



Work Experience for High School Students with Disabilities Act (Act 26)

**Office of Vocational Rehabilitation Quarterly Report
July 1, 2023 – September 30, 2023**

Contents

Background & Purpose 3

(i) IEP Meetings Attended by OVR Staff 4

(ii) IEPs That Include New or Significantly Modified Goals and Specific Steps Toward the Attainment of Competitive Integrated Employment 7

(iii) Job Referrals Made to Employers on Behalf of Students with Disabilities While Still in High School 11

(iv) High School Students with Disabilities Working in Part-Time or Summer Jobs as a Result of Referrals Made by OVR Staff..... 13

(v) High School Students with Disabilities Working in Part-Time or Summer Jobs Who are Receiving Job Coaching Services 16

(vi) High School Students with Disabilities Who Enter Competitive Integrated Employment Within Three Months of Their Graduation 18

Pre-Employment Transition Services 20

Appendix..... 23

Background & Purpose

On May 17, 2016, the General Assembly of the Commonwealth of Pennsylvania enacted the Work Experience for High School Students with Disabilities Act, Act 2016-26 (May 17, 2016), 43 P.S. § 683.1 *et seq.*, that maintains collaboration with local education and public agencies to ensure that students with disabilities are prepared to enter the workforce after graduation.

On June 24, 2017, the notice of the appropriation to carry out the provisions of this Act was published in the Pennsylvania Bulletin. Act 26 charges the Office of Vocational Rehabilitation (OVR), in collaboration with Pennsylvania's Department of Education (PDE), with collecting and reporting data related to students with disabilities who have transition plans and with facilitating the process of job and career development between local education agencies (LEAs) and public and private employers to ensure the successful transition of high school students with disabilities into competitive integrated employment.

As outlined in Act 26, and in collaboration with LEAs, OVR will:

- 1) provide information for the development of individual education plans for high school students with disabilities, ensuring that job skill training is included in the plans, when appropriate. When possible, OVR staff will attend individual education plan meetings in person or by alternative means, such as video conferences and conference calls, when invited by LEAs;
- 2) arrange for work-based learning experiences, which may include in-school or after-school opportunities or experiences outside the traditional school setting, including internships, at competitive wages in integrated settings with public or private sector employers;
- 3) provide professional guidance relative to job coaching services to eligible individuals when the services are included in an individualized plan for employment by OVR, so that high school students with disabilities may succeed in competitive employment with private sector and public employers; and
- 4) provide counseling on enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education.

Also, as required by Section 3 (5) of Act 26, OVR will provide the following information on its publicly available website 45 days after the end of each calendar quarter by each county for the prior calendar quarter:

- (i) the number of Individualized Education Program (IEP) meetings attended by OVR staff,
- (ii) the number of IEPs that include new or significantly modified goals and specific steps toward the attainment of competitive integrated employment (data only available annually and not by county),
- (iii) the number of job referrals made to employers on behalf of students with disabilities while still in high school,

- (iv) the number of high school students with disabilities working in part-time or summer jobs as a result of referrals made by OVR staff,
- (v) the number of high school students with disabilities working in part-time or summer jobs who are receiving job coaching services, and
- (vi) the number of high school students with disabilities who enter competitive integrated employment within three months of their graduation.

In addition to the required information, OVR will also include data regarding some of the additional services provided under Pre-Employment Transition Services (Pre-ETS) to demonstrate a more comprehensive review of OVR's Pre-ETS activities.

Public data from PDE for the 2021-2022 school year indicates there are over 159,850 students with disabilities between the ages of 14 and 22 eligible for transition services in Pennsylvania. According to PDE's regulations regarding Special Education Services and Programs, 22 Pa. Code Chapter 14, the minimum age for transition planning is 14. Transition services are activities provided by schools and/or outside agencies which prepare a student with a disability to move from school to post-school activities, including further education and employment. Research has shown that gaining paid work experience while still in high school is a strong predictor of whether a student with a disability will be employed after high school.

OVR and OIT have collaborated to upgrade the Commonwealth Workforce Development System (CWDS) case management system for students. This system captures data concerning the delivery of services to students with disabilities. These data capture points have been updated to better match what is being pulled for the Act 26 report, which, combined with recovery efforts from the pandemic, have led to significant increases in the data reported. Additional updates to CWDS are planned for system releases through 2024.

