Alliance for Inclusion Advancement-Hawai‘i (AIA-HI)
Toolkit

Center on Disability Studies
University of Hawai‘i at Mānoa
www.aia.hawaii.edu

Prepared by
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December 2008
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Introduction AIA-HI History and Overview

The Alliance for Inclusion Advancement-Hawai‘i (AIA-HI) began in October 2005 at the Center on Disability Studies (CDS), a research unit of the College of Education at the University of Hawai‘i at Manoa. CDS was a sub-grantee of UCLA’s Tarjan Center, part of a collaborative grant from the Corporation for National and Community Service. Other project collaborators were the University of Miami and the Points of Light Institute.

The purpose of the Alliance for Inclusion Advancement-Hawai‘i (AIA-HI) was: 1) to increase the capacity of individuals with disabilities, 14 and older, to participate in volunteer opportunities and 2) to be a catalyst to enhance the ability of service organizations to include volunteers with disabilities in their programs. Increasing these capacities enabled those with disabilities to be more actively engaged in their communities and enabled community organizations to avail themselves of the talents and resources those with disabilities provide.

AIA-HI acted as a conduit for volunteers with disabilities to engage in short-term (as brief as a few hours) and ongoing (from day a week to full-time) volunteer opportunities.

To facilitate our capacity-building mission, AIA-HI developed LINC (Local Inclusion Network Collaboratives, described in more detail on pages 11 and 12, and Section II) on the islands of O‘ahu, the Big Island of Hawai‘i and Maui. The LINC became the focal point of AIA-HI activities.
Knowing project funding concluded in September 2008, Core Group representatives (see p. 38) of all 3 LINCs met in August 2008 to discuss methods to sustain LINC projects after AIA-HI’s conclusion. Development of this *Toolkit* was suggested and recommended for approval at this meeting.

The goal of this *Toolkit* is to share helpful information with organizations and individuals interested in working with people with disabilities as volunteers in community service. The *Toolkit* shares Tools AIA-HI used in planning, implementing and managing LINCs, Match Making meetings (see p. 12 and Section III), and additional resource information.

Our hope is this *Toolkit* can serve as a guide for the Hawai‘i LINC as they continue their community endeavors, and for other programs and organizations interested in developing sustainable service inclusion activities, capacity building efforts towards disability inclusion, and in creating a welcoming environment for everyone.

Robert A. Stodden, Ph.D., Principal Investigator

Steven E. Brown, Ph.D., Director

Madeline L. Harcourt, M.A., Assistant Specialist
A Note about Dates, Times, and Names

Some materials in this *Toolkit* have dates or responsibilities assigned to specific individuals, timelines, or other types of categories pertinent to AIA-HI. We left this type of specificity in the *Toolkit* when we believed it was useful for the reader or necessary for understanding and using the particular Tool we want to share.

Where it made sense we have eliminated specific references to names, dates, timelines, and other categories.
A Note about Access

We have attempted to create as user-friendly a Toolkit as possible. To that end, we have double-spaced text and included lots of white space. Tools are intended to be easily removed from the Toolkit for practical use.

An electronic form of this Toolkit is available for download at:

www.aia.hawaii.edu
Acknowledgements:

This material is based upon the work of the Alliance for Inclusion Advancement supported by the Corporation for National & Community Service under Grant No. 05DSHCA00 through a subcontract with the Tarjan Center at the University of California Los Angeles. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of, or a position that is endorsed by, the Corporation or the Regents of the University of California.

We want to acknowledge all our colleagues in the overall Alliance for Inclusion Advancement for their feedback on the Tools included in this document. We particularly wish to acknowledge our gratitude to Olivia Raynor, AIA Principal Investigator, Karen Leventhal, Director, and Jean Sherman, Principal Investigator, University of Miami in developing the Climate Assessment instrument and other information in this Toolkit. Leventhal and Katharine Hawyard developed the LINC Evaluation Form on p. 32 used with their permission.
Section I:

Organizational Development
Developing a Project

When AIA-HI began we needed to find a way to communicate with our primary audiences: 1) organizations working with volunteers in general and 2) organizations working with individuals with disabilities.

We created Tool 1: “Frequently Asked Questions,” to publicize our goals and mission to the community. We quickly learned confusion existed about our goals. When we presented AIA-HI as a capacity-building project many people did not understand what we meant. We worked to explain the difference between building the capacity of others to work with volunteers with disabilities, and being a provider of direct volunteer services ourselves. To try to clarify the distinction and to be as specific as we could imagine about our responsibilities and that of those we worked with we developed Tool 2: “How Can the Alliance for Inclusion Advancement Project Benefit You?”

Tools 1 and 2 seemed to work and as AIA-HI evolved and connected with many organizations we realized a need to record all the good work everyone accomplished. We also wanted to view at a glance where AIA-HI fit in relation to specific project objectives for each year of the project and for the entire three years. That led to the development of Tool 3: “Goals Chart.”

These 3 Tools are the ones most directly related to our organizational development (getting the word out about our project and its benefits) and maintenance (record-keeping). Tool 1: “Frequently Asked Questions, starting on the following page, represents an evolution of the information we provided as the project evolved.
WHAT ARE THE GOALS OF THE ALLIANCE FOR INCLUSION ADVANCEMENT-HAWAII PROJECT?

The overall goals of the Alliance for Inclusion Advancement-Hawai‘i (AIA-HI), established in October 2005, are to increase the capacity of individuals with disabilities to participate in volunteer opportunities and to act as a catalyst in enhancing the ability of service organizations to include volunteers with disabilities in their programs. Increasing the capacities will enable those with disabilities to be more actively engaged in their communities and enable community organizations to avail themselves of the talents and resources those with disabilities provide.

AIA-HI will act as a conduit for youth with disabilities 14 and older, and adults with disabilities including veterans, to engage in short-term (as brief as a few hours) and ongoing (from day a week to full-time) volunteer opportunities.

WHAT IS A LINC?

A Local Inclusion Network Collaborative (LINC) consists of a large group of people interested in increasing the number of volunteers with disabilities in the community. The LINC is comprised of service providers, volunteer agencies, disability organizations, community volunteers and others interested in the AIA-HI project.

What are the benefits of being involved in a LINC?

You can keep in touch with LINC members through an online listserv.
You will have an opportunity to network with a variety of organizations to match volunteers with disabilities with available opportunities.

When you host a LINC meeting, you will have an opportunity to showcase your organization, give a tour of your facility and plan the agenda.

**What are the responsibilities of LINC membership?**

- We encourage you to attend three LINC meetings per year.
- We ask that you host a LINC meeting at your organization site if at all possible. You will be responsible for providing the meeting space, arrange for parking for attendees and coordinate refreshments. The AIA-HI staff will meet with you briefly to plan the agenda.
- Please keep us posted on how we can help you make your organization more accessible to volunteers with disabilities.

**Does it cost anything to join?**

No, there is no cost to join a LINC.

**WHAT IS A MATCH MAKING MEETING?**

A Match Making meeting is a small meeting consisting of one to four organizations interested in working together. The meeting is usually hosted by an organization seeking volunteers. At this meeting, organizations involved in the match discuss ways in which they can work effectively together to match volunteers with disabilities with volunteer opportunities available. A Match Making speed event can involve several organizations in the match. For more detailed information, please refer to the Match Making materials located at our website at [www.aia.hawaii.edu](http://www.aia.hawaii.edu).
WILL THE ALLIANCE FOR INCLUSION ADVANCEMENT-HAWAII PROJECT PROVIDE ME WITH VOLUNTEERS?

The Alliance for Inclusion-Advancement-Hawai‘i project is a capacity building grant rather than a direct service grant. Therefore, we do not screen, interview, place or supervise volunteers. We can provide the following services to your organization:

- We can publicize volunteer opportunities for individuals with disabilities for your projects.
- We can help with flyer development as well as post your flyer on our website.
- We can write a public service announcement (PSA) for publication in the local newspapers to assist in volunteer recruitment.

You will have a unique opportunity to network with various organizations that can provide you with volunteers or help you place volunteers through participation in the Local Inclusion Network Collaborative (LINC).

You can also host Match Making meetings whenever necessary to find volunteers for your organization.

HOW WILL I KNOW WHETHER MY ORGANIZATION IS ACCESSIBLE AND READY TO WORK WITH VOLUNTEERS WITH DISABILITIES?

We can help you discover your organization’s overall attitude regarding volunteers with disabilities and provide interventions for improvement through the following:

- Provide information on using respectful first person language or offer common tips on disability etiquette.
- Direct you to resources for a site visit to assess your building for physical access.
- Suggest various assistive technology resources for people with disabilities.
• Provide resources for speakers to conduct trainings on needed disability topics such as the Americans with Disabilities Act, the prevalence of disability, various disabilities and assistive technology.

For more information on the AIA-HI project visit us at our website at www.aia.hawaii.edu or contact:

Madeline Harcourt, M.A., Assistant Specialist
Alliance for Inclusion Advancement-Hawai‘i
Center on Disability Studies
University of Hawai‘i at Manoa
Telephone: 956-0947
Email: Harcourt@hawaii.edu
### Tool 2: Alliance for Inclusion Advancement
Center on Disability Studies, University of Hawai‘i
How Can the Alliance for Inclusion Advancement Project Benefit You?

