



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

**Office of Vocational Rehabilitation Quarterly Report**

**April 1, 2020 – June 30, 2020**

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## 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 145,000 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 145,000 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.

OVR staff were able to attend 1,154 IEP meetings during the fourth quarter of the SFY 2019-2020, which reports data from 04/01/2020 to 06/30/2020. Reporting in 2018-2019 Q4, OVR staff attended 788 IEP meetings; which is a 46% increase for SFY 2019-2020 Q4. 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.*

<b>County</b>	<b>SFY 19-20 Q1</b>	<b>SFY 19-20 Q2</b>	<b>SFY 19-20 Q3</b>	<b>SFY 19-20 Q4</b>
<b>Adams</b>	1	8	3	10
<b>Allegheny</b>	35	131	93	140
<b>Armstrong</b>	5	52	37	15
<b>Beaver</b>	20	39	29	21
<b>Bedford</b>	9	27	18	2
<b>Berks</b>	39	71	49	88
<b>Blair</b>	31	67	32	32
<b>Bradford</b>	10	13	9	18

<b>County</b>	<b>SFY 19-20 Q1</b>	<b>SFY 19-20 Q2</b>	<b>SFY 19-20 Q3</b>	<b>SFY 19-20 Q4</b>
<b>Bucks</b>	12	31	21	19
<b>Butler</b>	28	82	46	23
<b>Cambria</b>	14	26	22	26
<b>Cameron</b>	1	N/A	1	N/A
<b>Carbon</b>	1	10	3	N/A
<b>Centre</b>	5	18	14	27
<b>Chester</b>	7	22	14	8
<b>Clarion</b>	3	10	13	11
<b>Clearfield</b>	14	14	22	5
<b>Clinton</b>	N/A	1	N/A	N/A
<b>Columbia</b>	N/A	5	3	1
<b>Crawford</b>	2	2	6	7
<b>Cumberland</b>	5	13	15	10
<b>Dauphin</b>	15	57	28	12
<b>Delaware</b>	8	9	24	8
<b>Elk</b>	3	15	1	4
<b>Erie</b>	55	17	14	17
<b>Fayette</b>	5	16	9	1
<b>Forest</b>	N/A	3	N/A	3
<b>Franklin</b>	8	22	17	5
<b>Fulton</b>	36	15	17	6
<b>Greene</b>	1	21	5	2
<b>Huntingdon</b>	11	38	36	9
<b>Indiana</b>	3	2	1	N/A
<b>Jefferson</b>	4	8	14	1
<b>Juniata</b>	N/A	N/A	N/A	N/A
<b>Lackawanna</b>	15	70	39	51
<b>Lancaster</b>	10	43	53	53
<b>Lawrence</b>	13	33	12	10
<b>Lebanon</b>	2	1	N/A	3
<b>Lehigh</b>	8	36	39	18
<b>Luzerne</b>	37	112	66	47
<b>Lycoming</b>	26	47	15	2
<b>McKean</b>	1	7	3	2
<b>Mercer</b>	21	12	11	7
<b>Mifflin</b>	N/A	8	1	N/A
<b>Monroe</b>	6	38	12	14
<b>Montgomery</b>	6	17	24	18
<b>Montour</b>	N/A	N/A	N/A	2

County	SFY 19-20 Q1	SFY 19-20 Q2	SFY 19-20 Q3	SFY 19-20 Q4
Northampton	23	57	44	32
Northumberland	9	9	4	9
Perry	N/A	N/A	1	3
Philadelphia	5	87	75	133
Pike	3	11	3	2
Potter	N/A	N/A	N/A	N/A
Schuylkill	21	53	39	23
Snyder	1	3	5	1
Somerset	1	N/A	N/A	N/A
Sullivan	N/A	N/A	N/A	11
Susquehanna	17	40	14	1
Tioga	3	1	10	4
Union	4	6	7	4
Venango	2	15	18	33
Warren	N/A	5	1	6
Washington	27	53	39	40
Wayne	13	11	1	N/A
Westmoreland	2	17	28	23
Wyoming	1	6	13	19
York	29	86	60	52
<b>Total Number of Meetings Attended</b>	<b>697</b>	<b>1,749</b>	<b>1,253</b>	<b>1,154</b>

