February 28 - March 1, 2024

Student-Focused Planning

Interagency Collaboration

Family

Student Development

TEXAS TRANSITION CONFERENCE Involvement

2024 Event Program and Session Guide

Student-**Focused** Planning

Program Structure

Program Structure

Family Involvement



TEXAS A&M UNIVERSITY Center on Disability and Development

The Texas Transition Conference is sponsored by the Center on Disability and Development at Texas A&M University.

Student Development

Interagency Collaboration

Prepare students for success with NextUp transition curriculum

- 36-weekly video lessons
- Customizable lesson
 plans and activities
- Assessments (lesson, unit, transition, growth)
- LMS Compatibility

- Aligns with College & Career Readiness Standards, SEL, Core Areas of Transition
- Assists with Compliance
- IEP goal bank
- Student Business Platform



2024 CONFERENCE SCHEDULE

WEDNESDAY, FEBRUARY 28, 2024

7:30 a.m.	Registration Table Opens
8:30 a.m.	Update from Beacons of Excellence Team
11:00 a.m.	Pre-Conference Keynote (60 minutes)
12:00 p.m.	Lunch (on your own)
1:30 p.m.	Pre-Conference Session I (60 minutes)
2:30 p.m.	Break
3:00 p.m.	Pre-Conference Session II (60 minutes)
7:00 p.m.	Registration Table Closes

THURSDAY, FEBRUARY 29, 2024

7:00 a.m.	Breakfast Available
7:00 a.m.	Registration Table & Vendor Exhibits Open
8:00 a.m.	Welcome
8:30 a.m.	Keynote (90 minutes)
10:00 a.m.	Break
10:30 a.m.	Breakout Session I (60 minutes)
11:30 a.m.	Break
12:00 p.m.	Luncheon & Keynote
1:30 p.m.	Break
2:00 p.m.	Breakout Session II (90 minutes)
3:30 p.m.	Break
4:00 p.m.	Breakout Session III (60 minutes)
5:00 p.m.	Registration Table & Vendor Exhibits Close

FRIDAY, MARCH 1, 2024

7:30 a.m.	Breakfast Available
7:30 a.m.	Registration Table & Vendor Exhibits Open
8:30 a.m.	Keynote (90 minutes)
10:00 a.m.	Break
10:30 a.m.	Breakout Session IV (60 minutes)
11:30 a.m.	Break
12:00 p.m.	Breakout Session V (60 minutes)
1:00 p.m.	Registration Table & Vendor Exhibits Close

AIM

TEXAS A&M UNIVERSITY Center on Disability & Development

The Texas Transition Conference (TTC) is sponsored by The Center on Disability and Development at Texas A&M University.

PUBLICITY NOTICE

Photos and video may be taken of participants during professional development sessions and meetings offered by the 2024 Texas Transition Conference (TTC) for promotional use by the Texas A&M University. Promotional use may include, but is not limited to, the Texas Transition Website, Facebook, and Twitter accounts as well as printed materials at the TTC conference, and The Center on Disability and Development at Texas A&M University.

CONTENTS

Conference Schedule 3
Contact Us 3
Breakout Session Overview 4-5
Keynote Sessions 6
Pre-Conference Sessions7
Breakout Session Descriptions
Thursday, February 29
Breakout Session I8-9
Breakout Session II
Breakout Session III 12-13
Friday, March 1
Breakout Session IV 14-16
Breakout Session V 16-17
Vendor Map 18
Student Vendor Map 18
Vendors/Exhibitors 19-20
CPE Credit & Certification 21
Conference Evaluation 23-24
Hotel Map 27



CONTACT US

Conference Assistance

Aimee Ortiz-Day, Conference Director aday@tamu.edu ttc.tamu.edu

Dr. Cheryl Grenwelge, Conference Director chgrenwelge@ag.tamu.edu



Satisfaction Survey

Scan this QR code to tell us how we did.

BREAKOUT SESSION OVERVIEW

		THU 10:30a	RSD / 2:00p	4 :00p	FRID	AY 12:00p	LOCATION
	The Effective IEP and Student-Centered Transition Planning	*					Champions III
ב	Understanding the Protection and Advocacy for Beneficiaries of Social Security Program (PABSS)		*				Champions V
	Zarrow Institute on Transition & Self-Determination: Assessments, Curriculum, Bell Ringers, and More						Champions I-II
	Partnership for Hope			*			Founders III
PLA	THINKing COLLEGE – The Who, When, Where, Why, and How of College for Students With Intellectual Disability						Champions VI-VII
	Power of Hope				*		Founders I
0	Tools for Teachers: Community Mapping Strategy for Effective Transition Planning					★	Founders II
	Using State-Approved Course Content To Support Decision- Making Skills and Self-Determination For Students						Champions I-II

	Innovative Course: Transition English IV	×					Founders II
	Post-Secondary Educational and Vocational Resources for Students With Special Needs	*					Champions V
	How NextUp Transition Curriculum Can Enhance Your District's Transition Program and Services		×				Founders II
L	Transition Assessment: Time to Fill Your Toolbox		×				Champions VI-VII
μM	Roadmap of Assessments: Putting Students in the Driver's Seat			×			Champions I-II
	Tools for Teaching Disability Disclosure			\star			Champions V
STUDENT DEVELOPMENT	A Gap in Transition Planning: Focusing on Disaster Preparedness				*		Champions V
	Providing Structure and Resources to Develop and Maintain Evidence-Based 18+ Programs				×		Champions VI-VII
EDE	Texas Youth Ambassadors: Understanding Alternatives to Guardianship				*		Champions III
ST	How Cooking Changed Our World! The Story and Data Behind Our Transition Program's Success					*	Founders III
	Texas Two Step! Getting Into a Rhythm With Transition and Compliance					*	Founders I
	Tips, Tricks, & Tools for Teaching Self-Determination					\star	Champions III
	Transition Preparation Starts Day 1: Strategies to Teach Independent Living Skills in Elementary Schools					×	Champions VI-VII

BREAKOUT SESSION OVERVIEW

		THU 10:30a	_	4 Y 4:00p	FRIC 10:30a	 LOCATION
ICY TION	Explore Apprenticeship: An In-Depth Career Exploration Program					Champions I-II
	Project SEARCH – A Collaborative Transition to Work Model With Proven Results		*			Founders III
AGEN	Small Towns, Big Changes: Empowering Rural Students With Engaging Transition Curriculum Programming			×		Founders II
LAB	Bloom Consulting - Transition Related Services			*		Founders IV
COL	Promoting the Mental Well-Being of Transition Age Youth With Intellectual and/or Developmental Disabilities (IDD)				*	Founders III
	The Power of Partnerships				×	Founders II

	88th Legislative Session and Post-School Transition					Champions VI-VII
	McKinney ISD Transition Services: Shifting From a Program Based Model to a Service Based Model	*				Founders III
	We Live Inclusion!: A Post-Secondary Education Program for Students With Intellectual Disabilities at a Hispanic Serving Institution		*			Founders I
0)	Finding Your Way: A Guide Through the Texas SPED Support Website			*		Champions III

F	Make lt Sustainable! Giving Families and Caregivers the Tools for Life After School	*				Founders I
	Empowering Future Transition Stakeholders: Supporting Siblings of Our Students With Disabilities		*			Champions III
FAM	Creating a Successful Path: Transition Planning for Culturally and Linguistically Diverse Students			*		Founders I
N	Implementing Culturally Responsive Practices to Increase IPSE Participants From Marginalized Communities Through Community Engagement and VR Partnerships				×	Champions I-II

KEYNOTE GENERAL SESSIONS

Live streamed sessions are highlighted in yellow

Learning Curve: Listening IS Work

2/28/24

11:00 a.m. - 12:00 p.m. Founders II-IV

LeahWood, BS of Ed, MA of Comm, Consultant, Journey2Success Sheryl Wilcox, MS CCC-SLP, Consultant, Journey2Success

Teaching future employees with diverse needs how to be a better listener, will improve their job performance and soft skills. Let's teach listening explicitly, one stage at a time to ourselves and our students. As we walk through each stage of listening throughout our day, we will observe an increase in focusing, true joint attention, on the job communication, task efficiency, and positive interpersonal relationships with co-workers.

SD

Transition Assessment: What Do We Know? What Do We Need to Know? How Will We Assess It?

2/29/24

8:30 a.m. - 10:00 a.m. Legends Ballroom

Amber McConnell, Ph.D. , Program Evaluator, San Diego State University – Interwork Institute

This presentation delves into the Transition Assessment Planning Form and Transition IEP Mapping tool, adapted from OCALI and Cornell University's TAP for Transition. These fillable templates guide users in an ongoing cycle of gathering information, discussing postsecondary goals, and summarizing transition assessments supporting the development of robust transition-focused IEPs for students with disabilities.

