Orange County Local Partnerships Agreement (OCLPA)
Coronavirus-19…
Virtual & Other Transition Resources Fall 2020
Google Drive 10-9-20
https://drive.google.com/drive/folders/1VXYCdN602MYSbIGcZ4f5YQzrFqTFnoC-?u
(Please find a folder for the 10-9-20 resources.)

- **Please send your no-cost/low cost COVID -19 & Transition Related Resources & Student Learning Strategies to 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. On a good note this does allow you the opportunity to try them out for possible purchase at-a-later-date.**

RESOURCES

1. **Last Day to Register to Vote Online or Postmarked by 10-19-20**
   Video Guide for New Voter
   https://www.usa.gov/register-to-vote#item-214081
   If you're getting ready to vote for the first time, this short video can help. It goes over the basic requirements for voting in the U.S. and explains why it's important to know your state's specific rules for voting.
   - **To qualify as a registered voter…**
     - ✓ You must be a citizen of the United States
     - ✓ You must be a resident of Orange County, CA
     - ✓ You must be at least 18 years of age or older on or before the next election
     - ✓ You must not be in prison or on parole for the conviction of a felony
     - ✓ You must not have been judged by a court to be mentally incompetent to register and vote
   - **What documents do you need to register to vote online?**
     To register to vote online you will need the following documents:
     - ✓ Your California driver's license or California identification card number.
     - ✓ The last four digits of your social security number.
     - ✓ Your date of birth.
     - ✓ Your information will be provided to the California Department of Motor Vehicles (DMV) to retrieve a copy of your DMV signature.

     If you do not have a California driver license or California identification card, you can still use this form to apply to register to vote. However, you will need to take additional steps to complete your voter registration.

     Or register to vote at your local vote center as late as on election day!

2. **Disability Rights California Webinars & Archived Webinars**
   (Rebecca Hoyt, DRC)
   Your Right to Vote: Voice Your Choice!
   10-13-2020 11:00 AM

Exercising your right to vote is a powerful way to have a say about how our local, state and federal governments operate. Voting for laws and candidates of your choice is your opportunity to make sure the government serves its citizens well. Join us to learn more about the importance of voting, your voting rights and the voting process. This webinar will focus on:

- Why it's Important to Vote
- Your Voting Rights
- How to Register to Vote
- How to Cast your Vote & Make Your Voice Heard
- Recent Changes to the Voting Process

Join us to learn more about your right to vote and the voting process. Then Let's Go Vote!
Speaker: Debi Davis
Register…https://www.disabilityrightsca.org/post/october-mental-health-webinar-series-register

3. **US Department of Education Reminds Schools of IDEA Obligations During Pandemic (Richard Rosenberg, CU TPI, SDSU Interwork Institute & CSULA)**
Please see 2 new Q & A documents released by the USDOED on 9-28-20, regarding IDEA and other laws that should be implemented during the continuing COVID-19 Crisis.
- **IDEA Part B Service Provision (The Office of Special Education Programs (OSEP)**
- **Q & for K-12 Public Schools in the Current COVID-19 Environment (USDOED Office of Civil Rights)**

(These documents can be found on the TPI OCLPA Google Drive.)

4. **Personal Protective Equipment (PPE) Drive-thru for People with Disabilities & Special Needs, City of Lake Forest & SCDD (Christine Tolbert, SCDD)**
10-15-20 9-11:00 AM
Lake Forest Sports Park
2800 Rancho Parkway, Lake Forest, CA 92630
Due to heavy volume of inquiries received we prefer that you schedule your appointment and attend the event.
Make your reservation here: https://calendly.com/scddoc/lfppe
Each household will receive 1 box of disposable face masks (50 masks per box), 1 bottle (8oz) of hand sanitizer and 5 face shields. (Quantities are limited and reservations are required)
(See information flyer on the TPI OCLPA Google Drive.)

