

Navigating Higher Education



Consolidated
Planning Group

281-690-1177
contact@cpgcare.net



Today

Navigating Higher Education After High School

- Explore Post Secondary Options
- Discuss Purpose of Programs for Individuals with Intellectual Disabilities
- Different Programs in Texas
- Goals of Texas Programs



Register with the QR below.



My next webinar will be in partnership with Consolidated Planning Group and Dr. Sehrish Shikarpurya a transition researcher.



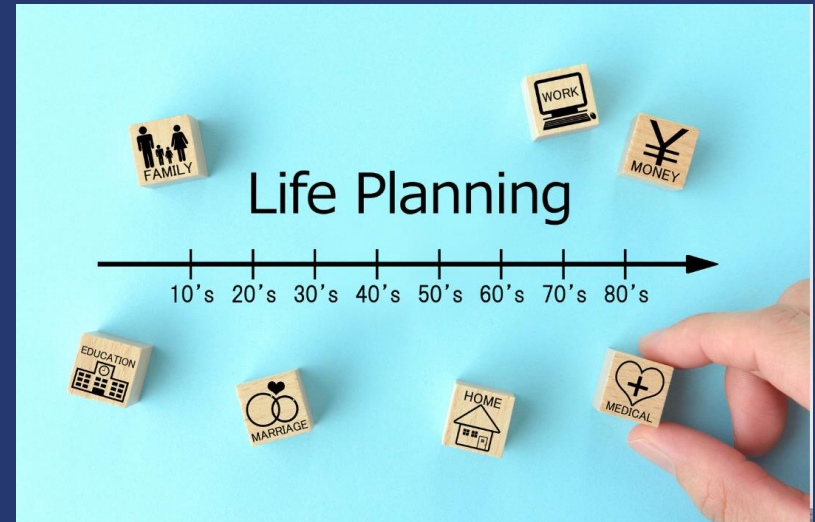
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May 12, 2025
12:00 PM CST

WORKFORCE SOLUTIONS
Texoma
A proud partner of the americanjobcenter® network

Workforce Solutions Texoma is an equal opportunity Employer/Program. Auxiliary aids and services are available upon request to individuals with disabilities. Individuals with speech and/or hearing impairments may call 711 for assistance. 100% Federally Funded.

What does your best life plan look like for your clients?



VR Services Across the Lifespan

- Vocational Rehabilitation Services-is a partner within the Texas Workforce System that supports eligible adults and students with cognitive, medical, physical or visual conditions prepare for, find, retain or advance in employment
- Vocational Rehabilitation (VR) counselors work closely with job seekers to determine an employment goal, and then identify and arrange services that lead to employment.
- Vocational Rehabilitation (VR) services are available to eligible individuals across Texas and some VR staff are co-located within many Workforce Solutions Offices.



Example of Services

- Medical and Psychological Assessment
- Vocational Evaluation and Planning
- Career Counseling and Guidance
- Training and Education After High School
- Job-Site Assessment and Accommodations
- Job Placement
- Job Coaching
- On-the-Job Training
- Supported Employment
- Assistive Technology and Devices
- Time-limited Medical and/or Psychological Treatment
- Work readiness training

