



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

**Office of Vocational Rehabilitation Quarterly Report
January 1, 2024 – March 31, 2024**

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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 2022-2023 school year indicates there are over 168,158 students with disabilities between the ages of 14 and 22 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. This system captures data concerning the delivery of services to students with disabilities. These data capture points have been updated to better match what is 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 Federal Workforce Innovation and Opportunity Act (WIOA) in 2014 placed significant emphasis on the provision of services to students and youth with disabilities. Under federal WIOA regulations, an IEP is ****not**** one of the five required Pre-ETS. However, under PA Act 26, OVR is required to report on IEP meeting attendance. OVR makes every effort to attend IEP meetings for students of transition age, but OVR does not have the resources to attend every IEP meeting because the volume of requests outweighs the number of OVR staff. However, it strives to attend as many IEP meetings as possible, focusing on those IEP meetings held two years prior to a student's graduation or when specifically asked to attend due to a complex need. Additionally, scheduling and traveling to in-person IEP meetings can also be a challenge. The increased use of videoconferencing for IEPs has significantly increased OVR's ability to attend.

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.

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. 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.

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.

OVR staff attended 2,915 IEP meetings during the third quarter of the State Fiscal Year (SFY) 2023-2024, which reports data from 01/01/2024 to 03/31/2024. This is a 16% increase from the third quarter of the SFY 2022-2023, which reported 2,504 IEP meetings attended by OVR staff.

Table 1: Act 26 Reporting Item (i) – Number of IEP Meetings Attended by OVR Staff

***Denotes less than 10. N/A denotes no data was reported for that county.**

County	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2	SFY 23-24 Q3
Adams	*	*	18	12
Allegheny	102	106	279	321
Armstrong	*	13	31	39
Beaver	26	22	45	32
Bedford	*	*	27	11
Berks	69	36	112	121
Blair	36	53	142	152
Bradford	*	10	18	17
Bucks	41	*	31	32
Butler	49	23	57	90
Cambria	21	24	63	57
Cameron	N/A	N/A	*	*

County	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2	SFY 23-24 Q3
Carbon	*	16	15	23
Centre	12	10	51	39
Chester	31	*	64	49
Clarion	27	21	67	68
Clearfield	*	16	20	15
Clinton	14	*	*	*
Columbia	*	*	12	13
Crawford	33	67	43	31
Cumberland	18	*	27	15
Dauphin	71	28	159	112
Delaware	*	*	*	13
Elk	*	*	25	10
Erie	68	60	103	155
Fayette	N/A	*	*	*
Forest	*	*	N/A	N/A
Franklin	10	15	38	27
Fulton	*	*	*	*
Greene	*	*	25	*
Huntingdon	*	13	33	29
Indiana	*	12	11	30
Jefferson	*	*	12	21
Juniata	N/A	*	N/A	*
Lackawanna	29	16	130	99
Lancaster	55	31	76	100
Lawrence	*	22	10	25
Lebanon	*	*	23	13
Lehigh	40	*	45	79
Luzerne	71	18	129	131
Lycoming	14	11	29	15
McKean	16	17	*	26
Mercer	45	28	55	70
Mifflin	*	*	*	*
Monroe	29	*	54	74
Montgomery	12	*	25	38
Montour	*	12	*	*
Northampton	28	18	109	102
Northumberland	11	13	21	11
Perry	*	N/A	15	*
Philadelphia	30	12	70	57
Pike	*	N/A	*	*

County	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2	SFY 23-24 Q3
Potter	N/A	*	11	10
Schuykill	46	31	89	57
Snyder	14	*	*	12
Somerset	*	*	*	*
Sullivan	*	N/A	*	*
Susquehanna	*	*	14	*
Tioga	15	*	12	18
Union	*	*	11	*
Venango	20	28	63	40
Warren	47	*	20	12
Washington	32	26	78	98
Wayne	*	*	11	*
Westmoreland	15	26	57	90
Wyoming	*	*	17	*
York	141	24	132	120
Total Number of Meetings Attended	1,470	1,001	2,893	2,915

(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 2022-2023 school year. The relevant work experience/transition data elements are reported on July 1, 2023 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 student have an outcome goal of Competitive Integrated Employment? (YES/NO)
- Did the student participate in a competitive integrated paid work experience? (YES/NO)
- Did the student participate in individual job coaching funded by the school in a paid work experience? (YES/NO)
- Upon exiting high school, was the student employed in a competitive 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 7/1/2022 – 6/30/2023 as reported by PDE.

