

MN DEI/Partners for Youth **Incorporating the Guideposts for Success into Minnesota's Personal Learning Plan Process**



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The purpose of this publication is to provide guidance to Minnesota CareerForce youth development professionals on how to intentionally integrate the Guideposts for Success framework into the Individualized Learning Plan (ILP) model. Developed by PACER Center for Minnesota's Partners for Youth Disability Employment Initiative (DEI), this guide demonstrates how to merge the core strategies of DEI youth-focused projects — career pathways, Integrated Resource Teams (IRTs), and the Guideposts — with ILP career planning activities for both in-school and out-of-school youth.

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Table of Contents

Acronym Quick Guide.....	4
What are Individualized Learning Plans (ILPs)?.....	5
Minnesota’s Personal Learning Plans (PLPs)	7
PLPs and MN Students with Disabilities.....	7
Minnesota Career Information System	9
Applying the Individual Learning Plan Model to Out-of-School Youth.....	9
Disability Employment Initiative (DEI) Strategies for Serving Youth with Disabilities.....	11
Guideposts for Success	11
Career Pathways	13
Integrated Resource Teams.....	14
WIOA’s 14 Youth Program Elements.....	14
Ideas for Integrating the Guideposts for Success into Student ILP Activities.....	16
Guidepost 1: School-Based Preparatory Experiences.....	17
Guidepost 2: Career Preparation and Work-Based Learning Experiences	19
Guidepost 3: Youth Development and Leadership	21
Guidepost 4: Connecting Activities.....	23
Guidepost 5: Family Involvement and Supports	25
Appendix 1: Minn. Stat. § 120B.125: Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans.....	27
Appendix 2: 2018 MCIS Subscribers.....	29
Appendix 3: Youth Action Plan.....	37
Appendix 4: WIOA Youth Program Element Resources	39
Resources.....	40

Acronym Quick Guide

ABE	Adult Basic Education: Programs designed to help adults and out-of-school youth age 16 and older improve their basic skills in reading, writing, math, listening, and speaking
CE	Career Exploration: Activities to help individuals learn about the skills and qualities required to be successful in various careers as well as the education and training necessary to pursue each career
CP	Career Planning/Career Pathway: Strategies to support an individual's progress from education into and through the workforce
CTE	Career Technical Education: Programs that prepare youth for future careers by developing technical as well as academic skills and offering work-based learning experiences
DEED	Minnesota Department of Employment and Economic Development
DEI	Disability Employment Initiative: A U.S. Department of Labor effort that has awarded grants to 55 projects in 30 states to improve education, training, and employment outcomes of youth and adults with disabilities
IEP	Individualized Education Program: Education plan for high school students receiving special education services
ILP	Individualized Learning Plan: Generic term for a structured career plan for middle and high school students that includes self-exploration, career exploration, and career development and management components
IRT	Integrated Resource Team
ISP	Individual Service Plan: Plan outlining individualized services to be provided by Minnesota CareerForce programs or the county
MCIS	Minnesota Career Information System: Internet-based career information and planning system used by 80% of Minnesota schools
MDE	Minnesota Department of Education
Pre-ETS	Pre-Employment Transition Services: Services provided to high school students with disabilities by the vocational rehabilitation system via contracted vendors
PLP	Personal Learning Plan: Minnesota's version of an ILP
SE	Self-Exploration: Activities help youth become aware of their interests, skills, and values that can then guide subsequent career exploration efforts
SOP	Summary of Performance: A document for students who received special education services completed during the final year of high school that condenses and organizes the key information that should follow the student, including recommendations about ways to help meet the student's postsecondary goals
VR	Vocational Rehabilitation: Services to help persons with significant disabilities overcome barriers to finding, keeping or returning to employment. Each state has a federally funded state VR agency that is responsible for delivering such services

What are Individualized Learning Plans (ILPs)?

ILPs have recently become an important component of state-driven efforts to improve youth employment outcomes. A growing number of states, including Minnesota, use ILPs to help ensure all youth graduate from high school with the college and career readiness skills needed to successfully pursue a training program, obtain a two- or four-year college degree, and find employment related to their career goal.

The ILP is both a document and a planning process that provides middle and high school students with quality career development opportunities in the areas of self-exploration, career exploration, and career planning and management. Self-exploration activities help youth become aware of their interests, skills, and values that may then guide subsequent career exploration efforts. Career exploration involves opportunities to learn about the skills and qualities required for success in employment, and the education and training necessary to pursue each career. Career planning and management activities focus primarily on capacity building as it relates to job-seeking, and identifying learning opportunities that continue developing their potential for success following high school graduation.¹ Guidepost-related activities that help youth with disabilities identify and access supports needed to enter and maintain employment are considered within this category for the purpose of this document.

Two factors necessary for successful ILPs are a commitment to meet regularly with students on an individual basis in order to track progress and reevaluate goals and plans,² and access to an online career information and ePortfolio system.³

Research indicates that students who become more competent in self-exploration, career exploration, and career planning and management are more engaged, motivated, and confident learners. They actively set goals and record better academic outcomes. Youth may select more rigorous courses, consider new and different career options, decide to stay in school rather than dropping out, and increase their academic aspirations toward college goals. Some educators report better communication with families as another outcome of this process.⁴

¹ Solberg, Martin, Larson et al (2018). *Promoting Quality Individualized Learning Plans Throughout the Lifespan: A Revised and Updated "How to Guide" 2.0*. Washington, D.C.: National Collaborative on Workforce and Disability for Youth, Institute for Educational Leadership (NCWD/Youth).

² Hobsons and the National Association for College Admission Counseling (2016). *Research to Practice Brief: "Individual Learning Plans for College and Career Readiness: State Policies and School-Based Practices."*

³ Solberg, Wills, Redmond & Skaff (2014). *Use of Individualized Learning Plans: A promising practice for driving college and career readiness efforts*. Washington, D.C.: NCWD/Youth.

⁴ Solberg, et al (2014).

Scenario 1: Emma

At the end of her junior year of high school, Emma was referred to a local Minnesota CareerForce location in her community by the special education department. She is diagnosed with an anxiety disorder and receives special education services. Emma lives at home with her parents and receives both direct support such as transportation and emotional support from them. Because Emma was a minor, her parents signed a form indicating that she had their permission to participate in CareerForce activities.

Emma met with a youth case manager at the CareerForce location and gave him her personal access code to her MCIS files so they could review interest and assessment materials conducted at school as part of Emma's Personal Career Plan activities together.

Emma loves animals and told the CareerForce program case manager that her dream job would involve working with them. When she was a junior in high school she had enjoyed spending a day at a veterinary clinic, job shadowing and conducting an informational interview with a veterinarian who was a friend of the family. However, she was not confident enough in her academic skills to want to become a veterinarian.

The case manager asked if she would like to involve her parents in a planning meeting. The case manager then invited Emma's parents to meet with him and Emma (Guidepost 5). They did, and shared that she had done an outstanding job of training the family pet, related well with other animals, and she worked best with people in small group settings or one-on-one environments.

Together, Emma and her case manager mapped out a career plan that combined career exploration, practical experience and education to create a pathway that led to her personal career goal of working in a veterinary clinic. They shared this information with members of Emma's Individualized Educational Program (IEP) team at a meeting midway through her senior year (Guidepost 1).

The CareerForce program found Emma work experience at a veterinary clinic and paid her wages through their work experience program for a trial period (Guidepost 2). The employer mentored and coached Emma, and the job was a success. After a trial period, Emma was hired as a part-time animal caretaker by the facility. With the help of her case manager she also enrolled in a veterinary assistant program at a nearby community and technical college (Guidepost 4) and is on her way to meeting her career goal!



Minnesota's Personal Learning Plans (PLPs)

In 2013 Minnesota passed legislation requiring that Minnesota school districts develop a Personal Learning Plan (PLP) for each of their students beginning no later than 9th grade. The purpose of Minnesota's PLP process is to help all students explore their career interests and to develop a plan for a smooth and successful transition to postsecondary education and employment. School districts must ensure that their English learners are provided with adequate instruction and sufficient resources to enable them to participate in the PLP process. Each student's PLP must reflect his or her unique talents, skills, and abilities. Each plan must be reviewed and revised at least annually by the student, the student's parent or guardian, and the school or district to ensure that it reflects the student's growth and development over time, and that student is making adequate progress toward their academic and employment goals.⁵

PLPs and MN Students with Disabilities

Minnesota's statute specifically indicates that "if a student with a disability has an [Individualized Education Program (IEP)] or standardized written plan that meets the plan components of this section, the IEP satisfies the requirement and no additional transition plan is needed." It should be noted, however, that if educators intend a student's IEP to take the place of a PLP, it must address all required PLP plan components. (See Appendix 1.) It will require intentional effort on the part of educators to incorporate all PLP components, as IEP transition plans do not typically reflect this same depth and breadth of career-focused activities. Without a concerted effort to align an IEP transition plan with MN's PLP requirements, the average transition plan will fall short of the intention of MN's PLP legislation. Rather than allowing transition plans to substitute for PLPs, other states such as Connecticut recognize that a PLP is more extensive than an IEP's transition plan and recommend that PLPs accompany the IEP and inform their development throughout a student's school career.⁶ Although not legally required, Minnesota practitioners are encouraged to adopt this best practice.

Special educators can incorporate the self-exploration, career exploration, and career planning and management activities highlighted in this guide into their transition planning process. They may also incorporate knowledge gained from these activities into a student's Summary of Performance (SOP). School districts are required to develop SOPs for each special education student at graduation or the conclusion of their public education. SOPs provide a summary of academic and functional performance as well as recommendations on how to assist the student in meeting their postsecondary goals.⁷

⁵ MDE, Office of Career and College Success (2016). *Personal Learning Plans Legislation*. St. Paul, MN: Author.

