



# Exploring the Minnesota Youth in Transition Framework

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## MN Youth in Transition Framework

Minnesota's Youth in Transition Framework defines quality transition planning, empowering professionals, students, and families across the state to work together toward the same outcomes for youth.



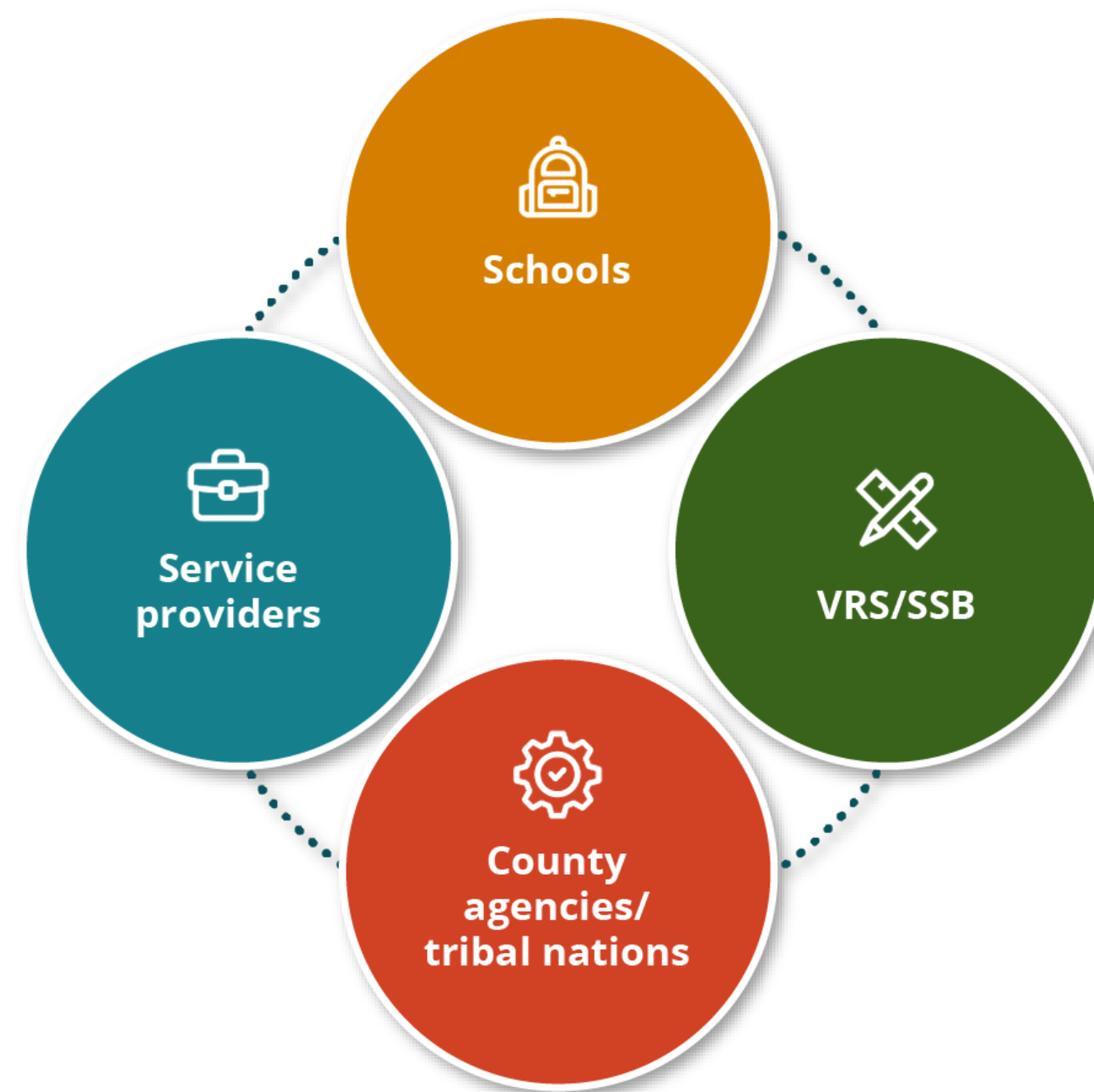
## Why was the Framework created?

- Transition professionals and community partners did not know what was expected of them.
- Families did not know what they could expect from transition planning.
- Transition planning was not coordinated across agencies, which led to inefficient and frustrating experiences for youth and families.
- Broad inconsistencies in programs and services created inequities for youth and families.

## Aligning to the Framework

### STRENGTHENING PARTNERSHIPS BETWEEN:

- Schools
- Vocational Rehabilitation Services (VRS)/  
State Services for the Blind (SSB)
- County agencies/tribal nations
- Service providers



## Elements of the Framework

The Framework's three key elements create the foundation for effective transition planning and programming.

1. Guiding principles
2. Learning expectations
3. Shared practices



## Guiding Principles

Beliefs that guide decisions at the system, agency and professional level. They serve as the foundation for what we do and how we do it.

1. The youth is at the center of transition planning.
2. Families play a key role in successful transition outcomes.
3. Transition planning should start early in a youth's life.
4. High expectations matter.
5. Strong partnerships support a smoother transition to adulthood.
6. Success is measured by improved youth outcomes.





## Learning Expectations

Define the topics all youth in transition should explore. Exploration of topics in these four categories helps students develop the knowledge, skills and supports they need to prepare for and live the life they want in adulthood.

Topics are organized into four categories:

1. Best life
2. In(ter)dependent living
3. Employment
4. Postsecondary education and training



## Shared Practices

Collective ways of working using the same practices, processes and tools to create consistent experiences. The goal is consistent, person-centered experiences for youth and families while optimizing the role of everyone on the youth's transition planning team.

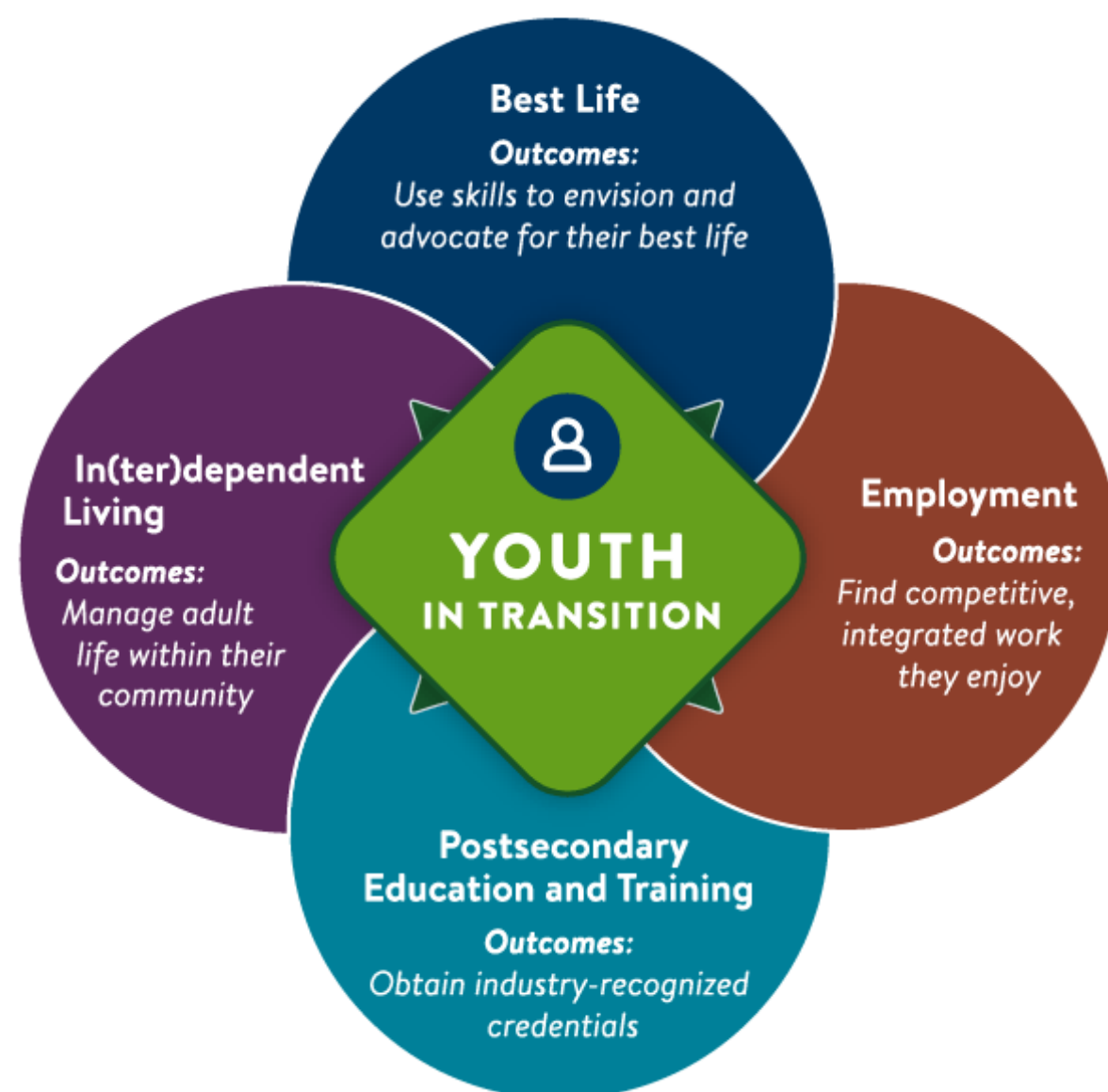
The Framework's three shared practices are:

