

Family Engagement Transition Toolkit

Jobs Now Partnership Project



Prepared By: Andrea K. Alexander

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<https://witig.org/transition-planning/opening-doors/>

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A Message to Students

Aloha kākou!

High school is an exciting time with many opportunities to plan for your future. As you begin this journey towards adult life and responsibilities, it is important that you have access to a wide range of information that can help guide you toward future success. School serves an important purpose, and that purpose is to prepare every haumana for a positive passage into adulthood, with a clear plan for achieving their postsecondary goals, objectives and dreams.

The **Family Engagement Transition Toolkit** is designed especially for emerging young adults with disabilities to utilize as a resource to support the course of transition planning for postsecondary education and employment.



A Message to Students (Continued)

Additionally, information has been included that will help your families, caregivers, school counselors and service providers with offering guidance as you develop your academic or employment goals. It can also assist you in identifying appropriate agencies, institutions and programs that may best match your needs and interests as you plan your transition.

As you honor all those who sustain and support you in preparing for your future, remember that the final decision is yours to make. Adulthood is the start of a new chapter in your life. A lei of meaningful life experiences awaits you. The Jobs Now Partnership Project wishes you all the very best and a bright future.

Warmest Aloha,

Andrea K. Alexander
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Acknowledgements

Welcome to the Hawai'i Family Engagement Transition Toolkit

Aloha Students, Families & Caregivers,

The Jobs Now Partnership Project (JNP) is privileged to present the **Family Engagement Transition Toolkit** in partnership with the Hawai'i Statewide Family Engagement Center. We have produced this toolkit for students with disabilities, their families and/or caregivers in order to support their ability to more effectively navigate systems and services in pursuit of competitive employment and postsecondary outcomes.

The Toolkit is presented as a strategic selection of information and resources that are relevant to your transition planning. The primary objective is to enhance the capacity of all students with disabilities to access the services, supports and resources they require as they aim to reach their fullest potential.

The Family Engagement Transition Toolkit was developed in direct response to the needs and concerns articulated and reflected by the JNP students and families who participated in our pilot project. The content is informed by the concerns, experiences and funds of knowledge of the participant families, and therefore reflects their voice. It was further conceptualized as a companion guide in support of the JNP legislative policy initiative to establish the Hawai'i Statewide Transition Success Network (SB3156) initially advanced in 2020. The progress of this initiative was disrupted by Covid-19, but we are hopeful for its reintroduction at some point in the future.

The JNP team consulted with and acquired the support of it's Executive Council members, the Hawai'i Department of Education (HIDOE) and other community and state partners in order to obtain the necessary and relevant information in support of this objective.

Finally, the JNP team wishes to extend its deepest gratitude to Dr. Laura Owens of TransCen, Inc. for her guidance, encouragement and support in the development of this Toolkit.

I. Introduction

Overview of Transition Planning

Students may go in many different directions after graduating from high school. Some students choose to go right into the workforce. Others may choose to go on to postsecondary education to enhance their knowledge and skills as required for their career choices. Some students will go into the military. Students with disabilities have all these options too.

This toolkit is designed as a guide to help students with disabilities take another step in preparing for “life after high school.” The activities in this toolkit should be completed with your parent/guardian, teacher, or school counselor.

While high school is an exciting time, what you do after high school can be just as exciting with some careful and thoughtful planning. In order to carefully plan for what will happen after you graduate, you will need to:

- Know your interests.
- Know your strengths.
- Know the areas you need to work on.
- Know the things that work for you and the things that do not work for you.
- Know what kinds of support you might need and who could provide that support.
- Try different types of jobs that might lead to a career.
- Find out what knowledge and skills are needed for careers you are interested in, and figure out how to get that knowledge and those skills.

This toolkit deals with the transition to postsecondary education and transition to employment. Postsecondary education includes many kinds of education and training programs, technical college degree and certification programs, apprenticeships, two- and four-year public and private colleges and universities, trade schools, on-the-job training, and more. Employment includes many kinds of choices from jobs to careers, with or without the support of outside agencies.

Although eighth, ninth, and tenth grades may seem early to be thinking about life after you leave high school, it is important to begin planning for your life after graduation. You may want to continue your education or enter the workforce. Both of these options require career exploration and research. Most schools offer classes on career and technical education and opportunities for work experiences. Make sure you are included.

The Individualized Education Program (IEP)

The Importance of the Role of the IEP in Transition

The IEP is the primary guiding document for post-secondary student planning. As a student, you are your own greatest asset and strongest voice in planning for your future. As a parent, caregiver, or guardian, while there are many important people who may assist your student along the way, you are often the only **long-term stakeholder** that can provide support and guidance in their endeavors.

It is very important to understand that **the law** gives the student, family (and/or legal guardians) the power to make educational decisions on the student's behalf using the IEP.

To that end, it is critical to heighten the level of awareness of students and families to the greatest extent possible regarding available services and supports for students with disabilities during the transition timeline. This process may begin as early as elementary school, continue throughout middle school, and should extend until graduation from the public school system via certificate or diploma. Per the United States Department of Education, transition planning is a **mandatory** component of a student's IEP, **may begin at age 14** and is **legally required by age 16**.

The research that informed the creation of this toolkit demonstrates that transition planning should begin much earlier in order to develop the best level of preparedness for both the student and family as the journey towards adult education and employment systems begins.

The Individualized Education Program (Continued)

The Importance of IEP Training & Workshops

It is *strongly recommended* that the student and their family, guardian and/or caregiver enroll in an IEP training/refresher course to ensure current awareness of all rights, responsibilities and services available. In addition, many IEP trainings have workshops specifically for transition planning, and this can be an extremely valuable resource for the student in identifying strategies and supports that can strengthen the content of their IEP. Contact your state Parent Training & Information (PTI) Center for support in IEP training and advocacy. The current PTI center for Hawai'i & Pacific Islands is **Leadership in Disabilities and Achievement of Hawai'i (LDAH)**. Please see page 37 for more information.

We have included a strategic guide developed by the Hawai'i Statewide Family Engagement Center that may assist families with navigating IEP meetings. You may also access the link here: <https://cde.coe.hawaii.edu/hfec/2020/08/06/iep-smart-strategies/>



Smart Strategies: Centering Your Child in the IEP Process

Seven Tips For Success



Prepared by: Andrea Alexander

Hawaii Statewide Family Engagement Center

This guide is offered as navigational support for parents and families of children with Special Needs in the course of the IEP planning and engagement process. This content is provided in the format of suggestions and is for informational purposes only. The tips and information provided are not a substitute for legal advice. Parents and families should consult their local school district's policies and procedures, as well as state and federal law to ensure compliance. This guide is intended to promote and strengthen parent and family voices in the decision making process for their child.

If any parent groups, community organizations, and or schools are interested in having HFEC deliver a training on these IEP strategies, please contact us at hfec@hawaii.edu. We'll respond to your request in two business days about arranging an online training.

Smart Strategies: Centering Your Child in the IEP Process

Seven Tips For Success

AN IMPORTANT MESSAGE FOR PARENTS, GUARDIANS & CAREGIVERS:

- **YOU** are the only long-term stakeholder that your child has.
- The **LAW** gives you power to make educational decisions for your child.
- There are no permanent people. There are no permanent promises. There are only the **PERMANENT INTERESTS** of your child.

Smart Strategies: Centering Your Child in the IEP Process

Seven Tips For Success: Strategy #1

Always ensure your child's presence in the room



- Create a [Parent Profile for Student](#)
- Say your child's name regularly during the meeting
- Bring a framed photo of your child
- Have your child in attendance whenever it is possible

It is very important to keep your child and their interests centered at all times. In most IEP meetings, there will be people in attendance who may not know each other, and often do not personally know your child. Therefore, ensuring that your child is maintained as the center of the conversation is essential. It is critically important to remember at all times that you are in a room with people who are positioned to make decisions about your child's life, health and future. In light of this fact, you want to keep the focus on your child as a person, with needs, dreams and goals. Do not allow the meeting to veer into an "administrative formality" that is not focused on the present and future reality of your child.

Smart Strategies: Centering Your Child in the IEP Process

Seven Tips For Success: Strategy #2

Agency vs Emotion

- Remain Calm
- Submit a Parent Agenda before the meeting and bring copies
- Ask questions; Make suggestions
- You have the RIGHT to take more time to reflect and/or request another meeting

As an advocate for your child, it is in the best interest of both yourself and your child that you keep your emotions under control. While this can be extremely difficult at times when encountering obstacles from school staff, it is more effective to channel your emotions into a strategic plan to address the obstacle or issue in an organized way, such as writing a letter.

Writing a letter provides several benefits:

- You can choose a calmer environment in which to write, which may provide clarity and focus.
- It provides documentation of the problem and is addressed to a specific person.
- It provides a timeline and proof of your attempt to resolve an identified issue or concern for your child. This could become very important in the event of legal interventions.

Smart Strategies: Centering Your Child in the IEP Process

Seven Tips For Success: Strategy #3

Powerful Positions vs Positions of Power

- It is not always necessary to go straight to the “top”
- Building a relationship with an influencer can be more substantial

When we are upset or requesting a change, our first impulse is usually to demand to speak to the manager, principal, supervisor, president, and so on. While this is natural, it is not actually always the most beneficial. An alternative strategy is to identify a person who works parallel with and/or is respected by the person who is the main decision maker (aka gatekeeper).

If you reach out to such a person in a calm and organized way (with supporting evidence of your issue or concern), they may be able to influence a favorable outcome for you. Many times, a person in such a position operates to minimize problems or issues for the person in charge. This can result in a win-win for all: Your problem gets resolved favorably, the influencer emerges as a problem-solver, and the person in charge continues to appear to be an effective leader.

Smart Strategies: Centering Your Child in the IEP Process

Seven Tips For Success: Strategy #4

Beware the “Trap of Too Many Things”

- Prioritize your requests to no more than 4-5 items
- Acquire the art of negotiation and be prepared to engage
- Provide evidence of the need for the service or support you are requesting.
- Accept that you may not always get what you are asking for and seek to identify alternatives.
- When you do prevail, thank the IEP team for their support in writing



Special education support and services are expensive everywhere. Most conflicts surround expenses, and the control and distribution of scarce resources. Attending a meeting with a lengthy list of demands and complaints is likely to result in very little getting accomplished, and with you leaving in frustration. It is best for your child that you come to the IEP meeting focused and prepared with information to identify the key issues, along with supporting documentation to accompany any requests for services or changes. As a well prepared parent or family member, you will build credibility with the team and school, and be taken more seriously in your requests than someone who is operating strictly from their “feelings”.

Smart Strategies: Centering Your Child in the IEP Process

Seven Tips For Success: Strategy #5

Proper Documentation Changes the Conversation

- Paperwork is Power
- Keep your records in order
- Focus on Facts and Evidence (evaluations, assessments, observations, data)
- You have the right to tape record the meeting and receive a copy of meeting minutes*

This is a strategy that cannot be stressed enough. Special Education generates a lot of paperwork, all the time. As the child's advocate or guardian, it is critical that you keep a set of well organized records. All documentation (internal and external to the school) that relates to your child's disability or impairment and its impact on their education and ability to function should be retained. You should also obtain a copy of any documentation generated by the school (approval, denial, assessments, change in placement or service, responses to requests or complaints, etc.).



It is essential that you always obtain a copy of the minutes of the IEP meeting. Whenever possible, it is also good practice to tape record the meeting in the event an important point was not documented in the minutes. Remember, when it comes to negotiating (and sometimes litigating) on behalf of your child, many things come down to data and documentation. In the end, it may be the paperwork that helps you prevail.

***Check your local and state law regarding recording rights**

Smart Strategies: Centering Your Child in the IEP Process

Seven Tips For Success: Strategy #6

Know the difference between a Friend, an Adversary and an Ally

- These positions can CHANGE
- Friends are motivated by concern and connection
- Allies are motivated by mutual interests
- Adversaries are motivated by benefits and liabilities
- Learn to leverage their motives to influence favorable outcomes for your child

When working for the benefit of your child, it is important to understand the difference between these three types of persons and their motives. Friends will use their power to make things happen for you and/or your child without asking permission. They are motivated by their concern and connection to you. Allies will support your requests and concerns if they match their own. They are motivated by mutual interests. Adversaries are focused on fulfilling their “mission”, and if your requests are not in line with what they perceive that to be, they will perpetuate conflict in order to preserve “the mission”.

Advocating for your child should include developing an understanding of how people use behavior to communicate their motives and intentions. The objective is to learn to leverage this information to your child’s advantage to impact outcomes in their interest.

Smart Strategies: Centering Your Child in the IEP Process

Seven Tips For Success: Strategy #7

Give up a Pawn to take the Queen

- Understand the Value of Incremental Power
- Power moves in two directions
- The Art of Ascension - The process of rising to an important position or higher level
- The Art of Attrition - The process of gradually reducing the strength or effectiveness of someone or something through sustained attack or pressure

Example of ascension:

Custom → Rule → Policy → Bill → Law

Example of attrition:

A prolonged labor strike that leads to workers demands being met by a resistant employer or institution

IEP meetings will require you to become comfortable with compromise. We may often feel upset over what we perceive as a loss during a meeting. However, with a good strategy, a short-term loss can be used to obtain a long-term gain. The objective should always be focused on long-term planning for your child. Where patience is practiced, great power is possible by making gains gradually. Remain focused on the most realistic chance to influence favorable outcomes and decisions for your child.

Identify opportunities by asking relevant questions and gaining information. Practicing the strategies you have learned can assist you in gaining strength and dominance in your meetings. These strategies can also help you develop tactics for wearing down the resistance of gatekeepers. Trust and believe in your ability to negotiate an appropriate education for your child, one IEP meeting at a time.

Smart Strategies: Centering Your Child in the IEP Process

Seven Tips For Success: A Final Word

- Take care of your child's parent
- Advocating for your child requires sacrifice
- Actively seek support and make use of all available resources
- You ARE NOT alone





Smart Strategies: Centering Your Child in the IEP Process

Seven Tips For Success: Key Definitions

Strategy

A plan of action or policy designed to achieve a major or overall aim

Tactic

An action or strategy carefully planned to achieve a specific end

Discipline

The practice of training to obey rules or a code of behavior

Power

The capacity or ability to direct or influence the behavior of others or the course of events

Partnership

Any number of individuals willfully invested in a shared interest or a specific objective

Agency

Action or intervention, especially such as to produce a particular effect

Ally

A person or organization that cooperates with or helps another

Adversary

One's opponent in a contest, conflict or dispute

Agenda

A plan of things to be done or problems to be addressed

Allyship

A process of building a relationship on trust, consistency and accountability

Efficacy

The power to produce an effect

Smart Strategies: Centering Your Child in the IEP Process

Seven Tips For Success: Resources

IEP Support - STATE OF HAWAII

- Leadership In Disabilities & Achievement of Hawaii: www.ldahawaii.org
- Special Parent Information Network: www.spinhawaii.org

Family Advocacy and the Law

- Wrightslaw Website: www.wrightslaw.com
- Hawaii Disability Rights www.hawaiidisabilityrights.org

Family Engagement & Employment

- Hawaii Statewide Family Engagement Center: www.cds.coe.hawaii.edu/hfec/
- Jobs Now Partnership: cds.coe.hawaii.edu/jobsnow/
- Hire Abilities Hawaii: www.hireabilitieshawaii.org

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II: Get to Know: Government Agencies and Advocacy Organizations

Learning the lingo and understanding the abbreviations.

State and Federal Support Services

In addition to assistance you receive through your school and as part of your IEP services, the following agencies and programs are available to assist individuals with disabilities in seeking and maintaining integrated community employment.

Hawaii Department of Education


Website:

<https://www.hawaiipublicschools.org/TeachingAndLearning/SpecializedPrograms/SpecialEducation/Pages/home.aspx>

Special Education

Special education is specially designed instruction, related services and other supplementary aids to meet the unique needs of a student with a disability at no cost to families. The Department provides these services to anyone aged 3 to 22 who demonstrates a need for specially designed instruction, after an eligibility determination.

An evaluation will determine the nature and extent of the student's needs. Evaluations are separate assessments which may include: academic performance, communication skills, general intelligence, health, vision, hearing, social and emotional status, and motor abilities. If a student is eligible for special education, services are provided to the student through an Individualized Education Program (IEP).



Special education may include, but is not limited to: academic services, speech-language services, psychological services, physical and occupational therapy, counseling services, and parent education. Special education services are provided at no cost to parents.

The federal Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and state regulations require the Hawaii State Department of Education to provide a free appropriate public education (FAPE), which includes a continuum of services for students who are eligible for special education and related services.


Related Websites:

- <https://sites.ed.gov/idea/>
- <https://seac-hawaii.org/>
- <https://boe.hawaii.gov/policies/AdminRules/Pages/AdminRule60.aspx>

Division of Vocational Rehabilitation

Website: <https://humanservices.hawaii.gov/vr/>

The State of Hawaii, Department of Human Services, Division of Vocational Rehabilitation (DVR) is a federal/state program designed to assist individuals with disabilities to obtain, maintain, or improve employment. In accordance with agency policies, DVR eligible participants who have an approved Individualized Plan for Employment (IPE) may be provided with a variety of employment services to support the individual toward achieving successful, competitive, integrated employment.



These services include: assessments to determine eligibility, priority and to determine DVR needs of the applicant; vocational rehabilitation counseling and guidance; referral and other services necessary to assist applicants and eligible participants to secure needed services from other agencies; diagnosis and treatment of physical and mental impairments; vocational and other training services; transportation; interpreter services; reader services for individuals who are deaf-blind; reader services, rehabilitation teaching services, and orientation and mobility services for individuals who are blind; job-related services including job search and placement assistance, job retention services, follow-up and follow-along services; supported employment services; on-the-job or other related personal attendant services; specific post-employment services; occupational licenses, tools, equipment, initial stocks and supplies; rehabilitation technology; and other goods and services determined necessary for the individual with a disability to achieve an employment outcome.

As part of this program, DVR provides assistance to high school students who are in the transition process as well as technical assistance to students, parent(s), guardian(s), and teachers. DVR can provide other services to students who are eligible for DVR services and not subject to a waiting list for these services. Some of these services include:

[Pre-Employment Transition Services \(Pre-ETS\)](#), to help prepare students with disabilities, as early as 14 and the day prior to their 22nd birthday, to transition from high school to postsecondary education, training, and/or employment. Pre-ETS are limited to five required and four coordinated services:

Five Required Pre-ETS:

- Job Exploration Counseling
- Instruction in Self-Advocacy
- Work Readiness Training
- Work Based Learning Experiences
- Counseling on Post-Secondary Enrollment Opportunities

Four Coordinated Pre-ETS:


- Attending IEP meetings, when invited;
- Working with local development boards, one-stop center, and employers to develop work opportunities for students with disabilities, including internships, summer employment and other employment opportunities available throughout the year and apprenticeships;
- Working with schools, including those carrying out activities under Section 614(d) of the IDEA, to coordinate and ensure the provision of Pre-ETS under this section;
- When invited, attending person-centered planning meetings for individuals receiving services under Title XIX (Medical Assistance Programs) of the Social Security Act (i.e. Medicaid waiver program).

Workforce Innovation and Opportunity Act (WIOA)

In 2014, President Obama signed The Workforce Innovation and Opportunity Act (WIOA) into law. This federal law helps youth and adults access employment training and support services. The ultimate goal of WIOA is competitive integrated employment for individuals most vulnerable and “at risk,” including individuals with disabilities.

WIOA requires state Vocational Rehabilitation (VR) agencies to have a larger role in assisting youth who are transitioning from school to adult life. At least fifteen percent of VR funds must now be set aside for youth transition services, specifically for pre-employment services (Pre-ETS), which include:

- Job exploration counseling
- Work-based learning experiences, which may include in-school or after school opportunities, experiences outside of the traditional school setting, and/or internships.
- Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs
- Workplace readiness training to develop social skills and independent living.
- Instruction in self-advocacy



Be sure to work with your VR agency to ensure that your child is able to participate in one or more of the Pre-Employment Transition Services for a smoother transition to employment.

Important Definitions

Student with a disability is defined as a youth ages 16 to 21 (or beginning at the age the state begins formal transition services) who is eligible for and receiving IDEA services or is an individual with a disability for purposes of section 504.

Competitive integrated employment is defined as full-time or part-time work at minimum wage or higher, with wages and benefits similar to those without disabilities performing the same work, and fully integrated with co-workers without disabilities is the optimal outcome of WIOA.

Customized integrated employment is based on the strengths, needs, and interests of the job seeker. It is designed to meet the specific abilities of the individual with a significant disability and the business needs of the employer.

Resource:

<https://www.parentcenterhub.org/category/topics/workforce-innovation/>

<https://humanservices.hawaii.gov/vr/files/2020/04/DHS-2618-Pre-ETS-Brochure.pdf>

<https://www.dol.gov/agencies/whd/fact-sheets/39h-14c-WIOAa>

DVR Transition Education and Disability Benefits Planning

DVR funds the **Transition Education and Benefits Planning Project** at the UH Manoa Center on Disability Studies (CDS). Our shared goal is to enable people with disabilities to make informed choices and a successful transition to self-sufficiency. The project has two components: Transition Education and Disability Benefits Planning.

- Transition Education: Our staff will conduct Transition Planning Workshops for high school students and families enrolled in Hawaii State Department of Education school districts. The 90-minute presentation will cover four topic areas:
 - Benefits Planning
 - Asset Development
 - Self-Advocacy
 - Disability Disclosure
- Disability Benefits Planning provides detailed information about how disability benefits are affected by employment. The DVR Counselor will refer an eligible participant for Disability Benefits Planning. There are three benefits planning services:
 - Benefits Orientation Presentation
 - Individualized Benefits Counseling Session
 - Written Benefits Analysis

Please find out more detailed information on the project website:
<http://www.hireabilitieshawaii.org/dvr-transition-planning/>


How to Enroll

To participate, speak to your DVR Counselor or the Transition Coordinator at your school.

If you are not currently a DVR participant, you can contact your nearest DVR office using the contact information provided on their web site: [Hawaii DVR](#)

If you have any questions, you can contact the Transition Education and Benefits Planning staff using the information below.

Email: dvrinfo@hawaii.edu



DVR will serve individuals with the most significant disabilities first. DVR services involve short-term employment / vocational assistance to get you into a job and stabilize you in that job. Individualized placement services can be arranged to assist you in seeking employment.

DVR may also assist in providing accommodations to assist you in preparing for employment and to facilitate your performance on the job. For more information on the DVR, please refer to [DVR Brochures](#).

For more information about DVR services, please visit:
<http://humanservices.hawaii.gov/vocationalrehab/>

For more information on resources and services for transition age youth, including Pre-Employment Transition Services, please visit:
<https://venngage.net/ps/QqD0ZH8skEs/doedvr-partnership>

<https://humanservices.hawaii.gov/vr/files/2020/04/DHS-2618-Pre-ETS-Brochure.pdf>

Developmental Disabilities Division

<https://health.hawaii.gov/ddd/>

WHO DO WE SERVE?

