

Orange County Local Partnerships Agreement (OCLPA)

Coronavirus-19...

Virtual & Other Transition Resources Spring 2020

Google Drive Spring 2020 5-1-20

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

(You will find a folder for the 5-1-20 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) COVID-19 and Social Insurance & Benefit Programs Updated Fact Sheets (Karla Bell, Chief, Social Security Programs Section, DOR)

Updated April 27, 2020—With the ongoing impact of COVID-19 still not fully understood by the community at large, individuals with disabilities who regularly access a series of public benefits are left with a variety of questions about the impact of the various federal and state legislative and administrative actions on these benefits. Key language in the Coronavirus Aid, Relief, and Economic Security (CARES) Act serves as a guidepost from which the impact on benefits can be better understood.

Notwithstanding any other provision of law, any refund (or advance payment with respect to a refundable credit) made to any individual under this title shall not be taken into account as income, and shall not be taken into account as resources for a period of 12 months from receipt, for purposes of determining the eligibility of such individual (or any other individual) for benefits or assistance (or the amount or extent of benefits or assistance) under any Federal program or under any State or local program financed in whole or in part with Federal funds. 26 U.S. Code § 6409

Please see fact sheets provide by the Cornell University Yang-Tan Institute.

<https://www.yti.cornell.edu/images/COVID-19-Benefits.pdf> (English)

<https://www.yti.cornell.edu/images/COVID-19-Beneficios.pdf> (Spanish)



(This 7-page updated information guide in English & Spanish is available on the Google drive.)

2) **County of Orange Teams up with Google Fiber to Help Job Seekers Impacted by COVID-19 (Pamela Arturi, Easterseals Southern California)**

The County of Orange (County) Community Services Community Investment Division has partnered with Google Fiber and Orange County United Way to provide loaner laptops and hotspots in an effort to increase access to workforce development programs and services offered through the Irvine One-Stop Center during this critical period.



"With over 2.8 million California residents filing for unemployment over the last month, the need to provide additional support to workers impacted by COVID-19 is vital," said Chairwoman Michelle Steel, Second District Supervisor. "A big thank you to Google Fiber for generously choosing to assist the Orange County community during this stressful time."



The laptops and hotspots will be made available beginning May 1, 2020, enabling dislocated workers free access to apply for jobs and unemployment benefits. Job seekers will be able to check out a laptop and hotspot at the Irvine One-Stop Center by contacting the Orange County Economic and Business Recovery line at (714) 480-6500 and completing a telephone application. The laptops and hotspots will be available for checkout as a pair at no cost.



For more information about the Orange County One-Stop Centers, visit <https://www.oconestop.com>. For more information about Google Fiber, visit <https://google.com/fiber/oc>. For more information about Orange County United Way, visit <https://www.unitedwayoc.org>.

(Please see the Press Release on the Google drive.)

3) **CTE Distance Learning Weekly Publication Supporting Career Technical Education Path2Work**

(Richard Rosenberg, SDSU, CSULS & CCI)



Distance learning in Career Technical Education (CTE) offers unique challenges and opportunities for our courses and our students. We aim to support CTE teachers by highlighting meaningful, industry connected lesson plans, webinars, and resources for all 15 industry sectors through this weekly publication.



Please subscribe to the mailing list...subscribe-cctd-updates@mlist.cde.ca.gov

CTE online is a repository of free CTE lesson plans and projects. All you need is a free teacher account to access amazing resources including this Career Exploration Lesson Plan on CTEOnline.org

(Please see the first edition Path2 Work publication is available on the Google drive.)

4) **NDI Launches Financial Resiliency Center**

National Disability Institute (NDI), which manages the ABLE National Resource Center (ABLE NRC), has launched a new



set of resources to help people with disabilities and chronic health conditions ***respond to the financial challenges of the COVID-19 pandemic.***



NDI's **Financial Resilience Center** is an online hub to answer frequently asked questions about: COVID-19 Stimulus; Employment and Unemployment; Public Benefits; Money Management; Housing, Food and Healthcare; Scams and more.