⁶ Connecticut State Department of Education, Bureau of Special Education (2012). *Aligning Student Success Plans (SSPs) with IEP's, SOP's, Section 504 Plans and Individualized Healthcare Plans*. Hartford, CT: Author.

CT State Department of Education Transition Task Force (2014). *Student Success Plan Crosswalk with individual Plans for Students with Disabilities or Medical Conditions*. Hartford, CT: Author.

⁷ The intent of the SOP is for information to go with the student to postsecondary education or to employment opportunities and serve as a guide for future educators and employers on tools and strategies that have been found to be successful in working with the student. There is no required form or format for a SOP but all required content must be present and must include more than a report of test scores, grades or transcript information. (MN Department of Education, Division of Compliance and Assistance (2017). *Part B Individualized Education Program (IEP) Standards 2017-2018*. Saint Paul, MN: Author.

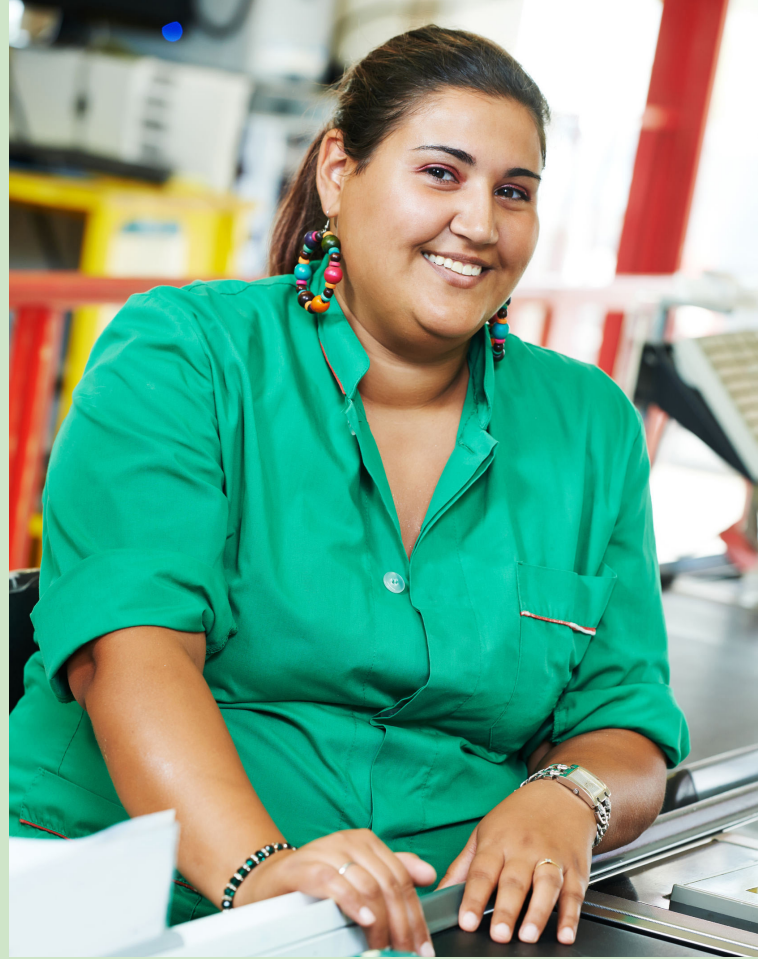
Scenario 2: Asa

When Asa graduated from high school, she wanted to go to college but couldn't afford it. Asa, who has ADHD, had been a special education student in high school. She was a bright student and was successful with academic accommodations in place. Asa's career goal is to become a physician's assistant, and she has the ability to pursue this career path.

Unfortunately Asa's family was not able to help pay for her college education. As a result of her parents' financial situation, Asa had been forced to move out on her own when she turned age 18, and she had been staying at the homes of friends. That was when she visited the CareerForce location in her town.

She told the case manager she was homeless and needed a job. The case manager was able to refer Asa to a social service program that helped homeless youth find temporary and then permanent housing (Guidepost 4).

The case manager was also able to find a job placement for her at a nursing home on a bus line. Together, Asa and her case manager went on to further explore her skills and interests and mapped out a career pathway that began with nursing assistant training (Guidepost 2). Asa did well on the job, and passed Minnesota's nursing assistant and home health aide exam after 3 months. With help from her case manager, she then applied and was accepted at a MN State Colleges and Universities Licensed Practical Nurse (LPN) program (Guidepost 4) which she plans to attend while continuing to work at the nursing home. Her case manager also arranged for Asa to meet with the Disability Services office at the college to make sure that academic accommodations she needs could be put in place in her college classes. Asa's goal is to begin a 4-year program once she begins working as an LPN, and ultimately to pursue her long term goal of becoming a physician's assistant.



Minnesota Career Information System

Access to an online career information system is critical to successful implementation of ILPs. Most online career information systems contain a proprietary ePortfolio that organizes and stores a student's ILP related activities.⁸

Career Information Systems, available in many states, is one of a number of internet-based comprehensive career information and planning system used by students and adults.⁹ Minnesota's version, MN Career Information System (MCIS) <https://portal.mncis.intocareers.org/>,¹⁰ is used by more than 80% of MN schools (See Appendix 2). Although the state does not require school districts to use any particular PLP form, MCIS provides educators and students with a rich collection of self-exploration, career exploration, and career planning tools which can be used to create the student's PLP. Information and insights gathered from MCIS tools and activities are documented and stored so that they are easily incorporated into a student's PLP. School districts who are MCIS subscribers do not therefore need to create their own PLP format. In addition to constructing a PLP during their middle and high school years, student users are able to create a personal ePortfolio that they can continue to access and add to after they leave high school.

CareerForce youth case managers working with in-school youth from school districts that are MCIS subscribers should be aware that students have direct access to their MCIS portfolio and can share this information with their parents and others who provide them with guidance and support. MCIS provides case managers with an opportunity to better align their services with what has occurred or is occurring in the school setting.

In addition, MN CareerForce youth case managers may be able to access MCIS if they are working with students who are receiving vocational rehabilitation Pre-Employment Transition Service (Pre-ETS) programs.

Applying the Individual Learning Plan Model to Out-of-School Youth

As the Workforce Innovation and Opportunity Act (WIOA) has directed states to serve more out-of-school youth, WIOA youth programs are serving an increasing number of out-of-school youth age 14 to 24. Although MN PLP and ILP requirements technically only apply to secondary school students, a PLP/ILP approach can still be useful for out-of-school youth. Depending on how recently a youth has been in school, for example, youth case managers may be able to build upon a student's PLP and personal portfolio documenting past self-exploration, career exploration, and career planning activities developed while in school. At present, only a few MN CareerForce locations subscribe to MCIS directly on behalf of their young adult participants, so youth case managers will have to be creative and collaborative to access MCIS resources.

⁸ Solberg, et al (2014).

⁹ CIS is an Internet-based product developed by the University of Oregon, Department of Education. Customized versions are used in many states.

¹⁰ MCIS is a member of the infoCareers consortium ©1971-2018 University of Oregon. All rights reserved. Alternative products are used by some states as well as by some MN school districts. This guide focuses on MCIS as it is a program at the MN Department of Education (MDE) and is used by most MN schools.

Scenario 3: Oliver

Oliver, age 20, has had trouble keeping a job since he dropped out of high school at age 16. Oliver was unemployed when he approached his local CareerForce location for help finding employment.

Oliver, who lived at home with his parents, was good with his hands and helped around the house with yardwork and painting. However, he was depressed about not being on his own and his depression made it difficult for him to apply for jobs. He was seeing a mental health therapist and taking anti-depressant medication. Participating in outdoor activities, such as hunting and fishing with his father, helped Oliver maintain his mental health.

In school Oliver had loved woodshop and art classes but struggled with academics. Phil, Oliver's new case manager, connected him to an Adult Basic Education (ABE) program to strengthen his math and reading skills and to prepare to take a GED exam (Guidepost 1). After a couple of weeks, his ABE instructor was concerned that Oliver might have an undiagnosed learning disability.

Phil decided to pull together an Integrated Resource Team for Oliver (Guidepost 4). Members included Oliver, his ABE instructor, his mental health therapist, his parents (Guidepost 5), and a vocational rehabilitation (VR) counselor who could arrange for an assessment to see if Oliver had learning disabilities.

Oliver was diagnosed with dyslexia, and began receiving accommodations in his ABE classes such as reading materials in large print and extra time on tests. Oliver's performance improved. He even demonstrated a special interest in the biology-related content he was learning as part of his GED instruction.

When Phil conducted a number of interest inventories and strength assessments (Guidepost 2), many qualities stood out: Oliver's love of wildlife, his artistic skill, hand-eye coordination, and attention to detail. Looking at labor market trends with his Integrated Resource Team, and the potential careers that aligned with his interests, Oliver was intrigued by the idea of a career in taxidermy. His parents purchased an inexpensive taxidermy kit for him to try to mount a big walleye pike from a recent family fishing trip, which he completed with enthusiasm.

Phil was able to help Oliver find a part-time job with a professional taxidermist who had a backlog of work. Oliver is learning the trade there and, with assistance from the CareerForce young adult program, has enrolled to start taxidermy school when the next session begins.