1. Person-centered practices
2. Collaborative partnerships
3. The youth-planning process





## Improved Youth Outcomes



### Best Life

Youth use self-determination and leadership skills to envision and advocate for their best life.

### Employment

Youth find competitive, integrated work they enjoy.

### In(ter)dependent Living

Youth successfully manage in(ter)dependent adult life within their community.

### Postsecondary Ed and Training

Youth access postsecondary education and training options and obtain industry-recognized credentials.

## Pre-ETS



### Definitions of Pre-Employment Transition Services (Pre-ETS)

Job Exploration Counseling	Work-Based Learning Experience	Postsecondary Education Counseling	Workplace Readiness Training	Instruction in Self-Advocacy
<p><b>Work with students to explore:</b></p> <ul style="list-style-type: none"> <li>• Vocational interests</li> <li>• The labor market</li> <li>• In-demand industries and occupations</li> <li>• Non-traditional employment options</li> <li>• Career pathways of interest</li> </ul>	<p><b>Arranging for and providing:</b></p> <ul style="list-style-type: none"> <li>• Career Mentorship</li> <li>• Career Related Competitions</li> <li>• Informational Interviews</li> <li>• Internships (paid or unpaid)</li> <li>• Job Shadowing</li> <li>• Practicum</li> <li>• Service Learning</li> <li>• Simulated Workplace Experiences</li> <li>• Student-led Enterprises</li> <li>• Work Experiences (paid or unpaid)</li> <li>• Volunteering</li> <li>• Workplace Tours/Field Trips</li> <li>• Youth Apprenticeships (YA)</li> </ul>	<p><b>Assisting students with enrolling or remaining enrolled in postsecondary education or training by helping them to:</b></p> <ul style="list-style-type: none"> <li>• Understand how to successfully transition to a postsecondary education or training program</li> <li>• Identify postsecondary education and training options</li> <li>• Understand how their career goals line up with education and training options</li> <li>• Complete steps for enrolling in a postsecondary education or training program</li> <li>• Learn about and apply for postsecondary financial aid options</li> <li>• Learn about various supports and assistive technology used by students with disabilities at college, such as where and how to get alternative formats of textbooks</li> <li>• Learn about information on course offerings, career options, the types of academic and occupational training needed to succeed in the workplace, and how post-secondary opportunities associated with career fields or pathways would pertain to a student who is currently enrolled to ensure they are on the right pathway</li> <li>• Make decisions about changing majors and/ or education or training programs</li> </ul>	<p><b>Arranging for and providing opportunities for students to learn:</b></p> <ul style="list-style-type: none"> <li>• Communication and interpersonal skills</li> <li>• Employer expectations for punctuality and performance, as well as other "soft" skills necessary for employment;</li> <li>• Financial literacy and benefits planning</li> <li>• Job-seeking skills</li> <li>• Skills for obtaining a driver's permit and license and how to navigate other transportation options</li> </ul>	<p><b>Arranging and providing opportunities for:</b></p> <ul style="list-style-type: none"> <li>• Learning about disability and its impact</li> <li>• Learning about/ how to request accommodations, services, supports, and assistive technology</li> <li>• Learning about personal rights and responsibilities</li> <li>• Mentoring (peer mentoring, disability mentoring, group mentoring or e-mentoring)</li> <li>• Participating in youth leadership activities offered in educational or community settings</li> </ul>

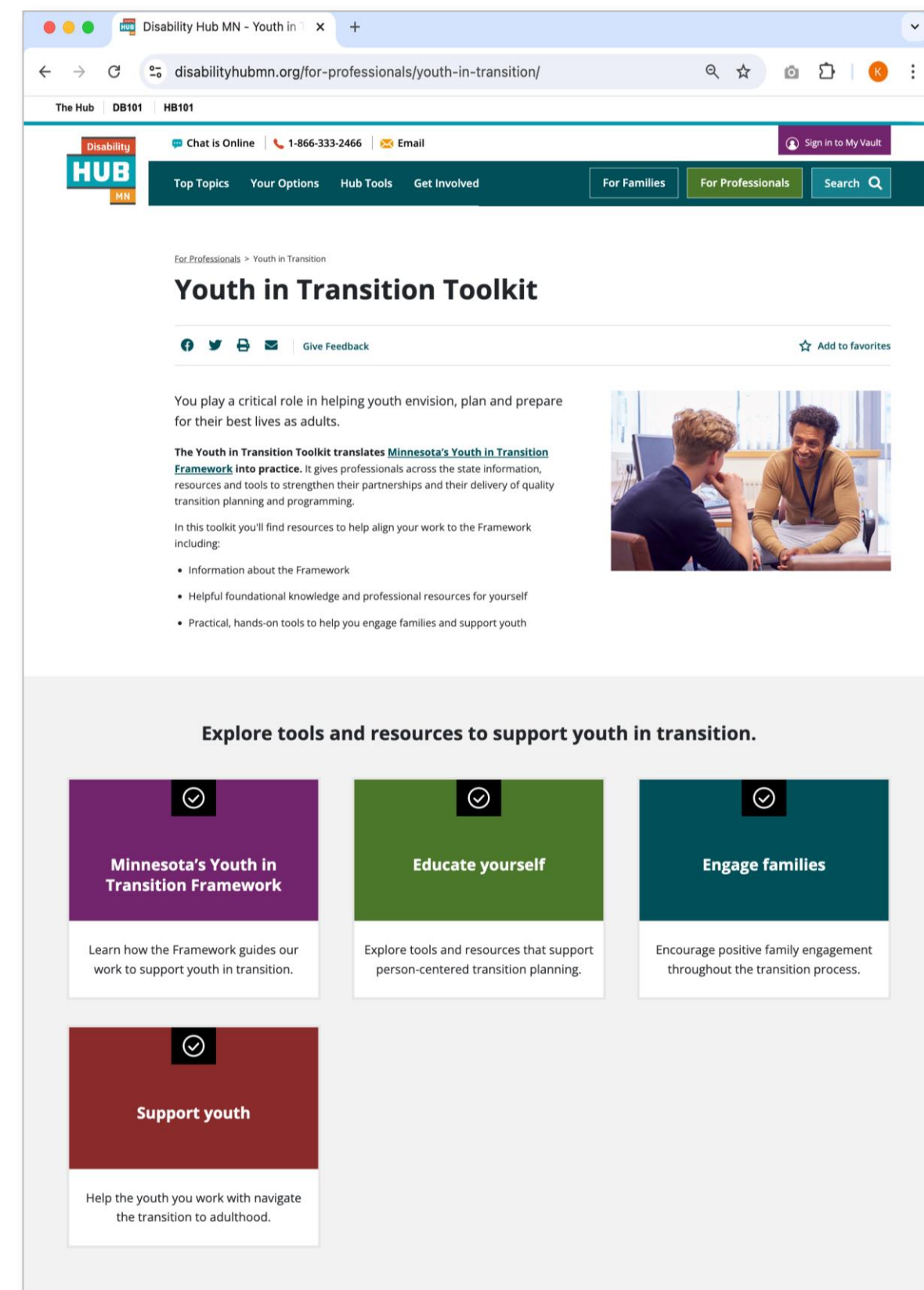


## Youth in Transition Toolkit

To support professionals in implementing Minnesota's Youth in Transition Framework, a comprehensive toolkit is available online.

