Texas Council for Developmental Disabilities

Fiscal Year 2012 Annual Report

Oct. 1, 2011 – Sept. 30, 2012

What is a Developmental Disability?

The Developmental Disabilities and Bill of Rights Act defines a developmental disability as a severe chronic disability of an individual that:

- Is attributable to a mental or physical impairment or combination of mental and physical impairments.
- Is manifested before the individual attains age 22.
- Is likely to continue indefinitely.
- Results in substantial functional limitations in three or more of the following areas of major life activity: self-care; receptive and expressive language; learning; mobility; self-direction; capacity for independent living; and economic self-sufficiency.
- Reflects the individual's need for a combination and sequence of special, interdisciplinary, or generic services, individualized supports, or other forms of assistance that are of lifelong or extended duration and are individually planned and coordinated.

An individual from birth to age nine, who has a substantial developmental delay or specific congenital or acquired condition, may be considered to have a developmental disability without meeting three or more of the criteria described above if the individual, without services and supports, has a high probability of meeting those criteria later in life.

Developmental Disability Councils

Developmental Disability Councils are established by federal law (the Developmental Disabilities Assistance and Bill of Rights Act) to engage in advocacy, capacity building and systems change activities. Activities contribute to a coordinated, person-centered, comprehensive system of community services, individualized supports, and other assistance that enable individuals with developmental disabilities to exercise self-determination, be independent, be productive, and be integrated and included in all facets of community life.

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Council Members as of Sept. 30, 2012

TCDD is governed by a 27-member board appointed by the Texas Governor. At least 60 percent of the members must be persons with developmental disabilities, their parents or guardians, or other immediate relatives. The Council also includes representatives from the major state agencies that serve people with developmental disabilities; a representative from the state's two university centers for excellence in developmental disabilities; a representative from the state's protection and advocacy system, Disability Rights Texas; and a member representing local, non-government organizations.

Council Members

Mary Durheim, Chair, McAllen
John C. Morris, Vice-Chair, Austin
Rebecca Hunter Adkins, Lakeway
Kimberley Blackmon, Forth Worth
Kristine Clark, San Antonio
Gladys Cortez, McAllen
Kristen Cox, El Paso
Andrew Crim, Fort Worth
Mateo Delgado, El Paso
Stephen Gersuk, Plano
Cindy Johnston, Dallas
Diana Kern, Cedar Creek
Scott McAvoy, Cedar Park
Dana Smith Perry, Brownwood
Joe Rivas, Denton
David Taylor, El Paso
Lora Trainer Taylor, Houston
Richard A. Tisch, Spring
Susan Vardell, Whitesboro

Agency Representatives and Alternates

Mary Faithfull, Patty Anderson — Disability Rights Texas
Penny Seay, Sandy Graham — Texas Center for Disability Studies at The University of Texas at Austin
Michael Benz, Amy Sharp — Center on Disability and Development at Texas A&M University
Cindy Swain, Barbara Kaatz — Texas Education Agency
Frank Genco — Texas Health and Human Services Commission
Jeff Kaufmann — Texas Department of Aging and Disability Services
Sara Kendall — Texas Department of Assistive and Rehabilitative Services
Kathy Griffis-Bailey (Alternate) — Texas Department of State Health Services

For current Council members, or for information on applying to serve on the Council, visit tcdd.texas.gov.

Improving Career Options for People with Disabilities

If you could have any job you wanted, what would you do? And how would you prepare for it?

Choosing a career and gaining the training and skills needed for it can be difficult, especially in these days of budget cuts and limited resources. It can be even harder if you have disabilities and you want a job that requires college or a technical education — since students with disabilities often require non-traditional supports that may not be available.

According to the Census Bureau, only 28 percent of Americans age 21 to 64 with severe disabilities were employed in 2010 — and their median earnings were $1,577 per month.

The Texas Council for Developmental Disabilities recognizes the strong connection between obtaining a good job and a good education. Because of this, TCDD is funding a number of projects designed to improve inclusive education and employment opportunities for people with disabilities, as well as improve other aspects of life.

TOPDD Surveys

In 2012, the Texas Office for Prevention of Developmental Disabilities completed two surveys — which indicated that school personnel often need more training on disabilities, most students with developmental disabilities are not ready for employment when they complete high school, and Texas needs to invest more money in education and vocational training.

"It seems that overall … children with developmental disabilities are being asked to fit into a system that is built around the needs of typical children instead of one that addresses the needs of all children," the TOPDD concluded.

2012 Texas Biennial Disability Report

TCDD featured the connection between education and employment in the 2012 Texas Biennial Disability Report — including an overview of related services for people with disabilities provided by state agencies, individual satisfaction in these areas and the results of TOPDD's surveys. The report also includes an overview of the state's service system for people with disabilities and recommendations for change. The report is available on the TCDD website, at tcdd.texas.gov/resources/publications/.

