



## Orange County Local Partnerships Agreement (OCLPA)

Coronavirus-19...

Virtual & Other Transition Resources 2021

Google Drive 4-9-21

<https://drive.google.com/drive/folders/1VXYCdN602MYSbIGcZ4f5YQzrFqTFnoC-?u>

(Please find a folder with the 4-9-21 resources.)

- Please send your no-cost/low cost COVID -19 & Transition Related Resources & Student Learning Strategies to [linda\\_oneal@cox.net](mailto:linda_oneal@cox.net) so we can share with each other on our google drive. We need items that pertain to all stakeholders, including students, families, adults with disabilities, educational staff, administrators, service providers, community colleges, universities, and any other interested individuals.
- Consider providing newsletters/emails and other social media to your students, families, co-workers, and business partners to ensure they get information that may include COVID-19 resources and emergency food distributions in your community.
- Keep in mind, many of these resources are free now, but may have a cost associated with them after the Pandemic is over.

It has been over one year since starting this COVID-19 & Transition Resource List...we will continue monthly lists until no longer needed. If you have any comments or ideas, please send to...[linda\\_oneal@cox.net](mailto:linda_oneal@cox.net) or [acazares@rcocdd.com](mailto:acazares@rcocdd.com).

## RESOURCES

### 1. Vaccines for People with High-Risk Medical Conditions or Disabilities Information Sheet (Mark Tucker, SDSU & Amy Tingirides, Laguna Beach USD)

This information sheet was provided by Joe Xavier, Director DOR and includes these resources...

- On-line at [www.myturn.ca.gov](http://www.myturn.ca.gov). The MyTurn website is accessible to people with disabilities and in eight languages: English, Spanish, Tagalog, Vietnamese, Mandarin, Cantonese, Korean, and Japanese.
- Calling the COVID-19 Hotline at 1-833-422-4255 or 1-833-4CA-4ALL (M-F 8AM-8PM, Sa-Sun 8AM-5PM). The Hotline is accessible to people with disabilities and offers services in English and Spanish, with connections to interpretive services in more than 250 languages.
- Ca Department of Public Health Provider Bulletin 2-12-21  
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/COVID-19/Provider-Bulletin-2-12-21.aspx>

(See information sheet on the TPI OCLPA Google Drive.)

### 2. COVID 19 Vaccination Updates

People with intellectual and developmental disabilities are eligible to receive the COVID vaccine right now! To help to make an informed decision about the vaccine, a few of our Councilmembers created this video to share details about the vaccine and answer frequently asked questions. Please note that since the production of the videos, there has been a new kind of COVID vaccine from Johnson and Johnson that only requires one shot.

COVID Vaccine Information: <https://youtu.be/NZN4le0qXWo>

Avoiding COVID Vaccine Scams: <https://youtu.be/erMlyoj8wFg>



We would like to thank Council Chair Wesley Witherspoon and Councilmember Nicole Adler for making these videos!

To view the SCDD press release and other plain language COVID-19 resources, click [here](#).  
<https://scdd.ca.gov/>

**The following document re available on the site:**

[Vaccination Day – Tips for Family Advocates](#) 

[Vaccination Day – Tips for Medical Staff](#) 

[Success! People with Disabilities are a Vaccine Priority](#)

[COVID Vaccine Information](#) 

[Avoiding COVID Scams](#)



### 3. **People with IDD Can Get COVID-19 Vaccination Help from New Website**

People with intellectual and developmental disabilities — such as Down syndrome, cerebral palsy and autism — have faced significant hurdles during the pandemic involving education, employment and mental and physical health.

“Vaccination against COVID-19 is important so everyone can safely get back to living their lives and being a part of their community again. For people with certain medical conditions, vaccination may not be possible -- but it may be critical for their family or caregivers and individuals in their communities. NACDD created this site to provide trusted sources to help you make the right decision for you, your family, and your community. We encourage you to use these resources, including those from trusted sources like the CDC, and talk to your healthcare provider about any questions you have about the vaccine.”

