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**Center on Disability Studies**  
**University of Hawai‘i at Manoa**  
2014-2015 Fiscal Year Annual Report
Welcome to the 2014-2015 Annual Report for the Center on Disability Studies at the University of Hawai‘i at Mānoa. It is with great pride that I am part of this reporting period and am able to share some of the important work and achievements of the tremendous group of professionals making up the faculty and staff within the Center. This reporting period marked a major transition in my life as I retired from the role as the Founding Director of the Center on December 31, 2014. Being in this role for close to thirty years, I have had the good fortune of meeting and working with hundreds of people with exceptional qualities, who individually and in unison, have made significant differences in the lives of persons with disabilities. As I look back over the years, my life has been enriched by the many persons who were part of the Center and who have made a lasting impression with their diverse talents and intense passion to excel and contribute. This privilege has included working with and mentoring numerous graduate students and junior faculty members, who were always eager to learn and to be part of something new and exciting. To look back on the many persons who have been a part of the Center, and who are now making a difference in many different ways, is impressive and rewarding to see.

Further, I have had the privilege of interacting with numerous partners and collaborators of the Center, internationally, nationally, regionally, and within the State of Hawai‘i. These partnerships have provided new and exciting opportunities for faculty and staff to be part of international and national initiatives, and to bring valuable ideas and practice to the Pacific Basin and the State of Hawai‘i. Partnerships within the State of Hawai‘i, working collaboratively with units in the Departments of Education, Health, and Human Services, as well as with state disability planning advocacy groups, have yielded many opportunities for testing new ideas and strategies, as well as for improving services and supports for persons with disabilities.

While at times I miss being on the cutting edge with new ideas and university/community partners, I also am enjoying the freedom to experience other things in life. In closing, I would like to thank all of those people who made the Center on Disability Studies such a great place to work over the years. Also, I hope you enjoy reading this 2014-2015 Annual Report for the Center acknowledging the many accomplishments of those who work there.

Robert A. Stodden, Ph.D., Professor Emeritus
As Associate Director, I was appointed to an 18-month term as Director, January 1, 2015 to June 30, 2016, while the CDS continues its search for a new director. My goals during this time of transition have been to provide stability and to keep all eyes focused on the horizon as we navigate change by focusing on four areas:

1. Strengthen the CORE faculty and staff, those funded to support all CDS projects (i.e., instruction, Media/IT, administrative, fiscal);

2. Give faculty new ways to be productive and contribute in meaningful ways to the CDS;

3. Look for new and better ways to expand our mission and to serve communities within the College of Education, across the state, and internationally; and,

4. Place the CDS front and center as a model program for diversity in the AUCD network (15% of faculty, and graduate students are multilingual).

To fulfill these goals, the objective is to create a more diverse funding portfolio. Currently, extramural funding from federal grants accounts for 97% of our $14M portfolio (2014). However, with more competitive grants competitions, and fewer and smaller awards, we are hard pressed to sustain our 90 faculty and staff, and 35 projects. To promote a diversified portfolio, we have established four teams:

1. Evaluation: We have identified a niche market of agencies and providers needing external evaluation. Short term contracts provide opportunities for the community to work with the CDS, and wonderful training for junior faculty and students to be mentored and acquire evaluation skills. We have received contracts from the Hawai‘i Departments of Education and Human Services, and the Hawai‘i Housing Finance & Development Corporation (HHFDC). For more information, contact Dr. David Leake.

2. International: Issues of disability are at the forefront of countries across the Pacific and Asia—areas that do not have the policies and resources to adequately address these concerns. The CDS is well positioned geographically and theoretically to promote disability issues, policy, and best practice. Dr. Robert Stodden, Professor Emeritus serves as the CDS Ambassador of International Relations. The CDS hosted visiting faculty from Japan, and established a Memoranda of Understanding with the University of Kathmandu, Nepal (2015). In the wake of the devastating earthquakes that hit Nepal in Spring 2015,
the University of Kathmandu wants to start a disability center to better understand the impact of disabilities on Nepal and how best to serve its communities. For more information, contact Dr. JoAnn Yuen.

