



# Building Meaningful Lives: Putting people on the path to success

## Webinar III: Managing community-based services and addressing the challenges

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SARA MURPHY, TRANSCEN, INC.

09.29.2020

# Meaningful (adj)

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full of meaning, significance, purpose, or value; purposeful; significant: *a meaningful wink; a meaningful choice*

- *Dictionary.com*

# Tools for Setting Meaningful Goals

## POSITIVE PERSONAL PROFILE

Positive Personal Profile	
Name: Andrew	
<b>Dreams and Goals</b> Get a job and move into my own apartment. Meet a girl friend. Learn to play the saxophone.	<b>Interests</b> Plays the piano, loves music. Listens to the radio - a lot, has a garden-lying to grow the biggest pumpkin in place county, likes the internet, likes people watching. Likes movies, Loves the Simpsons, Art- sculpture especially. Wants to learn a second language. Likes attending the SFG dances.
<b>Talents, Skills and Knowledge</b> Knows a lot about music and games (especially show tunes, current pop artists and country), very strong- likes lifting weights (but does not like to sweat). Taken lots of computer classes, familiar with lots of office equipment (computers, fax, copiers), likes working with "machines" and tools, learns quickly, good memory, familiar with Library of Congress cataloging/shelving system (internship with SF/MOMA library), likes gardening- taking horticulture classes at city.	<b>Learning Styles</b> Verbal directions should be clear and concise. Making new tasks is preferred. Can follow written directions if he is familiar with tasks. Does not like change- introduce and explain any changes- may need reminders if expected to do things differently.
<b>Values</b> Being respected by others. Being smart. Being popular- having friends.	<b>Positive Personality Traits</b> Punctual, Honest, Candid, Smart, detail-oriented, a man of great resolve, strong self-advocate, Good sense of humor, likes a good joke.
<b>Environmental Preferences</b> Clean, well organized. Casual, hip places (but not loud) - nothing too professional or boring. Quiet but friendly.	<b>Dislikes</b> Chaotic loud places. Being interrupted- or being told what to do. Being patronized, condescending, people asking too many questions or interrupting me.
<b>Work Experiences</b> WorkLink Internships: 1) H&M (filing, making labels in DEVO, 2) SF/MOMA, shelving art books, 3) Music in schools today- data entry mailings School jobs were cleaning/blocking	<b>Support System</b> Family (mom and dad-very supportive)
<b>Specific Challenges</b> Needs assistance when he has to be "flexible". Needs explanation when things change. Sometimes gets angry when things are not going his way. Needs reminders to stay focused. Initiative is a concern.	<b>Solutions and Accommodations</b> Structured tasks, consistent routine. Concrete, concise instruction. Direct feedback.
<b>Career Ideas and Possibilities to Explore:</b> Music School- community Music school, Blue Bear, Cowden Music school, SF conservatory Duplication houses- Oldie West, Mazon, Revolver Records Piano stores- Sherman Clay, Sheet music Plus, Byron Hyatt, Music box, Stern Grove music festival, the SF opera, the SF symphony,	

## LIFE SKILLS ASSESSMENT

Staff: Sam & Jenny		Date: 2/22/14				
Client: Amanda Bartlett		Level of Independence				
WorkLink Annual Assessment of Skills and Independence		1 Never (<25%)	2 Rarely (25%)	3 Sometimes (50%)	4 Usually (75%)	5 Always (near 100%)
		Direct support & instruction	Direct prompting	Indirect prompting	Spot check, occasional reminders	Independent
<b>Home, Health and Safety</b>						
Does household chores (cleaning, dishes, laundry)				3		
Is able to buy own groceries	1					
Can prepare a meal safely		2				
Prepares own meals	1					
Makes healthy food choices	1					
Exercises regularly		2				
Maintains good hygiene		2				
Controls bodily functions		2				
Appears clean and appropriate in public			3			
Prepares for the day effectively				4		
Can tell time or has a functional sense of time				4		
Aware of weekly schedule						5
Can say and/or write own name						5
Knows fire safety				4		
<b>Community</b>						
Is punctual			3			
Maintains consistent attendance						5
Crosses the street safely						5
Aware of safety on public transportation						5
Travels independently on preset routes						5
Problem solves effectively if lost						5
Carries ID card, Clipper Card and emergency info						5
Carries and uses cell phone appropriately	1					
Can complete a transaction at a store						5
Responsibly monitors spending	1					
<b>Social/Recreational</b>						
Interpersonal skills (greet others, eye contact, etc.)						5
Learns names of others			3			
Engages in appropriate conversations						5
Exhibits age appropriate behavior						5
Knows and adheres to pleasant manners			3			
Has a positive attitude, friendly, likable disposition				4		
Has friends and cares about/shows interest in others				4		
Makes plans outside of program			3			
<b>Behavior</b>						
Accepts feedback and instruction			2			
Communicates wants and needs						5
Asks for help when needed			2			
Controls temper / manages frustration					4	
Controls longer / manages frustration	1					
Flexible when unexpected changes occur						
<b>Average Score</b>		3.4				

# What about Debbie?

## What is meaningful for her?

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- What are Debbie's interests and unique characteristics? What jumps out from her profile?
- What does the *Life Skills Assessment* tell you? What does she need to learn? Where in your local community could you teach these skills?
- Where might you find her tribe? Who should be in Debbie's life?
- What did you focus on and what 3 places in your local community that could be used to connect or teach Debbie?

**Type your thoughts and ideas in the Chat box**

# Community Day Services

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*“WE’RE NOT JUST MESSING AROUND”*

## Not “Outings” or “Field Trips”

Goal-oriented: what does the individual want to learn? And need to learn?