Participants will be guided through Creating and Using a Transition Assessment Toolbox. This tool equips users to establish a repository of high-quality transition assessments, guide staff in age-appropriate assessments, interpret results, and integrate findings into the Individualized Education Program (IEP). Fostering an ongoing cycle, it promotes gathering and utilizing diverse assessments, ensuring a comprehensive transition plan.

SFF

Time Marches On: Building Skills Across the School Years for Postsecondary Success

2/29/24

Birdville ISD

12:00 p.m. - 1:30 p.m. Legends Ballroom

Mitchell Davis, 5th Grade Student Beverly Davis, Special Education Educator, and Parent Cassie White, Special Education Educator Center on Disability and Development Ty Day, Bryan High School Senior Aimee Day, Parent and CDD Project Director LoneStar College Matthew Hanna, LoneStar College student, lifePATH program Spencer Hernandez, LoneStar College student, lifePATH program Dr. Montisha Hines-Goosby. Director, lifePATH, LoneStar College Montgomery

Dr. Anne Ginnett, Director, lifePATH, LoneStar College-Tomball Specific skill sets for postsecondary education and employment can be identified early and developed through transition planning and a coordinated set of activities. Individuals attending this keynote session will learn about skill sets that are often seen as lacking at postsecondary level. Participants will hear from educators, parents, and students speaking about their experiences and how these experiences will or have helped them to meet their postsecondary goals for employment or postsecondary education.



The Power of Risk

03/01/24

8:30 a.m. - 10:00 a.m. Legends Ballroom

Jennifer Bumble, PhD, Senior Researcher, American Institute For Research

Christopher Worth, Educator

Dignity of risk is essential to developing self-determination skills and improving the postschool outcomes of young people with disabilities across employment, continued education, and community participation. In this session, we present a model for assessing dignity of risk in transition programming, share the importance of dignity of risk in the transition process (from the perspective of an individual with lived experience), and identify practical strategies to begin discussing risk with families, young adults, and other stakeholders.

PRE-CONFERENCE SESSIONS February 28

Empowering Futures: Discover the Beacons of Excellence

8:30 a.m. - 10:30 a.m.

Founders II-IV

Lucy Gafford, M.S., CRC, CESP, Director, UNT WISE Ticcarra Cassell, Senior Program Project Coordinator, UNT WISE This presentation delves into the Texas Beacons of Excellence, a grant-funded initiative dedicated to facilitating the diversion of individuals with disabilities from sub-minimum wage employment to competitive integrated employment. The project aims to establish a replicable model adaptable for businesses, school districts, and organizations with 14c certificates. The primary goal is to empower individuals with disabilities, especially those engaged in or considering subminimum wage employment, by expanding opportunities for competitive integrated work. Join us as we explore how the Texas Beacons of Excellence strives to leave a lasting impact on the lives of individuals with disabilities, fostering a more inclusive and supportive community.

IC

Creating a Community That Supports Families so That all Members of It Can Have a Purposeful Life, as Defined by the Student

1:30 p.m. - 2:30 p.m.

Founders II

FI.

Lucinda Thelen, M.Ed.; CAPE, Center on Disability and Development, Program Assistant, TAMU

Meagan Orsag, Ph.D. , Co-Director, Center on Disability and Development, TAMU

It takes a community or village to raise a child, especially one with disabilities, but how can you create this community and make it available to families? Learn about how the Bryan/College Station community created a program called Purposeful Life and how you can replicate its positive impact in your community.

FOR TTC SPONSORSHIP OPPORTUNITIES

> Please contact ttc@ventureall.com

Creating Sustainable, Integrated School-Based Enterprises: Lessons Learned From A&M's Work-Based Learning

Founders III-IV

Robin Miller, Director of Employment Programs, Center on Disability and Development, TAMU

Joette Hardin, Program Coordinator II, Center on Disability and Development, TAMU

Over the past two years, Texas A&M and Texas Workforce Solutions have funded, trained, and supported 50 work-based learning projects in schools across the state. An additional 30 projects will be funded for the 2023-24 school year. Whether you're considering applying for the project or working to sustain or expand an existing school-based enterprise, this session will provide insight into how to avoid pitfalls, build partnerships, and create sustainable, meaningful work experiences for students with disabilities.

SD

Founders II

Beyond the Admissions Criteria: Determining Readiness for Postsecondary Education Programs

3:00 p.m. - 4:00 p.m.

1:30 p.m. - 2:30 p.m.

Montisha Hines-Goosby, EdD, Director, Lone Star College lifePATH Anne Ginnett, PhD, Director, Lone Star College lifePATH

This session will review the importance, significance, and benefits of PSE programs while exploring the prerequisite skills necessary for successful transition. This session will detail skills needed to maintain independence, self-advocacy, and self-determination while developing academic, social, and career skills in PSE programs.



The Ins and Outs of Functional Vocational Evaluation

3:00 p.m. - 4:00 p.m.

Founders III-IV

Amy Reeves, M. Ed. , Transition Consultant, Region 10 ESC Will Renfro, M.S.Ed. , Transition Specialist, Round Rock ISD Julia Chalker, M.S.Ed. , Transition Coordinator, Prosper ISD

Participants will develop a better understanding of what a Functional Vocational Evaluation (FVE) is and potential tools that can be used during the assessment process. We will discuss when an FVE should be completed and by whom, where it might go, and what information should be considered and if applicable, included in the FVE.

SESSION DESCRIPTIONS THURSDAY, FEBRUARY 29, 2024

Welcome & State of the State

8:00 a.m. - 8:30 a.m.

Legends Ballroom

SESSION

88th Legislative Session and Post-School Transition

10:30 a.m. - 11:30 a.m.

Champions VI-VII

Steven Aleman, Senior Policy Specialist, Disability Rights Texas The 88th Legislature Regular Session began in January, 2023 and ran through the end of May, 2023. State lawmakers considered several topics that are important to students with disabilities. Learn which special education bills passed, including those related to postschool transition.

PS

Explore Apprenticeship: An In-Depth Career Exploration Program

10:30 a.m. - 11:30 a.m.

Champions I-II

Kristen Davis, MS, LPC, Program Specialist, Texas Workforce Commission

Gabriela Martinez, MS, CRC, LPC, Program Specialist, Texas Workforce Commission

Join us to learn about an exciting new initiative from TWS- Vocational Rehabilitation Services called Explore Apprenticeship. Participants will receive industryspecific instruction, participate in worksite visits, live demonstrations, and hands-on activities! This initiative encourages students to begin considering Apprenticeship as a possible career path and is completely sponsored by VR. This program has already piloted in Dallas and Houston and is set to begin expansion throughout Texas. Come learn how to partner with VR to bring this program to your area!

IC

Innovative Course: Transition English IV

10:30 a.m. - 11:30 a.m.

Founders II

Samantha Blanton, Transition Specialist & Truancy Dropout Prevention Specialist, Leander ISD

Denise Geiger, Senior Transition Coordinator, Leander ISD Lisa Harrison, Transition English IV Teacher, Sam Houston State University

Leander ISD's innovative Resource English IV course (named Transition English IV) provides modified students the experience of learning the Senior English curriculum with a strong focus on Transition and Self-Determination. Aligned to the TEKS, lessons are based on research-identified skills students need to obtain employment and further their education/training after high school. In this session, participants will explore Leander ISD's specially designed curriculum's Units of Study, Year-at-a-Glance Guide, and Sample Learning Activities. Through this innovative course, students are empowered with knowledge and skills to live fulfilled, self-determined lives.

SD

Make It Sustainable! Giving Families and Caregivers the Tools for Life After School

10:30 a.m. - 11:30 a.m.

Founders I

Robin Fields, MA, Principal Reddix Center - Northside ISD Melissa Cornelius-Freyre, MA, Transition Specialist Reddix Center - Northside ISD

Educators work hard to give their students the skills they need for the future, but who helps prepare families? What skills do parents and caregivers need to assist their young adults as they pursue life after school, and where do they get those skills? Come learn about one school's mission to provide a variety of training for families to build their competence so they can confidently support their loved ones as adults.

FI

McKinney ISD Transition Services: Shifting From a Program Based Model to a Service Based Model

10:30 a.m. - 11:30 a.m.

Founders III

Wendi Osborn, Transition and Employment Designee, McKinney ISD This is a Google Slides presentation that chronicles McKinney ISD's changes in the way we provided transition services over the years, and how we worked with transition expert Debbie Wilkes to create a model of services that follows new TEA guidelines for transition.

PS

Post-Secondary Educational and Vocational Resources for Students With Special Needs

10:30 a.m. - 11:30 a.m.

Champions V

Jacqueline Carter, MS, Student HIreAbility Navigator, Workforce Solutions

Janeen Gordon, MRC, CRC, Regional Transition Specialist, Texas Workforce Solutions

This presentation will provide information to assist students in transitioning to life after high school. We will review pre-employments transitional services (PreETS); occupational exploration, career counseling and guidance, work-based learning, self-advocacy, and knowledge of post-secondary training opportunities, will assist in formulating realistic goals for students in career planning.