To combat what experts deem a public health concern, the National Association of Councils on Developmental Disabilities (NACDD) launched a [website](#) last week to help guide people with IDD to trusted resources on COVID-19 vaccines, particularly where to find one in their area.

<https://www.getoutthevaccine.org/>

**(Please see “What to Expect After the Vaccine” Info Sheet on the TPI OCLPA Google Drive.)**

### 4. **VACCINES at Families Together of Orange County (Arturo, Hernandez, DOR)**

Now accepting appointments for...

- Ages 50 and up-Appointments Starting 4-1-21
- Ages 16 and up-Appointments Starting 4-15-21

Please call (714) 332-6367 to make an appointment.

Must be an OC Resident and by appointment only!

**(See flyers on the TPI OCLPA Google Drive.)**



### 5. **April is Autism Awareness Month**

April is Autism Awareness Month. To help employers learn the benefits of a neurodiverse workforce, the Employer Assistance and Resource Network on Disability Inclusion created "Neurodiversity in the Workplace." This online resource addresses the benefit of neurodiversity for employers and employees, common accommodations for employees with autism and other neurocognitive differences, and related hiring initiatives and partnerships implemented by companies.

[Visit "Neurodiversity in the Workplace"](#)

Defining Neurodiversity:

Neurodiversity is defined by Dictionary.com as, “the variation and differences in neurological structure and function that exist among human beings, especially when viewed as being normal and natural rather than pathological.”



To take it a step further, the [Autistic Self Advocacy Network](#) states, “Neurodiversity refers to variation in neurocognitive functioning. It is an umbrella term that encompasses neurocognitive differences such as autism, attention deficit hyperactivity disorder (ADHD), dyslexia, Tourette’s syndrome, anxiety, obsessive-compulsive disorder, depression, intellectual disability and schizophrenia, as well as ‘normal’ neurocognitive functioning, or neurotypicality. Neurodivergent individuals are those whose brain functions differ from those who are neurologically typical, or neurotypical.”

6. **SCDD PARTNERS WITH THE IHSS PUBLIC AUTHORITY TO DISTRIBUTE PPE TO PERSONS WITH DISABILITIES**

<https://www.ssa.ocgov.com/elder/ihss>

The Orange County Office of the State Council on Developmental Disabilities has partnered with the Orange County IHSS Public Authority to distribute Personal Protective Equipment (PPE) for ALL persons with disabilities, *regardless of if you are served by IHSS and/or the regional center.*

Face masks and size small and extra-large gloves are available to any actively working IHSS Provider. Face masks or face shields and hand sanitizers are available for persons with disabilities, IHSS Recipients, and Recipients may request for their Provider to pick up the supplies on their behalf. Supplies are limited and is on a first come first serve basis while supp

**Distribution is as follows:**

**When:** Distribution is going on now while supplies lasts.

**Monday- Friday, 10 am-12 pm and 2 pm- 4 pm. No appointment needed!!** (Schedule subject to change based on availability of supplies with advance notice)

**Where:** 1505 E. Warner Ave., Santa Ana, CA 92705. When you enter the parking lot, follow the arrows on the sign the says “IHSS Pick-Up.” PA will have a curbside pick-up process so individuals can maintain physical distancing and remain in their car during pickup.



If you are not served by IHSS, please indicate that you are served by the Orange County Office of the State Council on Developmental Disabilities (SCDD). They will provide you with face masks, face shields, and/or hand sanitizer.

**(Please see the IHSS Application on the TPI OCLPA google Drive, other languages are available on the IHSS Website.)**

7. **Transition A Conversation with Parents: A Guide for Individuals with Disabilities, their Parents and the Professionals Dedicated to Serving Them (Adam Gottdank, NOCE)**

“It is my intention that this book will help start a conversation about transition and provide families the information they need to successfully navigate the changes that come with it. As you read through this book you may notice that I lean towards promoting the most independent environment possible for all individuals with disabilities. Throughout my career I have found that most individuals, whether they have a disability or not, want the same things after high school; the ability to live, work, and be included in their community.” There are Orange County, state and national resources included in this guide.



