

I. PERSONAL INFORMATION

CONTACT INFORMATION

Meredith Post Gramlich

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ACADEMIC APPOINTMENTS AT UMD

2018- Present, Senior Faculty Specialist– Center for Transition and Career Innovation (CTCI), College of Education, University of Maryland, College Park, MD.

ADMINISTRATIVE APPOINTMENTS AT UMD

2021- Present, Associate Director– TerpsEXCEED, Senior Faculty Specialist, Center for Transition and Career Innovation (CTCI), College of Education, University of Maryland, College Park, MD.

EDUCATION

1993 M.A. Transition Special Education with emphasis on Secondary and Vocational Programming and Business-Education Partnerships, George Washington University, School of Education and Human Development, Washington, D.C.

1990-1991 Watson Fellow, Thomas J. Watson Foundation, Researched attitudes, and practices toward people with disabilities in China, India, Thailand, and Australia; consulted with government officials, special educators, people with disabilities, and families; visited and volunteered at schools, clinics, and other facilities for people with disabilities

1990 B.A. Cum Laude, Distinction in East Asian Studies, Psychology, Concentration, Colby College, Waterville, ME

CERTIFICATIONS

2020 Mental Health First Aid Trainer Certification: Adult & Youth, In-Person, Blended Instruction, and Higher Education Levels 1, 2, & 3 Designations

2020 Institutional Review Board (IRB) Social & Behavioral Research Certification

2013 MSDE teacher recertification, Maryland State Department of Education

1993 NASTDEC Special Education Teacher Certification, Non-Categorical Special Education, K-12, George Washington University, Washington, D.C.

2016 ADA Leadership Network Trainer

2016 ACRE Trainer, National Certificate in Employment Services, Association of Community Rehabilitation Educators, 3-part, 6-day training series

AWARDS

2025 University of Maryland, College of Education Excellence in Service Award. The Excellence in Service award is specifically given to nominees who have demonstrated excellence through leadership in service to the COE. This award is meant to recognize those who have gone above and beyond to advance the mission of the College. This includes those who have sparked change and driven initiatives at the unit/department level or the college level that in turn have a substantial impact on the function, value, and prestige of the College.

PROFESSIONAL CAREER EXPERIENCE

2018- Present, Senior Faculty Specialist– Center for Transition and Career Innovation (CTCI), College of Education, University of Maryland, College Park, MD.

2021- Present, Associate Director– TerpsEXCEED, Senior Faculty Specialist, Center for Transition and Career Innovation (CTCI), College of Education, University of Maryland, College Park, MD.

2024- 2026, Senior Faculty Specialist– Training and Technical Assistance Specialist, Maryland Pathways to Partnership Initiative, Maryland State Department of Education (MSDE),

- 2023 Senior Faculty Specialist– Training and Technical Assistance Specialist, Connecticut Pathways to Integrated Employment (CTPIE), Center for Transition and Career Innovation (CTCI), College of Education, University of Maryland, College Park, MD.
- 2020- Present, Trainer, Mental Health First Aid, Adult, In-Person, Blended Instruction and Higher Education Designations
- 2020- 2021, Senior Faculty Specialist– Project Manager, Moving Maryland Forward: Preparing Transition Professionals for the 21st Century, Center for Transition and Career Innovation (CTCI), College of Education, University of Maryland, College Park, MD.
- 2021 Senior Faculty Specialist– Evaluator, Vermont Summer Career Exploration Program, Center for Transition and Career Innovation (CTCI), College of Education, University of Maryland, College Park, MD.
- 2018- 2021, Senior Faculty Specialist– Technical Assistance Specialist, Work Based Learning Collaborative/ Way2Work Maryland, Center for Transition and Career Innovation (CTCI), College of Education, University of Maryland, College Park, MD.
- 2018- 2021, Senior Faculty Specialist– Co-Investigator, Survey of Way2Work Community Rehabilitation Providers (CRP's), Center for Transition and Career Innovation (CTCI), College of Education, University of Maryland, College Park, MD.
- 2018-2020, Senior Faculty Specialist– Evaluator, Maryland PROMISE, Maryland Department of Disabilities, Center for Transition and Career Innovation (CTCI), College of Education, University of Maryland, College Park, MD.
- 2014- 2018, Senior Research Associate– Lead Technical Assistance Specialist, Fidelity Coordinator, Maryland PROMISE, Maryland Department of Disabilities, TransCen, Inc., Rockville, MD.
- 2013- 2014, Career and Community Teacher– Montgomery County Public Schools Alternative Programs, Rockville, MD.
- 2013 Teacher– Harriet Tubman Program, Rockville High School, Rockville, MD.
- 2012- 2013, Lead Teacher– Harriet Tubman Structured Shelter, Rockville, MD
- 2002- 2007, Project Coordinator– Maryland Customized Employment Partnership, MontgomeryWorks, TransCen, Inc.
- 2000- 2002, Research Associate– TransCen, Inc., Rockville, MD
- 1995- 1999, School to Career Consultant– Maryland Transition Initiative, TransCen, Inc. Rockville, MD
- 1993- 1995, Program Coordinator– Bridges... from School to Work, Program for Youth with Significant Disabilities, TransCen, Inc., San Francisco, CA
- 1992 Employer Representative– Bridges... from School to Work, TransCen, Inc., Rockville, MD

CAREER PROJECTS at UNIVERSITY OF MARYLAND

TerpsEXCEED, Associate Director-- TerpsEXCEED is a 2-year inclusive certificate program for students with intellectual disability. Inclusive college program at the University of Maryland College Park for students with intellectual disabilities who would not be able to attend UMD through a traditional pathway. This is a non-degree program that culminates in a UMD certificate; Terps-EXCEED, EXperiencing College for Education and Employment Discovery, provides a person-centered approach to inclusive postsecondary education and a diverse array of academic and nonacademic courses, and career development activities. Students live and work on campus while taking undergraduate courses. Layers of peer mentoring supports for academic, social and career inclusion on campus are provided by college students. Through Level 1 and 2 Peer mentoring certification and layers of leadership mentoring teams, supports facilitate TerpsEXCEED student success and full inclusion.

