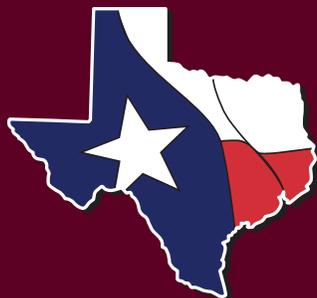


February 28 - March 1, 2024



# TEXAS TRANSITION CONFERENCE

2024 Virtual Program and Session Guide

*Student-Focused  
Planning*

*Interagency  
Collaboration*

*Student  
Development*

*Family  
Involvement*

*Program  
Structure*

*Student-  
Focused  
Planning*

*Program  
Structure*

*Family  
Involvement*

*Interagency  
Collaboration*



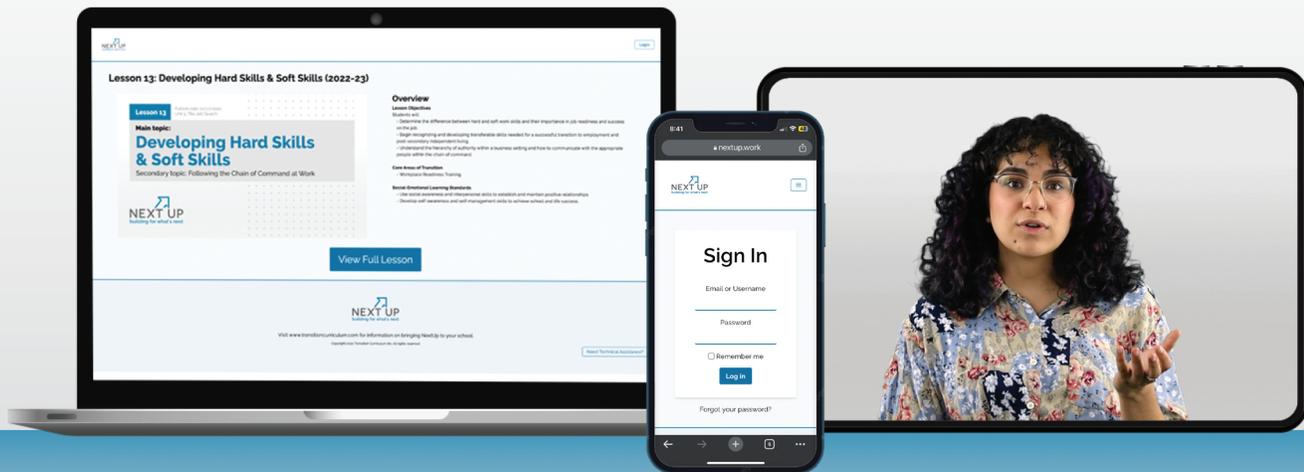
TEXAS A&M UNIVERSITY  
Center on Disability  
and Development

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

*Student  
Development*

# 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



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your  
FREE  
lesson!**

TransitionCurriculum.com

# 2024 CONFERENCE SCHEDULE

## WEDNESDAY, FEBRUARY 28, 2024

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)

## THURSDAY, FEBRUARY 29, 2024

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)

## FRIDAY, MARCH 1, 2024

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)

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## CONTACT US

### Conference Assistance

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ttc.tamu.edu

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



### Satisfaction Survey

Scan this QR code to tell us how we did.



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.

# BREAKOUT SESSION OVERVIEW

★ Indicates Live Streamed Session For Virtual Participants

STUDENT-FOCUSED PLANNING	THURSDAY			FRIDAY		LOCATION
	10:30a	2:00p	4:00p	10:30a	12:00p	
Zarrow Institute on Transition & Self-Determination: Assessments, Curriculum, Bell Ringers, and More		★				Champions I-II
THINKing COLLEGE – The Who, When, Where, Why, and How of College for Students With Intellectual Disability			★			Champions VI-VII
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

STUDENT DEVELOPMENT	10:30a	2:00p	4:00p	10:30a	12:00p	LOCATION
Innovative Course: Transition English IV	★					Founders II
How NextUp Transition Curriculum Can Enhance Your District's Transition Program and Services		★				Founders II
Transition Assessment: Time to Fill Your Toolbox		★				Champions VI-VII
Roadmap of Assessments: Putting Students in the Driver's Seat			★			Champions I-II
Providing Structure and Resources to Develop and Maintain Evidence-Based 18+ Programs				★		Champions VI-VII
Transition Preparation Starts Day 1: Strategies to Teach Independent Living Skills in Elementary Schools					★	Champions VI-VII

