

CONNECTICUT PARENT ADVOCACY CENTER

GETTING AND KEEPING THE FIRST JOB

January 14, 2020

CAPTIONING PROVIDED BY:

CAPTIONACCESS

support@captionaccess.com

<http://www.captionaccess.com/>

* * * * *

This is being provided in a rough-draft format. Communication Access Realtime Translation (CART) is provided in order to facilitate communication accessibility and may not be a totally verbatim record of the proceedings

* * * * *

Connecticut Parent Advocacy Center
Getting and Keeping the First Job
Tuesday, January 14, 2020

Captioning provided by CAPTION ACCESS, LLC
Support@captionaccess.com
<http://www.captionaccess.com/>

>> Good afternoon I guess it is. I just want to give everybody a minute who is supposed to be on that are not. We are broadcasting live on Facebook. I'm going to double check and make sure that is working okay before we get started.

Okay.

Okay, so good afternoon and welcome to transition to adult life part 4. This presentation is called getting and keeping the first job and it is all about employment. I am Beth, the transition coordinator and youth advisory board coordinator for the Connecticut Parent Advocacy Center. This is the fourth in our transition to adult life series.

As usual, for those of you who have been on before for those of you who have not, I am going to have everybody hold questions until the end. You are welcome to type them into the Q&A or chat box or if you are on Facebook live you can comment and I will go through those at the end of the presentation because we have a lot content to cover as we are going through so to stop for questions but interrupt the flow of the presentation. I am happy to answer questions at the end, however.

Let's get started.

This presentation is adapted from curriculum that was created quite a while back by the Pacer Center if you have not visited their website they have an

extensive and wonderful collection around transition, transition to employment, transition to college. Go ahead and check them out when you have a chance.

Today we're going to talk about what students and families need to know about employment. We will talk briefly about accommodations, disclosure, and interviewing. A little bit about what the employers are looking for. Self-employment. And then we will have some time for questions.

As always, the webinar is a short snippet of information. Transition to employment is a huge topic, an extensive topic. So we are with the going to just touch on some I guess important points, things that families and students really need to know as they start off on this journey.

Just taking a look at some employment statistics, people with disabilities are 2.5 times more likely to be unemployed or underemployed and that is from the US Bureau of Labor Statistics. As I went back and looked to update this presentation so I could get the latest statistics available I found that this number really has not changed no matter how many more people are employed. And we do have a number of people with disabilities who are employed that would not be employed at one time. But this difference, it is 2.5 times more likely to be unemployed has not changed I think since this presentation was created in 2010. So we still have a ways to go in this area.

The indicators of success that came out of a study called the national longitudinal transition study number 2 talks about work experience while students are in school and postsecondary education and then family involvement is ways to help students be most successful. So if you have not had a chance to look at that study it is actually quite fascinating when we talk about indicators of success.

Why is work important? I frame this question for all of us. We are not just talking about for people with disabilities. We are talking about for all people. If you have ever had a period of time when you have been out of

work or maybe had to be either out on leave or unemployed or whatever, you will know how not having that place to go and something to do has an impact on your daily living, on your mental health, especially if it is an unemployment situation and you really want to work it can be quite impactful.

Employment and working, contribute into society, helps us to feel better about ourselves and helps us to feel connected. So these again are just some of the reasons why. I focus a lot when working with families and students on how can we get students, you know, out of the house so they are not feeling alone, they are not feeling isolated. Their phone or computer or video game or remote to the TV is not what they spend the most time with. And I think that is happening with a lot of students and that is why we do what we do because we are trying to help change that situation.

What we are seeing today has again not changed much from the time this presentation was created. Youth are struggling to find jobs. Not just youth with disabilities but youth with disabilities of course given the information on that first slide are having a much more difficult time. The jobs that are available perhaps don't meet their strengths and interests so when students are in high school and we are working on strengths and understanding strengths and interests that is where this piece comes in. We will talk more about that in a minute.

Use staying at home and just waiting for the services to happen, waiting for the services to come to them, and youth not willing or able to disclose their disability. All of these things were going to touch on a bit more.

