

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

Date: 7/17/04FY: 2003-2004Quarter: 3rd**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:	4/30/04 to 6/30/04
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. Plans are underway to develop Ohio's endowment fund titled "Fund for the Future". The fund developers have developed the case for support and have already met with major companies such as Honda and Proctor and Gamble. As a state we facilitate a workshop at the Bi-annual Topical Conference sponsored by the Division of Career Development and Transition (DCDT). We provided an overview of HS/HT and the audience heard presentations from a student representing each site. The Columbus site is well on its way and is gearing up for a huge kickoff in October. Ohio continues to work with and utilize resources provided by Donna Mundy. Our statewide universal intake form has been tested by a sample group of students and will hopefully be ready for implementation this coming school year. This intake form will enable us to engage in data tracking and statistical development. Please see attached "Project and Activities" chart which explains our progress at the statewide level for this reporting period. In May Ohio had its first year visit from Westat.</p> <p>CLEVELAND During April – June 2004, the last five Spring 2004 Events (see attached) were held, with a total of 41 people attending: 24 students, 3 Interpreters, 11 Parents/Family, and 3 School Liaisons. The Fall 2004 Kick-off flyers for 9/15/04, Health Space of Cleveland, Genetics Presentation and event registration, were distributed to students, parents, school liaisons, and BVR/BSVI Counselors.</p> <p>During June 2004, 18 students graduated from high school and 94% have plans to pursue post secondary education. One of the graduates was recognized at UCP's Annual meeting on June 22nd, 2004. Jessica Snyder was given the Boots Fisher Award for her active leadership, volunteer, and achievements. She will be attending Lake Erie College majoring in biology and animal behavior in the Equestrian Program (see attached description on Jessica).</p> <p>After 7 years of support, as of this writing, NASA has ceased to fund the HS/HT Program. Due to the lack of any NASA monies received for 2004, as of 6/30/04, the program is operating at a \$5,000 deficit. We are submitting urgent proposals to local foundations to continue the program for the remainder of 2004, and we have requested the assistance of GCPD in searching for an</p>
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HS/HT State Implementation

alternative longer term funding source for 2005.

CINCINNATI

The early part of the quarter was taken up with National Youth Service Day activities. Last quarter students wrote and received a grant for \$1000 from the Clay Aiken foundation. Students purchased the supplies and created the fish and flower vases. Students used the creation of the vases as a mentoring opportunity, teaching guests, teachers, and adult learners in the lab how to create the vases and the cards. The students devliered the vases to Lincoln-Crawford Nursing home on April 16th, 2004. The students selected Lincoln-Crawford because of its size, it's proximity to WRC, and the fact that it serves a lower-income population. The students' project was well received and their work was featured in 3 local newscasts and in the Cincinnati Enquirer.

During this quarter, HS/HT enrollees acted as tour guides for various students participating in other WRC services and/or services through WIA. As a result of those tours, three additional students have been enrolled in the HS/HT program.

During this quarter, two students were asked to make special presentations in Columbus. Antwone Barker, a gifted graphic artist, presented a PowerPoint presentation on his artwork at the Statewide Conference in Columbus in early May. Antwone spoke to a packed house of about 75 special education teachers and rehabilitation professionals. His talk centered on the positive influence the HS/HT program has had on him and how it has allowed him to blossom as an artist and to successfully pass the Naval entrance exam. As a result of this presentation, Antwone was approached by a representative of Visionaries and Voices and asked to create a logo for summer training and education opportunities at Cincinnati's United Cerebral Palsy center. Antwone also received one of Krohn Conservatory's coveted Butterfly Awards. These awards, presented on local news channel WCPO, are presented to an individual who has overcome an obstacle—coming out of their cocoon to become a butterfly.

A second student, Mike Brown, presented the Ohio Developmental Disabilities council meeting to play some original compositions created on a Keyboard and computer that we purchased as the result of a grant from ODDC. Mike has been successful in selling some of his original music lyrics, and is teaching others how to use the new music equipment at the lab.