Maryland Pathways to Partnership Initiative, Training and Technical Assistance Specialist— Maryland Pathways to Partnerships Initiative (MPPI) is a Rehabilitation Administration, Disability Innovation Fund Grant awarded to Maryland State Department of Education (MSDE) Division of Rehabilitation Services (DORS). The purpose of MPPI is to enhance transition services for children and youth with disabilities ages 10-21, focus on career development and competitive integrated employment, and leverage existing interagency infrastructure to improve service coordination, resource sharing, and data exchange while establishing new local interagency agreements with a focus on enhancing career counseling and culturally responsive services.

Mental Health First Aid, Trainer, Initial UMD training Cohort Team-- Evidence-based course that teaches participants how to identify, understand and respond to mental health and substance use challenges. Provide training certification sessions for faculty, staff, and students, and community members.

Connecticut Pathways to Integrated Employment (CTPIE), Technical Assistant: 5-year model demonstration RSA funded Disability Innovation Grant with the CT Bureau of Vocational Rehabilitation to convert and divert people with disabilities away from subminimum wage employment into competitive integrated careers.

Moving Maryland Forward: Preparing Transition Professionals for the 21st Century: To build the infrastructure and capacity of local secondary transition teams to efficiently and effectively deliver transition services and narrow the achievement gap for nearly 34,000 transition-age students in Maryland. This project seeks to better identify the professional development needs of secondary special education professionals—transition coordinators, educators, and paraeducators— across the 24 local school systems (LSS) and their community partners in order to improve the access, equity, and progress of high-quality transition practices and programs for students with disabilities across the 24 local school systems (LSS) and their community partners in order to improve the access, equity, and progress of high-quality transition practices and programs for students with disabilities.

Work Based Learning Collaborative/ Way2Work Maryland: 5-year research grant funded through the US Department of Education, Office of Special Education and Rehabilitation Services, Rehabilitation Services Administration to the Maryland Division of Rehabilitation Services and local LEAs to study work-based learning interventions and employment outcomes for students with disabilities. Provided training and technical Assistance to facilitate student engagement and research implementation across participating LEAs; supported research fidelity and data collection in LEA implementation; facilitated communication between LEA sites; conducted site trainings and targeted field based support on quality work-based learning, business-education partnerships, and transition best practices; assisted with product development; Co-Investigator, Survey of Way2Work Community Rehabilitation Providers (CRP's).

Maryland PROMISE: 5-year model demonstration and research project to improve the provision and coordination of services for youth Social Security Income (SSI) recipients and their families to help youth recipients achieve better outcomes, including graduating from high school ready for college and a career, completing post-secondary education and job training, and obtaining competitive employment in an integrated setting. PROMISE was a joint initiative of the U.S. Department of Education, the U.S. Social Security Administration, the U.S. Department of Health and Human Services, and the U.S. Department of Labor. Provided training and technical assistance as part of a partnership of state agencies and private sector disability organizations to address the challenges faced by youth receiving SSI by promoting improved education and career outcomes; coordinated, reported, and strategized approach to meet grant fidelity points; facilitated business partnership development for teams across the state; lead trainer to develop, deliver and support employment specialist training; directed case management strategy and implementation guidance; facilitated data management fidelity review and clarification.

CAREER PROJECTS at TransCen

Maryland Customized Employment Partnership, Project Coordinator: Project to provide job search and support for people with significant disabilities through the resources of the One-Stop Career Centers in Montgomery County, MD. Coordinated provision of services to provide quality customized opportunities.

Maryland Transition Initiative, School to Career Consultant: School to work initiative promoting inclusion of youth with disabilities in statewide LEA school to career initiatives. Provided training and technical assistance to school districts, adult service providers, employers, and families throughout Maryland on implementing successful business-education partnerships, work-based learning experiences, and model transition services as part of a systems change initiative to prepare students with disabilities for the transition from school to careers; facilitated coordination for the Maryland Transition Initiative with Career Connections, the Maryland school-to Work systems change initiative, and other state and federal initiatives; facilitated local collaboration between school districts, adult service providers, employers, and families; conducted professional development training for school districts, adult service providers, and employers on transition related information.

Bridges from School to Work, Project Coordinator and Employment Specialist: School to work initiative that facilitates business-education partnerships to help students with disabilities get quality work-based learning opportunities matched with their interests and skills.

II. RESEARCH, SCHOLARLY, CREATIVE, AND PROFESSIONAL ACTIVITIES

BOOKS AND CHAPTERS

- Luecking, R., and Gramlich, M. (2020). Facilitating workplace mentorship for youth workers. In Luecking, R.: The way to work: How to facilitate work experiences for youth in transition, 2nd edition. Baltimore: Paul H. Brookes Publishing Company. Expected availability, 10/2019.
- Luecking, R. & Gramlich, M. (2009). Workplace Mentors for Youth Workers. In R. Luecking, The Way to Work: How to Facilitate Work Experiences for Youth in Transition (pp. 171-187). Baltimore: Brookes Publishing Co.
- Gramlich, M. (1999). How to facilitate workplace mentoring: A guide for teachers to support employers and student workers. Rockville, MD: TransCen, Inc.
- Gramlich, M. (1999). Workplace mentoring: A guide for employers to support student workers. Rockville, MD: TransCen, Inc.

