



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

Office of Vocational Rehabilitation Quarterly Report

October 1, 2018 – December 31, 2018

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	10
(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	15
(vi) High School Students with Disabilities Who Enter Competitive Integrated Employment within Three Months of Their Graduation	18
Pre-Employment Transition Services	19
Appendix	22

Background & Purpose

On May 17, 2016, the General Assembly of the Commonwealth of Pennsylvania enacted PA State Act 26 (P.L. 216, No. 26), the *Work Experience for High School Students with Disabilities Act*, 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 special education students 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 experience 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.
- 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 for the prior calendar quarter for each county in the Commonwealth:

- (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 (PETS) to demonstrate a more comprehensive review of OVR's PETS activities.

Public data from PDE indicates there are over 105,000 students with disabilities between the ages of 14 and 21 eligible for transition services in Pennsylvania. According to PA Special Education 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.

(i) IEP Meetings Attended by OVR Staff

The enactment of the Workforce Innovation and Opportunity Act (WIOA) in 2014 places significant emphasis on the provision of services to students and youth with disabilities. OVR estimates that there are over 105,000 students with IEPs between 14 and 21 (transition age in PA) that are eligible for Transition and Pre-Employment Transition Services (PETS). OVR's data collection and case management system, the Commonwealth Workforce Development System (CWDS), captures the delivery of PETS activities and expenditures. Per State Act 26, OVR is now required to report on IEP meeting attendance. However, under federal WIOA regulations, IEP is not one of the 5 required PETS services and RSA DOES NOT require student data for IEP meetings.

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. 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. In an effort for OVR to improve communication regarding this issue, PDE/BSE may assist OVR by utilizing the PENN*LINK system to notify LEAs of OVR's data needs and reporting requirements.

PENN*LINK is the official electronic mail service for PDE that manages the delivery of e-mail among the LEAs: school districts, charter schools, intermediate units, and vocational technical schools/career and technology centers. The PDE uses PENN*LINK to convey information rapidly and efficiently to LEAs. PENN*LINK provides many statewide distribution lists, making it easy for users to communicate with large or small targeted groups of LEAs across Pennsylvania.

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 guidance to address the complexity of consent and data collection. The PDE/BSE has recommended that OVR discuss data needs and student release of information practices when arranging visits for IEP meetings. This will allow an LEA to review their data exchange policies in advance of OVR’s attendance, therefore creating a more favorable outcome of having releases available at the time of the IEP meetings.

Due to staff and logistical limitations, it is not feasible for OVR staff to attend every IEP meeting; however, OVR will continue to attend as many IEP meetings as possible – with a focus on those IEP meetings held two years prior to a student’s graduation or when specifically asked to attend due to a complex need. OVR is also working on a project with Cyber Schools to track and improve Cyber School IEP attendance.

There has been improvement from SFY 2017-18 Q2 to SFY 2018-19 Q2 for this Act 26 reporting item. OVR staff were able to attend 1,412 IEP meetings during the second quarter of the SFY 2018-19, which reports data from 10/1/18- 12/31/18. This is a moderate improvement from the Q2 reporting in 2017-2018, in which OVR staff attended 815 IEP meetings. 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 parent/guardian has been obtained so VR can be invited to the IEP meeting (and for reporting purposes). To increase the number of IEP meetings in which OVR staff participate, LEAs will be encouraged to offer alternative communication opportunities, such as the use of video conferences and conference calls.

Table 1: Act 26 Reporting Item (i) - IEP Meetings Attended by OVR Staff
Data represents the number of meetings attended.

