

**Quarterly Progress Report
Georgia High School/High Tech Program
Georgia Department of Labor, Rehabilitation Services
Atlanta, Georgia**

Date:

Quarterly Report Number

Report Period:

Contact Person (Name & Phone Number):

City and State;

I. General statement describing the progress achieved during this reporting period in accomplishing goals and objectives in the Georgia Department of Labor High School / High Tech Program. Feel free to use additional space if needed:

Goal/Objective #1: Collaboration and coordination with WIA partners and others.

Planned Progress:

Actual Progress:

Difficulties Encountered:

Resolution/Corrective Action Plan and Schedule:

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

Planned Progress:

Actual Progress:

Difficulties Encountered:

Resolution/Corrective Action Plan and Schedule:

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

Planned Progress:

Actual Progress:

Difficulties Encountered:

Resolution/Corrective Action Plan and Schedule:

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

Planned Progress:

Actual Progress:

Difficulties Encountered:

Resolution/Corrective Action Plan and Schedule:

Goal/Objective #5: Outreach to employers

Planned Progress:

Actual Progress:

Difficulties Encountered:

Resolution/Corrective Action Plan and Schedule:

Goal/Objective #6: Plan for developing additional funding sources and services.

Planned Progress:

Actual Progress:

Difficulties Encountered:

Resolution/Corrective Action Plan and Schedule:

Add any other objectives you wish to address.

II. Other Pertinent Information:

- A. Analysis and explanation of any cost over runs or high unit costs, where applicable.**
- B. Technical assistance needs/activities that you need or recommend are needed.**
- C. Key strategies that you have found help the system improve its capacity to serve youth with disabilities, including key partnership arrangements, co-funding, etc.**
- D. Discuss any past or potential media contacts related to your High School/High Tech initiative.**
- E. Identify any staffing changes.**

III. Data Evaluation Elements:

1a. What was the total number of students involved in your High School/High Tech program in the quarter? _____

**Of that total, how many students were in each of the following categories?
(Each student should be counted only ONCE in each category.)**

1b. Gender

Females	<input type="text"/>
Males	<input type="text"/>
TOTAL	<input type="text"/> (Total should equal result from Question 1a.)

1c. Year in High School or

Freshman	<input type="text"/>
Sophomores	<input type="text"/>
Juniors	<input type="text"/>
Senior	<input type="text"/>
Out of School	<input type="text"/>
TOTAL	<input type="text"/> (Total should equal result from Question 1a.)

1d. Race/Ethnicity

American Indian or Alaskan Native	<input type="text"/>
Asian or Pacific Islander	<input type="text"/>
Black, not of Hispanic origin	<input type="text"/>
White, not of Hispanic origin	<input type="text"/>
Hispanic	<input type="text"/>
TOTAL (should equal result from 1a.)	<input type="text"/>

1e. Disability

For disability category definitions, see listing at the end of the questionnaire.

Specific Learning Disabilities	<input type="text"/>
Orthopedic Impairments	<input type="text"/>
Visual Impairments (including blindness)	<input type="text"/>
Hearing Impairments (including deafness)	<input type="text"/>
Serious Emotional Disturbance	<input type="text"/>
Traumatic Brain Injury	<input type="text"/>
Mental Retardation	<input type="text"/>
Autism	<input type="text"/>
Speech or Language Impairments	<input type="text"/>
Other Health Impairments	<input type="text"/>
Deaf-Blindness	<input type="text"/>
Multiple Disabilities	<input type="text"/>
TOTAL (should equal result from 1a.)	<input type="text"/>

1f. High School/High Tech Students and Assistive Technology (AT)

Assistive technology means any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities (*Federal Register, August 19, 1991, p. 41272*).

# of students who used AT	<input type="text"/>
# of students who did not use AT	<input type="text"/>
# of students who needed AT but did not have it (includes those who had some AT but needed more)	<input type="text"/>
TOTAL (should equal result from 1a.)	<input type="text"/>

1g. What assistive technologies did students use? _____

1h. How many of your High School/High Tech students were clients of the Vocational Rehabilitation system? _____

1i. How many of your High School/High Tech students were clients of WIA Title I Workforce Investment system -Youth Activities? _____

2. Please complete the following table for students and companies by activity.

<u>Activity</u> (definitions are at the end of the form)	# of HS/HT students who received...	# and names of companies that assisted with ...
Mentoring		
Unpaid Internships		
Paid Internships		
Site Visits/Field Trips		
Speaker Presentations		
Job Shadows		
Computer and Software Training		
Other Occupational Training (specify activities)		

Leadership Development (specify activities)		

3. Did your program provide: (please check)

Transportation

Tutoring

Post-secondary service linkages

(meaning a coordinated approach to linking youth with post secondary services and providers such as guidance in enrollment, accessing WIA/VR services, continuing ed programs and other similar activities).