**(Please see two versions of this guide, including an inline accessible version on the TPI OCLPA Google Drive.)**

8. **Expanded Learning Partnerships to Meet Students’ Diverse Needs (Mari Guillermo, SDSU-II)**

- **[Serving Students Experiencing Homelessness During the Pandemic](#)**

by Margaret Olmos and Ali Bloomgarden looks at how to leverage expanded learning to support both the logistical and emotional needs of students facing economic and housing insecurity. COVID-19 has



magnified equity concerns and exacerbated challenges for this vulnerable population of students, with Black and Latinx students overrepresented among them. This new commentary lays out several ways that expanded learning partnerships can help: by taking on the difficult work of coordinating across agencies; by helping to develop multigenerational trust and support; by developing an understanding of these students' unidentified educational needs; by increasing access to learning through one-on-one visits or personal connections (including learning hubs); by centralizing support; by asking partners to help identify students in need; and by reimagining student transportation.

- [Re-envisioning Learning for Students with Learning Differences: Opportunities for Expanded Learning Partnerships](#) by Amy Andersen, Tamara Clay, and Heather DiFede explores the exciting potential expanded learning partnerships offer for thinking about a comprehensive and holistic approach to supporting students with special needs. The authors work through several key questions to consider possibilities for discussion between expanded learning partners and special education practitioners and leaders, specifically: how schools and districts can make training resources available to expanded learning partners working outside of the regular school day; how better to prioritize universal design principles; how to rethink the traditional structures of the school day; and how to foster effective interagency collaboration. [Access PACE's expanded learning publications](#)

**9. The Gavel Club (Judi Uttal, OCASG)**  
**4-10-21 9:30-10:30 AM**



The Orange County Asperger's Support Group

Learn communication, public speaking and leadership skills, while having fun and making friends! Individuals eligible to participate are OCASG adult members and prospective adult members with Asperger's Syndrome, High Functioning Autism or PDD-NOS, and who are ages 18 or over. Family and friends ages 18 or over are also welcome to join! There will be a one-time materials fee of \$26. For more information, or to sign up, contact Judi Uttal [judi.uttal@cox.net](mailto:judi.uttal@cox.net).

The Gavel Club is an official program associated with Toastmasters International, a world leader in communication and leadership development. Participants had a lot of fun and improved their communication skills. Feel free to attend a Gavel Club meeting with no obligation to join. Meetings are 90 minutes, from 9:30 AM to 11:00 AM.

(Additional OCASG activities can be found on the TPI Transition Initiative Website, [Transitionca.org](http://Transitionca.org))

**10. Edutopia Weekly: Enduring Practice from Remote Teaching**  
**George Lucas Education Foundation, San Rafael, CA**  
**Samantha Pack 4-2-21**



After a yearlong crash course in digital tools and remote teaching, a teacher reflects on what will stick in her brick-and-mortar classroom.

[https://www.edutopia.org/article/enduring-practices-remote-teaching?utm\\_content=linkpos2&utm\\_campaign=weekly-2021-04-07&utm\\_source=edu-legacy&utm\\_medium=email](https://www.edutopia.org/article/enduring-practices-remote-teaching?utm_content=linkpos2&utm_campaign=weekly-2021-04-07&utm_source=edu-legacy&utm_medium=email)


**11. Economic Payments: What You Need to Know Newsletter**


<https://www.nationaldisabilityinstitute.org/financial-resilience-center>



This newsletter will answer frequently asked questions about economic impact payments (EIP), also commonly known as stimulus payments. On Wednesday, March 10, 2021, Congress passed a new COVID-19 relief bill, the American Rescue Plan Act, which was signed into law by President Biden. The \$1.9-trillion relief package offers new economic assistance, including a third round of stimulus payments.

(Please see NDI Newsletter on the TPI OCLPA Google Drive.)

- 12. Project Youth OCBF-April 2021 (Empowering Youth to Make Positive Choices)** 
- Project Youth OCBF's programs create a comprehensive family-centered system of care that is tailored specifically for low-income, at-risk and minority youth. Project Youth OCBF is proud to serve over 1,500 Orange County youth each year. Our strategic plan includes positioning Project Youth OCBF as a one-stop center for integrated prevention and intervention services that offer juvenile crime diversion, educational mentoring, health education, substance abuse treatment, and mental health services.
- (Please see the OCBF Impact Report on the TPI OCLPA Google Drive.)

