



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

Office of Vocational Rehabilitation Quarterly Reports

July 1, 2016 – June 30, 2017

Contents

Background & Purpose	3
(i) IEP Meetings Attended by OVR Staff	6
(ii) IEPs that Include New or Significantly Modified Goals and Specific Steps Toward the Attainment of Competitive Integrated Employment	8
(iii) Job Referrals Made to Employers on Behalf of Students with Disabilities while Still in High School	12
(iv) High School Students with Disabilities Working in Park-Time or Summer Jobs as a Result of Referrals Made by OVR Staff	14
(v) High School Students with Disabilities Working in Part-Time or Summer Jobs who are Receiving Job Coaching Services	16
(vi) High School Students with Disabilities Who Enter Competitive Integrated Employment within Three Months of Their Graduation	18
Innovation and Expansion Contracts	19
Pre-Employment Transition Services	20

Background & Purpose

The Office of Vocational Rehabilitation (OVR) is responsible to promote 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) 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. The

requirements in 34 CFR 361.47 and 34 CFR 361.56, taken together, require VR agencies to maintain verifying documentation in their case management system for federal reporting purposes.

In accordance with section 113 of the Rehabilitation Act of 1973 (Public Law 93-112, 29 U.S.C. § 701 et seq.), OVR is required to set aside at least 15% of its federal funds to provide PETS statewide to students with disabilities who are eligible or potentially eligible for VR services. Funds reserved and made available may be used for the required, authorized and coordination activities of PETS.

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

- 1) Job exploration counseling;
- 2) Work-based learning experiences, 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;
- d. Attending person-centered planning meetings for individuals receiving services under Title 19 of 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.

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 OVR, in collaboration with Pennsylvania's Department of Education (PDE), to collect and report data related to special education students with transition plans and with facilitating the process of job and career development between local education agencies (LEAs) and public and private employers, focusing on job skills training, job coaching, competitive integrated work-based learning experiences, and counseling on opportunities for enrollment in comprehensive transition or post-secondary education programs at institutions of higher education.

As outlined in Act 26, and in collaboration with LEAs, OVR will 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. OVR will 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.

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

It should be noted that confidentiality rules and data limitations have hampered the collection of data relative to one or more of the PA Act 26 of 2016 performance measures previously listed. OVR continually updates its CWDS case management system to meet federal and state reporting requirements. WIOA and PA Act 26 of 2016 introduced a significant number of new data elements that needed to be tracked and entered by OVR staff. We anticipate that the tracking and reporting of the various WIOA and PA Act 26 of 2016 requirements will evolve over time. Sharing data between agencies has also become necessary and OVR has developed or is in the process of developing data sharing agreements with a variety of our core partners to help with the flow of information. One of the challenges that has been created by WIOA is obtaining student personal identifying information for federal and state reporting. Due to various confidentiality rules, obtaining the necessary information has become cumbersome and burdensome on staff, schools, parents and providers and, when a release of information is not obtainable, limits OVR's ability to report on activities. OVR will continue to review its procedures and will work with the PA Department of Education, Bureau of Special Education to address issues as they arise.

(i) IEP Meetings Attended by OVR Staff

The enactment of WIOA in 2014 places significant emphasis on the provision of services to students and youth with disabilities. OVR estimates that there are over 105,000 students with IEPs between 14 and 21 (transition age in PA) that are eligible for Transition Services 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.

OVR's Systems and Evaluation Unit has been diligently updating the CWDS case management system to account for all the new federal reporting requirements and PA State Act 26. Since August 2016, there were five new system releases that addressed PETS, Section 511 Tracking and RSA 911 reporting, as well as other system upgrades and enhancements. Ongoing development and design of future CWDS enhancements remains a significant undertaking for the agency that requires system testing, multiple staff trainings and the creation of reference materials and forms.

OVR staff were able to attend nearly 1,500 total IEP meetings in the 2016-2017 State Fiscal Year. During the first quarter, the OVR case management system was updated to include the ability to track this information. As a result, IEP attendance for the first quarter is minimal as the system enhancement was not implemented until mid-quarter and staff had to be trained to start using the system. As the year progresses, the number of meetings increased to roughly 500 per quarter. OVR believes that staff most likely attended more IEPs than what's listed by county below; however, without a release signed by the parent, OVR is not able to report the individual student data that we use for tracking. Ongoing collaboration between OVR and LEAs in obtaining signed releases for all students, especially those participating in PETS activities, will assist us with required tracking and reporting for both RSA-911 federal requirements and Act 26.