**(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 7/1/18-6/30/19 as reported by PDE.**

<b>County</b>	<b>IEPs - Transition Status</b>	<b>IEPs - Paid Work-Based Learning</b>	<b>IEPs - Transition Job Supports/ Coaching</b>	<b>IEPs - Transition Career Dev/Job Exploration</b>	<b>IEPs - Transition Modified Paid Work-Based Learning</b>
<b>Adams</b>	904	72	72	849	33
<b>Allegheny</b>	10,815	1,982	2,167	8,907	1,070
<b>Armstrong</b>	795	465	216	732	195
<b>Beaver</b>	4,165	365	585	3,746	205
<b>Bedford</b>	536	24	24	508	8
<b>Berks</b>	6,809	147	509	5,884	152
<b>Blair</b>	1,456	193	170	1,374	80
<b>Bradford</b>	861	241	310	851	215
<b>Bucks</b>	7,104	1,131	800	5,676	350
<b>Butler</b>	1,853	109	242	1,760	72
<b>Cambria</b>	1,332	241	188	1,260	121
<b>Cameron</b>	73	4	8	56	27
<b>Carbon</b>	725	25	210	524	24
<b>Centre</b>	875	160	143	680	35
<b>Chester</b>	7,681	473	815	5,949	587
<b>Clarion</b>	353	63	38	317	19
<b>Clearfield</b>	1,038	264	182	921	24
<b>Clinton</b>	496	48	55	133	40
<b>Columbia</b>	670	108	134	506	37
<b>Crawford</b>	736	234	247	672	63
<b>Cumberland</b>	2,260	384	344	1,865	122
<b>Dauphin</b>	5,392	1,637	1,790	3,983	1,635
<b>Delaware</b>	6,615	689	996	5,368	510
<b>Elk</b>	290	1	4	286	4
<b>Erie</b>	3,363	224	500	3,165	185
<b>Fayette</b>	1,598	56	52	1,451	52
<b>Forest</b>	64	2	0	37	4
<b>Franklin</b>	1,117	226	253	885	172
<b>Fulton</b>	112	22	20	107	16
<b>Greene</b>	457	38	36	402	41
<b>Huntingdon</b>	563	70	99	454	19
<b>Indiana</b>	723	94	141	679	44
<b>Jefferson</b>	393	17	38	363	15

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
Juniata	202	16	50	192	15
Lackawanna	2,410	242	370	1,937	105
Lancaster	5,198	878	2,022	4,585	611
Lawrence	869	447	424	800	27
Lebanon	1,837	152	289	1,668	104
Lehigh	4,617	103	432	4,031	99
Luzerne	3,956	447	805	3,482	310
Lycoming	1,103	267	311	919	268
McKean	479	25	52	465	24
Mercer	1,317	196	262	1,185	162
Mifflin	257	12	12	105	12
Monroe	2,709	158	240	1,882	147
Montgomery	10,725	638	1,057	8,209	402
Montour	31	7	9	30	0
Northampton	3,853	373	440	3,146	278
Northumberland	982	55	166	851	41
Perry	499	106	38	481	10
Philadelphia	13,982	703	1,791	12,990	9,653
Pike	674	75	139	540	65
Potter	213	5	32	179	21
Schuylkill	1,813	159	282	1,670	135
Snyder	349	37	52	303	22
Somerset	708	128	173	676	23
Sullivan	51	9	9	50	9
Susquehanna	560	52	68	512	18
Tioga	506	63	111	451	60
Union	276	0	15	236	1
Venango	759	17	22	447	27
Warren	464	65	43	441	21
Washington	2,209	369	357	2,070	168
Wayne	378	36	106	336	19
Westmoreland	3,415	177	272	3,009	145
Wyoming	289	22	19	272	11
York	5,531	987	738	4,606	349
<b>Totals</b>	<b>145,445</b>	<b>16,835</b>	<b>22,596</b>	<b>123,106</b>	<b>19,538</b>

### **(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.

During the fourth quarter of the SFY 2019-20, which reports data from 04/01/2020 to 06/30/2020, 588 job referrals were made to employers on behalf of students with disabilities while still in high school.

