



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

**Office of Vocational Rehabilitation Quarterly Report**  
**April 1, 2022 – June 30, 2022**

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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.
- 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 2020-2021 school year indicates there are over 151,000 students with disabilities between the ages of 14 and 21 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 continues to provide pre-employment transition services during a period of state mandated mitigation strategies for slowing the spread of Coronavirus Disease - 2019 (COVID-19). OVR is committed to providing quality services to Pennsylvanians with disabilities. During this unprecedented time, the health and safety of our customers, staff and community partners remain our top priority. Therefore, it should be noted that services have been impacted by the mitigation efforts, which did include a temporary suspension of community based Pre-ETS, like Paid Work Experiences, for 2 months in spring 2020. Pre-ETS have moved to virtual platforms, and community-based services are available as of the publishing date of this report.

### **(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 151,000 students with IEPs between 14 and 21 (transition age in PA) that are eligible for Transition and Pre-ETS. OVR's data collection and case management system, the Commonwealth Workforce Development System (CWDS), captures the delivery of Pre-ETS activities and expenditures. Per Act 26, OVR is now required to report on IEP meeting attendance. However, under federal WIOA regulations, an IEP is **\*not** one of the 5 required Pre-ETS services and the Rehabilitation Services Administration (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 1,206 IEP meetings during the fourth quarter of the State Fiscal Year (SFY) 2021-2022, which reports data from 04/01/2022 to 06/30/2022. IEP numbers historically drop in the last quarter due to the end of the school year and state testing.

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 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. \*Denotes less than 10.**

<b>County</b>	<b>SFY 21-22 Q1</b>	<b>SFY 21-22 Q2</b>	<b>SFY 21-22 Q3</b>	<b>SFY 21-22 Q4</b>
<b>Adams</b>	50	14	*	*
<b>Allegheny</b>	95	252	226	114
<b>Armstrong</b>	30	30	65	14
<b>Beaver</b>	32	57	51	23
<b>Bedford</b>	*	39	15	*
<b>Berks</b>	41	137	123	79
<b>Blair</b>	47	151	151	30
<b>Bradford</b>	30	46	28	12
<b>Bucks</b>	27	46	60	42
<b>Butler</b>	27	75	92	52
<b>Cambria</b>	26	27	38	20
<b>Cameron</b>	*	*	N/A	*
<b>Carbon</b>	13	21	*	*
<b>Centre</b>	17	60	49	*
<b>Chester</b>	*	43	24	16
<b>Clarion</b>	*	29	47	18
<b>Clearfield</b>	15	*	*	*
<b>Clinton</b>	N/A	N/A	N/A	*
<b>Columbia</b>	*	*	*	N/A
<b>Crawford</b>	15	14	*	*
<b>Cumberland</b>	*	27	22	10
<b>Dauphin</b>	*	59	56	30
<b>Delaware</b>	*	*	*	*
<b>Elk</b>	*	30	*	*
<b>Erie</b>	13	37	70	60
<b>Fayette</b>	*	10	*	*
<b>Forest</b>	N/A	*	*	*
<b>Franklin</b>	19	31	20	10
<b>Fulton</b>	28	15	*	N/A
<b>Greene</b>	17	22	24	*
<b>Huntingdon</b>	18	33	27	*
<b>Indiana</b>	19	17	*	*
<b>Jefferson</b>	*	11	*	N/A
<b>Juniata</b>	*	*	N/A	N/A
<b>Lackawanna</b>	30	50	57	24
<b>Lancaster</b>	17	60	47	44
<b>Lawrence</b>	43	12	22	14

