



Westchester Institute  
for Human Development

<https://www.wihd.org>

***Welcome!***

**Community Support Network Transition Institute 2022**



Westchester Institute  
for Human Development

<https://www.wihd.org>

# *Inclusive Transition Partnerships*

*Wednesday, January 19, 2022 1pm*

**Mike Voron: Principal, Greenburgh Academy**

**Kristine Bunyea: Program Administrator, WCC**

**Jennifer Maryyanek: Transition Coordinator, Clark Academy**



Westchester Institute  
for Human Development

<https://www.wihd.org>

# Overview

The Greenburgh-North Castle UFSD is a NYS special act district serving students with emotional, learning and developmental disabilities. Within the district, there are four schools: Greenburgh Academy (Yonkers), Clark Academy (Dobbs Ferry), REACH Academy (Harrison) and Kaplan Academy (New Windsor). Students in the Greenburgh Academy, Clark Academy and REACH Academy require, and are provided with robust transition opportunities through School-based Enterprise programs, community-based internships and pre-vocational and vocational programming.



Westchester Institute  
for Human Development

<https://www.wihd.org>

# Overview

Westchester Community College, a NYS SUNY institution, houses both credit-bearing and non-credit-bearing programming. Non-credit-bearing programming is operated through the Division of Workforce Development and Community Education. The Division of Workforce Development and Community Education has a variety of classes. We are the largest Workforce Development and Community Education Program in the SUNY system. Classes are available:

- to prepare students for new careers
- to enable professionals to maintain and upgrade professional skills and meet and maintain licensure requirements
- to provide students with lifelong learning opportunities for pleasure or profit
- to help non-native English speakers prepare for college and/or employment

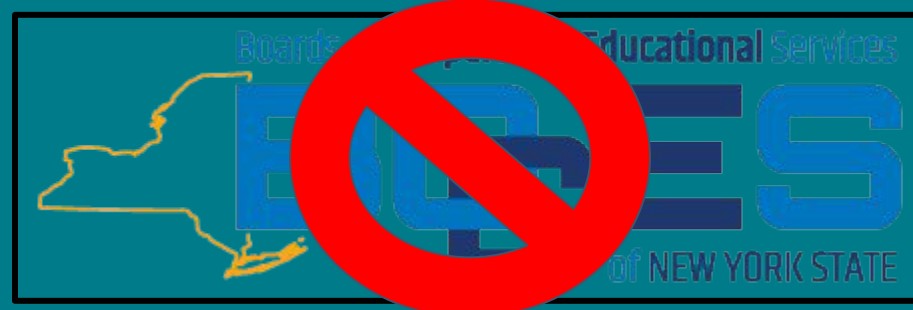


Westchester Institute  
for Human Development

<https://www.wihd.org>

# “The Problem”

Attending a special act school for all intents and purposes prohibits a student from also attending and accessing BOCES vocational programming. Special act schools, by design and regulation, are restrictive and do not necessarily have the human, financial or capital resources to support robust vocational training. Ironically, students attending special act schools require intensive vocation training so that they are able to have independence as they transition into adulthood.

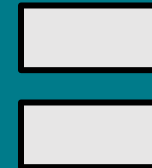




Westchester Institute  
for Human Development

<https://www.wihd.org>

# *The Partnership*





Westchester Institute  
for Human Development

<https://www.wihd.org>

# The Timeline



2014

## Pleasantville Lab School

Pleasantville Lab School is created as a partnership between the Pleasantville UFSD and Pace University



2016

## Pleasantville Lab School

Pleasantville Lab School relocates to Westchester Community College



2018

## Greenburgh-North Castle UFSD Partners with WCC

GNC UFSD partners with WCC to develop specialized Cisco Networking Academy program using previously established relationships



2020

## Greenburgh-North Castle UFSD continues partnership with WCC

DWDCE and GNC UFSD create Microsoft Office Certification, Home Health Aide and Certified Nursing Assistant programs



# The Contract

## Definition of the Project

This proposal describes a partnership between the Greenburgh-North Castle UFSD (GNC) and the Professional Development Center at Westchester Community College (PDC) to offer a pilot program to prepare the Greenburgh-North Castle UFSD participants with the skills required to seek entry-level employment.

To accomplish this goal, the training will consist of 15 weeks of Work Readiness training, with business technology woven throughout the program.