In today's labor market there isn't has been for quite a while a strong competition for entry-level jobs. So as unemployment rates rose we were seeing people in entry-level jobs that had higher levels of education because they were just taking something that would pay the bills or help them to possibly pay the bills.

Employers that should say, oh employees are expected to be cross trained. Sorry. So no longer do we have when you go into the doctor's office that person that is just responsible for greeting you and taking your name. Now that person is greeting people as they come in, entering information into the computer, entering insurance information, taking phone calls, getting that information to the next person in line. So jobs are not just a single job as they may be once were. We are expected to do a lot more.

We are sometimes juggling several jobs and that can be challenging for people with disabilities.

Summer months when students come home can be very difficult to find a job.

Interpersonal skills are important in most jobs and worker shortage we are Allred starting to see it as baby boomers age out and they have been retiring there is a worker shortage. We are seeing those higher level jobs though. Jobs I should say higher levels of education needed. Not the entry-level jobs. When we are talking about with the first job would be for someone.

We are going to go through all of these pieces of white families and students need to know.

It really begins with self-awareness. I say this to people all the time. Self advocacy and self-awareness are two of the biggest reasons why people are not successful. That goes for employment and post secondary education as well. If a person does not understand their disability, if they don't understand their strengths, they don't understand their challenges, if they are not able to, we are going to talk about disclosure in a couple slides from now. But if they are not able to talk to someone else that they don't know very well about their disability, then it is a major challenge for them as they move into the adult world.

It is so important, it is so critical that they know because employers and colleges don't want to talk to parents and family members. It is not appropriate for the most part for mom and dad to call an employer and talk about a challenge. It is important for the employee, the student, to do that on their own. So this is an area where it falls apart very quickly if they cannot explain to an employer what they need.

Same thing: self advocacy. We all have to be self advocates. Every single one of us so this is a term we used frequently in the disability world. But if you think about it if you get the wrong dish at a restaurant and you ask somebody, the waiter or waitress, server to send it back you are advocating for yourself. You are a self advocates. If something is not working for you in your workplace and you go to your employer and ask them to change something, you are advocating for yourself. It is no different for students with disabilities. I think that is one of the things that we as family members and service providers often forget that we think that the world of employment is different for people with disabilities and sometimes it is different when a person needs a support person or needs a service provider. And this presentation is very general so we are talking about general situations. There are a variety of different ways that people enter into employment.

At the same time how can that person advocate for themselves to the greatest extent possible?

So self advocacy is critical. That is a whole presentation. It is many many presentations, actually, on how to do that. But for students and families it is about letting students take on that role. Letting students step forward. Providing that service for them so if they have a challenge they can come home and brainstorm with you if they can go back and ask the questions that are necessary. Often starting this in school is the best place. So a student comes home, they are having a problem with the teacher or they don't understand something and as parents we are so quick to jump in and

call or email or text that teacher. But are we really helping them? Maybe taking a step back and coaching them to take those steps and talk with that teacher and not just jump in. You know, that can translate into being able to go into your employment situation and be much more successful.

Career planning is what we do in school when we are doing transition planning, in a way. We are talking about what jobs are you interested in? What are the requirements of that job? What kind of education do you need? Is it inside, outside? Do you like to work outside? Do you want to be inside all day? What times of day? If you are not a morning person and you have to be at a job at 7 AM, that may not be the right fit for you. That being said, sometimes entry-level jobs the schedule requires that so how can you plan for that? How can you work with that?

And so this is where assessment comes in when students are in school.

Why do we do career planning? We really want to help match a job with a student or young adult so I often use the example of students that I was talking with that just wanted to work at Dunkin' because they love the coffee and doughnuts and they thought that was the greatest thing ever they would get to do that so we talked about the speed that is required to get people their coffee in the morning. You have a bunch of people who have not had their coffee yet. They might be a little grumpy and you want to get them their coffee as quickly as humanly possible. That student was a person with a processing disorder so it took him time. He certainly could do the job it took him time to think about what he needed to do next, what the next step would be. All of the steps of the job and so what he discovered was was Dunkin' Donuts or a fast food restaurant was probably not a good placement for him because he just did not have the capacity to work at that pace. So he decided that he could just enjoy Dunkin' Donuts coffee and doughnuts and perhaps work someplace else. So we need to look at things like that.