The State of Hawaii, Department of Health (DOH) Developmental Disabilities Division (DDD) serves people with intellectual and/or developmental disabilities (I/DD) who qualify for our services.

WHAT DO WE DO?

The Developmental Disabilities Division (DDD) oversees a statewide system of supports and services for eligible participants. DDD uses Hawaii's Medicaid 1915(c) Home and Community-Based Services (HCBS) Waiver to provide a range of services and supports in the community through state and federal funding.

DDD supports participants and their families to have full lives in the community. The range of services:

- **DDD Intake and Eligibility**

Interested individuals must go through the DDD Intake and Eligibility Determination to be determined eligible for DDD services. For more information: <https://health.hawaii.gov/ddd/files/2018/01/DDD-IntakeBooklet.pdf>

- **Case Management Services**

Each DDD participant will have a case manager who will help support participants in their life goals through planning and coordination of services, using a person-centered approach.

- **Medicaid 1915(c) Home and Community-Based Services Waiver for Individuals with Intellectual and Developmental Disabilities (Medicaid I/DD Waiver)**

- Individuals who are eligible for DDD services, are Medicaid eligible, and meet the level of care criteria can apply for the Medicaid I/DD Waiver. Services and supports are identified through a person-centered planning process with case managers who coordinate and assist individuals in accessing waiver services from qualified providers or through the Consumer-Directed (CD) Option. The Medicaid I/DD Waiver includes services such as Personal Assistance and Habilitation, Community Learning Service, Discovery and Career Planning, & Individual Employment Supports. For more information: <https://health.hawaii.gov/ddd/participants-families/waiver/>

- **State-Funded Services**

Individuals who are eligible for DDD services, but are not eligible for the Medicaid I/DD Waiver, may be able to access state-funded services. These services and supports are identified through a person-centered planning process with case managers. For more information: <https://health.hawaii.gov/ddd/participants-families/state-funded-services/>

- **Neurotrauma Helpline**

Provides information and referrals on community resources to survivors of neurotrauma, family members, and caregivers. For more information:

<https://health.hawaii.gov/nt/>

Learn More About Medicaid I/DD Waiver's Discovery and Career Planning Services

Discovery is a person-centered planning process that involves getting to really know the person before supporting them in developing a plan for employment. Discovery begins with a team coming together to discover and gather information about an individual's marketable skills, preferred tasks, personal attributes and ideal workplace conditions. Information is gathered to learn more about careers the individual has never thought of doing and to identify environments and strategies that should be avoided. This could be done through interviews, community engagement activities, and hands-on activities at various job sites. For more information:

<https://health.hawaii.gov/ddd/participants-families/employment/waiver-employment-services-and-supports/>

If you qualify for the Department of Health, Developmental Disabilities Division (DOH-DDD) case management and services, your case manager can help you to apply for Medicaid Waiver Long-Term Supports. This is for individuals who have a significant disability and meet the criteria for MedQuest. You will need to apply for MedQuest medical insurance, regardless of other medical insurance you may have. Once you are eligible for MedQuest, your case manager can help you with the Medicaid Waiver application process. Once your application is approved you will be able to access Medicaid Waiver services, which includes employment supports once you become employed.

Even if there is a waiting list, it is very important for you to apply now and get your name added to the waiting list. If you don't do this now, your wait for services will be much longer.

Medicaid (Med-QUEST)

Website: <https://humanservices.hawaii.gov/mqd/>

Medicaid is a program offered by the federal government, but is financed by both the federal and state government. It seeks to help pay for basic health needs and long-term care services for low-income individuals. You must be eligible for Medicaid to receive Medicaid I/DD Waiver services provided by DOH-DDD.

Program information and information on how to apply can be found here:

<https://medquest.hawaii.gov/>

A full list of services covered by QUEST is available here:

<https://medquest.hawaii.gov/en/members-applicants/quest-integration-coverage.html>

Hawaii Aging and Disability Resource Center (ADRC)

Website: <https://www.hawaiiadrc.org/>

The Hawaii Aging and Disability Resource Center (ADRC) helps older adults, individuals with disabilities, and family caregivers find options for long term supports and services available to them in the State of Hawaii. The ADRC is a highly visible and trusted source where people of all incomes and ages can turn for information. ADRC staff will help to determine if you are eligible for government paid programs, assist you in finding providers you may pay for yourself, and work with you to develop an individual plan for meeting your future long-term care needs. The assistance is paid for by the State and Counties (at no cost to you).

Disability and Communication Access Board (DCAB)

Website: <https://health.hawaii.gov/dcab/about-us/>

The DCAB is comprised of seventeen (17) board members, who are Governor-appointed volunteers. Members include:

- Persons with disabilities,
- Parents or guardians of persons with disabilities,
- Public and private providers of service, and
- Other professionals who are knowledgeable in the areas for which DCAB has rule-making authority.

The Board's primary functions are to:

- Serve as a public advocate of persons with disabilities by providing advice and recommendation on legislation, rules, policies, procedures (i.e., Grant Endorsements), and plans relating to persons with disabilities and their civil rights or service needs.
- Establish guidelines for the design of buildings and facilities by or on behalf of the State or the counties in accordance with [Hawaii Revised Statutes, §103-50](#); approve site-specific designs where an alternate design provides equal or greater access.
- Issue administrative rules for the utilization of communication access services (e.g., sign language interpreters, real time captioners, computer-assisted notetakers). Guidelines also included determining the qualifications of interpreters and the credentialing of interpreters who do not hold national certification via a state screening process.
- Administer the statewide program for the issuance of parking placards to disabled persons, in accordance with [Hawaii Revised Statutes, Chapter 291, Part III](#).

The Board hires staff, subject to legislative appropriations. Staff with expertise in human services, policy analysis, and facility design implement the Board's actions. Services are provided statewide from staff centralized in an Oahu-based office.

American Job Centers

Website: <https://labor.hawaii.gov/wdc/american-job-centers/>

American Job Centers provide free services to job seekers and employers. Services for job seekers include career counseling, HireNet Hawaii support, skills training, job search assistance and a resource center.

Job search assistance and use of the resource center computers are free and available to anyone. Customized services are also available to unemployed and underemployed individuals seeking jobs and job search assistance at no cost. Additional services are available to those who meet federal eligibility guidelines: in depth career counseling, skill testing, and access to training for in-demand jobs. Come into a center and learn about the services that are available.


Services to businesses/employers include job posting assistance, matching job seekers to your needs, tax incentive programs, and labor market information.

There are four American Job Centers in Hawaii, one in each county (Oahu, Maui, Hawaii Island, and Kauai). To find your local American Job Center, go to:

<https://labor.hawaii.gov/wdc/american-job-centers/>

U.S. Department of Labor Youth Programs

Youth programs funded under Title I of WIOA include five new program elements: financial literacy instruction; entrepreneurial skills training; provision of local labor market and employment information; activities that help youth transition to postsecondary education and training; and education offered concurrently with workforce preparation activities and training for a specific occupation or occupational cluster.



Two well-known youth programs funded by DOL are the Job Corps and YouthBuild. Each of these programs integrates vocational (including classroom and practical experiences), academic and employability skills training designed to prepare youth for stable, long-term, high-paying employment.

Job Corps

Job Corps is a no-cost residential career technical training and education program administered by the U.S. Department of Labor that helps young people ages 16 through 24 improve the quality of their lives through career technical and academic training. The Job Corps program is authorized by Title I, Part C of the Workforces Innovation and Opportunity Act of 2014. For more information, please visit <https://www.jobcorps.gov/>

Hawaii Job Corps Center
41-467 Hihimanu St., Waimanalo, HI 96795-1423
Phone: (808) 259-3220
Website: <https://hawaii.jobcorps.gov/>

YouthBuild Program

YouthBuild is a community-based pre-apprenticeship program that provides job training and educational opportunities for at-risk youth ages 16-24 who have previously dropped out of high school.

Youth learn vocational skills in construction, as well as in other in-demand industries that include health care, information technology, and hospitality. Youth split their time between the vocational training work site and the classroom, where they earn their high school diploma or equivalency degree, learn to be community leaders, and prepare for postsecondary training opportunities.

YouthBuild includes significant support systems, such as mentoring, follow-up education, employment, and personal counseling services; and participation in community service and civic engagement.

YouthBuild Honolulu
Website: <http://youthbuildhonolulu.org/>

YouthBuild Waimanalo
Website: <http://www.youthbuildnalo.org/>

Family & Student Advocacy and Training Organizations

Hawai'i State Council on Developmental Disabilities

Website: <https://hiddcouncil.org/>

Phone: (808) 586-8100

The mission of the Council is to support people with intellectual and developmental disabilities to control their own destiny and determine the quality of life they desire. The Council engages in advocacy, capacity- building and systems change activities.

Hawai'i Disability Rights Center

Website: <https://www.hawaiidisabilityrights.org/>

Phone: (808) 949-2922

The mission of the Hawai'i Disability Rights Center (HDRC) is to protect and promote the human, civil and legal rights of individuals with disabilities through the provision of information and advocacy. HDRC provides a statewide system of advocacy as established by Congress to protect people with physical and mental disabilities from unlawful discrimination in all areas of independent living.

Center on Disability Studies **

Website: <https://cgs.coe.hawaii.edu/>

The mission of the Center on Disability Studies (CDS) is to promote diverse abilities across the lifespan through interdisciplinary training, research, and service. The center:

- Promotes community inclusion;
- Advances interdisciplinary scholarship in disability studies;
- Provides benefits counseling and accessible technology training;
- Fosters policy and leadership training related to disability;

- Advances evidence-based practices through research;
- Supports systemic change through service to the community;
- Expands resources for people with disabilities through grants;
- Disseminates information and research to support best practices.

****Check with your DVR counselor for CDS projects that may support your transition needs.**

Special Parent Information Network

Website: <https://spinhawaii.org/>

The Special Parent Information Network (SPIN) is a parent to parent organization in Hawaii that provides information, support and referral to parents of children and young adults with disabilities and the professionals who serve them.

Parents often wish they had a map to navigate the confusing maze of:

- IEPs (Individualized Education Program), IFSPs (Individual Family Service Plan), 504 plans, etc.
- special education rights and responsibilities
- child care options
- government benefits
- medical referrals
- recreation programs

It is a whole world of new services, new terminology, new challenges, and new resources.

What we offer:

Parenting a child with special needs can be a puzzling journey. SPIN helps families put together the pieces of the puzzle, so they can have a clearer vision of where they are heading. As an informational resource to families of children receiving educational services via an IEP or 504 Plan, we provide a variety of information about transition planning through our website, newsletter, annual conference, infographics and Parent Guide to Partnership in Special Education which has a small summary of transition planning.

SPIN tries to make the journey of parenting a child with disabilities a little less puzzling by keeping families linked to important information through a variety of media and events including:

- a free electronic quarterly newsletter with current events and trends
- a “warm” line of parent-to-parent support and understanding
- information about services, educational programs, and support and advocacy agencies
- an annual conference with opportunities for information gathering & networking

The Special Parent Information Network represents a unique partnership between the Disability and Communication Access Board and the Department of Education.

SPIN welcomes questions from parents, family members and interested individuals, and will try to put you in touch with the people who support and empower parents to make better choices for their families.

SPIN was one of the agencies that advocated for the passage of Act 182 in 2009. In order to ensure that Hawaii DOE honors the family, parent and/or caregiver voice for students without the ability to make informed educational decisions at age 18 outside of legal guardianship, two other options were legalized --Power of Attorney for Education and Educational Representative. Please see the [Signed Memo for Transfer of Educational Rights for Adult Students \(Page 195\)](#) from the Hawaii Administrative Rules, Chapter 60 Guidelines and the flow chart for Act 182 Transfer of Rights (Page 202).

Students, parents, families and caregivers may consult with an attorney or the Hawaii Disability Rights Center for additional guidance.



Leadership in Disabilities and Achievement of Hawaii

Website: <https://ldahawaii.org/>

Mission: To enhance educational, work and life opportunities for children and youth with or at risk of disabilities by empowering them and their families through screening, identification, information, training and mentoring, and by public outreach and advocacy.

Vision: Individuals have choice and access to educational, work and life opportunities to be successful regardless of their disabilities.

Leadership in Disabilities and Achievement of Hawaii (LDAH) is the Parent Training & Information Center (PTI) for the state of Hawai'i. As of 2015, LDAH works with its new partners to bring PTI services to American Samoa, Guam, the Republic of Palau, the Republic of the Marshall Islands, the Federated States of Micronesia and the Commonwealth of the Northern Mariana Islands.

The goal of LDAH is to help families and schools to understand the IDEA and how to use it to benefit children with all disabilities. They serve families of children of all ages (birth to 26) and all disabilities (physical, cognitive, behavioral, and emotional) by providing a variety of services including one-on-one support and assistance, workshops, publications, and web sites.

The majority of Parent Center staff and board are parents of children with disabilities, so they are able to bring personal experience and expertise when working with families.



Special Education Advisory Council

Website: <https://seac-hawaii.org/>

IDEA requires that each state establish and maintain an advisory panel for the purpose of advising the State special education staff regarding the education of all eligible children with disabilities. In Hawaii that advisory panel is the Special Education Advisory Council (SEAC). The mission of SEAC is to guide and assist the Hawaii DOE in fulfilling its responsibility to meet the individual needs of children with disabilities. SEAC is made up of a diverse group of individuals with expertise in all aspects affecting special education and related issues.

Membership includes a majority of parents of children with disabilities aged 26 or younger and persons with disabilities. Other members include teachers, administrators, university professors, juvenile and adult corrections program administrators, private and charter school representatives, representatives from the Department of Health and the Department of Human Services, representatives for children who are in foster care, who are currently without a residence, and representatives from the community.

All members serve on a volunteer basis. The Council believes in optimizing the educational achievement of every child through a strong public education system that is proactive and supportive of students, families and educators.

III. Transition To: Postsecondary Education

Deciding to Attend a Postsecondary Institution

Although 8th, 9th and 10th grades are early in your school career, they are important times to begin thinking about and planning for those things you will be looking forward to after graduation. You may want to continue your education or enter an apprenticeship program. Both of these options require career exploration and research. Most schools offer classes on career education. Make sure you are included.

Once you have narrowed your career choices, it is important to find out the required training and education for your choice(s). If further education is required, you need to find schools that offer a major or certification program in your career choice area. Your school counselor, librarian, teachers, and/or transition coordinator can help you with this research. There may be special requirements for specific programs.



The Scoop: High School and Postsecondary Education Differences

After high school, the rules change.

The following charts describe general differences in various areas between public high school and postsecondary education.



Laws and Responsibilities

HIGH SCHOOL	POSTSECONDARY
1. Students receive special education and related services to address needs based on identified disability.	1. Formal special education services are not available.
2. Individuals with Disabilities Education Act (IDEA). Free Appropriate Public Education (FAPE).	2. Any college/university that accepts federal funds must adhere to Section 504 and the Americans with Disabilities Act (ADA) in providing equal access. Section 504, ADA, and the Americans with Disabilities Amendments Act (2009) (ADAA) provide reasonable accommodations and auxiliary aids (i.e. sign language interpreters) for accessibility and reasonable accommodations.
3. Public Schools serve ages 3-22 or until regular high school diploma requirements are met.	3. Colleges/universities serve students with disabilities regardless of age; schools may not discriminate in recruitment, during admission, or after admission, solely on the basis of a disability.
4. School attendance is mandatory for children ages 6-18. (HAR § 8-12-2 : School Age Child)	4. Students decide to attend and pay tuition per class.
5. Districts are required to evaluate and identify students with disabilities.	5. Students are responsible for disclosing their disability and providing current documentation of a disability for each accommodation being requested. They must be self-advocates. Accommodations are not made without the students revealing his/her disability and planning with the appropriate postsecondary staff.
6. Services include specially designed instruction, modifications, and accommodations based on the IEP. (Wording to match IDEA §300.39 (a)(1))	6. Reasonable accommodations may be made to provide equal access and participation.
7. Individual student's needs based on the IEP may be addressed by program support for school personnel.	7. No formal program support for school personnel is provided. Colleges and universities do not provide personal care or support personnel. Most colleges and universities have a contact person or center regarding disability services.
8. Progress toward IEP goals is monitored and communicated to the parent(s)/guardian(s) and/or the student.	8. Students are required to monitor their own progress and communicate their needs to instructors.
9. Transition planning and progress toward measurable postsecondary goals is monitored and communicated to parent(s)/guardian(s) and/or the student.	9. If determined appropriate by an IEP team, a high school special education student can dually enroll at a postsecondary institution. If taking a college class, the student and/or parent(s)/guardian(s) will receive grades from the college and progress updates from the school district.
10. Schools assist in connecting the student with community support agencies if so identified as a transition need according to the IEP.	10. Students are responsible for making or maintaining their own connections with community support agencies.
11. Teachers are responsible for informing students about changes and updates to the class content or schedule.	11. Students are responsible for checking email or online course content systems for changes and updates from instructors.

Classes

HIGH SCHOOL	POSTSECONDARY
1 Students usually follow a school-directed schedule and proceed from one class to another.	1 Individual students must manage their own time and schedules.
2. Classes are dictated by state graduation requirements and district policies.	2. Students are responsible to register for classes each semester. Classes are based on field of study; requirements may vary.
3. Typically, a school year is 36 weeks long.	3. Typically, the academic year is divided into two separate 15-week semesters plus a week for final exams. Hint: some institutions are on quarter, or trimester schedules. Courses are offered during fall and spring semesters and, at some institutions, during shorter summer and winter terms.
4. Class attendance is usually mandatory for children ages 6-18 and monitored carefully.	4. Attendance policies may vary with each instructor. Hint: lack of attendance will negatively impact performance and grades.
5. Classes generally have no more than 30-35 students.	5. Classes may have 100 or more students.
6. Textbooks are typically provided at little or no expense.	6. Students must purchase or rent textbooks. Some textbooks can be expensive. Hint: an anticipated range for a full-time student is \$250-\$500 per semester. However, you can find inexpensive textbooks (new and used) to rent or buy online.
7. Guidance is provided for students so they will be aware of graduation requirements.	7. Graduation requirements are complex and vary for different fields of study. Hint: you are responsible for monitoring your progress and seeking advice.
8. Modifications that change course outcomes may be offered based on the IEP.	8. Modifications that change course outcomes will not be offered. Hint: modified high school courses may not be accepted in the admission process.
9. Important dates are typically provided on your school calendar.	9. Students are responsible for knowing important dates such as deadlines for: dropping classes, paying bills, and others.

Instructors

HIGH SCHOOL	POSTSECONDARY
1. Grade and check completed homework.	1. May assume homework is completed and students are able to perform on a test.
2. May remind students of incomplete assignments.	2. May not remind students of incomplete assignments. Hint: it's your responsibility to check with your instructor to see if requirements are being met.
3. May know students' needs and approach students when they need assistance.	3. Are usually open and helpful, but expect students to initiate contact when assistance is needed.
4. May be available before, during, or after class.	4. May require students to attend scheduled office hours.
5. Have been trained in teaching methods.	5. Have content knowledge but not necessarily formal training in teaching methods.
6. Often provide students with information missed during absence.	6. Expect students to get information from classmates or meet during scheduled office hours when they miss a class.
7. Present material to help students understand what is in the textbook.	7. May not follow the textbook; may supplement with lectures to enhance the topic area. Hint: you need to connect lectures and textbooks.
8. Often write information on the board or overhead to be copied for notes.	8. May lecture nonstop. If they write on the board, it may be to support the lecture, not summarize it. Hint: good notes are a must. A recording device may be used. Accommodations based on disability may include the use of a smart pen or note taker.
9. Teach knowledge and facts leading students through the thinking process.	9. Expect students to think independently and connect seemingly unrelated information.
10. Often take time to remind students of assignments and test dates.	10. Expect students to read, save, and refer back to the course syllabus. Hint: syllabi are your way of knowing exactly what is expected of you, when assignments are due, and how you will be graded. The syllabus may be available on the course website.
11. Utilize additional available resources to support school staff with implementation of accommodations.	11. Instructors/professors are not necessarily trained to teach students with disabilities and may not be knowledgeable about the supports and accommodations often needed.
12. Expect students will follow classroom and school rules.	12. Expect students will follow college/university code of conduct.

Studying

HIGH SCHOOL	POSTSECONDARY
1 Study time outside of class may vary (may be as little as 1-3 hours per week).	1 Students generally need to study at least 2-3 hours outside of class for each hour in class. Hint: you may need to work in specific computer labs or use other spaces besides your room to study.
2. Instructors may review class notes and text material regularly for classes.	2. Students should review class notes and text material regularly. Hint: use the time between classes carefully.
3. Students are expected to read short assignments that are discussed and retaught.	3. Substantial amounts of assigned reading and writing may not be directly addressed in class. Hint: it's up to you to read and understand assigned material or reference the syllabus. Your instructor will generally not remind you what to read. Disability accommodations may include books on tape, accessible media, or read out loud technologies - availability will vary by college/university.

Testing

HIGH SCHOOL	POSTSECONDARY
1 Testing is frequent and small amounts of material are covered.	1 Testing is usually infrequent (2-3 times a semester). Tests may be cumulative and cover large amounts of material. Hint: you need to organize material to prepare for tests. Some classes may require only papers and/or projects instead of tests.
2. Make-up tests may be available.	2. Make-up tests are seldom an option and may have to be requested.
3. Test dates can be arranged to avoid conflicts with other events.	3. Usually, scheduled tests are without regard to other demands.
4. Teachers frequently conduct review sessions emphasizing important concepts prior to tests.	4. Faculty rarely offer review sessions; if so, students are expected to be prepared and to be active participants, or find study groups.

GRADES

HIGH SCHOOL	POSTSECONDARY
1 Grades are given for most assigned work.	1 Grades may not be given for all assigned work.
2. Good homework grades may assist in raising your overall grade when test grades are lower.	2. Tests and major papers make up the majority of your grade.
3. Extra credit options are often available.	3. Generally speaking, extra-credit options are not used to raise a grade.
4. Initial test grades, especially when low, may not have an adverse effect on overall grade.	4. First tests are often “wake up” calls to let you know what is expected. Hint: watch out! They may account for a substantial part of your final grade. Contact the instructor, academic advisor, or student accessibility personnel if you do poorly.
5. Graduation requirements may be met with a grade of D or higher.	5. Requirements may be met only if the student’s average meets departmental standards. Hint: generally a 2.0 (C) or higher. Specific degrees may have higher minimum GPA requirements.

OTHER FACTORS TO CONSIDER

HIGH SCHOOL	POSTSECONDARY
1 State and/or district policies may determine eligibility for participation in extracurricular activities.	1 Postsecondary institution policies may determine eligibility for participation in extracurricular activities.
2. Parents typically manage finances for school-related activities.	2. Students are responsible for money management for basic needs and extra spending money. Hint: outside jobs may be necessary and one more “activity” to consider for time management.
3. Parents and teachers may provide support and guidance and assist with setting priorities.	3. Students are responsible for setting their own priorities.

Planning and Preparing for Postsecondary Education

How and when do I develop a timeline for transition planning to postsecondary education?

