Of special interest:

- Over 10,000 persons served this year
- 2% increase in numbers served or engaged since FY 2013
- Motivational Alabama Transition Conference
- Inspiring fashion show
- Focus on transition and the family
Auburn Transition Leadership Institute
Administrative Staff and 2013-2014 Associate Graduate Assistant Staff

Front row (L-R):
Patsy Dawson, Zhen Feng, Courtney Dotson, Ron Eaves, Karen Rabren, George Hall, Deborah Henthorne

Second row (L-R):
Eric Crumley, Mary “Reenie” Laginess, Jonathan Carpenter, Joshua Turchan

Atop Columns (L-R):
Sadi Fox and James Hammond

...a society in which all individuals are valued as contributing members, each dignified by his or her strengths and abilities.

– ATLI’s Vision
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…help youth with disabilities achieve successful integration into community life by providing continuous improvement resources to the systems, practitioners, and citizens who assist these young people with their transition to adulthood.

– ATLI’s Mission
The Auburn Transition Leadership Institute provides valuable services and support to Alabama’s transition stakeholders. In FY 2014, the number of persons participating in ATLI’s instruction, outreach, and research activities totaled 10,247. The engagement and impact numbers of this year represent a 2% increase from FY 2013 in service contributing to the integrity of our nation, our state, our university, and our dedication to positively influencing the lives of persons with disabilities.

Table 1: Analysis of Transition Stakeholders Engaged in Institute Activities 2013-2014

<table>
<thead>
<tr>
<th>Program Area</th>
<th>FY 2014 Activity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td>Graduate assistants</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Undergraduate student workers</td>
<td>3</td>
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<tr>
<td><strong>Research</strong></td>
<td>Early Learning Progress Profile</td>
<td>2,796</td>
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<td></td>
<td>Parent Survey</td>
<td>4,519</td>
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<td></td>
<td>Post-school Outcomes Survey</td>
<td>685</td>
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<td></td>
<td>Other</td>
<td>263</td>
</tr>
<tr>
<td><strong>Outreach</strong></td>
<td>Alabama Transition Conference</td>
<td>761</td>
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<tr>
<td></td>
<td>CATTS Community Transition Expo</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>Community-based Instruction</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Training iN Transition “TNT” Series</td>
<td>988</td>
</tr>
<tr>
<td></td>
<td>Transition Leadership Academy</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td>State Interagency Transition Team</td>
<td>38</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>10,247</td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

Building Brighter Futures for the children, youth, and young adults with disabilities and their families—this is the driving force behind the Auburn Transition Leadership Institute. The need for dedicated resources and actions to help build these futures is made apparent in the number of unfavorable social conditions faced by young people with disabilities as they enter adulthood. For example, this population faces substantial challenges in obtaining competitive work in integrated settings. In addition to employment obstacles, other quality of life challenges include isolation, dependence, and lack of control over their own lives.

The surmounting need for improving conditions and services for persons with disabilities prompted the United States government to initiate a national movement and establish federal mandates focused on transition programs and services for persons with disabilities. State and local agencies have since been charged with providing assistance to young people with disabilities as they prepare for adult roles and responsibilities. Through the projects and activities of the Auburn Transition Leadership Institute, Auburn University plays an active role in the development and improvement of policies and practices that improve the quality of life for people with disabilities.

The Auburn Transition Leadership Institute, “Institute” or “ATLI,” engages in research, instruction, and outreach activities focused on improving transition practices, programs, and policies that help individuals with disabilities as they develop their individual pathways toward independence and a desired quality of life. The 2014 fiscal year is reflective of ATLI’s commitment to improving transitions in the lives of persons with disabilities.

During fiscal year 2013-2014, the Institute’s projects and activities impacted 10,247 individuals. More specifically, ATLI’s instruction activities engaged nine Auburn University graduate assistants and three undergraduate student workers, as associate staff. In addition to these student staff members, 64 Auburn University students were involved with ATLI sponsored or co-sponsored activities (e.g., annual conference and community transition expo, respectively).

The Institute’s research activities involved over 8,000 Alabamians in data collection to investigate early childhood special education services, parent perspectives of special education, and post school outcomes of youth with disabilities. Operating under agreements with the Alabama State Department of Education, Special Education Services, ATLI helped the state collect and/or analyze these data to meet federal indicators and inform the delivery of special education services, throughout the state.

The Alabama Transition Conference, the largest outreach event hosted by the Institute, attracted 761 participants to its 24th annual offering. After a record-breaking 2013 attendance, online registration was closed two-weeks prior to the 2014 event, to prevent overcrowding. In addition to 761 who attended the conference, over a thousand more participated in other professional and personal development opportunities including a: transition training series, transition leadership academy, state interagency transition team, community transition expo, and local community based instruction. In total, ATLI outreach activities engaged 1,972 persons during the past fiscal year, serving practitioners and consumers in Alabama and beyond.

In summary, the purpose of the Auburn Transition Leadership Institute is to provide services and products to assist professionals, families, and children and youth with disabilities. During the most recent fiscal year, 10,247 persons were engaged in Institute activities, contributing to the goal of producing successful transition avenues for people with disabilities.
John’s advice to other students ... “Always work hard and turn your work in on time, and study for the tests and quizzes.”
JOHN WALDRIP

Transition-age Young Adult
Former Student, Opelika High School

John’s Story

Like notes on sheet music that flow across the page, John Waldrip is an example of a student who demonstrates the sweet sounds of a smooth transition. John, 18, recently graduated from Opelika High School (OHS) in Opelika, Alabama. During his high school years he was an avid member of the OHS marching band. He was also, and continues to be, very active in his church youth group at First Baptist Church of Opelika. Currently, John attends Southern Union State Community College (SUSCC) and when asked to define transition in his own words, he simply says “college.” Both John and his parents attribute his seamless transition from high school to one of his special education teachers, Mrs. April Halverson. From his transition classes, John learned how to research scholarship opportunities and request appropriate accommodations for postsecondary education. John spoke of how he missed the OHS band but now enjoys studying for his college courses. He likes using the computer to do his school work and is enjoying his independence at SUSCC.

John attended the Alabama Transition Conference during all four of his high school years. At the 2013 transition conference, he introduced Dr. Thomas Bice, Dr. Cary Boswell, and Mr. Courtney Tarver for transition update in the Grand Ballroom. During high school, John was a member of the Youth and Young Adults in Transition (YAiT) advocacy group. He describes fond memories of working with the other members of YAiT. During his YAiT session he says he learned how the different offices of accessibility work at the postsecondary level. While in high school, John was a member of Health Occupations Students of America (HOSA)- Future Health Professionals, volunteered at East Alabama Medical Center, and enjoyed playing the piano and video games. When asked to describe his high school experiences, John states that the major highlight occurred at the 2013 conference when he had the opportunity “...to meet Governor Robert Bentley.”

When asked about transition challenges, John’s parents identify the financial pressures and the costs associated with continuing his education beyond high school, as a major concern. As is the case for most mothers, John’s mom, Virginia, wants the best for her son. She states that “Seeing him succeed in college has been a dream.” While his parents, worry about John’s future employment possibilities, his father, David, feels that a good match for John would be computer programming because that is one of his best assets. Moreover, both parents recognize that one of John’s strengths is serving others.

