

**Quarterly Progress report
HS/HT State Implementation Grant Program
Office of Disability Employment Policy
U.S. Department of Labor**

Report Status and Date: Grantee Certified as of 02/07/2006 **FY:** 2006 **Quarter:** 12/31/2005

SECTION I: CONTACT INFORMATION

Grant Project Name:	Ohio High School/High Tech
Grant Recipient Name:	Ohio Governor's Council on People with Disabilities
Grant Project Address:	400 E. Campus View Blvd Columbus, OH 43235
Grant Number:	E-9-4-3-0071
Grant Period:	from: 09/30/2003 to: 09/29/2006
Recipient Contact Person:	Tykia Wright
Recipient Contact Person (phone):	614-444-8300
Recipient Contact Person (email):	hshtohio@wrightchoice.org
Project Director(Name):	Lucille Walls
Project Director(Telephone):	614-438-1393
Project Director(Email):	lucille.walls@rsc.state.oh.us

SECTION II: CONTRACT MANAGEMENT THIS QUARTER

A.	<p>General Progress</p> <p>Ohio is off to a great start for the 2005-06 year. We have introduced some really fantastic technology based components to our state initiatives. During this quarter GCPD contracted with Ideal-Group to launch the Ohio High School High Tech web portal. It came on-line in November with assistive technology features and career exercises in science and technology fields. Our goal is to target electronic schools serving students with disabilities. The program is to be launched in next quarter through the Special Education Program at ECOT (Electronic Charter Of Tomorrow). The class will touch on the GuidePosts for Success, and through the use of technology students will get to go on virtual worksite visits with companies such as AEP, Columbus Zoo, and Battelle. This quarter the Ohio BLN and GCPD staff has been negotiating with the Jewish Family Services of Columbus to contract services for the Ohio Business Leadership Network. The new contract will begin in early January. It actually is a great fit with their current connection to businesses.</p> <p>TOLEDO</p> <p>Toledo HSHT has continued to make steady progress in linking with community partners. Bi-monthly HS/HT meetings and scheduled Assistive technology labs visits continue. Integration of the independent living philosophy and leadership/empowerment opportunities allows for an effective program. The HS/HT guideposts continue to serve as tools for programming. Focus continues in developing links with employment partnerships. Kim Dittman involved five HS/HT youth in the University of Toledo Senior MIME Department engineering projects. They submitted five projects and involved five youth in mentoring w/ senior engineering teams in designing projects to increase technology and accessibility within their environments. She also met w/ CAT-Net and continue discussion about grant opportunities and collaboration for HSHT mentoring and job experiences. The students will assist with computer upgrades and providing computer training to community users.</p>
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CLEVELAND

We have had a full schedule this reporting quarter, with the completion of the following activities: HS/HT meetings (students and myself), a college tour, NASA site tour, community service activity (collaboration with parent of student and the HS/HT group: we assembled gift bags for women of Transitional Housing, Inc.), and professionalism in the workplace workshop. A positive collaboration has been instituted with thunder::tech (graphic design company), Affiliated Metal, Inc. (engineering/manufacturing firm), 107.9 WENZ (Cleveland's Blazin Hip Hop radio station), Orange Village Mayoral Office, and the YWCA of Cleveland. We are also in continual collaboration with Cuyahoga Community College and have set up college class audits for the HS/HT students. We are developing a spring workshop on resumes and interviewing. We are in the initial stages of development with a publishing company (Penton Publishing). A continued effort to identify quality worksites is still in progress.

COLUMBUS

This quarter Columbus has done several activities centered around the GuidePosts including having workshops/guests speakers on IEP's and transition, assistive technology, organization and time management. They are currently working on the IT Certification Training and the Way-to-Work E-Mentoring Program. Disability Mentoring Day was a success. 10 Students with disabilities (mentees) were matched with workplace mentors according to expressed career interests. Mentee experience a typical day on the job and learn how to prepare to enter the world of work. Students shadowed at City Hall, Columbus Fire Department, OSU Nisonger Center for Disabilities, and Judge Guy Reese.

CINCINNATI

During this quarter, focus was on Disability Mentoring Day, on connecting students to opportunities outside of school, and to increase visibility of the High School High Tech program both within and outside of the ag

B. Progress on Specific Goals/Objectives**Goal/Objective:****1. Implement a statewide HS/HT program by partnering with the Ohio Workforce Policy Board****Planned Progress:**

The plan is still to actively engage our WFB, and to educate them on HS/HT and the advantages. Then explore capacity building including funding and additional support.