5. **National Disability Employment Awareness Month 75th Anniversary Statement**
"In April 2018, eleven federal agencies came together to create the **Multi-Agency Task Force on Increasing Employment Opportunities for Americans with Disabilities**. The aim of this unique collaboration of federal agencies is to address the chronic unemployment rate of Americans with disabilities and work toward the complete integration of people with disabilities into the American workforce. Each of these agencies has a representative member serving on the task force. The agencies are the Departments of Health and Human Services, Labor, Education, Veteran Affairs, Commerce, and Transportation, along with the Social Security Administration, the Office of Personnel Management, the Small Business Administration, the National Council on Disability, and the Equal Employment Opportunity Commission. In creating and supporting the Task Force, each representative has affirmed their shared commitment to increasing opportunities for people with disabilities to obtain competitive, integrated employment.
Every October, we observe National Disability Employment Awareness Month by celebrating the many and varied contributions of workers with disabilities. This year, it is more important than ever to bring attention to many contributions of workers with disabilities. As our nation battles the COVID-19 pandemic,

it is critical that we continue to improve access to the supports and opportunities that will increase the participation of workers with disabilities in our nation's workforce. The Multi-Agency Task Force on Increasing Employment Opportunities for Americans with Disabilities is pleased to acknowledge the 75th Anniversary of National Disability Employment Awareness Month and renews its commitment to working together to *Increase Access and Opportunity* for every American."
(Please see statement on the TPI OCLPA Google Drive.)

For more information and resources about National Disability Employment Awareness Month, including ideas for how you can participate, visit the Department of Labor's Office of Disability Employment Policy's NDEAM website at **www.dol.gov/ndeam**. Employers of any size, in any industry – as well as community organizations, advocacy groups, and schools – are encouraged to participate.

6. **Safety and Employment Opportunities for Californians with Intellectual and Developmental Disabilities Improved (SB 1264)**
Governor Gavin Newsom signed Senate Bill 1264 on September 30th. The bill was authored by the Senate Committee on Human Services.
The State Council on Developmental Disabilities (SCDD) sponsored the initial bill's provisions related to authorized representatives and the Limited Examination and Appointment Program (LEAP) to protect the civil rights of people with intellectual and developmental disabilities by providing changes to different policy areas.
SB 1264's main components include:
• Clarifying the process for a person with a disability who is interested in having an authorized representative appointed. Authorized representatives assist with expressing desires of the people they represent and in making decisions and advocating for their needs, preferences, and choices.
• Extending the sunset of the LEAP's Internship Program. This extension ensures that the option for people with intellectual and developmental disabilities does not expire while the work of the Governor's Taskforce on Diversity goes forward this year. The sunset date changes from January 1, 2021 to January 1, 2022.
• Requiring licensed residential facilities and adult day programs to adopt emergency and disaster preparedness plans.
The bill passed both houses unanimously and takes effect on January 1, 2021.

7. **Be Well OC Overview (Bonnie Gillman, Grandparent Autism Network)**
The Problem... No one organization, or even sector, can solve the pervasive challenge of mental health and substance use disorders alone. In Orange County, there are exceptional services, but they function in silos. With an intentionally coordinated system, created in public-private partnership, the community will benefit from best-in-class care.
The Solution... Be Well OC brings together a robust, community-based, cross-sector strategy—public, private, academic, faith and others—to create a community-wide, coordinated ecosystem to support optimal mental health.
Check out the OC Be Well 30-page Blueprint & watch the video for a deeper understanding of how 'BE Well OC" will impact mental health in our community.
https://bewelloc.org/overview/

8. **Reasonable Accommodation Pocket Card (US Department of Labor)**
The "Requesting a Reasonable Accommodation" pocket card assists applicants, employees and other interested parties in understanding the process for requesting a reasonable accommodation. Printed copies can be obtained by calling the Customer Service Help Desk at **1-800-397-6251**.

(Please see copies of the English & Spanish versions of the Pocket Card on the TPI OCLPA Google Drive.)

9. **Skills for an Inclusive Economic Recovery (National Skills Coalition)**
   A Call for Action, Equity and Accountability
   Jobs That Require Skills Training Are the Backbone of Our Economy
   "Our country faces the most devastating economic crisis since the Great Depression, and NSC stands with the working people and local businesses who have been most impacted by the pandemic's economic fallout. Our federal and state governments should provide immediate and sustained relief to those who are out of work, out of business, or just barely hanging on. Income support, healthcare assistance, paid leave, and payroll protection to mitigate small business layoffs will be necessary for some time to come."
   (See a copy of this 24-page report on the TPI Google Drive.)

10. **WorkAbility I RCOE Resources (Barbara Sorter, Riverside COE)**
    Transition Assessments & Resources Chart
    The following transition assessments & resources are formatted based on the WA1 High School Array of Services but could also be used within any transition service setting as deemed appropriate.
    (Please see this chart on the TPI OCLPA Google Drive.)

