



A Handbook For *Disability Mentoring Day*



Center on Disability Studies, University of Hawai'i Manoa

**Innovative & Sustainable Teaching Methods & Strategies to Ensure Students
with Disabilities Receive a Quality Higher Education**

www.ist.hawaii.edu



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***Innovative & Sustainable Teaching Methods & Strategies to Ensure Students
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AND NOTES ABOUT ACCESS, NAMES AND DATES

Innovative and Sustainable Teaching Methods and Strategies to Ensure Students with Disabilities Receive a Quality Higher Education (IST) -Mentoring Partnership Program (MPP): <http://www.ist.hawaii.edu/>; American Association of People with Disabilities (AAPD): <http://www.aapd.com/>; National Technical Assistance Center to Increase Employment Opportunities of Asian Americans and Pacific Islanders with Disabilities (NTAC-AAPI): <http://www.ntac.hawaii.edu/>; Center on Disability Studies (CDS): <http://www.cds.hawaii.edu/>; and NASPA Region VI, Disability Concerns Knowledge Community: <http://www.naspa.org>.

Notes about Access and Notes about Names and Dates: We have attempted to create as user-friendly a Handbook as possible and have used a font designed for easier reading. APHont™ (pronounced Ay'-font), was developed by APH (American Printing House for the Blind) specifically for low vision readers. APHont embodies characteristics that have been shown to enhance reading speed, comprehension, and comfort for large print users. An electronic format of this Handbook is available for download at: www.ist.hawaii.edu.

Some materials in this Handbook have dates or responsibilities assigned to specific individuals, timelines, or other types of categories pertinent to Hawai'i's DMD. We left this type of specificity in the Handbook when we believed it was useful for the reader, including future DMD Hawai'i teams, or necessary for understanding the item shared.

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GET CONNECTED! DISABILITY MENTORING DAY 2007

Disability Mentoring Day (DMD) is observed each year on the third Wednesday of October to coincide with National Disability Employment Awareness Month. Disability Mentoring Day began in 1999 with a proclamation from President Bill Clinton and has expanded to a national event coordinated by the American Association of People with Disabilities (AAPD, 2007).

Disability Mentoring Day (DMD) is an opportunity to promote career development for students and job-seekers with disabilities through job shadowing and hands-on career exploration, internships, and employment opportunities. DMD provides an opportunity to emphasize connections between school and work, evaluate personal goals, explore possible career paths, and develop lasting mentor relationships.

DMD opens doors to important job training and employment opportunities for job seekers with disabilities. According to the 2000 Census, for people aged 16 to 64, only 56 percent of people with disabilities were employed, compared with 73 percent of non-disabled people (AAPD, 2007). In Hawai`i, for people aged 21 to 64, only 42.4% of people with disabilities are employed, compared with 81% of non-disabled people (American Community Survey, 2006).

Local coordinators are the key to DMD. In Fall Semester 2007, the Center on Disability Studies sponsored a mentoring course in which students were responsible for facilitating DMD.

Utilizing resources from AAPD, the class organized DMD for the State of Hawai`i and played a match-making role between students and job seekers with disabilities and local employers.

The mentoring class provided opportunities for public and private employers to host a mentee; promoted this occasion to tap a pool of potential employees; learned more about disability; and, demonstrated positive leadership within the community. Students and job seekers with disabilities were afforded chances to explore career opportunities within their career field of interest, increase the visibility of people with disabilities in the workforce, and develop mentor-mentee relationships.

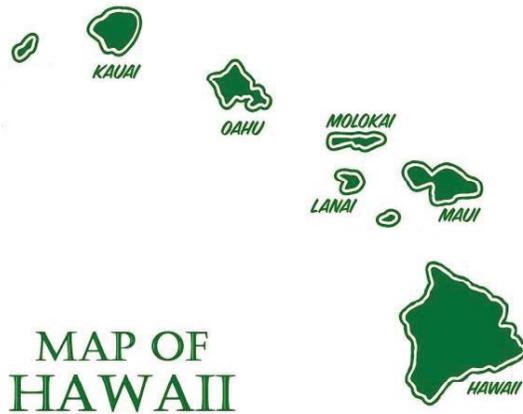
Goals / Mission Statement

The mission of Disability Mentoring Day (DMD) in Hawai`i is to increase internship and employment opportunities for people with disabilities. This is fostered through job shadowing, which increases motivation and confidence of job seekers with disabilities, dispels fears about hiring people with disabilities, and promotes diversity in the workforce. By increasing the visibility of persons with disabilities in the workforce, DMD is intended to counter common stereotypes ascribed to persons with disabilities.

Summary of DMD 2007 in Hawai`i

DMD took place on October 17, 2007. Overall, we received total of 19 mentee applications and 24 mentor applications. Out of 19 mentees, 10 students and job seekers with disabilities were matched and mentored in vari-

ous local companies and organizations including Red Lobster, a Vocational Rehabilitation Center, the Center on Disability Studies, Child and Family Services, and the Aloha Medical Mission. Although our goal was to have mentor-mentee matches on each Hawaiian island, matches happened only on the islands of O’ahu and Hawai`i (see map on the right).



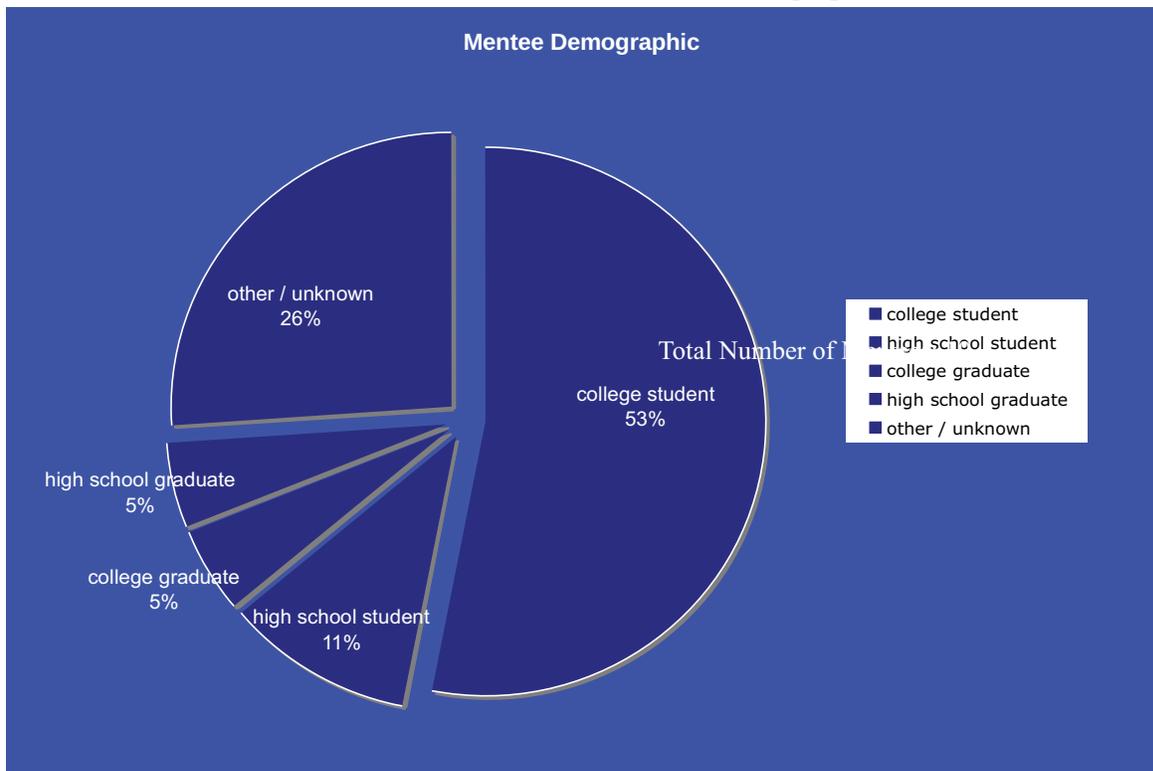
MAP OF HAWAII

Demographic information about mentees, shown in Graph 1, summarizes mentees’ educational levels. Table 1 shows companies and organizations that applied as mentors. While we attracted more mentors than men-

tees, we could not match all job seekers with disabilities because of the unavailability of mentors within certain fields.

Graph 1.

Mentees’ Educational Demographic



ALTERNATE TEXT for Graph 1: Graph 1 is a pie chart of Mentees’ Educational Demographic from DMD Hawai`i 2007. Mentees identified themselves as: 53% college students; 11 % high school students; 5% college graduates; and, 5% high school graduates. 25% were classified as other or unknown. Total number of mentees: 19.