Actual Progress:

When we launched this program in Ohio there was initial buyin from the WFB's past executive director. Last summer they hired a new executive director, and she doesn't seem to have youth initiatives high on agenda. We have tried repeatedly to schedule meetings with her and she has never made herself available. We will continue to make inroads with her. Lucille ask to putr together a youth with disabilities subgroup and in March she will be presenting at the Ohio Youth Conference. Local HSHT coordinators participatd in surey from Workforce Policy Board we are still compiling info and it will be ready early February. ODJFS has been requested to put toether a web committee to engage youth on increasing youith usability, GCPD has 4 members on committee one is ywd who is a freshman tuding computer science and provides support for hsht webpage; Lucille attended WFB meeting in December. TyKiah and Charlotte attended the WFB steering committee that was established to discuss making the One Stops youth friendly. During this meeting issues were raised regarding accessibility and the involvement of youth with disabilities.

Difficulties Encountered:

Not able to schedule a meeting time with WFB Executive Director.

Resolution/Corrective Action Plan and Schedule:

We are going to contiue trying.

Goal/Objective:**2. Integrate the HS/HT program into youth services funded under the Workforce Investment Act (WIA)**

Planned Progress:

To get coordinators to actively engage their local WIA in terms of services and funding.

Actual Progress:

Our coordinators are actively involved in their local WIA process. Kim Dittman, in Toledo was renewed as a member of Lucas County Workforce Policy Board Youth Council elected by the Board of County Commissioners. Our Cincinnati program, during this quarter, enrolled 4 students in WIA in-school services, and 4 students were deemed eligible for services from VR.

Difficulties Encountered:**Resolution/Corrective Action Plan and Schedule:****Goal/Objective:****3. Expand existing sites****Planned Progress:**

The plan is to start a new electronic high school high tech club with ECOT Electronic Classroom of Tomorrow..

Actual Progress:

During this quarter GCPD contracted with Ideal-Group to launch the Ohio High School High Tech web portal. It came on-line in November with assistive technology features and career exercises in science and technology fields. Our goal is to target electronic schools because 40% of students attending this alternate educational format are students with disabilities. An early curriculum has been established to begin the HSHT Electronic Club. Eight weeks of club meetings have been planned. The program is to be launched in February through the Special Education Program at ECOT (Electronic Charter Of Tomorrow). The class will touch on the GuidePosts for Success, and through the use of technology students will get to go on virtual worksite visits with companies such as AEP, Columbus Zoo, and Battelle.

Difficulties Encountered:**Resolution/Corrective Action Plan and Schedule:****Goal/Objective:****4. Build a Statewide Leadership Network****Planned Progress:**

We plan to restructure our approach to the SLN meetings in order to get more agency commitment to capacity building and systems change.

Actual Progress:

The Statewide Leadership Network conducted a meeting using computer conferencing. We think that it will be good to expose the agency directors and liaisons to the new online-conferencing system, with hopes that after experiencing the technology that it will re-ignite their interests that creates buyin. This exciting new technology is extremely disability software friendly.

Difficulties Encountered:

Although students enjoyed the experience a few of the SLN members did not participate, due to not having the headset in time and having firewall issues with their work computers.

Resolution/Corrective Action Plan and Schedule:

During the next quarter TyKiah Wright, Steve Jacobs and I will be providing individual training for the partners so they feel more comfortable with this advanced technology.

C. Subawardee Information				
Name of Subawardee	Amount of Subaward	Type of Award (pilot site, TA, or other)	Performance Period	Number to be Served
Ideal Group	15000.00	Other		