***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. \****

<b>County</b>	<b>SFY 19-20 Q1</b>	<b>SFY 19-20 Q2</b>	<b>SFY 19-20 Q3</b>	<b>SFY 19-20 Q4</b>
<b>Adams</b>	8	4	7	1
<b>Allegheny</b>	201	116	148	129
<b>Armstrong</b>	1	2	1	2
<b>Beaver</b>	16	10	17	4
<b>Bedford</b>	1	4	6	3
<b>Berks</b>	61	48	69	55
<b>Blair</b>	7	5	4	2
<b>Bradford</b>	1	4	11	4
<b>Bucks</b>	33	34	36	13
<b>Butler</b>	7	5	6	2
<b>Cambria</b>	11	25	31	11
<b>Cameron</b>	2	3	N/A	N/A
<b>Carbon</b>	2	6	7	3
<b>Centre</b>	5	3	5	1
<b>Chester</b>	6	12	19	7
<b>Clarion</b>	5	7	12	5
<b>Clearfield</b>	13	8	23	18
<b>Clinton</b>	4	3	2	1
<b>Columbia</b>	3	2	3	1
<b>Crawford</b>	8	2	3	1
<b>Cumberland</b>	7	N/A	2	6
<b>Dauphin</b>	18	7	10	2

<b>County</b>	<b>SFY 19-20 Q1</b>	<b>SFY 19-20 Q2</b>	<b>SFY 19-20 Q3</b>	<b>SFY 19-20 Q4</b>
<b>Delaware</b>	9	5	3	6
<b>Elk</b>	8	8	4	N/A
<b>Erie</b>	34	28	16	4
<b>Fayette</b>	6	6	5	1
<b>Forest</b>	6	N/A	4	3
<b>Franklin</b>	10	9	12	5
<b>Fulton</b>	3	N/A	1	N/A
<b>Greene</b>	3	2	3	2
<b>Huntingdon</b>	1	N/A	3	1
<b>Indiana</b>	N/A	5	17	10
<b>Jefferson</b>	8	4	4	1
<b>Juniata</b>	1	N/A	N/A	N/A
<b>Lackawanna</b>	21	21	34	12
<b>Lancaster</b>	46	36	40	20
<b>Lawrence</b>	13	14	7	4
<b>Lebanon</b>	9	1	5	1
<b>Lehigh</b>	28	17	21	11
<b>Luzerne</b>	70	47	51	29
<b>Lycoming</b>	8	9	6	2
<b>McKean</b>	10	18	19	8
<b>Mercer</b>	18	N/A	1	N/A
<b>Mifflin</b>	N/A	N/A	1	3
<b>Monroe</b>	18	28	36	17
<b>Montgomery</b>	28	24	37	27
<b>Montour</b>	N/A	1	1	1
<b>Northampton</b>	24	18	13	9
<b>Northumberland</b>	11	5	2	N/A
<b>Perry</b>	N/A	N/A	10	1
<b>Philadelphia</b>	15	20	27	20
<b>Pike</b>	20	6	9	6
<b>Potter</b>	N/A	1	1	1
<b>Schuylkill</b>	7	3	5	6
<b>Snyder</b>	5	2	N/A	1
<b>Somerset</b>	4	10	8	5
<b>Sullivan</b>	N/A	N/A	1	N/A
<b>Susquehanna</b>	7	7	5	4
<b>Tioga</b>	5	21	6	40
<b>Union</b>	9	3	3	N/A
<b>Venango</b>	7	2	11	3
<b>Warren</b>	17	N/A	1	N/A

County	SFY 19-20 Q1	SFY 19-20 Q2	SFY 19-20 Q3	SFY 19-20 Q4
Washington	46	24	18	16
Wayne	6	N/A	3	3
Westmoreland	23	41	33	18
Wyoming	N/A	N/A	2	N/A
York	58	39	52	16
<b>Total Number of Unique Students</b>	<b>1,042</b>	<b>798</b>	<b>963</b>	<b>588</b>

*\* 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 fourth quarter of the SFY 2019-20, which reports data from 04/01/2020 to 06/30/2020, there were 916 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. \**

County	SFY 19-20 Q1	SFY 19-20 Q2	SFY 19-20 Q3	SFY 19-20 Q4
Adams	2	3	6	6
Allegheny	171	33	68	278
Armstrong	2	2	2	1
Beaver	12	2	18	2
Bedford	3	2	5	4
Berks	135	23	51	24

