



Implementing Customized Employment, Guided Group Discovery and Self-Guided Discovery in a Variety of Settings and with a Variety of Partners

March 2019

CUSTOMIZED EMPLOYMENT SYSTEMS INNOVATION BRIEF

Guided Group Discovery and Self-Guided Discovery are approaches that serve as the first step in the process known as Customized Employment (CE). Customized Employment is a strategy for helping people who haven't been successful with a more traditional job search approach (e.g., identifying open positions, filling out applications, and interviewing). While a more traditional approach works well for some (i.e., people skills that most closely match the job description), often people experiencing barriers to employment don't compete well and become frustrated. (For more resources on Customized Employment, visit <http://www.leadcenter.org/customized-employment>).

Customized Employment seeks to create a "win/win" employment opportunity by matching the contributions of a job seeker with the unmet needs of an employer. Customized Employment circumvents the competitive nature of more traditional employment strategies by proactively proposing employment to employers, using one's social network to assist in identifying job leads.

The [Workforce Innovation and Opportunity Act \(WIOA\) of 2014](#) defines Customized Employment and requires that American Job Centers (AJCs) be both physically and programmatically accessible to individuals with disabilities. AJCs typically provide physical access (ramps, accessible computer stations, etc.) but, all too often, do not provide programmatic accessibility and/or simply refer job seekers with disabilities to vocational rehabilitation (VR) programs. While vocational rehabilitation is a wonderful resource and a likely partner, AJCs provide valuable services that can be tapped by individuals with disabilities.

During its six years of operation, LEAD Center supported Customized Employment pilots across multiple states with multiple systems to create employment opportunities for youth and adults with disabilities. Through this work and numerous pilots, LEAD Center staff created effective user-friendly materials and processes, based on the feedback received from partners in the workforce, vocational rehabilitation, developmental disabilities, behavioral health, schools, Veterans services, juvenile and adult corrections programs, Centers for Independent Living, community colleges, and other systems.

From these pilots, LEAD Center staff developed and released materials to train Guided Group Discovery (GGD) facilitators and trainers. These materials also included an online and print GGD participant manual and a comprehensive GGD facilitator guide and PowerPoint, to be used as part

of the Customized Employment process. LEAD Center also developed and released a [Self-Guided Discovery Facilitator's Guide: Helping People Discover Their Own Path to Employment](#). This, too, was developed with input from pilot sites in Arkansas, Georgia, and Rhode Island, each with partners from American Job Centers, vocational rehabilitation, and others of their choosing. These pilots had participants from school systems, Centers for Independent Living, Community Colleges, Developmental Disabilities Administrations, Behavioral Health, and more.

In response to requests from implementation partners in pilot sites and at the state level, LEAD Center developed a Frequently Asked Questions document: [FAQs: Using Customized Employment's Discovery and Group Discovery Models to Promote Job Seeker Success in American Job Centers](#).

Through these projects, LEAD Center demonstrated the universal application of different approaches to discovery across populations and partners, most noting its usefulness with anyone experiencing barriers to employment. Most gratifying have been the unsolicited stories of how people are using the Guided Group and Self-Guided Discovery materials on their own. For example, parents for transitioning youth have implemented it themselves to support the transition from school to adult life for their children. An AJC is using Self-Guided Discovery in a prison pre-release program for people who are current incarcerated, to assist them in planning for employment. They noted that the participants were excited to learn about ways that their interests and skills could make them a great fit for a number of employers.

The facilitator's guides for Guided Group and Self-Guided Discovery are extremely user-friendly, enabling people to implement these approaches on their own, without necessarily attending formal training. LEAD Center staff continually hear about GGD being implemented in additional programs and regions, led by program staff, families, schools, community employment providers, Centers for Independent Living, and others.

I. BACKGROUND – GUIDED GROUP DISCOVERY

LEAD Center staff worked with subject matter experts (SMEs) from Marc Gold & Associates, Griffin Hammis Associates (GHA), TransCen, Inc., TASH, and Moving to a Different Drum, LLC to develop Discovery materials that could be used in the workforce system to better serve youth and adults with disabilities, in partnership with core and community partners.