Students begin with themselves—asking, “What are my abilities and interests?” “What do I want and need from my everyday life as an adult?” “What do I like and dislike about school work, chores at home, jobs I’ve had to do, hobbies, and volunteer commitments?”

Start taking positive steps by staying involved in your transition process. The key to successful transition to post- secondary education is early planning. It is essential for you to maintain high academic standards and expectations throughout your elementary, middle, and high school years.

Skill development and practice (time management, independent living, mobility skills, self-advocacy skills, the ability to ask for specific help when you need it) are also important.

The following questionnaire will help in planning for your transition.






Questions Students Should Ask Their IEP Team Members or Support Network

The following are questions, recommended skills, and steps needed in planning for postsecondary education. This section provides a general guide to the order you might follow for your transition planning but the timeline for steps may vary based on individual situations.

How do I develop self-advocacy skills?

- Find elective ways to explain your disability and how your disability impacts your learning.
- Practice with a teacher or a counselor.
- Communicate strengths and weaknesses (courses and types of assignments that were easier or more difficult).
- Explain strategies and assistive technology that help you learn best.
- Explain academic areas where you may need accommodations (extended test-taking time, note taker, lecture notes, books on tape, and so forth).
- Learn which accommodations are used at the postsecondary level and avoid using accommodations in high school that are not used at the postsecondary level.
- Explain current services provided (accommodations, assistive technology or extra help that has been successful).
- Approach instructors at the beginning of the course regarding what accommodations you need.
- Understand and be able to explain your legal rights (IDEA, ADA, Section 504).
- Understand and communicate what is a reasonable accommodation.
- Actively participate in your IEP meetings by sharing your interests and postsecondary goals with the team. Make sure transition plans are documented in your IEP.



How and when do I develop a timeline for transition planning to postsecondary education?

Pre-High School

- Develop measurable postsecondary goals at the age of 14 (or younger if determined by the IEP team) in the areas of education/training, employment, and, if appropriate, independent living.
- Plan out your high school classes (general education and/or college prep. classes). Many colleges/universities have academic requirements for specific courses in English, math, sciences, social sciences, and foreign language.
- Develop a list of postsecondary options of interest.
- Explore career exploration sites, i.e., https://uhcc.hawaii.edu/career_explorer/.
- Develop an understanding of disability and learning styles.
- Develop study skills.
- Start saving money.
- Create a personal email account to facilitate correspondence with colleges/universities, potential employers, etc.
- Identify transition needs and career planning goals through the IEP process.
- Remediate and/or compensate for basic-skill deficits.
- Learn how to use any assistive technology necessary for academic success.
- Continue to explore this technology throughout high school.

Ninth Grade

- Contact a guidance counselor and design a four-year class schedule.
- Develop a clear understanding of the nature of your disability and how it affects your learning.
- Take courses or participate in groups that promote skills in time management, studying, assertiveness training, stress management, and exam preparation.
- Prepare for all classes.
- Explore career options (interest inventories, career fairs, discussion with school personnel and parents).
- Participate in job shadows of the different careers which interest you.
- Develop skills for academic independence (time management, study skills, note-taking, etc.).
- Participate in extracurricular activities (athletic and nonathletic).
- Continue to remediate and/or compensate for basic-skill deficits.

- Determine what types of courses are necessary for admission to colleges/ universities and technical colleges (keep in mind, modified and/or special education courses may not be accepted for admission to some postsecondary institutions).
- Investigate academic requirements for the career you are interested in and evaluate the need for changes in your courses.
- Investigate assistive technology tools (communicative device, unique computer needs, TTY, and so forth). Learn to use as many kinds of software as you can (word processing, spreadsheets, website design, PowerPoint, etc.)

Tenth Grade

- Continue academic preparation and remediation/compensation strategies, and identify any assistive technology needs.
- Identify interests, aptitudes, and accommodation needs.
- Continue career exploration and investigation.
- Continue or develop self-advocacy skills (asking for help, communicating needs to instructors, explaining disability and its impact, etc.).
- Meet with a guidance counselor to discuss colleges/universities and technical colleges and their requirements. Review/update your high school course plan accordingly.
- Find out if the college/university or technical college you are interested in requires or recommends you take the ACT, SAT, or other placement exams. If they do, make preparations to take the appropriate exam.
- Attend college, job/career, and transition fairs.
- Visit colleges/universities, technical colleges, and other postsecondary education training options. Visit and meet with the disability services staff.
- Gather information about college/university/technical college programs and about services offered for students with disabilities.
- Investigate eligibility requirements and services available through the HI Division of Vocational Rehabilitation (DVR) and other adult service providers such as the Developmental Disabilities Division (DDD), Aging and Disability Resource Centers (ADRC), Med-QUEST, Assistive Technology Resource Centers of Hawaii (ATRC), and Independent Living Centers.
- Participate in volunteer and paid work experiences.

Eleventh Grade

- Continue academic preparation and remediation/compensation strategies, assistive technology needs, and self-advocacy skills.
- Focus on matching interests/abilities and career goals to appropriate postsecondary education choice.
- Identify appropriate postsecondary choice (what college/university or technical college you want to attend).
- Take ACT, SAT, or other entrance exams with or without accommodations (must apply for accommodations ahead of time).
- Share your postsecondary goals with your IEP team.
- Identify people to write recommendations for you.
- Invite DVR counselor and other appropriate adult agency representatives to your IEP meeting to discuss services and how they can help you reach your postsecondary goals. Complete DVR application to begin the eligibility and Order of Selection (OOS) process at least two years prior to graduation.
- Tour college/university and technical college campuses, making sure to visit and meet with the disability services staff.
- Investigate disability services offered by various postsecondary education providers to determine which meet your needs.
- Determine what information is required by the college/university or technical college you want to attend for disability documentation to access disability services. Begin to assemble this information with the assistance of your parent(s)/guardian(s) and IEP team.
- Develop a draft Summary of Performance (SoP) with your team to share at the time of application for services, for both adult services (DVR, etc.) and college/university/technical college disability services.
- Obtain documentation of disability from current assessments within two years of graduation date (formal measures of intelligence, formal and informal measures of academic achievement and functional performance, medical records, nature and extent of disability).
- Learn to use local public transportation options.
- Obtain a picture identification card or driver's license.
- Prepare applications for appropriate adult services.

Twelfth Grade

- Strengthen self-advocacy skills.
- Know your legal responsibilities after the age of 18.
- Prepare a transition to postsecondary packet for disability documentation that may include: evaluation reports, transcripts, test scores, current IEP, SoP (Summary of Performance), medical records, writing samples, and letters of recommendation. It is important to check with the individual college/university or technical college to determine required documentation of disability as these differ from institution to institution.
- Role-play interviews.
- Talk with students who are receiving disability services at colleges/universities, technical colleges, and other postsecondary education training settings about their experiences.
- Prepare and submit applications for college/university, technical college, or other postsecondary education training programs.
- Complete application for "financial aid.
- Investigate and apply for scholarships.
- After acceptance to a college/university or technical college program, contact the disability services office to disclose disability and to schedule a meeting to learn how to access accommodations and prepare for the transition.
- If determined eligible, jointly develop your Individualized Plan for Employment (IPE) with a DVR counselor, which identifies goals, services, and responsibilities.
- Develop service plans with other adult service agency providers as appropriate.
- Purchase or explore funding options (DVR, DDD, other agencies) to purchase any personal technology such as computers, Smart Pens, specialized software, or other assistive technology needs.
- Obtain a finalized copy of your Summary of Performance (SoP). Schools are required to provide students with an SoP, which includes a review of academic achievement, functional performance, and recommendations, to assist the student in achieving his or her measurable postsecondary goals prior to school exit.

18-22 Year Old Transition Services*

- Move primarily into community settings,
- Engage in individualized career planning with family and adult service providers.
- Align volunteer and paid work experiences with interests and strengths.
- Explore and seek postsecondary education and training opportunities needed for career development.
- Focus on gaining maximum independence in employment settings.
- Increase independence skill development (for example, transportation/buses, money management, social skills, meal planning, home and self-care).

*The passage of the Individuals with Disabilities Education Act (IDEA) in 1990 and the subsequent reauthorizations, including the latest in 2004, requires school districts to provide transition services for students with disabilities in order to improve post-school outcomes for these youth. To help meet the requirements for transition, many school districts have developed community-based transition options. These service options are designed to support students who need to continue to work on their transition goals and who have completed academic requirements and credits for graduation as outlined in their Individual Education Programs (IEPs).

Community-based transition services are alternative special education opportunities developed by public school systems in age-appropriate community settings, such as vocational-technical schools, houses, offices, or other community locations. They provide opportunities for students with disabilities aged 18-22 to gain independent living skills, vocational skills, social and functional skills, and self-advocacy skills in real-life settings and to participate in age-appropriate activities in their communities.

How do I select a college/university or technical college?

- Talk to people who have graduated from your high school and have gone on to postsecondary study. Talk to counselors, teachers, parents, and family friends about programs and schools that match your interests.
- Explore programs at several potential locations to determine if they match your career interests and goals.
- Investigate the climate.
- Investigate the setting.
- Investigate the admission requirements.
- Investigate available disability services and history of providing accommodations.

How do I match my needs to the programs and services offered at the college?

- Inquire about learning support programs and services available.
- Inquire about counseling support programs and services available.
- Inquire about mentoring and/or tutoring programs.
- Inquire about special assistance for the application process.
- Inquire about possible requirement waivers for admission.
- Inquire about alternative admission options.
-

What are the financial considerations?

- Determine tuition, books, transportation, and housing costs.
- Determine tutoring fees.
- Investigate availability of scholarships.
- Investigate availability of financial aid and the number of credits you must take to be eligible.
- Investigate availability of work-study opportunities.
- Investigate employment opportunities (on and off campus).
- Determine with family members the amount of financial support they can offer.



What housing accommodations are available?

- Determine whether to live on/near campus or at home.
- Investigate on-campus housing (rules, computer availability, study rooms, etc.).
- Investigate off-campus housing.
- Inquire about support services (special floor considerations, assistance, etc.).
- Obtain documentation if a single room is a required accommodation.

What transportation provisions are available?

- Inquire about accessible public transportation.
- Inquire about parking for students.
- Will you have access to a car?
- Will you have access to a carpool?



Transcripts, Student Portfolios

High School Transcripts

High school graduation requirements are set by state and district standards. All postsecondary education institutions will require a copy of your high school transcripts noting the courses you took and your grades.

Your disability cannot be disclosed on any documentation (besides IEP related paperwork). High school transcripts may denote modified grades or courses. Modified courses or grades often suggest learning outcomes have been significantly changed. Adaptations and/or accommodations for courses in which the learning outcomes remain the same for all students are not noted on the transcripts. Classes modified to the extent that they change the course outcomes may be acceptable according to the IEP goals and objectives but may not be accepted in the admissions process for postsecondary institutions. Therefore, it is important to be aware of the differences between modified courses and courses in which you require only adaptations or accommodations.

You may want to consider taking a lower grade in a general education class versus a higher grade in a self-contained special education class. It is your responsibility to check with your school counselor and special education teacher annually to ensure any modified courses you are taking allow you to obtain a regular high school diploma to meet the entrance requirements of postsecondary institutions.

Make sure that you request in writing that the school district keep your records for more than a year. Your school district likely has a form that you can sign to do this during your final IEP meeting.

Student Portfolio

If you are planning to undertake a postsecondary education, it is helpful for you to plan early. A portfolio designed to demonstrate your accomplishments and competencies may assist the admissions recruiter at the postsecondary institution. Take your portfolio to your visit and interview on a campus or send a copy with your application.

Items you may want to include are:

- Work samples (reports, models, or pictures of projects you have completed, papers you have written, evidence of your participation on teams or school activities, descriptions of volunteer work)
- Interest inventory results
- Letters of recommendation (teachers, school counselors, employers, administrators, coaches)
- State and/or district assessment results
- Summary of Performance (SoP)
- Age-appropriate transition assessments
- Skills-based resume

After you are admitted to a postsecondary institution, it is your responsibility to request accommodations. You will be required to submit official documentation of your disability. Talk to the disability services office on campus to find out exactly what is required to document your disability (each institution is different). Work with your teachers and parents to compile that information. You may be required to submit the following to the disability services contact at the institution:

- Summary of Performance
- Copy of your last IEP
- Appropriate releases of information
- Accommodations you may need
- Current documentation/description of disability and the impact it has on your learning
- Description of your learning style



After submitting your disability documentation to the disability services center for review, call to schedule an appointment with a disability services specialist on campus.

The Scoop: What Will Get Me Into College?

1. Appropriate course selection in high school.
2. High school grades that meet requirements.
3. Admission tests, placement, or ability tests.
4. References and interviews.
5. Specific skills or on-the-job training.
6. Good verbal and quantitative skills.
7. Extracurricular activities.
8. Prior job skills and leadership roles.
9. Determination, self-advocacy, and a positive attitude.



The Scoop: Questions To Ponder When Thinking About College

- Why do you want to go to college?
- What are your career goals?
- What would you like to major in?
- Why did you choose this college/university or technical college?
- What were your favorite high school courses?
- What extracurricular activities did you participate in?
- Do you plan to work while going to school?
- What are your strengths, preferences and interests?



Staff from disability resource centers may ask these questions:

- What are your strengths and weaknesses?
- How does your disability affect your academic performance?
- How do you compensate for your disability?
- What assistance, accommodations, or assistive technology did you receive in high school that were effective?
- What assistance, accommodations, or assistive technology do you think you will need to be successful at the postsecondary level?
- Do you plan to take a full load of courses?
- How much time do you study each day, and how do you plan your time?
- Are you willing to put in extra effort compared to other students to earn your degree?



High School: What Classes Must I Take?

Website: [Hawaii Department of Education Graduation Requirements](#)



WHAT CLASSES MUST I TAKE?

Your high school will require you to complete specific courses for graduation. These courses will be valuable no matter what career choice you make. Whether you choose to go to a technical college, a two- or four-year college or university, the military, an adult apprenticeship, or into a career immediately after graduation, the areas of knowledge described in the chart will make it easier for you to choose from many career options. Each college/university and technical college has formal entrance requirements; ask your guidance counselor or check a school's internet site for more information.

*****Students on a Certificate Track may have different requirements and timelines. Review with your family and IEP team.**

Required Courses	Required Content Standards (Hawaii's Common Core State Standards)	Years required to graduate from High School	Years required to be admitted to Technical College	Years required to be admitted to 4-Year College
English Language Arts	Reading Informational Text, Reading Literature, Writing, Speaking and Listening, and Language	4	4	4
Social Studies	Geography, History, Political Science, Citizenship, Economics, and the Behavioral Sciences	3	3	3
Math	Numbers and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability, and Standards for Mathematical Practice	2	2	2
Science	Scientific and Engineering Practices, Cross-Cutting Concepts of Science and Engineering, Core Ideas of Physical Sciences, Life Sciences, Earth and Space Sciences, Engineering, and Technology and Application of Science*	2	2	2
Physical Education	Active Lifestyle, Physical Skill Development, Understanding Physical Activity and Well Being, Health-enhancing Fitness, Respectful Behavior, and Understanding Diversity	1.5	N/A	N/A
Health	Health Promotion and Disease Prevention, Healthy Behaviors, Goal Setting and Decision Making, Information and Services, Culture, Media, Technology, Communication, and Advocacy	.5	N/A	N/A
Electives	Career and Technical Education, Driver's Education, Music, Visual and Performing Arts, Family and Consumer Education	varies	varies	varies
World Language	<i>World Languages:</i> How To Communicate With Other Cultures: Communication, Culture, Connections, Comparisons, and Communities	varies	N/A	N/A
Computer Science	<i>Computer Science and Literacy:</i> Keyboarding, Computer Operations and Terminology, Problem-solving, Applying Computer Technology, Testing Software, and Social and Economic Impact of Computers	varies	N/A	N/A

**Proposed Common Core State Standards Science Framework areas.

The Scoop: What is Career and Technical Education (CTE)?



Career and Technical Education (CTE) is an educational program that aligns academic standards with technical knowledge and skills to prepare students for careers in current or emerging occupations and further education. CTE is the only educational program in which course content is guided by business and industry input. The State of Hawaii CTE has six career pathways with dozens of programs of study. Students can earn dual credits for college. The CTE Performance Based Assessments evaluate students' ability to apply the knowledge and skills they have learned in their programs of study. For detailed information, please visit the [Hawaii Department of Education's CTE page](https://www.hawaiipublicschools.org/ConnectWithUs/Partnerships/careercoalition/Pages/CTE.aspx):
<https://www.hawaiipublicschools.org/ConnectWithUs/Partnerships/careercoalition/Pages/CTE.aspx>

The Scoop: What is Career and Technical Education (CTE)?

Career Pathways

Broad groupings of career specialties/occupations that have common skills and knowledge. Career Pathways provide a context for exploring career options at all levels of education and a framework for linking learning to the skills and knowledge needed for future success. View/download the [Career Pathways Handbook](#) for more information. The State of Hawaii has six career pathways.

- Arts and Communication
- Business
- Health Services
- Industrial and Engineering Technology
- Natural Resources
- Public and Human Services

Where Should Career Pathways Be Used?

Career Pathways provide an ideal organizing tool at all educational levels—kindergarten through college—to guide career exploration and planning activities, to focus teaching and learning, and to link education with relevant, real-world activities.

Career Exploration

Online tool from the University of Hawaii Community College system showing credits, certificates and degrees toward various careers. [Hawai'i Career Explorer](#)

Sources of Information

- The internet
- School counselor, teachers, and parents
- Hawaii University and Technical College websites
- Career exploration programs
- Career information in the library
- Graduates and current students
- Employers

Success in Postsecondary Education

Students with disabilities should consider the challenges they will encounter in postsecondary education. You can compensate for the challenges by demonstrating the characteristics of other successful students.

CATEGORY	SUCCESSFUL HABITS	UNSUCCESSFUL HABITS
Motivation	<ul style="list-style-type: none"> • Goal-oriented • Determination • Perseverance • Self-discipline • Willingness to work 	<ul style="list-style-type: none"> • Lack of goals or career ideas • Immaturity • Procrastination
Preparation	<ul style="list-style-type: none"> • Academic background • Knowledge of study and compensatory techniques • Knowledge of learning style • Time-management skills • Knowledge of assistive technology 	<ul style="list-style-type: none"> • Lack of academic preparation • Sheltered in high school • Learned helplessness • Lack of study and time management • Disorganized
Self-Advocacy	<ul style="list-style-type: none"> • Self-awareness • Self-acceptance • Knowledge of laws, policies, and resources • Assertiveness skills • Problem-solving skills 	<ul style="list-style-type: none"> • Unrealistic expectations • Denial of disability, embarrassment • Lack of knowledge of legal rights • Lack of self-esteem and self-confidence • Lack of effective communication techniques • Lack of problem-solving skills

Adapted from Hecks-Coolick and Kurtz, 1997



Final Thoughts

Life is a giant buffet of choices. You are the one who makes the decisions about what you want, where you go, and how successful you will be. Many students with disabilities have successfully completed postsecondary experiences and have wonderful careers. You are the key to your own success. You have the support of your parents, teachers, counselors, and other students, but the adventure is yours. If you plan ahead, develop goals, and are willing to explore your interests and communicate what you need, who knows all that you will be able to accomplish. Begin planning. “It’s your future now.”



The Scoop: Postsecondary Education & Training - Rights & Responsibilities

What are your rights?

The term “disability” means different things in public schools and postsecondary institutions.

When serving students with disabilities, public K-12 schools must comply with the Individuals with Disabilities Education Act (IDEA), which requires them to identify, document, and provide services based on an Individualized Education Program (IEP). The IEP serves as a monitoring and communication tool for parents, students, and school personnel and provides connections for community services (for example, employment opportunities or adult living). IDEA entitlements end when the student reaches age 22, or when the requirements for high school graduation are met, and the student receives a regular high school diploma.

The Scoop: Postsecondary Education - Rights & Responsibilities



Section 504 of applies to K-12 public schools as well as postsecondary institutions. When serving students with disabilities, postsecondary institutions must comply with Section 504 and Americans with Disabilities Act (ADA), which stipulates they:

- Cannot discriminate in college recruitment, admission, or after admission solely based on a student’s disability;
- Are required to make individualized, reasonable accommodations at no charge;
- Must make modifications “as necessary” to ensure academic requirements are not discriminatory;
- Inform students of available services, academic adjustments, and the name of the coordinator of support services;
- Must provide written information on how to access services or request accommodations.

It is important to start planning EARLY for postsecondary education!



What are your responsibilities?

While in high school students need to:

- Participate in transition planning by attending IEP meetings, beginning at age 14 or younger, if appropriate,
- Talk to their IEP team to discuss interests and preferences, and address postsecondary education planning, and
- Learn self-advocacy skills.
- Upon turning 18, students with disabilities are legally adults in charge of their own future (unless appointed a legal guardian). Although laws (504/ADA) also protect them, they have responsibilities as they enter postsecondary education.

Students should:

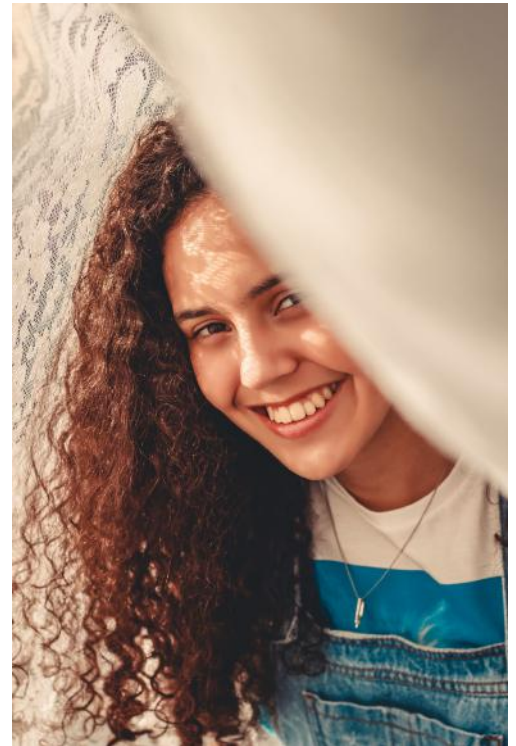
- Understand their disability and provide current documentation verifying the disability,
- Advocate on their own behalf,
- Contact support/disability services personnel at the college/university or technical college,
- Notify instructors regarding needed accommodations, and
- Arrange for those support services not available in the postsecondary education setting.



What are individual accommodations?

It is important to understand the distinction between accommodations (ensuring access to programs and services) and modifications (making changes to programs and services). Postsecondary educational institutions must provide needed accommodations, including but not limited to:





- Special needs counseling
- Assistive technology
- Testing accommodations
- Recorded textbooks
- Note-takers, readers, and interpreters
- Learning/study skills support together.



Are special education services available in postsecondary institutions?

Simply put—**NO!** Postsecondary institutions *may* provide academic adjustments if they do not change course outcomes or program requirements or place an undue burden on the institution. However, accommodations *must* be provided.

