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**Advancement and Transition Services
Year in Review**

2020-2021



A MESSAGE FROM DR. CHRISTI CARNAHAN

We have learned over the past year that storytelling is a powerful way to share the impact of the work in ATS, highlight the successes of our students and associates, and emphasize the importance of our university and community partners, families, and stakeholders. So, I would like to take a moment to share Brennan's story.

On the last day of Brennan's internship near my office, I passed her walking through the hall. I'll never forget the smile in her voice when she said, "I'm not going to see you anymore!"

I was initially surprised by this statement, not knowing exactly what she meant, and she went on to say, "I'll be working with the police!" I learned that Brennan was preparing to start her new internship with the University of Cincinnati Police Division (UCPD) and SHE WAS THRILLED.

Brennan graduated from the Transition and Access Program (TAP) this past spring. Today she is a full-time employee with the UCPD, and she loves her job. When asked about Brennan's position, the Chief of Police and Director of Public Safety, James Whalen, said, "I just saw it as an opportunity... We don't have to be exclusive here. We can open our doors, and we can expand our perspectives a little bit and make room for everyone."

This is a story about the power of education and employment, self-determination, and, most importantly, the power of inclusion. Brennan knows she's making a difference through her work, and she feels and is valued by her coworkers. This story also illustrates the vision, mission, and core values of ATS.

In ATS, we are committed to supporting our students and associates in following a personal path that leads them to reach their goals, develop meaningful relationships, and contribute to their communities in important and unique ways, just as Brennan is. Whether through our research, direct services, work with student employees, or relationships with community partners, we engage in innovative activities that promote inclusion for people with intellectual and developmental disabilities. In the coming pages, we are excited to share how our innovative research and practices have influenced the successes of our students and associates and positively impacted our community.

As you read, I invite you to consider ways you might support ATS – our work, our research, and our students and associates. One thing is for sure – we are making great progress because of our generous donors and supporters. Thank you for helping us make a difference.

Sincerely,

Christi Carnahan
Director, Advancement & Transition Services



2020-2021: OUR YEAR OF PROGRESS

Advancement and Transition Services (ATS) is committed to developing innovative programming driven by research and best practices. The mission of ATS is to provide meaningful, quality life experiences for people with intellectual development disabilities (IDD). Students and associates in the ATS programs connect with their communities, engage in employment opportunities, build relationships, and develop skills to become more independent. The 2020-2021 academic year was filled with memorable moments and achievements.

DEDICATED PARTNERSHIPS

Because of the dedication and compassion of our employment and community partners, ATS students and associates experience inclusive internship and employment opportunities. A special thanks goes out to these amazing community partners providing nearly 100 work-based learning experiences across the ATS programs. [Discover more about our partners here.](#)

ATS FINANCIALS

Red & Black Blast : \$56,000 raised

**Endowment Principle Contributions:
\$79,670**

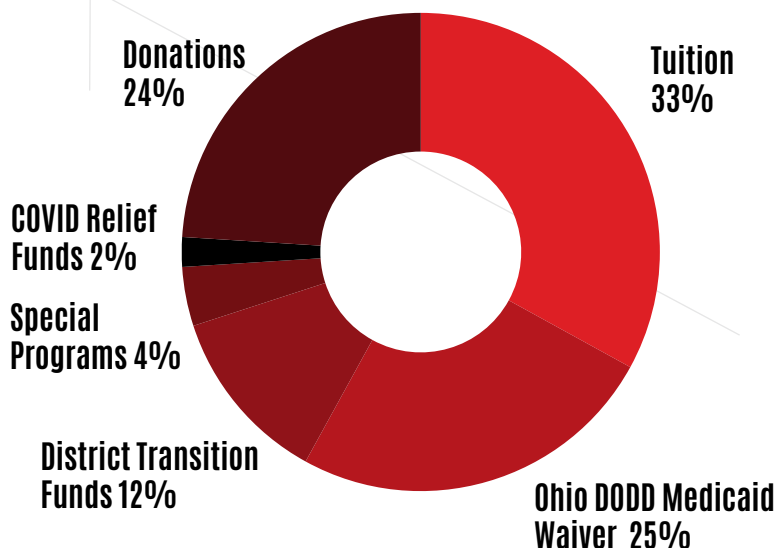
Pledges: \$10,000

Foundation Grants: \$72,611

Revenue:

