

Tompkins County Workforce Development Board
Services to Individuals with Disabilities Committee
MINUTES

Tuesday, April 11, 2023 | *Workforce Development Board Conference Rm.*
119 E. Seneca Street, Suite 200B, Ithaca, NY 14850

Present: J. Matteson, C. Boone, J. Lynch, B. Seekins, B. Flaherty

Excused: D. Barr, A. Tunison, R. Bradly, S. Cerquone, A. Paciello

Staff: C. Sponn, D. Achilles

Guest: T. Basilius; Office of Employment and Training, M. Caci; Office of Employment and Training

Call To Order:

Mr. Matteson called the meeting to order at 8:39 a.m.

Approval of Minutes: **June 14, 2022**
 August 9, 2022
 October 11, 2022
 December 7, 2022
 February 14, 2023

It was moved by Ms. Lynch, seconded by Ms. Boone, and unanimously adopted by voice vote of members present to approve the minutes of June 14, 2022.

It was moved by Ms. Lynch, seconded by Ms. Boone, and unanimously adopted by voice vote of members present to approve the minutes of August 9, 2022.

It was moved by Ms. Lynch, seconded by Ms. Boone, and unanimously adopted by voice vote of members present to approve the minutes of October 11, 2022.

It was moved by Ms. Lynch, seconded by Ms. Boone, and unanimously adopted by voice vote of members present to approve the minutes of December 14, 2022.

It was moved by Ms. Lynch, seconded by Ms. Boone, and unanimously adopted by voice vote of members present to approve the minutes of February 14, 2023.

Review & Signature (Member Stakeholders)

Mr. Sponn reviewed the WDB Transparency and Integrity policy, Conflict of Interest Disclosure Statement and signature form that needs to be completed by Committee members. Mr. Sponn reported that the policy is to prevent the personal interest of Board and Committee members from interfering with their duties, or result in personal financial, professional, or political gain.

GUEST SPEAKER

Challenge - Mr. Seekins

Mr. Seekins, Director of Employment & Vocational Services, presented to the Committee about opportunities for sustainability and enhancement to organizations in support of their missions and having a one-stop resource for programs and services that improve sustainability and growth opportunities. Some of the core values of Challenge are sustainability, inclusion, diversity, equity, quality, innovation, transformation, collaboration, and transparency.

Mr. Seekins presented on Challenge services vs. Challenge businesses, what services look like, what to know if you are an employer, who Challenge serves, and what is being worked on. The presentation included information on job placement, pre-employment, benefits/work incentives planning, travel training, youth employment services, etc.

Mr. Seekins also discussed the College Experience Program and the return of the new and improved job club. For the first time since COVID-19 they are doing in-person training for people enrolled in their DSS-funded job club.

DIRECTOR'S UPDATE

Mr. Sponn thanked Committee members for coming to the Services to Individuals with Disabilities Committee meeting.

Mr. Sponn is researching if the Committee is able to have a hybrid option. Being a public serving body, there will be challenges such as having quorum in-person, recording the meeting, disclosing addresses, etc.

Mr. Sponn reported that he attended the NAWB Conference in Washington DC and received a lot of information, but unfortunately there was none on disability awareness.

Ms. Stanley reported that she is working on a Disability Awareness Summit for downtown businesses to become ADA compliant. The Summit will have a speaker from

the Yang-Tan Institute on Employment and Disability on how to recruit, hire, and retain employees.

ADJOURNMENT:

Mr. Matteson adjourned the meeting at 9:43 a.m.



Workforce Development Board Transparency and Integrity Policy

The purpose of the policy is to prevent the personal interest of board and committee members from interfering with their duties, or result in personal financial, professional, or political gain on the part of such persons at the expense of other stakeholders. It is also in place to prevent board and committee members from using confidential information to their (or an affiliated party's or relative's) advantage. Workforce boards must also provide a level of stewardship and oversight with respect to the use of federal workforce system funds in a manner that preserves public trust.

CONFIDENTIALITY

In order to protect confidential information to be disclosed during a meeting, board and committee members agree to:

1. Hold the confidential information received in strict confidence and to exercise a reasonable degree of care to prevent disclosure to others.
2. Not disclose either directly or indirectly the confidential information to others.