We need to look at all of this in transition planning through the IEP. Are we

planning appropriate for the students? Are we taking their strengths into account? Are we taking their interests and needs and challenges into account?

And that is where we start to see what is realistic. If you want to be a doctor but you are exempt from science courses because the science curriculum is too much-you are taking it at a slower pace which is really what I hope we are doing at this point. Perhaps being a doctor is not the right place.

There is a link down at the bottom for a website for assessment called ONET. If you cannot see it I will read the link to you. It is www.onetonline.org.

That is a great assessment for anyone really I have taken it a few times myself to see if I am in the right career or not. I think I am. Service career for me for sure but I have used it for several students. I have used it with my own children to just see is what I am looking at actually aligning with my interests? And so if you did not get that link I am going to when I post this on the Connecticut parent advocacy center website I will post this link with all the other links on the presentation as well just to have it.

How can families help? When we look at that longitudinal transitional study that I spoke about earlier, positive family involvement is really a big piece so frequently when I am speaking with families and I am like I am not doing enough, I have so much to do. I actually helping? I hear what families are doing for their students, for their kids, for the young adults they are supporting and just the fact that they are involved makes an impact. It does not say the highest level of involvement. It just says you are involved, you are there, you are supportive. That makes a huge difference for any student. We are not really necessarily, we are talking about students with disabilities but this is across the board. Students are much more successful when they have supportive adults and families in their lives. Sometimes that his parents, sometimes that is a family member, sometimes that is a close family friend. Just believing in them. Maintaining this high expectations.

Thinking okay, they can do this. They can be successful. They can try out some different workplaces.

That really starts at home. That starts at a young age with those soft skills, making decisions, being able to make choices. I am preaching to the choir here but from the time kids are really little we can ask them questions like what cereal do you want today? Give them two choices. What pants do you want to wear today? Give them two choices and as children get older expect them to do things. Expect them to do chores. Expect them to contribute to the family.

I had a service provider say to me with my sons when he was in eighth grade, why is he not doing his own laundry? I was like well that is interesting. So all of those things you understand that you are a part of something and you can contribute. So there is lots of things in the study that families can do and there is a document called the guideposts for success that I did not share on here that I meant to. I'm going to write that down to add that.

So that when I post this I will also post the guideposts because that has a lot of ideas for things that families can do to help support students and youth.

Using personal network. If you think back to all the different ways that you may have gotten your job that you have now or your first job. It may not have been the traditional route. It may not have been going into a store and filling out an application. It may have been, somebody told your mom or dad that they had an opening. And so I think we underestimate the value of our personal networks when we are thinking about our students with disabilities. And so talking with people that you know, saying this person is looking for an employment opportunity. Or maybe just to go in and shadow something that they might be interested in. So just think about the network that you have and the network that people you know so you have a network and the people you know have a network.

And then you also perhaps bringing that, the fourth bullet point says tell service providers such as vocational rehabilitation, about them. In our state the Bureau of rehabilitation services or the Bureau of rehabilitation services for the blind are our vocational rehabilitation providers. One of the things that they talk about in a document that they put out called "in the meantime" is thinking about and using your personal networks. And if you find something, bureaus could perhaps support that student or young adult in that job if the employer is willing to work with them.

There are some benefits for employers as well if they hire people that are working through the vocational rehabilitation system. And so I will again post that document in the meantime. It is a little bit outdated because it talks about looking for jobs in newspapers and I am not sure many people are doing that anymore but I know it is actually for an update. The basic information is still good.