Sign up to receive email updates on new COVID-19 resources from the Financial Resilience Center.

In addition to providing trusted answers to FAQs, the Financial Resilience Center offers assistance to help users manage their finances. Our partnership with the Association for Financial Counseling, Planning and Education® (**AFCPE**) offers virtual financial counseling and coaching, and **LifeCents** will provide access to online financial wellness training. These resources and assistance are offered free of cost!

(Please see the information sheet on the Google Drive.)

5) **NTACT Planning Resources for Transition Focused Education**

NTACT recognizes that educators, service providers, families and students are addressing learning in new and different ways currently.

To address these changes NTACT has assembled some of its own resources, as well as resources from partner centers and organizations. We have added in resources shared from practitioners and families, as well. Not each of the below resources or links necessarily meet NTACT's usual criteria of an evidence-based or promising practice. However, each addresses a need and is from a reputable source.

(This document is available on the Goggle drive.)

<https://www.parentcenterhub.org/coronavirus-resources/>



Family Focused Resources:

Check out the Corona Virus Landing Page (updated weekly)

<https://www.parentcenterhub.org/coronavirus-resources/>

Parent Center Hub - Multilingual resources on COVID-19 that you could share with the families you help. Connects you, colleagues, and families with:

- ✓ Guidance from OSEP, the U.S. Department of Education, and Others .
- ✓ More multilingual resources
- ✓ Telecommuting Technology and Tips
- ✓ Schooling at Home
- ✓ Coping Tips and Other Useful Information



6) **North Orange County Regional Consortium for Adult Education News Center NOCRC in Action**

8 Great Tips for Acing Online Learning (Ivan Stanojkovic, NOCRC)

nocrcae@interactcom.com

The tips outlines provide helpful tips on how to stay organized, productive and successful while taking courses online.

(This document is available on the Google drive.)



7) **Easterseals of Southern California WorkFirst Transition Project Web Page (Pamela Arturi, ESSC)**

<https://www.easterseals.com/southerncal/our-programs/employment-training/workfirst-transition-project/>

Easterseals Southern California WorkFirst is working with Project Partners to increase career planning, work pathways, job opportunities and employment outcomes for transition age youth in Orange County.



- ✓ ESSC WorkFirst is coordinating an integrated process for students ages 14-25, providing post-secondary, job exploration and career blueprints.
- ✓ Customized employment is engaged as a key strategy towards assisting participants to acquire a career path and/or become employed.
- ✓ This project includes resources and toolkits regarding higher education, career paths and financial literacy, targeting outreach and information sharing for participants, students and their families.
- ✓ **You may find more information and resources on our ESSC WorkFirst Transition Project webpage [HERE](#)**
- ✓ **You may find information about our 1 hour project-funded (no cost to student/family) individual Financial Literacy Consultations [HERE](#)**
- ✓ **You may find previously recorded webinars and the calendar of upcoming project webinars [HERE](#)**

8) COVID-19 Time Capsule for Adults (Ray Bueche, Esperanza Education Center)

This is a learning activity developed by Long Creations for use in adult education programs

(Please find this document of the Google drive.)

EDUCATIONAL OPPORTUNITIES

9) Santiago Canyon College Summer Registration (Angela Guevara, SCC)

Summer registration is now available! Due to COVID-19 all summer classes will be held online as will registering for classes.



Santiago Canyon College

New students will need to submit an application for the college before being able to register for classes.

I am available to help walk through students with registering for classes or submitting an application. Just email me at guevara_angela@sccollege.edu and a meeting can be set up via Zoom. Classes begin June 1 and end July 24th. Available 8-week classes include:

- ✓ **WKPR 001** Transition to Higher Learning Section number: 88886
This class is a perfect introduction for students who are new to college. The class focuses on the differences between K-12/ATP and college. This is an easy and informative class for all.
- ✓ **WKRP 014** Basic Finances in the Workforce Section number 88881
This class covers how to read your paycheck, taxes, wages, and other skills you may need if you are working in Human Resources or Payroll Departments. This is also a good class for anyone who is starting to work.
- ✓ **WKPR 015** Public Communications Section number 88816
This is a speech class. Students will give 4 different speeches. This is a fun class to practice your social skills and public speaking to large groups.