Tuition: \$555,123
Ohio DODD Medicaid Waiver: \$432,845
District Transition Funds: \$206,500
Special Programs: \$70,467
COVID Relief Funds: \$37,673
Donations: \$417,227

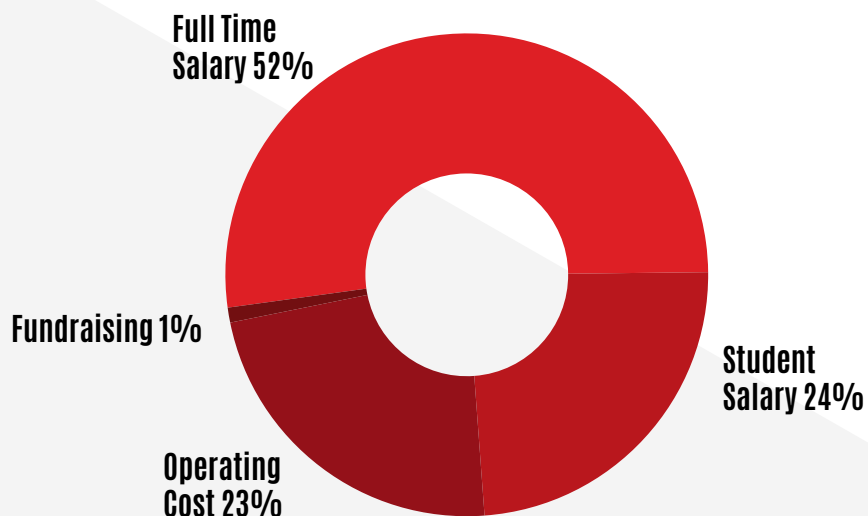
Total: \$1,719,835



Expenses:

Full Time Salary: \$639,060
Student Salary: \$290,511
Operating Costs: \$284,083
Fundraising: \$15,621

Total: \$1,229,275



RESEARCH RECAP

The ATS Research Network was established in 2019 and is comprised of UC faculty and students from across the University and Cincinnati Children's Hospital Medical Center. This network focuses on developing innovative, research-based programming to improve outcomes for people with IDD. ATS has several ongoing research projects across the program.



Microteaching: Supporting New Teacher Professional Development

Special Education faculty Dr. Kathryn Doyle and Dr. Stephen Kroeger are examining the influences of microteaching in the CEES program. Microteaching is an accessible process that supports instructional improvement by practicing evidence-based and high-leverage strategies. Working with a small group of peers, teachers engage in a four-phase process that includes planning, enactment of a strategy, and individual and group reflection. Teachers use the opportunity to explore a teaching strategy that is responsive to student needs in the context of critical friends.

Outcomes and Social Validity of the Transition & Access Program (TAP)

Psychology professor, Dr. Lori Vincent, is leading a study with the Transition and Access Program (TAP) staff to evaluate the student outcomes and social validity of the program. The purpose of the current program evaluation is to (1) evaluate outcomes for students who participate in TAP; (2) to evaluate the social validity of the TAP Course Content; and (3) to understand what population of students with disabilities are most likely to be successful with this specific program which includes a hybrid of TAP specific and inclusive university activities.

Science/Technology/Engineering/Math (STEM) Careers for People with IDD

Developing employment skills and creating career pathways of interest are critical components in all of the ATS programs. Recently, ATS staff and faculty collaborated with UC faculty from the School of Engineering and the School of Education to create a blueprint for postsecondary programs to increase employment opportunities in the STEM field for people with IDD by systematically addressing participation barriers and implementing, refining, and disseminating evidence-based practices across the United States.

Ohio Statewide Consortium of Inclusive Postsecondary Programs

Dr. Diane Weinbrandt has been engaged in research with Ohio's Statewide Consortium (OSC) of inclusive postsecondary programs. Their research project involved interviewing OSC staff, students, parents, and employers to better understand these key stakeholders' perspectives of OSCs alignment to Think College Standards for Inclusive Postsecondary Programs. The team is co-authoring five publications in peer-reviewed journals.