As it is expected that many participants will have some computer skills, a maximum cohort size of 12 is desirable for computer training to permit participants to ask questions and receive individual attention in class.

## Project Specifics

**Target Audience:**  
This initiative is designed for a target audience of participants in the Greenburgh-North Castle UFSD.

**Timing:**  
The delivery for the cohort group will begin on Monday, September 18, 2017. This first cohort will pilot this program. Additional cohort groups will follow with program adaptations gleaned from this pilot.

The Professional Development Center at Westchester Community College would coordinate the delivery of all the training associated with this project. Training will take place at the Westchester Community College Main Campus in Valhalla.

**Technical considerations:**  
Technology classes will be taught on the Windows platform.

**Faculty:**  
The courses will be delivered by Westchester Community College full or part-time faculty members who are content experts in computer and job readiness skills. During computer instruction, a lab technical assistant may be provided in the classroom to assist the students, and to solve any hardware or software issues that may arise.

## Project Description

All instructional design of the following components will be detailed and finalized during planning and program development by Westchester Community College in conjunction with the Greenburgh-North Castle UFSD Director of Transition Services. The course listed below span one semester will change as new technology emerges.

**Job Preparation/Work Readiness**  
The component consists of training that will include interests and strengths self-assessments; job search skills and online applications; resume, cover letter and thank you letter writing with Microsoft Word; interview training and practice; mock interviews with business professionals; and the continual use of Career Zone to create an employability portfolio.

## Roles and Responsibilities

The Professional Development Center will:

- Identify faculty and develop curriculum informed by any skills assessment data that is available.
- Schedule rooms, identify/procure required books or materials.
- Provide an in-class technical teaching assistant during the computer class sessions, if warranted, who will circulate among the students to provide assistance during instruction time.
- Deliver 37.5 hours of classroom instruction, as detailed in the project description, to seven (7) participants during the Fall 2017 semester.
- Receive approval for inclusion into this course by either a counselor from the WCC Office of Disabilities, the Coordinator of the Pleasantville Lab School, or both.

The Greenburgh-North Castle UFSD will:

- Return signed contract to The Professional Development Center, Westchester Community College.
- Identify suitable program participants per cohort.
- Ensure that payment for the program, materials and fees is received prior to the start of each session.
- Seek employment opportunities for program completers.
- Provide a point person with whom PDC can interface, and support staff for the students when necessary.

The Professional Development Center and the Pleasantville Laboratory School will collaborate to:

- Develop and sign contract.
- Review pilot cohort results and make changes as appropriate.
- Take other actions as needed.

## Fees

Fees for the Work Readiness program are as follows:

**Tuition:**  
Total for training for pilot program = \$3,150.  
WCC Fees = \$56.

*Books/materials are additional and listed below.*

**Books:**  
There are currently no books required for this program.

Total Pilot Program Cost: \$3,206.00

We look forward to working with you!

Prepared on September 14, 2017 by:  
Kristine Bunyea  
Program Administrator  
Professional Development Center  
Westchester Community College  
914-606-7904 [kristine.bunyea@sunywcc.edu](mailto:kristine.bunyea@sunywcc.edu)

## Professional Development Center Program Contract

**Organization:** Greenburgh-North Castle UFSD **Today's Date:**  
September 14, 2017

**Contact Person:** Mike Voron  
**Phone:** 914-231-8620 x2705

**Services to Be Provided:** Work Readiness Pilot Course  
(see attached schedule)

**Dates / Times:** September 18-December 22 (with one additional date TBD)  
Mondays, 1:00pm-3:45pm

**Faculty:** Barbara Loizeaux  
**Location:** Westchester Community College, Valhalla Campus

**Client will provide:** Participant information, including name and date of birth  
(see attached enrollment form)

**Fee:** TOTAL: \$3,206

<b>Proposed By:</b>	Kristine Bunyea	
<b>Title:</b>	Program Administrator	<b>Date:</b> 09/14/17
<b>Signature:</b>	_____	_____
<b>Accepted By:</b>	_____	_____
<b>Title:</b>	_____	<b>Date:</b> _____
<b>Signature:</b>	_____	_____

**Please sign and return to:**  
Kristine Bunyea  
Professional Development Center  
Westchester Community College  
75 Grasslands Road, CITY-338  
Valhalla, NY 10595  
(914) 606-7904 • [Kristine.Bunyea@sunywcc.edu](mailto:Kristine.Bunyea@sunywcc.edu)