PROFESSIONAL AND EXTENSION PUBLICATIONS

- Jensen, I., D'Agati, A., & Gramlich, M., (2023). Postsecondary Education Needs for People with Intellectual Disability in Maryland. TerpsEXCEED, Center for Transition and Career Innovation, University of Maryland.
- Crane, K., Mitchell, N. A., Gramlich, M., Faizan, A. (2021, May). Moving Maryland Forward: Preparing transition professionals for the 21st century. Center for Transition and Career Innovation.
- Crane, K., Luecking, R., Gramlich, M., Gold, P., Fabian, P., Morris, T., and Brodock, A. (2020). Staff capacity building and accountability in transition services. Career Development and Transition for Exceptional Individuals (December).
- Abramson, L. & Gramlich, M., Zhu, Q. (2020). Way2work Maryland community rehabilitation provider work-based learning experience management. Center for Transition and Career Innovation, University of Maryland, College Park, Maryland, Information Brief (December).
- Gramlich, M. & Crane, K. (2019). Delivering Community-Based Services: Strategies for Managing Field-Based Transition Staff. Center for Transition and Career Innovation (CTCI), Promising Practices Brief, (June).
- Gramlich, M. (2019). Making the Match: Aligning Work Experiences with Interests and Skills. Center for Transition and Career Innovation (CTCI), Promising Practices Brief, 3.
- Gramlich, M. (2019). Matching Youth with Meaningful Work Experiences. Center for Transition and Career Innovation (CTCI), Promising Practices Brief, (March).
- Crane, K. & Gramlich, M. (2019). Work Experiences for Youth with Disabilities. Center for Transition and Career Innovation (CTCI), Promising Practices Brief, 1.
- Gold, P., Fabian, E., Brodock, A., Morris, T., Crane, K., & Gramlich, M. (2019). The effect of competency-based training on staff performance and retention in Maryland PROMISE. Maryland Department of Disabilities, Evaluation Brief, (June).
- Crane, K., Gramlich, M. & Peterson, K. (2004). Putting interagency agreements into action. National Center on Secondary Education and Transition (NCSET), Issue Brief, 3(2).
- Gramlich, M., Crane, K., Peterson, K., & Stenhjem, P. (2003). Work-based learning and future employment for youth: A guide for parents and guardians. National Center on Secondary Education and Transition (NCSET), Information Brief, 2(2).
- Gramlich, M., & Cuzzo, L. (2003). Math, Science and Technology: Essential Skills for Career Success in the 21st Century. National Collaborative on Workforce and Disability (NCWD), Information Brief, 7.
- Luecking, R., & Gramlich, M. (2003). Quality work-based learning and post school employment success. National Center on Secondary Education and Transition (NCSET), Issue Brief, 2(2).

CONFERENCES, WORKSHOPS AND PRESENTATIONS

- Gramlich, M., D'Agati, A., Tornquist, E., Kries, J., Agbor, P., Miller, E., Bascolo, C., Sowers, P., & Matthews, C. (2026). TerpsEXCEED lobbying at Developmental Disability Day, Presentations to 10 Senators and Delegates (February).
- Gramlich, M., Henry, M., & Stuart, C. (2025), CTCI T/TA: Washington County, Charles County, and Caroline County (April).
- Gramlich, M., Dwyre D'Agati, A., Tornquist, B., Agbor, P., Stewart, M., Ruderman, C., and Fleming, G. (2025). TerpsEXCEED Overview: Nuts and Bolts of Programmatic and Mentoring Details for Replication, Maryland Elevates, Maryland State Department of Education. University of Maryland, College Park, Maryland (April).
- Gramlich, M., Dwyre D'Agati, A., Tornquist, B., Agbor, P., Stewart, M., Ruderman, C., and Fleming, G. (2025). TerpsEXCEED Overview: Nuts and Bolts of Programmatic and Mentoring Details for Replication,