The Youth in Transition Toolkit provides statewide access to up-to-date resources and tools to help professionals implement the Framework.

Check it out at [disabilityhubmn.org/YIT-toolkit](https://disabilityhubmn.org/YIT-toolkit)





## Disability Hub

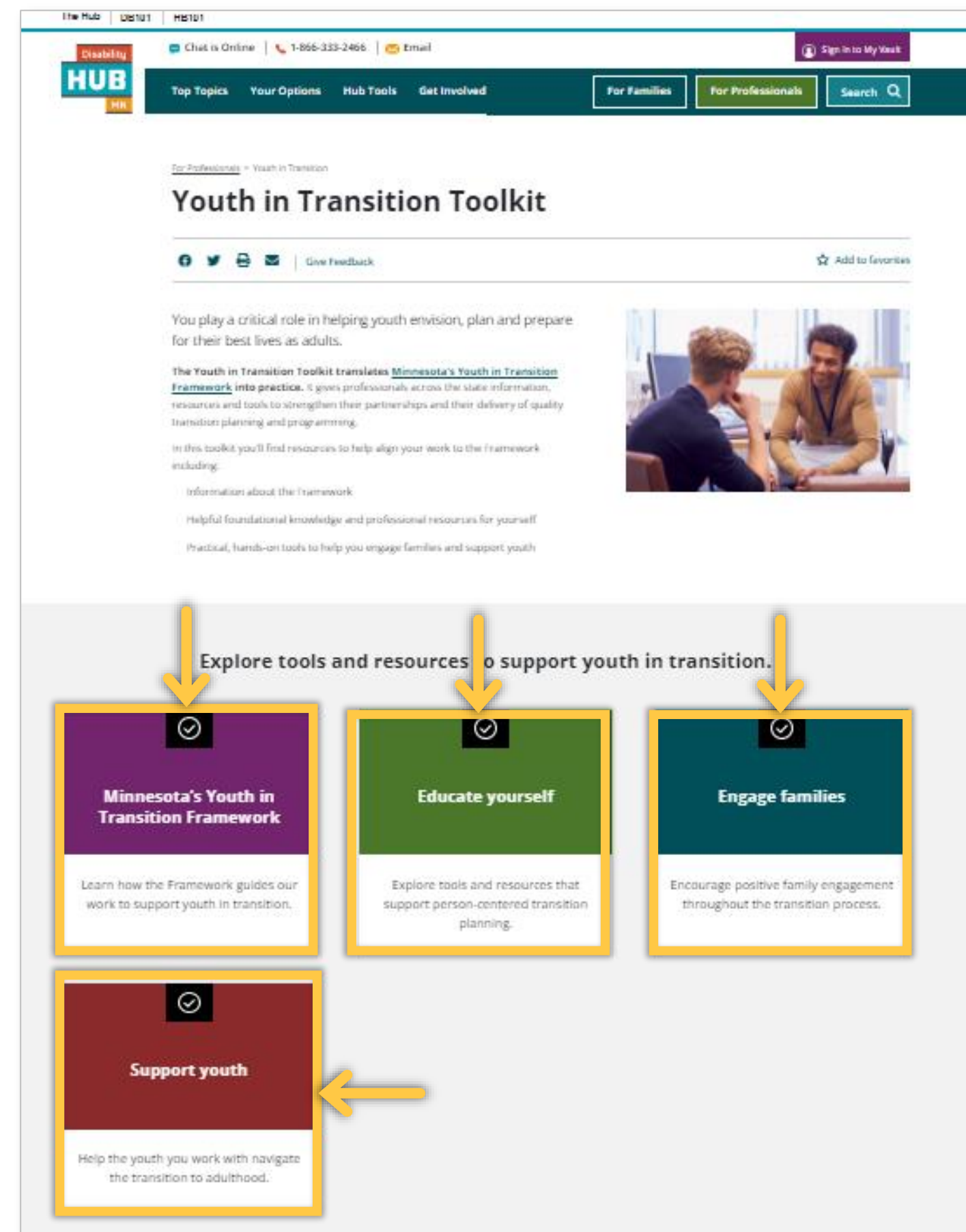


- [Informed Choice](#): Understand the informed choice standard and how you can help people with disabilities lead inclusive lives
- [Benefits Planning](#): Learn how benefits support work, and find tools to help you address concerns so people can get ahead through work
- [Work](#): Consider steps you can take to introduce the idea of work and to engage people in rewarding employment
- [Housing](#): Find out how to support and empower people to explore housing options and reach their housing goals
- [Youth in Transition](#): Find tools and resources to implement the youth in transition framework with the youth you support
- [Hands-On Tools](#): These tools can help inform the person's positive summary and be included in their employment portfolio

## Youth in Transition Toolkit structure

The toolkit is organized into four sections:

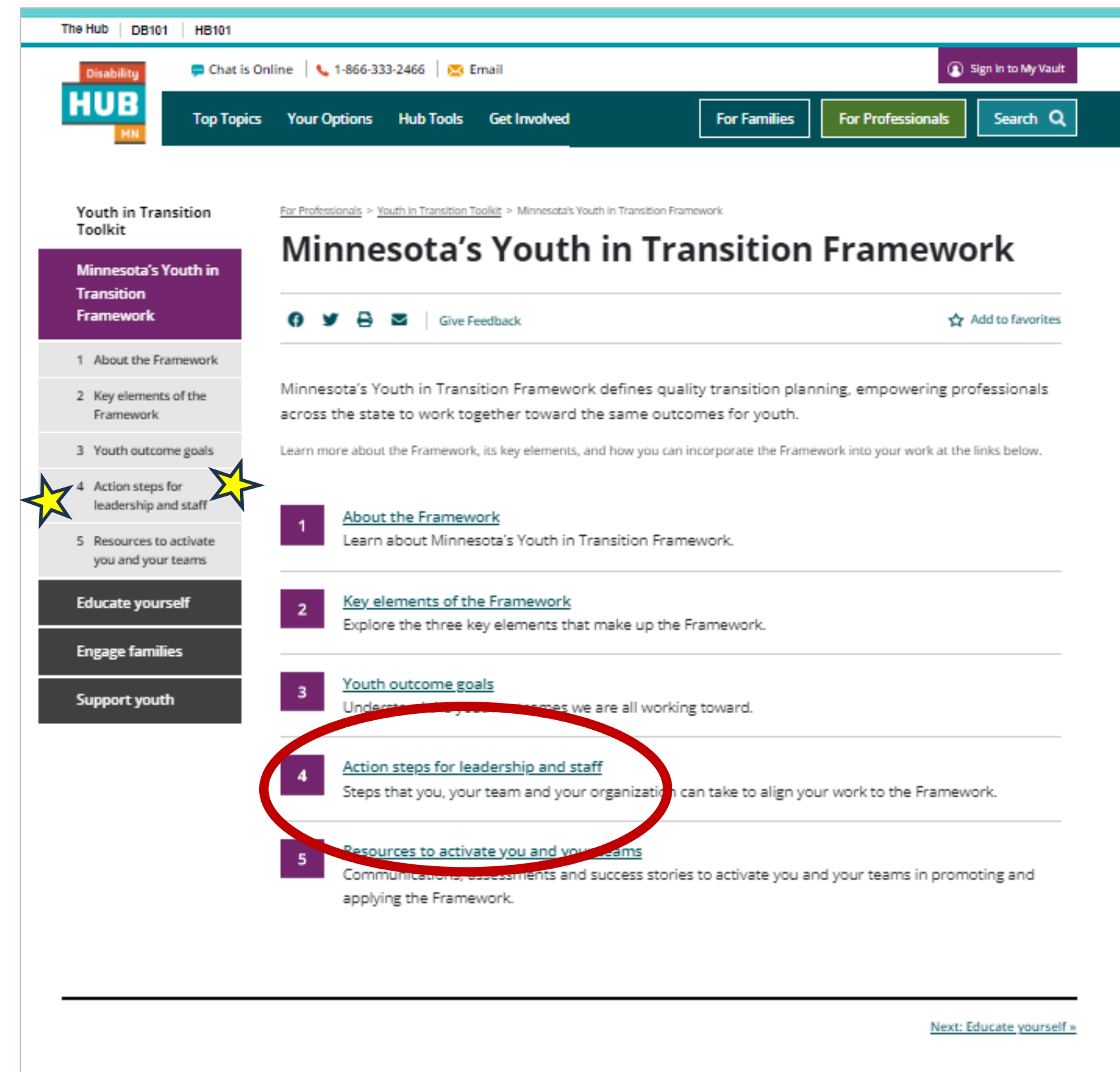
1. Minnesota's Youth in Transition Framework
2. Educate yourself
3. Engage families
4. Support youth



