

CENTER ON DISABILITY STUDIES

Annual Report: 2010-2011



"The mission of the CDS is to promote diverse abilities across the lifespan through interdisciplinary training, research, and service."



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Activities, Products, Projects and Funding Years

Categories	Year 1: 2008-09	Year 2: 2009-10	Year 3: 2010-11	± % Change Y2-Y4
Activities	258	316	393	+24%
Products	53	107	173	+62%
Projects	50	66	62	-6%
Funding	\$22,039,775	\$22,651,435	\$19,314,609	-15%
Leveraged Funding - Core: Extramural	\$1: \$40.46	\$1: \$42.90	\$1: \$35.64	-17%

Funding by Source: 2010-2011

CDS Funding Source					
	Federal	State/Local	Foundation/Service	Other	TOTALS
Total Funds All Projects	\$14,836,739	\$3,283,274	\$63,000	\$1,131,596	\$19,314,609
% Of Total Funds	77%	17%	0%	6%	100%

*For every \$1 of ADD Core Funding, the UH-CDS Leveraged \$35.64 in Extramural Funding**



The UH-CDS mission is to "promote diverse abilities across the lifespan through interdisciplinary training, research, and service." The UH-CDS continues to be guided by the following areas of emphasis: Education and Early Intervention and Community Living and Health. Our many projects reflect areas of interest, which include: self-determination, capacity building, systems change, partnerships and collaborations, diversity, inclusion, empowerment, literacy, technology, and family supports. We continue to integrate Native Hawaiian values and ways of knowing into our projects and approaches, and our community collaborations are thriving with support from numerous Native Hawaiian Grants.

Strategically positioned in the Pacific Ocean, the UH-CDS is committed to building and supporting an international disability community. Our efforts are focused on the Far and Middle East and with strong U.S. and Hawai'i partners, our network with benefit from the infusion of even more diversity.

To support our mission, a strong working relationship continues in Hawai'i between the Developmental Disabilities Network and the Departments of Labor, Vocational Rehabilitation, and Education. Key administrators meet regularly to strategize and jointly plan for collaborative activities and grant efforts. The partnering departments are also collaborating on postsecondary transitions to education and employment. Hawai'i tri-agencies have advanced specific issues. The Hawai'i State Council on Developmental Disabilities is promoting the Olmstead Plan; Hawai'i Disability Rights Center (HDRC) is advocating for Making Decisions and the DD/MR waiver; and the UH-CDS is coordinating efforts in transition and autism.

In Year 3, 17 projects ended, which resulted in the decrease in the number of activities and an increase in product development. The UH-CDS generated \$19,314,609 in extramural funding. For every dollar of core funding the UH-CDS generated \$36 in extramural funding. During the first four months of Year 4, the CDS received about \$23.5 million in new awards and we are off to another productive year.

The CDS continues to diversify funding streams by expanding its reach through distance learning, entrepreneurship, and international marketing. We are committed to supporting systemic change in the Pacific to ensure all children receive early developmental screening, and the resources to live self-determined and healthy lives.

Mahalo,

Robert Stodden

Education

The UH-CDS Certificate in Interdisciplinary Disability and Diversity Studies (IDDS) continues to expand. Five courses have been developed for an undergraduate Disability Studies certificate program, which will begin Spring 2012.

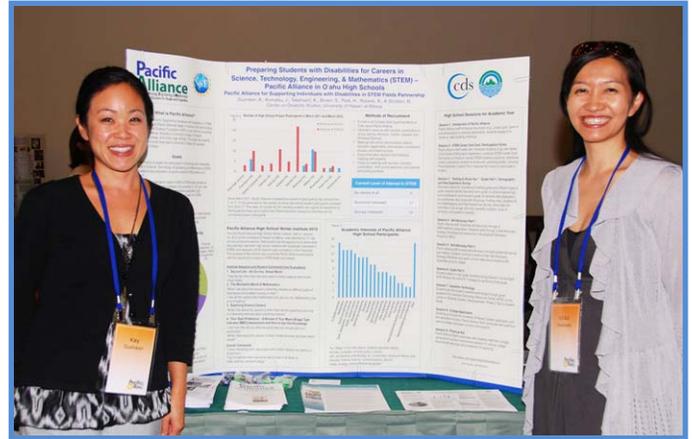
Postsecondary disability populations and faculty benefit from the UH-CDS collaborations.

The Pacific Alliance for Supporting Individuals with Disabilities in Science, Technology, Engineering, Math (STEM) Fields Partnership is working to increase the numbers of individuals with disabilities in STEM postsecondary education programs and ultimately the STEM workforce in Hawai'i.

The Dual Enrollment with Individualized Supports Model for Students with Intellectual Disabilities project is designed to demonstrate and replicate a sustainable, comprehensive transition model supporting eligible students with ID to participate within and complete a program of study, DEIS provides individualized supports and services for the academic and social inclusion of students with ID in academic courses, extracurricular activities, and other aspects of post secondary education.

The Innovative and Sustainable Teaching Methods and Strategies to Enhance Outcomes for Students with Disabilities in Postsecondary Education project provides professional development workshops for faculty. Workshops are held on all 10 campuses within the University of Hawai'i system. The workshops focus on technology, universal design for learning strategies, rights and responsibilities, and mentoring.

Students with Disabilities as Diverse Learners promotes positive changes for students in postsecondary educational environments through the planning, development, and delivery of an organized sequence of professional development activities. Project activities minimize gaps in faculty and staff members' knowledge, skills, and attitudes concerning students with disabilities. Practices expand evidence-based, practical strategies associated with universal design for learning, multiculturalism, and mentoring.