Remember: Accommodations are intended to ensure program access that allows students with disabilities to compete equally with their nondisabled peers. Not all accommodations are appropriate for every student.



However: Students with disabilities can succeed in the postsecondary environment by demonstrating the following characteristics of a successful student:

- **Be motivated and goal-oriented**
- **Be academically prepared**
- **Demonstrate self-advocacy skills**
- **Demonstrate organizational skills**
- **Demonstrate time-management skills**
- **Talk to your instructors and negotiate needed accommodations from the first day of class (or earlier, if possible). Don't wait until the end of the semester!**

The scoop: What postsecondary opportunities exist in Hawaii?

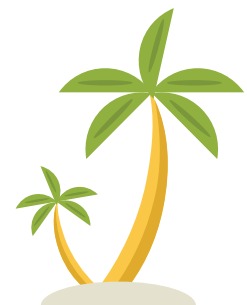
Two-year State Institutions:

- University of Hawai'i
- Hawai'i Community College, Hilo
- Honolulu Community College, Honolulu
- Kapiolani Community College, Honolulu
- Kaua'i Community College, Līhu'e
- Leeward Community College, Pearl City
- Maui Community College, Kahului
- Windward Community College, Kāne'ohe



Two-year Private Institutions:

- Brigham Young University Hawai'i, Lā'ie
- Chaminade University, Honolulu
- Hawai'i Pacific University, Honolulu
 - Hawai'i Tokai International College, Honolulu
 - University of Phoenix, Honolulu (for-profit)



Four-year State Institutions:

- [University of Hawai'i](#)
- [University of Hawai'i at Hilo](#), Hilo
- [University of Hawai'i at Mānoa](#) (main campus), Honolulu
- [University of Hawai'i-West O'ahu](#) (main campus), Kapolei

Four-year Private Institutions:

- [Brigham Young University Hawai'i](#), Lā'ie
- [Chaminade University](#), Honolulu
- [Hawai'i Pacific University](#), Honolulu
- [University of Phoenix](#), Honolulu (for-profit)
- [Wayland Baptist University](#), Mililani
- [New Hope Christian College](#), Honolulu



Variable Term Institutions:

- [Institute for Clinical Acupuncture and Oriental Medicine](#), Honolulu
- [World Medicine Institute Acupuncture and Herbal Medicine](#), Honolulu
- [Hawai'i Technology Institute](#), Honolulu
- [Babel University Professional School of Translation](#), Honolulu

Graduate Institutions:

- [Chaminade University](#), Honolulu
 - [Hawai'i Pacific University](#), Honolulu
 - [University of Hawai'i](#)
 - [John A. Burns School of Medicine](#), Honolulu
 - [William S. Richardson School of Law](#), Honolulu



Additional Learning Resources:

- [Full list of schools authorized by the Hawai'i Post-Secondary Education Authorization Program](#)
- [Licensed vocational schools in Hawai'i](#)
- [Cosmetology, pre-license real estate schools and private trade, vocational and technical schools](#)
- [Think College: www.thinkcollege.net](#)





The Scoop: Documentation of Disability is Necessary

Documentation of Disability is Necessary

For Educational Accommodations at PostSecondary Educational Institutions

What Kind of Documentation Do Postsecondary Schools Require?

Postsecondary schools require disability documentation establishing that a student has a disability as defined by the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. Because these laws are different from the Individual with Disabilities Education Act (IDEA), which applies to students in K-12, new and/or additional documentation may be needed. The documentation should provide sufficient information so the accommodations that permit equal access to educational activities can be determined.

Service eligibility is determined locally, with each institution having its own standards and policies for disability documentation. Some schools may require documentation prepared by professionals, such as doctors, psychologists, or other qualified diagnosticians. Although an Individualized Education Program (IEP) or Section 504 Plan alone may help identify services that have been effective for a student in high school, it is generally not sufficient documentation for postsecondary accommodation eligibility.



What Does the New Documentation Do?

- It establishes that a student currently has a substantial limitation to a major life activity.
- As a result of that substantial limitation, accommodations are needed for a student to equally participate in educational activities.
- It offers guidance regarding appropriate accommodations for a student in a postsecondary setting.

In Preparation for a Postsecondary Setting, Students Should:

- Know what their disability is and what accommodations benefit them.
- Know how to describe their academic and personal strengths and weaknesses.
- Continue to develop self-advocacy skills regarding their accommodations.
- Gather all necessary documentation to establish eligibility for accommodations after high school.
- Investigate potential postsecondary schools and request information about services, accommodations, and documentation requirements from each post secondary setting.
- Contact the postsecondary school during the application process (or sooner) so that accommodations can be discussed and implemented before classes begin.

High Schools are Encouraged to:

- Assist students with disabilities in developing a clear post school transition plan.
- Provide as a part of that transition plan: (i) a written educational history of the student's placement in special education/504 services, (ii) all relevant test scores and educational data including those used to establish and maintain eligibility for special services, (iii) evidence of current functional limitations, and (iv) all accommodations and services that were recommended and used by the student in high school. This can be done via the Summary of Performance (SoP).
- Help students develop self-awareness about their disability as well as effective self-advocacy skills that promote student independence and self-reliance.

Final Thoughts

- Communication is essential – begin the transition to post- secondary education early!
- While college students with disabilities must be given an equal opportunity to benefit from the program (an opportunity comparable to that afforded non-disabled students), the law ensures equal access; it doesn't ensure success.
- Successful college students take primary responsibility for accommodations, communication, and services.
- Assistance is available if students ask for it.

The Document “[Students with Disabilities Preparing for Postsecondary Education: Know Your Rights and Responsibilities](http://www.ed.gov/about/offices/list/ocr/transition.html)”, is available from the U.S. Department of Education, Office for Civil Rights, Washington, D.C. 20202 and is online at: <http://www.ed.gov/about/offices/list/ocr/transition.html>

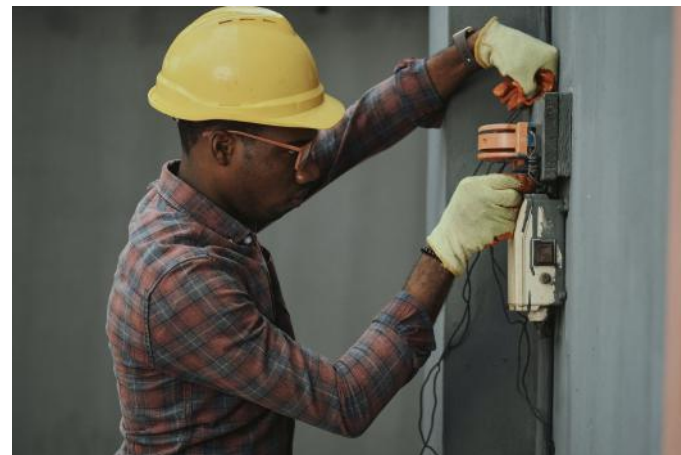
IV. Transition to: Employment

Deciding On Employment Options

Remember, school is your time to try many different types of jobs. You do not have to choose a job that you will stay in for life. You may have many different jobs, or you may have many jobs that are alike and will lead to a career. High school is your time to plan and explore.

The goal for all special education students is that you will graduate prepared to get and keep a job and enjoy all the benefits of inclusive, integrated employment. That means working part time or full time in the general workforce, earning at least minimum wage, on the payroll of a business in your community.

Every community, regardless of size, has a variety of businesses that have many different types of jobs and business needs. The key is knowing your interests and skills, and then identifying the businesses in your community where those interests and skills would be most valued.



Employment (Continued)

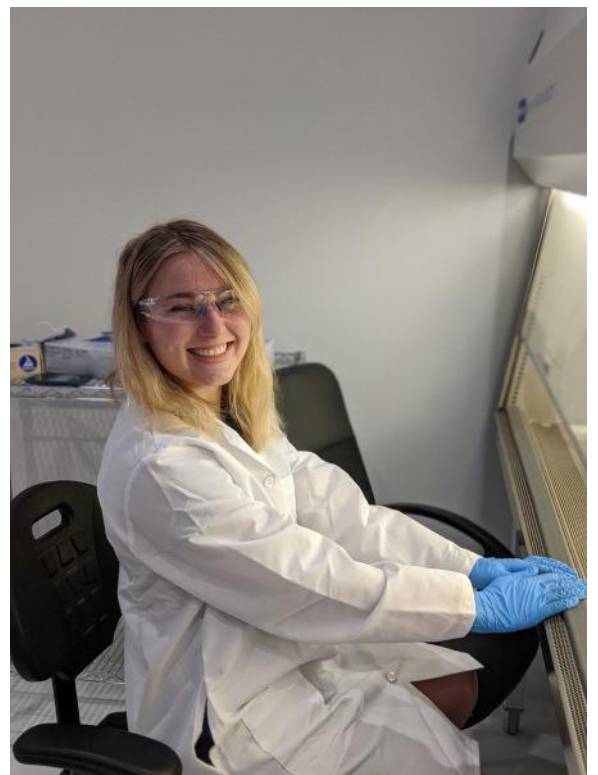
Deciding On Employment Options

Success in employment is about using your abilities. By focusing on this, you will be able to identify which employers to contact. Your first business contact may be done by asking for a tour (sometimes called an informational interview).

You may also ask a business if you can job shadow an existing employee to learn more about specific jobs in that company. After you get more information about a business, you may ask for an internship opportunity.

Doing all this groundwork will enable you to make a good employment choice for yourself and will also show the company what you've got to offer before you ask or apply for a permanent job.

There are different types of employment options. You should talk with your parent(s), guardian(s) teachers, and school counselors to find out which is the best choice for you.



Types of Employment Options

Competitive Employment is work performed in the most integrated setting possible. (Integrated means most individuals at the worksite do not have a disability.) Workers must be paid at or above the minimum wage, and individuals with disabilities must receive the wage and benefit levels of other individuals performing similar work for the same employer.

Supported Employment is an employment program for anyone who might need additional support to learn and maintain a job. DVR can assist by helping the student job seeker to identify potential jobs and career paths with job exploration, job placement, providing support on the job, and providing a transition to other agencies that can offer long term support with successful community-based employment. Supported employment services, including job coaching, are designed for individuals with the most significant disabilities who need ongoing support services because of the nature and severity of their disability in order to perform the work involved.

A student may find a job while in school, be provided support services to keep the job for several months with DVR assistance, and then be transitioned to a long term support agency. Each of these partners works with the student to help them make choices about their employment. For assistance with interviewing providers of supported employment, refer to page 153 in the Appendix.



Types of Employment Options

Customized Employment involves an adult service agency or job developer working with you and a business to create a position that meets the needs of the business and fits your specific interests, skills, and conditions. Customized employment is also a form of competitive employment because you work in an integrated setting and you earn at least minimum wage and receive benefits. If you need support to maintain your customized job, this is available through supported employment. Examples of individuals in customized employment across the country are included in “Customized Employment Works Everywhere.”

- You may go to the website to learn more:
<https://www.dol.gov/agencies/odep/program-areas/customized-employment>

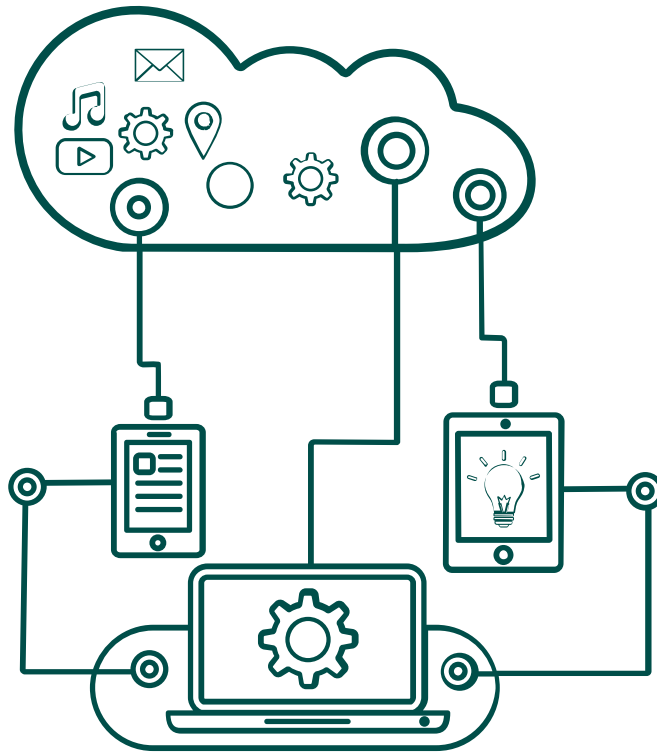
Self-Employment is owning, managing, and/or operating your own business to earn money. Often DVR and/or adult service providers can help with this option. Self-employment offers many benefits for individuals with disabilities:

- The freedom, flexibility, and independence that comes from working for yourself.
- The opportunity to work in a disability-friendly environment.
- The ability to reduce the need for transportation.
- The ability to accommodate changing functional levels.
- The ability to create an accessible work environment.

For more information on self-employment, visit:

<https://www.dol.gov/agencies/odep/program-areas/employers/self-employment-entrepreneurship>

<https://sites.ed.gov/idea/files/postsecondary-transition-guide-august-2020.pdf>



Remember

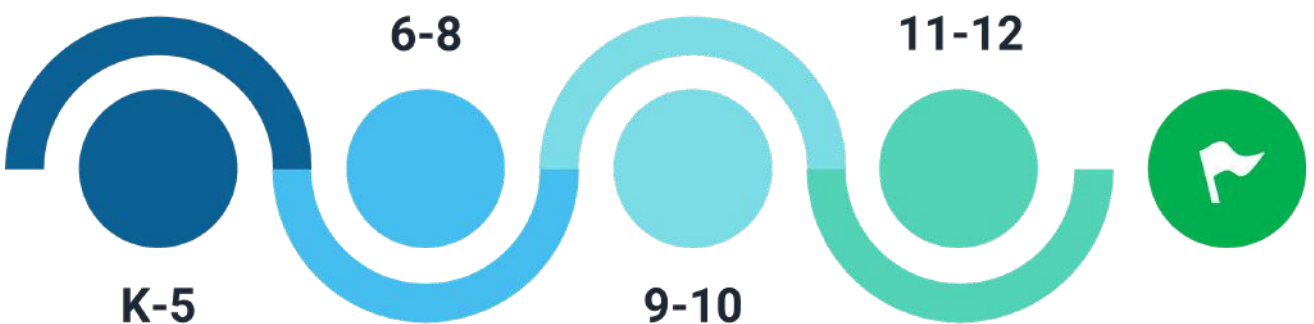


Unlike the K-12 public school system where you are entitled to special education services, the adult service system is based on specific criteria determining eligibility for services.

As you enter the adult service system, it's important that you are well-informed and prepared to advocate for what you need to reach your employment and other life goals! Attend transition nights at your local school. It is very important to make time to get familiar with the adult service providers in your area. Contact and apply early to the programs that meet your needs and interests.

Suggested Timelines

The timelines included here are flexible and intended as suggestions only. They may be used as a general guideline for planning purposes. Consult with your IEP team, family or student support system to determine the options that best meet student needs and match student interests. This recommended timeline should be adjusted for students attending more than four years of high school.



Awareness of Employment (Grades K-5):



- Discuss what work is and what jobs you know about.
- Check with your schools to find out about career days. Offer to participate or plan one with your child's teacher.
- Take part in household chores (e.g., sorting laundry, setting the table, cleaning your room, etc.).
- Take part in community volunteering and neighborhood jobs (e.g., beach cleaning, delivering the paper, mowing the lawn, etc.).
- Make decisions and choices (e.g., what to wear to school, what books to borrow from the library).
- Learn basic academic skills (e.g., reading, math, and writing).
- Share hopes and dreams for the future (e.g., what types of jobs you like).
- Practice explaining what help you need to get your work done.
- Build self-confidence and self-esteem.
- Work as a team and share responsibilities.
- If appropriate, apply for disability benefits with the Social Security Administration.
- If appropriate, apply for MedQuest and begin application for Medicaid Waiver.

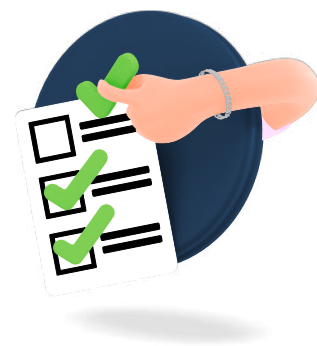
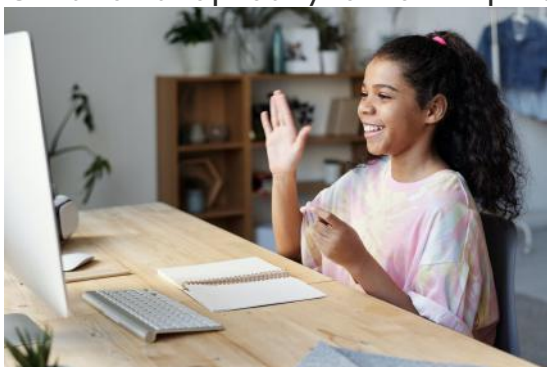
Explore Employment Options (Grades 6-8):

- Volunteer for school jobs (e.g., office monitor, guidance assistant, mail attendant).
- Volunteer in the community (e.g., neighborhood groups, religious groups).
- Job shadow (observe employment environments and tasks) with parents/family/friends.
- Learn about a variety of careers through Career Center/ Library/Internet to find job/career options.
- Tour businesses to see what kind of work they do and what jobs they offer.
- Talk to adults about what they do for work.
- Identify interests and skills.
- Build on your academic skills (include writing and other communication skills).
- Learn about and be able to explain what accommodations/ modifications you need.
- Explore or begin the intake process with DOH-DDD so that your family can find out if you will be eligible for case management with DDD by the time you are ready to exit 8th grade or earlier.
- If appropriate, apply for disability benefits with the Social Security Administration.
- If appropriate, apply for MedQuest and begin application for Medicaid Waiver.
- Begin career portfolio (include updated resume, job applications, letters of reference, career research findings, mock or practice interview results).
- Continue to build self-confidence and self-esteem.
- Develop problem solving and critical thinking abilities.
- Begin budgeting and learning about basic financial money management. It starts with an allowance.



Planning and Preparing for Employment (Grades 9-10):

- Continue taking courses in your area of need (e.g., if you are not good in math, continue taking math classes beyond the requirements).
- Begin Pre-Employment Transition Services provided by Division of Vocational Rehabilitation (DVR).
- Practice completing job applications (online and on paper).
- Practice taking online screening tests.
- Find out about jobs and learn more about specific career paths.
- Meet volunteer mentors from a wide range of careers.
- Research further education and training for specific careers.
- Identify people/classes that will help you with your career goal.
- Take classes that relate to your career goal.
- Make copies of work-related documents (social security card, birth certificate, work permit).
- Contact DVR at least four years prior to leaving school.
- Complete work experiences based on interests.
- Participate in any career exploration/preparation classes offered by your high school.
- Learn about resources and make connections with community agencies.
- If appropriate, apply for disability benefits with the Social Security Administration.
- If appropriate, apply for MedQuest and begin application for Medicaid Waiver.
- Complete interest inventories and self-directed searches at your high school or on the Internet.
- Examine your needs, preferences, interests, and skills with regard to careers based on your work experiences.
- Use resources and tools to explore career clusters, pathways, and careers on <https://www.hawaiipublicschools.org/ConnectWithUs/Partnerships/careercoalition/Pages/CTE.aspx>
- Continue to update your career portfolio.



Exploring Employment/Career Options (Grades 11-12):

- Re-examine your needs, preferences, interests, and skills with regard to careers based on your work experiences.
- Learn about education and/or training requirements in your career area of interest.
- Develop transportation strategies (e.g., drivers license, independent travel skills training, public or paratransit with or without attendant).
- If appropriate, apply for Social Security Income.
- If appropriate, apply for MedQuest and begin application for Medicaid Waiver.
- Participate in a work-based learning program with your high school (e.g., internships, work experience programs, skill standard certificate programs, service learning, apprenticeship programs).
- Participate in paid work experiences in the community (ask each employer for a letter of reference describing your skills and attitude on the job).
- Continue to update your career portfolio.



Planning and Preparing:

Deciding to Enter the Workforce

Where do you begin? The key to successful transition to employment is early planning. It is important for you to have high expectations and goals for yourself in elementary, middle, and high school.

Skill development and practice are also important (for example, time management, communication, mobility, self-advocacy skills).

Ask yourself:

Do my abilities match my interests?

What job-related experience do I have?

What do I like and dislike about school, work, and jobs I have had at home or in school?

What volunteer work have I done?

Where can I get letters of reference for my experiences?

Do I have the right skills and education for the job I want?



Jobs and Skills that Lead to a Career

A job is something that you are involved in so you can earn money, usually during high school years. Jobs give you a chance to learn basic employment-related skills (for example, being on time, listening to supervisors, learning work-appropriate behavior and expectations, and working as a team) that will help you be more successful in your future career.

A career is an occupation or a profession that is considered to be a person's lifework. Your career should match the areas of interest you identify as you prepare through classes, work experience, volunteer positions, and oftentimes training beyond high school. Developing a career does not happen overnight – it is a process. For example, your first job will not be working as a chef, but the types of jobs you choose will help you learn the skills needed to have a career as a chef.

Selecting a career requires a lot of thought about what you might want to be doing in five or ten years, what skills and education you will need, and how you will work to achieve your career goals.



For example:

If you are interested in working with machines and have a career goal to be a mechanic someday, a position as a stocker at your local grocery store would be a job. Your job is helping you earn money, but does not match your employment goals/interests leading to a career.

If you are interested in working with animals and would like to be a veterinary assistant, a position at a local pet store during high school would be a job leading to a career. This position is helping you learn skills and take necessary steps toward your employment goals/interests.

Just for fun...



What is your Employment Goal?
List three jobs that would lead you to a career in this area.

1.

2.

3.

Types of Employment - Questions to Ask

Questions to Ask Community or Employment Providers

- What are the eligibility requirements for services and how do I apply for services?
- Are there ways your agency can work with my school to ensure a smooth transition to employment?
- If I need job accommodations or assistive technology, do you provide these services?
- How many staff work in your agency? How many job seekers does each staff member support?
- How long does it generally take to assist someone in getting a job? Is there a limit on how long I can use your services?
- Does your agency provide support before 9:00 a.m. and after 5:00 p.m.? On weekends?
- How would your agency determine what a good job is for me?
- Does your agency look at advancement in jobs beyond entry-level work?
- May I see a list of businesses where you have helped people get jobs?
- How would you obtain input and maintain communication with me and my family members?
- How would you support me after I have found a job? What are my options if a job doesn't work out?
- Can I talk with some individuals with disabilities who have used your services?
- Do you have a website, brochure, or other literature?

