



## **Education Coordinating Council**

**April 7, 2021**

**9:30 a.m. | via Zoom**

Present:

Acting Chair Richard Martinez, Pomona Unified School District  
Fabricio Segovia, ECC Vice Chair (former foster youth)  
Michelle Alferes, Inglewood Unified School District  
Stacy Barron, Department of Children and Family Services  
Matt Case, Antelope Valley Union High School District  
Jessica Chandler, Department of Children and Family Services (former foster youth)  
Jesus Corral, Probation Department  
Julie Eustler, Lancaster School District  
Kimberly Fuentes, Office of Child Protection  
Stefanie Gluckman, ECC Director  
Leslie Starr Heimov, Children's Law Center  
Kathy Hunter, William S. Hart Union High School District  
Anna Long, Department of Public Health  
Jeannette Mann, Commission for Children and Families  
Judge Michael Nash, Office of Child Protection  
Mark Rodgers, Bonita Unified School District  
Elisabeth Salazar, Office of Child Protection  
Barbara Spyrou Lundqvist, Office of Child Protection  
Kanchana Tate, Department of Mental Health  
Katrina Taylor, Los Angeles County Office of Education  
Aaron Yoscovitz, Palmdale School District  
Victoria Yurkins, Los Angeles County Office of Education

Speakers and  
Guests:

Denise Grande, Department of Arts and Culture  
Brisia Gutierrez, Opportunity Youth Collaborative (OYC)  
La Shona Jenkins, Los Angeles County Office of Education  
Mario Johnson, Office of Equity, Department of Children and Family Services  
Stanley Johnson, UCLA Center for the Transformation of Schools  
Megan Kirkpatrick, Department of Arts and Culture  
Judge Martha Matthews, Los Angeles Superior Court  
Denise Miranda, Los Angeles Unified School District  
Alaina Moonves-Leb, Alliance for Children's Rights  
Elisabeth Nails, Department of Arts and Culture  
Andrea Ohlsen-Esparaza, WriteGirl/Bold Ink Writers  
Jessica Petrass, John Burton Advocates for Youth  
Braná Phillips, Opportunity Youth Collaborative (OYC)  
Luciana Svidler, Children's Law Center  
Katrina Taylor, Los Angeles County Office of Education  
Keren Taylor, WriteGirl/Bold Ink Writers

Speakers and Maria Thompson, Charter Oak Unified School District  
Guests (cont'd): Trish Wilson, Lancaster School District

Monica Banken, Fifth Supervisorial District  
Kelvin Driscoll, Second Supervisorial District  
Marina Escobedo, Second Supervisorial District  
Maral Karaccusian, Fourth Supervisorial District

ECC Director Stefanie Gluckman introduced Richard Martinez, Superintendent of the Pomona Unified School District, today taking the place of ECC Chair Mónica Garcia, who had an unanticipated conflict. Martinez has been connected with the work of the ECC for many years and in particular appreciates this meeting's concentration on the transition back to in-person school from distance learning, and the specific ramifications of that shift for foster youth. He expressed condolences to all who have lost friends and family, as he has, during the COVID-19 pandemic.

#### Healing-Informed Arts Opening Exercise

Keren Taylor and Andrea Ohlsen-Esparaza from WriteGirl/Bold Ink Writers led participants in an exercise to write down a one-word 'intangible' they would like to let go of in their lives, embellish the written word with various designs, then rip up or crumple the paper and throw it away. Attendees then wrote down a quality they wanted more of in their lives, enhanced that word with art and design, and were asked to retain it, keeping it in a place where they will see it every day. "This activity can help with emotional self-regulation—throwing things away and keeping something in writing in front of you are powerful forces," the presenters explained. "It's a way to make goals into something concrete and clear."

#### Meeting Focus

Barbara Spyrou Lundqvist covered virtual-meeting housekeeping topics, including the online [location of meeting materials](#) that in some cases supersede those previously distributed, and Stefanie Gluckman introduced the overall topic of the meeting.

"The impact of the COVID-19 pandemic and subsequent school closures," Gluckman began, "has further exacerbated the unique challenges that both justice-involved and foster youth already face." System-involved youth reported insecurity in housing and food, as well as a lack of access to health care and mental-health services. They were also disproportionately affected by school closures, in many cases lacking the necessary technology and supports to engage in virtual learning. The pandemic disrupted services (including those on school campuses), made it difficult for youth to have visitations with family members, and intensified feelings of isolation and anxiety for youth already coping with trauma.

In addition, the pandemic raised several equity issues. Communities of color have been disproportionately affected by the disease and its effects, and recent data illustrates that Black and Latinx people are receiving fewer vaccinations than their COVID case and death rates would suggest are optimal, and fewer than their proportion in the general population.

"As schools begin returning to in-person learning," Gluckman went on, "it is important for all partners at the ECC table—County departments, community-based organizations, school districts, and others—to coordinate across sectors to examine issues affecting children and youth during the pandemic, particularly with regard to learning loss. We also must discuss the needs of teachers, caregivers, and service providers during this transition and provide them with the necessary support to help students navigate the re-opening of their schools."

### Radical Care for Youth

Acting Chair Martinez introduced Dr. Stanley Johnson from the University of California, Los Angeles, Center for the Transformation of Schools (CTS), whose PowerPoint presentation, [Equity-Focused Mindsets of Care: Supporting Foster Youth as They Return to In-Person Learning](#), appears as Attachment 1 to these minutes and is also available [online](#).

The ECC's mission, role, and approach (page 2 of Attachment 1) embodies the same 'champion of education' model as does CTS (page 3), leading with equity rather than equality in supporting foster-youth social and emotional well-being (page 4) and avoiding cookie-cutter mindsets. "We have to meet students and families *where they are*, each of them," Johnson stated. "One-size-fits-all tactics just set everyone up for failure."

Within the radical-care approach, collaboration and partnerships are critical. Services and mindsets must be intentional and deliberate, with services aligned to meet the needs of foster youth, students, families, caregivers, and others by:

- Seeking to understand them and their individual situations
- Developing and tailoring policies/services to mitigate any disadvantages
- Supporting and providing resources to cultivate foster youth into self-reliant and confident individuals who can successfully enter adult life

Radical self-care is equally necessary for caregivers and service providers, Johnson reminded attendees—"Taking care of myself so I can show up for those who are most vulnerable," as he put it.

In elaborating on the recommendations for re-opening schools (page 6 of Attachment 1), Johnson encouraged meeting participants to remember that some children have thrived in the distance-learning environment, never having felt fully welcome or comfortable in the classroom. Culturally relevant and healing-informed lenses are necessary during the return, as is recognizing implicit biases that we may unconsciously harbor. Are we lowering expectations for some because we have a 'deficit' approach to particular children and families? "Equity and self-care for foster youth will be real when our policies match our actions," Johnson concluded.

Acting Chair Martinez thanked Johnson for his presentation, commenting how relevant this type of work is in the Pomona school district and referencing ["Radical Care" to Let Black Boys Thrive](#) by CTS director Tyrone C. Howard and Jaleel R. Howard. Martinez himself grew up in foster care. "Things could be ugly and life was uncertain," he admitted, "but compound that with a pandemic and I can hardly imagine. We are indeed called upon to lead with empathy and equity."

### Mental-Health Supports

Disengagement from school has been widespread during the pandemic, and not only for foster youth; about 55 percent of the Pomona district's student population dropped out of distance learning during the past year. Making sure that students' mental-health issues are addressed as they return to the classroom or a hybrid schedule should be prioritized.

"Some kids *have* thrived in the virtual environment," said Kanchana Tate from the Department of Mental Health (DMH), agreeing with Johnson's presentation, "and some have suffered. But in our return, we must start with the educators and administrators themselves, who are also dealing with fear, anxiety, loss, and loneliness. We need to support them so they can support students—help them regulate and gain calmness and stability so they can get students back into learning mode."

The DMH school team has opened up a triage and linkage process through which school counselors can refer youth to service providers at many school facilities (Attachment 2), and has also increased the number of mental-health practitioners on staff. The Los Angeles County Office of Education (LACOE) has also developed a resource page for COVID-19, included as Attachment 3.

Michele Alferes, who works with the Inglewood Unified School District, expressed appreciation to DMH for supporting the social/emotional well-being of students. That district is bringing on staff and counselors at every school site, especially at the elementary level where children are returning first. “We want to ensure that we have providers assigned to every school; we have one pilot where a mental-health therapist is on campus five days a week,” she said. “And we’re keeping professional development for teachers at the top of our minds, too.”

Denise Grande from the Department of Arts and Culture reminded meeting participants that the arts provide natural and authentic ways to tap in to health and wellness issues for both adults and youth. “As they’re plugging back into learning,” she suggested, “arts-rich environments can increase student engagement. How can that be woven in to district re-opening strategies? The arts can validate a foster youth’s lived experience, and give us all a way to meet young people *where they are*.” She recommended the Los Angeles County Office of Education’s [Center for Distance & Online Learning](#) and its TEAL program (Technology-Enhanced Arts Learning) for no-cost professional development for educators, psychologists, and administrators.

“Over the last year,” Grande added, “an arts-led collaboration has offered monthly teacher ‘self-care’ sessions, supporting adults and offering strategies for arts-related work with young people in their classrooms. Our shift to a virtual platform has meant that support is not about transportation any more! We want to bring this work to STRTP staff and residents [Short-Term Residential Therapeutic Programs], caregivers, school-district staff, and other clinicians.” Anyone interested should contact Denise Grande at [DGrande@arts.lacounty.gov](mailto:DGrande@arts.lacounty.gov).

### Juvenile Court Update

Judge Martha Matthews co-chairs the Court Education Committee, a monthly forum to share updates and address emerging issues, composed of individuals and agencies involved with foster youth and their education. (Anyone wishing to participate is invited to contact her at [mmatthews@lacourt.org](mailto:mmatthews@lacourt.org); all persons/agencies involved in education for foster youth are welcome.)

“Starting last year, all over Los Angeles County,” Matthews began, “parents, relative caregivers, resource families, group-home staff, and other adults were suddenly expected to do a new job for the kids in their care—teaching them. Many have been struggling, and it has been a huge challenge. Now that young people are beginning to return to school campuses, more challenges lie ahead.”

- Most school districts seem to be planning a hybrid instructional model to begin with—students learning part-time at home and part-time back on campus. This may present logistical problems for families with children of different ages or attending different schools, especially if adults are eventually expected to return to their regular workplaces rather than continue teleworking from home (if they have been able to).
- Foster youths’ school-of-origin rights remain, and best-interest determinations are mandatory prior to making any change—especially since students may have been attending virtually at a school 100 miles from their current placement. “We really have to ramp up to make these decisions,” Matthews said. “We can’t simply make them by default.”

Unfortunately, it is as yet unclear whether the caregiver or the youth's educational rights holder (ERH) is responsible for making the ultimate decision about location. As minors' counsel, the Children's Law Center (CLC) has written a legal memo on this topic, and the Department of Children and Family Services has sought advice from County Counsel, but Judge Matthews believes no firm answer has yet been settled on.

