



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

**Office of Vocational Rehabilitation Quarterly Report**

**October 1, 2017 – December 31, 2017**

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## Background & Purpose

The Office of Vocational Rehabilitation (OVR) is responsible for promoting the employment of individuals with disabilities by providing vocational rehabilitation, job training and placement services pursuant to the Rehabilitation Act of 1973, as amended in Title IV of the Workforce Innovation and Opportunity Act (WIOA) of 2014. WIOA places significant emphasis on the provision of services to students and youth with disabilities who are eligible or potentially eligible for VR services. A student with a disability is an individual with a disability in a secondary, postsecondary or other recognized education program who:

- is not younger than the earliest age for the provision of transition services under section 614(d)(1)(A)(i)(VIII) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d)(1)(A)(i)(VIII)), unless the state elects a lower minimum age for receipt of pre-employment services and is not younger than that minimum age; and
- is not older than 21, unless the individual state law provides for a higher maximum age for receipt of services under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.) and is not older than that maximum age; and
- is eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.); or
- is an individual with a disability, for purposes of section 504.

Postsecondary education and other recognized education programs must lead to a credential. According to PA Special Education Chapter 14, the minimum age for transition planning is 14.

### **Eligibility Requirements for Vocational Rehabilitation services are based upon Federal Regulation 34 CFR § 361.42.**

- 1) The individual has a physical or mental impairment.
- 2) The impairment(s) results in a substantial impediment to employment.
- 3) The individual requires vocational rehabilitation services to prepare for, secure, retain, *advance in* or regain employment that is consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, interest and informed choice.
- 4) The individual intends to achieve an employment outcome that is consistent with their unique strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice.

### **Services to Potentially Eligible Students**

In 2014, WIOA introduced the term Potentially Eligible and defined when and what Pre-Employment Transition Services (PETS) were able to be provided to students who were designated as Potentially Eligible. Potentially Eligible essentially means anyone who meets the definition of a student with a disability. Since Potentially Eligible students do not have an open case with OVR and have not been determined eligible, the types of services and funding available is limited to PETS and PETS funding only. Although much

less documentation is required with respect to Potentially Eligible students with disabilities who are receiving PETS, some basic documentation is necessary to ensure that: (1) these students indeed have a disability and, thus, are potentially eligible for VR services; and (2) OVR has sufficient information necessary to complete the mandatory federal RSA-911 Case Service Report and satisfy performance accountability requirements under section 116 of WIOA. To that end, the data elements required for a student with a disability who is receiving PETS and has not applied for or been determined eligible for VR services include: a unique identifier, social security number (if available), date of birth, race, ethnicity, student's disability, start date of PETS and the PETS provided, including the type of provider and amount expended for the service. According to the combined requirements in 34 CFR 361.47 and 34 CFR 361.56, VR agencies must maintain verifying documentation in their case management system for federal reporting purposes.

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

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

- 1) Job exploration counseling;
- 2) Work-Based Learning Experiences (WBLEs), which may include in-school, after school or community-based opportunities;
- 3) Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education;
- 4) Workplace readiness training to develop social skills and independent living; and
- 5) Instruction in self-advocacy, which may include peer mentoring.

**Coordination PETS Activities:** Pre-employment transition coordination activities are very closely aligned with the coordination and provision of the actual "required" activities. Coordination activities may be provided and consist of:

- a. Attending Individualized Education Program (IEP) meetings for students with disabilities, when invited;
- b. Working with local workforce development boards, One-Stop Centers and employers to develop work opportunities for students with disabilities;
- c. Working with schools to coordinate and guarantee the provision of PETS;
- d. Attending person-centered planning meetings for individuals receiving services under Title 19 of the Social Security Act, when invited.

**Authorized PETS Activities:** The nine authorized activities focus on implementing effective strategies, disseminating information and providing instruction/training to VR staff, school transition personnel and other persons to improve the transition of students with disabilities from school to postsecondary education or employment. The authorized activities are those Pre-Employment Transition Services that may be provided after a

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

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), with collecting and reporting data related to special education students who have transition plans and with facilitating the process of job and career development between local education agencies (LEAs) and public and private employers, focusing on job skills training, job coaching, competitive integrated WBLEs 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 (data available annually),
- (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.

OVR continually updates its case management system, the Commonwealth Workforce Development System (CWDS), to meet federal and state reporting requirements. WIOA and PA Act 26 of 2016 introduced a significant number of new data elements that need 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 assist with the flow of information.

