EXECUTIVE SUMMARY

During State Fiscal Year (SFY) 2019, five hundred seventy-nine (579) assessments were performed for youth with disabilities through the PERT Program, located on the campus of Wilson Workforce and Rehabilitation Center (WWRC) and in the community. The services received breakdown into these categories:

|  |  |
| --- | --- |
| Initial Evaluations | 448 |
| Situation Assessments/ Manufacturing Academy | 33 |
| Transition Academy | 32 |
| Summer Assessment | 19 |
| Career Days | 47 |
| Total Assessments in SFY19 | 579 |

PERT Performance Measures

PERT performance measures for DOE mandate providing assessments for over 500 students. This was easily attained this fiscal year (actually exceeded by 79 students).

Past performance measures are summarized below.

|  |  |  |  |
| --- | --- | --- | --- |
| Performance Measures | Target # SFY19 | Provided # SFY19 | % of Target Goal |
| Number of Students Enrolled in PERT Initial Evaluation Services | 450 | 448 | 99.55% |
| School Division Participation in PERT Program | 112 (85%) | 110 | 83% |

School Division participation was a decrease from last Fiscal Year but often smaller school systems do not have students available to participate every year. This year only students that actually showed up on intake day were counted. Last year’s higher participation rate could have been carryover from the previous year. There is some variability in this measure due to inability to cross reference with DARS regions. Potentially this could be carry over from the previous year, variability in DARS regions or a difference between students authorized and students that actually arrived. In any case, the levels of preparation work for each student is commensurate rather they actually arrive or not.

PERT Participation by AWARE Case type

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| SFY19 PERT Service Type By Case Type | |  |  |  |  |  |  |
|  | | Type of Case - VR or PE | | | | | |
| PE | | VR | | Total | |
| Count | % | Count | % | Count | % |
| PERT Service Type | PERT Initial\* | 15 | 3.3% | 433 | 96.7% | 448 | 100.0% |
| PERT Situational Assessment | 0 | 0.0% | 29 | 100.0% | 29 | 100.0% |
| PERT Transition Academy | 2 | 6.3% | 30 | 93.8% | 32 | 100.0% |
| PERT Community Assessment | 0 | 0.0% | 19 | 100.0% | 19 | 100.0% |
| PERT Manufacturing Academy | 0 | 0.0% | 4 | 100.0% | 4 | 100.0% |
| PERT Pre-ETS Career Day | 31 | 66.0% | 16 | 34.0% | 47 | 100.0% |
| Total | 48 | 8.3% | 531 | 91.7% | 579 | 100.0% |

PERT Initials will not be served in PE status per current practice implemented this year. PE PERT case types for initials should decrease to zero.

Student Demographics

The students served were 14-21 years of age. One 14 year old was served during a Career Day. Sixty – five (65) % of the students served were males. The mean age for Initial Evaluations was (18.04). The mean age for Situational Assessments was (18.52). The average age for Transition Academy students are marginally younger at a mean age of (18.23). The average age for Community Assessments was (17.99). The average age for Career Days was (17.65).

The primary disability grouping for youth served was cognitive impairments. This has been true since FY06. The top two primary causes for impairment are Intellectual Disability and Autism Specific Learning Disability. These two causes account for 50.3 % of the clients served. Specific Learning Disability was a close third with 21.9 %.

Attention Deficit Hyperactivity Disorder (ADHD) was also significant at 11.9%. All of these disability groups added together account for 84.1% of the SFY19 PERT primary causes for impairment. There was a steady increase in the number of PERT students served with Autism from 48 in SFY11 to 123 in SFY16. For SFY17 the number did not increase but remained high (118). This fiscal year the number increased again to 136.

English was the primary language for PERT Initials and Situational Assessments students in SFY19 (570). Seven (7) were reporting American Sign Language (ASL) as their primary language. One student reported Spanish as his/her primary language. Two (2) students reported another non-English language as their primary language.

One hundred eight-four of our PERT Initials required Pre-admission review (PAR) due to complex medical, legal, behavioral or cognitive issues. This means they required additional review, planning and documentation to successfully participate in programming. This is 41% of our initials.