<b>County</b>	<b>SFY 19-20 Q1</b>	<b>SFY 19-20 Q2</b>	<b>SFY 19-20 Q3</b>	<b>SFY 19-20 Q4</b>
<b>Blair</b>	12	10	8	8
<b>Bradford</b>	9	N/A	9	7
<b>Bucks</b>	11	8	23	18
<b>Butler</b>	14	1	29	6
<b>Cambria</b>	8	5	58	32
<b>Cameron</b>	N/A	1	1	1
<b>Carbon</b>	1	1	8	3
<b>Centre</b>	8	5	6	3
<b>Chester</b>	5	4	24	6
<b>Clarion</b>	3	2	6	2
<b>Clearfield</b>	13	7	11	1
<b>Clinton</b>	2	2	3	1
<b>Columbia</b>	4	2	4	2
<b>Crawford</b>	13	3	2	N/A
<b>Cumberland</b>	5	9	9	10
<b>Dauphin</b>	11	12	21	13
<b>Delaware</b>	7	4	11	12
<b>Elk</b>	2	4	4	N/A
<b>Erie</b>	42	19	24	14
<b>Fayette</b>	4	1	8	2
<b>Forest</b>	33	7	25	11
<b>Franklin</b>	1	3	5	9
<b>Fulton</b>	2	N/A	N/A	N/A
<b>Greene</b>	N/A	N/A	3	1
<b>Huntingdon</b>	5	2	2	1
<b>Indiana</b>	4	2	30	16
<b>Jefferson</b>	2	3	2	1
<b>Juniata</b>	N/A	N/A	N/A	N/A
<b>Lackawanna</b>	5	2	30	17
<b>Lancaster</b>	55	14	34	31
<b>Lawrence</b>	10	3	13	11
<b>Lebanon</b>	5	3	7	4
<b>Lehigh</b>	7	9	43	28
<b>Luzerne</b>	27	26	48	30
<b>Lycoming</b>	9	1	18	21
<b>McKean</b>	5	3	11	11
<b>Mercer</b>	16	3	2	N/A
<b>Mifflin</b>	N/A	N/A	N/A	N/A
<b>Monroe</b>	16	15	39	30
<b>Montgomery</b>	22	23	61	56

County	SFY 19-20 Q1	SFY 19-20 Q2	SFY 19-20 Q3	SFY 19-20 Q4
Montour	2	N/A	1	2
Northampton	9	7	27	25
Northumberland	7	2	4	3
Perry	N/A	N/A	N/A	2
Philadelphia	12	1	27	15
Pike	16	2	15	21
Potter	N/A	N/A	N/A	2
Schuylkill	4	3	14	5
Snyder	5	1	2	2
Somerset	6	4	10	7
Sullivan	N/A	N/A	2	1
Susquehanna	4	1	3	2
Tioga	1	2	5	3
Union	2	2	6	4
Venango	12	6	6	4
Warren	12	N/A	1	A
Washington	13	13	18	22
Wayne	3	N/A	7	6
Westmoreland	7	14	67	31
Wyoming	3	N/A	5	A
York	11	19	46	25
<b>Total Number of Unique Students</b>	<b>768</b>	<b>361</b>	<b>1,058</b>	<b>916</b>

*\* 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 a Paid Work Experience (PWE) funded by OVR have the option to have a Worksite Trainer on site during their experience, should it be necessary. A Worksite Trainer 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 PWE.

As indicated in Table 5 below and explained in the above paragraph, there was a total of 158 high school students with disabilities working in part-time or summer jobs who were receiving job coaching services in SFY 2019-20 Q4.

**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. \**

<b>County</b>	<b>SFY 19-20 Q1</b>	<b>SFY 19-20 Q2</b>	<b>SFY 19-20 Q3</b>	<b>SFY 19-20 Q4</b>
<b>Adams</b>	3	5	5	1
<b>Allegheny</b>	15	15	10	13
<b>Armstrong</b>	N/A	1	N/A	N/A
<b>Beaver</b>	5	3	2	2
<b>Bedford</b>	4	2	N/A	1
<b>Berks</b>	5	3	2	5
<b>Blair</b>	4	1	4	3
<b>Bradford</b>	2	3	4	N/A
<b>Bucks</b>	10	2	6	7
<b>Butler</b>	1	1	10	1
<b>Cambria</b>	2	N/A	2	5
<b>Cameron</b>	N/A	N/A	N/A	N/A
<b>Carbon</b>	1	1	2	3
<b>Centre</b>	N/A	3	8	4
<b>Chester</b>	3	2	4	4
<b>Clarion</b>	N/A	1	N/A	N/A
<b>Clearfield</b>	6	1	4	3
<b>Clinton</b>	N/A	1	N/A	N/A
<b>Columbia</b>	2	1	1	1
<b>Crawford</b>	N/A	1	N/A	2
<b>Cumberland</b>	3	3	4	2
<b>Dauphin</b>	2	2	2	N/A
<b>Delaware</b>	7	5	2	4