ATS Communication Research Team

Special Education faculty members Dr. Christina Carnahan and Dr. Kate Doyle have worked collaboratively with Literacy and Language Studies faculty member Dr. Allison Breit for the past two years on the ATS Communication Research team. Their focus has been on implementing evidence-based practices that target communication instruction and support for individuals with complex needs across ATS programming. The team successfully implemented a protocol in IMPACT that taught associates how to independently post their thoughts and feelings on social media to share with friends and family. This protocol was then modified and successfully implemented with high school participants in the CEES program. Building off the success of the social media intervention, the team has transitioned to developing and studying a staff training model. The model trains staff to support IMPACT associates in engaging meaningfully in an adult book club.

Collaboration for Employment & Education Synergy (CEES)

The Collaboration for Employment & Education Synergy (CEES) partnered with local school districts to provide transition services to 100 high school students with IDD. This year, CEES students who came to campus engaged in work-based learning experiences for the United States Geological Survey (USGS), UC landscaping around campus, and other structured work to develop employment skills.

Students also set personal employment goals and researched different careers. In addition, some students participated in a course designed to increase visual-spatial skills, which are skills needed to be successful in Science/Technology/Engineering/Math (STEM) careers. Students also accessed curriculum to develop and practice social-communication and vocational skills.

Field Service Opportunities for UC Students

CEES partnered with the School of Education and provided six student teaching opportunities this year. CEES student teachers work with students from multiple school districts and support these students in internships in inclusive settings and engage students in curriculum to set personal goals and increase social communication and vocational skills. In addition, CEES student teachers gain experience with lesson planning, job coaching, and creating goals for their students' individual education programs (IEPs).

CEES also partners with the College of Allied Health Sciences and provides field service experience for Communication Sciences and Disorders (CSD) students. This is a great opportunity for these pre-service professionals because they get hands-on experiences to implement communication interventions with CEES students and a unique opportunity to collaborate with special education pre-service teachers to develop a comprehensive curriculum to support student learning.



Local School Districts

Special thanks to all our partnering school districts during the 2020-2021 school year: Fairfield, Madeira, Mariemont, Milford, Monroe, Mount Healthy (virtual), Warren County ESC (virtual), and Winton Woods.

In Response to COVID-19

CEES offered virtual and in-person opportunities during the 2020-2021 school year. During the Fall semester, 10 students attended CEES in person and 35 students engaged virtually. During the Spring semester, 18 students attended in person and 30 students engaged virtually.

Why is CEES Beneficial for Students and School Districts?

- CEES provides opportunities for students to engage in work-based learning in a variety of internships in an inclusive setting.
- CEES develops self-determination, social communication, and vocational skills.
- CEES incorporates Pre-Employment Transition Services and Developing Spatial Skills Curricula.
- CEES students navigate a new community.



IMPACT Innovation

IMPACT Innovation is a year-round program at UC for adults with autism and/or communication, behavior, or sensory differences. IMPACT associates participate in meaningful, inclusive experiences throughout the day on UC's campus.

The 2020-2021 year was full of challenges and triumphs. After shutting down due to the COVID-19 restrictions, IMPACT reopened and welcomed back associates and staff in June of 2020. Despite the restrictions on campus and in the community, IMPACT staff developed innovative ways to keep associates connected to the community and cultivated opportunities to continue learning and growth.

IMPACT also celebrated the retirement of Chuck Altenau, an essential team member of IMPACT Innovation from its inception in 2014. Chuck was the director from 2019-2021 and brought a lifetime of experience working with people with developmental disabilities along with an abundance of patience, kindness, and generosity. Best of luck, Chuck!

Enrollment

Enrollment increased from 23 to 25, and IMPACT also offers some virtual activities. Capacity is limited due to space and funding, and there is currently a waitlist.

Employment Skills

Employment remains an important aspect of IMPACT, and associates engaged in many new experiences to continue to develop critical job skills. Several associates participated in the Developing Spatial Thinking course, which is designed to teach visual-spatial skills needed to be successful in STEM careers. Associates also volunteered with Preschool Promise and UC's College of Education, Criminal Justice Human Services, and Information Technology (CECH). Associates assembled 1,000 backpacks with school supplies for Cincinnati preschool students and assembled almost 5,000 care packages to welcome back CECH faculty, staff, and students during the spring semester. Associates have also engaged in developing employment skills in work-based learning experiences at ACE Hardware, UC Greenhouse, UC Biology research, and data entry for the United States Geological Survey (USGS). Four of our associates have continued their employment on campus at various Aramark dining locations.

