



**Solano County
Special Education Local Plan Area**

Participants:

Benicia Unified School District
Dixon Unified School District
Fairfield-Suisun Unified School District
Travis Unified School District
Vacaville Unified School District
Solano County Office of Education

Community Advisory Committee (CAC)

Thursday, January 19, 2023

12:00 – 2:00 p.m.

Blue Rock Springs– SCOE

Persons wishing to address any item on the agenda may do so prior to action being taken on the agenda item by filling out a comment request card. Please limit comments to three minutes

AGENDA

1. Call to Order

2. Approval of Agenda

ACTION

3. Consent Calendar Items

ACTION

3.1. Approval of Minutes – December 15, 2022

4. Susan Labrecque- Workforce Innovation and Opportunity Act (WIOA)

Title IV as it relates to transition services.

PRESENTATION

5. Community Input

Public groups, site groups, and members of the public may address the CAC at this time. Members of the public will also be allowed the opportunity to speak to specific agenda items prior to CAC action. Statements are generally limited to three (3) minutes.

6. Reports

6.1. Representative Reports

INFORMATION

Benicia USD:

Dixon USD:

Fairfield-Suisun USD:

Travis USD:

Vacaville USD:

Northbay Regional Center:

Solano County Office of ED:

6.2 Assistant Superintendent Report

INFORMATION

7. Old Business

7.1. CAC Budget

INFORMATION

7.2. Fund Raising Strategy Session/Planning

DISCUSSION

7.3. 2022-23 Presentations

7.4. 2022-23 CAC Recognition Ceremony

7.5. Legislative Information Day

7.6. Program Transfers Update

DISCUSSION
DISCUSSION
INFORMATION
INFORMATION

8. Local Plan Stakeholder Workgroup

INFO/DISCUSSION

Members of the public are welcome to provide input

Click [here](#) to view the draft Local Plan Narrative.

Adjournment

The next CAC meeting will be held on February 16th, 2023

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Any writings or documents that are public records and are provided to the SELPA Community Advisory Committee regarding an item on this agenda will be made available for public inspection in the Solano County SELPA office located at 5100 Business Center Dr., Fairfield, CA, during normal business hours. In addition, such writings and documents may be posted on the SELPA's website at www.SolanoCountySELPA.net.

**Community Advisory Committee Minutes
December 15, 2022**

Board Members Attending:

BUSD: Absent

NBRC: Absent

TUSD: Cathy Dailey, Kristie Ballard, Brittany Wallace

VUSD: Monica Hurtado, Angel Hixson, Kerry Pilley-Purcell

SELPA: Rayna Ortez, Andrew Ownby, Shawna Becker

FSUSD: Shawn Hnatko, Nicole Smith

SCOE: Absent

DUSD: Absent

ABSENT – Erin Biber, Yadira Rodriguez, Betty Jo Ortiz, Ilah Feeney, Deborah Simms

1. Call to Order – Kerry Pilley-Purcell called the meeting to order at 12:02 p.m.

2. Approval of the Agenda

Kerry Pilley-Purcell motioned to move agenda item 8.1 to the end as number 11.

Move to approve the agenda as amended.

Motion by Monica Hurtado, seconded by Kristie Ballard

Final Resolution: Motion Carries

Yea: Kristie Ballard, Cathy Dailey, Angel Hixson, Shawn Hnatko, Monica Hurtado, Kerry Pilley-Purcell, Nicole Smith, Brittany Wallace

3. Approval of Minutes of November 17, 2022

Move to approve the minutes

Motion by Nicole Smith, seconded by Kristie Ballard

Final Resolution: Motion Carries

Yea: Kristie Ballard, Cathy Dailey, Angel Hixson, Shawn Hnatko, Monica Hurtado, Kerry Pilley-Purcell, Nicole Smith, Brittany Wallace

4. Ana Horta, Diversity and Equity Supervisor from Northbay Regional Center, provided a presentation on Diversity and Equity in both English and Spanish, as there were Spanish speaking only members of the public present.

5. Community Input: Tobias Weare from the State Council on Developmental Disabilities provided information regarding Resources for Estate Planning, Wills, Trusts, Guardianships, etc.