<table>
<thead>
<tr>
<th>What we do!</th>
<th>What we do not do!</th>
<th>What you can do for us!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We can improve Accessibility for volunteers with disabilities at your organization:</strong></td>
<td>• <strong>Direct Service</strong> - We do not offer direct services.</td>
<td>• You can place individuals with disabilities at your organization.</td>
</tr>
<tr>
<td>▪ <strong>Attitudinal Change</strong> – We can provide information on using respectful people first language or offer common tips on disability etiquette. We can help you discover your organization’s overall attitude regarding volunteers with disabilities and provide interventions for improvement.</td>
<td>▪ <strong>Involvement with potential volunteers</strong> - We do not directly recruit volunteers.</td>
<td>• You can let us know how you are doing, i.e., what networking contacts you have made or how many volunteers you have placed.</td>
</tr>
<tr>
<td>▪ <strong>Physical Access</strong> – we can direct you to resources for a site visit to assess your building for physical access.</td>
<td>▪ <strong>We do not screen, interview, place or supervise volunteers.</strong></td>
<td>• You can continue to attend LINC meetings and/or match-making meetings as appropriate.</td>
</tr>
<tr>
<td>▪ <strong>Assistive Technology</strong> – we can suggest various assistive technology resources for people with disabilities such as Write-Out Loud or Dragon Naturally Speaking.</td>
<td></td>
<td>• You can promote our project at your web site or publicize through your newsletters and other public venues.</td>
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<tr>
<td>▪ <strong>Web site Access</strong> – We can refer you to people who can determine if your website is accessible to people with various disabilities including visually impaired, learning disabilities and limited motor control.</td>
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<tr>
<td>▪ <strong>Assistance with placing volunteers</strong> - We can provide an example of a job description and a list of legal questions you can and cannot ask a potential volunteer with a disability.</td>
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<tr>
<td>▪ <strong>Information and Referral</strong> – We can provide referrals to a variety of resources.</td>
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<td><strong>We can provide public relations support.</strong></td>
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<tr>
<td>▪ <strong>Publicize and recruit</strong> - We can publicize and recruit for volunteers with disabilities for your projects. We can help with flyer development as well as post on our website.</td>
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<tr>
<td>What we do!</td>
<td>What we do not do!</td>
<td>What you can do for us!</td>
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**Trainings on Disability Issues:**

- **Trainings:** We can provide resources for speakers to conduct trainings on needed disability topics such as the Americans with Disabilities Act, the prevalence and history of disability, various disabilities and assistive technology.

**Local Inclusion Network Collaboratives and Match Making meetings**

- **Host and facilitate** - We can host and facilitate Local Inclusion Network Collaboratives (LINC) and match making meetings. A Match Making meeting might be between an agency looking for volunteers and an agency interested in placing volunteers.
### Tool 3:

**Goals Chart**

<table>
<thead>
<tr>
<th>3 Year Goals</th>
<th>Achieved</th>
<th>Remaining</th>
<th>Hours Worked</th>
<th>Direct</th>
<th>Indirect</th>
<th>Unique Hits</th>
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<td>Unique Volunteers with Disabilities</td>
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<td>Volunteers without Disabilities</td>
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<td>All Volunteers</td>
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<td>Establish 3 LINCs</td>
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<td>LINC Meetings</td>
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<td>O’ahu LINC</td>
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<td>B.I. LINC</td>
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<td>Maui LINC</td>
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<td>Match-Making Meetings</td>
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<td>Improve accessibility of Service Programs</td>
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<td>Days of Service</td>
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<td>Web Site</td>
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Section II:

LINCs (Local Inclusion Network Collaboratives)
Developing, Evaluating and Sustaining the LINCs

The UCLA Tarjan Center pioneered LINCs prior to receipt of the Alliance for Inclusion Advancement grant. Implementing 3 LINCs was a target goal of AIA-HI. We decided to develop LINCs on three islands and they became O’ahu, the Big Island of Hawai‘i and Maui. Each LINC developed differently, reflecting the culture and needs of their island communities.

When we first discussed developing LINCs, the question we were most often asked was “what is a LINC?” We wrote a definition to distribute, which evolved over the project period into the “What is a LINC” description on page 21. We then developed a series of tools to facilitate LINC meetings, including Tool 4: “Host a LINC Meeting Flyer, Tools 5 and 6: “Hosting a LINC Meeting Check List,” and “Pot Luck Check List,” and Tools 7 and 8: “Sample Agendas” and “Flyer”.

Tool 9: “Sign-in Sheet” is a transitional link between development and evaluation. Knowing who does (and does not) attend meetings is important as the LINCs work on development. Reporting to funding sponsors is also a necessary aspect of each project and the “Sign-in Sheet” is one tool to accomplish that objective. Tool 10: “Evaluation Form” reflects on both the activities of a just-completed LINC meeting and what may be needed for future LINC activities and meetings. Tool 11: “Seven Steps to a Successful LINC Meeting Lessons from LINC Coordinators” summarizes lessons learned in facilitating LINC meetings.
Finally, it was always the goal of AIA-HI for the LINC\textsubscript{s} to be self-sustaining at the end of the three-year project period. To that end, we created a small “core group” within each LINC to focus on sustainability. It was the combination of all three LINC Core Groups that met in August 2008. \textit{Tool 12: Core Group Flyer} is both a recruiting tool and an explanation of the intent for the Core Group.
WHAT IS A LINC?

A group of organizations collaborating to devise a plan for integrating volunteers with disabilities into a wide spectrum of volunteer community activities.

Many people with disabilities offer a wealth of resources that may increase the quality of your organization.

The benefit for individuals with disabilities is being involved in organizations that may increase their community involvement.

The benefit for everyone is integrating and utilizing the wealth of community resources we all bring to one another.
Tool 4:

Host a LINC Meeting Flyer
Shine the light on your organization!

Host a LINC meeting

Here’s what you get: Hosting a Local Inclusion Network Collaborative (LINC) meeting gives you an opportunity to showcase your organization while networking with other service and disability organizations. You will have an opportunity to contribute to the agenda, speak about your organization and give a brief tour of your facility. LINC meetings are generally held three times a year—in the winter, spring and fall.

Here’s what we ask: We ask that you provide meeting space, arrange for parking for attendees and coordinate refreshments. We would like you to meet briefly with the Alliance for Inclusion Advancement-Hawai‘i staff to plan the agenda and see how we can assist you.

For more information contact:

**Oahu**
Madeline L. Harcourt, M.A.
Assistant Specialist
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Advancement-Hawai‘i
Center on Disability Studies
808-956-0947
Harcourt@hawaii.edu

**Hilo**
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Project Director
Alliance for Inclusion
Advancement-Hawai‘i
Center on Disability Studies
808-956-0996
sebrown@hawaii.edu
Tool 5:

LINC Meeting Preparation Check List

Listed below are some items to bring and things to keep in mind in planning LINC meetings. Depending on the needs of your particular LINC meeting, other items/activities may be needed as well.

Agenda planning:

- Work with LINC host to plan agenda
- Send agenda to LINC members two weeks ahead of time and ask for feedback
- Remind LINC members of agenda and request feedback one week prior to meeting.
- Develop a method to check on Accommodations needed (for example, Braille, large print, assistance at meeting, other)
- Send final agenda day before meeting

Check Building Accessibility:

- Building (A ramp available for easy access to the meeting room)
- Rest rooms (At least one disability stall)
- Parking (Disability parking stalls available)

How will Lunch be provided, if its part of the meeting time?

- Funded by host
- Pot Luck lunch sign up sheet
- Other (specify)

Room set up and possible equipment needed:

- Discuss room set-up
- Tables needed (Reception/food/handouts)
- Lap top & large screen
- CD player
- TV or monitor
- White board & markers
- Other (specify)
Assigned Tasks:

- Photographer
- Pot Luck Coordinator (See Tool 6, Pot Luck Check List)
- Information Technology Assistant

Make Your Own Packet inserts:

- What is a LINC?
- Agenda
- Attendance sheet
- Introduction exercise
- Name tags
- Informational sheets, such as:
  - Match Making Meeting materials
  - Flyers: (Host a LINC meeting and Core Group flyer)
  - AIA-HI Benefit sheet
- FAQs sheet
- Rosters
- Evaluation sheet

Bring the following items to the meeting if needed:

- Camera
- CD player and CD
- Lei for host and/or speaker(s)
**Tool 6:**

**Pot Luck Check List**

Please provide information in the cells below and send via e-mail to
Name........., E-mail address: .......

**We appreciate your contribution very much. Thank you!**

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization</th>
<th>Type of Potluck</th>
<th>Amount of Food</th>
</tr>
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<tbody>
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Please arrive at the LINC meeting with your contributions

on May 1, 2007, by **8:45 am**, 
at Windward Community College,  
the Hale Akoakoa Building, Rooms 101 & 102

so that the hosts may set up your potluck contribution.

We respectfully request that in light of the theme, “going green,” and of commonly “hidden” conditions such as hypertension or diabetes, your potluck contributions reflect an awareness of low sodium and low sugar content.

We do appreciate your consideration and kindness very, very, very much.

*Mahalo nui loa!*
Tools 7-8

Sample Agendas and Flyer

The first agenda on p. 28, is from the first LINC meeting, held on O’ahu in March 2006. Invitations were distributed via email, mail, and word-of-mouth contacts. Sixty-five people attended the meeting, a larger number than we anticipated. It helped that Aloha United Way hosted the meeting at their offices. The flyer on p. 29 and the agenda on p. 30, were both for the final Maui LINC meeting conducted by AIA-HI in March 2008. They show different styles of agendas and how the content of the meetings evolved.

The agendas are followed on p. 31 with a Sample Sign-in Sheet and, starting on p. 32, with a Sample Evaluation Form. Although we are classifying these forms as samples they are the actual forms used at meetings.
Hawai‘i Local Inclusion Network Collaborative
Alliance for Inclusion Advancement
Center on Disability Studies, University of Hawai‘i at Manoa
Aloha United Way
March 10, 2006

Agenda

1:00 – 1:30   Welcome and Introductions

1:30 – 2:00   Alliance for Inclusion Advancement-Hawai‘i

    Why are we meeting? What is an Alliance? What is a LINC?
    Goals and Objectives of the grant
    How will you benefit by becoming involved in the project?