Questions to Ask Yourself if You Are Interested in Self-Employment

<ul style="list-style-type: none">• Am I a self-starter?	<ul style="list-style-type: none">• Am I self-reliant?	<ul style="list-style-type: none">• How well do I get along with a variety of personalities?	<ul style="list-style-type: none">• How good am I at making decisions?
<ul style="list-style-type: none">• Do I have the physical and emotional stamina to run a business?	<ul style="list-style-type: none">• How well do I plan and organize?	<ul style="list-style-type: none">• How well do I find ways to solve problems?	<ul style="list-style-type: none">• Do I have experience in this type of business?
<ul style="list-style-type: none">• Is my attitude and drive strong enough to maintain motivation?	<ul style="list-style-type: none">• How will the business affect my family?	<ul style="list-style-type: none">• Who can help me with my business plan?	<ul style="list-style-type: none">• What business would I like to start and why?
<ul style="list-style-type: none">• What type of special training do I need for this type of business?	<ul style="list-style-type: none">• What type of education do I need for this business?	<ul style="list-style-type: none">• How much do I know about this type of business?	<ul style="list-style-type: none">• Will I need to hire other people to help make my business successful?

Adapted from U.S. Department of Labor, Office of Disability Employment Services, "Small Business and Self-Employment for People with Disabilities" and "Self-Employment: Steps for Vocational Rehabilitation Counselors," Nancy Arnold, Tom Seekins, Roger Shelley, David Hammis, Carleen Anderson, and Randall Brown, 1998
**Link to VR Self-Employment Guide: <http://vrselfemploymentguide.org/>

Download the [Self-Employment Assessment - PDF Format](#)

Check out the [VR Self-Employment Guide](#)

Chart: After High School, the Rules Change

Laws and Responsibilities

The following chart describes general differences in various areas between public high school and employment in the adult service world.

HIGH SCHOOL	ADULT SERVICE SYSTEM
Individuals with Disabilities Education Act (IDEA); free and appropriate public education (FAPE).	Workforce Innovation Opportunity Act (WIOA), Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA).
School services are an entitlement (from age 3- 21 or until regular high school diploma requirements are met).	Adult services are based on eligibility which may be different for each agency.
School attendance is mandatory for children age 6-18. (HAR § 8-12-2: School Age Child)	Consumers apply for services and may be eligible to use an adult service agency to support them in their employment goals.
School districts are required to identify students with disabilities through free evaluation assessment and the individualized education program (IEP) process.	Consumers are responsible for disclosing and providing current (within the last three years) documentation of a disability.
Students receive special education and related services to address needs based on identified disability.	Consumers apply for services needed through various adult services agencies. They must be self-advocates.
Services include individually designed instruction, modifications, and accommodations based on an IEP.	Services are individually designed through Individual Plans for Employment or a similar individualized plan developed with the consumer.
Progress toward IEP goals is monitored and communicated to the parent(s)/guardian(s) and/or student.	Progress toward employment goals are monitored by the consumer and adult service provider. Self-advocacy is a must.
Schools assist in connecting the student with the community support agencies if this transition need is identified in the IEP.	Consumers must request services needed and identify what agencies would best meet their needs.

Questions Students Should Ask their IEP Team Members or Support Network (Transition to Employment)



The following are questions, recommended skills, and steps needed in *planning for employment* after high school. Check them off as you address each area.

Self Advocacy Skills

___ Find ways to explain your disability. (How does your disability affect you at home? On a job?)

___ Communicate your strengths related to job skills.

___ Communicate areas in which you need to improve related to job skills.

___ Explain the best way for you to learn new things.

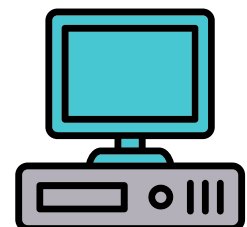
___ Explain what accommodations or extra help you need to be successful (these are called “reasonable accommodations”).

___ Explain your legal rights (IDEA, ADA, Section 504).

___ Be involved in your IEP meetings and share your interests and ideas about employment goals. Make sure transition plans are documented in your IEP.

Planning

- ___ Complete a career interest inventory with your school counselor or teacher.
- ___ Identify what career clusters/pathways you are interested in.
- ___ Find out what knowledge and skills are needed for the careers in your interest area(s).
- ___ Job shadow in businesses.
- ___ Tour businesses.
- ___ Interview employers.
- ___ Interview a person who has the job/career you are interested in.
- ___ Identify and list jobs that would lead to your career interest. You may have more than one career or interest area, and that is okay. Find information about each of your interest areas to determine the best career path.
- ___ Take classes related to your career goal.
- ___ Participate in work experiences through school.
- ___ Visit or write to the local technical college or university and get information about your career choice.
- ___ Visit or call adult service agencies to find out what they can offer to assist you.





Experience

___ Participate in at least one work experience by eighth grade based on your interests.

___ Participate in at least one work experience each semester during high school based on your interests. (Note: your work experience should be in different work environments with different work tasks to help you identify what type of career you really want after high school.)

___ Get a letter of reference / recommendation from your work experience employer.

___ Update your career portfolio and resume.

Did You Know???

The single best predictor of employment success after high school is participating in work experiences in school.

Tips

Remember to get letters of recommendation from teachers, work experience supervisors, and employers.

Participate in many different work experiences to find out what your interests really are.

Keep a work experience log to record dates of experience, supervisor's name, company name, job duties.

Develop a list of questions you would want to ask an employer about the jobs available and skills needed.

Don't forget to update your career portfolio each year.

The Need for Employability Skills

Employability skills are those that apply across a variety of jobs and life contexts. They are also known as key skills, core skills, workplace skills, essential skills, key competencies, necessary skills, and transferable skills.

Regardless of what they are called, essentially employability skills are those basic skills necessary for getting, keeping, and doing well on a job. They are generic in nature and cut across jobs, industry types, and occupational levels.

In order to be a productive citizen in the world of work, family, or community involvement, mastery of basic employability skills is essential for all students.

For more information: [Soft Skills to Pay the Bills](#)



What Will Get Me In? Take Stock in Your Skills!

Look at the list of skills critical in the development of any job/career. With your parents or teacher, check the box that best describes your ability in that area. You may not need all these skills for your career choice. Work with your teacher or parent to help you think about the skills you have and the skills you may need.

Communication Skills Self-Assessment

[Download Communication Skills Self-Assessment Worksheet - PDF Format](#)

Communication Skills	Yes, I have this skill	I need to work on this skill	I do not need this skill. Why?	How others see me
Reading and following directions				
Reading and understanding policies/memos				
Reading and understanding job ads				
Putting things in alphabetical order				
Comparing or cross checking two lists				
Checking written material for mistakes				
Filling out forms				
Typing/keyboarding				
Writing letters, memos, e-mails correctly				
Writing reports				

Communication Skills	Yes, I have this skill	I need to work on this skill	I do not need this skill. Why?	How others see me
Speaking to people you do not know				
Speaking standard English				
Speaking other languages				
Taking notes while someone is talking				
Finding information (research – getting what you need from the phone book, library, dictionary, Internet, and so on)				
Using a map (city, state, campus)				
Using a bus, train, plane schedule				
Explaining procedures to other people				
Asking for help, clarification, assistance when needed				
Calling to order or schedule things (ordering food or supplies, scheduling rides)				

Tip

You may not need all these skills for your career choice. Work with your teacher or parent to help you think about the skills you have and the skills you may need.



Number Skills Self-Assessment

[Download Number Skills Self-Assessment Worksheet - PDF Format](#)

Number Skills	Yes, I have this skill	I need to work on this skill	I do not need this skill. Why?	How others see me
Doing math correctly (addition, subtraction, multiplication, division) without a calculator				
Doing math correctly (addition, subtraction, multiplication, division) with a calculator				
Using percentages and decimals without a calculator				
Using percentages and decimals with a calculator				
Using fractions				
Rounding off numbers				
Calculating hours worked, money owed, etc.				
Estimating costs and/or amounts of time needed to complete a job				
Using a database program on a computer				
Managing time and prioritizing work to complete a job in a timely manner				
Balancing checkbook or debit card account				
Preparing a budget				
Using measuring tools (ruler, tape measure, measuring cup)				

People Skills Self-Assessment



[Download People Skills Self-Assessment Worksheet - PDF Format](#)

People Skills	Yes, I have this skill	I need to work on this skill	I do not need this skill. Why?	How others see me
Caring for children responsibly				
Caring for the elderly responsibly				
Showing care and concern				
Calming people down				
Helping people complete a task or job				
Teaching someone how to do something				
Knowing how to get along with different types of people and personalities				
Leading groups or activities				
Working as a team; contributing to group effort				
Working to satisfy customers/others				

Social Skills Self-Assessment

[Download Social Skills Self-Assessment Worksheet - PDF Format](#)

Social Skills	Yes, I have this skill	I need to work on this skill	I do not need this skill. Why?	How others see me
Controlling my temper				
Working together/cooperating with others				
Expressing feelings constructively				
Accepting criticism/feedback				
Listening to others/following directions				
Explaining needs in polite manner				



Technical Skills Self-Assessment

[Download Technical Skills Self-Assessment Worksheet - PDF Format](#)

Technical Skills	Yes, I have this skill	I need to work on this skill	I do not need this skill. Why?	How others see me
Making, fixing, and repairing things				
Operating machinery				
Installing things				
Building things				
Gardening, landscaping, snow shoveling				
Farming				
Drawing/creating blueprint or planning to build or fix things				
Choosing appropriate tools or equipment				
Fixing computers				
Applying technology to solve problems				



Business Skills Self-Assessment

[Download Business Skills Self-Assessment Worksheet - PDF Format](#)

Business Skills	Yes, I have this skill	I need to work on this skill	I do not need this skill. Why?	How others see me
Using a computer (database, word processor, e-mail, Internet)				
Using a business telephone				
Filing, sorting, classifying information				
Balancing a checkbook or account				
Developing and working on a budget				
Setting up and closing out a cash register				
Negotiating agreements with others				



Management and Self-Management Self-Assessment

[Download Self-Management Skills Self-Assessment Worksheet - PDF Format](#)

Management and Self-Management	Yes, I have this skill	I need to work on this skill	I do not need this skill. Why?	How others see me
Being patient with others				
Maintaining a cheerful attitude				
Getting interested/excited about the task at hand				
Offering help to others				
Knowing how to take directions				
Motivating yourself to accomplish what needs to be done				
Helping motivate others to get the job done				
Prioritizing tasks so the larger goal is met on time				
Following rules				
Presenting a neat and professional image				
Accepting criticism/feedback from others				
Checking and correcting own work				
Working hard without complaining				
Using courtesy when dealing with others				
Seeking to help when needed				
Taking initiative (finding other things to do when work is done)				
Being eager to learn				
Speaking up for yourself				
Solving problems				

Adapted from Life Skills Education, Inc., Pamphlet #9029 (1998)



Skills Summary

Download Skills Summary Worksheet - PDF Format

Look at each category and identify one or two things you are best at – these are the skills around which you can begin building your career:

Communication Skills:

1. _____
2. _____

Number Skills:

1. _____
2. _____

People Skills:

1. _____
2. _____

Technical Skills:

1. _____
2. _____

Business Skills:

1. _____
2. _____

Management and Self-Management Skills:

1. _____
2. _____

It is also important to know what skills you need to work on. List three career skills you need to develop or improve upon. Identify who can help you with those.

1. _____
2. _____
3. _____

The Scoop: Work Placements and Least Restrictive Environment

Recently the U.S. Department of Education Office of Special Education Programs (OSEP) issued a guidance letter related to postsecondary transition planning for students with disabilities. You may find a copy of the letter here:

<https://sites.ed.gov/idea/files/2020-transition-guide-letter-08-31-2020.pdf>



The scoop: Accommodations and Assistive Technology on the Job

What is a job accommodation?


Job accommodations allow a person with a disability to perform the different tasks of a job. Accommodations may include changes to the work area, specialized equipment, or changes in how the job is completed. This accommodation process is referred to as assistive technology (AT).

What accommodations are employers required to provide?

Federal and Hawaii laws require that employers make accommodations for employees with disabilities so they can complete a job. Most employers are also required to provide accommodations to workers so they can perform essential functions (main duties) of the job. Examples of accommodations that may be provided include:

- A computer which provides a voice reading of the computer screen so a blind person can also “read” what is on the computer monitor.
- Raising the workstation to accommodate a wheelchair.
- An ergonomic chair accommodating the comfort of a worker with a back injury.
- An alternate keyboard to reduce stress causing carpal tunnel syndrome.
- Allowing a person to use personal accommodations, such as a seeing eye dog, while on the job.
- Making a restroom wheelchair accessible for a worker who uses a wheelchair.





Accommodations are also required to allow a person with a disability equal access to the process of applying for work. This could include:

- Allowing you to take an application home to complete so you have more time or can get help in writing out your responses.
- A sign language interpreter during a job interview.
- If you are a person with a learning disability, having a pre-employment test read to you.

How can you decide if you need employment accommodation?

If you can do all the essential functions (main requirements) of a job, with or without an accommodation, you are considered a qualified applicant or employee. If you need an accommodation to perform some of these essential functions, most employers would have a responsibility to provide that accommodation. The best method to determine what this accommodation should be is to work with your employer to determine what functions need to be accommodated and how this may occur.

Accommodations can take many forms. A change in schedule, modifying how you do the job, or assistance from another employee would also be possible accommodations along with specialized equipment and devices.

How do you decide on the needed AT?

The solution to remove barriers is determined by the employer. Hopefully, the employee and possibly an AT Specialist would be involved in the process. The solution may increase the functional capacity of the worker, modify equipment and environment, or alter the activity being performed.

Resources for Employment-related Assistive Technology

Funding

The majority of workers with disabilities do not need accommodations to perform their jobs, and for those who do, the cost is usually minimal. According to the Job Accommodation Network (JAN), a service from the U.S. Department of Labor's Office of Disability Employment Policy, two-thirds of accommodations cost less than \$500, with many costing nothing at all. Moreover, tax incentives are available to help employers cover the costs of accommodations, as well as modifications required to make their businesses accessible to persons with disabilities. For More information: <http://www.dol.gov/odep/pubs/fact/ada.htm>

Information and Technical Assistance for your Assistive Technology Needs

If an assessment is needed to determine what accommodation would be best for you, an Assistive Technologist can assist in making this determination decision. The Assistive Technology Practitioner can also assist in setting up the accommodation and providing training for the employee and employer to use it.



Resources for Employment-related Assistive Technology

Assistive Technology Resources

Assistive Technology Resource Centers of Hawaii (ATRC). Resource centers to meet the needs of an individual with disabilities, family members, employers, and educators. <https://www.atrc.org>

Comprehensive Service Center for the Deaf, Hard of Hearing or Deaf-Blind (CSC)

The Comprehensive Service Center (CSC) is a one-stop support and referral service funded by the Hawai'i State Legislature and the Division of Vocational Rehabilitation through a contract with the University of Hawai'i at Manoa Center on Disability Studies (CDS). <https://www.csc-hawaii.org/>

V. Federal Employment & Eligibility

Selective Service System & Registration

Website: <https://www.sss.gov/>

The Selective Service System provides the Department of Defense personnel in the event of a national emergency. **Male citizens and immigrants are required to register with the Selective Service when they turn 18.**

Reasons to Register



Registration is the Law

A man's only duty right now under the Military Selective Service Act is to **register at age 18** and then to let Selective Service know within 10 days of any changes in the information he provided on his registration form **until he turns 26 years old.**

Fairness and Equity

By registering all eligible men, Selective Service ensures a fair and equitable draft, if ever required. Exemptions and deferments apply only in the event of a draft.

Insurance for the Nation

By registering, a man's participation helps provide a hedge against unforeseen threats. The Selective Service System is a relatively low-cost insurance policy for our nation.



Civic Duty

It is everyone's responsibility to ensure that young men 18 through 25 understand the law so they can make an informed decision about registration compliance. Currently, more than 90 percent of eligible young men are registered. It's a civic duty of every young man to comply with the law.

Protect Eligibility for Future Benefits

By registering, a young man stays eligible for jobs, college loans and grants, job training, driver's licenses in most states, and U.S. citizenship for immigrant men.

Registration is the Goal

Selective Service wants young men to register. It does not want them to be prosecuted or denied benefits. If a draft is ever needed, it must be as fair as possible, and that fairness depends on having as many eligible men as possible registered. In the event of a draft, for every man who fails to register, another man would be required to take his place in service to his country.

Benefits Associated with Registration: Eligibility

Register to be eligible for Benefits & Programs Linked to Registration

A man who fails to register with Selective Service may be ineligible for opportunities that may be important to his future. He must register to be eligible for the following:

- Federal student financial aid
- State-funded student financial aid in many states
- Most federal employment
- Some state employment
- Security clearance for contractors
- Job training under the Workforce Innovation and Opportunity Act
- U.S. citizenship for immigrant men

Student Financial Aid

Men born after December 31, 1959 who aren't registered with Selective Service won't qualify for federal student loans or grant programs unless they are registered. This includes:

- Federal Pell Grants
- Federal Supplemental Educational Opportunity Grants (FSEOG)
- Direct Stafford Loans/Plus Loans
- National Direct Student Loans
- College Work Study

Citizenship

The U.S. Citizenship and Immigration Services (USCIS) makes registration with Selective Service a condition for U.S. citizenship if the man first arrived in the U.S. before his 26th birthday.

Federal Job Training

The Workforce Innovation and Opportunity Act (WIOA) offers programs that can train young men seeking vocational employment or enhancing their career. This program is only open to those young men who register with Selective Service. Only men born after December 31, 1959 are required to show proof of registration.

Federal Jobs

A man must be registered to be eligible for jobs in the Executive Branch of the Federal Government and the U.S. Postal Service. Proof of registration is required only for men born after December 31, 1959.

Consequences for Failing to Register

If required to register with Selective Service, failure to register is a felony punishable by a fine of up to \$250,000 and/or 5 years imprisonment. Also, a person who knowingly counsels, aids, or abets another to fail to comply with the registration requirement is subject to the same penalties.

Unless a man provides proof that he is exempt from the registration requirement, his failure to register will result in referral to the Department of Justice for possible investigation and prosecution.

In addition to potential criminal repercussions, failure to register may make a man permanently ineligible for certain benefits.

NOTE: Some States have created additional consequences for men who fail to register.

[VIEW State Commonwealth Legislation](#)

Federal Job Opportunities

Website: usajobs.gov



If you're an individual with a disability, you can apply and compete for any job for which you are eligible and meet the qualifications, but you also may be eligible for a special hiring authority.

Eligibility

The federal government hires each person using a hiring authority (the term comes from the federal regulation that describes it). Federal agencies can use the Schedule A Hiring Authority to hire an individual with a disability.

Schedule A Hiring Authority

Schedule A refers to a special hiring authority that gives federal agencies an optional, and potentially quicker, way to hire individuals with disabilities. Applying under Schedule A offers an exception to the traditional competitive hiring process. You can apply for jobs using Schedule A, if you are a person with an intellectual disability, a severe physical disability or a psychiatric disability.

To be eligible for Schedule A, you must provide a **'proof of a disability letter'** stating that you have an intellectual disability, severe physical disability or psychiatric disability. You can get this letter from your doctor, a licensed medical professional, a licensed vocational rehabilitation specialist or any federal, state or local agency that issues or provides disability benefits.

Applying using Schedule A can be a great way to get a federal job, but it is only one of many options that may be available and you still have to compete with other eligible applicants. Federal agencies hire people using many options, so applying under Schedule A does not guarantee you a job.

Tips for applying under Schedule A

- Mention your eligibility and that you want to be considered for Schedule A on your resume (and in your cover letter, if you use one).
- If you're eligible for Schedule A, go to your profile and select the Individuals with disabilities hiring path and make your resume searchable. If your resume is searchable, agencies who are looking for people eligible under Schedule A, can find you.

How do I know a job is open to individuals with a disability?

In the job announcement look for the 'This job is open to' section. When a job is open to individuals with a disability you'll see this icon:



There may be other groups listed that can also apply. You can also select the Individuals with disabilities filter in search. Your results will display all jobs open to individuals with disabilities.

Selective Placement Program Coordinator

Selective placement program coordinators (SPPC) help agencies recruit, hire and accommodate people with disabilities. The SPPC can guide you through the application process and answer questions. Most federal agencies, but not all, have an SPPC or equivalent role, such as a special emphasis program manager.

If you are a person with a disability and interested in a job opportunity, contact the agency SPPC using the [selective placement program coordinator directory](#).

Accommodating Individuals with a Disability

Federal agencies are required by law to provide reasonable accommodations to qualified applicants and employees with disabilities, unless doing so will result in undue hardship to the agency. The accommodations make it easier for an employee with a disability to successfully perform the duties of the position. For example, an agency may offer:

- Interpreters, readers or other personal assistance
- Modified position duties
- Flexible work schedules or work sites
- Accessible technology or other workplace adaptive equipment

You can request reasonable accommodations any time during the hiring process or at any time while on the job. Requests are considered on a case-by-case basis. To request a reasonable accommodation:

- Look at the job posting for instructions on requesting a reasonable accommodation.
- Work directly with the person arranging the interviews.
- Contact the agency SPPC.
- Request a reasonable accommodation verbally or in writing; no special language is needed.

[Learn more about reasonable accommodation requests](#)

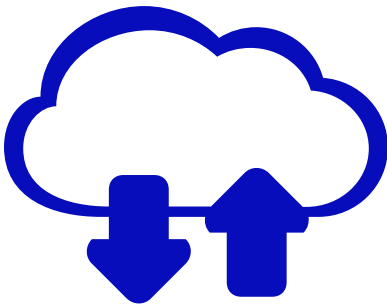
Documents you may need

DISABILITY LETTER

- A disability letter from your doctor or a licensed medical professional that proves your eligibility for Schedule A appointment.

Upload and submit through USAJOBS

- You can upload and save documents to your USAJOBS account. Once uploaded, you can submit these forms with your job application as needed. [Sign into USAJOBS](#) or [learn how to upload documents](#).



VI. Transition to: Financial Independence

Conquering Financial Hurdles to Achieve Goals

When your child receives a disability benefit, trying to understand how employment will affect that benefit can be confusing and challenging. The work incentive programs provided below will help your child navigate the transition from receiving benefits to becoming self-sufficient. These programs allow working people with disabilities to keep more cash benefits while working, protect access to health insurance and support services, and provide new ways to save money.