6. Reports

6.1. Representative Reports

BUSD – No Representative

DUSD – No Representative

FSUSD – Nicole Smith reported that FSUSD is going through its mid-year staff evaluations. They used their Learning Loss funds to hire contract employees through June. There has been a large increase in initial IEPs.

TUSD – Kristie Ballard reported that TUSD is stretched as far as staffing goes. Filled a Behavior Intervention Specialist position but still have other open positions. There has been an increase in special education students across elementary and high school. All elementary teachers are close to caseload capacity.

VUSD – Monica Hurtado reported that VUSD submitted the first part of the Small Local Educational Agency (LEA) monitoring for Fairmont Charter. Part two will be provided to the California Department of Education (CDE) in January. They successfully opened two new preschool Structured Class for Intensive Learning (SCIL) classes. They successfully settled negotiations with all labor unions.

SCOE – No Representative

North Bay Regional Center (NBRC) – No Representative

6.2 Assistant Superintendent's Report –Andrew Ownby indicated that next month, he will be presenting the new Special Education Indicators.

7. Old Business

7.1. CAC Budget – Budget information was provided in the packets. No new information. No questions or concerns were reported.

7.2. Fund Raising Strategy Session/Planning – No new information. No questions or concerns were reported.

7.3. 2022-23 Presentations – CAC presentations are scheduled for January through March. Information was provided in the packets. Andrew is still waiting to hear back from the Junior College.

7.4. 2022-23 CAC Recognition Ceremony – The SELPA has received nominations for students and staff from the Benicia USD, Fairfield-Suisun USD, and SCOE. The deadline for nominations is March 15th. It was decided to have the SCOE Workability program do the catering for the ceremony.

8. New Business-

8.1 Legislative Information Day- Andrew Ownby provided preliminary information regarding Legislative Information Day. It will be in person, although some legislators will still be doing it virtually. They have not released the exact date, but it is usually held on the first Wednesday of May. The group that attends will start at Arden Faire Mall and make their way to the Capitol, where they will have the chance to speak with our regional representatives and lobby for the bills that affect us.

9. Local Plan Stakeholder Workgroup- This item was tabled until the next meeting

10. Parent Input regarding Program Transfers. - This item was tabled until the next meeting

Meeting adjourned at 1:10 p.m.

Meeting minutes prepared by Shawna Becker and reviewed by Andrew Ownby



WORKFORCE DEVELOPMENT

Department of Rehabilitation - WIOA

TPP – Transition Partnership Program

CIE Focused Position

Inclusion Film Camp



Susan Labrecque, Senior Director, Resource
Development, Transition & Post Secondary Options

Workforce Innovation & Opportunity Act (WIOA)

Department of Rehabilitation (DOR) Mandated Services

Refer to handout RSA-VR-1

SEC. 113. PROVISION OF PRE-EMPLOYMENT TRANSITION SERVICES.

(a) IN GENERAL. - From the funds reserved under section 110(d), and any funds made available from State, local, or private funding sources, each State shall ensure that the designated State unit, in collaboration with the local educational agencies involved, shall provide, or arrange for the provision of, pre-employment transition services for all students with disabilities in need of such services who are eligible or potentially eligible for services under this title.

Transition Partnership Program (TPP)

Collaborative Contract with Department of Rehabilitation

SERVICES PROVIDED

Pre-Employment Transition Services (DOR Student Services)

- Job Exploration Counseling
- Work-based Learning Experiences
- Counseling on Post-Secondary Education
- Workplace Readiness Training
- Instruction in Self-Advocacy



Transition Partnership Program (TPP)

Collaborative Contract with Department of Rehabilitation



SERVICES PROVIDED

Vocational Rehabilitation Services

Provided to all students with a disability seeking employment and to all individuals with a disability not enrolled in school

- Job Development, Placement and Follow-up
- Work Experience
- Short-Term Supports

Transition Partnership Program (TPP)

Collaborative Contract with Department of Rehabilitation

500 UNDUPLICATED PARTICIPANTS

- 425 receive Pre-Employment Transition Services
- 75 receive Vocational Rehabilitation Services
- TPP services provided to students within our SELPA and adults residing in Solano
- TPP services are provided in:
 - TPP designated period in high school
 - Adult Program
 - Before/after school, and/or specific times designated by case manager
 - For adults not attending school services are provided in a mutually agreed location.