INTERAGENCY COLLABORATION	10:30a	2:00p	4:00p	10:30a	12:00p	LOCATION
Explore Apprenticeship: An In-Depth Career Exploration Program	★					Champions I-II
Small Towns, Big Changes: Empowering Rural Students With Engaging Transition Curriculum Programming			★			Founders II
The Power of Partnerships				★		Founders II

PROGRAM STRUCTURE	10:30a	2:00p	4:00p	10:30a	12:00p	LOCATION
88th Legislative Session and Post-School Transition	★					Champions VI-VII

FAMILY INVOLVEMENT	10:30a	2:00p	4:00p	10:30a	12:00p	LOCATION
Implementing Culturally Responsive Practices to Increase IPSE Participants From Marginalized Communities Through Community Engagement and VR Partnerships				★		Champions I-II

# KEYNOTE GENERAL SESSIONS

## 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.

SFP

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

2/29/24

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

Birdville ISD

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.

SFP

## 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.

SFP

# 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 sub-minimum 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

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.

FI



### A Purposeful Life



Free Workshop Series for Parents,  
Family Members and Children with Disabilities

**First Thursday of every month**  
**6:00-7:30 p.m. in College Station**

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

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

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

## Beyond the Admissions Criteria: Determining Readiness for Postsecondary Education Programs

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

Founders II

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.

SFP

## 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.

SD

# SESSION DESCRIPTIONS

**THURSDAY, FEBRUARY 29, 2024**

## Welcome & State of the State

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

Legends Ballroom

## SESSION I

### 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 post-school 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 industry-specific 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



**Aggie ACHIEVE**  
*Academic Courses in Higher Inclusive Education and Vocational Experiences*

Texas' first inclusive, certificate-based, four-year educational opportunity for young adults with intellectual and developmental disabilities.

[aggieachieve.tamu.edu](http://aggieachieve.tamu.edu)

# SESSION DESCRIPTIONS THURSDAY, FEBRUARY 29, 2024

## SESSION II

### 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

### 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

### 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.

SFP

## SESSION III

### 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

## FOR TTC SPONSORSHIP OPPORTUNITIES

*Please contact* [ttc@ventureall.com](mailto:ttc@ventureall.com)

# SESSION DESCRIPTIONS THURSDAY, FEBRUARY 29, 2024

## 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.

SFP

## 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, self-determination, 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](http://cdd.tamu.edu/education/waco-project)

## 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](http://camplife.tamu.edu)

## SESSION IV

### 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

## 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](mailto:shelbi.davenport@ag.tamu.edu) or Dr. Xuan (Jade) Wu at [jade.wu@ag.tamu.edu](mailto:jade.wu@ag.tamu.edu).

[cdd.tamu.edu/education/hops-program](http://cdd.tamu.edu/education/hops-program)



