

**THE THIRTIETH LEGISLATURE
APPLICATION FOR GRANTS
CHAPTER 42F, HAWAII REVISED STATUTES**

Type of Grant Request:

Operating Capital

Legal Name of Requesting Organization or Individual: Dba:

Friends of Waipahu High School

Amount of State Funds Requested: \$ 200,000.00

Brief Description of Request (Please attach word document to back of page if extra space is needed):

The Friends of Waipahu High School respectfully requests funding in the amount of \$200,000.00 to support the Ohana of Excellence Academy in implementing the Ready to Work Program designed to foster workplace readiness, cultivate in students the skills needed to succeed as individuals, and contribute to Hawaii's workforce development.

Amount of Other Funds Available:

State: \$ _____

Federal: \$ _____

County: \$ _____

Private/Other: \$ _____

Total amount of State Grants Received in the Past 5 Fiscal Years:

\$ 200,000.00

Unrestricted Assets:

\$ 54,913.76

New Service (Presently Does Not Exist): Existing Service (Presently in Operation):

Type of Business Entity:

- 501(C)(3) Non Profit Corporation
- Other Non Profit
- Other

Mailing Address:

PO Box 971363

City:

Waipahu

State:

HI

Zip:

96797

Contact Person for Matters Involving this Application	
Name: Dr. Mark Silliman	Title: Vice President
Email: Mark.silliman@k12.hi.us	Phone: 1-808-783-1725

Federal Tax ID#: [REDACTED]	State Tax ID#: [REDACTED]
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Authorized Signature

Mark Silliman, Vice President
Name and Title

01-15-2020
Date Signed

received
1/17/20 at 2:20 pm

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Name: Dr. Mark Silliman	Title: Vice President
Email: Mark.silliman@k12.hi.us	Phone: 1-808-783-1725

Federal Tax ID#: 82-1691368	State Tax ID# GE-209-124-3520-01
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Authorized Signature

Mark Silliman, Vice President
Name and Title

01-15-2020
Date Signed



Application Submittal Checklist

The following items are required for submittal of the grant application. Please verify and check off that the items have been included in the application packet.

- 1) Certificate of Good Standing (If the Applicant is an Organization)
- 2) Declaration Statement
- 3) Verify that grant shall be used for a public purpose
- 4) Background and Summary
- 5) Service Summary and Outcomes
- 6) Budget
 - a) Budget request by source of funds ([Link](#))
 - b) Personnel salaries and wages ([Link](#))
 - c) Equipment and motor vehicles ([Link](#))
 - d) Capital project details ([Link](#))
 - e) Government contracts, grants, and grants in aid ([Link](#))
- 7) Experience and Capability
- 8) Personnel: Project Organization and Staffing


AUTHORIZED SIGNATURE

MARK SILLIMAN, VICE PRESIDENT
PRINT NAME AND TITLE

JANUARY 15, 2020
DATE

**GIA: Ready To Work Program
2020 Application Proposal**

Submitted by: Friends of Waipahu High School

I. Certification

A. Certificate of Good Standing

See Appendix A

B. Declaration Statement

See Appendix B

C. Public Purpose

Name of Requesting Organization:

Friends of Waipahu High School

Public Purpose for the Grant:

To prepare students to become successful, employed citizens in society, thus minimizing their need for public assistance.

Services to be Supported by the Grant:

Services supported by the grant include: Work Readiness Instruction, Student Stipends, Employment Opportunities, Contractual Services, and Staff Training.

Target Group:

Special Education (SPED) students in the Fully Self-Contained Class will participate in this program.

Cost of the Grant and Budget:

Total grant request is \$200,000. This will include: Personnel Cost (\$150,000), Other Current Expenses (\$49,482), Equipment (\$518)

II. Background and Summary

A. Applicant's Background

Since 1938, Waipahu High School has been recognized as the educational pulse of Waipahu Town and a major contributor to preparing young adults with educational opportunities that serve the economic vitality and well-being of the former plantation village. The Friends of Waipahu High School, incorporated on April 24, 2017, is a Hawai'i non-profit 501(c)(3) that operates exclusively for charitable, literary, educational and scientific purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code, and within the scope of this

purpose, to provide educational support to the students and faculty of Waipahu High School. The Corporation is designed to promote learning experiences and opportunities to students of Waipahu High School by providing financial support to these students, faculty, and programs. The Corporation shall maintain, receive and accept funds, gifts and contributions for and on behalf of such activities, and to participate in such other activities and programs which, in the opinion of the Board of Directors, will be exclusively in furtherance of the foregoing purposes and in furtherance of the education of the students of Waipahu High School.

While the primary mission of the Friends of Waipahu High School is to provide educational support to the students and faculty of Waipahu High School, the non-profit corporation also supports increasing educational opportunities to all programs that partner with Waipahu High School by providing logistical support to their students, faculty, and programs.

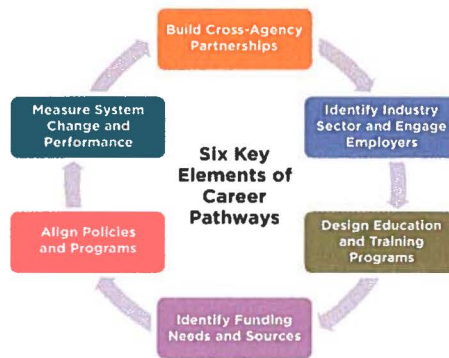
The Friends of Waipahu High School was awarded a GIA grant in 2018 on behalf of a district-wide media consortium. This application is to further develop a transition program specifically for Waipahu High school students with disabilities.

School Profile

Waipahu High School serves families living in a six-square mile region in a former plantation area which is now a growing suburban region. The economic level of families ranges from low to moderately high income and the student population consists of primarily Filipino followed in percentages by Hawaiian, Samoan, and other ethnicities. Current enrollment is 2746, with 50.16% of students qualifying for free and reduced-cost lunch, 16.6% designated as English Language Learners and 8.7% designated as Special Education (SPED).

Our work is informed by the six elements of the comprehensive Hawaii Career Pathway System and we believe our project will build and strengthen Element 2 (Identify Industry Sector and Engage Employers) and Element 3 (Design Education and Training Programs) for Waipahu High School students.

This submittal seeks to access Element 4 (Identify Funding Needs and Sources) resources, particularly with respect to the funding and in learning how to become a beneficiary of the “leveraging and braiding” of resources that might support an innovative program like ours.



(Hawaii Career Pathway System, 2017)

B. Program Goals and Objectives

We want to design a program to assist our SPED Fully Self-Contained (FSC) students, who are on a certificate track, to gain competitive employment after four years of high school. Certificated track SPED students do not meet grade level standards due to their disability and are unable to obtain a high school diploma. Currently, students on certificate track are allowed to remain in high school until their 22nd birthday. However, if students are ready for employment after four years, they can become gainfully employed working citizens in society. Bridging work readiness skills and work experiences of the Workforce Transition Center and Ohana Training Centers is needed to help students develop skills so they can be marketable in industry.

We can better prepare our students for employment by carefully immersing them in the ways of the work sites while they are in a safe and supportive school environment. Other programs might place students in a professional graphics business ready with soft skills but lacking in technical ones. This gap must then be gradually bridged over time by layering skills of the craft over the fundamental safety and operational ones. This puts a burden on the host site which must dedicate staff time for technical training.