Medical Ancillary Services Provided

Sixty (60) PERT students received ancillary services this year. Ancillaries are additional assessments in a medical area, such as Speech and Audiology, Occupational Therapy (OT), Physical Therapy (PT), Neuro-psychology, Psychology, Brain Injury Services and WWRC Physician consults. Rothrock Attendant Care would also be counted among ancillaries.

Charge capture information indicates that in SFY19 additional charges were submitted for Attendant Care (12), OT Services (36 students), PT Services (3 students), Speech and Audiology (4 students), Neuro-psychology (1 student), and Physician Services (5).

Note: Ancillary charges are through the end of April. Medical Charge Capture was retired on April 30, 2019. No more ancillary charges will be produced (at this time). Therefore, this is actually an underrepresentation of the total number of services provided.

Vocational Recommendations

Students served through the Initial Evaluation Program were assessed in 26 vocational job families.  Preliminary data shows that over one thousand three hundred and seventy-five (1375) total evaluations were performed.  Students averaged almost three evaluations per student (2.88).  Transition Academy students who receive two evaluation areas in a three day program might actually bring this average down.

The highest number of recommendations was in the Electrical/Mechanical (324, 23.6%).  Services Group had the second highest number of recommendations (311, 22.6%). This was same as last year. Business and Information Technology (267, 19.4%), Humanitarian (226, 16.4%) and Building Trades (236, 17.2%) were almost identical in number of recommendations.  Eleven (11) students received a General Skills Assessment which was just slightly less than last year.  The most popular evaluation areas were Food Service (135), Material’s Management (131) and Child Care (125).

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  | | --- | --- | --- | | Evaluation Group | Number | Percent | | Building Trades | 236 | 17.2 | | Business & Information Technology | 267 | 19.4 | | Humanitarian | 226 | 16.4 | | Electrical/Mechanical | 324 | 23.6 | | Services | 311 | 22.6 | | General Skills | 11 | 0.8 | | Miscellaneous | 0 | 0.0 | | Total | 1375 | 100.0 | |

Of the three thousand six hundred and eight-nine (3689) recommendations generated, recommendations can be broken down into the following categories:

|  |  |  |
| --- | --- | --- |
| PERT - SFY19 Recommendations | | |
|  | Count | Percent |
| Training | 16 | 0.4% |
| OJT | 122 | 3.3% |
| Supported Employment | 296 | 8.0% |
| PVT | 4 | 0.1% |
| Non-Competitive Integrated | 0 | 0.0% |
| Academic | 584 | 15.8% |
| Other | 717 | 19.4% |
| Re-Eval | 337 | 9.1% |
| Not Recommended | 249 | 6.7% |
| Trial in Training | 488 | 13.2% |
| Not Interested | 37 | 1.0% |
| Incomplete | 6 | 0.2% |
| See Report | 4 | 0.1% |
| PREP | 829 | 22.5% |
|  | 3689 |  |

Several differences stand out from last fiscal year. Non-competitive Integrated recommendations have ceased. Very few students are being recommended for Training. Most that would have received a Training recommendation are receiving a Trial in Training recommendation (trend noted in last year’s annual report).

PERT Program Satisfaction

Program satisfaction information was gathered at the PERT Advisory Council (PAC) meetings. The PERT Advisory Council is an interdisciplinary group of stake holders composed of former PERT students, parents, Field Rehabilitation Services staff, and local educational area transition staff from all over the state of Virginia.

The dates of the two most recent PAC Meetings were 12/2018 and 5/2019. PAC monitors progress made by receiving reports from the PERT Director at the beginning of the next cycle relative to each initiative. Meeting content included a review of SFY19 demographic and outcome statistics. Topics that were discussed included Center renovations, reduction in staff at WWRC in support services like medical records and business office, reduction of Sunday Intakes, PERT and Pre-ETs service offerings, PERT New Team Training, Center Training credentialing based on WIOA standards, WIOA and VE reports, and WIOA driving potential PERT Program revision (three different models). The PAC members were given an opportunity to provide feedback.

Satisfaction information was also gathered through PERT and Center student exit interviews, report implementation meetings held in the student’s community, and surveys that accompany the student’s summary completion report.