3. Instruction and Training: Following on the heels of Robert Stodden’s retirement, Dr. Norma Jean Stodden also retired. Her duties as Director of Training and Instruction have now transitioned to Dr. Megan Conway. The center piece of instruction and training is the CDS Interdisciplinary Certificate in Disability and Diversity Studies (DDS), a 15-credit, graduate level (master’s, doctoral, and post-doctoral) program. CDS also offers both graduate and undergraduate level Disability Studies courses that can be taken as electives. As these courses are offered on-line—synchronous (accessed at the same time) and asynchronous (accessed anytime)—they open training opportunities to students and teachers across time zones. For more information, contact Dr. Megan Conway.

4. STEM (Science, Technology, Engineering, and Math): The CDS is engaging departments across the University of Hawai‘i at Mānoa, Hawai‘i, and the Pacific to secure contracts to create more STEM education and employment opportunities for students with disabilities. Our programs target high school and postsecondary students. For more information, contact Dr. Kaveh Abhari.

While we are building these new initiatives, the CDS faculty continues to be productive. These are a few of our accomplishments:

• 110 grant and contract proposals submitted
• 38 awards received
• $14.5M received in 2014
• $8.7M received during the first 6 months of 2015

Some of the extramural awards received in 2015 are:

• Newborn Hearing Screening in the Marshall Islands and American Samoa
• Social Security Work Incentives Planning and Assistance Program (WIPA)
• Hawai‘i Positive Engagement Project (H-PEP) for Native Hawaiian early educators, young children, and families
• Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) program

The CDS also received a contract to collaborate with the State of Hawai‘i Division of Vocational
Rehabilitation (DVR) to manage the Comprehensive Service Center for People who are Deaf, Hard of Hearing or Deaf-Blind.

These are exciting times for the CDS. We are fortunate that Dr. Robert Stodden has provided us with deep theoretical roots, a vibrant team of core faculty who carry his intellectual DNA, and a network of partners committed to improving the lives of individuals with disabilities. We thank you for your continued support, encouragement, and commitment.

JoAnn W. L. Yuen, Ed.D.
Director
2014-2015 Highlights

May 2015

The 2015 Pacific Rim Conference on Disability and Diversity was a Success!

The 2015 Pacific Rim Conference on Disability and Diversity was held on May 18 & 19, 2015. The International Pacific Rim Conference (Pac Rim) on Disability & Diversity has been widely recognized over the past 30 years as one of the most “diverse gatherings” in the world. The event encourages and respects voices from “diverse” perspective across numerous areas, including: voices from persons representing all disability areas; experiences of family members and supporters across all disability areas; responsiveness to diverse cultural and language differences; evidence of researchers and academics studying disability; stories of persons providing powerful lessons; examples of program providers, natural supports and allies of persons with disabilities and; action plans to meet human and social needs in a globalized world.

March 2015

COE Center on Disability Studies Project Wins National Award

The TeenACE for Science project, led by the Center on Disability Studies (CDS) in the UH Manoa College of Education, was selected for an American Council on Rural Special Education (ACRES) award. The project was recognized for its services to persons with disabilities in inclusive environments on March 19, 2015 at the annual ACRES conference in New Orleans, Louisiana.

Under the leadership of CDS Assistant Professor Caryl Hitchcock, TeenAce for Science partners teachers and students across the state to develop and evaluate strategies for teaching science expository writing. Together, they work in a multimedia environment to
engage participants and improve outcomes. The project is supported by a Steppingstones grant.

“This award recognizes the good work that Dr. Hitchcock and her team at CDS have done in Hawai‘i schools,” said Assistant Professor Kavita Rao. “With research sites on Moloka‘i and O‘ahu, they have developed the project, conducted research on its efficacy, presented at various conferences, and published papers on this work over the past five years.”

Hitchcock, who has been with CDS since 2007, is also an associate graduate faculty member in the college’s Department of Special Education. Her research areas include education and literacy for children who are English Language Learners, at-risk, or have disabilities. “We are delighted to receive this award,” she said. “It belongs to all of the TeenACE for Science research team as well as the teachers and schools who participated in the project.”

