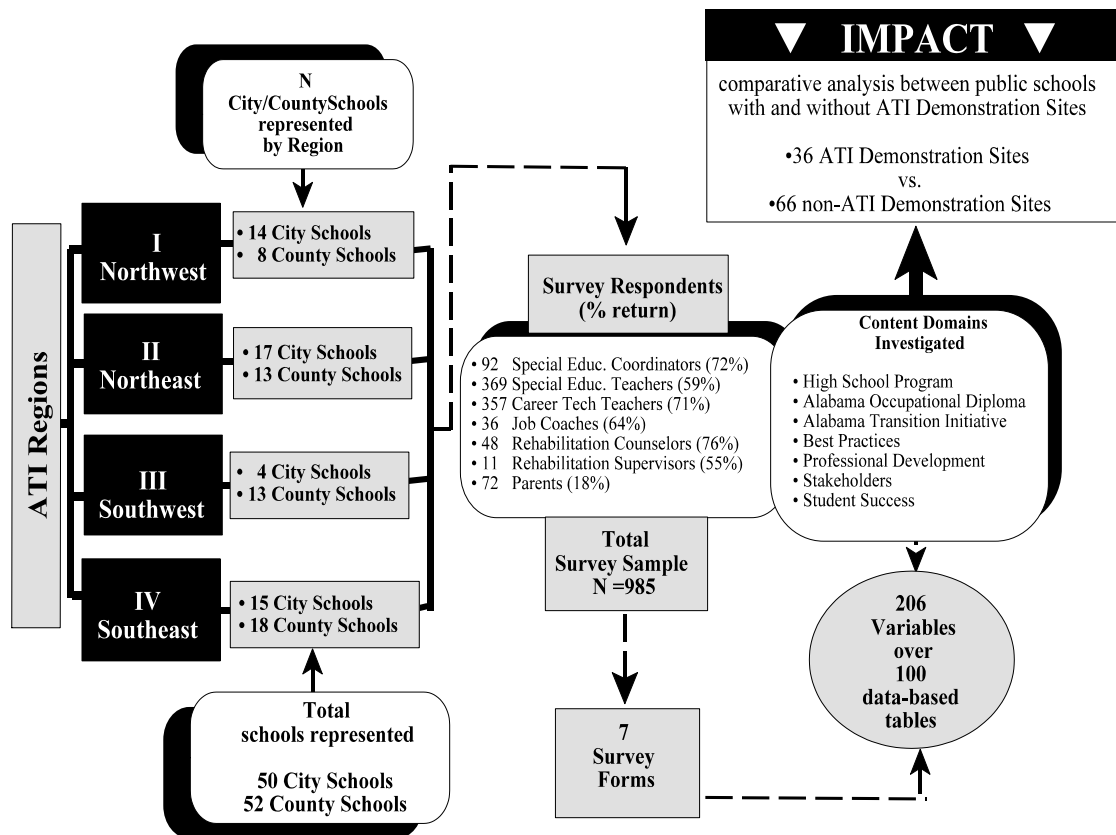


A Statewide Study in Transition

Philip Browning, Karen Rabren, and George Hall ¹

The purpose of this paper is to present the summary highlights of Alabama’s statewide study on transition for youth and young adults with disabilities. Presented below is a graphic display of the nature of the study followed by a brief discussion of methodological considerations (e.g., subject identification, instruments). The second section of the paper presents the summary findings.



Subject Identification

Alabama has a special education coordinator for each of its 128 school systems. All coordinators were identified and sent a coordinators’ questionnaire. Coordinators were also sent a specific number of questionnaires to distribute to 20% of their school system secondary special education teachers and 20% of its career/technical education teachers. The Alabama Department of Rehabilitation Services provided a

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mailing list of its currently employed (a) school-based job coaches, (b) school-based rehabilitation counselors, and (c) rehabilitation unit supervisors. Finally, the parents were identified through the family mailing list of the Alabama Transition Initiative (ATI). A questionnaire was sent to all persons identified on these mailing lists.