C. Public Purpose

Many students with disabilities leave secondary school without employment or placement in post-secondary education. According to the Policy Brief on *Preparing Transition-Age Youth with Disabilities for Work: What School Leaders Need to Know About the New Legal Landscape*, the Institute for Educational Leadership's President Johan Uvin stated that, "Too many youth with disabilities have been employed at subminimum wages as well as placed in

segregated sheltered workshops while in school, often leading to job placements in the same sheltered adult workplaces after graduation. This is one of the most egregious inequities of our times. Students with disabilities need to be given access to mentorships, paid work experiences, and internships, all of which could help prepare them for competitive, integrated employment." (Institute for Educational Leadership, 2018) - see Appendix C & D

The program we have designed to assist our Special Education-Fully self contained (SPED-FSC) students, who are on a certificate track, addresses the needs identified by Urvin by: 1. Preparing students for competitive integrated employment, 2. Providing students with marketable skills, and 3. Integrating students with non-disabled co-workers. Currently, SPED students on the certificate track are allowed to be educated in school until their 22nd birthday. However, if students are ready within four years, they can be successful, employed citizens in society, thus minimizing their need for public assistance.

III. Service Summary and Outcomes

A. Scope of Work, Tasks and Responsibilities.

Community-based instruction (CBI) has long been a practice of our fully self-contained curriculum and does a comprehensive job of exposing students to the workforce. Through this proposal, we will redefine the way our system transitions students to post high school. We have listened to students, parents and employers and all agree that we need to extend the boundaries of in-school job training to make our students eligible for a broader range of occupations.

Ohana Academy Training Centers will collaborate with the other campus academies to collaborate on various projects and activities. Our method is simple in concept and mindfully executed. This process is based on Waipahu High School's student-centered motto; "My Voice, My Choice, My Future." The students are monitored on-site 2-3 times a week and coaching interventions are made immediately. Once a week, in-school reflections celebrate success stories and address any work related issues by reflecting on causes, outcomes and corrective actions. Behind the scenes, we use the Universal Design construct that involves cycles of assessment, training, reassessment and adjusted training to support work performance and to build the student's numeracy and literacy skills.

Waipahu High School will partner with the University of Hawaii Center on Disabilities (CDS) to provide planning services and financial literacy classes.

These services and classes will empower our students and their families to access the full scope of social services benefits. CDS will leverage other resources and funding to provide these services and classes. CDS will also actively work with Waipahu High School to identify funding to sustain all the proposed activities.

As such, the Friends of Waipahu High School, its affiliates, successors, officers, partners, agents or representatives will not be held liable for any disputes, demands, damages or claims arising out of or relating to the delivery and implementation of this Grant in Aid proposal. In the highly unlikely event the program goes over budget, the Friends of Waipahu High School is also guaranteed financial indemnity, as Waipahu High School will cover any expenses that exceed the proposed budget. Any of Waipahu High School's other agents or representatives will not be held responsible for any issues or incidence arising outside the scope of this agent.

B. Projected Annual Timeline for Accomplishing Results or Outcomes of the Service.

The Ready to Work Program consists of the Ohana Training Center and the Workforce Transition Center, as described below:

<i>Ready to Work</i>			
Desired Outcome	Enabling Activities	Timeframe	Accountable Lead(s)
<p><u>Workforce Transition Center (WTC)</u></p> <p>1. Identification and selection of students</p> <p>2. Parent Orientation</p>	<p>1. Use student class lists and enrollment numbers</p> <p>2. Program description, expectations, goals &</p>	<p>By end of May of previous SY</p> <p>By end of August 2020</p>	<p>Academy Principal Academy Director WTC Coordinator</p>

<p>3. Classroom Instruction and Job Preparation</p> <p>4. Work monitoring, retraining, continued curriculum instruction</p> <p>5. Program Evaluation</p>	<p>resources</p> <p>3. Curriculum modules</p> <ul style="list-style-type: none"> ● Introduction ● Communication ● Self Advocacy ● Safety ● Literacy & Numeracy ● Site visits ● On-site corrective action ● Formal classroom instruction ● On-site performance data collection ● Program satisfaction survey by students and parents 	<p>Ongoing for SY 20-21</p> <p>2nd quarter thru end of Summer 2021</p> <p>2nd quarter thru end of summer</p> <p>May 2021</p>	
<p><u>Ohana Training Center</u></p> <p>1. Core Modules</p>	<ul style="list-style-type: none"> ● Financial Literacy ● Employability ● Personal Health/ 	<ul style="list-style-type: none"> ● Ongoing for SY 20-21 	<ul style="list-style-type: none"> ● Academy Principal ● Academy Director

<p>2. Cane Training Centers</p>	<p>Hygiene</p> <ul style="list-style-type: none"> ● Safety ● Cane Cafe ● Cane Services ● Cane Printing & Bookstore 		
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C. Quality Assurance and Evaluation Plans for the Request

The success of this project will be based upon exiting our students by age 18 with the skills and ability to competitively seek employment and be self-reliant for their daily living needs. Teachers, students, the project team, and an advisory board will serve as evaluators for this project. They will monitor the progress of the project components and student mastery timelines, as well as provide feedback to address challenges and student needs, to ensure that each participant meets the project goal of employment and self reliance.

Teachers will create a data wall which will be maintained by the project coordinator to monitor student progress. Through the Data Driven Instructional Cycle (DDIC) process, teachers will look at data and reflect on outcomes to plan for additional student support. Evaluation will be continuous and ongoing.

The project team will provide project update and progress in completing the tasks needed to achieve the intended project outcomes. Based on quarterly reports and data, the project team will analyze results and identify deviations from the workplan. Results of corrective actions will be assessed in each succeeding quarter, and adjustments made as needed to address identified issues in implementation or changes in circumstances. As appropriate, representatives of relevant stakeholder groups will be invited to help address barriers in their areas of expertise.

The advisory board will serve as the evaluation team on the project. At the inception of the project, the advisory board will meet with the project team to agree on how performance related to outcome will be measured. The project team will measure the skills students learned using the performance evaluation protocol from each worksite partner. Evaluation will focus on whether the

project is being implemented according to schedule and is achieving its intended outcomes.

At the advisory board meeting, the members of the advisory board will discuss the project’s goals, progress, and timeline. Project team will provide quarterly reports to the advisory board on participating students. The advisory board will provide ongoing feedback (evaluation forms, modify modules, recommendations to align industry standards) to the project team.

D. Measures of Effectiveness (Concrete number of how many people we serve)

Prior, current and projected enrollment:

School Year	Sophomores	Juniors	Seniors	Age 19+	Total
2018-2019 <i>Cohort 1: Pilot</i>	4	0	2	3	9
2018-2019 <i>Cohort 1: Pilot</i> <i>*Offered/accepted employment</i>	2	0	1	1	4
2019-2020 <i>Cohort 2: School Design Innovation Grant</i>	1	4	2	5	12
2020-2021 and Future Years <i>*Projected-Cohort 3</i>	0	4	4	4	12

IV. Financial

The Friends of Waipahu High School and the Ohana of Excellence Academy Competitive pathway is seeking \$200,000.00 in funding.

A. Budget

Budget Request by Source of Funds - Appendix E

Budget Justification - Personnel Salaries and Wages - Appendix F

B. Quarterly Funding Request

Quarter 1	Quarter 2	Quarter 3	Quarter 4
\$82,832.00	\$39,056.00	\$39,056.00	\$39,056.00

C. All Other Sources

Currently, the Ready to Work Program is being funded by Dept of Labor and Industrial Relations (DLIR), City and County(C&C) and DOE's School Design Innovation Grant (SDIG). All funds will be expended by the end of the current school year. Funding to continue our partnership with the Workforce Transition Center, PTTs and Student Stipends will no longer be available.