TCDD Fiscal Year 2012 Projects

TCDD promotes job training for people with disabilities, employment at competitive wages and career growth through lifelong learning. Ten of our projects focused on education or employment last year, including three new projects that are demonstrating ways to support individuals with disabilities in higher education so they can reach their career goals.

The fiscal year 2012 annual report features three education-to-work projects and summaries, as well as the accomplishments of our other projects. It also highlights TCDD's work to build stronger communities and increase opportunities for people with developmental disabilities throughout Texas.

Project HIRE students (front to back) Yliana Castillo, Elizabeth Muñiz, Leo Suarez and Joey Elizondo in the computer lab at South Texas College.

Education to Work

Attending Higher Education to Reach Career Goals

The Texas Council for Developmental Disabilities awarded three grants in fiscal year 2012 to projects designed to help students with developmental disabilities succeed in college or a technical school and reach their employment goals. The projects demonstrate new ways of support to individuals in higher education, ages 18-25 years. All three projects provide individualized supports to students, as well as work experience through on-the-job training with local businesses.

John Garbutt refurbished and repaired equipment at TriCare Medical Equipment, where he worked part time while studying epidemiology at South Plains College.

PROJECT CASE

(Connections for Academic Success and Employment)

Texas Tech University

John Garbutt

John Garbutt, a Washington state native, is a biology and chemistry major at South Plains College in Levelland, Texas, and a participant in Project CASE. He is preparing for a career in epidemiology, which studies the causes and spread of disease.

Based on his college entrance exams, John took two developmental classes in math and reading in his first semester, as well as college biology and soccer. Project CASE helped him obtain tutoring in his academic classes, a mentor in the science department to explore career options, and other supports.

Six weeks before the semester ended, both instructors for his developmental classes independently gave passing marks for excellent work, exempting him from further classes and affirming he was ready for college-level math and English. John's diligence resulted in a 4.0 grade point average for the first semester (straight A's).

In addition to navigating the financial and academic worlds of college, John excelled at time management — working in a part-time job at TriCare Medical Equipment, where he refurbished and repaired equipment.

He also learned the engineering behind some equipment. John's biology instructor and academic advisor offered him a work-study position and will train him to be a Scholar Assistant in the Biology Department labs and serve as a resource for other students and instructors.

John lives on campus and stays busy with homework, working out and playing video games. He plans to transfer to a four-year university after he receives his associate degree in science.

PROJECT CASE (Connections for Academic Success and Employment), which started in October 2011, enrolled 14 participants during its first year. Half of the participants were students from Texas Tech University and the rest from three South Plains (Community) College campuses. The Burkhart Center for Autism Education and Research, the Texas Department of Assistive and Rehabilitative Services, and local businesses also joined in this rural partnership.

Project CASE provides a wider array of coordinated supports and services than students typically receive. Wrap-around teams may include a faculty member, academic tutor or counselor, local community supports, a representative from DARS, potential employers, and a facilitator. Teams identify supports needed and internships that can help develop a student's work skills and employment resume, as well as help students obtain competitive jobs after graduating.

BRIDGE TO CAREER IN HUMAN SERVICES

Texas A&M University

Walter Shumac IV

Walter Shumac IV trains as a direct support professional.

Texas native **Walter Shumac IV** began exploring higher education and employment options long before he graduated from high school in 2012.

After consulting with high school teachers and the Texas Department of Assistive and Rehabilitative Services counselors, Walter decided to apply for the Bridge to Career in Human Services certificate program at Texas A&M University to become a direct support professional.

As a Bridge to Career student with a developmental disability, Walter received wrap-around services and attended a college prep summer institute prior to beginning the certificate program in the fall. This familiarized Walter with the A&M culture, housing and transportation systems.

Walter also received supports that prepared him for the same extensive career training available to other students. After completing the classroom portion in the fall, Walter started paid on-the-job training.

Outside of class, Walter has enjoyed college life while living in a private dorm with other college students. In his free time, he has attended cultural and volunteer activities on campus.

Like many other young adults, Walter is working hard to become independent. He looks forward to completing the training, getting a job and apartment, and living a great life.

Started in January 2012, **BRIDGE TO CAREER IN HUMAN SERVICES** is a one-year program at the Center on Disability and Development at Texas A&M University that prepares students with intellectual and developmental disabilities for a career as a direct support professional. The project includes a five-week summer training program at Texas A&M on independent living and study skills, self-determination, disability and development, and professionalism. This is followed by one semester of classes at the university and a semester of supervised, paid work experience in a community setting.

The educational program prepares individuals for professional certification and a career providing support to persons with disabilities and seniors in the community. Twelve students successfully completed the classroom phase of the program in the fall of 2012.

Ana San Andreas' goal is to successfully complete the program and become a registered direct support professional. After graduation, she will pursue a career in human services and increase her expertise in the field.

Project HIRE students spent a day with business mentors from the City of McAllen Public Works Department. Left to right: Joe Aranda, Joey Elizondo, Jr., Gabriel Rios and Javier Galindo.

