**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 Education

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**PROFESSIONAL EXPERIENCE**

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| --- | --- | --- | --- |
| 2018- present2010-2018 | Mildred Chesire Fraley Distinguished ProfessorProfessor | Auburn University, Alabama |  |
| 2010-present | Professor |  |
| 2004 -2010 | Associate Professor |  |
| 2000-2004 | Assistant Professor |  |
|  |  |  |  |
| (2018, September – January 2019) | Interim Director | EAGLES Postsecondary Program for Students with Intellectual Disabilities |  |
| 2006-2017 | Director | Auburn Transition Leadership Institute, Auburn University, Alabama |  |
| 2004-2006 | Associate Director |  |
|  |  |  |  |
| (2016- ) | Program Coordinator | Education Specialist Program in Collaborative Teacher-Special Education, Department of Special Education, Rehabilitation, & Counseling |  |
|  |  |  |  |
| (2015- ) | Program Coordinator | Transition Specialist Graduate Certificate |  |
|  |  |  |  |
| 1997-2000 | Director | Alabama Transition Initiative, Alabama State Department of Education, Montgomery, Alabama |  |
| 1996-1997 | Training Specialist |  |
|  |  |  |  |
| 1994-1996 | Project Coordinator | Distance Education Transition Training Program, Auburn University, Alabama |  |
| 1990-1994 | Program Coordinator, Graduate Assistant | Mild Disabilities in Rural Settings Preparation Grant, Auburn, Alabama |  |
| 1987-1990 | Special Education Teacher | Lee County School, Alabama |  |
| 1984-1987 | Educational Consultant | Education Support Services, Auburn, Alabama |  |
| 1983 | Lead Teacher | Auburn University at Montgomery Early Childhood Center, Montgomery, Alabama |  |

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**HONORS & AWARDS**

2018 Mildred Chesire Fraley Distinguished Professor, Auburn University, Alabama

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 EXPERIENCE**

(Notation: Cross-reference with R = *Research,* O = *Outreach,* or S = *Student involvement*)

Since joining Auburn University in the fall semester 2000, I have taught courses that include topics in disability and special education, 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 5000/6000: Advanced Study of Exceptionality

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 7986: Non-Thesis Project

RSED 8030: Disabilities and Professional Issues

RSED 8060: Disabilities and Life Transitions

Program/Course Development

*Education to Accomplish Growth in Life Experiences for Success* (*EAGLES) –* interim director (2018, September)/program consultant (spring 2015- spring 2019)

Auburn University’s EAGLES program is an on-campus, inclusive 2-year (4-semester) post-secondary education for students with intellectual disabilities. The program includes credit-bearing courses, as well as program courses focused on improving students’ independent living and employment outcomes. In addition to an inclusive course of study, students are engaged in integrated social and work-based training activities.

*Collaborative Approach to Training Transition Specialists (CATTS) Master’s Degree Grant Program.* R, O This 1.2 million dollar, U.S. Office of Special Education Programs funded preparation grant provided scholars with rigorous master's level coursework and training focused on research-based transition practices associated with improved outcomes for youth with disabilities. Through coursework and a variety of applied experiences, 32 students prepared to collaborate with other professionals and transition stakeholders (e.g., students with disabilities, parents and family members), as well as to serve students with disabilities who are considered high need (e.g., below poverty level). In addition to their coursework and field experiences, these students were involved in community service, and state and national leadership activities.

*Education Specialist (Ed.S.) in Collaborative Teacher—Special Education.* I developed the *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. I serve as the coordinator for this program.

*Transition Specialist Graduate Certificate.* I co-developed the Transition Specialist Graduate Certificate program. 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.

*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 significant course revision resulted in a developmental approach to transition beginning with early intervention and early childhood special education transition to the secondary transition years. An emphasis on evidence-based practices is made throughout this course.

