



# TEXAS TRANSITION CONFERENCE

**2025 Event Program and Session Guide**

*February 19–21, 2025*

Royal Sonesta Galleria—Houston, TX

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

**Student-Focused Planning**

**Interagency Collaboration**

**Student Development**

**Family Involvement**

**Program Structure**

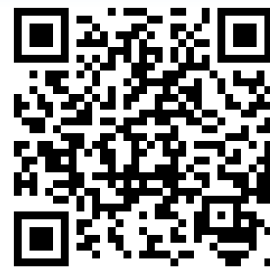
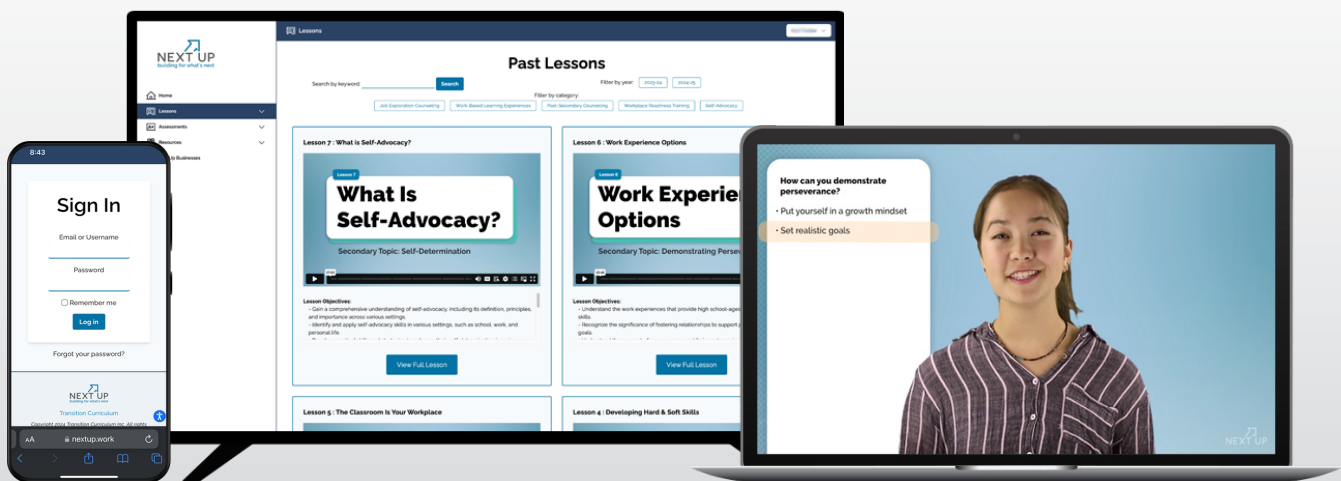


TEXAS A&M UNIVERSITY  
Center on Disability  
& Development

*The Texas Transition Conference (TTC) is sponsored by The Center on Disability and Development housed in the College of Education & Human Development at Texas A&M University*

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# 2025 CONFERENCE SCHEDULE

## WEDNESDAY, FEBRUARY 19, 2025

- 7:30 a.m. Registration, Pre-Conference Exhibits and Breakfast Opens
- 8:30 a.m. Job Skills Training Best Practices
- 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)
- 5:00 p.m. Pre-Conference Exhibits Close
- 7:00 p.m. Registration Close

## THURSDAY, FEBRUARY 20, 2025

- 7:00 a.m. Breakfast Available
- 7:00 a.m. Registration & 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, FEBRUARY 21, 2025

- 7:30 a.m. Registration & 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 Close
- 1:30 p.m. Vendor Exhibits Close



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### PUBLICITY NOTICE

Photos and video may be taken of participants during professional development sessions and meetings offered by the 2025 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 Conference Website, Facebook account as well as printed materials at the TTC conference, and The Center on Disability and Development at Texas A&M University.

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## 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

★ Indicates Live Streamed Session For Virtual Participants

		THURSDAY			FRIDAY		LOCATION
		10:30a	2:00p	4:00p	10:30a	12:00p	
STUDENT-FOCUSED PLANNING	Building a Sustainable Future: Individualized Early Transition Planning for Students Through Cross-Curricular Learning	★					Champions I-II
	Preparing Secondary Students With Disabilities for College	★					Founders I
	NTACT:C Tools to Extend the Learning and Improve Transition Practice: Making a Difference for Student Outcomes!		★				Champions V
	Stop Talking About Me and Listen to Me		★				Founders III
	Your Guide to Job Development & Creating Successful Employment Partnerships for Students		★				Founders II
	Are There Annual IEP Goals Related to the Student's Transition Service Needs? YES—Now Prove It!			★			Champions VI-VII
	Supporting Students in Foster Care as They Transition to Post High School Settings				★		Founders I
	Connecting People to the Power of Independence: An Introduction to Centers for Independent Living				★		Founders III
	Are There Annual IEP Goals Related to the Student's Transition Service Needs? YES—Now Prove It!					★	Founders III
	Ensuring Compliance and Quality for SPP Indicator-13					★	Founders II
STUDENT DEVELOPMENT	Career Exploration and Workreadiness Electives in Middle School for Improved Outcomes	★					Champions III
	Texas HHS Vocational Apprenticeship Program	★					Champions VI-VII
	How to Transition Accommodations from IDEA to ADA	★					Founders III
	Relationship Skill Development		★				Champions I-II
	Empowering Youth Voices: Strategies and Resources for Disability Advocacy and Leadership		★				Champions III
	Job Skills Training Best Practices		★				Champions VI-VII
	It Takes a Village			★			Champions I-II
	Enhancing Transition to Employment Through Role-Playing for Special Needs and Mainstream Students			★			Founders III
	Preparing Students for Competitive Employment				★		Champions VI-VII
	Enhancing Transition to Employment Through Role-Playing for Special Needs and Mainstream Students					★	Champions V

# BREAKOUT SESSION OVERVIEW

★ Indicates Live Streamed Session  
For Virtual Participants

		THURSDAY			FRIDAY		LOCATION
		10:30a	2:00p	4:00p	10:30a	12:00p	
<b>INTERAGENCY COLLABORATION</b>	Breaking Down Barriers: Strategies for Inclusive CTE Classrooms	★					Champions V
	The Three C's of Transition Services and Programming at Texas School for the Blind and Visually Impaired: Communication, Collaboration, and Coordination			★			Founders I
	Unlocking Potential: How College and Counselor Collaboration Elevates Student Success Through Pre-College Programs				★		Champions V
	Building My Future: Outcomes of a Reverse Job Fair					★	Champions III
	Program Development Through Interagency Collaboration					★	Champions VI-VII
<b>PROGRAM STRUCTURE</b>	Reevaluating Equality in Life	★					Founders II
	Beyond the Classroom: Designing and Implementing Individualized 18+ Programs & Services		★				Founders I
	How to Engage Younger Teens and their Families in Transition Planning			★			Founders II
	Syncing Up Success: Harmonizing Transition for Ages 3 to 22			★			Champions III
	Increasing Employment and Independent Living Through Postsecondary Opportunities for Students With Intellectual Disabilities: Year Four Update of a University-Based Post-Secondary Education Program at a Hispanic Serving Institution				★		Champions I-II
	CTE & Transitions: Crafting Careers for Every Student!				★		Founders II
<b>FAMILY INVOLVEMENT</b>	Family First: Boosting Family Engagement in a Large Local Education Agency			★			Champions V
	The Importance of Starting Transition to Adult Life EARLY				★		Champions III
	Do You Have a Roadmap? Identifying Transition Resources in Your Community					★	Champions I-II
	Enlisting Families to Advocate for Change in Texas					★	Founders I

# KEYNOTE GENERAL SESSIONS

## Positive Identity Development and Successful Transitions With Youth With IDD

2/19/25 | 11:00 a.m. - 12:00 p.m.

Founders II-IV ✪

Karyn Harvey, Ph.D. in Applied Developmental Psychology

This presentation will explore the critical stages of development through youth and early adulthood for youth with IDD and will introduce the positive identity approach to healing and growth. The keys to overcoming trauma and developing a strong sense of self will be explored.

FI

## Moving From Diversity to Inclusion: Accessibility and Inclusion for All

2/20/25 | 8:30 a.m. - 10:00 a.m.