We will discuss successful strategies used by vocational rehabilitation counselors and work force solutions employment specialist to assist students with developing skills that help with informed decision making and how it can impact their ability to formulate viable future career plans. The Effective IEP and Student-Centered Transition Planning

10:30 a.m. - 11:30 a.m.

Champions III

Monica Alsaker, M. Ed., Special Education Instructional Specialist, ESC Region 11

Carla Johnson, M. Ed., Transition Specialist, ESC Region 11

This presentation will equip educators with the knowledge and skills to support students with disabilities in transitioning from school to postschool life. Key components of the IEP will be discussed, including student-centered planning steps, collaboration with students, families, and community stakeholders, and assessing student preferences, interests, strengths, and needs.



SESSION II

Empowering Future Transition Stakeholders: Supporting Siblings of Our Students With Disabilities

2:00 p.m. - 3:30 p.m.

Champions III

Julia Chalker, M.S.Ed., Transition Coordinator, Prosper Independent School District

This session will outline how developing a sibling support program is one way to provide support to siblings (and subsequently to families), help them deal with the uncertainty about the future, and better equip them to be a possible future caregiver and/or guardian of the individual with special needs. A review of current research regarding siblings, common concerns/ issues siblings may experience, considerations when developing a sibling support program, as well as the specific Sibshop program will be discussed.

FL

A Purposeful

Free Workshop Series for Parents, Family Members and Children with Disabilities First Thursday of every month from 6:00-7:30 p.m. in College Station, Tx.

Register for the live event at:

http://cdd.tamu.edu/service-outreach/ purposeful-life-family-training-series

SD

How NextUp Transition Curriculum Can Enhance Your District's Transition Program and Services

2:00 p.m. - 3:30 p.m.

Founders II

Corey Fineran, Co-Founder & CEO, NextUp Transition Curriculum Inc.

Lindsay Zerull, Co-Founder & Content Director, NextUp Transition Curriculum Inc.

Join us to learn how NextUp Transition Curriculum helps schools provide quality transition services to students and prepare them for success after high school. In this session, you will be introduced to NextUp's curriculum and resources, and you will receive some free transition planning materials you can take back to your classroom. NextUp Transition Curriculum provides educators with comprehensive transition lessons, materials, platforms, and resources to help create student-centered transition plans for students with disabilities, promoting successful post-secondary outcomes.

SD

Project SEARCH – A Collaborative Transition to Work Model With Proven Results

2:00 p.m. - 3:30 p.m.

Founders III

Leigh Ann Godinez, CRC, LPC, Program Specialist for Transition, TWS-VRS

Marcy Hancock, MSE, Project SEARCH Instructor - Transition Program, Richardson Independent School District Carla Johnson, M. Ed., Transition Specialist, ESC Region 11 Justin Kent, Transition Supervisor, Frisco ISD

Project SEARCH is a collaborative, business-led, schoolto-work international model that features partnerships among businesses, local Independent School Districts, Employment Service Providers, Local IDD Authorities and other entities that serve students with disabilities. In this presentation, you will learn about 1) the history of Project SEARCH; 2) steps required to establish a new Project SEARCH site in your area; and 3) the unique role of the Project SEARCH Instructor and how their responsibilities are different than if they worked in a typical classroom.

Transition Assessment: Time to Fill Your Toolbox

2:00 p.m. - 3:30 p.m.

Champions VI-VII

Amber McConnell, Ph.D., Program Evaluator, San Diego State University – Interwork Institute

This presentation offers a structured exploration of transition assessments. Participants will gain insights into transition assessments for education, training, employment, and independent living to add to their toolkit. Additionally, a list of assessments geared toward students with intellectual and developmental disabilities will be provided. Educators will leave with practical tools and knowledge to integrate effective transition assessments into their practice, fostering improved outcomes for students with disabilities focusing on the lives they want after high school.

SD

Understanding the Protection and Advocacy for Beneficiaries of Social Security Program (PABSS)

2:00 p.m. - 3:30 p.m. Champions V Randi Turner, BAAS, RID CI, CT and BEI Advanced Advocate Disability

Randi Turner, BAAS, RID CI, CT and BEI Advanced Advocate Disability Rights Texas

PABSS is funded by the Social Security Administration (SSA), PABSS helps beneficiaries with disabilities obtain the services they need to secure, gain, or return to gainful employment.

Session focus includes:

- Overview of SSI/SSDI programs and related health benefits
- Basic information on how work can impact benefits
- · Obtain, retain and maintain employment
- Advance or be promoted on the job
- Access Vocational Rehabilitation (VR) services or services of an Employment Network (EN) or other employment provider
- Improve employability
- Challenge discrimination
- Receive information and gain knowledge about employment rights

We Live Inclusion!: A Post-Secondary Education Program for Students With Intellectual Disabilities at a Hispanic Serving Institution

2:00 p.m. - 3:30 p.m.

Founders I

PS

Mariya Davis, PhD, Associate Professor, Texas A&M University-San Antonio

Eric López, PhD, Profesasor, Texas A&M University San Antonio Gavin Watts, PhD, Assistant Professor, Texas A&M University San Antonio

Veronica Kallead, BS, Project Director, Texas A&M University-San Antonio

Post-secondary education (PSE) is a recognized pathway to a meaningful career, financial independence, and overall improved quality of life for students with intellectual disabilities. However, creating effective PSE programs is a multifaceted process that requires dedicated leaders and careful planning. This session will provide an overview of a comprehensive PSE program housed at an ethnically and linguistically diverse Hispanic Serving Institution. Provided implementation guidelines will allow for adaptations based on unique institutional characteristics and needs. While the session is aimed at serving students with intellectual disabilities, shared principles and elements can be used with PSE students with other disabilities.

Horticultural Options in Plant Sciences (HOPS)

The HOPS Program is a two semester training program whose purpose is to provide instruction and support to individuals with disabilities to gain the skills and experiences in work readiness in order to successfully transition into employment in the horticulture industry.

Contact Ms. Shelbi Davenport at shelbi.davenport@ag.tamu.edu or Dr. Xuan (Jade) Wu at jade.wu@ag.tamu.edu.

cdd.tamu.edu/education/hops-program

Zarrow Institute on Transition & Self-Determination: Assessments, Curriculum, Bell Ringers, and More

2:00 p.m. - 3:30 p.m.

Champions I-II

Peighton Pratt, M.Ed., Doctoral Scholar, Zarrow Institute on Transition & Self-Determination

Melissa Wicker, PhD, Assistant Director of Outreach & TAGG Coordinator, Zarrow Institute on Transition & Self-Determination Christy Jolliff, M.Ed., Doctoral Scholar, Zarrow Institute on Transition & Self-Determination

At the Zarrow Institute on Transition & Self-Determination at the University of Oklahoma, we strive to promote successful transition outcomes for all by implementing innovative research, putting findings into practice, and disseminating knowledge through high-quality products and professional development. Through the presentation, the team from ZI plans to provide tangible resources that are built on current research and best-practices in the field.



Camp LIFE

Camp LIFE creates an inclusive, barrier-free setting in which children with disabilities (ages 6 and up) and their siblings (ages 5-12) can participate in the activities of their choice. This weekend camp is held twice each



year at Camp for All, centrally located in Texas.

camplife.tamu.edu

SESSION III

Bloom Consulting - Transition Related Services

4:00 p.m. - 5:00 p.m.

Founders IV

Jaime Moyer, M.S. National Director of CC and ES, Bloom Consulting Lillian Hogan M.S., CRC National Director of Pre-ETS, Bloom Consulting

Bloom Consulting will present the following two transition services provided in Texas. As a vendor with TWC/VRS, Bloom has created a person-centered approach to Pre-ETS. Learn how Bloom provides these services during the school year and the summer through our innovative summer camps. Also, during this presentation, Bloom will provide information on our college support program, which is offered throughout the entire state of Texas. Come learn how to bring these programs to your school and your students as you help them transition.

Creating a Successful Path: Transition Planning for Culturally and Linguistically Diverse Students

4:00 p.m. - 5:00 p.m.

Founders I

IC

Suzanne Jones, PhD, Evaluation and Transition Specialist, Region 6 ESC

Corinna Cole, PhD, Associate Professor, Sam Houston State University

Postsecondary outcomes for students with disabilities are most effective when families are involved in the transition planning. Therefore, the objective of this session is to provide educators with information and strategies to facilitate transition planning for the culturally and linguistically diverse (CLD) student that bridges school and home expectations. Building this bridge requires educators to understand language acquisition, to consider the background of CLD students and their families, and to recognize family expectations. This session will conclude with a hands-on activity on how to weave these ideas into the requirements of transition services.