Kansas and **Illinois** were identified for state systems change work, as well as local implementation in AJCs in two workforce areas during LEAD Center's first year. Each pilot project involved AJC staff and partners. Initial work trained AJC and partner facilitators and worked with state leadership. Systems-level meetings were held with key state agency representatives and stakeholders to develop an analysis of each state's strengths and opportunities for cross-agency implementation of GGD. This work also focused on getting leadership commitment for ongoing interagency dialogue and collaboration around Customized Employment and Discovery.

In subsequent years, LEAD Center completed multiple Guided Group Discovery pilots, including two sites in **Illinois**; three sites in **Kansas**, with multiple replications in partner systems; 11

sites in **Philadelphia, PA**, which included a homelessness service, an afterschool arts and entrepreneurship program, seven public and alternative high schools, and two programs for adjudicated youth in the juvenile justice system; one site in **Montgomery County, Maryland**; four regions in **Tennessee**, through which people were trained from multiple systems for youth and adults with barriers to employment; and a statewide project that included six school systems in **Oregon** and their partners from vocational rehabilitation and the workforce system, plus two additional pilots for out-of-school youth and young adults.

People who were trained to facilitate GGD included staff from AJCs, including Business Services, Veterans services, Disability Resource Coordinators in states with Disability Employment Initiatives, and Youth services; Temporary Assistance to Needy Families (TANF); Behavioral Health service providers; Centers for Independent Living, Developmental Disabilities state staff and service providers; community employment providers; and others.

II. BACKGROUND – SELF-GUIDED DISCOVERY

LEAD Center staff, in partnership with Griffin Hammis Associates (GHA), designed a project that provided three sites with training and on-site and virtual technical assistance to assist American Job Center staff and their partners to learn and utilize the Customized Employment technique of Self-Guided Discovery. Through a competitive process, Georgia, Arkansas, and Rhode Island were selected for this Self-Guided Discovery project. Sites were required to work in teams of eight staff, including AJC and vocational rehabilitation staff and public or private community partners. Each team participated in a series of four virtual train-the-facilitator webinars on Self-Guided Discovery, which taught facilitators to take job seekers through a process for discovering their talents and ideal conditions of employment, leading to an employment outcome. Sites were encouraged to form teams that included at least two Workforce staff and two Vocational Rehabilitation Counselors. Other partners on teams included representatives from mental health, intellectual/developmental disabilities, schools, Workforce Development Boards, a technical college, a Center for Independent Living, and community agencies.

The training sessions included *The Critical Elements of Discovering Personal Genius and Customized Employment, Essential Discovery Activities that Elicit Skills, Tasks, Ecological Fit and Personal Attributes, Determining Vocational Themes, and Linking Discovery and Employment Development*.

After the first three virtual training sessions, participants had assignments to complete from the Self-Guided Discovery Manual, utilizing the techniques learned during the training themselves, as if they were a job seeker going through the SGD process. After the virtual training sessions, the sites began utilizing their new assessment skills to jointly select four job seekers per state team. Team members were then to support each of the four job seekers through the Self-Guided Discovery process to guide each person to a customized job.

Partners in the three states met regularly to identify opportunities to support each other, including discussions of how to leverage and braid resources across systems to support their job seekers.

In one state, the team focused on how best to leverage vocational rehabilitation services. The Center for Independent Living in one state incorporated the SGD process with multiple people they supported. An AJC partner in that state also introduced the SGD process into a pre-release program in a prison, which was eye-opening for the people involved in the process, as they previously thought that their options for employment would be extremely limited. It was eye-opening for the staff that supported them, as well. Although the program did not specifically identify the people with disabilities in this pre-release initiative, it didn't matter. As a universal design, the approach is useful for anyone who has barriers to employment and needs support to figure out their career options.

III. MATERIALS TO SUPPORT DIFFERENT APPROACHES TO DISCOVERY AND CUSTOMIZED EMPLOYMENT

A variety of materials were developed to support different approaches to Discovery. Historically, Discovery was used primarily with people with intellectual and developmental disabilities through an individual facilitated process. Since that approach had limited reach, LEAD Center developed alternative approaches to be used with different populations, in different settings, and through different facilitation processes. These approaches include:

GUIDED GROUP DISCOVERY

These materials, described above, are useful with anyone who experiences barriers to employment.