County	SFY 18-19 Q1	SFY 18-19 Q2	SFY 18-19 Q3	SFY 18-19 Q4
Adams	1	7	N/A	N/A
Allegheny	25	58	N/A	N/A
Armstrong	6	13	N/A	N/A
Beaver	18	22	N/A	N/A
Bedford	2	22	N/A	N/A
Berks	10	61	N/A	N/A
Blair	11	60	N/A	N/A
Bradford	4	6	N/A	N/A
Bucks	5	14	N/A	N/A
Butler	28	105	N/A	N/A
Cambria	6	26	N/A	N/A
Cameron	-	1	N/A	N/A
Carbon	-	7	N/A	N/A

County	SFY 18-19 Q1	SFY 18-19 Q2	SFY 18-19 Q3	SFY 18-19 Q4
Centre	5	34	N/A	N/A
Chester	7	14	N/A	N/A
Clarion	6	9	N/A	N/A
Clearfield	8	3	N/A	N/A
Clinton	6	3	N/A	N/A
Columbia	3	4	N/A	N/A
Crawford	8	5	N/A	N/A
Cumberland	3	15	N/A	N/A
Dauphin	4	21	N/A	N/A
Delaware	2	31	N/A	N/A
Elk	3	4	N/A	N/A
Erie	21	18	N/A	N/A
Fayette	7	24	N/A	N/A
Forest	-	-	N/A	N/A
Franklin	1	3	N/A	N/A
Fulton	29	19	N/A	N/A
Greene	4	17	N/A	N/A
Huntingdon	15	22	N/A	N/A
Indiana	1	5	N/A	N/A
Jefferson	-	10	N/A	N/A
Juniata	3	1	N/A	N/A
Lackawanna	4	51	N/A	N/A
Lancaster	9	33	N/A	N/A
Lawrence	21	8	N/A	N/A
Lebanon	1	14	N/A	N/A
Lehigh	10	41	N/A	N/A
Luzerne	7	116	N/A	N/A
Lycoming	26	47	N/A	N/A
McKean	-	2	N/A	N/A
Mercer	15	6	N/A	N/A
Mifflin	5	8	N/A	N/A
Monroe	1	22	N/A	N/A
Montgomery	10	18	N/A	N/A
Montour	-	7	N/A	N/A
Northampton	8	53	N/A	N/A
Northumberland	4	10	N/A	N/A
Perry	4	3	N/A	N/A
Philadelphia	12	76	N/A	N/A
Pike	-	5	N/A	N/A
Potter	-	-	N/A	N/A
Schuylkill	27	43	N/A	N/A

County	SFY 18-19 Q1	SFY 18-19 Q2	SFY 18-19 Q3	SFY 18-19 Q4
Snyder	-	2	N/A	N/A
Somerset	-	-	N/A	N/A
Sullivan	-	-	N/A	N/A
Susquehanna	13	24	N/A	N/A
Tioga	6	2	N/A	N/A
Union	2	1	N/A	N/A
Venango	7	16	N/A	N/A
Warren	1	11	N/A	N/A
Washington	9	46	N/A	N/A
Wayne	10	7	N/A	N/A
Westmoreland	7	11	N/A	N/A
Wyoming	3	8	N/A	N/A
York	19	57	N/A	N/A
Total Number of Meetings Attended	493	1,412	N/A	N/A

(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 to allow these partner agencies to collect and share student level data so that L&I may fulfill its statutory duties as outlined in PA 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

The PDE Bureau of Special Education (BSE) is assisting the PA Department of Labor and Industry in meeting the data collection requirements of Act 26 of 2016, titled the *Work Experience for High School Students with Disabilities Act*. Local Education Agencies (LEAs) collect data based on the data items pertaining to work experience for students with disabilities involved in transition planning as part of their Individualized Education Program (IEP). This includes IEPs that were developed from the beginning of the 2017-2018 school year. The relevant work experience/transition data elements are to be reported on the July 1, 2018, 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 USDE/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 7/1/17-6/30/18 as reported by PDE.

