



# EMPLOYMENT RESOURCE WORKBOOK:

*Successfully Preparing Students with Disabilities  
for Competitive Integrated Employment*



## **02 PLANNING FOR COMPETITIVE INTEGRATED EMPLOYMENT IN HIGH SCHOOL**

### **02 9TH-12TH GRADE PLANNING STEPS**

*Freshmen year*

*Sophomore year*

*Junior year*

*Senior year*

# TABLE OF CONTENTS

## **05 ACTIVITIES TO PREPARE FOR EMPLOYMENT**

### **05 SETTING EXPECTATIONS**

### **05 STRATEGIES FOR FAMILIES**

### **05 STRATEGIES FOR TEAM MEMBERS**

### **06 MY EMPLOYMENT MAP**

### **07 DEVELOP SELF ADVOCACY SKILLS: LEAD YOUR STUDENT-CENTERED IEP MEETING, LEARN ABOUT YOUR RIGHTS AND RESPONSIBILITIES, AND FOUNDATION SKILLS**

### **08 STUDENTS RIGHTS AND RESPONSIBILITIES UPON REACHING AGE OF MAJORITY**

### **09 FOUNDATION KNOWLEDGE AND SKILLS**

### **10 DEVELOP JOB EXPLORATION SKILLS: JOB SHADOWING AND NETWORKING**

### **11 BEFORE YOU GO: JOB SHADOWING QUESTIONNAIRE**

### **12 NETWORKING**

### **13 DEVELOP WORKPLACE READINESS SKILLS: BUILD YOUR RÉSUMÉ**

### **14 DEVELOP WORKPLACE READINESS SKILLS: PRACTICE INTERVIEWING**

## **15 MINNESOTA CAREER FIELDS, CLUSTERS AND PATHWAYS**

## **16 CHART EXPLANATION**

## **17 EXPERIENTIAL LEARNING WHEEL**

## **18 USE EXPERIENTIAL LEARNING ACTIVITIES TO MOVE TO COMPETITIVE INTEGRATED EMPLOYMENT**

## **20 RESOURCES IN THE COMMUNITY**

## **20 ACKNOWLEDGMENTS**

## **21 BIBLIOGRAPHY**

# PLANNING FOR COMPETITIVE INTEGRATED EMPLOYMENT IN HIGH SCHOOL

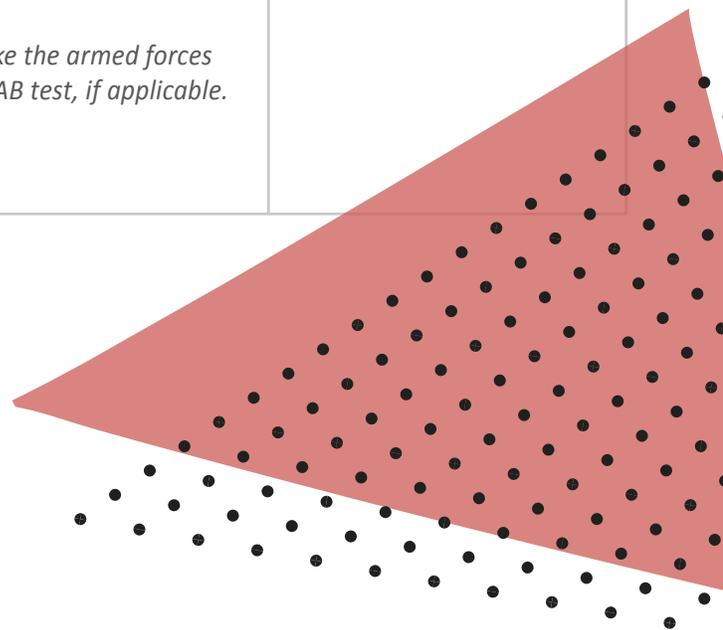
## 9th-12th Grade Planning Steps

The transition from high school to the working world can be a smooth one if you and your family plan strategically and consistently throughout your high school career. The following checklists can assist with planning for your transition from high school to employment, and serve as a useful tool to you and your family as you progress through high school. It is recommended that you follow and reflect on the checklists throughout each school year to ensure that you are ready for the changes you will experience when you enter the workforce. If you are beginning this process in a later year of high school, review the checklists from previous years and incorporate as many of those preparations into your transition plan as possible. No matter what year in high school you are in, thinking about and planning for the future will help you immensely.