- Georgetown, George Washington, and Maryland State Department of Education. University of Maryland, College Park, Maryland (March).
- Gramlich, M., Agbor, P., Boscolo, C., Davies, A., & Kochanowski, A. (2025). TerpsEXCEED Peer Mentoring: Inclusion Works! CHSE205, Disability: From Stigma and Sideshow to Mainstream and Main Street, University of Maryland, College Park, Maryland (March).
- Gramlich, M. & Tsai, A. (2025). TerpsEXCEED Peer Mentoring: Inclusion Works! CHSE205, Disability: From Stigma and Sideshow to Mainstream and Main Street, University of Maryland, College Park, Maryland (March).
- Gramlich, M., Wilcox, S., Gotwalt, E., Lombardi, D., & Kellner, K. (2025). Mentoring in the College of Education, Panel Discussion. Invited panelist. TerpsEXCEED Peer Mentoring. Board of Visitors, College of Education, University of Maryland, College Park, MD (February).
- Gramlich, M., Dwyre D'Agati, A., & Hammett, B. (2025a). Family Perspectives: Disability and Community. CHSE205, Disability: From Stigma and Sideshow to Mainstream and Main Street, University of Maryland, College Park, Maryland (February).
- Gramlich, M., D'Agati, A., Tornquist, E., Brodsky, D., Wilcox, S., Dacy, A., Agbor, P., & Brown, C., (2025). TerpsEXCEED lobbying at Developmental Disability Day, Presentations to 10 Senators and Delegates (February).
- Gramlich, M., Dwyre D'Agati, A., & Hammett, B. (2025b). Family Perspectives: Disability and Community. CHSE205, Disability: From Stigma and Sideshow to Mainstream and Main Street, University of Maryland, College Park, Maryland (February).
- Gramlich, M., Dwyre D'Agati, A., Tornquist, E., Agbor, P., Miller, E., Wilcox, S., Dacy, A. (2024) Access to Inclusive Postsecondary Education(IPSE) Peer Mentoring Promotes Inclusive Living, Learning, & Earning at TerpsEXCEED, University of Maryland. DCDT International Conference, Chantilly, VA (October).
- Dwyre D'Agati, A & Gramlich, M. (2024) Access to Better Careers: TerpsEXCEED at the University of Maryland creates a path to student-driven career outcomes. DCDT International Conference, Chantilly, VA (October).
- Gramlich, M. & Dwyre D'Agati, A. (2024). Access to Better Careers: TerpsEXCEED at the University of Maryland creates a path to student-driven career outcomes. State of the Art in Inclusive Higher Education Conference, Chapel Hill, NC (October).
- Gramlich, M. & Dwyre D'Agati, A. (2023). TerpsEXCEED Peer Mentoring Promotes Inclusive Living, Learning, and Earning at the University of Maryland. State of the Art in IPSE, Colorado Springs, CO (October).
- Gramlich, M. (2024a). Who Are You and What Do You Do? The Importance of Work for Everyone Disability: From Stigma and Sideshow to Mainstream and Main Street. University of Maryland, CHSE205 (March).
- Gramlich, M. (2024b). Who Are You and What Do You Do? The Importance of Work for Everyone Disability: From Stigma and Sideshow to Mainstream and Main Street. University of Maryland, CHSE205 (March).
- Gramlich, M., D'Agati, A., Tornquist, E., Brodsky, D., Miller, E., & Riggs, W., (2024). TerpsEXCEED lobbying at Developmental Disability Day, Presentations to 10 Senators and Delegates (February).
- Gramlich, M. & D'Agati, A. (2023). TerpsEXCEED Peer Mentoring Promotes Inclusive Living, Learning, and Earning at the University of Maryland. State of the Art Conference (SOTA). (October).
- Gramlich, M. & Mays, O. (2023). Mental Health First Aid Training. University of Maryland (July).
- Gramlich, M. & Mays, O. (2023). Mental Health First Aid Training. University of Maryland (June).
- Gramlich, M. & Mays, O. (2023). Mental Health First Aid Training. University of Maryland (April).
- Gramlich, M. (2023). TerpsEXCEED: UMD Inclusive Higher Education for Students with Intellectual Disabilities. Frederick County Transition Fair, Frederick, MD (February).
- Gramlich, M. (2022). Special Ed Rising: No parent Left Behind Podcast. Interview with Meredith Gramlich of TerpsEXCEED, University of Maryland. (December).
- Gramlich, M., Knowlman, G., D'Agati, A., Moore, K., Requejo, M. (2022). Organizer, Moderator and presenter. Siblings Talk: A Panel Discussion with Siblings of People with Disabilities. University of Maryland (October).
- Gramlich, M. (2022). Disability and Community Engagement: Inclusive Learning and Earning. Disability Culture and life Narratives HONR 218V (October)
- Gramlich, M. (2022). Transition Chat: TerpsEXCEED Overview. Baltimore County Public Schools (March).
- Gramlich, M. & Dangerfield, N. (2022). Mental Health First Aid Training. University of Maryland (March).
- Gramlich, M., D'Agati, A., Forsythe, N (2022). TerpsEXCEED Overview. Developmental Disabilities Administration, University of Maryland (March).
- Gramlich, M. (2022) Transition Times: TerpsEXCEED Overview. Potomac Community Services (February).
- Dwyre D'Agati, A. & Gramlich, M. (2021). Advancing Work Experience Collaboration: Way2Work Maryland. DCDT International Conference Myrtle Beach (Virtual). October.

- Gramlich, M., D'Agati, A., Lee, Y., Forsythe, A., Forsythe, N., McKay, Z., Kannan, H., & Smith, C. (2021). Disability Awareness Month Talks: Inclusion Works: Highlights from the UMD TerpsEXCEED Program (October).
- Gramlich, M. & Dangerfield, N. (2021). Mental Health First Aid Training. University of Maryland (October).
- Gramlich, M. & Sherburne, S. (2021). Mental Health First Aid Training. University of Maryland (August).
- Gramlich, M., Mann, D., Martin, F., & D'Agati, A. (2021). Promoting Work for High School Students: The Experiences of Maryland's Way2Work Program. National Council on Rehabilitation Education (June).
- Gramlich, M. & Crane, K. (2021). Corrections Transition Resources: Supporting students to be career ready. Correctional Education, Division of Workforce Development and Adult Learning, Maryland Department of Labor, Baltimore, MD (May).
- Gramlich, M. & Abramson, L. (2021). Work-Based Learning Practice-Based Coaching Sustainability Training, Washington County (May).
- Gramlich, M. & Abramson, L. (2021). Work-Based Learning Practice-Based Coaching Sustainability Training, Frederick County (May).
- Gramlich, M. (2021). Work experience workplace supports training. Worcester County Public Schools (April).
- Gramlich, M. & Sherburne, S. (2021). Mental Health First Aid Training. University of Maryland (April).
- Gramlich, M. & Sherburne, S. (2021). Mental Health First Aid Training. University of Maryland (March).
- Gramlich, M. & Parangkush, S. (2021). Mental Health First Aid. Division of Refugee Health, Office of Refugee Resettlement, Washington, DC (March).
- Gramlich, M., Crane, K., & Honeycutt, T. (2021). Family Engagement: Evidence of Its Effects for Youth Transition and Strategies Related to Youth Work Experiences. Council for Exceptional Children (March).
- Gramlich, M. & Abramson, L. (2021). The Way to Work: How Community Rehabilitation Providers Are Connecting Youth with Work Experiences. Council for Exceptional Children (March).
- Gramlich, M., D'Agati, A., & Honeycutt, T. (2021). Work is Good! Lessons Learned from a Statewide Collaborative Career-Focused Intervention Featuring Work-Based Learning Experiences. Council for Exceptional Children (March).
- Gramlich, M. & Abramson, L. (2021). Work-Based Learning Practice-Based Coaching Sustainability Training, Charles County (March).
- Gramlich, M. & Abramson, L. (2021). Work-Based Learning Practice-Based Coaching Sustainability Training, Anne Arundel County (February).
- Gramlich, M. & Abramson, L. (2021). Work-Based Learning Practice-Based Coaching Sustainability Training, Way2WorkDC (January).
- Gramlich, M. & Abramson, L. (2021). Work-Based Learning Practice-Based Coaching Sustainability Training, Harford County (January).
- Gramlich, M. & Parangkush, S. (2020). Mental Health First Aid. Division of Refugee Health, Office of Refugee Resettlement, Washington, DC (November).
- Gramlich, M., Hill, J., & Kelly, T. (2020). Way2Work Maryland: Shared Efforts—A Collaborative Model to Facilitate Work-Based Learning Experiences (November). National Council on Rehabilitation Education.
- Gramlich, M., Knowlman, G., D'Agati, A., Moore, K., Barnhart, A., Larson, S. (2020). Creator, Moderator and presenter. Siblings Talk: A Panel Discussion with Siblings of People with Disabilities. University of Maryland (November).
- Gramlich, M. & Bonamy, L. (2020). Mental Health First Aid Training (October). University of Maryland (October).
- Gramlich, M. & Krafft, L. (2020). Mental Health First Aid Training. University of Maryland, (September).
- Gramlich, M., Parker Harvey, M., Dwyre D'Agati, A., Abramson, L., & Morris, T. (2020). Video: Youth and Family Perspectives: The Transition to Post-Secondary Education and Employment in partnership with the Rehabilitation Services Administration (RSA), (August).
- Gramlich, M., Marti, M., Pryor, S., & Luke, H. (2020). Video Podcast: Be Involved: How to Engage Families and Youth in Planning for Work-based Learning Opportunities (March). Center for Transition and Career Innovation, UMD, College Park.
- Fabian, E., Gramlich, M., Abramson, L., & Forsythe, N. (2020). Higher Education and Disability Inclusion. International Visitor Leadership Program (IVLP) on higher education in collaboration with the U.S. Department of State, Russian delegation (February). Center for Transition and Career Innovation, UMD, College Park.
- Gramlich, M., Elburn, M., Marti, M., & Pryor, S. (2020). Video Podcast: Working Together: How Education, Vocational Rehabilitation, and Community-based Organizations Collaborate to Deliver Quality Work-Based Learning to Students (January). Center for Transition and Career Innovation, UMD, College Park.
- Gramlich, M. & Abramson, L. (2019). Work-Based Learning Experiences WBLE Training. Work Opportunities,

