What is Transition
Transition services . . .

are mandated by United States laws to help youth with disabilities achieve their desired goals in education and employment, and to facilitate their participation in their family and community life.
Governor’s Proclamation – March is Transition Awareness Month
Auburn Transition Leadership Institute

• Who Are We?
• What is ATLI?
• How Do We Contribute?
• What Are Our Contributions?
Who Are We
Auburn Transition Leadership Institute
Personnel 2011-2012
Auburn Transition Leadership Institute
Personnel 2010-2011
What is ATLI
Development of ATLI

• Alabama Transition Initiative (1996-2000) ALDE (SES)
  – 5-year Federal Transition System Change Grant

• Auburn Transition Leadership Institute (2000-present)
  – Peak of Excellence (not funded)
  – Mike Hubbard (AL Legislature)
  – ALSDE annual contracts
  – Federal grants
Auburn Transition Leadership Institute

VISION

A society in which all individuals are valued as contributing members, each dignified by his or her strengths and abilities.
Auburn Transition Leadership Institute
MISSION

To 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.
How Do We Contribute?
Nationally
Collaboration with National Centers
Statewide
Data collection, analysis, and/or reporting for Alabama’s State Performance Plan Indicators

STATE PERFORMANCE PLAN INDICATORS

INDICATOR 1: GRADUATION RATES (Performance) - Percent of all students graduating from high school with a regular diploma.

INDICATOR 2: DROP-OUT RATES (Performance) - Percent of students dropping out of high school.

INDICATOR 3: ASSESSMENT DATA (Performance) - Percent of students performance of children with disabilities, on state-wide assessments.

A. Percent of districts that have a disability subgroup that meets or exceed the State's KYP objectives for progress for disabled students.

B. Participation rate for students with IEPs in a regular education setting.

C. Participation rate for students with IEPs, accommodating for exceptionalities.

D. Participation rate for students with IEPs, accommodating for grade level standards.

E. Assessment assessment standards.

INDICATOR 4: SUCCESSION/EXPULSION (Performance) - Percent of students removed from regular classes.

A. Percent of students removed from regular classes.

B. Percent of students not removed from regular classes.

C. Percent of students removed from regular classes.

D. Percent of students not removed from regular classes.

INDICATOR 5: SCHOOL AGE AGE (Performance) - Percent of students age 8 through 21.

A. Percent of students age 8 through 21.

B. Percent of students not age 8 through 21.

C. Percent of students age 8 through 21.

D. Percent of students not age 8 through 21.

INDICATOR 6: PRE-SCHOOL RATES (Performance) - Percent of students who received special education and developmental services (i.e., early childhood settings), or early childhood special education settings.

A. Percent of students who received special education and developmental services.

B. Percent of students not who received special education and developmental services.

C. Percent of students who received special education and developmental services.

INDICATOR 7: PRE-SCHOOL OUTCOMES (Performance) - Percent of students with IEPs who demonstrated improved social-emotional skills (including social relationships).

A. Percent of students who demonstrated improved social-emotional skills.

B. Percent of students not who demonstrated improved social-emotional skills.

C. Percent of students who demonstrated improved social-emotional skills.

PART B

State Performance Plan

THE ALABAMA
DEPARTMENT OF EDUCATION

INDICATOR 8: HUNGRY REQUESTS RESOLVED BY RESOLUTION SESSIONS (Performance) - Percent of hearing requests that went to resolution sessions that were resolved through resolution session agreements.

INDICATOR 9: MEDIATION AGREEMENTS (Performance) - Percent of requests that resulted in mediation agreements.