FRESHMEN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
<p><i>Use a career planning platform available at your school such as Minnesota Career Information System (MCIS), GPS LifePlan, Naviance, or another platform to start a graduation file to organize information related to school activities, work, and future plans so that necessary records and notes are in a centralized location.</i></p>	<p><i>Review freshman year checklist. Prepare a checklist for sophomore year.</i></p>	<p><i>Review your freshman and sophomore checklists to be sure you are staying on track with your goals. Create a checklist of tasks you need to complete your junior year.</i></p>	<p><i>Review freshman, sophomore, and junior year checklists. Draft your final checklist for your senior year.</i></p>
<p><i>Learn about your disability.</i></p>	<p><i>Continue to build your graduation file. Contents may include high school activities such as awards or recognitions, a list of hobbies or leisure activities, medical and immunization records.</i></p>	<p><i>Continue to build your graduation file. New items may include: career assessments, contact information for job references, recommendation letters, job skill certificates, and an updated résumé, among other things.</i></p>	<p><i>Continue to build your graduation file. New items may include: high school transcripts, disability documentation such as your last IEP/504 plan and most recent evaluation, and any employment related materials such as a cover letter, etc.</i></p>
<p><i>Practice explaining what assistance or support you need.</i></p>	<p><b><i>Actively plan your IEP meetings with your family and case manager. Also, plan to advocate on your own behalf.</i></b></p>	<p><b><i>Assist your case manager and family in planning and running your IEP meeting and writing your IEP goals.</i></b></p>	<p><i>Lead your IEP meetings and lay out your well thought out transition to employment plan.</i></p>

FRESHMEN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
<i>Review and adjust your future goals in all of your Individualized Education Program transition areas.</i>	<i>Set academic and transition goals that are achievable</i>	<i>Learn if, when, and how to discuss the needs related to your disability when looking for careers.</i>	<i>Use your senior year to prepare yourself for employment. Steps you can take include: taking classes that are career focused, practicing your interview skills, and refining your résumé and cover letter.</i>
<i>Participate in your IEP meetings.</i>	<i>Practice requesting your own accommodations at school in order to gain confidence when you get into the work world.</i>	<i>Invite outside service providers to your IEP meetings such as Vocational Rehabilitation, social workers, Social Security, mental health counselors, Center for Independent Living, etc.</i>	<i>Understand the differences between high school and the workplace.</i>
<i>Discuss your graduation plans, graduation status, and transition goals.</i>	<i>Use your career planning tool to set goals and future career plans.</i>	<i>Continue to improve organizational, stress, and time management skills</i>	<i>Complete applications for jobs that are appealing and interesting to you.</i>
<i>Understand your strengths and areas for improvement. Utilize your strengths and develop strategies to improve your strengths and weaknesses.</i>	<i>Research other service providers with your family and case manager who can offer assistance after graduation such as Vocational Rehabilitation, Social Security, mental health counselors, or a school or county social worker.</i>	<i>Narrow career choices and match them to classes you can take in high school to prepare yourself for those careers.</i>	<i>Discuss transition options for employment.</i>
<i>Learn what your accommodations are, and use them when needed to discover what helps you be successful in and out of the classroom.</i>	<i>Explore summer employment options that may be of interest to you.</i>	<i>Attend job fairs and hiring events so you can explore career options that are interesting and available to you.</i>	<i>Discuss your living arrangements after high school. This may mean you: live at home, live with friends, or live on your own.</i>
<i>Enroll in high school classes that meet your postsecondary goals. These may include more rigorous classes that are considered college prep courses, or they could be career and technical classes where you learn employability skills for future opportunities.</i>	<i>Discuss career options and choices with your counselor. Start to prepare yourself for those careers.</i>	<i>Utilize your professional network (IEP team, coworkers, etc.) to find individuals who are willing to do job shadows. Shadowing someone will help you decide if you are interested in that career or field of work.</i>	<i>Obtain certifications that are needed in order ensure you are prepared for employment in your desired field, if applicable.</i>