New Activities

This year, IMPACT staff developed creative and engaging activities despite the pandemic conditions. Associates participated in weekly current events and book clubs, explored the community, and practiced using public transportation. Associates also continued a high level of health and wellness activities such as yoga, mindfulness, walking on campus, and implementing healthy nutrition routines. IMPACT welcomed back Art with Intention in January 2021, provided beautiful, original artwork for the 2021 Red & Black Blast, and celebrated their accomplishments in June with an art show for families.

Transportation

Due to the COVID-19 restrictions, transportation services were halted until May 2021. What a relief for associates and families to have this great service back! Currently, IMPACT operates two routes per day in the mornings and afternoons and accommodates 15 associates to and from UC.

In Response to COVID-19

IMPACT staff worked closely with the leadership in CECH to maintain a safe environment to work and learn in-person on campus. Operating in small groups, utilizing technology, and following daily protocols were just a few ways IMPACT associates and staff worked together to stay COVID careful. In addition to CECH's support, the state allowed day programs to bill at a slightly higher rate until January 2021. IMPACT also received funds from state and county COVID Relief Grants to supplement some of the loss during the shutdown.

Why is IMPACT Important? What People are Saying!

“ This experience is very meaningful to me because I have learned how to become a more accessible person to those with developmental disabilities. ”

~ Jacob Oney, student worker

“ Sarah has thrived at IMPACT even though the past year has been very different for the staff and students. She has learned about current events, how having a healthy diet is important, participated in daily walks around campus, and has met new people who are now friends. Sarah is one very proud Bearcat. ”

~MaryAnn McPherson, parent of IMPACT Associate

Transition & Access Program (TAP)

The Transition & Access Program (TAP) is a four-year residential college certificate program for young adults with IDD. TAP students embrace college life and live, work, learn, and lead on UC's campus and become independent, contributing members of the Bearcat community. During the 2020-2021 academic year, 22 TAP students were enrolled and three students graduated. These Bearcats made some very bold achievements.

Student Leadership

TAP students are leaders in the community, acting as ambassadors for the program in addition to following their interests.

- **Two students presented at the national conference, SOTA.**
- **Two students presented at the University of Cincinnati Diversity, Equity, and Inclusion conference.**
- **One student served as a Think College Policy Advocate.**
- **One student served as an ambassador for CECH.**
- **One student represented the United States at the 2020 Paralympics in Tokyo.**

[Read this article](#) about TAP student Lawrence Sapp and his journey to the Paralympics.

Scholarship Awards

- TAP sophomore, Dana Laster, is the second recipient of the TAP into the Future Scholarship. This scholarship is awarded to a TAP student who exemplifies academic achievement, demonstrates leadership, and strives to engage in the community.
- TAP sophomore, Rachel Ma, was the recipient of the William and Eleanor Bauer Scholarship, which is awarded for academic achievement and community leadership.



Why is TAP one of the best college options for students with disabilities?

“

College is fun. It's hard at first, but you get used to it. Living in the dorm is fun because you get to meet new people. ”

~ Dana Laster, TAP student

“

TAP has provided excellent support for our daughter that has allowed for growth while providing an experience that also allows for her to be as independent as possible. ”

~ Theresa Eve, parent of TAP student

“

Independence is the cornerstone of [TAP]. It is really a gift to those who graduate from [the program] and to their families, as well. TAP provides a key to the students to open the door to their independent futures. ”

~ Laurie Wilson, Associate Director of Non-Academic Programs, University of Cincinnati College of Design, Architecture, Art and Planning (DAAP)



More about TAP



Employment and Community Partners

Utilizing Department of Labor Power Grant funds, ATS/TAP partnered with various non-profits to create virtual internships during the COVID pandemic. Students gained work experience in internships with Cincinnati Public Radio, Cincinnati Preschool Promise, and Calibrated Lens. We also continued internships with Aramark, UC Bookstore, UC Greenhouse, and United States Geological Survey (USGS). TAP staff continues to develop person-centered career pathways in our students' areas of interests, including Horticulture, Hospitality and Customer Service, Childcare and Education, Office/Clerical, and STEM.