**Former CDS Faculty Member Serves as Diversity and Inclusion Fellow with the Association of University Centers on Disabilities (AUCD)**

Steven E. Brown, PhD, is a Diversity and Inclusion Fellow with the Association of University Centers on Disabilities (AUCD). He joins other faculty members from around the country in creating a blueprint for cultural and linguistic competence within the nationwide AUCD network. The blueprint seeks to expand diversity in both the network and the developmental disabilities field to ensure that the network is well-positioned to address growth in diverse communities and the growing number of people with disabilities. This blueprint and fellowship is a one-year initiative funded by the Administration on Intellectual and Developmental Disabilities (AIDD).

Brown is the Co-Founder of the Institute on Disability Culture and retired Professor, Center on Disability Studies, University of Hawai‘i (currently Affiliate Faculty); he earned his PhD in 1981 in history at the University of Oklahoma. In the 1980s, Brown worked at and directed an independent living center in Oklahoma, organized numerous community advocacy coalitions, and represented regional Independent Living Centers in legislative education about the passage of the Americans with Disabilities Act. In 1990, Brown moved to California to become Training Director at the World Institute on Disability (WID). In 1993, leaving WID, Brown received the first federal funding to research disability culture, which resulted in the monograph, Investigating A Culture of Disability: Final Report. After relocating to New Mexico, with his wife Lillian Gonzales Brown, they cofounded the not-for-profit Institute on Disability Culture, in 1994.
Brown has published many articles about disability rights and is a national and international speaker. Books include Movie Stars and Sensuous Scars: Essays on the Journey from Disability Shame to Disability Pride and Surprised to be Standing: A Spiritual Journey. Brown relocated to the California Bay Area in summer 2014, where he continues to write, advocate, and teach. A Middle Grade biography, Ed Roberts: Wheelchair Genius, is planned for April 2015.

Brown continues to teach, via the University of Hawai‘i, an online course he created (and as far as he knows, is unique), called “Disability History and Culture: From Homer to Hip Hop,” as both a graduate and undergraduate course.

Brown blogs at http://www.instituteondisabilityculture.org/manifesto and is on Twitter @disculture.

**January 2015**

**CDS Celebrates the Career of Robert Stodden**

Dr. Robert Stodden is the founding Director of the Center on Disability Studies at the University of Hawai‘i at Manoa. He has been a Professor of Education for the past 35 years, working closely with the Hawai‘i Department of Education and other state departments and programs. He has also served as President of several professional associations in the fields of educational evaluation and research.

Dr. Stodden is the originator and has served as the convener of the International Pacific Rim Conference for the past 30 years, has been a keynote and invited speaker at numerous national and international conferences, and has consulted with several governments in other states as well as the Asia/Pacific Region. His work in the field is recognized internationally in a range of different journals and publications. He currently serves on numerous association and journal editorial boards and has maintained an active presence in the fields impacting children and youth who are struggling learners for more than thirty years.

Dr. Robert Stodden will transition to his new role as Professor Emeritus and will continue to contribute his expertise to the community.
December 2014

CDS Faculty Member Named 2015 AUCD Diversity and Inclusion Fellow

Naomi Rombaoa Tanaka was named 2015 AUCD Diversity and Inclusion Fellow. This one-year initiative is funded by the Administration on Intellectual and Developmental Disabilities (AIDD) to enhance diversity and cultural competence of faculty, staff and students; cultivate partnerships; respond to increasingly diverse communities across the country; and develop strategies for continuing efforts.

Naomi is a faculty member of the Center on Disability Studies at the University of Hawai‘i at Manoa, where she is the Co-Principal Investigator/Project Coordinator of the Hawai‘i Preschool Positive Engagement Project (HPPEP). HPPEP aims to grow the strengths of Native Hawaiian early educators, families, and preschool students. Naomi previously worked for the Student Equity Excellence and Diversity Program, starting up place-based after school programs for Native Hawaiian students. A former Special Education teacher, she has also worked with educators from the Commonwealth of the Northern Mariana Islands, the Republic of the Marshall Islands, the Federated States of Micronesia, and American Samoa. She is also a Facilitator for Ceeds of Peace on Oahu, Hawai‘i.