TOLEDO

Toledo HSHT has continued to make steady progress in linking with community partners, and learning about existing programs. We hosted a week and half Youth Leadership Awareness Training with ten Future Leaders students. Focus continues in developing links with employment partnerships.

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

HS/HT State Implementation

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

STATEWIDE

Goal/Objective #1 STATEWIDE – Continuation of Plans for the Ohio’s “Fund for the Future”

Planned Progress: To have fund developers put together a plan of action for the endowment fund.

Actual Progress: The HS/HT Fund for the Future Case for Support is in its final form and has been distributed. This document will be used extensively to explain the benefits of continued funding for the HS/HT program. A corporate survey has been developed to be sent to 150-200 corporations/businesses in the State of Ohio. The survey is short and designed to determine a company's familiarity with and potential for supporting the HS/HT program.

Difficulties Encountered: In preparation for the Fund for the Future campaign there has been a few difficulties in working to determine the best method for receiving and investing the funds.

Resolution/Corrective Action Plan and Schedule: The fund developers have had numerous discussions with people in both the public and private sectors. Consultations have begun with the Attorney General's office and we are studying the model and legislation used by the State of Florida to establish The Able Trust.

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

Planned Progress: In September Ohio plans to open a HS/HT site in Columbus with the assistance of other sites in providing any materials and resources needed.

Actual Progress: Cleveland, Toledo, and statewide staff has been working closely with Columbus in regards to providing guidance, assistance and information sharing whenever needed. Columbus has partnered with OSU Medical Center for a program kick-off in October.

Difficulties Encountered: N/A

Action Plan and Schedule N/A

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

Planned Progress: The intake form is ready for implementation, however, we have been working with Kent State University (KSU) and plan to use this a the third section in conjunction with their survey. This will make our research more reliable.

Actual Progress We have tested the instrument in conjunction with the KSU survey. Together the instrument will take approximately 45 minutes. KSU is still working on their final version which will go to a random group of Ohio high school youth.

Difficulties Encountered: It has taken additional time to coordinate the process with KSU. This has delayed the implementation; however, it should strengthen our findings.

Resolution/Corrective Action Plan and Schedule:

HS/HT State Implementation

CLEVELAND

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. Cleveland Heights, 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. This summer several students from Shaker Hts. and Cleveland Hts. High Schools would have benefited from WIA's summer work experience.

Resolution/Corrective Action Plan and Schedule: Identified Samantha Hasselbusch from Valley Forge/Parma suburb as a member of State Leadership Network. A SLN meeting occurred on June 8, 2004, at NASA Glenn's Research Center's Visitor's Center. Samantha received a CD ROM copy of the National HS/HT Manual. Having her as a member of the SLN is one step to get this group of students better served and recognized. There is a member of Workforce Policy on the SLN. She also connected with Shawn Thiel, a SLN student from Columbus, and will correspond via e-mail regarding future events. All attendees were provided with a folder with Cleveland HS/HT's brochure, and Kick-off flyer.

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. Other major goal is to offer 10 summer internships per summer.

Actual Progress: A total of Eleven career exploration events were offered during the Spring Semester (see attached and the description of attendance above). Eleven students are involved with summer 2004 internships (see attached intern grid). As mentioned above, three student interns are at NASA, two of them in the SHARP engineering/technical focused program, and one in NASA Plus, business administration focus. A total of four students are being paid by their employer this summer (three from NASA and one as a Mechanic's Assistant at Constant Aviation). One student has tuition waived for a theater technical training course (lighting, soundboards, etc.). The other six students are being paid as UCP employees via a stipend fund which was created in the 2004 budget, positions formerly funded via NASA monies.

Difficulties Encountered: The Summer 2004 Program has become in jeopardy for students paid via the UCP stipend because NASA has ceased funding, and none has been received this year to date. UCP's Development Department is submitting multiple local proposals to obtain funding for the remainder of 2004, and we have notified the Governor's Council of the funding issue. Transportation issues to and from events for inner city youth continues to be a problem. Continue to work on communication and support from BVR to assist with transportation and interpreters for career exploration events.