TAP continued to collaborate with several college partners across the university supporting TAP students to become more independent along with providing field service experiences for UC students. Occupational Therapy and Communication Science Disorder students from the College of Allied Health Sciences supported TAP students in mastering daily living and social communication skills. Human Development and Community Engagement students worked with TAP students during the Healthy Relationships course, providing opportunities to practice social skills and connect with peers.

TAP promotes inclusion and diversity and provides access to opportunities on campus and in our community. 60 UC students volunteered with TAP during the 2020-2021 school year, helping our students and program make a positive impact on our community.

[Read this article](#) about the importance of collaboration with community partners to create meaningful opportunities for students with intellectual and developmental disabilities.

Alumni Accolades

The 2021 TAP graduates are making a bold impact in our community. Brennan Eve is working full-time for the University of Cincinnati Police Division as an office clerk. Lara Klein is continuing her education and pursuing a medical assistant certification. Matt Maine is working full-time for iMFLUX, an innovative plastics injection molding manufacturer in Cincinnati.

[Watch this story](#) from WCPO Channel 9: Positively Cincinnati about Brennan Eve and the innovative collaboration between ATS and UCPD.

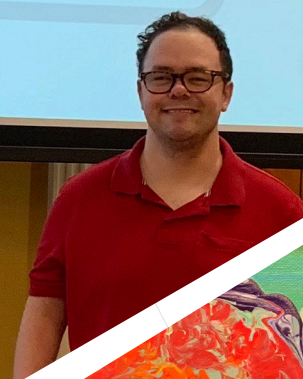
Other highlights:

- **33** graduates as of 2021
- **87%** of graduates are employed or continuing education
- **46%** of graduates are living independently

In Response to COVID-19

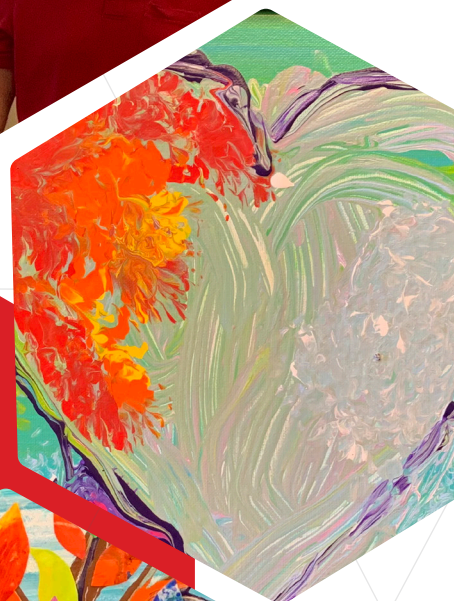
Students were welcomed back to campus in August of 2020. This was a very different year, but TAP and UC implemented protocols to keep our students safe and allow them to continue their education and college experience. Students participated in online and in-person learning, many virtual social events, and several remote internships.

RED & BLACK BLAST



THE 2021 Virtual RED & BLACK BLAST

Like most events, the 2021 Red & Black Blast went live online on March 11, 2021, with attendees tuning in from their homes. Viewers heard stories from our families, students, and staff and engaged in an online silent auction with prizes and original artwork by IMPACT Associates. We also honored Larry Johnson, Dean of CECH, with the Chuck Altenau Outstanding Service Award for his dedication to ATS and people with intellectual and developmental disabilities. The event was a great success, and if you missed it in March, you can **[watch the recorded version here.](#)**



ATS VISION, MISSION, AND CORE VALUES

Over the past year, our ATS team has spent time engaging in a strategic planning process, revising our vision, mission, and core values so that they drive, in clear ways, everything we do. We recognize that our sphere of influence is much larger than the 150 individuals we serve daily. Embedding our vision, mission, and core values in all that we do has the power to influence others as well as the social systems we work in to improve the outcomes for people with intellectual and developmental disabilities. We are unwavering in supporting our team, community partners, and stakeholders to achieve our mission.

In addition, existing in a Tier 1 Research University setting provides unique opportunities for ATS, and our goal is to operate as a system in which our research drives all aspects of our operations. One important reason for this goal is ensuring the sustainability of ATS; funding, both regional and national, is tied to research. In the context of an academic institution, we also expect to contribute to the professional knowledge base.

