

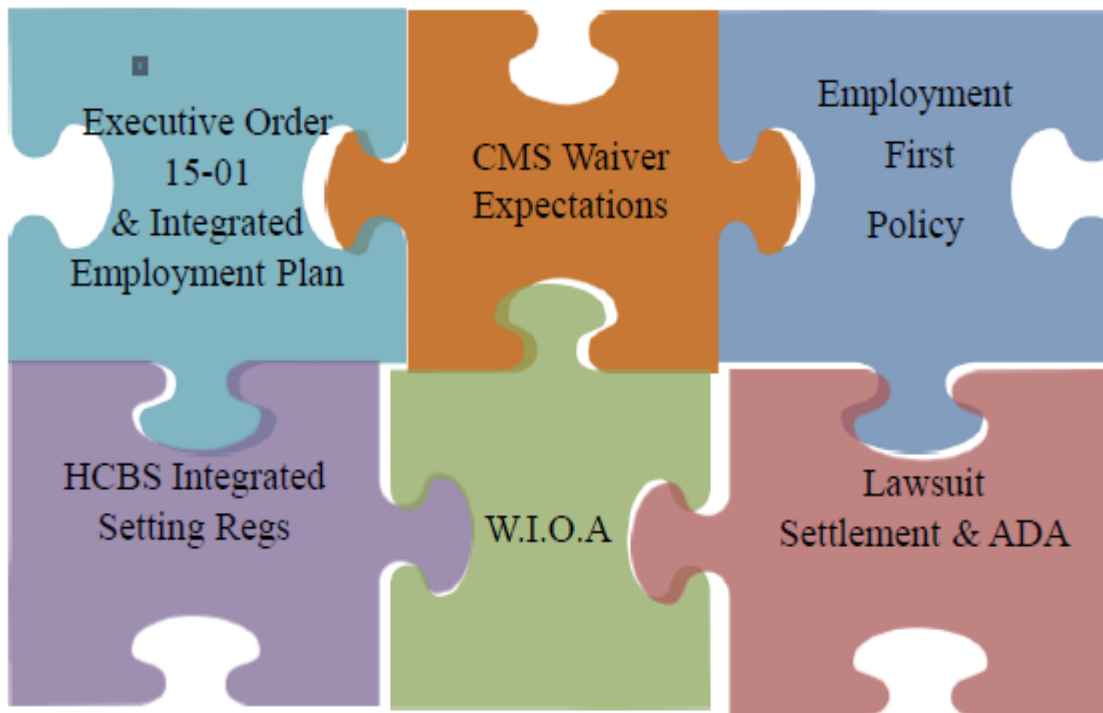
# Transitional Services

Quarterly Training for Newly Qualified Providers

# Workforce Investment and Opportunities Act (WIOA)



# Overview of changes impacting employment and day services



# Background

- \* WIOA Signed into law on July 22, 2014
- \* Effective Dates Vary
  - \* Title IV (VR and Supported Employment) became effective upon enactment
  - \* Most other sections effective July 1, 2015
  - \* Effective for 6 years (through 2020)
- \* Implementation began in Connecticut on July 22, 2016

# WIOA –It’s the law!



- \* Workforce Innovation and Opportunity Act (WIOA)  
<http://www.doleta.gov/WIOA>
  - \* Signed into law on July 22, 2014
  - \* Full Implementation effective July 22, 2016

## Intent

- \* “...Advance services to job seekers and employers...”
- \* “Helps employers find workers with necessary skills.”
- \* “Improves services to individuals with disabilities.”

# Core Programs

- \* Amends/reauthorizes 4 programs
  1. Workforce Investment Act of 1998
  2. Adult Education and Family Literacy Act
  3. Wagner-Peyser Act of 1933
  4. Rehabilitation Act of 1973

# Goal: Competitive Employment

- \* Full or part-time work at minimum wage or above
- \* Wages and benefits similar to those without disabilities performing same work
- \* Fully integrated with co-workers without disabilities
- \* Strong focus on youth age 16-24

# Who WIOA Impacts

- \* Vocational Rehabilitation
- \* Department of Education
- \* State Agencies
- \* 14(c) Private Providers
  
- \* One Stop Centers
- \* Workforce Development Boards
- \* Employers
  
- \* Post-Secondary Education
- \* Adult Education
- \* Libraries
- \* Independent Living Centers

People  
with  
Disabilities  
(\*Youth Age 16-24)  
Families



Jobs and Money



# Overall Changes

1. **Alignment:** Unified State Plan (ODEP grant)
2. **Performance Measures:**
  - \* **Common Data System:** Across four core systems-Education, Vocational Rehabilitation, Workforce Development, Adult Service Agencies
  - \* **Adult Measures:** Unsubsidized employment; earnings; secondary diploma or recognized postsecondary credential; measurable skills gains toward a credential or employment; and business engagement.
  - \* **Youth Measures:** Education or training activities or unsubsidized employment; earnings; secondary diploma or recognized postsecondary credential; measurable skills gains toward a credential or employment; and business engagement.