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	836	72	36	765	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
Allegheny	10,392	2,161	2,250	8,620	689
Armstrong	724	502	165	710	140
Beaver	3,957	472	684	3,603	158
Bedford	489	72	31	463	9
Berks	6,295	193	541	5,319	191
Blair	1,450	420	251	1,356	117
Bradford	853	247	383	832	238
Bucks	6,411	1,146	690	5,122	286
Butler	1,826	181	304	1,712	37
Cambria	1,084	225	162	1,029	52
Carbon	71	1	11	57	14
Centre	491	124	268	415	123
Chester	895	239	134	661	58
Clarion	7,016	670	698	5,200	456
Clearfield	384	28	63	308	6
Clinton	1,030	290	232	967	40
Columbia	416	10	10	33	2
Crawford	813	197	190	660	83
Cumberland	789	251	258	706	31
Dauphin	2,115	730	311	1,862	123
Delaware	4,813	1,806	1,811	2,870	1,653
Elk	6,864	776	1,269	5,506	516
Erie	284	11	13	280	10
Fayette	3,323	342	516	3,147	71
Forest	1,649	82	68	1,457	11
Franklin	51	-	-	27	1
Fulton	1,056	280	262	874	222
Greene	86	31	27	82	25
Huntingdon	490	54	28	429	2
Indiana	531	131	117	435	1
Jefferson	769	137	180	695	55
Juniata	403	24	58	354	4
Lackawanna	33	1	14	32	2
Lancaster	2,060	251	345	1,829	107
Lawrence	4,952	902	2,047	4,333	527
Lebanon	828	508	467	755	71
Lehigh	1,754	130	257	1,609	95
Luzerne	3,965	175	393	3,290	144
Lycoming	3,695	430	751	3,296	212
McKean	425	36	55	404	4

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
Mercer	1,284	244	308	1,045	142
Mifflin	86	17	20	62	15
Monroe	2,624	168	256	1,809	184
Montgomery	10,126	813	1,086	7,473	341
Montour	277	24	68	267	22
Northampton	3,393	454	408	2,702	232
Northumberland	889	85	126	784	49
Perry	508	110	48	465	25
Philadelphia	6,832	594	2,175	4,260	604
Pike	594	95	120	458	59
Potter	201	7	30	163	20
Schuylkill	1,787	177	254	1,613	111
Snyder	270	37	48	240	22
Somerset	694	203	225	660	172
Sullivan	42	8	6	39	5
Susquehanna	520	32	39	442	23
Tioga	469	57	93	370	54
Union	264	1	19	246	1
Venango	788	4	27	393	2
Warren	478	99	49	455	39
Washington	2,169	477	419	1,972	139
Wayne	390	51	104	352	7
Westmoreland	3,110	146	257	2,684	72
Wyoming	284	53	46	256	9
York	4,498	1,169	735	3,688	381
Totals	130,071	19,728	23,649	105,924	9,596

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

Act 26 Reporting Item (iii) includes 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 those purchased under Work-Based Learning Experience job development initiatives and projects. OVR's Business Services staff have develop local business connections on behalf of students with disabilities, and OVR staff collaborate regionally to engage federal and state workforce agencies, county programs and community rehabilitation providers to expand job referrals made to employers.

There has been an improvement from SFY 2017-18 Q2 to SFY 2018-19 Q2 for this Act 26 reporting item. During the second quarter of the SFY 2018-19, which reports data from 10/1/18 to 12/31/18, 1,626 job referrals were made to employers on behalf of students with disabilities while still in high school. In addition to more counties showing data for this item, the SFY 2018-19 second quarter total of 1,626 is significantly higher than the Q2 total of 935 reported for SFY 2017-18.

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. *

County	SFY 18-19 Q1	SFY 18-19 Q2	SFY 18-19 Q3	SFY 18-19 Q4
Adams	10	9	N/A	N/A
Allegheny	121	125	N/A	N/A
Armstrong	5	1	N/A	N/A
Beaver	32	31	N/A	N/A
Bedford	9	8	N/A	N/A
Berks	57	60	N/A	N/A
Blair	30	22	N/A	N/A
Bradford	42	42	N/A	N/A
Bucks	44	24	N/A	N/A
Butler	34	24	N/A	N/A
Cambria	29	33	N/A	N/A
Cameron	1	1	N/A	N/A
Carbon	2	3	N/A	N/A
Centre	20	16	N/A	N/A
Chester	13	11	N/A	N/A
Clarion	11	5	N/A	N/A
Clearfield	34	43	N/A	N/A
Clinton	6	5	N/A	N/A
Columbia	9	9	N/A	N/A
Crawford	27	14	N/A	N/A
Cumberland	14	17	N/A	N/A
Dauphin	46	26	N/A	N/A
Delaware	14	15	N/A	N/A
Elk	1	5	N/A	N/A
Erie	78	49	N/A	N/A
Fayette	15	20	N/A	N/A
Forest	3	2	N/A	N/A
Franklin	6	17	N/A	N/A
Fulton	13	12	N/A	N/A
Greene	2	13	N/A	N/A

