



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

**Office of Vocational Rehabilitation Quarterly Report  
October 1, 2022 – December 31, 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; and
- 4) provide counseling on enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education.

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

- (i) the number of Individualized Education Program (IEP) meetings attended by OVR staff,
- (ii) the number of IEPs that include new or significantly modified goals and specific steps toward the attainment of competitive integrated employment (data only available annually and not by county),

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

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

Public data from PDE for the 2021-2022 school year indicates there are over 159,850 students with disabilities between the ages of 14 and 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 and OIT have collaborated to upgrade the Commonwealth Workforce Development System (CWDS) case management system for students. Also, the data capture points have been updated to better match what's being pulled for the Act 26 report, which, combined with recovery efforts from the pandemic, have led to significant increases in the data reported. Additional updates to CWDS are planned for system releases through 2024.

### **(i) IEP Meetings Attended by OVR Staff**

The enactment of the 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 159,850 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, 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 and released field guidance to staff to address the complexity of consent and data collection. OVR and PDE/BSE continue efforts to maximize parental engagement between OVR staff, LEAs and families.

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 attended 2,624 IEP meetings during the second quarter of the State Fiscal Year (SFY) 2022-2023, which reports data from 10/01/2022 to 12/31/2022. Due to the increased use of videoconferencing and remote meetings for IEPs, OVR staff have been able to attend significantly more meetings. Videoconferencing and remote meetings reduce the barriers of significant travel time and scheduling conflicts.

OVR regularly reviews Act 26 reports with district office management staff and provides technical assistance specific to their local needs. Each OVR counselor covers multiple schools over a wide geographical area, so advanced notice of IEP meetings is critical to assist with scheduling and attendance. The LEA should ensure written consent from a parent/guardian has been obtained so OVR can be invited to the IEP meeting (and for reporting purposes). To increase the number of IEP meetings in which OVR staff participate, LEAs are encouraged to offer alternative communication opportunities, such as the use of video conferences and conference calls.

**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 Q3</b>	<b>SFY 21-22 Q4</b>	<b>SFY 22-23 Q1</b>	<b>SFY 22-23 Q2</b>
<b>Adams</b>	*	*	*	11
<b>Allegheny</b>	226	114	101	263
<b>Armstrong</b>	65	14	30	26
<b>Beaver</b>	51	23	35	70
<b>Bedford</b>	15	*	12	20
<b>Berks</b>	123	79	34	95
<b>Blair</b>	151	30	33	80
<b>Bradford</b>	28	12	11	33
<b>Bucks</b>	60	42	17	61
<b>Butler</b>	92	52	28	80
<b>Cambria</b>	38	20	27	58
<b>Cameron</b>	N/A	*	N/A	*
<b>Carbon</b>	*	*	11	16
<b>Centre</b>	49	*	11	27
<b>Chester</b>	24	16	*	52
<b>Clarion</b>	47	18	14	40
<b>Clearfield</b>	*	*	19	*
<b>Clinton</b>	N/A	*	N/A	*
<b>Columbia</b>	*	N/A	*	N/A
<b>Crawford</b>	*	*	10	*
<b>Cumberland</b>	22	10	N/A	21
<b>Dauphin</b>	56	30	13	84
<b>Delaware</b>	*	*	N/A	*
<b>Elk</b>	*	*	*	24
<b>Erie</b>	70	60	52	112
<b>Fayette</b>	*	*	*	*
<b>Forest</b>	*	*	*	*
<b>Franklin</b>	20	10	16	38
<b>Fulton</b>	*	N/A	*	14
<b>Greene</b>	24	*	*	*
<b>Huntingdon</b>	27	*	14	36
<b>Indiana</b>	*	*	15	46
<b>Jefferson</b>	*	N/A	*	*
<b>Juniata</b>	N/A	N/A	N/A	*
<b>Lackawanna</b>	57	24	11	83
<b>Lancaster</b>	47	44	23	92
<b>Lawrence</b>	22	14	34	13