2:00 – 2:15 – Nalini Blumer-Buell, Volunteer

2:15– 2:45    Volunteer Opportunities:

    • Ability House
    • Office of Elections (Help America Vote Act)

2:45 – 3:25   - Visioning Exercise

3:25-3:30 – Future Actions: Where do we go from here?
            Evaluation
Join us for the next Maui LINC Meeting
March 18, 2007
Cameron Center Auditorium
95 Mahalani Street, Wailuku
Noon to 3 p.m.

March 18, 2008 Agenda:
Brown Bag Lunch and Talk Story: Noon to 12:30
Cameron Center Resident Agencies Discussing Volunteer Needs: 12:30-1:15
LINC meeting: 1:30-3:00
Maui Local Inclusion Network Collaborative (LINC)
Alliance for Inclusion Advancement—Hawai‘i
Center on Disability Studies, University of Hawai‘i at Manoa
Cameron Center Conference Auditorium
Wailuku
March 18, 2008
12:00 noon -3:00 p.m.

Agenda

Brown Bag Lunch and Talk Story: Noon to 12:30

Cameron Center Resident Agencies Discussing Volunteer Needs: 12:30-1:15

Agencies who responded to survey & wanted volunteers:

Med Kali Kamili Infant/Toddler Center
American Heart Association
American Lung Association of Hawai‘i
Mental Health Association in Hawai‘i

LINC meeting: 1:30-3:00

Welcome: Steve Brown: 1:30-1:35

Lokelani ‘Ohana Farm and weaving projects:
Christina Chang, Vice President-Lokelani ‘Ohana: 1:35-1:55

Responding to previous requests and showing what volunteers with disabilities are capable of doing:
Steve Brown: Sharing Ability House DVD: 1:55-2:10

Moving Forward: Everyone: 2:10-2:45

Evaluations: 2:45-3:00—Steve Brown
### Tool 9:

**Big Island LINC**

Oct. 12, 2007

**SIGN-IN SHEET**

<table>
<thead>
<tr>
<th>No</th>
<th>Name (Last/First)</th>
<th>Organization</th>
<th>Email</th>
<th>Phone (808)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
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</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Tool 10:**

**LINC EVALUATION FORM**

Name: __________________________ Organization: __________________________

Date: ______________

From this meeting:

Low		High

1. How would you rate your knowledge about these topics **before** this meeting?

   1  2  3  4  5

2. How would you rate your knowledge about these topics **after** this meeting?

   1  2  3  4  5

3. How likely is it that you will **actively use** what you learned? Circle your response.

   Not very likely........... 1
   Not likely................. 2
   Not sure.................. 3
   Likely.................... 4
   Very likely............. 5

4. Which of the following best reflects your level of satisfaction with this meeting? Circle your response

   Highly satisfied........ 1
   Satisfied............... 2
   Satisfied somewhat... 3
   Not at all satisfied.... 4

The next few questions ask you about activities you have been involved in between your organization and other organization(s). Circle yes or no for each question.

5. Between your last LINC meeting and this LINC meeting, I have made my site/program more accessible to people with disabilities by: Please list other organization(s)

   ________________________________________________________________

   Yes  No

   Providing staff training on disability issues........................................... 1  2
   Improving physical accessibility (adding a ramp, signage).................... 1  2
Making materials inclusive of people with disabilities (i.e. welcome statement)….. 1 2

Providing accommodations (i.e. large print, sign language interpreter)............. 1 2
Other........................................................................................................ 1 2

Please describe: _______________________________________________________

6. Between your last LINC meeting and today's LINC meeting, I have worked with other LINC members to:

Send information about volunteer opportunities....................................... 1 2
Place people with disabilities as volunteers................................................. 1 2
Refer individuals with disabilities to volunteer sites...................................... 1 2
Other........................................................................................................ 1 2

Please describe: _______________________________________________________

7. Between your last LINC meeting and today's LINC meeting, how many individuals with disabilities have you placed in a volunteer setting? If none, please mark with a zero.

________________

8. Between your last LINC meeting and today's LINC meeting, how many individuals with disabilities have you referred to volunteer positions? If none, please mark with a zero.

________________

Please indicate to what level you agree with the following statements by circling the appropriate number.

<table>
<thead>
<tr>
<th>Since joining LINC:</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. I increased my knowledge about volunteerism and volunteer opportunities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>10. I increased my knowledge of how to include potential volunteers with disabilities in my program.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>11. I have been successful in using the networking opportunities to coordinate volunteer placements.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>
12. Which of the following best describes your organization? Circle one.

   Organization with educational mission (school, college or university--
       not specifically associated with disability inclusion or volunteerism)........... 1
   Organization serving or advocating with persons with disabilities................... 2
   Organization looking for volunteers.......................................................... 3
   Organization looking for service members/National service program............... 4
   Other......................................................................................................... 5

   Please describe: ____________________________________________________________

13. How many LINC meetings have you been to?

   __________________________

   What suggestions do you have for future topics and speakers?
Tool 11:

Seven Steps to a Successful LINC meeting

Lessons from LINC Coordinators

1. **Plan Ahead** – It is recommended that the LINC coordinator(s) send an email message to LINC members asking who would like to host the next meeting. The LINC coordinator sends an email asking for someone to host an upcoming LINC meeting about eight (8) weeks prior to the date the LINC coordinator foresees for the next meeting.

Once the LINC coordinator and host decide when and where to hold the meeting, email a Save the Date notice six (6) weeks prior to the meeting to all LINC members. Ask for an RSVP date of at least three (3) weeks prior to the LINC meeting date so you can send a follow-up reminder. Send email reminders weekly during the month before the meeting. Include a draft agenda and request comments and feedback. Be sure to ask about accommodations, such as such as Braille, large print, assistance at the meeting or a special meal required, at these meetings three (3) weeks ahead of time, so participants who need assistance will receive it in time for the meeting. Send a final agenda with an email notice during the last week prior to the LINC meeting.

2. **Some things to consider when planning LINC meetings** - Be mindful of the date and time of meeting. Choose times and meeting lengths that work best for your particular LINC. Some meetings last all day; some a couple of hours, depending on the agenda and the people who make up specific LINC. It is best to meet on a Tuesday, Wednesday or Thursday. Avoid Monday and Friday meetings. Also, consider the distance of the meeting place. The further away the meeting is held from most of the LINC members, the less likely members will take the time to attend. Alternatives to consider where people are dispersed over large geographic areas include videoconferencing; email chats; and conference calls.
3. **Meet with the Host** – Meet with the host to plan the agenda, discuss parking availability and eating plans, including preparation for a pot luck, if that’s how a particular LINC prepares for its meetings. Keep the meeting brief and to the point. Tour the facility to make certain the meeting place is physically accessible including the rest room facilities. Ask the host whether they would like to present or give a tour of their organization. Discuss what equipment or supplies might be needed such as a laptop computer, screen or white board.

4. **Mix it Up!**  Keep the meeting FUN, educational and active by using mixed media such as a video, a guest speaker, an art activity or tour. Variety will help keep the members interested and willing to take the time to attend. Provide time for networking and socializing.

5. **Meeting Reminders** – Develop continuity from one meeting to the next. For example, if you presented on physical disabilities at the last meeting, follow it up with a presentation on hidden disabilities. You may also want to base your agenda for the next LINC meeting on the questions and concerns the LINC members came up with at the meeting or later. Be sure to acknowledge the host publicly for their efforts.

6. **Thank you, Thank you follow-up** – Be sure to send a thank you note to the host for their efforts and support. It is recommended you send an email message to the rest of the LINC members acknowledging a great host and LINC meeting outcome.

7. **Provide Synopsis of the Meeting** – For those unable to attend provide a summary of the meeting. This serves two purposes: 1) having a record for those involved and 2) Keeping LINC members unable to attend the meeting in the loop.
Tool 12:

Core Group Flyer
Calling all members of the Oahu LINC (Local Inclusion Network Collaborative)!

Join the Core group!

Join your colleagues in making a commitment to the continuity and the sustainability of the Alliance for Inclusion Advancement-Hawaii project!

We are looking for members who can commit to the following three objectives:
1. Make a commitment to attend three Oahu LINC meetings a year.
2. Send a representative if unable to attend the meeting(s).
3. Assist in the sustainability of the project by continuing the LINC meetings after the project has ended in October 2008.

Interested? For more information, contact: Madeline Harcourt, M.A., Assistant Specialist and Oahu LINC Coordinator, Alliance for Inclusion Advancement-Hawaii, Center on Disability Studies, University of Hawaii at Manoa, College of Education, Office telephone: 956-0947.
Section III:

Match Making Meetings
Introduction to Match Making Meeting information

The following pages provide in-depth information on Match Making Meetings. We wanted to provide you with the tools necessary to carrying out a successful match. Tool 13 gives a Match Making meeting definition, Tool 14 lists the responsibilities of the parties involved in a match and Tool 15 offers tips for a successful meeting.

We also created these handouts for you to be able to distinguish the difference between Match Making meetings and LINC meetings. We hope this information will be useful to you as you work towards inclusion of volunteers with disabilities.
**Tool 13:**

**Alliance for Inclusion Advancement**

**Match Making Meetings**

**What is a Match Making Meeting?**

A Match Making meeting is a face-to-face introduction between organizations seeking volunteers with disabilities and organizations referring volunteers with disabilities for placement in the community. The main purpose of the meeting is to determine ways in which two or more organizations can work effectively together to increase the number of volunteers with disabilities in the community. Usually, one organization will host the event and one or more organizations will attend the meeting. The agenda is planned cooperatively to best serve all parties in the match.