Looking at a resume. For students that are going into work in a more traditional route, applying for a job. Online they're going to have to upload a cover letter and resume. This is not any different than anybody who's going to apply for a job. There are service providers when you're working with vocational rehabilitation that can help to support somebody as they are creating a resume and the department of labor link that I have at the bottom talks about things that jobseekers need to know and resume is one of them, one piece of that.

One thing about a resume a lot of people will say I don't have any job experience and it is really a matter of being thoughtful and creative about what experience they do have that translates into a skill that an employer might look for. So perhaps they don't have that experience going and working in the local grocery store or Dunkin' Donuts or something like that. But maybe they helped out in their catechism class. Maybe they supported younger students in a preschool class in high school. Maybe they volunteered because they love animals and they volunteered for a pet

shelter or a veterinarian. Maybe their family worked with food share every year. There are a lot of different things that students do that they actually learn work skills but they are not actually paid employment. So thinking sort of outside the box. Did they do something even within school? Perhaps they were in a club in school or took on a leadership position in some program at school.

All of those things translate to skills that they could put on their resume.

Working with somebody who is able to ask those questions. There are some websites online that go through questions like that when you are creating a resume. That is an easy Google search to find something like that.

As I just said volunteering especially when they are in between school and work or even when they are in work a lot of times schools are not able to connect students with paid employment so they are going out and volunteering. I know a lot of students work in the food pantry and homeless shelter in my area. Other students work in hospitals doing different things. So it is a place to learn skills and it is something to do when talking about in the meantime what do you do when you are waiting for maybe services from BRS to start up you're going am trying to for things can be a great way to experiment. Okay I love animals. Maybe I want to work in a veterinarian hospital and they get there and they find out that they actually don't like the mess involved in that. So these are all good reasons to volunteer.

They can provide perhaps references and there are definitely volunteer opportunities that lead to jobs for students. It is a way for employers to see who they are and what skills they bring to the table. So all of those reasons for volunteering. And then the 211 website I believe you can search volunteer opportunities. It is 211ct.org for people looking for volunteer opportunities. But don't forget about even local places like your town hall injure local service agencies to look for places that students can volunteer.

Disability disclosure is a really big topic and this is why we want students to have an understanding of their disability and to be able to describe what they need, how they learn in specific situations. That being said, they are not required to disclose. Here is where this big change happens from a student in school perhaps doing jobs in the school or going out to do volunteer work with the school. It is understood that that person has a disability and the employer may not know what it is. The student does not really have to do a whole lot around disclosure. So when a student exits services from a school district and moves into the adult world, the law completely changes.

We go from the individuals with disabilities education act to the Americans with disabilities act.

So it is different in the way that they access accommodations and the supports that they need. So first they need to know it is a personal choice. They do not have to disclose their disability. They don't have to answer questions in an interview. So working with students on these pieces are again, it is another part of the transition process that is really important because people--many many people do not know the law and they do not know that they cannot ask somebody if they have a disability in an interview.

I would hope that more people than not, especially if they are the interviewer. But you never know what is going to happen in an interview.

A really good resource that I suggest is the 411 on disability disclosure and that is from the national Center for work and disability I think it is. NCWD and it is the youth section. The 411 on disability disclosure has a ton of information. There is a lot of videos online. This is a big topic. The choice is, it is not an easy area to navigate for a person with a disability because there are so many scenarios that happen when they go into a workplace.

So just so they know they do not, they are not required to do that.

That being said, if they want accommodations they do need to disclose their disability. So working with them on who do you talk to? What person would be the appropriate person to go to to disclose information about your disability?

The thing to know about Americans with disabilities act and employment is the person must be able to do the job. The accommodation does help them to get there. When we think about things like a person who uses a wheelchair. So they can do the job but they need a ramp or a support to be able to get into the building or they may need a desk or a table that moves up and down so they can access the computer at the level that they need the computer to be at. They can do whatever that job is. They have the education or the experience to do that job but they need these accommodations. They need these supports.