Legends Ballroom ✪

Michael Hingson, President, The Michael Hingson Group, inc.

Companies and organizations are jumping on the bandwagon to become more "diverse". Some have even developed whole departments to roll out and implement "diversity plans". Unfortunately, these plans do not necessarily include everyone. How many times, for example, have we seen or experienced discussions of Diversity which include naming "minority" groups such as women, different races and different sexual orientations, but there is little or no discussion of including persons with disabilities?

In this talk, Michael Hingson, who happens to be blind, a survivor of the terrorist attacks on the World Trade Center on September 11, 2001, a subject matter expert on inclusion and assistive technology for persons who happen to be blind and a number one New York Times best-selling author, shows us that Diversity is not enough. He illustrates why it is time to move from Diversity to real Inclusion on the job and in our lives. Mike uses stories and lessons from his own life growing up as a blind person, successfully working in professional sales, management, and leadership positions, living as an entrepreneur, and surviving the terrorist attacks on the World Trade Center on September 11, 2001 to teach his audiences how a few simple attitude adjustments can open the minds and hearts of all of us as well as including persons with disabilities when filling jobs. Your audience will take away ideas about how to gain loyal and hard-working employees as well as how to help make the existing workforce more welcoming to those who are different than they. People will leave their time with Mike Hingson with a different perspective of diversity and how to create full inclusion of all people in their lives. Mike will use a mixture of humor and serious talk to help audiences realize the value of inclusion and how any one of us could in an instant unexpectedly join the ranks of

persons with disabilities. Mike will use stories from his own life to show how developing accessible technologies have helped him moved all of us toward a more inclusive existence. He will illustrate how easy it can be to make jobs more accessible to all simply by changing our mindset and by incorporating a few simple rules when designing websites and choosing what devices we use on the job and in our lives. Mike reminds us that we are all walking down the same road of life and that if we work together we can create a smoother path for everyone.

SD

## Work-Based Learning Project: Enhancing Employability for Students With Disabilities

2/20/25 | 12:00 p.m. - 1:30 p.m.

Legends Ballroom ✪

Joette Hardin, MEd, Program Coordinator, Texas A&M Center on Disability & Development

Jennifer Watkins, Midway ISD

Elisabeth Gibbs, Cleburne ISD

Studies indicate that high school employment experience and parental expectations are the strongest predictors of post-secondary competitive employment for students with disabilities. The Texas A&M and Texas Workforce Commission's Work-Based Learning Project aims to provide students with disabilities an opportunity to develop job readiness skills while still in school. This panel discussion will showcase various work-based learning projects, sharing experiences and insights that will inspire you to create impactful programs in your community. Join us to explore how these initiatives can enhance student employability and foster inclusive employment opportunities.

SD

## Using the 3 E's For Purposeful Career Guidance

2/21/25 | 8:30 a.m. - 10:00 a.m.

Legends Ballroom ✪

Jonathan Butler, Career Coach, Texas Workforce Commission

Facing adversity as an at risk youth, a veteran, and an epileptic, Jonathan will share his story in how he overcame many obstacles in becoming the person that he is today-- a loving father and a career coach serving students, parents, counselors, and educators throughout the state of Texas. Individuals in this session will learn about the 3 different phases of Career Guidance to include tools and resources to better assist the populations we serve.

SFP

# PRE-CONFERENCE SESSIONS

## February 19

### Job Skills Training Best Practices

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

Founders II-IV 

Sonia Martinez, Sr Program Project Coordinator, Texas Beacons of Excellence - UNT WISE

Risa Mack, Sr Program Project Coordinator, Texas Beacons of Excellence - UNT WISE

This training will consist of a 2-hour in-person training session on best practices related to job skills training. The training is geared to give educators and paraprofessionals baseline information needed in order to provide job skills training to students with disabilities. The training will cover how to conduct assessing and planning with students along with how to complete a job analysis. Specifics related to skills trainings will be discussed as well as best practices related to writing case notes and managing a caseload. This training will be beneficial to any educators or paraprofessionals who work with students to help them gain competitive integrated employment.

 SD

### Teaching Social Understanding for Workplace Success

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

Founders II 

Robin Miller, MS, Director of Employment Programs, Texas A&M Center on Disability & Development

Too often, students “graduate to the couch” because social or behavioral challenges interfere with gaining and maintaining employment. Teaching workplace rules prepares students for a specific role within a specific setting, but teaching social insight creates the behavioral flexibility workers need to adapt and progress in their careers. This session will provide strategies to help students meet workplace expectations by teaching them the “why” behind the rules. Participants will leave this session with concrete strategies and visual tools to help students read social situations and understand how their behavior affects others, empowering them to form relationships and achieve career goals.

 SD

### Creating a Plan for the Future

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

Founders III-IV 

Mary Jane Williams, BBA, CPA, MOM, Executive Director, Family to Family Network

Family members of individuals with disability labels are overwhelmed with day-to-day activities to think about the future. Yet, when they have a written plan of what they want or don't want for themselves or their loved ones, it becomes a guide for early childhood intervention IFSP meetings, school

IEP meetings, transition planning or adult service planning. Come learn about a simple tool to use to help guide families and students.

 FI

### Student Driven Cross-Agency Assessment Coordination and Implementation: An Overview of the NTACTION Collaborative Assessment Guide for Transition Planning

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

Founders II 

Everett Deibler, Director of Strategy and Engagement, J. Badger Consulting Inc.

During this session one of the co-creators of the Collaborative Assessment Guide for Transition Planning (CAG) will share his personal story and highlight this guide designed for students, families, educators, VR counselors, and agency staff in developing a coordinated approach to transition planning. It includes supplemental sections for students and families, key definitions, and a guide to assessment requirements under IDEA (2004) and the Rehab Act as amended by WIOA. The guide also features a collection of sample assessment tools to streamline service delivery and planning. Join this session to learn how the CAG can enhance collaborative transition planning efforts.

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### CTE Pathways to Building Resilience

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

Founders III-IV 

Lakshmi Mahadevan, Ph.D., Associate Professor/Extension Mental Health & Well-Being Specialist, Texas A&M Agrilife Extension Service

Attendees will explore the concept of resilience and its vital role in student development, particularly through Career and Technical Education (CTE) pathways. The session will highlight Universal Design for Learning (UDL) techniques employed within CTE, illustrating how these approaches cultivate academic resilience and essential employability skills. Participants will learn how CTE fosters perseverance, self-efficacy, self-determination, and a growth mindset among students in transition. By focusing on these key elements, the session aims to equip attendees with strategies to better support students as they navigate challenges and prepare for their future careers.

 SD

# SESSION DESCRIPTIONS

THURSDAY, FEBRUARY 20, 2025

## Welcome

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

Legends Ballroom

## SESSION I

### Breaking Down Barriers: Strategies for Inclusive CTE Classrooms

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

Champions V

Denise Geiger, MS in Deaf Education, Senior Transition Coordinator for Leander ISD, Leander ISD

Kristen Clifford, BS, Special Education Team Lead, Leander ISD

Jamie Everett, BS Human Ecology & Leadership Studies, Assistant Director Career Development, Leander ISD

Lisa Robertson, Senior Coordinator Low Incidence Disabilities, Leander ISD

The goal of this session is to discuss the importance of collaboration between special programs and Career and Technical Education teachers. We have been able to work towards leveraging special programs staff in order to empower every student accessing these courses through resources, guided communication, and a year-long initiative. Come talk with us about how we are implementing this amazing partnership for the betterment of student access & success in these lifelong learning courses!

IC

### Building a Sustainable Future: Individualized Early Transition Planning for Students Through Cross-Curricular Learning

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

Champions I-II ✪

Kayla Canis, MS, Special Education Graduate Student, University of North Texas

Kaylee Smith, MS, Special Education Graduate Student, University of North Texas

All are welcome to an engaging presentation focused on empowering practitioners to develop effective IEP goals that promote the development of sustainable adaptive skills before formal transition planning. We'll explore how to integrate cross-curricular activities to create individualized, interest-driven transition plans

for students. Attendees will collaborate in practical exercises, crafting IEP goals that prioritize student wants and interests while fostering essential adaptive skills. Through real-life examples and interactive discussions, participants will leave equipped with innovative strategies to enhance student outcomes and support a seamless transition to adulthood. Let's work together to build meaningful pathways for students!