Finding Your Way: A Guide Through the Texas SPED Support Website

4:00 p.m. - 5:00 p.m.

Champions III

Amy Reeves, M.S.Ed., Transition Consultant, Region 10 ESC Leah Wood, B.S.Ed, M.A.Comm., Project Manager Life Skills, Transition, and Deaf Education, Region 19 ESC

T.J. Burke, M.A.T, Education Specialist-Behavior & Transition Region 3 ESC

Sam Gonzalez, M.Ed, Education Consultant-Transition Region 20 ESC

Lauren Peet, M.Ed., Program Coordinator, Special Education Region 5 ESC

Jennifer Solomon, M.A.T, Special Services Consultant, Region 8 ESC Sometimes change is hard, and we want to help you with the change from Texas Transition to Texas SPED Support. Participants will go home feeling less frustrated and more equipped to navigate the new website. ESC Consultants from across the state will discuss how they utilize the site and share some of our favorite resources.

PS

Partnership for Hope

4:00 p.m. - 5:00 p.m.

Founders III

Ashley Anderson, Special Education Parent Liaison LISD Denise Geiger, Sr Coordinator of Transition, Leander ISD Samantha Blanton, Transition Specialist, Leander ISD Justin Pine, Coordinator of 18+, Leander ISD Kim Tagge Director of Operations, nonPareil Institute- Austin Wendy Stocker Autism Grant Specialist, Liberty Hill ISD

Visual transition planning tools have been a staple in transition planning for Leander ISD students for over 24 years. These visual tools allow the student's voice and choice to be the center focus. While honoring the student's vision and goals, these tools allow collaboration with the families, staff, and other community resources. Action plans are created with the student to help them meet their desired outcomes. Come learn the vast array of visual transition meetings we offer and what triggers the need for them.



Roadmap of Assessments: Putting Students in the Driver's Seat

4:00 p.m. - 5:00 p.m.

Champions I-II

Linda Mack, Ed.D., Coordinator for Transition and Family Services, Cypress-Fairbanks ISD

This presentation will examine one district's overall assessment process for determining student's strengths, preferences and interests in order to develop appropriate post-secondary goals. All assessments for each grade level are provided to teachers and transition staff in an easy to access electronic document. Participants will leave with access to this Roadmap as well as an understanding of how to use it.

SD

Small Towns, Big Changes: Empowering Rural Students With Engaging Transition Curriculum Programming

4:00 p.m. - 5:00 p.m.

Founders II

Kelly Majewski, M.Ed., iGROW Program Director, Texas A&M University

Lindsay Zerull, Co-Founder & Content Director, Next Up Transition Curriculum

Learn how small and rural school districts in Texas are partnering with the NextUp Transition Curriculum Program to provide training on Pre-ETS skills to youth in rural areas through the iGROW Project. The leadership from iGROW and NextUp will share how they have worked together to align the curriculum to student's specific pre-employment skill need, state standards, and the Project model to provide the best learning experience for students, teachers, and families. Teacher and student perspectives and outcomes will be shared as well.

IC

THINKing COLLEGE – The Who, When, Where, Why, and How of College for Students With Intellectual Disability

4:00 p.m. - 5:00 p.m.

Champions VI-VII

Mindy Lingo, Ph.D., Training Developer Think College Belkis Choiseul-Praslin, Ph.D., Research Associate, Think College Did you know there are now 320+ higher education options for students with intellectual disabilities (ID) in 49 U.S. states, including 16 in Texas? With this expansion of programs, there's a growing need for awareness and access. In our presentation, we will review inclusive higher education options and equip educators, students, and families with essential resources to prepare for and support college access. Students with ID are frequently overlooked in college discussions. This session helps rectify this by furnishing the necessary information to foster awareness and create meaningful access opportunities. Join us in bridging this gap in education.



Tools for Teaching Disability Disclosure

4:00 p.m. - 5:00 p.m.

Champions V

Randi Turner, AAS Advocate, Disability Rights Texas

The decision to disclose disability is a personal one. Some people choose to disclose their disability because they know they will need an accommodation for a job interview, or to train for the job. Others may choose not to disclose for fear an interview may never be offered, or their disability will become the focus of the interview instead of their abilities. This session will focus on the factors to consider when making the determination to disclose; and will provide participants with tools to use for teaching students about disability disclosure.

SD

FOR TTC SPONSORSHIP OPPORTUNITIES

Please contact ttc@ventureall.com

SESSION DESCRIPTIONS THURSDAY, FEBRUARY 29, 2024

SESSION IV

A Gap in Transition Planning: Focusing on Disaster Preparedness

10:30 a.m. - 11:30 a.m.

Champions V

Letitia Omaboe, MA, Ph.D student & Graduate Assistant in Special Education, Texas A&M University

Marcia Montague, Ph.D, Clinical Assistant Professor, Texas A&M University

Presenters will share information on the extent to which disaster or emergency preparedness is addressed in the transition planning literature for adolescents with disabilities, as well as explore the factors influencing disaster or emergency preparedness transition outcomes. Additionally, the current gaps existing in the published literature regarding the intersection of disaster preparedness and transition planning will be highlighted. Finally, presenters will delve into practice suggestions within the literature that could lead to more positive outcomes for transitioning adolescents with disabilities.

SD

Implementing Culturally Responsive Practices to Increase IPSE Participants From Marginalized Communities Through Community Engagement and VR Partnerships

10:30 a.m. - 11:30 a.m.

Champions I-II

Alexandra Candelaria M.A., BCBA, LBA, Graduate Research Assistant, University of North texas ELEVAR Program

Farwa Abbas Graduate Research Assistant, University of North Texas Daphne Lynd, UNT ELEVAR Student Assistant University of North Texas

Brenda Barrio, Ph.D., Assistant Vice President for Research and Innovation, UNT ELEVAR Faculty Lead, University of North Texas

Following culturally responsive frameworks by Gloria Ladson-Billings (1992) and Geneva Gay (2014, 2018), the UNT ELEVAR program continues to engage in community partnerships and participation to increase the number of IPSE participants from marginalized communities. It is our mission to address the underrepresentation of marginalized students in IPSE programs by using culturally responsive practices in our recruitment, community engagement, person-centered planning, and all program supports and activities. The implementation of these activities has resulted in an expansion of engagement with marginalized communities across Texas and has increased in accessibility and appropriate supports for students from marginalized communities in our program.

FI

Power of Hope

10:30 a.m. - 11:30 a.m.

Founders I

Kim Tagge, Director of Operations nonPareil Institute- Austin Hope, combined with a supportive environment, can significantly enhance the quality of life for individuals on the autism spectrum. While hope can be a powerful motivator, support systems, understanding, and access to appropriate resources are equally essential for adults with autism. At nonPareil, technical training, work-readiness preparation, and social engagement play crucial roles in fostering a sense of hope and empowerment for adults with autism. We are thrilled to showcase several inspiring success stories of hope for nonPareil students.



Work and College Opportunities



The Work and College Opportunities (W.A.C.O.) project at Texas A&M University is a 6-week program for young adults with a disability. Participants receive development and instruction in professionalism, selfdetermination, self- advocacy, teamwork, assistive technology, independent living skills, and other related areas connected to employment and college attendance while in a paid work experience.

For more information, please visit cdd.tamu.edu/education/waco-project

Promoting the Mental Well-Being of Transition Age Youth With Intellectual and/or Developmental Disabilities (IDD)

10:30 a.m. - 11:30 a.m.

Founders III

Rohanna Sykes, LPC, Assistant Director for School Mental Health, Meadows Mental Health Policy Institute

Katie Mitten LMSW Project Manager, Meadows Mental Health Policy Institute

Kate Volti, MPAff Senior Vice President for Child and Family Policy, Meadows Mental Health Policy Institute

People with IDD experience mental health concerns at higher rates than the general population. However, misconceptions and biases often lead to false assumptions that they don't experience mental health challenges or won't benefit from existing mental health treatments. Over the last 18 months, the Meadows Mental Health Policy Institute completed extensive research and hosted two convenings in Austin focused on this topic. In this session we will share findings from this work and provide recommendations to improve how systems and individuals can better understand and address the mental health needs of transition age youth with IDD.



Providing Structure and Resources to Develop and Maintain Evidence-Based 18+ Programs

10:30 a.m. - 11:30 a.m. Champions VI-VII

Kayla Daniel MS, Ed, Project Manager, SCTN Sam Houston State University

Brynn Biggs MS, Ed Project Manager, SCTN Sam Houston State University

Jeanette Driffill M, Ed., Project Coordinator/Content Specialist Sam Houston State University

Corinna Cole, Ph.D., Associate Professor/Special Education Graduate Coordinator, Sam Houston State University

Christina Gushanas, Ph.D., Interim Exec. Director Garrett Center/ Eleanor & Charles Garrett Endowed Assistant Professor of Special Education, Sam Houston State University

Texas state law mandates that students be served in age-appropriate instructional environments. The questions for many administrators and educators in special education are:

- What are age-appropriate instructional environments for students 18-21?
- What is the curriculum?
- How can small and rural districts meet the needs of students in 18+ programs?
- What are the differences between 18+ SERVICES and an 18+ PROGRAM? Participants will learn the answers to these questions and more.