# How WIOA Impacts Transition

- \* A much larger role for VR (Level UP)
- \* Limits use of sub-minimum wages and pre-vocational services
- \* New definitions of competitive employment, supported employment, customized employment-resulting in new service descriptions at DDS



# DDS Impact: Modify day services

## Current Employment/Day Services

- Supported Employment (ISE, GSE)
- Prevocational Services (Sheltered Workshops)
- Individualized Supports (IDV, IDN)
- Day supports Option (DSO)

## Proposed Changes

- New Supported Employment Definition/Rules (CISE)
- New Transitional Services- Time Limited
- GSE New Definition, New-Time Limited, Minimum Wage Impact?
- DSO- \*Access restrictions
- IDV, IDN- WIOA application

# Step #1: By July 22, 2016



Grandfather as many grads into existing GSE and other sub-minimum wage services as possible, prior to July 22, 2016

# 2017 Grad Paths

Competitive  
IDV  
ID



No Change \*Unless they want to move to a job that pays sub-minimum wage, must have DORS assessment before this can occur

ISE



**\*Person should go to DORS to get assessed**

GSE



**\*Person should be referred to new Transitional Services**

DSO



For people with most significant need- LON 6, 7, 8 \*If a person wants to move to a job that pays sub-minimum wage, must have DORS assessment before this can occur

# Step #1A: New Transitional Services

All current  
GSE/ISE  
providers will  
be allowed to  
bill for Time  
Limited  
Transitional  
Services  
effective  
7.1.2016.

## DDS Employment and Day Services

### Transitional Services - Interim Description

June 2016

#### Note

The interim description presented below is for new Department of Developmental Services (DDS) day/employment support option, created in response to the federal requirements of the Workforce Innovation and Opportunities Act (WIOA). In addition to this service, DDS will continue to offer:

- Day Support Options (DSO)
- Group Supported Employment (GSE)
  - o At sub-minimum wage for individuals enrolled before July 22<sup>nd</sup>, 2016 or individuals with completed DDS assessments
  - o At minimum wage or above
- Individual Day
- Individual Supported Employment
- Senior Supports
- Sheltered Workshops (no new admissions, currently being phased out)

The categorization of these support options may be revisited as DDS continues to refine our menu of day/employment options.

Service Name: Transitional Services

#### Service Features

1. Transitional services results in competitive, integrated employment in the community.
2. Services occur in the community.
3. Services are expected to occur over a defined period of time, i.e., are not intended to be a long-term support.
4. Individuals have employment goals in their IP.

#### Activities


- Internships
- Career exploration
  - Touring businesses
  - Job shadowing
  - Informational interviews
- Job-seeking skills and strategies
  - Using local job centers, libraries

- Engaging employers and their human resources staff to practice interviewing, writing job applications, and preparing a resume
- Technical and community college courses
- Financial management-Learning money skills by shopping in the community, opening a bank account and managing a budget
- Health and fitness activities that help impact better employment outcomes

#### Rates

- New rates will be issued
- Rates will be comparable to current GSE/DSO rates

\* Transitional services MUST be community-based. All transitional services MUST be time limited.\*



New Transitional  
Service  
Trainings

# Step #2 (July–August, 2016): Competitive Wage Path/Access to Subminimum Wage Services

## DORS Assessment



**Prior to participation in services that pay sub-minimum wages, ALL individuals** must have documentation that shows:

- Participation in Level-Up Services under IDEA
- Applied to VR and found ineligible
- Eligible for VR but not successful and has been provided career counseling; Information and Referral to other resources