<b>County</b>	<b>SFY 21-22 Q1</b>	<b>SFY 21-22 Q2</b>	<b>SFY 21-22 Q3</b>	<b>SFY 21-22 Q4</b>
<b>Lebanon</b>	*	13	*	*
<b>Lehigh</b>	15	88	54	39
<b>Luzerne</b>	36	172	99	60
<b>Lycoming</b>	23	45	28	*
<b>McKean</b>	12	*	19	*
<b>Mercer</b>	23	72	43	32
<b>Mifflin</b>	*	*	*	*
<b>Monroe</b>	N/A	34	49	18
<b>Montgomery</b>	*	20	24	13
<b>Montour</b>	N/A	*	*	N/A
<b>Northampton</b>	29	132	102	47
<b>Northumberland</b>	*	21	15	10
<b>Perry</b>	*	14	23	11
<b>Philadelphia</b>	24	103	85	28
<b>Pike</b>	*	13	*	*
<b>Potter</b>	N/A	*	*	*
<b>Schuylkill</b>	42	91	53	41
<b>Snyder</b>	10	27	16	*
<b>Somerset</b>	*	21	18	*
<b>Sullivan</b>	*	*	13	*
<b>Susquehanna</b>	10	31	27	13
<b>Tioga</b>	22	12	*	*
<b>Union</b>	N/A	*	*	N/A
<b>Venango</b>	36	55	103	56
<b>Warren</b>	*	15	23	17
<b>Washington</b>	43	94	65	40
<b>Wayne</b>	10	13	*	*
<b>Westmoreland</b>	*	21	20	*
<b>Wyoming</b>	*	17	14	*
<b>York</b>	18	50	92	65
<b>Total Number of Meetings Attended</b>	<b>1,127</b>	<b>2,687</b>	<b>2,396</b>	<b>1,206</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 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 2020-2021 school year. The relevant work experience/transition data elements are to be reported on the July 1, 2021, 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 7/1/2020 - 6/30/2021 as reported by PDE. \*Denotes less than 10.**

<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>	865	61	84	733	19
<b>Allegheny</b>	11511	983	1769	7421	666
<b>Armstrong</b>	775	23	20	737	33
<b>Beaver</b>	4091	238	451	2910	172
<b>Bedford</b>	549	42	28	477	20
<b>Berks</b>	6710	173	165	5492	247
<b>Blair</b>	1477	120	38	1373	83
<b>Bradford</b>	852	88	40	807	31
<b>Bucks</b>	7211	997	432	4500	272
<b>Butler</b>	2019	308	66	1806	194
<b>Cambria</b>	1344	110	42	1177	56
<b>Cameron</b>	60	*	35	14	*
<b>Carbon</b>	651	12	33	211	*
<b>Centre</b>	929	55	25	531	33
<b>Chester</b>	7964	1003	436	4664	411
<b>Clarion</b>	431	51	*	353	18
<b>Clearfield</b>	1138	64	33	736	17
<b>Clinton</b>	473	15	*	384	18
<b>Columbia</b>	728	76	106	350	37
<b>Crawford</b>	779	71	186	509	22

<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>Cumberland</b>	2352	270	179	1174	131
<b>Dauphin</b>	6994	568	434	5014	341
<b>Delaware</b>	6761	334	285	3612	226
<b>Elk</b>	289	13	*	258	20
<b>Erie</b>	3669	343	352	1766	152
<b>Fayette</b>	1676	131	41	1449	111
<b>Forest</b>	55	*	*	12	*
<b>Franklin</b>	1364	136	182	352	49
<b>Fulton</b>	100	13	11	92	13
<b>Greene</b>	459	26	*	404	17
<b>Huntingdon</b>	582	31	88	389	20
<b>Indiana</b>	735	26	96	507	31
<b>Jefferson</b>	370	22	16	326	17
<b>Juniata</b>	189	*	10	*	*
<b>Lackawanna</b>	2602	211	265	1338	118
<b>Lancaster</b>	5601	579	1225	3143	486
<b>Lawrence</b>	588	24	25	478	25
<b>Lebanon</b>	1872	158	189	1565	109
<b>Lehigh</b>	4658	105	244	1932	112
<b>Luzerne</b>	3990	118	500	2186	85
<b>Lycoming</b>	1133	340	277	1035	293
<b>McKean</b>	531	23	57	453	11
<b>Mercer</b>	1342	135	130	826	49
<b>Mifflin</b>	341	*	*	109	*
<b>Monroe</b>	2533	69	52	670	70
<b>Montgomery</b>	11486	497	662	7990	477
<b>Montour</b>	222	26	52	19	*
<b>Northampton</b>	3819	239	122	2858	66
<b>Northumberland</b>	1037	*	137	412	*
<b>Perry</b>	557	18	*	394	13
<b>Philadelphia</b>	14267	356	1182	12968	9414
<b>Pike</b>	718	48	31	414	40
<b>Potter</b>	175	23	54	88	16
<b>Schuylkill</b>	1852	100	133	1396	64
<b>Snyder</b>	354	*	27	*	*
<b>Somerset</b>	705	90	25	599	47
<b>Sullivan</b>	65	13	13	60	12
<b>Susquehanna</b>	569	*	15	364	32

