

Background:

Three Executive Summaries and one report are attached for review by the Committee as requested by the Committee in November:

- Health and Fitness Promotion Project Executive Summary
- Enabling Technology: Collaborative Design for the Future Executive Summary (approved for funding by the Committee in August 2009)
- Inclusive Faith Based Communities Symposium Executive Summary (approved for funding by the Committee in November 2009; only one application was received, and it was not funded)
- Youth Leadership Report

The Committee may discuss and take action on the Executive Summaries and/or provide further direction to staff regarding other possible future activities.

Project Development Committee

Agenda Item 7.

Expected Action:

The Committee will review the Executive Summaries and Youth Leadership report and may recommend Council approval of either or both projects. The Committee will also provide guidance to staff for other projects discussed.

Council Meeting

Agenda Item 12.

Expected Action:

The Council will receive a report of the Committee’s discussions and will consider any projects recommended for approval.

Future Funding Proposal

Executive Summary

Health and Fitness Promotion Project

Background:

The mission of the Texas Council for Developmental Disabilities (TCDD) is to create change so that all people with developmental disabilities are fully included in their communities and exercise control over their own lives. TCDD's numerous grant projects have sought to remove barriers related to the education, housing, employment, transportation, healthcare, and recreation needs of people with disabilities, with all projects striving to improve quality of life for Texans with developmental disabilities.

Numerous studies point to the benefits of physical activity: improved health, preventative medicine, psychological well-being and recreation. Activity improves mood and self-esteem; combats chronic diseases such as diabetes, heart disease, high cholesterol, osteoporosis, and some types of cancer (colon, breast); helps manage weight; reduces long term health care costs; boosts energy levels; and promotes better sleep. In addition, many physical activities are fun and enjoyable in and of themselves, thus offering entertainment value in addition to numerous other benefits. Exercise gives the body strength, promotes energy, relieves stress and can help reduce fatigue.

Medical management alone has often not proven effective in meeting health and wellness needs for many individuals with developmental disabilities. People with disabilities are more likely to: have early deaths; have chronic health conditions; have preventable secondary conditions; and make more emergency room visits than persons without disabilities. More than half of adults with disabilities engage in no leisure time physical activities. A disproportionate number of people with disabilities live near, at, or below the poverty level. Therefore, memberships to fitness and health clubs and other wellness activities may be cost prohibitive. Furthermore, equipment and professional expertise are not readily accessible (Rimmer, 2009).

It may be challenging for individuals with disabilities to engage in regular exercise, but it's even more important for people with disabilities. Compared to people without disabilities, individuals with disabilities are more likely to be obese (45% of males and 56% of females with developmental disabilities are overweight, which can lead to obesity) and to engage in exercise and other healthy behaviors less frequently (Martino, 2010).

In FY2010, a TCDD Grants Specialist, Wendy Jones, attended the National Association of Councils on Developmental Disabilities (NACDD) annual conference in Orlando, Florida. The Florida Developmental Disabilities Council's FIT Club was one of many excellent program models presented at that conference. The model includes cost-effective strategies for introducing modified fitness programs and activities as well as anecdotal evidence of program impact. Ms. Jones discussed this model when offering comments about that conference to the Council during the November 2010 meeting. The Project Development Committee expressed interest in funding a project that would incorporate components from Florida's program as well as best practices from others. In particular, the Committee was interested in:

1. Demonstrating what types of activities and exercises can be introduced or modified into a fitness program for individuals with developmental disabilities. Such activities can be sports, walking groups, yoga, personal trainers, and/or other strategies.
2. Demonstrating how regular exercise could help prevent or manage chronic illness and reduce healthcare costs.
3. Demonstrating how individuals with developmental disabilities engaging in regular physical activity report enhanced self-esteem and experience higher quality of life.

State Plan Goals and Objectives:

Goal 5: People with developmental disabilities receive quality care for mental and physical health and have access to wellness support in their communities.