Although OVR may be invited to many more IEP meetings, due to staff and logistical limitations, it would not be feasible for OVR staff to attend every meeting that we are invited to. Furthermore, as WIOA indicates, IEP attendance is not a "required" PETS activity but does fall under the activities permitted under coordinated PETS activities. As a result, OVR will continue to attend as many IEP meetings as possible but will focus on those IEP meetings that are held two years prior to a student's graduation date or when specifically asked to attend due to a complex need.

OVR will regularly review Act 26 reports and continue to monitor other data to identify areas of the state that are being underserved or not served and develop a transition plan for each district office on how they will address local needs. OVR acknowledges that some areas do not have any data and we will be working to create a plan to address those areas.

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

County	SFY 16-17 Q1	SFY 16-17 Q2	SFY 16-17 Q3	SFY 16-17 Q4	Total
Adams	-	2	4	2	8
Allegheny	-	13	21	37	71
Armstrong	-	1	12	2	15
Beaver	-	3	11	36	50
Bedford	-	3	5	6	14
Berks	3	15	35	10	63
Blair	-	16	27	16	59
Bradford	-	-	-	-	-
Bucks	-	2	7	10	19
Butler	-	34	56	9	99
Cambria	-	7	21	12	40
Cameron	-	-	2	-	2
Carbon	1	2	3	4	10
Centre	-	6	13	2	21
Chester	-	3	8	2	13
Clarion	-	3	-	1	4
Clearfield	-	2	2	4	8
Clinton	-	-	2	-	2
Columbia	-	2	7	1	10
Crawford	-	1	1	1	3
Cumberland	-	-	1	5	6
Dauphin	-	3	-	1	4
Delaware	-	2	4	12	18
Elk	-	2	1	2	5
Erie	1	10	16	8	35
Fayette	-	1	-	1	2
Forest	-	-	-	-	-
Franklin	-	2	6	1	9
Fulton	-	8	2	1	11
Greene	-	-	-	2	2
Huntingdon	-	6	10	3	19
Indiana	-	5	1	-	6
Jefferson	-	-	-	3	3
Juniata	-	-	-	-	-
Lackawanna	9	27	22	15	73
Lancaster	-	13	28	30	71
Lawrence	-	5	2	2	9
Lebanon	-	2	-	2	4
Lehigh	6	12	27	12	57
Luzerne	1	56	57	56	170

County	SFY 16-17 Q1	SFY 16-17 Q2	SFY 16-17 Q3	SFY 16-17 Q4	Total
Lycoming	-	21	7	6	34
McKean	-	1	-	-	1
Mercer	-	-	-	-	-
Mifflin	-	-	2	-	2
Monroe	-	4	4	10	18
Montgomery	-	11	5	5	21
Montour	-	-	-	-	-
Northampton	1	41	38	32	112
Northumberland	-	2	3	3	8
Out of State County	-	-	-	-	-
Perry	-	1	-	-	1
Philadelphia	-	1	-	7	8
Pike	-	-	-	-	-
Potter	-	-	-	-	-
Schuylkill	-	17	27	22	66
Snyder	-	1	3	3	7
Somerset	-	-	-	4	4
Sullivan	-	-	-	-	-
Susquehanna	3	20	9	10	42
Tioga	-	1	1	-	2
Union	-	1	-	-	1
Venango	-	-	-	10	10
Warren	-	-	-	-	-
Washington	-	3	-	-	3
Wayne	-	3	-	2	5
Westmoreland	-	-	1	1	2
Wyoming	-	-	5	5	10
York	-	19	42	45	106
Total Number of Meetings	25	416	561	476	1,478

(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.

To assist L&I in meeting the data collection requirements of Act 26 and to minimize any redundancy in data collection and reporting procedures, PDE's Bureau of Special Education (BSE)

is adding the relevant work experience/transition data elements to the existing July Special Education Snapshot data submission.

Transition/Work Experience Data Collection (New for the 2016-2017 School Year)

The Bureau of Special Education (BSE) is assisting the PA Department of Labor and Industry in meeting the data collection requirements of House Bill 400, now Act 26 of 2016, titled the "Work Experience for High School Students with Disabilities Act." Local Education Agencies (LEAs) will 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 2016-17 school year. The data elements are to be reported on the July 1, 2017 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. The new data fields will be added to PIMS.