GUIDED GROUP DISCOVERY FOR YOUTH

- 0 LEAD Center developed Guided Group Discovery materials for classroom or other youth-oriented settings to support the development of a Blueprint for Employment that youth with disabilities and other barriers to employment can use as a guide when going to vocational rehabilitation, an American Job Center, or another agency (e.g., behavioral health, developmental disabilities, Center for Independent Living, etc.) for employment supports, or to approach the job search process on their own. The Blueprint, developed during the GGD process, produces a document that compiles information on the youth's job search team, contributions, skills, interests, and positive personality traits. It also identifies conditions for successful employment and possible accommodations needed on or off the job, as well as actions to take to be proactive in the job seeking process.
- 0 Pilots to improve the transition of students with disabilities to employment were conducted statewide in Oregon and in Philadelphia. In Oregon, the Department of Vocational Rehabilitation Services led the implementation of Guided Group Discovery, leveraging the resources from their Pre-Employment Transition Services (Pre-ETS) program under the Workforce Innovation and Opportunity Act (WIOA), working with six school systems. Newly developed Guided Group Discovery for Youth materials were used to train their Transition Network Facilitators (TNFs), who play an important role in supporting teams involved in youth transition services statewide. TNFs learned to facilitate GGD, train other GGD facilitators, recruit and train teams in their respective regions, and support the implementation of GGD with small

groups of transition-age youth.

- 0 This pilot supported the collaboration between schools, vocational rehabilitation, American Job Centers, etc. Project leadership from the partners set expectations for the cross-agency teams implementing Guided Group Discovery. At several sites, GGD sessions were co-facilitated by schools, Workforce/AJCs, vocational rehabilitation, and other partners as needed (e.g., Community Rehabilitation Programs, Behavioral Health, and employers). Partners also worked to develop an agreed-upon process for data sharing, enrolling, or co-enrolling participants for GGD sessions from key programs (i.e., schools, workforce, and vocational rehabilitation).
- 0 In Philadelphia, St. John’s Community Services (SJCS) implemented Guided Group Discovery for youth across 10 sites. These sites included seven public and alternative schools, two programs for adjudicated youth, and an afterschool arts and entrepreneurship program. The SJCS team created supplementary activities tailored to youth, with limited exposure to the world of work, to enhance the Guided Group Discovery curriculum for different populations (e.g., adjudicated youth, youth with significant disabilities, youth on the autism spectrum, etc.).
- 0 LEAD Center staff created a [Guided Group Discovery - Youth Version](#) with updated strategies piloted in Oregon and Philadelphia. In order to make the curriculum youth-friendly, LEAD Center staff worked with Griffin Hammis Associates and the SJCS team to gather feedback from pilots and incorporate suggestions and refinements to activities (e.g., adapting language, adding activities with movement, and changing examples to be relevant for youth with little or no work history).

GUIDED GROUP DISCOVERY FOR VETERANS

- 0 In Tennessee, LEAD Center provided training and technical assistance to AJC staff and partners that work with Veterans on Guided Group Discovery (i.e., Disabled Veterans Outreach Program [DVOP] and Local Veterans Employment Representative [LVER] staff. Through this project and work with a Subject Matter Expert on Veterans Employment, LEAD Center produced a [Guided Group Discovery – Veterans Edition](#), with examples targeted to Veterans seeking employment after active military service.

Key Program Elements

The purpose of Guided Group Discovery is to lay the foundation for competitive integrated employment as a universal design that can benefit all job seekers. For some people, Guided Group Discovery leads to Customized Employment. For everyone, the process assists job seekers in identifying employment that would be a good fit both for them and an employer. Key elements include:

- a. Developing an individualized determination of the strengths, needs, and interests for/with an individual with a disability or other barriers to employment. These strategies serve as an alternative assessment tool that identifies the strengths and ideal conditions of employment for job seekers with and without disabilities, resulting in a “blueprint for employment” to guide job development.

- b. Assisting job seekers in identifying competitive integrated employment opportunities that would be a good fit both for them and employers.
- c. Matching the specific abilities of people with disabilities, or others with barriers to employment, with tasks associated with meeting the business needs of an employer.
- d. Implementing flexible strategies, such as accommodations and curriculum modifications.

Common Focus and Agenda

WIOA maintains a primary focus on assisting job seekers with and without disabilities in succeeding in the labor market, matching employers with skilled workers who have benefitted from education, skills training, and career services from the workforce development system and its partners. Unfortunately, individuals with significant disabilities tend to be assessed as unemployable when using standard vocational assessments. Guided Group Discovery, as the first step in the customized employment process, provides an alternative to traditional vocational assessments, and has been used successfully in AJCs and many other settings with people with and without disabilities.