This may be relatively straightforward for students from school districts that subscribe to Minnesota Career Information Systems (MCIS), who, as noted above, can continue to access their information even after they leave school. Thus, as youth are able to continue to access MCIS resources, case managers are encouraged to investigate whether it would be helpful to utilize the information an out-of-school youth has stored in MCIS to help them along their career pathway. Access to resources such as a youth's PLP, or their MCIS self-exploration, career exploration, and career planning and management activities, may help case managers work with youth to identify, refine, and reach their individual service goals.

Some MN CareerForce case managers may also be able to utilize MCIS if they are working with youth who are recipients of vocational rehabilitation (VR) Pre-Employment Transition Services (Pre-ETS), as MN Pre-ETS VR counselors have access to MCIS. In addition, some MN Adult Basic Education Programs (ABEs) are also subscribers to MCIS. As many centers incorporate ABE services into their career pathway programs and individual service plans, case managers may be able to use this avenue to access MCIS tools on behalf of out-of-school youth.

More generally, case managers can intentionally incorporate the self-exploration, career exploration, and career planning and management elements of a quality ILP into their work with individual youth and into the process of developing an Individual Service Plan. The Guideposts-based Action Plan (Appendix 3), explored in detail in the next section of this guide, can assist case managers with this process.

Disability Employment Initiative (DEI) Strategies for Serving Youth with Disabilities

The *Guideposts for Success*, Career Pathways, and Integrated Resource Teams are key strategies used nationally by DEI youth projects. All are compatible with the ILP approach and the development of PLPs and ILPs. Quality learning experiences that combine both the *Guideposts for Success* and utilization of the ILP process have been linked to positive outcomes for youth including career search self-efficacy, engagement in goal-setting activities, academic self-efficacy, stronger motivation and better academic outcomes.¹¹

Guideposts for Success

The National Collaborative on Workforce and Disability for Youth (NCWD-Youth) has identified *Guideposts for Success* based on what research shows that all youth need to transition to adulthood successfully. The five *Guidepost* areas are:

1. **School-Based Preparatory Experiences** that contribute to student success for youth with and without disabilities.

¹¹ Solberg, Howard, Gresham & Carter (2012). "Quality Learning Experiences, Self-Determination and Academic Success: A Path Analytic Study Among Youth with Disabilities," *Career Development and Transition for Exceptional Individuals* 35:85.

Scenario 4: Melvin

Melvin, age 20, is a young man with high functioning autism, or Asperger's Syndrome. He graduated from high school 18 months ago. Although he makes a good first impression and has been hired for several jobs (at a large supermarket, a discount warehouse, and a butcher shop), he has been unsuccessful at staying employed for long. He is wondering if he should go back to school but doesn't know what field to pursue. Melvin lives at home with his mother and has become very solitary since he completed high school.



From accessing his high school Personal Learning Plan (Guideposts 1 and 2), his CareerForce case manager Gena learned that Melvin's greatest high school successes came in school drama productions and choir. A dream job he wrote about in high school was to become a voice-over actor. Melvin has also produced a number of home video productions using computer software and his iPhone. The possibility of becoming an audio visual technician also interests him. Melvin and Gena decided to look for work experience opportunities that relate more closely to these interests.

The first step was informational interviews with a working voiceover actor and a sound technician (Guidepost 2). Gena was also able to find Melvin a 4-month internship at a local radio station, which is going well. Gena also encouraged Melvin to join a group of other young adults at an Autism Society program that used improvisational theater to build social skills and self-awareness (Guidepost 3). This experience has boosted Melvin's confidence, and he has started socializing with some of his fellow students. Gena and Melvin are also investigating Minnesota State Colleges and Universities that have radio stations and other programs in broadcasting and media communications, and Melvin anticipates going on to one of these programs.

2. **Career Preparation and Work-Based Learning Experiences** that youth with and without disabilities need to identify and to reach their career goals.
3. **Youth Development and Leadership Experiences** that help youth with and without disabilities exercise leadership, build self-esteem, and gain knowledge and skills to help them control and direct their own lives.
4. **Connecting Activities** such as programs, services, activities, and supports that can help youth, depending on their individual needs, successfully pursue their post-school goals.
5. **Family Involvement and Supports** provided by parents, family members, and other caring adults that promote the social, emotional, physical, academic, and occupational growth of youth with and without disabilities.

The *Guideposts* are being used by youth service professionals across the country as a way to help identify the needs of individual youth in these five critical categories, to collaborate across service systems to meet the needs of youth, and to improve youth programming more generally.

Not all youth will need each support. However, some youth have needs that fall outside the traditional career development system yet must be addressed in order for them to succeed. The *Guideposts for Success* framework helps professionals identify these needs so that they can be addressed within the career planning and career management process.

For more information on the *Guideposts*, visit <http://www.ncwd-youth.info/guideposts>.

Career Pathways

Career pathways span high school and college and are a combination of education and training, work-based learning, and support services that lead to employment in a specific industry or occupational sector.¹² Through career pathways, students gain the knowledge, skills, and credentials needed to find employment, earn a family-sustaining income, and advance their careers. The Minnesota Department of Education (MDE) and Minnesota State Colleges and Universities,¹³ along with Minnesota's Department of Employment and Economic Development (DEED), are working across systems to create coordinated career pathway programs related to Minnesota's in-demand industries. Minnesota Career and Technical Education programs of study, for example, align high school coursework with specific college and university certificate, diploma, and degree programs. In addition, state dual enrollment policies allow high school students to earn college credit in a program of study they can continue to pursue at the postsecondary level.

Because they focus on activities related to job-seeking and learning opportunities that continue after high school graduation, PLP/ILP career planning and management activities are essentially career pathway activities. PLP/ILP self-exploration, career exploration, and career planning activities in grades 9 to 12 help students identify and prepare for a career pathway in a field that aligns with their strengths and interests. The PLP/ILP document itself helps youth map out their related short- and long-term career goals as well as the education needed to reach them. Plotting out a student's future

¹² For more information about MN career pathways, visit <https://careerwise.minnstate.edu/careers/pathways.html>.

¹³ Minnesota State and MDE (2015). Minnesota Career Fields, Clusters and Career Pathways. St. Paul, MN: Author. Retrieved 1/11/18 from <https://careerwise.minnstate.edu/iseek/static/pathways.pdf>.

education and training needs facilitates a smooth transition to employment and enables individuals to advance to higher levels of employment within their chosen field. The PLP/ILP can also document strategies that will help them tackle anticipated challenges to employment in that field, such as the need to address disability related accommodations, health care or transportation needs.

Minnesota CareerForce case managers also help young adults who are out of school directly access career pathways through Adult Basic Education, “bridge” programs that combine basic skills with career-technical content, and other workforce training programs that lead to an occupational credential.

Integrated Resource Teams

The Integrated Resource Team (IRT) is a strategy of convening multiple service providers to meet the employment needs of an individual jobseeker who has a disability. The IRT is convened around an individual’s unique needs, and may include partner agencies. Teams are customer-centered and vary in membership, as they are based on the needs of each individual jobseeker.

Using the *Guideposts for Success* framework to assess the needs of youth can help youth case managers determine which partner agencies should be members of an individual’s IRT. Not all youth will need services and supports in each Guidepost category. However, the process of considering the needs of youth holistically can call attention to issues that might otherwise be overlooked. Using all five Guideposts categories can reveal current gaps in services that fall outside the purview of typical workforce development activities. This can help case managers address obstacles to employment via membership of the IRT. For example, connecting youth to benefits planning, mental health supports, postsecondary disability service offices, teen parent programs, or housing and transportation services may be essential for some individuals to achieve employment success. Providing opportunities for youth to build their self-esteem or gain leadership experiences, or educating parents about career pathway options or Social Security work incentives, may also be important supports for some youth to be successful.

IRTs help case managers engage in active resource coordination on behalf of individuals with multiple challenges to employment. IRT members identify and strategize how services and resources may be combined to benefit and support the individual’s career goals, including education, training, or employment. By engaging partners and leveraging funding from other youth-serving agencies and community organizations, they provide a means of implementing components of a young person’s PLP/ILP.

For more information about the Integrated Resource Teams, visit workforcegps.org and search for “Integrated Resource Team (IRT) Information and Resources.”

Workforce Investment Opportunity Act (WIOA): 14 Youth Program Elements

The above DEI key practices are conducted in accord with the fourteen core youth program elements listed in WIOA (Appendix 4). Guidepost and career pathway activities, as well as IRTs, align with WIOA youth program elements. The relationship of the WIOA youth program elements to Guideposts 1 through 4 is particularly close, as demonstrated by the chart on page 15.

WIOA Program Elements	Related Guideposts
1. Tutoring, Study Skills Training, Instruction, and Dropout Prevention	Guidepost 1
2. Alternative Secondary School and Dropout Recovery Services	Guidepost 1
3. Paid and Unpaid Work Experience	Guidepost 2
4. Occupational Skills Training	Guideposts 1 and 2
5. Education Offered Concurrently with Workforce Preparation	Guideposts 1 and 2
6. Leadership Development Opportunities	Guidepost 3
7. Supportive Services	Guidepost 4
8. Adult Mentoring	Guidepost 3
9. Follow-up Services	Guidepost 4
10. Comprehensive Guidance and Counseling	Guidepost 4
11. Financial Literacy Education	Guidepost 4
12. Entrepreneurial Skills Training	Guideposts 1, 2, and 3
13. Services that Provide Labor Market Information	Guidepost 2
14. Post-Secondary Preparation and Transition Activities	Guideposts 1 and 2

Engaging family involvement and support (Guidepost 5) can be a component of most if not all of the above activities conducted under WIOA program elements as well. Communicating with families and engaging their support can contribute to youth success in many areas.