SD

Texas Youth Ambassadors: Understanding Alternatives to Guardianship

10:30 a.m. - 11:30 a.m.

Champions III

Lauren Gerken, M.A. Public Policy Analyst, Texas Council for Developmental Disabilities

Brianna TenBrink, MBA Leadership & Advocacy Program Mgr. TCDD Brooke Hohfeld, Co-Executive Director, Texas Advocates

In July 2023, the Texas Council for Developmental Disabilities partnered with Texas Advocates to join the Center for Youth Voices, Youth Choices Youth Ambassadors program. We recruited four ambassadors, ages 14 to 26, to participate in training about guardianship, supported decision-making, and self-determination. In this presentation, our team will discuss the training, what we have learned so far, highlight our ambassadors work, and share program implications for transition. We will discuss replicable aspects of the program and propose engagement

SESSION DESCRIPTIONS

opportunities for session attendees to bring back to their teams whether they are parents, educators, or service providers.

SD

The Power of Partnerships

10:30 a.m. - 11:30 a.m.

Founders II

Jennifer Bumble, PhD, Senior Researcher, American Institute For Research

This workshop addresses the power of relationships and how to support students and their families as a "connector" during the transition process. First, attendees will learn about key partners in the school system, service system, and in community who can support transition. Second, we will map out our own "transition networks" and set goals for expanding these networks to support student success. Third, we will learn strategies to conduct relationship mapping with students and use it as a tool for person-centered planning.

IC

SESSION V

How Cooking Changed Our World! The Story and Data Behind Our Transition Program's Success

12:00 p.m. - 1:00 p.m.

Founders III

SD

Susan Hoyer, MEd, Dean of Instructional Technology and Culinary Arts, Gateway Academy

The outcomes for our graduating students increased from 54% to 95% engaged in post High School programming, from working to college, after instituting an on campus culinary program along with our transition programming. By teaching skills and then applying them to project based learning, and allowing for student choice, we changed so many things! Students were excited to begin their transition classes, and progress through the program. They took feedback and generalized skills to different environments! Food seems to be a universal language. See what parts of our success you can take and implement in your own setting!

Texas Two Step! Getting Into a Rhythm With Transition and Compliance

12:00 p.m. - 1:00 p.m.

Founders I

Brynn Biggs, MS, ED Project Manager, SCTN Sam Houston State University

Get ready to hit the ground running after you attend, "Texas Two Step: Getting into a Rhythm with Transition and Compliance." Join Brynn Biggs where she will be spotlighting the moves to master Indicator 13, compliance, and transition services. This session promises to be a compliance-shaping experience that will guide you through the steps of educational success.

SD

Tips, Tricks, & Tools for Teaching Self-Determination

12:00 p.m. - 1:00 p.m.

Champions III

Christy Jolliff, M. Ed. Graduate Assistant, OU Zarrow Institute on Transition and Self-Determination

Peighton Pratt, M. Ed. Graduate Assistant, OU Zarrow Institute on Transition and Self-Determination

Angela Barbour M. Ed. Director of Spark 360, OU Zarrow Institute on Transition & Self-Determination

In this presentation, the skillset and mindset that makeup self-determination will be explained, as will the benefits that come from students learning these essential skills. Decision-making, problem-solving, goal setting and attainment, self-advocacy, student involvement in the IEP, perseverance, and disability awareness are all components of self-determination that will be addressed. Resources, strategies, and techniques for these skills will be shared, along with descriptions of how they can be implemented inside and outside the classroom. Participants will be prepared to support K-20 students in developing and applying these skills in their everyday lives.

SD

Tools for Teachers: Community Mapping Strategy for Effective Transition Planning

12:00 p.m. - 1:00 p.m.

Founders II

Mariya Davis, PhD Associate Professor, Texas A&M University-San Antonio

Christina Gushanas, PhD, Assistant Professor Sam Houston State University

Ingrid Cumming, PhD Instructional Support Teacher, Orange County School District

The demand for improved transition planning for students with disabilities comes from the evidence of their dismal outcomes in the areas of post-secondary education, employment, and independent living. However, special education teachers feel unprepared when it comes to transition planning (Kohler & Greene, 2004; Morningstar & Benitez, 2013). Therefore, it is critical for teachers to identify practices that could be used to support effective transition planning for students with disabilities. This session will provide an overview of community mapping, an evidence-based practice, that teachers can use to prepare their students for successful adult lives and achievement of aspired goals.

SFP

A M

Transition Preparation Starts Day 1: Strategies to Teach Independent Living Skills in Elementary Schools

12:00 p.m. - 1:00 p.m.

Champions VI-VII

Sarah Lee, M.Ed Doctoral Student Texas A&M University Sanjukta Mukherji BCBA, LBA Doctoral Student Texas A&M University Research shows positive relationships between early interventions and student outcomes. While IDEA requires transition planning at age 16 and Texas requires planning at age 14, preparing students for life after school needs to begin to be addressed earlier. During our time together, we will share the research done on independent living skills instruction in elementary schools through the lens of transition. We will discuss how these practices impact student access to secondary transition predictors leading to post school success for students with disabilities. Participants will leave the presentation with applicable strategies and an action plan for implementation within their programs.

Using State-Approved Course Content To Support Decision-Making Skills and Self-Determination For Students

12:00 p.m. - 1:00 p.m.

Champions I-II

Chris Nelson, Transition Specialist, ESC Region 13 In transition planning, educators may sometimes have difficulty in addressing the use and availability of curriculum content that can support transition planning in the IEP while still supporting students in working towards meeting credit requirements for graduation under the Foundation High School Program. This session will walk attendees through existing TEKS standards in grades K-12 that closely align with teaching self-determination and decision-making skills, as well as take a look at some state-approved innovative courses which can support the acquisition of self-determination and decision-making skills while supporting college/ career readiness and fostering student independence.

SFP

TEXAS A&M UNIVERSITY PATHS Certificate Program

Applications for the next Program will end on March 1, 2024

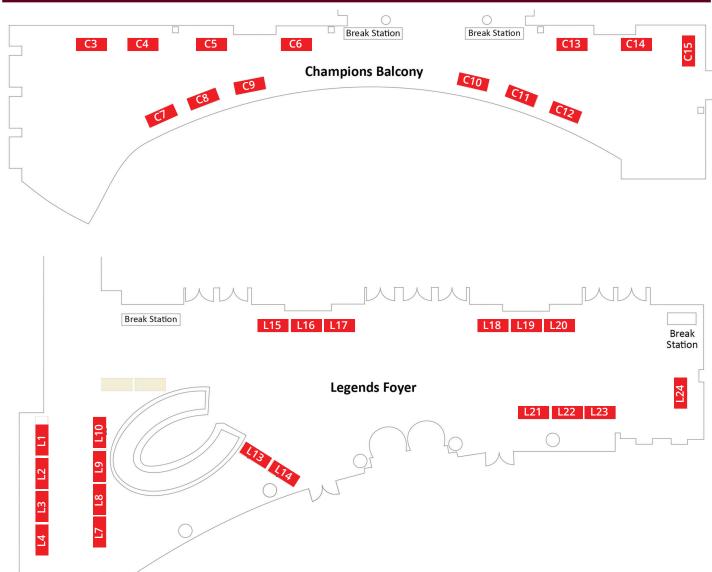
This two-year certificate program prepares graduates for employment in a successful career with three program opportunties: Direct Support Professional working with people with disabilities, Paraprofessional working with schools, or Child Care Professional working with children.

paths.tamu.edu



SD

CONFERENCE VENDOR MAP



STUDENT VENDORS

Wednesday	February 28
	· · · · · · · · · · · · · · · · · · ·

FOUNDERS I	\wedge
	>
Socializaria Diarmania Room Bactroom Directory Center B Bactroom U Bactroom U	

Barbers Hill ISD Horticulture, Freshies, Coffee Shop	1	East Central ISD Spirit Shop, Homegoods and Apparel	6
Pharr San Juan Alamo Pathways Toward Independence Spice of Life Salsa;	2	Azile ISD Pet Products	7
PTI Edible Image Delights		Dallas ISD	8
Cleburne The Hive	3	E-Waste, Digital Print Shop, 3D printing, Coffee Shop, Trophies	
Spirit Shop - Homegoods and Apparel		Friendswood ISD	9
Temple ISD Spirit Shop - Custom Printing	4	The Stable; Mustang Drink Station Spirit Shop, Specialty Drinks and Snack	S
	_		10
Lake Belton ISD Buckles and Beans Coffee shop	5	Birdville Buddies Business Pet Products; Handmade Crafts and Gifts	

VENDORS / EXHIBITOR LISTING

L4

L20

C13

L2

C9

ADVANCE Houston

The ADVANCE Immersive Transition Program focuses on supporting young adults with social and learning differences toward a path of social and economic independence. ADVANCE includes training and oversight in the key areas of independent living skills, career training, lifestyle fitness, as well as secondary education, tutoring, and support. All students enjoy access to our unique QUEST social adventure and integration program. ADVANCE offers mental health support, social awareness training, employment coaching, and weekly goaloriented advising, each led by passionate, experienced professionals.