Our Vision

To promote inclusive communities where people with diverse abilities can thrive in all aspects of their lives supported by innovative programming driven by research and collaboration.

Our Mission

To create meaningful, life-changing experiences for people with intellectual and developmental disabilities (IDD) through innovative research, education, and service.

Our Core Values

01.

We inspire positive change.

We create a safe place to nurture personal growth by making intentional decisions to break down barriers, model accountability, and promote inclusion throughout the communities we touch.

02.

We promote self-determination and self-advocacy.

We provide experiences that cultivate freedom and authority for individuals to make choices and decisions to create happy, productive, and well-rounded lives.

03.

We build relationships of trust.

We believe trusting relationships are the foundation for growth and learning. We recognize each other's unique strengths and challenges and use these to guide our interactions. We listen carefully, communicate openly, and respond thoughtfully.

04.

We are dedicated to research and evidence-based practice.

We are dedicated to research designed to cultivate rich opportunities for learning and growth, and using evidence-based, individualized supports to create inclusive communities and improve the quality of life for all. Research drives our practice, and practice drives our research.

05.

We see and value each other's humanity.

We believe that all people are contributing members of their communities and that dignity comes from the opportunity to engage in meaningful relationships with others. We see beyond labels, barriers, or superficial challenges to the unique strengths and gifts of each individual.

The complete ATS Strategic Plan will be shared in the first half of 2022!

GIVING OPPORTUNITIES - NEXT, NOW

What's next starts with our generous donors and supporters. This is your chance to change lives, to make dreams of college, employment, and living independently come true. This is your opportunity to support a community of inclusion, diversity, and belonging where everyone is valued for their contributions.

foundation.uc.edu/atsfund

For more information about the ATS programs and research, please visit **cech.uc.edu/ats**

THE DEDICATED ATS TEAM



Christi Carnahan // ATS Director

Dr. Christi Carnahan is Associate Professor of Special Education in the School of Education, College of Education, Criminal Justice, and Human Services at the University of Cincinnati. Additionally, she is the director of Advancement and Transition Services within the School of Education. Christi's research interests include literacy and communication interventions for individuals with autism spectrum disorders and other complex communication and behavioral support needs, and creating efficient and effective instructional practices across the lifespan. She has a strong history of mentoring students at the undergraduate and graduate levels. Christi has also published in journals such as *Exceptional Children*, *Journal of Special Education*, and *Focus on Autism and Developmental Disabilities*. She is also the co-author of two books, including *Quality Literacy Instruction for Learners with Autism Spectrum Disorder* and *Facilitating Evidence Based Practice for Students with ASD: A Classroom Observation Tool for Building Quality Education*. Christi and her husband have three children and enjoy traveling as a family.



Shelbie Collopy // ATS Business Manager

Shelbie Collopy has been part of the ATS Team for two years. Prior to working with ATS, Shelbie was the Business Manager for the College of Design, Architecture, Art, and Planning. She also has experience in early intervention therapy for children with autism spectrum disorder and an undergraduate degree in Psychology from the University of Cincinnati. As Business Manager of ATS, Shelbie merges her business skills with her passion for helping people. When not working, Shelbie is studying for a Master of Business Administration, loves to cheer on the Bearcats, and hopes to visit all 50 states by the time she turns 50.



Sadie Everett // ATS Community Relations Manager

Sadie Everett holds a bachelor's degree from Miami University's Richard T. Farmer School of Business and a Master of Arts in Teaching from National-Louis University. Sadie has served as an Adjunct Professor in the School of Education and now as the Community Relations Manager for ATS at the University of Cincinnati. Sadie supports the marketing, communications, and fundraising efforts for ATS. Outside of work, you can find Sadie on a field or court watching her sons play sports. She also enjoys vacationing to the beach or mountains, exploring the great parks of Cincinnati, and watching football with her husband and boys.



Diane Weinbrandt // ATS Director of Community Relations and Job Development

Diane Weinbrandt earned her doctorate at the University of Cincinnati in Special Education and has been with ATS since 2012 in various roles. Her research interests involve supporting individuals with IDD in postsecondary education and improving employment outcomes, including access to STEM pathways. Diane also studies mindfulness, enjoys cooking, and savors spending time with friends and family.