- 13. YouTube: Communication Challenges, Presuming Competence & Supported Decision Making with Darlene Hanson** 
- Darlene Hanson, a seasoned Speech and Language Therapist who has been helping limited communicators find and use their voice for decades is interviewed. Darlene helps us understand that everyone has something to say and we can understand them if we listen. This interview is jam-packed with mindsets that are critical for any ally or professional who supports neurodivergent or disabled individuals. From presuming competence, to the difference between unreliable vs. limited speech, to considering supported decision making as a replacement for conservatorship, Darlene's thoughts and words challenge current belief systems and are a call to action to change how we support individuals with communication challenges.
- <https://m.youtube.com/watch?v=xrdl7Zn9oSU>

- 14. Resource from the National Technical Center on Transition Transition Tennessee Pathways to Employment: A Guide to Work Experiences**
- [WWW.TRANSITIONTN.ORG](http://WWW.TRANSITIONTN.ORG)



This is a collaboration between the Tennessee Department of Education, Vanderbilt University & Tennessee Works.



(Please see this guide on the TPI OCLPA Google Drive.)

- 15. Vocational Rehabilitation Technical Assistance Center for Quality Management**

The Vocational Rehabilitation Technical Assistance Center for Quality Management (VRTAC-QM) is pleased to announce the launch of our new website at [www.vrtac-qm.org](http://www.vrtac-qm.org). The purpose of the VRTAC-QM is to provide training and technical assistance that will enable State VR agency personnel to manage available resources, improve effective service delivery, and increase the number and quality of employment outcomes for individuals with disabilities. The VRTAC-QM provides TA and training in program and performance quality management, fiscal and resource quality management, and general quality management of organizations.



We have included a lot of information on the site at launch, but we will be adding information and content regularly, so please bookmark the page and check back frequently. You can sign up for the VRTAC-QM mailing list on the site by clicking on this link: [VRTAC-QM Mailing List](#). We hope that the [VRTAC-QM website](#) will be a valuable tool and resource for you as we all strive to identify and implement quality management strategies and practices that will improve services and outcomes for individuals with disabilities.

The VRTAC-QM is led by the Interwork Institute at the San Diego State University's Research Foundation. Our partners in this project include the George Washington University, Cornell University's Yang-Tan Institute, CSAVR, the Institute for Community Inclusion at the University of Massachusetts Boston, the National Disability Institute, the Career Index, and Management Concepts Incorporated. The VRTAC-QM is funded by the U.S. Department of Education under cooperative agreement #H264J200002.

## CONFERENCES/WEBINARS/PODCASTS/VIDEOS

### 16. Employment Development Department (EDD) Youth Employment Opportunity Program (YEOP) Virtual Workshops April 2021 Schedule



All workshops are conducted online through Zoom ([www.zoom.us](http://www.zoom.us))

To register for the event, log into your CalJOBS<sup>SM</sup> account: Menu > Other Services > Appointment Center > Events Calendar > Enter Event ID Meeting link will be sent to email on CalJOBS<sup>SM</sup> profile. For more information contact us:

714-565-2664 | [WSBARU042SantaAna@edd.ca.gov](mailto:WSBARU042SantaAna@edd.ca.gov)

**(Please see schedule on the TPI OCLPA Google Drive.)**

### 17. 2021 Virtual Self-Advocacy Conference: I'm Empowered-It's My Life! (Christine Tolbert, SCDD)

For youth with disabilities, ages 14-26, their families and the professionals who educate and guide them. The conference will be held on Zoom every Tuesday starting 4-13-21 through 5-4-21.



The self-advocacy conference will get you motivated and empowered to start being your own advocate and utilize self-knowledge to assist you in empowering yourself and others!

April 13<sup>th</sup> Self Care is not Selfish!

April 20<sup>th</sup> Healthy Body-Healthy Life

April 27<sup>th</sup> Work! Work! Work!

