**KAREN RABREN, PH.D.**

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**EDUCATIONAL BACKGROUND**

 1994 Ph.D. Auburn University Special Education

 1987 M.Ed. Auburn University Special Education

 1983 B.S. Auburn University at Montgomery Elementary/Early Childhood Education

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**PROFESSIONAL EXPERIENCE**

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| 2010-present | Professor | Auburn University, Alabama |
| 2004 -2010 | Associate Professor |
| 2000-2004 | Assistant Professor |
|  |  |  |
| Program Coordinator | (2016- ) | Education Specialist in Collaborative Teacher-Special Education, Department of Special Education, Rehabilitation, & Counseling |
|  |  |  |
| 2006-2017 |  Director | Auburn Transition Leadership Institute, Auburn University, Alabama |
| 2004-2006 | Associate Director |
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| 1997-2000 | Director | Alabama Transition Initiative, Alabama State Department of Education, Montgomery, Alabama |
| 1996-1997 | Training Specialist |
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| 1994-1996 | Project Coordinator | Distance Education Transition Training Program, Auburn University, Alabama |

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**HONORS & AWARDS**

2016-17 Outstanding Graduate Mentor, Auburn University, Alabama

2012 Jasper Harvey Award for Outstanding Teacher Educator, Alabama Federation of the Council for Exceptional Children, Alabama

2007 Phi Kappa Phi, Lifetime Member, Auburn University, Alabama

2007 Outstanding Research Award, College of Education, Auburn University, Alabama

2006 Reviewer of the Year, Journal for Career Development for Exceptional Individuals

2003 Outstanding Outreach Award, College of Education, Auburn University, Alabama

1993 Outstanding Graduate Student Award, Department of Rehabilitation & Special Education, College of Education, Auburn University, Alabama

1993 Graduate Research Forum Award, Auburn University, Alabama

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**TEACHING**

Teaching Experience

Since joining Auburn University in the fall semester 2000, I have taught courses that include a range of educational topics, such as: (a) diversity and special needs; (b) the nature and types of disability; (c) collaborative practices in general and special education; (d) the special education process, (e) legislation, and litigation in special education; (f) disability and the family; (g) transition; (h) secondary special education curriculum; and (i) instructional design and strategies.

Courses Taught

EDUC 3000: Diversity of Learners and Setting

RSED 3000: Diversity and Exceptionality of Learners

RSED 3010: Introduction to Special Education

RSED 4920: Internship in Collaborative Teaching

RSED 5170/6170: Transition from School to Community

RSED 5170/6170: Transitions from Birth to Adulthood (revised)

RSED 6130: Curriculum in Secondary Education

RSED 7220: Advanced Teaching Methods in Special Education

RSED 7420: Research in Area of Specialization: Transition

RSED 7430: Research into Practice

RSED 7910: Practicum

RSED 7920: Internship in Collaborative Teaching

RSED 8030: Disabilities and Professional Issues

RSED 8060: Disabilities and Life Transitions

Program/Course Development

*Education Specialist (Ed.S.) in Collaborative Teacher—Special Education.* I developed the proposal to establish an *Education Specialist (Ed.S.) in Collaborative Teacher—Special Education* graduate program within the Department of Special Education, Rehabilitation, and Counseling. The purpose of this education specialist program is to provide advanced training and leadership experiences to equip and prepare current and future leaders in the field of special education.

*Transition from Birth to Adulthood.* Due to the redesign of the special education collaborative teacher program, the Transition from School to Community class needed to be revised. This course now includes a focus on early intervention and early childhood special education transition, in addition to the secondary transition years. An emphasis on evidence-based practices is made throughout this course.

*Transition Specialist Graduate Certificate.* Through coursework and a variety of applied experiences, students who earn this graduate certificate will be prepared to provide leadership and collaborate with other professionals and transition stakeholders. Although the target audience for this graduate certificate is special education teachers or those preparing to be special education teachers, other appropriate participants include those majoring in general education, educational administration, rehabilitation counseling, and other related human service fields.

*RSED 8030, Disabilities and Professional Issues*. In the fall of 2010, I co-developed and co-taught RSED 8030, Disabilities and Professional Issues. This is a doctoral level course examining critical and contemporary issues regarding disability and their relationship to leadership roles of professionals in service delivery fields.

*RSED 3000, Diversity and Exceptionality of Learners.*During the 2006-2007 academic year,I worked with College of Education administrators and fellow faculty members to restructure the EDUC 3000 course. Thus, the original EDUC 3000, Diversity of Learners and Settings course was disarticulated in the fall of 2007. This change was due to logistical rather than programmatic or theoretical issues. This restructured course continues to be one of the required core courses for all teacher preparation students in the College of Education serving several hundred students a year.

*EDUC 3000, Diversity of Learners and Settings.* An interdepartmental course, EDUC 3000 was the result of a College of Education initiative that began fall semester 2000. Through regularly scheduled staff meetings on a semester-to-semester basis, as well as several one-day retreats, I worked with departmental representatives to develop, organize, and implement this course. Typically, five to six sections were offered for each semester during the academic year. This course was one of the College of Education’s professional core courses required of all undergraduate students in teacher preparation programs.

Directed Student Learning

On average, I serve or chair six to eight graduate committees. Of these, I typically serve as the chair for one doctoral student and as a committee member for about two to three other doctoral students. I also annually serve as chair or a committee member for about four to five master’s degree students.

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**RESEARCH & CREATIVE WORK**

(Cross Reference Notation: O = *Outreach*, S = *Student involvement*)

Publications

*Book Chapters*

Dunn, C., Rabren, K., Russell, M., Massey, C., & Mairtin, M.  (2014). Transitioning and preparing learners with special needs into STEM careers. *STEM Education*: *Strategies for Teaching Learners with Special Needs.* Nova Science Publishers, Inc.

Rabren, K. & Curtis R. S. (2007). Partners in the transition process: Special education and vocational rehabilitation. In E. Davis Martin, Jr., Principles & practices of case management in rehabilitation counseling (pp. 33-70), Springfield, IL: Charles C. Thomas.

Rabren, K. (2004). Youth with disabilities in transition: Strategies for positive change in their social conditions. In. K. Alexander & RC. Hunter (Eds.). Administering special education: In pursuit of dignity and autonomy (pp. 7 -100). Elsevier ltd.

Dunn, C., & Rabren, K. (1997). Preparation practices. In P. Browning (Ed.). *Transition-in-action* (pp. 173–206). Montgomery, AL: Wells Printing.

*Refereed/Invited Journal Articles*

Rabren, K. & Evans, A.M. (2016). A consensual qualitative analysis of parental concerns and strategies for transition. *Journal of Vocational Rehabilitation*. *44*(3), 307-321. doi: 10.3233/JVR-16080 O

Rabren, K., Carpenter, J., Dunn, C., & Carney J. S. (2014). Actions against poverty: The impact of career technical education. *Career Development and Transition for Exceptional Individuals*. *37*(1), 29-39. doi: 10. 1177/2165143414522091 O, S

Rabren, K., Eaves, R. C., Dunn, C. & Darch, C. B. (2013). Students with learning disabilities’ satisfaction, employment, and postsecondary education outcomes. *Journal of Education and Learning*, *2*(2), 14-22. doi:10.5539/jel.v2n2p14 O

Dunn, C. Rabren, K. S., Taylor, S. L., & Dotson, C.K. (2012). Assisting students with high-incidence disabilities to pursues careers in science, technology, engineering and mathematics. *Intervention in School and Clinic*, *48*, 47-54. doi: 10.1177/1053451212443151 O, S

Eaves, R. C., Rabren, K., & Hall, G. (2012). The post-school outcomes transition survey: A tool for effective decision-making. *Assessment for Effective Intervention*, *38*, 30-39. doi:10.1177/1534508412452751 O

Rabren, K.& Johnson, C. (2010). Post-school outcomes data collection programs: Examples from two states. *Journal of Career Development for Exceptional Individuals, 33*(1), 52-63. doi: 10.1177/0885728809353052 O

Hang, Q. & Rabren, K. (2009). An examination of co-teaching: Perspectives and efficacy indicators. *Journal of Remedial and Special Education,* *30*, 259-268. doi: 10.1177/0741932508321018

Chambers, D., Rabren, K., & Dunn, C. (2009). Transition from high school to adult life: A comparison of students with and without disabilities. *Journal of Career Development for Exceptional Individuals, 32*(1), 42–52. doi: 10.1177/0885728808323944 O

Curtis, R., Rabren, K., & Reilly, A. S. (2009).Post-school outcomes of students with disabilities: A quantitative and qualitative analysis. *Journal of Vocational Rehabilitation. 30*(1), 31–48. doi: 10.3233/JVR-2009-0451 O

Dunn, C., Chambers, D., & Rabren, K. (2004). Variables affecting students’ decisions to drop out of school. Remedial and Special EducationRemedial and Special Education**,** *25*(5), 314–323. doi: 10.1177/07419325040250050501 O

Rabren, K., Hall, G. S., & Brown, C. (2003). Employment of transition-age rehabilitation consumers: Demographic and programmatic factors. *Journal of Vocational Rehabilitation, 18*(3), 145–152. O

Maio, Y., Darch, C., & Rabren, K. (2002). Use of precorrection strategies to enhance reading performance of students with learning and behavior problems. *Journal of Instructional Psychology*, *29*(3), 162–174. S

Rabren, K., Dunn, C., & Chambers D. (2002). Predictors of post high school employment among young adults with disabilities. *Journal of Career Development for Exceptional Individuals*, *25*(1), 25–40.

Rabren, K., Darch, C., & Eaves, R. (1999). The differential effects of two systematic reading comprehension approaches with students with learning disabilities. *Journal of Learning Disabilities, 32*(1), 36–47.

Rabren, K. & Darch, C. (1996). The strategic comprehension behavior of students with learning disabilities and general education students: Teachers’ and students’ perspectives. *Journal of Research and Development in Education, 29*(3), 172–180.