CLC's Leslie Heimov hopes that the ERH and caregiver can work together with the youth to have conversations about competing needs. "An individualized decision is key," she said. "If all the adults are communicating, they should be able to come up with something they can all support. It's entirely possible, for example, that the caregiver has health issues that the ERH is unaware of, and that the youth's attending a far-off school could jeopardize the placement."

Judge Matthews worries about reconnecting students who are vulnerable to dropping out and giving up on school. "At every court hearing, I ask for a detailed report on the kid's education," she said. "What's going on? Is the IEP [Individualized Education Program] working? What should be changed? We should track how these kids are doing as they cycle through regular court hearings."

Acting Chair Martinez thanked Judge Matthews for her thoughts and acknowledged his own frustration with the way school districts often handle education for vulnerable students. "Do you have any sage advice for us that we can spread to our colleagues?" he asked her. "What are the top two things that irritate you about school districts?"

As districts are well aware, they are required to plan for special student populations (foster youth, English learners, youth experiencing homelessness, or other groups the district identifies) in their Local Control and Accountability Plans, or LCAPs. In her former career as an advocate, Matthews said, she saw many districts with "beautiful plans," as well as some for whom special populations were clearly an afterthought.

"Foster kids tend to change schools more often, have gaps in their education, and encounter problems getting their records transferred," she said. "At the same time, they have a set of unique educational rights. They have the legal right to immediate enrollment in a new district, whether or not their grades or vaccination records have followed them yet. They also have the right—codified in Welfare and Institutions Code §361—to have access to the same extracurricular activities and interscholastic sports that are available to all students, even if they arrive at their new schools after try-outs have already taken place. Everyone needs to know this is a special population. Different rules apply."

Second, a very high overlap exists between dependency-court involvement and special-education needs. "Despite this," Matthews stated, "I often hear that a child has not been assessed for an IEP because there is a waiting list for that process. *There is no waitlist for IEP assessments.* This is a huge priority. As schools reopen, we must figure out how to get back on a normal timeline for creating and modifying IEPs."

She also followed up on Denise Grande's earlier comments. "The arts, sports, and extracurricular activities are ways to bring kids back to school," Matthews said. "They are not a luxury. Foster youth have the right to participate in age-appropriate activities, and choir or band or the football team can be a lifeline for many kids. We must treat those things not as 'extras,' but as key pathways to reconnect kids with school."

## Youth Voices

Stefanie Gluckman thanked Judge Matthews for joining the meeting and agreed that the ECC has long been hearing from foster youth that they want nontraditional mental-health supports instead of just sitting one-on-one with a clinician. She asked two former foster youth to comment: University of California Merced student Brana Phillips and the Alliance for Children’s Rights’ Opportunity Youth Collaborative (OYC) Outreach and Engagement Fellow, Brisia Gutierrez.

Gutierrez encouraged the idea of the arts and other activities being nontraditional forms of mental-health services. “Also, when I was in foster care, that was kept pretty much hush-hush,” she added. “Some kind of support group or activity for foster kids to be part of while at school might have helped to normalize the situation and create a community for us.”

With regard to returning to in-person learning, Phillips believes the concentration should be on transitioning together. “Everyone staying informed is the biggest issue,” she said. “There’s a lot of stress if you don’t know what’s going on. Teachers and students should be asked how they feel about returning. What are their concerns? How can classrooms be made a better place? Together they could create classroom rules for returning and feeling safe.”

Victoria Yurkins, a foster-youth voice from the Los Angeles County Office of Education (LACOE), also supported the importance of community, especially for foster students coming back to school. “Being with people in similar situations is very important to thriving,” she said.

## Recovery Planning

Mark Rodgers from Bonita Unified School District believes that recovery from the pandemic disruption will be a long-term project for schools. “We need to map out years of this,” he stated. “Initial recovery, stabilizing what works, then transitioning into whatever the ‘new normal’ will be.” In general, recovery and maintenance require different resource decisions. “A rule of thumb for budgeting is that you don’t add new positions with temporary or one-time dollars,” Rodgers went on. “We might have to change our minds about that. If we need extra staff support during the recovery phase, we may spend some COVID money for that when normally we wouldn’t.”

The recovery mindset should also extend to learning-loss mitigation. “If students thrived in the virtual-learning situation,” Rodgers said, “we need to learn the lessons COVID forced us to learn, and not immediately return to ‘normal.’” In his district, chronic absenteeism dropped considerably as students became much more active about signing on for online class. “Even five percent of the kids we thought were coming back in person have logged on virtually instead. We have a responsibility to slow down enough to think about what the pandemic has taught us. We can’t go back to the way things were—for all kids, really, but for foster youth, too. Schools need to come out of this better than we were before.”

Meeting participants shared related strategies.

- The Antelope Valley Union High School District has designated counselors specifically for foster youth with appointments online, created a clearinghouse document of all available mental-health and related supports, co-located Department of Children and Family Services (DCFS) social workers on-campus, and scheduled a resilience symposium later this month.
- The Department of Mental Health is establishing a [Community Ambassador Network](#) through which students will receive stipends to support other students, thus becoming healers of their own communities.

- To ensure equity, DCFS is streamlining the consent process regarding COVID vaccines.
- Strides in school stability have been made during the pandemic and should be continued. The Alliance for Children’s Rights would like to see programs for foster students in particular introduced at additional access points to ensure that “youth are in places where opportunities happen,” as Alaina Moonves-Leb phrased it.

Stefanie Gluckman suggested that a workgroup could be formed to discuss learnings from virtual education for system-involved youth. Acting Chair Martinez thanked everyone for their comments, and hopes that this information/material can be shared widely.

#### Public Comment

- Jessica Petrass from John Burton Advocates for Youth acknowledged the pandemic’s impact on high-school seniors’ completing the Free Application for Federal Student Aid (FAFSA®) and similar forms, noting a decrease in submissions from this time last year. “It’s a critical time to support foster youth in this process,” she said. “They’re struggling with motivation and engagement, and many are fearful of safely going to college.” Also, how can students graduating high school in 2020 be re-engaged in secondary-education opportunities?
- The DCFS Youth Development Services section will partner with LACOE to hold a ‘final push workshop’ for students on April 20 for FAFSA and California Dream Act applications. A flyer accompanies these minutes as Attachment 4.
- Mario Johnson, division chief at the DCFS Office of Equity, mentioned the profound effect that injustices experienced by Black and Asian people—Black Lives Matter, COVID-related ‘Asian Hate,’ and the televised trial of Derek Chauvin for the death of George Floyd—have had on young people and their performance in school. “Let’s put that in the mental-health basket, too,” he recommended.

#### Healing-Informed Arts Closing Exercise

Keren Taylor and Andrea Ohlsen-Esparaza conducted an imagination exercise to close the meeting—finding a bottle on a beach, labeled with your name and containing a delicate scroll with excellent advice from a person who has watched over you for the last month or so. “What would that advice be?” they asked. “Write it down. Yes, it’s really advice from yourself to yourself, but keeping it visible can be very helpful.”

#### Next Meeting

The Education Coordinating Council’s next meeting is scheduled for:

**Wednesday, July 21, 2021**  
**9:00 a.m. to 11:00 a.m.**  
***In-person location and/or Zoom link to follow***

#### Adjournment

There being no further public comment, Acting Chair Martinez adjourned the meeting at 11:04 a.m.



# Equity-Focused Mindsets Of Care: Supporting Foster Youth As They Return To In-Person Learning

Stanley L. Johnson, Jr., Ph.D.

Los Angeles County Office of Child Protection

Education Coordinating Council Meeting

April 7, 2021



Education Coordinating Council's

## Champion of Education Model

***Mission:*** *To raise the educational achievement of system-involved youth in Los Angeles County*

### ***Role & Approach***

- As an *advocate*, mobilizing support across various public and private stakeholder groups;
- As a *convener* and *broker*, working with other organizations to identify problems and develop solutions; and
- As a *policymaker*, spearheading strategies that support the increased educational achievement of the County's youth

# Center for the Transformation of Schools

- Primary Objective is to create schools that all students deserve, schools that are free of racism, that challenge inequality, that address the basic needs of children, and allow them all to develop their potential.
- Funding Partners who believe in our mission and are grateful for their commitment to our work and research endeavors.
- We partner with parents, educators, students, school systems leaders, health and community organizations, and policy makers by prioritizing our work to help inform policies, practices, and pedagogies that address systemic inequities due to racial injustice by leveraging equitable and sustainable educational access and opportunity for all students and especially our most vulnerable populations.

## Radical Care Approach

# Supporting Foster Youth Social & Emotional Well Being

Supporting Foster Youth Social & Emotional Well Being Will Be Achieved When We:

- Understand *Equity* vs Equality (Blankenstein & Noguera, 2016)
  - Equality Assumes Everyone is Equal
  - Equity does not assume equality. It is about *fairness* and seeks to close gaps by meeting individuals where they are and addressing their needs accordingly.
  - No One Size Fits All Model
    - Avoid Cookie-Cutter Mindsets
- Adopt Critical Wellness & Care Frameworks (Howard, et.al, 2019)



## Radical Care Approach

# Radical Care

- Collaboration and Partnerships are Critical
- Leads to *Radical Care* (Hobart & Kneese, 2020; Davis, A, 2020).
  - Services and mindsets are Intentional & deliberate
  - Services are aligned to meet the needs of people (i.e. foster youth, students, families, caregivers, etc.) by:
    - Seeking to understand them and their situations
    - Developing and tailoring policies and services to mitigate their situations
    - Supporting and providing resources that will develop foster youth into self-reliant and confident individuals who can matriculate successfully into society

## Mitigating The Accumulation Of Disadvantage

## Reopening Schools

## RECOMMENDATIONS

- **Equity Model in Service Delivery**
  - Am I working with an equity mindset when it comes to service delivery?
- **Deliberate Mindsets that Affirms And Validates Foster Youth Lived Experiences**
  - Requires knowing they are, what they are experiencing, and prioritizing resources and services to mitigate disadvantage
- **Culturally Relevant & Trauma Informed Lenses**
  - How do my services/deliverables represent culturally responsiveness and attentiveness to those who are in need?
- **Watch Dog Mentality Concerning Data**
  - What does your data say about those who you serve? How can I tailor services from these data?
- **Mindful of Environmental and Health Disparities Pre/During Pandemic**
  - How do we identify them without harboring deficit mindsets?
- **Creating Systems That Are Sensitive to Adverse Childhood Experiences (ACES)**
  - Foster, homelessness, food insecurity, carceral system, non-nuclear families,
  - Human Development Index numbers

Reimagining Equity For Foster Youth

## Closing Thoughts

We will actualize our collective missions of leading with equity and achieving self-care for foster youth when equitable policies are created and our actions and services mirror and reflect our policies.