CONFLICT OF INTEREST

Board and committee members also should not take any official action if the following applies:

- Their own financial interests, or the financial interests of immediate family members, business partners, private employers, or organizations for which they serve as an officer, director, partner, or trustee conflicts.
- Any other circumstance, or in appearance, make it difficult to exercise independent, objective judgment, or perform effectively.
- Their organization stands to benefit from a contract, transaction, or situation.
- The subject of discussion is a contract, transaction, or situation in which there may be a perceived or actual conflict of interest. However, they may be present to provide clarifying information in such a discussion or debate unless objected to by any present board or committee member.
- In a position to make decisions about spending resources– who also stands to benefit from that decision – has a duty to disclose

If one of these matters comes up for consideration at a committee meeting, the member should leave the room during the discussion, and make sure the minutes of the meeting reflect their recusal.

TEGL No. 35-10, TRANSPARENCY AND INTEGRITY IN WORKFORCE INVESTMENT BOARD DECISIONS

The intent of TEGl No. 35-10 was to communicate ETA's expectation that state and local workforce boards and officials will make decisions with transparency and integrity and in a manner consistent with all conflict of interest requirements. Members are required to abide by following Federal laws and regulations:

- *"Sunshine provision" regulations* (20 CFR 661.307) require local boards to conduct business in an open manner and, upon request, to make board activities available to the public, including the development of specific policies and minutes of formal board meetings.
- *Uniform Administration Requirements* for procurement (29 CFR 97.36 and 29 CFR 95.42) set the standards, including those for conflict of interest that all Federal grantees (both government and non-government) must follow. These requirements, codified in the Code of Federal Regulations, describe specific instances that constitute a conflict of interest, characteristics to be considered when making awards to contractors, and the procedural requirements for procurement protests.
- *Conflict of interest regulations* for those entities receiving WIA Title I funds [20 CFR 667.200(a)(4)] specifically mandate that a LWIB member or Youth Council member must neither cast a vote, nor participate in decision-making, on the provision of services by that member or any organization which that member directly represents. The LWIB member or Youth Council member also must not cast a vote, nor participate in decision-making, on any matter that would provide direct financial benefit to that member or a member of his/her immediate family.
- *The Hatch Act and its regulations* (5 CFR 151) restricts political activity of individuals principally employed by state and local executive agencies and who work in connection with programs financed in whole or in part by Federal grants or loans. Among other things, covered state and local employees may not use their official authority or influence to interfere with or affect the results of an election or nomination; or directly or indirectly coerce, attempt to coerce, command, or advise a state or local officer or employee to pay, lend, or contribute anything of value to a party, committee, organization, agency, or person for political purposes.

The full text of TEGl No. 35-10 can be found here:

http://wdr.doleta.gov/directives/attach/TEGL/TEGL_35-10-Acc.pdf

Additionally, local workforce boards are also governed in their decision-making by relevant state and local statutes, regulations and policies that include, but are not limited to:

- New York State General Construction Law (GCL) §41
- Open meetings Law (Public Officers Law (POL), Article 7)

Alleged Violations to the Hatch Act will be recorded by Tompkins County Workforce Investment Board Staff and reported to the Tompkins County Compliance Officer. The Tompkins County Compliance Officer will contact the U.S. Office of Special Counsel to request an Advisory Opinion.

Allegations of violations to the Conflict of Interest regulations will be recorded and referred to the Tompkins County Ethics Advisory Board to investigate and report on the alleged violation. Penalties may include removal from the Board, loss, or disqualification from contracts.



Workforce Development Board

Revised: July 29, 2022
Executive Committee Approval:

Transparency and Integrity Policy Acknowledgement Form

I acknowledge that I have received a copy of the Tompkins County Workforce Development Board's Transparency and Integrity in Workforce Development Board Decisions Policy, which describes confidentiality, conflict of interest, and TEGL No. 35-10. I understand that I should consult the Workforce Development Board if I have questions.

I understand and agree that I will read and comply with the policies contained in this policy and any revisions.