Objective 2: Collaborate with other organizations and agencies to provide supports to assist people with developmental disabilities and their families to improve and/or maintain their health, by September 30, 2011.

Goal 9: People with developmental disabilities will have recreational opportunities, choices, and outcomes similar to those of people who do not have developmental disabilities.

Objective 1: Collaborate with other organizations and agencies to promote community recreation programs and/or recreation opportunities that are fully inclusive, by September 30, 2011.

Expected Outcome:

1. The primary outcome is that at least three sustainable programs will be created or modified to provide individualized community health and fitness programs/opportunities for individuals with developmental disabilities. To provide information on program effectiveness, data will be collected on the project impact for at

least 30 individuals per site, however more individuals are expected to be served by each site.

2. The first year of this project is anticipated to consist of planning, outreach, and program set-up.
3. In the second year of this project, between 30-50 individuals with developmental disabilities (or their designee) will report increased satisfaction with their recreational opportunities after participating in a program with individualized supports to enable them to participate in recreational activities.
4. In the third and subsequent years of this project (up to five years), TCDD will negotiate the number of individuals with developmental disabilities (or their designee) expected to report increased satisfaction with their recreational opportunities after participating in a program with individualized supports.

Project Description:

Up to three organizations will be funded to implement activities in at least one site each. If multiple applications are determined to be fundable and are of comparable quality, preference will be given to organizations expressing the will and the ability to implement project activities in more than one site, particularly if one of the chosen sites is a rural area.

The organization funded through this grant will work with other organizations to demonstrate:

1. How to provide *individualized*, inclusive recreational programs to people with developmental disabilities to assist them to determine their goals in fitness, recreation, and overall wellness.
2. How to provide training and/or technical assistance to enable service clubs and volunteer organizations to, if necessary, alter their culture and activities, to support full and equal participation by individuals with developmental disabilities in a way that will promote participation in recreational programs based on interest and wellness goals.

Involvement by people with developmental disabilities in planning activities:

The organization implementing this project must assure that the development and implementation of all activities is driven by direct input from people who have disabilities, although people who do not have disabilities who have demonstrated technical expertise related to project activities may also hold leadership and staff roles. Organization(s) implementing this project are encouraged to use focus groups of people with developmental disabilities, led by people with developmental disabilities:

- to identify actual barriers to physical fitness that have been experienced by individuals with developmental disabilities that may not be widely recognized or understood; and

- to vet strategies that might be used to achieve project goals.

Focus group information should be summarized to inform the development and implementation of the project, but specific personal information or personal situations described in focus groups may only be shared as group participants allow. Focus groups may be conducted in the first year of the grant.

Cultural Competency and Diversity:

Development and implementation of project activities must demonstrate an understanding of cultural competency by the applicant/grantee organization. The applicant/grantee must include activities in the project work plan to identify specifically how ethnicity may influence the values, lifestyle, and goals of individual participants and how project activities may be adapted to successfully recruit and/or address specific needs and/or preferences of people who belong to minority ethnic groups.

Proposed Funding Amount:

Up to \$250,000 per year for up to three projects related to this Executive Summary

Proposed Duration:

Up to five years per project for all projects related to this Executive Summary.

Other Considerations: Activities conducted under this Executive Summary will be very closely monitored by TCDD staff and may be discontinued at any time if they are deemed harmful or inappropriate.

1. Toolkits, websites, curriculum, videos, or other products developed with the use of TCDD funds must be reviewed and approved in writing by TCDD staff and/or other designated individuals before being approved for public distribution.
2. Upon successful completion of the project activities and achievement of stated outcomes, the grantee may apply for funds for one additional year to promote any products, make presentations, and conduct other activities as appropriate to encourage replication of the program in other regions of the state.