Browning, P., Dunn, C., Rabren, K., & Whetstone, M. (1995). Post-school outcomes for students with disabilities: A U.S. synopsis. *Issues in Special Education and Rehabilitation, 10*, 33-40.

Darch, C. B., Rabren, K., & Dyas, J. (1991). Preparing LD teachers to work in rural settings: A direct instruction model. *CASD Journal for Supervision and Curriculum Improvement, 5*, 16–24.

*Other Journal Articles*

Rabren, K. & Holmes C. (2002). A preparation program for students with significant disabilities. [Special Issue]. *Alabama Journal of the Council for Exceptional Children Online Journal*, Retrieved from https://web.auburn.edu/institute/multimedia/al\_transition/08\_Publications/03\_Online\_Journal/index.htm

Rabren, K. (2002). Alabama transition initiatives: A statewide systems change program. [Special Issue]*. Alabama Journal of the Council for Exceptional Children Online Journal*, Retrieved from https://web.auburn.edu/institute/multimedia/al\_transition/08\_Publications/03\_Online\_Journal/index.htm

Browning, P. L., Rabren, K., & Hall, G. S. (2002). A statewide study in transition. [Special Issue]*. Alabama Journal of the Council for Exceptional Children Online Journal*, Retrieved from http://www.afcec.org/pubs/journal/vol1/index.htm

Rabren, K. (1998). Advances in educational technology. *Alabama Council for Exceptional Children Jour­nal*, *15*, 15-24.

Dunn, C., & Rabren, K. (1996). Functional mathematics instruction to prepare students for adulthood [Special Issue]. *LD Forum, 21*(3), 34–40.

Browning, P. L., Whetstone, M., Rabren, K., & Dunn, C. (1995). An Alabama tracking system for youth with disabilities. *Alabama Council for Exceptional Children Jour­nal*, *13*, 1–7.

Browning, P. L., Dunn, C., Shumaker, L., & Rabren, K. (1994). Distance education: Another Auburn strategy for training transition personnel in Alabama. *Alabama Journal of the Council for Exceptional Children, 11*(2), 32–37.

*Monographs & Monograph Chapters/Papers*

Browning, P. L., Cox, C., Rabren, K., & Tew-Washburn, S. (Eds.). (2001). *Alabama Transition Conference: Service, training, and research*. Auburn University, AL: Auburn Transition Leadership Institute.

Rabren, K. & Browning, P. L. (2001). Distance education program in transition. In P. Browning, C. Cox, K. Rabren, & S. Tew-Washburn (Eds.). *Transition in Alabama: Service, training and research*. Auburn Transition Leadership Institute: Auburn University, AL.

Rabren, K. & Browning, P. L. (2001). Enhancing best practices in transition: Summer training program 2000. In P. Browning, C. Cox, K. Rabren, & S. Tew-Washburn (Eds.), *Transition in Alabama: Service, training and research*. Auburn University, AL: Auburn Transition Leadership Institute.

Browning, P. L., & Rabren, K. (Eds.). (1999). *Transition VII & VIII: A profile of commitment*. (Proceed­ings of the Alabama Transition Conferences 1997 and 1998. Auburn University, AL: Auburn Transition Leadership Institute.

Browning, P. L. & Rabren, K. (Eds.). (1997). *Transition V and VI in Alabama: A profile of commitment*. (Proceed­ings of the Alabama Transition Conferences 1995 and 1996. Auburn University, AL: Auburn Transition Leadership Institute.

*Technical & Research Reports*

Browning, P. L., Rabren, K., & Hall, G. S. (2001). *A statewide study on transition in Alabama.* Auburn Transition Leadership Institute: Auburn University, AL.

*Workbooks & Manuals*

Predevelopment Report (2015). Dr. Caroline Dunn and I wrote a Pre-Development Report on a Postsecondary Program for Students with Intellectual Disabilities at the request of the Dean of the College of Education. This report included a review of literature and results from a focus group of parents of children with intellectual disabilities. We followed up the development of this report by visiting other institutes of higher educations’ transition programs for students with intellectual disabilities, and working with key university and community individuals.

Alabama State Department of Education (2015). *Community-based vocational instruction administration manual.* Alabama Department of Education, Instructional Services Division, Special Education, Post Office Box 303101, Montgomery, AL.

Rabren, K. (2013). *Transition leadership academy handbook*, Auburn University, AL: Auburn Transition Leadership Institute.

Alabama State Department of Education (2011). *Alabama transition standards manual.* Alabama Department of Education, Instructional Services Division, Special Education, Post Office Box 303101, Montgomery, AL.

Alabama Department of Education. (2010, June). *Alabama post-school outcomes survey administration manual: For administrators and interviewers.* Alabama Department of Education, Instructional Services Division, Special Education, Post Office Box 303101, Montgomery, AL.

Rabren, K., & Holmes, C. (2002). *Work links occupational preparation program manual*. Auburn Transition Leadership Institute: Auburn University, AL. O

Rabren, K., & Holmes, C. (2002). *Work links prevocational and functional domain manual.* Auburn Transition Leadership Institute: Auburn University, AL. O

Rabren, K. (2002). *Work links research manual*. Auburn University, Auburn Transition Leadership Institute, Auburn University, AL. O

Browning, P. L., & Rabren, K. (1997). *Learner’s workbook:* *Transition-in-action for youth and young adults with disabilities*. Montgomery, AL: Wells Printing.

*Multimedia*

Instructional Videos(15-20 minutes in length each). I developed the storyboard and script for 19 professional development video tapes. I also worked with a videographer and editor to capture and edit footage. These tapes were used as part of a larger statewide in-service distance education program from 1995-2000. The tapes were distributed to local school systems and made available on DVD.

  *An Exemplary Preparation Program Preparation in Transition*

 *Collaboration in Transition Self-Determination & Self-Advocacy*

 *Collaborative Teamwork Stakeholders in Transition*

 *Employment Preparation Students and Families*

 *Family Involvement Students: The Heart of the Movement*

 *Functional Assessment Transition Definitions*

 *Functional Curriculum Transition Issues*

 *History and Legislation Transition Models*

 *Individualized Transition Plan Vocational and Community Preparation*

 *Learning, Working, Living*

*Patents & Inventions*

*Post-school Outcome Data Collection System (P.O.D.S.) Software.* (2007, v2.1; 2006 v2.0). Auburn Transition Leadership Institute, College of Education, Auburn University. P.O.D.S. is web-based software designed to collect and report the post-school outcomes of students with disabilities. Unique access codes are provided to school systems so they can log in and enter demographic data from students prior to their exit from high school. School personnel then log into the system to contact students and gather post-school outcome information. Student responses to survey items are entered in the web-based survey. Data are then submitted and stored for dynamic report generation. Some of the features of this system include: (a) data collection monitoring by state and district administrators, (b) item entry controls, (c) individualized district reports comparing local and statewide results in a comparable format.

*Presentations*

*Invited Conferences/Professional Meetings*

Karpur, A., Enayati, H., Wagner, M., Newman, L. Rabren, K., Carpenter, J., (2015, April). *Disability, poverty and post-school outcomes: Exploring school and family influences.* Symposium sponsored by Special Education Research SIG,symposium chair L. Lindstrom conducted at the American Educational Research Association 2015 Conference, Chicago, IL. O, S

Kortering, L. & Rabren, K. (2006, July). *Building capacity to improve transition outcomes.* Pennsylvania Community on Transition Conference, Pennsylvania Department of Education, State College, PA.

Rabren, K. & Hall, G. S. (2006, March). *Post-school outcomes data collection procedures.* (invited). National Forum on Post-School Outcomes, National Center on Secondary Education and the Western Regional Resource Center, Portland, Oregon. O

Rabren, K., Browning, P. L., & Hall, G. S. (2003, April). *Alabama’s student tracking program.* A National Forum on Post School Outcomes co-sponsored by the National Center on Secondary Education and the Western Regional Resource Center. Portland, OR. O

Rabren, K. (2003, March). *Youth with disabilities in transition: Strategies for positive change in their social conditions*. Oxford Round Table. Oxford, England.

Rabren, K. (2000, June). *Developing internet-based training programs.* Illinois Transition Systems Change Project Meeting. Carbondale, IL.

Rabren, K. (2000, June). *Presidential task force on employment of adults with disabilities.* The National Transition Summit on Young People with Disabilities: Bridging Systems to Improve Transition Results*.* Washington, D.C.

Rabren, K*.* (1999, July). *Presidential task force on employment of adults with disabilities.* The National Transition Summit on Young People with Disabilities: Bridging Systems to Improve Transition Results*.* Washington, D.C.

Rabren, K*.* (1999, June). *Program evaluation strategies for sustaining transition programs. National* Transition Alliance for Youth with Disabilities Annual Conference. Washington, D.C.

*National/International Conferences*

Schiffer, B. & Rabren, K. (2015, November). *Process for implementing community-based vocational instruction to students with intellectual disabilities in practical settings to teach transferable job skills.* Division of Career Development and Transition, Council for Exceptional Children, International Conference. Portland, OR.  S

Carpenter, J. & Rabren, K. (2015, November). *Life satisfaction as a function of student involvement and post-school outcomes.* Poster presented at the Division of Career Development and Transition, Council for Exceptional Children, International Conference. Portland, OR. O, S

Carpenter, J. & Rabren, K. (2014, November). *Employment outcomes and the influence of high school graduation and career & technical education.* Poster presented at the Division of Career Development and Transition, Council for Exceptional Children, International Conference. Cleveland, OH.S

Wagner, M., Karpur, A., Rabren, K., Carpenter, J. (2014, July). *Disability and poverty*. Sage Publications, *Career Development and Transition for Exceptional Individuals,* Podcast panel hosted by

L. Lindstrom. Available at: *https://itunes.apple.com/us/podcast/sage-education/id871122170?mt=2*. S

Rabren, K., (2013, January). *Examining the transition programs of students with disabilities: Special educators’ ratings of their students’ transition services*. Eleventh Annual Hawaii International Conference on Education, Honolulu, HI.

Rabren, K., (2013, April). *Preliminary results of a study examining transition practices of progressive states.* Council for Exceptional Children Convention & Expo, San Antonio, TX.