- Inc., Pasadena, MD, (December).
- Gramlich, M., Pierce, J., & Marti, M. (2019). Interagency Collaboration: Way2Work Maryland— A Collaborative Partnership Supporting Careers for Transitioning Youth. The Maryland Rehabilitation Conference, Towson, MD. (November).
- Mitchell, N., Dwyre D'Agati, A. & Gramlich, M. (2019). Work-Based Learning: An Innovative Strategy to Prepare Students for College and Careers. Maryland School Counseling Association Conference, College Park, MD, (November).
- Gingerich, J., Hackey, D., Gramlich, M., & Crane, K. (2019). Webinar: Managing Field-Based Transition Services. Maryland PROMISE & the Center for Transition and Career Innovation, University of MD College Park, MD, (September).
- Mitchell, N., Dwyre D'Agati, A. & Gramlich, M. (2019). Work-Based Learning: An Innovative Strategy to Prepare Students for College and Careers. Maryland School Counseling Association Conference, Annapolis, MD, (April).
- Gingerich, J., Gramlich, M., Canter, S. & Williams, W. (2019) Webinar: Stories of Engaging Youth in Work Experiences. Success Stories & Lessons Learned. Maryland PROMISE & the Center for Transition and Career Innovation, University of MD College Park, MD, (March).
- Crane, K., Hackey, D., Diaz, E. & Gramlich, M. (2019). Maryland PROMISE Lessons Learned: Performance Management and Data Reporting (January).
- Gramlich, M., & Dwyre D'Agati, A. (2018) Special Olympics Podcast on Employment (November).
- Gramlich, M. (2018). Work Based Learning Opportunities and Business Partnerships. Maryland State Department of Education Professional Learning Opportunities featured Speed Roundtable topic for MSDE, CRPs, and DORs, Cambridge, MD (November).
- Dwyre D'Agati, A. & Gramlich, M. (2018) Two-Part Webinar Series: How to Plan for and Facilitate Work Experiences for Youth in Transition Maryland PROMISE & the Center for Transition and Career Innovation, University of MD College Park. (September & October).
- Dwyre D'Agati, A. & Gramlich, M. (2018). On the Job, Now What? Supporting Students to Succeed. Charles County Public School educators, rehabilitation services personnel, and community rehabilitation providers, Way2Work Maryland, (May).
- Dwyre D'Agati, A. & Gramlich, M. (2018). Student Discovery and Job Development Strategies. Worcester County Public School educators, rehabilitation services personnel, and community rehabilitation providers, Way2Work Maryland, (April).
- Dwyre D'Agati, A. & Gramlich, M. (2018). On the Job, Now What? Supporting Students to Succeed. Worcester County Public School educators, rehabilitation services personnel, and community rehabilitation providers, Way2Work Maryland, (April).
- Dwyre D'Agati, A. & Gramlich, M. (2018). Student Discovery and Job Development Strategies. Charles County Public School educators, rehabilitation services personnel, and community rehabilitation providers, Way2Work Maryland, (March).

