



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

Office of Vocational Rehabilitation Quarterly Report
October 1, 2023 – December 31, 2023

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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 2022-2023 school year indicates there are over 168,158 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 2,893 IEP meetings during the second quarter of the State Fiscal Year (SFY) 2023-2024, which reports data from 10/01/2023 to 12/31/2023. This is an 10% increase from the second quarter of the SFY 2022-2023, which reported 2,624 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 Q3	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2
Adams	10	*	*	18
Allegheny	252	102	106	279
Armstrong	39	*	13	31
Beaver	43	26	22	45
Bedford	12	*	*	27
Berks	117	69	36	112
Blair	57	36	53	142
Bradford	18	*	10	18
Bucks	52	41	*	31
Butler	92	49	23	57
Cambria	39	21	24	63

County	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2
Cameron	*	N/A	N/A	*
Carbon	14	*	16	15
Centre	16	12	10	51
Chester	31	31	*	64
Clarion	48	27	21	67
Clearfield	10	*	16	20
Clinton	*	14	*	*
Columbia	*	*	*	12
Crawford	18	33	67	43
Cumberland	21	18	*	27
Dauphin	58	71	28	159
Delaware	*	*	*	*
Elk	15	*	*	25
Erie	134	68	60	103
Fayette	*	N/A	*	*
Forest	*	*	*	N/A
Franklin	26	10	15	38
Fulton	15	*	*	*
Greene	*	*	*	25
Huntingdon	37	*	13	33
Indiana	11	*	12	11
Jefferson	13	*	*	12
Juniata	N/A	N/A	*	N/A
Lackawanna	89	29	16	130
Lancaster	85	55	31	76
Lawrence	18	*	22	10
Lebanon	*	*	*	23
Lehigh	58	40	*	45
Luzerne	123	71	18	129
Lycoming	15	14	11	29
McKean	27	16	17	*
Mercer	49	45	28	55
Mifflin	*	*	*	*
Monroe	99	29	*	54
Montgomery	35	12	*	25
Montour	N/A	*	12	*
Northampton	67	28	18	109
Northumberland	19	11	13	21
Perry	*	*	N/A	15

County	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2
Philadelphia	50	30	12	70
Pike	*	*	N/A	*
Potter	N/A	N/A	*	11
Schuylkill	70	46	31	89
Snyder	38	14	*	*
Somerset	11	*	*	*
Sullivan	*	*	N/A	*
Susquehanna	15	*	*	14
Tioga	*	15	*	12
Union	*	*	*	11
Venango	82	20	28	63
Warren	59	47	*	20
Washington	41	32	26	78
Wayne	*	*	*	11
Westmoreland	16	15	26	57
Wyoming	12	*	*	17
York	153	141	24	132
Total Number of Meetings Attended	2,504	1,470	1,001	2,893

(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
Data represents students served from 7/1/2022 – 6/30/2023 as reported by PDE.

*** 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	918	47	44	763	44
Allegheny	12492	690	538	8844	460
Armstrong	881	138	132	838	150
Beaver	4947	241	305	3709	158
Bedford	504	37	*	433	38
Berks	7684	503	118	6521	254
Blair	1668	204	23	1507	82
Bradford	809	38	16	771	31
Bucks	7898	695	248	5122	296
Butler	2205	260	43	1693	147
Cambria	1334	52	39	1101	41
Cameron	52	*	*	26	*
Carbon	585	19	19	337	*
Centre	980	78	21	604	57
Chester	9276	554	243	6781	272
Clarion	415	51	16	238	13
Clearfield	1205	82	61	787	35
Clinton	441	13	*	419	29
Columbia	856	34	22	461	34
Crawford	822	69	*	762	22
Cumberland	2676	160	109	1778	84
Dauphin	10742	606	288	7307	298
Delaware	6827	215	229	3860	166
Elk	308	26	*	281	13
Erie	3763	226	270	2393	151
Fayette	1761	42	56	1344	50
Forest	35	*	*	22	*
Franklin	1530	56	19	808	21
Fulton	104	*	*	75	*
Greene	520	16	10	277	*
Huntingdon	593	53	15	412	22

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	773	20	17	474	23
Jefferson	387	37	*	378	25
Juniata	248	*	*	78	*
Lackawanna	2708	111	63	1776	231
Lancaster	6065	494	967	4444	310
Lawrence	856	24	*	467	26
Lebanon	1860	123	104	1308	124
Lehigh	4921	86	76	3290	128
Luzerne	4342	122	204	2810	149
Lycoming	1139	213	128	1095	231
McKean	539	23	18	400	13
Mercer	1351	13	65	756	45
Mifflin	356	*	*	52	18
Monroe	2637	72	50	1044	55
Montgomery	12376	878	567	8985	586
Montour	235	*	*	130	*
Northampton	4045	218	107	3097	77
Northumberland	1149	12	36	875	21
Perry	564	32	*	408	31
Philadelphia	17663	662	864	16055	12475
Pike	732	70	15	624	21
Potter	170	20	10	144	*
Schuylkill	1979	89	194	1288	55
Snyder	380	*	*	149	*
Somerset	667	42	18	573	29
Sullivan	70	*	*	70	*
Susquehanna	603	13	*	536	19
Tioga	517	58	18	422	*
Union	148	*	*	129	*
Venango	783	33	*	395	32
Warren	429	24 96	12	267	21
Washington	2425	83	55	1753	82
Wayne	456	25	34	252	13
Westmoreland	3766	93	138	3064	102
Wyoming	341	*	*	174	*
York	5647	321	221	3420	300
Totals	168158	9255	6947	121456	18269