Ideas for Integrating the Guideposts for Success into Student ILP Activities

The purpose of this section is to help youth program case managers integrate the Guideposts for Success into their assessment process, and ultimately into a youth's Individual Service Plan. Although the Guideposts for Success outline potential support needs for youth with and without disabilities, the following information focuses on meeting the needs of youth with disabilities. It follows the format of an existing MN career planning tool, a Youth Action Plan form developed by the MN DEI Partners for Youth Project (Appendix 3). This form, already organized by the five Guidepost categories, is used by Minn. CareerForce youth program case managers for both in school and out of school youth.

Examples of potential PLP/ILP activities and resources are listed in each Guidepost category. Please note that many activities could be considered under more than one Guidepost category. For example, having a student complete a learning style inventory might be considered a school-based preparatory experience (Guidepost 1) or as part of a youth development activity (Guidepost 3). College campus visits could be included as a youth development activity (Guidepost 3) or a Connecting Activity (Guidepost 4). Likewise, helping a student apply for financial aid to a career related postsecondary program might be considered a career preparation activity (Guidepost 2) or a Guidepost 4 activity connecting youth to another service system. In addition, while schools may assign career exploration activities such as interest inventories or reporting on informational interviews as part of a student's regular academic homework, such activities would be considered as Career Preparation (Guidepost 2) activities for out of school youth.

The lists below are not meant to be exhaustive, but to serve as a starting point to help youth case managers generate their own ideas. These can differ from person to person, as case managers will want to generate activities that reflect the individual needs, strengths, and current situation of each youth. Most activities can be provided to youth either in high school settings or through appropriate out of school or postsecondary education programs.

Some ideas for outside agency partners who might be responsible for delivering certain services or included on an individual's IRT are provided. Potential activities are identified as self-exploration (SE), career exploration (CE), or career planning/career pathways (CP) activities.

Correspondences between Guideposts for Success activities and the 14 WIOA youth program elements are also noted.

Guidepost 1: School-Based Preparatory Experiences

What can CareerForce staff and others do to engage youth in school-based activities that help prepare them to successfully transition to career pathways, postsecondary education, and independent living?

WIOA program elements (See page 15 and Appendix 4) that correspond to school-based preparatory experiences: 1, 2, 4, 5, 12, 13, and 14.

POTENTIAL ACTIVITIES AND RESOURCES	SE	CE	CP	PERSON/AGENCY RESPONSIBLE
Communication skill development (reading, writing, speaking, using information and communication technology)			●	School staff, ABE staff, WIOA program staff
Coding, keyboarding and other occupational skills classes			●	
Soft skill development (active listening, time management, teamwork skills, etc.)			●	
Tutoring, study skills training, or school-based mentoring programs such as “Check & Connect”			●	
Basic skills training, including remedial reading or math			●	
ESL classes			●	
Alternative school placement, such as career academies			●	School District
GED instruction			●	ABE
Learning style inventories*	●			Educators, ABE staff, WIOA program staff
Interest inventories*	●			
School-based career exploration activities (field trips, guest speakers, MCIS activities and portfolio, summer career camps)		●		Educators, WIOA program staff
Identify a program of study related to career interests*		●	●	
Practice job interviews		●		

SE = Self Exploration activities; CE = Career Exploration activities; CP = Career Planning/Career Pathways activities.

*(Minnesota Career Information Systems (MCIS) <https://portal.mncis.intocareers.org>, CAREERwise <https://careerwise.minnstate.edu>, O*Net <https://www.onetonline.org>, and eTrac <http://etrac-mss.com> all offer tools for learning style, interest and career assessments. MDE’s Personal Learning Plan Toolkit (2016) provides links to a wealth of additional online resources.)

POTENTIAL ACTIVITIES AND RESOURCES	SE	CE	CP	PERSON/AGENCY RESPONSIBLE
Career Technical Education (CTE) Programs: Service learning, supervised job experiences, internships, apprenticeship and pre-apprenticeship, dual enrollment and other career pathway programs		●	●	CTE staff
Transition to postsecondary education activities: Assisting youth to prepare for SAT/ACT testing, assisting with college admission applications, searching and applying for scholarships and grants	●		●	WIOA program staff, family, educators, mentors
Pre-Employment Transition Services (Pre-ETS)	●	●	●	Vocational Rehabilitation (VR) counselors, Pre-ETS vendor agencies
IEP/504 transition planning: Attend and participate in team meetings, make suggestions for a student's Summary of Performance (SOP)	●	●	●	Special educators, WIOA program staff, VR Counselors
Develop a Summary of Performance (SOP) during the student's last year of high school			●	
Identify effective academic and testing accommodations/assistive technology needs	●	●	●	VR, Special educators, Assistive Technology Specialists
Practice disability disclosure activities	●		●	

SE = Self Exploration activities; CE = Career Exploration activities; CP = Career Planning/Career Pathways activities.

Guidepost 2: Career Preparation and Work-Based Learning Experiences

How can CareerForce staff and others help youth and explore careers, identify career goals, and provide meaningful work experiences?

WIOA program elements that correspond to career preparation and work-based learning experiences: 4, 5, 11, 12, 13 and 14.

POTENTIAL ACTIVITIES AND RESOURCES	SE	CE	CP	PERSON/AGENCY RESPONSIBLE
Career counseling in one-to-one setting		●		WIOA staff
Explore careers and industries of interest through guest speakers, job shadowing, field trips, informational interviews, job fairs, labor market research, and online career assessments*		●		WIOA staff
Develop a resume*	●			WIOA staff, ABE, Educators
Develop a career portfolio*			●	
Identify career goals and a related course of study			●	WIOA program staff, VR, employer, family
Visit postsecondary campuses and offices of disability services			●	
Apply to career-related postsecondary program(s)			●	
Apply for financial aid for a career related postsecondary program(s)			●	
Participate in out of school work-based learning such as internships, part-time employment, subsidized work experience, summer jobs, or volunteering		●	●	
Practice interviews with classmates, peers, family members, or community volunteers who are employers		●		WIOA staff, experiential programs such as Junior Achievement or 4H
Entrepreneurial skills training		●	●	

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POTENTIAL ACTIVITIES AND RESOURCES	SE	CE	CP	PERSON/AGENCY RESPONSIBLE
Identify effective employment accommodations and testing accommodations for employment related tests	●		●	Special Educators, AT Specialist, VR Counselor, Disability Service Offices, Job Accommodation Network (JAN)
Seek an assistive technology consultation for postsecondary and workplace accommodations	●		●	
Pre-Employment Transition Services (Pre-ETS)	●	●	●	Vocational Rehabilitation (VR) counselors, Pre-ETS vendor agencies
Schedule a meeting with a benefits planner to determine how employment will affect Social Security and Medicaid recipients			●	VR and WIOA staff, Benefits Planning Specialist
Practice accommodation requests and disability disclosure activities	●		●	Disability Services Offices, VR Counselor
Formal apprenticeship programs			●	WIOA staff, employer
Practice developing networking skills at job fairs	●	●		WIOA Staff, Postsecondary Career Centers
Enroll in short term occupational skills training license (such as welding, bookkeeping, or nursing assistant) that leads to a certificate in a field of interest			●	Postsecondary schools

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Guidepost 3: Youth Development and Leadership

How can CareerForce staff and others help youth learn to direct their own lives, make informed decisions, and be connected to caring adults?

WIOA program elements that correspond to youth development and leadership experiences: 6, 8, 12.

POTENTIAL ACTIVITIES AND RESOURCES	SE	CE	CP	PERSON/AGENCY RESPONSIBLE
Extracurricular activities, school clubs, or out-of-school programs that emphasize leadership development through soft skills such as communication, teamwork skills, professionalism, citizenship skills, and public speaking	●			After school programs, e.g. 4H, Boy Scouts, Girl Scouts, Junior Achievement, faith community youth groups, etc.
Pursue hobbies that are enjoyable and personally satisfying	●			
Engage in physical and recreational activities that improve health, develop new skills, and build self-confidence	●			
Complete learning style inventories and interest assessments*	●			
Connect youth to adult mentors and role models in a youth's field of interest or with a similar disability through informal or formal mentoring and peer-to-peer counseling programs	●	●		Check & Connect, Big Brothers/Big Sisters, Centers for Independent Living (CILs)
Discuss career interests, share portfolio, and network with family role models		●		Family
Training in decision-making skills	●		●	Educators, WIOA Programs
Prepare youth to assume leadership in their Individual Education Program (IEP) meetings and their IRT	●			
Build disability self-awareness, identify effective accommodations, practice disability disclosure	●		●	CILs, VR Counselors, mentors, postsecondary education

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POTENTIAL ACTIVITIES AND RESOURCES	SE	CE	CP	PERSON/AGENCY RESPONSIBLE
Involve youth in health care transition planning activities that help them to develop skills needed take the lead in their own adult health care (e.g. see health related assessment, planning and skill building resources from PACER or Got Transition)	●			Health Care Providers, CILs, family, educators
Volunteer and participate in formal and informal service learning program opportunities		●		Schools, community organizations, youth groups related to religious organizations, family etc.
Learn from restorative justice activities	●			Juvenile justice professionals
Conduct “Discovery” assessment activities to identify conditions or characteristics necessary for the person to succeed in a job setting and personal interests that are motivating	●		●	VR Counselor
Practice appropriate hygiene and self-care	●		●	Family, educators, youth groups, mentors, WIOA staff, etc.

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Guidepost 4: Connecting Activities

How can CareerForce staff connect youth (and families) to programs, services, and activities that will help youth meet their career goals by meeting other crucial needs?