Outcomes

1. Impact for people with disabilities

In the extensive pilots implemented by LEAD Center, many youth and adults with disabilities were able to achieve employment and identify careers that matched their interests, skills, and conditions of employment. In Oregon, as an example, six sites participated in the statewide pilot, including rural, suburban, and urban settings with the smallest cohort being a class of six students and the largest being a cohort of 70 students. Each site developed its own schedule based on the configuration of scheduling in their schools and students' needs. Students ranged from freshmen to seniors.

All students and teachers provided positive feedback on the curriculum. Most students agreed that the networking pitch and the differences between conditions of employment and preferences were the most interesting and useful parts of the lessons. They also felt strongly that the section on disclosure was very important when seeking employment. Teachers felt that, since many students will be navigating employment sometime soon, the importance of understanding disclosure provided students with the information necessary to make appropriate decisions regarding framing sensitive information and highlighting positive skills and abilities, rather than focusing on disabilities.

In one of the schools, as part of a final exercise, each student was asked to write up a paragraph regarding their thoughts on the GGD process, explaining what the process was, what it entailed, why they thought it was important, and one or two key points they liked about the process. All of the students saw it as a great experience and were proud that they were one of the six schools in Oregon to be taking part in the pilot. In fact, one student used his networking pitch with a local employer and secured employment before the end of the pilot. His teacher reported that he passes a local restaurant every day on his way home from school and stops in occasionally for a soda. He heard they were hiring, stopped in on his own, used his networking pitch, and

was hired. He was very excited when he was hired and credits his networking pitch, which he learned in Guided Group Discovery, for getting him the job. He felt that, if he had not developed his networking pitch and practiced it in class, he would not have known what to say when approaching the employer.

PHILADELPHIA'S STORY OF SUCCESS

In Philadelphia, St. John's Community Services (SJCS) implemented Guided Group Discovery across 11 sites. These sites include seven public and alternative high schools, two programs for adjudicated youth, an afterschool arts and entrepreneurship program, and a homeless services setting. The team tailored the Guided Group Discovery curriculum to serve different populations of youth. As an example, some of the students they were working with, who were on the autism spectrum, had a deep passion for superhero movies, TV shows, comic books, and video games. After learning this, SJCS introduced the Guided Group Discovery concepts of skills and tasks using superheroes as an entry point to the first lesson's activity. Students focused on different superheroes and looked at what their powers were. They then discussed the skills those powers use, as well as their own skills. Students were excited to think of themselves as aligned with superheroes, and discussed how they can use their "powers" and skills to benefit a workplace.

The SJCS team also developed individualized approaches for introducing other concepts and activities. For example, they introduced the idea of cultivating personal and professional identities. They had the students fill out Venn Diagrams about what parts of their identities were personal and professional and what existed in the overlap. As different themes emerged, the staff were able to connect the youth back to the concepts in Guided Group Discovery, thereby helping students see that they already had a wealth of traits and experiences that could be used professionally.

LEAD Center staff also developed two surveys, one for students participating in GGD and another for teachers and facilitators, to track data and outcomes. All students were given a pre-test and post-test to measure their knowledge on different topics (e.g., knowing the services for which they are eligible, their comfort level on job interviews, etc.). In that way, their teachers and Transition Network Facilitators could track individual responses to determine the extent to which students felt the Guided Group Discovery process worked for them. In the Oregon and Philadelphia pilots, the GGD process assisted in informing transition planning, Pre-Employment Transition Services, and subsequent individual plans that were developed by school, vocational rehabilitation, or other systems.

2. Impact on service delivery systems

Some sites had established relationships with their workforce systems, like WorkSource and CareerLink (i.e., Oregon's and Philadelphia's workforce systems), vocational rehabilitation, and community provider agencies. The Philadelphia Project also connected with homeless services, their department of behavioral health, multiple schools, and the juvenile justice system. In places where partnerships did not yet exist, LEAD Center staff and SMEs provided technical assistance to develop these partnerships. In Kansas, Illinois, and Tennessee, the GGD pilots originated within the workforce system, through which they engaged partners. In all sites, staff from the workforce system were trained as facilitators alongside staff from public and private partner agencies,

strengthening their partnerships and working relationships. Vocational rehabilitation was almost always a key partner in the GGD and SGD pilots.