SFP

### Career Exploration and Workreadiness Electives in Middle School for Improved Outcomes

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

Champions III

Leslie Polvado, M. Ed., Representative and Trainer, PAES Author/PAES Productions

Brandi Timmons, MEd, BCBA, LBA, Education Director, Spectrum Linx

In an effort to ensure that no student graduates to the couch or has a low quality of life post graduation, transition planning should begin early and developed on meaningful data that drives positive student outcomes.

Historically, students do not access career exploration or CBE until high school; however, transition is required at middle school, making it difficult to make informed decisions and develop plans for future success.

This presentation makes the argument that accessible hands-on, data driven CTE elective in middle school will improve the process and student outcomes.

SD

### Texas HHS Vocational Apprenticeship Program

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

Champions VI-VII ✪

Glenn Heath, M.Ed, Consultant, Beyond Barriers

The Vocational Apprenticeship Program is a 12-month program. Each apprentice will complete up to two apprenticeships to learn transferable job skills needed to enter the competitive job market.

For a person who wants to become employed in an integrated who wants to become employed in an



integrated work environment, the program provides the opportunity to learn job skills that are transferable and marketable. Apprentices gain competitive skills in a real work environment, which facilitates teaching and learning through feedback. The Vocational Apprenticeship Program provides the apprentice an opportunity to earn while they learn essential job skills. Apprentices also learn life skills in a classroom that increase their employability. Program staff, job coaches, supervisors, and coworkers provide individualized feedback to apprentices to enhance skill development, strengths, and interests. This support prepares apprentices for success and independence in the community workplace. By enhancing workplace skills, this program benefits the participant, workplace, and community.



## How to Transition Accommodations from IDEA to ADA

**10:30 a.m. - 11:30 a.m.** **Founders III**

Marcy Hancock, MSE, Program Coordinator, Texas A&M Center on Disability & Development  
 Joette Hardin, MEd, Program Coordinator, Texas A&M Center on Disability & Development

We'll explore how to bridge the gap between school and work for students with disabilities. Participants will discover the Job Accommodations Network's wealth of resources, and learn how to identify and suggest workplace accommodations. Through practical examples and case studies, we'll demonstrate how to translate IDEA accommodations into ADA-compliant workplace accommodations, ensuring a consistent support system for students. The session aims to empower professionals to guide students, collaborate

with families, and engage employers in creating inclusive environments, all while utilizing the extensive resources provided by JAN.



## Preparing Secondary Students With Disabilities for College

**10:30 a.m. - 11:30 a.m.** **Founders I**

Angela Barbour, MEd, CAS, Director of SPARK 360  
 Peighton Pratt, MEd, CAS, Doctoral Scholar, Zarrow Institute on Transition & Self-Determination, University of Oklahoma

Research has shown that the implementation of individual transition plans is inconsistent across secondary institutions (Austermann et al., 2023; Greene, 2018; Hughes et al., 2023; LaPoint et al., 2024). As such, many students with disabilities are unprepared for the changes in supports and services brought about by their transition to higher education. Presenters will share specific scenarios depicting the potential consequences of ineffective transition planning and discuss steps that secondary schools can take to effectively prepare students with disabilities for college.



## Reevaluating Equality in Life

**10:30 a.m. - 11:30 a.m.** **Founders II**

Michael Hingson, President, The Michael Hingson Group, inc.

Why is it that people with disabilities are often treated and judged differently and with lower expectations than so-called "normal students"? Why do we regard difference often as less than equal? In this talk Michael Hingson, blind since birth, will discuss these issues and

*Session I descriptions continued on next page >>*



**A Purposeful Life**

*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:**  
[cdd.tamu.edu/service-outreach/purposeful-life-family-training-series](http://cdd.tamu.edu/service-outreach/purposeful-life-family-training-series)

show your audience that in reality, disability does not mean a lack of ability. He will discuss the overarching fears surrounding disabilities and difference and show how these fears are unfounded and should be replaced by understanding and a more positive approach to teaching those who are different than we. Mr. Hingson will use examples from his own life and knowledge of other different people to illustrate that all people can and should be held to the same standards and expectations. He will even give people a more substantive definition of the word "equality".

PS

## SESSION II

### **Beyond the Classroom: Designing and Implementing Individualized 18+ Programs & Services.**

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

**Founders I**

Christina Gushanas, PhD, Assistant Professor of Special Education & Executive Director of Garrett Center on Transition & Disability Studies, Sam Houston State University

Brynn Biggs, MEd, Consultant, Beyond Barriers

Come join this presentation to explore programs and services related to students ages 18 and older who receive special education services. Attendees will learn how to design individualized, person-centered, 18+ services that meet legal requirements, align with evidence-based practices, and prepare students to meet their individual postsecondary goals. Examples will highlight the successful implementation of individualized services, demonstrating how tailored support can empower young adults to transition to their adult lives. Participants will leave with practical strategies to navigate compliance and create effective, individualized plans for 18+ programs and services across diverse settings.

PS

### **Empowering Youth Voices: Strategies and Resources for Disability Advocacy and Leadership**

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

**Champions III**

Everett Deibler, Director of Strategy and Engagement, J. Badger Consulting Inc.

This session will spotlight the resources and strategies employed by the RAISE Center and the National Technical Assistance Network on Transition the Collaborative (NTACT:C) through the Youth Engagement Transition Initiative (YETI) and the Youth Engagement Now (YEN) website. The presenter's focus will be on fostering open-minded listening, nurturing youth leadership, and promoting an understanding of disability as a shared human experience. Join this interactive and insightful session designed to empower both youth and adults in fostering a more inclusive and supportive environment for individuals with disabilities.

SD

### **NTACT:C Tools to Extend the Learning and Improve Transition Practice: Making a Difference for Student Outcomes!**

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

**Champions V**

Stephanie Oyler, TA Provider, NTACT:C

This session will share how practitioners can use the National Technical Assistance Center on Transition: the Collaborative (NTACT:C) resources to not only know WHAT to do but HOW to do. NTACT:C ensures practitioner friendly and culturally responsive practices in transition by connecting with a wide array of team members who are transition stakeholders (i.e., practitioners, family members, youth) and who are knowledgeable about equity, diversity and inclusion during transition. NTACT:C is a collaborative center encompassing both education and rehabilitation services and we will share our most current information about new and exciting content areas including: effective transition services, effective pre-employment transition services, career and technical education, dropout prevention, equity and cultural diversity, and unique groups of youth with disabilities.

SFP

## Stop Talking About Me and Listen to Me

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

Founders III

Aimee Day, BS, Director of PCP and Family Outreach, Texas A&M Center on Disability & Development

Ty Day, Self-Advocate

Since 2017, Ty and Aimee Day have used person-centered planning and trauma-informed support help him become a young adult who is not afraid to speak up for himself. Ty will share his story of feeling powerless and misunderstood, even by his own mother! Mom learned how to truly listen and discover what he was trying to tell her. Together, they taught others the importance of having the POWER to make informed choices and have positive control to help him reach his goals.

SFP

## Relationship Skill Development

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

Champions I-II ✪

Karyn Harvey, Ph.D. in Applied Developmental Psychology

This session will explore the key factors of relationships and social connections for people with intellectual and developmental disabilities. The effects of loneliness and relationship development will be discussed.

SD

## Your Guide to Job Development & Creating Successful Employment Partnerships for Students

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

Founders II ✪

Corey Fineran, Co-founder & CEO, NextUp Transition Curriculum  
Lindsay Zerull, Co-founder & Content Director, NextUp Transition Curriculum

In this presentation, Your Guide to Job Development & Creating Successful Employment Partnerships for Students, we will examine how job development supports students in their transition to the workforce. The session will provide practical strategies for educators and transition coordinators to establish meaningful employment partnerships that benefit both students and employers. Attendees will leave with actionable tools to enhance job development efforts and build lasting partnerships that empower students for long-term success.