# Step3 (September, 2016-June, 2017): Level Up

**Goal:**  
2018 Grads On  
Track to  
Complete  
Employment  
Assessment  
Prior to  
Graduation

## DORS Level Up provides a full range of services:

- Vocational counseling that helps students connect with jobs based on their interests and abilities
- Job search tools, from resume writing and interviewing skills to Informational Interviews and Job shadow experiences
- On-the-job and hands-on work experience
- Assistive technology services such as adaptive equipment for mobility, communication and work activities
- School-to-work services that support success along the way such as self-advocacy, peer mentoring and workplace readiness training
- Access to benefits counseling to advise students and families on how employment impacts benefits
- Ongoing support and access to additional resources beyond the school year

## Say hello to DORS Level Up

Call 1.866.844.1903  
or visit [www.ct.gov/dors](http://www.ct.gov/dors)



DORS Level Up is a program administered and supported by the Department of Rehabilitation Services, which is the State agency responsible for administering 13 distinct and two Vocational Rehabilitation (VR) programs. The Department houses four Bureaus that administer and support these programs: the Bureau of Rehabilitation Services, the Bureau of Education and Services for the Blind, the Bureau of Disability Determination Services and the Bureau of Organizational Support.

March 2016 Pub #16-01





# Progress Reports

Barriers



Employment Goals

Career Counseling

Self Advocacy

# Ongoing: Creativity Required

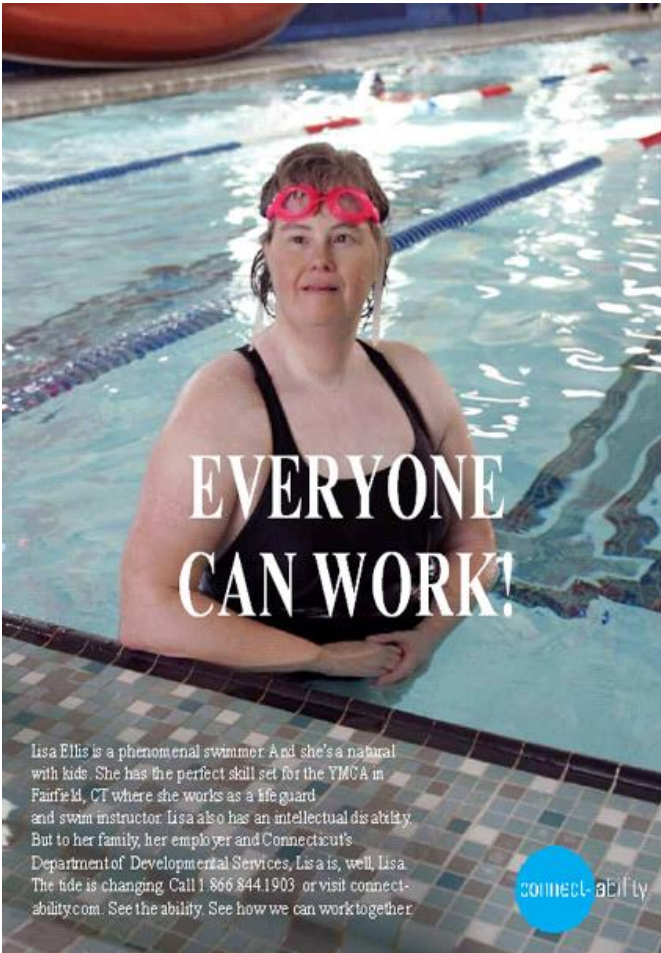


# Roles and Responsibilities

How can WE work together to provide the best transition services to youth with disabilities while helping prepare them to succeed in the labor market?



# Engaging Families



EVERYONE  
CAN WORK!

Lisa Ellis is a phenomenal swimmer. And she's a natural with kids. She has the perfect skill set for the YMCA in Fairfield, CT where she works as a lifeguard and swim instructor. Lisa also has an intellectual disability. But to her family, her employer and Connecticut's Department of Developmental Services, Lisa is, well, Lisa. The tide is changing. Call 1 866 844 1903 or visit [connect-ability.com](http://connect-ability.com). See the ability. See how we can work together.

connect-ability

## T-TAP

Training and Technical Assistance for Providers

Virginia Commonwealth University & The Institute for Community Inclusion University of Massachusetts Boston June, 2004

### Q & A on Customized Employment: Addressing Parental Concerns

"To Work or Not to Work" ... that is a question being asked by many individuals with disabilities and their family members as they begin to think about going to work in their local communities. This fact sheet addresses frequently asked questions by family members and provides answers to dispel the concerns. After reading this, it is hoped that family members will agree that the answer to the question: "To Work or Not to Work" is "To Work!"



I have been told that my son/daughter is not ready to work in the community.