A person who is blind or visually impaired having a screenreader or having software that reads information to them. Again they can do the job. I just need these accommodations to help them. That gets a little confusing when again we go from the individuals with disabilities education act in schools where yes we are providing accommodations for a person but we also may be modifying things for a person with a IEP. It is very different when you go out and you start to navigate the adult world. The IEP is not always, it is usually not applicable in the employment setting. Now if the student is working with the Bureau of rehabilitation services or the Department of developmental services they may be using that as a piece of information. But knowing the differences between IDEA and ADA, the Americans with disabilities act can save a lot of time and trouble. So again is not just for the families to know but these students to know and understand what the law is and what the protections are that support them.

Around job accommodations I just listed a few but JAN has a fantastic website. It is www.askjan.org.

They have all kinds of information about the Americans with disabilities act and accommodations. They have supports for employers so if employers are looking for information. And then some other local supports that we have around assistive technology would be the Connecticut tech act program and then the neat center at Oak Hill and again I will post all of these links. I know it might be hard to see them for the participants in the webinar.

So the interview process. Having students practice with someone in the school so doing mock interviews and then I suggest taking that a step further and having them practice with somebody they do not know. So perhaps there is somebody within the school they do not know that you can ask to work with a student or do an interview with a student. Or maybe there is a service provider that the school staff works with that can do a mock interview with the student because it is one thing for a student to be interviewed by their teacher who perhaps have known for a very long time and are very comfortable with. It is quite another thing, I often talk about I often talk about people coming to the offices with their families and we will direct questions to the students and a couple of things happen but often the student cannot interact with us, strangers that they do not know. If they're going out the traditional route of employment that is going to be a problem for them.

The other piece of that is mom or dad jump in. So at this point of time we always encourage them to take a step back. It is hard. I am a parent of a young family disability as well and stepping back and supporting them is not what we have done throughout their entire school career so does take some time and baby steps.

So working with them on the fact that they do not have to disclose their disability in the job interview. Helping them to understand if somebody asks them a question related to their disability, what would be an appropriate response? So troubleshooting as many situations as you

possibly can and if you are looking for interview questions, standard interview questions, there are no shortage of them online. So that would be my suggestion to go through a lot of different types of questions that you can find online, getting students as prepared as possible.

And there are times when service providers and family members are allowed into interviews and there are times when that is appropriate. And we need to think about that and think about whether it is appropriate for this person to go into an interview on their own, as scary as that might be for family members. I have lived through that. It is an amazing learning experience for young adults as challenging as it is for family members to sit back and not knowing what is going to happen. There is a lot to learn about going and sitting in on an interview on your own. And his family members and asked service providers, we also need to think about the fact that this person is going out and working without us. So, you know, there are situations again for they will have a service provider, a job coach that will be with them. But if that is not the case with a person you are working with or thinking about, then we need to think long and hard about how we are supporting them.

I remember the husband of one of my coworkers saying that he actually got, he had hired this young man who was having trouble getting out of bed and got some warnings because he was late and next thing he knows mom is calling and yelling at him and making excuses for him being late. That is not appropriate. That is not going to keep this man from getting fired. If he had a disability he may or may not have I don't know. These are things that are not appropriate. So if you think about would you have wanted your parent to call your first employer and whether that would have been appropriate. Even now do you want your family member or even your spouse to or significant other to call your employer?

All of that just to say when each be thoughtful about what we are doing and how we are preparing students. But these are some of the very real scenarios that we are seeing and the people that I know employers are

telling me that parents are very, some parents are very far-reaching and they are reaching just way too far.

Again, sometimes it is appropriate so that is really what we need to go back to us what is appropriate for that individual.

From the employer's perspective and the employers that I've spoken with and worked with and all of the presentations that I've been to that have included employers, they without hesitation say you know, most people we can teach the necessary requirements for the job. If it is an appropriate position for them. If they are qualified for it. But there are other things that they cannot teach and these are the things that get people into challenging situations and unfortunately get people fired.

So having a positive attitude, you know, that is a big piece. When you think about where you were, places that you have worked in the past and you have people that come, we are not always all sunshine and roses about going to work. Work is work. But generally people that come in, say good morning, smile, interact and have a good attitude help make the workplace more positive place to be. And I am sure most of us can think about a time when we worked with somebody that was always down in the dumps. Did not bring a positive attitude to the workplace. And so it makes a difference.