(i) IEP Meetings Attended by OVR Staff

The enactment of the Federal Workforce Innovation and Opportunity Act (WIOA) in 2014 placed significant emphasis on the provision of services to students and youth with disabilities. Under federal WIOA regulations, an IEP is ****not**** one of the five required Pre-ETS. However, under PA Act 26, OVR is required to report on IEP meeting attendance. OVR makes every effort to attend IEP meetings for students of transition age, but OVR does not have the resources to attend every IEP meeting because the volume of requests outweighs the number of OVR staff. However, it strives to attend as many IEP meetings as possible, focusing on those IEP meetings held two years prior to a student's graduation or when specifically asked to attend due to a complex need. Additionally, scheduling and traveling to in-person IEP meetings can also be a challenge. The increased use of videoconferencing for IEPs has significantly increased OVR's ability to attend.

OVR regularly reviews Act 26 reports with district office management staff and provides technical assistance specific to their local needs. Each OVR counselor covers multiple

schools over a wide geographical area, so advanced notice of IEP meetings is critical to assist with scheduling and attendance. The LEA should ensure written consent from a parent/guardian has been obtained so OVR can be invited to the IEP meeting (and for reporting purposes). To increase the number of IEP meetings in which OVR staff participate, LEAs are encouraged to offer alternative communication opportunities, such as the use of video conferences and conference calls.

Additionally, due to LEAs having various policies and procedures regarding the exchange of student information, securing signed releases for student-level data remains a challenge for OVR. As per PDE guidance, the Family Educational Rights and Privacy Act (FERPA) has specific regulations pertaining to the Education Record of a student in a Local Education Agency (LEA). The Bureau of Special Education (BSE) recommends that the LEA notify their district solicitor to receive appropriate guidance on FERPA regulations, including policies and practices for any student information collection by an outside agency.

In addition to using broad communication to the field, it is imperative that continued collaboration between OVR and LEAs occur prior to IEP meetings. OVR has established and released field guidance to staff to address the complexity of consent and data collection. OVR and PDE/BSE continue efforts to maximize parental engagement between OVR staff, LEAs and families.

OVR staff attended 1,001 IEP meetings during the first quarter of the State Fiscal Year (SFY) 2023-2024, which reports data from 07/01/2023 to 09/30/2023. The first quarter of the SFY 2022-2023 also reported 1,001 IEP meetings attended by OVR staff.

Table 1: Act 26 Reporting Item (i) – Number of IEP Meetings Attended by OVR Staff

***Denotes less than 10. N/A denotes no data was reported for that county.**

County	SFY 22-23 Q2	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1
Adams	11	10	*	*
Allegheny	263	252	102	106
Armstrong	26	39	*	13
Beaver	70	43	26	22
Bedford	20	12	*	*
Berks	95	117	69	36
Blair	80	57	36	53
Bradford	33	18	*	10
Bucks	61	52	41	*
Butler	80	92	49	23
Cambria	58	39	21	24
Cameron	*	*	N/A	N/A

County	SFY 22-23 Q2	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1
Carbon	16	14	*	16
Centre	27	16	12	10
Chester	52	31	31	*
Clarion	40	48	27	21
Clearfield	*	10	*	16
Clinton	*	*	14	*
Columbia	N/A	*	*	*
Crawford	*	18	33	67
Cumberland	21	21	18	*
Dauphin	84	58	71	28
Delaware	*	*	*	*
Elk	24	15	*	*
Erie	112	134	68	60
Fayette	*	*	N/A	*
Forest	*	*	*	*
Franklin	38	26	10	15
Fulton	14	15	*	*
Greene	*	*	*	*
Huntingdon	36	37	*	13
Indiana	46	11	*	12
Jefferson	*	13	*	*
Juniata	*	N/A	N/A	*
Lackawanna	83	89	29	16
Lancaster	92	85	55	31
Lawrence	13	18	*	22
Lebanon	*	*	*	*
Lehigh	34	58	40	*
Luzerne	105	123	71	18
Lycoming	13	15	14	11
McKean	12	27	16	17
Mercer	60	49	45	28
Mifflin	*	*	*	*
Monroe	66	99	29	*
Montgomery	22	35	12	*
Montour	23	N/A	*	12
Northampton	101	67	28	18
Northumberland	29	19	11	13
Perry	19	*	*	N/A
Philadelphia	77	50	30	12
Pike	13	*	*	N/A

County	SFY 22-23 Q2	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1
Potter	*	N/A	N/A	*
Schuykill	88	70	46	31
Snyder	18	38	14	*
Somerset	12	11	*	*
Sullivan	15	*	*	N/A
Susquehanna	15	15	*	*
Tioga	*	*	15	*
Union	*	*	*	*
Venango	67	82	20	28
Warren	33	59	47	*
Washington	77	41	32	26
Wayne	*	*	*	*
Westmoreland	14	16	15	26
Wyoming	*	12	*	*
York	133	153	141	24
Total Number of Meetings Attended	2,624	2,504	1,470	1,001

(ii) IEPs That Include New or Significantly Modified Goals and Specific Steps Toward the Attainment of Competitive Integrated Employment

Summary Language

A Memorandum of Understanding (MOU) between the Commonwealth of Pennsylvania's Department of Education (PDE) and Department of Labor and Industry (L&I) has been developed and was revised effective March 1, 2021, to allow these partner agencies to collect and share student level data so that L&I may fulfill its statutory duties as outlined in Act 26. This MOU between L&I and PDE complies with all federal and state laws and regulations pertaining to data maintenance, disclosure, and security.