(See SCC summer directions on the Google drive.)

10) Behavior Technician Training On-line (Chrissy Gascon, SCC)

The Behavior Technician Program prepares individuals for a certification exam and frontline work in the field of applied behavior analysis. This is an entry-level program designed to meet training national requirements for certification as a behavior technician. Classes in this certificate will cover defining behavior, teaching methodologies based on Applied Behavior Analysis (ABA), prompting, generalization and maintenance, data collection for skill acquisition, Functional Behavior Assessment, Antecedent and consequence Interventions, measurement, community and social skills, ethics and professionalism. Students who complete the program will learn the skills required to sit for any of the three nationally accredited behavior technician exams, such as Applied Behavior Analysis Technician (ABAT), Board Certified Autism Technician (BCAT), and Registered Behavior Technician (RBT).

- ✓ Average California Hourly Wage \$18.81
- ✓ Annual California Job Openings through 2024: Over 15,400

Registration opens May 4th Summer School 6/1/20-8/7/20

<https://www.sccollege.edu/Departments/oec/continuingeducationregistrationinformation/OEConlinereg/Pages/default.aspx>

To register or for additional information regarding class dates, times and locations, call or visit the College and Workforce Preparation Center (CWPC) located on 1572 N. Main St., Orange, CA 92867 | 714-628-5999.

(See the SCC Behavior Technician Flyer on the Google drive.)

WEBINARS

11) CA Transition Alliance Series of Transition Webinars

(Richard Rosenberg, SDSU, CSULA & CU TP)

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

(See the list of trainings on the Google drive.)

Up Next: Tuesday 5/6/20 3:00-4:30 PM

Transition Services that Lead to Post-Secondary Success: Implications of College & Career Readiness Indicators and Pre-Employment Transition Services

(Sue Sawyer, Joyce Montgomery, Chris Leroy & Linda ONeal)

Register at... <http://rcoe.k12oms.org/711-184379>



12) Work, Benefits and COVID-19 Webinar Archive and Transcript

(Karla Bell, Chief, Social Security Programs Section, DOR)

Please go to: <https://yti.cornell.edu/coronavirus>

Here at the Yang-Tan Institute (YTI), we've been responding to changes caused by the coronavirus. Because of our focus on disability in the workplace, we are uniquely positioned to provide important information and expert advice about certain aspects of the COVID-19 crisis. Our experts have begun to create resources to help you cope with this crisis, and we've brought them together here so you can access them all from one place.



Click on the COVID-19 link (in red) under the Social Insurance and Benefit Programs Section to play video.

13) The New Landscape of Digital Literacy: What Policymakers and Workforce Advocates Need to Know

The Covid-19 pandemic has spotlighted the importance of digital literacy for America's workers and the education, training and workforce programs that serve them. Millions of workers are hurrying to adjust to new remote-work tools, while education and training participants are quickly upskilling to adapt to online learning. Meanwhile, workforce and adult education program staff are working to transform in-person services to virtual formats, all while ensuring that their own digital skills are up-to-speed.



In this webinar, get a sneak peek at a new data analysis illustrating digital skill gaps among workers in major industries such as healthcare and manufacturing. Learn key questions to ask in applying a racial equity lens to digital literacy efforts. And hear about National Skills Coalition's new recommendations for policymakers and advocates seeking to incorporate digital skill-building in their Covid-19 response plans.

