

## Frequently Asked Questions (FAQ) Re: COVID-19

### How are UCEDD ACL grants impacted by COVID-19?

1. Read [ACL's Grant Recipient FAQ re: COVID](#)

### How are LEND Program HRSA MCHB grants impacted by COVID-19?

1. Read [HRSA guidance](#)

### How can UCEDDs provide training and technical assistance to fill the community gaps that people with disabilities are experiencing in the COVID-19 pandemic?

1. Provide training for Adult Day Program providers and provide “re-training” to support group homes/adults living with elderly parents. In a worst case scenario, technical assistance on converting a closed Day Program to a self-isolation center for adults who are COVID-19 positive but aren't sick enough to be hospitalized or can't go back to their home. Training could include medication dispensing, sanitation techniques, monitoring for signs of infection, etc.
2. Provide access to and training on using remote technologies in under-resourced and rural areas to access tele-medicine and telehealth, participate in education and receive services identified in IEPs, reduce isolation, and increase communication and access to critical information such as:
  - a. COVID-19 payments to citizens and impact on disability benefits,
  - b. Changes in service delivery based on 1135 waivers and Medicaid/CHIP flexibility,
  - c. Applying for unemployment benefits,
  - d. Absentee voting,
  - e. Free grocery delivery, and
  - f. Mental health services needed due to isolation, grief and trauma
3. Provide technical assistance to emergency response planners in your state about the unique needs of the disability community as they redesign emergency response plans for the oncoming hurricane, wildfire, tornado and flooding seasons.

### How can UCEDDs provide community education to fill the community gaps that people with disabilities are experiencing in the COVID-19 pandemic?

1. Provide virtual family support for families and caregivers struggling with:

- a. Finding the balance between allowing caregivers into the home vs. risk of infection and illness,
- b. Applying for unemployment and social services,
- c. Accessing Spanish and other language translators, as many online application processes are only in English,
- d. Processing grief and trauma from losing peers, family members, and caregivers to COVID-19,
- e. Provide funds to reimburse UCEDD staff working remotely for their additional home phone and internet bills to find, print, and deliver materials to families who don't have internet access.

**How can UCEDDs disseminate information to fill the community gaps that people with disabilities are experiencing in the COVID-19 pandemic?**

1. Develop a landing page on your website with COVID-19 related information linked to credible sources including: CDC, ACL, NIH, FEMA, your state government website, and plain language resources from self-advocacy organizations.
2. Disseminate information to combat disability discrimination in coronavirus testing and/or treatment. The Center for Dignity in Healthcare for People with Disabilities (CDHPD) at the UCEDD in Cincinnati, Ohio is working with ACL on developing materials around discrimination and rationing of care. Contact [kara.ayers@cchmc.org](mailto:kara.ayers@cchmc.org) with questions, work group developments, and materials to disseminate in your state.
3. Develop materials and train people with disabilities, their families, and their service providers regarding supported decision making. There is a need for information directly related to COVID-19 testing and treatment, as well as advance directives.

**How can UCEDDs offer funding services to fill the community gaps that people with disabilities are experiencing in the COVID-19 pandemic?**

1. Provide emergency funds to people with developmental disabilities who were laid off from their job due to COVID-19 and are unable to pay rent and utilities, buy groceries and prescriptions, and other necessities as there is a gap between applying for unemployment benefits and receiving them.
2. Provide emergency funds for people who rely on public transportation to get groceries, medications, and to travel to essential jobs while most public transportation is being significantly reduced. SNAP does not pay for food deliveries or carry-out meals; thus, funds could be pay for cabs, Lyft, Uber, Grub Hub, or stores to deliver food and prescriptions.

## How can UCEDDs conduct research on the community gaps that people with disabilities are experiencing in the COVID-19 pandemic?

1. Research opportunity ideas include but are not limited to:
  - Approaches to developmental assessment using a telehealth platform for autism spectrum, early childhood assessment of disability and disability risk. This includes challenges for psychology, audiology, physical therapy, speech therapy, occupational therapy, and applied behavior analysis (ABA).
  - Approaches for implementation of evidence-based interventions using a telehealth platform (e.g., ABA for autism, Early Start Denver intervention, early intervention) and validation of these approaches.
  - Ways to assure that IDEA is being implemented in a stay-at-home setting without the at-school supports expected for children.
    - Example: Survey/interview parents and teachers of children receiving services under IDEA, and other stakeholders to identify barriers for teachers, children, and parents for implementation of services in a virtual environment. Using the results of this survey, create strategies and models that allow teachers and parents to remain as consistent as possible with IEPs and FSP under IDEA.
  - Analyze data on individuals with disabilities that have tested positive or have died due to COVID-19.
    - Some individual states have been tracking (ex: based on residential setting or through [incident reporting](#)) and some disability-specific advocacy groups are trying to keep track of data limited to age and gender.
    - ERSI (Geographic information system (GIS) software company) released [county-level data](#) on COVID cases and deaths, updated daily; includes county data on vulnerable populations including number households with disability.

## How can UCEDDs leverage funds being passed to states from the federal government?

1. Collaborate with ADRCs to ensure their services address needs of people with intellectual/developmental disabilities and their families. This is especially important in states where ADRC's have a stronger focus on aging. In a state with no ADRC, UCEDDs could be able to fill that gap.
2. Read [ACL's FOA: ADRC Critical Relief Funds for COVID-19 Pandemic Response](#)

3. Read AUCD's [COVID-19 Emergency Supplemental Funding Package: Funding directed to state, local, territorial, and tribal governments. Consider these opportunities to build relationships with key partners and stakeholders in your state and leverage funds to meet the needs of people with disabilities.](#)

### **How can UCEDDs connect with stakeholders from state and local COVID-19 response teams?**

1. Response teams at the state and local levels are primarily developed through Governor's and Mayors' offices. Disability expertise is needed at every level to help with taskforce efforts. [Engagement through state telehealth network, department of emergency management, department of special education, Medicaid agency, disaster relief agency, etc.](#)

### **How can UCEDDs continue to provide preservice preparation during the COVID-19 pandemic?**

1. Programs can provide interactive learning for trainee and fellows such as:
  - Trainees prerecord end of year presentations and have faculty provide feedback and then have a live discussion of the feedback,
  - Offer lenient and creative ways for trainees to complete hours,
  - Utilize technology: [Flipgrid](#), [Zoom](#), [Kahoot](#),
  - Extend deadline for internship hours until June 30<sup>th</sup>, 2020 to make sure students can meet their hour requirements,
  - Share and use [ITAC Distance Learning Resources](#) to assist in pre-service training.

### **Where do I access information from AUCD and network resource/solution sharing?**

1. A Dropbox was created for AUCD network members. Access was shared with everyone on UCEDD, LEND, IDDRRC directors' listservs. A "welcome and overview" document includes a table about most common requests with link to relevant folder.
2. Dropbox will contain efforts related to federally funded TA efforts not policy efforts.
3. If you have resources that you would like added or if you have a request for more resources on a topic contact Sarah DeMaio: [sdemaio@aucd.org](mailto:sdemaio@aucd.org)
4. Please email Sarah DeMaio at [sdemaio@aucd.org](mailto:sdemaio@aucd.org):
  - If you are not on the listserv
  - If you need a different email other than your institution email for the Dropbox invitation
  - If you have feedback about organization of the Dropbox