Instruments

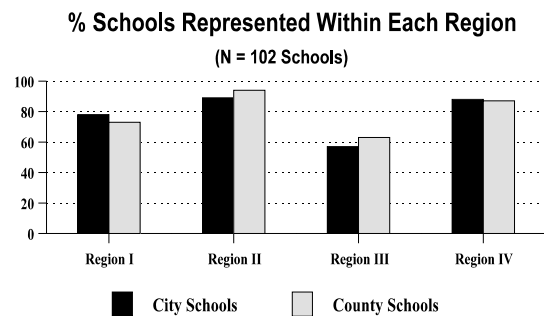
A different instrument was developed for each of the seven target groups. The common domains across instruments were (1) the High School Program, (2) the Alabama Occupational Diploma, (3) the Alabama Transition Initiative, (4) Best Practices in Transition, (5) Stakeholders, (6) Professional Development in Transition, and (7) Student Success. These domains provided a conceptual framework for item development. With few exceptions, the same five-point Likert Scale was used across survey items. The anchor points for the scale were 1 = none, 2 = slight, 3 = moderate, 4 = much, 5 = very much. The seven instruments yielded a total of 203 variables. A total of 985 forms were completed for an average return rate of 64% across the seven groups.

| Target Groups | N sent | N returned | % returned |
|---------------------------------|--------|------------|------------|
| •Special Education Coordinators | 128 | 92 | 72 |
| •Special Education Teachers | 625 | 369 | 59 |
| •Career/Technical Teachers | 500 | 357 | 71 |
| •Job Coaches | 56 | 36 | 64 |
| •Rehabilitation Counselors | 63 | 48 | 76 |
| •Rehabilitation Supervisors | 20 | 11 | 55 |
| •Parents | 397 | 72 | 18 |

Demographics Representation

The survey respondents for five of the seven target groups (n = 873) worked within one of ATI’s four geographic regions: Northwest Region I (207, 24%), Northeast Region II (230, 26%), Southwest Region III (181, 21%), and Southeast Region IV (250, 29%). Of the 863 survey respondents, 35% were from city school systems and 65% from county school systems. Not reported here are the rehabilitation counselors and rehabilitation supervisors, since many of them served more than one of the four ATI regions and city and county schools.

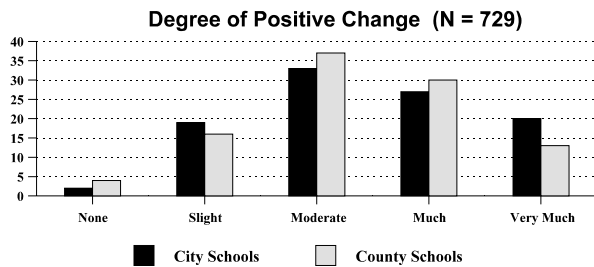
The 50 city schools and 52 county schools represented in this study served a total of 20,100 special education high school students enrolled in grades 9–12. The city school systems served 5,805 students, and the county school systems served 14,295 students.



High School Transition Program

POSITIVE CHANGE

Positive Change by City and County Schools: All survey participants were asked to indicate the degree of *positive change* shown by their high school program over the past several years in preparing students for a successful transition. Respondents (N = 729) reported that the degree of positive change was either *none* (26, 4%), *slight* (120, 16%), *moderate* (267, 37%), *much* (222, 30%), or *very much* (94, 13%).



Positive Change by Stakeholders: The combined percentage of *much* and *very much* positive change reported by six target groups was 62% for rehabilitation counselors, 59% for job coaches, 52% for special education coordinators, 47% for special education teachers, 37% for career/technical teachers, and 28% for parents.

Positive Change by School Size: The combined percentage of *much* and *very much* positive change reported for school size based on Grades 9–12 enrollment was 30% for school systems with less than 700 students, 44% for school systems with 700–1000 students, 49% for school systems with 1001 to 1800 students, and 44% for those school systems with over 1800 students.

Most Important Changes: Three target groups were asked to identify what they considered to be the *most important change* that has enhanced the quality of their LEA’s high school program. Based on a content analysis of this open-ended item, the three most frequently listed *most important* changes for each of these target groups were: the **Alabama Occupational Diploma (AOD), inclusion, services/**

programs for special education coordinators; the **AOD, inclusion, and services/programs** for special education teachers; and **information/ awareness, involvement, and communication** for parents.