PROJECT HIRE

(Helping Individuals Reach Employment)

Texas Department of Assistive and Rehabilitative Services

Joey Elizondo, Jr.

As a junior at La Joya High School in 2010, **Jose (Joey) Elizondo, Jr.** applied for services from the Texas Department of Aging and Rehabilitative Services to help him attend college and become a mechanic. While he was eager to attend South Texas College in McAllen, Joey anticipated his developmental disability would make it difficult to succeed. His special education counselors — who continue to be involved in his progress — recommended Joey for Project HIRE.

"Joey has blossomed from a quiet, shy young man to someone who advocates for himself quite well … to make sure that he is helped with whatever is needed so that he can reach his ultimate goal of passing his classes and working as a mechanic," Maria Morin, the lead educational coach from The University of Texas Pan American, said.

Joey completed the project's seven-week summer training prior to starting college, and he received strong support from his family, even when his father had a stroke. Joey took three classes in the fall — introduction to mechanics, developmental reading and college success. While he struggled with the reading class, he benefitted from the Project HIRE services — especially the educational coaches and private tutoring — and passed all his classes.

Joey Elizondo, Jr. is eager to become a mechanic.

The Division for Rehabilitation Services of Texas Department of Aging and Rehabilitative Services is supplementing its Vocational Rehabilitation Program with wrap-around services through **PROJECT HIRE**, which started in January 2012 in Hidalgo County. Project HIRE provides college and employment readiness, educational coaches, and individual and family support to help students with developmental disabilities succeed at South Texas College, in job training and ultimately in employment.

Twelve participants started classes in the fall of 2012, majoring in certificate programs — such as welding, childcare, mechanics and drafting. These students have vision and hearing impairments, learning disabilities, cerebral palsy and other disabilities. Each took two to three classes in the first semester and had an educational coach in at least one class. To prepare for college, they attended a series of workshops during the summer, visited local work sites and spent time with local business mentors to get experience in their chosen career fields.

Students at Houston Heights High School attended workshops and participated in the Barbara Jordan Ambassadors Awards Program, as part of a TCDD cultural outreach and development project. Students from six other high schools also participated in the ambassadors program.

Projects and Activities

Funded in Fiscal Year 2012

The Texas Council for Developmental Disabilities funded 46 projects and 12 event stipends during fiscal year 2012 that addressed such topics as education, employment, building better communities, health and fitness, positive behavioral interventions and supports, leadership development, and local advocacy networks.

For more information on these and other projects and activities, visit the Grants section of the TCDD website, at tcdd.texas.gov.

Improving Employment, Income and Assets

These projects work to increase competitive employment, personal income and assets for Texans with developmental disabilities. TCDD funded seven employment-related projects in addition to the three featured education-to-work projects: Texas Tech University, Texas A&M University and the Texas Department of Assistive and Rehabilitative Services.

Enabling Technology

Working with HEART, Educational Programs Inspiring Communities, Inc.

This project to create an interactive mobile application to promote competitive employment opportunities in inventory, requisitions, and shipping and receiving — plus similar jobs for adults with developmental disabilities — started in April 2012. It is a collaboration between the HEART program, which trains and employs adults with developmental disabilities, and the Blue Lance Group technology firm.

Virtual Job Coach, Strategic Education Solutions, LLC

Strategic Education Solutions began work with Social Motion Skills (a program of Easter Seals Houston) and Trinity Education Group to develop a virtual job coach application in the Houston area. The web-based application will provide training on how to search for and apply for a job, career planning, workplace skills, and workplace social skills. The application is mainly for adults with cognitive disabilities, but materials will also benefit other people with and without disabilities. This project started in April 2012.

Employment

Brian Dodd, an artist who has autism, sold more than $400 worth of artwork as part of the VSA Texas Artist Market at the Abilities Expo in Houston.

Art Works: Creative Industries, VSA Texas

Over a five-year period, this career development project for emerging artists with disabilities registered more than 400 individuals in an Artist Network. Seven regional networks were created in the Dallas–Fort Worth, San Antonio, El Paso, Austin, Houston, Corpus Christi–McAllen and Tyler areas. Training workshops and summer camps included vocational, social, artistic and life skills in the areas of applied and fine arts, marketing and financial management, and pre-employment and career readiness. VSA Texas also planned group and individual mentorships, monthly arts and disability discussion groups, and exhibits where artists displayed and sold their creations. TCDD funding ended July 31, 2012.

Regional Self-Employment Project, Community Healthcore

More than 350 people with disabilities, their families and local agencies in East Texas learned how to develop individualized self-employment as part of this five-year project, which ended Nov. 30, 2012. Individuals received assistance in developing a customized business plan and securing funding to become self-employed, including training on natural supports.