School and Parent/Guardian, DARS Counselor Satisfaction Surveys

PERT Transition Resource Specialists distributed satisfaction surveys during Report Implementation Meetings for PERT Initial Evaluation students. Of the 448 students who received this service, satisfaction survey responses were received from 125 school personnel (27% response rate), 93 parents/guardians (20% response rate) and 140 DARS Counselors (31% response rate). Comments that are noted below are directly from the source and have not been modified. These results are summarized below:

PERT School Satisfaction Survey

FY2019 (125 Responses)

1. The PERT experience enabled the student to talk about his/her future goals.

|  |  |
| --- | --- |
|  | Strongly Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (78%) | |  | | --- | |  | | |
|  | Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (20%) | |  | | --- | |  | | |
|  | Disagree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (1%) | |  | | --- | |  | | |
|  | No Response |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (2%) | |  | | --- | |  | | |

Comments:

|  |
| --- |
| * She is able to discuss - she is more aware of the need to plan. |
| * D at MTC; talked w/them after the meeting upon his return. |
|  |
| * He was able to tell us the 3 areas he worked in. |
| * H not verbal about his goals. Shared his goals after team meeting! |
| * Talked with him after the meeting upon his return. |
| * B related to his case manager his PERT experience and goals. |

2. PERT increased the student’s awareness of his/her abilities and strengths.

|  |  |
| --- | --- |
|  | Strongly Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (74%) | |  | | --- | |  | | |
|  | Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (26%) | |  | | --- | |  | | |

Comments:

|  |
| --- |
| * Reinforced strengths/abilities. |
| * J seemed aware that driving would not be a good option at this time. |
| * B is confident in identifying his abilities and strengths. |

3. PERT helped the student identify his/her career goals.

|  |  |
| --- | --- |
|  | Strongly Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (67%) | |  | | --- | |  | | |
|  | Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (30%) | |  | | --- | |  | | |
|  | Disagree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (2%) | |  | | --- | |  | | |
|  | No Response |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (1%) | |  | | --- | |  | | |

Comments:

|  |
| --- |
| * Helped the student to re-identify! |
| * She is still undecided or not firmly decided. |
| * PERT was helpful, but student is undecided. |
| * He is still undecided but happy that he has many options. |
|  |
| * Did well in multiple areas. |

4. PERT increased the student’s confidence and self-esteem.

|  |  |
| --- | --- |
|  | Strongly Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (68%) | |  | | --- | |  | | |
|  | Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (30%) | |  | | --- | |  | | |
|  | Disagree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (1%) | |  | | --- | |  | | |
|  | No Response |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (2%) | |  | | --- | |  | | |

Comments:

|  |
| --- |
| * Ability to build relationships. |
| * S seems more confident since attending PERT. |
| * Student was already pretty confident. |
| * Hard to tell with the student's affect. |
| * Student is already pretty confident. |
| * Not observed. |

5. PERT allowed the student to explore a variety of leisure and independent living activities.

|  |  |
| --- | --- |
|  | Strongly Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (76%) | |  | | --- | |  | | |
|  | Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (24%) | |  | | --- | |  | | |

Comments:

|  |
| --- |
| * Opportunities she did not pursue. |
| * She now knows what she likes and dislikes. |
| * Although not sure he took advantage of it. |
| * He was able to tell every leisure activity he's done. |

6. The PERT report provided information to assist in the development of the student’s transition plan.

|  |  |
| --- | --- |
|  | Strongly Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (88%) | |  | | --- | |  | | |
|  | Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (12%) | |  | | --- | |  | | |

Comments:

|  |
| --- |
| * Lots of good info. |
| * Very helpful. |
| * The PERT report was very detailed. |
| * Very helpful in identifying. |

7. The PERT Report Implementation meeting allowed us time to discuss and plan for the student’s future.

|  |  |
| --- | --- |
|  | Strongly Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (85%) | |  | | --- | |  | | |
|  | Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (14%) | |  | | --- | |  | | |
|  | Disagree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (1%) | |  | | --- | |  | | |

Comments:

|  |
| --- |
| * Gave an overview of next step. |
| * Meeting was abbreviated due to mom's time constraints - did not have report in advance. |
| * We formulated at least 8 pathways/options for training! |
| * Excellent discussion. |
|  |
|  |