Rimmer, Dr. J.H. (2009, March 31). *Developmental disability and fitness*. Retrieved from http://www.ncpad.org/disability/fact_sheet.php?sheet=117&view=all&print=yes

Martino, C.M. (2010 September). *Increasing wellness and reducing secondary health conditions for individuals with developmental disabilities*. Retrieved from <http://www.nacdd.org/documents/The%20Fit%20Club.pdf>

Future Funding Proposal

Executive Summary

Enabling Technology: Collaborative Design for the Future

Background:

Almost all Americans use technology on a daily basis to increase their physical comfort, to travel across long distances, to connect with others, to entertain themselves, to enable them to reach goals, and/or to overcome environmental barriers. Technology provides tools that can improve quality of life and productivity for everyone, including people with developmental disabilities. Some of the technological tools most frequently used by people with developmental disabilities are specialized and disability-specific – these typically fall in the category of “assistive technology.” However, many of the tools that improve the quality of life for people with developmental disabilities are generic; they are the same products widely used by consumers with diverse characteristics who don’t necessarily have disabilities. Examples of this type of technology include cell phones, subtitles for language translation, voice-recognition software; global positioning system (GPS) satellite tracking that helps people navigate city streets; talking books; computers; and the internet (including social networking technologies). Additionally, technology is being developed for specific uses not necessarily related to disability, such as robotic tools that are operated remotely; long-range monitoring and sensing equipment; and microchip-enhanced cards (or wearable items such as wristbands) that contain information, allow access to restricted areas, or serve as cashless debit cards.

Although an obvious financial benefit exists to ensuring that new technology being marketed to the general public appeals to and/or meets the needs of people with developmental disabilities, this group is not often considered a target market and is rarely taken into account during the development of these products. However, this may change as technology companies strive to stay competitive by being responsive to the changing needs and desires of baby boomers who are aging and of soldiers who have returned from Iraq with significant disabilities. Companies that develop devices for the “typical” public will be confronted with the reality that more and more “typical” people have disabilities, including individuals who acquire a disability as part of the aging process. Forward-thinking, successful technology-focused companies may realize that tweaking their existing products or building accessibility into the initial design of new products will result in a broader customer base – especially if the increased manufacturing and availability of these products results in a cost reduction for individuals.

Currently, the input of people with developmental disabilities frequently is not valued – nor even solicited - in the initial design of new technology that is intended for the general public. Instead the development of and funding for “assistive technology” typically occurs separate from the development of technology for the general public, and technology developed for the general public frequently has to be adapted after the fact for use by people with developmental disabilities. There would be tremendous benefit for the developers of new technology to consult - early in the design process - with people who have developmental

disabilities or who have family members who have developmental disabilities. A person who has lived a full life with a disability frequently has had to become very creative at finding ways to meet their needs with whatever is available to them. Many have a lot of expertise at “making things work” and know what is more or less likely to be helpful. Designers may find that collaboration with people who have developmental disabilities enables them to create technology that is more functional and appeals to a wider range of people. For example, there are agencies that support people with developmental disabilities to live semi-independently by using commonly available monitoring and communication devices to enable their clients to do more in their own homes with less intrusion by direct support staff. This same type of technology might interest parents of “latch-key kids” were they aware of its existence. Simple robots – such as those that vacuum or entertain – are now widely available, and that technology could be used to create robots that “fetch” items for people with mobility impairments. Cell phone, voice recognition, and GPS technology, if adapted to be simpler and easier to use, might enable a person who has a cognitive disability to move around their neighborhood or city more independently.

The Texas Council for Developmental Disabilities (TCDD) would like to explore how collaboration between companies that develop or produce technology and people who have developmental disabilities might enable developers to increase their creativity in designing new technology. As a part of this effort, TCDD intends to demonstrate how those devices might enable people to live more independently and to reach personal goals.

State Plan Goal and Objective:

Goal 10: People with developmental disabilities and family members will have the supports and services they need to be able to participate actively in their communities.

Objective 7: Explore and promote new technologies, multi-media tools, assistive equipment, and/or barrier removal/home modifications that may enable people with developmental disabilities to live more independently within local communities and/or to participate more fully in advocacy efforts, by September 30, 2011.