ASSET (Active Service Solutions for Economic Transition) AmeriCorps, Easter Seals

This project assisted people with disabilities across the state increase their independence by learning how to handle money, obtain appropriate assistive technology and find affordable, accessible housing. Over a three-year period, AmeriCorps members gained professional experience and earned money for college by conducting training and providing one-on-one support to 4,087 individuals. This included assisting 1,956 individuals with housing, 680 with assistive technology, and 1,451 with financial literacy. Members also conducted 64 presentations on assistive technology to employers, educators, civic groups and others. TCDD funding ended Oct. 31, 2011.

Promoting Inclusive Education

This project focuses on ways to improve educational success for students with developmental disabilities.

Project IDEAL: Teacher Preparation for Inclusive Education, Texas Tech University

Project IDEAL (Informing and Designing Education for All Learners) developed a model program that prepares prospective general education teachers to work more effectively with students with disabilities. This five-year project also created an accessible website with teaching videos, presentations, classroom activities for pre-service teachers and school administrators, sample quizzes, and resource lists. Several institutions of higher education and teacher certification programs are using the training modules, and others want to use Project IDEAL in their curriculum. TCDD funding ended Sept. 30, 2012.

Community Education and Outreach

These projects focus on educational campaigns that work with community leaders, organizations and businesses to enable them to better support, include or provide services to people with developmental disabilities.

Nonprofit Capacity-Building, A Circle of Ten, Inc.

Leadership and capacity-building workshops for nonprofits helped some TCDD projects and other groups explore ways to increase their funding and community organizing so they can address the needs of people with developmental disabilities. Under a one-year contract with TCDD that started on Jan. 1, 2012, half-day trainings on grant writing and three-day workshops on capacity building, grant writing, and partnerships and community-organizing were planned in Austin, Houston and the Tyler area. This project was extended for two more years.

Inclusive Faith-based Communities Symposium Projects

Four projects to help religious communities learn to better support inclusion of people with developmental disabilities began in 2012. The projects will hold annual interfaith symposiums.

Serving Dallas, Collin, Denton and Rockwall Counties, Jewish Family Service of Dallas

In an effort to share community awareness building and inclusion strategies, this project began planning for it first

Participants in A Circle of Ten's Process of Collaboration workshop in Austin.

interfaith symposium in the Dallas area. The project will empower leaders from up to 35 faith communities to create opportunities to support people with disabilities and their families so they can reach their highest potential socially, emotionally, behaviorally, academically and spiritually.

Serving Travis County, OneStar Foundation

OneStar Foundation, Jewish Family Services and Texas A&M University Center on Disability and Development created the Austin Interfaith Inclusion Network to serve the Travis County area. Symposium participants will develop organizational and community-wide inclusion action plans that will make a difference in the lives of more than 500 individuals with disabilities and their families.

Serving Callahan, Jones and Taylor Counties, West Central Texas Regional Foundation

Working to fully include people with disabilities in faith-based communities, this project developed a list of 219 local churches. It also contacted more than 40 community and 100 faith-based organizations in planning for its first symposium, held in April 2012 in Abilene. Project goals include advocating for persons with developmental disabilities and preparing an online directory of faith-based organizations and the services they provide.

One Star Foundation's Keep Austin Faith Inclusive Symposium organizers. Left to right: Suzanne Potts, Judith Sokolow and Kathy Hernandez.

Serving Tarrant County, The Arc of Greater Tarrant County (IDD Needs Council of Tarrant County)

The project partnered with the local faith-based community to plan its first symposium in 2013, designed to share information on inclusion so people with an intellectual and developmental disability can participate in faith communities of their choice. After the symposium, groups will return to their communities with a plan, supports and a charge to assist other groups in duplicating their efforts.

Building Community Capacity

These projects demonstrate ways to prevent unnecessary admissions to institutions and to increase a community's ability to provide services and support individuals with developmental disabilities. The projects aim to improve people's health and access to needed health care, behavior supports and respite.

Positive Behavioral Interventions and Supports Impacting Disproportionality Project, Region 17 Education Service Center

This project worked with 21 school districts and several charter schools since it started in 2008 to increase cultural competency skills and reduce disciplinary referrals, suspension and expulsion of children who are ethnic minorities. By the end of fiscal year 2012, the project provided more than 125 days of training for more than 8,770 educators, parents, agency staff and community members.

Alternatives to Guardianship: Volunteer Supported Decision Making, The Arc of San Angelo

Based on a bill passed by the Texas Legislature, this pilot project provides supported decision-making assistance to persons with intellectual, developmental, cognitive or other disabilities as an alternative to guardianship. Volunteers led training sessions and worked directly with individuals so they can assert individual choice regarding decisions such as where to live, employment, medical procedures and finances. Under this project, four families and individuals who had been referred for court-initiated guardianship were provided with alternative assistance, one individual had his rights restored, 10 individuals established advance directives through medical power of attorney — which prevented guardianship restrictions — and two other guardianships were diverted. Additionally, 15 individuals and their families received decision-making support and training on self-directed advocacy; 12 people attended a five-day leadership academy; and 350 individuals, family members, and caregivers attended an interactive educational session.