Research

CDS continues to produce culturally and linguistically responsive strategies that address student behavior, writing proficiency and alternative assessment.

Culturally Appropriate Response to Intervention (RTI) Strategies. RTI is a national initiative that integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. This project identifies RTI strategies that incorporate Native Hawaiian language, values, culture, and traditions at all levels of process (U.S. DoE/Native Hawaiian Education, 3-year).



Hawai'i Model Demonstration Project on Tiered Approaches to Improve the Writing Proficiency, Application, and Transfer Skills of 9th Grade Students: The tiered approach is a national initiative that integrates assessment and intervention within a multi-level support structure to maximize student achievement. (U.S. DoE, 1-year).

Hawai'i State Alternate Assessment: The purpose of this development and research project is to design and field test an alternative assessment instrument and process for students with significant cognitive disabilities, grades 3-8, in the areas of reading, math and science (Alternative Assessment Design, 3-year)

Additional Research Highlights: The UH-CDS received two National Science Foundation awards to increase the participation of individuals with disabilities in science, technology, engineering and math (STEM) fields:

- Pacific Alliance for Supporting Individuals with Disabilities in STEM Fields Partnership; and,
- A Cluster Randomized Study of The Impact of Heuristic Math Teaching vs. Intelligent Tutoring with Community College Students with Disabilities in Algebra I Classes and Continued Participation in More Advanced STEM Coursework.

The UH-CDS received a Department of Health and Human Services grant award to reduce pregnancy in Hawaii's teen population: Pono Choices Teenage Pregnancy Prevention and Sexually Transmitted Infections (STIs) Reduction (Cluster RCT).

Service

The ACT Early initiative allowed UH-CDS to identify and support young children with Autism. UH-CDS also provides training and advocacy for families who speak English as a second language and established a parent group for Japanese speaking families. As part of the ACT Early Initiative, Dr. JoAnn Yuen was selected to serve as Hawaii's ACT Early Ambassador, 2011-12. The Act Early Ambassadors project is designed to develop a network of state-level experts to improve early identification practices. As one of 20 Ambassadors nationwide, Dr. Yuen provides technical assistance and resources to ensure that Hawaii's infants and toddlers receive early screening for developmental disabilities and autism spectrum disorders.

Dissemination

The CDS Entrepreneurial Plan. The UH-CDS is implementing a marketing plan to diversify its funding base and pursue contracts. Two new contracts were secured:

A \$1.6 million contract with the Hawai'i Department of Health, Developmental Disabilities Division was secured. The contract will be used to facilitate strategic planning within the Division; collect NCIS and SIS data from over 500 individuals with DD, statewide; and provide training for Emergency Preparedness and Employment/Benefits Counseling.

Dr. Peter Dowrick secured funding from the World Bank to provide professional development to teachers in Liberia. Dowrick's ACE Reading strategies are being used to accelerate the teaching and learning of reading worldwide.

Two UH-CDS Projects promote self-determination through training and employment.

The Emergency Preparedness (EP) Project is receiving national buzz, and is on the FEMA radar. The EP Project is collaborating with the Department of Health (DOH), Disability and Communication Access Board (DCAB), DOH-All Hazards Preparedness Office, State of Hawai'i Civil Defense, Red Cross – Hawai'i Chapter and the City and County of Honolulu, Office of Emergency Management to provide certification for individuals with developmental disabilities so they can provide training and leadership in emergency management. The EP Project is increasing awareness and communication about the needs of individuals with a disability and the demands placed on agencies in an emergency.

The EP project continues to enhance its train the trainer model, and is working with partner agencies to develop Functional Assessment Service Teams (FAST) in Hawai'i. FAST teams provide expertise in disabilities and train first responders and shelter volunteers to distinguish between those who need assistance to maintain their independence and those who need medical attention in an emergency. This is the next step in emergency preparedness leadership for some of the self-advocate trainers, and a way in which agencies can achieve a greater level of preparedness to assist individuals with a disability in an emergency.

Hire Abilities Hawai'i is a work incentives-employment initiative funded as a Medicaid Infrastructure Grant. The goal of this project is to remove Medicaid system barriers, promote access to competitive employment, and advocate for employment without the loss of healthcare benefits. This is accomplished using outreach, education and incentives to promote the value of work to people with disabilities.

Acknowledgements

Dr. Jean Johnson, Associate Director, received the Antonia Brancia Maxon Award for excellence in Early Hearing Detection and Intervention (EHDI). The award was presented at the 2011 EHDI Conference in Atlanta. The Antonia Brancia Maxon Award honors an individual who has made noteworthy accomplishments in achieving excellence in EHDI programs nationally.

Hana Omar, a Graduate Student with the Students with Disabilities as Diverse Learners Project, received an award from the Saudi Forum recognizing outstanding Saudi students in the U.S. The Saudi Forum is a non-profit organization. Note: Ms. Omar left UH-CDS in January 2012 to return to Saudi Arabia to train as one of the first 15 women in her country to prepare for a diplomatic career. When her training is complete, Ms. Omar will be assigned to a major city to represent the Saudi government as an attaché.

Dr. Robert Stodden, Director, was selected to receive the 2011 "Senior Scholar" award by the Disabilities Studies in Education Special Interest Group (SIG) of the American Education Research Association (AERA). Dr. Stodden gave the keynote address at the Associations' annual meeting in May 2011.



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