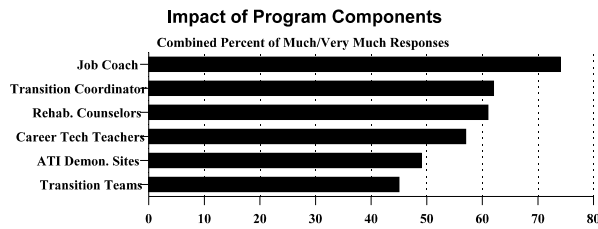
PROGRAM COMPONENTS

Transition Program Components by City and County Schools: Special education coordinators were presented a list of six transition program components and asked if their high school system had these components. City and county school systems reported similar program component profiles. The percentages of special education coordinators who indicated that their city or county schools had a particular program component were:

| City | Co. | Component |
|------|-----|------------------------------|
| 70% | 70% | Career/Technical Ed Teachers |
| 41% | 43% | Job Coaches |
| 67% | 60% | Rehabilitation Counselors |
| 48% | 43% | Transition/Work Study Coords |
| 26% | 21% | Community Transition Teams |
| 19% | 23% | ATI Demonstration Sites |

Transition Program Components by ATI Geographic Regions: There were considerable differences between ATI’s four geographic regions with respect to program components. For example, the percentages of city school special education program coordinators reporting the presence of a job coach in their systems were 56 in Region II (northeast Alabama) and 3 in Region IV (southeast Alabama). Looking at a slightly different target group and another program component, the percentages of county school special education coordinators reporting the presence of community transition teams in their systems were 38 in Region I (northwest Alabama) and 13 in Region III (southwest Alabama).

Impact of Transition Program Components: Survey respondents were asked to indicate the degree to which each of six transition program components positively impacted the success of their students. The following graph shows combined percentages for *much* and *very much* responses across target groups for each program component:



Impact of Transition Program Components by Stakeholders: The degree of importance of each program component for positively impacting student success varied significantly among the target groups. The following shows the two highest-rated components by each target group, with combined percentages from *much* and *very much important* responses:

- Special Education Coordinators answered
 - Job Coach, 74%
 - Transition/Work Study Coordinator, 66%
- Special Education Teachers answered
 - Transition/Work Study Coordinator, 66%
 - Job Coach, 59%
- Job Coaches answered
 - Rehabilitation Counselor, 78%
 - ATI Site 67%
- Rehabilitation Counselors answered
 - Job Coach, 87%
 - Community Transition Team, 65%

CURRICULUM

Strength of the Curriculum: All special education coordinators and special education teachers were asked to rate the strength of the curricula followed by their students. Specifically, they rated 10 curriculum components. The total combined percentages of *much* and *very much strength* responses for each of these 10 curriculum areas is reported below.

| | |
|-----|-----------------------------|
| 30% | Leisure/recreational skills |
| 42% | Traditional academics |
| 42% | Related services |
| 47% | Community living skills |
| 48% | Home living skills |
| 50% | Personal social skills |
| 53% | Remedial academics |
| 56% | Vocational preparation |
| 57% | Drivers education |
| 68% | Functional academics |

NETWORKING

Transition Networking: Six target groups ($N = 716$) were asked the degree to which the transition network in their local community had been strengthened and expanded over the past several years. Their percentage responses were *none* (14%), *slight* (25%), *moderate* (30%), *much* (21%), and *very much* (10%).

Job coaches, rehabilitation counselors, and parents were asked if they had informed others about the Alabama Transition Initiative and/or the Alabama Occupational Diploma, and if so, how many others did they inform and how much did they inform them (*a little, some, or a lot*). The percentages of job coaches, rehabilitation counselors, and parents who answered that they had informed others was 97%, 91%, and 68%, respectively. For these target groups who reported having informed others, the average number of persons they reported informing, multiplied by the number of informers, yielded an estimated total of 2,879 people who had learned about ATI and/or AOD. The percentages of informers who reported conveying *a lot* of information were job coaches (34%), rehabilitation counselors (22%), and parents (34%).

POTENTIAL PROBLEMS

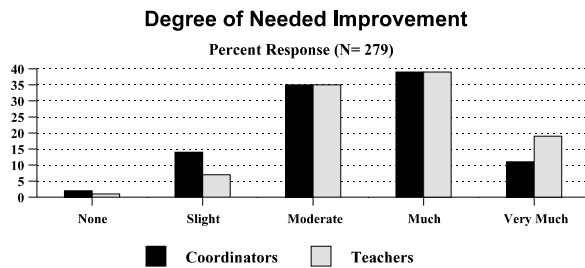
Potential Problem Areas: Special education coordinators and teachers were asked to indicate the degree to which the quality of their high school transition program was affected by any one of seven potential problem areas. The percentages below represent responses from coordinators and teachers who chose to indicate that their transition program quality was *very much* affected by **the lack of** these critical components:

| <u>Coord</u> | <u>Tchrs</u> | |
|--------------|--------------|---------------------------------|
| 23% | 29% | Student Transportation |
| 08% | 03% | LEA Administrative Support |
| 08% | 18% | School Employ Train. Sites |
| 13% | 20% | Community Employ Sites |
| 12% | 23% | Family Member Participation |
| 12% | 10% | General Education Collaboration |
| 03% | 08% | Adult Agency Collaboration |