<b>County</b>	<b>SFY 19-20 Q1</b>	<b>SFY 19-20 Q2</b>	<b>SFY 19-20 Q3</b>	<b>SFY 19-20 Q4</b>
<b>Elk</b>	2	N/A	1	N/A
<b>Erie</b>	5	2	4	4
<b>Fayette</b>	1	1	1	N/A
<b>Forest</b>	N/A	N/A	N/A	N/A
<b>Franklin</b>	N/A	N/A	N/A	N/A
<b>Fulton</b>	1	N/A	N/A	N/A
<b>Greene</b>	1	1	N/A	N/A
<b>Huntingdon</b>	N/A	N/A	N/A	N/A
<b>Indiana</b>	4	2	N/A	N/A
<b>Jefferson</b>	1	1	2	N/A
<b>Juniata</b>	N/A	N/A	N/A	N/A
<b>Lackawanna</b>	18	9	7	7
<b>Lancaster</b>	4	3	6	4
<b>Lawrence</b>	4	3	3	1
<b>Lebanon</b>	2	N/A	N/A	N/A
<b>Lehigh</b>	21	16	7	4
<b>Luzerne</b>	16	19	12	8
<b>Lycoming</b>	9	1	3	2
<b>McKean</b>	N/A	4	2	1
<b>Mercer</b>	2	1	1	3
<b>Mifflin</b>	N/A	N/A	N/A	1
<b>Monroe</b>	22	17	12	12
<b>Montgomery</b>	7	7	3	5
<b>Montour</b>	1	N/A	1	1
<b>Northampton</b>	19	11	17	9
<b>Northumberland</b>	10	2	5	1
<b>Perry</b>	1	1	1	N/A
<b>Philadelphia</b>	18	6	5	11
<b>Pike</b>	9	4	6	4
<b>Potter</b>	1	N/A	N/A	N/A
<b>Schuylkill</b>	5	1	3	3
<b>Snyder</b>	1	N/A	2	N/A
<b>Somerset</b>	3	1	N/A	4
<b>Sullivan</b>	N/A	N/A	1	N/A
<b>Susquehanna</b>	N/A	N/A	N/A	N/A
<b>Tioga</b>	5	4	N/A	N/A
<b>Union</b>	N/A	N/A	N/A	1
<b>Venango</b>	1	1	2	N/A
<b>Warren</b>	1	N/A	N/A	N/A
<b>Washington</b>	5	2	2	1

County	SFY 19-20 Q1	SFY 19-20 Q2	SFY 19-20 Q3	SFY 19-20 Q4
Wayne	4	2	4	2
Westmoreland	5	2	6	3
Wyoming	N/A	N/A	N/A	N/A
York	9	6	5	5
<b>Total Number of Unique Students</b>	<b>293</b>	<b>187</b>	<b>196</b>	<b>158</b>

**\* 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 604 participants who were previously coded as a “Student with a Disability” at some point and received Job Coaching in SFY 2019-20 Q4. 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, 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 19-20 Q1	SFY 19-20 Q2	SFY 19-20 Q3	SFY 19-20 Q4
892	811	791	604

**(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 19-20 Q1	SFY 19-20 Q2	SFY 19-20 Q3	SFY 19-20 Q4
66	9	11	10

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 202 participants who were previously coded as a "Student with a Disability" at some point and achieved competitive integrated employment for 26 Closure in SFY 2019-2020 Q4. This is an 8% increase from SFY 2018-19 Q4, where 187 participants were reported.

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

SFY 19-20 Q1	SFY 19-20 Q2	SFY 19-20 Q3	SFY 19-20 Q4
350	408	421	202

## 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).

During the fourth quarter of the SFY 2019-20, which reports data from 04/01/2020 to 06/30/2020, a total of 3,970 students with disabilities received PETS-related services.

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.\***

<b>PETS-Related Services</b>	<b>SFY 19-20 Q1</b>	<b>SFY 19-20 Q2</b>	<b>SFY 19-20 Q3</b>	<b>SFY 19-20 Q4</b>
<b>Counseling on Postsecondary Training Opportunities</b>	1,539	2,537	2,076	1,381
<b>Independent Living Skills Training</b>	490	230	807	364
<b>Instruction in Self-Advocacy</b>	1,581	2,294	2,158	785
<b>Job Exploration Counseling</b>	2,327	3,185	2,890	1,448
<b>Job Shadowing</b>	207	150	210	128
<b>Workplace Readiness Training</b>	2,786	3088	3,805	1,522
<b>Total Number of Unique Students Receiving Services</b>	<b>6,526</b>	<b>8,179</b>	<b>8,792</b>	<b>3,970</b>

**\* 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, 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.