If an employer is looking to lay people off, needing to lay people off, who are they going to lay off first? The people who come in and enhance the workplace or the people that are negative and putting the workplace down?

Being honest, being punctual. I have heard of more and more people being fired, young adults being fired lately for not being on time. You know it is challenging and it is important. Being able to communicate. So that is another one that goes back to the disclosure whether or not they are willing to talk about their disability or even just saying I might need to do something a little bit different as an accommodation. And understanding

that sometimes they really need to make that step that the employer is not going to come necessarily always come to them and offer something.

Having appropriate behavior, being reliable. When a person is assigned a job, they are expected to do that job and they are expected to complete that job and ask questions. If they need help that is something else we can instill in our students is instead of sitting there and not doing the job because you don't know how to do part of it, asking a question, asking the employer. And then being able to accept criticism and I don't mean negative criticism in the sense of somebody just being mean. But positive feedback. So when they go into the review process and the employer says these are the things that you can improve on, having them understand that that is constructive criticism and that is a support in the area that they can work on but also noticing that they have strengths and there are areas that they are doing a really good job.

And then of course willingness to learn new things.

Self-employment is an area that is really growing for people with disabilities. It allows a lot of flexibility at times. It is good for certain areas of the state. Good for people that have specific interests and at the same time self-employment requires a lot of being able to juggle multiple things at one time and a level of organization. So if you know of somebody who might be interested in that the department of labor, office of disability, I cannot remember what that stands for I am blanking on it ODEP has a lot of information on self-employment and a lot of resources. I believe there may be some funding for this, if I am not mistaken. At one point there was. Funding being what it is it comes and goes but that is a place to look. That is a place to start for somebody may be interested in self-employment. It really is becoming more and more, I am seeing it more frequently.

We talked a lot about what to do, how to prepare for, getting a job, preparing for the interview and there is this other piece of actually keeping the job. We certainly talked about different strategies when a person is

employed. Showing up is one of those things. Showing up on time. Showing up when you are supposed to. Basic critical skill. Working well with others. Being flexible to changes that might happen in the workplace.

What can families do? Building support systems that a student may need. So if they struggle, if they end up struggling in their employment setting, what resources do they have? If they are working with the Department of developmental services or with rehab services are there supports those programs that can help them with the struggle that they are having at work?

Having regular communication. So again as parents we cannot call the employer and make excuses for our kids and things like that but we certainly can check in with them when they come home from work. How did it go today? How was work? Asking them if we know that they have been having a specific challenge, asking them about it. May be providing some suggestions to them. If your young adult is not receptive to you as a parent because sometimes we are parents and they don't want to listen to us because they don't think we know anything. Then finding somebody else that they may be able to talk with so a counselor at school can be really helpful. A teacher. A family friend. A lot of different people who may be in that person's network that can provide that support. If they are no longer in school perhaps a therapist or counselor or mentor. Different people that can help that person navigate the employment setting.

And sometimes just doesn't work. That is hard as parents because we just want to see our children achieving success. And we have worked really hard. They have worked really hard and when it does not work out it can be really frustrating. And those are incredible learning opportunities. Why didn't it work out? What can we learn from this? What can we do different next time? That goes for anything that does not work out. It might not just be an employment situation. But looking at the reasons why it does not work out and not blaming the person but just trying to help them so that they know what happened and how to perhaps navigate the situation in a different

way.

So practicing filling out job applications, we are in a very different world than we were 10 or 15 years ago. It's rare that there are paper applications although there are times. One of my nephews was just talking about filling out a paper application just the other day. I was surprised by that because I thought everyone had gone online. But understanding that the application systems are much more challenging. They present barriers for people that don't process quickly because many times they are timed. Our transition symposium in the fall we usually have a presentation with someone from the department of labor who talks about these application tracking systems and how much things have changed. So those are some considerations.