Multiple visits (provides an opportunity to practice skills and make friends)

## Data collected/progress measured

[illegible]

# Teaching Problem-solving and Building Confidence in the Community

## Navigation


Safety: Street crossing & *stranger danger*

## Problem-solving

Reaching out for assistance

- Using cell phones
- Identifying people who can help
- Asking for help

Disaster training

  
**workLINK**  
Let's Get Lost Data Sheet

Name: \_\_\_\_\_

Skills	Competence Demonstrated	Review Dates
Safely crosses streets at all intersections: lights, stop signs and un-marked intersections.	Task Analysis	
Carries cell phone and/or emergency information contact card at all times.		
Identifies appropriate individuals in the community, approaches and asks for assistance when lost.		
Able to independently use cell phone to contact: 1. WorkLink Staff/office 2. Family members		
Able to independently use public transportation, Manages clipper card.	Specific routes or all routes?	
Able to navigate neighborhood.		
Able to navigate city-wide, recognizes landmarks and bus routes that are familiar. Able to find the WorkLink office from random locations.		
Aware of Stranger Danger. Manages belongings (wallets, backpacks, phones) in a safe manner. Does not engage with strangers. If uncomfortable, moves away from individual to safe location.		
Leadership skills: communicates and supports friends.		
Understands major emergencies: no public transportation. Asks for help. Follows WL emergency plan-meeting spots-calls appropriate people.		

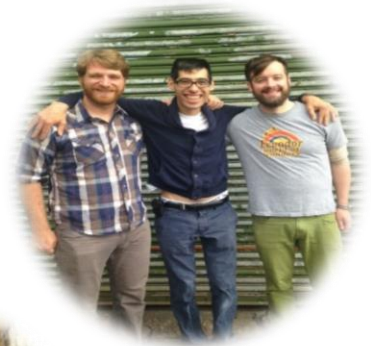


Street Crossing- Lighted intersection	Date	2/6	2/8	2/11	2/13	2/20
Stops at corner	DV	+	+	+	+	+
Watches signal (Light and/or walk sign)	DV/G	IDV	R	+	+	+
Identifies when signal changes to walk	DV	G	G	IDV	IDV	IDV
Looks both ways- waits for cars to stop	DV/G	DV	DV	G	G	G
When cars are stopped, makes eye contact with driver- "gives stop sign"	M	M	DV	IDV	IDV	IDV
Crosses street in crosswalk	+	+	+	+	+	+
Crosses street quickly- safely watching signal and for cars	DV	IDV	G	G	+	+
Hurries if light changes yellow or signal flashes	DV	DV	DV	IDV	IDV	IDV
Understands the dangers of Jaywalking, crosses only in crosswalks	N/A	DV	DV	N/A	M	M
Looks for curb cuts- drives in middle	DV	DV	G	G	+	+
Does not follow others into street before light changes	DV	DV	DV	IDV	IDV	IDV
Level of Independence	10%	18%	18%	30%	45%	45%

# Connecting People and Building a Village

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- Who is this person? What defines them?
- What defines your community? Who are the leaders?
- Build connections/friendships
- Fade “provider services”, facilitate natural supports whenever possible





# Encouraging the Idea of Community Integrated Employment

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- Make it clear that site-based work is *job training— not a job*
- Discovery/Positive Personal Profile
- Celebrate CIE and “independence”  
*Wall of Fame*  
*Peer-led “Lunch and Learns”*
- *Volunteering, internships and community service*



# Volunteering and Internships: Giving Back is a Critical Component

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# Developing Community Partners

- Contact sites based on interests/passions or skill development
- Treat *Volunteering* like a job, not just an activity
- Develop a wide array of opportunities for exploration and discovery
- Community Instructors help develop new sites



**WORKLINK VOLUNTEER PROGRAM**  
Connecting non-profits with volunteers and providing training opportunities

**Process:**

-  We work with non-profit organizations with work-force / volunteer needs
-  Identify 3-4 individuals who are interested in the organization's mission and tasks
-  Set up a weekly 2-3 hour volunteer shift with a Community Instructor

**Program Description:**  
The WorkLink Community Instructor, partners with your staff to manage and supervise the group's project. We look for a variety of consistent volunteer opportunities to teach a broad range of skills, including: customer service, social skills, data entry, collating of materials and mailings, landscaping, bagging produce and food preparation.

**Community partners include:** KALW Public Radio, Save The Redwoods League, SF AIDS Foundation, Koret Family House, Project Open Hand, SF Food Bank, SF Park and Rec Nursery, LEAP Arts Foundation

**Testimonials:**

**“** The WorkLink Team are my most dedicated and reliable group of volunteers, never missing a day and always volunteering with a smile and a positive attitude.

**Jody Schaffer**  
Director of Volunteer Services, SF AIDS Foundation

**“** WorkLink has come in every week for over a year now to help us with our monthly mailings. They are professional and efficient with a perfect work ethic.

**Emily Algire**  
Volunteer Coordinator, KALW Radio

**FOR MORE INFORMATION:**  
Paul Griffiths - [pgriffiths@transcen.org](mailto:pgriffiths@transcen.org) // 415-979-9520

 WorkLink seeks to support people with disabilities explore new interests, build skills and contribute to their community in meaningful ways.  
[www.transcen.org/direct-services/worklink](http://www.transcen.org/direct-services/worklink)

# Supporting Community-based Teams

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*“LIKE MANAGING A 3-RING CIRCUS”*

# Community-based Services: A different ball game

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- Logistics: Scheduling, Staffing, Transportation
- Communication & managing community-based staff
- Safety, mitigating risk
- Funding and accountability for braided services
- Measuring success for individualized services

*A little bit of work - but so worth the effort!*

# Integrated Services Requires a Different Infrastructure/Framework

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- Heterogenous groupings, balanced enrollment (1/3, 1/3 & 1/3)
- Central location with meeting sites and/or hubs throughout your catchment area
- Tiny offices: foster collaboration between service teams and focus services on the community
- Cloud-based software & cell phones, laptops or tablets
- Transportation options: Public transit, fleet of small vehicles, staff vehicles, paratransit, personal networks



# Base Camps/Site Location

We are  
here.

Where do people live?  
Where are things happening?  
Where can people get  
to/from?

A central locale. Are hubs  
and/or satellite sites  
needed?