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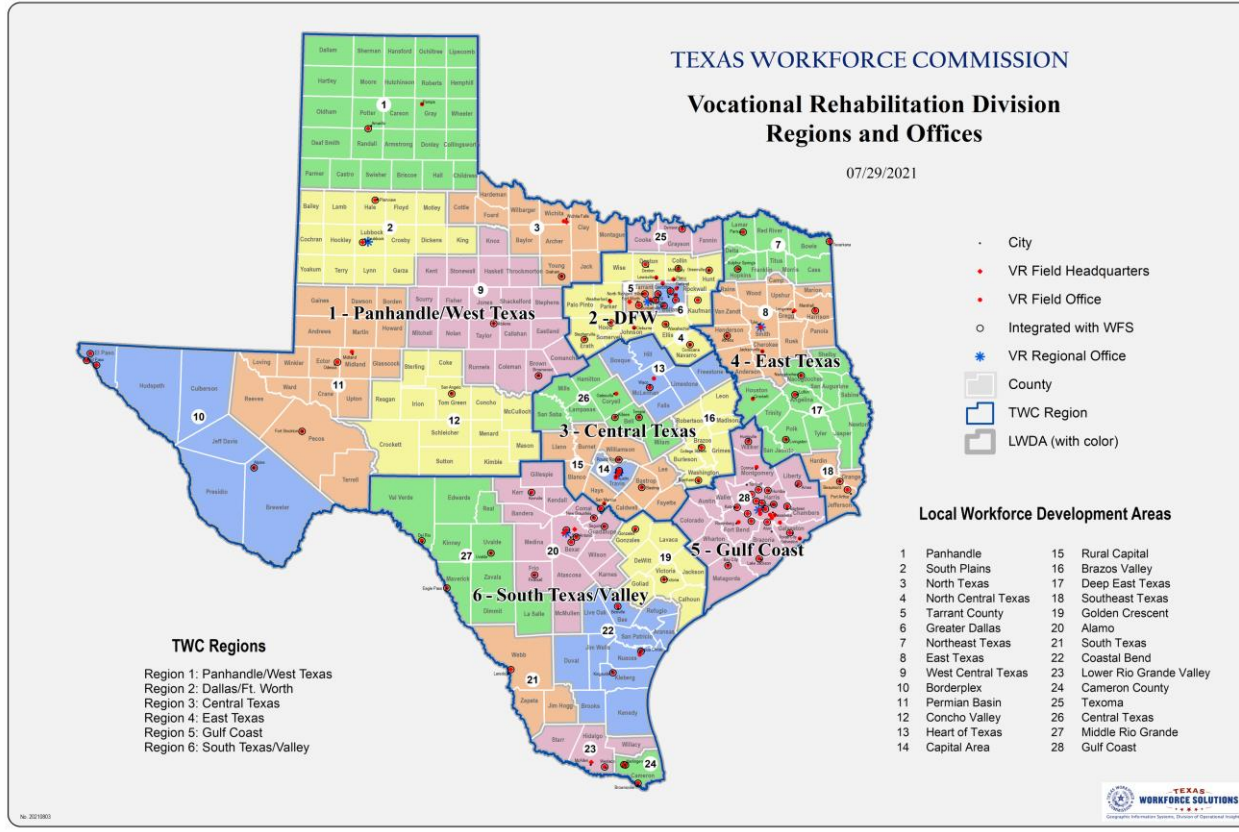
Vocational Rehabilitation Supports Students Goal:

Students –establish plan to obtain, maintain or advance in meaningful employment.

School- Partner to establish IPE Plan and goals that are concrete, measurable, and portable.

Families- Continuous partner to coordinate activities high school to college.

VR & Workforce Offices



TWC VR
Locator



Workforce
Solutions
Board
Websites



Vocational Rehabilitation

How do I contact VR?

- Contact local VR office (See previous slide.)
- Call the TWS-VRS statewide contact center at 512-936-6400
- Online self-referral “Start My VR” located: [Bit.ly/StartMyVR](https://bit.ly/StartMyVR)
- Find your local VR Office at:
<https://stats.twc.texas.gov/views/VRProviderLocator/ProviderbyZipCode?%3Aembed=y&%3AisGuestRedirectFromVizportal=y>
- Email us at: VR.office.locator@twc.texas.gov



Resources



<https://texasrealitycheck.com/>



Lifestyle Calculator

- ✓ Walk through expenses you'll incur each month
- ✓ Decide how much to spend on your lifestyle
- ✓ Determine your minimum salary needs
- ✓ Explore occupations that earn the salary you'll need

Start Your Reality Check



Resources



<https://texascareercheck.com/>

EXPLORE CAREERS



Occupation Information

Texas Career Check enables you to search a report for the occupations of your interest. Br more about them.