Dunn, C. & Rabren, K. (2013, July). *Collaborative approach to training transition specialists.* Poster presented at the Office of Special Education Programs Project Directors’ Conference, Washington D.C.

Cobb, M., Rabren, K., Eaves, R. C. (2011, October*). Post-school satisfaction levels of individuals with disabilities: The effects of geographic location, race, and gender.* Poster presented at the Division of Career Development and Transition, Council for Exceptional Children, International Conference. Kansas City, MO. S

Eaves, R. C., Rabren, K., Hall, G. S. (2011, October*). Post-school outcomes ≠ employment and postsecondary education*. Division of Career Development and Transition, Council for Exceptional Children, International Conference. Kansas City, MO. O

Morningstar, M., Weidenthal, C., Morgan, R., Flexer, R., & Rabren, K. (2011, October*). National perspectives on preparing transition practitioners: Strategies and approaches*. Division of Career Development and Transition, Council for Exceptional Children Convention & Expo. Kansas City, MO. o

Rabren, K., & Dotson, C. (2011, October*). “TNT”: A comprehensive, on-going transition professional development program.* Division of Career Development and Transition, Council for Exceptional Children Convention & Expo. Kansas City, MO. O, S

Cobb, M. & Rabren, K. (2009, October). *Incarcerated students with a disability: Providing transition services to individuals who are serving time in a residential treatment facility.* Poster presented at theDivision of Career Development and Transition, Council for Exceptional Children, International Conference. Savannah, GA. R, S

Hall, G. S. & Rabren, K. (2009, October). *Nine years of in-school and post-school matched-case state survey data: What are the findings?* Poster presented at theDivision of Career Development and Transition, Council for Exceptional Children, International Conference. Savannah, GA. O

Rabren, K.(2009, October). *Transition practices: A reflective and predictive account from local transition personnel.* Poster presented at theDivision of Career Development and Transition, Council for Exceptional Children, International Conference. Savannah, GA.

Chambers, D., Rabren, K. (Presenter & Author), Dunn, C. (2009, April). *A comparison of transition from high school to adult life of students with and without disabilities.* Poster presented at theCouncil for Exceptional Children International Convention and Expo. Seattle, WA.

Rabren, K. & Johnson, C. (2007, October). *Post-school outcome data collection programs: Examples from two states*. Division of Career Development and Transition, Division of Career Development and Transition, Council for Exceptional Children, International Conference, Orlando, FL. O

Rabren, K. & Holmes, C. (2005, October). *A standard-based program for students with significant disabilities.* Division of Career Development and Transition, Council for Exceptional Children, International Conference. Albuquerque, NM. O

Rabren, K. & Hall, G. S. (2005, October). *Developing, implementing, and utilizing a student follow-along system.* Division of Career Development and Transition, Council for Exceptional Children, International Conference. Albuquerque, NM. O

Rabren, K. & Browning, P. L(2002, October). *The impact of systems change in transition.* National Rehabilitation Association Annual Training Conference. Biloxi, MS.

Rabren, K, Burrows, B. & Cannon, B. (2001, October). *Career connections network: Connecting students, parents, teachers and employers. Division* on Career Development and Transition, Council for Exceptional Children International Conference. Denver, CO. O, S

Rabren, K. & Holmes, C. (2001, October). *Developing a secondary occupational program for students with moderate/severe* disabilities. Poster presented at the Division on Career Development and Transition, Council for Exceptional Children International Conference. Denver, CO. O

Rabren, K. (2001, October). *One state’s response to sustainability.* Division on Career Development and Transition, Council for Exceptional Children, International Conference. Denver, CO.

Hall, G. S. & Rabren, K. (2001, October). *Preliminary highlights of a five-year follow-along study of secondary student outcomes.* Division on Career Development and Transition, Council for Exceptional Children International Conference. Denver, CO. O

Rabren, K. (2000, June). *Building from within: Developing strong transition programs at the local and statewide level*. Annual Transition Project Director’s Meeting. Washington, D.C.

Rabren, K*.* (1999, September). *Sustainability of transition programs* (content expert). School-to-Work for Youth with Disabilities National Forum. Washington, D.C.

Browning, P., Rabren, K. & Hall, G. S. (October 1995). *A statewide study on transition in Alabama for youth and young adults with disabilities: Preliminary findings.* Division of Career Development and Transition, Council for Exceptional Children, International Conference, Council for Exceptional Children, Charleston, SC.

Dunn, C. & Rabren, K.(1995, April). *Improving the quality of transition service providers: Two innovative approaches.* Council for Exceptional Children Convention & Expo. Indianapolis, IN.

*State Conferences*

Dotson, C. K., Rabren, K., & Evans, C. (2017, March). *Transition unlimited: Ready, set, plan!* Alabama Transition Conference. Auburn, AL. O

Dotson, C. K., Rabren, K. & Hodge, A. (2016, March). *Academy 101.* Alabama Transition Conference. Auburn, AL. O

Rabren, K. & Schiffer, B. (2016, March). *Transition journey: Early beginnings to current practices.* Alabama Transition Conference. Auburn, AL. O, S

Gage, C., Rabren, K., & Hall, G. (2014). *Evaluate to improve.* Alabama Transition Conference. Opelika, AL. O

Rabren, K., Cobb, M. D., Crumley, E., Dotson, C. K. Goldthwaite, S., & Hodge-Myrick, A. (2012, July). *Training in transition, module IV: Introduction to Alabama’s transition standards and the Individualized Education Program*. Mega Conference, Alabama State Department of Education, Mobile, AL. O, S

Rabren, K., Dotson, C. K., Goldthwaite, S., & Hodge-Myrick, A. (2012, July). *Training in transition, module V-Increasing interagency collaboration*. Mega Conference, Alabama State Department of Education, Mobile, AL. (presented twice) S

Rabren, K. & Dotson, C. K. (2012). *Increasing interagency collaboration*. Alabama Transition Conference. Opelika, AL. S

Hodge, A., Roth, D., & Rabren, K. (2010, July). *The transition process and the Individualized Education Program (IEP).* Mega Conference, Alabama State Department of Education, Mobile, AL. R

Hodge, A., Roth, D., & Rabren, K. (2010, July). *Student assessments for transition.* Mega Conference, Alabama State Department of Education, Mobile, AL. O

Rabren, K. & Holmes, C. (2003, March). *Competitive employment for students with moderate-severe disabilities. Alabama Transition Conference.* Annual Conference. Auburn, AL. O

Roth, D., Hodge, A., & Rabren, K. (2010). *Transition Standards and the IEP*. Alabama Transition Conference. Opelika, AL. O

LaFreniere, S., Hames, L., Roth, D., Hodge, A., Rabren, K. (2010, July). *The Alabama State Interagency Transition Team*. Mega Conference, Alabama State Department of Education, Mobile, AL.

Hodge, A., Roth, D., & Rabren, K. (2010, July). *Transition standards and individualized education program (IEP) development*. Mega Conference, Alabama State Department of Education, Mobile, AL. O

Hall, G. S. & Rabren, K. (2006, March). *How to use student feedback to improve your transition program.* Alabama Transition Conference. Opelika, AL. O

Hang, Q. & Rabren, K. (2006, March). *Perspectives and efficacy of co-teaching*. Alabama Transition Conference. Opelika, AL. S

Rabren, K. & Holmes, C. (2002, March). *Employing students with moderate-severe disabilities.* Alabama Transition Conference, Annual Conference. Auburn, AL. O

Burrows, B. & Rabren, K. (2002, January). *Accessing adult services.* Alabama Federation Council of Exceptional Children Annual Conference. Montgomery, AL. O, S

Rabren, K. & Holmes, C. (2002, January). *Work links: A preparation program for students with moderate/severe disabilities. Alabama* Federation Council of Exceptional Children Annual Conference. Montgomery, AL. O

Browning, P. L. & Rabren, K*.* (2000, March). *A window to Alabama’s statewide study in transition.* Alabama Transition Conference, Annual Conference. Auburn, AL. O

Rabren, K*.* & Browning, P. L. (2000, March). *Implementing best practices in transition.* Alabama Transition Conference, Annual Conference. Auburn, AL.

Rabren, K*.* (1997, June). *An update on the Alabama transition initiative.* Alabama Annual Mega Conference in Education. Mobile, AL.

Rabren, K*.* (1997, March). *Alabama’s transition initiative (ATI).* Alabama Transition Conference, Annual Conference. Auburn, AL. O

Rabren, K*.* (1997, March). *ATIIC—Alabama transition initiative information center.* Alabama Transition Conference, Annual Conference. Auburn, AL. O

Browning, P. L., Dunn, C., Rabren, K. (1996, February). *Auburn’s distance education in transition.* Alabama Transition Conference, Annual Conference. Auburn, AL. O

Browning, P. L., Dunn, C., & Rabren, K. (1995, March). *Distance education transition training.* Alabama Transition Conference, Annual Conference. Auburn, AL.

Dunn, C., Browning, P. L., & Rabren, K. (1995, February). *Using distance education to train Alabama’s transition providers.* Alabama Federation Council for Exceptional Children Annual Conference. Tuscaloosa, AL.

Rabren, K*.* (1993, February). *The strategic comprehension behavior of two groups of fourth grade students: Teachers’ and students’ perspectives.* Alabama Federation Council for Exceptional Children Annual Conference. Birmingham, AL.

Darch, C. B. & Rabren, K. (1992, March). *Instructional classroom management.* Alabama Federation Council of Exceptional Children Annual Conference. Birmingham, AL.

*Local Presentations/Training Sessions*

Rabren, K. & Dotson, C. K. (2013, Oct., Nov., Dec.). *Welcome to transition*. Workshop presented during Alabama’s Parent Advisory Group regional training sessions (Wetumpka, Pelham, and Saraland, AL). O, S

Rabren, K., Roth, D., *&* Hodge, A. (2008, November). *Assessment for transition planning*. Auburn Transition Leadership Institute and Alabama State Department of Education “TNT” Training in Transition Workshop Module Two. Clanton, AL, Elba, AL, Grove Hill, AL.