Potential Problem Areas by School Size: These same seven potential problem areas were reported according to school size. For example, the percentage of special education coordinators who reported that the quality of their high school program was affected *very much* by the lack of student transportation was 16% for **small** school systems (<700 students), 11% for **medium low** school systems (700–1000 students), 30% for **medium high** enrollment school systems (1,001–1,800 students), and 37% for school systems with a **large** enrollment (>1,800 students).

NEEDED IMPROVEMENT

Needed Improvement: The special education coordinators and special education teachers were asked, “In general, how much more **improvement** was needed in order to successfully implement a quality transition program for your LEA’s students with disabilities.” The percentage responses were:



Needed Improvement in Specific Program Areas: Special education coordinators and teachers were asked how much more *improvement* they thought was needed in six specific areas to successfully implement a quality transition program for their LEA’s students with disabilities. The percentages of *very much* responses for each of the six areas were:

| Coord | Tchrs | Area |
|-------|-------|--------------------------------------|
| 15% | 17% | Student decision-making/goal setting |
| 19% | 28% | Family participation |
| 13% | 19% | Functional relevance of curriculum |
| 20% | 29% | Vocational training and experience |
| 33% | 37% | Collaboration among stakeholders |
| 50% | 37% | Other |

Critical Areas of Needed Improvement: Five target groups were asked to identify the most critical area of improvement needed to enhance the quality of their high school program. Based on a content analysis of this open ended item, the most frequently listed areas of needed improvement with each of the five groups were: (1) *staff training* (special education coordinators), (2) *additional staff* (special education teachers), (3) *child’s program* (parents), (4) *student preparation* (rehabilitation counselors), and (5) *work preparation* (job coaches).

Alabama Occupational Diploma (AOD)

Implementation of AOD: All but three of 394 special education coordinators and teachers indicated that their LEA was implementing the new Alabama Occupational Diploma program.

Number of Students Enrolled in AOD: For the 1998–1999 school year, special education coordinators collectively reported 2,883 students enrolled in the Alabama Occupational Diploma program. Of these students, 830 (29%) attended city schools and 2,053 (71%) attended county schools.

The percentage of AOD students enrolled in city schools varied significantly among the ATI geographic regions. For example, in Region I, 47% of AOD students were enrolled in city schools compared to only 12% in Region II. A similar variance existed for AOD students enrolled in county schools with 53% in Region I and 88% in Region III.

Informed, Involved, Supportive, and Encouraged about AOD: Survey respondents (N = 966) were asked the extent to which they were **informed, involved, supportive, and encouraged** about the AOD. The combined percentages of *much* and *very much* responses across six target groups were 54% for informed, 52% for involved, 72% for supportive, and 58% for encouraged.

Others’ Support for AOD: Special education coordinators, special education teachers, and career/technical education teachers were asked how supportive toward the AOD were five specific *other* groups in their LEA and community. The combined

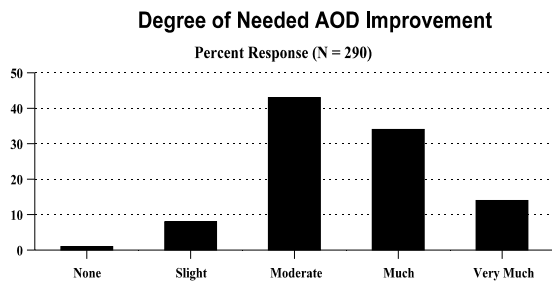
percentages of *much* and *very much* responses for each of the five *other* groups for special education coordinators, special education teachers and career/technical education teachers, respectively, were:

| SEC | SET | C/TT | |
|-----|-----|------|----------------------------|
| 53% | 49% | 42% | Students |
| 51% | 41% | 51% | Family members |
| 55% | 62% | 61% | LEA administrators |
| 31% | 33% | 35% | General education teachers |
| 57% | 52% | 50% | Adult service agencies |

NEEDED IMPROVEMENT

AOD Needed Improvement: Special education coordinators and special education teachers were asked, in general, how much more improvement they thought was needed to successfully implement a quality Alabama Occupational Diploma program. The percent of those responses who answered (*N* = 290) are reflected in the graph below.