Customized employment eliminates the need for a person to "get ready" to work. If your son/daughter wants to go to work, then it is time for him/her to go. A key aspect to customizing employment is finding work that matches your son's/daughter's interests and skills. Using this approach, a personal agent or employment specialist works closely with a job seeker to negotiate a specific position that uses the person's talents to match the needs of a business. The goal is not just to locate any job, but a job specifically negotiated that capitalizes on your son's/daughter's interests and abilities.



But, my son/daughter does not have the skills to meet the demands of a real job and needs training.



Many people with significant disabilities do not transfer skills learned in one setting such as a workshop to another such as a community business. One of the reasons is that it is difficult to simulate the features of a job in a setting that does not have coworkers and the demands of a real workplace. For instance, your son/daughter may be in a training program to learn how to work in an office. The participants in the program take turns completing tasks such as sorting mail, delivering messages, and folding letters and stuffing envelopes. However, typically position descriptions change from business to business. The way that one office prepares and delivers mail can be very different from another. The time spent learning the task in the training program would be better spent in the actual workplace where your son/daughter is employed.



The Office of Disability Employment Policy  
U.S. Department of Labor



Virginia Commonwealth University



Institute for Community Inclusion at the University of Massachusetts, Boston

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T-TAP is funded by the Department of Labor (DOL), Office of Disability Employment Policy (ODEP) cooperative agreement # E 5-2-0217. The contents of this product do not necessarily represent the interpretations or opinions of DOL, Virginia Commonwealth University, is an equal opportunity affirmative action institution providing access to education and employment without regard to age, race, color, national origin, gender, religion, sexual orientation, veteran's status, political affiliation, or disability. Privacy Policy. If special accommodations or language translation are needed contact Katherine Inge at [kinge@atlas.vcu.edu](mailto:kinge@atlas.vcu.edu) or voice (804) 528 - 1821 | TTY (804) 528 - 2286.

Transition Services is a time limited, community-based, vocational service.

It focuses on:

- \* providing career discovery and exploration
- \* skill development
- \* and self-advocacy

that lead to competitive employment

# Time Limited:

## 3 Years



# Time Limited

- \* No more than 3 Years
- \* 1 6 month extension can be granted by Regional Director or Designee in the case of someone needing short time to successfully transition out of Transition services into employment.
- \* After 3 year period individual will need to seek another Transition Service provider if they are still in need of that service.

# Services in the Community: Goal 100%



Where people can spend their time:

Employment exploration sites

Adult Education Sites and Post-Secondary Schools

Workforce Centers

Libraries

Health Clubs

Banks

Networking Sites



# Community Based

- \* What Business Partnerships have been developed?
- \* Apprenticeships/Internships
- \* Colleges/Library/Technical School involvement and collaboration?
- \* *Education*
  - \* *attending technical and community college educational activities*
  - \* *skills building classes leading to employment*
  - \* *financial management*
  - \* *participation in community activities to promote networking*
  - \* *community-based networking activities*
  - \* *health and fitness activities that help impact better employment outcomes*

# Career Discovery

- ✓ Path A: working in integrated employment;
  - ✓ Path B: Not working in integrated employment, but interested in exploring it;
  - ✓ Path C: Not working in integrated employment, unsure about pursuing or exploring it; and
  - ✓ Path D: Do not want to work in integrated employment now.
- Begin with a positive assumption – that the person wants individual, integrated employment – and start process with Paths B & C in the Employment Discussion Guide, even for people who initially might be inclined to select Path D.
  - Even when a person has selected Path D, it is important to keep in mind that it is never too late for a person to change their mind.

*All waiver-funded employment services have the expected and optimal outcome of individual, integrated employment at or above minimum wage – including Path to Employment Services and Small Group Employment.*

*~Source: [CMS Informational Bulletin, September 16, 2011](#) See also [Oregon Administrative Rule 411-345-0025\(4\)](#) regulating ODDS-funded Employment Services.*

**Discovery:** to gain insight or knowledge of something previously unseen or unknown; to notice or realize; to make known, reveal, disclose



DISCOVERY

Assessment

D



RY

## Help Wanted Ad

Company looking for individual with developmental disabilities, autism and history of aggressive behaviors. Extensive history of hospitalization preferred. Drug problems and delusional behaviors OK. Supportive co-workers. Call for an application



- Discovery provides in a non-traditional common sense form, the information needed to determine the **strengths, needs, and interests** of any person with complex life issues.
- This is accomplished by simply asking the question, **"Who is this person?"**