Occupation Trends

As the world evolves, so do job trends and jo
job will be in demand in several years, not eli

Texoma Workforce Centers

Cooke, Fannin, & Grayson Counties

Employment
Specialist

Board Target
Occupations
List

Childcare
Assistance

Career Planning & Job Services

Resume
Assistance

Accessible
Workstations
and Printers

Training
Scholarship
Assistance

Overview of Services

General Services

- Job Leads & Career Resources
- Help with WorkInTexas.com
 - statewide database to look for a job
- Resume Assistance
- Interviewing Assistance
- Target Occupations List - jobs that are most in demand in each Workforce area.
- Job Fairs & Hiring Events
- Labor & Market Information
- Video Resources:
 - <https://www.workforcesolutionstexoma.com/video-resources-english>
 - <https://www.workforcesolutionstexoma.com/video-resources-spanish>
- Employer Assistance:
 - <https://www.workforcesolutionstexoma.com/employer-services>
 - Recruiting, screening, referring candidates
 - Interview and Meeting Space
 - Tax Credits and Incentives
 - Labor Market Information
 - Layoff and Layoff Aversion Services

Partner and Specialized Services

- Childcare Assistance
- Veteran's Services
- Job Search and Scholarship Assistance through WIOA-Workforce Innovation and Opportunity Act
- Vocational Rehabilitation (VR) Services provided by the Texas Workforce Commission
 - VR helps people prepare for, find or retain employment and youth to prepare for post-secondary and employment options.
 - VR also helps employers and businesses recruit, retain, and accommodate employees with disabilities.
 - Disability Video Resource Library
 - <https://www.workforcesolutionstexoma.com/disability-videos/>
- Adult Education and Literacy (AEL) Services provided by Grayson College
 - High School Equivalency Assistance / GED
 - Refresher (Reading, Writing, Language and Math)
 - ESL (English as a Second Language)
 - Citizenship
 - TSI Prep ([Texas Success Initiative Assessment](#))
 - ASVAB Prep ([Armed Services Aptitude Battery](#))

Target Occupation List

List that identifies
fast growing
occupations in
your area.

WORKFORCE SOLUTIONS TEXOMA
TARGET OCCUPATIONS LIST
Revised 05/17/2023



Workforce Center
Information & Locations:
<https://www.workforcesolutionstexoma.com>

#	O*NET/ SOC Code*	Occupational Title	Average Wages	Annual Demand Texoma WDA	State of Texas
1	13-2011	Accountants and Auditors	\$38.46	53	14,156
2	49-3011	Aircraft Mechanics and Service Technicians <i>(NEW Emerging Occupation Added 5.18.22)</i>	\$33.89	2^	1,626
3	43-3031	Bookkeeping, Accounting, & Auditing Clerks	\$20.87	96	21,323
4	39-9011	Childcare Workers	\$11.15	72	14,598
5	31-9091	Dental Assisting/Assistants	\$18.61	54	5,665
6	17-3023	Electrical & Electronic Engineering Technologists & Technicians <i>(NEW Emerging Occupation Added 5.17.23)</i>	\$33.37	8^	1,186
7	47-2111	Electricians	\$25.19	49	8,839
8	25-2021	Elementary Teachers, Ex. Special Education	\$27.45	98	12,270
9	11-1021	General and Operations Managers	\$44.42	172	40,516
10	49-9021	Heating/Air Conditioning/Refrigeration Mechanics & Installers	\$23.41	29	4,250
11	53-3032	Heavy and Tractor-Trailer Truck Drivers	\$24.09	160	32,096
12	49-9041	Industrial Machinery Mechanics-including Programmable Logic Controller Technician	\$28.41	36	5,326
13	29-2061	Licensed Practical and Licensed Vocational Nurses (LPN / LVN)	\$24.62	46	6,387
14	51-4041	Machinists	\$23.61	35	3,148
15	31-9092	Medical Assistants	\$17.16	65	12,465
16	43-6013	Medical Secretaries	\$18.46	55	8,897
17	25-2022	Middle School Teachers, Ex. Special & Career/Technical Education	\$28.85	46	5,787
18	31-1131	Nursing Assistants-including Patient Care Technician & Certified Nursing Assistant (CNA)	\$14.57	124	13,443
19	29-2052	Pharmacy Technicians	\$18.41	23	3,895
20	47-2152	Plumbers, Pipefitters, and Steamfitters	\$24.38	41	5,712
21	29-1141	Registered Nurses (RN) {including LVN to RN Bridge & RN to BSN}	\$36.88	130	17,269
22	25-2031	Secondary School Teachers, Ex. Special & Career/Technical Education	\$29.42	68	8,793
23	51-9141	Semiconductor Processing Technicians <i>(NEW Emerging Occupation Added 5.18.22)</i>	\$17.21	16^	621
24	29-2055	Surgical Technologists	\$27.26	7	856
25	51-2092	Team Assemblers	\$17.88	83	9,825
26	51-4121	Welders, Cutters, Solderers, and Brazers	\$23.51	52	6,453