SECTION III: GRANT ACTIVITIES THIS QUARTER

A. Involving Stakeholders and Building Collaborative Relationships		
Collaborative Partners	Type of Partner	Role in Grant Activities
1. Ideal Group (New)	Sub-Contractor/Sub-Awardee	During this quarter GCPD contracted with Ideal-Group to launch the Ohio High School High Tech web portal. It came on-line in November with assistive technology features and career exercises in science and technology fields. They will also create an electronic high school high tech club utilizing students who are taking electronic classes as an alternative format.
2. Columbus HSHT - MOBILE Center for Independent Living	Local HS/HT Site	An exciting partnership in Columbus is with the Student TECH Corps, this local project is funded by Honda. Student TECH CORPS is a highly structured program that delivers core technology training to students and provides them with the opportunity to apply those skills in helping to support an organization's technology (in this case MOBILE). Student TECH CORPS provides students with the basic tools they'll need to both master new Technology Academic Content Standards and to prepare for a successful transition to higher education and the workforce.
3. Cincinnati HSHT - Work Resource Center	Local HS/HT Site	We partnered with several companies and agencies such as Hamilton County Board of MRDD, Cincinnati Public Schools, Greater Cincinnati YMCA, Proctor and Gamble, and Huntington Bank for Disability Mentoring Day activities and participant referrals.
4. Toledo - Ability Center	Local HS/HT Site	Toledo's local coordinator has built several relationships with clubs and organizations such as the Holland Springfield Rotary to assist with employment opportunities, the SOURCE and Lourdes College assist with hosting workshops, University of Toledo's Engineering Department, and we are partnering with OSU's Nisonger Center on the Way-to-Work E-Mentoring Grant for Youth w/ sensory impairments.
5. Cleveland - LEAP Center for Independent Living	Local HS/HT Site	NASA, Affiliated Metal, Inc, Thunder::tech, WENZ, 107.9, Penton Publishing, all partnered to provide site tours, job shadowing opportunities, and technology trainings Cuy. Comm. College (CCC) also partnered with us allowing our students to come and do class audits.
6. Rehabilitation Services Commission	State Level Intermediary	The RPS of Transition Services met with parents and students at the Columbus HS/HT October 18 meeting. An informal presentation on RSC Transition services and VR policies and practices for preparing students for college was conducted. The HS/HT coordinator was interested in how they could better prepare students who are accessing RSC services for college. We discussed the students' role and responsibilities and policies that impact college sponsorship from VR. In addition to the presentation, packet information and resources were given to each participant. RSC/ESC and Transition RPS will continue to attend the SLN meetings in their respective areas. RSC staff met with Sallie Rhodes, DOL/HS/HT for the Federal Review meeting. An informal discussion about the roles & responsibilities of the partners was discussed.

B. Outreach to Customers

1. Recruitment: HSHT students are sitting on the Disability Mentoring Day committee, ensuring that activities are interesting, topical, and youth-friendly.
 There was continued outreach to the schools teachers, students, parents, and administrators promoting the program; Face to face meetings with school liaisons; HS/HT represented at Transition Fair; Student s sharing what we are doing in HS/HT with other students

C. Outreach to Employers

1. Recruitment: All across Ohio our sites participated in Disability Mentoring Day where the students were able to engage with company staff to understand daily activities. Meetings with Rotary clubs, local One Stops, and BLN

D. Training Offered

Training Topics	Dates	Length	Target Audience	No. Attending Training	Comments
1. HSHT/ Toledo Resources	10/20/2005		Adult Mentors	27	
2. Cat Net	11/20/2005		Community Groups	30	

E. Dissemination of Information (Other than Training)

Type of Information Disseminated	Method of Dissemination	Target Audience	No. Receiving Information	Comments
1. PR Brochures	Mailed Materials	Other	50	potential supports
2. Other	Web Resources	Educators	30	Assistive Technology training
3. Other	Web Resources	In school youth	40	Employment resources training
4. Other	Web Resources	In school youth	10	Scholarship search training
5. PR Brochures	Other	In school youth	450	PR Brochures/Interest Surveys, Fact Sheets, verbal, announcements of upcoming events, etc. Students with disabilities, special education teachers, social service and VR agencies, employers

F. Changes in Policy and Practices

The Columbus area One Stops are in the process of creating a youth one stop, because I am on the committee I will make sure that once they begin to have focus groups to hear from the youth in terms of what they want, there will be feedback from our HSHT youth. The center will not only be youth friendly but it will also meet the needs of youth with disabilities.

G. Sustainability / Institutionalization

We continue to work with the new member on our Statewide Leadership Network, Steve Jacobs, the proprietor of the Ideal Group. He has agreed to assist us in going to five major Ohio-based businesses to discuss with them about how they can become more involved with High School High Tech either through cause-related marketing or the six other features around partnership that we have put in our PowerPoint presentation. Steve has also developed a web portal and on-line conferencing center to attract additional businesses.