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 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)

During the current 2016-17 school year, LEAs collected data based on the data items pertaining to work experience for students with disabilities involved in transition planning as part of their IEPs. This includes IEPs that were developed since the beginning of the 2016-17 school year. The data collected during the 2016-17 school year will serve as a baseline for subsequent data collections.

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 7/1/16-6/30/17 as reported by PDE.

County	IEPs - Transition Status	IEPs - Paid Work Based Learning	IEPs - Transition Job Supports/ Coaching	IEPs - Transition Career Dev/Job Exploration	IEPs - Transition Modified Paid Work Based Learning
Adams	822	73	47	690	25
Allegheny	8,911	2,792	2,483	7,936	1,157
Armstrong	750	460	95	695	43
Beaver	3,700	613	682	3,376	285
Bedford	446	161	44	425	23
Berks	5,408	262	436	4,439	147
Blair	1,422	483	277	1,284	239
Bradford	808	231	337	780	212
Bucks	5,814	1,702	639	4,627	362
Butler	1,847	215	333	1,727	85
Cambria	948	190	100	913	45
Cameron	85	3	83	84	5
Carbon	515	155	314	419	161
Centre	888	310	127	632	294
Chester	8,067	626	745	5,806	300
Clarion	383	84	45	311	3
Clearfield	931	209	261	772	51
Clinton	360	0	0	0	5
Columbia	666	188	241	575	121
Crawford	819	248	235	732	41
Cumberland	1,908	992	204	1,678	127
Dauphin	4,244	1,709	1,604	2,301	1,549
Delaware	6,643	1,130	1,212	5,433	736
Elk	256	68	68	208	67
Erie	3,332	476	551	3,192	364
Fayette	1,590	60	48	1,479	31
Forest	50	0	2	23	0
Franklin	901	323	200	795	190
Fulton	84	15	11	83	8
Greene	454	75	43	383	25
Huntingdon	479	115	43	348	19
Indiana	500	136	126	457	60
Jefferson	358	21	51	284	24

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	9	0	0	9	0
Lackawanna	1,705	294	409	1,531	262
Lancaster	4,402	909	1,915	3,947	395
Lawrence	693	573	475	605	36
Lebanon	1,196	69	127	1,025	52
Lehigh	3,656	176	333	3,251	160
Luzerne	3,639	463	805	3,446	412
Lycoming	1,145	292	337	804	282
McKean	427	47	73	405	21
Mercer	1,149	187	202	943	43
Mifflin	21	7	8	21	7
Monroe	2,135	186	231	1,319	168
Montgomery	8,003	911	874	5,146	331
Montour	184	17	54	183	23
Northampton	3,262	644	350	2,414	257
Northumberland	698	44	96	611	110
Perry	500	23	23	454	8
Philadelphia	14,595	2,708	5,952	8,642	961
Pike	568	64	104	440	13
Potter	161	10	70	129	10
Schuylkill	1,448	228	240	1,233	83
Snyder	103	6	15	93	6
Somerset	613	222	223	522	168
Sullivan	52	2	7	52	2
Susquehanna	486	27	25	330	26
Tioga	411	57	70	249	50
Union	264	6	9	258	6
Venango	783	4	42	396	6
Warren	464	51	41	404	48
Washington	2,063	488	362	1,759	282
Wayne	391	34	113	344	12
Westmoreland	2,925	254	364	2,585	370
Wyoming	277	50	37	248	29
York	4,195	1,194	885	3,529	840
No County Specified – LEA Name listed as Corrections Ed	138	43	43	138	42
Totals	127,150	24,415	26,601	100,352	12,325

(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 done by both OVR staff initiated activities and those purchased under Work-Based Learning Experience Job Development initiatives and projects. OVR’s Business Services staff develop local business connections on behalf of students with disabilities. OVR staff collaborate regionally to engage federal and state workforce agencies, county programs and community rehabilitation providers to expand job referrals made to employers.

In addition, to help expand job referrals made to employers, OVR currently has a variety of Memorandums of Understanding or Intergovernmental Agreements (IGA) with core partners such as the Pennsylvania Department of Education’s Bureau of Special Education; the Pennsylvania Department of Human Services’ Office of Developmental Programs (ODP), Bureau of Juvenile Justice Services (BJJS) and Office of Mental Health and Substance Abuse Services (OMHSAS); and the Pennsylvania Department of Labor and Industry’s Workforce programs. OVR has entered into funding sharing IGAs with ODP, BJJS and OMHSAS to serve mutual customers and generate additional job referrals to employers.