*** Denotes less than 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
Adams	918	47	44	763	44
Allegheny	12492	690	538	8844	460
Armstrong	881	138	132	838	150
Beaver	4947	241	305	3709	158
Bedford	504	37	*	433	38
Berks	7684	503	118	6521	254
Blair	1668	204	23	1507	82
Bradford	809	38	16	771	31
Bucks	7898	695	248	5122	296
Butler	2205	260	43	1693	147
Cambria	1334	52	39	1101	41
Cameron	52	*	*	26	*
Carbon	585	19	19	337	*
Centre	980	78	21	604	57
Chester	9276	554	243	6781	272
Clarion	415	51	16	238	13
Clearfield	1205	82	61	787	35
Clinton	441	13	*	419	29
Columbia	856	34	22	461	34
Crawford	822	69	*	762	22
Cumberland	2676	160	109	1778	84
Dauphin	10742	606	288	7307	298
Delaware	6827	215	229	3860	166
Elk	308	26	*	281	13
Erie	3763	226	270	2393	151
Fayette	1761	42	56	1344	50
Forest	35	*	*	22	*
Franklin	1530	56	19	808	21
Fulton	104	*	*	75	*
Greene	520	16	10	277	*
Huntingdon	593	53	15	412	22

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
Indiana	773	20	17	474	23
Jefferson	387	37	*	378	25
Juniata	248	*	*	78	*
Lackawanna	2708	111	63	1776	231
Lancaster	6065	494	967	4444	310
Lawrence	856	24	*	467	26
Lebanon	1860	123	104	1308	124
Lehigh	4921	86	76	3290	128
Luzerne	4342	122	204	2810	149
Lycoming	1139	213	128	1095	231
McKean	539	23	18	400	13
Mercer	1351	13	65	756	45
Mifflin	356	*	*	52	18
Monroe	2637	72	50	1044	55
Montgomery	12376	878	567	8985	586
Montour	235	*	*	130	*
Northampton	4045	218	107	3097	77
Northumberland	1149	12	36	875	21
Perry	564	32	*	408	31
Philadelphia	17663	662	864	16055	12475
Pike	732	70	15	624	21
Potter	170	20	10	144	*
Schuylkill	1979	89	194	1288	55
Snyder	380	*	*	149	*
Somerset	667	42	18	573	29
Sullivan	70	*	*	70	*
Susquehanna	603	13	*	536	19
Tioga	517	58	18	422	*
Union	148	*	*	129	*
Venango	783	33	*	395	32
Warren	429	24	12	267	21
Washington	2425	83	55	1753	82
Wayne	456	25	34	252	13
Westmoreland	3766	93	138	3064	102
Wyoming	341	*	*	174	*
York	5647	321	221	3420	300
Totals	168158	9255	6947	121456	18269

(iii) Job Referrals Made to Employers on Behalf of Students with Disabilities While Still in High School

Act 26 requires OVR to arrange for Work-based Learning Experiences (WBLEs), which may include in-school or after-school opportunities or experience outside the traditional school setting, including internships, at competitive wages in integrated settings with public or private sector employers. Act 26 Reporting Item (iii) includes a type of WBLE: 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 through services purchased from Community Rehabilitation Providers (CRPs). To expand job referrals made to employers, OVR staff collaborate regionally to engage federal and state workforce agencies, county programs and CRPs

During the third quarter of the SFY 2023-2024, which reports data from 01/01/2024 to 03/31/2024, OVR and partners made 1,634 job referrals to employers on behalf of students with disabilities while still in high school. This represents a 29% increase from the third quarter of the SFY 2022-2023, which reported 1,270 job referrals made to employers on behalf of students in this category.