8. PERT recommendations will be incorporated into the student’s IEP.

|  |  |
| --- | --- |
|  | Strongly Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (72%) | |  | | --- | |  | | |
|  | Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (22%) | |  | | --- | |  | | |
|  | Disagree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (1%) | |  | | --- | |  | | |
|  | Strongly Disagree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (1%) | |  | | --- | |  | | |
|  | No Response |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (4%) | |  | | --- | |  | | |

Comments:

|  |
| --- |
| * Student is also participating in Project Search now. |
| * Wonderful resource! |
| * Not part of IEP team but trust they will. |
| * Hopefully (not part of IEP Team). |
| * Goals and activities will be included in transition section. |
| * Will provide case manager this information. |
| * I will get the assessment to his case manager. |
|  |
| * Student says he will stay in contact with DARS. |
| * NA |
| * The student's IEP included appropriate transition procedure. |
| * Graduating in June - no changes were made to her IEP. |
| * Exiting school in June. |
| * He is getting ready to graduate so info will be part of exit IEP. |
| * Will be graduating but information will be part of the exit IEP. |

9. PERT increased the student’s awareness of academic skills relevant to his/her career goals.

|  |  |
| --- | --- |
|  | Strongly Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (70%) | |  | | --- | |  | | |
|  | Agree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (27%) | |  | | --- | |  | | |
|  | Disagree |
|  | |  |  |  |  | | --- | --- | --- | --- | |  | (2%) | |  | | --- | |  | | |

Comments:

|  |
| --- |
| * At Project Search. |
| * Not a clear reflection of abilities but very clear for individual. |
| * With family. |
| * C says he's still struggling academically. |
| * B is aware of academic skills relevant to his career goals. |

General Comments:

