Annual Report

FY 2012
Fiscal Year: October 1, 2011-September 30, 2012

Of special interest:

- “The future of transition for youth with disabilities is in good hands” —Alabama Speaker of the House of Representatives, Mike Hubbard
- Over 8,900 engaged or impacted by ATLI activities during FY2012
- ATLI Director receives Outstanding Teacher Educator Award
- ATLI trains teachers and administrators in the use of Alabama Transition Standards; only state transition standards in the nation
- New Early Learning Progress Profile Data Collection website launched
Our Vision

The vision of the Auburn Transition Leadership Institute is a society in which all individuals are valued as contributing members, each dignified by his or her strengths and abilities.

Our Mission

Our mission is 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.
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- Speaker Mike Hubbard, Alabama House of Representatives
- Dr. Shelley Bailey, Former ATLI Graduate Assistant
- Ms. Terri Norris, Transition Coordinator

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Words that Inspire Us
A Parent’s Perspective:

"Having participated in graduate studies in the College of Education at Auburn, I would like to assure other parents that their children are in good hands. Teachers are well equipped with the knowledge and the skills they need to help our young adults.

I highly encourage parents to work with the teachers to help them know your kids and help them to figure out what is it that your child wants and needs to be able to integrate successfully into the community.

My husband and I are originally from Turkey. We both insisted on teaching our children the Turkish language and culture along with the American culture here in Auburn.

Duygu is bilingual; she can speak and understand both Turkish and English; that gives her a privilege to be able to connect easily with her relatives when we visit them in Turkey.

Duygu has two brothers, and grew up learning to do the same activities they do. She goes to soccer practices and games with them. She likes to travel overseas, meet different people and enjoy the company of her relatives, and see new places. She likes to go out and do things with her family and friends. She likes to spend time with her best buddy, being separate from me.

I believe all of these helped to improve her self-confidence and growth. All of these made her who she is."

—Duygu’s mother, Sevgi Kucuktas
Duygu Kucuktas
Senior, Auburn High School
Auburn City Schools

Duygu Kucuktas, a 12th grade student from Auburn High School (AHS), has made big strides in gaining hands-on work experience. She has recently engaged in community-based instruction at the independent retirement center, Monarch Estates, the local restaurant called Niffer’s, and the Auburn Transition Leadership Institute (ATLI) at Auburn University. These various work experiences add a nice variety to her resume.

This spring, Duygu spent Tuesday mornings at ATLI, assisting with projects including making buttons for the 2012 Alabama Transition Conference and counting envelopes in preparation for mailing. Her can-do attitude and friendly demeanor have made her a pleasure to work with! “Duygu always talked about the staff and how she worked at Auburn Transition Leadership Institute,” says her mother, Sevgi Kucuktas. “It was another job site for her to learn new skills. She enjoyed making buttons and preparing envelopes with people she knew and were comfortable. It was also a great opportunity for her to be out using her social skills with staff and friends.”

Duygu describes that her favorite subject in school is science, she specifically enjoys all of the experiments created by her teacher, Ms. Schiffer. Drop Everything And Read (DEAR) is another school experience which evokes a smile from Duygu. DEAR provides an opportunity for her to read books of her choice from the library. Duygu smiles yet again when describing participation in Café AHS, where she and other students practice the culinary arts by cooking many different types of foods.

Her mom says she is enjoying every bit of school time she has left. “She is one of those kids that LOVES to go to school and riding the school bus back and forth to school is a major part of her daily enjoyment. She will be going to job sites and continue to learn actual job skills this year.” When asked about her observations on her daughter’s transition from youth to young adult, Mrs. Kucuktas, who has a teaching background, says, “Duygu is slowly working her way through the transition from youth to young adult. I feel like she is trapped between child-like emotions and the behaviors that are expected from young adults. She is surely being more independent and she expresses her ideas and opinions more openly. She is learning new job skills at school that I hope she can apply to a real job situation. As she gets ready to graduate, and integrate into the community, I am especially concerned about her awareness of personal safety issues, but also that she will be able to get a job and keep it.”

In her spare time, Duygu says she watches movies, listens to music, cooks with her mom, and travels. When asked about favorite travel destinations, Duygu expresses a preference for Destin, Florida and its beautiful beaches. She also enjoys going overseas to Turkey, where she visits her relatives.

Duygu reports that she would like to get a job working in the community when she graduates from high school. Her experience through community-based instruction should enhance her employment portfolio while also providing her with hands-on experience in a number of work-related activities.

—Interviewed by ATLI Graduate Assistant Christina Adams
Speaker Hubbard, is there a message you would like to share with the Institute and the state regarding the future of transition in Alabama?

“ My overall goal for students with disabilities is to support programs that promote students to have the opportunity to work...If everyone is granted the opportunity to work, it’s better for all....I’m very proud of what ATLI has done. ”
Representative MIKE HUBBARD
Speaker of the House
Alabama State Legislature

For someone who grew up in the small northeastern town of Hartwell, Georgia, Mike Hubbard, Alabama’s Speaker of the House, has certainly had an interesting journey. He would have never dreamed that one day he would be serving in the legislature as Alabama’s Speaker of the House, as well as a leader in the Alabama transition movement to help youth with disabilities be more successful in their adult lives.

Speaker Hubbard stayed close to home and attended the University of Georgia, where he graduated in 1983 with a degree in radio and television. As a student, he took the opportunity to direct a Heisman campaign for his college roommate, All-American Terry Hoague, as well as working on Hershel Walker’s campaign. After graduating, he moved to the Plains to begin a career at the Auburn Athletic Department. Here, he was able to contribute his efforts and be a part of Bo Jackson’s Heisman campaign in 1990. Also, in 1990, Hubbard left Auburn University to head up Auburn’s radio and television sports network. In 1994, Hubbard formed his own company, Auburn Network, Inc., to handle Auburn’s multi-media rights and built the network into one of the nation’s most respected collegiate sports networks. His understanding of the power of broadcast communication began at an early age, expanding and improving into his adult life.

As a young businessman, Speaker Hubbard wanted to get involved in public service somehow, but did not know when or where to begin. He met up with U.S. Representative Bob Riley—who would later become the 52nd governor of the state of Alabama—and became involved with his campaign for Congress. Riley encouraged Hubbard to get involved with politics, and told him he should run for the legislature. To Hubbard’s surprise, he was elected on his first attempt at office and began serving in the 1998 legislature. From 2004-2010, he served as House Minority Leader, becoming Speaker in 2010—the first Republican Speaker of the House in 136 years. The Speaker of the House is third in the line of succession to the governor, and is in charge of making sure the flow of legislation runs smoothly. His media/radio background has undoubtedly helped him become the influential leader that he is today. What inspires Speaker Hubbard most about the work that he does is being able to make positive changes in the state of Alabama. He indicated that the most difficult part of his job is the fact that you can never make everyone happy. When dealing with the bureaucracy of government, he knows all too well that not everyone will be happy with the decisions made. But, as he says, “Being a leader means making good leadership choices.”

