

Orange County Local Partnership Agreement

Coronavirus-19...

Virtual & Other Transition Resources Spring 2020

Google Drive Spring 2020 4-17-20

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

(You will find a folder for the 4-17-20 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 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) SCDD Covid-19 Safety Tips from Self Advocates Episode #1-4

https://www.youtube.com/watch?v=pUZgWtRqN_U&feature=youtu.be

We have four videos made by fantastic self-advocates and will share one a day starting today on our social media. If you do not already, like the [State Council on Developmental Disabilities Facebook page](#) and [follow us on Twitter](#) to get every video as soon as they go online!

The videos are available on our website. These videos were made safely and without violating any health guidance from the state.

[All four COVID-19 Safety Tips videos](#) made by fantastic self-advocates are now available.

Thank you for following us this week to watch and share these videos.

The videos will continue to be available on our [website](#), [Facebook](#), and [Twitter](#). These videos were made safely and without violating any health guidance from the state.

Episode 1 – How to Stay Healthy: https://youtu.be/pUZgWtRqN_U

Episode 2 – What Should I Do If I Think I'm Sick?: <https://youtu.be/FpPITIV3qTk>

Episode 3 – What I Should Do If I Get Sick: <https://youtu.be/rteP5FMraog>

Episode 4 – What To Do If a Caregiver or a Family Member Gets Sick:

<https://youtu.be/UWcQSWHb8O8>

Bonus! – Bloopers and extra clips: <https://youtu.be/azvvNKnsj0Q>



2) **Supporting Online Learning in a Time of Pandemic (Mari Guillermo, SDSU)**
<https://edpolicyinca.org/newsroom/supporting-online-learning-time-pandemic>

Aimed at all teachers and teacher candidates, principals and district leaders; counselors and special needs educators; and administrators and teacher-education programs, a report from the USC Rossier School of Education answers the following six questions with key recommendations for each:



- What are key lessons for engaging students in online instruction?
- How do we teach students who don't have reliable internet access?
- How might districts, schools and teachers re-consider grading practices?
- How should schools and teachers address learning for students with special needs?
- What should student teachers be doing at this moment?
- How should districts and teacher-prep programs better prepare for teaching online?
 - Full Report
<https://rossier.usc.edu/files/2020/04/report-supporting-online-learning-during-pandemic.pdf>
 - The Survival Guide to Online Teaching
<https://rossier.usc.edu/the-survival-guide-to-online-teaching/>
 - Online Teaching Resources
<https://rossier.usc.edu/online-teaching-resources/>
 - How California Superintendents Can Manage School Schools During COVID-19
<https://rossier.usc.edu/how-california-superintendents-can-manage-schools-during-covid-19/>

3) **Special Education Guidance for COVID-19
COVID-19 School Closures and Services to Students with Disabilities
(New Guidance Posted 09-Apr-2020) (Mari Guillermo, SDSU)**
<https://www.cde.ca.gov/ls/he/hn/specialedcovid19guidance.asp>



4) **Subscribe to weekly updates from Office of the State Superintendent
of Public Instruction (Mari Guillermo, SDSU)**
(send a blank email to join-covid19-update@mlist.cde.ca.gov)

5) **Virtual Flex Jobs
How to Show Remote Work Experience on a Resume
(Richard Rosenberg, SDSU, CSULA & CU TPI)**
In Your Summary of Qualifications...



Your [summary of qualifications](#) goes at the top of your resume and is the **very first thing a hiring manager will see**. Typically done in a bullet point format, a qualifications summary provides a brief overview of your professional experience, as it relates to the job you're applying for.

This could be a great spot to make it clear that you have remote work experience. For example, if you're seeking a remote writing job, your summary could look something like this:

- Over 5 years of writing experience

- 3 years' experience working from home 100% of the time
- Expertise in technical writing (user manuals, SOPs, and RFPs)
- Wrote 100+ articles for website with X readers per month

By placing your remote work experience here, the recruiter will see right off the bat that you have previous experience with working independently from a home office.