H. Staff Changes

Jackie Kemp, Columbus HSHT local coordinator resigned and has been replaced by Michael Martin

I. Technical Assistance

Sally Rhodes, Institute for Educational Leadership, a consultant for the Department of Labor, visited in December to explore systems change for sustaining the HSHT program. She spent two-days in Ohio the first day she met with John Connelley and the HSHT local coordinators and youth. On the second day she had breakfast with members of the Statewide Leadership Network and reviewed the plans for the High School/High Tech Electronic Club.
Donna Mundy has also provided TA

J. Media Contacts

K. JAN/EARN Utilization

Have you utilized JAN (Job Accommodation Network) and EARN (Employer Assistance Referral Network) and their free services to support and further the objectives and goals of your grant/cooperative agreement?
How many times did you:

Refer a person or organization to JAN? (Examples could include referral for accommodation, small business or disability-related legislative info, attendance at the annual JAN Symposium or other workshop/presentation, subscribed to the JAN E-Newsletter and/or technical assistance news flash "Consultant's Corner".)

Number of times: 25

Refer a person or organization to EARN? (Examples could include posting a job with EARN as an employer, referring a youth qualified for a job posting as a service provider in response to a contact by EARN or referring another employer or Service Provider to utilize EARN's service.)

Number of times:

Make a phone call/make contact via web to JAN for information for or about a client? (Examples could include use of JAN's Small Business Self-Employment Service (SBSES) or Searchable On-line Accommodation Resource (SOAR).)

Number of times:

Make a phone call/make contact via web to EARN for information for or about a client? (Examples could include use of EARN's website to register online for services.)

Number of times:

L. Dissemination of Information about JAN/EARN

Describe how you promoted the use of JAN and EARN services to key stakeholders in your community.

M. Activities/ Accomplishments Planned for Next Quarter

Next quarter we are going to launch the electronic HSHT club, begin discussions about our All Ohio HSHT Summit, host our SLN meeting via web conference and attempt to engage the agencies at a greater level.

SECTION IV: CONSUMER INFORMATION

A. People Served by Grant (i.e., receiving mentoring services)

Number of people served this quarter: 47
Total number of people served this fiscal year: 47

B. Characteristics at Intake

	Number of People Served This Quarter	Total Number of People Served This Fiscal Year
Age		
14-15	6	6
16-18	31	31
19-21	7	7
22-24	2	2
Not reported	1	1
Total	47	47
Gender		
Male	39	39
Female	8	8
Not reported		
Total	47	47
Racial/Ethnic Background		
White	26	26
Black or African American	18	18
Hispanic		
Asian		
American Indian or Alaskan Native		
Native Hawaiian or Pacific Islander		
Bi-racial or Multi-racial	3	3
Other		
Not reported		
Total	47	47
Education Level		
Up to 8th Grade	1	1
Freshmen	1	1
Sophomores	12	12
Juniors	14	14
Seniors	14	14
Out of School - Drop out		
Certificate of Completion-HS		
HS graduate - Diploma or GED	3	3
Some college, no degree	1	1
Post School: Occupational/Vocational		
Associate degree: Occupational/Vocational		
Associate degree: Academic		
Bachelor's degree	1	1
Graduate degree		
Other		
Not reported		
Total	47	47
Disability Category (Self-disclosed)		
Mobility/Orthopedic/Physical	8	8
Psychiatric/Serious Emotional Disturbance		
Cognitive/Intellectual/Mental Retardation	1	1
Deaf/Hearing Impairment	1	1
Blind/Visual Impairment	2	2
Speech or Language Impairments	1	1
Specific Learning Disability	12	12
Autism	2	2
ADHD/ADD	5	5

Traumatic Brain Injury	1	1
Deaf and Blindness		
Multiple Disabilities	11	11
Other Health Impairments	3	3
Total	47	47
Employment Status		
Never worked-enrolled in school full-time	37	37
Never worked		
Not currently working	5	5
Currently working(DO NOT INCLUDE INTERNSHIPS)		
Paid Part-time (< 35 hours)	5	5
Paid Full-time (35+ hours)		
Not reported		
Total	47	47
Income		
Average Hourly Wage if currently working	\$7.25	\$7.25
Minimum Hourly Wages	\$5.50	\$5.50
Maximum Hourly Wages	\$9.00	\$9.00
Public Assistance and Services Received*		
SSI recipients		
SSDI recipients		
TANF recipients		
Vocational Rehabilitation	7	7
WIA	4	4
IDEA	47	47
Mental Health Services		
Mental Retardation/Developmental Disability Services		
Local School		