Social Security Work Incentives

Individuals receiving Supplemental Security Income (SSI) and/or Social Security Disability Insurance (SSDI) may be able to pay for their employment services and supports through these work incentive options:

1619(b) Medicaid While Working (SSI Recipients Only)

- When working Supplemental Security Income (SSI) recipients are not due an SSI check because of their earnings, they do not lose their SSI eligibility and they do not lose their Medicaid. The reason for this is a provision of the Social Security Act (SSA) known as Section 1619(b) or Medicaid While Working. In Hawaii, an SSI beneficiary can have work income up to \$42,473 a year (2021 threshold) and still keep Medicaid coverage.
- For additional information, please visit:
<https://www.ssa.gov/ssi/spotlights/spot-medicaid.htm>

Student Earned Income Exclusion (SSI Recipients Only)

- The Student Earned Income Exclusion (SEIE) is a program through the SSA, which helps students who choose to work and attend school. The SEIE allows almost \$2,000 a month to be excluded from the student's monthly income when calculating benefits, which allows a larger base income and a greater potential for financial independence. This benefit is available as long as the student is under age 22 and considered to be regularly attending school. The definition of, "regularly attending school" differs between schools. For college, this is eight hours per week, and for grades 7-12, this is 12 hours per week to include home schooling. If the student is attending a vocational or trade school, this number is 12-15 hours a week, depending on whether the course requires any shop time.
- If you would like to use this work incentive program, please contact your Social Security Office, your personal benefits counselor or DVR. They can help you make the most of this benefit as long as you qualify.
- For additional information, please visit:
<https://www.ssa.gov/ssi/spotlights/spot-student-earned-income.htm>

Plan for Achieving Self-Support (SSDI and SSI Recipients)

- Plan for Achieving Self-Support (PASS) is a Social Security work incentive that allows the individual to set money aside for a future expense. There are constraints to the PASS, the main constraint being that the money set aside is to help achieve a better level of financial independence. This money can only be used for work-related purchases.
- Social Security administers the PASS program, and if you would like to use it, the appropriate paperwork must be filed, processed and approved. DVR or your benefit counselor can assist you in making a PASS plan.
- For more information, please visit:
 - <https://www.ssa.gov/ssi/spotlights/spot-plans-self-support.htm>
 - <http://www.socialsecurity.gov/disabilityresearch/wi/pass.htm>

Impairment Related Work Expense (SSDI and SSI Recipients)

- Impairment-Related Work Expenses (IRWE) are costs for items or services that you need in order to work because of your disability. Social Security will deduct the costs of certain impairment-related items and services that you need to work from your gross earnings when determining your eligibility for Social Security disability benefits. It does not matter if you also use these items and services for non-work activities.
- For more information, please visit:
 - <http://www.socialsecurity.gov/ssi/spotlights/spot-work-expenses.htm>
- For more information about Section 1619(b), SEIE, PASS and IRWE and people who can assist you with accessing these work incentives, see the link below:
 - <https://www.ssa.gov/redbook/>
- If you think you might want to use a work incentive to help you pay for employment supports or needs, you should make an appointment with a work incentives benefits specialist in your area. Your local DVR office can help you locate a work incentives benefits specialist.

Ticket to Work

Social Security's Ticket to Work (Ticket) Program supports career development for people ages 18 through 64 who receive Social Security disability benefits (SSDI or SSI) and want to work. The Ticket Program is free and voluntary. The Ticket Program connects you with free employment services to help you decide if working is right for you, prepare for work, find a job or be successful while you are working.

- The Ticket to Work Program provides individuals receiving Social Security (SSDI or SSI) more employment support service options.
- To be eligible for a Ticket, individuals must be between the ages of 18 and 64 years old and currently receiving SSDI or SSI.
- Once your Ticket is approved, you will want to assign your Ticket to an Employment Network for help in finding and maintaining employment.

If you receive Social Security Disability Insurance (SSDI) or Supplemental Security Income (SSI) benefits based on disability or blindness and you would like to work or increase your current earnings, you can get help from the Ticket program. Services are provided by Employment Networks (ENs), which are private organizations or government agencies that have agreed to work with the SSA. One of the government agencies that works with SSA is the State DVR office. Not all employment service providers are ENs. For a list of ENs in Hawaii, please go to:

<https://choosework.ssa.gov/findhelp/>

You can choose an agency that offers the services you believe will best help you to meet your employment goals.

The SSA has also published a blog on the Ticket to Work program:

<https://choosework.ssa.gov/blog/2021-08-19-what-is-social-securitys-ticket-to-work-program>



Contact Ticket to Work Helpline

For general information about Social Security's Ticket to Work and about Social Security work incentives, you can contact the Social Security Ticket to Work Helpline using the information below.

Call 1-866-968-7842 (V)

866-833-2967 (TTY)

M-F 8:00 AM – 8:00 PM EST

Or you can visit the <https://choosework.ssa.gov/> or [SocialSecurity.gov/work](https://www.socialsecurity.gov/work) websites.

Work Incentives Planning and Assistance (WIPA)

FREE RESOURCE IN UNDERSTANDING SSA DISABILITY BENEFITS & WORK

Work Incentive Planning and Assistance (WIPA) projects are funded by the Social Security Administration (SSA) to provide information and benefits planning to enable beneficiaries with disabilities to make informed choices about work.

WIPA projects hire and train Community Work Incentives Coordinators (CWICs) who work with individuals receiving Social Security Disability Insurance (SSDI) and/or Supplemental Security Income (SSI) to provide in-depth counseling about benefits and the effect of work on those benefits.

Who is Eligible to Receive Services?

WIPA services are available to individuals eligible for Social Security disability benefits AND working, looking for work, or thinking about returning to work.

Note:

Social Security Disability benefits include Supplemental Security Income (SSI), Social Security Disability Insurance (SSDI), and Social Security Childhood Disability Benefits – (SSCDB), also known as Social Security Disabled Adult Child (SSDAC).

What do WIPA Services Cost?

All WIPA services are free of charge. There is never a cost to the beneficiary for services provided under a WIPA project.

WIPA Programs Provide Beneficiaries with the Following Information and Support Services

Information and Referral:

Basic information in response to inquiries about all federal and state benefits programs, and/or referral to government agencies and other community resources.

Problem Solving and Advocacy:

Involves solving specific federal and state benefits and work incentive issues, and may include advocating on behalf of recipients with other agencies. They are not able to assist with applications or appeals.

Benefits Analysis and Advisement:

An assessment of real or potential effects of employment that will impact the recipient's overall financial wellbeing and inform recipients of various options available and the projected outcome of each.

Benefits Support Planning:

Direct assistance to the beneficiary to construct a plan to promote effective monitoring and management of their benefits programs and work incentives, including how to report wages.

Benefits Management:

Benefits monitoring and management assistance for those likely to experience employment benefits, or other changes that will affect benefits status, health care or financial well-being.



How to Access WIPA Services:

Call the Ticket to Work Helpline and ask for help with benefits planning. The Helpline staff will forward your information to your local WIPA project and you will be contacted.

Ticket to Work Helpline

Call 1-866-968-7842 (V)

866-833-2967 (TTY)

M-F 8:00 AM – 8:00 PM EST*

* There will be a 6 hour time difference when calling the Helpline during daylight savings time.

Achieving a Better Life Experience (ABLE) Accounts

ABLE accounts are tax-advantaged savings and investment accounts for individuals with disabilities. They were created as a result of the passage of the Stephen Beck Jr., Achieving a Better Life Experience Act of 2014, better known as the ABLE Act.

Why the **Need** for an ABLE Account?

Millions of individuals with disabilities and their families depend on a variety of public benefits for income, health care and food and housing assistance. Eligibility for these public benefits requires meeting a means test that limits eligibility and requires individuals to report more than \$2,000 in cash savings, retirement funds and other items of significant value. ABLE accounts allow eligible individuals to save and invest money, largely without affecting eligibility for public benefits; Medicaid eligibility is not affected by ABLE savings in any amount up to the individual state 529 savings limit.

Save with special tax advantages.

The earnings on your investments are federally tax-deferred and tax-free, if used for qualified disability expenses. This can help your savings have compounded earnings.

Who is eligible?

Eligible individuals can open the account for themselves, or an authorized individual can open an account on their behalf. There are a few requirements individuals with disabilities must meet to be able to have an account.

You are eligible if:

You're entitled to SSI or SSDI because of your disability; and
Your disability was present before age 26

You must clarify that:

- You have a physical or mental disability that can be expected to last for at least a year or can cause death; or you are blind; or your disability is included on the Social Security Administration’s List of Compassionate Allowances Conditions; and
- Such blindness or disability occurred before age 26

(Proof of eligibility is not required to open an account. However, you should maintain a record of your diagnosis, benefits verification letter or other relevant documents in the event that you are required to prove eligibility at a later time.)



Education



Housing



Transportation



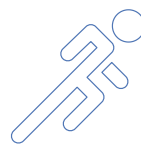
Employment
Training and
Support



Assistive
Technology



Health



Prevention
and wellness



Financial Management
and Administrative
Services



Legal Fees



Expenses for ABLA
account oversight
and monitoring



Funeral and burial



Basic Living
Expenses

Hawaii ABLER Savings Program

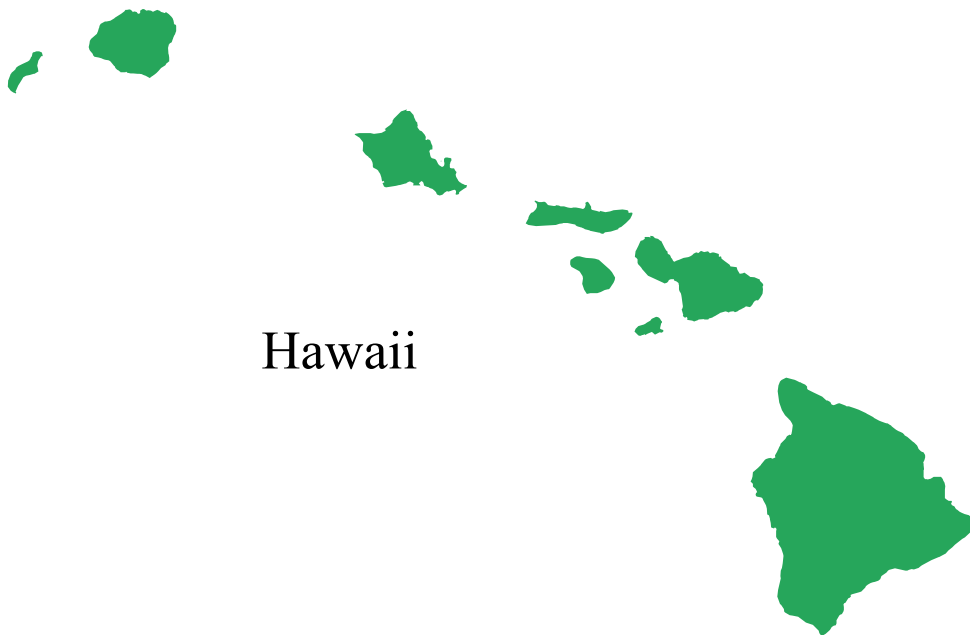
For more information on Hawaii ABLER Savings Program, please visit:

<https://www.hawaiiablesavings.com/>

For more information on ABLER Savings Program, please visit ABLER National Resource Center:

<https://www.ablenrc.org/>

Able Account Infographic: <http://www.hireabilitieshawaii.org/able-act-infographic-april21/>



Medicaid Ticket to Work and Work Incentives Improvement Act Basic Eligibility Group (Kal's Law)

Under Kal's Law, a new program will allow working people with a disability in Hawai'i to earn more without losing their Medicaid health insurance. In 2021, for a household of one, the Medicaid Income Limit for a person with a disability was \$1,235 a month. The average income of an individual in Honolulu, Hawai'i is \$57,554 or \$4,796 a month. Source: Hawaii State Department of Business, Economic Development & Tourism (2019).

The new 'Ticket to Work Work and Incentives Improvement Act (TWWIIA) Basic Eligibility Group' would increase this limit to \$1,705 a month for qualifying individuals. This increased income limit can be combined with existing Medicaid work incentive rules such as the Earned Income Exclusion, a rule which allows some work income to not be counted.

\$1,705

Kal's Law increases income limit




**Additional work income
allowed through the
Earned Income Exclusion**

\$1,235

Original Medicaid income limit*

*Based on a household of one Disabled individual in 2021



This new program was created through the Hawai'i legislative passage of Act 155 or 'Kal's Law.' The law was named in honor of Kal Warrington Silvert, a UH Mānoa student who dreamed of becoming a writer. Due to a physical disability, Kal required 24 hour care provided through Medicaid. Learn more about Kal and the scholarship fund at the [UH Foundation](#).

For more information about this new Medicaid program, including the requirements to participate, visit www.hireabilitieshawaii.org.

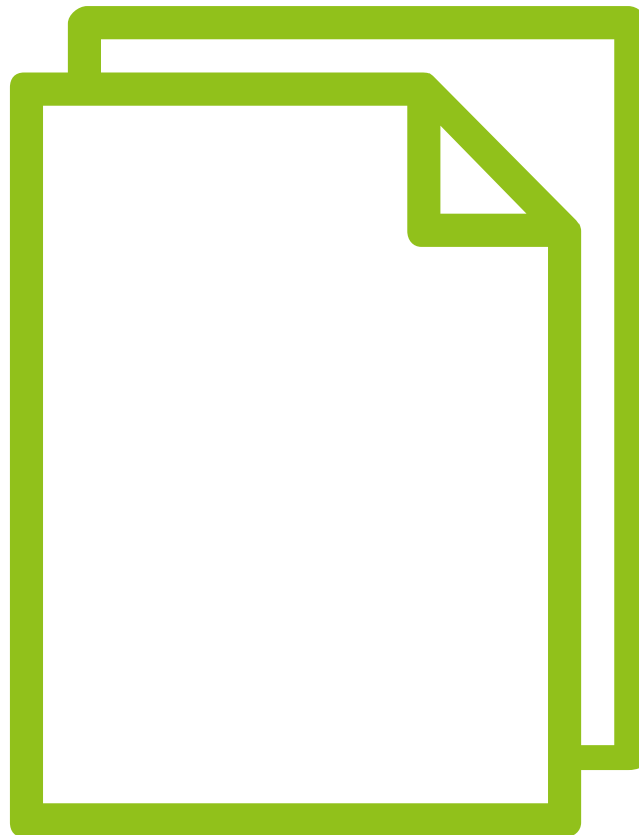
Private Pay

Some families put money aside for vocational services instead of (or in addition to) a college fund. Individuals can then choose the employment service provider they wish to hire to help them find and maintain employment in the community. For a list of employment service providers, inquire with your DVR counselor or DDD case manager.

Some individuals with disabilities who wish to work may need support and assistance for employment. Most individuals will need assistance from one or both agencies which make up the main systems of support: the Division of Vocational Rehabilitation (DVR) or Developmental Disabilities Division (DDD). If you are not eligible for DDD case management services then DVR will be the primary support.

Please note, many of the private pay programs **are not** permanent and may be part of a grant or other funding source. This means some will only be available for a limited or set period of time. Different options and opportunities will be available depending on when you apply for assistance. Please check with your DVR counselor and/or DDD case manager for potential fee-for-service programs (private pay programs) with contracted service providers.

VII. Smart Sheets



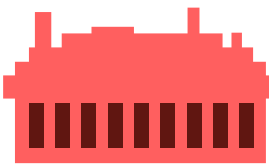
Smart Sheet: Tips For Your Job Search




Use **personal contacts** to find out about possible job opportunities. This practice is called “networking.” Personal contacts could be friends, family, former co-workers or employers, members of your religious organization, or local community members such as doctors, physical therapists, counselors, members of professional organizations or social clubs, etc.



Use a **direct approach** by going from one employer to another. You may need to visit or telephone many places of employment about present or future job openings.



Use the local **American Job Centers**, [Aging and Disability Resource Center \(ADRC\)](#), public library, **Job Service or the Internet** (local libraries will have computers to access the Internet) to get employment information in your area.



Independent Living Centers or adult service agencies may provide employment leads and job club services to individuals with disabilities.

Classified ads found from your local newspaper, local bulletin boards, or local magazines may be useful. Use computerized listings of job banks from various businesses.

Go to your local **Job Center** or **Job Service** to find listings of businesses hiring.

Local **universities** or **technical colleges** may have job postings.

Volunteer activities can sometimes lead to paid employment and can provide good work experience to include on a resume.

Temporary staffing agencies may lead to permanent employment and can provide good work experience to include on a resume.

Attend **job fairs** in your area where businesses gather to meet potential candidates.

These are just a few strategies that may help you find a job, but there are many more. Talk with your parent(s)/guardian(s), teachers, and school counselors about more ideas.

TIPS

- Talk with your teacher/school counselor to find out what courses you can take to work on the skills you need for your career choice.
- Talk with your teacher/school counselor to find out what you can do in school and at home to work on the skills you need for your career choice.
- Use your own personal network – what employers do you and your family know who could help you out?
- Look for jobs available in your area (see website list).

Smart Sheet: Tips about Technology



Cell Phones: After you have applied for a job, the prospective employer may need to reach you for an interview to clarify some of the information you provided or to offer you a job. Because the employer may call you, it is important to have a professional greeting on your home or cell phone. The greeting should be spoken clearly. It should include your name, a request for the caller to leave a message, and a statement that you will return their call promptly. Employers may find a long message annoying or inconvenient. It is not advised to have music playing as part of your greeting. They may feel your choice of music or an informally worded greeting is offensive or unprofessional, and may decide you are not the right person for the job.



E-mail: Some employers prefer to contact prospective employees through e-mail. An employer may ask you to provide your e-mail address as a means to contact you. Your e-mail address must also be professional. You should avoid a nickname or phrase that could be misunderstood or leave the employer with a negative impression.



Social Media: You must also be cautious and mindful when using social media, such as “Facebook.” Remember that messages and photos posted on “Facebook” or other sites can be viewed by many people, including employers. Be careful and selective with your language and messages when you post online. Consider how your pictures may be perceived by an employer. You may need to remove pictures that have been posted of you if they don’t show you acting in a mature or professional manner.

Smart Sheet: Tips on Applying for a Job

Before you start looking for a job, it is important to take time to decide what you want to do. Even if you do not have any paid work experience, there are many possible jobs out there for you. For example, if you love animals, check with local veterinarian offices to see if they are hiring, or if they have some volunteer opportunities. If you'd prefer working with children, check with your local YMCA (many have after-school child care programs and summer camps) or child care centers. Fast food restaurants and retail stores often hire employees without experience and are willing to train new employees.

Online Applications. Many businesses now have applications online. Here are some tips for applying online:

Use a subject line. The subject line you use will depend upon the job you are applying for. If the job posting has a code or job title associated with it, place it in the subject line. If you are emailing a business to find out if they have any job openings, put "Job Openings" in the subject line.

Follow the instructions provided with the job posting. A lot of job postings give you specific directions for applying online. They do so to streamline the application process, so help them out and use the opportunity to demonstrate that you are capable of following instructions.

Include a cover letter in the message. This is your chance to get the employer's attention. Address it to the appropriate person. Introduce yourself and highlight how your skills are exactly what they are looking for.

Include your resume in the email instead of as an attachment. Some systems automatically reject attachments so it is generally a good idea to include your resume in the body of your email. Format your resume appropriately. Take some time to make sure your resume is formatted correctly within the email. A resume that is not formatted correctly, or unreadable, will most likely be deleted.

Format your resume appropriately. Take some time to make sure your resume is formatted correctly within the email. A resume that is not formatted correctly, or unreadable, will most likely be deleted.

If you have had a serious run-in with the law, find out what you need to report on a job application.

You may want to ask someone for help in completing the online application.

If there is a test, you may need to also ask for help.

When you apply for a job, you are often asked to complete an application for employment. You may be asked to complete a paper application, even if you have already submitted a resume and cover letter.

It is important for your job application to be complete, correct (no errors), and neat (no cross outs). Here is the standard information you will need to complete an application for employment as well as tips and suggestions for writing applications that make a great impression.

Personal Information

- Name
- Address
- City, State, Zip Code
- Phone Number
- Eligibility to work in the United States
- Felony convictions
- If under age, work permit

Education

- Schools/Colleges Attended
- Major
- Degree/Diploma
- Graduation Dates(s)

Position Applied For Information

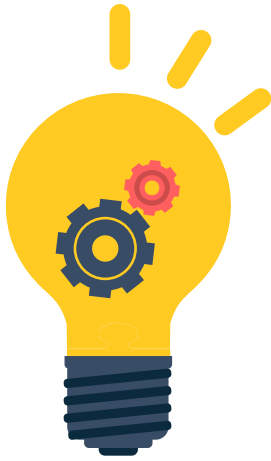
- Title of the job; hours/days available to work
- When you can start work

Employment Information

- Names, addresses, phone numbers of previous employers
- Supervisor's name
- Dates of employment
- Reason for Leaving

References

- List three references - names, job title or relationship, addresses, phone numbers
- Resume (if you have one)



Tips

- Use a data card (see page 114) to make sure you have all the information you need for your application.
- Don't leave anything blank. If you don't know the details, bring the application home and return it when it's completed.
- Write clearly and neatly, using black or blue ink.
- Check for spelling and grammar. Proofread your job application before turning it in.
- List your most recent job first.
- List your most recent education first. Include vocational schools and training programs as well as college and high school.
- References don't necessarily have to be professional. If you have volunteered, you can use members of the organizations you have helped or if you are a student, use your teachers. Always ask for permission before using someone as a reference.
- Don't forget to **sign** your application!

Smart Sheet: Tips for Interviewing

Attitude is the most important aspect of interviewing. Practice your firm handshake. You can show your positive attitude in the way you present yourself. Tell the interviewing team when, where, and how you have put forth extra effort above and beyond the call of duty.

Dress for success. Wear clean clothes and shoes. Have well-groomed hair, clean/trimmed nails, minimal cologne or perfume, empty pockets (no bulges or noisy change), no chewing gum, no visible body piercing (remove them before interview), and no visible tattoos (cover them with clothing or a bandaid).

Nonverbal communication. Maintain **eye contact**. If you look away while listening, it shows lack of interest and a short attention span. If you look away while speaking, it may be interpreted as a lack of confidence in what you are saying. If you find it hard to keep eye contact, try to look at their nose. Be aware of your facial expressions, such as wrinkling your nose or furrowing your eyebrows. **Posture** shows your confidence. Stand tall, walk tall, and most of all, sit tall. Recognize the boundaries of personal space.

Turn off your cell phone prior to your interview. Cell phones are important for communication and safety needs, but they are a distraction and disruption during an interview. It is best to turn your phone off and focus your attention during the interview so you can make the best impression.

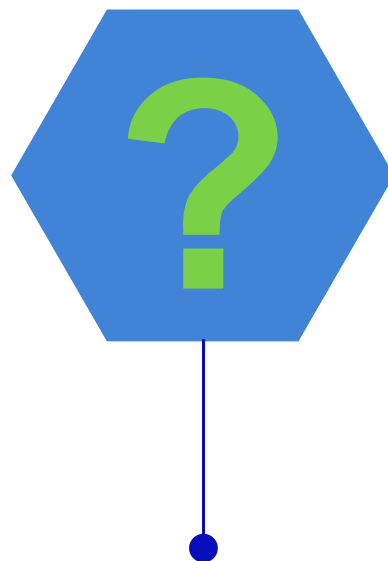
Be prepared to talk about your experiences and why you are the best candidate for the job. Why should the employer hire you over someone else? Talk about your experiences (paid employment, volunteer work) and why you would be the best person for the job.

Decide if you want to disclose your disability. This is **your choice** only. By law, employers are not allowed to ask if you have a disability. If you do disclose, be able to explain your disability in relation to the job duties. Also be ready to explain any accommodations you would need to be successful on the job.