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*Session II descriptions continued on next page >>*

## 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)



## Camp LIFE

Camp LIFE creates an inclusive, barrier-free setting in which children with disabilities (ages 6 and up) and their siblings (ages 6-18) 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)

## Job Skills Training Best Practices (this is a duplicate session)

**2:00 p.m. - 3:30 p.m.** **Champions VI-VII** ✎

Sonia Martinez, Sr Program Project Coordinator, Texas Beacons of Excellence - UNT WISE

Risa Mack, Sr Program Project Coordinator, Texas Beacons of Excellence - UNT WISE

This session will consist of best practices related to job skills training. The training is geared to give educators and paraprofessionals baseline information needed in order to provide job skills training to students with disabilities. The training will cover how to conduct assessing and planning with students along with how to complete a job analysis. Specifics related to skills trainings will be discussed as well as best practices related to writing case notes and managing a caseload. This training will be beneficial to any educators or paraprofessionals who work with students to help them gain competitive integrated employment.

SD

## SESSION III

## Are There Annual IEP Goals Related to the Student's Transition Service Needs? YES—Now Prove It!

**4:00 p.m. - 5:00 p.m.** **Champions VI-VII** ✎

Sam Gonzalez, M. Ed, Education Consultant, Educational Service Center-Region 20

Is it necessary to write a separate IEP goal for Transition? This age-old question has often been asked. This presentation aims to assist special education case managers, teachers, and ARD facilitators in understanding how to link PLAAFP data to IEP goals that support postsecondary objectives. Learn how to utilize this data to ensure long-term success for students as they navigate the transition process.

SFP

## Family First: Boosting Family Engagement in a Large LEA

**4:00 p.m. - 5:00 p.m.** **Champions V**

Courtney Gregori, M.Ed., Transition Specialist, Austin Independent School District (AISD)

Judith LeBlanc, M.Ed., Transition Specialist, Austin Independent School District (AISD)

Kimberly Pollard, PhD, Director of 504, Dyslexia, & Transition, Austin Independent School District (AISD)

This presentation explores effective strategies for fostering and increasing family engagement in transition planning within a large urban school district. Participants will gain insights into empowering families by providing them essential information about transition processes and facilitating connections to vital community resources. By strengthening partnerships between families, educators, and community agencies, we can create a supportive environment that empowers families and students to have an active role in the transition planning process, promoting a sense of shared responsibility, informed decision making, and student success. We will provide examples from Austin ISD including a novel grant project to increase family involvement.

FI

## How to Engage Younger Teens and Their Families in Transition Planning

**4:00 p.m. - 5:00 p.m.** **Founders II** ✎

Marcy Hancock, MSE, Program Coordinator, Texas A&M Center on Disability & Development

Joette Hardin, MEd, Program Coordinator, Texas A&M Center on Disability & Development

This session reveals the power of early preparation for students with disabilities as they approach adulthood. We'll explore strategies to support students with disabilities as they transition to adulthood, focusing on: Early intervention techniques to engage students and families.

A wealth of TEA and TWC resources tailored for transition planning.

Personalized approaches to ensure a smooth, supportive experience.

By implementing these strategies, professionals can significantly impact students' long-term success,

fostering a bright future. This session is designed to inspire and provide practical tools for immediate application.

PS

## It Takes a Village

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

Champions I-II ✪

Erin Jackson, Special Education Department Chair/Vocational Teacher, Duncanville ISD

Our students are with us for most of the day while they are awake. The families have to rear the students. The community offers ways to foster the two upbringings together for success. Families will see their students in more independent acts and how there should be a shared goal between all 3 components in the village. There should be a seamless transition from school to the post secondary world.

SD

## The Three C's of Transition Services and Programming at Texas School for the Blind and Visually Impaired: Communication, Collaboration, and Coordination

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

Founders I

Belinda Fayard, VI Transition Consultant, Texas School for the Blind and Visually Impaired

Maribeth Kobza Betton, MLIS, CTVI, Transition Coordinator, Texas School for the Blind and Visually Impaired

This presentation will provide an in-depth look at the transition services and programming available through Texas School for the Blind and Visually Impaired (TSBVI) for students across the state. Our focus will be on the EXIT program, the Post-Secondary Program, and Outreach which are designed to equip students who are blind, have low vision or are deafblind, with the skills and knowledge necessary for meeting their personalized employment, education and living goals. We will elaborate on the role that ongoing communication, collaboration, and coordination play in a sustainable transition plan.

IC

## Syncing Up Success: Harmonizing Transition for Ages 3 to 22

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

Champions III

Ashley Anderson, Parent Liaison, Leander ISD

Justin Pine, MA, 18+ Transition Coordinator, Leander ISD

Monica Kaloustian, Child Find Coordinator, Leander ISD

Denise Geiger, MS, Senior Transition Coordinator and Coordinator of Deaf and HOH, Leander ISD

During this session you will learn how to harmonize your district's transition systems to create a robust continuum of services by providing students across all developmental stages with opportunities for choice-making, self-regulation, and problem-solving, fostering independence, self-awareness, and ownership of their IEP goals to prepare for successful transition into adulthood.

PS

*Session III descriptions continued on next page >>*

## 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)**

## Enhancing Transition to Employment Through Role-Playing for Special Needs and Mainstream Students

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

**Founders III**

Leah Wood, M.Ed., Project Manager Transition, Region 19 Education Service Center

Sheryl Wilcox, M.S. CCC-SLP, Project Manager ECSE and SLPs, Region 19 Education Service Center

This training module focuses on using consistent role-playing techniques to prepare students, both with special needs and without, for transitioning from school to employment, volunteer work, and building natural networks. It integrates principles of self-determination to help students gain independence, confidence, and essential workplace skills. The session emphasizes hands-on learning through interactive role-playing scenarios that mimic real-world challenges, fostering both social and employment-related skills.

SD

## SESSION IV

### Increasing Employment and Independent Living Through Postsecondary Opportunities for Students With Intellectual Disabilities: Year Four Update of a University-Based Post-Secondary Education Program at a Hispanic Serving Institution

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

**Champions I-II** ✕

Eric Lopez, Ph.D., Professor, Texas A&M University-San Antonio  
Mariya Davis, Ph.D., Associate Professor, Texas A&M-San Antonio

Gavin Watts, Ph.D., Assistant Professor, Texas A&M-San Antonio

The presentation will focus on a comprehensive postsecondary education (PSE) program being operationalized at a Hispanic Serving Institution (HSI). The program focuses on working with culturally and linguistically diverse first-generation college students with intellectual disabilities and their families. The discussion will include the development of the program model and lessons learned from the four years of program implementation and program evaluation. Each program participant's university experience is individually designed reflecting their interests, preferences, and future goals for further developing

employment skills & outcomes and independent living. Discussion of recent research aimed at the improvement of the program will be discussed.

PS

### Preparing Students for Competitive Employment

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

**Champions VI-VII** ✕

Leticia LaSota, MS, PATHS Director, Texas A&M University  
Oliver Kaneb, PATHS Student, Texas A&M University

The PATHS program focuses on three essential areas of development and growth within our students: Employability through Education, Self-Determination/Self-Advocacy, and Independent Living Skills. Students participating in the program complete six semesters of training over the course of two years, which includes a field-based practicum whereupon students will complete 480 hours of hands-on, real-world experience based upon their career goals. These internship opportunities empower the students to earn a Direct Support Professional (DSP) or Child Care Professional (CCP) certification and often provide job placement options for students. Because the PATHS Program promotes the philosophies of self-determination and inclusion, students live independently within the community and are able to interact between those with and without disabilities on a daily basis. Students who successfully complete the PATHS Program walk away with skills that make them more marketable in the real world so that they are able to gain competitive employment within the fields in which they are passionate.

SD

### Supporting Students in Foster Care as They Transition to Post High School Settings

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

**Founders I**

Amy Reeves, M.Ed., Special Education, Transition Consultant, Region 10 ESC

During this session, we will look at the statistics surrounding students in foster care and explore agencies and resources available to support these students during high school and throughout their postsecondary education.

SFP

## The Importance of Starting Transition to Adult Life EARLY

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

**Champions III**

Robin Fields, MA, BA, Principal, Northside ISD/Nellie Reddix  
 Joshua Brem, Teacher, Northside ISD/Nellie Reddix  
 Rebecca Brem, Reddix Transition Coordinator, Northside ISD/Nellie Reddix  
 Lizeth Herrera, Dept. Head, Northside ISD/Nellie Reddix

DON'T RUN OUT OF TIME! Transition to adult life is a process that takes time, collaboration, trust and dignity of risk between all stakeholders. Join the staff from Nellie Reddix, Northside ISD as they share strategies to empower your transition team for positive adult outcomes, because things don't always go as planned.