John feels like the most important person that has influenced his self-confidence and growth is his mom. He said he grew up with her always telling him to “Dream big things and to reach for those dreams.” His mom even commented how they compared his last year of high school to, “...picturing how you can see the train station ahead, showing that you are almost done, you just have to keep pushing along.” She also reflects on her son’s transition and wants him to be a responsible adult. Virginia knew when John was very young that, “...special children need special attention, and you must focus on the child to ensure he has time to grow and succeed.” As for advice, John would tell other students with disabilities, “always work hard and turn your work in on time, and study for the tests and quizzes.”

--Interviewed by ATJ graduate assistant, Katherine Petrusnek
“Let your decisions and knowledge guide you throughout your life, because at the end of the day you ultimately have to do what you believe in.”
BEDARIUS BELL, JR.
State Coordinator of Deaf, Hard of Hearing, and Deaf-Blind Services
Alabama Department of Rehabilitation Services

Mr. Bedarius Bell is the State Coordinator of Deaf, Hard of Hearing, and Deaf-Blind Services for the Alabama Department of Rehabilitation Services. Previously, he served as a vocational rehabilitation counselor for the Alabama Department of Rehabilitation Services, so he has a rich background in assisting persons with disabilities as they make transitions in their lives. In his current position Mr. Bell helps create and coordinate policies that directly govern the deaf and hard of hearing. He works with a large support system which consists of nine deaf support specialists including: a supervising audiologist, an interpreter, and a technology specialist. He also is a member of several advisory boards such as the Troy University Interpretive Training Program and the Alabama School for the Deaf. Both of these advisory roles provide him opportunities to shape and influence policies that directly affect services for persons who are deaf or hard of hearing. When asked to describe a typical day, he smiles and says, “No two days are quite the same.” According to Mr. Bell his motto in life is “to go with the flow.”

Mr. Bell describes his early experiences: “As an undergraduate, I worked with individuals diagnosed with behavior disorders. This experience opened my eyes to my community and from that point on I knew I wanted to make a difference.” Therefore, rehabilitation counseling was an area that he describes as, “Always appealing to me.” Within rehabilitation and counseling, Mr. Bell states, “I was intrigued by deaf and hard of hearing disabilities because the deaf community has a unique culture and I felt like it was a new world to explore. You just know you’re supposed to be here,” states Mr. Bell, as he reflects on his early years working with persons who are deaf or hard of hearing. He goes on to say, “It is extremely hard to estimate how many kids with hearing disabilities are living in the state of Alabama. However, previous studies have indicated that one out of every ten people has a hearing disability. We need to identify these students and determine if they are in need of services.” Mr. Bell wants the community to understand that people with hearing or deaf disabilities are just like everyone else. As he describes, “They deal with similar issues, dreams, and desires but it just happens that they have trouble hearing.”

Currently, Mr. Bell is working on a number of exciting programs throughout Alabama. One project is the college preparation programs which will occur during the summer months. Through these programs, students who are deaf, hard of hearing, or deaf-blind will learn about resources which could help them gain a successful entry into college and identify supports and/or accommodations that might be available. Also, starting in November, Mr. Bell and his coworkers will travel throughout the state to gain the public’s viewpoints on disability services in Alabama. Mr. Bell will then use that information to help shape a three year plan to guide services for the entire state. Finally, Mr. Bell is hoping to have a larger presence at the 2015 Alabama Transition Conference in March. He believes the 2014 conference was a great opportunity to spread resources and connect with people about deaf and hard of hearing disabilities.

Interacting and meeting new people is Mr. Bell’s favorite part of his job. He enjoys how he can connect with people on a local, state, and national level, and collaborate with everyone. He closed his interview with this advice, “Let your decisions and knowledge guide you throughout your life, because at the end of the day you ultimately have to do what you believe in.”

—Interviewed by ATLI graduate assistant, Brooke Joplin
“Overall, ATLI impacted me in a large way both personally and professionally. The personal relationships that I formed at ATLI have been a blessing and the amount that I learned as a graduate assistant at ATLI is immeasurable. Thanks to ATLI staff and friends…miss you all!”
SADI FOX

Doctoral Student in the Department of Special Education, Rehabilitation, and Counseling
ATLI Graduate Associate 2012-2014

As a doctoral student in the Counseling Psychology program at Auburn University, Sadi Fox held an array of roles throughout her academic career. Originally from Ohio, Sadi had a number of experiences that led her to become a graduate assistant at ATLI. She was a hall director for two years at Auburn University and enjoyed the work immensely, but after two years wanted to gain more diverse work experiences. Therefore, she sought areas where she could attain research involvement, particularly with students with disabilities. It was a surprise to Sadi that Auburn University housed ATLI and that the Institute was proactive in conducting the much needed work serving individuals with disabilities. This population became a part of Sadi’s interest after completing her first counseling psychology practicum experience at Warm Springs Institute. At this site, she predominately worked with students with autism spectrum disorder (ASD), traumatic brain injury (TBI), learning disorder (LD), and intellectual disability (ID). She was also interested in working at ATLI through the recommendations of another graduate student in her program, Megan Cobb, who worked at ATLI for four years. After hearing all the rewarding personal experiences from Megan, Sadi immediately contacted Dr. Karen Rabren. After discussing her interests with Dr. Rabren and accepting a graduate assistantship to work at the Institute, Sadi became even more excited about taking on the position and expanding her interests with disabilities and transition research.

Sadi began her work on various projects and realized how much she enjoyed the working process at ATLI. She particularly liked being able to collaborate with peers on a range of tasks and learning how to adapt to different working styles. At the start of Sadi’s work, she primarily focused on the community-based instruction (CBI) project and assisted in piloting a new research study. During the CBI activities, Sadi was able to assist and interact first-hand with local high school students in learning how to perform new tasks that they were eventually able to translate to general office skills. Additional projects that she recognized as highlights from her work at ATLI included working at the Auburn Transition Conference and the Transition Leadership Academy. There Sadi enjoyed being able to meet and learn from other professionals within the field and recognized that this aspect of ATLI helped in her ongoing professional development.

In addition, Sadi gained the opportunity to conduct research that was of particular interest to her clinical and research work as a doctoral student in counseling psychology. For example, she was able to present a poster and two concurrent projects at the Auburn Transition Conference. Sadi also attended two other conferences where she co-presented a poster with Betty Schiffer, on their community-based instruction research. She also presented a concurrent session with Serey Bright at the ARC conference in Orange Beach, Alabama. Both of her co-presenters at these conferences were fellow ATLI associate staff members.

Furthermore, through her work at ATLI, Sadi learned how the differing aspects of transition directly informs her approach to therapy when working with clients with disabilities. Sadi’s experiences at ATLI taught her how to integrate differing perspectives when collaborating with other professionals in order to best serve students, which is another important aspect of her work in counseling psychology. The role of transition is an issue for all of the students that Sadi works with in the therapeutic setting and this knowledge constantly informs and underlines her current clinical practice.

—Interviewed by ATLI graduate assistant, Theresa Chan
“The benefits I have received from attending the Transition Leadership Academy (TLA), we were able to create a transition plan that works and continues to keep us on track in transition. We collaborate with other professionals about how to guide our students to businesses that will employ students with disabilities. We learned from others, while at TLA, that some schools host career fairs specifically for students with disabilities. TLA provided us the opportunity to work alongside others and create a plan that would help us serve our students.”