The Alliance for Inclusion Advancement (AIA) staff will facilitate the first Match Making meeting. We will provide assistance to participating agencies in working towards a successful match. Attached is more detailed information regarding the responsibilities of the parties involved and the assistance provided by the AIA project. If you are interested in hosting or being involved in a Match Making meeting on Oahu, or would like more information please contact:

Madeline Harcourt, M.A.
Assistant Specialist
Alliance for Inclusion Advancement-Hawai‘i
Center on Disability Studies
University of Hawai‘i at Manoa
Telephone: 956-0947
Email: Harcourt@hawaii.edu
# Tool 14:

## Alliance for Inclusion Advancement-Hawai‘i

**Match Making Meetings**

<table>
<thead>
<tr>
<th>Responsibilities of the Alliance for Inclusion Advancement-Hawai‘i project</th>
<th>Responsibilities of the host organization. (Agencies seeking or referring volunteers can act as the host.)</th>
<th>Responsibilities of participating organization(s)</th>
</tr>
</thead>
</table>
| • Help facilitate a meeting between host organizations and participating organizations. | • Meet with AIA staff to plan match making meeting  
• Schedule date, time and place of meeting | • Participate in the agenda planning and attend match making meeting |
| • Work with parties to plan an agenda | • Send out invitations  
• Arrange for parking for attendees  
• Provide light refreshments if possible | • Provide information on the application process and the time line of placement. |
| • Provide disability related information as needed and information and referral assistance | • Conduct meeting | • Screen volunteers referred to host agency. |
| • Facilitate initial match making meeting. Attend subsequent ones if requested. | • Provide clear job descriptions for volunteer positions  
• Provide information on the application process and timeline of placement. | • Provide accommodations for volunteers such as transportation to work site or bus pass if possible |
| • Provide sample job descriptions, information on providing accommodations and related information involved in placement | • Provide reasonable accommodations for volunteers | • Address problems or challenges associated with volunteer placements |
| • Locate trainers in the community to provide disability-related information as needed. | • Attend mini-trainings on working with volunteers with disabilities if needed  
• Report problems or | • Complete evaluations for AIA project |
<table>
<thead>
<tr>
<th>Follow-up with organizations involved to evaluate the success of the match.</th>
<th>challenges of the volunteer placement to referring agency.</th>
<th>May 31, 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide on-the-job orientation and/or training for volunteers with disabilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervise volunteers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide statistics on how many volunteers placed and how many hours served</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete evaluations for AIA project</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Tool 15:**

**Alliance for Inclusion Advancement-Hawai‘i**

**Seven Match Making Meeting Tips**

**Plan Ahead** – Plan the Match Making meeting at least three weeks in advance. Generally, staff members need advance notice in order to participate.

**Be Clear** – Be clear about what you want. For example, state how many volunteers you need and provide job descriptions for these positions. This information would include who would provide volunteer management. Provide specifics such as where the volunteers will work and whether the volunteer work is episodic, group work or other. Include incentives you might be able to offer volunteers such as a stipend or free admission to an event.

**Make their time worthwhile** – Invite the organizations to plan the agenda ahead of time so that all parties involved are included. (Please refer to Match Making responsibilities.) It’s a great time to find out what you need to bring to the meeting to address the ideas, concerns and questions of attendees.

**Time management** – Make good use of your time available. If you invite more than one organization to the Match Making meeting you will have more opportunity for more volunteers. You might not want to invite more than three to four organizations that provide volunteers to keep the meeting simple to avoid confusion.
Send them away with something – Provide something of value to each organization. For example, each organization should know by the end of the meeting whether a match is a possibility and the meeting has been worth their time and energy. You may want to recap at the end of the meeting to clarify what each organization will do. For example, the Veterans Administration agrees to refer 30 screened volunteers for placement in September and November to work at the election polls.

Show Appreciation – If at all possible, provide light refreshments at your meeting. Send thank you notes to show appreciation. It is also a great way to keep in touch.

Keep in touch – Schedule follow-up meetings as needed to clarify any loose ends that have not yet been clarified. Keep in touch with organizations via telephone and email messages. Keep in touch with the AIA-HI staff and let us know how the match is coming along. The AIA staff would like to know how many volunteers were placed and how many hours served.

June 1, 2006
Section IV:

Training Tools:
Three Training Tools for LINC meetings

The following pages highlight three training tools that can be used to educate members at LINC meetings. 1) Tool 16: What’s your AIA-HI IQ? Jeopardy Game, 2) Tool 17: Comfort Zone Road Map to Inclusion and the 3) Tool 18: Color My Rainbow to Inclusion were created to assist LINC members in learning about the project and disability inclusion. Specifically, the tools help members learn about disability issues in easy, creative and fun ways.

The Jeopardy game, in particular, introduces members to the AIA-HI project and familiarizes them with the components of the project such as Match Making meetings. Here’s how it works. The Jeopardy game is most effective when given in the form of a Power Point presentation. It is recommended that members be divided into two teams. Team members are asked to answer in the form of a question much like the popular TV program, Jeopardy. Team members can shout out the answer, confer with their teammates or look up the information through the AIA-HI materials provided. This activity helps with social interaction and makes learning fun. It sets the groundwork for future trainings and activities by ascertaining all the members are informed at the same level before moving forward.

The Comfort Zone Road Map to Inclusion art activity is a creative way to determine where each LINC member is headed on the road to inclusion. It can be used as a pre/post test to determine what they have learned from one meeting to the next. For example, LINC members create a road map using stickers, crayons, markers, construction paper, magazine cut-outs and other artistic tools (see map example) and then compare their progress by creating a second map at a later date that determines how they have
progressed from Level 1 to Level 3. The road map can also be used as a group activity when appropriate.

Upon completing the *Comfort Zone Map to Inclusion* members can advance to the *Color My Rainbow to Inclusion* activity which provides a more in-depth analysis of disability inclusion. Members are asked to explain the rainbow color schemes to the rest of the group. The rainbow exercise can also be used as a pre/post test with analysis.
**Tool 16:**

**Alliance for Inclusion Advancement: Hawai'i Jeopardy Game**

What’s your AIA-HI IQ?

By

Madeline Harcourt, M.A.

AIA – HI

Center on Disability Studies

---

**Answer:** Alliance for Inclusion Advancement-Hawai‘i

**Question:** What is the name of our grant?

**Answer:** To increase the capacity of individuals with disabilities to participate in volunteer opportunities and act as a catalyst in enhancing the ability of service organizations to include volunteers with disabilities in their program.

**Question:** What is the purpose of the AIA-HI Project?

**Answer:** A large group of people interested in increasing the number of volunteers with disabilities in the community who try to meet at least three times a year.

**Question:** What is a LINC?

**Answer:** Keep in touch with LINC members, network, acquire new volunteers for your organization or find volunteer placements for potential volunteers with disabilities.

**Question:** What are some of the benefits of being involved in the AIA-HI Project?
**Answer:** A small meeting consisting of one to four organizations interested in matching volunteers with disabilities with volunteer opportunities in the community.

**Question:** What is a match-making meeting?

**Answer:** The process of developing and strengthening the stills, instincts, abilities, processes and resources that organizations and communities that need to survive, adapt, and thrive in a fast-changing world.

**Question:** What is capacity building?

**Answer:** Abled Hawai‘i Artists, Ability House/Habitat for Humanity build, Pacific Rim Conference.

**Question:** What are some of the AIA-HI sponsored volunteer opportunities and projects?

**Answer:** Veterans or anyone over age 14 with disabilities.

**Question:** What are the populations targeted by the Alliance for Inclusion Advancement-HI Project?

**Answer:** Tom Cruise, Dick Clark & Patty Duke

**Question:** Who are celebrities with hidden disabilities? What are their disabilities?
Answer: A flexible work schedule, short breaks to take care of health needs, large font for typing, earphones with music, reports or large email letters for reading email, a diabetic meal at events (avoiding sauces and sugar) or not wearing perfumes or scents.

Question: What are some examples of reasonable accommodations at the work place for little or no cost?

Answer: People with disabilities will become an integral part of the community valued for their abilities and have access to community opportunities.

Question: What is community inclusion?

Answer: Lifts on buses, recordings letting passengers know what bus stops are approaching, curb cuts, flashing light that rings at the entrance of a public parking garage when a car is approaching and integrated areas for wheelchair users in movie theaters.

Question: What is accessibility or universal design?

Answer: A civil rights law enacted to protect people with disabilities in the work place and within institutions of higher learning.

Question: What is the Americans with Disabilities Act of 1990?


**Tool 17:**

Alliance for Inclusion Advancement-Hawai‘i

Making Improvements on Disability Access and Inclusion

Comfort Zone Road Map

Center on Disability Studies, University of Hawai‘i at Manoa

*Remember – the journey is just as important as the destination!*

Take a moment to think about different road maps you have seen. Ask yourself the following questions as you envision your Comfort Zone Road Map.

Where do you think you are you on the map to Inclusion of Volunteers with Disabilities?

Are you at Level 1, Level 2 or Level 3? (Please see directions on p. 54 for details about these three levels).

What do you need to do to move forward?

What detours do you need to take, if any?

What particular things do you need to do at your organization to get to inclusion?

Are you stuck? Do you need assistance for the AIA-HI staff?

Do you need a jump start or a push?

Did you run out of gas?

Do you need to ask for directions?
What other help do you need in order to reach your destination?