Special education coordinators and teachers also were asked **how much more improvement** they



thought was needed in eight specific AOD areas to successfully implement a quality AOD program. The combined percentages for *much* and *very much* responses to each of the eight areas were:

- 26% Job Skills Math
- 29% Life Skills Science
- 32% Career Preparation Social Studies
- 25% Employment English
- 52% Portfolio Assessment
- 46% In-School Work Experience
- 57% Community-Based Training/Work Experience
- 60% Cooperative Education

Alabama Transition Initiative (ATI)

Note: At the beginning of the ATI section of the survey forms, all participants were asked if they were *aware* of the Alabama Transition Initiative. Of the 985 survey respondents, 801 (81%) answered “yes.” Only the “yes” respondents were instructed to answer the remaining ATI questions.

Informed, Involved, Supportive, and Encouraged about ATI Sites: All survey participants aware of the ATI were asked the extent to which they were informed, involved, supportive, and encouraged about the ATI. Reported here is the combined percentage of *much* and *very much* responses across six target groups: 29% informed, 27 % involved, 61% supportive, and 52% encouraged.

By comparison, the combined percentages of *much* and *very much* answers for those respondents (*N* = 50–51) who were part of an ATI Demonstration Site for one year or more were: 59% informed, 60% involved, 78% supportive, and 64% encouraged.

Impact of ATI Sites by New and Experienced Sites: Survey respondents whose local school systems had ATI Demonstration Sites were asked to what degree their Demonstration Site positively strengthened their program and impacted the success of their students. Of respondents whose site was into its first year of ATI, 42% responded with *much* or *very much*. Of respondents whose site was in its second or third year, 70% responded with *much* or *very much*.

ATI Demonstration Sites’ Assistance to Other Schools: All special education coordinators and special education teachers from school systems with an ATI Demonstration Site were asked if they had assisted other schools in their geographic proximity regarding transition programs and services. Thirty-seven percent (37%) and 38% of the special education coordinators and special education teachers respectively answered “yes;” 12% and 32% answered “unsure.” Ways in which ATI Demonstration Sites said they had assisted other schools in their geographic proximity included: provided on site training for job coaches for other school systems;

visited other systems; gave telephone assistance; helped develop forms/procedures; several systems visited our site; presented at Transition Conference; training to other schools, developed brochures; and helped other systems with grant proposal to become an ATI Demonstration Site.

Best Practices in Transition

IMPORTANCE

Importance of Specific Best Practices: All special education coordinators and special education teachers were asked to rate seven best practices in terms of their importance. The combined percentage of *much* and *very much important* responses for 85–87 coordinators and 344–347 teachers respectively were:

| Coord. | Tchr | |
|--------|------|----------------------------------|
| 80% | 71% | Student self-directed practices |
| 82% | 78% | Functional assessment practices |
| 90% | 81% | Functional curriculum practices |
| 88% | 77% | Family involvement practices |
| 97% | 89% | Vocational preparation practices |
| 90% | 76% | Collaborative “team” practices |
| 92% | 79% | Outcome focused practices |

SELF-DETERMINATION

Importance of (and actual) Student Self-Determination: Six target groups were asked to respond to two questions regarding self-determination. The first question asked to what degree they thought self-determination was important to their students’ success; 47% responded *very much*. The second question asked to what degree they thought their students were actually self-determined; in this case, 5% responded *very much*.

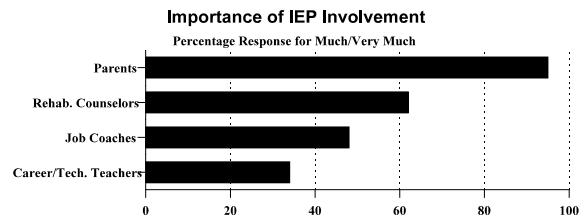
INDIVIDUALIZED EDUCATION PLAN (IEP)

IEP Importance and Actual Involvement: Special education coordinators and special education teachers were asked two related questions regarding the development of students’ individualized education plans. When asked to what degree they considered it important for stakeholders other than parents to be involved in the development of a student’s IEP, 40%

of the special education coordinators and 34% of the teachers responded *very much*. When asked to what extent stakeholders other than parents actually have been involved in students’ IEP development, 7% of the coordinators and 10% of the teachers responded *very much*.