INDICATOR 10: STATE REPORTED DATA (Performance) - State data is timely and accurate.
Professional Development Needs

“(3) providing professional development activities that—

(B) improve the knowledge of special education and regular education teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices, and that—

(ii) involve collaborative groups of teachers, administrators, and, in appropriate cases, related services personnel;

(iii) provide training in methods of—

(V) successful transitioning to postsecondary opportunities;

(v) provide training for special education personnel and regular education personnel in planning, developing, and implementing effective and appropriate IEPs;

(C) train administrators, principals, and other relevant school personnel in conducting effective IEP meetings;”

IDEA (2004) Title I, Section D, 654(b)(3)

http://idea.ed.gov/explore/view/p/%2Croot%2Cstatute%2Cf%2C654%2Ca%2C3%2C
Aligned with Auburn’s Strategic Plan

Auburn University Strategic Goals 2010-2011 Next Steps

STRATEGIC PRIORITY 1: ELEVATE UNDERGRADUATE EDUCATION AND ENRICH THE UNDERGRADUATE EXPERIENCE

1. Begin implementing the new Honors Curriculum and the revised Core Curriculum in fall 2010, and start assessing their success. • Implement the new Honors curriculum beginning fall 2010.
   • Hire a Postdoctoral Teaching Fellow for the Honors College to teach in the freshman interdisciplinary seminars.
   • Complete the review of the Core Curriculum courses in fall 2010 and implement in fall 2011.

2. Implement writing in the disciplines and open the Writing Center to all Undergraduate Students beginning fall 2010. • Expand the Miller Writing Center to all undergraduates and offer writing workshops in the Village beginning fall 2010.
   • Create a Graduate Student Advisory Council to involve graduate students in the writing initiative and develop programs and support structures to address their needs.
   • Hire a new Assistant Director of University Writing to oversee the Miller Writing Center.

3. Continue to internationalize Auburn University programs, including the global service initiative. • Work toward executing the identified steps of the International Skills Implementation Committee;
   • Expand international efforts to include graduate domestic students;
   • Utilize current international students to expand the international experience of traditional students;
   • Work with the Assistant Provost for International Programs to continue moving the global and international agenda forward.

4. Use the CLA data to improve curriculum. • Administer the CLA to rising juniors in the spring of 2011;
   • Plan to host a Performance Task Academy for Auburn faculty during spring 2011;
   • Ensure the importance of the CLA is understood at the institutional level, work to establish faculty buy-in to process.

5. Increase graduation rates through better advising, use of summer schedule, and class loads taken.

STRATEGIC PRIORITY 2: BUILD THE FOUNDATION FOR A STRONGER AND LARGER RESEARCH ENTERPRISE

8. Streamline and modernize how Auburn University collects information about faculty activity for annual review, promotion and tenure, and other uses so that faculty research production can be effectively analyzed and showcased. • Implement use of Digital Measures software, designed to track faculty’s teaching, research, and service activities;
   • Continue to support the strategic marketing and communications plan for research.

9. Increase external funding for research and increase the number of competitive research grant proposals submitted and funded. • Increase the number of proposals submitted and funded by 3%.

10. Increase the number of graduate students -- goal is 5,000.
   • Encourage more Professional Masters Degrees, particularly in Engineering and promote the newly approved and implemented Graduate Certificate Programs.

11. Support the development of interdisciplinary research initiatives, including Health Sciences.
   • Increase collaboration among colleges and schools to develop potential new sources of income.
STRATEGIC PRIORITY 3: EXPAND THE IMPACT OF THE UNIVERSITY’S EXTENSION AND OUTREACH ACTIVITIES, BETTER SERVICE OUR COMMUNITIES AND THE STATE

12. Identify institution-level expected outcomes of Auburn University’s public service activities (Outreach and Extension), analyze the extent to which those outcomes are being achieved, and make improvements based upon this analysis.*
   • Demonstrate by data the impact of outreach and extension activities.

13. Develop and implement initiatives to impact two or more school districts.
   • Continue to generate visibility for University Outreach;
   • Explore possible outreach collaborations with peer institutions throughout the state and identify possible ways to develop online academic courses for K-12.

