

Tompkins County Workforce Development Board
Services to Individuals with Disabilities Committee

MINUTES

Tuesday, June 14, 2022 | TC3 Extension Center

PRESENT: J. Matteson, C. Stanley, C. Boone, J. Schifano, R. Bradley, S. Briggs

EXCUSED: D. Barr, J. Lynch, T. Fiocco

STAFF: R. Avila, D. Lovelace, D. Achilles

GUEST: J. Mouillesseaux

Ms. Avilla requested Mr. Schifano act as Chair in the absents of Mr. Matteson

CALL TO ORDER:

Chairman Schifano called the meeting to order at 8:41 a.m.

APPROVAL OF MINUTES - April 12, 2022

It was moved by Ms. Boone, seconded by Ms. Bradley, and unanimously adopted by voice vote of members present to approve the minutes of April 12, 2022.

INDUSTRY SPEAKER - STABLEWORK Corp.:

Ms. Krizman and Ms. Decker Board members for Stablework Corp. is a non-profit 501C3 that is located in Newfield, NY that created a program to develop job readiness and subsequently help place individuals in volunteer or paid positions. Stablework specializes in animal care and related barn work vocational training for individuals who need additional support. Stableworks mission is to train adults of varying abilities in routine horse care and related farm-work skills and help them find work.

INFORMATION ON TRANSITIONAL SERVICES AND EXPERIENCES:

Ms. Lovelace reported to the Committee data on transitional services that are available to students with disabilities when they are leaving school after either receiving a diploma or the end of the school year in which the student reaches age 21, whichever comes first. Ms. Lovelace's presentation is attached.

REPORTING:

Ms. Lovelace reported data on WIOA Youth Program Year 2021 from July 7, 2021 to May 31, 2022. Ms. Lovelace's presentation is attached.

ADJOURNMENT:

Meeting was adjourned at 9:53 a.m.

<https://stablework.org/>



Stablework is an innovative vocational training and employment 501 c3 tax exempt program created to develop job readiness and subsequently help place individuals in volunteer or paid positions.

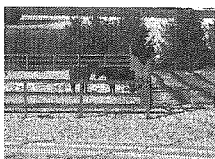
OUR MISSION: To train adults of varying abilities in routine horse care and related farm-work skills, and help them find work. Small classes are currently offered twice a week at a local farm, incorporating working with horses and goats and building/construction skills. Our unique training platform teaches job readiness skills of on-the-job problem-solving, language and social skills, leadership and teamwork. In this way, participants are being prepared for not only animal care and farm work, but a variety of jobs.

MATCHING PEOPLE WITH JOBS. This region needs farm and animal care labor and our trained workers learn to do these jobs. Potential job placements may be at local farms, veterinary practices, rescue organizations, college facilities and horse owners who may need a helping hand.

WHERE: Newfield, NY, eight miles from Ithaca.

SERVICE ACCESS: Individuals eligible for services receive vocational training and transportation *at no fee* through Challenge Workforce Solutions, the preeminent vocational organization in Ithaca. Those individuals should contact Briggs Seekins at briggss@aboutchallenge.org; For private pay availability, contact us at info@stablework.org.

SUPPORT US: We are supported by people like you! Make a difference in someone's life. And if you need to hire someone, our trainees may one day become your best employee. See our website for more information. www.stablework.org. Make a donation or choose Stablework as your chosen charity on AMAZON Smiles. We thank you for your support!



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Tompkins County Workforce Development Board

Transition Planning in Tompkins County



Rosemary Avila
Director

Dorothy Lovelace
Workforce Development Associate





New York State Department of Education



For students with an IEP, the school district is responsible for providing special education programs and services, *including transition services*, until the student either receives a Regents or local diploma or the end of the school year in which the student reaches age 21, whichever comes first.

A student with a 504 plan is not entitled to transition services from the school, although such a student may be eligible for ACCES-VR services.

ACCES-VR's eligibility criteria are based upon the student's *substantial impediment to employment* as a result of their physical or mental impairment. Having a learning or emotional disability or attention deficit disorder may not be enough to establish eligibility by itself.

There are students with disabilities in schools who may be eligible for ACCES-VR services but aren't identified by the CSE nor have a 504 plan.





