**Department Challenge Sponsor:**

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**Our Challenge Statement:**

**The Challenge is to put a tool into the hands of job seekers with a developmental disability that will track their progress on job skill acquisition, assist with the creation of a video resume, and connect the job seeker with their employment team to increase their ability to acquire competitive integrated employment. Currently Hawaii has the lowest national employment rate for adults with a developmental disability and provides support to 127 adults who are currently employed in sub minimum wage jobs.**

**Our Team Collaboration:**

At the 6th Annual Design Thinking Hawaii Summer Bootcamp, held from June 28 through 30, 2016, the design challenge was to design solutions around increasing competitive integrated employment for individuals with developmental and intellectual disabilities (I/DD). The trainees were split into groups where they interviewed for empathy, defined the challenge, brainstormed through ideation, and created prototypes which were tested on the interviewees.

One of the groups designed an application (app), Əm Power, to be used on a computer, smart phone or tablet. The intended users of Əm Power are individuals with intellectual and/or developmental disabilities who are seeking employment and their families.

Əm Power will assist the individual in seeking competitive, integrated employment post- high school by:

* Track the individual’s progress in the development of job skills according to their interests. Accomplishment would be acknowledged with the earning of virtual badges.
* Creating a resume. This will include video documentation of skill performance.
* Having a calendar function to help the individual organize their personal schedule, work schedule, and preferences regarding availability.
* Maintaining a list of contacts that support the individual in seeking employment with capability to contact the person via email or phone (if on smartphone).

Əm Power will also be utilized by the individual’s family to support the individual in seeking competitive, integrated employment by:

* Allowing the family to visualize the skills that the individual has developed or is in the process of developing. Family members will realize the true potential of the individual and his/her ability to work.
* Supporting continued vocational development post-high school.
* Networking with other families. For example, there would be a ride-sharing aspect to this application since transportation is a big issue for individuals with disabilities. There would also be a forum for discussion amongst families for support.



Juna Alvarez, Student Waialae Elementary Public Charter School

Simon Cording, Student Kamehameha Schools

Ian Ferris, Teacher Waipahu High School

Elizabeth Higashi, Assistant Principal Waipahu High School

Whitney Rush, Teacher Waipahu High School

Laine Tokumoto, Social Worker Department of Health D.D.Division

**Overall Impact:**

The DDD contracts with 57 providers who provide services to 2,623 adults with a disability. Of these adults only 15 of them are currently employed in competitive integrated settings. Seven (7) of these providers run micro enterprises and employ 127 adults who are paid a sub minimum wage. These workers have demonstrated that they can consistently work for pay, but need tools to acquire integrated competitive employment. This tool will ensure these individuals have an opportunity to engage in a search for competitive employment by giving them the control over their job skill data and convenient access to scheduling and their employment support team.

This application will also be provided to the Department of Education who may choose to put it into the hands of their students with Developmental Disabilities to assist in their job search endeavors.

Currently the State of Hawaii has the lowest number of employed adults with a developmental disability. This tool has the potential to change that!

**Sustainability:**

The elements identified in this application coincide with the State of Hawaii’s Discovery and Career Planning service offered to all adults with a developmental disability who qualify for waiver services. The Employment Program Specialist team will be training providers and self-advocates in the use of this application and encouraging them to train their peers.

The Developmental Disabilities Division will partner with the Department of Education’s special educators to train teachers and students to use the application. It is expected that students who receive this application will be able to engage in career planning and job skill acquisition earlier and with positive outcomes.

The Department of Vocational Rehabilitation, the Department of Education and the Department of Developmental Disabilities are partnering together to increase the number of adults with disabilities in Hawaii’s workforce. This application will be a tool all job seekers can use to coordinate their employment services as they engage with multiple departments.