“First and foremost, my goal is to ensure that our students are self-advocates, valued in the community, employable, and have equal opportunities at becoming a successful citizen.” - Regina Wynn
My name is Regina and I am a job coach at Anniston High School in Anniston, Alabama. Family is something that I value the most in life. I believe that family is the link that provides us all with a beginning. I was raised in Mobile, Alabama, popular for its Mardi Gras celebrations each year. I have been a proud wife for twenty-five years and we are blessed to have a twenty year old daughter named Ariel. My family has taught me how important trust, faith, and patience are, all traits that are needed when working with students with disabilities.

I am a graduate of Alabama A&M University where I earned my bachelors degree. Currently, I am pursuing a master’s degree in Human Resource Management. My past consists of being employed in positions that allowed me to help others succeed. Whether it is through giving advice, providing support, or helping individuals set goals, I thoroughly enjoy this line of work. In the human services field, you come in contact with people, and for this, there is nothing I would give to make up for these valued experiences.

Being a practicing job coach, I am familiar with the fact that transition is a ‘coordinated set of activities’ for individuals with disabilities. However, sometimes I find that taking advantage of teachable moments allows students to learn that they are capable of accomplishing many tasks, even those that are sometimes unexpected.

Growing up, before transition services were defined and mandated by the Individuals with Disabilities Education Act or IDEA, I learned that my brother was diagnosed with a mental illness as well as a seizure disorder. I began to work with him on daily living skills: practicing good hygiene, counting money, and managing his medication. My brother later went on to attend a different school that focused on teaching transition skills, although it was not called such at that time. My brother is a success story—acquiring skills that help him today to care for himself and be independent, as well as be engaged in leisure activities, such as bowling.

As a job coach, I meet with students—mostly seniors—to discuss employability skills. I also provide college preparatory workshops, community experiences to career centers, career and job fairs, and mock interviews for jobs. As a job coach, I also must teach soft skills such as timeliness, cleaning up after yourself, and punctuality. One area I focus on in my work is the importance of volunteer work as a way to gain experience and give back to your community.

Each day for me can look entirely different than the last. A typical day might include talking with students individually about their goals and making phone calls to employers. I also observe students to ensure they are arriving on time and exhibiting leadership and team building skills. I want them to collaborate with other students, and employees and become well-rounded individuals. I can honestly say, I am rewarded every day when I arrive at work to see the smiling faces of my students, knowing they are safe and well. I find it very rewarding to see students make a transformation and turn their lives around. I am in the right place. It is important to me that I continue to help others reach their highest potential. I strive to teach the importance of setting high expectations. I am committed to giving of my time, talent and energy to help my students succeed.

—Interviewed by ATLI graduate assistant, Betty Schiffer
ATLI Welcomes New Staff Members

Full-time Staff

Zhen Feng, ATLI’s information technology (IT) specialist, is responsible for the coordination, design, development, implementation, and support of web applications; management of server file access; and keeping ATLI hardware and software maintained and current. Mrs. Feng has more than 10 years of experience in database and website design and development. Her goal is to work closely with a diverse range of end users and groups to develop quality web-based applications.

Tiffany Frasier coordinates the outreach projects and activities for the ATLI. Ms. Frasier has herself transitioned from serving 18 years in the high school secondary setting as a special education teacher, transition specialist, mentor and program coordinator, to working in higher education. Ms. Frasier's passion is working with youth and young adults to help them achieve success.

Part-time Associate Staff (Graduate Assistants)

Juanita Barnett is from Miami, Florida and is a first year doctoral student in the Counselor Education and Supervision program. She received her undergraduate degree in psychology from Florida State University and her master’s degree in Clinical Mental Health Counseling from Alabama State University. She works with outreach and research projects at the Institute.

Theresa Chan is from Tampa, Florida and is a third year doctoral student in the Counseling Psychology program. She received her undergraduate degree from the University of Florida and her master’s degree from Loyola University Chicago. She is interested in family involvement during transition planning for young adults with disabilities, and how such involvement affects students’ decision-making abilities, as well as the influences of multicultural aspects.

Kat Cler is from Pendleton, Indiana and is a second year student in the Counseling Psychology Ph.D. program. She received her undergraduate degree from the University of Southern Indiana. She received her master’s degree from Indiana University studying Counseling and Counselor Education. She is working on research and outreach projects. Her areas of interest include adolescents, young adults, athletes, and substance use.

Brooke Joplin is from Houston, Texas and is a first year doctoral student in the Counseling Psychology program. She received a bachelor of science in Psychology from Texas A&M University. She works with research and outreach projects at ATLI.

Kate Petrusnek is originally from Birmingham, Alabama. She graduated from Auburn University in Fall 2013 with her Bachelor of Science degree in Collaborative Special Education, and started graduate school in January 2014. Kate is in the CATT (Collaborative Approach to Training Transition Specialist) master’s program. She enjoys working with students with disabilities, and is very excited about having her own classroom! She will graduate with her master’s degree in December 2014.

... And Says Goodbye to ATLI Associate Staff

Mary “Reenie” Laginess ’14, Teanna Moore ’13, and James Hammond ’13
Graduated, Fall 2013 and Spring 2014

Pavan Uppu
limited student work appointment

Sadi Fox, Serey Bright, Joshua Turchan, Keara McKenzie
Internships 2014-15 Academic Year


Established in 2000 to sustain the gains made by Alabama’s involvement in the national transition initiative, the Auburn Transition Leadership Institute (ATLI or the Institute) is a unit within Auburn University’s College of Education, Department of Special Education, Rehabilitation and Counseling. To guide its efforts, the Institute adopted a vision statement of “a society in which all individuals are valued as contributing members, each dignified by his or her strengths and abilities.”

Contributing to its vision of an accepting and supportive society, ATLI’s mission is “to help youth with disabilities achieve successful integration into community life by providing continuous improvement resource to the systems, practitioners, and citizens who assist these young people with their transition into adulthood.” To make progress toward this mission, the Institute helps youth with disabilities achieve successful integration into community life by providing continuous improvement resources to the systems, practitioners, and citizens who assist these young people with their transition to adulthood.

ATLI’s outreach, research, and instruction activities are primarily directed toward practitioners as well as for those preparing to work in education, rehabilitation, counseling and other service agencies.

Instruction goals provide opportunities for building the leadership skills of pre-service and in-service professionals in the transition-related areas of research, application, and dissemination of knowledge; program development, administration, evaluation; and professional development.

ATLI’s research goals focus on data-based analyses which help identify and define evidence-based transition practices. Through its many program activities, the Institute endeavors to improve outcomes for youth with disabilities by (a) providing research opportunities and work experience to graduate students in special education, rehabilitation, and counseling, (b) influencing national transition policies and practices through research-based data and discourse, (c) providing direct services to state agencies, and (d) offering transition-related technical support and training to local communities. In so doing, the Auburn Transition Leadership Institute contributes to the nation’s commitment to improve transition services and help youth with disabilities achieve positive post-school outcomes.