## Discovery Is.....

- A process that involves getting to know people, or helping them get to know themselves before we help them plan
- Spending time with individuals, instead of time testing or evaluating them, as a means of finding out who they are**
- The best way to find out the best that people have to offer
- A common-sense strategy to determine complexities and preferences

D

iNSiGHT



## Discovery is and is not

- ... is an alternative way to learn about a person, to focus on what **environments** the person performs best, what **peaks their interest** throughout the day, and what **tasks they offer** or learn to offer
- ...is **not an assessment process** that relies on comparative data; test scores; readiness criteria; prerequisites; training in simulated environments
- **No one fails Discovery**; no grades or scoring; no labels; **no judgments** about the individual or the family

# DISCOVERY



A picture  
is worth  
a thousand words.

Video Resumes

Where  
is this person  
most likely  
to experience  
joy  
and  
success?

# Barriers-Skill Development

Appearance, Attendance,  
Cooperation, Endurance/Stamina,  
Knowledge of Work, Initiative,  
Judgment, Productivity/Quantity  
of Work, Task Completion (Briefly  
describe tasks and quality of work  
performed), Other



# Employment Goals: Examples



- will identify why people are paid for working.
- will identify why some jobs are better than others.
- will identify personal needs that must be met through wages.
- will explain deductions found on a paycheck stub.

- will identify and relate personal strengths and interests to careers.
- will rank his/her strongest values, interests and skills that relate to work.
- will describe how personal values, interests, and skills can affect work.
- will describe how personal values, interests, and skills can be affected by work.
- will list possible careers that relate to his/her strongest values, interests and skills.
- will select and explain \_\_\_ careers that match personal values/interests/skills.
- will identify occupations that do not match personal strengths.

<http://thegoalbank.com/index1main/index1/vocational.html>



# Career Counseling

Employment direction or advice that leads to competitive employment.

\*Direction or advice cannot be a recommendation to continue in current service



## Internships:

### DOL Releases New Fact Sheet On Unpaid Internships by [Alexander Hamilton Institute](#) on May 18, 2010 in [Human Resources, Office Management](#)

- \* Fearful that employers are taking advantage of students, the U.S. Department of Labor (DOL) released a new fact sheet designed to help employers determine whether interns must be paid minimum wage and overtime under the Fair Labor Standards Act ([FLSA](#)) for the services that they provide to for-profit, private-sector employers.
- \* Under the FLSA, individuals who are "suffered or permitted" to work must be compensated for the services they perform. The DOL most often views internships in the for-profit private sector as compensable employment, unless participants qualify as trainees, and not employees.
- \* To determine whether an individual is a trainee, employers need to assess each situation according to a six-factor test, developed by the DOL. Each factor must be satisfied in order for a for-profit, private-sector employer to legally offer an individual an unpaid internship.

## Internships Continued: Six Factor Test

**Factor #1:** The internship is similar to training that would be given in an educational environment, even though it includes the actual operation in the facilities of the employer.

**Factor #2:** The internship experience is for the benefit of the intern.

**Factor #3:** The intern does not displace regular employees, but works under close supervision of existing staff.

**Factor #4:** The employer that provides the training derives no immediate advantage from the activities of the intern, and, on occasion, its operations may actually be impeded.

**Factor #5:** The intern is not necessarily entitled to a job at the conclusion of the internship.

**Factor #6:** The employer and the intern understand that the intern is not entitled to wages for the time spent in the internship.

## Internships Continued: **Opportunities**

- \* **Workability: Statewide Credit Union Internship**
- \* **Project Search: UCONN Health Center**
- \* **The Kitchen at Billings Forge: Culinary and Restaurant Service**

# Career Exploration



**Touring businesses**  
**Job Shadowing**  
**Informational Interviews**

# Touring A Business



**Business Networking:** Target your audience.  
Demonstrate area expertise.

**CTBLN:** CT Business Leadership Network

**CT Workforce Development Boards:** Contribute!

**Walgreen's Distribution Center:** Scheduled Events

# Job Shadowing



Good  
advice!

## Examples:

**Take Your Relative to Work Day:** April

**Disability Mentoring Day:** October

- \* First, ask your family, friends, and neighbors if they know anyone working in the career field you want to shadow.
- \* Second, research organizations that employ people in the career field you want to shadow.
- \* Third, contact the people from your network and/or organizations to request a shadow experience. You can achieve this task by phone or letter/email.
- \* Fourth, after you have received confirmation of your job shadow request, contact the person you are shadowing and reconfirm the date and time of your shadow — as well as the exact address and location.
- \* Send a thank you note following the job shadowing experience!

