

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

Date: 4/15/04FY: 2003-2004Quarter: 2nd**SECTION I: CONTACT INFORMATION**

Grant Project Name:	HIGH SCHOOL HIGH TECH
Grant Project Address:	400 E. Campus View Blvd Columbus, OH 43235
Grant Number:	E-9-4-3-0071
Grant Period:	1/01/04 to 3/31/04
Recipient Contact Person:	Lucille Walls
Project Director (Name):	Lucille Walls, Director TyKiah Wright, State Coordinator
Project Director (Telephone):	614-438-1393 614-444-8300
Project Director (Email):	Lucille.walls@rsc.state.oh.us hshtohio@wrightchoice.org

SECTION II: CONTRACT MANAGEMENT THIS QUARTER

A.	<p>General Progress <i>Provide a general statement describing the progress achieved during this reporting period in accomplishing the goals/objectives or tasks outlined in your grant application (include activities of any subcontractors). Where applicable discuss how grant related activities have resulted in capacity building.</i></p> <p>STATEWIDE Projected activities for this quarter have been going well. Ohio has hired a subcontractor to develop the endowment fund titled "Fund for the Future". We also celebrated the opening of our first expansion site in Toledo. The veteran sites have been instrumental in providing start-up and resource materials to the new sites. The Columbus site is also well on its way but scheduled to be launched in September. Ohio has also been working with and utilizing resources provided by Donna Mundy. We have also hired a subcontractor to develop a statewide universal intake form to allow for student tracking and statistics development. Please see attached "Project and Activities" chart which explains our progress at the statewide level for this reporting period.</p> <p>CLEVELAND During Jan-March months continued to enroll new students, (12), with a total of 45 new students since Fall 2003 semester. Seven student files were archived due to lack of interest, participation, but all of these students remain in school. Currently we are serving 62 students. Spring Registration was held at two sites. Total attendance for both sites was 32 students, 10 school liaisons, and 22 parents/family. Current HS/HT students, as well as former HS/HT students (now in college) answered panel questions for new students and other re-enrolled ones who attended. Eight students have applied for internships at NASA Glenn. Six students have applied to State Youth Leadership forum to be held in July 2004.</p> <p>CINCINNATI During the quarter, WRC's High School / High Tech recorded progress in the areas of using Tours & Guest Speakers as part of the design elements of HS/HT. Also, students began preparations to participate in National Youth Service Day. High School High Tech program was host to 6 guest speakers, and High School High Tech students acted as guides for 5 major events and tours. The students also went on one tour. Presentations by several guest speakers this month centered on effective grant writing, effective public relations, asking for donations, achieving success in college, and building self esteem. The students also decided to participate in National Youth Service Day but actually wrote grants</p>
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to fund their project. The students were notified that they received the Clay Aiken grant in the amount of \$1000. The students started purchasing some of the necessary items for the grant in late March and will continue with the project in April, culminating with the delivery of the fish and flower vases to Lincoln-Crawford Nursing Home on National Youth Service Day, April 16th.

TOLEDO

Coordination began on January 20, 2004 with focus on establishing networks to enable the successful implementation of HSHT Toledo. Documentation of contacts and networking with schools, community organizations, agencies, and other statewide HSHT grantees was implemented. Seven presentations on HSHT philosophy resulted in a variety of by-ins into the HSHT program. The Ability Center of Greater Toledo had a successful group of youth that had participated in youth leadership activities. Time was spent interviewing these youth. Those who were interested in career fields in science, engineering, technology and medicine were highlighted as the core participation group. Seven students from Northwest Ohio applied for the statewide GCPD's Youth Leadership Forum held in July 2004.

B.

Progress on Specific Goals/Objectives

Describe the planned and actual progress for goals/objectives/tasks as outlined in your proposals (e.g. resource mapping, design features, advisory committee, etc.). Where applicable, under actual progress also include what you learned from the process and how you will apply this new knowledge to continuously improve the process. Identify potential or existing policy issues. Please include additional rows as needed.

Difficulties Encountered

Describe any difficulties encountered during this reporting period in accomplishing the goals and objectives outlined above.

Resolution/Corrective Action Plan

Describe plans to resolve any difficulties encountered during this reporting period.

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Goal/Objective #1 STATEWIDE – Completed Plans for the Development of the Financial Plan

Planned Progress: The statewide initiative was to hire a fund developer to draft and implement a plan to obtain \$5 million at the end of 5yrs in Ohio's endowment fund.