14. Ensure outreach programming is financially sustainable:
   • Implement new policies for dealing with other campus entities regarding Outreach grants and partnerships;
   • Implement the “Revenue Sharing Agreement” so that a portion of revenues produced as a result of funding from University Outreach will be given back to Outreach and used to support future outreach efforts.

STRATEGIC PRIORITY 5: COMMITMENTS TO CONTINUOUS IMPROVEMENT IN STRENGTHENING OUR MANAGEMENT APPROACHES AND INCREASING OUR EFFICIENCY

18. Increase opportunities for campus-wide collaboration and external funding as it relates to the Office of Sustainability.*
   • Submit at least five grant proposals to fund the work of the Office of Sustainability.

19. Increase classroom efficiency and the number of classrooms that are IT enhanced.*
   • Implement Ad Astra to more efficiently schedule courses
   • Increase the number of IT enhanced classrooms by 3-5%

20. Conduct a formal readiness audit in preparation for the submission of Auburn’s SACS Compliance Certification.

STRATEGIC PRIORITY 6: CONTINUE TO DRAMATICALLY EXPAND THE ENDOWMENT, ANNUAL FUND, AND GIFTS TO THE UNIVERSITY, TO SUPPORT ACADEMIC EXCELLENCE AND INCREASE SCHOLARSHIPS

23. Support the Student Scholarship Campaign to increase funding for student scholarships with a goal of $15-20 million in endowments pledged by December 2011.*
   • Increase the number of scholarships and endowments.

24. Develop an integrated marketing and communications plan.*
   • Enhance Auburn’s image through a more connected relationship between OCM and college/area communicators.

25. Develop plans for one new major income stream for Auburn University.
   • Identify ways in which developing more Distance Education courses can generate increased revenues.
Aligned with College of Education’s Mission

- To build a better future for individuals, our state, our nation, and our world

- Mission fulfilled by preparing competent, committed, and reflective professionals by engaging in outstanding teaching, cutting-edge research, and meaningful outreach
Student Support

In the words of those we serve . . .

(Qualitative Data)
“And then I went to YAiT and I learned it was okay to come out of your shell a little bit because they have disabilities too—and you can share your thoughts and you don’t have to be shy.” Laura Tapia, student and her mom Paula Tapia
“My advice to incoming ATLI student workers: Take advantage of what is in front of you! The most important asset I have gained from my experiences with ATLI is life mentors.” Courtney Dotson, Doctoral Candidate in Special Education, Rehabilitation and Counseling
Rehabilitation Counselors

“The annual Alabama Transition Conference is the activity that has been most helpful to me in serving the needs of students with disabilities. This conference gives me the latest information on transition as well as explains the changes that either have happened or will happen with Special Education and Vocational Rehabilitation.”  Reese Grantham, Vocational Rehabilitation Counselor, Tuscaloosa
Administrators

“When the Auburn Transition Leadership Institute came into being, Alabama became one of the few states with the advantage of tapping into resources that a university institute could provide.” Mabrey Whetstone, Special Education Services Director, Alabama Department of Education
What Are Our Contributions
FY 2011
Auburn Transition Leadership Institute

Aligned with the Mission of the University

- Instruction
- Outreach
- Research
Instruction Goal 1: Work Experiences
Instruction: Teaching Experience

ATLI Graduate Teaching Assistants (GTAs) gain university teaching experience as they progress from:

- observing instruction,
- to assisting with instruction, and then to
- independently teaching courses.

GTAs learn how to:

- develop syllabi,
- provide instruction,
- assess student learning,
- develop and deliver distance education
- increase knowledge and skills
- develop professional relationships.