October 2014

Dr. Joann Yuen Appointed Director of the University of Hawai‘i Center on Disability Studies

Dr. JoAnn Yuen will begin her role as director on January 1, 2015. She has been with the Center on Disability Studies (CDS) the University of Hawai‘i since 1999 and has served as associate director since 2013. Yuen is the former chair of the COE Faculty Senate.

Dr. Robert Stodden will retire on December 31, 2014 after serving as director for more than 25 years. “We all owe Bob Stodden a debt of gratitude for the exceptional work he has done in building and maintaining CDS and its work throughout Hawai‘i, the Pacific region, nationally, and internationally,” Dean Donald B. Young said.
Funding Sources

- Federal Grants: $7,720,620
- State Grants: $773,096
- Contracts: $268,412
- Total: $8,762,128

Funding Success Rates 2015*

- Federal Grants: 8 out of 19 Proposals Funded (42%)
- State Contracts: 8 out of 10 Proposals Funded (80%)

* Includes non-competing continuations.
In 2015, CDS leveraged $16.37 from every dollar of extramural funding.

New and Continuing Projects

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<th>Continuing Projects</th>
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</table>

CDS Partners with Over 130 State, Local and International organizations

Dollars Leveraged

$16.37 | $1.00

CDS Collections

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Project TEAMS: Twice Exceptional Students Achieving & Matriculating in STEM

Project TEAMS is a 5-year research project funded by the U.S. Department of Education, Jacob K. Javits Gifted and Talented Students Education Program (Award #S206A140012). It is housed at the Center on Disability Studies at University of Hawai‘i at Manoa. TEAMS stands for Twice Exceptional students Achieving and Matriculating in STEM (Science, Technology, Engineering, and Mathematics). The purpose of the research is to identify twice exceptional students who have disabilities but also have potential in science and facilitate them to achieve better in science and enter into a college STEM program through an evidence-based TEAMS program.

Visit the Project Teams Website

Project Ho‘oku‘i

Project Ho‘oku‘i addresses the needs of at-risk children and youth; Native Hawaiian (NH) underemployment; and improving achievement and high school (HS) graduation rates. The goal of Project Ho‘oku‘i is to increase enrollment of NH students in postsecondary education or in postsecondary education certification (PSEC) programs leading to employment. The project will help NH HS students enroll in two dual enrollment programs (i.e., Running Start and Early Admission) and successfully accumulate college course credits during HS.

Ho‘oku‘i is a 3-year project funded by the U.S. Department of Education, Native Hawaiian Education Program.

Visit the Project Ho‘okui Website

Literacy through Digital Media

The goal of the Literacy through Digital Media project is improve students’ cultural identity (i.e., sense of self and place) and literacy (i.e., reading, writing, and technology) while integrating the DOE Kupuna Project into the new Reading Wonders program. The project provides intervention and support through: kupuna training, student training, and teacher training.
Literacy through Digital Media (LDM) is a 3-year project funded by the U.S. Department of Education, Native Hawaiian Education Program.

Learn more about the project

**Neʻepapa Ka Hana: Transforming STEM Education for Native Hawaiian Students (NKH)**

The goal of the Neʻepapa Ka Hana Project is to increase the engagement and achievement of middle school Native Hawaiian (NH) students with special needs (including those with disabilities) attending high poverty schools. This project seeks to improve student academic performance in math coursework, leading to improved persistence, successful transition to high school math courses, on-time graduation, and higher enrollment rate in STEM programs.

Neʻepapa Ka Hana (NKH) is a 3-year project funded by the U.S. Department of Education, Native Hawaiian Education Program.

Visit the NKH Website

**Helping Babies Hear – American Samoa**

Helping Babies Hear is a family-centered early intervention program for infants and toddlers birth through 3. We recognize and respect the fundamental role of the family in the lives of children with developmental delays and/or special health needs.