Your road map might include the following:

- Stop signs
- Road blocks along the way
- Detours along the way
- Red light, yellow light, green light
- Yield sign
- Right turn
- Left Turn
- Crosswalk
- Refueling
- Speeding
AIA-HI Comfort Zone Road Map to Inclusion Directions

In order to create your map, you will need to first take the Climate Assessment survey to determine where you are in the process (see Section V.)

Please keep in mind the following when completing this project:

Please use the inclusion map on p. 57 as a guide.

Your map should include all three levels:

• Level 1 – Checking it Out – Attitudinal
• Level 2 – Sinking Your Teeth In - Organizational
• Level 3 – Going for it! – Ready for Volunteers

Also, be sure to do the following:

• Include your name and organization at the top left hand corner of the map.
• Include your mode of transportation from the list.
• Be Creative! You can use crayons, colored pencils, markers or whatever you would like to color your map.
• Add sparkle or stickers for extra pizzazz and decoration.
• Please write a short paragraph (a few sentences) about your map.
• Please be ready to share your map with the rest of the LINC members.
• Please turn in your map at the end of this meeting for the next meeting.
• Oh, one last thing, have FUN!
Each level is worth 33 points, for a total number of 99 points.

Short some points? Give yourself two extra points for each of the following activities:

___ Attended at least two LINC meetings to date.
___ Hosted or co-hosted a LINC meeting.
___ Sent a message or messages to LINC members through the AIA-HI listserv.
___ Posted your website under “Link to other resources.” on the AIA-HI website.
___ Attended at least one Match Making Meeting.
___ Hosted a Match Making Meeting.
Comfort Zone Road Map to Inclusion
Mode of Transportation

- I’m ready to hop on the Inclusion Bus.
- I want company, so I will carpool with other LINC members.
- I’m adventurous and will ride my Harley Davidson.
- I’d rather relax and have someone else do the driving: I am taking a taxi or I will hire a driver.
- I will spare no expense; I am taking a limo ride.
- I want to get some exercise, so I will walk, jog, skip or run.
- I will walk with my service dog.
- I will drive my scooter or ride my razor scooter.
- I’m using my wheelchair to take me there.
- I will roller skate or ride a skateboard.
- I’m trendy, I will use a Segway.
- I am old fashioned so I will use a horse and buggy.
- I love the outdoors, so I will go horseback riding or will ride my bike.
- I believe in magic; I am taking a magic carpet ride
- Beam me up, Scottie!

Are there any other modes of transportation that you would like to use on your road to inclusion?

Please list here:

The Comfort Zone Road Map to Inclusion was designed by Madeline Harcourt, M.A., Assistant Specialist at the Center on Disability Studies. It is based on Making Improvements in Disability Access and Inclusion developed by Karen Leventhal, Director of the Alliance for Inclusion Advancement project at the Tarjan Center at UCLA, 2007.
Comfort Zone Road Map

Alliance for Inclusion Advancement-Hawaii
Comfort Zone Road Map to Inclusion Exercise Explanation

Name_____________________________________
Organization________________________________
Date____________________________________

I am at the following level (please check)

___Level 1 (Checking it Out)
___Level 2  (Sinking your teeth in)
___Level 3   (Going for it!)

The following is an explanation of my Road Map to Inclusion art work:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Thank you! Please turn this sheet into Madeline Harcourt when completed.
Tool 18:

Color My Rainbow to Inclusion
Color My Rainbow to Inclusion

Art Activity

By
Madeline L. Harcourt, M.A.
Assistant Specialist
Alliance for Inclusion Advancement-HI
Center on Disability Studies
University of Hawai‘i at Manoa
Color My Rainbow to Inclusion
Art Activity

Color it! Describe It! Apply It!

Color it! Attached is a template of a rainbow with 10 strands. Each strand represents a different category related to disability such as Disability History or Physical Access. You are asked to create a rainbow for your organization. You can accomplish this by selecting a color or color(s) for each strand that represent your progress toward inclusion. Please refer to the color chart on the following pages for the meaning behind each color category. You can use more than one color for each strand depending on what you want to express. For example, a portion of one of your strands may be red while another section is purple. This indicates that you are excited about moving forward but you are also in transition and have not yet completed the disability strand. For example, you would use bright colors such as red, use stickers and glitter to indicate excitement about moving forward. You would indicate being in transition by using purple, mauve or pink shades.

Describe it! Please take a few minutes to describe your rainbow. What is “over the rainbow” for your organization? Do you have a pot of gold at the end of your rainbow? What does it reflect or say about your organization in relation to inclusion? What disability areas are on target and what disability areas need more reflection and work? What help do you need from Madeline Harcourt, your LINC Inclusion Consultant?

Apply It! Now that you have gone through an art exercise and have written about the experience you are now ready to apply what you know about inclusion at your organization. When you return to your organization, please reflect on today and think about what you need to do to in working with volunteers with disabilities. For example, do you need help with the application process or do you need to locate
resources in the community that would help you with website accessibility? What does your rainbow express? You will be asked to create another rainbow at the last O’ahu LINC meeting in 2008 to compare your progress through the AIA-HI project.

**Disability Strands**

**Disability History** – Are you aware of the history of the disability movement? Do you understand the impact that history has had on people with disabilities in terms of how they were treated and valued? Are you familiar with the different types of disabilities?

**Attitude & Sensitivity** – How Disability Friendly are you? Are you familiar with disability etiquette? Do you use inclusive people-first language? Do you know the do’s and don’t’s of interacting with a person with a disability?

**Physical Access** – Is your organization in an accessible building for people with disabilities to gain easy access? Do you have ramps and accessible bathrooms at your organization? Do you know what to do if the building is not accessible?

**Communication** – Do you have TTY relay services? Do you use a sign language interpreters at public events and meetings?

**Recruitment** – Do you use positive quotes and photos of people with disabilities in your materials? Do you have a statement inviting people with disabilities to apply on printed materials? Have you had your job descriptions, applications and enrollment forms reviewed by an AIA-HI consultant? Do you use “essential duties” and “marginal duties” to distinguish between essential and non-essential job duties?

**Accommodations** – Do you provide accommodations for volunteers with disabilities when they request them? Do you follow-up with the person to determine whether the accommodations are working? Are you open to change?
Alternative Formats – Do you have a statement on your organization’s printed materials stating that alternative formats are available upon request? Do you provide materials in large print, on audio tape and in Braille when requested? Do you have a list of resources available or organizations that can assist you?

Technology – Are your websites accessible? Are they in PDF format? Are you familiar with assistive technology for people with disabilities such as Dragon Naturally Speaking, Write About or Draft Builder?

Legal issues – Are you familiar with the ADA of 1990 and the Rehab Act of 1973? Do you know what is legal and illegal to ask in a job interview when talking with a person with a disability?

Volunteers – Are you currently working with volunteers with disabilities? How are things going? How can things be changed, redesigned or improved?

### Rainbow Color Chart

<table>
<thead>
<tr>
<th>Colors</th>
<th>Color Category</th>
<th>What the colors mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red, orange yellow</td>
<td>Hot or warm</td>
<td>“I’m so excited, I just can’t hide it!”</td>
</tr>
<tr>
<td>Blue or green</td>
<td>Cool</td>
<td>“I’m cool with it (moving forward)”</td>
</tr>
<tr>
<td>Purple Mauve Pink</td>
<td>Transitional</td>
<td>“I am in transition…”</td>
</tr>
<tr>
<td>Black, Tan, Crème white</td>
<td>Neutral</td>
<td>“I’m neutral, I am not quite ready or I need help.”</td>
</tr>
</tbody>
</table>
The “Color My Rainbow to Inclusion” art exercise was developed by Madeline Harcourt. The rainbow concept is based on the Career/Life Rainbow adapted from Donald Super, highlighted in Edward A. Colozzi, Creating *Careers with Confidence, Self-Paced Career Exploration and Planning for Young and Older Adults*, Delta Rainbow Enterprises, 1984.
Name
Organization
Date

Color my Rainbow to Inclusion
Section V:

Climate Assessment
Climate Assessment Protocol

1. What is Climate Assessment?
   - A measure of perception of disability and the level of inclusion found within the context of volunteer situations.
   - An assessment of needs to be addressed within LINC s and to guide planning prior to the provision of in-depth Technical Assistance to organizations.
   - A pre-post measure of activity impact within the LINC s and from Technical Assistance provision.

2. What is the Purpose of Climate Assessment within the Project?
   - To determine current climatic status within a group or program.
   - To determine the impact or effect of activities conducted (pre-post).

3. What is the Use of Climate Assessment within the Project?
   - To determine the current status of climate variables within your LINC groups.
   - To determine the impact of LINC activities upon participants.
   - To determine & prioritize training and technical assistance needs of organizations you are working with,
   - To determine the impact of training and technical assistance activities provided.

4. What are the Roles in Implementing the Climate Assessment Process?
   - **UCEDD staff** are to manage the administration, scoring and use of the gathered data to plan and carryout activities – all scored instruments should be sent with completed summary form (to be provided) to the Hawai’i UCEDD.
- **Hawai‘i UCEDD staff** will input and conduct an analysis of data across the project. Findings will be generated and a summary report will be developed.

- **Hawai‘i UCEDD staff** will monitor implementation of the Climate Assessment Process across the project and will provide implementation technical assistance to sites as needed during the year.

5. **When is the Climate Assessment Process to be Implemented?**

- Beginning January 1, 2007, the Climate Assessment process is to be implemented as the project proceeds with LINC activities and plans for and conducts technical assistance activities.