# Minnesota's Youth in Transition Framework section

Professionals can start here to:

- Learn about the Framework, its key elements, and youth outcomes
- Find action steps for leadership and staff (a great place to start!)
- Get resources to activate themselves and their teams



The screenshot shows the website for the Minnesota's Youth in Transition Framework. The header includes navigation links like 'The Hub', 'DB101', 'HB101', and a 'Sign In to My Vault' button. A sidebar on the left lists the 'Youth in Transition Toolkit' sections: 'Minnesota's Youth in Transition Framework', '1 About the Framework', '2 Key elements of the Framework', '3 Youth outcome goals', '4 Action steps for leadership and staff', and '5 Resources to activate you and your teams'. Below these are buttons for 'Educate yourself', 'Engage families', and 'Support youth'. The main content area is titled 'Minnesota's Youth in Transition Framework' and contains a list of five items, each with a number and a link. Item 4, 'Action steps for leadership and staff', is circled in red. At the bottom right, there is a link that says 'Next: Educate yourself »'.

The Hub | DB101 | HB101

Disability HUB MN

Chat is Online | 1-866-333-2466 | Email

Sign In to My Vault

Top Topics | Your Options | Hub Tools | Get Involved

For Families | For Professionals | Search

Youth in Transition Toolkit

Minnesota's Youth in Transition Framework

- 1 About the Framework
- 2 Key elements of the Framework
- 3 Youth outcome goals
- 4 Action steps for leadership and staff
- 5 Resources to activate you and your teams

Educate yourself

Engage families

Support youth

For Professionals > Youth in Transition Toolkit > Minnesota's Youth in Transition Framework

## Minnesota's Youth in Transition Framework

Give Feedback | Add to favorites

Minnesota's Youth in Transition Framework defines quality transition planning, empowering professionals across the state to work together toward the same outcomes for youth.

Learn more about the Framework, its key elements, and how you can incorporate the Framework into your work at the links below.

- 1 [About the Framework](#)  
Learn about Minnesota's Youth in Transition Framework.
- 2 [Key elements of the Framework](#)  
Explore the three key elements that make up the Framework.
- 3 [Youth outcome goals](#)  
Understand the outcomes we are all working toward.
- 4 [Action steps for leadership and staff](#)  
Steps that you, your team and your organization can take to align your work to the Framework.
- 5 [Resources to activate you and your teams](#)  
Communications, assessments and success stories to activate you and your teams in promoting and applying the Framework.

Next: Educate yourself »



## Action Steps for Leadership and Staff

- [Staff](#), including special education teachers / coordinators, vocational rehabilitation staff, and case managers have an important role in aligning their work to Minnesota's Youth in Transition Framework.
- Those in [leadership](#), including special education directors / supervisors, Vocational Rehabilitation regional area managers, and waiver case manager supervisors, have an important role in applying and implementing Minnesota's Youth in Transition Framework.

# Leadership Role in the Framework

Leadership is essential for systems change. The [action steps for leaders](#) are grouped into three stages:

- Analyze
- Implement
- Evaluate

Youth in Transition Toolkit

Minnesota's Youth in Transition Framework

- About the Framework
- Key elements of the Framework
- Youth outcome goals
- Action steps for leadership and staff
  - Leadership
  - Staff
- Resources to activate you and your teams

Educate yourself

Engage families

Support youth

For Professionals > Youth in Transition Toolkit > Minnesota's Youth in Transition Framework > Action steps for leadership and staff > Leadership

## 4 Action steps for leadership and staff

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### For Leadership

[Print Desk Aid](#)

Those in leadership, including special education directors / supervisors, Vocational Rehabilitation regional area managers, and waiver case manager supervisors, have an important role in applying and implementing Minnesota's Youth in Transition Framework.

Learn about key responsibilities and actions steps you can take to align your work at the system level to the Framework.



### Action Steps:

+ Analyze

+ Implement

+ Evaluate

## Step 1: Analyze

### Key Actions:

1. Understand the [Framework](#) and its [three key elements](#): Ensure you and your team know the key elements
2. Assess alignment and outcomes
  - Assess your organization's alignment with the Framework: find out where work aligns or doesn't align with the Framework by taking the [Minnesota's Youth in Transition Framework Assessment](#).
  - Build collaborative, cross-agency team(s): use the [Building Your Local Transition Planning Team](#) activity
  - Review [youth outcomes](#): use your local data to see what's working
3. Set expectations, support change, and promote the Framework: With your team/staff and within your organization, set expectations, and champion and model the Framework's concept of coordinated services and supports and its three key elements.

## Step 2: Implement

### Key Actions:

1. Determine goals and plans: Use assessment results and outcome data to set goals.
2. Align programs and services with the Framework
  - *Implement plans and align resources:* Align funds, staffing, training, and cross-agency memorandums of understanding (MoUs) so they align with the Framework and support its anticipated outcomes.
  - *Support your team:* Support your staff in integrating the Framework into the work they do and regularly review the Guiding Principles and data with them. Encourage them to use the resources in the Youth in Transition toolkit: [Educate Yourself](#), [Engage Families](#), [Support Youth](#)
3. Learn about what others are doing: Read [success stories](#) from across the state.