Resolution/Corrective Action Plan and Schedule: Conference call with Lucille Walls, Governor's Council on 7/7/04, regarding other possible longer term funding sources since NASA funds will not longer be available for this year, or in 2005. Met with Linda Taylor and Cheryl Murgel, BVR Counselors at UCP's Utilization Review meeting on 4/1/04. Appears BVR has agreed to support one career exploration event per semester related to a student's career goals, by providing transportation (if event site is not located in Cleveland), and an interpreter. 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 #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: Beachwood is a new school system for the Cleveland HS/HT Program, and 5 new students have already completed the application process for 2004-05. Four additional new students have pre-registered for the Fall, with a total of 9 new students that have pre-registered before the official Fall Kick-off on 9/15/04. Analyses of longitudinal data from 2000-2004 HS/HT graduates are attached. Seventy one percent of the

CINCINNATI

Goal/Objective #1 - Select youth representatives to serve on State-Level Leadership Network

Planned Progress: To have a student representative participate in the State Level Leadership Network.

Actual Progress: During the reporting period, HSHT staff worked with student Justin Kuttler to expand his understanding of the youth representative role. Justin participated in additional leadership activities, including directing a video and acting as a mentor to newer students in the HS/HT program.

Difficulties Encountered: Justin started a new job a few days before the June SLN event. After discussion with his parents and with the HSHT program coordinator, Justin determined that it was his preference to not ask for time off from his new job so soon after starting. Justin is still extremely interested in participating in the SLN meetings.

Resolution/Corrective Action Plan and Schedule: We plan to have an additional youth representative ready to participate in the SLN meetings so that the second student can attend if the first is unavailable for any reason. Justin will be an integral part of the process for selecting and training the second student. We anticipate selecting another student as the new school year gets underway in September.

Goal/Objective #2 - Recruit 10 new starts by September 2004.

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

Actual Progress: This quarter, Work Resource Center's HS/HT program reached an enrollment level of 21 students.

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

Resolution/Corrective Action Plan and Schedule: None needed.

HS/HT State Implementation

TOLEDO

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

Planned Progress: Attend Lucas County WIB & Youth Council Committee meetings.

Actual Progress: Attended Lucas County The SOURCE Partner Meetings, and the Lucas County Workforce Policy Board Youth Council meeting. Voted as Member of Youth Council Board; networking w/ Connecting Point for resource mapping & HSHT paid position; and participated with four HSHT youth at the Annual Job Fair Event.

Difficulties Encountered: N/A

Resolution/Corrective Action Plan and Schedule: N/A

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

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

Actual Progress: Two Youth involved with paid internships. One youth working in computer repair at CAT-Net. Monthly meeting held w/ Youth Leadership Group, met w/ University of Toledo Transition Specialist, met w/ CAT-Net personnel, attended CAT-Net Support Meeting, attended Governor's Council Meeting (Employment Committee Mtg, Nominations/Recognition Mtg and Education Committee Mtg), met w/ Project Search staff @ ProMedica and attended weekly meetings, toured Great Oaks Vocational Center-Cincinnati, attended DOL & Cincinnati Project SEARCH meeting, met w/ Option 4 Coordinators, met w/ Bureau of Vocation Supervisor w/ Follow-up presentation to 15 ESS personnel. Planned and participated in Youth Leadership week and a half event w/ 10 youth. Job shadowing opportunities provided for four youth in vet tech employment. Day event planned and implemented w/ Clear Channel. (Three students participated)

Difficulties Encountered: N/A

Resolution/Corrective Action Plan and Schedule: N/A

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

Planned Progress: Put together folders w/ information/data collected from HSHT students. Develop individual digital portfolios.

Actual Progress: Collected intake information on all HSHT students, began collecting digital photos and video taping of students, developed tracking sheet of businesses based on HSHT's interest portfolio.

Difficulties Encountered:

Resolution/Corrective Action Plan and Schedule: Met w/ University personnel and experts w/ Digital Portfolio, Began to develop strategic mapping plan of successful contacts.

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

Planned Progress: Initiate a Job Club for graduates of ACT Youth Leadership program. Link with University of Toledo, Bowling Green University, Owens University, Stanzenberger Technical and Lordes College.