Name (Printed)

Signature

Date

The DRIVE Program

Diversity
Responsibility
Inclusion
Vision
Experiential-Learning

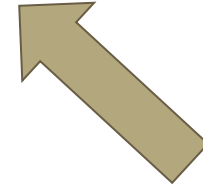
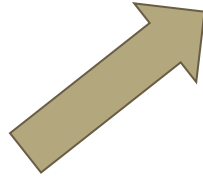
DRIVE Mission Statement

To prepare students for a successful transition to adulthood; emphasizing enrichment, preparation and skill development that encourages their sense of value, inclusion, and community participation.

The DRIVE Program Vision Statement

To enrich the entire Tompkins County community by building a foundation whereby people with differing abilities are allotted the same educational access.

Partnerships



History

- ❖ The DRIVE Program was founded in 2007 at Keuka College
- ❖ Since its foundation, there have been over 50 graduates from the program
- ❖ The Keuka program is a past recipient the S3 Tier award from the New York State Education Department as a model program in effective practices
- ❖ Recognized as a Certified Transitional Program
- ❖ Past TPSID (Transition and Postsecondary Programs for Students with Intellectual Disabilities) Grant Recipient
- ❖ The Keuka DRIVE Program would be our sister program and is the basis for what we are designing

Goals

- ❖ DRIVE would accept a total of 30 students into the program. A 15:1 (or 12:1 per local district standards) ratio program for school-aged individuals
- ❖ Students would go through the registrar's office and receive: student IDs, access to school amenities (library, dining hall, exercise center, campus events etc.)
- ❖ Students would be allowed guest access to one Ithaca College course per semester (with professor's consent).
- ❖ Students would be allowed to spend a residential weekend on campus with their peer mentor
- ❖ Upon completion of the 4 year program, DRIVE students would be eligible to walk with IC graduates and receive an Award for Higher Education

Integration

- ❖ Students from the DRIVE Program would transition between classes and across campus at the same time as Ithaca College students
- ❖ Students from the DRIVE Program would eat lunch in the Terrace (dining hall) at optimal times to interact with Ithaca College peers
- ❖ Ithaca College students will engage with DRIVE students during elective "Guest" classes, club participation, and school events
- ❖ Ithaca College Peer Mentors would support DRIVE students across all facets of integration, in addition to core curriculum courses



Uniqueness



- ❖ DRIVE Students would be paired with an IC student Peer Mentor. Mentors will provide a range of support including: in-class, at clubs, and during after-school activities in order to provide the most thoroughly integrated experience for everyone
- ❖ The Peer Mentors would participate through the work-study program at IC. This position would be ideal for individuals who are seeking majors requiring direct hours for course and degree completion, or for those who intend to pursue a career working with individuals who have intellectual disabilities
- ❖ Being on campus would provide the opportunity for students to receive clinical services (OT/Speech/PT etc.) at IC if they are applicable
- ❖ During the summer, DRIVE students may enroll in a field period of job exploration. They would participate in expanded work opportunities on and off campus
- ❖ Steering Team: Ideally Comprised of a few Ithaca College faculty liaisons representing (School of Health Sciences and Human Performance, Department of Education, Department of Student affairs and Campus Life etc.), a parent representative, Challenge administration members, the educator from the DRIVE Program, and a district liaison

DRIVE Students

- ❖ 15** high school students from surrounding districts working on the CDOS (Career Development and Occupational Studies) pathway to Regents/Local Diploma
- ❖ 15** post high school students who will benefit from the college campus experience and social environment (including Life-Long Learners). These individuals will be identified from our current and future participants in Challenge prevocational services and extended the option to enroll.
- ❖ Students would attend a minimum of 3 core classes per semester on a split M/W/F and T/Th course schedule. This will allow for the most flexibility to guest attend an IC class of interest, access their prevocational services, and engage with peers during opportune times of day.

**These represent our maximum enrollment numbers. We would love to provide this opportunity to 30 individuals, but initial enrollment numbers would likely be significantly lower.