D. Tax Credit

On April 24, 2017, the Friends of Waipahu High School received official confirmation and approval of their exemption from federal income tax under the Internal Revenue Code (IRC) Section 501(c)(3).

E. Federal, state, and county government contracts, grants, and GIA for prior three years.

To date, the Friends of Waipahu High School was awarded one GIA in SY 2018-19 for \$200,00.00

F. Balance of its unrestricted current assets as of December 31, 2019.

Total: \$54,913.76

V. Experience and Capabilities

A. Necessary Skills and Experience

Friends of Waipahu High School

Since 1938, Waipahu High School has been recognized as the educational pulse of Waipahu Town and a major contributor to preparing young adults with educational opportunities that serve the economic vitality and well-being of the former plantation village. The Friends of Waipahu High School is a Hawai'i non-profit 501(c)(3) incorporated on April 24, 2017 to further sustain and perpetuate the historic, educational and cultural heritage of Waipahu High School.

While the primary mission of the Friends of Waipahu High School is to provide educational support to the students and faculty of Waipahu High School, the non-profit corporation also supports increasing educational opportunities to all programs that partner with Waipahu High School by providing logistical support to their students, faculty, and programs.

Ready to Work Program

There are 4 highly qualified special education teachers and 4 educational assistants.

Workforce Transition Center

There are 4 retired DOE Education Officers and 1 retired classroom teacher on staff.

See Appendix - G

B. Facilities

- Waipahu HS Campus - Classroom (Bldg V-Conference Room or Bldg Q-Meeting Room)
- Work Sites:
 - Taco Bell (Waipio and Waipahu)
 - Hawaiian Building Maintenance (Pearl Highlands, Pearl Gateway and Stadium Marketplace)
 - Times Supermarket (Liliha and Waipahu)
 - Seafood City (Waipahu)
 - LaComida Restaurant

*As part of the proposed project, WTC Coordinator will continue to expand partnerships worksites.

- All DOE personnel related to this proposal will work out of their existing offices, Bldg-V or Bldg-Q Conference Rooms

VI. Personnel: Project Organization and Staffing

A. Proposed Staffing, Staff Qualifications, Supervision and Training

Part-time Teachers (Description of roles for each PTT):

- Classroom instructors (2) - provide work readiness instruction using WTC (Workforce Transition Center) curriculum and also serve as work performance monitors
- Wrap-around service coordinator - provides services from beginning to

end (transition from high school work experience to post-high school employment) and work performance monitoring

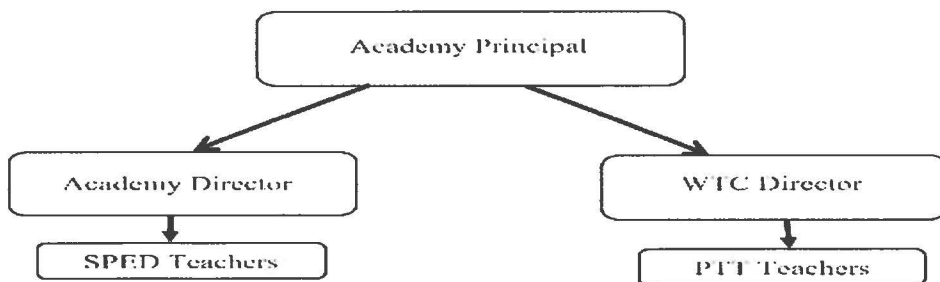
- Work performance monitor - provide onsite job performance and literacy follow ups
- Project developer - provide training modules to prepare students with real-world skills and work performance monitoring
- In-kind school personnel support (Department Head, Academy Director, Academy Principal, Academy Counselor)

Workforce Transition Center:

- Contractor will provide continuous curriculum development, job performance support via on-site observations, communication with both students and employers on work performance areas of commendation/or need for additional development. Development needs will be addressed on an individual basis with appropriate follow up for improved performance. Contractor will also provide career counseling, develop a student satisfaction survey and assist students in completing a personal portfolio. Also, if requested, assist students who may be seeking permanent part/full time employment after the summer session.

B. Organization Chart

The Ohana of Excellence Academy Principal oversees the educational and career programming for students with disabilities at Waipahu High School. The academy prepares students for transition to work and post secondary learning. The Academy Director supervises a team of four teachers and four teacher aides. The Workforce Transition Center Director supervises a team of four retired DOE personnel and develops work site host partnerships. Both directors report to the Academy Principal.



C. Compensation

Description and Rationale of Expenses		AMOUNT
A-Personnel Cost	Salaries (Adult PTT/Student Stipends) Fringe - 3%	146,000.00 4,500.00
B-Other Current Expenses	Friends of Waipahu High School Administrative Fee (10% - \$20,000.00) Contractual Services-Subcontracts (\$28,182.00) Staff Training (\$800.00) Supplies (\$518.00)	49,482.00
	TOTAL:	200,000.00

VII. Other

A. Litigation

1. Not applicable to proposal

B. Licensure or Accreditation

1. Waipahu High School is accredited by the Western Association of Schools and Colleges (WASC) until 2024. WASC recommendations include supporting all students with curriculum and instructional programs that improve student achievement of academic content and industry standards. Evidence of curriculum, instruction, assessment and student support are required for the WASC Mid-Cycle and Full-Term Self Study Reports.

C. Private Educational Institutions

1. Not applicable to proposal

D. Future Sustainability Plan

1. The project will pursue multiple strategies for sustainability including other funding sources, building industry partnerships, or long term support/appropriation from the State. We will continue to seek and apply for funding opportunities that align with our program purpose and support our academy's mission. After grant funds have been expended, Waipahu High School will continue to build industry partnerships to

help keep the program operational. It is hoped that this innovative project may encourage the Department of Education to consider funding and support for our population of students with disabilities to be successful citizens in society.

No matter what, the program will continue after funding ends with paid employment at minimum wage as a priority, since this is the gold standard of the program for future employment internships.

APPENDICES

Appendix A - Certificate of Good Standing

Appendix B - Declaration Statement

Appendix C - Policy Brief on *Preparing Transition-Age Youth with Disabilities for Work: What School Leaders Need to Know About the New Legal Landscape*, the Institute for Educational Leadership

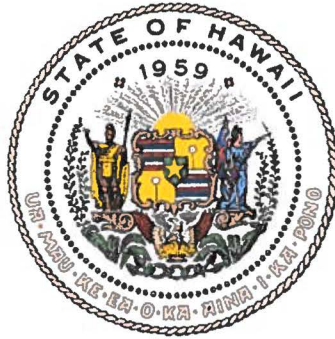
Appendix D - Preparing Transition-Age Youth with Disabilities for Work: What School Leaders Need to Know About the New Legal Landscape

Appendix E - Budget Request by Source of Funds

Appendix F - Budget Justification - Personnel Salaries and Wages

Appendix G - Workforce Transition Center Staff Qualifications

APPENDIX A - CERTIFICATE OF GOOD STANDING



Department of Commerce and Consumer Affairs

CERTIFICATE OF GOOD STANDING

I, the undersigned Director of Commerce and Consumer Affairs of the State of Hawaii, do hereby certify that

FRIENDS OF WAIPAHAU HIGH SCHOOL

was incorporated under the laws of Hawaii on 04/24/2017 ; that it is an existing nonprofit corporation; and that, as far as the records of this Department reveal, has complied with all of the provisions of the Hawaii Nonprofit Corporations Act, regulating domestic nonprofit corporations.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed the seal of the Department of Commerce and Consumer Affairs, at Honolulu, Hawaii.