County	SFY 18-19 Q1	SFY 18-19 Q2	SFY 18-19 Q3	SFY 18-19 Q4
Huntingdon	16	9	N/A	N/A
Indiana	13	17	N/A	N/A
Jefferson	11	35	N/A	N/A
Juniata	-	2	N/A	N/A
Lackawanna	69	46	N/A	N/A
Lancaster	54	43	N/A	N/A
Lawrence	23	26	N/A	N/A
Lebanon	20	9	N/A	N/A
Lehigh	19	18	N/A	N/A
Luzerne	120	112	N/A	N/A
Lycoming	35	39	N/A	N/A
McKean	10	17	N/A	N/A
Mercer	20	23	N/A	N/A
Mifflin	2	1	N/A	N/A
Monroe	14	23	N/A	N/A
Montgomery	83	60	N/A	N/A
Montour	1	-	N/A	N/A
Northampton	13	21	N/A	N/A
Northumberland	13	11	N/A	N/A
Perry	-	-	N/A	N/A
Philadelphia	83	61	N/A	N/A
Pike	36	39	N/A	N/A
Potter	1	2	N/A	N/A
Schuylkill	35	19	N/A	N/A
Snyder	8	4	N/A	N/A
Somerset	5	7	N/A	N/A
Sullivan	5	3	N/A	N/A
Susquehanna	11	15	N/A	N/A
Tioga	1	2	N/A	N/A
Union	4	5	N/A	N/A
Venango	13	6	N/A	N/A
Warren	17	6	N/A	N/A
Washington	81	106	N/A	N/A
Wayne	18	17	N/A	N/A
Westmoreland	33	37	N/A	N/A
Wyoming	25	14	N/A	N/A
York	94	109	N/A	N/A
Total Number of Unique Students	1,734	1,626	N/A	N/A

*** 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.

There has been significant improvement from SFY 2017-18 Q2 to SFY 2018-19 Q2 for this Act 26 reporting item. During the second quarter of the SFY 2018-19, which reports data from 10/1/18 to 12/31/18, there were 1,076 high school students with disabilities working in part-time or summer jobs because of referrals made by OVR staff. This second quarter total is significantly higher than the Q2 total of 332 reported for SFY 2017-18, and, in addition, a greater number of counties are represented.

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. **

County	SFY 18-19 Q1	SFY 18-19 Q2	SFY 18-19 Q3	SFY 18-19 Q4
Adams	9	2	N/A	N/A
Allegheny	102	245	N/A	N/A
Armstrong	8	1	N/A	N/A
Beaver	34	10	N/A	N/A
Bedford	4	-	N/A	N/A
Berks	18	68	N/A	N/A
Blair	11	11	N/A	N/A
Bradford	32	31	N/A	N/A
Bucks	6	10	N/A	N/A
Butler	25	7	N/A	N/A
Cambria	33	10	N/A	N/A
Cameron	1	2	N/A	N/A
Carbon	3	2	N/A	N/A
Centre	15	12	N/A	N/A
Chester	10	5	N/A	N/A
Clarion	5	2	N/A	N/A