Actual Progress: In March the fund developer was hired and a draft of the plan for the endowment fund titled "FUND FOR THE FUTURE" has been completed.

Difficulties Encountered: The ability to establish the fund has been identified in state statute. However, an endowment has not been created in the past under the Ohio Rehabilitation Services Commission. The Executive Director and Philanthropy Group have met with the fiscal department at RSC. The next step is to meet with the Controlling Board for the Office of Budget Management. Provisions will need to be assessed around investments of the funds.

Resolution/Corrective Action Plan and Schedule: The plan is to finalize the "fund for the future" investment strategy by June. There is uncertainty regarding if it will be administered through the State or a Foundation within the State.

Goal/Objective #1: CLEVELAND - Collaboration and coordination with WIA partners

Planned Progress: Ensure eligible youth are linked with local WIA Programs.

Actual Progress: Eight current students of HS/HT are currently eligible for and have received services via the City of Cleveland's WIA Program.

Difficulties Encountered: Still the Cleveland Suburbs (eg. Parma, Shaker Heights, Strongsville, etc.) Do not have an active Youth WIA component. Students that live in these suburbs do not wish to travel to the inner city of Cleveland for services.

Resolution/Corrective Action Plan and Schedule: Identified youth from Valley Forge/Parma suburb as possible member of State Leadership Network. Need more information to provide to student from GCPD prior to student making a firm commitment. Hopefully the Workforce Policy Board will be invited by GCPD to attend this meeting.

Goal/Objective #1: CINCINNATI - To establish a training program to assist new programs with grant resource development.

Planned Progress: WRC planned to begin the exploratory process of determining what other sites need in the achievement of this goal.

Actual Progress: WRC has begun gathering ideas and information which it can disseminate to other programs in the state.

Difficulties Encountered: During state start up of this grant, WRC has been primarily engaged in continued operation of its own site while coordinating the first SLN meeting hosted in March. As a result, staff resources have not been readily available to specifically work on this goal.

Resolution/Corrective Action Plan and Schedule: During the coming quarter, WRC will contact other sites as well as statewide coordination to flesh out what this training program might look like and what it might contain. By June 2004, WRC will have an outline for this program and be ready to begin giving assistance as needed.

Goal/Objective #1 TOLEDO - Collaboration and coordination with WIA partners

Planned Progress: Local coordinator was to attend Lucas County WIB, Youth Committee meetings, and participate in the annual Job Fair.

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Actual Progress: Attended Lucas County One-Stop Partner Meeting (3-19-04), Lucas County Workforce Policy Board Youth Council (3-18-04), and the Job Fair Preparatory Meeting (3-31-04).

Difficulties Encountered: N/A

Resolution/Corrective Action Plan and Schedule: N/A

Goal/Objective #2 STATEWIDE Prepare resource material for start-up sites

Planned Progress: In March Ohio planned to open a HS/HT site in Toledo with the assistance of our Cleveland site that would provide any materials and resources needed.

Actual Progress: Cleveland has worked closely with Toledo in regards to providing assistance and information sharing whenever needed. Toledo successfully launched its program in March.

Difficulties Encountered: no difficulties because the sites are close in proximity that they were able to spend a lot of mentoring time together.

Action Plan and Schedule N/A

Goal/Objective #2: CLEVELAND - Plan for providing the core elements of HS/HT (site visits, mentoring, job shadowing, guest speakers, after school activities, paid summer internships)

Planned Progress: Per our Program Evaluation goals, offer a minimum of seven career exploration events per semester.

Actual Progress: Two sites were made available for Spring Registration, Valley Forge High School and Cleveland Heights High School, (see attached flyer). Student panel format allowed questions regarding HS/HT program, future of college, etc. Thus far, 6 career exploration events have been held (see attached Spring Menu of Events). There are still 5 more events to be held this semester.

Difficulties Encountered: Transportation issues to and from events for inner city youth. Lack of communication and support from BVR to assist with transportation and interpreters for career exploration events.

Resolution/Corrective Action Plan and Schedule: Meeting set with BVR office – Counselor and Supervisor, April 2004. Continue to invite BVR counselors to attend Fall Kick-Off and Spring Registration so they can become more involved with students' choices in event registration, as well as see benefits of HS/HT program. Make follow-up phone calls directly to BVR Counselors to confirm their attendance.