May 4<sup>th</sup> Listen -My Thoughts Count!

**Register...**

<https://ricv.wufoo.com/forms/virtual-selfadvocacy-conference-2021/>

**(Please see flyer on the TPI OCLPA Google Drive.)**

### 18. Roadtrip Nation: Jobs Explained [newsletter@roadtripnation.com](mailto:newsletter@roadtripnation.com)



We've got a brand-new YouTube series called "Jobs Explained," where we do a deep dive on cool jobs—combining stories and stats to give you the full picture of each career.

This week, our video explores the world of cybersecurity! [Check it out](#) to learn how to get started in the field—and see why, if you're into computers and problem-solving, cybersecurity needs to be on your radar.

### 19. New Webinar on Interacting with Law Enforcement

Autism Society...Improving the Lives of All Affected by Autism Inland Empire  
5-1-21 10-11:30 AM

For the Autism Community: Interacting with Law Enforcement Workshop

Topics Covered:

- Meeting Law Enforcement
- Eloping/Wandering Safety
- When to Call Law Enforcement & what to expect



- Driving with Autism
- Active Shooter in the Community
- Free Spanish Interpretation provided

RSVP...

[autism.org/events](http://autism.org/events)



## 20. Accommodations and COVID-19

The Job Accommodation Network webinar on "Americans with Disabilities Act and Accommodation Lessons Learned: COVID-19 Edition" is available in the archive. The webinar discusses the adjustments employers made to keep employees, including individuals with disabilities, working during the COVID-19 pandemic. It also provides practical strategies for engaging in the interactive accommodation process to address evolving workforce needs.

[View "Americans with Disabilities Act and Accommodation Lessons Learned: COVID-19 Edition"](#)

(PowerPoint Slides are available on the TPI OCLPA Google Drive.)

## 21. SELF-DETERMINATION UPDATES

The Self-determination Program is a voluntary program that allows for persons served and their families to have more flexibility and control over the services and supports that they need to achieve their goals. Regional Centers across the State of California are completing the phase-in period of the Self-determination Program. **Effective June 7, 2021, the Self-determination Program is available to everyone.**

To learn more about the Self-Determination Program:

Join RCOC's next Local Advisory Committee on Monday,

**April 12, 2021 from 6:30-8:30pm. Click here to [view the agenda.](#)**

Visit the RCOC SDP webpage:

<https://www.rcocdd.com/services-provided-by-regional-center-of-orange-county/rcoc-self-determination-program-local-advisory-committee/>

Visit the DDS SDP webpage: <https://www.dds.ca.gov/initiatives/sdp/>



## 22. PEAT Podcast

The Partnership on Employment & Accessible Technology posted a new episode of its Future of Work podcast series on "Disability-Led Innovation in Future Workplaces." In the podcast, business strategist Jonathan Kaufman discusses how disability offers an innovative framework for the future of work to help businesses gain a competitive advantage.



[Listen to "Disability-Led Innovation in Future Workplaces"](#)

## 23. OC Ask the Experts Zoom Conversations (Arturo Cazares, RCOC) Thursdays 11:30 AM-12:30 PM

(See the schedule on the TPI OCLPA Google Drive.)

## 24. RCOC Winter/Spring Virtual Training (Arturo Cazares, RCOC) Register...

[cfonseca@rcocdd.com](mailto:cfonseca@rcocdd.com) or (714) 796-5198

The Zoom information will be sent to you after you register.

(See the flyer and schedule on the TPI OCLPA Google Drive.)



## 25. SCDD April Self- Advocacy Chat (Christine Tolbert, Orange County SCDD)

The California State Council on Developmental Disabilities (SCDD) invites you to join the next monthly California Statewide Self-Advocacy Chat. There is a total of 12 California Statewide Self-Advocacy Chats planned for 2021, and SCDD encourages those who are interested to join in the conversation!



**What/Why:** The “California Statewide Self-Advocacy Chats” provide self-advocates throughout California the chance to talk about topics that matter to them. After each meeting, resources and information related to the topics discussed will be shared with participants in a follow-up email. Information and resources shared are intended to help advocates learn about issues and advocate for change in their communities.