FRESHMEN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
<p><i>Learn and use organizational, stress, and time management strategies.</i></p>	<p><i>Utilize career exploration activities such as skill inventories, career aptitude, and career investigation.</i></p>	<p><i>Look for summer employment options. Having a summer job looks great on a résumé and can help you land your dream job in the future.</i></p>	<p><i>Work with your IEP team, your family, and outside service providers to understand the Americans with Disabilities Act and how you can leverage the laws to help you perform your best in the workplace. Additionally, learn about benefits typically offered through employers.</i></p>
<p><i>Begin career exploration that may include career aptitude surveys and interest inventories.</i></p>	<p><i>Build a résumé through school activities and volunteer experiences. Your involvement at school and in the community will benefit you when you apply for jobs.</i></p>	<p><i>Practice self-advocacy skills.</i></p>	<p><i>Know what accommodations help you succeed and be prepared to articulate those needs when you enter the workforce.</i></p>
<p><i>Create a checklist of the items above to complete during the school year.</i></p>	<p><i>Join a club, organization, or team at your high school. This could be an organization that helps prepare you for employment or a sport that you enjoy. Extracurricular activities look great on your résumé.</i></p>	<p><i>Explore assistive technologies that may benefit you now and in a future workplace.</i></p>	<p><i>Explore online job boards (e.g. <a href="http://Minnesotaworks.net">Minnesotaworks.net</a>) and job fairs for businesses and organizations that are hiring high quality individuals like yourself.</i></p>
	<p><i>If you are planning on working or already have a job for the summer, learn about what accommodations you may need in the work place to ensure that you are prepared to do your best.</i></p>	<p><i>Take the armed forces ASVAB test, if applicable.</i></p>	



# ACTIVITIES TO PREPARE FOR EMPLOYMENT

The following section contains activities to complete by grade twelve. These activities are meant to assist you in getting the most out of your job search, and preparing you for competitive integrated employment.

## Pre-Employment Transition Services

The Workforce Innovation and Opportunity Act requires that Vocational Rehabilitation Services, in collaboration with local education agencies, have Pre-Employment Transition Services (Pre-ETS) available statewide to all students. Families and team members should consider student needs within the five Pre-Employment Transition Services activities:

- ▶ Job exploration counseling
- ▶ Work-based learning experiences
- ▶ Counseling on opportunities for enrollment in postsecondary education programs
- ▶ Workplace readiness training
- ▶ Instruction in self-advocacy

## Setting Expectations

Begin planning for employment no later than grade nine and earlier if needed. For many students with disabilities, waiting until the end of high school years is too late.

By providing students with real-world experiences, such as workplace skills, career information and planning, job/career exploration and development and readiness throughout their high school careers, their opportunities to participate in Minnesota's workforce will increase.

## Strategies for Families

- ▶ Expect your child to work.
- ▶ Provide opportunities to participate in experiential learning.
- ▶ Promote your child's participation in his/her Individualized Education Program (IEP) meetings.

- ▶ At your child's ninth grade IEP meeting, set an employment goal.
- ▶ Make a list of three activities your child needs to do to reach that employment goal.
- ▶ Provide opportunities for your child to describe his/her preferred means of learning to others.
- ▶ Encourage your child to participate in a minimum of two work-linked learning experiences while in high school.

## Strategies for Team Members

- ▶ Assist student in selecting an employment goal.
- ▶ Assist student in identify occupational interests, aptitudes and abilities, and learning style
- ▶ Assist student in identify expectations that employers have of employees.
- ▶ Provide asset-building orientation that builds on youth strengths rather than by their limitations.
- ▶ Involve youth in the decision-making processes of their IEP.
- ▶ Provide youth with opportunities to showcase their work and skills, use journals, and engage in self-reflection activities.
- ▶ Provide collaborative experiential learning opportunities.

# MY EMPLOYMENT MAP

My Employment Goal: By the end of grade twelve I would like a job doing: \_\_\_\_\_

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Have you shared your long-range employment goal with your IEP Team?    YES    NO

Based on the results of your Career Interest Inventory name two types of careers you are interested in?

1.

2.

Name two things you are good at that will assist you in getting a job in your career area of interest.

1.

2.

Based on the results of your Learning Style Inventory how do you learn best?

1.

2.

Name two skills you will need to develop to assist you in getting a job.

1.

2.

Are those skills and strategies to achieve those skills in your Individualized Education Program (IEP)?    YES    NO

Who are the people on your IEP team that will assist you in getting competitive integrated employment in your career area of interest?

1.

2.



## Develop Self Advocacy Skills: Lead Your Student-Centered IEP Meeting, Learn About Your Rights and Responsibilities, and Foundation Skills

In order for secondary transition planning to be relevant and in turn, effective, the Individualized Education Program (IEP) must be based on individual student needs, interests and abilities. As a student, your IEP meeting is a way to practice self-advocacy, critical thinking, communication and social skills. Through Informed Choice decision making you can affect your employment and postsecondary outcomes. Prepare for the meeting by reviewing the IEP process with your case-manager. Ask questions about anything you do not understand. Use the following agenda to plan your IEP meeting.

**Student's Name:** \_\_\_\_\_

**Date of the Meeting:** \_\_\_\_\_

**Introductions:** Welcome to my IEP meeting. My name is . . . and I would like to introduce you to members of my IEP team. The purpose of today's meeting is to . . . I would like to share my IEP meeting agenda with you.