*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 annually serve or chaired 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**

(Notation: Cross-reference with T = *Teaching,* O = *Outreach,* or 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. S

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 S

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. o

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. S

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 S

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. S

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. S

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*

Rabren K. & Dunn, C. (2018). *EAGLES Comprehensive transition and postsecondary program application*. Auburn University, Alabama. This document was submitted to the U.S. Department of Education for Auburn University’s EAGLES program to become a Comprehensive Transition and Postsecondary program for students with intellectual disabilities. Decision is pending. O

Rabren, K. & Dunn, C. (2015). *Predevelopment report on a postsecondary program for students with intellectual disabilities.* Auburn University, AL. This report was prepared in response to a request from the Dean of the College of Education. It included a review of literature and results from a focus group of parents of children with intellectual disabilities. O

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

*Workbooks & Manuals*

Rabren, K. & Johnson, C. (2019). *Global perspective of special education and transition: Families and multicultural considerations workbook.* Auburn University, AL.

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 Transition Leadership Institute, Auburn University, AL.

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*

Rabren, K. (2017, September). *Transition: Why is it so difficult for some?* Auburn Talks, This is Research Symposium. Auburn, Alabama.

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.* 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*

Dunn, C. & Rabren, K. (2019). *EAGLES have landed: A postsecondary program for students with intellectual disabilities.* *teams*. Division of International Special Education & Services, Council for Exceptional, Children, International Conference: Embracing Inclusive Approaches. Montego Bay, Jamaica.

Dotson, C. K. & Rabren K. (2018). *Creating, cultivating, and motivating multidisciplinary teams*. Division of International Special Education & Services, Council for Exceptional, Children, International Conference: Embracing Inclusive Approaches. Cape Town, South Africa.

Dunn, C. & Rabren K. (2018). *Preparing secondary special educators: A collaborative approach.* Poster presented at the Division of International Special Education & Services, Council for Exceptional Children, International Conference: Embracing Inclusive Approaches. Cape Town, South Africa.

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. O, O, 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. O

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 system 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. O

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. O

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

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. O

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*

Dunn, C. & Rabren, K. (2020). *Integrating transition practices for a comprehensive approach to instruction*. Alabama Transition Conference. Auburn, AL. O

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) O , S

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

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. O

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

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. O

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. O

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. O

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. O

**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). O

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

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

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

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

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

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

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

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

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

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

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). T

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

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). O

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). O

 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). O

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

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). O

Whetstone, M. (Project Director, 1996-1997), Rabren, K. (Project Director, 1997-2000). Alabama Transition Initiative. A system 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: Cross-reference with T = *Teaching,* R = *Research,* or S = *Student involvement*)

My outreach is closely linked to my teaching and programmatic research on transition. My outreach programs and activities are aimed at addressing the significant human needs and the societal problems, issues, and concerns that impact youth with disabilities as they assume young adult roles.

*Diabetes and Transition: Letting Grow Workshops (Rabren, K. & Tuttle, M., 2019 -2020), Coordinator*

This project was a collaborative endeavor with Camp Seale Harris for children and youth with diabetes. Dr. Malti Tuttle and I delivered workshops to parents of children and youth who have or will be attending this camp. The purpose of the workshops was to help parents (1) identify key transition periods, (2) seek the assistance of school personnel, (3) recognize transition areas, and (4) help facilitated the development of their children’s self-determination and independence. Twenty-eight out of the 45 participants (62%) who attended one of the two presentations completed an evaluation form. Participants were asked to indicate to what degree (1=none, 2= some, 3=much, 4=very much) the training sessions had impacted them across several different change parameters. For example, when asked to what degree they had any change ininformational knowledge as a result of the training session, most of the participants (n=25) who completed the evaluation indicated they had *much* or *very much* (μ = 3.36) improved their knowledge about transition and diabetes.

*BraveHearts Center for Place & Purpose (BCPP): Transition Planning Collaborative (Rabren, K. & Burque, A. 2017- ), Coordinator* T

This project brings together young adults with developmental disabilities (DD) and Auburn University students in the RSED 5170/6170/6176, Transition from Birth to Adulthood class for a mutually beneficial learning experience. The mission and purpose of this project is two-fold. First, preservice collaborative special education students learn how to gather and report transition planning information. Secondly, this project serves as a community awareness activity advocating for persons with DD and the BCPP program. Since it began in fall 2017, this project annually impacts about 15-20 collaborative special education majors and 10-12 BCPP young adults with DD.