We are committed to empowering young adults to selfadvocate and determine their life's course in ways that will be beneficial to themselves and the community. https://advancehouston.org/

Attainment Company, Inc.

Attainment Company provides high quality, researchbased instructional resources for students across all grade-bands, Pre-K -12+. We offer blended learning solutions that support instruction in ELA, Math, Science, Social Studies, Career Readiness, Social-Personal Skills, and Transition Skills.

https://www.attainmentcompany.com/

Bloom Consulting

Based in Texas, we are a full-service vocational services provider. We provide state and privately-funded services, including our VR-Funded Campus Connections-College Support Program and our On The Right Track-Pre-ETS Career/College Camps, focused on preparing students 14-22 years old with the skills they need to be successful employees whether their path leads through college or straight to career.

https://www.bloomconsultingco.com

Camp Blessing Texas

Camp Blessing makes an iconic experience-summer camp-available to campers whose challenges prevent their participation elsewhere. We are a residential Christian summer camp offering love, acceptance and fun to children and adults with special needs. We believe that our campers, regardless of ability level, should have all of the fun summer camp has to offer.

https://campblessing.org/

Center on Disability and Development at Texas A&M University L10

The Center provides a strong foundation for more than 50 research, training, and service projects, addressing a wide range of topics and issues in areas such as special education preparation, parent training, and capacity building, transition across the lifespan, employment, community living, and personnel preparation. The work of the Center on Disability and Development at Texas A&M University is focused on:

- Promoting inclusive and diverse schools and communities.
- Improving education and quality of life outcomes.
- Creating better lives for people with disabilities and their families through education, research, and service. https://cdd.tamu.edu/

Down Home Ranch: Ranch Camp

Down Home Ranch is a 410 acre working farm east of Austin, Texas. Our mission is to empower the lives of people with intellectual and developmental disabilities through social, educational, residential and vocational opportunities. We live out our mission each day through unique housing, day program, respite and camp options. http://www.downhomeranch.org/

E4Texas

E4Texas is an employment-focused post-secondary opportunity at the University of Texas at Austin for people with or without a disability, who are over the age of 18, have a high school diploma (or equivalent), and are employment-focused. The program combines classroom instruction with practical hands-on experience to help students gain professional and independent living skills, become self-determined & independent, and pursue employment in the career field of their choice. By the end of the program students receive several certifications and are supported as they find employment in their final semester.

https://disabilitystudies.utexas.edu/e4texas

Education Associates

L23

C14

Since 1980, Education Associates has been the nation's leader in providing quality, proven programs that enable all learners to discover their career passions and interests, gain job and life skills, and become their best selves. Our hands-on career kits are designed to provide elementary, middle school, high school and young adults with a realistic approach to career education and transition. Rather than just watching a video to determine interests and abilities, students explore real job tasks with real tools of the trade. We deliver real solutions for real life, supporting all individuals, including those with special needs and at risk. We believe everyone can become Job Ready, Life Ready to lead the vibrant, independent lives they deserve.

https://educationassociates.com/

Green Oaks Education and Support, Inc. L9

Green Oaks Education and Support, Inc. is a unique Christian educational program for children and adults with intellectual disabilities in the North Texas area. Green Oaks Education and Support, Inc. consists of three programs, Green Oaks School, Green Oaks Adult Learning, and Green Oaks Life Prep (a three-year college program on the campus of Arlington Baptist University). We also offer summer programs open to students who attend other programs during the school year. Green Oaks School is accredited by AdvancED.

https://www.greenoaksinc.org/

H.O.W.L. Transition Program

The H.O.W.L. Transition Program is a Comprehensive Transition Program for individuals with intellectual disabilities and/or autism. The Program also provides supports to students who may need:

Mentoring · Social Skills · Career Planning
 Independent Living Skills · Academic Support
 Students will engage in experiences that enrich and
 enhance educational, social and interpersonal skills to
 achieve their individual aspirations.

Mission Statement: Through engagement and inclusive practices, this program is committed to providing positive learning environments for students with intellectual disabilities and autism.

https://www.astate.edu/college/education/howltp/

Lone Star College - lifePATH

The lifePATH program has two options: The Occupational Life Skills Associate Degree and the Foundations Continuing Education Certificate. lifePATH is designed for neurodiverse students to assist them as they: develop independence, exercise self-determination, increase knowledge of college-level academic expectations, practice the social expectations necessary for success in professional settings, and engage in opportunities for career exploration. lifePATH is now accepting applications for the Fall 2024 cohorts.

https://www.lonestar.edu/lifepath

Morgan's Multi-Assistance Center L17

Morgan's Multi-Assistance Center (The MAC) is a center that improves the lives of individuals with disabilities and special needs through comprehensive and coordinated services. Morgan's MAC's services use a family-centered approach with full collaboration from the family, MAC Member, and community partners. Morgan's MAC's innovative approach provides many medical and nonmedical services. Morgan's MAC seeks to help individuals with disabilities and special needs of all ages find the assistance they need. Our Care Model is based on four anchors, Navigation, Community Support Services, Medical Home, and Therapy Home. The uniqueness of Morgan's MAC Care Model[™] is that it is designed around addressing Non-Medical Drivers of Health (NMDOH). All services offered are based on the MAC Member's specific needs, all coordinated with a customized navigation and tracking system called The MACNav™

https://morgansmac.org/

NextUp Transition Curriculum L15, L16

NextUp provides educators with curriculum, tools, and resources to help students successfully transition from high school to post-high school life. By delivering a transition curriculum through an innovative and interactive format, NextUp equips students with the preemployment, on-the-job, and independent living skills they need to achieve post-secondary outcomes. NextUp is more than just a curriculum; it's a comprehensive transition program founded and developed by transition educators! In addition to publishing weekly lessons for educators, we provide informal transition assessments, pre-, mid, and postgrowth assessments, a goal bank of annual transition IEP goals, monthly transition webinars for teachers, monthly transition webinars for the families of students, and a platform built for on-campus student businesses. If you want to learn more about NextUp and how we can help your students achieve employment and transition success, go to TransitionCurriculum.com. You can request a sample lesson, request a quote, and schedule a meeting all through our website. Take your transition curriculum to the next level with NextUp!

https://www.transitioncurriculum.com

nonPareil

L24

L3

L13, L14 nnovative

nonPareil is a post-secondary, not-for-profit, innovative program for adults with autism with locations currently in Plano, Austin, Houston, Orlando, and online. The core of the nonPareil experience is building skills that enable students to work on teams, thrive in a professional environment, build long lasting friendships, create products for market release, and work on third-party outsourced projects. Through small group courses and one-on-one instructional support, our students learn industry standard skills that are developed across the technical, soft skills, and community pillars of the program. The program is implemented in a real-world workplace environment where students learn not only the technical skills needed to succeed, but the essential workplace readiness and professional skills needed. Our program provides a balance of structured training while allowing individual flexibility that ensures each student reaches their goals.

https://npusa.org/

Ori Learning

C8

Ori Learning is a trusted name in the Educational Technology world, where our high-quality solutions have been supporting districts, educators, and students as they cultivate essential school-to-life skills (employment,

VENDORS / EXHIBITOR LISTING

L22

interpersonal, and daily living) and social emotional development, so critical for college, career, and community success, since 2012.

https://orilearning.com/

Quest Employment Services, Inc.