Actual Progress:

Continual communication and collaboration w/ transition specialist @ ACT regarding college preparation. Linked with RSC Established personal links w/ post-secondary education.

Difficulties Encountered: N/A

Resolution/Corrective Action Plan and Schedule: N/A

Goal/Objective #5 TOLEDO - Outreach to employers

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

HS/HT State Implementation

(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
Cleveland HS/HT	30,000	Developed site	10/03-09/04	10
Cincinnati HS/HT	30,000	Developed site	10/03-09/04	10
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

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.

Collaborative Partners	Type of Partner	Role in Grant Activities
1. Dept of Education	State	During the third quarter of the HS/HT initiative, the Ohio Department of Education, Office for Exceptional Children continues to provide support to the project through staff members attendance at Statewide Leadership Network meeting both in Central Ohio and on-site HS/HS sites. Currently the Office for Exceptional Children is implementing a longitudinal tracking systems and has worked with HS/HS evaluation personnel to align the data gather process to support post school data collection efforts. Furthermore OEC continue to promote through it regional support systems the HT/HS initiative.
2. Workforce Policy Board (State Youth Council)	State	The Governor's Ohio Workforce Policy Board (GWPB) High School High Tech representative has been an active participant in the Statewide Leadership Network. The representative attended the Cincinnati and Cleveland meetings and plans to attend the Toledo meeting in July. The GWPB with assistance from the State Youth Council continues to identify additional opportunities for disabled youth and is actively looking resources and systems for youth workforce programs and methods to enhance programs such as the High School High Tech initiative.
3. Rehab Serve Commission	State	RSC staff participated in the Westat Program Evaluation Review in May, 2004 and the quarterly State Leadership Network Meeting in Cleveland at the NASA Center. Additionally, the Employer Services Coordinators (ESC) will be representing RSC at the Regional Sites' State Leadership Network Meetings. The RPS for Transition Services will continue to coordinate the activities between the ESC's and State Project Staff. The expertise of the four ESCs can provide improved linkages with VR services and employers in the respective High School/High Tech site areas. With this model, RSC will have representation at all the quarterly meetings throughout the state.
4. Business Leadership Network	State	The Ohio Business Leadership Network is planning another local meeting in Columbus for August 5th at 8:30 at Discover Card. We will have a speaker from the Red Cross to talk about preparing for the unexpected whether that be weather related or people related. We are spending this time recruiting new members and we have a possibility of four new members for the Columbus area. I met with MOBILE earlier in the month and offered the assistance of the BLN when they are looking for business sites for the Columbus HS/HT.
5.		

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

B. Outreach to Customers (Use Bullets)

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.

1. Recruitment
 - Presented to 8 Transition Specialists at Beachwood H.S. - Cleve
 - Spoke with 12 Transition Specialists - Cleve
 - Nine new students have pre-registered for 2004-05.
 - Over 100 Kick-off 2004 flyers sent to current and new students, school liaisons and community agencies.

HS/HT State Implementation

PR Brochures	During Presentation	ODDC Council meeting	26
PR Brochures/Fact Sheets	During Presentation	Statewide Conference	75
PR Brochures	During presentation	Raymond Walters College staff	3

For example: Training curricula, recruitment brochures, PR brochures, announcements of training programs, etc.
For example: Lesser, web resources, fact sheets, mailouts, etc.

F. Changes in Policy and Practices (Use Bullets)

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.

Toledo's Kim Dittman has been appointed to the Lucas County WPB, which has assisted with bringing in additional funds.

G. Sustainability / Institutionalization (Use Bullets)

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.