Table 3: Act 26 Reporting Item (iii) - Job Referrals Made to Employers on Behalf of Students with Disabilities while Still in High School

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

County	SFY 16-17 Q1	SFY 16-17 Q2	SFY 16-17 Q3	SFY 16-17 Q4	Total
Adams	3	3	13	2	19
Allegheny	68	40	63	88	198
Armstrong	-	-	1	2	2
Beaver	11	6	24	51	64
Bedford	1	2	1	1	5
Berks	5	12	21	41	52
Blair	6	6	5	6	19
Bradford	-	-	-	1	1
Bucks	-	1	-	6	7
Butler	4	3	3	13	16
Cambria	5	26	25	31	62
Cameron	-	-	2	3	4
Carbon	1	-	-	3	4
Centre	6	7	5	5	14
Chester	2	2	4	8	16
Clarion	-	-	-	1	1
Clearfield	4	1	21	28	44
Clinton	-	-	-	3	3

County	SFY 16-17 Q1	SFY 16-17 Q2	SFY 16-17 Q3	SFY 16-17 Q4	Total
Columbia	-	1	1	2	4
Crawford	-	-	-	-	-
Cumberland	-	-	-	-	-
Dauphin	1	-	2	4	7
Delaware	1	-	4	11	13
Elk	-	2	5	8	13
Erie	-	3	3	5	11
Fayette	-	1	-	3	4
Forest	-	-	-	3	3
Franklin	-	4	1	2	7
Fulton	11	5	7	13	23
Greene	1	1	-	1	2
Huntingdon	10	12	9	16	27
Indiana	-	2	-	5	7
Jefferson	1	-	-	2	2
Juniata	-	-	-	-	-
Lackawanna	-	1	-	18	19
Lancaster	6	3	39	29	57
Lawrence	-	2	8	9	14
Lebanon	2	1	-	2	5
Lehigh	8	8	7	10	21
Luzerne	6	4	6	9	22
Lycoming	9	12	12	7	23
McKean	-	1	5	5	10
Mercer	-	-	1	2	3
Mifflin	2	3	2	2	3
Monroe	8	3	1	6	18
Montgomery	1	3	6	23	33
Montour	-	-	-	-	-
Northampton	7	6	4	7	17
Northumberland	1	2	2	7	9
Out of State County	-	1	1	-	1
Perry	-	-	-	-	-
Philadelphia	-	-	1	32	33
Pike	-	-	-	2	2
Potter	1	3	5	1	10
Schuylkill	6	11	14	43	57
Snyder	2	3	8	11	13
Somerset	1	2	-	22	24
Sullivan	-	-	-	-	-
Susquehanna	-	-	-	4	4
Tioga	-	1	5	4	7
Union	1	-	-	1	2
Venango	-	-	1	2	2

County	SFY 16-17 Q1	SFY 16-17 Q2	SFY 16-17 Q3	SFY 16-17 Q4	Total
Warren	-	-	-	8	8
Washington	-	2	13	25	35
Wayne	-	1	1	1	3
Westmoreland	1	-	1	19	21
Wyoming	-	2	-	8	8
York	11	23	53	52	100
Total Number of Unique Students	214	238	416	739	1,238

** 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. An example of successful business engagement as a result of referrals made by OVR staff can be seen in our Pittsburgh district office’s launch of the MyWork Initiative: Municipalities & Youth Summer Employment Program, a pilot program that matches high school students with disabilities to paid, summer work experiences in their communities. During the program, students gained real-life work experiences exploring different jobs at various municipalities and earning a paycheck, 100% of which was funded by OVR.