Christina Adams assist with teaching a class.
Instruction: Product Development and/or Service Delivery

- Youth & Young Adults in Transition (YAiT)
- Community-based Training (CBT)
- Training in Transition “TNT” Professional Development
- Alabama Transition Standards
  
  (Pending ALSDE Approval)
Instruction Goal 1: Work Experiences

Goal 1a: 1 AU student will gain research experience
Actual: 1 students gained research experience

Goal 1b: 2 AU students will gain instruction experience
Actual: 2 students gained instruction experience

Goal 1c: 3 AU students will assist with product development/service delivery
Actual: 9 students assisted with product development/service delivery
Instruction Goal 2: Integration of Research
Instruction: Research to Practice

- **Publications**
  - Newsletters
  - Chapters
  - Articles


Auburn Transition Leadership Institute. (2010, Fall). *Directions Newsletter.*


Cobb, M., Rabren, K., & Eaves, R. (in progress). *Post-school satisfaction levels of individuals with disabilities: The effects of geographic location, race, and gender.*

Courtney Dotson disseminating an ATLI “ready-packet” during the 2011 Division of Intellectual Disabilities Services Advisory Committee Meeting.
Instruction: Research to Practice

Student Presentations

- Alabama State Interagency Transition Team
- Alabama Transition Conference
- Division of Intellectual Disabilities Services Advisory Committee Meeting
- Alabama Mega Conference
Instruction Goal 2: Integration of Research

Goal 2a: 3 AU students will conduct research leading to publication
Actual: 2 students conducted research leading to publication

Goal 2b: 3 AU students deliver presentations at state conferences or meetings
Actual: 4 students delivered presentations

Goal 2c: 1 AU student will present at a national meeting or conference
Actual: 1 student presented at a national conference
Instruction Goal 3: Application of Research-based Methods
Instruction Goal 3: Application of Research-based Methods

Goal 3a: 4 ATLI direct service experiences will be provided for AU students
Actual: 2 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: 1 experiences in program development were provided
Outreach Goal 1: Professional & Personal Development Event
Alabama Transition Conference

- Since 1991—major outreach and state training activity
- One of the largest & longest running TCs in U.S.
- Self-funded through registration fees
- Fees waived for consumers and families
- Professional & policy development
- Personal development for youth/young adults
- Staffed by AU student volunteers
- Administered, coordinated, & hosted by ATLI
“Transition – Cascades of Hope & Promise”
Highlights of Transition XXI

• Entertainment by: Garrett Miles, Chris McPherson, & Gideon Weigel

• All 4 quadrants of Alabama represented

• Largest attendance, Montgomery County

• 10 states were represented

• Representatives from 9 colleges and universities across the state
Outreach Goal 1: Professional & Personal Development Event

Goal 1a: 500 participants
Actual: 755 participants

Goal 1b: 80% of AL counties represented at conference
Actual: 89% represented (63 of 67)

Goal 1c: 75% of AL LEAs represented at conference
Actual: 70% of LEAs represented (105 of 132)
Outreach Goal 2: In-service Professional Development
TNT Collaborators

- Auburn Transition Leadership Institute (ATLI)
- Alabama State Department of Education (ALSDE)
## “TNT” Training Topics

<table>
<thead>
<tr>
<th>Training Modules &amp; Webinars</th>
<th>Description</th>
<th>On-line Availability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Transition</td>
<td>Definitions, legislation, and models of transition</td>
<td>2008 (revised Fall 2010)</td>
</tr>
<tr>
<td>Assessment for Transition Planning</td>
<td>Assessment types and examples for transition</td>
<td>2008 (revised Fall 2010)</td>
</tr>
<tr>
<td>My Plan for Transition (student-focused)</td>
<td>Student led training that includes activities for developing self-determination skills</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>Transition Standards &amp; the IEP Series</td>
<td>Writing IEPs to address students’ transition needs</td>
<td>Fall 2011</td>
</tr>
<tr>
<td>Interagency Transition Services</td>
<td>Identification of various service providers’ roles and community resources</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>My Plan for Transition (teacher-focused)</td>
<td>Teacher-led training that includes activities for developing self-determination skills</td>
<td>Spring 2012</td>
</tr>
<tr>
<td>Alabama Transition Standards Live Webinars</td>
<td>Introduction to Alabama Transition Standards Grades 9-12</td>
<td>Fall 2011, Fall 2012</td>
</tr>
</tbody>
</table>
History & Development (cont’d)...