5-5-2020 11:00 AM (Pacific Time)

Webinar Registration

https://zoom.us/webinar/register/WN_29pIX7PaQMGJhUx-tVpIBQ

14) Disability Rights Webinar (Rebecca Hoyt, DRC)

COVID-19 Employment Training Series

Reasonable Accommodations in the Workplace

Join us for a live webinar

Has your employment been impacted by COVID-19? Have your hours been reduced? Have you lost your job? Are you an essential worker concerned about safety? Disability Rights California invites you to attend a web-based training series for people with disabilities.

This webinar will discuss:

- Americans with Disabilities Act
- What are my rights to reasonable accommodations at my job?
- COVID-19 related accommodations

May 5, 2020

10 AM Pacific Time



[Register Today](#)

15) Disability Rights Webinar (Rebecca Hoyt, DRC)
Evictions and COVID 19

DRC & DOnetwork

join us as we provide an overview of county, state and federal protections related to evictions and COVID-19

The panelists will also provide attendees:

- An overview of California's eviction process
- Explain the federal and state rules that have passed to protect renters
- Give examples of local counties and cities that have passed eviction protections
- Discuss how the right to reasonable accommodations in housing might help individuals with disabilities who are not protected by any of those rules.

When:

May 8, 2020

10:00 AM - 12:00 PM

Pacific Time



[Register Today](#)

16) IRIS Center Online Learning for Families
Supporting Your Child's Learning from Home: A New Resource from IRIS
<https://iris.peabody.vanderbilt.edu/module/c19/>

Anxiety. Uncertainty. That *infuriating* Wi-Fi connection. The office just asked you to log-on to another unannounced virtual meeting, and you're still trying to decide what "class" is going to look like today for the kids.



As schools across the country and around the world are closed in response to the outbreak of COVID-19, parents everywhere are searching for reliable, easy-to-understand resources to support their children's learning at home.

The IRIS Center has created a new module specifically for parents to address this urgent and growing need. [Parents: Supporting Learning During the COVID-19 Pandemic](#) offers practical tools and easy-to-implement strategies to help. It can be accessed free of charge on the IRIS Center's Website. Please help us to get the word out and share this streamlined, user-friendly resource with parents.

(See the IRIS Wrap Around Content Map with lots of resources.)

17) Easterseals WorkFirst Transition Project (Pam Arturi, ESSC)
Tuesday May 19th 10-12PM

Affordable Futures: Planning for Independent Living Within a Youth's Budget **Log into Webinar...**



Join from your computer or mobile: <https://fuze.me/67760021>

Or join by phone: United States: +1 201-479-4595, 67760021# (meeting ID)

18) California CTE

Work-Based Learning Spotlight

Strategic Energy Innovations (SEI) is offering their Green Careers Webinar Series with 30-minute Zoom presentations by sustainability professionals.

- ✓ Tuesday 5/5: The Built Environment & The Sustainability Challenge
- ✓ Thursday 5/7: Peppermint, Plastics, People: The Journey of Soap in a Sustainable Businesses



19) Transforming Students into the Workers of Tomorrow: No Hugs or Superhero Backpacks Allowed!

Tuesday, May 12th 12:00 -1:30 PT

Now more than ever it is important to prepare all students with disabilities (SWD) for employment after high school. This interactive webinar is designed to provide practical strategies for teachers and other education professionals to support SWD's employment experiences and raise everyone's expectation for community inclusion and employment. Participants will learn how they can infuse employability skills into daily school experiences and make critical linkages to ensure a seamless transition into a meaningful adult life.

Nationally Recognized TransCen, Inc. Staff including Sara Murphy, Director, WorkLink

Continuing Education Hours

- Application has been submitted for approval to the Commission for Rehabilitation Counselor Certification (CRCC) for this session.
- The series subject matter aligns with the Certified Employment Support Professional (CESP) Content Outline.
- Certificate of completion

Cost:

\$35 attendance fee, \$10 certificate of completion & \$20 CRCC

Group Discounts are available!

Contact bvandyke@transcen.org to register you/your group.



20) Archived CalABLE Webinar 4-30-20

(Please see the power point presentation from the webinar on the Google drive.)