## References

- Blankstein, A. Noguera, P., and Kelly, L., (2016). *Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student*. Alexandria, CA: ASCD.
- Camangian, P. and Cariaga, S. (2021) Patrick Camangian & Stephanie Cariaga (2021). Social and emotional learning is hegemonic miseducation: students deserve humanization instead, *Race Ethnicity and Education*, DOI: 10.1080/13613324.2020.1798374
- Davis, A. (2018). Angela Davis on Radical Self Care: Interview with Afropunk. retrieved from: <https://www.selfpractice.com.au/self-practice/angela-davis-on-radical-self-care>
- Hobart, H. and Kneese, T. Radical Care: Survival Strategies for Uncertain Times. *Social Text* (2020) 38 (1 (142)): 1–16. retrieved from: <https://doi.org/10.1215/01642472-7971067>
- Howard, T., Camangian, P., Edwards, E., Howard, M., Minkoff, A., Orange, T, and Tunstall, J. (2019). *All Students Must Thrive: Transforming Schools To Combat Toxic Stressors And Cultivate Critical Wellness*. International Center for Leadership in Education.



Follow-Up Info

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**UCLA School of Education & Information Studies**

**<http://transformschools.ucla.edu>**

**<http://transformschools.ucla.edu/who-we-are/our-team/>**

## LOS ANGELES COUNTY DEPARTMENT OF MENTAL HEALTH

### Educational Resources

Crisis Support	
<i>Resources that may help if you are experiencing a mental health crisis or need immediate support</i>	
Title/Description	Phone Number/Website
<b>DMH Helpline</b> (24/7 phone) <i>Hotline for anyone seeking emotional support, mental health services, or navigating services for a loved one, available 24 hours a day, 7 days a week.</i>	1-800-854-7771
<b>Emotional Support Warm Line</b> (9am-9pm PST phone) <i>One of the options when calling the DMH Helpline, for county residents who may not want mental health services but would like to talk with a trained listener.</i>	1-800-854-7771 (option 2 when calling the DMH Help Line)
<b>LA County Wellbeing Line &amp; Chat</b> (11am-7pm PST 7 days/week phone line) (1pm-7pm PST 7 day/week chat line) <i>Support line for professionals experiencing stress, desiring someone to talk to or supportive resources. Open 7 days a week, 10am-6pm.</i>	Phone – 1-833-307-0509 Chat – <a href="http://wellbeing4la.org/get-support">wellbeing4la.org/get-support</a>
<b>Suicide Prevention Lifeline through Didi Hirsch</b> (24/7 phone) <i>Lifeline to call when you or someone you know may be considering suicide. Call even if it isn't a crisis, 24 hours 7 days a week.</i>	1-800-273-8255
<b>Trevor Project</b> (24/7 phone/text/chat)	1-866-488-7386, or visit <a href="https://www.thetrevorproject.org/">https://www.thetrevorproject.org/</a>
<b>Trans Lifeline</b> (24/7 phone)	1-877-565-8860, or visit <a href="https://translifeline.org/">https://translifeline.org/</a>
<b>CA Youth Crisis Hotline</b> (24/7 phone)	1-800-843-5200, or visit <a href="http://calyouth.org/chat-with-a-crisis-counselor/">http://calyouth.org/chat-with-a-crisis-counselor/</a>
<b>Teen Line</b> (6PM – 9PM PST phone/text)	310-855-4673 or text “TEEN” to 839863, or visit <a href="https://teenlineonline.org/yyp/edelman-mental-health-center/">https://teenlineonline.org/yyp/edelman-mental-health-center/</a>

Office of Surgeon General	
Title/Description	Link
<b>California Surgeon General’s Playbook: Stress Relief for Caregivers and Kids during COVID-19</b>	<a href="https://files.covid19.ca.gov/pdf/wp/california-surgeon-general_stress-busting-playbook_draft-v2clean_ada-04072020.pdf">https://files.covid19.ca.gov/pdf/wp/california-surgeon-general_stress-busting-playbook_draft-v2clean_ada-04072020.pdf</a>

Los Angeles County Office of Education Resources	
Title/Description	Link
<b>Los Angeles County Schools: Rising to the Challenge of COVID-19 – A Planning Framework for the 2020-21 School Year</b>	<a href="https://www.lacoe.edu/Home/School-Reopening">https://www.lacoe.edu/Home/School-Reopening</a>
<b>Los Angeles County Head Start and Early Learning: Reopening Planning Framework – Rising to the Challenge of COVID-19</b>	<a href="https://www.lacoe.edu/Portals/0/HSEL%20Reopening%20Planning%20Framework.pdf?ver=2020-07-15-141136-690">https://www.lacoe.edu/Portals/0/HSEL%20Reopening%20Planning%20Framework.pdf?ver=2020-07-15-141136-690</a>

## ATTACHMENT 2

<b>Resources: Equity, Social Justice, and Engagement</b>	<a href="https://www.lacoe.edu/Curriculum-Instruction/Equity-Social-Justice-and-Engagement">https://www.lacoe.edu/Curriculum-Instruction/Equity-Social-Justice-and-Engagement</a>
<b>Coronavirus (COVID-19) Resources</b>	<a href="https://www.lacoe.edu/Home/Health-and-Safety/Coronavirus-Resources">https://www.lacoe.edu/Home/Health-and-Safety/Coronavirus-Resources</a>
<b>COVID-19 Response – Resources and Announcements – Early Childhood Education</b>	<a href="https://www.lacoe.edu/Early-Learning/ECE-Covid-19-Resource-Page">https://www.lacoe.edu/Early-Learning/ECE-Covid-19-Resource-Page</a>

DMH-UCLA Prevention Center of Excellence	
Title/Description	Link
<b>Wellbeing4LA Learning Center</b> <i>Trainings to help school staff build confidence in recognizing and responding to the emotional and mental health needs of students and families</i>	<a href="https://www.wellbeing4la.org/wellbeing4la-online-learning-center/">https://www.wellbeing4la.org/wellbeing4la-online-learning-center/</a>
<b>Preparing to Reopen: Prioritizing Prevention</b> With Dr. Jonathan Sherin, Director, Los Angeles County Department of Mental Health	<a href="https://learn.wellbeing4la.org/detail?id=1761">https://learn.wellbeing4la.org/detail?id=1761</a>
<b>The Path to Reopening Los Angeles Schools</b> With Dr. Debra Duardo, Superintendent of Schools, LACOE	<a href="https://learn.wellbeing4la.org/detail?id=1756">https://learn.wellbeing4la.org/detail?id=1756</a>
<b>Preparing to Reopen: Considerations for Student and Staff Safety</b> With Arturo Valdez, Deputy Superintendent of Schools, LACOE	<a href="https://learn.wellbeing4la.org/detail?id=1759">https://learn.wellbeing4la.org/detail?id=1759</a>
<b>Preparing to Reopen: Listening, Partnering, and Breathing</b> With Dr. Laurel Bear, Educational Consultant, Los Angeles County Department of Mental Health	<a href="https://learn.wellbeing4la.org/detail?id=1760">https://learn.wellbeing4la.org/detail?id=1760</a>
<i>For more information, check out “Educators Overcoming Under Stress,” a series of videos to support educators and school staff during the COVID-19 pandemic. The full series is available for free on the DMH-UCLA Prevention Center of Excellence learning platform. *Please note: You will have to sign up for an account before being able to access the trainings.</i>	

Additional Resources for Educators	
Title/Description	Link
<b>Getting Back to School after Disruptions</b> (Positive Behavioral Interventions & Supports)  <i>Resources for making your school year safer, more predictable, and more positive</i>	<a href="https://www.pbis.org/resource/getting-back-to-school-after-disruptions-resources-for-making-your-school-year-safer-more-predictable-and-more-positive">https://www.pbis.org/resource/getting-back-to-school-after-disruptions-resources-for-making-your-school-year-safer-more-predictable-and-more-positive</a>
<b>Addressing Racism in the Classroom</b> (NCTSN)  <i>A resource for educators</i>	<a href="https://schoolcounselor.org/asca/media/PDFs/FINAL-Race-and-Trauma-in-the-Classroom-Factsheet.pdf">https://schoolcounselor.org/asca/media/PDFs/FINAL-Race-and-Trauma-in-the-Classroom-Factsheet.pdf</a>
<b>Teaching Through Trauma</b> (California Educator)  <i>A series of stories that look at how educators are handling students with trauma</i>	<a href="https://californiaeducator.org/2019/08/19/teaching-through-trauma/">https://californiaeducator.org/2019/08/19/teaching-through-trauma/</a>
<b>Helping Youth after Community Trauma</b> (NCTSN)  <i>Tips for educators</i>	<a href="https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/156/helping_youth_after_community_trauma_for_educators_final_explosions.pdf">https://achieve.lausd.net/cms/lib/CA01000043/Centricity/Domain/156/helping_youth_after_community_trauma_for_educators_final_explosions.pdf</a>
<b>School Reentry Considerations</b> (American School Counselor Association)	<a href="https://www.schoolcounselor.org/asca/media/asca/Publications/SchoolReentry.pdf">https://www.schoolcounselor.org/asca/media/asca/Publications/SchoolReentry.pdf</a>

## ATTACHMENT 2

<i>Supporting student social and emotional learning and mental and behavioral health amidst COVID-19</i>	
<b>Back to School After COVID-19</b> (Mental Health Technology Transfer Center Network)	<a href="https://mhttcnetwork.org/centers/new-england-mhttc/product/c-tlc-back-school-after-covid-19-supporting-student-and-staff">https://mhttcnetwork.org/centers/new-england-mhttc/product/c-tlc-back-school-after-covid-19-supporting-student-and-staff</a>
<i>Supporting student and staff mental health toolkit</i>	
<b>Countering Coronavirus Stigma &amp; Racism</b> (National Association of School Psychologists)	<a href="https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/countering-coronavirus-stigma-and-racism-tips-for-teachers-and-other-educators">https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/countering-coronavirus-stigma-and-racism-tips-for-teachers-and-other-educators</a>
<i>Tips for teachers and other educators</i>	
<b>Teaching Tolerance</b>	<a href="https://www.tolerance.org/the-moment/may-8-2020-affirming-black-lives-without-inducing-trauma?fbclid=IwAR276l4wLsnNCsPdoVI_FjPN-ZTjsPv4t-D9vXwroEGmvDIQj9aOul7mnP0">https://www.tolerance.org/the-moment/may-8-2020-affirming-black-lives-without-inducing-trauma?fbclid=IwAR276l4wLsnNCsPdoVI_FjPN-ZTjsPv4t-D9vXwroEGmvDIQj9aOul7mnP0</a>
<i>Affirming Black lives without inducing trauma</i>	
<b>Supporting Black LGBTQ Youth Mental Health</b> (Trevor Project)	<a href="https://www.thetrevorproject.org/wp-content/uploads/2020/06/Supporting-Black-LGBTQ-Youth-Mental-Health.pdf">https://www.thetrevorproject.org/wp-content/uploads/2020/06/Supporting-Black-LGBTQ-Youth-Mental-Health.pdf</a>
<i>Tips for educators</i>	