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
<b>Tioga</b>	474	33	44	287	25
<b>Union</b>	292	*	23	277	*
<b>Venango</b>	720	37	*	439	29
<b>Warren</b>	428	*	*	100	18
<b>Washington</b>	2302	107	55	1940	91
<b>Wayne</b>	428	*	*	206	23
<b>Westmoreland</b>	3243	182	84	2705	80
<b>Wyoming</b>	288	11	67	184	10
<b>York</b>	5656	377	450	2859	179
<b>Totals</b>	<b>151000</b>	<b>10347</b>	<b>11871</b>	<b>100846</b>	<b>15488</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 developed 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 2021-2022, which reports data from 04/01/2022 to 06/30/2022, 623 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. \*Denotes less than 10.**

County	SFY 21-22 Q1	SFY 21-22 Q2	SFY 21-22 Q3	SFY 21-22 Q4
<b>Adams</b>	*	*	*	*
<b>Allegheny</b>	149	101	134	72
<b>Armstrong</b>	*	*	*	*
<b>Beaver</b>	25	*	*	10

<b>County</b>	<b>SFY 21-22 Q1</b>	<b>SFY 21-22 Q2</b>	<b>SFY 21-22 Q3</b>	<b>SFY 21-22 Q4</b>
<b>Bedford</b>	*	*	*	*
<b>Berks</b>	88	40	28	13
<b>Blair</b>	*	*	*	*
<b>Bradford</b>	15	*	*	N/A
<b>Bucks</b>	30	15	14	*
<b>Butler</b>	*	*	*	*
<b>Cambria</b>	15	10	16	*
<b>Cameron</b>	N/A	*	*	*
<b>Carbon</b>	*	N/A	N/A	N/A
<b>Centre</b>	14	*	*	*
<b>Chester</b>	11	*	N/A	*
<b>Clarion</b>	12	*	*	10
<b>Clearfield</b>	20	23	20	33
<b>Clinton</b>	*	*	*	*
<b>Columbia</b>	*	*	*	*
<b>Crawford</b>	*	N/A	*	*
<b>Cumberland</b>	16	*	*	*
<b>Dauphin</b>	15	15	*	14
<b>Delaware</b>	24	10	*	N/A
<b>Elk</b>	12	19	12	14
<b>Erie</b>	23	13	25	25
<b>Fayette</b>	*	*	*	*
<b>Forest</b>	15	N/A	*	17
<b>Franklin</b>	*	*	*	*
<b>Fulton</b>	N/A	N/A	*	*
<b>Greene</b>	*	*	*	*
<b>Huntingdon</b>	*	N/A	*	*
<b>Indiana</b>	*	*	*	*
<b>Jefferson</b>	*	*	*	N/A
<b>Juniata</b>	*	N/A	*	N/A
<b>Lackawanna</b>	34	24	25	22
<b>Lancaster</b>	39	16	28	32
<b>Lawrence</b>	*	N/A	*	N/A
<b>Lebanon</b>	16	*	*	*
<b>Lehigh</b>	34	*	*	*
<b>Luzerne</b>	59	28	38	52
<b>Lycoming</b>	16	10	10	*
<b>McKean</b>	10	*	11	12
<b>Mercer</b>	*	*	*	*
<b>Mifflin</b>	*	*	*	*