<b>County</b>	<b>SFY 21-22 Q3</b>	<b>SFY 21-22 Q4</b>	<b>SFY 22-23 Q1</b>	<b>SFY 22-23 Q2</b>
<b>Lebanon</b>	*	*	*	*
<b>Lehigh</b>	54	39	18	34
<b>Luzerne</b>	99	60	31	105
<b>Lycoming</b>	28	*	*	13
<b>McKean</b>	19	*	15	12
<b>Mercer</b>	43	32	25	60
<b>Mifflin</b>	*	*	*	*
<b>Monroe</b>	49	18	*	66
<b>Montgomery</b>	24	13	*	22
<b>Montour</b>	*	N/A	*	23
<b>Northampton</b>	102	47	22	101
<b>Northumberland</b>	15	10	33	29
<b>Perry</b>	23	11	*	19
<b>Philadelphia</b>	85	28	17	77
<b>Pike</b>	*	*	*	13
<b>Potter</b>	*	*	*	*
<b>Schuylkill</b>	53	41	26	88
<b>Snyder</b>	16	*	10	18
<b>Somerset</b>	18	*	*	12
<b>Sullivan</b>	13	*	*	15
<b>Susquehanna</b>	27	13	18	15
<b>Tioga</b>	*	*	*	*
<b>Union</b>	*	N/A	*	*
<b>Venango</b>	103	56	48	67
<b>Warren</b>	23	17	*	33
<b>Washington</b>	65	40	31	77
<b>Wayne</b>	*	*	*	*
<b>Westmoreland</b>	20	*	*	14
<b>Wyoming</b>	14	*	*	*
<b>York</b>	92	65	26	133
<b>Total Number of Meetings Attended</b>	<b>2,396</b>	<b>1,206</b>	<b>1,001</b>	<b>2,624</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 2021-2022 school year. The relevant work experience/transition data elements are reported on the July 1, 2022, Pennsylvania Information Management System (PIMS) Special Education Snapshot for students 14 years of age or any student who has a transition plan as part of his/her IEP.

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

The following data must be collected by IEP teams:

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

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

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

- Does the IEP contain new services that support paid work-based learning experiences in a competitive (at least minimum wage) integrated setting? (YES/NO)
- Does the IEP contain services that include job supports/coaching? (YES/NO)



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

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

**Table 2: Act 26 Reporting Item (ii) – IEPs That Include New or Significantly Modified Goals and Specific Steps Toward the Attainment of Competitive Integrated Employment**  
**Data represents students served from 7/1/2021 – 6/30/2022 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>	861	42	66	753	*
<b>Allegheny</b>	12149	803	980	8461	531
<b>Armstrong</b>	814	127	117	767	132
<b>Beaver</b>	4461	230	358	3129	180
<b>Bedford</b>	521	40	10	454	33
<b>Berks</b>	7271	462	127	6282	334
<b>Blair</b>	1562	179	31	1347	57
<b>Bradford</b>	847	82	37	798	39
<b>Bucks</b>	7280	734	313	4416	269
<b>Butler</b>	2162	307	63	1647	166
<b>Cambria</b>	1341	107	97	1120	69
<b>Cameron</b>	58	11	*	29	15
<b>Carbon</b>	654	19	26	301	27
<b>Centre</b>	981	70	29	593	40
<b>Chester</b>	8706	638	379	5922	265
<b>Clarion</b>	449	39	13	337	12
<b>Clearfield</b>	1169	27	54	834	33
<b>Clinton</b>	458	17	*	422	26
<b>Columbia</b>	802	44	54	359	20
<b>Crawford</b>	809	62	29	614	29