### 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 Drifill 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

### 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

### 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

### 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.

SD

### 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

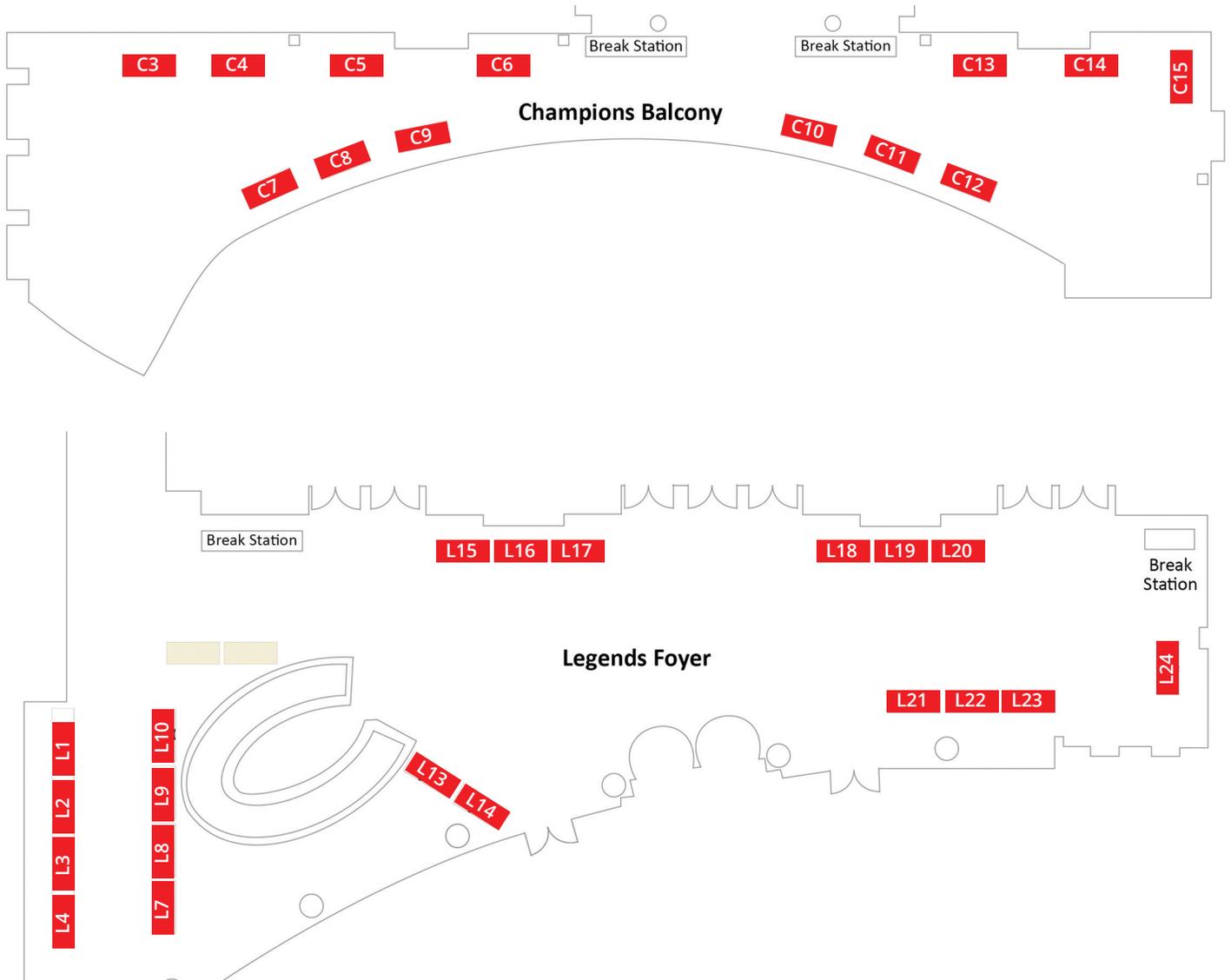
### Applications for the next Program will end on March 1, 2024

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



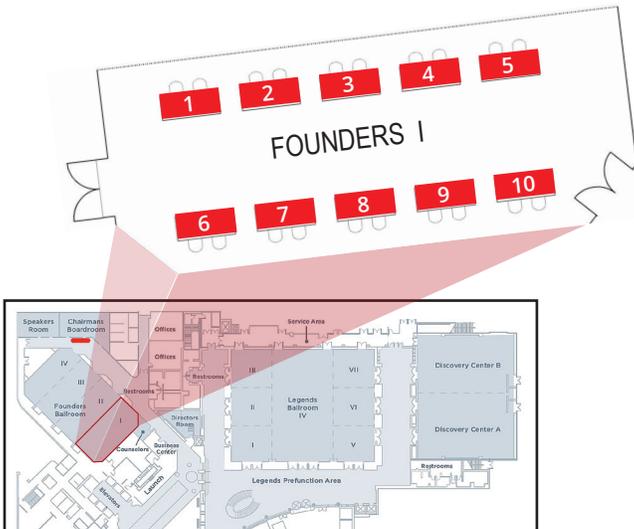
[paths.tamu.edu](http://paths.tamu.edu)

# CONFERENCE VENDOR MAP



## STUDENT VENDORS

Wednesday February 28



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

# VENDORS / EXHIBITOR LISTING

## ADVANCE Houston L4

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 goal-oriented advising, each led by passionate, experienced professionals.