Develop designated public  
“meeting/transfer spots”  
throughout your service area



# Transportation

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- Remember *Independence* is the goal
  - Use public resources and the individual's personal networks whenever possible
  - Provider's role: "*Transportation Planner*", "*Provider of last resort*"
- Minimize the need for transportation:
  - Centralized program site, satellite locations
  - Establish meeting/transfer spots throughout service area
  - Cluster participants geographically
  - Hire staff who live in the area
  - Look for walkable locations near person's home



# Small, Accessible Vehicles

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Ford MV-1's, a six passenger suburban. Fold out ramp/space for Wheelchair



*"I am 43 years old, I have never been in the front seat of a car"*

Participant,  
ARC Industries, Columbus, OH

# Hiring Staff:

## Get the Right People on the Bus

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- Networkers, connectors, People-people
- Teachers, not caretakers
- Problem-solvers
- Community organizers
- Local people from the communities you serve

# Provide Necessary Training

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- Person-centered planning methods
- Error-free Learning & Systematic Instruction
- Positive, behavioral management techniques
- Active listening
- Engaging with families, stakeholders and community partners
- *Customized Employment* methods

# Create a Flexible, Nimble Team

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- Program coordinator has a split role: administrative & direct service
- Community Instructors write ISP and document services
- Cross-train job coaches, administrative staff to sub for instructors
- Create a pool of “Floaters” to break instructors for lunch, double staffing for intensive needs, provide 1:1 travel training to meeting sites or for one-off needs
- Get the right people on the bus

# Consistent Weekly Schedules

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Creates a sense of structure

Program Manager (air traffic controller) manages these

Schedules are sent out on Fridays and posted in the office

Any changes get highlighted and discussed

Community Instructors provide feedback and support

- Bus routes, timing, groupings, volunteer sites
- Identifying goals & documenting progress
- Ideas for new site locations

Community Instructors track attendance/document services

# Individual Schedules




## Weekly Schedule

Jane Doe

January 20<sup>th</sup>-26<sup>th</sup> 2020

Day	Time	Activity	Staff
Monday	11:00-3:00	Work at Bi-Rite Market	Marc
Tuesday	9:00-11:30	Budgeting & Financial Literacy/SFPL	Danita
	11:30 – 3:00	Lunch @POH, POH Kitchen	Jefferson
Wednesday	9:00-11:30	24hr Fitness	Allison
	1:00-4:00	Work at Bi-Rite Market	Marc
Thursday	11:00-3:00	Work at Bi-Rite Market	Marc
	3:30?	Coffee with Stephen?	
Friday	9:00-3:00	Cooking Group@ Tim's House	Jefferson
Saturday	11:00-3:00	Work at Bi-Rite Market	
Sunday Suggestion	Get nails done with Jennifer? Call her.		

# Staff Schedule

 Staff Schedule for Community Support Team January 20 <sup>th</sup> - 26 <sup>th</sup> , 2020					
	Allison	Jefferson	Paul	Danita	Robert
M	Anna Raymond Carolyn Simon Jennifer 9:00 Meet Group 24 Hour Fitness 9:00-11:00 24 Fitness/Lunch	Danny Jonathan Garth Jacky 9:00 Meet Group at Coffee Bean and Tea Leaf 9:00-11:00 EMBARCADERO YMCA 11:00-12:30 Travel to Ferry Bldg/Meet Paul & Walter	Walter Jeffrey Andrew Emily Jason <b>8:30 Pick up Walter at Colma BART</b> 9:00 Meet Group at Peet's 9:00-11:00 KALW 12:00 Meet Jefferson at Ferry Bldg		KP-Project SEARCH 8:00-3:00 Morgan, Pete, Meagan, Fahaud
	Anna, Givi, Emily, Andrew Safeway Basic Cooking	Garth Raymond John Simon Walter 1:00 – 3:00 Sports: Basketball @Dolores Park <b>4:30 Drop off Walter at Colma BART</b>	Jonathan Lepa Carolyn 1:00- 3:00 SF Aids Foundation	Givi & Andrew Travel Train to Safeway	
T	Raymond Walter, Jacky <b>8:30 Pick up Walter at Colma BART</b> 9:00-11:00 Muttville	Givi, Jonathan Garth 9:00 Meet group at Peets 9:00-11:00 EMBARCADERO YMCA- Swimming 11:30-12:15 Travel to POH/Eat Lunch	Danny Jason Jeff Lisa Andrew Stephen 9:00 Meet In Front The Office 9:30-11:00 American Heart Assoc. 11:30-12:30 Lunch Meet Allison	Tim, Ryan, Karla, Bill Financial Literacy Workshop/SFPL Budgeting Paychecks 9:00-11:30	KP-Project SEARCH 8:00-3:00 Morgan, Pete, Meagan, Fahaud
	Lisa Raymond Andrew 11:30-12:00 Lunch meet Paul 1:00 – 3:00 Family House 3:45- Team Meeting	Tim Carolyn Karla Delmy Bill 12:00-3:00 Project Open Hand 3:45- Team Meeting	Julio Lepa Walter Jason Jonathan 1:00-3:00 Save the Redwoods <b>3:30 Drop off Walter at Colma BART</b> 3:45-Team Meeting	John, Danny Spot check YMCA  CCS Team Meeting 3:45 – 5:00	
W	Raymond Anna Karla Carolyn 9:00 – 11:00 – 24 hours Fitness 12:00-12:30 Lunch@Metcron meet Jeff & Agnes	Danny Agnes Andrea Bill 9:00 Meet group at Starbucks at Mission Rock 9:00-11:00 Family House 11:00-12:30 Lunch at Westfield	Givi Walter Lepa Jeff Jonathan <b>8:30 Meet Walter at Colma BART</b> 9:30 Meet Group at Coffee Bean & Tea Leaf 9:30-11:30 SF Parks/Rec- Green house	Training	KP-Project SEARCH 8:00-3:00 Morgan, Pete, Meagan, Fahaud
	Tim Delmy Jason 1:00-3:00 CCSF Computer Class John, Carolyn, Agnes 1:00-3:00 Art Class 3:30- Meet Debbie to drop Agnes Church/Mkt	Givi Simon, Andrew 1:00-3:00 SF Bike Coalition 3:00PM Off	Walter 11:30-12:30 Lunch 12:30-3:30 Walter at Bi-Rite <b>4:00-5:00 Drop Walter at Colma BART</b>		
TH	Raymond Carolyn Andrew Jason Jonathan 9:00-11:30 SF Aids Foundation 12:00 Meet Jeff/Walter at Mall	Jacky Emily Anna Walter Jennifer Bill <b>8:30 Pick up up Walter</b> 9:00-11:00 Project Open Hand 11:30-1:00 Lunch @ Mall	Andrea Danny Stephen Jeff Lepa Lisa 9:00 Meet Group at Starbucks 3 <sup>rd</sup> street 9:30-11:00 Red Cross	Develop Volunteer sites, Schedules,	KP-Project SEARCH 8:00-3:00 Morgan, Pete, Meagan, Fahaud
	Delmy Carolyn Simon, Stephen Walter 1:00-3:00 <b>Drop off Walter</b>	Raymond Andrew Walter 1:00-3:00 St Anthony's Old Navy Donations	John, Jonathan, Garth 1:00-3:00 Let's Get Lost	Danny Spot Check:Bollywood/YMCA	
F	Ray Carolyn Andrew 9:00 Meet Group at Project Open Hand 9:00-11:00 POH	Jason Stephen Tim Agnes Karla 9:00 Meet Group At Peet's,Travel To Tim's 9:00 -3:00 Safeway/Cooking Group	Garth Danny Delmy Jonathan Lepa 8:00-9:00 Meet Group at Starbucks 9 <sup>th</sup> Avenue 9:00-12:00 LEAP volunteer site	Jeff Spot Check: Jewish Contemp. Museum	KP-Project SEARCH 8:00-3:00 Morgan, Pete, Meagan, Fahaud