<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>	2556	223	135	1569	79
<b>Dauphin</b>	8402	719	465	5807	278
<b>Delaware</b>	6727	224	256	3848	178
<b>Elk</b>	307	17	*	273	11
<b>Erie</b>	3690	190	368	2044	165
<b>Fayette</b>	1699	27	21	1480	45
<b>Forest</b>	50	*	*	28	*
<b>Franklin</b>	1447	115	97	621	36
<b>Fulton</b>	115	*	*	99	*
<b>Greene</b>	502	24	*	289	17
<b>Huntingdon</b>	584	29	30	357	12
<b>Indiana</b>	726	57	44	496	15
<b>Jefferson</b>	376	24	*	332	*
<b>Juniata</b>	206	*	*	53	*
<b>Lackawanna</b>	2641	137	121	1567	112
<b>Lancaster</b>	5878	591	1150	3932	289
<b>Lawrence</b>	885	34	30	417	16
<b>Lebanon</b>	1921	115	164	1626	54
<b>Lehigh</b>	4869	81	137	3020	79
<b>Luzerne</b>	4176	136	319	2551	125
<b>Lycoming</b>	1125	249	166	1037	280
<b>McKean</b>	495	24	26	377	*
<b>Mercer</b>	1341	25	63	736	40
<b>Mifflin</b>	336	*	*	22	*
<b>Monroe</b>	2551	81	61	919	85
<b>Montgomery</b>	11873	735	589	8560	571
<b>Montour</b>	226	12	19	62	*
<b>Northampton</b>	4018	280	139	3190	80
<b>Northumberland</b>	1068	11	91	537	*
<b>Perry</b>	548	29	*	385	20
<b>Philadelphia</b>	16489	428	735	15697	11633
<b>Pike</b>	757	76	22	636	39
<b>Potter</b>	139	18	17	91	*
<b>Schuylkill</b>	1896	97	159	1343	49
<b>Snyder</b>	370	*	12	101	*
<b>Somerset</b>	701	83	22	579	39
<b>Sullivan</b>	68	*	*	66	*
<b>Susquehanna</b>	561	13	13	500	10

County	IEPs - Transition Status	IEPs - Paid Work-Based Learning	IEPs - Transition Job Supports/ Coaching	IEPs - Transition Career Dev/Job Exploration	IEPs - Transition Modified Paid Work-Based Learning
<b>Tioga</b>	458	26	28	201	*
<b>Union</b>	273	*	26	255	*
<b>Venango</b>	733	25	*	406	12
<b>Warren</b>	374	16	12	180	*
<b>Washington</b>	2299	117	82	1629	81
<b>Wayne</b>	452	21	26	193	7
<b>Westmoreland</b>	3562	133	65	2785	75
<b>Wyoming</b>	319	*	12	161	13
<b>York</b>	5706	308	303	3186	410
<b>Totals</b>	<b>159850</b>	<b>9601</b>	<b>8870</b>	<b>112828</b>	<b>17291</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 second quarter of the SFY 2022-2023, which reports data from 10/01/2022 to 12/31/2022, 993 job referrals were made to employers on behalf of students with disabilities while still in high school. This represents a 67% increase from the second quarter of the SFY 2021-2022, which reported 594 job referrals 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 Q3	SFY 21-22 Q4	SFY 22-23 Q1	SFY 22-23 Q2
<b>Adams</b>	*	*	*	*
<b>Allegheny</b>	134	72	198	103
<b>Armstrong</b>	*	*	*	*

<b>County</b>	<b>SFY 21-22 Q3</b>	<b>SFY 21-22 Q4</b>	<b>SFY 22-23 Q1</b>	<b>SFY 22-23 Q2</b>
<b>Beaver</b>	*	10	*	N/A
<b>Bedford</b>	*	*	*	*
<b>Berks</b>	28	13	63	18
<b>Blair</b>	*	*	23	31
<b>Bradford</b>	*	N/A	14	11
<b>Bucks</b>	14	*	19	12
<b>Butler</b>	*	*	10	*
<b>Cambria</b>	16	*	21	18
<b>Cameron</b>	*	*	*	*
<b>Carbon</b>	N/A	N/A	*	*
<b>Centre</b>	*	*	14	*
<b>Chester</b>	N/A	*	12	*
<b>Clarion</b>	*	10	16	*
<b>Clearfield</b>	20	33	32	49
<b>Clinton</b>	*	*	*	*
<b>Columbia</b>	*	*	*	*
<b>Crawford</b>	*	*	11	*
<b>Cumberland</b>	*	*	34	29
<b>Dauphin</b>	*	14	47	36
<b>Delaware</b>	*	N/A	*	*
<b>Elk</b>	12	14	33	31
<b>Erie</b>	25	25	43	25
<b>Fayette</b>	*	*	*	*
<b>Forest</b>	*	17	41	22
<b>Franklin</b>	*	*	*	N/A
<b>Fulton</b>	*	*	N/A	*
<b>Greene</b>	*	*	N/A	N/A
<b>Huntingdon</b>	*	*	*	*
<b>Indiana</b>	*	*	10	12
<b>Jefferson</b>	*	N/A	*	*
<b>Juniata</b>	*	N/A	*	N/A
<b>Lackawanna</b>	25	22	89	33
<b>Lancaster</b>	28	32	31	38
<b>Lawrence</b>	*	N/A	*	*
<b>Lebanon</b>	*	*	16	10
<b>Lehigh</b>	*	*	31	10
<b>Luzerne</b>	38	52	80	75
<b>Lycoming</b>	10	*	23	26
<b>McKean</b>	11	12	11	11
<b>Mercer</b>	*	*	29	11