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. N/A denotes no data was reported for that county.

County	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2	SFY 23-24 Q3
Adams	*	20	*	13
Allegheny	130	271	214	231
Armstrong	*	*	*	*
Beaver	*	17	*	*
Bedford	*	*	*	*
Berks	18	100	21	42
Blair	54	51	12	34
Bradford	16	21	16	*
Bucks	14	18	*	10
Butler	13	15	13	19
Cambria	17	17	*	18
Cameron	*	*	*	*
Carbon	*	*	N/A	*
Centre	*	16	*	19
Chester	*	11	*	*
Clarion	13	22	14	11
Clearfield	48	29	58	51

County	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2	SFY 23-24 Q3
Clinton	*	*	N/A	N/A
Columbia	*	*	*	*
Crawford	*	19	*	*
Cumberland	30	44	21	19
Dauphin	65	71	62	59
Delaware	*	14	*	*
Elk	43	20	24	35
Erie	64	83	46	63
Fayette	N/A	33	*	*
Forest	32	30	23	30
Franklin	11	15	*	18
Fulton	*	*	N/A	N/A
Greene	21	17	*	24
Huntingdon	*	*	*	*
Indiana	*	*	*	*
Jefferson	*	13	15	19
Juniata	*	*	*	*
Lackawanna	56	93	71	79
Lancaster	54	49	34	58
Lawrence	*	*	*	*
Lebanon	12	12	*	*
Lehigh	22	*	*	*
Luzerne	123	137	86	117
Lycoming	15	16	*	14
McKean	*	12	15	19
Mercer	20	38	12	11
Mifflin	11	11	*	17
Monroe	13	24	18	25
Montgomery	23	45	29	32
Montour	*	*	*	*
Northampton	20	24	18	18
Northumberland	16	*	*	*
Perry	18	12	13	18
Philadelphia	23	40	22	32
Pike	43	32	23	33
Potter	*	*	*	*
Schuylkill	54	64	42	66
Snyder	*	*	*	10
Somerset	*	*	N/A	*
Sullivan	*	N/A	N/A	N/A

County	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2	SFY 23-24 Q3
Susquehanna	10	17	11	13
Tioga	10	10	18	31
Union	*	*	N/A	*
Venango	16	22	12	11
Warren	*	*	*	*
Washington	32	98	48	109
Wayne	20	38	16	24
Westmoreland	45	22	*	*
Wyoming	16	20	*	17
York	32	98	44	58
Total Number of Unique Students	1,412	1,973	1,222	1,634

****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 third quarter of the SFY 2023-2024, which reports data from 01/01/2024 to 03/31/2024, there were 1,319 high school students with disabilities working in part-time or summer jobs because of referrals made by OVR staff. This represents a 2.5% increase from the third quarter of the SFY 2022-2023, which reported 1,287.

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. N/A denotes no data was reported for that county.

County	SFY 22-23 Q4	SFY 23- 24 Q1	SFY 23- 24 Q2	SFY 23-24 Q3
Adams	*	*	*	*
Allegheny	109	126	159	180
Armstrong	N/A	N/A	N/A	N/A
Beaver	14	20	*	10
Bedford	*	*	*	*
Berks	35	48	38	49
Blair	24	17	*	14
Bradford	12	15	23	19
Bucks	11	20	12	20
Butler	16	18	14	11
Cambria	49	45	34	49
Cameron	N/A	N/A	N/A	N/A
Carbon	*	*	*	*
Centre	16	12	*	13
Chester	11	16	*	*
Clarion	*	*	*	*
Clearfield	25	12	*	12
Clinton	*	N/A	*	N/A
Columbia	*	N/A	*	*
Crawford	*	*	*	*
Cumberland	39	34	36	20
Dauphin	48	50	34	35
Delaware	*	*	*	*
Elk	*	*	*	*
Erie	55	34	34	44
Fayette	*	*	*	*
Forest	*	N/A	*	*
Franklin	*	*	*	*
Fulton	*	N/A	N/A	N/A
Greene	*	*	*	*
Huntingdon	*	*	*	*
Indiana	19	16	12	*
Jefferson	*	*	*	*
Juniata	N/A	*	*	*