This slide and the following slide are examples of current student schedules in the Keuka DRIVE Program

DRIVE Schedule Spring 2023				
Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:00 Bus Arrival	7:00-7:45 Bus Arrival	7:00-8:00 Bus Arrival	7:00-7:45 Bus Arrival	7:00-8:00 Bus Arrival
8:00-8:55 Social Studies Hegeman Hall 104	7:45-9:10 Math Hegeman Hall 401	8:00-8:55 Social Studies Hegeman Hall 104	7:45-9:10 Math Hegeman Hall 401	8:00-8:55 Social Studies Hegeman Hall 104
9:05-10:00 Lifespan Human Development Lightner Library Gan w/ Hope	9:20-10:45 ELA G03	9:05-10:00 Lifespan Human Development Lightner Library Gan w/ Haley	9:20-10:45 ELA G03	9:05-10:00 Lifespan Human Development Lightner Library Gan w/ Hope
10:10-11:05 Gym Keuka Commons Gym Room	10:55-12:00 Self Awareness Hegeman 105	10:10-11:05 Gym Keuka Commons Gym Room	10:55-12:00 Self Awareness Hegeman 105	10:10-11:05 Gym Keuka Commons Gym Room
11:15-12:10 Lunch	12:10-12:55 Lunch	11:15-12:10 Lunch	12:10-12:55 Lunch	11:15-12:10 Lunch
FREE PERIOD 12:00-12:10	FREE PERIOD 12:45-12:55	FREE PERIOD 12:00-12:10	FREE PERIOD 12:45-12:55	FREE PERIOD 12:00-12:10
12:20-1:15 Intro to ASL G01	1:00-2:00 Independent Living Skills G01	12:20-1:15 Intro to ASL G01	1:00-2:00 Independent Living Skills G01	12:20-1:15 Intro to ASL G01
1:25-2:20 Study Hall G01		1:25-2:20 Study Hall G01		1:25-2:20 Study Hall G01
2:00-3:00- Bus Departure	2:00-3:00- Bus Departure	2:00-3:00- Bus Departure	2:00-3:00- Bus Departure	2:00-3:00- Bus Departure

Lifelong Learner DRIVE Schedule Spring 2023

Monday	Tuesday	Wednesday	Thursday	Friday
7:00-8:00 Bus Arrival	7:00-7:45 Bus Arrival	7:00-8:00 Bus Arrival	7:00-7:45 Bus Arrival	7:00-8:00 Bus Arrival
8:00-8:55 DRIVE News G01	7:45-9:10 Photography G01	8:00-8:55 DRIVE News G01	7:45-9:10 Photography G01	8:00-8:55 DRIVE News G01
9:05-10:00 Myths and Monsters G01		9:05-10:00 Myths and Monsters G01		9:05-10:00 Myths and Monsters G01
10:10-11:05 Gym / Nutrition Keuka Commons gym room	9:20-10:45 Critical Thinking G01	10:10-11:05 Gym / Nutrition Keuka Commons gym room	9:20-10:45 Critical Thinking G01	10:10-11:05 Gym / Nutrition Keuka Commons gym room
11:15-12:10 Lunch	10:55-12:00 Self Awareness Hegeman 105	11:15-12:10 Lunch	10:55-12:00 Self Awareness Hegeman 105	11:15-12:10 Lunch
FREE PERIOD 12:00-12:10	12:10-12:55 Lunch	FREE PERIOD 12:00-12:10	12:10-12:55 Lunch	FREE PERIOD 12:00-12:10
12:20-1:15 Intro to ASL G01	FREE PERIOD 12:45-12:55	12:20-1:15 Intro to ASL G01	FREE PERIOD 12:45-12:55	12:20-1:15 Intro to ASL G01
1:25-2:20 Study Hall G01	1:00-2:00 Independent Living Skills G01	1:25-2:20 Study Hall G01	1:00-2:00 Independent Living Skills G01	1:25-2:20 Study Hall G01
2:00-3:00- Bus Departure	2:00-3:00- Bus Departure	2:00-3:00- Bus Departure	2:00-3:00- Bus Departure	2:00-3:00- Bus Departure

Perks from The DRIVE Program

- ❖ School-age and adult learner students receive cohesive instruction, transition and success planning
- ❖ Students attend a 'real' college class with a peer mentor and participate in extracurricular activities
- ❖ A four-year student experience is offered unlike other programs
- ❖ Potential for related services to be provided as appropriate for the student
- ❖ Unique, age-appropriate experiences nurture the social and academic growth of students with developmental disabilities
- ❖ Students have the opportunity to spend a weekend on campus, staying in a student mentors room and engaging in college life