School - Based Transition Services



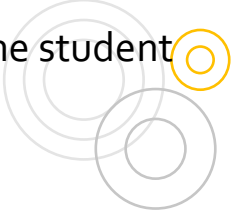
- **Level I Career Assessment**

- Students aged 12 and over receive an assessment including a review of school records, teacher assessments, and parent and student interviews to determine vocational skills, aptitudes and interests.
- It doesn't require specialized testing, but does have specific elements and must be updated annually.
- identifies the starting point for the CSE to begin exploring career options with the student.

- **Student Exit Summary**

- Schools are required to provide a student with a disability a summary of the student's academic achievement and functional performance, which must include recommendations on how to assist the student in meeting his or her postsecondary goals. This summary must be provided prior to school exit for a student whose eligibility for special education services terminates due to graduation from secondary school with a regular diploma, Regents, local, and IEP Diplomas.

- **Individualized Plan for Employment**

- For students with disabilities who are determined eligible for vocational rehabilitation services, IPEs must be developed prior to their exiting the secondary program.
 - The IPE needs to reflect transition services. The school district is programmatically and financially responsible until the student leaves school.
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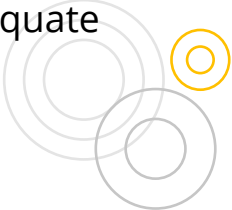
School - Based Transition Services



The student's school records and may be requested by the ACCES-VR counselor to assist with determination of eligibility or/and vocational service planning:

- IEP, 504 plan or documentation of disability;
- Psychological, Strength Based, Functional and adaptive Assessments;
- Employability Profile, New York State Career Plan; and the Career and Technical Education (CTE) Skills Achievement.
- Transcripts;
- Language proficiency reports;
- The most current student medical and health screening reports;
- Reports from related service providers (e.g. occupational therapy, speech therapy, physical therapy, and social work);
- Supports, accommodations, environmental modifications, compensatory strategies, and assistive technology devices that have been beneficial in supporting student success;
- Community agencies and adult service providers to whom the student may already be connected, noting the status of those connections (e.g. application completed, eligibility established, acceptance into a program etc.);

Assessments for in-school youth may be purchased by ACCES-VR when assessments are not available to provide adequate information needed by the counselor to determine ACCES-VR eligibility or to develop the Individualized Plan for Employment (IPE) for ACCES-VR services.





ACCESS VR Eligibility

Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR)

To apply or be referred for ACCES-VR services you must be:

- A person with a disability or disabilities that impact your ability to get, keep or advance in a job
- Available to participate in the vocational rehabilitation process
- At least 14 years old
- Currently present in New York State
- Able to work in the United States
 - Note: If you are not a United States Citizen, you must provide proof from the United States Department of Immigration and Naturalization Services that you are allowed to work in the United States.





U.S. Department of Health and Human Services




Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability.

Under this law, individuals with disabilities are defined as persons with a physical or mental impairment which substantially limits one or more major life activities.

Major life activities include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, and learning.

Some examples of impairments which may substantially limit major life activities, even with the help of medication or aids/devices, are: AIDS, alcoholism, blindness or visual impairment, cancer, deafness or hearing impairment, diabetes, drug addiction, heart disease, and mental illness.





Section 504 of the Rehabilitation Act of 1973

For purposes of employment, *qualified individuals* with disabilities are persons who, with reasonable accommodation, can perform the essential functions of the job for which they have applied or have been hired to perform.

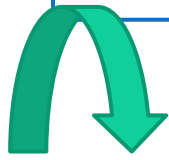
Reasonable accommodation means an employer is required to take reasonable steps to accommodate your disability unless it would cause the employer undue hardship.





Disability and has IEP

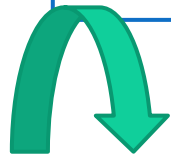
CSEA must do transition planning including, career assessment, exit summary, & Individual Plan for Employment.
Automatically qualifies for ACCESS VR.



Guided Process

Disability & Qualifies for ACCESS VR

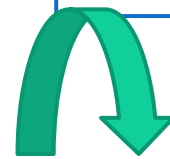
May have a 504 plan.
CSEA doesn't have to do transition planning.
Must qualify for ACCESS VR services by showing functional impairment.