Expected Outcome(s):

TCDD will facilitate exploration and/or demonstration of the benefits of using new technology – or using “old” technology in an innovative way – to support the independence of people with developmental disabilities.

TCDD will promote collaboration between people with developmental disabilities and developers of affordable, widely available, technology.

Project Description:

This project will require a partnership between at least two entities:

1. One must have considerable experience in developing and/or providing reliable technology for individuals or companies to improve quality of life, to facilitate effective communication between individuals, or to improve business practices.
2. One must have considerable experience providing support and/or services to people with developmental disabilities and/or their families.

The partnership may involve additional organizations. People with developmental disabilities and/or their family members must be involved in the project design, implementation, and evaluation. Although one partner must be designated the lead applicant to receive grant funds and to comply with all reporting requirements and assurances, the partners should contribute equally to the creative process, making maximum use of their strengths.

The partners will work together to implement an innovative model demonstrating how technology can be used, in a cost-effective way, to enable people with developmental technologies to have increased independence in their daily lives. A model may be considered “innovative” if it is not currently in existence in Texas but has been demonstrated to be effective – and may even be widely used – in other states or countries to support people with developmental disabilities.

The project must serve at least 10 people (plus their families, if relevant) and must be committed to ensuring that participants will continue to receive the same level of service/support after TCDD funding has ended. The project may serve more than 10 people, and the additional people reached may include people without developmental disabilities if the intent is to demonstrate that the same product would have a wide range of potential users. TCDD expects that this project will show how “generic” technology might be employed to support people with developmental disabilities and also appeal to a diverse market, so that for-profit companies might aspire to produce the product on a wide-scale basis, at an affordable cost to individuals.

The partnership must ensure that an evaluation of the project is provided to TCDD upon project completion. The evaluation should include benefits and drawbacks as perceived by the individual served and by all project partners, as well as a discussion of possible implications (both positive and negative) of wide-spread implementation of the project.

Applicants will be responsible to develop and outline the type of project proposed and provide information to support the probable success of the project. Applicants are encouraged to be creative in the development of a project idea; TCDD fully intends to demonstrate a new, or relatively unknown, approach and may choose not to fund any proposal if none meet this requirement. Examples of the types of projects that would be considered appropriate to be funded under this RFP include:

1. The use of remote monitoring/sensing technology, accessible communication equipment, and professional direct care staff to support – as non-intrusively as possible - individuals with developmental disabilities living in their own homes.
2. The creative use of robots to reduce reliance on other individuals or to enable individuals with developmental disabilities to exert more control over their environment.
3. An expansion of the availability and successful use of social connectivity technology to individuals who have not had access previously (for example, individuals living in institutions) in such a way as to bring about significant and tangible changes in their daily lives.

4. The demonstration of how face recognition software and/or gaming technology may support or develop skill in recognizing and responding appropriately to social cues for people who need this type of assistance due to a disability.
5. The development of a model to promote interest in university students in engineering, computer science, or other related disciplines, by creating an annual “enabling technology” design competition.

This list is intended to serve as examples only and is non-inclusive. Applicants may choose to develop one of these ideas into a project or may submit a proposal entirely unrelated to any of these examples.

Proposed Funding Amount:

Because of the range of types of projects that might be proposed under this RFP, the Council is not committed to providing a set amount of funding for any particular project. If multiple proposals are viewed favorably, the Council may choose to fund several promising projects if they require relatively small amounts. The Council may also decide to fund one project for the full amount. However, the Council will not fund any single project, or combination of projects, for more than \$200,000 per year, total.

Proposed Duration:

TCDD funding would be offered for up to 5 years subject to annual review of project accomplishments.