Table 1.

Mentor Organizations and Companies

Mentor organizations
Center on Disability Studies (CDS), University of Hawai'i at Manoa
Hawai'i Centers for Independent Living
Vocational Rehabilitation Center
Aloha Medical Mission
City and County of Honolulu
Academy of Creative Media
John A. Burns School of Medicine (JABSOM)
University of Hawai'i at Manoa & Hilo, Faculty & Staff
Papa John's O'ahu
Child & Family Services Hawai'i
Red Lobster Honolulu
Rogue City Productions
National Oceanic and Atmospheric Administration (NOAA) Fisheries
J.S. Munez Construction

Federal Volunteer Protection Act

In response to concerns over liability issues regarding mentoring and volunteering, Congress passed the Volunteer Protection Act of 1997, which offers the following protections. The law provides:

no volunteer of a nonprofit organization or governmental entity shall be liable for harm caused by an act or omission of the volunteer on behalf of the organization or entity if-- (1) the volunteer was acting within the scope of the volunteer's responsibilities in the nonprofit organization or governmental entity at the time of the act or omission; (2) if appropriate or required, the volunteer was properly licensed, certified, or authorized by the appropriate authorities for the activities or practice in the State in which the harm occurred, where the activities were or practice was undertaken within the scope of the volunteer's responsibilities in the nonprofit organization or governmental enti-

ty; (3) the harm was not caused by willful or criminal misconduct, gross negligence, reckless misconduct, or a conscious, flagrant indifference to the rights or safety of the individual harmed by the volunteer; and (4) the harm was not caused by the volunteer operating a motor vehicle, vessel, aircraft, or other vehicle for which the State requires the operator or the owner of the vehicle, craft, or vessel to-- (A) possess an operator's license; or (B) maintain insurance.

(From Sec. 4. Limitation on Liability for Volunteers.)

HELPFUL HINT: *A Liability Release Form is in Appendix H. This form should be given to all mentors and mentees along with the respective application form.*

WHERE TO START

Recommended timeline

Publicity should take place early in the planning stage to inform job seekers with disabilities and various orga-

DMD Timeline-at-a-Glance

	August	September	October
Beginning of the month	Learn about people with disabilities.	Print out flyers. Request brochures from AAPD.	Mentor and mentee applications due.
	Come up with a theme.	Request Governor's proclamation.	Begin match-making process. Mentees should be matched to mentors based on career interests.
	Design flyers.	Complete a press release. Then contact TV, radio stations, and newspapers.	Continue recruiting mentors if there are no matches for mentees.
Middle of the month	Revise application forms.	Distribute flyers and brochures.	Contact all mentors and mentees. Answer any questions or concerns.
	Identify a contact person, phone number, and email address.	Continue recruiting mentees.	Facilitate and confirm date, time, and place of mentor-mentee meeting.
	Identify liaisons on other islands.	Recruit mentors by contacting local organizations, businesses, and disability service providers.	DISABILITY MENTORING DAY! (The 3rd Wednesday)
End of the month	Recruit mentees by contacting local high schools, community colleges, disability service providers, and other organizations.	Organize mentor and mentee applications into a spreadsheet.	Contact applicants who were not able to participate. Ask if they would like to be contacted next year.

nizations about DMD. Until publicity is prepared, approved and ready for distribution, any advertising, emailing/calling contacts, recruiting, or news stories cannot occur.

***HELPFUL HINT:** A short recommended "Timeline-at-a-Glance" in graph and text formats is followed by a more detailed timeline. Once you go through the detailed timeline, you can use the "Timeline-at-a-Glance" as a checklist to keep track of what needs to be done.*

Timeline-at-a-Glance (Text Version)

August:

Early in the month: Learn about people with disabilities. Come up with a theme. Design flyers.

Middle of the month: Revise application forms. Identify a contact person, phone number, and email address. Identify liaisons on other islands.

End of the month: Recruit mentees by contacting local high schools, community colleges, disability service

providers, and other organizations. Decide on mentor and mentee application deadline.

September:

Early in the month: Print flyers. Request brochures from the AAPD. Request the Governor's proclamation. Complete a press release. Then contact TV, radio stations, and newspapers.

Middle of the month: Distribute flyers and brochures. Continue recruiting mentees. Recruit mentors by contacting local organizations, businesses, and disability service providers.

End of the month: Organize mentor and mentee applications into a spreadsheet. Check-in with liaisons on other islands.

October:

Early in the month: Mentor and mentee applications due. Begin match-making process. Mentees should be matched to mentors based on career interests. Continue recruiting mentors if there are no matches for mentees.

Middle of the month: Contact all mentors and mentees. Answer any questions or concerns. Facilitate and confirm date, time, and place of mentor-mentee meeting. **DISABILITY MENTORING DAY!** (The 3rd Wednesday)

End of the month: Contact applicants who were not able to participate. Ask if they would like to be contacted next year. Send Certificate of Participation and obtain feedback. Remember Thank you's!

DMD Timeline in Detail

August

Learn about people with disabilities, disability rights and laws, and other issues surrounding disabilities.

Come up with a theme for Disability Mentoring Day. For example, the theme for DMD 2007 was "Get Connected!" The theme should be incorporated into flyers and public relations materials. See Appendix A for the 2007 "Get Connected!" flyer.

Make flyers and forms by the end of this month. All publicity should include contact information for the DMD facilitator(s), a main contact person, phone number and email address mentors and mentees can contact.

If facilitating DMD for all of the islands of Hawai`i, identify a liaison on other islands who is willing to be the DMD point person for that island. See Liaison Checklist starting on Page 9.

HELPFUL HINT: *If DMD is facilitated in a classroom setting, it may be possible to work in small groups on particular tasks, such as preparing flyers and scripts during class periods, for a quicker turnaround. An alternative suggestion is to add a required "lab hour" during the week where students come together specifically to work on collaborative items.*

When contacting potential mentors and mentees, explicitly mention that the commitment is only for one day or for part of one day. Whereas many matches between mentors and mentees require a minimum 3 month commitment, a DMD match takes place for just one day, ideally on or surrounding the third Wednesday in October.

HELPFUL HINT: You can distribute *DMD At-A-Glance (Fact Sheet)* when initiating contacts with potential mentors and mentees. This is in Appendix J.

Start recruiting Mentees. Mentees are more difficult to recruit than mentors and early contact with local high schools, community colleges, disability service providers and other organizations are necessary. Local high schools can be contacted via Lori Nagakura at lori_nagakura@notes.k12.hi.us. Lori is the current Special Education (SPED) Resource Teacher for the State of Hawai'i SPED Department.

HELPFUL HINT: Many people without disabilities are unaware of the capabilities of people with disabilities. If a mentor is unsure about working with an individual with a disability, try to ask the mentee to provide appropriate information about his/her disability and her/his abilities.

Disability Mentoring Day Liaison Checklist

1. Publicize the Day. Flyers and posters will be available. Bookmarks and postcards may come.
2. Respond to questions for information.
3. Assist with connecting mentors and mentees.
4. Facilitate filling out mentee and mentor applications. Review ones from last year and refine.
5. Check on mentor/mentee links prior to the Day to make sure everyone knows what is going on and activities are still happening.

After the day, make sure evaluations are distributed and collected.

HELPFUL HINT: Advice from the community. When meeting people, be ready with applications and flyers. When a student met with a staff person from the Muscular Dystrophy Association of Hawai'i (MDA), it was helpful to have the manila folder packet, which contained the applications and flyers. The staff member was helpful and shared tips on how to conduct a class project like this better. One suggestion was to initial all applications to keep track of whose contacts were most responsive. That may assist the next group who works on DMD to know which avenues led to the best contacts. In addition, alumni groups were suggested. The alumni group the MDA staff member is in actively keeps in touch and supports each other in different events, for example golfing tournaments. With these groups you reach a large number of people in different fields.

DMD Timeline in Detail (continued)

September

Distribute flyers at various locations. Sample flyer is in Appendix A.

Contact TV, radio stations, and newspapers. Once we garnered publicity through newspapers, we received more responses. See section on 2007 Press Contacts on page 17.

If you are going to seek a Governor's proclamation, this would be the time. Hawai'i's Governor requests that applications for proclamations be submitted at least four weeks ahead of time. A sample proclamation and a request form are included as Appendices B and C. It may be helpful to have this proclamation in contacting various organizations.

Continue recruiting mentors and mentees. See Appendix D for sample recruitment letter and Appendices E & F for sample mentor and mentee application forms.