Providing support to current and future practitioners, as well as families and individuals with disabilities, the Institute’s outreach goals are aimed at improving transition services and advocacy for persons with disabilities.
Doctoral student and ATLI Instruction Coordinator, Courtney Dotson hones her presentation skills as she provides training at three regional parent workshops in the fall of 2013.

Auburn University student volunteers for the 24th Alabama Transition Conference.

ATLI associate staff member and CATTS scholar, Teanna Moore, shares her research poster with Dr. Philip Browning, former head of the Department of Rehabilitation and Special Education.
Instruction

ATLI Instruction: Guided Leadership Experiences for Professionals-in-Training

STUDENT STAFF MEMBERS GAIN PROFESSIONAL EXPERIENCE

ATLI student workers and graduate assistants are considered associate staff members at the Institute. Providing much needed support to the administrative staff, these university students extend the capacity of the Institute and enrich its programs. They bring fresh ideas and oftentimes introduce new and/or novel approaches to ongoing activities, or propose original ideas for consideration. In so doing, these students are contributing to the mission of ATLI, as well as expanding their work experiences and building their own professional vitae.

Leadership

ATLI associate student staff members are provided on-going opportunities to develop their leadership skills and participate in the formulation and adoption of transition practices and policies at state and national levels. These graduate assistants, for example, are involved with the development and ongoing management of Alabama’s Strategic Plan for Transition and in the feedback of 15 community transition teams regarding the implementation and progress monitoring of their local transition implementation plan.

Outreach

The annual Alabama Transition Conference is the state’s premier transition training event attracting 600-700 transition stakeholders each year. ATLI associate staff play an integral role in coordinating and hosting the conference each year. In addition, the conference is implemented with the help of approximately 40-50 undergraduate students, providing them with unique experiences associated with organizing and hosting a large statewide outreach training event. They learn, among other things, how to develop conference programs, organize opening events and manage multiple concurrent sessions. Through their work with the conference Auburn University students are involved in activities to practice their interpersonal and problem-solving skills. They also have opportunities to meet and interact with national and state leaders in the area of transition.

Research

Students working with ATLI also gain skills and experience in developing and conducting research and grant proposals. Through these activities, student research is published in state reports as well as national peer-reviewed publications. ATLI graduate assistants have also presented at state, national and international conferences.

Instruction

Graduate Teaching Assistants (GTAs) gain university teaching experience as they progress from observing instruction, to assisting with instruction, and then to independently teaching courses. Through this developmental progress, GTAs learn how to (a) develop syllabi, (b) provide instruction using various teaching approaches, and (c) assess student learning.
Instruction (continued)

ATLI Instruction: Guided Leadership Experiences for Professionals-in-Training

Instruction Goal 1

WORK EXPERIENCES IN RESEARCH, INSTRUCTION, AND SERVICE DELIVERY

In FY 2014, ATLI exceeded its goals in providing pre-service professional opportunities to Auburn University student staff members, offering them experience and supervision in research, instruction, and outreach practices, as well as product development and service delivery. The projects and activities covered under this goal for this year’s 12 student workers included opportunities to gain skills with working with data collection, input, and reporting on various ATLI projects. More specifically, they assisted with entering and analyzing the Alabama Parent Survey data, and analyzing the Training iN Transition series data; collecting and recording the community-based instruction data; and using local education agencies’ data to assist the Transition Leadership Academy teams as these local transition stakeholders developed and implement their transition plans.

INSTRUCTION GOAL 1 ACHIEVEMENT FY 2014

Goal 1a: 3 Auburn University students will gain research experience
Actual: 7 students gained research experience

Goal 1b: 2 Auburn University students will gain instruction experience
Actual: 5 students gained instruction experience

Goal 1c: 4 Auburn University students will assist with product development/service delivery
Actual: 7 students assisted with product development/service delivery

State Personnel Development Grant (SPDG) focus group and workshop team

(L-R) Jeana Winter, Mary “Reenie” Laginess, Courtney Dotson, Karen Rabren, Curtis Gage, Serey Bright, and George Hall

Josh Turchan organizes and directs student volunteer training at the 24th Alabama Transition Conference
Instruction (continued)

ATLI Instruction: Guided Leadership Experiences for Professionals-in-Training

Instruction Goal 2
INTEGRATION OF RESEARCH INTO PUBLICATIONS AND PRESENTATIONS

One Auburn University student, in his capacity as an ATLI associate staff member (Jonathan Carpenter), conducted original research for publication during this fiscal year.

In addition to this publication, 13 Auburn University students presented at the Alabama Transition Conference, totaling 18 presentations (content and posters) delivered. Of these, two of the 18 also presented at the Division on Career Development and Transition 18th International Conference in Williamsburg, Virginia.

Instruction Goal 3
APPLICATION OF RESEARCH-BASED TRANSITION METHODS IN SERVICE PROVISION TO INDIVIDUALS AND PROGRAMS

ATLI provides opportunities for Auburn University students to apply research-based methods providing direct services for youth and young adults with disabilities or by working with their transition programs.

In FY 2014, fourteen such experiences were provided. The youth conference held in conjunction with the Alabama Transition Conference, the 2013 community transition expo, and an on-going program of community-based instruction (CBI) allowed university students to provide direct services to youth and to work with them on self-empowerment issues.

The program development experiences included the youth conference, the expo, and CBI; and extended to the Training in Transition Series, the State Interagency Transition Team, and the 2014 Transition Leadership Academy.

Instruction Goal 2
ACHIEVEMENT FY 2014

| Goal 2a: | 3 Auburn University students will conduct research leading to publication |
| Actual: | 1 student conducted research submitted for publication |

| Goal 2b: | 4 Auburn University students deliver presentations at state conferences or meetings |
| Actual: | 13 students delivered 18 presentations |

| Goal 2c: | 1 Auburn University student will present at a national meeting or conference |
| Actual: | 2 students presented at a national conference |

Instruction Goal 3
ACHIEVEMENT FY 2014

| Goal 3a: | 4 ATLI direct service experiences will be provided |
| Actual: | 4 direct service experiences were provided |

| Goal 3b: | 4 consumer empowerment experiences will be provided |
| Actual: | 4 experiences in consumer empowerment were provided |

| Goal 3c: | 4 service experiences in transition program development will be provided |
| Actual: | 6 experiences in program development were provided |

“Hope all is well with you and the ATLI staff. I miss you all so much! I can not thank you enough for all of the opportunities that have come to me since finishing the CATTS program. I am, and will forever be, grateful for all that you have given/instilled in me. I am loving my school and Louisiana. Hoping to see everyone again at the Transition Conference!”

— Mary “Reenie” Laginess
M.Ed., former ATLI graduate assistant and CATTS scholar ’14
ATLI associate staff member, Jonathan Carpenter, enters data from returned Parent Surveys.

George Hall, ATLI Research Coordinator, checks bins of Parent Surveys for an accurate count to determine return rate.

Zhen Feng, IT Specialist, assists a TLA team member with accessing online data.

Community transition teams use data collected and/or analyzed by ATLI to write their local transition action plans.
Research

ATLI Research: Explorations and Findings in Service to Decision-makers & Policymakers

In FY 2014, ATLI continued its service to the Alabama State Department of Education (ALSDE) by providing web-based data collection, analysis, and reporting for federal Indicators 7 and 8, and analysis and reporting for Indicator 14. While all three of these indicators require the reporting of data about students with disabilities and their programs, each varies in its particulars.