## Unlocking Potential: How College and Counselor Collaboration Elevates Student Success Through Pre-College Programs

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

**Champions V**

Michelle Schmeltz, MSE, Director of Transition, The Gateway Academy  
 Brody Glidden, M.S., Associate Dean of Admissions & Summer Programs, Beacon College

This presentation will describe the wide variety of



## 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)**



pre-college transition programs and the benefits of communication between colleges and high school counselors. It will showcase how this collaboration helps assess students' generalization of key skills as they transition to higher education. The session will also highlight how these programs equip students with critical academic, executive functioning, self-advocacy, and emotional regulation skills, setting them up for success in college.



## CTE & Transitions: Crafting Careers for Every Student!

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

**Founders II**

Brynn Biggs, MEd, Consultant, Beyond Barriers  
 Discover how the fusion of Career and Technical Education (CTE) and transition services can empower students of all abilities to achieve meaningful career outcomes. This session will highlight strategies for aligning CTE programs with transition planning, ensuring that every student has access to personalized, hands-on learning experiences that prepare them for competitive employment and independence. Participants will leave with practical ideas for collaborating across special education and CTE, maximizing opportunities for students to build skills and transition smoothly into the workforce or further education. Learn how to craft pathways that lead to successful, fulfilling careers for all students.



*Session IV descriptions continued on next page >>*

## FOR TTC SPONSORSHIP OPPORTUNITIES

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

## Connecting People to the Power of Independence: An Introduction to Centers for Independent Living

**10:30 a.m. - 11:30 a.m.** **Founders III**

Jackie Pacha, Ph.D, Executive Director, Brazos Valley Center for Independent Living

Michelle Crain, M.A. Executive Director, LIFE, Inc.

Melissa Ingridola, Executive Director, HOCTIL

Perry Hunter, President/CEO, Mounting Horizons, INC.

Leah Beltran, Executive Director, Disability In Action

This presentation will be an overview of Centers for Independent Living (CIL) along with an opportunity for Q&A with a diverse panel of CIL representatives.

SFP

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## SESSION V

## Are There Annual IEP Goals Related to the Student's Transition Service Needs? YES—Now Prove It! (this is a duplicate session)

**12:00 p.m. - 1:00 p.m.** **Founders III**

Sam Gonzalez, M.Ed, Education Consultant, Education Service Center-Region 20

Is it necessary to write a separate IEP goal for Transition? This age-old question has often been asked. This presentation aims to assist special education case managers, teachers, and ARD facilitators in understanding how to link PLAAFP data to IEP goals that support postsecondary objectives. Learn how to utilize this data to ensure long-term success for students as they navigate the transition process.

SFP

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## Building My Future: Outcomes of a Reverse Job Fair

**12:00 p.m. - 1:00 p.m.** **Champions III**

Jade Gittens, BSW, Supported Employment Team Lead, LifePath Systems

Peggy Schmidt, Program Administrator, LifePath Systems

Building My Future is a collaborative, grant-funded project focusing on competitive integrated employment, independent living and post-secondary education for students in transition. This presentation will showcase how a reverse job fair was used to highlight the diverse skills and experiences of job seekers, resulting in

SD

successful outcomes. Learn how students used an online platform to develop an employment portfolio for presentations and interviews.

## Do You Have a Roadmap? Identifying Transition Resources in Your Community.

**12:00 p.m. - 1:00 p.m.** **Champions I-II** ✎

Chris Nelson, M.Ed., Transition Specialist, ESC Region 13

As part of transition planning, it is important that we consider resources that our students may need both now and in the future that can support the student's transition to life outside the public school system. This interactive session will take attendees through different agencies/organizations/individuals that could provide supports and information in regards to the special education transition process. Attendees will leave with a roadmap which they can use to identify resources available within their school district, in their local community, and at the statewide level that can offer services and supports for persons with disabilities.

FI

## Enhancing Transition to Employment Through Role-Playing for Special Needs and Mainstream Students (this is a duplicate session)

**12:00 p.m. - 1:00 p.m.** **Champion V**

Leah Wood, M.Ed., Project Manager Transition, Region 19 Education Service Center

Sheryl Wilcox, M.S. CCC-SLP, Project Manager ECSE and SLPs, Region 19 Education Service Center

This training module focuses on using consistent role-playing techniques to prepare students, both with special needs and without, for transitioning from school to employment, volunteer work, and building natural networks. It integrates principles of self-determination to help students gain independence, confidence, and essential workplace skills. The session emphasizes hands-on learning through interactive role-playing scenarios that mimic real-world challenges, fostering both social and employment-related skills.

SD



## Enlisting Families to Advocate for Change in Texas

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

**Founders I**

Julia Chalker, M.S.Ed., Transition Coordinator, Prosper I.S.D.

Our work as transition professionals in helping students and families plan for the future is difficult when the reality is they usually won't receive community-based services for many years or they may not be able to hire someone to provide these services because of the extremely low pay. With the large influx of families moving to Texas, many parents are unaware that their loved one may wait years for services they may have previously received elsewhere.

While we know that parents are often overwhelmed, lack resources, and are focused on getting through each day, they must understand the collective power they have in changing or improving conditions for people with disabilities in Texas.

Learn about ways to educate parents and families about the legislative process, how they can communicate with elected officials, and how they can engage in grassroots advocacy to work toward creating legislative change.

In addition, learn about the role of The Arc of Texas in systems advocacy, what disability-related policy changes could affect their loved one's quality of life, and specific ways they can advocate from both home and in Austin.

FI

## Ensuring Compliance and Quality for SPP Indicator-13

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

**Founders II** ✪

Linda Mack, Ed.D., Sped Coordinator, CyFair ISD/Special Education

Through hands-on activities based on case studies, participants will learn how to plan quality individualized transition services required by TEA under IDEA to ensure quality IEP development and compliance with State Performance Plan Indicator 13. Each participant will leave with a thorough understanding of how to develop measurable postsecondary goals based on age-appropriate transition assessments, connect these postsecondary goals with annual goals and objectives that will support them, identify transition services, and write the courses of study.

SFP

## Program Development Through Interagency Collaboration

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

**Champions VI-VII** ✪

Jackie Pacha, Ph.D, Executive Director, Brazos Valley Center for Independent Living

Cheryl Grenwelle, Ph.D, Associate Professor, Texas A&M AgriLife Extension

This session will provide attendees insight into the development of unique programs utilizing interagency collaboration with universities, state level agencies, and non-profits organizations.