III. TEACHING, EXTENSION AND ADVISING

COURSES TAUGHT

- EDSP311: Peer Mentor Training and Certification (2021-2026). Teach this peer mentoring certification course which I have expanded to be recognized as an outstanding scholarship to practice course on campus which provides immediate field application of course content for weekly practice.
Guest lectured during first semester of the course in 2021; I have fully taken over teaching the course each semester and successfully advocated for and expanded this course to now have 100 seats; the course is now fully aligned with TerpsEXCEED peer mentoring content application and is worth 2 GenED credits.
- EDSP220 (2022-2024): Disability in Community: Access, Accommodation, and Adaptation
- CRLA Level 2 Peer Mentoring Certification (2022-2026): College Reading and Learning Association (CRLA)-International Peer Educator and Training Program Certification (IPTPC) TerpsEXCEED CRLA-IPTPC Level 2 Certification, 2 elective, non-credit seminar sections each semester. I developed the certification leadership course to allow Level 1 certified peer mentors to expand their engagement.
- TerpsEXCEED (2022-2026) Certificate courses co-taught:
- CHSE200 (2021-2025): College Success and Life Planning – Managing College and Career Life through Goal Development and Planning
- CHSE220(2022-2024): College and Career Studies
- CHSE389 (2022-2026): Independent Study

CHSE489 (2023): TerpsEXCEED Career Class Independent Study

CHSE498 (2022-2026): Independent Study for Undergraduates doing research or Field Projects with TerpsEXCEED

EDSP498 (2024-2026): Independent study for Undergraduates doing research or Field Projects through College of Education for TerpsEXCEED

GUEST LECTURES

Guest Lecturer, (2023-2026) EDSP220: Disability in Community: Access, Accommodation, and Adaptation. Dr. Katryna Andrusik, Dr. Lee.

Guest Lecturer, (2021-2026) CHSE205: Disability: From Stigma and Sideshow to Mainstream and Main Street. Dr. Yewon Lee, Dr. Katryna Andrusik.

Guest Lecturer, (2018-2022) EDSP470: Introduction to Special Education. Dr. Stacey Williams, Dr. Seyma Tingir.

Guest Lecturer, (2019-2021) HONR 218V: Disability Culture and Life Narratives. Dr. Jessica McKechnie.

Guest Lecturer (2018-2021) EDCP 610, Professional Orientation in School Counseling. Dr. Natasha Mitchell.

COURSES AND LECTURES

2026 Instructor, EDSP311, Peer Mentoring Training and Certification (Fall).(100 students)

2026 Instructor, EDSP311, Peer Mentoring Training and Certification (Spring).(98students)

2026 Instructor, Instructor/Developer, College Reading and Learning Association (CRLA)-International Peer Educator and Training Program Certification (IPTPC)TerpsEXCEED CRLA-IPTPC Level 2 Certification, 2 elective seminar sections, (Spring). (30 students)

2025 Instructor, EDSP311, Peer Mentoring Training and Certification (Fal).(102 students)

2025 Co-Instructor, CHSE 200 College Success and Life Planning (Fall). (5 students)

2025 Instructor, Instructor/Developer, College Reading and Learning Association (CRLA)-International Peer Educator and Training Program Certification (IPTPC)TerpsEXCEED CRLA-IPTPC Level 2 Certification, 2 elective seminar sections, (Fall). (20 students)

2025 Instructor, EDSP311, Peer Mentoring Training and Certification (Spring).(97 students)

2025 Instructor, Instructor/Developer, College Reading and Learning Association (CRLA)-International Peer Educator and Training Program Certification (IPTPC)TerpsEXCEED CRLA-IPTPC Level 2 Certification, 2 elective seminar sections, (Spring). (30 students)

2024 Instructor, EDSP311, Peer Mentoring Training and Certification (Fall).(97 students)

2024 Instructor, EDSP 220, Disability in Community: Access, Accommodation, and Adaptation (Fall). (20 students)

2024 Instructor, Instructor/Developer, College Reading and Learning Association (CRLA)-International Peer Educator and Training Program Certification (IPTPC)TerpsEXCEED CRLA-IPTPC Level 2 Certification, 2 elective seminar sections, (Fall). (22 students)

2024 Co-Instructor, CHSE 389 TerpsEXCEED Independent Study (Fall). (6 students)

2024 Co-Instructor, CHSE 200 College Success and Life Planning (Fall). (9 students)

2024 Instructor, EDSP311, Peer Mentoring Training and Certification (Spring). (69 students)

2024 Instructor, Instructor/Developer, College Reading and Learning Association (CRLA)-International Peer Educator and Training Program Certification (IPTPC)TerpsEXCEED CRLA-IPTPC Level 2 Certification, (Spring), 2 seminar sections. (17 students)

2024 Co-Instructor, CHSE 389 TerpsEXCEED Independent Study (Spring). (4 students)

2024 Co-Instructor, CHSE220 TerpsEXCEED College and Career Studies (Spring). (6 students)

2023 Instructor, EDSP311, Peer Mentoring Training and Certification (Fall). (48 students)

2023 Instructor, Instructor/Developer, College Reading and Learning Association (CRLA)-International Peer Educator and Training Program Certification (IPTPC)TerpsEXCEED CRLA-IPTPC Level 2 Certification, 2 elective seminar sections, (Fall). (11 students)

2023 Co-Instructor, CHSE 389 TerpsEXCEED Independent Study (Fall). (4 students)

2023 Co-Instructor, CHSE 200 College Success and Life Planning (Fall). (6 students)

2023 Co-Instructor, CHSE 489, TerpsEXCEED Career Class Independent Study (Spring)

2023 Co-Instructor, CHSE 389 TerpsEXCEED Independent Study (Spring). (4 students)

2023 Co-Instructor/ Guest Lecturer, EDSP 311, Peer Mentoring Training and Certification (Spring). (47 students)

2023 Instructor, College R Instructor/Developer, College Reading and Learning Association (CRLA)-International Peer Educator and Training Program Certification (IPTPC)TerpsEXCEED CRLA-IPTPC Level 2 Certification, elective seminar, (Spring). (4 students)