HELPFUL HINT: *Check at this time whether you need more mentors or more mentees and adjust who you should contact. Keep in mind that many schools have a one-week fall break.*

Organize mentor and mentee applications into a spreadsheet. See Appendix I for a spreadsheet example, called "Contact & Tracking Sheet."

HELPFUL HINT: *Check to be sure all contact information is filled out. One way to organize the spreadsheet is by mentees' fields of interests. This will assist with matchmaking.*

October:

First week of October: All mentor & mentee applications should be turned in.

Match mentors and mentees first by mentee's career interest. Use the Career Clusters Sheet within the Mentee Application Form (Appendix F) to help determine career categories. See section on Matchmaking Mentors & Mentees starting on this page. If there is no match for a mentee, continue recruiting mentors.

Contact all mentors and mentees. Facilitate and confirm date, time, and place of mentor-mentee match. Answer any questions or concerns at this time.

HELPFUL HINT: *If you plan on taking photos or having media coverage of the*

actual day, make sure you obtain permissions from both mentees and mentors. A Photo Release form is in Appendix G. This can be distributed along with Mentor and Mentee Applications in Appendices E & F.

Final week of October: Contact those who did not get a chance to participate. Ask if they would like to be contacted next year.

Follow up with those who participated in DMD to find out how they enjoyed the activity and in what ways the day could have been better.

Remember to ask all mentees and mentors to fill out an Evaluation Form (See Appendix L).

Remember Thank you's!

Any needed follow-up.

MATCHMAKING MENTORS AND MENTEES

Matching the right mentors with appropriate mentees is an important component in making DMD meaningful, especially for the mentees. In this process, it is ideal to make the match based on mentees' interests and career choices. This way, mentees will be able to glimpse a day in their field of interest to see if it is indeed an area they want to pursue.

When we received mentee applications, we checked the spreadsheet in Appendix I (Contact & Tracking Sheet) to find mentors that closely matched mentee career goals. Because a limited variety of mentor careers were available, this was not the most effective matchmaking strategy.

We recommend mentees be recruit-

ed first and organized by their career interests. Once their career choices are organized, local companies and organizations can be contacted to recruit mentors for these mentees. Ideally, various local companies have already been informed about DMD, so when they receive a phone call or an email from you, they already know about the day. This way, you will be able to let different organizations and companies know about potential mentees – the number of mentees, specific interests, their availability, and any other questions that arise. In addition, it will facilitate conversation about appropriate accommodations mentees may require for the day. A section on mentoring guidelines starting on this page should be shared with the mentors.

Once potential mentors have been identified, re-contact mentees to make sure the suggested mentor's career matches the mentee's true interest. Even though a mentee may have written down human resources, for example, they may be only interested in specific aspects of human resources, such as computer systems of human resources, or they may have a desire to learn about management systems.

Matching requires more than simply looking at mentor and mentee applications. To ensure a successful DMD, you have to communicate clearly without making assumptions about mentees' interests and expectations.

HELPFUL HINT: During this match-making process, you are also responsible for coordinating the date, time, and place of the meeting by noting availability of both mentees and mentors. Make sure all necessary information is clearly communicated to both mentors

and mentees and all questions are answered about DMD at this time.

* Important Note: Please be aware it is both illegal and unethical to disclose a person's disability. If a mentee wishes to disclose that is his/her choice – not yours! The same applies to mentors.

Mentoring Guidelines

Guidelines for ONE-ON-ONE MENTORING

Disability Mentoring Day is designed to benefit from local creativity in shaping activities for the day. The following materials, adapted slightly from the Groundhog Job Shadow Day "How-To Kit," may be of help (the complete Job Shadow How-To Kit is available at: www.jobshadow.org). You might choose to reformat and distribute some of this material to mentors and/or mentees.

Tips for Workplace Mentors

Greeting. Your mentee should be greeted as an adult business associate, with a handshake and warm aloha.

Introduce Yourself. Provide your name, job title and business card. Let your mentee know you volunteered to be a Workplace Mentor because you think it is important to mentor potential workers. Encourage them to ask questions during the time you have together.

Résumé. Explain to your mentee that a résumé is used by employers to gauge an applicant's education and experience. Ask your mentee whether he/she has prepared a resume and whether he/she brought a copy. If your mentee doesn't have a resume, you may want to help him/her get

started in preparing one. Show your mentee a copy of your resume and then discuss résumé content in the following order:

Interests and Hobbies. Mentees are most relaxed when they are talking about something they know and aren't being "tested". Take some time with this question. Ask your mentee to explain the hobby to you and why this hobby is of interest.

Community Service. Congratulate your mentee on any community service he/she has undertaken. Community service can accomplish three important functions in your mentee's life: 1) it makes his/her community a better place to live; 2) it will help him/her get into a college or workplace of his/her choice; and 3) it provides him/her with an opportunity to gain valuable job skills. Many people started their careers by volunteering.

Career Interests. Ask your mentee about his/her career interests. If possible, relate those interests to your own career or to that of others in your workplace. If your mentee doesn't have a firm handle on his/her career interests, provide reassurance that finding the right career path takes time.

Job Experience. Talk about your mentee's job experience in positive terms. What did your mentee like about the job? What did she/he learn from the job? Tell your mentee about any jobs you held as a youth and how those early jobs helped you get where you are today. If your mentee hasn't had any formal job experience, encourage them to explore possible volunteer or part-time opportunities.

Special Skills. Ask your mentee about specific skills they have that would help in the workplace. Consider working through the "Personal Assessment Form Worksheet" below. Acknowledge the work your mentee has already done to acquire skills and encourage him/her to keep adding to the list. In general, the higher your mentee's skills, the more he/she will learn. Tell your mentee of any special training skills you have had.

What I Can Expect on Disability Mentoring Day

Rank

- _____ To see how the knowledge I am gaining is used on the job.
- _____ To see what people do all day on the job.
- _____ To understand what skills I need to get a good job.
- _____ To learn what employees receive besides a paycheck.
- _____ To find out more about the workplace I am visiting.
- _____ To see how technology is used on the job.
- _____ To explore some new career ideas for myself.
- _____ To learn how much education I will need to get the job I want.
- _____ To understand how learning and earning are connected.

Mentee Activity: Disability Mentoring Day Personal Assessment Form

This survey lists skills and talents that individuals have and employees value. Read the list and assess your own strengths. Indicate the level of your skill from 1 to 5, with 5 being high.

Skills for Basic Job Performance

_____ Resource Management. Time, money and materials are resources. You can manage them well.

_____ Interpersonal Skills. You get along well with others. You can work on a team, teach others, serve customers, or be a leader. You can work well with people from different backgrounds.

_____ Information Management. You can find, interpret, and communicate information. You can organize and maintain files. You can use a computer to process information.

_____ Systems. A system is the way things are done or organized. You can understand social business systems. You can check and correct your business performance. You can make suggestions to improve the way things are done.

_____ Technology. You can find and use the right tools for the job.

_____ Basic Skills. You read, write, speak, and listen well. You know arithmetic.

_____ Thinking Skills. You can think creatively. You can make decisions and solve problems

_____ Personal Qualities. You can take personal responsibility for your work. You think well of yourself. You are honest.

More Specific Job Skills

_____ Math Skills. Mathematics is one of your favorite and best subjects.

_____ Mechanical Skills. You understand how things work and have an aptitude for fixing things.

_____ Physical Strength. You are above average in physical strength, stamina, and fitness.

_____ Patience/Perseverance. You are able to concentrate on a task for as long as it takes to get done.

_____ Supervisory Skills. You can plan and work with others to help them reach goals.

_____ Attention to Detail.

Education. This is your opportunity to encourage your mentee to get a good education. Reinforce that what your mentee is learning in school may be important to earning a good living. When employers look at a resume, they look at the education level of an applicant. Tell them how much education you have completed.

Mentees' Objectives. Ask your mentee what they want to get out of their Disability Mentoring Day experience. If he/she hasn't prepared anything in advance, work on an "Expectations" worksheet together on page 12. Find out why she/he ranked the top three objectives. Keep in mind these objectives throughout your time together and be prepared to alter your activities accordingly.

Mentee Interview. To provide more insight about your job, suggest your mentee conduct an interview with you based on the "Conducting an Interview" (see p. 15). You can use this opportunity to help your mentee link what he/she is learning to what you do on the job. Be sure to give your mentee enough time to record your answers. Answer the questions thoughtfully. If appropriate, comment on any good interviewing skills your mentee demonstrated.