- Climate assessment instruments should be administered prior to the first LINC meeting as scheduled in 2007 (pre-test) and should be again administered following the last LINC meeting in 2007 (post-assessment) – a summary form (to be provided) will allow for a brief description of activity that occurred between the pre-post assessments.

- Climate assessment instruments should be used during 2007 with partnering organizations during the process of determining and planning technical assistance activities (individual or group) and administered again following the completion of technical assistance or other self-guided improvement activities – pre-post data should be collected on activities scheduled for 2007 and then sent to the Hawai‘i UCEDD prior to the end of the year.

- A brief summary documentation form is to be completed for each activity upon which Climate Assessment data is collected (form to be provided) – the completed form should be completed by the UCEDD staff and submitted to the Hawai‘i UCEDD with the scored instruments for each activity using the Climate Assessment process.
**Tool 19:**

**Climate Assessment**

Please respond to both columns below:

I am: \hspace{1cm} AND REPRESENT:

- [ ] Staff
- [ ] Board Member
- [ ] Client
- [ ] Volunteer (or Project Leader)
- [ ] Disability Organization
- [ ] Volunteer Organization
- [ ] Not Applicable

How many LINC meetings have you attended?

Name: ______________________________

Organization: _______________________

Contact Information: ___________________

Using the rating scale provided below, place an “A” for Agree or a “D” for Disagree in each space provided to indicate your agreement or disagreement with the statement. Your response should reflect your actual program experience to the extent possible. Please respond to each item and complete the survey honestly and thoroughly. Thank you for your time and patience.

\[ A = \text{Agree} \hspace{1cm} D = \text{Disagree} \]

1. _____ I have different expectations of persons with and without disabilities.

2. _____ I have regular contact with persons with disabilities.

3. ______ I feel persons with disabilities contribute as much to our community as persons without disabilities.

4. ______ I feel comfortable working with persons with and without disabilities.

5. _____ I think persons with disabilities have lower expectations of themselves than persons without disabilities.
6. ____Our organization conducts outreach to disability organizations.

7. ____Our organization has a written policy on providing accommodations for persons with disabilities.

8. ____We identify service activities that are appropriate for people with disabilities.

9. ____Our recruitment materials include a statement saying we do not discriminate on the basis of race, color, gender, sex, disability, sexual orientation, religion, or veteran status.

10. ____Our organization does not have a TTY or understand how to use a relay service.

11. ______When I see volunteers with disabilities at our programs I am concerned they are going to injure themselves.

12. ______Volunteers with and without disabilities have the same opportunities to serve in all our projects.

13. ______Volunteers with disabilities are not as involved during project activities as those without disabilities.

14. ______Volunteers with disabilities do their best work in projects specifically designed just for them.

15. ______Volunteers with disabilities are able to find volunteer sites and projects.

16. ____We know how to check our websites for accessibility for persons with disabilities.

17. ______Volunteers with disabilities are seen as burdensome with other project participants, such as the time it takes to rearrange a site for a wheelchair user.

18. ______Disability access is considered when planning volunteer and service events.

19. ______If we actively recruit more volunteers with disabilities, accessible parking will be a problem.

20. ______Volunteers with disabilities are difficult to place because some sites do not have equal access to restrooms.
Scoring Guide

Climate Assessment:

Guide to Scoring, Interpreting, and Using Data

Introduction

This document is intended to provide instructions for scoring, interpreting and using data received from an instrument called a Climate Assessment. The Climate Assessment instrument is intended to survey perceptions.

This guide is made up of five (5) sections, beginning with this Introduction, which will provide a general explanation of the Climate Assessment. That is followed by a step-by-step guide for scoring the instrument. The third section discusses how the data retrieved from a Climate Assessment or a group of Climate Assessments can be interpreted. The fourth section offers suggestions and examples for how Climate Assessment scores can be used as a basis for improving organizational climate, or attitudes. The final section includes the Climate Assessment questionnaire with information needed scoring.

The Climate Assessment can be filled out by individuals working in typical service or volunteer situations involving persons with disabilities. This could include administrators, board members, service providers, clients, project leaders, and volunteers. The Climate Assessment seeks to measure how those who fill out the survey, called respondents (including persons with disabilities) perceive twenty different situations routinely encountered within a service or volunteer environment. Respondents are asked to agree or disagree, individually, with each of the twenty items below.

In scoring the Climate Assessment there is a rating scale explained in the next paragraphs. It is important for the person who scores the instrument to understand that each of the twenty items has been identified with either a positive (+) or a negative (-) rating, or value.
Ten of the twenty items are assigned a positive value. The other ten have a negative value. So, there are an equal number of positive and negative value questions (ten each). Items coded with a plus reflect positively on the climate, or attitude, toward persons with disabilities. Items coded as a minus reflect the reverse, or a more negative, climate.

The instrument contains five items each in the following categories: (1) attitudinal, (2) organizational, (3) volunteer participation, and (4) site access. Scoring can be done both as a whole and for each section.

**Steps for Scoring Instruments:** The only possible responses to items are “agree” or “disagree”. The following steps are required to score and interpret the results:

1. The first step in scoring this instrument is to understand the relationship between the plus and minus values. A “+” or “–” is included in each item in the Climate Assessment instrument provided at the end of this document. If the item has been assigned a negative value and the response is “disagree” then “one point” is scored for the item. If the response to an item has been assigned a negative value and the response is “agree” then “no point” is scored for the item. If an item has been assigned a positive value and the response is “agree” then “one point is scored for the item – if the response is “disagree” then “no point” is scored for the item. Also, if the item is left blank, which is not encouraged, no point is given.

Examples are:

- Item assigned positive value—response is agree = 1
- Item assigned positive value—response is disagree = 0
- Item assigned negative value—response is agree = 0
- Item assigned negative value—response is disagree = 1
In Item #1 in the instrument, at the end of this document, the assigned value is negative, therefore, a response of agree would receive 0 points; a response of disagree would receive a score of 1.

2. The second step in scoring is to add the number of points from the responses for each instrument. The possible range of points for a single instrument is between 20 and 0, with 10 being a mid-point score. The closer the point total is to 20, the greater the indication of an overall positive climate toward persons with disabilities. The closer the point total for an individual instrument is to 0 the greater the indication that a negative climate exists toward persons with disabilities.

The instrument can also be scored by each of the four sub-categories of five items. Possible total sub-category scores can range from 0 points (more negative climate) to 5 points (more positive climate). Scoring instruments at the sub-category item level will allow programs to gain a more in-depth understanding of their climate toward persons with disabilities. This concept may need more explanation.

3. The third step in scoring is to average the point totals. This can be done for all completed instruments or for various sub-categories. Breakdowns of sub-categories could include the four sections of the instrument, as described above in #2. It could also include sub-categories of respondents (service provider, board member, administrator, client, project leader, volunteer or other categories).

These breakdowns would depend on what each organization sees as the goal of the instrument. This step is completed by adding the totals for all instruments completed (or grouped together) and then dividing that total by the number of instruments used in the averaging process.
This should provide an average for scores across a total set of instruments or for those instruments grouped for a specific group of respondents.

**Interpreting Scores from the Instruments:** It is possible to interpret scores obtained from the Climate instrument at three different levels of analysis, as follows:

1. Averaged scores for the *total instrument* provide an expression of the overall climate within your setting towards persons with disabilities. Total instrument scores will fall within a range of 0 to 20 points. Averaged scores that fall within the 0 to 5 point range reflect an overall negative climate, the 5 to 10 range reflect a moderately negative climate, the 10 to 15 range reflect a moderately positive climate, and the 15 to 20 range reflect an overall positive climate. The following section will discuss ways to move your organization toward a more positive climate.

2. Averaged scores for each of the four *sub-categories* of items provide an expression of climate toward persons with disabilities within the more targeted areas of (a) attitudes, (2) organizational (3) volunteer participation, and (4) site accessibility. Scores within each of the sub-categories will fall within the range of 0 to 5 points, with a score of 3 being a mean or neutral score. Average scores below 3 would reflect a negative climate for that sub-category and scores above 3 would reflect a positive climate. The items representing each of the four sub-categories are identified in the instrument included at the end of this document.

3. Averaged scores for each item will provide a very specific expression of climate related to the content of that individual item. Scores for individual items will range from 0 to 1, with an average of 0 reflecting a negative climate and an average of 1 reflecting a positive climate.
Value Coding of Items: As discussed in #2 above under “Steps for Scoring Instruments,” each item on this instrument is worded in a positive or negative manner and has been assigned a + or - value, as follows:

**Attitudinal Items**

1. __-__ I have different expectations of persons with and without disabilities.

2. __+__ I have regular contact with persons with disabilities.

3. __+__ I feel persons with disabilities contribute as much to our community as persons without disabilities.

4. ___+___ I feel comfortable working with persons with and without disabilities.

5. ___-__ I think persons with disabilities have lower expectations of themselves than persons without disabilities.

**Organizational Items**

6. __+__ Our organization conducts outreach to disability organizations.

7. __+__ Our organization has a written policy on providing accommodations for persons with disabilities.

8. ___-__ We identify service activities that are appropriate for people with disabilities.

9. __+__ Our recruitment materials include a statement saying we do not discriminate on the basis of race, color, gender, sex, disability, sexual orientation, religion, or veteran status.

10. __-_ Our organization does not have a TTY or understand how to use a relay service.

**Volunteer Participation Items**

11. ___-___ When I see volunteers with disabilities at our programs I am concerned they are going to injure themselves.

12. ___+___ Volunteers with and without disabilities have the same opportunities to serve in all our projects.

13. ___-___ Volunteers with disabilities are not as involved during project activities as those without disabilities.
14. ___-__ Volunteers with disabilities do their best work in projects specifically designed just for them.

