



Mission:

The mission of the CDD is “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.”

Based on this mission the CDD works toward four overarching goals:

Provide pre-service training and continuing education that promote inclusive, quality education and community settings for people with disabilities;

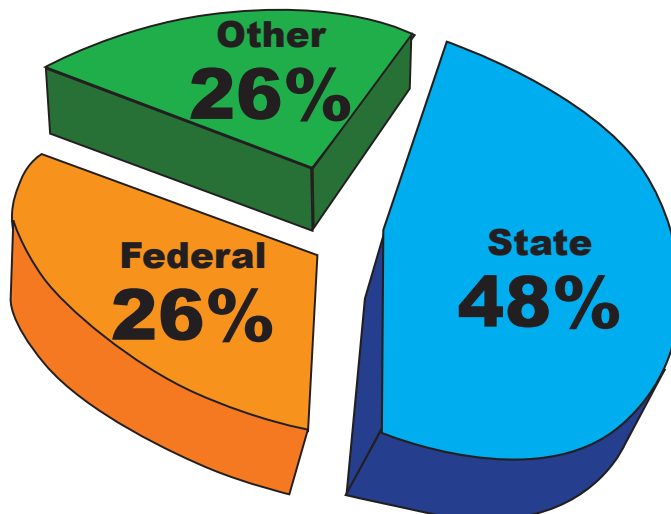
Provide training and technical assistance, and services and support, to individuals with disabilities, family members, and professionals on a variety of topics that promote inclusive, quality education and community settings;

Conduct research and evaluation studies that advance the knowledge base, contribute to improved evidence-based practices, and effect meaningful change in educational and community quality of life outcomes for persons with intellectual and developmental disabilities and their families; and

Develop and maintain a broad array of **information dissemination strategies**.

Funding Sources

In the 2019-2020 reporting period, the CDD leveraged nearly **\$5 million dollars** in additional federal and state funding beyond the UCEDD core grant.



Dalun Zhang, Ph.D.
Center Director

Meagan Orsag, Ph.D.
Associate Director

HIGHLIGHT OF ACOMPLISHMENTS

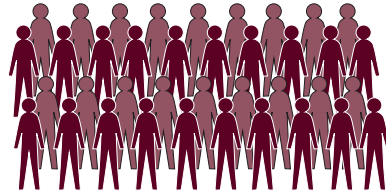
- We admitted **46 new students** into the **Online Master's Program**.
- The **Preparation of Leaders in Autism Across the Lifespan project** ended 9 scholars have become Board Certified Behavioral Analysts.
- **Eight graduate and undergraduate students** have been included in the research, development, and evaluation of Center Projects
- **Twenty students with disabilities** participated in the Postsecondary Access and Training in Human Services (PATHS) program to earn certificates in direct support.
- A total of 605 professionals, family members, and individuals with disabilities attended the **Texas Transition Conference**.
- A combined **48 students participated in the Leadership, Employability, and Advocacy Project (LEAP)** with 4800 contact hours.
- The **Work And College Opportunity (W.A.C.O.) project** reached a record number of students with 21 participants with over 4,200 contact hours.
- As many as 98 participants received education and training through the **Purposeful Life: Family Training Series**.
- Over **82 individuals have been trained by the Center's Person-Centered Planning Trainer**. Nearly 200 individuals were trained on Person-Centered Planning throughout the fiscal year.
- **The Center added the Person-Centered Employment Planning (PCEP) project** in adulthood. In the fall of 2019, nine students and their family members participated in the first training session.
- Since 2016, over 400 faculty and staff have participated in the **Aggie Disability Awareness Workshop**.
- The **Texas AgrAbility** provided direct services to 200 individuals through in person, 984 through workshops and training consultation and over 1,250,00 reached through websites, social media, news releases, webinars, blogs, and distribution of brochures.
- Through partnership with the **Brazos Valley Center for Independent Living**, 1,065 received independent living training, 3,331 received transportation training, 1,321 received vocational training, and 951 were provided with assistive technology support. BVCIL provided 23,862.6 hours of support this fiscal year.
- **Project Sunshine** provided respite care for 435 children in the Brazos Valley throughout the fiscal year.
- **Camp LIFE** served 59 campers, 50 TAMU students, and provided over 36 families respite during the fiscal year.
- The **ReDiscovery project** provided technical assistance to the 41 disaster counties impacted by Hurricane Harvey.
- **The Capacity Building Project team** trained over 500 professionals throughout Texas.
- The CDD core and affiliated faculty presented **96 papers at various professional conferences**.

177 Adults with disabilities received **certification in direct support** since 2012

150 Students are active in **Aggie Guide and Service Dogs** puppy raising program, with 95 puppies raised since 2005

1,121,789

People served at in CDDs outreach, services, and training projects in FY 2020



100 current **TAMU** graduate student trainees

77,851 total hours for Center Activities

208 area families participated in the **Down Syndrome Association Conferences** and classroom programs in FY 2020

432 People attending **Texas Capacity Building Conference** with over 10 speakers including: agency leaders, commissioners, content experts, faculty, and parents.

INFORMATION DISSEMINATION

CDD Website: **239,730** site visits

4,947 Facebook Follows

52 newsletter articles on the CDD

9 features in the AUCD 360

2 features in the College Publication

2,091 CDD Photo downloads

11 YouTube Videos with **631** views

13 printed items, **32** web-based items, **5** promotional items

NEW PROJECTS IN FY 2020

- Educating Every Aggie: Universal Design for Learning Faculty Fellows (Community Training) developed into the **UDLize Workshop** and added the following partners: PRIDE Center, AgriLife, Office of Graduate Studies, First Generation Students, Student Life, and Technology.
- **Aggie Adaptive Sports** with over 300 Texas A&M Students participating in inclusive sports leagues. (Community Education)
- **Person-Centered Employment Planning Training** was added (Community Education) this year and served 9 students with disabilities and their family members.
- **Project TAPP – Tackling Autism via Paraprofessional Preparation** (Research) funded at \$471,662 for two years.
- Research and Evaluation in Disaster and Disability (Research) was granted funding to identify and group together scholars and practitioners as the **Disability and COVID-19 Working Group** by the National Hazards Center.
- **L-Squared Spanish**: Early Literacy and Language Support for Spanish-Speaking Families and their Children with Autism Spectrum Disorder (Research)
- Five Faculty-Led Projects began in the spring of 2020 and resulted in Research Activities collected within the fiscal year
 - **Support Trauma Professional Development and Continuing Education in Trauma and Resiliency**
 - **The Resources for Disasters and Disability (REDDy) Directory as a Case Study**
 - **Self-Regulated, Prepared, Professional, Emotionally/Socially/Culturally Intelligent, Determined (SP2ED) Special Education Teacher Preparation (PREP)**
 - **The Role of Working Memory in Encoding Processes during Chinese Word Writing**
- A new study “**Use of Social Supports Among Young Adults who Experience Disability**” was the result of the collaboration between the postsecondary program PATHS and the Kinesiology Department.