Suggestions for Demonstrating Workplace Skills to Mentees

Telephone skills. Demonstrate the correct procedure for answering phones and instruct the mentee on what is appropriate. If your job entails a significant amount of phone work, demonstrate communication skills by allowing the mentee to listen to a few calls on a speakerphone, if you have one. Be sure to introduce your mentee to the caller and let the caller know that you have a "shadow." Prepare ahead of time a list of calls that you can make that will help the mentee understand your job. Before each call, explain to the mentee what you hope to accomplish. At the end of each call, review the results you achieved, positive or negative. In addition, you may wish to review the skills you used on the phone.

Computer Skills.

Word processing: Dictate a memo or letter to your "shadow." Explain the reason you need to write the memo and ask the mentee's opinion on how to express some thoughts.

Spreadsheets: Copy a spreadsheet into a new file and have the mentee input or manipulate data. Have the mentee change some parameters and notice how the spreadsheet changes. Have the mentee think about how long it used to take to change the rows and columns by hand.

Email: Dictate to the mentee an email and let him/her send it.

Graphic Software: Copy a file and have the mentee help you design something for a current project.

Equipment Skills

Adding Machines: Prepare some calculations for the mentee to complete.

Fax: Have the mentee send faxes for you during your time together.

Other: Have the mentee experiment with other equipment that is safe for him/her to use, such as a postal meter or copy machine.

Client/Customer Contact skills: If your job requires client or customer contact, have the mentee observe the change.

Meeting Skills

One activity that might be of benefit is attending a meeting with you. Be sure to have all logistical and permissions necessary for attending a meeting prior to the day the mentee arrives. Before the meeting, give the mentee some background information so he/she better understands the conversation.

Presentation skills

Show the mentee a presentation you are working on. Have the mentee critique your presentation. Then have the mentee add ideas of his/her own. Ask the mentee to modernize it to show you how to market more effectively to people his/her age. Encourage all the mentee's ideas by providing enthusiastic responses or gentle critiques.

Mentee Activity: Disability Mentoring Day Expectations Worksheet

Disability Mentoring Day is a great opportunity to learn about the world of work. You may be wondering what you will discover. Without a doubt, you will be exposed to a wide variety of experiences and information, some

of which may be more valuable to you than others.

Holding a job requires independent thought and decision-making. Below is a checklist of what you can expect to learn today. Read through the list and decide which learning objectives are most important to you. Rank each item 1 to 5, with 5 being the most important. You may give each objective its own rank; the objectives do not have to be prioritized. Additional space is provided if you would like to learn something that is not listed.

Mentee Activity: Conducting an Interview

Meet your Workplace Mentor

To find out more about your Workplace Mentor's job, conduct an interview. Think about reporters you observe conducting interviews. Ask your mentor the questions in the following "Introductory Questions" list. Make sure your questions are spoken clearly, and make eye contact with your mentor. Relax and smile. Record your answers.

Introductory Questions ("Getting to Know You")

What is your job title?

What are your responsibilities?

How do you help this workplace meet its goals?

What is a typical day like for you?

What do you like most about your job? Least?

Why do you select this type of work?

How much education do you need for this job?

Do you need more job training af-

ter you have completed your education?

Questions about Job Skills

Your Workplace Mentor uses many of the same skills on the job that you are learning every day in the classroom. To find out which skills are important to your mentor's job, use the following questions and ask him/him to show you examples. Remember to speak clearly.

How much is reading a part of your job?

How important is writing to your daily job?

When do you have to use math on your job?

How important are listening skills in your work?

What types of speaking skills are important for your job?

What types of equipment and technology are used to do your job?

What kinds of problems do you solve on the job? What skills are required to solve them?

What did you learn in school that helped you most on the job?

What do you wish you had studied more in school?

Sources: Originally provided by Mr. Johnathan Young and later, Ms. Michele Sither (11/28/06)

MEDIA MATTERS

Much of the success of Disability Mentoring Day (DMD) derives from attention to and cooperation with various media. This section details some media examples from Hawai'i's 2007 DMD.

An Example of Working with Another Culture

Mass media may expand public awareness of the mutual necessity of supporting and learning. The media can impact reducing discrimination by showing diverse people working together (Zastrow & Kirst-Ashman, 2004).

U.S. Census Bureau estimates that the total population of Hawai`i is 1,285,498. Of this number, 281,234 speak a language other than English at home (age 5 years and over). Disability status (age 5 years and over) is 152,464 (U.S. Census Bureau, American FactFinder, 2007).

We translated the Disability Mentoring Day (DMD) English flyers into Japanese to make announcements at the Japanese language radio station KZOO (AM 1210).

Facilitating processes (flyer translation and making announcements) were done as a DMD promotion. The promotion was targeted to the local Japanese speaking population in Hawai`i every morning at 09:15 am from October 8th until October 17th.

Along with the promotion, we investigated the number of Japanese residents in Hawai`i who listened to the radio announcements by studying Annual Report of Statistics on Japanese Nationals Overseas (issued by Consular Affairs Bureau of the Ministry of Foreign in 2006). This Japanese Government statistics gave the numbers of the Japanese speaking residents in Hawai`i as 15,027; KZOO also estimates that there are about 150,000 Japanese-American within the Hawaii population and 10% of them may

have listened to the Disability Mentoring Day announcements.

We also distributed flyers to members and placed flyers on the bulletin board at Makiki Christian Church to include Japanese speakers in DMD. There are approximately 185 Japanese speakers attending the Makiki church (103rd Church Annual Report, 2007).

With all this effort, we received one phone call from a Japanese mother who inquired about DMD for her daughter who uses a wheelchair and loves animals. Although we found a potential mentor for her daughter to become a mentee and possibly work as a volunteer worker, the mother never returned our phone calls.

While we don't know if DMD had any impact with this family, we do know the information reached them and may be beneficial at some point in their lives.

Media Advisory

MEDIA ADVISORY Contact: Terry Howell Jr., 956-4862,

October 17, 2007 dmdhawaii@gmail.com

STUDENTS AT UH MANOA GET INVOLVED IN CONNECTING MENTORS AND MENTEES TOGETHER FOR NATIONAL DISABILITY MENTORING DAY

WHAT: Disability Mentoring Day (DMD) provides an opportunity for job-seekers and students with all types of disabilities to gain insight into career options by spending part of their day in the local business or agency "shadowing" volunteer mentors as they go through a normal day on the job.

WHY: DMD provides local employers an opportunity to learn about the experience of disability, recruit new talents, and promote the employment of people with disabilities.

WHEN: WEDNESDAY, OCT. 17

WHERE: Private, governmental, and non-profit workplaces across Hawai`i.

HOW: Get connected! Contact Terry Howell Jr., 956-4862 / dmdhawaii@gmail.com

WHO: Sponsored by the University of Hawai`i at Manoa's Center on Disability Studies (IST project-www.ist.hawaii.edu), American Association of People with Disabilities, National Association of Student Personnel Administrators - Hawaii division, and National Technical Assistance Center.

ADDITIONAL BACKGROUND:

DMD is a local, national and international effort administered by the American Association of People with Disabilities and the U. S. Department of Labor during October, National Disability Employment Awareness Month. DMD was first established in 1999 with less than three dozen participants. More information on this international event is available at <http://www.dmd-aapd.org/docs/factsheet.php>.

2007 Press Contacts

Newspaper Contact List

Calendar

O`ahu:

1. Honolulu Advertiser: islandlife@honoluluadvertiser.com with subject line: health calendar

2. Honolulu Star Bulletin: calen-

dars@starbulletin.com

3. Honolulu Weekly: calendar@honoluluweekly.com

4. Midweek: kmiller@midweek.com

Big Island of Hawai`i:

Hawaii Tribune-Herald: datebook@hawaiitribune-herald.com

Kaua`i:

Garden Island: aharju@kauaipubco.com

Press

O`ahu:

1. Honolulu Advertiser: hawaii@honoluluadvertiser.com

2. Honolulu Star-Bulletin: cityeditors@starbulletin.com

3. Honolulu Weekly: editorial@honoluluweekly.com

4. Ka Leo: editor@kaleo.org

5. Midweek: dchapman@midweek.com

Big Island of Hawai`i:

West Hawaii Today: rflickinger@westhawaiiitoday.com

Maui:

Maui News: editor@mauinews.com

Press Release

Disability Mentoring Day Honored Locally

Students with Disabilities Shadow Business Mentors

(OCTOBER 17, 2007 – Honolulu) Today, local students and job seekers

with disabilities from across the state of Hawaii participated in National Disability Mentoring Day (DMD). Students and other job seekers, known as mentees, were matched with local volunteer mentors, based on their career interests and spent the day shadowing them. The program gave the mentees an opportunity to see the day-to-day responsibilities required of a person in their career field of interest.