Additional Resources for Parents	
Title/Description	Link
<b>Supporting your child's mental health as they return to school</b> (UNICEF)	<a href="https://www.unicef.org/coronavirus/supporting-your-childs-mental-health-during-covid-19-school-return">https://www.unicef.org/coronavirus/supporting-your-childs-mental-health-during-covid-19-school-return</a>
<i>How parents can help their children navigate their feelings during school reopenings</i>	
<b>'What will a return to school during COVID-19 pandemic look like?'</b> (UNICEF)	<a href="https://www.unicef.org/coronavirus/what-will-return-school-during-covid-19-pandemic-look">https://www.unicef.org/coronavirus/what-will-return-school-during-covid-19-pandemic-look</a>
<i>What parents need to know about school reopening in the age of coronavirus</i>	
<b>Starting a New School Year Following a Summer of Change</b> (Psych Central)	<a href="https://psychcentral.com/lib/starting-a-new-school-year-following-a-summer-of-change/">https://psychcentral.com/lib/starting-a-new-school-year-following-a-summer-of-change/</a>
<i>Resources for helping students transition back to school</i>	
<b>Helping Children Cope with Changes Resulting From COVID-19</b> (National Association of School Psychologists)	<a href="https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19">https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/helping-children-cope-with-changes-resulting-from-covid-19</a>
<i>Tip for parents on helping children during the COVID-19 pandemic</i>	
<b>Helping Kids Grieve</b> (Sesame Street in Communities)	<a href="https://sesamestreetincommunities.org/topics/grief/">https://sesamestreetincommunities.org/topics/grief/</a>
<i>Tips and resources for parent on helping children who lost a loved one</i>	

Resources for Youth	
Title/Description	Link
<b>Responding to Change and Loss</b> (National Alliance for Grieving Children)	<a href="https://www.chesterfield.gov/DocumentCenter/View/15523/NAGC-Activity-Booklet-Responding-to-Change-and-Loss-PDF?bidId=">https://www.chesterfield.gov/DocumentCenter/View/15523/NAGC-Activity-Booklet-Responding-to-Change-and-Loss-PDF?bidId=</a>

## ATTACHMENT 2

<i>Activities for children and teens experiencing grief</i>	
<b>Guided Meditations for Teens</b> (Mindfulness for Teens)	<a href="http://mindfulnessforteens.com/guided-meditations/">http://mindfulnessforteens.com/guided-meditations/</a>
<b>How LGBTQ Youth Can Cope with Anxiety and Stress During COVID-19</b> (Trevor Project)	<a href="https://www.thetrevorproject.org/2020/03/26/how-lgbtq-youth-can-cope-with-anxiety-and-stress-during-covid-19/">https://www.thetrevorproject.org/2020/03/26/how-lgbtq-youth-can-cope-with-anxiety-and-stress-during-covid-19/</a>
<b>NAMI Resources</b> (NAMI-Urban Los Angeles)	<a href="https://www.namiurbanla.org/resources">https://www.namiurbanla.org/resources</a>
<i>Various local resources for teens and families</i>	

Additional Resource for LA County Residents	
Title/Description	Link
<b>Headspace</b>  <i>Mindfulness and meditation app provided for free to all LA County residents.</i>	<a href="https://work.headspace.com/lacdmhresidents/member-enroll">https://work.headspace.com/lacdmhresidents/member-enroll</a>
<b>Wellbeing4LA Learning Center</b>  <i>Trainings to help school staff build confidence in recognizing and responding to the emotional and mental health needs of students and families.</i>	<a href="https://learn.wellbeing4la.org/">https://learn.wellbeing4la.org/</a>




## COVID-19 Resources

[Parents/Families](#) | [Educators](#) | [Administrators](#)

Select a language to view this document. *Translations created using Google Docs translation feature.*

[English](#) | [Spanish](#) | [Chinese](#) | [Korean](#) | [Vietnamese](#) | [Armenian](#)

 When you see this icon on a resource, clicking it will open the link in Google Translate. When you are in Google Translate, select your preferred language at the top left corner of the window. Google translate is not perfect, but it should allow you to get a good sense of the information provided.

### Resources for Parents/Families

This document contains links to resources to assist parents and students during the school closures.

**What's New** (also added to appropriate content section)

- [Keep Learning California](#) (9/21)
- [Everyone On](#) Low cost internet service (updated 11/16)
- [Mind Out Loud](#) (3/29)

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## Featured Resources

### PBS At-Home Learning

Visit the [PBS At-Home Learning](#)  site to discover the resources available from PBS. The At-Home Learning site will provide television. The site includes downloadable PBS SoCal, KCET and KLCS TV schedules, program highlights, and at-home learning tips.



Below are a couple of other resources provided by PBS.

- [PBS Learning Media](#): PBS LearningMedia is a Pre K-12 FREE online library of trusted, quality, curated resources from PBS and public media stations including KQED. These digital resources include short videos, lessons and interactive games.
- [PBS Kids](#): Access videos, games and activities for preschool and young students (age 2-8). Parents can sign up for the [PBS Kids Daily newsletter](#) to get daily activities and tips to help kids play and learn at home.

### Wide Open School

[Wide Open School](#) is a collection of the resources for grades PreK-12 organized by subject and grade. In addition to learning experiences and activities for students, you will also find daily schedules with creative breaks and recommendations to keep kids engaged and exploring.



### Disney Bedtime Hotline




Parents, add a touch of Disney magic to bedtime. For a limited time, call 877-7-MICKEY for a special bedtime message from Mickey Mouse, Minnie Mouse, Donald Duck or Goofy








## Parent/Family Support Resources

Summer Programs	
Resource	Description
<p>Hire LA's Youth Summer Program</p> <p>Flyer</p>	<p>For youth between the ages of 14 and 24 who live in the City of Los Angeles. Additional eligibility criteria applies. Jobs available include all-virtual opportunities for younger youth, as well as hybrid ones of virtual/in-person work with health and safety protections built-in, for older youth.</p> <p>Youth who are not residents of the City of Los Angeles, but who live within the County of Los Angeles, may apply to the County's youth jobs program instead.</p>
<p>LA County Summer Camps</p>	<p>The LA County Department of Parks and Recreation is pleased to safely reopen 111 summer camp options at 50 of our parks throughout the County, for ages six years and up. Camp begins July 6, 2020. Registration is first come, first served. Scholarships are available at selected sites and weekly payment plans are available.</p> <p>Three, 2-week sessions (Monday through Friday):</p> <ul style="list-style-type: none"> <li>● Session 1: July 6-17</li> <li>● Session 2: July 20-31</li> <li>● Session 3: August 3-14</li> </ul> <ul style="list-style-type: none"> <li>❖ MINI-CAMP: Offerings range from cheer, sports(non-contact), fitness, arts and crafts, eSports, and leadership. (Mon-Fri, 9:00 a.m. to 12:00 p.m. and 1:00 p.m. to 4:00 p.m.)</li> <li>❖ FULL-DAY: Offerings range from Environment, Science, Engineering, Arts and Math (ESTEAM) and Recreation Adventures. (Mon-Fri, 9:00 a.m. to 4:00 p.m. with extended care availability)</li> <li>❖ SPOT teen camps: FREE activities for teens offered at 11 park sites (Mon-Fri, 2:00 p.m. to 7:00 p.m)</li> </ul> <p><i>Google translate option on website</i></p>

Homeschooling		
Resource	Description	Grade(s)
<p>Distance Learning Newsletter for Parents (see below for links) - Weekly newsletter from the CA Dept of Education focusing on a different distance learning topic in each issue.</p> <ul style="list-style-type: none"> <li>• Issue 1 - April 2: English   Spanish</li> <li>• Issue 2 - April 10: English   Spanish</li> <li>• Issue 3 - April 17: English   Spanish   Arabic   Filipino   Chinese   Vietnamese</li> <li>• Issue 4 - April 24: English   Spanish   Arabic   Filipino   Chinese   Vietnamese</li> <li>• Issue 5 - May 1: English   Spanish   Arabic   Filipino   Chinese   Vietnamese</li> <li>• Issue 6 - May 8: English   Spanish   Arabic   Filipino   Chinese   Vietnamese</li> <li>• Issue 7 - May 15: English   Spanish   Arabic   Filipino   Chinese   Vietnamese</li> <li>• Issue 8 - May 22: English   Spanish   Arabic   Filipino   Chinese   Vietnamese</li> <li>• Issue 9 - May 29: English   Spanish   Arabic   Filipino   Chinese   Vietnamese</li> </ul>		
<a href="#">Activities for Parents and Children During the COVID-19 Quarantine</a>	<p>Activities and articles from First 5 LA of things that you parents and students can do. Website can be viewed in Chinese, Korean, Spanish, Tagalog, and Vietnamese. (Additional activities are also available on the <a href="#">First 5 San Diego</a> website.)</p>	Preschool - 12
 <a href="#">Resources for Families During the Coronavirus Pandemic Hub</a> Common Sense Media	<p>You'll find articles, lists, and more on:</p> <ul style="list-style-type: none"> <li>• Learning at home and homework help</li> <li>• Helping kids understand COVID-19 news coverage</li> <li>• What to watch, read, and play</li> <li>• How to stay calm for you and your kids</li> <li>• Spanish language resources for Latinx families</li> </ul>	K-12
 <a href="#">10 Tips For Parents Homeschooling Young Children</a>	<p>A blog created by a parent to provide resources for parents on how to homeschool. Comes with suggested schedules and content specific resources for curricular needs.</p>	K-5
 <a href="#">How to Homeschool Your Kids in the Time of Coronavirus</a>	<p>With so many school systems closing nationwide, at-home classrooms have become a part of daily life. Here are some stress-free ways parents can effectively educate their kids.</p>	K-12
<a href="#">Keep Learning California</a>	<p>Designed to ensure families, caregivers and educators have the tools they need to keep children learning at home or school, whether instruction is remote, in-person, or hybrid. Includes resources on the following:</p> <ul style="list-style-type: none"> <li>• Words you need to know</li> <li>• What you can do</li> <li>• Parent/Student Rights</li> <li>• Questions families should ask teachers</li> <li>• Questions parents should ask principals</li> </ul>	K-12

Homeschooling		
	<ul style="list-style-type: none"> <li>• Questions Families with Special Needs Should Ask</li> </ul>	
 <a href="#">Media Smarts</a>	Information and activities for digital media literacy from Canada's Centre for Digital and Media Literacy	K-12
<a href="#">School Closures</a>	Information for parents during COVID-19 school closures in English and Spanish. Site has a number of additional links. For other languages, use the Google Translate link. 	K-12
 <a href="#">125 Things to Do With Kids</a>	Wellness article from Parade with 125 ideas to keep kids entertained during the Coronavirus crisis.	K-12

## Health & Wellness

Below are some tips from the Los Angeles County Department of Mental Health.