11. **Career Technical Education Distance Teaching & Learning Monthly (September) Newsletter (Joyce Montgomery, Vallejo UHSD)**

    Planning for remote instruction is time consuming and we hope to provide some tips, tricks, and resources each month to make things a little easier for you. Our CTE distance learning newsletters will be published the last Friday of every month. To subscribe to the newsletters: Send a blank email to: **subscribe-cctd-updates@mlist.cde.ca.gov**

    CAREER READINESS RESOURCE: Students can create a postsecondary Career Action Plan using a free **California Career Center My Stuff student account**. This California Department of Education resource provides online directions so students can develop a plan at their own pace or with educator support. A paired mobile app will soon be available.
    https://www.calcareercenter.org/Home/mystuff
    (See the September newsletter on the TPI OCLPA Google Drive.)

12. **CalABLE**
    The ABLE Act was established to empower people with disabilites & help them save to cover the additional costs of living and working with a disability. CalABLE provides greater financial security to Californians living with a disability, including…
    ✓ What is a Qualified Disability Expense?
    (Please see Google Drive for QDE Power Point)

13. **Embracing Ed Tech Tools Can Help Level The PlayingField For all Students**
    (Teacher Voices)
    HTTPS://EDSOURCE.ORG/2020/EMBRACING-ED-TECH-TOOLS-CAN-HELP-LEVEL-THE-PLAYING-FIELD-FOR-ALL-STUDENTS/639850?UTM_SOURCE=ENL&UTM_MEDIUM=EML&UTM_CAMPAIGN=EDBIZ
    (See the summary on the TPI OCLPA Google Drive.)

14. **CALPADS Update FLASH #184** (WorkAbility I)

    20-21 Work-Based Learning Data

    Beginning in 2020–21, local educational agencies (LEAs), serving students in grades 9–12, will be required to submit work-based learning data that will provide additional opportunities for students to demonstrate their preparedness for college/career through the College/Career Indicator (CCI) on the California School Dashboard. This data will be collected on a new Work-Based Learning (WBLR) file that will be submitted and certified as part of the CALPADS End-of-Year (EOY) 1 submission. Through the WBLR file, LEAs will report student completion of specific work-based learning programs which are currently submitted on the Student Enrollment (SENR) and Special Education (SPED) files, and as announced in previous communications, new data related to student internships, student-led enterprises, and virtual/simulated work-based learning.

    Work-Based Learning Types

    There are twelve work-based learning programs/activities that LEAs should track and report to CALPADS on the WBLR file. The twelve activities are submitted as Work-Based Learning Type codes and are described in Table 1 below (refer to the CALPADS Code Sets version 12.0 for the complete definition of each code). Note that the "Federal or State Job Program" indicator currently collected on the SENR has been split into five specific work-based learning type codes. LEAs should report the Work-Based Learning program/activity in the year that the program or activity was completed. If a student participates in an internship that spans more than one academic year, LEAs should report what the student completed (for example, number of hours) in each academic year

    (See chart on the TPI OCLPA Google Drive.)

15. **California Promise Tool Kit** (Joyce Montgomery, Vallejo UHSD)

    This federally funded research program is finishing up its 6th year. The compilation of online resources contained in this toolkit are organized around the core interventions for California's Initiative to Promote the Readiness of Minors in Supplemental Support Income (CaPROMISE). These interventions include: Case Management & Transition Planning, Benefits Management & Financial Planning, Career & work-Based Learning, Parent/Guardian Training & Information, and Other Services & Supports.

    (Please see the CaPROMISE Tool Kit on the TPI OCLPA google Drive.)

16. **Wheel of Apps** (Barbara Sorter, Riverside County Office of Education)

    Many iPad apps are available to support learners with reading and writing difficulties. This 'Wheel of Apps' is not comprehensive but attempts to identify relevant apps and to categories them according to some of the difficulties faced by people with dyslexia. Note that some apps address a range of difficulties. In order to save space, we have decided not to place individual apps into multiple categories, but have placed them according to a single category that is particularly relevant to the app. These representations are available from various web sites, but can all be downloaded from:
    http://apps4stages.wikispaces.com/AppWheels.
    (Please see information on these Apps on the TPI OCLPA Google Drive.)

17. **California Transition Alliance Resources**
    http://www.catransitionalliance.org/catransitionalliance.aspx
    Transition from Cradle to Employment & Adult Life Chart (Sue Sawyer, CA Transition Alliance & Richard Rosenberg, CU TPI, SDSU & CSULA)
    "Begin with the End in Mind…Adulthood"
    (Please see this chart on the TPI OCLPA Google Drive.)