Quest Employment Services is a full-services employment and career guidance agency focused on helping individuals with disabilities achieve their employment goals across the state of Texas. Quest proudly hosts 10 Project SEARCH program and 3 Quest2Achieve Vocational Training Programs. In addition to programs, Quest provides Supported Employment and Job Placement Services, Pre- Employment Transition Services, Autism Spectrum Disorder Supports, Environmental Work Assessments, Career Planning Assessments, Work Experience Opportunities, Job Skills Training, and Vocational Adjustment Classes. https://questemploymentservices.com/

Sam Houston State University: The Eleanor and Charles Garrett Center on Transition and Disability Studies C5

The Eleanor and Charles Garrett Center on Transition and Disability Studies is the first of its kind in Texas to have a dedicated focus on the practitioner aspects of transition services and will serve as a dedicated gateway of information for transition team members including educators, students with disabilities, their families, and agencies and community partners. In addition to the website and other communication platforms, the Garrett Center will offer workshops and conduct research to improve services and outcomes for children, youth, and adults with disabilities.

https://www.shsu.edu/centers/garrettcenter/

L19

C10

C11

Sooner Works

The University of Oklahoma's Sooner Works is a fouryear comprehensive, integrated program for students with an intellectual or developmental disability who desire a postsecondary experience on a college campus.

https://www.ou.edu/education/zarrow/sooner-works

Southwind Fields

We build a sense of community and provide empowerment for adults with special needs through connection, meaningful experiences, spiritual growth, and fulfilling mission work. (Low-cost supported independence based residential apartment complex, full specturm case management, in-home instruction, 24/7 on-call emergency and wellness, multi-level instruction in independent living, social skills, transportation, and community engagement, job readiness and employment placement, financial management, etc.)

https://www.southwindfields.com/

Spectrum Linx

Spectrum Linx is not just a website; it's also a cuttingedge mobile app, available for download on both the Apple Store and Google Play store. Our offerings at Spectrum Linx are designed to empower parents, caregivers, and autistic individuals. We offer bite-sized courses on autism and parenting topics that can be completed in 2-5 minutes. We've created Journey Maps about crucial topics to reduce the hours many spend looking for answers. We believe in the power of personalized support. That's why we also provide the option to connect with our 1:1 expert parenting coaches, who understand the unique challenges and triumphs that families face. Our team includes parents, educators, and self-advocates whose knowledge and expertise gained through experience are now at your fingertips. We are passionate about making a difference in the

lives of families dealing with the challenges of autism. Knowledge is power - and should be easily accessible to everyone. Now it is!

https://www.spectrumlinx.com

L8

C6

L1

C15

C3

Superior HealthPlan

we are managed care organization that provides health care to 2 million Texas residents.

https://www.superiorhealthplan.com/

TEA's Student-Centered Transitions Network

The Student-Centered Transitions Network (SCTN) is creating new pathways to a successful adult life for students with disabilities. The SCTN is led by the Eleanor and Charles Garrett Center on Transition and Disability Studies at Sam Houston State University in collaboration with the Texas Education Agency.

https://www.texastransition.org/

Texas A&M System

The HOPS Program is a two semester (approximately 32 weeks) training program whose purpose is to provide instruction and support to individuals with and without disabilities to gain the necessary skills and experiences in work readiness in order to successfully transition into competitive integrated employment in the horticulture industry. Students take various horticulture courses in the fall semester. Industry professionals are invited as guest speakers during the fall semester to share experiences and insights working in the field. A certification course is delivered in the spring semester to prepare students for the well-recognized industry credential tests pertinent to their chosen career field. Student is required to attempt the credential test.

https://cdd.tamu.edu/education/hops-program/

Texas Comptroller of Public Accounts-Texas ABLE

Texas ABLE-Helping Texans with Disabilities Save and Plan for the Future. The program helps Texans with disabilities to save and pay for disability-related expenses while maintaining eligibility for federal and state means-tested benefits such as Supplemental Security Income (SSI) and Medicaid. https://www.texasable.org/

The Curriculum Center for Family and Consumer Sciences - Texas Tech University C12

As the only curriculum center in the nation specializing in the development of curriculum materials for family and consumer sciences, our staff works to support educators with a broad range of resources: online, print, multimedia, and professional development training. We understand the complexities of education that all teachers and parents face in growing productive, happy adults from engaged, empowered students.

http://www.depts.ttu.edu/hs/ccfcs/

Think College

Think College is a national technical assistance, research, training, and evaluation center dedicated to developing, expanding, and improving higher education options for students with intellectual disability.

https://thinkcollege.net/

TU CASA - Texas A&M University - San Antonio C7

The TU CASA model is designed to allow students with intellectual disabilities to receive a true university experience while gaining the skills and knowledge needed to transition to independent adult lives. TU CASA addresses the critical needs in the community by establishing a sustainable program that: (a) provides 18 months of fully inclusive PSE opportunities with access to typical and specialized A&M-SA services and supports; (b) offers a meaningful credential upon completion that addresses academic, employment, and independent living domains; (c) utilizes a person-centered approach to meet unique student needs and enhance their quality of life; (d) employs comprehensive program evaluation; and (e) includes a plan for replication on regional and state levels.

https://www.tamusa.edu/academics/tu-casa/index.html

UNT ELEVAR

UNT ELEVAR (Empower, Learn, Excel, enVision, Advance, Rise) is a four-year inclusive postsecondary education program for students with intellectual disabilities (ID). The programs vision is to empower young adults with ID who wish to continue postsecondary education (PSE) to become self-determined, independent, and healthy adults readied for integrated competitive employment. Most importantly, the UNT ELEVAR program welcomes young adults with ID to be part of the Mean Green family experience. UNT ELEVAR has been approved as a Comprehensive Transition Program through the U.S. Department of Education accreditation.

https://elevar.unt.edu/

L21

C4

UNT WISE

UNT WISEs Mission is to improve the quality of life for people with disabilities by researching innovative best practices, training professionals in effective and ethical service, and directly supporting the disability community. Partnering with Texas Workforce Commission Vocational Rehabilitation (VR), UNT WISE facilitates the credentialing program for employment service providers who serve VR customers. We offer continuing education opportunities including CEUs for CESPs, CRCs, ESPs and LPCs and our ACRE (Association of Community Rehabilitation Educators) Basic Supported Employment Certificate is available nationwide. WISE also improves statewide post-secondary and vocational options for students with disabilities, offering pre-employment transition services (pre-ETS) including virtual and in-person summer programs, transition summits, and more. Our ENGAGE (Embracing Neurodivergent Groups in Academics and Gainful Employment) program, helps neurodivergent students succeed in their university studies and gain successful employment. Please visit us at wise.unt. edu or email UNTWISE@unt.edu to find out about our customized trainings and opportunities today! https://wise.unt.edu/

Wellpoint

L7

Wellpoint (formerly Amerigroup) has been helping Texas families get the health care benefits they need since 1996. We have helped millions of Texans get and stay healthy. Wellpoint works with thousands of doctors, specialists, and hospitals throughout Texas, and we partner with many local community organizations. Our focus is to help you get the care and services you need to make a difference in your life.

https://www.wellpoint.com/tx/medicaid

Zarrow Institute on Transition & Self-Determination L18

The Zarrow Institute on Transition & Self-Determination at the University of Oklahoma strives to promote successful transition outcomes for all by implementing innovative research, putting findings into practice, and disseminating knowledge through high-quality products and professional development.

https://www.ou.edu/education/zarrow

Texas Board of Education Certification Verification Form

Provider ID# 500346

TEXAS TRANSITION CONFERENCE - FEBRUARY 28-MARCH 1, 2024

This is to certify that	ł	nas attended each checked session.
Relevant Cheryl H. Grenwel	CPE credit hours are connected to each s Digitally signed by Cheryl H. Grenwelge DN: cn=Cheryl H. Grenwelge, Ph.D., o= Date: 2024.02.07 13:42:10-06'00'	
	D., Center on Disability and Development at Te	exas A&M University
 Pre-Conference (1 Hour CPE) Empowering Futures: Discover the Beacons of Excellence (2 Hours CPE) Creating a Community That Supports Families so That all Members of It Can Have a Purposeful Life, as Defined by the Student Creating Sustainable, Integrated School- Based Enterprises: Lessons Learned From A&M's Work-Based Learning Beyond the Admissions Criteria: Determining Readiness for Postsecondary Education Programs The Ins and Outs of Functional Vocational Evaluation Keynote (1.5 Hours CPE) Learning Curve: Listening IS Work (1 Hour CPE) Transition Assessment: What Do We Know? What Do We Need to Know? How Will We Assess It? Time Marches On: Building Skills Across the School Years for Postsecondary Success The Power of Risk 	 The Effective IEP and Student-Centered Transition Planning Breakout Session II (1.5 Hours CPE) Empowering Future Transition Stakeholders: Supporting Siblings of Our Students With Disabilities How NextUp Transition Curriculum Can Enhance Your District's Transition Program and Services Project SEARCH – A Collaborative Transition to Work Model With Proven Results Transition Assessment: Time to Fill Your Toolbox Understanding the Protection and Advocacy for Beneficiaries of Social Security Program (PABSS) We Live Inclusion!: A Post-Secondary Education Program for Students With Intellectual Disabilities at a Hispanic Serving Institution Zarrow Institute on Transition & Self-Determination: Assessments, Curriculum, Bell Ringers, and More Breakout Session III (1 Hour CPE) 	 THINKing COLLEGE – The Who, When, Where, Why, and How of College for Students With Intellectual Disability Tools for Teaching Disability Disclosure Breakout Session IV (1 Hour CPE) A Gap in Transition Planning: Focusing on Disaster Preparedness Implementing Culturally Responsive Practices to Increase IPSE Participants From Marginalized Communities Through Community Engagement and VR Partnerships Power of Hope Promoting the Mental Well-Being of Transition Age Youth With Intellectual and/or Developmental Disabilities (IDD) Providing Structure and Resources to Develop and Maintain Evidence-Based 18+ Programs Texas Youth Ambassadors: Understanding Alternatives to Guardianship The Power of Partnerships
 The Power of Risk Breakout Session I (1 Hour CPE) 88th Legislative Session and Post-School Transition Explore Apprenticeship: An In-Depth Career Exploration Program Innovative Course: Transition English IV Make It Sustainable! Giving Families and Caregivers the Tools for Life After School McKinney ISD Transition Services: Shifting From a Program Based Model to a Service Based Model Post-Secondary Educational and Vocational Resources for Students With Special Needs 	 Bloom Consulting - Transition Related Services Creating a Successful Path: Transition Planning for Culturally and Linguistically Diverse Students Finding Your Way: A Guide Through the Texas SPED Support Website Partnership for Hope Roadmap of Assessments: Putting Students in the Driver's Seat Small Towns, Big Changes: Empowering Rural Students With Engaging Transition Curriculum Programming 	 How Cooking Changed Our World! The Story and Data Behind Our Transition Program's Success Texas Two Step! Getting Into a Rhythm With Transition and Compliance Tips, Tricks, & Tools for Teaching Self- Determination Tools for Teachers: Community Mapping Strategy for Effective Transition Planning Transition Preparation Starts Day 1: Strategies to Teach Independent Living Skills in Elementary Schools Using State-Approved Course Content To Support Decision-Making Skills and Self-Determination For Students