WIOA program elements that correspond to connecting activities: 4, 5, 8, 9, 10, 11, 12, 13, 14.

POTENTIAL ACTIVITIES AND RESOURCES	SE	CE	CP	PERSON/AGENCY RESPONSIBLE
Address individual transportation needs, e.g. driver's license, learn the public transportation system, develop mobility and travel skills			●	Educators, family, VR counselors
Access safe and affordable housing			●	County social worker, family
Apply for financial aid by completing the FAFSA form, attending a local FAFSA clinic, researching and applying for scholarships			●	WIOA program staff, college financial aid office, family
Enroll youth in "Summer Nudging" or similar programs to remind them how to prepare for postsecondary classes in the fall			●	MN Office of Higher Education
Enroll in community recreation or education programs to build skills and community participation	●		●	Community education, community organizations, etc.
Plan for the transition to adult health care providers, develop a health-focused Transition Plan, learn how a clinic's case manager can help access and manage multiple health care providers (e.g. see health related assessment, planning and skill building resources from PACER or Got Transition)	●			Health care providers, CILs, family, educators, disability advocacy organizations
Help youth access health care insurance coverage (Medical Assistance (Medicaid), MNCare, employer health plans, private insurance)			●	County social worker, MNCare, family
Participate in a Money Smart or other financial literacy skill-building program	●		●	School, after-school, community or Career Force programs

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POTENTIAL ACTIVITIES AND RESOURCES	SE	CE	CP	PERSON/AGENCY RESPONSIBLE
Learn about government programs that help youth with disabilities address their needs, including eligibility requirements, benefits planning tools, and savings accounts to help youth with disabilities save money for work, education and living expenses without exceeding the asset limits of government benefit programs			●	Disability Hub MN mn.db101.org minnesotahelp.org CILs
Comprehensive guidance and individualized counseling, including drug/alcohol and mental health counseling	●			WIOA Staff, external counselors and therapists
Apply for supportive services such as county social services for individuals with mental health conditions, developmental disabilities, traumatic brain injury, or other significant disabilities			●	County social worker/ case manager, family
Access SNAP, General Assistance, TANF or other benefits that address basic needs while going to school, working or to live independently			●	County social worker/ case manager, Benefits Planner
Apply for Social Security and utilize Work Incentives programs			●	Social Security Office staff
Meet with a benefits planner to learn how working will affect an individual's government benefits			●	WIOA staff, Social Security staff, MN Work Incentives Connection, family
Connect youth with appropriate disability-focused groups that teach self-advocacy skills and educate group members about disability issues, disability policy and disability history	●			CILs, disability advocacy groups, PACER and other parent training and advocacy groups

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Guidepost 5: Family Involvement and Supports

What information and supports can CareerForce staff provide to families and caregivers of youth so they can be effective partners in the transition and career planning process, including all previous Guidepost categories?

WIOA program elements that correspond to family involvement and supports: 1-14.

POTENTIAL ACTIVITIES AND RESOURCES	SE	CE	CP	PERSON/AGENCY RESPONSIBLE
Invite parents to share their insights into a youth's strengths, interests, accommodation needs, and past successes as part of the assessment process (with youth's permission)		●	●	WIOA program staff
Communicate with families on an ongoing basis to review youth's PLP or ISP goals and progress		●		
Invite family members to share their input with a youth's Integrated Resource Teams (IRT) and inform them how they can help youth follow up at home			●	
Brainstorm with youth and families about natural supports to help address transportation, housing or other basic needs			●	
Share information with families about what they can do at home to reinforce student learning and skill development and utilize personal and professional networks for career exploration opportunities, potential mentors, etc.	●			
Refer families to agencies that provide services that could help address the education, mental health, transportation, or housing needs of youth (or the families themselves)			●	ABE staff, interpreters, local multicultural groups, WIOA administrative and program staff
Involve families of culturally diverse youth in all of the above through culturally appropriate interactions	●	●	●	

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POTENTIAL ACTIVITIES AND RESOURCES	SE	CE	CP	PERSON/AGENCY RESPONSIBLE
Connect families to opportunities to help improve adult outcomes for their youth, e.g. high expectations, the Guideposts for Success, the importance of soft skills, career pathway programs, Social Security Work Incentives, postsecondary education options, adult services, self-employment options, alternatives to guardianships, ABLE Accounts, etc.			●	Training providers such as PACER Center, school districts, Community Transition Interagency Councils, Disability organizations, CILs, etc.
Refer families to agencies that provide individualized information, referral and advocacy services related to special education, disability specific conditions, disability rights, health care coverage, transition to adult health care, etc.			●	WIOA program staff, VR counselors, Educators, County social workers, Disability and Advocacy organizations
Invite parents to serve on committees or participate in focus groups as a way to inform your organization about how to help youth more effectively				WIOA program and administrative staff

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Minn. Stat. § 120B.125: Planning for Students' Successful Transition to Postsecondary Education and Employment; Personal Learning Plans

- (a) Consistent with sections 120B.13, 120B.131, 120B.132, 120B.14, 120B.15, 120B.30, subdivision 1, paragraph (c), 125A.08, and other related sections, school districts, beginning in the 2013-1014 school year, must assist all students by no later than grade 9 to explore their educational, college and career interests, aptitudes and aspirations and develop a plan for a smooth and successful transition to postsecondary education or employment. All students' plans must:
1. Provide a comprehensive plan to prepare for and complete a career and college-ready curriculum by meeting state and local academic standards and developing career and employment-related skills such as team work, collaboration, creativity, communication, critical thinking and good work habits;
 2. Emphasize academic rigor and high expectations and inform the student, and the student's parent or guardian if the student is a minor, of the student's achievement level score on the Minnesota Comprehensive Assessments that are administered during high school;
 3. Help students identify interests, aptitudes, aspirations, and personal learning styles that may affect their career and college-ready goals and postsecondary education and employment choices;
 4. Set appropriate career and college-ready goals with timelines that identify effective means for achieving those goals;
 5. Help students access education and career options;
 6. Integrate strong academic content into career-focused courses and applied and experiential learning opportunities and integrate relevant career-focused courses and applied and experiential learning opportunities into strong academic content;
 7. Help identify and access appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarships;
 8. Help identify collaborative partnerships among Pre-K through grade 12 schools, postsecondary institutions, economic development agencies, and local and regional employers that support students' transition to postsecondary education and employment, and provide students with applied and experiential learning opportunities;
 9. Be reviewed and revised at least annually by the student, the student's parent or guardian, and the school or district to ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local academic standards and high school graduation requirements, and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work;

- (b) A school district may develop grade-level curricula or provide instruction that introduces students to various careers, but must not require any curriculum, instruction, or employment-related activity that obligates an elementary or secondary student to involuntarily select or pursue a career, career interest, employment goals, or related job training
- (c) Educators must possess the knowledge and skills to effectively teach all English learners in their classrooms. School districts must provide appropriate curriculum, targeted materials, professional development opportunities for educators, and sufficient resources to enable English learners to become career and college-ready
- (d) When assisting students in developing a plan for a smooth and successful transition to postsecondary education and employment, districts must recognize the unique possibilities of each student and ensure that the contents of each student's plan reflect the student's unique talents, skills, and abilities as the student grows, develops, and learns
- (e) If a student with a disability has an Individualized Education Program (IEP) or standardized written plan that meets the plan components of this section, the IEP satisfies the requirement and no additional transition plan is needed
- (f) Students who do not meet or exceed Minnesota academic standards, as measured by the Minnesota Comprehensive Assessments administered during high school, shall be informed that admission to a public school is free and available to any resident under 21 years of age or who meets the requirements of section 120A.20, subdivision 1, paragraph (c). A student's plan under this section shall continue while the student is enrolled.

2018-2019 MCIS Subscribers

List of school districts, libraries, and other institutions that are the 2018-2019 academic year subscribers to MCIS. Note that MCIS has products for junior high/middle school students (MCIS Jr.), special education students (SP ED), and adult basic education students (ABE) as well as their standard product for high school students.

Ada-Borup Jr./Sr.	Beacon Academy - MCIS Jr.
Adrian High School	Becker Sr.
Adult Options in Education - ABE Hopkins	Belgrade-Brooten-Elrosa
AEOA Virginia ABE	Belle Plaine Junior High - MCIS Jr.
AGAPE - (SPPS)	Belle Plaine Sr.
Aitkin High School	Bemidji ABE (NW Region)
Al-Amal School - MCIS	Bemidji Sr.
Al-Amal School - MCIS Jr.	Benson Jr./Sr.
Albany Sr.	Bertha-Hewitt High School
Albert Lea Adult Learning Ctr-Brookside ABE	Big Lake High School
Albert Lea Senior High	Big Lake High School - SP ED
Alexandria - SP ED	Big Lake Middle School - MCIS Jr.
Alexandria ABE (NW Region)	Blackduck Jr./Sr.
Alexandria High School	Blaine High School-TRIAL-MCIS SPED
Alexandria Technical College	Blaine Sr.
Andover High School	Blooming Prairie Jr./Sr.
Ann Bremer Educ Center-Int Dist 287	Bloomington WFC
Annandale High School	Blue Earth Area Sr.
Anoka - SP ED	BlueSky Charter School
Anoka Sr. - Anoka-Hennepin ISD #11	BlueSky Charter School - MCIS Jr.
Anoka-Ramsey Community College	BlueSky Online School - SP ED
Apollo High School - St. Cloud	Bold Sr.
Apollo High School - St. Cloud - SP ED	Boys Totem Town - SPPS
Apple Valley Sr.	Braham High School
Armstrong Sr. - Robbinsdale	Brainerd ABE (NW Region)
Arrowhead Academy (Duluth) - SP ED	Brainerd Area Education Center
Arrowhead Juvenile Center-Duluth	Brainerd Learning Center - MCIS Jr.
Atwater/Cosmos/Grove City Jr./Sr.	Brainerd Lincoln Education Center - SP ED
Austin Adult Learning Program - ABE	Brainerd Sr.
Austin Sr.	Brandon-Evansville High School
Avail Christian Academy - MCIS	Breckenridge Sr.
Avail Christian Academy - MCIS Jr.	Brooklyn Center Academy
Avalon Charter School - SP ED	Brooklyn Center High School
Avalon School	Brooklyn Junior High - Osseo PS - MCIS Jr.
Badger School	Browerville - MCIS Jr.
Bagley High School	Browerville Sr.
Barnesville High School	Browns Valley Public School - MCIS Jr.
Barnesville High School - SP ED	Buffalo Lake-Hector Jr./Sr.
Barnum Sr.	Buffalo Sr.
Battle Lake Sr.	Bug O Nay Ge Shig School