Speaker Hubbard has certainly played an important role in the transition movement in Alabama. He first became aware of transition in Alabama through the Education Ways and Means Committee. “I was on the Education Ways and Means Committee and Government Affairs when it came to my attention that Auburn University was impressed with the fledging transition institute, and I was convinced that ATLI should be funded.” Speaker Hubbard played a huge role in the establishment of the Auburn Transition Leadership Institute by securing an appropriation for its budget. This has made possible the hiring of full-time coordinators, who oversee programs, grant proposals, and contracts.

Speaker Hubbard says he feels the future of transition for youth with disabilities is in good hands. ATLI wishes to thank him for his role in securing services for Alabama’s young people and their families, who now have the resources leading to greater self-sufficiency.

—Interview conducted by ATLI Graduate Assistant Addie Littrell with ATLI Instruction Coordinator Courtney Dotson
2000

The Auburn Transition Leadership Institute receives foundational funding from the state, allowing hiring of staff to pursue state contracts and federal grants.

“I’m so impressed and pleased with how the Institute has handled the funds and kept me informed.…..

This is a program that is making a big difference in the state of Alabama…..

It is a program that is making it happen, and you can see it.”

2006

Speaker Hubbard informs Dr. Rabren, ATLI Director, of continued funding for the Institute
“ I’d just like to state that, I don’t claim to be the expert, and that’s why we have Dr. Rabren and students like you all (Addie and Courtney)….I believe that Transition is in good hands.”
“There is not a day that goes by that I do not use the skills that I was able to build upon and improve while working on projects at the Institute. I know that these skills will be beneficial to me as I continue to grow professionally and one day become an administrator in special education so that I can affect change and improve the lives of students with disabilities on a much larger scale.”
SHELLEY HENTHORNE BAILEY, PhD

ATLI Graduate Associate, 2007-2009
Sixth-grade Inclusion Teacher, Nichols-Lawson Middle School
Sylacauga City Schools

In 2006, after teaching high school in Georgia, I returned to Auburn to work on my PhD, which I completed in 2009. During those three years, I was fortunate to secure part-time employment at the Auburn Transition Leadership Institute as a graduate associate, and that opportunity has had a positive impact on my career and helped me define my professional goals. At ATLI, I was able to work on many different projects, learning about aspects of special education and rehabilitation at the local, state, and national levels. I collaborated with a variety of people from different backgrounds and had the opportunity to work with state leaders. There is not a day that goes by that I do not use the skills that I was able to build upon and improve while working on projects at the Institute. I know that these skills will be beneficial to me as I continue to grow professionally and one day become an administrator in special education—so that I can affect change and improve the lives of students with disabilities on a much larger scale. I currently serve as the 6th grade Inclusion teacher at Nichols-Lawson Middle School in Sylacauga, where I will be starting my fourth year this fall. I teach students with a range of disabilities, but mainly serve students with learning disabilities. As the inclusion teacher, I work with the general education teacher to provide services to 10 to 15 students per year in the general education classroom. I also teach one or two reading classes each year, using a program of teacher-led instruction, computer-based learning, and independent learning.

I often think back to the ATLI projects I worked on, which helped me develop multiple skills in the areas of research, instruction, and outreach. Research was one of my main responsibilities at ATLI—reviewing literature for grant proposals, collecting and analyzing data for the state Parent Involvement Survey, and fact-checking for publications. I now do data collection and analysis on a daily basis to determine if what we are doing works, and how students’ IEP goals are affected. Learning to assess vast amounts of information has proved very valuable in evaluating books and school programs. For ATLI’s Training in Transition Series, a collaboration with the Alabama Department of Education, I participated in all the necessary behind the scenes prep work for on-site and online trainings. Working with Dr. Rabren and other state leaders to provide professional development at various sites throughout Alabama helped me hone my people skills—invaluable to me today when conducting IEP meetings, serving as the professional development manager, and providing professional development for our school staff. In addition, as the administrator for Success on Saturday (SOS), I collaborate with school and district employees to plan and implement activities for students who need additional assistance. As volunteer coordinator for the Alabama Transition Conference, I recruited volunteers and provided training, scheduling, and coordination while collaborating with the Institute director and the outreach coordinator. The skills I learned then help me now, as I set and schedule rotations for student learning, collaborate with other teachers and my instructional assistant, and manage my student caseload.

Being a special education teacher is important to me because I want to help students who struggle academically and behaviorally. I set high expectations for all of my students and hold them accountable. I want them to be successful in school and feel a sense of pride in what they do. Beyond that, I also feel it is my duty to help them understand why they receive special education services and what tools allow them to learn better in school. If students can understand their disabilities and what helps them learn, then this will benefit them throughout their lives.
On ATLI Initiatives:

The Alabama Transition Conference gives me the opportunity to learn what is new or what has changed in Transition over the past year.

The conference also gives me the opportunity to hear from the State Department and the ATLI on a more personal level, where I feel that I am actually part of what is going on. It is very beneficial to hear how other counties are making transition work for them in their schools and communities. I love to hear new ideas that I can bring back to Monroe County to implement or expand upon.

The Governor’s Proclamation, March is Transition Awareness Month in Alabama, reminds all of us—students, parents, teachers, and me—that transition is important at every level of education.

The TNT on-line series is a great refresher course on the transition goals and a very helpful explanation of the new Alabama Transition Standards.

Students will rise to our expectations, so we as educators need to set the bar high and expect the best from each of our students.
I enjoy working with high school students because I feel I am actually helping them prepare to become productive citizens in their communities. This year, with my new position as Transition Coordinator, I have had the opportunity to work with students at every grade level. I serve as a job coach to junior and senior students in the county by taking them to different areas in the community where they can job shadow individuals at work. The students learn not only job skills, but also how to interact with others and how to handle conflicts that arise in the work place. The workers at each of these jobs have been wonderful role models and have shown a genuine interest in each of the students.

My opportunity to work with Dr. Rabren at ATLI when I was a student at Auburn allowed me to understand—through hands-on participation—how much research and testing goes into the launch of programs for students with special learning needs. My favorite school program this year is Reality Check! It is a real-life financial simulation, stressing the importance of budgeting, prioritizing spending decisions, and saving money. Our 4th grade students in Monroe County participated in a transition program entitled, Wouldn’t It Be Cool?—designed to broaden their awareness of different jobs and careers, and help them comprehend the connection between what they are learning in school and what they will need to know as successful adults. They also learn to relate to adult role models in addition to their teachers and parents or guardians. The 8th graders have participated in a transition program entitled, Choices, that addresses adolescent issues and provides youth with the skills, self-esteem, and attitudes they need for a rewarding work life.