DRIVE Attestations

“One of the biggest takeaways I have from working with the DRIVE students is that I realize that I need to slow down and look through things with a new lens. The DRIVE students do everything they can to be successful and their ‘drive’ and determination to be involved on campus is inspiring” (A. D’Agostino, KC senior)

“Our DRIVE student was a pleasure to have in class this Spring semester. He participated on a level that was beyond what I expected and by the end of the semester, I believe that he was comfortable in the classroom. There were even a couple of times that he arrived and entered the room before his peer mentor. He completed ALL of the assignments completely and in a timely manner, which is more than some of the other students! His peer mentor, was very considerate of other class members, respectful of me, all while attending to him in a professional and kind manner!” (W.Gray. KC Instructor)



Challenge Industries

Who we are, what we do and where we are looking to expand

Challenge Services vrs Challenge Businesses

- They are not the same thing and operate under completely separate leadership structure within the agency.
- People who work for Challenge on the business side might also receive vocational support services from Challenge as well. But these are the same type of supported employment services they would receive working in any other business.
- Challenge employees may receive a wide variety of accommodations in their job. But these are granted under the same ADA regulations that disabled workers in any other business might be entitled to. Of course our agency is more familiar than many businesses with how to comply with ADA regulations and how to generally support employees with barriers.

What Are Challenge Services?

- We provide vocational services to individuals with disabilities and some other barriers to employment.
- Depending upon an individual's needs, we might provide them vocational services across their entire working life, from the start of their first job search, through each promotion or new job and straight up until retirement.
- We take a holistic view to the people we serve and the role work plays in their life—as a human service agency largely funded by Medicaid and the Department of Health, we recognize the importance of centering vocational services as a piece of overall social determinants of health and in order to promote success for our participants, we design our programming to promote other social determinants of health such as fitness, diet and stress management.

What do Challenge Services Look Like

- For people looking to enter the workforce, we might provide any of the following services: basic skill development and vocational interest assessments; facilitation and support for work assessments; instruction on workplace culture and employer expectations; assistance to write resumes and cover letters; support to practice interviewing and other necessary communications with potential employers; help conducting a job search; support during the interview process itself and throughout the on-boarding process when hired.

What do Challenge Services Look Like

- For many of our participants we continue to provide extensive services after they are hired, such as on-site job coaching, regular check-ins with supervisors and assistance to communicate with supervisors and co-workers. In some of the programs we operate, we can coach for a fairly extended period of time and return to coach as necessary, if performance starts to slip or new tasks need to be learned.
- We also work with long-term participants to continue exploring career interests, even once they have been hired. We encourage all of our long-term participants to do at least some research into this twice a year when reviewing and updating their service plans.

What to Know about Challenge if You are an Employer

- While our primary goal is to serve individual workers to reach their full potential as people, we also view ourselves as playing a significant role in supporting local workforce development.
- We work with people who have a very wide range of skills and abilities. Most employers with staffing needs could potentially benefit from consulting with myself or one of our job developers.
- Not everybody we work with is looking for a long-term job placement right now. Sometimes we need employers who can partner with us to host interns or workplace assessments. This can be a way for employers to develop a relationship with Challenge and learn more about what that could mean for their workforce.

Who Does Challenge Serve?

- To receive services from Challenge, a person does need to qualify for enrollment under one of our funded programs.
- Our primary funders right now are: the Office for People With Developmental Disabilities, the Office of Mental Health, ACCES VR and the Tompkins County Department of Social Services.
- If you think you know somebody who might qualify for our services, go ahead and refer them to Briggs Seekins, Director of Employment and Vocational Services, Challenge Industries, 607-272-8990, ext. 51145, Briggs.Seekins@aboutchallenge.org
- Even if they do not qualify for our services, I will know how to start the process or will know at least some other options they can look into.

What we are working on:

College Experience Program—we are aiming to develop a program with Ithaca College and either BOCES or an area school district. There are probably around a dozen programs like this across the State now and it is a slowly growing model around the country.

Return of/New and Improved Job Club—For the first time since COVID we will once again be doing in-person training for people enrolled in our DSS-funded Job Club.