The general goals of DMD are to promote disability as a central component of diversity recruitment for a more inclusive workforce, dispel employer fears about hiring people with disabilities, increase confidence among students and job seekers with disabilities, enhance internship and employment opportunities for people with disabilities and serve as a launch pad to promote a year-round, national effort to foster mentoring and career-exploration opportunities.

Hawaii's Disability Mentoring Day is being supported by The University of Hawai'i at Manoa's Center on Disability Studies project "Innovative and Sustainable Teaching Methods and Strategies to Ensure Students with Disabilities Receive a Quality Higher Education (IST-www.ist.hawaii.edu)". Other sponsors of Hawaii's DMD include National Technical Assistance Center for Asian American and Pacific Islanders with Disabilities (NTAC-AA-PI) and National Association of Student Personnel Administrators (NASPA). National Disability Mentoring Day began in 1999 as part of a White House effort to increase the profile of National Disability Employment Awareness Month, celebrated every October. For more information about Disability Mentoring Day, log on to <http://www.dmd-aapd.org/>

or contact Terry Howell Jr. at dmdhawaii@gmail.com.

About The University of Hawai'i at Manoa's Center on Disability Studies:

The University of Hawai'i at Manoa's Center on Disability Studies is focused upon development and conduct of interdisciplinary education, training, research, demonstration, evaluation and community service. The mission of the CDS is to support the quality of life, community inclusion, and self-determination of all persons with disabilities and their families. This is accomplished through training, service, research, education, demonstration, evaluation, and dissemination activities internationally, nationally, regionally, and locally. In 2007, CDS's 20th anniversary year, funding is over 17 million dollars and CDS employs about 100 faculty and staff. The CDS now receives funding based on an approved Strategic Plan for a five-year cycle from the Administration on Developmental Disabilities.

Disability Mentoring Day

The Actual Day

By now there should be a list of potential mentors along with a list of mentees interested in being mentored. It will soon become apparent that being a facilitator for DMD requires a lot of preparation and communication! It may feel overwhelming at first but the actual day will soon become very exciting! Acting as a facilitator requires you to support your team members in an effort to coordinate a very large "matchmaking" endeavor.

HELPFUL HINT: Communication will always be the first key element in finalizing the details for the day. Use all

your resources, such as email, phone calls and meetings.

As a facilitator you will also find many people with busy schedules and you need to be able to work around their schedule and reassure them if they are unable to be a mentor or mentee on the third Wednesday in October, you can work with them to set it up for another day.

HELPFUL HINT: Begin the morning of DMD by contacting mentors and making sure they are prepared for the arrival of their mentees sometime during the day. Also call the mentees and find out what time they are arriving. It is important to inform the mentors of the abilities of the mentees, so they are able to provide adequate work. Discuss any issues of confidentiality.



Photo 1: DMD Hawai'i at Construction Site

People with disabilities want to be treated like everyone else and want the same rights and privileges that people without disabilities receive. By making the connection between two people, you, as a facilitator, have taken a conscious effort to recognize the needs of people with disabilities. Encourage your mentors and mentees to

keep in touch after the day ends. The relationship they will build together may change both of their lives.

A short story about October 17, 2007

Jim Martinez, a mentor and owner of a local construction company, eagerly took on the role of mentor to a local man with Autism. He was enthusiastic and helpful in making sure his mentee had a wonderful day. Ty, Jim's mentee, painted a house for the first time, along with many other tasks that he loved tremendously. The mentee, Ty, had always wanted to be a construction worker and for many years he struggled with his disability preventing him from achieving his goals. Ty did a wonderful job helping out his mentor and wonderful relationship was formed that day. Together Jim taught Ty how to use a nail gun and what it felt like to wear a tool belt full of heavy tools. It really was wonderful to watch them work together.

As a facilitator it was important to keep in contact with both the mentor and mentee during the day. This ensured that the required documents were completed and they were both having an enjoyable experience.



Photo 2: Mentee posing with a drill

Past Media Coverage

Ka Leo

UH to celebrate Disability Mentoring Day

Rachel Manuel

Issue date: 10/10/07 Section: News



Media Credit: Courtesy of James Brightman
James Brightman, a junior specialist with the University of Hawai'i at Manoa Center on Disability Studies, awards Certificates of Appreciation to members of the U.S. Coast Guard in Honolulu for their participation on Disability Mentoring Day, October 2006.

Media Credit: Courtesy of James Brightman, the Vocational Rehabilitation Coordinator for the NTAC-AAPI at the University of Hawai'i at Manoa Center on Disability Studies, awards Certificates of Appreciation to members of the U.S. Coast Guard in Honolulu for their participation on Disability Mentoring Day, October 2006.

On Oct. 17, the Center on Disability Studies at the University of Hawai'i at Manoa will hold Disability Mentoring Day: Career Development for the 21st Century.

This event will celebrate internationally recognized Disability Mentoring Day, which enables students and job-seekers with disabilities to spend a day visiting a local business in their fields of interest. The day will also allow them to have hands-on exploration and one-on-one time with vol-

unteer mentors in career fields they intend to pursue.

Local employers are provided the opportunity to promote hiring people with disabilities, tap into a pool of potential employees and learn more about the experience of disability. Last year, UH and University Lab School faculty and the U.S. Coast Guard were among those who participated. Steve Brown, assistant professor at the Center on Disability Studies, said that he hopes Disability Mentoring Day activities will spread from O'ahu to all of the islands.

The history of the program has shown that participation in Disability Mentoring Day can lead to internship opportunities, interviews toward a part-time or full-time employment offer and even outright job offers. "It's also an opportunity for employers to learn that people with disabilities may be an excellent resource for their businesses," Brown said.

In addition to the mentor program, the Center on Disability Studies is presenting Pacific Rim Cinema Nights at the Honolulu Design Center. Along with live music, the film "Abilities at Work," based on a real-life account of four Asian-Americans and Pacific Islanders with disabilities that also have successful careers, will be screened.

School counseling graduate student Trí Lê said, "There can be certain stigmas attached to hiring someone with a disability, and ideally, we want to help demystify and destigmatize some of those myths by getting persons with disabilities into a wide range of workplace environments."

Lê said serving as mentors for a per-

son with a disability will be a great learning experience for employers, because they will get a feel for what it would be like to provide accommodations for them. "The mentee also benefits because they get a chance to shadow someone on the job, and the commitment is only for one day," he said. "The one-day commitment can possibly lead to future employment, but most of all, it is a great learning experience for both parties."

The project, called "Innovative and Sustainable Teaching Methods," was originally started through a Center on Disability Studies grant to help develop effective and efficient teaching for faculty and administrators, focusing on attitudes, knowledge and skills necessary for students with disabilities to complete their program of study.

Disability Mentoring Day will take place at various workplaces around Hawai'i. UH faculty of the Center on Disability Studies, educational technology and counselor education departments, Hawai'i Centers for Independent Living, NOAA Fisheries and Papa John's are among several agencies that have committed thus far.

Disability Mentoring Day gives people the chance to evaluate their personal goals, target career skills for improvement, explore possible careers and develop lasting relationships with mentors.

Terry Howell Jr., spokesman for Disability Mentoring Day, said, "Whether we are able to match five people with disabilities with mentors, or 100, we will have accomplished the primary goal of promoting career development for students and job-seekers with disabilities."

People who are interested in serving as a mentor or a mentee for this year's event or in employment issues for people with disabilities are encouraged to participate.

October is National Disability Employment Awareness Month. Disability Mentoring Day first began in 1999 as National Mentoring Day in the White House. It has grown to become a local, national and international project. Last year, 13,000 people participated in over 300 locally coordinated events around the U.S., Puerto Rico and 24 other countries.

Visit the Center on Disability Studies website at www.cds.hawaii.edu.

Disability Mentoring Day

Wednesday October 17

For more information, contact:

Terry Howell Jr.

(808)956-4862

dmdhawaii@gmail.com

Insert DMD flyer.

Pacific Rim Cinema Nights

When: Wednesday October 17

5:30-8:00pm

Where: Honolulu Design Center Cu-
pola Theater

1250 Kapiolani Boulevard

Cost: Free (Validated parking \$3)

For more information, contact:

C.C.Crockett

cccrocke@hawaii.edu

(808)956-7539

Hawaii Tribune-Herald

Disability Mentoring Day on Oct. 17
promotes diversity

Wednesday, October 3, 2007 9:40
AM HST

UH project links students, agencies,
businesses, career mentors in islands

The University of Hawaii at Manoa
Center on Disability Studies project
-- "Innovative and Sustainable Teach-
ing Methods and Strategies to Ensure
Students with Disabilities Receive a
Quality Higher Education" -- helps
employment-seekers with disabilities
get to spend a "day in the life" of a
mentor.