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 16-17 Q1	SFY 16-17 Q2	SFY 16-17 Q3	SFY 16-17 Q4	Total
Adams	3	3	4	5	12
Allegheny	113	20	30	243	326
Armstrong	1	1	1	-	2
Beaver	12	7	9	25	40
Bedford	3	3	2	2	8
Berks	3	5	3	6	11
Blair	8	4	3	3	11
Bradford	-	-	1	-	1

County	SFY 16-17 Q1	SFY 16-17 Q2	SFY 16-17 Q3	SFY 16-17 Q4	Total
Bucks	-	2	1	3	5
Butler	2	2	3	8	10
Cambria	7	3	-	1	8
Cameron	-	-	1	1	2
Carbon	1	1	1	2	2
Centre	5	5	5	10	15
Chester	2	1	3	7	13
Clarion	-	-	-	-	-
Clearfield	4	5	8	4	13
Clinton	1	-	1	4	5
Columbia	-	-	-	1	1
Crawford	-	-	-	4	4
Cumberland	-	-	-	-	-
Dauphin	3	2	2	5	8
Delaware	4	3	-	2	9
Elk	1	-	1	-	2
Erie	2	2	-	5	7
Fayette	-	-	-	1	1
Forest	-	-	-	-	-
Franklin	-	3	2	1	4
Fulton	1	1	1	12	12
Greene	-	-	-	-	-
Huntingdon	8	3	8	13	17
Indiana	1	-	-	-	1
Jefferson	-	1	1	2	2
Juniata	-	-	-	-	-
Lackawanna	-	-	1	-	1
Lancaster	9	11	18	10	36
Lawrence	6	1	1	8	14
Lebanon	5	1	-	5	9
Lehigh	7	7	8	10	18
Luzerne	2	1	3	-	5
Lycoming	3	5	10	12	17
McKean	-	3	-	1	4
Mercer	-	-	1	1	1
Mifflin	-	-	3	4	4
Monroe	7	11	10	11	17
Montgomery	2	5	5	13	20
Montour	-	-	-	-	-
Northampton	2	2	3	4	4
Northumberland	-	-	2	4	4
Out of State County	-	-	-	-	-
Perry	-	-	-	-	-
Philadelphia	-	-	1	2	3

County	SFY 16-17 Q1	SFY 16-17 Q2	SFY 16-17 Q3	SFY 16-17 Q4	Total
Pike	1	-	-	-	1
Potter	1	3	8	6	10
Schuylkill	3	1	5	23	28
Snyder	-	-	4	6	6
Somerset	2	-	-	-	2
Sullivan	-	-	-	-	-
Susquehanna	1	1	-	-	1
Tioga	4	2	2	3	6
Union	1	1	-	2	2
Venango	-	-	-	1	1
Warren	-	-	-	2	2
Washington	-	1	1	6	6
Wayne	-	1	-	-	1
Westmoreland	2	1	-	-	3
Wyoming	-	-	-	-	-
York	10	15	21	31	54
Total Number of Unique Students	253	150	198	535	832

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

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

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

County	SFY 16-17 Q1	SFY 16-17 Q2	SFY 16-17 Q3	SFY 16-17 Q4	Total
Adams	-	-	-	-	-
Allegheny	1	1	4	4	6
Armstrong	-	-	-	-	-
Beaver	-	-	1	-	1
Bedford	-	-	-	-	-
Berks	-	-	1	-	1
Blair	-	-	1	5	6
Bradford	-	-	-	-	-
Bucks	-	-	-	1	1
Butler	-	-	-	1	1
Cambria	-	-	-	-	-
Cameron	-	-	-	-	-
Carbon	-	-	1	1	1
Centre	-	-	-	1	1
Chester	-	-	-	-	-
Clarion	-	-	-	-	-
Clearfield	-	-	-	-	-
Clinton	-	-	-	-	-
Columbia	-	-	-	-	-
Crawford	-	-	-	-	-
Cumberland	-	-	-	1	1
Dauphin	-	1	-	1	2
Delaware	-	-	-	-	-
Elk	-	-	-	-	-
Erie	-	-	1	-	1
Fayette	-	-	-	4	4
Forest	-	-	-	-	-
Franklin	1	-	-	-	1
Fulton	-	-	-	-	-
Greene	1	-	1	2	4
Huntingdon	-	-	-	-	-
Indiana	-	-	-	-	-
Jefferson	-	-	-	-	-
Juniata	-	-	-	-	-
Lackawanna	-	-	-	-	-
Lancaster	-	-	-	-	-
Lawrence	-	-	-	-	-
Lebanon	-	1	-	1	1
Lehigh	1	3	2	1	3