**How to talk to children / youth about the Coronavirus?**



- Remain calm: Children will react to both what you say and how you say it. Make yourself available to listen and to talk. Let them know that adults at home and school are taking care of their health and safety.
- Maintain a normal routine: The best thing families can do is maintain a regular routine and practice safe hygiene. It is also important to stay connected to friends and family even if that means via FaceTime, Skype or other virtual technology.
- Pay attention to what children see or hear on television, radio or online: Consider reducing the amount of screen time focused on the coronavirus. Too much information on one topic can lead to fear, worry, and anxiety.


**What to do if I feel scared or nervous about the Coronavirus?**

- Take deep breaths! It's normal to be nervous about something that sounds scary, but don't worry, adults who love you and care for you, know what to do to keep you safe.
- Ask questions! Whenever you want to know something, ask adults like your caregiver, your teacher, school nurse or counselor.
- Keep active! Take a walk, play a game with your friends, sing a song, draw a picture, or listen to music and dance!

For more information, contact:  
 Department of Mental Health Helpline - 800-854-7771 or visit: [dmh.lacounty.gov](http://dmh.lacounty.gov)  
 Department of Public Health: <http://publichealth.lacounty.gov/media/coronavirus>  
*Above websites can be viewed in multiple languages.*

Health & Wellness	
Resource	Description
Be Informed: Know Your Risk During COVID-19 <ul style="list-style-type: none"> <li>• <a href="#">English</a></li> <li>• <a href="#">Spanish</a></li> </ul>	Risk Assessment Chart intended as a guide, prepared by physician experts (Texas Medical Association - TMA), to help the public make smart and educated choices of activities to pursue amid the COVID-19 pandemic.
<a href="#">COVID-19 Testing</a> (Free signup)	The City of Los Angeles, in partnership with the County of Los Angeles and CORE (Community Organized Relief Effort), is providing free COVID-19 testing to ALL Los Angeles County residents, whether or not you are experiencing COVID-19 symptoms. <i>Website has an option to select different languages.</i>
COVID-19 Testing (free) <a href="#">Logistics Health Incorporated</a>	Individuals can use this site to register for free COVID-19 testing. <i>English/Spanish language option on website.</i>
<a href="#">California Coronavirus COVID-19 Response</a>	California is issuing daily coronavirus updates. COVID-19 is a new illness that can affect your lungs and airways. Check this website for the latest updates and resources. <i>English/Spanish language option on website.</i>  Use Google Translate link to translate to other languages
<a href="#">California Parent &amp; Youth Helpline</a>	The <a href="#">California Parent &amp; Youth Helpline</a> and Online <a href="#">Parents Anonymous®</a> Support Groups provide free trauma-informed, evidenced-based emotional support to Parents, Children and Youth in any language via calls, text, live chat and email. The California Parents & Youth Helpline operates 7 days a week from 8:00AM-8:00PM. Parents can Join a Weekly Online Support Group NOW through the website: <a href="#">caparentyouthhelpline.org</a> . In this confidential setting, Parents address their underlying emotions and build resiliency to strengthen their family. <i>Website has an option to select different languages.</i>
 <a href="#">Coronavirus (COVID-19) FAQs</a>	Frequently asked questions about COVID-19
<a href="#">Medi-Cal Dental - COVID-19 Emergency Locations</a>	Many Medi-Cal dentists are providing emergency dental services for Medi-Cal children and adults during the Covid-19 Safer At Home Crisis. The Department of Health Care Services has organized a listing of dentists across the state through an interactive map that are providing emergency dental care. This service is provided at no cost. <a href="#">What is a Dental Emergency? flyer</a>

Health & Wellness	
<a href="#">Mind Out Loud</a>	Wellness Together School Mental Health, in partnership with the San Diego County Office of Education and the California Department of Education will host Mind Out Loud – a free three-day virtual event on May 4-6, 2021 from 3:30-5:00 p.m. for middle and high school students to convene and boldly discuss mental health; connect with peers across California; hear from engaging speakers to become equipped with practical tools for wellness; increase mental health awareness and advocacy for themselves and friends; learn about suicide prevention; and reduce stigma associated with mental health.
My Health LA Program Fact Sheet <ul style="list-style-type: none"> <li>• <a href="#">English</a></li> <li>• <a href="#">Spanish</a></li> </ul>	PDF fact sheet with Information about the MyHealthLA Program – a NO-COST health care program for low-income residents of Los Angeles County who do not have health insurance.
<a href="#">Directory of Medical Home Clinics</a>	This Directory of Medical Home Clinics lists Medical Home clinics and Los Angeles County Department of Health Services (DHS) Urgent Care Centers and DHS Emergency Hospitals participating in the My Health LA program. PDF document provides information in English and Spanish.
Headspace - Free Plus account for LA County residents <ul style="list-style-type: none"> <li>• <a href="#">English</a></li> <li>• <a href="#">Spanish</a></li> </ul>	LA County Dept of Mental Health is offering FREE subscriptions to ALL Los Angeles County residents through 2020. Access hundreds of science-backed guided meditations in English and Spanish, as well as mindfulness and sleep exercises to help address rising stress and anxiety.
<a href="#">My Health LA (MHLA) Program Services Agreement</a>	PDF document with information on the 30-Day temporary waiver to extend eligibility and allow remote enrollment, re-enrollment, and renewal activities MyHealthLA videos: <ul style="list-style-type: none"> <li>• <a href="#">English</a></li> <li>• <a href="#">Spanish</a></li> </ul>
<a href="#">MHLA Provider Bulletin # 11 – Temporary Waiver on Enrollment</a>	PDF document with details about the 30-Day temporary waiver that allows My Health LA (MHLA) community partner clinics to temporarily take applications by phone.
 <a href="#">211 LA County</a>	Resources available to all county residents to assist with health and human services. They can provide information and referrals to food pantries, food distribution sites/programs, or CalFresh food benefits if you are struggling financially to purchase food.  Their <a href="#">COVID-19 page</a>  provides valuable information.
Student Support Services - <a href="#">Health Coverage Updates</a>	PDF document with information on health care options compiled by LACOE's Health Outreach Program

<b>Health &amp; Wellness</b>	
<p>First Aid for Feelings: A Workbook to Help Kids Cope During the Coronavirus Pandemic</p> <ul style="list-style-type: none"> <li>• <a href="#">English</a></li> <li>• <a href="#">Spanish</a></li> </ul>	<p>Free 16-page downloadable workbook (Pre K-5) to help children, families, and educators cope during this pandemic. Available in English and Spanish. Developed by Denise Daniels, a leading child development expert, in coordination with Scholastic and the Yale Child Study Center.</p>
<p> <a href="#">California MAP to Inclusion and Belonging</a></p>	<p>Newsletter with helpful information and resources to support early learning and care providers and families during this crisis with particular emphasis on the specific needs of children with disabilities.</p>
<p> <a href="#">Daily Life and Coping</a></p>	<p>Information from the Centers for Disease Control and Prevention (CDC) on how you can plan, prepare, and cope with stress before and during a COVID-19 outbreak.</p>
<p> <a href="#">Greater Good's Guide to Well-Being During Coronavirus</a></p>	<p>Practices, resources, and articles for individuals, parents, educators, and health care professionals facing COVID-19.</p>
<p> <a href="#">Helping Children Cope With Changes Resulting From COVID-19</a></p>	<p>Article from the National Association of School Psychologists with information on how to talk to children about COVID-19</p>
<p><a href="#">How to talk with children about COVID-19</a></p>	<p>Video with helpful conversation tips when talking with children about coronavirus</p>
<p> <a href="#">Mindfulness Class for Kids</a></p>	<p>Online mindfulness classes designed with K-5 students in mind, but can be used by students and adults of all ages</p>
<p> <a href="#">Stronger Families: Healthy Pregnancies, Good Parenting, Thriving Kids</a></p>	<p>Provides information on how and where low-income families can obtain free or subsidized diapers during normal circumstances.</p>
<p> <a href="#">Talking to Kids About the Coronavirus</a></p>	<p>Advice from the experts at the Child Mind Institute about what parents and other adults can say to kids about the coronavirus.</p>
<p><a href="#">True Connection Free Home School Activities</a></p>	<p>True Connection’s innovative HiEQ Curriculum merges Social Emotional Learning (SEL) with creative arts, mindfulness, and meditation to help students. The Home School Activities include two lessons: “Overcoming Fear” and “Love in Action”.</p>
<p><a href="#">True Connection Emotional Intelligence Resources (COVID-19)</a></p>	<p>Short videos designed to help maintain your safety, health, and well-being. Topics include self guided meditation, stress triggers, and energy levels. Website also has page with additional <a href="#">guided meditation videos</a>.</p>

Health & Wellness	
 <a href="#">We Rise 2020</a>	<p>Month-long spotlight on wellbeing and healing through art, music and creative expression to help the entire Los Angeles County community. Opportunities for creativity, conversation and connection even while we remain physically apart. Let’s look to hope and recovery during Mental Health Awareness Month. Let’s rise together.</p>

**Social Services (Meals, Housing, Employment, etc.)**






Resource	Description
<a href="#">LA Controller's COVID-19 Resource Hub</a>	<p>Hub gathers the latest federal, state and local data, information and services. Includes a dashboard illustrating the impact of the coronavirus on L.A. neighborhoods, along with a map showing how stimulus checks will be distributed locally, and contains hundreds of resources organized into 16 categories — for employees and job seekers, freelancers, renters, small business owners, immigrants and much more. Option to select language at bottom of page.</p>
<a href="#">LA Community Resources Guide - COVID-19</a>	<p>This living document is a compilation of financial, health, food, educational, housing, and other resources provided by various organizations throughout Los Angeles. Compiled by representatives from LA City Board of Public Works, LA County Department of Public Health, and Pepperdine University.</p>



**MEALS / FOOD**



<a href="#">Pandemic EBT</a>	<p>Pandemic EBT (P-EBT) benefits available for eligible California families. P-EBT cards began arriving around May 12, 2020. <b>Families with children who are eligible for free or reduced-price meals and who do not get their P-EBT card in the mail by about May 22, 2020 must apply online by July 15, 2020 at <a href="http://ca.p-ebt.org">ca.p-ebt.org</a>.</b> <i>Google translate option on website</i></p>
<a href="#">Free Summer Lunch and Snack Program</a> (LA County Parks)	<p>Children and youth ages 18 and under receive a “grab and go” nutritious lunch and snack that include vegetables, fruits, seeds and healthy dairy products like milk, string cheese and yogurt, at 49 locations. June 16 – August 7 (Tuesday – Friday) 12:30 p.m. – 1:30 p.m.</p>