Goal/Objective #2: CINCINNATI - Secure matching funds

Planned Progress: WRC secured matching funds of \$15,000 for the first year of the grant in October 2003. Planned progress for this quarter is to explore options for securing matching funds in year 2.

Actual Progress: WRC explored a possible relationship with Mitsubishi Electric resulting in further contributions to the operation of WRC's HS/HT site.

Difficulties Encountered: There were no difficulties encountered during this reporting period.

Resolution/Corrective Action Plan and Schedule: There were no difficulties encountered related to this goal.

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Goal/Objective #2: TOLEDO Plan for providing the core element of HSHT

Planned Progress: Provide mentoring and internship experiences for 10 members of ACT Youth Leadership group.

Actual Progress: Initial meeting held to welcome students and parents to HSHT. Four of seven students attended. Home visitations scheduled for all students participating. Began planning events for spring quarter. (Job Fair, Design Expo at University of Toledo, Clear Channel event)

Difficulties Encountered: N/A

Resolution/Corrective Action Plan and Schedule: N/A

Goal/Objective #3 STATEWIDE Develop the HS/HT Student Intake form

Planned Progress: To test and begin initial implementation of the student intake form at three of the HS/HT sites.

Actual Progress: In late March the Statewide Leadership Network (SLN) reviewed the student intake form. Two youth, Shawn from Columbus and Justin from Cincinnati, provided valuable comments on the survey. One idea they presented was to put the survey on-line so the youth could use the computer to fill out the survey. This issue is still being explored. Additionally, the evaluation and contract for Ohio State University (OSU) had to be processed through the human subject's research review committee. It has taken longer than expected; however, the process was completed in late March. To date there are 14 questions which appear both in the HS/HT survey and the Ohio Department of Education, Office of Exceptional Students post high school survey. This will allow us to compare our findings and should improve the survey reliability. The survey will be tested and implemented in late April or early May.

Difficulties Encountered: The difficulties have been the review by the human subjects committee at OSU and the additional concerns by the high school students. However, these issues have strengthened our test instrument.

Resolution/Corrective Action Plan and Schedule: The internet survey methodology is being researched. A definitive answer should be available sometime during this quarter. The paper survey will be finalized with student suggestions by the end of April and in early May testing and implementation will occur.

Goal/Objective #3: CLEVELAND - Plan for tracking the demographic characteristics of the participants' outcomes

Planned Progress: Contract with GCPD requires enrollment of at least 10 NEW youth to the program.

Actual Progress: Spring 2004 we enrolled 12 more new students with a total of 45 new students for 2003-04. Continue to archive files of those inactive, and refer to other agencies ineligible students.

Difficulties Encountered: Keeping up with new enrollments, and updating Access Database so it can be used effectively for data collection. Different funders all requiring different statistics. Will try to develop comprehensive data collection sheet to cover all funder requests.

Resolution/Corrective Action Plan and Schedule: New secretary started 3 weeks ago. After oriented to program and other priorities are met, will begin to update Access database (revising as needed, etc.) and will assist to develop comprehensive data collection sheet to meet the requests of various funders.

Summer Intern Coordinator, Graduate student in Special Ed. From CSU, has been identified and is to start mid May. This person will begin phone calls for longitudinal follow up, as well as assist to supervise summer interns at their work sites.

Goal/Objective #3: CINCINNATI - Select youth representatives to serve on State-Level Leadership Network

Planned Progress: WRC planned to select the youth representative and to host the SLN meeting on March 17, 2004.

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Goal/Objective #4: CLEVELAND - Plan for promoting post-secondary education or employment

Planned Progress: Continue to promote further education for all students, especially 2004 graduates. Data on the 2003 graduates indicate that 89% had plans to pursue post secondary education.

Actual Progress: Tour of John Carroll University occurred on 3/23/2004 – 6 students, 3 parents and 2 school liaisons attended. Excellent feedback – next time want to stay in the dorms overnight. One student became motivated to re-take ACT test to improve his score.

Involved with 2 High School Transition Fairs with post secondary education as goal – 3/9 and 3/10/2004 (see attached agenda).

Difficulties Encountered: Some students want to travel to colleges at a further distance (e.g. Kent State). These colleges require very groups before they'll agree to host an event.

Resolution/Corrective Action Plan and Schedule: Combine HS/HT students with group from Cleveland Sight Center to visit colleges such as Kent State University. Sight Center agreed to let us know when their next group tour will be scheduled (2004-05).