15. ___+___ Volunteers with disabilities are able to find volunteer sites and projects.

*Site Accessibility Items*

16. ___+___ We know how to check our websites for accessibility for persons with disabilities.

17. ___-___ Volunteers with disabilities are seen as burdensome with other project participants, such as the time it takes to rearrange a site for a wheelchair user.

18. ___+___ Disability access is considered when planning volunteer and service events.

19. ___-___ If we actively recruit more volunteers with disabilities, accessible parking will be a problem.

20. ___-___ Volunteers with disabilities are difficult to place because some sites do not have equal access to restrooms.
The Alliance for Inclusion Advancement-HI (AIA-HI) has distributed the Climate Assessment (CA) at each LINC we have held thus far. We hope to share some steps for successful use of the CA in this document.

1. If the instrument is printed on both sides of one sheet of paper be sure to include a word like “Over” at the bottom of the first page. Many individuals did not complete the reverse side this when AIA-HI first distributed the CA on one piece of paper.

2. Be sure to give respondents enough time to fill out the CA, including those who may need some kind of accommodation assistance. Fifteen minutes seems to be ample time for those who are slowest.

3. Be clear that leaving a space blank, or entering anything but either an “A” (Agree) or “D” (Disagree) will not count. For example, we have received responses such as “A/D” or comments about the statements themselves without a response. These kinds of responses are not counted.

4. Be sure to thank respondents for filling out the form.
Section VI:

Tool 21:

Paying It Forward

Newsletter
Welcome & Overview

It’s my pleasure to welcome everyone to the Center on Disability Studies’ (CDS) Alliance for Inclusion Advancement - Hawai‘i (AIA-HI) Newsletter. In this newsletter, our intention is to share some of our accomplishments over the past three years.

The purpose of the Alliance for Inclusion Advancement - Hawai‘i (AIA-HI) has been to increase the capacity of individuals with disabilities, 14 and older, to participate in volunteer opportunities and to be a catalyst to enhance the ability of service organizations to include volunteers with disabilities in their programs. Increasing these capacities has enabled those with disabilities to be more actively engaged in their communities and enable community organizations to avail themselves of the talents and resources those with disabilities provide.

CDS began AIA-HI in October 2005 when we at the University of Hawai‘i at Manoa were awarded a collaborative grant from the Corporation for National and Community Service. CDS has been a sub-grantee of the primary grantee, UCLA’s Tarjan Center. Other collaborators have been the University of Miami, and the Points of Light Institute. The CDS portion of the three year grant was about $290,000.

AIA-HI has acted as a conduit for volunteers with disabilities to engage in short-term (as brief as a few hours) and ongoing (from day a week to full-time) volunteer opportunities. We are sharing aspects of how this has worked throughout the newsletter.

The project ends in September 2008. In August 2008 representatives of all 3 LINCs will meet to discuss what LINC projects might continue after the conclusion of AIA-HI.

We appreciate the participation of everyone who has been involved in AIA-HI and hope that results from this project will continue to stimulate capacity-building of volunteers with disabilities throughout Hawai‘i.

—Steven E. Brown
Project Director for the AIA-HI staff

What is a LINC?

Local Inclusion Network Collaborative:

A group of organizations collaborating to devise a plan for integrating volunteers with disabilities into a wide spectrum of volunteer community activities.

Many people with disabilities offer a wealth of resources that may increase the quality of your organization.

The benefit for individuals with disabilities is being involved in organizations that may increase their community involvement.

The benefit for everyone is integrating and utilizing the wealth of community resources we all bring to one another.

The ultimate goal of the LINC is for these collaborations to continue after AIA-HI no longer exists.
Calling all members of LINCs (Local Inclusion Network Collaborative)!

Join the Core group!

Join your colleagues in making a commitment to the continuity and the sustainability of the Alliance for Inclusion Advancement-Hawaii project!

We are looking for members who can commit to the following three objectives:
1. Make a commitment to attend three LINC meetings a year.
2. Send a representative if unable to attend the meeting(s).
3. Assist in the sustainability of the project by continuing the LINC meetings after the project has ended in October 2008.

Interested? For more information, contact: Madeline Harcourt, M.A., Assistant Specialist and Oahu LINC Coordinator, Alliance for Inclusion Advancement-Hawaii, Center on Disability Studies, University of Hawaii at Manoa, College of Education, Office telephone: 956-0947.
AIA-HI Accomplishments (October 2005 - July 2008)

- Established 3 LINC (Local Inclusion Network Collaboratives), on O’ahu; the Big Island of Hawai’i (2006) and Maui (2007) and facilitated 15 LINC meetings on the 3 islands;
- Conducted annual online surveys of LINC members regarding numbers of volunteers and program accessibility changes;
- Facilitated 15 Match Making meetings and/or matches on all 3 islands;
- Served as a conduit between community organizations leading to more than 950 volunteers with disabilities and more than 3,000 volunteers without disabilities participating in all kinds of volunteer service opportunities;
- Launched and maintained AIA-HI website, www.aia.hawaii.edu, with about 1300 unique hits;
- Improved accessibility of 58 service programs;
- Developed listservs for each LINC with approximately with 157 overall listserv members;
- Participated in numerous outreach activities including the SPIN conference, Ability House/Habitat for Humanity build, Pacific Rim Conferences on Disabilities; Tools for Life and Abled Hawai’i Artists.
- Developed and distributed flyers for organizations to recruit volunteers with disabilities for the Hawai’i Food Bank, the Holy Nativity Thrift Store, and the Cat Foundation Sanctuary.
- Developed Climate Assessment evaluation instrument for all AIA collaborators.
- Wrote and received $40,000 grant for APPLAUD (Action Plan to Include People Labeled and Underserved because of Disability in Volunteer Service) from October 2006 through March 2008;
- Launched and maintained APPLAUD website, www.aia.hawaii.edu/applaud/, with about 180 unique visitors;
- Established a Core Group consisting of Local Inclusion Network Collaboratives (LINC) members representing Maui, the Big Island and Oahu to continue various aspects of the AIA-HI project;
- Participated in numerous outreach activities including the SPIN conference, Ability House/Habitat for Humanity build, Pacific Rim Conferences on Disabilities; Tools for Life and Abled Hawai’i Artists.

Match Making

A Match Making meeting is generally a face-to-face introduction between organizations seeking volunteers with disabilities and organizations referring volunteers with disabilities for placement in the community. The main purpose of the meeting is to determine ways in which two or more organizations can work effectively together to increase the number of volunteers with disabilities in the community. Usually, one organization will host the event and one or more organizations will attend the meeting. The agenda is planned cooperatively to best serve all parties in the match.
Accomplishments, Continued from page 3

- Created, developed and facilitated three training products, the AIA-HI Jeopardy Game, the Color my Rainbow to Inclusion and the Comfort Zone Road Map to Inclusion art activities;
- Developed and distributed informational brochures about working with volunteers with disabilities, including “A Brief Etiquette Guide Relating to People with Disabilities,” “Frequently Asked Questions about Volunteers with Disabilities,” and “Ten Tips to Keep in Mind When Interacting with Adults with Hidden Disabilities in the Workplace”;
- Hosted Engaging People with Disabilities in Service and Volunteerism Summit;
- Participated in 3 Pacific Rim Conferences on Disabilities, hosted by the Center on Disability Studies;
- Facilitated 4 Days of Service at community organizations, such as the Institute for Human Services, the Cat Foundation Sanctuary and Kapiolani Medical Center.

A Ready, Set, Go! Graduate Pays it Forward!

Susan Napua graduated from an earlier Center on Disability Studies project. The 2003 Ready, Set, Go! graduate participates in periodic Day of Service events and chaperones homeless families at her church throughout the year. “I love working with the homeless, they are so deserving of help,” Susan said. She has taken the lead on a number of service projects emerging as a successful project leader. Susan, who has a hidden disability, has learned to cope with daily challenges to give back what she has received with aplomb. She recently launched her own freelance paralegal business and a website to advertise her services to potential clients. She continues to share her caring personality with the community through volunteer work, including continuing her Ready, Set, Go! activities with AIA-HI, whenever she can. Way to go, Susan! Check out our website at www.aia.hawaii.edu for more inspiring photos.

Madeline Harcourt and Susan Napua decorate baskets at the Kapiolani Medical Center – March 2008
## AIA-HI Goals Chart through July 2008

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**AIA-Hawaii Staff**

Robert Stodden, PhD  
Principal Investigator

James Skouge, EdD  
Co-Principal Investigator

Steven Brown, PhD  
Director, Big Island and Maui LINCs Coordinator

Madeline Harcourt, MA  
Assistant Specialist, Oahu LINC Coordinator

Flora Yee  
Administrative Assistant

**Introducing the Core Group Members:**

**Oahu**

Robin Brandt  
STRIDE Mentoring project  
Email: rbrandt@hawaii.edu

Laurie Cannady  
State Program Director  
Corporation for National and Community Service  
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Judith Cantil  
Assistant Vice President  
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**Big Island**

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Mike Gleason  
Executive Director, Arc of Hilo  
Email: mgleason@hiloarc.org

**Core Group Members, continued on page 8**

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**Paying It Forward—Nalini gives back!**

Nalini Blumer-Buell has been volunteering a few hours a week at Holomua Elementary school in Ewa Beach for three years. She helps with language arts activities and reads to the children. In addition, Nalini also volunteers at her church and as a STRIDE mentor. Last year, she was highlighted on KITV-news Channel 4, was a speaker at an O‘ahu LINC meeting and recently attended the CNCS Summit. Paying it forward started early for Nalini. “My volunteer experiences began in the Girl Scouts fourteen years ago. Since I drive a scooter, I am pretty adaptable. I got a lot of classroom experience, learned that I love teaching and working with the kids!”, said Nalini.