18. **Financial Capability Fact Sheet** (Workforce GPS Youth Build)

https://youthbuild.workforcegps.org/resources/2018/08/28/12/34/Financial_Capability_Fact_Sheet

"A Financial Capability Gap Exists for Today's Generation Former Chairman of the Federal Reserve, Alan Greenspan once said that "the number one problem in today's generation and economy is the lack of financial literacy." It's rare for young people to receive formal instruction on money matters, and what they do learn often comes informally through observing and listening to peers and caregivers."

The Financial Capability Factsheet offers practice strategies and resources to support DOL YouthBuild grantees' compliance with the WIOA program element. The factsheet provides strategies to assess current program practices and identifies curricula and methodologies to successfully integrate the program element into their existing programming.

The strategies and recommendations in the factsheet can also help YouthBuild grantees move beyond the basics of financial literacy education and focus on implementing robust financial capability education that addresses the knowledge, skills, behaviors, and access to financial institutions that young people need to take control of their financial futures.
(Please see the fact sheet on the TPI OCLPA Google Drive.)

19. **Educator's Now is the Time to Embrace Digital Accessibility**
Delivering a high-quality education has never been more dependent on technology. But the abrupt move to remote learning in response to the pandemic continues to reveal gaps in accessibility that can put students with disabilities of all ages at a major disadvantage.
https://www.viscardicenter.org/educators-nows-the-time-to-embrace-digital-accessibility/
(Please see this article on the TPI OCLPA Google Drive.)

20. **It's Incumbent on U.S. September 2020 (National Skills Coalition)**
Leveraging Federal Policy to Maximize Investment in Incumbent Worker Training & Business Pipeline by Katie Brown & Katie Spiker
"Since the pandemic began, the economic landscape has changed dramatically for businesses and workers. Countless companies have had to quickly upskill their workers, equipping them with the skills they need to pivot to digital or remote services. Businesses in charge of delivering essential pandemic related services or products have had to onboard and train thousands of new workers to meet the needs of the communities they operate in. Pre-existing talent pipeline issues have continued to jeopardize the supply of skilled workers in some industries, even as other businesses have had to temporarily close their doors to protect workers and consumers."
www.nationalskillscoalition.org
(Please see this 12-page booklet can be found on the TPI OCLPA Google Drive.)

21. **NTACT: Predictors & Students with ASD**
In 2009, Test, Mazzotti, et al. identified variables or predictors correlated with improved post-school outcomes for students with disabilities, by summarizing the correlation research in secondary transition using the quality indicators suggested by Thompson, Diamond, McWilliam, Snyder, and Snyder (2005). Predictors are macro level variables that influence systems, programs, and general practices and skills students need to be successful after high school. From this review, 16 evidence-based, in-school predictors of improved outcomes in education, employment, and/or independent living for students with disabilities were established. In 2014, Rowe et al., conducted a Delphi study to add specificity to the existing predictor definitions identified by Test, Mazzotti, et al. (2009) and operationally defined the predictors so local educators could understand the components

necessary to develop, implement, and evaluate secondary transition programs based on predictor research. In 2016, using the same research procedures and inclusion criteria as Test, Mazzotti, et al. (2009), four additional predictors emerged (Mazzotti, Rowe, et al., 2016), bringing the total to 20.

To further understand what supports the post-school success of students with autism spectrum disorder (ASD), we looked at all of predictor studies to determine if students with ASD were included in the sample. Table 1 provides the predictor, its definition and the postsecondary outcome(s) for students with ASD, if they were a part of the study. Postsecondary outcomes are identified in three areas: education, employment, and independent living. While data collection on independent living is not a federal requirement, it is considered best practice to consider independent living options as needed based on individual student need. In 2020, the definition for employment will change to align with the Workforce Investment Opportunities Act (WIOA). Those changes are reflected here in italics, within the original definition. The following outcome definitions were obtained from the Indicator 14 materials from www.transitionta.org.
(Plese see this chart on the TPI OCLPA Google Drive.)

22. **The Impact of Trauma on Youth with Intellectual & Developmental Disabilities: A Fact Sheet for Providers (The National Child Traumatic Stress Network)**
"Early intervention in childhood may reduce the impact of some types of disabilities. However, gaps in services for youth are leaving their mental health needs grossly underserved, especially with respect to trauma-informed care. There are many reasons for this, including provider misconceptions about IDD and trauma, siloed service systems, and specific challenges (e.g., deficits in speech, language, cognition, etc.) that may make it more difficult for youth with IDD to report traumatic experiences or internal distress. We developed this fact sheet for professionals across diverse practice settings (health, behavioral health, school, child welfare, juvenile justice) to increase understanding of trauma in youth with IDD. The overarching goal is to reduce service gaps and promote recovery and resilience."
(This Fact Sheet is available on the TPI OCLPA Google Drive.)