Active Assistance

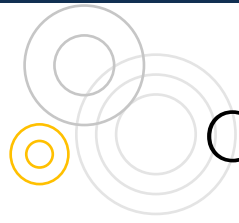
Disability No Services

Has a diagnosed disability but doesn't qualify for ACCESS VR.
Other programs exist and must be sought out by job seeker.



Proactive Seeking





Occupational

- ✓ ACCESS VR
- ✓ Challenge
- ✓ Workforce New York
- ✓ JM Murray (Cortland)
- ✓ Youth Employment Service (YES)
- ✓ Women's Opportunity Center
- ✓ Learning Web
- ✓ Employment Agencies

Educational

- ✓ BOCES
- ✓ TC3
- ✓ Ithaca College
- ✓ Cornell
- ✓ SUNY Empire

Home & Community Services

- ✓ Care Management
- ✓ Racker
- ✓ Tompkins County Mental Health (TCMH)
- ✓ Lake View MH
- ✓ Unity House
- ✓ Tompkins Community Action (TCA)
- ✓ Department of Social Services (DSS)
- ✓ FLIC
- ✓ NYS OPWDD & OMH
- ✓ Social Security





Office of Employment and Training

Tompkins County **Workforce Development Board**





WIOA Youth

Program Year 2021 (PY21)

July 1st 2021 to June 30th 2022

07/07/2021 to 05/31/2022

67 New Registrations

Youth - 37

- 11 Aged 14 - 18
- 11 Aged 18 - 20
- 15 Aged 21 - 24

Disability Status

35 people listed themselves as having a disability
 27 youth have a disability

School Participation

9 of the youth 24 and under were in school
 0 youth 19-24 were in school at registration

149 Active Participants

Youth - 66

- 18 Aged 14 - 18
- 14 Aged 18 - 20
- 34 Aged 21 - 24

Disability Status

60 people listed themselves as having a disability
 42 youth have a disability

School Participation

13 of the youth 24 and under were in school
 0 youth 19-24 were in school at registration





SYEP Youth

Summer 2021

May 1st 2021

to

Sept. 30th 2021

Participation Summary	FA or SN-Family	TANF 200%	Total
Total Participants in Paid Employment	53	18	71
Total Participants in Educational ONLY Activity (limited to no more than 20% of total 2021 enrollments)	0	0	0
Youth Served	FA or SN-Family	TANF 200%	Total
Youth Served at Age 14	14	4	18
Youth Served at Age 15	11	2	13
Youth Served at Age 16	11	1	12
Youth Served at Age 17	6	4	10
Youth Served at Age 18	7	5	12
Youth Served at Age 19	1	1	2
Youth Served at Age 20	3	1	4
Total Youth Served	53	18	71
School Status	FA or SN-Family	TANF 200%	Total
In School Youth	43	12	55
Out of School Youth	10	6	16
Total	53	18	71
Target Groups	FA or SN-Family	TANF 200%	Total
Foster Care	6	0	6
Homeless/Runaway Youth	2	0	2
Youth with a Disability	21	8	29
Youth in OCFS Residential Facility	7	2	9





SYEP Youth

Summer 2021

May 1st 2021

to

Sept. 30th 2021

Participation Summary	FA or SN-Family	TANF 200%	Total
Total Participants in Paid Employment	55	88	143
Total Participants in Educational ONLY	0	0	0
Youth Served	FA or SN-Family	TANF 200%	Total
Youth Served at Age 14 - 17	44	78	122
Youth Served at Age 18 - 20	11	10	21
School Status	FA or SN-Family	TANF 200%	Total
In School Youth	43	20	63
Out of School Youth	12	68	80
Gender Identity	FA or SN-Family	TANF 200%	Total
Male	25	51	76
Female	26	35	61
Non-Binary/X/Transgender/Different Identity	4	2	6
Race/Ethnicity	FA or SN-Family	TANF 200%	Total
Hispanic or Latino	3	7	10
Native American or Alaskan Native	0	0	0
Asian	3	11	14
Black or African American	19	18	37
Native Hawaiian or Pacific Islander	0	0	0
White	23	35	58
Multi-Racial/Ethnic**	6	16	32
Unknown*	1	1	2
Target Groups	FA or SN-Family	TANF 200%	Total
Foster Care	6	6	12
Homeless/Runaway Youth	2	2	4
Youth with a Disability	21	34	55
Youth in OCFS Residential Facility	7	2	9