The Transition/Work Experience Data Collection

LEAs collect data based on the data items pertaining to work experience for students with disabilities involved in transition planning as part of their IEP. This includes IEPs that were developed from the beginning of the 2021-2022 school year. The relevant work experience/transition data elements are reported on July 1, 2022, Pennsylvania Information Management System (PIMS) Special Education Snapshot for students 14 years of age or any student who has a transition plan as part of his/her IEP.

Transition planning is a team discussion, and the data presented and collected as part of the transition planning process may benefit the student in achieving their post-school outcomes. LEAs should develop and utilize a recording method for the responses to the following data questions that will assist LEA staff members in retrieving and completing the required data fields during the annual PIMS submissions. While these five questions need to be addressed from information/data contained in the IEP, it is not the intention of Act 26 to add these questions into the IEP document.

The following data must be collected by IEP teams:

- Does this student have a transition plan as part of their IEP? (YES/NO)

According to 22 PA Code § 14.131. IEP. (a): In addition to the requirements incorporated by reference (see 34 CFR 300.320—300.324), the IEP of each student with a disability must include: (5) For students who are 14 years of age or older, a transition plan that includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills. (If yes, then all the following questions are required to be answered.)

NOTE: Based on each individual student IEP, there may be a “no” response to a question below.

- Does the IEP contain new services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting? (YES/NO)
- Does the IEP contain services that include job supports/coaching? (YES/NO)
- Does the IEP contain services that include career development and job exploration? (YES/NO)
- Has the transition IEP been modified to include services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting? (YES/NO)

Annually in November, PDE/BSE must submit special education data to the United States Department of Education (USDE) and the Office of Special Education Programs (OSEP). The federal reporting does not include the data collected for this report. The PDE/BSE collects the data for these transition questions to assist OVR in accessing information.

Table 2: Act 26 Reporting Item (ii) – IEPs That Include New or Significantly Modified Goals and Specific Steps Toward the Attainment of Competitive Integrated Employment

*Note: Represents July 2023 preliminary data (collection not complete) on students served from 7/1/22 – 6/30/23. Table 2 will be updated in the SFY 2023-2024 Q2 report.

*Denotes less than 10.

County	IEPs - Transition Status	IEPs - Paid Work-Based Learning	IEPs - Transition Job Supports/ Coaching	IEPs - Transition Career Dev/Job Exploration	IEPs - Transition Modified Paid Work-Based Learning
Adams	861	42	66	753	*
Allegheny	12149	803	980	8461	531
Armstrong	814	127	117	767	132
Beaver	4461	230	358	3129	180
Bedford	521	40	10	454	33
Berks	7271	462	127	6282	334
Blair	1562	179	31	1347	57
Bradford	847	82	37	798	39
Bucks	7280	734	313	4416	269
Butler	2162	307	63	1647	166
Cambria	1341	107	97	1120	69
Cameron	58	11	*	29	15
Carbon	654	19	26	301	27
Centre	981	70	29	593	40
Chester	8706	638	379	5922	265
Clarion	449	39	13	337	12
Clearfield	1169	27	54	834	33
Clinton	458	17	*	422	26
Columbia	802	44	54	359	20
Crawford	809	62	29	614	29
Cumberland	2556	223	135	1569	79
Dauphin	8402	719	465	5807	278
Delaware	6727	224	256	3848	178
Elk	307	17	*	273	11
Erie	3690	190	368	2044	165
Fayette	1699	27	21	1480	45
Forest	50	*	*	28	*
Franklin	1447	115	97	621	36
Fulton	115	*	*	99	*
Greene	502	24	*	289	17
Huntingdon	584	29	30	357	12