As detailed below, Indicator 7 data measure the progress of pre-school students, between the ages of three and five, who received early childhood special education services. Indicator 8 data reflect parent perceptions of public school’s (pre-school to grade 12) efforts to involve them in their children’s special education programs. Indicator 14 data assess former special education students’ engagement in various types of employment and postsecondary education or training, after exiting high school.

In addition to the different persons and programs about whom indicator data are collected, analyzed, and reported by ATLI, the process and timing of these activities vary by indicator. The following pages further describe ATLI’s involvement in these federal reporting requirements and a sample of the results reported during FY 2014.

ATLI facilitates Alabama’s compliance with three State Performance Plan Indicators, as required by the U.S. Department of Education:

**Indicator 7. Preschool Outcomes**
Percent of preschool children with IEPs who demonstrate improved:
A. Positive social-emotional skills (including social relationships);
B. Acquisition and use of knowledge and skills (including early language/communication and early literacy); and
C. Use of appropriate behaviors to meet their needs.

**Indicator 8. Parent Involvement**
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

**Indicator 14. Post–school Outcomes**
Percent of youth who had IEPs, are no longer in secondary school, and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year.

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**2009-2013 Parent Survey Report**

Instructions
- The PDF reports are generated based on data collected from parents of Alabama students with disabilities.
- If you have any questions, please call TOLL-FREE 1-800-362-8020.

Please select a LEA to view the report.

- 2012-2013 Report
- 2011-2012 Report
- 2010-2011 Report
- 2009-2010 Report

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**Post School Survey Report**

You may view the post school survey reports of 2007, 2008, 2010, 2011, 2012, and 2013 for your LEA by clicking the buttons below. Since the LEAs participating in the surveys are different for different years, it means no survey data was received for that year if your LEA is not shown in the dropdown list.

- Post School Survey Report
- 2013
- 2012
- 2011
- 2010
- 2008
- 2007

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Alabama Parent Survey Report Portal

Alabama’s Post-school Outcome Report Portal
Research (continued)

ATLI Research: Explorations and Findings in Service to Decision-makers & Policymakers

ALABAMA PARENT SURVEY

FY 2014 marked the eleventh consecutive year that ATLI has provided data collection, analysis, and reporting services of data collected with the Alabama Parent Survey to the Special Education division of the Alabama State Department of Education (ALSDE). The parent survey results are reported in the Indicator 8 section of ALSDE's annual performance report to the U.S. Department of Education's Office of Special Education (OSEP). Indicator 8 measures the percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities. Parent survey results were also used to report Indicator 8 figures for each of the 34 school systems, which participated in the FY 2014 survey.

The FY 2014 Parent Survey responses, from 4,519 surveys received, indicated that 75% of parents responded with agree or strongly agree to 11 survey items describing school efforts to involve parents of students with disabilities. These 4,519 surveys represented a 24% return rate of the 19,018 surveys mailed out this spring.

EARLY LEARNING PROGRESS PROFILE “ELPP”

For the Early Learning Progress Profile (ELPP) project, FY 2014 was the final year of a three-year transition period, during which the collection of Alabama’s ELPP data moved from an online spreadsheet to an ATLI-hosted website. ELPP rating data about the behavior of preschool students is submitted by their case manager at two points: when the student enters and exits his or her special education services program. The impact of these services is measured by the difference, at these two points, in the students’ ratings for 70 behavior standards across the three outcome areas of (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs.

The percentage of students who (a) substantially increased their rate of growth, and (b) were functioning within age expectations are reported to the U.S. Department of Education’s Office of Special Education Programs, for Alabama’s Indicator 7 data. For FY 2014, the submitted ELPP data indicated that the students’ progress, as measured by the difference between their Entry and Exit ratings, approximated or exceeded the state target percentages.

The ELPP website is unique among ATLI’s web-based data collaborations in two ways. First, the ELPP website receives pre-school students’ entry and exit rating data throughout the year, rather than for a limited time period. A second unique feature is its daily data update from the Alabama State Department of Education database, to enable the ELPP website to reflect the latest changes in the ELPP teachers and preschool students across Alabama. These two features represent a significant increase in ATLI’s ongoing responsibility for the collection, analysis, and reporting of Alabama’s federal indicator data. During FY 2014, a record number of 2,799 preschool student records were submitted to the ELPP website. Based on this third year number, the number of completed student data sets anticipated for future years is projected to remain near 3,000.
POST-SCHOOL OUTCOMES

FY 2014 represented the 19th year that ATLI has provided analysis and reporting of federal Indicator 14 Post-school Outcomes (PSO) Survey data to the Alabama State Department of Education (ALSDE). Indicator 14 is concerned with the percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.

Of the 685 former students who completed the PSO survey, 25% (n=171) of them were enrolled in higher education within one year of leaving high school, a 5% increase over the prior year’s figure. An additional 36% (n=245) of these young people were competitively employed, and 8% (n=55) of them were either enrolled in some other postsecondary education or training program or engaged in non-competitive employment within one year of exiting high school.

In addition to providing statewide Indicator 14 data to ALSDE for reporting to the U.S. Office of OSEP, ATLI also generated survey results for each of the 35 participating local education agencies (LEAs). In each of the LEA reports, the former students’ aggregate responses to each survey item are compared to the responses from all of the 685 Alabama former students with disabilities. These reports are available for download and printing from an ATLI-hosted PSO website.
Research (continued)

ATLI Research: Explorations and Findings in Service to Decision-makers & Policymakers

Research Goal 1

INVOLVE LOCAL, STATE, AND NATIONAL TRANSITION STAKEHOLDERS WITH DESIGNING, DEVELOPING, AND/OR CONDUCTING RESEARCH

RESEARCH GOAL 1

ACHIEVEMENT FY 2014

Goal 1a: 100% PSO Survey return rate
Actual: 61% return rate

Goal 1b: 25% Parent Survey return rate
Actual: 24% return rate

Goal 1c: 100% of spreadsheet students identified
Actual: 100% of spreadsheet students identified, cumulatively 2,490 students

Research Goal 2

SHARE TRANSITION RESEARCH RESULTS WITH LOCAL, STATE, AND FEDERAL AGENCIES

The Post-school Outcomes (PSO) Survey results are used to comply with the Indicator 14 federal data requirements, the Parent Survey results form the basis for the Indicator 8 results, and the ELPP website data will be used to satisfy the Indicator 7 federal reporting requirements.

For FY 2014, the PSO Survey and the Parent Survey results are federally reported for the entire Alabama sample, as well as for the individual participating school districts.

For FY 2014, the Early Learning Progress Profile (ELPP) data will be used to report results for Alabama to OSEP, and for reporting the results for each of Alabama’s public school systems on the ALSDE website.

In June 2014, during the Transition Leadership Academy, district-level PSO and Parent Survey data analysis reports were shared with LEAs in drafting their transition plans for the upcoming school year.