Smart Sheet: Tips for Interviewing

Tips

- Have a practice interview with your teacher, parent, or employer to get tips on how you can do a better job.
- Make a list of questions to ask the employer during the interview to show your interest.
- The decision to disclose your disability and when to do so may be the single most important consideration in your job search. This is a personal decision that has to be made for each job lead you pursue and will be based on the nature of your disability and your knowledge of the prospective employer.
- Check out the publication, *The 411 on Disability Disclosure: A Workbook for Youth with Disabilities*: [DISABILITY DISCLOSURE](#)



Did you know???

You can find out about the labor market in your area by searching the Internet.

Ask your teacher or school counselor to help you find the information for your area.

Smart Sheet: Ten Golden Rules to Keeping a Job

1. Be on time. If you are going to be late, call and let your supervisor know when you will be in and why you will be late. When you get to work, apologize for being late and offer to stay later to complete your work.

2. Have good attendance. Do not call in sick often. Try to come to work whenever you are scheduled. If you are sick, make sure you call your employer early so a replacement can be called, if needed. Remember, it's your job so you need to call and/or communicate with your employer. (Your parent(s)/guardian(s) should not call for you.)

3. Be neat and tidy. Shower or take a bath before going to work. Make sure to wash your hair and use deodorant. Make sure your clothes are clean.

4. Complete your work every day. Finish your job every day. Do not leave things until the next day. If you cannot finish your work, make sure your supervisor knows. Take the initiative to do extra work when your job is done.

5. Be a good communicator. Make sure you are clear in what you say. Listen to what you are being told. If someone corrects you on the job, say thank you.

6. Follow the rules of the workplace. Make sure you review your handbook and know the rules for calling in sick, taking tips from customers, or coming in late. Know what your supervisor expects from you.

7. Be a good team player and be nice to others. Work well with others. Be cooperative and help others when they need help. Co-workers will want to help and work with you if you are nice to them. For example, find out when their birthday is and wish them a happy birthday on that day. You need to get along even if you don't like your co-workers.

8. Ask for help. If you do not understand part of your job or cannot complete your job, ask your supervisor or co-worker for help.

9. Diversity is good. Be understanding of differences in other people; co-workers, supervisors, and customers.

10. Work hard and get ahead. Do your job and volunteer to complete assignments your supervisor needs help with. Being a self-starter and following these Ten Golden Rules will help you get ahead.

VIII. Appendix A: Education



Postsecondary Education Exploration Worksheet

[Download Postsecondary Education Exploration Worksheet - PDF Format](#)

Postsecondary Education Exploration Worksheet

Exploring Choices, Selecting, and Applying for Postsecondary Education

Make and use a copy of these pages for each College/University or Technical College you are considering.

Name of College:	
Internet Address:	
CHARACTER AND SETTING	
Services, Programs, & Characteristics	Comments/Questions
Highly competitive academically	
Moderately competitive	
Not competitive	
Average class rank of current freshman class	
High school grade point average of incoming freshman class	
Average SAT/ACT score	
Size of the campus	
Size of the city/town	
Sororities/fraternities on campus	
Clubs or organizations of interest	
Sports activities (participant or spectator)	

GETTING THERE/GETTING AROUND

Services, Programs, & Characteristics	Comments/Questions
Miles from home	
Car pools available	
Public transportation options	
Parking	
Access to buildings	
Effect of weather, construction, and other factors on mobility access	
Cafeteria/food availability	
Access to support/disability services	
Access to fitness facilities	
Access to computer labs	
Other	

ADMISSION REQUIREMENTS

Services, Programs, & Characteristics	Comments/Questions
Name of Entrance Exam required (ACT, SAT, etc.):	
Minimum score of:	
Acceptance of nonstandard administration of ACT/SAT	
Open admission/no admission requirements	
Waived ACT/SAT scores	
Class ranking based on high school grade point average	
Admissions interview	
Modified admission for students with disabilities	
Foreign language/math/other specific requirement	
Documentation of intelligence and achievement tests	
Recommendations from high school faculty	

MAJOR FIELD OF STUDY

Services, Programs, & Characteristics	Comments/Questions
Availability of major in chosen career	
Full time years of study for a degree or certificate	
Part time years of study for a degree or certificate	
Requirements for admission into the program of study	
Requirements to remain in the program of study	

CLASSES

Services, Programs, & Characteristics	Comments/Questions
Orientation classes	
Learning-strategies classes	
Study-skills classes	
Time-management classes	
Developmental-reading classes	
Basic English classes	
Basic mathematics classes	
Foreign language/math/other requirement waived	
Other	

FINANCIAL CONSIDERATIONS

Services, Programs, & Characteristics	Comments/Questions
High tuition fees	
Moderate tuition fees	
Low tuition fees	
Scholarships available	
Financial aid available	
Work study jobs available	
Book or materials rental fees or costs to purchase	
Tutoring fees	
Room and board costs	
Costs for special services	



SERVICES FOR STUDENTS WITH DISABILITIES

Services, Programs, & Characteristics	Comments/Questions
Alternative test administration (computers, oral, other)	
Extended time for tests	
Flexible format for completing assignments	
Note-takers	
Readers	
Scribes/writers	
Taped textbooks and alternative formats for course materials	
Assistive technology available	
Computers available	
Study groups	
Subject matter tutoring	
Modified instruction	
Opportunities for counseling with support staff	
Peer support group	
Opportunities to receive diagnostic testing	
Development of educational plan	
Career placement services	
Interpreters	
Other	

COUNSELING SERVICES

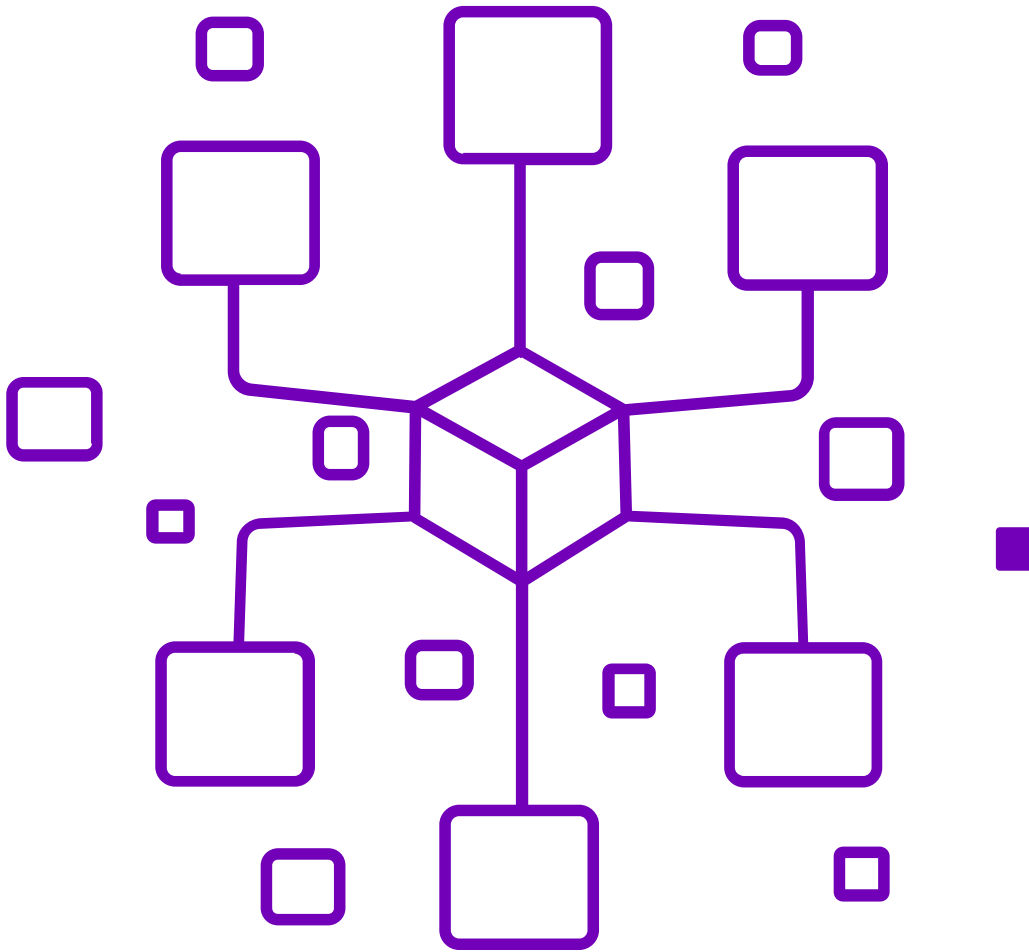
Services, Programs, & Characteristics	Comments/Questions
Student advisors	
Career counselors	
Financial advisors	
Personal counselors	
Health-care providers	

HOUSING

Services, Programs, & Characteristics	Comments/Questions
Off-campus housing availability and affordability	
Residence halls and dining halls on campus	
Halls with no drinking or smoking	
Single-occupancy rooms	
Co-ed halls	
Male-/female-only halls	
Limited guest visitation	
Quiet floors for study	
Study rooms available	
Internet access in rooms	
Computers in residence hall	
Cooking facilities available	
Fitness/recreational equipment available	

Adapted from Weist-Webb, K. Transition to Post-secondary Education: Strategies for Students With Disabilities. Austin, TX: ProEd, 2000.

IX. Appendix B: Employment





Appendix Material: My Career Plan

Download My Career Plan Worksheet - PDF Format

1. I plan to finish high school by _____

2. While in high school, I plan to complete:

___ An apprenticeship program in _____

___ A vocational-technical program in _____

___ A college preparation program

___ Other _____

3. Jobs I am interested in:

a. _____

Why _____

b. _____

Why _____

c. _____

Why _____

4. I will be looking for a job that:

___ pays at least \$ _____

___ offers good benefits (health/dental/life insurance, vacation)

___ offers opportunity for more training

___ offers opportunity for promotion

___ allows me to use my interests and skills

___ Other _____

5. I am willing to take a job that is:

___ within a 1 mile from my home

___ within a 10 miles from my home

___ within a 25 miles from my home

___ anywhere in the state

___ anywhere in the United States

___ Other _____

6. In my search for job openings, I will use the following strategies and networks: (use separate sheet of paper)

Appendix Material: Personal Data Card

[Download Personal Data Card - PDF Format](#)

Name _____
Address _____
School _____
Courses completed _____ Graduation Date _____
School _____
Graduation Date _____ Special Training _____
Work Experience
Company Name _____
Address _____
Dates of Employment From: _____ To: _____ Supervisor _____ Phone _____

-----Fold-----

Work Experience
Company Name _____
Address _____
Dates of Employment: From: _____ To: _____ Supervisor _____ Phone _____
References
Name _____ Relationship _____
Email _____ Phone _____
Name _____ Relationship _____
Email _____ Phone _____
Emergency Contact Name _____ Phone _____

Appendix Material: Sample Employment Application

[Download Sample Employment Application - PDF Format](#)

Sample Employment Application			
Name _____	Social Security Number _____		
Address _____			
City _____	State _____	Zip _____	
Home Phone _____	E-mail _____		
Employment Data			
Position Applied for _____	Date Available _____		
What is your availability for work? Full time _____ Part time _____			
Day shift _____ Night shift _____ Weekends _____			
Have you been previously employed with this company? Yes _ No _ . If yes, explain _____			
Are you related to anyone now working with this company? Yes _____ No _____			
If yes, please identify the person(s) and how you are related _____			
Have you ever been convicted of a felony? Yes _____ No _____ If yes, describe briefly, including date(s). _____			
Educational Data			
Name and Address of School	Major/Degree	Degree	Date
High School	_____	_____	_____
College	_____	_____	_____
Grad School	_____	_____	_____
Tech/Business School	_____	_____	_____
Office Machines and Work Skills			
_____ Word Processor			
_____ Personal Computer			
_____ Microsoft Word Software (specify) _____			
_____ Other Software _____			
_____ Maintenance/Cleaning machinery (specify) _____			
_____ Other skills/qualifications (specify) _____			

Work History

List below your employment history beginning with your most recent position.

1. Employer _____ From _____ To _____
Address _____ Salary/Wage _____
Job Title _____ Work Performed _____
Supervisor _____ Phone _____
Reason for Leaving _____

2. Employer _____ From _____ To _____
Address _____ Salary/Wage _____
Job Title _____ Work Performed _____
Supervisor _____ Phone _____
Reason for Leaving _____

3. Employer _____ From _____ To _____
Address _____ Salary/Wage _____
Job Title _____ Work Performed _____
Supervisor _____ Phone _____
Reason for Leaving _____

Personal References

Name	Address (Street, city, state, zip code)	Phone (include area code)
_____	_____	_____
_____	_____	_____

Application Agreement

All statements made on this application are true and correct. I understand any false statements made on this application or any other employment material would eliminate me from further consideration for employment, or if employed, would be grounds for my termination. My signature below represents my authorization to obtain from my former employer(s), and for my former employer(s) to release work-related information regarding my qualifications for any employment for which I might be considered. I understand that, if employed, I can resign at any time and for any reason and that this company may release me at any time for any reason.

Applicant Signature

Date

Appendix Material: Questions to Ask Supported Employment Providers

[Download Questions to Ask Supported Employment Providers - PDF Format](#)

Questions to Ask Supported Employment Providers		
1. What are the eligibility requirements for services? _____		
2. How do I apply for services? _____		
3. Does your agency have a waiting list? If yes, how long? _____		
4. What services do you provide?		
a. Assessment	___ Yes	___ No
b. Job development	___ Yes	___ No
c. Job support	___ Yes	___ No
d. Training classes	___ Yes	___ No
i. Specify type(s) _____		
ii. Are they group classes? _____		
iii. Are they individual classes? _____		
e. Transportation	___ Yes	___ No
i. Type of transportation _____		
f. Community Recreation	___ Yes	___ No
g. Community Access	___ Yes	___ No
h. Advocacy	___ Yes	___ No
i. Other _____		
5. Are your services time-limited? Please explain. _____		
6. Are there ways your agency and local schools can work together to ensure a smooth transition? _____		
7. If I need job accommodations or assistive technology, do you provide these services? Specify type(s) _____		
8. If I graduate with a job, would it be easier to provide services than if I still need support to find and learn a job? _____		

9. How many staff work in your agency? _____
a. How many clients does each staff member have? _____
10. What if I lose my job? Will I stay with your agency? _____
11. How long does it generally take to assist someone in getting a job? _____
12. What is the average pay for clients who get jobs through your agency?

13. What is the retention rate in jobs for clients who get jobs through your agency?

14. Does your agency work with anyone interested in working regardless of his/her disability?

15. Does your agency provide support before 9:00 am and after 5:00 pm? On weekends?

16. Does your agency find permanent jobs in the community?

17. How does your agency determine what a good job is for clients?

18. How does your agency terminate services?

19. Does your agency provide benefits counseling (if I receive social security income [SSI] or social security disability benefits [SSD])? <http://www.social-security-disability-claims.org/> __Yes __No
20. Does your agency look at advancement in jobs beyond entry-level work?

21. How do you obtain input and maintain communication with the client and family members?

22. Can I get a tour of your agency?

23. Can I talk with some individuals with disabilities who have used your services?

24. Do you have literature?
a. Brochure
b. Website

c. Other literature

Developed by Laura Owens, Ph.D./2003

Appendix material: Employment-related Websites and Resources

The National Collaborative on Workforce and Disability for Youth
“411 on Disability Disclosure.” A workbook for youth with disabilities.
http://www.ncwd-youth.info/wp-content/uploads/2016/10/411_Disability_Disclosure_complete.pdf

Career One Stop.

“CareerOneStop is the flagship career, training, and job search website for the U.S. Department of Labor. The website serves job seekers, businesses, students, and career advisors with a variety of free online tools, information and resources.”
<https://www.careeronestop.org/>

Association of People Supporting EmploymentFirst (APSE).

“The Association of People Supporting Employment First (APSE) is the only national organization focused exclusively on Employment First to facilitate the full inclusion of people with disabilities in the workplace and community. APSE members recognize that everyone has abilities to contribute and their work should be recognized and rewarded with fair pay, creating inclusive workplaces. Employment enriches and adds meaning to every life, and workplaces and communities are enhanced when they embrace differences.”
<http://www.apse.org>

Career Builder.

Jobs database. “This website was developed to help job seekers easily browse the best jobs, learn about employers, and get advice on applying for those jobs.”
<http://www.careerbuilder.com/>

Career Cruising.

“We’re an education software company that builds forward-looking solutions to help solve the problem of future readiness.” <https://public.careercruising.com/en/>

CareerConnect, the American Foundation for the Blind (AFB).

“The mission of the American Foundation for the Blind is to create a world of no limits for people who are blind or visually impaired. We mobilize leaders, advance understanding, and champion impactful policies and practices using research and data.” <http://www.afb.org/>

Disability Info.

This site is sponsored by the United States federal government, encompassing several agencies and departments and provides one-stop access to information resources important to the disabled. This includes employment, education, housing, transportation, health, income support, civil rights, and much more. It is easy to use and well organized and each area includes several resources designed to help you.

<https://www.usa.gov/disability-services>

Entry Point!

“Entry Point! identifies and recruits students with apparent and non-apparent disabilities who are majoring in science, engineering, mathematics, computer science, and some fields of business for internship and co-op opportunities. Students are screened and referred to program partners, who seek specific skills and majors, for consideration of being placed in a summer internship or co-op.”

<https://www.aaas.org/programs/entry-point>

Hawai'i Career Explorer

<https://careerexplorer.hawaii.edu/>

A career exploration tool for students attending University of Hawaii and community colleges to explore various career opportunities in their field of studies. High demand high earning and STEM careers are highlighted.

Hawaii is Hiring.

"Employment, Education and Training Resources for Hawaii Residents."

Hawaii is Hiring is a one-stop online resource that connects kama'āina (locals) to job opportunities, training programs and career navigation. They also assist with short-term certificate programs and earn-and-learn opportunities like internships and apprenticeships that provide workers of all ages with opportunities to gain new skills to re-enter the workforce.

<https://www.hawaiiishiring.com/>

HireNet Hawaii.

<https://www.hirenethawaii.com/vosnet/Default.aspx>

Complete set of employment tools for job seekers in Hawaii. Job seekers and employers access jobs, résumés, education, training, labor, and workforce. Linked to American Job Center and Department of Labor and Industrial Relations.

Indeed.

Jobs database.

Indeed is a free service to job seekers, where you can upload a resume, create job alert emails, search for jobs, save them and apply to them directly.

<https://www.indeed.com/>

Job Accommodation Network (JAN).

"JAN is a free consulting service designed to increase the employability of people with disabilities by 1) providing individualized worksite accommodations solutions, 2) providing technical assistance regarding the Americans with Disabilities Act (ADA) and other disability related legislation, and 3) educating callers about self employment options."

<https://askjan.org/>

LinkedIn.

"Welcome to LinkedIn, the world's largest professional network with 756 million members in more than 200 countries and territories worldwide." LinkedIn is the world's largest professional network on the internet. You can use LinkedIn to find the right job or internship, connect and strengthen professional relationships, and learn the skills you need to succeed in your career.

www.linkedin.com

Monster.

Jobs database. Monster.com is a global employment website to apply for and search new jobs.

<http://www.monster.com/>

My Next Move.

"What do you want to do for a living?" My Next Move is an interactive tool for job seekers and students to learn more about their career options.

<http://www.mynextmove.org/>

National Dissemination Center for Children with Disabilities.

For information on students in transition from high school:

<http://nichcy.org/schoolage/transitionadult/employment/>

For information for employers, families and communities:

<http://nichcy.org/families-community/employers/>

National Technical Assistance Center on Transition: The Collaborative (NTACT: C).

Provides information, tools, and supports to assist multiple stakeholders to provide effective services and instruction for students and out-of-school youth with disabilities.

<https://transitionta.org/>

Skills to Pay the Bills.

“Soft Skills to Pay the Bills— Mastering Soft Skills for Workplace Success” is a curriculum developed by the U.S. Department of Labor’s Office of Disability Employment Policy focused on teaching “soft” or workforce readiness skills to youth, including youth with disabilities. <https://www.dol.gov/agencies/odep/program-areas/individuals/youth/transition/soft-skills>

Team Child: Legal Services, Training & Consulting, Policy Advocacy

Areas of practice focus on youth rights to education, healthcare, housing, and the intersections between the child welfare and juvenile justice systems. We find out what matters to youth who ask for our help, and our lawyers champion their solutions to overcome the obstacles to their success.

<http://www.teamchild.org/>

U.S. Department of Labor.

The mission of the U.S. Department of Labor is to foster, promote, and develop the welfare of the wage earners, job seekers, and retirees of the United States; improve working conditions; advance opportunities for profitable employment; and assure work-related benefits and rights.

<http://www.dol.gov/>

X. Glossary and Compiled Resources





Glossary of Abbreviations & Terms

504. Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability.

ABLE. The Achieving a Better Life Experience (ABLE Act) allows persons with disabilities to create tax-free savings to cover qualified expenses such as education, housing, and transportation.

ADA. Americans with Disabilities Act. ADRC - Aging & Disability Resource Center.

ADRC. Serve as single points of entry into the long-term support and services system for older adults and people with disabilities. Sometimes referred to as “one-stop shops” or “no wrong door” systems, ADRCs address many of the frustrations consumers and their families experience when trying to find needed information, services, and support.

AT - Assistive Technology Device. This is any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of an individual with a disability.

CAP - Client Assistance Program. This program assists applicants and clients of DVR to resolve disputes over services and responds to questions on what DVR can or cannot do. The Hawaii Disability Rights Center is Hawaii’s designated Protection and Advocacy (P&A) System for people with disabilities and Hawaii’s designated Client Assistance Program (CAP) for applicants and clients of programs funded under the federal Rehabilitation Act.

CDS. Center on Disability Studies.

Consent. This is permission by a parent or legal guardian, in writing, to share confidential information described on the consent form to the person/agency identified on the consent form.

DHS. Hawaii State Department of Human Services.

DDC. Hawaii State Council on Developmental Disabilities



Glossary of Abbreviations & Terms

DDD. Hawaii State Department of Health Developmental Disabilities Division

DVR. Hawaii State Department of Human Services Division of Vocational Rehabilitation.

EN - Employment Network. The Employment Network is made up of organizations that can help you find and keep a job. The network also provides other employment support services at no cost to you.

FAPE - Free Appropriate Public Education. This law falls under the Individuals with Disabilities Education Act (IDEA) and also the Rehabilitation Act. A Free Appropriate Public Education means that a child with a disability will receive the same education as a child without a disability or handicap.

HDRC. Hawaii Disability Rights Center

HIDOE. Hawaii Department of Education.

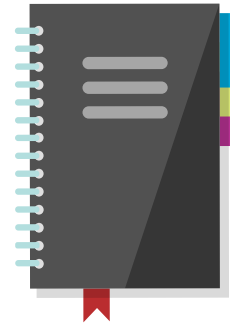
IDEA. Individuals with Disability Education Act.

IEP. Individualized Education Program.

IPE - Individualized Plan for Employment. This plan outlines how DVR-eligible consumers will achieve their work goals and what services will be provided. It is the roadmap to their vocational rehabilitation.