County	SFY 21-22 Q3	SFY 21-22 Q4	SFY 22-23 Q1	SFY 22-23 Q2
Mifflin	*	*	*	*
Monroe	*	20	30	20
Montgomery	25	15	40	31
Montour	*	*	*	*
Northampton	12	10	24	10
Northumberland	*	*	*	*
Perry	*	N/A	*	*
Philadelphia	*	N/A	20	*
Pike	*	*	15	23
Potter	*	*	*	N/A
Schuylkill	*	*	34	15
Snyder	*	*	*	*
Somerset	*	*	*	*
Sullivan	N/A	N/A	*	*
Susquehanna	15	*	*	*
Tioga	16	10	15	15
Union	N/A	N/A	N/A	*
Venango	10	12	17	10
Warren	*	*	*	*
Washington	22	17	53	38
Wayne	11	*	17	17
Westmoreland	22	22	21	19
Wyoming	*	*	16	18
York	44	59	59	64
<b>Total Number of Unique Students</b>	<b>682</b>	<b>623</b>	<b>1,420</b>	<b>993</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 second quarter of the SFY 2022-2023, which reports data from 10/01/2022 to 12/31/2022, there were 1,147 high school students with disabilities working in part-time or summer jobs because of referrals made by OVR staff. This is a big increase from the second quarter of the SFY 2021-2022, which reported 335 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 Q3</b>	<b>SFY 21-22 Q4</b>	<b>SFY 22-23 Q1</b>	<b>SFY 22-23 Q2</b>
<b>Adams</b>	*	*	*	*
<b>Allegheny</b>	40	73	236	153
<b>Armstrong</b>	N/A	*	*	N/A
<b>Beaver</b>	*	*	22	*
<b>Bedford</b>	*	10	*	*
<b>Berks</b>	17	44	67	42
<b>Blair</b>	15	23	39	21
<b>Bradford</b>	12	10	20	11
<b>Bucks</b>	*	23	24	22
<b>Butler</b>	*	13	17	*
<b>Cambria</b>	11	11	44	37
<b>Cameron</b>	N/A	*	*	N/A
<b>Carbon</b>	*	*	13	N/A
<b>Centre</b>	*	*	*	*
<b>Chester</b>	*	*	13	10
<b>Clarion</b>	*	13	16	*
<b>Clearfield</b>	*	*	18	13
<b>Clinton</b>	N/A	*	N/A	*
<b>Columbia</b>	N/A	*	*	*
<b>Crawford</b>	*	*	*	*
<b>Cumberland</b>	*	14	41	41
<b>Dauphin</b>	*	24	66	54
<b>Delaware</b>	*	*	29	*
<b>Elk</b>	*	*	*	*
<b>Erie</b>	19	29	28	18
<b>Fayette</b>	*	*	*	*
<b>Forest</b>	*	17	16	17