3. The impact on WIOA implementation

To meet WIOA requirements, Oregon VR, through their Pre-Employment Transition Services (Pre-ETS) and the teachers at the six sites, offered GGD in a universal design format that guided youth and the people in their lives to identify their unique gifts and talents, discern vocational themes, and build support networks to create pathways to employment and career exploration. For sites that were launched through the workforce system, GGD served as an alternative assessment that revealed possible employment opportunities and partnerships to support employment outcomes for people with disabilities and others that experienced barriers to employment. One AJC incorporated some of the GGD information into their intake forms for everyone, since they believed that it added so much useful information and value.

A teacher in Oregon, who is also the program coordinator for the WIOA Lane County Workforce Partnership, decided to use the GGD curriculum on a more individualized basis, with up to 14 additional youth with whom he is working. Twenty-five percent of those students are in-school youth, and 75 percent are out-of-school youth, all between the ages of 14-24. In this program, work experiences and internships are paid through a U.S. Department of Labor grant. The Partnership saw Discovery as a useful addition to their work, and it gave the school district the opportunity to network with employers.

IV. ADVANCING INNOVATION THROUGH IMPLEMENTATION SCIENCE

LEAD Center has used Implementation Science in the design and implementation of many of its projects. Implementation Science is the study of factors that influence the full and effective use of innovations and change processes. The National Implementation Research Network (NIRN) has studied evidenced-based practices in the implementation of projects, initiatives, and change efforts. Major findings indicate that there is a right way to go about implementation. Specifically, when drivers of change are attended to, and when work is done in the right sequence, there is a greater likelihood of a successful implementation.

In reading about the above implementations, you can clearly see the presence of NIRN's three key implementation drivers – competency drivers, organization drivers, and leadership drivers. Leadership was evident in all of our sites and LEAD staff worked to support and cultivate additional leadership. Our technical assistance also supported competency development through training and coaching, and we assisted in building infrastructure for sustainability to support organization drivers that improve service effectiveness.

Sustainability, Replication and Scaling of the Innovation

LEAD Center trained facilitators and trainers in over 40 locations, including staff from a diverse mix of systems and roles. Further, LEAD Center staff developed easy-to-use materials that can be downloaded and shared, making it easy to train additional facilitators and to support job seekers using either the Guided Group or Self-Guided Discovery approach. Since Discovery and

Customized Employment are universal designs that can be used with anyone, these approaches can be used with people with or without disabilities. Simply put, they can assist anyone interested in employment to connect to employers and jobs that are likely to be a good fit for them and their employer.

In the pilots during the past six years, LEAD Center trained multiple people from each system engaged in each pilot so that, in the event of staff turnover, there are people who can continue to implement GGD and/or SGD. Webinars and supplemental materials also are archived on the LEAD Center website at <http://www.leadcenter.org/customized-employment>, so that new people can learn about these approaches. At the same link, people can find other Customized Employment resources (e.g., [The Essential Elements of Customized Employment for Universal Application](#)) and [three one-hour self-paced e-learning trainings on Customized Employment and Guided Group Discovery](#)). Participants can learn at their own pace, test their knowledge around key concepts, and obtain a completion certificate for each course. Courses are available in the [NDI Online Classroom](#). Also, LEAD Center partnered with the Association of People Supporting Employment First (APSE) to offer Certified Employment Support Professional (CESP) credits for these three courses. The courses include:

- Customized Employment: Moving Beyond the Basics
- Customized Employment: Success Through Partnerships
- Guided Group Discovery: Paving the Way to Employment

In Oregon, 10 staff members of VR and the Department of Education were trained as trainers so that they can train other facilitators to implement Guided Group Discovery. These staff members are Transition Network Facilitators (TNFs), who work across systems. The expectation is that all 10 staff members will train school staff, community partners and American Job Center staff. The TNFs cover all 36 counties in Oregon so they have a broad reach. If there is staff turnover in the future, the new staff will be expected to become proficient in Guided Group Discovery and will be mentored by more experienced staff. Following the pilot year, more than 10 additional schools requested training in GGD so that they can implement it in their schools with transition-age youth. Others in Oregon will learn about GGD at Oregon's Statewide Transition Conference, where it will continue to be a topic on the program.

V. LESSONS LEARNED

LEAD Center built on the lessons learned from our many pilots and partnerships, which enabled the LEAD Center team to develop materials that are useful to people who experience barriers to employment, including youth and adults with disabilities, and to a variety of systems. Lessons for successful implementation are summarized below, followed by links to the materials.