Collaboration for Employment & Education Synergy (CEES)



Cadi Dart // CEES Director

Cadi Dart brings transition services expertise to the ATS/CEES Team. Five years ago, Cadi collaborated with ATS colleagues, community partners, and local school districts to pilot CEES and established the high-quality transition program for high school students with disabilities at UC. For the past three years, Cadi's career took her in a different direction, and she worked for Warren County Educational Service Center as an intervention specialist and transition coordinator. Cadi is excited to be reunited with the ATS team to continue her work with developing CEES into a valued program for the community. When Cadi is not working, she enjoys time with her wonderful husband, Garrick, and two sons Noah (13) and Julian (3) in Clarksville, Ohio. She loves adventure and travel and takes every opportunity to show her kids the awesome world we live in.

IMPACT Innovation



Lee Ann Emmons // IMPACT Director

Lee Ann Emmons has over 20 years of experience working in the field of developmental disabilities. She has managed residential, employment, and adult day services for adults with IDD for private, public, and non-profit agencies. She was most recently employed by the Butler County Board of Developmental Disabilities, where she worked for 13 years providing oversight to the adult day program and supporting the Butler County provider community. Lee Ann is active on the Policy to Practice Committee for the Southwest Regional Autism Advisory Committee and also serves on a statewide workgroup focusing on improvement and accessibility of day services for individuals with communication and behavioral challenges. Lee Ann has a bachelor's degree in special education from Morehead State University and a master's degree in Special Education from the University of Cincinnati. Lee Ann lives in Westchester with her partner Brian, daughter Molly, and dog Phoebe. Her son, Jack, is a first-year student at UC. She has another daughter, Katie, who lives and works in the greater Cincinnati area. Lee Ann is a foodie who loves to cook and entertain and is always looking forward to planning her next travel adventure.



JoAnn Ramsey // IMPACT Program Coordinator

JoAnn Ramsey brings so much experience to the ATS/IMPACT team. She began her career as a paraprofessional and worked for 11 years at the Warren County Educational Service Center (WCESC), working with children with intense behavioral needs. After departing WCESC, she decided to join the ATS team at UC as the program coordinator for IMPACT Innovation. She finds working with the IMPACT associates extremely rewarding and loves coming to work every day. When JoAnn is not at work, she is juggling a busy life as a foster mom. For fun, she enjoys listening to a good live jazz band, singing a few notes at Karaoke, and her absolute favorite pastime is dancing!

Transition & Access Program (TAP)



Jan Goings // TAP Director

Jan Goings began her career in the disability field with a passion for advocacy, education, and diversity. She has launched innovative community services in education, women's health, disability services, and diversity initiatives within higher education. Jan is a strategic leader who operates at the intersection of mission-based values and operational processes and has a lifelong dedication to creating inclusive, responsible communities. Jan has held a VP-COO position with an adult services agency spearheading CARF accreditation and has held faculty positions at Gonzaga University, Bellarmine University, and Xavier University. Jan holds a bachelor's degree in Special Education from the University of Cincinnati, a master's in public administration from Xavier University, and doctoral studies work in policy and disability from Syracuse University. Jan currently serves on the board of Starfire Council and is a member of BOLD, a board leadership development program. In her free time, Jan is engulfed in a good book, exploring new interests, and planning her next international adventure with her daughter.



Meg Brady // TAP Vocational Coordinator

Meg Brady holds a master's degree in Special Education from Miami University. This is her tenth year in serving individuals with disabilities in Transition and Adult Service Programs. Her roles have included Intervention Specialist, Program Coordinator, Program Supervisor, and Transition Coordinator. Meg believes in providing the best services and support to ensure individuals succeed in achieving their post-secondary goals and successful outcomes. She is committed to finding ways that individuals can attain personal satisfaction through participation in their communities. Meg supports person-centered planning and lines of communication and collaboration between individuals, families, agencies, educational programs, and other supporting systems. Meg is looking forward to applying her past experiences with Transition and Adult services to her new role as Vocational Coordinator with TAP.