Of all the wonderful support provided by the Auburn Transition Leadership Institute for practitioners in this state, the most helpful activity to me is the Transition Conference. It is a great connection for school systems across Alabama to be on the same page when serving students with disabilities. It benefits the student most when we are all working in the same directions and doing things the same way. My 8th grade students have the opportunity to participate in a local school system conference, which prepares them for 9th grade and high school, and stresses the importance of staying in school, learning self-advocacy, learning job skills, and saying “no” to drugs. Eighth graders also participate in Mobile County’s Worlds of Opportunity, a work expo that is used to create awareness about career options among students and educators while addressing workforce needs in the region. It is a fun, educational, hands-on opportunity for students to become familiar with a broad overview of jobs available in the area.

As educators and instructors, we can derive inspiration even from the challenges we face as we guide students towards success and fulfillment in their lives. The most difficult thing to deal with on a day-to-day basis is student motivation. I have seen so many students with so much potential, but no intrinsic or extrinsic motivation, led to believe they shouldn’t aspire to much. Students will rise to our expectations, so we as educators need to set the bar high and expect the best from each of our students. Personally, I am most inspired by students’ outcomes after high school. It is very rewarding to see a student graduate with a plan—whether it be a job or college. It keeps me going, knowing that in some little way I am making a difference in a student’s life.
Introduction

Our lives have many transitions, from our early stages of development to those we experience later in life. Sometimes these times of change can be stressful and put immense strain on those engaged in transitions, as well as on all those around them. This is especially true for individuals with disabilities. Persons with disabilities have the same hopes, desires, and aspirations as those without disabilities. They want to work, live independently, have fun, and enjoy the company of family and friends; however, for some, their disabilities pose significant barriers in their quest for integrated and productive lives. The focus of our efforts at ATLI is on individuals with disabilities. We do what we can to help them achieve the quality of life they desire and deserve. We work toward assuring that effective policies and programs are in place, and that competent, highly qualified professionals are trained to assist them as they assume the roles of adulthood in order to become productive, valued, and responsible citizens.

During fiscal year 2012 (October 1, 2011-September 30, 2012), the Institute engaged in a number of activities and projects designed to improve and/or impact the quality of life for persons with disabilities. During our 12th year of service, we launched several new and exciting additions to existing projects and further expanded ATLI services and product development. Training programs for Alabama’s recently approved Transition Standards were developed through ATLI’s Transition iN Transition (TNT) project. These standards, which give guidance and direction to teachers as they work with students to develop transition plans, are the first such type of state standards focusing solely on transition in the nation. Training practitioners and administrators on the purpose and use of these standards was the next logical step in putting these standards into practice. Response to the new transition standards and the training programs by teachers and administrators in the field has been overwhelmingly positive.

The annual Alabama Transition Conference held in March drew full capacity crowds again. We are pleased that so many dedicated stakeholders thirst for knowledge and have the desire to gain new skills or hone existing ones, in order to further influence the lives of young people with disabilities. ATLI also is contracted with the Alabama Department of Education to coordinate the Alabama State Interagency Transition Team (SITT), first formed in 1983 as the State Transition Task Force. Alabama’s SITT is composed of select statewide leaders representing rehabilitation and disability services, secondary and higher education, advocacy, mental health, workforce and independent living organizations, students with disabilities, and parents. This team of statewide leaders for transition meet quarterly to provide leadership for the delivery of transition services for youth and young adults in Alabama. The Institute also provides guidance and support to local transition teams through the annual Local Transition Planning Summit.

In addition to training and policy analysis and development, ATLI also provides Alabama data collection and reporting of national indicators on special education programs required of all states by the U.S. Department of Education’s, Office of Special Education Services. More specifically, the Institute directly assists the state with three of the 20 indicators and indirectly with three more.

There is more to ATLI than training, policy development, and data analysis. On select mornings during the school year, the ATLI offices are brimming with youth actively involved in preparing for their futures. Through a collaboration between Auburn City Schools and the Institute, teenagers from Auburn High school are provided community-based instruction. During their visits, these young people are engaged in job readiness training and are provided instruction in a variety of general office duties while working side-by-side with ATLI staff and graduate students.
ATLI’s youth development activities do not end with the borders of Auburn’s city limits. The Institute extends its youth development activities to other school systems in the surrounding areas through the Community Transition Expo and through the state by working with the Youth and Young Adults in Transition (YAIT) statewide advocacy group for young people with disabilities.

Through these and other activities, projects, and products, ATLI continues to support an integrated society including opportunities for productivity, and independence for those with disabilities. We are dedicated to these individuals and to those who love, care, and serve them. The accomplishments and successes of the 2011-2012 fiscal year serve as our inspiration for current and future projects of the Institute. We appreciate all those who have helped us make this year’s accomplishments possible and we dedicate our work to those we serve — being always focused on building brighter futures for all children, youth, and young adults with disabilities.

**ATLI Welcomes **NEW **Staff Members**

**Part-time Associate Staff (Graduate Assistants)**

- **Kasey Kaschak** is from Scottsboro, Alabama. He received his undergraduate degree in Collaborative Special Education at Auburn University in 2012. Kasey is currently a graduate student in the Collaborative Approach to Training Transition Specialists (CATTS) program at Auburn. His primary interest is in transition outreach. Kasey serves as videographer and audio/video editor for the Institute.

- **Yuyun Zhan** is from Zhengzhou, China and is a graduate student in the MSIS program at Auburn. His primary research interests include Data Mining and Internet of Things. Yuyun’s work at ATLI involves developing and maintaining web-based applications and websites of the Institute.

- **Sadi Fox** is from Cleveland, Ohio and is a third year doctoral student in the Department of Special Education, Rehabilitation, and Counseling. She received her undergraduate degree from The Ohio State University. She is interested in the dynamics of social and romantic relationships that students with disabilities experience and how this affects them throughout their transitions.

- **Serey Bright** is originally from Atlanta, Georgia. She recently completed her Masters of Education at Auburn in Clinical Mental Health Counseling. Serey is starting a Counselor Education Doctoral program in the department of Special Education, Rehabilitation, and Counseling. Serey’s interest in Transitions stems from her counseling work with students and clients with disabilities, and also through her personal experience as a student with a disability. Serey will be helping with Institute’s research and outreach projects.