Texas Microboard Collaboration, The Arc of Texas

This project continued to help develop microboards across the state. These small groups of family members, friends and others create a nonprofit organization that helps an individual with disabilities obtain services and supports for a self-determined life. Each microboard creates a person-directed life plan called a PATH (Planning Alternative Tomorrows with Hope). The project also provided PATH facilitator trainings throughout Texas and worked with nonprofit agencies, local IDD authorities, and school districts to increase use of the PATH.

Left to right: Jennifer Lattig, Michelle Ball and Lou Ann Barsch hold Bingo cards containing topics discussed in SafePlace's peer group meetings about how to develop and participate in healthy and meaningful relationships.

Gulf Coast African American Family Support Conference, Helpful Interventions

This project started on Sept. 1, 2012, to establish an annual conference in Houston modeled after the Central Texas African American Family Support Conference hosted by Austin Travis County Integral Care. The conference will use culturally sensitive education, supports and partnerships to strengthen family and individual awareness of available behavioral and physical health care services. The project will also reduce stigma and help eliminate health disparities. The first conference is planned for 2013.

Meaningful Relationships, SafePlace

Individuals with developmental disabilities increased their ability to build lasting relationships that are safe and supportive, based on shared interests with other people in the Austin area and Seguin. SafePlace provided weekly educational workshops for small groups of 6-12 individuals about social and recreational interests, relationship barriers and solutions, healthy relationships with family and friends, and safety. Individualized action plans were based on the participants' personal interests.

Positive Behavioral Interventions and Supports Head Start Project, Region 17 Education Service Center

This project improves the behavior intervention skills of staff in preschool, child care, Head Start and other settings that serve children with disabilities, ages 2 to 5. Training focuses on relationship building, classroom management and organization, social emotional development and individual behavior interventions. Since this project began in June 2008, training and ongoing support has been provided at 14 Head Start sites. Project outcomes also include better childcare programs and policies.

Health and Fitness for People with Developmental Disabilities

Three projects to improve the health and fitness of people with disabilities started in March and April.

Get FIT Texas Project, Epilepsy Foundation Texas

This project began adapting the Get FIT (Fitness, Integration, Training) program in order to establish a fitness and healthy lifestyle program for individuals with developmental disabilities and epilepsy plus their caregivers in rural Texas communities. Concepts from the original Get FIT program for people with intellectual and developmental disabilities were adapted and individualized for rural use and to improve outcomes specific to epilepsy. Activities started in the Houston and San Antonio areas, with expansion planned in rural counties around Amarillo, Austin, Beaumont, Corpus Christi, Fort Worth, Galveston, Grapevine, Harlingen, Laredo, Lubbock, Lufkin and McAllen. This includes rural areas served by the Epilepsy Foundation's 14 specialized medical care clinics.

Any Body Can Wellness Program, Any Baby Can of San Antonio, Inc.

This project promotes the health, physical fitness and inclusion of children and youth with developmental disabilities in San Antonio and Bexar County through recreational and fitness activities. In the project's first seven months, 21 families entered the fitness program. Individuals began to learn about the need to incorporate health and wellness into their lifestyle.

Health and Fitness, The Texas Statewide Independent Living Center

The Texas SILC partnered with independent living centers in the Brazos Valley (Bryan and College Station) and Lubbock areas to select initial participants in a program to improve the health of people with developmental disabilities, increase their access to fitness programs, and expand awareness regarding the importance of health and fitness. The Texas Association of Centers for Independent Living also provided technical assistance to local independent living centers. The project will expand into the El Paso area next, then other parts of the state.

Leadership and Advocacy Skills Training

These projects increase the number of leadership development and advocacy training programs that provide culturally appropriate training for people with developmental disabilities.

Specialized Advocacy Training Project, The Arc of Texas

Local advocacy collaborations were built over three years, with training provided to about 430 people on basic systems advocacy and to 20 people on advanced systems advocacy for public policy. Training mainly occurred in Brownsville, El Paso and Houston. TCDD funding ended Oct. 31, 2011.

Statewide Advanced Leadership and Public Policy Advocacy Training, Texas A&M University

The annual three-day Texas Advanced Leadership and Advocacy Conference (TALAC) in Austin was attended by 150 people in March 2012. Many also participated in a mock hearing at the Texas State Capitol and talked with their legislators.

Disability Leadership Network of Houston, Family to Family Network

This project trained 383 people in Angleton, Clear Lake, Houston, Katy, Kingwood and Sugar Land on leadership and advocacy skills. Of these, 79 completed a four-session class and 44 more attended at least one session.

Left to right: Marvin Barnes, Barry Sheft and George Goodenow visit at the Texas Advocates conference in Grapevine. They all graduated from The Arc of Dallas' leadership program.

Training events in Spanish on self-advocacy, inclusive communities and empowerment were attended by 123 individuals. Youth training on self-advocacy, employment, post-secondary education and person centered planning was attended by 137 teens. TCDD funding ended May 31, 2012.