IRWE - Impairment-Related Work Expenses. IRWE is an SSI provision to help individuals with disabilities return to work. Social Security will deduct the costs of certain impairment-related items and services that individuals with disabilities need to work from their gross earnings when determining their eligibility for Social Security disability benefits.

PASS - Plan to Achieve Self-Support. PASS is an SSI provision to help individuals with disabilities return to work. PASS lets disabled individuals set aside money and/or things they own to pay for items or services needed to achieve specific work goals.



Glossary of Abbreviations & Terms

Rehabilitation Act - This act grants DVR the authority to provide vocational rehabilitation services to eligible individuals with disabilities to achieve their employment goals. This includes transition services for eligible students with disabilities.

SEIE - Student Earned Income Exclusion. SEIE is an SSI provision to help students with disabilities who choose to work and attend school. Social Security will not count limited earnings students with disabilities have against their Supplemental Security Income (SSI) benefits.

SSA. Social Security Administration.

SSC. Student Services Coordinator. The school's SSC serves as a catalyst for bringing together school-based resources with targeted community resources to support students. The SSCs implement a system to address barriers to learning so all students have an equal opportunity to achieve at school.

SSDI. Social Security Disability Income.

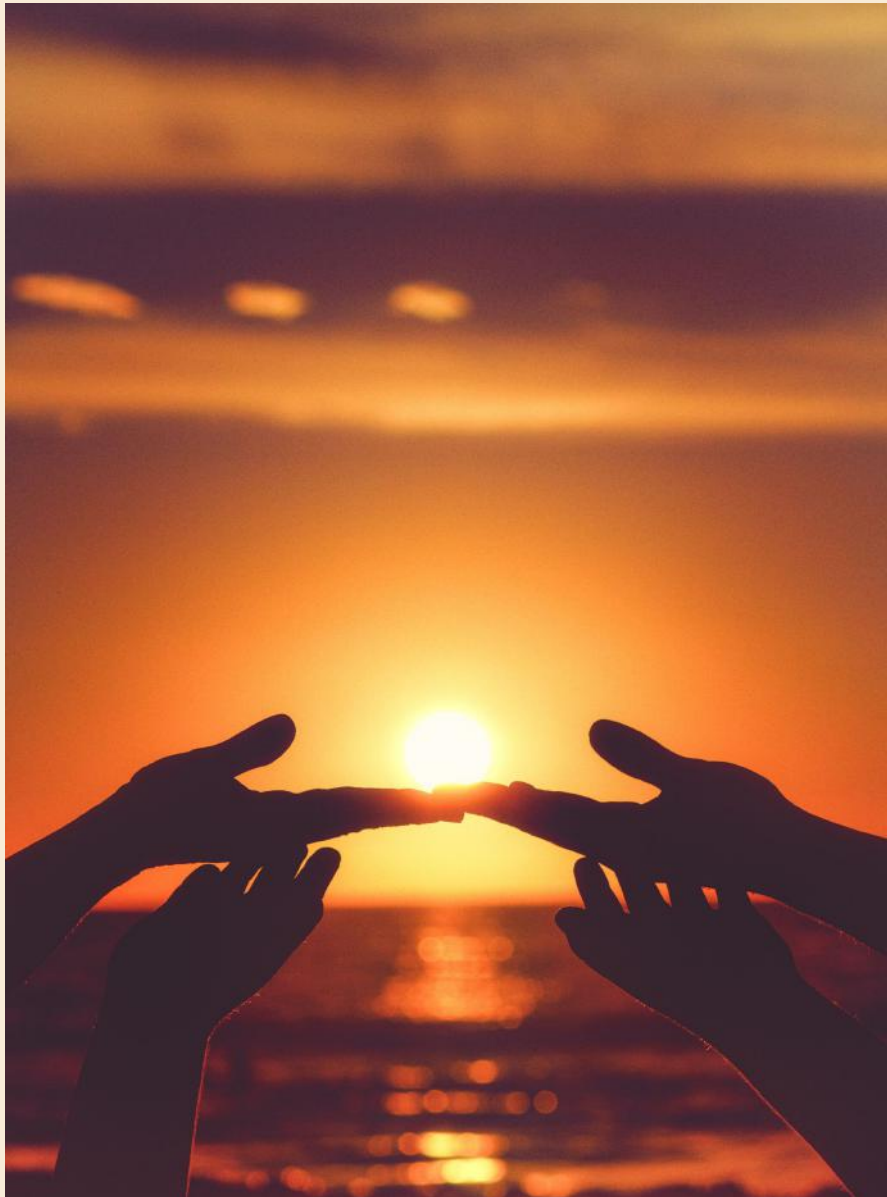
SSI. Supplemental Security Income.

Transition. A coordinated set of activities focused on improving the academic and functional achievement of a student with a disability to facilitate the student's movement from school to post-school activities, including: post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

WIOA. Workforce Innovation and Opportunity Act 2014. WIOA requires states to include persons with disabilities in all workforce programs, including expanding competitive, integrated employment opportunities for transition-age students with disabilities.

WIPA. Work Incentives Planning and Assistance

Compiled Resources





Compiled Resources

PUBLIC EDUCATION



Hawaii State Department of Education (HIDOE)

<http://www.hawaiipublicschools.org/>

Large website encompassing everything in the HIDOE; it contains info on schools, programs, initiatives, policy, to name a few.

Hawaii State Department of Education Directory

<http://www.hawaiipublicschools.org/DOE%20Forms/DOEDirectory.pdf>

Valuable information to have for parents; lists all schools and their administrators by district, their Complex Areas and Superintendents; lists all district resource and support positions with contact info; public document that's available to all schools AND parents.

HIDOE, Exceptional Support Branch (see directory pages 41-43)

Director: Anne Marie Kalama

Special Needs Section: Administrator: Cynthia Rice

Special Education Section, Administrator: Roxanne Rokero

Department of Health - Hawaii

<https://health.hawaii.gov>

Department of Health, Children With Special Health Needs Program

<https://health.hawaii.gov/cshcn/>

Promotes family-centered, community-based comprehensive, coordinated care for children and youth with special health care needs from 0-20 years.

Early Intervention Services (ages 0-3)

<https://health.hawaii.gov/eis/>

A federal and state-mandated program that provides services to support the development of infants and toddlers from birth to 3 years of age. Information and support is also provided to parents to increase their knowledge about and ability to support their child's development. They are the lead agency for the implementation of Part C of IDEA for the State of Hawaii.



Compiled Resources

Developmental Disabilities Division (DOH-DDD)

<https://health.hawaii.gov/ddd/>

Serves people with intellectual and/or developmental disabilities (I/DD) who qualify for their services. The Developmental Disabilities Division (DDD) oversees a statewide system of supports and services for eligible participants. DDD uses Hawaii's Medicaid 1915(c) Home and Community Based Services (HCBS) Waiver to provide a range of services and supports in the community through state and federal funding.

THE LAW AND LEGAL RESOURCES



IDEA, Part B (ages 3+) U.S. Department of Education, Individuals with Disabilities Education Act

<https://sites.ed.gov/idea/>

This is the federal law that protects children with a disability and mandates a free appropriate public education for all states and U.S. territories under Part B of the IDEA

Chapter 60 (ages 3-22 years) Hawaii Administrative Rules, Title 8, Department of Education, Subtitle 2: Education Provision of a Free Appropriate Public Education for a Student with a Disability

<https://www.hawaiipublicschools.org/DOE%20Forms/Special%20Education/HARChap60.pdf>

<https://boe.hawaii.gov/policies/AdminRules/Pages/AdminRule60.aspx#8-60-7>

This is the state of Hawaii's implementation of the Federal Law, IDEA; almost mirrors IDEA

IDEA, Part C (ages 0-3)

https://sites.ed.gov/idea/files/Final_Regulations_Part_C_Guidance.pdf

This is the federal law that mandates services to infants and toddlers with disabilities (birth to 2 years, 11 months) and their families receive early intervention services under Part C of the IDEA

Department of Health, Early Intervention Services (EIS)

Hawaii Administrative Rules, Chapter 11-140

Early Intervention Services for Infants and Toddlers

<https://health.hawaii.gov/eis/files/2013/04/eisadminrules11-140.pdf>

The State of Hawaii's implementation of the Federal Law, IDEA Part C for infants and toddlers.



Compiled Resources

Department of Health, Developmental Disabilities Division (DOH-DDD)

Hawaii Revised Statute 333F

Services for Persons with Developmental and Intellectual Disabilities

https://www.capitol.hawaii.gov/hrscurrent/Vol06_Ch0321-0344/HRS0333F/

Hawaii Administrative Rules, Title 11, Department of Health, Chapter 88.1 (2014)

<https://health.hawaii.gov/ddd/files/2014/12/HAR-88-1.pdf>

Note* *Administrative rules establish guidelines, limitations and parameters for specific types of actions with the context of the Hawaii Revised Statutes.*

PARENT SUPPORT/TRAINING



Child and Family Services

<https://www.childandfamilyservice.org/>

Our statewide support, counseling, and therapeutic programs help individuals and families heal from trauma, prevent abuse and neglect, and can break the cycle of generational poverty. New virtual parent support groups in 2020.

Community Children's Councils

<http://www.hawaiipublicschools.org/ParentsAndStudents/SupportForParents/Pages/CCC.aspx>

The Community Children's Councils serve families with children disabilities and mental health needs through collaborative partnerships; they host 17 community meetings statewide.

Hawaii Autism Foundation (HAF)

<http://www.hawaiiautismfoundation.org/>

The Hawaii Autism Foundation helps Hawaii families identify needs and find solutions that will assure our keiki have the tools and transitional support they need to reach their full potential and thrive as adults.

Hawaii Families as Allies

<https://www.hifamilies.org/>

A statewide parent-controlled family network organization on behalf of families of children and youth with emotional, behavioral or mental health challenges.



Compiled Resources

Hawaii International Dyslexia Association (HIDA)

<https://hi.dyslexiaida.org>

The mission of HIDA is to increase awareness of dyslexia in our community; provide support for individuals with dyslexia, their families and educators; promote teacher training; and, improve literacy for struggling readers.

Hilopa'a Family to Family

<http://hilopaa.org/>

Provides information, referral, consultation and training to families of children and youth with special health care needs and their professional partners. They are also the Ombudsman for the Hawaii State Medicaid Programs.

Honolulu Families Embracing Autism

<https://ldahawaii.org/>

A support group for parents with children with Autism. Check with LDAH for group meeting day/time;

Ho'omana Parent Support Groups

<https://sites.google.com/view/windwardautismprogram/parentfamily-support/hoomana>

Parent run, parent led support group for parents who have a child with a disability. Based on Windward Oahu with 3 virtual support groups monthly for support and to connect with other parents.

Leadership in Disability Achievement Hawaii (LDAH)

www.ldahawaii.org/

Hawaii and Pacific Island, Parent Training Information Center; providing technical assistance, and training to parents with a child(ren) with a disability; statewide and Pacific Island Territories.

Mediation Center of the Pacific

<https://www.mediatehawaii.org/>

A non-profit that provides high quality mediation and dispute resolution services that are affordable and accessible.



Compiled Resources

Side By Side Parent Support

Email Susan Okamura at: sidebyside@inspirechurch.tv

Parent run support group run by husband and wife team who both professionally work with students with speech language needs and specific learning disabilities.

Special Education Advisory Council (SEAC)

<https://seac-hawaii.org/>

IDEA requires that each state establish and maintain an advisory panel for the purpose of advising the State special education staff regarding the education of all eligible children with disabilities. In Hawaii that advisory panel is the SEAC. The mission of SEAC is to guide and assist the Hawaii DOE in fulfilling its responsibility to meet the individual needs of children with disabilities.

Special Parent Information Network (SPIN)

www.spinhawaii.org/

A parent to parent organization that provides information, support and referral to parents of children and young adults with disabilities and the professionals who serve them. (No direct services provided)

The Autism Community in Action (TACA)

<https://tacanow.org/local-chapters/west/hawaii/>

TACA has a local Hawaii Chapter providing families affected by autism with education, resources and support. Chapters hold educational family events, meetings, seminars and/or Coffee Talks.

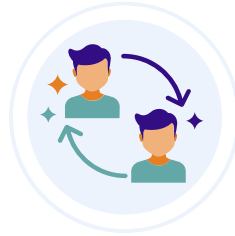
POST SECONDARY EDUCATION/EMPLOYMENT



Alu Like - Education and employment

www.alulike.org/services/index.html

They offer employment supports to Native Hawaiian individuals 18+ years of age.



Compiled Resources

Developmental Disabilities Division (DOH-DDD)

<https://health.hawaii.gov/ddd/about/>

Individuals who are eligible for Case Management and Medicaid-Waiver can utilize employment supports as part of their Person Centered Plan to help support them at work.

Hawai'i Job Corps

<https://hawaii.jobcorps.gov/>

Hawaii Job Corps Center's mission is to teach eligible young people the skills they need to become employable and independent and place them in meaningful jobs or further education.

Kokua Program

<https://www.hawaii.edu/kokua/>

The UH Manoa office for students with disabilities. Serving undergraduate, graduate and professional students with learning, physical, psychiatric and other documented disabilities.

Post Secondary Support Project (PSP)

<https://thinkcollege.net/programs/postsecondary-support-project-ppsp>

The Postsecondary Supports Project (PSP), based at the University of Hawai'i Center on Disability Studies (UH-CDS), provides individualized on-campus supports for students with intellectual disabilities attending University of Hawai'i (UH) Community College on O'ahu.

Student ACCESS

<https://www.honolulu.hawaii.edu/disability/disability/student.htm>

Student ACCESS is committed to assuring equal access to Honolulu Community College facilities, programs, activities, and services for students with disabilities.

Vocational Rehabilitation

www.hawaii.gov/dhs/self-sufficiency/vr/

A state-federal program for individuals with disabilities who require assistance to prepare for, secure, retain or regain employment. (HUGE site for Department of Human Services with multiple programs; SNAP; MedQuest; etc.) Must scroll down and look for DVR link within this site.

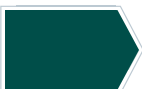


Compiled Resources

Hawaii Work Incentives Planning and Assistance (WIPA)

<http://www.hireabilitieshawaii.org/wipa/>

ADVOCACY



Hawaii Disability Rights Center (HDRC)

www.hawaiidisabilityrights.org/

Hawaii's Protection and Advocacy System; serves adults with disabilities with numerous statutes as mandated by Federal law statewide. They assist parents with free advocacy for their minor child(ren) with a disability.

Hawaii Families as Allies

<https://www.hifamilies.org/>

A statewide parent-controlled family network organization on behalf of families of children and youth with emotional, behavioral or mental health challenges.

Leadership in Disability Achievement Hawaii (LDAH)

www.ldahawaii.org/

Hawaii and Pacific Island, Parent Training Information Center; providing free advocacy when needed to parents with a child(ren) with a disability; statewide and Pacific Island Territories.

Developmental Disability Council

<https://hiddcouncil.org/>

The DD Council engages communities in advocacy, capacity-building, and systemic change activities that are consistent with the policy in the federal law. DD Council promotes self-determination for individuals with developmental disabilities and their families by contributing to a coordinated and comprehensive service system that is person-centered and family-directed.

Self-Advocacy Advisory Council, (SAAC)

<https://hisaac.org/>

The Hawai'i Self-Advocacy Advisory Council's mission is to raise awareness and the quality of life for all self-advocates through leadership, education, and full participation in the community.



Compiled Resources

MEDICAID/QUEST & SSI

Applying for Medicaid/QUEST medical assistance

www.hawaii.gov/dhs/health/medquest/

The state of Hawaii Med-QUEST Division (MQD) provides eligible low-income adults and children access to health and medical coverage through managed care plans.

Medicaid Waiver Services

www.hawaii.gov/dhs/protection/social_services/adult_services/

Necessary to access most programs and services through DOH-DDD.

Supplemental Security Income (SSI) for children in Hawaii

<https://www.ssa.gov/ssi/text-child-ussi.htm>

Social Security Administration

www.ssa.gov

LEGAL/ESTATE PLANNING



Legal Aid Society of Hawaii

www.legalaidhawaii.org/

Addresses critical legal needs through high quality legal advocacy, outreach, and education in the pursuit of fairness and justice; FREE to qualifying applicants

Special Needs Hawaii

<https://www.specialneedshawaii.com/>

An independent financial advisory firm located in Honolulu that focuses on providing special needs planning services. They help families of dependents with special needs to plan for the future of their loved ones and navigate the complex laws of government benefits.

Sterling & Tucker, LLP

www.sterlingandtucker.com

They specialize in elder law and estate planning law. They hold free seminars with a free consultation afterwards several times a year.



Compiled Resources

Volunteer Legal Services Hawaii

www.vlsh.org/

They partner with Hawaii licensed attorneys who volunteer their time; services including family law, estate planning and bankruptcy to name a few.

OTHER RESOURCES (Centers, Community Organizations and Non-Profits)



AccessSurf

<https://www.accessurf.org/>

AccessSurf builds an inclusive community that empowers people with disabilities through accessible beach and water programs.

Access To Independence

<http://accesstoindpendence.org/hawaii/>

Mission is to promote full participation of people with disabilities; to help maintain, sustain, and maximize independence.

Aloha United Way 211

www.auw.org/211/

Hawaii's only comprehensive, community information and referral helpline; Aloha United Way brings resources, organizations and people together to advance the health, education and financial stability of every person in our community.

Assistive Technology Resource Centers of Hawaii (ATRC)

www.atrc.org

ATRC provides information, resources, demonstrations, and device loans to help people make informed decisions and select the assistive technology that best meets their needs.

Best Buddies Hawaii

<https://www.bestbuddies.org/hawaii/>

The organization offers one-to-one friendship and leadership development programs for individuals with and without intellectual and developmental disabilities (IDD) in Hawaii.



Compiled Resources

Center on Disability Studies, University of Hawaii at Manoa

<https://cds.coe.hawaii.edu/>

To promote diverse abilities across the lifespan through interdisciplinary training, research, and service.

City & County of Honolulu

Department of Parks and Recreation Therapeutic Recreation Resource Center

<http://www.honolulu.gov/parks/program/182-site-dpr-cat/1693-tru.html/>

Supports the inclusion of people with disabilities at city parks and recreation program sites (this can include some Summer Fun programs).

Hawaii Equine Assisted Therapy & Therapeutic Riding

<http://www.hearthorses.com/>

A unique therapy program for youth, adults, families, and groups that incorporates horses for growth, learning, and healing.

Hawaii Fi-Do Service Dogs of the Pacific

<https://www.hawaiifido.org/>

Hawaii Fi-Do Service Dogs builds greater independence and quality of life for those in Hawaii with disabilities by training and teaming them with service dogs.

Hawaii's Public Access Room (PAR)

<https://lrb.hawaii.gov/par/>

PAR provides the public with information, facilities, and services to assist them as they engage and participate in the State legislative process.

The Parent Line

<http://www.theparentline.org>

The Parent Line publishes a statewide listing of community resources for parents.

Sounding Joy Music Therapy

<http://www.soundingjoymt.org/web/>

MUSIC THERAPY is a well-established allied health profession similar to occupational therapy and physical therapy.



Compiled Resources

Special Olympics Hawaii

<http://sohawaii.org/>

The mission of Special Olympics is to provide year-round sports training and athletic competition in a variety of Olympic-type sports for children and adults with intellectual disabilities, giving them continuing opportunities to develop physical fitness, demonstrate courage, experience joy and participate in a sharing of gifts, skills, and friendship with their families, other Special Olympics athletes and the community.

SPIN Acronyms

<https://www.spinhawaii.org/Resources/acronyms.html>

SPIN Infographics

<https://seac-hawaii.org/infographics/>

These are easy to read, informational graphics with parent friendly language to help families better understand special education. They are especially helpful after the COVID 19 pandemic.

SPIN Conference

<https://spinhawaii.org/spin-conference/>

Created in 2020 for specific information and updates on the virtual SPIN Conference.

Therapeutic Horsemanship of Hawaii

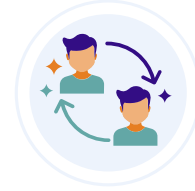
<https://thhwaimanalo.org/>

Therapeutic Horsemanship of Hawaii's goal is to improve the minds and bodies of our riders, using our horses as partners.

TheHandi-Van

<http://www.honolulu.gov/dts/aboutus/transportation-mobility/908-site-dts-cat/dite-dts-ptd-cat/1881-thehandi-van.html>

TheHandi-Van is a public transit service for persons with disabilities who are unable to use the City's bus service. Travel training available to those eligible (pre-Covid; check for restrictions)



Compiled Resources - Transition Toolkit PDF Downloads

- **Social Skills:** <https://cds.coe.hawaii.edu/jobsnow/wp-content/uploads/sites/22/2021/12/JNP-Social-Skills-Self-Assessment.pdf>
- **Skills Summary:** <https://cds.coe.hawaii.edu/jobsnow/wp-content/uploads/sites/22/2021/12/JNP-Skills-Summary.pdf>
- **Employment Application:** <https://cds.coe.hawaii.edu/jobsnow/wp-content/uploads/sites/22/2021/12/JNP-Sample-Employment-Application.pdf>
- **Supported Employment Questions:** <https://cds.coe.hawaii.edu/jobsnow/wp-content/uploads/sites/22/2021/12/JNP-Questions-for-Supported-Employment-Providers.pdf>
- **Postsecondary Worksheet:** <https://cds.coe.hawaii.edu/jobsnow/wp-content/uploads/sites/22/2021/12/JNP-Postsecondary-Education-Exploration-Worksheet.pdf>
- **Personal Data Card:** <https://cds.coe.hawaii.edu/jobsnow/wp-content/uploads/sites/22/2021/12/JNP-Personal-Data-Card.pdf>
- **People Skills:** <https://cds.coe.hawaii.edu/jobsnow/wp-content/uploads/sites/22/2021/12/JNP-People-Skills-Self-Assessment.pdf>
- **Number Skills:** <https://cds.coe.hawaii.edu/jobsnow/wp-content/uploads/sites/22/2021/12/JNP-Number-Skills-Self-Assessment.pdf>
- **Self-Management:** <https://cds.coe.hawaii.edu/jobsnow/wp-content/uploads/sites/22/2021/12/JNP-Management-Self-Assessment.pdf>
- **Communication Skills:** <https://cds.coe.hawaii.edu/jobsnow/wp-content/uploads/sites/22/2021/12/JNP-Communication-Skills-Self-Assessment.pdf>
- **Career Plan:** <https://cds.coe.hawaii.edu/jobsnow/wp-content/uploads/sites/22/2021/12/JNP-Career-Plan.pdf>
- **Business Skills:** <https://cds.coe.hawaii.edu/jobsnow/wp-content/uploads/sites/22/2021/12/JNP-Business-Skills-Self-Assessment.pdf>
- **Technical Skills:** <https://cds.coe.hawaii.edu/jobsnow/wp-content/uploads/sites/22/2021/12/JNP-Technical-Skills-Self-Assessment.pdf>
- **Self-Employment Assessment:** <https://cds.coe.hawaii.edu/jobsnow/wp-content/uploads/sites/22/2022/01/JNP-Self-Employment-Assessment.pdf>



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