- **Josh Turchan** is from the Metro-Detroit area of Michigan and will be starting his second year in the Counseling Psychology Ph.D. program. He has diverse research interests and is a graduate research assistant at the Institute.

- **Tiffany Williams** is from Lafayette, Alabama. She received her Bachelor of Science in Applied Mathematics from Auburn University. Tiffany is involved in a wide range of projects at ATLI, including coordinating data entry processes, generating analyses and reports and performing research as well as website testing.

. . . . And Says Goodbye to ATLI Associate Staff Graduates

- **Carolyn Finley**, Graduation, Fall 2011
- **Courtney Ingalls**, Graduation, Spring 2012
- **Addie Littrell**, Fall Internship, Graduation, anticipated Fall 2012
- **Megan Cobb**, Fall/Spring Internship, Graduation, anticipated Spring 2013
ATLI Instruction: Guided Leadership Experiences for Professionals-in-Training

STUDENT STAFF MEMBERS GAIN PROFESSIONAL EXPERIENCE

ATLI student workers and graduate assistants carry the responsibilities of associate staff members at the Institute, producing valuable work to the university, the state, and their own professional vitae.

Conference planning and coordination—The success of the 2012 Alabama Transition Conference relied upon the work of all associate staff at every level of planning, implementation, and follow-up.

Direct service provision to local high school students and programs—Addie Littrell and Megan Cobb learned to apply community-based instruction principles as they supervised local high school students who engaged in various work projects on the Auburn University campus and in the community.

The conduction of original research leading to publication and presentations—Megan Cobb, Eric Crumley, Christina Adams, and Addie Littrell presented their research findings at the 2012 Alabama Transition Conference in March; Cobb and Crumley also presented at the 2012 Alabama Department of Education MEGA Conference in July and the 5th Biennial Cultural Competency Conference in Atlanta, Georgia. Students also presented at the 2012 Annual Capacity Building Institute, Charlotte, North Carolina.

Meeting coordination and participation with state and national leaders in transition—Associate staff members engaged in planning and dialogue with transition leaders at the Alabama State Interagency Transition Team meetings, the Alabama Transition Conference, and the Local Transition Planning Summit.

Interdisciplinary collaboration — ATLI associate staff members engaged in co-hosting the 2011 Community Transition Expo, which was collaboratively sponsored by Auburn University’s Collaborative Approach to Training Transition Specialists (CATTS) Scholars and the Auburn Transition Leadership Institute. The theme of this year’s expo was Preparing for Tomorrow—Today! Over 300 area middle and high school age students with disabilities, their family members, and school personnel filled the Auburn University Student Center ballroom, plus two additional meeting rooms. Representatives from state and local community agencies and programs disseminated information about services available to assist these youth in making successful transitions and assuming their young adult roles.

Teacher Educator Preparation — ATLI Director, Dr. Karen Rabren was awarded the Jasper Harvey Award for Outstanding Teacher Educator for 2012 by the Alabama Council for Exceptional Children.
Outreach

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

ALABAMA TRANSITION CONFERENCE XXII, March 5-6, 2012

The 22nd annual Alabama Transition Conference explored the endless horizons available to Alabama’s transition-age (14-22) youth with disabilities while disseminating information relevant to transition’s most current and improved resources, research, and instruction. The two day conference reached 705 transition stakeholders including special education, mental health, and rehabilitation professionals, as well as youth in transition and their family representatives.

The opening session of the conference delivered an impactful beginning with a welcome by the dean of the College of Education, Dr. Betty Lou Whitford, selections by the Opelika High School Ovation Choir, a lively AU Rhythm Dance Troup performance, and a keynote presentation by Shari Rusch, who shared her journey as a child with special needs to her current role as a special education teacher. Shari’s transparent rendering of life on both sides of the transition spectrum generated a spontaneous standing ovation by all in attendance.

Eight 2-hour workshops and fifty four 50-minute concurrent sessions (of which 10 were specific to YAiT students) were among the conference offerings, along with a Transition Update provided by the State Superintendent of Education, Dr. Tommy Bice; Alabama Department of Rehabilitation Services Commissioner, Dr. Cary Boswell; Alabama Department of Mental Health Commissioner Zelia Baugh; and a video presentation by Crystal Richardson, Program Coordinator of Special Education Services. Renowned leaders in the field of transition providing workshops included Dr. Paul Bates, Emeritus Professor of Educational Psychology and Special Education at Southern Illinois University and Dr. Carol M. Schall, Director of the Virginia Commonwealth University’s Autism Resource Center. The Youth and Young Adults in Transition contributed to the conference program by introducing speakers in the general session, workshops and concurrent sessions.

The Share Fair, Poster Sessions, and Exhibitors continue to be a part of the Transition Conference. The revenue from the exhibitors funded, in part, the 25 registration fee waivers awarded to students in transition and their parents. These waivers were awarded on a first come, first serve basis until the available 25 were awarded.

LOCAL TRANSITION PLANNING SUMMIT, March 6-7, 2012

The third Local Transition Planning Summit was held at the conclusion of the 22nd Alabama Transition Conference, March 6-7, 2012. Dr. Ginger Blalock, Emeritus Professor of Special Education, University of New Mexico led this summit, as well as the first and second summits, held in 2011 and 2012 respectively. The five teams comprised of 17 participants were all returning teams. The participating teams benefited from the opportunity to interact with and pose Local Education Agency specific questions to representatives from Alabama Department of Education, Alabama Department of Mental Health Services, Alabama Department of Rehabilitation Services, and the Auburn Transition Leadership Institute.
TRAINING IN TRANSITION SERIES

Training iN Transition (TNT) is a series of on-site workshops and online modules providing professional development for service providers and personal development for young people with disabilities and their families. Since 2007, three modules have been made available and are updated as needed. These training modules cover the foundations of transition, using assessments for planning, and student planning. Newly released (September 2012), online modules in the training series include: Module III, My Plan for Transition, Professional Version, Lesson 2; Module IV, Lesson 1, Introduction to Alabama’s Transition Standards and the Individualized Education Program; and Module V, Lesson 1, Foundations of Interagency Collaboration. Two of these new modules were accessible for onsite training. These onsite training sessions during the 2012 occurred at the Alabama Transition Conference and the 2012 Alabama MEGA conference (impacting 338). Additionally, as a response to training demands among in-service transition professionals for a guide on how to use the newly approved Alabama Transition Standards (the development of which was spearheaded by ATLI over the last two years), an additional TNT module was developed in FY 2012. Slated to be put online in 2013-2014, Module IV, Lesson 3, Writing Individualized Education Programs using Alabama’s Transition Standards was developed for onsite training during this fiscal year as well, and was presented at the 2012 MEGA Conference before 61 administrators and practitioners. Overall, during this fiscal year, the TNT Series has impacted 399 transition stakeholders during onsite trainings, and 1,118 transition stakeholders during online training, resulting in the project serving 1,517 transition stakeholders.