Rabren, K., Roth, D.,Hodge, A. (2008, November). *Introduction to transition and the IEP*. Auburn Transition Leadership Institute and Alabama State Department of Education “TNT” Training in Transition Workshop Module One. Huntsville, AL, Opelika, AL, Loxley, AL, Montgomery, AL, Tuscaloosa, AL.

**Contracts, Grants, Sponsored Research**

I have been responsible for securing and/or administering over $10 million in federal grants and state contracts.

Contracts

Dotson, C. K. & Rabren, K. (Co-project Directors/Authors, 2016). Transition Unlimited. Alabama Department of Rehabilitation Services contract (FY 2016, $260,037).

Rabren, K. (Project Director/Author (2010-2016). *Alabama Early Learning Progress Profile.* Alabama Department of Education contract (FY 2016, $95,579; cumulative total, $637,605).

Rabren, K. (Project Director/Author, (2010-2016). *Alabama Interagency Transition Initiative.* Alabama Department of Education contract (FY 2016, $130,275; cumulative total, $581,765).

Rabren, K. (Project Director/Author), (2007–2016). *Alabama Post-School Outcome Analysis Project*. Alabama State Department of Education contract (FY 2016, $54,007; cumulative total, $515,016).

Rabren, K. (Project Director/Author), (2007–2016). *Training in Transition “TNT” Professional Development Training Project*. Alabama State Department of Education contract (FY 2016, $87,555; cumulative total, $1,003,054).

Rabren, K. (Project Director/Author), (2004–2016). *Alabama Parent Involvement Survey Program*. Alabama State Department of Education contract (FY 2016, $81,923; cumulative total, $1,014,699).

Rabren, K. (Project Director/Author, (2015). *State Personnel Development Grant - Transition Technical Assistance and Activities* (FY 2015, $81,923).

Rabren, K. (Project Director/Author, (2014). *Alabama Parent and Professional Transition Needs Assessment.* Alabama Department of Education contract (FY 2014, $104,480).

Rabren, K. (Project Director/Author, (2014). *Parent Training in Transition.* Alabama Department of Education contract ($79,448).

Rabren, K. (Project Director/Author), (2006–2007). *Alabama Transition Standards*. Alabama State Department of Education contract, cumulative total ($133,009).

Rabren, K. (Project Director/Author), (2006–2007). *Alabama Student Tracking System*. Alabama State Department of Education contract, cumulative total ($186,076).

Grants

Rabren, K. & Dunn, C. (Project Directors/Authors), (2010-2014). *Collaborative Approach to Training Transition Specialists*. Office of Special Education and Rehabilitative Services, U.S. Department of Education ($1.2 million, 4-year grant).

State of Alabama, (Project Co- Director/Author), (2007). *My Voice*. National Association of Special Education Directors of Special Education ($45,000, 1-year grant).

Umbach, B., (Project Director) & Rabren, K. (Project Associate/Author), (2004-07). *Local Transition Partnerships*. Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC ($720,000, 4-year award).

Rabren, K. *(*Project Director/Author*),* (2000-2004). *A Model Program for Occupational Preparation of High School Students with Moderate/Severe Disabilities*. Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC ($750,000, 4-year grant).

 Rabren, K.(Project Director/Author),(2002). *Career Connections Network*. Alabama Department of Economic and Community Affairs, Alabama School-to-Careers, Montgomery, Alabama ($75,000, 1-year grant).

Rabren K. (Project Director/Author), (1996–1999). *Student and Parent Training Project.* Alabama Council for Developmental Disabilities ($217,546, 3-year grant).

Whetstone, M., Browning, P., Dunn, C., (Project Authors), & Rabren, K. (Project Coordinator), (1995). An Alabama Tracking System for Youth and Young Adults with Disabilities. A feasibility study grant awarded from the Office of Special Education and Rehabilitative Services, U.S. Department of Education ($50,000).

Whetstone, M. (Project Director, 1996-1997), Rabren, K. (Project Director, 1997-2000). Alabama Transition Initiative. A systems change grant awarded from the Office of Special Education and Rehabilitative Services, U.S. Department of Education to the Alabama State Department of Education ($2,500,000).

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**OUTREACH**

(Notation: R = cross referenced with *Research and Creative Work;* S = *Student involvement*)

Outreach Program Description

The period of transition from adolescence to young adulthood can be a time of awkwardness and uncertainty. For youth with disabilities, this time presents significant challenges. In fact, the trials and obstacles faced by this group may adversely affect their current and future quality of life. Barriers to their independence and productivity include difficulties in pursuing postsecondary education or training, obtaining competitive work and/or becoming integrated into their communities. These and other challenges have prompted the United States to initiate a national movement known as transition, which refers to the process of helping young people with disabilities successfully assume adult roles and responsibilities in more integrative, collaborative, and supportive communities.

My outreach activities are closely linked to my programmatic research on transition and are aimed at addressing the significant human needs, societal problems, issues, and concerns that impact youth with disabilities as they assume young adult roles. My experience in writing, receiving, and overseeing grants has served as a foundation for my research and outreach activities in this area. I have worked with grants and contracts throughout most of my professional career and have secured and/or administered over $10 million in federal grants and state contracts.

I strive to make my outreach interrelated with my research and teaching. I also seek to develop a comprehensive outreach program addressing the needs of various groups and differing organization levels (e.g., professional, parent, student, and national, state, local). The unifying purpose behind my outreach projects and activities is to improve programs and services for youth and young adults with disabilities, so they may become, to the greatest extent possible, integrated and contributing members within local communities of their choice. Taking a recent snapshot of my career, my outreach work through the Auburn Transition Leadership Institute, has annually engaged and/or impacted nearly 10,000 persons (i.e., 2013-2016) (see ATLI annual reports at https://web.auburn.edu/institute/resources.aspx).

Current or Ongoing Outreach Projects

*Transition Unlimited (2016-present)*

1. *Description.* Transition Unlimited is an Alabama pre‐employment transition services (Pre‐ETS) initiative focused on building capacity and connecting educators and vocational rehabilitation counselors in the delivery of pre‐employment transition services throughout the state. Annual action plan meetings for each Alabama high school are being developed by interdisciplinary teams. These plans prescribe how and when Pre-ETS services will be delivered and measured. Formative and summative evaluation methods will be administered throughout the duration of the project.
2. *Mission.* The mission and purpose of this program is to provide guidance to educators and vocational rehabilitation counselors, and other related personnel during the development of action plans. These plans identify strategies and timelines for the delivery of Pre-ETS to meet the needs of students with disabilities who are eligible or potentially eligible for vocational rehabilitation.
3. *Scholarship.* Transition Unlimited participants will complete a pre- and post- *Pre-Employment Transition Services Collaboration Survey*. Data from this survey will be analyzed and reports and manuscripts will be developed. Results will also be presented at state and national conferences. In addition, qualitative data from the local action plans for the delivery of Pre-ETS will be analyzed and then summarized in reports, manuscripts, and presentations.
4. *Impact.* Of the 361 Alabama’s high schools, 350 have action plans for the collaborative delivery of pre-employment transition services for students with disabilities. The Transition Unlimited meetings were attended by 741 professionals involved with the delivery of transition and/or pre-employment transition services. Participants evaluated the Transition Unlimited initiative, and of the 579 (78%) who provided feedback 94% indicated that the objectives of the meeting were met. In addition, a status of the current understanding and implementation of pre-employment transition services will be determined from the results of the *Pre-Employment Transition Services Collaboration Survey (pre- and post-meeting)*.

*Community-based Instruction (2010-present)*

1. *Description.* A community-based instruction program for local high school students with disabilities was developed in collaboration with Auburn City Schools and the Auburn Transition Leadership Institute (ATLI). Auburn High school students visit the ATLI offices on a weekly basis and are provided job readiness instruction as well as instruction and experiences in a variety of general office duties.
2. *Mission.* The mission and purpose of this program is to provide students with disabilities opportunities to gain training in job-related skills in an applied setting.
3. *Scholarship.* Articles about students participating in this program have been featured in the Auburn Transition Leadership, *Directions* SI, newsletter.
4. *Impact.* By the end of September 2106, a cumulative total of 29 high school students annually participated in this program with instruction and support provided by ATLI staff and graduate assistants.

*Alabama Transition Conference (1996-present)*

1. *Description.* The Alabama Transition Conference is one of the longest-running annual transition events in the nation, and is a well-respected tradition in this state among transition stakeholders, agencies, and advocacy groups. The conference is typically held for two days and includes a keynote address, a transition update from state and/or national leaders, about 44 concurrent sessions, and three to five workshops. It has also offered special events such as a high school and college level poster session competitions, exhibitor displays, and networking events. Attendees have received an average of 1.25 continuing education units (CEUs) and 9 (CRC) units for rehabilitation professionals.
2. The Alabama Transition Conference provides a forum for participants to enhance their knowledge and skills on best practices, learn of exemplary and innovative programs and services, and mutually explore contemporary issues, problems, and solutions relating to the transition process for youth and young adults with disabilities. Beginning in 1996, I have participated in planning and overseeing the Alabama Transition Conference. In April 2006, I was named the director of the Auburn Transition Leadership Institute and assumed oversight responsibility of this statewide event.
3. *Mission.* The mission of the Alabama Transition Conference is to engage transition stakeholders in professional and/or personal development of transition issues and practices so they may have an impact on the development and improvement of transition programs and services. The goal of the conference, therefore, is to better equip stakeholders so students with disabilities may experience a successful transition into adult life.
4. *Scholarship (also see Research & Creative Work).* I am involved in the oversight, planning, implementation, and follow-up of this annual event. This includes, but is not limited to, the development of a two-day program consisting of two general sessions, and many workshops and concurrent sessions. I also serve as the master of ceremonies for the two general sessions. Proceedings from this conference have been developed for a few of the years and I have delivered/co-delivered concurrent and workshop presentations.