Butterfield-Odin
 Byron Jr./Sr.
 Caledonia High School
 Cambridge Community College
 Cambridge-Isanti High School
 Canby Sr.
 Cannon Falls High School
 Cannon Valley Special Education Cooperative - SP ED
 Career & Life Transition - MCIS
 Career & Life Transition - SP ED
 Carlton - MCIS Jr.
 Carlton Jr./Sr.
 Cass Lake/Bena/Walker ABE (NW Region)
 Cass Lake-Bena Jr./Sr.
 Cathedral High School - New Ulm
 Cathedral High School-New Ulm - MCIS Jr.
 Centennial Sr.
 Central High School - St. Paul
 Central Lakes College-Brainerd
 Central Middle School (EGF PS) - MCIS Jr.
 Central Middle School-WBL - MCIS Jr.
 Central MN ABE - St.Cloud
 Central Public Schs-Norwood Young America
 Century College
 Century High School
 Century Jr. - Forest Lake - MCIS
 Century Middle School-Lakeville PS - MCIS Jr.
 Champlin Park Sr.
 Chanhassen High School
 Chaska High School - FUTURE
 Chaska Middle School East - MCIS
 Chaska Middle School West - MCIS
 Chaska Sr.
 Cherry School
 Chester Creek Academy - Duluth Public Schools
 Chester Creek Academy (Duluth) - SP ED
 Chisago Lakes Middle School - MCIS Jr.
 Chisago Lakes Sr.
 Chisholm Sr.
 Chokio-Alberta Public School
 Circle of Life Academy
 City Academy - St. Paul
 Cleveland Sr.
 Climax Jr./Sr.
 Clinton-Graceville Sr.
 Cloquet Middle School - MCIS Jr.
 Cloquet Sr.
 College of St. Scholastica
 Columbia Heights High School
 Community of Peace Academy

Como Sr.
 Connor-Jasper Middle School - Greenway PS
 Coon Rapids High School
 Coon Rapids Middle School - A-H PS
 Cooper Sr. - Robbinsdale
 Cotter High School
 Courage Kenny Rehabilitation Institute
 Creative Arts High School - SPPS
 Cromwell-Wright
 Crosby-Ironton Jr./Sr.
 Crosslake Community Online High School
 Crossroads Alternative High School-Anoka-Hennepin
 Cyber Village Academy
 Dakota County ALS/STC - Intermediate School
 District 917
 Dassel-Cokato Sr.
 Dawson-Boyd High School
 Deer River Jr./Sr.
 Delano Middle School - MCIS Jr.
 Delano Sr.
 Denfeld Sr. - Duluth Public Schools
 Detroit Lakes Middle School - MCIS Jr.
 Detroit Lakes Sr.
 Dilworth-Glyndon-Felton - MCIS
 Dilworth-Glyndon-Felton JH - MCIS Jr.
 Discovery Public School
 Dover-Eyota High School
 DREAM Technical Academy
 Eagan Sr.
 Eagle Ridge Academy - SP ED
 Eagle Valley Jr./Sr.
 East Central High School
 East Grand Forks ABE (NW Region)
 East Grand Forks Sr.
 East Range Academy of Technology & Science
 East Ridge High School-SWCS
 East Sr. - Duluth Public Schools
 Eden Prairie Sr.
 Eden Valley-Watkins
 Edgerton Public School
 Edina High School
 Elk River - SP ED
 Elk River Sr.
 Ellis Middle School - MCIS Jr.
 Ellsworth Public School
 Ely Sr.
 Epsilon - Interm. Dist. 287
 Eveleth-Gilbert Junior High School - MCIS Jr.
 Eveleth-Gilbert Senior High School
 FAIR Crystal - Robbinsdale PS - MCIS Jr.

Fairmont Elementary - MCIS Jr.
 Fairmont Sr.
 Fairview Alternative High School - Roseville
 Faribault County ABE
 Faribault Sr.
 Farmington Sr.
 Fergus Falls ABE (NW Region)
 Fertile-Beltrami
 Fillmore Central High School
 First City School - Bemidji Public Schools
 Fisher Jr./Sr.
 Floodwood High School
 Focus Beyond - (SPPS)
 Focus Beyond (SPPS) - MCIS Jr.
 Foley High School
 Fond du Lac - Ojibwe School
 Fond du Lac Tribal & Community College
 Forest Lake ALC
 Forest Lake Area Middle School - MCIS Jr.
 Forest Lake High School - SP ED
 Forest Lake Sr.
 Fosston Jr./Sr.
 Frazee High School
 Freshwater ALC-Staples
 Fridley High School - SP ED
 Fridley Sr.
 Friedell Middle School - MCIS Jr.
 Fulda High School
 Futures & Choices
 Gibbon-Fairfax-Winthrop Sr.
 Glacial Lakes ABE
 Glencoe-Silver Lake - Lincoln Junior High School
 Glencoe-Silver Lake Sr.
 Goodhue - SP ED
 Goodhue High School
 Goodridge Jr./Sr.
 Gordon Parks High School (ALC) - SPPS
 Granada-Huntley/East Chain Jr./Sr.
 Grand Meadow Sr.
 Grand Rapids Sr.
 Granite Falls ABE
 Great River Regional Libraries - MCIS
 Great River Regional Libraries - MCIS - ABE
 Greenbush-Middle River
 Greenway Sr.
 Harding Sr.
 Hawley Sr.
 Hawthorne Educ Center - MCIS Jr.
 Hayfield Jr./Sr.
 Hendricks High School

Hennepin County Library
 Henning Jr./Sr.
 Hermantown Sr.
 Hibbing Community College
 Hidden Oaks Mid Sch-Prior Lake-Savage PS-MCIS Jr.
 High School for Recording Arts
 Highland Catholic School
 Highland Park Sr.
 Hill City Sr.
 Hills-Beaver Creek High School
 Hinckley-Finlayson Jr./Sr.
 Hmong Academy - MCIS
 Hmong Charter School - SP ED
 Holdingford Jr./Sr.
 Holy Family Catholic High School
 Hopkins High School
 Hopkins High School - SP ED
 Horizon Middle School - MCIS Jr.
 Houston Jr./Sr. - MCIS Jr.
 Humboldt High School
 Humboldt High School - SP ED
 Hutchinson Sr.
 Indus Jr./Sr. - South Koochiching
 Infinity-Minnesota's Digital Academy
 Integrated Arts Academy
 Inver Grove Heights Middle School - MCIS Jr.
 Inver Hills Community College
 Irondale High School
 ISD 917-Alliance Education Center-IDEA/SUN
 ISD 917-Alliance Education Center-IDEA/SUN - SP ED
 ISD 917-Cedar School-IDEA & SUN
 ISD 917-Cedar School-IDEA & SUN SP ED
 ISD 917-Dakota County Technical College-TESA
 ISD 917-Dakota County Technical College-TESA - SP ED
 ISD 917-Juvenile Services Center-Riverside & New Chance
 Isle Jr./Sr.
 Itasca Community College
 Ivan Sand Community School-Elk River
 Jackson County Central
 Jackson Middle School - A-H PS
 Jane Goodall Environmental Sciences Academy
 Janesville-Waldorf-Pemberton Sr.
 Jennings Community Learning Center
 Jeremiah Program - Minneapolis
 John Adams Middle School - Rochester PS
 John Marshall Sr.
 Johnson Sr.
 Jordan High School

Jordan Middle School
 Journeys Secondary School - SPPS
 Kasson Mantorville Sr.
 Kelliher High School
 Kellogg Middle School - MCIS Jr.
 Kennedy Community School - St. Cloud
 Kennedy Community School-St. Cloud - SP ED
 Kenwood Trail Middle School-Lakeville PS - MCIS Jr.
 Kenyon-Wanamingo Jr./Sr.
 KMS Jr./Sr.
 Kimball Jr./Sr.
 Kittson Central School - MCIS Jr.
 Kittson Central Sr.
 Lac Qui Parle Valley High School
 LaCrescent Jr./Sr.
 Lafayette Jr./Sr.
 Lake Crystal Wellcome Memorial Secondary - SP ED
 Lake Crystal-Wellcome Memorial Secondary
 Lake of the Woods Jr./Sr.
 Lake Park - Audubon High School
 Lake Superior College
 Lakes and Prairies ABE (NW Region)
 Lakes International Language Academy
 Lakeview High School
 Lakeville Area Learning Center
 Lakeville Link12 Online
 Lakeville North High School
 Lakeville South High School
 Lancaster Jr./Sr.
 Laporte High School
 LEAP High School - SPPS
 LeCenter High School (now Tri-City United HS)
 Leech Lake Tribal College
 LeRoy-Ostrander Jr./Sr.
 LeSueur ABE
 LeSueur-Henderson High School
 Levi P. Dodge Middle School - Farmington PS - MCIS Jr.
 Lewiston-Altura Jr./Sr.
 Lincoln (Esko) Jr./Sr.
 Lincoln (TRF) Sr.
 Lincoln International High School
 Lincoln K-8 Choice School - MCIS Jr.
 Lincoln Park Middle School - Duluth - MCIS Jr.
 Lionsgate Academy
 Litchfield High School
 Little Falls Community Sr.
 Long Prairie-Grey Eagle HS
 Lourdes High School
 Luverne High School