ALABAMA TRANSITION STANDARDS

Alabama is proud to be the first state in the nation to have completed state-level transition guidelines. The Alabama Transition Standards (ATS) project was completed by the Auburn Transition Leadership Institute during FY 2011, and was approved by the Alabama Department of Education (ALSDE) in FY 2012. Developed as a reference for transition instruction during grades 9-12, the standards include four strands, relating to: (1) academics/training, (2) occupations/careers, (3) personal/social, and (4) daily living. The standards are to be used in the development of all Individualized Education Programs (IEPs) addressing transition, as well as to be implemented in a variety of courses—such as Transition Services I or Transition Elective—or integrated in other core courses. Instruction based on these standards will help students develop fundamental transition skills needed for positive post-school outcomes, with possibilities for learning in the classroom and in the community.

Two live webinars were hosted this year in collaboration with ALSDE, impacting 479 transition professionals. To further assist practitioners, a Frequently Asked Questions portal was developed on the ATLI website to provide answers to common questions and to allow the submissions of new questions.
Outreach (continued)

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

ATLI Directions NEWSLETTER

Directions is a quarterly 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 local high schools, transition-related agency offices, conferences, and Auburn University’s College of Education offices and Office of Accessibility. The newsletter is accessible to online viewers of the ATLI website and the Alabama Department of Education website as well.

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 four FY 2012 issues of Directions.


Auburn Transition Leadership Institute. (2012, Spring). Directions Newsletter. Volume 3, Issue 1 (Guest Editor: Megan Cobb), Highlighting Duygu Kucuktas, student at Auburn High School and Dr. Mabrey Whetstone, former Director of Special Education for the Alabama State Department of Education

Auburn Transition Leadership Institute. (2012, Summer). Directions Newsletter. Volume 3, Issue 2 (Guest Editor: Eric Crumley), Highlighting the statewide Youth and Young Adults in Transition (YAiT) group and Dr. Karen Rabren, professor at Auburn University and director of the Auburn Transition Leadership Institute

Auburn Transition Leadership Institute. (2012, Fall). Directions Newsletter. Volume 3, Issue 3 (Guest Editor: Addie Littrell), Highlighting the impact of Community-based Instruction and the Auburn Transition Leadership Institute, as well as Auburn University CATTS Scholars.

Courtney Dotson is the coordinating editor of the newsletter.
Outreach (continued)

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

ALABAMA STATE INTERAGENCY TRANSITION TEAM

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 35; a steering committee has developed vision and mission statements and long range goals; and the team has become a solid resource and booster for programs, services, and stakeholders across the state. SITT’s objectives serve to (1) provide structure and supports to maximize youth and young adults’ skills, knowledge, and experiences of transition; (2) provide the necessary structure and support to maximize transition stakeholders’ knowledge of the transition process; (3) strengthen SITT to promote interagency collaboration throughout the state; and (4) develop a cross-agency process of data sharing and analysis to improve outcomes for youth and young adults with disabilities.

Recent accomplishments. On January 26, 2012, the Alabama Department of Rehabilitation Services and the Alabama Department of Education signed a memorandum of agreement to facilitate the sharing of information between agencies to better assist the individuals they serve. In May, SITT members from ALSDE and ATLI participated in the 6th Annual Capacity Building Institute in North Carolina. 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 meetings notes. The Alabama Transition Toolbox, an online transition resource guide, continues to be monitored by SITT and advertised during transition training sessions. This guide can be found at alabamatransitiontoolbox.com.

COMMUNITY-BASED INSTRUCTION

ATLI has served as a community-based instruction (CBI) site for three years, providing a vocational skills training program for local high school students with disabilities. CBI creates a positive influence on individual work skills and behaviors, increasing the likelihood of their entering the workforce during and after high school. Students learn and apply new skills in an office setting by assisting ATLI staff with projects and activities, such as producing and assembling materials for the annual Alabama Transition Conference, participating in interviews, providing feedback for our quarterly Directions newsletter, unpacking and organizing research surveys, and using various office machines as necessary. Through our community-based instruction program we hope to engage students of all disabilities by providing them with beneficial instruction in areas that will reinforce their goals during and after graduation from high school.

Local CBI students receive a sweet reward for their many accomplishments at ATLI!!
Outreach (continued)

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

YOUTH AND YOUNG ADULTS IN TRANSITION

The Alabama Youth and Young Adults in Transition (YAiT) project has been established to encourage and facilitate the development of self-determination in young people with disabilities so that they may mentor other students within the state as well as collaborate with groups in other states who share the vision of promoting self-determination and youth leadership. The Auburn Transition Leadership Institute co-sponsors the statewide YAiT project in conjunction with the Alabama Department of Education, Special Education Services.

During FY 2012, thirty-nine YAiT students and family members were afforded the opportunity of attending the transition conference compliments of registration fee waivers offered by the Auburn Transition Leadership Institute and the Alabama Department of Education. YAiT members contributed to the annual Alabama Transition Conference by using their leadership abilities to introduce state leaders and speakers in the general sessions, workshops and concurrent sessions.

Additionally, the twenty-four students in transition attending the conference and participating in the YAiT Mini Conference were given exposure to topics including Using Social Media for Positive Results, Strategies for Academic Success In and Beyond High School, Disclosure of Disability and Welcome to Reality (a practical hands-on application of money management). YAiT students and family members were treated to a YAiT pizza party on Sunday prior to the conference opening and YAiT Meet-n-Greet on Monday.

“I now have goals for the future and they include joining the track team at my high school this year, being more involved in my IEP meetings, and planning for college because I HAVE A VOICE!”
–April Reid, YAiT Member

“...And then I went to YAiT and I learned it was okay to come out of your shell ...and you can share your thoughts and you don’t have to be shy.”
–Laura Tapia, YAiT Member
HIGHLIGHTS OF ATLI RESEARCH PROJECTS FOR ALABAMA

EARLY LEARNING PROGRESS PROFILE

For the Early Learning Progress Profile (ELPP) project, FY 2012 produced the first year of data collection with the ELPP website, with 418 pairs of Entry and Exit student data records being submitted. This website was created to support the annual collection, analysis, and reporting of federal Indicator 7 data to the U.S. Department of Education’s Office of Special Education Programs (OSEP), which measures the improvement of preschool children in their (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs.

The ELPP website is unique to ATLI’s other web-based data collaborations in two ways. First, the ELPP website receives preschool program entry and exit evaluation data throughout the year, rather than several months. A second unique feature is its daily data updates from the Alabama Department of Education (ALSDE) database, necessary to reflect changes in the ELPP teachers and 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.