|  |
| --- |
| * B eyes were opened to additional possibilities (Welding) that he had not previously explored. |
| * Wonderful program! |
| * The PERT program is wonderful! Thank you for all you do with our students! |
|  |
|  |
| * S was positive on all work areas. She is especially interested in Child Care. Currently she is enrolled in a 2-year Child Care program here at SHS. She will receive a certificate for completion of the program. |
| * S was unsure about attending PERT. Upon her return, she is excited about the possibility of returning. |
| * I believe the shortened time frame of the stay affected outcome. |
| * J’s visit to Wilson Workforce was very helpful to him. J was able to give complete details about his experience. The report will be valuable in the IEP process. |
| * Program is great - just not sure the student enjoyed the experience. |
| * Student is very excited to attend PREP Program whether it is this coming year or the following year! |
| * E indicated she had a great experience and the areas assessed align with her goals. |
| * I'm very pleased that we have decided to do the PERT report meetings as part of an IEP meeting. It allowed the student's entire team to be involved, as well as adult services. This helped w/better transition planning. |
| * Just really love this team approach! "Many hands make light the work!" |
| * M loved being included in this process. |
| * Well done. |
| * This is a great program that students benefit from and enjoy. |
| * J had a good time. I feel it was a good experience for him and he learned a lot about himself. |
| * J enjoyed his time at PERT. He now knows what direction to go in with employment. |
| * K had a good experience. I know she learned a lot about herself and is excited to go back. |
| * This was a great experience for B. I'm excited for her to get more training in an area of interest. |
| * A really benefited from this program. |
|  |
|  |
| * B has a good transition plan in place. This experience assisted the team in developing and strengthening her transition plan. She needs to work on communication skills. |
| * We were able to make plans for T, including his interests. Overall, health issues need to be resolved. |
| * Yes! Great use of time in an effort to make plans for H! |
| * This program is very helpful to students especially those on the Applied Studies track, to help develop future plans. |
| * PERT helped E to realize what he may want to do in the work field. |
| * Mary Lea was very helpful before, during, and after the program. We've never had that collaborative relationship before. |
| PERT Parent/Guardian Satisfaction Survey  FY2019 (93 Responses)  1. PERT helped me talk with my child about their future.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (73%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (27%) | |  | | --- | |  | | | |  |  |   2. PERT increased my awareness of my child’s abilities and strengths.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (65%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (34%) | |  | | --- | |  | | | |  | Disagree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (1%) | |  | | --- | |  | | | |  |  |   3. PERT helped my child identify his/her career goals.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (56%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (41%) | |  | | --- | |  | | | |  | Disagree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (3%) | |  | | --- | |  | | |   Comment:   |  | | --- | | * This is mainly due to his motivation and ability to voice his interests. |   4. PERT increased my child’s confidence and self-esteem.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (56%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (41%) | |  | | --- | |  | | | |  | Disagree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (3%) | |  | | --- | |  | | |   Comment:   |  | | --- | | * At first when he came home but then went back to showing low self-esteem. | |  |   5. PERT allowed my child to explore a variety of leisure and independent living activities.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (66%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (32%) | |  | | --- | |  | | | |  | Disagree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (1%) | |  | | --- | |  | | | |  | Strongly Disagree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (1%) | |  | | --- | |  | | |   Comment:   |  | | --- | | * She transitioned to the five-day program not much leisure time could be afforded. |   6. My child described the PERT assessment process as helpful.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (56%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (43%) | |  | | --- | |  | | | |  | Disagree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (1%) | |  | | --- | |  | | |   Comments:   |  | | --- | | * She was so excited and loved it. | | * He really had no comment, just said okay. | | * This is mainly due to difficulty in getting David to give his opinion. |   7. The PERT written report was received in time for review prior to the PERT meeting.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (72%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (24%) | |  | | --- | |  | | | |  | Disagree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (2%) | |  | | --- | |  | | | |  | Strongly Disagree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (2%) | |  | | --- | |  | | |   Comments:   |  | | --- | | * Not sure. | | * Haven't received yet. |   8. During the PERT implementation meeting, the PERT report was explained to me.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (74%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (25%) | |  | | --- | |  | | | |  | Disagree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (1%) | |  | | --- | |  | | | |  |  |   9. The PERT implementation meeting helped me to assist my child in preparing for his/her future.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (73%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (26%) | |  | | --- | |  | | | |  | No Response | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (1%) | |  | | --- | |  | | |   10. I would recommend the PERT program to another family.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (85%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (15%) | |  | | --- | |  | | |   Comment:   |  | | --- | | * I referred B's friend. |   General Comments:   |  | | --- | | * I really appreciate Ann recommending E to PERT. | | * Thank you for providing the opportunity for my child. It was a rewarding, fun, and helpful experience. | | * Great program! Super helpful! | | * Love the program, everything was great. | | * I am very appreciative for this program. It has helped me learn more about what my son is capable of, and it allows him to do what he wants to do. | | * Exceptional program. | | * This program is great. Let me know what he can do. | | * Great program. Keep up the good work. Thanks for help with D. | | * Program is very uplifting for my child. | | * Wonderful program. | | * Great program, great for M! | | * We are so excited that W has been invited back. | | * It was an awesome experience! :) | | * Staff very helpful and information informative across the board assisting S to make decision. | | * I actually did refer this program to B's friend. He would greatly benefit from this as well. | | * This was a great opportunity. | | * A good opportunity to get an overview of possible career choices. | | * This is an excellent program and has helped my son get a better perspective of his secondary education options. | | * I as a parent really felt this program was helpful in teaching my son independence. I think he learned a lot and the experience was great in moving forward towards his future goals. | | * Thank you for the opportunities provided to D! | | * PERT did amazing for our son. Staff was amazing, will recommend to everyone. THANK YOU!! : ) | | * Great experience. Thank you. | | * Although parent graded survey 3 & 4 between agree and disagree, she stated her son far and away experienced greater self-confidence and autonomy while at PERT. | | * Great program. | | * Awesome program! | | * We are very excited for B! |   PERT DARS Satisfaction Survey  FY2019 (140 Responses)  1. The Recommendations included in the PERT Summary Report were useful.