# Connect Your Team: Communication is Key

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- All-Staff meetings 2x month if possible
- “Bring your co-worker to work day”/cross train staff
- Cell phones: critical tool/lifeline (for staff and participants)
- Weekly schedules printed and/or distributed via internet
- Cloud software for client records, schedules and daily documentation
- WhatsApp





# Worst case scenario: What is the plan?

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Be prepared for minor issues and major disasters

- Annual safety trainings for staff and participants
- “Cavalry”- cross-trained staff, available to help when needed
- Access to medical information/releases
- Pre-determined “escape routes” & quiet spots
- Medical ID bracelets, “Emergency Cards” in wallets
- “Family Disaster Plans”, reviewed annually at ISP
- Build a book of “Plan B” activities for instructors

# Measuring Success

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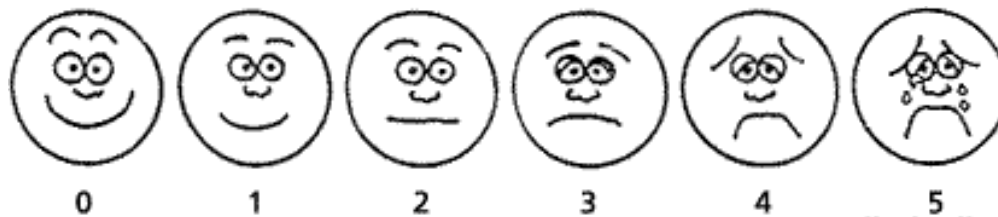
HOW DO YOU MEASURE “MEANINGFUL” ON AN INDIVIDUAL AND PROGRAMMATIC LEVEL?

# Outcomes & Success: How do measure “Meaningful”?

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Determine what outcomes are important, measure these:

- A job, financial security (% of people working in CIE, hours worked, \$ earned)
- Independence (hours of support, Life Skills Assessment, SIS score)
- Friends & connections (*Circles*, activities w/o paid staff)
- Health (exercise graphs, weight, # of health incidents)
- Happiness/Quality of life (satisfaction surveys)



# Community-base Services: Quality Indicators

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- Person-centered, individualized
- Purposeful, outcome-oriented
- Employment-focused, encourages CIE
- Braid/blend services and resources
- Flexible and responsive to individual's circumstances
- Build social and professional connections
- Encourage independence (or increase self-reliance)
- Support an active and inclusive life



# Level of Independence: Community Engagement

## Life Skills Assessment Annual Aggregate Score

TRADE CENTER		Staff: Sam & Jenny		Date: 2/22/14		
Client: Amanda Bartlett		Level of Independence				
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Controls bodily functions			2			
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Prepares for the day effectively					4	
Can tell time or has a functional sense of time					4	
Aware of weekly schedule						5
Can say and/or write own name						5
Knows fire safety					4	
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Makes plans outside of program				3		
<b>Behavior</b>						
Accepts feedback and instruction			2			
Communicates wants and needs						5
Asks for help when needed			2			
Controls temper / manages frustration					4	
Flexible when unexpected changes occur		1				
<b>Average Score</b>				3.4		

# Levels of Independence: Employment

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**Level 1:** 100% support at community-based volunteer sites, Community Instructor provides high level of instruction and support, hand-over-hand instruction, partial participation

**Level 2:** Able to work 2-3 hour stretch, building stamina, developing an understanding of responsibility and work ethic, able to complete tasks with some indirect assistance