- 2022 Instructor/Developer, College Reading and Learning Association (CRLA)-International Peer Educator and Training Program Certification (IPTPC)TerpsEXCEED CRLA-IPTPC Level 2 Certification, elective seminar (Fall). (8 students)
- 2022 Instructor, EDSP 220, Disability in Community: Access, Accommodation, and Adaptation (Fall). (24 students)
- 2022 Co-Instructor, CHSE 389 TerpsEXCEED Independent Study (Fall). (2 students)
- 2022 Co-Instructor, CHSE 200 College Success and Life Planning (Fall). (4 students)
- 2022 Instructor/Developer, College Reading and Learning Association (CRLA)-International Peer Educator and Training Program Certification (IPTPC)TerpsEXCEED CRLA-IPTPC Level 2 Certification, elective seminar (Spring). (21 students)
- 2022 Co-Instructor, CHSE 389 TerpsEXCEED Independent Study (Spring).
- 2022 Co-Instructor/ Guest Lecturer, EDSP 220, Disability in Community: Access, Accommodation, and Adaptation (Spring).
- 2021 Co-Instructor, CHSE 200 College Success and Life Planning (Fall). (2 students)
- 2021 Co-Instructor, EDSP 311, Peer Mentoring Training and Certification (September, October). (15 students)
- 2020 Instructor, EDCP668A, IH14, Special Topics in Rehabilitation: Job Development and Job Placement, (3 credit) course during summer session II, 7/13/2020 to 8/19/2020. (11 students)
- 2019 Instructor, EDCP 668A, IH14, Special Topics in Rehabilitation: Job Development and Job Placement, (3 credit) course during summer session II, 7/8/2019 to 8/16/2019. (6 students)
- 2018 Instructor, EDCP 668A, IH14, Special Topics in Rehabilitation: Job Development and Job Placement, (3 credit) course during summer session II, 7/11/2018 to 8/17/2018. (8 students)

ADVISING AND SUPERVISION

Each Semester

- 15: TerpsEXCEED non-degree seeking students
- 1: Best Buddies Club undergraduate student, Club Advisor
- 5-10: undergraduate student related projects and capstones (through EDSP220 and other courses), and independent study projects connected to TerpsEXCEED, (through CHSE 498 and EDSP498)
- 70: undergraduate, non-credit, elective certified leadership peer mentors providing supervisory and direct peer mentoring layers of support through peer mentoring teams, supervising mentoring leadership activities and engagement with TerpsEXCEED, oversight of all peer mentor supports; oversight of 40 leadership projects 30 level 2 certification main

CAMPUS SERVICE, COMMITTEES, AFFILIATIONS

SERVICE

- Expanded and maintain course engagement for EDSP311 Peer Mentoring and Certification course in spring to allow for 100 seats to accommodate need for expanded peer mentor engagement and TerpsEXCEED student supports ongoing.
- Mental Health First Aid Trainer (2020-2025): Conduct at least three MHFA trainings each year for UMD faculty, staff, graduate, and undergraduate students throughout the year.
- Developed, teach, and maintain certification standards for TerpsEXCEED Level 2 College Reading and Learning Association (CRLA) Lead Peer Mentor Certification, Level 2 Seminar, 2 elective, non-credit seminars each semester (2022-2026).
- Peer Mentoring Leadership management of Level 1 and Level 2 certified mentors who orchestrate Leadership mentor teams to support TerpsEXCEED students, undergraduate elective non-credit student engagement and project management with TerpsEXCEED each semester (2022-2025).
- Peer Mentor Leadership Project management oversight and management each semester (2022-20226)
- TLTC engagement with TerpsEXCEED badge creation in UMD system to afford TerpsEXCEED students and mentors the opportunity to achieve badges awarded through the newly implemented badging system as it transfers from Portfolium.
- TLTC engagement with service to practice cohort to provide quality course alignment for EDSP311double GenED course credit.
- Mentor dialogue and colleague engagement to promote best practices across campus through participation in university mentoring forums.
- Mentor book group dialogue collaboration promoting mentoring practices on campus.
- Developed and maintain badging micro-credentials in alignment with TerpsEXCEED competencies with data-based decision making to inform student goals setting and badge awards in alignment with UMD badge

development for UMD; Created 7 micro credentials for TerpsEXCEED within the College of Education at UMD. Work to convert badges to new UMD badging system.

Developed TerpsEXCEED By the #s Infographic highlighting 5 Year benchmarks for marketing purposes
Developed Peer Mentor Guide to Support Inclusive Workplace Experiences for Peer Mentor Engagement