### **Step One:** Present Levels of Academic Achievement and Functional Performance

Based on your Career Interest Profile, Employability Skills Checklists, and more, share information with your IEP team about your:

- ▶ Strengths, Interests and How You Learn Best
- ▶ Areas of Concern
- ▶ Instructional and Accommodation Needs in General Education and Special Education
- ▶ Health/Medical needs
- ▶ Share how your disability affects your ability to participate in the general education curriculum

### **Step Two:** IEP Development: Setting My Goals

- ▶ Share your long-range employment and post-secondary goals and why are they important to you

- ▶ Share one goal (large or small) that you accomplished this past year
  - ▶ Share how you felt when you accomplished your goal
- ▶ Discuss with your IEP team the courses you should participate in this year and plan for next year.
  - ▶ Discuss with your IEP team how these courses/activities will assist you in graduating from high school and meeting your long-range goals for employment and post-secondary education

**Step Three:** As a team write your measurable annual instructional goals and objectives. These goals should be specific, measurable, achievable, relevant and time-bound, meaning you should be able to meet them in twelve months.

### **Step Four:** Additional Topics

- ▶ Extended School Year (ESY) discussion
- ▶ Participation in state and district-wide assessments

### **Step Five:** Services and Supports

- ▶ What special education services and supports will assist you in making progress toward your annual goals/outcomes (time, frequency, accommodations)?
  - ▶ Who will be responsible for the services?
  - ▶ Where will the services be provided and why?
- ▶ Do you need to research Vocational Rehabilitation Services (VRS) or State Services for the Blind (SSB) and if so, who will assist you?
- ▶ Do you need to research county services and if so, who will assist you?
- ▶ Do you need to research support options at a post-secondary site and if so, who will assist you?

### **Step Six:** Next Steps

- ▶ Additional Update Questions
- ▶ Thank everyone for attending your IEP meeting.
- ▶ Keep a copy of the IEP you helped to create for your use. The purpose of your IEP is to assist you in graduation from high school and to assist you in reaching your long long-term goals for employment and postsecondary education.



## Students Rights and Responsibilities upon Reaching Age of Majority

### RIGHTS

- I have the right to know what my disability is and how it affects by ability to learn, live independently and be a part of a lifelong learning system.
- I have the right to be provided information regarding assessments, services, and the Individual Education Planning process in a language and format I understand.
- I have the right to participate in my Individualized Education Program (IEP) meetings.
- I have the right to have individuals who understand my disability on my IEP team.
- I have the right to disagree with my IEP and receive help in requesting mediation, or write a complaint.

### RESPONSIBILITIES

- It is my responsibility to ask questions, request help, seek self-advocacy training so that I can learn about my disability and advocate for my needs.
- It is my responsibility to ask questions until I clearly understand information in my IEP.
- It is my responsibility to invite people (i.e., parents, grandparent, coach, and teachers) who I trust and know me well to my IEP meetings.
- It is my responsibility to understand that by refusing services and supports, it may affect my educational programming.
- It is my responsibility to be engaged in the IEP planning process and participate in reaching my IEP goals and objectives.

## Foundation Knowledge and Skills

Foundation Knowledge and Skills represent the base from which to build employment and post-secondary readiness. Refer to the **Career Fields, Clusters and Pathways Wheel on page 31** for foundation skills, and **page 32 for an explanation of the foundation knowledge and skills.**

How many of the following skills do you have?

- |   |  |
|---|--|
| <input type="checkbox"/> Employability          | <input type="checkbox"/> Academic Foundations            |
| <input type="checkbox"/> Citizenship            | <input type="checkbox"/> Safety, Health & Environment    |
| <input type="checkbox"/> Ethics Problem Solving | <input type="checkbox"/> Leadership                      |
| <input type="checkbox"/> Critical Thinking      | <input type="checkbox"/> Technical Literacy              |
| <input type="checkbox"/> Career Development     | <input type="checkbox"/> Cultural Competence             |
| <input type="checkbox"/> Integrity              | <input type="checkbox"/> Lifelong Learning               |
| <input type="checkbox"/> Teamwork               | <input type="checkbox"/> Financial Well-Being            |
| <input type="checkbox"/> Technology Application | <input type="checkbox"/> Organizational & Global Systems |
| <input type="checkbox"/> Communications         | <input type="checkbox"/> Creativity                      |
| <input type="checkbox"/> Legal Responsibilities | <input type="checkbox"/> Innovation                      |