RESEARCH GOAL 2

ACHIEVEMENT FY 2014

Goal 2a: PSO Survey with one-fourth of AL school districts
Actual: One-fourth of AL school districts

Goal 2b: Parent Survey with one-fourth of AL school districts
Actual: One-fourth of AL school districts

Goal 2c: 132 LEAs’ ELPP student data records submitted via the ELPP website
Actual: 132 of LEAs’ ELPP student data records submitted via the ELPP website

Research Goal 3

DISSEMINATE FINDINGS AT STATE, NATIONAL, AND INTERNATIONAL FORUMS

In FY 2014, presentations were made about ATLI’s PSO and Parent data activities at a regional conference in Orange Beach, and about using data collection instruments at the Alabama Transition Conference.

RESEARCH GOAL 3

ACHIEVEMENT FY 2014

Goal 3a: 1 state level forum
Actual: 2 state forums

Goal 3b: 1 national level forum
Actual: 1 national forum

Goal 3c: 1 international forum
Actual: 0 international forum

Graduate assistant and ATLI associate staff member, Sadi Fox, returns from the library with her hands full of resources for research

D’Vonte and Johnny, CBI student trainees, ripping open the Parent Survey envelopes
FY 2014 AWARDS, PUBLICATIONS, & PRESENTATIONS


Members of the State Interagency Transition Team (SITT) during the 2014 Transition Leadership Academy (L-R) Dr. Kemeche Green, Mr. Curtis Gage (ALSDE), Ms. Courtney Dotson, Dr. Karen Rabren (ATLI), Dr. Caroline Dunn (Auburn University), Ms. Alicia Hodge (ALSDE), Mrs. Jeana Winter (APEC), Mrs. Karen Jenkins, Mr. Bedarius Belt Jr. (ADRS), and Mrs. Diann Jones (ALSDE)

Collaborative preparation for live TNT Webinar (L-R) Dr. Philip Cleveland (ALSDE), Dr. Karen Rabren, Ms. Courtney Dotson (ATLI), and (back to camera) Ms. Alicia Hodge (ALSDE)

Selma City’s transition team during plan development at the 2014 Transition Leadership Academy in June
Outreach

ATLI Outreach: Projects and Activities in Service to the Transition Community

COMMUNITY-BASED INSTRUCTION “CBI”
Community-based instruction (CBI) activities occur in natural environments which facilitate students’ with disabilities opportunities to learn and apply academic, social, and/or general work behaviors. The Auburn Transition Leadership Institute serves as a CBI site for local high school students with disabilities. Instruction and/or supervision is provided by ATLI staff and graduate assistants during weekly CBI experiences held within our general office areas. As the high school students engage in office work tasks, they learn appropriate behaviors and skills needed for current and future community environments. Graduate students also benefit from these CBI experiences as they learn how to instruct, assess, and record the CBI participants’ progress.

ATLI Directions NEWSLETTER

Directions is a semi-annual newsletter designed to highlight stories regarding students with disabilities and their transition process. It also serves as a venue to meet transition stakeholders and learn about new programs designed to assist in-service and pre-service professionals in improving transition in the state of Alabama. Directions is distributed to the individuals featured in each issue, local high schools, transition-related agency offices, conferences, and Auburn University’s College of Education offices and Office of Accessibility. The newsletter is also accessible to online viewers of the ATLI website.

Each issue of the newsletter affords an ATLI graduate student the opportunity to assume the role of guest editor. The following list comprises the publication schedule and features the two FY 2014 issues of Directions.

Volume 5, Issue 1 (Guest Editors: Serey Bright & Eric Crumley), Highlighting Serey Bright, ATLI’s own graduate assistant and doctoral student at Auburn University, the upcoming 25th Alabama Transition Conference, the Auburn Transition Leadership Institute, and transition in Alabama.

Auburn Transition Leadership Institute. (2014, Summer/Fall). Directions Newsletter.
Volume 5, Issue 2 (Guest Editors: Sadi Fox & Betty Schiffer), Highlighting Brittney Fisher, student at Alabama’s School for the Deaf, transition in Alabama during 2014, Mrs. Robbie Stewart, Director of Career and Technical Education for the Alabama Institute for the Blind & Alabama’s School for the Deaf, and Auburn University’s Transition Specialist graduate certificate.
ALABAMA TRANSITION CONFERENCE XXIV

The Auburn Transition Leadership Institute was proud to host yet another energy-filled, motivational conference on March 3rd & 4th at the Marriott at Grand National in Opelika, Alabama. The 24th Alabama Transition Conference (ATC) was themed, “Transition—Forging Strength from Within” featuring Birmingham, as a recognition of the city’s history of economic transition and growth, founded in the iron and steel industry. The conference kicked off with high energy during the opening session. Comedian Derrick Tennant, who acquired a brain injury that affects the left side of his body and a surprise appearance from his sister, Julie Tennant, who has Down syndrome starred as the keynote speakers sharing their story, The Love Chromosome. Another crowd-roaring “surprise” that took place during the opening ceremonies was a fashion show featuring five young ladies with Down syndrome from Alabama high schools modeling Designs by Ashley. The designer, Ashley DeRamus, also narrated the show. Her clothing line was created for young women with Down syndrome. The fashion show featured the young ladies modeling the clothing line to the beat of Alicia Keys’ hit “This Girl is on Fire” and young men from Alabama high schools served as their escorts. What a thrilling surprise to see professionals racing down the hallway from the overflow room to see these young people in action.

The two-day conference, included five, two-hour workshops, 43, one-hour concurrent sessions, three Share Fair showcases, 14 exhibitions, and 12 high school to college graduate level poster presentations. The 2014 Alabama Transition Conference attracted 761 transition stakeholders engaging in transition resources, work, and research in all areas of life including education, employment, rehabilitation, assistive technology, social support, advocacy, and self-efficacy for youth and young adults with disabilities. Of the 43 concurrent sessions, 6 were specific to the 31 students in transition attending the conference. Attending the conference with these youth were 23 parents, advocates, and/or Youth and Young Adults in Transition (YAiT) facilitators attended the conference.

An ongoing popular event, the Transition Speed Conferencing, gave attendees an opportunity to quickly gain information through informative transition sessions during which presenters rotated to three large crowds. There sessions featured key leaders: Ms. Crystal Richardson, Alabama State Department of Education; Mr. Steve Lafreniere, Alabama Department of Mental Health; and Ms. Yolanda Spencer, Alabama Department of Rehabilitation Services. Other featured speakers at the conference included: Ms. Julie J. Weatherly, Esq., an attorney and consultant for the Alabama State Department of Education (ALSDE) presented a workshop discussing the “right way” to deliver transition services; Mr. Mark Lee and Dr. Mabrey Whetstone discussing school-based mental health services; a rehabilitation discussion workshop on ethics with Dr. Chippewa Thomas from Auburn University; and Dr. Philip Cleveland and Ms. Alicia Hodge, both from ALSDE, presented updates on Alabama’s High School Diploma and Pathways, continuing to fill the ballroom from wall-to-wall with standing room only.

Keynote speakers Derrick and Julie Tennant during the opening ceremony at the conference

The “surprise” crowd-roaring fashion show, “This Girl is on Fire”
Outreach (continued)

ATLI Outreach: Projects and Activities in Service to the Transition Community

The conference concluded with the Alabama Transition Update led by prominent state agency leaders: Dr. Thomas Bice, State Superintendent, Alabama State Department of Education; Dr. Cary Boswell, Commissioner, Alabama Department of Rehabilitation Services; and Mr. Courtney Tarver, J.D., Associate Commissioner, Division of Developmental Disabilities, Alabama Department of Mental Health. These prominent stat leaders provided each agency’s latest information on transition programs and services, and offered a collective view of state and national initiatives and trends.