The full implementation of this new ELPP website will span three years. The prior online-spreadsheet method of ELPP data collection is being phased out in favor of more interactive and accurate data collection.
Research (continued)

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

ALABAMA PARENT SURVEY

FY 2012 marked the ninth consecutive year that ATLI has provided data collection, analysis, and reporting services on the Alabama Parent Survey to the Special Education Services Division of ALSDE, which then reports to OSEP. The results for Indicator 8, regarding parental involvement in schools, reflected responses from 5,516 completed Parent Surveys, representing a 27% return rate of the 19,449 surveys mailed this spring.

Data analysis revealed that 73% of parents responded with “Agree” or “Strongly Agree” to 11 survey items describing school efforts to involve parents of students with disabilities. Additional Local Education Agency (LEA)-specific survey results are provided for inclusion in the LEA Special Education Performance Profile for each reporting school system.

POST-SCHOOL OUTCOMES

For twelve consecutive years, ATLI has provided Post-school Outcomes (PSO) survey data analysis and reporting services to the Alabama Department of Education. Data received in FY 2012 data revealed that 14% of the responding young adults with disabilities (139 of the 984 participants) were enrolled in higher education within one year of leaving high school. An additional 29% (n=282) of these young people were competitively employed, and 11% (n=109) were either enrolled in some other postsecondary education or training program or engaged in non-competitive employment within one year of exiting high school.

These statewide results were reported to ALSDE to submit to OSEP in compliance with federal Indicator 14, in addition to LEA-specific survey results provided for inclusion in the LEA Special Education Performance Profile for each reporting school district.

ATLI DIRECTOR BEGINS NATIONAL STUDY DURING SABBATICAL

Dr. Karen Rabren, ATLI Director and Special Education, Rehabilitation, & Counseling faculty member, took a one-semester sabbatical during spring 2012. While on her sabbatical, she began a national study to examine transition programs and services in states considered to be progressive in their delivery of transition services and programs for youth with disabilities. Data collection will reopen fall 2012. With Alabama joining this study, representation of states in all four regions of the United States will be provided.

Dr. Karen Rabren stands in front of the Utah State capitol building. Utah was one of five states she visited to gather data during her sabbatical trip across the United States.
In FY 2012, ATLI provided pre-service professional opportunities to several Auburn University students, offering them experience and supervision in research, instruction and product development and service delivery. Twelve graduate and undergraduate students worked at ATLI as staff members, interns or practicum students during this fiscal year.

The projects and activities covered under this goal included a post-school life satisfaction survey, Alabama Parent Survey data, Training in Transition, Community-based Instruction, the 2011 Community Transition Expo (an event collaboratively sponsored by Auburn University Collaborative Approach to Training Transition Specialists scholars and the ATLI) and the Youth and Young Adults in Transition (YAiT) Mini Conference.

Instruction Goal 2

INTEGRATION OF RESEARCH INTO PUBLICATIONS AND PRESENTATIONS

Five Auburn University students, in their capacity as ATLI associate staff members, conducted original research; one was submitted for publication during this fiscal year, and two are in progress. Topics are: evaluating post-school life satisfaction for students with disabilities, (Megan Cobb); parent perspectives (Eric Crumley), and community-based instruction (Sadi Fox, Serey Bright, Joshua Turchan, and Eric Crumley).

In addition, four students presented at two state conferences (Alabama Transition Conference and MEGA), and two students presented at three national conferences (Division on Career Development and Transition 16th International Conference, Capacity Building Institute, and 5th Biennial Cultural Competency Conference).

INSTRUCTION GOAL 1 ACHIEVEMENT FY 2012

Goal 1a: 1 AU student will gain research experience
Actual: 3 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: 4 students assisted with product development/service delivery

INSTRUCTION GOAL 2 ACHIEVEMENT FY 2012

Goal 2a: 3 AU students will conduct research leading to publication
Actual: 5 students conducted research submitted for 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: 2 students presented at a national conference
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 in service provision directly for youth and young adults with disabilities or by working with their transition programs.

In FY 2012, twelve such experiences were provided. The YAIT Mini Conference, the 2011 Community Transition Expo, and various instances 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 YAIT Mini Conference, the Expo, and CBI as well, and extended to Training IN Transition, the State Interagency Transition Team, and the 2012 Local Transition Planning Summit.

INSTRUCTION GOAL 3 ACHIEVEMENT FY 2012

Goal 3a: 4 ATLI direct service experiences will be provided for AU students
Actual: 3 direct service experiences were provided

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

“I often think back to the ATLI projects I worked on, which helped me develop multiple skills in the areas of research, instruction, and outreach.”

-Dr. Shelley Henthorne Bailey, Special Education Teacher
Sylacauga City Schools, former ATLI Graduate Assistant
Outreach Goal 1

**Professional and Personal Development Event for All Transition Stakeholders**

The 22nd Annual Alabama Transition Conference (ATC) 2012 drew 705 total participants (653 registered attendees and 52 university volunteers) including participants from Georgia, Illinois, Kansas, New Mexico, Virginia, and Washington. Every stakeholder group was well represented, with 312 from education, 86 from rehabilitation, 54 job coaches, 43 students in transition and 13 family members. Twenty-five agencies and five universities sent representatives, as did 105 of 132 local education agencies (LEAs).

Outreach Goal 1 Achievements FY 2012

<table>
<thead>
<tr>
<th>Goal</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>500</td>
<td>705</td>
</tr>
<tr>
<td>1b</td>
<td>80%</td>
<td>96%</td>
</tr>
<tr>
<td>1c</td>
<td>75%</td>
<td>79.5%</td>
</tr>
</tbody>
</table>

Outreach Goal 2

**Inservice Professional Development: Online and Onsite**

The Training in Transition Series (TNT)

As of September 30, 2012, a total of 1,517 online and onsite training experiences have been recorded through the TNT series.

Outreach Goal 2 Achievements FY 2012

<table>
<thead>
<tr>
<th>Goal</th>
<th>Target</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a</td>
<td>200</td>
<td>1,118</td>
</tr>
<tr>
<td>2b</td>
<td>100</td>
<td>399</td>
</tr>
<tr>
<td>2c</td>
<td>85%</td>
<td>83%</td>
</tr>
</tbody>
</table>

Eric Crumley, ATLI Graduate Assistant and SERC department doctoral candidate, presenting at 2012 MEGA conference.

“The sessions were very informative. I am able to take the information & apply to my job & my Leadership Program.”

“Great conference! Well planned.”

“Very informative! I learned a lot concerning new paperwork…”

“This year I was so impressed! The scheduling, the food..., and the topics were awesome! Had a great time!”