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Follow Up Resources

VR for Students & Families
Vocational Rehabilitation Services Resources for students and their families.

Vocational Rehabilitation Services Transition Students

Speakers

April Martin Student HireAbility Navigator Workforce Solutions Texoma (Grayson, Cooke, Fannin Counties)
Phone: 903.957.7408
Web: workforcesolutionstexoma.com
Email: april.martin@wfsstexoma.org

Adult VR

Webinars & Resources

Endorsements

TEXAS WORKFORCE SOLUTIONS - VOCATIONAL REHABILITATION SERVICES
PDF
transition-services-two

TEXAS WORKFORCE SOLUTIONS - VOCATIONAL REHABILITATION SERVICES
PDF
vocational-rehabilitation-services-two

SPECIAL NEEDS PLANNING Y STEPS TO TRANSITION SUCCESS
PDF
Key Steps to Tran, 9.4.24 CPG

Science, Technology, Engineering & Math
PDF
STEM Endorsement

WHAT COMES AFTER HIGH SCHOOL?
PDF
flyer-vi-pre-ets-students-english-two (1)

SERVICIOS DE REHABILITACIÓN, VOCACIONAL SOLUCIONES DE LA FUERZA LABORAL DE TEXAS
PDF
vocational-rehabilitation-services-spanish-two

What happens when I'm gone?
PDF
10 Basic Steps 9.19.24 (3)

Public Service
PDF
PubService Endorsement

TEXAS WORKFORCE SOLUTIONS - VOCATIONAL REHABILITATION SERVICES
Creating opportunities for your abilities

Partner Webinars Disability Video Resources

Multidisciplinary Studies

Padlet



<https://padlet.com/aprilmartin3/vr-for-students-families-jf21i7wdt4zvie9o>



WHO WE ARE



Consolidated
Planning Group

Consolidated Planning Group, Inc. is a holistic Special Needs Financial Planning Firm in Sugar Land, TX serving families across the U.S.

Over 30 years experience with Insurance & Financial Services. MDRT- Top of the Table. Fully licensed Insurance & Securities.

Members of the Special Needs Planning Academy, Chartered Special Needs Consultant, and Nationally certified as Social Security Advisors.

SPECIAL NEEDS PLANNING

Families come to us for help with...

- ✓ **Protection Plans**
- ✓ **Lifetime Care**
- ✓ **Transition Planning**
- ✓ **ABLE Accounts**
- ✓ **Advocacy**

Fewer than one-tenth of a percent of all financial advisors in the U.S. focus on Special Needs Planning.





Special Needs Planning

Who will care for your child when you no longer can?

- ✓ Developing a future care plan now will answer these questions!
- ✓ Consider post High School educational and vocational options.
- ✓ Consider touring transition programs, partial-care and full-care residential communities. Waiting lists can be quite long, so plan early!
- ✓ Make careful consideration before naming siblings as a future caregiver.