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

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

**There has been an improvement from SFY 2016-17 Q2 to SFY 2017-18 Q2 for this Act 26 reporting item.** During the second quarter of the SFY 2017-18, which reports data from 10/1/17 to 12/31/17, OVR staff were able to attend 815 total IEP meetings. This second quarter total is significantly higher than the Q2 total of 416 reported for SFY 2016-17. This improvement demonstrates OVR staff's efforts to attend as many IEP meetings as possible.

Ongoing collaboration between OVR and LEAs in obtaining signed releases for all students, especially those participating in PETS activities, will continue to assist us with required tracking and reporting for both RSA-911 federal requirements and Act 26. OVR has best practices and updated guidance in place to address the complexity of consent and data collection, including attempting to have the necessary student information provided to OVR prior to the IEP meeting by having the school obtain both the consent for an OVR representative to attend a student's IEP meeting and the consent to collect data points for RSA reporting.

Although OVR may be invited to many IEP meetings, due to staff and logistical limitations, it would not be feasible for OVR staff to attend every meeting that they 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 regularly reviews Act 26 reports and will continue to monitor other data to identify areas of the state that are being underserved or not served and implement a transition plan for each district office on how they can address local needs. OVR acknowledges that some areas do not have any data, and we are 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.*

<b>County</b>	<b>SFY 17-18 Q1</b>	<b>SFY 17-18 Q2</b>	<b>SFY 17-18 Q3</b>	<b>SFY 17-18 Q4</b>
<b>Adams</b>	1	1	N/A	N/A
<b>Allegheny</b>	13	49	N/A	N/A
<b>Armstrong</b>	5	27	N/A	N/A
<b>Beaver</b>	9	17	N/A	N/A
<b>Bedford</b>	-	4	N/A	N/A
<b>Berks</b>	22	29	N/A	N/A
<b>Blair</b>	1	8	N/A	N/A
<b>Bradford</b>	1	3	N/A	N/A
<b>Bucks</b>	-	10	N/A	N/A
<b>Butler</b>	29	63	N/A	N/A
<b>Cambria</b>	8	13	N/A	N/A
<b>Cameron</b>	-	2	N/A	N/A
<b>Carbon</b>	2	4	N/A	N/A
<b>Centre</b>	2	12	N/A	N/A
<b>Chester</b>	1	6	N/A	N/A
<b>Clarion</b>	2	1	N/A	N/A
<b>Clearfield</b>	5	3	N/A	N/A
<b>Clinton</b>	2	2	N/A	N/A
<b>Columbia</b>	-	5	N/A	N/A
<b>Crawford</b>	14	1	N/A	N/A
<b>Cumberland</b>	3	3	N/A	N/A
<b>Dauphin</b>	1	11	N/A	N/A
<b>Delaware</b>	12	4	N/A	N/A
<b>Elk</b>	1	3	N/A	N/A
<b>Erie</b>	18	16	N/A	N/A
<b>Fayette</b>	-	7	N/A	N/A
<b>Forest</b>	-	-	N/A	N/A
<b>Franklin</b>	-	2	N/A	N/A
<b>Fulton</b>	2	1	N/A	N/A
<b>Greene</b>	-	17	N/A	N/A