# ATTACHMENT 3



 <a href="#">Let's Feed LA</a>	<p>This portal connects those in need to those who can help. The food-insecure can find meal and voucher programs. Community organizations can find out how to connect people to the goods that are most needed.</p>
<p>T.R.U.S.T. South LA - FREE Meal Distribution</p>	<p>Monday - Wednesday, 12pm - 2 pm 4331 S. Main St. Los Angeles, CA 90037 - 323-233-4118 First come first serve - <b>Please wear a face mask</b> when picking up your food.</p>
<p><a href="#">Local Resources in LA County</a> – A dedicated group of volunteers has been compiling a list of food, housing, health, transportation, and education resources for the coronavirus crisis that is divided into three general categories: children and youth, adults, and elderly. From this list, we want to highlight:</p> <ul style="list-style-type: none"> <li>• <a href="#">Everytable</a>: Offering FREE FOOD to EVERYONE, this includes delivering meals to seniors at their home. Call the Everytable Helpline at 323-458-6487 for questions and more information. View updates on their Instagram page</li> <li>• <a href="#">El Torito</a>: Offering FREE KIDS MEALS for children under the age of 12. View updates on their Facebook page</li> <li>•  <a href="#">Los Angeles Unified School District</a>: Offering FREE STUDENT MEALS at 60 Grab and Go Food Centers starting Wednesday, March 18th from 7 am – 10 am. View the map on website to find a location near you.</li> <li>• Grocery Shopping for Seniors: ALL <a href="#">Northgate Gonzalez Markets</a> and <a href="#">Super A Foods</a> will offer 1 hour that is exclusively dedicated for seniors to grocery shop only. ALL <a href="#">Vallarta Supermarkets</a> will offer 1 hour that is dedicated for only seniors, disabled people and pregnant women to shop. Note, Northgate Gonzalez Markets offers <a href="#">grocery delivery services</a>.</li> </ul>	
 <a href="#">Healthy Eating Made Easier</a> (Dairy Council of California)	<p>Comprehensive compilation of school nutrition program meal sites offering free meal services to children, ages 2-18, living in communities throughout California. Broken down by counties and school districts, the drop down menu options allow self-navigation to make identifying nearby sites easier to find.</p>
<p><a href="#">Los Angeles Department of Aging</a> - Meals for Seniors</p>	<p>The Department of Aging is continuing to deliver packaged and frozen meals for older adults enrolled in their meal program. If a senior is not aware of who their meal provider is, they may call 1-800-510-2020 for assistance and, if not enrolled in the Department of Aging meal program, can call the department at <b>213-482-7252 to enroll</b>. The phone line is open Monday through Sunday from 8 AM - 5 PM. <i>Google translate option on website</i></p>
 Policy Update: <a href="#">SNAP and Able-Bodied Adults Without Dependents (ABAWD)</a>	<p>SNAP and Able-Bodied Adults Without Dependents (ABAWD) – a federal judge has issued an injunction blocking the rule that would require ABAWD to work at least 20 hours/week in order to qualify for SNAP for 3 months and remove state’s ability to waiver these requirements.</p>
 <a href="#">Where to Find the Help Your Families Need</a>	<p>While help is available in many forms, families are challenged with navigating the resources to get the assistance they need.</p>

	<p>This helpful article written by CalMatters outlines topics that were covered in a webinar discussing financial help and safety nets available in California during the pandemic, with quick links directing you to resources including:</p> <ul style="list-style-type: none"> <li>· Workers rights &amp; unemployment</li> <li>· Food assistance</li> <li>· Cash aid</li> <li>· Renters and homeowners</li> <li>· Stimulus checks</li> <li>· Resources for undocumented people</li> </ul>
 <p><a href="#">Garcetti Says Grocery Stores Will Continue To Be Stocked through Coronavirus</a></p>	<p>Per Mayor Garcetti, grocery stores will continue to be stocked during the coronavirus outbreak, so please avoid panic-buying or over-buying. Only take what you need, as many people are not fortunate enough to buy a 2 week supply of food at once.</p>
<p><b>HOUSING</b></p>	
<p><a href="#">City of Los Angeles COVID-19 Renter Protections</a></p>	<p>Notification Form and tenant protections fact sheet are available to assist renters in notifying their landlords of payment delay(s) due to COVID-19 related issues. (Tenants are required to provide written notice of payment delay to landlords). Information is now available in English, Spanish, Armenian, Korean, Russian, and Filipino.</p> <p>Protections Fact Sheet and Notification Form in <a href="#">English</a> and <a href="#">Spanish</a></p>
<p><a href="#">City Of Los Angeles Emergency Renters Assistance Program</a></p> <p>Flyers:</p> <ul style="list-style-type: none"> <li>• <a href="#">English</a></li> <li>• <a href="#">Spanish</a></li> </ul>	<p>The program will provide a temporary rent subsidy for tenants in the City of Los Angeles who are unable to pay rent due to circumstances related to the COVID-19 pandemic. The program allocates \$103 million to provide a rent subsidy to City renters impacted by the COVID-19 health pandemic and is anticipated to assist 50,000 Los Angeles households. <a href="#">Additional English Flyer</a></p> <p>Applications will be accepted from Monday, July 13 at 8:00 AM through Friday, July 17 at 11:59 PM. See website for information on eligibility and to apply.</p> <p><i>Google translate option on website</i></p>
 <p><a href="#">Where to Find the Help Your Families Need</a></p>	<p>While help is available in many forms, families are challenged with navigating the resources to get the assistance they need. This helpful article written by CalMatters outlines topics that were covered in a webinar discussing financial help and safety nets available in California during the pandemic, with quick links directing you to resources including:</p> <ul style="list-style-type: none"> <li>· Workers rights &amp; unemployment</li> <li>· Food assistance</li> </ul>

	<ul style="list-style-type: none"> <li>· Cash aid</li> <li>· Renters and homeowners</li> <li>· Stimulus checks</li> <li>· Resources for undocumented people</li> </ul>
<p>Housing Rights Center (HRC) - Virtual Services flyer:</p> <ul style="list-style-type: none"> <li>• <a href="#">English</a></li> <li>• <a href="#">Spanish</a></li> <li>• <a href="#">Chinese</a></li> </ul>	<p>Administering an emergency rental assistance program for LA City residents. Providing virtual services, including Housing Rights Workshops in English and Spanish.</p> <ul style="list-style-type: none"> <li>• Mondays: HRC Facebook Live Q&amp;A</li> <li>• Tuesdays: Housing Rights Workshop (English)</li> <li>• Wednesdays: Virtual Walk in Clinic (Spanish Available)</li> <li>• Thursdays: Virtual Walk in Clinic (Hindi/Urdu Available) Housing Rights Workshop (Spanish)</li> <li>• Fridays: Virtual Walk in Clinic (Mandarin Available)</li> </ul>
<p><a href="#">COVID-19 Renter Protections</a></p>	<p>To assist residential renters who have been economically impacted by the Coronavirus, the Mayor and the City Council have adopted tenant protections on evictions and rent increases in the City of Los Angeles. Website available in 5 languages.</p>
<p> <a href="#">Fannie Mae - Know Your Options</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Spanish version</a></li> </ul>	<p>Homeowners and renters across the country are experiencing the financial impacts of coronavirus, or COVID-19. Relief options from Fannie Mae for homeowners and renters. Available. Fannie Mae's <a href="#">Here to Help</a> page provides links to informational flyers and additional resources.</p>
<p><a href="#">Shelter Options in Los Angeles</a></p>	<p>PDF with information about shelters and chartered bus pickup locations</p>
<p><b>EMPLOYMENT / CAREERS</b></p>	
<p> <a href="#">Where to Find the Help Your Families Need</a></p>	<p>While help is available in many forms, families are challenged with navigating the resources to get the assistance they need. This helpful article written by CalMatters outlines topics that were covered in a webinar discussing financial help and safety nets available in California during the pandemic, with quick links directing you to resources including:</p> <ul style="list-style-type: none"> <li>· Workers rights &amp; unemployment</li> <li>· Food assistance</li> <li>· Cash aid</li> <li>· Renters and homeowners</li> <li>· Stimulus checks</li> <li>· Resources for undocumented people</li> </ul>
<p><a href="#">LA Jobs Portal</a></p>	<p>For those whose jobs have been impacted by COVID-19, this website enables unemployed and underemployed Angelenos to find and apply to job opportunities. <i>Pull-down menu available on website to select language.</i></p>

## ATTACHMENT 3

<p>Back to School for Parents Series</p> <ul style="list-style-type: none"> <li>• <a href="#">The Challenges of Being a Parent in College</a></li> <li>• <a href="#">Financial Aid Resources</a></li> <li>• <a href="#">Private Student Loans Guide</a></li> </ul>	<p>Resources to equip individuals with the tools to improve their job outlook during this unknown time. We curated the Back to School for Parents Series that includes multiple guides that delve into adult learning, financing resources, and a student loan guide. Our hope is that by making this information readily available, we can help improve and encourage more parents to go back to school.</p>
<p><b>OTHER</b></p>	
<p> <a href="#">Child Care Alliance of Los Angeles</a></p>	<p>To find child care in your area or get additional information, contact the agency in your zip code. The Resource and Referral agencies in the Network have free, personalized referrals to licensed child care providers. You can call the agency directly and/or you can access the online child care search.</p>
<p> <a href="#">Los Angeles Public Library</a></p>	<p>Although the physical library is closed, you can sign up for an e-card to gain access to the library's digital collection.</p>

Phone/Internet Services	
Resource	Description
<p><a href="#">Los Angeles Homeless Services Authority</a> (cell phone options)</p>	<p>LAHSA has identified several resources for free and low-cost cell phone options, including the <a href="#">California LifeLine Program</a> (California LifeLine), a state program that provides discounted home phone and cell phone services to eligible households. This fact sheet provides baseline information about these resources.</p>
<p> <a href="#">Charter Communications</a></p>	<p>Charter announced it is expanding the eligibility for its 60-day free offer for Spectrum broadband Internet and WiFi access to include educators (K-12 teachers and college/university professors) who do not already have a Spectrum account.</p>
<p><a href="#">Comcast / Xfinity</a></p>	<p>Comcast Announces Comprehensive COVID-19 Response to Help Keep Americans Connected to the Internet <a href="#">2 Free months of Internet offer</a></p>
<p> <a href="#">Everyone On</a></p>	<p>This site allows residents to look up the best <a href="#">low cost offer</a> available in their community. Eligibility Informational Flyer <a href="#">Eng</a>   <a href="#">Spa</a></p>

## Resources for Immigrants

L.A. County - Information on Services to the Immigrant Community – Wednesday, 5/27, 2:30PM  
Representatives of the media and community organizations that serve immigrants and their families should join this press conference to learn and ask questions about food resources and wraparound services available to seniors, children and families, irrespective of their immigration status.