- Development of Transition Services II
- Developed from Career Technical Workforce Essentials
- Elective course
- One-credit course

Transition Standard Strand: Career Development

The standards in the Career Development strand will outline a career planning process, identify the benefits of employment, and develop career related skills that facilitate each individual’s potential for economic, social, and personal post-school fulfillment. This instructional component provides the student with the opportunity to apply knowledge of career-related skills in work-based learning experiences.
Welcome to “TNT” - Training in Transition

What will I learn?

Module I: Foundations of Transition | Module II: Assessment for Transition Planning
Module III: My Plan Transition | About Taking This Online Training | Continuing Education Units

Computer Compatibility | TNT Flyer & Organizer | Coming Soon...

"TNT" is Training in Transition, a series that began as in-service professional development for Alabama secondary school teachers and administrators, and which will expand into courses for transition-age students and other stakeholders as well.

The Alabama Department of Education and ATLJ initiated development of the series in 2007, and in the first two years presented onsite educator workshops in ten areas of Alabama. In Summer 2009, the first two workshop courses were put online, accessed through the Auburn University ATLJ Web site.

Expansion of the series continues each year, with updates and additions reflecting the progression of state and national transition policies and practices.

Click here to take the modules.
On-Line “TNT” Training Programs

Training in Transition “TNT” Series
A Collaborative Effort of the Alabama Department of Education and the Auburn Transition Leadership Institute

“TNT” is Training iN Transition, a series of online training modules which includes courses for transition-age students, transition professionals and other stakeholders as well. The Alabama Department of Education and ATLI continues to expand this training series each year, with updates and additions reflecting the progression of state and national transition policies and practices. Interested participants can access online training through the Auburn University ATLI Web site, auburn.edu/atli.

Training Series
Module I: Foundations of Transition
Module II: Assessment for Transition Planning
Module III: My Plan for Transition (student-focused)
Module IV: Transition Standards & the IEP Series
  Series I: Introduction to the Transition Standards and the IEP
  Series II: Using Assessment for IEP Development
  Series III: Writing Standards-based IEPs*
  Series IV: Writing IEPs for Improving Post-school Outcomes*
Module V: Interagency Transition Services*
Module VI: My Plan for Transition (teacher-focused)
* In Development

FREE Training
Continuing Education Units (CEUs)
Student Interactive Training Module
Online Availability, Accessible Anytime
Live Webinars – See Web for Dates
Closed Caption Availability

Accessing TNT
auburn.edu/atli

TNT Participants
Students  Parents
Educators  Counselors
Job Coaches  Paraprofessionals
Administrators  Employers
Other Transition Stakeholders...

See Reverse for:
Your Personal TNT Organizer
TNT FAQs

100 Ramsay Hall • Auburn, Alabama 36849 • 334.844.5927 (O) • 334.844.5950 (F) • ATLIreg@auburn.edu
2010-11 Number Served & Location . . .
(Quantitative Data)

In-service “TNT” Series”
Pre-Post & KBAM Evaluations
<table>
<thead>
<tr>
<th>On-Site TNT Participants</th>
<th>On-Line TNT Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Module III n= 28</td>
<td>• Module I n= 92</td>
</tr>
<tr>
<td>• Module IV, Series I n= 104</td>
<td>• Module II n= 62</td>
</tr>
<tr>
<td>Total n= 132</td>
<td>• Module III n= 104</td>
</tr>
<tr>
<td></td>
<td>• Total n= 258</td>
</tr>
</tbody>
</table>

Overall Knowledge Change 85%

CEUs Awarded n= 154
Outreach Goal 2: In-service Professional Development—Training in Transition ("TNT")

