



## 2023 Washington Summer Transition Institute Presenter Biographies (Alphabetical)

### Jonathan Beard



Jonathan R. Beard is a retired Washington State LICSW with many years of experience as a provider, supervisor and senior executive in nonprofit and governmental mental health and other human service settings. He possesses extensive experience in developing, providing, and supervising a variety of clinical, rehabilitation, recovery based and other services to children and adults with serious mental illness and co-occurring disorders. He recently retired from the University of Washington where he served a Program Manager in the SPIRIT (Supporting Psychosis Innovation through Research, Implementation and Training) Lab in the Department of Psychiatry and Behavioral Sciences in the School of Medicine. A primary focus of his work there was supporting evidence based team approaches such as Assertive Community Treatment for adults with serious mental illness and New Journeys for youth and young adults experiencing a first episode of psychosis.

### Kimberly Hetrick



Kimberly Hetrick, Ed.D. is the Director of Career Connect Learning/CTE Graduation Pathways for Olympic Education Service District 114 in Bremerton, WA. Passionate about integrating hope science, core academics, and career and technical education (CTE), she believes all educators have the responsibility to become career conversationalists to help students align their passion and purpose and to prepare students for post-secondary pathways. Kimberly is a certified career development facilitator, and seasoned CTE and ELL educator, and has worked in district curriculum K-12, college, and career counseling, as well as workforce development.

### Cinda Johnson



Dr. Cinda Johnson worked in the field of transition for most of her career. She is the principal investigator for the [Center for Change in Transition Services](#), emeritus professor at Seattle University, author, prolific reader, curious traveler, adventurous cook, hiker, swimmer, and new bike owner.

### Mary Morningstar



Dr. Mary E. Morningstar is a Professor in Special Education at Portland State University and Co-Director of the Career and Community Studies program, a fully inclusive postsecondary education program for youth with intellectual disability. She is Director of the Transition Coalition, and is currently co-director of the OSEP and RSA jointly-funded National Technical Assistance Center on Transition: The Collaborative. Her digital and web-based professional development has extended for over 15 years, through the Transition Coalition, [www.transitioncoalition.org](http://www.transitioncoalition.org)

### Elaine Marcinek



Elaine Marcinek is the Co-Investigator/Director of the Center for Change in Transition Services (CCTS) at Seattle University. Elaine attended the University of Washington, where she obtained her bachelor's degree in business. She also holds an MBA and has spent the majority of her career in proprietary education, with opportunities to work in financial aid, operations, and as a Campus Director. Her passions include sailing, spending time with her family and being creative in the kitchen.

### Anya Sheftel



Dr. Anya Sheftel is a Research Assistant Professor in Special Education at Washington State University, and a motivational interviewing practitioner and trainer. Dr. Sheftel designed a career development intervention (Motivational Enhancement Group Intervention; MEGI) that is currently being used in Oregon and Washington as a pre-employment transition service focused on self-advocacy. Additionally, as a licensed psychologist, Dr. Sheftel has worked with youth with disabilities in educational and community settings and is passionate about supporting self-determination career development of youth with disabilities.

### Jay Shepherd



Jay Shepherd is the Director of Digital Content and Accessibility at the Center for Change in Transition Services (CCTS) at Seattle University. Jay draws on over 20 years of experience in the arts and education to deepen their understanding and implementation of accessible design and inclusive practices. Having joined the CCTS team in 2016, Jay values the continued opportunities to learn from and support educators and administrators throughout Washington.

### James Sinclair



Dr. James Sinclair is a Research Associate in the Center on Human Development within the Department of Special Education and Clinical Sciences at the University of Oregon. Dr. Sinclair has focused his research on promoting positive postschool outcomes for students with disabilities. He engages in research on the delivery of school-based mental health services for high school students with disabilities, equity within transition research, and supporting employment for adolescents and young adults with intellectual and developmental disabilities.

### Marcus Poppen



Dr. Marcus Poppen is an Associate Professor of Special Education at Washington State University. His work is focused on supporting positive post-secondary outcomes for young adults with disabilities through the implementation of evidence-based transition services and supports. He is particularly passionate about school and Vocational Rehabilitation collaboration, and the ways that schools and local VR agencies are ensuring the coordination and delivery of pre-employment transition services to improve transition outcomes for youth and young adults.

### **Josh Taylor**



Dr. Josh Taylor is an Assistant Professor of Special Education in the Department of Teaching and Learning at Washington State University. His research focuses on promoting lifelong success for individuals with autism and developmental disabilities through implementation of evidence-based practices in inclusive school, work, and community settings.

### **Holly Whittenburg**



Dr. Holly Whittenburg is an Assistant Professor of Special Education at Washington State University and co-director of the Washington Transition Program. Her research focuses on improving employment outcomes for transition-aged youth with intellectual and developmental disabilities and how special education and vocational rehabilitation policies affect the transition experiences of students with disabilities.