C. Activities			
Activity	Number of HS/HT students who received the activity from the HS/HT program...	Number of HS/HT students who received the activity from the school...	Total number of employers that assisted with each feature...
Design Feature I - Preparatory Experiences			11
Career assessment	8		
Opportunity awareness	42		
Work-readiness skills	41		
Design Feature II - Connecting Activities			11
Academic tutoring	4		
Mentoring	11		
Assistive technology	10		
Transportation	13	1	
Connecting to the workforce and continued education:			
a. Workforce preparation	41		
b. Post-secondary education	17		
Design Feature III - Work-Based Experiences			5
Industry site visits and tours	20		

Job shadowing	19		
Internships - paid	1		
Internships - unpaid			
Optional: entrepreneurship (specify)	8		
Design Feature IV - Youth Development and Leadership			13
Supportive adults:			
a. Role models	14		
b. Mentors	11		
Opportunities for personal growth:			
a. Self advocacy	23		
b. Conflict resolution	21		
Leadership opportunities:			
a. Service learning	25		
b. Peer mentoring	12		
c. Leadership training	21		
d. Organizational leadership	17		

SECTION V. OUTCOME INFORMATION AT PROGRAM EXIT

A. Educational Outcomes		
Educational Achievement	Number of People This Quarter	Number of People This Fiscal Year
Stayed in school		
Advanced to the next level		
Standard high school diploma		
Certificate of completion		
GED		
Returned to school		
Dropped out		
Entered vocational training		
Entered two-year post-secondary school degree or certificate		
Entered four-year post-secondary school degree		
Completed vocational training		
Completed two-year post-secondary school degree or certificate		
Completed four-year post-secondary school degree		
Total		

B. Employment Outcomes		
	This Quarter	This Fiscal Year
Number of people employed:		
Average number of hours worked in a week		
Average hourly wage		
Minimum hourly wage		
Maximum hourly wage		

Number receiving health insurance through an employer				
	This Quarter		This Fiscal Year	
Employment Status	Number	Average Hourly Wage	Number	Average Hourly Wage
1 to 20 hours per week				
21 to 34 hours per week				
35 or more hours per week				
Total				
	This Quarter		This Fiscal Year	
Job Retention	Number	Average Hourly Wage	Number	Average Hourly Wage
Retained job for 3 months				
Retained job for 6 months				
Retained job for 12 months				
	This Quarter		This Fiscal Year	
Self-Employed	Number		Number	
Maintained business for 3 months				
Maintained business for 6 months				
Maintained business for 12 months				

C. Industries			
	Number of companies	Number of youth employed	Accommodations
Agriculture, Forestry, Fishing, and Hunting			
Mining			
Utilities			
Construction	3		
Manufacturing	2		
Wholesale Trade			
Retail Trade	1		
Transportation and Warehousing	1		
Information	2		
Finance and Insurance	1		
Real Estate and Rental and Leasing			
Professional, Scientific and Technical Services			
Management of Companies and Enterprises			
Administrative and Support and Waste Management and Remediation Services			
Educational Services	5		
Health Care and Social Assistance			
Arts, Entertainment and Recreation	4		
Accommodation and Food Services	2		
Other Services (except Public Administration)	3		
Public Administration			
Total	24		

SECTION VI: SUBMISSION OF INFORMATION

A.	Due Date: 01/31/2006
B.	Submit Quarterly Report with a copy of the SF272 and SF 269 to:
	Address: Jody Wildy for Lawrence J. Kuss

S-1303
U.S. Department of Labor
200 Constitution Avenue, NW
Washington, DC 20210

Email: wildy.jody@dol.gov

If you have any questions call 202-693-7852

Also submit the Quarterly Report to:

Cassandra Mitchell
U.S. Department of Labor
Procurement Service Center
Room N-5416
200 Constitution Ave, NW
Washington, DC 20210
Mitchell.Cassandra@dol.gov