Learn more about the project

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<td>DOH-Developmental Disability Division Project</td>
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<td>Going Home Plus – Money Follows the Person</td>
<td>DHS, CMS</td>
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<td>Becky Ozaki</td>
<td>2015</td>
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<td>CMS- US Government Agencies</td>
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<td>David Leake</td>
<td>2015</td>
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<td>Denise Uehara</td>
<td>2015</td>
<td>Hawai‘i Noyce Teacher Scholarships NSF Evaluation</td>
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<td>Hawai‘i Paraprofessional Institute Training (PTI)</td>
<td>Health &amp; Human Svc, Dept-Sub Absu/mental Svc-Fed</td>
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<td>Identify and Follow: Ajiri in Ibwinini</td>
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<td>Speech Language Pathologist Contract</td>
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<td>JoAnn W.L. Yuen</td>
<td>2015</td>
<td>Learn the Signs, Act Early Ambassador</td>
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<td>AUCD Diversity &amp; Inclusion Fellowship</td>
<td>Administration On Intellectual And Developmental Disabilities (AIDD)</td>
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<td>Weol Soon Kim-Rupnow</td>
<td>2015</td>
<td>New Beginnings for ELL: Innovation through Technology for English Literacy and Academic Success</td>
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<td>Memorandum of Agreement: Benefits Planning</td>
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**Project Outcomes: 2014-2015**

**Project SPIRIT**

Project SPIRIT was funded by the US Department of Education, Native Hawaiian Education Programs. The project, led by Jean Johnson (Principle Investigator), ran from August 1, 2011 to July 31, 2014.

**Project Outcomes**

Project SPIRIT staff worked tirelessly to achieve another well-established best practice for early childhood education and prevention/intervention services – to work together with the entire community to develop a seamless and comprehensive continuity of services.

Project SPIRIT was able to sculpt the Responsive Teaching Curriculum (RTC) to match the values, beliefs, needs, and desires of our populations being served for optimal effectiveness and cultural sensitivity/sustainability.

The SPIRIT team participated in several state and local meetings regarding early childhood issues and helped to create a seamless, comprehensive continuity of services.

**Project SPIRIT Executive Summary Report 2015**

**Hawaiʻi Preschool Positive Engagement Project (HPPEP)**

HPPEP The HPPEP research team spent three and a half years implementing the Hawaiʻi Preschool Positive Engagement Project (HPPEP), which consists of a classroom component called modified Check In Check Out (CICO) and parent component First Step to Success (FSTS) homeBase Plus with preschool teachers/ aides, students and their families. Data show that this Focused behavioral intervention has been successful overall, as measured by increases from baseline to post program Academic Engaged Time observations and student behavior rating scales. Throughout the years, preliminary data have been disseminated through more than 30 peer reviewed conferences in Hawaiʻi and nationwide.
**Project Outcomes**

HPPEP staff worked with 166 Focus Students across 5 preschool sites.

- Students made significant improvements in their Academic Engagement Time, their expressive vocabulary, and their adaptive behavior.

- Teachers reported a significant decrease in students’ aggressive and maladaptive behaviors.

HPPEP served 166 parents in the classroom intervention and 262 parents in the homeBase+ intervention, with 79 parents participating in both home and classroom interventions. This is a total of 349 individual parents served.

HPPEP serviced 40 Teachers/ Aides across 5 sites with Check in Check out and PBIS support. An additional 28 Teachers/ Aides attended our professional development session but did not participate in the intervention, for a total of 68 Teacher/ Aide participants. Additionally, 1,200 individuals attended a professional development event held by our project, and some attended more than one session.