County	SFY 18-19 Q1	SFY 18-19 Q2	SFY 18-19 Q3	SFY 18-19 Q4
Clearfield	21	18	N/A	N/A
Clinton	6	2	N/A	N/A
Columbia	12	12	N/A	N/A
Crawford	33	16	N/A	N/A
Cumberland	2	1	N/A	N/A
Dauphin	26	18	N/A	N/A
Delaware	6	11	N/A	N/A
Elk	3	2	N/A	N/A
Erie	63	24	N/A	N/A
Fayette	11	8	N/A	N/A
Forest	34	43	N/A	N/A
Franklin	6	3	N/A	N/A
Fulton	6	6	N/A	N/A
Greene	1	5	N/A	N/A
Huntingdon	8	4	N/A	N/A
Indiana	12	2	N/A	N/A
Jefferson	3	6	N/A	N/A
Juniata	-	-	N/A	N/A
Lackawanna	38	19	N/A	N/A
Lancaster	39	30	N/A	N/A
Lawrence	5	8	N/A	N/A
Lebanon	7	5	N/A	N/A
Lehigh	17	22	N/A	N/A
Luzerne	65	51	N/A	N/A
Lycoming	14	20	N/A	N/A
McKean	8	6	N/A	N/A
Mercer	15	8	N/A	N/A
Mifflin	-	1	N/A	N/A
Monroe	14	10	N/A	N/A
Montgomery	41	44	N/A	N/A
Montour	1	-	N/A	N/A
Northampton	11	16	N/A	N/A
Northumberland	9	5	N/A	N/A
Perry	2	2	N/A	N/A
Philadelphia	62	32	N/A	N/A
Pike	24	20	N/A	N/A
Potter	4	4	N/A	N/A
Schuylkill	29	55	N/A	N/A
Snyder	4	3	N/A	N/A
Somerset	6	2	N/A	N/A
Sullivan	3	1	N/A	N/A

County	SFY 18-19 Q1	SFY 18-19 Q2	SFY 18-19 Q3	SFY 18-19 Q4
Susquehanna	5	4	N/A	N/A
Tioga	-	2	N/A	N/A
Union	4	2	N/A	N/A
Venango	14	2	N/A	N/A
Warren	15	2	N/A	N/A
Washington	32	34	N/A	N/A
Wayne	20	14	N/A	N/A
Westmoreland	16	2	N/A	N/A
Wyoming	10	6	N/A	N/A
York	39	45	N/A	N/A
Total Number of Unique Students	1,142	1,076	N/A	N/A

** 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-Employment Transition Service (PETS) under the Workforce Innovation and Opportunity Act (WIOA). Also, not all students with disabilities working in part-time or summer jobs require traditional job coaching services. Typically, job coaching occurs on site at the place of employment with direct service to the customer at 100% of the time that the customer is on the job initially and begins to fade as the customer learns job tasks, develops natural supports and meets the expectations of the employer. Natural supports are particularly effective because they enhance the communication and social integration between the student with a disability and his/her co-workers and supervisor. However, students who participate in Work Based Learning Experiences (WBLEs) funded by OVR have the option to have a WBLE coordinator on site during their experience, should it be necessary. A WBLE coordinator can monitor the student’s activities, interface with the employer and generally help to ensure a successful experience for the student and the employer during the WBLE.

As indicated in Table 5 below and explained in the above paragraph, there was a total of 159 high school students with disabilities working in part-time or summer jobs who were receiving job coaching services in SFY 2018-19 Q2.

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. *

County	SFY 18-19 Q1	SFY 18-19 Q2	SFY 18-19 Q3	SFY 18-19 Q4
Adams	1	-	N/A	N/A
Allegheny	2	1	N/A	N/A
Armstrong	-	-	N/A	N/A
Beaver	1	-	N/A	N/A
Bedford	-	-	N/A	N/A
Berks	2	3	N/A	N/A
Blair	-	1	N/A	N/A
Bradford	-	1	N/A	N/A
Bucks	-	1	N/A	N/A
Butler	-	2	N/A	N/A
Cambria	1	1	N/A	N/A
Cameron	-	-	N/A	N/A
Carbon	-	1	N/A	N/A
Centre	-	1	N/A	N/A
Chester	1	6	N/A	N/A
Clarion	-	-	N/A	N/A
Clearfield	1	2	N/A	N/A
Clinton	-	-	N/A	N/A
Columbia	1	4	N/A	N/A
Crawford	-	-	N/A	N/A
Cumberland	-	-	N/A	N/A
Dauphin	-	1	N/A	N/A
Delaware	1	5	N/A	N/A
Elk	-	-	N/A	N/A
Erie	1	2	N/A	N/A
Fayette	2	2	N/A	N/A
Forest	-	-	N/A	N/A
Franklin	-	2	N/A	N/A
Fulton	-	-	N/A	N/A
Greene	-	-	N/A	N/A
Huntingdon	-	-	N/A	N/A
Indiana	1	-	N/A	N/A
Jefferson	2	1	N/A	N/A
Juniata	-	-	N/A	N/A
Lackawanna	11	15	N/A	N/A
Lancaster	1	3	N/A	N/A