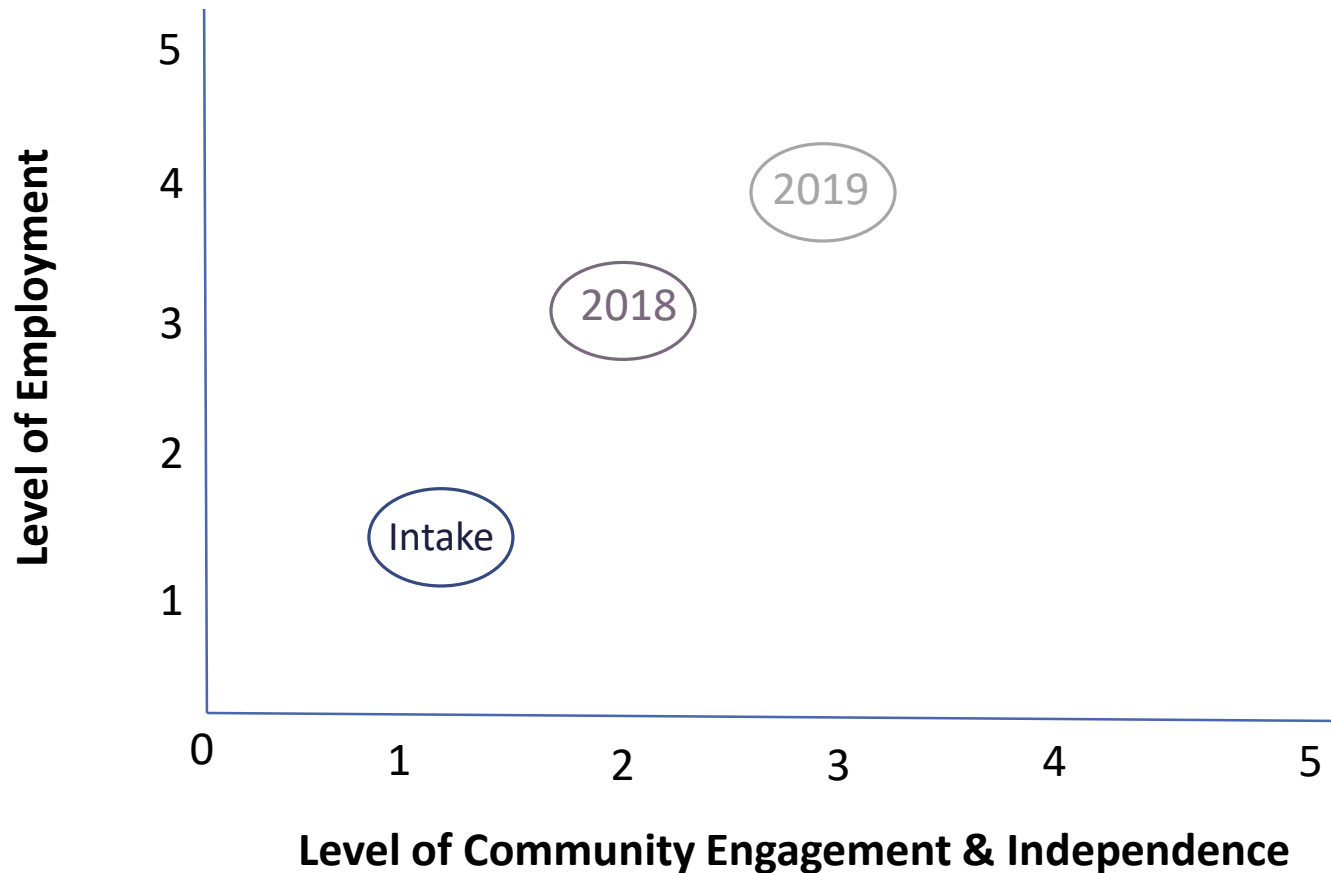
**Level 3: Employed in a paid position,** Able to use tools to work (charts, checklists), Job Coach support is needed 75% (or more) of the time.

**Level 4:** Takes initiative to find manager or new tasks when done with assignments, problem-solving independently or with help from natural supports on site, Job Coach support has faded to 50% of the time.

**Level 5:** Able to work very independently, earns a livable wage, financially stable & secure, needs just follow-along support 25% or less (check in's & random situations). Able to advocate effectively for self, attends work events with co-workers with little or no support from staff

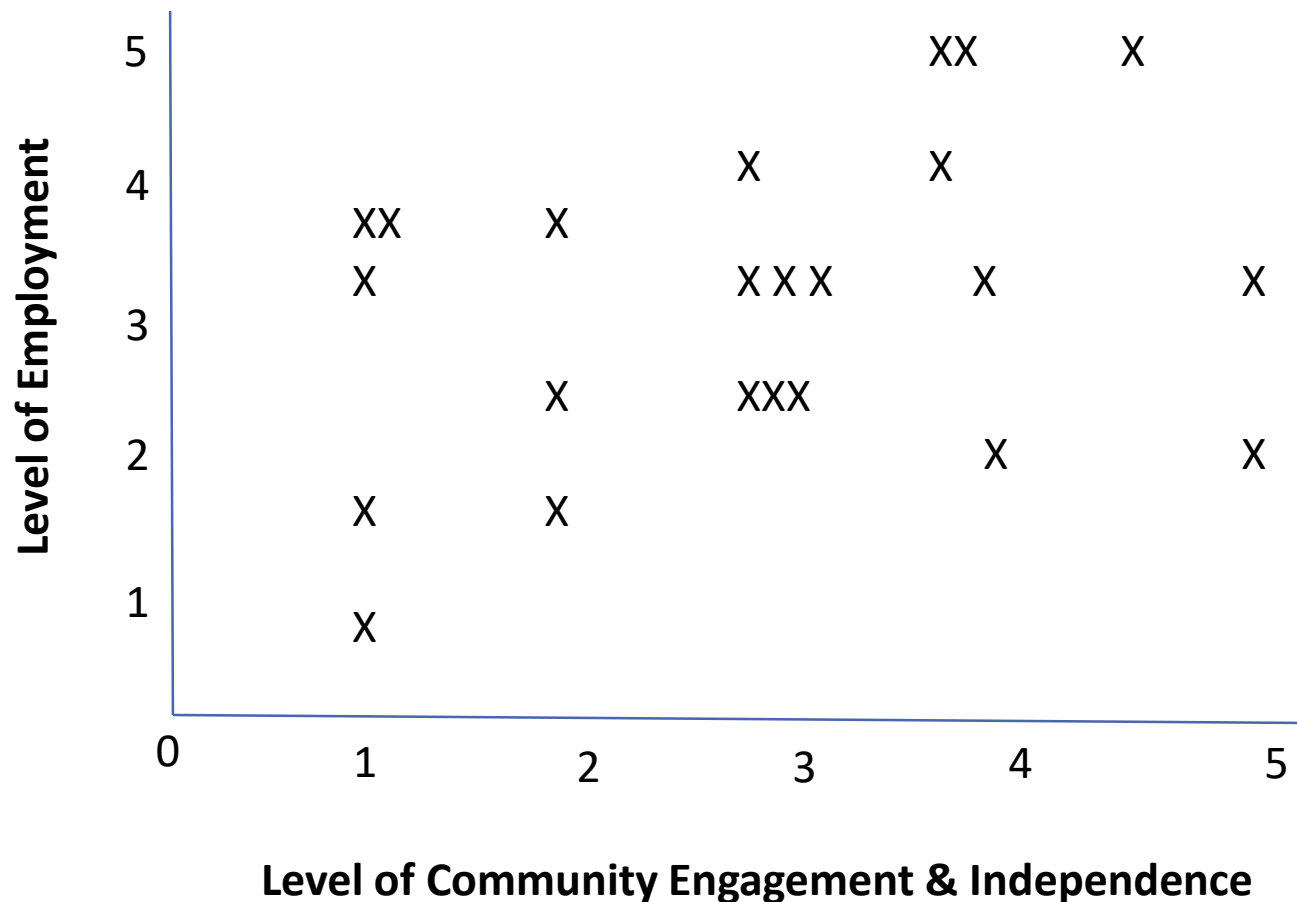
# Scatter Plots: Document Annual Progress for Individuals