**What we need the application to do:**

1. Look and Feel

Easy to use

Intuitive

Hold the individual’s attention

Be fun to use

1. Users

|  |  |
| --- | --- |
| **Description** | **What can they do?** |
| DDD Staff | Take care of application. |
| Parents | See their child’s information.  Participate in forums & help sessions. |
| Individual | Look at their information. |

1. Individual’s Metadata

|  |  |  |
| --- | --- | --- |
| **Item** | **Description** | **Remarks** |
| Name |  | Text |
| Individual’s ID |  | Text |
| Address |  | Text |
| City |  | Text |
| State |  | Text |
| Zip Code |  | Text |
| Sex |  | Text |
| Date of Birth |  | mm/dd/yyyy |
| Emergency contact information | Name, Relationship, Contact information | Text |
| Developmental Disabilities | Autism | Y/N |
|  | Cerebral Palsy | Y/N |
|  | Seizure Disorder | Y/N |
|  | Down Syndrome | Y/N |
|  | Other | Text |
| Functional Limitations | Self-Care | Y/N |
|  | Learning | Y/N |
|  | Mobility | Y/N |
|  | Self-Direction | Y/N |
|  | Receptive or Expressive Language | Y/N |
|  | Capacity for independent living | Y/N |
|  | Economic Self Sufficiency | Y/N |
|  | Other | Text |

1. Individual’s Support Team Metadata

People who help individual meet their full potential as a member of Hawaii’s work force.

Size of team is currently up to six (6) individuals.

|  |  |  |
| --- | --- | --- |
| **Description** | **Who are they?** | **Remarks** |
| Name |  | Text |
| Occupation/Function/Relationship | Teacher/Consular/Parent | Text |
| Address |  | Text |
| Phone number |  | Text |
| Email |  | Text |

1. Skills Metadata

To be a contributing, independent member of Hawaii’s work force, the individual must master basic skills. DDD staff must be able to track the individual’s progress in each skill. The individual needs to see their progress to maintain their interest. It would be good to reward the individual once they master the skill.

|  |  |  |
| --- | --- | --- |
| **Description** | **What do they have to master?** | **Remarks** |
| Math | Giving correct change | Track, visualize & reward |
|  | Dollar up | Track, visualize & reward |
|  | Counting dollars | Track, visualize & reward |
|  | Identifying coins | Track, visualize & reward |
|  |  |  |
| Writing | Grammar | Track, visualize & reward |
|  | Spelling | Track, visualize & reward |
|  | Sentence structure | Track, visualize & reward |

Other skills: Computer, communication, music, cooking, clerical, mechanical, and landscaping.

1. Employment History Metadata

|  |  |  |
| --- | --- | --- |
| **Item** | **Description** | **Remarks** |
| Employer’s name |  | Text |
| Address | Street, City, State, Zip code | Text |
| Contact information | Phone, email | Text |
| Salary | Starting, Current, Ending | $$$$$ |
| Employment Date | Start, End | mm/dd/yyyy |
| Reason for Termination |  | Text |
| Comments/Remarks |  | Text |

1. Vocational development post-high school metadata

Retain information on up to 8 activities, events, courses, schooling, training, etc.

|  |  |  |
| --- | --- | --- |
| **Item** | **Description** | **Remarks** |
| Vocational development | School, training, event, etc. | Text |
| Dates | Start and End | mm/dd/yyyy |
| Certification | Description | Text |
| Comments/Remarks |  | Text |

1. Discussion Forum

|  |  |  |
| --- | --- | --- |
| **Description** | **What do they do?** | **Remarks** |
| Parent Forum | Ask questions; seek help; share experiences; etc. | Only for parents and DDD Staff. |
| Individual Forum | Ask questions; seek help; share experiences; etc. | Open to all. |

1. Transportation

The individual needs to know how they are going to get around. For example: How does the individual go to their work place from home on the Bus? What is the phone number for the Handi-Van?

1. Calendar

Need a calendar to help the individual organize their personal schedule, work schedule, and preferences regarding availability. Example: When the person is available for work because some people work better in the morning while others work better in the afternoon or evening.

1. Recording significant events and visual resume

To reinforce the individual’s sense of accomplishment when they complete a skill, we would like to record the event. The individual can play it back for their viewing pleasure or to show others.

A visual resume to show prospective employers.

1. Bulletin Board – Open to all authorized users of application.