<https://www.flexjobs.com/blog/post/show-remote-work-experience-resume-v2/>

The FlexJobs career coaching team also recommends adding a “Technology Skills” section that can highlight any remote work tools you know how to use. For example:

Remote collaboration tools: Zoom, Google Chat, Hangouts, GoToMeeting, SharePoint, GoToWebinar, Dropbox

Document Software: Microsoft Office (Word, Excel, PowerPoint, Outlook), Google Suite (Docs, Sheets, Slides, etc.)

6) SCDD Recommended Free & Low-Cost Resources (Christine Tolbert, SCDD)

- **High Speed Internet ([High Speed Internet.com](http://HighSpeedInternet.com))**
- **Lifeline Government Assistance**
Lifeline is a government program backed by the Federal Communications Commission (FCC). It provides a monthly phone or internet service discount for low-income households. At the time of writing, Lifeline benefits give eligible subscribers a discount of at least \$9.25 per month off landline phone service, wireless phone service, broadband, or bundled services.
- **Low-Cost Internet Cox.com/C2C**
1-855-222-3252
(See information sheets on the Google drive.)

7) Plain Language Resources on COVID-19 (Christine Tolbert, SCDD)

For plain language resources on COVID-19, go to our website at scdd.ca.gov.

8) Department of Rehabilitation Interim Policy – Using Email for Electronic Signature (Joyce Montgomery, Vallejo UHSD & Kelly, DOR)

This memorandum provides guidance on the Department of Rehabilitation (DOR) interim policy regarding the use of email communication as an acceptable substitution for electronic signatures during California’s declared State of Emergency related to COVID-19.

(A copy of the memorandum is available on the Google Drive.)

9) 211 Get Connected...Get Answers

<https://www.211ca.org/>

211 Makes it easy to find food housing, job training, after school programming and much more!

Search by Category:

Food	Transportation	Income
Mental Health	Health Care	Housing
Utility Assistance	More Categories	Free & Confidential



10) CA Meals for Kids Mobile Application

Find sites by physical location, custom map, county, city, zip code and partial site name. Filter searches by service status (e.g. active/inactive) and meal types (e.g. lunch, snacks, etc.).

The Emergency Meal Sites section may be used during unanticipated school closures due to emergency situations.

https://www.cde.ca.gov/re/mo/comeals.asp?utm_source=REVISED+LINKS%3A+NOCE+Student+%26+Community+Update+-+4.9.20&utm_campaign=REVISED+LINKS%3A+NOCE+Updates+%26+Resources%2C+Spring+Term+Begins+Week+of+4.13.20&utm_medium=email

11) Find Your Local Food Bank Map

<https://www.feedingamerica.org/find-your-local-foodbank>

The [Feeding America nationwide network of food banks](#) secures and distributes 4.3 billion meals each year through food pantries and meal programs throughout the United States and leads the nation to engage in the fight against hunger. Contact your local community food bank to find food or enter your zip code on the us map.



12) US Department of Agriculture National Hunger Hotline 4AM-7PM Pacific Time

Call 1-866-3-HUNGRY or 1-877-8-HAMBRE to speak with someone who will find meal sites, food banks, and other social services near your location.



<https://www.hungerfreeamerica.org/about/our-work/usda-national-hunger-hotline>

13) Get CalFresh

<https://ocfoodhelp.org/get-calfresh/>

The CalFresh Program, formerly known as Food Stamps and federally known as the Supplemental Nutrition Assistance Program (SNAP), can add to your food budget to put healthy and nutritious food on the table. The program issues monthly electronic benefits that can be used to buy most foods at many markets and food stores. You can apply for CalFresh by booking an appointment online using the Appointment Plus System or by calling 211 to make an appointment by phone. The county has up to 30 days to approve or deny your application. <https://booknow.appointment-plus.com/730690xy/> For Eligibility information please go to <http://www.publiccounsel.org/pages/?id=0090> (An eligibility chart is available on the Google drive.)



14) EDD Offices Closed for in-Person Meetings (Trinh van Erp, DOR) For services by appointment only:



Please call (657) 400-1389 to receive information or an appointment. When calling, please include full contact information so that you may be contacted by a representative as quickly as possible. For additional resources go to www.edd.ca.gov for further assistance. The fastest and most effective way to file a claim for Unemployment Insurance and State Disability Insurance is online at www.edd.ca.gov/ui_online or phone 1- 800-300-5616 and for SDI 1-800 480-3287.