The UH center locally celebrates the
internationally recognized Disability
Mentoring Day, which enables job-
seekers and students with disabilities
to spend part of a day visiting a local
business or agency that matches their
interests, and to have one-on-one
time with volunteer mentors in their
intended career fields.

"Disability Mentoring Day provides
local employers with an opportunity
to promote the employment of people
with disabilities," said spokesman Ter-
ry Howell Jr. More information is avail-

able on the Web site at <http://www.ist.hawaii.edu>.

The official mentoring day will be
Wednesday, Oct. 17, at work places
across Hawaii.

Anyone interested in employment is-
sues for persons with disabilities is en-
couraged to participate, said Howell.
He can be contacted at 808-956-4862
or via e-mail at dmdhawaii@gmail.com.

"DMD is a local, national and inter-
national effort administered by the
American Association of People with
Disabilities and the U.S. Department
of Labor during October, National
Disability Employment Awareness
Month," said Howell.

"DMD was first established in 1999
with less than three dozen partici-
pants," he said. More information on
this international event is available at
[http://www.dmd-aapd.org/docs/fact-
sheet.php](http://www.dmd-aapd.org/docs/fact-sheet.php). The event flyer can also
be accessed at [http://www.ist.hawaii.
edu/downloads/pdf/DMD2007.pdf](http://www.ist.hawaii.edu/downloads/pdf/DMD2007.pdf).

"Get connected. Become a mentor or
mentee," said Howell.

Disability Mentoring Day has five
main goals: Job shadowing, hands-on
career exploration, to empower stu-
dents and job-seekers, to promote a
diverse workplace and to recruit new
talent.

Sponsors include the following agen-
cies and associations: Innovative and
Sustainable Teaching Methods and
Strategies to Ensure Students with
Disabilities Receive a Quality Higher
Education (IST); Mentoring Partner-
ship Program (MPP): [http://www.ist.
hawaii.edu](http://www.ist.hawaii.edu); National Technical Assis-

tance Center (NTAC-AAPI): <http://www.ntac.hawaii.edu>; Center on Disability Studies (CDS): <http://www.cds.hawaii.edu>; National Association of Personnel Administrators, Region VI Disability Concerns Knowledge Community (NASPA): <http://naspa.org>.

<http://www.hawaiitribune-herald.com/articles/2007/10/03/features/features05.txt>

FOLLOW-UP

A follow-up process can prove to be invaluable. It is a way in which facilitators may evaluate DMD. Facilitators can thank those who participated, get a sense of how the day went and inform mentee and mentor participants they can participate again next year. An evaluation form may serve as one appropriate aspect of follow-up. See a sample form in Appendix L.

We received evaluations to help build ideas on how to improve the process for the following year. For example, if you are unable to match all mentees with mentors, the follow-up process will help you finish the unaccomplished duties. Through phone calls and emails, you can inform those who were not matched this year they will be able to participate in Disability Mentoring Day the following year.

All who have participated must be sent a thank you note. In the thank you note, a notification should be sent out saying they may participate in Disability Mentoring Day again next year. Let them know that they are appreciated and they have helped to make DMD a success.

In addition, we have modified a Certificate of Participation from AAPD.

This certificate can be sent to all mentors, mentees, sponsors, facilitators, and any others who participated. A sample Certificate is attached in Appendix K.

HELPFUL HINT: Keep tally of everything you do for Disability Mentoring Day!

Lastly, a national report compiled by AAPD should be filled out by a local coordinator. This report is a summary of the processes taken to make Disability Mentoring Day happen. It asks for reports on money spent, stories, and various other aspects. Summations of DMD nationally and internationally can be found at the AAPD website at: www.aapd-dc.org and updates may be in the AAPD Newsletter at: <http://www.aapd.com/AAPDnews/newsletter.html>.

REFERENCES

American Association of People with Disabilities (AAPD) (2007). Fact sheet: 2007 Disability Mentoring Day: Career development for the 21st century. Retrieved February 11, 2008, from <http://www.dmd-aapd.org/docs/factsheet.php>

Makiki (Honolulu) Christian Church (2007). Annual Report. 103, 104.

Consular Affairs Bureau of The Ministry of Foreign Affairs (2006, October). Annual report of statistics on Japanese nationals overseas. Retrieved from <http://www.mofa.go.jp/mofaj/toko/tokei/hojin/07/pdfs/1.pdf> on November, 10, 2007.

U.S. Census Bureau, American Fact Finder (2007). The American Community Survey

Demographic Estimates. Retrieved from http://factfinder.census.gov/servlet/DatasetMainPageServlet?_program=ACS

Volunteer Protection Act of 1997 (PL 105-19), 2 U.S.C. 14501 (1997). Retrieved February 11, 2008, from http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=105_cong_public_laws&docid=f:publ19.105.pdf

Zastrow, C. & Kirst-Ashman, K. K. (2004). *Understanding human behavior and the social environment*. 6th ed. Belmont, CA: Thomson Learning, Inc., 189-202.

APPENDICES

Wednesday, October 17, 2007

Disability Mentoring Day

Get Connected! Become a mentor or a mentee!!



*** Job Shadowing**

*** Hands-On Career Exploration**

*** Empower Students and Job Seekers**

*** Promote a Diverse Workplace**

*** Recruit New Talent**



Anyone interested in employment issues for persons with disabilities is encouraged to participate!

Please contact:

Terry Howell Jr.

PHONE: **1 (808) 956-4862**

E-MAIL: dmdhawaii@gmail.com

Appendix A – DMD Flyer 2007 (Text version)

Wednesday, October 17, 2007

Disability Mentoring Day

Get Connected! Become a mentor or a mentee!!

DMD Logo – sponsored by the American Association of People with Disabilities

- Job Shadowing
- Hands on Career Exploration
- Empower Students and Job Seekers
- Promote a Diverse Workplace
- Recruit New Talent

List of Sponsor Logos: Mentoring Partnership Project, National Technical Assistance Center, Center on Disability Studies, NASPA Student Affairs Administrators in Higher Education

Anyone interested in employment issues for persons with disabilities is encouraged to participate!

Please contact: Terry Howell Jr.

Phone: 1 (808) 956-4862

Email: dmdhawaii@gmail.com

[black and white drawing of Statue of Liberty in a wheelchair]

Appendix B – Sample Proclamation

SAMPLE PROCLAMATION FOR DISABILITY MENTORING DAY 2007



WHEREAS, more than one million people with disabilities have entered the labor force since the passage of the Americans with Disabilities Act in 1990; and,

WHEREAS, as taxpayers, consumers, and workers, people with disabilities are contributing to our society and to their own fulfillment of the American dream; and,

WHEREAS, new generations of young people with disabilities are growing up in [City Name, County Name, or State Name], graduating from high school, going to college, and preparing to participate in the workplace; and,

WHEREAS, job seekers with disabilities, regardless of age, are striving to attain economic independence through self-sufficiency and gainful employment; and,

WHEREAS, both students and job seekers with disabilities have the right to maximize their potential by making the most of their intellect, talents, and abilities in an environment free of physical, programmatic, and attitudinal barriers; and,

WHEREAS, Disability Mentoring Day provides an opportunity for students and job seekers with all types of disabilities to gain insight into career options by spending part of their day in the workplace "shadowing" an employee as he or she goes through a normal day on the job; and

WHEREAS, employers from the private, governmental, and non-profit sectors may benefit from mentoring people with disabilities as a way of learning about the experience of disability, developing lasting relationships with disability community leaders, and recruiting new and emerging talent for meaningful internship and employment opportunities; and

WHEREAS, these efforts are made possible through a broad partnership with the American Association of People with Disabilities and a dedicated local team of organizers from businesses, non-profit organizations, school districts, colleges and universities, and government agencies [modify this list according to your own Local Organizing Committee make-up or state the name of the local coordinating organization(s) instead];

Now, Therefore, Be it RESOLVED that I, [Full Name of Elected Official], [Mayor / County Executive / Governor] of the [City / County / State] of [Name of City or State] do hereby proclaim Wednesday, October 17, 2007, as:

Disability Mentoring Day

in the [City/County/State] and encourage all citizens to recognize the enormous potential of people with disabilities and to work toward their full integration into the workforce.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the [City/County/State] of [Name of City/County/State] to be affixed.