-Participant comments from 2012 conference evaluation ratings form
Outreach Goal 3

PERSONAL DEVELOPMENT FOR YOUTH AND YOUNG ADULTS IN TRANSITION

YAIT WORKSHOPS, LEADERSHIP, AND COMMUNITY-BASED INSTRUCTION (CBI) WORK EXPERIENCES

ATLI hosted 43 young people of transition age at the 2012 Alabama Transition Conference (ATC), where they participated in advocacy and leadership activities. Seven local high school students received work experience in the ATLI offices.

OUTREACH GOAL 3 ACHIEVEMENT FY 2012

Goal 3a: 2 events will be coordinated for youth in transition
Actual: 2 events were coordinated (ATC, CBI)

Goal 3b: 15 youth will participate in direct services/opportunities
Actual: 43 youth/young adults in transition participated in conference and workshops

Goal 3c: 1 high school student will be provided community-based instruction
Actual: 7 high school students were provided community-based instruction

Outreach Goal 4

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

The 2012 Local Transition Planning Summit drew five returning teams (17 participants) to set goals and objectives for their LEAs. ATLI coordinated all four meetings for Alabama’s SITT. ATLI’s director continues to contribute to peer review panels and committees for the National Post-school Outcomes Center and the Council for Exceptional Children’s Division of Career Development and Transition.

OUTREACH GOAL 4 ACHIEVEMENT FY 2012

Goal 4a: 25 local education agencies receive interagency transition goal-planning support
Actual: 5 LEAs received goal-planning support

Goal 4b: 4 quarterly meetings will be coordinated annually for the State Interagency Transition Team (SITT)
Actual: 4 meetings were coordinated

Goal 4c: 1 invitation to national leadership position
Actual: 1 national leadership position extended 2011-2012

Outreach Goal 5

PROMOTE TRANSITION AWARENESS IN LOCAL, STATE, AND NATIONAL COMMUNITIES

ATLI published four more issues of Directions—its transition awareness newsletter, in FY 2012, and Governor Robert Bentley proclaimed March is Transition Awareness Month in Alabama, as youth in transition and state leaders looked on. One staff member presented at the annual national Capacity Building Institute conference in Charlotte, North Carolina.

OUTREACH GOAL 5 ACHIEVEMENT FY 2012

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 presentation at a national event

Members of YAIT attended Governor Bentley’s signing of the Transition Awareness proclamation. Transition leaders from Auburn University, the Alabama Department of Education, and the Alabama Department of Rehabilitation Services were also present.

Outreach Goal 5

PROMOTE TRANSITION AWARENESS IN LOCAL, STATE, AND NATIONAL COMMUNITIES

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OUTREACH GOAL 5 ACHIEVEMENT FY 2012

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Goal 5b: 1 statewide proclamation on transition will be issued
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Goal 5c: 1 presentation at a national conference or meeting.
Actual: 1 presentation at a national event

Members of YAIT attended Governor Bentley’s signing of the Transition Awareness proclamation. Transition leaders from Auburn University, the Alabama Department of Education, and the Alabama Department of Rehabilitation Services were also present.
In FY 2012, ATLI continued its service to Special Education Services (SES) Division of the Alabama Department of Education (ALSDE) by providing analysis and reporting of federal Indicator 14 Post-school Outcomes (PSO) survey data. The 984 former students with disabilities whose surveys, from 33 LEAs, were submitted, analyzed, and reported, represent an 83% survey completion rate among the 1,189 former students identified as potential survey-takers.

The results of the Indicator 14 data analysis were submitted to the U.S. Office of Special Education Programs (OSEP). Among the results was the finding that 14% (n=139) of the 984 responding Alabama students with disabilities were enrolled in higher education within one year of leaving high school. An additional 29% (n=282) of these students were competitively employed, and 11% (n=109) of them were enrolled in some other postsecondary education or training program or engaged in on-competitive employment.

In addition to providing statewide Indicator 14 data to OSEP, ATLI also generated survey results to each of the 34 participating Local Education Agencies (LEA). In these reports, each LEA’s former student aggregate responses to each survey item are compared to the responses from all of the 984 Alabama former students with disabilities, in adjacent histograms. These reports are available for printing and download from an ATLI-hosted PSO website.

**RESEARCH GOAL 1 ACHIEVEMENT FY 2012**

Goal 1a: 100% PSO Survey return rate  
**Actual:** 83% return rate

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

Goal 1b: ALL spreadsheet students identified  
**Actual:** 1,225 identified

In FY 2012, ATLI also provided data collection, analysis, and reporting services to ALSDE’s Special Education Services for federal Indicator 8 regarding parental involvement in schools. The 5,516 completed Parent Surveys represents a 27% return rate of the 20,732 Parent Surveys mailed out earlier this year.

The analysis of the Indicator 8 data, submitted to OSEP, found that 73% of parents, from 33 LEAs, responded either agree or strongly agree to 11 survey items describing school efforts to involve parents of students with disabilities. As is done with the Post-school Outcomes (PSO) Survey data, the Indicator 8 Parent Survey analysis results for each of the participating LEA is provided for inclusion in the LEA’s Special Education Performance Profile, posted on the ALSDE website.

**EARLY LEARNING PROGRESS PROFILE (ELLP)**

In FY 2012, ATLI launched the Early Learning Progress Profile (ELPP) website. This year marks the first of three years during which the collection of Alabama’s ELPP data will transition from an online spreadsheet to an ATLI-hosted web-
site. ELPP data collection comprises two identical ELPP instruments, which are completed by local teachers about their preschool students when they enter and exit their special education services program. The impact of these services is measured by changes in the students’ ratings in the three outcomes of (a) positive social-emotional skills, (b) acquisition and use of knowledge and skills, and (c) use of appropriate behaviors to meet their needs.

For the three years (FY2012-FY2014) when the data collection method is shifting from an online spreadsheet to the ELPP website, the instrument data from both sources is being combined to meet federal reporting requirements for Alabama and its school districts. During FY2012, 418 sets (Entry and Exit) ELPP instrument data were submitted via the ELPP website. Over the next two years, the number of student data sets is expected to increase to 6,000.

**Research Goal 2**

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

For FY 2012, the Post-school Outcomes (PSO) Survey and the Parent Survey results are federally reported for the entire Alabama sample, as well as for the individual participating school districts. During the 3-year transition period (FY 2012- FY 2014) of Early Learning Progress Profile (ELPP) data collection, the results from the prior online spreadsheet will be combined with the data submitted via the ELPP Website. This combined 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.

The PSO Survey results are used to submit 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.