- YouTube: [youtube.com/CountyofLosAngelesNewsroom](https://youtube.com/CountyofLosAngelesNewsroom)
- Facebook: [facebook.com/HildaSolis](https://facebook.com/HildaSolis)
- Twitter: [twitter.com/HildaSolis](https://twitter.com/HildaSolis)

Members of the public and media can listen in by telephone:

- English: (877) 873-8017, Access Code: 111111
- Spanish: (877) 873-8017, Access Code: 222222
- Mandarin: (877) 611-4778, Access Code: 9516097
- Korean: (877) 611-4778, Access Code: 9275591

[Disaster Relief Assistance for Immigrants](#) - Beginning May 18th, one-time state-funded disaster relief assistance to undocumented adults who are ineligible for other forms of assistance, including assistance under the Coronavirus Aid, Relief, and Economic Security (CARES) Act and pandemic unemployment benefits, because of their immigration status. Website includes links to nonprofit organizations that are available to help individuals apply for and receive disaster relief assistance in their region as well as frequently asked questions. Additional information available to the PDF document [Coronavirus \(COVID-19\) Disaster Relief Assistance for Immigrants](#). *Pull-down menu available on website to select language.*

Reminders for those that are anxious about accessing healthcare or getting treatment related to the coronavirus (Covid-19)

- [Coronavirus Care & Immigration](#) (English)
- [Coronavirus, Salud, Y Inmigración](#) (Spanish)

Informational poster about Coronavirus testing and treatment

- [English](#)
- [Spanish](#)
- [Korean](#)
- [Chinese](#)
- [Tagalog](#)
- [Khmer](#)

Coronavirus frequently asked questions for immigrants

- [English](#)
- [Spanish](#)
- [Korean](#)
- [Chinese](#)
- [Tagalog](#)
- [Khmer](#)

## COVID-19 Resource Guide for Immigrants in California

- [English](#)
- [Spanish](#)
- [Tagalog](#)

## [DACA Recipients Get Informed - Know Your Rights](#)

Document outlining worker's rights and unemployment benefits to DACA recipients

## Know Your Rights as an Immigrant during COVID

Document containing resources to support immigrants in the areas of health, food, worker's rights, and more.

- [English](#)
- [Spanish](#)

## Health Consumer Center Fact sheet - Healthcare rights and the Coronavirus (COVID-19)

- [English](#)
- [Spanish](#)

## [State of California Guide for Immigrant Californians](#)

If you're an immigrant living in California, here is what you need to know to protect yourself, your family, and your community from coronavirus. Services and public benefits are available to you, some regardless of immigration status. Website is in English and Spanish. For other languages, use the

Google Translate link. 

## Curricular Resources (organized by subject and sorted by grade)

The Arts		
<u>Resource</u>	<u>Description</u>	<u>Grade(s)</u>
<a href="#">ArtSpace</a>	Daily Lesson led by a teaching artist via Instagram. Tune in to the Virtual Studio for an instructional meetup with teaching artists, self-paced mini-projects, community gatherings and arts performances,	K-12
<a href="#">LUNCH DOODLES with Mo Willems!</a>	Mo Willems invites YOU into his studio every day for his LUNCH DOODLE. Learners worldwide can draw, doodle and explore new ways of writing by visiting Mo's studio virtually once a day for the next few weeks. Grab some paper and pencils, pens, or crayons and join Mo to explore ways of writing and making together. If you post your art to social media, be sure to hashtag it with #MoLunchDoodles!  New episodes will be posted each weekday at 1:00 p.m. ET and then remain online to be streamed afterwards.	K-12
<a href="#">Learning at Home BINGO</a>	Learning at Home Bingo integrate different content areas (math, science, English language arts, etc.) across all grade levels (K-12) so that the activities are accessible for all students and support teachers' efforts.	K-12
<a href="#">Preschool Music &amp; Storytime</a>	Music & Movement Podcast. Teachers, parents and children love to move and dance to these high energy, interactive songs, stories and rhythm games.	Preschool - 1st Grade
<a href="#">Young Music Company YouTube Channel</a>	Teachers use guitar, voice and a collection of hand percussion instruments as well as other teaching materials to bring the excitement and joy of music into the lives of children.	Preschool - 1st Grade
<a href="#">Distance Learning Launchpad</a>	Our Distance Learning Launchpad is designed to help families and educators adapt to learning from home by sharing resources, tools, and advice to support and advance student learning and character development from home.	K-8



## ATTACHMENT 3

<a href="#">120 Digital Resources for Home-Schooling</a>	Comprehensive list of resources covering a wide range of educational topics. Table of contents provided to allow selection of curricular area.	2-12
<a href="#">How to Draw Series</a>	YouTube videos to teach drawing	2-8
<a href="#">The Lion King Experience: At Home</a> <a href="#">Kids Experience</a> (ages 3-11) <a href="#">JR Experience</a> (ages 12-15)	Theater curriculum that was originally created to help schools and community groups bolster their arts education offerings. These instructions for The Lion King Experience: At Home will guide you to explore theater at home on your own (or teachers might facilitate it remotely)! Check out the instructions for the appropriate age group and have fun diving into the world of theater!	3-9
<a href="#">Google Arts &amp; Culture</a>	Museums across the world share their artwork virtually. Images, galleries, articles.	6-12
<a href="#">Animatic Side by Side (Sketch to Screen) clips</a>	YouTube videos showing storyboards and their final animation	8-12
<a href="#">ASU Digital Prep</a>	Online course materials for art history	9-12

English Language Arts		
Resource	Description	Grade(s)
<a href="#">Los Angeles Public Library</a>	Although the physical library is closed, you can sign up for an e-card to gain access to the library's digital collection.	All
<a href="#">IXL</a>	Educational tool with adaptive activities for grade-specific skills practice skills in math, language arts, science, social studies, and Spanish.	PreK-12
<a href="#">Learning at Home BINGO</a>	Learning at Home Bingo integrate different content areas (math, science, English language arts, etc.) across all grade levels (K-12) so that the activities are accessible for all students and support teachers' efforts.	K-12

## ATTACHMENT 3

<a href="#">Brainpop</a> (Includes access to BrainPOP, BrainPOP Jr, BrainPOP ELL, BrainPOP Francais and BrainPOP Espanol)	Choose from over 1,000 short animated movies for students in grades K-12 that use quizzes, supplemental information and related materials, covering the subjects of science, social studies, English, mathematics, engineering and technology, health, arts and music. (Complete signup form for access for remainder of school year)	K-12
<a href="#">120 Digital Resources for Home-Schooling</a>	Comprehensive list of resources covering a wide range of educational topics. Table of contents provided to allow selection of curricular area.	K-12
<a href="#">Storyline Online</a>	Variety of illustrated children’s books read by actors. Books include activity guides for parents and teachers.	K-5
<a href="#">KidLit TV</a>	Read alouds by authors of various children's books.	K-5
<a href="#">Kids InfoBits</a>	introduces elementary schoolers to database searching with easy-to-use resources featuring age-appropriate, reliable, curriculum-related content covering a broad range of educational topics. (Free during school closures)	K-5
<a href="#">Miacademy Learning Channel</a>	YouTube video channel with a variety of easy to understand videos from different subject matter.	K - 5
<a href="#">Story Jumper</a>	Great hands on alternative to traditional book writing. Students can create their own background for pages, sound effects, and their own voices for the story. Free online support for student-created books and access to a library of books that other students have written. Books can be purchased for download (PDF) or hardbound print versions.	K-5
<a href="#">Distance Learning Launchpad</a>	Our Distance Learning Launchpad is designed to help families and educators adapt to learning from home by sharing resources, tools, and advice to support and advance student learning and character development from home.	PreK-5
<a href="#">EPIC</a>	Digital library with instant access to more than 35,000 books, learning videos, quizzes and more. (Free 30-day trial)	PK – 6

## ATTACHMENT 3

<a href="#">TIME for Kids</a>	<p>TIME for Kids brings news and current events to young people and provides teachers and families with valuable resources for learning. (Free access for remainder of school year)</p>	<p>K-6</p>
<a href="#">Scholastic Learn at Home</a>	<p>Scholastic Learn at Home provides 20 days' worth of active learning journeys designed to reinforce and sustain educational opportunities for those students who are unable to attend school.</p>	<p>K-8</p>
<a href="#">Amplify</a>	<p>Access to read aloud lessons videos and novel guides. (Selected resources free during school closures.)</p>	<p>K-8</p>
<a href="#">TrueFlix</a>	<p>TrueFlix is an online, 100% nonfiction literacy resource that leverages Scholastic's award-winning True Book series with related video content. Students build knowledge of subject-area content through paired videos and ebooks while sharpening important literacy skills. (Free during school closures)</p>	<p>K-8</p>
<a href="#">Home Base</a>	<p>Scholastic's Home Base is a safe and fun digital community for kids where kids can explore islands based on their favorite book series. Kids will love the trivia games, live chats with authors.</p>	<p>3-6</p>
<a href="#">Tween Tribune</a>	<p>Consists of daily news articles prepared by the Smithsonian and others about current events, history, art, culture and science, each available at a variety of Lexile levels.</p>	<p>3-6</p>
<a href="#">Common Lit</a>	<p>Free collection of fiction and nonfiction passages for 3rd – 12th grade students. Search and filter collection by Lexile level, grade, theme, genre, literary device or common core standard.</p>	<p>3-12</p>
<a href="#">Get Media LIT</a>	<p>Comic books for literacy, social emotional learning, and digital citizenship. Lesson plans foster self-awareness, social responsibility, and agency while strengthening readership and vocabulary in as little as 10 minutes of use every Monday, Wednesday, and Friday. (Free trial available until the end of the school year)</p>	<p>4-12</p>

History-Social Science		
<u>Resource</u>	<u>Description</u>	<u>Grade(s)</u>
<a href="#">Learning at Home BINGO</a>	Learning at Home Bingo integrate different content areas (math, science, English language arts, etc.) across all grade levels (K-12) so that the activities are accessible for all students and support teachers' efforts.	K-12
<a href="#">120 Digital Resources for Home-Schooling</a>	Comprehensive list of resources covering a wide range of educational topics. Table of contents provided to allow selection of curricular area.	K-12
<a href="#">Amplify</a>	Access to read aloud lessons videos and novel guides. (Selected resources free during school closures.)	K-8
<a href="#">History Now</a>	Online exhibitions, videos, lesson plans, and issues of the online journal History Now, which features essays by leading scholars on major topics in American history.	5-12
<a href="#">AP US History Study Guide</a>	Videos, timelines, and primary sources to prepare students for AP US History Exam	11-12

Math		
<u>Title</u>	<u>Description</u>	<u>Grade(s)</u>
<a href="#">Khan Academy</a>	Teacher, parent, and learner resources grades K – 12. Includes downloadable apps to Khan Academy Kids (Early Learning) and Khan Academy providing access on various devices to games and full range of resources. The site offers sample schedules by grade level.	K-12
<a href="#">Great Minds</a>	Great Minds offers the Eureka Math curriculum grade K-12 as PDF downloads for free, non-commercial use. The curriculum is accompanied by a selection of instructional materials and support resources for teachers at no additional costs.	K-12