- HS/HT Fund for the Future Case for Support is in its final form and has been distributed, along with the GCPD, SLN, BLN, and staff rosters, to the SLN and GCPD members and staff. This document will be used extensively to explain the benefits of continued funding for the HS/HT program.
- In lieu of the customary feasibility study, we have proposed and developed a corporate survey to be sent to 150-200 corporations/businesses in the State of Ohio. The mailing will include the "Top 100" and other companies which would appear to be "good matches" for HS/HT. The survey is short and designed to determine a company's familiarity with and potential for supporting the HS/HT program. The survey will be mailed within the next two weeks.
- In preparation for the Fund for the Future campaign we have been working with Lucille Walls and others to determine the best method for receiving and investing the funds. To that end, we have had numerous discussions with people in both the public and private sectors. Consultations have begun with the Attorney General's office and we are studying the model and legislation used by the State of Florida to establish The Able Trust.
- In our continuing efforts to learn as much as possible about the HS/HT program for Ohio, we have attended meetings of the SLN (Cleveland) and the BLN (Columbus). Additionally, we have had meetings with representatives of Honda and Procter & Gamble to listen to their views and about taking leadership roles in the campaign effort.
- We have met with personnel charged with establishing the new HS/HT program in Columbus to determine if there is anything we can do to assist them in developing the program. In our view, a functional and "visible" HS/HT program in the Columbus area is critical to the success of the statewide HS/HT program and we remain ready to assist in every way possible.

H. Technical Assistance (Use Bullets)

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.

- Donna Mundy supplied the statewide coordinator with budgets from independent living centers in Florida
- JAN training was conducted this quarter for all site coordinators and two students
- Project SEARCH
- Disability Network

I. Media Contacts (topic covered, name of media (e.g., newspaper, TV channel, radio station), title of 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.?)

- Ohio updated its statewide website at www.gcpd.ohio.gov
- UCP's 2003 Annual Report – featured HS/HT student Samantha Hasselbusch, 2003 Boots Fischer Awardee (credit given to ODEP (used former name of President's Committee, change will be made).
- Small section in Cleveland Plain Dealer's Jobs Section – only gave phone number for program. Reporter had no room to mention any funding sources.
- Coordinator applied to speak at ORA Conference in 10/04 will be pending as to whether we obtain funding for 2005.
- Link to GCPD and Ohio HS/HT via UCP's webpage has been completed
- Coverage of National Youth Service Day activities on WCPO.
- Coverage of National Youth Service Day activities on WXIX (Fox).
- Coverage of National Youth Service Day activities in Cincinnati Enquirer.
- Interview with HSHT student regarding Building Value in Cincinnati Enquirer

J. 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: | Refer a person or organization to EARN?

HS/HT State Implementation

SECTION IV: CONSUMER INFORMATION

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>		
Total number of people served this quarter:		92
Total number of people served by the grant (cumulatively):		
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>		
Age	No. People this Quarter	No. People Cumulative
13 and under	0	
14-15	18	
16-18	46	
19-21	25	
22-24	3	
Not reported	0	
Total	92	
Education		
Up to 8 th Grade	0	
Freshmen	8	
Sophomores	22	
Juniors	21	
Seniors	19	
Out of School—Drop out	0	
HS graduate – Diploma or GED	21	
Some college, no degree		
Associate degree: Occupational/vocational		
Associate degree: Academic		
Bachelor's degree		
Graduate degree		
Other	1	
Not reported	-	
Total	92	
Gender		
Male	61	
Female	31	
Not reported	0	
Total	92	
Racial/Ethnic Background		
White	53	
Black or African American	35	
Hispanic	2	
Asian	0	
American Indian or Alaskan Native	0	
Native Hawaiian or Pacific Islander	0	
Multi or biracial	1	
Other	1	
Not reported	0	
Total	92	
Disability Category (Self-disclosed)		
Specific Learning Disabilities	32	
Attention deficit hyperactivity disorder (ADHD)	3	

HS/HT State Implementation

Orthopedic impairments	7	
Visual impairments (including blindness)	9	
Hearing impairments (including deafness)	7	
Serious emotional disturbance	8	
Traumatic brain injury	1	
Mental retardation	1	
Autism	8	
Speech or language impairments	2	
Other health impairments	0	
Deaf-Blindness	0	
Multiple Disabilities	13	
Other psychiatric	0	
Other	2	
Not reported	0	
Employment Status		
Never worked—enrolled in school full-time	47	
Never worked	1	
Not currently working	27	
Currently working (DO NOT INCLUDE INTERNSHIPS):		
Part-time (< 35 hours)	16	
Full-time (35+ hours)	0	
Not reported	1	
Total	92	
Income		
Hourly wage if currently working	Minimum: 5.50 Maximum: 9.00 Average: 6.97	Minimum: 5.50 Maximum: 9.00 Average: 6.75
Public Assistance and Services Received*		
SSI recipients	13	
SSDI recipients	0	
TANF recipients	9	
Vocational Rehabilitation	27	
WIA	10	
IDEA	92	