Leadership Development and Advocacy Skills Training

Six projects to establish or strengthen self-advocacy programs and training for individuals with developmental disabilities started in fiscal year 2012.

Texas State Independent Living Council

This project enhanced advocacy training at a statewide, cross-disability conference focused on independent living, opportunities to develop peer relationships through collaborative learning and personal networking. Sessions on self-advocacy, legislative advocacy and leadership were held. Sixty individuals received stipends to help cover the cost of attending. More conferences are planned in Austin in 2013 and Corpus Christi in 2014. This project started Feb. 1, 2012.

Advocacy for Choice and Change North Texas, The Arc of Dallas

Working to improve public policy and increase supports and opportunities for people with disabilities living in the community, this project provided training to individuals with disabilities, their families, and others in Collin, Dallas and Rockwall counties. This project expanded a Leadership Institute and Advocate Leaders program and re-established a grassroots advocacy group. The project began in April 2012.

National Alliance on Mental Illness of Texas

This project, which started Feb. 1, 2012, began plans for a two-day leadership and advocacy, train-the-trainer conference to increase local advocacy on behalf of people with mental illness. Participants will advocate in their own communities and develop regional councils. They will also provide local advocacy and leadership training to other individuals with disabilities, family members, friends and representatives from organizations that serve people with developmental disabilities.

Project MOVE, The Arc of Texas

The Arc of Texas partnered with local Arc chapters and other groups to develop training and ongoing support to Mobilize and Organize self-advocates, families and allies to use their Voices to Empower (MOVE) communities and create meaningful change. Training materials were developed and the first group of participants was selected in Austin and the Rio Grande Valley. The project plans to expand into the San Antonio and Amarillo areas. Advocates gain skills needed to take collective action on their own behalf, improve their lives and shift relations of power. The project began in March 2012.

Project SAVE, Texas Advocates

This project was created to support some Austin State Supported Living Center residents and community organizations so that Self Advocate Voices are Engaged (SAVE) to create change for themselves and their community. More individuals will be recruited in San Antonio and the

Left to right: George Perez meets with his State Senator, Juan Hinojosa, at the Capitol to talk about Medicaid and the need for funding home and community-based services. Perez is a Texas Advocates Board Member representing Coastal Bend Self Advocates.

Rio Grande Valley. Self-advocates will learn to speak up for themselves on issues such as transition and employment. The project started in March 2012 and will focus on Travis, Bexar, Atascosa, Guadalupe, Cameron, Willacy, Hidalgo and Starr counties.

Texas A&M University

A leadership and advocacy program for youth with and without disabilities and their parents was started in Brazos County. This project worked with students in special education classrooms and classrooms structured for youth at risk for dropping out of high school. Students also completed leadership projects at school and in the community, and parents learned how to promote leadership and advocacy skills for children with disabilities. This project started in June 2012.

Students from the SER - Jobs for Progress of the Texas Gulf Coast, Inc.'s Young Owls Summer Program at Rice University. The program prepares high school juniors and seniors to be both leaders in their communities and competitive applicants to top-tier colleges and universities. The week-long program guides participants through the college application process while also teaching them leadership skills and concepts.

Expansion of Existing Leadership Development and Advocacy Skills Training

Three projects to expand on previous leadership development and advocacy skills training projects started in the fall of 2011.

SER - Jobs for Progress of the Texas Gulf Coast, Inc.

SER added a train-the-trainer approach to its leadership and advocacy skills program to provide workshops, online training videos and other materials. The project trained area service providers, community advocates and individuals with developmental disabilities who in turn conducted training with their own agencies, schools, organizations and neighborhoods. The project began Dec. 1, 2011, and trained 37 trainers who trained 37 others.

Far West Texas Youth Leadership and Advocacy Expansion Project, Region 19 Education Service Center

The Region 19 Education Service Center and Paso Del Norte held a Youth Leadership Forum for 40 delegates, eight mentors and 10 facilitators. The project, which served as a resource to other organizations in Hudspeth and El Paso counties, provided advanced leadership development and advocacy building activities for young people with disabilities, ages 16-21, who need

continued support and advanced training to participate in school and non-disability community organizations. This project started Oct. 1, 2011.

Paso Del Norte Children's Development Center

The center added a parent-to-parent mentoring component to its Leadership Academy for Families program, increased the number of participants and improved its training, which is primarily provided in Spanish. Mentors had information tables at 39 events, helped with a father's support group and were interviewed on radio and Spanish language TV shows. The center also held a summit attended by 85 parents. This project started Oct. 1, 2011.

Brighton Center

The Parent Alliance for Learning and Support Program provided training for about 365 parents of children with disabilities on general advocacy and the Individuals with Disabilities Education Act (IDEA) this year; 59 young adults with disabilities in self-advocacy; and 180 professionals and community members on general advocacy. Also, 135 attended ARD training and 232 received individualized support. Training is provided in English and Spanish. This project started Oct. 1, 2011.