Dated: January 15, 2020

Director of Commerce and Consumer Affairs

APPENDIX B - DECLARATION STATEMENT

APPENDIX B – Declaration Statement

DECLARATION STATEMENT OF APPLICANTS FOR GRANTS PURSUANT TO CHAPTER 42F, HAWAII REVISED STATUTES

The undersigned authorized representative of the applicant certifies the following:

- 1) The applicant meets and will comply with all of the following standards for the award of grants pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is licensed or accredited, in accordance with federal, state, or county statutes, rules, or ordinances, to conduct the activities or provide the services for which a grant is awarded.
 - b) Complies with all applicable federal and state laws prohibiting discrimination against any person on the basis of race, color, national origin, religion, creed, sex, age, sexual orientation, or disability.
 - c) Agrees not to use state funds for entertainment or lobbying activities; and
 - d) Allows the state agency to which funds for the grant were appropriated for expenditure, legislative committees and their staff, and the auditor full access to their records, reports, files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring the proper expenditure of the grant.
- 2) If the applicant is an organization, the applicant meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is incorporated under the laws of the State; and
 - b) Has bylaws or policies that describe the manner in which the activities or services for which a grant is awarded shall be conducted or provided.
- 3) If the applicant is a non-profit organization, it meets the following requirements pursuant to Section 42F-103, Hawaii Revised Statutes:
 - a) Is determined and designated to be a non-profit organization by the Internal Revenue Service; and
 - b) Has a governing board whose members have no material conflict of interest and serve without compensation.

Pursuant to Section 42F-103, Hawaii Revised Statutes, for grants used for the acquisition of land, when the organization discontinues the activities or services on the land acquired for which the grant was awarded and disposes of the land in fee simple or by lease, the organization shall negotiate with the expending agency for a lump sum or installment repayment to the State of the amount of the grant used for the acquisition of the land.

Further, the undersigned authorized representative certifies that this statement is true and correct to the best of the applicant's knowledge.

Friends of Waipahu High School
(Typed Name of Individual or Organization)


(Signature)

January 15, 2020
(Date)

Mark Silliman
(Typed Name) Vice President
(Title)

*Please see attached Disclosure Statement.

DISCLOSURE STATEMENT

DISCLOSURE STATEMENT

FRIENDS OF WAIPAHU HIGH SCHOOL

With respect to item 1a, the Friends of Waipahu High School Foundation, a 501©(3) non-profit corporation does not possess a license and is not accredited to provide the services outlined in the Ready to Work Program grant proposal. This includes instruction in the field of work readiness for special needs students. The partners and affiliates who are working with the Friends of Waipahu High School to implement this program come from accredited institutions with the license and authority to not only provide instruction in the field of Work Readiness, but also award a high school Diploma or Certificate of Completion. Partners in this grant proposal include the University of Hawaii at Manoa Center for Disabilities Studies, Workforce Transition Center, and Waipahu High School.

With respect to item 2a, the Friends of Waipahu High School will be serving as the fiscal agent for these funds. For this specific grant, the Friends of Waipahu High School does not have the by-laws or policies that describe the manner in which the activities or services for which the grant is awarded shall be conducted or provided. However, the description of the activities and services have been laid out in the grant proposal which would be adhered to, if the grant is awarded.

Lastly, as Friends of Waipahu High School will be serving only as the fiscal agent of the grant funds, item 1d will be met through Waipahu High School allowing full access to their records, report files, and other related documents and information for purposes of monitoring, measuring the effectiveness, and ensuring proper expenditure of the grant.

APP

APPENDIX C -

Policy Brief on *Preparing Transition-Age Youth with Disabilities for Work: What School Leaders Need to Know About the New Legal Landscape*, the Institute for Educational Leadership



FOR IMMEDIATE RELEASE

Contact: Latraniecesa (LJ) Wilson

Office: (202) 822-8405 ext.146

Email: wilsonl@iel.org

[Institute for Educational Leadership \(IEL\) Releases](#)

[New Policy Brief on Preparing Transition-Age](#)

[Youth with Disabilities for Work](#)

IEL policy brief informs school leaders of their responsibility to provide school transition programs that lead to competitive integrated employment

Washington, D.C. - February 13, 2018 - The **[Institute for Educational Leadership](#)** today released a new policy brief, *Preparing Transition-Age Youth with Disabilities for Work: What School Leaders Need to Know About the New Legal Landscape*, that informs school leaders about their responsibility to provide students with disabilities effective secondary school transition programs that prepare them for competitive integrated employment

"Too many youth with disabilities have been employed at subminimum wages as well as placed in segregated sheltered workshops while in school, often leading to job placements in the same sheltered adult workplaces after graduation," said IEL

President Johan Uvin. "This is one of the most egregious inequities of our times. Students with disabilities need to be given access to mentorships, paid work experiences, and internships, all of which could help prepare them for competitive, integrated employment."

As a result of Supreme Court decisions and legal changes to the enforcement of the Americans with Disabilities Act (ADA) and the Workforce Innovation and Opportunity Act (WIOA), state and local governments could be held liable if students with disabilities face unnecessary segregation as they prepare for postschool employment. States and local governments must now take affirmative steps to ensure that students with disabilities have opportunities to make informed choices, have access to individualized job transition services, and have the necessary supports after leaving school. Families, vocational rehabilitation and developmental disability agency personnel, and community rehabilitation providers can help ensure these policies are implemented.

"Across the board, we need to modernize our educational and workforce policies and practices," Uvin continued. "We need to build strong community supports and services to eradicate these serious inequities that keep people with disabilities from achieving their dreams of competitive employment and full community integration."

Read the policy brief in [\(English\)](#) or [\(Spanish\)](#) as well as a [\(technical assistance guidance\)](#) developed by the U.S. Department of Justice under the Obama Administration that was withdrawn in late December 2017 by the Trump Administration. While the guidance was withdrawn, the body of case law still stands. Later in 2018, IEL will be issuing a detailed guide to implementing these legal changes that will be helpful to school leaders, vocational rehabilitation professionals, youth service professionals, and families and youth themselves.

For more information about this policy brief, please contact Latraniecesa (LJ) Wilson at wilsonl@iel.org or at 202.822.8405 x146.

APPENDIX D -

Preparing Transition-Age Youth with Disabilities for Work: What School Leaders Need to Know About the New Legal Landscape



Preparing Transition-Age Youth with Disabilities for Work: What School Leaders Need to Know About the New Legal Landscape

By Eve Hill, Regina Kline, and Curtis Richards

This policy brief is intended to inform school leaders about their responsibilities under recent case law to prepare youth with disabilities for work and careers. It may also be helpful to students, families, vocational rehabilitation and developmental disability agency personnel, and community rehabilitation providers.

In recent years, the landscape of law and policy regarding transition from school to postsecondary life for students with disabilities has changed in significant ways. These changes have come not through traditional legal avenues like the Individuals with Disabilities Education Act (IDEA), but through important legal developments in the enforcement of the Americans with Disabilities Act (ADA), the Supreme Court's decision in *Olmstead v. L.C.*, and the Workforce Innovation and Opportunity Act.

School Transition Programs and "Train Then Place" Models

Many students with disabilities leave secondary school each year having secured neither employment nor placement in postsecondary education. In fact, despite significant advancements in the civil rights of students with disabilities over the past three decades, there remains a startling disparity between the postsecondary outcomes of students with and without disabilities (Sanford et al., 2011). Moreover, a significant number of students with disabilities leave school and directly enter segregated institutions, including sheltered workshops and day programs. In these institutions, they interact only with other people with disabilities and paid staff, and they often earn subminimum wages. Such outcomes raise the important question of whether schools bear responsibility for the efficacy of youth transition programs that pipeline such students from school directly to segregated institutionalized settings.