**How will you document your skills in a portfolio to share with your IEP team and others?**

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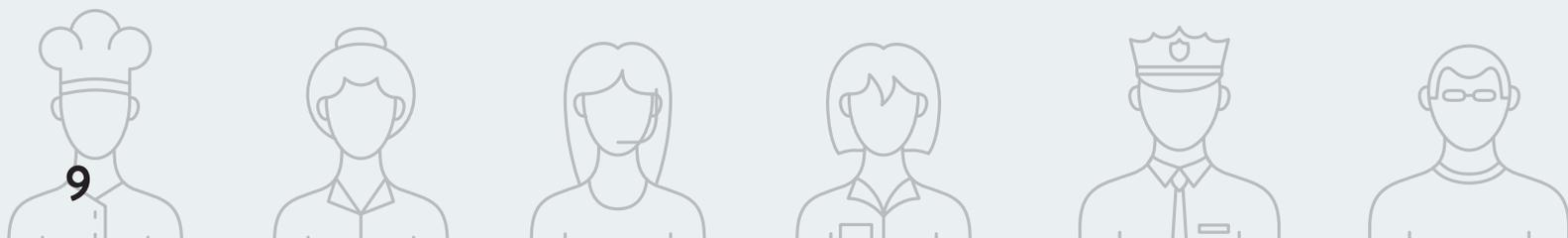
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A national resource to teach soft skills/foundation skills can be found at *Soft Skills to Pay the Bills — Mastering Soft Skills for Workplace Success*. This program comprised of modular, hands-on, engaging activities that focus on six key skills. Those skills include communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking as well as professionalism.

Resources can be found at: [www.dol.gov/odep/topics/youth/softskills](http://www.dol.gov/odep/topics/youth/softskills)





## Develop Job Exploration Skills: Job Shadowing and Networking

Job shadowing is a term used to describe a structured, informational visit to a work site that assists students learn about work, through observation and talking with current employees who are doing the work. Students can examine their career goals by reflecting on their experiences and the information they learn from the site visit. Students can compare occupations and required skills needed to perform the job. Job shadowing can have many purposes including those in the following list:

- ▶ Investigating personal interest, strengths in relation to work environments;
- ▶ Learning about skills and behaviors employers expect from their employees;
- ▶ Identifying how academic skills are used in the work place;
- ▶ Documenting examples of team work and learning why it is necessary;
- ▶ Learning about characteristics of a successful business;
- ▶ Describing the work place environment;
- ▶ Identifying the education and or training necessary to do different jobs at the business, and;
- ▶ Identifying how technology is used in the business.

Students can gather information by, observing work being performed and talking to employees about their jobs and their company.

**Vocational Rehabilitation Services (VRS):** Students with disabilities should receive adequate information about and applications for VRS at the beginning of their transition from secondary school to postsecondary activities. In Minnesota, this can begin in grade nine. In order to access VRS services, contact the counselor assigned to your school. You can find a directory of schools and the counselors assigned at: [mn.gov/deed/job-seekers/disabilities/youth](https://mn.gov/deed/job-seekers/disabilities/youth) or call 651-259-7366 to learn more.

**State Services for the Blind (SSB):** Services are provided to students who are Blind, DeafBlind, or Low Vision. These services are designed to help students navigate the world of high school as well as preparation for the future.

**Independent Living Centers:** Centers maintain information on accessible housing, transportation, employment opportunities, interpreters for hearing impaired people, among other services. Independent living centers are located around the state. You can find more information about the center nearest you at: [www.macil.org](http://www.macil.org).

**County Resources:** There are many resources that are provided by counties in Minnesota. To find the nearest county offices to you and identify the services they provide browse the [www.countyoffice.org/mn](http://www.countyoffice.org/mn) website to help you find the resources you need.

## Before You Go: Job Shadowing Questionnaire

1. Name of business and job site:

2. Job observed:

3. Describe the job:

4. What did you like about the job and work site?

5. What did you dislike about the job and work site?

6. What are three skills you need to perform this job?

7. Would you like to explore this type of work further?    YES    NO

8. Where will you find more information on this type of work?

9. Name one person on your IEP team who can assist you?

10. What additional questions do you have about the job, and how will you get your questions answered?



## Networking

As you begin your employment search, think about people in your life who will be resources for you. This can be a member of your family, a neighbor, a coach, a current or former employer. These individuals will become a part of your employment network. These individuals can also be used as your personal references as you develop your résumé.