<b>County</b>	<b>SFY 17-18 Q1</b>	<b>SFY 17-18 Q2</b>	<b>SFY 17-18 Q3</b>	<b>SFY 17-18 Q4</b>
<b>Huntingdon</b>	1	7	N/A	N/A
<b>Indiana</b>	3	1	N/A	N/A
<b>Jefferson</b>	-	-	N/A	N/A
<b>Juniata</b>	-	-	N/A	N/A
<b>Lackawanna</b>	9	55	N/A	N/A
<b>Lancaster</b>	10	27	N/A	N/A
<b>Lawrence</b>	5	9	N/A	N/A
<b>Lebanon</b>	6	1	N/A	N/A
<b>Lehigh</b>	7	18	N/A	N/A
<b>Luzerne</b>	12	86	N/A	N/A
<b>Lycoming</b>	5	5	N/A	N/A
<b>Mckean</b>	-	1	N/A	N/A
<b>Mercer</b>	1	3	N/A	N/A
<b>Mifflin</b>	-	-	N/A	N/A
<b>Monroe</b>	1	15	N/A	N/A
<b>Montgomery</b>	4	9	N/A	N/A
<b>Montour</b>	-	-	N/A	N/A
<b>Northampton</b>	10	41	N/A	N/A
<b>Northumberland</b>	1	2	N/A	N/A
<b>Perry</b>	1	-	N/A	N/A
<b>Philadelphia</b>	-	9	N/A	N/A
<b>Pike</b>	2	12	N/A	N/A
<b>Potter</b>	-	-	N/A	N/A
<b>Schuylkill</b>	9	40	N/A	N/A
<b>Snyder</b>	1	-	N/A	N/A
<b>Somerset</b>	3	2	N/A	N/A
<b>Sullivan</b>	-	-	N/A	N/A
<b>Susquehanna</b>	4	33	N/A	N/A
<b>Tioga</b>	-	-	N/A	N/A
<b>Union</b>	-	2	N/A	N/A
<b>Venango</b>	-	8	N/A	N/A
<b>Warren</b>	-	4	N/A	N/A
<b>Washington</b>	-	20	N/A	N/A
<b>Wayne</b>	-	19	N/A	N/A
<b>Westmoreland</b>	4	11	N/A	N/A
<b>Wyoming</b>	6	11	N/A	N/A
<b>York</b>	15	40	N/A	N/A
<b>Total Number of Meetings Attended</b>	<b>274</b>	<b>815</b>	<b>N/A</b>	<b>N/A</b>



## **(ii) IEPs that Include New or Significantly Modified Goals and Specific Steps toward the Attainment of Competitive Integrated Employment**

### **Summary Language**

A Memorandum of Understanding (MOU) between the Commonwealth of Pennsylvania's Department of Education (PDE) and Department of Labor and Industry (L&I) has been developed to allow these partner agencies to collect and share student level data so that L&I may fulfill its statutory duties as outlined in PA Act 26. This MOU between L&I and PDE complies with all federal and state laws and regulations pertaining to data maintenance, disclosure and security.

**The Transition/Work Experience Data Collection will only be provided annually after the 4th quarter data is submitted by LEAs to BSE.** The data elements for the 2017-18 school year will be reported on the July 1, 2018 Pennsylvania Information Management System (PIMS) Special Education Snapshot for students 14 years of age or any student who has a transition plan as part of his/her IEP.

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)

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

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

**There has been an improvement from SFY 2016-17 Q2 to SFY 2017-18 Q2 for this Act 26 reporting item.** During the second quarter of the SFY 2017-18, which reports data from 10/1/17 to 12/31/17, 935 job referrals were made to employers on behalf of students with disabilities while still in high school. In addition to more counties showing data for this item, the SFY 17-18 second quarter total of 935 is significantly higher than the Q2 total of 238 reported for SFY 16-17.

**Table 2: 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 17-18 Q1	SFY 17-18 Q2	SFY 17-18 Q3	SFY 17-18 Q4
Adams	3	16	N/A	N/A
Allegheny	68	129	N/A	N/A
Armstrong	2	-	N/A	N/A
Beaver	41	19	N/A	N/A
Bedford	3	6	N/A	N/A
Berks	19	39	N/A	N/A
Blair	5	10	N/A	N/A
Bradford	2	1	N/A	N/A
Bucks	14	13	N/A	N/A
Butler	21	36	N/A	N/A
Cambria	30	29	N/A	N/A
Cameron	1	2	N/A	N/A
Carbon	1	1	N/A	N/A
Centre	3	10	N/A	N/A
Chester	4	2	N/A	N/A
Clarion	1	4	N/A	N/A
Clearfield	5	19	N/A	N/A
Clinton	3	4	N/A	N/A
Columbia	5	2	N/A	N/A
Crawford	-	-	N/A	N/A