HPPEP Executive Summary Report
Center on Disability Studies
Personnel Education and Degrees

73% Masters, JD, or PhD

19 Bachelors Degrees
35 Masters Degrees
2 Juris Doctor Degrees
15 PhD / Doctor of Philosophy Degrees

* 71 Total Staff: Includes APT, Faculty and GAs
Faculty and Staff: 2014-2015

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<td>Deaf Blind Cross Cultural Collaborative (FL, Virgin Islands, PR, AL)</td>
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<td>Department of Economic and Social Affairs (DESA), United Nations</td>
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• Developmental Disabilities Division, Hawai‘i State Department of Health
• Division of Vocational Rehabilitation (DVR), State of Hawai‘i Department of Human Services
• Early Hearing Detection & Intervention- RMI
• Early Periodic Screening, Diagnosis and Treatment (EPSDT) Advisory Council
• Easter Seals Hawai‘i
• Employment Memorandum of Agreement Work Group
• Evidence-Based Services Committee (Child and Adolescent Mental Health)
• Family Court of the First Circuit
• Fetal Alcohol Spectrum Disorders Task Force
• Gallaudet University Regional Center of the Pacific
• Global ENT Outreach
• Griffin-Hammis Associates
• Hands & Voices
• Hawai‘i Association for Applied Behavior Analysis
• Hawai‘i Business Leadership Network (HIBLN), United States Business Leadership Network (USBLN)
• Hawai‘i Civil Rights Commission
• Hawai‘i Data Collection Council, Executive Office of Early Learning
• Hawai‘i Department of Education
• Hawai‘i Department of Health – 0-3 Program
• Hawai‘i Disability Rights Center
• Hawai‘i Early Intervention Coordinating Council
• Hawai‘i Education Research Association
• Hawai‘i Families As Allies
• Hawai‘i Island Oral Health Task Force

• Hawai‘i State Council on Developmental Disabilities
• Hawai‘i State Department of Education
• Hawaiian Community Assets
• Head Start State Collaborative
• Healthy Mothers, Healthy Babies
• Helen Keller National Center
• Helping Hands Hawai‘i
• Honolulu Community College
• Honolulu Interagency Transition Team
• Ho‘omau Keola
• Hui Kupaa Collective Impact Project
• Inclusion International
• Interdisciplinary Coordinating Council of the University of Hawaii
• International Council for Exceptional Children Policy Committee
• International Sociological Association
• Island Skills Gathering
• Job Accommodation Network
• Journal of Asia-Pacific Special Education Editorial Review Board
• Journal of Postsecondary Education and Disability Editorial Review Board
• Kapi‘olani Community College
• Kapi‘olani Community College ASL/English Interpreter Education Program
• Kapi‘olani Deaf Center
• Keiki O Ka Aina
• Keiki Tech 0-3
• Kohala Center/USDA
• Kohala Community Partners
• Kua O Ka La Public Charter School Board of
Directors
- Learning Disabilities Association of Hawai‘i
- Leeward Community College
- Legislative Committee
- Liaisons in Pacific Jurisdictions
- Lydon Baines Johnson Tropical Medical Center
- Maui College, University of Hawai‘i
- Micronesian’s United – Oahu and Hawai‘i
- Ministry of Education (RMI)
- National Association of Benefits and Work Incentive Specialists (NABWIS)
- National Center for Workers with Disabilities
- National Center on Deaf-Blindness
- National Disability Institute (NDI)
- National Down Syndrome Society
- National Oceanic and Atmospheric Association (NOAA)
- Native Hawaiian Faculty Council, College of Education
- Native Hawaiian Education Council
- Native Hawaiian Education Program, U.S. Department of Education
- Office of Disability Employment Policy, United States Department of Labor
- Oma’opio Aquaponics Farm
- Program Technical Assistance Team
- PTI/LDAH
- Reach out Pacific

- Republic of the Marshall Islands Ministry of Education
- Republic of the Marshall Islands Ministry of Health
- Research Advisory Board, University of Hawai‘i
- Research Council
- Responsive Caregivers of Hawai‘i Board of Directors
- Seagull Schools— Kapolei Pre Plus, Ko‘olina, Ocean Pointe
- Special Education Advisory Council, Hawai‘i Department of Health
- Special Education Department, College of Education, University of Hawai‘i Manoa
- Special Parent Information Network (SPIN)
- State Employment Leadership Network
- Teaching Exceptional Children
- The LEAD Center
- The United States Social Security Administration
- UNICEF
- Virginia Commonwealth National Training Center
- Waianae Early Education Center
- Windward Community College
- Workforce Development Division (WDD), Department of Labor and Industrial Relations
- WorldTeach (Deaf WorldTeach)