Meg lives in Lebanon, Ohio, with her husband, daughter, mother, and dog Max. Her son and daughter-in-law live in Cincinnati, and her other daughter, son-in-law, and grandson live in Indianapolis. Meg enjoys the outside and exploring nature with her family and friends. She enjoys traveling internationally and within the US and has a goal to visit all 63 US National Parks with her husband.



Dani Reiss // TAP Academic Coordinator

Danielle 'Dani' Reiss is the Academic Advisor and Academic Coordinator for the Transition & Access Program. Dani is an instructor for TAP, as well as a supervisor to undergraduate student workers and volunteers. As a licensed intervention specialist, she has over ten years of experience teaching in the local Cincinnati community. She started her education in Columbus, Ohio at the Ohio State University, where she earned her Bachelor of Science in Human Development and Family Sciences. She then moved back to Cincinnati to attend UC, where she earned her master's degree in special education. Dani lives north of Cincinnati with her partner, Matt, and their two children Vada (8) and Shai (6). Dani is active in her local community, where she and her family like to volunteer, explore the arts, and take advantage of a 4-season climate.



Kerri Wolfer // TAP Campus Coordinator

Kerri Wolfer, MSW, LISW is a Licensed Independent Social Worker experienced in working in a variety of settings with diverse populations across different age spans. She holds a Master of Social Work degree from Michigan State University and a Bachelor of Arts degree in Psychology from Miami University. She is an annual adjunct instructor at the University of Cincinnati and serves as the Campus Life Coordinator for TAP where she is responsible for collaborating in the development and management of the social learning instruction and initiatives as well as participating in the strategic development of the program. Kerri enjoys spending her free time doing fun activities with her husband and four children.



Beth-Ann Pantazi // TAP Faculty

Beth Pantazi has been an Occupational Therapist for 18 years. She has worked primarily in school-based practice but has experience working in outpatient pediatrics, skilled nursing facilities, home healthcare, acute care, early intervention, and aquatic therapy. Beth works during the school year in K-12 schools and specializes in middle school, high school, and post-secondary age groups. She enjoys mentoring new occupational therapists and advocating for equity in accessibility for her students. Most recently, Beth joined the TAP faculty team and teaches Daily Living Skills. In December 2020, Beth earned her M.Ed. from Bowling Green State University in Special Education and Assistive Technology and is currently pursuing a master's certificate in Special Education Leadership from University of Cincinnati with an expected graduation date of May 2023. She earned her undergraduate degree in Occupational Therapy from Quinnipiac University in January 2004. Beth lives in Milford with her husband Nick, son Andrew, and puggle Charlie. She loves to run outside on a sunny day, travel to visit family, and as a native Rhode Islander, she loves a day at the beach.



Lisa Claypool // TAP Faculty

Lisa has 15 years of experience working with students with disabilities. She worked in middle schools in Charleston, SC as an intervention specialist and reading specialist and in a high school in Cincinnati as an intervention specialist. She joined the TAP team this year and is enjoying working with all of the students on their academics during Academic Support class. Lisa has a bachelor's degree in special education from Ohio University and a master's degree in literacy education from The Citadel. Lisa lives in Cincinnati with her husband and two young children.



Alison Rubel // TAP Faculty

Alison has over 15 years of experience teaching students with developmental disabilities in both K-12 and post-secondary settings. She earned a Master of Science in Education from Purdue University and holds a K-12 special education license in Indiana. Alison began her career as a special educator with the Carmel Clay Schools in Carmel, Indiana. During this time, she served on an interdisciplinary committee to develop a curriculum for district K-5 special education classrooms. She was responsible for the development and implementation of academic and behavioral interventions for students with multiple disabilities, as well as the management of instructional assistants in the special education setting. Shortly after moving to Cincinnati, Alison became an adjunct instructor with the Transition and Access Program and is currently in her sixth year. She teaches courses including College Success, Writing Basics, College Writing, First Aid Basics, and Financial Literacy.

Alison lives near Kings Island with her husband, two daughters, and two Schnauzers. She loves developing new recipes, gardening, and spending time with family at her favorite Cincinnati spots, Pyramid Hill and Washington Park.

A very special thanks to Chuck Altenau, Linda Collins, Beth Dasenbrock, and Valerie Miller! We wish them all the best with their new endeavors.



ATS ⊕ **CEES** ⊕ **IMPACT** ⊕ **TAP**

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