Proceedings

Browning, P. & Rabren, K. (Eds). (1999). *Transition VII & VIII: A profile of commitment*. Auburn, AL: Auburn Transition Leadership Institute, Auburn University. R

Browning, P. L. & Rabren, K. (Eds.). (1997). *Transition V and VI in Alabama: A profile of commitment*. Au­burn, AL: Auburn Transition Leadership Institute, Auburn University. R

Presentations

Dotson, C. K., Rabren, K., & Evans, C. (2017, March). *Transition unlimited: Ready, set, plan!* Alabama Transition Conference. Auburn, AL. R

Dotson, C. K., Rabren, K. & Hodge, A. (2016, March). *Academy 101.* Alabama Transition Conference. Auburn, AL. R

Rabren, K. & Schiffer, B. (2016, March). *Transition journey: Early beginnings to current practices.* Alabama Transition Conference. Auburn, AL. R, S

Gage, C., Rabren, K., Hall, G. (2014, March). *Evaluate to improve.* Alabama Transition Conference. Opelika, AL. R

Rabren, K. & Dotson, C.K. (2012). *Increasing interagency collaboration.* Alabama Transition Conference. Opelika, AL. R, S

Rabren, K. & Dotson, C.K. (2013, Oct., Nov., Dec.). *Welcome to transition*. Workshop presented during Alabama’s Parent Advisory Group regional training sessions (Wetumpka, Pelham, and Saraland, AL). R, S

Roth, D., Hodge, A., & Rabren, K. (2010). *Transition standards and the IEP*. Alabama Transition Conference. Opelika, AL. R

Hall, G. S. & Rabren, K. (2006, March). *How to use student feedback to improve your transition program.* Alabama Transition Conference. Opelika, AL. R

Hang, Q. & Rabren, K. (2006, March). *Perspectives and efficacy of co-teaching*. Alabama Transition Conference. Opelika, AL. R, S

Rabren, K. & Holmes, C. (2003, March). *Competitive employment for students with moderate-severe disabilities. Alabama Transition Conference.* Annual Conference. Auburn, AL. R

Rabren, K. & Holmes, C. (2002, March). *Employing students with moderate-severe disabilities.* Alabama Transition Conference, Annual Conference. Auburn, AL. R

Hall, G. S. & Rabren, K. (2001, October). *Preliminary highlights of a five-year follow-along study of secondary student outcomes.* Division on Career Development and Transition, Council for Exceptional Children International Conference. Denver, CO. R

Browning, P. L. & Rabren, K*.* (2000, March). *A window to Alabama’s statewide study in transition.* Alabama Transition Conference, Annual Conference. Auburn, AL. R

Rabren, K*.* & Browning, P. L. (2000, March). *Implementing best practices in transition.* Alabama Transition Conference, Annual Conference. Auburn, AL. R

Rabren, K*.* (1997, March). *Alabama’s transition initiative (ATI).* Alabama Transition Conference, Annual Conference. Auburn, AL. R

Rabren, K*.* (1997, March). *ATIIC—Alabama transition initiative information center.* Alabama Transition Conference, Annual Conference. Auburn, AL. R

Browning, P. L., Dunn, C., & Rabren, K. (1996, February). *Auburn’s distance education in transition.* Alabama Transition Conference, Annual Conference. Auburn, AL. R

1. *Impact.* The conference annually attracts 600-700 Alabama teachers, rehabilitation practitioners, and other transition stakeholders. Four Assistant Secretaries of the U.S. Department of Education have been keynote speakers, including Madeleine Will, who was instrumental in creating federal policy prompting the transition movement. Per registration data, the annual Alabama Transition Conferences typically host participants from about 85% - 90% of Alabama’s 67 counties and from 75% - 80% of its 137 local education agencies.

Sample Participant Comments from the Alabama Transition Conference Program Evaluations

*“As a parent, it was very helpful to interact with different areas of professionals. Thankful to have been at the Transition Conference for the first time.”* — 2016 Alabama Transition Conference participant

*“This was my first time to attend the Transition Conference, and it was a wonderful experience. I will be back next year!”* — 2015 Alabama Transition Conference participant

*“. . . best Transition Conference I’ve ever been to! Thank you for a great conference!”* — 2015 Alabama Transition Conference participant

Completed Outreach Projects

*Parent Training in Transition (2014-2015)*

1. *Description.* Parent Training in Transition (P-TNT) was a series of workshops and online training modules that provided ongoing advocacy development for parents and other family members of youth with disabilities. The training series was expanded each year, with updates and additions reflecting the training needs of parents and families. The training program included 2- to 4-hour presentations, handouts and slide shows, participant pre- and post-tests, and program evaluation.
2. *Mission.* The mission and purpose of the P-TNT program was to increase parents and other family members of youth with disabilities’ knowledge and advocacy skills. The intent was that after completing the training, participants may positively impact further development and improvement of their own family member’s transition programs and services, as well as others.
3. *Scholarship.* An online training module was developed and made available to parents and family members of youth with disabilities. The results of participants’ evaluations of the TNT training program are provided in the Auburn Transition Leadership Institute’s annual reports. These reports include the number training program participants, and the number of school systems and counties these participants represent. In addition, P-TNT participants’ evaluations of the training program are provided.

Presentations

Rabren, K. & Dotson, C.K. (2013, Oct., Nov., Dec.). *Welcome to transition*. Workshop presented during Alabama’s Parent Advisory Group regional training sessions (Wetumpka, Pelham, and Saraland, AL). S

1. *Impact.* Annual impact for this project averaged approximately 100 parents and or family members who accessed the online P-TNT program.

Sample Participant Comments from Parent Training in Transition Program Evaluations

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

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

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

*Alabama Parent and Professional Needs Assessment (2014-2016)*

1. *Description.* Through the Alabama Parent and Professional Needs Assessment (APPNA) project, information needs of parents who have youth with disabilities and transition professionals were assessed. More specifically, three regional focus groups were held with parents to determine their concerns and informational needs for their youth with disabilities. In addition, a statewide needs assessment was developed to assess the training and programmatic needs of professionals with disabilities.
2. *Mission.* The mission of this project was to identify the informational and programmatic issues as identified by parents with youth with disabilities and professionals who serve youth in transition programs.
3. *Scholarship (also see Research & Creative Work).* A literature review was conducted prior to the implementation of three regional parent focus groups and as part of the development of the needs assessment instrument. Three parent focus groups of six to ten members each were held during October, November, and December 2013. Observation notes and transcriptions of these focus groups were recorded and analyzed to identify prevalent parent information needs and transition issues. Information from this qualitative analysis was used to develop a statewide needs assessment instrument to assess families' and professionals’ training in transition needs. An article in a professionally referred journal and several state reports were published.

Referred Journal Articles

Rabren, K. & Evans, A.M. (2016). *A consensual qualitative analysis of parental concerns and strategies for transition.* Journal of Vocational Rehabilitation. 44(3), 307-321. doi: 10.3233/JVR-16080 R

1. *Impact.* Results from this needs assessment will ultimately be used to improve transition programs in Alabama, impacting the approximate 27,000 transition youth with disabilities in the state.

*Transition Leadership Academy (2013-2016)*

1. *Description*. A Transition Leadership Academy (TLA) provided local transition teams with leadership skills to direct their local transition services. Local teams consisting of transition professionals gathered for an intensive 3-day training and technical assistance program. This program included large group presentations, small group meetings, and networking and program development activities.
2. *Mission.* The purpose of the TLA was to strengthen and build capacity within local communities to deliver quality transition services to students with disabilities. This was accomplished by developing, monitoring, and evaluating comprehensive local transition program plans for every high school in the state (n =338) and by cultivating and enriching the leadership skills of local transition team members responsible for the implementation of these plans.
3. *Scholarship.* TLA participants were provided with a handbook which included a review of empirical studies, examples, and resources. I also served as a technical assistance resource throughout the training program and provided brief presentations and led discussions.

Publication

Rabren, K. (2013, Revised 2014, 2015, 2016). *Transition Leadership Academy Handbook*, Auburn University, AL: Auburn Transition Leadership Institute. R

1. *Impact.* A total of five Transition Leadership Academy sessions were held from 2014-2016. Two-hundred and thirty-four participants representing 64 local education/community teams participated. Each team developed a local transition plan with the assistance of expert consultant assistance, as needed. These local plans were used to assist teams as they develop, monitor, and evaluate transition programs and services in their local area. Each year at the close of the TLA session participants were asked to evaluate the program. The program evaluation for the TLA sessions were overwhelming positive, with the highest positive occurring in 2016, when 100% of the respondents indicated a positive change from their attendance.

Sample Participant Comments from TLA Program Evaluations

*“TLA was incredible. I am fired up about transition for our students!”* — 2016 Transition Leadership Academy participant.

 *“The Academy was great. It was jammed packed with experience and expertise in many areas to better serve our students. We worked hard but after the Academy, I feel good about starting our next school year and implementing our plan.”* — 2015 Transition Leadership Academy participant.

*“I really enjoyed the way the TLA was organized. I am very excited about our final plan and ready to take transition to the next level in our LEA!”* — 2014 Transition Leadership Academy participant.

Ultimately, the impact of this program will be improved transition services leading to better post-school outcomes for youth with disabilities

*Community Transition Expo (2011, 2012, 2013 October)*

1. *Description.* I was a co-director of the Collaborative Approach to Training Transition Specialists (CATTS) program, which was a 4-year, 1.2-million-dollar teacher preparation grant from the U.S. Department of Education (see *Grants* section, above). This grant provided scholarships for master’s level students in collaborative teacher education, with an emphasis in transition. As their fall 2011, 2012, and 2013 field-based project, CATTS scholars, in collaboration with the Auburn Transition Leadership Institute (ATLI), hosted a Community Transition Expo to disseminate information about transition services in the Auburn, Opelika, Lee County area. State and local community agency and program service representatives were available to share information and discuss their services and programs.
2. *Mission.* The mission and purpose of the Community Transition Expo was to provide an opportunity for area students with disabilities, their parents, and teachers to learn more about programs and services available to assist these youths in the successful transition from high school to post-school activities.
3. *Scholarship.* Under my direction, a *Community Transition Expo Manual* SI was developed by the CATTs scholars to serve as a resource for other communities.
4. *Impact.* Over 400 middle and high school age students with disabilities, their family members, and school personnel from Lee and surrounding counties participated in the Community Transition Expo.