**Wednesday April 21, 2021 11:00 AM**

This month’s topic: Coping with Change

Here are some questions to think about for this month’s Chat:

- How do you handle change or uncertainty?
- Do you notice any mental/emotional or physical responses?
- Are there any activities, places or people that help you to cope with change?
- If you could keep one thing that has changed in the last year, what would it be?

This month’s Chat will be facilitated by Riana Hardin, Self-Advocacy Coordinator for the California State Council on Developmental Disabilities.

**Zoom session details and registration:**

[https://bit.ly/ca\\_selfadvocacychats2021](https://bit.ly/ca_selfadvocacychats2021)

Meeting ID: 961 9651 9177

Passcode: 882136

**Toll Free Number: 888-475-4499**

**26. Disability Rights California (Rebecca Hoyt, DRC)**

View Disability Rights California’s upcoming and past webinars that are informative and empowering. Our free trainings provide information and resources on different topics.

<https://www.disabilityrightscalifornia.org/events>

• **Upcoming Webinars:**

**Understanding Your Rights: Psychiatric Holds & Timelines  
4-20-21 11:00 AM (A Spanish version is available on 4-29-21)**

This webinar will explain your rights if you are placed on different psychiatric holds and their timelines.

[Register Here](#)

• **Self-Advocacy Resources**

Materials and publications in this section help you understand your rights so you can advocate for yourself or another person. If you have any questions or need more help, contact Disability Rights California at

1-800-776-5746, or TTY at: 1-800-719-5798: available M-F, 9 am- 4 pm.

**(Resources are available in 12 languages including ASL.)**



**27. Grit & Flow’s Job Development Training (Tiffany Jameson, Grit & Flow)**





(See schedule on the TPI OCLPA Google Drive)

**28. Adult Outcomes in Autism: Insights from a Longitudinal Study (Bonnie Gillman, GAN)**

Tarjan Center Zoom Lecture Series

Rebecca Ellis, Ph.D., UCLA Semel Institute for Neuroscience & Human Behavior

4-12-21 11:30-12:30 PT

[Register Here](#)



**29. Working Collaboratively with Diverse Families in the IEP Process**

**Council for Exceptional Children Webinar (C. Hauth & C. Creighton, Marymount University)**

Per the Individuals with Disabilities Education Act (IDEA), families of children with disabilities are equal stakeholders in IEP meetings. With the number of students from culturally and linguistically diverse backgrounds increasing each year, working effectively with diverse families in the IEP process is especially important. Learn how to involve your students and families from diverse backgrounds in the IEP process and ensure that all your students receive the educational support they need.

After this webinar, you will be able to:

- Identify family characteristics to be aware of when work students.
- Understand cultural and linguistic challenges to address when working with diverse families at IEP meetings.
- Identify ways to facilitate involvement from diverse families.
- Share strategies to help families of all backgrounds feel welcome and respected at IEP meetings.



<https://exceptionalchildren.org/webinar/working-collaboratively-diverse-families-iep-process-0>

**30. IRS Video Addresses ABLE Account Questions**

- **Earnings in your CalABLE account are 100% federal and California state tax-free. Withdrawals to pay for disability-related expenses are also federal and California state tax-free.**
- The assets in your CalABLE account, up to \$100,000, will not affect your ability to receive state and federal benefits such as SSI (Supplemental Security Income) and Medicaid.
- Plus, California residents with a CalABLE account are protected from both creditors and repayment of medical assistance. Medi-Cal is prohibited from filing a claim against an account after the beneficiary has died, giving individuals the full opportunity to leave a legacy for loved ones.

**English Version...**

<https://www.youtube.com/watch?v=P7dO63wVCd8>

**Spanish Version...**

<https://www.youtube.com/watch?v=Mkice37rSRY>

(Please see CalABLE Brochure & Info Guide on the TPI OCLPA Google Drive.)



**31. Think College...Changing Expectations & Increasing Opportunities**

<https://thinkcollege.net/>

**College Search: Find the college that is right for you!**

<https://thinkcollege.net/college-search>



This directory includes information on [303](#) college programs for students with intellectual disability. You can search by program name, location, and other keywords. "Advanced Filters" offer more options to narrow your search.