See the link for the recording of the webinar. Please feel free to share the link with others who may benefit from the recording.

Recording: <https://attendee.gotowebinar.com/recording/804621916296102913>

For Your Information (FYI)

21) US Department of Education Press Release (Fred McFarlane, SDSU Interwork Institute)

DeVos declines to seek waivers to 'core tenets' of disability laws during crisis.

Excerpts taken from Politico Pro by Nicole Gaudiano
04/27/2020 06:17 PM EDT



U.S. Department of Education

Education Secretary Betsy DeVos on Monday declined to seek waivers to the “core tenets” of the Individuals with Disabilities Education Act that would be in effect during the coronavirus pandemic, according to the Education Department.

But the department is requesting that Congress consider additional flexibilities on administrative requirements under the Carl D. Perkins Vocational and Technical Education Act, the Rehabilitation Act of 1973 and IDEA.

DeVos requested that Congress defer the work or repayment requirements or allow credit to be given for the service obligation for recipients of IDEA personnel development scholarships if their employment was interrupted by the coronavirus.

She also recommended a waiver that would allow local education agencies to keep funds that were allocated to them under the Perkins Act during the 2019-2020 academic year and that have gone unspent during the emergency.

She requested that Congress allow vocational rehabilitation funds to be used to replace expired or spoiled food products at vending sites, authorized under the Randolph-Sheppard Act, that were required to close because of the emergency.

She recommended several additional waiver authorities relating to the Perkins Act, the Adult Education and Family Literacy Act, IDEA and the Rehabilitation Act of 1973, according to the department.

[Here](#) is the DoEd press release and [here](#) is a link to the report.

22) Putting you in Control... (Trinh van Erp, DOR)

Action Needed for People Receiving SSI with Dependents and Who Do Not File Tax Returns to Receive \$500 Per Child Payment

“Supplemental Security Income (SSI) recipients who don’t file tax returns will start receiving their automatic Economic Impact Payments directly from the Treasury Department in early May. People receiving SSI benefits who did not file 2018 or 2019 taxes, and have qualifying children under age 17, however, should not wait for their automatic \$1,200 individual payment. They should immediately go to the IRS’s webpage at www.irs.gov/coronavirus/non-filers-enter-payment-info-here and visit the *Non-Filers: Enter Your Information* section to provide their information. **SSI recipients who have dependent children and did not file 2018 or 2019 taxes need to act by Tuesday, May 5, in order to receive additional payments for their eligible children quickly.** For more information, please visit <https://www.ssa.gov/news/press/releases/>.



23) Economic Impact Payments for Social Security and SSI Recipients – Steps to Take and Schedule of Payments Prepared by the Social Security Administration on 4-27-20 (Richard Rosenberg, SDSU, CSULA & CCI)

A Message to the Social Security Beneficiaries and Supplemental Security Income Recipients:



This document provides information for Social Security beneficiaries

(retirement, survivors, disability) and Supplemental Security Income (SSI) recipients related to economic impact payments being issued to eligible individuals.



The Internal Revenue Service (IRS), not the Social Security Administration (SSA), will send all payments electronically or paper checks by mail. We documented for you different scenarios to help explain what actions, if any, you may need to take to receive your economic impact payment and any payment for a qualifying child. However, only the IRS can answer questions you may have about your personal or family situation. Please do not call SSA with your payment questions.

Visit www.irs.gov/coronavirus for the latest information available.

Please see this document on the Google drive.)

24) Economic Impact Payments Update for SSI Recipients (Christine Tolbert, SCDD)

If you are a Social Security Income (SSI) recipient and have dependents under age 17, go to www.irs.gov/coronavirus/non-filers-enter-payment-info-here and click the **"Enter your information"** button to fill out the form before Tuesday, May 5th. By taking this proactive step to enter information on the IRS website about you and your qualifying children, you will receive the \$500 per dependent child payment in addition to your \$1,200 individual payment. If you are an SSI recipient who doesn't need to claim dependents and doesn't file tax returns, you will start receiving your automatic Economic Impact Payments directly from the Treasury Department in early May.