(A flyer is available on the Google drive.)

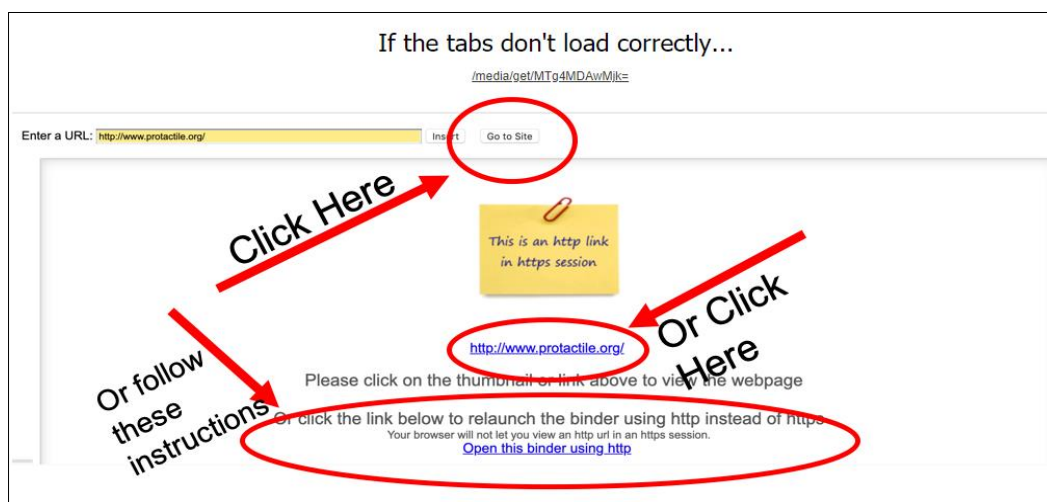
15) Virtual Activities for Teachers & Families (Michael Stoehr, NTACTION)

<http://www.livebinders.com/b/2643652>

The resources provided are meant to provide options for consideration and are not exhaustive. Their inclusion here does not indicate approval of nor endorsement by Texas Sensory Support Network (TXSSN), ESC Region 11, or the Texas Education Agency.

For questions about working with students who are blind or visually impaired, deaf or hard of hearing, or deafblind, please visit our [website](#) or [community of practice](#).

Livestream & Field Trips	How to Video on DHH Accessibility
Transitioning to Online Learning	Deafblind/DHH +/-MIVI
Deaf Ed Specific Resources & Ideas	VI Specific Resources & Ideas
Special Education Resources & Ideas	Scavenger Hunts
DHH Self-Advocacy Resources for Teachers	On-line storytelling – Sign & More
COVID19 Information	Accessibility
Non-Screen Activities	Teacher & Student Schedule Ideas
Social Distancing Activities	Free Resources for Schools
Free Family Resources	Taking Care of Your Mental Health



16) CECY Enews (Olivia Raynor, UCLA Tarjan Center)

The weekly CECY E-News provides professionals, families and youth with intellectual and developmental disabilities with current information, events, and resources to help prepare youth for successful transition to integrated, competitive employment.

[Sign up to receive CECY E-News](#)

17) Tips for Families in Supporting Their Children with Disabilities in Virtual Formats

This document includes a Glossary of Terms. (Provided by **Michael Stoehr, NTACTION**)
(This Tip Sheet is available on the Google Drive.)

WEBINARS:

18) Recorded NTACTION Webinar 4-14-20: Strategies & Resources for Students with Complex Needs in Distance Learning Environments Media Hub Video Streaming at the University of Kansas (Linda O’Neal, SDSU, RCOC & CU TPI)

<https://www.transitionta.org/events-details>

Agenda:

- Welcome and Introductions
- Supported Decision Making – Makenzie Allison



- Family Engagement and Benefit Discussion – Linda O’Neal
- Strategies and Reflections from the field – Leslie Corey
- Employment Preparation and Engagement Considerations - Ali DeYoung and Sean Roy – Youth Employment Solutions Center YES – Partners in Employment PIE
- Health and Secondary Transition Considerations and Resources - Peggy McManus, Patience White, Samhita Ilango
- Additional Resources and Supports

(See PPT on the Google Drive.)