Other Considerations:

Future Funding Proposal Executive Summary Inclusive Faith Communities Symposium

Background:

The Texas Council for Developmental Disabilities (TCDD) exists to create change so that all people with developmental disabilities are fully included in their communities and exercise control over their own lives. TCDD's numerous grant projects have sought to remove barriers related to the education, housing, employment, transportation, healthcare, and recreation needs of people with disabilities. These categories describe almost all of the types of needs that people living in a community experience, with one notable exception: participation in a faith community of one's choice. TCDD recognizes that a range of issues exist related to specific faith communities' ability and willingness to welcome and fully include people with developmental disabilities. These issues include attitudinal barriers, physical accessibility issues, and inadequate knowledge about supporting people with developmental disabilities. At the same time, TCDD acknowledges that many faith communities in Texas have done a great deal to advocate for and to serve the needs of Texans with developmental disabilities.

In 2008, the Council amended its State Plan to include an objective to collaborate with leaders of faith-based organizations in order to compare experiences and share resources so that formal and informal community supports available to people with developmental disabilities may be increased. Council staff began to explore the issue by connecting with individuals and groups who expressed interest and held two meetings, one in Austin and one in Houston. In addition, Council staff attended a one day symposium held at a church in Houston, at which individuals from the surrounding area networked, exchanged information about what was working and what challenges they were having. The organizers were also able to gather enough financial support to bring a nationally recognized expert to the area to speak to them. The symposium was very well received, and many attendees expressed an interest in being able to connect with others on a statewide level.

Prior and subsequent to the symposium, staff heard from individuals in other areas of the state who were interested in having the opportunity to network/connect with others, and who were wanting both to receive training that would enable them to help their own faith communities to be more fully inclusive and to help others when possible by sharing what strategies they have found to be successful. Although some communities are working well together, almost all felt as if they needed more information related to providing behavior supports, accessing other community resources when needed, overcoming attitudinal barriers within their communities, and adapting religious education for individuals with cognitive disabilities. Additionally, a specific barrier identified was the difficulty of forming collaborative relationships between diverse groups – including community-based providers as well as people who are of different denominations and/or religions. Sponsorship of a symposium by an “outside” organization like TCDD might be able to bring together groups that might not otherwise connect.

State Plan Goal and Objective:

Goal 10: People with developmental disabilities and family members will have the supports and services they need to be able to participate actively in their communities.

Objective 11: Collaborate with leaders of faith-based organizations to compare experiences and share resources to increase the formal and informal community supports available to people with developmental disabilities in their communities, by September 30, 2011.

Expected Outcome:

At least 10 faith-based organizations from around the state will actively participate in a Symposium on Creating Inclusive Faith-Based Communities and will return to their communities with 1 year action plans designed to improve the inclusiveness of their particular faith community. Appropriate supports will be provided to assist each community participant to develop a plan specific to their needs, and follow-up support will be arranged to ensure that they are able to implement the plan.

Project Description:

Two Statewide “Creating Inclusive Faith-Based Communities” Symposiums will be held. The planning and implementation of the Symposium will be guided by a ethnically and geographically diverse Project Advisory Committee that will include representatives from multiple denominations and religions, at least two adults with developmental disabilities, at least two parents of children with developmental disabilities, and at least one faith-based initiatives liaison from a governmental or quasi-governmental agency. The topics to be included in the agenda will be developed by the Committee, but must include sessions about providing behavioral support to promote inclusion as well as identifying and addressing other barriers to inclusion. In addition, the Symposium should include specific sessions designed specifically for the leadership of faith-based communities.

Following the Symposium, communities will be provided support, technical assistance, and – if necessary - stipends to be able to implement their plans. The Symposium held in the second year should include an added component to allow participants from the first year share their progress, barriers encountered, and solutions discovered.

Proposed Funding Amount:

\$50,000 for two years.

Proposed Duration:

TCDD funding would be offered for two years.

Other Considerations:

A commonly accepted means of reaching ethnic minority communities is through faith-based communities. In fact, the group with whom TCDD staff met in Austin was almost exclusively African American. Staff expect that a Symposium focused on Faith-Based Communities would be an effective means of increasing the diversity of the communities participating in TCDD activities.