**Goal 2a:** 200 TNT online trainees  
**Actual:** 258 TNT online trainees, 132 TNT onsite trainees

**Goal 2b:** 2 TNT onsite workshops in addition to online modules  
**Actual:** 2 onsite workshops in addition to online modules

**Goal 2c:** 85% report moderate-much increase in information  
**Actual:** 85% reported moderate-much increase in information
Outreach Goal 3: Personal Development for Youth and Young Adults
Outreach Goal 3: Personal Development for Youth and Young Adults

Goal 3a: 2 events will be coordinated for youth in transition
Actual: 2 events were coordinated

Goal 3b: 15 youth will participate in direct services/opportunities
Actual: 32 youth/young adults in transition participated

Goal 3c: 1 HS student will be provided community-based work at ATLI
Actual: 4 HS students were provided community-based work at ATLI

Gideon Weigel performs at the 2011 Alabama Transition Conference.
Outreach Goal 4: Interagency Dialogue & Leadership
State Interagency Transition Team (SITT)

. . . promote and assist . . . activities and services which enhance and facilitate community capacity to support effective transition from school to meaningful adult life for youth and young adults with disabilities.

[Approved by SITT steering committee June 8, 2009 and adopted by SITT members November 9, 2009]

- STUDENTS
- PARENTS
- ASSOCIATION OF HIGHER EDUCATION AND DISABILITY
- AUBURN UNIVERSITY – AUBURN TRANSITION LEADERSHIP INSTITUTE
- BALDWIN COUNTY SCHOOLS
- COMMUNITY REHABILITATION PROGRAM/EASTERN SEALS OF ALABAMA
- COUNCIL FOR DEVELOPMENTAL DISABILITIES
- ALABAMA DEPARTMENT OF EDUCATION
- ALABAMA DEPARTMENT OF HUMAN RESOURCES
- ALABAMA DEPARTMENT OF LABOR
- ALABAMA DEPARTMENT OF MENTAL HEALTH
- ALABAMA DEPARTMENT OF POSTSECONDARY EDUCATION
- ALABAMA DEPARTMENT OF REHABILITATION SERVICES
- ALABAMA DEPARTMENT OF YOUTH SERVICES
- EMPLOYERS
- INDEPENDENT LIVING CENTERS
- JEFFERSON COUNTY SCHOOLS
- JOB CORPS
- UNIVERSITY OF SOUTH ALABAMA

Transition in Alabama displayed at the 2011 National Secondary Transition Technical Assistance Center
Outreach Goal 4: Interagency

Goal 4a: 25 local education agencies receive interagency transition goal-planning support
Actual: 7 LEAs received goal-planning support

Goal 4b: 4 annual meetings will be coordinated for the State Interagency Transition Team
Actual: 4 meetings were coordinated

Goal 4c: 1 invitation to national leadership position
Actual: 3 national leadership position extended
Outreach Goal 5: Transition Awareness
Outreach Goal 5: Transition Awareness

**Goal 5a:** 4 issues of an ATLI newsletter will be published and distributed
**Actual:** 4 issues were published and distributed 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:** 1 presentations at national events

Eric Crumley and Megan Cobb during the poster session at the 2011 Alabama Transition Conference
Research Goal 1: Designing, Developing, & Conducting Research
Research: Early Learning Progress Profile

- Online data collection and reporting about Alabama’s pre-school children who receive special education services
- Website was developed and tested under ALSDE contract in 2009-2011, and was opened September 15, 2011.
- Website data is pulled daily from the ALSDE database.
- Survey results will be reported to the Alabama State Department of Education (ALSDE) and Local Education Agencies (LEAs)

Data entry URL: https://fp.auburn.edu/institute/elpp
Research: Alabama Parent Survey

- Data collection and reporting of involvement of Alabama parents who have children with disabilities in the public schools (2004 – present)
- Web-based data collection and reporting since 2009.
- Both online and paper surveys are used to collect parent data.
- Survey results reported to ALSDE and the participating LEAs.
- Over 22,000 total parent survey data records have been collected through FY 2011.