- 0 **Adaptable Materials and Processes:** Over the course of the years of implementing GGD in a wide variety of settings, with diverse partners and participants, LEAD Center staff have been amazed by the creative ways in which facilitators have adapted the materials. This has allowed them to tailor the materials to different settings and populations. The Modules have been easily adapted to accommodate one 45-minute session a week in a school setting and two two-hour sessions a week for people who are homeless.

- 0 **Ease of Use:** The GGD and SGD materials provide clear step-by-step instructions for facilitators, which enables people who are trained to easily train others. Also, people who have previous experience with Discovery and/or Customized Employment can readily use the materials, which are intuitive.
- 0 **Adaptable to Different Populations:** Approaches need to be tailored to different populations to accommodate learning styles, the difficulty of concepts that may seem abstract, limited life and work experiences, difficulties communicating verbally, and so on. In several of the pilots, participants had support people, both staff and family members, to assist them. This is encouraged where needed, as long as the plan and decisions reflect each person's preferences and ideas.
- 0 **Building Infrastructure:** Training multiple people in different systems is highly recommended. Staff turnover can derail the GGD and SGD processes if there are no back-up facilitators that can step in. Building an infrastructure of facilitators, who can train others, is highly recommended.
- 0 **Building Partnerships and Supporting Leadership:** Leadership turnover also can be an issue. It is important to orient new managers and leaders on the process and benefits of SGD and GGD. They can assist, as well, in ensuring that facilitators and co-facilitators take responsibility for follow-up and support. Involving managers and leadership in coordinating, scheduling, and/or tracking implementation, perhaps through formal agreements or additions to annual staff performance goals.
- 0 **Alternative Approaches to Offer GGD:** Not every AJC or partner program is set up for running groups, even if it's only four to five sessions over a short period of time. Funding cutbacks has reduced the use of small groups in many AJCs. One AJC, in which we had trained facilitators, was planning to implement GGD as part of their Job Club. Shortly after the training ended, they stopped offering Job Club, which stopped their implementation. Staff and settings may want to identify multiple ways to implement GGD, so that there are back-up approaches if one fails.
- 0 **Adaptable Scheduling:** In schools, some sites had difficulty fitting the GGD activities into classes with seniors due to academic requirements that usurped GGD time. Starting GGD early in the semester and customizing it to fit academic requirements can prove to be a successful option. Also, timing the final sessions so that they can be done in an AJC enables youth to learn about their services, co-enroll, and receive services from the workforce system while they are still in school or upon graduation.
- 0 **Business Services:** It is important to involve Business Services staff from the workforce system, vocational rehabilitation, and other partners in the GGD process as it is being planned and implemented. Workforce and business services staff often lack the belief that businesses will embrace Customized Employment as a hiring strategy. Involving them in training and implementation can enable questions and issues to be addressed, and support provided so that they can effectively assist with employer engagement.

- 0 **Universal Design:** Discovery, whether facilitated, Guided Group or Self-Guided, truly is a universal design that can benefit any youth or adults who are struggling with figuring out their possible employment and career paths.
- 0 **Leveraging and Braiding Resources:** State leaders, as was the case in LEAD Center’s pilot states, have the ability to bring in innovative practices, like GGD and SGD, with a plan to build the capacity of staff across systems and an infrastructure to support sustainability, by working with partners. This was done with the resources and staff already working to support people to achieve employment outcomes, without additional funding, by leveraging resources across systems.

Related Resources

LEAD Center offers a suite of materials on Guided Group Discovery including a [Facilitator Manual](#), an accompanying [PowerPoint slide deck \(Introduction and Course\)](#), and a [Participant Workbook](#). There is also an [Online Participant Workbook](#), which can be completed using any browser. These user-friendly tools allows youth and adults to create a personalized Blueprint for Employment. For the online tool, each participant receives a private link that allows them to add to, edit, or review their information at any time. The Workbook also can be printed out or downloaded to review with counselors, teachers, and others.

A [Self-Guided Discovery Facilitator’s Guide](#) is also available and can be downloaded from the LEAD Center website. We encourage you to visit the website, where you will find extensive additional resources on [Customized Employment](#). As described above, there also are [archived webinars](#) and [self-paced courses on Customized Employment, Guided Group Discovery, and Self-Guided Discovery](#).