Jane Doe



# Programmatic Success: WorkLink 2019

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# Addressing Challenges

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THINK *HOW*, NOT *CAN'T*

# Supporting People with more Significant Support Needs

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- Think **HOW**, not **CAN'T**
- Stay focused on Skills, not deficits
- Cluster services where the person lives
- Looking at increasing *self-reliance*, not necessarily *independence*
- Ease people into community settings. Partial days, short activities
- Supplemental staffing for those with 1:1 needs
- Unexpected situations, illness, or behavioral issues: What is the plan?



# Reticent or Scared?

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- Start with highly *motivating* activities in *forgiving* environments
- Introduce trips with pictures, videos
- Desensitize people: quick visits, short tasks, slowly increase time and expectations (grocery shopping)
- Give the person a way to say “time to go”/“need a break” or know when the job will be finished
- Refusing to leave the site? Start the day in the community- Donuts at a café



# Managing Behavioral Needs

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- Determine the individual's interests (and triggers)
- Behaviors are a form of communication- Are you listening?  
Create ways to communicate appropriately
- Safety may require 1:1, or double staffing to start
- Community sites- previewed, identify a quiet room, staff prepped
- Develop a *Quick Response* team and an “exit strategy”- prior to Day 1

# Managing Behavioral Needs (2)

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- Groups: acclimate those who need less support first – then add-in individual with more complex needs
- Structure, structure and more structure
  - Consistent, pre-determined schedules
  - Preface/discuss upcoming outings
  - Expectations are defined
  - Behavioral plans in place and training for staff
  - Communication tools (pictures? iPads? )
  - Self-monitoring, daily feedback mechanism in place (whiteboards, Checklists are great tools)

# Piano Lessons

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# Gaining Parent Buy-in

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Demonstrate the person's competence, show success

Family Engagement is key

Learn to listen

Provide services in the person's house (cooking groups, cleaning skills, hygiene)

Start with a meaningful goal that will impact the family's quality of life



“Wash your hair like Nancy”

# COVID-19

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THE ONLY WAY THROUGH THIS IS FORWARD





Disruption: an  
opportunity to  
make change

# The Time is NOW

## Let's Move Forward

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Then



Now



An opportunity to reimagine and reconfigure

# Now, Safety Needs to be a Primary Concern

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- Inside, congregated site-based services is not the way to go
- Small manageable groups, close to home
- Build Social Bubbles- limit contact to 3 individuals and 1 staff
- Minimize public contact: virtual services paired with limited community-based services (1x week face to face)
- Outdoor environments/activities: exercise, hiking, Tia Chi, gardening, vetted sites
- Teach new rules: how to social distance, wash hands, wear masks, temperature checks
- Minimize public transit: walkable locations, families, bicycle

# Individual Assessment Meetings

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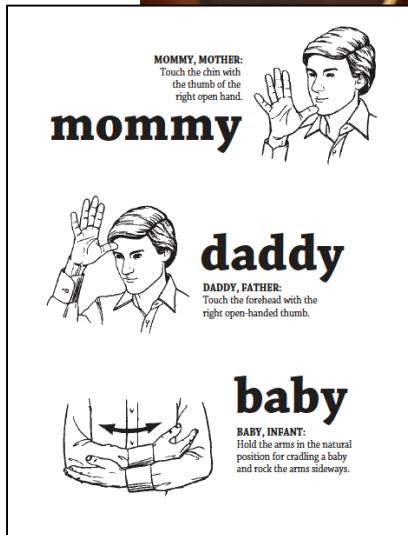
- What are the *Risk Factors* for you or your family?
- *What are you comfortable doing now?*
- *What do you want to learn or do?*
- *What is hard right now?*
- *What is missing from your life?*
- *Proficiency Level with COVID?*
- *What kinds of support do you need to be safe in the community?*



# What do you need now?

## What do you want to learn or do?

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# WorkLink.2020

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## Remote/Virtual Services

- **Zoom classes:** Café Quarantine, Workout w/WorkLink, current events, Money Matters, cultural tours, Cooking/Nutrition
- **Small Group Get-togethers** with my friends: dinner parties, movie night, dance parties, board games, birthday celebrations, or check-in calls with people you miss..
- **Individual lessons or small classes:** language classes, music lessons, hobbies, Discovery/job exploration
- **Virtual Volunteering**

# In-home/Face to Face Support

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**IT support** and help learning to zoom

**Scheduled Visits:** walk around the neighborhood, help with chores, lessons or games

**Delivery** of supplies and materials: food bank runs, grocery shopping runs, materials for classes, Birthday cards/gifts from friends, PPE

**Community outings:** outdoor activities, fishing, drawing, exercising, sports with gloves, hiking, kayaking, swimming, socializing with friends

# Virtual Services— it's working!

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- Identify training needs: Using PPP & Life Skills Assessment
- Pair on-line classes with small group, community-based training experiences whenever possible
- Consistent schedule for zoom classes
- Open to all- invite friends/stakeholders to attend: Mixture of fun and learning: *Quarantine Café*, *Money Matters*, Current events, Job Support Group, *Workout with WorkLink*, Cooking/Nutrition, Employability skills, Drama/Art, Zoom Friends, Hobbies, Cultural tours, Music lessons,....