Goal/Objective #4: CINCINNATI - Recruit 10 new starts by September 2004.

Planned Progress: This quarter, WRC planned to boost its enrollment in its High School / High Tech program from 12 to closer to its day-to-day capacity of over 20.

Actual Progress: WRC was able to recruit an additional 6 students during the quarter largely due to outreach conducted at various schools. Specifics of these outreach activities are listed below.

Difficulties Encountered: There were no difficulties encountered during this reporting period.

Resolution/Corrective Action Plan and Schedule: To continue outreach and recruitment efforts to have an additional four students recruited by September 2004.

Goal/Objective #4 TOLEDO - Plan for promoting post-secondary education or employment

Planned Progress: Initiate a Job Club for graduates of Ability Center of Greater Toledo Youth Leadership Program.

Actual Progress: Began networking with University of Toledo, Bowling Green State University, Owens Community College, Medical College of Ohio, and ProMedica in efforts of establishing liaisons and contacts. All contacts resulted in positive partnerships for future HSHT youth. Plan to incorporate some of these contacts into an advisory board.

Difficulties Encountered: N/A

Resolution/Corrective Action Plan and Schedule: N/A

Goal/Objective #5: CLEVELAND - Outreach to employers and community

Planned Progress: Per our Program Evaluation goals, required to develop at least two new Business Partners per year.

Actual Progress: Established 6 new career exploration partners during Spring 2004: Fieldstone Farms, AMG Advertising (see website: www.amgadvertising.com/hsht), Exact Tool & Die, Inc., Broadcast Media Ideas, Inc., Broadview Heights Police Department, and Broadview Multi-Care Center. Eight students have applied for summer interns at NASA. Two NASA contractors have already expressed interest in hiring students. Seven visits with employers have been made in attempts to match HS/HT students with appropriate summer internships. Phone calls and letters sent to 15 other employers requesting meetings.

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Goal/Objective #5 TOLEDO - Outreach to employers

Planned Progress: Meet w/ employers referencing HSHT and specific students' interests. Investigate E-Mentoring capabilities.

Actual Progress: Have begun interviewing HSHT students, teachers, school counselors, BVR counselors, Option 4 Coordinators.

Difficulties Encountered: N/A

Resolution/Corrective Action Plan and Schedule: N/A

Goal/Objective #6: CLEVELAND - Plan for developing additional funding sources

Planned Progress: UCP will request continued funding from NASA Glenn Research Center and encourage students to apply for NASA summer internships. Continue to work with GCPD's efforts to develop endowment fund.

Actual Progress: 8 HS/HT students applied for NASA summer internships. Developing relationship with individual NASA contractors so they'll ask for our students each summer. One contractor (RSIS) has agreed to pay student from their own private budget. Invite NASA's involvement with State Leadership Network in Cleveland – possibly the host site for the SLN event.

Difficulties Encountered: NASA National Budget for 2004 seems to be held up. Need better communication with GCPD regarding State Leadership Network requirements (the same as Workforce Investment Board)? Confirmation of other dates in May for student to attend meeting for Ohio Teachers Association.

Resolution/Corrective Action Plan and Schedule: UCP's Executive Director is following up with NASA and continues to monitor progress on the proposal. Request GCPD for a comprehensive list of all required grant-related committees, specific student involvement, future HS/HT state and national staff training, etc. GCPD most likely also needs to receive clarified information from National and State Organization to confirm dates, etc.

(Continue this section, as necessary)

C. Sub-awardee Information <i>The information need only be reported once for each sub award made. Add additional spaces as necessary.</i>				
Name of Sub-awardee	Amount of Sub award	Type of Award (pilot site, TA, or other)	Performance Period	Number to be Served
Toledo HS/HT	\$30,000	Pilot site	10/03 – 9/04	10
Columbus HSHT	\$24,000	Pilot site	10/03 – 9/04	0

SECTION III: GRANT ACTIVITIES THIS QUARTER

A. Involving Stakeholders and Building Collaborative Relationships <i>List the people and agencies that were involved in planning and implementing activities or with whom you have collaborated on grant activities in other ways. Describe the result of this collaboration in terms of their role in grant activities. Add additional spaces as necessary.</i>		
Collaborative Partners	Type of Partner	Role in Grant Activities
1. Dept of Education	State	The Ohio Department of Education, Office for Exceptional Children has