Youth Leadership Programs: History and Possible Next Steps

Four (4) grants, funded for five (5) years, for youth leadership programming are nearing the end of their funding period. None of these are completely sustainable past the funding period. The following document outlines the ending date for each program, their current level of sustainability, and partnerships and efforts toward sustainability. Additionally, information is provided about participant activities associated with the programs and potential next steps that the Council can take to continue to promote youth leadership, including the creation of a Youth Leadership Council. Potential components of a Youth Leadership Council are outlined on page three (3). See the last page for aspects of successful youth programs as reported by National Collaborative on Workforce and Disability.

Table 1. Grantee Sustainability Efforts

Program	End Date (5-yr grants)	Currently Sustainable	Partners / Efforts toward Sustainability
Imagine Enterprises (West Texas)	5/31/2011	No	<ul style="list-style-type: none"> • Texas Workforce Commission (TWC) – existing non-financial partnership • Not Without Us Independent Living Centers – forming partnership <ul style="list-style-type: none"> - Imagine would like to partner with above agencies on a new grant.
Education Service Center-Region 19 (El Paso)	6/30/2011	No	<ul style="list-style-type: none"> • Department of Assistive and Rehabilitative Services (DARS) Division of Blind Services (DBS) – sponsors client participation • Volar Independent Living Center – board voted in 2008 to house the YLF but experienced revenue loss, still active partner • The Education Service Center – Region 19 • Twelve local school districts and four charter schools • The University of Texas at El Paso • El Paso Community College • El Paso Rehabilitation Center • The El Paso Community Foundation
Goodwill Industries of Central East Texas	7/1/2011	Somewhat	<ul style="list-style-type: none"> • AmeriCorps & OneStar Foundation - volunteers • Lufkin ISD – referral & transportation • Goodwill - funding through store revenues <p>Existing Grants:</p> <ul style="list-style-type: none"> • Junior League • Brookshire Brothers Corporation • Henderson Foundation • PineyWoods Foundation* • Kurth Foundation* - Several are likely to continue funding
Texas A&M - Statewide	8/31/2011	No	<ul style="list-style-type: none"> • DARS – provides 25% of current funding, secured through 9/1/2012

*To support the Adaptive Technology and Learning Center which the students use for career related learning

Participant Activities

All programs reported continued participant involvement in leadership and advocacy activities after completion of the program(s). The actual level of involvement is difficult to assess due to limited long-term follow-ups.

All programs cited a variety of participant activities, including but not limited to:

- led self-advocacy groups at schools
- worked with local transition fair
- led own ARD process
- attended Mayor's Committee on Disability Services
- led school campaign to remove "R word" from legal documents
- spoke to press on importance of voting
- helped disadvantaged youth through a Christmas toy drive
- petitioned the local school to include a ramp on both sides of graduation stage
- acquired leadership position at the state and national level National Federation of the Blind
- produced a film for school teaching about legislative advocacy
- advocated for disability accommodations at local university
- gave school presentation about being a self-advocate
- became president of an existing school club or founded another
- began working with state reps to help pass a bill requiring Visual Impairment instructors to obtain more training and a bill to remove the "R word" from legal documentation
- created video about the R word's hurtful connotation and removing it from legal documents
- organized disability issue awareness fun run and raise funds for disability advocacy organization

Note: The TX YLF coordinator (Tx A&M project) will begin creating an instrument to formally collect quantitative data regarding the longitudinal benefits of TX YLF. The instrument will be designed to determine if and how the adult outcomes of formal TX YLF participants differ from their peers who have not participated in the program. Tentatively, the outcomes to be investigated will include recreational activities, employment, community living conditions, education achievements, and advocacy activities. The instrument is expected to begin going through validity testing following the 2011 summer TX YLF event, and the results from the finalized formal assessment are expected by August 2012.