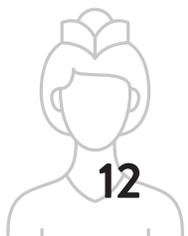
### NETWORKING CONTACT LIST:

**Name:**

**Phone Number:**

**Email:**

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## Develop Workplace Readiness Skills: Build Your Résumé

Your résumé is a one or two-page description of you and your skills. Some employers may want your résumé as you apply for jobs. There are a variety of sample résumés templates. Work with a member of your IEP team to find the one that works best for you. Things to include in your résumé:

### CONTACT INFORMATION:

**Name:**

**Address:**

**Phone Number:**

**Email Address:**

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**Education History:** Name of your high school or post-secondary institutions you've attended.

**Employment History:** Start with your most current employer. Strive to have two jobs by the time you graduate from high school.

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**Employer:**

**Address:**

**Supervisor:**

**Phone Number:**

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**Employer:**

**Address:**

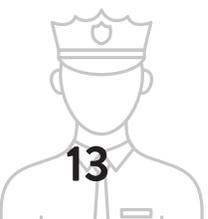
**Supervisor:**

**Phone Number:**

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**Skills you have:** Are you good at speaking, writing, identifying problems, getting information, critical thinking, data entry, numbers, organizing, etc.

**Qualifications:** List any accomplishments, honors, awards you have received.



## Develop Workplace Readiness Skills: Practice Interviewing

Practice with sample interview questions before you go to a job interview. You will feel better prepared. Here are questions you may be asked. Write down your answers to each question.

**Tell me about yourself:** This is an opportunity to talk about your strengths and your interests.

**Tell me why you want this job:** This is an opportunity to share what interests you about the job. Show you are excited about the job and the possibility of learning new skills.

**How would others describe you?** This is an opportunity to talk about your skills. You want the employer to see that you are a good match.

**What are your strengths?** This is your opportunity to sell yourself as a good employee. Ideas can include how you are dependable and reliable. Give examples in your answer.

**Give me an example of how you used your problem-solving skills.**

**Give me an example of how you contributed as a team member to get a task accomplished.**



# MINNESOTA CAREER FIELDS, CLUSTERS AND PATHWAYS

## ■ Marketing

- > Merchandising
- > Marketing Management
- > Marketing Communications
- > Marketing Research
- > Professional Sales

## ■ Business, Management, and Administration

- > Administration Support
- > Operations Management
- > Business Information Management
- > Human Resources Management
- > General Management

## ■ Hospitality and Tourism

- > Lodging
- > Recreation, Amusements and Attractions
- > Restaurants and Food/Beverage Services
- > Travel and Tourism

## ■ Finance

- > Banking Services
- > Business Finance
- > Securities and Investment
- > Accounting
- > Insurance

## ■ Law, Public Safety, Corrections, and Security

- > Correction Services
- > Emergency and Fire Management Services
- > Law Enforcement Services
- > Legal Services
- > Security and Protective Services

## ■ Government and Public Administration

- > Revenue and Taxation
- > Foreign Service
- > Governance
- > National Security
- > Planning
- > Public Management and Administration
- > Regulation

## ■ Human Services

- > Consumer Services
- > Counseling and Mental Health Services
- > Early Childhood Development and Services
- > Family and Community Services
- > Personal Care Services

## ■ Education and Training

- > Administration and Administrative Support
- > Professional Support Services
- > Teaching/Training

## ■ Agriculture, Food, and Natural Resources

- > Animal Systems
- > Agribusiness Systems
- > Environmental Service Systems
- > Food Products and Processing Systems
- > Natural Resources Systems
- > Plant Systems
- > Power, Structural, and Technical Systems

## ■ Arts, Audio/Video Technology, and Communications

- > Audio/Video Technology and Film
- > Journalism and Broadcasting
- > Performing Arts
- > Printing Technology
- > Communications Technology
- > Visual Arts

## ■ Information Technology

- > Information Support and Services
- > Network Systems
- > Programming and Software Development
- > Web and Digital Communications