Mabel-Canton Jr./Sr.
 MACCRAY Senior High School
 Madelia Jr./Sr.
 Mahnomen Sr.
 Mahtomedi - SP ED
 Mahtomedi High School
 Mahtomedi Middle School - MCIS Jr.
 Mankato ABE
 Maple Grove Junior High - MCIS Jr.
 Maple Grove Sr.
 Maple Lake High School
 Maple River Sr.
 Maplewood Middle School - MCIS Jr.
 Maranatha Christian Academy
 Marshall ABE
 Marshall County Central
 Marshall High School - SP ED
 Marshall Middle School
 Marshall Sr.
 Martin County West
 Mayo High School
 McGregor Sr.
 Medford
 Melrose Jr./Sr.
 Menahga Jr./Sr.
 Merritt Creek Academy - Duluth Public Schools
 Merritt Creek Academy (Duluth) - SP ED
 Mesabi East Sr.
 Metro North ABE - Anoka Tech ABE
 Metro North ABE - Blaine Learning Lab
 Metro North ABE - Brooklyn Center Community Center
 Metro North ABE - Columbia Heights Fridley Adult Ed Ctr
 Metro North ABE - Elk River Learning Lab
 Metro Schools Charter - MCIS
 Metro South-Bloomington - ABE
 Middle Level Program - MCIS Jr.
 Mid-State Education District #6979 - Steps Transition Program
 Milaca Sr.
 Minneapolis - SP ED
 Minnesota Public School
 Minnesota Department of Corrections - ABE
 Minnesota Department of Corrections - HS
 Minnesota Department of Corrections - HS Transfer
 Minnesota Internship Center - Downtown Campus
 Minnesota Internship Center - Rondo Campus
 Minnesota Internship Center - Sabathani Campus
 Minnesota Internship Center - Unity Campus

Minnesota Online High School
 Minnesota River Valley Ed Dist-ALC
 Minnesota State Academy for the Deaf-SP ED
 Minnesota State College-SE Technical-Winona
 Minnesota State University - Mankato
 Minnesota State University Mankato - Graduate Program
 Minnesota Transitions Charter School
 Minnesota Transitions Charter School - FUTURE
 Minnesota Transitions Charter School - MCIS Jr.
 Minnesota Valley Education District (MVED) - SP ED
 Minnetonka High School
 Minnetonka Middle School West - MCIS Jr.
 Minnewaska Jr./Sr.
 Montevideo Sr.
 Montgomery-Lonsdale (now Tri-City United HS)
 Monticello Senior High School
 Moorhead ABE (NW Region)
 Moorhead High School - MCIS
 Moorhead High School - SP ED
 Moose Lake High School
 Mora High School
 Mora High School - MCIS Jr.
 Mound Westonka High School
 Mounds View Senior High School - SP ED
 Mounds View Sr.
 Moundsview - SP ED
 Mountain Iron-Buhl Jr./Sr.
 Mountain Lake Jr./Sr.
 Mountain Lake Secondary School - SP ED
 Murray County Central
 Nashwauk-Keewatin Jr./Sr.
 Nay Ah Shing Upper School
 Nevis
 New Life Academy
 New London-Spicer Sr.
 New Prague Sr.
 New Richland-NRHEG Sr.
 New Ulm Sr.
 New York Mills
 Next Step Program - NSP-Maplewood-Oakdale PS
 Nicollet High School
 Norman County East Jr./Sr.
 Norman County West Jr./Sr.
 Normandale Community College
 North Branch Area High School
 North Branch Life Work Center - SP ED
 North Education Center-Int Dist 287
 North Hennepin Community College
 North Junior High - St. Cloud

North Junior High-St. Cloud - SP ED
 North Sr.
 North St. Paul - SP ED
 North View Junior High - MCIS Jr.
 North Woods School
 Northeast Metro 916 SERVE Program
 Northeast Metro ALC - East (Little Canada)
 Northeast Metro ALC - West (Columbia Heights)
 Northeast Range School
 Northland Jr./Sr. (Remer, MN)
 Northome Jr./Sr. - South Koochiching
 Northwestern MN Juvenile Ctr/First City School
 Oak-Land Middle School - MCIS Jr.
 Ogilvie Jr./Sr.
 Onamia Sr.
 Open Door Learning Center-Northside ABE
 Open World Learning - St. Paul Public Schools
 Ordean East Middle School - MCIS Jr.
 Orono - SP ED
 Ortonville High School
 Osakis High School
 Osseo- Voc Assess & Trng- SPED
 Osseo - SP ED
 Osseo ABE
 Osseo Achieve Program
 Osseo ALC
 Osseo Junior High - MCIS Jr.
 Osseo Secondary Transition Center-MCIS
 Osseo Sr.
 Owatonna Middle School - MCIS Jr.
 Owatonna Sr.
 PACT Charter School - MCIS
 Paladin Career & Technical High School
 Park Center Sr.
 Park Rapids Sr.
 Park Sr. - Cottage Grove
 Parkers Prairie Jr./Sr.
 Parkview Center School - MCIS Jr.
 Pathways at BCA
 Pathways at MCTC
 Paul Bunyan Educational Coop - SP ED
 Paynesville
 Pelican Rapids Jr./Sr.
 Pequot Lakes Jr./Sr.
 Perham Sr.
 Pierz-Healy Jr./Sr.
 Pillager Jr./Sr.
 Pine City High School
 Pine Island Jr./Sr.
 Pine Island Middle School - MCIS Jr.

Pine River-Backus Jr./Sr.
 Pioneer Ridge Middle School (Chaska) - MCIS
 Pipestone Sr.
 Plainview-Elgin-Millville HS
 Plymouth Middle School-Robbinsdale - MCIS Jr.
 Princeton High School - SP ED
 Princeton Middle School - MCIS Jr.
 Princeton Sr.
 Prior Lake Sr.
 Proctor Sr.
 Randolph High School
 REACH-Mounds View - MCIS
 Red Lake ABE (NW Region)
 Red Lake Schools
 Red River ALC - MCIS
 Red River ALC - MCIS Jr.
 Red River ALC - SP ED
 Red Rock Central
 Red Wing Sr.
 Redwood Valley MS - MCIS Jr.
 Redwood Valley SR.
 Renville County West Sr.
 Resurrection Lutheran School
 Richfield High School
 Richfield Middle School - MCIS Jr.
 Ridgewater College - Hutchinson
 Ridgewater College-Willmar
 River Valley Academy
 Riverwoods-St. Cloud - SP ED
 Robbinsdale - SP ED
 Robbinsdale Academy-Highview
 Robbinsdale Crystal Lrng Ctr-Adult Acad Pgm - ABE
 Robbinsdale Middle School - MCIS Jr.
 Robert Boeckman MS - Farmington PS - MCIS Jr.
 Robert J. Elkington Middle School - MCIS Jr.
 Rochester - SP ED
 Rochester ABE
 Rochester ALC
 Rockford High School
 Rockridge Academy (Duluth) - SP ED
 Rocori Middle School - MCIS Jr.
 Rocori Sr.
 Rogers High School - Elk River Public Schools
 Roosevelt Education Center-St. Cloud - SPED
 Roosevelt Middle School - A-H PS
 Roseau High School - SP ED
 Roseau Jr./Sr. - MCIS
 Rosemount Middle School - MCIS Jr.
 Rosemount Sr.
 Rosemount-Apple Valley-Eagan - ALC

Roseville Adult Learning Center-Metro East ABE
 Roseville Area High School - SP ED
 Roseville Area Middle School - MCIS Jr.
 Roseville High School
 Royalton Jr./Sr.
 Runestone Regional Learning Center
 Rushford-Peterson Senior High
 Russell-Tyler-Ruthton (RTR) Sr.
 Sage Academy
 Saints Academy - St. Francis
 Sartell High School
 Sauk Centre High School - SP ED
 Sauk Centre Jr./Sr.
 Sauk Rapids-Rice Middle School - MCIS Jr.
 Sauk Rapids-Rice Sr.
 Sebekia Jr./Sr.
 Shakopee East Middle School - MCIS Jr.
 Shakopee High School
 Shakopee West Middle School - MCIS Jr.
 SHAPE - Bloomington
 Sibley East Jr.
 Sibley East-Arlington Sr.
 Simley Sr.
 Skyview Middle School (NSP-M-O) - MCIS Jr.
 Sleepy Eye Jr./Sr.
 South Education Center Academy-Int Dist 287
 South Junior High - St. Cloud
 South Junior High-St. Cloud - SP ED
 South Ridge School
 South St. Paul - SP ED
 South St. Paul High School
 South Suburban ABE
 South Washington Cty Schs - A Learning C
 Southeast ABE
 Southern Plains Education Coop - Winnebago
 Southland Sr.
 Southwest Christian High School
 SouthWest Metro Educational Coop-Chaska
 SouthWest Metro Educational Coop-Shakopee
 Southwestern Center for Indep Living - SPED
 Spectrum High School
 Spring Grove Jr./Sr.
 Spring Lake Park Sr.
 Springfield Jr./Sr.
 St. Anthony Village Sr.
 St. Charles Jr./Sr.
 St. Clair High School
 St. Cloud - SP ED
 St. Cloud ALC - McKinley
 St. Cloud Area Learning Center - SP ED