POLICY BRIEF

FEBRUARY 2018

IEL Institute for
Educational
Leadership
Leading Across Boundaries

Recent legal developments have clarified that state and local governments, including their education agencies, may be liable under the ADA and *Olmstead* if they place students with disabilities at serious risk of unnecessary segregation in postsecondary settings.

Despite the enactment of the Workforce Innovation and Opportunity Act (WIOA) in 2014, which placed several new limitations on the use of subminimum wage employment for youth with disabilities, some schools continue to be officially licensed to employ students with disabilities at subminimum wages to engage in manual tasks. The U.S. Department of Labor currently licenses approximately 105 School Work Experience Programs nationwide. These certificates allow school programs to pay between approximately 3,000 and 7,000 student workers with disabilities subminimum wages for their labor under Section 14(c) of the Fair Labor Standards Act (United States Department of Labor, Wage and Hour Division, 2017). Students typically perform piece-rate jobs in School Work Experience Programs where, contrary to their non-disabled peers, they are paid based on their rate of production with no minimum floor on their wages. As a result, students can earn just pennies on the dollar fulfilling private contracts during the school day for outside companies.

Other students work in segregated adult sheltered workshops for one or more class periods per day, performing some of the same tasks as adults with disabilities. Many such students are ultimately placed as adults in the very sheltered workshops where they worked during school, without first having the opportunity to be informed about or try competitive integrated employment. In Missouri, for instance, the Department of Elementary and Secondary Education, and not the adult developmental disability agency, is the state agency that licenses and administers the adult sheltered workshop system, as a natural extension of its special education programs (Missouri Department of Elementary & Secondary Education, 2016).

I. WHY MANY SCHOOL TRANSITION PROGRAMS FAIL TO LEAD TO COMPETITIVE INTEGRATED EMPLOYMENT

a. *They are often modeled upon, and prepare students for, sheltered workshops.*

Historically, school transition programs that serve 14- to 21-year-old students with intellectual and developmental disabilities, autism, and other disabilities have relied on "work readiness" and "pre-vocational" skills training models to help students plan for their postsecondary employment goals. Such transition models bear no causal relationship to, or even substantial track record of, assisting students with obtaining competitive integrated employment. Pre-vocational training models adhere to the principle that students with disabilities should be trained first and demonstrate proficiency in various tasks before they are placed into competitive integrated employment.

To this end, many students with disabilities perform manual, and sometimes menial, tasks alongside only other students with disabilities, often to fulfill the contractual demands of an outside business or the school itself as part of the transition curriculum. Students typically perform this work without compensation or for subminimum wages. Such programs thus model, and prepare students for, the adult sheltered workshops that many of them will transition to after exiting school. In these workshops, workers with disabilities continue to be segregated from non-disabled peers and continue to receive subminimum wages for decades at a time. Having been designed upon the same model as sheltered workshops, should it surprise anyone that these programs lead students with disabilities to work in such workshops after they leave school?

b. *They typically do not prepare students with disabilities for competitive integrated employment.*

Students with disabilities typically engage in pre-vocational training at the precise

stage in their academic careers when their non-disabled peers are participating in paid work experiences, internships, and mentorship programs in the community with real-world employers.

Contrasting the transition experiences of non-disabled students with those provided to students with disabilities illustrates the deficiencies of the pre-vocational transition approach.

c. They often do not give students with disabilities marketable skills.

Nationally, many transition-age students with intellectual, developmental, or significant disabilities perform routine "training" tasks during the school day in classrooms, on school campuses, or in adult sheltered workshops. These tasks include sorting, shredding, folding, recycling, serving food, cleaning, maintaining flower beds, doing laundry, and handling trash with mostly only other students with disabilities. Students who perform pre-vocational tasks as part of transition often do not have access to updated machinery, equipment, or technology to perform such tasks. These tasks typically do not correspond to learning a marketable skill. In addition, students do not progress to new skills or responsibilities, but continue to "practice" these routine tasks long after they have mastered a skill.

d. At times, they segregate, stigmatize, and set low expectations.

Participation in such programs can often be stigmatizing, and even counter-productive, for students with disabilities. Students in these programs are segregated from their peers, taken out of educational programs and general education curricula, and placed on an altogether separate track, often not even resulting in an option for a high school diploma or a "special" limited diploma or certificate. Furthermore, in many school districts across the country, students with disabilities perform pre-vocational tasks for the direct benefit of students without disabilities, like cleaning

up cafeteria tables after non-disabled students' lunch breaks or taking out school trash. This creates an unequal or subservient relationship that is likely to shape attitudes and expectations in adult life for both students with and without disabilities.

e. They often do not start early enough and are not individualized.

Transition planning for students with disabilities often begins in students' final years of high school, through the Individualized Education Program (IEP) process, if at all. By contrast, their non-disabled peers are often cultivated from as early as elementary school to visualize, prepare for, and actually experience a wide range of employment and career options in the community before leaving school. Transition experiences, such as internships and paid work, and education programs, such as vocational or advanced placement classes, are then individualized or tailored to students' interests and preferences. By contrast, employment-related transition plans for students with disabilities in pre-vocational training programs are often not individualized.

f. They frequently do not address students' disabilities.

Pre-vocational transition programs for students with disabilities thus fail to use the tools available to students without disabilities to support school-to-work transition. However, they also fail to use the tools uniquely available to support students with disabilities. For example, students with disabilities in pre-vocational programs typically are not given reasonable accommodations or assistive technology to allow them to succeed. In fact, in many states, students with disabilities lack access to federally-subsidized vocational rehabilitation counselors and caseworkers from the general disability service system. Therefore, such students are never evaluated or assessed to receive integrated supported employment services prior to school exit.

Informed Choice, Competitive Integrated Employment, and "Place Then Train" Models

Students with disabilities across the country often face the difficult task of identifying their employment preferences in settings where they are isolated from non-disabled co-workers, customers, and peers, lack adequate supports and accommodations, and work in exchange for little or no compensation. Without prior participation in integrated employment, many students exit school transition programs with exceedingly low expectations of themselves and their employment skills and no realistic assessment of whether, with the right supports, competitive integrated employment is attainable.

Thirty years of research in the field of supported employment services, however, has firmly established that even individuals with the most severe disabilities can work in competitive integrated employment (Office of Disability Employment Policy [ODEP], n.d.). It is widely recognized in the field of supported employment that the most effective method to drive successful integrated employment outcomes is for individuals with disabilities to be placed first in competitive integrated employment and provided with the individualized training, services, supports, and accommodations necessary to succeed in that environment. Research also firmly supports that paid work while in high school is a key predictor of a student's likelihood of obtaining competitive integrated employment after leaving school (Carter, Austin, & Trainor, 2012). By contrast, participation in pre-vocational training is not (Carter et al., 2012). Students who have worked in integrated settings while in school have a benchmark for, and understanding of, working in a typical workplace. They also have had a greater chance to identify their own preferences, interests, abilities, and needs, and they have the information that they need to make meaningful and informed choices about working in postsecondary employment.

Over the past few decades, several transition models have emerged and demonstrated

higher postsecondary employment outcomes as a result of their reliance on paid work in integrated settings while students are in secondary school. Examples of such models include Seamless Transition, The Guideposts for Success, Project SEARCH, and intensive paid internships. In addition to the prevalence of paid work, these programs demonstrate adherence to current professional standards in the field of transition including, among other things, person-centered career and transition assessment approaches in integrated settings, participation in supported and customized employment services, and qualified and trained school personnel. They also demonstrate adherence to professional standards in career development strategies, like career awareness, exploration, and development and, importantly, interagency collaboration between vocational rehabilitation and developmental disability service agencies.

