

**TABLE 1.1: GUIDEPOSTS FOR SUCCESS**

**Access to Participation in High Quality Standards-Based Education Regardless of Setting**

*In order to perform at optimal levels in education, all youth need*

- academic programs that are based on clear state standards,
- career and technical education programs that are based on professional and industry standards,
- curricula and program options based on universal design of school, work, and community-based learning experiences,
- learning environments that are small and safe,
- supports from highly qualified staff,
- access to an assessment system that includes multiple measures, and
- graduation standards that include options

*Youth with disabilities may need*

- individual transition plans that drive instruction and academic support, and
- specific and individual learning accommodations.

**Preparatory Experiences**

*In order to make informed choices about careers, all youth need*

- career assessment including, but not limited to, interest inventories, and formal and informal vocational assessments,
- information about career opportunities that provide a living wage, including information about education, entry requirements, and income potential,
- training in job-seeking skills, and
- structured exposure to postsecondary education and other lifelong learning opportunities.

*Youth with disabilities may need*

- information about the relationship between appropriate benefits planning and career choices,
- identification of and access to disability-related supports and accommodations needed for the workplace and community living, and
- instruction and guidance about communicating disability-related support and accommodation needs to prospective post-secondary educators, employers and service providers.

**Work-based Experiences**

*In order to attain career goals, all youth need*

- opportunities to engage in a range of work-based exploration activities such as site visits and job shadowing, and

- multiple on-the-job training experiences, including community service (paid or unpaid) that is specifically linked to the content of a program of study.

*Youth with disabilities may need*

- instruction and guidance about requesting, locating, and securing appropriate supports and accommodations needed at the workplace.

**Youth Development and Youth Leadership Opportunities**

*All youth need*

- mentoring activities designed to establish strong relationships with adults through formal and informal settings,
- exposure to role models in a variety of contexts,
- training in skills such as self-advocacy and conflict resolution,
- exposure to personal leadership and youth development activities, including community service, and
- opportunities to exercise leadership.

*Youth with disabilities may need*

- exposure to mentors and role models including persons with and without disabilities, and
- training about disability issues and disability culture.

**Connecting Activities to Support Services**

*All youth need access to*

- mental and physical health services,
- transportation,
- tutoring,
- post-program supports through structured arrangements in postsecondary institutions and adult service agencies, and
- connections to other services and opportunities (e.g., recreation).

*Youth with disabilities may need*

- appropriate assistive technologies and related financial resources,
- post-program supports such as independent living centers and other community-based support service agencies,
- personal assistance services, including readers and interpreters, and
- benefits-planning counseling regarding the benefits available and their interrelationships so that individuals may maximize those benefits in transitioning from public assistance to self-sufficiency.