# Self Advocacy

- \* How is your design fostering Self Advocacy?
- \* Self-Advocacy Speakers/Trainers
- \* Social Skills Training Activities



# Informed Choice and Employment Conversations

**Informed choice** requires hands-on experiences that have been tailored to the person.

## Employment Goals for All:

Path A: Working on employment .....

Path B: Interested in employment .....

Path C: Unsure about employment.....

Path D: Not interested in employment.....

Career Goals

Exploration Goals

Overcoming Barrier  
Goals

Strategies for  
Identifying  
Barriers/Employment  
Conversation

\*Exceptions- No employment goals for those in retirement

# Self Advocacy

## Communicating Essential Information

**Life Trajectory Worksheet**

**Good Life Experiences**  
LIST good life experiences and events that supported your vision for a good life.

**Future Life Experiences**  
LIST current/future life experiences that continue supporting your good life vision.

**Write current age in the STAR**

**What I DON'T Want**  
LIST the things you don't want to your life...

**What I DO Want**  
LIST what you want your "good life" to look like...

**Integrated Services and Supports**  
Provide needed supports to lead good lives. Using a combination of bits of different kinds of support helps to plot a trajectory toward an inclusive, usable, community life. This tool will help families and individuals think about how to work in partnership to support their vision for a good life.

**TECHNOLOGY** **PERSONAL SERVICES & AIDES** **POSTAL/MAIL SERVICES**

**COMMUNITY BASED** **ESSENTIAL SERVICES**

**ONE-PAGE PROFILE**

What goes to DAD & where resources

Where Supported by ME

How to Best Support ME

MISSOURI FAMILY TO FAMILY | U9682-110, UCEDD | OCTOBER 2018

# Self-Advocacy

## Goal Example:

To provide \_\_\_\_\_ basic knowledge of self-advocacy skills needed to be successful in an employment setting.

## OBJECTIVE(S):

- To define self-advocacy.
- To identify the reasons for learning self-advocacy skills.
- To identify the skills needed to be a self-advocate at work.
- To list activities where self-advocacy skills can be used.
- To describe an example of a self-advocacy program.
- To explain the relationship between leadership and self-advocacy.
- To successfully self-advocate at IP meetings, or in other activities where decision-making occurs
- To participate in a self-advocacy group
- To teach peers to be an effective self-advocate

Advocates' Corner  
Department of Developmental Services

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TRANSPORTATION  
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DDS SAFETY NET  
LEISURE RESOURCES  
RESOURCES  
COMMITTEES  
EMERGENCY PREPAREDNESS  
PARENTS WITH INTELLECTUAL DISABILITIES

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CALENDAR

DDS  
Department of Developmental Services

Welcome to Advocates' Corner!

WE ARE PEOPLE. CALL ME BY MY NAME. Please stop using these words.

Living the Mission

DDS Informational Videos

SUCCESS STORIES

What's New  
Wednesday, July 06, 2016  
**Notice of Public Hearing and Request for Public Comment Regarding Connecticut's Protection and Advocacy System for Persons with Disabilities**  
Public Act 16-66 requires Governor Malloy, no later than July 1, 2017, to designate a nonprofit entity to be Connecticut's Protection and Advocacy (PBA) system that will replace the Office of Protection and Advocacy for Persons with Disabilities, which will be abolished by law on July 1,