County	SFY 22-23 Q4	SFY 23- 24 Q1	SFY 23- 24 Q2	SFY 23-24 Q3
Lackawanna	91	43	13	67
Lancaster	29	22	23	32
Lawrence	*	11	*	10
Lebanon	23	14	*	*
Lehigh	23	35	27	33
Luzerne	105	114	67	110
Lycoming	11	*	*	12
McKean	*	*	*	*
Mercer	*	*	*	*
Mifflin	*	*	*	N/A
Monroe	31	31	37	40
Montgomery	38	47	31	31
Montour	*	*	*	*
Northampton	33	50	48	50
Northumberland	17	*	*	10
Perry	*	*	*	*
Philadelphia	19	15	78	85
Pike	31	25	19	28
Potter	*	*	*	*
Schuylkill	24	25	26	27
Snyder	*	*	*	*
Somerset	*	N/A	*	*
Sullivan	*	N/A	N/A	N/A
Susquehanna	*	*	*	*
Tioga	12	17	17	24
Union	*	N/A	N/A	*
Venango	14	*	N/A	*
Warren	*	*	*	*
Washington	73	60	73	84
Wayne	18	26	18	22
Westmoreland	13	31	15	28
Wyoming	13	*	*	*
York	66	30	16	25
Total Number of Unique Students	1,295	1,192	1,033	1,319

****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-ETS under WIOA. Also, not all students with disabilities working in part-time or summer jobs require traditional job coaching services. 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. A Worksite Trainer can monitor the student’s activities, interface with the employer, and provide supports 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 were 647 high school students with disabilities working in part-time or summer jobs who were receiving job coaching services in SFY 2023-2024 Q3. This is a 9.5% increase from SFY 2022-2023 Q3 that reported 591 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. N/A denotes no data was reported for that county.

County	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2	SFY 23-24 Q3
Adams	*	*	*	*
Allegheny	65	79	45	72
Armstrong	N/A	N/A	N/A	N/A
Beaver	*	*	*	*
Bedford	*	*	N/A	N/A
Berks	16	25	10	17
Blair	18	16	*	10
Bradford	12	13	14	16
Bucks	12	18	*	*
Butler	12	18	*	10
Cambria	20	16	10	*
Cameron	N/A	N/A	N/A	N/A
Carbon	*	*	N/A	*
Centre	*	*	*	*

County	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2	SFY 23-24 Q3
Chester	15	17	*	*
Clarion	*	*	*	*
Clearfield	*	*	*	*
Clinton	*	*	N/A	*
Columbia	*	*	N/A	*
Crawford	*	*	*	*
Cumberland	20	24	20	16
Dauphin	23	26	15	20
Delaware	15	18	10	10
Elk	*	*	*	*
Erie	31	33	18	32
Fayette	N/A	*	*	*
Forest	*	N/A	N/A	*
Franklin	*	*	*	*
Fulton	*	N/A	N/A	N/A
Greene	*	*	N/A	N/A
Huntingdon	*	*	*	*
Indiana	10	*	*	*
Jefferson	*	*	*	*
Juniata	N/A	N/A	*	*
Lackawanna	*	21	*	10
Lancaster	42	21	29	32
Lawrence	*	11	*	*
Lebanon	*	*	*	*
Lehigh	12	11	*	*
Luzerne	43	49	43	63
Lycoming	18	*	*	*
McKean	*	*	*	N/A
Mercer	*	*	N/A	*
Mifflin	N/A	N/A	N/A	N/A
Monroe	19	31	21	19
Montgomery	28	47	24	21
Montour	N/A	*	*	*
Northampton	21	25	22	24
Northumberland	11	11	*	*
Perry	*	*	*	*
Philadelphia	44	28	24	32
Pike	19	16	11	20
Potter	*	*	*	*
Schuylkill	20	19	*	12