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (81%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (19%) | |  | | --- | |  | | |   Comments:   |  | | --- | | * K reported enjoying PERT. | | * Helpful with transition planning. |   2. PERT increased my awareness of my client’s abilities and strengths.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (84%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (16%) | |  | | --- | |  | | |   Comments:   |  | | --- | | * I think this helped identify additional areas he could do well in. | | * D reported enjoying PERT. | | * However, he wants to be evaluated for Welding since it was not available. |   3. The Recommendation will be used in the development of the client’s IPE.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (78%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (19%) | |  | | --- | |  | | | |  | No Response | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (3%) | |  | | --- | |  | | |   Comments:   |  | | --- | | * However, we won't likely do his plan until next school year. | | * NA waiting list. | | * Consumer super excited about ETO opportunity for Cosmetology. | | * NA in waiting list. | | * Student will be referred to WWRC. | | * Student is interested in summer employment and PERT helped. |   4. PERT increased my client’s confidence and self-esteem.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (69%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (30%) | |  | | --- | |  | | | |  | No Response | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (1%) | |  | | --- | |  | | |   Comments:   |  | | --- | | * She continues to focus on negative points vs positive. | | * D had fun. | | * This is an area he still needs to work on. | | * Evening support groups were recommended and could benefit from. |   5. PERT allowed my client to explore a variety of leisure and independent living activities.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (83%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (17%) | |  | | --- | |  | | |   Comments:   |  | | --- | | * P had a great time. | | * It did, he just chose not to participate. | | * She loved it! |   6. My client described the PERT assessment process as helpful.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (71%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (29%) | |  | | --- | |  | | |   Comments:   |  | | --- | | * Did well living independently. | | * He was sorry that he left early. | | * She wasn't sure what she wanted to do and how does. |   7. The PERT written report was received in time for review prior to the PERT implementation meeting.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (86%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (13%) | |  | | --- | |  | | | |  | No Response | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (1%) | |  | | --- | |  | | |   Comments:   |  | | --- | | * Question mark. | | * Need copy in DocFinity, do not have. |   8. During the PERT Report implementation meeting, the PERT representative clearly explained the report.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (89%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (11%) | |  | | --- | |  | | |   Comments:   |  | | --- | | * Very much so. | | * Excellent. | | * Very tactful and encouraging. | | * Awesome meeting. |   9. I have a good working relationship with the PERT Representative for my area.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (92%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (7%) | |  | | --- | |  | | | |  |  | |  | No Response | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (1%) | |  | | --- | |  | | |   Comments:   |  | | --- | | * With the change, we are just trying to get to know each other. | | * She's amazing! | | * Excellent. | | * Great. | | * Yes, she's great. |   10. Contact with the PERT case manager was satisfactory.   |  |  | | --- | --- | |  | Strongly Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (84%) | |  | | --- | |  | | | |  | Agree | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (13%) | |  | | --- | |  | | | |  | No Response | |  | |  |  |  |  | | --- | --- | --- | --- | |  | (4%) | |  | | --- | |  | | |   General Comments:   |  | | --- | | * Thanks | | * Thanks! | | * Mary Lea West is an excellent communicator. She responds to emails immediately. She established strong relations with school personnel and students/families. | | * Initially, this is the first year working with Southampton High School. They have spoken very highly of PERT and transition services. | | * VRC just begun working with Southampton High School and has found staff and students enjoyed PERT experiences. This was expressed during PERT implementation meeting. | | * M reported having a good experience. This VRC just begun working with Southampton High School. Both staff and students found PERT experiences to be pleasant. | | * Positive responses from PERT Report Implementation from both parents and student. Assessment will assist VRC in career planning. | | * During PERT Report Implementation, students and staff shared their experiences as positive. | | * Very positive experience for student and parents. | | * Given client's medical needs and rarity of her condition this was helpful in providing a better understanding of her physical capacity for WAT. | | * Excellent recommendations. | | * J made significant gains by his time at PERT. | | * K did very well. | | * S benefited from her program. | | * Eastern Shore Project. | | * O appeared very pleased about her experience. | | * D enjoyed his experience while at PERT. | | * K was happy to have gained experience. | | * H was happy with her experience noting there was some good and bad. | | * Thanks for everything. | | * Pleased with services provided. Thanks | | * Overall, very satisfied with reports, recommendations, service coordination, and the meeting. | | * Great presentation! | | * Please consider consumer for PERT re-assessment in the summer for Welding since it was not available at the time. The school will use any recommendation from PERT for his vocational Welding course. Thanks | | * Wonderful and organized program. Great info. | |
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WWRC Center Satisfaction Survey