23. **Serving Justice Involved Youth with Disabilities**
"Youth and transition-aged adults with disabilities are disproportionately involved in the juvenile justice system as compared to their peers without disabilities. To provide the best opportunity for vocational success, community engagement, and well-being, vocational rehabilitation and other service system professionals (e.g., from juvenile justice, foster care, child services, and mental health agencies) need to work collaboratively to address a myriad of needs."
(This Practice Brief is available on the TPI OCLPA Google Drive.)

24. **Autism Resource Mom**
Support, guidance and hope for individuals with autism and their families. Check for information on Autism Virtual Trivia Night!
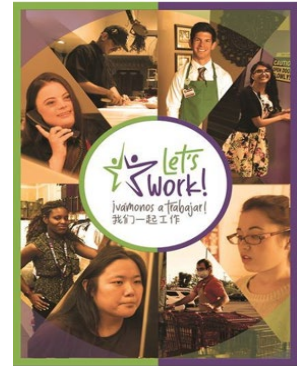**www.autismresourcemom.org**
(See Flyer on the TPI OCLPA Google Drive.)

CONFERENCES/WEBINARS/PODCASTS/VIDEOS

25. **Inclusion Films & The Ca Transition Alliance (Christine Tolbert, SCDD)**

We are excited to share that our documentary "Let's Work" California will be premiering at the San Diego International Film Festival

Let's Work documents the stories of eight adults with developmental and intellectual disabilities and the successful journeys they have taken to find and maintain employment. 2/3 of the film crew consists of students from our film training program who have developmental differences.

Saturday October 17th 3:30 pm screening. 5pm Q&A
Watch The Trailer
https://www.youtube.com/channel/UCB8Nl2TRJJ3ljKRzN2AL1xQ
(Please see the flyer on the TPI OCLPA Google Drive.)

26. **Virtual College & Career Fair (Anaheim UHSD)**
   (The largest Virtual College/Career Fair in California)
   10-29-20   5:00 PM-8:30 PM
   Register for this event…coming soon!
   https://auhsd.us/

27. **Trust Your IEP Team-It's Possible (n2y)**
   This archived webinar is now available for on-demand viewing…
   https://event.on24.com/wcc/r/2616695/287A9829D9E07F94B783B6C7BB51F7AE?mode=login&email=linda_oneal@cox.net

28. **OC Business Council Workforce Development Conference**
   10-13-20 8-9:30 AM

   Learn what OC Leaders are doing to embrace diversity and create an equitable future. What can be done in education to improve outcomes across OC's many diverse communities?
   How will diversity and inclusion initiatives positively impact the workplace?
   Learn to be an agent for positive change!
   https://us02web.zoom.us/webinar/register/WN_8haTYLsUTu6MbSUotRB5CQ
   (Please see the flyer on the TPI OCLPA Google Drive.)

29. **Let's Celebrate Employment in October**
   Join the SCDD – Sacramento Regional Office & Alta California Regional
   Center to celebrate National Employment of People with Disabilities Month with a 4-part series.
   - **October 6, 2020 ~ 10-11:30am Employment Services from ACRC, Employment First Legislation and Competitive Integrated Employment (CIE)**: Cindy Le, Employment Services Specialist, Alta California Regional Center (ACRC) will discuss Employment Services from ACRC, Employment First Legislation and Competitive Integrated Employment (CIE). Bring your questions and join us for this important discussion.
     Register in advance at: https://bit.ly/2FrLKz0
   - **October 13, 2020 ~ 10-11:30am DOR Student Services & Career Exploration:** Jose Garcia, Senior Vocational Rehabilitation Counselor-Service Coordinator, Department of Rehabilitation (DOR) will discuss DOR Student Services which help students prepare for workplace success by exploring options, getting ready to work, and creating careers. There are five types of DOR Student Services, which include Job Exploration Counseling, Work-Based Learning Experiences, Postsecondary Counseling, Workplace Readiness Training, and Self-Advocacy Training. Hear what the purpose of each of the five types of DOR Student Services, and examples of the types of things you can do, learn, and explore in each category. You and your DOR staff member may use these examples to identify which activities in your local area match your interests and needs. **And** Jessica Conant, MS, Disability Resource

Coordinator with Golden Sierra Job Training Agency will discuss **Career Exploration**. Golden Sierra Job Training Agency offers an integrated workforce system that capitalizes on the expertise of industry and workforce partners to continuously meet the needs of business, and facilitate pathways to success for students, workers and job seekers. Golden Sierra offers no-cost employment services and resources to job seekers and employers in Placer, El Dorado and Alpine counties.