County	SFY 21-22 Q1	SFY 21-22 Q2	SFY 21-22 Q3	SFY 21-22 Q4
Monroe	18	17	*	20
Montgomery	44	24	25	15
Montour	*	N/A	*	*
Northampton	33	*	12	10
Northumberland	*	N/A	*	*
Perry	*	N/A	*	N/A
Philadelphia	*	N/A	*	N/A
Pike	14	*	*	*
Potter	*	N/A	*	*
Schuylkill	12	*	*	*
Snyder	N/A	N/A	*	*
Somerset	*	*	*	*
Sullivan	N/A	N/A	N/A	N/A
Susquehanna	*	*	15	*
Tioga	12	13	16	10
Union	N/A	N/A	N/A	N/A
Venango	12	*	10	12
Warren	*	*	*	*
Washington	48	31	22	17
Wayne	14	12	11	*
Westmoreland	18	18	22	22
Wyoming	*	*	*	*
York	49	36	44	59
<b>Total Number of Unique Students</b>	<b>1,074</b>	<b>594</b>	<b>682</b>	<b>623</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 2021-2022, which reports data from 04/01/2022 to 06/30/2022, there were 778 high school students with disabilities working in part-time or summer jobs because of referrals made by OVR staff. This is an 18% increase from the fourth quarter of the SFY 2020-2021, which reported 659 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.**

<b>County</b>	<b>SFY 21-22 Q1</b>	<b>SFY 21-22 Q2</b>	<b>SFY 21-22 Q3</b>	<b>SFY 21-22 Q4</b>
<b>Adams</b>	*	*	*	*
<b>Allegheny</b>	101	34	40	73
<b>Armstrong</b>	*	N/A	N/A	*
<b>Beaver</b>	10	*	*	*
<b>Bedford</b>	*	*	*	10
<b>Berks</b>	21	18	17	44
<b>Blair</b>	*	10	15	23
<b>Bradford</b>	*	10	12	10
<b>Bucks</b>	25	10	*	23
<b>Butler</b>	*	*	*	13
<b>Cambria</b>	12	*	11	11
<b>Cameron</b>	N/A	N/A	N/A	*
<b>Carbon</b>	*	N/A	*	*
<b>Centre</b>	*	*	*	*
<b>Chester</b>	*	*	*	*
<b>Clarion</b>	12	*	*	13
<b>Clearfield</b>	*	N/A	*	*
<b>Clinton</b>	*	N/A	N/A	*
<b>Columbia</b>	N/A	N/A	N/A	*
<b>Crawford</b>	*	N/A	*	*
<b>Cumberland</b>	*	*	*	14
<b>Dauphin</b>	10	*	*	24
<b>Delaware</b>	*	*	*	*
<b>Elk</b>	*	*	*	*
<b>Erie</b>	*	11	19	29
<b>Fayette</b>	*	N/A	*	*
<b>Forest</b>	15	*	*	17
<b>Franklin</b>	N/A	N/A	N/A	*
<b>Fulton</b>	N/A	*	N/A	N/A
<b>Greene</b>	N/A	*	*	*