19) Transition in the Cloud: A Town Hall Discussion on Taking Transition Online
We want to hear from you! DCDT wants to provide transition practitioners with the opportunity to simply talk with each other and gain insight from each other on delivering transition services during these challenging times.

4-20-20 12:00 PM Pacific Time

Join Zoom Meeting

<https://zoom.us/j/861069909>

Meeting ID: 861 069 909

Dial by your location

1 669 900 6833

Meeting ID: 861 069 909



20) Cue the Parenting Support! SCDD (Christine Tolbert, SCDD)
Q& A with Parenting Coach Hayley Goldberg, LMFT



Parents of Young Children 0-8 & Early Childhood Educators please join us for a presentation on current hot topics facing young children, including those with disabilities, and their caregivers, followed by a dedicated Q&A session. Current disruption of work and programs have presented difficulty for children and adults alike in coping with the “new normal.” Haley aims to support our families and professionals serving young children in navigating these issues.

Friday April 24th, 2020 from 10:00 to 11:30 AM

Register

<https://bit.ly/Help4parents4-24-20>



21) NTACTION Webinar: Instagram, Snapchat, TikTok and Beyond-Using Social Media For Peer-to-Peer Engagement

April 21, 12:00 - 10:00 AM (Pacific)

Instagram, Snapchat, TikTok and Beyond – Using Social Media for Peer to Peer Engagement



Register

How are teenagers and young adults connecting and supporting one another during the COVID 19 crisis in our country? This session, presented by youth engagement and leadership professionals, will explore effective practices and resources that can promote and enhance communication and engagement of students and youth with disabilities.

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- 22) **Pre-Employment Transition Services (Melissa Diehl, WINTAC)**
Thirst Thursday Think Tank: Creative Ways States are delivering Pre-ETS in a Pandemic: #BYOB (Bring your Own Brains): A virtual Discussion
Thursday 4-23-20 11:00 AM PT



This WINTAC virtual discussion is hosted by the George Washington University, Center for Rehabilitation Counseling Research and Education. The purpose of this virtual discussion is to highlight and share the creative ways State VR agencies are responding to the COVID 19 Crisis and collaborating with their partners to deliver pre-employment transition services.

[Click here to register and view this recorded webinar.](#)

- 23) **CA Transition Alliance (Richard Rosenberg, SDSU, CSULA & CU TPI.)**
The CA Transition Alliance, in collaboration with the CDE/Supporting Inclusive Practices (SIP), is pleased to offer a series of Webinars designed to explore transition. The webinars will be based on the Transition Resource Guide **Transition Planning: The Basics 2020.** Each webinar will inform, share resources, best practices and strategies to address on-line instruction.
www.catransitionalliance.org

OC EDUCATIONAL OPPORTUNITIES

- 24) **Saddleback College Adult Education (Sue Donelson, Saddleback College)**
Occupational & Academic Skills for Independence & Success
<https://www.saddleback.edu/ae/aewd>



Apply and register anytime! All Adult Education classes are open enrollment, meaning students can register at any moment throughout the semester. Staff are on hand to help you.

The Occupational and Academic Skills for Independence & Success (OASIS) program for Adults with Disabilities at Saddleback College has an independent living and vocational curriculum that focuses on the needs of adults with disabilities in the South Orange County region. The objectives of the OASIS program are to help students advance their level of independence, participate actively in their local community, and transition to academic courses or career pathways, as desired.

Classes are available for individuals with various abilities and educational attainment, sequenced from Pre-Vocational to Work-Place Skills, incorporating life skills and work skills consistent with best practices for adult learners with disabilities. Core classes integrate independent living skills, functional academics, social skills, and vocational skills. Students in the OASIS program learn functional living skills and identify resources that will lead them to their academic, professional, or personal goals. [Click here for our program brochure.](#)



(Please see the Program Brochure on the Google Drive.)