Potential Next Steps to Continue to Promote Youth Leadership:

- Fund additional research on the effectiveness of YLF.
- Continue funding similar programs but require additional pre & post testing of participants and follow-up measures to better assess the effects.
- Wait to fund any further youth leadership programs until outcomes of A&M study are released.
- Create Youth Leadership Council that would:
 - Promote and allow for continued involvement in advocacy and leadership with peers, since it is easier to stay involved with an organized structure than acting individually.
 - Provide practical development experience for involvement in formal committees, etc. in the future.
 - Increase motivation for youth to participate actively by allowing them to focus on areas of interests and have hands-on involvement in structure and functioning of the program.

Possible Components of a Youth Leadership Council

- Options for Infrastructure:
 - Multiple regional councils, with opportunities for communication between regional councils and/or statewide meetings.
 - One State council with members from various regions, considering travel costs and difficulty of collaboration over distance, especially for minors.
- Options for Membership:
 - Pull from the pool of individuals who have already completed training or attended a forum/camp.
 - Recruit new participants & providing training.
 - Both recruit from the pool of trained individuals and solicit new participants who would be trained. Experienced members could be in charge of training new ones.
- Options for Governance and Interaction
 - Develop a free-standing Council with leadership separate from TCDD.
 - Leadership through TCDD (Staff or Council member as chair).
 - Establish subcommittees by interest area.
 - Let members determine subcommittees OR limit to goal areas of TCDD 5-year plan.
 - Subcommittees can lead project(s) in their communities, inform TCDD of issues, advocate w/ legislators (any or all of the above).
 - Promote increased information sharing/communication through mailing lists with opportunities/ideas for involvement, website, Facebook, etc).

Table 2. Organizational & Program Components of Effective Youth Programs

Organizational Level		
Components of Youth Development Programs	Additional Components of Youth Leadership Programs	Additional Components for Disability Focus
<ul style="list-style-type: none"> • Clear mission and goals • Staff are trained, professional, supportive, committed, and youth-friendly • Safe and structured environment 	<ul style="list-style-type: none"> • Youth involvement at all levels including administration and the Board of Directors 	<ul style="list-style-type: none"> • Physically and programmatically accessible • Staff are aware, willing, prepared, and supported to make accommodations
<ul style="list-style-type: none"> • Connections to community and other youth-serving organizations 		<ul style="list-style-type: none"> • Knowledge of resources (national and community-specific) for youth with disabilities • Partnerships and collaboration with other agencies serving or assisting youth with disabilities
Programmatic Level		
Components of Youth Development Programs	Additional Components of Youth Leadership Programs	Additional Components for Disability Focus
<ul style="list-style-type: none"> • Focus on each young person’s individual needs, assets, and interests 		
<ul style="list-style-type: none"> • Hands-on experiential and varied activities • Youth involvement in developing and implementing activities 	<ul style="list-style-type: none"> • Hands-on involvement at all programmatic levels such as planning, budgeting, implementing, and evaluating programs 	
<ul style="list-style-type: none"> • Opportunities for success • Opportunities to try new roles • Youth leadership 	<ul style="list-style-type: none"> • Multiple opportunities to develop and practice leadership skills • Varied, progressive leadership roles for youth: small group, large group, event, program 	
<ul style="list-style-type: none"> • Mentoring/role models 		<ul style="list-style-type: none"> • Ensure peer and adult role models and mentors include people with disabilities
<ul style="list-style-type: none"> • Personal responsibility 		<ul style="list-style-type: none"> • Self-advocacy skills building • Independent living information and assessment (career, employment, training, education, transportation, recreation, community resources, life skills, financial, benefits planning)
<ul style="list-style-type: none"> • Family involvement and support 		
<ul style="list-style-type: none"> • Opportunities for youth to develop self-awareness, identity, and values 	<ul style="list-style-type: none"> • Education on community & program values and history 	<ul style="list-style-type: none"> • Disability history, law, culture, policies, and practices

Source: National Collaborative on Workforce and Disability