YOUTH AND YOUNG ADULTS IN TRANSITION “YAIT” MINI CONFERENCE

In collaboration with Auburn University’s Collaborative Approach to Training Transition Specialists “CATTS”

The Alabama Youth and Young Adults in Transition (YAIT) initiative offers an avenue for students with disabilities to learn skills to develop their leadership abilities and become better advocates for themselves. The goals of YAIT are carried out through the enhancement of already existing youth leadership activities and the initiation of more student-directed practices. YAIT’s goals are to increase (a) communication among service providers; (b) disability awareness in the community; and (c) resources to provide better transition services for the state.

During FY 2014, Alabama’s youth and young adults with disabilities participated in various transition-related leadership activities. These activities included, the community-based instruction project; a local community transition expo; a proclamation signing ceremony, where Governor Bentley proclaimed March is Transition Awareness Month in Alabama; and the 2014 Alabama Transition Conference (ATC) and mini youth conference. At the conference students participated in a fashion show, a poster session competition, and share fair. Two students provided introductions to featured speakers at the conference.

For the past five years, youth and young adults and their parents or guardians have been afforded the opportunity to attend the conference by applying for a student and family waiver. At the mini youth conference, students connected with other students with disabilities across the state and built self-advocacy skills. Students are encouraged to present a poster during the high school division poster session competition and this year, Project SEARCH Interns of Shelby County as the 2014 high school division winners.

As a result of the YAIT initiative, eight youth and young adults participated in the community-based instruction project at ATLI; 99 engaged in a local community transition expo (co-sponsored by Auburn University’s CATTS scholars); four youth and young adults attended the 2014 transition proclamation signing ceremony; and 54 student and family waivers (co-sponsored by ATLI and the ALSDE) were awarded to support attendance at the 2014 ATC and mini youth conference.

“I loved the keynote speaker and the fashion show the most.”

“I was able to speak directly with SDE [state department of education] staff to clarify expectations for special circumstances within my school.”

- 2014 ATC participants’ comments
Outreach (continued)

ATLI Outreach: Projects and Activities in Service to the Transition Community

TRAINING iN TRANSITION “TNT” SERIES
In collaboration with the State Personnel Development Grant “SPDG”

As of September 30, 2014, a total of 988 online and onsite training experiences were recorded through the TNT series. Training iN Transition or “TNT” is a series of onsite workshops, as well as online modules, and webinars providing professional development for service providers and personal development for young people with disabilities and their families. Since 2007, modules are available and updated as needed. These training modules cover topics such as the foundations of transition, using assessments for planning, student development, transition standards and the individualized education program, interagency collaboration, and family involvement. Since 2011, webinars have been hosted twice a year.

An onsite training session was held at the 2014 Alabama Transition Conference. Evaluate to Improve was presented collaboratively by Curtis Gage of Alabama’s State Department of Education, Karen Rabren and George Hall of Auburn’s Transition Leadership Institute. This presentation focused on the 2014 Alabama State Department of Education focused-monitoring process. This year’s onsite training session impacted 112 transition stakeholders. One new training module was developed, Module IV, Lesson 3, Writing Measurable Annual Goals. Two live webinars were hosted, Webinar V: Community-based Instruction: Making It Happen and Webinar VI: 2014 Alabama Transition Updates.

Overall, during this fiscal year, the TNT series engaged 112 transition stakeholders during an onsite training. An additional 876 transition stakeholders participated in online training and live webinar events. Combining online and onsite TNT activities, 988 transition stakeholders were served. Since 2007, the TNT series has expanded to include ten online modules and six live webinars, with one of these modules being sponsored by the State Personnel Development Grant (SPDG).

All modules, except the student-focused module, qualify trainees to earn continuing education units (CEUs) from Auburn University’s Outreach Office of Public Service. In addition, trainee evaluations indicate that all modules and webinar participants reported an 86% increase in knowledge as a result of the trainings during FY 2014.

PARENT TRAINING iN TRANSITION INITIATIVE

During the fall of 2013, three regional onsite Parent Training iN Transition workshops were co-hosted by the Alabama State Department of Education, the Auburn Transition Leadership Institute, and the Alabama Parent Education Center. These regional trainings were held in the central (Wetumpka), southern (Saraland), and northern (Pelham) regions of Alabama. The training workshop was titled Module VI, Lesson 1, Welcome to Transition of the Family Training iN Transition Series.

Parents of students with disabilities were solicited by the Alabama Parent Education Center to voluntarily participate in the training sessions. Once parents indicated their interest in learning more about transition, the group was identified as Alabama’s Parent Advisory Group.

“Thank you so much for a very informative and professional presentation. It clarified many misunderstandings we had. Your work is much appreciated.”

— TNT Webinar VI Trainee

“Very necessary and will be used for my child and others in my school system.”

“Wow!! So appreciated and needed in order to support my child!!”

“I hope to see more training such as this one in the future because it empowers parents to become and remain active in the child’s educational plan.”

— Alabama’s Parent Advisory Participant
ALABAMA STATE INTERAGENCY TRANSITION TEAM “SITT”

The Alabama State Interagency Transition Team (SITT), first formed in 1983 as the State Transition Task Force, found itself in need of coordination. In 2009, the Alabama State Department of Education contracted with the Auburn Transition Leadership Institute (ATLI) to provide these services. The Alabama State Interagency Transition Team (SITT) consists of a multidisciplinary group of representatives from 21 state agencies and organizations. SITT convenes regularly to seek and implement new and better ways of providing secondary special education and transition services. In the last few years, membership has grown to 38; a steering committee developed vision and mission statements and long range goals; and the team has become a resource and booster for programs, services, and stakeholders across the state. During fiscal year 2014, the team met on November 4, 2013; May 5, 2014; July 28, 2014; and August 25, 2014.

The SITT website continues to be accessed and maintained via auburn.edu/atli. Information posted on this site includes the state’s transition plan, a list of agency representatives and their contact information, the vision and mission, scheduled quarterly meetings, related links, and meeting notes.

TRANSITION LEADERSHIP ACADEMY “TLA”

The Transition Leadership Academy “TLA” or Academy offers assistance and guidance to transition practitioners and administrators as they set goals and develop plans to improve outcomes for students with disabilities in their secondary schools. The Academy was hosted June 8–10, 2014 at the Hotel at Auburn University and Dixon Conference Center in Auburn, Alabama. Of the 67 persons who registered for the event, 54 attended, and 50 submitted evaluations of their Academy experience.

Fifty-four participants comprised the 15 teams attending the Academy, and represented education and other service provision agencies for the following school systems: Anniston City, Auburn City, Birmingham City, Boaz City, Cleburne County, Coffee County, Escambia County, Mobile County, Monroe County, Opelika City, Ozark City, Pickens County, Selma City, Talladega City, and Tuscaloosa City. The roles of the individuals included transition coordinators, special education teachers and directors, career and technical educators, job coaches, rehabilitation counselors, and principals. Thirteen consultants representing the SITT provided technical assistance to the local teams during the Academy. Auburn Transition Leadership Institute staff, Auburn University’s Collaborative Approach to Training Transition Specialists scholars, and student volunteers facilitated the local transition planning teams in developing their transition plans. Each of the 15 teams attending the Academy completed transition plans for their local education areas. These have been reviewed by the Auburn Transition Leadership staff, and feedback has been provided to the team leaders.