Completed Outreach Activities and Projects

*International Perspectives in Special Education (2018-2019), Coordinator* T

TheInternational Perspectives in Special Education (IPSE) project provides Auburn University, and other participating university students in special education teacher preparation programs with a global perspective of disability, special education, and services. In so doing, the IPSE project aligns with the College of Education’s mission “to build a better future for all” which “includes individuals, our state, our nation, and our world.” In the fall semester of 2018, I held a ZOOM conference with Dr. Chambers from University of Notre Dame, Perth, Western Australia and students in my RSED 5170/6170/6176, Transition from Birth to Adulthood class. Feedback from Auburn students was positive but also indicated they would like to engage with other teacher preparation students within the U.S. I responded to this feedback by reaching out to my colleague, Dr. Cinda Johnson, in Seattle, Washington.

In the summer of 2019, students from Seattle University and Auburn University collaboratively completed assignments using the *Global Perspectives of Special Education and Transition: Families and Multicultural Considerations Workbook* that I developed. The purpose of these assignments was to have students reflect on their own cultural backgrounds and improve their cultural competence as they prepare to deliver transition services. Before and after finishing their workbook assignments, students completed the Multicultural Efficacy Scale (MES) which includes Efficacy and Instructional Knowledge 4-point Likert subscales. Of the students who completed the pre- and post-tests the average pre-test the Efficacy subscale scores was (µ= 2.961) and (µ= 3.184) for the post-test. The average pre-test Instructional Knowledge subscale score was (µ= 3.063) and (µ= 3.353) for the post-test.

*Transition Unlimited (Dotson, C.K. & Rabren, K., 2016-2017) – Co-PI, funded)* R

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 were developed by interdisciplinary teams. These plans prescribed how and when Pre-ETS services were to be delivered and measured. Formative and summative evaluation methods were administered. Of the 361 Alabama’s high schools, 350 developed 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.

*Community-based Instruction (2010-2017)*

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 visited the ATLI offices on a weekly basis and were provided job readiness instruction as well as instruction and experiences in a variety of general office duties. By the end of September 2108, a cumulative total of 33 high school students participated in this program with instruction and support provided by ATLI staff and graduate assistants.

*Alabama Transition Conference (1996-2017) – Director*

The Alabama Transition Conference is one of the longest-running annual transition events in the nation. It was typically held for two days and included a keynote address, a transition update from state and/or national leaders, about 44 concurrent sessions, and three to five workshops. In 1996, I took a leadership role in planning and overseeing the Alabama Transition Conference. In April 2006, I was named the director of the Auburn Transition Leadership Institute and assumed the full oversight responsibility of this statewide event. The conference annually attracted 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 drew participants from about 85% - 90% of Alabama’s 67 counties and from 75% - 80% of its local education agencies.

*Parent Training in Transition (Rabren, K., 2014-2015) – PI, funded* R

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 of the project, with updates and additions reflecting the training needs of parents and families. Approximately 100 parents and or family members annually accessed the online portion of the P-TNT program.

*Alabama Parent and Professional Needs Assessment (Rabren, K., 2014-2016) – PI, funded* R

Through the Alabama Parent and Professional Needs Assessment (APPNA) project, information needs of parents who have youth with disabilities and transition professionals were assessed. Results from this needs assessment were used to improve transition programs in Alabama.

*Transition Leadership Academy (Rabren, K., 2013-2016) – PI, funded)* R

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. Five Transition Leadership Academy sessions were annually held from 2014-2016. Two-hundred and sixty-six participants representing 64 local education/community teams representing 40 (60%) Alabama counties participated. Each team developed a local transition plan with expert consultant assistance, as needed. These local plans were used to assist teams as they developed, monitored, and evaluated their local transition programs and services. The program evaluation for the TLA sessions were overwhelming positive, with the highest results occurring in 2016, when 100% of the respondents indicated a positive motivational change from their attendance.

*Community Transition Expo (Rabren, K. & Dunn, C., 2011- 2013) – Co-director, funded* T, R

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). 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. 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 between 2011-2013.

*Alabama Transition Standards (Rabren, K., 2010-2012) – PI, funded* R

The Alabama Transition Standards project created statewide transition standards for students with disabilities in grades 9-12. These transition standards are divided into four strands: Academics/Training, Occupations/Careers, Personal/Social, and Daily Living. 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. Since that time, Alabama teachers are required to reference Alabama Transition Standards as they write transition goals for all secondary students with Individualized Education Program (IEPs).