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<p>2. Workforce Policy Board (State Youth Council)</p>	<p>State</p>	<p>strongly supported the Ohio Governor's Council on People with Disabilities grant for High School/High Tech State Development and Implementation. OEC strongly supports this partnership effort by assigning a staff member responsible for coordinating transition services for the State of Ohio. Currently Ohio is implementing in five regions across the state a longitudinal tracking system to determine the post school status of students with disabilities following graduation. The office has been collaborating with the High School/High Tech initiative to assure that data collection efforts will be supporting of improving transition services throughout Ohio.</p> <p>Current within the Ohio Department of Education the Office for Exceptional Children employs a liaison to work with the Office of Career Technical and Adult Education to assure that students with disabilities have access to and are able to progress in Ohio's Career Technical education programs. This liaison allow for information gain through the High School/High Tech initiative to enhance the work of state and local agencies to foster youth with disabilities in high tech fields.</p> <p>The partnerships that are supported through this initiative are enhancing the implementation of the recently revised Interagency Agreement between the Ohio Rehabilitation Services Commission and the Ohio Department of Education, which is designed to improve the post secondary outcomes of youth with disabilities. Furthermore through shared activities youth with disabilities can become more aware of the opportunity that high technology based careers offer. The Ohio Workforce Policy Board passed a resolution at the December 10, 2003 meeting committing support to the High School High Tech (HSHT) program. The resolution indicates that the Board's support will include 1) a commitment to present transition and employment issues affecting youth with disabilities to</p>
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<p>3. Rehab Serve Commission 4. Business Leadership Network</p>	<p>State State</p>	<p>members of the state Youth Council, 2) the inclusion of a Board representative on a statewide leadership network to oversee the grant, and 3) the addition of a HSHT youth representative to the state Youth Council.</p> <p>Lucille Walls, executive director of the Governor's Council on People with Disabilities, was recently appointed to serve as member on the State Youth Council. Additionally, Julia Hinten, senior workforce policy advisor for the Ohio Department of Development's Office of Workforce Development is representing the Governor's Ohio Workforce Policy Board on the HSHT Statewide Leadership Network.</p> <p>The Ohio BLN has assigned two of its business members to the SLN. The BLN members will assist the Philanthropy Group with contacts and some of its members are planning to assist with funds towards the "fund for the future". The HS/HT coordinators at the local level are working with BLN members to provide internships/summer employment.</p>
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5.

Specify whether collaborator is a state level or local level partner.

<p>B. Outreach to Customers (Use Bullets) <i>Describe the methods you used to attract people with disabilities, as well as measures taken to ensure both physical and programmatic access to grant activities.</i></p> <p>1. Recruitment</p> <ul style="list-style-type: none"> • Transition Fair at Cuyahoga Community College East for High School students with post-secondary goals with disabilities. Booth for HS/HT with video clips on careers, brochures, etc. Over 100 students attended. • Transition Fair at Tri-C – West for High School students with post-secondary goals with disabilities. Booth for HS/HT with video clips on careers, brochures, etc. Approximately 50 students attended. 14 interest forms completed by students from both east and west sites. (see attached). • New agreement with Beachwood High School for 2004-05 – High population/consortium of hearing impaired students. • Presentation to interested faculty and students at Purcell Marian High School • Presentation to interested faculty at Western Hills Design & Technology School • Visit by 15 interested students and faculty from Hughes High School • Presentations to Ability Center of Greater Toledo Staff
<p>C. Outreach to Employers <i>Describe the methods used to engage employers in your grant-related activities at both the awardees and subawardee level.</i></p> <p>1. Recruitment</p>

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- Met with MetroHealth Medical Center to develop summer internship in area of Biomedical Engineering. Re-contact with PetsMart , who hired on a student intern from last summer to work part-time while attending high school. Exploring pet grooming position.
- Presentation to and tour by employees of Mitsubishi Electric
- Attended One Stop Meetings
- Project SEARCH participation
- Met with Lucas Co. Workforce Policy Board Youth Council
- Utilized the Rotary Directory
- Worked with the BLN to establish a speaker's bureau for engaging employers on hiring individuals with disabilities. The protocol for speaking engagements will be one employer and one person with a disability. Kim Dittman, Lucille Walls, and TyKiah Wright all have disabilities and have agreed to participate.

D. Training Offered

Describe the types of training you have offered to staff as well as other agencies (e.g., employers. Intermediaries and others), when each was offered, who received the training, and how many people attended each training. Add additional spaces as necessary.