*Alabama Transition Standards (2010-2012)*

1. *Description.* Because of the Alabama Transition Standards project, statewide transition standards for students with disabilities in grades 9-12 were developed. These transition standards are divided into four strands: Academics/Training, Occupations/Careers, Personal/Social, and Daily Living. The developmental progression of the standards allows students to plan for their futures and adjust as needed, rather than delaying their goals and decisions until shortly before their exit date.
2. *Mission.* The purpose and mission for the development of Alabama’s statewide transition standards was for special educators to use these standards as guideposts from which to plan students’ growth during the Individualized Education Program annual cycle.
3. *Scholarship.* A literature-based *Alabama Transition Standards* manual was collaboratively developed during 2010-2011. It was published and approved for release by Alabama State Department of Education in December 2011. A national poster presentation on the development of these standards was delivered at the National Transition Capacity Building Institute, in Charlotte, NC in May 2012.

Publication

Alabama State Department of Education (2011). *Alabama Transition Standards Manual.* Alabama Department of Education, Instructional Services Division, Special Education, Post Office Box 303101, Montgomery, AL.

Presentations

Rabren, K., Cobb, M. D., Crumley, E., Dotson, C. Goldthwaite, S., & Hodge-Myrick, A. (2012, July). *Training in transition, module IV: Introduction to Alabama’s transition standards and the Individualized Education Program*. Mega Conference, Alabama State Department of Education, Mobile, AL. R, S

Roth, D., Hodge, A., & Rabren, K. (2010). *Transition Standards and the IEP*. Alabama Transition Conference. Opelika, AL. R

Hodge, A., Roth, D., Rabren, K. (2010, July). *Transition standards and individualized education program (IEP) development*. Mega Conference, Alabama State Department of Education, Mobile, AL. R

1. *Impact.* The impact of this project is somewhat indicated by the 297 educators who participated in the introductory training webinar on this topic. Ultimately, the effect of this project will be improved Individualized Education Programs (IEPs) that include appropriate transition services for secondary students with disabilities. Alabama teachers are required to reference Alabama Transition Standards as they write transition goals for all secondary students with IEPs.

*Alabama Local Transition Planning Summit (2010-2012)*

1. *Description*. A planning summit was held for local education agencies (LEAs). Local school systems sent teams of at least three members representing different transition stakeholder roles. Technical assistance has been provided to teams representing 35 of Alabama’s 134 local school systems.
2. *Mission.* The purpose of these summits was to help school systems create a plan for the continued development and improvement of their local transition programs and services.
3. *Scholarship.* I, along with ATLI staff conducted a statewide needs assessment in 2007 to serve as a baseline for current transition practices in the state. A *Facilitator’s Guide* SI and *Participants Guide* SIwere developed by ATLI staff to provide guidance and direction as teams developed their local plans.
4. *Impact*. Thirty-five Alabama school systems sent teams to participate in the Local Transition Planning Summits. Thus, each team returned to their local community with a Local Community Transition Plan to deliver services for youth with disabilities.

*Alabama Early Learning Progress Profile (2010-2016)*

1. *Description.* The Alabama Early Learning Progress Profile (ELPP) project involved the annual collection, analysis, and reporting of federal Indicator 7 data for Alabama’s State Annual Performance Report to the Office of Special Education Programs, U.S. Department of Education. Indicator 7 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.
2. *Mission.* The mission of the ELPP project was to gather data to determine the early language/communication, pre-reading, and social emotional skill development made by children receiving special education and related services.
3. *Scholarship.* A website was developed to receive pre-school program entry and exit evaluation data throughout the year and daily data updates are provided from the Alabama State Department of Education database. In addition, technical reports S were provided to the Alabama Department of Education, Special Education Services regarding the development, implementation, and analysis of data collected from the ELPP program.
4. *Impact.* Representatives for all of Alabama’s 136 school systems and other associated preschool services providers enter data on approximately 2,000 children each year. During, FY 2016, data from 2,622 preschool students were entered in the online ELPP rating scale. A report summarizing the collection, analysis, and results of these data was annually prepared and submitted to the Alabama Department of Education.

*Alabama Interagency Transition Initiative: (Alabama State Interagency Transition Team and Alabama Local Transition Planning Summit)*

*Alabama State Interagency Transition Team (2009-2016)*

1. *Description.* The Alabama State Interagency Transition Team (SITT), first formed in 1983 as the State Transition Task Force, found itself in need of coordination and, in 2009, and ATLI contracted with Alabama State Department of Education to provide these services. Alabama’s State Interagency Transition Team (SITT), was 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 meets quarterly to provide leadership for the delivery of transition services for youth and young adults in Alabama.
2. *Mission.* The purpose and mission of this cross-discipline team was to review policies and practices so there can be improved collaboration, cost-efficiency, and quality of transition services for Alabama’s youth and young adults with disabilities.
3. *Scholarship.* The Alabama State Plan for Transition Services was developed annually by this group of state leaders in transition. This plan served as a guiding document for multiple state agencies that deliver services to youth and young adults with disabilities.
4. *Impact.* The Alabama State Interagency Transition Team met every quarter and developed an Alabama Transition Services State Capacity Building Plan.

*Alabama Post-School Outcomes Data Analysis (2007-2016)/Alabama Student Tracking Program (1996-2006)*

1. *Description.* Through the *Alabama Student Tracking* program (1996-2006) data were gathered on 14,703 of Alabama’s high school students with disabilities: 10,697 of Alabama’s 11th graders (in-school) and 4,006 former students one year out of school (post-school). In 2007, the *Alabama Student Tracking* program was replaced with the *Alabama Post-School Outcome Analysis* project. Through the Alabama Post-School Outcome Data Analysis project, data collected from former students who have disabilities one year after their exit from high school post-school were analyzed and reported. The need to collect this data is a national requirement as prescribed by the Individuals with Disabilities Education Improvement Act (2004). Specifically, all states must collect Indicator 14 data on the “percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school” (20 U.S.C. 1416(a) (3) (B)).
2. *Mission.* The mission of the Alabama Post-School Outcome Data Analysis project was to provide the state and local school systems with information about the post-school status of their former students with disabilities. This information could then be used to improve the services, programs, and ultimately the social conditions of persons with disabilities.
3. *Scholarship (also see Research & Creative Work).* Presentations, reports, and papers have been completed using post-school outcome data. In addition, my experience in this area has resulted in my membership on the National Post-School Outcome Center Advisory Board (*see Service*).

Publications

Carpenter, J. & Rabren, K. (2015, November). *Life satisfaction as a function of student involvement and post-school outcomes.* Poster presented at the Division of Career Development and Transition, Council for Exceptional Children, International Conference. Portland, OR. R, S

Karpur, A., Enayati, H., Wagner, M., Newman, L. Rabren, K., Carpenter, J., (2015, April). *Disability, poverty and post-school outcomes: Exploring school and family influences.* (invited)Symposium sponsored by Special Education Research SIG,symposium chair L. Lindstrom conducted at the American Educational Research Association 2015 Conference, Chicago, IL. R, S

Rabren, K., Carpenter, J., Dunn, C., & Carney J. S. (2014). Actions against poverty: The impact of career technical education. *Career Development and Transition for Exceptional Individuals*. *37*(1), 29-39. doi: 10. 1177/2165143414522091 R, S

Rabren, K., Eaves, R. C., Dunn, C. & Darch, C. B. (2013). Students with learning disabilities’ satisfaction, employment, and postsecondary education outcomes. *Journal of Education and Learning*, *2*(2), 14-22. doi:10.5539/jel.v2n2p14 R

Eaves, R. C., Rabren, K., & Hall, G. (2012). The post-school outcomes transition survey: A tool for effective decision-making. *Assessment for Effective Intervention*, doi:10.1177/1534508412452751 R

Chambers, D., Rabren, K., & Dunn, C. (2009). Transition from high school to adult life: A comparison of students with and without disabilities. *Journal of Career Development for Exceptional Individuals, 32*(1), 42–52. R

Curtis, R., Rabren, K., & Reilly, A.S. (2009).Post-school outcomes of students with disabilities: A quantitative and qualitative analysis. *Journal of Vocational Rehabilitation, 30*(1), 31–48. R

Dunn, C., Chambers, D., & Rabren, K. (2004). Variables affecting students’ decisions to drop out of school. Remedial and Special Education**,** *25*(5), 314–324. R

Rabren, K., Hall, G., & Brown, C. (2003). Employment of transition-age rehabilitation consumers: Demographic and programmatic factors. *Journal of Vocational Rehabilitation, 18*(3), 145–152. R

Rabren, K., Dunn, C., & Chambers D. (2002). Predictors of post high school employment among young adults with disabilities. *Journal of Career Development for Exceptional Individuals*, *25*(1), 25–40. R

Reports

Results of the annual *Alabama Post-School Outcome Survey* are reported in the state’s Annual Performance Report to the Office of Special Education Programs, U.S. Department of Education. In addition, individual school system reports are posted annually for 60-80 Alabama local school systems. A summary of the Post-School Outcome Data Analysis program is also reported in the Auburn Transition Leadership Institute’s annual report. In addition, local *Alabama Post-School Survey Reports*, including school system and state results for comparison, were prepared and posted online for participating local education agencies.