SCOE CIE Focused Position

California Competitive Integrated Employment Blueprint

<https://www.chhs.ca.gov/home/cie/>

The California Department of Rehabilitation (DOR), California Department of Education (CDE), and California Department of Developmental Services (DDS) have entered into an agreement consistent with the State's "Employment First" policy and other laws to make employment in an integrated setting, at a competitive wage, for individuals with intellectual disabilities and developmental disabilities (ID/DD) its highest priority.

Inclusion Film Camp

Partnership with Inclusion Films and North Bay Regional Center

PURPOSE

To develop life and job skills, encourage communication, confidence, collaboration, and independence.



Inclusion Film Camp

Partnership with Inclusion Films and North Bay Regional Center

SERVICES PROVIDED

Founded by veteran filmmaker Joey Travolta, Inclusion Films' short film camps teach young adults who have neurodiverse abilities the principles of film making. Within the two-week sessions, campers develop a script, act, and record their film with professional film making support and equipment.

**THE EMPHASIS IS ON DEVELOPING
EMPLOYABILITY SKILLS**



Thank You!



UNITED STATES DEPARTMENT OF EDUCATION
Office of Special Education and Rehabilitative Services
Rehabilitation Services Administration

PRE-EMPLOYMENT TRANSITION SERVICES

Applicable Program:

- State Vocational Rehabilitation Services (CFDA 84.126A)

Requirements:

A. Reservation and Expenditure of Funds

Section 110 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by the Workforce Innovation and Opportunity Act (WIOA), which took effect on July 22, 2014, reads, in pertinent part:

Sec. 110. STATE ALLOTMENTS.

- (a)(1) Subject to the provisions of subsection (c) and (d), for each fiscal year beginning before October 1, 1978, each State shall be entitled to an allotment of an amount bearing the same ratio to the amount authorized to be appropriated under section 100(b)(1) for allotment under this section as the product of—

- (d)(1) From any State allotment under subsection (a) for a fiscal year, the State shall reserve not less than 15 percent of the allotted funds for the provision of pre-employment transition services.
- (2) Such reserved funds shall not be used to pay for the administrative costs of providing pre-employment transition services.

This mandate for a State to reserve funds for the sole purpose of providing pre-employment transition services is reinforced at section 113(a):

SEC. 113. PROVISION OF PRE-EMPLOYMENT TRANSITION SERVICES.

- (a) IN GENERAL. - From the funds reserved under section 110(d), and any funds made available from State, local, or private funding sources, each State shall ensure that the designated State unit, in collaboration with the local educational agencies involved, shall provide, or arrange for the provision of, pre-employment transition services for all students with disabilities in need of such services who are eligible or potentially eligible for services under this title.

Given the new requirements at sections 110(d)(1) and 113(a), a State must reserve and expend at least 15 percent of its State allotment, under the State Vocational Rehabilitation Services (VR) grant (CFDA 84.126A), to provide, or arrange for the provision of, pre-employment transition services to students with disabilities. The statute makes clear that 15 percent is a minimum, not a maximum, amount.

B. Basis for the Amount to be Reserved and Expended

The State allotment, which forms the basis for the reservation and expenditure of these funds, refers to the funds awarded pursuant to section 110(a) of the Rehabilitation Act, as well as any funds received during reallocation in accordance with section 110(b) of the Rehabilitation Act. Section 110(b)(3) makes clear that funds received during reallocation are considered an increase to the State's allotment. Similarly, funds relinquished during reallocation are considered a reduction to the State's allotment. This means that the State—not RSA—must reserve and expend at least 15 percent of the State's total Federal VR allotment for the provision of pre-employment transition services under section 113. States will not receive a separate grant award for the funds the State must reserve for the provision of pre-employment transition services.

In calculating the 15 percent minimum amount to be reserved and expended, RSA recommends that States—regardless of whether there is one or two VR agencies in the State—base the percentage on the total amount allotted to the State in each Grant Award Notification it receives in the year of appropriation. In so doing, the State can be sure it has reserved at least 15 percent of its total VR allotment (as described in sections 110 and 111 of the Rehabilitation Act) for this purpose, taking into account adjustments made throughout the year for continuing resolutions, reallocations, and reductions for maintenance of effort deficits.