Register in advance at: **https://bit.ly/35Nhk4I**

- **October 20, 2020 ~ 2-3:30pm (note different time) Business Outreach & Benefits Counseling:** Steve Ruder, Program Coordinator at the UC Davis MIND Institute, will discuss the Business Advisory Council (BAC) that supports businesses to give presentations about the process and benefits of hiring people with disabilities who receive assistance from supported employment agencies, American Job Centers, and the Department of Rehabilitation. Businesses share about their experiences and talk about the work their employees do. Businesses learn how to hire quality employees with disabilities and connect with the agencies that support them. We will also discuss employment services available to people who are and *are not* clients of the regional center. **And**, Dee Gavaldon, Program Manager and Benefits Counselor, Crossroads, a Pride Industries company, will discuss **Benefits Counseling.**
  Register in advance at: **https://bit.ly/3ktWmfC**
- **October 27, 2020 ~ 10-11:30am Let's celebrate our stories!** A panel of transition aged youth & adults with developmental disabilities, a parent, and job coaches from several supported employment agencies share about their experiences working before and during COVID-19. What supports did they receive that helped them prepare for and get a job, what challenges did they face, what have they learned on the job, how was their job affected during Covid, what new jobs have they found? What advice do they have for others seeking employment?
  Register in advance at: **https://bit.ly/2RC6Vkf**

30. **E3TC Webcast Series 2020** (Mari Guillermo, SDSU)
    Educate, Empower & Employ
    https://projecte3.com/webcasts/#upcoming
    Join us in exploring strategies and best practices for helping underserves people with disabilities achieve their independent living & employment goals.

31. **2020 "OC Ask the Experts" Zoom Conversations**
    These conversations will take place most Thursdays of each month from September 2020 through June 2021 between 11:30 AM-12:30 PM. The Zoom information for each conversation will be distributed to those who have registered with RCOC or Linda O'Neal. During the first part of the hour the experts will share topic information and the remaining time will be used for Zoom participants to ask questions and discuss the topic. Questions may be submitted before the Zoom meeting or asked during the meeting.
    HOW TO REGISTER: Send your name, email address and the (#) of the session(s) you would like to participate in to… Arturo Cazares acazares@rcocdd.com (or) Carlos Fonseca cfonseca@rcocdd.com or for non RCOC affiliates to linda_oneal@cox.net.
    (See chart and direction sheets on the TI OCLPA Google Drive.)

32. **Grit & Flow's Job Coach Connection** (Tiffany Jameson, Grit & Flow & Jessica Lee, The Spectrum Works)
    https://www.gritandflow.com/breaking-down-the-interview
    This webinar is focused on neurodivergent job seekers and was hosted by the California State Council for Developmental Disabilities. Tiffany Jameson, Managing Partner of Grit & Flow, and Jessica Lee, Executive Director of The Spectrum Works present the top eight interviews

questions and how to prepare for your interview.

29. ABLE National Resource Center
Increasing ABLE Account Savings Through employment during COVID-19

Join the ABLE National Resource Center on Thursday, October 29th from 2:00-3:15 p.m. ET for our National Disability Employment Awareness Month (NDEAM) webinar on **"Increasing ABLE Account Savings Through Employment during COVID-19."**
Register to learn more about ABLE accounts, employment strategies and resources.

30. CalABLE On Demand Videos

If you missed our recent webinars on the CalABLE program, you can now view them in replay on our **YouTube channel**. Transcripts, presentation slides, and FAQs can be downloaded from the **Webinars page** on CalABLE's website.

- **CalABLE Accounts and Special Needs Trusts**
  This webinar discusses the advantages and the limitations of ABLE accounts and specia[l] whether one might be preferred over the other, and why someone might have both.

- **Qualified Disability Expenses**
  The purpose of this webinar is to educate CalABLE account owners using ABLE account funds to pay for Qualified Disability Expenses (QDEs). When used to pay QDEs, money withdrawn from a CalABLE account will not be taxed or penalized. The rules associated with these expenses may be confusing and could result in penalties or a suspension of benefits if used in the wrong way. This webinar discusses examples of a Qualified Disability Expense (QDE) and addresses questions such as: What is a QDE? Are all QDEs treated the same? Who makes sure that my expenses are QDEs? What should I do to keep track of my expenses?