PERT students responded to a computerized Center survey.

Q2. Do you feel that WWRC helped you prepare for your future (for example, knowing your strengths, living on your own, going to work or school, driving)

Yes No I don't know Total

210 17 19 246

Q3. Did WWRC help you move closer to your job goal?

Yes No I don't know Total

171 25 46 242

General Comments to Question # 2

* well It helped a lot because, I wanted to always get a good job and it really helped me learn the very few things about jobs and etc.
* they taught me many things
* A hard solid YES. I feel that the WWRC helped with all the four factors that I need, or want to know in the future, like knowing my strengths, living independently, waking up early, personal hygiene, and driving.
* All the classes I took helped me prepare life and a job.
* because all of the job training classes I took.
* because I can feel dependent in the jobs fields
* because I picked up objects handling and welding quickly
* because I'm figuring out what can and can't do
* Because it gave me an Experience on what College will be Like which is where I'll be in a Year and 5 Months.
* Because it has it easy for me to learn here than in a collage
* because it help me become more independent.
* Because it helped me out a lot. I got learn all new things at WWRC.
* because it helps me get the job I want to do
* because it helps me to training for a job
* because it like a college
* because it taught me stuff that I never knew like forklifts
* because it who I want to be in the future
* because its good job training
* because its help you get ready for life and everything because its not easy to get a job out here so that's why like everything here is okay ig just do what you need to do and yeah everything will be easy, just don't go to sleep like me
* Because now I know what I am really good at
* because they have great classes and they teach you how to do them over if you didn't do it over right
* Coming here really helped me by exploring what I wanted to do after high school.
* couldn't really bring your car so how would you work on driving. The food sucked
* do my clothes
* down putting
* during my time here I have learned how to do certain jobs. it also showed me which jobs were easier for me than the other jobs. I also know that I need to be to the job on time.
* helping with my skills. I have new friends and have a wonderful time.
* helping you to live on your own and stuff
* how it's feel living on my own finding my interest
* I already have a job, and drive, and I got accepted into Community college
* I already knew how and could do all the basic needs for living.
* I already knew I could live on my own as far as getting up and making it on time, and I already had my learners before coming here.
* I did stuff by my self.
* I feel good I am ready for I am happy make a good work
* I feel like it helped because it helped me be independent.
* I feel little bit good to living on my own and going to school
* I feels like the program was really helpful because we get to see what the Jobs are really like and explore different things.
* I got to learn that I can do different skills in different job areas. I'm good at socializing and asking for help when need.
* I got to see what it was good at and what I wasn't good at.
* I had experience with what I'm good at and coming to WWRC REALLY HELP ME!
* I have fun learning that things can be hard some times
* I have learned a lot.
* I know now how to dress my self. I know how to take a bath by myself. I also can do my own laundry. I now could probably live on my own now.
* I learned more about what it would be relatively be like living own my own and preparing myself.to support myself
* I still need help on driving if I do come back idk wat job is right for me
* I take the school bus this
* I think that Wilson workforce center was a great help.
* I want to get a job for food service and get paid.
* I will go on my own to the school
* idk
* if nothing else I have proved to myself that I can keep my room organized and its great
* It gave me examples to think on and act on at my current job that I would have overlooked.
* It gave me new experiences and I learned how to work with them
* It had helped me know what I need to work on
* it has
* it has been good for me it has helped me with living on my own.
* it has helped me be able to get to places on time and how to learn job experiences and seeing what job is right for me.
* it help me learn more about jobs.
* It helped me know what its like it live like a college student and with work
* it helped me see if what I was into could actually work for me as I am uncertain of my future.
* It Helps Me Alot
* It is so much fun
* it really helped me be prepared for what's come ahead
* It showed me how your day goes in the dorm and in the workplace. Specifically in the dorm, where you have to make strategies with your roommates in order to be successful. It really opened up how the real world works.
* Knowing my strengths: a little bit of math, stocking, games: video games, board games, card games, etc.
* Most things I am doing at WWRC already know how to that task
* N/A
* no
* they are doing a great job the Bestest place I ever been to
* They have the help that I needed that will help me to be successful in life and my career
* They helped me on my work, help me on learning skills and the people are very nice to teachers.
* they helped me with job skills
* they showed me my strengths
* This program has helped me with the things I need to work on
* To learn how independent
* to see what I want to do when I am done with high school
* well I learned a good amount of soft skills
* when im at my high school and im in my health care class there are like 12 students and one teacher I like it at wwrc its like when training its one on one training and then they let you do it on your own and test you on your skills
* WWRC has helped me prepare for my future by providing vocational education classes and they were great.
* WWRC helped me prepare for my future by making me realize what I want to do.
* Yeah it showed me how much I know about health and how I want to help people in the near future. Especially helping children that need help because they are sick.
* Yes because it taught me how to live on my own
* yes because they teach u more about everything.
* Yes, especially the healthcare program. Steven is a very good teacher, and I really enjoyed him. He has taught me quite a lot.