# The Internet is our Best Friend

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- Priority: Get people hooked up
- Working with families/care-givers, identify an in-home IT buddy
- Beg/borrow/steal hardware. Be creative: *Go Fund Me* accounts, post a social media wishlist & Craigslist
- Free, reduced costs internet services: Comcast \$10/mth





Classes and Fun: August 3<sup>rd</sup>-7<sup>th</sup> 2020

# WorkLink's Weekly Schedule of Classes and Fun

Day	Time	Link
<b>Monday: August 3<sup>rd</sup></b>		
Money Matters w/ Sara	12:00-1:00	<a href="https://us02web.zoom.us/j/89320768558">https://us02web.zoom.us/j/89320768558</a>
Job Support Group with Matt	1:00-2:00	<a href="https://us02web.zoom.us/j/83695642488">https://us02web.zoom.us/j/83695642488</a>
Workout with Worklink (Cardio w/ Danita)	2:30-3:30	<a href="https://us02web.zoom.us/j/81235244022">https://us02web.zoom.us/j/81235244022</a>
<b>Tuesday: August 4<sup>th</sup></b>		
Workout with Worklink: Chair Yoga w/Danita	10:30 -11:30	<a href="https://us02web.zoom.us/j/87623369312">https://us02web.zoom.us/j/87623369312</a>
Café Quarantine: Meet and Greet w/Danita	12:30-1:30	<a href="https://us02web.zoom.us/j/84607108377">https://us02web.zoom.us/j/84607108377</a>
Current Events w/Sara	2:00-3:00	<a href="https://us02web.zoom.us/j/82560191695">https://us02web.zoom.us/j/82560191695</a>
<b>Wednesday: August 5<sup>th</sup></b>		
Computer Skills with Danita	10:00-11:00	<a href="https://us02web.zoom.us/j/88658011864">https://us02web.zoom.us/j/88658011864</a>
Nutrition/Cooking: Pizza (Drew), Jambalaya (Jennifer)	12:00-1:00	<a href="https://us02web.zoom.us/j/85897799284">https://us02web.zoom.us/j/85897799284</a>
Café Quarantine: Disco dance party	2:00-3:00	<a href="https://us02web.zoom.us/j/83020996342">https://us02web.zoom.us/j/83020996342</a>
Jeff's Circle-Sing	3:30-5:00	<a href="https://us02web.zoom.us/j/8305871111">https://us02web.zoom.us/j/8305871111</a>
<b>Thursday: August 6<sup>th</sup></b>		
Money Matters w/Matt	10:30-11:30	<a href="https://us02web.zoom.us/j/89721366662?pwd=bEZlR1kxTGYSNzBzUclAzZUVRRm">https://us02web.zoom.us/j/89721366662?pwd=bEZlR1kxTGYSNzBzUclAzZUVRRm</a>
Virtual travel: Six Flags and going to Hong Kong	12:00 – 1:00	<a href="https://us02web.zoom.us/j/84350497046">https://us02web.zoom.us/j/84350497046</a>
Arts and crafts: Tattoo and Body art	2:00-3:00	<a href="https://us02web.zoom.us/j/81806069086">https://us02web.zoom.us/j/81806069086</a>
<b>Friday: August 7<sup>th</sup></b>		
Making Money w/ Matt	10:30-11:30	<a href="https://us02web.zoom.us/j/88230159630?pwd=T0w2Umlma2FoRkJIY0FraTlHRTlFdz09">https://us02web.zoom.us/j/88230159630?pwd=T0w2Umlma2FoRkJIY0FraTlHRTlFdz09</a>
Café Quarantine Karaoke and Open Mic	12:00-2:00	<a href="https://us02web.zoom.us/j/83013357512">https://us02web.zoom.us/j/83013357512</a>

# Café Quarantine

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## Meet-n-Greet Tuesdays

- Andrea's corner, Show and tell,
- Zoom Pals: CEO, WL
- Reunions (friends who have moved, old staff)
- “Bring your pet” day
- in-home Scavenger hunts

## Dance-party Wednesdays

- People pick a genre/dress up

## Open Mic/Karaoke Fridays



# Virtual Tours

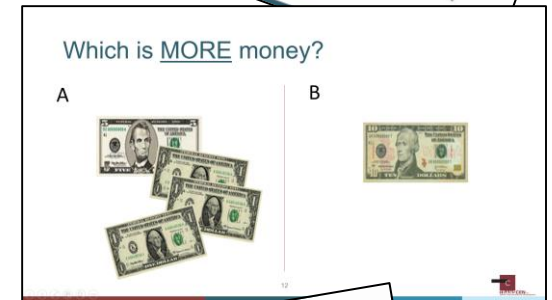
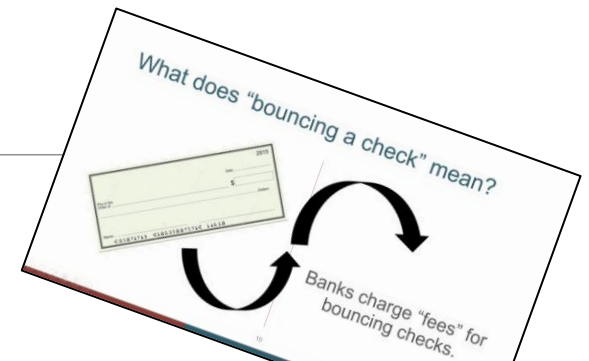
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- Museum docent tours, art exhibits
- World Cities and/or Countries
  - Culture, language, food, holidays
  - Led by peers who have been there
- Disneyland, amusement parks (360); virtual roller coasters



# Money Matters

- Dollar-over, “do you have enough money”
- Counting, “skip counting” by 5’s 10’s
- Banking
- Working, wages and paychecks
- Budgets
- Expenses/Bills
- Saving for a “rainy day”
- Debit cards, credit cards, gift cards



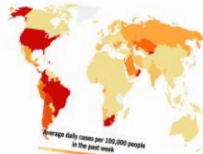
# Current Events

## Current Events

MAY 11<sup>TH</sup> - MAY 16<sup>TH</sup>



## Coronavirus: Still not going well in the US...



The US is struggling to stop the corona virus. In many states, including California are seeing record numbers of cases and increasing hospitalization rates and deaths.