THIS PAGE INTENTIONALLY LEFT BLANK

2024 CONFERENCE EVALUATION

Enter your email to be entered in the drawing for a free registration for the 2025 Texas Transition Conference.

1. What is your role in working with transition-aged you	uth?				
Transition and Employment Designee	Agency				
Independent School District	Advocate				
Parent/Family	Higher Education				
Consultant	ISD or Charter Transition-Related Personnel				
Individual with a Disability	Other:				
2. I identify my gender as					
Male	Female				
Non-binary/third gender	Gender non-conforming				
Other:					
3. I identify my race as					
White origins of Europe, Middle East, or North America	More than one race- identify with two or more racial group				
Black or African American origins of Black racial groups of Africa	Native Hawaiian and other Pacific Islander origins of Hawaii, Guam, Samoa, or other Pacific Islands				
American Indian and Alaska Native original peoples of the Americas with tribal affiliation	Asian original peoples of the Far East, Southeast Asia, Asian Indian				
Unrecorded- you are unable to identify with the oth	ier categories				
4. I identify my ethnicity as					
Hispanic or Latino	Not Hispanic or Latino				
Unrecorded					
5. Where are you located?					
Central Texas North Texas South Texas					
East Texas West Te	East Texas West Texas				
Another State (please specify):					
Another Country (please specify):					

Continued on the next page

2024 CONFERENCE EVALUATION — *continued*

6. I am attending the conference to obtain more information on the following areas of transition. (*Please rank each area of transition in the order of importance to you, with 1 being the most important and 5 being the least important*).

J	1					
Fa	Family Involvement			Student Development		
In	Interagency Collaboration			Student Focused Planning		
P	rogram Structur	e				
7. As a result of the	his conference,	my knowledge ha	as increased	(please select one).	
St	rongly Agree	Agree	Disagree	e Strongly Dis	sagree	
8. I am satisfied v	with the knowled	lge and skills gair	ned from this	conference (pleas	e select one).	
Sti	rongly Agree	Agree	Disagree	e Strongly Dis	sagree	
9. I am satisfied v (please select	•	, technical assista	ince, and/or s	services received f	rom the conference	
Sti	rongly Agree	Agree	Disagree	e Strongly Dis	sagree	
10. Do you utilize	your regional E	Education Service	Center for tr	aining and/or tech	nical support?	
Ye	s, Affiliated ESC	Region #	No, Affilia	ated ESC Region # _		
	bes Not Apply					
11. Please check	transition-relate	ed topics you are	interested in	learning about.		
	ystematic instru	ction in the workp	lace	Guardianship re	forms	
	xpanding schoo collaborations	I and interagency		Evidence-based in transition	I practices and pred	lictors
□ c	ollege and Care	er Military Readir	ness	Birth to Adult Tra	ansition	
10. Any additiona	Il comments you	u wish to share?				

BLOOM CONSULTING

Campus Connections

Our Innovative Wraparound College Support Program is looking for students pursing their post-secondary education!

Pre-Employment Services

Our career & college exploration training classes & camps designed for students with disabilities, ages 14-22, are ready to be scheduled!

visit our website www.bloomconsultingco.com



Building Better Futures for Adults with Autism

nonPareil









Technical Training • Work Readiness • Social Engagement Post-Secondary Options for Adults with Autism

What makes nonPareil unique? Is it the training? What about work? Is there community?

nonPareil uses small group training as a means to provide technology instruction in an atmosphere designed specifically for adults with autism, with a focus on teamwork and collaboration.

To learn more visit:

nP

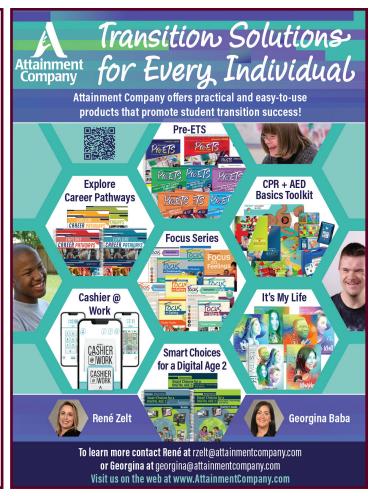
www.npusa.org

AUSTIN • HOUSTON • ORLANDO • PLANO • ONLINE

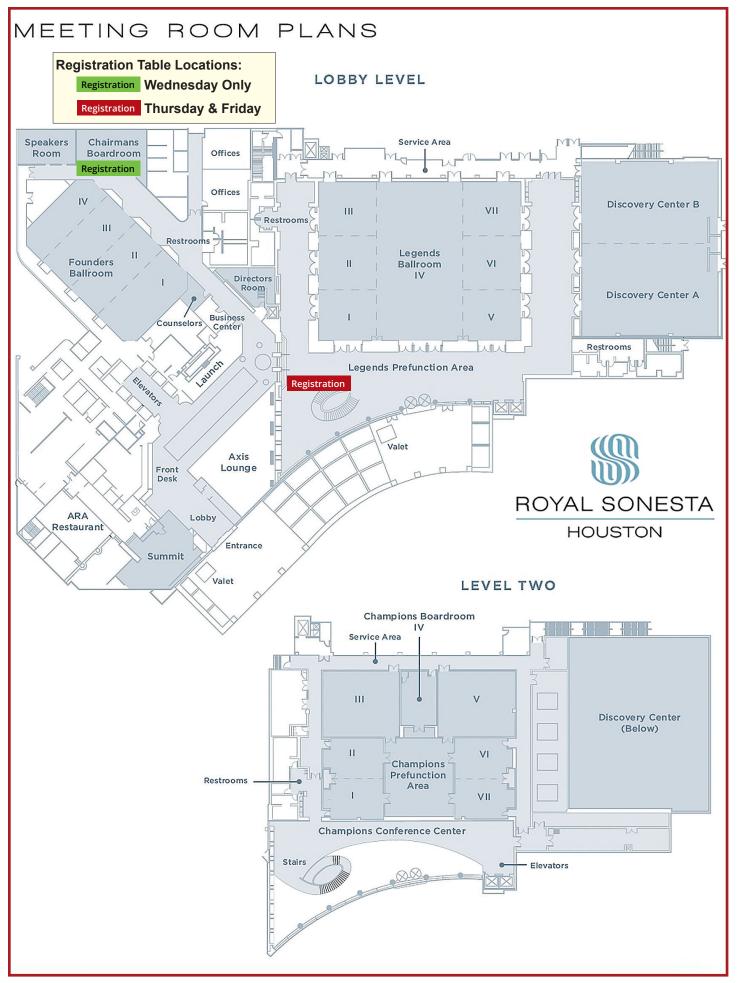


MISSION: To improve the quality of life for people with disabilities by researching innovative best practices, training professionals in effective and ethical service, and directly supporting the disability community.





Wellpoint_®





TEXAS A&M UNIVERSITY Center on Disability and Development

2025**TEXAS TRANSITION** CONFERENCE

February 19-21, 2025 Royal Sonesta Galleria Houston

ttc.tamu.edu