Importance of IEP Involvement by Stakeholders:

Four target groups ($N = 502$) were asked, “To what degree is it important for stakeholders, like yourself, to be involved with special education teachers in developing the student’s IEP in transition?” The combined percentages of *much* and *very much* responses for each target group were:



COLLABORATION

Collaboration Between Transition Programs and Other Programs and Agencies:

Special education coordinators and special education teachers were asked to indicate the degree to which there was collaboration between their transition programs and other educational programs and agencies in their community. The following percentages indicate those special education coordinators and special education teachers, respectively, who responded with *much* or *very much* to indicate degree of collaboration: 24% and 25% with general education; 45% and 43% with career/technical education; 64% and 53% with vocational rehabilitation; and 23% and 17% with mental health/mental retardation.

Collaboration with Job Coaches:

Four target groups ($N = 767$) were asked to indicate if their LEA had a school-based job coach, to what degree they *collaborated* with the job coach regarding their students. The combined percentage of *much* and *very much* responses for each target group was 58% for special education coordinators, 43% for special education teachers, 18% for career/technical teachers, and 88% for rehabilitation counselors.

Collaboration with Rehabilitation Counselors:

Four target groups ($N = 792$) were asked, if their LEA had a school-based rehabilitation counselor, to what degree they *collaborated* with the rehabilitation counselor regarding their students. The combined percentage of *much* and *very much* responses for each target group was 64% for special education coordinators, 41% for special education teachers, 13% for career/technical teachers, and 80% for job coaches.

PARENTS

IEP Importance (and actual involvement): Five target groups ($N = 603$) were asked two related questions regarding the IEP. The first question, “To what degree do you think it important for parents to be involved in the development of the son’s or daughter’s IEP?” elicited an across-the-groups average of 66% in *very much important* responses. The lowest to highest response range for *very much important* response was 60% by special education teachers to 85% by parents.

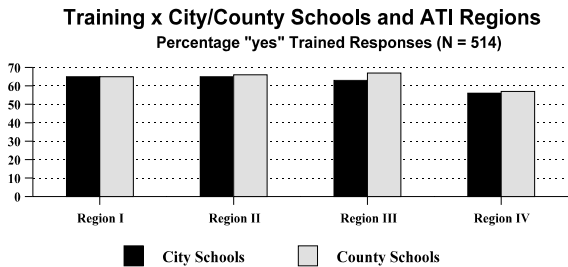
In response to the second question regarding the degree to which parents have been **actually** involved in IEP development, the average of *very much* responses across five target groups ($N = 599$) was 16%. The lowest to highest response range for parents being *very much involved* was 4% by rehabilitation counselors to 55% by parents.

Parent Satisfaction and the IEP: Parents were asked, “To what degree are you *satisfied* that the IEP reflects the needs and preferences of your child and you?” Of the 35 parents who answered, 14% and 26% answered *satisfied* and *very satisfied* using a 4-point Likert Scale.

Satisfaction with Parent Support: Two target groups ($N = 442$) were asked how satisfied they were, in general, with the support they received from their students’ parents. The combined percentages of *satisfied* and *very satisfied* responses was 56% and 48% respectively for special education coordinators and teachers.

Professional Development in Transition

Professional Inservice Training in Transition: All survey respondents were asked if they had participated in professional development or in-service training in transition. Of the 63% ($N = 514$) who answered “yes,” 174 represented city schools and 340 represented county schools. Percentages of “yes” responses by region were:



Informational, Behavioral, Attitudinal, and Motivational Change Due to Training: All survey target groups were asked to indicate how much positive change they thought occurred as a result of their transition training. They were to indicate the degree of positive change (if any) in four areas. The combined percentage of responses indicating *much* and *very much* change were 59% for informational change, 43% for behavioral change, 51% for attitudinal change, and 55% for motivational change.

Stakeholders

CAREER/TECHNICAL EDUCATION TEACHERS

Impact: Special education coordinators and special education teachers whose systems had a career/technical education teacher ($N = 385$) were asked to what degree they thought the career/tech teacher contributed to the success of their students. The combined percentages for *much* and *very much* responses were 56% for the coordinators and 57% for the teachers.