County	SFY 16-17 Q1	SFY 16-17 Q2	SFY 16-17 Q3	SFY 16-17 Q4	Total
Luzerne	-	-	-	-	-
Lycoming	1	3	1	1	5
McKean	-	-	-	-	-
Mercer	-	-	1	-	1
Mifflin	-	-	-	-	-
Monroe	-	-	-	-	-
Montgomery	-	-	-	2	2
Montour	-	-	-	-	-
Northampton	2	1	1	2	4
Northumberland	-	-	-	-	-
Out of State County	-	-	-	-	-
Perry	-	-	-	-	-
Philadelphia	3	-	11	23	25
Pike	-	-	-	-	-
Potter	-	-	-	-	-
Schuylkill	-	-	1	-	1
Snyder	-	-	-	-	-
Somerset	-	-	-	-	-
Sullivan	-	-	-	-	-
Susquehanna	-	-	-	-	-
Tioga	-	-	-	-	-
Union	-	-	-	1	1
Venango	-	1	-	-	1
Warren	-	-	-	-	-
Washington	-	-	-	-	-
Wayne	-	-	-	-	-
Westmoreland	-	-	-	-	-
Wyoming	-	-	-	-	-
York	-	-	-	1	1
Total Number of Unique Students	12	9	27	53	76

** 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.*

(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 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 can take time and often include supported employment, post-secondary training and/or other services which can take several years to complete. As of this report, OVR has over 4500 cases open on students with disabilities who may receive or require more advanced services before they are able to become competitively employed. OVR remains committed to serving students with disabilities and ensuring that the services necessary for them to become employed are available.

Table 6: 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 16-17 Q1	SFY 16-17 Q2	SFY 16-17 Q3	SFY 16-17 Q4	Total
2	6	9	2	19

Innovation and Expansion Contracts for Work-Based Learning Experiences

The Innovation & Expansion (I&E) projects were developed collaboratively with OVR, local community agencies, school districts, employers and providers serving students with disabilities. The overall goal was to provide potentially eligible or existing OVR high school student customers with disabilities with a Work-Based Learning Experience (WBLE) as defined by section 113 of the Rehabilitation Act. WBLEs may include in-school, after school or summer opportunities, or experiences outside the traditional school setting (including internships), that are provided in a competitive integrated employment site in the community. A successful WBLE is defined as the following: a student participating in a work-based learning experience for at least a nine-week period, working 10 hours a week for a maximum of 90 hours. Due to I&E contracts being reported on outside of the CWDS system, we are not able to match up unique customer data. As a result, the information contained below is just a simple count of additional students who received WBLE services under an I&E contract. Being able to track this information within CWDS is something OVR continues to work towards.

Table 7: I&E Contracts for WBLEs

Data represents the number of unique students served. *

Provider County	SFY 16-17 Q1	SFY 16-17 Q2	SFY 16-17 Q3	SFY 16-17 Q4	Total
Allegheny	53	68	72	41	234
Berks	-	0	7	13	20
Bucks	22	22	29	55	128
Butler	26	32	30	30	118
Dauphin	25	59	57	47	188
Lawrence	7	19	34	73	133
Lehigh	37	43	40	50	170
Luzerne	13	32	36	58	139
Philadelphia	15	14	8	26	63
Tioga	14	9	0	10	33
Washington	27	32	78	117	254
York	1	8	9	9	27
Total	240	338	400	529	1507

** 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 the 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

The 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 the 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 Pre-Employment Transition 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).

Table 8: PETS-Related Services

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

PETS-Related Services	SFY 16-17 Q1	SFY 16-17 Q2	SFY 16-17 Q3	SFY 16-17 Q4	Total
Counseling on Postsecondary	149	825	768	1,362	2,750
Independent Living Skills Training	302	989	1,472	589	2,125
Instruction in Self-advocacy	307	1,586	1,964	878	3,549
Job Exploration Counseling	129	474	780	1,182	2,185
Job Shadowing	39	38	86	142	250
Workplace Readiness Training	1,038	2,380	3,730	3,243	6,251

** 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** - will be 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 and financial management, utilizing public transportation and navigating through the social services system.
- **Instruction in Self-Advocacy** will be provided in a group format to assist students with disabilities in gaining knowledge on disability awareness, advocating during an IEP process, understanding transition processes and advocating for themselves in post-secondary education, employment and in coordinating social services.
- **Workplace Readiness Training** in a group format will provide students with knowledge needed to find and maintain competitive integrated employment. Curriculums can include soft skills training, interview skills, job readiness, job-seeking skills, HR practices and other skills needed to become “workplace ready”.

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

- **Job Shadowing** will provide 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 will be 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 - job exploration counseling and counseling on opportunities for enrollment in comprehensive transition or post-secondary education programs