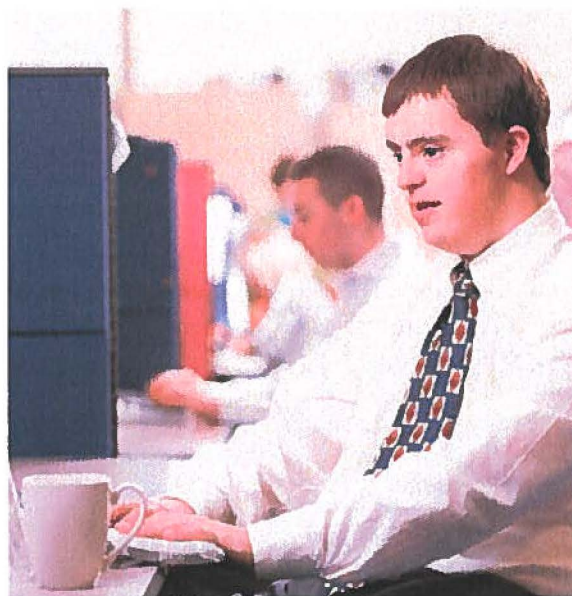
The ADA and *Olmstead v. L.C.*

The ADA requires public entities to administer services, programs, and activities in the most integrated setting appropriate to the needs of qualified individuals with disabilities. ADA regulations explain that "[t]he most integrated setting" is one that "enables individuals with disabilities to interact with nondisabled persons to the fullest extent possible..." (Americans with Disabilities Act, 1990). In 1999, through *Olmstead v. L.C.*, the United States Supreme Court held that Title II of the ADA prohibits the unjustified segregation of people with disabilities in the following instances: when community-based services are appropriate; when the affected persons do not oppose community-based services; and where they can be reasonably accommodated, taking into account the resources available to the entity and the needs of others who receive disability services from the entity (*Olmstead v. L.C.*, 1999). Therefore, schools and education agencies that unnecessarily segregate students with disabilities in their pre-vocational transition programs may be liable under the ADA for discrimination.

The *Olmstead* decision also explained that individuals do not need to wait until the harm of unjustified segregation occurs to receive the protections of the ADA and that it violates the statute to place people with disabilities at serious risk of unnecessary segregation, including in employment settings (*Olmstead v. L.C.*, 1999). In recent years, the Department of Justice (DOJ), the agency designated by Congress to enforce the ADA, has clarified that the ADA and *Olmstead* apply to youth transition services. For example, a state or local education agency may be liable for the failure to make available transition services and supports, including caseworkers and school transition specialists. Moreover, state or local education agencies may be liable for the failure to collaborate and coordinate with vocational rehabilitation agencies to promote the use of vocational rehabilitation counselors, which allow students with disabilities to prepare for and transition to competitive integrated employment.

State and local education agencies may place students at serious risk of unnecessary segregation by failing to allow students with disabilities to make informed choices about working in competitive integrated employment prior to being referred for admission to segregated sheltered workshops. The failure to support informed choices may include the lack of timely transition services, which allow students with disabilities to understand and experience the benefits of work in an integrated setting prior to school exit. Other factors relevant to the risk analysis include whether a school, as part of the school curriculum, trains students with disabilities in tasks similar to those performed in sheltered workshops; encourages students with disabilities to participate in sheltered workshops; and/or routinely refers students to sheltered workshops as a postsecondary placement without offering such students opportunities to experience integrated employment.

Significantly, the Department of Justice has been involved in three federal court cases brought under Title II of the ADA and *Olmstead* that alleged that public entities



violated the rights of students with disabilities by placing them at serious risk of segregation. In *United States v. Rhode Island and the City of Providence* (2013), the DOJ found that Rhode Island and the Providence Public School District violated Title II of the ADA and *Olmstead* when 85 students with intellectual and developmental disabilities were placed at serious risk of entering adult sheltered workshops. The case resulted in a court-ordered settlement agreement between the parties. The 85 students had participated in an in-school sheltered workshop as part of the school's transition program. In this workshop, they were cultivated, trained, and prepared to perform sheltered workshop tasks, and the work that they performed was similar to the work performed by a nearby adult sheltered workshop. Many of the program's students were eventually referred to that same nearby adult sheltered workshop program in a direct pipeline to segregation. Students in the in-school sheltered workshop worked for one or two 55-minute periods per school day



and were paid between 50 cents and \$2.00 per hour, no matter what job they performed or how productive they were. Few, if any, opportunities existed for these students to try or participate in competitive integrated employment prior to leaving school.

The following year, in 2014, the DOJ resolved its statewide investigation of Rhode Island's day activity service system through a consent decree in [United States v. Rhode Island](#) (2014). The investigation found that the state, including its state education agency (SEA), had placed hundreds of students with disabilities at serious risk of unnecessary segregation in sheltered workshops and day programs. Specifically, the DOJ found that, among youth with intellectual and/or developmental disabilities who transitioned out of Rhode Island secondary schools between 2010 and 2012, only about five percent transitioned into jobs in integrated settings, even though many more of these youth were able to work in integrated employment and were not opposed to doing so. Among other things, the United States alleged that Rhode Island had failed to ensure that the SEA set standards for school districts about the timely introduction and

coordination of transition services, including access to the vocational rehabilitation and developmental disability service systems, as well as opportunities to experience work in integrated settings prior to school exit.

As a result of these 2013 and 2014 settlements, the Providence Public School District became the first local education agency (LEA) in the country to adopt an Employment First policy, making work in integrated employment settings a priority service option for youth who can and want to work after leaving school. Moreover, Rhode Island state agencies, including the SEA, vocational rehabilitation, and developmental disability agencies, have committed to the implementation of a concrete school-to-work transition planning process for all youth between the ages of 14 and 21. As part of that process, transition planning efforts begin at age 14, through which transition-age youth receive vocational and situational assessments, trial work experiences in integrated settings, and an array of individualized services during each year of secondary school. The trial work experiences provide students with the opportunity for integrated work-based learning experiences outside of the school setting. These work-based learning experiences are based on person-centered planning, where the placements are individually tailored to a given student in typical places of employment. All this is designed to ensure that these students have meaningful opportunities to work in competitive integrated employment after leaving school. Under the statewide Rhode Island Consent Decree, over 1,000 youth ages 18-21 are guaranteed evidence-based transition services provided in integrated settings. Moreover, evidence-based transition models like Project Search have been adopted in Rhode Island and have proven to be effective.

In 2015, the DOJ and private plaintiffs entered into a consent decree to resolve litigation with the State of Oregon pertaining to its statewide employment service system for people with disabilities. In [Lane v. Brown/](#)

[United States v. Oregon](#) (2015), the DOJ found that Oregon, including its SEA, had placed hundreds of students each year at serious risk of unnecessary segregation in sheltered workshops. Specifically, the United States found that Oregon failed to establish the presence and availability of caseworkers, vocational rehabilitation counselors, and other supports in Oregon's secondary school system necessary to assist youth in transition with the formulation of career-related goals that include integrated employment. The DOJ also found that Oregon had no formal plan to transition students to competitive integrated employment and that the agreement between its SEA and vocational rehabilitation program had been ineffective because it lacked specific actions or benchmarks. As a result of this failure to provide effective transition planning and services, referral to a sheltered workshop was the most common outcome for students with disabilities upon leaving school in Oregon. In some cases, like in Rhode Island, Oregon students with intellectual and/or developmental disabilities were even prepared for the tasks typically performed in sheltered workshops; this was demonstrated by students performing mock-sheltered workshop activities in school or participating in adult sheltered workshops as part of the curriculum.