Training Topics	Dates	Target Audience	No. Attending Training
Statewide Leadership Network HS/HT Overview	3/17/04	Statewide Leadership Network	13
HS/HT & Employing Youth with Disabilities	03/04/04	Leadership Cincinnati (group of area business leaders)	8
HS/HT	03/31/04	Work Resource Center Board of Trustees	20
HSHT- WHAT ARE WE?	02/9/04	Youth Leadership Forum	19
HSHT- WHAT ARE WE?	02/12/04	Rehabilitation Service Commission Staff	2
HSHT- WHAT ARE WE?	02/11/04	University of Toledo Staff/ CAT-NET Personnel	3
HSHT- WHAT ARE WE?	03/2/04	University of Toledo-Engineering	2
HSHT- WHAT ARE WE?	03/15/04	CAT-Net Volunteers	24
HSHT- WHAT ARE WE?	03/24/04	Option 4 Coordinators- Toledo	8
HSHT- WHAT ARE WE?	03/18/04	Project SEARCH Staff	15

Please list each training separately, even if the same type of training was given more than once.

E. Dissemination of Information (Other than Training)

Describe the types of information that have been actively disseminated, how they were disseminated, who received the information, and how many people received the information (during this quarter only). Add additional spaces as necessary.

Type of Information Disseminated*	Method of Dissemination	Target Audience	No. Receiving Information
brochures	during presentation	RSC Supervisors	11
brochures	During presentation	RSC Area Managers	10
Website	Internet	Parents, Students, Community members, School counselors, Rehab counselors	N/A

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Spring Registration Flyer	Mail	Students and Schools	75
Brochures – New	Transition Fairs	Parents, Students, School Liaisons	50
recruitment brochures	during presentation	students and parents at Purcell Marion High School	60
PR brochures	during Transition Round Table	special education teachers of Cincinnati Public Schools	15
recruitment brochures	during visit and presentation	students and teachers of Hughes High School	15
recruitment brochures	during presentation	teachers of Western Hills Design & Technology School	10
HSHT Brochures/ One Page Synopsis	Hand Delivered	Potential Supports	125

For example: Training curricula, recruitment brochures, PR brochures, announcements of training programs, etc.

For example: Lesser, web resources, fact sheets, mailouts, etc.

<p>F. Changes in Policy and Practices (Use Bullets)</p> <p><i>List changes in policy and/or practice at either the state or local level as a result of grant activities. Also discuss key strategies that you have found help the system improve its capacity to serve youth with disabilities, including key partnership arrangements, co-funding, etc.</i></p>
<p>Youth Leadership Forum Each of the HS/HT sites was required to work with youth in their program on applications for YLF. More than twelve youth submitted applications, the youth who will be selected will be notified in the first two weeks of May.</p>
<p>G. Sustainability / Institutionalization (Use Bullets)</p> <p>Consider blending and/or braiding of resources that has occurred as a result of this grant to the advantage of serving people with disabilities. List what you have done this quarter to ensure the services and practices from this grant can be sustained once funds are decreased or eliminated. Please consider: (1) additional staff involvement/participation/time, (2) financial supports – both public and private matches, (3) new relationships, (4) business goodwill, (5) physical resources (e.g. building or office space, training materials) transportation), and (6) any other areas of support.</p>
<ul style="list-style-type: none"> • The Governor’s Workforce Policy Board is investigating if additional funds can be put into the trust fund remaining from the Youth Council funding. • RSC has provided a 40% staff time of an Administrative Assistant to work with HS/HT activities, Charlotte White. • This quarter an RFB was put out and a fund developer “Philanthropy Groups” was contracted with to provide leadership on the trust fund. The draft of their proposal was provided in late March.
<p>H. Technical Assistance (Use Bullets)</p> <p><i>List any technical assistance you received during this quarter from all sources (e.g., TA Center [including Donna Mundy], ODEP, JAN, independent provider, etc.) and any needs for future assistance.</i></p>
<ul style="list-style-type: none"> • In February Donna Mundy hosted 2 local coordinators from independent living centers and the Statewide Coordinator in Florida. We tours and met with students at Kennedy Space Center and had presentations from HS/HT sites that are being administered out of independent living centers. • JAN training has been scheduled for next quarter
<p>I. Media Contacts (topic covered, name of media (e.g., newspaper, TV channel, radio station), title of</p>