Watch out for scams related to Economic Impact Payments

We have learned that there are scams related to the Economic Impact Payments. Watch out for scams using email, phone calls or texts related to the payments. Check out this scams and fraud alert on the SCDD website to learn more: <https://scdd.ca.gov/wp-content/uploads/sites/33/2020/04/scams.pdf>.

25) Will I Continue to Receive My Social Security Benefit or Supplemental Security Income?

(Richard Rosenberg, SDSU, CSULA & CCI)

Yes, Social Security will continue to pay benefits. Social Security has a website dedicated to keeping you informed about our services during the COVID-19 coronavirus pandemic.

Please visit [COVID-19 webpage](https://www.ssa.gov/coronavirus) for the latest information.

https://choosework.ssa.gov/blog/2020-04-28-will-i-continue-to-receive-my-social-security-disability-benefit?utm_medium=email&utm_source=govdelivery

How do I sign up for Direct Deposit?

A law went into effect March 1, 2013, requiring that you receive your payments electronically. If you did not sign up for electronic payments when you applied for benefits, Social Security strongly urges you to do it now. If you still receive checks, the U.S. Department of the Treasury will contact you about complying with the requirement. For more information regarding switching to an electronic payment, visit Treasury's Go Direct website or call their toll-free telephone number at [1-800-333-1795](tel:1-800-333-1795).

It's safe, quick and convenient.



Treasury can grant exceptions in rare circumstances. For more information or to request a waiver, call Treasury at [1-855-290-1545](tel:1-855-290-1545). You may also print and fill out a [waiver form](#) and mail it to the address on the form.

If you already are receiving benefits, you can create a [my Social Security](#) account and start or change Direct Deposit online. You also can sign up at your bank or credit union. Or, you can call Social Security at [1-800-772-1213](tel:1-800-772-1213) or [1-800-325-0778](tel:1-800-325-0778) (TTY).

26) Prioritizing Needs of At-Risk Americans in the 4th CARES Stimulus Package to Mitigate the Health, Social & Economic Impacts of COVID-19, House & Senate Letter

(Fred McFarlane, SDSU Interwork Institute)



This unprecedented public health emergency has exposed the pre-existing scarcity of medical treatment, equipment, and other resources available to the disability community. It is essential that Congress use this upcoming package as an opportunity to mitigate these disparities.

(Please see a copy of this letter on the Google drive.)

27) The State Vocational Rehabilitation Services Program Before and After Enactment of the Workforce Innovation & Opportunity Act in 2014 (April 2020) US Department of Education Office of Special Education & Rehabilitative Services



This report highlights VR program performance trends over the past decade using data reported by the VR agencies before and after the enactment of WIOA. These trends make clear that, following the implementation of WIOA, VR agencies served significantly more students and youth with disabilities, as compared to the period before WIOA, using funds reserved to provide pre-employment transition services and supported employment services for these populations. This shift, along with the provision of services under Section 511 and the increase in the number of agencies implementing orders of selection (some with all categories closed), in part resulted in fewer adults with disabilities and a greater number of individuals with the most significant disabilities receiving services during the period after WIOA. These trends, in turn, contributed to fewer individuals achieving employment outcomes. Because VR agencies are in the early stages of the collection and reporting of data required by the amendments to the Rehabilitation Act and Title I of WIOA, the effect of these changes will be more accurately evaluated in the future when more data are available. The extent to which the changes in the Rehabilitation Act made by WIOA have transformed the VR program, the services delivered, the characteristics of the individuals served, and the quality of the employment outcomes achieved by individuals with disabilities has yet to be fully determined. Through the efforts described in this report, RSA and the VR agencies will continue to produce the information and data necessary to capture the success of the VR program as it moves into the next 100 years.

(This 28-page report is available on the Google drive.)