## ■ Architecture and Construction

- > Construction
- > Design/Pre-construction
- > Maintenance/ Operations

## ■ Transportation, Distribution, and Logistics

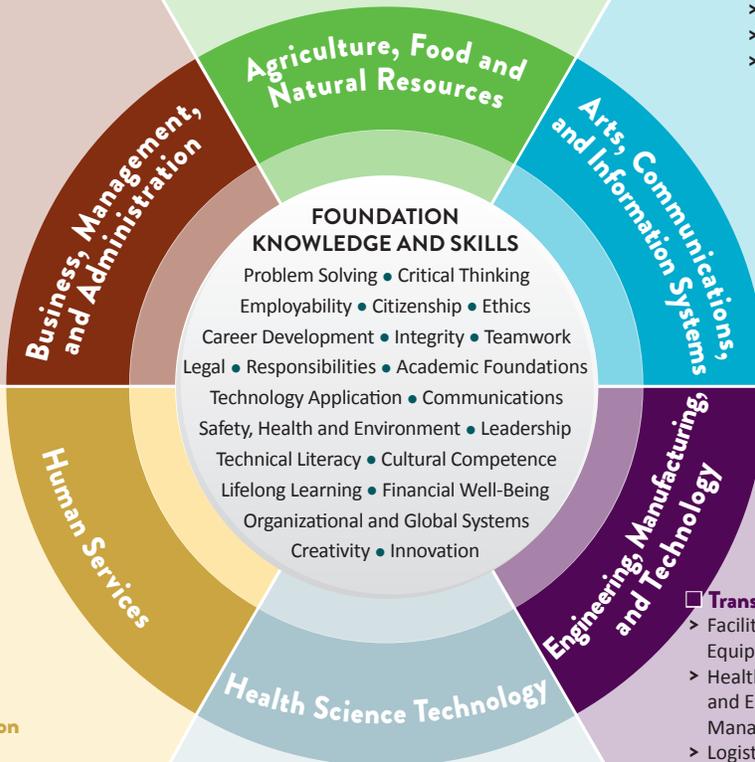
- > Facility and Mobile Equipment Maintenance
- > Health, Safety, and Environmental Management
- > Logistics Planning and Management Services
- > Sales and Services
- > Transportation Operations
- > Transportation Systems/Infrastructure Planning, Management, and Regulation
- > Warehousing and Distribution Center Operations

## ■ Manufacturing

- > Production
- > Manufacturing Production Process Development
- > Maintenance, Installation, and Repair
- > Quality Assurance
- > Logistics and Inventory Control
- > Health, Safety, and Environmental Assurance

## ■ Science, Technology, Engineering, and Mathematics

- > Engineering and Technology
- > Science and Mathematics



### LEGEND

- Career Cluster
- > Career Pathway

# CHART EXPLANATION

**FOUNDATION KNOWLEDGE AND SKILLS**

Foundation Knowledge and Skills, located in the centermost circle of the Minnesota Career Fields, Clusters and Pathways chart, represent the base from which to build work and college readiness.

**CAREER FIELDS**

Career Fields, which are identified in the segmented ring around Foundation Knowledge and Skills, are the organizing structure for the 16 career clusters and 79 pathways. The fields represent the broadest aggregation of careers. Students are normally exposed to career field exploration in middle school and early high school. Career fields have been identified as:

- Agriculture, Food, and Natural Resources
- Arts, Communications, and Information Systems
- Engineering, Manufacturing, and Technology
- Health Science Technology Human Services Business, Management, and Administration

**CAREER CLUSTERS**

Career Clusters, which are identified in the bold, colored bullets (■), represent a grouping of occupations and broad industries into a national classification of 16 clusters that are based upon common knowledge and skills. Career clusters include hundreds of occupations that may be grouped into pathways around which educational programs of study can be built.

- Agriculture, Food, and Natural Resources
- Hospitality and Tourism
- Architecture and Construction
- Human Services
- Arts, Audio/Video Technology and Communications
- Information Technology
- Business, Management, and Administration
- Law, Public Safety, Corrections, and Security
- Education and Training
- Manufacturing
- Finance
- Marketing
- Government and Public Administration
- Science, Technology, Engineering, and Mathematics
- Health Science
- Transportation, Distribution, Logistics

**CAREER PATHWAYS**

Career Pathways, which are identified by the symbol (>) under each cluster heading, represent an organization of related occupational areas within a specific career cluster. Each of these pathways has identified knowledge and skills validated by industry from which programs and programs of study are developed.

## Minnesota Programs of Study

The Minnesota Career Fields, Clusters and Pathways chart, on the reverse side, depicts the organizing framework of the foundation knowledge and skills, career fields, career clusters, and career pathways that Minnesota will use for developing Programs of Study (POS) in career and technical education. Once developed, learners at various levels (high school, collegiate, or workforce training level) will then be able to choose from several individual programs within a Program of Study in order to attain the specific knowledge, skills and abilities needed to pursue a career of their choice.