County	IEPs - Transition Status	IEPs - Paid Work- Based Learning	IEPs - Transition Job Supports/ Coaching	IEPs - Transition Career Dev/Job Exploration	IEPs - Transition Modified Paid Work- Based Learning
Indiana	726	57	44	496	15
Jefferson	376	24	*	332	*
Juniata	206	*	*	53	*
Lackawanna	2641	137	121	1567	112
Lancaster	5878	591	1150	3932	289
Lawrence	885	34	30	417	16
Lebanon	1921	115	164	1626	54
Lehigh	4869	81	137	3020	79
Luzerne	4176	136	319	2551	125
Lycoming	1125	249	166	1037	280
McKean	495	24	26	377	*
Mercer	1341	25	63	736	40
Mifflin	336	*	*	22	*
Monroe	2551	81	61	919	85
Montgomery	11873	735	589	8560	571
Montour	226	12	19	62	*
Northampton	4018	280	139	3190	80
Northumberland	1068	11	91	537	*
Perry	548	29	*	385	20
Philadelphia	16489	428	735	15697	11633
Pike	757	76	22	636	39
Potter	139	18	17	91	*
Schuylkill	1896	97	159	1343	49
Snyder	370	*	12	101	*
Somerset	701	83	22	579	39
Sullivan	68	*	*	66	*
Susquehanna	561	13	13	500	10
Tioga	458	26	28	201	*
Union	273	*	26	255	*
Venango	733	25	*	406	12
Warren	374	16	12	180	*
Washington	2299	117	82	1629	81
Wayne	452	21	26	193	7
Westmoreland	3562	133	65	2785	75
Wyoming	319	*	12	161	13
York	5706	308	303	3186	410
Totals	159850	9601	8870	112828	17291

(iii) Job Referrals Made to Employers on Behalf of Students with Disabilities While Still in High School

Act 26 requires OVR to arrange for Work-based Learning Experiences (WBLEs), which may include in-school or after-school opportunities or experience outside the traditional school setting, including internships, at competitive wages in integrated settings with public or private sector employers. Act 26 Reporting Item (iii) includes a type of WBLE: job referrals made to employers on behalf of students with disabilities while still in high school that were completed by both OVR staff-initiated activities, and through services purchased from Community Rehabilitation Providers (CRPs). To expand job referrals made to employers, OVR staff collaborate regionally to engage federal and state workforce agencies, county programs and CRPs

During the first quarter of the SFY 2023-2024, which reports data from 07/01/2023 to 09/30/2023, OVR and partners made 1,973 job referrals to employers on behalf of students with disabilities while still in high school. This represents a 39% increase from the first quarter of the SFY 2022-2023, which reported 1,420 job referrals made to employers on behalf of students in this category.

Table 3: Act 26 Reporting Item (iii) - Job Referrals Made to Employers on Behalf of Students with Disabilities While Still in High School
Data represents the number of unique students served. *Denotes less than 10.
N/A denotes no data was reported for that county.

County	SFY 22-23 Q2	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1
Adams	*	*	*	20
Allegheny	103	136	130	271
Armstrong	*	*	*	*
Beaver	N/A	*	*	17
Bedford	*	*	*	*
Berks	18	30	18	100
Blair	31	16	54	51
Bradford	11	16	16	21
Bucks	12	18	14	18
Butler	*	*	13	15
Cambria	18	18	17	17
Cameron	*	*	*	*
Carbon	*	*	*	*
Centre	*	*	*	16
Chester	*	*	*	11
Clarion	*	18	13	22
Clearfield	49	53	48	29

County	SFY 22-23 Q2	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1
Clinton	*	*	*	*
Columbia	*	*	*	*
Crawford	*	*	*	19
Cumberland	29	25	30	44
Dauphin	36	48	65	71
Delaware	*	*	*	14
Elk	31	39	43	20
Erie	25	48	64	83
Fayette	*	*	N/A	33
Forest	22	29	32	30
Franklin	N/A	*	11	15
Fulton	*	*	*	*
Greene	N/A	10	21	17
Huntingdon	*	*	*	*
Indiana	12	15	*	*
Jefferson	*	*	*	13
Juniata	N/A	N/A	*	*
Lackawanna	33	46	56	93
Lancaster	38	55	54	49
Lawrence	*	*	*	*
Lebanon	10	18	12	12
Lehigh	10	25	22	*
Luzerne	75	79	123	137
Lycoming	26	28	15	16
McKean	11	12	*	12
Mercer	11	18	20	38
Mifflin	*	*	11	11
Monroe	20	25	13	24
Montgomery	31	42	23	45
Montour	*	*	*	*
Northampton	10	10	20	24
Northumberland	*	*	16	*
Perry	*	*	18	12
Philadelphia	*	12	23	40
Pike	23	30	43	32
Potter	N/A	N/A	*	*
Schuylkill	15	37	54	64
Snyder	*	*	*	*
Somerset	*	*	*	*
Sullivan	*	*	*	N/A

County	SFY 22-23 Q2	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1
Susquehanna	*	12	10	17
Tioga	15	*	10	10
Union	*	*	*	*
Venango	10	18	16	22
Warren	*	27	*	*
Washington	38	29	32	98
Wayne	17	19	20	38
Westmoreland	19	22	45	22
Wyoming	18	19	16	20
York	64	49	32	98
Total Number of Unique Students	993	1,270	1,412	1,973