<b>County</b>	<b>SFY 17-18 Q1</b>	<b>SFY 17-18 Q2</b>	<b>SFY 17-18 Q3</b>	<b>SFY 17-18 Q4</b>
<b>Cumberland</b>	2	7	N/A	N/A
<b>Dauphin</b>	17	22	N/A	N/A
<b>Delaware</b>	8	9	N/A	N/A
<b>Elk</b>	-	4	N/A	N/A
<b>Erie</b>	15	19	N/A	N/A
<b>Fayette</b>	1	8	N/A	N/A
<b>Forest</b>	-	-	N/A	N/A
<b>Franklin</b>	2	5	N/A	N/A
<b>Fulton</b>	6	12	N/A	N/A
<b>Greene</b>	-	1	N/A	N/A
<b>Huntingdon</b>	6	6	N/A	N/A
<b>Indiana</b>	11	11	N/A	N/A
<b>Jefferson</b>	1	2	N/A	N/A
<b>Juniata</b>	-	-	N/A	N/A
<b>Lackawanna</b>	14	20	N/A	N/A
<b>Lancaster</b>	19	33	N/A	N/A
<b>Lawrence</b>	15	12	N/A	N/A
<b>Lebanon</b>	5	7	N/A	N/A
<b>Lehigh</b>	12	9	N/A	N/A
<b>Luzerne</b>	31	43	N/A	N/A
<b>Lycoming</b>	15	23	N/A	N/A
<b>Mckean</b>	1	6	N/A	N/A
<b>Mercer</b>	2	-	N/A	N/A
<b>Mifflin</b>	1	1	N/A	N/A
<b>Monroe</b>	6	15	N/A	N/A
<b>Montgomery</b>	41	43	N/A	N/A
<b>Montour</b>	1	1	N/A	N/A
<b>Northampton</b>	7	9	N/A	N/A
<b>Northumberland</b>	2	5	N/A	N/A
<b>Perry</b>	-	1	N/A	N/A
<b>Philadelphia</b>	42	46	N/A	N/A
<b>Pike</b>	14	9	N/A	N/A
<b>Potter</b>	-	-	N/A	N/A
<b>Schuylkill</b>	26	18	N/A	N/A
<b>Snyder</b>	2	7	N/A	N/A
<b>Somerset</b>	14	19	N/A	N/A
<b>Sullivan</b>	-	1	N/A	N/A
<b>Susquehanna</b>	2	2	N/A	N/A
<b>Tioga</b>	-	-	N/A	N/A
<b>Union</b>	-	2	N/A	N/A
<b>Venango</b>	1	1	N/A	N/A

County	SFY 17-18 Q1	SFY 17-18 Q2	SFY 17-18 Q3	SFY 17-18 Q4
Warren	1	1	N/A	N/A
Washington	20	31	N/A	N/A
Wayne	10	9	N/A	N/A
Westmoreland	25	35	N/A	N/A
Wyoming	1	9	N/A	N/A
York	47	69	N/A	N/A
<b>Total Number of Unique Students</b>	<b>677</b>	<b>935</b>	<b>N/A</b>	<b>N/A</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.

**There has been an improvement from SFY 2016-17 Q2 to SFY 2017-18 Q2 for this Act 26 reporting item.** During the second quarter of the SFY 2017-18, which reports data from 10/1/17 to 12/31/17, there were 332 high school students with disabilities working in part-time or summer jobs as a result of referrals made by OVR staff. The reduction noted in the totals from Q1 to Q2 is not surprising and is attributed to students going back to school and summer jobs that are no longer available during the second quarter timeframe. This second quarter total is higher than the Q2 total of 150 reported for SFY 2016-17, and, in addition, more counties are represented.

**Table 3: 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 17-18 Q1	SFY 17-18 Q2	SFY 17-18 Q3	SFY 17-18 Q4
Adams	-	2	N/A	N/A
Allegheny	183	59	N/A	N/A
Armstrong	3	5	N/A	N/A
Beaver	17	13	N/A	N/A