## Step 3: Evaluate

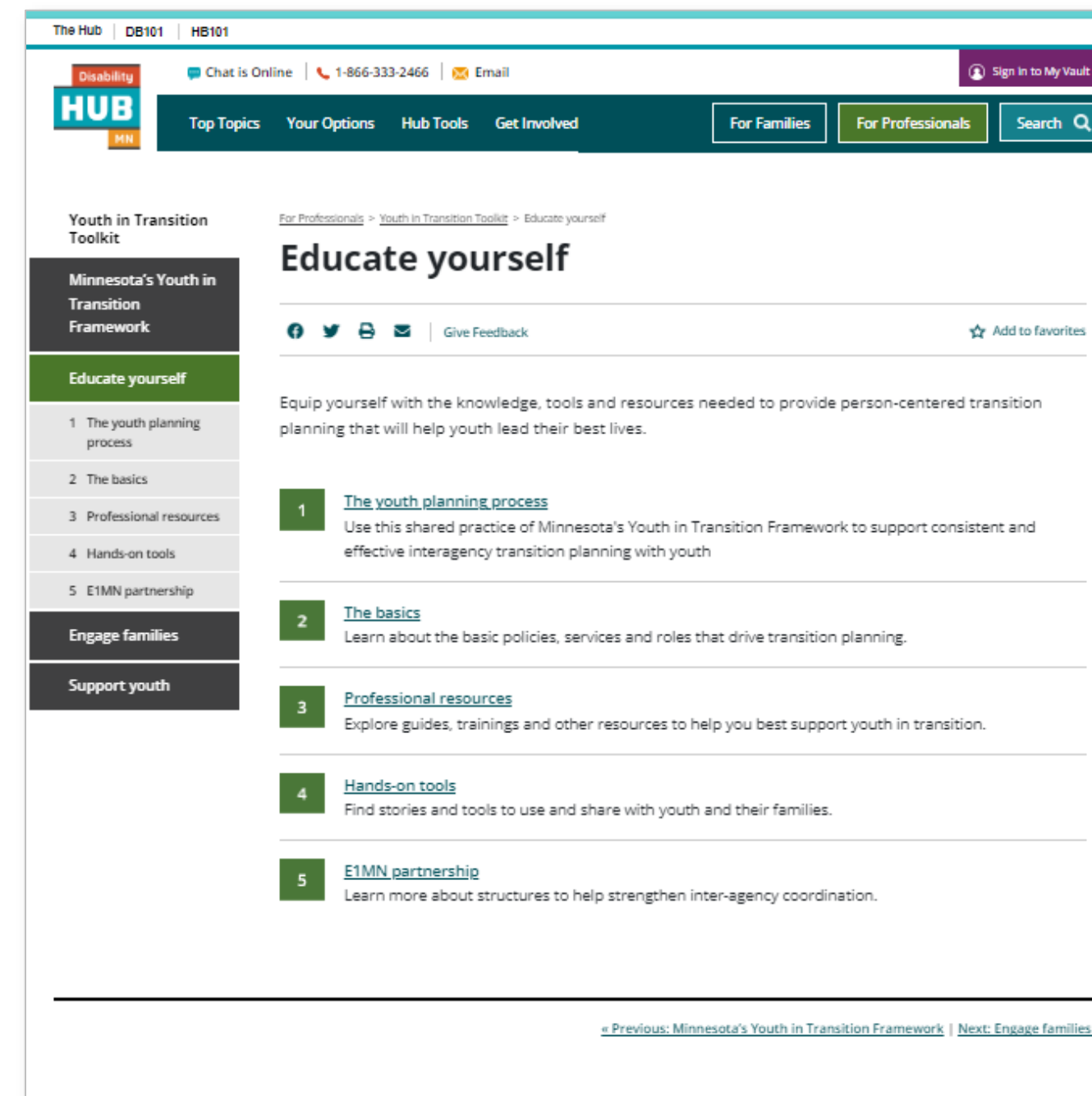
### Key Actions:

1. Assess implementation:
  - Use the [Framework Assessment](#) again to check progress
  - Continue to use [youth outcome data](#) to measure local-level capacity building and track youth outcomes, and ensure the work is resulting in improved outcomes. Consider completing the [Reviewing Youth Outcome Data](#) activity when new data is available
2. Share promising practices and successes: As you assess and see where ways of working are making a difference in the lives of youth and their families, share those insights with agency leaders and others you work with. You can [use this form to share success stories](#).
3. Respond and adjust as needed: Go back to your plan to identify where to focus and strengthen

## Educate yourself

Professionals can start here to:

- Learn about the transition framework and the E1MN partnership
- Youth planning process
- Get basic information about plans, policies, services and roles
- Find resources for their own professional development

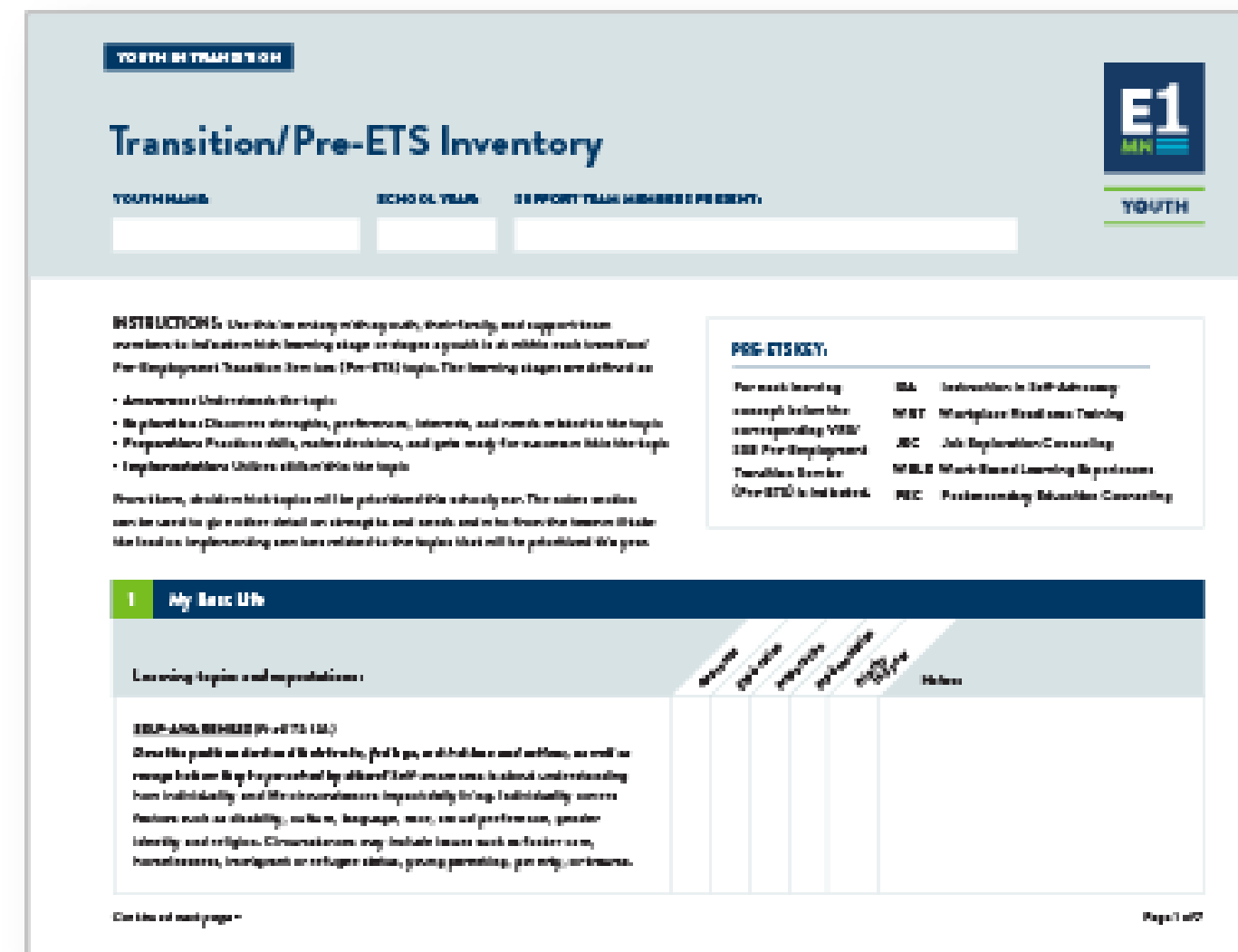
The screenshot shows the 'Educate yourself' page of the Minnesota Youth in Transition Toolkit. The page has a teal header with navigation links like 'Top Topics', 'Your Options', 'Hub Tools', and 'Get Involved'. A sidebar on the left lists the toolkit's sections: 'Minnesota's Youth in Transition Framework', 'Engage families', and 'Support youth'. The main content area is titled 'Educate yourself' and includes a list of five numbered items: 1. The youth planning process, 2. The basics, 3. Professional resources, 4. Hands-on tools, and 5. E1MN partnership. Each item has a brief description. At the bottom, there are navigation links for 'Previous: Minnesota's Youth in Transition Framework' and 'Next: Engage families'.