4. How many of the students will be continuing in High School/High Tech in the next quarter?

Year in school	# now in program (from question 1c)	# continuing on in HS/HT for the next quarter
Freshman		
Sophomores		
Juniors		
Seniors		
Out of School		

5. How many students exited the program this quarter?

Students who left HS/HT...	# who pursued post secondary education after HS/HT	# employed in competitive employment after HS/HT	# who dropped out of high school after HS/HT
6/1/01-6/1/02			

Submit completed quarterly report to:

**Ronald H. Williams, State Director
 Georgia High School / High Tech Program
 Georgia Department of Labor, Rehabilitation Services
 Suite 650, Sussex Place
 148 Andrew Young International Blvd., N.E.
 Atlanta, Georgia 30303-1751**

Completed quarterly reports are due on June 30, 2003 for the second quarter

Disability Definitions (for Question 1e)

Specific learning disability “. . . a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.” **Source** 34 Code of Federal Regulations §300.7(c)(10)

Orthopedic impairment “. . . a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures).” **Source** 34 Code of Federal Regulations §300.7(c)(8)

Visual impairment (including blindness) “. . . **an impairment in vision that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.**” **Source** 34 Code of Federal Regulations §300.7(c)(13)

Hearing impairment “. . . an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance but that is not included under the definition of deafness in this section.” **Source** 34 Code of Federal Regulations §300.7(c)(5)

Emotional disturbance (previously termed serious emotional disturbance):
“(i) The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child’s educational performance: (A) An inability to learn that cannot be explained by intellectual, sensory, or health factors. (B) An inability to build or maintain satisfactory interpersonal relationships with peers and teachers. (C) Inappropriate types of behavior or feelings under normal circumstances. (D) A general pervasive mood of unhappiness or depression. (E) A tendency to develop physical symptoms or fears associated with personal or school problems. (ii) The term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.” **Source** 34 Code of Federal Regulations §300.7(c)(4)

Traumatic brain injury “. . . an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment;

problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.”

Source 34 Code of Federal Regulations §300.7(c)(12)

Mental retardation “. . . significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period that adversely affects a child’s educational performance.” **Source** 34 Code of Federal Regulations §300.7(c)(6)

Autism “. . . a developmental disability significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects a child’s educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child’s educational performance is adversely affected primarily because the child has an emotional disturbance.” **Source** 34 Code of Federal Regulations §300.7(c)(1)(i)

Speech or language impairment “. . . a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child’s educational performance.”

Source 34 Code of Federal Regulations §300.7(c)(11)

Other health impairment “. . .having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that-- (i) Is due to chronic or acute health problems such as asthma, attention deficit disorder or attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia; and (ii) Adversely affects a child’s educational performance.” **Source** 34 Code of Federal Regulations §300.7(c)(9)

Deaf-blindness “. . . concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for children with deafness or children with blindness.” **Source** 34 Code of Federal Regulations §300.7(c)(2)

Multiple disabilities “. . . concomitant impairments (such as mental retardation-blindness, mental retardation orthopedic impairment, etc.), the combination of which causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.” **Source** 34 Code of Federal Regulations §300.7(c)(7)

High School/High Tech Activities Definitions (for Question 2)

Mentoring - Professionals serve as career advisors to students, working with them one-on-one to provide guidance, advice, and often lasting friendships. Mentors can be co-workers or supervisors, former High School/High Tech participants, college professors, former teachers, or work experience supervisors.

Internships - Ideally, students work at the employer's worksite, although telecommuting from home may be a viable option in some situations. Most internships take place between the junior and senior years of high school, although some students are ready to work in internships as early as the sophomore year. Internships usually take place during the summer months, but some students work during winter or spring vacations, on weekends, or after school.

Site visits - Visits to research facilities, manufacturing plants, offices of high tech companies, and other community venues offer students the opportunity to learn about high tech careers and real-life work environments—even if the visit is scheduled only for a few hours or a day.

Speaker presentations - Guest speakers can represent colleges or employers. Presentations often are held at the school, but they can also be held at worksites, colleges, or other community locations as well.

Job shadowing - A bit more involved than a site visit, job shadowing allows the student to spend a concentrated period of time observing (shadowing) a professional, or team of professionals. In some cases the student may even be given an opportunity to try his/her hand at specified tasks, under the close supervision of the assigned host.

Computer and Software Training – Learning hardware and software skills that can be used on the job.

Other Occupational Training – Career exploration through workshops, presentations, or other activities that involve learning the skills of a job, including resume writing or job readiness instruction.

Leadership Development - Opportunities such as community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours.