Addendum

Agency Planning and Information Resources

Agency leaders need essential information and tools to support them in planning and executing the successful transition from sheltered work to competitive integrated employment (CIE). The resources below are organized into two main sections:

- **Agency Staging and Preparedness** guides leadership through considerations related to the agency's culture, vision, and mission. This phase establishes a foundational base for subsequent activities.

- **Professional Staff Development** focuses on equipping staff with the necessary skills to facilitate a smooth transition to CIE.

Resources are structured chronologically and by content, ensuring a logical progression of skill acquisition. Starting with foundational competencies, the resources guide staff through a continuum, addressing general concepts such as implicit bias before delving into more specific competencies like customized employment. The order of the content is designed to support increasing skill refinement.

Agency leadership is encouraged to develop a training plan based on the resources provided. They can choose resources that align with their agency's needs, with the flexibility to revisit and incorporate additional resources over time for continuous improvement.

We urge agencies to take a three-step approach to adapting the resources in each of these sections:

1. **Review** existing agency resources.
2. **Plan** how you will add and adapt needed resources.
3. **Implement** changes.

Agency Staging and Preparedness

The Agency Mission and Business Model

A significant reevaluation of services catering to individuals with disabilities, by legislative and civil rights leadership in the United States, has recently led to a deliberate departure from sheltered workshop programs administered through nonprofit community rehabilitation programs. Agencies moving towards CIE should adjust their missions to ensure

they are aligned with and reflect the values brought by integration and informed choice. The menu of services provided by any given agency may, therefore, also require adjustment. Agency service and mission transformation will subsequently entail adoption and integration of financially solvent business models.

Review the following resources, develop a plan facilitating agency staging and preparedness, and implement that plan.

1. [Pathway to Competitive Integrated Employment: A Discussion Guide to Assist Leadership](#)
2. [Provider Transformation Series](#) LEAD Center

Individualized Planning and Services

3. [Lighting the Way](#) TransCen
4. Butterworth and Fesko Conversion Series:

   - [Conversion to Integrated Employment: Case Studies of Organizational Change, Volume 1](#)
   - [Conversion to Integrated Employment: Case Studies of Organizational Change, Volume 2](#)
   - [Conversion to Integrated Employment: Case Studies of Organizational Change, Volume 3](#)

5. Additional agency-selected legislative topic or rule-making mandate (e.g., Olmstead decision)

Legislation and Regulations

Comprehensive education of all stakeholder groups represents a proactive, versus reactive, anticipation of and response to recent political and legislative activities signifying a shift towards CIE. Stakeholders can include staff, participating individuals, family members, board members, volunteers, and involved community members. Underscoring the benefits to be gained will help to equip your agency with necessary buy-in from all stakeholder groups. Framed as an opportunity to advance the civil rights and equal treatment of people with disabilities, stakeholders deserve an understanding of this shift.

Consider your method of educational delivery when planning. Unscripted and scripted town hall formats, for example, can be effective. One-on-one meeting venues, sharing of success stories, peer mentorship strategies, and family mentorship efforts can all be valuable in delivering comprehensive education. Review the following resources, develop a plan facilitating consistent and broad knowledge of relevant legislative impacts, and implement that plan.

1. [Employment Leadership Training](#) Center on Community Living and Careers
2. [Indiana Employment First Plan](#)
3. [APSE Statement on Employment First](#)
4. [Workforce Innovation and Opportunity Act: Laws, Regulations, and Guidance](#)
5. [Americans with Disabilities Act: Community Integration](#)
6. [Transformation to Competitive Integrated Employment Act](#)

7. Additional agency-selected resource

Professional Staff Development

Implicit Bias, Cultural Competence, and Models of Disability

Staff will benefit from the realization that historical and life-course events—including segregation, devaluation, and limited choice—have and continue to shape the self-identities of individuals with disability and the people who support them. This includes family member identities, which often develop as they treat or care for their loved one with a disability.

As humans, we all have the ability to notice differences and to categorize (e.g., us versus them). Popular models of disability are testament to this categorization. Being human also means we are not immune to implicit bias (an unconscious and negative attitude or stereotype), especially when it comes to disability. Categorization and implicit bias can be mitigated through cultural competence development. Staff practicing effective person-centered services must be culturally competent in order to provide effective, strength-based services leading to individually meaningful outcomes for people receiving services.

Review the following resources, develop a plan facilitating cultural competence, implicit bias awareness, and disability models and implement that plan.

1. **Cultural responsivity resources,** Center on Community Living and Careers

   - [Starting the Journey Toward Cultural Responsivity, Part 1, Awareness of Cultural Responsivity](#)
   - [Starting the Journey Toward Cultural Responsivity, Part 2, The Relevancy of Culture in the Employment Process](#)
   - [Starting the Journey Toward Cultural Responsivity, Part 3, Practical Application: Strategies and Tools](#)
   - [De-biasing Strategies](#)
   - [Effective Employment Services for the LGBTQ+ Community](#)

2. **Use of descriptive language**

   - [Same and Different: Respect for All](#)
   - [Identity Theft](#)
   - [United Spinal Association: Disability Etiquette Guide](#)
   - Additional agency-selected resource

3. **Cultural competence training**

   - [Resources on Race, Equity, and Understanding,](#) Indiana Institute on Disability and Community

- [The Cultural and Linguistic Competence Assessment for Disability Organizations](#), National Center on Cultural Competence

- [National Center for Cultural Competence](#) Georgetown University

- Additional agency-selected resource

4. **Medical, human rights, and social models of disability**

- [Scoping Models and Theories of Disability](#) National Library of Medicine

- [What Does Social Role Valorization Have to Teach Us About How Best to Support People with Disability?](#)

- [Critical Disability Theory](#) Stanford Encyclopedia of Philosophy

- Additional agency-selected resource

Person-Centered Practices

Person-centered planning (PCP) practices are those reflecting and encouraging possibility thinking. Specifically, PCP elicits ideation and description of a "good life," which is individually defined from one person to another. Once identified, PCP moves beyond to further empowering movement to that good life by planning necessary supports and services facilitating that vision. We are all aware of the saying, "name it to claim it," and this can validly characterize the PCP process and outcomes. Any agency purporting individualized services, by definition, must adhere to PCP. PCP is the cornerstone of successful vocational outcomes and the foundation for relationship building, interest exploration, well-being, community belonging, and a host of other outcomes. Staff should be competent in practicing the fundamental skill sets necessary for PCP. Adherence to and delivery of PCP, importantly, facilitates trust and in turn can decrease resistance to CIE.

Review the following resources, develop a plan facilitating person-centered practice competencies, and implement that plan.

1. **Personal profile and life skills resources,** TransCen

- Positive Personal Profile

  o [Developing a Positive Personal Profile](#)
  o [Positive Personal Profile Example](#)
  o [Blank Positive Personal Profile](#)
  o [Family Interview Form](#)
  o [Family Session Worksheet](#)

- Tools for building meaningful lives
  o [Life Skills Assessment](#)
  o [Blank Life Skills Assessment](#) (locate on page and download)
  o [A Future That Includes Employment Presentation](#) (PowerPoint)

2. **Charting the LifeCourse training** from Indiana Family and Social Services Administration

- Charting the LifeCourse: Daily Life & Employment
- LifeCourse tools
  - Life Trajectory Worksheet: Individual and Family Versions
  - Charting the LifeCourse: Experiences and Questions Booklet
  - Integrated Supports Star
  - Integrated Supports Options
  - Tool for Developing a Vision: Individual Version
  - Tool for Developing a Vision: Family Version
  - Exploring Life Possibilities
  - Integrated Long Term Support Needs

3. **Person-centered planning and tools**
- Planning Alternative Tomorrows with Hope (PATH)
- University of New Mexico: Planning Alternative Tomorrows with Hope
- Agency-selected PATH resources and literature
- It's Never Too Early It's Never Too Late: Personal Futures Planning
- Florida Outreach Project: Person-Centered Planning
- Michael Smull resources
  - Person-Centered Thinking and Planning for Everyone
  - Person-Centered Skills and Concepts: Video Series
- David Pitonyak resources
  - Being Hardwired for Belonging (video)
  - Coverage or Relationships (video)
- Increasing Person-Centered Thinking: Improving the Quality of Person-Centered Planning
- Additional agency-selected resources

Asset-Based Community Development

By this time, staff have received foundational training related to the delivery of person-centered practices. The agency has also realigned both the vision and mission towards the support of CIE. Not everyone currently attending 14c employment will transition to full-time competitive employment for a number of legitimate reasons. Their person-centered plan, for example, may include varying life domain goals that are not employment related. Some people may want to develop a spiritual life, some may want to pursue health-related goals, and some may want to simply be more involved in community life.

Regardless, staff will benefit from exposure to and practice of community exploration skills, sometimes called networking skills or asset-based community development. This is important because staff must know how to investigate, assess, use, and mobilize naturally occurring opportunities in any given community.

Review the following resources, develop a plan facilitating asset-based community development skills and strategies, and implement that plan.

1. DePaul Asset-Based Community Development Institute
   - Building Communities from the Inside Out: Introduction
   - Chapter One: Releasing Individual Capacities
   - Chapter Two: Releasing the Power of Local Associations and Organizations
   - Chapter Three: Capturing Local Institutions for Community Building
   - Chapter Four: Rebuilding the Community Economy
   - Chapter Five: Asset-Based Community Development. Mobilizing an Entire Community
   - Chapter Six: Providing Support for Asset-Based Development. Policies and Guidelines
   - Institute on Community Integration: Manual and Worksheets (Friends: Connecting People with Disabilities and Community Members)
2. Developing Community Connections, Resourcing Inclusive Communities
3. Collaborative for Neighborhood Transformation
4. Asset-Based Community Development, Nurture Development
5. Asset-Based Community Development: Narratives, Practices, and Conditions of Possibility, Sage Journals
6. Connecting People with Disabilities and Community Members, University of Minnesota
   - Friends Activity Worksheets

Benefits Awareness and Education

For certain individuals with disabilities and their family members who may reside in the same or separate households, reliance on specific benefit programs covering income, health care, and various forms of assistance is a crucial aspect of their lives. A recurring obstacle, highlighted by both individuals and families, revolves around the fear that transitioning to competitive employment could jeopardize their existing benefits, leading them to hesitate about the prospect of losing vital support. There has been a long-standing issue of misinformation regarding Social Security and other state or federal entitlements, and this problem is reported as consistently widespread.

The consequences of inadequate or inaccurate information are substantial. Individuals and their families find themselves in a situation where they cannot make well-informed choices, particularly when it comes to deciding whether to pursue competitive integrated employment. This emphasizes the utmost importance of not only addressing the benefit-related barrier but also ensuring that professionals, who are entrusted with assisting individuals and families, provide accurate and comprehensive information to facilitate truly informed decision-making processes.

Review the following resources, develop a plan facilitating benefits awareness and education, and implement that plan.

1. **Benefits information resources** from the Center on Community Living and Careers

   - [Benefits Information Training](#)
   - [Benefits and Work Incentive Fact Sheets](#)
   - [Benefits and Work: Information for Students and Families](#)
   - [Work and Disability: Benefits, Incentives, & Asset Building](#)

2. **Social Security Administration resources**

   - [Section 218: Basic Training](#)
   - [Understanding Supplemental Security Income SSI Resources 2024](#)
   - [U.S. Senator Bob Casey's Office and Social Security Administration](#) (video)

Supported Employment

Consistent research highlights the limited awareness and knowledge specific to 14c staff, revealing a gap in technical expertise, particularly in providing CIE services. Primary employment services staff may also lack essential skills necessary for best practice supported employment. Achieving success in CIE requires an advanced skill set, including systematic instructional techniques, fundamental training methods (fading, chaining, prompting), task analysis, instructional plans, workplace assessments, the use of natural supports, self-management training, accommodation identification, advanced job negotiation, marketing skills, job development techniques, negotiation capabilities, effective communication with employers, job teaching, and long-term support planning. Implementing best practices in employment demands ongoing, concentrated efforts beginning with rudimentary Discovery. Staff providing employment services, especially those new to learning, will benefit from mentorship.

Review the following resources, develop a plan facilitating the receipt of best practice supported employment content knowledge and practice mentorship, and implement that plan.

1. **Employment resources** from the Center on Community Living and Careers

   - [Employment Consultant Training](#)
   - [Developing Natural Supports Training](#)
   - [Resource Ownership](#)

2. **Supported employment and vocational themes resources,** Association of People Supporting Employment First (APSE)
   - [APSE Ethical Guidelines for Professionals in Supported Employment](#)
   - [APSE Universal Competencies](#)

- APSE Connections: The Three Vocational Themes Part 1
- APSE Connections: The Three Vocational Themes Part 2

3. **Discovery training and resources**

- Center on Community Living and Careers resources

  o Discovery Training
  o Effective Conversations: Tips & Tricks for Talking with the People Who Know Your Job Seeker (video)
  o Informational Interviews (video)
  o Developing Vocational Themes (video)
  o Discovery in Rural Communities (video)

- TransCen

  o Discovery and Assessment Process Log
  o Informational Interview Questions
  o Informational Interview Site Visit Form

- Guided Group Discovery Participant Online Workbook from the LEAD Center

- Self-Guided Discovery Helping People Discover Their Own Path to Employment

- LEAD Center resources on group and self-guided Discovery

  o Guided Group Discovery Course
  o Guided Group Discovery Participant Workbook
  o Guided Group Discovery Facilitator Guide
  o Self-Guided Discovery Facilitator Guide
  o Guided Group Discovery Youth Version Facilitator Guide

- Marc Gold and Associates

  o Using Alternatives to Traditional Vocational Assessment: The Why and How of Exploration Strategies Such as Discovery
  o Documenting Discovery
  o Profile Part 1 Guide
  o Profile Part 2 Guide
  o Profile Part 3 Guide
  o What is the Individual Placement and Support (IPS) Model

- Evidence for the Effectiveness of Individual Placement and Support Model of Supported Employment

- Evidence for IPS PowerPoint Reference List

- Indiana IPS Resources

  o Indiana FSSA Division of Mental Health and Addiction: Employment for Individuals with a Mental Health Diagnosis, Introduction (video)
  o Indiana FSSA Division of Mental Health and Addiction: Stigma Installment Two (video)
  o Indiana FSSA Voice Project: IPS Principles
  o Indiana FSSA Voice Project: IPS Fidelity Part 1
  o Indiana FSSA Voice Project: IPS Fidelity Part 2

- Working with Mental Health Disorders trainings from the Center on Community Living and Careers and its National Learning Academy on anxiety disorders, bipolar disorders, personality disorders, and schizophrenia spectrum and other psychotic disorders

4. **Indiana Vocational Rehabilitation Vendor Service Manual**

- Indiana Vocational Rehabilitation: Manual of Employment Services

- Indiana Discovery Profile and Other Forms

5. **Workplace and job analysis**

- Employment Consultant Training (Workplace and job analysis information covered in module 7), Center on Community Living and Careers

- Job Analysis Form and Job Analysis Sample (for download), Marc Gold and Associates

- A Guide to Creating a Task Analysis, Center on Transition Innovations

- Job and Work Analysis: Guidelines on Identifying Jobs for Persons with Disabilities, International Labour Office

Instructional Foundations

Staff responsible for supporting a person throughout transition to CIE will be more successful when they understand the basics of instruction. After all, they will typically be acting in the role of partner (to the employer) to ensure that the employee learns discrete and generalized workplace tasks. Staff will benefit from exposure to systematic instructional techniques, fundamental training methods like fading, chaining, and prompting, conducting task analysis, creating instructional plans, completing workplace assessments, leveraging natural supports, developing self-management training, and identifying effective accommodations.

While this may seem overwhelming, we encourage you to approach instructional foundations systematically while providing ample time for skills development and training mentorship from more seasoned employment services staff.

Review the following resources, develop a plan facilitating the receipt of instructional foundations, and implement that plan.

Transitioning to Competitive Integrated Employment

1. **Systematic instruction**

   - [Employment Consultant Training](#) (Systematic instruction information covered in module 8), Center on Community Living and Careers

   - Marc Gold and Associates resources

     o [Systematic Instruction Strategies for Organizing Information](#)

     o [Systematic Instruction Training and Motivating Strategies](#)

     o [Job Analysis: A Strategy for Assessing and Utilizing the Culture of Work Places to Support Persons with Disabilities](#)

   - [Job Coach Training Manual](#), The North Dakota Statewide Developmental Disabilities Community Staff Training Program (Scroll to chapter five.)

   - [Effective Job Coaching Supports: Using Both Natural Supports and Systematic Instruction](#), Institute for Community Inclusion

   - Performance feedback: [Understanding and Managing Behavior](#), Rutgers New Jersey Agricultural Experiment Station

2. **Device-assisted instruction** (AI/Computer-assisted)

   - [Assistive Technology](#), Job Accommodation Network

   - [The effects of a mobile-based vocational skill building coaching technology intervention for people with cognitive disabilities: A pilot feasibility study](#), *Journal of Rehabilitation and Assistive Technologies Engineering*

   - [Using Technology for Remote Support, Self-Management, and Success in Employment and the Community](#), Institute for Community Inclusion

   - [There's an App for Everyone: Successful Employment at Your Fingertips](#), Center on Community Living and Careers

3. **Response prompting**

   - Least-to-most prompting

     o [Using the System of Least to Most Prompts](#), Nevada Dual Sensory Impairment Project

     o [Steps for Implementation: Least-to-Most Prompts](#), National Professional Development Center

   - Most-to-least prompting

     o [Most-to-Least Prompting](#), Delaware Network for Excellence in Autism

   - [What Is a Prompt Hierarchy in Applied Behavioral Analysis?](#)

   - [Using Prompting Procedures to Teach Skills](#)

4. **Chaining**

   - Forward chaining

     o [Forward Chaining in ABA Therapy: Definition & Examples](#), Cross River Therapy

     o [Chaining](#), Nebraska Autism Spectrum Disorders Network

   - Backward chaining

- What is Backward Chaining in ABA Therapy?, Texas Education Agency
- Total Task Chaining
  - The Role of Task Analysis and Chaining, Indiana Resource Center for Autism
  - Backward and Forward Chaining, *I Love ABA* (blog)

5. **Time delay**

- Time Delay, National Professional Development Center on Autism Spectrum Disorders
- Time Delay, Texas Education Agency

6. **Modeling**

- Using Video Modeling to Teach Social Skills for Employment to Youth with Intellectual Disability, *Career Development and Transition for Exceptional Children,* Hammill Institute on Disabilities
- Video Modeling: An Overview (PDF), Vanderbilt Kennedy Center
- Steps for Implementation: Video Modeling, National Professional Development Center on Autism Spectrum Disorders

7. **Fading**

- Job Site Fading: Why Job Coaches Find It Difficult to Leave Job Sites, Training Resource Network
- Fading and Support Strategies for Employment Success, Institute for Community Inclusion

8. **Covert audio coaching**

- The Effects of Covert Audio Coaching on the Job Performance of Supported Employees, *Focus on Autism and Other Disabilities*

9. **Job Coaching**

- Job Developers and Job Coaches in the Workplace Learner's Guide, Opportunities for Ohioans with Disabilities
- Job Skills Trainer: The Art of Job Coaching, University of North Texas

Accommodations and Assistive Technology

Dignity and social inclusion are important behind-the-scenes benefits of meaningful work for all employees. In this context, employers are responsible for promoting social integration by cultivating inclusive workplaces and facilitating necessary accommodations. Unfortunately, families may be hesitant to embrace competitive integrated employment due to the perception that employers are naïve to disability issues and reluctant to individualize accommodations needed for success. Families may also be wary of employment staff knowledge and skills concerning accommodations and assistive technology. Agency leadership is responsible for counter-balancing lack of education by ensuring employment staff are up to date and capable of identifying necessary accommodations through the implementation of low- and high-technology solutions.

Review the following resources, develop a plan facilitating broad development of accommodations/assistive technology availability and alternatives, and implement that plan.

1. [Employment Consultant Training](#) (module 9), Center on Community Living and Careers

2. [Searchable Online Accommodation Resource](#), Job Accommodation Network

3. [Assistive Technology Resources](#), Job Accommodation Network

4. [INDATA: Indiana Assistive Technology Resource Project](#), Easterseals Crossroads

5. [Costs and Benefits of Accommodation](#), Job Accommodation Network

Job Development

Successful supported and customized employment strategies demand core job development competencies. At a minimum this includes job negotiation, marketing skills, representational techniques, and a host of other associated competencies. Labor market openings, combined with subsequent "best fit" placement from among a list of waiting job seekers reflects a practice insufficient for person-centered planning and sustained job satisfaction. Labor market openings (and quick agency placement) should not drive outcomes. Rather, individualized job development and relationship building, especially among employers, should fuel outcomes. Leadership oversight of job placement rates and reimbursement necessary to sustain the programming should include both quantitative and qualitative consideration.

Review the following resources, develop a plan facilitating job development competency among staff, and implement that plan.

1. Center on Community Living and Careers resources

   - [Rural Job Development](#) (video)

   - [Employment Consultant Training](#) (module 7)

2. Denise Bissonnette videos

   - [Job Development vs. Job Placement: Noting the Differences](#)

   - [Dispelling Myths Around Job Development](#)

   - [Resolving Employer Concerns](#)

   - [Entrepreneurial Job Development](#)

   - [The Employment Proposal](#) (also helpful for customized employment training)

   - [Working with Employers](#)

   - [Gifts and Possibilities](#)

3. [Job Development Fidelity Scale](#) Griffin-Hammis Associates

4. TransCen resources

- [What Is Your Elevator Speech?](#)
- [Examples of Waste in Business](#) (also relevant to customized employment)
- [Job Development Plan](#)
- [Job Seeker Features to Benefits From](#) (also relevant to Discovery practices and customized employment)
- [Know Your Network](#)
- [Sample Employer Proposal Letter](#) (also relevant to customized employment practices)

5. [Using a Visual Resume for Job Development,](#) Marc Gold and Associates

Customized Employment

While some agencies use employment staff for both supported and customized employment, the latter demands additional competencies for successful transitions. When and if staff fail to recognize the value inherent in customized employment, this may corrupt adequate service provision to the individual. The availability, especially in rural communities, of highly effective staff continues to be a systemic barrier. Therefore, training for the appropriate utilization of customized employment is essential.

Customized employment incorporates the ideals from Marc Gold of "try another way." This means that rather than trying to force and fit someone with a disability into a job without consideration of the strengths and skills they already have, an employment specialist works with the individual with a disability and their stakeholders along with the potential employer to customize a job using the person's skills and strengths. Customized employment becomes an especially salient approach for a person with significant impacts of disability who cannot otherwise compete in an open labor market.

Review the following resources, develop a plan facilitating the development of customized employment competency among staff, and implement that plan.

1. [Employment Consultant Training](#) (customized employment information located in module 5), Center on Community Living and Careers

2. Griffin-Hammis Associates resources

- [Bringing Fidelity to Customized Employment Processes](#)
- [What's Customized About It?](#)
- [Customized Employment: Stories and Lessons from the Field](#)
- [Developing Vocational Themes Workbook](#)
- [The Florida Rural Routes to Employment Replication Manual](#)
- [Virtual Customized Job Development Service Delivery Guidance](#)
- *The Job Developer's Handbook: Practical Tactics for Customized Employment,* Griffin, Hammis & Geary

3. Marc Gold and Associates resources

    - What Is Customized Employment?
    - Customized Employment
    - Employment: From Competitive to Customized
    - The Essential Elements of Customized Employment for Universal Application
    - Supported Employment/Customized Employment Matrix: The Distinction Between Demand Employment and a Customized Relationship
    - Focus on the Positives: The Skills, The Preferences, and The Talents of People Impacted by Significant Disabilities

4. Recommendations for Customized Employment Practices, Workforce Innovation Technical Assistance Center

5. Office of Disability Employment Policy resources

    - Customized Employment Competency Model
    - Customized Employment

6. Customized Employment Discovery Fidelity: Developing Consensus Among Experts, *Journal of Vocational Rehabilitation*

7. Integrating Customized Employment Practices Within the Vocational Rehabilitation System, *Journal of Vocational Rehabilitation*

8. Making Resumes Visual: Using Video Resumes in Customized Employment, VCU Rehabilitation Research and Training Center

9. LEAD Center resources

    - Perspective of Employers on Customized Employment
    - Customized Employment Works Everywhere
    - Customized Employment Systems Innovation Brief

10. Self-employment resources

    - Self-Employment and Entrepreneurship, Office of Disability Employment Policy
    - Center on Community Living and Careers resources

        o Taking the Road to Self-Employment
        o Entrepreneurship Education for Pre-Employment Transition Service Providers
        o Self-Employment Resource Information
        o Self-Employment Services
        o Social Security Language for the Entrepreneur

For additional information and resources, see the [Competitive Integrated Employment](#) section of the Center on Community Living and Careers website.

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With funding from **the Indiana Division of Disability and Rehabilitative Services**