## Core resource to use with youth: Transition/Pre-ETS Inventory

- Complete with youth and their support team. The inventory can be used to identify:
- The youth's transition-related strengths and needs
- Which transition services will be a priority this year
- Which learning stage the youth is in for each topic
- Who on the youth's team will provide each transition service (by using the "notes" section).

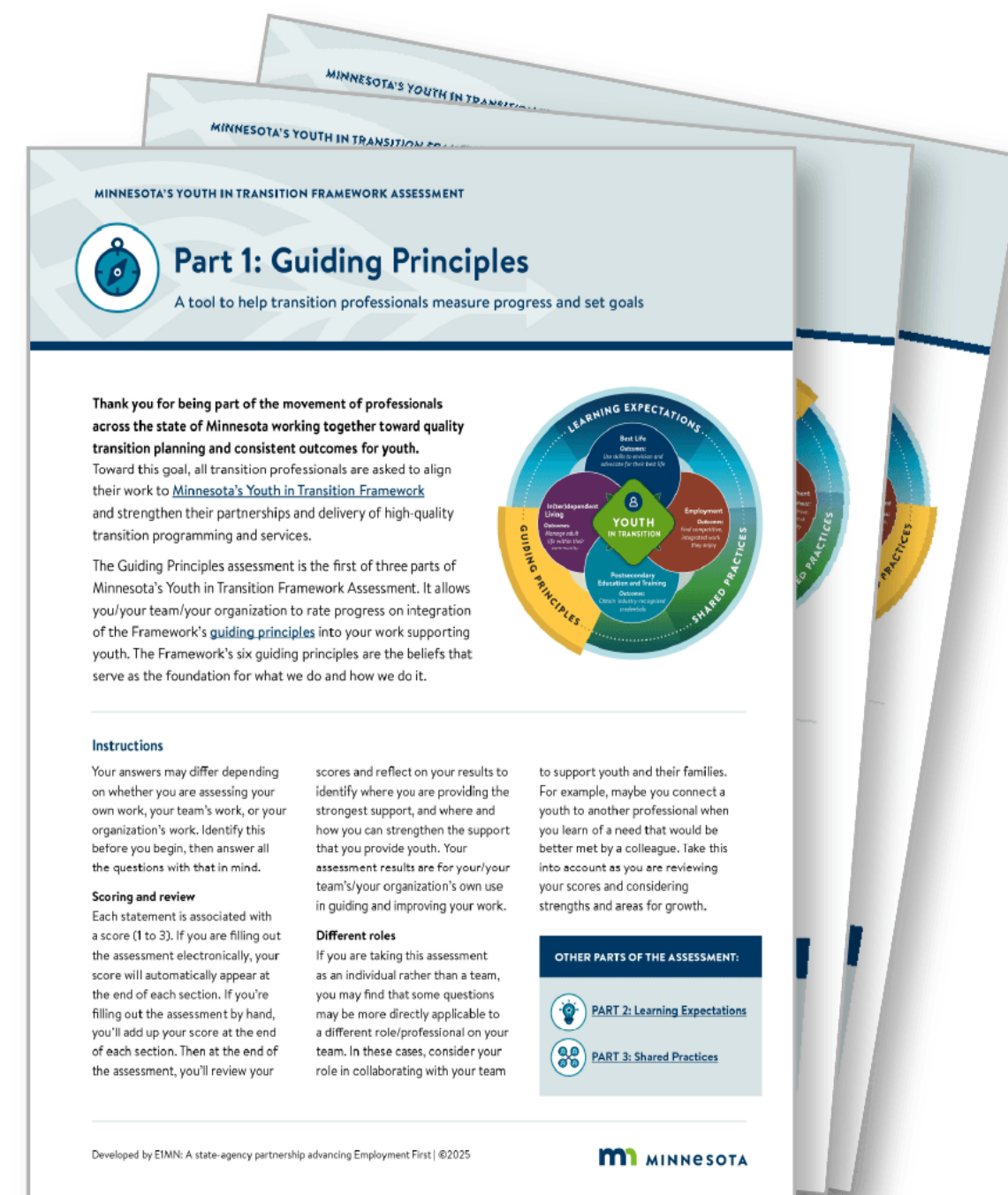
[Click here for link to Transition/Pre-ETS Inventory.](#)



The screenshot shows the 'Transition/Pre-ETS Inventory' form. At the top, there's a header with 'YOUTH IN TRANSITION' and 'E1 MN YOUTH'. Below the header, there are input fields for 'YOUTH NAME', 'SCHOOL TEAM', and 'SUPPORT TEAM MEMBER (PARENT)'. The main section is titled 'INSTRUCTIONS' and provides guidance on how to use the form. It lists several key areas to focus on: Assessment, Understanding the topic, Planning, and Implementation. A 'PRE-ETS KEY' table is also provided, mapping various services to their corresponding codes. The bottom section is titled 'My Basic Info' and contains a table for recording data. The table has columns for 'Learning to gain a skill or preparation', 'Assess', 'Plan', 'Implement', 'Evaluate', and 'Notes'. The 'Assess' column is currently selected. The table rows are for 'SELF-AND, REELED (PARENTS, ETC.)' and 'Other Basic Info'. The 'Other Basic Info' row contains a large text area for notes. The bottom of the form includes a 'Continue to next page' button and a 'Page 1 of 2' indicator.

# Core Assessment for Professionals

The [Core Assessment](#) allows individuals and teams to measure their progress in aligning their work to the Framework and set their next goals. The assessment is divided into three parts following the key elements of the Framework.



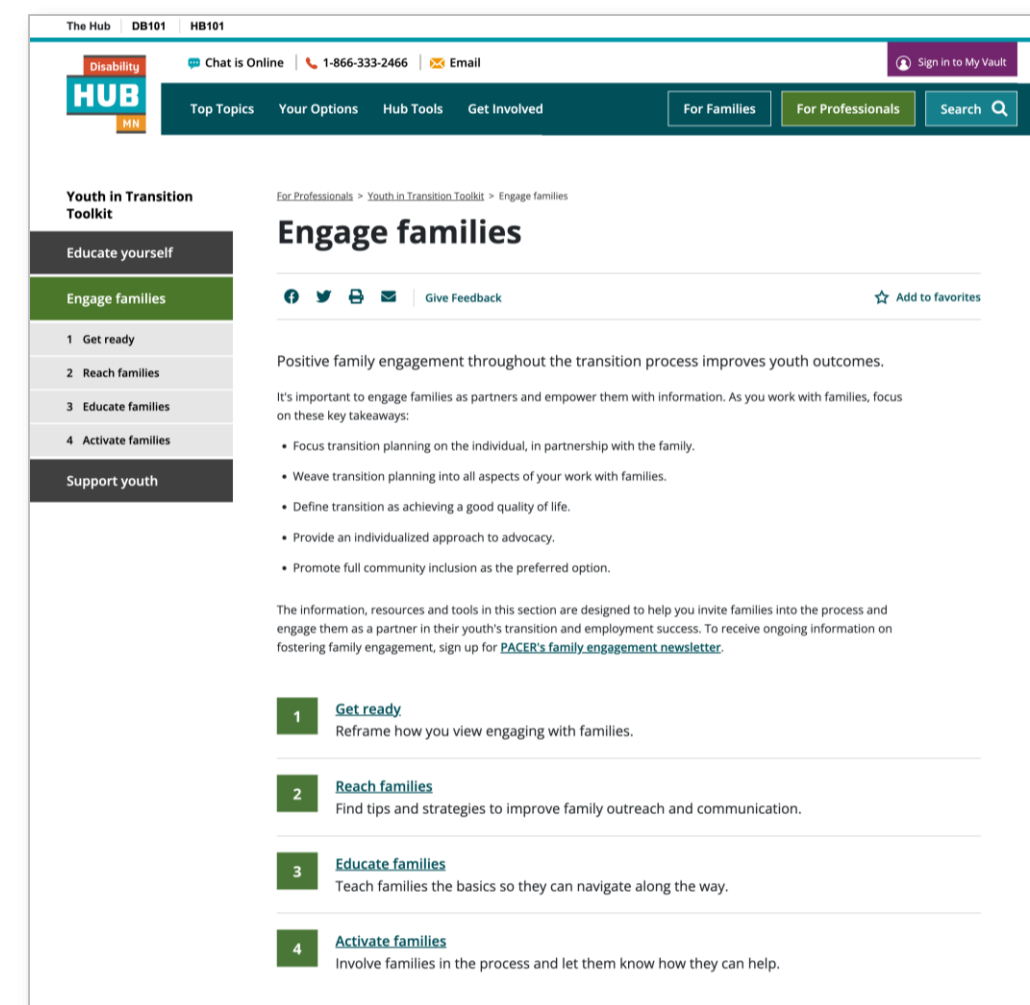
## Engage Families

In the [Engage Families](#) section, professionals can find information, resources and tools to:

- Invite families into the transition process, and
- Engage them as partners in their youth's transition and employment success.