****Please Note: A single student could have received multiple job referrals, and, if so, the referrals could have occurred in different quarters. Therefore, the total number of students who received referrals during the year may not equal the total of the numbers who received them each quarter.****

(iv) High School Students with Disabilities Working in Part-Time or Summer Jobs as a Result of Referrals Made by OVR Staff

Act 26 reporting item (iv) demonstrates the success of targeted job referrals made by OVR staff to employers on behalf of students with disabilities that resulted in the student working in part-time or summer jobs. Engaging business and industry is a critical component to our ability to refer and place high school students with disabilities in part-time and summer jobs.

During the first quarter of the SFY 2023-2024, which reports data from 07/01/2023 to 09/30/2023, there were 1,192 high school students with disabilities working in part-time or summer jobs because of referrals made by OVR staff.

Table 4: Act 26 Reporting Item (iv) - High School Students with Disabilities Working in Part-Time or Summer Jobs as a Result of Referrals Made by OVR Staff

Data represents the number of unique students served. *Denotes less than 10. N/A denotes no data was reported for that county.

County	SFY 22-23 Q2	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23- 24 Q1
Adams	*	N/A	*	*
Allegheny	153	176	109	126
Armstrong	N/A	N/A	N/A	N/A
Beaver	*	*	14	20
Bedford	*	*	*	*
Berks	42	47	35	48
Blair	21	15	24	17
Bradford	11	14	12	15
Bucks	22	31	11	20
Butler	*	*	16	18
Cambria	37	39	49	45
Cameron	N/A	N/A	N/A	N/A
Carbon	N/A	*	*	*
Centre	*	*	16	12
Chester	10	*	11	16
Clarion	*	12	*	*
Clearfield	13	10	25	12
Clinton	*	*	*	N/A
Columbia	*	*	*	N/A
Crawford	*	*	*	*
Cumberland	41	42	39	34
Dauphin	54	40	48	50
Delaware	*	15	*	*
Elk	*	*	*	*
Erie	18	39	55	34
Fayette	*	11	*	*
Forest	17	18	*	N/A
Franklin	N/A	N/A	*	*
Fulton	N/A	*	*	N/A
Greene	N/A	*	*	*
Huntingdon	*	*	*	*
Indiana	23	36	19	16
Jefferson	N/A	*	*	*
Juniata	N/A	*	N/A	*

County	SFY 22-23 Q2	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23- 24 Q1
Lackawanna	45	51	91	43
Lancaster	13	23	29	22
Lawrence	17	12	*	11
Lebanon	23	24	23	14
Lehigh	37	31	23	35
Luzerne	62	60	105	114
Lycoming	17	15	11	*
McKean	*	*	*	*
Mercer	10	10	*	*
Mifflin	*	*	*	*
Monroe	34	26	31	31
Montgomery	47	50	38	47
Montour	*	N/A	*	*
Northampton	28	31	33	50
Northumberland	*	10	17	*
Perry	*	*	*	*
Philadelphia	55	37	19	15
Pike	20	27	31	25
Potter	N/A	*	*	*
Schuylkill	42	49	24	25
Snyder	*	*	*	*
Somerset	*	*	*	N/A
Sullivan	*	*	*	N/A
Susquehanna	11	13	*	*
Tioga	*	*	12	17
Union	*	*	*	N/A
Venango	*	*	14	*
Warren	*	*	*	*
Washington	54	41	73	60
Wayne	18	24	18	26
Westmoreland	12	29	13	31
Wyoming	21	23	13	*
York	27	56	66	30
Total Number of Unique Students	1,147	1,287	1,295	1,192

****Please Note: A single student may have worked in multiple part-time and/or summer jobs as a result of referrals made by OVR staff, and jobs could have taken place in different quarters or spanned multiple quarters. Therefore, the total number of students with part-time or summer jobs as a**

result of OVR referrals for the year may not equal the total of the numbers who had them each quarter.**

(v) High School Students with Disabilities Working in Part-Time or Summer Jobs Who are Receiving Job Coaching Services

The number of high school students with disabilities working in part-time or summer jobs who are receiving traditional job coaching services is limited and may be reflective of the fact that job coaching/Supported Employment is not currently an allowable Pre-ETS under WIOA. Also, not all students with disabilities working in part-time or summer jobs require traditional job coaching services. However, students who participate in a Paid Work Experience (PWE) funded by OVR have the option to have a Worksite Trainer on site during their experience. A Worksite Trainer can monitor the student's activities, interface with the employer, and provide supports to ensure a successful experience for the student and the employer during the PWE.