<b>County</b>	<b>SFY 17-18 Q1</b>	<b>SFY 17-18 Q2</b>	<b>SFY 17-18 Q3</b>	<b>SFY 17-18 Q4</b>
<b>Bedford</b>	2	4	N/A	N/A
<b>Berks</b>	18	22	N/A	N/A
<b>Blair</b>	5	8	N/A	N/A
<b>Bradford</b>	-	-	N/A	N/A
<b>Bucks</b>	3	5	N/A	N/A
<b>Butler</b>	4	9	N/A	N/A
<b>Cambria</b>	-	-	N/A	N/A
<b>Cameron</b>	3	-	N/A	N/A
<b>Carbon</b>	2	2	N/A	N/A
<b>Centre</b>	8	6	N/A	N/A
<b>Chester</b>	3	6	N/A	N/A
<b>Clarion</b>	1	1	N/A	N/A
<b>Clearfield</b>	2	4	N/A	N/A
<b>Clinton</b>	2	4	N/A	N/A
<b>Columbia</b>	2	2	N/A	N/A
<b>Crawford</b>	2	-	N/A	N/A
<b>Cumberland</b>	-	1	N/A	N/A
<b>Dauphin</b>	5	4	N/A	N/A
<b>Delaware</b>	4	9	N/A	N/A
<b>Elk</b>	1	-	N/A	N/A
<b>Erie</b>	5	-	N/A	N/A
<b>Fayette</b>	1	4	N/A	N/A
<b>Forest</b>	-	-	N/A	N/A
<b>Franklin</b>	1	1	N/A	N/A
<b>Fulton</b>	9	3	N/A	N/A
<b>Greene</b>	-	-	N/A	N/A
<b>Huntingdon</b>	9	3	N/A	N/A
<b>Indiana</b>	-	1	N/A	N/A
<b>Jefferson</b>	2	2	N/A	N/A
<b>Juniata</b>	-	-	N/A	N/A
<b>Lackawanna</b>	-	1	N/A	N/A
<b>Lancaster</b>	15	16	N/A	N/A
<b>Lawrence</b>	7	2	N/A	N/A
<b>Lebanon</b>	4	-	N/A	N/A
<b>Lehigh</b>	12	12	N/A	N/A
<b>Luzerne</b>	-	2	N/A	N/A
<b>Lycoming</b>	6	15	N/A	N/A
<b>Mckean</b>	3	-	N/A	N/A
<b>Mercer</b>	-	-	N/A	N/A
<b>Mifflin</b>	1	-	N/A	N/A
<b>Monroe</b>	4	12	N/A	N/A

County	SFY 17-18 Q1	SFY 17-18 Q2	SFY 17-18 Q3	SFY 17-18 Q4
Montgomery	8	7	N/A	N/A
Montour	-	1	N/A	N/A
Northampton	4	5	N/A	N/A
Northumberland	4	4	N/A	N/A
Perry	-	-	N/A	N/A
Philadelphia	3	16	N/A	N/A
Pike	-	-	N/A	N/A
Potter	3	1	N/A	N/A
Schuylkill	14	3	N/A	N/A
Snyder	2	4	N/A	N/A
Somerset	-	-	N/A	N/A
Sullivan	-	-	N/A	N/A
Susquehanna	-	-	N/A	N/A
Tioga	-	-	N/A	N/A
Union	1	3	N/A	N/A
Venango	1	-	N/A	N/A
Warren	1	1	N/A	N/A
Washington	4	12	N/A	N/A
Wayne	-	-	N/A	N/A
Westmoreland	-	-	N/A	N/A
Wyoming	-	-	N/A	N/A
York	5	35	N/A	N/A
<b>Total Number of Unique Students</b>	<b>399</b>	<b>332</b>	<b>N/A</b>	<b>N/A</b>

*\* Please Note: A single student may have worked in multiple part-time and/or summer jobs as a result of referrals made by OVR Staff, and jobs could have taken place in different quarters or spanned multiple quarters. Therefore, the total number of students with part-time or summer jobs as a result of OVR referrals for the year may not equal the total of the numbers who had them each quarter.*

### **(v) High School Students with Disabilities Working in Part-Time or Summer Jobs who are Receiving Job Coaching Services**

The number of high school students with disabilities working in part-time or summer jobs who are receiving traditional job coaching services is limited and may be reflective of the fact that job coaching/supported employment is not currently an allowable Pre-Employment Transition Service (PETS) under the Workforce Innovation and Opportunity Act (WIOA). Also, not all students with disabilities working in part-time or summer jobs require traditional job coaching services. Typically, job coaching occurs on site at the place of employment with direct service to the customer at 100% of the time that the customer is on the job initially and begins to fade as the customer learns job tasks, develops natural supports and meets the expectations of the employer. Natural supports are particularly effective because they enhance the communication and social integration

between the student with a disability and his/her co-workers and supervisor. However, students who participate in Work Based Learning Experiences (WBLEs) funded by OVR have the option to have a WBLE coordinator on site during their experience, should it be necessary. A WBLE coordinator can monitor the student’s activities, interface with the employer and generally help to ensure a successful experience for the student and the employer during the WBLE.

As indicated in Table 4 below and explained in the above paragraph, there were only two high school students with disabilities working in part-time or summer jobs who are receiving job coaching services in SFY 2017-18 Q2.