Each topic in this section is structure into **two** parts:

- **Learn:** Information professionals can use to develop their knowledge
- **Do:** Activities and information professionals can share with families



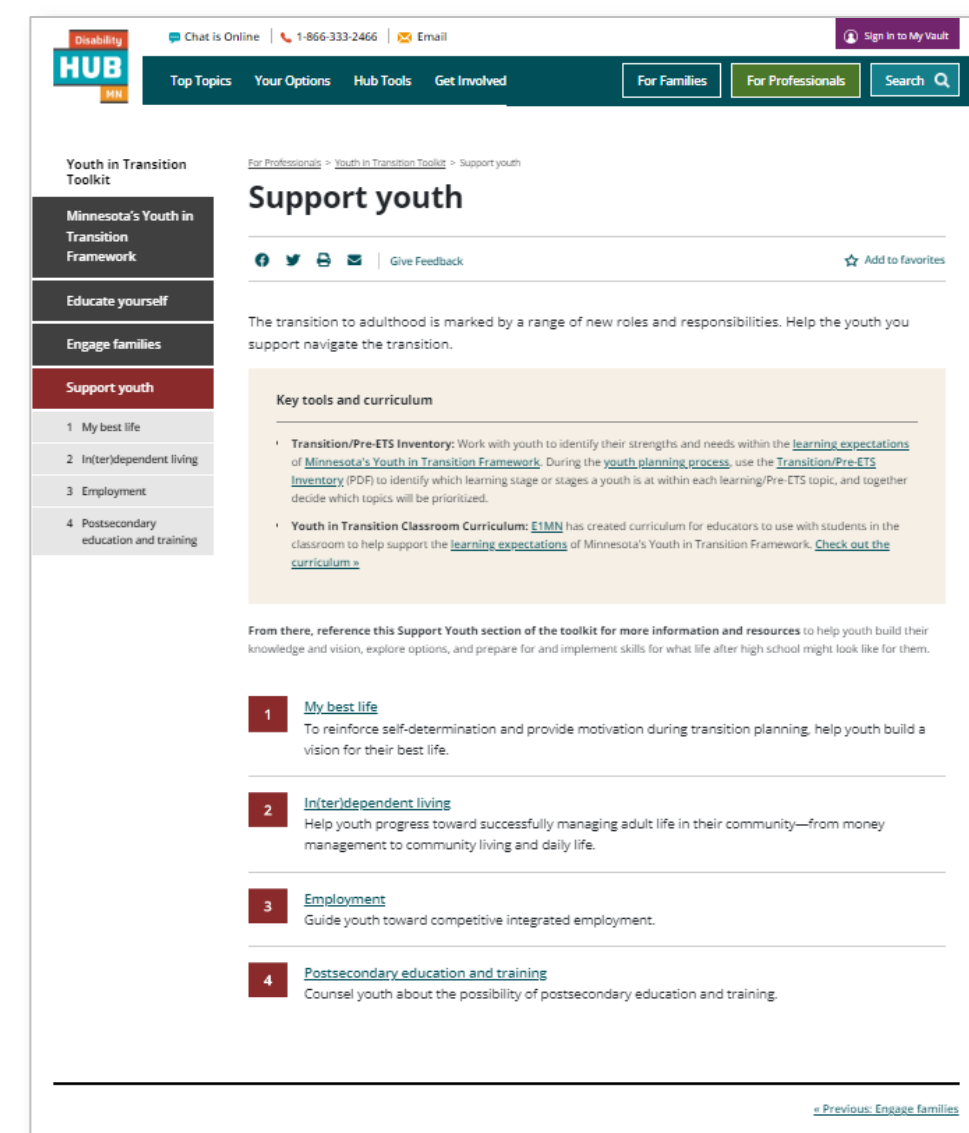
## Support Youth

The [Support Youth](#) section is organized by the framework's four domains—Best life, In(ter)dependent living, Employment, and Postsecondary education and training.

- Under each domain, professionals will find information ideas and activities to support transition planning.

Each topic in this section is structure into **two** parts:

- **Learn:** Information professionals can use to develop their knowledge
- **Do:** Activities and information professionals can share with youth



## Youth in Transition Classroom Curriculum

E1MN created [classroom curriculum](#) for educators to use with students to help support Minnesota's YiT Framework. These 20-25 minute lesson plans help students see and plan for what life after high school might look like. Videos, discussion questions, real-life stories, tools, and activities are used.

Through the lessons students can start envisioning for themselves:

- what they want and how they can live their **best life**
- what **living in(ter)dependently** could look like for them
- what they want for meaningful **employment**
- what **postsecondary education or training** program they might want to do

## My Vault: Communication and Planning Tool

*My Vault is a shared tool for planning across agencies.*

Secure, personal account used by people with disabilities and those who support them to explore and plan, store and share files, create contact lists, and clearly document activities that lead to an informed choice.

[Disability Hub MN - Vault](#)



## How can youth and families use My Vault?

### Youth and families can:

- Know who's on their team, who can help with what, and how to contact them
- Access information and plans electronically
- Access tools and activities to plan and prepare for work and life after school
- Easily and securely share information and files
- Store their own information, plans and resources after graduating from high school or a transition program in a single place