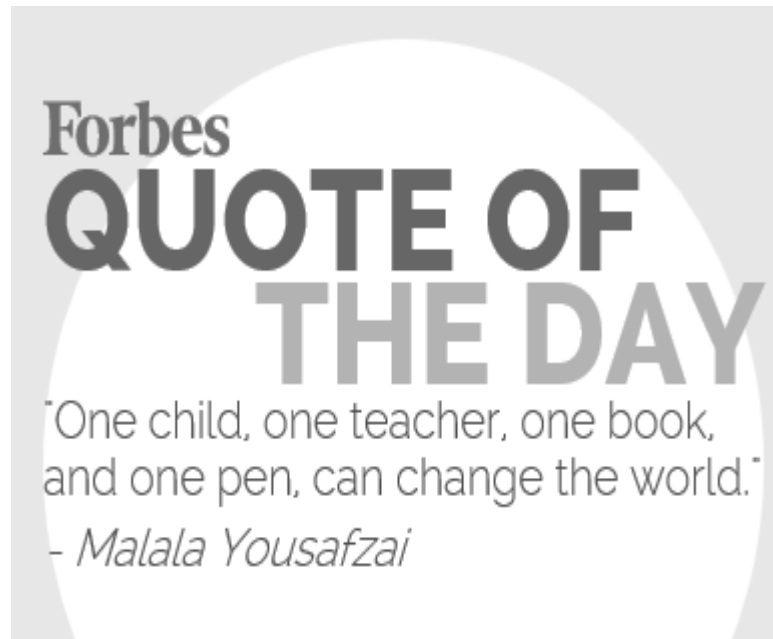


# Rates:

Follows same  
LON Rate structure  
as DSO and GSE



# Informational Interviews



**What will make the informational interview a Win-Win?**

# Job Seeking Strategies



J C  
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**Career Assessments**  
**Finding Jobs**  
**Resumes (Online, Video, Paper)**  
**Applications**  
**Interviews**  
**Education/Training**

Job Seeking Strategies

## Libraries



77.5% of libraries help people create resumes

84.1% of libraries report that providing employment services is important to their communities

92.2% of libraries help people access online job resources

76.0% of libraries help people apply for jobs online

### Literacy Reading Programs

<http://www.ala.org/offices/literacy-all-adult-literacy-your-library-successful-and-replicable-library-literacy-programs>

### Computer Literacy Programs

Computer/Internet instruction, offered by 56 percent of all public library outlets, is the most frequently offered type of adult lifelong learning program

# Acceptable Agency-Based Activities

- \* Business Speakers
- \* Benefits Specialists
- \* Career Competitions – Show what you know about....
- \* Employment Videos
- \* Online Computer Courses
- \* Peer Mentor Job Clubs
- \* Self Advocacy Speakers
- \* Try Out Assistive Technology
- \* Video resumes