<b>County</b>	<b>SFY 21-22 Q3</b>	<b>SFY 21-22 Q4</b>	<b>SFY 22-23 Q1</b>	<b>SFY 22-23 Q2</b>
<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	*	*
<b>Indiana</b>	*	*	22	23
<b>Jefferson</b>	*	*	*	N/A
<b>Juniata</b>	N/A	*	*	N/A
<b>Lackawanna</b>	22	35	99	45
<b>Lancaster</b>	*	23	17	13
<b>Lawrence</b>	*	13	19	17
<b>Lebanon</b>	*	*	12	23
<b>Lehigh</b>	*	16	55	37
<b>Luzerne</b>	22	36	75	62
<b>Lycoming</b>	*	*	27	17
<b>McKean</b>	*	10	*	*
<b>Mercer</b>	*	*	13	10
<b>Mifflin</b>	N/A	*	*	*
<b>Monroe</b>	*	16	39	34
<b>Montgomery</b>	11	24	58	47
<b>Montour</b>	N/A	*	N/A	*
<b>Northampton</b>	11	22	44	28
<b>Northumberland</b>	*	*	*	*
<b>Perry</b>	N/A	*	N/A	*
<b>Philadelphia</b>	*	20	60	55
<b>Pike</b>	*	11	11	20
<b>Potter</b>	N/A	N/A	*	N/A
<b>Schuylkill</b>	*	19	33	42
<b>Snyder</b>	*	*	*	*
<b>Somerset</b>	*	*	*	*
<b>Sullivan</b>	N/A	N/A	*	*
<b>Susquehanna</b>	*	*	18	11
<b>Tioga</b>	*	*	*	*
<b>Union</b>	N/A	N/A	N/A	*
<b>Venango</b>	*	*	*	*
<b>Warren</b>	*	*	*	*
<b>Washington</b>	24	20	71	54
<b>Wayne</b>	*	12	15	18
<b>Westmoreland</b>	*	24	31	12
<b>Wyoming</b>	*	*	17	21
<b>York</b>	21	42	48	27

County	SFY 21-22 Q3	SFY 21-22 Q4	SFY 22-23 Q1	SFY 22-23 Q2
<b>Total Number of Unique Students</b>	<b>376</b>	<b>778</b>	<b>1,604</b>	<b>1,147</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 411 high school students with disabilities working in part-time or summer jobs who were receiving job coaching services in SFY 2022-2023 Q2. This was a large increase from SFY 2021-2022 Q1, which reported 158 high school students with disabilities working in part-time or summer jobs who were receiving job coaching services.

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

**Data represents the number of unique students served. \*Denotes less than 10.**



<b>County</b>	<b>SFY 21-22 Q3</b>	<b>SFY 21-22 Q4</b>	<b>SFY 22-23 Q1</b>	<b>SFY 22-23 Q2</b>
<b>Adams</b>	*	*	*	*
<b>Allegheny</b>	10	*	137	46
<b>Armstrong</b>	N/A	N/A	N/A	N/A
<b>Beaver</b>	*	*	*	*
<b>Bedford</b>	*	*	*	*
<b>Berks</b>	*	*	32	*
<b>Blair</b>	*	*	23	*
<b>Bradford</b>	*	N/A	14	10
<b>Bucks</b>	*	*	19	*
<b>Butler</b>	N/A	*	*	*
<b>Cambria</b>	*	*	13	*
<b>Cameron</b>	N/A	*	*	N/A
<b>Carbon</b>	*	N/A	*	N/A
<b>Centre</b>	N/A	N/A	*	*
<b>Chester</b>	N/A	*	15	*
<b>Clarion</b>	*	*	15	*
<b>Clearfield</b>	*	*	*	*
<b>Clinton</b>	*	N/A	N/A	N/A
<b>Columbia</b>	N/A	N/A	*	N/A
<b>Crawford</b>	*	*	10	*
<b>Cumberland</b>	*	*	22	15
<b>Dauphin</b>	N/A	*	21	17
<b>Delaware</b>	*	*	15	*
<b>Elk</b>	*	*	*	*
<b>Erie</b>	*	15	33	*
<b>Fayette</b>	*	*	*	*
<b>Forest</b>	*	N/A	*	*
<b>Franklin</b>	N/A	*	*	N/A
<b>Fulton</b>	N/A	N/A	N/A	N/A
<b>Greene</b>	*	*	*	*
<b>Huntingdon</b>	N/A	N/A	*	*
<b>Indiana</b>	*	*	*	*
<b>Jefferson</b>	N/A	N/A	*	*
<b>Juniata</b>	N/A	N/A	*	N/A
<b>Lackawanna</b>	*	*	31	11
<b>Lancaster</b>	*	21	24	24
<b>Lawrence</b>	N/A	*	*	*
<b>Lebanon</b>	N/A	N/A	*	*
<b>Lehigh</b>	*	*	36	10
<b>Luzerne</b>	*	*	57	37