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<a href="#">Youcubed</a>	<p>Youcubed is helping students at home continue to explore and learn math in rich and creative ways. They are collecting and modifying versions of their tasks to be more home-friendly, as well as some new explorations designed for learners at home.</p>	<p>K-12</p>
<a href="#">120 Digital Resources for Home-Schooling</a>	<p>Comprehensive list of resources covering a wide range of educational topics. Table of contents provided to allow selection of curricular area.</p>	<p>K-12</p>
<a href="#">Learning at Home BINGO</a>	<p>Learning at Home Bingo integrate different content areas (math, science, English language arts, etc.) across all grade levels (K-12) so that the activities are accessible for all students and support teachers' efforts.</p>	<p>K-12</p>
<a href="#">Lakeshore</a>	<p>More than 1000 free resources including clip art, flash cards, word searches, and more.</p>	<p>PreK-2</p>
<p>Curriculum Associates: <a href="#">Printable At-Home Learning Activity Packs</a></p>	<p>Printable at-home activity packs for grades K – 8 are designed to provide students with valuable self-directed exercises and practice during extended absences from school. Each pack is designed to reinforce key concepts for a given grade.</p>	<p>K-8</p>
<p>Curriculum Associates: <a href="#">Paquetes de actividades imprimibles para el hogar</a></p>	<p>Los paquetes de actividades imprimibles para el hogar están diseñados para que los estudiantes realicen ejercicios y actividades prácticas de forma autónoma durante extensos períodos de ausencia escolar. Cada paquete está diseñado para reforzar los conceptos clave y las destrezas requeridas de un grado determinado.</p>	<p>K-8</p>
<a href="#">ST Math</a>	<p>It's a PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. Provides students with equitable access to learning through challenging puzzles, non-routine problem solving, and informative feedback. (Free through June 30. Sign up required)</p>	<p>PreK-8</p>

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<a href="#">Open Up Resources</a>	Teacher, family, and student resources for grade 6 – 8 provided in English and Spanish. With a free teacher created account, teachers have access to complete lessons, assessments, and downloadable resources for students and families.	6-8
<a href="#">CK-12 Top Concepts for the Month</a>	Hand-picked lessons that are popular during the current month.	6-12
<a href="#">Numerade</a>	Video resources for students to continue to prepare for important standardized tests such as AP and SAT. (Sign up required)	9-12

<b>Physical Activity (PE)</b>		
<u>Resource</u>	<u>Description</u>	<u>Grade(s)</u>
<a href="#">Online Physical Education Network</a>	Active home physical education for kids and families	Pre K- 12
<a href="#">CATCH Heath at Home</a>	Google Classroom to provide free and easy access to several of CATCH's evidence-based health, nutrition, and physical education materials. These activities require limited space and supervision, and are organized into three sections: Physical Activities, Activity Breaks and Family Health and Nutrition.	K-12
<a href="#">Active Home</a>	Family-friendly activities to remind families how much fun it is to spend time being active with each other. Begin moving together in your living room, garden or local park.	K-12
<a href="#">Jr. Chargers Virtual Play60 Challenge</a>	In an effort to continue encouraging students to stay physically active for 60 minutes each day, the Los Angeles Chargers have launched the virtual Play60 platform. The Challenge will begin on May 18th and conclude on July 10th.  Each week will feature a fun and creative workout video tutorials to get kids active and moving while staying safe at home!	K-12

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<a href="#">GoNoodle</a>	<p>GoNoodle® engages kids with movement and mindfulness videos created by child development experts. Good Energy at Home provides additional activities to go along with videos. Use the Get Started Now button to watch videos for free. <a href="#">Good Energy At Home</a> provides additional activities to use at home with the videos.</p>	<p>K-6</p>
<a href="#">School of Strength</a>	<p>Introducing a whole new way to exercise, featuring WWE Superstar Becky Lynch. Work out with these videos five times a week to help you stay fit and reach your athletic goals.</p>	<p>6-12 Adaptive PE</p>

Science		
<u>Resource</u>	<u>Description</u>	<u>Grade(s)</u>
<a href="#">Code.org</a>	<p>A set of resources to help students learn computer science at home. Code.org is working with Amazon and the College Board to help ensure students who need laptops at home can finish their AP computer science course and take the exam this year. Students can register at <a href="https://collegeboard.tfaforms.net/74">https://collegeboard.tfaforms.net/74</a>. Availability is limited on a first-come, first-served basis. Students can use the laptop for the AP exam and keep it afterwards—it's theirs to inspire ongoing learning.</p>	<p>PreK-12</p>
<a href="#">Exploratorium Learning Toolbox</a>	<p>Make sense of timely topics and find general science support for your virtual classroom or learning together at home.</p>	<p>PreK-12</p>
<a href="#">Lakeshore</a>	<p>More than 1000 free resources including clip art, flash cards, word searches, and more.</p>	<p>TK-5</p>
<a href="#">Learning at Home BINGO</a>	<p>Learning at Home Bingo integrate different content areas (math, science, English language arts, etc.) across all grade levels (K-12) so that the activities are accessible for all students and support teachers' efforts.</p>	<p>K-12</p>
<a href="#">120 Digital Resources for Home-Schooling</a>	<p>Comprehensive list of resources covering a wide range of educational topics. Table of contents provided to allow selection of curricular area.</p>	<p>K-12</p>


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<a href="#">Rock the Planet - Meet the Defenders</a>	Web experience featuring short videos and quizzes on environmental topics and a personalized completion certificate for students.	K-6
<a href="#">Amplify</a>	Science lessons videos for students.	K-8
<a href="#">National Geographic Kids</a>	Variety of videos, resources, games, and other activities.	K-8
<a href="#">ScienceFlix</a>	Emphasis on the latest STEM thinking and the Next Generation Science Standards - provides students with a better understanding of science concepts and ideas through hands-on projects, videos, and multiple text types.	K-8
<a href="#">STEM at Home</a>	The SLECoP is organizing a series of webinars for parents, educators, school administrators and anyone who have students in their care. These webinars are intended to help them with practical tips they can employ for how to keep their children engaged and learning with STEM at Home.	K-12
<a href="#">STEM Activities for Families</a>	Launch rockets, build a hovercraft, create a winning science fair project and more! These science, technology, engineering and math activities are fun for kids, adults and the whole family. (NASA JPL)	K-12
<a href="#">Ask A Biologist</a>	Learning resource tool for students, teachers, parents, and life-long learners that is developed and maintained by a dedicated group of volunteers. Ask A Biologist has answered more than 40,000 biology questions.	K-12
<a href="#">Miacademy Learning Channel</a>	YouTube video channel with a variety of easy to understand videos from different subject matter.	3-8
<a href="#">Science News for Students</a>	Age-appropriate, topical science news for learners, parents and educators. Science News for Students is a publication of the Science News Media Group dedicated to public engagement in scientific research and education. Science News for Students — which is free to use — connects the latest in scientific research to learning in and out of the classroom.	4-12





## ATTACHMENT 3

<a href="#">Infiniscope</a>	<p>Created by ASU's School of Earth and Space Exploration and NASA's Science Mission Directorate, Infiniscope makes the vastness of space and space exploration inviting, accessible, and interactive for educators and learners of all ages. Infiniscope provides a virtual space to connect users with cutting edge space exploration experiences that inspire curiosity, excitement, engagement, and confidence.</p>	<p>6-8</p>
<a href="#">Virtual Fieldtrips</a>	<p>VFT's are topic based interactive and educationally rich experiences captured during real expeditions with scientists doing current research. Some are built with adaptive feedback and adaptive pathways. (Look for the designated icons). This adaptivity allows for non-linear experiences with varying pathways, as well as individual feedback, that is tailored to the users input and responses.</p>	<p>6-12</p>
<a href="#">ASU Digital Prep</a>	<p>Online course materials for a variety of courses</p>	<p>6-12</p>
<a href="#">Numerade</a>	<p>Video resources for students to continue to prepare for important standardized tests such as AP and SAT. (Sign up required)</p>	<p>9-12</p>

Career and Graduation		
<u>Resource</u>	<u>Description</u>	<u>Grade(s)</u>
<a href="#">Cash for College Webinars</a>	<p>FREE webinar series from the California Student Aid Commission to provide information to help students and families complete the FAFSA/CADAA. Volunteers available to answer questions throughout the session via chat box (general questions only) and one-on-one assistance on the Cash for College Hotline after the webinar. (Dates: Jan 14 - Feb 25)</p>	<p>12</p>
 <a href="#">Nepris</a>	<p>Nepris connects with a vast network of industry professionals to engage students in their learning and prepare them for their future. Professionals now have the opportunity to share their skills and knowledge with learners to inspire the next generation of the workforce. FREE access to our library of over 9,000 career videos through April</p>	<p>K-12</p>

## ATTACHMENT 3

<a href="#">Fair Opportunity Project</a>	Helps high school students navigate the US college application and financial aid process through a free online college access course, interactive videos, written reflections, and much more.	9-12
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<b>Early Childhood</b>	
<u>Resource</u>	<u>Description</u>
 <a href="#">Head Start resources for parents</a>	LACOE Head Start’s page with a list of engaging, fun, and educational activities to support parents while children are out of school.
<a href="#">Starfall</a>	Reading, language, and math activities that create experiences where children can successfully learn through exploration.
<a href="#">Sesame Street</a>	Videos, games, and art activities for young children. Visit <a href="#">Sesame Street in Communities</a> , where we just added relevant new videos, printables and learning-at-home resources for your family! Visite <a href="#">Sesame Street en las Comunidades</a> para recursos en español. To view Sesame Street in Communities in other languages use the Google Translate link. 

# FAFSA/CADAA

## Final Push Workshop

\$75 Free Gift Cards  
for those that  
complete the  
FAFSA

Senior Class of 2021...Need help completing your **FAFSA**?  
Complete and submit your **FAFSA** in one night!  
Completing the **FAFSA** is the first step toward getting federal  
and state aid for college.  
Assistance in completing the Chafee will also be provided.

Tuesday, **April 20th** (3pm-5:30pm)

### **PRE-REGISTRATION REQUIRED**

To register for a time slot please send  
an email to

[ILPFAFSA@dcs.lacounty.gov](mailto:ILPFAFSA@dcs.lacounty.gov)

- An ILP Coordinator will contact you with the Zoom link to join the workshop

**Claudia Bustillos**, ILP Coordinator Belvedere

**Cerelia Bragg**, ILP Coordinator Compton/Carson

**Jaime Machuca**, ILP Coordinator Santa Fe Springs

### Things to have ready and available:

- Social Security Number or Alien Registration Number
- Email address
- List of up to 10 colleges
- Student's tax or income information from 2019

If you do not have these documents  
please send an email to

[ILPFAFSA@dcs.lacounty.gov](mailto:ILPFAFSA@dcs.lacounty.gov)

Presented by:



Los Angeles County  
Office of Education