(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 second quarter of the SFY 2023-2024, which reports data from 10/01/2023 to 12/31/2023, OVR and partners made 1,222 job referrals to employers on behalf of students with disabilities while still in high school. This represents a 23% increase from the second quarter of the SFY 2022-2023, which reported 993 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 Q3	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2
Adams	*	*	20	*
Allegheny	136	130	271	214
Armstrong	*	*	*	*
Beaver	*	*	17	*
Bedford	*	*	*	*
Berks	30	18	100	21
Blair	16	54	51	12
Bradford	16	16	21	16
Bucks	18	14	18	*
Butler	*	13	15	13
Cambria	18	17	17	*
Cameron	*	*	*	*
Carbon	*	*	*	N/A
Centre	*	*	16	*
Chester	*	*	11	*
Clarion	18	13	22	14
Clearfield	53	48	29	58

County	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2
Clinton	*	*	*	N/A
Columbia	*	*	*	*
Crawford	*	*	19	*
Cumberland	25	30	44	21
Dauphin	48	65	71	62
Delaware	*	*	14	*
Elk	39	43	20	24
Erie	48	64	83	46
Fayette	*	N/A	33	*
Forest	29	32	30	23
Franklin	*	11	15	*
Fulton	*	*	*	N/A
Greene	10	21	17	*
Huntingdon	*	*	*	*
Indiana	15	*	*	*
Jefferson	*	*	13	15
Juniata	N/A	*	*	*
Lackawanna	46	56	93	71
Lancaster	55	54	49	34
Lawrence	*	*	*	*
Lebanon	18	12	12	*
Lehigh	25	22	*	*
Luzerne	79	123	137	86
Lycoming	28	15	16	*
McKean	12	*	12	15
Mercer	18	20	38	12
Mifflin	*	11	11	*
Monroe	25	13	24	18
Montgomery	42	23	45	29
Montour	*	*	*	*
Northampton	10	20	24	18
Northumberland	*	16	*	*
Perry	*	18	12	13
Philadelphia	12	23	40	22
Pike	30	43	32	23
Potter	N/A	*	*	*
Schuylkill	37	54	64	42
Snyder	*	*	*	*
Somerset	*	*	*	N/A
Sullivan	*	*	N/A	N/A

County	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2
Susquehanna	12	10	17	11
Tioga	*	10	10	18
Union	*	*	*	N/A
Venango	18	16	22	12
Warren	27	*	*	*
Washington	29	32	98	48
Wayne	19	20	38	16
Westmoreland	22	45	22	*
Wyoming	19	16	20	*
York	49	32	98	44
Total Number of Unique Students	1,270	1,412	1,973	1,222

****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 second quarter of the SFY 2023-2024, which reports data from 10/01/2023 to 12/31/2023, there were 1,033 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 Q3	SFY 22-23 Q4	SFY 23- 24 Q1	SFY 23- 24 Q2
Adams	N/A	*	*	*
Allegheny	176	109	126	159
Armstrong	N/A	N/A	N/A	N/A
Beaver	*	14	20	*
Bedford	*	*	*	*
Berks	47	35	48	38
Blair	15	24	17	*
Bradford	14	12	15	23
Bucks	31	11	20	12
Butler	*	16	18	14
Cambria	39	49	45	34
Cameron	N/A	N/A	N/A	N/A
Carbon	*	*	*	*
Centre	*	16	12	*
Chester	*	11	16	*
Clarion	12	*	*	*
Clearfield	10	25	12	*
Clinton	*	*	N/A	*
Columbia	*	*	N/A	*
Crawford	*	*	*	*
Cumberland	42	39	34	36
Dauphin	40	48	50	34
Delaware	15	*	*	*
Elk	*	*	*	*
Erie	39	55	34	34
Fayette	11	*	*	*
Forest	18	*	N/A	*
Franklin	N/A	*	*	*
Fulton	*	*	N/A	N/A
Greene	*	*	*	*
Huntingdon	*	*	*	*
Indiana	36	19	16	12
Jefferson	*	*	*	*
Juniata	*	N/A	*	*