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TEXAS A&M UNIVERSITY

**PATHS Certificate Program**

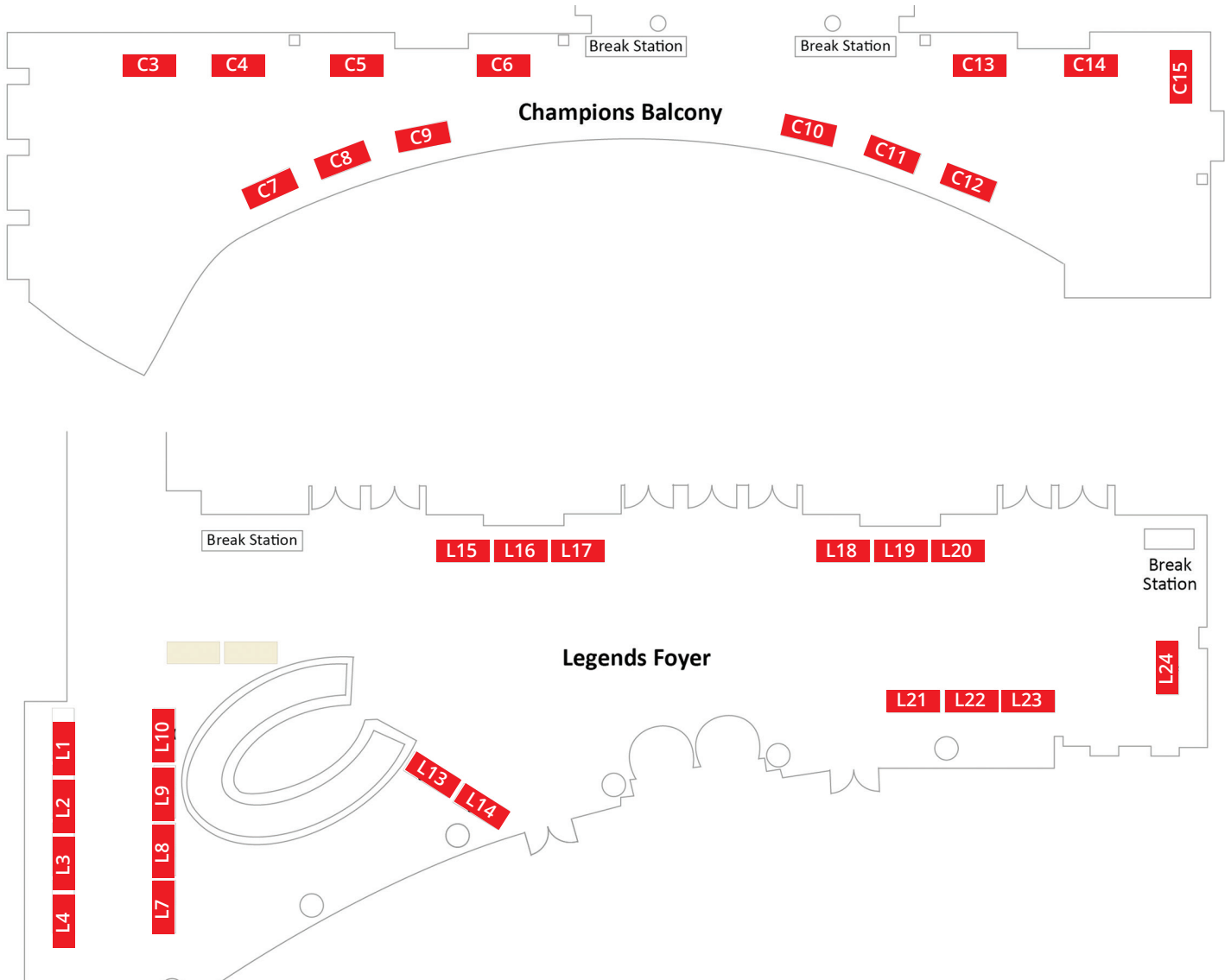
## Applications for the next Program will end on February 28, 2025

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.



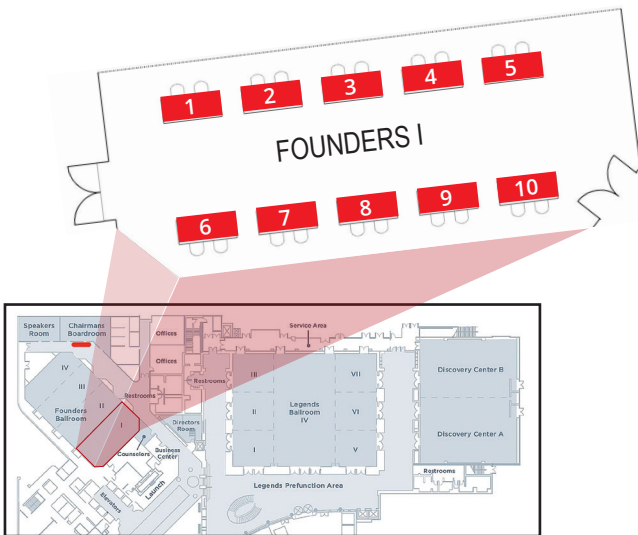
[paths.tamu.edu](http://paths.tamu.edu)

# CONFERENCE VENDOR MAP



## STUDENT VENDORS

Wednesday February 19



Alamo Heights ISD

Friendswood ISD

Arlington ISD

Pharr San Juan Alamo ISD

Belton ISD

Barbers Hill ISD

Burleson ISD

Marathon Sponsor - NextUp  
Transition Curriculum

Cleburne ISD

# VENDORS / EXHIBITOR LISTING

## **29 Acres, Inc.** L19

29 Acres was founded in 2015 with a mission to create a supportive, enriching living community for adults with autism and other neurodiverse conditions. Located in Cross Roads, Texas, the organization was established by a group of dedicated parents and professionals who recognized the need for quality housing and support services tailored to young adults transitioning into independent living. Over the years, 29 Acres has expanded its services to include life skills training, social engagement programs, and vocational support, helping residents thrive and achieve greater independence. Through programs like the Transition Academy, Launch 29, and Enrich 29, 29 Acres continues to empower individuals to lead fulfilling lives while fostering a strong sense of community and belonging.

29acres.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.

attainmentcompany.com

## **Beacon College** C7

As the first college in the nation accredited to award bachelor's degrees exclusively to students with learning disabilities and ADHD, Beacon College remains committed to student success, offering academic and personal support services that help students achieve their goals. We are truly a community — welcoming, accepting, and supporting each member of it. Beacon College's Center for College Readiness draws on our successful 35-year history of working exclusively with students who learn differently and shares this expertise with students and families through hands-on learning and one-to-one coaching. Each year, our college readiness counselors help hundreds of students discover their "right fit" at colleges nationwide based on their interests, personal goals, and learning needs. Nearly 2,000 students have participated in one or more of our family-centric college readiness programs to prepare for their college of choice. They are enrolled at dozens of 2- and 4-year private and public colleges and universities nationwide and enjoy a statistically high success rate at the institution of their choice. Explore our programs designed to support students on their journey to college success — beginning in their junior year of high school through enrollment at any college.

beaconcollege.edu

## **Bloom Consulting** L13

Bloom Consulting provides tailored services in Texas to support individuals with disabilities in achieving employment and independence. The organization offers career counseling, job readiness training, and employment placement services. Bloom Consulting also partners with schools and communities to deliver Pre-Employment Transition Services (Pre-ETS) for youth, helping them prepare for the workforce through skills development and career exploration. With a commitment to disability awareness and inclusion, Bloom Consulting empowers clients to reach their full potential in the workplace and beyond.

bloomconsultingco.com

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

We support individuals with disabilities and their families to be change agents who are valued, contributing community members, as self-defined, through education,

research, and knowledge dissemination.

Four core functions of the CDD:

- Community Services: provides training, and technical assistance to individuals with disabilities, their families, and those who support them.
- Research and Evaluation: to improve school services and outcomes, and increase the quality of community life.
- Interdisciplinary Pre-service: offers disability-related training through Texas A&M University.
- Information Dissemination: develops tools for people with disabilities and their support systems.

cdd.tamu.edu

## **Daymark Living** C3

Daymark Living is a planned residential neighborhood for adults with IDD who are seeking independence, integration, education and employment.

daymarkliving.com

## **Down Home Ranch** C13

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 through each day through unique housing, day program, respite and camp options.

downhomeranch.org

## **E4Texas** L14

E4Texas is a post-secondary opportunity for people with or without a disability, who are over the age of 18, who have a high school diploma, and are employment-focused.

The E4Texas 3-semester experience combines classroom instruction with practical career building experiences, independent living skills, and self-determination. During the course, students will learn the main aspects of independent living, will receive their caretaker certification, and will be supported as they find jobs in their final semester.

disabilitystudies.utexas.edu/e4texas

## **Education Associates** L18

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 videos 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.

educationassociates.com

## **Garrett Center on Transition & Disability Studies** L17

The Garrett Center at Sam Houston State University fosters lifelong learning by conducting research projects, offering training, and providing resources to enhance the lives of children, youth, and adults with disabilities.

shsu.edu/centers/garrettcenter/

## **Gateway Academy** L4

Gateway Academy is a unique school in Houston, Texas that serves 6th-12th grade and young adult learners in our post-high school young adult program with academic and social challenges. We opened our doors in 2006, committed to teaching traditional academics, while also meeting the social and emotional needs of our students

with learning and social differences. Since then, our work has been to create a safe space that provides students with the opportunities for future employment, developing self-awareness, and practicing self-advocacy. [thegatewayacademy.org](http://thegatewayacademy.org)

## **Green Oaks Education and Support, Inc.** C11

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.

greenoaksinc.org

## **HOPS Program** 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.

cdd.tamu.edu/education/hops-program

## **Imagine Enterprises** L3

Imagine Enterprises, Inc. is a non-profit corporation established in the State of Texas in 1995. We've offered services to Texans with disabilities for over 25 years. We have worked in successful partnership with state and local government services throughout Texas on a variety of programs. We're known for our innovative service delivery and the ability to get the job done with timely quality.