The reservation and expenditure of funds for the provision of pre-employment transition services is a State matter that must be resolved at the State level when there are two agencies. For this reason, RSA encourages agencies to coordinate to ensure State compliance. While RSA recommends that each VR agency, particularly when a State has two VR agencies, reserve and expend at least 15 percent of its allotment to facilitate tracking of State compliance of the reservation requirement, there is no statutory requirement that this be done. If one agency (when a State has two VR agencies) uses more of its funds than the other, the State would be in compliance so long as the State's total of funds reserved for the provision of pre-employment transition services is at least 15 percent of the State's total allotment, including any additional funds received during reallocation by one or both agencies.

C. Allowable Uses of Reserved Funds

It is important to note that none of the funds reserved in accordance with section 110(d) may be used to pay for administrative costs or any other VR service. These funds must be used solely for the provision of pre-employment transition services described in section 113 of the Rehabilitation Act. Section 113(b) describes the “required” pre-employment transition service activities that must be provided to students with disabilities. Section 113(c) describes the “authorized” activities that the State may provide if reserved funds remain after students with disabilities have received the “required” activities. Furthermore, each local office of the VR agency must carry out certain coordination activities, as described in section 113(d) of the Rehabilitation Act, related to the provision of pre-employment transition services. This

means that the State must use the entire amount reserved solely for the provision of pre-employment transition services described in section 113(b) through (d). In pertinent part, section 113 reads as follows:

(b) **REQUIRED ACTIVITIES.**—Funds available under subsection (a) shall be used to make available to students with disabilities described in subsection (a)—

- (1) job exploration counseling;
- (2) work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible;
- (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.

(c) **AUTHORIZED ACTIVITIES.**—Funds available under subsection (a) and remaining after the provision of the required activities described in subsection (b) may be used to improve the transition of students with disabilities described in subsection (a) from school to postsecondary education or an employment outcome by—

- (1) implementing effective strategies to increase the likelihood of independent living and inclusion in communities and competitive integrated workplaces;
- (2) developing and improving strategies for individuals with intellectual disabilities and individuals with significant disabilities to live independently, participate in postsecondary education experiences, and obtain and retain competitive integrated employment;
- (3) providing instruction to vocational rehabilitation counselors, school transition personnel, and other persons supporting students with disabilities;
- (4) disseminating information about innovative, effective, and efficient approaches to achieve the goals of this section;
- (5) coordinating activities with transition services provided by local educational agencies under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);
- (6) applying evidence-based findings to improve policy, procedure, practice, and the preparation of personnel, in order to better achieve the goals of this section;
- (7) developing model transition demonstration projects;
- (8) establishing or supporting multistate or regional partnerships involving States, local educational agencies, designated State units, developmental disability agencies, private businesses, or other participants to achieve the goals of this section; and
- (9) disseminating information and strategies to improve the transition to postsecondary activities of individuals who are members of traditionally unserved populations.

(d) **PRE-EMPLOYMENT TRANSITION COORDINATION.**—Each local office of a designated State unit shall carry out responsibilities consisting of—

- (1) attending individualized education program meetings for students with disabilities, when invited;

- (2) working with the local workforce development boards, one-stop centers, and employers to develop work opportunities for students with disabilities, including internships, summer employment and other employment opportunities available throughout the school year, and apprenticeships;
- (3) work with schools, including those carrying out activities 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)), to coordinate and ensure the provision of pre-employment transition services under this section; and
- (4) when invited, attend person-centered planning meetings for individuals receiving services under title XIX of the Social Security Act (42 U.S.C. 1396 et seq.).

It is important to note that only students with disabilities may receive pre-employment transition services under section 113. A student with a disability is defined at section 7(37) of the Rehabilitation Act as:

(37) STUDENT WITH A DISABILITY.-

- (A) IN GENERAL.-The term ‘student with a disability’ means an individual with a disability who-
 - (i)(I)(aa) 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)); or
 - (bb) if the State involved elects to use a lower minimum age for receipt of pre-employment transition services under this Act, is not younger than that minimum age; and
 - (II)(aa) is not older than 21 years of age; or
 - (bb) if the State law for the State provides for a higher maximum age for receipt of services under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), is not older than that maximum age; and
 - (ii)(I) 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
 - (II) is an individual with a disability, for purposes of section 504.
- (B) STUDENTS WITH DISABILITIES.-The term ‘students with disabilities’ means more than 1 student with a disability.