Westchester Institute  
for Human Development

<https://www.wihd.org>

# *The Players*

<b>Westchester Community College</b>	<b>GNC UFSD</b>
<ul style="list-style-type: none"><li>- Teresita B. Wisell, Vice-President, WDCE</li><li>- Kristine Bunyea, Program Administrator, WDCE</li><li>- Professor Addanki</li><li>- Professor Bart</li><li>- Professor Flynn-Capalbo</li></ul>	<ul style="list-style-type: none"><li>- Michael Voron, Principal, Greenburgh Academy</li><li>- Jennifer Maryyanak, Transition Coordinator, Clark Academy</li><li>- 20 students, ages 17-21, with learning, emotional and developmental disabilities</li></ul>



# Westchester Institute for Human Development

<https://www.wihd.org>

# The Programs

## Technology

### Microsoft Word 2019 & 365

#### Course Syllabus

##### Instructor: Nalin K Addanki

**Course Description:**  
Certified by Microsoft, Microsoft Word 2019 & 365 covers key Word skills, from introductory through advanced, and meets all course objectives to prepare students to take the Microsoft Office Specialist (MOS) Associate (Formerly Core) and Expert exams for this subject matter. Among others, introductory topics in Unit/Level 1 include: creating and saving documents; printing documents; creating tables; inserting shapes and pictures; applying styles; inserting comments; using Track Changes; executing a mail merge; and generating envelopes and labels. Intermediate topics in Unit/Level 2 include: formatting with styles and creating a table of contents and an index. Advanced topics in Unit/Level 3 include: securing documents; creating and naming macros; and converting documents to web pages.

**Class Meetings:**  
We will have 20 class meetings from 10/12/21 to 02/10/22. The class meets from 12 PM to 2 PM, on Tuesdays and Thursdays in WPETC Computer Lab.

#### Course Objectives:

By the end of this course, you will be able to:

##### Unit/Level 1

- Enter, select, and edit text
- Create and format tables
- Format text and apply styles
- Add footnotes and endnotes
- Insert citations and a bibliography
- Incorporate captions and a table of figures
- Insert comments and use Track Changes
- Add pictures, text boxes, WordArt, shapes, SmartArt, and special effects to a document
- Perform a mail merge and deal with problems

##### Unit/Level 2

- Create personalized color and font sets
- Add Quick Parts and Building Blocks
- Create and use personal templates
- Create and manage custom styles and themes
- Customise bullets and numbering
- Create a table of contents and index
- Track year changes to a document
- Send emails from Word
- Compare documents with no tracked changes

##### Unit/Level 3

- Secure documents with passwords and digital signatures
- Create and use custom forms and macros
- Create PowerPoint presentations from outlines
- Convert Word documents to web pages
- Much, much more!

**Please note:** This textbook is not compatible with Macs or Chromebooks. It covers the PC version of the software and not the Mac version, which may be associated with different screens and procedures.

##### Course Text:

- Title: Microsoft Word 2019 & 365: Comprehensive
- Author: Ben Loford
- Publisher: Labyrinth Learning

##### Work Standards:

- Please arrive on time for each class meeting.
- The second class meeting will begin with a review of topics covered during the first day.
- The goal is to complete certification at the end of the course.
- Follow the ground rules of the course.

##### Ground Rules:

- **Two Minute Rule:** When you work at the computer, don't struggle with a task that is not working for more than two minutes before asking for help.
- **NOG Rule:** There are no dumb questions in our classroom. All questions are welcome.
- **Interruption Rule:** Interruptions are welcome. Feel free to raise your hand to ask a question at any time.

##### Evaluation:

Your performance in this course is evaluated on your performance in exercises with the following skills:

- Introductory Skills: 33%
- Intermediate Skills: 33%
- Advanced Skills: 33%

A final exam will be given on 02/03/22.

##### Contact Information

### Fall 2021 - Career Readiness and Communications for Business Syllabus

#### Workforce Development

Instructor: Lisa Bart

IT - Class Hours Monday 12:00 - 2:00 Room GTW-209

Health Care - Class Hours Wednesdays 12:00 - 2:00 Room GTW-203

E-Mail - [lisa.bart@sunywcc.edu](mailto:lisa.bart@sunywcc.edu)

#### Description:

This course will provide an inside look into the skills needed to be successful in college and the workplace. Students will assess their skill sets, interests and objectives for planning their career or post-high school education, learn how to communicate effectively and prepare for the interview/job search process.