Navigating Higher Education After High School

In collaboration with:

- *Workforce Solutions Texoma*
- *Consolidated Planning Group*

May 12, 2025

Sehrish Shikarpurya, PhD
Assistant Professor of Special Education
University of Maryland, College Park

sshikar@umd.edu



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Session RoadMap

1. Introduction and Welcome
2. Graduation Options
3. Transition to Higher Education
4. Inclusive Higher Education
5. Applications and Processes
6. Q&A



Nice to meet you!

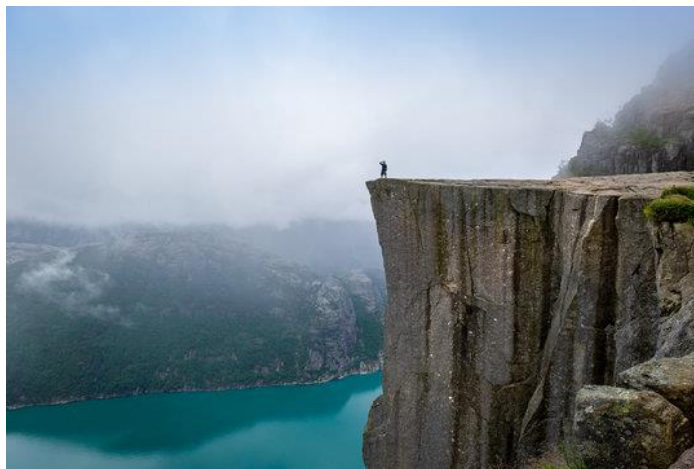


EMORY
UNIVERSITY



Institute of Education





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Graduation Options

In Texas

High School Graduation Options

Option 1: Typical

- Pass STAAR (or ARD committee decides), get endorsements
- Majority of the time in general education
- **Regular high school diploma**
- No more SPED services after this graduation

Option 2: Modified

- Complete modified content under the foundations program
- Complete IEP requirements
- STAAR- determined by ARD committee
- **Regular high school diploma**
- Could receive SPED services after graduation

Option 3: Certificate

- The student receives a certificate
- “Ages out of the system”- at 22
- **Will not count as a “high school diploma”**
- Challenges with getting a job or further education with this option



Categories	HS Diploma	Certificate
What it means	Student completed all requirements in high school	Student did not complete requirements to graduate
Accommodations	Yes	Yes
Accepted by Colleges	Yes	No
Accepted by Employers	Yes	Some
Eligible for federal student aid for college	Yes	No
Can stay after 18	Yes	Yes



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Questions to ask ARD/IEP committee to prepare for graduation:

1. Which graduation option is best for meeting my child's educational, daily living, and employment goals?
2. How can we get community agencies/organizations involved in supporting my young adult with educational, daily living, and employment services?
3. What 18+ programs are available in the district after graduation?
 - What will this program focus on?
 - What does the child's daily schedule look like?
4. What higher education programs would support my young adult's need high school?



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What Does Post-Secondary Education Mean?

The IDEA law indicates the need for:

*... measurable post-secondary goals ... related to **training, education**, employment, and, where appropriate, independent living skills*

Training = A program leading to high school completion or certificate like adult education or a short-term training program like a vocational program.

Education = Community or technical colleges (generally two-year programs) or college or university (generally four-year programs)



NO ARD/IEP After Graduation!

- School services stop after graduation. After graduation, the **Americans with Disabilities Act (ADA)** continues services and protections for individuals.
- When your school ends, you need to get a **504 plan and a summary of performance (SOP)** from school. This will be used to enroll in higher education services and employment services.