Imagine Enterprises believes all people with disabilities can work, achieve self-determination, and obtain control over their resources with Social Security benefits planning, financial management services and employment consultation.

imagine-enterprises.org

## **Meristem** Virtual

Meristem is a multi-year program dedicated to preparing neurodiverse young adults for a life of greater fulfillment. We are located on a 13-acre campus near Sacramento, California that includes dormitories on-site for students coming from all over the United States. Meristem students are self-motivated individuals that often aspire for a career, higher education, and/or living independently.

meristem.pro

## **Morgan's Multi-Assistance Center** L9

Morgan's Multi-Assistance Center (MAC) is a center that improves the lives of individuals with disabilities and special needs through comprehensive and coordinated services.™

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

*Continued on page 20*

# VENDORS / EXHIBITOR LISTING

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!

[transitioncurriculum.com](http://transitioncurriculum.com)

## **nonPareil Institute** L2

A post-secondary training option for adults with autism. We teach technology, work readiness and social skills.

[npusa.org](http://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, interpersonal, and daily living) and social emotional development, so critical for college, career, and community success, since 2012.

[orilearning.com](http://orilearning.com)

## **Partners Resource Network PATH Project** L23

Partners Resource Network is a non-profit agency that operates the Texas statewide network of Parent Training and Information (PTI) Centers serving parents of children and youth with disabilities ages of 0-26 as well as youth self-advocates ages 14-26. PATH Project is one of the 4 PTI's in Texas, serving ESC regions 2, 3, 4, 5 and 6. Our is to empower and support Texas families and individuals impacted by disabilities or special health care needs. Empowerment through Education!

[prntexas.org](http://prntexas.org)

## **Project Beacon** C14

Project Beacon is building a community of belonging where adults with autism and other neurodiversities can play, learn, work, and live. Through our tailored programs, we will meet you where you are and help you grow to your highest level of appropriate independence.

[projectbeacontx.org](http://projectbeacontx.org)

## **Sam Houston State University** C12

ELEVATE your career with a Doctor of Education in Curriculum and Instruction (Special Education Transition) degree from Sam Houston State University. SHSU is pleased to offer a competitive funding package for 4 ELEVATE Transition: Equipping Learning, Empowering Vision, Achieving Transitions, & Engaging Families doctoral students.

Additionally, SHSU has a variety of graduate programming that can enhance your professional work.  
[shsu.edu/academics/education/graduate-programs](http://shsu.edu/academics/education/graduate-programs)

## **Sooner Works** L8

Sooner Works at the University of Oklahoma is an inclusive, four-year certificate program designed for students with intellectual and developmental disabilities.

[link.ou.edu/soonerworks](http://link.ou.edu/soonerworks)

## **Southwest ADA Center** C9

The Southwest ADA Center is one of ten federally funded centers across the U.S. as part of the ADA National Network funded by the National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR grant number 90DP0092). We provide information, guidance, and training on implementation of all aspects of the ADA. Based in Houston, Texas, our center covers the five state southwest region of Arkansas, Louisiana, New Mexico, Oklahoma and Texas. Our staff consists of individuals with and without disabilities who have extensive experience in the disability field.

The Southwest ADA Center is not an advocacy or enforcement organization. We provide information and technical assistance on the Americans with Disabilities Act (ADA) to all persons and organizations with rights and/or responsibilities under the law. We do not provide legal advice.

[southwestada.org](http://southwestada.org)

## **Southwind Fields** L21

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.)

[southwindfields.com](http://southwindfields.com)

## **Spectrum Linx** C4

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. But that's not all 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. No one should have to navigate the journey alone. Spectrum Linx is working to ensure no one has to. Our team at Spectrum Linx 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!

[spectrumlinx.com](http://spectrumlinx.com)

## **Texas Comptroller of Public Accounts-Texas ABLE** C15

The Texas Achieving a Better Life Experience (Texas ABLE) Program is based on federal and state legislation, provides Texans with disabilities and their families the opportunity to save money for disability-related expenses in a tax-advantaged account without losing their eligibility for certain public benefits such as Supplemental Security Income (SSI) and Medicaid. Texas residents who experience the onset of a disability before the age of 26 and meet program eligibility requirements may open a Texas ABLE account.

Learn more and enroll online at [TexasABLE.org](http://TexasABLE.org).  
844-4TX-ABLE (844-489-2253)

[texasable.org](http://texasable.org)

## **Texas Technology Access Program, University of Texas** L22

Our mission is to increase access for people with disabilities and those who are aging to Assistive Technology (AT) tools and services. AT may provide these Texans with more control over their immediate environments; an enhanced ability to function independently; potential access to education, vocation and employment; and more opportunities for recreation/leisure activities and community engagement. We support and develop programs to improve access, advocacy, and awareness of AT to meet the needs of Texans with disabilities and those who are aging.

[ttap.disabilitystudies.utexas.edu](http://ttap.disabilitystudies.utexas.edu)

## **U.S. Bureau of Labor Statistics** C10

The Bureau of Labor Statistics (BLS) is an agency of the United States Department of Labor. It is the principal fact-finding agency in the broad field of labor economics and statistics and serves as part of the U.S. Federal Statistical System. BLS collects, calculates, analyzes, and publishes data essential to the public, employers, researchers, and government organizations.

[bls.gov](http://bls.gov)

## **UNT WISE** L24

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 CESP, CRC, ESP and LPC 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](http://wise.unt.edu) or email [UNTWISE@unt.edu](mailto:UNTWISE@unt.edu) to find out about our customized trainings and opportunities today!

[wise.unt.edu](http://wise.unt.edu)

## **Wellpoint** C6

Wellpoint, an Elevance Health Company, helps improve health care access and quality for nearly 610,000 Texans who participate in the state's Medicaid programs. Wellpoint serves Texans by developing and delivering innovative care management programs and services. Wellpoint members are assured care that is not only accessible, but also accountable, comprehensive, integrated and patient-centered. Wellpoint also provides ongoing community relations and outreach to encourage members to become active participants in their health care.

[wellpoint.com/tx/medicaid](http://wellpoint.com/tx/medicaid)

## **Zarrow Institute** L7

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..

[zarrowinstitute.ou.edu](http://zarrowinstitute.ou.edu)

# Texas Board of Education Certification Verification Form

Provider ID# 500346

## TEXAS TRANSITION CONFERENCE - FEBRUARY 19-21, 2025

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: 2025.02.07 13:42:10-06'00'

Cheryl Grenwelge, Ph.D., Center on Disability and Development at Texas A&M University

### Pre-Conference (1 Hour CPE)

- Job Skills Training Best Practices (2 Hours CPE)
- Creating a Plan for the Future
- Teaching Social Understanding for Workplace Success
- CTE Pathways to Building Resilience
- Student Driven Cross-Agency Assessment Coordination and Implementation: An Overview of the NTACTION Collaborative Assessment Guide for Transition Planning

### Keynote (1.5 Hours CPE)

- Positive Identity Development and Successful Transitions with Youth with IDD (1 Hour CPE)
- Moving From Diversity to Inclusion: Accessibility and Inclusion for All
- Work-based Learning Project: Enhancing Employability for Students with Disabilities
- Using the 3 E's For Purposeful Career Guidance

### Breakout Session I (1 Hour CPE)

- Breaking Down Barriers: Strategies for Inclusive CTE Classrooms
- Building a Sustainable Future: Individualized Early Transition Planning for Students Through Cross-Curricular Learning
- Career Exploration and Workreadiness Electives in Middle School for Improved Outcomes
- Texas HHS Vocational Apprenticeship Program
- How to Transition Accommodations from IDEA to ADA
- Preparing Secondary Students With Disabilities for College
- Reevaluating Equality in Life

### Breakout Session II (1.5 Hours CPE)

- Beyond the Classroom: Designing and Implementing Individualized 18+ Programs & Services
- Empowering Youth Voices: Strategies and Resources for Disability Advocacy and Leadership
- NTACTION Tools to Extend the Learning and Improve Transition Practice: Making a Difference for Student Outcomes!
- Stop Talking About Me and Listen to Me
- Relationship Skill Development
- Your Guide to Job Development & Creating Successful Employment Partnerships for Students
- Job Skills Training Best Practices

### Breakout Session III (1 Hour CPE)

- Are There Annual IEP Goals Related to the Student's Transition Service Needs? YES—Now Prove It!
- Family First: Boosting Family Engagement in a Large LEA
- How to Engage Younger Teens and Their Families in Transition Planning
- It Takes a Village
- The Three C's of Transition Services and Programming at Texas School for the Blind and Visually Impaired: Communication, Collaboration, and Coordination
- Syncing Up Success: Harmonizing Transition for Ages 3 to 22
- Enhancing Transition to Employment Through Role-Playing for Special Needs and Mainstream Students

### Breakout Session IV (1 Hour CPE)

- Increasing Employment and Independent Living through Postsecondary Opportunities for Students with Intellectual Disabilities:

Year Four Update of a University-Based Post-Secondary Education program at a Hispanic Serving Institution.