Presentations

Wagner, M., Karpur, A., Rabren, K., Carpenter, J., (2014, July). *Disability and poverty*. Sage Publications, *Career Development and Transition for Exceptional Individuals,* Podcast panel hosted by L. Lindstrom. Available at: *https://itunes.apple.com/us/podcast/sage-education/id871122170?mt=2*. RS

Cobb, M., Rabren, K., Eaves, R. C. (2011, October*). Post-school satisfaction levels of individuals with disabilities: The effects of geographic location, race, and gender.* Poster presented at the Division of Career Development and Transition, Council for Exceptional Children, International Conference. Kansas City, MO. R, S

Eaves, R.C., Rabren, K., Hall, G. S. (2011, October*). Post-school outcomes ≠ employment and postsecondary education*. Division of Career Development and Transition, Council for Exceptional Children, International Conference. Kansas City, MO. R

Rabren, K., Johnson, C. (2007, October). *Post-school outcome data collection programs: Examples from two states*. Division of Career Development and Transition, Division of Career Development and Transition, Council for Exceptional Children, International Conference, Orlando, FL. R

Hall, G. S. & Rabren, K. (2009, October). *Nine years of in-school and post-school matched-case state survey data: What are the findings?* Poster presented at theDivision of Career Development and Transition, Council for Exceptional Children, International Conference. Savannah, GA. R

Chambers, D., Rabren, K. (Presenter & Author), Dunn, C. (2009, April). *A comparison of transition from high school to adult life of students with and without disabilities.* Poster presented at theCouncil for Exceptional Children International Convention and Expo. Seattle, WA. R

Hall, G. S. & Rabren, K. (2006, March). *How to use student feedback to improve your transition program.* Alabama Transition Conference. Opelika, AL. R

Rabren, K. & Hall, G. S. (2006, March). *Post-school outcomes data collection procedures.* (invited). National Forum on Post-School Outcomes, National Center on Secondary Education and the Western Regional Resource Center, Portland, Oregon. R

Rabren, K. & Hall, G. S. (2005, October). *Developing, implementing, and utilizing a student follow-along system.* Division of Career Development and Transition, Council for Exceptional Children, International Conference. Albuquerque, NM. R

Rabren, K., Browning, P. L., & Hall, G. S. (2003, April). *Alabama’s student tracking program.* (invited). A National Forum on Post School Outcomes co-sponsored by the National Center on Secondary Education and the Western Regional Resource Center. Portland, OR.

Hall, G. S. & Rabren, K. (2001, October). *Preliminary highlights of a five-year follow-along study of secondary student outcomes.* Division on Career Development and Transition, Council for Exceptional Children International Conference. Denver, CO. R

1. *Impact.* During FY 2016, data from 595 former students with disabilities were collected through the PSO surveys were submitted, analyzed, and reported. This type of data analysis program allows for systematic monitoring of transition programs, and in so doing, provides educators with information about how to develop and refine their practices continually to best meet the educational needs of students. In addition to program evaluation and improvement, a post-school outcome data collection program provides information needed for policy development. By examining the specific outcomes of students in relation to program elements, considerations for effective transition practices can be determined and addressed.

*Youth and Young Adults in Transition (2008 -2015)*

1. *Description.* Youth and Young Adults in Transition (YAiT) is a statewide advocacy group for young people with disabilities. The YAiT group was established, in part, to sustain and build upon the youth development and advocacy activities initiated through the My Voice project (2007). The statewide YAiT advocacy group held periodic regional meetings, at which members practice and developed their leadership roles, such as how to establish local chapters of YAiT and how to make presentations to others about disability.
2. *Mission.* The mission and purpose of YAiT was to provide youth and young adults with disabilities a forum for developing and using their self-determination and leadership skills for the betterment of themselves and other young people with disabilities.
3. *Scholarship.* YAiT activities are featured in ATLI annual reports and newsletters. Under my supervision, CATTS scholars developed the *User’s Guide for YAiT Group Development* SI. A training program, to be used by middle and high school students with disabilities, was also developed by YAiT members with facilitation by ATLI staff, Alabama Department of Education staff and CATTS scholars (See Module 3, *My Plan for Transition* S

<https://web.auburn.edu/institute/TNT/SelectModule.aspx>)

1. *Impact.* In 2014, 31 young people from across the state participated in the Alabama Transition Conference where they participated in advocacy and leadership activities. YAiT membership average is about 50-60 youth and young adults with disabilities, representing counties throughout the state. Also, see a presentation delivered by a young man who participated in YAiT and how the experience impacted his life <http://school2working.blogspot.com/2015/10/timothy-alexander-yait-meeting-2015.html?m=1>).

*Training in Transition (2007-2016)*

1. *Description.* Training in Transition (TNT) was a collaborative effort of the Alabama Department of Education and the Auburn Transition Leadership Institute. TNT was a comprehensive series of workshops and online training modules that provided ongoing professional development for service providers as well as personal development for young people with disabilities. The training series was expanded each year of its implementation, with updates and additions reflecting the progression of state and national transition policies and practices. The training program included 2- to 4-hour presentations, handouts and slide shows, participant pre- and post-tests, and program evaluation. Topical webinars were also periodically presented through this program.
2. *Mission.* The mission and purpose of the TNT program was to increase transition stakeholders’ knowledge and motivation as well as develop positive attitudes resulting in professional and/or personal development of transition issues and practices. The intent was that after completing the training, participants may positively impact further development and improvement of transition programs and services.
3. *Scholarship (also see Research & Creative Work).* The results of participants’ evaluations of the TNT training program are provided in the Auburn Transition Leadership Institute’s annual reports. These reports include the number training program participants, and the number of school systems and counties these participants represent. In addition, TNT participants’ evaluations of the training program are provided. A presentation about this training program was made at a national conference.

Presentations

Rabren, K. & Dotson, C.K. (2013, Oct., Nov., Dec.). Welcome to transition. Workshop presented during Alabama’s Parent Advisory Group regional training sessions (Wetumpka, Pelham, and Saraland, AL). R, S

Rabren, K. & Dotson, C. (2011, October*). “TNT”: A comprehensive, on-going transition professional development program.* Division of Career Development and Transition, Council for Exceptional Children, International Conference. Kansas City, MO. R, S

Rabren, K. & Dunn, C. (2010). Module one: Foundations of transition. *Training in Transition.* fp.auburn.edu/institute/TNT/TNT.aspx.

Rabren, K. & Dunn, C. (2010). Module two: Assessment for transition planning. *Training in Transition.* fp.auburn.edu/institute/TNT/TNT.aspx.

Rabren, K. & Dunn, C. (20110). Module three: My plan for Transition. *Training in Transition.* fp.auburn.edu/institute/TNT/TNT.aspx.

Webinars

Rabren, K., Hodge, A., & Mayo, C. (2014, January). *TNT Webinar V: Community-based Instruction: Making it Happen.*

Hodge, A., Cleveland, & Rabren, K. (2013, August). *TNT Webinar VI: Alabama Transition Update.*

Myrick, A., Rabren, K., & Dotson, C. (2012, December). TNT Webinar III– *How to Start Your Own Youth and Young Adults in Transition or YAiT Group.*

Myrick, A., Goldthwaite, S. & Rabren, K. (August 22, 2012). TNT Webinar II– *Introduction to Alabama’s Transition Standards.*

1. *Impact.* During fiscal year 2016, a total of 3,269 online training experiences were recorded through the TNT series).

*My Voice Self-Advocacy Project (2007-2008)*

1. Description. The purpose of the My Voice project was to encourage and facilitate the development of self-determination in youth and young adults with disabilities. Specifically, the My Voice project sponsored training and technical assistance to help prepare young adult leaders with disabilities to act as mentors to high school students with disabilities in 10th and 11th grades. The specific goal of this mentoring was for the students to have the skills to direct their own Individual Education Program meetings by the end of the11th grade.
2. *Mission.* The mission of the My Voice project was to improve the self-determination skills of youth with disabilities through the development and implementation of a mentoring program. Therefore, this project addressed the need to address solutions that affect the quality of life of Alabama citizens with disabilities.
3. *Scholarship (also see Research & Creative Work).* Papers The “My Voice” newsletter was distributed to students and parents in participating school systems and posted on the Auburn Transition Leadership Institute website.

Reports The participant evaluation results of the My Voice program are reported in the Auburn Transition Leadership Institute’s 2007-2008 annual report.

1. *Impact*. The My Voice project provided two training events to provide training and support to 39 participants in the development of self-determination in youth with disabilities. Follow-up evaluations and comments indicated that an average of 75 percent of the parent, mentor, and teacher participants experienced *some* to *much* change in their perceptions of the capacity of students with disabilities to determine and achieve their goals. NOTE: The My Voice project was renamed, Youth and Young Adults in Transition (YAiT by its members).

 *Alabama Parent Involvement Survey Program (2004- 2016)*

* + 1. *Description.* The Alabama Parent Survey program included analysis and reporting on information regarding parent involvement with their child’s special education programs. Results from this survey also helped the state meet the federal requirements of Indicator 8 which requires all states to collect data on the “percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities” (20 U.S.C. 1416(a) (3) (A)). Parent survey reports were based on survey results about the parents’ perceptions of, and experience with, their local school’s special education program.
		2. *Mission.* The mission and purpose of the Alabama Parent Survey program was to gather information from parents who have children with disabilities to gain an understanding of their involvement with their children’s special education programs. In so doing, this information could be used to improve local special education programs.
		3. *Scholarship.* Results of the annual Alabama Parent Survey were reported in the state’s Annual Performance Report to the Office of Special Education Programs, U.S. Department of Education. A summary of the Alabama Parent Survey program can also be found in the Auburn Transition Leadership Institute’s annual reports.

*Impact.* The 2016 results for Indicator 8, regarding parental involvement in schools, reflected responses from 3,052 Parent Surveys representing a 15% return rate of the 20,897 surveys mailed in that spring. Since the initiation of this project in 2004 to September 2012, information has been gathered from over 41,000 parents representing all of Alabama’s 137 public school systems.

*Local Transition Partnerships (2004-2007)*

1. *Description.* A consortium between the Auburn Transition Leadership Institute, the Auburn City School System and the Opelika City School System was developed to establish a model transition partnership to assist young citizens with disabilities as they prepare for the roles and responsibilities of young adulthood. Partnership strategies (or best practices) incorporated into this project included strengthening collaboration among agencies, developing interagency models, and encouraging local transition teams.
2. *Mission.* The mission of the Local Transition Partnership project was to improve transition services for youth and young adults with disabilities through the development of a community partnership model that can be replicated in other communities.
3. *Scholarship*. I worked with Auburn City and Opelika City School Systems to conceptualize and write the LTP grant proposal for the development of a local model for transition partnerships. I also provided materials for ongoing training and technical assistance. A newsletter was also developed through the Auburn Transition Leadership Institute and distributed in the Auburn-Opelika community.
4. *Impact.* The LTP program was implemented in four school systems in the state (i.e., Auburn, Bessemer, Opelika, and Tuscaloosa City School Systems).