Talking about transportation. We have more options than we did at one time and yet they can be quite expensive. There could be some money through some of the federal programs and there are counselors through the Bureau of rehabilitation services that can help navigate, how people navigate through that and understand what is available to them.

Disability management and again sometimes they may be hiring a job coach to do some work with that person if they are struggling. Sometimes it might be hiring a mentor to work with them outside of the workplace to help them navigate that. If they are having behavioral challenges perhaps mental health counseling or behaviorist to help in that situation.

And people make more money generally typically when they have some sort of post secondary education. We are in a state that highly highly highly values post secondary education. That being said it is not for everyone and I'm not just referring to postsecondary education as being a two or four year college. There are numerous programs out there even apprenticeships and things like that could be considered a type of post secondary education.

There are a variety of other types of education and training that people can

take advantage of depending on what they want to do. That is where the career exploration goes into effect.

I am going to now open it up to questions because we only have a few more minutes left. I noticed in the chat that we have one. Tom thank you so much. Office of disability employment policy. Thank you. There are so many acronyms that my mind blanks out on them frequently.

Does anyone have any questions about any of the information I shared? There was a lot of slides I went through very quickly. I am going to check on Facebook.

Question. If a student with an IEP decides to go to college, do they automatically lose transition support from their public high school? That is a really good question, thank you. There is a variety of different answers to that. If a student with an IEP decides to go the traditional route of college, if they graduate with their high school diploma then, yes, they do automatically lose transition support from their public high school. They are considered a student that has exited from district services and then they would go to the college. We are going to touch on this the next webinar is on February 11 from 9-10 and it is transition to college so we will discuss this much more in-depth. But they would go to the office of disability services and they would then determine what accommodations that person would get. There are times when the person does not receive their diploma and they would perhaps have some support from the public school even if they are taking college classes. And so those are very individualized situations depending on the needs of the student but it is not unheard of for a student to be taking a class. Usually it is at the community college level, and still receiving support from the school district. And some community colleges have actual transition programs. But definitely join us or watch the recording of the February 11 webinar because we will go much more in-depth into that.

You are welcome.

Any other questions? Okay.

So -- here we go. This presentation because I had to make it much shorter than I usually do I did not show all of the videos but I do want everybody to be aware that there is this great video series called skills to pay the bills for students. Is a little comical but it is presented in a very fun way. And is from the Pacer Center. I will post these as well. And they have a lot of employment videos as well with information. And this is a link to a video called did you know 2019 that talks about how fast we are moving in the world. And how technology is changing things and how, we know this stuff, we hereby do it all the time but this really takes it is I think about a six or seven minute video and it takes all the stats and numbers and puts them into this great video format and talks about how when students start school, by the time they leave school the jobs have changed so much that we are preparing students for jobs that won't even exist. Some of the jobs may not exist or may be so different from when they started. This is how quickly things are moving. It is a really interesting video to watch. They update it like every other year. 2019 is the latest.

And some Connecticut resources. The Department of aging and disability services formerly the Department of rehabilitation services. The Bureau of rehabilitation services falls under that. So does the Board of Education and services for the blind so you will find both of those on this website. The Department of Labor has a lot of good information for job seekers. And then I have sent out a link for everybody for our survey and evaluation. So you will have that in your email so if you could just take a few minutes to do that after the webinar is over. How often do I see working with --

I question just came through. It is different in different parts of the state. So BRS is having some capacity challenges right now because they have a lot of new counselors and so that is not a question that I could just say it is happening all the time or it is not happening. It is somewhere between. It really depends on your district and on your area of the state, different areas

of the state have different people that are working in BRS and in the school. My suggestion to beaches start with the school. You could also always called the BRS office and if anyone has more questions about that I would be happy for you to call or email me and I will talk with you about that further.

We are right at 1 o'clock. I want to thank you all so much for attending and participating in our webinar series. And I hope to see everyone on February 11. If you have any questions don't hesitate to reach out and contact us. Thank you so much. Have a great rest of your day.

[End of webinar]