Many changes have taken place in Oregon since the initiation of the sheltered workshop litigation. In 2015, Oregon publicly committed to stop purchasing or funding sheltered workshop placements for youth in transition, becoming one of the first states in the country to do so. Moreover, the Oregon SEA supported, and the State Board of Education adopted, a rule that prohibits LEAs from including sheltered workshops on the continuum of alternative placements and supplementary aids and services provided to students with disabilities, a rule likely to be replicated by states across the country (Oregon Department of Education, 2013). Since the 2015 settlement, Oregon has established a statewide Transition Technical Assistance Network run by the SEA. Through the Transition Technical Assistance Network,

As a result of these 2013 and 2014 settlements, the Providence Public School District became the first local education agency (LEA) in the country to adopt an Employment First policy, making work in integrated employment settings a priority service option for youth who can and want to work after leaving school.

transition network facilitators are positioned throughout the state to promote the statewide coordination of employment-related transition planning efforts.

Under the settlement agreement, over six years, Oregon will ensure that at least 4,900 youth ages 14 to 24 years old will be provided with the individualized transition services necessary for them to obtain competitive integrated employment. At least half of those youth will receive an Individual Plan for Employment through the vocational rehabilitation system. Importantly, "mock-sheltered workshop activities" and pre-vocational/transition activities are prohibited during the school day. The state is also calling on Oregon school districts to expand models of evidence-based transition practices (e.g., the Seamless Transition Model, Project Search, Youth Transition Program) to achieve competitive integrated employment for students with disabilities.

Department of Justice Guidance

In 2016, the DOJ issued guidance explaining that youth with disabilities who are at serious risk of unnecessary segregation in sheltered workshops are protected by the ADA and *Olmstead* and that public entities, including state and local education agencies, may be

held accountable for creating that risk (United States Department of Justice [DOJ], 2016, available at https://inclusivity.consulting/wp-content/uploads/2017/12/olmstead_guidance_employment.pdf). For example, the 2016 Guidance detailed how a state or local education agency may be liable for failing to make transition services and supports available to students with disabilities and failing to work with vocational rehabilitation agencies to help such students prepare for competitive integrated employment.

On December 20, 2017, the Justice Department rescinded the guidance. This rescission, however, has no impact on the force and effect of the already established law on the subject. In rescinding the guidance, the Justice Department noted on its website that the withdrawal “does not change the legal responsibilities of State and local governments under [T]itle II of the ADA, as reflected in the ADA, its implementing regulations, and other binding legal requirements and judicial precedent, including the U.S. Supreme Court’s *Olmstead* decision.” More specifically, the guidance’s withdrawal did not eliminate the applicability of the ADA’s integration mandate, the Supreme Court’s decision in *Olmstead v. L.C.*, court rulings including in *Lane v. Kitzhaber* (*Lane v. Brown*)/ *United States v. Oregon*, or the Department of Justice’s Letters of Finding and Consent Decrees to employment services.

Section 511 WIOA

As mentioned, WIOA places several new limitations on the payment of subminimum wages to youth with disabilities that are consistent with and complementary to the requirements of the ADA and *Olmstead* as applied to employment service systems. Among them is the requirement that, before beginning subminimum wage employment, under Section 511(a) of WIOA, a youth 24 years old or younger must first receive pre-employment transition services. These pre-employment transition services can include job exploration counseling, integrated work-based learning experiences, opportunities

for enrollment in postsecondary educational programs at institutions of higher education, social skills and independent living training, and self-advocacy training (Workforce Innovation and Opportunity Act [WIOA], 2014).

Moreover, youth must meet the following criteria before they can begin subminimum wage employment:

- They must have applied for and been found eligible or ineligible for vocational rehabilitation services;
- They must have been on an Individual Plan for Employment with appropriate services, such as supported employment services, for a reasonable period of time without success; and
- Their vocational rehabilitation case must be closed (WIOA, 2014).

Also, prior to being paid subminimum wages, the youth must be provided career counseling, information and referrals to federal, state, and other programs, and resources to obtain competitive integrated employment (WIOA, 2014).

Importantly, under Section 511(b)(2), WIOA prohibits any SEA or LEA from entering into “a contract or other arrangement with an entity that holds a 14(c) certificate for the purpose of operating a program for an individual who is age 24 or younger under which work is compensated at a subminimum wage” (WIOA, 2014). SEAs and LEAs can no longer contract with segregated sheltered workshops for youth to participate in employment-related transition programs. The vigorous enforcement of WIOA Section 511, including Sections 511(a) and (b), is necessary to ensure that students with disabilities are able to access pathways to competitive integrated employment. The U.S. Departments of Education and Labor as well as others must demonstrate robust active enforcement efforts for the promise of WIOA to be fully realized.

Conclusion

It is important that public entities, including state and local education, vocational rehabilitation, and developmental disability agencies, understand the changing legal landscape pertaining to transition services for students with disabilities. More than thirty years of research provides a concrete playbook for how to mitigate, if not eliminate, the risk of unnecessary segregation. Students must be provided with the individualized transition services and supports they need in order to experience work in competitive integrated employment prior to exiting school. For instance, the WIOA statute and regulations and *Olmstead* case law, letters of finding, and consent decrees make clear that state and local governments that have traditionally relied on segregated work settings for transition should take affirmative steps to ensure that students have a meaningful opportunity to make an informed choice to work in integrated employment settings after leaving school.

Such affirmative efforts may include the following:

- Providing information about the benefits of working in competitive integrated employment;
- Providing vocational and situational assessments, career development planning, and discovery in integrated employment settings;
- Arranging peer-to-peer mentoring; facilitating visits; providing opportunities for work-based learning experiences in integrated job settings; and
- Providing benefits counseling and planning to explain the impact of competitive work on an individual's public benefits.

More than thirty years of research provides a concrete playbook for how to mitigate, if not eliminate, the risk of unnecessary segregation. Students must be provided with the individualized transition services and supports they need in order to experience work in competitive integrated employment prior to exiting school.

Moreover, under Section 511 of WIOA, youth with disabilities are required to receive many of these same vital services before they are allowed to work in subminimum wage employment. Given these requirements, most, if not all, 14(c) licensed School Work Experience Programs must be critically reviewed for compliance with the ADA, *Olmstead*, and WIOA. Now is the time for state and local governments to advance these practices and boost students with disabilities into the mainstream of the economy.

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About the Authors

Eve Hill (EHill@browngold.com) and Regina Kline (RKline@browngold.com) are Co-Leaders of Inclusivity, a strategic consulting practice dedicated to supporting businesses, organizations, and government agencies that want to achieve real inclusion of people with disabilities in their workforces and communities.

Curtis Richards (RichardsC@iel.org) is the Director of the Center for Workforce Development at the Institute for Educational Leadership, which is the home of the National Collaborative on Workforce Development for Youth (www.ncwd-youth.info).