Data entry URL: https://fp.auburn.edu/institute/parentsurvey/
Reports URL: https://fp.auburn.edu/institute/parentsurvey/reports/SelectReportLEA.aspx
Research: Alabama Post-school Outcomes

- Data collection and reporting about the post-school outcomes of former students with disabilities who have exited high school (1996 – present)
- Continued from Alabama’s federal systems change grant.
- Web-based data collection and reporting since 2002.
- Survey results reported to ALSDE and the participating LEAs.
- Over 20,000 total outcomes data records have been collected through FY 2011.

Reports URL: https://fp.auburn.edu/institute/pods/AL_PODS/
Research Goal 1: Designing, Developing, & Conducting Research

Goal 1a: 100% PSO Survey return rate  
Actual: 92% return rate

Goal 1b: 25% Parent Survey return rate  
Actual: 27% return rate

Goal 1c: .75 reliability across the ELPP instrument factors  
Actual: .95 reliability
Research Goal 2: Reporting Research
Research Goal 2: Reporting Research

Goal 2a: PSO with \(\frac{1}{4}\) of AL districts
Actual: \(\frac{1}{4}\) of AL school districts

Goal 2b: Parent with \(\frac{1}{4}\) of districts
Actual: \(\frac{1}{4}\) of AL school districts

George Hall and Pavan Bura reviewing the Early Learning Program Profile (ELPP) database.
Research Goal 3: Disseminate Results
Research: Presentations

- Alabama Transition Conference
- Alabama Rehabilitation Association Training Conference
Research Goal 3: Disseminate Results

**Goal 3a:** 2 state level forums  
**Actual:** 2 state forums

**Goal 3b:** 1 national level forum  
**Actual:** 0 national forum

**Goal 3c:** 1 international level forum  
**Actual:** 0 international forums
# Auburn Transition Leadership Institute

## ENGAGEMENT & IMPACT

<table>
<thead>
<tr>
<th>Program</th>
<th>Activity</th>
<th># Persons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>Graduate students workers</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>Undergraduate students workers</td>
<td>3</td>
</tr>
<tr>
<td>Outreach</td>
<td>Transition Conference</td>
<td>755*</td>
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<tr>
<td></td>
<td>TNT Series</td>
<td>390</td>
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<td></td>
<td>Local Transition Planning Summit</td>
<td>30</td>
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<td>State Interagency Transition Team</td>
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<tr>
<td>Research</td>
<td>Post-school Outcome Survey</td>
<td>1,046</td>
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<tr>
<td></td>
<td>Parent Survey</td>
<td>5,332</td>
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<tr>
<td></td>
<td>Other</td>
<td>24</td>
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<tr>
<td></td>
<td><strong>Total:</strong></td>
<td><strong>7,626</strong></td>
</tr>
</tbody>
</table>

*ATC 2011 drew 755 total participants, 683 registered attendees and 72 university volunteers*
Conducting Instruction, Outreach, and Research Activities to Develop Leaders who will improve the opportunities for youth and young adults with disabilities
Websites

2010 Parent Survey reports:
https://fp.auburn.edu/institute/parentsurvey/reports/SelectReportLEA.aspx

2010 Parent Survey statistics and manual survey entry (PW: psAdmin):
https://fp.auburn.edu/institute/parentsurvey/Admin.aspx

2007, 2008, & 2009 Post-School Outcome Survey reports:
https://fp.auburn.edu/institute/pods/AL_POIDS/forms/SelectReportLEA.aspx

2010 ELPP Website:
https://fp.auburn.edu/institute/elpp/

Collaborative Approach to Training Transition Specialists (CATTS) Website:
education.auburn.edu/catts

State Interagency Transition Team Website:
https://fp.auburn.edu/institute/_SITE/SITT.asp

Training iN Transition “TNT” Website:
https://fp.auburn.edu/institute/TNT/TNT.aspx