Staffing in SFY19

Northern VA Region Field Transition Resource Specialist retired. Position filled.

PERT full time Counselor II (Night Counselor) position retired and filled.

PERT Therapist I vacated due to promotion and filled.

The PERT full time PST (Dormitory) appears to be held at this time.

PERT On-site Counselor vacated due to promotion and filled.

Part time positions:

* three part time residential positions were vacated and filled during this period.
* three Independent Living Skills Instructor position was also vacated and filled.

Summer Assessment

This year services continued in Fairfax and were extended to the Eastern shore. The students had been referred to the PERT program, and the selection team determined that the students may not be ready to attend Wilson Workforce and Rehabilitation Center (WWRC) residential setting for a 5-10 day Initial Evaluation Program. PERT staff traveled to the local region to provide an independent living exploration services with a local Vocational Evaluator, and a contracted Job Coach through DARS. This community effort provided two days of vocational assessment – interest inventories, situational assessment at the and a community work experience based upon their interests; two days of independent living Assessment – developing a budget for real life situations game, cooking, kitchen safety, medication management, hygiene, self-esteem, problem-solving and hygiene assessments; and will act as a screener for the potential of additional services on-site at WWRC.

|  |  |  |
| --- | --- | --- |
| 7/9/18 - Transition Mobile | Crater Region | 8 |
| Total | 8 |

|  |  |  |
| --- | --- | --- |
| 7/18/18 - Transition Mobile | Fairfax Public Schools | 8 |
| Total | 8 |

|  |  |  |
| --- | --- | --- |
| 8/21/18 - Transition Mobile | Accomack/Northampton Public Schools | 7 |
| Total | 7 |

|  |  |  |
| --- | --- | --- |
| 6/26/19 - Transition Mobile | Accomack Public Schools | 4 |
| Total | 4 |

Tours

PERT staff toured 1377 Parents, Students and Educators toured this fiscal year.

PERT and Pre-Employment Transition Services (Pre-ETS)

*Pre-ETS Community Assessment*

PERT offered to train Pre-ETs on how to implement a community assessment similar to PERT's summer assessment in Fairfax, Crater Region and Eastern Shore and offer Pre-ETs the curriculum to use (to do in local communities that PERT does not currently serve).

*WWRC PERT Independent Living Training, Chesterfield*

On Wednesday, June 5th, Brian Roth, retired PERT Night Counselor, and Ginger Sharrer, PERT Field Services Supervisor facilitated this hands-on training at the Thomas Fulghum Chesterfield Career and Technical Center (CTE) in Midlothian VA. There were a total of 40 participants from across Virginia. The participants responded very positively, and they were talking about plans they have to start their own Community Exploration Program. The training was sponsored by a grant from the Virginia Department of Education (VDOE)

*Two types of Career Days in FY 2019*

1 day job shadow – 3/21/19 – 26 students from Augusta, Staunton and Waynesboro

2 day residential

Pre-ETS Career Day (new service)

July 10 and 11, 2019

(30 cap) and include deaf (10 students) – 21 students participated for all over the State

Deaf students did not come

*Additional projects related to Pre-ETs*

PERT staff processing all reports into Docfinity

PERT Survey: designed by a multi – staff team being sent in September for feedback from (DARs and School Systems) and will be used for potential PERT Program WIOA revisions.

All PERT reports revised to meet WIOA standards.