#### Objectives:

1. Learn about ourselves and where we feel a spark...how to focus on that, build confidence and apply that spark to any future experience in a classroom or on a job.
2. Understand all of the various degree plans offered at WCC.
3. Assess skills sets(hard and soft skills), objectives and values for future career/academic planning and exploration.
4. Review the various career planning resources and job search vehicles. (Career Coach, Indeed, LinkedIn and more)
5. Develop our pitch/mission statements
6. Interview preparation throughout the course
7. Strong focus on the various forms of professional communication including: Interpersonal and verbal and non-verbal communication, building a resume, writing emails, thank you letters.

#### Topics:

- \*Understanding skill sets
- \*Resume and Letter Writing
- \*College Readiness
- \*Professional Communication
- \*Interview Prep
- \*Team Building
- \*Career Exploration
- \*Job Readiness
- \*Values and Interests

#### Attendance:

Showing up each class on time and ready to participate. If you have any circumstance where you will be unable to attend please email or speak with your instructor in advance.

[Lisa.bart@sunywcc.edu](mailto:Lisa.bart@sunywcc.edu)

#### Classroom expectations:

Please come to class engaged and ready. Minimize distractions like cell phones to be respectful to the class, the instructor and yourselves. Snacks and water will be allowed when you first arrive and on break. Not during classroom time.

#### Suggestions for success:

Coming to class with an open mind will put you in the position to listen, learn, grow and utilize the many resources available to transition into next steps in college or the workplace. It will also show respect for yourself and the class, which is a key component to success after high school.

## Pre-Med

### WESTCHESTER COMMUNITY COLLEGE

#### Course Information

**Course Title:** Healthcare Role of the Home Health Aide

**Term:** October 2021 to February 2022

**Location:** White Plains Training and Education Center (WPETC)

303 Quarropas Street, White Plains, NY 10601 (914)-606-7550

Room: 1

**Class Meeting Days/Times:** Tuesday and Thursday, 12 noon to 2pm

#### Instructor Information

**Instructor Name:** Deborah Flynn-Capalbo LPN, MS, CASAC-L, CRC

**Email:** [df17@sunywcc.edu](mailto:df17@sunywcc.edu)

#### Required Books:

Providing Home Care  
A Textbook for Home Health Aides  
Hartman Publishing, Sixth Edition

#### Workbook

Providing Home Care  
A Textbook for Home Health Aides, Sixth Edition

#### Materials Needed:

1.5-inch Binder  
Pen and Highlighter  
Notebook

DATE	TOPICS	HOMEWORK
Tuesday, 10/12/21	Introductions; Overview of the course; What is an HHA? Importance of the HHA; TA	No homework- students did not receive books.
Thursday, 10/14/21	Homecare and Health Systems; Changes in Healthcare and increased need for HHA's	1-page, double spaced paper, "Why I want to be an HHA" Due Tuesday, 10/19/21 Please bring to class.
Tuesday, 10/19/21	The Role of an HHA.	Chapter 2, read pages 9-12 and pages 20-21. <b>Handout by Instructor if book has not arrived.</b>
Thursday, 10/21/21	Human Development.	Read pages 171-175. <b>Handout by Instructor if book has not arrived.</b>
Tuesday, 10/26/21	Theories of Basic Human Needs. Physical, Psychological, and Social needs of the Patient	Read pages 101-102.
Thursday, 10/28/21	Diversity; Communication; Interpersonal Skills.	Read pages 46-49; pages 102-103; pages 279-280. Read pages 33-50.
Tuesday, 11/2/21	Family Situations in which Children need an HHA.	Read pages 305-306; pages 310-313; page 322; pages 336-339.
Thursday, 11/4/21	Problems that affect the family and how children react; How an HHA can work with the children.	Read pages 171-174; pages 336-339. Pages 105-107.
Tuesday, 11/9/21	NO CLASS- Please have students read assignment in Homework column on the right.....	Read page 339 and page 173. Handouts to read will be given out by instructor also.
Thursday, 11/11/21	Child Abuse and Neglect.	Read page 339 and page 173.