FOR YOUR INFORMATION (FYI)

25) Benefits Information Brief from the Cornell University Yang-Tan Institute

<https://www.yti.cornell.edu/>

<http://www.wintac.org/content/covid-19-resources>

This information brief is being updated by **Ray Cebula, Cornell University**. Be sure to check-in routinely to stay informed on the ever-changing policies and practices related to the CARES Stimulus Checks, Unemployment Insurance and how these relate to benefits planning for individuals with disabilities and their families. A week-ago the IRS released information that individuals receiving SSI did not have to file an income tax return...this guidance had been updated and now in order to receive a Stimulus Payment ...there is a requirement to complete the Non-Filer Payment Information on the IRS Website... **(See #25 Below)**

<https://www.irs.gov/coronavirus/non-filers-enter-payment-info-here>

Go to the Non-Filers box and enter your payment information

(The latest information brief is on the Google drive. The WINTAC Website will also Keep the most updated version of this document for your review and download)



26) Supplemental Security Income recipients will receive automatic Economic Impact Payments; step follows work between Treasury, IRS, Social Security Administration

IR-2020-73, April 15, 2020

WASHINGTON — The Internal Revenue Service, working in partnership with the Treasury Department and the Social Security Administration, announced today that recipients of Supplemental Security Income (SSI) will automatically receive automatic Economic Impact Payments.

SSI recipients will receive a \$1,200 Economic Impact Payment with no further action needed on their part. The IRS projects the payments for this group will go out no later than early May. Moving SSI recipients into the automatic payment category follows weeks of extensive cooperative work between SSA, Treasury, IRS as well as the Bureau of Fiscal Services.

"Since SSI recipients typically aren't required to file tax returns, the IRS had to work extensively with these other government agencies to determine a way to quickly and accurately deliver Economic Impact Payments to this group," said IRS Commissioner Chuck Rettig. "Additional programming work remains, but this step simplifies the process for SSI recipients to quickly and easily receive these \$1,200 payments automatically. We appreciate the assistance of SSA and the Bureau of Fiscal Services in this effort."



27) Research Study: Virtual work during COVID-19 for Neuro-diverse Workers
(Tiffany Jameson, Grit & Flow)

Workforce challenges have impacted many during the COVID19 pandemic, but perhaps none of them are as unique as those faced by neuro-diverse workers. The Grit & Flow vision is that every person, regardless of ability or disability, has the right to find well-being through employment. The purpose of this study is to understand the perceptions of neuro-diverse workers abruptly shifted to remote work on the challenges, barriers, and enablers faced personally and professionally.



Visit Grit & Flow from 4/10-4/20, 2020 to participate in the Survey.

<https://www.surveymonkey.com/r/V5VJ3GR>

28) Remember Accessibility in the Rush to Online Instruction: 10 Tips for Educators

As colleges and schools scramble to take their teaching online in response to the spread of the Coronavirus disease (COVID-19), educators must not forget — and must know how to make their instruction accessible to — deaf and hard of hearing students and their peers. Under the best circumstances, they are students whose access needs are frequently unmet. In the extenuating circumstances of a pandemic, they are at risk of being forgotten altogether.

(This 4-page information sheet is available on the Google drive.)

29) Student Family Financial Literacy Consultation (Pamela Arturi, easterseals)

ESSC WorkFirst is coordinating an integrated process for students ages 14-25 in Orange County, providing post-secondary, job exploration and career blueprints. This project includes resources and toolkits regarding higher education, customized employment, career paths and financial literacy, targeting outreach and information sharing for participants, students and their families.



The Transition Project is seeking volunteers for Financial Literacy Consultation with our project consultants, who have expertise in public benefits and financial planning. Consultations are funded through the project (no cost). Consultation topics may include, but are not limited to: SSI/SSDI, how work impacts public benefits, home ownership, managing savings, ABLE account, special needs trust, banking basics, building credit, budgeting and internet safety.

Those interested in volunteering for a financial literacy consultation at no cost, please respond by Friday, May 1, 2020 to Pamela Arturi, Director of Employment Services (WorkFirst) at pamela.arturi@essc.org (657) 220-7726 (please note any need for Spanish/other language translation in the consultation request).

(See information sheet on the Google drive.)