**RESEARCH GOAL 2 ACHIEVEMENT FY 2012**

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

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

**Goal 2c:** 100% of ELPP student data records submitted via the ELPP Website  
**Actual:** 7% (n=418) of ELPP student data records submitted via the ELPP

**Research Goal 3**

**DISSEMINATE FINDINGS AT STATE, NATIONAL, AND INTERNATIONAL FORUMS**

**STATE FORUMS**

In FY 2012, a presentation about the 20 Part B Indicators was given at the Alabama Transition Conference.

**INTERNATIONAL FORUM**

In FY 2012, a presentation was made about a factor analysis of PSO data, at the Division on Career Development and Transition for the 16th International Conference in Kansas City, Missouri.

**RESEARCH GOAL 3 ACHIEVEMENT FY 2012**

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

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

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

Jian Fang (far left), Tiffany Williams (center), and George Hall (near left) discuss ATLI research projects.
FY 2012 ATLI Funding & Expenditures

The Institute’s contractual responsibilities for ALSDE were continued for FY 2012, as was funding from through 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.

Figure 1. FY 2012 ATLI Funding.

Figure 2. ATLI Expenditures for FY 2012 by Funding Source ($1,000s)

Figure 2. An analysis of FY 2012 expenditure categories reveal that the majority of funding dollars from all sources are used for personnel costs.
Figure 3. FY 2012 Expenditures. The major Institute expenditure for FY 2012 is for personnel, with operating expenses, and indirect costs comprising the remainder.

Figure 4. A more detailed analysis of personnel categorical expenditures illustrates a distribution across A.U./C.O.E., contracts, and grant funding sources. The assignment of administrative support staff personnel costs highlight the importance of A.U./C.O.E. funding to the operations of the Institute.

* Part-time director percentages represent only time allocated to ATLI activities, apart from other faculty responsibilities.
The Auburn Transition Leadership Institute continues to provide valuable services and support to Alabama’s transition stakeholders. In FY 2012, the numbers of persons participating in each of ATLI’s instruction, outreach, and research, activities total 8,901. The engagement and impact numbers of this year represent 17% increase from FY 2011 in service contributing to the integrity of our nation, our state, and our university, and our dedication to positively influencing the lives of persons with disabilities.

Table 1: Analysis of Transition Stakeholders Engaged in Institute Activities 2011-2012

<table>
<thead>
<tr>
<th>Program Area</th>
<th>FY 2012 Activity</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instruction</strong></td>
<td>Graduate student workers</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Undergraduate student workers</td>
<td>1</td>
</tr>
<tr>
<td><strong>Outreach</strong></td>
<td>Transition Conference</td>
<td>705</td>
</tr>
<tr>
<td></td>
<td>TNT Series</td>
<td>1,517</td>
</tr>
<tr>
<td></td>
<td>Local Transition Planning Summit</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>State Interagency Transition Team</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Community-based Instruction</td>
<td>7</td>
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<tr>
<td><strong>Research</strong></td>
<td>Post-school Outcomes Survey</td>
<td>650</td>
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<tr>
<td></td>
<td>Parent Survey</td>
<td>5,516</td>
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<tr>
<td></td>
<td>Early Learning Progress Profile</td>
<td>418</td>
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<tr>
<td></td>
<td>Other</td>
<td>24</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>8,901</td>
</tr>
</tbody>
</table>

We are the Auburn Transition Leadership Institute and we’re ALL IN!
FY 2012 AWARDS, PUBLICATIONS, & PRESENTATIONS

Dr. Karen Rabren was awarded the "Jasper Harvey Award for Outstanding Teacher Educator" for 2012 by the Alabama Council for Exceptional Children. She was recognized and presented this award during the annual meeting at the Alabama Department of Education's MEGA Conference in Mobile, July 17th at the Mobile Convention Center. Congrats, Dr. Rabren!

PUBLICATIONS

DIVISION OF CAREER DEVELOPMENT AND TRANSITION CONFERENCE

CAPACITY BUILDING INSTITUTE CONFERENCE

ALABAMA TRANSITION CONFERENCE

ALABAMA MEGA CONFERENCE

OTHER:
WORDS THAT INSPIRE US...

YOUTH & YOUNG ADULTS IN TRANSITION
“The best thing about volunteering at ATLI was gaining experience that I will be able to use in the future.”

- Whitney Ellis, former Auburn High School Student and Community-based Instruction Trainee

PARENTS OF YOUTH & YOUNG ADULTS IN TRANSITION
“I appreciate all of the hard work that the staff has put into April, and thank you for trusting and believing in her.”

- Summer Reid, Parent of YAiT member

“Getting to know that other parents go through that “fear of letting go” has helped. YAiT has given us some tools, and it’s been great to have someone take the time to really explain about her IEP, what services there are and what that means, and what she’s entitled to have. Going to conferences like Auburn Transition Conference is really helpful and enlightening. It’s actually been an eyeopener—getting to know who the players are, and what the issues are.”

- Paula Tapia, Parent of YAiT member

“This expo has been most informative! I didn’t realize how many opportunities there are for those with disabilities. I am so excited and feel much at ease regarding my daughter’s transition from high school to college! Thank you! Thank you! Thank you!”

- Parent Expo Attendee

AUBURN UNIVERSITY GRADUATE STUDENTS
“ATLI is…Growing as a person, a professional, and a leader, with guidance along the way!”

- Dr. Stephanie Z. Smith, Special Education Teacher, Saraland City Schools

“The most important asset I have gained from my experiences with ATLI is life mentors. The leadership and mentorship at ATLI is more than exceptional.”

- Courtney Dotson, Instruction Coordinator, Auburn Transition Leadership Institute

TRANSITION PROFESSIONALS
“The Auburn Transition Leadership Institute has always been a beacon for transition. I am constantly amazed…I think that ATLI is always striving to do things better. The State of Alabama may be last in some areas, but they are definitely not in Transition due to ATLI.”

- Janis Braue, Retired Educator, Adult Day Director, United Cerebral Palsy of Greater Birmingham

“I have had the opportunity to participate in, as well as attend, the Alabama Transition Conference; it has enriched my knowledge and understanding of transition. The conference has helped me to know what is happening in the field here in Alabama and around the country.”

- Karibi Dede, former Special Education Teacher, Auburn High School

“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, Alabama Department of Rehabilitation Services

ALABAMA STATE LEADER
“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.”

- Dr. Mabrey Whetstone, former Director of Special Education Services, Alabama Department of Education
Building Brighter Futures

Auburn Transition Leadership Institute
Annual Goals
2012-2013

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

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: Participate in the development of local, state, and national transition policies and practices

RESEARCH
R-Goal 1: Involve local, state, and national transition stakeholders with the design, development, and/or conduction 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