- **CalABLE 101**
  If you have not had a chance to attend a presentation on the fundamentals of the CalABLE program, we recommend that you listen to the replay of our CalABLE 101 webinar. This replay can help answer some of the questions you may already have and provides a good foundation for the other webinars in the series.

31. ADA National Network Learning Session: American Red Cross Disaster Response During the COVID-19 Pandemic
10-8-20   11:300 AM

This webinar will cover several aspects of disaster response from the perspective of the American Red Cross during the COVID-19 pandemic including preparation and guidance development for disaster response, the strategy for non-congregate sheltering and the challenges of this strategy. In addition, worker safety and workforce care protocols will be shared. Lessons learned from recent disasters will be covered to inform attendees of the changes for disaster response going forward.
Registration: Free on-line at **http://adapresentations.org/registrationEM.php**
Registration closes at **midnight**, October 7, 2020.

32. Job Developer Training Schedule 2020-21
(Tiffany Jameson, Grit & Flow)

Grit & Flow is excited to announce our 2020-2021 Training Schedule for Job Developers is posted, and registration is open! Learn more at **https://www.gritandflow.com/job-developer-training**

Grit & Flow believes that job developers are an instrumental part of the employment cycle for individuals with I/DD. We want to thank the California State Council on Developmental Disabilities for awarding a grant to provide hundreds of hours of training to California job developer specialists. Our training directly

aligns with the SCDD Goal #2: Employment, through the training professionals directly responsible for preparing, guiding, securing, and supporting individuals with I/DD in employment.
(Please see the schedule on the TPI OCLPA Google Drive.)

33. Disability Rights California Webinars & Archived Webinars (Rebecca Hoyt, DRC)
https://www.disabilityrightsca.org/events/past-webinars

34. Disability Rights California You Tube Channel (Rebecca Hoyt, DRC)
https://www.youtube.com/user/DisabilityRightsCA/videos

35. Attitude: Inside the ADHD Mind
Free webinar Replay: Bridging the Distance: Accommodations & Technology for Overcoming Remote Learning Challenges for Students with ADHD.
In this hour-long webinar on demand, learn accommodations and technology for overcoming remote learning challenges, with Brian Friedlander, Ph.D.
Free Webinar Replay: Bridging the Distance: Accommodations and Technology for Overcoming Remote Learning Challenges for Students with ADHD
In this hour-long webinar on demand, learn accommodations and technology for overcoming remote learning **challenges, with Brian Friedlander, Ph.D.**
Instant Replay Access
Play this free webinar and download the slide presentation of "Bridging the Distance: Accommodations and Technology for Overcoming Remote Learning Challenges for Students with ADHD," plus get more strategies from ADDitude via email.
https://www.additudemag.com/webinar/distance-learning-tech/

36. OC Asperger's Support Group Webinars (Judi Uttal, OCASG)
Please check the OCASG Website for meeting and webinar information.
http://ocaspergers.org/index.php/events/
(Information & flyers are o the OCLPA Google Drive.)

37. SAP to Hold a Webcast Series on Starting a Diversity & Inclusion Program
The live 5-part virtual series "SAP Autism at Work: Accelerating Workforce Inclusion" will premiere on 6 October 2020. The event aims to help organizations in starting a diversity and inclusion program for *people who identify on the autism spectrum.*

Presented by SAP Purpose Network Live, the digital event is part of SAP's Autism Inclusion Pledge initiative that aims to foster neurodiversity in the workplace by encouraging organizations to rethink employment possibilities. It will showcase SAP's best practices in starting a diversity and inclusion program for individuals on the autism spectrum—a group that often has some of the most unique abilities and talents, but are also often overlooked and find themselves either underemployed or unemployed (80 percent do not have a job, according to a report by SAP). The webcast series sessions are as follows:

- **Broadening the Vision of Inclusion: The Value of an Autism-Inclusive Workforce (6 October 2020)**
  Session 1 of "SAP Autism at Work: Accelerating Workforce Inclusion" will feature SAP's best practices and how the company is addressing barriers of entry and common challenges faced by candidates with autism in a job market designed for neurotypical candidates. Speakers will also discuss how autism inclusion is on the rise as a key driver for innovation and diversity of thought for many organizations.
- **The Power of the SAP Autism at Work Program (13 October 2020)**
  Session 2 will present how and why SAP has embraced a neurodiversity initiative to welcome many skilled workers who otherwise might have been underemployed or unemployed. Participants will learn how their organizations can leverage SAP's own experiences in its autism inclusion journey to align with

their strategy, culture, and values. Panelists will share stories of how managers, teams and customers benefit from a neurodiverse workplace.