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<p><i>story, date. For each contact, did the media piece include a reference to ODEP funding, did you discuss the contact with your grant manager and have you/are you planning to send ODEP the article, clip, etc.?</i></p>	
<ol style="list-style-type: none"> 1. Ohio launched its statewide website at www.gcpd.ohio.gov 2. Cincinnati's HS/HT program featured in the Business Courier on 01/05/04 in an article titled "Working it out: Program prepares disabled students for working world". The article referenced funding through DOL, and a copy was forwarded to state grant manager. 	
<p>J. JAN/EARN Utilization <i>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:</i></p>	
<p>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".)</p> <p style="text-align: right;">Number of times: 0</p>	<p>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.)</p> <p style="text-align: right;">Number of times: 0</p>
<p>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).)</p> <p style="text-align: right;">Number of times: 31</p>	<p>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.)</p> <p style="text-align: right;">Number of times: 0</p>
<p>K. Dissemination of Information about JAN/EARN Describe how you promoted the use of JAN and EARN services to key stakeholders in your community.</p> <ul style="list-style-type: none"> • Refer people after talking with them concerning job accommodations. Also lay brochures on display table in during job/career fairs. 	

SECTION IV: CONSUMER INFORMATION

<p>A. People Served by Grant (i.e., receiving services) <i>This section asks for the number of people served this quarter as well as the <u>cumulative total</u> of all persons served by the grant to date, including those served this quarter.</i></p>		
<p>Total number of people served this quarter:</p>		93
<p>Total number of people served by the grant (cumulatively):</p>		
<p>B. Characteristics at Intake <i>Provide information in the spaces below for all persons with disabilities who have been served by the grant program. Totals should sum to numbers provided in Part A.</i></p>		
Age	No. People this Quarter	No. People Cumulative
13 and under		
14-15	16	
16-18	51	
19-21	24	
22-24	2	
Not reported	-	
Total	93	
Education		

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Up to 8 th Grade		
Freshmen	8	
Sophomores	20	
Juniors	24	
Seniors	40	
Out of School—Drop out	-	
HS graduate – Diploma or GED	1	
Some college, no degree		
Associate degree: Occupational/vocational		
Associate degree: Academic		
Bachelor's degree		
Graduate degree		
Other		
Not reported		
Total	93	
Gender		
Male	59	
Female	34	
Not reported	-	
Total	93	
Racial/Ethnic Background		
White	54	
Black or African American	35	
Hispanic	2	
Asian		
American Indian or Alaskan Native		
Native Hawaiian or Pacific Islander		
Multi or biracial	1	
Other	1	
Not reported		
Total	93	
Disability Category (Self-disclosed)		
Specific Learning Disabilities	32	
Attention deficit hyperactivity disorder (ADHD)	3	
Orthopedic impairments	9	
Visual impairments (including blindness)	9	
Hearing impairments (including deafness)	7	
Serious emotional disturbance	7	
Traumatic brain injury	1	
Mental retardation	1	
Autism	8	
Speech or language impairments	1	
Other health impairments	-	
Deaf-Blindness	-	
Multiple Disabilities	13	
Other psychiatric	-	
Other	2	
Not reported	-	
Employment Status		
Never worked—enrolled in school full-time	51	
Never worked	-	
Not currently working	23	
Currently working (DO NOT INCLUDE INTERNSHIPS):		

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Part-time (< 35 hours)	14	
Full-time (35+ hours)	7	
Not reported	4	
Total	99	
Income		
Hourly wage if currently working	Minimum: 5.50 Maximum: 8.00 Average: 6.75	Minimum: 5.50 Maximum: 8.00 Average: 6.75
Public Assistance and Services Received*		
SSI recipients	7	
SSDI recipients	-	
TANF recipients	9	
Vocational Rehabilitation	26	
WIA	10	
IDEA	80	

**If a person fits more than one category include them in all that apply.*

C. Activities

Indicate the number of youth and employers who participated in or were provided services incorporating the design features this quarter.

PLEASE COMPLETE **ALL UNSHADED BOXES** FOR STUDENTS AND COMPANIES BY ACTIVITY FOR THIS QUARTER.