County	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23- 24 Q1	SFY 23- 24 Q2
Lackawanna	51	91	43	13
Lancaster	23	29	22	23
Lawrence	12	*	11	*
Lebanon	24	23	14	*
Lehigh	31	23	35	27
Luzerne	60	105	114	67
Lycoming	15	11	*	*
McKean	*	*	*	*
Mercer	10	*	*	*
Mifflin	*	*	*	*
Monroe	26	31	31	37
Montgomery	50	38	47	31
Montour	N/A	*	*	*
Northampton	31	33	50	48
Northumberland	10	17	*	*
Perry	*	*	*	*
Philadelphia	37	19	15	78
Pike	27	31	25	19
Potter	*	*	*	*
Schuylkill	49	24	25	26
Snyder	*	*	*	*
Somerset	*	*	N/A	*
Sullivan	*	*	N/A	N/A
Susquehanna	13	*	*	*
Tioga	*	12	17	17
Union	*	*	N/A	N/A
Venango	*	14	*	N/A
Warren	*	*	*	*
Washington	41	73	60	73
Wayne	24	18	26	18
Westmoreland	29	13	31	15
Wyoming	23	13	*	*
York	56	66	30	16
Total Number of Unique Students	1,287	1,295	1,192	1,033

****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 486 high school students with disabilities working in part-time or summer jobs who were receiving job coaching services in SFY 2023-2024 Q2. This is a 18% increase from SFY 2022-2023 Q2 that reported 411 high school students with disabilities working in part-time or summer jobs who were receiving job coaching services.

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 Q3	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2
Adams	*	*	*	*
Allegheny	62	65	79	45
Armstrong	N/A	N/A	N/A	N/A
Beaver	N/A	*	*	*
Bedford	*	*	*	N/A
Berks	16	16	25	10
Blair	*	18	16	*
Bradford	13	12	13	14
Bucks	13	12	18	*
Butler	*	12	18	*
Cambria	10	20	16	10
Cameron	N/A	N/A	N/A	N/A
Carbon	*	*	*	N/A
Centre	*	*	*	*

County	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2
Chester	*	15	17	*
Clarion	*	*	*	*
Clearfield	*	*	*	*
Clinton	*	*	*	N/A
Columbia	*	*	*	N/A
Crawford	*	*	*	*
Cumberland	25	20	24	20
Dauphin	21	23	26	15
Delaware	10	15	18	10
Elk	*	*	*	*
Erie	30	31	33	18
Fayette	*	N/A	*	*
Forest	*	*	N/A	N/A
Franklin	*	*	*	*
Fulton	N/A	*	N/A	N/A
Greene	*	*	*	N/A
Huntingdon	*	*	*	*
Indiana	*	10	*	*
Jefferson	*	*	*	*
Juniata	N/A	N/A	N/A	*
Lackawanna	10	*	21	*
Lancaster	20	42	21	29
Lawrence	*	*	11	*
Lebanon	*	*	*	*
Lehigh	15	12	11	*
Luzerne	42	43	49	43
Lycoming	12	18	*	*
McKean	*	*	*	*
Mercer	N/A	*	*	N/A
Mifflin	N/A	N/A	N/A	N/A
Monroe	14	19	31	21
Montgomery	25	28	47	24
Montour	N/A	N/A	*	*
Northampton	15	21	25	22
Northumberland	*	11	11	*
Perry	*	*	*	*
Philadelphia	23	44	28	24
Pike	19	19	16	11
Potter	N/A	*	*	*
Schuylkill	15	20	19	*

County	SFY 22-23 Q3	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2
Snyder	*	*	*	N/A
Somerset	*	*	*	N/A
Sullivan	*	*	N/A	N/A
Susquehanna	*	*	N/A	N/A
Tioga	*	*	*	*
Union	N/A	N/A	N/A	N/A
Venango	*	*	*	N/A
Warren	*	*	*	N/A
Washington	15	25	21	22
Wayne	13	11	20	12
Westmoreland	*	*	11	*
Wyoming	*	*	*	*
York	32	32	27	24
Total Number of Unique Students	591	749	796	486

****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 Q3	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2
2,929	3,109	3,169	3,087

(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 400 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 Q2.

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 Q3	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2
501	495	414	400

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 418 participants with disabilities who entered competitive integrated employment and had been students while OVR customers for the SFY 23-24 Q2. This is a 21% increase from the SFY 22-23 Q2, which reported 346 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 Q3	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2
422	557	353	418

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 second quarter of the SFY 2023-2024, which reports data from 10/01/2023 to 12/31/2023, a total of 7,704 students with disabilities received Pre-ETS-related services. This is an 24% increase from SFY 2022-2023 Q2, which reported 6,220 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 Q3	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2
Counseling on Postsecondary Training Opportunities	1,703	1,670	1,204	1,870
Instruction in Self-Advocacy	1,388	1,218	1,071	1,723
Job Exploration Counseling	3,017	2,700	1,745	3,310
Work Based Learning	1,665	2,430	2,238	1,788
Workplace Readiness Training	3,636	3,033	1,256	2,958
Total Number of Unique Students Receiving Services	7,883	7,530	5,125	7,704

****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 14-22 (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.