TIP:

- Around the age of 14-15, make sure graduation requirements and plans are discussed in ARD and appropriate goals are developed.
- Ask for a functional vocational evaluation (FVE)
- **NO GOAL= NO OUTCOME**





Transition to Higher Education

Inclusive Postsecondary Education
Programs (IPSE)

Inclusive Post Secondary Education Programs (IPSE)



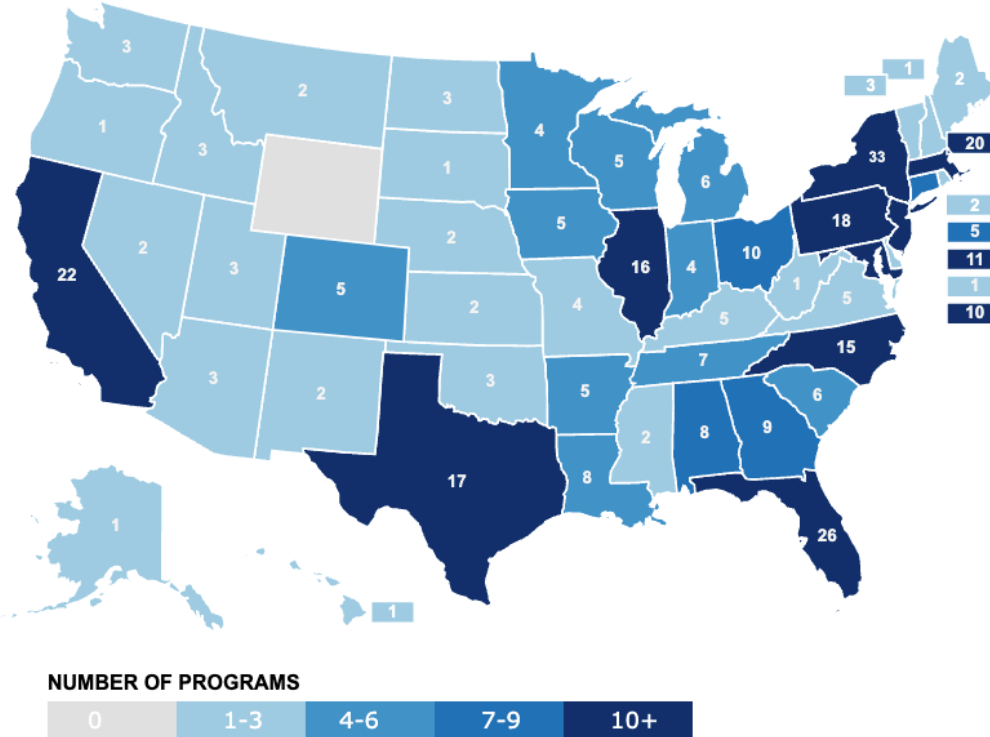
<https://thinkcollege.net/college-search>

333 postsecondary programs around the country;
17 in Texas

What is it?

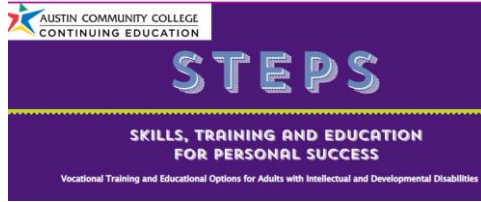
- Programs designed specifically for young adults with intellectual and/or developmental disabilities (IDD) within higher education campuses
- Each program has a different requirement, cost, residential options, and different outcomes
- Not all programs have a degree- some only provide certificates
- Most require a high school diploma and certain skills

Why IPSE?



- ☐ Students with IDD can go to college, regardless of test scores and high school diplomas
- ☐ Inclusive college experiences
- ☐ Expansion of peer networks and support systems
- ☐ Modified academics
- ☐ 1-1 peer mentor support
- ☐ Focus on adulthood skills within higher education context
- ☐ Employment training

IPSE in Texas



Who might benefit from IPSE?