Receptiveness to Serving Students with Disabilities:

Career/ technical education teachers ($N = 352$) were asked, "To what degree are **you** receptive to including students with disabilities in your school's career/technical classes and programs?" The combined percentage of their *much* and *very much* responses was 67%. They were also asked the question with respect to the receptivity of **other** career/technical education teachers. The combined percentage of their *much* and *very much* responses was 46%.

Special education coordinators ($N = 90$) and special education teachers ($N = 354$) were asked, "To what degree do you think your school's career/technical education teachers are receptive to including students with disabilities in their career classes and programs?" The combined percentage of *much* and *very much* responses for special education coordinators was 37% with 38% for special education teachers.

JOB COACHES

Impact: Three target groups ($N = 351$) were asked to what degree they thought their LEA's school-based job coach contributed to the success of their students. The combined percentage of *much* and *very much* responses for each target group was 74% for special education coordinators, 59% for special education teachers, and 87% for rehabilitation counselors.

Number of Students/Clients Served: Job coaches were asked approximately how many students they worked with during the 1997–1998 school year. For the responding 30 job coaches, the average number of students per coach was 19.8 (range = 0–75), for a total of 591 students. Job coaches were also asked the approximate number of job sites they had established in their communities. For the 31 job coaches responding, the average number of job sites was 12, for a total of 372 job sites.

Number of Students Placed: Job coaches were asked approximately how many students they had successfully placed during the 1997–1998 school year. For the 33 job coaches responding, the average number of job placements per coach was 19.2, for a total of 633 job placements.

REHABILITATION COUNSELORS

Impact: Three target groups ($N = 406$) were asked to what degree they thought their LEA's school-based rehabilitation counselor contributed to the success of their students. The combined percentage of *much* and *very much* responses for each target group was 55% for special education coordinators, 50% for special education teachers, and 78% for job coaches.

Number of Students/Clients Served: Rehabilitation counselors were asked approximately how many transition-age clients (up to 25 years of age) they had on their caseloads at the time the study was done. The average number of clients per rehabilitation counselor was 133, for a total of 5,985 students for the 45 respondents.

Student Grade Level First Served: Rehabilitation counselors and rehabilitation unit supervisors were asked, "In general, what is the high school *grade level* of your transition-age clients when they are officially added to your caseload?" The percentage of counselor ($n = 44$) and supervisor ($n = 10$) responses was 59% and 40% for ninth grade level, 14% and 30% for tenth grade level, and 27% and 30% for eleventh grade level. For both the twelfth grade and post-school levels, no students were reported as being added to the caseload by either counselors or supervisors.

Number of LEAs Assigned: Rehabilitation counselors were asked to indicate the number of LEAs to which they were assigned by the Alabama Department of Rehabilitation Services. The numbers and percentages of counselor responses were: one LEA (10, 23%); two LEAs (10, 23%); three to five LEAs (16, 37%); six to ten LEAs (5, 12%); and 10 or more LEAs (2, 5%).

Number of Students Placed: Rehabilitation counselors were asked how many transition-age clients (up to 25 years of age) they successfully *closed* for the last reporting year. For the 44 rehabilitation counselors responding, the average number of successful closures was 38.7, for a total number of 1,703.

PARENTS

Parent Satisfaction and the IEP: Parents were asked, “To what degree are you *satisfied* that the IEP reflects the needs and preferences of your child and you?” Of the 35 parents who answered, 14% and 26% answered *satisfied* and *very satisfied*, respectively.

Satisfaction with Parent Support: Two target groups ($N = 442$) were asked how satisfied they were, in general, with the support they received from their students’ parents. The combined percentages of *satisfied* and *very satisfied* responses were 56% for special education coordinators and 48% for special education teachers.