SERVICE ENGAGEMENT

2026 Developer/ Supervisor, Leadership layers of support and mentor teams (Fall). (70 mentors)
2026 Developer/Instructor, TerpsEXCEED Level 2 CRLA Lead Peer Mentor Certification Elective Peer Mentoring Certification Level 2 Seminar, 2 elective seminars (Fall). (30 students)
2026 Developer/ Supervisor, Leadership layers of support and mentor teams (Spring). (69 mentors)
2026 Developer/Instructor, TerpsEXCEED Level 2 CRLA Lead Peer Mentor Certification Elective Peer Mentoring Certification Level 2 Seminar, 2 elective seminars (Spring). (30 students)
2025 Developer/ Supervisor, Leadership layers of support and mentor teams (Fall). (61 mentors)
2025 Developer/Instructor, TerpsEXCEED Level 2 CRLA Lead Peer Mentor Certification Elective Peer Mentoring Certification Level 2 Seminar, 2 elective seminars (Fall). (20 students)
2025 Developer/ Supervisor, Leadership layers of support and mentor teams (Spring). 73 mentors)
2025 Developer/Instructor, TerpsEXCEED Level CRLA Lead Peer Mentor Certification Elective Peer Mentoring Certification Level 2 Seminar, 2 elective seminars (Spring). (30 students)
2024 Developer/ Supervisor, Leadership layers of support and mentor teams (Spring). (21 students)
2024 Developer/ Supervisor, Leadership layers of support and mentor teams (Fall). (30 students)
2024 Developer/Instructor, TerpsEXCEED Level 2 CRLA Lead Peer Mentor Certification Elective Peer Mentoring Certification Level 2 Seminar, 2 elective seminars (Fall). (22 students)
2024 Developer/Instructor, TerpsEXCEED Level 2 CRLA Lead Peer Mentor Certification Elective Peer Mentoring Certification Level 2 Seminar, 2 elective seminars (Spring). (17 students)
2023 Developer/Instructor, TerpsEXCEED Level 2 CRLA Lead Peer Mentor Certification Elective Peer Mentoring Certification Level 2 Seminar, 2 elective seminars (Fall). (11 students)
2023 Developer/ Supervisor, Leadership layers of support and mentor teams (Spring). (25 students)
2023 Developer/Instructor, TerpsEXCEED Level 2 CRLA Lead Peer Mentor Certification Elective Peer Mentoring Certification Level 2 Seminar, 2 elective seminars (Spring). (4 students)
2023 Supervisor, TerpsEXCEED Peer Advocate, TerpsEXCEED.
2023 Faculty Advisor, Best Buddies, University of Maryland, College Park.
2023 Presenter, TerpsEXCEED Overview and Internship Supports, Clarice Performing Arts Center, University of Maryland, College Park (January).
2022 Developer/ Supervisor, Leadership layers of support (Fall). (14 students).
2022 Developer/Instructor, TerpsEXCEED Level 2 CRLA Lead Peer Mentor Certification Seminar, 2 elective seminars (Fall). (8 students)
2022 Moderator and presenter. Siblings Talk: A Panel Discussion with Siblings of People with Disabilities. University of Maryland (October)
2022 TerpsEXCEED: Inclusive Higher Education at the University of Maryland, Maryland Coalition of Families (September).
2022 Mental Health First Aid training on campus for faculty, staff, graduate students, and undergraduate students
2022 Supervisor, TerpsEXCEED Peer Advocate, TerpsEXCEED.
2022 Developer/ Supervisor, Leadership layers of support (Spring). (22 students).
2022 Developer/Instructor, TerpsEXCEED Level 2 CRLA Lead Peer Mentor Certification Seminar (Spring). (8
2021 Mental Health First Aid training on campus for faculty, staff, graduate students, and undergraduate students
2021 Moderator and presenter. Siblings Talk: A Panel Discussion with Siblings of People with Disabilities. University of Maryland (October)
2021 President's Committee on Disability Inclusion
2021 President's Committee on Disability Inclusion, Student Advisory Committee, University of Maryland
2021 Disability Summit, Planning Committee, Logistics and Communications, PCDI, University of Maryland
2021 Supervisor, TerpsEXCEED Peer Advocate, TerpsEXCEED.
2020 Moderator and presenter. Siblings Talk: A Panel Discussion with Siblings of People with Disabilities. University of Maryland
2020 Mental Health First Aid training on campus for faculty, staff, graduate students, and undergraduate students
2020 President's Committee on Disability Inclusion

2019 ADVANCE Professional Track Faculty Cohort

2019 President's Committee on Disability Inclusion, Student Advisory Committee, University of Maryland

2019 Invited NIDILRR Field Initiated Projects Grant Reviewer (May).

2019 Department of Justice consultation on best practices for recruitment of students and youth with disabilities (April).

2019 Focus of University of Maryland student research project on special education policy in action (April).

2019-2020 ADVANCING Professional Track Faculty Accepted into year-long network of full-time non-tenure

AWARDS

College of Education, Excellence in Service Award. "The COE awards are designed to recognize the contributions of our brilliant faculty, staff, and students who work tirelessly to make our college a wonderful place to teach and learn. The Excellence in Service award is specifically given to nominees who have demonstrated excellence through leadership in service to the COE. This award is meant to recognize those who have gone above and beyond to advance the mission of the College. This includes those who have sparked change and driven initiatives at the unit/department level or the college level that in turn have a substantial impact on the function, value, and prestige of the College. You were nominated by Amy Dwyre D'Agati, Yewon Lee, and Christy Stuart." (Spring, 2025.)

Nominated by students for the Donna Hamilton Teaching Award (Spring 2024, nominated by students in the Peer Mentoring class. The Office of Undergraduate Studies sponsors two campus-wide teaching awards each year. Nominated for my work in EDSP311. Awards are based solely on student nominations and are solicited from across campus. (April, 2024, Nomination, non-recipient)

COMMITTEES AND AFFILIATIONS

TLTC Micro-credential Badging Initiative: Initiated and rolled out 7 TerpsEXCEED University of Maryland endorsed portfolio badges for micro-credentials aligned with TerpsEXCEED programmatic targeted competencies. Initiating process for rollover to new platform and structure for TerpsEXCEED micro-credentials and peer mentoring micro-credentials

On Mentoring, UMD, COE Mentoring Book Study

Scholarship in Practice Learning Community, UMD

UMD Disability Affinity Group, UMD

Mental Health First Aid Trainer (2020-2025): Conduct MHFA training for faculty, staff, graduate, and undergraduate students throughout the school year with at least 3 trainings.

Best Buddies Advisor, UMD

Make-A-Wish Advisor, UMD,

President's Committee on Disability Inclusion, UMD

ADVANCING Professional Track Faculty, 2019-2020. Accepted into year-long network of full-time non-tenure track (men and women) created to enhance agency in career advancement.

Council for Exceptional Children, Division of Career Development and Transition

Sibling Leadership Network, Montgomery County MD, Founding Member

Invited NIDILRR Field Initiated Projects Grant Reviewer

Sunflower Bakery Inclusive Bakery Training Program, Founding Board Member