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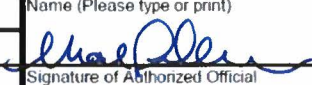


APPENDIX E - BUDGET REQUEST BY SOURCE OF FUNDS

BUDGET REQUEST BY SOURCE OF FUNDS

Period: July 1, 2020 to June 30, 2021

App Friends of Waipahu High School Foundation

BUDGET CATEGORIES	Total State Funds Requested (a)	Total Federal Funds Requested (b)	Total County Funds Requested (c)	Total Private/Other Funds Requested (d)
A. PERSONNEL COST				
1. Salaries	146,000			
2. Payroll Taxes & Assessments	0			
3. Fringe Benefits	4,500			
TOTAL PERSONNEL COST	150,500			
B. OTHER CURRENT EXPENSES				
1. Airfare, Inter-Island				
2. Insurance				
3. Lease/Rental of Equipment				
4. Lease/Rental of Space				
5. Staff Training	800			
6. Supplies	518			
7. Telecommunication				
8. Utilities				
9. Friends of Waipahu High School Admin Fe	20,000			
10 Contractual Services-SubContractor	28,182			
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
TOTAL OTHER CURRENT EXPENSES	49,500			
C. EQUIPMENT PURCHASES				
D. MOTOR VEHICLE PURCHASES				
E. CAPITAL				
TOTAL (A+B+C+D+E)	200,000			
SOURCES OF FUNDING		Budget Prepared By:		
(a) Total State Funds Requested	200,000	Gary Chun	808-307-9551	
(b) Total Federal Funds Requested		Name (Please type or print)	Phone	
(c) Total County Funds Requested			1-15-2020	
(d) Total Private/Other Funds Requested		Signature of Authorized Official	Date	
TOTAL BUDGET	200,000	Mark Silliman V.P.		
		Name and Title (Please type or print)		

APPENDIX F - BUDGET JUSTIFICATION-PERSONNEL SALARIES AND WAGES

BUDGET JUSTIFICATION - PERSONNEL SALARIES AND WAGES

Period: July 1, 2020 to June 30, 2021

Applicant: Friends of Waipahu High School Foundation

POSITION TITLE	FULL TIME EQUIVALENT	ANNUAL SALARY A	% OF TIME ALLOCATED TO GRANT REQUEST B	TOTAL STATE FUNDS REQUESTED (A x B)
PTT 1 - Program Director	1	\$18,302.88	100.00%	\$ 18,302.88
PTT 2 - Instructor	1	\$14,871.09	100.00%	\$ 14,871.09
PTT 3 - Instructor	1	\$14,871.09	100.00%	\$ 14,871.09
PTT 4 - Instructor	1	\$14,871.09	100.00%	\$ 14,871.09
PTT 5 - Job Developer/Employment Counselor	1	\$14,871.09	100.00%	\$ 14,871.09
				\$ -
Student Stipends	1	\$68,212.76	100.00%	\$ 68,212.76
				\$ -
Fringe	1	\$4,500.00	100.00%	\$ 4,500.00
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
				\$ -
TOTAL:				150,500.00
JUSTIFICATION/COMMENTS:				
Positions above are needed to implement the various components of the program which includes instruction, job placement, and worksite monitoring. Stipends are paid compensation for student work experiences.				

APPENDIX G - Workforce Transition Center Staff Qualifications

WTC Owner - Randall Higa

Administrator - Alison Higa

Educational Specialists - Ken Kajihara, Cora Say, Claudia Nakachi

The WTC minimum employment qualifications include: Bachelor's Degree in Education ,and at least seven years of experience teaching or working with special needs students or adults.

Randall Higa is the owner and founder of Workforce Transition Center. His thirty-five years of experience as an educator, administrator and occupational safety specialist positively impacts the growth and development of students in the working environment. His expertise in the field of counseling/guidance, human resource management and his mindset for life-long learning encourages young adults to be responsible decision-makers and problem-solvers. Direct experience with the high school Comprehensive School Alienation Program, students who are at risk of dropping out of high school, and work as an Employment Counselor with the City & County of Honolulu, are other work experiences he brings to WTC.

In addition, he served as Principal at Lanakila Elementary School, acting principal at Kaimuki Community School for Adults and a Safety and Security Specialist for the State of Hawai'i Department of Education.

While serving as principal at Lanakila Elementary School, Lanakila was the designated site for the visually impaired and employed the only certified visually impaired teacher in the district. The school also serviced students from other district schools.

Mr. Higa also experienced working with an adult visually impaired student while serving as an administrator at the Community School for Adults. His tasks included working with the teacher to differentiate lessons and providing visual aides for the student. Mr. Higa is founder of a hospitality industry training program that was piloted in 2013 at Kaimuki High School and grew to service students across the state.

Degrees Conferred from the University of Hawai'i at Mānoa:

Bachelor of Arts in Religion

Bachelor of Arts in History

Bachelor of Arts in Secondary Education

Basic Specialist Certificate in Secondary Counseling

Professional Certificate in Guidance

Masters Degree in Educational Administration

Alison Higa, an original member of a hospitality training program that began in 2013, is the WTC Administrator. Alison currently has thirty years of experience as an educator and administrator with the DOE. She retired as principal of Shafter Elementary School in December 2018. She has many years of experience in curriculum development and instruction. Her

experience as a school counselor and principal has prepared her to work with special needs students and teachers to develop student's Individual Education Program.

Honors garnered include Honolulu District Counselor of the Year and Central District principal nominee for the Masayuki Tokioka Award and for the National Distinguished Principal of the Year.

Her expertise in current curriculum and instructional practices is what she contributes to our curriculum development team

Degrees Conferred:

University of Hawai'i at Mānoa:

Bachelor of Business Administration

Professional Certificate in Elementary Education

Basic Counseling Certificate in Elementary Counseling

Masters Degree in Educational Administration

Ken Kajihara, is also an original member of a hospitality program that began in 2013. His core function is to oversee the educational specialists. He also develops curriculum in the agriculture and technology fields.

His former work as the state administrator for the Occupational Skills Program prepared him for WTC. He has 32 years of experience as a teacher and administrator of vocational education, special education work-study, environmental safety and school facilities programs. He has served as an advocate for his blind father and holds DOE teacher and administrator certificates.

Honors received include the Office of Business Services Outstanding Employee award, the National FFA Organization Honorary American FFA Degree, and the U.S. Office of Education Outstanding Vocational Technical Program award for Region IX

Degrees Conferred by the University of Hawai'i at Mānoa:

Bachelor of Science Degree in Agricultural Technology

Masters Degree in Educational Administration

Certified as Light Electrical Vehicle Association bronze level technician

-Develops 180 and 360 degree virtual reality instructional videos with drop-down prompts and hyperlinks to other videos

Memberships: Landscape Industry Council of Hawai'i, Hawai'i Aquaculture and Aquaponics Association, Association for Supervision and Curriculum Development

Cora Say, a seasoned educator of 36 years, is our veteran teacher at WTC and a former member of a hospitality training program in 2014. As an elementary teacher with the DOE she prepared

and implemented grade-appropriate curriculum in English Language Arts and served English Language Learners. Cora has experience as a Curriculum Coordinator and developed strategic plans and strategies. She has served as a new teacher mentor and provided differentiated lessons for several visually impaired students throughout her teaching career. Her duties included development of a work readiness curriculum and teaching it to hotel workers who used English as their second language. She also created a parent literacy class for parents at Lanakila and Kai'ulani Elementary Schools.

Degrees Conferred:

Professional Diploma, Elementary Education University of Hawai'i, University of Puget Sound
Certification: Highly Qualified, Licensed teacher

Claudia Nakachi recently joined WTC and previously worked for a hospitality industry training program as a teacher and job site supervisor during the 2016-17 school year. Her DOE career spanned 32 years as a teacher, counselor, vice principal and the last 18 years as principal at Barbers Point Elementary School. She was recruited to work for WTC because of her extensive knowledge of Special Education and experience in curriculum, teaching and student learning. The following are her qualifications and work experiences:

Degrees Conferred:

Bachelors of Arts, Psychology, University of Hawai'i at Mānoa
Professional Diploma, Elementary Education, University of Hawai'i at Mānoa
Professional Staff Certificate, Department of Education
Professional Administrative Certificate, Department of Education