## Current Events

JUNE 13<sup>TH</sup>



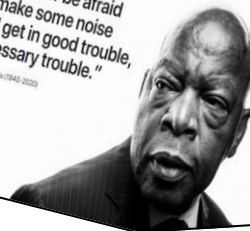
## Golden Gate Bridge is Singing



<https://www.kqed.org/tech/107550/golden-gate-bridge-singing>

"Never, ever be afraid to make some noise and get in good trouble, necessary trouble."

Rev John Lewis (1940-2020)



## Will Schools Open This Fall???



The coronavirus surging in the United States, school districts are arguing about whether it is safe to re-open their doors this fall. There are concerns about students trying to learn on-line, at home and the possible harm staying home longer may cause both psychologically and socially. Parents are struggling to decide if their kids should go back to school.

## Biden/Harris 2020



Joe Biden announced last week that Senator Kamala Harris will be his vice-presidential running mate for the presidential election this fall. They will be challenging President Trump and VP Mike Pence for the White House. The campaign for President is getting started. We will soon see lots of speeches and debates-where the candidates answer questions and talk about what their plans are going to be if they win the office.

## Massive Explosion in Beirut, Lebanon



A massive explosion ripped through central Beirut today, injuring thousands of people and blowing out windows in buildings across the city. The blast near the port in the Lebanese capital sent up a huge mushroom cloud shaped shockwave. Ripping cars and damaging distant buildings. At least 50 people were killed and over 2,500 people have been wounded, the Health Minister Hassan Hassan told reporters.

Footage from the scene shows injured staggering through streets covered in shattered glass, and ambulances, cars and military vehicles packed with the wounded. One eyewitness described the scenes as "like an apocalypse."

<https://nbc.com/news/2020/06/04/beirut-explosion>

## The Day the Sun Did NOT shine in SF



Last Wednesday in San Francisco, the sun did not shine because of the ash in the sky. The sky was orange and it was very dark all day. This has never happened here. Many people were scared. Some thought the world was ending.

What did you think when you woke up and saw there was no sun?

## Uncle Builds his Nephew a Roller Coaster in his backyard.



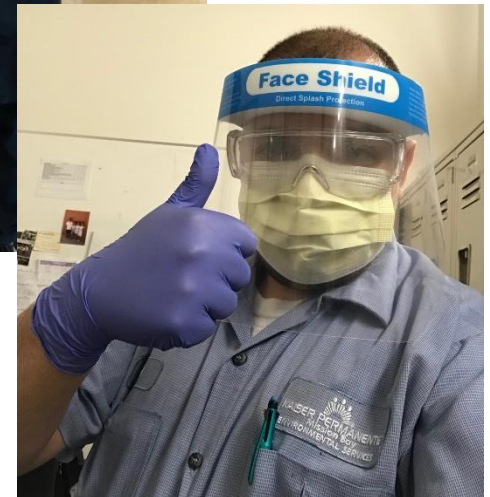
In an effort to help his nephew feel better about not being able to see his friends, One very fun uncle made his young nephew's dream come true by building a rollercoaster in the backyard that was based on the 11-year-old's design. Leigh Downing used the sketches made by his nephew Calden Ashley to bring to life a 230-foot-long 'Big Dipper'.

<https://youtu.be/0Y1DNJ82YQ>



# Job Supports

- Provides coaching support for essential workers
- Job Club for those who were Furloughed or laid off: Support around benefits, Stimulus Checks, learning COVID safety protocols
- Maintain contact/connections with employers/coworkers
- Expand to re-placement services as SF reopens



# Face to Face Community Services

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- Designated instructor and Social Pod
- Near your house (when possible)
- Alternative transportation
- Limited to short activities (2 to 4 hrs)
- Maximum of 2 face to face activities per week
- At this point: OUTDOORS only
- Everyone is required to wear masks at all times, social distance and bring hand sanitizer.



# What Coronavirus has taught us

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- Tech is key- needs to be taught
- Collaborating and engaging with families is so beneficial
- Virtual services work- and should continue
- Do what's right, by any means necessary
- Ask for forgiveness not permission

# Lessons Learned

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*We must start early:* Building skills, building villages & “making dreams happen”

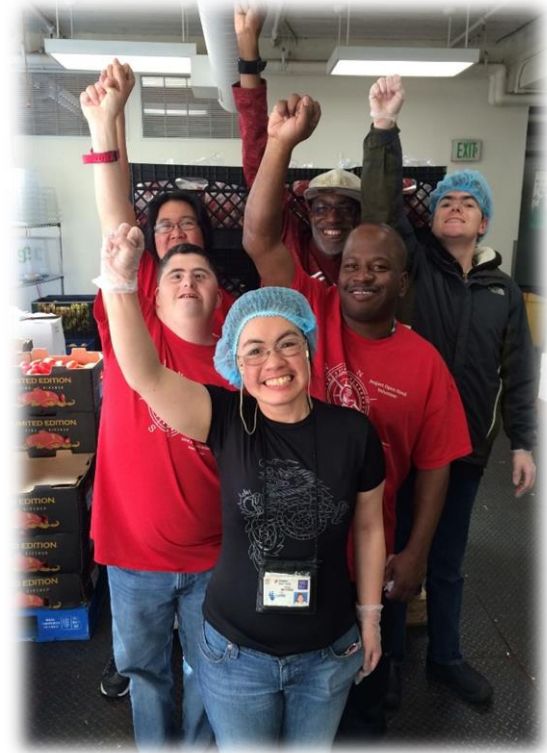
Services must be person-centered and look at both work and non-work needs

Life does not happen M-F, 9:00-3:00

We all need to work together

Inclusion is not just about being in the community, it is about **building** community

Forward, not back



What lies behind us  
and what lies before us  
are tiny matters  
compared to what lies within us.

*- Ralph Waldo Emerson*

# For More Information:



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