Measurement issues with the concept of career readiness: Insights from the CCR4T study
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Dr. Lombardi studies the transition from adolescence to adulthood, with a particular focus on college and career readiness (CCR) and higher education experiences of underrepresented groups, including students with disabilities. She has secured over $12 million in external funding from a range of agencies including the Institute of Educational Sciences and the Office of Special Education and Rehabilitative Services. Currently, she’s the principal investigator of College and Career Readiness for Transition (CCR4T), a measurement study, an exploration study of interrelationships between college and career readiness and self-determination. In efforts to focus on diversity and disability in higher education, she had developed and facilitated workshops for college faculty focused on inclusive teaching and universally designed instruction. She’s also continued to work on the validation and refinement of the Inclusive Teaching Strategies Inventory, a measure intended for college faculty that has been used in research studies across two- and four-year colleges in the United States, Spain, Canada, Germany, and Taiwan. Dr. Lombardi currently serves as co-editor of Career Development and Transition for Exceptional Individuals, and associate editor of Exceptional Children.