“I really enjoyed the way the TLA was organized. I am very excited about our final plan and ready to take transition to the next level in our LEA!”

–2014 Academy Participant
Outreach (continued)

ATLI Outreach: Projects and Activities in Service to the Transition Community

Outreach Goal 1

**PROFESSIONAL AND PERSONAL DEVELOPMENT EVENT FOR ALL TRANSITION STAKEHOLDERS**

The 2014 Alabama Transition Conference (ATC) 2014 drew 761 total participants (690 registered attendees and 71 university volunteers), including participants from Florida, Georgia, Iowa, Kentucky, Massachusetts, Mississippi, and Tennessee. A number of stakeholder groups were well represented, with 348 from education, 95 from rehabilitation, 41 job coaches, and 31 students in transition and 17 family members in attendance. Thirteen agencies and two universities sent representatives as did 110 of 134 local education agencies (LEAs).

**OUTREACH GOAL 1 ACHIEVEMENT FY 2014**

- **Goal 1a:** 650 participants  
  **Actual:** 761 participants

- **Goal 1b:** 80% of AL counties represented at conference  
  **Actual:** 91% of AL counties represented (61 of 67)

- **Goal 1c:** 75% of AL LEAs represented at conference  
  **Actual:** 82% of LEAs represented (110 of 134)

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**The best thing about the conference…**

“...the keynote speaker was excellent! It was inspiring and motivational, which is what we want to see! I would say it’s the best in all my years of attending this conference.”

“...awesome keynote speaker. Very inspirational and amazing. Sessions very informative. Enjoyed it lots!”

“...I enjoyed many aspects of the conference; however, the best thing was the opening. The fashion show was awesome and the keynote speaker was off the chain…”

“...the best thing about the conference was that there were many people there that had a great knowledge base concerning transition and were readily available to discuss any concern or topic of interest.”

“...best Transition Conference I’ve ever been to! Thank you for a great conference!”

—Participants’ comments from the 2014 evaluations and post-conference survey
Outreach: Projects and Activities in Service to the Transition Community

Outreach Goal 2

Inservice Professional Development: Online and Onsite

As of September 30, 2014, a total of 988 online and onsite training experiences have been recorded through the TNT series.

Onsite training workshops were held at the 2014 Alabama Transition Conference and a parent initiative of three regional Parent Training IN Transition events, sponsored by the State Personnel Development Grant (SPDG).

Two new training modules were developed, Module IV, Lesson 3, Writing Measurable IEP Goals; and Module VI, Lesson 1, Welcome to Transition.

Two live webinars were hosted, Webinar V: Community-based Instruction: Making It Happen and Webinar VI: 2014 Alabama Transition Updates.

Outreach Goal 2 Achievement FY 2014

Goal 2a: 500 online trainees
Actual: 876 online trainees

Goal 2b: 100 onsite trainees
Actual: 135 onsite trainees

Goal 2c: 85% report moderate to much increase in knowledge
Actual: 86% reported moderate to much increase in knowledge
Outreach Goal 3

PERSONAL DEVELOPMENT FOR YOUTH AND YOUNG ADULTS IN TRANSITION

Three events were coordinated by ATLI to serve youth and young adults in transition: the youth conference held in conjunction with the Alabama Transition Conference, a local community transition expo (collaboratively sponsored by Auburn University's CATTSS scholars and ATLI), and community-based instruction (CBI) work experiences.

ATLI hosted 31 young people at the youth conference, where they participated in advocacy and leadership activities.

Ninety-nine students with disabilities and their family members (7) attended the community transition expo.

Eight local high school students received work experience at ATLI.

Outreach Goal 4

INTERAGENCY DIALOGUE AND LEADERSHIP ON LOCAL, STATE, AND NATIONAL LEVELS

The 2014 Transition Leadership Academy drew 15 teams (54 participants) to set goals and objectives for their LEAs. Of the 15 teams, eight were new this year.

ATLI coordinated all four meetings for Alabama's State Interagency Transition Team.

ATLI’s director, Dr. Karen Rabren, continues to contribute to peer review panels and committees for the National Post-school Outcomes Center and the Council for Exceptional Children, Division of Career Development and Transition. During this fiscal year, Dr. Rabren was invited to serve on the editorial board of the Journal of Vocational Rehabilitation.

Outreach Goal 5

PROMOTE TRANSITION AWARENESS IN LOCAL, STATE, AND NATIONAL COMMUNITIES

ATLI published two issues of Directions—its transition awareness newsletter in FY 2014, and Governor Robert Bentley proclaimed March is Transition Awareness Month in Alabama.

OUTREACH GOAL 5 ACHIEVEMENT FY 2014

Goal 5a: 2 issues of an ATLI newsletter will be published
Actual: 2 issues were published and disseminated locally and statewide

Goal 5b: 1 statewide proclamation on transition will be issued
Actual: 1 statewide proclamation was issued

Goal 5c: 1 presentation at a national conference or meeting
Actual: 0 presentations at a national event
FY 2014 ATLI FUNDING & EXPENDITURES

The Institute’s contractual responsibilities for the Alabama State Department of Education were continued for FY 2014, as was funding from Auburn University, College of Education. As shown in Figure 1, these two sources comprised the majority of ATLI funding, with limited funding from the CATTS four-year federal grant and the Alabama Transition Conference revenues after expenses. The major Institute expenditure for FY 2014 is for personnel, including part-time employees from the university’s Temporary Employment Services, with operating expenses and indirect costs comprising the remainder.

Figure 1. FY 2014 ATLI Funding sources

- Contracts, 81%
- AU/COE, 16%
- Grants, 2%
- ATLI (conf.), 1%

Figure 2. FY 2014 ATLI Expenditures

- Personnel (incl. TES), 77%
- Operating Expenses, 17%
- Indirect, 5%

Figure 3. FY 2014 ATLI Expenditures by Funding Source ($1,000s)

Figure 3. An analysis of FY 2014 expenditure categories reveal that the majority of funding dollars from all sources were used for personnel costs.
Auburn Transition Leadership Institute
Annual Goals
2014 - 2015

INSTRUCTION
I-Goal 1: Provide experiences in research, instruction, and service delivery to Auburn University students
I-Goal 2: Integrate ATLI research into publications and presentations
I-Goal 3: Provide university students with pre-service experiences using research-based methods

RESEARCH
R-Goal 1: Involve local, state, and national transition stakeholders with designing, developing, and/or conducting of research
R-Goal 2: Share transition research results with local, state, and federal agencies
R-Goal 3: Disseminate transition research findings at state, national, and international forums

OUTREACH
O-Goal 1: Engage transition stakeholders in professional or personal development
O-Goal 2: Provide resources to public school systems to improve their transition programs
O-Goal 3: Provide personal development opportunities for youth and young adults in transition
O-Goal 4: Engage in interagency dialogue and leadership on local, state and national levels
O-Goal 5: Promote transition awareness in local, state and national communities