- Preparing Students for Competitive Employment
- Supporting Students in Foster Care as They Transition to Post High School Settings
- The Importance of Starting Transition to Adult Life EARLY
- Unlocking Potential: How College and Counselor Collaboration Elevates Student Success Through Pre-College Programs
- CTE & Transitions: Crafting Careers for Every Student!
- Connecting People to the Power of Independence: An Introduction to Centers for Independent Living

### Breakout Session V (1 Hour CPE)

- Are There Annual IEP Goals Related to the Student's Transition Service Needs? YES—Now Prove It!
- Building My Future: Outcomes of a Reverse Job Fair
- Do You Have a Roadmap? Identifying Transition Resources in Your Community
- Enhancing Transition to Employment through Role-Playing for Special Needs and Mainstream Students
- Enlisting Families to Advocate for Change in Texas
- Ensuring Compliance and Quality for SPP Indicator-13
- Program Development Through Interagency Collaboration

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# 2025 CONFERENCE EVALUATION

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Enter your email to be entered in the drawing for a free registration for the 2026 Texas Transition Conference.

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1. What is your role in working with transition-aged youth? Choose one:

- |  |   |
|--|---|
| <input type="checkbox"/> Trainee (i.e. PATHS students)                 | <input type="checkbox"/> Legislators/Policymakers         |
| <input type="checkbox"/> Professionals & Para-Professionals            | <input type="checkbox"/> General Public/Community Members |
| <input type="checkbox"/> Family members/Caregivers                     | <input type="checkbox"/> Local/Community Partners         |
| <input type="checkbox"/> Adult with a Disability                       | <input type="checkbox"/> State/National Partners          |
| <input type="checkbox"/> Children/Adolescent with a Disability or SHCN | <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*

# 2025 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. Any additional comments you wish to share?

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# Center on Disability and Development

University Center for Excellence in Developmental Disabilities (UCEDD)

## HISTORY

The Center on Disability and Development began work in July 2005 when it was awarded federal funding from the U.S. Department of Health and Human Services to establish a University Center for Excellence in Developmental Disabilities (UCEDD).

In April 2007, the CDD received approval from the Board of Regents to operate as a designated Center within the Texas A&M University System. Over the years, the CDD has partnered with local and state organizations to develop and implement outreach entities that will:

- Ensure the CDD's efforts are directly connected to **education, community inclusion, and family support**, and
- Provide opportunities through which quality **pre-service training, relevant and rigorous research, and exemplary community services and training** can be implemented in full partnership with self-advocates and family members.

## FOCUS

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.

## MISSION:

We support individuals with disabilities and their families to be change agents who are valued, contributing community members, as self-defined, through education, research, and knowledge dissemination.

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



## Eleanor and Charles Garrett Center on Transition and Disability Studies

- **Professional Development**
- **Program Evaluation**
- **Educator Resources**
- **And More!**



*The Garrett Center at Sam Houston State University endeavors to improve the lives of children, youth, and adults with disabilities by bridging the research to practice gap.*

Connect with us



Garrett Center  
SAM HOUSTON STATE UNIVERSITY

[shsu.edu/garrettcenter](http://shsu.edu/garrettcenter)

## NOTES

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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.



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Contact Dr. Leena Landmark  
(landmark@shsu.edu) for  
more information about  
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## Health is about choices. Choose well.

Enjoy the Texas Transition Conference!



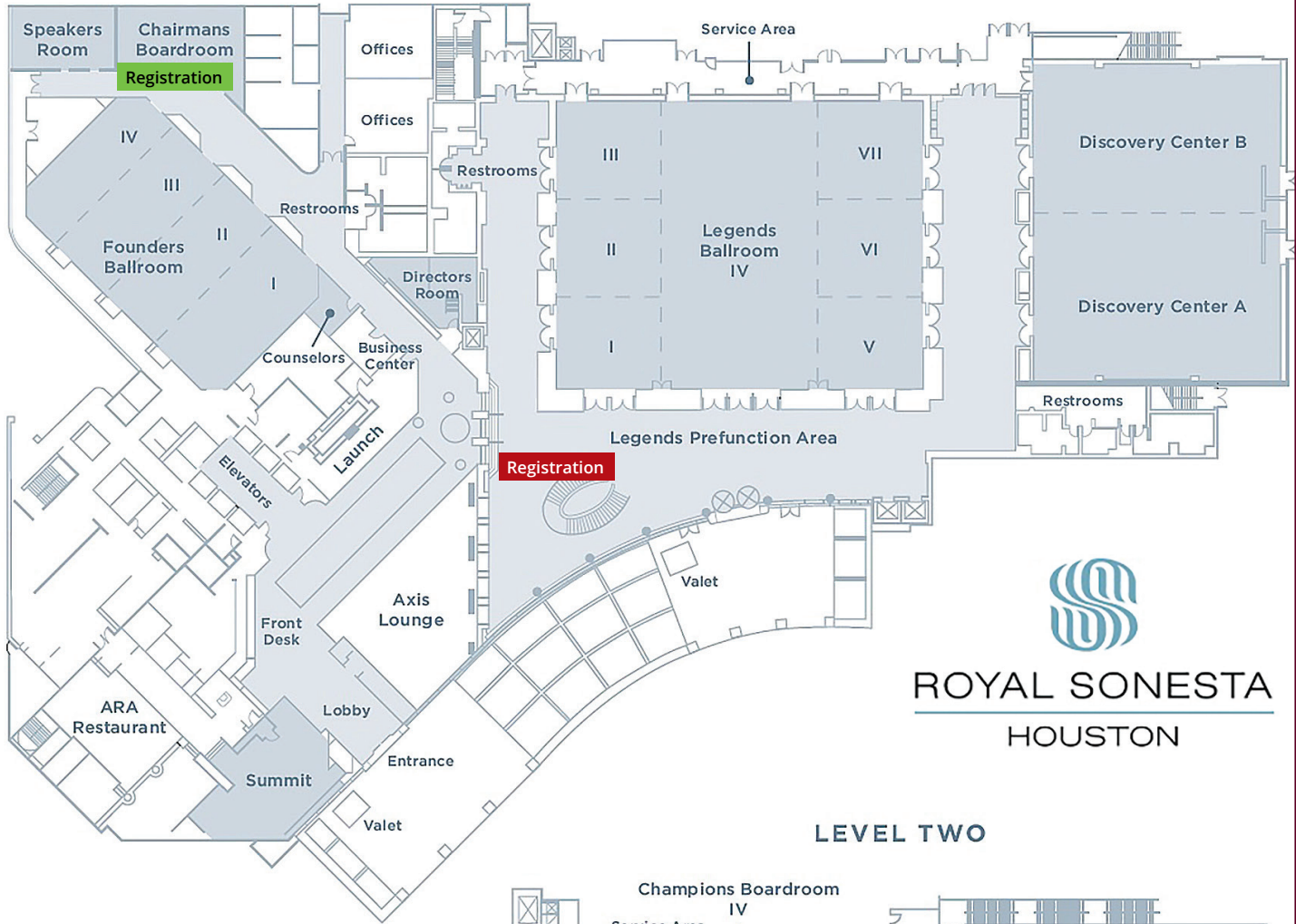
844.756.4600 (TTY 711)  
wellpoint.com/tx/medicaid

1016905TXMENWLP 01/24

# MEETING ROOM PLANS

**Registration Table Locations:**  
Registration **Wednesday Only**  
Registration **Thursday & Friday**

## LOBBY LEVEL



## LEVEL TWO





TEXAS A&M UNIVERSITY

Center on Disability  
and Development

SAVE THE DATE

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

February 18–20, 2026  
San Marcos, TX

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