As indicated in Table 5 below, and explained in the above paragraph, there were 796 high school students with disabilities working in part-time or summer jobs who were receiving job coaching services in SFY 2023-2024 Q1.

Table 5: Act 26 Reporting Item (v) - High School Students with Disabilities Working in Part-Time or Summer Jobs Who Are Receiving Job Coaching Services

Data represents the number of unique students served. *Denotes less than 10. N/A denotes no data was reported for that county.

County	SFY 22-23 Q2	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1
Adams	*	*	*	*
Allegheny	46	62	65	79
Armstrong	N/A	N/A	N/A	N/A
Beaver	*	N/A	*	*
Bedford	*	*	*	*
Berks	*	16	16	25
Blair	*	*	18	16
Bradford	10	13	12	13
Bucks	*	13	12	18
Butler	*	*	12	18
Cambria	*	10	20	16
Cameron	N/A	N/A	N/A	N/A
Carbon	N/A	*	*	*
Centre	*	*	*	*
Chester	*	*	15	17

County	SFY 22-23 Q2	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1
Clarion	*	*	*	*
Clearfield	*	*	*	*
Clinton	N/A	*	*	*
Columbia	N/A	*	*	*
Crawford	*	*	*	*
Cumberland	15	25	20	24
Dauphin	17	21	23	26
Delaware	*	10	15	18
Elk	*	*	*	*
Erie	*	30	31	33
Fayette	*	*	N/A	*
Forest	*	*	*	N/A
Franklin	N/A	*	*	*
Fulton	N/A	N/A	*	N/A
Greene	*	*	*	*
Huntingdon	*	*	*	*
Indiana	*	*	10	*
Jefferson	*	*	*	*
Juniata	N/A	N/A	N/A	N/A
Lackawanna	11	10	*	21
Lancaster	24	20	42	21
Lawrence	*	*	*	11
Lebanon	*	*	*	*
Lehigh	10	15	12	11
Luzerne	37	42	43	49
Lycoming	10	12	18	*
McKean	*	*	*	*
Mercer	*	N/A	*	*
Mifflin	*	N/A	N/A	N/A
Monroe	12	14	19	31
Montgomery	*	25	28	47
Montour	*	N/A	N/A	*
Northampton	12	15	21	25
Northumberland	*	*	11	11
Perry	N/A	*	*	*
Philadelphia	12	23	44	28
Pike	10	19	19	16
Potter	*	N/A	*	*
Schuylkill	*	15	20	19
Snyder	*	*	*	*

County	SFY 22-23 Q2	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1
Somerset	*	*	*	*
Sullivan	*	*	*	N/A
Susquehanna	*	*	*	N/A
Tioga	*	*	*	*
Union	*	N/A	N/A	N/A
Venango	*	*	*	*
Warren	*	*	*	*
Washington	20	15	25	21
Wayne	*	13	11	20
Westmoreland	*	*	*	11
Wyoming	*	*	*	*
York	22	32	32	27
Total Number of Unique Students	411	591	749	796

****Please Note: A single student could have received job coaching for multiple part-time and/or summer jobs, and jobs could have taken place in different quarters or spanned multiple quarters. Therefore, the total number of students with part-time or summer jobs who received job coaching services for the year may not equal the total of the numbers who had them each quarter.****

Table 6: People with Disabilities Working in Part-Time or Summer Jobs Who Are Receiving Job Coaching Services and Had Been Students While OVR Customers

SFY 22-23 Q2	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1
2,651	2,929	3,109	3,169

(vi) High School Students with Disabilities Who Enter Competitive Integrated Employment (CIE) Within Three Months of Their Graduation

The number of high school students with disabilities who enter CIE within three months of graduation is imperfect due to several factors. Firstly, OVR may provide Pre-Employment Transition Services (Pre-ETS) to potentially eligible students, so OVR may have provided services that assisted a student in obtaining CIE, but the student may not have a formal case open to track outcomes of those activities. Additionally, the students

who open cases often require multiple services to become successfully employed. Those services, which can include supported employment, post-secondary training and/or other services, can take several years to complete. OVR remains committed to serving students with disabilities and ensuring that the services necessary for them to achieve CIE are provided to them to ensure a successful outcome, but the provision of these services may take additional time..

There was a total of 414 participants who were previously coded as a “Student with a Disability” that entered competitive integrated employment within three months of their graduation for SFY 2023-2024 Q1.

Table 7: Act 26 Reporting Item (vi) - High School Students with Disabilities Who Entered Competitive Integrated Employment Within Three Months of Their Graduation

Data represents the number of students employed.

SFY 22-23 Q2	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1
427	501	495	414

As noted above, it is common for OVR participants, including students with disabilities, to remain in the program for extended periods while finishing post-secondary education or training to achieve CIE.