Activity (Definitions are at the end of the form)	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			14
Career assessment	21	4	
Opportunity awareness	80	18	
Work-readiness skills	18	12	
Design Feature II - Connecting Activities			8
Academic tutoring	6	62	
Mentoring	123	1	
Assistive technology	15	14	
Transportation	21	5	
Connecting to the workforce and continued education:			
a. Workforce preparation	93	12	
b. Post-secondary education	50	12	
Design Feature III - Work-Based Experiences			15
Industry site visits and tours	70	-	
Job shadowing	9	-	
Internships - paid	Summer 04	-	
Internships - unpaid	1	-	
Optional: entrepreneurship (specify)	-	-	

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Design Feature IV – Youth Development and Leadership			16
Supportive adults:			
a. Role models	85	18	
b. Mentors	12	1	
Opportunities for personal growth:			
a. Self advocacy	50	-	
b. Conflict resolution	18		
Leadership opportunities:			
a. Service learning	11	4	
b. Peer mentoring	18		
c. Leadership training	18	4	
d. Organizational leadership	18	4	

SECTION V. OUTCOME INFORMATION

A. Educational Outcomes			
<i>Provide the number of people classified in each category as a result of grant activities.</i>			
Educational Achievement	No. People this Quarter	No. People Cumulative	
Stayed in school	92		
Advanced to the next level	1		
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	93		
B. Employment Outcomes - info not available this quarter from Ohio			
<i>Provide the total number of people employed in internships this quarter as well as to date. Provide the average number of hours worked and hourly wage by employment status.</i>			
	This Quarter		Cumulative
Number of people employed:	<i>Number:</i>		<i>Number:</i>
Average number of hours worked in a week	<i>Hours:</i>		<i>Hours:</i>
Average hourly wage	<i>Dollars:</i>		<i>Dollars:</i>
Minimum and maximum hourly wage	<i>Min</i> <i>Max</i>		<i>Min</i> <i>Max</i>
Number receiving health insurance through an employer	<i>Number:</i>		<i>Number:</i>
	This Quarter		Cumulative

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Employment Status	Number	Average Hourly Wage	Number	Average Hourly Wage
1 to 20 hours per week	3	7.00	3	7.00
21 to 34 hours per week	1	6.75	1	6.75
35 or more hours per week	1	8.00	1	8.00
<i>Total</i>	5		5	
Job Retention				
<i>Thinking about the number of people employed as a result of grant activities, indicate the number that have reached the following milestones during this quarter, as well as over the course of the grant period to date.</i>				
	This Quarter		Cumulative	
	Number	Average Hourly Wage	Number	Average Hourly Wage
Retained job for 3 months			1	
Retained job for 6 months	2	7.50	2	
Retained job for 12 months	2	6.63	2	
Self-Employed	This Quarter Number		Cumulative Number	
Maintained business for 3 months				
Maintained business for 6 months				
Maintained business for 12 months				
C. Industries				
<i>In the chart below indicate the number of companies from these various industry clusters involved in grant-related activities. Identify how many youth were employed in either a full, part-time or internship position. For industry category definitions see the census web site at: http://www.census.gov/epcd/naics02/naicod02.htm#N11. Briefly describe accommodations provided to facilitate employment or internships.</i>				
		Number of companies	Number of youth employed	Accommodations
Agriculture, Forestry, Fishing, and Hunting		10		
Mining		-		
Utilities		1		
Construction		1		
Manufacturing		2	1 f/t	
Wholesale Trade		6		
Retail Trade		6		
Transportation and Warehousing		2	1 p/t	
Information		2	1 p/t	
Finance and Insurance		-		
Real Estate and Rental and Leasing		-		
Professional, Scientific and Technical Services		6		Guide, Transportation
Management of Companies and Enterprises		-		
Administrative and Support and Waste Management and Remediation Services		-		
Educational Services		9		Interpreter
Health Care and Social Assistance		4	2 p/t	Interpreter
Arts, Entertainment and Recreation		1		

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Accommodation and Food Services	1	2 p/t	
Other Services (except Public Administration)			
Public Administration			
Total number of Companies			

SECTION VI: SUBMISSION INFORMATION

A. Due Date:
B. Submit Quarterly Report with a copy of the SF272 and SF 269 to: Address: Jody Wildy for Lisa Lahrman U.S. Department of Labor Office of Disability Employment Policy, Room S-1303 200 Constitution Avenue, NW Washington, DC 20210 E-mail: Wildy.Jody@dol.gov Also submit the Quarterly Report to: Cassandra Willis U.S. Department of Labor Procurement Service Center Room N-5416 200 Constitution Ave, NW Washington, DC 20210 Willis.Cassandra@dol.gov