West Texas Youth Leadership and Advocacy Expansion Project, Imagine Enterprises

Selected graduates from Imagine Enterprises' Youth Leadership and Advocacy project, which covers 14 counties around Abilene, were trained to be peer-to-peer mentors and trainers. They learned how to make presentations and instruct other youth in peer-to-peer supports, leadership, advocacy, community living, continued education and employment. They also speak at local high schools and community organizations. This project started Oct. 1, 2011.

Left to right: Lisa Gunnels, Dot O'Donnell and Ms. Cano attended Community partners training at a Brighton Center Head Start program in New Braunfels.

Specialized Advocacy Training Project: Statewide Advocacy Network, Texas Parent to Parent

This project continued to develop a statewide advocacy network. It recruited parents of children with developmental disabilities, young self-advocates and siblings to advocate on community-based issues in health and human services, accessible transportation and housing, meaningful employment, and appropriate education for people with disabilities. Texas Parent to Parent trained 22 self-advocates, 90 parents and 10 others across the state to "adopt" a legislator or legislative staff.

TCDD Events Stipends

Stipends for 12 events enabled more than 300 individuals with developmental disabilities and their family members to attend conferences, workshops, meetings and other events in Texas. This support promoted consumer empowerment and involvement in activities that enhance independence, productivity and community integration for people with developmental disabilities.

Travel Support for Public Members of Advisory Committees

The Center for Disability Studies at The University of Texas at Austin

In order to increase public input on disability issues, TCDD worked with the Center for Disability Studies at

The University of Texas at Austin to support travel for about 25 people with developmental disabilities and their family members who serve on state advisory committees.

Cultural Outreach and Development

To better understand the effect of cultural issues on services, help local communities provide culturally competent support to people with disabilities, and build relationships with organizations that are working to improve the lives of individuals from ethnic minority cultures, TCDD funded seven projects for one year to organizations that include mostly blacks, Hispanics, Asians or Native Americans.

Barbara Jordan Endeavors Corporation (Houston)

The project partnered with five schools in the greater Houston area to provide information to help students with emotional, mental and physical disabilities reach their academic goals and prepare for college or vocational training. More than 700 students, families and other individuals from the community obtained information and resources at a variety of workshops. TCDD funding ended July 31, 2012.

The Arc of Greater Houston

Parents as Partners in Special Education provided culturally appropriate training to 62 persons with developmental disabilities and family members regarding special education advocacy, Medicaid waivers and guardianship to help them identify and access services.

Asian Americans participate in a cooking class as part of a summer camp by Light and Salt's Special Needs Care Center.

This project also hosted a Spanish Resource and Advocacy Conference with 171 participants. TCDD funding ended Dec. 31, 2011.

Light and Salt Association (Houston)

Asian American parents increased their knowledge, resources and skills for raising children with developmental disabilities. Children developed more life skills to increase their independence. The public learned more about cultural disability topics. More than 900 individuals participated in a variety of activities, including monthly support groups for parents, 13 handchime classes for children and nine musical performances, eight dance lessons, and seven cooking lessons for children. Light and Salt also developed a Chinese-language newsletter and

website, as well as a resource guide in Chinese and English. TCDD funding ended July 31, 2012.

The Sower Foundation (Humble)

This project started Sept. 1, 2012, with plans to host culturally appropriate resource fairs, small conferences or awareness events for disability service providers to improve health outcomes for people with disabilities who are black or Latino.

Apalachicola Creek Indians (Mabank)

To increase community involvement and people's independence, this project provided classes in nutrition and cooking, a community choir and a reading program through the local library. TCDD funding ended Dec. 31, 2011.

Friends and Families of Asians with Special Needs (Houston)

Training was provided to 101 Asian families on how to effectively advocate for their children. The project promoted awareness concerning the barriers facing Asian families with children with developmental disabilities. TCDD funding ended March 31, 2012.

Centro de Mi Salud (Dallas)

This project — which started Sept. 1, 2012 — works with families and providers to assist disability service providers in understanding the Latino-Hispanic cultures and how the level of acculturation affects decisions and access to healthcare services. Plans include presentations for school counselors and nonprofit and for profit agencies, organizing a radio talk show, holding an open house to help people access services in the community, and developing resource flyers in Spanish and Portuguese.

Fiscal Year 2012 TCDD Staff Activities

TCDD staff members provide support for all of the Council's activities. In fiscal year 2012, staff

- monitored public policy and provided input to Texas legislators, state agencies, members of Congress and other policymakers on issues affecting people with disabilities;
- developed and coordinated public information activities and products — including newsletters, the TCDD website and other materials;
- responded to inquiries about the Council and disability issues;
- worked to implement the TCDD State Plan;
- released nine Requests for Proposals for new projects;
- monitored grant projects and provided technical assistance to 47 projects and activities;
- provided administrative support for Council and staff activities; and
- coordinated quarterly meetings of the Council, Project Development Committee, Public Policy Committee and Executive Committee — plus one meeting of the Audit Committee.