There was a total of 353 participants with disabilities who entered competitive integrated employment and had been students while OVR customers for the SFY 23-24 Q1. This is a 13% increase from the SFY 22-23 Q1, which reported 312 participants with disabilities in that category.

Table 8: People with Disabilities Who Entered Competitive Integrated Employment and Had Been Students While OVR Customers (vii)

SFY 22-23 Q2	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1
346	422	557	353

Pre-Employment Transition Services

WIOA places significant emphasis on the provision of services to students and youth with disabilities. Pursuant to the Rehabilitation Act of 1973, as amended in Title IV of WIOA, OVR is required to set aside at least 15% of its federal funds to provide Pre-ETS statewide to all students with disabilities who are eligible or potentially eligible for VR services. Funds reserved and made available may be used for the required, authorized and coordination activities of Pre-ETS. Act 26 requires OVR to report on IEP meeting attendance. Whereas, in the WIOA regulations, the IEP is not one of the 5 required Pre-ETS services. The chart below demonstrates a more comprehensive review of OVR's increased focus on Pre-ETS activities (as required by WIOA).

During the first quarter of the SFY 2023-2024, which reports data from 07/01/2023 to 09/30/2023, a total of 5,125 students with disabilities received Pre-ETS-related services. This is a 21% increase from SFY 2022-2023 Q1, which reported 4,250 students in that category. This increase may be explained by the following:

- Reduction in COVID-19-related restrictions and reopening of businesses, which led to more opportunities for students to do onsite programs.
- Creation of new OVR programs and expansion of existing programs because of the COVID-19 pandemic.
- Finalizing of the RSA Notice of Interpretation which allowed OVR to provide additional supports (like transportation) to students participating in Pre-ETS, which increased access to Pre-ETS.
- Increases in OVR personnel.

Table 9: Pre-ETS Related Services (viii)

Data represents the number of unique students served. *

Pre-ETS Related Services	SFY 22-23 Q2	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1
Counseling on Postsecondary Training Opportunities	1,306	1,703	1,670	1,204
Instruction in Self-Advocacy	1,678	1,388	1,218	1,071
Job Exploration Counseling	2,189	3,017	2,700	1,745
Work Based Learning	1,412	1,665	2,430	2,238
Workplace Readiness Training	2,638	3,636	3,033	1,256
Total Number of Unique Students Receiving Services	6,220	7,883	7,530	5,125

****Please Note: A single student could have received multiple services, and, if so, the services could have been received in different quarters or spanned multiple quarters. Therefore, the total number of students who received**

services during a quarter might not equal the total of the number of students who received each of the services that quarter. Also, the number of students receiving services during the year may not equal the total of the numbers who received them each quarter.**

WIOA amends the Rehabilitation Act of 1973 and requires OVR to set aside at least 15% of their federal funds to provide Pre-ETS to students with disabilities who are eligible or potentially eligible for VR services. The intent of pre-employment transition services is to:

- improve the transition of students with disabilities from school to postsecondary education or to an employment outcome,
- increase opportunities for students with disabilities to practice and improve workplace readiness skills, through work-based learning experiences in a competitive, integrated work setting and
- increase opportunities for students with disabilities to explore post-secondary training options, leading to more industry recognized credentials, and meaningful post-secondary employment.

Pre-Employment Transition Services (Pre-ETS) provide students with disabilities a generalized early start to career exploration and assist in identifying career interests that may be further explored through individualized Vocational Rehabilitation Services. They are the earliest set of services available to students with disabilities who are eligible or potentially eligible for VR services, are short-term in nature, and assist students with disabilities in identifying career interests that may be further explored through individualized Vocational Rehabilitation (VR) services. Pre-ETS are provided through a continuum of service options by VR staff and community rehabilitation providers in collaboration with state and local education agencies to students with disabilities who need those services and are eligible or potentially eligible for VR services, as an earlier start to job exploration. OVR provides Pre-ETS to students with disabilities in Pennsylvania, ages 14-222 (in accordance with Commonwealth transition laws). Pre-ETS help students with disabilities learn about themselves, practice work skills, explore training options and choose jobs. These services are offered to students with disabilities who are potentially eligible or already determined eligible for individualized VR services through an assigned Vocational Counselor. Pre-ETS are meant to supplement, not replace, Transition Services a student may be receiving through a school or service provider. The 5 required Pre-ETS include:

Self-Advocacy Instruction that teaches students with disabilities how to solve problems and manage their life.

Workplace Readiness Training that teaches students with disabilities how to get and keep a job.

Job Exploration Counseling that helps students with disabilities learn about jobs and pick a career.

Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education that helps students with disabilities decide if college or training after high school is right for them.

Work-based Learning that connects what students with disabilities learn in school to real jobs.

Appendix

Workforce Innovation and Opportunity Act (WIOA)

The Office of Vocational Rehabilitation (OVR) is responsible for promoting the employment of individuals with disabilities by providing vocational rehabilitation, job training and placement services pursuant to the Rehabilitation Act of 1973, as amended, in Title IV of the WIOA of 2014. WIOA places significant emphasis on the provision of services to students and youth with disabilities who are eligible or potentially eligible for VR services. A student with a disability is an individual with a disability in a secondary, postsecondary or other recognized education program who:

- is not younger than the earliest age for the provision of transition services under section 614(d)(1)(A)(i)(VIII) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)(i)(VIII)), unless the state elects a lower minimum age for receipt of pre-employment services and is not younger than that minimum age; and
- is not older than 21, unless the individual state law provides for a higher maximum age for receipt of services under the Individuals with Disabilities Education Act (20 U.S.C. 1400 *et seq.*) and is not older than that maximum age; and
- is eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 *et seq.*); or
- is an individual with a disability, for purposes of section 504.

Postsecondary education and other recognized education programs must lead to a credential. According to 24 Pa. Code Chapter 14, the minimum age for transition planning is 14 years of age.

Eligibility Requirements for Vocational Rehabilitation services are based upon Federal Regulation 34 CFR § 361.42.

- 1) The individual has a physical or mental impairment.
- 2) The impairment(s) results in a substantial impediment to employment.
- 3) The individual requires vocational rehabilitation services to prepare for, secure, retain, ****advance in**** or regain employment that is consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, interest and informed choice.
- 4) The individual intends to achieve an employment outcome that is consistent with their unique strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice.

Services to Potentially Eligible Students

In 2014, WIOA introduced the term Potentially Eligible and defined when and what Pre-Employment Transition Services (Pre-ETS) were able to be provided to students who were designated as Potentially Eligible. Potentially Eligible essentially means anyone who meets the definition of a student with a disability. Since Potentially Eligible students do

not have an open case with OVR and have not been determined eligible, the types of services and funding available is limited to Pre-ETS and Pre-ETS funding only. Although much less documentation is required with respect to Potentially Eligible students with disabilities who are receiving Pre-ETS, some basic documentation is necessary to ensure that: (1) these students indeed have a disability and, thus, are potentially eligible for VR services; and (2) OVR has sufficient information necessary to complete the mandatory federal RSA-911 Case Service Report and satisfy performance accountability requirements under section 116 of WIOA. To that end, the data elements required for a student with a disability who is receiving Pre-ETS and has not applied for or been determined eligible for VR services include: a unique identifier, social security number (if available), date of birth, race, ethnicity, student's disability, start date of Pre-ETS and the Pre-ETS provided, including the type of provider and amount expended for the service. According to the combined requirements in 34 CFR 361.47 and 34 CFR 361.56, VR agencies must maintain verifying documentation in their case management system for federal reporting purposes.

In accordance with section 113 of the Rehabilitation Act of 1973 (Public Law 93-112, 29 U.S.C. § 701 *et seq.*), OVR is required to set aside at least 15% of its federal funds to provide Pre-ETS statewide to students with disabilities who are eligible or potentially eligible for VR services. Funds reserved and made available may be used for the required, authorized and coordination activities of Pre-ETS.

Required Pre-ETS Activities

As outlined in federal regulations, OVR ****must**** provide the five “required” activities of Pre-ETS:

- 1) job exploration counseling;
- 2) work-based learning, which may include in-school, after school or community-based opportunities;
- 3) counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
- 4) workplace readiness training to develop social skills and independent living; and
- 5) instruction in self-advocacy, which may include peer mentoring.

Coordination of Pre-ETS Activities

Pre-employment transition coordination activities are very closely aligned with the coordination and provision of the actual "required" activities. Coordination activities ****may**** be provided and consist of:

- a. attending Individualized Education Program (IEP) meetings for students with disabilities, when invited;
- b. working with local workforce development boards, One-Stop Centers and employers to develop work opportunities for students with disabilities;
- c. working with schools to coordinate and guarantee the provision of Pre-ETS; and

- d. attending person-centered planning meetings for individuals receiving services under Title 19 of the Social Security Act, when invited.

Authorized Pre-ETS Activities

The nine authorized activities focus on implementing effective strategies, disseminating information and providing instruction/training to VR staff, school transition personnel and other persons to improve the transition of students with disabilities from school to postsecondary education or employment. The authorized activities are those Pre-ETS that may be provided after a state has determined that Pre-ETS funds remain after provision of the required and coordination activities.