County	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2	SFY 23-24 Q3
Snyder	*	*	N/A	*
Somerset	*	*	N/A	N/A
Sullivan	*	N/A	N/A	N/A
Susquehanna	*	N/A	N/A	N/A
Tioga	*	*	*	15
Union	N/A	N/A	N/A	*
Venango	*	*	N/A	*
Warren	*	*	N/A	*
Washington	25	21	22	30
Wayne	11	20	12	18
Westmoreland	*	11	*	12
Wyoming	*	*	*	*
York	32	27	24	19
Total Number of Unique Students	749	796	486	647

****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.****

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 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2	SFY 23-24 Q3
3,109	3,169	3,087	3,360

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

The number of high school students with disabilities who enter CIE within three months of graduation is imperfect due to several factors. Firstly, OVR may provide Pre-Employment Transition Services (Pre-ETS) to potentially eligible students, so OVR may have provided services that assisted a student in obtaining CIE, but the student may not have a formal case open to track outcomes of those activities. Additionally, the students

who open cases often require multiple services to become successfully employed. 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 achieve CIE are provided to them to ensure a successful outcome, but the provision of these services may take additional time.

There was a total of 498 participants who were previously coded as a “Student with a Disability” that entered competitive integrated employment within three months of their graduation for SFY 2023-2024 Q3.

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 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2	SFY 23-24 Q3
495	414	400	498

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 CIE.

There was a total of 382 participants with disabilities who entered competitive integrated employment and had been students while OVR customers for the SFY 23-24 Q3.

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

SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2	SFY 23-24 Q3
557	353	418	382

Pre-Employment Transition Services

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-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. The chart below demonstrates a more comprehensive review of OVR’s increased focus on Pre-ETS activities (as required by WIOA).

During the third quarter of the SFY 2023-2024, which reports data from 01/01/2024 to 03/31/2024, a total 9,473 students with disabilities received Pre-ETS-related services. This is an 20% increase from SFY 2022-2023 Q3, which reported 7,883 students in that category. This 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. *

Pre-ETS Related Services	SFY 22-23 Q4	SFY 23-24 Q1	SFY 23-24 Q2	SFY 23-24 Q3
Counseling on Postsecondary Training Opportunities	1,670	1,204	1,870	2,044
Instruction in Self-Advocacy	1,218	1,071	1,723	1,869
Job Exploration Counseling	2,700	1,745	3,310	4,240
Work Based Learning	2,430	2,238	1,788	2,363
Workplace Readiness Training	3,033	1,256	2,958	4,036
Total Number of Unique Students Receiving Services	7,530	5,125	7,704	9,473

****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.****

WIOA amends the Rehabilitation Act of 1973 and requires OVR to set aside at least 15% of their federal funds to provide Pre-ETS to students with disabilities who are eligible or potentially eligible for VR services. The intent of pre-employment transition services is to:

- improve the transition of students with disabilities from school to postsecondary education or to an employment outcome,
- increase opportunities for students with disabilities to practice and improve workplace readiness skills, through work-based learning experiences in a competitive, integrated work setting and
- increase opportunities for students with disabilities to explore post-secondary training options, leading to more industry recognized credentials, and meaningful post-secondary employment.

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. They are the earliest set of services available to students with disabilities who are eligible or potentially eligible for VR services, are short-term in nature, and assist students with disabilities in identifying career interests that may be further explored through individualized Vocational Rehabilitation (VR) 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 14-22 (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.