Westchester Institute  
for Human Development

<https://www.wihd.org>

# The Students and The Staff

## Student Spotlight - Mohammad Islam



### Bio:

Mohammad, the expected valedictorian at Clark Academy, has participated in the Westchester Community College/Greenburgh North Castle partnership program for two years. Last year, he received his A+ certification in IT from Cisco. This year he plans to receive his Home Health Aide certification through the WCC/GNC Pre-Med program.

### What he'd like you to know:

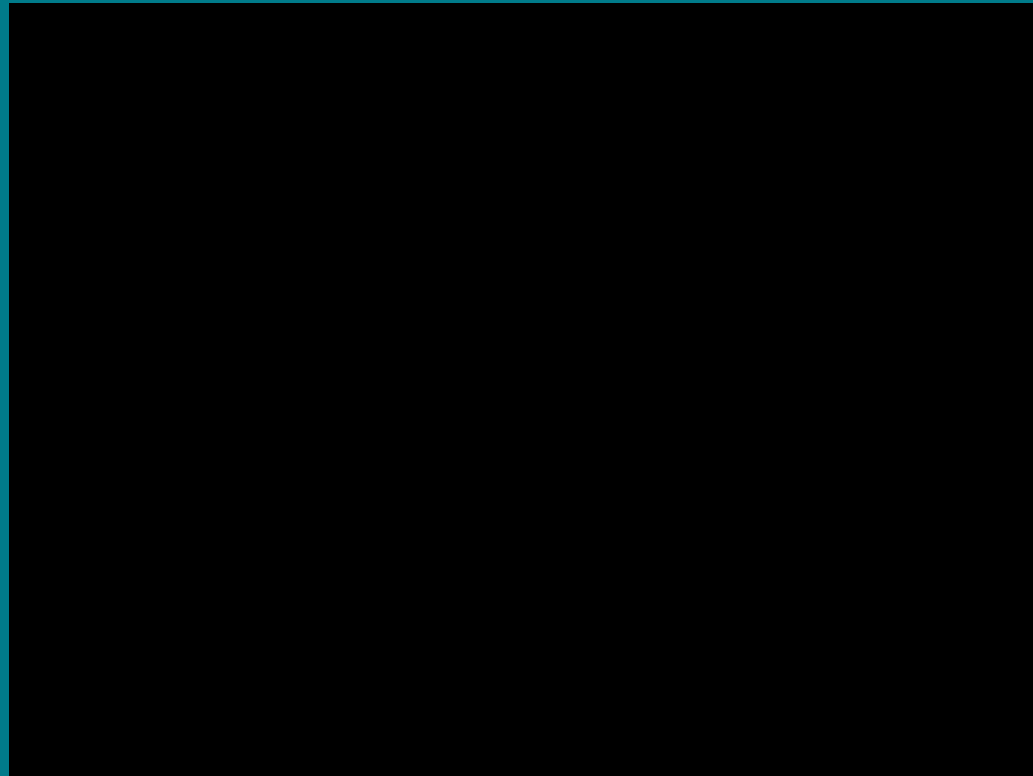
Mohammad wanted us to mention the misconceptions about our schools. "People get the wrong idea about special education. Special Education can include people with behavioral issues, drug addiction or mental illness. It does not mean we are stupid. Some of the brightest students can be special ed. No one should judge us or put us into categories unless they've met us themselves."

### Interview:

How does participating in the program make you feel about your future?  
The program gives you a better outlook on the college experience. I get to see college first hand at an early age. I was able to determine if college was right for me.

Is being on a college campus interesting? intimidating? Inspiring?  
Not intimidating at all. You get to experience college life and a college campus. My parents never went to college, so they wouldn't be able to show me these things. I definitely find it interesting and inspiring.

How do you plan on using this experience in your future?  
I am planning to attend college in the fall and I feel less anxious, because I am in the program.





Westchester Institute  
for Human Development

<https://www.wihd.org>

# *The Students and The Staff*





Westchester Institute  
for Human Development

<https://www.wihd.org>

# *The Presenters*

<b>Mike Voron</b>	<b>mvoron@gncufsd.org</b>	<b>914-476-1938</b>
<b>Kristine Bunyea</b>	<b>kristine.bunyea@sunywcc.edu</b>	<b>914-606-7904</b>
<b>Jennifer Maryyanek</b>	<b>jmaryyanek@gncufsd.org</b>	<b>914-231-8620</b>