Nalini was recently involved in the AIA-APPLAUD Days of Service events reading to the kids at the Institute for Human Service and at the Abled Hawaii Artists event. She also took the lead on projects related to the Cat Sanctuary and the Kapiolani Medical Center’s Days of Service events in March.

For more information on volunteers with disabilities, visit our website at www.aia.hawaii.edu.
Core Group Members, continued from page 7

Donald Haumea
Haumea’s Healing & Helping Hands
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President/CEO
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Howard Marks
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Jeani Navarro
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Lisa Deneen
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Section VII:

Resource
**Tool 22:**

**Frequently Asked Questions about Volunteers with Disabilities**

RESOURCES MATERIALS FOR LINCs  
(Local Inclusion Collaborative Networks)  
Materials also available at [www.aia.hawaii.edu](http://www.aia.hawaii.edu)

Compiled by Alliance for Inclusion Advancement-HI  
Contact Persons:  
Steve Brown at: sebrown@hawaii.edu for the Big Island and Maui and  
Madeline Harcourt at: harcourt@hawaii.edu for O'ahu

Frequently Asked Questions  
From Tarjan Center (UCLA) Service Inclusion Project  
[http://tcsip.tarjancenter.ucla.edu/faqs.cfm](http://tcsip.tarjancenter.ucla.edu/faqs.cfm):

For Programs Looking to Include Volunteers with Disabilities

1. **What are my legal obligations surrounding including and accommodating volunteers with disabilities?**

   Civil rights laws affect almost every area of American life and require equal opportunity be provided. In terms of persons with disabilities, several federal laws ensure equal opportunity and non-discrimination. In most cases, if a program is truly open to the full inclusion of persons with disabilities and to the creation of a respectful and inclusive service environment, that program is likely to be in legal compliance.

   There are two federal disability laws that are specifically relevant to national and community service programs: Section 504 of the Rehabilitation Act of 1973 as amended, and the Americans with Disabilities Act of 1990 (ADA).

   More detailed information, including descriptions of Section 504 and the ADA, mentioned above are available at the site listed below.

   The above is adapted from *Inclusion: Creating an Inclusive Environment: A Handbook for the Inclusion of People with Disabilities in National and Community Service Programs*—Legal Requirements:  

2. **Do volunteers with disabilities need special types of supervision?**

   “No. Volunteers with disabilities are no different from other volunteers in their motivations or
expectations around volunteering. In general, volunteers stay when they feel valued, when they know they are making a difference, and when they receive the right balance of challenge and support.”

From Tarjan Center at UCLA Service Inclusion Project at:
http://tcsip.tarjancenter.ucla.edu/faq_view.cfm?ID=7

3. I'm worried about saying the wrong thing to people with disabilities. What are the basics I should know?

See the document “Basic Etiquette: People with Disabilities Based on Guidelines from a Handout by United Cerebral Palsy (UCPA)/Access AmeriCorps” on the AIA-HI website.

4. Will all volunteers with disabilities need special assistance to volunteer?

No. Some studies state that fewer than half of all individuals with disabilities require any formal accommodations. Depending on the nature of the volunteer position, some individuals with disabilities will require reasonable accommodations. A reasonable accommodation is an adjustment to a volunteer position or volunteer site or the way that things are usually done that allows a qualified individual with a disability to complete the application process, perform essential job functions, or enjoy equal access to the benefits and privileges of service. While nearly half of reasonable accommodations cost nothing at all, some accommodations do result in expense to the organization. Think of this expense as an investment in your organizations ability to serve its mandate. For example, you probably already provide accommodations that could be considered reasonable, such as chairs to sit in, or desks to write on, or computers to accomplish work tasks. The only difference is that these accommodations are so accepted they don’t require a label.

Adapted from Tarjan Center at UCLA Service Inclusion Project at:
http://tcsip.tarjancenter.ucla.edu/faq_view.cfm?ID=5

5. How do I recruit people with disabilities to my program?

Reach out to disability organizations. Contact your local LINC (Local Inclusion Collaborative Network) for contacts. See end of this document for Hawai‘i contacts.

Begin to establish relationships and collaboration. Present at each other’s staff meetings. Exchange materials. Get feedback, from disability specialists, on the accessibility of your materials and practices.

Let it be known that you want to engage the abilities of people with disabilities.

Adapted from Tarjan Center at UCLA Service Inclusion Project at:
http://tcsip.tarjancenter.ucla.edu/faq_view.cfm?ID=2
6. How can I make sure that people with disabilities can access my volunteer site?

When most people hear the word "accessibility" they think of ramps, automatic doors, and elevators.

While these provide some access, accessibility refers to all the features that make an environment accessible. Accessible design benefits everyone! Ramps make it easier for senior citizens, persons with children, and delivery persons to enter buildings. Wider doors and levered handles make it easier for everyone to negotiate doorways. Signage requirements make it easier for everyone to see and understand signs.

**What are the five areas of accessibility?**

The term "access" or "accessibility" encompasses five different areas

i **Architectural.** Architectural accessibility refers to the built environment and the means of getting to and from that built environment, whether it is from a parking lot, a bus stop, or the street.

ii **Programmatic.** Programmatic accessibility refers to the eligibility requirements, policies, or operating procedures that may be causing additional barriers to full and meaningful access.

iii **Technology.** Technology access refers the myriad of ways individuals with disabilities use universal or specifically designed technology to overcome barriers to participation.

It is important to consider accessibility in your website. For good information on web accessibility visit these three websites:

- www.cast.org
- www.W3c.org/WAI
- www.wave.webaim.org/index.jsp

iv **Communication.** Communication Access means providing the technology or services necessary to facilitate equivalent communication with volunteers with hearing, speech, cognitive or learning disabilities, for example, a sign language interpreter.

v **Alternate Formats.** For people with visual impairments, written material needs to be provided in alternate formats, such as Braille, text file or audiotape.

*Adapted from Tarjan Center at UCLA Service Inclusion Project at: http://tcsip.tarjancenter.ucla.edu/faq_view.cfm?ID=3*
7. Should I create special volunteer opportunities just for people with disabilities?

It may be tempting to want to create or identify volunteer positions specifically designated for people with disabilities. But don’t!

People with disabilities are a diverse group. Don’t make assumptions about what a person with a disability can or cannot do.

**What can I do to ensure that a volunteer with disability finds the right position?**

Have a clearly defined volunteer job description. Don’t confuse what needs to be done with how it needs to be done. A person with a disability might have an alternative but equally effective way to complete a task. By having a well-thought out job description and by sharing that description with potential volunteers you will enable volunteers to effectively ask for any reasonable accommodations/adjustments needed to participate.

Many volunteer descriptions now make a distinction, just as job descriptions do, between “essential” and “marginal” functions. An “essential” function is necessary to meet the minimum qualifications for fulfilling the position. For example, someone who does not drive may not be a good candidate to use as a volunteer delivery person for items that need to be transported in a vehicle. But at the same time, that same person might be an excellent coordinator of when and where those same items would be picked up and delivered. The question will be is it “essential” that the delivery person be able to drive? Or, is it “essential” that the coordinator is a person able to drive? In the first instance, it might be. In the second question, it is doubtful that driving is “essential” to fulfilling the criteria of the position.

*Adapted from Tarjan Center at UCLA Service Inclusion Project at: http://tcsip.tarjancenter.ucla.edu/faq_view.cfm?ID=4*
Further Resources:

A Model for Accessibility (Center on Disability Studies):
http://www.cds.hawaii.edu/modelforaccess/default.aspx

Alliance for Inclusion Advancement-HI- www.aia.hawaii.edu:

"The Ten Commandments of Communicating with People with Disabilities:"

“Ten tips to keep in mind when interacting with adults with Hidden Disabilities in the Workplace”

Both are available at:
http://www.aia.hawaii.edu/downloads/

CNCS (Corporation for National and Community Service) Resource Center:
http://nationalserviceresources.org/index.php
This site contains many searchable resources.

Inclusion: Creating an Inclusive Environment: A Handbook for the Inclusion of People with Disabilities in National and Community Service Programs--Legal Requirements:

Job Accommodation Network:
http://www.jan.wvu.edu/

Managing Volunteers Within the Law:
http://www.ed.gov/init/americareads/resourcekit/ManageVolunteers/index.html

US Dept. of Labor: Communicating With and About People with Disabilities:
http://www.dol.gov/odep/pubs/fact/comucate.htm

Volunteer Match: "How Pro-Disability Are Your Opportunities?"
http://www.volunteermatch.org/nonprofits/resources/newsletter.jsp

END

April 17, 2007
We appreciate your taking a few minutes to provide us with valuable feedback on your experience with the AIA-HI Toolkit. Your comments will assist us with our sustainability efforts. It will also be helpful to consider your comments for future programming of similar projects and activities.

1. On a scale of 1-10 (ten being the highest) how helpful was the Toolkit to you?

   1  2  3  4  5  6  7  8  9  10 (circle one)
   Poor  Average  Excellent

Comments:

2. How have you used the Toolkit?

3. What Tools did you use and why?

4. How often did you use the Toolkit?

5. What information was most helpful?

6. What information was least helpful?

7. What information do you wish we had provided?
8. Would you refer this Toolkit to your colleagues?

___ Yes     ___ No     ____ Not sure

Comments:

Please return this sheet to Madeline Harcourt, Assistant Specialist at Center on Disability Studies. Email address is harcourt@hawaii.edu. The fax number is 808-956-7878. Thank you.

December 11, 2008