Review these [Frequently Asked Questions](#) for answers to some general questions on college programs, how we gather the information in the directory, and how to use the features of College Search.

Once you have located colleges you are interested in, download the [How To Think College Guide to Conducting a College Search \[PDF\]](#). It provides you with the right questions to ask in order to get the answers you need about each program on your list. The How To guide is also [available in Spanish](#).

### 32. Justice Briefing Live Event: Reducing Structural Barriers to School & Work for People with Juvenile Records

4-21-2021 10-11:00 AM PT

This webinar speakers will discuss concrete steps state leaders and other stakeholders can take to reduce restrictions to school and work for people with juvenile records. Panelists will include:

- **Caitlin Dawkins**, Director, Juvenile Justice, FHI 360 National Institute for Work and Learning
- **William Gil**, Director, Government Relations, American Association of Collegiate Registrars and Admissions Officers
- **Andrew Morton**, Director, Veterans and Certification Affairs, SHRM
- **Josh Weber**, Deputy Division Director, Corrections and Reentry, the CSG Justice Center (facilitator)



The event, which will be presented via livestream, marks the release of The Council of State Governments (CSG) Justice Center's [new report](#) and policymaker toolkit. The event is free and open to the public; pre-registration is required.

[\(See the Reducing Barriers Juvenile Records, March 2021 Report on the TPI OCLPA Google Drive.\)](#)

## FOR YOUR INFORMATION (FYI)

### 33. SCDD PROGRAM DEVELOPMENT GRANT (PDG) CYCLE 44 REQUEST FOR PROPOSALS – DUE MAY 15, 2021



*One or more Program Development Grant is available Up to \$160,000.*

**Health & Safety:** SCDD values innovation and acknowledges that dimensions of wellness include many areas of life. In recognition of the burdens experienced as a result of the COVID-19 public health crisis, (e.g. isolation, lack of access to services, etc.), the Council is invested in the mental health and well-being of people with Intellectual/Developmental Disabilities (I/DD) and their families. The Council is seeking to fund a demonstration project that will address mental health needs among people with I/DD and/or their families. The proposed project may identify promising practices\* and potential barriers and serve as a demonstration model. The expected outcome will be a best practice\*\* model that can be replicated by other programs. Priority will be given to projects that focus on underserved populations (in urban and/or rural settings) throughout the lifespan.

*One or more Program Development Grant is available up to \$100,000*

**Inclusive Education – Increasing Inclusive Practices:** While the State Council on Developmental Disabilities understands that effective inclusion practices may be available, the Council greatly values innovation. SCDD is seeking a grantee that will identify, improve and implement supportive inclusion opportunities for students with I/DD. The implemented plan will be a model (with demonstrated success at improving inclusion) that can be replicated in other districts throughout the state. Specifically, SCDD is interested in funding a three-part project that will:

- 1) Demonstrate an increase in promising/best inclusive education practices for students with Intellectual/Developmental Disabilities (I/DD);
- 2) Recommend a systems change model for promising and/or best inclusionary practices, which will benefit both typical students and those with I/DD; and,
- 3) After implementation, identify potential barriers to effective inclusive practices.

The grantee will develop a comprehensive plan with specific goals and benchmarks to improve inclusion outcomes, pilot the plan in one or more local education agencies, and report on outcomes. Grantees may or may not be previous recipients of the California Department of Education's Supporting Inclusive Practices (SIP) grants and intend to further increase positive outcomes related to primary, middle and/or secondary schools serving students with I/DD. Priority will be given to projects that focus on underserved populations (in urban and/or rural settings).

**View the flyers and get more information here: <https://scdd.ca.gov/grantinformation/>**

#### **34. IRS Q & A and Fact Sheets about the Second and Third Economic Impact Payments**

<https://www.irs.gov/coronavirus/second-eip-faqs>

<https://www.irs.gov/newsroom/fact-sheets>



#### **35. The Next OCLPA COVID-19 Transition Resource List will be sent on 5-14-21**