*Career Connections (2002)*

1. *Description.* Career Connections Network was a project sponsored by Alabama’s School-to-Careers initiative through the Alabama Department of Economic and Community Affairs. Career Connections training sessions included work-related disability topics, such as Supplemental Security Income (SSI), the Americans with Disability Act (ADA), and disability awareness.
2. *Mission.* The purpose of the Career Connections Network was to educate students, parents, teachers, and employers about disability and to foster connections among these participants and develop their understanding of work-related disability topics. Through developing students’ and other participants’ awareness and knowledge of disabilities, a network was established and served to link all participants. The goal of this network was to work toward eliminating misconceptions about the employment of individuals with disabilities.
3. *Scholarship (also see Research & Creative Work).* Papers. A “Career Connections” newsletter was developed and disseminated throughout the state during the implementation of this project.

Presentations. Training sessions on work-related disability topics, such as Supplemental Security Income (SSI), the Americans with Disability Act (ADA), and disability awareness were delivered in the north central and south regions of the state during this one-year project.

Rabren, K, Burrows, B. & Cannon, B. (2001, October). *Career connections network: Connecting students, parents, teachers and employers. Division* on Career Development and Transition, Council for Exceptional Children International Conference. Denver, CO. R, S

1. *Impact.* The impact of the Career Connections project was found in the increased knowledge and interest in the training topics presented through this program. Thus, a strand of concurrent sessions on these topics has continued to be offered at the Alabama Transition Conference.

*Work Links: A Model Program for Occupational Preparation of High School Students with Moderate/Severe Disabilities (2000-2004)*

1. *Description.* Work Links was a federally funded project from the U.S. Department of Education, Office of Special Education and Rehabilitative Services. This multi-level educational preparation program was based on, but not limited to, the following components: (a) functional curriculum, (b) multidisciplinary implementation, and (c) interagency collaboration.
2. *Mission.* The mission and purpose of the Work Links project was to develop a functional, standards-based occupational preparation program designed to meet the present and future needs of students with significant disabilities, as well as to incorporate ‘best practices’ utilized in delivering transition services.
3. *Scholarship (also see Research & Creative Work).* Several technical manuals and presentations have been completed on the development and implementation of the Work Links program.

Manuals

Rabren, K. & Holmes, C. (2002). *Work links occupational preparation program manual*, Auburn Transition Leadership Institute, Auburn University (available from 100 Ramsay Hall, Auburn University, AL 36849). R

Rabren, K. & Holmes, C. (2002). *Work links prevocational and functional domain materials.* Auburn Transition Leadership Institute, Auburn University (available from 100 Ramsay Hall, Auburn University, AL 36849). R

Rabren, K. (2002). *Work links research manual*. Auburn Transition Leadership Institute, Auburn University (available from 100 Ramsay Hall, Auburn University, AL 36849). R

Presentations

Rabren, K. & Holmes, C. (2001, October). *Developing a secondary occupational program for students with moderate/severe* disabilities. Poster presented at the Division on Career Development and Transition, Council for Exceptional Children International Conference. Denver, CO. R

Rabren, K. & Holmes, C. (2005, October). *A standard-based program for students with significant disabilities.* Division of Career Development and Transition, Council for Exceptional Children, International Conference. Albuquerque, NM. R

Rabren, K. & Holmes, C. (2003, March). *Competitive employment for students with moderate-severe disabilities. Alabama Transition Conference.* Annual Conference. Auburn, AL. R

Rabren, K. & Holmes, C. (2002, March). *Employing students with moderate-severe disabilities.* Alabama Transition Conference, Annual Conference. Auburn, AL. R

Rabren, K. & Holmes, C. (2002, January). *Work links: A preparation program for students with moderate/severe disabilities.* Alabama Federation Council of Exceptional Children Annual Conference. Montgomery, AL. R

Rabren, K. & Holmes, C. (2001, October). *Developing a secondary occupational program for students with moderate/severe* disabilities. Poster presented at the Division on Career Development and Transition, Council for Exceptional Children International Conference. Denver, CO. R

1. *Impact.* Work Links demonstration sites were implemented in nine school systems in Alabama and one in Mississippi. Thirty-four teachers and/or administrators were involved in the project. Many of these school systems continue to use the Work Links Occupational Preparation program materials and accompanying procedures.

**Technical Assistance/Consultation**

*National Secondary Transition State Planning Team Member (2004-2013)*

I served on the Alabama state planning team to develop, examine, and revise the state transition plan for providing services to youth and young adults with disabilities. I have also served as a content expert for this national planning forum and worked with leaders from other states as they developed their State plans. This event is co-sponsored by the National Dropout Prevention Center for Students with Disabilities (NDPC-SD), the National Post-School Outcomes Center (NPSO), and the National Secondary Transition Technical Assistance Center (NSTTAC).

*Alabama State Interagency Transition Task Force (2004-2016)*

The Alabama State Interagency Transition Task Force was a multidisciplinary group of representatives from state agencies that provide services for youth and young adults with disabilities. The purpose of this group was to develop a better understanding of each agencies role and responsibilities in service delivery for these young people and to seek and implement new and better ways of providing secondary special education and transition services for students so that they are more prepared to function effectively as adults in the community.

*National Post-School Outcome Center (NPSOC) Advisory Board (2005-2014)*

I served on a national advisory board which was comprised of professionals with expertise in post-school outcome data collection. The purpose of this invited 15-member group of transition professionals was to provide technical assistance and advice to the NPSOC as the center helped state education agencies establish practical and rigorous post-school outcome data collection systems.

*Alabama Transition Services Task Force (2008-2009)*

In the summer of 2008, I served on a statewide task force to develop a research-based curriculum for a transition services course to be offered in high schools for students with disabilities. The purpose of this course is to provide students with instruction and skill development that will help them make a successful transition from school to community. This course has been approved by the Alabama State Board of Education and was released to high schools in the fall 2009.

*Pennsylvania Post-School Outcomes Data System (2007)*

I worked with the Pennsylvania Training and Technical Assistance Network to develop a high school exit and post-school outcome survey. Pennsylvania has also used the Post-School Outcomes Data System software to gather post-school information on their former students with disabilities.

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**PROFESSIONAL SERVICE**

University

*Membe*r (2007-2009) Institutional Review Board for the Use of Human Subjects in Research, Auburn University

*Senator* (2002–2003) Faculty representative for the De­partment of Rehabilitation and Spe­cial Education, Faculty Senate, Auburn University

College

*Member* (2017-) Governance Committee, College of Education, Auburn University

*Member* (2013) Search Committee, Curriculum and Teaching Department, East Alabama In-service Center. Auburn University

*Member* (2006-2007) Search Committee, Curriculum and Teaching Department. Auburn University

*Chair* (2011-2013), *Member* (2007- 2011) Scholarship and Innovation Committee, College of Education, Auburn University

*Member* (2006-2007) Search Committee, Educational Foundations and Leadership Department. Auburn University

*Member* (2005-2008) Undergraduate Curriculum Committee. College of Education, Auburn University

*Chair* (2004-2006) Diversity Committee, College of Education, Auburn University

*Member* (2002–2004) College of Education’s School Partnership Committee, Auburn University

Department

*Member* (2016- ) Budget Committee, Special Education Faculty Position. Rehabilitation and Special Education Department. Auburn University

*Member* (2016- ) Program Coordinators’ Committee, Special Education Faculty Position. Rehabilitation and Special Education Department. Auburn University

*Member* (2011) Search Committee, Special Education Faculty Position. Rehabilitation and Special Education Department. Auburn University

*Member* (2008-2010) Technology and Distance Education Committee, Special Education, Rehabilitation, Counseling/School Psychology Department, Auburn University

*Member* (2007-2008) Search Committee, Rehabilitation and Special Education Department. Auburn University

*Member* (2005-2006) Search Committee, Rehabilitation and Special Education Department. Auburn University

*Chair* (2005-2006) Search Committee, Rehabilitation and Special Education Department, Auburn University

*Member* (2000- 2008) SACS Report Committee Special Education Director Position, Rehabilitation and Special Education Department, Auburn University

State

*Member* (2007-2016) Alabama State Interagency Transition Task Force, Montgomery, Alabama

*Chair* (2004-2005) Alabama Special Education Advisory Board, State of Alabama

*Member* (September 2003-2005) Special Education Advisory Panel, Alabama State Department of Education, Special Education Services

*Board Member* (1999-2000) Alabama Department of Rehabilitation Advisory Board

*Board Member* (1998-2000) Alabama Council for Developmental Disabilities Executive Board

National

*Editorial Board Member* (2014- ) Journal of Vocational Rehabilitation.

*Editorial Board Member* (2002- ) Journal of Career Development for Exceptional Individuals. Division of Career Development and Transition, Council for Exceptional Children

*Member* (2011- 2014) Assessment Committee, Division of Career Development and Transition, Council for Exceptional Children

*Member* (2005- ) Research Committee, Division of Career Development and Transition, Council for Exceptional Children

*Member* (2005-2014) National Advisory Board, National Post-School Outcomes Center, University of

Oregon

*Peer Reviewer* (September 2011; August, 2008; September 2003; February 2002; March 2002) Federal Grant Competitions, Office of Special Education and Rehabilitative Services, U.S. Department of Education

*Guest Reviewer* (2009, 2007) Remedial and Special Education Journal

*Peer Reviewer* (2007, July) National Secondary and Transition Technical Assistance Center “3 + 2” Review, Office of Special Education and Rehabilitative Services, U.S. Department of Education

*Member* (1994-1995) Membership Committee, Council for Learn­ing Disabilities