assistance Center, Project Coordinator
- 2002 – 2004 Self-Advocacy Synthesis Project, Project Coordinator

Honors

2022

The Council for Exceptional Children's Division on Career Development and Transition's Oliver B. Kolstoe Award for significant contribution to the field of transition

C. Contribution to Education Research

Selected Publications

- Alverson, C., Reardon, K., Howard, C., Wiebe, G., Yamamoto, S., **Fowler, C. H.**, Rowe, D. A., & Mazzotti, V. L. (2023). *A Delphi study to further operationalize the secondary predictors of post-school success*. [Manuscript in preparation]. Secondary Special Education and Transition Unit, University of Oregon.
- Stewart-Ginsburg, J. H., Kwiatek, S. M., Mazzotti, V. L., **Fowler, C. H.**, & Fredrick, D. (2023). So, what's next? Supporting students with disabilities at a distance with low- and high-tech transition. In B. Collins (Ed.). *The Special Educator's Guide to Distance Education: Adapting your instruction for the virtual classroom*. Brookes Publishing.
- Kraemer, B. R., McDaniel, S., **Fowler, C.**, & Regan, T. (2022). Transition. In S. Odom (Ed.). *Supporting adolescents with autism in secondary schools*. Guilford.
- Mazzotti, V. L., Rowe, D., Kwiatek, S., Voggt, A., Chang, W., **Fowler, C. H.**, Poppen, M., Sinclair, J., & Test, D. W. (2021). Secondary transition predictors of post-school success: An update for the field. *Career Development and Transition for Exceptional Individuals*, 44(1), 47-64. <https://doi.org/10.1177/2165143420959793>
- Rowe, D. A., Mazzotti, V. L., **Fowler, C. H.**, Test, D. W., Mitchell, V. J., Clark, K. A., Holzberg, D., Owens, T. L., Rusher, D., Seaman-Tullis, R. L., Gushanas, C. M., Castle, H. Chang, W., Voggt, A., Kwiatek, S., & Dean, J. C. (2021). Updating the secondary transition research base: Evidence- and research-based practices in functional skills. *Career Development and Transition for Exceptional Individuals*, 44(1), 28-46. <https://doi.org/10.1177/2165143420958674>
- Rowe, D. A., **Fowler, C. H.** D'Agord, C., Kawatachi, M., Horiuchi, F., Norbert, J., & Avoke, S. (2020). State systemic improvement planning: impact on systems and student outcomes. Manuscript accepted for publication, *Journal of Disability Policy Studies*.
- Fowler, C. H.**, Getzel, E. E., & Lombardi, A. (2018). Facilitating college supports to ensure student success. *New Directions for Adult and Continuing Education*, 160, 101-112.
- Test, D. W., & **Fowler, C. H.** (2018) A look at the past, present, and future of secondary transition. *Rural Special Education Quarterly*, 37, 68-78.
- Kohler, P., D., Gothberg, J. E., **Fowler, C. H.**, & Coyle, J. (2016). *Taxonomy for Transition Programming 2.0: A Model for Transition Education, Services, and Programs*. Western Michigan University.
- Morningstar, M. E., Lombardi, A., **Fowler, C. H.**, & Test, D. W. (2015). A college and career readiness framework for secondary students. *Career Development and Transition for Exceptional Individuals*, 40, 79-91.
- 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.

D. Research Support

External Federally Funded Grants

- Fowler, C.H.**, Unruh, D. K., Morningstar, M. E., MaGee, C., Diehl, M. P., Luecking, R., Fabian, E., Mazzotti, V. L., McGuire-Kuletz., M., Rowe, D. A., & Lattin, D. (2020). *National Technical Assistance Center on Transition for Students and Youth with Disabilities*. OSERS, US-DOE, Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities. [PI; CFDA 84.326E, Funded, H326E200003, 10/01/20, funded annually at \$4,000,000 across 5 years, total \$20,000,000].
- Garet, M., Mazzotti, V. L., Heppen, J., Miller, T., & **Fowler, C. H.** (2019). *NCEE: Evaluation of Transition Supports for Youth with Disabilities*. United States Department of Education, National Center for Educational Evaluation. [Funded, Solicitation # 919900-19-R-0022, 09/27/19, Sub-contract budget: \$1,470,204].
- Ellison, M., University of Massachusetts Medical School, Transitions Rehabilitation Training Center; Test, D. W. & **Fowler, C. H.** *TEST - Translating Evidence to Support Transitions: Improving Outcomes of Youth in Transition with Psychiatric Disabilities by Use and Adoption of Best Practice Transition Planning*. NIDILRR, Disability and Rehabilitation Project (CFDA Number: 84.133A-6). \$73,000 total through University of Massachusetts Medical School October, 2015 – September 2020.
- Test, D. W., Bost, L. W., Kohler, P. D., Unruh, D. K., **Fowler, C. H.**, Luecking, R., & Morningstar, M. E. *National Technical Assistance Center on Transition (NTACT)*. OSERS, US-DOE, Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities. CFDA 84:326E. Funding for fourth year (2018): \$3,125,582. Originally funded annually (January 1, 2015 – December, 2019) \$2,500,000.
- Test, D. W., Kohler, P., & **Fowler, C.** *National Secondary Transition Technical Assistance Center*. OSEP, US-DOE, Technical Assistance and Dissemination to Improve Services and Results for Children with Disabilities. Funded annually (January 2012 – December 2015): \$1,100,000.