St. Cloud Nonpublic Guidance - Cathedral HS
 St. Cloud State University - School Counseling Program
 St. Cloud Technical College
 St. Croix Valley Area Learning Center
 St. Francis High School
 St. James High School
 St. Louis Park High School
 St. Louis Park High School - SP ED
 St. Louis Park Junior High - MCIS Jr.
 St. Mary's High School
 St. Michael-Albertville Middle School East - Jr.
 St. Michael-Albertville Middle School West - Jr.
 St. Michael-Albertville Sr.
 St. Paul - SP ED
 St. Paul College
 St. Paul's Lutheran School-New Ulm - MCIS Jr.
 St. Peter High School
 Staples-Motley Sr.
 STEP Program - Anoka
 Stewartville High School
 Stillwater - SP ED
 Stillwater High School - SP ED
 Stillwater Middle School - MCIS Jr.
 Stillwater Sr.
 Summit Learning Center-Houston High School
 SW MN Private Industry Council, Inc. - Marshall
 SW/WC Area Learning Centers
 Swanville High School
 SWCS-Central Park Library-Woodbury ABE
 SWCS-District Program Center-CG ABE
 SWCS-Next Step Transition Pgm - SP ED
 Tartan Sr.
 Technical High School - St. Cloud
 Technical High School-St. Cloud - SP ED
 Thief River Falls ABE (NW Region)
 Tower View ALC
 Tracy Jr./Sr.
 Transition Plus - Mpls PS - MCIS
 Transition Plus - Mpls PS - MCIS Jr.
 Transition Plus-Anoka-Hennepin-ISD #11
 Transition Plus-Rosemount-AV-Eagan-SPED
 TrekNorth High School
 Tri-City United High School
 Tri-County Community Corr (NW Region) - ABE
 TRIO Wolf Creek Dist Lrng Charter School
 Triton Middle School - MCIS Jr.
 Triton Sr.
 Twin Cities Academy
 Twin Oaks Mid Sch-Prior Lake-Savage PS- Jr.

Two Harbors Jr./Sr.
 UMD
 Underwood Public School
 United South Central High School
 University of Minnesota - Dept of Edu Psych
 Upsala
 Valley Middle School - ISD #196
 VECTOR North / INVEST North
 Verndale Jr./Sr.
 Virginia Jr./Sr.
 Voc Rehab - Anoka County
 Voc Rehab - Burnsville
 Voc Rehab - Crookston
 Voc Rehab - Duluth
 Voc Rehab - Fergus Falls
 Voc Rehab - Hennepin North
 Voc Rehab - Hennepin South
 Voc Rehab - Mankato
 Voc Rehab - Marshall
 Voc Rehab - Minneapolis North
 Voc Rehab - Minneapolis South
 Voc Rehab - North St. Paul
 Voc Rehab - Rochester
 Voc Rehab - St. Cloud
 Voc Rehab - St. Paul - SP ED
 Voc Rehab - St. Paul Fairview
 Voc Rehab - Woodbury
 Voyageurs Expeditionary High School
 Voyageurs Expeditionary School - MCIS Jr.
 Wabasha-Kellogg Jr./Sr.
 Wabasso Jr./Sr.
 Waconia Sr.
 Waconia Transitions Program - SP ED
 Wadena-Deer Creek Jr./Sr.
 Walker-Hackensack-Akeley
 Warren/Alvarado/Oslo
 Warren-Alvarado-Oslo HS - MCIS Jr.
 Warroad ABE (NW Region)
 Warroad Sr.
 Waseca ALC
 Waseca Sr.
 Washington Technology Magnet School - SPPS
 Watershed High School
 Watertown-Mayer High School
 Watertown-Mayer Middle School - MCIS Jr.
 Waterville-Elysian-Morristown Jr. HS - MCIS Jr.
 Waterville-Elysian-Morristown Sr.
 Waubun Jr./Sr.
 Wayzata High School
 West Central Area High School

West Education Center - Int Dist 287
Westbrook - Walnut Grove
Westwood Middle School - MCIS Jr.
Wheaton Jr./Sr.
White Bear Lake - SP ED
White Bear Lake ALC
White Bear Lake North Campus
White Bear Lake South Campus
White Earth ABE (NW Region)
White Pine Academy
William Kelley Jr./Sr.
Willmar Area Learning Center
Willmar Senior High School - SP ED
Willmar Sr.
Willow Creek Middle School
Willow River
Windom High School
Win-E-Mac
Winona ABE
Winona Area Learning Center
Winona Middle School-MCIS
Winona Sr.
Woodbury High School
Woodland Hills Academy-Duluth
Workforce Center - Anoka
Workforce Center - Rural MN CEP - TRIAL
Workforce Development Inc.-Rochester
Worthington High School
Worthington Middle School - MCIS Jr.
Wrenshall High School
Wright Technical Center
Yellow Medicine East (Granite Falls) Sr.
Zimmerman High School
Zumbro Ed - ALC
Zumbrota-Mazeppa Sr.

Youth Action Plan

Youth Name: _____ Date: _____

The Guideposts for Success

The National Collaborative on Workforce and Disability for Youth (NCWD-Youth) has identified *Guideposts for Success* based on what research tells us that all youth need to transition to adulthood successfully. They can be used by Youth Service Professionals as a way to identify and organize specific activities in youth programming. The Guideposts are as follows:

1. **School-Based Preparatory Experiences**
2. **Career Preparation and Work-Based Learning Experiences**
3. **Youth Development and Leadership**
4. **Connecting Activities**
5. **Family Involvement and Supports**

For more information about the Guideposts for Success, visit www.ncwd-youth.info

School-Based Preparatory Experiences: What school-based activities is a youth participating in to help prepare them to transition to employment, postsecondary education, and independent living?

Potential Activities and Resources	Person/Agency Responsible	Timeline
1.		
2.		
3.		
4.		

Career Preparation and Work-Based Learning Experiences: What activities are being offered to youth that help them explore careers, identify career goals, and provide meaningful work experiences?

Potential Activities and Resources	Person/Agency Responsible	Timeline
1.		
2.		
3.		
4.		

MN DEI is funded by the United States Department of Labor's Employment and Training Administration, and in cooperation with the DOL's Office of Disability Employment Policy.

Youth Development and Leadership: How are youth being helped to direct their own lives, make informed decisions, and to be connected to caring adults?

Potential Activities and Resources	Person/Agency Responsible	Timeline
1.		
2.		
3.		
4.		

Connecting Activities: How are youth and their families being connected to needed programs, services and activities?

Potential Activities and Resources	Person/Agency Responsible	Timeline
1.		
2.		
3.		
4.		

Family Involvement and Supports: Are families and caregivers of youth given the information and support so they can be partners in the transition and career planning process?

Potential Activities and Resources	Person/Agency Responsible	Timeline
1.		
2.		
3.		
4.		

Youth

Date

Staff

Date

Disability Resource Coordinator

Date

Available online at https://mn.gov/deed/assets/youth-action-plan_tcm1045-134384.docx

WIOA Youth Program Element Resources

WIOA outlines a vision for supporting youth and young adults through an integrated service delivery system. This vision includes high quality services for in-school and out-of-school youth beginning with career exploration and guidance. It includes continued support for educational attainment and opportunities for skills training, and culminates in a good job along a career pathway or enrollment in postsecondary education.

1. **Tutoring, Study Skills Training, Instruction, and Dropout Prevention Activities** that lead to completion of a high school diploma or recognized equivalent
2. **Alternative Secondary School and Dropout Recovery Services** assist youth who have struggled in traditional secondary education or who have dropped out of school
3. **Paid and Unpaid Work Experience** is a structured learning experience in a workplace and provides opportunities for career exploration and skill development
4. **Occupational Skills Training** is an organized program of study that provides specific skills and leads to proficiency in an occupational field
5. **Education Offered Concurrently with Workforce Preparation** is an integrated education and training model combining workforce preparation, basic academic skills, and occupational skills
6. **Leadership Development Opportunities** encourage responsibility, confidence, employability, self-determination, and other positive social behaviors
7. **Supportive Services** enable an individual to participate in WIOA activities
8. **Adult Mentoring** is a formal relationship between a youth and an adult mentor with structured activities where the mentor offers guidance, support, and encouragement
9. **Follow-up Services** are provided following program exit to help ensure youth succeed in employment or education
10. **Comprehensive Guidance and Counseling** provides individualized counseling to participants, including drug/alcohol and mental health counseling
11. **Financial Literacy Education** provides youth with the knowledge and skills they need to achieve long-term financial stability
12. **Entrepreneurial Skills Training** provides the basics of starting and operating a small business and develops entrepreneurial skills
13. **Services that Provide Labor Market Information** offer employment and labor market information about in-demand industry sectors or occupations
14. **Postsecondary Preparation and Transition Activities** help youth prepare for and transition to postsecondary education and training

Source: Workforce GPS: https://ion.workforcegps.org/resources/2017/01/31/09/44/WIOA_Youth_Program_Elements

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