**Programs of study** are sets of aligned programs and curricula that begin at the high school level and continue through college and university certificate, diploma and degree programs. The following are some of the key elements that underlie the definition:

- Competency based curricula tied to industry expectations and skill standards;
- Sequential course offerings that provide strategic entry and exit points as needed throughout a lifetime - this leads to manageable “stepping stones” of skill building, high school graduation and postsecondary education completion;
- Flexible course and program formats convenient for learner segments;
- Course portability for seamless progression;
- Multiple entry and exit points to support continuing education, returning adults, and dislocated workers;
- Connections between high school and postsecondary education, skill progression, and career opportunities that align academic credentials with job advancement in high-skill, high-wage or high-demand occupations.

# EXPERIENTIAL LEARNING WHEEL



## Use Experiential Learning Activities to move to Competitive Integrated Employment

Complete this form after you have researched a potential Career Field of Interest. Refer to the Experiential Learning Wheel on page 33.

Employer's name: \_\_\_\_\_ Phone #: \_\_\_\_\_

Website: \_\_\_\_\_ Position title: \_\_\_\_\_

Size of employer: \_\_\_\_\_ Location (city/state): \_\_\_\_\_

Is this employment opportunity accessible by public transportation? YES NO

Does this employer provide accessible parking spaces? YES NO

Miles from home: \_\_\_\_\_ Time to arrive at location: \_\_\_\_\_

Education level required: High School Diploma/GED Associates' Degree Bachelor's Degree Master's Degree or higher

Wage: \_\_\_\_\_/hour or Wage: \_\_\_\_\_/year

Complete the following questions with your IEP team?

1. Have you used [DB101.org](http://DB101.org) to see how this position would affect SSI/SSDI? YES NO

2. Have you completed an Estimator Session? YES NO

3. What are two things you learned from that session?

a.

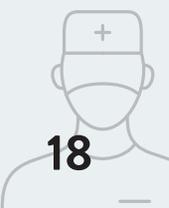
b.

4. Did your team talk to you about the type of employment you are looking for and provide you with needed information so that you could make an Informed Choice? YES NO

5. Do you need workplace accommodations with this job? YES NO

6. What is one accommodation you will need? \_\_\_\_\_

7. Does the employer provide a benefits package? YES NO



1. How will you get to your job? \_\_\_\_\_

2. What career cluster/field would this position fall under? \_\_\_\_\_

**MINIMUM QUALIFICATIONS OR DESIRED QUALITIES OF AN APPLICANT**


What interests you about this job? \_\_\_\_\_

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What questions do you have about this job? \_\_\_\_\_

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What is the mission statement of the employer? \_\_\_\_\_

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Does this job align with your career and employment goals? YES NO

Notes/Comments: \_\_\_\_\_

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# RESOURCES IN THE COMMUNITY:

**Disability Benefits 101:** offers tools that help you plan your finances including work, SSI and other incomes.

[Db101.org](http://Db101.org)

**Get My Future:** Explore this resource to find information about getting ready for employment and figuring out what you want to do in life. [www.careeronestop.org/GetMyFuture/index.aspx](http://www.careeronestop.org/GetMyFuture/index.aspx)

**National Collaborative on Workforce and Disability for Youth:** General resources for both youth and their families.

[www.ncwd-youth.info](http://www.ncwd-youth.info)

**PACER Center:** Resources for families and youth located in Minnesota.

[www.PACER.org](http://www.PACER.org)

**State Services for the Blind (SSB):** Provides services to those who are blind, visually impaired, or deaf-blind.

[mn.gov/deed/job-seekers/blind-visual-impaired/teens-student-services](http://mn.gov/deed/job-seekers/blind-visual-impaired/teens-student-services)

**Vocational Rehabilitation Services (VRS):** Provides services to those who have a disability prepare for, find, and keep a job and live as independently as possible. More information can be found here:

[mn.gov/deed/job-seekers/disabilities/youth](http://mn.gov/deed/job-seekers/disabilities/youth)

## INDEPENDENT LIVING

**ARC Minnesota:** resources for people who have developmental disabilities.

[www.thearcofminnesota.org](http://www.thearcofminnesota.org)

**Centers for Independent Living:** Organization that advocates for the independent living needs of people with disabilities.

[www.macil.org](http://www.macil.org)

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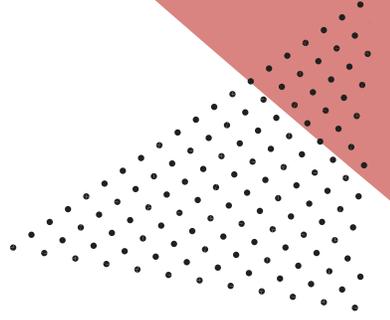
**The Minnesota Department of Education**



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