<b>County</b>	<b>SFY 21-22 Q1</b>	<b>SFY 21-22 Q2</b>	<b>SFY 21-22 Q3</b>	<b>SFY 21-22 Q4</b>
<b>Huntingdon</b>	*	N/A	N/A	N/A
<b>Indiana</b>	*	*	*	*
<b>Jefferson</b>	*	*	*	*
<b>Juniata</b>	*	N/A	N/A	*
<b>Lackawanna</b>	19	20	22	35
<b>Lancaster</b>	13	14	*	23
<b>Lawrence</b>	*	*	*	13
<b>Lebanon</b>	*	*	*	*
<b>Lehigh</b>	*	*	*	16
<b>Luzerne</b>	22	26	22	36
<b>Lycoming</b>	*	*	*	*
<b>McKean</b>	*	*	*	10
<b>Mercer</b>	*	*	*	*
<b>Mifflin</b>	*	N/A	N/A	*
<b>Monroe</b>	10	*	*	16
<b>Montgomery</b>	21	11	11	24
<b>Montour</b>	N/A	N/A	N/A	*
<b>Northampton</b>	12	14	11	22
<b>Northumberland</b>	N/A	*	*	*
<b>Perry</b>	*	*	N/A	*
<b>Philadelphia</b>	*	*	*	20
<b>Pike</b>	*	*	*	11
<b>Potter</b>	*	*	N/A	N/A
<b>Schuylkill</b>	*	*	*	19
<b>Snyder</b>	*	N/A	*	*
<b>Somerset</b>	*	*	*	*
<b>Sullivan</b>	N/A	*	N/A	N/A
<b>Susquehanna</b>	*	*	*	*
<b>Tioga</b>	*	*	*	*
<b>Union</b>	N/A	N/A	N/A	N/A
<b>Venango</b>	*	N/A	*	*
<b>Warren</b>	*	*	*	*
<b>Washington</b>	20	18	24	20
<b>Wayne</b>	10	*	*	12
<b>Westmoreland</b>	*	N/A	*	24
<b>Wyoming</b>	N/A	*	*	*
<b>York</b>	26	25	21	42
<b>Total Number of Unique Students</b>	<b>512</b>	<b>335</b>	<b>376</b>	<b>778</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 (Pre-ETS) 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 217 high school students with disabilities working in part-time or summer jobs who were receiving job coaching services in SFY 2021-2022 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. \*Denotes less than 10.**

<b>County</b>	<b>SFY 21-22 Q1</b>	<b>SFY 21-22 Q2</b>	<b>SFY 21-22 Q3</b>	<b>SFY 21-22 Q4</b>
<b>Adams</b>	*	*	*	*
<b>Allegheny</b>	21	14	10	*
<b>Armstrong</b>	*	N/A	N/A	N/A
<b>Beaver</b>	11	*	*	*
<b>Bedford</b>	*	*	*	*
<b>Berks</b>	19	*	*	*



<b>County</b>	<b>SFY 21-22 Q1</b>	<b>SFY 21-22 Q2</b>	<b>SFY 21-22 Q3</b>	<b>SFY 21-22 Q4</b>
<b>Blair</b>	*	*	*	*
<b>Bradford</b>	*	*	*	N/A
<b>Bucks</b>	10	*	*	*
<b>Butler</b>	N/A	N/A	N/A	*
<b>Cambria</b>	11	*	*	*
<b>Cameron</b>	N/A	N/A	N/A	*
<b>Carbon</b>	*	N/A	*	N/A
<b>Centre</b>	*	*	N/A	N/A
<b>Chester</b>	*	N/A	N/A	*
<b>Clarion</b>	*	2	*	*
<b>Clearfield</b>	*	N/A	*	*
<b>Clinton</b>	*	*	*	N/A
<b>Columbia</b>	N/A	N/A	N/A	N/A
<b>Crawford</b>	*	N/A	*	*
<b>Cumberland</b>	*	*	*	*
<b>Dauphin</b>	*	*	N/A	*
<b>Delaware</b>	*	*	*	*
<b>Elk</b>	*	*	*	*
<b>Erie</b>	*	*	*	15
<b>Fayette</b>	*	*	*	*
<b>Forest</b>	*	*	*	N/A
<b>Franklin</b>	N/A	N/A	N/A	*
<b>Fulton</b>	N/A	N/A	N/A	N/A
<b>Greene</b>	N/A	*	*	*
<b>Huntingdon</b>	*	N/A	N/A	N/A
<b>Indiana</b>	*	*	*	*
<b>Jefferson</b>	*	N/A	N/A	N/A
<b>Juniata</b>	*	N/A	N/A	N/A
<b>Lackawanna</b>	14	*	*	*
<b>Lancaster</b>	*	*	*	21
<b>Lawrence</b>	N/A	N/A	N/A	*
<b>Lebanon</b>	*	*	N/A	N/A
<b>Lehigh</b>	14	*	*	*
<b>Luzerne</b>	14	*	*	*
<b>Lycoming</b>	*	*	*	*
<b>McKean</b>	*	*	*	*
<b>Mercer</b>	N/A	*	*	*
<b>Mifflin</b>	*	N/A	N/A	N/A
<b>Monroe</b>	*	*	*	*
<b>Montgomery</b>	11	*	*	*