- **Better Together – Stories from the Employee and Manager Perspective (20 October 2020)**
  The third session will showcase insightful stories of professional growth and organizational contributions from both the employee and manager perspective.
  Topics include:
  - Lessons learned from talented workers and their managers
  - Perspectives on growth and personal impact
  - Impacts experienced on team culture
- **Practical Guidance on Creating Inclusive Workforces (27 October 2020)**
  This session will dive into the details on how organizations can go about starting a diversity and inclusion program for people on the spectrum and the experiences of partners and customers running autism or neurodiversity inclusion programs. Panelists include industry leaders Joe Riddle, Director of Neurodiversity in the Workplace—an organization that aims to shed light on the possibilities that workforce diversity can offer to employers as well as their communities—and Byron Dai, the Co-Founder & CEO of Daivergent, a Public Benefit Corporation dedicated to the autism and developmental disability community.
- **How the SAP Autism Inclusion Pledge Inspires Organizations (November 3, 2020)?**
  The last session of the SAP Purpose Network Live event will cover the software solutions company's SAP Autism Inclusion Pledge program that offers an "always-on" opportunity for organizations across industries to share resources, outline best practices, and convey lessons learned with all who are interested.

  Register…https://insidesap.com.au/sap-to-hold-sap-autism-at-work-webcast-series/

38. **The Help Group's Virtual Summit 2020:** (Amy Tingirides, Laguna Beach USD) The Help Group *because every child deserves a great future*
    October 16-17th 8-AM -4:00 PM (Friday & Saturday)
    The Help Group's Virtual Summit 2020 Advances and Best Practices in Autism, Learning Disabilities, and ADHD is a cutting-edge conference that features leading experts in basic and applied research, and evidence-based best practices in assessment, intervention and treatment. Widely recognized for the scope, depth and caliber of its offerings, the Summit is designed for professionals and parents. Each year, the program provides a rich and informative experience. Registration for Summit 2020 is available for Both Friday, October 16 and Saturday, October 1, Friday, October 16 Only, or Saturday, October 17 Only. Select your pricing rate below: attending as a **Professional** – **earning CEs, General,** or **Student,** and click "Add to Cart" to get to the payment page to select your sessions and complete your registration. You will receive confirmation of your purchase via email from The Help Group. The confirmation will have a direct link to the live conference and a link for each session you have selected to attend. You will also receive this information in an email reminder 24 hours prior to the conference.

FOR YOUR INFORMATION (FYI)

39. **New Transition Center Announced!** (Catherine Fowler, University of North Carolina at Charlotte)
    OSEP and RSA have awarded the funding of the new National Technical Assistance Center on Transition for Students and Youth with Disabilities! **NTACT is excited to share that the new center will include many of your current NTACT partners (UNC Charlotte, East Tennessee State University, Portland State University, and the Universities of Kansas and Oregon), along with the WINTAC Pre-Employment Transition Services Team and other VR-focused staff at George Washington University and staff from the University of Maryland.** A start-up meeting

with staff from OSERS will be scheduled soon and then you can expect communication about what's next!

The new center will provide services to build and improve the capacity of the 60 State Education and 78 Vocational Rehabilitation Agencies and their partners to improve outcomes for students and youth with disabilities with regard to enrollment in further education, credential attainment, employment, and community engagement. We're excited about the work ahead!

❖ **WINTAC administered through SDSU Interwork Institute has also been awarded new five-year funding. (Caren Sax, SDSU Interwork Institute)**

SDSU Interwork institute received notification yesterday that we are funded For the new VRTAC-QM (Voc Rehab Technical Assistance Center - Quality Management) which is the next evolution of the WINTAC.

40. **2020 Virtual Disability Summit (Chapman University Thompson Policy Institute)**

Friday 10-9-20   9:00 AM-11:00 AM

The TPI Is pleased to welcome Joe Xavier, California's Director of the Department of Rehabilitation as the 2020 Disability Summit Keynote Speaker & Recipient of the Excellence in Disability Award. **(The recorded DisAbility Summit presentation will be released ASAP on the TPI Website… www.chapman.edu/tpi)**

41. **Next OCLPA COVID Resource List… 11-13-20**

(Please send resources and other information that you would like to share with Families, IWD, Educators, Service Providers and Business Partners to linda_oneal@cox.net)