- Young adults (typically between 21 and 27) with an intellectual and/or developmental disability (IDD)
- Young adults who desire to go to college
- Young adults who desire to seek employment after college
- Young adults who can complete some tasks independently (hygiene, using their phones, taking a campus bus/shuttle, etc.)
- Young adults who are their own legal guardians (not always)
- Young adults who desire to gain/advance their social networks



Parents' Roles in IPSE

- **Person**-centered planning
- Facilitators of decision-making
- Switch to FERPA
- Sounding board for courses, internships, etc.
- Letting go
- Extension of trust to educators, program staff, and peers
- Dignity of risk (accountability, responsibility, and consequences)



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Features of IPSE



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Sample Eligibility Requirements

Eligibility

Prospective students for Aggie ACHIEVE must meet the following criteria:

- Completed high school and are no longer receiving support from the school.
- Between ages 18-27 at the time of entry into the program
- Students must serve as their own legal guardian
- Documented disability diagnosis of intellectual disability or autism; received special education services in high school with an IEP
- Demonstrate ability to live independently and take care of daily functioning and basic support needs (e.g., toileting, hygiene, feeding, etc.)
- Demonstrate at least 3rd grade reading level in comprehension and fluency.
- Demonstrate ability to function independently for a sustained period of time (e.g., able to sit through 90-minute courses and function independently for 1-hour blocks of time, including navigating campus independently)
- Demonstrate basic mathematics understanding and ability to use a calculator.
- Express desire and motivation to complete a postsecondary education program.
- Express desire to attain a job in an inclusive employment setting upon completing the program.
- Demonstrate active participation throughout the application and interview process.
- Demonstrate sufficient emotional and independent stability to participate in all aspects of the Aggie ACHIEVE coursework and campus environment.
- Be able to handle and adapt to change; not overly stressed when schedules or people change.
- Have proof of health insurance (Medicaid, Medicare, private).
- Be able to independently self-administer and manage medication and specialized dietary needs.
- Navigate campus safely (e.g., crossing streets and parking lots independently).



TEXAS A&M UNIVERSITY

Aggie ACHIEVE



VAST Academy Student Requirements

Student Requirements

- Must be between the ages of 18-25.
- Must have a high school diploma.
- Complete formal admissions process and meet minimum requirements to be accepted.
- Tuesday/Thursday Cohort must have a min. 2.5 grade academic level on TABE Test in reading, math and writing.
- Monday/Wednesday Pre-College Cohort min. 4th grade and above academic level on TABE Test in reading math and writing.
- Must be able to function independently in a classroom setting and on campus.
- Must be able to follow the College Code of Student Conduct independently.



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HOUSTON
COMMUNITY COLLEGE



UNT ELEVAR is designed to serve students who meet the following criteria:

- Is an individual of at least 18 years of age, transfer students are eligible to enter through the age of 28.
- Has a documented disability diagnosis of intellectual disability
- Has completed high school with or without a high school diploma, who received services through an Individualized Education Plan (IEP), been served by IDEA, or completed an alternate assessment portfolio. Students should no longer receive support from their high school at start of the UNT ELEVAR program
- Has basic functional skills in reading, writing, and mathematics with or without assistive technology
- Has completed high school with or without a high school diploma and no longer receives support from their high school at start of the UNT ELEVAR program
- Has a personal interest to attend college and is seeking greater independence and employment by enhancing social, communication, vocational, health and wellness, and life skills in an inclusive post-secondary education program as demonstrated through a personal statement and interview
- Is willing and able to live communally and independently with other UNT or UNT ELEVAR students in campus housing during the program as demonstrated through the Transition Pathway program or other evidence (e.g., overnight camps, etc.)
- Can function independently (e.g., navigate campus on their own or with appropriate support) and participate in semester-long workshops and seminars that last between 90 minutes and 2 hours
- Displays skills to manage stress and adapt to change or the ability to learn such coping skills with minimal disruption to others. Exhibits responsible and socially adaptive behavior with minimal supervision and appropriate support.
- Has sufficient emotional and independent ability to participate in all aspects of the UNT ELEVAR program and the University of North Texas
- Demonstrates the ability to accept personal responsibility for actions and maintains respect for self and others and understands and follows all UNT safety and health requirements
- Has limited or no history of disruptive or aggressive behavior.
- Independently self-administers and manages medication, specialized dietary and/or medical needs.
- Serve as their own full legal guardian. Individuals with ID who have a supported decision-making agreement are also encouraged to apply and decisions will be made on an individual basis.
- Demonstrate the potential to successfully achieve personal and program goals within the context of the UNT ELEVAR program and setting.