County	SFY 21-22 Q3	SFY 21-22 Q4	SFY 22-23 Q1	SFY 22-23 Q2
Lycoming	*	*	11	10
McKean	*	*	*	*
Mercer	*	*	*	*
Mifflin	N/A	N/A	*	*
Monroe	*	*	21	12
Montgomery	*	*	30	*
Montour	N/A	N/A	N/A	*
Northampton	*	*	26	12
Northumberland	*	*	N/A	*
Perry	N/A	N/A	N/A	N/A
Philadelphia	11	*	46	12
Pike	*	*	*	10
Potter	N/A	N/A	*	*
Schuylkill	*	N/A	15	*
Snyder	N/A	N/A	N/A	*
Somerset	*	*	*	*
Sullivan	N/A	N/A	*	*
Susquehanna	N/A	N/A	*	*
Tioga	N/A	*	*	*
Union	*	N/A	N/A	*
Venango	*	*	*	*
Warren	*	*	*	*
Washington	*	*	20	20
Wayne	*	N/A	*	*
Westmoreland	*	*	12	*
Wyoming	N/A	N/A	10	*
York	26	34	36	22
<b>Total Number of Unique Students</b>	<b>155</b>	<b>217</b>	<b>897</b>	<b>411</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.\*\***

Job coaching services to students with disabilities are not allowable with Pre-ETS funds. 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 Q3	SFY 21-22 Q4	SFY 22-23 Q1	SFY 22-23 Q2
183	258	2,701	2,651

**(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.

There was a total of 427 participants who were previously coded as a “Student with a Disability” that entered competitive integrated employment within three months of their graduation for SFY 2022-2023 Q2. This represents a 15% increase from the second quarter of the SFY 2021-2022, which reported 370 high school students with disabilities working that entered competitive integrated employment within three months of their graduation.

**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 Q3	SFY 21-22 Q4	SFY 22-23 Q1	SFY 22-23 Q2
389	341	457	427

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.

There was a total of 346 participants with disabilities who entered competitive integrated employment and had been students while OVR customers for the SFY 22-23 Q2. This is a 49% increase from the SFY 21-22 Q2, which reported 232 participants with disabilities who entered competitive integrated employment and had been students while OVR customers.

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

SFY 21-22 Q3	SFY 21-22 Q4	SFY 22-23 Q1	SFY 22-23 Q2
243	193	312	346

**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 second quarter of the SFY 2022-2023, which reports data from 10/01/2022 to 12/31/2022, a total of 6,220 students with disabilities received Pre-ETS-related services. This is an 80% increase from SFY 2021-2022 Q2, which reported 3,447 students with disabilities received Pre-ETS-related services. This major increase may be explained by the following:

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

**Table 9: Pre-ETS Related Services (viii)**

**Data represents the number of unique students served. \*\***

<b>Pre-ETS Related Services</b>	<b>SFY 21-22 Q3</b>	<b>SFY 21-22 Q4</b>	<b>SFY 22-23 Q1</b>	<b>SFY 22-23 Q2</b>
<b>Counseling on Postsecondary Training Opportunities</b>	832	800	939	1,306
<b>Instruction in Self-Advocacy</b>	685	444	1,200	1,678
<b>Job Exploration Counseling</b>	1,218	988	1,169	2,189
<b>Work Based Learning</b>	566	687	1,656	1,412
<b>Workplace Readiness Training</b>	1,670	1,251	1,150	2,638
<b>Total Number of Unique Students Receiving Services</b>	<b>3,636</b>	<b>3,075</b>	<b>4,250</b>	<b>6,220</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.