**Table 4: Act 26 Reporting Item (v) - High School Students with Disabilities Working in Part-Time or Summer Jobs who are Receiving Job Coaching Services**  
*Data represents the number of unique students served. \**

<b>County</b>	<b>SFY 17-18 Q1</b>	<b>SFY 17-18 Q2</b>	<b>SFY 17-18 Q3</b>	<b>SFY 17-18 Q4</b>
<b>Adams</b>	-	-	N/A	N/A
<b>Allegheny</b>	-	-	N/A	N/A
<b>Armstrong</b>	-	-	N/A	N/A
<b>Beaver</b>	-	-	N/A	N/A
<b>Bedford</b>	-	-	N/A	N/A
<b>Berks</b>	-	-	N/A	N/A
<b>Blair</b>	-	-	N/A	N/A
<b>Bradford</b>	-	-	N/A	N/A
<b>Bucks</b>	-	-	N/A	N/A
<b>Butler</b>	-	-	N/A	N/A
<b>Cambria</b>	-	-	N/A	N/A
<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	N/A
<b>Clarion</b>	-	-	N/A	N/A
<b>Clearfield</b>	-	-	N/A	N/A
<b>Clinton</b>	-	-	N/A	N/A
<b>Columbia</b>	-	-	N/A	N/A
<b>Crawford</b>	-	-	N/A	N/A
<b>Cumberland</b>	-	-	N/A	N/A
<b>Dauphin</b>	-	-	N/A	N/A
<b>Delaware</b>	-	-	N/A	N/A
<b>Elk</b>	-	-	N/A	N/A
<b>Erie</b>	-	-	N/A	N/A
<b>Fayette</b>	1	1	N/A	N/A
<b>Forest</b>	-	-	N/A	N/A

County	SFY 17-18 Q1	SFY 17-18 Q2	SFY 17-18 Q3	SFY 17-18 Q4
Franklin	-	-	N/A	N/A
Fulton	-	-	N/A	N/A
Greene	-	1	N/A	N/A
Huntingdon	-	-	N/A	N/A
Indiana	-	-	N/A	N/A
Jefferson	-	-	N/A	N/A
Juniata	-	-	N/A	N/A
Lackawanna	-	-	N/A	N/A
Lancaster	-	-	N/A	N/A
Lawrence	-	-	N/A	N/A
Lebanon	-	-	N/A	N/A
Lehigh	-	-	N/A	N/A
Luzerne	-	-	N/A	N/A
Lycoming	-	-	N/A	N/A
Mckean	-	-	N/A	N/A
Mercer	-	-	N/A	N/A
Mifflin	-	-	N/A	N/A
Monroe	1	-	N/A	N/A
Montgomery	-	-	N/A	N/A
Montour	-	-	N/A	N/A
Northampton	-	-	N/A	N/A
Northumberland	-	-	N/A	N/A
Perry	-	-	N/A	N/A
Philadelphia	-	-	N/A	N/A
Pike	-	-	N/A	N/A
Potter	-	-	N/A	N/A
Schuylkill	-	-	N/A	N/A
Snyder	-	-	N/A	N/A
Somerset	-	-	N/A	N/A
Sullivan	-	-	N/A	N/A
Susquehanna	-	-	N/A	N/A
Tioga	-	-	N/A	N/A
Union	-	-	N/A	N/A
Venango	-	-	N/A	N/A
Warren	-	-	N/A	N/A
Washington	-	-	N/A	N/A
Wayne	-	-	N/A	N/A
Westmoreland	-	-	N/A	N/A
Wyoming	-	-	N/A	N/A
York	-	-	N/A	N/A
<b>Total Number of Unique Students</b>	<b>2</b>	<b>2</b>	<b>N/A</b>	<b>N/A</b>



**\* Please Note: A single student could have received job coaching for multiple part-time and/or summer jobs, and jobs could have taken place in different quarters or spanned multiple quarters. Therefore, the total number of students with part-time or summer jobs who received job coaching services for the year may not equal the total of the numbers who had them each quarter.**

Worth noting, based on PETS eligibility data, OVR can report that there was a total of 91 participants who were coded "Student with a Disability" at some point and received Job Coaching in SFY 2017-18 Q2.

**Table 5: People with Disabilities Working in Part-Time or Summer Jobs Who are Receiving Job Coaching Services and Had Been Students While OVR Customers**

SFY 17-18 Q1	SFY 17-18 Q2	SFY 17-18 Q3	SFY 17-18 Q4
97	91	N/A	N/A

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

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

**Table 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 17-18 Q1	SFY 17-18 Q2	SFY 17-18 Q3	SFY 17-18 Q4
3	7	N/A	N/A

As noted above, it is common for OVR participants, including students with disabilities, to remain in the program for extended periods while finishing post-secondary education or training to achieve a competitive integrated employment outcome, otherwise known as a successful 26 Closure. For this reporting period, item (vi) is not applicable because most high school students still have active cases; the measure only includes employment outcomes and doesn't consider students who have entered post-secondary education. Additionally, there is at least a 3-month lag between employment and successful closure.