# Job Seeking Strategies

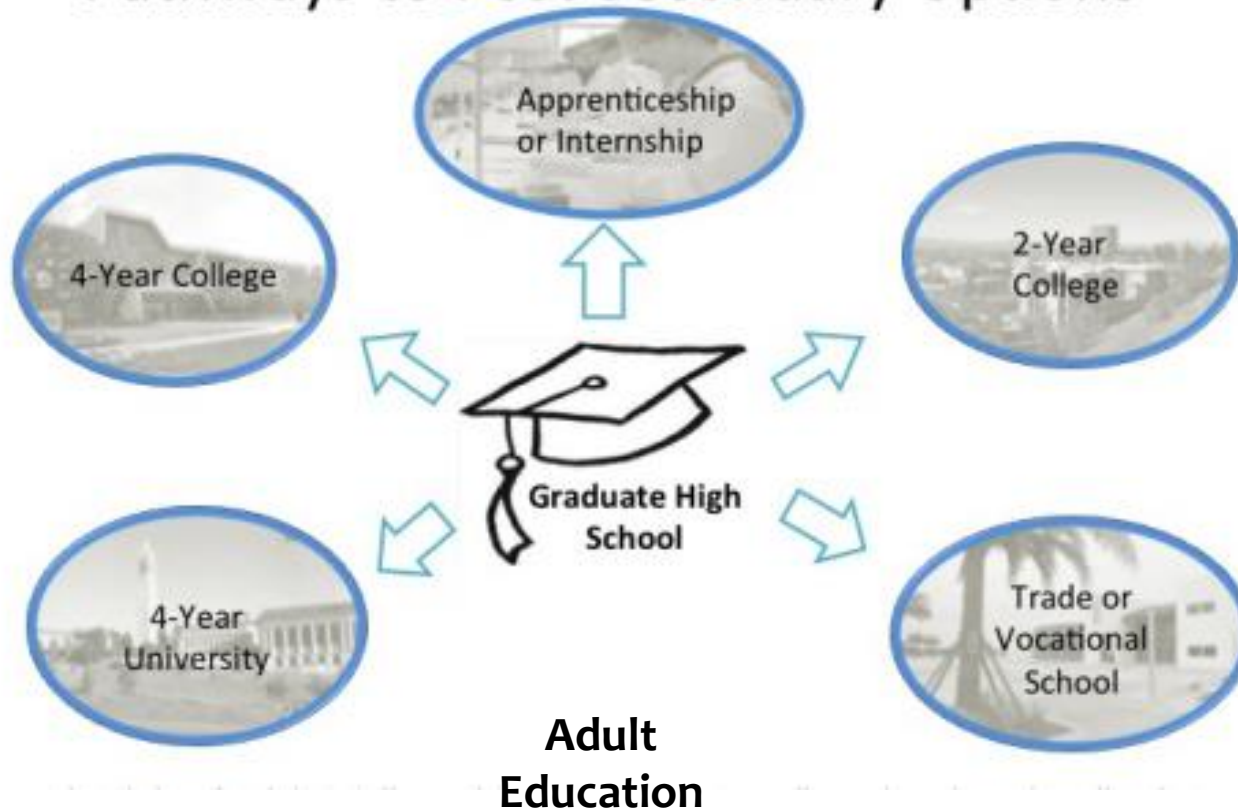


## Employer HR Departments

- What kind of employees are you looking for?
- What's the best way to learn more about your company?
- Can you give me feedback on my interviewing skills?

# Post-Secondary Education

## Pathways to Post Secondary Options



# Financial Management

<http://realeconomicimpact.org/inform-yourself/disability-community>





# Networking



# Transportation

## Public Transportation

The Connecticut Department of Transportation (ConnDOT), Bureau of Public Transportation, oversees and financially supports bus, train and ridesharing services for the citizens of Connecticut. These services include urban fixed-route bus services, Americans with Disabilities Act (ADA) paratransit services, non-ADA paratransit services (dial-a-ride), commuter express bus services, rural transit services, rail-bus Commuter Connection services, and ridesharing services. Information can be found at [www.ctrides.com](http://www.ctrides.com).

All state-subsidized buses are accessible to people with disabilities. Elderly riders and people with disabilities are eligible for reduced fares.

## ADA Paratransit

The federal Americans with Disabilities Act (ADA) requires operators of fixed-route bus services to provide paratransit services to individuals who are unable to use the bus because of a qualifying disability. Trips must have an origin and a destination within ¾ of a mile of the fixed bus route. Information is available at [www.ctrides.com](http://www.ctrides.com).

**2-1-1**  
INFOLINE

2-1-1 is the statewide information, referral, and crisis intervention service.

## Dial-A-Ride

Dial-A-Ride provides town-specific and geographically limited transportation for people 60 years of age or older and people with disabilities who are unable to access public transportation. For a list of Dial-A-Ride providers by town, please call INFOLINE at 211.



## Ridesharing

ConnDOT Commuter Services supports and implements programs that promote carpooling, vanpooling, mass transit, and other strategies to reduce the number of single occupancy vehicles on the roads. There are Park-and-Ride lots available to customers for carpooling and vanpooling. More information can be found at [www.ctrides.com](http://www.ctrides.com).



## Job Access and Reverse Commute (JARC)

The Department of Social Services (DSS) and ConnDOT work together to improve employment opportunities for low-income individuals and TFA/TANF eligible individuals.

Bus service enhancements are supported across the state of Connecticut. Other services, which vary by region, may include

- Public transportation services, such as a free monthly bus pass for job search or getting to work for the first month; information/ training on how to use bus systems for individuals, case managers, and job developers; and child care transportation programs; and
- Car-based solutions ranging from car repair to gas cards and mileage reimbursement.

Regional transportation contacts for these programs are:

- Northwest Regional Workforce Investment Board, Waterbury (203) 574-6971 x 1448
- Regional Growth Connection, New Haven (203) 624-1493 x 245
- Capitol Region Council of Governments, Hartford (860) 522-2217 x 33
- The Workplace, Inc., Bridgeport (203) 610-8544
- Eastern Connecticut Workforce Investment Board, Franklin (860) 859-4100 x 22

## Taxi Voucher Programs

Two Connecticut municipalities have developed taxi voucher systems, both called **Share-the-Fare**.

The City of Stamford has created a program in which the passenger pays \$5.00. The rest of the cost is paid by the City. For more information, call (203) 977-4029.

The Town of Greenwich Commission on Aging offers \$10.00 coupon books that may be purchased for \$6.50. For more information, call (860) 622-3992.



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**1-866-844-1903**

Publication #08-0608 – Dec 08

# Documentation Requirements

## 6 Month Progress Report

### Barriers



**Employment Goals**

**Career Counseling**

**Self Advocacy**





danke 謝謝

ngiyabonga

teşekkür ederim

спасибо

dank je

tapadh leat

thank you

gracias

mochchakkeram

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sagolun

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obrigado

grazie

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terima kasih

감사합니다

ευχαριστώ

merci

мерси