Done at [the County Hall of Administration / City Hall / the Capitol], City of [Name of City], State of [Name of State], this Seventeenth day of October, in the year of our Lord, Two Thousand Seven, and in the [insert age of state, e.g. "One Hundred Sixty Second year"] of the [City/State].

[End of Proclamation]

*** NOTE: Only insert the name of the city or state when expressly mentioned. Where the text says "[City/County/State]", merely insert the applicable word.

Appendix C – Governor’s Proclamation Request Information

REQUEST FORM FOR MESSAGES, COMMENDATIONS, PROCLAMATIONS

Your request must be submitted a minimum of four weeks prior to your due date.

Aloha! Thank you for your interest in a message from Governor Linda Lingle. Please complete all areas below and provide any additional information that may be helpful in evaluating your request.

Due to the high volume of inquiries received and our criteria for acceptance, all requests cannot be met. Our office will notify you regarding the status of your request within one week of receiving this form.

Requestor Details

- Requestor name:
- Title:
- Organization or State Department/Division:
- Date request submitted:
- Due date needed by:
- Event date (if applicable):
- Phone number:
- Fax number:
- E-mail address:
- Address:
- Message Request (check one and provide as much detailed information as possible)
 - _____ Commendation for (name of person and/or organization)
 - _____ Governor’s Message in (name of publication)
 - _____ Proclamation (name of event or occasion) (purpose of proclamation)
 - _____ Other (retirement, birthday, anniversary, condolence, Eagle Scout)
- Please provide us with additional information, including a biography of the individual or description of the organization or event. We also welcome any drafts of the message to assist us in writing the document.

Please e-mail your completed request to **gov.information@hawaii.gov**

06/07

Appendix D – Recruiting Letter

Dear _____,

Hi My name is _____ I am a student in the Mentoring class sponsored by the University of Hawai'i Center on Disability Studies project "Innovative and Sustainable Teaching Methods and Strategies to Ensure Students with Disabilities Receive a Quality Higher Education (IST-www.ist.hawaii.edu)." On October 17th, we will be joining with colleagues across the country to celebrate "Disability Mentoring Day (DMD)." The goal of DMD is to link mentees with mentors allowing the mentees to catch a glimpse of a typical day in careers the mentees would like to explore. For more information about the national event, you can go to <http://www.dmd-aapd.org>. I've also attached a flyer about DMD. If you would like to be a mentee or a mentor, or know of someone who would be interested in being a mentee or a mentor, please email me back at dmdhawaii@gmail.com.

Thank you for your time. We hope you will join us for this important day in the lives of job seekers with disabilities!

Mahalo,

The flyer can be accessed at:

<http://www.ist.hawaii.edu>

Please distribute to your networks as possible. One of the goals of the class is to spread DMD to all islands.

Disability Mentoring Day

Wednesday, October 17, 2007

Get Connected! Become a mentor or a mentee!

- * Job shadowing
- * Hands-On Career Exploration
- * Empower Students and Job Seekers
- * Promote a Diverse Workplace
- * Recruit New Talent

Anyone interested in employment issues for persons with disabilities is encouraged to participate!

Appendix E – Mentor Application



MENTOR APPLICATION

Hawai`i

Return by Fax to (808) 956-5713 or

Return by Email to: dmdhawaii@gmail.com

DMD enables students and job seekers to spend part of a day visiting a business or government agency. This is an opportunity to underscore the connection between school and work; evaluate personal goals; target career skills for improvement; explore possible career paths; and develop lasting mentor relationships. ***Thank you for being a mentor!***

Please complete the mentor application and submit your form to Trí Lê at Center on Disability Studies, University of Hawai`i at Manoa. **Please return the form no later than October 10, 2008.**

SECTION I: GENERAL INFORMATION

Last Name: _____ First Name: _____

Name of Business, Government Agency, or Non-Profit Organization:

Address:

Phone (Voice): _____ TTY: _____ Email: _____

SECTION II: WORK EXPERIENCE INFORMATION

Job Title:

Summary of General Job Responsibilities:

SECTION III: WORKPLACE

Below, please check the setting that most accurately describes the place at which you work.

- | | | | |
|--------------------------|-------------------------|--------------------------|-------------------------|
| <input type="checkbox"/> | Private business | <input type="checkbox"/> | Government agency |
| <input type="checkbox"/> | Non-profit organization | <input type="checkbox"/> | Educational Institution |

Is your facility wheelchair accessible? Yes No

Does your business, organization, or agency offer internship opportunities?

If so, please briefly describe these opportunities, including the areas of focus for such a program. If the mentee pool permits, we will do everything we can to match you up with students who may be interested in separately applying for an internship that your organization may be offering. Feel free to include web sites to visit and to use additional sheets of paper.

SECTION IV: GENERAL INFORMATION FOR WORKPLACE

If you are coordinating a Disability Mentoring Day program at your job site or would like to lead in such efforts in your office, please fill out this section.

On-Site Agency or Organization Coordinator Name and Number (if designated):

Total number of Mentees to host:

Type of Activities: Check all that apply.

- | | | | |
|--------------------------|---|--------------------------|--|
| <input type="checkbox"/> | One-on-one job shadowing | | |
| <input type="checkbox"/> | Tour of company site | | |
| <input type="checkbox"/> | Small group discussion with all mentees | | |
| <input type="checkbox"/> | Lunch with mentees. | <input type="checkbox"/> | Lunch covered by mentor/organization |
| | | <input type="checkbox"/> | Mentee must bring own lunch or money for lunch |

Every attempt will be made to match each Mentor with a Mentee; in the event that this is not possible, advance notice will be provided.

Center on Disability Studies (CDS) c/o Trí Lê

DMD Hawai'i 2008

1776 University Ave., UA4-6, Honolulu, Hawai'i 96822

V: 808-956-3799 • Email: dmdhawaii@gmail.com • www.dmd-aapd.org

Appendix F – Mentee Application



MENTEE APPLICATION

Hawai`i

Return by Fax to (808) 956-5713 or

Return by Email to: dmdhawaii@gmail.com

Return by Mail to: Center on Disability Studies (CDS),
c/o Tri Lê, DMD Hawai`i 2008,
1776 University Ave.,
UA4-6, Honolulu, HI 96822

DMD enables students and job seekers to have one-on-one time with volunteer Workplace Mentors by spending a day, or a part of a day, visiting at a local business or an organization that matches their interests. This is an opportunity to underscore the connection between school and work; evaluate personal goals; target career skills for improvement; explore career paths; and develop lasting mentor relationships. To participate, complete this form and **submit by: Friday, October 10, 2008.**

SECTION I: GENERAL INFORMATION

Last Name: _____ First Name: _____

Date of Birth: _____

Address: _____

Landline Phone: _____ Cell: _____ TTY: _____

Email: _____

If you are interested in disclosing your disability for the purposes of possibly being matched with a person with the same or similar disability, please describe your type of disability here:

SECTION II: EDUCATION

Please check one of the following.

High school, attending:

Grade: _____ Graduation Date: _____

Vocational School:

Grade: _____ Graduation Date: _____

College/University, attending _____

Major(s) or area of interest: _____

Expected Date of Graduation: _____

Post-Graduate School, attending: _____

Degree(s): _____

Expected Date of Graduation: _____

Job seeker (not currently in school)

Highest level of education attained (Check One):

Some high school College Degree: _____

High School Diploma Post-Graduate Degree(s): _____

Vocational License

SECTION III: REASONABLE ACCOMMODATION REQUESTS

Please check if applicable:

<input type="checkbox"/> Braille	<input type="checkbox"/> Sign Language Interpreter
<input type="checkbox"/> Computer disk	<input type="checkbox"/> Oral <input type="checkbox"/> Tactile <input type="checkbox"/> ASL <input type="checkbox"/> PSE
<input type="checkbox"/> Large print	<input type="checkbox"/> Dietary needs _____
<input type="checkbox"/> Wheelchair access	<input type="checkbox"/> Other _____

Center on Disability Studies (CDS) c/o Trí Lê

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SECTION IV: CAREER CLUSTERS WORKSHEET

On Disability Mentoring Day, Mentees may be paired with a Workplace Mentor at a job site. To make your experience more meaningful:

Mentees: please rank the categories that you are most interested in learning about.

Example: COMMUNICATION, such as:

- Editor/Writer
- 1 Events Planning
- 2 Public Affairs

If possible, you will be paired with a person who identified the category(ies) you selected.