TCDD Staff as of Sept. 30, 2012

Executive Management

Roger A. Webb
Executive Director

Martha Cantu
Operations Director

Barbara Booker
Budget Support Specialist

Koren Vogel
Executive Assistant

Grants Management

Sonya Hosey
Grants Management Director

Cynthia Ellison
Senior Grants Specialist

Wendy Jones
Grants Specialist

Vacant
Grants Specialist

Jeri Barnard
Project Development Assistant

Public Policy and Public Information

Jessica Ramos
Public Policy Director

Melissa Loe
Communications Coordinator

Lucy Walker
Public Information Specialist

Belinda Carlton
Public Policy Specialist

Vacant
Public Policy Specialist

Melissa Rosser
Public Policy Assistant

Annette Berksan
Web Administrator

Project Development

Joanna Cordry
Planning Coordinator

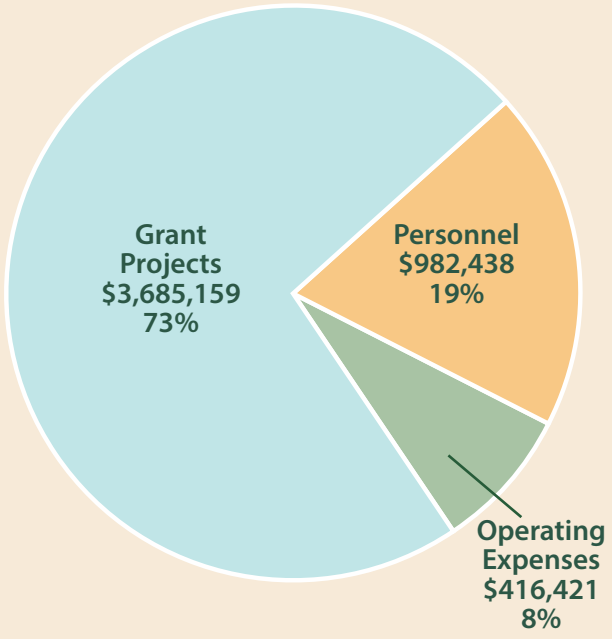
For current staff, visit the TCDD website, at tcdd.texas.gov.

Investments in Grant Projects

Goal Area	Federal Funds	Non-Federal Funds	Total Funds
Building Community Capacity	$642,066	$194,626	$836,692
Leadership and Advocacy	516,794	292,903	809,697
Employment, Income and Assets	383,451	131,515	514,966
Community Education and Outreach	81,410	19,919	101,329
Inclusive Education	50,000	3,562	53,562
Cultural Outreach and Development	45,020	13,808	58,828
TOTALS	**$1,718,741**	**$656,333**	**$2,375,074**

NOTE: Investments in Grant Projects may include expenditures of prior year funds.

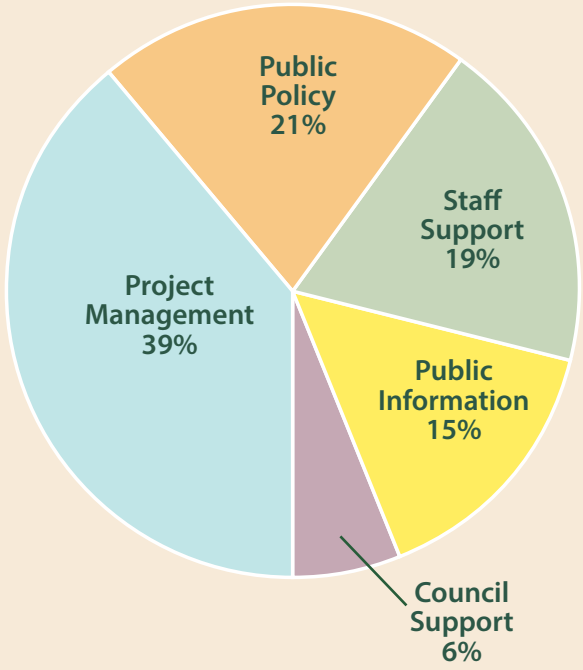
Fiscal Year 2012 TCDD Budget



Total Funding = $5,084,018

NOTE: Funds may be expended over three fiscal years.

Allocation of 2012 Operating and Personnel Expenses



NOTE: 85% of Operating and Personnel Expenses are allocated to support implementation of State Plan activities.

TEXAS COUNCIL *for* DEVELOPMENTAL DISABILITIES

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The mission of the Texas Council for Developmental Disabilities is to create change so that all people with disabilities are fully included in their communities and exercise control over their own lives.

This report was produced by the Texas Council for Developmental Disabilities using funds available under the Developmental Disabilities Assistance and Bill of Rights Act, P.L. 106-402, from the Administration on Intellectual and Developmental Disabilities (previously the Administration on Developmental Disabilities), United States Department of Health and Human Services. In FY 2012, TCDD received $5,084,018 (75%) in federal funds from the AIDD, and at least $1,244,843 (25%) in non-federal participation in projects.