We are committed to empowering young adults to self-advocate and determine their life's course in ways that will be beneficial to themselves and the community.

<https://advancehouston.org/>

## Attainment Company, Inc. L20

Attainment Company provides high quality, research-based 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 C13

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 L2

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 C9

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 C14

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

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 L24

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 L3

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 non-medical 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 pre-employment, 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 post-growth 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](http://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 L13, L14

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,

*Continued on page 20*

# VENDORS / EXHIBITOR LISTING

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.** L22

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/>

## **Sooner Works** L19

The University of Oklahoma's Sooner Works is a four-year 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** C10

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 spectrum 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** C11

Spectrum Linx is not just a website; it's also a cutting-edge 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>

## **Superior HealthPlan** L8

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

<https://www.superiorhealthplan.com/>

## **TEA's Student-Centered Transitions Network** C6

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** L1

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** C15

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** C3

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** C4

UNT ELEVAR (Empower, Learn, Excel, enVision, Advance, Rise) is a four-year inclusive postsecondary education program for students with intellectual disabilities (ID). The program's vision is to empower young adults with ID who wish to continue postsecondary education (PSE) to become self-determined, independent, and healthy adults ready 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/>

## **UNT WISE** L21

UNT WISE's 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 CESP, 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 \_\_\_\_\_ has attended each checked session.

Relevant CPE credit hours are connected to each session.

*Cheryl H. Grenwelge, Ph.D.*

Digitally signed by Cheryl H. Grenwelge, Ph.D.  
DN: cn=Cheryl H. Grenwelge, Ph.D., o=Texas A&M University, ou, email=chgrenwelge@ag.tamu.edu, c=US  
Date: 2024.02.07 13:42:10-06'00'

Cheryl Grenwelge, Ph.D., Center on Disability and Development at Texas 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

### 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

### Breakout Session II (1.5 Hours CPE)

- How NextUp Transition Curriculum Can Enhance Your District's Transition Program and Services
- Transition Assessment: Time to Fill Your Toolbox
- Zarrow Institute on Transition & Self-Determination: Assessments, Curriculum, Bell Ringers, and More

### Breakout Session III (1 Hour CPE)

- Roadmap of Assessments: Putting Students in the Driver's Seat
- Small Towns, Big Changes: Empowering Rural Students With Engaging Transition Curriculum Programming
- THINKing COLLEGE – The Who, When, Where, Why, and How of College for Students With Intellectual Disability

### Breakout Session IV (1 Hour CPE)

- Implementing Culturally Responsive Practices to Increase IPSE Participants From Marginalized Communities Through Community Engagement and VR Partnerships
- Providing Structure and Resources to Develop and Maintain Evidence-Based 18+ Programs
- The Power of Partnerships

### Breakout Session V (1 Hour CPE)

- 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

# 2024 CONFERENCE EVALUATION

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

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## 1. What is your role in working with transition-aged youth?

- |   |  |
|---|--|
| <input type="checkbox"/> Transition and Employment Designee | <input type="checkbox"/> Agency                                      |
| <input type="checkbox"/> Independent School District        | <input type="checkbox"/> Advocate                                    |
| <input type="checkbox"/> Parent/Family                      | <input type="checkbox"/> Higher Education                            |
| <input type="checkbox"/> Consultant                         | <input type="checkbox"/> ISD or Charter Transition-Related Personnel |
| <input type="checkbox"/> Individual with a Disability       | <input type="checkbox"/> Other: _____                                |

## 2. I identify my gender as

- |  |  |
|--|--|
| <input type="checkbox"/> Male                    | <input type="checkbox"/> Female                |
| <input type="checkbox"/> Non-binary/third gender | <input type="checkbox"/> Gender non-conforming |
| <input type="checkbox"/> Other: _____            |  |

## 3. I identify my race as

- |  |   |
|--|---|
| <input type="checkbox"/> White<br>origins of Europe, Middle East, or North America                                     | <input type="checkbox"/> More than one race-<br>identify with two or more racial group  |
| <input type="checkbox"/> Black or African American<br>origins of Black racial groups of Africa                         | <input type="checkbox"/> Native Hawaiian and other Pacific Islander<br>origins of Hawaii, Guam, Samoa, or other Pacific Islands |
| <input type="checkbox"/> American Indian and Alaska Native<br>original peoples of the Americas with tribal affiliation | <input type="checkbox"/> Asian<br>original peoples of the Far East, Southeast Asia, Asian Indian                                |
| <input type="checkbox"/> Unrecorded- you are unable to identify with the other categories                              |   |