*Alabama Local Transition Planning Summit (Rabren, K., 2010-2012) – PI, funded* R

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 was provided to teams representing 35 of Alabama’s 134 local school systems at that time. Thirty-five Alabama school systems sent teams to participate in the Local Transition Planning Summits. 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 (Rabren, K., 2010-2016) – PI, funded* R

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. Representatives for all of Alabama’s 136 school systems and other associated preschool services providers entered data on approximately 2,000 children each year. A report summarizing the collection, analysis, and results of these data was annually prepared and submitted to the Alabama Department of Education.

*Alabama State Interagency Transition Team (Rabren, K, 2009-2016) – PI, funded* R

The Alabama State Interagency Transition Team (SITT) grew out of the 1983 as the State Transition Task Force. As this group found itself in need of coordination and management, I secured a contract with the Alabama State Department of Education in 2009 to provide these services. Alabama’s 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 met quarterly to provide leadership for the delivery of transition services for youth and young adults in Alabama. The Alabama State Plan for Transition Services was developed annually by this group and served as a guiding document for multiple state agencies that deliver services to youth and young adults with disabilities.

*Alabama Post-School Outcomes Data Analysis (Rabren, K., 2007-2016)/Alabama Student Tracking Program (1996-2006) – PI, funded* R

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). 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 was then be used to improve the services, programs, and ultimately the social conditions of persons with disabilities.

*Youth and Young Adults in Transition (Rabren, K., 2008 -2015) – PI, funded*

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.

In 2014, 31 young people from across the state attended the Alabama Transition Conference and participated in advocacy and leadership activities. YAiT membership average during my involvement was about 50-60 youth and young adults with disabilities, representing counties throughout the state. One young man’s experience with YIAT can be found at: <http://school2working.blogspot.com/2015/10/timothy-alexander-yait-meeting-2015.html?m=1>).

*Training in Transition (Rabren, K., 2007-2016) – PI, funded* R

Training in Transition (TNT) was a collaborative effort between 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. During fiscal year 2016, a total of 3,269 online training experiences were recorded through the TNT series).

*My Voice Self-Advocacy Project (Rabren, K, 2007-2008) – PI, funded* R

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. NOTE: The My Voice project was renamed, Youth and Young Adults in Transition (YAiT by its members).

 *Alabama Parent Involvement Survey Program (Rabren, K., 2004- 2016) – PI, funded* R

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. During the scope of this project, information was gathered from over 41,000 parents representing all of Alabama’s 137 public school systems at that time.

*Local Transition Partnerships (2004-2007) – Author, funded* R

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. The LTP program was implemented/replicated in four school systems in the state (i.e., Auburn, Bessemer, Opelika, and Tuscaloosa City School Systems).

*Career Connections (Rabren, K., 2002) – PI, funded* R

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. 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.

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

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. 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 continued to use the Work Links Occupational Preparation program materials and accompanying procedures beyond the scope of the project.

**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
* *Chair* (2011-2013), *Member* (2007- 2011). Scholarship and Innovation Committee, College of Education, Auburn University
* *Member* (2006-2007). Search Committee, Department of Curriculum and Teaching. Auburn University
* *Member* (2006-2007). Search Committee, Department of Educational Foundations and Leadership, 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

* *Chair* (2020). Student Recruitment Committee
* *Chair/Member* (2019- present). Promotion and Tenure Guidelines Committee, Special Education Faculty Position. Department of Special Education, Rehabilitation and Counseling, Auburn University
* *Member* (2016-2020). Program Coordinators’ Committee, Department of Special Education, Rehabilitation and Counseling, Auburn University
* *Member* (2016- 2018). Budget Committee, Special Education Faculty Position. Department of Special Education, Rehabilitation and Counseling, Auburn University
* *Member* (2011). Search Committee, Special Education Faculty Position. Department of Special Education, Rehabilitation and Counseling, Auburn University
* *Member* (2008-2010). Technology and Distance Education Committee, Department of Special Education, Rehabilitation, Counseling/School Psychology, Auburn University
* *Member* (2007-2008). Search Committee, Department of Rehabilitation and Special Education. 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* (2002-2019). Journal of Career Development and Transition 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- 2018). 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