**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			24
Career assessment	8	4	
Opportunity awareness	92	21	
Work-readiness skills	38	12	

HS/HT State Implementation

Design Feature II - Connecting Activities			13
Academic tutoring	6	0	
Mentoring	17	1	
Assistive technology	14	0	
Transportation	30	7	
Connecting to the workforce and continued education:			
a. Workforce preparation	103	13	
b. Post-secondary education	34	13	
Design Feature III - Work-Based Experiences			27
Industry site visits and tours	28	-	
Job shadowing	14	-	
Internships - paid	11	-	
Internships - unpaid	1	-	
Optional: entrepreneurship (specify)_____Technical Training_	6	-	
Design Feature IV – Youth Development and Leadership			22
Supportive adults:			
a. Role models	89	21	
b. Mentors	26	1	
Opportunities for personal growth:			
a. Self advocacy	27	-	
b. Conflict resolution	26		
Leadership opportunities:			
a. Service learning	19	4	
b. Peer mentoring	28		
c. Leadership training	27	4	
d. Organizational leadership	25	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	76	
Advanced to the next level	68	
Standard high school diploma	33	
Certificate of completion		
GED		
Returned to school		
Dropped out		
Entered vocational training	2	

HS/HT State Implementation

Entered two-year post-secondary school degree or certificate	11			
Entered four-year post-secondary school degree	7			
Completed vocational training				
Completed two-year post-secondary school degree or certificate				
Completed four-year post-secondary school degree				
Total	197			
B. Employment Outcomes				
<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>	13	<i>Number:</i>	
Average number of hours worked in a week	<i>Hours:</i>	25.67	<i>Hours:</i>	
Average hourly wage	<i>Dollars:</i>	6.48	<i>Dollars:</i>	
Minimum and maximum hourly wage	<i>Min</i>	5.50	<i>Max</i>	9
Number receiving health insurance through an employer	<i>Number:</i>	0	<i>Number:</i>	
	This Quarter		Cumulative	
Employment Status	Number	Average Hourly Wage	Number	Average Hourly Wage
1 to 20 hours per week	7	7.43		
21 to 34 hours per week	4	6.17		
35 or more hours per week				
Total – a student in Cincinnati is working 2 jobs	15			
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	7.50		
Retained job for 6 months	1	7.00		
Retained job for 12 months				
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		Number	Accommodati

HS/HT State Implementation

	of companies	of youth employed	ons
Agriculture, Forestry, Fishing, and Hunting	1		
Mining			
Utilities			
Construction	1	1	
Manufacturing	6		
Wholesale Trade			
Retail Trade	7	1	
Transportation and Warehousing	1	1	
Information	5		Interpreter
Finance and Insurance			
Real Estate and Rental and Leasing			
Professional, Scientific and Technical Services	6	4	Mobility, travel training, JAWS, software, clothing assistance
Management of Companies and Enterprises	-		
Administrative and Support and Waste Management and Remediation Services	-		
Educational Services	8	1	
Health Care and Social Assistance	10	3	
Arts, Entertainment and Recreation	4	2	Interpreter
Accommodation and Food Services	2	2	
Other Services (except Public Administration)	3	2	
Public Administration	1		
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:
<p>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</p> <p>E-mail: Wildy.Jody@dol.gov</p> <p>Also submit the Quarterly Report to:</p> <p>Cassandra Willis U.S. Department of Labor Procurement Service Center Room N-5416 200 Constitution Ave, NW Washington, DC 20210 Willis.Cassandra@dol.gov</p>

HS/HT State Implementation