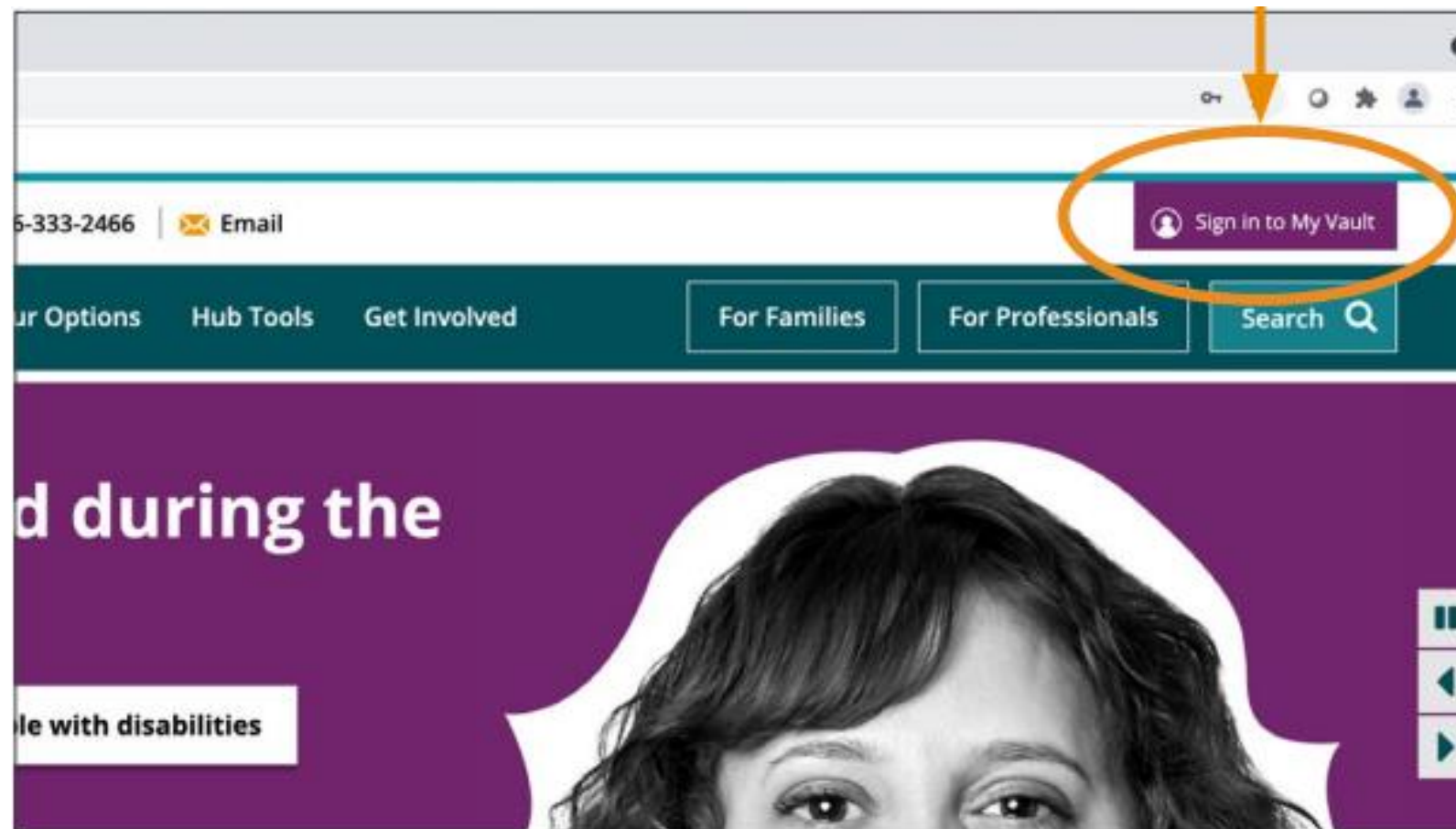
## How can professionals use My Vault?

### Professionals can:

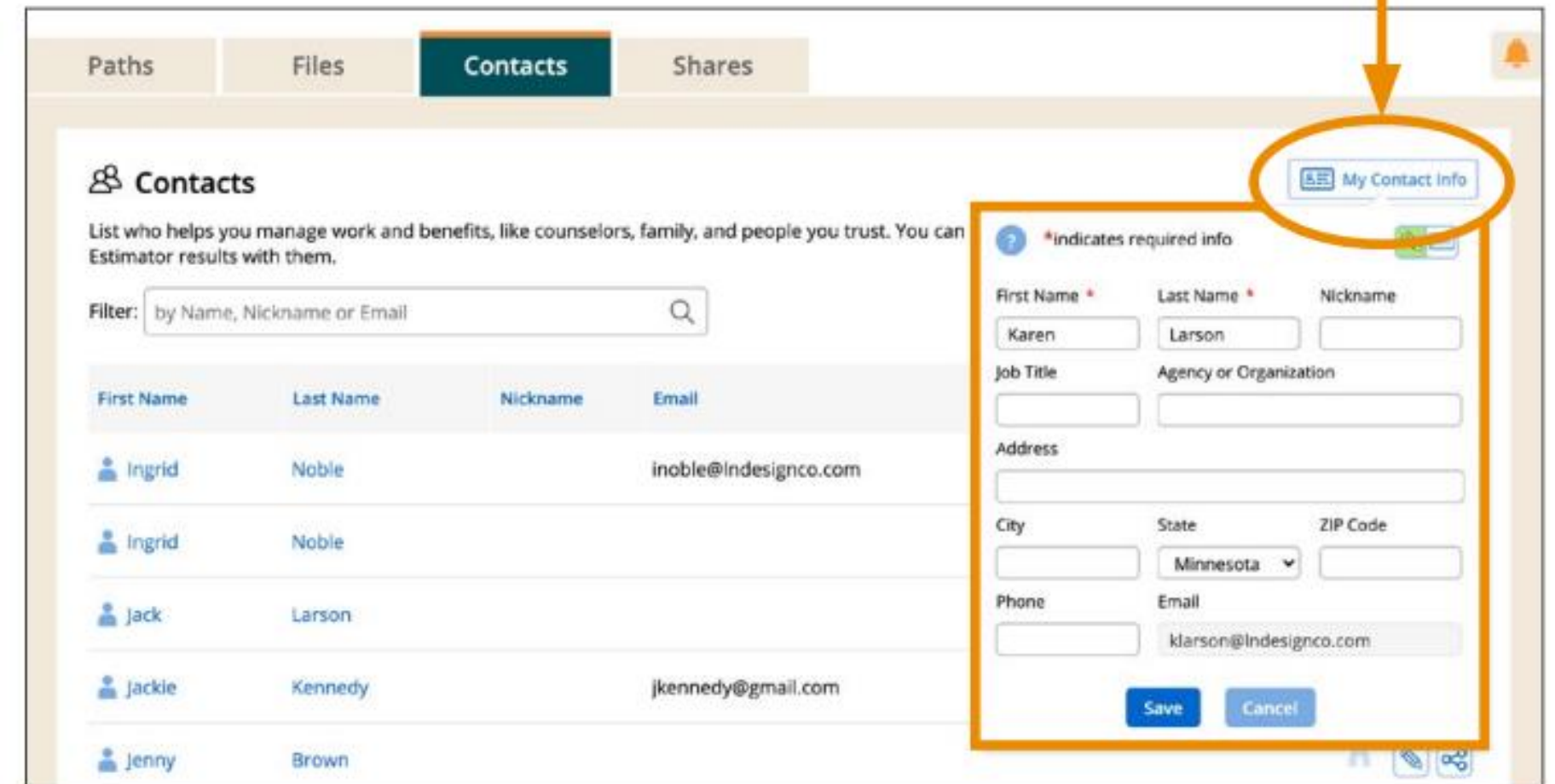
- Plan and share information in a secure way.
- Connect and collaborate with others on a person's team
- Access tools to help a person set and reach goals
- Securely store and share files
- Document steps a person takes toward informed choices about work, benefits and housing

## My Vault Resources

[How to create a My Vault account](#)



[How to add contacts, store and share files](#)



# Planning Paths

Disability

**HUB**  
MN

Chat | 1-866-333-2466 | Email


beth.grube@state.mn.us

My Vault

Log out

Top Topics | Your Options | Hub Tools | Get Involved

For Families | For Professionals | Search



PLAN FOR WORK

How can I plan for work?

Follow this path if you want to:  
• Build a work plan • Map resources and supports to help • Tell others what matters to you

Back to Paths

▶ My Profile: Work	✓
▶ My Resources and Supports: Work	✓
▶ My Vision: Work	✓
▶ Build My Team: Work	✓
▶ My Positive Summary: Work	✓

- [Work Path](#)
- [Best Life Paths](#)
- [Benefits Path](#)
- [Housing Paths](#)

## Give Feedback

The Disability Hub is continuing to evolve...

While you are using the Hub, please use the “Give Feedback” link

- What is missing?
- What should be changed?
- What additional resources do you use?

[For Professionals](#) > [Youth in Transition Toolkit](#) > [Educate yourself](#) > Transition framework

# 1 Transition framework

[f](#) [t](#) [p](#) [e](#) [Give Feedback](#)

Adopt Minnesota's framework for high-quality transition pro

E1MN worked with transition leaders statewide to create a single framework programming. The resulting framework provides shared learning expectat

## Resources

- [Youth in Transition Toolkit](#)
- [Three Key Elements](#)
- [Improved Youth Outcomes](#)
- [Leadership Action Steps](#)
- [Minnesota Youth in Transition Framework Assessment](#)
- [Building Your Local Transition Planning Team](#)
- [Reviewing Youth Outcome Data](#)
- [Educate Yourself](#), [Engage Families](#), [Support Youth](#)
- [Online Resources to Support Transition Planning](#)
- [Transition Resources](#)





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