Applying to IPSE

College and IPSE Application Process

4-year Institution

- College application deadline
- Application materials
- Campus visits
- Financial aid/costs
- Housing

IPSE

- Application deadline
- Online webinars
- Parent open-houses
- Diverse application materials
- Multistep interviews
- Campus visits
- Costs (CTP and TPSID)
- Housing
- Person-centered planning and family-centered planning



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Questions to Consider: Admission

- What does a typical cohort look like?
- Should the student be their own guardian?
- Are there age requirements?
- What are the reading/writing requirements?
- Can a student defer their application if they are not ready after acceptance?

Create a document to note down important admission due dates and requirements.



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Questions to Consider: Application Materials

- What different types of application materials are required?
- How much of the responses should be student vs. parent-driven?
- What are the accommodations to the application materials (e.g., videos, interviews, creative works, etc.)

Seek the support
of program staff
for sample
application
materials



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Questions to Consider: Costs/Finances

- Is this a CTP (federal student aid) or a TPISID-granted (grant funding) program?
- What is the total cost of attendance? What can I expect to pay beyond the total cost?
- Are there opportunities for paid work for students on campus? How are those funds distributed?
- Are there any waivers accepted? (e.g., military, deceased parent, etc.)

Consider CTP
programs



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Questions to Consider: Campus Community

- What social opportunities are available for students? (e.g., sorority, student organizations, peer support)
- Is there a peer mentorship organization or peer support offered through the program?
- What courses are offered to students? Can they take courses outside of those currently offered?
- What does graduation look like? Do students receive alumni benefits?

Inclusion is
essential for a
thriving college
experience



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Questions to Consider: Parents' Roles

- What are the expectations of parents' roles?
- How does program staff communicate with families? How often?
- What kinds of information will program staff NOT be able to share with parents?
- How often should parents visit? Can they stay over in the dorms?

Consider the degree of involvement of parents and support for letting go



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Questions to Consider: Miscellaneous

- What is the dating/relationships policy?
- Is sexuality education explicitly taught to students?
- What kinds of employment experiences can the student engage in?
Is a job guaranteed after the program?
- What does support after graduation look like?
- Will there be dates/times when students will NOT have access to
program staff or other support?

Consider
support with
“adulthood”
transition goals
and future work
experiences



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Thank You!

Any Questions?

sshikar@umd.edu



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Things to keep on your planning radar...



- How to develop a comprehensive Special Needs Care Plan
- Future Care Cost Estimates
- Texas Waivers - Interest Lists
- SSI & SSDI - Understanding the differences and knowing when to apply
- ABLE Accounts
- Beneficiary Designations
- Special Needs Trusts - How to fund them (Note: Child Support post 18 redirected to a First Party SNT)
- Start touring Residential Living Communities - waiting lists can be long
- Consider Guardianship, Alternatives to Guardianship, POA, HCPOA, and Supported Decision-Making Agreement (Guardianship process can begin 6 months before turning 18)
- Post High School Education Options



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Click the link for our
upcoming webinars

Upcoming
Webinars

Schedule your free Zoom consultation

1. Open the camera app on your phone
2. Hover over QR code
3. Click link!

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contact@cpgcares.net



Follow us!



Meet the Team at Consolidated Planning Group



Allison Schaberg
Owner/Advisor



Jeff Schaberg
Owner/Advisor



Michelle Morris
Advisor



Andrew Morris
Advisor



Sarah Smithey
Operations



Meredith Haynes
Marketing Director



Madi Smith
Operations



Sarah Sohail
Operations

THANK YOU!

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Qualifying membership in the MDRT is based on minimum commission and gross business generated within a year.

Each MDRT status designation is granted for one year only. All members must apply every year to continue their affiliation with the Million Dollar Round Table.