INSTRUCTIONS: Place the number of your choice next to the appropriate career cluster below. 1 = First Choice 2 = Second Choice 3 = Third Choice

ADMINISTRATION, such as:

- Clerical
 - Office Management
 - Data Entry
 - Customer Service/Receptionist
- Duties

BUSINESS/FINANCE, such as:

- Accounting
- Budget
- Auditing
- Entrepreneurship/Business Owner

COMMUNICATION, such as:

- Editor/Writer
- Media Relations
- Event Planning
- Publishing (design, editorial, production)

HUMAN RESOURCES, such as:

- Employee Development Management
- Diversity/Equal Employment
- Staffing/Recruiting
- Employee Relations/Performance
- Labor Relations

LAW, such as:

- Law Enforcement/Security
- Legal (attorneys, paralegals, judges)

MILITARY

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- MUSEUMS, such as:
 - Advanced Studies (Historian)
 - Collections/Art and Artifacts (Archivist: Curatorial Duties; Registrar Conservation; Film/Video; Oral History)
 - Education (Community Partnership; Outreach)
 - Exhibition (Exhibition Development; Exhibition Research Historian; Traveling Exhibition; Special Exhibition Coordinator)

- PERFORMING ARTS, such as:
 - Dance
 - Theatre/Musical Theatre
 - Music/Opera/Singing
 - Other: _____

- PUBLIC POLICY, such as:

<input type="checkbox"/> Agriculture	<input type="checkbox"/> Economics
<input type="checkbox"/> Education	<input type="checkbox"/> Employment
<input type="checkbox"/> Environment	<input type="checkbox"/> Health
<input type="checkbox"/> Transportation	<input type="checkbox"/> Other: _____

- REHABILITATION/SOCIAL WORK, such as:
 - Physical Therapy
 - Rehabilitation
 - Social Work

- OPERATIONS, such as:
 - Facilities Management
 - Building Engineer
 - Maintenance
 - Support Services

<input type="checkbox"/> Food Service	<input type="checkbox"/> Loading Dock
<input type="checkbox"/> Mail Operations	<input type="checkbox"/> Supply Management

- TECHNOLOGY, ENGINEERING, AND SCIENCE, such as:
 - Scientist
 - Computers
 - Information Technology
 - Computer Engineering
 - Computer Science

OTHER (please describe): _____

SECTION V: GOALS, INTERESTS, AND HOBBIES (OPTIONAL)

On separate sheets of paper, briefly answer the following questions. Though optional, we strongly encourage you to take advantage of this opportunity to provide more information, since this will help event organizers with the Mentor/Mentee matching process. Also, feel free to include a resume.

1. What do you hope to get out of Disability Mentoring Day?
 2. What are your long-term career goals?
 3. Describe your major(s) and/or educational interest(s)
 4. Beyond high school, from what schools have you graduated and when?
 5. Describe your paid and/or unpaid work experience (if any). Include extracurricular activities, internships, and community service work.
 6. Describe job-related skills that you have (if any). If not, what skills do you hope to gain?

For more information about DMD:

**Center for Disability Studies • 1776 University Ave., UA4-6 • Honolulu, HI 96822
V (808) 956-3799 • Fax (808) 956-5713 • dmdhawaii@gmail.com**

www.dmd-aapd.org

Appendix G – Photo Release

PHOTO RELEASE FORM

[City Name] Area

Return by Fax to (____) ____-____ or

Return by Email to [Email Address]



TO BE COMPLETED BY ALL PARTICIPANTS

PHOTO RELEASE. I understand that Disability Mentoring Day can attract attention from the media and that it is used to promote ongoing partnerships between schools, disability organizations, and employers. I hereby grant permission to be photographed for promotional and educational purposes.

Signature

Date

Printed Name

Parent or legal guardian if under 18

Date

Printed Name

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Appendix I – Mentor/Mentee Contact & Tracking Sheet

Name (Last, First) [DMD Initials]	Contact Information (Address, Phone, Email Address)	Island	Mentor or Mentee	Matched? (Name)	Employment type

Job dates / responsibilities	Availability	# of Mentees	Level of Mentee(s)	UH student Y/N	Accessibility (Mentor: Site Accessible Y/N; Mentee: Requirements?)	Follow-up	Evaluation Y/N

Appendix J – Disability Mentoring Day At-A-Glance (Fact Sheet)

Disability Mentoring Day

At-A-Glance

What Is Disability Mentoring Day?

- ◆ A national program coordinated by the American Association of People with Disabilities that promotes critical career development for students and job-seekers with disabilities (the mentees).
- ◆ Local communities around the country organize their own activities to bring mentees and employers together.

What are the goals of Disability Mentoring Day?

- ◆ To increase internship and employment opportunities for people with disabilities;
- ◆ To dispel employers' fears about hiring people with disabilities;
- ◆ To promote disability as a central part of diversity recruitment for a more inclusive workforce;
- ◆ To serve as a launching point for year-round efforts to foster more career-oriented mentoring opportunities.

What Happens on Disability Mentoring Day?

- ◆ One-on-One Job Shadowing
- ◆ Group Visits/Information Tours to Worksites
- ◆ Career Fair/Other Job Training Activities

How Do Employers Benefit from Disability Mentoring Day?

- ◆ An opportunity to recruit interns;
- ◆ Gain access to a pool of potential future employees;
- ◆ Learn more about the experience of disability;
- ◆ Develop lasting relationships with disability community leaders;
- ◆ Demonstrate leadership in their communities; and
- ◆ Attract positive media attention.

Program's Impact

- ◆ Last year, Disability Mentoring Day integrated more than 16,000 students and jobseekers in communities in every state plus 20 international locations;
- ◆ Over 2,000 participating Public and Private Employers hosted mentees at their places of employment, with many continuing the mentoring relationships for long-term periods;
- ◆ A grassroots network of more than 350 volunteer Disability Mentoring Coordinators work nationally and internationally to connect their local disability and business communities.

2007 National Employer Sponsors:

AIG, T-Mobile, Wal-Mart

For more information about

Disability Mentoring Day,

please contact:

David Hale,

DMD National Coordinator

DMD Program Manager

American Association of People with Disabilities

1629 K Street NW, Suite 503

Washington, DC 20006

(202) 457-0046 (V/TTY)

(800) 840-8844 (V/TTY-Toll Free)

FAX: (202) 457-0473

Appendix K – Certificate of Participation



**AAPD and the Center on Disability Studies, sponsors of DMD
Hawai'i hereby recognize:**

For your participation in
Disability Mentoring Day™
on Oct. 15, 2008.

Your participation helps elevate our nation's
awareness of the talents and capabilities of
people with disabilities
to strengthen our nation's 21st-century
workforce.



A handwritten signature in black ink that reads "Andrew J. Imparato".

Andrew J. Imparato
President & CEO, AAPD

Local Coordinator



Appendix K – Certificate of Participation (Text version)

[logo Disability Mentoring Day - Career Development for the 21st Century]

AAPD and the Center on Disability Studies, sponsors of DMD Hawai'i hereby recognize:

For your participation in Disability Mentoring Day™ on Oct. 15, 2008.

Your participation helps elevate our nation's awareness of the talents and capabilities of people with disabilities to strengthen our nation's 21st-century workforce.

Signature of Andrew J. Imparato, President and CEO, AAPD

Signature box for local coordinator

Sponsored by American Association of People with Disabilities, U.S.A. Social Security Administration, Verizon, Wal-Mart

[image of islands of Hawai'i in the background]

Appendix L – Evaluation Form

Disability Mentoring Day Hawai'i

Evaluation Form

Thank you for participating in Disability Mentoring Day (DMD)! To improve DMD in the future, we would appreciate it if you would complete this evaluation form and return it by October 31.

Please use the scale immediately below to respond to each statement:

5 – Strongly Agree 4 - Agree 3 - Neutral 2 - Disagree 1 – Strongly Disagree

5 4 3 2 1

(1) The DMD activity was well-planned and organized.

5 4 3 2 1

(2) I felt that I had enough time with my mentor/mentee during DMD.

5 4 3 2 1

(3) DMD helped me learn more about my chosen future career.

5 4 3 2 1

(4) I enjoyed my DMD experience.

5 4 3 2 1

(5) Would you like to participate in DMD again?

Yes No

If yes, please print your name below so we can keep your record active in our database:

(6) What did you like most about DMD?

(7) What did you like least about DMD?

(8) How can we make the DMD experience better?

(9) Would you like a DMD representative to contact you about your DMD experience?

Yes No

If yes, please print your phone number/ best time to call you:

Phone number or email: _____

Best time: _____

Please complete by October 31 and fax to _____

OR return via mail to:

[Local Coordinator Name], [Organization Name]

[Organization Address], [City], [State], [Zip]



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MEDIA CENTER



Web Services



Print Services



Programming