D. Match

All Federal VR funds drawn down for use, including the amount reserved for the provision of pre-employment transition services, must be matched in an amount equivalent to at least 21.3 percent of the total amount expended under the VR program (e.g., both Federal and non-Federal shares). There is no requirement that non-Federal funds used for match purposes must be expended specifically for the provision of pre-employment transition services.

E. Carryover

Section 19(a)(1) of the Rehabilitation Act permits a State to carry over into the subsequent Federal fiscal year (FFY) any grant funds that remain available at the end of the FFY in which the funds were awarded so long as the State provided the requisite match for those funds by the end of the FFY in which the funds were awarded (year of appropriation). Funds reserved for the provision of pre-employment transition services merely represent a percentage of the State's VR allotment and, therefore, these funds must comply with all requirements governing the allotment, including requirements related to carry over of funds. This means that unobligated funds reserved for the provision of pre-employment transition services that have been matched by the end of the fourth quarter (9/30) of the year of appropriation may be carried over for obligation and expenditure during the subsequent FFY.

F Internal Controls

Because both sections 110(d) and 113 of the Rehabilitation Act are clear that the State must reserve and expend at least 15 percent of its total VR allotment for a specific purpose (pre-employment transition services) that benefits a specific population (students with disabilities), it will be critical that the designated State unit implement administrative methods and procedures that ensure proper data collection, internal controls, and financial accountability of these reserved funds, as required by 34 CFR 361.12. Moreover, the State's internal controls must be such that the designated State unit will be able to accurately complete all required forms, including financial reports, that show the reservation and use of these funds for this purpose, as required by Uniform Guidance at 2 CFR 200.302. This will require that VR agencies track and report on all Federal expenditures for pre-employment transition services even if that amount exceeds the 15 percent minimum.

2022-23 CAC Recognition Budget (Approximation)

	Qty. Needed	Cost	Total						
Awards						Proceeds	Carry Over	7/1/2022	\$ 1,917.00
Star Plaque	10	9.10	\$107.50						
Certificates/Holders	40	36.00	\$36.00						
Sub-Total Awards			\$143.50						
Power Point supplies/Flash Drives	40.00	121.00	\$121.00						
Sub -Total for Power Point Production			\$121.00			Total Proceeds			\$1,917.00
						Expenses			
Duplication	150.00	45.75							
Sub-Total Duplication			\$45.75						
Refreshments									
Sub-Total Refreshments			\$175.00						
								Minus 5%	
Presentation			\$400.00						
Sub-Total Presentation			\$400.00					Total Deductions	0.00
Total			\$885.25		Approx.			Balance Remaining	1,917.00

2022-2023 Community Advisory Committee (CAC) Meeting Schedule

Date:	Location:	Administrative Liaison:	Agency/Group Presentation:
September 29, 2022	Blue Rock Springs Room	DUSD – Kim Parrott	City of Vacaville – Therapeutic Programs
October 20, 2022	Blue Rock Springs Room	TUSD – Deanna Brownlee	
November 17, 2022	Blue Rock Springs Room	FSUSD – Stavros Gougoumis	
December 15, 2022	Blue Rock Springs Room	BUSD – Julie Corona	NBRC – Diversity and Equity
January 19, 2023	Blue Rock Springs Room	SCOE – Siobhan Dill	Susan Labrecque on Transition
February 16, 2023	Blue Rock Springs Room	VUSD – Aumrey Moland	Alexis Lynch – Conservatorships
March 16, 2023	Blue Rock Springs Room	SCOE – Siobhan Dill	Tobias Weare – PCP/PCT
April 20, 2023	Blue Rock Springs Room	FSUSD – Stavros Gougoumis	
* Monday , May 1, 2023 Recognition Ceremony	All 3 rooms		
May 18, 2023	Blue Rock Springs Room	DUSD – Kim Parrott	
June 22, 2023 (If needed)	Blue Rock Springs Room		