County	SFY 18-19 Q1	SFY 18-19 Q2	SFY 18-19 Q3	SFY 18-19 Q4
Lawrence	1	1	N/A	N/A
Lebanon	-	1	N/A	N/A
Lehigh	15	15	N/A	N/A
Luzerne	7	12	N/A	N/A
Lycoming	2	4	N/A	N/A
McKean	-	-	N/A	N/A
Mercer	-	1	N/A	N/A
Mifflin	-	-	N/A	N/A
Monroe	12	10	N/A	N/A
Montgomery	3	11	N/A	N/A
Montour	-	-	N/A	N/A
Northampton	3	8	N/A	N/A
Northumberland	3	3	N/A	N/A
Perry	-	-	N/A	N/A
Philadelphia	-	12	N/A	N/A
Pike	-	2	N/A	N/A
Potter	-	-	N/A	N/A
Schuylkill	2	4	N/A	N/A
Snyder	1	1	N/A	N/A
Somerset	4	3	N/A	N/A
Sullivan	-	-	N/A	N/A
Susquehanna	-	3	N/A	N/A
Tioga	-	-	N/A	N/A
Union	-	1	N/A	N/A
Venango	-	-	N/A	N/A
Warren	-	-	N/A	N/A
Washington	3	2	N/A	N/A
Wayne	4	4	N/A	N/A
Westmoreland	2	4	N/A	N/A
Wyoming	-	-	N/A	N/A
York	2	2	N/A	N/A
Total Number of Unique Students	93	159	N/A	N/A

**** 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.***

Worth noting, based on PETS eligibility data, OVR can report that there was a total of 661 participants who were coded "Student with a Disability" at some point and received Job Coaching in SFY 2018-19 Q2. Since implementation of OVR's Supported Employment Policy on 7/1/18, we have recently started seeing customers make their

way through the later stages of the new performance-based service model, and this may explain why data in table 5 and 6 is trending higher. It should be noted that no PETS funds can be used to provide job coaching services to students with disabilities, as it is not an allowable PETS services, and these supports are provided with VR funds.

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 18-19 Q1	SFY 18-19 Q2	SFY 18-19 Q3	SFY 18-19 Q4
376	661	N/A	N/A

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

The number of high school students with disabilities working within three months of graduation is imperfect due to several factors. First, OVR may only take a successful placement (Status 26 Closure) after 90 days of employment in a competitive integrated employment setting. As a result, many students who become employed over the summer would not be able to be closed until their employment is stable and the 90-day period has passed, according to federal guidelines. OVR is also not often informed or aware of an employment outcome initially, causing delays in data entry which can impact the timeliness of outcome reporting. Additionally, OVR may provide Pre-Employment Transition Services (PETS) to potentially eligible students but does not have formal cases open to track outcomes of those activities. Federal guidelines only require that we track the services and expenditure of funds for potentially eligible students. Thus, students who participate in PETS activities who are potentially eligible may go to work, but OVR is unable to track that information to take credit for it. Finally, the students who do open cases often require multiple services to become successfully employed and 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 become competitively employed are available.

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 18-19 Q1	SFY 18-19 Q2	SFY 18-19 Q3	SFY 18-19 Q4
3	10	N/A	N/A

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 a competitive integrated employment outcome, otherwise known as a successful 26 Closure. For this reporting period, item (vi) is not applicable because most high school students still have active cases; the measure only includes employment outcomes and doesn't consider students who have entered post-secondary education. Additionally, there is at least a 3-month lag between employment and successful closure.

Based on PETS eligibility data, OVR can report there was a total of 223 participants who were coded "Student with a Disability" at some point and achieved competitive integrated employment for 26 Closure in SFY 2018-19 Q2.