Based on PETS eligibility data, OVR is pleased to report there were a total of 255 participants who were coded "Student with a Disability" at some point and achieved competitive integrated employment for 26 Closure in SFY 2017-18 Q2.

**Table 7: People with Disabilities Who Entered Competitive Integrated Employment and Had Been Students While OVR Customers**

SFY 17-18 Q1	SFY 17-18 Q2	SFY 17-18 Q3	SFY 17-18 Q4
221	255	N/A	N/A

## **Innovation and Expansion Contracts for Work-Based Learning Experiences**

The Innovation and 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 case management system, the Commonwealth Workforce Development System (CWDS), we are not able to match up unique customer data. Being able to track this information within CWDS is something OVR continues to work towards.

**Given the fluctuating start and end dates associated with many of OVR's I&E Contracts for WBLEs, the agency will report annually instead of quarterly on the number of *unique* students served by provider county.**

## **Pre-Employment Transition Services**

The Workforce Innovation and Opportunity Act (WIOA) places significant emphasis on the provision of services to students and youth with disabilities. Pursuant to the Rehabilitation Act of 1973, as amended in Title IV of WIOA, OVR is required to set aside at least 15% of its federal funds to provide Pre-Employment Transition Services (PETS) statewide to all students with disabilities who are eligible or potentially eligible for VR services. Funds reserved and made available may be used for the required, authorized and coordination activities of PETS. State Act 26 requires OVR to report on IEP meeting attendance; whereas, in the WIOA regulations, the IEP is not one of the 5 required PETS services and RSA does not require student data for IEP meetings. The chart below demonstrates a more comprehensive review of OVR's increased focus on PETS activities (as required by WIOA).

**There has been significant improvement from SFY 2016-17 Q2 to SFY 2017-18 Q2 for this reporting item.** During the second quarter of the SFY 2017-18, which reports data from 10/1/17 to 12/31/17, a total of 5,465 students with disabilities received PETS-related services. This second quarter total is significantly higher than the Q2 total of 2,380 reported for SFY 16-17.

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

**Table 8: PETS-Related Services**

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

<b>PETS-Related Services</b>	<b>SFY 17-18 Q1</b>	<b>SFY 17-18 Q2</b>	<b>SFY 17-18 Q3</b>	<b>SFY 17-18 Q4</b>
<b>Counseling on Postsecondary Training Opportunities</b>	1,187	1,420	N/A	N/A
<b>Independent Living Skills Training</b>	88	224	N/A	N/A
<b>Instruction in Self-advocacy</b>	529	940	N/A	N/A
<b>Job Exploration Counseling</b>	1,078	1,393	N/A	N/A
<b>Job Shadowing</b>	57	130	N/A	N/A
<b>Workplace Readiness Training</b>	1,203	2,414	N/A	N/A
<b>Total Number of Unique Students Receiving Services</b>	<b>3,031</b>	<b>5,465</b>	<b>N/A</b>	<b>N/A</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 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.*

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

- **Independent Living Skills Training** is provided in a group format to assist students with disabilities in developing the skills needed to live independently. Independent Living Skills can include the following: household budgeting, financial management, utilizing public transportation and navigating through the social services system.
- **Instruction in Self-Advocacy** is provided in a group format to assist students with disabilities in gaining knowledge on disability awareness, advocating during an IEP process, understanding the transition processes and advocating for themselves in post-secondary education, employment and social services coordination.
- **Workplace Readiness Training** in a group format provides students with the knowledge needed to find and maintain competitive integrated employment. Curriculums can include soft skill training; HR practices, interviewing, job readiness and job-seeking training and other skills training needed to become “workplace ready”.

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

- **Job Shadowing** provides students with disabilities a one to five-day job shadowing experience, for an average of 25 hours per school year, in an

occupation of interest within a community integrated setting. Multiple jobs and employers may be shadowed throughout the job shadowing experience. Students are provided an opportunity to shadow employees and obtain an overview of the knowledge, tasks and abilities needed to work in this field.

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