Student Success

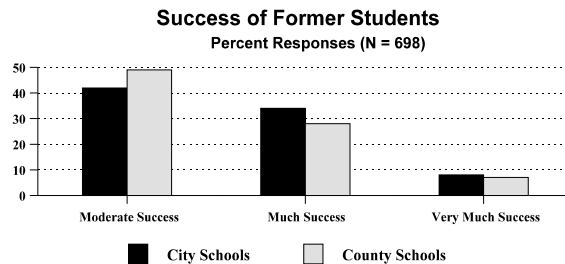
FACTORS THAT IMPACT STUDENT SUCCESS

Impact of Transition Program Components: All survey participants were asked to indicate the degree to which each of six transition program components positively impacted the success of their students. The combined percentages of *much* and *very much* responses for each program component were:

- 45% Community Transition Team
- 49% ATI Demonstration Site
- 57% Career/Technical Education Teacher
- 61% Assigned Rehabilitation Counselor
- 62% Transition/Work Study Coordinator
- 74% Job Coach

SUCCESS OF STUDENTS ONCE EXITED

Success of Former Students: All survey participants were asked, “To what degree have your students (clients) been *successful* once they have exited your high school?” The percentages of city school respondents ($n = 240$) and county school respondents ($n = 458$) indicating *moderate*, *much* and *very much* success were:



The combined percentages from respondents within each of the four ATI regions who answered *much* and *very much* to the question, “To what degree have your students been *successful* once they have exited your high school?” were: Northwest Region I, 35%; Northeast Region II, 43%; Southwest Region III, 28%; and Southeast Region IV, 40%.

Success of Former Students by School Size: The combined percentages from respondents within each of four school system sizes who answered *much* and *very much* to the question, “To what degree have your students (clients) been *successful* once they have exited your high school?” were:

- 35% Size 1: less than 700 students
- 37% Size 2: 700 to 1000 students
- 35% Size 3: 1001 to 1800 students
- 39% Size 4: more than 1800 students

Success of Former Students by Stakeholders: The following are combined percentages from respondents for four target groups who answered *much* and *very much* to the question “To what degree have your students (clients) been *successful* once they have exited your high school?”:

- 22% Special Ed. Coordinators
- 27% Special Ed. Teachers
- 42% Career/Technical Teachers
- 71% Rehab. Counselors

NUMBER SUCCESSFULLY PLACED

Number of Students Placed by Job Coaches and Rehabilitation Counselors: Job coaches were asked approximately how many students they had successfully placed during the 1997–1998 school year. The

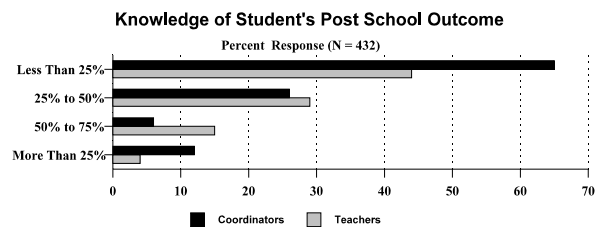
average number of job placements per coach for 33 job coaches was 19.2, for a total of 633 job placements. Rehabilitation counselors were asked how many transition-age clients (up to 25 years of age) they had successfully *closed* for the last reporting year. The average number of successful closures for 44 rehabilitation counselors was 38.7 per counselor, for a total of 1,703 successful closures.

KNOWLEDGE OF STUDENT POST-SCHOOL OUTCOMES

Interest in Post-School Outcomes: Special education coordinators and special education teachers were asked to what extent they wanted to know about the post-school outcomes of their students once they exited high school. The combined percentages of *much* and *very much* responses were 81% for special education coordinators and 77% for special education teachers.

Knowledge of Students' Post-School Outcomes: Special education coordinators and special education teachers were asked to give the percentages of former students for whom they had knowledge of post-school performance (or outcomes). Respondents were provided four percent ranges from which to choose: *less than 25 percent*, *25 percent – 50 per-*

cent, *50 percent to 75 percent*, and *more than 75 percent*. The percentage of special education coordinators ($n = 86$) and special education teachers ($n = 346$) who said they had knowledge of less than half of their former students were 91% and 73%. The percentages for those who said they were aware of the post-school performance of more than half of their former students were 10% and 27% respectively.



Follow-up System for Exited Student Tracking: Of the 139 special education teachers who said they used a student follow-up system, 117 (86%) said they used ATI's Student Tracking System.

Of the 31 special education coordinators who said they used a student follow-up system, 16 (52%) said they used ATI's Student Tracking System.

The Final Report includes:

- description of the 2000 study
- 90 summary statements
- 95 tables of results
- 1992 statewide study (summary)
- survey forms (a sample)

The Status of Transition in Alabama: A Statewide Study

Available from:

Transition Leadership Institute
Rehabilitation and Special Education
1228 Haley Center
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