County	SFY 21-22 Q1	SFY 21-22 Q2	SFY 21-22 Q3	SFY 21-22 Q4
Montour	N/A	N/A	N/A	N/A
Northampton	12	*	*	*
Northumberland	N/A	*	*	*
Perry	*	*	N/A	N/A
Philadelphia	*	11	11	*
Pike	*	*	*	*
Potter	*	*	N/A	N/A
Schuylkill	*	*	*	N/A
Snyder	N/A	N/A	N/A	N/A
Somerset	*	N/A	*	*
Sullivan	N/A	N/A	N/A	N/A
Susquehanna	N/A	N/A	N/A	N/A
Tioga	N/A	N/A	N/A	*
Union	N/A	*	*	N/A
Venango	*	*	*	*
Warren	N/A	*	*	*
Washington	13	11	*	*
Wayne	*	*	*	N/A
Westmoreland	*	*	*	*
Wyoming	N/A	N/A	N/A	N/A
York	17	23	26	34
<b>Total Number of Unique Students</b>	<b>324</b>	<b>158</b>	<b>155</b>	<b>217</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.**

It should be noted that no Pre-ETS funds can be used to provide job coaching services to students with disabilities, as it is not an allowable Pre-ETS, 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 21-22 Q1	SFY 21-22 Q2	SFY 21-22 Q3	SFY 21-22 Q4
406	210	183	258

**(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. Additionally, OVR may provide Pre-Employment Transition Services (Pre-ETS) 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 Pre-ETS 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.

OVR can report there was a total of 341 participants who were previously coded as a "Student with a Disability" that entered competitive integrated employment within three months of their graduation for SFY 2021-2022 Q4.

**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 21-22 Q1	SFY 21-22 Q2	SFY 21-22 Q3	SFY 21-22 Q4
399	370	389	341

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.

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

SFY 21-22 Q1	SFY 21-22 Q2	SFY 21-22 Q3	SFY 21-22 Q4
186	232	243	193

**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 (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, and RSA does not require student data for IEP meetings. The chart below demonstrates a more comprehensive review of OVR's increased focus on Pre-ETS activities (as required by WIOA).

During the fourth quarter of the SFY 2021-2022, which reports data from 04/01/2022 to 06/30/2022, a total of 3,075 students with disabilities received Pre-ETS-related services.

OVR continues to develop, revise and implement policies and procedures to address changes related to Pre-ETS 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: Pre-ETS Related Services (viii)**  
**Data represents the number of unique students served.\***

<b>Pre-ETS Related Services</b>	<b>SFY 21-22 Q1</b>	<b>SFY 21-22 Q2</b>	<b>SFY 21-22 Q3</b>	<b>SFY 21-22 Q4</b>
<b>Counseling on Postsecondary Training Opportunities</b>	472	643	832	800
<b>Instruction in Self-Advocacy</b>	668	999	685	444
<b>Job Exploration Counseling</b>	616	1,148	1,218	988
<b>Work Based Learning</b>	911	636	566	687
<b>Workplace Readiness Training</b>	594	1,389	1,670	1,251
<b>Total Number of Unique Students Receiving Services</b>	<b>2,393</b>	<b>3,447</b>	<b>3,636</b>	<b>3,075</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.**

**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. 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 14-21 (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.