## 4. I identify my ethnicity as

- |   |   |
|---|---|
| <input type="checkbox"/> Hispanic or Latino | <input type="checkbox"/> Not Hispanic or Latino |
| <input type="checkbox"/> Unrecorded         |   |

## 5. Where are you located?

- |  |                                      |                                      |
|--|--------------------------------------|--------------------------------------|
| <input type="checkbox"/> Central Texas                           | <input type="checkbox"/> North Texas | <input type="checkbox"/> South Texas |
| <input type="checkbox"/> East Texas                              | <input type="checkbox"/> West Texas  |                                      |
| <input type="checkbox"/> Another State (please specify): _____   |                                      |                                      |
| <input type="checkbox"/> Another Country (please specify): _____ |                                      |                                      |

*Continued on the next page*

# 2024 CONFERENCE EVALUATION — *continued*

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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).

- |                                 |                                |
|---------------------------------|--------------------------------|
| _____ Family Involvement        | _____ Student Development      |
| _____ Interagency Collaboration | _____ Student Focused Planning |
| _____ Program Structure         |                                |

7. As a result of this conference, my knowledge has increased (please select one).

- Strongly Agree     Agree     Disagree     Strongly Disagree

8. I am satisfied with the knowledge and skills gained from this conference (please select one).

- Strongly Agree     Agree     Disagree     Strongly Disagree

9. I am satisfied with the training, technical assistance, and/or services received from the conference.  
(please select one).

- Strongly Agree     Agree     Disagree     Strongly Disagree

10. Do you utilize your regional Education Service Center for training and/or technical support?

- Yes, Affiliated ESC Region # \_\_\_\_\_     No, Affiliated ESC Region # \_\_\_\_\_  
 Does Not Apply

11. Please check transition-related topics you are interested in learning about.

- |  |  |
|--|--|
| <input type="checkbox"/> Systematic instruction in the workplace         | <input type="checkbox"/> Guardianship reforms                                  |
| <input type="checkbox"/> Expanding school and interagency collaborations | <input type="checkbox"/> Evidence-based practices and predictors in transition |
| <input type="checkbox"/> College and Career Military Readiness           | <input type="checkbox"/> Birth to Adult Transition                             |

10. Any additional comments you wish to share?

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# BLOOM CONSULTING

## Campus Connections

Our Innovative Wraparound College Support Program is looking for students pursuing 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!

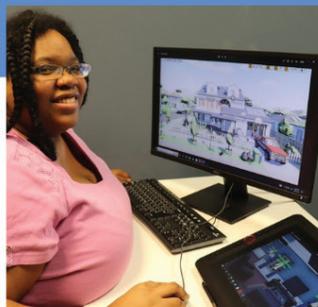
visit our website  
[www.bloomconsultingco.com](http://www.bloomconsultingco.com)



## 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:

[www.npusa.org](http://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.



# Attainment Company *Transition Solutions for Every Individual*

Attainment Company offers practical and easy-to-use products that promote student transition success!

**Pre-ETS**

**Explore Career Pathways**

**CPR + AED Basics Toolkit**

**Focus Series**

**Cashier @ Work**

**It's My Life**

**Smart Choices for a Digital Age 2**

**René Zelt**

**Georgina Baba**

To learn more contact René at [rzelt@attainmentcompany.com](mailto:rzelt@attainmentcompany.com) or Georgina at [georgina@attainmentcompany.com](mailto:georgina@attainmentcompany.com)  
Visit us on the web at [www.AttainmentCompany.com](http://www.AttainmentCompany.com)





TEXAS A&M UNIVERSITY

Center on Disability  
and Development

**2025**

**TEXAS**  **TRANSITION**  
**CONFERENCE**

*February 19-21, 2025*

*Royal Sonesta Galleria  
Houston*

**[ttc.tamu.edu](http://ttc.tamu.edu)**