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

SFY 18-19 Q1	SFY 18-19 Q2	SFY 18-19 Q3	SFY 18-19 Q4
202	223	N/A	N/A

Pre-Employment Transition Services

The Workforce Innovation and Opportunity Act (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-Employment Transition Services (PETS) 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 PETS. State Act 26 requires OVR to report on IEP meeting attendance. Whereas, in the WIOA regulations, the IEP is not one of the 5 required PETS services, and RSA does not require student data for IEP meetings. The chart below demonstrates a more comprehensive review of OVR's increased focus on PETS activities (as required by WIOA).

There has been significant improvement from SFY 2017-18 Q2 to SFY 2018-19 Q2 for this reporting item. During the second quarter of the SFY 2018-19, which reports data from 10/1/18 to 12/31/18, a total of 11,931 students with disabilities

received PETS-related services. This second quarter total is significantly higher than the Q2 total of 5,465 reported for SFY 2017-18.

OVR continues to develop, revise and implement policies and procedures to address changes related to PETS requirements, including the provision of services to students with disabilities who are potentially eligible for VR services. Other changes include clarifying specifications and data elements, as well as aligning forms to OVR guidance and policy.

Table 9: PETS-Related Services
*Data represents the number of unique students served. **

PETS-Related Services	SFY 18-19 Q1	SFY 18-19 Q2	SFY 18-19 Q3	SFY 18-19 Q4
Counseling on Postsecondary Training Opportunities	1,880	2,762	N/A	N/A
Independent Living Skills Training	2,399	1,601	N/A	N/A
Instruction in Self-Advocacy	1,785	2,330	N/A	N/A
Job Exploration Counseling	2,231	3,442	N/A	N/A
Job Shadowing	530	385	N/A	N/A
Workplace Readiness Training	5,666	5,235	N/A	N/A
Total Number of Unique Students Receiving Services	11,181	11,931	N/A	N/A

** 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.*

Group Services: Trainings can be provided to groups of students who are eligible or potentially eligible for OVR services.

- **Independent Living Skills Training** is provided in a group format to assist students with disabilities in developing the skills needed to live independently. Independent Living Skills can include the following: household budgeting, financial management, utilizing public transportation and navigating through the social services system.
- **Instruction in Self-Advocacy** is provided in a group format to assist students with disabilities in gaining knowledge on disability awareness, advocating during an IEP process, understanding the transition processes and advocating for themselves in post-secondary education, employment and social services coordination.

- **Workplace Readiness Training** in a group format provides students with the knowledge needed to find and maintain competitive integrated employment. Curriculums can include HR practices, interviewing, and soft skills, job readiness and job-seeking training, as well as other skills training needed to become “workplace ready”.

Individual Services are available to students with disabilities who have at least applied for OVR services, meaning in status 02 or higher.

- **Job Shadowing** provides students with disabilities a one to five-day job shadowing experience, for an average of 25 hours per school year, in an occupation of interest within a community integrated setting. Multiple jobs and employers may be shadowed throughout the job shadowing experience. Students are provided an opportunity to shadow employees and obtain an overview of the knowledge, tasks and abilities needed to work in this field.

Group and Individual Counseling includes job exploration counseling and counseling on opportunities for enrollment in comprehensive transition or post-secondary education programs.

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 Workforce Innovation and Opportunity Act (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 PA Special Education Chapter 14, the minimum age for transition planning is 14.

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 (PETS) 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 PETS and PETS funding only. Although much less documentation is required with respect to Potentially Eligible students with disabilities who are receiving PETS, 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 PETS 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 PETS and the PETS 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 PETS 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 PETS.

Required PETS Activities: As outlined in federal regulations, OVR must provide the five "required" activities of PETS:

- 1) job exploration counseling;
- 2) Work-Based Learning Experiences (WBLEs), 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 PETS 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 PETS; and
- d. attending person-centered planning meetings for individuals receiving services under Title 19 of the Social Security Act, when invited.

Authorized PETS 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-Employment Transition Services that may be provided after a

state has determined that PETS funds remain after provision of the required and coordination activities.